Career Assessments — Foundations of Discovery
Innovations in Employment Supports

Understanding Discovery, Career Assessments, and career planning
Section 1

Discovery is...
…gathering information relevant to employment and analyze and synthesize this information into a recommendation for meeting the individual’s career and vocational goals. Discovery through Exposure, Exploration Experience, Evaluation, Education, and Empowerment will also prepare the individual for competitive employment.
Career Planning is...

...a process for:

- Identifying what you are good at
- Knowing how your skills, values, interests, and talents translate into possible jobs or careers
- Matching your skills, etc. to existing jobs or careers
- Matching your career goals to your financial needs
- Making good decisions for yourself
- Finding ways to meet your educational and financial needs on your schedule

From Discovery to Career Planning

Perspectives

Through interviews, you learn what others know, have experienced, and envision for the person.

Career research

Using what has been learned in Discovery to confirm and support the identified career areas.

Next steps

Implement the course of action identified in Career Planning.

Discovery begins

Begin to learn about people: Where have they been and what have they done?

Community experiences

The person has opportunities to tryout new work activities and discover what they like.

Career planning

If the person is ready to pursue work, develop the JDP. If not, determine what skills need to be developed through VDP.

Discovery in the continuum of services

Section 2
discovery vs. Discovery

Discovery in Services

Community-Based Prevocational
Supported Employment — SEMP
— discovery —
Intensive & Extended

- Job-related discovery
- Development of soft skills
- Systematic instruction
- Vocational assessment

- Cross skills training
- Job match
- Retention strategies
- Career advancement strategies

File review
Interviews
Observations
Job readiness training
Benefits advisement
Community-Based Assessment
Discovery findings
Career research

Pathway To Employment
— Discovery —
275 hours or 1 year

Employment Training Program
— Expedited Discovery —
3-5 months

Let’s practice – Select the best-fit service(s)

CBPV  PTE  SEMP  ETP
If the person has had no discovery or employment experience:

- CBPV
- PTE
- SEMP
- ETP

If the person has been through discovery, is recommended for job development, but has no employment experience:

- CBPV
- PTE
- SEMP
- ETP

If the person has had discovery and positive employment experience:

- CBPV
- PTE
- SEMP
- ETP
Shonda just moved to your town from a different state. She worked in a business office for 10 years and would like to find a similar job in her new town.

The Discovery Process

Section 3

The E’s of Discovery

1. Exposure
   Exposure to community work options and life experiences.

2. Experience
   Exposure to work and life experiences related to work.

3. Evaluation
   Time to try new activities and evaluate what works and what doesn’t.

4. Education
   Formal education and education of the world of work.

5. Exploration
   Career exploration, self-exploration, community exploration.

6. Empowerment
   To make an informed decision and live an empowered life, one needs to engage in all the Es.
What are your observations?

• What do you notice?
• What do you wonder?
• It reminds me of…
• I think maybe…
**Notice and Wonder Practice**

Jim is 24 years old, and lives with his parents. He attends CBPV and Day Hab for half days. As part of CBPV, Jim volunteers at the History Museum as a cleaner, and delivering meals-on-wheels. He has never had competitive employment.

Jim loves boating and camping and would like an “outdoorsy” job. Jim states he would ideally like to live on his own or with a roommate one day. His parents support his goal of employment but voice concern about transportation and his SSI.

**What do you notice and wonder?**

The information we’re seeking

Section 4

**Components of a Good Job Match**
Hard skills are specific, teachable and measurable abilities that can be quantified.

Soft skills are a set of personality traits, social style, personal habits and demeanor that influence people to varying degrees.

**Breakout**

What are the **top 3 soft skills/employability skills** that someone needs to be successful in employment?

Be specific and discuss how you might assess and measure this skill.

The portable skills that you take with you from one job to another.
Definitions for level of Independence
(with the use of assistive technology and accommodations as appropriate)

- **Not Applicable**
  - Individual has not had an opportunity or been observed to attempt or complete skill

- **Independent**
  - Individual completes task without assistance/ supervision

- **Minimal Support**
  - Individual requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task

- **Moderate Support**
  - Individual requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task

- **Extensive Support**
  - Individual requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task

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**Career Development**

- Exhibits and/or expresses specific interests.
- Demonstrates abilities related to specific interests.
- Identifies skills needed for employment success.
- Identifies accommodations and supports needed for employment success.

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**BASIC SKILLS**—Ability to read, write, speak and perform mathematical functions.

- **Reading**
  - Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs); identifies vocabulary associated with various jobs (e.g., matches tools to words).

- **Writing**
  - Creates pictures, symbols and objects and writes words and sentences to communicate information.

- **Listening**
  - Follows one step directions to complete a given task.

- **Speaking**
  - Uses language to interact with others (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include augmentative communication, as appropriate.

- **Math/Functional Math**
  - Demonstrates basic math skills (e.g., matches similar objects, and understanding concepts of quantity, e.g., more, less, etc.). Applies basic math skills to daily living (e.g., tells time, manages money needed for work setting).
PERSONAL QUALITIES

- Ability to self-manage, plan, organize, and take independent action.
  - Communicates preferences and needs.
  - Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situation).
  - Transition appropriately between activities.
  - Manages health (e.g., makes personal and health needs known).
  - Performs personal care skills.
  - Uses unstructured time appropriately (in a work setting).

INTERPERSONAL SKILLS

- Ability to work independently or as a part of a team and relate to different people across settings.
  - Asks for help when faced with difficult situations and individuals.
  - Self-advocates (e.g., seeks out and uses supports and accommodations).
  - Accepts direction from authority figures.
  - Works independently / works as part of a team.
  - Respects the space and property of others.
  - Demonstrates acceptable behavior across settings.
  - Interacts acceptably with peers and others.
  - Participates in leisure/recreation activities.

Group 1. Career Development
Group 2. Interpersonal
Group 3. Basic Skills
Group 4. Personal Qualities

Considering the area of transferable skill your group was assigned, design assessment activities that will help discover and improve a person’s knowledge, skill, and ability in this area.

Activities should be a combination of community work experiences as well as other methods.

*Refer to your manual for the Transferable Skills Assessment.
Where discovery leads

Section 5

Discovery Creates a Picture of the Job Seeker
Recommendations

**PURPOSE:** To provide a recommendation of the next steps the individual may need to make vocational progress. The recommendation must consider key information discovered and recorded about the individual in all sections of the Discovery Report. The ETP Supervisor requires a complete justification for approval.

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**When Job Development is recommended**

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. [Career option 1]
2. [Career option 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.*
When Job Development is not recommended

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.

Not ready does not mean failure. The vocational journey is a work in progress.

Contact Us

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