

Discovery Translation Chart

The purpose of this tool is to bridge the gap between Discovery practices and VR authorizations. For each Discovery practice, the following is provided: examples, a match or “translation” to VR, and quality indicators. Quality indicators should be used by both the Employment Specialist and the VR counselor to ensure that activities and documentation are completed using best practices.

We assume the Discovery process:

- should take 20-60 hours for most job seekers, over a two- to eight-week period (perhaps longer if consumer participates in work experience).
- operates as a strength-based model.
- uses two or more team members to allow for collaboration.

Discovery Practices	Examples	Quality Indicators	VR Authorization/ Translation
Meet/Greet	<ul style="list-style-type: none"> • Home visit at job seeker’s home, unless policy or job seeker dictates otherwise. • Home visit occurs at a consumer-driven community setting such as library, coffee shop, or church. • Home visit may include others who know the person well 	<ul style="list-style-type: none"> • The ES allows the job seeker to lead the conversation using “smooth listening” and strategies that promote open-ended conversations. The ES does not lead the conversation or structure the conversation as an interview. • Through the meet and greet, the ES finds or identifies skills and interests to use as an initial starting point for planning future activities, and avoids premature identification of job selection. • The ES takes notes after the conversation has been complete (e.g. in the car), rather than during the conversation. • Prior to this meeting, intake has been completed. • Roles and expectations are explained, defined, and agreed upon. • Frequency of visits and activities are communicated and agreed upon. • Individual is an integrated part of the process. 	<p><i>The Discovery activities listed in the Discovery Practices column provide permissible activities that may be included within a Discovery authorization.</i></p> <ul style="list-style-type: none"> • Other Discovery Activity • Situational Assessment • Job Shadow <p><i>**It is important to note that for any authorized services (e.g., Situational Assessment) the ES must ensure the service meets the full service delivery requirements</i></p>

		<ul style="list-style-type: none"> ES uses visit(s) to establish and build rapport and trust. ES observes, learns, and captures: likes, preferences, dislikes and supports of the job seeker. Meet and greet serves as “jumping off point” for planning Discovery activities and services. 	<i>and expected outcome requirements set forth in the VR Manual of Employment Services.</i>
Interviews with people who know the job seeker well	<ul style="list-style-type: none"> Those who are interviewed have a vested interest (positive) in the job seeker ES identifies “lifelines,” both paid and non-paid people who are important in the job seeker’s life, and includes these people in interviews. 	<ul style="list-style-type: none"> ES interviews people who know the job seeker well. These interviews should include those who are identified by the job seeker as well as those not paid to support the job seeker. ES engages in “Smooth Listening,” and asks questions at the appropriate time. ES uses interviews to gain positive information including job seeker strengths and successes. ES does not capture negative or unhelpful information. ES frames challenging needs in a positive supportive manner. Unhelpful information is not kept or included in documentation (Discovery Profile). ES finds or identifies skills and interests to use as a jumping off point for planning future activities. 	<ul style="list-style-type: none"> Other Discovery activity Job shadow
Doing things with: Being alongside gathering info and observing familiar activities that lead to strength-based observations and skills	<ul style="list-style-type: none"> Prepare a meal in job seeker’s kitchen and shop at job seeker’s usual grocery store Play bingo at the VFW with job seeker and her Dad Garden at home Go to club or association where the person performs a task 	<ul style="list-style-type: none"> ES discerns competencies through intentional, purposeful activities of interest that shed light on skills, abilities, tasks, support needs, and instructional strategies. Reported activity(s) occur at home and/or in familiar community-based settings, where job seeker performs familiar activities. Transferrable skills may be identified and reported. ES is present during activities to assist job seeker and enhance competencies. Job seeker participates in activity, as opposed to being passively present. Job seeker participates in activity to the best of their ability. Partial participation is supported as appropriate. The person does something: an action you can take a picture or video. 	<ul style="list-style-type: none"> Other Discovery activities Situational assessment
	<ul style="list-style-type: none"> Emerging theme: Celebration. ES facilitates an opportunity to set up a lunch event with a caterer. On a different day, the ES facilitates an 	<ul style="list-style-type: none"> ES discerns competencies through intentional, purposeful activities of interest that shed light on skills, abilities, tasks, support needs, and instructional strategies. 	<ul style="list-style-type: none"> Other Discovery activities



<p>Doing things with: Being alongside gathering info and observing unfamiliar activities</p>	<p>opportunity to assist local stationery store with wedding invitation collating and mailing.</p> <ul style="list-style-type: none"> Emerging theme: Aviation. ES facilitates a day of assisting pilots by pulling weather reports at local airfield. While at the airport, ES discovers job seeker is interested in the gadgets and dials of the airplane. Subsequent opportunity is set up with the technician who fixes planes. 	<ul style="list-style-type: none"> ES develops a multi-layered experience that engages multiple skills and tasks (e.g., hand out brochure vs ushering for a play where job seeker is greeting people, handing out brochure, seating people, and/or using flashlight). The experience developed builds upon the job seeker’s emergent interests or skills. The ES ensures that the job seeker is/appears competent in the experience. This means that the ES may provide supports and has tailored the task appropriately. Most job seekers will benefit from a multi-layered experience that engages multiple skills and tasks, while other select job seekers may need to focus on a primary task or skill. ES identifies or develops activities that are new to the job seeker, based on job seeker’s emergent interests or skills, to provide further discernment. While relationships and connections may be made in the community, the intent of the activity is not job development. ES responds quickly (ex. within 2-3 working days), with an activity (see above) that is related to an identified interest or skill. 	<ul style="list-style-type: none"> Situational assessment Work experience
<p>Capturing the individual’s conditions for successful employment</p>	<ul style="list-style-type: none"> Identify viable transportation options (learning the local taxi system and/or relying on family/co-worker) Work needs to start after a certain time due to medications (e.g., 11:00 a.m.) Environmental concerns - e.g., dust, lighting, temperature, sudden loud noises. Job seeker requires assistive technology to manage their day and/or for communication. Social conditions (people, type of supervision needed) Hours of work 	<ul style="list-style-type: none"> This section of profile is defined differently for each job seeker. This section is complete, comprehensive, and thorough. The negotiables and non-negotiables are identified appropriately in the profile (page 10). Conditions are described in positive terms and as solutions to the barriers (Avoidance of negative descriptors and conditions). 	<ul style="list-style-type: none"> Other Discovery activities Situational assessment Work experience Job shadow



<p>Capture personal attributes</p>	<ul style="list-style-type: none"> • Friendly, as evidenced by greetings at church. • Person has strong preference for routine as observed throughout the Discovery process. 	<ul style="list-style-type: none"> • The person is described in terms of personality or behavioral qualities they demonstrate. • Attributes are identified through the Discovery process and are given within a context. • Personal attributes are presented from a strengths-based perspective. 	<ul style="list-style-type: none"> • Other Discovery activities • Situational assessment • Work experience • Job shadow
<p>Discovery informational interviews with employers based on potential emerging themes (not job development)</p> <p><i>The purpose is to ask for career advice and information about the business/industry, etc.</i></p>	<ul style="list-style-type: none"> • Along with the job seeker, meeting with owner or person in charge to learn more about their business. • Emerging theme: Cooking. Interviews were conducted at a bakery, a car dealership (offer fresh baked cookies to customers), and a realtor’s office (give baskets of cookies to new homeowners). • Identifying businesses to go speak with through social capital and other networks in job seeker’s community. 	<ul style="list-style-type: none"> • The intent of a Discovery informational interview is to refine and finalize vocational themes. • ES facilitates interview with a focus of common shared interests, not on the potential of employment. • The job seeker participates in the interviews. Professional judgement is needed and used on the job seeker attending, based on assuring the individual’s dignity and reputation. • One to three interviews for each identified vocational theme, emerging themes as appropriate. • Interviews are chosen based on where the career makes sense. • Interviews identify opportunities for employment in the given community or field (supply chain, referrals, etc.) • ES uses a variety of sources; including warm leads, appointments, business network, and cold calls with small businesses. 	<ul style="list-style-type: none"> • Other Discovery Activities • Informational interviews may be conducted during situational assessments and/or work experiences as appropriate.
<p>Development of minimum of three vocational themes</p>	<ul style="list-style-type: none"> • Themes are broad umbrella topics that represent an accumulation of many jobs, environments, skills/task sets, and interests <p>Examples:</p> <ul style="list-style-type: none"> • Using words that are not a job description or an industry title e.g. Cleanliness: not janitorial. • Religion, Helping, and Nature 	<ul style="list-style-type: none"> • Vague, broad, vocational themes capture many kinds of businesses and jobs. • A team approach is used to craft words or a short phrase based on interests, skills, and conditions of employment, tasks, discovery activities, and personal attributes. • All completed Discovery activities are described, supporting the development of a theme. • There is a global understanding and agreement of themes by all team members. • Emerging vocational themes (page 11) translate to established vocational goal (page 14). 	<ul style="list-style-type: none"> • Other Discovery activities • Situational assessment • Work experience • Job shadow



<p>List of employers based on the vocational themes (page 12)</p>	<p>Theme: Cleanliness. Potential employers could include specific local employers such as Blue Moon Brewery, Sam Swope Car Dealership, Indy Children’s Hospital, Yank It Out Dental, or other employers in the community whose needs appear to meet the vocational theme.</p>	<ul style="list-style-type: none"> • Vocational Themes align with the identified list of employers. • List of employers generated from Vocational Themes, regardless of advertised openings. • Under each theme, as many lines as possible are completed with thoughtful, individualized, and appropriate information using warm leads and use of social capital. 	<ul style="list-style-type: none"> • Other Discovery activities • Situational assessment • Work experience • Job shadow
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