



# INDIANA VOCATIONAL REHABILITATION DISCOVERY PROFILE

State Form 56642 (12-18)  
 FAMILY AND SOCIAL SERVICES ADMINISTRATION  
 DIVISION OF DISABILITY AND REHABILITATIVE SERVICES  
 VOCATIONAL REHABILITATION (VR) SERVICES

## Introduction

The Discovery profile records what you learn during the Discovery process. Just like the Discovery process, this profile belongs to the participant. The Discovery profile is set up to help the participant find a job that matches their strengths and interests. Each time an activity is completed, it is best practice to record the participant's strengths and key factors for successful employment. Verify your findings by reviewing the profile with the participant.

**Date Discovery Started** (*month, day, year*): 1/7/2019    **Date Submitted to VR** (*month, day, year*): 4/15/2019

<b>Participant Information</b>		Name:	Amy Sample
Contact <i>(Telephone, E-mail, Address):</i>	Phone: 765-555-1111 000 Ridge Drive Richmond, IN 47374	Alternate Contact:	Husband David: 765-555-2222
Date of Birth <i>(month, day, year):</i>	10/1/73	VR Identification Number:	12345
<b>Provider Information</b>		Provider:	Ace Employment Services
Employment Consultant (EC):	Roger Rogers	EC Contact Information:	765-555-3333 1111 Some Street Richmond, IN 47374
Support Team (e.g. family, case manager, residential, behavioral specialist, teacher, etc.)	Amy's husband David is very supportive of her goal to return to work. She is not involved with any public assistance programs at this time. Amy has close friends from her former employment at the cabinet factory.		

**1. Discovery Activities:** *List Discovery activities. Select type of activity and date through drop down box. Describe what you learn about the participant in each category. If a section is not relevant, write 'not applicable' or 'NA'.*

<b>Activity #1</b> Meet and Greet/Home Visit	Date ( <i>month, day, year</i> ): 1/7/2019	Location: Amy's home
	Met with Amy in her home to get to know her, explain the employment services process, and complete necessary intake paperwork. Discussed her work restrictions as well as her interests and preferences.	
<b>Tasks</b>	Completing paperwork, scheduling appointments, organizing	
<b>Skills</b>	Amy reports she has basic use of computer for internet search, keeping documents, calendar functions. Good reading and writing skills, neat handwriting, organizational skills: keeps to do lists on her computer and syncs them with her smart phone	
<b>What did you learn about the participant?</b>	Amy was friendly and outgoing. She discussed her interest in working as a receptionist or office clerk but admits she doesn't know much about what would be expected in that line of work. She expressed concern about her computer skills and qualifications, as she has no formal training with computers. She is comfortable with her home computer. She completed forms independently. She appears to be very organized and states she likes to keep things tidy and have, "everything in its place."	
<b>Next Steps</b>	Discussed job shadowing and Amy was interested. She would like to get a better idea of what a receptionist or office clerk would do.	

<b>Activity #2</b> Job Shadow	Date ( <i>month, day, year</i> ): 1/14/2019	Location: County Hospital
	Observed the information desk in the lobby of County Hospital and made a list of tasks we observed the receptionist to perform to help Amy understand what is involved in working as a receptionist	
<b>Tasks</b>	Observed the receptionist greeting people at the information counter, answering the telephone, making copies, scanning documents, using the computer, providing directions for the facility	
<b>Skills</b>	Observed customer service skills, use of office machinery (copier/scanner, computer, multi-line phone system), multitasking	
<b>What did you learn about the participant?</b>	We discussed the various tasks performed by the receptionist we observed and Amy reported that she felt she could perform those tasks. Her only concern remained her computer skills due to her lack of any formal training in computers and no experience with company-specific software. She liked that the receptionist was very busy, seemed to sit and stand as needed, which she felt would be a good fit for her given her physical limitations.	
<b>Next Steps</b>	Amy is interested in trying out some of the duties of a receptionist or office clerk. EC will schedule a situational assessment once an appropriate site has been secured.	
<b>Activity #3</b> Situational Assessment	Date ( <i>month, day, year</i> ): 1/21/2019	Location: Friendly Pets Animal Shelter
	Amy performed receptionist and office assistant duties for a 4-hour shift at the Friendly Pets Animal Shelter after filling out some volunteer paperwork to see if she felt comfortable with the work.	
<b>Tasks</b>	Answering the phone, greeting customers, transferring animal photographs to website and typing in descriptions of the animals per instructions.	
<b>Skills</b>	Customer service skills, using a multi-line phone system, computer skills, following instructions	
<b>What did you learn about the participant?</b>	Amy learned quickly and was able to remember the instructions of the Animal Shelter manager. She was courteous on the phone and prompt at answering. She worked well with the customers coming in and handed out information. She reported she enjoyed all of the tasks although she was nervous entering information about the animals on line because she was afraid she would make a mistake.	
<b>Next Steps</b>	Amy reported she still felt unsure of her abilities in an office setting. She would like to continue to try out office positions so she can decide if this is something she wants to pursue.	
<b>Activity #4</b> Situational Assessment	Date ( <i>month, day, year</i> ): 2/4/2019	Location: Wayne Senior Center
	Amy assisted in the office of the Senior Center	
<b>Tasks</b>	Helping customers fill out forms and sign up for upcoming events, handing out resource brochures, helping to answer phones, filing	
<b>Skills</b>	Customer service skills, providing instructions and information to others, answering the phone and transferring calls	

<b>What did you learn about the participant?</b>	Amy had the opportunity to provide assistance at the Senior Center during their busiest time of the year. The director of the center showed Amy how to fill out consent forms and help their customers sign up for events such as classes. Amy demonstrated good customer service and was easily able to instruct the seniors coming into the center regarding what forms to fill out and how to do it after her brief training. Amy also helped answer the phone and transfer it to the senior center staff using the directory she was given. She had no difficulty getting back to task after taking phone calls. She said she really enjoyed the interaction with the seniors at the center.	
<b>Next Steps</b>	Amy is interested in an experience that would give her more opportunity to use a computer so that she can see how her skills would fit.	
<b>Activity #5</b> Work Experience	Date ( <i>month, day, year</i> ): 2/6/2019	Location: YMCA
	Observed Amy on Work Experience Site with YMCA. The work Experience was scheduled for 15 hours per week for two weeks and started on 2/6/19.	
<b>Tasks</b>	Answering phones, greeting customers, data entry, light cleaning	
<b>Skills</b>	Basic computer skills, use of multi-line phone, customer service skills, light cleaning, troubleshooting, decision-making	
<b>What did you learn about the participant?</b>	Amy continues to demonstrate excellent customer service skills and the staff at the YMCA have complimented her on her work with customers. She is gaining confidence. Since the receptionist at YMCA typically has the job of wiping down exercise equipment at the end of the day, Amy wanted to try that job. She did find that repeatedly reaching the tops of the machines exacerbated her neck and back pain even though she was able to work at her own pace. She had more of an opportunity to use the computer with this experience. She learned to help new members sign up and entered their information into the member database. She also took the new member's picture with the webcam. Amy learned to use the YMCA database system in a reasonable amount of time.	
<b>Next Steps</b>	Although Amy is gaining in confidence, she would like to continue to try other office/reception jobs. We will look for another experience that gives her an opportunity to practice computer skills.	
<b>Activity #6</b> Work Experience	Date ( <i>month, day, year</i> ): 2/25/2019	Location: A-1 Real Estate Agency
	Amy participated in a Work Experience at A-1, for 10 hour per week for 2 weeks beginning 2/25/19.	
<b>Tasks</b>	Taking phone calls, scheduling appointments, filling folders for new clients, uploading real estate pictures to the website and entering in home specifications into the website.	
<b>Skills</b>	Use of multi-line phones, computer skills, sorting forms and filling in the appropriate folder, keeping the office schedule in outlook	
<b>What did you learn about the participant?</b>	Amy learned quickly and was able to perform all of the tasks she was given with a bit of practice. She reported she felt comfortable with the work on the computer. She did state that she found she enjoyed working directly with people more than she anticipated. In that respect, she felt the experience at the YMCA was a bit more enjoyable.	

<b>Next Steps</b>	Amy reported she volunteers a few hours per week at her church in the kitchen. She helps to organize volunteers for a local soup kitchen as well. Amy agreed to demonstrate this work for me at our next visit.	
<b>Activity #7</b> Select activity.	Date ( <i>month, day, year</i> ): Select date.	Location: Location.
	What did you and/or the participant do? What was the purpose?	
<b>Tasks</b>	List tasks you observe. A task is a part of a job or process.	
<b>Skills</b>	List skills you observe. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks.	
<b>What did you learn about the participant?</b>	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?	
<b>Next Steps</b>	How will you and the participant use what you learned during this activity? What you would like to learn more about? Is a vocational theme emerging?	
<b>Activity #8</b> Select activity.	Date ( <i>month, day, year</i> ): Select date.	Location: Location.
	What did you and/or the participant do? What was the purpose?	
<b>Tasks</b>	List tasks you observe. A task is a part of a job or process.	
<b>Skills</b>	List skills you observe. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks.	
<b>What did you learn about the participant?</b>	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?	
<b>Next Steps</b>	How will you and the participant use what you learned during this activity? What you would like to learn more about? Is a vocational theme emerging?	
<b>Activity #9</b> Select activity.	Date ( <i>month, day, year</i> ): Select date.	Location: Location.
	What did you and/or the participant do? What was the purpose?	
<b>Tasks</b>	List tasks you observe. A task is a part of a job or process.	
<b>Skills</b>	List skills you observe. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks.	
<b>What did you learn about the participant?</b>	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?	

<b>Next Steps</b>	How will you and the participant use what you learned during this activity? What you would like to learn more about? Is a vocational theme emerging?	
<b>Activity #10</b> Select activity.	<b>Date</b> ( <i>month, day, year</i> ): Select date.	<b>Location:</b> Location.
	What did you and/or the participant do? What was the purpose?	
<b>Tasks</b>	List tasks you observe. A task is a part of a job or process.	
<b>Skills</b>	List skills you observe. A skill is a learned ability to do something, with or without support. Skills are needed to complete tasks.	
<b>What did you learn about the participant?</b>	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?	
<b>Next Steps</b>	How will you and the participant use what you learned during this activity? What you would like to learn more about? Is a vocational theme emerging?	

## 2. Putting what you learn into action

**2.1 Interests:** Summarize interests that you observe 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.

Amy is interested in working in an office, mostly performing receptionist duties and some clerical/secretarial work. She shows particular skill with customer service, is always friendly and respectful toward others. She states that working directly with customers was the most enjoyable part of her work experiences.

**2.2 Personality Traits:** Identify personality traits you observe in the participant. Provide evidence for these personality traits.

Amy demonstrates good customer service as she was always friendly and helpful to customers on the phone or in person. She asks for help when needed. She may tend to lack confidence but improves when given the chance to practice a task.

**2.3 Conditions of Employment / Ideal Work Environment:** Conditions of employment and ideal work environments are considerations for good worksite matches. Specify if any of the conditions are non-negotiable, which means that the condition/work environment is a requirement. A negotiable condition is a preference. Conditions may include, but are not limited to:

- benefits and wages
- completing certain tasks or skills
- aspects of a workplace like lighting or noise level
- work hours
- regularity and use of supervision
- location or transportation

Amy would like to work first shift. (non-negotiable).

Amy would like a job with health benefits. (negotiable)

Amy does not want to travel outside of city limits (negotiable depending upon work hours)

**2.4 Summary:** Summarize what you learned the Discovery Process.

<b>Best Learning Method:</b>	Amy is a quick learner and does well with verbal instructions but prefers to have steps written down.
<b>Places / Situations to Avoid:</b>	Unable to perform tasks requiring lifting above 15 lbs., repeated bending, or reaching overhead. Does best when she can sit and stand as needed.
<b>Personal Resources:</b>	Supportive family and friends. Connections through church and local volunteer work.
<b>Transportation To and From Work:</b>	Amy drives and has her own vehicle.
<b>Ideal Work Schedule and Wages (Days and Hours) and Why:</b>	Must work first shift due to her husband and children's schedules. Would like to make \$12 or more per hour but this may be negotiable. Wants full time work.
<b>Support / Accommodations to Address Identified Barriers:</b>	Needs work within her physical restrictions, no other accommodation needs have been identified.
<b>Disability or Barrier Disclosure:</b>	We have discussed disclosure and Amy reports she plans to be up-front with any employer. She feels comfortable speaking of her injury and work restrictions.

<b>Other Unique Factors:</b>	Amy is planning a mission trip in the fall and will need to discuss the time off allowances with any new employer.
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**2.5 Vocational Themes and Aligned Local Businesses:** *List themes that meld tasks, interests, talents, and skills you have observed through Discovery. Learn more about careers related to the themes you identify to confirm each theme is a good fit for the participant: <https://www.onetonline.org/find/>. Examples of broad themes might include agriculture, fashion, or building. Under each theme, list businesses that fall under the respective theme. The listings should be located in the participant’s community.*

Theme 1: Office Work		Theme 2: Customer Service	Theme 3: Theme 3.
1.	IU East	Acme Insurance Company	Business 1.
2.	County Hospital	The Loft	Business 2.
3.	City Government	Daniels Real Estate Group	Business 3.
4.	State Government	County Hospital	Business 4.
5.	Earlham College	Regional Trucking (dispatch)	Business 5.
6.	Ivy Tech	Simpson Mall	Business 6.
7.	YMCA	Wallace Apartment Management	Business 7.
8.	Richmond Fitness Works	Innovation Center	Business 8.
9.	Range Line Mental Health	Museum	Business 9.
10.	Richmond Community Schools	Welcome Center	Business 10.

**2.6 Local Labor Market Information:** Are there aspects of the local labor market to consider with the themes chosen? You can gather information in different ways, including neighborhood mapping, <https://www.bls.gov/>, or <http://www.stats.indiana.edu/>.

The Career Index shows 6 current job openings for “secretary,” 1 job opening for “receptionist,” and 74 job openings for “customer service” within 10 miles of Amy’s zip code. While secretarial and receptionist jobs are fewer, there appear to be many opportunities in the customer service field.

### 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

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Date (month, day, year)

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Signature of Participant's Parent or Guardian, as applicable

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Date (month, day, year)

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Signature of Community Rehabilitation Provider  
Representative

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Date (month, day, year)

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Signature Other

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Date (month, day, year)

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

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**Family & Social Services Administration**  
**Bureau of Rehabilitation Services**  
**Vocational Rehabilitation Services**

<http://www.in.gov/fssa/ddrs/2636.htm>