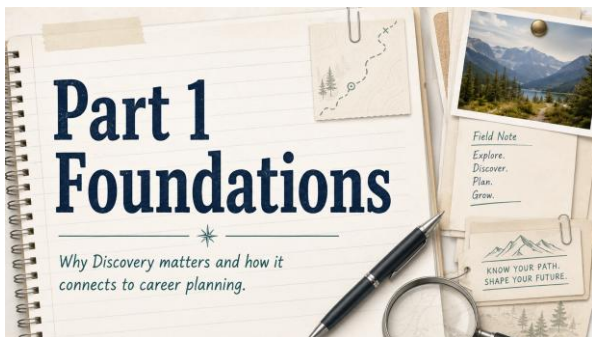




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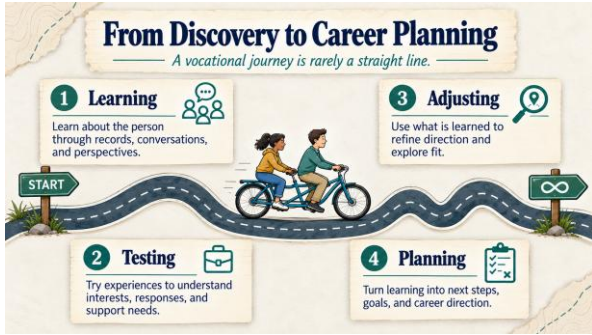
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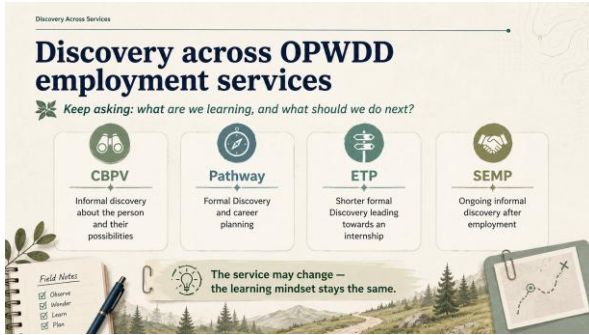
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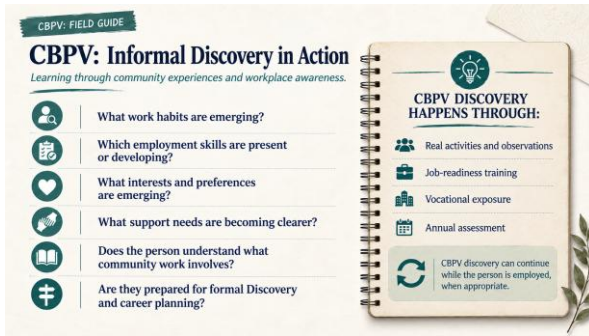
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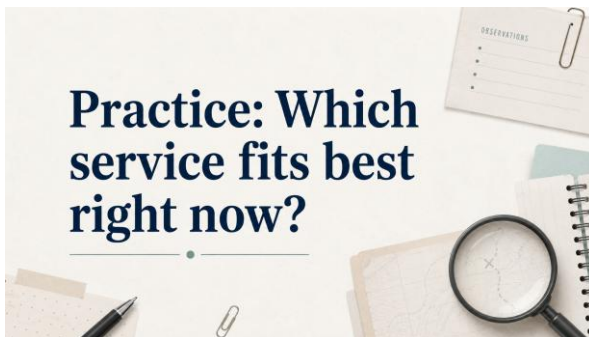
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Scenario: James

James recently graduated from high school and has never had a job. He enjoys working with his hands and does not know many jobs that he could do that with.

CBPV Pathway SEMP ETP

and what else would you need to know?

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Scenario: Tina

Best-fit service discussion.

Tina is working at a retail store and has been there for a year but struggles with managing her schedule and tasks. She wants to keep her job and improve her time management skills.

CBPV Pathway SEMP ETP

and what else would you need to know?

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Scenario: Shonda

Best-fit service discussion.

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.

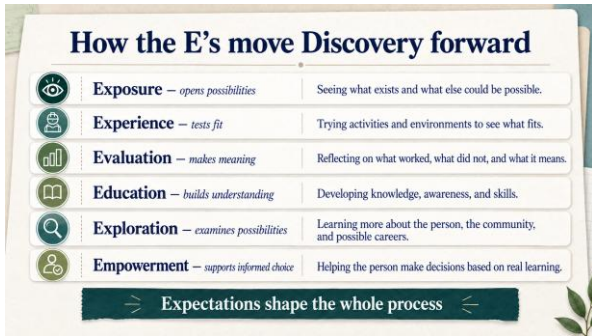
CBPV Pathway SEMP ETP

and what else would you need to know?

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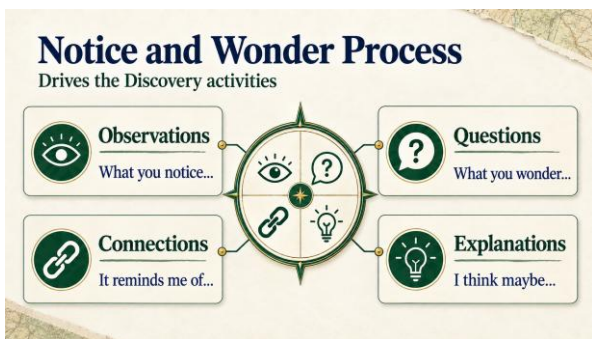
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Notice and Wonder Activity

Start with what you notice. Then ask what it makes you wonder.

What do you notice?

What does it make you wonder?



FIELD NOTE: 01

FIELD NOTE: 02

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Notice & Wonder: Sam at Work

Watch the video. Be curious.

1. What did you *notice*?

- What did Sam say or do?
- What did others around him do?
- What in the environment stood out?

2. What does it make you *wonder*?

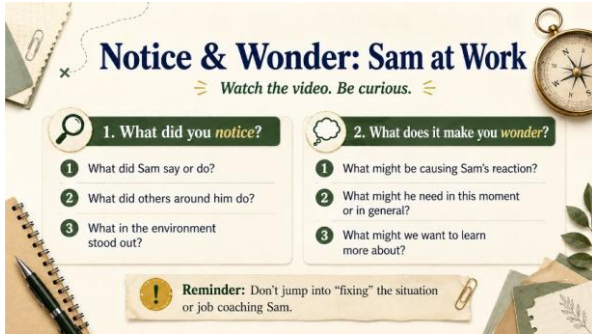
- What might be causing Sam's reaction?
- What might he need in this moment or in general?
- What might we want to learn more about?

Reminder: Don't jump into "fixing" the situation or job coaching Sam.

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Notice & Wonder: Sam at Work

Watch the video. Be curious.

1. What did you *notice*?

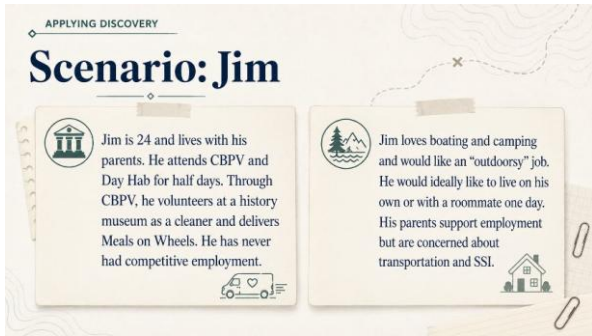
- 1 What did Sam say or do?
- 2 What did others around him do?
- 3 What in the environment stood out?

2. What does it make you *wonder*?

- 1 What might be causing Sam's reaction?
- 2 What might he need in this moment or in general?
- 3 What might we want to learn more about?

Reminder: Don't jump into "fixing" the situation or job coaching Sam.

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Scenario: Jim

Jim is 24 and lives with his parents. He attends CBPV and Day Hab for half days. Through CBPV, he volunteers at a history museum as a cleaner and delivers Meals on Wheels. He has never had competitive employment.

Jim loves boating and camping and would like an "outdoorsy" job. He would ideally like to live on his own or with a roommate one day. His parents support employment but are concerned about transportation and SSL.

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Part 5

What are we trying to learn through Discovery?

Learning what the person wants, what they bring, and what helps them succeed.

Listen. Learn. Understand. Support.

Explore. Discover. Plan. Grow.

Know your path. Shape your future.

Discovery Notes

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What are we trying to learn through Discovery?

We are looking for...

- Direction**
Where might the person want to go?
- Contribution**
What skills and abilities does the person already bring?
- Conditions for Success**
When and where does the person perform well?
- Learning and Support**
What helps the person understand, participate, and succeed?
- Growth**
What could develop through experience, instruction, or support?

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Direction: Where Might This Person Want to Go?

- What interests or engages the person?
- What roles or environments attract them?
- What do they want to learn or try?
- What choices are based on real experience?

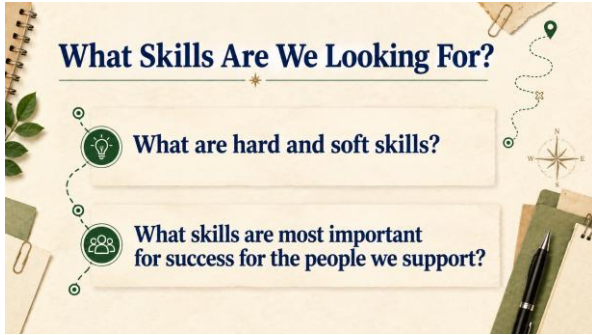
An expressed interest is a starting point, not yet a career recommendation.

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Contribution: What Does the Person Already Bring?

Life experience	Possible contribution
Helping prepare family meals	Sequencing, safety, measuring
Managing a gaming group	Planning, communication, problem-solving
Volunteering at an event	Following routines, customer interaction
Caring for personal belongings	Organization, responsibility
Using public transportation	Navigation, time management, adaptability

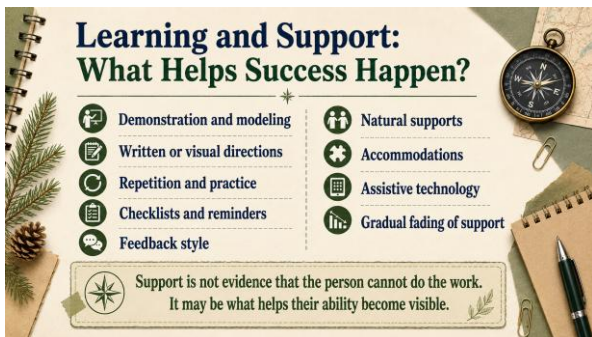
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Growth: What Could Develop Next?

Unfamiliar → Emerging → Developing → More Independent

- What might improve with practice?
- What could be taught?
- What could be supported?
- What could be accommodated?
- What may not be essential for this job?
- What additional experience is needed?

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One Experience Can Tell Us Many Things

Morgan assists with preparing online orders at a small retail store.

- Direction**
Does Morgan enjoy the work and want to continue?
- Contribution**
What organization, technology, reading, or problem-solving skills appear?
- Conditions for Success**
Does Morgan work better independently or near others? What pace works?
- Learning and Support**
What kind of instruction helps Morgan begin and complete the task?
- Growth**
What could become more independent with repetition?

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Design a Discovery Experience

For your assigned person:

- Review the assigned question.
- Design two Discovery activities.
- Identify what each activity could help you learn.
- Choose one support or condition to test.
- Decide what might happen next.

Direction Contribution Conditions Support Growth

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Share Your Discovery Plan

For each of your two activities, complete these statements:



The person will...

Describe the task, role, and how the person helps choose it.



We want to learn whether...

Name the uncertainty you are investigating.



With the person, we will try changing...

Identify one condition, environmental feature, or support.



We will observe... and ask the person...

Describe specific evidence and how you will get feedback.



If we notice..., our next step would be...

Explain how different findings would guide what comes next.

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Scenario: Maya

INTERESTS AND DIRECTION

Maya, 27, wants paid work and says, "I'd like to work with people." She enjoys researching outings, comparing prices, and explaining options to friends.

At a community event, she enthusiastically welcomed visitors, then asked to organize supplies away from the crowd. She says she enjoyed both roles.

Her team is considering customer service, but they have little information about which parts of these experiences she enjoys.

DISCOVERY QUESTION

What does Maya enjoy, and under which conditions would she want to do more?

Group challenge: Compare opportunities to interact with people, organize, or share useful information.

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Scenario: Denise

CONDITIONS AND ENVIRONMENT

Denise, 45, wants to try work again. She left a café job saying, "Everyone needed something at once." Her former supervisor said the busy setting was difficult.

At a crowded family fundraiser, she managed the supply table for two hours. During a quiet craft activity, she left after several people gave different directions.

Denise says, "I'm okay being busy when I know what I'm doing."

DISCOVERY QUESTION

Which conditions help Denise manage demands and show her strengths?

Group challenge: Explore competing directions, interruptions, pace, or another condition.

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Scenario: Luis

CHOICE AND CONTRIBUTION

Luis, 32, wants to "help things run smoothly." At family gatherings, he notices missing supplies and brings what people need without being asked.

At a community event, he waited for an assigned task, then completed it. His family suggests stocking shelves because he is "good at putting things away."

Luis shares preferences through short phrases and photos. He chooses different options when shown stocking, preparing orders, and setting up an event.

DISCOVERY QUESTION

What does Luis choose to contribute, and what helps him get involved?

Group challenge: Offer meaningful roles and a clear way for Luis to express his own choices.



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Scenario: Jordan

SUPPORT AND LEARNING

Jordan, 24, wants "a job where people count on me." At home, Jordan prepares a familiar snack independently and checks the steps on a phone when needed.

During a new activity, Jordan repeatedly asked, "Is this right?" A supporter answered each time and sometimes completed the next step.

On another occasion, Jordan watched a demonstration, tried the task, and sought help when something unexpected happened. Jordan says, "Show me first, but let me do it."

DISCOVERY QUESTION

What helps Jordan learn, trust their decisions, and use learning in a new situation?

Group challenge: Plan a new learning experience, then a small variation to explore what carries over.



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Part 6

Where Discovery Leads

Turning what we learn into recommendations and next steps.



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Recommendation Options: Formal and Informal

Discovery should never end with "no"—it should end with what we know, what we still need to learn, and the next responsible step.

Service context	Discovery may lead to...
Community-based Prevocational	More skill-building, more exposure, career planning, referral to Pathway/ETP, continued CBPV activities
Pathway to Employment	Career, Vocational, and Transition Plan Other options: ETP, ACCES-VR, CBPV
Employment Training Program	Job Development Plan or Vocational Development Plan, Internship
Supported Employment	Job retention plan, revised supports, cross-training, advancement, job change exploration

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