* **Daily Life & Employment** - (school, employment, volunteering, communication, routines, and life skills)
  + General:
    - Important to – generally is related to joy, comfort, purpose, happiness, contentment, fulfillment and satisfaction.
    - Important for - generally includes what is necessary to maintain the individual’s health and safety.
      * *Some things might be both important to and important for*
    - What others need to know about the client to best support their needs and to keep the individual healthy and safe.
    - What works for the individual and what doesn’t for each domain.
    - Important To/For Examples:
      * It is important to me to maintain my community job.
      * It is important for me to have an effective way to communicate with others.
      * It is important for me to have a learning environment geared specifically to meet my needs
    - What does the individual need help with?
      * Daily life skills?
      * How do they learn best?
      * How do they handle change, priorities, or planning for activities/events?
  + What assessment tools were used?
    - Psychological Evals, IEPs, Discussion with family, and Life Course Tools, etc.
  + Specify how I communicate with other and the best way to communicate with me.
    - State current level of communication
    - Are there any alternative forms of communication that are used?
    - Do they use a communication device?
  + Currently Happening
    - What does his/her routine/schedule look like?
      * Does the client attend school?
      * Does the client receive any in-school therapies?
      * Does the client have a job?
        + Days, times, and job duties?
  + What I prefer?
    - What does the individual want to be when they grow up/preferred type of career?
    - Do they like their current job/day programming or is a change needed?
    - Are there certain conditions that need to be in place to achieve the client’s good life
  + Team Discussion on Outcomes aka Domain
    - Talk about goal progress if applicable
    - Talk about anything brand new/give an update (usually from information received at quarterly meetings)
  + Actions for my Health/Safety
    - List risks/risk plans being implemented
  + Natural Supports
    - What supports are in place that assist them in a particular domain that are not paid to be there?
      * It could be a person, a program, a piece of technology, or a pet, etc.
      * Daily Life Example - Transportation, Supervision, ADL's/Parents/Daily
* **Community Living** – (housing & living options, community access, transportation, home adaptation and modification)
  + Important to/for and what others need to know to support the client
    - Important To/For Examples:
      * It is important to me and for me to have a roof over my head.
      * It is important to me to continue to live with my family.
      * It is important for me to have supports when I am in my community.
      * It is important to me to have a place of my own someday.
      * It is important to me to learn how to drive.
    - What do others need to know to support the client and/or what do they need help with?
      * Do they need help with transportation or navigating their community?
      * Do they ambulate okay?
      * What kind of staff do they prefer to work with?
  + Currently Happening
    - State the current living situation?
    - Home modifications/adaptations in place?
    - How does the individual access their community?
  + What I prefer
    - Does the individual want to make any changes with where or who they live with?
    - What places do they like to go in the community?
    - Are there any assistive devices that might help make the individual’s life easier?
  + Natural Supports
    - Ex. - Transportation, navigation in community, and community safety/Parents/Daily
* **Safety & Security** – (finances, well-being, decision making supports, legal rights and issues.
  + Important to/for and what others need to know to support the client
    - Important To/For Examples:
      * It is important to me and for me to be safe at all times and never left alone.
      * It is important for me to have assistance with managing my finances.
      * It is important to me that I get to spend my discretionary funds the way I want.
    - What do others need to know to support the client and/or what do they need help with?
      * How does the individual do in emergency situations?
      * How does the individual do with pedestrian safety?
      * Does the individual need support with finances? If so, to what degree?
      * Does the client need help with any legal issues that may arise?
  + Currently Happening
    - Guardian, POA, or Rep Payee in place?
    - How is self-determination encouraged?
    - What is in place to ensure that the client is free from emotional, physical, or sexual harm?
  + What I prefer
    - Is the client empowered to make decisions?
    - How does the client spend their discretionary funds?
    - Are there any safety measures that could be put in place to keep the individual safe at home or in the community that haven’t already been implemented?
  + Natural Supports
    - Ex. - Environment, Finances, Emergencies, and Safety/Parents/Daily
* **Healthy Living** – (Managing and accessing health care and staying well – medical mental health, behavior, developmental, wellness, and nutrition.)
  + Other chronic conditions
    - List anything not already listed in the diagnoses sections
  + Medications
    - State who obtains, maintains, and administers the medications
    - List medications and what they are prescribed for
  + Important to/for and what others need to know to support the client
    - Important To/For Examples:
      * It is important to me to feel good at all times and to get medical attention when I do not.
      * It is important for me that my parents manage all of my health care needs.
      * It is important for me to complete my daily stretches so that my legs do not get stiff from inactivity.
      * It is important to me that I get to have my daily allowance of candy/soda
    - What do others need to know to support the client and/or what do they need help with?
      * What are the targeted behaviors, if any?
        + Antecedents/Triggers? Ways they calm down?
        + Anything else not listed in other sections?
    - Important to me in managing my health care?
      * Does the individual want a say in their health care?
      * What activities does the individual like for exercise or what do they do to stay healthy?
      * Does the client need help managing their health care?
    - Meal times
      * Diet?
      * Food likes/dislikes?
      * Can they eat independently or do they need assistance?
    - Important to the client to stay safe at mealtime
      * Chewing, swallowing, or other dining difficulties?
      * Dentures?
  + Currently Happening
    - State the current health status.
    - Can the individual say if they are hurt or not feeling well?
    - Is medical/adaptive equipment utilized?
    - Does the client feel empowered to ask questions or disagree with professionals to make their opinions/wishes heard?
  + What I prefer
    - Can the client make healthy meals/snacks?
    - Does the individual exercise as desired?
    - Is there assistive technology needed to track sleep patterns, weight loss, or activity information?
  + Natural Supports
    - Ex. - Medication Administration, Scheduling appointments, Transportation, Ensure health and safety/Parents/Daily
* **Social & Spirituality** – (Building friendships & relationships, leisure activities, personal networks, and faith community)
  + Important to/for and what others need to know to support the client
    - Important To/For Examples:
      * It is important to me and for me to foster healthy peer friendships as desired.
      * It is important for me to appropriately interact with others.
      * It is important to me that I attend “this activity” on a weekly or monthly basis
    - What do others need to know to support the client and/or what do they need help with?
      * Do they need prompting/reminders to interact appropriately?
      * Do they need help with identifying peers that will have a positive influence on them?
      * Do they need help with identifying preferred activities that are appropriate for their personality and/or skill level?
  + Currently Happening
    - Does the individual have contact with family/friends, or who is most important to them in their life?
    - Is social media used?
    - Does the individual have someone to talk to about their emotions, feelings, or concerns?
    - What hobbies or interests does the individual current participate in?
  + What I prefer
    - Are there any activities that the individual hasn’t tried, but would like to?
    - Does the individual have a desire for certain relationships that they don’t already have in their life?
    - Does the individual want to get involved in civic engagement or leadership?
    - Does the individual want to participate in faith-based activities of their choosing?
  + Natural Supports
    - Ex. - Transportation, Finances, and Social Appropriateness/Parents/Daily
* **Citizenship & Advocacy** – (Building valued roles, making choices, setting goals, assuming responsibility, and driving how one’s own life is lived.)
  + Important to/for and what others need to know to support the client
    - Important To/For Examples:
      * It is important to me to understand the "whys" of life.
      * It is important to me to make as many decisions as possible.
      * It is important to me to make my preferences known whenever or wherever possible.
    - What do others need to know to support the client and/or what do they need help with?
      * If applicable, who is responsible for making decisions in the client’s life?
      * Does the individual need support to make decisions about their life?
      * Does the individual need help with establishing goals?
      * Does the individual need help being a good self-advocate?
  + Currently Happening
    - * Encouraged/supported to participate in/lead meetings?
      * Encouraged/supported to make choices/decisions about his/her life?
      * Do they understand their rights and responsibilities when it comes to dealing with providers?
  + What I prefer
    - Does the client have interest in learning self-advocacy skills or joining a self-advocacy group
    - Can the individual be assertive without being aggressive?
    - Do the people around the individual understand their wants and what is important to them.
  + Natural Supports
    - Ex. - Assistance with decision-making/Parents/Daily
* Goals
  + Outcome/”I want...”
    - Functional statement that includes what an individual would like to learn, participate in, improve upon, maintain, or accomplish.
  + Strategies For Implementation/”I need...”
    - Information that outlines either the best environment to complete the goal, the best process to get the individual to complete the goal, or what other processes that have been used, but have been known to not be effective in getting the individual to achieve the goal.
  + Action Steps/”I will...”
    - Small steps that the individual can take in order to eventually be able to obtain the overall outcome. These steps should be specific and realistic enough that they can be measured and achieved, but yet are sustainable to the plan over time so that constant updating is not needed.
  + How will progress be measured?
    - Identify what it means to be successful in completing the goal or action step, so that it is understood when an individual is successful in completing the goal or action step. How often will progress be reviewed?
  + Who/When?
    - Who is responsible for implementing this goal? When is the targeted completion date?
* Goal Example 1:
  + Valerie is a 40-year-old female who lives alone in her own apartment. She has always struggled with her weight and her mother, who is also her guardian, would like her to stay as active as possible. Valerie has residential staffing for 8.5 hours each weekday and her mother is her staff on the weekends. While Valerie doesn’t really like to exercise, if she is encouraged to do activities that are fun, but also have a component to get her more active, then she is more likely to engage with staff. Valerie’s mother also helps her plan for what she shops for as Valerie’s budget is very tight and encourages her to eat things that are healthy or to eat smaller portion sizes.
    - *Outcome: I want to make healthy choices for myself in order to maintain a healthy weight and a strong active body.*
    - *Strategy: I need support to make healthy choices for myself daily. I tend to want to sit down and watch TV/movies, take a nap, or play games on my phone when I get home from work rather than stay active, so I need prompting in order to keep busy. I need help to find activities that allow me to be active, but are also as fun as getting to watch TV or movies so that I am motivated to engage in them.*
    - *Action:*
      * *1. I will be physically active for at least 15-30 minutes each day. (RHS)*
      * *2. I will make healthy food choices for myself. This includes, but is not limited to the following; choosing healthy foods while grocery shopping, choosing healthy foods when out to eat, and eating appropriate portion sizes. (RHS)*
    - *Progress: Success means that I am exercising for at least 15-30 minutes each day and/or I am making healthy food choices in regard to the food that I am buying and/or consuming daily. Progress will be discussed at quarterly meetings and on quarterly/monthly progress reports.*
    - *Who/When: DSP and me by 5/31/21.*
* *Goal Example 2*
  + Outcome: I want to increase my socialization skills.
  + Strategy: I need support with finding a BC that I can build rapport with and trust. I need some verbal prompting to lower my voice and use my coping skills so that I may talk in a calm voice. If I am visibly upset, I may need to step away from a situation until I am able to calm down and return to finish communicating what I need and/or want. I need support learning new coping skills to help me calm down so that I can communicate effectively.
  + Action Step:
    - 1. I will communicate using a calm voice when I am speaking to others. (BMAN/Parents)
    - 2. If I cannot communicate using a calm voice, then I will identify and utilize a coping skill until I am calm. (BMAN/Parents)
  + Progress: Success means that I am using a calm voice when I am communicating with others and/or I am utilizing coping skills when I am upset. Progress will be discussed at quarterly meetings and on quarterly/monthly progress reports (when BC gets involved).
  + Who/When: My parents, BC, and I by 10/31/20.
* Goal Exercise
  + Trevor is a 23-year-old male living in a supported living home with two housemates who have shared staffing. He likes going to see his family periodically on the weekends, but also likes hanging out with his housemates playing video games or going to the movies. When Trevor is alone, he likes building model planes or listening to music. Trevor needs assistance with regulating his emotions when he is upset or frustrated. He expresses this by becoming verbally aggressive with others. Trevor learns best either 1:1 or in small group settings. He can follow 1-2 step directions at any given time and does better when information is repeated and practiced several times. Triggers for Trevor tend to be when he is denied access to something he wants or when one of his housemates does something that he doesn’t like. In the past, those working with Trevor have tried to get him to do deep breathing exercises, but Trevor says that it doesn’t help him calm down.
  + Please write a RHS, MUTH, RETH, or BMAN goal based on the above character example using the format below:
    - Outcome - I want...
    - Strategies For Implementation - I need...
    - Action Steps - I will...
    - How will progress be measured?
    - Who/When?

Replacement words/phrases

Aggressive → Protective

Helpless, Hopeless → Unaware of capabilities, opportunities

Lazy → Ambivalent, Working to build hope, Good at preventing further hurts/failures

Manipulative → Resourceful, Good at getting needs/wants met

Resistant → Chooses not to, Isn’t ready for, Not open to, Persistent, Cautious

Weaknesses → Barriers to change or needs

Suffering with → Working to recover from, experiencing, living with

Obnoxious → Good at pushing people away

Rude, Arrogant → Good at affecting people

Attention-seeking → Good at caring about and loving themselves

Close-mouthed → Loyal to family, friends

Different, Odd → Underappreciated

Stubborn, Defiant → Good at standing up for themselves

Tantrum, Fit, Outburst → Sending A Big Message

Terms like roadblocks, obstacles, barriers are good as well.