Listening and Learning
Using
Person Centered Thinking Skills
Michael Smull
Support Development Associates
The Learning Community for Person Centered Practices

What have we learned?
We need skills and tools that work for everyone and a common language

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Zachary (3 months)

What is Important to me
- Be held upright like a big boy
- Playing with people
- Cooing, smiling, and giggling with others
- Hitting the guys on my playmat and kicking my feet
- Looking out the window, or going outside
- Tummy time
- Singing songs like head shoulders knees and toes
- Listening to music
- Baby massage for relaxation
- Playing with my feet
- Being with my Mommy and Daddy

What others like about me
- Great big smile
- Cute laugh
- I give the best hugs
- Big talker
- Always happy
- Cutie Pie
- Mover and a Shaker

How to support/me
- When I am tired I like to chill with my nuk and be held
- If I get fussy you can rub your hands across the front part of my hair
- Hold me upright and walk around a little, you may pat my back lightly or rub my back
- Always talk to me - I enjoy having a conversation with you
- Talk with me and play when you change my diaper
- I will rub my eyes and yawn when I am tired. Sometimes my eyes will look red. You can help me nap by holding me and have me use my nuk
- If I am napping and I wake up too early, please help me by giving me my nuk and rubbing my tummy lightly or running your fingers around the front of my hair. If I still don’t go back to sleep, you may need to hold me and rock me.
- I need a little time to get up from my nap. I may use my nuk
- I do pace feeding with a bottle. Burp me and hold me upright after you give me a bottle

Things You Should Know to Best Support Tyler:
- Tyler needs special activities such as:
  - Singing with dad or playing with toys
  - Bring listening to music – “Mary Had a Little Lamb”
  - Rhymes and songs
  - Supposed to play in a crib
  - Tell a story
  - Show me what I am looking for
  - Take me to the park
  - Sit down and talk
  - Talk to me about things
  - Tell me the things you are doing
  - Show me pictures
  - Sing me a song
  - Read me a book

Hi my name is Tyler

Tyler looks like a Sweaty Kid with an Infectious Smile.
He is Resilient, Caring, and a People Lover.

This is Important to Tyler:
- Tyler likes pretend activities:
  - Playing in the sandbox
  - Playing with Puppets
  - Playing with toys
  - Playing with other kids
- Tyler is a big talker
- Tyler likes to listen
- Tyler likes to be held
- Tyler likes to be extra
- Tyler likes to be with people

In the event of an emergency, until family is able to come, please call the following person who can hook me to Tyler:

Michael Smull
Support Development Associates
A Few Things That Are Important To Me...
(please see pages 6-10 for more information)
- My independence
- A thriving social life
- Being organized and prepared
- School – Graduation in May 2013
- Taking good care of myself
- Routines
- Planning for the future – including a job, an apartment, and a boyfriend
- Everything Michael Jackson
- Diet Coke
- Singing at church
- Fun with friends & family
- Writing in my journal
- Avoiding conflict
- Fashion
- Close relationships with family & friends

...And A Few Things That Are Important TO Me!
(please see pages 11-12 for more information)
- CPap machine, plenty of sleep (may include naps)
- Seizure medications
- Healthy diet and exercise
- Writing in my journal
- Conflict free environment & relationships
- Avoiding a “frenzy”

Here’s How You Can Support Me:
(please see pages 12-14 for more information)
- Help me with time, money, cooking, shopping & some cleaning
- Help me find a job & job training
- Assist me in fixing my hair & pick out cute outfits
- Help me make healthy food choices and to exercise
- Understand if I’m upset, I’m probably tired.
- Talk to me nicely & quietly. No bad words.
- When people around me are angry or there is conflict, help me get away
- Help me understand what’s going on, what to expect

Tammy’s Description

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 awakened frequently (5-6 times per shift). Gurgling noises means she needs to be awakened
- 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

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 specialzed medical services and medical equipment (including backup generation)
~ 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 needs
- Must have people be consistent with her and talk with her when she gets upset or starts self-diagnosing herself
- Have consistent respect 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 6ED class that can lead to paid work for her
- Have mental health services to support Sara and her new provider

~ Liz’s One Page Description ~

What People Like and Admire about Liz
- She knows everyone’s birthday
- Has the gift of gab ~ can hold a lengthy conversation with anyone!
- Has a green thumb and knows lots about plants and flowers
- Never gives up even through long bouts of serious illness
- LOVES animals!
- Her sense of adventure

What is Important to Liz
- Being in control of her life
- Living in her own home with her 3 cats
- Talking with her daughter frequently
- Having lots of information about her health, and any changes in her life
- Being active: doing things with her family and friends
- Staying in touch with friends

Supports Liz Needs to be Content, Healthy and Safe
- When really depressed, family needs to ask “what did you eat today” to help keep an eye on possible malnourishment
- Must be able to keep a small notebook to write notes and help her remember tasks; she will get confused when she is not well or when she is feeling overwhelmed
- When she is not well, it helps if she talks to her daughter every day
- Because of having Fibromyalgia, she needs someone to clean her house regularly for her
- When she can’t well, she needs someone who can grocery shop and run errands for her or take her to run errands
- A skilled pet sitter to care for pets when Liz is away or unwell

People Who Support Her Best:
- Like to chit chat and are good listeners and processors of information
- Are consistent, punctual and dependable
- Like to share about their own life
What we have done to address Liz's malnourishment

<table>
<thead>
<tr>
<th>What have we Tried</th>
<th>What have we learned</th>
<th>What are we Pleased about</th>
<th>What are we concerned about</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Healthy frozen meals</td>
<td>● She doesn’t like processed food</td>
<td>● She is steadily gaining weight</td>
<td>● Stress on daughter to cook and drive 5 hours round trip every weekend</td>
</tr>
<tr>
<td>● Daughter cooking a week’s worth of food for her</td>
<td>● Will almost always eat daughter’s home cooked food</td>
<td>● Found at least two options that work for her</td>
<td>● Only eating once a day</td>
</tr>
<tr>
<td>● High protein shakes 2x a day</td>
<td>● Protein shakes work really well</td>
<td>● She is committed to eating when she can</td>
<td>● Will lose appetite again if depression comes back</td>
</tr>
</tbody>
</table>

- Keep doing protein shakes; find someone local to cook occasionally; keep asking “what did you eat today, not just “did you eat today?”

What’s Important to Shelley During Her Recovery:
- Avoiding “-pack hospital meal” always
- Keep hair untangled and unmatteed
- Taking time in the shower and plan for her recovery
- Making time to relax about things
- Learning to make a commitment immediately
- Learning things out after having the time to consider her options
- Being dressed comfortably and comfortably, even if it’s a hospital gown
- Looking good – not in a vain kind of way, but in a stylish, cool-stylish way.
- Not being bored – she wants things to do and to think about
- Having her privacy and mobility protected even in the midst of necessary medical procedures.

How You Can Support Shelley During Her Recovery:
- Before you leave the room, make sure she has her “security system” within reach.
- On the tray:
  - Her cell phone
  - Tissue pack
  - One small light
  - A Rasul
  - The TV remote
- Remember she is an expert in supporting other people. She knows what will and won’t work, and she knows how and why.
- Ask her suggestions about her own care.
- Ask her directly when you have a question. Listen
- Make sure she has time and an opportunity to talk about things every day
- Inform her about what you are doing and why. Let her tell you how she likes it done.
- A sense of humor is always appreciated. (Enjoy Shelley’s jokes)

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~ Ruth’s One Page Description (at home) ~

**What People Like and Admire about Ruth**
- Such a “grandmother”
- A true lady
- Has the gift of gab – can hold a conversation with anyone!
- Always dressed so nice – everything always matches, right down to socks and earrings
- Very liberal thinker for her age

**What is Important to Ruth**
- Living with granddaughter and grandson-in-law
- Being warm and feeling safe with caregivers
- Having “a little pour” before bed (rum and tea)
- Being a part of whatever is going on at home – being in the middle of it!
- Sweets during the day!

**Supports Ruth Needs to be Happy, Healthy and Safe**
- Needs people to ask frequently if she is warm enough and help her put on a sweater/sweatshirt if she is not (she’ll be cold when you’re not)
- Must have assistance with her medications – knows them by color but you need to dole them out and keep track of times
- Needs assistance with bathing and dressing – will tell you what clothes she wants to wear for the day/event
- When bathing, no water on face – she will wash with cloth
- Must talk with daughter 2-3 times a week on the phone – will need you to dial for her
- Must see her doctor right away if she has cough, fever or is “off balance” – indications of systemic infection that will grow quickly!

**People Who Support her Best**
- Like to chit chat
- Are timely and stay busy
- Polite and mannerly
- Have a witty and dry sense of humor
- Can be reassuring and help Ruth feel safe

~ Neldria’s One Page Description ~

**What People Like and Admire about “Nell”**
- She is gentle
- She loves to talk to people
- She knows about plants and has a room full of beautiful tropical plants (she brings plants back from the dead)
- She tells great stories
- She speaks her mind and speaks up for others

**Things that are Important to Nell**
- Her lap shawl (she gets chilly)
- Going WHEREVER she wants on her “rascal chair”
- Getting to see people every day
- Talking to daughter, Jennifer, daily
- Her plants (she calls them “the ladies”)
- Her friend, Norma (room 117)
Important to Sam
• At least weekly calls from each of his 3 kids (Tina, Dixie, and Bobby).
• Getting to see people he likes every day.
• Feeding the hummingbirds at the complex (the water for the food MUST come from Spring Creek).
• His friends, Bill and Vince.
• Staying busy.

Sam LOVES:
Budweiser (his daughter has figured out how to make beer slushies (recipe on freezer door)...help him have a teaspoon or so every once in a while. He will spit it out if his throat is sore, but, he loves the taste.

What People Like and Admire about Sam
• He always wants to help others before he takes care of himself.
• He tells great, funny stories...some are pretty raunchy, get used to it.
• He can fix ANYTHING and will always offer to assist.
• He is a jokester...Sam loves "Pierre and Boudreaux" jokes and must know 100’s of them.
• He loves his family and friends and always has time for them.

Supports Sam needs to be Happy, Healthy and Safe
• Assistance with his feeding tube (he will tell you how much to fill it by showing you with his thumb and forefinger).
• Someone to assist him with shopping (if he’s too tired to cross the street).
• Support with taking the morphine through the feeding tube. He doesn’t want enough so that he is sleepy, but he needs enough to cut the pain. He’ll show you how much he wants.
• Someone must assist in filling the hummingbird feeders. He is distressed if they are empty.
• Rides to his medical appointments. It helps if you can check with the discharge desk for any special instructions. Sam doesn’t hear well and gets frustrated.
• Help him remember to rest throughout the day, which may include limiting visits or length of visits. He falls when he is exhausted, but will choose company over safety.

Sam rang the bell at the cancer center on the day of his last chemo treatment. He is joined here in front of the bell by two family members. Sam died peacefully at home later this day. Ginny (pictured in blue) was listening to him tell a story when he passed.

Person Centered Planning results:
1. Sam Being listened To: Sam moved to his own apartment, without constant caregiver presence. Friends and family provide transportation and other assistance.
2. Less than 2 hours of support per day (with the exceptions of days when he has a chemo treatment and may need a friend or family member to sleep over).
3. Focus on his desires and what he is interested in doing (fishing, talking, telling jokes, feeding hummingbirds).
Michael as a TLC Board Chair

What other Board member’s like or admire
• His vision
• Being a beacon
• An original thinker
• Gives a clear message
• Has a clear and unwavering purpose
• Explains complex things with an economy of language

Important to me
• Helping others to grow
• To be part of an organization that works on changing the system. Where -
  • We work in partnership
  • I am part of the problem solving and testing the solutions
  • We learn how to do quality at scale
  • We share the learning and help our efforts spread
• To focus on the future, to work on “what is next”
• That TLC-PCP grows and prospers, now and after I am no longer directly contributing -
  • The longevity and integrity of the work
  • Creation of a true learning community

Best Support
• I am a good leader but not a good manager – support my strengths
• There are always more things to do then there is time.
  • Action plans, with clarity about who does what by when, are needed
  • I appreciate being reminded about what is helpful and necessary.
  • Remember I am best at working on future concerns, but will help with what is needed now
• When you want feedback, ask
• I lose the balance between work and life, gentle reminders are helpful

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Important TO

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

• People to be with /relationships
• Things to do & places to go
• Rituals or routines
• Rhythm or pace of life
• Status & control
• Things to have

When words and behavior are in conflict, pay attention to the behavior and ask “why?”
Important FOR

- Issues of health:
  - Prevention of illness
  - Treatment of illness / medical conditions
  - Promotion of wellness (e.g.: diet, exercise)

- Issues of safety:
  - Environment
  - Well being ---- physical and emotional
  - Free from Fear

- What others see as necessary to help the person:
  - Be valued
  - Be a contributing member of their community

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’
## Sorting Important to from Important for
*(and finding a better balance between them)*

<table>
<thead>
<tr>
<th>Important To</th>
<th>Important For</th>
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</table>

Ask Yourself “What do we know?”
Before asking “What do we do?”

*If I had an hour to save the world, I’d spend 55 minutes defining the problem.*

~Albert Einstein

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Nora’s story

<table>
<thead>
<tr>
<th>What is important to Nora?</th>
<th>What is important for Nora?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be called Mrs. G until she gives you permission to call her Nora</td>
<td>Having assistance with bathing and dressing</td>
</tr>
<tr>
<td>To visit with her family</td>
<td>Dignified and discreet assistance after using the bathroom</td>
</tr>
<tr>
<td>Spend time with babies and children</td>
<td>Reminders to eat and drink so she doesn’t get dehydrated; assistance with cutting food</td>
</tr>
<tr>
<td>Be dressed very nice — including make up and her &quot;corset-like&quot; undergarment</td>
<td>Assistance with her medications</td>
</tr>
<tr>
<td>To not be rushed — and to be early if possible for important events</td>
<td></td>
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<tr>
<td>To wash with a cloth, no bath or shower</td>
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</tbody>
</table>

What else do you need to learn/know?

- What does Nora consider to be an important event?
- How best to assist her when she needs help after using the bathroom...what works for her?
- How often does she need to visit with her family? How and where?
- Any other important rituals?
What is Important to me

<table>
<thead>
<tr>
<th>Nora</th>
</tr>
</thead>
<tbody>
<tr>
<td>What others like about me</td>
</tr>
<tr>
<td>• Funny</td>
</tr>
<tr>
<td>• Fiercely independent</td>
</tr>
<tr>
<td>• Loving</td>
</tr>
<tr>
<td>• Her sweetness</td>
</tr>
</tbody>
</table>

To do what she wants to do when she wants to do it

Time with her family –
  • Hanging out with Anne and Sarah, seeing her great grandchildren
  • Eating out and shopping with Bev and Carla
  • Daily phone calls from Jeff, visits from Jeff

Being a “lady”
  • Looking good – hair done, nice outfit
  • Being addressed as Mrs. G until she gives permission to call her Nora

Not getting help she feels she doesn’t need or doesn’t want
  • Dressing, undressing
  • Using the bathroom
  • Bathing

Hates tub or shower baths – always “washes around”

Having people to chat with

Going shopping

Having everything in its place
  • Only being in tidy, clean environments
  • Picking up (or trying to pick up) any specks of dirt or lint

Feeling useful, a part of things
  • Having a “job” to do when dinner is being set up and helping to clean up after

Going out for a walk and to sit on sunny, nice days
Going for a ride most any day when feeling well

Discovery/Listening Skills

6 methods for collecting information

✓ Relationship Map
✓ Rituals and Routines
✓ Good Day/Bad Day
✓ Two Minute Drill
✓ Communication Chart
✓ Reputations
The “Relationship Map”

1st Discovery Skill

Workbook Pg. 9

People Map for:

Family

People who support me at work or school

Friends

People whose job is to support me at home and other places

The “Relationship Map” from another perspective

Support Development Associates with The Learning Community for Person Centered Practices 2015
Rituals and Routines

Rituals guide us through our days and bring consistency, comfort and control

- Morning
- Bedtime
- Mealtimes
- Transition
- Birthday
- Not Feeling Well
- Cultural/Holiday
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss

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Morning Ritual

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Michael's Just Got Home Morning Ritual

**Around 6 AM** – wake up without alarm (regardless of when I got home). Say good morning to my wife, Andy. Put on outside clothes and take the 4 dogs out (Miss Pea, Arbus, Tank & T-Rex). Make sure nothing is amiss in the yard. Get Washington Post and retrieve barking dog. Convince the dogs to come inside.  
**6:15** Finish making the French press coffee that my wife started. Give the dogs their pills (in cheese). Sit down and catch up. (My wife shares what happened while I was on the road.) While talking, have a cup of strong, black coffee, an orange, and a homemade biscotti. Read the Washington Post while watching the morning news (NBC affiliate). Get a 2nd cup of coffee.  
**6:45** Get the diet and regular dog food into the proper bowls. Feed the dogs and supervise so that the 2 fast eaters don’t eat the slow eaters’ food. Start drinking the 2nd cup of coffee, stretch. Let the 2 to 3 dogs who want to go out, out. Dog wrangling to get the reluctant dogs in.  
**6:55** check email, respond to the short and the critical. Flag the ones I need to respond to that day. **Between 7:15 and 7:30** (Depending on email) Get on the exercise bike and read the NY Times. Share relevant articles with SDA associates. Ride 5 or 10 indoor miles (depending on how much time I have)  
**7:45** Weigh myself (blame any weight gain on air travel), shower, floss with glide dental floss, brush teeth with cold water, and decide if I need to shave. If yes to shave, use body shop shaving cream. Dress for whatever the day will bring. **8:05** Kiss my wife good bye as she goes off to work. Make another cup of coffee. Go to the desk in my home office. "Start" the work day.
Good Day/Bad Day

What is a good day like for this person?

What is a bad day like for this person (or a stressful or really difficult day)?

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Listening to Behavior...

A Communication Chart

<table>
<thead>
<tr>
<th>What is happening</th>
<th>_____ does</th>
<th>We think it means</th>
<th>And we should</th>
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Everyday Learning Skills

- 4 + 1 questions
- Learning Log
- Working/Not Working (also called “What Makes Sense/Doesn’t Make Sense”)

4 + 1 Questions

- Using the “4 questions” to focus on learning and acting on that learning –
  - What have we tried?
  - What have we learned?
  - What are we pleased about?
  - What are we concerned about?
- And then the “+1” question -
  - What should we try/do based on what we have learned?
## Learning Log

Using the learning log to replace typical progress notes

<table>
<thead>
<tr>
<th>Date</th>
<th>What did the person do? (What, where, when, how long, etc.)</th>
<th>Who was there? (Names of staff, friends, others, etc.)</th>
<th>What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?</th>
<th>What did you learn about what didn’t work well? What did the person not like about the activity? What needs to be different?</th>
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## What works/ Makes sense

<table>
<thead>
<tr>
<th>Person’s perspective</th>
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## What doesn’t work/ Doesn’t make sense

<table>
<thead>
<tr>
<th>Parent’s perspective</th>
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<table>
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<tr>
<th>Staff’s perspective</th>
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</table>
### Juan’s story

#### Juan - Answer Slide

<table>
<thead>
<tr>
<th>What is important to Juan?</th>
<th>What is important for Juan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staying in his house</td>
<td>• Having his blood sugar and blood pressure under control</td>
</tr>
<tr>
<td>• His family</td>
<td>• Reducing salt intake and following a “diabetic diet”</td>
</tr>
<tr>
<td>• Living according to his values</td>
<td>• Taking meds as prescribed</td>
</tr>
<tr>
<td>• Not having daughter control what he does</td>
<td>• Staying clean enough to avoid infections</td>
</tr>
<tr>
<td>• Not having a woman assist with bathing</td>
<td>• Staying in his house</td>
</tr>
<tr>
<td>• Spending time with his friends doing what retired men do (talking, playing dominos, gambling, drinking)</td>
<td>• Maintaining relationships</td>
</tr>
<tr>
<td>• Having food that is spiced to his taste</td>
<td>• Being connected with his culture</td>
</tr>
<tr>
<td>• Getting support “his way”</td>
<td></td>
</tr>
</tbody>
</table>

#### What else do you need to learn/know?

- Could someone else assist with bathing?
- How can we help Juan take his medications as prescribed?
- How do we help Juan see that if he is to stay in his house and be with his friends he needs to be reasonably healthy?
### Juan - Answer Slide

<table>
<thead>
<tr>
<th>What works/makes sense</th>
<th>What doesn't work/make sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting and gambling with friends</td>
<td>Having Josephina help him with bathing or other personal tasks</td>
</tr>
<tr>
<td>Eating chips, drinking alcohol</td>
<td>Following a diet low in salt and spice</td>
</tr>
<tr>
<td>Taking care of himself, on his own</td>
<td>Waiting for Josephina to arrive in the morning before he bathes, eats and takes his meds</td>
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<tr>
<td>Spicing up his food the way he likes it</td>
<td></td>
</tr>
<tr>
<td>Chatting with Josephina about Columbia</td>
<td></td>
</tr>
<tr>
<td>Having an aide to assist her father with daily tasks including meal preparation and medications</td>
<td>Dad being in poor health; not following his recommended diet</td>
</tr>
<tr>
<td>Communicating with the physician w/out her father being present</td>
<td>Not being able to spend more time with her father</td>
</tr>
<tr>
<td>Paying for the services Juan needs</td>
<td>Being made to feel guilty by the doctor</td>
</tr>
<tr>
<td>Treating Juan with respect as one does one's &quot;elders&quot;</td>
<td>Getting in trouble for respecting Juan's wishes</td>
</tr>
<tr>
<td>Respecting Juan's wishes about his schedule</td>
<td>Prying into Juan's morning activities to find out what he does before she arrives</td>
</tr>
<tr>
<td>Discussing her tasks with Juan but not necessarily having &quot;proof&quot; they have been done</td>
<td></td>
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</tbody>
</table>

### Management Skills

- Donut Sort
- Matching

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The Donut Sort

Defining Staff Roles and Responsibilities

Core Responsibilities

Creativity & Judgment

NOT OUR USUAL RESPONSIBILITY

A Matching Profile

For each person – what are . . .

<table>
<thead>
<tr>
<th>Supports Needed</th>
<th>Skills Required</th>
<th>PERSONALITY CHARACTERISTICS</th>
</tr>
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<tbody>
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</table>

These two columns are related.

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Bob’s Story

Bob – Answer Slide

<table>
<thead>
<tr>
<th>What is important to Bob?</th>
<th>What is important for Bob?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be one of the guys</td>
<td>To stay healthy –</td>
</tr>
<tr>
<td>To keep his friends</td>
<td>Take his medications as prescribed</td>
</tr>
<tr>
<td>To be in charge of his own life</td>
<td>Stay out of the hospital/not cycle</td>
</tr>
<tr>
<td>To have a “typical” life</td>
<td>To be connected to his community</td>
</tr>
<tr>
<td>To stay healthy</td>
<td></td>
</tr>
</tbody>
</table>

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?
For more information

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  - michael@sdaus.com

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  - www.learningcommunity.com