

Age Appropriate Transition Assessment and Discovery

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Customized Employment

An individualized approach to
providing access to
employment for all students
and adults with complex lives

In Order to Customize a Job we need to Identify the Following:

- ◉ The Ideal Conditions of Employment,
- ◉ Interests and Preferences,
- ◉ Contributions, and
- ◉ Tasks .

Discovery

- ◉ A process to get a picture of who this person is 'where they are most who they are';
- ◉ Looks at: what the student does, how they do it, supports provided, what works, what doesn't work, where they are most motivated, and skills, interests, abilities;
- ◉ Discovery is an optimistic process that seeks to uncover the possibilities for employment rather than focus on the limitations.

Traditional Approaches to Assessment

- ◉ Attempt to answer the question whether or not the person can work,
- ◉ Most tests are standardized and compare the tester against a norm,
- ◉ Many attempt to determine the specific job or career path the person should pursue,

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

Steps to Discovery

- ◉ Visit the student at home,
- ◉ Interview people who know the student best,
- ◉ Observe the student,
- ◉ Participate in familiar activities with the student ,
- ◉ Participate in an unfamiliar activity with the student.

Features of Discovery

- ◉ Discovery is optimistic,
- ◉ Non judgmental,
- ◉ Results in rich, robust information,
- ◉ and descriptive information.

When we *describe* how someone does something we take our perspective out of it.

Discovery helps to reframe what may be perceived as barriers to employment and community membership into "Ideal Conditions for Success" and "Support needs"

Focus on how someone can participate not why they can't