DISCOVERY RECORD

| INSERT PHOTO |
| --- |

A place to record your observations and conversations about your family member's interests, conditions and contributions.



| **INTERESTS**  **Preferred tasks, tasks done with enthusiasm and/or without being asked** | |
| --- | --- |
| OBSERVATIONS BY FAMILY | OBSERVATIONS BY OTHERS |
|  |  |

| **CONDITIONS**  **What works well for the person?** | |
| --- | --- |
| OBSERVATIONS BY FAMILY | OBSERVATIONS BY OTHERS |
|  |  |

| **CONDITIONS**  **What doesn’t work well for the person?** | |
| --- | --- |
| OBSERVATIONS BY FAMILY | OBSERVATIONS BY OTHERS |
|  |  |

| **CONTRIBUTIONS**  **Skills, abilities, aptitudes, tasks performed or could be performed with some training** | |
| --- | --- |
| OBSERVATIONS BY FAMILY | OBSERVATIONS BY OTHERS |
|  |  |

**Record of conversations**

| I talked to | Date / time | At |
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**Questions for conversations**

These questions may help to guide your conversations with others. Imagine More developed these as a starting point to record observations, particularly for families who are conducting discovery on their own without a facilitator.

A more comprehensive set of questions are at [Marc Gold and Associates](https://www.marcgold.com/s/Discovery-Questions-revised-5-9-2019.docx).

First consider who and where does your family member spend time with? For example:

* School
* After school activities, like sports, community groups
* Clubs, groups or places of faith
* Services
* Friends
* Other family members

Next, you might consider asking these people some open questions:

* What do you think is the best part of their day or week?
* What kinds of things do they do without being asked?
* Do they seem really engaged / motivated at times?
* What kinds of things does the person do on his or her own, without request from others?
* What are his interests and talents?
* What needs to be in place for the person to be at their best?

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 pays attention’ 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?
* Where do they do that?
* Why do you think this is happening?
* Under what circumstances does this happen?