The V3 Discovery Process

Improving Employment Outcomes for Individuals with ASD
**V3 DISCOVERY**

The V3 Discovery process, adapted from the Collaboration on Discovery & Innovation in Employment (CODIE, 2013), was developed to serve as an age-appropriate transition assessment for individuals with ASD and other complex disabilities. The process is aligned with the principles of person-centered planning, self-determination, and individual choice, and provides relevant and accurate information to assist in employment planning. The outcomes of this 5-step process include:

- **Vision**: Relevant and accurate information to inform the IEP transition goals as well as other postsecondary transition outcomes.
- **Vocational Profile**: Information in 4 primary areas that enhance employment outcomes (The 4 C’s):
  - Choices (individual’s interests and preferences)
  - Contributions (skills and abilities that would benefit employers)
  - Conditions (individual needs and challenges)
  - Connections (social capital)
- **Visual Resume**: A visual representation of the contributions the individual can make to potential employers.

The tools for V3 Discovery include records review, interviews and surveys of persons who know the individual best, and multiple observations with the individual in familiar and novel integrated school and community settings including a home visit(s) and a neighborhood tour. The 5-step process is organized in a checklist that identifies corresponding companion tools to be used in conjunction with each step.

The checklist also includes a sample calendar for completing the process over the course of a school year, although it is generally expected that at a student’s age 14 Individualized Educational Program (IEP) meeting, the process of V3 Discovery would begin. This will help ensure that a transition plan is in place by age 16. In addition, at this time (age 14), it is likely the student’s EDP (Educational Development Plan) is also being developed and can be aligned with the process. A general description of the 5 steps of the V3 Discovery Process is provided below:

**Step 1: Preparation:** This step involves tasks necessary to begin the process of V3 Discovery. These include identifying the target student and obtaining signed release, establishing team members, scheduling meetings, ensuring all team members have information and resources on Discovery and Customized Employment, establishing outcomes, and conducting a records review.

**Step 2: Plan & Conduct Interviews & Surveys:** This step involves conducting interviews and surveys of individuals, personal and professional, who know the individual with ASD and/or the family best. This might include extended family members, neighbors, church members, and peers.

**Step 3: Plan & Conduct ICIE (Intentional Community Integrated Experience) Observations:** This step involves direct observations of the student during identified routines and environments. Observations are more aptly defined as “hanging out with intention” as the observer is expected to engage and participate in the activities or routines and then document their experiences after the event. This step also involves scheduling and conducting a home and neighborhood observation and tour.

**Step 4: Develop the V3 Discovery Summary: Vision, Vocational Profile, & Visual Resume:** In this step, the team combines all the information gathered through the records review, interviews and surveys, and ICIE observations to complete the V3 Discovery Summary. This step includes a Brain Blizzard meeting that focuses on employment planning as well as the development of the visual resume.

**Step 5: Employment Development:** In this step, the team contacts potential employers and conducts a needs analysis in the business to identify a match between the job seeker and the employer.
## V3 Discovery Process Checklist

<table>
<thead>
<tr>
<th>V3 Discovery Step</th>
<th>Information/Actions</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 1: Preparation</strong></td>
<td></td>
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<tr>
<td><strong>a. Select Target Student</strong></td>
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</tbody>
</table>
| | o Get signed *Release of Information*.  
| | o Complete the *Student Profile*. |
| **b. Establish Relevant Team Members and Identify the Team Leader.** | |
| | This includes determining what services the student may be eligible for and/or has in place (e.g. Medicaid Waiver, MRS, SSI, and/or other employment and independent living agencies). Invite relevant agency personnel to participate in the process.  
| | o Complete the *Team Information Form*. |
| **c. Schedule Monthly Meetings** and develop basic agendas for the year (see Calendar Example). Step 4 includes the Brain Blizzard meeting so additional time may be needed for that meeting. | |
| **d. Provide Team Members Information on Discovery and Customized Employment** | |
| | • Explain the V3 Discovery process and outcomes to the student’s team. Outcomes include the development of the Post-Secondary Vision / Goals, Vocational Profile and Visual Resume.  
| | • If desired, complete the Griffin & Hammis online modules on Discovery & Customized Employment as a team (or individually if necessary). **NOTE:** Registrations for this course may be purchased at [https://goo.gl/DHG Ara](https://goo.gl/DHG Ara) by the district/ISD or community agency or may be purchased using START RCN contract funds if included in the RCN budget.  
| | • Have team members register for and review the AIM modules *Customized Employment, Preparing Individuals for Employment,* and *The Employee with Autism* under the “Autism in the Workplace” tab. ([http://www.autisminternetmodules.org/](http://www.autisminternetmodules.org/)) |
| **e. Establish Baseline Data and V3 Discovery Outcomes:** Complete the *BYF Target Student Data* baseline form and file for end of year comparison. The overall outcomes from V3 Discovery include information to inform the student’s post-secondary vision / goals, a vocational profile that establishes the student’s contribution and conditions for employment, and the visual resume that outlines those contributions for potential employees. If the team has additional goals for the process, identify those in the adjacent column. | |
| **f. Conduct Records Review:** Assign a team member(s) to review relevant school records and files including the EDP (Educational Development Plan), memorabilia (ex. awards in extra-curricular activities, certificates, etc.), social media, and other records of past and current student activities, supports, and services. This historical information will be used to develop the Vocational Profile. Get actual copies of records if available and document information on the *V3 Discovery Records Review form.* | |

Adapted from the Collaboration on Discovery & Innovation in Employment (CODIE), Florida Center for Inclusive Communities (2-13)
**Step 2: Plan & Conduct Interviews & Surveys**

Determine names of individuals, personal and professional, who the student with ASD and/or the family feels know the student the best. Include same-age peers, family members, teachers, itinerant staff, administrators, etc. List names and contact information on the *V3 Discovery Interview and Survey Tools* form.

Develop a plan for obtaining information from identified persons. The *V3 Discovery Interview and Survey Tools* form has a number of survey/interview forms to use. The plan can include face-to-face interviews or completion of the detailed or brief surveys.

**Interviews & Surveys Plan** *(Complete Action Plan)*

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**Step 3: Plan & Conduct ICIE Observations**

- **Typical Life Activities & Routines:** Determine 1-2 typical routines and activities that the student participates in successfully (at school, home and in the community). Decide who will participate with the student as they engage in these activities and document the information gained on an *ICIE Observation Form*. Take photos/video to enhance the process.

- **Student’s Favorite Places & Activities:** Determine the student’s favorite places where they are at their personal best and the select at least 4 as ICIE observations. Only 1 can be in an inclusive environment in school. The others should be 2 familiar favorite activities in familiar locations and then plan 1 familiar activity in a new location. Decide who will participate with and complete the observations using the *ICIE Observation Form*. Take photos/video to enhance the process.

- **Student at Home & Neighborhood Tour**
  - Schedule a meeting with student and family at the student’s home (or at an alternate location if the family or student prefers). Use the *V3 Discovery Home Visit and Neighborhood Tour form* as a guideline for gathering information.
  - Tour the neighborhood within at least ½ to ½ mile radius of the student’s home and observe surroundings, safety, businesses, culture, transportation, services near the home, etc. Document observations on the *V3 Discovery Home Visit and Neighborhood Tour form*.

**ICIE Observation Plan** *(Complete Action Plan)*

Selected Routines:

1. Favorite Place:
2. Favorite Place:
3. Favorite Place:
4. Favorite Place:
5. Familiar Favorite Activity:
6. Familiar Favorite Activity:
7. Familiar Activity / New Location:

Home & Neighborhood Observation Plan:

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Adapted from the Collaboration on Discovery & Innovation in Employment (CODIE), Florida Center for Inclusive Communities (2-13)
### Step 4: Develop the V3 Discovery Summary: Vision, Vocational Profile, & Visual Resume:

a. **Complete the first part of Section 2 (Vocational Profile) of the V3 Discovery Summary:** Use all notes and information gathered through the records review, interviews and surveys, ICIE observations, home observation and neighborhood tour to complete the Part A of Section 2 (Vocational Profile) on the **V3 Discovery Summary form.** This information is needed for the Brain Blizzard meeting. Provide a copy of the summary to the student, family, and all team members.

b. **Conduct a Team Meeting** on employment planning to include the Brain Blizzard. A description of the process and a place to document the information gathered is located in Part B of Section 2 of the **V3 Discovery Summary.**

c. **Develop the Visual Resume:** Develop a representational portfolio (visual resume) for the student using visual and narrative information developed during V3 Discovery process. Information on developing the visual resume is provided in the **V3 Discovery Summary.**

d. **Complete Section 1 (the Vision) of the V3 Discovery Summary.** Information about the Vision is provided on the Discovery form.

e. **Arrange for the Student to Get a Driver’s License or State ID.** Because employers require identification, it is crucial for student’s to have photo ID.

### Step 5: Employment Development

- **Contact Potential Employers:** Using the list generated during the Brain Blizzard, assign individuals to contact potential employers for an interview / tour.

- **Conduct an Employer Needs Analysis:** Using the **Employer Needs Analysis form**, interview potential employers and complete a business tour for the selected businesses.

- **Identify the Match:** Utilizing information gained during the employer needs analysis, match the student’s interests, contributions, and conditions with the needs of employers.

- **Negotiate with Employers:** Detailed information on negotiating with employers can be found in the Job Developer’s Handbook (Griffin, Hammis & Geary, 20) and the Griffin & Hammis online modules described above. Using the information in the Vocational Profile and Employer Needs Analysis, negotiate a position for the student with the employer.

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**V3 Discovery Summary Development Plan (Complete Action Plan)**

**COMPLETE THE BYF TARGET STUDENT DATA form and compare to baseline data.**

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**It is important to note remarkable moments in a student’s life.**

Remarkable moments may seem like small things to others, but focus on those unexpected aspects of a student’s performance, behavior, or progress that are significant and merit attention and documentation.

Adapted from the Collaboration on Discovery & Innovation in Employment (CODIE), Florida Center for Inclusive Communities (2-13)
Statewide Autism Resources and Training (START) is a statewide training and development grant awarded to Grand Valley State University by the Michigan Department of Education, Office of Special Education. START has established a number of secondary transition projects to improve post-secondary outcomes for students with ASD. One of those projects requires the Regional Collaborative Networks (RCN) and Intensive Training (IT) site participants to identify secondary transition age students to conduct a V3 Discovery assessment and develop innovative plans for moving students into employment and independent living opportunities. For these students, permission is needed to take and use video and pictures and share information with others involved in the project.

**Adult Permission Form**

I, ____________________________ (insert name) agree to allow members of my school district / secondary transition team ____________________________ (insert district name) to discuss and share my transition data and school information as part of a START secondary transition project focused on improving post-secondary outcomes for youth with ASD. I agree to be photographed or video recorded as part of this Transition Project. Pictures and videos will only be used to the extent that they assist in learning about effective transition practices and processes during START leadership meetings, RCN meetings, and professional and parent trainings. By signing below, I agree to the above information. I understand that I am considered a part of my team and thus may request an invitation to the training sessions where my transition plan will be discussed and that I may ask to review presentation materials developed. Should any concerns throughout the year arise, I understand that I may contact the district / contact person listed above or the START Project office at Grand Valley State University Autism Education Center - P: 616-331-6480.

**Parent / Guardian Permission Form**

I, ____________________________ (insert parent / guardian name) agree to allow members of my school district ____________________________ (insert district name) to discuss and share student data and school information regarding my son/daughter, ____________________________ (insert student name) as part of a START secondary transition project focused on improving post-secondary outcomes for youth with ASD. I agree to allow my child to be photographed or video recorded as part of this Transition Project. Pictures and videos will only be used to the extent that they assist in learning about effective transition practices and processes during START leadership meetings, RCN meetings, and professional and parent trainings. By signing below, I agree to the above information. I understand that I am considered a part of my child’s team and thus may request an invitation to the training sessions where my child will be discussed and that I may ask to review presentation materials developed. Should any concerns throughout the year arise, I understand that I may contact the district / contact person listed above or the START Project office at Grand Valley State University Autism Education Center - P: 616-331-6480.

Information will be shared with START Team members, Regional Collaborative Network (RCN) members, and participants in state leadership meetings and trainings to expand knowledge and strategies for youth with ASD around the state. I understand that personal information will be shared in presentations, such as first name, IEP information, profile, and progress toward transition goals. I understand and agree that information, photographs, and video obtained as part of this project may be used as a teaching tool for START trainings and presentations by my local school system. Therefore this release of confidential information agreement remains in effect unless revoked. I understand that in order to revoke this release, I may contact the district / contact person listed above or the START Project office at Grand Valley State University Autism Education Center - P: 616-331-6480.
# Student Profile

<table>
<thead>
<tr>
<th>Student Name (DOB):</th>
<th>Parents:</th>
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<tr>
<td>ISD; District; Building:</td>
<td>Grade:</td>
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<td>Teacher(s) / Relevant Staff:</td>
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<tr>
<td>Relevant Family Info:</td>
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<tr>
<td>LRE / Schedule:</td>
<td>Copy of IEP</td>
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## Student Factors

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<tr>
<th>Preferred Interests:</th>
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<tr>
<td>Fears / Dislikes:</td>
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<td>OTHER (Health, Needs, etc.):</td>
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## Language / Communication

<table>
<thead>
<tr>
<th>Check One:</th>
<th>Highly verbal</th>
<th>Moderately verbal</th>
<th>Minimally verbal</th>
<th>Echolalic</th>
<th>Non-verbal</th>
</tr>
</thead>
</table>

| Language / Communication Strengths: |
| Language / Communication Needs: |

## Social

| Social Strengths: |
| Peer to Peer Support: |

| Social Needs: |

## Behavior

<table>
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<th>Student's Primary Behavior Challenges:</th>
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<tr>
<td>FBA</td>
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| Does the student exhibit self-injury? | Y | N |
| Does the student exhibit aggression? | Y | N |

## Independence / Academic

| Independence: |

| Academic Output: |
| Academic Engagement: |
Team Information for V3 Discovery

It is critical for all team members to be identified, invited, and actively participate in the V3 Discovery Process. Crucial team members include parents / family members, teachers, itinerant educational staff (ex. School psychologist, school social workers, speech and language pathologist), and community partners such as Michigan Rehabilitation Services (MRS), Community Mental Health agency staff, and other employment and/or independent living agencies that may be involved in providing services during or post school.

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<th>Student:</th>
<th>ISD / District:</th>
<th>Building:</th>
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<tr>
<th>Team Leader</th>
<th>Agency</th>
<th>Professional Role</th>
<th>Contact Information: Email / Phone</th>
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<tr>
<th>Team Members</th>
<th>Agency</th>
<th>Professional Role</th>
<th>Contact Information: Email / Phone</th>
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START Project, Sept 2015
## Sample Calendar for the School Year

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
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</thead>
<tbody>
<tr>
<td>___Identify a Project Building</td>
<td>___Establish Team, Meeting Schedule, Baseline Data and Agendas for the Year</td>
<td>___Monthly Team Meeting</td>
</tr>
<tr>
<td>___Identify Target Student for Participation</td>
<td>___Complete Record Review</td>
<td>___Conduct Interviews &amp; Surveys</td>
</tr>
<tr>
<td>___Get Signed Release of Info</td>
<td>___Hold Initial Meeting with Team to Complete Training &amp; Establish Plan for the Year</td>
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<tr>
<td>___Complete Student Information Form</td>
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<thead>
<tr>
<th>November</th>
<th>December</th>
<th>January</th>
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<tbody>
<tr>
<td>___Monthly Team Meeting</td>
<td>___Monthly Team Meeting</td>
<td>___Monthly Team Meeting</td>
</tr>
<tr>
<td>___Conduct ICIE Observations</td>
<td>___Conduct ICIE Observations</td>
<td>___Conduct ICIE Observations</td>
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<tr>
<th>February</th>
<th>March</th>
<th>April</th>
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<tbody>
<tr>
<td>___Monthly Team Meeting</td>
<td>___Monthly Team Meeting</td>
<td>___Monthly Team Meeting</td>
</tr>
<tr>
<td>___Conduct ICIE Observations</td>
<td>___Write Draft of Vocational Profile</td>
<td>___Conduct Brain Blizzard Meeting</td>
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<tr>
<td>___Conduct Home Visit / Neighborhood Tour</td>
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<td>___Establish Social Capital</td>
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<tr>
<th>May</th>
<th>June</th>
<th>July</th>
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<tbody>
<tr>
<td>___Monthly Team Meeting</td>
<td>___Monthly Team Meeting</td>
<td>___Implement Summer Job Opportunity for Student</td>
</tr>
<tr>
<td>___Complete Visual Resume</td>
<td>___Complete V3 Discovery Profile document and BYF Target Student Data form for baseline comparison</td>
<td>___Review End of the Year Data</td>
</tr>
<tr>
<td>___Get State ID</td>
<td>___Use Profile to Write IEP Vision</td>
<td>___Plan for Next Year</td>
</tr>
<tr>
<td></td>
<td>___Develop a Summer Employment Action Plan</td>
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### Team Meeting Sample Agenda:

- Calendar Review
- Follow Up on Action Items from Previous Meeting
- Current Status Update
- Problem Solve Issues / Concerns
- Review Next Steps in Discovery
- Develop Action Items for Next Steps
### General Information

<table>
<thead>
<tr>
<th>Name of person completing form:</th>
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<tr>
<td>Email address of person completing form:</td>
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<tr>
<th>Type of Data</th>
<th>Baseline</th>
<th>Post Data</th>
<th>Date Completed:</th>
</tr>
</thead>
</table>

| Target Student (TS): | Grade: |

*Parent permission required to submit this data to START |

<table>
<thead>
<tr>
<th>Student Grade Level:</th>
<th>Middle School</th>
<th>High School</th>
<th>Post High School</th>
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</table>

<table>
<thead>
<tr>
<th>TS Date of Birth:</th>
<th>TS Gender:</th>
<th>Female</th>
<th>Male</th>
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<thead>
<tr>
<th>TS Race/Ethnicity:</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>Asian</td>
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<tr>
<td>Middle Eastern or North African</td>
<td>Multi-racial</td>
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<tr>
<th>Building:</th>
<th>ISD:</th>
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<tr>
<th>District:</th>
<th>RCN:</th>
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Target Student Information

1. The student is working or has worked independently in an integrated, community-based employment setting, alongside co-workers without disabilities, within the past year.
   ☐ No
   ☐ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage □ Paid sub-minimum wage □ Not paid

2. The student is working or has worked in a community-based job with a job coach within the past year.
   ☐ No
   ☐ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage □ Paid sub-minimum wage □ Not paid

3. The student is working or has worked in a community-based job in an enclave within the past year. An enclave is defined as a group of individuals with disabilities in a particular setting doing the same type of work and supervised by staff not employed by the business
   ☐ No
   ☐ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage □ Paid sub-minimum wage □ Not paid

4. The student is working or has worked in a segregated job experience (e.g., sheltered workshop, self-contained school setting) within the past year.
   ☐ No
   ☐ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage □ Paid sub-minimum wage □ Not paid

5. The student is currently or has participated in job sampling within the past year.
   ☐ Yes ☐ No

6. The student is currently or has participated in an internship within the past year.
   ☐ Yes – for how many months? ____________ ☐ No

7. The student is currently or has participated in a volunteer opportunity within the past year.
   ☐ Yes – for how many months? ____________ ☐ No

8. The transition / employment plan for the student within the next 12 months (check all that apply)
   □ Independent integrated community-based job □ Unpaid □ Paid
   □ Community-based job with a job coach □ Unpaid □ Paid
   □ Community-based job in an enclave □ Unpaid □ Paid
   □ Segregated employment □ Unpaid □ Paid
   □ Job Sampling
   □ Internship
   □ None of the above

9. The student’s most recent job experience was intentionally matched to their interests, preferences, and skills.
   ☐ Yes ☐ No ☐ No Job Experience
10. The student’s most recent job experience was identified using social capital (e.g. supporting team or family connections).
   ☐ Yes  ☐ No  ☐ No Job Experience

11. The student’s most recent job experience was identified based on the success of other students with disabilities.
   ☐ Yes  ☐ No  ☐ No Job Experience

12. The student’s job experiences purposely occur at the same site or near his/her day program (e.g. school or voc-tech).
   ☐ Yes  ☐ No  ☐ No Job Experience

13. For the student’s most recent transition planning, what transition assessment(s) were used to plan for employment?
   ☐ V3 Discovery
   ☐ Enderle-Severson Transition Rating-Form J - Revised (ESTR-J-Revised)
   ☐ Transition Assessment and Goal Generator (TAGG)
   ☐ Student Transition Assessment Tool -Revised (STAT-R)
   ☐ Transition Planning Inventory - Second Edition (TPI-2)
   ☐ Other:____________________________________________________________________________

14. The following activities were included in the most recent transition assessment (check all that apply).
   ☐ Interviewing peers, friends of the family, and/or extended family
   ☐ Community, home & neighborhood observations to identify student choices, contributions, conditions for employment, and connections (i.e. social capital)
   ☐ Development of a vocational profile
   ☐ Development of a visual resume or representational portfolio
   ☐ Employer analysis
   ☐ Intentional matching of student skills, tasks & preferences with employer needs
   ☐ None of the above
   ☐ Other:_______________________________________________________________________________

15. Parents/family members are actively involved in the student’s transition planning process.
   ☐ Yes, definitely  ☐ Minimally  ☐ No

16. The student with ASD is actively involved in his/her transition planning process.
   ☐ Yes, definitely  ☐ Minimally  ☐ No

17. Outside agency staff are actively involved in the student’s transition planning process.
   ☐ Yes, definitely  ☐ Minimally  ☐ No
   If yes, list agencies: ______________________________________________________________________

18. Does the student have daily opportunities during the school/work day with similar age non-disabled peers?
   ☐ Yes  ☐ No

19. Is the student involved in extracurricular activities (e.g. recreational, community, school events) with non-disabled peers?
   ☐ Yes  ☐ No
20. In the student’s primary school/post-secondary environment, would an observer see the student using a visual schedule and/or a self-management system during times of transition and regrouping?  
☐ Yes  ☐ No

21. In the student’s primary environment, would an observer see the student using a functional (i.e. understandable to a stranger) means of communication?  
☐ Yes  ☐ No

22. Does the student have a driver’s license?  ☐ Yes  ☐ No (if no, answer below)  
Does the student have a driver’s permit?  ☐ Yes  ☐ No (if no, answer below)  
Has the student taken driver’s training or is he/she scheduled to take driver’s training in the next 6 months?  
☐ Yes  ☐ No

Are parents willing to provide contact information for future follow up?  ☐ Yes  ☐ No

Names: ____________________________________________________________

Email: __________________________________________ Phone: ________________
### Building Your Future (BYF) Target Student Reporting Form

**BYF Intensive Training**

#### General Information

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<tr>
<th>Name of person completing form:</th>
<th>Email address of person completing form:</th>
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<th>Baseline</th>
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<th>Target Student (TS):</th>
<th>Grade:</th>
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*Parent permission required to submit this data to START*

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<tr>
<th>Student Grade Level:</th>
<th>Middle School</th>
<th>High School</th>
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Target Student Information

1. The student is working or has worked independently in an integrated, community-based employment setting, alongside co-workers without disabilities, within the past year.
   □ No
   □ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage  □ Paid sub-minimum wage  □ Not paid

2. The student is working or has worked in a community-based job with a job coach within the past year.
   □ No
   □ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage  □ Paid sub-minimum wage  □ Not paid

3. The student is working or has worked in a community-based job in an enclave within the past year. An enclave is defined as a group of individuals with disabilities in a particular setting doing the same type of work and supervised by staff not employed by the business
   □ No
   □ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage  □ Paid sub-minimum wage  □ Not paid

4. The student is working or has worked in a segregated job experience (e.g., sheltered workshop, self-contained school setting) within the past year.
   □ No
   □ Yes (if yes, answer below)
   □ Paid minimum or commensurate wage  □ Paid sub-minimum wage  □ Not paid

5. The student is currently or has participated in job sampling within the past year.
   □ Yes  □ No

6. The student is currently or has participated in an internship within the past year.
   □ Yes – for how many months?___________  □ No

7. The student is currently or has participated in a volunteer opportunity within the past year.
   □ Yes – for how many months?___________  □ No

8. The transition / employment plan for the student within the next 12 months (check all that apply)
   □ Independent integrated community based job  □ Unpaid  □ Paid
   □ Community-based job with a job coach  □ Unpaid  □ Paid
   □ Community-based job in an enclave  □ Unpaid  □ Paid
   □ Segregated employment  □ Unpaid  □ Paid
   □ Job Sampling
   □ Internship
   □ None of the above

9. The student’s most recent job experience was intentionally matched to their interests, preferences, and skills.
   □ Yes  □ No  □ No Job Experience
10. The student’s most recent job experience was identified using social capital (e.g. supporting team or family connections).
   ☐ Yes ☐ No ☐ No Job Experience

11. The student’s most recent job experience was identified based on the success of other students with disabilities.
   ☐ Yes ☐ No ☐ No Job Experience

12. The student’s job experiences purposely occur at the same site or near his/her day program (e.g. school or voc-tech).
   ☐ Yes ☐ No ☐ No Job Experience

13. For the student’s most recent transition planning, what transition assessment(s) were used to plan for employment?
   ☐ V3 Discovery
   ☐ Enderle-Severson Transition Rating-Form J - Revised (ESTR-J-Revised)
   ☐ Transition Assessment and Goal Generator (TAGG)
   ☐ Student Transition Assessment Tool -Revised (STAT-R)
   ☐ Transition Planning Inventory - Second Edition (TPI-2)
   ☐ Other: __________________________________________________________________________

14. The following activities were included in the most recent transition assessment (check all that apply).
   ☐ Interviewing peers, friends of the family, and/or extended family
   ☐ Community, home & neighborhood observations to identify student choices, contributions, conditions for employment, and connections (i.e. social capital)
   ☐ Development of a vocational profile
   ☐ Development of a visual resume or representational portfolio
   ☐ Employer analysis
   ☐ Intentional matching of student skills, tasks & preferences with employer needs
   ☐ None of the above
   ☐ Other: __________________________________________________________________________

15. Parents/family members are actively involved in the student’s transition planning process.
   ☐ Yes, definitely ☐ Minimally ☐ No

16. The student with ASD is actively involved in his/her transition planning process.
   ☐ Yes, definitely ☐ Minimally ☐ No

17. Outside agency staff are actively involved in the student’s transition planning process.
   ☐ Yes, definitely ☐ Minimally ☐ No
   If yes, list agencies: ____________________________________________________________________

18. Does the student have daily opportunities during the school/work day with similar age non-disabled peers?
   ☐ Yes ☐ No

19. Is the student involved in extracurricular activities (e.g. recreational, community, school events) with non-disabled peers?
   ☐ Yes ☐ No
20. In the student’s primary school/post-secondary environment, would an observer see the student using a visual schedule and/or a self-management system during times of transition and regrouping?
☐ Yes  ☐ No

21. In the student’s primary environment, would an observer see the student using a functional (i.e. understandable to a stranger) means of communication?
☐ Yes  ☐ No

22. Does the student have a driver’s license?  ☐ Yes  ☐ No (if no, answer below )
   Does the student have a driver’s permit?  ☐ Yes  ☐ No (if no, answer below)
   Has the student taken driver’s training or is he/she scheduled to take driver’s training in the next 6 months?
☐ Yes  ☐ No

Are parents willing to provide contact information for future follow up?  ☐ Yes  ☐ No

   Names: _____________________________________________________________________________
   Email: _________________________________________ Phone: _____________________
V3 DISCOVERY Records Review Documentation Form

Student Name (DOB): __________________________________________ Date of Review: __________

Identify Records Reviewed:

___ IEP dated ____________

___ EDP (Educational Development Plan dated _____________________)

___ Assessment Reports _______________________________________________________________________

___ Other School Records

___ Agency / Services Documentation

___ Memorabilia

___ Social Media

In the following areas, document information gained and from which records:

1. **Interests / Preferences** including personal passions, preferred activities, general areas of work interests, and highly motivating interests and activities (e.g. activities the student is motivated to engage in without being expected to do so).

2. **Skills / Contributions** including activities and tasks the student performs and skills demonstrated that may be seen as contributions to an employer (ex. punctual, orderly). Include academic and non-academic skills (including task initiation, task engagement, and task completion), independence skills including managing a personal schedule, transitions from one activity to another, assembling / keeping track of own supplies (e.g. wallet, lunch, planner, communication system, etc.), communication skills, social interactions, use of technology, and self-determination / advocacy skills

3. **Experiences** including skills gained in each, the ones the student preferred and what supports were needed for success:
   a. **School** including integration opportunities, attendance, accommodations / modifications and other supports, extra-curricular activities, etc.

   b. **Home** including chores, sibling engagement, vacations, outings, etc.
c. **Community** including work, volunteer opportunities, internship, and job shadowing. Include the most common and favorite places that the student goes in the community, who usually accompanies the student, how often do they go, what activities or tasks do they do there, what is the mode of transportation, etc.

4. **Supports & Services** needed for success including, but not limited to, visuals, peers, behavioral supports, accommodations / modifications, technology, adults support, service agencies staff, etc.

5. **Conditions for Success**: Conditions for success include those features that have to be in place for the student to be at their best, demonstrate their contributions, be most independent, perform at their level of full participation, and make the greatest contribution to the activity. Describe any noted conditions that are needed for the student to be successful and those that should be avoided. When writing about conditions, include what is needed regarding the physical environment, times of day, movement needs, social preferences, positive behavioral interventions and supports, personal supports, and instructional strategies.

6. **Connections** including church involvement, sports teams, 4-H, FFA, friend and family business owners, etc. Connections are critical in identifying potential employment opportunities.

7. **Challenges**: Describe any areas of concern or issues that could impact the student’s performance at school or on the job (such as: mobility, technology needs, transportation, finances, challenging behavior, health issues). Describe strategies and solutions that are successful in preventing and addressing challenges.
V3 DISCOVERY Interview & Survey Tools

Interviews and surveys in the V3 Discovery process are intended to provide the team information from persons knowledgeable about the student to assist in writing the student’s post-secondary vision, vocational profile, and/or visual resume. In conducting surveys and interviewing people, it is important to focus on relevant and positive information including interests and preferences, skills and contributions, experiences, supports and services, conditions for success, and connections as well as challenges that may impact employment and independent living.

First, create a list of people who know the student best and take time to brainstorm anyone else to add to the list. Include peers who the student interacts with in inclusive environments.

Next, determine who will be interviewed and who you will be asking to complete a survey.

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There are three survey / interview tools that can be used:
- Discovery Short Survey
- Detailed Discovery Survey / Interview
- Peer Survey

**Interviews / Survey Tips:**
- You can use the survey forms as a guide to conduct face to face interviews.
- Take time to adapt questions and format in order to maximize information gathering.
- Provide opportunities for people to clarify and expand their responses.
- Listen for the difference between facts and feelings or opinions.
- Keep the interview positive and avoid deficit-driving information gathering.
Discovery Short Survey

Student’s Name (DOB: _______________________________ Date: __________

Your Name: ___________________________ Relationship to the Student: ________________

Your Phone / Email: ________________________________________________________________

a. List 3 things that the student does really well?

   #1 ________________________________
   #2 ________________________________
   #3 ________________________________

b. List 3 things the student has taught you.

   #1 ________________________________
   #2 ________________________________
   #3 ________________________________

c. If you could read his / her mind, what do you think is most important to this student?

d. Describe how you picture the student’s life after high school.

e. List what you think are the MOST IMPORTANT things for the student to learn at school?
f. What tasks or activities does the student enjoy doing the most? How do you know he/she likes these activities?

g. List and/or describe any new school activities you think that the student would enjoy being a part of and how you might be able to facilitate his/her involvement.

h. What strategies and supports, that are typically required for this student to learn and participate in activities, work best?

i. What specific job or jobs do you think this student would like to have when he/she graduates from high school?

j. Is there anything else you think the team should know about this student to assist in planning for his future?
DETAILED SURVEY—INTERVIEW FORM

1. **General Information:**

   Student Name (DOB): ____________________________ Date: ____________________________

   Your relationship with the student: ___________________________________________________

   Your e-mail: ____________________________ Phone: ____________________________

2. **Interests / Preferences:**

   a. What are the student’s interests and passions?

   b. What tasks or activities does the student enjoy doing the most? How do you know he/she likes these activities?

   c. What specific places and environments does the student enjoy being in and why?

   d. What specific places and environments should be avoided and why?

   e. What tasks or activities does the student enjoy doing the least?
f. What are the student’s personal strengths (including personality traits and skills)?

g. If you could read his/her mind, what do you think is most important to this student?

3. **Skills / Contributions and Present Levels of Performance:**

   a. Describe student’s math skills and any supports he uses in Math? (ex. time, money, arithmetic, etc.)

   b. Describe the student’s reading skills and any supports he uses in reading? (ex. comprehension, reading aloud, favorite books, etc.)

   c. Describe the student’s communication skills and how he communicates effectively?

   d. Describe student’s social interaction skills with familiar people and with strangers

   e. Describe the student’s physical/health/sensory related information.
4. **Life Activities and Experiences** (consider activities like recreation/fitness, entertainment, hobbies, community participation, etc.)

   a. What structured activities does the student participate in at home, school or in the community? How does he/she participate? What support does he/she need?

   b. What informal activities does the student participate in at home, at school or in the community? What support does he/she need to participate?

   c. What chores does this student complete at home? What support does he/she need to complete them? Which chore(s) does he do the best?

   d. What specific events or activities does the student look forward to each year including holidays, traditions, vacations etc.?

   e. What new community experiences do you wish this student would have?

5. **Supports & Learning Characteristics / Challenges**

   a. What strategies and supports, that are typically required for the student to learn and participate in activities, work best?

   b. What strategies and supports should be avoided? (What does NOT work for this student?)
c. What are this student’s behavioral challenges and safety and physical / health restrictions? (Include habits, routines, idiosyncrasies, etc.)

d. What new skills do you wish this student would learn?

6. **Current Connections**

a. Who are the student’s current friends at school? In the neighborhood? Close family members?

b. What does this student do after school and on the weekends? Who does he/she do these activities with?

c. Who does this student enjoy being around the most? What is it that he likes about them?

d. Where are this student’s favorite places to go? What does he do there?

e. What new connections do you wish this student would make?
7. **Future Employment & Community Living**
   a. Based on interests, what job do you think this student would like to have in the future and why?
   
   b. What job would you like to see this student have in the future and why?
   
   c. Describe any ideas you have for this student to have the experience of learning new job skills at school and in the community.

8. **Future Support**
   a. List any new people you think might need to be involved with helping this student have new experiences and make new connections?
   
   b. Describe how you would be willing to support this student in experiencing new things and/or making new connections.
**Discovery Peer Survey**

Transition Student Name (DOB): ___________________________ Today’s Date: ______

Your Name: ___________________________ Your Age: ______ Your Grade: ______

Your Email: ___________________________

List 3 things that the student does really well?

#1 ____________________________________________________________________________

#2 ____________________________________________________________________________

#3 ____________________________________________________________________________

List 3 things the student has taught you.

#1 ____________________________________________________________________________

#2 ____________________________________________________________________________

#3 ____________________________________________________________________________

If you could read his / her mind, what do you think is most important to this student?

Describe how you picture this student’s life after high school.

What specific job or jobs do you think this student would like to have when he / she graduates from high school?

List / describe any new school activities you think this student would enjoy being a part of and how you might be willing to help him get involved and/or participate.
INTENTIONAL COMMUNITY INTEGRATED EXPERIENCES (ICIE)
Guide and Documentation Form

ICIE observations include participation with and/or observations of the student in identified activities and locations in order to learn about their interests and preferences, skills and contributions, experiences, supports, conditions for success, and connections as well as challenges that may impact employment and independent living. Below is information helpful in conducting these observations as well as a documentation form for your notes.

Although challenges are important, these observations are not intended to be deficit-driven. The main purpose is to capture the student's:
- Interests and preferences
- Strengths, skills, abilities, and potential contributions
- Support needs
- Conditions that exist during the time the student is motivated and interest is peaked
- Conditions that exist when the student's attention is sustained
- Pace, stamina, and, if applicable, the correctness if any tasks are performed
- Environment:
  - How is it arranged?
  - How are changes determined, when, and by whom?
- Relationships and connections
  - Who does the student prefer or enjoy spending your time with and how does the student interact; What supports if any are used by the student or provided by someone else and why?
  - Who do you meet up with in the neighborhood, at school, after school, and etc. (what do they do together – students' contributions and other persons' contributions)?

In conducting ICIE observations, it is critical to limit your note-taking so you don’t miss important information. Taking pictures and/or video will assist with recollection later as well as provide examples for the other team members. Also, taking notes right after the observation while it is fresh in your mind may help in getting an accurate account of the experience.

You may want to take time after the observation to follow-up with the student and family to confirm and clarify anything which may be inconsistent with information you gathered or observed. If any concerns arise from the student, his/her parents or family, or support staff, note them. Direct quotes often work well in these instances.

When taking your notes, it is critical not give opinions, judgments, or assumptions. A good rule of thumb is “Just the Facts.” When nothing else quite captures your observation like an evaluative statement ask yourself, “What do I see?” Document the descriptive answer to include: who, what, when, where, how, duration, etc. which qualifies the situation. Note in the description whatever was necessary for the student to be successful such as type of tasks, supports, time of day, environment (lights, atmosphere, noise level, smells, etc).
ICIE Observation Notes

Student Name (DOB): ____________________________________ Date / Time: __________________________

Your Name: ____________________________________ Observation Location: ____________________________

Observation Type (mark all that apply):

_____ Typical Routine    _____ Favorite Place    _____ Favorite Activity    _____ Familiar    _____ Unfamiliar

Activity:

_____________________________________________________________________________________

1. What sparked the student’s interest or motivation to participate in the activity? How could you tell?

2. What skills, abilities, and strengths did the student demonstrate during the activity?

3. What supports were necessary for him/her to engage/participate successfully?

4. How did the individual interact with other familiar and unfamiliar people? Did anyone do anything to facilitate the interaction?

5. Were there any challenges the student experienced during the activity? Are there additional supports that if used may have made the experience more successful for the student?

6. Based on your ICIE experience today, is there something you would like to see explored further with this individual? Do you have other ideas, comments, or questions?
Home Visit & Neighborhood Tour Documentation

Gather information about the student’s interests / preferences, skills, experiences, supports, conditions for success, connections and challenges by visiting the student’s home and touring and observing the neighborhood and surrounding areas for safety, businesses, culture, transportation, and services. A tour of the student’s neighborhood will also provide information about opportunities for building social capital, connections, relationships, and employment opportunities.

One or two team members should plan a time that is mutually agreed upon to visit the student and their family in their home or at an alternate location if the family or student prefers. These visits usually last between one and two hours, but it should be based on the tolerance and preference of the student and preference of the family. It is important that you limit note-taking during your visit so you don’t miss relevant information or observations. Be sure to take a camera and/or video to document your observations. Follow the guidelines below:

1. Document who lives in the home, their relationship to the student, and employment status.

2. Ask the student and family to describe a typical day including routines and habits before and after school and on the weekends. Focus on:
   - Supports provided or needed by family or others for the student
   - Specific strategies used or needed
   - Schedules and strategies for following the schedule
   - Traditions, holidays, vacations, other family activities/events
   - Favorite activities, holidays, vacations, etc.

3. Ask the student and family to describe expected chores and responsibilities the student has at home. What does it look like when the student performs some of these chores? If possible, observe the student performing one or two of his or her chores. Focus on:
   - Supports provided or needed by family or others for the student to be successful
   - Specific strategies used or needed for the student to be successful
   - Demonstrated skills, tasks completed independently, etc.
4. With permission, request the student and family to give you a tour of his/her home. Focus on:
   - Common areas
   - Private spaces such as bedroom
   - Favorite spot to hang out in the home, spend free time and/or relax

5. Ask the student to show you how he/she does favorite activities and observe supports needed or provided by others. Make note of interests and hobbies the student enjoys during free time, preferred style of dress, etc.

6. Ask the student and family to describe favorite community outings and activities. Note needed supports to participate.

Tips
- Limit note-taking during your observations, conversations, and interactions; Keep your attention focused on your observations and conversations.
- Make no assumptions about anything that you see during your observations. Seek clarification from the student and/or family.
- Write key notes about your observations and conversations as soon as possible following the visit (in your car before you pull off from the students home) to capture the best recollections.
Neighborhood Tour Worksheet

Before or after the home visit, tour the neighborhood and document your observations below. Be sure to list businesses which may not be franchised or national chains. The closer the owner is to the local area of the business the higher the possibilities for employment opportunities.

Day: M T W TH F S SU  Time: _______ am/pm  Date: ______________________

City/Town/Neighborhood _______________________________________________________

Observer (s): ________________________________________________________________

1. Type of Area (heavily populated, residential, business, rural, metro and etc.):
   _______________________________________________________________________
   _______________________________________________________________________

2. Neighborhood Culture (urban, rural, tourist, and etc.):
   _______________________________________________________________________
   _______________________________________________________________________

3. Accessibility (public transportation, bike routes, sidewalks, and etc.):
   _______________________________________________________________________
   _______________________________________________________________________

4. Types of Businesses (franchise – name and sole proprietor types):
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

5. Locations Related to Student Interests
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
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V3 Discovery Summary
Vision, Vocational Profile & Visual Resume

The V3 Discovery summary is a document that organizes information necessary to develop a student’s Post-Secondary Vision (completed as part of the IEP process), Vocational Profile, and Visual Resume. It includes relevant and positive information about the student including Choices (interests & preferences), Contributions (strengths & skills), Conditions for success, and Connections to improve employment, post-secondary education, and independent living opportunities and outcomes.

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<td>Phone / E-mail:</td>
<td>Person(s) completing Discovery Record:</td>
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Adult Agency Support
VR Client: ____yes ____no ____ in process  VR counselor:  
SSI: ___ yes ___ no ___ in process  Medicaid waiver: ___ yes ___ no ___ waiting list
OTHER (describe):

Section 1: Vision

Information gathered from the V3 Discovery interviews and observations can assist in developing the post-secondary goals (i.e. vision) for the IEP. In addition to the interviews and observations to identify choices, contributions, and conditions for success, the student’s Educational Development Plan (EDP) and any other transition assessments should also be used to develop the vision. The vision must include four key areas:

1. Post-secondary Education / Training (what additional education and training does the student want to enhance career / employment) (e.g. After school is completed, <student> will attend <name> Technical School for 2 years to study <program>):

2. Employment / Career (where will the student work as an adult) (e.g. After school is completed, <student> will work at <business> as a <name of position or job tasks>):

3. Independent Living (where will the student live as an adult) (e.g. After school is completed <student> will live with roommates at the <local> community college):

4. Community Participation (what hobbies / recreational activities will the student do as an adult) (e.g. After school is completed, <student> will participate in <hobbies / activities>):

Remember: The IEP must include at least ONE measurable annual IEP goal related to the student’s vision:
Section 2: Vocational Profile & Brain Blizzard

**PART A: Vocational Profile:** Use all the information gathered through record review, interviews and surveys, and ICIE observations to summarize the information into the following primary categories:

1. **Choices (Interests & Preferences):** Include personal passions, preferred and highly motivating interests and activities, and general areas of work, school or living preferences.

   
   | | |
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2. **Contributions (skills):** Include activities and tasks the student performs and skills demonstrated that may be seen as contributions to an employer (ex. punctual, orderly, memorization skills) or beneficial in independent living. Consider academic and non-academic skills (including task initiation, task engagement, and task completion), independence skills including managing a personal schedule, transitions from one activity to another, assembling / keeping track of own supplies (e.g. wallet, lunch, planner, communication system, etc.), communication skills, social interactions, use of technology, and self-determination / advocacy skills.

   
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3. **Conditions & Supports for Success:** Ideal work or living conditions to ensure success include those environmental features that are in place when the student is at his/her best and is able to demonstrate skills, be independent, perform at full participation, and make the greatest contribution to the activity. Describe any noted conditions that are needed for the student to be successful and those that should be avoided. Translate any challenges the student may have into conditions for success and indicate situations to avoid. When writing about conditions, include what is needed regarding the physical environment, times of day, movement needs, social preferences, positive behavioral interventions and supports, personal supports, and instructional strategies.

   
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**Part B: Brain Blizzard:** The Brain Blizzard is a process of using the Vocational Profile information to accomplish the following:

- Develop a list of potential job opportunities related to vocational themes
- Identify job responsibilities, duties or tasks linked to identified theme areas
- Identify specific employers who may have these types of jobs/job tasks in their business
- Develop actions to facilitate job development

The brain blizzard process adheres to the values associated with person-centered planning. The student with support from family or others as necessary holds the trump card in deciding what goes into the final plan for employment.

**Step 1:** Use information gathered during the V3 Discovery process to identify three or four vocational themes that represent the blending of the student's choices (preferences), contributions (strengths & skills) and conditions necessary to ensure success. For example: "Books" or “Computers” may emerge as a theme areas from this information. Write 1 theme on each of 4 pieces of chart paper and post around the room.

**Step 2:** Develop a list of potential skills, duties, or tasks that are within the identified theme areas consistent with the identified choices, contributions and conditions for success and record them on the chart paper and document below. For example: “Computers” is a potential theme area and "transcription from written notes or data entry into established databases" are possible responsibilities and work tasks. *Note: Avoid listing specific job titles.*

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**Step 3:** Have each team member list at least three employers/businesses in the local community consistent with the identified themes, tasks, and conditions for success. This will create about 20 employers/businesses per theme. Give each team member sticky notes and have them write one employer idea per post-it and place on the appropriate theme chart paper. Document results below:

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<th>Employers</th>
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**Step 4:** Identify potential employers or employees that the student or family know that could be contacted about hiring the job seeker (Connections / Social Capital):

**Step 5:** List potential NEW skills the student could learn if they were given employment or internship opportunities in these areas. These can be considered goal areas in the IEP:
Section 3: The Visual Resume

The visual resume takes the place of typical resumes and job applications in competitive employment situations. The visual resume is a combination of written information and photos in a visual format such as Microsoft PowerPoint, video or portfolio that depicts the student's skills, contributions, and tasks the student can perform.

The visual resume is an effective tool because many individuals with developmental disabilities don’t compete well for jobs when more traditional comparative strategies are utilized such as completing an application for a job opening or providing a typical resume. The visual resume enables the job seeker to show off their talents, skills, experiences and tasks without being compared to other applicants or an existing job description. The visual resume is focused on drawing an employer’s focus to one individual and enables the employer to see this particular individual within their business.

During V3 Discovery, information is learned about a student's strengths and abilities, areas of interest and knowledge, and activities they participate in within their community and or school. All this information is relevant in understanding the extent of the contribution the student can provide to potential employers.

**Format**
- A good length of the Visual Resume is 8-10 pages. If it is too long you may lose the attention of the employer.
- To present the Visual Resume, use a computer, iPad, or hard copy in a stand up presentation binder.

**Photos Needed**
- Portrait Photo
- Photos from that show the person being competent at work experiences, responsibilities at home, service learning
- Photos that display connections to the community (4-H, FFA, Church, Sports teams)
- Extracurricular activities, volunteer work, community service, etc.
- Photos that show off particular skills, interests, tasks or knowledge

Tips: Turn off the date and time stamp on your camera. Take extra time to ensure that the person looks their best for the photo. Encourage the student to wear different clothes for different photos.

**Written Information**

Much of the written information content will be taken from the Section 2: Vocational Profile of the V3 Discovery Summary. Wording that is used in the visual resume is critical. Remember this is a marketing tool and your audience is business people.

- Use business language that is free of any human service jargon. i.e. Use “Performs yard work at home” vs. “helps with yard chores” and “Works well with coworkers” vs. “is friendly.”
- Avoid “is able to….” Statements, be specific, and use action verbs instead.
- Make sure to always portray competence and emphasize strengths and abilities.
- Be respectful, but informative.
- Turn challenges into conditions for success and show supports that work.
- Include information from all the V3 Discovery Summary sections with a focus on past work experiences, tasks performed, and skills demonstrated.
- Ultimately the student's visual resume should be individualized for a specific employer presentation, so if some of the tasks are not relevant to that particular business they should be left out for that particular presentation.
- If a student has not had any formal work experience, explore ways to illustrate their skills and abilities by including a photograph of them performing chores at home or participating in an activity at home or in the community that illustrates some skills that are relevant to an employer.
- A compiled list of tasks should be the last page with a strong statement such as “Mary can perform these tasks for your business.”
- The visual resume is a living creation; Add photos and update them as the student learns, grows, and experiences new things.
Employer Needs Analysis

The form is used to identify job tasks at specific places of employment and match to those of the job seeker. An employer interview and business tour is used to identify potential jobs or tasks within jobs for current the job seekers. The recorder should identify the steps for how jobs are currently performed, any tasks or jobs left uncompleted, tasks that could be performed more efficiently, and any accommodations, technology or specialized training strategies utilized. If allowed, consider videotaping jobs to review later.

<table>
<thead>
<tr>
<th>Company:</th>
<th>Date Started / Completed:</th>
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<td>Address / Phone:</td>
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<td>Contact Person / Position:</td>
<td>Person(s) completing form:</td>
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INTERVIEW QUESTIONS:

Remember: This interview is not a sales pitch for hiring individuals with disabilities. It is intended to help you identify what’s working and what’s not working for the business owner in order to match deficits with the contributions of the job seeker. You also don’t want to focus on what jobs the employer has currently available but rather tasks that are not getting completed.

1) Do you have any unmet workplace needs or tasks that need to get done but often are not?
2) Do you have individual tasks or aspects of larger tasks performed by highly paid employees that could be performed by entry level workers? If so, what tasks?
3) Do you have tasks that would benefit from specific productivity or quality enhancement based on specific competencies of job seekers?

For the following items, information can be gathered from both interview and business tour:

4) What is the culture of the business?
   a. Dress Code:
   b. Commonly Used Language (e.g. slang, acronyms):
   c. Work Hours:
   d. Break Times:
   e. Lunch Procedures:
   f. Initiation for New Hires:
   g. Social Interactions:
   h. Transportation (e.g. carpooling):
   i. Disclosure of Disability Considerations:

5) For each job in the business, outline the following:
   - Job Tasks (task analyze the responsibilities of the job)
   - Tools Required
   - Performance Expectations
   - Quality Measures
   - Supervision and Instruction
Blueprint for Employment

Complete the considerations column based on the V3 Discovery Process then indicate if those variables are available or not in the employment setting based on employee interview and business tour.

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<th>Critical Considerations</th>
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## ACTION PLAN

From Vision to Action

Team: ________________________________  Date: ________________________

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V3 Discovery Process
Target Student Project

Feel free to use a PPT design and add photos, videos, clip art, Google images, etc. to this PPT. This is a shell to get you started, but only you can make it yours. Be creative / Have fun!!

Our Target Student

- Provide basic information about the student from the “Student Information form” (Step 1 on the V3 Discovery Process Checklist)
Our Team

• Provide basic information about your team from the “Team Information form” (Step 1 on the V3 Discovery Process Checklist)

Surveys & Interviews

• Provide information gathered during step 2 on the V3 Discovery Process checklist.

• Include how and who you selected as your participants for the surveys and interviews.

• Describe 2-3 things the team discovered through the surveys and interviews.
ICIE Observations

• Describe times and locations for your ICIE observations (Steps 3 on the V3 Discovery Process Checklist)

• Summarize your discoveries during these observations.

Home Visit & Neighborhood Tour

• Summarize your discoveries from the home visit and neighborhood tour (Step 3 on the V3 Discovery Process Checklist).
Vision

• Describe what you discovered during this process that will help inform the vision (post secondary goals) for the student’s IEP.

Vocational Profile

• Describe the information contained in the student’s vocational profile (i.e. interests, contributions & conditions for employment):
  – Step 4 on the V3 Discovery Process Checklist
  – Section 2 of the V3 Discovery Summary document
Brain Blizzard

• Describe the information gathered during the Brain Blizzard:
  – Step 4 on the V3 Discovery Process Checklist
  – Section 2 on the V3 Discovery Summary doc

Visual Resume

• Highlight or present the student’s visual resume—if possible, have the student present his/her visual resume
  – Step 4 on the V3 Discovery Process Checklist
  – Section 3 on the V3 Discovery Summary doc
Employment Development

• Describe contact with potential employers (step 5) and/or potential jobs / current jobs and next steps

Final Thoughts