

REALTIME FILE

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DISCOVERY PROCESS
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>> Gabrielle Sedor: Good afternoon, everyone. I'm Gabrielle Sedor, the Chief Operations Officer here at ANCOR. I'm delighted to be joined by my friend at TASH today to present to you the next webinar in our Employment Webinar Series. Today's session is focused on the Discovery process.

The first part of today's episode will provide an overview of the WIOA regulations and Discovery. Discovery is a process for learning a person's interest, strongest contributions, and conditions for success. And it provide as a foundation for all person-centered, person-directed plans as required by the Workforce Innovation and Opportunity Act. We will examine alternatives to standard interview processes such as visual resumes and strength-based presentations. And in the second part we'll learn multiple ways to use the Trajectory of Charting the LifeCourse Framework for finding the right career and how Kevin, our second speaker, uses the tool to provide his planning and create a vision for a meaningful life.

Our first speaker today is Teresa Callahan, a consultant and coordinator for the Discovery Certification process for Marc Gold & Associates. She began her career as a teacher of students with complex needs. She has been Assistant Director of Special Education, Assistant Principal, Director of Student Services, Associate Professor of Special Education, and a Vocational Rehabilitation job coach. She earned her doctoral degree from Syracuse University.

Mr. Kevin Wright is a young adult who works for the District of Columbia Department on Disability Services. He works in the Youth and Transition Department where his job is focused around employment for young adults. He is a certified People Planning Together trainer and his future career goal is to mentor young adults.

Before we hear what the speakers have to say, I'm going to tell you a little bit about ANCOR. ANCOR is a national nonprofit trade association who advocates for and supports the community providers who provide services and supports to adults and children with intellectual and developmental disabilities and their families. We've got a very large workforce and many of those are focused on providing employment opportunities for people with disabilities. We have a robust list of membership benefits. And in just a month or two we have a policy summit and Hill day, October 2 and 3, here in Washington, DC. I invite you to learn more at ANCOR.org.

Now I'd like to turn it over to my colleague, Donald, who will tell you a little bit about TASH.

>> Donald Taylor: My name is Donald Taylor, responsible for membership and chapters at TASH, the values and research-based advocacy association with an over 40-year record advocating for the rights of people with disabilities. We were originally founded by university researchers but we quickly grew to become a coalition that unites researchers, people with disabilities, educators, service providers, family members and others involved in the cause of guaranteeing people with disabilities are able to participate in all aspects of life.

In addition to this webinar series we offer a scholarly quarterly research and practice for persons with severe disabilities, a popular magazine connections, local chapters covering 18 states, a series of regional conferences, and our annual conference which will be held this year in Portland, Oregon, November 28 through 30. You can learn more about TASH and become a member at TASH.org.

>> Gabrielle Sedor: Thank you so much, Donald.

And now I am delighted to turn things over to Teresa. Teresa, take it away.

>> Teresa Callahan: I am delighted to join you. As you can tell, I'm a Deep South girl, from the Gulf Coast of Mississippi, longtime supporter of TASH. It's delightful to be here. I'm going to quickly go ahead and get into my presentation so I can cover everything that I want to cover.

You can see on your screen that July 22, 2014, was a very important day for us because that is when President Obama signed in the WIOA act. Now, this is a very critical act because look at what it does. First of all, it's the first time we've seen customized employment described, but look deeply into this definition here. It is definitely set aside for individuals with significant disabilities and based on individualized determination of a person's strength, their needs, and interests in order to have employment outcomes be successful.

Now, again, this is not talking about supported employment. This is talking about customized employment and making sure that optimize interest. It further clarifies that you can customize job description based on current employer needs or on previously unidentified and unmet employer needs. I'm going to give you an example of that later on. You can also see, if you scan down, that representation by a professional chosen by the individual. So this is a very self-empowering law that we have, very critical.

I want to get into the job description. Most of us got our first job, maybe even our current job, by what we call open demand jobs, where you see a job opening advertised, you read the job description, and you make a decision if you think you qualify for that job and you fill out an application. And if you're lucky, you get called in for an interview.

The problem is, most people who have significant impact of disabilities are at a great disadvantage because they're automatically in competition for this job with a number of other people who may not have any level of disability. So what this law allows us to do is unbundle job descriptions so that jobs that are not being done money a good job match for a person with a disability.

Let me give you an example. I worked with a young man named James. I knew him from the time he was 5 years old and starting kindergarten until he was 18 and was ready to start work. We did Discovery with him. And one of the things that we found about him is one of his strengths is organization, very organized. The other thing we found was an interest of his were watching live action police shows on TV.

When we started looking for job opportunities for James, at this particular time there was a new sheriff in town. A new sheriff got elected and office space was being renovated and moved to a different building. So we were allowed to go in and do a tour to see if there was anything in that Sheriff's department that might be something that James could do.

Again, we had already conducted Discovery. We knew a lot about James. We knew about his challenges. We knew about his conditions for success. But we also knew about all the contributions he had to offer. One of the things we found was a closed door. And when we opened that door, it was filled from the floor all the way up to the ceiling with cardboard boxes. And when I asked what are in all of these boxes, they said, "Oh, that's stuff we're supposed to do but we never get around to doing it." Those are copies of parking tickets, speed violations, you name it. It was copies. This was before technology hit the scene. And they said "We all have a responsibility to get this done but it never gets done."

So immediately light bulb goes on and says this is an unmet need that needs to be done but nobody here has the time to do it. This is something James would be fantastic at. So we negotiated a job for James at the Sheriff's Department. He initially started by filing all of those missing files into the appropriate filing system that they had set up but nobody had done.

James has been working there now for 25 years. He's gone through many different sheriffs because our sheriffs are elected. His job has changed over the years because of computer technology. And he now does all of this by computer programming instead of hard copy filing. And many tasks have now been added to his responsibility.

So again, this all got started with the flexibility that the employer had by unbundling those job descriptions and pulling out what James could do. This is very different than job carting. Some of you may be thinking about the same thing as job carting. But it's not because in this we're taking away a task that nobody has time to do. It's just not getting done and it's something that James could get done.

So that's an example of how the flexibility can work and offer people that have a great match with that.

This is our process right here. The Discovery, capturing discovery through profiles. I'll touch on that. Those are the documents you write your notes in. We talked about the outset person-centered planning. Gabrielle talked about the visual resume. Once you complete those components then you're ready to move into job development, which is another webinar discussion. Today's discussion is about Discovery but you have to do the Discovery before you're ready to develop the job.

What we want to do in Discovery is come up with what WIOA now requires, a person's strengths, needs, and interests, but do it in a non-evaluative, non-comparative, non-competitive manner. Who is this person? That's what we want to get at. Who is this

person? What are their strengths? What are their needs?

We at Marc Gold & Associates, it's the same thought process; we just use different terms. We call conditions for success a person's needs, interests, of course, is the same, and then where WIOA says strength we use potential contributions but we're talking about the same issues.

The finesse in discovery is being able to translate what a person does on a daily basis into conditions for success, their interests, and their contributions. And, again, as I said earlier, when people with more significant impacted disabilities are placed in competition with people who don't have those significant impacted disabilities, they tend to not fair very well in the job market. So, again this process kind of levels the playing field.

The Iceberg Analogy I really like to point out because so many times the people that we work with, the people that we represent, we only get the very tip of that iceberg. And what Discovery does is it delves below the surface to find out who this person is, what their challenges are, how those challenges can be met, but also what are their contributions and just as important what are their interests?

When we talk about conditions for success or as WIOA says, the need, we're talking about the conditions for success that they need in order to work. And this would be, for example, how many days a week do they need to start out working, what benefits. Location of the job is critical because so many people with impacted disabilities have transportation issues. Do they want to work inside? Do they want to work outside? How many days per week? So you can see that what we get at in Discovery is trying to capture all of these essential conditions.

Now, interests -- I'm going to jump to the last line on this slide, "Avoid job titles." Because too frequently on transition plans we'll ask a student what they want to do when they get out of school and you frequently hear police officer, teacher, doctor, lawyer. Everything's framed in job titles. What we seek to do is just find out broad interests like do you want to work around boats, do you want to do indoor work like office work. So we try to get descriptive instead of just using a job title.

And then contributions, what does a person bring to the table? I'll go back to James' example. His level of organization is a huge contribution. But, look at personality characteristics, skills, any kind of credential or work experiences, and certainly recommendations.

So, Discovery, in trying to get at those three legs of the stool, you know, the interest, need -- here's how we do it. It's a process that involves getting to know people or helping them get to know themselves before we help them plan. You have got to spend time with people. This takes observation. It takes going to a person's home. If they are in a work experience, observing them at work. But it's observations with very essential goals: What are their challenges? What seems to be working for them? What seems to be an interest for them? And in this way you come up with possibilities for employment.

Our process has 15 steps. Now, I will tell you that for us to do really good discovery, it takes about five to six weeks. Now, this is not you as a job coach or an employment facilitator doing this five days a week, but it is you doing something every day during the week. It can't be constricted by your work hours.

I'll take James, for example. When we did Discovery with James, one of the things that he really competed in was bingo. He would have, like, five different playing cards. But he played bingo on Wednesday nights; so the person who was doing Discovery had to carve out

time to go observe him on Wednesday nights. So your observation has to revolve around your job seeker's calendar not your calendar. So once you sort out that flexibility in your workplace, it becomes easier.

And it's the same thing with weekend times. One of the ways we initially get started with Discovery is have a person and the person's family talk about a person's routines -- what is it that you do every day? How do you get started? Take us from the time you wake up, how you wake up, and go through an entire day and then conclude with getting ready for bed. And then weekend, much like our schedules, often vary so make sure we include what does the person do on the weekend. And then figure out what you're going to observe. You can't observe everything. And we certainly do not advocate getting in a person's personal space such as bathroom routines that's where we get information through interviewing.

Let me move to this one. This is about current life skills. When you're observing a person, what you want to be doing constantly is how you can translate what this person is doing here, how can that be translated into a potential job skill.

So another young woman that lived here in Ocean Springs named Jenny, we started doing Discovery with her in her senior year of high school. When we went to the home -- she's one of six children. All the family members were there. And we asked, Tell us some things, Jenny, that you're good at and, family members, chime in. Well, she has twin brothers. And one of the boys, who was 6 years old at that time, he said, "Well, she can open Christmas presents faster than anybody in the entire family."

Well, they all got a big chuckle out of that. But here's the value -- out of the mouths of babes -- she was very skilled at opening Christmas presents faster than anybody else in the family. That skill got Jenny her very first job at a company called [Indiscernible] Logistics. And here's the setup there. This I hope will illustrate the relationship between what a person has to offer an unmet need at a business.

The [Indiscernible] Logistics business is taking ball caps and setting them up on this massive embroidery machine and having the machine embroider the -- these are Navy ball caps, having the Navy seal be embroidered on it. And the person who was operating the machine said that it would be valuable -- he could get more work done if he had an employee who could unbox the ball caps, take the cellophane wrapping off the caps, and then station those caps where he could quickly access them. Because what he was currently having to do was on the embroidery machine, go get a box, rip it open, take off the cellophane, line it up.

So we negotiated that job for Jenny and she worked there a year and a half. And I'll tell you the rest of that, but the point is that this was not charity. This was not a charitable gesture. This was how to make production at [Indiscernible] Logistics more efficient. And having Jenny do that task which she was highly skilled at really accomplished that for the organization.

Now, at the end of a year and a half Jenny wanted to leave because she wanted to further explore other job opportunities, which is a wonderful opportunity because most of us are not in the first job that we ever had. So she's now in her fifth job where she has held it for quite a few years. So she's still gainfully employed, working about 35 hours a week.

So again, looking at what a person does, their current skills of life, and how to parlay that into potential work tasks. So observation is critical but it's targeted observation. You're looking at what a person does and you're seeing how they do something. You're recognizing skills. You're recognizing interests. You're also recognizing what are conditions for success but looking at now I know all of this about Jenny, how can this fit into a world of work. It really

opens up that world of work opportunity for people. Because what we're doing is focusing on the performance of the person. We're not reading test results. We're not reading an IEP which I've had years and years of being a Special Education teacher where we say the student will be able to do this, this, and this. But it's not meaningful information for getting a job. What we're doing in Discovery is looking at a person's daily performance and seeing what competencies they have that can be parlayed into a job skill.

And now I'm going to give you a little example. You're about to see this little excerpt from Damian. Now, Mike Callahan, my husband, did this observation. Damian was a transition-aged student who we were doing Discovery on. Now, the teacher did get a little offended because we wanted to come in and observe him and do some descriptive writing because descriptive writing is one of the hallmarks of Discovery. The teacher did get a little offended because one of her majors in college was creative writing and she said she could do it. So, of course, Mike didn't argue. He just said you go ahead and go your description and I'll do mine.

Here's what the teacher wrote. This was in a self-contained Special Education classroom where they were making brownies. And here's what she wrote about Damian.

"Damian can cook simple items with assistance. He cannot set the oven temperature independently and care should be taken to assure that he does not burn himself. He cannot read the directions on the box. Damian required one" -- that should say one-to-one -- "supervision, to mix and prepare the brownies and to put them in the oven." And this last sentence is a doozy. "He cannot be trusted to cut the brownies with a knife."

That's pretty harsh, in my opinion. So when you look at that and try to figure out what are his conditions for success, is he interested in this, and what are his contributions, you're hard-pressed to come up with skills because this is a very negative evaluation of this observation that the teacher did of Damian making brownies. "He cannot set the oven," "Care should be taken that he doesn't burn himself," "He cannot read the directions." And we throw out this phrase requiring one-to-one supervision so many times when it's not even true, accurate.

So, at the same time this teacher was observing and writing her description Mike was writing his. Now, this is just an excerpt of Mike's writing because his observation was four paragraphs long. And you can see that this teacher's was this one paragraph. So I don't have time to go into all four paragraphs but it is pertinent to see difference in writing discriminatively.

"Damian selects the brownie mix from the pantry, finds a mixing bowl from the cabinet, and removes a mixing spoon from the utensil drawer, after being reminded by a staff person. As the staff person reads the directions he" -- meaning Damian -- "opens the box, pours the mix into the bowl and then continuing to blend the ingredients. When he completes the mixing, he pours the mixture into a glass pan following a gesture by the staff person. The staff person says, "What's next?" And Damian points to the oven thermostat. The staff person says, "Which button is for bake?" And he pushes the bake button."

Now, just looking at this first paragraph we see a lot of skills look at the first line. "Selects the brownie mix from the pantry." So he recognized the brownie box. He knew to get the mixing bowl and knew where the bowls were. He got a mixing spoon, after being reminded by a staff person.

So let me go back here where they said he cannot read the directions. But look at how this is written. "As the staff person reads the directions, he opens the box, pours the mix

into the bowl." So a condition for success is he's making brownies is that the staff person reads the directions. But we still see all of his skills that he's demonstrated. You don't see that in this. All you see is the negative stuff.

I hope what you can see is that you're like this court reporter observing Damian and you're writing down everything that you see. He selects the brownie mix. He does this. He does that. You don't throw any judgment statements. You don't throw any evaluative words in there. You are absolutely describing what you see him do. In doing that, you get a sense of his skills.

And I dare say that if we were to stop right now and have some time for dialogue, which we don't but if we did have that time, we could brainstorm some skills that he has in this current brownie making class and how that could be translated into potential work tasks. One of the things that immediately comes to mind is he follows directions. He responds to staff cues. And it quickly lets us know that even though he may not speak very much, he knew which button was for bake and interpreted that appropriately from the staff person.

I also want to point out the staff person was really on top of things because of the level of assistance she gave and then not giving assistance where it wasn't needed.

This is a really excellent example of descriptive writing. And it's the hallmark of Discovery.

Avoiding this type of writing. We don't want to see that. That's not descriptive. That's evaluative.

This is clearly descriptive writing. When you write descriptive, you can get at a person's conditions for success, their interests, and their contributions.

So once you do discovery, then you have to document all of this in what we call a Profile. And it is narrative. It's comprehensive. And it is very robust. So that's why this takes five to six weeks because you have to do a lot of observations to really get at who this person is. It must be respectful. Again, non-competitive and always optimistic.

Now, I want to go right into these parts of the Profile and get back to the optimistic part. Part I of the Profile where you put demographic information: Where they currently live who they live with.

Part II is the heart of the profile because that gets into life domains; such as: What do they do for leisure? What chores are they responsible for at home? What are their routines? When they go out in the community, what is it that they do? Who do they go with? Do they ride a bike? Do they drive a car? Do they access transit opportunities in the community? That's where we get at what a person actually does during the day.

Part III is where you start preparing for what we call a Customized Plan for Employment. And while we are still optimistic, in Part III, we get at what are the challenges that this person faces and how can we optimize employment by looking at those challenges and making sure that we honor their contributions but acknowledge that there are conditions for success in order for a person to be successful in employment. And that's where we talk about all of the challenges within Part III but we still do it in a very respectful and optimistic way.

Once we finished the Discovery portion and fill out the Profile, then we're ready to move in what we call our Customized Plan for Employment which is a group made up of the potential job developer, certainly this person who is looking for a job, the person who did Discovery, their family members, their group home family, people that know them in the community. It can be a group anywhere from six to 10 people.

This Customized Plan for Employment has a very set process. One of the things that

we come up with is a blueprint that outlines that person's conditions for success, their interest areas and contributions but we also come up with very specific task lists used in business language, things that a person can do that a businesses might need. And then with that group of people we come up with a list of particular employers in that community who might have opportunities that meet that person's conditions for success and their interest areas.

So again, this takes about two hours. It takes about two hours to prepare because we all know how difficult it could be to get people to agree on a time -- you know, meeting on the same day, the same time, but it happens.

Once we come up with this Customized Plan for Employment, we go back to the person -- oh, I'm sorry. This gives you an idea of the flow of the meeting. That task list is very important but once we finish this, we are ready to move into that visual resume.

Now, we did some research and what we found is that most employers when thinking about hiring a person with significant impacted disability told us they much preferred a visual resume because they could see the person doing the skill. You don't really get that when you read an application. So we moved to a visual resume.

What you want to do is when you're doing Discovery, you're actually taking pictures of the person doing specific tasks so that the employer can see how that person does that task, if they have a special communication device, how it all works into the daily routine. We actually put this on a flash drive and leave it with the employer. We've gotten a lot of good results.

The bottom line is we have people who have been extremely successful with employment threw the Discovery process. But what I want to point out, it's not just that they're getting jobs, which they are, but they're getting career jobs, jobs that hold their interest, that have possibility for promotions, salary advancement. Again, I point out James who is still working for the Sheriff's Department, has been there 25 years. He's been there longer than many people. And Jenny, she's in her fifth job but it's because she wanted to try different jobs and she has been now working 18 years. So we have many stories like that of people who have been successful. And we believe it's because of Discovery, getting to know who a person really is.

So my time is about up. What I want to point out is that I have a lot more information on our website, which you see right here. Everything is there available for you to read to use, to download at no charge. What I would recommend is when you go to this website, look at -- you want to look at the section that says resources and you'll actually see examples of our profiles you'll see tons of articles that we have. And you're welcome to use that.

>> Gabrielle Sedor: Teresa, thank you so, so much. We do have some questions. Can we take a few minutes to answer them?

>> Teresa Callahan: Sure.

>> Gabrielle Sedor: Fantastic. So you've talked a bit about the Discovery process taking a bit, up to five to six weeks, to do it right. Can you talk about average hours within the week, you know, total hours from start to completion of Discovery? The person asking this question noted that this is going to be different for everyone but maybe there's some sort of information on averages or ranges

>> Teresa Callahan: Yes. Great, great question. And, again, once you get -- once you have that initial meeting with the family and the job seeker, you get a better handle on it. But you can accomplish this by observing four to five hours a week. Now, that does not include going back and looking through your notes and reflecting on what those notes tell you but that's the actual

time you're sitting there observing and jotting down notes. And that's about four to five hours.

>> Gabrielle Sedor: Very helpful.

>> Teresa Callahan: A week.

>> Gabrielle Sedor: Four to five hours a week for an average of five to six weeks.

>> Teresa Callahan: Correct.

>> Gabrielle Sedor: Great.

>> Teresa Callahan: And then to fill out the Profile it takes about seven hours.

>> Gabrielle Sedor: Good. Good clarification.

I do see some folks with their hands raised. If you could take a look in the lower left-hand side of your computer screen, there should be a little chat button. You can push that button at any time and ask your questions there.

I'm sorry, point of clarification, Teresa, the seven hours is to complete the final Profile. Correct?

>> Teresa Callahan: Right. What you do, Richard, is Discovery takes four to five weeks. And again, the average is four to five hours a week for five to six weeks. Once you have all of your notes, you're ready to sit down -- you're done observing. And now you're ready to take your notes and fill out the profile and the Profile takes about seven hours to do all three parts.

>> Gabrielle Sedor: Great. Are there any other questions?

>> Teresa Callahan: That Customized Plan for Employment took two hours and the visual resume takes no longer than five hours to compile. So that's an overview of the time.

>> Gabrielle Sedor: Are there any other questions before we move on to Kevin?

And there will be time for questions after Kevin's done presenting as well. If you think of questions for Teresa or Kevin at any time, go ahead and type them in the chat box and we'll be sure to ask them before we're done today.

Kevin, are you ready? I think it's time for you.

>> Kevin Wright: Yes, I'm ready.

>> Gabrielle Sedor: Great. Let's do it.

>> Kevin Wright: Ok. Hello, everyone. My name is Kevin Wright. So basically I'm just going to get started to talk about who am I, what is my role here at the DC Department on Disability Services.

So pretty much for my role at the DC Department on Disability Services is, so I work in the Youth and Transition Department and my work is basically focused on the youth and helping them plan for employment life so pretty much do a workaround with the youth of how can I, like -- basically just helping them secure a career path for themselves going forward so to look and to monitor.

So my role at DDS, I had -- I pretty much had the honor of [Indiscernible] which are the DC Secondary Transition Institute and the [Indiscernible] conference which was [Indiscernible] last year. Between 17 youth, AUCD conference and the TASH conference in Atlanta, Georgia, last year and at the annual [Indiscernible] conference held in DC.

Pretty much my topics I presented on focused on community mapping and how to use them better. Because I know that [Indiscernible] present at conferences, community mapping that I did really interested a lot of people. How they can make their youths be involved in the community mapping. So I talked a lot about that. Self-advocating because I am a self-advocate.

My future goals with the employment trajectory, which is part of changing the LifeCourse, and that is pretty much the work that I do around, the trajectory for their

employment life and how I do use it so that others get -- pretty much get to help better set up their own trajectory to use it and just to give to people so people get to know what does the career look -- what does it look like for employment.

Pretty much my role as a People Planning Together trainer [Indiscernible] in my presentation. Pretty much my role [Indiscernible] which is [Indiscernible] going on for DC for the next five years. So for how my role is pretty much in the DC [Indiscernible].

So basically, I am a People Planning Together certified trainer. Basically it's pretty much like a person-centered thinking center for people who are receiving services but the participant can pretty much develop meaningful tools for themselves so they can use after the two-day training. So basically have more control over the next IEP meeting, ISP meeting or even just showing to staff or providers that they can have additional information about their clients to help support them better.

You can move to the next slide.

So this part is Charting the LifeCourse. So pretty much last year I was able -- in order for me to be the ambassador trainer for training the last course. And the tools that the UMKC developed, University of Missouri-Kansas City Institute for Human Development, they really -- they were awesome tools for either self-advocates, family members, and pretty much to use and to begin the process of what kind of things do they need in order for them to secure a good life for themselves.

And with that, the UMKC developed this instructor plan to begin to develop and just identify what steps they need to secure a good life. So the target audiences are people with disabilities, family members, families, or any age. I think any age is -- so basically -- so for the course, UMKC uses stages you see at the top of my presentation, you see little info graphics of like a baby, multiple kids, a person with a book bag, those are the life stages that like the UMKC pretty much showcased towards.

So there I did the tools that they have out for people to use including multiple tools that could help people just to begin planning and pretty much develop and plan for themselves for a good life. So they look at a lot of things, for instance from early childhood all the way to senior age.

So pretty much if you look at the top for the first infographic, basically -- so start at early childhood, figure out what kind of supports, like a family member or pretty much for yourself that you need to deal with a child -- secure a good life for your child or for someone pretty much all the way to the senior age, even senior, how can you still get into your life, looking at things, identify things, or how can you secure a good life.

And for the target audience to begin to develop the tools, you can start at any age. That the beauty of it. That's why I love it. You don't have to start early childhood. You don't have to start in transition. If a person be a senior age, you could go right towards the senior age just to begin to develop a plan for themselves in how to secure a good -- pretty much retirement life or good life.

So you can pretty much start anywhere in the life stages. And I know that, for, like, me, since I did this employment trajectory, I would probably say my main focus would be the transition so pretty much for school age, from like middle school to high school, high school maybe to college. So as explained earlier, that's my career goal that I pretty much had in mind.

So you can go to the next slide.

So pretty much, this slide is how I implement these tools from the LifeCourse Framework. So pretty much I do presentations on my trajectories to show to a variety of people

in DC to self-advocacy, family members, different agencies around DC or etc. So I would highlight that bullet point as my main focus. And just pretty much showing people or how to effectively create a trajectory where basically you begin to put in mind -- pretty much think about a career life or good life for you.

I always explain to people -- it's really hard for some people just to begin to think about that. You have to look at it -- you're making yourself look into your future. We don't know our future. Pretty much get handed to us but knowing me as a young adult, I pretty much had, like, my concrete -- my vision for the good life. So pretty much since I had my concrete vision for a good life of employment trajectory, I wanted to show that to people so that people could really just use it to begin [Indiscernible] to all live a good life in a way, using what I have to help others to begin to develop a trajectory on they own self.

So I know that like for the TASH Conference in Atlanta, Georgia, last year I presented myself for myself-advocate trajectory. Pretty much I took the trajectory and made a piece about self-advocacy and how did I self-advocacy. It was a really hard process for me to get started with it. But I'll explain that for later.

And last, heavily use the trajectory and a one-pager to give a two-day training. I forgot to put a link in my PowerPoint about the LifeCourse tools. I know basically on the tools that I pretty much use that the People Planning Together use that are meaning for the trajectory and the one-page Profile. So those are like the two most important pieces that I feel could participate out of the two-day training. Because they are like the meaningful pieces so you could begin to show people and pretty much focus on employment. It could be good for people to show to the RSA counselors, staff, teachers, or wherever, pretty much skills that a person may have. Because one page would be like [Indiscernible] on a person's qualities or qualifications that they hold. So those are the two things for People Planning Together for the LifeCourse Framework tools that I pretty much use.

You can go to the next slide.

So this is my employment trajectory that I pretty much present on in conferences. Focus on employment-wise. Basically trajectory is supposed to be looking at missions for like a good life, what do not want to see in steps.

So how I did this is pretty much -- I look to myself to think about -- what do I vision for a good life? Pretty much volunteering opportunities that lead towards internship or full-time job. So my experience with DDS, I started out in like an intern last year, internship program which I did a six-month internship. So DDS hired me for full-time. So that really great that internships could lead towards a full-time employment. If the work I do could benefit others. Because I had that mindset that basically when I'm doing work, how can it benefit others?

So using this trajectory how can I benefit others not just myself. And having a positive attitude all the way to following my dream, the last one, because I feel if a person had a dream job they wanted to follow, he should follow that. Yes, I know that it could be lots of struggle's challenges along the way but you strife towards your dream job. It could be a great thing for an individual.

And authority. Next what I don't want is pretty much a negatives, work experiences, others telling me it's easy to find work. I can tell you all that it's not easy to find work. Before I got this internship job and full-time job at DDS, the job process is really hard. I know everyone was telling me that, like -- by me being a recent college grad it's not really easy to find employment, it could take some time. But I always said that if you be really hungry and strive towards it, you could basically find an internship or like any job opportunity that you could do,

walk away with some valuable skills and what not. And not -- leading to the last one, not speaking up at work/add voluntary indicating. So that was like a big turndown that I witnessed in my past work experiences, not speaking up for myself in a way, not being a self-advocate for myself.

So pretty much you see the boxes in red, these are pretty much actual hard-core experience that I witnessed from my previous workplace which is felt bored, had little to do, didn't receive any valuable work experience, coming to work every day and not feeling any excitement, and the last one which I felt was to be bigger for myself, wasn't being self-advocating. So pretty much my biggest experience I experienced.

And the boxes you see are pretty much steps that I want to take to get to my career job which is becoming a public speaker for young adults. So that is my career job. I want to be a mentor to young adults and just talk to them about my challenging struggles, help them to begin to plan for like a better life for their career, for their career job, for their interests. It could be anything they want to do. Just help them with their career processing.

I can go through a few and not all of them. Use my skills, volunteering, being active, learning multiple languages, etc.

So basically on this you see empty boxes here. Those empty boxes supposed to be related to -- a trajectory should never be a finished project. A person should always be updating no matter what is on the trajectory. Because you want to experience new skills. They be wanting to take [Indiscernible] towards the career goal. So that's what the boxes are here for. Just to showcase the trajectory is never a finished project. One person should always be updating their trajectory.

So I end on a quote by Dwayne Johnson, A.K.A. The Rock. "Success isn't always about greatness. It's about consistency. Consistent hard work leads to success. Greatness will come."

So I just wanted to add like a meaningful quote so that others can see.

So for this, this is my one-page profile. And this is part to be used for the People Planning Together appointment. This is a [Indiscernible]. So looking at favorite things that I like to do, things that you pretty much cherish. And pretty much looking at things like important like safety, or pretty much important things that people always telling me that they need to do. So focus on, like, employment, being successful advocating for myself all the way to not being involved/contributing at work. I show that because having explain important to me and the People Planning Together -- it could be everything to things that I don't like. So that would be like the things I don't like.

Pretty much [Indiscernible] pretty much from my previous co-workers my bosses said about me which is a hard worker, puts 100% effort into his work to helpful person. [Indiscernible] letting my boss know what days I come in, what days do I not come in, all the way to doing the right thing.

You can go to the next slide.

So this slide is for the self-advocate. So pretty much I explain my career goal that I want to help mentor young adults and help them create career paths for themselves. And our message is if you want to become an advocate to make sure to think about why do you want to advocate. So pretty much I always said -- you need to have a reason that you want to advocate for. So pretty much without reason it could pretty much turn towards meaningful self-advocacy experience that you cherish, that you want to self-advocate for.

So as you see right here, this is like a tool plan that I have like a previous co-worker

where his main focus was on self-advocating. So this is like his self-advocacy tool plan which pretty much consists of his one-pager, or one page on first flap of why it's important for him [Indiscernible]. And what kind of supports he need.

His vision board, you see it's pretty much stated as what makes a good advocate where it's like pretty much words and pictures that I saw on the internet where basically the words are pretty much actually his words. He told me that would like make a good advocate for his community. So I just showcased that pretty much in his collage in a way. This is his trajectory which is pretty much about him in self-advocating. And questions which focus on his [Indiscernible] about self-advocating and why it's important for pretty much with intellectual disabilities [Indiscernible]. So pretty much like a sure thing why it's important for him to serve on the community board.

Next slide.

This is myself-advocate trajectory that I presented at the conference last year in Atlanta, Georgia. When I said that this was really hard for me to construct. So this was really hard to construct because when you look at a trajectory, a trajectory is supposed to be -- this is for good life, steps you want to day to achieve that.

To create a self-advocating trajectory you've got to move some questions around in a way because basically it's not like an average trajectory where you focus on good life. To me, I wanted to focus on my life and how that I became [Indiscernible] self-advocating in a way.

So the questions I asked is what's important for me when I'm advocating. So pretty much looking at qualities where I'm advocating, look towards being passionate, equality, having fun, doing my talking which is a big one. talking to, like, children, teenager or young adults -- that's how I always learn in college from one of my college professors that basically sometimes you could basically sometimes -- you have to plan around the language of how you actually talk to people. So pretty much talking to audiences. Money versus purposes. And respect others.

There are more things on here basically to cover. I also want to say on here, too, is disability versus disorder. I'm at the mindset -- I'm like an individual pretty much like a disability -- I got like a speech impairment and also a learning disability. I know that for me I don't define my disability as a weakness or a barrier. I just say it's a disorder because I feel like disability you could pretty much ask any disability person their weakness and people might say yes but for me I say no because me able to talk in conferences, knowing that I have a speech impairment, I don't let that phase me in a way. I just ask pretty much a disorder that was always born from birth, could be a birth defect where like basically pretty much it's just there. And I just have to live on with it. I could control it. But that disorder will still be there. But basically I don't find that adds a weakness or barrier towards me.

The next one is what I don't want to experience which is pretty much the things that could be like for -- do not want for average trajectory which is not staying -- stating what's on my mind, others telling me having a disability or a barrier/weakness, making fun of my speech down to me not advocating.

For the steps, you want to showcase a self-advocate trajectory using -- what made me want to become an advocate? So pretty much I put examples all the way from early childhood development, from transition to LifeCourse Framework for the life stages, and how did it want me to become an advocate which is [Indiscernible], exercise my freedom of speech, make a difference. The talk is my big key of why I do want to become an advocate. I want

people to hear my value and beliefs. That's a big thing I exercise a lot on why I want to become an advocate.

And the quote I use is from Barack Obama which is pretty much about self-advocate, "Now we're in the midst of not just advocating for change, not just calling for change -- we're doing the grinding, sometimes frustrating work of delivery change -- inch by inch, day by day." That's my quote for the self-advocacy.

You can go to the next one.

So this time I talk about the People Planning Together. This is me and my other PPT trainers. So pretty much [Indiscernible] the LifeCourse Framework tools that is pretty much the trajectory and the one page is People Planning Together for employment.

Next page.

So for people who doesn't know what People Planning Together is, it's a two-day training, a person-centered thinking training where people who are receiving services such as DDA or RSA services can take. That is like the main focal point of the training, people around for any state to help with any service that they could take.

The training is led by people with I/DD who facilitate the two-day training. So pretty much -- so for the first picture you saw of me and my other fellow trainers, we all had an I/DD. So pretty much -- we all pretty much are able to facilitate this two-day person-centered thinking training. That's the greatness of it, in a way, just knowing people with a disability are able to serve or just to facilitate a training to other people also with pretty much like a disability is really fascinating. That's what I like about that.

And pretty much the last one, it's a great training to help the participants to think about what's important to them and for them. So that is like the highlight of the training. So what's important to them and what's important for them. I know that's a really difficult concept, that a participant may be thinking about. We do our best just to begin to teach others about that, about what's important to them and for them.

Next slide.

So this slide talks about the main topics of People Planning Together. So I had like a person-centered thinking training where they got different main points, main topics, that they want to engage the participants to focus on; People -- we had topics our own: This training will; This plan will help you; Why develop a plan for yourself; Always train -- topics of people looking at things they're trying to fix you in a way, not -- pretty much not looking at what's important for you or what you need to know, others deciding what's important for you and what not or just looking at -- basically you have control of yourself. So pretty much looking at your value and your beliefs, what's important for you and what's important to you. And pretty much just to showcase to others like, ok, so this is important to me and this is important for me, the different qualities. Important to, important for, balance.

So we teach the participant what's important to them, what's important for them, how can they keep their balance between them. So how can you keep the balance between what's important to them, what's important for them.

An example might be, say, for instance, like a person or a participant loves candy, that could be important to them. What's important for them is to stay healthy. So how can they balance -- how can you balance those two things with the candy and wanting to be healthy? How can you balance them so they can have both of them on equal terms? So pretty much through exercises and activity to begin -- for people to understand what's important to them, for them, a balance. What needs to stay the same, what needs to change tied to what's important

to them, for them, balance. Looking at things that's working for them, what things do they want to change and work towards the change, my dream job. So we do activities on my dream job. Goals, their employment trajectory, and developing a one-page profile.

So using the trajectory and one-pager for the LifeCourse. That is a big piece the participants are walking out of the two-day training with. Beginning to have their own employment trajectory and help them create their one-page profile.

Now, all of these topics discussed in the two-day training would ultimately lead towards the employment plan.

So next slide.

So this is my work. So I'm like a People Planning Together trainer. And also in the youth and transition, I also get a work that I do, doing follow-ups with the participants. So I do follow-ups with the participants after the training. Pretty much I ask questions, different things, like what's their dream job, what do they do in the community, are they getting any services like RSA, do you have a job coach, etc.

And what's working for me in my main job behind it is creating a PPT which is a People Planning Together employment plan. So in this employment plan is the tri-fold and a collage. So the collage, it was like activity in a two-day People Planning Together two-day training but I wanted to use that as like a meaningful piece for like a vision board you could show to people about pretty much qualities that a person may have. It could be qualities like you had like a RSA counselor, job coach, wanted to go to college, the dream job is such and such and such.

So we just try -- it's focused on their one-page profile pretty much embedded inside of the tri-fold which is pretty much [Indiscernible] like values so pretty much on the back side, and intro page, values.

For me, when I do this training, questionnaire, I'm always observing of the participant. So pretty much if I see something that a person [Indiscernible] I pretty much keep that in my mind and write it down because it could be a value on their beliefs that they pretty much showcase. It could be like a value of belief could be simply saying -- pretty much saying good morning to them. Maybe they feel welcome, contribute. So you help towards better results of their participation in the training. And the inside slide is pretty much a trajectory, their employment trajectory, where they like pretty much their own career choices that a person may want to achieve.

Now, I will say that some participants that I've done the two-day training with, with other participants, not many -- [Indiscernible] that they want to do at this moment. Maybe might be a decider of a career job. So pretty much -- so why not be employment guide? Pretty much developing another tri-fold where it's not too heavily focus the on a dream job but pretty much focused on skills that the person may have, qualification that they may have, indicating whether they went to college or not or finished high school or did they want to go to college. Indicating [Indiscernible] student, get involved, etc.

It would be a really great piece because I feel with this training we can focus on employment. And I can understand not too many participants might not have a career job at the time. So pretty much how am I indicating that is with career interests. So pretty much what interests for career. What is interesting for a career? So pretty much like might be in the community or things witnessing for the everyday life that could jog a career interest.

As you can see, my collage and trajectory on here. These two people -- these two people are actual people who really participated with the training. So pretty much

[Indiscernible], basically like a day service program that she is part of that we done like a two-day training with. This year and last year. And Tremaine, he's from RCM, Inc., in DC, also like a day program for people with disabilities. So help them create tools that they may need for themselves and begins a path for their career goals. So these two people I did a two-day training with. And I actually developed employment plans for them.

And just recently in DC, I did like a two-day training with the DC [Indiscernible] employment here in DC. I did that. And [Indiscernible] plans, too. So the only two -- these are not the only two plans that I created. I created other plans. Altogether I probably created 10 plans. [Indiscernible]

Next slide.

This is pretty much the end of my presentation. So we're pretty much the end of my presentation. So for people who got questions or answers you can ask me. Also if you've got further questions, pretty much give me a call or e-mail, my DC government e-mail.

I'd like to thank you all for the time and thank you all, and Donald, too. Believe it or not this is my actual first time holding a presentational webinar. This is my first time on a webinar. I would like to hear feedback on what ways that went well for me or what ways that I pretty much need to improve because hard criticism -- I always got criticism because it could help me practice more and pretty much become pretty much an expert for a webinar presentation.

So with that in mind, thank you all.

>> Gabrielle Sedor: Thank you, Kevin and well done. We're delighted to be your premiere audience.

We do have some questions. And I wanted to let participants know we do send out a link to an evaluation form at the end of each of our webinars. So, please, as Kevin requested, please take a minute and tell us what you liked, what you didn't, if there were any additional questions that you have for either of our speakers or for myself, Gabrielle Sedor at ANCOR or Donald Taylor at TASH. Please feel free to put that on your evaluation form or reach out to us using these e-mails on your screen.

We have a question. Kevin, folks would like more information when and where the next two-day person-centered thinking training is offered. If you don't know the answer, can you tell them where to find it?

>> Kevin Wright: Yes. In -- at DDS -- it's at a standstill right now [Indiscernible] passing along to a different agency to do. The reason for that could be because of budget. I don't know. I know basically for more information, you have to contact one of my bosses at DDS because I simply don't have the hard-core answers for that.

>> Gabrielle Sedor: Ok. So right now your understanding is that the program is on hold but if they'd like more information, they should reach directly to DDS.

>> Kevin Wright: Yes. Mm-hmm.

>> Gabrielle Sedor: Ok.

All right. Are there any other questions for Kevin or for Teresa? If you have one, you can put it in the chat button in the lower left-hand side of your screen.

Kevin, you're getting lots of complements. Compliments for the entire webinar.

So thank you both, Kevin, Teresa. This was a very informative webinar.

Thank you to over 100 participants today. This might be our biggest one yet. Please look for an e-mail that will have a link to today's recording. Also, we have captioned each of our webinars so if you need access to the transcript of today's presentation, that will be available to

you as well. There will also be a link for you to give us your comments and your feedback.

Kevin, Teresa, Donald, on behalf of TASH and ANCOR, thank you all so much.

Have a fantastic day.

>> Teresa Callahan: Thank you. It was delightful. Thank you.

>> Kevin Wright: Thank you.