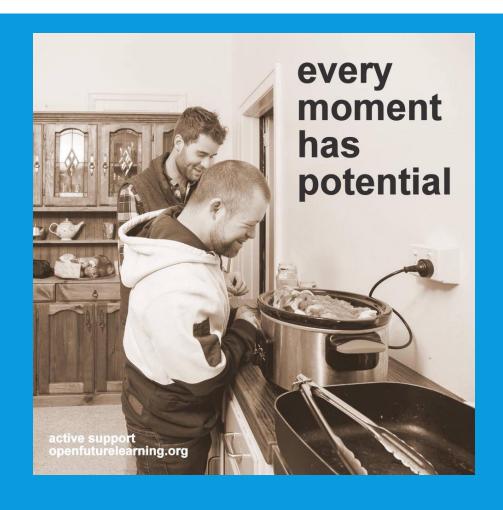
WELCOME TO THE COUNTY BOARD OF DEVELOPMENTAL DISABILITIES SCHOOL PERSONNEL WEBINAR SERIES

Webinar 1

Keith Banner

DODD Community Life Engagement Coordinator

DISCOVERING A VISION



DISCOVERING A VISION TAKE-AWAYS

- 1. A (kind of) deep-dive into Discovery, and its applications in the transition-planning process
- 2. Online resources + tools about Discovery and its uses
- Discovery and how it can enhance your current transition practice
- 4. How Career Discovery is used through the HCBS waiver
- 5. Case studies in which Discovery is accessed and put to use
- 6. Discovery and How it intersects with Charting the LifeCourse

DISCOVERY IS...

- An integral information-gather part of a person-centered process
- · A solid, agency-neutral, revisable document
- Community-based
- Essential information that documents possible conditions for success
- Connecting a person's reason for waking up in the morning with vocational and other community-based possibilities
- Sometimes a DODD HCBS Waiver Career Planning support

DISCOVERY IS...

"Discovery guides job seekers through a process of finding out who they are, what they want to do, and what they have to offer. Think of Discovery as an alternate assessment; one that collects information about the job seeker's interests, skills, environmental preferences, employment goals, and other topics related to the job seeker's employment search, rather than outlining their deficits."

From LEAD Center's FAQs concerning Customized Employment and Discovery:

http://www.leadcenter.org/system/files/resource/downloadable_version/CE-and-Group-Discovery-FAQs.pdf

MICHAEL CALLAHAN, "ESSENCE OF DISCOVERY"

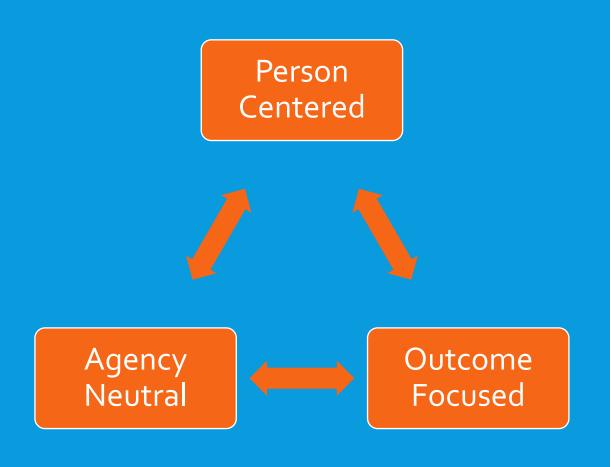
https://youtu.be/BpyPdNoid2E

Michael Callahan's 3 Main Points Concerning Discovery:

- CONDITIONS FOR SUCCESS
- INTERESTS FOR EMPLOYMENT
- POTENTIAL CONTRIBUTIONS



EMPLOYMENT FIRST TRANSITION FRAMEWORK FOUNDATIONAL ELEMENTS



4 PLACES ON THE PATH TO EMPLOYMENT

Place 1: I have a job but would like a better one or to move up.

Place 2: I want a job! I need help to find one.

Place 3: I'm not sure about work; I need help to learn more.

Place 4: I don't think I want to work, but I may not know enough about it.



TOP TEN REASONS TO GIVE DISCOVERY A TRY

- Good beginning to the whole process of understanding , and moving forward on, the "Path to Employment"
- 2. Good for Highlighting PINS
- 3. Good entry-point for OOD
- 4. Good for "Blueprint for Employment" development
- 5. Good for developing effective action teams and plans
- 6. Good for getting the whole planning and support team on the same page
- 7. Good way to cross over from Voc Hab
- 8. Good way to help eliminate/reduce "fears" (of earnings, failure, safety..)
- 9. Good way to start and continue the conversation about employment and community inclusion
- 10. Good bedrock service for ongoing focus on community employment (not a one and done)



EMPLOYMENT FIRST WEBSITE

www.ohioemploymentfirst.org

WHERE DO YOU START (OR CONTINUE) TO DISCOVER VITAL INFORMATION?

- · Start by gathering and reviewing current information about the student
 - IEP progress including supports, behavior plans
 - Classroom data
 - Info from student and family
 - ETR, info from therapists
 - Info from other agencies serving the student
 - Step 1 in IEP process

What sources of information do you use?

How do you develop a VISION for the student's future that has meaning for the student's adult life critical to transition planning

WHERE DO YOU START (OR CONTINUE) TO DISCOVER VITAL INFORMATION?

HOWI: "Hanging out with Intention"

Supporting people to be more integrated in their communities is often about hanging out with them and intentionally trying to figure out what inspires them – what interests, talents, and skills they have to contribute.

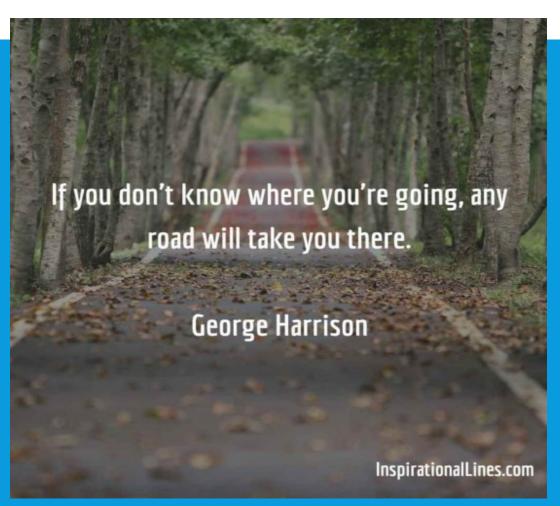
- Think about all the things you know about the person beyond just "assessment" and "scores."
- How does the person communicate their joys, ambitions, passions?
- What conditions needs to be in place for the person to be at his/her best?
- What gets in the way of them being able to be understood?



DISCOVERING THE VISION FOR THE STUDENT'S FUTURE

- Future Goals and Outcomes:
 - Informs skills, experiences that are needed
 - Creates a benchmark against which to measure current status
 - Focuses team discussion to ensure everyone defines 'vision for the future' in the same way
 - Makes transition planning 'real'

Ask yourself: For your students, what is the VISION for the their adult lives? How do you engage families to develop or refine this VISION? Is it an ongoing discussion?

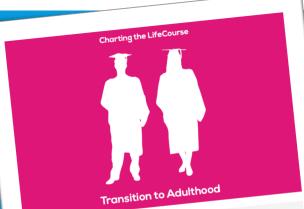


HOW DO YOU CHOOSE A WAY TO ENGAGE IN VISIONING? THERE REALLY IS NOT A WRONG ANSWER!

- 'Fit' with needs of the student/family
- Family/youth comfort or readiness to discuss future beyond school
 - Begin with small steps, less comprehensive, focus on time immediately after graduation
 - Work up to more robust and complete look at all adult life areas
 - Agency partners are critical to include
 - Step 1 in IEP process info there useful to 'adult life' vision?

- Your level of comfort, training or readiness for what can be a sensitive discussion
- May need to have more than one way to discuss 'vision for the future' (Place 3 and 4 on Path)
- May not need anything other than a sincere desire to engage with youth and family – active listening
- Could be 'ready made' tool, a teachermade tool, a student created document, a list of questions

IS THERE A VISION FOR THE STUDENT'S **FUTURE?**





AREAS TO CONSIDER

LIFE DOMAIN (2) (2) (3) (3) (4) LIFE STAGE (2) (2) (1) (1) (1) Transition is a point in time filled with change, growth, excitement, and sometimes fear and confusion.

Transition is defined as the high school years, age 14 to 21. Transition means that you are moving from childhood to young adulthood, and from school to adult life. There are many things to think about and do to prepare for this channer.

This 4-pager is designed to help you think about the common experiences, concerns, and questions for each life domain during this stage. Life domains are the different, but connected, aspects of life, like where we live, who we spend time with, and what we do every day, On the back, you will find questions to help you think about we spend time with, and what we do every day, On the back, you will find questions to help you think about the supports you and/or your family may need during this life stage.

Individuals and families may focus on their current situation and life stage but may also find it helpful to look about life experiences that will help move them toward an inclusive, productive life in the future. To see questions for other life stages, refer to the Life Stage Series of 4-Pagers and the Charting the LifeCourse Experiences & Questions booklet at lifecoursetools.com

This publication is based on the Charting the LifeCourse Framework, which was created to help individuals and This publication is based on the Charting the LifeCo families of all abilities and all ages; for a six of a six

UMKC INSTITUTE FOR HUMAN DEVELOPMENT, UCEDD | lifecoursetools.com



& Employment

What a person does

as part of everyday life-school, employment,

It may seem like it is a long way off, but sooner than you think, the bus will stop It may seem like it is a long way off, but sooner than you think, the bus will stop of the coming, and you will no longer be going to school during the day. Have you thought about what you will do during the day when school endry? Have you taiked about what you want to do with your parents/family? What kind of changes might this mean for your family? your family?

- Who is helping me create a transition plan that is truly individualized and prepares
- me for life after school ends?
- me for life after school ends? How does my transition plan include work or volunteer experience, as well as practiong now to look for, get and keep a Job?
 What kind of job do I think I would like to try (what do I like to do or want to learn
- more about!?
 What supports will I need for either work or other daytime activities, and who will provide those supports?



lives- housing and living

access, transportation

and modifications

Have you thought about where you might live as an adult? There are many options you mought about where you might live as an aout? There are many obutions sider- some are more traditional (for instance, a group home), but more and to consider- some are more traducinal (for instance, a group nome), but more more, there are many "non-systems" community options emerging (like owning your home). Anything is possible if you plan ahead, think creatively and believe!

Where do I think I might want to live in the future (after school ends/when I am Community Living

- How am I learning about different living options for when I am an adult? when i rearning about different living options for when I am an adult?

 What technology or home modifications would help me function better or be
- more independent in my normer.

 What supports will I need to either continue living in my family home or move into
- my own place after graduation?
- my own place after graduation: How will I get around in the community as an adult (drive, public transit, family, cab, car service, etc)?



Safety & Security encies, well-being

guardianship options legal rights and issue

Parents and other supporters often worry their loved one with a disability will be Parents and other supporters orien worry their roved one with a susaimity will be taken advantage of or harmed if they don't have a guardian. You may have been follow your school, doctor, or friend that you need a guardian when you turn 18. told by your school, doctor, or friend that you need a guardian when you turn its. However, it is important to understand how guardianship may affect your life, as well set the many options and alternatives that exist before making a decision.

- What skills and abilities can I learn and practice now to prepare me to "be my own person" so I will not need a guardian to keep me safe when I turn 18?
- person" so I wai not need a guardian to keep me sale when I will keep me safe What are some supported decision making practices that will keep me safe Which life areas concern my parents and loved ones most in terms of my safety?
- Which lite areas concern my parents and loved ones most in territo or my sarety?

 What are my parents and others doing to help me be able to stay at home or be in
- the community alone or without additional support? wire communicy arone or withhout abuntuoner supports?
 What am I doing to know what to do in case of an emergency or disaster?

Healthy living is an often overlooked, yet very important part of transition to Healthy living is an orten overlooxed, yet very important part or transition to adulthood. Steps you can take now will help you become more knowledgeable about your health, medical needs and disability, and start to take control of making and the contr about your health, medical needs and disability, and start to take control of making decisions and choices about your own health. It is also time to think about who will provide your health care once you are an adult.

- What steps should I be taking to begin to take control of my own health care,
- including finding adult healthcare providers?
 How am I learning about the importance of healthy eating and regular exercise? How am I learning about the importance or nearting eating arior regular exertion.

 Who is helping me understand the changes in my body and my reproductive.
- nearth? What regular physical activities such as working out at the gym, using a treadmill
- or elliptical or doing aerobics, could replace some of my formal therapies? or elliptical or doing aerobics, could replace some of my tormal therapies?

 How am I learning to talk about my disability or healthcare needs with others?

plationships and networks you build during the school years can play an important Relationships and networks you build during the school years can play an important vole in your adult life. These connections, sometimes referred to as "social agental," may see also end up being your friends, neighbors, coormates, staff or employers. Most importantly, having friends and relationships is key to quality of life and happiness.

What kinds of extracurricular activities at school or in the community (clubs, social

what social media could I use sarely and responsibly tracebook, I writter, Instagram, Snapchat, etc.) to connect with and maintain contact with friends?

what am I using for run that other people my age do?

What opportunities do I have to be involved with a youth or young adult group in

outlets) could I participate in to help build friendships?

How am I being supported or encouraged to start dating?

Instagram, snapchat, etc.) to connect with and maintain What am I doing for fun that other people my age do?

who is helping me learn about safe sex, intimacy and boundaries?

What social media could I use safely and responsibly (Facebook, Twitter,



Healthy Living

Managing and access well – medical, mental health, behavioral health, developmental, wellness and nutrition



Social & Spirituality

Building friendships and relationships, leisure activities, personal networks, and faith community





We all use a wairety of sources to help us get through our daily lives. We rely on our own assets and carabilities. Most of us have geple in our lives wind do things for us fand the own. We tap into technology as the period to the control of th

- Am I learning about the supports and benefits I receive or could receive; how to manage my money, services and supports, and lead my various planning meeting.

 (EE) ISS health, etc)?
- (IEP, IFSP, nealth, etc):
 Should I/our family apply for benefits (Social Security, Medicaid, state DD services, Social Security, Social Systodid your rainity apply for benefits (Social Secting), Medicaid, state bus service.

 What are the pros and cons of each and how might it affect my future ability to
- earn income?

 What kinds of community (non-eligibility based) supports might help me now and .

 Will ligraduate/feare school at age its or continue until I am 21, and will I receive a .

 biolystead-informs or a prefif high school diploma or a certificate of completion?



- What supports does our family need in order to be able to continue working and
- How do you see your role as the parent/family member of an adult?
- How are we shifting control of my life to me as I become an adult? What are our hopes and dreams for our family's future?
- What future planning have we completed, such as a wall, living trust, durable in of attorney for healthcare, and/or a special needs trust?

HOUSED AT THE UMKC INSTITUTE FOR HOUSED AT THE

DEVELOPED BY

Missouri

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UPDATED JANUARY 2018

People learn responsibility and citizenship by having chores at home and participating respire learn responsemity and cruzership by naving crozes at none and participating in opportunities to give back to their community, During transition, it is important you are very some open the property of the very so to be valued and a contributing member of society. You need opportunities Tind ways to be valued and a contrasting memoer of society. You need opportunates for making choices, learning new skills, building community connections, increased responsibility, and communicating your wants and needs as you transition to adult life.

a faith community?

- How am I being supported to share my life vision (goals, hopes, dream) at
- What steps are my parents and others taking to shift control of my life to me? What steps are my parents and others taking to shift control of my line to me?
 How are family, teachers and others supporting me to make my own choices and
- How does my transition plan help me and others around me to focus more on
- What I CAN do rather than limitations of my disability?

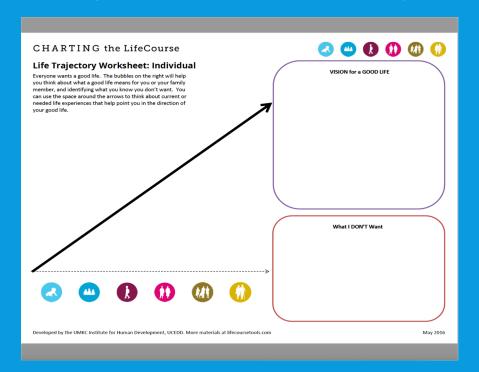
 Who is helping me learn about policy issues and what I need to know to register and vote in elections?

& Advocacy **Ruilding valued roles**, Making choices, setting goals, assuming responsibility and driving how one's own life is lived

Charting the LifeCourse – Focus on Transition

TOOLS TO TRY OUT FOR VISIONING

Charting the LifeCourse – Life Trajectory



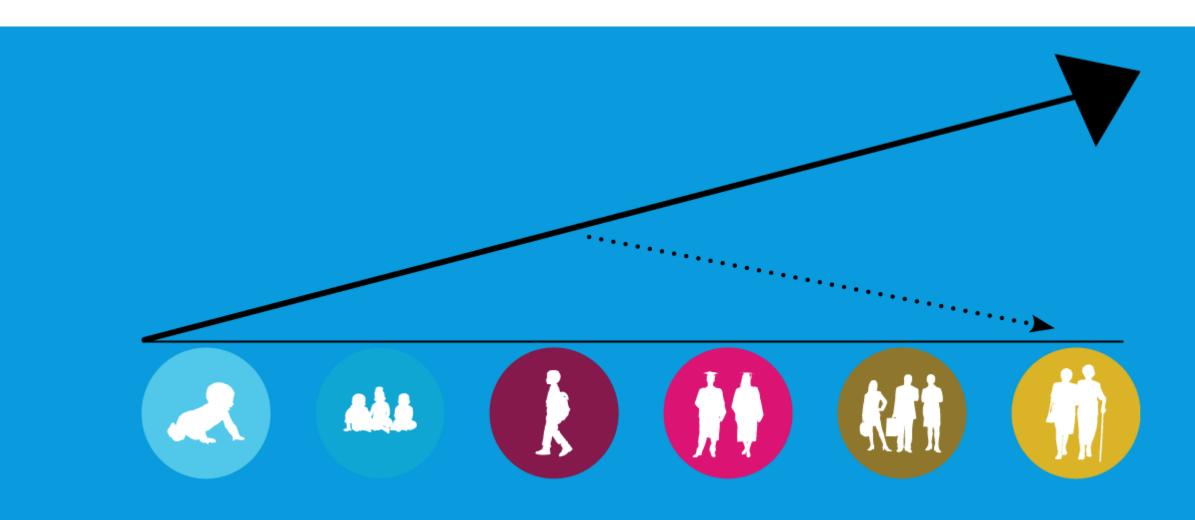
http://www.lifecoursetools.com/planning/

Child's Name		Birthdate	_
Gifts, Capacities and Strengths:			
Challenges and Needs:			
Plans for further education/training	In 5 years:	When he/she is an adult:	
Next year:			
Plans for future living arrangements Next year:	In 5 years:	When he/she is an adult:	
Plans for being involved in the community Next year:	In 5 years:	When he/she is an adult:	
Plans for future employment: Next year:	In 5 years:	When he/she is an adult:	

DISCOVERING A TRAJECTORY



CHARTING THE LIFECOURSE TRAJECTORY



CHARTING THE LIFECOURSE TRAJECTORY

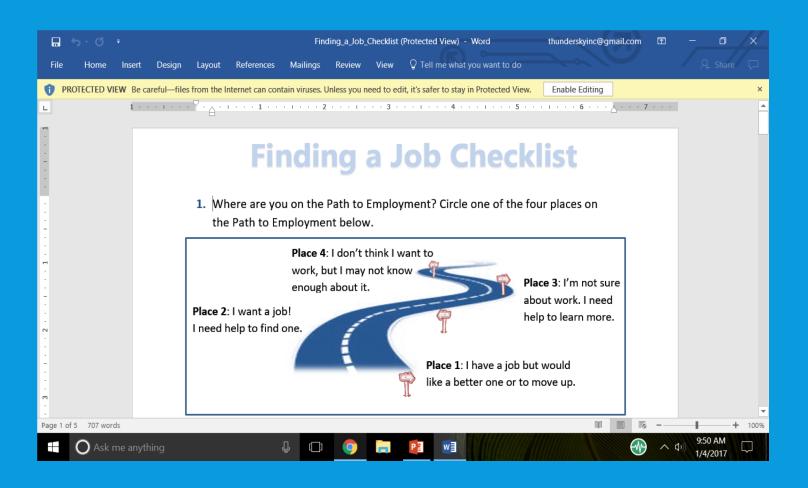
- From http://www.lifecoursetools.com/principles/
- Individuals and families can focus on a specific life stage, with an awareness of how prior, current and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences and support to move the life trajectory in a positive direction.
- What happens to us early in our lives can have a significant impact on our quality
 of life and well-being in the future. It is important to help people have positive,
 healthy experiences, adequate support, and ample opportunities to learn and
 make mistakes so that they can have better outcomes later in life.

CHARTING THE LIFECOURSE + DISCOVERY

From http://www.lifecoursetools.com/principles

- Individuals and families plan for present and future life outcomes that take into account all facets of life and have life experiences that build selfdetermination, social capital, economic sufficiency and community inclusion.
- We believe that there is more to supporting people with disabilities than just health and safety, which has been the main focus of services and supports for quite some time. Our conversations need to change to talk about life outcomes – Are they going to have a job? Who will love them? Who is going to be there for them when I can't?

JOB SEEKER'S GUIDE



The Tools section of "Job Seeker's Guide" has 22 total downloadable tools. We've gone over 4, and this fifth one is probably the most succinct and concise planning tool. It's a checklist that synchronizes the employment supports process from a Place on the Path to figuring out what job might work best to benefits and work incentives. All in one Word doc.. Just go to:

http://jobguide.ohioemployment first.org/

3 BASIC QUESTIONS

Planning for a youth's transition to adult life should answer three basic questions:

- 1. Where is the youth going?
- 2. Where is the youth presently?
- 3. How does the youth get there?

This highlighted info is pulled from another resource on the Employment First website, "The Ongoing Transition Assessment: a Team Planning Guide."

http://www.ohioemploymentfirst .org/view.php?nav_id=71

These 3 basic questions about planning can be universalized:

- 1. Where are you going?
- 2. Where are you presently?
- 3. How do you get there?

DISCOVERY QUESTIONS

Who are the people I can talk to besides the person I'm interviewing? What other info can I gather around PINS?

Where does the person live?

What are his/her talent and skills?

Hobbies and interests?

Positive attributes?

Things that are challenges (accommodations that may be needed)?

When and where is the person at his/her best, his/her peak, his/her happiest?

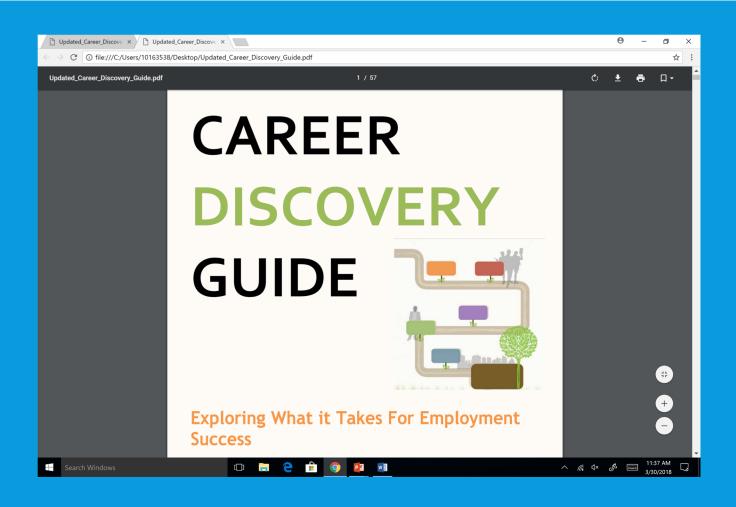
HCBS WAIVER CAREER DISCOVERY IS...

Career Discovery is an individualized, comprehensive process to help a job seeker in pursuit of competitive integrated employment. This documented process reveals how interests and activities of daily life may be translated into possibilities for a job in the community.

It's a new HCBS Waiver Service, one of 9 under "Career Planning."

Unlike many HCBS Waiver services, Career Discovery is "outcome-based." The provider of this service is paid once the written report of Career Discovery is submitted and approved by the SSA/EN. It is community-based, and cannot be provided in a facility.

CAREER DISCOVERY GUIDE



The Career Discovery Guide walks you through the whole process.

file:///C:/Users/10163538/Desktop/Upd ated_Career_Discovery_Guide.pdf

THE CAREER DISCOVERY PROCESS RESULTS IN A PROFILE THAT INCLUDES:

- The process and activities undertaken
- Insights and information gained through the process
- Recommendations for next steps

WHAT IS GUIDED GROUP DISCOVERY?

 Guided Group Discovery is a strategy that assembles small groups of up to 10 job seekers committed to an employment search. Led by one or more trained facilitators, job seekers are guided through a process of self-exploration and offered an opportunity for peer support that is often very beneficial to job seekers, especially people who may be struggling to find employment and may otherwise lose motivation to stick with the job search over time. As with a more traditional job club model, Group Discovery provides the added benefit of networking and feeling less alone in the job search process.

WHAT IS GUIDED GROUP DISCOVERY?

Guided Group Discovery is the first step in a process known as Customized Employment. Customized Employment is a strategy for helping people who haven't been successful with a more traditional job search approach (e.g., identifying open positions, filling out applications and interviewing). While a more traditional approach works well for some (i.e., people skills most closely match the job description), often people experiencing barriers to employment don't compete well and become frustrated.

http://www.leadcenter.org/webinars/webinar-guided-group-discovery-paving-way-employment

CASE STUDY: TONY



CASE STUDY: TONY

Tony is a Junior who possibly wants to work, but not sure where or really what kind of work he wants to do. He has not had a lot of work study experiences during his high school career. Basically he has been able to gain experiences "shredding paper" and doing some janitorial activities, but all of the work-study has been within the school environment.

He knows he is not interested in those options for a career, but he doesn't know exactly what he would like to do, and what is "out there," even what he might be capable of. He doesn't talk a lot.

At home he does a lot of chores, including taking care of the family pet, and has an interest in cars, sports and country music.

CASE STUDY: WHY DISCOVERY?

- 1. Tony has had minimal authentic community-based work experiences.
- 2. Most of his vocational training has happened within the school, so the team supporting him doesn't have a lot of useful information on his individual abilities and preferences.
- 3. Tony doesn't have a lot of information or experience to make an informed choice. He is on Place 3 on his Path to Employment: He's not sure about work; he needs help to learn more. Beginning a process of discovery while he's still in school will help focus and guide the transition process.
- 4. Tony has some good skills, and a discovery process will assist him and his team to know how they might be put to use vocationally.
- 5. Other reasons?

DISCOVERY HOW? WHAT? WHEN?

How does what you are doing right now correspond with some of the essential aspects of Discovery?

How could you use the concept to inform your work?

What do you learn about the person? What do you currently focus in on the most?

How do you record and share the *HOWI* experience?

What obstacles are in the way of using a more discovery-based style?

RESOURCES: VIDEOS

- https://youtu.be/DaJz-RW9Cjg Self Determination, Discovery and the Customized Employment Process by VCU
- htps://youtu.be/SgyBnecXrul Pathway from Discovery to Job Development by VCU/Cary Griffin
- https://youtu.be/BpyPdNoid2E Customized Employment by Michael Callahan
- https://youtu.be/rqNwt3FAhl8 Employment For Persons With Disabilities: Building a Culture of Employment First by Cesilee Coulson
- https://youtu.be/8kld_-EUNpo Meaningful Writing: Capturing Strengths and Ideal Conditions of Employment by VCU/Doug Cranda

RESOURCES: LIVEBINDERS



http://www.livebinders.com/play/play?id=2237644

CONTACT ME



Keith Banner, DODD SW Ohio Employment and Community Life Engagement Project Manager, 614-687-1563
Keith.Banner@dodd.ohio.gov