



# **JOB ANALYSIS & COGNITIVE MAPPING: A MEANS TO EFFECTIVE ACCOMMODATIONS FOR CLIENTS WHO HAVE DISABILITIES TRAINING GOAL & OBJECTIVES**

## ***Goal***

*Provide training to workforce and community agencies to learn how to analyze the required skills and abilities for jobs that are available in the local community, evaluate the strengths and limitations of the client who has disabilities through cognitive mapping, and apply the knowledge to make good job matches and reasonable accommodations.*

## ***Objectives***

- ◆ Identify specific employer and job-seeker information essential to good job matches and satisfied employers.
- ◆ Identify how the accommodations for people who have disabilities can be put in place so the individual is able to fully perform the essential functions of the job.
- ◆ Recognize the opportunities for success through identification and analysis of the environment, the essential functions of the job, the strengths and skills of the job seeker and the cognitive attributes needed to perform on each job.

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# **JOB ANALYSIS TRAINING**

## ***SAMPLE AGENDA***

- I. Welcome
  - ◆ Introductions & Housekeeping
  - ◆ Training overview
    - ◆ Goal & objectives
    - ◆ Agenda review
  
- II. Analysis of Job Opportunities
  - ◆ Creating the Job Profile
    - ◆ Environment
    - ◆ Essential & non-essential functions
    - ◆ Performance outcomes
    - ◆ Essential characteristics/soft skills
    - ◆ Cognitive & physical attributes
  
- III. Analysis of Job Seeker
  - ◆ Creating the Job-seeker Profile
    - ◆ KSAs
    - ◆ Learning profile
    - ◆ Essential characteristics/soft skills
    - ◆ Training needs
    - ◆ Environment needs & preferences
  
- IV. Analysis of Accommodation Needs
  - ◆ Creating Accommodations Profile
    - ◆ Assess
    - ◆ Plan
    - ◆ Implement
    - ◆ Evaluate
  
- V. Analysis of “Good-Fit”
  - ◆ Job Profile +
    - ◆ Job-Seeker Profile +
      - ◆ Accommodation Profile =
        - ◆ Opportunity for “Good-fit”
  
- VI. Wrap-up & Summary
  - ◆ Questions & clarification
  - ◆ Evaluation

## Transition to Work Model for Clients who have Disabilities

The Transition to Work Model identifies the basic components or factors that must be considered in order to begin to be successful in the workplace.

### *Elements for Success in the Workplace*

#### Assessing Knowledge:

- I. Self (*Personal Factors*)
- II. Workplace or training environment (*Job Factors*)
- III. Supports available (*Resources Factors*)

#### Planning the Accommodations Plan:

- I. Supports the performance outcomes
- II. Logical and reasonable
- III. Evaluation Criteria

#### Implementing the Accommodations Plan:

- I. Putting the accommodations in place
- II. Managing and monitoring
- III. Performing

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#### Evaluating the Accommodations Plan:

- I. Self-monitoring
- II. Team monitoring and feedback
- III. Performance reviews

**DESCRIPTION OF FACTORS:  
TRANSITION TO WORK for CLIENTS who have DISABILITIES  
ASSESSMENT MODEL**

**Personal Factors:**

Accurate self-portrayal  
Self-understanding and acceptance

**Six personal factors:**

- > *understand disability*
- > *know specific strengths and limitations*
  
- > *clearly speak about processing styles or learning characteristics and behaviors*
- > *connect knowledge, skills, and abilities (KSA's)*
- > *display strong, well-developed metacognitive(soft) skills*
- > *recognize when and what accommodations are needed*

**Job Factors:**

**Six factors:**

- Recognize suitability of key factors  
Understand how factors influence ability to perform
- > *understand the training or working environment*
  - > *know the essential job functions required and related reasonable accommodations*
  - > *identify characteristics needed on the job*
  - > *recognize learning culture and connect with needs*
  - > *understand the internal structure, protocols and system*
  - > *clearly know the criteria for acceptable performance*

**Resource Factors:**

**Community:**

Community and Personal

- > *Vocational Rehabilitation Services*
- > *Library programs & Research materials*
- > *Job Training programs & Work Incentive programs*
- > *Tax Credits*
- > *Projects within Industry programs*
- > *Job Clubs & Supported Employment programs*
- > *Job fairs & Career Education programs*
- > *Job Coaching programs & Employee Assistance*
- > *Sheltered Employment programs*
- > *Private employment counselors*
- > *Adult and Basic Education programs*
- > *One-stop Employment Centers*
- > *Human Resource/Personnel & Labor Representatives*
- > *Mentors & Support Groups*
- > *Friends & Family*
- > *Advocacy groups*
- > *Learning Disability Association*

**Personal:**

- > *Therapists and Counselors*
- > *Primary Care Physicians*

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# **JOB ANALYSIS TO ACCOMMODATIONS**

## **Analysis of “Good-Fit”**

**Job Profile + Job-Seeker Profile + Accommodation Profile =  
Opportunity for “Good-fit”**

### ***Step 1.***

Identify essential functions of the job

Outline basic tasks and discreet steps of basic tasks

Identify performance outcomes of the essential functions or groups of essential functions of the job required by employer

Identify the cognitive attributes of the essential functions and performance outcomes

Identify the foundation cognitive attributes needed by the job seeker

### ***Step 2.***

Identify environment

Compare employer environment to desires and needs of the job seeker

### ***Step 3.***

Identify employer characteristics and soft skills

Compare employee characteristics desired by employer with the job seekers notable characteristics

### ***Step 4.***

Identify whether the job seeker has the KSA or is capable of learning through training to perform the essential functions and the meet performance outcomes

Identify whether the disability will present limitations that would inhibit the ability to perform the essential functions or meet performance outcomes (job seeker must have KSAs or is capable of learning through training)

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***Step 5.***

Identify accommodations that will minimize the limitations of the disability and allow the job seeker to perform the essential functions and meet the performance outcomes without significant interference from the disability

Are the accommodations reasonable modifications?  
Do the accommodations create undue hardship or hazards?

***Step 6.***

Put plan into place with team support  
Employer and job seeker to determine performance

***Step 7.***

Celebrate!!

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