A CASE STUDY IN DISCOVERY

Innovations in Employment Supports

ASSESSMENT SHOULD NEVER, EVER BE USED TO EXCLUDE SOMEONE FROM AN OPPORTUNITY; IT IS MEANT TO IDENTIFY SUPPORTS AND ACCOMMODATIONS.

AMY SCOTT

1. Introduction

Purpose of Discovery
Why do we do Discovery? What is the purpose?

BELIEFS

Why?
How?
What?

Why do we do Discovery? How do we do Discovery?

PROCESS

Why?
How?
What?

Discovery Process

Review of Records
Interviews
2 Observations

Discovery reports findings
2-Community based exp/Situational Assessments
Individualized Assessment/Development

Career research
Recommendations, review, approval
What do we want from Discovery?

**RESULTS**

- What?
- How?
- Why?

**The Es of Successful Discovery**

1. Exposure
2. Experience
3. Evaluation
4. Education
5. Exploration
6. Empowerment

**Discovery Results**

- Ensure the Discovery candidate is making an informed decision regarding community-based employment
- Identify interests, abilities, learning preferences and support needs
- Identify areas that need more instruction
- Ensure a strong job match
2. Discovery Process

How to Approach the Process

Notice and Wonder – Why Observe?

- Make observations (I notice...)
- Ask questions (I wonder...?)
- Making connections (It reminds me of...)
- Making explanations
- Assessing explanations

What do you notice?
What do you wonder?
**File Review 4-6 hours**
- Past assessments
- School records
- Life Plan
- IPOP
- Other services
- Previous work experience (paid and unpaid)
- Skills/abilities
- Interests/preferences

**Interviews 6-8 hours**
- Individual
- Family and friends
- Support Staff
- Others

** Observation 6-8 hours**
- Interests/abilities
- Motivators
- Levels of independence
- Support needs
- Soft skills

**Emerging Themes**

**Observations**

**Formal & Informal**

**Community-Based Experiences [2 required]**
- Liked or Disliked Tasks [L or D]
- Accuracy of Completed Work [1-5] [S = most accurate]
- Types of support [verbal, written, visual, modeling, hand over hand, other]
- Level of support [independent, occasional, intermittent, continuous]
Community-Based Assessment

**Pros**
- Authentic experience
- Can use many different sites
- Person-centered
- Learn new tasks and responsibilities
- Learn to handle stress
- Can be adapted

**Cons**
- Can be difficult to find willing employers
- Not usually paid
- May not be taken seriously by trainee or employer
- Staff skill in administering and interpreting

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Situational Assessment

1. Community-based
2. Length of time: hours - days
3. Number and types of assessments based on individual need
4. Outline expectations with the end in mind
5. Identify job tasks
6. Assess skills, abilities and knowledge related to the job and tasks

Institute for Community Inclusion (ICI), Boston, MA www.communityinclusion.org

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...is used to determine the best match between the job seeker, a type of job, and work environment

What do you want to learn from the assessment?

rrtc.vcu.edu
### Situational Assessment – What we seek

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
</tr>
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<tbody>
<tr>
<td>Amount of supervision</td>
<td>Math requirements</td>
</tr>
<tr>
<td>Socialization of employees</td>
<td>Reading requirements</td>
</tr>
<tr>
<td>Level of autonomy</td>
<td>Complexity of tasks</td>
</tr>
<tr>
<td>Stamina required</td>
<td>Repetitive nature of tasks</td>
</tr>
<tr>
<td>Mobility requirements</td>
<td>Amount of self-initiative required</td>
</tr>
<tr>
<td>Communication</td>
<td>Time-telling skills</td>
</tr>
<tr>
<td>Production rate</td>
<td>Work culture</td>
</tr>
<tr>
<td>Strength, lifting and carrying</td>
<td>Environmental conditions</td>
</tr>
<tr>
<td>Manual dexterity</td>
<td>Supports / accommodations</td>
</tr>
</tbody>
</table>

#### 3. Discovery Report Findings

**Synthesizing the information**

<table>
<thead>
<tr>
<th>Strengths &amp; Support Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical / medical / mental health / stress management</td>
</tr>
<tr>
<td>Communication and social interactions</td>
</tr>
<tr>
<td>Focus / attention to task</td>
</tr>
<tr>
<td>Productivity / work pace</td>
</tr>
<tr>
<td>Safety / environmental awareness</td>
</tr>
<tr>
<td>Personal grooming / hygiene</td>
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<tr>
<td>Initiative / motivation to work</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
Discovery Report Findings

- Environmental preferences
- Transportation
- Availability
- Supervision needs
- Identified career options

Identified career options – Select up to 4 O*Net Careers based on the Discovery Report findings

- 2 based on the Discovery report findings
- 2 based on the individual’s expressed career preferences

4. Career Research

Connecting the Dots
Purpose

- To compare the individual's skills and abilities with the duties and requirements of specific job titles.
- To determine if a job match is a good fit.

Career Research Worksheet

- O*NET Career & code
- Preference vs. findings
- Job title
- Job duties / requirements vs. individual's skills and abilities

5. Recommendations

Ready Now vs. Not Ready
Next Steps

Individual is NOT recommended for JD for competitive employment

OR

Individual is recommended for JD for competitive employment

Thanks!

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