

Person Centered Thinking Training—Day One

Location: Redfield Campus - Nell J. Redfield Bldg. A
18600 Wedge Pkwy, Reno, NV 89511

Date: 6/2/2015

Time: ~~9:00 am to 3:30pm~~ ^{8:30} AM - ^{4:00} PM

Times	What
8:30 - 8:45	Registration, Housekeeping, and Introductions
	Introductory Slides
	"Last Nerve" - Activity
10:30 - 10:45	BREAK
	"Julie's Story"; Introduce Important TO/FOR Balance
	Introduce Doughnut sort- "Ruth's Story Parts 1 and 2"
12:00 - 1:00	LUNCH
	"Bob's Story"
	"Charlie's Learning Log"
2:00 - 2:15	BREAK
	What's Working/Not Working: "Puppy" exercise "Medication" and/or "About Your Work" exercise
	"Kathleen's Story"
3:30-4:00	Catch up time and Wrap up time/Hi & Low for today

Flip me for Day Two Agenda ☺

Person Centered Thinking Training
Day Two Agenda

Location: Redfield Campus - Nell J. Redfield Bldg. A
18600 Wedge Pkwy, Reno, NV 89511

Date: 6/3/2015

Time: ~~9:00 am to 3:30 pm~~ 8³⁰ AM - 4⁰⁰ PM

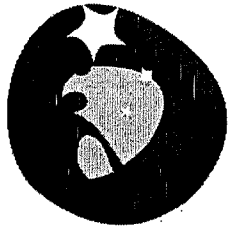
Times	What
8:30 - 8:45	People arrive and get settled
8:45 - 9:00	"Refresher" from Day One Prepare Individual Plan Pages
	Morning Ritual Exercise---Part I
	Morning Ritual Exercise---Part II
	Write Good Day/Bad Day
10:15 - 10:30	Break
	"What Others Need to Know and Do"
	Communication Chart
11:45 - 12:45	LUNCH
	Reputation Exercise
	Characteristics of Staff
2:30 - 2:45	Break
	Develop Personal "next step" action plan
3:30 - 4:00	Wrap Up comments, evaluation



Person Centered Thinking

Day 1

PCT Stories
Sample Answers



The Core Concept:

**Important to and Important for
and
the Balance between them**

Julie - Answer Slide

What is important to Julie?

Relationship with Teddy

Having some control -

- Over what happens with Teddy
- What she buys/wears
- Her things

Shopping a lot

Her sister & John Dandy in her life

Staying busy at the day program

Drinking as much as she wants

What is important for Julie?

Keeping diabetes under control

- Monitoring blood sugar, giving insulin
- Weighing her food
- Managing amount she drinks
- Helping her stay calm

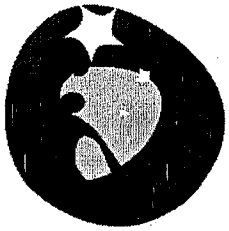
Supporting her relationship with Teddy

Keeping her from falling

Planning in advance/budgeting in advance for shopping

What else do you need to learn/know?

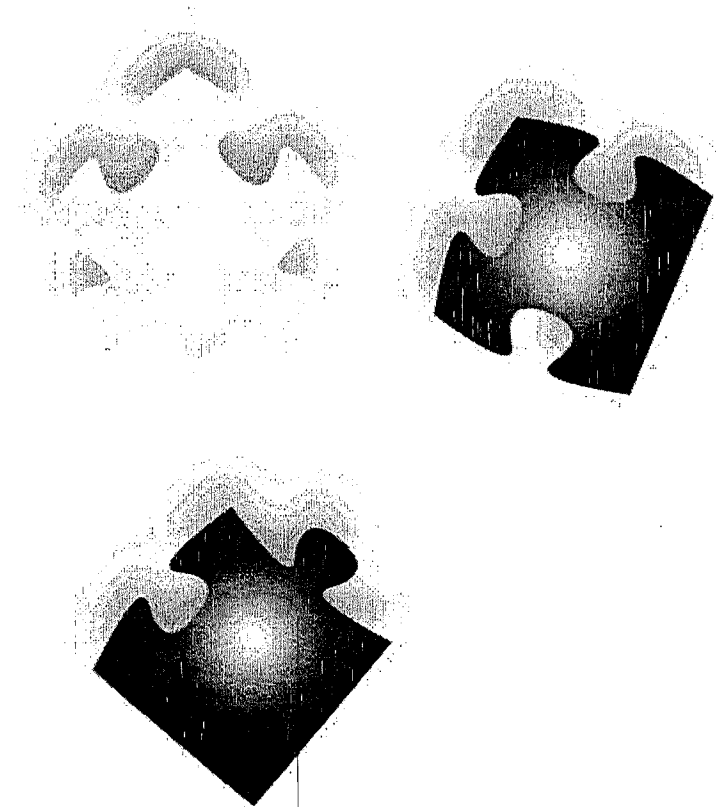
- What about "no work to do at WAC", Inc bothers her?
- Is John Dandy really important to her?



Management Tools

✓ Donut Sort

*Sorting Important TO
and FOR is a skill that
works with all the
other tools*





Ruth – Answer Slide

What is important to Ruth?

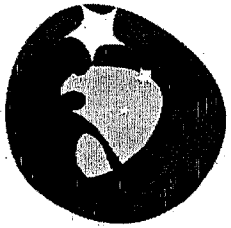
- Being able to do as much as she can on her own
- Living in her own home; having some of her belongings that really matter
 - Plants
 - LL Bean Comforter
 - Sweets
- Spending time with daughter and granddaughter
- Having “good food”
- Looking nice: funky earrings, hair fixed; perfume; lipstick

What is important for Ruth?

- Having help with bathing, dressing, meal prep and day-to-day activities
- Feeling safe with caregivers
- Being safe in her home with any issue related to her limited vision
- Eating well to maintain a healthy weight
- Taking her medications safely

What else do you need to learn/know?

- Are there other supports available to help daughter and granddaughter?
- How will we know; how can we help Ruth feel safe?
- Are there any issues with the little pour and medicine?
- How does Ruth feel about adult day care?



Ruth

Core responsibilities

- Find out if Ruth and her family discussed the risks of mixing alcohol and Coumadin?
 - If they are unsure, do they want information?
- Informing yourself of the actual risks and alternatives
- Understanding how Ruth and her family feel about this ritual and what they have done to address the risks

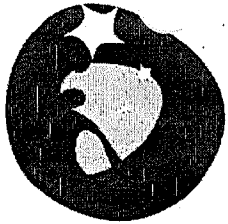
Use judgment and creativity

What you do to meet your core responsibilities around helping her make an informed choice -

- Informing Ruth of the risks
- Educating yourself
- Exploring alternatives
- Use a 'working/not working' for negotiation if there is not agreement on the drink

Not our usual responsibility

- Whether or not Ruth has a drink before bed
- Her family's response unless it's a dangerous response)



Bob – Answer Slide

What is important to Bob?

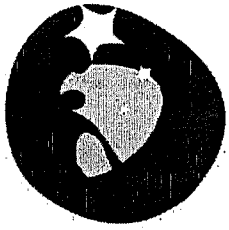
To be one of the guys
To keep his friends
To be in charge of his own life
To have a “typical” life
To stay healthy

What is important for Bob?

To stay healthy -
Take his medications as prescribed
Stay out of the hospital/not cycle
To be connected to his community

What else do you need to learn/know

- How dangerous is it for him to go off medication and have a couple of beers?
- Would it be OK for him to drink 1 or 2 beers and be on his medication?
- Is there another medication where 1 or 2 beers would be OK?
- How well does he understand the risks that he is taking?
- Would he be willing to drink non-alcoholic beer?
- What role does his girlfriend play in this?



Bob - Answer Slide

Core responsibilities

Helping Bob make an informed choice

Informing Bob of the risks of his behavior

Informing yourself of the actual risks and alternatives

Making sure that Bob's psychiatrist knows about Bob's drinking

Making an effort to explore with Bob alternative ways to get what is important to and important for him

Use judgment and creativity

What you do to meet your core responsibilities around helping him make an informed choice –

Informing Bob of the risks

Educating yourself

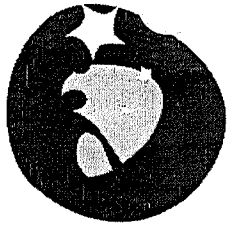
Exploring alternatives

If part of the "problem" is the response of the psychiatrist – helping Bob find another

Not our paid responsibility

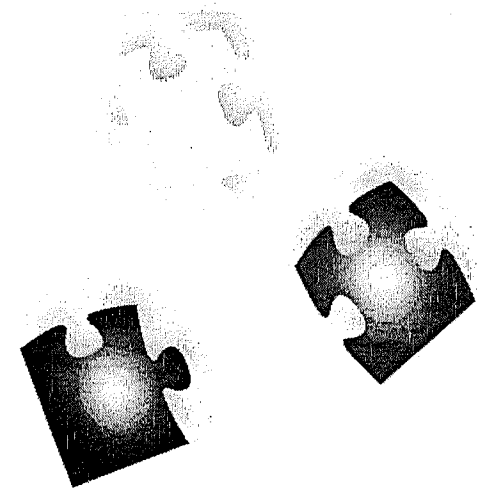
Whether or not Bob drinks

What Bob's psychiatrist does in response to the information



3rd of 3 Everyday Learning Tools

- ✓ Working/Not Working (also called “what makes sense/doesn’t make sense”)





What works/makes sense

What doesn't work/make sense

Kathleen's perspective

Relationships with friends
 Having her scissors at home
 Cutting Patterns
 Dressing in her own style
 Doing things where she stays clean
 Sewing at home and making her clothes

Not getting to use HER scissors
 Getting dirty & doing jobs that involve cleaning
 Having to do bearings
 Having to do work that she doesn't like
 Not being listened to

Mother's perspective

Kathleen has a place to go during the day
 Spending time with Kathleen
 Sewing together
 Kathleen is never left alone at home or workshop

Her schedule has to follow the workshop's
 Kathleen can't bring her own scissors to work
 There is not enough pattern work for her
 Kathleen will open the door for anyone

Staff's perspective

Kathleen does what she is told
 She has a behavior program
 She uses whatever scissors she gets
 She follows the rules most of the time
 That she meets the "criteria" before being considered for enclave work

Kathleen will not follow the rules consistently
 That Kathleen insists on using certain scissors
 That Kathleen doesn't want to get dirty
 That Kathleen doesn't like the other jobs that are available

Bob

In this story you are a support coordinator/case manager (or whatever people are called who have that position). You come to work one morning and discover that Bob has been added to the people that you support. Bob is someone that you have seen around when he comes every other week for group therapy but you really don't know him. Your impression is that he is a very social person who is liked by those who support him.

To give yourself some idea of who Bob is and what his issues are you pull his file and begin to read. The notes written by your predecessor confirm your impression that Bob is someone who is liked by those who support him. You flip to the pages and discover that Bob is in his mid-20's and has bi-polar disorder and that he takes medication for his mental illness. You also find notes of some concerns your predecessor had that Bob may be a "follower" and have difficulty standing up for himself. He has felt picked on by other people in his therapy group. Bob doesn't like two men in particular who make fun of him in the hallway before group starts and always ask him for money when the group is over. The guys make sure no one is around when they confront Bob, and he knows if he tells anyone about this he will get picked on more.

You read that when he becomes manic he spends money that he doesn't have by 'maxing' out credit cards and that when he is depressed he tries to hurt himself and has been hospitalized on several occasions. Bob does not get along with his family and he moved out six months ago to live with his girlfriend. Both he and his girlfriend get services. They get drop-in assistance with budgeting, bill paying, and shopping (including planning for meals). They both want to learn how to live as well as possible within their limited incomes. Bob works about 30 hours a week and has some support on the job from VR.

As you are reading the file there is a knock and Bob pops in. He says that he heard that you were his new support coordinator and wanted to drop by and get acquainted. You invite him to sit down and discover that he is charming and enjoyable to spend time with. As you are chatting you decide that you want to begin to get some of the information that goes into a person centered plan so you ask him what his favorite things to do are. He says that his absolute favorite thing to do is to go to the neighborhood bar on Friday and Saturday nights. You ask him to tell you more about this. He says that it is a bar where the people that hang out there are people he has

known most of his life. You ask him what he does at the bar and he says that he and his girlfriend shoot some pool and have a couple of beers and then go home. You know that the medication he takes has a warning on the side that says don't drink while you are taking this medication and so you ask him to tell you more about the drinking. As you listen to him you realize that, like a lot of people his age, he talks about drinking more than he actually drinks. He tells you about the time that he had 5 beers and how his girlfriend told him that he acted stupid and that he felt bad the next day. You ask how much he is drinking now and he says that he doesn't drink during the week and that he has 2 beers on Friday night and 2 beers on Saturday night.

Since you know that his medication comes with a label that says don't drink you say to him - 'Bob, do you have any concerns about mixing alcohol with your medication?' Bob says 'I know I shouldn't take my medication when I drink so I stop taking my medication on Friday morning and start again on Sunday morning.' After telling you this he looks at his watch and says 'Oh dear, I am going to be late for work. Gotta go. Sure was nice to spend some time with you.' He leaves before you can say another word.

Given what you know, you decide to sort through what is important to and for Bob; and you begin to think through a Donut before you just react.

Ruth's Story

Ruth had a severe stroke when she was 81 years old leaving her unable to dress or bathe independently, or prepare her meals. She also lost sight in her left eye and only sees things directly in front of her or to the right. Prior to her stroke Ruth was very independent and very proud of her ability to care for herself and help her daughter when needed. Ruth and her daughter shared an apartment due to financial issues they both experienced, and though sometimes it was challenging for both of them living together, they also shared some great times. Ruth's daughter is a great cook and Ruth loves her cooking. Ruth is a very picky eater and doesn't like food she considers "not top quality" (e.g., wants meats from the butcher or high-end grocery store). They also both love taking rides in the car. Often on the weekends, Ruth's granddaughter would come and visit and all three of them would go for a ride looking for a great hot fudge sundae.

Following rehabilitation, Ruth still needed a great deal of assistance on a daily basis. Her family helped her move to a small "group home" for seniors. Unfortunately, her health and care suffered tremendously and she was hospitalized repeatedly. Her medications were not monitored properly; she began to lose weight, was malnourished; and her mood seemed sullen. Her family was also concerned that her appearance had gone downhill ~ Ruth would never routinely go out of her house without having her hair fixed regularly, always wearing lipstick and wearing big, funky earrings and perfume; and her family noticed that these things were not being done now. Ruth also seemed afraid ~ she shared a story about a staff member teasing her while helping her bathe by spraying water in her face, and this frightened her.

After a third hospitalization in three months, Ruth's daughter and granddaughter decided to help her move back home, with her granddaughter providing live-in support. Ruth agreed to attend adult daycare while her granddaughter was at work and Ruth's daughter provided weekend and occasional evening "respite". Ruth was elated at moving back home, sleeping in her own room and having her African Violets and other plants to care for; along with being able to have "something sweet" (e.g., cookies, single serving pies, ho-ho's) several times a day and having "a little pour" at bedtime (bourbon or rum and sweet tea). At home she was also able to eat what and when she wanted without having to ask someone to help her, which she found demeaning and frustrating. Her mood quickly improved; and though she

needed increasing care as she grew older and more frail, she remained at home for another 8 years until she passed away.

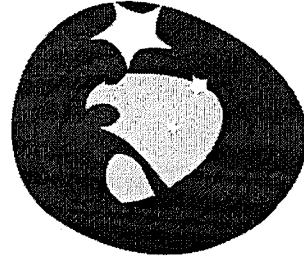
Julie

In this story you are the new house manager and one of the people that live in the house is Julie...

Julie is a young woman for whom life is going as well as it ever has. She has spent most of her life in an institution and moved to this group home about one year ago. She gets to shop and buy things that she wants. She has things that she likes. She gets her nails done. And most important, she has Teddy. At some time in her past something happened that caused her to not bond with people - she has been labeled as having an attachment disorder. For the first time in her life she has formed a real attachment. She is in love with Teddy. Teddy was the group home manager's dog, but the group home manager moved on and Teddy did not.

There are still challenges in Julie's life. She has severe diabetes and is referred to as a "brittle diabetic". This means that her blood sugar can change rapidly. Feeling upset, angry or even very happy will affect her blood sugar. She needs to have her blood sugar checked a number of times a day and gets frequent injections of insulin, she hates the finger pricks and needle sticks that go with this. Part of what staff does to help control her blood sugar is to weigh her food - this helps them know how much insulin she will need. But one of the things that make sense to Julie is to feed Teddy from her plate. This keeps staff from knowing how much insulin she should have. The staff response is to lock Teddy in another room. But there are other people in the house who are distressed by Teddy's exile and let him out. Once he is back at Julie's side removing him upsets her which upsets her blood sugar.

You are the new house manager what would you do?



The Learning Community
for person centered practices

Person Centered Thinking Workbook

2 Day Training

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www.learningcommunity.us

Person Centered Thinking

- Underlies and guides respectful listening which leads to actions, resulting in people who:
 - Have positive control over the life they desire and find satisfying;
 - Are recognized and valued for their contributions (current and potential) to their communities; and
 - Are supported in a web of relationships, both natural and paid, within their communities

What are person centered thinking skills?

- A set of skills that reflect and reinforce values that:
 - Propel the learning cycle
 - *- Help us support rather than fix
 - Work for humans
 - Work at every level in the organization
 - Build the culture of learning, partnership, and accountability
 - Affirm our belief that everyone can learn

Introduction

1st Think Purpose

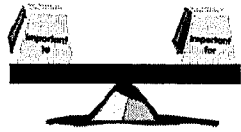
- Purpose for offering this training is to help people get better lives –not just better paper.
- Purpose for today -Day 1 of the 2 day training.
 - Learn how to use person centered thinking skills to gain a deeper understanding of the people we support.
 - More easily organize that learning to inform our efforts to help people get the lives they value.

How Today Works

- Work in groups
- Learn methods that anchor person centered practices
 - Organizing Concept: Important TO and For and finding the Balance between
 - Managing our support role using the Donut
- 3 Problem solving skills that help us use what we are learning every day
 - 4 +1 questions
 - Learning Log
 - Working/Not Working


Develop Working Agreements

- People are not all the same. When learning or working in groups people are likely to appreciate a few agreements that are easy to remember and likely to help provide a good learning environment for people in the room.

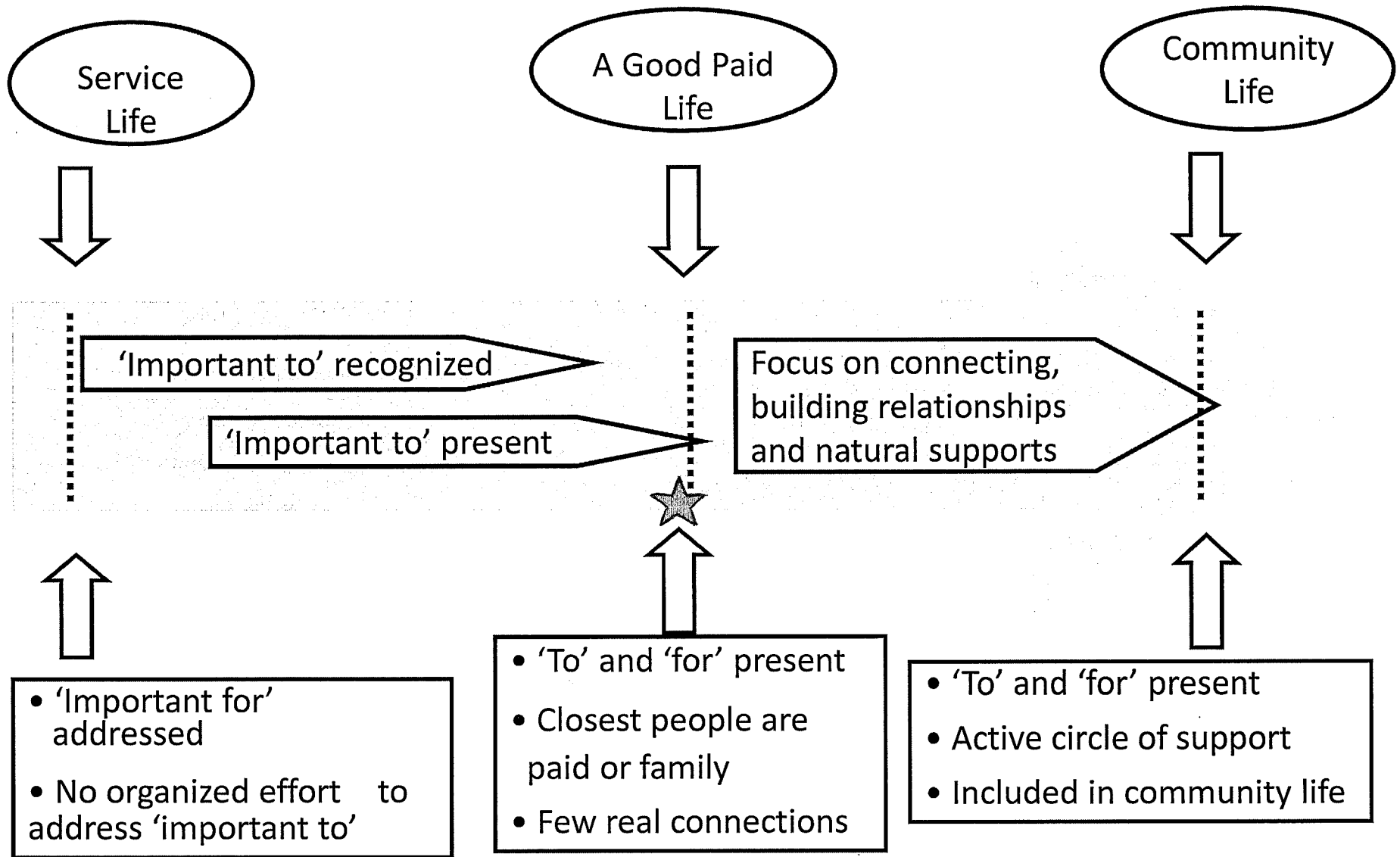


A Core Concept and a Core Skill

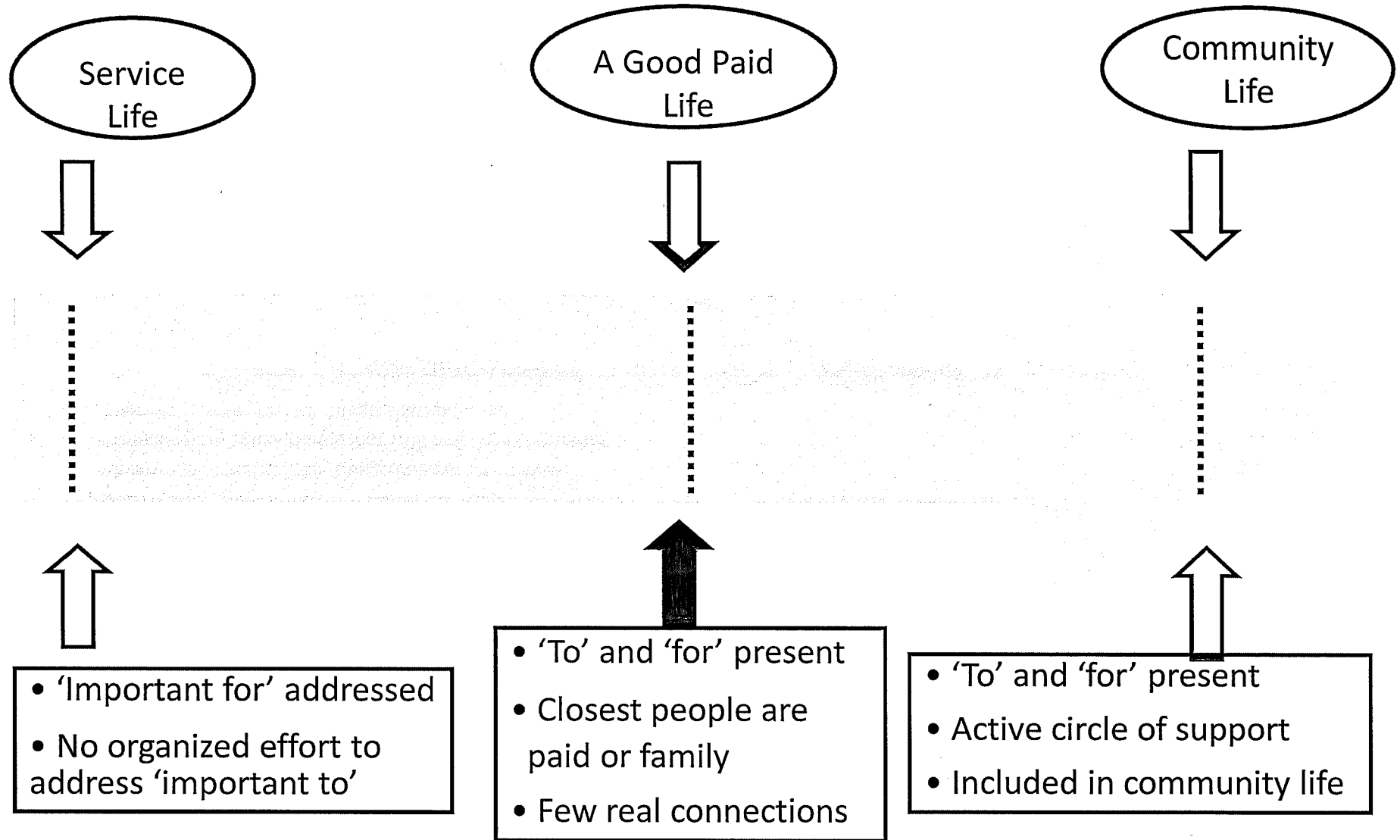
Balancing Important **to** and Important **for**

Important TO <i>- fulfillment</i> <i>- makes you happy</i>	Important FOR
<p>What is important to a person includes those things in life which help us to be satisfied, content, comforted and happy. It includes:</p> <ul style="list-style-type: none"> • People to be with/relationships • Things to do • Places to go *• Rituals or routines - <i>control</i> • Rhythm or pace of life • Status & control • Things to have <p>• Includes what matters the most to the person – their own definition of quality of life.</p> <p>• What is important to a person includes only what the person “says”:</p> <ul style="list-style-type: none"> • with their words • with their actions <p>• When words and actions are in conflict, listen to action. Ask why?</p>	<p>Issues of health:</p> <ul style="list-style-type: none"> — Prevention of illness — Treatment of illness / medical conditions — Promotion of wellness (e.g.: diet, exercise) <p>Issues of safety:</p> <ul style="list-style-type: none"> — Environment — Well being ---- physical and emotional — Free from Fear <i>Anxiety</i> <p>What others see as necessary to help the person:</p> <ul style="list-style-type: none"> — Be valued — Be a contributing member of their community <p style="text-align: right;"><i>More About balance later</i></p> 

Moving from Service Life to Community Life



Moving from Service Life to Community Life



Discontent is the Engine of Change



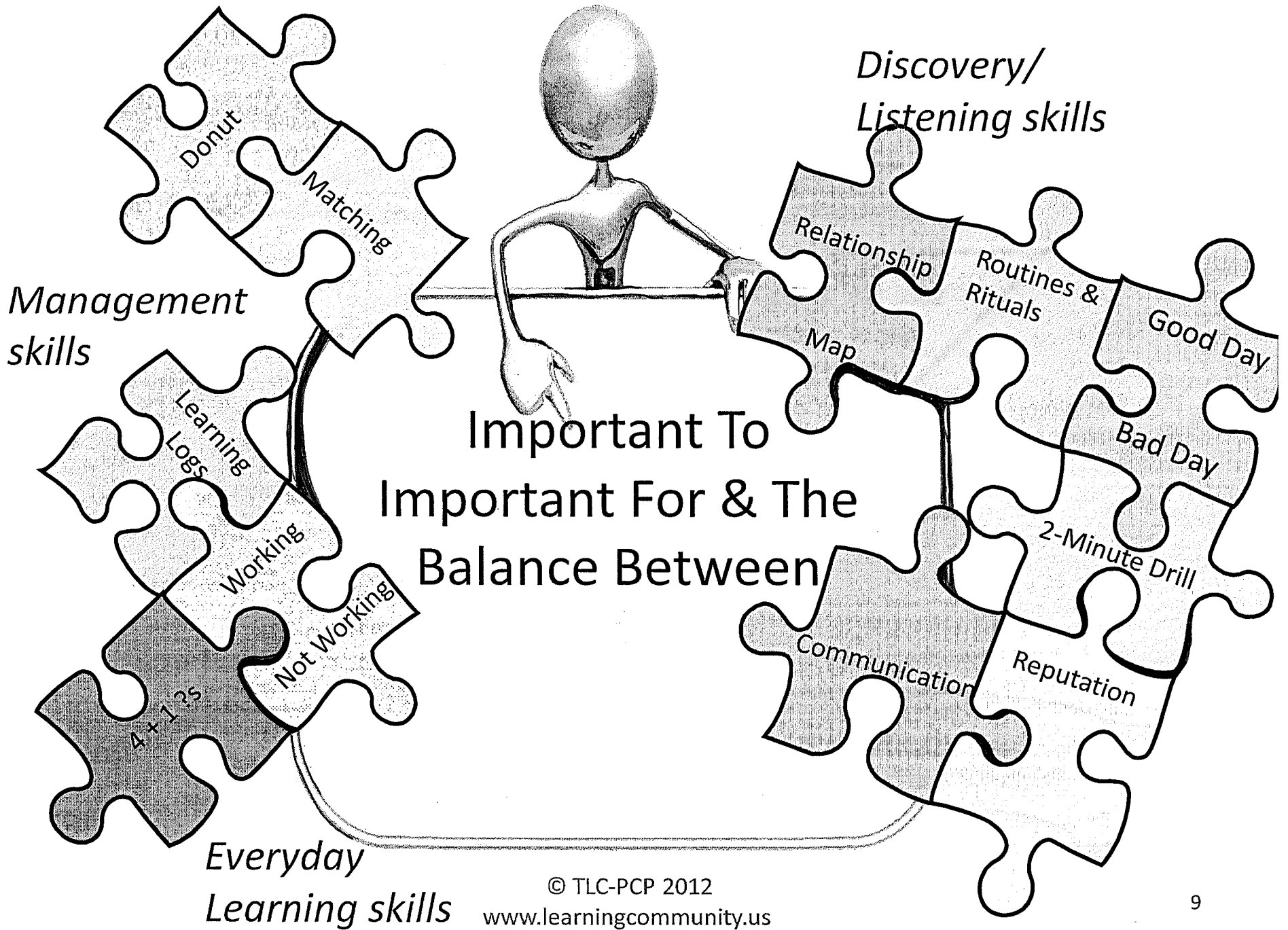
- Discontent without hope is cynical discontent
- Cynical discontent results in;
 - Denial—People say “this is no different from what we have always been doing”
 - Distortion-Perceptions are distorted to suggest that what people want is what they already receive
 - Departure-The people who have the most passion leave (depart) when they see no hope for change
- Optimistic discontent requires hope based on trust that is created when there is:
 - A history of action on the things that can be changed
 - Honesty about those things that will take time to change
 - Progress in acting on the things that take time

Where cynical discontent is dominant....trust must be created

Levels of Change

- Level 1** - Any changes that result in a positive difference in the lives of people who use services or in your work life.
- Level 2**- Any changes an organization makes to its practices, structure, or rules that result in positive differences in the lives of people
- Level 3**- Any change in practice, structure and rules made at the system level. These changes have an effect on many organizations, and therefore many peoples' lives.

↑ State
Federal level



Each of us want lives where we are supported by & contribute to our communities

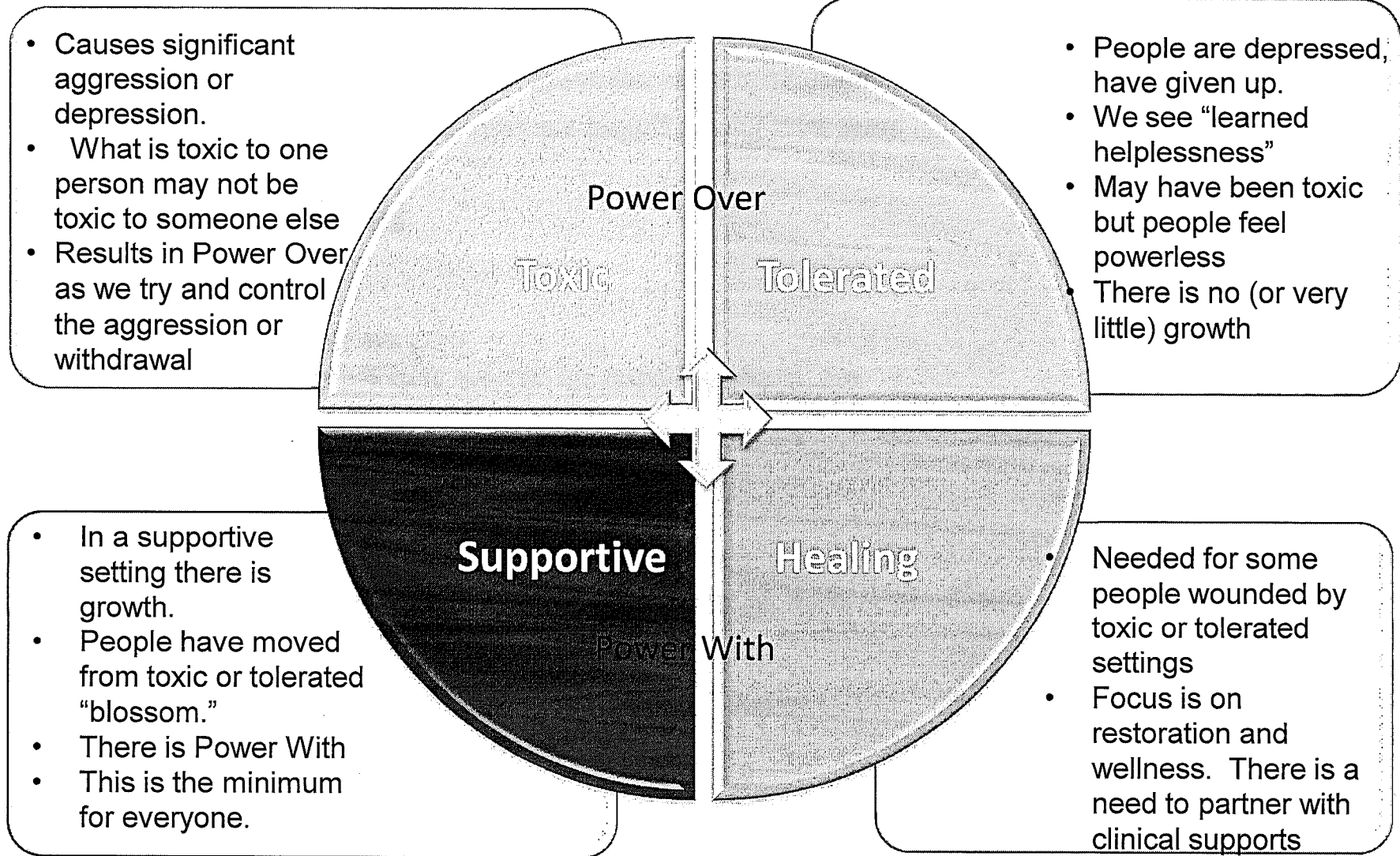
Have our own dreams and our own journeys

Have opportunities to meet new people; try new things; change jobs; change who we live with & where we live

Have what/who is important to us in everyday life; people to be with; things to do, places to be

Stay healthy & safe (on our own terms)

Importance Of Environments



Implementation of Person Centered Practices is:

A Promise to listen

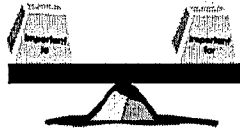
- To listen to what is being said and to what is meant by what is being said
- To keep listening

A Promise to act on what we hear

- To always find something that we can do today or tomorrow
- To keep acting on what we hear


A Promise to be honest

- To let people know when what they are telling us will take time
- When we do not know how to help them get what they are asking for
- When what the person is telling us is in conflict with staying healthy or safe and we can't find a good balance between important to and important for



A Core Concept and a Core Skill

Balancing Important **to** and Important **for**

Important TO	Important FOR
<p>What is important to a person includes those things in life which help us to be satisfied, content, comforted and happy. It includes:</p> <ul style="list-style-type: none">•People to be with/relationships•Things to do•Places to go•Rituals or routines•Rhythm or pace of life•Status & control•Things to have <p>•Includes what matters the most to the person – their own definition of quality of life.</p> <p>•What is important to a person includes only what the person “says”:</p> <ul style="list-style-type: none">•with their words• with their actions <p>•When words and actions are in conflict, listen to action. Ask why?</p>	<p>Issues of health:</p> <ul style="list-style-type: none">—Prevention of illness—Treatment of illness / medical conditions—Promotion of wellness (e.g.: diet, exercise) <p>Issues of safety:</p> <ul style="list-style-type: none">—Environment—Well being ---- physical and emotional—Free from Fear <p>What others see as necessary to help the person:</p> <ul style="list-style-type: none">—Be valued—Be a contributing member of their community <p>Now think about balance</p> 

➤ Important To and For are Connected

- Important to and important for influence each other
- No one does anything that is “important for” them (willingly) unless a piece of it is “important to” them

Balance is dynamic (changing) and always involves tradeoffs:

- *Among the things that are “important to”;*
- *Between important to and for*

➤ Finding the Balance

- We all make tradeoffs between the many different things that are *important to us*.
 - Some people may love living in a particular place.
 - And are willing to make the tradeoff when living there means a longer commute to the work they love.
- We also make tradeoffs between what is *important to us* and what is *important for us*. These tradeoffs can be temporary OR long term solutions.
 - For some fun time with friends is important to them. Having a clean house may be part of being valued by those same friends. House cleaning occasionally comes before having fun with friends.
 - For another person, expressing personal opinions and saying what is on his mind is important to him, but not cussing in front of his neighbors may be important for him.

	What works/makes sense	What doesn't work/Doesn't make sense
Julie's perspective	<ul style="list-style-type: none"> • Shopping daily for favorite things • Having lots of jewelry and no one getting into them without my OK • Having my sister Joanne in my life • Lots of blue, red and black clothes • Polished nails, many colors & layers • Living with Teddy, the Yorkshire Terrier <ul style="list-style-type: none"> • Sleeping on my bed • Snacks from my plate • In my lap when I watch TV 	<ul style="list-style-type: none"> • Staff don't let me drink what I want • Teddy leaving me during mealtimes • Having no work to do at WAC, Inc. • Staff not letting me buy things I want
Staff's perspective	<ul style="list-style-type: none"> • Favorite people doing activities with her, especially John Dandy • Keeping Julie from falling – reminders to use her walker • Level blood sugar – staff knowing signs of low and high blood sugar • Joanne is active in Julie's life • Planning before Julie goes shopping 	<ul style="list-style-type: none"> • Julie is less steady on her feet and falling more than she used to • If you don't make a plan with before shopping, Julie will want to buy more than she has money for – Julie may get very upset which can alter her blood sugar • Julie gives Teddy food off her plate

Julie

What is important to Julie?

Teddy
Shopping and Nails

What is important for Julie?

- Control of diabetes
- relationship with Teddy
- Pricks in her finger to check blood sugar
- money management
- using walker

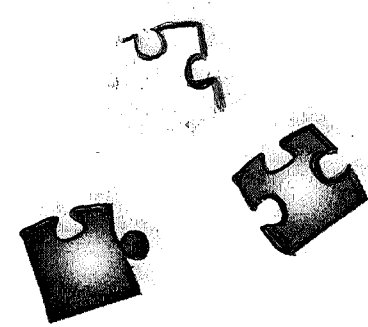
What else do you need to learn/know?

1. Does she want a different job?
2. medical conditions due to unbalance
3. why is working important to her?
4. what is it about feeding Teddy?

	What works/makes sense	What doesn't work/Doesn't make sense
Julie's perspective	<ul style="list-style-type: none"> • Her relationship with Teddy • Feeding Teddy from her plate (food = love) • Feeding Teddy the same food she is eating (people food) 	<ul style="list-style-type: none"> • Staff removing Teddy during meal times • Teddy barking and being upset at being locked in the back room • Feeding Teddy dog food in his own bowl
Staff's perspective	<ul style="list-style-type: none"> • Julie's relationship with Teddy • Removing Teddy from the dining room during meals; monitoring Julie's food/drink intake accurately 	<ul style="list-style-type: none"> • Julie feeding Teddy from her plate • Inaccurate monitoring of Julie's food/drink intake when she feeds Teddy from her plate • Teddy barking in the back room and upsetting Julie and other residents • Teddy's long-term health if he eats too much "people food."

Ask yourself "What do we know?"
Before asking "What do we do?"

Management skills



Sorting Important TO and FOR is a skill that works with all the other skills



Donut Sort

- **Core** - the things you are expected to get right without error, those areas where you are expected to make an effort or get in trouble.
- **Judgment and Creativity**, things you can try but get wrong – areas where you are learning what works/doesn't work.
- **Not Our Usual Responsibility** - those parts of a persons life that you normally should "keep your nose out of" things that go beyond what we should ask of you as a paid support person

obligation to
teach informed
choice

"If I had an hour to save the world, I'd spend 55 minutes defining the problem.~ Albert Einstein

Ruth

What is important to Ruth?

- Eating well
- dressing UP
- her daughter's cooking
- driving around town
- independence
- helping her daughter
- feeling safe

What is important for Ruth?

- Safety
- Correct medication dosage

What else do you need to learn/know?

1. Why was she institutionalized?
2. Cause of health decline?

what

Ruth (part 2)

Core responsibilities

- to share knowledge/info or educate the family
- Educate yourself

Use judgment and creativity

Not our usual responsibility

Bob

What is important to Bob?

- friends
- drinking @ a bar on Sat + Sun nights
(social acceptance)
- he wants to be responsible w/ medications
 - drinking
- live independently
- follow rules

What is important for Bob?

- money management
- safety

What else do you need to learn/know

- why does he like the drinking?
- what happens when he goes off medication on weekends?
- How much can he drink on the medication?

Bob

Core responsibilities

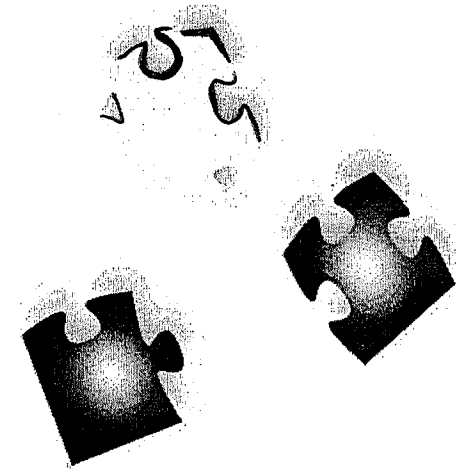
Educating ourselves

- talk to the doctor
- Conduct own ~~research~~ research

Use judgment and creativity

Not usually our responsibility

Everyday Learning skills



- 4 + 1 Questions
- Learning Log
- Working/Not Working (also called “Makes sense/Doesn’t make sense)

4 + 1

Develop the question

What have you tried? 1	What have you learned? 2	What are you pleased about? 3	What are you concerned about? 4
In this section write down what you have tried. What did you do? When did you do it?	Write what you learned from your efforts.	Write here what you liked about what you tried. What went well? What worked for you?	Write here the challenges you encountered. What didn't you like about what you tried? What didn't work for you?

+1 – Given your learning what will you do next?

4 + 1

Over the past year, what have you done to improve your health?

What have you tried? 1	What have you learned? 2	What are you pleased about? 3	What are you concerned about? 4
<ul style="list-style-type: none">◦ hired a personal trainer◦ purchased a fitbit◦ started swimming laps every Saturday morning◦ gym membership	<ul style="list-style-type: none">◦ trainer is way too expensive◦ helps w/ calorie counting◦ swimming is easier for me to commit to than a trainer◦ I don't like going to the gym	<ul style="list-style-type: none">◦ Now I know a trainer isn't right for me◦ improvements in cardiovascular◦ I still go.	<ul style="list-style-type: none">◦ no changes

+1 – Given your learning what will you do next?

Date	What did the person do? (What, where, when, how long, etc.)	Who was there? (Names of staff, friends, others, etc.)	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work well? What did the person not like about the activity? What needs to be different?
3/1	Hillsboro Aquatic Center for hot tubbing (2 hours)	Charlie, Aaron, John, Trina and two strangers	He liked the long warm soak part. The hot tub temperature is set at 104 degrees, which is not too hot for Charlie. Charlie especially liked floating on his back with Aaron's support. We saw lots of smiles and a very relaxed Charlie.	Charlie did not like getting rain on his face when we were getting in the van. We need to take an umbrella when we go out on rainy days. The lift was not available when we arrived at the center. Call ahead next time. (503-648-9884)
3/4	Fishing at Hike-a-way resort (2.5 hours)	Charlie and Aaron	He liked catching the trout and got so excited he didn't want to leave. Charlie liked the hot cocoa + cookies we shared.	We need to figure out a way for Charlie to hold his pole more on his own.
3/5	Neighborhood walk (30 min)	Charlie, Trina, Aaron	Charlie likes to greet the dog at the corner of 5th and 5th. We stop for about 10 minutes each time we walk.	Today we tried to go a different way. Charlie was not happy what we turned around and went down 5th 1st. Take a dog biscuit next time!
3/5	Reading with his new glasses (1 hour)	Charlie and Mrs. Endicott	Mrs. Endicott and Charlie read a "fishing magazine" Northwest Fishing. He loved having Mrs. E to himself for a little while! They had lunch together also. The glasses really help Charlie see the plants.	He was not interested in the car magazine she brought. Not sure if it was because he was hungry or because he wasn't interested in cars.
3/6	Shopping in downtown with a walk (1.5 hours)	Charlie, Don, and Judy	Charlie got very excited and yelled out a few times when we were looking at video games, at Electronic Salon. A woman in the book store took special interest in Charlie and helped us find books on fishing (at Dalton's)	Construction at the mall downtown (Pioneer Square) made our time not as fun. There were lots of detours + narrow paths and the smell of some fumes made Charlie's eyes water and caused some discomfort.

Recording learning for Charlie: What we have learned about what is:

IMPORTANT TO	IMPORTANT FOR

INSTRUCTIONS FOR SUPPORTORS: for a good balance between *important to* & *important for*, what other people need to know or do.

What do we need to learn or figure out?

Working/Not Working

Focus in on a specific issue or area of life
Helps you dig deeper

➤ Negotiation skill

- All must feel listened to – accurately reflect perspectives
- Start with common ground
- Remain unconditionally constructive
- Done in partnership

➤ Bridge to action planning

- What needs to be maintained/enhanced?
- What needs to change?

What works/
makes sense

What doesn't work/
make sense

Person's
perspective

USE THIS
INFORMATION
TO BUILD THE

A
G
E
N
D
A

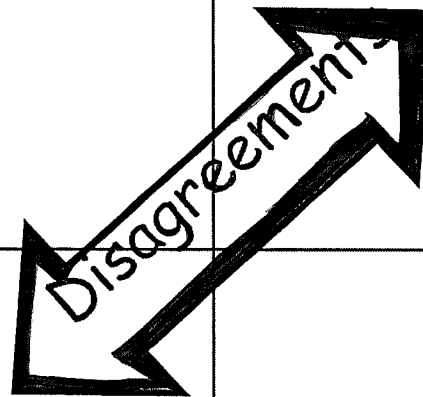
FOR THINGS
THAT ARE TO
STAY THE SAME

Staff's
perspective

USE THIS
INFORMATION
TO BUILD THE

A
G
E
N
D
A

FOR THINGS
THAT NEED TO
CHANGE



Someone brings home a new puppy. Given your own experiences and those that you have heard from others, what does and does not make sense about having a new puppy in the house.

	What works/makes sense	What doesn't work/Doesn't make sense
Perspective of new puppy's owner		

Use to organize perspectives about a specific Issue or to get a snapshot description of NOW

What's Working	What's Not Working/What Could Improve
What does the person say is working?	What does the person say is not working or could be better?
What does the family say is working?	What does the family say is not working or could be better?
What does the staff person/teacher/therapist (etc) say is working?	What do they say is not working or could be better?



What works/ makes sense

What doesn't work/ make sense

Kathleen's
perspective

visiting w/ friends
making clothing
~~the~~ using specific scissors

not making her own decisions
doing activities that make her dirty

Mother's
perspective

Staff's
perspective

Looking at how you are doing in your work...



	What works/makes sense	What doesn't work/make sense
Perspective of Person Supported		
Your perspective		
Supervisor's perspective		

