

Career Assessments — Foundations of Discovery

Innovations in Employment Supports



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Understanding Discovery, Career Assessments, and career planning

Section 1



2

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.



3

Career Planning is...

...a process for:

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



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From Discovery to Career Planning



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Discovery in the continuum of services

Section 2

6

discovery vs. Discovery



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Discovery in Services



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Community-Based Prevocational — discovery —



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Supported Employment — SEMP
— discovery —
Intensive & Extended



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Pathway To Employment
— Discovery —
278 hours or 1 year

Employment Training Program
— Expedited Discovery —
3-5 months



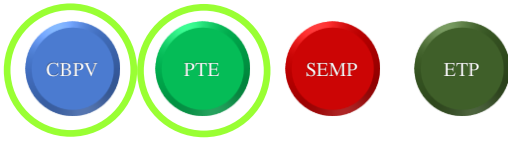
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Let's practice – Select the best-fit service(s)



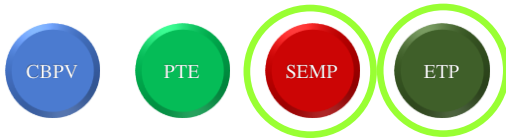
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If the person has had no discovery or employment experience:



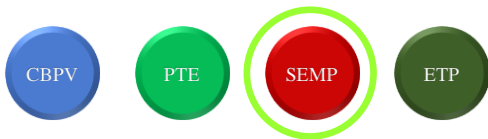
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If the person has been through discovery, is recommended for job development, but has no employment experience:



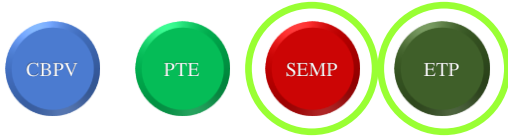
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If the person has had discovery and positive employment experience:



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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.



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The Discovery Process

Section 3

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The E's of Discovery



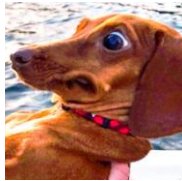
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Notice and Wonder Process — Drives the Discovery activities



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What are your observations?

- What do you notice?
- What do you wonder?
- It reminds me of...
- I think maybe...

Eleversity

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What are your observations?

- What do you notice?
- What do you wonder?
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- I think maybe...

Eleversity

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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 "out doorsy" 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?



11/03/2022

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The information we're seeking

Section 4

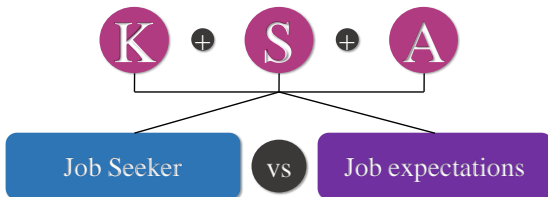


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Components of a Good Job Match



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Hard Skills ?

Soft Skills ?

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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.

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Definitions for level of Independence

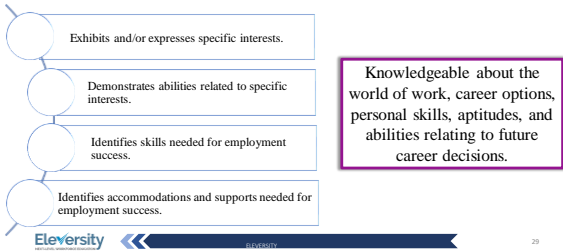
(with the use of assistive technology and accommodations as appropriate)

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 skill

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Career Development



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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. Follows two or more step directions to complete a given task.
- SPEAKING**
Uses language to interact with other (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include augmentative communication, as appropriate.
- MATH/FUNCTIONAL MATH**
Demonstrates basic math skills, matching 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 settings).

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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).



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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. | Respects the space and property of others. |
| Self-advocates (e.g., seeks out and uses supports and accommodations). | Demonstrates acceptable behavior across settings. |
| Accepts direction from authority figures. | Interacts acceptably with peers and others. |
| Works independently/ works as part of a team. | Participates in leisure/recreation activities. |



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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.*



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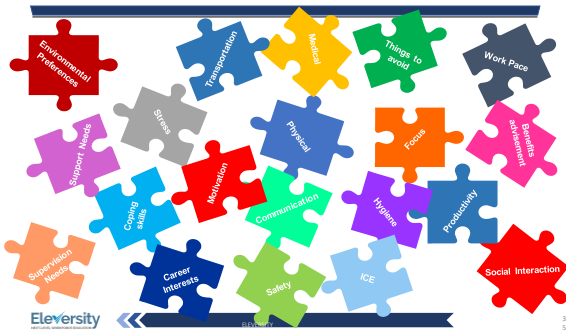
Where discovery leads

Section 5



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Horizontal lines for writing



35

Horizontal lines for writing

Discovery Creates a Picture of the Job Seeker



36

Horizontal lines for writing

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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Recommendations

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

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

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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.**

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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.



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