

V3 DISCOVERY Interview & Survey Tools

Interviews and surveys in the V3 Discovery process are intended to provide the team information from persons knowledgeable about the student to assist in writing the student's post-secondary vision, vocational profile, and/or visual resume. In conducting surveys and interviewing people, it is important to focus on relevant and positive information including interests and preferences, skills and contributions, experiences, supports and services, conditions for success, and connections as well as challenges that may impact employment and independent living.

First, create a list of people who know the student best and take time to brainstorm to determine anyone else to add to the list. Include peers who the student interacts with in **inclusive** environments.

Next, determine who will be interviewed and who you will ask to complete a survey.

Name / Contact Info	Relationship to Student	Survey or Interview?	Person Responsible

There are three survey/interview tools that can be used:

- o [Discovery Short Survey](#)
- o [Detailed Discovery Survey / Interview](#)
- o [Peer Survey](#)

Interviews / Survey Tips:

- You can use the survey forms as a guide to conduct face-to-face interviews.
- Take time to adapt questions and format to maximize information gathering.
- Provide opportunities for people to clarify and expand their responses.
- Listen for the difference between facts and feelings or opinions.
- Keep the interview positive and avoid deficit-driving information gathering.

Discovery Short Survey

Student's Name (DOB: _____ Date: _____)

Your Name: _____ Relationship to the Student: _____

Your Phone / Email: _____

a. List 3 things that the student does really well.

#1 _____

#2 _____

#3 _____

b. List 3 things the student has taught you.

#1 _____

#2 _____

#3 _____

c. If you could read his / her mind, what do you think is most important to this student?

d. Describe how you picture the student's life after high school.

e. List what you think are the MOST IMPORTANT things for the student to learn at school.

- f. What tasks or activities does the student enjoy doing the most? How do you know he/she likes these activities?
- g. List and/or describe any new school activities you think that the student would enjoy being a part of and how you might be able to facilitate his/her involvement.
- h. What strategies and supports work best for this student to learn and participate in activities?
- i. What specific job or jobs do you think this student would like to have when he/she graduates from high school?
- j. Is there anything else you think the team should know about this student to support planning for their future?

DETAILED SURVEY--INTERVIEW FORM

1. General Information:

Student Name (DOB): _____ Date: _____

Your relationship with the student: _____

Your email: _____ Phone: _____

2. Interests / Preferences:

- a. What are the student's interests and passions?
- b. What tasks or activities does the student enjoy doing the most? How do you know he/she likes these activities?
- c. What specific places and environments does the student enjoy being in and why?
- d. What specific places and environments should be avoided and why?
- e. What tasks or activities does the student enjoy doing the least?

f. What are the student's personal strengths (including personality traits and skills)?

g. If you could read his/her mind, what do you think is most important to this student?

3. Skills / Contributions and Present Levels of Performance:

a. Describe the student's math skills and any supports he uses in Math. (ex., time, money, arithmetic, etc.)

b. Describe the student's reading skills and any supports he uses in reading. (ex. comprehension, reading aloud, favorite books, etc.)

c. Describe the student's communication skills and how he communicates effectively.

d. Describe the student's social interaction skills with familiar people and with strangers.

- e. Describe the student's physical/health/sensory-related information.

4. Life Activities and Experiences (consider activities like recreation/fitness, entertainment, hobbies, community participation, etc.)

- a. What structured activities does the student participate in at home, school, or in the community? How does he/she participate? What support does he/she need?
- b. What informal activities does the student participate in at home, at school, or in the community? What support does he/she need to participate?
- c. What chores does this student complete at home? What support does he/she need to complete them? Which chore(s) does he do the best?
- d. What specific events or activities does the student look forward to each year, including holidays, traditions, vacations, etc.?
- e. What new community experiences do you wish this student would have?

5. Supports & Learning Characteristics / Challenges

- a. What strategies and supports work best for the student to learn and participate in activities?

- b. What strategies and supports should be avoided? (What does NOT work for this student?)

- c. What are this student's behavioral challenges and safety and physical / health restrictions? (Include habits, routines, idiosyncrasies, etc.)

- d. What new skills do you wish this student would learn?

6. Current Connections

- a. Who are the student's current friends at school? In the neighborhood? Close family members?

- b. What does this student do after school and on the weekends? Who does he/she do these activities with?

- c. Who does this student enjoy being around the most? What is it that he likes about them?

- d. Where are this student's favorite places to go? What does he do there?

- e. What new connections do you wish this student would make?

7. Future Employment & Community Living

- a. Based on interests, what job do you think this student would like to have in the future and why?

- b. What job would you like to see this student have in the future and why?

- c. Describe any ideas you have for this student to have the experience of learning new job skills at school and in the community.

8. Future Support

- a. List any new people you think might need to be involved with helping this student have new experiences and make new connections.

- b. Describe how you would be willing to support this student in experiencing new things and/or making new connections.

Discovery Peer Survey

Transition Student Name (DOB): _____ Today's Date: _____

Your Name: _____ Your Age: _____ Your Grade: _____

Your Email: _____

List 3 things that the student does really well.

#1 _____

#2 _____

#3 _____

List 3 things the student has taught you.

#1 _____

#2 _____

#3 _____

If you could read his / her mind, what do you think is most important to this student?

Describe how you picture this student's life after high school.

What specific job or jobs do you think this student would like to have when he/she graduates from high school?

List / describe any new school activities you think this student would enjoy being a part of and how you might be willing to help him get involved and/or participate.