JOBS 4ALL

STRENGTHENING THE EMPLOYABILITY AND KEY COMPETENCES OF YOUNG PEOPLE WITH DISABILITIES THROUGH THE DIGITAL TRANSFORMATION AND MODERNISATION OF YOUTH WORK

JOBS4ALL PROFILE TOOL

PR2/A4: DUAL CAPACITY BUILDING MATERIAL FOR YOUTH WORKERS/TRAINERS AND EMPLOYERS / CAPACITY PACK FOR EMPLOYERS

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Introduction - Young People with Disabilities Profiles and Why It Is Important to Assess Them

The effective inclusion of people with disabilities in professional settings requires thoughtful planning and consideration at personal, familiar, social, communitarian and organizational levels. Among other relevant and unique characteristics, understanding the worker´s range of abilities, strengths and difficulties, expectations, communication strategies, problem-solving and stress-management skills, is crucial to map their potential.

An essential step in the process of achieving successful job placements and fostering a supportive work environment involves creating personalized profiles for Young People with Disabilities (YPwDs). The Profile Assessment Tool (Table 1) was specifically designed for this purpose and provides a structured framework for this analysis. Through a targeted inquiry aimed at a predefined set of skills and competencies, it seeks to endow a holistic understanding of the behavioural and functional patterns, as well as the interests and aspirations of YPwDs, key elements to make informed decisions and nourish an inclusive and thriving workplace.

Aims

The Profile Assessment Tool was developed aiming to:

a. **Promote Social Inclusion through Talent Development:** Leverage the unique talents and abilities of YPwDs to promote diversity and inclusion in the workplace.

b. **Bridge Communication Gaps:** Facilitate better communication and understanding between YPwDs, employers, and organizational culture.

c. **Increase Knowledge about YPwDs Abilities:** Provide employers with a deeper understanding of the abilities and potential of YPwDs.

d. **Enhance Relational and Organizational Skills:** Develop both relational and organizational skills among YPwDs to foster a positive work environment.

e. **Promote Professional Adaptation or Reintegration:** Support YPwDs in adapting to or reintegrating into the labour market professionally.

f. **Foster Long-Lasting Relationships:** Build enduring relationships among all stakeholders involved in the job-matching process.

g. **Maximize Contributions in a Context:** Place each person in a context that maximizes their contributions.

Instructions for Use

The candidate's profile assessment is crucial particularly **during the initial stages of the job placement, such as job interviews and the adaptation period.** The profile assessment tool was designed to be applied **by a trained technician**, responsible for mediating job placement and communication between the YPwD and the companies. It is applied in an interview format, and serves as a guide, ensuring key areas to be covered systematically. Special attention should be given to environmental accommodations that might be relevant to enhance the candidate´s participation.

Instructions for administration and use are provided throughout the document. The checklist tool comprises a set of questions, guided by a brief script, addressed to attain a comprehensive overview of the candidate's psychological, social and professional dimensions. The order of the questions can be adapted within the course of the interview. Once finished, the technician should complete the Overview table, obtaining a broader picture of the candidate´s general level of functioning. This profile summary will allow the employer to signal potential areas for development and support and further to align YPwDs attributes with the company's demands.

It is advisable to **review and update profiles** according to opportunities and changes that occur over time. Updating a workers' profile and strategies for empathy and support should be a continuous process throughout the employment cycle.

Beyond the initial stages of a job placement, **follow-up assessment of support and empathy needs** is essential for a candidate's successful integration in the workplace. It provides an opportunity to identify any emerging needs, offer support or monitor support measures adequacy, and continuously refine workplace practices to enhance overall well-being and success. Follow-up assessment should be accomplished by the responsible person for the integration of Young People in the company, as Youth Workers, Trainers, HR personnel, within regular intervals (eg. every 6 months - approximately).

Inspired by *SIS-A - Supports Intensity Scale* - a standardized assessment tool designed to measure the pattern and intensity of support that a person aged 16 years and older with intellectual and developmental disabilities (IDD) requires to be successful in community setting, developed by the American Association on Intellectual and Developmental Disabilities - we have adapted the Support Measures Evaluation Tool, to monitor and update the intensity level of the support measures needed (pages 13-15).

The items in this subscale are applicable to a wide range of jobs and address the required assistance to maintain work efficacy and productivity, acquire professional skills, implement new strategies, switch tasks, and engage with colleagues in the workplace.

This Tool aims to help employers and personnel to tailor support measures throughout the employment cycle.

Profile Assessment Tool - Guidelines of Application and Useful Tips

To ensure an informed use of the assessment tools, we recommend the following guidelines of application and some practical tips to keep in mind when dealing with YPwDs in the context of a job interview.

An Indicative List of Skills and Capabilities of Young People with Disabilities for The Job Market:

- Trustworthiness
- Motivation to work
- Technical capabilities
- Precision and attention to detail
- Good concentration on routines or procedures
- Memory for facts and figures
- Logical approach to tasks

Accommodations That Can Be Done During the Interview

- Adapt physical environment (be aware of sensory sensitivities; use a quiet/less overwhelming space)
- Always make sure that information is confidential
- Adapt Socially
- Adapt your language (use straightforward and clear language)
- Plan for breaks
- Provide a printout of the interview questions

Employer Skills and Competencies Essential to Assess the Candidates' Profile

- Keep in mind that communication styles may vary
- Provide clear instructions and consider offering alternative methods for them to express themselves, such as written communication or the use of visual aids
- Be open to understanding the candidate's unique strengths, such as attention to detail or pattern recognition, and reinforce these strengths
- Remember that each individual is unique, and accommodations may be necessary to ensure a fair and inclusive assessment process

Do's (Always Keep in Mind)

- ✓ Make sure that the candidate understands the information you are providing
- ✓ Make sure you understand the information the candidate is providing
- ✓ Remember that, at any time, the candidate is the center of the process, and no decisions or assumptions should be made without his/her participation
- ✓ A person-centered approach should be used to collect relevant job-related information
- ✓ Empower the participant to actively take part in the entire process
- ✓ Allow the candidate to decide what are the main skills, competences and abilities for him/her
- ✓ Understand that vulnerability is not an obstacle but may be an opportunity to specialize in a certain area that has objective and systematized functions

Dont's (Always Keep in Mind)

- ✓ Do not disclose information that the candidate has not agreed to
- ✓ Avoid communication that is not suitable for the candidate
- ✓ Avoid collecting irrelevant information during the process
- ✓ Avoid the assumption of situations

Table 1

Profile Assessment Tool

In this tool you can find a simple script with specific questions. Please use the blank spaces for notes or comments, and to add more questions (specific for the job). You do not have to follow the suggested order or go through all the questions. Ask the things you find necessary while staying concrete and open minded throughout the interview.

NAME	

Skills and Abilities	**Description**	**Other Observations**
Health Issues (Does the candidate have some limiting physical health issues?)		
Education and Qualifications (Academic achievements and relevant qualifications)		
Work Experience (Previous work history and experience, highlighting skills and accomplishments)		
Skills and Abilities (Clearly outline both technical and soft skills. Consider any unique skills or strengths associated with the disability, e.g. attention to detail, pattern recognition, and logical thinking)		

Communication Skills/Style (Describe the individual's communication preferences and any assistive communication devices or methods if used. Evaluate both verbal and non-verbal communication skills. Provide clear and direct questions and consider allowing written or alternative forms of communication.)		
Teamwork and Collaboration (Assess the person's ability to work in a team. Highlight any collaborative projects or positive teamwork experiences)		
Problem-Solving and Adaptability (Showcase instances where the individual demonstrated problem-solving skills and adaptability. Emphasize how they handle change and unexpected situations. Provide the candidate with a real or hypothetical problem relevant to the job and observe how they approach finding a solution. Look for logical thinking, analytical skills, and creativity in problem-solving)		
Attention to Detail (Highlight the person's attention to detail and precision, which is often a strength in individuals with disabilities as autism)		
Initiative and Independence (Illustrate situations where the individual took initiative or demonstrated independence in their work)		
Stress Management		

(Inquire about the candidate's stress management strategies and how they handle pressure or tight deadlines)		
Self-Awareness (Explore the candidate's self-awareness regarding their strengths and areas where they may need support. This can provide insight into their ability to self-advocate and seek assistance when needed)		
Sensory Sensitivities (Mention any sensory sensitivities and strategies in place to manage these sensitivities within the work environment)		
Time Management: (Inquire about the candidate's approach to managing their time. Ask for examples of how they prioritize tasks, handle deadlines, and organize their workday)		
Task Management (Explore the candidate's experience with managing multiple tasks simultaneously. Discuss how they prioritize tasks, set goals, and ensure that projects are completed on time)		
Passion and Special Interests (Acknowledge and leverage the person's passions and special interests that can contribute to their motivation and engagement.		
Career Goals and Aspirations (Discuss the individual's career goals and aspirations to understand long-term alignment with the organization)		
Social Integration		

(Explore past situations of integration into the workplace and any efforts made by previous workplace employers to foster inclusivity. In first experience cases, explore or showcase possible scenarios and discuss putative adjustments if need is perceived)		
Cultural Competency (Assess the person's understanding of workplace culture and their ability to navigate social nuances)		

Overview Chart

Please fill in the table with your general impression and expectations of the candidate. In the end you should have an idea about his/her level of general functioning and related accommodations and/or support measures.

Name	**Observations**
Key Evaluated Areas - Mobility - Learning and Applying Knowledge - Social Functioning - Communication, Interpersonal Interactions and Relationships	

FUNCTIONAL LEVEL	**Level 1** ☐ **Requires Support**	**Level 2** ☐ **Requires Substantial Support**	**Level 3** ☐ **Requires Very Substantial Support**

(These levels indicate the extent to which Disability impacts individuals on social, professional or personal areas of functioning. The levels suggest how much support a person might need.)	(Require some support to help with issues like inhibited social interaction and lack of organization and planning skills. Disability does not drastically interfere with daily life and professional tasks)	(Display atypical social behaviour, like not engaging in a conversation or walking away. Noticeable distress in situations of change. Need some support in working on social skills and planning)	(Candidates at this level present limited ability to communicate and interact socially with others. Problems expressing themselves, both verbally and with body language, can make it extremely hard to complete daily living tasks, interact socially, and deal with change. Extreme distress when asked to switch tasks is frequent. May require assistance as the use of Augmentative and Alternative Communication (AAC) devices.
ACCOMMODATIONS AND SUPPORT (Outline any accommodations or support measures that the individual may require to perform at their best. Include any strategies or adjustments that have proven successful in the past)			

Profiles of YPwDs, Empathy and Support

General Comments regarding Employee Performance. We recommend you to fill out the following tables within an interval from 3-6 months.

Employee Strengths

Employee Areas of Improvement

Support Measures Evaluation

Adapted from *SIS-A -Supports Intensity Scale - Adult Version* – Portuguese Adaptation : Lopes-dos-Santos, P. • Santos, M. A. • Sanches-Ferreira, M. • Maia, M.; Martins, S. • Alves, S. • Santos, S. FORMEM Publication, 2020

INSTRUCTIONS:

Identify the frequency, daily support time, and type of support that the Trainer/Youth Worker or Company Responsible Person for YPwDs integration mentions as necessary for the assessed person to succeed in each activity. For each parameter (frequency, daily support time, and type of support), circle the appropriate number (0-4) (see the scoring key).

1. This scale should be completed without considering the currently provided or available services or supports.

2. Scores should reflect the support the person needs to succeed in each activity.

3. In the case that the person uses assistive technologies, the score should be assigned considering their use.

4. Complete ALL items, even those representing activities that the person currently does not perform.

Type of Support	Frequency	Daily Support Time
What type of support should be provided? 0 = None 1 = Monitoring 2 = Verbal or gestural cues 3 = Partial physical assistance 4 = Total physical assistance	How often is support needed for this activity? 0 = None or less than once a month 1 = At least once a month but not once a week 2 = At least once a week but not once a day 3 = At least once a day but not once an hour 4 = Hourly or more frequently	On a typical day when support is needed in this area, how much support time should be provided? 0 = None 1 = Less than 30 minutes 2 = Between 30 minutes to 2 hours 3 = Between 2 to 4 hours 4 = 4 hours or more

Scoring Key

Work and Employment Activities	Support Type	Support Frequency	Daily Support Time
Learn and use specific job skills	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Access/receive workplace or task adaptations	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Interact with coworkers	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Interact with supervisors and trainers	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Complete work tasks within an acceptable time frame	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Complete work tasks with acceptable quality	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Change tasks at work	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
Seek information and support from the employer	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

Each item should be classified on a 5-point scale in relation to the three dimensions of support needs:

1. **type of support** (the characteristics or nature of the required support)
2. **frequency of support** (how often support is needed) and
3. **daily support time** (the amount of time another person needs to provide support)

Type of Support

A score of "*0*" means no support is needed for the person to fully participate in the activity (beyond what the general population needs and uses, e.g., everyone asks for clarifications and guidance occasionally).

A score of "*1" means the person requires monitoring*; that is, someone needs to periodically check the person's participation to ensure successful involvement in the activity.

A score of *"2" means the person requires verbal or gestural prompting to participate* successfully.

A score of *"3" is appropriate when the person needs partial physical support*.

Finally, a score of "*4*" *means the person requires the most intense type of support: full physical assistance.*

Frequency of Support

The intention of the frequency rating is not to measure involvement in the activity but rather *how often the person needs support to regularly engage in the activity*.

A frequency rating of "*0*" *indicates that the person does not need extraordinary supports or needs them less than once a month*.

A rating of "*1*" *indicates that some form of extraordinary support will be needed at least once a month (but not once a week)*.

A rating of *"2" means support will be needed weekly (but not daily)*.

A rating of *"3" means every day (but not every hour) the person will need some form of extraordinary support to participate in the activity* (i.e., supports that the general population does not need).

A rating of "*4*" is the highest and *indicates that every hour the person participates in the activity, they will need some form of extra support* that the general population does not need.

Daily Support Time

It is important to emphasize that this score does not consider frequency or how support is provided. Instead, it reflects the duration of support; *the amount of time typically needed to provide support on a day when it is needed*. 24 hours is considered a day. Thus, whether support is needed every day or once a year, on a day when it is needed - over a 24-hour cycle - the rating is based on the total cumulative time needed to provide support. Daily support time is not concerned with the time needed to complete a task but rather with the amount of time needed to provide extraordinary support to the person.

For daily support time, a rating of "0" means no time is needed to provide supports for the activity of daily living. For example, some individuals with IDD are able to complete work-related tasks at an acceptable speed without any extraordinary support.

A rating of "1" indicates that less than 30 minutes of support is needed on a day when support is needed.

A rating of "2" means between 30 minutes and 2 hours of support is needed.

A rating of "3" indicates that between 2 and 4 hours of extraordinary support are needed.

A rating of "4" is reserved for individuals who need support for more than 4 hours on a typical day when support is provided. Like in the frequency dimension, there is a set of items where the rating is limited to "2" or "3". Thus, these items are rated on a 3 or 4-point scale, not a 5-point scale.

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