





The Erasmus+ funded EU-Project COOCOU - COmpetence Oriented COUnselling for cognitively impaired people is a project linked to the developments related to the ProfilPASS as an instrument for competence assessment. It addresses counsellors working with cognitively impaired people in six European countries, who bring forward their potentials and interests for competence development. For this purpose, the ProfilPASS is adapted to the needs of cognitive impaired people, i.e. a Barrier-free ProfilPASS in Easy Language is created. The project is realized by the DIE as a coordinator in cooperation with partner organizations from Austria, Greece, Slovenia, Spain and Sweden.

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# The COOCOUCO-Toolkit Manual for Counsellors

The COOCOUCO-Toolkit is accompanied by a Manual for Counsellors which provides essential information and support on how to work with the Toolkit and the Barrier-free ProfilPASS in Easy Language.

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# 1. Introduction

## About the COOCOU Project

COOCOU - COmpetence Oriented COUnselling for cognitively impaired people is a project linked to the developments related to the ProfilPASS as an instrument for competence assessment. It addresses counsellors working with cognitively impaired people in six European countries, who bring forward their potentials and interests for competence development. For this purpose, the ProfilPASS is adapted to the needs of cognitive impaired people, i.e. a Barrier-free ProfilPASS in Easy Language is created. The project is realized by the DIE as a coordinator in cooperation with partner organizations from Austria, Greece, Slovenia, Spain and Sweden.

People with cognitive impairments belong to the vulnerable wider group of people with learning disabilities. It is difficult to know exactly the percentage of these people since the cause of cognitive impairments is multifactorial, both endogenous (loss of mental functionalities due to aging process, trauma or brain tumour, etc.) and exogenous (environmental, systemic/technological, social-educational reasons). In any case, a certain high number in Europe is experiencing exclusion from education, training and employment opportunities due to mild or more serious cognitive impairments that affect their mental responsiveness to complex information or abstractive requirements of the modern age, independently of the skills and knowledge that these persons acquired through lifespan mainly informally during daily activities associated or not with formal qualifications. In order to integrate people with cognitive impairments into the labor market and helping them to find the right job, the COOCOU project supports the target group in formulating and expressing their interests, becoming aware of their skills and building up their self-confidence. It requires subtle handling and the necessary empathy and careful treatment from the side of experts/counsellors to facilitate the communication with these persons as usually they are not aware themselves of this.

The results of the COOCOU project come to respond to this condition: The proposed Toolkit aims to provide responsible

employment and training counsellors with the means to safely treat and guide these individuals, either individually or at group level. The purpose of the project is to gather the available tools, to categorize them so as to facilitate counsellors - users in the search for those tools, methods and procedures that will strengthen their quiver and will contribute to the effective provision of services for people with cognitive impairments.

This handbook is the complementary manual for promoting the idea that supports COOCOU to contribute to empowerment and social inclusion, the reintegration into the labour market and lifelong learning for people with cognitive impairments. It is a Guide to navigating the contents of the toolbox with the Barrier-free ProfilPASS in Easy Language. We expect that with the help of this manual interested parties will receive suggestions for the effective use of the Toolkit. It is intended to provide an opportunity to learn about the tools and their application, which can be adapted to the specific needs of the clients. The tools should be used appropriate on a case-by-case basis and counselling approach. COOCOU is our proposal, as partners of the COOCOU project under the coordination of the DIE, recognizing that it is not a panacea. However, it is an honest guide that respects pluralism and has the flexibility to adapt to the individual needs of the beneficiaries.

## 2. Background and Aims of the COOCOU-Toolkit

Before starting to create the COOCOU-Toolkit, the project team carried out an identification of needs including a synopsis of examples of good practice in the COOCOU partner countries Germany, Greece, Austria, Sweden, Slovenia and Spain. Representative surveys such as Schrötle and Hornberg (2014) with regard to the difficulties and particularities of interviewing people with cognitive impairments highlight the importance of providing texts and questions formulated concretely and briefly and that the possible answers should be clear, while point out the importance of specifically trained interview teams when interviewing cognitively impaired people. Transferred to the COOCOU project, this means that counsellors who use the COOCOU-Toolkit with the target group of cognitively impaired people should also be trained accordingly.

One of the main problems when assessing competences of people with learning difficulties or cognitive impairments could be that many of them have very negative experiences with being assessed. Therefore, it is essential to first empower the people and to give them self-confidence before assessing their competences (Udl, 2019). Also cognitive impairments such as orientation difficulties, short-term and long-term memory disturbances could be a challenge when assessing their competences (Kremser, 2019).

For the development of the COOCOU-Toolkit, the project team has therefore derived essential conclusions from the given situation and identified problem areas. On the basis of these, the COOCOU-Toolkit has been developed and aims at providing tools that

- ✓ recognize people with cognitive impairments as individuals with capabilities, rather than individuals with impaired abilities,
- ✓ will enable them to participate and make their own decisions based on their interests.

The core of the COOCOU-Toolkit is the Barrier-free ProfilPASS in Easy Language which fulfils the following requirements:

- ✓ Adjustments of the language (use of standardized easy language) (1), the content (2) and the layout (3) have been made.
- ✓ The simplification of the document and the increased use of drawings and graphics will make the process of competence assessment easier for counsellors and users.

### COOCOU-Comprehensive Report of Identification of Needs

Recently, all six COOCOU partner countries (Austria, Germany, Greece, Slovenia, Spain and Sweden) carried out a national research in order to identify the needs of the future users of the project outcomes.



The comprehensive report represents a compilation of the partner's findings and includes good practices as well as useful recommendations for the development of the [COOCOU-Toolkit](#).

- ✓ Abstract formulations and ways of thinking are avoided, but clear and understandable instructions and explicit statements are used to meet the needs of the target group.
- ✓ Gives special attention to the language used describing/promoting the tool to avoid misinterpretations and to deal with the target group in a sensitive and appreciative manner.
- ✓ Focus on visualization, more symbols and pictures are used instead of large text blocks, while a selection of options and examples is also available.
- ✓ A barrier-free Pdf was developed to be accessible for blind or people with visual impairments.



### 3. How to use the COOCOU-Toolkit



As mentioned above, the COOCOU-Toolkit is a collection of different tools for competence assessment stemming from different contexts and developed by different organisations. It is up to the counsellors which tool(s) or method(s) they choose for the counselling process. The following explanations will give counsellors some idea of the basic structure of the Toolkit and on where to find which tools.

The Toolkit is divided into 3 main sections them being, the Tools for supporting the counselling process which are presented in the form of Fact Sheets, the Handbooks for Counsellors which are again given in the form of Fact Sheets and the complementary Lists of Additional Tools and Apps.

#### 3.1. Tools for Counselling and Anatomy and use of the 'Fact Sheets'

In the first section, "Tools supporting the counselling process for competence assessment" are presented to conduct and accompany the counselling process, for instance by providing a Barrier-free ProfilPASS in Easy Language and other instruments to support the counselling process. The first section is subdivided into three categories:

##### **A. Getting started: pre-counselling steps**

In preparation of the actual counselling process clients could use competence assessment tools for self-assessment. The COOCOU-Toolkit contains instruments that allow clients to independently carry out a partial or complete competence assessment.

##### **B. Overcoming barriers**

The Barrier-free ProfilPASS in Easy Language is designed to meet the needs of cognitively impaired people. Therefore, several adjustments have been made on the existing ProfilPASS that was used as a template for the Barrier-free ProfilPASS in Easy Language. The adjustments concern the language (1), the content (2) and the layout (3).

##### **C. Structuring the counselling process**

This category covers tools for competence assessment that can support the counsellors work in different ways. In order to meet the needs of cognitively impaired people such tools have to meet different requirements. The division into tools for self-assessment, tools mainly for supported counselling processes, and tools for supported counselling processes illustrates that the selection of tools should take into account whether the aim is a complete or partial competence assessment.

### 3. How to use the COOCOUCO-Toolkit

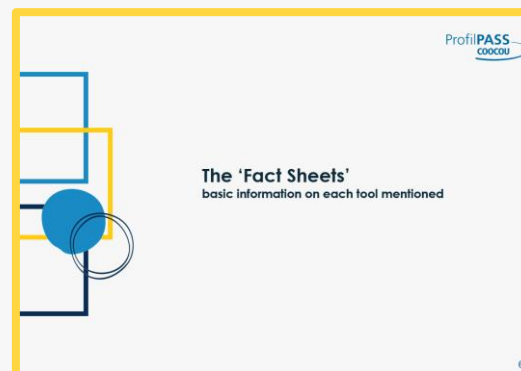
As mentioned, the Tools for supporting the counselling process are presented in the form of Fact Sheets.

The section-headings serve as prior orientation points. In order to find the best suitable tool for their respective counselling context, the counsellors then have the opportunity to get an overview on each of the tools by means of a 'Fact Sheet'.

These Fact Sheets give a brief presentation of the tool by describing its practical usage and aims, the target group and (pre)conditions needed for working with the tool and the key features of the tool.

Furthermore, the Fact Sheets contain a direct web link to the tool and hints on where to find additional information. Thus, the counsellors are enabled to easily find and get access to different tools that will support them in their work with cognitively impaired people and that suit their respective needs in the counselling process.

You can zoom in for a closer look to what a Fact Sheet looks like



#### Barrier-free ProfilPASS in Easy Language

German Institute for Adult Education -  
Leibniz Centre for Lifelong Learning

##### What is it? (Aim of the Tool)

The Barrier-free ProfilPASS in Easy Language is the core of the COOCOUCO-Toolkit. It supports the systematic recording and documentation of competences with the aim of creating a competence profile and thus promoting personal and professional (further) development and (re)orientation.

In order to develop the Barrier-free ProfilPASS, the existing portfolio has been taken as a basis and adaptations were made with regard to the needs of people with cognitive impairments.

##### Who is it for? (Target Group and (pre)conditions for use of the tool)

The Barrier-free ProfilPASS in Easy Language is addressed to people with light forms of cognitive impairment. In order to meet the special needs of that target-group the ProfilPASS as an instrument of competence assessment has been adapted. More specifically, adjustments on the language, the content and the layout of the ProfilPASS have been made.

##### Key Features of the Barrier-free ProfilPASS in Easy Language

- ⇒The Barrier-free ProfilPASS has been translated into easy language;
- ⇒The existing ProfilPASS has been tightened up;
- ⇒The Barrier-free ProfilPASS focuses on areas such as hobbies, interests, working life, household and family;
- ⇒The Barrier-free ProfilPASS contains tasks to enable the user to reflect wishes and needs at work to find out how the workplace can be designed to feel comfortable and to work accordingly successfully (e.g. clear routines, fixed contact persons or similar);
- ⇒The Barrier-free ProfilPASS contains lots of pictures and symbols;
- ⇒The structure and editing of the ProfilPASS is supported visually;
- ⇒The content of the Barrier-free ProfilPASS is split into several chapters;
- ⇒The Barrier-free ProfilPASS includes new chapters "My daily routine" or "My household chores".

##### Try the Tool

[https://coocou.profilpass-international.eu/index.php?article\\_id=143&clang=1](https://coocou.profilpass-international.eu/index.php?article_id=143&clang=1)

##### Languages available

German, English, Swedish, Greek, Spanish, Slovenian

##### Further Information

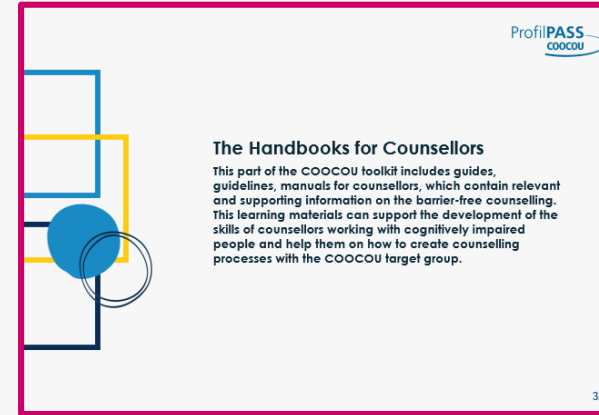
<https://coocou.profilpass-international.eu/>  
Deutsches Institut für  
Erwachsenenbildung –  
Leibniz-Zentrum für  
Lebenslanges  
Lernen e.V.  
German Institute for Adult  
Education - Leibniz Centre  
for Lifelong Learning (DIE)  
Servicestelle ProfilPASS  
Heinemannstraße 12-14  
53175 Bonn, GERMANY



### 3. How to use the COOCO-Toolkit

#### 3.2. Exploring “The Handbooks for Counsellors”

This part of the COOCO-Toolkit includes guides, guidelines and manuals for counsellors, which contain relevant and supporting information on the barrier-free counselling. This learning materials can support the development of the skills of counsellors working with cognitively impaired people and help them on how to create counselling processes with the COOCO target group. The Handbooks are presented using the trope of the Fact Sheets.



The Fact Sheets that present the Handbooks for Counsellors are deliberately following the exact structure of the Fact Sheets presenting the tools for counselling as they respectively act aiding the counsellors.

Having said that the Handbooks have been separated from the rest of the tools due to their multi-applicative nature presenting multiple approaches on a subject thus requiring a different mentality and approach when used.

#### Adult education barrier-free – Guidelines for a common barrier-free learning

biv – Academy for inclusive education

**What is it? (Aim of the Tool)**  
This is a guide for barrier-free educational counselling of adults. It shall help counsellors to offer educational guidance to adults without barriers.

**Who is it for? (Target Group and (pre)conditions for use of the tool)**  
The brochure is intended to provide assistance for adult education institutions – especially for managers and pedagogical staff – in order to address the target group of people with learning difficulties and/or disabilities more effectively and to tailor educational offers to the needs of these groups.

**Key Features**  
The brochure contains six chapters: The first chapter introduces the term “barrier-free” and its value for the counselling. The second chapter presents existing models of integration and weighs up their advantages and disadvantages. In the third chapter, useful guidelines in order to abolish barriers are given. People with disabilities report on their experiences in adult education in the fourth chapter. The fifth chapter contains a checklist with the most important requirements in order to offer barrier-free environments. In the last chapter, contacts and sources for more information can be found.

**Try the Guide**  
[https://www.biv-integrativ.at/fileadmin/user\\_upload/pdfs/Erwachsenenbildung\\_barrierefrei.pdf](https://www.biv-integrativ.at/fileadmin/user_upload/pdfs/Erwachsenenbildung_barrierefrei.pdf)

**Languages available**  
German

**Further Information**  
biv - die Akademie für integrative Bildung (Academy for inclusive education)  
Mariahilferstraße 76  
1070 Wien, AUSTRIA

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You can zoom in for a closer look to what a Fact Sheet looks like





### 3. How to use the COOCO-Toolkit

#### 3.3. Navigating the “Lists of additional Tools and Apps”

If the counsellors and general audience of the COOCO-Toolkit are in need of further tools or apps for the counselling process or have not found a suitable tool in the Fact Sheets, there is the choice of the additional tools and apps. This pool of tools and apps has been set up in the course of the research for the COOCO-Toolkit.



**The Lists of additional Tools and Apps**

If you are in need of further tools or apps for your counselling process or you have not found a suitable tool in the Fact Sheets, you can have a look at the following choice of the additional tools and apps. This pool of tools and apps has been set up in the course of the research for the COOCO-Toolkit.

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**Supporting Tools for Labor Market Integration**

ProfilPASS  
COOCO

Tool name of Origin	Tool name in English	Publisher	Aim of the tool	Web address
Självhjälpsguiden För dig med ADHD på jobbet	Self help guide for you with ADHD at work	Riksförbundet attention	⇒ Help people with ADHD to find their strategies at work	<a href="https://bulkt.attention.se/wp-content/uploads/2019/05/attention_ADHD-pa-jobbet_sjalvhjalpsguide.pdf">https://bulkt.attention.se/wp-content/uploads/2019/05/attention_ADHD-pa-jobbet_sjalvhjalpsguide.pdf</a>
ADHD på jobbet's Toolbox	ADHD on the job toolbox	Riksförbundet attention	⇒ Give information and tips for ADHD people about work environment and how to be better at the job	<a href="http://www.adhdpajobbet.se/toolbox-verktygsladan/">http://www.adhdpajobbet.se/toolbox-verktygsladan/</a>
Skriva CV	Write your CV	Riksförbundet Attention	⇒ Help people to build CVs	<a href="http://www.adhdpajobbet.se/aktiv-a-cv/">http://www.adhdpajobbet.se/aktiv-a-cv/</a>
Fånga rekryteraren utan ett bling-bling-cv	Capture the recruiter without a bling-bling CV	Shortcut	⇒ This tool includes tips to help individuals build their CVs	<a href="https://shortcut.se/artiklar/fanga-rekryteraren-utan-ett-bling-bling-cv/">https://shortcut.se/artiklar/fanga-rekryteraren-utan-ett-bling-bling-cv/</a>
7 tips för det perfekta personliga brevet	7 tips for the perfect personal letter	Shortcut	⇒ This tool includes 7 tips to help individuals write personal letter	<a href="https://shortcut.se/artiklar/7-tips-for-det-perfekta-personliga-brevet-2/">https://shortcut.se/artiklar/7-tips-for-det-perfekta-personliga-brevet-2/</a>
Let me Talk: Free ACC Talker	Let me Talk: Free ACC talker	Appnotize UG	⇒ A free AAC talker app which supports communication in all areas of life and therefore providing a voice to everyone.	<a href="https://play.google.com/store/apps/details?id=de.appnotize.letmetalk&amp;hl=sv">https://play.google.com/store/apps/details?id=de.appnotize.letmetalk&amp;hl=sv</a>

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**Apps to Make the Lives of Persons with Cognitive Impairments Easier**

ProfilPASS  
COOCO

Tool name of origin	Tool name in English	Publisher	Aim of the tool	Web address
AppStöd	App support	appstod	⇒ Provide support to find out what apps and mobile tools can be useful for persons with disabilities	<a href="https://appstod.mfd.se/">https://appstod.mfd.se/</a>
Hållkoll	Keep an eye / Keep Track	Abilda AB	⇒ aims to help people with cognitive disabilities have more control over their tasks and create structure over their lives	<a href="https://apps.apple.com/se/app/h%C3%A5llkoll-abilda/id1090728274">https://apps.apple.com/se/app/h%C3%A5llkoll-abilda/id1090728274</a>
Resledaren	Tour leader		⇒ It aims to make the travel in public transports easier for people with autism.	<a href="http://www.resledaren.se/">http://www.resledaren.se/</a>
Evernote	Evernote	The Evernote Corporation	⇒ A note-taking and organizing app which allows its users to create TODO lists and manage their tasks in an easy way.	<a href="https://evernote.com/">https://evernote.com/</a>
Trello	Trello	Trello	⇒ An app that assists in organizing tasks in the form of cards and lists. The user can add comments, attach files, and create checklists with due dates. It can also be shared between the team members.	<a href="https://trello.com/">https://trello.com/</a>
Bildkartanset zur Kompetenzerfassung geflüchteter Menschen	Picture card set for the competence assessment of refugees	German Employee Academy (DAA)	⇒ The picture card set is a language free support tool for vocational position determination. It has been designed for counsellors and clients who cannot - or only restrictedly - communicate with each other.	<a href="https://itunes.apple.com/de/app/pdaa-kompetenzerfassung/id1084665949?mt=8">https://itunes.apple.com/de/app/pdaa-kompetenzerfassung/id1084665949?mt=8</a>
Picca	App for autistic and Down syndrome people	University of Granada	⇒ This app is designed for the classroom, as a support tool. This App can be used as a support from counsellors to work with autistic and Down syndrome people	<a href="https://apps.apple.com/es/app/picca/id373334470">https://apps.apple.com/es/app/picca/id373334470</a>

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You can zoom in for a closer look at the lists


### 3. How to use the COOCOU-Toolkit


#### 3.4. How to work with the COOCOU-Toolkit

The Toolkit presented here provides counsellors with comprehensive selection options and with the opportunity to flexibly utilize tools that best suit their needs for the counselling process and the individual needs of their clients. You can look for a specific tool on the basis of the given categories and thus find a helpful method for your respective counselling situation.

If you are looking for “Tools supporting the counselling process”, you will have the following options on how to work with the Toolkit:

- 

You can use self-assessment tools so that the clients can complete a partial or full competence assessment on their own ahead of the counselling process. The results of this prior assessment and/or the experiences that the client reports regarding the work with the tool might serve as indicators for the counsellor to adopt the further counselling steps to the individual needs and the respective starting situation of the client. (see Category A “Getting started: pre-counselling steps”)
- 

When the communication in the counselling process may come across substantial difficulties due to pre-existing barriers, the tools presented in category B “Overcoming barriers” will be supportive, for example by providing visualization aids that can ensure and foster the understanding of key approaches in the counselling process. These tools can either be used as a supplement in combination with other tools or they can be used independently.
- 

When working with tools from Category C “Structuring the counselling process”, you will be able to choose which kind of tool is most helpful for your counselling context. There are different methodological approaches (e.g. interview guidelines, scenarios for simulations, portfolios etc.) and apart from that, you can focus on a specific competence area or choose to conduct a comprehensive competence assessment with your client.

The “Handbooks for Counsellors” can be used as a means of complementing your counselling process, for instance by providing you with a set of complementary approaches, tools, tips or infographics on the specifics of cognitive impairments. You might also want to use one of these handbooks as a separate unit during the counselling process with the purpose of gaining additional information or assessing additional competence areas (e.g. soft skills).

All in all, we explicitly encourage you to creatively work with the Toolkit, for instance by not only combining different tools but even certain elements of different tools.



### 3. How to use the COOCOUCO-Toolkit

#### 3.4. How to work with the COOCOUCO-Toolkit

##### Example of how a combination of different tools or single modules of different tools might be realized

Suppose you are asked to find out the skills and abilities of a middle-aged person who became unemployed because of the Covid-19 crisis and who recently had the traumatic experience of a stroke that left him with a difficulty in expression and a slow processing of information. In the first contact and meeting with the beneficiary, you would be able to activate the pre-counselling stage, choosing from the available tools, such as the Competence Cards and follow up on which kind of active roles the client has undertaken by using the Activity Cards. If you then want to assess in more detail how non-formally and informally acquired skills (also from fields other than work) add to the professional competences of your client, you could, for example, add relevant sections taken from the COOCOUCO-Toolkit (Chapter: Tools supporting the counselling process (complete competence assessment)). As a final step, you might want to document your client's competences and provide some further perspectives for next steps. Apart from the approach provided in "Choosing a profession", the module "How I Can Show What I Can Do" in the Barrier-free ProfilPASS in Easy Language further provides information on and support for the usage of the documented skills and competences on the labour market, e.g. by including help for writing an job application.

You may find plenty of suggestions in using a combination of different tools for the counselling process in pages 3 to 5 of the Toolkit.

You can zoom in for a closer look



#### I. Tools supporting the counselling process

**C. Structuring the counselling process (portfolios, interview templates, etc.)**  
 This category covers tools for competence assessment that can support the counsellors work in different ways. In order to meet the needs of cognitively impaired people such tools have to meet different requirements (see also chapter I: B. Overcoming barriers: Developing a barrier-free Instrument for counselling). The instruments presented here differ in whether they require the independent work of the clients or an intensive accompanying work of the counsellor. The tools/instruments also differ in whether they strive for a complete rather partial competence assessment.

Tools for self-assessment

- [Competence cards](#)
- [Activity Cards](#)
- [Women's lives](#)
- [Picture card set](#)
- [meine-berufserfahrung.de](#)

Tools mainly for supported counselling processes

- [So that I know what I can do](#)
- [Hame!2](#)
- [Competence cards](#)
- [Choosing a profession](#)
- [Employment Tool Kit](#)

Tools for supported counselling processes (complete competence assessment)

- [Barrier-free ProfilPASS in Easy Language – adapted version of the ProfilPASS for the target group of cognitively impaired people](#)
- [Berufswahlpass in simple language for young adults](#)

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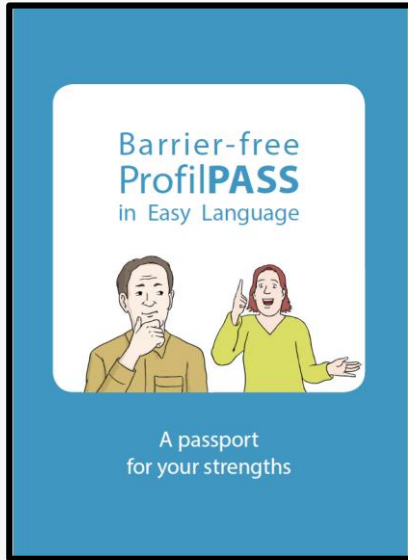
The section-headings serve as prior orientation points for the counsellor. In order to find the best suitable tool for their respective counselling context, the counsellors then have the opportunity to get an overview on each of the single tools by means of a 'Fact Sheet'.

You can find the 'Fact Sheets' in the pages to come.

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## 4. How to use the Barrier-free ProfilPASS in Easy Language



The ProfilPASS is a system for competence assessment basically aiming at supporting users in their personal and vocational development. The Barrier-free ProfilPASS in Easy Language addresses people with cognitive impairments and supports counsellors in their work with this target group.

### 4.1. Finding the way through the Barrier-Free ProfilPASS in Easy Language

The Barrier-free ProfilPASS in Easy Language is based on the ProfilPASS – a tool for identifying and documenting one's skills and competences. It was originally created by the German Institute for Adult Education and has been further developed in different EU projects. The Barrier-free ProfilPASS in Easy Language is structured alongside the central image of 'A passport for your strengths', thus relating the answers given to a person's strength profiling aiming at discovering one's competences through the work with the ProfilPASS to the everyday experiences of living with cognitive impairments. Imagery and easy language serve as an orientation mark within the Barrier-free ProfilPASS in Easy Language and motivates the users to step by step work through the chapters, namely the elements of their passport.

**1**

The first chapter is the "Introduction" chapter which serves as an initial way for the individual to understand what is a ProfilPASS and how to use it to discover one's strength. It also gives an orientation how the ProfilPASS can be used in company of a consultant and the testimonial Toni is presented.

**2**

The second chapter is called "This is who I am". In this chapter the individual is initially asked to select their qualities through corresponding exercises. The qualities that the individual is asked to select are given in short clear sentences for ease of understanding. Other than that the individual is asked to reflect on how other people see them and are prompted to give the same list of qualities to a friend or family member in order for them to select the individual's qualities. Finally the individual is asked to compare the two lists and reflect on the result together with the counsellor.

**3**

In the third chapter "My family and friends", the individual is prompted to think about the jobs and tasks of the people in their social circle. Following to that the individual is asked to point out the tasks or jobs that they find interesting and why, along with reflecting on which skills are required for these jobs and whether they have indicated these skills.

## 4. How to use the Barrier-free ProfilPASS in Easy Language

**4** In the fourth chapter, "My day" the individual is prompted to discover the competencies by reviewing their day and their tasks therein. They are also prompted to assess their competences, on said tasks, using smiley faces. Finally the counsellor works with the individual on corresponding their competences with possible job opportunities.

**5** The fifth chapter is called, "My household chores", and it aims to highlight strengths and competences that come from completing chores. The individual is prompted to review upon the chores and general tasks of the day and highlight what they do well by using smiley faces.

**6** The sixth chapter, "My Hobbies", will explore how hobbies may highlight one's strengths. After documenting their hobbies and their elements, the individuals, working with the counsellor, discover additional or protruding competences and reflect on which jobs could use said competences.

**7** In the seventh chapter, "My school", the individual is asked which school they attended and to reflect on the subjects they were good at, or the subjects they favoured. The individuals are also asked to select subjects which they are familiar with and elaborate on what they learnt. Once again, working with the ProfilPASS counsellor, the individuals reflect on their competences and job opportunities.


**8** The eight chapter, entitled "My vocational training", revolves around the vocational skills the individuals may have acquired through training. Other than reviewing in their skills and competences the individual is asked about what they enjoy and what they don't enjoy when in vocational training.

**9** In the ninth chapter, "My work", the individuals reflect on past or current work experience in a manner that aims to show their strengths and experiences gained along with highlighting the enjoyable elements of working.

## 4. How to use the Barrier-free ProfilPASS in Easy Language

**10** In the tenth chapter “What I can do”, compiles the results of the previous chapters. The individuals write down the comprehensive list of competences coming from chapters 4 to 9, reflecting on the list and realising the most commonly mentioned competences as strengths leading to finding jobs that correspond to said competences.

**11** “My goals” is the eleventh chapter of ProfilPASS and will act as a planning assistant for the individual. The plan includes an identification of target jobs, necessities of said jobs and a broad timeline of actions.



Together with your ProfilPASS counsellor, think about:  
Which jobs require these competencies?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Decide:  
Do these jobs sound interesting to you?

Yes  No


Would you like to do these jobs?

Yes  No

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### Exercise 10

Fill in the list.  
The list has 5 columns.  
Column 1: Here are some hobbies.  
Column 2: Put a cross here  
if you do the hobby from column 1.  
Column 3: Write down: What you do for this hobby.  
Column 4: Write down: What you have learned by doing this hobby.  
Column 5: Using smileys, rate how well you do this.



Are your hobbies not on the list?  
Then add them to the list.  
There is room at the end of the list.  
Write down in column 1: Your hobby.  
Then write down:  
Column 3: What you do for this hobby.  
Column 4: What you have learned.  
Column 5: How well you do this.


These are Toni's hobbies:  
Toni likes to play computer games.  
Toni likes to take care of the plants on his balcony.  
Toni likes crafting.



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### My school

Please fill out the list:  
What schools did you go to?  
When did you go to school?  
Do you have a school leaving certificate?  
What school leaving certificate do you have?



Write down in this list:

Name of the school	from ... until ...	Certificate

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## 4. How to use the Barrier-free ProfilPASS in Easy Language


### 4.2. How to work with the Barrier-free ProfilPASS in Easy Language


#### What are the basic principles regarding work with the Barrier-free ProfilPASS in Easy Language?

All versions of the ProfilPASS are based on a common understanding of counselling. The underlying concept of the ProfilPASS regards counselling as a communicative and interactive process focusing on capacity building in the context of reflexion and exchange.

Following this basic understanding, work with the Barrier-free ProfilPASS in Easy Language is based on three core principles:

- 

Counselling with the Barrier-free ProfilPASS in Easy Language is oriented towards a humanistic concept of humanity in which human beings are regarded as being capable of lifelong development, change and learning. Counselling thus becomes an attitude rather than a technique and is distinguished by authenticity, appreciation and empathetic understanding.
- 

The constructivist theory forms the theoretical basis of work with the ProfilPASS. According to this, there is no objective reality but only subjective realities that are actively created by each individual. The acquisition of knowledge and competences is thus considered the personal contribution of each subject. Counselling therefore underlies the principles of a didactics of enabling.
- 

Finally, counselling is biographical work. This means that the individual biography of a person is the starting point for processes of reflexion and the users shape this process as experts for their own biographies.

Furthermore, the following didactic principles are central:

- ✓ process transparency;
- ✓ participant orientation;
- ✓ support for self-regulation and self-organization;
- ✓ counselling for all parts of the Barrier-free ProfilPASS in Easy Language;
- ✓ orientation towards competence, reflexion and learning interests.





## 4. How to use the Barrier-free ProfilPASS in Easy Language

### The counselling process

The process of consultation with the Barrier-free ProfilPASS in Easy Language may be different from case to case depending on the objectives that are agreed upon by the client and the counsellor.

The counselling process should, however, always include the following points (see also Tab. 1). At the beginning of the consultation, the client has to be informed about the reasons behind working with the Barrier-free ProfilPASS in Easy Language and the individual steps that will be completed should be presented. Clarifying the user's objectives and their expectations regarding the counselling process is another central part. Furthermore, the counsellors and the client should jointly agree on their respective responsibilities in the course of the counselling process. Accordingly, an overall time frame and deadlines will also have to be set up. As a final part of the counselling process, the results and additional targets for the future should be discussed.

Tab. 1 Counselling Process Model for the Barrier-free ProfilPASS in Easy Language

Working steps in the counselling process	Aim
Preparation	<ul style="list-style-type: none"> <li>developing a realization scenario</li> <li>organizing the counselling situation</li> </ul>
Starting Phase	<ul style="list-style-type: none"> <li>clarifying the counselling mandate (poss. with a contract)</li> <li>using the structure of the Barrier-free ProfilPASS in Easy Language</li> </ul>
Assessment Phase	<ul style="list-style-type: none"> <li>assessing the competences following the biography and experiences of the user</li> <li>accompanying and supporting the self-exploration</li> </ul>
Balancing Phase	<ul style="list-style-type: none"> <li>assessing strengths</li> <li>creating a competence balance</li> </ul>
Development Phase	<ul style="list-style-type: none"> <li>formulating development aims</li> <li>working out an action plan</li> </ul>
Evaluation Phase	<ul style="list-style-type: none"> <li>final counselling and handing out the competence certificate</li> </ul>
Post-Processing	<ul style="list-style-type: none"> <li>overview of successful/problematic learning situations</li> <li>consequences for further learning situations</li> </ul>

## 4. How to use the Barrier-free ProfilPASS in Easy Language


As we have mentioned before the Barrier-free ProfilPASS in Easy Language has been adapted for the target group of the COOCO project, namely cognitively impaired people, with regard to a) content, b) language and c) layout. In order for the Barrier-free ProfilPASS in Easy Language to be comprehensive several special features have been included.

### 4.3. Special Features of the Barrier-Free ProfilPASS in Easy Language

#### Toni – The ProfilPASS assistant

The users of the tool are accompanied by Toni, their very own ProfilPASS Assistant. Toni gives tips and examples in each of the chapters of the Barrier-free ProfilPASS in Easy Language in an aim to show practically how to answer questions. In the final pages of the Barrier-free ProfilPASS in Easy Language the users have access to Toni's filled in ProfilPASS to which they can refer when they feel unsure.

**Toni – Your ProfilPASS assistant**



Toni will give you lots of tips.  
Toni will show you:  
How he answered the questions.  
His answers are examples.  
The examples should help you answer the questions.

Chapter: Who I am  
In this chapter you list your qualities.  
Toni found this exercise very easy.  
He asked himself:  
"What do other people like about me?"  
When do other people say:  
This is typical of Toni.  
These are my qualities."

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Chapter: My family and friends  
Toni wrote a list.  
The list includes:  
The names of people Toni knows well.  
The jobs these people do.  
What the people do in these jobs.

Name	Job	What people do in their job
Susi	Typist	Types on the computer, speaks on the phone
Andreas	Painter	Paints walls, mixes colours
Klaus	Kitchenhelper	Cooks, cuts vegetables, washes up, tidies, cleans

Toni also answered the questions:  
Here are Toni's answers:

Which jobs do you like?  
Painter  
Kitchenhelper

Why do you like these jobs?  
Working with my hands  
Working alone  
You can see the work you have done at the end of the day

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Chapter: My day  
This is what a normal day looks like for Toni:

Time	What I do	What my tasks are	What I have learned	How well I can do this
7 a.m.	Breakfast	Make coffee	I can use equipment.	11 12
8 a.m.	Workshop	Cut hedges Pull weeds	I have learned, to use garden tools. I can recognise different plants.	11 12 13 14
5 p.m.	Housework	Plant flowers on the balcony. Tidy up my room.	I can take care of plants. I can keep things tidy.	11 12 13 14
7 p.m.	Dinner	Lay the table. Wash the dishes. Dry the dishes.	I have learned, where the cutlery is. I can clean dishes carefully.	11 12 13 14
20 Uhr	Computer	Play computer games. Watch documentaries.	I have learned how to use the computer.	11

These are Toni's competencies:  
Using equipment  
Recognising different plants  
Working with the computer

These are the right jobs for Toni's competencies:  
Gardener  
Working in a flower shop

Toni finds these jobs interesting.  
Toni wants to do one of these jobs.

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## 4. How to use the Barrier-free ProfilPASS in Easy Language

### 4.3. Special Features of the Barrier-Free ProfilPASS in Easy Language

**Information**

**Easy Reading Job Profiles**  
Descriptions of 23 jobs that are easy to read  
Job profiles in PDF format:  
<https://alis.alberta.ca/media/2904/easy-reading-job-profiles.pdf>

**Easy Reading Dictionary**  
Explanation of symbols and words in the Job Profiles  
<https://alis.alberta.ca/inspire-and-motivate/easy-reading-dictionary/>

**Easy Reading Work and You - Book 1: Make Some Job Choices**  
Career planning workbook with stories, checklists and exercises  
Career planning book in PDF format:  
<https://alis.alberta.ca/media/1645/workandyouworkbook1.pdf>

**Easy Reading Dictionary**  
Explanation of words in the book  
<https://alis.alberta.ca/inspire-and-motivate/easy-reading-dictionary/>

**Easy Reading Work and You - Book 2: Decide on a Job**  
Career planning workbook with stories, checklists and exercises  
Career planning book in PDF format:  
<https://alis.alberta.ca/media/698423/work-and-you-workbook-2.pdf>

**Easy Reading Dictionary**  
Explanation of words in the book  
<https://alis.alberta.ca/inspire-and-motivate/easy-reading-dictionary/>

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### Information Chapter

Recognizing the possible needs of the users in having more information concerning, a) Further education, b) Training/vocational training, c) Career choices, the Barrier-free ProfilPASS in Easy Language provides information on these subjects through suggesting websites or appropriate brochures and publications.

### The Barrier-free ProfilPASS in Easy Language project

It is crucial for everyone to have the opportunity and ability to know what, how and by whom is the tool that they are working with. In an effort to bring this kind of knowledge to the users of the Barrier-free ProfilPASS in Easy Language we have included a chapter explaining the idea behind the tool, providing an insight in the process of project creation as well as an insight concerning the countries and partners involved in its creation.

**The "Barrier-free ProfilPASS in Easy Language" project**

The Barrier-free ProfilPASS in Easy Language is part of a project.  
A project is a task.  
A project has a goal.  
Once all the tasks have been completed, then the goal has been achieved.  
The project is called COOCO.

COOCO is an abbreviation.  
The abbreviation stands for several words.  
The whole name is:  
Competence Oriented COUrsing for cognitively impaired persons.

Competence-oriented counselling for cognitively impaired persons.  
This means:  
Counselling for people with learning difficulties to help them recognise their strengths.

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## 4. How to use the Barrier-free ProfilPASS in Easy Language


### 4.3. Special Features of the Barrier-Free ProfilPASS in Easy Language

#### Holistic Features

The entirety of the Barrier-free ProfilPASS in Easy Language is traversed by the following features:

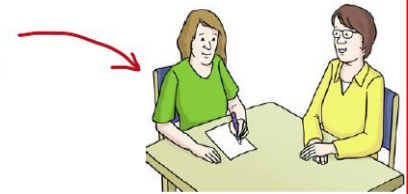
- ✓ Use of Easy Language (<-> A1 categorise basic language use acc. to CEFR), in addition with an overall shortening of the text compared to the original ProfilPASS and ProfilPASS in Simple Language.
- ✓ Use of additional aids such as:
  - multiple choice
  - closes
  - matrices
  - notes instead of full sentences
  - voiceovers available for visually impaired people
  - the pdf of the Barrier-free ProfilPASS in Easy Language can be filled out on the PC,
  - read out option for blind and visually impaired people.
- ✓ Use of Pictograms and specifically designed imagery for the facilitation of use from people with cognitive impairments (Illustrations by © Lebenshilfe für Menschen mit geistiger Behinderung Bremen e.V., Illustrator Stefan Albers, Atelier Fleetinsel, 2013)

- I like to look for solutions.
- I am neat.
- I am independent.

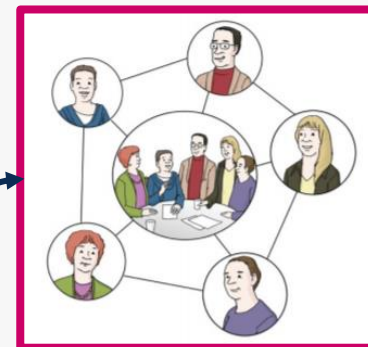


#### Exercise 3

You now have 2 lists:  
One list with your ticks.  
One list with the ticks from your friend.  
Or from your teacher.



Time	What I do	What my tasks are	What I have learned	How well I can do this
7 a.m.	Breakfast	Make coffee	I can use equipment.	😊😊
8 a.m.	Workshop	Cut hedges	I have learned to use garden tools.	😊😊😊
		Pulling weeds	I can recognise different plants.	😊😊😊😊
5 p.m.	Housework	Water flowers on the balcony	I can take care of plants.	😊😊😊😊
		Tidy up my room	I can keep things tidy.	😊😊😊



## 4. How to use the Barrier-free ProfilPASS in Easy Language

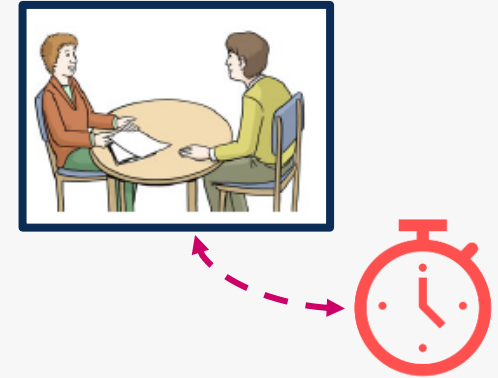
### 4.3. Special Features of the Barrier-Free ProfilPASS in Easy Language

#### Duration of counselling

Regarding the temporal framework, the overall duration of the counselling process should at least be 5 hours for a single counselling session and 10 hours for a group counselling session. However, this information refers to a counselling process in which the assessment of competences is in the foreground.

When the development of competences and, for instance, further counselling regarding vocational options are included, the time required increases. As for the variety of options on how to conduct this process, it cannot be determined how much time is needed, here.

Also, work with the Barrier-free ProfilPASS in Easy Language is comprehensive and can be challenging regarding the intensity of reflexion that is needed. Therefore, it might be advisable to schedule breaks in between the counselling sessions. Furthermore, the users could independently work on parts of the Barrier-free ProfilPASS in Easy Language as homework.



Method	Issuer	Link

#### Further Information

Throughout the course of the COOCOU project, upcoming relevant information or outputs will be made available in this chapter. In particular, further counselling methods for competence assessment that are suitable for the target group of cognitively impaired people might be added, here.



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