

Functional Employment Exploration Tool

Job Seeker: _____

Assisting Person/Organization: _____

Completed on: _____

The Functional Employment Exploration Tool (FEET) is a person-centered, individual-driven tool to focus the Job Seeker's career search around their passions, personality, and skill sets. It is designed to help the Job Seeker and Support Team take the **right steps** to explore job possibilities and prompt meaningful discussions around employment goals, current status, job needs, action steps, and more. Read the description of each step to the team as you move through to facilitate an excellent discovery process!



The FEET borrows from many well-known person-centered assessments and seeks to condense these large documents down to a flexible vocational profile. Once completed, it will help the Job Seeker and Support Team participate in a comprehensive and coordinated employment search with a truly person-centered approach. **Continually updated** and led by the Job Seeker, this profile will reflect an accurate and ongoing report of the Job Seeker's ultimate employment goals, experiences, skills, supports, and plans to move forward.



First, we need to determine who will be on our **Support Team**.

These people will be the Job Seeker's inner circle, people that can answer questions and offer assistance in any areas of need. The Job Seeker knows these people well and trusts them to help during the process.

The first person listed should be the **Mentor**, the go-to person the Job Seeker can access to help coordinate their job search and provide encouragement (often this role is fulfilled by the Job Coach). This person has an important responsibility to the Job Seeker and guides them towards success.

Support Team	Relationship	Preferred Contact: Email/Phone	Role
			(Mentor)

Second, we need to dive into what **truly drives and motivates** the Job Seeker. What are their passions? What would they spend their time doing? Do they have a place they would LOVE to work or visit? These can be, but do not need to be, employment specific. Explore careers, hobbies, recreational activities, favorite places, people, food, chores, routines, events or items. **Absolutely anything can be put in here; do not limit yourselves!**



Write them all down in the box below.



As the Job Seeker and Support Team, select some of these interests and brainstorm **where each of these passions could connect with employment**. Then unpack it some more, what specific jobs could we find at each place? Lastly, do we know of any opportunities or people we can contact in these fields/jobs? Who and how? Fill out the table below with that information. **

Interest	Employment Idea	Specific Job(s)	Opportunity Contact Name/#

“The only way to do GREAT work is to LOVE what YOU do . . .”
-Steve Jobs

Do not limit listing employment ideas and jobs in this section for any reason (perceived skill deficits, transportation issues, or any other factor). The right job match begins by **determining where a person’s dream makes sense.



Step 3

The Seeker

Next, to let us **really understand** our Job Seeker we need to know their **personality!** Their preferences, values, learning style, pet peeves, non-negotiables, and more. By getting to know our Seeker better, we have a much better chance of connecting them with a job and environment that **fits their needs.**

We will rate the dimensions below using a sliding scale. A "1" indicates a low rating or "never", a "5" as sometimes, and a "10" will indicate a high rating or "always". Circle your answer.

Also indicate if the Job Seeker **self-reported** any of these measures.

Trait/Quality	Low	Middle	High	Self-Report	Comments		
Good Natured	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Likes Socializing	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Flexible	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Hygienic	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Detail Oriented	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Good Pace/Work Ethic	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Crowd Tolerance	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Noise Tolerance	---1---	2---3---	4---5---	6---7---	8---9---	10---	
Light Tolerance	---1---	2---3---	4---5---	6---7---	8---9---	10---	

The following questions will reveal more about **the Job Seeker:** Note again if self-reporting occurred in comments.

1. **Learning Style?** (*"X" the primary learning style, circle all others that apply*)

Visual - Auditory - Kinesthetic/Physical - Verbal - Logical - Social - Solitary

2. **Environmental Preferences?** (*What kinds of environments work best, what should be avoided*)

3. **Specific Challenges?** (*Don't list the disability, list specific challenges like: smoking; difficulty with transitions; color-blind*)

4. **Non-Negotiables?** (*Requirements of the Job Seeker that must be respected during the job search*)

5. **Cultural Considerations?**

What about **TALENTS/GIFTS!?**

**SPECIAL
GIFT**

Step 4 requires the Job Seeker and Support Team to **ground themselves** in the current situation. What is the status of employment exposure, skill development (vocational, academic, domestic, self-care), social understanding, communication, stamina, and task initiation? Answers here should be **continually updated** as the Job Seeker continues to grow as a productive and successful worker.



WORK/VOLUNTEER/SCHOOL VOCATIONAL EXPERIENCE

Note the environment (e.g. office, restaurant, supermarket, school, etc.) and be specific about what duties were completed at that site. Any supports that were used to help the individual should be documented and additional comments can be added in the box below. Lastly, indicate if the Job Seeker **self-reported** any of these areas.

Title & Environment	Specific Job Task(s)	Accommodations/Assistive Tech/Supports Used	Level of Independence (w/support)			Self-Report		
			Low	Middle	High			
			---1---	2---	3---	4---	5---	
			---1---	2---	3---	4---	5---	
			---1---	2---	3---	4---	5---	
			---1---	2---	3---	4---	5---	
			---1---	2---	3---	4---	5---	
			---1---	2---	3---	4---	5---	
			---1---	2---	3---	4---	5---	
			---1---	2---	3---	4---	5---	

But Wait...
THERE'S MORE!

SKILL ASSESSMENT: Rate on the sliding scale. Offer comments/clarification/**examples** in last field. Don't overthink it!

Skill Area	Low	Middle	High	Self-Report	Comments or Examples			
Mobility	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Lifting Strength	---1---	2---3---	4---5---	6---7---	8---9---	10---		Approximately _____ lbs.
Stamina	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Fine Motor Skill	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Gross Motor Skill	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Follows Directions	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Communicates Needs	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Punctuality/ Tell Time	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Self-Correction	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Transitions	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Prioritizing/Schedule	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Seeks Assistance	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Initiative	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Handles Stress Well	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Computer Proficiency	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Phone Use	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Mathematics Level	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Reading Level	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Writing Level	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Sign ID	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Object ID	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Color ID	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Travel Ability	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Toilet Independence	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Feeding Independence	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Appropriate Dress	---1---	2---3---	4---5---	6---7---	8---9---	10---		
Appropriate Social Contact/Conversation	---1---	2---3---	4---5---	6---7---	8---9---	10---		



Step 5

The Facts

At this point, we need to **record the basic information** to frame what the Job Seeker and Support Team have developed so far. This can be filled out prior to or after going through the rest of the guided tool.

Navigate the chart below from left to right, top to bottom. Please fill out all fields **as completely as possible**.

IT SEEMS TO ME THAT IT IS THE BASIC RIGHT OF ANY HUMAN BEING TO WORK.
ELEANOR ROOSEVELT

Job Seeker's Information				Own Guardian?
Address		Phone	Email	
Date of Birth	Social Security Number	<input type="radio"/> Single <input type="radio"/> Married	Number of Dependents	<input type="radio"/> DVRS <input type="radio"/> DDD <input type="radio"/> CBVI
<input type="radio"/> US Citizen <input type="radio"/> Legal Resident <input type="radio"/> Other	<input type="radio"/> Drivers License <input type="radio"/> SS Card <input type="radio"/> State ID <input type="radio"/> Other	<input type="radio"/> SSI <input type="radio"/> SSDI <input type="radio"/> TANF <input type="radio"/> Other	Have you received benefits consulting from NJWINS/Full Circle?	Have you obtained Disabled Adult Child (DAC) status?
Citizenship Status	Available ID documents	Social Security Benefits	Y/N	Y/N
Have you ever been convicted of a misdemeanor or felony? Y/N	If so, please provide details:		Have you ever failed a drug test? Y/N	If so, please provide details:
Do you currently use any assistive/adaptive equipment? Check all that apply	<input type="radio"/> Wheelchair <input type="radio"/> Scooter <input type="radio"/> Cane <input type="radio"/> Walker <input type="radio"/> Contact Lenses	<input type="radio"/> Glasses <input type="radio"/> Hearing Aid <input type="radio"/> Oxygen <input type="radio"/> Communication Device	<input type="radio"/> Others? Please specify:	
What modes of transportation are available to get around? Check all that apply (Specify distance/time)	<input type="radio"/> Walking <input type="radio"/> Biking <input type="radio"/> Driving	<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> AccessLink	<input type="radio"/> Uber/Lyft/Cab <input type="radio"/> Rides w/others (who)	<input type="radio"/> Others? Please specify:
Physical/Medical needs – please list any allergies, health needs, physical restrictions, etc.				
Guardian's Information (if applicable)				Guardianship
Address		Phone	Email	
				Partial/Full

After filling out this document, the team has created a **meaningful vocational profile** that can be used to **find the perfect job match**. The last step in this process involves the Seeker and Support Team **agreeing to a plan of action**, laying out **responsibilities and target dates for each action step** in the plan.



Begin by **summarizing** your findings in the box below. Condense what has been learned into an “**elevator pitch**”, a 2-3 sentence statement that concisely describes the Job Seeker’s specific job interests (Step 2), search area (Step 5, transportation), related strengths (Step 3/4), and starting time frame. **Write it in first person, as the Job Seeker**. This statement is useful for two reasons: 1) A **clear, consistent statement** to be used during job development /employer networking; 2) Provides **the central theme** of the Job Seeker’s employment vision.

Hello
my name is

We are going to break the next responsibilities down into teams with **three separate areas**: Material Development; Job Development; and Skill Development. Each area will have tasks assigned to the Job Seeker (JS) and/or members of the Support Team (ST – name) with completion deadlines. On the last line, set a date to **reevaluate** this vocational profile and follow up on action steps.

Material Development – (e.g. employment portfolio/resume work, social media cleanup, shopping for formal attire)

Task	Specifics	Assigned to:	Complete by:

Job Development – (e.g. make network lists to contact, pursue leads connected to job interests, attend network events)

Task	Specifics	Assigned to:	Complete by:

Skill Development – (e.g. sign up for cert class, work on targeted skill needs, coordinate with residential/behavioral staff)

Task	Specifics	Assigned to:	Complete by:

Reevaluation Date: _____

THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES

New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service

New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program



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