



Partners in Transition

April 2008

Resources

Inside Workforce³ One: Innovations for Asset Mapping

The Workforce³ One Webpace features the following two documents that will help registrants better understand some of the tools that have been developed to help Local Workforce Investment Boards (LWIBs) map their regional assets.

- [Asset Mapping Roadmap: A Guide to Assessing Regional Development Resources](#). This document provides an asset mapping "roadmap" that was developed per the request of the U.S. Department of Labor's Employment and Training Administration to provide guidance to regions seeking to strengthen their competitive position in the global economy.
- [Asset Mapping Tool](#). This tool was developed for the workforce system by the Metro-Denver Region Workforce Investment Board and can be easily adapted for any region. It is intended to help Local Workforce Investment Boards in a region focus on their strengths, identify duplications, and identify gaps.

Visit us at www.workforce3one.org

State/Local Policy Changes

Florida Senate approves bill requiring autism coverage

Most health insurers would be required to cover autism treatments of up to \$36,000 annually under a bill passed unanimously by the Florida Senate, although the mandate would not apply to small group plans or individual policies. "I find it unacceptable ... that in the wealthiest nation in the world, we have said to these children ... 'We're not going to provide the coverage that will fix you, that will help you operate fully in the mainstream, because it will raise insurance rates by one-quarter to one-half of 1 percent,'" said Sen. Steve Geller, who has sponsored similar legislation for nine years. [Sun-Sentinel \(Fort Lauderdale, Fla.\)/Associated Press](#) (4/23) [E-MAIL THIS STORY](#)

Training Update

There are several more trainings coming up, including Healthcare, Transportation, Assessment, and Social Security & Benefits Planning. Details are currently being wrapped up, and will be emailed when confirmed.

The Able Trust will host a free regional grant training for nonprofit agencies serving Floridians with disabilities; please see the attached flyer for details.

Training Summaries

NOTE: Information from all trainings will be posted at PartnersInTransition.org

The Implementing Discovery Training was a day-long training led by Michael Callahan of Marc Gold & Associates. It includes information on Discovery, why it is used, and specific steps on how to implement the process.

The Workforce & Transition Training was a day-long training with Lewis Persons and Michael Roush of USF. Topics included the Guideposts for Success (developed by the Institute for Educational Leadership upon which the Florida Strategic Plan for Transition is based), and information on how regional workforce boards work and what resources may be found there. If you would like a copy of the Florida Strategic Plan please email Tara Thompson at thompson@fmhi.usf.edu

Upcoming Events

Additional Trainings will be held over the next few months; details will follow when confirmed.

Supported Employment Training is being offered: please see the attached flyer.

Team Highlights

Focus on Discovery

Discovery is big in Martin, Monroe, Polk, and Pasco counties! They really worked together as teams and learned a great deal about customized employment, Discovery and how to implement it. Polk has really done a great job implementing Discovery. They planned from the beginning what their vision of customized employment would be, and they are very enthusiastic about implementing individual employment outcomes for students! Monroe had geographical obstacles to overcome, but they work very hard as a group and are involved in both upper and lower teams. The teamwork is fabulous – meeting attendance was almost perfect! Martin was part of Project Discover and turned out 12 (yes, 12!) profiles! They explored many environments with each student, focusing on allowing the individual to guide the HOWI (Hanging Out With Intent), truly a

student-driven process. They had strong VR involvement, and the career development teacher integrated Discovery into his curriculum! How cool is that? Pasco has been persistently working toward implementing customized work experiences and is considering utilizing a 3rd party cooperative agreement to help implement it. If you would like further information on whether your county is participating in Discovery please contact Lisa Friedman-Chavez at lfchavez@fmhi.usf.edu

Miscellaneous

Technology allows students with disabilities to shine

With the aid of the right assistive technology, Boston students with severe disabilities are able to keep up with their mainstream classmates in ways never before imagined, special-educators say. "In the old days, it used to be the pencil and that's all it was," said occupational therapist Beth Lloyd. "I think technology just opens up a lot more possibilities for kids with a variety of abilities." [The Boston Globe](#) (4/21)

More Calif. schools create certificates for those who fail exit exams

Students with disabilities who are unable to pass California's exit exam may still be recognized for their hard work as several districts develop completion certificates to be given to graduating students. "For the students who have passed their classes, met their [Individualized Education Program] goals, done everything except pass the exit exam, we think it's important to have some kind of recognition," said San Mateo Special Education Director Barbara Picheny. [San Mateo \(Calif.\) County Times](#) (4/16)

Collaboration helps first-year teacher overcome fears

As a first-year teacher, Sarah Henchey said she felt inexperienced and incompetent, but when asked to join a professional-learning team, she found a culture that encouraged collaboration. As she gained a voice, she found her more experienced colleagues didn't dismiss her as she had feared, but appreciated her unique perspective and provided her with invaluable mentoring. [Teacher Magazine](#) (4/16)

Articles:

Discovery

Discovering Personal Genius, also known as Discovery, is a person-centered planning process that involves getting to know a person before helping them plan (Callahan 2001). Discovery differs from typical assessments in a number of ways, including:

- ❖ The focus person leads the process
- ❖ 90% of the information obtained is taken from inclusive, natural settings
- ❖ Information is gathered from a variety of settings and provides a holistic picture of the individual
- ❖ Information gathered focuses on the individual's capacities, not deficits
- ❖ There is a presumption of employability

Ideally, the Discovery process should begin at age 14, to assist with creating the Transition IEP, and revisited regularly and modified as needed. Discovery may be used to create customized work experiences, which would ultimately lead to an outcome of customized employment.

The Discovery process leads to a written document, most commonly, a Vocational/Personal Profile. The Vocational/Personal Profile includes information regarding the individual's social, recreational, communication, academic, domestic, mobility, and vocational skills. It also describes the ideal working conditions, including strategies that have been successful and those that should be avoided.

The Partners in Transition Training and Technical Assistance Project has been involved with nine Discovery processes to date, in five counties. The Discovery process resulted in numerous positive outcomes, including: reorganization of one county's career development program; family members learned to observe with a more objective eye and take a step back sometimes to allow their son or daughter to show their true ability and interests (many parents had their own "A-ha!" moments during the process); teachers and school personnel learned more about the students than they would have been possible through traditional vocational/academic assessments; and the Discovery teams shared a common vision, and worked as a group to brainstorm ideas of areas to explore.

Counties that are interested in receiving Partners in Transition Training and Technical Assistance regarding Discovery may contact Lisa Friedman-Chavez, Technical Assistance Specialist, at (786) 316-1459, or Lewis Persons, Project Director, at (813) 974-3738.

Workforce

Please see the article attached regarding Workforce information.