

BEST in Action: Focus on Assessment

Purpose

To expand experienced W-2 Case Managers' knowledge of assessment results and their impact on participant progress.

Objectives

Upon completion of this course, you will be able to:

- Draw conclusions about how assessment results relate to case management actions.
 - Analyze how different assessment results influence and impact participants.
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Contact Information

Questions regarding this training material should be directed via your local agency process to the Partner Training Team,

Email: PTTTrainingSupp@wisconsin.gov

A contact person is available to answer e-mailed questions related to this training material, assist you in completing any activity that you are having difficulty with, and/or provide explanation of anything else about this training material.

Questions regarding W-2 production cases and systems should be directed via your local agency process to the BWF Work Programs Help Desk at:

Email: bwfworkprogramshd@wisconsin.gov

Telephone: (608) 422-7900.

W-2 Policy questions should be directed to your Regional Office staff.

DCF is an equal opportunity employer and service provider. If you have a disability and need information in an alternate format, or need it translated to another language, please contact (608) 535-3665 or the Wisconsin Relay Service (WRS) – 711.

For civil rights questions call (608) 422-6889 or the Wisconsin Relay Service (WRS) – 711.

Zoom Activity

In order to understand a participant's story, you need to see both the big picture and the small details.

How was this activity similar to working with W-2 participants?

How do you ensure you see the big picture when working with a participant?

B – Balance

E – Exploration

S – Sensitivity

T – Trust

Balance

Balance means creating opportunities for you and the participant to have a conversation.

How do you incorporate Balance into your assessment conversations?

When participants provide new assessment information, consider how it may _____ prior assessment information.

Pay close attention to how the new assessment might _____ or _____ with prior information.

Bring the information to participants for further _____.

Notes:

Applying Balance with Assessments

Chloe came into the W-2 program unemployed a year ago. Her Career Assessments showed she was interested in the health care field. So, Chloe completed her CNA coursework, and found a part-time job as a Certified Nursing Assistant. She has continued to participate in W-2 while trying to find full-time employment.

Through a check-in with Chloe's employer, you found out that Chloe turned down a full-time CNA position and seems disengaged at work. Chloe's supervisor mentioned she does great hands-on work with the residents, but Chloe struggles documenting her work and completing paperwork.

Chloe also stopped completing most of her W-2 activities. She wanted to talk about exploring different career paths at the last two appointments, but you kept running out of time. Chloe's eligibility review is due next month, which you are supposed to complete at this appointment.

What do you want to make sure you discuss with Chloe during this appointment?

During Chloe's appointment, she shares she doesn't want to be a CNA anymore. She says that she gets attached to the residents, and it is too hard when they pass. Chloe took a free online Career Assessment a few weeks ago and brought in her results. She wants to know why these results are different than her last results.

Chloe also reports that her six-year-old daughter, Shannon, was recently diagnosed with Oppositional Defiant Disorder (ODD). Shannon has frequent temper tantrums and usually refuses to listen to adults. She was kicked out of daycare after throwing a toy at one of the workers and injuring them. Chloe has been trying to find a new daycare facility, but hasn't had any luck. She doesn't know what she's going to do when Shannon goes on school break in a few weeks.

Summary of Career Test from 123test.com:

Personality Type – Artistic, Social

Suggested Jobs:

- Actor/Actress
- Child day care worker
- Hairdresser
- Child care worker
- Nanny
- Gardener

Top 5 Core Skills:

1. Demonstrate awareness of health risks
2. Advise others
3. Adapt to change
4. Work in teams
5. Solve problems

How does this new information impact your initial plan?

How would you balance Chloe's prior Career Assessment results with her new results?

What new assessment(s) might Chloe or Shannon need?

Spotlight on Assessment: Career Assessments

Career assessments must cover work styles, skills, and interests.

How can you use career assessment results in your case management?

As you review the various career assessments, focus specifically on potential careers, what to look for or avoid in employment, and any follow-up questions you may have.

Notes:

Exploration

Part of Exploration is digging deeper into assessment information.

Compare and Contrast:

Dig Deeper to Find Connection:

Partner with Participants:

Follow Up:

Let's say you are working with a participant, Houa. She has a high school diploma, and is passionate about getting a job in the medical field. Her Informal Assessment information aligns with this career path. You get Houa's Career Assessment results back, and are shocked to find out the results suggest a career in factory work. So, you partner with Houa to discuss the results. During that conversation, she discloses that she has a low reading level and did not understand most of the questions in the Career Assessment.

So, you make a plan for Houa to complete the Career Assessment again. This time, someone will read the questions to her and provide clarification, if needed, to ensure accurate results. You also discuss the steps Houa can take to increase her reading levels.

Notes:

Impact of Multiple Assessments

Korie is an ongoing participant. She has been in and out of the W-2 program for five years. Korie has two children: Ruby (five) and Cole (two). Here is a summary of her informal assessment.

Work History

- Transcriptionist/office experience
 - Enjoys and wants to stay in this field
- Let go three months ago due to calling in too many times due to barriers
- Wants to get back to work as soon as possible

Education

- Has high school diploma
- Interested in attending tech school for human resources assistant certificate

Housing

- Renting, not at risk of eviction
 - Concerned about cost; referred to housing assistance program

Transportation

- Walks and/or borrows a car
 - Has driver's license
 - Car in need of repair

Barriers

- Severe wrist pain
 - Doctor said might be Carpal Tunnel Syndrome and referred to specialist
 - Never followed through with specialist
 - Provided the Medical Examination and Capacity form, but never got it back
- Domestic Violence
 - Left situation six months ago with help from local Domestic Violence agency

Career Assessment Summary

Work Personality:

- Conventional – like to work with data, carry out details, and follow through on orders
- Social – like to work with people and solve problems through discussion
- Enterprising – like to lead, manage, and persuade people

Skills:

- Keep accurate records
- Operate computers
- Lead meetings
- Plan activities
- Convince others

Potentials Jobs:

- Clerk
- Secretary
- Customer Service Representative
- Administrative Manager
- Human Resources Assistant
- Loan Officer

How does the new assessment impact the information you already have? What follow up do you need to have with Korie?

Spotlight on Assessment: Educational Needs Assessments

Standardized Educational Assessments provide valuable insight into participants' current learning abilities and educational challenges.

TABE 11 & 12 Reading*		
NRS Level	Grade	Scale Score Range
1	K	300 – 371
	1	372 – 441
2	2	442 – 471
	3	472 – 500
3	4	501 – 518
	5	519 – 535
4	6	536 – 559
	7	550 – 562
	8	563 – 575
5	9	576 – 596
	10	597 – 616
6	11	617 – 709
	12	710 – 800

TABE 11 & 12 Mathematics*		
NRS Level	Grade	Scale Score Range
1	K	300 – 374
	1	375 – 448
2	2	449 – 472
	3	473 – 495
3	4	496 – 516
	5	517 – 536
4	6	537 – 556
	7	557 – 576
	8	577 – 595
5	9	596 – 626
	10	627 – 656
6	11	657 – 729
	12	730 – 800

TABE 11 & 12 Language*		
NRS Level	Grade	Scale Score Range
1	K	300 – 379
	1	380 – 457
2	2	458 – 484
	3	485 – 510
3	4	511 – 529
	5	530 – 546
4	6	547 – 559
	7	560 – 571
	8	572 – 583
5	9	584 – 607
	10	608 – 630
6	11	631 – 716
	12	717 – 800

Notes:

*Adapted from the 2019 DRC Guidance Chart

Sensitivity

Sensitivity in the BEST approach means that you acknowledge what the participant is going through.

You may need to gently _____ participants when there are conflicting assessment results.

See the assessments from the participant's _____.

_____ areas of agreement.

Dig deeper into the _____.

Notes:

Navigating Conflicting Assessment Results with Sensitivity

Sam is a participant interested in pursuing a career in nursing or health care. She thinks she might want to become an RN someday. Sam graduated high school four years ago, and has been working primarily manufacturing jobs. Local factories have been moving out of town, and Sam doesn't want to leave the community she has grown up in and where her family and friends live.

Sam reports she is bored and unmotivated with her prior jobs, and agreed to complete a career assessment. The career assessment identifies that her main interest involves helping people and animals. Her skills and strengths include flexibility, time management, compassion, reliability, physical strength, empathy, and advanced communication. The career assessment recommends jobs like CNA, RN, Vet Tech, Pet Groomer, and Personal Care Tech. Sam is drawn to the RN job because she has several family members who work in this field.

Together, you set a Long Term Career Goal of becoming an RN and an Other Program Goal of getting a CNA certification. After reviewing the application requirements, Sam agrees to take a TABE assessment, as the program she is interested in requires a 10.0-12.9 reading level.

Sam completed the TABE and received a 542, which is a sixth grade level. This makes her ineligible for the CNA program at this time.

Remember, we are focusing on Sensitivity as part of the BEST process.

What strategies can you use to support Sam?

What will your conversation with Sam look and sound like?

Reflection:

Spotlight on Assessment: Informal Assessment Inventory

There are nine Informal Assessment Inventory items:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Inventory Item	How does this information impact your case management practices?
1. Personal strengths, interests, and goals	
2. Job skills (including transferable skills)	
3. Recent job search efforts	
4. Current neighborhood environment and schools	
5. Household budgeting/money management strategies	
6. Access to social supports (e.g., family members, church, friends)	

Trust

You must build a foundation of trust so that participants feel comfortable sharing personal information.

Follow up with participants on their assessment results. This shows that you _____, and are _____ the assessment results like you said you would.

Participants need to know that you will follow through with your _____.

Notes:

Building on Trust Activity

Mattie recently graduated from high school, and has a six-month old son. She worked at McDonalds until she had her son. Mattie considered going back to McDonalds, but they have only night and weekend shifts available. She can't find child care during these times, and does not know what other types of work to do. Mattie agreed to complete the Career Exploration Inventory for ideas on potential career paths.

What patterns did you identify in Mattie's Career Exploration Inventory?

How would you bring this up with Mattie?

Pick Your Spotlight

Spotlight on:	
Case Management Impacts:	Use:
Notes:	

Appendix

Appendix A: Career Assessments

WOWI CONFIDENTIAL REPORT

CAREER TRAINING POTENTIALS

Motivation to develop aptitudes significantly beyond their current performance level depends on whether they can make a clear connection between improving performance and appealing future education and career opportunities.

VERBAL

Ability to read and comprehend words.

COMPETITIVENESS

This score is below average compared to other people who have a high school diploma or equivalent. They will almost certainly need to improve their vocabulary to be competitive in obtaining a desirable job.

		Raw Score: 22	
	Population	Same Education	
	Above Average	Above Average	
	High Average	High Average	
	Average	Average	
	Low Average	Low Average	
	Below Average	Below Average	◀▶

CONSIDERATION

Factors such as learning disorders, social environment and second language acquisition can cause delays in developing verbal abilities.

NUMERICAL

Ability to manipulate the language of numbers.

VALIDITY

The score is below 10. They may have randomly answered questions or genuinely did not know the correct answers. First, determine if this is a valid score.

		Raw Score: 4	
	Population	Same Education	
	Above Average	Above Average	
	High Average	High Average	
	Average	Average	
	Low Average	Low Average	
	Below Average	Below Average	◀▶

If the score is invalid, they may want to reconsider taking the assessment.

If the score is valid, they have sub-7th grade level in this area.

ABSTRACTIONS

Potential in the area of figuring out problems through a logical procedure.

COMPETITIVENESS

This score is below average. They will almost certainly need to improve their critical thinking skills to be competitive in obtaining a desirable job.

Raw Score: 16

Population	Same Education
Above Average	Above Average
High Average	High Average
Average	Average
Low Average	Low Average
Below Average	Below Average

PROBLEM SOLVING

They probably find using formal rules of logic and reasoning unpleasant, and more likely prefer thinking about how to solve practical and technical problems.

SPATIAL-FORM

Ability to visualize and think in three dimensions.

COMPETITIVENESS

This score is on the high range. They probably are able to visualize some aspects of two-dimensional images and objects in three dimensions. They are also likely to require the aid of measurement instruments to accurately estimate size, space, distance, and volume.

Raw Score: 32

Population	Same Education
Above Average	Above Average
High Average	High Average
Average	Average
Low Average	Low Average
Below Average	Below Average

MECHANICAL/ELECTRICAL

Potential to construct, operate, and repair machinery and understand physical forces.

COMPETITIVENESS

This score is below average. They will almost certainly need to increase their knowledge of mechanical and electrical systems to be competitive for jobs.

Raw Score: 12

Population	Same Education
Above Average	Above Average
High Average	High Average
Average	Average
Low Average	Low Average
Below Average	Below Average

TECHNOLOGY

They probably like user-friendly technology and prefer to have a technician fix machines when they break down, instead of attempting to fix it themselves.

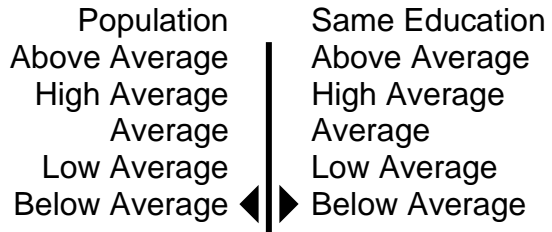
ORGANIZING SKILL

Potential to perceive and utilize language and numbers in a specified way.

COMPETITIVENESS

This score is below average. They will almost certainly need to improve their ability to alphabetically and numerically organize information in meaningful ways.

Raw Score: 20



POTENTIAL

It is likely they find learning the rules and process of organizing information unpleasant.

CONSIDERATION

Improving in this area can significantly enhance their communication skills.

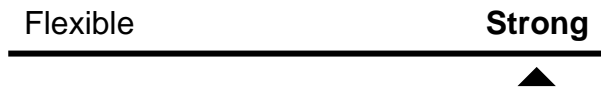
JOB SATISFACTION INDICATORS

This section helps you discover what job-related personality traits they prefer to use.

VERSATILE

The number of tasks/projects a person wants to have going on at any one point in time.

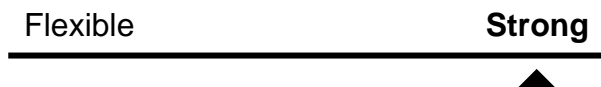
Raw Score: 42



REPETITIVE WORK

An individual's preferred task cycling rate.

Raw Score: 42



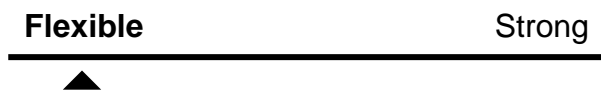
WHAT IT INDICATES

This score indicates they enjoy lots of variety and change and repetitive work. Ideally, they would like to spend half of their workday doing varied tasks and the other half doing more repetitive work.

SPECIFIC INSTRUCTIONS

How much one likes following rules, regulations, procedures, protocol, recipes, blueprints, directions, etc.

Raw Score: 14



WHAT IT INDICATES

This score indicates they do not mind working under specific instructions, but do not want to have a manager or supervisor always checking their work.

DOMINANT

Raw Score: 14

The extent to which a person likes to control, direct, organize, and be responsible for their own work.

Flexible

Strong

**WHAT IT INDICATES**

This score indicates they do not care whether or not they have opportunities to plan, control, or direct the work of others, or to be self-directing or independent on the job. A job that strikes a balance between the two will give them the most satisfaction.

GREGARIOUS

Raw Score: 28

The extent to which one finds people facilitative to a positive work environment

Flexible

Strong

**ISOLATIVE**

Raw Score: 21

Extent to which one needs to regulate one's privacy.

Flexible

Strong

**WHAT IT INDICATES**

This score indicates they strongly prefer working with people, but do not mind working alone for some of the day. They will want to avoid jobs requiring more than an hour or two of work in isolation on most days.

INFLUENCING

Raw Score: 28

How much a person likes to discuss, persuade, convince, and even argue with others.

Flexible

Strong

**WHAT IT INDICATES**

This score indicates they enjoy activities requiring them to influence others very much, and probably will want to incorporate influencing into whatever work they do. They should think about the circumstances in which they like to persuade others. For example, they may enjoy selling things to people, but only if customers come to them.

SELF-CONTROLLED

Raw Score: 28

How much one likes to procrastinate and prefers to work under pressure.

Flexible

Strong

**WHAT IT INDICATES**

This score tells us they like being self-controlled on the job and enjoy having deadlines and timetables. They like working under pressure and being responsible for work that has to be completed within a limited time frame. Jobs such as air traffic controller, mortician, emergency room technician, or secretary in a busy office might appeal to them.

VALUATIVE

Raw Score: 14

How much a person likes making gut level, intuitive decisions based on one's subjective impressions and feelings.

Flexible

Strong

**OBJECTIVE**

Raw Score: 42

How much a person likes making decisions based on externally verifiable facts and data.

Flexible

Strong

**WHAT IT INDICATES**

This score indicates they like using facts, information, and data in their work, and do not mind using hunches and intuition once they understand the facts. They will not enjoy work that requires them entirely to rely on intuition or hunches to make decisions.

SUBJECTIVE

Raw Score: 35

The extent to which an individual likes to express one's self as unique in the way work is done.

Flexible

Strong

**WHAT IT INDICATES**

This score indicates they like being subjective, and would be unhappy if they had no creative outlet on the job. They should try to select a position that encourage creativity.

RIGOROUS

Raw Score: 42

The extent to which an individual likes to pay attention to detail or the bottom line and the big picture.

Flexible

Strong

**WHAT IT INDICATES**

This score indicates they like being rigorous on the job, and will feel comfortable with checking their work, obeying rules and regulations, etc.

YOUR CAREER MATCHES

The occupations recommended to you are based on your scores in all completed sections of the inventory.

OCCUPATIONS	EDUCATION	PROGRAM OF STUDY
Cargo & Freight Agent	Job Specific Qualifications	On-the-job Training
Dispatcher	Job Specific Qualifications	On-the-job Training
Payroll Clerk	High School Diploma	On-the-job Training
Correctional Officer	High School Diploma	On-the-job Training

WOWI CAREER REPORT

YOUR CAREER INTERESTS

The Career Interest Activities reflect your preferences for specific, work-related tasks.

PUBLIC SERVICE	THE SCIENCES	ENGINEERING	BUSINESS	MANAGERIAL	THE ARTS
Middle	Middle	Low	Middle	High	High
MEDIA DESIGN	OFFICE & ADMIN	SALES	SERVICE	OUTDOOR	PROCESSING
High	Middle	Middle	Middle	Middle	Low
MACHINE WORK	BENCH WORK	STRUCTURAL WORK	MECHANICAL/ELECTRICAL	EXTRACTION WORK	
Low	Low	Low	Low	Low	

WORKER FUNCTIONS

Individuals usually prefer to work with either data, people, things, or a combination of these.

You have a DATA and PEOPLE orientation.

YOUR CAREER TRAINING POTENTIALS

Your motivation to develop aptitudes significantly beyond your current performance level depends on whether you can make a clear connection between improving performance and appealing future education and career opportunities.

<p>VERBAL Ability to read and comprehend words.</p>	<p>It would be helpful to know how you use language to communicate. Your score suggests you learned the language necessary to communicate with friends and family. You also have the potential to increase your vocabulary and communication skills.</p>
<p>NUMERICAL Ability to manipulate the language of numbers.</p>	<p>It is important to see where you stand with basic math. Your score suggests you don't like math or use it regularly. However, you have the potential to improve your skills.</p>
<p>ABSTRACTIONS Figuring out problems through a logical procedure.</p>	<p>It is helpful to know if you generally prefer to solve more concrete, technical problems or those that require a more conceptual, theoretical approach. Your score suggests you generally prefer to use a mix of technical and conceptual problem solving to deal with obstacles in front of you. You may especially like learning about and applying more theoretical approaches when they can be used to solve the most difficult problems that you face.</p>
<p>SPATIAL-FORM Ability to visualize and think in three dimensions.</p>	<p>It is helpful to know how you visualize. Your score suggests you are able to visualize some aspects of two-dimensional images and objects in three dimensions. At times, you rely on your "mind's eye" to visualize; at other times, you need the assistance of 3D computer renderings or models to help you visualize.</p>
<p>ORGANIZING SKILL Potential to perceive and utilize language and numbers in a specified way.</p>	<p>Some people can easily organize information in a structured, logical format that is clear and understandable to others. Some people prefer to have others do it for them. Your score suggests you are good at logically organizing information in a format to be understandable to others. Furthermore, you are probably good at note taking, writing reports, and editing papers.</p>

YOUR JOB SATISFACTION INDICATORS

An occupation that matches your personality and work style is likely to make you feel more comfortable and engaged, which leads to greater job satisfaction.

<p>VERSATILE & REPETITIVE WORK How many projects do you want to have going on at any one point in time?</p>	<p>Variety is the spice of life for people like you. You clearly prefer being versatile on the job, but can handle a little repetition when necessary. Your ideal work environment will have structure, guidelines and boundaries, but also flexibility within those boundaries.</p>
<p>SPECIFIC INSTRUCTIONS Do you like working under clear policies, procedures, guidelines, and supervision?</p>	<p>You understand the need for policies and procedures, you respect their importance, and take pride in tailoring your work accordingly. This is a very valuable trait in the workplace. Your ideal career environment will have clearly delineated policies and knowledgeable managers in the chain of command that you can consult when needed.</p>
<p>DOMINANT Do you like being resourceful, independent, self-directed?</p>	<p>You would enjoy occupations in which you plan, direct, and control the work of others, or in which you are independent, self-motivated, and resourceful. You should avoid jobs where you can never plan your own work or where you would never have the opportunity to supervisor or manage others.</p>
<p>GREGARIOUS & ISOLATIVE Do you find that working with people creates a positive work environment?</p>	<p>You have no preference for working with people or for working alone during the course of the workday. You would be most comfortable working with others part of the day and working alone the rest of the day. You should avoid positions that demand you work either exclusively with people or exclusively alone.</p>
<p>INFLUENCING Do you like to discuss, persuade, convince, or even argue with others?</p>	<p>When it comes to conflict and debate on the job, you pick and choose which battles to fight. When you disagree with a decision, statement, or policy, if it's really no big deal, you can easily let it slide. You should probably avoid high-conflict or ultra-competitive environments.</p>
<p>SELF-CONTROLLED Do you like working in high stress situations?</p>	<p>You can handle occasional crises and deadlines on the job, but you also need periods of down time and quiet in which to recover. High-stress or high-risk jobs might be a little too much to suit your style. Even less obvious stress such as a constant stream of disgruntled customers also might push you to the limit. Look for balance and avoid extremes.</p>

VALUATIVE & OBJECTIVE

How do you like to make decisions?

You have no preference for being intuitive and using hunches or working with data and facts. You would probably enjoy a position that lets you do both.

SUBJECTIVE

Do you like to express yourself creatively through your work?

You do not feel the need to express yourself in your work, but will not be opposed to being creative if your position demands it of you occasionally. You probably find it difficult to come up with a constant flow of creative ideas, but you will feel just as frustrated if you never are asked to use your creativity or imagination.

RIGORUS

Do you like to pay attention to the small details or the big picture?

You like being rigorous on the job, and will feel comfortable with checking your work and following rules and regulations. If you find yourself in a job where rigorousness is not valued, you may discover that your co-workers consider you to be overly meticulous or rigid.

YOUR CAREER MATCHES

The occupations recommended to you are based on your scores in all completed sections of the inventory.

OCCUPATIONS	EDUCATION	PROGRAM OF STUDY
Umpire & Referee	Job Specific Qualifications	On-the-job Training
Singer	Job Specific Qualifications	Music Theory
Athlete & Sport Competitor	High School Diploma	On-the-job Training
Floral Designer	High School Diploma	Floral Design
Desktop Publisher	High School Diploma or Bachelor's Degree	Desktop Publishing
Broadcast Technician	Associate's or Bachelor's Degree	Broadcast Technology
Graphic Designer	Associate's or Bachelor's Degree	Graphic Design

Xyte: PRACTICAL COGNOFILE

Work Behaviors

The work behaviors that come naturally are the real assets that you bring to your job and make you a valuable employee.

Typical professions: Mid-management administration, market analyst, sales, securities, statistician, craftsman, masseur, sculptor, construction worker, and efficient general manager.

Work mode and behavior: This participant is a holder of tools that uses their hands with deft ability.

Drive behavior: They explore things in the world around them while developing a holistic sense.

Drive to produce: They think efficiently while their hands deal with tangible things.

Response to measurable goals: They respond to goals set by others.

Competitiveness: They tend to be very competitive and want to win for the sake of winning.

Service-orientation: They enjoy doing things for others one-on-one.

Team player / leader: They make good team players and leaders of small groups.

Idealism: This participant represents realists, based on facts.

Independence: They can be independent thinkers, but need to have others around to carry a project through to completion.

Confidence: They are on the shy side and need to have a few successes to build their confidence.

Dependability: They are dependable and will deliver.

Punctuality: They are usually on time but have a more relaxed attitude about time, which may cause some delays.

Commitment to delivery of task/project: They will commit to a project but the task may not get accomplished on time.

Commitment to training others: They believe in training others, but do not have great people skills.

Commitment to self-renewal: They do not mind learning new things but with their relaxed attitude, self-renewal may not be tops on their list.

Change: They see things in a larger context and although do not like major changes, they understand the need for minor changes.

Flexibility: They are flexible and try to work with others even though they do not understand peoples' emotions well.

Adaptability: They adapt well with their relaxed attitude.

Time management: They like to be efficient with their time and look for ways to direct others for efficient means.

Career goals: Their relaxed attitude prevents them from reaching lofty goals but they are often found in middle management.

Competency is investigating and being practical with hands.

Talent is organizing and prioritizing things.

Work Environment

The ideal work environment rarely exists. We have to adapt ourselves to each situation. Satisfying some of our preferences will reduce frustration and stress.

As a Practical

- You dislike a structured work environment
- You dislike responsibilities
- You like to work on your own and know what is expected of you
- You like routine work
- You do not plan ahead well
- You think about real and physical things
- You generally keep a messy environment
- You like to experience things
- You like a loose management style

Management Behavior

Understanding the various behavioral actions of a cognofile is important in understanding and leading others.

Delegation: They are great delegators of tasks to others.

Decision-making: This cognofile is considered to be adequate, but not great, decision-makers, and like others to assist or get a consensus of opinions.

Discipline: Practical cognofile people are not good disciplinarians, as they do not have a good understanding of people and their motivations.

Evaluation of performance: Given an evaluation tool, they will use it to make a performance evaluation, which will probably be focused on efficiency.

Education: They believe in education and will assist others in receiving proper training.

Communication: They are friendly and like to chat, but are not considered great communicators. They are difficult to get to know because they are shy, quiet, and not outspoken.

Motivation of others: They establish goals for others and delegate to others quite well. They have difficulty understanding the emotions and motivations of others.

Development of people: They like to see others succeed and will assist in developing others.

Keys to Managing and Motivating

As an employee, you need to understand what motivates you to do your best.

The following are keys for managing a Practical:

- Assist them in developing a detailed work plan
- Provide some flexibility at work
- Keep them on task as they do not drive themselves
- Remind them that punctuality is important in business
- Ask for their opinions
- Allow time for exploring and trying ideas
- Minimize detailed paper work
- Assist with budgeting to organize expenses
- Keep them focused on work activities
- Assist in setting priorities
- Assist with teamwork skills if necessary
- Encourage verbal participation in meetings
- Permit them to work alone and then report to the group

The following are keys to motivating a Practical:

- They like to curiously explore to understand things
- They like doing practical things with hands
- They like to organize things
- They like to use their hands
- They like to touch and experience
- They like to deal with things
- They like to position with hands and are dexterous
- They like to explore things in the community
- They like small group activities
- They like to do things for themselves by themselves

Teaching and Learning Behaviors

Input senses: Learning for this participant is through fine motor skills of hand contact or touch and taste. In the process they are taking in visual patterns and data.

Input functions: These physical sensations are connected into single concepts of past experiences that involve thinking and observing features and patterns that they sort with logic.

Output senses: They have excellent coordination of hand, eye, and mind.

Output functions: This is cyclical process in which they observe a position or feature, which the mind recognizes, and tells the hand with dexterity to move, and then the cyclical process continues, in rapid succession.

Undeveloped behavior: Their major disability is in the hearing area. They have difficulty with hearing and clarifying content from people. They have difficulty developing plausible strategies and plans for the future. They do not like puzzles or developing more than one possible solution.

Approach & Skill Behaviors

These behaviors determine your attitude and the way that you accomplish work.

Thinking behavior: This participant thinks through things in a logical and pragmatic manner and likes to be efficient with effort, time, and actions.

Decision-making: They are capable of making prudent decisions given all of the data, but rely on others' opinions.

Speed: They are fairly efficient and will make decisions on a timely basis.

Accuracy: They are not extremely precise, but think whatever is reasonable is good enough.

Ability to prioritize/task list: They are quite able to prioritize, and it is helpful if they use a list as a manager.

Organization: They are efficient organizers, but not extremely precise.

Full range informational gathering techniques: They are mainly observers of information, but have some capability of digging out hard to find data.

Methodical hypothesis formation and testing: This participant is capable of some formulating with data given, but are not known to be overly scientific.

Self-appraisal: They will do a self-appraisal but do not feel the necessity to act on it immediately.

Initiation of continuous improvement: They are not inclined to have a continuous improvement attitude, but are very willing to learn things along the way.

Encouragement of new ideas: They like new ideas and are willing to explore them.

Skill at trouble-shooting: They are capable of finding and solving small to medium scale problems, especially if limited to practical applications.

Acting behavior: They are always practical and down to earth.

Interaction behavior: They understand the gray areas and tend to be quiet and shy.

Disposition behavior: They like to explore ideas from a practical viewpoint. Sometimes they can be a bit mischievous.

Perception

To balance ourselves and grow with increased wisdom, we need to understand how others perceive us.

As a Practical, you probably see yourself as being:

- Curious
- Agreeable
- Conservative
- Good listener
- Passive
- Steady
- Relaxed
- Patient

Other people of different cognofiles may see you as being:

- Hesitant
- Anti-social
- Low-key
- Not punctual
- Uncaring
- Indecisive
- Mild
- Meek

Interpersonal & Team Behaviors

This area evaluates how a person influences, interacts, and gets along with others.

Attention to training: This participant understands the need for training and will suggest it to others when it is appropriate.

Attention to coaching: They are not great coaches, but will spend time and effort to educate others.

Satisfaction in growing subordinates: They like to see others succeed, and they assist others to grow.

Contribution and sharing in team development: They understand the need for teamwork, and it also assists them in their decision-making. They will contribute to the team's success.

Ability to be straightforward and direct: They usually are straightforward, although they may talk around a subject using anecdotes.

Communication skills: They are friendly communicators, yet need to be more empathetic with other peoples' emotions.

Public speaking: They tend to be shy and quiet, which prevents them being comfortable speaking to a large group. In small groups, they can do quite well with a little confidence.

Conversational skills: They can be shy, but will chat about technical subjects or things; they do not like to discuss people problems.

Listening skills: They are not good listeners, as they have difficulty clarifying what is said.

Integration of human needs and business needs: They will put business needs ahead of personal or human needs because they understand why business has to come first.

Stimulation of enthusiasm: Since they are not demonstrative themselves, they have a difficult time demonstrating or stimulating others.

Utilization of incentives and praise: If an incentive system is in place, they will participate in the system. They give out praise sparingly.

Skills in listening and identifying motivations: They do not listen well or clarify details from discussions.

Outgoing versus inwardness: Their shyness prevents them from being outgoing, but they learn from experience how to compensate somewhat.

Promotion of positive relationships: They are pragmatic and know that they need positive relationships around the office to be efficient and to be good managers.

Openness to criticism: They are open to criticism, but it should be on their work and not on them personally.

Personal goals: They like to explore places and things.

Family goals: They believe in family structure and want to support the family and provide for their needs.

Appendix B: Standardized Educational Assessments

Individual Profile: Khadija

Report Criteria	
ID: 0100450	State: Wisconsin
Test Name: All Tests	District: Workforce Resource
Report: All	School: Workforce Resource
Report Date: 05-01-2024	

TABE 11							
Date Tested	Content Area	Level	Test Location	Scale Score	SEM	NRS Level	MSG
05/01/2024	Reading	A	Workforce Resource	584	17	5	N
05/01/2024	Mathematics	D	Workforce Resource	512	16	3	N

Khadija is an ongoing participant. She has her High School Diploma and wants to pursue a career in Phlebotomy.

How might Khadija's TABE results impact her pursuing a career in Phlebotomy?

What next steps might you and/or Khadija need to take?

Individual Profile: Margie

Report Criteria	
ID: 98546733	State: Wisconsin
Test Name: TABE 11 All	District: Forward Service Corporation
Report: All	School: R3 Oshkosh
Report Date: 05-01-2024	

Test Results	Test Date	Level	Number of Points		Items Attempted	Scale Score	SEM	NRS Level	MSG
			Total	Obtained					
Reading	05/01/2024	M	47	29	40	513	15	3	N
Mathematics	05/01/2024	M	39	18	35	490	14	2	N
Language	---	---	---	---	---	---	---	---	---
Writing	---	---	---	---	---	---	---	---	---

Margie is a new participant. She dropped out of high school when she was 16 to help support her family. Margie was hesitant to take the TABE and is not sure if she wants to get a GED.

What insights do Margie's TABE results give you?

How do Margie's results impact her ability to find and maintain employment? How would you discuss this with her?

Individual Profile: Lee

Report Criteria	
ID: 068760089	State: Wisconsin
Test Name: All Tests	District: America Works HQ
Report: All	School: America Works of WI
Report Date: 05-01-2024	

TABE 11							
Date Tested	Content Area	Level	Test Location	Scale Score	SEM	NRS Level	MSG
05/01/2024	Reading	D	America Works	616	34	5	N
05/01/2024	Mathematics	D	America Works	550	18	4	N
05/01/2024	Language	A	America Works	591	21	5	N

TABE 11							
Date Tested	Content Area	Level	Test Location	Scale Score	SEM	NRS Level	MSG
05/01/2019	Reading	D	America Works	575+	25	4	N
05/01/2019	Mathematics	D	America Works	521	15	3	N

Lee is a returning participant. He earned his GED the last time he was in the W-2 program. Now that his kids are older, Lee wants to get a CDL. However, he is nervous that he won't pass the written test.

What was the benefit of Lee taking another Educational Needs Assessment?

How might you use these results to encourage Lee to pursue getting his CDL?

Appendix C: Building on Trust

Mattie's Career Exploration Inventory

Step 1. Identifying Your Interests				
Consider the following activities and mark each one with the response that most closely describes your interest.				
Activity	Past	Currently	Future	No interest
Study soil or rock samples				X
Grow flowers or trees			X	
Study and follow drawings and specifications				X
Perform in plays or musicals			X	
Write a novel or poem		X		
Supervise others			X	
Take a course in management and leadership			X	
Teach online courses			X	
Prepare course objectives and course outlines			X	
Prepare and use a spreadsheet				X
Prepare a basic financial budget				X
Conduct research on political trends				X

Help with a political campaign	Past	Currently	Future	No interest X
Research new cures for diseases	Past	Currently	Future X	No interest
Use equipment in a laboratory	Past	Currently	Future X	No interest
Entertain friends in your home	Past	Currently	Future	No interest X
Participate in sports events	Past	Currently	Future	No interest X
Lead group counseling sessions	Past	Currently	Future X	No interest
Have others come to you for help	Past	Currently	Future X	No interest
Create and apply new technology	Past	Currently	Future	No interest X
Develop and maintain websites	Past	Currently	Future X	No interest
Watch programs about police officers	Past	Currently	Future	No interest X
Watch shows about fire prevention	Past	Currently	Future	No interest X
Install and repair electrical systems	Past	Currently	Future	No interest X
Use gauges and measuring tools	Past	Currently	Future	No interest X
Raise money for a cause	Past	Currently	Future X	No interest
Show or sell products	Past	Currently	Future X	No interest

Conduct scientific experiments	Past	Currently	Future X	No interest
Use logic or scientific thinking	Past	Currently	Future X	No interest
Drive a truck to pick up and deliver materials	Past	Currently	Future	No interest X
Drive a bus	Past	Currently	Future	No interest X
Watch pets for others	Past	Currently X	Future	No interest
Care for lawns and shrubs	Past	Currently	Future X	No interest
Operate heavy equipment	Past	Currently	Future	No interest X
Design buildings	Past	Currently	Future	No interest X
Study literature	Past	Currently	Future X	No interest
Take photos	Past	Currently	Future X	No interest
Show leadership ability	Past	Currently	Future X	No interest
Serve as an officer of a group	Past	Currently	Future	No interest X
Assign lessons and correct homework	Past	Currently	Future X	No interest
Teach your favorite subjects in small groups	Past	Currently	Future X	No interest
Quickly gather and analyze financial data	Past	Currently	Future X	No interest

Set up a physical or electronic filing system	Past	Currently	Future X	No interest
Investigate unemployment insurance fraud	Past	Currently	Future X	No interest
Design and plan elements of a city	Past	Currently	Future	No interest X
Take biology courses	Past	Currently	Future X	No interest
Care for people in a hospital	Past	Currently	Future	No interest X
Cook or bake for other people	Past	Currently	Future	No interest X
Cut or set hair	Past	Currently	Future	No interest X
Interview people to collect personal information	Past	Currently	Future X	No interest
Help clients find community resources	Past	Currently	Future X	No interest
Maintain security of computer systems	Past	Currently	Future	No interest X
Help people use computers	Past	Currently	Future X	No interest
Guard property against theft or damage	Past	Currently	Future X	No interest
Defend people in court	Past	Currently	Future X	No interest
Install mufflers on cars and trucks	Past	Currently	Future	No interest X
Set up and operate woodworking machines	Past	Currently	Future	No interest X

Develop and maintain social media sites	Past	Currently	Future X	No interest
Network to endorse an idea or product	Past	Currently	Future X	No interest
Understand and express technical information	Past	Currently	Future	No interest X
Use high-level mathematics	Past	Currently	Future	No interest X
Operate and maintain a motorboat	Past	Currently	Future	No interest X
Pilot an airplane	Past	Currently	Future	No interest X
Raise animals	Past	Currently	Future	No interest X
Study plants	Past	Currently	Future X	No interest
Install plumbing, roofing, or electricity	Past	Currently	Future X	No interest
Build things out of wood	Past	Currently	Future X	No interest
Do freehand drawing	Past	Currently X	Future	No interest
Write magazine or newspaper stories	Past	Currently	Future X	No interest
Keep excel accounting records	Past	Currently	Future	No interest X
Manage and direct others	Past	Currently	Future X	No interest
Prepare, give, and correct tests	Past	Currently	Future X	No interest

Plan activities for children Past	Currently	Future X	No interest
Predict financial trends Past	Currently	Future X	No interest
Analyze stocks and other investments Past	Currently	Future X	No interest
Manage a community service agency Past	Currently	Future	No interest X
Inspect cars and planes Past	Currently	Future	No interest X
Study the properties of a disease Past	Currently	Future X	No interest
Volunteer in a hospital Past	Currently	Future X	No interest
Plan a trip Past	Currently	Future X	No interest
Clean house Past	Currently	Future X	No interest
Volunteer to help disabled people Past	Currently	Future X	No interest
Volunteer to help disabled people Past	Currently	Future X	No interest
Help people with personal problems Past	Currently	Future X	No interest
Develop games and/or computer programs Past	Currently	Future	No interest X
Use the internet to gather information Past	Currently X	Future	No interest
Fight fires Past	Currently	Future	No interest X

Enforce laws and investigate crimes	Past	Currently	Future	No interest X
Assemble products precisely	Past	Currently	Future X	No interest
Inspect, sort, weight, and count products	Past	Currently	Future	No interest X
Persuade people to buy your products	Past	Currently	Future X	No interest
Promote an idea or product	Past	Currently	Future X	No interest
Solve problems by using facts	Past	Currently	Future X	No interest
Read technical books and articles	Past	Currently	Future X	No interest
Drive long distances	Past	Currently	Future X	No interest
Drive an ambulance	Past	Currently	Future	No interest X

Mattie's Perspective

Mattie shares with you that she struggled with the Career Exploration Inventory. Based on what her other Case Manager told her, she thought she would answer a few questions, and then get a list of jobs that would be a good fit and are available right now. She had only 20 minutes to complete the assessment, so she had to rush through it. Mattie also shares that she didn't know how to answer most of the questions. She felt that she had no option but to select 'Future' or 'Not Interested' for anything that she doesn't have experience or training in. Mattie doesn't know why her other Case Manager asked her to take the Career Exploration Inventory because it didn't help at all.

Appendix D: Mental Health Reports

Francesca

Francesca is an ongoing participant who was diagnosed with Anxiety and Depression two years ago. You’ve noticed a significant improvement in her participation over the last couple of months, and requested an updated Mental Health Report.

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Division of Family and Economic Security

WPM

MENTAL HEALTH REPORT

Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m), Wisconsin Statutes].

The provision of your Social Security Number (SSN) is mandatory under Wisconsin Statutes 49.145 (2)(k). Your SSN may be verified through computer matching programs and may be used to monitor compliance with program regulations and program management. Your SSN may be disclosed to other Federal and State Agencies for official examination. If you do not provide your social security number, your application for benefits will be denied.

Participant Name	Date of Birth	Social Security Number
Francesca Burns	01 / 01 / 1990	321-54-6789

11. When completing the chart below:

*A “Marked” degree of limitation may arise when several activities or functions are impaired or even when only one is impaired, so long as the degree of limitation is such as to seriously interfere with the ability to function independently, appropriately and effectively.

***“Concentration, persistence and pace” refers to ability to sustain focused attention sufficiently long to permit the timely completion of tasks commonly found in work settings. This is often evaluated in terms of frequency of errors, assistance required and/or time necessary to complete simple tasks.

*** “Repeated” refers to repeated failure to adopt to stressful circumstances such as decisions, attendance, schedules, completing tasks, interactions with others, etc., causing withdrawal from the stress or to experience decompensation or exacerbation of signs and symptoms.

FUNCTIONAL LIMITATION		DEGREE OF LIMITATION				
		None	Slight	Moderate	Marked*	Extreme
1.	Restriction of activities of daily living	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Difficulties in maintaining social functioning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Deficiencies of concentration, persistence or pace resulting in failure to complete tasks in a timely manner (in work settings or elsewhere) **	Never <input type="checkbox"/>	Seldom <input type="checkbox"/>	Often <input type="checkbox"/>	Frequent <input checked="" type="checkbox"/>	Constant <input type="checkbox"/>
4.	Episodes of deterioration or decompensation in work or work-like settings which cause the individual to withdraw from that situation or to experience exacerbation of signs and symptoms (which may include deterioration of adaptive behaviors)	Never <input type="checkbox"/>		Once or Twice <input checked="" type="checkbox"/>	Repeated*** <input type="checkbox"/>	Continual <input type="checkbox"/>

15. To determine your patient’s ability to do work-related activities on a day-to-day basis in a regular work setting, please give us your opinion – based on your examination – of how your patient’s mental/emotional capabilities are affected by the impairment(s). Consider the medical history, the chronicity of findings (or lack thereof) and the expected duration of any work-related limitations, but not your patient’s age, sex or work experience.

For each activity shown below, describe your patient’s ability to perform the activity according to the following items:

Unlimited to Very Good:	Ability to function in this area is more than satisfactory.
Good:	Ability to function in this area is limited but satisfactory.
Fair:	Ability to function in this area is seriously limited, but not precluded.
Poor or None:	No useful ability to function in this area.

	MENTAL ABILITIES AND APTITUDE NEEDED TO WORK	UNLIMITED TO VERY GOOD	GOOD	FAIR	POOR OR NONE
1.	Interact appropriately with general public		X		
2.	Understand, remember and carry out very short and simple instructions			X	
3.	Maintain attention for two-hour segment			X	
4.	Maintain regular attendance and be punctual with customary, usually strict tolerances		X		
5.	Sustain an ordinary routine without special supervision		X		
6.	Work in coordination with or proximity to others without being unduly distracted	X			
7.	Complete a normal workday and work week without interruptions from psychologically based symptoms		X		
8.	Perform at a consistent pace without an unreasonable number and length of rest		X		
9.	Accept instructions and respond appropriately to criticism from supervisors		X		
10.	Get along with co-workers or peers without unduly distracting them or exhibiting behavioral extremes	X			
11.	Respond appropriately to changes in a routine work setting	X			
12.	Deal with normal work stress		X		
13.	Be aware of normal hazards and take appropriate precautions	X			
14.	Deal with stress of semi-skilled and skilled work		X		
15.	Perform detailed or complicated tasks			X	
16.	Perform fast paced tasks (e.g., production line)			X	

What might you need to discuss with Francesca regarding her limitations? What about her abilities and aptitudes?

Nevaeh

Nevaeh has been enrolled in the W-2 program for six months. Her only child turns 18 at the end of the year, and she is on her final appeal for SSDI. At first, she refused your offer for a formal assessment. After a few appointments, she finally agreed to have her doctor complete a Mental Health Report. Neveah has Anxiety and PTSD from childhood trauma.

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MENTAL HEALTH REPORT

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Participant Name	Date of Birth	Social Security Number
Nevaeh Klein	01 / 01 / 1995	321-45-6789

11. When completing the chart below:

*A "Marked" degree of limitation may arise when several activities or functions are impaired or even when only one is impaired, so long as the degree of limitation is such as to seriously interfere with the ability to function independently, appropriately and effectively.

***"Concentration, persistence and pace" refers to ability to sustain focused attention sufficiently long to permit the timely completion of tasks commonly found in work settings. This is often evaluated in terms of frequency of errors, assistance required and/or time necessary to complete simple tasks.

*** "Repeated" refers to repeated failure to adopt to stressful circumstances such as decisions, attendance, schedules, completing tasks, interactions with others, etc., causing withdrawal from the stress or to experience decompensation or exacerbation of signs and symptoms.

FUNCTIONAL LIMITATION		DEGREE OF LIMITATION				
		None	Slight	Moderate	Marked*	Extreme
1.	Restriction of activities of daily living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Difficulties in maintaining social functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Deficiencies of concentration, persistence or pace resulting in failure to complete tasks in a timely manner (in work settings or elsewhere) **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Episodes of deterioration or decompensation in work or work-like settings which cause the individual to withdraw from that situation or to experience exacerbation of signs and symptoms (which may include deterioration of adaptive behaviors)	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

15. To determine your patient’s ability to do work-related activities on a day-to-day basis in a regular work setting, please give us your opinion – based on your examination – of how your patient’s mental/emotional capabilities are affected by the impairment(s). Consider the medical history, the chronicity of findings (or lack thereof) and the expected duration of any work-related limitations, but not your patient’s age, sex or work experience.

For each activity shown below, describe your patient’s ability to perform the activity according to the following items:

Unlimited to Very Good:	Ability to function in this area is more than satisfactory.
Good:	Ability to function in this area is limited but satisfactory.
Fair:	Ability to function in this area is seriously limited, but not precluded.
Poor or None:	No useful ability to function in this area.

	MENTAL ABILITIES AND APTITUDE NEEDED TO WORK	UNLIMITED TO VERY GOOD	GOOD	FAIR	POOR OR NONE
1.	Interact appropriately with general public				X
2.	Understand, remember and carry out very short and simple instructions				X
3.	Maintain attention for two-hour segment			X	
4.	Maintain regular attendance and be punctual with customary, usually strict tolerances			X	
5.	Sustain an ordinary routine without special supervision				X
6.	Work in coordination with or proximity to others without being unduly distracted				X
7.	Complete a normal workday and work week without interruptions from psychologically based symptoms				X
8.	Perform at a consistent pace without an unreasonable number and length of rest				X
9.	Accept instructions and respond appropriately to criticism from supervisors			X	
10.	Get along with co-workers or peers without unduly distracting them or exhibiting behavioral extremes			X	
11.	Respond appropriately to changes in a routine work setting			X	
12.	Deal with normal work stress				X
13.	Be aware of normal hazards and take appropriate precautions		X		
14.	Deal with stress of semi-skilled and skilled work				X
15.	Perform detailed or complicated tasks			X	
16.	Perform fast paced tasks (e.g., production line)				X

How would you discuss the abilities and aptitudes section with Neveah?

Lily-Rose

Lily-Rose is a new participant. She applied for W-2 after losing her job due to her mental health. She was diagnosed with Depression after the deaths of several loved ones.

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MENTAL HEALTH REPORT

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The provision of your Social Security Number (SSN) is mandatory under Wisconsin Statutes 49.145 (2)(k). Your SSN may be verified through computer matching programs and may be used to monitor compliance with program regulations and program management. Your SSN may be disclosed to other Federal and State Agencies for official examination. If you do not provide your social security number, your application for benefits will be denied.

Participant Name	Date of Birth	Social Security Number
Lily-Rose Wilkerson	01 / 01 / 2000	123-45-6789

11. When completing the chart below:

*A "Marked" degree of limitation may arise when several activities or functions are impaired or even when only one is impaired, so long as the degree of limitation is such as to seriously interfere with the ability to function independently, appropriately and effectively.

***"Concentration, persistence and pace" refers to ability to sustain focused attention sufficiently long to permit the timely completion of tasks commonly found in work settings. This is often evaluated in terms of frequency of errors, assistance required and/or time necessary to complete simple tasks.

*** "Repeated" refers to repeated failure to adopt to stressful circumstances such as decisions, attendance, schedules, completing tasks, interactions with others, etc., causing withdrawal from the stress or to experience decompensation or exacerbation of signs and symptoms.

FUNCTIONAL LIMITATION		DEGREE OF LIMITATION				
		None	Slight	Moderate	Marked*	Extreme
1.	Restriction of activities of daily living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Difficulties in maintaining social functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Deficiencies of concentration, persistence or pace resulting in failure to complete tasks in a timely manner (in work settings or elsewhere) **	Never <input type="checkbox"/>	Seldom <input type="checkbox"/>	Often <input type="checkbox"/>	Frequent <input checked="" type="checkbox"/>	Constant <input type="checkbox"/>
4.	Episodes of deterioration or decompensation in work or work-like settings which cause the individual to withdraw from that situation or to experience exacerbation of signs and symptoms (which may include deterioration of adaptive behaviors)	Never <input type="checkbox"/>		Once or Twice <input type="checkbox"/>	Repeated*** <input checked="" type="checkbox"/>	Continual <input type="checkbox"/>

15. To determine your patient’s ability to do work-related activities on a day-to-day basis in a regular work setting, please give us your opinion – based on your examination – of how your patient’s mental/emotional capabilities are affected by the impairment(s). Consider the medical history, the chronicity of findings (or lack thereof) and the expected duration of any work-related limitations, but not your patient’s age, sex or work experience.

For each activity shown below, describe your patient’s ability to perform the activity according to the following items:

Unlimited to Very Good:	Ability to function in this area is more than satisfactory.
Good:	Ability to function in this area is limited but satisfactory.
Fair:	Ability to function in this area is seriously limited, but not precluded.
Poor or None:	No useful ability to function in this area.

	MENTAL ABILITIES AND APTITUDE NEEDED TO WORK	UNLIMITED TO VERY GOOD	GOOD	FAIR	POOR OR NONE
1.	Interact appropriately with general public		X		
2.	Understand, remember and carry out very short and simple instructions		X		
3.	Maintain attention for two-hour segment		X		
4.	Maintain regular attendance and be punctual with customary, usually strict tolerances				X
5.	Sustain an ordinary routine without special supervision				X
6.	Work in coordination with or proximity to others without being unduly distracted				X
7.	Complete a normal workday and work week without interruptions from psychologically based symptoms				X
8.	Perform at a consistent pace without an unreasonable number and length of rest				X
9.	Accept instructions and respond appropriately to criticism from supervisors				X
10.	Get along with co-workers or peers without unduly distracting them or exhibiting behavioral extremes			X	
11.	Respond appropriately to changes in a routine work setting			X	
12.	Deal with normal work stress				X
13.	Be aware of normal hazards and take appropriate precautions			X	
14.	Deal with stress of semi-skilled and skilled work				X
15.	Perform detailed or complicated tasks				X
16.	Perform fast paced tasks (e.g., production line)				X

What accommodations might Lily-Rose benefit from?