Career Assessment:
Skills to Complete Discovery Activities

—Innovations in Employment Supports—

To fully participate in this course, please have completed all of Series 1 prior to registering.

Get curious about the person you are supporting and develop a Discovery mindset for completing the career assessment and planning activities of the Discovery Report.

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About Today

- Understand the different components of Discovery – file review, interviews, observations, assessments, career research.
- Dig deeper to uncover powerful vocational insights about the person.
- Learn how to thread together perspectives, patterns, and realities of a person to identify interest, skills, abilities, preferences, and that person's unique brand of genius.

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Introduction

Setting the Foundation

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UNMUTE AND SHARE

WHAT IS THE IMPACT OF JUMPING TO A JOB PLACEMENT BEFORE COMPLETING ASSESSMENT WITH SOMEONE?

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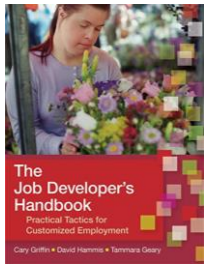
"The information mined during Discovery is the raw material for employment planning from which the job developer can create a picture of ideal working conditions and environments."
~Griffin, Hammis, Geary, (2007)



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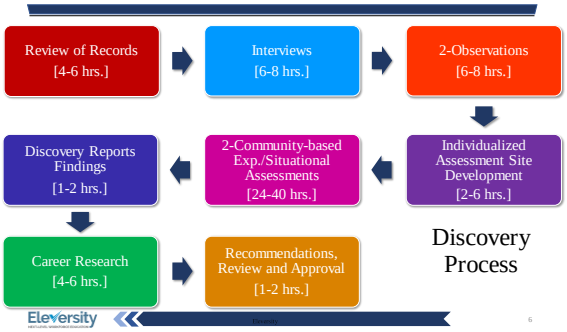

Discovery Process

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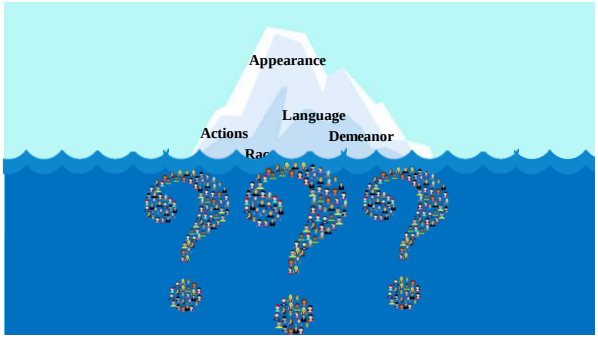

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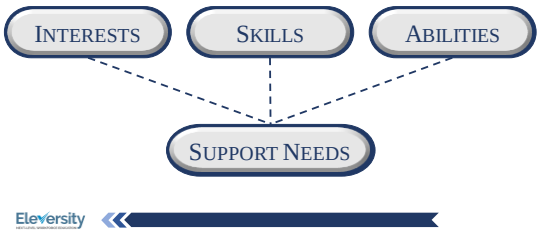
Throughout Discovery, We Are Looking For:



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The Language of Discovery

Glossary of Terms Found in the OPWDD Discovery Report [Manual]

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Discovery Activities

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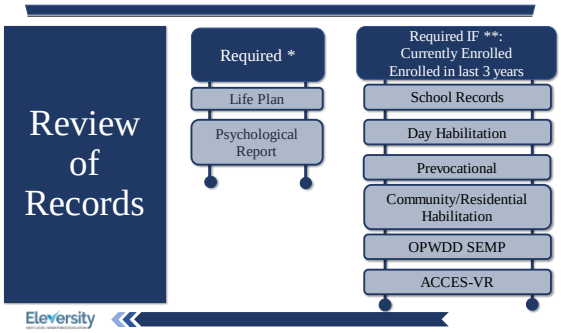
Review of Records
Required *
Life Plan
Psychological Report
Required IF **: Currently Enrolled Enrolled in last 3 years
School Records
Day Habilitation
Prevocational
Community/Residential Habilitation
OPWDD SEMP
ACCES-VR
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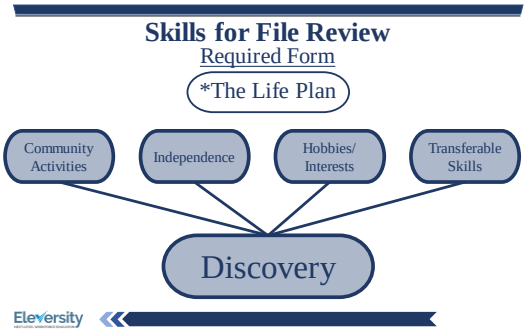
Skills for File Review
Required Form
*The Life Plan
Community Activities
Independence
Hobbies/ Interests
Transferable Skills
Discovery
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Skills for File Review
Required Form
*The Psychological Evaluation
Background
History
Summary
Recommendation
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Discovery Activities

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Collecting Multiple Perspectives

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The Interview:

1	2	3	4
Identifying the best people to talk to in the person's life	Introducing yourself to interviewees in a clear and respectful manner	Create questions that will lead to meaningful information	Resolving discrepancies and contradictions

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Skills for Interviewing:

Open-ended questions	Begin with: What, Why, How
Tell me about…	Tell me about a time when Dave was proud of an accomplishment.
What does it look like when…	What does it look like when Dave struggles with learning a new task?
Describe the last time….	Describe the last time Dave solved a problem independently.

Provide examples of answers when the interviewee struggles to recall information.

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STAR Method

S	T	A	R
SITUATION	TASK	ACTION	RESULTS
Sets the scene and gives the necessary details	Describes what the person's responsibility was in the situation	Explains exactly what steps were taken to complete the task	Explains the outcome that the actions achieved

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— Meet Dave —

Who, with Dave's permission, would be good to interview?

- Dave is 23 years old
- Exited high school with C-DOS Certification
- Dave lives in a supported apartment with a roommate with whom he is close
- Dave has been attending Day Hab Without Walls for 2 years
- Dave goes to the gym several times a week
- Dave volunteers at a soup kitchen with CBPV 3x/wk. and assists the head chef
- Dave and his brother often join a bike meet up in his community
- Dave goes to counseling weekly
- Dave enjoys going to Starbucks, and the grocery store weekly

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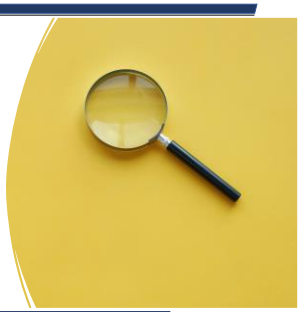
Breakout



Consider the people in Dave's life and his activities, who do you think would be good to speak with?

Create 3 probing questions you would ask that would lead to deeper conversations.

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Skills for Interviewing, Cont.:

- Cross-reference information found in file review for consistency – keep digging!
- Set up environment to be comfortable, not to feel like an interrogation – no power seat
- Don't interpret, infer or assume answers/ meaning

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Discovery Activities

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Discovery — Observation of the Individual:

Location of Observation	Engagement and interest in activities	Response to supports and prompts?
Activities	Demotivators	What got in the way of success?
Length of time	How did they overcome obstacles?	Transferable skills
Comfort with activities and environment	Who supported the individual?	Support needs
Safety skills	How was the person supported and prompted?	What new things did you learn?

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Break it down in the Breakout Room

- Describe positive qualities that are transferable to employment
- Describe Challenges observed that could hinder employment
- What do you notice & wonder?

- ❑ Skills
- ❑ Passions/Interests
- ❑ Dislikes
- ❑ Challenges/frustrations
- ❑ Possible Support Needs
- ❑ Work Culture Consideration
- ❑ Supervision Needs
- ❑ Level of comfort
- ❑ Response to environment
- ❑ Motivating/demotivating factors
- ❑ Overcoming Obstacles

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Video

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Skillful Considerations:

- How does environment impact results?
- What can we learn from different environments?
- Different people?
- Different tasks/activities?

- ✓ No prompting the person
- ✓ Assess for level of independence
- ✓ Community interaction
- ✓ Social/interpersonal skills
- ✓ Assess for the ***Skills*** being demonstrated
- ✓ Assess for Interests, appeals, and excitement
- ✓ Challenges/frustrations

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Discovery Activities

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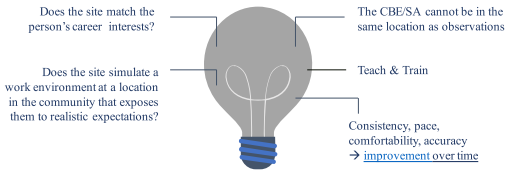
Community-based Experiences/Situational Assessment



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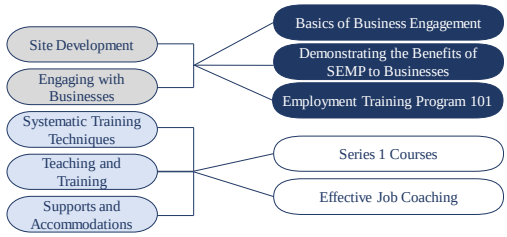
— Where to Learn More —



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Discovery Activities

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Discovery Activities

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CAREER RESEARCH

- Preference vs. Finding
- Completed with the person
- Referencing Discovery for demonstrated skills

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—Where to Learn More—

- ETP 101
- Vocational Development Plan
- Job Development Plan
- Case Study in Discovery

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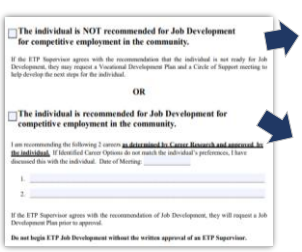

☐ **The individual is NOT recommended for Job Development for competitive employment in the community.**

If the ETP Supervisor agrees with the recommendation that the individual is not ready for Job Development, they may request a Vocational Development Plan and a Circle of Support meeting to help develop the next steps for the individual.

OR

☐ **The individual is recommended for Job Development for competitive employment in the community.**

I am recommending the following 2 careers as determined by Career Research and approved by the individual. If Identified Career Options do not match the individual's preferences, I have discussed this with the individual. Date of Meeting: _____

1. _____
2. _____

If the ETP Supervisor agrees with the recommendation of Job Development, they will request a Job Development Plan prior to approval.

Do not begin ETP Job Development without the written approval of an ETP Supervisor.

Detour to Skill-Building
Vocational Development Plan
Other supports fill gaps
CBPV, Day Hab, Comm Hab

Moving on to CIE
Job Development Plan
What is the next best step?
Negotiate with businesses

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Knowledge Recap

Understanding of…

- ✓ purpose, process and outcome of Discovery
- ✓ the language of Discovery [Glossary of Discovery terms]
- ✓ the information required from an observation

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Skills Recap

- ✓ Use the file review to identify people who will provide multiple perspectives for interviews.
- ✓ Introduce yourself in clear and respectful manner.
- ✓ Create questions that will cause conversation and lead to meaningful information.
- ✓ Use STAR method to ensure complete picture of scenario.
- ✓ Approach observations with curiosity and eye for detail to identify positive qualities and support needs.
- ✓ Do not make grand assumptions — be objective.
- ✓ Use O-Net for career exploration with job seeker.

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