

EXPLORING POSSIBILITIES & SUPPORTS: AN INFORMATION GATHERING TOOLKIT

This resource provides people with developmental disabilities, family members, and Support Coordinators with tools to use when exploring life possibilities and planning for supports. The information gathered can be used, together with conversations, to inform the person-centered planning process and development of the Person-Centered Planning Tool and New Jersey Individualized Service Plan.



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RELATIONSHIP MAP

Family

Supporters at work, school, or other service setting



Supporters at home and in the community

Friends and Non-paid Relationships

Based on concepts, principles, and materials by
The Learning Community for Person Centered Practices: <http://tlcpcp.com>

GREAT THINGS ABOUT ME

What are some things the person likes or admires about themselves? What are things others say they like and admire about him/her? What are some of the person's proudest moments?



LIKES

What things does the person like to do? What places does the person like to go?

DISLIKES

What things does the person not enjoy doing? Are there places the person prefers to avoid?



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RITUALS AND ROUTINES

Does the person have any specific things that need to happen to feel happy, calm and comfortable? Think about the rhythms, patterns, and routines that make things work best for him/her. Consider rituals and routines in the morning, evening, around transitions between places or activities, celebrations, and religious/cultural practices.



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GOOD DAY

What would make for a perfect day? What happens when everything goes right? Where is he/she? Who is there? What is he/she doing? What things happen that really help the person have a wonderful day?

BAD DAY

What would make for the worst day possible? What happens when everything goes wrong? Where is he/she? Who is there? What is he/she doing? What things really bug the person?



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HOW THE PERSON COMMUNICATES

All people communicate feelings without using words. Please share how the person communicates feelings in various situations and offer advice on how others can best support them at those times.

What is happening?

What is happening around the person?

What does the person do?

What does the person do (expressions, behavior)?

What do we think it means?

What is the person trying to communicate?

What should we do?

How do we support the person to feel better?

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LOOKING BACK**My Story**

What are the pivotal experiences in the person's life that have helped define who they are as a person? These can be happy, sad or otherwise impactful events that helped shape what is most important to the person.

LOOKING FORWARD**My Vision for the Future**

What does the best possible future look like? If no barriers existed, what job or activity would the person want to have during the day? Where would he/she live? Who would he/she live with or be near? What groups and activities would he/she be involved with in the community? What relationships would he/she have?

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LIFE TRAJECTORY TOOL

Use the Life Trajectory Tool to explore the things that are going well and identify what might be preventing someone from achieving the vision for a good life.

Here's how:

- Record experiences that could help the person move closer toward goals in the space above the arrow.
- Record experiences that might be preventing the person from reaching their goals in the space below the arrow.
- Use the boxes on the right side of the worksheet to record the visions for what the person wants and doesn't want for their life.

The diagram shows a worksheet titled "LIFE TRAJECTORY | EXPLORING". It features a large diagonal arrow pointing from the bottom-left towards the top-right. A horizontal dotted line extends from the start of the arrow to the right. On the right side of the worksheet, there are two large rounded rectangular boxes. The top box is purple and labeled "Vision for What I Want". The bottom box is red and labeled "What I Don't Want". At the bottom left of the worksheet, there are several small icons representing different life domains: a person, a group of people, a person with a cane, a person with a hearing aid, a person with a wheelchair, and a person with a white cane. At the bottom right, there is a small text credit: "Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com • © 2021 Curators of the University of Missouri | UMKC IHD • September 2021".

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A full-size version of this tool, tip sheet with further guidance, and video tutorial are available on the Charting the LifeCourse Nexus website:
<https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>

MAPPING RELATIONSHIPS TOOL

Use the Mapping Relationships Tool to help identify the important people in someone’s life, the ways they provide support, and who may be able to fill those roles in the future when others are no longer able.

Here’s how:

- Explore who the person enjoys spending time with, makes them feel loved, and knows them best in the **Caring About** section.
- Identify those who help meet the person’s needs in the **Caring For** section.
- Use the columns to record those who currently serve in a role, who may do so in the future, and any next steps for maintaining or building new relationships.

MAPPING RELATIONSHIPS			
CARING ABOUT	Who serves in this role now?	Looking Ahead	Next Steps
Shares Love, Affection and Trust			
Spends Time and Creates Memories Together			
Knows about Personal Interest, Traditions, Cultures			
CARING FOR	Who serves in this role now?	Looking Ahead	Next Steps
Supports Day-to-Day Needs			
Ensures Material and Financial Needs are Met			
Connects to Meaningful Relationships and Roles			
Advocates and Supports Life Decisions			

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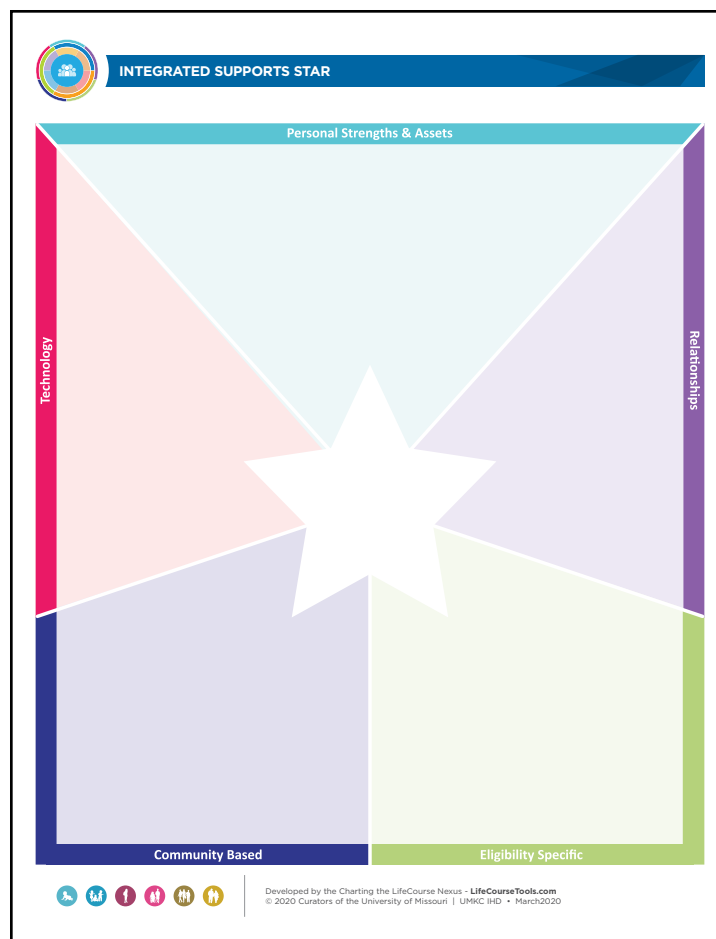
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INTEGRATED SUPPORTS STAR

Use the Integrated Supports Star to help someone map out current services and supports, problem solve around a specific need, or plan for next steps.

Here's how:

- Decide on the purpose for using the Star.
- Record the person's name in the center if you are mapping supports or the issue or goal if problem-solving.
- Record ideas or resources in each section of the star to capture how needs are or can be met using a variety of supports.

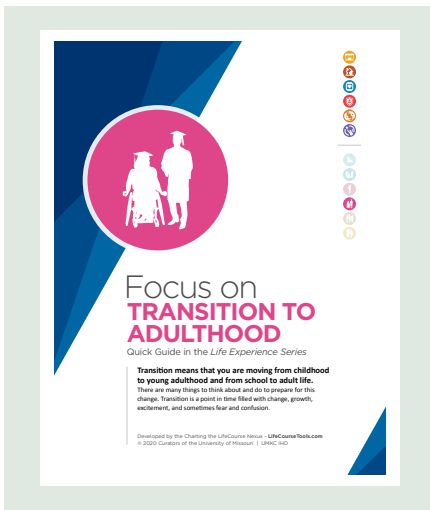


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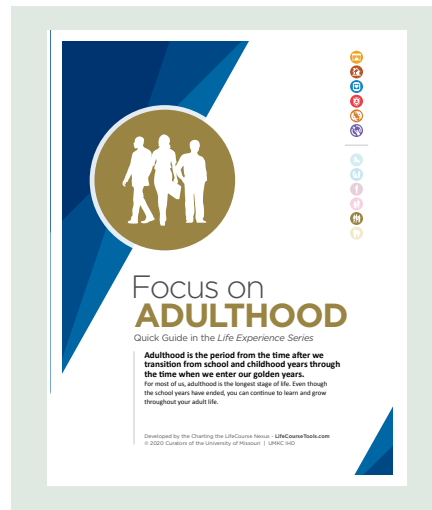
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QUICK GUIDES IN THE LIFE EXPERIENCE SERIES

Quick Guides in the Life Experience Series provide questions to ask, options to consider, and things to discuss during specific life stages.



Focus on Transition to Adulthood offers questions to help guide planning for the move from childhood to young adulthood and from school to adult life.



Focus on Adulthood provides questions to help someone continue and grow throughout adulthood, the longest stage of life.



Focus on Aging provides questions to make choices and guide planning for experiences that make later life enjoyable and productive.

Quick Guides in the Life Experience Series are available on the Charting the LifeCourse Nexus website:

<https://www.lifecoursetools.com/lifecourse-library/exploring-the-life-stages/>

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