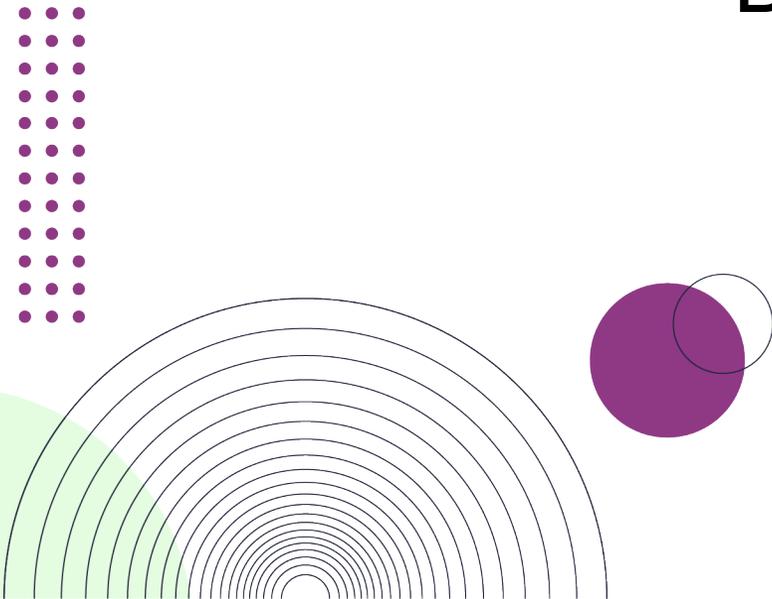


Educate, Collaborate and Engage Families as Transition Partners

Discovering Me! Part 1





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What do people with disabilities do post graduation when not employed?





Disappointing Outcomes

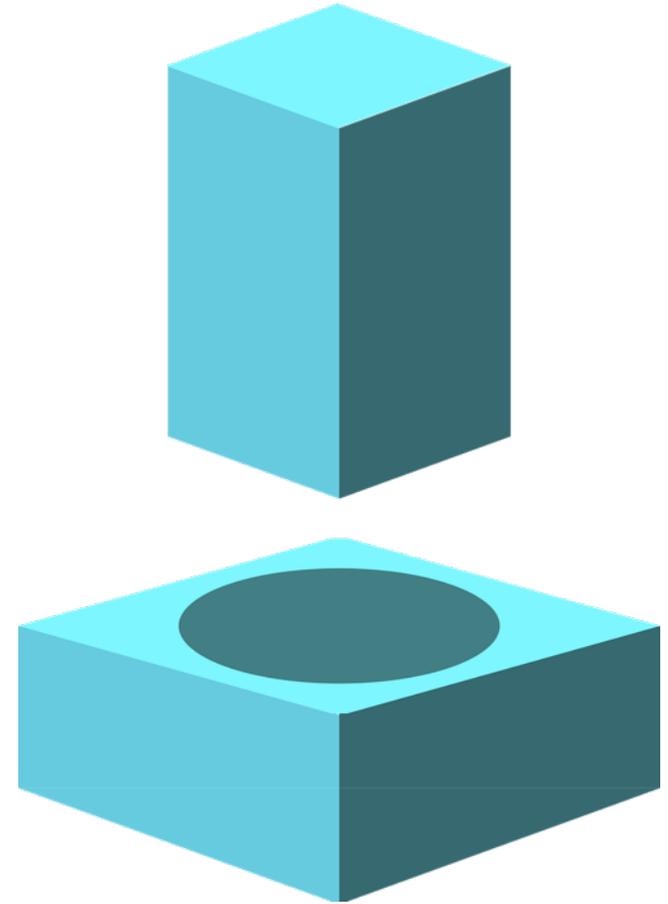
- Unemployment
- Social isolation
- Poverty
- Unhealthy
- Connections to criminal justice system

Expected Outcomes

- Increase expectations
- Discover individual students' strengths, interests, contributions, conditions for success and challenges
- Build collaborative partnerships
- Promote self-advocacy/self-determination skills
- Assist students in identifying postsecondary goals
- Build customized work-based learning and coordinated transition services



- Simplify Discovery
- Limitations of traditional assessments



Discovering ME! Process

Meeting 2: Building
Building Opportunities

Meeting 3: Exploring
Exploring Career

Meeting 1: Collecting
Collecting Information





**Tips for
facilitator**



Non-Negotiables

- The student, family, and school representatives must be present for **ALL** meetings
- No judgements
- Everyone shares
- Focus on abilities; not disability
- Respect the process



Meeting 1

Purpose: Collecting Information

Time Frame: 2 hours

Focus: Identify student strengths/
contributions, interests, conditions for
success, and challenges



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Meeting One at a glance

Before **Meeting One**

- Collect signed consent to exchange information form
- Compile Student Profile/General Information form
- Determine key players
- Identify and reserve meeting space
- Set up date, time, and location for meeting and invite team
- Copy handouts
- Prepare student and family for meeting

During **Meeting One**

- Introduce team
- Review agenda
- Introduce Discovering ME!
- Conduct facilitated discussion
- Plan for next steps

After **Meeting One**

- Review all notes
- Complete Foundation Information form



Meeting One **Agenda**

Focus: Collecting information

Approximate time: 2 hours

Agenda items

1. Welcome and introduction of team members
2. Review agenda
3. Introduce Discovering ME!
 -  Introducing Parents to Discovering ME!
 -  Discovery Acrostic
4. Conduct facilitated discussion
 -  Interviewing Those Who Know Me – Year One
5. Plan for next steps
 -  Meeting One Next Steps





What is Discovering ME!?

Discovering ME! is a youth-centered transition assessment and planning process. It is designed to build early customized work-based learning experiences for individuals with significant barriers to employment. The long-term goal is that all students find and maintain employment in careers that best match their strengths and contributions, interests, challenges, and conditions for success.

Discovering ME! Benefits

Discovering ME! provides teams with a way of focusing on the student's strengths and interests in a way that is both positive and empowering. Benefits include:

- Provides a meeting structure and schedule designed to fit within a reasonable time frame.
- Invites family, agencies, and schools into a collaborative partnership.
- Gives stakeholders a voice and a way to have conversations early about transition.
- Provides parents and students a more positive view of what their future will look like while increasing expectations within the home, school, and community.
- Offers user-friendly forms and a structure that helps to prepare a coordinated IEP.
- Provides all materials to implement process.

Three-Meeting Process

Discovering ME! includes three meetings during the first year of the student's participation. The team collects student information to build activities in the home, school, and community that will expand work-based learning opportunities and explore potential careers. Meetings are comprised of the student, family, educators, community agency partners, and others who will contribute to better understanding the student.

Meeting One

Collect information through a team interview.

Meeting Two

Assess to identify related job assets and needs before building customized work-based learning opportunities.

Meeting Three

Explore the 17 Career Clusters and build pre-employment opportunities related to the student's chosen career clusters.

After the First Year of Discovering ME!

Student teams focus on updating information and extending, enhancing, and refining the opportunities developed in the first year. Discovering ME! teams meet only twice in later years and may continue meeting until students achieve their employment goals.



www.centerontransition.org

The contents were developed under a contract (881-APE62524-H027A170107) from the Virginia Department of Education.

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etermine my team

interview those who know me

urvey my 21st Century Workplace Readiness Skills

onsider my foundation information

pen opportunities in my home, school, & community

erify through observations

xplore Career Clusters

review progress

ield outcomes

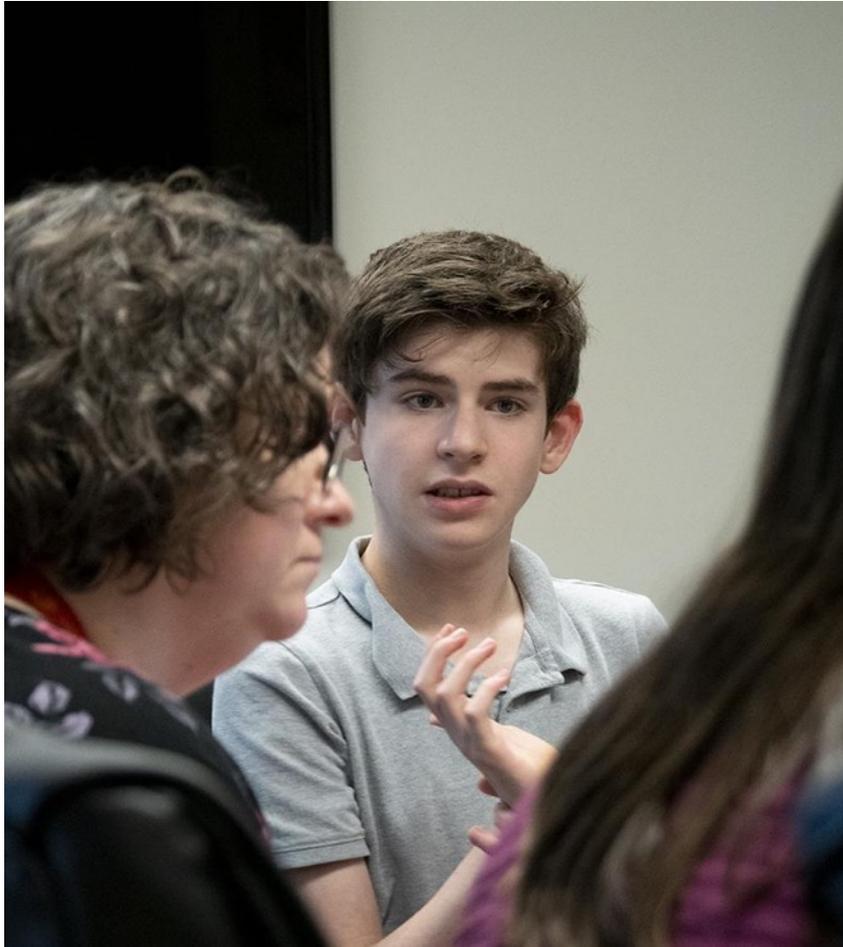
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Conducting Team Interviews

Interviewing Those Who Know Me



Format (4 Sections)

1. My Family
2. My School Experiences
3. My Community Experiences & Friends
4. Additional Considerations for My Employment

Interviewing Those Who Know Me

“Home is often one of the first places we learn about working and having responsibilities. Tell us some of the things your child does around the home to help him/herself or others. This could be as simple as making the bed or as complex as fixing meals for the entire family”

“Describe some of the least successful times your child had in school. What do you think contributed to these challenges?”

Interviewing Those Who Know Me, pt 2

“What are your child’s preferred activities at home? Why do you think he/she likes these activities?”

“How is your child engaging in activities such as: waking up, getting dressed, eating meals, etc..” Describe independence level with these activities.”

“Which classes have you found most challenging or difficult? Why?”

“Which classroom characteristics are most challenging for this student?”

let's practice

Interview Breakout Practice

1. Partner with another person. One person will begin as the interviewer and the other as a family team member.
2. Practice asking the questions from the “My Family” section of the interview. Decide which version of each question you will ask and make sure you practice asking some of the clarifying questions when they are needed.
3. We will give you 5 minutes.
4. Switch roles. Now practice with the “My School section.” The person being interviewed is most likely switching between the role of a special education teacher and family member.
5. Let’s talk about the experience

How can you include students during
Discovering Me Meetings?



Next Steps

- **Review** of previous assessments and IEP services
- **Interview** others who know student well
- **Conduct** observations across environments
- **Expand** invitations to those who can contribute
- **Specify** other specific activities needed by the team





“To Do List”

- Review all notes
- Develop Foundation Information
 - Strengths & Contributions
 - Interests
 - Conditions for Success
 - Challenges

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Developing Foundation Information

Facilitator concludes Meeting One by:

- Thanking the team for their participation
- Reminding the team of the date and time of Meeting Two
- Briefly reviewing Meeting Two agenda items

After Meeting One

After the meeting has concluded, the notetaker will share the Next Steps completed form with the team. The facilitator then reviews all notes, including team and additional interviews, observations, pertinent previously collected data, and the Next Steps form. This information is compiled into the Foundation Information, which is divided into four sections. The top half of the four-square format includes the student's strengths, contributions, and interests. This information becomes the building blocks upon which the team builds opportunities for the individual. The bottom half of the four-square includes the student's conditions for success and challenges, which helps the team to build support for the opportunities developed.





Foundation Information

Student's Name (First & Last): Student 1

School Year:

Foundation Information

Strengths/Contributions	Interests I Have Shown
<ul style="list-style-type: none"> -Independently uses an alarm to get up and ready for school and manages his own medication -Likes to be very punctual -Helps his family clean the house (vacuum and picks up) -Is excellent playing with his niece and nephew -Supportive family and church community -Willingly does homework -Strong memory for historical facts -Has taken Education for Employment course -Interested in working -Task oriented -Working to earn a Modified Standard diploma -When given difficult tasks, he perseveres and doesn't give up 	<ul style="list-style-type: none"> -Enjoys history (especially interested in Civil War and 1800's) and visiting historical sites -Interested in science -Likes reading, books on tape, video games, watching TV -Likes to interact and play with young children -Has expressed an interest to work in a museum or as a historical tour guide

My Conditions for Success	Challenges to Consider
<ul style="list-style-type: none"> -Works best in extremely routine oriented environments -Is often able to journal his preferences and desires -Works best with adults who do not yell and have patience with him - Prefers to learn new material through visual presentations and reading -Prefers to work alone or with small groups of people -Would benefit from a job coach and direct instruction -Does best with change when he is either an active participant in determining change or when he is notified of change 	<ul style="list-style-type: none"> -Math is most challenging academic area -Travel (has not passed the DMV learner's permit test) -Limited community interactions -Has a tendency to limit his communication with others until he has developed a relationship with you -Can become anxious in new situations



Foundation Information

Student's Name: Student 2

Date: 2/28/18

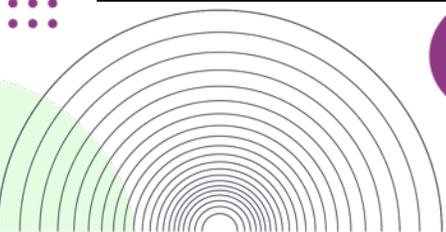
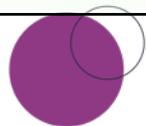
STRENGTHS/CONTRIBUTIONS	INTERESTS I HAVE SHOWN
<p>Gets up in the morning with prompting</p> <p>Can read an alarm</p> <p>Dresses on her own</p> <p>Understands dressing for the weather and situation</p> <p>Independent self care:Brushes her hair and teeth and bathing</p> <p>Helps with shopping</p> <p>Bakes cookies</p> <p>Organizing</p> <p>Very friendly and outgoing</p> <p>Will bring laundry to the laundry room</p> <p>Changes sheets on her bed</p> <p>Cooks in the microwave, makes sandwiches</p> <p>Loads the dishwasher</p> <p>Will ask to clean</p> <p>Able to navigate the school</p> <p>Delivered papers last year</p> <p>Changes the calendar in some classes</p> <p>Many friends at school</p> <p>Helps with younger kids at church</p> <p>Helps grandmother at the nursing home</p> <p>Participated in a mission trip</p> <p>Will ask about work when she visits places - wants to work!</p>	<p>Baby dolls</p> <p>TV: Reba, Last Man Standing, Waltons</p> <p>iPad: Candy Crush, Soda Crush, Best Friends, Solitaire</p> <p>Country music</p> <p>Going out to eat at McDonalds and Cracker Barrell</p> <p>Playing games with her grandmother</p> <p>Stacking things</p> <p>Fast things - snow tubing, roller coasters</p> <p>Talking about social situations</p> <p>Dancing</p> <p>Fun Night at school</p> <p>Likes to have friends over</p> <p>Playing with girls hair</p> <p>Christmas, Halloween, dressing up</p> <p>Loves school</p> <p>Liked participating in band</p> <p>Outside activities: Challenger baseball, cheerleading, Overcoming Barriers, Camp Light</p> <p>Gardening</p> <p>In the school play: Anna is her character</p>
<p>My CONDITIONS FOR SUCCESS</p>	<p>CHALLENGES TO CONSIDER</p>

Conditions for Success & Challenges

My Conditions for Success	Challenges to Consider
<p>Helps with hair washing Velcro and boots for footwear People who are willing to adjust to her needs High Expectations Encouragement Accountability Tactile and kinesthetic approach to instruction Modification of some academic challenges Checklist for completion of tasks</p>	<p>Health issues - heart and hip - might impact lifting, standing, and risk of falling Fine motor Reading high frequency words Abstract learning Will try and avoid things she doesn't like Needs to be challenged Building growth mindset and resilience</p>

Tips for Writing Your Observations

Focus On	Avoid
<p>Where and Who. Who is doing something? [student, instructional assistant, peer, parent] With whom does the student interact? A physical description of the environment.</p> <p><i>Working alone in his cubicle, Jack</i></p> <p>What & When. Step by step listing of what is occurring or what is being done.</p> <p><i>Turned on computer. Opened the web browser</i></p>	<p>Your opinions regarding the reasons or the “why” the student is performing a certain task or in a certain way.</p> <p>Your analysis of the student’s feelings or perceptions</p> <p><i>It is the opinion of this observer that Jack didn’t know what he was doing in opening the browser; he was highly frustrated by prompt.</i></p>





Additional Interview

Name of student:

Name of person being interviewed:

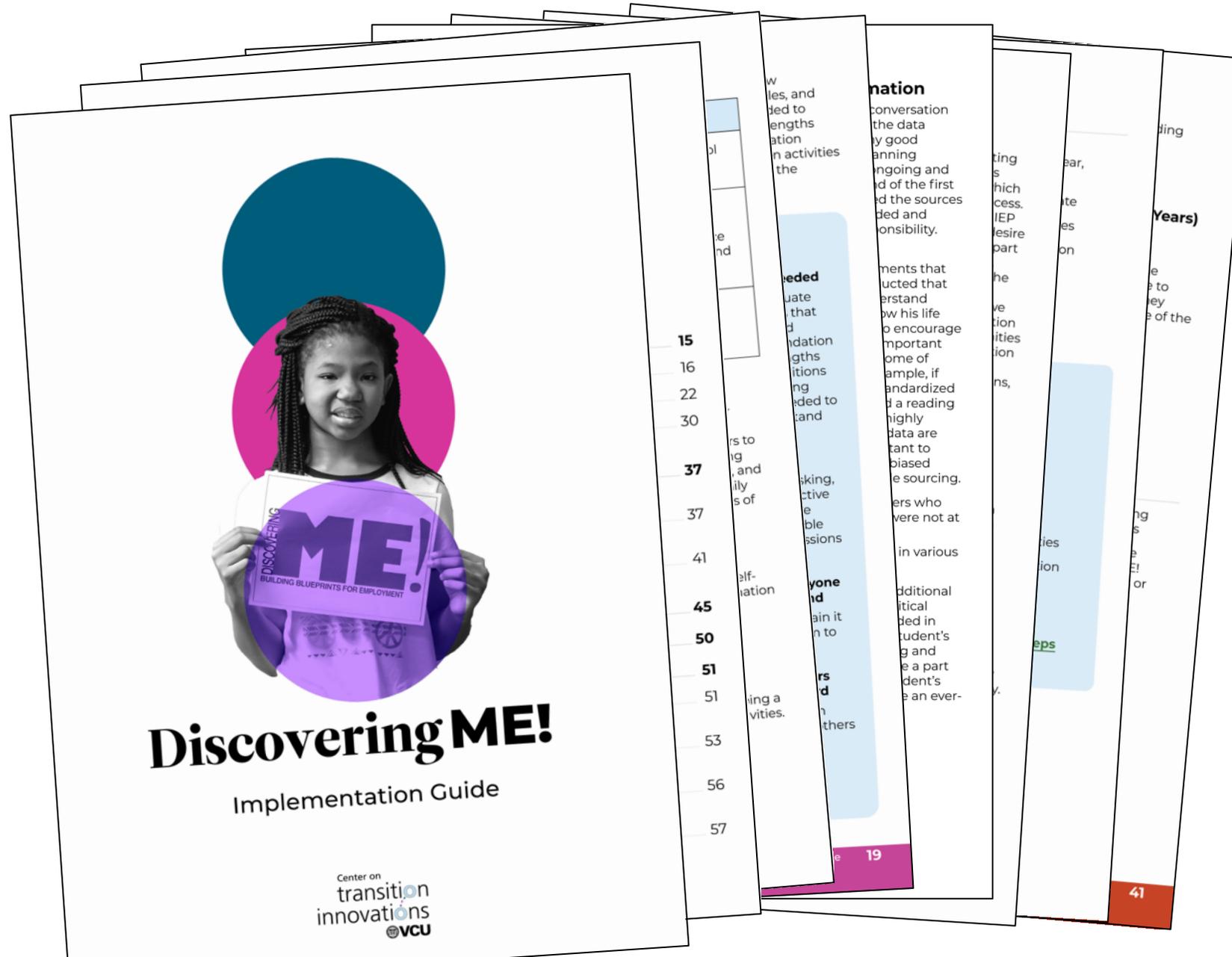
Relationship of the person being interviewed to the student:

Date of interview:

1. What are the ways you interact or the things you do with this young person?
2. Please describe any ways you have observed this young person helping others (raking yards, volunteering in church or the community, or helping family members and neighbors, etc.).
3. What are the types of things you think this young person enjoys doing?
4. What would you consider to be this young person's strengths?
5. What would you consider to be this young person's challenges?
6. What supports have you found most helpful for this young person?



Discovering ME! was developed by
the Center on Transition
Innovations



15:00

