

# Educate, Collaborate, and Engage Families as Transition Partners

Discovering Me! Part 2





# ATTENDANCE CHECK-IN



Judy Averill

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Lisa Holland

Transition Training Associate at Center  
on Transition Innovations



Kendel St John

Transition Training Associate at Center  
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# Discovering ME! Process

**Meeting 2: Building**  
Collecting Information

**Meeting 3: Exploring**  
Collecting Information

**Meeting 1: Collecting**  
Collecting Information





# Non-Negotiables

- Be open to all possibilities
- Implement all the Opportunities
- Collect data and update all documents!

# Meeting 2

**Purpose:** Building Opportunities

**Focus:** Developing opportunities in the home, school, and community

**Time Frame:** 1<sup>1/2</sup> to 2 hours



# Meeting Two At A Glance

## Meeting Two at a glance

### Before **Meeting Two**

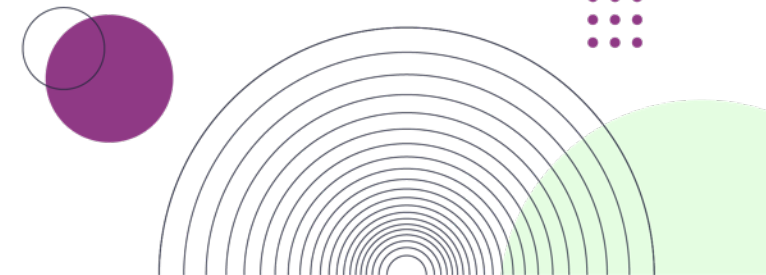
- Identify and reserve meeting space
- Set up date, time, and location for meeting and invite team
- Copy handouts
- Prepare student and family for meeting
- Complete Foundation Information form
- Complete Observation form (if needed)
- Conduct Additional Interview form (if needed)

### During **Meeting Two**

- Introduce team and review agenda
- Review new information
- Review and update Foundation Information
- Assess 21st century workplace readiness skills
- Build work-based opportunities
- Plan for next steps

### After **Meeting Two**

- Review all notes
- Provide Building Opportunities form to all team members
- Update Foundation Information form with new information
- Add 21st Century Workplace Readiness Skills results to Foundation Information



# Meeting Two **Agenda**

**Focus:** Building opportunities

**Approximate time:** 1.5 to 2 hours

## Agenda items

1. Welcome and team introductions
2. Review agenda
3. Review new information
4. Review and update Foundation Information
5. Assess 21st century workplace readiness skills
6. Build work-based opportunities
7. Plan for next steps



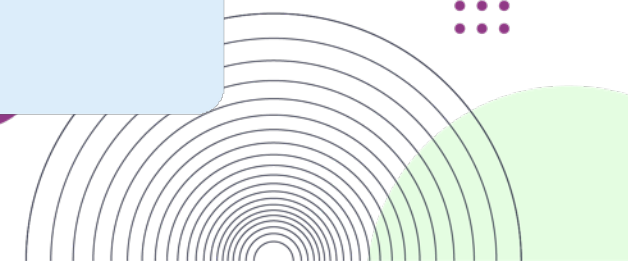
**21st Century Workplace  
Readiness Skills**



**Building Opportunities**



**Meeting Two Next Steps**





# Welcome Back & Review New Information

- Create a friendly process!
- Introduce themselves
- Review changes
- Share new information



# Assessing Workplace Readiness Skills

- Requires team approach
- Mark each description with either a + or –
- Record notes of strength or weakness
- Add to page 2 of Foundation Information



# Work Readiness Skills





## 21<sup>st</sup> Century Workplace Readiness Skills

Student's Name: Student 2

School Year: 2017-18

Team Member: Mrs. Jones (teacher), Sandy Grass (VAIL), Lisa Holland and Kendel St. John (VCU), Student, Mrs. Stewart (mother), Mrs. Parrish (paraprofessional)

Skill	What it may look like/Scoring (+ or -)	Current Level (+ or -)	How Can I Support? Additional Notes
<b>Work ethic</b>	Missed or late for no more than 5 days per school year	+	She does at school Needs reminders and prompting
	Takes direction from others	+	
	Accomplishes task at hand	-	
	Accepts assigned responsibilities with positive attitude	+	
<b>Integrity</b>	Abides by home and school rules or policies	+	
	Demonstrates honesty and reliability	+	
	Takes personal responsibility for his/her actions	+	
<b>Teamwork</b>	Contributes to the success of the team	+	Sometimes asked for help when it is not needed
	Assists others	+	
	Requests help when needed	+	
<b>Self-representation</b>	Dresses appropriately and selects own clothes	+/-	Might need some assistance
	Maintains appropriate hygiene standards	+/-	
	Displays manners and language suitable for the classroom and workplace	+	
<b>Diversity</b>	Works well with peers and teachers	+	
	Displays the qualities of helpfulness and courtesy	+	
	Displays qualities of helpfulness by being gentle, watching others for cues, and asking others about their needs	+	
<b>Conflict resolution</b>	Reacts appropriately to constructive criticism (doesn't argue or complain)	+	
	Negotiates solutions to interpersonal and classroom issues	-	
<b>Creativity and resourcefulness</b>	Contributes new ideas	+/-	Depends on the topic
	Identifies contributions others make to projects	+	
<b>Communication</b>	Makes needs known	+	
	Uses clear and effective communication	+	

Skill	What it may look like/Scoring (+ or -)	Current Level (+ or -)	How Can I Support? Additional Notes
<b>Reading and writing skills for employment</b>	Practices reading and writing to highest level in school, home and, community (especially related to functional skills)	-	Continues to work on functional skills – reading at low functional level. Can read most signs
<b>Problem solving</b>	Identifies problems	+/-	Challenged by interpersonal issues. Becomes dependent on help
	Identifies possible solutions or choices	-	
	Makes judgment & decisions to solve problems	-	
<b>Health and safety</b>	Given choices, selects health-enhancing choices	+	
	Follows safety guidelines	-	
	Identifies safe and dangerous work situations in school, home and, community	-	
<b>Organization</b>	Identifies how organizational system of family works	+	
	Identifies "big picture" issues or reasons for organizations such as schools or businesses	+	
<b>Career and Technical Education</b>	Participates in career and technical education classes with peers	+	Technology, FCS, band, art – sometimes participates with support
<b>Work experiences</b>	Participates in classroom-based jobs	+	
	Participates in school-based jobs	-	
	Completes chores at home	+	
	Completes chores for others outside of home	+	
	Participates in volunteer work	+	
<b>Time and resource management</b>	Participates in paid employment	-	
	Responsible for own school materials	+	
	Responsible for cleaning and maintaining own room on a weekly basis	+	
<b>Math skills for employment</b>	Organizes materials for tasks in the home	+	Low functional math skills - doesn't retain skills without consistent practice
	Practices math skills to highest level in school, home and community	-	
<b>Customer service</b>	Provides information to others when asked	+	
<b>Technology</b>	Uses technology across environments	+	Has her own cell phone – learning to text
	Accesses the internet independently	+	
	Practices internet safety	+	



## 21<sup>st</sup> Century Workplace Readiness Skills

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

School Year:

### 21<sup>st</sup> Century Workplace Readiness

Skill	What it may look like? Scoring (+ or -)	Current Level (+ or -)	How can I support? Additional Notes
Work ethic	Missed or late for no more than 5 per year Takes direction from others Accomplishes task at hand Accepts assigned responsibilities with positive attitude	+	Very dependable and routine oriented. Likes to understand expectations. Very pleasant.
Integrity	Abides by home and school rules or policies Demonstrates honesty and reliability Takes personal responsibility for his/her actions	+	Likes routine and is a rule follower.
Teamwork	Contributes to the success of the team Assists others Requests help when needed	+	Can work well with others when project and duties are well defined.
Self-representation	Dresses appropriately and selects own clothes Maintains appropriate hygiene standards Displays manners and language suitable for the classroom and workplace	+	No problems.
Diversity	Works well with peers and teachers Displays the qualities of helpfulness and courtesy Displays qualities of helpfulness by being gentle, watching others for cues, and asking others about their needs	+	
Conflict resolution	Reacts appropriately to constructive criticism (doesn't argue or complain) Negotiates solutions to interpersonal and classroom issues	-	Doesn't always understand constructive criticism. Likes to be correct.
Creativity and resourcefulness	Contributes new ideas Identifies contributions others make to projects	+	
Communication	Makes needs known Uses clear and effective communication	+	Can make himself understood. Some

Skill	What it may look like? Scoring (+ or -)	Current Level (+ or -)	How can I support? Additional Notes
			difficulty with conversations.
Reading and writing skills for employment	Practices reading and writing to highest level in school, home, and community (especially related to functional skills)	+	Strength
Problem Solving	Identifies problems Identifies possible solutions or choices Makes judgments & decisions to solve problems	-	Lacks experience solving his own problems.
Health and safety	Given choices, selects health-enhancing choices Follows safety guidelines Identifies safe and dangerous work situations in school, home, and community	+	No safety concerns.
Organization	Identifies how organizational system of family works Identifies "big picture" issues or reasons for organizations such as schools or businesses	+	
Career and Technical Education	Participates in career and technical education classes with peers	+	
Work experience	Participates in classroom-based jobs Participates in school-based jobs Completes chores at home Completes chores for others outside of home Participates in volunteer work Participates in paid employment	-	Lacks experiences.
Time and resource management	Responsible for own school materials Responsible for cleaning and maintaining own room on a weekly basis Organizes materials for tasks in the home	+	
Math skills for employment	Practices math skills to highest level in school, home, and community	+	
Customer service	Provides information to others when asked	+	When provided prompts
Technology	Uses technology across environments Accesses the internet independently Practices internet safety	+	

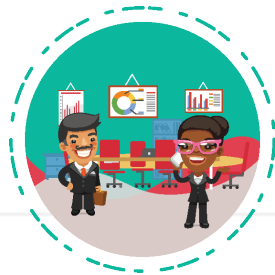
# Assess Yourself

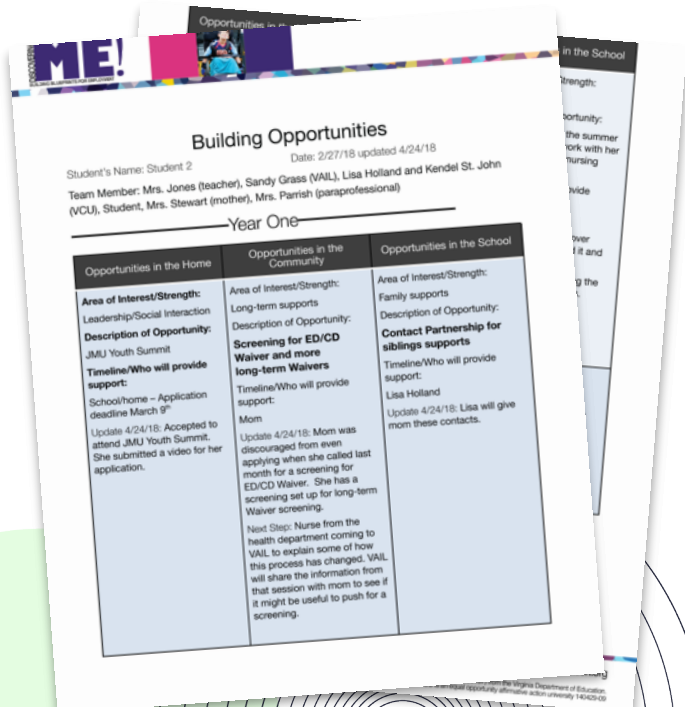
1. Take the Work Readiness Skills Assessment and assess your own skills
2. Use chat to comment or question



# Building Opportunities

- Provide authentic environments
- Define short/long term career goals
- Build independence, self-reliance, and self-determination
- Encourage contributions to others
- Supports community integration
- Validate likes, dislikes, interests, conditions for success





Opportunities in the Home	Opportunities in the Community	Opportunities in the School
<p><b>Area of Interest/Strength:</b> Leadership/Social Interaction</p> <p><b>Description of Opportunity:</b> JMU Youth Summit</p> <p><b>Timeline/Who will provide support:</b> School/home – Application deadline March 9<sup>th</sup></p> <p>Update 4/24/18: Accepted to attend JMU Youth Summit. She submitted a video for her application.</p>	<p>Area of Interest/Strength: Long-term supports</p> <p>Description of Opportunity: <b>Screening for ED/CD Waiver and more long-term Waivers</b></p> <p>Timeline/Who will provide support: Mom</p> <p>Update 4/24/18: Mom was discouraged from even applying when she called last month for a screening for ED/CD Waiver. She has a screening set up for long-term Waiver screening.</p> <p>Next Step: Nurse from the health department coming to VAIL to explain some of how this process has changed. VAIL will share the information from that session with mom to see if it might be useful to push for a screening.</p>	<p>Area of Interest/Strength: Family supports</p> <p>Description of Opportunity: <b>Contact Partnership for siblings supports</b></p> <p>Timeline/Who will provide support: Lisa Holland</p> <p>Update 4/24/18: Lisa will give mom these contacts.</p>





## Building Opportunities

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

School Year:

Team Members:

### Opportunity One

	Area of Interest, Strength, or Career Cluster	Opportunity and Accommodations	Timeline	Support	Update
Home	Museums/History	Family is to review a list of museums in the area and Ryan is to select 5 of his greatest interests.	Within one month	None needed.	
Community	Museums/History/Working with Children	Vocational Rehab. to work to develop summer internship program in a museum (historical or child oriented)	By June	Customized employment negotiations to be conducted by VR counselor.	
School	Museums/History	Develop a list of questions to ask of some employees working in museums or as historical tour guides. Practice at school with a teacher the interview questions he develops.	By May	Practice to be provided as long as needed	

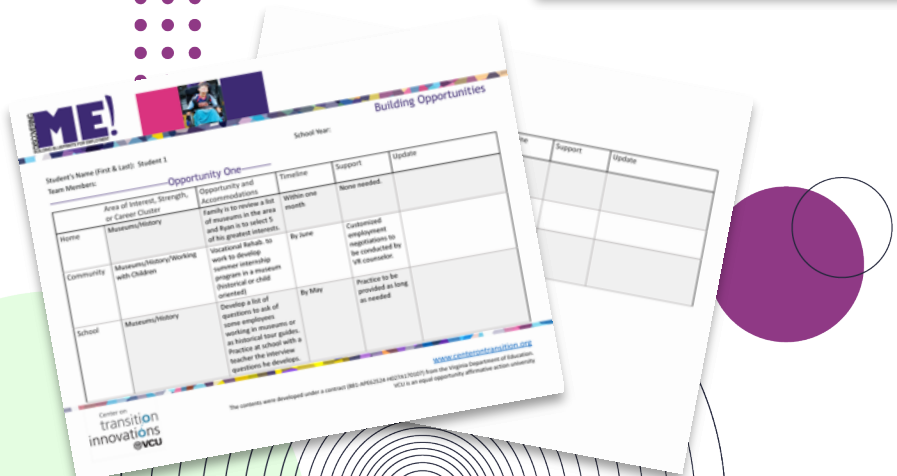


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### Opportunity Two

	Area of Interest, Strength, or Career Cluster	Opportunity and Accommodations	Timeline	Support	Update
Home	Working with children	Family to allow student to continue playing and interacting with nieces and nephews.	On-going		
Community	Working with children	Explore volunteer opportunity at Brickheads	By May		
School	Working with children	Visit Child Care/Future Teachers teach to learn about this career/technology course.	By May		





## Building Opportunities

Student's Name (First & Last): Student 2

School Year: April 2019

Team Members: Mr. Wilson (teacher), Sandy Grass (VAIL), Kendel St. John (VCU), Student, Mrs. Stewart (mother), Mrs. Competent (CTE teacher)

### Opportunity One

	Area of Interest, Strength, or Career Cluster	Opportunity and Accommodations	Timeline	Support	Update
Home	Sibling support	Kendel will research opportunities for some sibling support for student's brother.	By the end of the 18-19 school year		Kendel researched sibling supports for siblings of students with disabilities. There doesn't appear to be anything locally. Will send some websites to Mrs. Saplak to share with Mrs. Stewart
Community	Geriatrics	Weekly work-based learning experience at a local nursing home.	September 2019	Determine supports once the experience is better defined.	
School	Marketing	Student will hand out programs with her teacher at a drama performance at school. Opportunity: Register for drama for next year.	May 2019	Supports as needed to accommodate student's hip pain.	

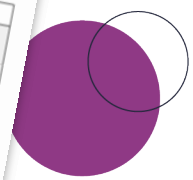
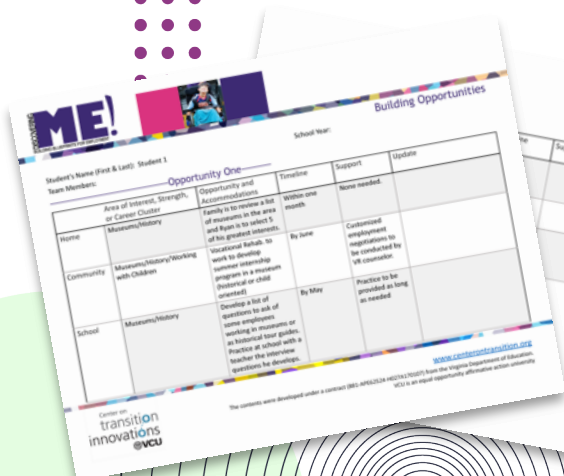


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### Opportunity Two

	Area of Interest, Strength, or Career Cluster	Opportunity and Accommodations	Timeline	Support	Update
Home	Independent living	Student will choose her other clothing appropriate for the weather and event.	September 2019	Chart to help her choose clothing for the weather, and Student will choose her outfit, and then mom will approve. School will help with the chart.	
Community	Children	Work-based learning at either Happy Kids Elementary or going to SDES with FCS teacher to work with her children	September 2019		
School	Law enforcement	Video interview SRO about police work.	September 2019	Assistance developing the questions for the interview. Practice interviewing techniques in class.	



# Nuts & Bolts of Building Opportunities

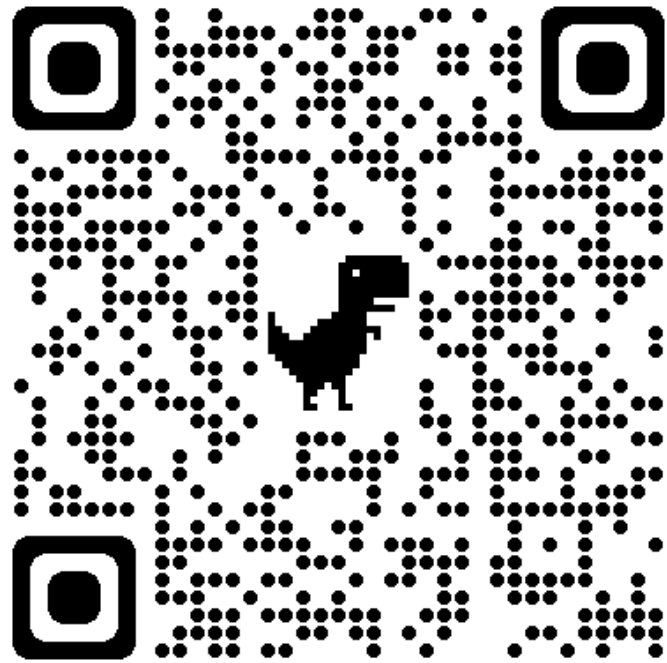
**Brainstorm** focusing on strengths, contributions, and interests.

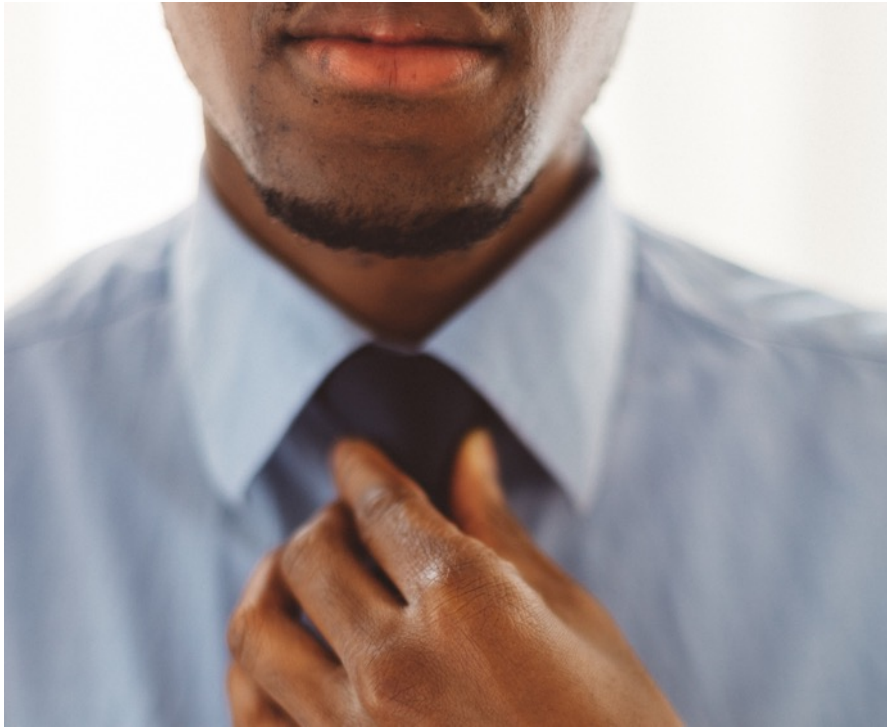
**Choose** one opportunity in the home, school, and community.

**Determine** if this opportunity meets strengths, contributions, and interests while honoring conditions for success and challenges.



# Discovering ME! Implementation Guide





# 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”

- Share the documents with team members
- Implement the Opportunities
- Collect data

# Meeting 3

**Purpose:** Exploring Careers

**Focus:** Exploring career clusters and identifying the student's top 3 career clusters

**Time Frame:** 1 1/2 to 2 hours



# Meeting Three At A Glance

## Meeting Three at a glance

### Before Meeting Three

- Identify and reserve meeting space
- Set up date, time, and location for meeting and invite team
- Prepare handouts
- Prepare student and family for meeting
- Check progress and request data from opportunities created in Meeting Two
- Summarize and add information to the Foundation Information
- Add 21st Century Workplace Readiness Skills results to Foundation Information

### During Meeting Three

- Introduce team and review agenda
- Review progress of opportunities
- Update Foundation Information
- Introduce the 17 career clusters
- Select the student's top three career clusters
- Determine individual assets and challenges to each choice of career clusters
- Build additional opportunities in the home, school, and community related to career cluster choices

### After Meeting Three

- Share Discovering ME! results with identified providers and stakeholders
- Include a copy of Discovering ME! documents in the student's special education file



# Meeting Three **Agenda**

**Focus:** Exploring careers

**Approximate time:** 1.5 - 2 hours

## Agenda items

1. Welcome and introduce team
2. Review agenda
3. Review progress of opportunities
4. Update Foundation Information
5. Introduce 17 career clusters
6. Select top three career clusters
7. Determine individual assets and challenges to chosen career clusters
8. Build additional opportunities related to career cluster choices
9. Celebrate!



[Exploring Career Clusters](#)



[My Top Three Career Clusters](#)



[Building Employment Skills through Career Readiness Activities](#)





# Non-Negotiables

- Cover each of the 17 career clusters
- Explore!
- Hone your listening skills

# Introducing Career Clusters

- Review each cluster, elicit student feedback, & note interest
- 5-6 clusters
- Use resources like Virginia Job Outlook Projection to 2024 for more information

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**EXPLORING VIRGINIA'S CAREER CLUSTERS**

Review these 17 Career Clusters to begin exploring your options.

- AGRICULTURE, FOOD, & NATURAL RESOURCES**
  - Farmers • Animal caretakers • Recycle collectors
  - Environmental scientists • Water treatment operators • Foresters
- ARCHITECTURE**
  - Carpenters • Construction equipment
  - Electricians • HVAC & me...
- HEALTH SCIENCE**
  - Home health aides
  - Nurses • Pharmacy technicians • Doctors
  - Pharmacists • EMTs & paramedics • Occupational & radiation therapists
- HOSPITALITY & TOURISM**
  - Chefs • Recreation workers
  - Food service • Hotel staff
  - Amusement attendants • Host/hostesses
- ARTS, AUDIO/VIDEO TECHNOLOGY, & COMMUNICATIONS**
  - Graphic designers • Actors, dancers, & photographers
  - Writers, authors, & editors
  - Producers & directors
- BUSINESS MANAGEMENT & ADMINISTRATION**
  - Bookkeepers & shipping clerks • Office clerks
  - Administrative assistants • Managers
  - Customer service representatives
- HUMAN SERVICES**
  - Personal care aides
  - Childcare workers
  - Fitness trainers & massage therapists
  - Mental health counselors • Social workers • Hairstylists
- INFORMATION TECHNOLOGY**
  - Software developers
  - Network & computer system administrators
  - Computer programmers • Support specialists • Information security analysts
- EDUCATION & TRAINING**
  - Teachers & administrators
  - Teacher assistants
  - College professors
  - Counselors • Librarians
  - Coaches
- ENERGY**
  - Plumbers
  - Solar technicians
- LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY**
  - Security guards • Police & correctional officers • Lawyers, paralegals, & legal assistants
  - Firefighters • Detectives & criminal investigators
- MANUFACTURING**
  - Production supervisors
  - Machinists, welders, & fitters
  - Purchasing agents • Maintenance & repair workers • Team assemblers
- FINANCE**
  - Accountants • Financial analysts • Insurance agents • Loan officers
  - Bank tellers
- GOVERNMENT & PUBLIC ADMINISTRATION**
  - Translators • Compliance officers
  - Building inspectors • Court clerks
  - Occupational health & safety specialists
- MARKETING**
  - Retail supervisors • Sales representatives • Marketing research analysts • Realtors
  - Public relations specialist
- SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)**
  - Engineers
  - Archaeologists • Soil & water conservationists
  - Environmental scientists
- TRANSPORTATION**
  - Automotive service technicians
  - Logisticians • Bus, taxi, & tractor-trailer driver • Freight, stock, & material movers

**CenterOnTrans**

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**EXPLORING VIRGINIA'S CAREER CLUSTERS**

These contents were developed under contract, #881-APE62524-H027A790107 from the VA Department of Education, an equal opportunity affirmative action university.

# Exploring Career Clusters

**Form** groups of 2-3 people.

Facilitator **shares** each cluster.

**Narrow** it down to three clusters.

Factors to consider in selecting top three

- Foundation Information
- Student passions
- Job availability & outlook



# Determining My Top Three Career Clusters

- Narrow to 3 career clusters
- Identify possible jobs of interest
- Select education level required
- Determine assets and challenges





### Career Cluster #1: Hospitality and Tourism

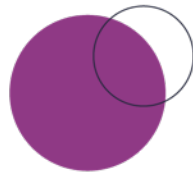
Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
Tour Guide Museum worker	-Interest in history -Love of routine and repetition -Ability to memorize historical facts -Enjoys reading and learning -Expressing an interest in working in this career cluster -Large number of museums in student's community	-Interacting with the public/communication that is conversational in nature -Prefers to work alone	High School ( ) Associates ( ) Bachelor ( ) Master's ( ) Doctoral ( ) N/A (X)

### Career Cluster #2: Human Services

Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
Customized job in field of child care	-Likes interacting with young children -Has some experience with nieces and nephews and with child care in church setting -Has shown to have a great deal of patience	-Communication -Possible changes in routine	High School ( ) Associates ( ) Bachelor ( ) Master's ( ) Doctoral ( ) N/A (X)

### Career Cluster #3: Information Technology

Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
Customized job in field of Information Technology	-Interests and aptitude with technology -Routine -Preference to work alone or with small groups	-Anxiety	High School ( ) Associates ( ) Bachelor ( ) Master's ( ) Doctoral ( )



### Career Cluster #1: Law, Public Safety, Corrections and Security

Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
Receptionist at a police station or fire department	Leadership	Independent judgment	High School (X)
Office work at a police department	Organized	Physical ability/stamina	Associates ( )
Police booster	Advocacy		Bachelor ( )
	High moral standard		Master's ( )
	Integrity		Doctoral ( )
			N/A ( )

### Career Cluster #2: Human Services

Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
1) Child Care facility	1) Empathetic and intuitive	1) Pace of the work	High School (X)
2) Generations Crossing – elder and child care	2) Wants to help others	2) Ability to resolve conflict	Associates ( )
3) Companion care	3) Very social	3) Regulations involved	Bachelor ( )
4) Pre-school assistant	4) Organization		Master's ( )
			Doctoral ( )
			N/A ( )

### Career Cluster #3: Health Science

Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
1) Hospital	1) Desire to help	1) Balance and gait	High School (X)
2) Nursing Home	2) A strong interest	2) Ability to resolve conflict	Associates (X)
3) Medical office	3) Project Search and option in the future	3) Regulations	Bachelor ( )
	4) Organization		Master's ( )
			Doctoral ( )
			N/A ( )

**ME!** My Top Three Career Clusters

Student's Name (First & Last): Student 2 Grade Level: 9th Date: April 2019

**Career Cluster #1: Law, Public Safety, Corrections and Security**

Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
Receptionist at a police station or fire department	Leadership	Independent judgment	High School (X)
Office work at a police department	Organized	Physical ability/stamina	Associates ( )
Police booster	Advocacy		Bachelor ( )
	High moral standard		Master's ( )
	Integrity		Doctoral ( )
			N/A ( )

**Career Cluster #2: Human Services**

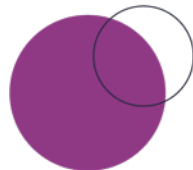
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3) Companion care	3) Very social	3) Regulations involved	Bachelor ( )
4) Pre-school assistant	4) Organization		Master's ( )
			Doctoral ( )
			N/A ( )

**Career Cluster #3: Health Science**

Possible Job(s) of Interest	My Interests & Strengths	My Challenges & Conditions	Education (Mark with X)
1) Hospital	1) Desire to help	1) Balance and gait	High School (X)
2) Nursing Home	2) A strong interest	2) Ability to resolve conflict	Associates (X)
3) Medical office	3) Project Search and option in the future	3) Regulations	Bachelor ( )
	4) Organization		Master's ( )
			Doctoral ( )
			N/A ( )

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The contents were developed under a contract (881-APR02314-0002741-00007) from the Virginia Department of Education.






# Building New Opportunities


Adapt/expand any previous opportunities that **relate to the identified** career clusters.

OR

Build **new opportunities** specific to identified career clusters.



**DISCOVERING ME!**  
BUILDING BLUEPRINTS FOR EMPLOYERS



## My Top Three Career Clusters

Student's Name: Student 2
Date: April 24, 2018

**Career Cluster #1: Human Services**


Possible Job(s) of Interest in this cluster: 1) Child Care Facility 2) Generations Crossing - elder and child care 3) Business providing in home companionship 4) Pre-school assistant	Education most typical for this job (check): <input checked="" type="checkbox"/> High School Only <input type="checkbox"/> Associate's Degree <input type="checkbox"/> Bachelor Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree	My Interests & Strengths supporting this job/cluster: 1) Empathic and intuitive 2) Wants to help others 3) Very social 4) Organization	My Challenges & Conditions for success related to this job/cluster: 1) Pace of the work 2) Ability to resolve conflict 3) Regulations involved
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**Career Cluster #2: Health Science**

Possible Job(s) of Interest in this cluster: 1) Hospital 2) Nursing Home 3) Medical office	Education most typical for this job (check): <input checked="" type="checkbox"/> High School Only <input checked="" type="checkbox"/> Associate's Degree <input type="checkbox"/> Bachelor Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree	My Interests & Strengths supporting this job/cluster: 1) Desire to help 2) Her primary interest 3) Project Search 4) Organization 5) Drama	My Challenges & Conditions for success related to this job/cluster: 1) Balance and gait 2) Ability to resolve conflict 3) Regulations
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**Career Cluster #3: Marketing**

Possible Job(s) of Interest in this cluster: 1) Advocacy	Education most typical for this job (check): <input checked="" type="checkbox"/> High School Only <input type="checkbox"/> Associate's Degree <input type="checkbox"/> Bachelor Degree <input type="checkbox"/> Master's Degree	My Interests & Strengths supporting this job/cluster: 1) Interest in drama	My Challenges & Conditions for success related to this job/cluster: 1) Academic limitations
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**Career Cluster #3: Marketing**

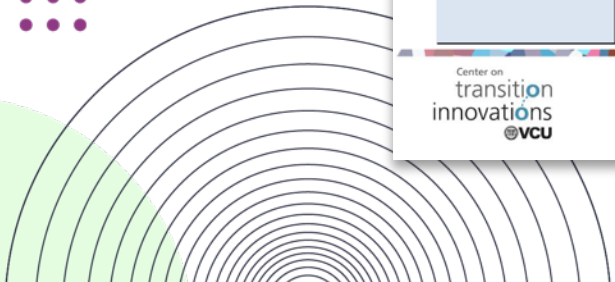
	<input type="checkbox"/> Doctoral Degree	2) More openings in entertainment for people with disabilities	
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Center on transition innovations  
VCU

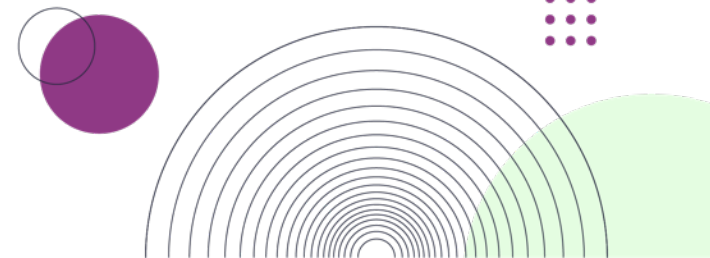
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# Tips for Identifying Career Clusters

- Introduce all the clusters
- Utilize other sources to explain clusters
- Connect clusters to interests, strengths, and contributions
- Build opportunities allowing for cluster exploration
- Think outside the box - emphasize customized jobs rather than traditional jobs
- Erase preconceived notions of jobs within clusters
- Deemphasize educational requirements for customized jobs
- Just because nobody has done it before, doesn't mean this person can't

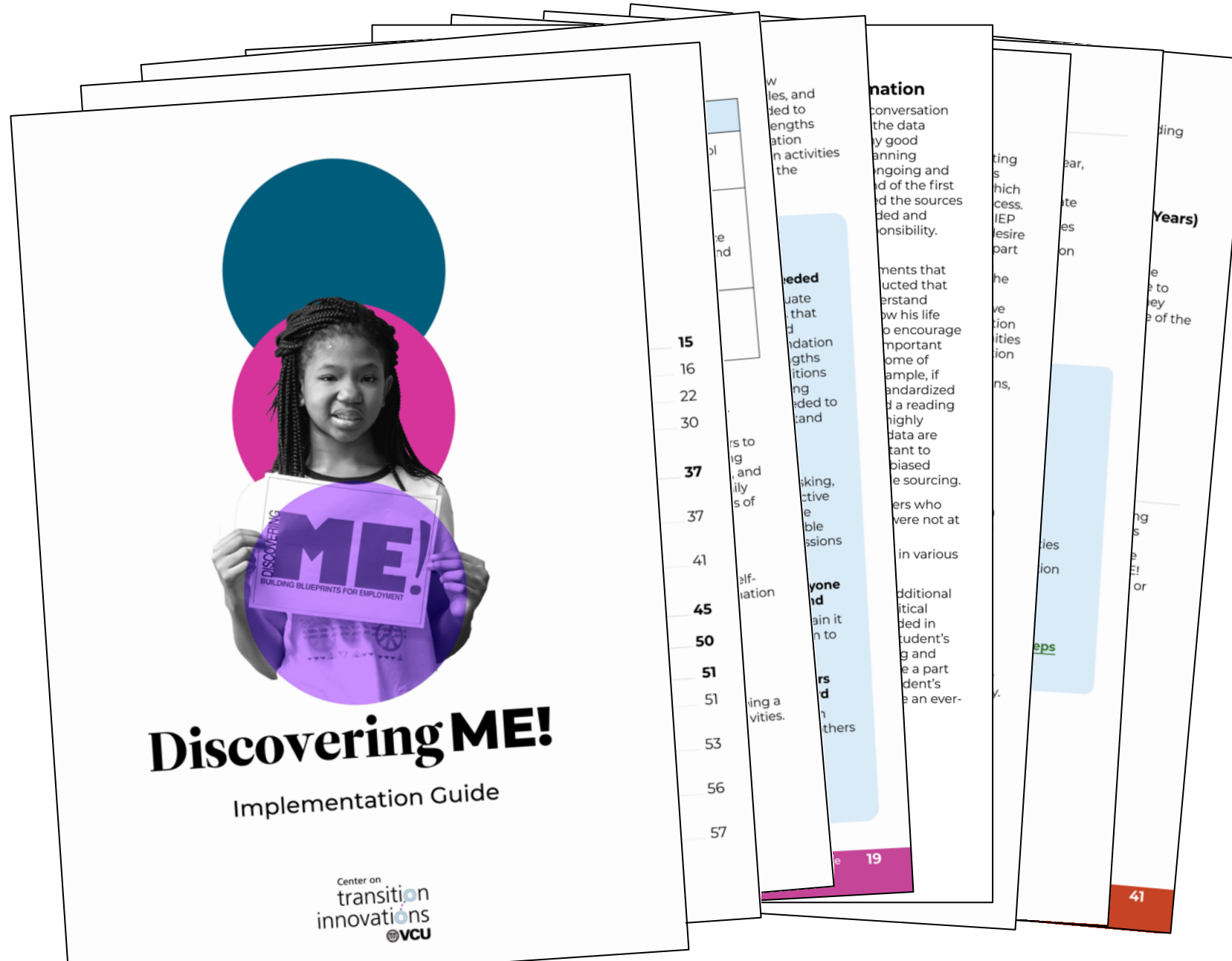


# Extending Discovering ME!

- Use information from Discovering ME! in the IEP.
- Use information in the IPE and other agency documentation.
- Families use Foundation page to educate agency partners and other professionals.
- When appropriate, use Discovering ME! to build the student's Academic and Career Plan and appropriate course of study.
- Share Discovering Me! documents with the next case manager.
- Broach how opportunities will continue in the new grade/school.
- Invite upcoming case manager to the 3<sup>rd</sup> meeting.



Discovering ME! was developed by  
the Center on Transition  
Innovations





## Questions. Comments. Stay Connected.

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