

# DISCOVERY RECORD

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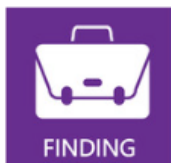
This document has been designed as a starting point to record observations and conversations about the person's interests, contributions and conditions for success. It is based on resources developed by Marc Gold & Associates, located in Virginia, USA. More information can be found at <https://www.marcgold.com/>



IMAGINING



DISCOVERING



FINDING

**School To Work**  
for Secondary Students  
with Disability



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# THIS IS ME

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

## My Family:

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## My Typical Routine:

*(Morning, afternoon and evening)*

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**My Neighbourhood:**

*(Urban, suburban, rural, residential, commercial etc)*

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**My Educational Experiences:**

*(Include education, vocational classes, internships, training)*

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**My Employment History:**

*(Include any vocational classes, internships, work experience, informal work at home, formal chores...)*

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**My Life Activities and Experiences:**

*(Include friends, hobbies, community, activities and events of importance)*

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**My Communication:**

*(Discuss preferred communication style and communication skills)*

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# INTERESTS AND CONTRIBUTIONS

In completing these sections, in addition to the person's input, consider with whom and where the person spends their time. Identify and speak with trusted individuals who care about the person, have high expectations and are on board with their vision for a good life. For example:

- Immediate family (parents, siblings)
- Other non-immediate family members (grandparents, aunts/uncles, cousins etc)
- School
- After school activities, i.e. sports, arts or scouts
- Community groups and places of faith
- Friends
- Services

**My Interests** – This section focuses on gathering information about the person's interests in various settings. Looking at various settings can help identify interests that aren't immediately obvious. Record responses in the sections provided.

Consider the following questions:

1. Who does the person prefer to spend time with?
2. How does the person like to spend their time?
3. What do they get excited about or 'lights them up?'
4. What is important to them?
5. What kinds of things does the person do on his or her own, without being asked?



**My Interests at Home:**






Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

**My Interests in the Community:**




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

**My Physical Fitness Interests:**




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

**My Academic Interests:**




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

**My Work Interests:**





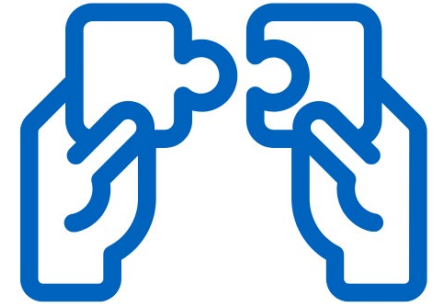

Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

**My Contributions** - This section focuses on gathering information about the person's contributions, often referred to as skills. Again, look at various settings. Note, we all act differently in different settings.

Consider the following questions:

1. What is the person good at?
2. What are their best personal qualities?
3. What are the person's most reliable strengths?
4. What skills does the person have?
5. What skills have they recently developed?

Record responses in the sections provided in the following pages.



**My Contributions at Home:**




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

**My Contributions in the Community:**




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

**My Academic Contributions:**




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation



**My Contributions at Work:**




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

# CONDITIONS FOR SUCCESS

**My Conditions** - This section focuses on gathering information about the person's conditions for success; meaning what needs to be present or not present in a job. Conditions for Success refers to:

- Working Style (individually or in group)
- Environment (inside/outside)
- Days, time and hours of work
- Location
- Work Culture and opportunities (uniform, work place social events)
- People (characteristics i.e. personality; age; gender; continuity of relationship)
- Nature of tasks (completed or ongoing, range of correctness, pace, scheduling, work routine)
- Conditions to be avoided

Record responses in the sections provided in the following pages.



What works well?




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

What doesn't work well?




Observations by Family			Observations by Others		
Person	Relationship	Observation	Person	Relationship	Observation

## Additional Support Considerations:

*(Are there other support requirements needed for improving the conditions for success, i.e. regular planned breaks, providing visual prompts, physical accessibility)*

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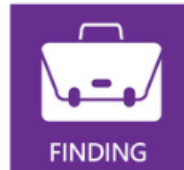
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**Note:** If you encounter limiting beliefs, you may like to ask questions to understand the conditions where those beliefs are not true. For example, if someone says 'he never sits down' you might ask something like 'when are the times that he sits still or seems engaged in an activity'?

Finally, it's important to fully understand the answers you are hearing so you might ask some questions to clarify:

- How do you know this - what are they doing that tells you that?
- When do they do that?
- Why do you think this is happening?
- Under what circumstances does this happen?





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