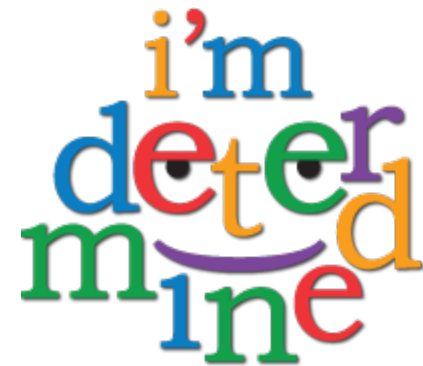


Self-Determination and The Discovery Process

Mary V. Young, LCPS
Judy Rector, LCPS

October 16, 2012



Why is this important to me in the middle school?



IDEA 2004 mandates

age appropriate **transition assessments** to guide postsecondary goals.

The Discovery process is an age appropriate transition assessment in Virginia.



March 2012

What Traditional Transition Assessments Tell Us

- Can this student work?
- Which career or type of job will be best?



These approaches lead the job seeker into a competitive process and narrow the field of potential jobs.



Create a Model Transition Program surrounding the concept of customized employment



- Select and attend ongoing meetings with teams
 - 2 students and their parents
 - Transition Teacher and Case Manager
 - Representative from DARS
 - Representative from CSB
 - VCU RRTC
 - Special Education Supervisor and Transition Consulting Teacher
- Attend trainings and webcasts
 - Ellen Condon, University of Montana, Rural Institute on Disabilities and Mark Gold and Associates
 - Erik Carter, Vanderbilt University Associate Professor of Special Education



Key Components of the Project

- Begin process of Discovery
- Facilitate customized employment site development
- Explore local employment positions and determine their applicability for customized employment
- Develop a visual resume
- Negotiate a customized job for students having been through the discovery process.



What is customized employment?

Customized employment means different things to different practitioners.



What is customized employment?

- An individualized approach to providing access to employment for ALL students
- Is a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both



Ellen Condon, from Marc Gold and Associates, defines customized employment as an individualized determination of the **strengths, needs, interests and conditions** of the person with a disability, and is also designed to meet the specific needs of an employer.

E. Condon, 2012

Self Awareness and
Self-Knowledge

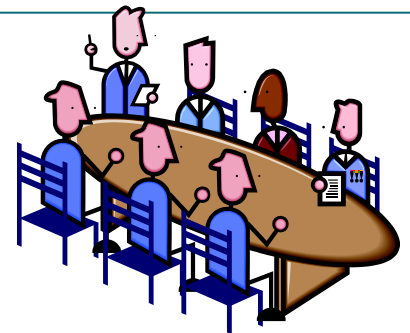
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deter
mine

Customized Employment is

A team approach

- Starts with the job seeker not the employer or job
- Unique contributions to the world of work
- Initiates and assumes negotiation
- An option for anyone.

E. Condon, 2012



Customizing a job requires that we explore these five components from the applicant's perspective:

1. Conditions
2. Preferences and Interests
3. Contributions to Be Offered
4. Discrete Tasks to Be Performed
5. Specific Employers to Be Contacted

Ellen Condon, 2012





The Discovery Process



What comes to mind when say “discovery?”

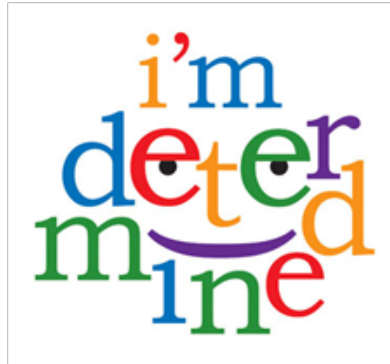
- Journey
- Uncovering
- Digging deep
- Exciting
- Challenging
- Learning



Katherine

My Strengths

- On time
- Friendly
- Likes to help others
- I like to keep busy



Interests

- I like collecting stuffed animals and Beanie Babies
- I like all sports
- Watching TV
- Cats

My Preferences

- I learn best by watching others
- I like to work with my hands
- Work with others



My Needs

- Extra time on new tasks
- Help with some directions
- Reminders to care for my personal hygiene: hands, face, hair
- A written schedule/routine

Discovery

- Ongoing
- The foundation of customization
- A process to get a picture of who this person is “where they are most who they are”
- Looks at what they do, how they do it, what works, where they are most motivated, and what are their skills, interests and abilities
- Lessons learned have a direct impact on the negotiation act





Discovery

- We think we know someone, but it is based upon the context in which we know them,
- We must validate what we think we know, and observe in new contexts to gain a complete picture
- Helps reframe what may be perceived as barriers to employment into “ideal conditions for success and support needs.”

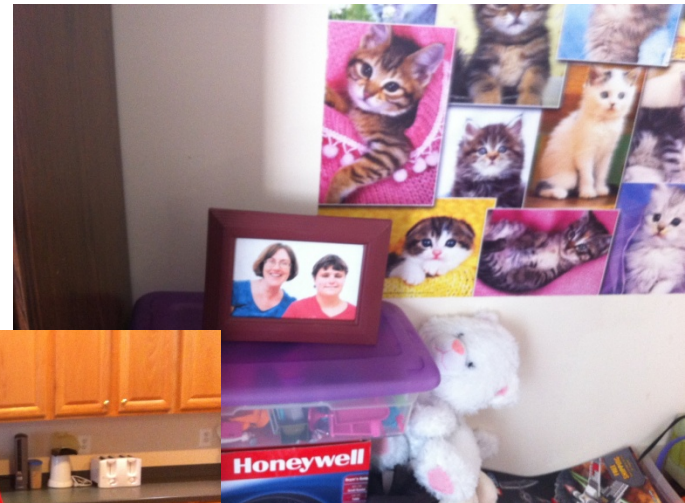
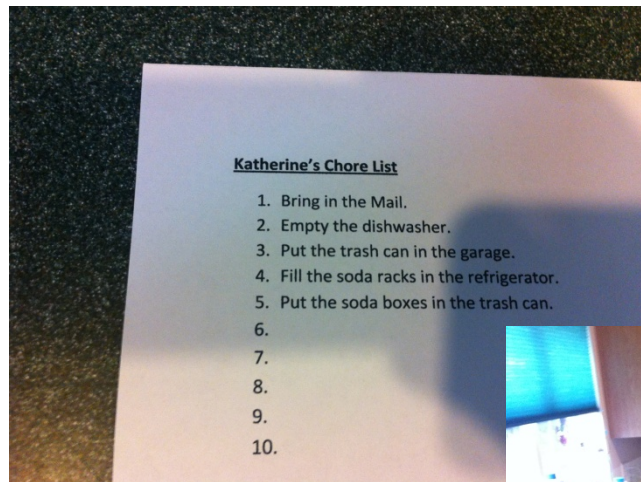
The “What” of Discovery

Discover the best aspects of the person

- Routines
- Relationships
- Responsibilities
- Challenges
- Associations
- Friendships
- Conditions for success
- Tasks
- Solutions
- Connections
- Education
- Location
- Life performance
- Community inventory

What does discovery look like?

- Home visit to observe and interview student and family members



What does discovery look like?

- Interviewing other important people in the person's life
- Observe the student in a variety of settings



What does discovery look like?

- Situational assessments
- Participation with the student in activities both familiar and novel
- A review of records



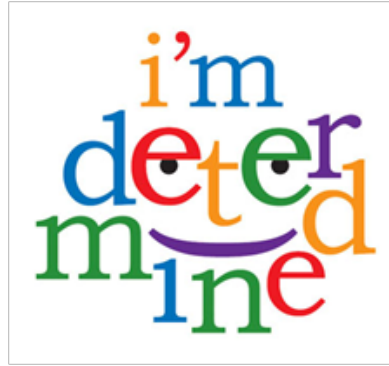
Katherine

My Strengths

1. On time
2. Friendly
3. Likes to help others
4. Likes to help others
5. Likes to work
6. Creative
7. Leader in small groups
8. Good at organizing
9. Self starter
10. Good listener

My Preferences

1. I learn best by watching others
2. I like to work with my hands
3. Being around people
4. A quiet, structured environment
5. Fun, motivating environment
6. Listening to music while working
7. Repetitive tasks
8. Daytime work
9. Small group setting
10. I like working with women



My Interests

1. Collecting stuffed animals and beanie babies
2. Sports
3. Watching TV: stock market, sports
4. Cats (Pictures)
5. Doing the dishes
6. Doing crafts
7. Listening to music
8. Spending time with family
9. Fishing
10. Traveling to Vegas
11. Special Olympics basketball
12. Playing poker with family

My Needs

1. Model and extra time on new tasks
2. Reminder to care for my personal hygiene: hands, face, hair
3. Written schedule/Routine
4. Structured environment
5. Taking short breaks for water
6. Working inside
7. Positive and patient co-workers and boss
8. Concrete tasks with a clear end

Conditions which Kat functions most successfully:

- Structured, friendly, motivating environment
- When doing repetitive tasks
- Quiet, indoor environment
- No loud noises or arguing
- Small group setting



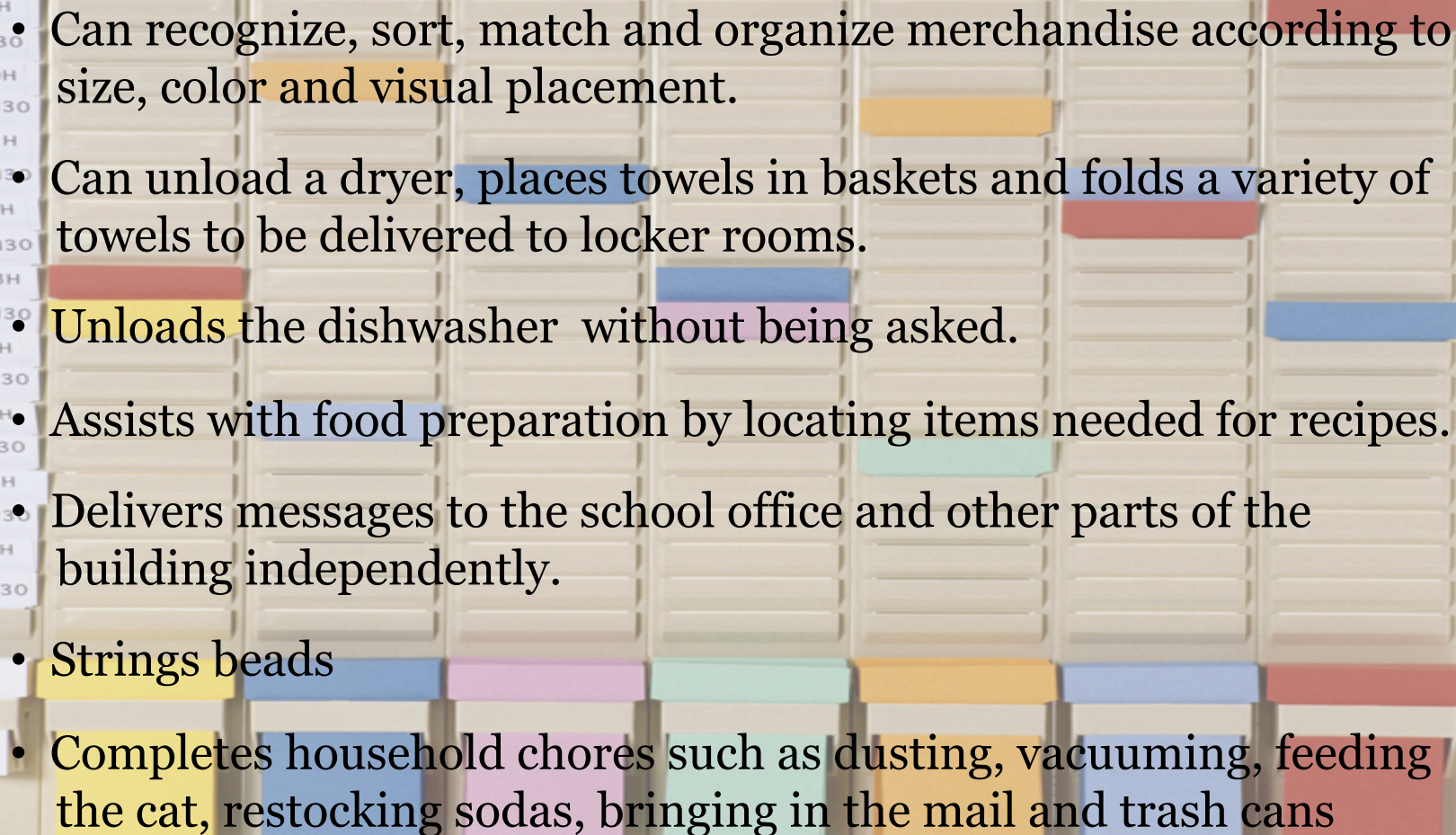
Interests

In Kat's words:

I like string beads and doing crafts. I like watching you tube videos and playing basketball on the Special Olympics team. I like listening to music. Taylor Swift is my favorite country singer.



Tasks: What Kat does

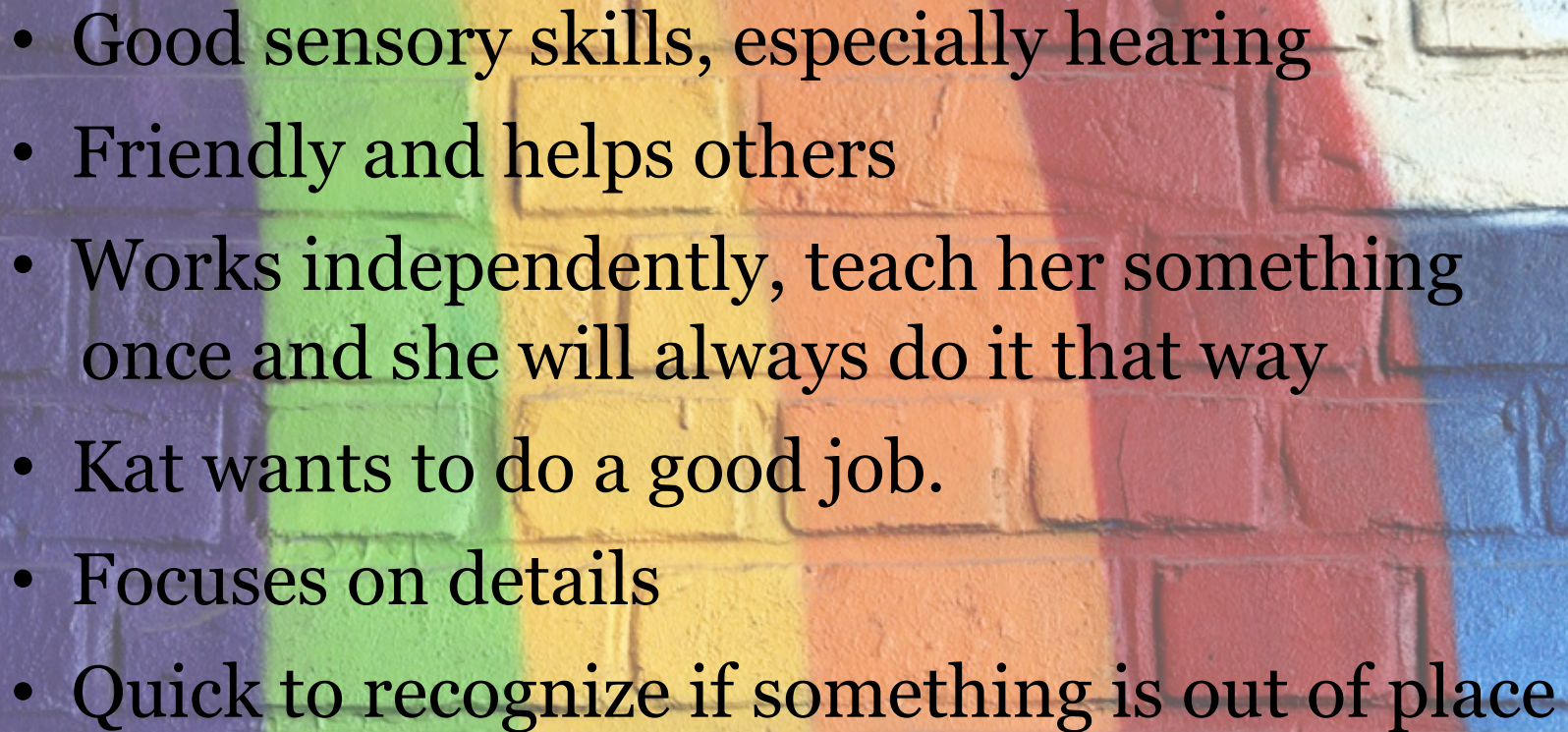
- 
- Can recognize, sort, match and organize merchandise according to size, color and visual placement.
 - Can unload a dryer, places towels in baskets and folds a variety of towels to be delivered to locker rooms.
 - Unloads the dishwasher without being asked.
 - Assists with food preparation by locating items needed for recipes.
 - Delivers messages to the school office and other parts of the building independently.
 - Strings beads
 - Completes household chores such as dusting, vacuuming, feeding the cat, restocking sodas, bringing in the mail and trash cans

Tasks: What Kat does

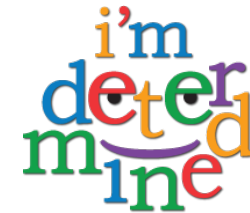
- Can use a mouse to navigate the computer screen.
- Knows to ask for redirection when task is completed by saying, “What do you want me to do next?”
- Asks others if they need help and assists with family grocery shopping by locating items
- Takes turns in conversation with family, teachers, coworkers and peers
- Rarely misses school



Contributions

- 
- Good sensory skills, especially hearing
 - Friendly and helps others
 - Works independently, teach her something once and she will always do it that way
 - Kat wants to do a good job.
 - Focuses on details
 - Quick to recognize if something is out of place

Documentation



MG&A

Discovery Profile

Profile Part II

Participant's Name: *Katherine Hoy* Facilitator: *Marsha Ausberry, Lisa Kohr*
Location: *Ashburn, Virginia* Date: *April 19, 2012*

1. Participant and Family:

a. Brief summary based on Intake Interview

Katherine is an nineteen year old young lady who lives with her family in Ashburn, Virginia. Ashburn is a small city in Northern Virginia. Ashburn is located just west of Washington, D.C. and is considered one of the fastest growing counties in the United States. Katherine will graduate from Broad Run High School this coming June but will be returning in the fall for an additional year of school, concentrating on work skills as it relates to transition. She and her family have lived in Ashburn for the last 6 years. Their plan is to remain in the area until they retire, which will be in the next two years and then move to Las Vegas, Nevada. Katherine's father, Charles, works as computer technician/programming. Kathleen works as a senior supervisor in the accounting department for Freddie Mac.

b. Description of typical routines:

After she gets up, she fixes herself something to eat. She usually just fixes cereal for breakfast. There are no assigned chores that she has to do prior to going to school but there are certain ones that she has to do once she arrives home. Kat's mother leaves her chores to do on a list, which she just started implementing in the past few months. These chores consist of -- mostly taking out the trash or bringing the trash cans back into the garage, getting the mail, and emptying soft drinks from their boxes and placing them in the refrigerator. In her free time, Katherine watches TV (Animal Planet, Sports or the stock market with her parents. She also enjoys playing in her room with her stuffed animals, beanie babies or creating things with her beads. A specific bedtime was not mentioned.

c. Family supports:

Katherine's mom cooks most of the family meals, cleans the house and often does her laundry. Katherine's Dad occasionally allows her to join in on working with him on his hobby by painting miniature soldiers. Katherine family supports her participation in Special Olympics basketball. Katherine and her family share an interest in poker. Katherine has a number of autographed pictures of Las Vegas poker players hanging in her bedroom.

d. Family and Personal Responsibilities:

Marc Gold & Associates

1

4191 Quaker Lane Suite 102
Quincy, MA 01953 228-497-6909 marcgold.com

Profiles: Capturing the Information of Discovery



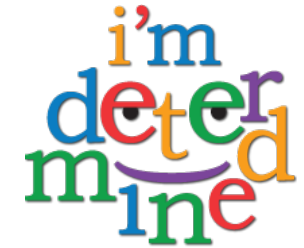
Painting a
descriptive
picture of a
person in words
and images.



by Michael Callahan, Norcine Shumport,
and Ellen Condon

Marc Gold & Associates
Employment for All

Develop a Visual Resume



My name is Mandy



I am a junior at Big Prairie High School, a business owner, and I am looking for a part time job for the summer.

I am an active member of my community



I swim for Big Prairie High School and Mystic Aquatic Club.

I play violin for my school orchestra and in recitals around Mystic and I act in theater productions at the Mystic Community Theater.



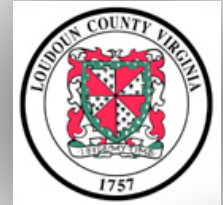
Skills and attributes that would benefit your business:

- Self-directed and internally motivated
- Diverse interests
- Conscientious and honest
- Good speller and typist
- Responsible
- Works independently to fulfill expectations
- Follow written task lists
- Enjoys recording and tracking events in writing and on calendars, and charting the completion of tasks
- Organized
- Detail oriented
- Focused on the task at hand
- Great manipulation skills with small objects
- Neat handwriting

What is the future of “discovery” in LCPS and in Virginia schools?

In Loudoun County Public Schools:

- In the midst of the project
- The contract between VDOE, RRTC and LCPS was renewed for the 2012-2013 school year
- Like the process, but are trying to determine what is realistic for teachers to do



In Virginia:

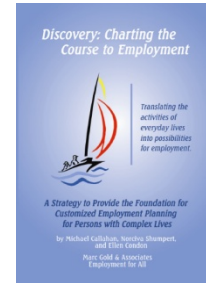
- The contract between VDOE, RRTC and LCPS was renewed for the 2012-2013 school year
- In the midst of the project with the hope of implementing parts of the process at the middle school level in Loudoun
- VDOE has posted information about the discovery process on the VCU-RRTC website for divisions to use



Resources

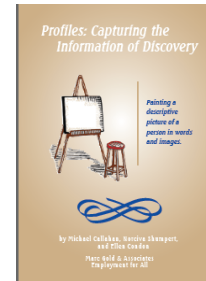
- **Discovery: Charting the Course to Employment**
By Michael Callahan, Norciva Shumpert and Ellen Condon
Marc Gold & Associates

www.marcgold.org



- **Profiles: Capturing the Information of Discovery**
By Michael Callahan, Norciva Shumpert and Ellen Condon
Marc God & Associates

www.marcgold.org



- **Webcasts from VCU-RRTC** www.worksupport.com
 - Process of Discovery by Ellen Condon 5/24/12
 - Customized Employment by Ellen Condon 5/23/12
 - Summer Employment for Students with Disabilities by Erik Carter 9/27/12

<http://www.worksupport.com/training/archivedWebcasts.cfm?yr=2012>

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