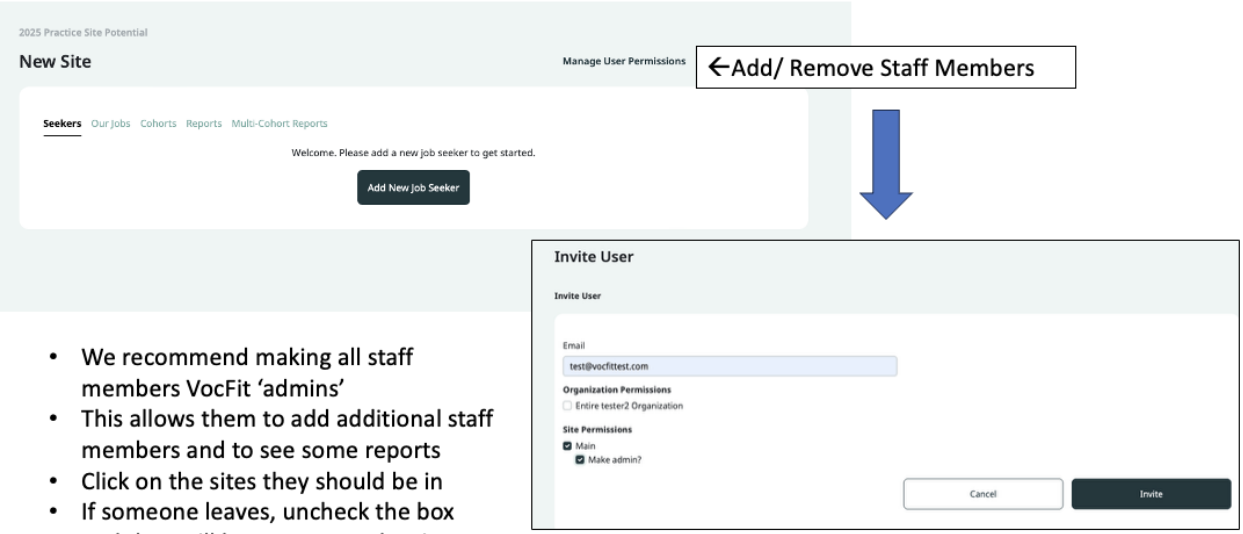
VocFit.com

Tutorials

Hyperlinks to Screenshots in this Document	Hyperlinks to Videos
1. What is VocFit?	YouTube (17 minutes)
2. Add a Staff Member	YouTube (2 minutes)
3. Add a job seeker, create a cohort	YouTube (3 minutes)
4. Create or Send an Assessment	YouTube (3 minutes)
5. Job Seeker Assessment – how to view and share	YouTube (2 minutes)
6. Explore the job bank and assign a job goal	YouTube (3 minutes)
7. What do the Colors Mean? (VocFit Algorithm)	YouTube (2 minutes)
8. Cohort Reports	YouTube (3 minutes)
9. Job Match and MyNextMove.org Integration (Link to videos and local jobs)	YouTube (3 minutes)
10. Artificial Intelligence	YouTube (3 minutes)
11. VocFit Planning Tool	YouTube (4 minutes)
12. VocFit Best Practices	No Video
13. VocFit Items	No Video

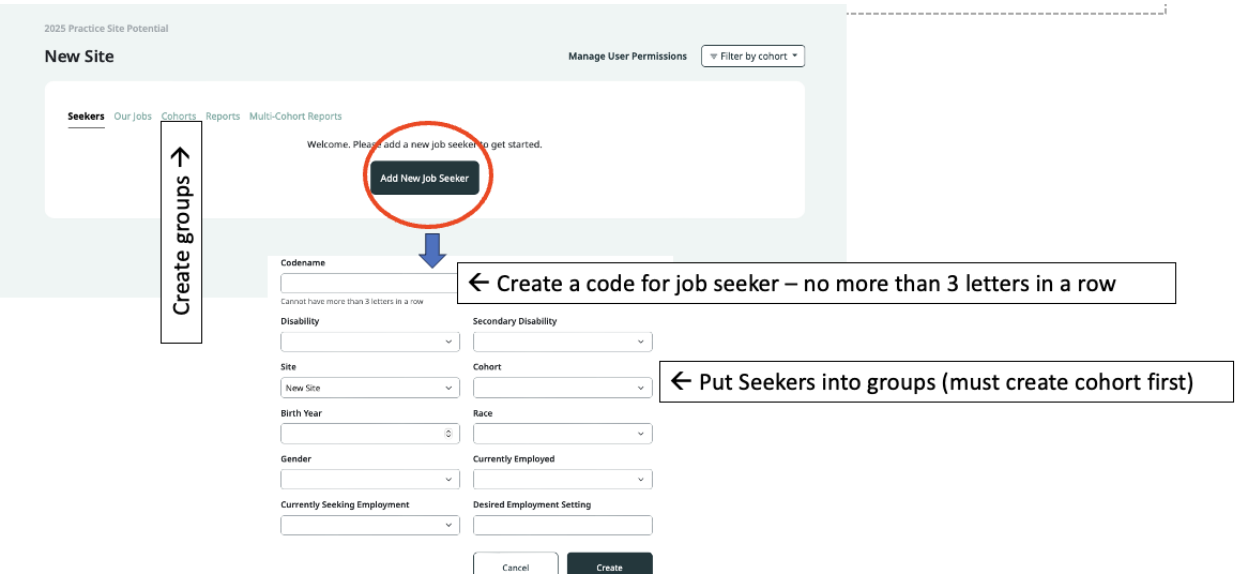
1. What is VocFit?

2. Add or Remove a Staff Member

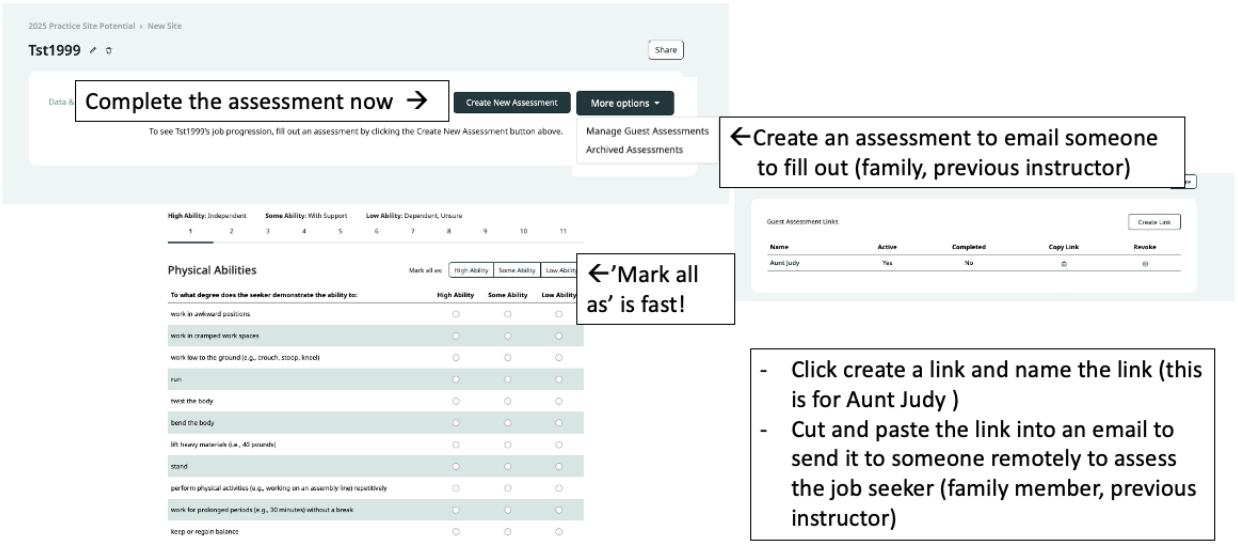


- We recommend making all staff members VocFit 'admins'
- This allows them to add additional staff members and to see some reports
- Click on the sites they should be in
- If someone leaves, uncheck the box and they will lose access to the site

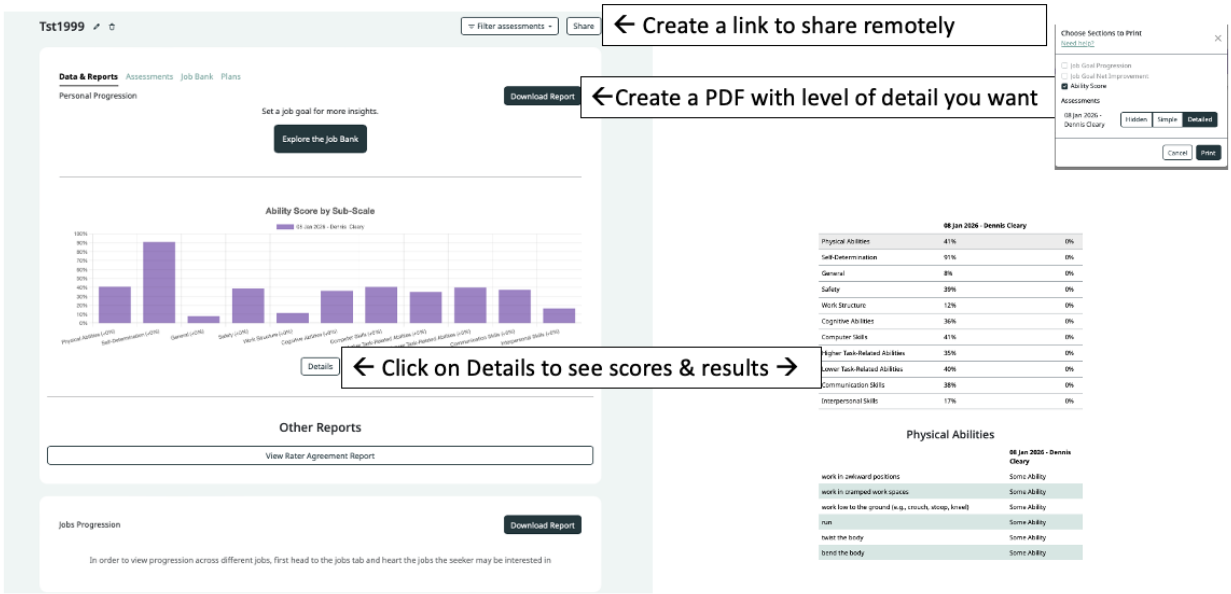
3. Add a Job Seeker and Put into Cohorts (Groups)



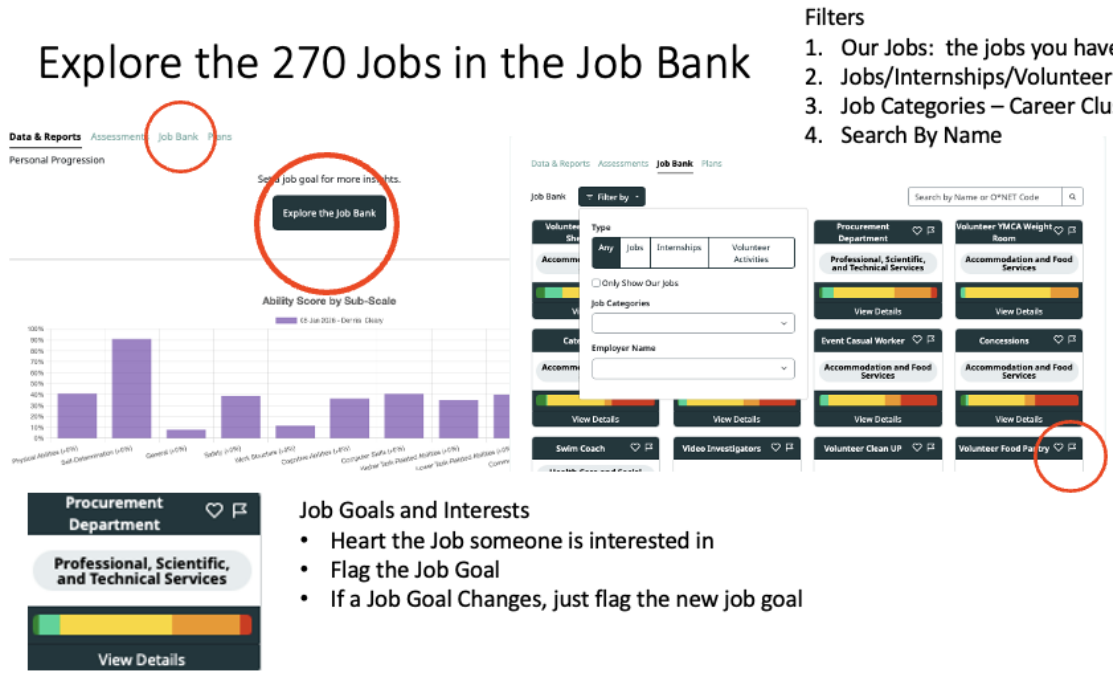
4. Complete/Send an Assessment



5. Job Seeker Assessment and how to send the results



6. Explore the Job Bank and create job goal



Job Goals and Interests

- Heart the Job someone is interested in
- Flag the Job Goal
- If a Job Goal Changes, just flag the new job goal

7. What do the Colors mean?

The VocFit Algorithm

Abilities of the Seeker

High ability
Some ability
Low ability/Unsure

Demands of the Job

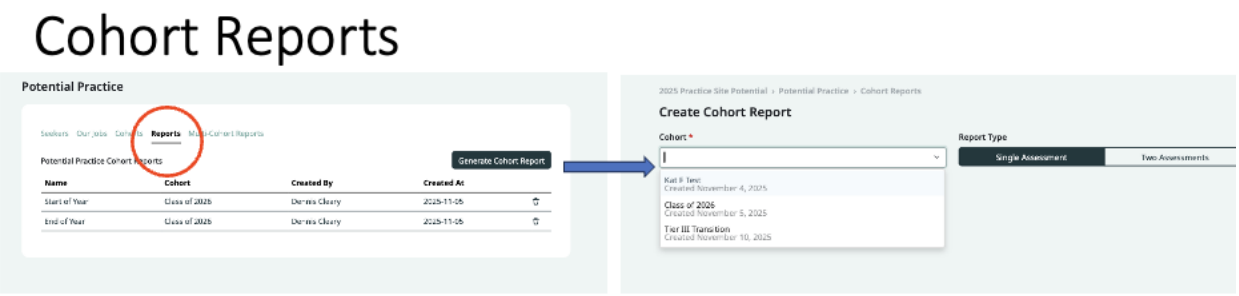
High demand
Some demand
Low demand

Seeker Ability	Job Demand	Match
High Ability	High Demand	Mastered Skill
High Ability	Some Demand	Mastered Skill
Some Ability	Some Demand	Areas of Intervention
Low Ability	Some Demand	Areas of Intervention
Some Ability	High Demand	Needs
Low /Unsure	High Demand	Cons
Low Demand		**Falls out**

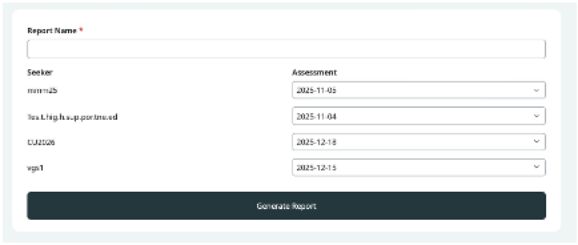
Low Demand is 'no demand' as we do not model this at all

- For Internships, when people are learning skills, they should have yellow, orange and red skills related to their job goal so they can learn new skills
- For Jobs, focus more on the greens – use the yellow, orange and red skills to develop a job coaching plan for them to learn skills, create adaptations, or accommodations.

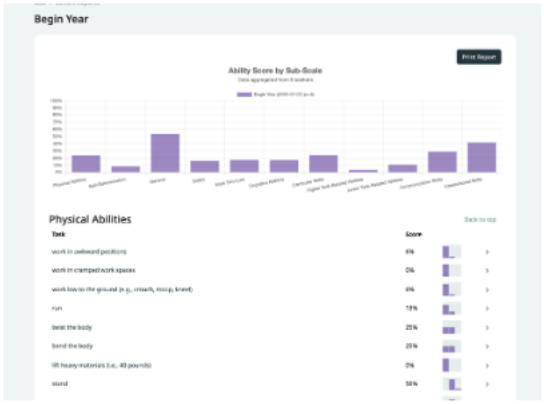
8. Cohorts



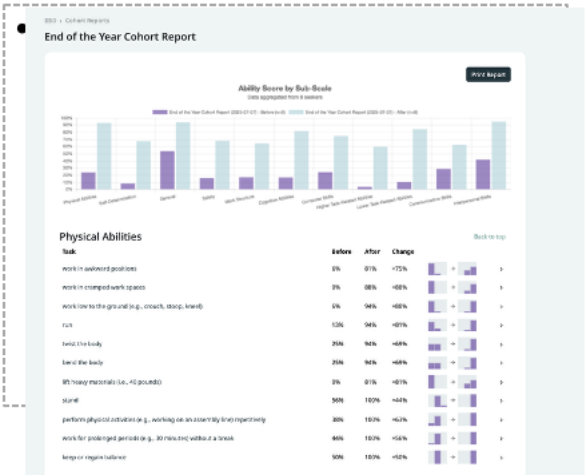
1. Select the Cohort you want to report on
2. Select a Single Assessment (one moment in time) or Two Assessments (Two moments in time)
3. Name the Report
4. Select the dates of the assessments you want to use – it automatically compares the first to the last assessment



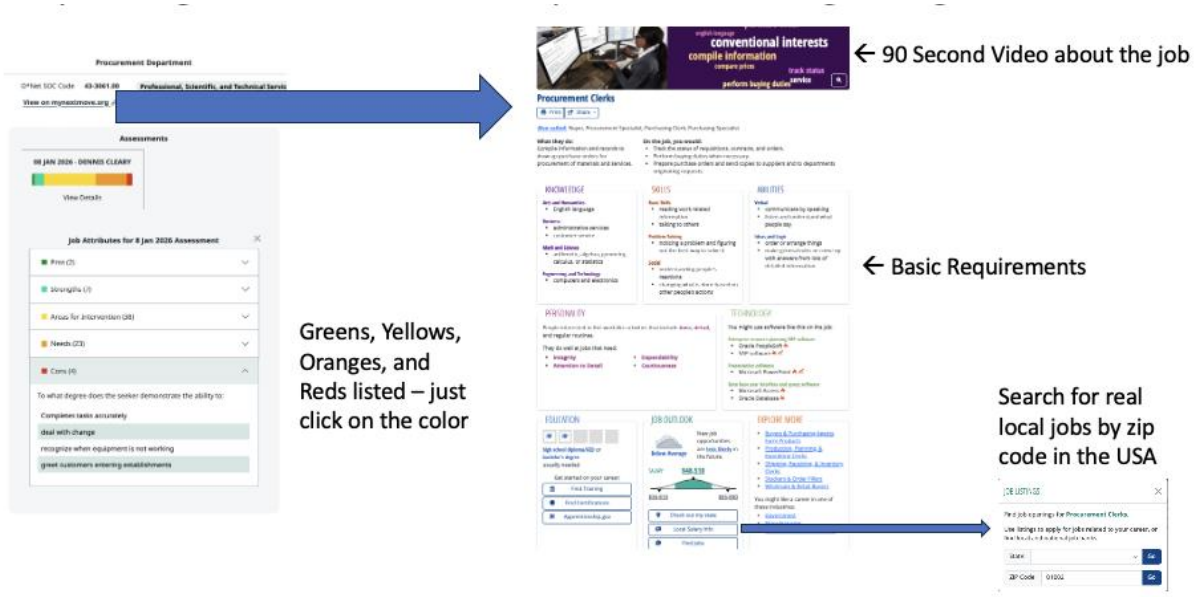
Single Assessment



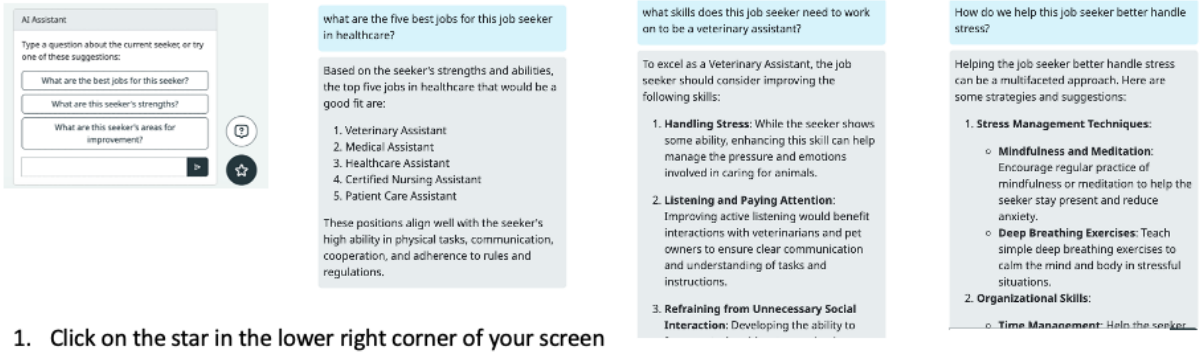
Two Assessments



9. Exploring the match and Mynextmove.org integration



10. Artificial Intelligence Job Matching and Reporting



1. Click on the star in the lower right corner of your screen
2. A job goal must be assigned to use the AI
3. Cut and paste the AI answers into another document – the AI is not stored on the web and shares no identifying information with the AI tool

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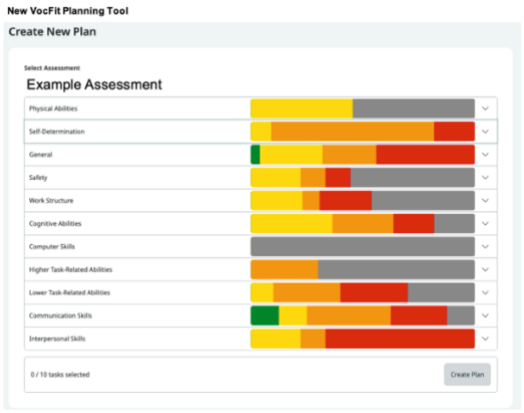
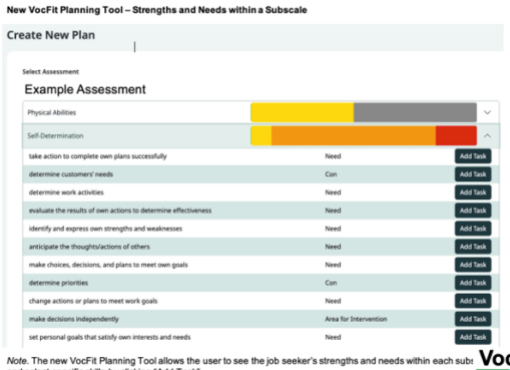
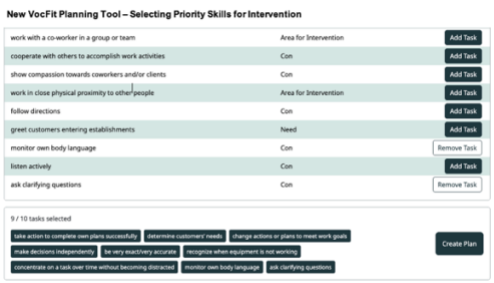
11. VocFit Planning Tool



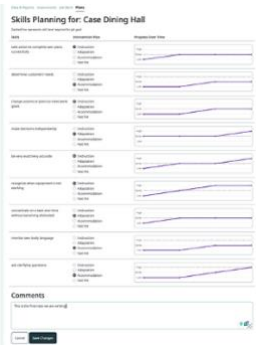
Note. The new VocFit Planning Tool allows the user to see the job seeker's strengths and needs by subscale



Note. The new VocFit Planning Tool allows the user to see the job seeker's strengths and needs within each subs and select specific skills by clicking "Add Task"



Note. The new VocFit Planning Tool allows the user to select specific skills for intervention clicking "Add Task" and then "Create Plan."



1. Click Plan
2. Select up to ten skills/tasks to prioritize by click 'add task'
3. Create
4. Select Instruction (learn), Adaptation (change how something is done), Accommodation (permanent change), or 'not yet' (later)
5. Add a note, and create plan
6. Automatically updates with progress when you complete a new VocFit assessment

12. VocFit Best Practices

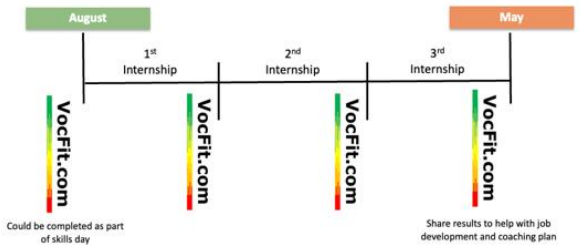
1. **Is VocFit a standardized, valid, and reliable assessment?** Yes.

2. **Where is the evidence for VocFit.com?** The Vocational Fit Assessment was created by Dennis Cleary and Andy Persch, two occupational therapists and researchers, in 2014. They created an assessment and job matching tool to enhance competitive integrated employment for individuals with Intellectual and Developmental Disabilities (IDD). Several validity and reliability studies of VocFit have received a $3 million NIH grant to enhance its psychometric properties, along with a grant from the State of Ohio to improve the VocFit.com website.

3. **Who should fill out the VocFit assessment of the job seeker?** VocFit was created as a partner report for individuals with IDD. The partner reporter (Instructor, Skills Trainer, paraprofessional, Teacher from high school, or family member) should know them well enough to answer the questions, typically in a community setting.
    - Each site will implement VocFit a little differently based on local requirements.
    - Some state VR agencies reimburse for using VocFit and may decide who completes the assessments if the Community Rehabilitation Provider is paid for the assessment.
    - We recommend that the assessments be initially completed collaboratively by the skills trainers and instructors, and then one person take the lead in assessing each job seeker. So, an instructor might assess four job seekers, and a skills trainer might assess the other four. The key is that this should be done collaboratively.
    - If the job seeker is new to you, wait until the end of the original three-week orientation to assess the job seeker.
    - Some sites have a referring teacher fill out the first assessment.
    - If you have family, fill out VocFit, consider the pros/cons, and the influence that environment and expectations have on behavior.

4. **Who should fill out the VocFit assessment of the job/internship?** Typically, this is done by the skills trainer in collaboration with the mentor supervising the job seeker.
    - This assessment needs to be completed once, much like a task analysis, to evaluate how anyone would perform an internship, not just how one job seeker does the work.

5. **How often should the job seeker be assessed using VocFit?** We recommend job seekers be assessed four times during an academic year, or approximately every ten weeks. Multiple assessments can show the progress an individual job seeker is making. This tool can be used to show measurable skills gain in collaboration with a VR counselor.



6. **Should I overthink VocFit?** No! You can redo VocFit.com when changes occur.

7. **How do you use VocFit in Employment Planning Meetings?**
    - Job Seekers and Families like the data visualization, and the 'High, Some, Low' language is easy for people to understand. Use the visuals to demonstrate what the job seeker learned on the internship.
    - You can ask the family member to fill out an assessment and use that data to help increase the family involvement in the meeting.
    - Use the Jobs tab to explore various jobs of interest to the job seeker and the skills the job seeker may need to learn to gain that job.

8. **How do you use VocFit in choosing internships that lead to employment?** Everyone has a job goal. VocFit matches the job seeker's current performance to that job goal (flag a job to make it a job goal). The yellow, orange, and red skills for that job goal need to be developed so the graduate can obtain the desired job. Pick internships that help the job seeker learn the skills they need to do that job.

9. **How can VocFit help you gain a wider variety of internships?** Internships are a collaboration between the host business and the program. A wide variety of internships provides opportunities to teach a wide variety of skills. If you have a job seeker with a job goal that reveals yellow, orange, and red in skills you do not have, consider internships to teach those skills. Approach the business liaison and ask if there are areas of the host business where those skills can be learned.

10. **Is VocFit.com a standardized, valid, and reliable <u>self-assessment for people with IDD?</u>** No. VocFit is a valid and reliable assessment, but it *<u>is meant as a partner report, not a self-report</u>.* The wide variety of people who have IDD makes it challenging to know if your job seeker can be a reliable self-reporter. Some programs have job seekers fill out the application themselves or with support. As researchers, we cannot say this is a recommended practice, but some sites have found it to be helpful. Just keep in mind that you cannot say the self-assessment is statistically reliable. We hope to have a self-assessment version of VocFit soon that individuals can fill out validly and reliably. That version will have fewer items, visual supports, and decision supports.

11. **Should you add family members or job seekers as members of your organization?** *<u>No.</u>* You can invite family members to complete an assessment through a 'guest assessment' and share the results using the share button. If you add family members or job seekers, they can see other people's data.

12. **Can VocFit scores fluctuate?** Yes. For example, a job seeker might be assessed as having a high ability to manage stress in one internship but may have a low ability to manage stress in another internship, depending on the demands or circumstances. So, there might be occasional backslides, but the trend line is usually upward.

13. **Can VocFit be used to help VR Counselors determine Measurable Skills Gain**? VocFit reports can be used to help document skill gain. The mentor from the host business must be part of the assessment documentation. For example, if the skills trainer is assessing the job seeker, they can get feedback from the employee of the host business. Ultimately, in the USA, it is up to the VR Counselor to determine if there is measurable skill gain per each state's policy.

Physical Abilities	High	Some	Low
Work in awkward positions			
Work in cramped spaces			
Work low to the ground (i.e. crouch, stoop, kneel)			
Run			
Twist the body			
Bend the body			
Lift heavy materials (i.e. 40 lbs.)			
Stand			
Perform physical duties repetitively			
Work for prolonged periods (30 minutes) without a break			
Keep or regain balance			
Self-Determination			
Take action to complete own plans successfully			
Determine customers' needs			
Determine work activities			
Evaluate the results of own actions to determine efficacy			
Identify and express strengths and weaknesses			
Anticipate the thoughts/actions of others			
Make choices, decisions, and plans to meet own goals			
Determine priorities			
Change actions or plans to meet work goals			
Make decisions independently			
Set personal goals to satisfy own interests and needs			
General			
Handles stress			
Makes eye contact			
Refrains from unnecessary social interactions (talking)			
Admits mistakes			
Accepts praise			
Cooperative and courteous			
Listens and pays attention			
Expresses personal needs (restroom breaks, doctor visits)			
Respects rights and privacy of others			
Asks for help and clarification when needed			
Communicates adequately (initiates conversation…)			
Maintains clean appearance			
Dresses appropriately for job			
Body hygiene			
Follows directions			
Accepts constructive criticism/feedback			
Follows rules and regulations			
Maintains good attendance			
Arrives on time for work and leaves on time			
Attends to job tasks consistently			
Completes tasks accurately			
Works at an appropriate rate			
Initiates new tasks			
Works well with co-workers			
Follows the proper chain of command			
Safety			
Work exposed to hazardous equipment or conditions			
Work exposed to contaminants (pollutants, dust, odors)			
Work exposed to minor burns, cuts, bites, or stings			
Work exposed to potential disease or infection			
Maintain sanitation, health, and safety standards			
Wear protective or safety equipment (glasses, gloves, hat)			
Follows institutional hand-washing standards			
Monitors personal hygiene			
Identify safety hazards			
Work Structure			
Meet strict deadline			
Pace work according to the demands of the work (p			
Work outdoors, under cover			
Deal with change			
Work a full week (1 FTE, i.e., 32-40 hours per week)			
Follow a regular schedule of tasks and work			
Work outdoors, exposed to all weather conditions			
Follow the chain of command			
Work exposed to distracting sounds/noise levels			
Work exposed to uncomfortable sounds/noise levels			
Work in very cold (below 32F degrees) temperatures			
Work in very hot (above 90 F degrees) temperatures			
Follow established procedures			

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Job Seeker Abilities	Score
Independent	High
With Support	Some
Dependent, Unsure	Low

Cognitive Abilities	High	Some	Low
Perform mental activities (checking entries) repetitively			
Count, weigh, measure, or organize materials			
Sort, assemble, and proof completed work			
Comprehend/read instructions			
Be very exact/very accurate			
Recognize when equipment is not working			
Recognize when supplies are running low			
Add, subtract, multiply, and divide			
Concentrate on a task over time without distraction			
Shift attention back and forth between tasks			
Know your location in relation to the environment			
Computer **Skills**			
Navigate to a specific web address			
Save a file/document to a specific location			
Locate and open a saved file/document			
Click on a desired web link			
Type text to create a document			
Scroll through a web page to find specific information			
Access an email system using username and password			
Enter text applying basic key functions			
Print a file/document			
Reply to an email message			
Close a software program			
Read a received email			
Use an online search engine			
Recognize and start a software program			
Attach a file to an email			
Compose and send an original email message			
Higher Task-Related Abilities			
Load machines with office or industrial materials			
Deliver completed work			
Stock or restock supplies			
Operate office machines (e.g., copiers, scanners, faxes)			
Place materials into storage (cabinets, boxes, bins)			
Perform clerical duties (sort mail, send faxes, scan)			
Select materials needed to complete work tasks			
Setup and adjust machines			
Setup workstation			
Monitor system status			
Lower Task-Related Abilities			
Start and stop machines using levers or buttons			
Clean work surfaces (e.g., shelves, counters, tables)			
Clean work tools (e.g., equipment, tools, dishes)			
Select items and place them in dishes, on trays, or bags			
Clean work areas (e.g., sweeping, mopping)			
Prepare dining areas for meals and/or snacks			
Move supplies (e.g., by hand, cart, or dolly)			
Serve food orders to customers			
Gather and empty trash			
Service, clean, and supply restrooms			
Communication Skills			
Communicate face-to-face with others			
Work with external customers or the public			
Deal with conflict			
Deal with unpleasant, angry, or discourteous individuals			
Communicate with others on the telephone			
Answer question re: items available to use/purchase			
Speak clearly so that others can understand			
Understand the speech of another person			
Interpersonal Skills			
Work with a co-worker in a group or team			
Cooperate with others to accomplish work activities			
Show compassion towards coworkers and/or clients			
Work in close physical proximity to other people			
Follow directions			
Greet customers entering establishments			
Monitor own body language			
Listen actively			
Ask clarifying questions			