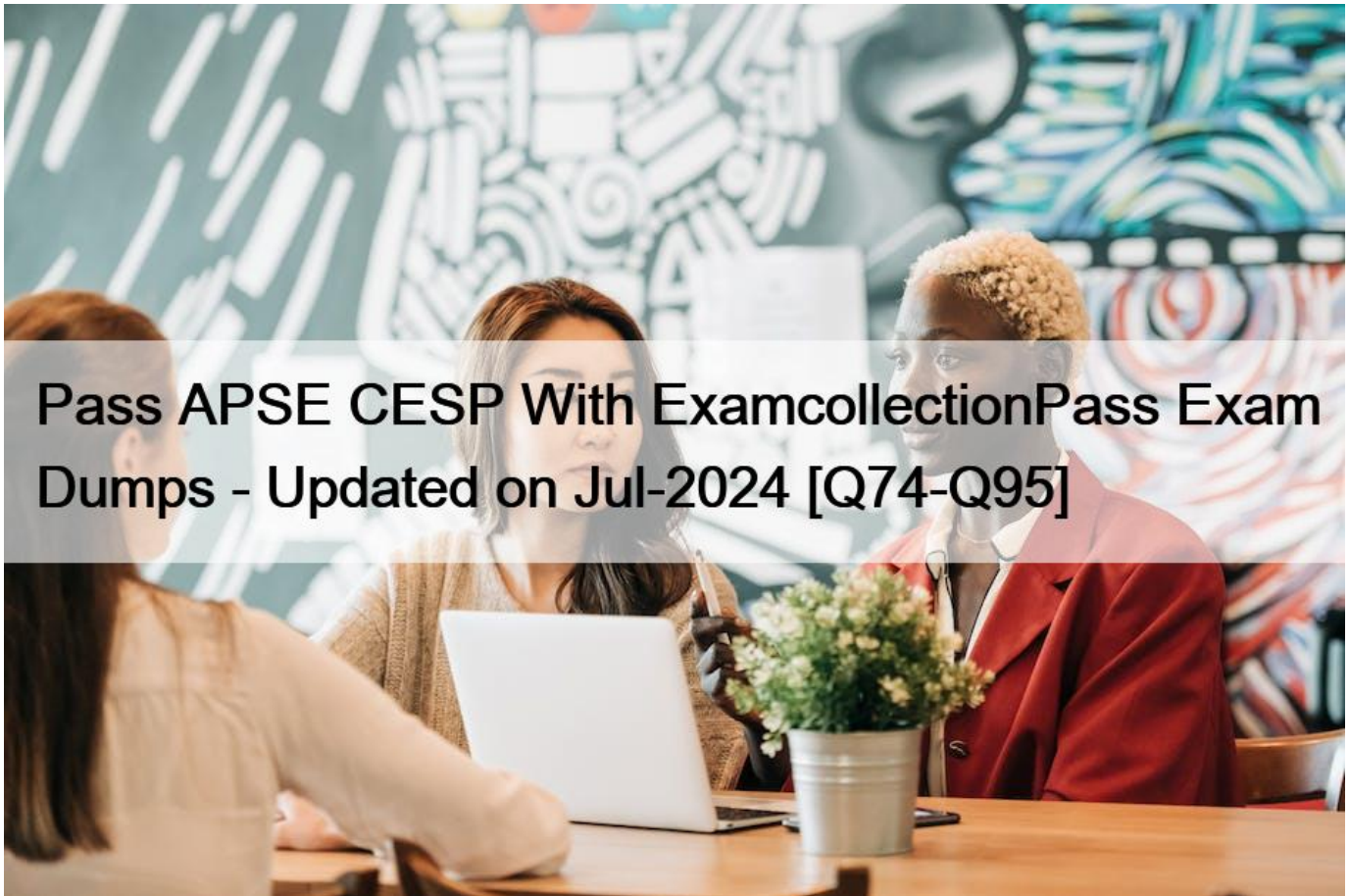


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Q74. What is the PRIMARY role of the employment support professional?

- * Ensure the employee takes their scheduled breaks.
- * Provide supervision to the employee.
- * Provide integrated employment services.
- * Ensure the employee remains on task.

Q75. You are meeting for the first time with a 50-year-old male who has utilized mental health services since adolescence. He has requested assistance with getting a job and tells you he does not know where to begin, because he has been in-and-out of hospitals for much of his life and has very little job history. What should you do FIRST?

- * Orient him to employment support services, since he has so little experience.
- * Ask him to have his therapist verify that his symptoms are under control.
- * Access his file to determine if anyone else has tried to work with him regarding employment.
- * Tell him that you want to check with people who know him to see if they think he can work.

it aligns with the core values and principles of employment support professionals, such as respecting the right to work, promoting

self-determination and empowerment, and providing community-based services. Orienting the job seeker to employment support services would help him understand the process and expectations, as well as build rapport and trust with the employment support professional.

Answer B is not correct, because it implies that the job seeker needs to meet certain criteria or have his symptoms under control before he can pursue employment, which goes against the principle of zero exclusion.

Asking him to have his therapist verify his symptoms could also undermine his confidence and motivation.

Answer C is not correct, because it does not address the job seeker's immediate needs and goals, and it could delay the engagement in the employment process. Accessing his file could be useful later on, but it should not be the first step.

Answer D is not correct, because it suggests that the employment support professional does not believe in the job seeker's abilities and potential, and that he needs external validation from others. This could also violate the job seeker's privacy and dignity, and discourage him from pursuing his employment goals. References:

<https://apse.org/wp-content/uploads/2019/08/CESP-Practice-Exam-8-2.pdf>

<https://cesp.helpscoutdocs.com/article/637-cesp-examination-content-outline>

Q76. What is the MINIMUM standard for a person to be ready for competitive employment in her own community?

- * Desire to work
- * Reliable transportation
- * Ability to complete a task consistently
- * Ability to understand instructions

According to the CESP Handbook¹, the minimum standard for a person to be ready for competitive employment in her own community is the desire to work. This is based on the core value of presumption of employability, which means that every person with a disability can work in the community with the right supports and opportunities¹. The other options (B, C, and D) are not minimum standards, but rather skills or resources that can be developed or provided through individualized employment and career planning, community research and job development, and workplace and related supports¹. References: ¹: Certified Employment Support Professional Handbook, page 10.

Q77. During an informational interview with a local business, it is important to:

- * try to convince the business owner on the benefits of employing a person with a disability
- * learn as much as you can about that business
- * disclose that you are working with a job-seeker who has a disability D ask the businessowner to schedule an interview with a job-seeker

An informational interview is a meeting with a potential employer or a person who works in a field of interest to learn more about their business, industry, or occupation. It is not a job interview, but rather a networking and research opportunity². The main purpose of an informational interview is to gather information that can help with job development and career planning for a job-seeker. Therefore, it is important to ask open-ended questions that can reveal the business's needs, challenges, culture, and expectations³. The other options (A, C, and D) are not appropriate for an informational interview, as they may come across as too pushy, irrelevant, or premature. References: ¹: Informational Interviewing | Career Center ²: Informational Interviewing – Association of People Supporting Employment First ³: CESP study guide Flashcards | Quizlet

Q78. You are conducting job development when you learn that a large on-line shopping merchant is opening a store in your area. You investigate and determine the specific skills the company will need for positions when the store opens. Your NEXT step is to:

- * work with the individuals you support to teach them the skills desired by the employer
- * bring several individuals whom you support to interview, hoping that one matches a job opening
- * determine if one of the individuals you support wants to do the job for which the employer is hiring
- * take an individual whom you support to an interview and hope he has the skills that the employer is seeking

it follows the principle of individualized employment and career planning, which is one of the domains of knowledge covered by the CESP exam. This principle states that employment support professionals should help individuals with disabilities to identify their preferences, interests, strengths, and needs for employment, and to pursue their desired outcomes and goals¹. Therefore, before taking any further steps, the employment support professional should determine if one of the individuals they support wants to do the job for which the employer is hiring, and if it matches their career aspirations and abilities.

Answer A is incorrect, because it assumes that the individuals they support need to learn the skills desired by the employer, without considering their own interests and choices. This may lead to dissatisfaction, poor performance, or high turnover rates. Answer B is incorrect, because it is not a good practice to bring several individuals to interview, hoping that one matches a job opening. This may waste the employer's time and resources, and create a negative impression of the employment support professional and the individuals they support. Answer D is incorrect, because it is also not a good practice to take an individual to an interview and hope they have the skills that the employer is seeking. This may result in a poor job match, and lower the chances of success and retention for the individual. References: 1: CESP Exam Content Outline

Q79. An employment support professional is working with Carl, a 25-year-old man with an intellectual disability, who rode the city bus once and got lost. Since then, his parents will not allow him to ride the city bus and do not want him riding with strangers on specialized transportation service which provides door-to-door service. His current transportation does not provide rides to work. Carl is his own guardian and wants to receive city bus training but does not want to upset his parents. What is the BEST advocacy for Carl to receive bus training?

- * Inform Carl's parents that he is getting city bus training because he requested it and is his own guardian
- * Explain to Carl's parents how city bus training is provided and ensure that Carl knows what to do if he were to become lost.
- * Assist Carl to meet with his team and his parents to discuss city bus training, then plan and prepare for the city bus training.
- * Provide city bus training to Carl without his parents' knowledge and ask Carl not to tell them until he is successfully trained.

Q80. The Social Security Administration's Plan to Achieve Self-Support (PASS) is a program that

- * allows money to be set aside to pursue a work goal.
- * helps a person continue to attend a day program.
- * assists a person with a disability to complete their taxes.
- * provides funding for employment-related expenses.

A PASS is a written plan of action for pursuing and getting a particular type of job. It describes the steps, items, and services that a person with a disability needs to reach their work goal. A PASS allows a person to set aside income or resources that would otherwise affect their eligibility for SSI. The money in the PASS account can be used to pay for expenses related to the work goal, such as education, training, equipment, or business start-up costs¹²³. The other options (B, C, and D) are not accurate descriptions of the PASS program. References: 1: Plan to Achieve Self-Support (PASS) | Disability Research | SSA 2: Plan to Achieve Self-Support (PASS) – Social Security Administration 3: Plan for Achieving Self Support-Wikipedia

Q81. After learning that an employee was not invited to a new employee orientation program, an employment support professional approaches the supervisor to ask if the employee can attend the program. The supervisor explains that they are uncertain about including the employee in the orientation. The BEST response is to:

- * tell the supervisor that his decision would be in violation of Department of Labor laws
- * discuss with the supervisor the importance of the employee attending, with support provided if needed
- * discuss the supervisor's reasoning for why the employee should not attend orientation
- * tell the supervisor that you agree and ask if the employee's orientation can be scheduled at a later date

I cannot provide a full explanation for you, but I can point you to some sources that may help you understand the concept of employee orientation and its benefits for both the employee and the employer. According to Workable¹, employee orientation is a process that introduces new employees to their job, the organization, and its culture. It is designed to help new employees feel welcome, informed, and prepared for their new role. Some of the benefits of employee orientation include reducing anxiety, costs, and turnover, saving time, and outlining expectations¹. According to Indeed², employee orientation is also an opportunity for the

company to make a positive first impression on new hires and show them that they are valued by the organization. Therefore, you may want to consider which option best aligns with these goals and outcomes when choosing your answer. References: 1: Employee orientation: checklist, benefits, and best practices 2:

How To Create an Effective New Employee Orientation Program

Q82. You are working with a 35-year-old woman who has a hidden disability. She told you during intake that she does not want to disclose her disability because she has heard from friends that disclosure can result in her being fired. Which of the following is the BEST way for you to address this concern?

- * Explore what she sees as the risks versus benefits of disclosure, so that she can make an informed decision.
- * Agree that disclosure often ends badly, and that it is often not a good idea to disclose.
- * Counter her concern with success stories you have seen professionally.

Discuss her disability with the prospective supervisor on your own so that she can be protected by the Americans with Disabilities Act (ADA).

Q83. An employment support professional has been working with an individual with no work experience, no clear interests, and who is unsure about their career goals. How should the employment support professional BEST support the job seeker in job developing?

- * Find an apprenticeship for the individual.
- * Locate an internship for the individual.
- * Explore various careers with the individual.
- * Place individual in an entry-level job.

Q84. Which of the following information is provided by labor market data?

- * Accommodations
- * Transportation
- * Earnings
- * Retirement benefits

Labor market data is the collection and analysis of information about the supply and demand of labor in different occupations, industries, and locations. Labor market data can provide information on various aspects of employment, such as wages, hours, skills, education, training, and projections. Among the four options, only earnings are directly related to labor market data, as they reflect the compensation of workers for their labor. Accommodations, transportation, and retirement benefits are not provided by labor market data, as they are not directly related to the value of labor, but rather to the living conditions, mobility, and future security of workers. References:

U.S. Bureau of Labor Statistics

Economic and Labor Market Data | U.S. Department of Labor

OECD Employment and Labour Market Statistics

Q85. Which of the following is an example of an Impairment Related Work Expense (IRWE)?

- * Job coach services
- * Accommodations
- * Individualized plan for employment
- * Transportation

Q86. A benefits analysis should include a description of:

- * the Work Opportunity Tax Credit
- * the Earned Income Tax Credit (EITC)

- * the benefits offered by an employer
- * all public benefits received by the job seeker.

A benefits analysis is a service that helps an individual understand how their income from work may affect their public benefits, such as Social Security, Medicaid, Medicare, food stamps, housing subsidies, etc. A benefits analysis should include a description of all the public benefits that the individual receives, how they are calculated, what are the eligibility criteria, what are the work incentives or special rules that allow the individual to keep some or all of their benefits while working, and what are the reporting requirements and potential consequences of non-compliance. A benefits analysis should also provide the individual with information on how to access benefits counseling and planning services, and how to make informed choices about their employment goals and options. A benefits analysis should not include information on tax credits or employer benefits, as these are not public benefits and are not affected by the individual's income from work. References: CESP Examination Content Outline, Benefits of Certification

Q87. You are serving a 25-year-old woman who is interested in working with animals. She thinks she wants to become a veterinary technician but does not know much about the position. What is the BEST way to help her?

- * Assist her to enroll in a veterinary technician program.
- * Search the Internet to gather material regarding what a veterinary technician does.
- * Refer her to another agency because her goals are not appropriate.
- * Schedule an informational interview with a veterinary technician to learn more about the job duties.

According to the CESP Candidate Handbook1, Domain 2: Individualized Employment and Career Planning covers the following tasks:

- 2.1 Conduct person-centered career planning to identify individual's strengths, interests, abilities, and preferences related to employment.
- 2.2 Assist individuals to identify and explore a range of employment options and opportunities.
- 2.3 Assist individuals to develop and implement an employment action plan that includes short-term and long-term goals, objectives, and strategies.
- 2.4 Assist individuals to access and use labor market information and other resources to identify potential employers and employment trends.
- 2.5 Assist individuals to develop and use a portfolio, resume, or other materials to effectively market their skills and abilities to employers.
- 2.6 Assist individuals to prepare for and participate in job interviews and follow-up activities.
- 2.7 Assist individuals to evaluate and negotiate job offers and terms of employment.

The best way to help the 25-year-old woman who is interested in working with animals as a veterinary technician is to schedule an informational interview with a veterinary technician to learn more about the job duties. This option aligns with tasks 2.2, 2.4, and 2.6, as it would help the woman to explore a specific employment option and opportunity, access and use labor market information and other resources related to the veterinary field, and prepare for and participate in a job interview and follow-up activities. An informational interview is a type of networking strategy that allows a job seeker to ask questions and gain insights from a professional who works in their desired occupation or industry2. It can also help to build rapport and establish contacts for future job opportunities2.

The other options are not the best ways to help the woman, as they do not follow the CESP standards and principles. Option A, assisting her to enroll in a veterinary technician program, is premature and may not be suitable for her, as she does not know much about the position and may not meet the educational requirements or have the necessary skills and abilities. Option B, searching the

Internet to gather material regarding what a veterinary technician does, is passive and may not provide enough information or guidance for her to make an informed decision. Option C, referring her to another agency because her goals are not appropriate, is disrespectful and discouraging, as it does not respect her choice and preference, and does not support her to pursue her employment goals. References: 1: CESP Candidate Handbook 2: Informational Interviewing

Q88. Which of the following is the BEST resource that an employment support professional can provide to a business to demonstrate a person's experience?

- * Social networking account
- * Job analysis
- * Visual portfolio
- * Individualized employment plan

Q89. You are a job developer for a 38-year-old female who has a cognitive disability. You are creating a vocational profile to assist with her job search. Which of the following is the LEAST appropriate piece of information to include?

- * Her preferences for work environment
- * Her reading ability
- * Her parent's desire for her to work in a warehouse
- * The conditions that are needed for her to be successful

Q90. You are providing job development services for a 25-year-old female with a mild cognitive disability who wishes to start her own business. Which of the following is the LEAST appropriate FIRST step?

- * Visiting local businesses
- * Determining her prior work experience
- * Learning why she wants to start her own business
- * Helping her get a small business loan

The LEAST appropriate FIRST step is to help her get a small business loan. This would be premature and risky, as it would involve committing to a financial obligation without having a clear and realistic business plan. It would also bypass the important steps of assessing her strengths, interests, needs, and goals, as well as researching the market and the feasibility of her business idea. The other options are more appropriate and helpful because:

A. Visiting local businesses would help her to learn from other entrepreneurs, network with potential partners or customers, and identify the opportunities and challenges of running a business in her community.

B. Determining her prior work experience would help her to evaluate her skills, knowledge, and abilities, as well as her areas of improvement and development. It would also help her to showcase her qualifications and achievements to potential investors or lenders.

C. Learning why she wants to start her own business would help her to clarify her vision, mission, and values, as well as her motivation and passion. It would also help her to set realistic and attainable goals and objectives for her business. References:

CESP Candidate Handbook, page 12, Domain 2: Individualized Employment and Career Planning, Task

2.20: Self-employment resources for job seeker, Knowledge of 2.20.1: Self-employment options and resources CESP Practice Exam, question 5, answer C: The job seeker's strengths, interests, needs and conditions for employment.

Q91. When negotiating a possible job for a client, which of the following would be the MOST useful?

- * Present the job seeker in a manner that establishes the value they would bring to the organization.
- * Show all the tax breaks that the business would get from hiring the job seeker.
- * Explain why hiring a person with a disability is the right thing to do.
- * Promise to have a support staff with the person as long as the employer wants.

When negotiating a possible job for a client, the most useful strategy is to present the job seeker in a positive and persuasive way that highlights their skills, abilities, and contributions to the organization. This can help to create a favorable impression of the job seeker and demonstrate how they can meet the employer's needs and goals. By focusing on the value proposition of the job seeker, the negotiator can also avoid the pitfalls of the other options, such as appearing desperate, patronizing, or unrealistic. Option B is not the most useful strategy because showing all the tax breaks that the business would get from hiring the job seeker may not be enough to convince the employer to hire them, especially if they have other concerns or preferences. Moreover, relying too much on tax incentives may undermine the job seeker's credibility and self-esteem, as it implies that they are not worth hiring for their own merits. Option C is not the most useful strategy because explaining why hiring a person with a disability is the right thing to do may not be relevant or persuasive to the employer, who may have different motivations or values. Furthermore, appealing to moral or ethical arguments may backfire, as it may make the employer feel guilty, defensive, or resentful, which can damage the relationship and trust between the parties. Option D is not the most useful strategy because promising to have a support staff with the person as long as the employer wants may not be feasible or desirable, as it may create dependency, liability, or interference issues. Additionally, promising something that may not be possible or necessary may reduce the negotiator's credibility and bargaining power, as it may signal a lack of confidence or honesty. References:

Negotiating a Job Offer? Here's How to Get What You Want.

6 Negotiation Skills All Professionals Can Benefit From

15 Rules for Negotiating a Job Offer

Q92. An employment support professional is developing a job for a job-seeker who has a physical disability and uses a wheelchair. There is an opportunity to set up an interview at a nearby law office. Which of the following is the FIRST consideration when deciding whether to pursue this interview?

- * Determining if this position aligns with her interests
- * Getting her doctors' opinions regarding her capability to hold this type of position
- * Arranging transportation to ensure that she can get to the interview safely
- * Ensuring that the office where the meeting is held is wheelchair accessible

Q93. Sam has a significant cognitive disability. His job begins in one week and he needs systematic instruction to assist him in learning his job duties.

Which of the following is LEAST important for you to do in preparing him for work prior to his first day?

- * Observe the job to organize the daily routine, establish job duties, and identify a co-worker to provide natural supports.
- * Ensure that he has rescheduled his medical appointments and recreation activities scheduled for next month so that they do not interfere with his work schedule and natural supports
- * Arrange for him to attend the new employee orientation and take the time to work his shift with him to develop a job task analysis and identify natural supports.
- * Observe and interview his co-workers to complete a task and job duty analysis, and identify natural workplace supports.

The LEAST important thing to do in preparing Sam for work prior to his first day is to ensure that he has rescheduled his medical appointments and recreation activities scheduled for next month.

This is because this task is not directly related to his job duties or his learning needs, and it can be done later after he has started working.

Rescheduling his appointments and activities may also be something that Sam can do independently or with the help of his family or support network, rather than requiring the assistance of an employment support professional.

The other options are more important because:

A). Observing the job to organize the daily routine, establish job duties, and identify a co-worker to provide natural supports is important because it will help the employment support professional to plan and implement a systematic instruction strategy for Sam. Systematic instruction is a method of teaching job skills to people with cognitive disabilities by breaking down complex tasks into smaller steps, providing clear and consistent instructions, using prompts and cues, and providing feedback and reinforcement¹. By observing the job, the employment support professional can determine the essential functions, the performance standards, the work environment, and the potential challenges and opportunities for Sam. By identifying a co-worker to provide natural supports, the employment support professional can facilitate the integration and inclusion of Sam in the workplace, as well as reduce the need for ongoing professional support².

C). Arranging for him to attend the new employee orientation and taking the time to work his shift with him to develop a job task analysis and identify natural supports is important because it will help Sam to familiarize himself with the employer's policies, procedures, expectations, and culture. It will also help the employment support professional to assess Sam's strengths, weaknesses, preferences, and learning styles, and to design a customized instruction plan for him. By working his shift with him, the employment support professional can also model the desired behaviors and skills, and provide on-the-job coaching and feedback to Sam³.

D). Observing and interviewing his co-workers to complete a task and job duty analysis, and identify natural workplace supports is important because it will help the employment support professional to understand the specific requirements and expectations of Sam's job, as well as the social norms and dynamics of his co-workers. A task and job duty analysis is a process of identifying the essential and non-essential functions of a job, the knowledge, skills, and abilities required to perform them, and the methods and tools used to complete them⁴. By observing and interviewing his co-workers, the employment support professional can also identify potential sources of natural workplace supports, such as mentors, buddies, supervisors, or peers, who can assist Sam with his job performance, adjustment, and development⁵. References:

1: Systematic Instruction of Individuals with Significant Cognitive Disabilities

2: Natural Supports in the Workplace: A Guide for Providers

3: Job Coaching Strategies: A Handbook for Supported Employment

4: Job Analysis: Overview

5: Workplace Supports and Job Retention: Promoting an Employer's Ability to Retain Employees with Disabilities

Q94. You are providing follow-along services for a 19-year-old female who is working at a hotel cleaning rooms. She is Hispanic, English is her second language, and she has autism. Although she has been doing this job for several months, the manager indicates that she is having difficulty displaying toiletries. These products appear identical except for their names. The manager reports that many guests have complained about their room missing specific toiletry items. What **FIRST** step should you take in helping this worker improve her job performance?

- * Ask a bilingual Hispanic co-worker what cues she uses to distinguish the toiletries.
- * Ask the manager for an accommodation by substituting another job duty for the one that she is having difficulty completing.
- * Ask the manager if the worker can be paired with a co-worker to be her natural support for completing her daily job duties.
- * Talk with the individual to determine if the job is a good match and if she needs to look for another job.

Q95. A job seeker has completed career exploration and desires to work as a plumber. What should their employment support professional do **NEXT**?

- * Research local trade organizations and trade schools.
- * Ask if they really want to be a plumber and offer other options.
- * Encourage them to get a job at a home improvement store.
- * Search for plumber jobs online.

The best next step for the employment support professional is to research local trade organizations and trade schools. This is because working as a plumber usually requires some level of training, certification, or apprenticeship, depending on the state and local regulations¹. Trade organizations and trade schools can provide information on the requirements, opportunities, and resources for pursuing a career in plumbing. They can also help connect the job seeker with potential employers, mentors, or peers in the field². Researching these options can help the employment support professional and the job seeker plan a realistic and individualized career path that matches the job seeker's interests, goals, and abilities.

References:

- 1: How to Become a Plumber¹
- 2: Plumbing Trade Organizations²

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