

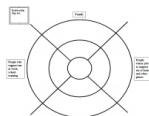





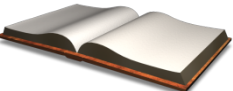
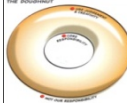



## Thinking about how to use everyday person centered skills

| Core Concept & Skill   | WHAT IT DOES   | POSSIBLE USES  | If you had support to make a change how would you use important to/for? |
|--|--|--|---|
| <b>Sorting Important To/ Important For</b>  | <p>A way to <u>organize</u> the information we collected when using other tools. By sorting our learning into What's Important To and What's Important For we gain a deeper understanding of the person while working towards a good balance. Better informs our actions in partnership with the person and those who love them.</p> | <ul style="list-style-type: none"> <li>• Use with all the other tools-to add depth to our understanding of the person's preferred to/for balance</li> <li>• To think through a situation before deciding what should happen next</li> </ul>  |   |
| SKILLS   | WHAT IT DOES   | POSSIBLE USES  | If you had support to make a change how would you use this skill?       |
|  <b>Two Minute Drill</b>                    | <p>Helps us learn critical information about how to best support the person (top tips)</p>   | <ul style="list-style-type: none"> <li>• To learn what people think is most important to and for the person</li> <li>• To discover information that the new supporters need to be successful</li> <li>• To help people clarify how they balance important to/for when supporting a person</li> </ul> |   |
| <b>Relationship Mapping</b>                | <p>Creates a picture of who is in the persons' life</p>  | <ul style="list-style-type: none"> <li>• To record who is in a persons life- their role and relationship</li> <li>• Find characteristics of a good match</li> <li>• To help the person and planners determine who to invite to help plan</li> </ul>  |   |
| <b>Communication Chart</b>                | <p>At-a-glance view of key information about how a person communicates. Especially useful in supporting people who don't communicate well with words</p>   | <ul style="list-style-type: none"> <li>• Help people to get to know a person more quickly</li> <li>• Help people know how to support someone during challenging times</li> </ul>   |   |
| <b>Rituals &amp; Routines</b>             | <p>Identifies the specifics of a particular time of day or event</p>   | <ul style="list-style-type: none"> <li>• To learn what parts of rituals/ routines are important to the person to keep or change.</li> <li>• To learn more about what is important to and for the person</li> <li>• To learn more about daily supports the person appreciates</li> </ul>              |   |

| SKILLS  | WHAT IT DOES   | POSSIBLE USES   | If you had support to make a change how would you use this skill? |
|---|--|---|---|
| <b>Good Day/Bad Day</b><br>                          | A way to identify the specifics of what makes up a good and bad day for a person.  | <ul style="list-style-type: none"> <li>• Use to learn What's Important To and How to Support</li> <li>• Maximize good days, and minimize effect of bad days</li> </ul>  |   |
| <b>Reframing Reputation</b><br>                      | A method to help us learn more about what is important to a person; how to support them while organizing a positive description            | <ul style="list-style-type: none"> <li>• Helps people acknowledge the persons positive characteristic</li> <li>• Helps us get to what is important to the person and how to best support from negatives</li> </ul>              |   |
| <b>Sorting What's Working/ What's Not Working</b><br> | Analyzes an issue/situation across multiple perspectives. Provide a picture of how things are right now.                                   | <ul style="list-style-type: none"> <li>• To get a broader perspective</li> <li>• To do pinpoint problem solving</li> <li>• Before planning next steps</li> </ul>  |   |
| <b>4 + 1 Questions</b>  | Helps people learn from their efforts and focus next steps.  | <ul style="list-style-type: none"> <li>• To evaluate a specific process or effort</li> <li>• As a structure for group review</li> </ul>   |   |
| <b>The Learning Log</b><br>                          | Directs people to look for ongoing learning<br>A structure that captures learning details within specific activities and experiences       | <ul style="list-style-type: none"> <li>• Replace the standard "progress note"</li> <li>• Track efforts related to a specific area of change</li> <li>• Support depth learning over time</li> </ul>                              |   |
| <b>The Donut Sort</b><br>                           | Identifies role-specific responsibilities. (Core responsibilities; use judgment and creativity; not usually a paid responsibility)         | <ul style="list-style-type: none"> <li>• Help people get clear about their responsibilities regarding specific situations</li> <li>• Develop job/volunteer descriptions<br/> A structure for feedback and evaluation</li> </ul> |   |
| <b>Matching</b><br>                                | A structure to look at important "people characteristics" and the persons interests as well as what skills/supports make for good matches. | <ul style="list-style-type: none"> <li>• Help people think about the kind of people they want and need supporting them</li> <li>• Hire best matched staff Help person, family to identify possible circle members</li> </ul>    |   |