

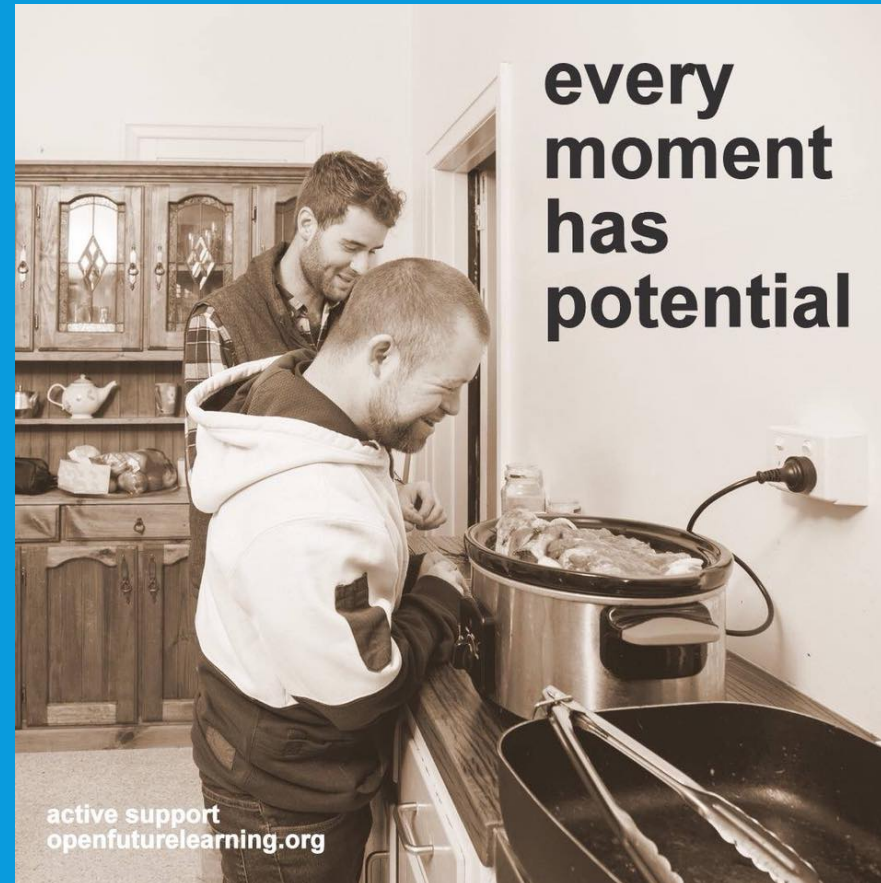
WELCOME TO THE  
COUNTY BOARD OF DEVELOPMENTAL DISABILITIES  
SCHOOL PERSONNEL  
WEBINAR SERIES

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

# MICHAEL CALLAHAN, “ESSENCE OF DISCOVERY”

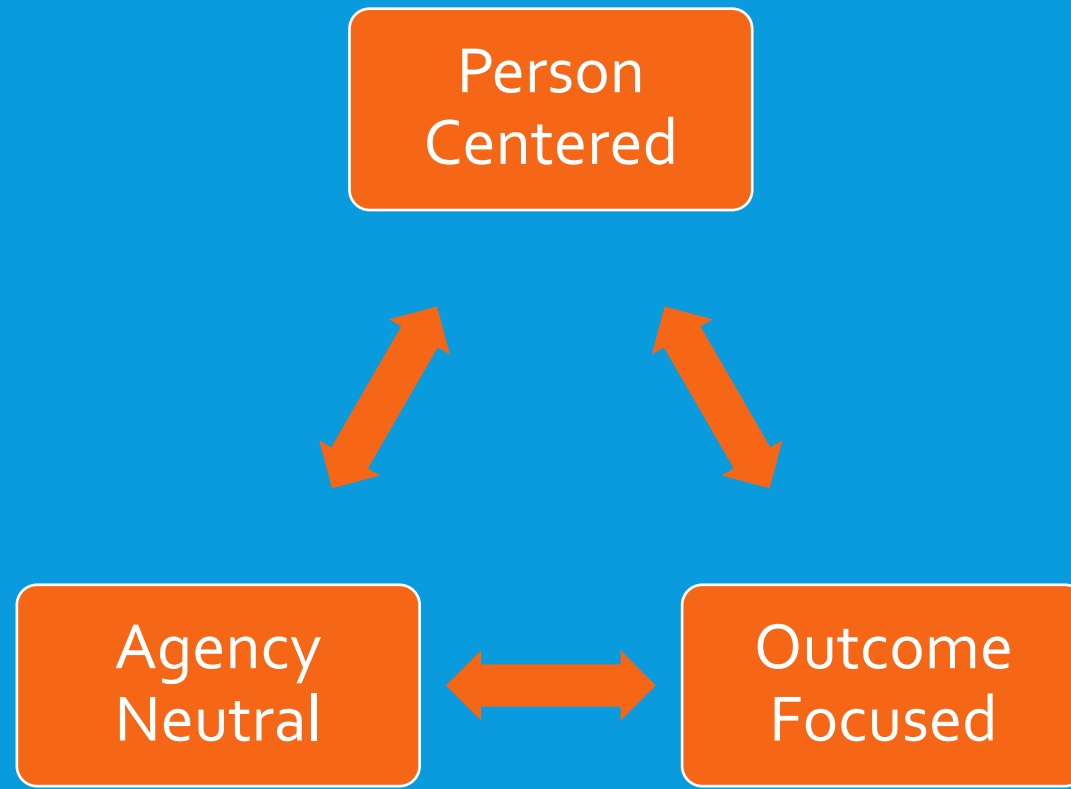
<https://youtu.be/BpyPdNoid2E>

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

1. 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](http://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 need 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?*



If you don't know where you're going, any road will take you there.

George Harrison

InspirationalLines.com

# 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 teacher-made tool, a student created document, a list of questions



# TOOLS TO TRY OUT FOR VISIONING

- Charting the LifeCourse – Life Trajectory

**CHARTING the LifeCourse**

**Life Trajectory Worksheet: Individual**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

**VISION for a GOOD LIFE**

**What I DON'T Want**

Developed by the UMKC Institute for Human Development, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com) May 2016

- <http://www.lifecoursetools.com/planning/>

**Developing a Vision for Your Child**

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_\_

Gifts, Capacities and Strengths: \_\_\_\_\_

\_\_\_\_\_

Challenges and Needs: \_\_\_\_\_

\_\_\_\_\_

<u>Plans for further education/training</u> Next year:	In 5 years:	When he/she is an adult:
<u>Plans for future living arrangements</u> Next year:	In 5 years:	When he/she is an adult:
<u>Plans for being involved in the community</u> Next year:	In 5 years:	When he/she is an adult:
<u>Plans for future employment:</u> Next year:	In 5 years:	When he/she is an adult:

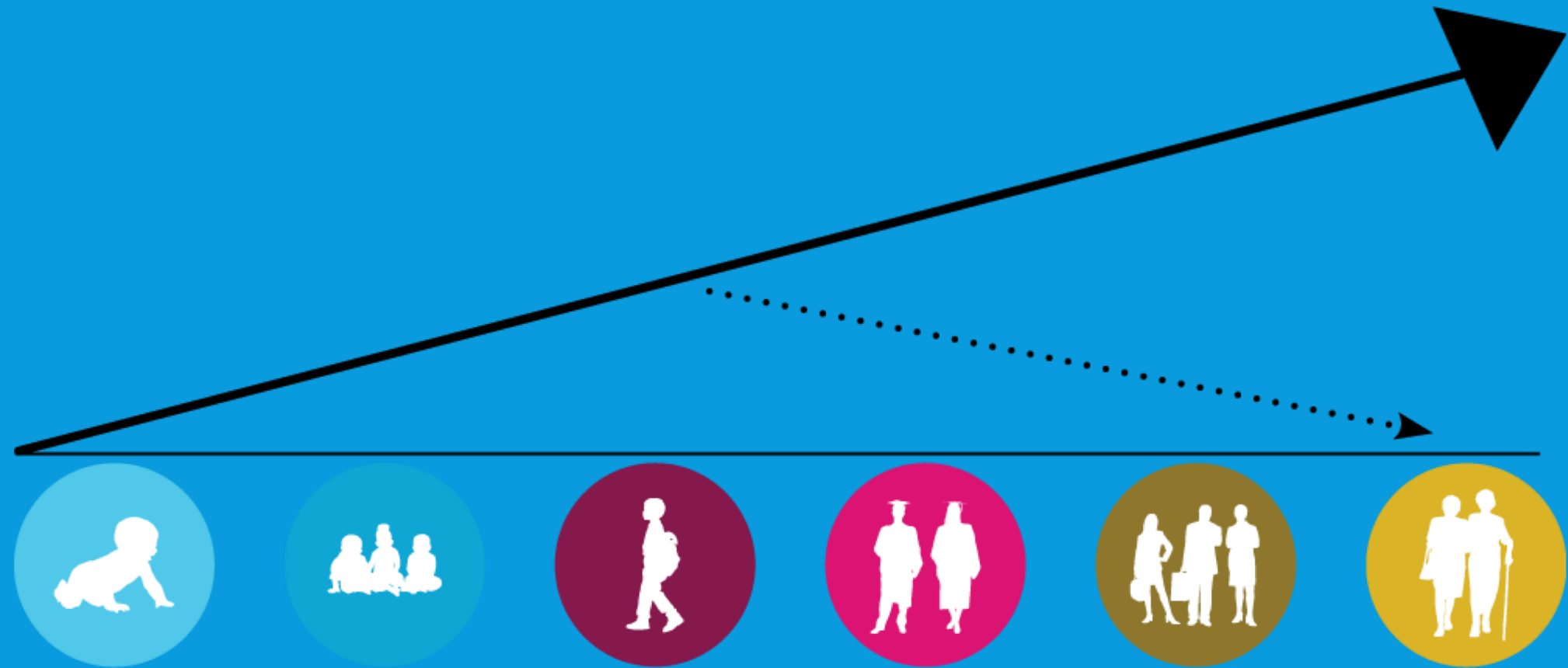
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# DISCOVERING A TRAJECTORY



# CHARTING THE LIFECOURSE TRAJECTORY



# CHARTING THE LIFECOURSE TRAJECTORY

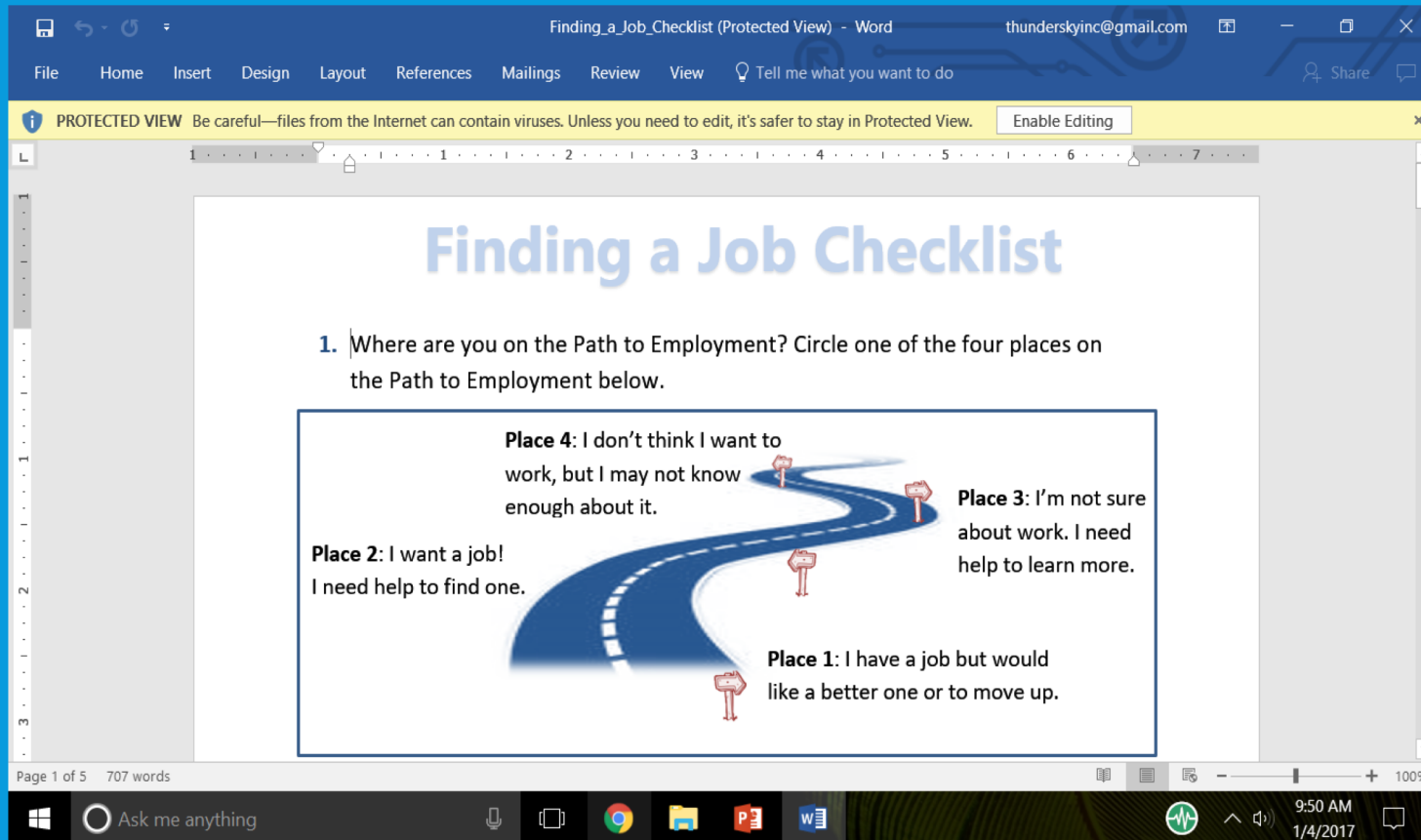
- From <http://www.lifecoursetools.com/principles/>
- *Individuals and families can focus on a specific life stage, with an awareness of how prior, current and future life stages and experiences impact and influence life trajectory. **It is important to have a vision for a good, quality life, and have 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 self-determination, 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



**Finding a Job Checklist**

1. Where are you on the Path to Employment? Circle one of the four places on the Path to Employment below.

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

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

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

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

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.ohioemploymentfirst.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](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...

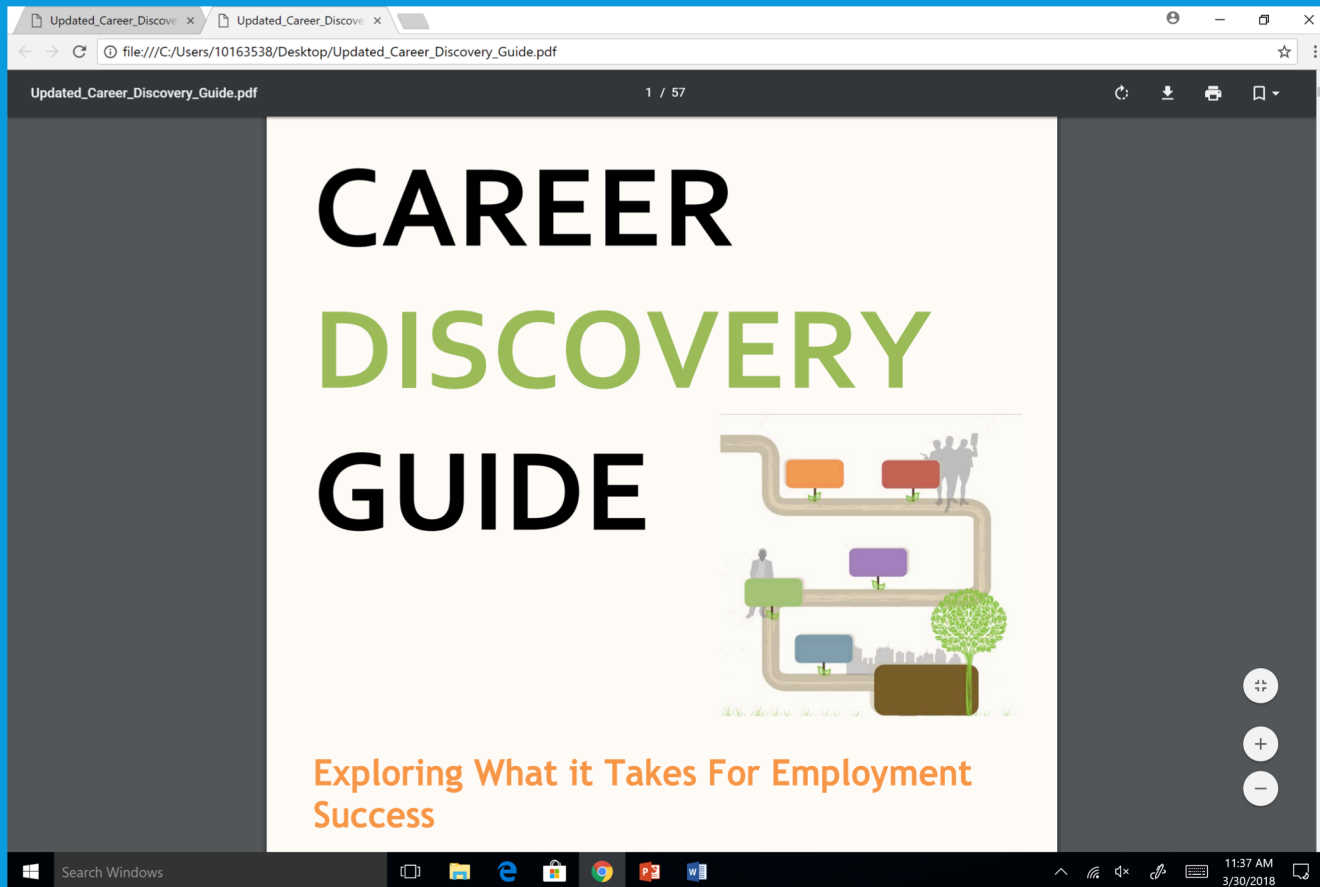
Career Discovery is an individualized, comprehensive process to help a job seeker in pursuit of competitive integrated employment. This documented process reveals how interests and activities of daily life may be translated into possibilities for a job in the community.

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/Updated\\_Career\\_Discovery\\_Guide.pdf](file:///C:/Users/10163538/Desktop/Updated_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
- <https://youtu.be/SgyBnecXruI> Pathway from Discovery to Job Development by VCU/Cary Griffin
- <https://youtu.be/BpyPdNoidzE> 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](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



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