**Age Appropriate Transition Assessment and Discovery**

**Discussion Questions**

1. **If your school system adopted a Customized Employment philosophy that all students could work in the community as a post-school outcome, how would transition services and IEPs look different?**

**Answers will vary. Prompter questions could include: Is there an expectation that everyone will live and work in their community upon exit? Do students have to exhibit a current level of readiness, or demonstrate particular skills before they can access various work experience sites? Do all youth have access to community based work experiences? How are current work experiences custom tailored and individualized for students who need that?**

1. **What information do we need to know about a student to enable us to negotiate a unique employment relationship on their behalf?**

**Answer: a) Ideal condition of employment; what they need to have for supports, features of the job environment, tasks to be successful at this point in time. b) contributions the student can make to an employer; personal attributes, skills and experiences, specialized training… c) interests and motivators for work. d) specific tasks the person can do currently or with training.**

1. **What are some of the downfalls of traditional vocational assessments?**

**Answer: they are typically conducted in an unfamiliar environment, compare and rate the students’ performance to others. The more traditional assessments may miss capturing information about where the student is at their best and what characteristics and conditions enable them to be there. At the worst, some assessments may highlight what a student can not do rather than what they can do.**

1. **Provide an example of a student you work with currently or have worked with in the past where Discovery would lead to a more positive work experience for them.**

**Answers will vary.**

1. **How could the strategy of Discovery be used to support self determination and self advocacy skills for the youth you serve?**

**Answers: Through the process of Discovery youth can become more aware their impact of disability, supports and environments that enable them to succeed on the job, characteristics of environments, tasks and supports that do not work for them. With this information youth can be taught actively to evaluate potential employment sites for quality of match and learn how to negotiate accommodations and supports that will enable them to succeed.**

1. **An important component of the Discovery Process is collecting information from people who know the student well and in contexts outside the school. How could you collect additional information about student performance during community outings, activities at home, recreation and family activities. How would this information be beneficial to transition planning?**

**Answers will vary.**