Workshop
Three

Welcome Round: Share something positive that has happened since last time we met.
Review last session's work: Add any new information you learned from others that know and care about yourself or your family member with a disability

Sorting important to and important for and finding the balance:

Important to

Includes what makes the person happy, fulfilled and content in life

Important for

Includes those things that help the person to be healthy, safe and a valued member of their community

Reference: ADHC, (2012). *Lifestyle Planning Policy* Version 1.1 Accommodation Support Directorate, Family & Community Services, ADHC - http://www.adhc.nsw.gov.au

What's Important To includes:

Only what the person tells us with their words and / or behavior. When what people say and what they do is different, we rely on the behavior. "Actions speak louder than words." This is not what others think should be important to the person nor need to be justified. They are just important to us. Things that are important to us help us to be happy, content and fulfilled in life. They make our heart sing, float our boat, light our fire. This could be people in our lives and what we do together, it could be the way we spend our time. They can also be little but important crucial details throughout our day that make our days feel like our own. Things that are Important to us can also be things that need to be absent in our lives. For example "never feeling rushed" or "not being around loud people."

What's Important For includes:

Only the things that help us to be:

- Healthy and Safe
- A valued member of the community

Usually includes what others say are important for a person. Information about Important For should only include things that are relevant to the person at that time, rather than general things that may be important for anyone to be healthy and safe or valued. For example some people enjoy exercising so they probably don't need exercise listed under what's important for them unless there is something specific they are struggling with e.g. avoiding certain types of exercise while an injury heals. Others may struggle to do enough/any exercise in order to keep them healthy – in this situation we would expect to see something about exercise recorded as Important for them.
Things that are important for someone should never be enforced without striving to learn the detail of what's important to in order to help this work better for the person.

Working towards finding good balance:
We all have things in our life that we struggle with regarding being healthy, safe and a valued community member. When those struggles can be addressed within the context of what is important to the person, supporting these struggles and working through them becomes somewhat easier. E.g. If someone is overweight and needs to loose a few kilos but McDonalds is a favourite place to visit, encouraging healthy options or design your own healthy burger or visiting just once a week may help. If getting enough exercise is a struggle and we love the water maybe Aqua aerobics or swimming regularly will be a fun way to get exercise.

Tips

- What does the person tell you (with their words or behavior) matters to them? This is important to them
- Are there any things that people don't agree on? What is important to who may be different
- How does the person let you know it's important to them? What are they communicating to you?
- Do we need to learn more? Put this in the things to figure out section.

Tips for gathering information about this

- Ask the person.
- Look for specifics – Ask what is it about that? What aspect? How does it play out for you / the person? How often and when?
- Do we need to keep checking? Is it important only now or always?
- Is that all the time? E.g. type of food for breakfast – is it different on the weekends or holidays.
- Is there any one in particular that you like doing this with?
- Check if people are happy with what you've recorded and how it's written.
- Make sure information recorded stays 'alive'- people change over time, any information recorded about people should reflect this.
- Resist the urge to fix or problem solve until you have all the information – although keeping a record of any obvious actions that emerge through discussion is fine.
- Keep a record of things you are learning about or still figuring out.
- Don't assume. Best guesses are okay to get started. Gather more learning over time.

- Think about patterns, rhythms.
- Listen to the person and those who know and care about them.
- There won't always be clear answers. Record a question so that people can continue to think about it.
- Spend time with the person, paying close attention to what they do and what this may mean.
- Ask different people, especially if the person doesn't use words to communicate
- Think ahead about the environment and the right time to talk to the person.

Sorting Important to and for helps us to remember that none of us can ever have everything that's important to us all the time (especially if something that's important to us makes us unhealthy or unsafe), but that very few people do what's good for them to stay healthy and safe all the time either.

Activity: Build an Important to and for list for the person with a disability:
Use ***Life areas to think about*** and ***Rituals and Routines*** the help prompt your thinking

What's important to	**What's important for**
What else do we need to learn / know? Things to figure out:	

Life Areas to think about:

When thinking about these life areas and describing them in the Important to and / or What others need to know/do to support sections of the Lifestyle plan make sure you add the details of what, who with, how long or how often, when, where and anything else that will help make the information clear to others that read it.

Community Inclusion and Access
This is about being involved in, and having access to different parts of the community. Some things may be shopping, going to the library, gym, clubs, church or other places of worship. Think about travelling to and from these places.

Relationships / Social Roles
This is about staying connected with people who are important to you. It may be phone calls, visiting, letter writing. This may also be about you needing to care for someone else. Or it could be about meeting new people, getting to know your neighbours, starting new relationships or friendships, or improving your social skills.

Home Living
This is about being around your home. It may be about cleaning, cooking, using the computer or other devices/equipment. It might be about maintaining a routine, or being a good housemate.

Personal Care and Health
This is about being healthy and happy. Think about the particular things around showering, washing your hair, cleaning your teeth, cutting your nails, going to the toilet, getting dressed or undressed, going to medical and/or health appointments. Or maybe tips in remembering to take any medication you have.

Learning
This is about learning new skills. Maybe you are interested in doing a course, or learning to cook or do gardening, or maybe you would like to study. There might be something you are really interested in, and you would like to know more about?

Money
This is about managing your own money, paying bills, or rent or memberships to clubs etc. Maybe it's about your weekly budget, or paying for things at the shops.

Going to Work
This is about finding and keeping a job, if you want one. Or maybe you already have a job and need to tell people about how you get there and back home again.

Decision Making
This is about making decisions about your life. Decisions might be about where you would like to live, or who you would like to live with. Decisions might also be about healthy lifestyle choices, or different activities you would like to do, or clubs you would like to join.

Emotional Health and Wellbeing
This is about feeling good about yourself. Are there things you like to do that make you feel good?

Rituals and Routines to Think About:

We all have some kind of regular rituals and / or routines in our lives. They help us to make sense of our day / week and have control over how and when we do things. Some people's routines are exactly the same every day / week e.g. the way we get up in the morning and get ready for the day, while for others they are different in the detail of when things happen, but usually the how it happens is the same. For example; think about the way you brush your teeth, everything from the type of toothbrush you prefer, toothpaste, temperature of the water, which parts of the teeth get brushed first and last, we will all do this activity in our own individual way, try and do it differently tomorrow morning and see how it feels.

For people that require support, keeping routines the same provides predictability and if things happening differently all the time, can cause confusion and upset.

Think through what rituals and routines are important to the person:

Daily: • Getting up & getting ready • Going to bed • Arriving at work, school, or day time activity • Arriving home • When sleeping Weekends Weekly Monthly	Celebrating when something good happens Comfort yourself when things aren't going so well Birthdays Holidays: • Food • People • Places Culture & Religion

Continue to grow these lists especially the ***important to*** section and remember to add details, what happens, where, when, who with, how long, etc. As you grow this information you will need to develop themed areas, these can match the life areas and rituals & routines however it is best to follow the priorities of the person. If being treated with respect or having control over his / her life or family & friends or being out in the community is most important then that needs to come first, followed by the next priority and so forth. See example Person Centred Lifestyle Plan.

The important for list will be discussed in more detail next session, we will be using it to prompt describing what good support looks like.

You may wish to add an ***Important to Mum & Dad*** section to signify the difference between what is important to the person and Mum & / or Dad.

Add an ***Important to the person in the future*** section where you can get into more details than in the Vision and Values section. Use the Vision statement as a guide and bring in more details, you can also use the Life Areas to Think About as a prompt for thinking about future. The important to the future section will inform the goals and actions to achieving them. So in this part just make the statements of how you or the person wants future to be. E.g. Finding a job that he enjoys and can feel valued, having a group of friends to go out with, going out in the community

to enjoy art shows, having a number of experiences of different living situations to find what she likes.

Sometimes the future is difficult to think about when we have been busy living day to day or if life has been difficult for a long period of time. Start with asking the person what their hopes and dreams are, what would life look like, feel like, be like if they were living their dream? Dreams should never be squashed no matter how seemingly 'unrealistic.' It can take someone a long time to be brave enough to open up and share his or her dreams. Every dream has a seed of possibility and every person has the right to journey towards their dreams and work it out for themselves (even if that needs some support) along the way whether it is achievable / desirable or not. Driving a truck may never be physically achievable but traveling with a purpose is. Having the experience of driving through virtual reality games, gaming machines, go-karts are some possibilities even when requiring support. Sometimes it is not the articulated dream that is desirable but something else underneath. E.g. the desire to be a police officer can be the desire to help people. It is always worthwhile investigating articulated or demonstrated dreams.
If the person is finding it difficult to find their dreams ask unlimited type questions. E.g. If I had a magic wand; if you won the lottery what would you do with your life? Sometimes people have not had enough experiences in their life to know what their dreams for future are. Start where people are at, follow what you already know about people's gifts (see Gifts of the Head, Hand, Heart) and help find opportunities for those gifts to be received in community. Hopes and dreams will be found from exploring gifts.

Activity: Using 5 Valued Experiences (future), Life Areas to Think About and What's important to the person, start to develop some ideas about What's important to the person in the Future:

What's important to ……. in the future.

Goal Setting for the NDIS:

Goal setting helps us to take our dreams and turn them into reality. Identifying the goals (steps) needed to achieve a dream and moving through the strategy steps (more detailed steps) helps us to keep motivated and continue on the journey of achieving our dreams. Goal setting can help you organise your time and your resources, by setting clearly defined goals and strategic steps you can measure your progress and celebrate your achievements.

Goal: *Describe the actual goal* – this can come straight from the things you have previously documented (in 5 valued experiences or what's important to the person in the future) or it can be a part of a larger dream e.g. a dream can have a number of goals.
How: *Description of how you will achieve the goal* – broadly describe how you want to achieve this goal, it's like the strategies but not as detailed.
Strategies: *What steps will you take to achieve the goal* – step-by-step description of how you will achieve the goal. These strategy steps are what you will review regularly to see how you are traveling towards the goal. Celebrate these achievements and / or change them as you learn more along the journey.

Long Term Goal: To have a group of friends to go out with

Goal: Describe the actual goal:
To improve my ability to communicate with others so I can speak to more people
How: Short description of how you will achieve the goal
I will maintain and increase my communication skills by using AUSLAN, Proloquo2go, writing and texting.
Strategies: What steps will you take to achieve the goal
• Train my paid support staff, family and people that I know in the community that I see regularly in my communication style and the augmentative processes I use e.g. Prologquo2go and AUSLAN • Increase my use of Proloquo2go program on my iPhone & Mini iPad. Practice my spelling with my paid support staff, family and people in the community • Assist staff to practice Auslan in my workplace. • I will use a variety of Communication modes e.g. Writing, communication board, AUSLAN, iPhone and practice selecting the appropriate method to use in each setting. • I will increase my skills in text messaging and improve my spelling by text messaging family, paid staff and friends

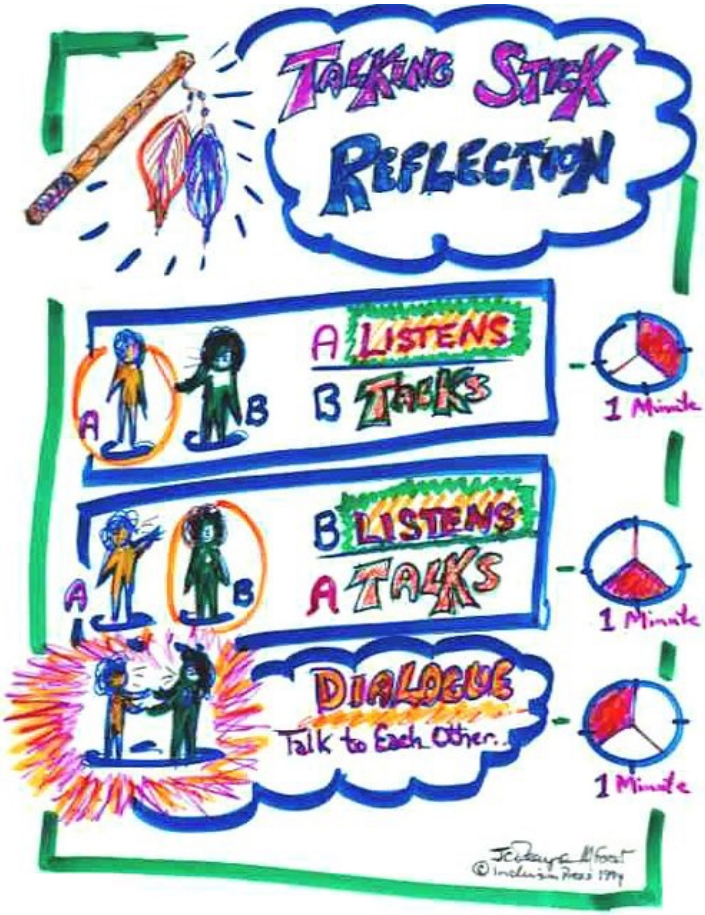
Activity: Using what you have documented in - What's important to the person in the future and 5 Valued Experiences (future) start thinking about the goals.

Long Term Goal:

Goal: Describe the actual goal:
How: Short description of how you will achieve the goal
Strategies: What steps will you take to achieve the goal

THE TALKING STICK REFLECTION – www.inclusion.com

An Exercise in Listening



The Talking Stick is an ancient Aboriginal tool for healing relationships through learning to listen to others and to speak your truth. We have asked permission from Aboriginal friends to use the Talking Stick to help connect people to one another and to begin dialogue through listening. They have graciously granted us their blessing.

The Talking Stick is appropriate to modern needs. The stick is passed around the circle. The person holding the Talking Stick is the only one who speaks. Everyone else listens. There is absolutely no interruption. Everyone's viewpoint is heard. Great Councils in Native America were held in this fashion and the Council of Elders made decisions after listening to all the viewpoints expressed.

We have adapted this philosophy into a short and powerful tool to stop the bustle and hysteria - for three minutes. It is one of our most powerful transformative tools for families, schools, human service organizations, teams - anyone willing to listen. It creates a climate for effective communication and teaches listening skills.

We begin by setting a tone with gentle music. We use the music of Carlos Nikai - a Navaho flute that settles the room in a magic way. Then we explain the rules of the exercise.

Minute One

Person A gets the talking stick and has one uninterrupted minute to speak or communicate in silence.

Person B listens and does not interrupt the words or the silence.

After one minute, the facilitator (who is timing the exercise) dings a little chime and the talking stick passes to person B.

Minute Two

Person B gets the talking stick and has one uninterrupted minute to speak or communicate in silence.

Person A listens and does not interrupt the words or the silence.

After person B speaks, the two participants can share a one or two minute dialogue.

Minute Three

Dialogue - talk WITH each other.

We are avoiding discussion (which comes from the root word percussion, concussion - hitting each other over the head with ideas) and moving to the word dialogue (which comes from the root word dialogs or thinking together.)

The topic can relate to work issues, values issues or whatever needs dialogue. No one need be afraid they will not be heard. No one may dominate. The Talking Stick is given to each person, so everyone has an equal l opportunity to express themselves. This makes the Talking Stick an excellent tool for conflict resolution.

We also build in time to process what it was like to listen and to be listened to. Many of us find listening to one another difficult - we want to jump in, interrupt or add pearls of wisdom. The Talking Stick Reflection is a foundation for sharing. It creates a safe space for people to talk to one another from the heart.

Things to think about and do until we meet again next month:

1. Share with the person with a disability and others that know and care, the information you have gathered here today – get feedback and any other ideas to consider. Add this feedback to your notes.

Illustrations by Jay Carlton