



GRIFFIN-HAMMIS ASSOCIATES, LLC

DISCOVERING PERSONAL GENIUS STAGING RECORD

Instructions: This form is used to stage, structure, capture and record the major events of DPG. The recorder(s) should pay particular attention to how the tasks are typically performed, any accommodations, technology, supports, or specialized training strategies that should be employed.

Name:	Date initiated/Date Completed: /
Family Contacts:	
Phone/E-mail:	Person(s) completing DPG Record:
Additional Contact Information:	
Team Members:	
Consultants/Experts to Contact:	
Comments/Considerations:	

Stage One: Home & Neighborhood Observation

(Preliminary step: review records, files, assessments to establish current issues, cautions, training, etc., that may be of relevance).

Initial Interviews: Begin with the individual's home and/or family home (if residing there).

Date:

People interviewed & relationship to Individual:

Recap of Information (attach field notes, pictures):

Observations of home, bedroom, property, belongings that seem relevant:

Chores & tasks performed at home:

Hobbies, Sports, Collections, Interests noticed during home visit:

Family/friend/community activities individual engages in and regularity:

Neighborhood Mapping (resources, employers, transportation options, neighbors of interest, activities, civic engagement):

Talents, interests and skills observable/revealed:

Activities, situations, & locations that need to be avoided:

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Stage Two: Others to be interviewed (person/relationship/role):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What was learned from each:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Patterns Emerging: (Talents, Interests & Skills):

Stage 3: Skills & Ecological Fit

Five places where this individual can be observed in activities that give context to their Interest, Talents & Skills:

- 1.
- 2.
- 3.
- 4.
- 5.

Observations for each location and the specific activities observed:

- 1.
- 2.
- 3.
- 4.
- 5.

Emerging themes:

Supports needed during these activities (be specific):

What environments & activities need to be avoided and why?

What places, skills and activities need more exploration?

Where/when will this exploration occur?

Follow-Up Notes:

Stage Four: Review

Former school/rehab staff to be interviewed:

Other family members and friends who may reveal insights:

Read files, assessments, medical/medication, behavioral and other records that may still be of relevance:

Impact of this information on individual's emerging profile:

Stage Five: Vocational Themes (not job descriptions or business ideas)

Emerging themes that meld Interests, Talents, and Skills:

1.

2.

3.

Identify 3 places for each theme where people with similar themes work:

Theme 1	Theme 2	Theme 3
1.	1.	1.
2.	2.	2.
3.	3.	3.

Select 2 places and arrange informational interviews.

Notes from interview:

1.

2.

Which themes seem strongest?

New interests/talents revealed?

Arrange further informational interviews and/or short (up to ½ a day) work experiences at the following places:

1.

2.

What was observed:

1.

2.

Stage Six: Descriptive Narrative

Consider the following in the description:

1. Interests, Talents, Skills as observed; best ecological fit; best learning mode/methodology; places/situations to avoid; personal resources (benefits, family support, savings, transportation); most endearing/engaging qualities; exploitable skills; 3 strongest vocational themes:

2. Ideal conditions of Employment:

Stage Seven: Job/Business Development Plan

List of Twenty Places where people with similar Vocational Themes Work:

Theme 1:	Theme 2:	Theme 3:
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.

Create representational portfolios, picture books, resumes, and other tools for Job Development as needed;

Select 3 or 4 places and arrange Informational Interviews for moving into job development stage.

- 1.
- 2.
- 3.
- 4.