



# Personal Support Plan Tool Guide

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## Person Centered Thinking Skills

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\*Required

# Important To/Important For

## Purpose

A way to help describe both how someone wants to live and a reasonable balance between the components that make-up Important To and Important For. Forms the foundation of all of the other work. As the core concept this is at the center of planning and practice. All of the tools that follow are intended to be used to

- Learn more and inform ourselves about Important To;
- Find a better balance between “to” and “for”
- Discover how to implement what is learned

## Instructions

We need to always ask what do we know before we ask what should we do? As people build their competency in thinking this way, all conversations about addressing issues begin with what do we know about what is Important To and what is Important For and the balance between them. Remember that Important To is learned through a discovery process. The tools we have found most useful are available here.

## Important To/Important For

For: Leigh Ann

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### Important To

- Being healthy (exercise and breakfast choices)
- Caring for and rescuing animals
- Feeling organized  
(laying out clothes; checking with husband on schedules; cleaning up kitchen)
- Being on time
- Taking time to wake up; plenty of time to get everything done
- Keeping up with news and current events/politics/national dialogue

### Important For

- Eating healthy foods and exercising; family history of heart disease
- Taking her medicine on a regular schedule
- Exercising daily; having structure to her day (less stress)
- Having time each day to plan and organize her day (less stress)
- Being involved in her local community

### Instructions for supporters – what others need to know or do

- Remind her to check to have healthy food and snacks available (in the house and in her backpack for work);
- Know she will need to commit time when she is home to work with the Humane Society
- Ask her if she has a safe place to exercise daily in the morning (if she is on the road for work)
- Ask if she remembered to put a case of bottled water in her car
- Knowing ahead of time when she is expected to start something, leave the house, etc., so she can plan her time accordingly
- Keeping clutter to a minimum and knowing that she needs to put things away, keep things in order

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## Good day/bad day

### Purpose

To learn how to best support a person based on what needs to be present and absent in life.

### Instructions

This is the single most powerful tool to learn about what is Important To people and how to best support them. There are a number of ways to learn about good day and bad days. For some people you can just ask and record what they say. For others, you may wish to break the day up into blocks of time (e.g. morning, before leaving the house, morning where you spend your day, etc) then walk through each block of time – going back and forth between the good scenario and the bad scenario through the timeline of a day, or various circumstances. For example,

“Tell me about a good morning. Tell me about a bad morning. Tell me about a good evening. Tell me about a bad evening. Etc.” Or ask, “What sort of things happen that contribute to a good day for you?”

If someone comments that they have no bad days, then ask about a ‘typical’ day or a specific Monday, Tuesday, etc. to get started.

Review the information to discover the simple and explicit things Important To someone, and the implicit items that are Important To but need to be revealed.

## Good Day/Bad Day

For: Elizabeth Kate

Contributors: Elizabeth Kate, Dad and Mom

Good Day	Bad Day
<ul style="list-style-type: none"> <li>• Going to Subway, Spoons , Sonic, with Molly or Casey</li> <li>• Hanging with my Family at home</li> <li>• Shopping at the Mall at <i>Justice</i> store for journals and bags with Molly</li> <li>• Going to church youth group</li> <li>• Dance to Michael Jackson songs</li> <li>• Going to the movies</li> <li>• Going to the library</li> <li>• Going to the park</li> <li>• Getting haircuts and nails done</li> <li>• Go to Dairy Queen for a blizzard</li> <li>• Visit Toots and Eddie</li> <li>• Drinking diet cokes</li> <li>• Going out to eat pretty much anywhere especially places that are familiar to her as she will already know the menu choices</li> <li>• Going to dance class with Eddie</li> <li>• Help Eddie cook</li> <li>• Go to Jeng Chi Chinese Restaurant with Toots</li> <li>• Go to SAMS club shopping with Toots</li> <li>• Likes to go to school to see friends</li> <li>• Help hand out programs for Theatre productions</li> <li>• Go to Church</li> <li>• Time to Read</li> <li>• Time to write in Journals</li> <li>• Time with cats and dogs</li> <li>• Loves Christmas time... presents and stocking stuff</li> <li>• Birthday. This is It Michael Jackson party theme</li> <li>• Living in own apartment</li> <li>• Getting a good job</li> <li>• Meet Zach Efron</li> </ul>	<ul style="list-style-type: none"> <li>• Fireball happens: hit or hurt others or self</li> <li>• Sick headache, vomit and throat hurts</li> <li>• When Mom or Dad gets mad at me</li> <li>• When Mom gets mad at Dad</li> <li>• Don't like bad words</li> <li>• When people fight at school</li> <li>• Don't want any family to get divorced especially Mom and Dad</li> <li>• When Mom or Dad are away from me</li> <li>• If friends can't come to hang out or do stuff</li> <li>• When brothers can't visit</li> <li>• If sisters got sick</li> <li>• When Buddy (family dog) had to go away because he hurt baby sister</li> <li>• When Tokie (another family dog) was run over by a car</li> <li>• No Michael Jackson to dance to</li> <li>• When Mom and Dad are away from me</li> </ul>

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## Good Day/Bad Day

For: Rae

Contributors: Mom, Dad, and Denine

Good Day	Bad Day
<ul style="list-style-type: none"><li>• Listening to favorite rock and roll songs</li><li>• Spending time with people she likes</li><li>• Going to her favorite coffee shop</li><li>• Spending time with family</li><li>• Spending time with Lola, her cat</li><li>• Volunteering at the human society or an animal shelter</li><li>• Worked at the coffee shop today and earned money</li></ul>	<ul style="list-style-type: none"><li>• Staying inside by herself all day</li><li>• Going for a long walk</li><li>• Eating foods that are not on her diabetic diet</li></ul>

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# Positive Rituals

What rituals help to create a positive experience and good day? Rituals often bring balance and structure to a person's life and create a positive outlook. Pay particular attention to the beginning and end of the day rituals. Each of us have specific activities that we do every day. **The more support the person needs, the more details are included in the tool.** The more control the person has, the less you need to record and share about their rituals.

The questions to consider are:

- Are their rituals (or routines) that are important to the person's day to day quality of life?
- Is there some knowledge about that ritual that other people need to know in order for the ritual to be maintained?
- Is there something that others need to do to in order to maintain the ritual?
  - This can range from "don't interfere" to always buy my brand of toothpaste, to make sure there are candles for the birthday cake or turkey with stuffing on the table at Thanksgiving to "help me take a shower my way".
  - It can require changing what has been scheduled in order for the person to have their comfort ritual
  - Some rituals need to change as they are not positive or acceptable (e.g. "I feel better after hitting you") but remember if you want one negative ritual to stop it works better to have a positive ritual to replace it

The morning ritual is often included as an example, and is only one specific ritual. Other rituals include night time (going to bed), transition, cultural, holiday, spiritual, comfort, birthday, celebration, and coping with illness. As a ritual is selected, ask the person how their ritual starts. What are the "must haves" or "must do's" to make this ritual a positive experience. Also ask "does the sequence matter," "who else needs to be a part of it for you," and what do you do next?"

After capturing/recording the routine or ritual, analyze and review the information with the person, asking "what does this reveal to us that is Important To the person?" Some answers will be very concrete and clear – such as sharing dinner with my family every day; wearing comfortable (not itchy or tight) clothes. Other answers may require more analysis and synthesis. Note that some people are not "allowed" to have a comfort ritual and others need help in finding a comfort ritual that reflects a balance between Important To and Important For.

## Rituals to Consider and Understand

- Morning, waking up
- Going to bed
- Meal time
- Transition
- Birthday
- Cultural/Holiday
- Health
- Spiritual
- Vacation
- Comfort
- Sickness/Illness
- Celebration
- Grief/Loss

## Leigh Ann's Morning Ritual (a day working at home)

- 5:00am** ~ Alarm goes off, NPR only. Hit snooze button 2-3 times (alarm is set to go off 20 minutes before I must be out of bed) ~ always give myself 2.5-3 hours to do everything
- 5:20** ~ take morning meds; put on workout clothes (laid out the night before); drink small cup of strong coffee (½ reg + ½ decaff) w/ real half and half (no powdered stuff); grab iPod and head outside or to gym for workout
- 6:40** ~ home; head upstairs to shower (in warm weather, crank up a/c and turn ceiling fan on high; winter, turn on bathroom heater)
- Wash hair (every other day); Pantene is preference but can use whatever when I am in hotel; wash face and body. St. Ives apricot scrub for face; Face first, then work down....Dove or other moisturizing/dry skin soap. Rinse body, rinse hair. Dry off in shower where it's warm, always in this order: face, hair, arms, legs and body.
- 7:10** ~ towel dry hair; put in styling cream; Rusk "Wired" or Bumble and Bumble for Curls; push hair back with hair band or put up in clip. No hair hanging in face!
- 7:20** ~ turn on Good Morning America; put on Mary Kay "Timewise" SPF 15 for face; Vaseline Cocoa Butter on body; put on underwear, sweat pants or shorts, t-shirt and flip flops or slippers (no work clothes yet); hang up wet towel
- 7:30** ~ Head downstairs ~ feed outdoor feral kitties; have breakfast and one more cup of coffee; Eat at no/low sugar, high protein something....hard boiled egg; turkey sausage; Special K or Cheerios....and glass of skim milk. Big glass of water or plain seltzer; take rest of medicine; medicate kitties
- 7:45** ~ clean litter boxes; empty dishwasher, straighten up kitchen; if need be, take out trash and litter....anything else that needs to be done; chat with Bob about schedules, etc.....
- 8:00** ~ back upstairs w/big glass of ice water or seltzer water ~ brush teeth (Tom's of Maine Cinnamon or Spearmint only!); put on makeup (unless working from home); Mary Kay or Body Shop products only (cruelty-free...not tested on animals)

## Reframing Reputations

### Purpose

To help people see that many “negative” behaviors reflect the circumstances that people are in and the absence of important aspects of what is Important To..

### Instructions

When someone we are asked to support comes to us with a “negative” reputation (i.e. someone is engaging in what would typically be called challenging, problem or risky behavior), you want to help others reframe their interpretation of the actions.

To best use this tool, start by talking with people who have a genuine relationship with the person – those who speak respectfully, can see the person as fun. (See also the “like and admire” tool to help with who to listen to). Then ask them to describe the “negative” side of the person’s personality. For example: stubborn, obsessive, aggressive, resistant, intimidating, perfectionist, too talkative, etc.

## Reframing Reputations

For: Elizabeth Kate

Contributors: Elizabeth Kate, Dad and Mom

**What is the reputation?** Defiant; doesn't follow directions

1. **Are there ever circumstances where this can be positive? If yes, what is it called?**

Passionate and independent thinker, decisive, head strong

2. **Does the "behavior" demonstrate or reflect something that is *important to the person*?**

Independence and usually something that she still wants to do that is important to her, such as hanging out longer, going to the mall, etc but for whatever reason she is either too tired or it just cannot happen at that moment for her for whatever reason. It's important to her to be able to do the things she wants to do and if that just won't work out, then she will become defiant. She lives at home so there are rules that she needs to do as a part of the home routine, such as picking up around the house, and she'd rather be shopping she will act out.

3. **If the "behavior" truly is negative, what is the support strategy?**

**Speak and communication with her in a quiet tone. Remind her that** this is just what we need to do in this moment and that we can move on with things that are important to her in a little bit. Or maybe take a break from the things that important to her and then rest and come back to it later. A gentle response to remind her of the task at hand, the responsibilities, and that there are options, and we will get back to what is important to her.

## Reframing Reputations

For: Rae

Contributors: Mom, Dad, and Denine

List the behavior: **Stubborn**

**1. Are there ever circumstances where the “behavior” is positive?**

She goes from stubborn to tenacious.

**2. Does the “behavior” demonstrate or reflect something that is important to the person?**

She is holding ground on something she values as important to her.

**3. If the “behavior” truly is negative, what is the support strategy?**

- a. Tell Rae the message once and then back off
- b. Have a ‘special’ person communicate the message to Rae
- c. Leave Rae alone – talk with her later
- d. Discuss and clear this up right away with Rae

# Communication Chart

## Purpose

To record how people communicate; prevent information loss during staff turnover; give new people a quick reference guide; and reduce the need for behavior plans that arise from people not being listened to. Helps us understand what a person is trying to tell us and what those who support the person need to do in response.

- Useful both with people who are very articulate and who do not use words to communicate.
- Should be used for all people who do not communicate with words and many people whose behavior is clearer than words.

## Assumptions

- All behavior IS communication.
- Everyone communicates with their behavior regardless of whether we ‘listen’ to the behavior, understand it, or respond to it.
- Communication plans reduce the need for behavior plans.

## Instructions

Start with the observed behavior (second column). This is an observable behavior by the person. The third column is the meaning of the behavior. Once the middle two columns are complete, fill out the first column and then the fourth column. The first column lists circumstances when the behavior occurs while the fourth column lists what should be done in response to the behavior. In more detail: The first column heading **What is happening** describes the circumstances in which the behavior occurs. For example, it could be the place, the people around, or the activity that affect someone’s behavior. When the behavior has the same meaning regardless of circumstance then what is recorded in the first column is “anytime”. The second column (**person’s name**) does describes what the person does in terms that are clear to a new reader who would recognize the behavior. For people where it is something hard to describe (e.g. a facial expression), a picture or even a video recording may be preferred.

The third column heading **We think it** means is our guess as to what the behavior means. Keep in mind that it is not uncommon for there to be more than one meaning for a single behavior. Where this is the case, all of the meanings should be listed.

The fourth column heading **We should** describes what those who provide support are to do in response to what the person is saying with their behavior. The responses under this heading give a careful reviewer a great deal of insight into how the person’s communication is perceived and supported.

### Communication Chart

For: Rae

Contributors: Mom, Dad, and Denine

What is happening around you? Or When this happens... (circumstance)	_____ does (observed behavior)	We think it means	We should (supportive response)
Rae is going for a walk.	Sits down on the ground	She is worn out and doesn't want to walk anymore	Listen to what Rae is telling you and head back to the car/home.
Rae has sat down on the sidewalk, we have encouraged her to walk just one more block.	Yells and screams.	Rae is offended because we didn't listen to her when she told us she was tired of walking.	Apologize to Rae and head back to the car/home... try to listen better next time!
Anytime	Says: "eee-eee-eee"	Rae would like to go hang out at Dunn Brother's and have a cup of freshly ground coffee	Take her out for a cup of joe!
Rae is at the coffee shop	Points to the bins of coffee beans	Rae would like to buy some coffee beans to brew at home.	Support Rae in choosing what she wants to order and paying for her purchase
Rae is at the coffee shop	Points to cups	Rae would like to buy a cup of coffee	Support Rae in ordering and paying for her coffee.

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# Relationship Map

## Purpose

Identifies who is in the person's life and provides a picture of relative importance; that is who is closest to the person and who is further away. It is also used to see who should contribute to a person centered plan (or person centered description).

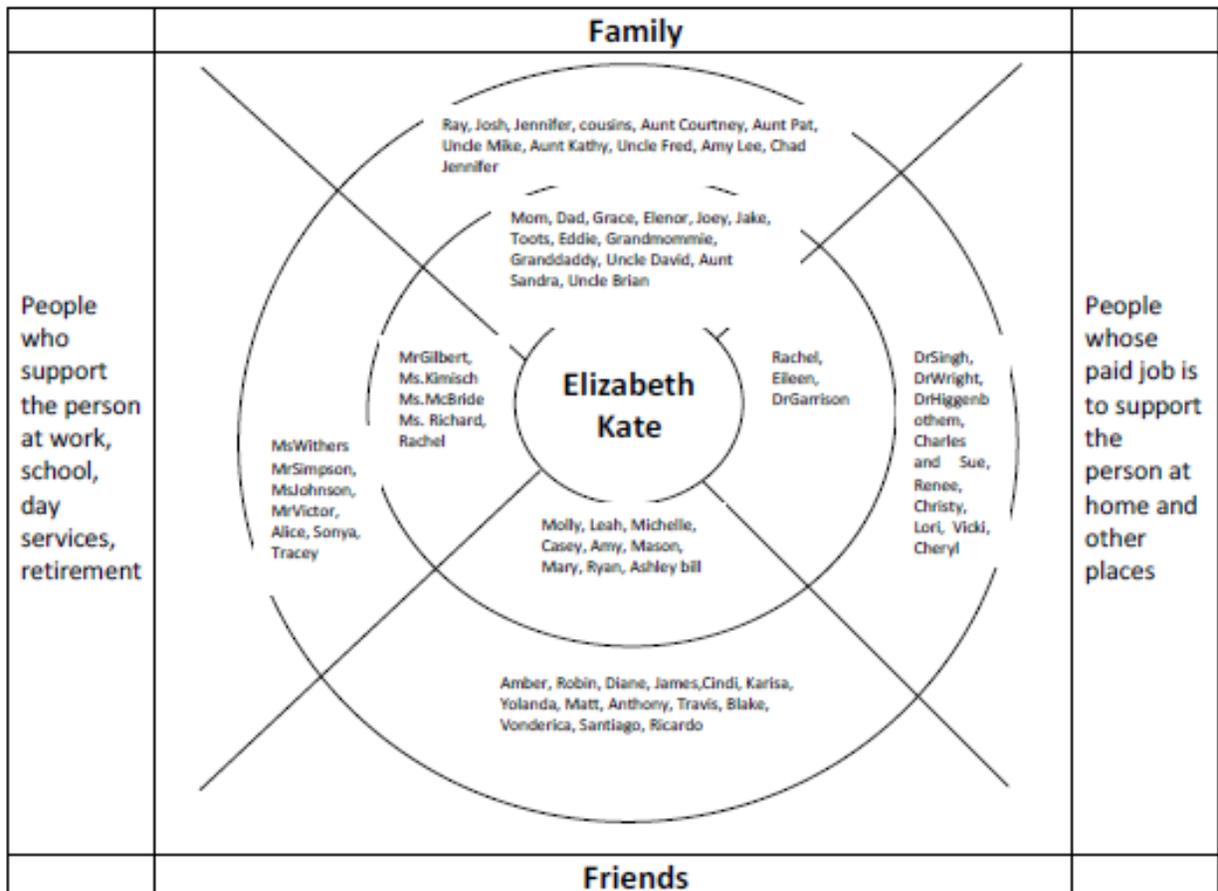
## Instructions

Place the person's name in the center. Then ask the person who is in their life in each of the 4 areas shown and how close to the person are they. The closer they are the closer their name is to the center. As people are added you can check about how far away from the center they should be listed by asking if they are closer or further away than someone who has already been listed. For people who have trouble with written names you can use thumbnail photos. Note that there are people who have very few or no one close to them. For these people doing the relationship map can be depressing and it might not be helpful.

## Relationship Map

For: Elizabeth Kate

Contributors: Elizabeth Kate, Dad and Mom



**Notes:** Elizabeth Kate has a third and even fourth network of friends. She has relationships in numerous networks of people that care about her. She is known by state advocates, activists, church members, Texas A&M students, local theatre company, neighbors, school friends. The listing above represents people who do things with Elizabeth Kate for fun or invite her to participate in her community without her family in attendance and are not paid to be in her life.

Elizabeth Kate and her family moved to Bryan, Texas from Seguin Texas 18 months ago. In her new community, she has discovered a broader set of opportunities to meet people her age with and without disabilities. She is welcomed and encouraged to participate in a local theatre company, connected with a church young adult youth group and students at Texas A&M University who volunteer to support people to have fun in their community.

Elizabeth Kate has and continues to have other young men who appear to have interest in a more intimate relationship with her. She has had little interest in moving beyond just friendships with these young men. Recently she found someone she would like to have a relationship with. This young man appears to have no interest in a relationship beyond being friends. This seems to be confusing for Elizabeth Kate as she talks about him as her boyfriend. Some of Elizabeth Kate's female friends who are her age continue to have conversations with her about this. It is important to Elizabeth Kate to have a relationship with a young man that has common feelings for her.

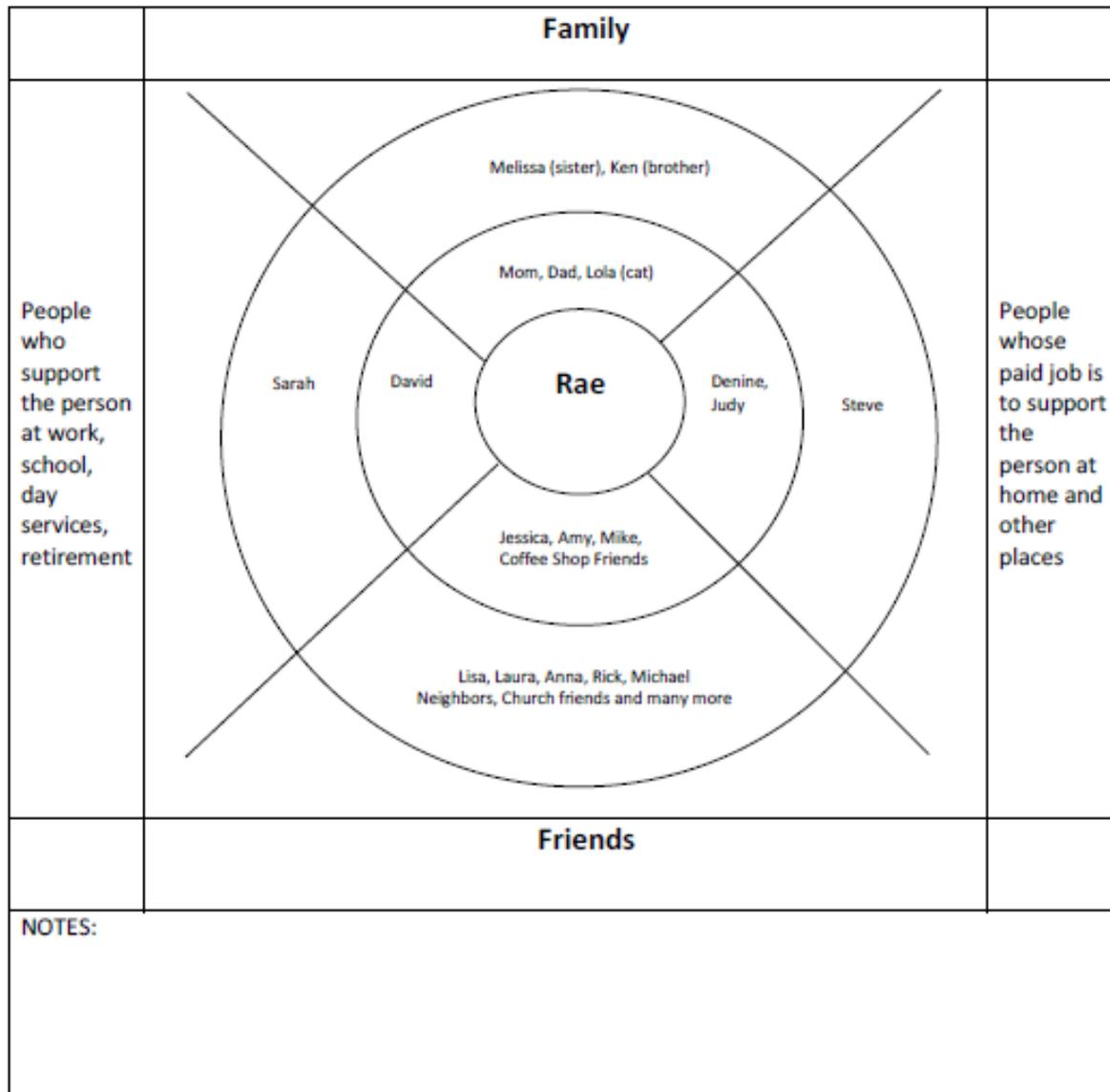
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### Relationship Map

For: Rae

Contributors: Mom, Dad, and Denine



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## 2 Minute Drill

Use:

- Helps people organize their thoughts
- Gives information that suggests where to focus follow-up questions (where would it be helpful to know more)
- Works to get critical information from people with little time

For: Elizabeth Kate

Contributors: Elizabeth Kate, Dad and Mom

It you only had two minutes to tell me the most important things for me to know when supporting \_\_\_\_\_ what would you say? What are your “top tips”.

Is there anything else I should know or do to make it a meaningful, safe, and enjoyable day for the person?

- Need to know who you are and why you are there
- Needs space
- Needs reassurance that you are there to support her
- Will want to know where/how her family is
- Enjoys music (Michael Jackson), shopping and going out to eat to talk about what is important to her
- Gentle communication
- Keep it peaceful
- Has seizures
- Has sleep apnea and uses CPap when she sleeps
- Takes medications
- Needs a break/rest when unhappy
- Diet coke is comforting and she likes it

For: Rae

Contributors: Mom, Dad and Denine

It you only had two minutes to tell me the most important things for me to know when supporting \_\_\_\_\_ what would you say? What are your "top tips".

Is there anything else I should know or do to make it a meaningful, safe, and enjoyable day for the person?

- Outgoing, likes to get everyone involved
- Loves to socialize at the local coffee shop
- Kind, determined, likes to be listened to
- Likes to spend time with her family
- Likes cats and all types of rock music
- Likes to visit animals
- Likes to go to the coffee shop and have her friend's invited
- Needs to follow diabetic diet and get some exercise daily
- Does NOT enjoy long walks, short frequent walks are better
- Needs guidance towards healthy food/meal selections

# Best Day/Worst Day – Without Limits

## Purpose

To learn what needs to be present in order to have good days and what needs to be absent to avoid bad days. This provides less detail than the good day/bad day questions but will frequently identify the critical issues. What is learned is added to the person centered plan.

## Instructions

Ask the following questions, and ask that the person you are asking really focus on the person, not their own interests. Ask them to think about possibilities outside of the person's typical routine, and beyond the good day/bad day responses. This is a time to imagine a perfect day without limits of resources (staff, money, etc.). Yet this also remains within some level of possibility. Be sensitive to steer clear of answers pertaining to pure fantasy. For example, a cure or to 'fix' the person by making the disability disappear is not the intention here. We are looking for the persons' ideal best and absolute worst day, if resources were without limits.

### **Part 1 – Create the Best Day Possible**

If we wanted this person to have the best possible day and resources (money or people's time) were not an obstacle...

- What would you do?
- What would the day be like?

### **Part 2 – Create the Worst Day Possible**

If we wanted the person to have the worst possible day (perhaps your evil twin took over)...

- What would you do?
- What would the day be like?

## Best Day/Worst Day – Without Limits

For: Elizabeth Kate  
Contributors: Dad and Mom

### Describe the Best Day Possible – Without Limits

- What would you do?
- What would the day be like?

Elizabeth Kate would go in a limousine with a couple of her friends... especially her boyfriend and she would go to a Michael Jackson tribute concert. Before that she would eat out at La Riviera (nice French restaurant) and go shopping and she would buy a very cool, fashionable outfit with a brand new purse (she loves bags). She would get a complete make over: hair, makeup and nails. She would love to go and stay in a 4 star hotel too. She would love to have turn down service, nice fluffy robes, watch TV on a really nice TV (watching teenage I Carley on Disney or Hallmark – romantic movies). Have a diet coke and be able to sleep. This would be a huge day. And if this happened at a Disney World resort or on the Disney cruise ship,..it would be ultimate.

### Describe the Worst Day Possible – Without Limits

- What would you do?
- What would the day be like?

She would not be able to listen to MJ. All of her Michael Jackson cd's would be gone. MJ would not be in her life. Her boyfriend would break up with her and say mean things to her. She would have to wear really funky clothes. She wouldn't be able to see her family at all. She would absolutely not be able to go anywhere. She would stay in the house. She would be outside cleaning up after the chickens at home. She would be outside for a long time doing manual labor and its very hot (picking up the lawn). She would have no choice in what she is eating (such as liver, one meal, and no diet cokes allowed) Two or three of her friends that promised to come would not come. George is the most annoying person in her life – and he would come over and stay and talk with her nonstop and yell at her for everything. People would be fighting and yelling all around her in the house and she is stuck there.

As this day went on, as everything started to suck over and over again, she would yell, scream, curse, throw objects, hit and kick people around her. Then when she was tired, she would go to her room and cry herself to sleep and when she woke up, she would sit in her bed talking to herself.

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## Best Day/Worst Day – Without Limits

For: Rae

Contributors: Mom, Dad, and Denine

### Describe the Best Day Possible – Without Limits

- What would you do?
- What would the day be like?

On Rae's best day, she would start the day by seeing her family. Inviting them all to the local coffee shop. All of her friends would be at the coffee shop, and she would get to introduce everyone. They would all have freshly ground coffee together and there would be rock music playing in the background. After coffee, Rae would go with the family to the local animal shelter and see all of the cats. She would take time to say hello and pet each of them.

### Describe the Worst Day Possible - Without Limits

- What would you do?
- What would the day be like?

A worst day for Rae would be a day where she is confined to the house and neighborhood all day, when it's a day that she really wants to socialize at the coffee shop. She is not allowed to listen to her rock music. And she is taken on a very, very long walk around the neighborhood.

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## Like & Admire – Talk To and Listen To

### Purpose

To learn what to include in the section of the plan that introduces the person and to learn who is more likely to know what is Important To the person (who to listen to as opposed to who to talk to). Plans and other documents that describe a person should begin with what we like and admire about the person rather than what is wrong with them. And when we are talking with the people who are to contribute to the plan we need to be able to sort those people who have a personal connection from those who only have a paid relationship.

### Instructions

When you are talking with people who have been identified as among those who should contribute to a plan, ask them:

1. What do you like about the person...
2. What do you admire about the person...
3. When was the last time you had fun together...

Listen for someone who shares things that you would expect to hear regarding a person without disabilities labels of the same age. Where their responses indicate that they have a personal relationship and respect the person, use their answers in the like and admire section of the plan and ask them additional discovery questions.

## Like & Admire – Talk To and Listen To

For: Elizabeth Kate

Contributors: Dad and Mom

What do you like about Elizabeth Kate	What do you admire about Elizabeth Kate	When's the last time you and Elizabeth Kate had fun together?
<ul style="list-style-type: none"> <li>• Funny, loves people, loves to be with people,</li> <li>• Out spoken, advocate, public speaker, willing to take risks, outgoing,</li> <li>• Great sister</li> <li>• Loves animals (cats),</li> <li>• Very fashionable, she loves to make sure she is up with what everyone is wearing,</li> <li>• Loves the theater, she loves the performing arts,</li> <li>• She works hard at things she loves to do, she is persistent, she is a great organizer,</li> <li>• Loves her family, she is a wonderful helper</li> <li>• A great assistant chef,</li> <li>• A really good friend, she's cute. She does simple things that are thoughtful like bringing her Dad coffee randomly or setting the table extra special just cause, or organizing someone's closet and writing notes to be just to be nice.</li> </ul>	<ul style="list-style-type: none"> <li>• Her spirit and her will to be a part of her world</li> <li>• She is a fierce advocate for her own freedom and for others</li> <li>• She is very supportive and very, very caring</li> <li>• She is very sensitive</li> <li>• She really, really loves her family</li> <li>• She is very very loving</li> <li>• She is a great dancer.</li> <li>• She is amazingly organize and loves to organize clutter. She makes lists.</li> <li>• She loves to write letters and email.</li> <li>• She lets you know if she likes you pretty quick and does not lie to people.</li> <li>• She lights up the room when she walks into it.</li> </ul>	<p>Yesterday. We had a great time at Eleanor's birthday party (2<sup>nd</sup> birthday) she helped with the piñata and decorate. Eleanor is her little sister, so it was great to see her be the big sister and be with the whole family and have a fun day. One of the big things we did was a conference with just the two of us and we presented on her OPP and it was a couple of weeks ago. We usually do things together every day when I am in town: drive or something to eat with us or the whole family.</p>

## Like & Admire – Talk To and Listen To

For: Rae

Contributors: Mom, Dad, and Denine

What do you like about Rae	What do you admire about Rae	When's the last time you and Rae had fun together?
<p>Rae has a heart of gold. She is caring and loving. She enjoys making people smile and helping others. She likes getting everyone involved and being around other people.</p>	<p>I admire that Rae can talk with just about anyone. She can also make almost anyone feel welcome in a variety of situations. I admire her determination and grace.</p>	<p>Just last week, there was a really rainy day, and Rae wanted to be outside of the house. She suggested going to the mall. We had a healthy lunch at the food court, got our nails painted, and then went to the Pet store. She was so happy, and we had the chance to exercise in a way that worked well for her.</p>

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# Matching

## Purpose

To develop the information needed to match those who use services with staff or with other people who use services. A good match between those who provide the services and those who receive the services is one of the strongest determinants of quality of life. Where there is a good match, community connecting becomes easier.

## Instructions

Think about the person you are supporting. Think about who has worked well with the person and who has not. Complete the four columns to identify the key supports wanted, skills needed, personality characteristics needed, and desired shared common interests.

## Matching

For: Rae

Contributors: Mom, Dad, and Denine

Supports wanted and needed	Skills needed	Personality Characteristics Needed	Shared common interests (would be nice to have)
Healthy eating	Positive communication on eating properly	Friendly, talkative	Cat lover
Exercise	Appropriate exercise	Outgoing	Freshly ground coffee aficionado
Diabetic mgmt	Understand diabetes		1980's rock music
Money mgmt	Smart with money and creative in teaching money management		

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## Matching Staff for Andrew

Supports Needed	Skills Required	PERSONALITY CHARACTERISTICS NEEDED
<p>Assistance shopping (grocery, clothing personal, etc)</p> <p>Assistance with personal grooming (advice on clothing, reminders on grooming, assistance with shaving)</p> <p>Assistance with housekeeping chores</p> <ul style="list-style-type: none"> <li>• Laundry</li> <li>• Cleaning &amp; organizing personal space</li> </ul>	<p>Some knowledge of cost comparison, budgeting, and savvy shopping</p> <p>Ability to use an electric razor and some knowledge of beard trimming</p> <ul style="list-style-type: none"> <li>• Basic knowledge of laundry methods &amp; use of high efficiency equipment</li> <li>• Organizational skills, basic housekeeping skills</li> </ul>	<ul style="list-style-type: none"> <li>•Organized, but not in a rigid kind of way</li> <li>•Flexibility, spontaneity</li> <li>•Not afraid of the Texas summer heat!</li> <li>•Good judgment</li> <li>•Sense of humor – the silly, funny kind (as opposed to a dry or sarcastic kind)</li> <li>•Preferably male – but not limited to the right female!</li> </ul>
<p>Assistance with management of lawn maintenance business</p> <ul style="list-style-type: none"> <li>• Making phone calls</li> <li>• Maintaining calendar of appointments</li> <li>• Managing payments &amp; record-keeping</li> <li>• Ensuring quality control on lawn jobs</li> <li>• Assistance with maintaining lawn maintenance equipment</li> </ul>	<p>Organizational &amp; record-keeping skills</p> <ul style="list-style-type: none"> <li>• attention to detail</li> <li>• Good interpersonal skills (for working with business customers)</li> <li>• Basic knowledge of lawn maintenance techniques - mowing, weed eating, and blowing, mulching, trimming.</li> </ul>	

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# Donut

## Purpose

To create clear expectations regarding performance and encourage creativity.

## Instructions

Adapted from work by Charles Handy, clarity of expectations is created by dividing responsibilities into 3 categories:

1. Core Responsibilities: Those things that are expected to be done as described.
2. Judgment and creativity: Those things where there is an expectation to try things – to see what works and what doesn't work. To learn by making an effort. If something is in this category it has to be OK to get it wrong.
3. Not your responsibility: This defines the boundaries of responsibility for those who are paid.

When first using this tool begin with a specific situation or activity where expectations are clear. Examples of these are often Important For issues. (e.g. how someone is transferred; how to care for a gastrostomy tube; or what to do in situations that can trigger challenging behaviors.) Ask:

- Where must we follow the instructions exactly (core responsibilities)?
- Where can we try things and learn from the results – and it is OK if it doesn't work (judgment and creativity)?
- Are there aspects of the effort or the outcome of the effort that are not our responsibility?

## Donut

For: Rae

Contributors: Mom, Dad, and Denine

Core Responsibilities	Areas to use judgment or creativity	Beyond the scope of our responsibility
<p>Support Person</p> <ul style="list-style-type: none"> <li>• Monitor diabetes – have the knowledge, skills, and abilities to recognize and respond accordingly to low and high blood sugar levels.</li> <li>• Have appropriate foods available – emergency snacks (juice and candy for low blood sugar; and protein for high blood sugar).</li> <li>• Healthy meal options</li> <li>• Monitor exercise</li> <li>• Money mgmt to provide Rae with information and support to live within her means. And that her financial choices today impact her life tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Small creativity based on diabetic food exchanges and educating her on suggestions and guidance</li> <li>• Coffee shop – ideas to space out her visits, perhaps a job at the coffee shop or volunteering, opportunities for connection, increase the potential for making friends</li> <li>• Cats/animals – especially Lola</li> <li>• Exercise options</li> </ul>	<ul style="list-style-type: none"> <li>• Making friends</li> <li>• Deciding how she spending her money</li> </ul>

Reference: Handy, Charles (1994). *The Age of Paradox*.

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# Decision Tree – Yours, Mine, & Ours

## Purpose

To empower people and create clarity about how to support them in their decisions.

Clearly identifying areas in the person's life where decisions need to be made helps to build clarity and collaboration on a team when making decisions. Some decisions are for the person (mine), some are for those offering support (yours), and others are for both (ours). For example, are there medical procedure decisions that a person will make on their own, with family, or together? Is there an area where several people will share the responsibility, but not the full team? Remember to always include the individual whose life is impacted by the decision.

## Instructions

With the person, think through the following three questions. If appropriate, ask those who best know and care about the person to also provide input. Make sure these added responses are recorded in addition, and do not take the place of recording the person's own decisions. Where there is disagreement the working/not working tool may help clarify how to move forward.

### Decision Tree – Yours, Mine & Ours

For: Elizabeth Kate

Contributors: Dad and Mom

Areas for decision	Yours (Be specific, who?)	Mine (The person being supported)	Ours (Shared decisions)
Medical care; including providers of medical, procedures, medications to take, etc.	using Cpap machine and taking medications,		CPap machine, sleep and naps
Finances: how to spend money, what to buy with extra money;		She spends her money as she pleases with support to consider saving and getting good deals on what she wants to buy. She is very good at mysteriously forgetting to bring her money when she is with her Dad.	
What services will be accessed-	Transportation (parents); Rachel (support person) supports her in healthy living options. And she would make sure she takes her medicine. She supports her routines that are important for her and to her.		
Who I live with	home duties/rules to be a part of the home community; she has to treat her sisters with respect and negotiate sibling "issues" with them (although this is hard to do with Eleanor who is 2) Grace is 8 and the have to work stuff out around who sits in	Who she wants to be with at home and in her world in community; who she wants to invite over to the house;	

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### Decision Tree – Yours, Mine & Ours

For: Rae

Contributors: Mom, Dad, and Denine

Areas for decision	Yours (Be specific, who?)	Mine (The person supported)	Ours (Shared decisions)
Medical care; including providers of medical, procedures, medications to take, etc.	Mom/Dad/Support: Diabetic advice based on sugar and weight counts	Following diabetic advice (eating, exercise, sugar, rest, etc)	How to implement and follow through with the diabetic mgmt ideas – staying creative
Finances: how to spend money, what to buy with extra money;	Mom/Dad: Buy major purchases (medical, living, clothes, etc) and transportation passes.	Money I save and earn is for my own decisions. I am learning how to budget money and how to spread it out over time and across different things I like	Mom/Dad: We talk together about ideas for how to spend it before it is agreed to be given or spent.
What services will be accessed-	Medical Transportation Support	Medical Transportation Support	We try to talk about all support Rae receives with her to make sure she feels comfortable, safe and supported with the people around her.
Who I live with	Mom/Dad: We enjoy Rae living with us and it is a safe and healthy decision. If it ever changes, we will bring the team together to figure this out.	I enjoy living with my parents right now. If that ever changes, I will exhibit behavior to show my change of thought and work with my support team to share this perspective.	Mom/Dad: We enjoy Rae living with us and it is currently a safe and healthy decision. If it ever changes, we will work with the team to brainstorm other possibilities.
Daily Living	Rae is not a picky eater. With this, she is still trying to learn healthy food choices. So we have to help with this.	Rae decides if/when she wants to go to the coffee shop. Based on finances she cannot always go and she is trying to learn this.	Thinking of ways for Rae to interact in the community other than just the coffee shop.

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# Working/Not Working

## Purpose

Analyzes an issue/situation across multiple perspectives. Provides a picture of how things are right now.

As a negotiation tool it helps meet three of the core elements of negotiation:

- All must feel listened to – their perspectives accurately reflected
  - - Start with common ground; – where there is agreement
  - - Work in partnership
- Done well it reflects current reality
  - - Start with common ground; – where there is agreement
  - - Work in partnership
- It helps “peel the onion”
  - - Gives opportunities to ask the question behind the question
  - - Dig deeper to find more meaningful information
- It serves as a bridge to action planning by helping the user learn
  - - What needs to be maintained/enhanced?
  - - What needs to change?

## Instructions

This tool works best when it is focused; select one specific issue/scenario or part of a person’s life to discuss within the working/not working grid.

## Tips:

- Make sure that all of the people who represent the key perspectives are present
- To learn and effectively represent the person’s perspective, talk to the person before the meeting
- Make it easy for people to write up their perspectives, post 2 sheets of pre-labeled (working, make sense, the up side/not working, doesn’t make sense the down side) flips chart pages per perspective
- Once everyone has completed their pages review what everyone has written with the group and talk about what the possible next steps would be

## Working/Not Working

For: Rae

Contributors: Mom, Dad, and Denine

	<b>What works/makes sense (the upside) <i>Right now</i></b>	<b>What doesn't work/make sense (the downside) <i>Right now</i></b>
<b>Rae's Perspective</b>	<ul style="list-style-type: none"> <li>• Her cat Lola</li> <li>• Getting lots of mail, phone calls and visits from her extended family</li> <li>• Hanging out at coffee shops</li> <li>• Having a great stereo to listen to her music on</li> </ul>	<ul style="list-style-type: none"> <li>• Rae doesn't have a job</li> <li>• Not being listened to</li> <li>• Having to stay home when she doesn't feel well</li> <li>• Getting tired long before she's ready to call it a day</li> </ul>
<b>Family's Perspective</b>	<ul style="list-style-type: none"> <li>• Rae lives with her parents and near her other family and they get to spend a lot of time with her</li> <li>• Judy (DSP) has worked for Rae for two years and they have gotten really close</li> <li>• Staff take good care of Rae</li> </ul>	<ul style="list-style-type: none"> <li>• Rae has gained a lot of weight</li> <li>• Her diabetes isn't as controlled as it could be</li> <li>• Rae's finances are really tight</li> </ul>
<b>Staff's Perspective</b>	<ul style="list-style-type: none"> <li>• Rae has lots of people in her life, including family and friends</li> <li>• Rae gets along with almost everyone</li> <li>• She appreciates everything we cook and is not a picky eater</li> <li>• She takes good care of her cat</li> </ul>	<ul style="list-style-type: none"> <li>• Rae can't always afford to go to the coffee shop as often as she would like</li> <li>• Relief staff aren't familiar with Rae's way of communicating</li> <li>• There are lots of things staff are doing for Rae right now that she could probably learn to do for herself; like cooking.</li> <li>• Sometimes we can't come up with ideas for things for Rae to do in her community</li> </ul>

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# Learning Logs

## Purpose

To record the details of what is working and not working as people engage in specific activities. It is used to journal learning; to help understand how to best support people in challenging situations; and to simply better understand what is Important To and how to best support.

## Instructions

Remember that this is a skill masquerading as a form. Completing it well requires practice and support. Edit the text in the third and fourth columns to reflect the focus of the learning (e.g. what did you learn about the activity...; what do you learn during your time with ....; what did you learn about the process...) Break things down into parts (e.g. when cooking – looking at the recipe; getting out the ingredients; etc) and record significant learning. Record a quick note (not a long narrative). Use what is learned to inform the plan and/or the actions.

## Learning Log

For: Rae

Contributors: Denine, Mom and Dad

Date	What tool did you practice?	Who was there? (Names of staff, friends, others, etc.)	What did you learn about the process that worked well? What did you find useful like about the process and the tool? What would you do again?	What did you learn about the process that didn't work well? What was not useful about the process and the tool? What would you do differently?
7.1.11	Relationship Map	Rae, Judy, Mom, Dad, Denine	This is a tool that we have used before. It is beneficial to use in certain cases; sometimes it just makes the individual feel bad about their lack of close relationships. I would use this tool again when appropriate.	This tool takes a lot of prompting; it is difficult to suggest names without influencing where the individual wants them placed on the map.
7.7.11	Preliminary Sort	Judy, Mom, Dad	It is nice to think about the positive things about an individual.	I did not have the opportunity to do this with very many team members. Hard to think of likes and admires.
7.14.11	Morning Ritual	Rae, Mom, Dad	No comments received from this staff.	No comments received from this staff.
7.21.11	Two Minute Drill	Judy, Denine, Mom, Dad	This was a good exercise for the team to understand what each staff identifies to be the most important information about the individual. Brandon really enjoyed this exercise, thinking about all the things he would do.	I did this with a group, which was a mistake. It would be better to speak to each staff individually.
7.28.11	Important To/ Important For/ Support	Rae, Mom, Dad, Denine, Judy	It is always helpful to identify what kinds of support are needed for an individual.	This tool is a bit confusing to actually use. It all makes sense in theory, but the terminology is so similar that once you are trying to differentiate ideas into one list or the other it gets too jumbled. The conversation just became confusing, especially trying to explain the differences of the lists to staff who have not been through the training.  I would not want to use this tool again without some changes to clarify the different lists from each other.
7.30.11	All tools	Rae, Mom, Dad, Denine, Judy		General comment about the process: We really need to have electronic and useable copies of these tools. The paper versions were difficult to use; it just added extra steps to put them on paper, then scan them or transcribe them into a separate document that I created. It would be nice to eliminate that by just starting with useable electronic copies.

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## 4 + 1 Questions

### Purpose

To collect and organize the learning that has been done about a person or a project. A way to focus future efforts based on the learning.

### Instructions

Begin with the focus or issue that the 4 +1 is to address. It should then be posted as the “lead-in” for the 4 questions. (e.g. Since the last time we got together to look at how we can help Harry lose weight...)

- What have we tried?
- What have we learned?
- What are we pleased about?
- What are we concerned about?

When this is done in a meeting each question is posted on a flip chart page and those who are participating get up and write on each page. After everyone has finished writing, there is discussion and then the “+1” question is asked –

- What should we try/do next based on what we have learned?

### 4+1 Questions

For: Rae

Contributors: Mom, Dad, and Denine

1. What have we tried?	2. What have we learned?	3. What are we pleased about?	4. What are we concerned about?	Plus: What should we try/do next based on what we have learned?
Rae choosing what to eat.	She is not picky, so she sometimes makes inappropriate choices.	She is not picky, so she is ok eating the healthy choices, when she learns this is what is best for her.	If she is alone, her food choices are not always what is important for her health, based on her diabetes.	Make picture based graphics and try different ways to teach her the healthy food choices so she can see what is important for her health.
Rae chooses when she would like to have coffee.	She enjoys freshly ground coffee and socializing at the coffee shop.	She is socializing and has a wonderful appreciation for her coffee community friends.	Freshly ground coffee can be expensive. She cannot afford to go as often as she would like.	Come up with options with Rae for how to space out her time at the coffee shop and other options to try in between.
Rae chooses how to spend time with pets.	Rae loves cats.	Lola is one of her best friends. She is loving and caring towards Lola.	Rae doesn't realize the cost of food, shots, etc – so she would house a bunch of cats if she was permitted.	Teaching her the responsibilities of caring for an animal, and that it goes beyond just petting and loving it.

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# One Page Profile

## Purpose

One page glimpse of what's important to, important for, and supports for positive outcomes.

## Instructions

One Page Profile is a tool that requires specific training. For training on this tool, contact Support Development Associates at [info@sdaus.com](mailto:info@sdaus.com).

For more information, go to: [www.onepageprofiles.wordpress.com](http://www.onepageprofiles.wordpress.com)  
<http://learningcommunity.us/onepageprofiles.htm>

## ~ Elizabeth Kate's One Page Profile ~

### What People Like and Admire about Elizabeth Kate

- Caring and loving
- Fun
- Dances and enjoys music (Michael J.)
- Fashionista
- Organized and loves to help
- Writes in journal



### What is Important to Elizabeth Kate

- Family
- Animals
- Being in style
- Going out to eat
- Time with friends/social
- Diet coke

### Supports Elizabeth Kate Needs to be Content, Healthy and Safe

- CPap machine
- Naps and sleep
- To know what is going on
- To know where her family is
- Gentle, kind communication
- No swearing, no conflict
- Healthy diet
- Exercise - gentle motion
- Avoiding a 'fireball'
- Help with money, cooking, cleaning

### Supports, continued

- Help me find a job
- Healthy relationship guidance
- Assist me in looking nice (hair and cute outfits).
-

# Chad's One Page Profile

WHAT IS MOST IMPORTANT TO CHAD

- ~Not being asked if he feels sick
- ~Not Taking about bad things or feelings
- ~Having his CD player and earphones...all the time
- ~Playing skateboarding and motorcycle mania on the playstation
- ~Not being told what to do "I hate that"
- ~Being seen and treated as an adult "Don't talk to me like I'm dumb"
- ~Being outdoors (bad weather can be depressing)
- ~Being done with paperwork at school
- ~Getting a cell phone SOON!
- ~That people don't touch his stuff
- ~Keeping his things clean and organized (either with him, or in his room)
- ~Not talking about his IEP in front of other people
- ~Riding his motorcycle, working physically hard, staying fit
- ~ Getting a job as a landscaper
- ~Staying close to Mom and Dad, but living with Mom on the Coast
- ~That mom and Dad get along



WHAT OTHERS LIKE AND ADMIRE ABOUT CHAD'S HERE...

CHAD

- POLITE \* SENSITIVE
- CHEERFUL \* STRONG
- HARDWORKING
- ATHLETIC \* FUNNY
- DETERMINED
- COMPETANT
- GOOD HUMBRED

WHAT YOU NEED TO KNOW AND DO TO SUPPORT CHAD

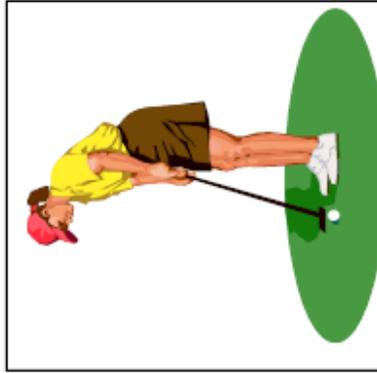
- ~Give short instructions/time to process
- ~Describe things not by name, but by appearance, smell, texture etc
- ~Model new tasks, then let him try
- ~Asking for his help always works better than telling him what to do
- ~Help Chad voice choices, especially "no"
- ~On the job he will stop working if others stop. His schedule should be written very explicitly.
- ~He has great safety skills and should be allowed to bike/bus anywhere.
- ~Remind Chad to look at people when he talks, and to use a loud voice
- ~Don't bring up family issues-let him do it. He's very sensitive to his folks divorce and how they interact with eachother.
- ~Chad is skilled and competent running machinery and equipment and is offended when people don't let him due to his disability. "I have experience! I know what I am doing"

# Sally's One Page Profile



## What People Like and Admire about Sally

- She is tenacious
- She's good at helping others learn what needs to be done, what the routines and expectations are
- She is kind and helpful
- She is funny and a good at joking around



## What is Important to Sally

- Having things done the way they are "supposed" to be done (e.g., laundry protocol)
- Her music and her MP-3 player
- Having a routine that she follows
- Having time with kids or other ways she can be "helpful"

## Supports Sally Needs to be Content, Healthy and Safe

- Sally eats very slowly; and needs her foods cut up before her plate is put in front of her
- Give her time to process requests; it takes a while for Sally to make up her mind. She does not like to be rushed.
- Due to her seizures, Sally needs to wear her helmet whenever she is walking
- Do not touch or mover Sally's belongings without her permission
- Routines and rules matter to Sally: there are specific protocols for supporting Sally (seizure, bathing, laundry, helmet, bag, family contact); staff must be familiar with each of them and follow them
- Find time for joking a teasing with Sally

## Supports, continued

- Remind Sally to "walk slowly" so she doesn't fall
- Right now, Sally's food plan does not include sugar or caffeine; help her choose foods that meet this requirement

# Tammy's One Page Profile



## What People Like and Admire about Tammy (Pg. 6)

- Is always smiling
- Totally accepts people
- **WONDERFUL** personality
- Stylish
- Accepting and forgiving
- Resilient
- Great sense of humor
- Friendly and social

## What is Important to Tammy (Pg. 7-8)

- Being a part of things
- Having eye contact with everyone
- Looking stylish and having her hair and nails done
- Being comfortable and not having her tubes underneath her
- No roughness in personal care

## Supports Tammy Needs to be Happy, Healthy and Safe

(Pg. 10-14)

- Always have her head elevated
- To be suctioned frequently (5-6 times per shift). Gurgling noises means she needs to be suctioned
- To have people be kind, sensitive, loving and have a gentle touch
- Be gentle with brushing her hair (she doesn't like it, but wants it to always look nice)
- Always make sure her clothes match and make sure it's not sweat clothes
- Tammy needs to be repositioned every two hours
- Always follow through with a promise or give an explanation of what is going on and when you can keep the promise if something comes up
- Be sure to have Tammy use her body to keep flexible
- Check amount and color of urinary output at every change of shift

## Tammy's Picture Of A Life

(Pg. 19-21)

- Live in a big wheelchair accessible home with extra wide doors, close to her family
- Have a fun and social housemate
- Have a beautician she can go to regularly
- Have a social medical day program close to home
- Have specialized medical services and medical equipment (including backup generator)

## ~ Sara's One Page Description ~

### What People Like and Admire about Sara (Pg 5)

- She has a passion and zest for life
- Friendly and fun
- Positive energy in wanting to advocate for others
- Likes to help and is protective of others
- Very independent
- Knows what she wants to do and is resourceful

### What is Important to Sara (Pg. 6-8)

- Being respected and people not breaking their promises
- Being social, joking and doing things with friends
- Making a difference for people
- Being able to smoke without being bugged
- People not messing with her things



### Supports Sara Needs to be Happy, Healthy and Safe (Pg. 10-15)

- One person to provide clear directions and expectations
- Give her choices to keep her from getting bored. Always have a "plan B" in case things don't work out
- To be supported unconditionally so she can gain trust in you to help when she moves
- Must have people be consistent with her and talk with her when she get upset or starts self-diagnosing herself
- Have consistent respite for Sara and others to relax and recharge
- ASK Sara to do something, rather than tell her.
- Always follow through with a promise or give an explanation of what is going on and when you can keep the promise if something comes up

### Sara's Picture Of A Life (Pg. 20-24)

- Live in a Host Home where she can have her own living space and be able to smoke outside
- Have an active community that has good public transportation and advocacy opportunities
- Have a GED class that can lead to paid work for her
- Have mental health services to support Sara and her new provider