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| Circle  Description automatically generated | **INDIANA VOCATIONAL REHABILITATION DISCOVERY PROFILE**State Form 56641 (R2 / 11-23)FAMILY SOCIAL SERVICES ADMINISTRATIONDIVISION OF DISABILITY AND REHABILITATIVE SERVICESVOCATIONAL REHABILITATION (VR) SERVICES |

**Introduction**

The Discovery Profile records what has been learned during the Discovery process. Just like the Discovery process, this profile belongs to the participant. The Discovery Profile is designed to help the participant determine a vocational goal that matches their strengths and interests. Each time an activity is completed, record the participant’s strengths and key factors for successful employment in section 1.1 with the participant (use the Addendum if needed). Section 1.2 is required to be completed monthly. Themes specific to the participant should be captured in section 2.1 as they emerge.

**The Discovery Profile should be updated each month until the completion of Discovery and sent to the VR area office by the 10th day of the following month. (Please do not send the profile directly to the VRC.) Fill in the additional comments and number of times met with the participant under each Month Review for section 1.2.**

 **Date Discovery Started *(month, day, year)*:** Click or tap to enter a date.

 **Date Submitted to VR *(month, day, year)***: Click or tap to enter a date.

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| **Participant Information** | Name: | Participant name. |
| Contact *(Telephone, E-mail, Address)*: | Contact | Alternate Contact: | Alternate contact. |
| Employment Consultant (EC): | Employment Consultant. | EC Contact Information: | EC Contact Info. |
| Support Team (e.g. family, case manager, residential, behavioral specialist, teacher, etc.) | Support team. |

1. What was Learned?

**1.1 Discovery Activities:** *List Discovery activities. Select the type of activity and date through the drop- down box. Describe what was learned by the participant and Employment Consultant in each category. If a section is not relevant, write ‘not applicable’ or ‘NA’.*

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| **Activity #1**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #2**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #3**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #4**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #5**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #6**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #7**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #8**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #9**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #10**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |

**1.2 Monthly Review**:*This section provides a monthly summary of progress, including the number of in-person meetings, number of remote contacts and additional comments.*

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| **Month 1 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 2 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 3 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 4 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 5 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 6 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 7 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

2. Putting what you learn into action. Information for Section 2 will be gathered during Discovery activities and furthered discussed during touchpoint meetings with the VRC, participant, EC, and any additional team members. As Discovery activities occur, please capture the information below as it becomes known.

**2.1 Vocational Themes and Aligned** **Businesses**: *Use this section to* ***brainstorm*** *with the participant and list at least three themes that the participant would like to discover or add when an emerging theme is known. List themes that meld tasks, interests, talents, and skills that are being observed through Discovery. Learn more about careers related to the themes identified to help confirm if each theme is a good fit for the participant:* [*https://www.onetonline.org/find/*](https://www.onetonline.org/find/) *. Examples of broad themes might include agriculture, fashion, or building. Under each theme, list businesses and tasks to try that fall under the respective theme.*

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| --- | --- | --- |
| Theme 1: Fashion | Theme 2: Theme 2. | Theme 3: Theme 3. |
|  | Ex: Old Navy, Fashion/Retail | Business 1. | Business 1. |
|  | Business 2. | Business 2. | Business 2. |
|  | Business 3. | Business 3. | Business 3. |
|  | Business 4. | Business 4. | Business 4. |
|  | Business 5. | Business 5. | Business 5. |
|  | Business 6. | Business 6. | Business 6. |
|  | Business 7. | Business 7. | Business 7. |
|  | Business 8. | Business 8. | Business 8. |
|  | Business 9. | Business 9. | Business 9. |
|  | Business 10. | Business 10. | Business 10. |

**2.2 Interests:** *Summarize interests that were observed through Discovery activities. Provide evidence for these interests. If the participant (or another person) does not identify interests, use the Discovery process to find possible interests.*

 Summarize interests here.

**2.3 Personality Traits:** *Identify personality traits that the participant demonstrated. Provide evidence for these personality traits.*

Frame traits as strengths. All personality traits are strengths in some situations and challenges in others. Examples include persistent, realistic, or charming.

**2.4 Summary:** *Summarize what has been learned during the Discovery process.*

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| **Best Learning Method:** | Best learning method. |
| **Places / Situations to Avoid:** |  Places/situations to avoid (aspects of a workplace like lighting or noise level). |
| **Personal Resources:**  | *Examples include benefits (SSI, SSDI, TANF, SNAP, or Waiver Services), family support, job connections, or childcare support.* |
| **Preferred Work Location:**  | Counties and cities where participant can work. |
| **Transportation To and From Work:** | Who and how? |
| **Preferred Work Schedule, Benefits, Wages and Why:** | Days and hours, part-time or full-time, PTO, health insurance, 401K, etc. |
| **Support/Accommodations to Address Identified Barriers:**  | Need for routine and use of natural supports, accommodations, or assistive technology to address identified barriers. |
| **Disability or Barrier Disclosure:** | Describe results of disclosure counseling. For example, the participant may wish to disclose their disability to a supervisor, but not coworkers. A participant may wish to disclose their needs, but not diagnosis. |
| **Other Unique Factors:** | Examples include physical restrictions, health factors, medications, cultural considerations, if there is a legal guardian, or other barriers to employment such as criminal history or homelessness. |

**2.5 Local Labor Market Information:** Are there aspects of the local labor market to consider with the themes chosen? Information can be gathered in different ways, including neighborhood mapping, <https://www.bls.gov/>, or <http://www.stats.indiana.edu/>. Are there jobs available in the goal area the participant wants to pursue?

Enter local labor market information.

**3. Optional Signature Page for Final Discovery Profile**

I have participated and agree to the information and recommendations in this profile.

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Signature of Participant Date (month, day, year)

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Signature of Participant’s Parent or Guardian, as applicable Date (month, day, year)

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Signature of Community Rehabilitation Provider Representative Date (month, day, year)

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Signature Other Date (month, day, year)

Adapted From *Developing Vocational Themes* by Cary Griffin and Dave Hammis

*©* Griffin-Hammis Associates & The Center for Social Capital

Family & Social Services Administration

Bureau of Rehabilitation Services

Vocational Rehabilitation Services

*This section is used to record activities when there is no additional space to list details on the Discovery Profile.*

 **Addendum** Choose an item.**:**

 **Date Submitted to VR *(month, day, year)***: Click or tap to enter a date.

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| **Participant Information** | Name: | Participant name. |
| Contact *(Telephone, E-mail, Address)*: | Contact | Alternate Contact: | Alternate contact. |
| Employment Consultant (EC): | Employment Consultant. | EC Contact Information: | EC Contact Info. |

1.0 What was Learned?

**1.1 Discovery Activities:** *List Discovery activities. Select the type of activity and date through the drop- down box. Describe what was learned by the participant and Employment Consultant in each category. If a section is not relevant, write ‘not applicable’ or ‘NA’.*

|  |  |  |
| --- | --- | --- |
| **Activity #1**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #2**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
|  |  |
| **Activity #3**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #4**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #5**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #6**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #7**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #8**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
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| **Activity #9**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |
|  |
| **Activity #10**Choose an item. | Date *(month, day, year)*: 00/00/0000 | Location: Location. |
|  What did the participant do? What was the purpose? |
| **Tasks**  |  List tasks that were demonstrated. A task is a part of a job or process. A task is a piece of work to be done. |
| **Skills** | List skills that were demonstrated. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks. (Example: Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making) |
| **What was learned by the participant and Employment Consultant based off this activity?** | Include observations of strengths, conditions of employment, interests, and personality traits. Did the participant need support to complete a task or skill? What worked well? |
| **Next Steps**  | How will the participant and the EC use what was learned during this activity? What would the participant like to learn more about? Is a vocational theme emerging? |

**1.2 Monthly Review**:*This section provides a monthly summary of progress, including the number of in-person meetings, number of remote contacts and additional comments.*

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| **Month 8 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 9 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 10 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 11 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 12 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 13 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |

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| **Month 14 Month/Year**00/0000 | Number of in-person contacts: Choose an item. | Number of remote contacts:Choose an item. |
| Are there sufficient hours left to move forward with Discovery for next month? Choose an item. | Is Discovery completed?Choose an item. |
| Monthly Comments: *What other contacts has the EC made and with whom (participant/guardian/VRC)? What are the next planned activities? Does a team meeting need to take place with the VRC to develop a job goal or discuss case progress? Are there issues that need to be communicated?* |