



Discovery is A process that involves getting to know students, or helping them get to know themselves before we help them plan Spending time with students as a means of finding the conditions where they are their best A practical strategy to determine complexities and preferences

What is Discovery?

Discovery is

- A way to identify the unique contributions offered by those who might not compete as well as others (not comparative or competitive)
- Getting to know students in settings where they are most who they are
- Not a plan, but the foundation of employment planning, that seeks to customize outcomes
- Compatible with self-determination and individual choice



The Discovery Process vs. Traditional Assessment

- Discovery seeks to identify already-existing information rather than developing information solely for the purposes of evaluation or diagnosis.
- The Discovery process identifies a direction for employment that is based on information obtained from the person's entire life and not from an instance of performance.

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The Discovery Process vs. Traditional Assessment

- The Discovery process focuses more on ecological validity than predictive validity. It is more important that the direction to employment makes sense in relation to a person's life than to attempt to predict success based on test performance.
- The information from the Discovery process will never be used to systematically exclude a person from employment.



The Discovery Process vs. Traditional Assessment

- The profile strategy seeks to empower and involve students, their families, and friends rather than to exclude them.
- Natural, common sense approaches to employment are given priority over strategies which rely solely on professional judgment, or results from traditional assessments.



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Information Gathered Through the Discovery Process

May be utilized for:

- Exploring community activities
- Developing work experiences
- Identifying available supports
- Job development—Customized Employment (wage positions and/or self-employment)
- Individual Education Plan (IEP) planning

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Definition of Customized Employment

Customized employment is a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer. Customized Employment utilizes an individualized approach to employment planning and job development — one person at a time . . . one employer at a time

(United States Department of Labor Office of Disability Employment Policy, n.d.)

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Status Check



- What type of assessments are currently being accessed for students with the most significant disabilities?
- Who collects the information? How is it obtained?
- Is the information gathered comprehensive (e.g. multiple environments)? Holistic?

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"The purpose of life is to contribute in some way to making things better."

-Robert F. Kennedy

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Getting to Know Chelsea



Video included in Let's Get Everyone to Work! Transition Toolkit for Students and Families: http://www.fddc.org/publications

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Why Consider Discovery?

Traditional vocational evaluations may not capture the strengths, skills, interests, preferences, needs, and ideal working conditions of a student with complex life issues.



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Benefits of Discovery Experienced In Florida

Benefits include:

- Changes in team members' perspectives in regards to the focus student's strengths, skills, interests, and support needs
- A more comprehensive understanding of students by agency representatives
- Identified support needs, accommodations, and direction for employment planning

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Benefits of Discovery Experienced In Florida

Individual Educational Plans (IEPs) have incorporated new information gathered through the Discovery process, including:

- Successful learning strategies
- Interests, preferences, skills, and capacities
- Supports available and level of support needed in different situations
- Desired postsecondary outcomes

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Building a Complete Picture

Ellen Condon reminds us:

- We think we know someone, but it is based upon the context in which we got to know them.
- We must validate what we think we know, and observe in new contexts to gain a complete picture.



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Identifying Conditions

- The Discovery process identifies conditions which may support student success.
- It's important to consider which work conditions are ideal for the student; such as:
 - Scheduling
 - Physical environment
 - Transportation/Location
 - Social aspects
 - Supports/Strategies



Steps in Discovery • Identify the Student

- Identify Discovery Team Members
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- Discuss with the Family
- Visit to the Home
- Conduct Interviews and Observations
- Document the Information
 - Create Representational Portfolio/Visual Resume

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Team Facilitator Responsibilities

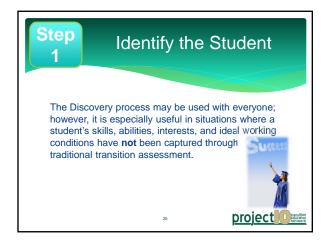
- Once the student is identified (Step 1), form studentspecific Discovery team (Step 2)
- Ensure the parent(s)/legal guardian(s) understand the Discovery process; and complete necessary forms (Step 3)
- Coordinate the visit to the home (Step 4)
- Coordinate scheduling of interviews and observations (Step 5)

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Team Facilitator Responsibilities

- Compile information gathered from interviews, observations, and record review(s) and transfer information to Florida Discovery Student Profile (Steps 5 and 6)
- Ensure the student's Representational Portfolio/Visual Resume is completed (Step 7)
- Schedule and facilitate the student's Customized Employment Planning Meeting (identify person to follow up on action plan)

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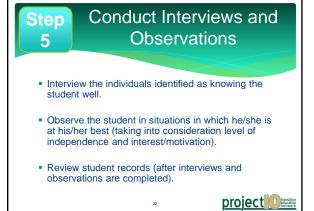








Visit to the Home Step Ask the student and family about individuals who know the student well. Responses might include: · Service providers Employers Friends Neighbors Other family members School personnel • Church Members project 0



Beyond Asking

Asking works for some of the people some of the time. However,

- Different people can ask the same question to a student and get different answers.
- · People often tell us what they think we want to hear.
- The same person can ask a student the same question, at different times, and get different answers.
- People may not have an accurate, thoughtful response to answer important questions such as "What do you want to do for work?"

(Callahan, Marc Gold and Associations, n.d., slide 69)



Features of Task Observation

When observing tasks, be on the look out for the following:

- Motivation or preference consistency, stamina indicated
 - · Ability to transfer skills
- Supports offered/used
 Concerns
- General Performance— Items that may merit pace, correctness,
 - additional exploration

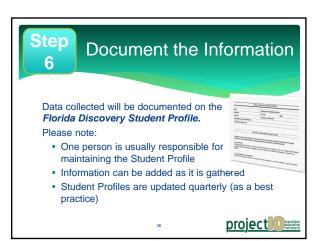
(Callahan, Marc Gold and Associations, n.d., slide 76)



Descriptive Writing Tips

- Capture what the student can do, not what he/she cannot do
- Note concerns objectively, and with evidence
- Clearly define supports needed





Florida Discovery Student Profile

Sections of the Florida Discovery Student Profile include:

- 1. Information From the Home
- 2. Information for the Portfolio/Visual Résumé
- 3. Interviews and Observations
- 4. Additional Skills
- 5. Record Review
- 6. Additional Information



Create Representational Step Portfolio/Visual Résumé

- A representational portfolio/visual resume provides an overview of who the person is through pictures and narrative.
- Information and pictures gathered should be included in the representational portfolio/visual resume.
- Update information at least quarterly.

NOTE: Representational Portfolios/Visual Resumes are independent documents from the *Florida Discovery Student Profile*.



Developing a Visual Representational Portfolio

Visual representational portfolios may be used in a variety of situations, such as:

- At IEP and other transition planning meetings
- During introductions
- When interviewing for school and community-based programs



Including Pictures

Throughout the process obtain pictures which:

- Showcase the student's strengths, skills, and interests
- Portray successful support strategies
- Depict the student's life in a variety of settings
 - Video recordings may also be utilized to capture





What is a Visual Résumé?

A Visual Résumé is a tool for introducing a job seeker to a prospective employer that showcases the best aspects of the student.

It includes photographs and narrative information about the student, such as:

- Skills
- Supports
- Abilities
- · Employment-related tasks
- Work experience(s) Potential contributions

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Planning the Visual Résumé

Visual résumés should be approximately 10-12 pages; therefore, it is critical to be selective regarding information included.

Involve the family and student in deciding which images are the most powerful, what information to share, and how best to display the information.

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Visual résumé Walk-through Please take out the Project 10 Visual Résumé template Student's Full Name This slide should... Include a picture depicting the student working for another competency-based activity) Introduce the student, some ideas include: > School/program > Graduation (or expected graduation) date > Current position, if applicable > Town/Cry where student resides

Tips

- Don't overcrowd the slides with pictures
- Pair narrative information with photos
- Keep it simple (words and format)
- Use professional business language
- Tailor each visual résumé presentation to the particular type of job
- Avoid using "is able to..." and instead use action verbs (see next slide)



Representational Portfolio and Visual Résumé Presentation

The portfolio may be shared electronically (e.g. through a computer or iPad); or a stand-up presentation binder. A standard three-ring binder with sheet protectors could also be used.





Representational Portfolio and Visual Résumé Presentation

- It is suggested to print two sets of the portfolio/ résumé—one set in color to display, and another in black and white (with notes if needed) for the student to use as a guide when presenting.
- It is also recommended to have available a traditional résumé to leave with the employer.





Project 10 Discovery Process Training Series

- ■Part I: Overview and Implementation of the Discovery Process in Florida
- ■Part II: Developing Florida Discovery Student Profiles, Representational Portfolios, and Visual Résumés
- ■Part III
- •A: The Customized Employment/Work Experience Planning Meeting
- •B: Job Development and Customized Employment

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Project 10 Resources



- Effective Practices and Student Development http://www.project10.info/Taxonomy.php
- Person-Centered Planning http://www.project10.info/DetailPage.php?MainPageID=103

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Resources

- Marc Gold and Associates
 - White Papers http://www.marcgold.com/Publications/whitepapers.html
 - Discovery Series http://www.marcgold.com/
 - Charting the Course to Employment
 - · Capturing the Information of Discovery
 - · Customized Plan for Employment
- Rural Institute at the University of Montana
 - Discovery http://ruralinstitute.umt.edu/transition/Discovery.asp

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Resources

- Southeast Technical Assistance and Continuing Education Center (TACE)
- Archived webinars on Discovery and Customized Employment http://www.tacesoutheast.org/archives.php?year=2012)
- United States Department of Labor Office of Disability Employment Policy
 - Customized Employment web page (includes customized employment videos) http://www.dol.gov/odep/topics/CustomizedEmployment.htm

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