

# CODIE Discovery Facilitator Planning

**\*\*\*\* Refer to Action Plan on Page 9 of your CODIE Resource and Training Guide \*\*\*\***

1. Teacher Referral
  - a. send copy to Barb to assign facilitator and send application packets to facilitator/teacher
  - b. contact family to inquire about interest and support
2. Applications:
  - a. Send home Parent Letter, application and brochure
  - b. Have student complete student application and sign a photo release.
  - c. Send copies of above to Barb
3. Complete Adolescent Self Determination Short Form with student (Job Coaches could do)
  - a. **Section 8**; Hard copy provided, but transfer to electronic version on trainer cd
4. Schedule 2 hour Student Team Meeting – Facilitator Planning Checklist; **Sect. 9, pg. 59**
  - a. Develop student team roster. Select team members based on applications, school staff and those who know the student best – get input and approval from student/parents. (**pg. 61 or on cd**) Obtain student/family/teacher preference on scheduling date and time.
  - b. Send out meeting invite along with Discovery and Customized Employment Overviews and meeting agenda (**agenda –pg. 60 – add student name and date at top – CD has overview that you can attach**).
5. Preparation for student team meeting (**Section 9, pg. 55**)
  - a. Review Discovery/CE information (Powerpoint available)
  - b. Have copies/samples available of interview/survey forms, neighborhood tour, ICIE observation forms, sample visual resume's, Discovery Student Summary, and CE Synopsis and action plan (Barb has and will share with team).
  - c. Flash drive with pwpt. & action plan to be typed in on during meeting (Barb or volunteer to type).
  - d. Chart paper (possibly Smartboard) with titles (**4<sup>th</sup> step on planning checklist, pg. 59**).
    - People Who Know (student name) Best
    - Favorite Activities
    - Typical Life Activities
    - Formal Services
  - e. Water/Snack if Desired

6. First Student Team Meeting (**Section 9, pg. 55**)
- a. Team members should initial on Student Team Roster
  - b. Introductions, PWPT or review of Discovery & Customized Employment,) Follow Agenda (**pg. 60**)
    - Discuss life after high school and possible student outcomes (share Discovery Student Summary, visual resume, Discovery and Customized Employment Synopsis and CE Action Plan)
    - **Chart 1 (People Who Know student name Best)**
      - Create list by asking student and team.
      - Decide how to obtain more information from each person on the listing (including those not present) with the options of completing a face-to-face interview, the detailed survey, the brief survey and who will gather the information from them with deadline date.
    - **Chart 2 (Favorite Activities – favorite places where they are at their personal best and select at least 3-4 “I See” experiences to observe. Only one is recommended for an inclusive environment in school – all others should be in inclusive, community-based environments. Ask student what are their three favorite activities and why these are his/her favorites)**
      - Share ICIE/I See observation notes forms and decide who will accompany the student during these activities in addition to family members.
      - Discuss where they could do one of the favorite activities in a new place (a familiar activity in a new location).
      - Take photos and videos (if possible) of the student during all of these activities.
    - **Chart 3 (Determine 1-2 typical routines and activities that the student participates in successfully – at school and in the community (WEP, CBI, family grocery shopping, chores, etc. Decide who will participate with the student as they engage in these activities and complete and ICIE/“I See” experience form.**
      - Take photos and videos (if possible).
    - Schedule a meeting with student and family at the student’s home or at an alternate location if family or student prefers. (**Section 9, pg. 75**)
      - Same member should complete a Neighborhood Tour (**pg. 73-74**).
    - **Chart 4 (Determine what formal services the student has in place (VR, APD/CHS – Medicaid Waiver (or waiting list), DBS, etc.)**
      - If student is not connected to any of the services, provide contact and or referral information – school should make a referral.
    - Plan date for Discovery and CE Synopsis and Action Planning Meeting – (typically 6-8 weeks for Surveys/Interviews and ICIE’s/I Sees to be gathered and then compiled for the Written Detailed Student Summary)

7. Review student records (**Section 9, pg. 77**)
8. Compile all information and complete the written Student Discovery Profile Summary (**Section 10, pg. 79 – 88 – on training cd**). Recommend 2-3 people assist.
  - a. Narrative, comprehensive, robust, respectful, optimistic, non-competitive and descriptive.
  - b. Provide copy for review to student/family and facilitator mentor. Revise as needed; obtain student/family approval prior to finalization and to provide team at the CE Action Plan meeting.
9. Discovery and Customized Employment Student Synopsis and Planning Meeting (**Section 11, pg. 89**).
  - a. Sample Meeting Agenda (**pg. 102**) Send notice to team of meeting date, purpose and agenda.
  - b. Facilitator Agenda Content (**pg. 97**)
    - **Employment is the goal; Use Profile to start charts prior to meeting.**
    - 12 Charts:
      - **1. What works** (supports)
      - **2. What doesn't work?** (Things to avoid)
      - **3. Student's Ideal working conditions** (time of day, sound, light, number of hours, clothing, proximity to others, movement needed, etc.)
      - **4. Student's Contributions/Current Skills** (references, awards, personality characteristics, skills, experiences, credentials, etc.)
      - **5. Student's Themes** (list student vocational themes based on interests, skills, preferences, where they are at their best).
      - **6-9. Brain Blizzard** (Create four charts – one for up to four themes. Do Not write any actual themes on charts yet; Write Theme #1,#2,#3,#4 – **Facilitator should have an idea or suggestions of at least a few of the themes based on the information gathered for the profile**; Read Brain Blizzard Directions, (pg. 99) Need sticky note pads for this activity.
      - **10. Potential New Skills and Tasks** (Team should list the potential new skills and tasks the student wants to do based on the new employers listed during the Brain Blizzard.
      - **11. Discovery and CE Planning Purpose** (Diced the goals of education/training, individualized community work experiences and/or job development
      - **12. CE Action Plan (on flash drive to be displayed to team).**
10. Develop Student Visual Resume – can be part of the action plan from 1<sup>st</sup> student meeting on.
  - a. Job Coaches can assist with this.