
Self-Directed Psychiatric Rehabilitation Activities

Sue McNamara, Debbie Nicolellis, and Rick Forbess



Boston University Center for Psychiatric Rehabilitation



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"Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference."

from *The Road Not Taken*
by Robert Frost

Self-Directed Psychiatric Rehabilitation Activities

Introduction

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Farkas, M., Cohen, M., McNamara, S., Nemec, P., & Cohen, B. (2000). *Psychiatric rehabilitation training technology: Assessing readiness for rehabilitation*. Boston: Boston University, Center for Psychiatric Rehabilitation.

Cohen, M., Forbess, R., & Farkas, M. (2000). *Psychiatric rehabilitation training technology: Developing readiness for rehabilitation*. Boston: Boston University, Center for Psychiatric Rehabilitation.

Cohen, M., Farkas, M., Cohen, B., & Unger, K. (1991, 2007). *Psychiatric rehabilitation training technology: Setting an overall rehabilitation goal*. Boston: Boston University Center for Psychiatric Rehabilitation.

Cohen, M., Farkas, M., & Cohen, B. (1986, 2007). *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University Center for Psychiatric Rehabilitation.

Gagne, C., Hakansson, A., McNamara, S., & Nemec, P. (2002). *Resource assessment: Reference Handbook*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA.

Cohen, M., Danley, K., & Nemec, P. (1985, 2007). *Psychiatric rehabilitation training technology: Direct skills teaching*. Boston: Boston University, Center for Psychiatric Rehabilitation.

Cohen, M., Nemec, P., Farkas, M., & Forbess, R. (1998, 2010). *Training technology: Case management*. Boston: Boston University Center for Psychiatric Rehabilitation.

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Our deepest gratitude goes to those with lived experience who have shared with us their experiences, expertise, and incredible wisdom over the years. Without their generous contributions, our understanding of the activities that support people to regain lives of meaning would be quite limited, and the development of these Self-Directed Activities would not have been possible.

--Sue McNamara, Debbie Nicolellis, and Rick Forbess

Introduction

The *Self-Directed Psychiatric Rehabilitation Activities* are designed to be used by you, with or without support of another person. The activities are designed to help you to decide where you wish to live, learn, work, or socialize, and they will help you review and develop the skills and supports you want and need to be satisfied and successful.

The main principle guiding this process is:

Skills + Supports = Success + Satisfaction
--

In other words, it takes a combination of skills you can use and supports you can access in order to be successful and satisfied in your goal of where you choose to live, learn, work, or socialize.

The outlines and worksheets are written from a self-directed perspective. You are the driver in this process. You will be making decisions about your readiness to start the process; choosing a valued role for where you'd like to live, learn, work, or socialize; and reviewing and developing your skills and supports to be satisfied and successful in your chosen goal setting.

In the Table of Contents, the activities are organized with an:

- Overview of each activity
- Outline of the steps for completing the activity worksheets
- Example shaded in gray that goes through the entire process with one individual, named Mike Smith, and
- Blank worksheets to help guide you through your own process

This format of an Overview—Outline—Example—Worksheets is designed to help you walk through the parts of the process one step at a time.

The activities in this manual include:

1. Exploring My Readiness
2. Developing My Confidence and Readiness
3. Choosing a Valued Role
4. Assessing My Skills
5. Reviewing My Supports
6. Developing My Skills
7. Developing My Supports

The values inherent in various self-directed programs complement these psych rehab activities. The value of *freedom of choice* is central to these activities. Choosing which direction to proceed to after exploring your readiness; choosing a valued role and place where you want to live, learn, work, or socialize; choosing which skills and supports to assess and develop, and deciding how fast or slow to proceed with the activities is your choice, too. The value of *personal responsibility* is built into these self-directed activities as well as your accountability for your successful and unsuccessful experiences along the way. You will have the opportunity to learn from your experiences and make any adjustments needed to develop and improve so that you may feel satisfied and successful.

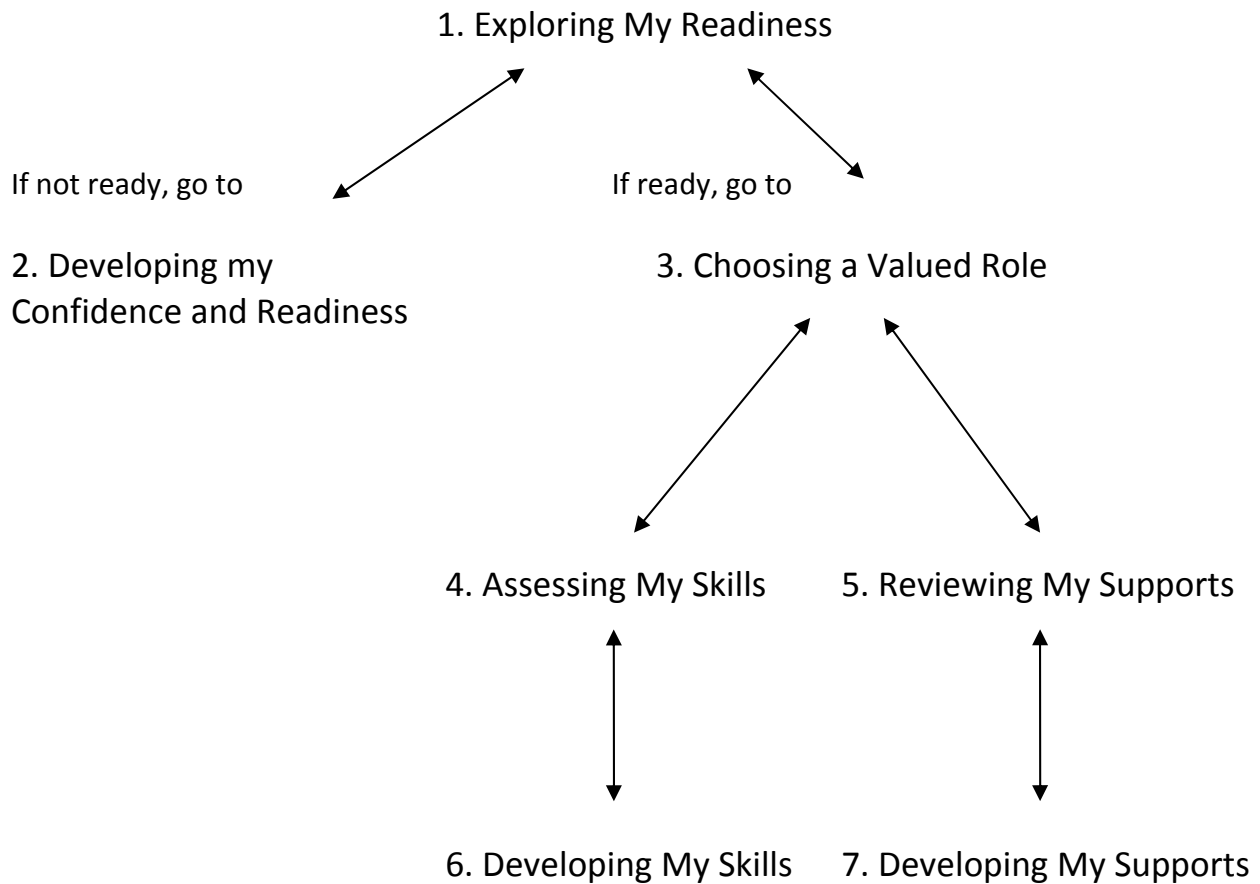
You may do these activities on your own, with others who might share similar goals, or with the assistance of a support person. You may want to share your completed worksheets with a service provider or other person helping you to show the progress you have made. The practitioner's role has changed from the traditional role in the psychiatric rehabilitation process. Your support staff, or other person supporting you, may provide directions, assistance, and support when you desire and need it; or if you get stuck or want some help. With these self-directed activities, you sit in the driver's seat and a support person sits in the passenger seat and, at times, may provide you with some directions to help navigate the route.

You may want to use these self-directed activities by yourself or with a small group of peers. Because of the personal nature of the content discussed with each part of the process, small groups of only a few people work best. It also works best when group members have similar areas they are working on together, such as all educational goals or all vocational goals, so that you and your peers can share related ideas and experiences with each other.

In summary, the *Self-Directed Psychiatric Rehabilitation Activities* is a new resource for you to use to make changes in your living, learning, working, and/or social settings. While there have been some changes in this psychiatric rehabilitation process over the years; the basic values, philosophy, and skills have remained the same. The process in this manual is to help you explore and develop your own readiness for rehabilitation; choose your own valued role in setting residential, educational, vocational, or social goals; and review and develop your own skills and supports in order to be satisfied and successful where you have chosen to live, learn, work, or socialize.

However you decide to use this guide, these activities are designed to help you make the journey towards where you want to live, learn, work, or socialize. Best wishes as you drive yourself through the rehabilitation process!

Flowchart of the Psychiatric Rehabilitation Activities



Please note that even though the skills are numbered in this manual that the psychiatric rehabilitation process is *not* a linear process. The numbers suggest a general route to take, but the arrows in this flowchart indicate that you may start at one section and go to another and then back again, if needed. For example, not everyone needs to start with 1. Exploring My Readiness. If you feel ready, you can start with 3. Choosing a Valued Role. Readiness can be explored later, if desired.

After Choosing a Valued Role, the skills and supports activities may be done parallel to each other. You may start with assessing your skills and switch to reviewing your supports. Or you may start with assessing your skills and continue to developing your skills, or start with reviewing your supports and continue to developing your supports. It's your choice.



Think of this process as a recycling process where you can recycle and reuse the activities as needed.

Where Should I Begin in this Process?

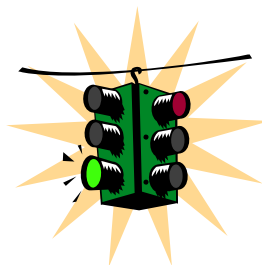
The flowchart on the previous page shows the general flow of the psych rehab process, but where should **you** begin? Answer the following questions to help you to decide and get started.

- Do I already feel ready to choose a goal for where I want to live, learn, work, or socialize?
 - If No, start with Section 1. Exploring My Readiness and/or Section 2. Developing My Confidence and Readiness.
 - If Yes, start with Section 3. Choosing a Valued Role.

- Do I already have a goal and know where I want to live, learn, work, or socialize?
 - If No, start with Section 3. Choosing a Valued Role.
 - If Yes, start with Section 4. Assessing My Skills or Section 6. Reviewing My Supports.


- Do I already know what skills I have and still need to learn in order to achieve my goal of where I want to live, learn, work, or socialize?
 - If No, start with Section 4. Assessing My Skills.
 - If Yes, start with Section 5. Developing My Skills for the skills that I want to improve.

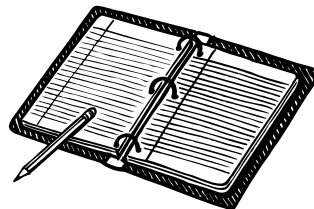
- Do I already know what supports I have and still need to develop in order to achieve my goal of where I want to live, learn, work, or socialize?
 - If No, start with Section 6. Reviewing My Supports.
 - If Yes, start with Section 7. Developing My Supports for the supports that I want to get or change.



Tips for Using the Self-Directed Activities

In order to use the Self-Directed Activities more easily, be sure to:

1. Read the Introduction to get the big picture of the activities and this guide.
2. Print out the pages of each section as you go along. Each section has a format of an
 - Overview
 - Outline
 - Example, and
 - Worksheets (you may want to print out extra copies of the worksheets to use again)
3. To start an activity, read the Overview.
4. Before completing your own worksheets for each activity, read the Outline of the steps and Mike's Example shaded in gray.
 When you see this symbol, **slow down and read the instructions carefully** before filling out the blank worksheets.
5. As you work with your own Worksheets, keep the related Outline and Mike's Example side-by-side so that you can see how to complete the worksheets for yourself.
6. Take your time when completing the worksheets; there is no urgency when making important decisions about setting your goals about where to live, learn, work, or socialize and then assessing and developing your skills and supports to reach your goals. Avoid the temptation of hurrying along and rushing the process.
7. If you prefer to talk things out or if you learn better by interacting with others, then complete the worksheets with somebody.
8. It might be helpful to keep your outlines, examples, and completed worksheets in a 3-ring binder. And if you want to keep your notebook really organized, create divider tabs for each of the 7 activities listed in the table of contents and the flowchart.



Self-Directed Psychiatric Rehabilitation Activities:

1. Exploring My Readiness for Rehabilitation

Adapted from: Farkas, M., Cohen, M., McNamara, S., Nemec, P., & Cohen, B. (2000). *Psychiatric rehabilitation training technology: Assessing readiness for rehabilitation*. Boston: Boston University, Center for Psychiatric Rehabilitation.

and

Farkas, M. D., McNamara, S., & Nemec, P. (2004). *Psychiatric rehabilitation outline: Major questions answered by each element*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA.

Overview of Exploring My Readiness for Rehabilitation

Exploring My Readiness for Rehabilitation clarifies your current level of interest in choosing a valued role (a goal for the future). The purpose of Exploring Readiness is for you to decide how ready you are to proceed with choosing a goal at this time.

There are five factors in a readiness assessment (Farkas, et al, 2000).

1.1 Need for a Change may be based on:

- Your dissatisfaction with the place where you currently live, learn, work, or socialize; or
- other people want you to either change or leave your current place because
 - they think you are unsuccessful or
 - that you are no longer eligible for the program

1.2 Commitment to Change is your belief that change is:

- desirable
- positive
- possible

1.3 Awareness about Options is the amount of knowledge you have about actual residential, educational, vocational, and/or social settings, such as descriptions of the:

- place
- people
- activities

1.4 Awareness about Myself is how much you know about yourself, such as:

- interests
- values
- personal preferences
- experiences choosing places where you have lived, learned, worked, and/or socialized

1.5 Support from Others is the degree to which you feel supported by other people as you consider working on the rehabilitation process, such as:

- amount of support you have
- types of support you have

On the following pages, each readiness factor has:

- **an outline of the steps** that tells how to do each part
- **examples** shaded in gray that show how the worksheets are to be completed
- **blank worksheets** so that you can explore your own readiness on paper

Use the outlines of the steps and/or the examples to complete the blank worksheets for your own readiness exploration.

1. Exploring My Readiness for Rehabilitation

1.1 Need for a Change

1. Exploring My Readiness for Rehabilitation

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

Outline of the Steps of Need for a Change

Step 1: *Which area in my life do I want to focus on at this time?*

- Pick one area of your life to explore first (living, learning, working, or socializing).
- Pick the area that you think you'd like to work on the most right now.
- Name the place that you are focusing on (living, learning, working, or socializing) and your role, such as resident, student, part-time cashier, or club member.

Step 2: *How happy am I with the people, the place, and the activities at my current place?*

- Answer the questions on the worksheet about how satisfied you are currently in the area in your life that you picked to explore first, using the scale.
- If you are not currently in the type of place you are focusing on, record how you feel about not being in that setting. For example, if you are unemployed, then how satisfied are you with having no job at this time?

Step 3: *How well do I think I'm doing here? How well do others think I am doing here?*

- Answer the questions on the worksheet about how successful you are currently in your focus area, using the scale provided.
- If you are not in the type of place you are focusing on, record your thoughts about your success. For example, if you are unemployed, then how successful do you feel?

Step 4: *Given both my satisfaction and my success in my current place, how would I rate my need to choose a valued role now?*

- Summarize your Need for a Change using the scale on the worksheet.
- If the rating for your Need for a Change is "Very Low," which means that you are very satisfied and very successful there, then pick a different area of your life that you'd like to explore and start the steps of Need for a Change again.
- Sometimes after you explore the other parts of readiness, you will discover that your Need for a Change fluctuates. An original "Very Low" rating can change when you learn more information and discover other options are possible for you.

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

Mike’s Example of Need for a Change (page 1 of 2)

Participant: *Mike Smith*

Step 1: Which area in my life do I want to focus on at this time?

Living Learning Working Social

Name of My Current Place and Role in this Area: *Resident at 10th Street Group Home*

Step 2: How happy am I with the people, the place, and the activities at my current place?

Need	Very Dissatisfied	Mostly Dissatisfied	Mixed	Mostly Satisfied	Very Satisfied
How satisfied am I with the people in my current place?		<i>I don't really like the other residents</i>			
How satisfied am I with the physical aspects of my current place?			<i>Nice TV, but I have to share a bedroom</i>		
How satisfied am I with the activities in my current place?	<i>I'm bored w/activities, and annoyed w/chores</i>				

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

Mike’s Example of Need for a Change (page 2 of 2)

Step 3: *How well do I think I’m doing here? How well do others think I am doing here?*

Need	Very Unsuccessful	Mostly Unsuccessful	Mixed	Mostly Successful	Very Successful
How successful do I think I am in my current place?			<i>I think I’m doing OK</i>		
How successful do others think I am in my current place and role?			<i>Some +/- mixed reviews from others</i>		

Step 4: *Given both my satisfaction and my success in my current place, how would I rate my need to choose a valued role now?*

Need for a Change Rating	Very High	<u>High</u>	Moderate	Low	Very Low
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READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

My Worksheets for My Need for a Change (page 1 of 4)

My Name:

Step 1: Which area in my life do I want to focus on at this time?

Living Learning Working Social



Instructions: Write down the name of where you are living, learning, working, or socializing. Write down your role there, such as resident, student, part-time cashier, or club member.

Name of my Current Place in my Area of Focus:

What is my Current Role here?

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

My Worksheets for My Need for a Change (page 2 of 4)

Step 2: *How happy am I with the people, the place, and the activities at my current place?*



Instructions: Write your comments on the rating that best matches your satisfaction level for each of the questions in the left-hand column. If you are not in the type of place you are focusing on, record how you feel about that lack of setting. For example, if you are unemployed, then how satisfied are you about having no job at this time?

Need	Very Dissatisfied	Mostly Dissatisfied	Mixed	Mostly Satisfied	Very Satisfied
How satisfied am I with the people in my current place?					
How satisfied am I with the physical aspects in my current place?					
How satisfied am I with the activities in my current place?					

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

My Worksheets for My Need for a Change (page 3 of 4)

Step 3: *How well do I think I'm doing here? How well do others think I am doing here?*



Instructions: Write your comments in the box that best matches your success level for each of the questions in the left-hand column.

Need	Very Unsuccessful	Mostly Unsuccessful	Mixed	Mostly Successful	Very Successful
How successful do I think I am in my current place?					
How successful do others think I am in my current place and role?					
Comments:					

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

My Worksheets for My Need for a Change (page 4 of 4)

Step 4: *Given both my satisfaction and my success in my current place and role, how would I rate my need to choose a valued role now?*



Instructions: Highlight or circle the rating that best describes your Need for a change now based on your exploration of your satisfaction and your success.

For example, a “Very High” Need for Change rating means that you were very dissatisfied and very unsuccessful in your current place, and a “Very Low” rating means that you were very satisfied and very successful in your current place.

My Need for a Change Rating	Very High	High	Moderate	Low	Very Low
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1. Exploring My Readiness for Rehabilitation

1.2 Commitment to Change

1. Exploring My Readiness for Rehabilitation

READINESS: Need, **Commitment**, Awareness about Options, Awareness about Myself, Support

Outline of the Steps of Commitment to Change

Step 1: Answer the questions on the worksheet about the Areas of Commitment.

Commitment involves a few factors that strengthen your plan to make a change.

- Desire – *How strong is my wish to make changes in myself or my environment?*
- Positive Expectations – *How firmly do I believe that change will be positive?*
- Confidence – *How much do I believe that I am able to make a change?*

Step 2: *How willing I am to make a change?*

- Summarize your commitment to change your current situation using the scale on the worksheet.



READINESS: Need, **Commitment**, Awareness about Options, Awareness about Myself, Support

Mike’s Example of Commitment to Change (page 1 of 2)

Mike’s Area of Focus: **Living** Learning Working Social

Step 1: Answer the questions on the worksheet about the Areas of Commitment.

Commitment to Change	Very Sure	Mostly Sure	Mixed	Mostly Unsure	Very Unsure
Desire: How sure am I that I want to change my current situation?			<i>I want to, but I don't know what to do.</i>		
How sure am I that I want to go through the process of making a change?			<i>I know it will be hard, but I think I want to.</i>		
Positive Expectations: How sure am I that making a change would be a positive thing for me?			<i>I think it'll be mostly positive.</i>		
How sure am I that the benefits (pros) outweigh the risks (cons)?			<i>I think the pros might outweigh the cons, but I'm not sure.</i>		

READINESS: Need, **Commitment**, Awareness about Options, Awareness about Myself, Support

Mike’s Example of Commitment to Change (page 2 of 2)

Commitment to Change	Very Sure	Mostly Sure	Mixed	Mostly Unsure	Very Unsure
Confidence: How sure am I that making a change would be possible for me?		<i>I think I can do it, and I’m willing to try.</i>			
Do I think I have the knowledge, ability, and strength to make a change in the future?		<i>I will learn and I think I am strong enough.</i>			

Step 2: *How willing am I to make a change?*

Commitment Rating	Very High	High	<u>Moderate</u>	Low	Very Low
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READINESS: Need, **Commitment**, Awareness about Options, Awareness about Myself, Support

My Worksheets for My Commitment to Change (page 1 of 2)

My Area of Focus: Living Learning Working Social

Step 1: Answer the questions on the worksheet about the Areas of Commitment.



Instructions: Write comments into the box that best matches how sure you are about the questions on the left.

Commitment to Change	Very Sure	Mostly Sure	Mixed	Mostly Unsure	Very Unsure
Desire: How sure am I that I want to change my current situation?					
How sure am I that I want to go through the process of making a change?					
Positive Expectations: How sure am I that making a change would be a positive thing for me?					
How sure am I that the benefits (pros) outweigh the risks (cons)?					

READINESS: Need, **Commitment**, Awareness about Options, Awareness about Myself, Support

My Worksheets for My Commitment to Change (page 2 of 2)

Commitment to Change	Very Sure	Mostly Sure	Mixed	Mostly Unsure	Very Unsure
Confidence: How sure am I that making a change would be possible for me?					
Do I think I have the knowledge, ability, and strength to make a change in the future?					
Comments:					

Step 2: *How willing am I to make a change?*



Instructions: Highlight or circle the rating that best describes your Commitment to make a change now based on your answers to the Commitment to Change questions.

For example, a “Very High” Commitment rating means that you answered very sure to the questions and a “Very Low” rating means that you answered very unsure to the questions.

Commitment Rating	Very High	High	Moderate	Low	Very Low
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1. Exploring My Readiness for Rehabilitation

1.3 Awareness about Options

(of where to Live, Learn, Work, or Socialize)

1. Exploring My Readiness for Rehabilitation

READINESS: Need, Commitment, **Awareness about Options**, Awareness about Myself, Support

Outline of the Steps of Awareness about Options

Step 1: *What do I know about the different kinds of places and roles within settings?*

- Answer the questions on the worksheet about your current place for the area that you have chosen (living, learning, working, or socializing).
- Answer the questions on the worksheet about at least one past place in the same type of area that you have chosen.
- Think about a dream place in the future in the same type of area that you have chosen and answer the questions.

Step 2: *How knowledgeable am I about different places to live, learn, work, or socialize?*

- Summarize your awareness of your current, past, and future dream places using the scale on the worksheet.

READINESS: Need, Commitment, **Awareness about Options**, Awareness about Myself, Support

Mike’s Example of Awareness about Options (page 1 of 2)

Mike’s Area of Focus:	<input checked="" type="checkbox"/> Living	<input type="checkbox"/> Learning	<input type="checkbox"/> Working	<input type="checkbox"/> Social
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Step 1: *What do I know about the different kinds of places and roles within settings?*

My Current Setting: <i>10th Street Group Home</i>
What is the physical place or space like? <i>Group home w/3 bedrooms and 6 residents, large living room and dining room</i>
Who are the other people here? <i>5 other residents and 1 drop-in group home counselor, Terry</i>
What is your role here? <i>Resident</i>
What activities do you have to do here? <i>Clean room, rotation of chores, and cooking</i>

One of My Past Places: <i>Quarterway House on hospital grounds</i>
What was the physical place or space like? <i>5-bedroom house, had own room, house was run down</i>
Who were the other people there? <i>4 other residents, live-in counselor, on-call nurse</i>
What was your role there? <i>Resident</i>
What activities did you have to do there? <i>Clean room, go to groups, and play card games with other residents</i>

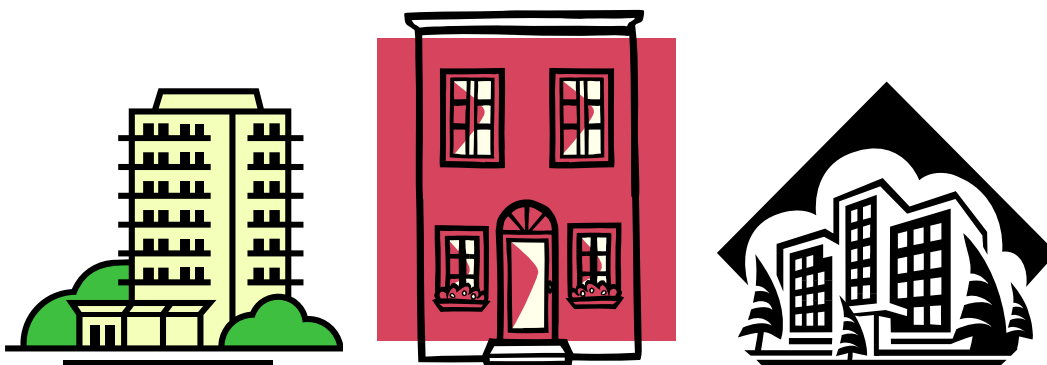
READINESS: Need, Commitment, **Awareness about Options**, Awareness about Myself, Support

Mike’s Example of Awareness about Options (page 2 of 2)

My Dream Place for the Future: <i>An apartment</i>
What would the physical place or space be like? <i>Studio or 1-bedroom apt.; or 2-bedroom apt., if a roommate is needed</i>
Who would the other people be there? <i>Preferably no one, maybe 1 roommate</i>
What would your role be there? <i>Tenant and maybe roommate, too</i>
What activities would you have to do there? <i>Share chores and cooking (if I have roommate), call landlord for repairs, pay rent and utilities</i>

Step 2: *How knowledgeable am I about different places to live, learn, work, or socialize?*

Awareness about Places Rating	Very High	<u>High</u>	Moderate	Low	Very Low
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READINESS: Need, Commitment, **Awareness about Options**, Awareness about Myself, Support

My Worksheets for My Awareness about Options (page 1 of 4)

My Area of Focus: <input type="checkbox"/> Living <input type="checkbox"/> Learning <input type="checkbox"/> Working <input type="checkbox"/> Social
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Step 1: *What do I know about the different kinds of places and roles within settings?*



Instructions: Write a description of your current place in your area of focus.

My Current Setting:
What is the physical place or space like?
Who are the other people here?
What is my role here?
What activities do I have to do here?

READINESS: Need, Commitment, **Awareness about Options**, Awareness about Myself, Support

My Worksheets for My Awareness about Options (page 2 of 4)



Instructions: Make additional copies of this worksheet, if you describe more past places. Write a description of at least one of your past places in your same area of focus.

One of My Past Places:
What was the physical place or space like?
Who were the other people there?
What was my role there?
What activities did I have to do there?

READINESS: Need, Commitment, **Awareness about Options**, Awareness about Myself, Support

My Worksheets for My Awareness about Options (page 3 of 4)



Instructions: Write a description of your dream place for the future.

My Dream Place for the Future:
What would the physical place or space be like?
Who would the other people be there?
What would my role be there?
What activities would I have to do there?

READINESS: Need, Commitment, **Awareness about Options**, Awareness about Myself, Support

My Worksheets for My Awareness about Options (page 4 of 4)

Step 2: *How knowledgeable am I about different places to live, learn, work, or socialize?*



Instructions: Highlight or circle the rating that best describes your Awareness about Options based on your descriptions of your current setting, past place(s), and dream place for the future.

For example, a “Very High” rating would mean that you were able to describe the people, the place, your role, and the activities in great detail; and a “Very Low” would mean that you were not able to describe these places much at all.

Awareness about Options Rating	Very High	High	Moderate	Low	Very Low
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1. Exploring My Readiness for Rehabilitation

1.4 Awareness about Myself

1. Exploring My Readiness for Rehabilitation

READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

Outline of the Steps of Awareness about Myself

Step 1: *What do I know about my interests and preferences?*

- Rate the statements on the worksheet for your preferences about people, places, and activities.
- Add any other preferences about them.

Step 2: *What do I know about my values?*

- List the values that are important to you in your life. Values tend to be apparent in all aspects of your life. Some examples of values include:

Beauty	Freedom	Justice	Responsibility
Equality	Friendship	Kindness	Security
Fairness	Health	Love	Success
Faith	Honesty	Loyalty	Wealth
Family	Independence	Peace	Wisdom

Step 3: *What do I know about how I make decisions?*

- Think about important decisions that you have made in your life, such as choices about where you have lived, worked, or gone to school, and rate how you made those decisions.
 - by yourself or with others
 - by your gut feeling, others' opinions, or research information

Step 4: *How much do I know about myself?*

- Summarize your awareness of your values, interests, and preferences and how you make decisions using the scale on the worksheet.

READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

Mike’s Example of Awareness about Myself (page 1 of 3)

Mike’s Area of Focus: Living Learning Working Social

Step 1: *What do I know about my interests and preferences?*

Preferences about People	Always	Sometimes	Never
I like lots of people around me			X
I like people to leave me alone	X		
I like people who are my own age	X		
I like people with similar interests and opinions as mine		X	
Other preferences for the people in or around where I live, learn, work, or socialize are:			
<i>I want privacy and my own room, at least.</i>			

Preferences about Places	Always	Sometimes	Never
I like to have lots of space around me		X	
I like to be close to the center of things	X		
I like to have access to go other places	X		
I like to be in a safe location	X		
Other preferences for the physical aspects where I live, learn, work, or socialize are:			
<i>I need to feel safe where I live, and I want to be able to live on a bus line so that I can go places.</i>			

READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

Mike’s Example of Awareness about Myself (page 2 of 3)

Preferences about Activities	Always	Sometimes	Never
I like group activities		X	
I like to do activities by myself	X		
I like physical activities		X	
I like intellectual activities	X		
Other preferences for the activities where I live, learn, work, or socialize are:			
<i>I like to go places and see things, but I also like private time to read.</i>			

Step 2: *What do I know about my values?*

My most important values in life and in relation to my chosen area are:	
1. <i>Safety</i>	4. <i>Freedom</i>
2. <i>Security</i>	5. <i>Independence</i>
3. <i>Privacy</i>	6.

Step 3: *What do I know about how I make decisions?*

I usually make decisions by:	<input type="checkbox"/> Myself	<input checked="" type="checkbox"/> With others
I usually make decisions by:	<input type="checkbox"/> Gut feeling	<input checked="" type="checkbox"/> Others’ opinions
		<input type="checkbox"/> Researched information

READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

Mike's Example of Awareness about Myself (page 3 of 3)

Step 4: *How much do I know about myself?*

Awareness about Myself Rating	Very High	High	<u>Moderate</u>	Low	Very Low
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READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

My Worksheets for Awareness about Myself (page 1 of 4)

My Area of Focus: <input type="checkbox"/> Living <input type="checkbox"/> Learning <input type="checkbox"/> Working <input type="checkbox"/> Social
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Step 1: *What do I know about my interests and preferences?*



Instructions: Make a checkmark (✓) or an X to indicate whether the statements on the left are a preference for you Always, Sometimes, or Never.

Preferences about People	Always	Sometimes	Never
I like lots of people around me			
I like people to leave me alone			
I like people who are my own age			
I like people with similar interests and opinions as mine			
Other preferences for the people in or around where I live, learn, work, or socialize are:			

READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

My Worksheets for Awareness about Myself (page 2 of 4)

Preferences about Places	Always	Sometimes	Never
I like to have lots of space around me			
I like to be close to the center of things			
I like to have access to go other places			
I like to be in a safe location			
Other preferences for the physical aspects where I live, learn, work, or socialize are:			

Preferences about Activities	Always	Sometimes	Never
I like group activities			
I like to do activities by myself			
I like physical activities			
I like intellectual activities			
Other preferences for the activities where I live, learn, work, or socialize are:			

READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

My Worksheets for Awareness about Myself (page 3 of 4)

Step 2: *What do I know about my values?*



Instructions: Write in your most important values in the boxes below.

My most important values in life and in relation to my chosen area are:	
1.	4.
2.	5.
3.	6.

Step 3: *What do I know about how I make decisions?*



Instructions: Indicate how you usually make decisions, and write any explanations or comments.

I usually make decisions by:	<input type="checkbox"/> Myself	<input type="checkbox"/> With others	
I usually make decisions by:	<input type="checkbox"/> Gut feeling	<input type="checkbox"/> Others' opinions	<input type="checkbox"/> Researched information
Comments:			

READINESS: Need, Commitment, Awareness about Options, **Awareness about Myself**, Support

My Worksheet for Awareness of Myself (page 4 of 4)

Step 4: How much do I know about myself?



Instructions: Highlight or circle the rating that best describes your Awareness about Yourself based on your ability to describe your preferences and values, and how you make decisions.

For example, a “Very High” Awareness about Yourself rating means that you were able to describe your preferences and values fully as well as you make big decisions by yourself or with others with researched information; and a “Very Low” rating means that you were not able to describe any of your preferences or values, and that you haven’t made any important decisions.

Awareness about Myself Rating	Very High	High	Moderate	Low	Very Low
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1. Exploring My Readiness for Rehabilitation

1.5 Support from Others

1. Exploring My Readiness for Rehabilitation

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, **Support**

Outline of the Steps of Support from Others

Step 1: *Do I believe that anyone is there to support me, if I make a change?*

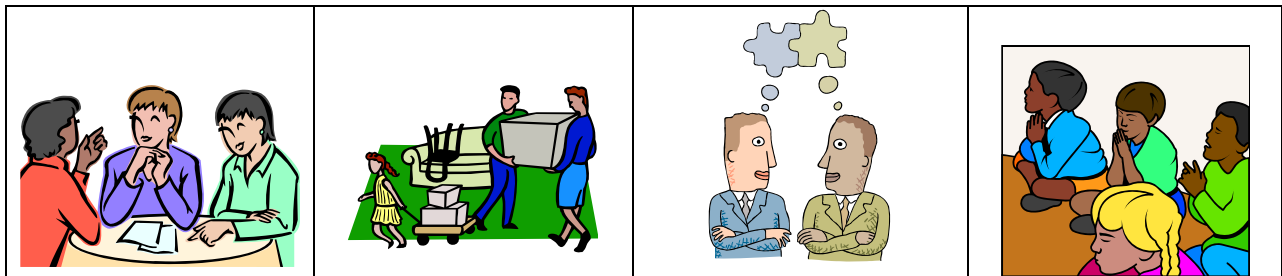
- Do you have someone to help you through this rehabilitation process, if desired?
- Who can support you—peers, relatives, friends, support staff, teachers?

Step 2: *Do I believe I have the kinds of support I need to make a change in my life now?*

- Emotional support (people listening to you or cheering you on)
- Practical support (money, rides, someone to go with you to appointments, etc.)
- Intellectual support (someone to think this through with you)
- Spiritual support (someone who understands your beliefs)

Step 3: *How would I rate how much support I have to continue with choosing a goal?*

- Summarize your support from others using the scale on the worksheet.



Emotional Support

Practical Support

Intellectual Support

Spiritual Support

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, **Support**

Mike’s Example of Support from Others (page 1 of 2)

Mike’s Area of Focus: **Living** Learning Working Social

Step 1: *Do I believe that anyone is there to support me, if I make a change?*

Support from Others	Yes	No	Unsure
Do I have other people who will support me in making a change? If so, who are they?	<i>Maggie, support staff Terry, house counselor Shellie, friend Mother</i>		
Do I think I have enough support I need to make a change?	<i>I think I can get enough support from these people.</i>		

Step 2: *Do I believe I have the kinds of support I need to make a change in my life now?*

Emotional Support	Practical Support	Intellectual Support	Spiritual Support
<ul style="list-style-type: none"> • <i>Maggie</i> • <i>Shellie</i> • <i>Mother</i> 	<ul style="list-style-type: none"> • <i>Maggie</i> • <i>Terry</i> 	<ul style="list-style-type: none"> • <i>Maggie</i> 	<ul style="list-style-type: none"> • <i>Shellie</i>

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, **Support**

Mike's Example of Support from Others (page 2 of 2)

Step 3: *How would I rate how much support I have to continue with choosing a goal?*

Support from Others Rating	Very High	<u>High</u>	Moderate	Low	Very Low
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READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, **Support**

My Worksheets for Support from Others (page 1 of 3)

My Area of Focus: Living Learning Working Social

Step 1: *Do I believe that anyone is there to support me, if I make a change?*



Instructions: Write comments into the box that best answers the questions on the left.

Support from Others	Yes	No	Unsure
Do I have other people who will support me in making a change? If so, who are they?			
Do I think I have enough support I need to make a change?			
Comments:			

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, **Support**

My Worksheets for Support from Others (page 2 of 3)

Step 2: *Do I believe I have the kinds of support I need to make a change in my life now?*



Instructions: List the names of the people who give you the various kinds of support.

Emotional Support	Practical Support	Intellectual Support	Spiritual Support

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, **Support**

My Worksheets for Support from Others (page 3 of 3)

Step 3: *How would I rate how much support I have to continue with choosing a goal?*



Instructions: Highlight or circle the rating that best describes your Support from Others based on the level of support you have currently.

For example, a “Very High” rating means that you have as many support people as you want and the types of supports that you need; and a “Very Low” rating means that you do not have much, if any, support from others.

Support from Others Rating	Very High	High	Moderate	Low	Very Low
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1. Exploring My Readiness for Rehabilitation

1.6 Choosing a Direction

1. Exploring My Readiness for Rehabilitation

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

Outline of the Steps of Choosing a Direction

Step 1: *What is my profile of readiness ratings?*

- Copy your ratings from the previous worksheets from pages 18, 24, 32, 41, and 48 onto the profile.

Step 2: *Given my profile, am I ready to begin choosing a goal at this time?*

- Yes, I am ready to proceed with Choosing a Valued Role now
- I am Mixed: I want to proceed with Choosing a Valued Role, but I also want to increase my confidence and awareness about options and/or myself
- Not yet, I want to develop my confidence and readiness first
- Not at this time, I want to pursue other interests or services now

Step 3: *What are my next steps? How will I proceed?*

- Based on my ratings, decide whether you want to:
 - Choose a Valued Role
 - Develop my Confidence and Readiness
 - Focus on Other Services at this time

Note: This is not a forced choice of one or the other. You may decide to proceed with various aspects of each of the next steps.

- Check one or more of the following items on the list.

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

Mike’s Example of Choosing a Direction (page 1 of 3)

Mike’s Area of Focus: Living Learning Working Social

Step 1: *What is my profile of readiness ratings?*

Ratings from Mike’s worksheets	High	Strong	Moderate	Low	None
Need (from page 14)		X			
Commitment (from page 22)			X		
Awareness about Options (from page 28)		X			
Awareness about Myself (from page 37)			X		
Support from Others (from page 45)		X			

Step 2: *Given my profile, am I ready to begin choosing a goal at this time?*

Yes, I am ready to proceed with Choosing a Valued Role now.
(Most of my ratings are high or strong)

Mixed, I want to proceed with Choosing a Valued Role, but I also want to increase my confidence, awareness about options/myself, and/or supports
(Most of my ratings are strong or moderate)

Not yet, I want to develop my confidence and readiness first
(Most of my ratings are moderate or low)

Not at this time, I want to pursue other interests or services now
(Most of my ratings are low or none)

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

Mike's Example of Choosing a Direction (page 2 of 3)

Step 3: What are my next steps? How will I proceed?

Choose a Valued Role (a goal for the future)

Start researching possible places to live, learn, work, or socialize

OR

Start listing the things that are important to me in choosing a place to live, learn, work, or socialize

Develop my Confidence and Readiness (Check one or more of the following items)

Awareness about Options

Talk with peers about their recommendations of places

Visit places in the community

Go to events, such as job fairs, open houses, receptions

Awareness about Myself

Take surveys about my interests

Participate in activities that interest me

Volunteer to gain experience and information

Share experiences in self-help groups

Support from Others

List preferences for ideal person helping me

Talk with peers about their experiences with supportive people that they like

Commitment

Talk with peers about their successful goals

Read about others' rehabilitation and recovery experiences

Review my current strengths and successes

Ask for support from others

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

Mike's Example of Choosing a Direction (page 3 of 3)

Step 3: *What are my next steps? How will I proceed?* continued

Focus on Other Services at this time (Check one or more of the following items)

- Basic Support – obtaining the basic things I need to survive, such as food, shelter, clothing
- Case Management – obtaining other services and supports that I want and need
- Crisis Intervention – getting or accessing help with emergencies or critical problems
- Enrichment – participating in fun and/or educational activities
- Health & Wellness – improving my nutrition and healthy lifestyle
- Rights Protection –accessing assistance with legal matters
- Self-Help – giving and receiving support from peers
- Treatment – accessing assistance for symptom relief



READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

My Worksheets for Choosing a Direction (page 1 of 3)

My Area of Focus: Living Learning Working Social

Step 1: *What is my profile of readiness ratings?*



Instructions: Recopy the ratings you gave yourself for the readiness factors below.

Ratings from My Worksheets	High	Strong	Moderate	Low	None
Need (from page 18)					
Commitment (from page 24)					
Awareness about Options (from page 32)					
Awareness about Myself (from page 41)					
Support from Others (from page 48)					

Step 2: *Given my profile, am I ready to begin choosing a goal at this time?*

Yes, I am ready to proceed with Choosing a Valued Role now.
(Most of my ratings are very high or high)

Mixed, I want to proceed with Choosing a Valued Role, but I also want to increase my confidence, awareness about options/myself, and/or supports
(Most of my ratings are high or moderate)

Not yet, I want to develop my confidence and readiness first
(Most of my ratings are moderate or low)

Not at this time, I want to pursue other interests or services now
(Most of my ratings are low or very low)

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

My Worksheets for Choosing a Direction (page 2 of 3)

Step 3: *What are my next steps? How will I proceed?*



Instructions: This is not a forced choice. You may decide to proceed with aspects of each of the next steps.

Choose a Valued Role (a goal for the future)

Start researching possible places to live, learn, work, or socialize

OR

Start listing the things that are important to me in choosing a place to live, learn, work, or socialize

Develop my Confidence and Readiness (Check one or more of the following items)

Awareness about Options

Talk with peers about their recommendations of places

Visit places in the community

Go to events, such as job fairs, open houses, receptions

Awareness about Myself

Take surveys about my interests

Participate in activities that interest me

Volunteer to gain experience/information

Share experiences in self-help groups

Support from Others

List preferences for ideal person helping me

Talk with peers about their experiences with supportive people that they like

Commitment

Talk with peers about their successful goals

Read about others' rehab/recovery experiences

Review my current strengths and successes

Ask for support from others

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support

My Worksheets for Choosing a Direction (page 3 of 3)

Step 3: *What are my next steps? How will I proceed?* continued

Focus on Other Services at this time (Check one or more of the following items)

- Basic Support – obtaining the basic needs I need to survive, such as food, shelter, clothing
- Case Management – obtaining other services and supports that I want and need
- Crisis Intervention – getting or accessing help with emergencies or critical problems
- Enrichment – participating in fun and/or educational activities
- Health & Wellness – improving my nutrition and healthy lifestyle
- Rights Protection – getting or accessing help with legal matters
- Self-Help – giving and receiving support from peers
- Treatment – receiving help for symptom relief

Comments:

READINESS: Need, Commitment, Awareness about Options, Awareness about Myself, Support



Summary: You have just completed Section 1: Exploring your Readiness, and you have explored your:

- Need for a Change
- Commitment to Change
- Awareness about Options
- Awareness about Yourself
- Support from Others

You have Chosen a Direction based on your conclusions about your next steps and depending on the direction you chose, you may proceed with:

- Section 2: Developing My Confidence and Readiness

AND/OR

- Section 3: Choosing a Valued Role

Self-Directed Psychiatric Rehabilitation Activities:

2. Developing My Confidence and Readiness

Adapted from: Cohen, M., Forbess, R., & Farkas, M. (2000).
Psychiatric rehabilitation training technology: Developing readiness for rehabilitation.
Boston: Boston University, Center for Psychiatric Rehabilitation.

and

Cohen, M., & Mynks, D. (Eds). (1993). *Compendium of activities for assessing and developing readiness for rehabilitation services.* Boston: Boston University, Center for Psychiatric Rehabilitation.

and

Farkas, M. D., McNamara, S., & Nemecek, P. (2004). *Psychiatric rehabilitation outline: Major questions answered by each element.* Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA.

Overview of Developing My Confidence and Readiness

Developing My Confidence and Readiness is taking steps to learn things that will help you have a stronger belief that you can succeed in a place to live, learn, or socialize. Once you feel more hopeful and ready to make a change, you will feel more confident about taking the next step in your recovery of a full life in the community.

If your ratings from your readiness exploration were low, then the purpose of developing your readiness is to increase your experiences, information, and support so that you can be more prepared to choose a goal at this time.

Based on your ratings at the end of the Exploring My Readiness section on page 54:

- If your decision was to Choose a Valued Role, proceed to the Choosing a Valued Role section.
- If your decision was to Focus on Other Services at this time, review your choices about what other services you want at this time.
- If your decision was to Develop My Confidence and Readiness for Rehabilitation, spend some time with this section. Each of the following parts of this section could be useful in increasing your hope and commitment to change. There are a couple of parts in this section, and you may choose to use one or all of the parts based on your own readiness profile from Exploring My Readiness.
 - Learning More about Options of where to live, learn, work, or socialize
 - Learning More about Myself
 - Getting Support from Others
 - Strengthening my Commitment

On the following pages, each area for Developing My Confidence and Readiness has:

- **an outline of the steps** that tells how to do each part
- **examples** shaded in gray that show how the worksheets are to be completed
- **blank worksheets** so that you can develop your own readiness on paper

Use the outlines of the steps and/or the examples to complete the blank worksheets for your own readiness development.

2. Developing My Confidence and Readiness

2.1 Learning More about Options

(of where to Live, Learn, Work, or Socialize)

2. Developing My Confidence and Readiness

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment

Based on your ratings at the end of the My Awareness About Options section on page 32, if you don't know a lot about the kinds of places where you could live, learn, work, or socialize, then you may want to find out more about various places as you consider choosing a goal. Learning more about places to live, learn, work, or socialize will help you to understand what places are like and what's available in your community. The activity of Learning More about Options takes time, depending on how many places you want to research in your community.

Outline of the Steps of Learning More about Options

Step 1: *What do I want to learn about various places to live, learn, work, or socialize?*

- Learn about types of places
- Learn about characteristics of places
- Learn about what's available in your community

Step 2: *How can I increase my knowledge about various places to live, learn, work, or socialize?*

- Choose a place to research and how to research this place.
- Write in the Characteristics column what you want to learn about this option regarding:
 - the People
 - the Physical Space
 - the Activities
- Record information about the options after doing one or more of the following:
 - Read about different places in your community
 - Talk with peers about their experiences and recommendations of options
 - Visit various places in the community
 - Go to events, such as open houses, career days, job fairs, receptions

Step 3: *How has my Awareness about Options improved?*

- Rate your Awareness about Options again. Decide if your knowledge about the types of options available has increased enough to continue with Choosing a Valued Role.

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment

Mike’s Example of Learning More about Options (page 1 of 3)

Mike’s Area of Focus: Living Learning Working Social

Step 1: *What do I want to learn about various places to live, learn, work, or socialize?*

Step 2: *How can I increase my knowledge about various places to live, learn, work, or socialize?*

Check off things you did:

- Read about different places in your community
- Talked with peers about their experiences and recommendations of options
- Visited various places in the community
- Went to events, such as open houses, career days, job fairs, receptions

Types of Settings in my Community	Names and Locations of Places in my Community
<i>Independent Apartments</i>	<i>Green Street Apartments in Worcester</i>
	<i>Valley Square Apartments in Worcester</i>
	<i>Monument Avenue Apartments in Worcester</i>
<i>Supported Housing</i>	<i>Elm Street Apartments in Worcester</i>
	<i>High Street Apartments in Worcester</i>
<i>Supervised Apartments</i>	<i>Northwest Apartment Program in Worcester</i>
	<i>Worcester Supervised Apartment Program</i>
<i>Group Homes</i>	<i>10th Street Group Home in Worcester</i>
	<i>Main Street Group Home in Worcester</i>

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment**Mike's Example of Learning More about Options** (page 2 of 3)

Step 2: *How can I increase my knowledge about various places to live, learn, work, or socialize?* (continued)

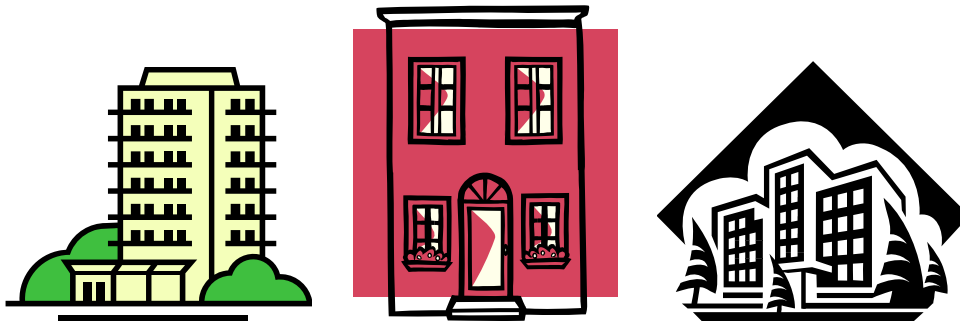
Name and Location of one Option: <i>Northwest Apartment Program in Worcester</i>	
Characteristics	Description
People	
<i>Number of residents</i>	<i>1 per bedroom</i>
<i>Age range of residents</i>	<i>22 to 62 years of age</i>
<i>Staff availability</i>	<i>2-3 evenings a week, 1 weekend day</i>
Physical Space	
<i>Number of bedrooms in apts.</i>	<i>Most apartments are 2 or 3 bedroom units</i>
<i>Number of blocks to shops, restaurants, bus stop</i>	<i>Most apartments are in center of town, a block or two to everything</i>
<i>Rent & utilities</i>	<i>\$225 per month for rent, \$50 for gas and electric</i>
Activities	
<i>Number of chores to do</i>	<i>Clean own bedroom, rotation to clean common areas</i>
<i>Group meetings</i>	<i>One per week</i>
<i>Meal preparation</i>	<i>Make own breakfast and lunch, rotation to cook dinners</i>

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment

Mike’s Example of Learning More about Options (page 3 of 3)

Step 3: *How has my Awareness about Options improved?*

Awareness about Options Rating	Very High	High	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Comments: <i>I learned more specifics about various places I could live.</i>					



DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment

My Worksheets for Learning More about Options (page 1 of 5)

Step 1: *What do I want to learn about various places to live, learn, work, or socialize?*

Types of Places Available in Many Communities	
<p>Living</p> <ul style="list-style-type: none"> • Independent Houses • Independent Apartments • Family Homes • Supported Housing • Supervised Apartments • Group Homes • Boarding Homes • Rooming Houses (Single Room Occupancy) • Shelters • Nursing Homes • Hospitals 	<p>Learning</p> <ul style="list-style-type: none"> • High School • GED (General Equivalency Diploma) • Adult Education Programs • Trade/Vocational Schools • Colleges/Universities • Graduate Schools • Certificate Programs • Continuing Education Programs • Supported Learning Programs • Distance Learning Programs • Conferences/Workshops • Clubhouses • Peer Support Programs • Day Treatment Programs
<p>Working</p> <ul style="list-style-type: none"> • Full-Time Job • Part-Time Job • Temporary Employment • Self-Employment • Consultant • Competitive Employment • Supported Employment • Transitional Employment • Internships • Volunteer Work • Work Crew • Sheltered Work 	<p>Socializing</p> <ul style="list-style-type: none"> • Self-Help/Peer Organizations • Service/Charitable Organizations • Political Organizations • Religious Organizations/Churches • Sports/Fitness Clubs • Art Associations • Choral Groups • Drama Clubs • Book Clubs • Singles Groups • Lesbian/Gay/Bisexual/Transgender Organizations • Parent Organizations • Senior Citizen Groups

Adapted from Cohen, M., Farkas, M., Cohen, B., & Unger, K. (1991). *Training technology: Setting an overall rehabilitation goal*. Boston: Center for Psychiatric Rehabilitation.

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment

My Worksheets for Learning More about Options (page 2 of 5)

Step 1: *What do I want to learn about various places to live, learn, work, or socialize?*

Types of Characteristics in any Setting
<p>People in and around the Setting</p> <ul style="list-style-type: none">• Ages of people• Gender of people• Race/Ethnic backgrounds• Disability types, if any• Religious affiliations• Political affiliations• Sexual preferences• Common interests
<p>Physical Space and Surroundings</p> <ul style="list-style-type: none">• Interior layout of place• Décor for inside and outside of place• Surroundings, such as neighborhood• Financial, such as fees or salary• Requirements to get into the place
<p>Activities that are available or required</p> <ul style="list-style-type: none">• Types of activities available• Tasks to be done• Responsibilities that are required• Meetings that are required• Rules and expectations

Adapted from Cohen, M., Farkas, M., Cohen, B., & Unger, K. (1991). *Training technology: Setting an overall rehabilitation goal*. Boston: Center for Psychiatric Rehabilitation.

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment

My Worksheets for Learning More about Options (page 4 of 5)



Instructions: Make additional copies of this worksheet for as many places as you'd like to research. In the top row, name the place you want to research. In the Characteristics column, name the People, Physical Space, and Activities that are in the setting. As you learn about this option, fill in the Description column with facts and details. Look on page 67 for Types of Characteristics in any Setting.

Name and Location of one Option:	
Characteristics	Description
People	
Physical Space	
Activities	

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment

My Worksheets for Learning More about Options (page 5 of 5)

Step 3: *How has my Awareness about Options improved?*



Instructions: Highlight or circle the rating below that indicates how strong you think your Awareness about Your Options is after this learning process.

For example, a “Very High” rating would mean that you know a lot more than you did before about the places available in your community; and a “Very Low” would mean that you do not know very much about your options at all.

Awareness about Options Rating	Very High	High	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Comments:					



Instructions: If you marked “No,” then pick some additional ways to increase your knowledge about various places to live, learn, work, or socialize. Spend more time learning about various places in your community until you feel satisfied with your awareness about options to make a choice in the future.

2. Developing My Confidence and Readiness

2.2 Learning More about Myself

2. Developing My Confidence and Readiness

DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment

If you rated Awareness About Myself as low when you explored your readiness on page 41, you may want to expand your awareness of yourself as you consider choosing a goal. Learning more about yourself will help you to understand what you value and what you like and dislike in order to make a future choice about where to live, learn, work, or socialize.

Outline of the Steps of Learning More about Myself

Step 1: *What do I want to learn about myself?*

- Learn about what you value in life
- Learn about what you like and dislike

Step 2: *How can I increase my knowledge about myself?*

- Record information about yourself after you do one or more of the following:
 - Take values clarification activities, which may be found in books in the Reference list in the Conclusion section on pages 219-220 or through an Internet search for values clarification activities.
 - Take quizzes about interests
 - Participate in activities of interest
 - Volunteer work to gain experience and information
 - Share experiences in self-help groups

Step 3: *How has my Awareness about Myself improved?*

- Rate your Awareness About Myself again. Decide if your knowledge about yourself has increased enough to continue with Choosing a Valued Role.

Note: The activity of Learning More about Myself takes time, depending on what you decide to do to learn more about yourself. This section of the process may take an hour or it may take a few months, depending on the activities you choose for increasing your awareness. In the meantime, you may continue with other parts of the process as you learn about yourself.

DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment

Mike’s Example of Learning More about Myself (page 1 of 3)

Mike’s Area of Focus: Living Learning Working Social

Step 1: *What do I want to learn about myself?*

Step 2: *How can I increase my knowledge about myself?*

Check off things you did:

- Took values clarification activities
- Took quizzes about interests
- Participated in activities of interest
- Volunteered work to gain experience and information
- Shared experiences in self-help groups

Example List of Values				
Achievement	Faith	Health	Loyalty	Salvation
Beauty	Family	Helping	Order	Security
Comfort	Freedom	Honesty	Peace	Self-Respect
Control	Friendship	Independence	Pleasure	Status
Equality	Growth	Justice	Privacy	Success
Excitement	Happiness	Kindness	Recognition	Wealth
Fairness	Harmony	Love	Responsibility	Wisdom

Top 5 Values	Reasons they are important to me
1. <i>Privacy</i>	<i>Because I like to be left alone.</i>
2. <i>Independence</i>	<i>Because I think it’s time to live on my own.</i>
3. <i>Fairness</i>	<i>Because I think people should be treated the same.</i>
4. <i>Security</i>	<i>Because it makes me feel safe and that makes me feel more comfortable.</i>
5. <i>Freedom</i>	<i>Because I don’t like feeling restricted.</i>

DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment**Mike's Example of Learning More about Myself** (page 2 of 3)**Step 1:** *What do I want to learn about myself?***Step 2:** *How can I increase my knowledge about myself?* (continued)

Exploration of a Past Experience		
Name of Place: <i>Quarterway House on Worcester Hospital grounds</i>		
People (roommate, neighbor, landlord, etc.)		
Names or Roles	Likes	Dislikes
<i>Joe, roommate</i>		<i>He used to go through my stuff and steal my cigarettes.</i>
Physical Space (location, size of place, room, etc.)		
Characteristics of the Space	Likes	Dislikes
<i>Shared a room with Joe</i>		<i>I didn't have any privacy.</i>
<i>Located a couple of miles from the center of town</i>		<i>It was too far away from shops and bus stop.</i>
Activities (anything you did there—recreation, groups, tasks, etc.)		
Names of Activities I did	Likes	Dislikes
<i>Go to group meetings</i>		<i>Too many meetings, too much talking about problems.</i>
<i>Participate in social activities</i>	<i>Most were fun, especially when we went to events in town.</i>	

DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment

Mike’s Example of Learning More about Myself (page 3 of 3)

Step 3: *How has my Awareness about Myself improved?*

Awareness about Myself Rating	Very High	<u>High</u>	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
<p>Comments: <i>I learned more about my values than I knew before. Thinking about my experience at the Quarterway House helped me realize what’s important to me.</i></p>					



DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment**My Worksheets Learning More about Myself** (page 1 of 4)**Step 1:** *What do I want to learn about myself?*

Instructions: Pick a values clarification activity that may be found in books in the Reference list on pages 219-220 or found online under “values activities.”

Types of Values Clarification Activities																
Types of Activities	Examples															
Rank Order Exercises	<p>What would you most want to be? Write a 1 next to the job that you would most like, a 2 next to the second best, and a 3 for the last.</p> <p><input type="checkbox"/> The president of the United States <input type="checkbox"/> A doctor <input type="checkbox"/> An astronaut</p>															
Forced-Choice Questions	<p>My life would be great if: (Check one answer)</p> <p><input type="checkbox"/> I was a millionaire <input type="checkbox"/> I was healthy <input type="checkbox"/> I was/was not married</p>															
Open-Ended Questions	<p>What is your favorite place in the whole world?</p>															
Values Survey	<p>Check the five values that are most important to you.</p> <table border="0"> <tr> <td><input type="checkbox"/> Happiness</td> <td><input type="checkbox"/> Success</td> <td><input type="checkbox"/> Recognition</td> </tr> <tr> <td><input type="checkbox"/> Pleasure</td> <td><input type="checkbox"/> Status</td> <td><input type="checkbox"/> Friendship</td> </tr> <tr> <td><input type="checkbox"/> Security</td> <td><input type="checkbox"/> Love</td> <td><input type="checkbox"/> Risk</td> </tr> <tr> <td><input type="checkbox"/> Freedom</td> <td><input type="checkbox"/> Loyalty</td> <td><input type="checkbox"/> Peace</td> </tr> <tr> <td><input type="checkbox"/> Independence</td> <td><input type="checkbox"/> Growth</td> <td><input type="checkbox"/> Truth</td> </tr> </table>	<input type="checkbox"/> Happiness	<input type="checkbox"/> Success	<input type="checkbox"/> Recognition	<input type="checkbox"/> Pleasure	<input type="checkbox"/> Status	<input type="checkbox"/> Friendship	<input type="checkbox"/> Security	<input type="checkbox"/> Love	<input type="checkbox"/> Risk	<input type="checkbox"/> Freedom	<input type="checkbox"/> Loyalty	<input type="checkbox"/> Peace	<input type="checkbox"/> Independence	<input type="checkbox"/> Growth	<input type="checkbox"/> Truth
<input type="checkbox"/> Happiness	<input type="checkbox"/> Success	<input type="checkbox"/> Recognition														
<input type="checkbox"/> Pleasure	<input type="checkbox"/> Status	<input type="checkbox"/> Friendship														
<input type="checkbox"/> Security	<input type="checkbox"/> Love	<input type="checkbox"/> Risk														
<input type="checkbox"/> Freedom	<input type="checkbox"/> Loyalty	<input type="checkbox"/> Peace														
<input type="checkbox"/> Independence	<input type="checkbox"/> Growth	<input type="checkbox"/> Truth														
Extreme Situation	<p>If you were stranded on a desert island, what would you most miss?</p>															
Games	<ol style="list-style-type: none"> 1. Assign partners 2. Pick a forced-choice question from the question cards. 3. Guess your partner’s answer to the question. 4. Receive 5 points for each correct guess. 5. The first person to receive 25 points wins the game. 															

Cohen, M., Farkas, M., Cohen, B., & Unger, K. (1991). *Training technology: Setting an overall rehabilitation goal*. Boston: Center for Psychiatric Rehabilitation.

DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment

My Worksheets Learning More about Myself (page 2 of 4)

My Area of Focus: Living Learning Working Social

Step 2: *How can I increase my knowledge about myself?*

Check off things you did:

- Took values clarification activities
- Took quizzes about interests
- Participated in activities of interest
- Volunteered to gain experience and information
- Shared experiences in self-help groups



Instructions: In the table below, list your top 5 values you discovered from the values clarification activity you used and record the reasons that these values are important to you.

Top 5 Values	Reasons these values are important to me
1.	
2.	
3.	
4.	
5.	

DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment

My Worksheets Learning More about Myself (page 3 of 4)



Instructions: Write the name of a past place where you lived, learned, worked, or socialized. List the people, aspects of the physical space, and the activities you did there. Describe what you liked or disliked about these things. Make additional copies of this worksheet for as many past experiences as you'd like to explore.

Exploration of Past Experience		
Name of Place:		
People (roommate, neighbor, landlord, etc.)		
Names or Roles	Likes	Dislikes
Physical Space (location, size of place, room, etc.)		
Characteristics of the Space	Likes	Dislikes
Activities (anything you did there—recreation, groups, tasks, etc.)		
Names of Activities I did	Likes	Dislikes

DEVELOPING READINESS: Learning about Options, **Myself**, Support, Commitment

My Worksheets Learning More about Myself (page 4 of 4)

Step 3: *How has my Awareness about Myself improved?*



Instructions: Highlight or circle the rating below that indicates how strong you think your Awareness about Yourself is after this learning process.

For example, “Very High” Awareness about Yourself rating means that you were able to describe your preferences and values fully and a “Very Low” rating means that you were not able to describe any of your preferences or values.

Awareness about Myself Rating	Very High	High	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Comments:					



Instructions: If you marked “No,” then pick some additional ways to increase your knowledge about yourself. Spend more time learning about your likes and dislikes and what you value until you feel satisfied with your awareness about yourself so that you feel more ready to choose places based on what you might like in the future.

2. Developing My Confidence and Readiness

2.3 Getting Support from Others

2. Developing My Confidence and Readiness

DEVELOPING READINESS: Learning about Options, Myself, **Support**, Commitment

If you rated your Support from Others as low when you explored your readiness on page 48, you may want to expand your supports as you consider moving to Choosing a Valued Role. Learning about getting the support from others will help you to consider the kind of support you want and who will help you to move forward.

Outline of the Steps of Getting Support from Others

Step 1: *What do I want to learn about getting the support I want and need?*

- Learn about characteristics you want in a support person
- Learn about how to ask for what you need

Step 2: *How can I increase my knowledge about getting the support I want and need?*

- Talk with peers about their experiences with helpers that they like
- List preferences for ideal person to help you
 - Someone you respect
 - Someone you would like to receive support from
 - Someone who has the willingness to support you
 - Someone who has some knowledge or information about what you need
 - Someone who has the ability to support you
 - Someone who has the time to support you
 - Add any other preferences that are important to you
- Rate how your support people fit the preferences

Step 3: *How can I ask for what I want and need?*

- Describe your readiness for rehabilitation.
- Explain the reasons for choosing this support person.
- Ask for the specific type of support you want.
- Ask if this person is willing to support you, for as long as you need.

Step 4: *How has my Support from Others improved?*

- Rate your Support from Others again. Decide if you have enough support to help you now in order to continue with Choosing a Valued Role.

DEVELOPING READINESS: Learning about Options, Myself, **Support**, Commitment

Mike’s Example of Getting Support from Others (page 1 of 2)

Mike’s Area of Focus: **Living** Learning Working Social

Step 1: *What do I want to learn about getting the support I want and need?*

Step 2: *How can I increase my knowledge about getting the support I want and need?*

Check off the things you did:

- Listed preferences for ideal person to help you
- Talked with peers about their experiences with helpers that they like

What I may want from the people who give me support for my goals	Names of Possible Supportive People		
	<i>Maggie Jones, service provider</i>	<i>Shellie, friend</i>	<i>Mother</i>
• Someone I respect	Yes	Yes	Yes
• Someone I would like to receive support from	Yes	Yes	No
• Someone who has the willingness to support me	Yes	Yes	Yes
• Someone who has some knowledge or information about what I need	Yes	No	No
• Someone who has the ability to support me	Yes	No	No
• Someone who has the time to support me	Yes	Yes	Yes

DEVELOPING READINESS: Learning about Options, Myself, **Support**, Commitment

Mike’s Example of Getting Support from Others (page 2 of 2)

Step 3: *How can I ask for what I want and need?*

Plan for How to Ask for Support
Ideal Support Person for Me: <i>Maggie Jones, service provider</i>
<p>How would you explain to this support person your reasons for choosing him or her?</p> <p><i>Maggie, the reason that I’d like some help from you at this time is because I respect you and how much you know about helping people move forward with their lives. Whenever I’ve asked for help from you in the past, you’ve been willing and able to support me and you’ve made the time for me.</i></p>
<p>How would you describe the support you need?</p> <p><i>I’d like to be able to check in with you sometimes to show you what I’ve learned and what I have done towards my goal for a new place to live. I may ask for your advice and opinions.</i></p>
<p>How would you describe how long and how often you need support?</p> <p><i>Would you be willing to help me periodically for as long as I need it?</i></p>

Step 4: *How has my Support from Others improved?*

Support from Others Rating	Very High	High	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
<p>Comments: <i>I clarified what each of my supports can do for me.</i></p>					

DEVELOPING READINESS: Learning about Options, Myself, **Support**, Commitment

My Worksheets for Getting Support from Others (page 1 of 3)

My Area of Focus: <input type="checkbox"/> Living <input type="checkbox"/> Learning <input type="checkbox"/> Working <input type="checkbox"/> Social
--

Step 1: *What do I want to learn about getting the support I want and need?*

Step 2: *How can I increase my knowledge about getting the support I want and need?*

Check off the things you did:

- Listed preferences for ideal person to help you
- Talked with peers about their experiences with helpers that they like



Instructions: In the top row, list the names of your supports. Write a “yes” or “no” to indicate how each statement relates to each person. Add any other criteria you’d like.

What I may want from the people who give me support for my goals	Names of Possible Supportive People		
<ul style="list-style-type: none"> • Someone I respect 			
<ul style="list-style-type: none"> • Someone I would like to receive support from 			
<ul style="list-style-type: none"> • Someone who has the willingness to support me 			
<ul style="list-style-type: none"> • Someone who has some knowledge or information of what I need 			
<ul style="list-style-type: none"> • Someone who has the ability to support me 			
<ul style="list-style-type: none"> • Someone who has the time to support me 			

DEVELOPING READINESS: Learning about Options, Myself, **Support**, Commitment

My Worksheets for Getting Support from Others (page 2 of 3)

Step 3: *How can I ask for what I want and need?*



Instructions: Name the person who would be your ideal support person based on how you rated them on the previous page. For the questions below, write what you would say to him or her.

Plan for How to Ask for Support
Ideal Support Person for Me:
How would you explain to this support person your reasons for choosing him or her?
How would you describe the support you need?
How would you describe how long and how often you need support?

DEVELOPING READINESS: Learning about Options, Myself, **Support**, Commitment

My Worksheets for Getting Support from Others (page 3 of 3)

Step 4: *How has my Support from Others improved?*



Instructions: Highlight or circle the rating below that indicates how strong you think your Support from Others is after this learning process.

For example, a “Very High” rating means that you have as many support people as you want and that you have the type of supports that you need; and a “Very Low” rating means that you do not have much, if any, support from others.

Support from Others Rating	Very High	High	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Comments:					



Instructions: If you marked “No,” then pick some additional ways to get support from others. Spend more time learning about what you want in a support person and requesting support from others until you feel satisfied with your support from others so that you feel more ready to continue with the rest of the rehabilitation process.

2. Developing My Confidence and Readiness

2.4 Strengthening My Commitment

2. Developing My Confidence and Readiness

DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

If you rated your Commitment to Change as low when you explored your readiness on page 24, you may want to expand your desire to make a change, belief that the change will be positive, and belief that you can make a change happen as you consider choosing a goal. Developing your Confidence and Readiness in other areas also may help you to feel more hopeful about making a change.

Outline of the Steps of Strengthening My Commitment

Step 1: *What do I want to learn about strengthening my commitment to make a change?*

- Learn how to increase your desire to make a change.
 - Find out about some possibilities that make changing my situation more likely.
 - Find out about some possibilities for changing my situation.
- Learn how a change will be positive for me.
 - Create a pros and cons list of making a change.
 - Gather information that addresses the risks of change and increases the benefits
- Learn how you can feel more confident in your ability to make a change happen.
 - Recall past experiences that have happened to boost your confidence that you can make a change. This also happens by trying out new changes (even small ones), and taking note of your accomplishments.
 - Plan for other ways to boost your confidence and getting support to do that.

Step 2: *How can I strengthen my commitment to make a change?*

- Record information after you do one or more of the following:
 - Talk with peers about their successful goals
 - Read about others' rehabilitation and recovery experiences
 - Review your current strengths and successes
 - Review your beliefs about making a change

Step 3: *How has my Commitment to Change improved?*

- Rate your Commitment to Change again. Decide if you feel more hopeful and committed to making a change now to continue with Choosing a Valued Role.

DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

Mike’s Example of Strengthening My Commitment (page 1 of 3)

Mike’s Area of Focus: **Living** Learning Working Social

Step 1: *What do I want to learn about strengthening my commitment to make a change?*

Step 2: *How can I strengthen my commitment to make a change?*

Check off things you did:

- Talked with peers about their successful goals
- Read about others’ rehabilitation and recovery experiences
- Reviewed my current strengths and successes
- Reviewed my beliefs about making a change

Commitment Factors	Reasons my beliefs will make a difference in my willingness to make a change
Desire for a Change	
<ul style="list-style-type: none"> • I want to make some changes in myself so that I am more satisfied and successful 	<p><i>I may need to learn some new things about living in an apartment.</i></p>
<ul style="list-style-type: none"> • I want to change to a new place 	<p><i>I want to move into an apartment.</i></p>
<ul style="list-style-type: none"> • I am willing to work at the change process 	<p><i>I will find out where I can move and what I need to do to make that happen.</i></p>

DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

Mike’s Example of Strengthening My Commitment (page 2 of 3)

Commitment Factors (continued)	Reasons my beliefs will make a difference in my willingness to make a change
Positive Expectations	
<ul style="list-style-type: none"> Pros of making a change 	<p><i>More independence in an apartment and fewer (if any) roommates.</i></p> <p><i>Freedom to have my own place.</i></p>
<ul style="list-style-type: none"> Cons of making a change 	<p><i>More responsibilities in an apartment</i></p>
<ul style="list-style-type: none"> Do the pros outweigh the cons? 	<p><i>Yes. I can handle the extra responsibilities.</i></p>
<ul style="list-style-type: none"> I believe that a change would be positive 	<p><i>Yes, I believe it will be positive for me.</i></p>
Confidence to Make a Change	
<ul style="list-style-type: none"> What have my positive past experiences taught me about making a change? 	<p><i>I have learned a lot of skills about living in the group home that should help me to be successful in an apartment.</i></p>
<ul style="list-style-type: none"> What have my negative past experiences taught me about making a change? 	<p><i>I had a tough time before when I lived in a studio apt. by myself.</i></p>
<ul style="list-style-type: none"> How do I know I can make a change happen? 	<p><i>I don’t know that I can make a change happen, but I think I can because I’m stronger now than in the past.</i></p>
<ul style="list-style-type: none"> What are some things I can do to make a change happen? 	<p><i>If I can move to a supported apt. program, then I will not be alone and I can ask for more support from others, when needed.</i></p>

DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

Mike's Example of Strengthening My Commitment (page 3 of 3)

Step 3: *How has my Commitment to Change improved?*

Commitment Rating	Very High	<u>High</u>	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
Comments: <i>The more I think about it and talk to others, the more committed I feel.</i>					



DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

My Worksheets for Strengthening My Commitment (page 1 of 4)

My Area of Focus: <input type="checkbox"/> Living <input type="checkbox"/> Learning <input type="checkbox"/> Working <input type="checkbox"/> Social
--

Step 1: *What do I want to learn about strengthening my commitment to make a change?*

Step 2: *How can I strengthen my commitment to make a change?*

Check off things you did:

- Talked with peers about their successful goals
- Read about others’ rehabilitation and recovery experiences
- Reviewed my current strengths and successes
- Reviewed my beliefs about making a change



Instructions: Write comments about the items in the left column.

Commitment Factors	Reasons my beliefs will make a difference in my willingness to make a change
Desire for a Change	
<ul style="list-style-type: none"> • I want to make some changes in myself so that I am more satisfied and successful 	
<ul style="list-style-type: none"> • I want to change to a new place 	
<ul style="list-style-type: none"> • I am willing to work at the change process 	

DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

My Worksheets for Strengthening My Commitment (page 2 of 4)

Positive Expectations	
<ul style="list-style-type: none">• Pros of making a change	
<ul style="list-style-type: none">• Cons of making a change	
<ul style="list-style-type: none">• Do the pros outweigh the cons?	
<ul style="list-style-type: none">• I believe that a change would be positive	

DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

My Worksheets for Strengthening My Commitment (page 3 of 4)

Confidence to Make a Change	
<ul style="list-style-type: none">• What have my positive past experiences taught me about making a change?	
<ul style="list-style-type: none">• What have my negative past experiences taught me about making a change?	
<ul style="list-style-type: none">• How do I know I can make a change happen?	
<ul style="list-style-type: none">• What are some things I can do to make a change happen?	
Comments:	

DEVELOPING READINESS: Learning about Options, Myself, Support, **Commitment**

My Worksheets for Strengthening My Commitment (page 4 of 4)

Step 3: *How has my Commitment to Change improved?*



Instructions: Highlight or circle the rating below that indicates how strong you think your Commitment is after this learning process.

For example, a “Very High” Commitment rating means that you were able to describe your desire, positive expectations, and confidence fully and a “Very Low” rating means that you were not able to describe any desire, positive expectations, or confidence.

Commitment Rating	Very High	High	Moderate	Low	Very Low
Has my rating improved enough to continue with Choosing a Valued Role? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Comments:					



Instructions: If you marked “No,” then pick some additional ways and experiences to strengthen your commitment. Spend more time building your experiences, information, and skills that can impact your desire to make a change, help you decide if the change will be positive, and/or make you feel more confident about making a change now.

DEVELOPING READINESS: Learning about Options, Myself, Support, Commitment



Summary: You have just completed Section 2: Developing your Confidence and Readiness, and you have re-explored the Readiness factors and your ratings for:

- Awareness about Options
- Awareness about Yourself
- Support from Others
- Commitment to Change

Based on your results in the Readiness factors, you may choose to continue with:

- Section 2: Developing My Confidence and Readiness

OR you may choose to proceed to:

- Section 3: Choosing a Valued Role

Self-Directed Psychiatric Rehabilitation Activities:

3. Choosing a Valued Role

Adapted from: Cohen, M., Farkas, M., Cohen, B., & Unger, K. (1991, 2007). *Psychiatric rehabilitation training technology: Setting an overall rehabilitation goal*. Boston: Boston University Center for Psychiatric Rehabilitation.

and

Farkas, M. D., McNamara, S., & Nemec, P. (2004). *Psychiatric rehabilitation outline: Major questions answered by each element*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA.

Overview of Choosing a Valued Role

Choosing a Valued Role is selecting a place where you would like to live, learn, work, or socialize within the next 6 to 24 months. Selecting a place helps you identify a setting and a role. Choosing a valued role helps you make an informed choice in a systematic way.

Choosing a Valued Role usually is done after you have completed Section 1: Exploring My Readiness. You also may have completed Section 2: Developing My Confidence and Readiness. You may Choose a Valued Role whenever you decide that you are ready to make a choice about where to live, learn, work, or socialize.

The choosing process involves four steps:

3.1 Describing Possible Places is identifying where you might want to live, learn, work, or socialize. Describing possible places involves a brainstorming process based on a few initial guidelines that will help you to start the search process.

3.2 Listing Preferences is naming what you'd like in these possible places. Your preferences are your "wish list" for what you want in a place to live, learn, work, or socialize.

3.3 Gathering Information is collecting facts about your possible choices for a place to live, learn, work, or socialize. This information will help you to compare your preference list at each of the possible places you would consider.

3.4 Setting the Goal is selecting the place you like the best based on your preference list and the places where you gathered information. Select the place and the role that best matches what you want for where to live, learn, work, or socialize within the next 6 to 24 months.

Some example goal statements are:

- *John intends to live as a resident in the Crossroads apartments by next June.*
- *Jane intends to study for her EMT certification at the Community College until May.*
- *Timothy intends to work as a cook at the Hillside Restaurant until September.*
- *Tina intends to be a member of the YMCA in Springfield by next January.*

On the following pages, each part of Choosing a Valued Role has:

- **an outline of the steps** that tells how to do each part
- **examples** shaded in gray that show how the worksheets are to be completed
- **blank worksheets** so that you can choose your own valued role on paper

Use the outlines of the steps and/or the examples to complete the blank worksheets for your own choosing process.

3. Choosing a Valued Role

3.1 Describing Possible Places

3. Choosing a Valued Role

CHOOSING: Describing Places, Listing Preferences, Gathering Info, Setting the Goal

Outline of the Steps for Describing Possible Places

Step 1: *What 3-4 guidelines will help me to begin brainstorming possible places to live, learn, work, or socialize?*

If you explored your readiness, continue with the same type of setting (living, learning, working, or socializing) you chose to work on. This will be your Area of Focus.

- Identify 3-4 search guidelines to start the brainstorming process, such as:
 - Type of setting (type of residence, area of study, type of work, or type of social club or group)
 - Location (state or province, city or town)
 - Financial arrangements (rent/mortgage, tuition, salary, or dues)
 - Type of people (gender, age, ethnicity, religious affiliation, political affiliation, marital status, sexual orientation, education level, profession, interests)

Step 2: *What are my options for where I could live, learn, work, or socialize?*

- Brainstorm possible places that match your 3-4 search guidelines.
- Select possible places to research (including your current home, school, job, or social club for comparison, even if you're being asked to leave).



CHOOSING: Describing Places, Listing Preferences, Gathering Info, Setting the Goal

Mike’s Example of Describing Possible Places

Mike’s Area of Focus: **Living** Learning Working Social

Step 1: *What 3-4 guidelines will help me to begin brainstorming possible places to live, learn, work, or socialize?*

Step 2: *What are my options for where I could live, learn, work, or socialize?*

Search Guidelines (setting, location, \$, type of people)	Possible Places (that match my guidelines)
1. <i>Apartment</i>	<i>Northwest Apt. program</i>
2. <i>Downtown Worcester</i>	<i>Shared apartment on Main St. in Worcester</i>
	<i>Studio apartment on Main St. in Worcester</i>
3. <i>Rent less than \$300 per month</i>	<i>Home with Mom (I could go back home, if I had to)</i>
	<i>10th Street group home (current setting)</i>

CHOOSING: Describing Places, Listing Preferences, Gathering Info, Setting the Goal

My Worksheet for Describing Possible Places

My Area of Focus: <input type="checkbox"/> Living <input type="checkbox"/> Learning <input type="checkbox"/> Working <input type="checkbox"/> Social
--

Step 1: *What 3-4 guidelines will help me to begin brainstorming possible places to live, learn, work, or socialize?*

Step 2: *What are my options for where I could live, learn, work, or socialize?*



Instructions: Add 3-4 search guidelines in the left-hand column and list Possible Places that fit your guidelines in the right-hand column.

Search Guidelines (setting, location, \$, type of people)	Possible Places (that match my guidelines)
1.	
2.	
3.	
4.	

3. Choosing a Valued Role

3.2 Listing My Preferences

3. Choosing a Valued Role

CHOOSING: Describing Places, Listing Preferences, Gathering Info, Setting the Goal

Outline of the Steps for Listing My Preferences

Step 1: *What did I like and dislike about places where I have lived, learned, worked, or socialized?* (Use the same type of setting or area of focus from the Describing Possible Places section.)

- Review your descriptions about your current, past, and future places that you wrote about on *My Worksheet for Awareness about Options* from the Exploring My Readiness section on pages 29-31.
 - People
 - Physical aspects of the place
 - Activities

Step 2: *What would I like to have in a place where I will live, learn, work, or socialize?*

- Based on what you liked and didn't like in your current and past experiences, list what you want for the future.



People

Places

Activities

CHOOSING: Describing Places, **Listing Preferences**, Gathering Info, Setting the Goal

Mike’s Example of Listing my Preferences (page 1 of 2)

Step 1: *What did I like or dislike about places where I have lived, learned, worked, or socialized?*

As a review, *Mike’s Example of his Awareness about Options* from Section 1: Exploring My Readiness on pages 27-28. He used this worksheet to do Step 2 of Listing my Preferences on the next page.

Mike’s Example of Awareness about Options from Section 1: Exploring My Readiness	
Mike’s Area of Focus:	<input checked="" type="checkbox"/> Living <input type="checkbox"/> Learning <input type="checkbox"/> Working <input type="checkbox"/> Social
My Current Setting: <i>10th Street Group Home</i>	
What is the physical setting like?	<i>Group home w/3 bedrooms and 6 residents, large living room</i>
Who are the other people here?	<i>5 other residents and 1 drop-in group home counselor</i>
What is your role here?	<i>Resident</i>
What activities do you have to do here?	<i>Clean room, rotation of chores, and cooking</i>
One of My Past Places: <i>Quarterway House on hospital grounds</i>	
What was the physical setting like?	<i>5-bedroom house, had own room, house was run down</i>
Who were the other people there?	<i>4 other residents, live-in counselor, on-call nurse</i>
What was your role there?	<i>Resident</i>
What activities did you have to do there?	<i>Clean room, go to groups and activities</i>
My Dream Place for the Future : <i>Apartment</i>	
What would the physical setting be like?	<i>Studio or 2-bedroom apt., if needed</i>
Who would the other people be there?	<i>Preferably no one, maybe 1 roommate</i>
What would your role be there?	<i>Tenant and maybe roommate, too</i>
What activities would you have to do there?	<i>Share chores and cooking (if I have roommate), call landlord for repairs, pay rent and utilities</i>

CHOOSING: Describing Places, **Listing Preferences**, Gathering Info, Setting the Goal

Mike’s Example of Listing my Preferences (page 2 of 2)

Mike’s Area of Focus: **Living** Learning Working Social

Step 2: *What would I like to have in a place where I will live, learn, work, or socialize?*

Characteristics	Preferences for What I Want the Place to be Like
People	<i>Available Staff</i>
	<i>Minimal Roommates</i>
Physical Space	<i>Private Room</i>
	<i>Convenient Location</i>
	<i>Safe Neighborhood</i>
Activities	<i>Affordable Rent and Utilities</i>
	<i>Minimal Chores</i>

CHOOSING: Describing Places, **Listing Preferences**, Gathering Info, Setting the Goal

My Worksheets for Listing my Preferences (page 1 of 2)

My Area of Focus: Living Learning Working Social

Step 1: *What did I like or dislike about places where I lived, learned, worked, or socialized?*



Instructions: Review your descriptions about your current, past, and future places from your *Worksheet for Awareness about Options* from Section 1: Exploring My Readiness on pages 29-31. If you did not do those worksheets, go back to those pages and answer the questions.

My Worksheets of My Awareness about Options from Section 1: Exploring Readiness (page 1)

My Area of Focus: Living Learning Working Social

Step 1: *What do I know about the different kinds of places and roles within settings?*



Instructions: Write in a description of your current place, past places, and a future dream place where you might like to be.

My Current Setting:
What is the physical setting like?
Who are the other people here?
What is my role here?
What activities do I have to do here?

CHOOSING: Describing Places, **Listing Preferences**, Gathering Info, Setting the Goal

My Worksheets for Listing my Preferences (page 2 of 2)

Step 2: *What would I like to have in a place where I will live, learn, work, or socialize?*



Instructions: In the right-hand column, list what you want to have in the place for each category of characteristics: People, Physical Space, and Activities.

Characteristics	Preferences for What I Want the Place to be Like
<p>People</p>	
<p>Physical Space</p>	
<p>Activities</p>	

3. Choosing a Valued Role

3.3 Gathering Information

3. Choosing a Valued Role

CHOOSING: Describing Places, Listing Preferences, **Gathering Info**, Setting the Goal

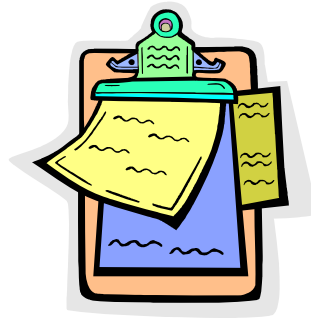
Outline of the Steps for Gathering Information

Step 1: *What will I ask about my preferences when gathering information about possible places?*

- Create questions that will give you specific information about each of your preferences that you wrote on page 108.
- Gather information from interviews, documents, and observations.

Step 2: *What are the answers to my questions for each possible place?*

- List the possible places to live, learn, work, or socialize that you identified on the *Describing Possible Places* worksheet on page 102.
- Record the information about your preferences you gathered during the research.



CHOOSING: Describing Places, Listing Preferences, **Gathering Info**, Setting the Goal

Mike's Example of Gathering Information (page 1 of 2)

Mike's Area of Focus:	<input checked="" type="checkbox"/> Living	<input type="checkbox"/> Learning	<input type="checkbox"/> Working	<input type="checkbox"/> Social
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Step 1: *What will I ask about my preferences when gathering information about possible places?*

Preferences	What Do I Want to Know about My Preferences?
<i>Available staff</i>	<i>How many times per week will staff call to check in or to stop by my place?</i>
<i>Minimal roommates</i>	<i>How many roommates will be in the apt. or home?</i>
<i>Private room</i>	<i>How many people do I have to share a bedroom with in the apt. or home?</i>
<i>Convenient location</i>	<i>How many blocks do I have to walk to get to the bus stop, stores, and restaurants?</i>
<i>Safe neighborhood</i>	<i>How many serious crimes are reported in the weekly community newspaper?</i>
<i>Affordable rent/utilities</i>	<i>How many dollars do I have to pay each month for rent and utilities? Which utilities do I have to pay for?</i>
<i>Minimal chores</i>	<i>How many chores do I have to do each week?</i>

CHOOSING: Describing Places, Listing Preferences, **Gathering Info**, Setting the Goal

Mike’s Example of Gathering Information (page 2 of 2)

Step 2: What are the answers to my questions for each possible place?

Preferences	1. NW Apt. Program	2. Main St. Apt. w/friend	Back-up Plan: 3. Home with Mom	Current Place: 10 Street Group Home
<i>Available staff</i>	<i>Daily calls or visits</i>	<i>1-2 call or visits per week</i>	<i>No staff contact, but have Mom for support</i>	<i>Daily calls or visits</i>
<i>Minimal roommates</i>	<i>1 roommate</i>	<i>1 roommate</i>	<i>Mom and sister</i>	<i>5 housemates</i>
<i>Private Room</i>	<i>1 roommate</i>	<i>No roommate</i>	<i>No roommate</i>	<i>1 roommate</i>
<i>Convenient Location</i>	<i>1 block to bus stop, stores, and restaurants</i>	<i>2 blocks to bus stop, stores, and restaurants</i>	<i>No stores or bus in walking distance</i>	<i>3 blocks to bus stop, stores, and restaurants</i>
<i>Safe Neighborhood</i>	<i>5 to 10 crimes reported in weekly paper</i>	<i>5 to 10 crimes reported in weekly paper</i>	<i>Less than 5 crimes reported in weekly paper</i>	<i>5 to 10 crimes reported in weekly paper</i>
<i>Affordable Rent</i>	<i>\$225 per month for rent \$50 for gas and electric</i>	<i>\$350 per month for rent \$50 for gas and electric</i>	<i>Pay Mom \$250 rent \$0 for utilities</i>	<i>\$265 per month for rent \$0 for utilities</i>
<i>Minimal Chores</i>	<i>Clean apt., do laundry, wash dishes, make meals, go grocery shopping, take trash out</i>	<i>Clean apt., do laundry, wash dishes, make meals, go grocery shopping, take trash out</i>	<i>Clean room, do laundry, wash dishes, make meals, mow lawn, rake leaves, shovel snow, bring in groceries, take trash out</i>	<i>Clean room, do laundry, take turns washing dishes, making meals, going grocery shopping, taking trash out</i>

CHOOSING: Describing Places, Listing Preferences, **Gathering Info**, Setting the Goal

My Worksheets for Gathering Information (page 1 of 3)

My Area of Focus: Living Learning Working Social

Step 1: *What will I ask about my preferences when gathering information about possible places?*



Instructions: In the left-hand column, copy your preferences from page 108. In the right column, create a question that you would ask that will get you the information you want about that preference.

Preferences	What Do I Want to Know about My Preferences?

CHOOSING: Describing Places, Listing Preferences, **Gathering Info**, Setting the Goal

My Worksheets for Gathering Information (page 2 of 3)

Step 2: *What are the answers to my questions for each possible place?*



Instructions: Next to each number in the top row, add in the names of each place you identified as a possible option for you on page 102. Next to “Current Place”, add the place you are in now, if it is possible to stay there as an option. In the left-hand column, add your Preferences from page 108. Fill in the answers you got to your questions for each place. This worksheet continues on the next page.

Preferences	1.	2.	3.	Current Place:

CHOOSING: Describing Places, Listing Preferences, **Gathering Info**, Setting the Goal

My Worksheets for Gathering Information (page 3 of 3)



Instructions: Along the top row, copy the names of the places you wrote on the previous page. In the left-hand column, continue to write your Preferences from page 108. Fill in the answers you got to your questions for each place.

Preferences	1.	2.	3.	Current Place:

3. Choosing a Valued Role

3.4 Setting the Goal

3. Choosing a Valued Role

CHOOSING: Describing Places, Listing Preferences, Gathering Info, **Setting the Goal**

Outline of the Steps for Setting the Goal

Step 1: *What is my best option, based on the information I collected?*

- Compare the research results of each place on your *Worksheet for Gathering Information* on pages 114-115.
- Decide if each place has most, some, or only a few of your preferences.
- Select the place that had most of your preferences.

Step 2: *In what role and in what time period, do I prefer to live, learn, work, or socialize?*

- Select the preferred target date for 6 to 24 months in the future as an action date or a review date.
- Rate the support of others by asking their opinions about your choice of the place and the timeline.
 - High = Your supports agree with your choice of the place AND the timeline
 - Medium = Your supports agree with your choice of the place OR the timeline
 - Low = Your supports agree with NEITHER your choice of the place NOR the timeline
- Write the goal statement:
 “I intend to (live, learn, work, or socialize) as a _____ (role) at _____ (place) by/until _____ (date).”



CHOOSING: Describing Places, Listing Preferences, Gathering Info, **Setting the Goal**

Mike’s Example of Setting the Goal (page 1 of 2)

Mike’s Area of Focus: **Living** Learning Working Social

Step 1: *What is my best option, based on the information I collected?*

<i>NW Apt. Program</i>	<i>Main St. Apt. w/friend</i>	<i>Home with Mom</i>	<i>Current Place: 10th St. Group Home</i>
This Place had: <input checked="" type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> Few of my preferences	This Place had: <input type="checkbox"/> Most <input checked="" type="checkbox"/> Some <input type="checkbox"/> Few of my preferences	This Place had: <input type="checkbox"/> Most <input type="checkbox"/> Some <input checked="" type="checkbox"/> Few of my preferences	This Place had: <input type="checkbox"/> Most <input checked="" type="checkbox"/> Some <input type="checkbox"/> Few of my preferences

CHOOSING: Describing Places, Listing Preferences, Gathering Info, **Setting the Goal**

Mike’s Example of Setting the Goal (page 2 of 2)

Step 2: *In what role and in what time period, do I prefer to live, learn, work, or socialize?*

Names and Roles of Significant Others	Preferred Place	Preferred Target Date	Significant Others Agree with my Preferred Place and Date
1. <i>Mike</i>	<i>Northwest Apt. Program</i>	<i>By next January</i>	
2. <i>Mother</i>	<i>10th Street Group Home</i>	<i>For more two years</i>	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low (<i>neither place nor date</i>)
3. <i>Dr. Williams, psychiatrist</i>	<i>Northwest Apt. Program</i>	<i>In two years</i>	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium (<i>place, not date</i>) <input type="checkbox"/> Low
4. <i>Shellie, friend</i>	<i>Northwest Apt. Program</i>	<i>By next January</i>	<input checked="" type="checkbox"/> High (<i>both place and date</i>) <input type="checkbox"/> Medium <input type="checkbox"/> Low
5. <i>Maggie Jones, practitioner</i>	<i>Northwest Apt. Program</i>	<i>By next January</i>	<input checked="" type="checkbox"/> High (<i>both place and date</i>) <input type="checkbox"/> Medium <input type="checkbox"/> Low
<p>Goal Statement: I intend to (<u>live</u>, learn, work, or socialize) as a <u>resident</u> (role) at <u>the Northwest Apartment Program in Worcester</u> (place) by <u>next January</u> (date).</p>			

CHOOSING: Describing Places, Listing Preferences, Gathering Info, **Setting the Goal**

My Worksheets for Setting the Goal (page 1 of 2)

My Area of Focus: <input type="checkbox"/> Living <input type="checkbox"/> Learning <input type="checkbox"/> Working <input type="checkbox"/> Social
--

Step 1: *What is my best option, based on the information I collected?*




Instructions: Along the top row, record the names of the settings that you have researched as well as your current place, if that’s an option for you. Review the information you recorded on your *Worksheet for Gathering Information* on pages 114-115. Decide, for each option, whether the place has Most, Some, or Few of your preferences.

Places where I Gathered Information			
1.	2.	3.	Current Place:
This Place had: <input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> Few of my preferences	This Place had: <input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> Few of my preferences	This Place had: <input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> Few of my preferences	This Place had: <input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> Few of my preferences

CHOOSING: Describing Places, Listing Preferences, Gathering Info, **Setting the Goal**

My Worksheets for Setting the Goal (page 2 of 2)

Step 2: *In what role and in what time period, do I prefer to live, learn, work, or socialize?*

 **Instructions:** #1, put your name, your preferred place and target date. Next, list the names and roles of people who are important to you. List their preferred place for you and their preferred target date. In the right-hand column, check off the box that best indicates the match of their preference to your preference of both place and target date. Use the following scale to determine how to rate the level of support:

- High = People important to me agree with my choice of the place AND the timeline
- Medium = People important to me agree with my choice of the place OR the timeline
- Low = People important to me agree with my choice of NEITHER the place NOR the timeline

Names and Roles of Significant Others	Preferred Place	Preferred Target Date	Significant Others Agree with my Preferred Place and Date
1. Me			
2.			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
3.			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
4.			<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Goal Statement: I intend to (live, learn, work, or socialize) as a _____ (role)
 at _____ (place) by/until _____ (date).

CHOOSING: Describing Places, Listing Preferences, Gathering Info, Setting the Goal



Summary: You have just completed Section 3: Choosing a Valued Role, and you have selected a goal for where to live, learn, work, or socialize in the next 6-24 months.

Next, you may choose to proceed to:

- Section 4: Assessing My Skills, if you want to think about what skills you can do or need to improve,

OR

- Section 5: Reviewing My Supports, if you want to think about what supports you already have or need for your goal.

After Choosing a Valued Role, the skills and supports activities may be done parallel to each other. You may start with assessing your skills and switch to reviewing your supports. Or you may start with assessing your skills and continue to developing your skills, or start with reviewing your supports and continue to developing your supports.

Self-Directed Psychiatric Rehabilitation Activities:

4. Assessing My Skills

Adapted from: Cohen, M., Farkas, M., & Cohen, B. (1986, 2007). *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University Center for Psychiatric Rehabilitation.

and

Farkas, M. D., McNamara, S., & Nemec, P. (2004). *Psychiatric rehabilitation outline: Major questions answered by each element*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA.

Overview of Assessing My Skills

Assessing My Skills is evaluating your use of the most important skills you need to be successful and satisfied where you have chosen to live, learn, work, or socialize. Assessing My Skills helps you to know which skills are strengths for you and which ones you need to develop.

Assessing My Skills usually is done after you have completed Section 3: Choosing a Valued Roles, where you have chosen a goal of where you'd like to live, learn, work, or socialize in the next 6 to 24 months.

Assessing My Skills has two parts.

4.1 Listing My Skills is naming the most important skills you need to use where you live, learn, work, or socialize.

4.2 Monitoring My Skill Use is tracking your ability to use the skills in your goal setting.

On the following pages, each part of Assessing My Skills has:

- **an outline of the steps** that tells how to do each part
- **examples** shaded in gray that show how the worksheets are to be completed
- **blank worksheets** so that you can assess your own skills on paper

Use the outlines of the steps and/or the examples to complete the blank worksheets for assessing your most important skills.

4. Assessing My Skills

4.1 Listing My Skills

4. Assessing My Skills

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

Outline of the Steps for Listing My Skills

A skill is something you do that helps make you successful and satisfied. Skills are actions that a person often needs to learn and practice in order to do them well.

Step 1: *What do I have to do to be successful and satisfied in my goal setting?*

- Review the list of skills for the type of setting that relates to your goal—residential, educational, vocational, or social.
- Select some of the skills that you think are:
 - Required for your goal setting
 - Important to you to be satisfied and successful
 - Not on the chart, but you think are important to do

Step 2: *How well do I think I perform the skills that will help me to be successful and satisfied in my goal setting?*

- Check off whether you think these skills are strengths for you or something you need to learn or improve.

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**Mike's Example of Listing My Skills**

Mike's Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: *What do I have to do to be successful and satisfied in my goal setting?*

Step 2: *How well do I think I perform the skills that will help me to be successful and satisfied in my goal setting?*

Skills I Need for My Success and Satisfaction	Is this Skill a Strength for Me?	
	Yes	No
<i>Monitoring Medication</i>	X	
<i>Scheduling Appointments</i>	X	
<i>Recognizing Symptoms</i>		X
<i>Monitoring Spending</i>	X	
<i>Recording Expenses</i>	X	
<i>Washing Dishes</i>	X	
<i>Negotiating Chores</i>		X
<i>Planning Menus</i>		X
<i>Expressing Feelings</i>		X
<i>Expressing Opinions</i>		X
<i>Offering Assistance</i>	X	

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**My Worksheets for Listing My Skills** (page 1 of 8)

Step 1: *What do I have to do to be successful and satisfied in my goal setting?*



Instructions: The skills listed on the next several pages are general skills that are typically used in living, learning, working, and social settings. The place you have chosen for your goal may have some specific requirements that are not included on these lists. These lists will help you get started, but you also may need to ask someone, who is familiar with the place that you have chosen, to tell you about any specific skill requirements for that place.

RESIDENTIAL SKILLS**Health**

Identifying Health Needs Recognizing Symptoms Recognizing Psychiatric Distress Monitoring Medication Intake Evaluating Medication Effects Choosing Wellness Tools Choosing Healthy Foods	Choosing Health Care Providers Evaluating Medical Support Scheduling Appointments Explaining Health Needs Requesting Assistance Identifying Stress Relievers Scheduling Exercise Routine
--	--

Financial

Recording Income and Expenses Setting Spending Priorities Scheduling Bill Payments Saving Money	Writing a Check/Money Order Balancing a Checkbook Applying for Benefits Identifying Bargains
--	---

Household Chores

Dusting Furniture Vacuuming Mopping Floors Making a Bed Cleaning a Bathroom Washing Clothes Washing Dishes	Organizing Space Arranging Furniture Dividing Chores Scheduling Chores Planning Menus Following Recipes Buying Groceries
--	--

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

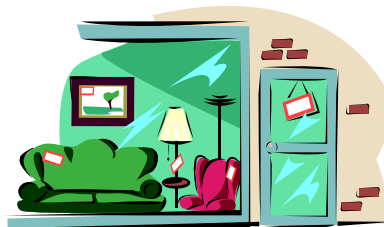
My Worksheets for Listing My Skills (page 2 of 8)

RESIDENTIAL SKILLS (continued)

Living with Roommates/Neighbors

Greeting Neighbors	Offering Feedback
Introducing Yourself	Responding to Feedback
Initiating Conversations	Requesting Assistance
Asking Questions	Offering Assistance
Responding to Questions	Resolving Conflicts
Clarifying Information	Discussing Differences
Expressing Feelings	Negotiating
Expressing Opinions	Compromising
Requesting Favors	Apologizing
Refusing Requests	Respecting Others' Space

Adapted from: Nicolellis, D., & Legere, L. (2010). *Vocational peer support: Training for peer specialists to support the vocational aspirations of people with psychiatric disabilities*. Manuscript in preparation. Center for Psychiatric Rehabilitation, Boston University, Boston, MA and from Cohen, M., Farkas, M., & Cohen, B. (1986, 2007). *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University, Center for Psychiatric Rehabilitation.



ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**My Worksheets for Listing My Skills** (page 3 of 8)**EDUCATIONAL SKILLS****Applying for School**

Completing School Applications Writing Narratives Writing Letters Interviewing	Exploring School Funding Options Applying for Loans/Grants Budgeting for Tuition & Expenses Choosing Courses
---	---

Participating in Class

Estimating Arrival Time Evaluating Accommodation Needs Requesting Accommodations Analyzing Concepts Organizing Note Materials Listening to Key Points Taking Notes Clarifying Assignments	Asking Questions Responding to Questions Responding to Feedback Expressing Opinions Discussing Topics Requesting Information Evaluating Performance Scheduling Appointments
--	--

Studying and Writing Papers

Selecting a Study Space Organizing Study Space Scheduling Study Time Selecting Material to Study Taking Notes Identifying Learning Style Recognizing Study Needs Selecting a Study Partner	Defining Words/Terms Researching Information Outlining Topics Summarizing Facts Identifying Key Points Illustrating Points Composing the Writing Proofreading
---	--

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**My Worksheets for Listing My Skills** (page 4 of 8)**EDUCATIONAL SKILLS** (continued)**Working with Classmates/Teachers**

Dividing Work Tasks in Groups	Expressing Feelings
Respecting Others' Space	Expressing Opinions
Greeting Others	Compromising
Initiating Conversations	Negotiating
Discussing Impersonal Topics	Assessing Assignment Performance
Clarifying Information	Sharing Self-Evaluation
Asking Questions	Reporting Progress
Responding to Questions	Requesting Feedback
Refusing Requests	Offering Feedback
Requesting Assistance	Responding to Feedback
Offering Assistance	Clarifying Feedback
Requesting Favors	Acknowledging Praise
Resolving Conflicts	Identifying Disclosure Needs
Scheduling Appointments	Evaluating Accommodations
Recognizing Support Needs	Disclosing Disability

Adapted from: Nicolellis, D., & Legere, L. (2010). *Vocational peer support: Training for peer specialists to support the vocational aspirations of people with psychiatric disabilities*. Manuscript in preparation. Center for Psychiatric Rehabilitation, Boston University, Boston, MA and from Cohen, M., Farkas, M., & Cohen, B. (1986, 2007). *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University, Center for Psychiatric Rehabilitation.



ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**My Worksheets for Listing My Skills** (page 5 of 8)**VOCATIONAL SKILLS****Getting the Job**

Completing Job Applications Writing Narratives Writing Letters Creating a Resume Identifying References Anticipating Interview Questions	Creating Interview Questions Explaining Job Experiences Presenting Strengths Compensating for Weaknesses Closing the Interview Negotiating Offers
---	--

Preparing for Work

Estimating Time for Getting Ready Estimating Time for Travel Organizing Things to Bring for Day	Planning Travel Route Arranging Transportation Navigating Public Transportation
---	---

Grooming

Identifying Hygiene Tasks Assessing Appearance Washing Body Washing Hair Brushing Hair Shaving	Brushing Teeth Applying Perfume/Cologne Applying Deodorant Selecting Makeup Applying Makeup Trimming Nails
---	---

Dressing

Assessing Workplace Dress Code Assessing Appearance Choosing Clothes Choosing Accessories Buying Clothes	Recognizing Need for Laundering Washing Clothes Folding Clothes Ironing Clothes Sewing Buttons
--	--

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

My Worksheets for Listing My Skills (page 6 of 8)

VOCATIONAL SKILLS (continued)

Working with Coworkers/Supervisors

Creating a Task List Setting Priorities Dividing Work Responsibilities Coordinating Schedules Respecting Others' Space Greeting Others Initiating Conversations Discussing Impersonal Topics Clarifying Information Asking Questions Responding to Questions Refusing Requests Requesting Assistance Offering Assistance Requesting Favors Resolving Conflicts Scheduling Appointments	Volunteering for Tasks Expressing Feelings Expressing Opinions Compromising Negotiating Assessing Task Performance Sharing Self-Evaluation Reporting Progress Requesting Feedback Offering Feedback Responding to Feedback Clarifying Feedback Acknowledging Praise Recognizing Support Needs Identifying Disclosure Needs Evaluating Accommodations Disclosing Disability
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Adapted from: Nicolellis, D., & Legere, L. (2010). *Vocational peer support: Training for peer specialists to support the vocational aspirations of people with psychiatric disabilities*. Manuscript in preparation. Center for Psychiatric Rehabilitation, Boston University, Boston, MA and from Cohen, M., Farkas, M., & Cohen, B. (1986, 2007). *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University, Center for Psychiatric Rehabilitation.



ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**My Worksheets for Listing My Skills** (page 7 of 8)**SOCIAL SKILLS****Making Friends**

Selecting Friends Introducing Yourself	Identifying Common Interests Extending Invitations
---	---

Socializing

Greeting Acquaintances Introducing Others Initiating Conversations Asking Questions Responding to Questions Discussing Impersonal Topics Conversing about Social Topics Recognizing Body Language Respecting Personal Space Matching Jokes to Setting	Expressing Feelings Expressing Opinions Discussing Differences Requesting Assistance Offering Assistance Choosing Gifts Acknowledging Gifts Giving Compliments Acknowledging Praise Apologizing
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Planning Social Activities

Planning Events Selecting Leisure Activities Scheduling Activities	Budgeting for Social Events Choosing People to Invite Extending Invitations
--	---

Adapted from: Nicolellis, D., & Legere, L. (2010). *Vocational peer support: Training for peer specialists to support the vocational aspirations of people with psychiatric disabilities*. Manuscript in preparation. Center for Psychiatric Rehabilitation, Boston University, Boston, MA and from Cohen, M., Farkas, M., & Cohen, B. (1986, 2007). *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University, Center for Psychiatric Rehabilitation.



ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

My Worksheets for Listing My Skills (page 8 of 8)



Instructions: Copy your goal from Section 3. Choosing a Valued Role on page 121.

My Goal Statement:

Step 1: *What do I have to do to be successful and satisfied in my goal setting?*

Step 2: *How well do I think I perform the skills that will help me to be successful and satisfied in my goal setting?*



Instructions: Lists for selecting skills for each type of setting are included on pages 128-134. Pick the area of the focus for your goal: Residential, Educational, Vocational, or Social. For the type of setting that matches your goal, select the skills you think (or have been told are important for success in your goal setting. Add any skills that are not on the chart.

Skills I Need for My Success and Satisfaction	Is this Skill a Strength for Me?	
	Yes	No

4. Assessing My Skills

4.2 Monitoring My Skills

4. Assessing My Skills

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

Outline of the Steps for Monitoring My Skills

Step 1: *How well am I performing each of my important skills?*

- Select the most important skills from your list on page 135, whether you thought they were skill strengths for you or not.
- If you were unsure about whether a skill is a strength for you or not, you can track your use of the skill in a chart.
- Think about what you would see or hear yourself doing when performing the skill.

Step 2: *For my most important skills for my goal, which ones do I use?*

- Summarize results of tracking your skill use in a chart listing all your important skills.
- Tracking your use of the skills over time will help you understand how often and in what situations you are using the skill, and what may get in the way of using it in the way that would be the most successful.

Step 3: *How will I develop my skills?*

- For skills that you use only some of the time, you may need a plan to increase your use of the skill.
- For skills that you don't use, you may need to learn how to perform the skill.
- If you need help in learning how to perform a skill, you may want to ask for assistance from someone who knows how to use the skill well.



ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**Mike's Example of Monitoring My Skills** (page 1 of 3)

Mike's Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: *How well am I performing each of my important skills?*

Skill #1: <i>Monitoring Medication means I check that I took my medication as scheduled when going to bed at night.</i>			
Date I Needed to Use the Skill	Did I Use the Skill?		Comments
	Yes	No	
2/10	X		
2/11	X		
2/12	X		
2/13	X		
2/14	X		
2/15	X		
2/16	X		<i>This is a skill I'm good at doing. I can do it when it's needed and as often as it's needed.</i>

Skill #2: <i>Expressing Feelings means I state my feelings to the other residents when they tease me at the group home.</i>			
Date I Needed to Use the Skill	Did I Use the Skill?		Comments
	Yes	No	
2/10		X	<i>I just ran out of the room.</i>
2/11		X	<i>I sat there and didn't say a word.</i>
2/13		X	<i>I yelled and was asked to leave the group.</i>
2/16		X	<i>Someone else spoke up for me.</i>

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills**Mike's Example of Monitoring My Skills** (page 2 of 3)

Mike's Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 2: *For my most important skills for my goal, which ones do I use?*

Note: For Mike's example, only two tracking checklists are shown (for Monitoring Medication and Expressing Feelings). However, Mike had chosen six skills, and all six are here on his summary chart.

My Most Important Skills for My Goal	Did I Use My Skills?		
	Yes	Sometimes	No
<i>Monitoring Medication = means I check that I took my medication as scheduled when going to bed at night.</i>	X		
<i>Expressing Feelings = means I state my feelings to the other residents when they tease me at the group home.</i>			X
<i>Negotiating Chores = means I bargain for the difficult tasks on the chore list with other residents.</i>		X	
<i>Monitoring Spending = means I review my weekly expenses on a budget sheet</i>	X		
<i>Expressing Opinions = means I share my opinions to staff and other residents.</i>		X	
<i>Offering Assistance = means I volunteer to help when another resident has trouble with an assigned task.</i>	X		

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

Mike’s Example of Monitoring My Skills (page 3 of 3)

Mike’s Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 3: *How will I develop my skills?*

Note: Mike decided that three of his six important skills are strengths and that he would like to improve the other three skills.

My Skill Strengths for My Goal
<i>Monitoring Medication</i>
<i>Monitoring Spending</i>
<i>Offering Assistance</i>

Skills I Want to Improve	I Need a Plan for Using this Skill More Frequently	I Need to Learn How to Do this Skill	I Want Assistance to Improve this Skill
<i>Expressing Feelings</i>		<i>X</i>	<i>X</i>
<i>Negotiating Chores</i>	<i>X</i>		
<i>Expressing Opinions</i>	<i>X</i>		

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

My Worksheets for Monitoring My Skills (page 1 of 4)

My Goal Statement:

Step 1: *How well am I performing each of my important skills?*



Instructions: Make copies of this chart for as many important skills that you intend to track. In the top row, list one skill from your list on page 135. Write a skill definition stating what exactly you would see or hear if you were performing this skill well, and decide where and when you might need to use this skill. Monitor your use of the skill over 2-4 weeks, indicating the dates when you think you needed to use this skill. Then check Yes or No for your use of the skill, and record why you did or did not use the skill in the right column.

Skill:			
Date I Needed to Use the Skill	Did I Use Skill?		Reasons
	Yes	No	

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

My Worksheets for Monitoring My Skills (page 3 of 4)

Step 3: *How will I develop my skills?*



Instructions: List the skills you marked with “Yes” from page 142. These are your skill strengths. Also, list any other skills that you consider strengths. Refer back to your skill list on page 135.

My Skill Strengths for My Goal

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills

My Worksheets for Monitoring My Skills (page 4 of 4)

Step 3: *How will I develop my skills?* (continued)



Instructions: In the left-hand column, list the skills you want to improve. These will be the ones you marked as using “Sometimes” or that you’re not using (“No”) on your tracking chart on page 142. In the other columns, list what you think you need in order to use the skill in your goal setting. Choose which need is the best match, and then check whether you want help with improving the skill in the right-hand column.

Skills I Want to Improve	I Need a Plan for Using this Skill More Frequently	I Need to Learn How to Do this Skill	I Want Assistance to Improve this Skill

ASSESSING MY SKILLS: Listing My Skills, Monitoring My Skills



Summary: You have just completed Section 4: Assessing My Skills, and you have listed your skill strengths for your goal as well as the skills you want to improve.

Next, you may choose to proceed to:

- Section 5: Reviewing My Supports, if you want to switch to thinking about what supports you now have or need to achieve your goal,

OR

- Section 6: Developing My Skills, if you want to continue working with your skills and start developing the skills you need to improve.

Self-Directed Psychiatric Rehabilitation Activities:

5. Reviewing My Supports

Adapted from: Gagne, C., Hakansson, A., McNamara, S., & Nemec, P. (2002). *Resource assessment: Reference Handbook*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA.

and

Farkas, M. D., McNamara, S., & Nemec, P. (2004). *Psychiatric rehabilitation outline: Major questions answered by each element*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA.

Overview of Reviewing My Supports

Reviewing My Supports is identifying the most important supports you have and need to be successful and satisfied where you have chosen to live, learn, work, or socialize. Reviewing My Supports helps you to know which supports you already have and which ones you need to develop.

Reviewing My Supports usually is done after you have completed Section 3: Choosing a Valued Role, and you have chosen a goal that states where you'd like to live, learn, work, or socialize in the next 6-24 months.

Reviewing My Supports has two parts.

5.1 Listing My Supports is naming the most important supports you need to have where you intend to live, learn, work, or socialize.

5.2 Monitoring My Support Use is tracking which supports you have and which ones you need to develop in order to reach your goal.

On the following pages, each part of Reviewing My Supports has:

- **an outline of the steps** that tells how to do each part
- **examples** shaded in gray that show how the worksheets are to be completed
- **and blank worksheets** so that you can review your own supports on paper

Use the outlines of the steps and/or the examples to complete the blank worksheets for reviewing your most important supports.

5. Reviewing My Supports

5.1 Listing My Supports

5. Reviewing My Supports

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports

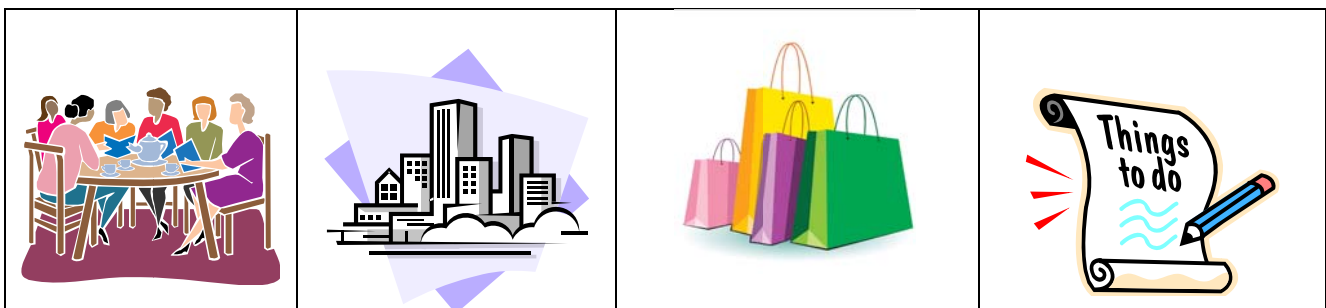
Outline of the Steps for Listing My Supports

Step 1: *What supports do I need to have to be successful and satisfied in my goal?*

- Supports are people, places, things, and activities that provide assistance or encouragement.
- Review the *Chart of Possible Supports* on page 152, and identify the type of setting that relates to your goal—living, learning, working, or socializing.
- Select some of the supports that are:
 - Required for your goal
 - Important to you to be successful and satisfied
 - Not on the chart, but that you think are important to include

Step 2: *Do I have the supports I need to help me to be successful and satisfied in my goal?*

- Check off whether you think these important supports are ones that you have or that need to be developed.



People

Places

Things

Activities

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports**Mike's Example of Listing My Supports**

Mike's Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: *What supports do I need to have to be successful and satisfied in my goal?*

Step 2: *Do I have the supports I need to help me to be successful and satisfied in my goal?*

	Supports for My Success and Satisfaction	Already Have	Need to Get
People:	<i>Pamela, Supported Living Counselor</i>	X	
	<i>Dr. Groves, Psychiatrist</i>	X	
Places:	<i>Drop-in Center</i>	X	
	<i>Recreation Center</i>		X
Things:	<i>S.S.I. Check (Supplemental Security Income)</i>	X	
	<i>SNAP Food Stamps (Supplemental Nutrition Assistance Program)</i>		X
	<i>Medication</i>	X	
	<i>Computer</i>		X
Activities:	<i>A.A. Meetings (Alcoholics Anonymous)</i>	X	
	<i>Evening and Weekend Social Activities</i>		X

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports**My Worksheets for Listing My Supports** (page 1 of 2)

Chart of Possible Supports (Add any important supports that are missing from this chart.)				
	People	Places	Things	Activities
Living	<ul style="list-style-type: none"> • Neighbors • Case Manager • Roommates • Peers • Home Health Aide • Doctors • Dentist 	<ul style="list-style-type: none"> • Grocery Store • Laundry • Pharmacy • Rec Center • Movie Theater • Hardware Store • Shopping Mall 	<ul style="list-style-type: none"> • T.V., Stereo • Computer • Bookshelves • Alarm Clock • Appliances • Dishes • Cleaning Supplies • Medications • Toiletries 	<ul style="list-style-type: none"> • Personal Assistance Servs. • Exercise Classes • Appointments • Cooking • Sports • Movies • Chores • Hobbies
Learning	<ul style="list-style-type: none"> • Teachers • Tutor • Classmates • Study Partner • Guidance Counselor 	<ul style="list-style-type: none"> • Library • Cafeteria • Study Room • Bookstore • Computer Lab • Career Center 	<ul style="list-style-type: none"> • Notebooks • Paper/Pens • Textbooks • Journals • Computer • Desk 	<ul style="list-style-type: none"> • Studying • Writing papers • Assignments • Study Groups
Working	<ul style="list-style-type: none"> • Supervisor • Coworkers • Peers • Job Coach 	<ul style="list-style-type: none"> • Cafeteria • Personal Space • Work Room • Meeting Room 	<ul style="list-style-type: none"> • Work Clothes • Paycheck • Water Fountain • Tools • Equipment 	<ul style="list-style-type: none"> • Breaks • Lunch with coworkers • Supervision • Meetings
Socializing	<ul style="list-style-type: none"> • Friends • Sports Opponent • Group Leader 	<ul style="list-style-type: none"> • Club • Fitness Center • Church • Movie Theater 	<ul style="list-style-type: none"> • Dues/Fees • Workout Clothes • Equipment • Party Clothes • Cell Phone 	<ul style="list-style-type: none"> • Parties • Outings • Sports Events • Movies

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports

My Worksheets for Listing My Supports (page 2 of 2)

Instructions: Copy your goal statement from the end of Choosing a Valued Role on page 121.

My Goal Statement:

Step 1: *What supports do I need to have to be successful and satisfied in my goal?*

Step 2: *Do I have the supports I need to help me to be successful and satisfied in my goal?*



Instructions: Review the chart on the previous page and identify the type of setting that relates to your goal—living, learning, working, or socializing. Select some of the supports that are required for your goal or are important to you to be successful and satisfied. Add any additional supports that are important to you but were not on the chart. Mark on the right which of these you already have and which of these you need to get.

Supports for My Success and Satisfaction		Already Have	Need to Get
People:			
Places:			
Things:			
Activities:			

5. Reviewing My Supports

5.2 Monitoring My Supports

5. Reviewing My Supports

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports

Outline of the Steps for Monitoring My Supports

Step 1: *How available are each of my important supports that I need?*

- Select the most important supports from your list
- Ask yourself:
 - Do I have the support now?
 - If yes, does the support meet my needs?
 - If not, does the support exist?
- Record results of your supports on the chart

Step 2: *How will I develop my most important supports?*

- Go out and get the support you need
- For supports that don't meet your needs,
 - Find out how they can be changed in some way
 - Find out about getting a different support
- For supports that don't exist, advocate for the creation of a new support

Step 3: *How will I ask for the supports I need?*

- Decide who could assist you
- Decide what to ask for specifically

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports**Mike's Example of Monitoring My Supports** (page 1 of 3)

Mike's Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: How available are each of my important supports that I need?

Important Supports for My Goal	Do I have this support now?		If yes, does the support meet my needs?		If I do not have the support, is it available?		If I do not have the support, does it exist?	
	Yes	No	Yes	No	Yes	No	Yes	No
<i>Pamela, Supported Living Counselor</i>	X			X				
<i>Dr. Groves, Psychiatrist</i>	X		X					
<i>Drop-In Center</i>	X		X					
<i>S.S.I. Check</i>	X		X					
<i>SNAP Food Stamps</i>		X			X			
<i>Medication</i>	X		X					
<i>Computer</i>		X			X			
<i>A.A. Meetings</i>	X		X					
<i>Evening and Weekend Activities</i>		X						X

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports

Mike’s Example of Monitoring My Supports (page 2 of 3)

Step 2: *How will I develop my most important supports?*

Supports that I Currently Have for my Goal
<i>Psychiatrist, Dr. Groves</i>
<i>Drop-In Center</i>
<i>S.S.I Check</i>
<i>Medications</i>
<i>A.A. Meetings</i>

Supports I Want to Develop	Go out and get this Support	Support needs to be Modified	I want a Different Support	Advocate for Creation of New Support
<i>SNAP Food Stamps</i>	X			
<i>Time with Supported Living Counselor, Pamela</i>		X		
<i>Computer</i>			X	
<i>Evening and Weekend Activities</i>				X

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports**Mike's Example of Monitoring My Supports** (page 3 of 3)**Step 3:** *How will I ask for the supports I need?*

Supports I Want to Develop	Who could assist me?	What will I ask for specifically?
<i>SNAP Food Stamps</i>	<i>Maggie, service provider</i>	<i>The food stamp application is complicated. Ask for help to apply for food stamps.</i>
<i>Time with Supported Living Counselor, Pamela</i>	<i>Maggie</i>	<i>I would like to meet with Pamela on a regular basis.</i>
<i>Computer</i>	<i>Maggie</i>	<i>Computers cost so much. Ask for financial assistance to buy one.</i>
<i>Evening and Weekend Activities</i>	<i>Ralph, residential program director</i>	<i>No evening or weekend activities exist. Ask if social activities could be created.</i>

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports

My Worksheets for Monitoring My Supports (page 1 of 4)

My Goal Statement:

Step 1: *How available are each of my important supports that I need?*



Instructions: In the left column, copy the supports you listed on page 153. Mark in the columns on the right answering the questions for each of your supports.

Important Supports for My Goal	Do I have this support now?		If yes, does the support meet my needs?		If I do not have the support, is it available?		If I do not have the support, does it exist?	
	Yes	No	Yes	No	Yes	No	Yes	No

REVIEWING MY SUPPORTS: Listing My Supports, **Monitoring My Supports**

My Worksheets for Monitoring My Supports (page 2 of 4)

Step 2: *How will I develop my most important supports?*



Instructions: List below the supports you listed on the previous page that you already have now, which will help you to achieve your goal.

Supports that I Currently Have for my Goal

REVIEWING MY SUPPORTS: Listing My Supports, Monitoring My Supports



Summary: You have just completed Section 5: Reviewing My Supports, and you have listed the supports that you have and need to achieve your goal.

Next, you may choose to proceed to:

- Section 6: Developing My Skills, if you did not work on this section yet and you want to start developing the skills you need to improve,

OR

- Section 7: Developing My Supports, if you want to continue working with your supports and start developing the supports you need.

Self-Directed Psychiatric Rehabilitation Activities:

6. Developing My Skills

Adapted from: Cohen, M., Danley, K., & Nemec, P. (1985, 2007). *Psychiatric rehabilitation training technology: Direct skills teaching*. Boston: Boston University, Center for Psychiatric Rehabilitation.

and

Farkas, M. D., McNamara, S., & Nemec, P. (2004). *Psychiatric rehabilitation outline: Major questions answered by each element*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA

Overview of Developing My Skills

Developing My Skills is improving your skills so that you can be successful and satisfied in the setting where you intend to live, learn, work, or socialize. Developing My Skills helps you to build your skills and confidence.

Developing My Skills usually is done after you have completed Section 4: Assessing My Skills, where you assessed the skills you needed to be successful in your goal. At the end of that section, you decided which of your skills are strengths and which ones you need to improve or learn.

You may have selected one of these two options:

6.1 Learning Skills by learning how to do the skill by yourself or by asking someone to teach you.

6.2 Creating a Plan for Using My Skills by figuring out what's getting in the way of using your skills as needed and some steps that will help you to overcome these barriers. You may want to try this on your own, or you may want to talk about this with somebody.

On the following pages, each part of Developing My Skills has:

- **an outline of the steps** that tells how to do each part
- **examples** that are shaded in gray show how the worksheets are to be completed
- **blank worksheets** so that you can use to develop your own skills

Use the outlines of the steps and/or the examples to help you to complete the blank worksheets for your own skill development.

6. Developing My Skills

6.1 Learning Skills

6. Developing My Skills

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

For the skills that you decided that you need to learn from page 144, follow the steps below. Pick one skill to work on at a time. You may choose to learn these skills on your own or with assistance from a service provider, a support person, a peer, or a teacher.

Outline of the Steps for Learning Skills

Step 1: *What do I need to know about the skill?*

- Learn the important information about the skill from books, the Internet, or someone who knows how to do the skill very well. Find out:
 - What it means
 - Why it's important
 - When to do it
 - How to do it

Step 2: *How will I find examples of the skill being done well?*

- Learn by seeing examples of the skill, such as:
 - Pictures of the skill completed, such as a photograph in a recipe book
 - Completed documents, such as a sample of a filled-out monthly planner or a schedule of chores
 - Demonstrations of the skill, such as a video or watching someone perform the skill

Step 3: *How will I arrange to practice the skill?*

- Learn by practicing the skill by yourself or with someone else
 - Fill out a chart, calendar, or write a list, if it's a skill to do on paper
 - Do a role-play with someone, if it's a skill that involves another person
 - Perform the actions, if it's a physical skill like washing dishes or vacuuming

Step 4: *How has my skill use improved?*

- Monitor your use of the skill again. Decide if your new knowledge about the skill has increased your ability to use it so that you are (or will be) successful in your goal.

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

Mike's Example of Learning Skills (page 1 of 7)

Mike's Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: *What do I need to know about the skill?*

Step 2: *How will I find examples of the skill being done well?*

Step 3: *How will I arrange to practice the skill?*

Step 4: *How has my skill use improved?*

On the following five pages is an example of a lesson plan for the skill of Expressing Feelings, which was one of the skills that Mike Smith decided that he needed to learn how to do to be successful in his goal of living as a resident in the Northwest Apartment Program in Worcester by next January.

Mike's service provider, Maggie, gave him this lesson plan so that he could teach himself how to effectively express his feelings in his residence.

The lesson plan for Expressing Feelings was adapted from:

Cohen, M., Danley, K., & Nemec, P. (1985, 2007). *Psychiatric rehabilitation training technology: Direct skills teaching*. Boston: Boston University, Center for Psychiatric Rehabilitation.

and from:

BCPR Consulting, Inc. (McNamara, S., Nemec, P.B., & Forbess, R., eds.). (2002). *Psychiatric rehabilitation practitioner tools: Achieving valued roles (Compendium version)*. Boston: Boston University, Center for Psychiatric Rehabilitation.

Mike's Example of Important Information about the Skill of: Expressing Feelings

What it means: Expressing feelings means I say how I feel and why I feel that way. Expressing feelings puts my emotions into words.

Why it's important: If I express my feelings, then I will have told other people what's going on for me emotionally.

When to do it: I will express my feelings when something happens that stirs up emotions inside of me. Sometimes I will feel this in different ways.

- I may have strong physical reactions, such as sweats, stomachaches, dizziness, headaches, chills.
- I may feel very strong moods and extreme emotions.
- I may think about what happened and dwell on it for a long time.

How to do it:

- 1. Review what happened when I felt this way.**
 - Who was involved?
 - What was said or done to me?
- 2. Figure out how I feel.**
 - Choose a word that matches the type of feeling, such as:
 - Happy, Sad, Angry, Scared, Confused, Strong, Weak
 - Choose a word that matches the strength of my feeling
 - High, Medium, or Low level, For example:

	Happy	Sad	Angry
High	Thrilled	Depressed	Furious
Medium	Glad	Hurt	Mad
Low	Pleased	Down	Annoyed

A large feeling word chart may be found on the next page.

- 3. Decide on the best time to express my feelings.**
 - Am I feeling ready to share my feelings?
 - Are other people around? Do I need privacy?
 - Will the other person listen to my feelings?
- 4. State my feelings to the other person.**
 - In a sentence that says how I feel and why.
 - State my feelings in a calm tone of voice.

Mike's Example of a Feeling Word Chart

Happy	Sad	Angry	Scared	Confused	Strong	Weak
Amused	Blue	Aggravated	Afraid	Anxious	Able	Deflated
Blissful	Crushed	Agitated	Alarmed	Baffled	Aggressive	Defenseless
Bubbly	Dejected	Annoyed	Apprehensive	Bewildered	Assured	Deficient
Cheerful	Despondent	Burned up	Distrustful	Dazed	Bold	Exhausted
Content	Depressed	Cross	Fearful	Disconcerted	Brave	Exposed
Delighted	Disappointed	Disgruntled	Frightened	Dismayed	Capable	Feeble
Ecstatic	Disenchanted	Disgusted	Horrified	Disorganized	Confident	Fragile
Elated	Distressed	Distraught	Intimidated	Disoriented	Consistent	Helpless
Excited	Disturbed	Enraged	Jumpy	Flabbergasted	Courageous	Ill
Exuberant	Down	Exasperated	Leery	Flustered	Determined	Inadequate
Fine	Dreary	Fed up	Meek	Foggy	Durable	Incapable
Fortunate	Gloomy	Furious	Nervous	Forgetful	Energetic	Inconsistent
Giddy	Glum	Hateful	Panicky	Jumbled	Firm	Ineffective
Glad	Grave	Hostile	Petrified	Lost	Forceful	Inferior
Great	Hopeless	Incensed	Rattled	Mistaken	Formidable	Insecure
Joyful	Hurt	Indignant	Shaky	Misunderstood	Healthy	Lethargic
Lucky	Lonely	Infuriated	Shy	Mixed up	Independent	Powerless
Marvelous	Melancholy	Irate	Startled	Muddled	Indestructible	Run-down
Overjoyed	Miserable	Irked	Stunned	Out-of-it	Invincible	Shy
Peaceful	Moody	Irritated	Terrified	Perplexed	Mighty	Submissive
Pleased	Mournful	Livid	Terrorized	Puzzled	Positive	Timid
Proud	Pitiful	Mad	Threatened	Scatterbrained	Powerful	Unable
Satisfied	Remorseful	Miffed	Tormented	Surprised	Productive	Unconvincing
Thankful	Somber	Outraged	Uneasy	Trapped	Reliable	Unstable
Thrilled	Sorrowful	Perturbed	Unsure	Uncertain	Secure	Unsure
Up	Sorry	Provoked	Worried	Undecided	Solid	Useless
Wonderful	Terrible	Revengeful		Unsettled	Super	Vulnerable
	Unhappy	Spiteful		Unsure	Vibrant	Wavering
	Unloved			Vague		Wishy-washy
	Unwanted					Wobbly
	Upset					Worn out

Adapted from: Carkhuff, R. (1993). *The art of helping VII*. Amherst, MA: Human Resource Development Press.

Mike's Example of How To Express Feelings

1. Review what happened to cause my feelings.



Penelope thinks:

- *Who was involved? Patty*
- *What was said or done to me? She made fun of my new haircut in front of everybody in the lunchroom.*

2. Figure out how I feel.

Penelope thinks:

- *What is the feeling word type? Angry*
- *What is the strength of my feeling? Medium*
- *What is the feeling word? Mad*

3. Decide on if and when to express my feelings.

Penelope thinks:

- *I want to share my feelings to Patty because I'm sick of her teasing me.*
- *I am ready to share my feelings now.*
- *No one else is around right now.*
- *I'm not sure if Patty will listen to my feelings, but it's worth a try.*

4. State my feelings to the other person.

Penelope says in a calm tone of voice: "Patty, I feel mad at you because you made fun of my new haircut in front of everybody in the lunchroom."



Mike's Practice for How To Express Feelings	
Directions:	Read the following situation, and answer the questions below as if you were Sam.
Situation:	Sam and Ronnie are roommates in a group home. Sam walked into their room and found Ronnie going through his desk drawer where he keeps an envelope of money he's trying to save. Sam discovered that \$20 was missing.
1. Review what happened to cause Sam's feelings.	
	<ul style="list-style-type: none"> Who was involved? <i>Ronnie, my roommate.</i> What was said or done to me? <i>\$20 was missing from my envelope of money in my desk, and I saw Ronnie going through my desk drawer.</i>
2. Figure out how I would feel, if I was Sam.	
	<ul style="list-style-type: none"> What is the feeling word type? (Happy, Sad, <u>Angry</u>, Scared, Confused, Strong, or Weak) What is the strength of my feeling? (<u>High</u>, Medium, or Low) What is the feeling word? <i>Furious because I think that Ronnie took my \$20!</i>
3. Decide on if and when to express my feelings.	
	<ul style="list-style-type: none"> Am I feeling ready to share my feelings? <i>Yes.</i> Are other people around? Do I need privacy? <i>I'll tell Ronnie privately in our room.</i> Will the other person listen to my feelings? <i>I'm not sure if Ronnie will listen.</i>
4. State my feelings to the other person, Ronnie.	
	<ul style="list-style-type: none"> Write a sentence that says how I feel and why. Practice stating my feelings in a calm tone of voice.
<i>Ronnie, I saw you going through my desk drawer, and I discovered that \$20 was missing from my envelope. I feel furious because that was my money I am trying to save.</i>	

Mike's Additional Practice for How To Express Feelings	
Directions: Write down a situation that happened recently that stirred up your feelings. Then follow the steps of the skill.	
1. Review what happened to cause my feelings.	
<ul style="list-style-type: none"> Who was involved? <i>Roger, my roommate at the group home.</i> 	
<ul style="list-style-type: none"> What was said or done to me? <i>Roger is in charge of the chore chart in the house, and he always assigns me the tough chores, like defrosting the refrigerator and cleaning the oven.</i> 	
2. Figure out how I feel.	
<ul style="list-style-type: none"> What is the feeling word type? (Happy, Sad, <u>Angry</u>, Scared, Confused, Strong, or Weak) 	
<ul style="list-style-type: none"> What is the strength of my feeling? (High, <u>Medium</u>, or Low) 	
<ul style="list-style-type: none"> What is the feeling word? <i>Annoyed</i> 	
3. Decide on if and when to express my feelings.	
<ul style="list-style-type: none"> Am I feeling ready to share my feelings? <i>Yes.</i> 	
<ul style="list-style-type: none"> Are other people around? Do I need privacy? <i>I want to bring it up at the house meeting.</i> 	
<ul style="list-style-type: none"> Will the other person listen to my feelings? <i>Maybe Roger will listen since other people will be hearing what I have to say, too.</i> 	
4. State my feelings to the other person.	
<ul style="list-style-type: none"> Write a sentence that says how I feel and why. Practice stating my feelings in a calm tone of voice. 	
<p><i>Ronnie, I'd like to talk about the house chore list. I've noticed that you always assign me the tough chores, like defrosting the refrigerator and cleaning the oven. I feel annoyed because I don't think I should be the only one responsible for those tough tasks.</i></p>	

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use**Mike's Example of Learning Skills** (page 7 of 7)**Step 4:** *How has my skill use improved?*

Skill: <i>Expressing Feelings means I state my feelings to the other residents when they tease me at the group home.</i>			
Date I Needed to Use the Skill	Did I Use the Skill?		Reasons
	Yes	No	
3/1	X		<i>I was geared up for this and actually said something</i>
3/3		X	<i>I sat there and didn't say a word</i>
3/4		X	<i>I yelled and was asked to leave the group</i>
3/5	X		<i>I said something to Clara when she yelled at me, but I don't think she really heard me. But I have more confidence to try it again.</i>
3/7	X		<i>I'm getting better at it, with some practice. I took Randy aside and told him I didn't like it when he took my leftovers out of the fridge. He said he was sorry.</i>
Results: <i>I have improved my use of my skill, Expressing Feelings, but not as often as needed. I'd like to create a plan to use this skill more often.</i>			

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

My Worksheets for Learning Skills (page 1 of 5)

My Goal Statement:

Step 1: *What do I need to know about the skill?*



Instructions: Pick a skill that you wanted to learn from page 144. Learn about the skill from books, the Internet, or someone who knows how to do the skill. Write down the key info below.

Important Information about the Skill of:
What it means:
Why it's important:
When to do it:

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

My Worksheets for Learning Skills (page 5 of 5)

Step 4: *How has my skill use improved?*



Instructions: In the top row, list the skill that you just learned. Write the skill definition that you wrote before on page 141. Monitor your use of the skill over 2-4 weeks, indicating the dates when you think you needed to use this skill. Then check (√) Yes or No for use of the skill, and write in why you did or did not use the skill in the right column.

Skill:			
Date I Needed to Use the Skill	Did I Use Skill?		Reasons
	Yes	No	
Results:			



Instructions: If you were unable to use the skill as often as needed, then you may need to create a plan (starting on the next page) to use the skill more frequently.

6. Developing My Skills

6.2 Creating a Plan for Using My Skills

6. Developing My Skills

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

If you decided that you would like a plan on page 144 for using a skill as much as you need to or when, where, and with whom you need to use it; follow the steps below to increase your use of that skill. Pick one skill to work on at a time.

Outline of the Steps for Creating a Plan for Using My Skills

Step 1: *What is getting in the way of my using the skill as needed?*

- Think about what is stopping you from using the skill. Is it something:
 - You don't know
 - You don't have
 - You don't plan ahead for
 - You don't feel confident to do

Step 2: *What steps can I take?*

- Think about what kinds of steps that could help, such as:
 - If you don't know something, then you could learn about it
 - If you don't have something, then you could get it
 - If you don't plan ahead for it, then you could start planning for it
 - If you don't feel confident to do it, then you could practice it

Step 3: *What might help me to follow my plan to use the skill?*

- Choose which steps to work on first
- Decide if you need a date to remind you to start or complete the steps
- Decide if you need a way to track your use of the steps
- Decide if you need any extra reasons or incentives to follow the steps or complete the plan, like a reward of some kind

Step 4: *How has my skill use improved?*

- Monitor your use of the skill again. Decide if your plan has increased your ability to use the skill so that you are (or will be) successful in your goal.

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use**Mike's Example of Creating a Plan for Using His Skills** (page 1 of 3)

Mike's Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: *What is getting in the way of my using the skill as needed?*

Step 2: *What steps can I take?*

Skill: *Expressing Feelings = means I state my feelings to the other residents when they tease me at the group home.*

What Gets in My Way of Using the Skill	Reasons	Steps I Can Take
<i>I have a hard time putting my feelings into words and I blow up or walk out instead.</i>	<i>I don't know what to say</i>	<i>Learn new feeling words</i>
<i>My timing is off. I always seem to blurt out my feelings.</i>	<i>I don't plan ahead of time what to say.</i>	<i>Think about if and when I want to share my feelings.</i>
<i>I don't feel comfortable expressing my feelings to certain people here.</i>	<i>I don't feel confident expressing my feelings.</i>	<i>Practice expressing my feelings with different people.</i>
<i>At the group home, I have no privacy. I blow up in front of everybody.</i>	<i>I don't have a place to go cool off when I'm upset.</i>	<i>Find a private space to collect my thoughts.</i>

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use**Mike's Example of Creating a Plan for Using His Skills** (page 2 of 3)**Step 3:** *What might help me to follow my plan to use the skill?*

Skill: <i>Expressing Feelings = means I state my feelings to the other residents when they tease me at the group home.</i>	
Steps to Encourage My Use of the Skill	Tracking My Steps
1. <i>Find a private space to collect thoughts. Talk to staff and other residents about a space.</i>	When: <i>as soon as possible</i> How: <i>show space to Maggie</i> Reward: <i>none needed</i>
2. <i>Identify new feeling words and write down in a chart.</i> <ul style="list-style-type: none"> • <i>Read books about feelings</i> • <i>Find out from other people how they say what they feel</i> 	When: <i>by end of this week</i> How: <i>show feeling chart to Maggie</i> Reward: <i>none needed</i>
3. <i>Think about if and when to share feelings.</i> <ul style="list-style-type: none"> • <i>Think about past situations</i> • <i>Think about timing and circumstances of when to share feelings</i> • <i>Think about my tone of voice and choice of words</i> 	When: <i>next week</i> How: <i>discuss with Maggie</i> Reward: <i>none needed</i>
4. <i>Practice expressing feelings with different people (Maggie, Terry—group home counselor, Roger—roommate)</i>	When: <i>by end of next week</i> How: <i>discuss with Maggie</i> Reward: <i>go out for coffee</i>

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use**Mike's Example of Creating a Plan for Using His Skills** (page 3 of 3)**Step 4:** *How has my skill use improved?*

Skill: <i>Expressing Feelings means I state my feelings to the other residents when they tease me at the group home.</i>			
Date I Needed to Use the Skill	Did I Use the Skill?		Comments
	Yes	No	
4/11	X		<i>Since we had just made the plan, I went ahead and said something to Roger when he said something.</i>
4/12		X	<i>I sat there and didn't say a word. I think I got intimidated again.</i>
4/14	X		<i>I practiced with Maggie and with my mom, and so when Celia said something, I told her how it made me feel.</i>
4/15	X		<i>It went well with Celia, so I told Brittney that I felt hurt when she made fun of something I did.</i>
4/16	X		<i>This is getting easier, but it's still hard. I told Chuy that I didn't like it when he said that I'm no good at cooking.</i>
Results: <i>I really have gotten better at Expressing Feelings, but I'm not quite using this skill as often as I need it. I think I will to create a plan to increase my use of the skill even more frequently, especially because I think it's working for me.</i>			

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

My Worksheets for Creating a Plan for Using My Skills (page 1 of 3)

My Goal Statement:

Step 1: *What is getting in the way of my using the skill as needed?*

Step 2: *What steps can I take?*



Instructions: Pick a skill that you want a plan for from page 144. Write your skill name and definition in the top row. In the columns below, record what you think is getting in your way of using the skill, as well as the reason. Consider whether it is something you don't know, don't have, don't plan ahead for, or don't feel confident about. List steps you can take, and consider what you could research, gather, plan, or practice.

Skill:		
What Gets in My Way of Using the Skill	Reasons	Steps I Can Take

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

My Worksheets for Creating a Plan for Using My Skills (page 2 of 3)

Step 3: *What might help me to follow my plan to use the skill?*



Instructions: Copy your skill name and definition in the top row. In the left column, list the steps from the previous page and add any substeps, if needed. In the right row, decide when and how to track the step, and whether you will reward yourself for taking that step.

Skill:	
Steps to Encourage My Use of the Skill	Tracking My Steps
1.	When: How: Reward:
2.	When: How: Reward:
3.	When: How: Reward:
4.	When: How: Reward:
5.	When: How: Reward:

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use

My Worksheets for Creating a Plan for Using My Skills (page 3 of 3)

Step 4: *How has my skill use improved?*



Instructions: Copy your skill name and definition from the previous page in the top row. Monitor your use of the skill over 2-4 weeks, indicating the dates when you think you needed to use this skill. Then check (✓) Yes or No for use of the skill, and write in why you did or did not use the skill in the right column.

Skill:			
Date I Needed to Use the Skill	Did I Use Skill?		Comments
	Yes	No	
Results:			



Instructions: If you were unable to use the skill as often as you need it, then you may need to recycle or revise your plan to use the skill more frequently.

DEVELOPING MY SKILLS: Learning Skills, Creating a Plan for Skill Use



Summary: You have just completed Section 6: Developing My Skills, and you have learned new skills and created plans to improve the skills you need to achieve your goal.

Next, you may choose to proceed to:

- Section 5: Reviewing My Supports, if you did not work on this section yet and if you want to start thinking about what supports you now have or need to achieve your goal,

OR

- Section 7: Developing My Supports, if you completed Section 5 and you want to start developing the supports you need.

Self-Directed Psychiatric Rehabilitation Activities:

7. Developing My Supports

Adapted from: Cohen, M., Nemec, P., Farkas, M., & Forbess, R. (1998, 2010). *Training technology: Case management*. Boston: Boston University Center for Psychiatric Rehabilitation.

and

Farkas, M. D., McNamara, S., & Nemec, P. (2004). *Psychiatric rehabilitation outline: Major questions answered by each element*. Unpublished manuscript, Center for Psychiatric Rehabilitation, Boston University, Boston, MA

Overview of Developing My Supports

Developing My Supports is increasing the people, places, things, and activities you want and need so that you can be successful and satisfied in your goal setting where you intend to live, learn, work, or socialize.

Developing My Supports usually is done after you have completed Section 5: Reviewing My Supports, where you reviewed the supports you needed for your goal. At the end of that section, you decided which of the supports you already have and which ones you need to develop.

For the supports that you want to develop, you may want to:

7.1 Plan to Get Available Supports, which is figuring out how to get supports that you do not have now, but that you need in order to be successful and satisfied in your goal.

7.2 Advocate for the Supports to be Changed is getting and negotiating for the supports you want and need, but are not immediately available, in order to achieve your goal.

On the following pages, each part for Developing My Supports has:

- **an outline of the steps** that tells how to do each part
- **examples** shaded in gray that show how the worksheets are to be completed
- **blank worksheets** so that you can develop your own supports on paper

Use the outlines of the steps and/or the examples to complete the blank worksheets for your own support development.

7. Developing My Supports

7.1 Planning to Get Available Supports

7. Developing My Supports

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, Advocating for Support Changes

For the supports that you identified as available on page 159, follow the steps below to go out and get them for yourself.

Outline of the Steps for Planning to Get Available Supports

Step 1: *How can I get the supports I need?*

- Find out where you can get the supports you want and need
- Find out who could assist you to get the supports, if needed
- Complete any needed forms, documents, or applications

Step 2: *What barriers are in the way of my getting the supports I want and need?*

- Identify any barriers that are stopping you from getting the support
- Identify what kinds of steps that could remove the barriers
- Monitor your progress with the steps



DEVELOPING MY SUPPORTS: Plan to Get Available Supports, Advocating for Support Changes

Mike’s Example of Planning to Get Available Supports

Mike’s Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: *How can I get the supports I want and need?*

Support Needed	Where to Get Support	Who Could Assist Me	Forms, Documents, or Applications Needed
<i>SNAP Food stamps</i>	<i>Dept. of Transitional Assistance in MA</i>	<i>Worcester Community Action Council</i>	<i>SNAP applications are at DTA office, can be downloaded, or completed online.</i>

Step 2: *What barriers are in the way of my getting the supports I want and need?*

Support Needed	What Barriers are Getting in My Way?	Steps to Overcome Barriers	Steps Completed?
<i>SNAP Food stamps</i>	<i>I don’t have a ride to get to DTA office to complete application.</i>	<i>Will ask Maggie to give me a ride to DTA office.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Result: <u><i>Got a ride and picked up the application.</i></u>
	<i>I don’t have a computer to download or complete the application online.</i>	<i>Use a computer at the library to download and print a copy of the application.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Result: <u><i>Online application not needed since I got the paper application.</i></u>
	<i>I don’t know how to answer all questions on the application.</i>	<i>Ask Maggie to help me answer questions.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Result: <u><i>Maggie met with me to complete application.</i></u>

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, Advocating for Support Changes

My Worksheets for Planning to Get Available Supports (page 1 of 2)

My Goal Statement:

Step 1: *How can I get the supports I want and need?*



Instructions: List the supports you want to develop from page 161. Research where to find the support: read about it or ask others about their experiences. Decide if you want help to access the support, and detail any documentation, forms or applications that need to be completed.

Type of Support	Where to Get Support	Who Could Assist Me	Forms, Documents, or Applications needed

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, Advocating for Support Changes

My Worksheets for Planning to Get Available Supports (page 2 of 2)

Step 2: *What barriers are in the way of my getting the supports I want and need?*



Instructions: Make a copy of the worksheet for each support that you needed to get from the previous page. List any barriers that are in your way of getting the support and any steps that could overcome the barriers. Record whether you completed the steps and the results.

Support Needed	What Barriers are Getting in My Way?	Steps to Overcome Barriers	Steps Completed?
			<input type="checkbox"/> Yes <input type="checkbox"/> No Result: _____ _____
			<input type="checkbox"/> Yes <input type="checkbox"/> No Result: _____ _____
			<input type="checkbox"/> Yes <input type="checkbox"/> No Result: _____ _____
			<input type="checkbox"/> Yes <input type="checkbox"/> No Result: _____ _____

7. Developing My Supports

7.2 Advocating for Support Changes

7. Developing My Supports

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

For the supports that you identified on page 159 that do not meet your needs and/or that do not exist, follow the steps below so that you can advocate for these needed support changes.

Outline of the Steps for Advocating for Support Changes

Step 1: *How can I identify what support changes are needed?*

- Decide if you need:
 - Modifications to a support you have now
 - A different support from what you have now
 - A support that does not currently exist

Step 2: *How can I get supports modified to meet my needs?*

- Identify which needs are not being met
- Brainstorm possible ways in which the support could be changed to meet your needs
- Request the support modifications
- Monitor the results of your requests

Step 3: *How can I get a different support to better suit my current needs?*

- Identify your preferences for a better match
- Research possible options
- Decide which option(s) best meet your needs now

Step 4: *How can I advocate for the creation of a support that I need, but does not exist?*

- Specify exactly what you would like to have created
- Find out if others need the same support created because there may be strength in numbers
- Find out who is responsible to make it happen
- State your request
- Make an agreement with whoever is responsible for creating the support

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, Advocating for Support Changes

Mike’s Example of Advocating for Support Changes (page 1 of 3)

Goal Statement: *I intend to live as a resident in the Northwest Apartment Program in Worcester by next January.*

Step 1: *How can I identify what support changes are needed?*

Supports Needed	I need Modifications to this Support	I need a Different Support	I need a Support that Doesn’t Exist
<i>Supported Living Counselor, Pamela</i>	<i>I don’t have enough time with Pamela</i>		
<i>Computer</i>		<i>I need to figure out how to get enough \$\$ to get one or have access to one</i>	
<i>Evening & Weekend Activities</i>			<i>I’d like to find out if we could have evening & weekend activities created</i>

Step 2: *How can I get supports modified to meet my needs?*

Support to be Modified	Which Needs are not being met?	How could the Support be Changed?	How will I request the Modifications?	Results of My Request
<i>Supported Living Counselor</i>	<i>I don’t have enough time with Pamela</i>	<i>Request more time with Pamela</i>	<i>I will ask Pamela if we can have regular meeting times</i>	<i>Pam agreed to meet with me on Fridays at 1:00.</i>

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

Mike’s Example of Advocating for Support Changes (page 2 of 3)

Step 3: *How can I get a different support that may better suit my current needs?*

Support that is NOT Meeting my Needs	My Preferences for a Better Match	What are Different Support Options?	Which Option Best Meets my Needs?
<i>Computer: I don’t have regular access to one right now.</i>	<i>My own computer</i>	<i>Find funding to buy new computer for myself</i>	<i>I asked around, and there may be some \$\$ through Voc Rehab, if I want to go to work, which I’m not sure about yet.</i>
	<i>Use a computer that’s available daytime and evenings</i>	<i>See if the library has one</i>	<i>The library has computers available during daily hours: 9am – 9pm, and there are people there to both keep the computer updated and to offer assistance. MY BEST OPTION!</i>
	<i>Borrow a computer</i>	<i>See if I can use one in Pamela’s office</i>	<i>Pamela said that policy didn’t allow her to share her computer.</i>
		<i>See if I can use the laptop at the Drop-In Center</i>	<i>Drop-In Center doesn’t lend out the laptop, and the Center is not on a bus line so it’s hard for me to get there.</i>

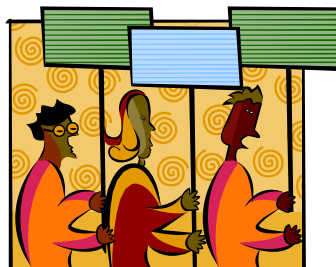
DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

Mike’s Example of Advocating for Support Changes (page 3 of 3)

Step 4: How can I advocate for the creation of a support that I need, but does not exist?

Support that Needs to be Created	Specify What is Needed or Wanted	Do Others Need this Support too?	Who is Responsible?
<i>Evening & Weekend Activities</i>	<i>Create a social activities fund for group home members to use for community events and activities.</i>	<i>I’ve talked around, and everyone is excited about it. People are always talking about how bored they are.</i>	<i>Jack Jones, social program director for community activities at the agency, is someone who might be able to make this happen, if he agrees.</i>

How will I Ask for this Support to be Created	What We Agreed to Do
<i>I am planning to tell Jack that people in the house are telling me that they are bored with no social activities, and that everyone would benefit from having more to do. I’ll tell him that there are activities in the community, but many of them cost money and most of us can’t afford them.</i>	<i>Jack said that he thought it was a creative idea, and he promised to go over the budget and try to find some funds for social activities for us, and he agreed to talk again with me next Friday.</i>



DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

My Worksheets for Advocating for Support Changes (page 1 of 5)

My Goal Statement:

Step 1: *How can I identify what support changes are needed?*



Instructions: Record the supports you need from page 159 and identify type of changes you need under the columns.

Supports Needed	I need Modifications to this Support	I need a Different Support	I need a Support that Doesn't Exist

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

My Worksheets for Advocating for Support Changes (page 2 of 5)

Step 2: *How can I get supports modified to meet my needs?*



Instructions: List the supports you identified that need to be modified from the previous page. Identify how the support is not meeting your needs and how it could be changed. Plan how you would request the modifications and record the results of your request.

Support to be Modified	Which Needs are not being met?	How could the Support be Changed?	How will I request the Modifications?	Results of My Request

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

My Worksheets for Advocating for Support Changes (page 3 of 5)

Step 3: *How can I get a different support that may better suit my current needs?*



Instructions: List the supports you identified from page 203 that you’d like to be different from what you have now. Identify your preferences for a better match and possible new support options. Decide which option best meets your needs.

Support that is NOT Meeting my Needs	My Preferences for a Better Match	Possible New Support Options	Which Option Best Meets my Needs?

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

My Worksheets for Advocating for Support Changes (page 4 of 5)

Step 4: *How can I advocate for the creation of a support that I need, but does not exist?*



Instructions: List the supports on the left-hand column that you identified on page 203 that do not exist and you want created. In the remaining columns, specify the details for what needs to be created and by whom.

Support that Needs to be Created	Specify What is Needed or Wanted	Do Others need this Support too?	Who is responsible?

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, **Advocating for Support Changes**

My Worksheets for Advocating for Support Changes (page 5 of 5)

Step 4: *How can I advocate for the creation of a support that I need, but that does not exist?*
(continued)



Instructions: Record how you will ask for the supports to be created and what everyone agreed to do.

How will I Ask for this Support to be Created	What We Agreed to Do

DEVELOPING MY SUPPORTS: Plan to Get Available Supports, Advocating for Support Changes



Summary: You have just completed Section 7: Developing My Supports, and you have acquired, modified, or created new supports you need to achieve your goal.

Next, you may choose to proceed to:

- Section 4: Assessing My Skills, if you did not work on this section yet and if you want to start thinking about what skills you can do or need to improve to achieve your goal,

OR

- Section 6: Developing My Skills, if you completed Section 4 and you want to start developing the skills you need,

OR

- You may recycle any of the skill or support sections, if you'd like,

OR

- You may be finished with all of the sections, and you are well on your way to achieving your goal—CONGRATULATIONS!

Self-Directed Psychiatric Rehabilitation Activities

Conclusion

Summary

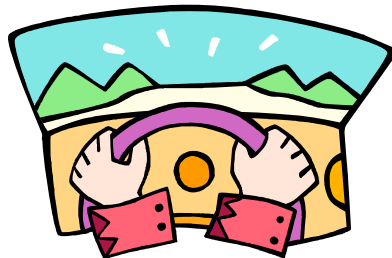
After completing some or all of the parts of the *Self-Directed Psychiatric Rehabilitation Activities*, you have read overviews and outlines of the various steps of the process; seen examples for Mike Smith, who worked on his living situation; and used the worksheets for your own circumstances.

By the end, you have assessed and developed your own readiness for proceeding; chosen a valued role in a setting to live, learn, work, or socialize; assessed and developed your skills and supports in order to be satisfied and successful in your goal setting.

You may have worked alone with this process, with a person who supports you, and/or with a group of peers. Regardless, you have made your own decisions about your residential, educational, vocational, or social situations for your future.

Because this process may be recycled whenever you want to change your existing situation or to explore a goal in a different area of your life, keep the worksheets that you have completed in a 3-ring binder or folder. This way you can review your past work and not have to reinvent the wheel the next time you go through this process. Remember, you are the driver!

Best wishes as you continue to grow and to work on your skills and supports for your future goals.



Background and Development of the Psychiatric Rehabilitation Activities

William Anthony, recently retired executive director of Boston University's Center for Psychiatric Rehabilitation, has been writing about psychiatric rehabilitation since 1972 (Anthony, Buell, Sharratt, & Althoff, 1972). He has developed and promoted the psychiatric rehabilitation approach for nearly four decades. Anthony co-authored a series of books about the skills of the psychiatric rehabilitation process (Anthony, Cohen, & Pierce, 1979) and later wrote three textbooks about the psychiatric rehabilitation approach, philosophy, and principles (Anthony, 1979; Anthony, Cohen, & Farkas, 1990; Anthony, Cohen, Farkas, & Gagne, 2002).

The psychiatric rehabilitation training technology grew from Anthony's original writings; and it was developed, piloted, and researched over the years, resulting in a series of training technology packages describing the main components of the process: rehabilitation readiness; overall rehabilitation goal; functional assessment; and direct skills teaching (Cohen, Danley, & Nemec, 1985, 2007; Cohen, Farkas, & Cohen, 1986, 2007; Cohen, Farkas, Cohen, & Unger, 1991, 2007; Cohen, Farkas, McNamara, Nemec, & Cohen, 2000; Cohen, Forbess, & Farkas, 2000; Cohen, Nemec, & Farkas, 2000). These training packages have been used for training students in academic courses as well as practitioners in a variety of mental health agencies in the U.S. and internationally.

Recently, a *Primer on the Psychiatric Rehabilitation Process* (Anthony, & Farkas, 2009) was written as a refresher of the background and skills of psychiatric rehabilitation in order to improve the implementation, practice, and study of psychiatric rehabilitation. Information about tracking and recording the process was included in an effort to install valuable programmatic structures and to improve psychiatric rehabilitation utilization.

Throughout the years, the core values, principles, and philosophy of psychiatric rehabilitation have remained constant, like a steady course in the mental health field. As a result of extensive research, training, and practice in the skills of psychiatric rehabilitation and implementing the approach in so many different types of facilities, some of the skills of the process have been modified—some expanded, some simplified, and some eliminated.

People with lived experience of psychiatric disabilities are the focus of this latest resource. Both the research and the lived experience of people who utilize mental health services speak to the need for and utility of self-directed activities. Many articles have been written about self-directed mental health services and person-directed care in the past several years since the concept was re-emphasized in the *New Freedom Commission on Mental Health* report in 2003. At the same time, people with lived experience have demanded to be not only a partner with service providers, but the senior decision-maker in every aspect of their lives. As part of the evolution of the development of the resources available for the psychiatric rehabilitation approach, the *Self-Directed Psychiatric Rehabilitation Activities* is available to those who want to direct their own rehabilitation. We celebrate and support your vision.

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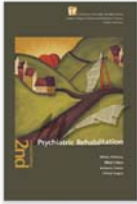
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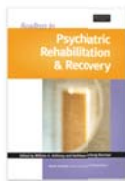
Books



Psychiatric Rehabilitation, Second edition

William A. Anthony, Mikal R. Cohen, Marianne D. Farkas, and Cheryl Gagne

<http://www.bu.edu/cpr/products/books/titles/psychrehab.html>



Readings in Psychiatric Rehabilitation & Recovery

William A. Anthony and Kathleen Furlong-Norman

<http://www.bu.edu/cpr/products/books/titles/readingspr-rec.html>



Introduction to Rehabilitation Readiness

Marianne Farkas, Anne Sullivan Soydan, and Cheryl Gagne

<http://www.bu.edu/cpr/products/books/titles/introtoreadiness.html>



Toward a Vision of Recovery

William A. Anthony

<http://www.bu.edu/cpr/products/books/titles/vision.html>



Recovery from Severe Mental Illnesses: Research Evidence and Implications for Practice, Volumes 1 and 2

Edited by Larry Davidson, Courtenay Harding, and LeRoy Spaniol

<http://www.bu.edu/cpr/products/books/titles/rsmi-1-2.html>

Psychiatric Rehabilitation Training Technology



Rehabilitation Readiness

Marianne Farkas, Mikal Cohen, Sue McNamara, Patricia Nemec, Barry Cohen, and Rick Forbess

<http://www.bu.edu/cpr/products/curricula/technology/readiness.html>



Setting an Overall Rehabilitation Goal

Mikal Cohen, Marianne Farkas, Barry Cohen, and Karen Unger

<http://www.bu.edu/cpr/products/curricula/technology/setgoal.html>



Functional Assessment

Mikal Cohen, Marianne Farkas, and Barry Cohen

<http://www.bu.edu/cpr/products/curricula/technology/assessment.html>



Direct Skills Teaching

Mikal Cohen, Karen Danley, and Patricia Nemec

<http://www.bu.edu/cpr/products/curricula/technology/directskills.html>

Curricula and Workbooks



Abriendo Caminos en Tu Vida: Guia de Preparación para la Rehabilitación Psiquiátrica

Maria Restrepo-Toro, Marianne Farkas, and Laura Diaz

<http://www.bu.edu/cpr/products/curricula/abriendo.html>



Compendium of Activities for Assessing & Developing Readiness

Mikal Cohen and Dean Mynks

<http://www.bu.edu/cpr/products/curricula/readiness.html>

Curricula and Workbooks (continued)



Career Planning Curriculum: Instructor's Guide and Reference Handbook

Karen Danley, Dori Hutchinson, and Maria Restrepo-Toro

<http://www.bu.edu/cpr/products/curricula/careerplanning.html>



Group Process Guidelines for Leading Groups and Classes

LeRoy Spaniol, Sue McNamara, Cheryl Gagne, and Rick Forbess

<http://www.bu.edu/cpr/products/curricula/groupprocess.html>

Workbooks for Recovery Groups and/or Self-Study



Recovery Workbook: Practical Coping and Empowerment Strategies, Revised ed.

LeRoy Spaniol, Martin Koehler, & Dori Hutchinson

<http://www.bu.edu/cpr/products/curricula/recovery.html>



Recuperando la Esperanza—Libro Práctico

(Recovery Workbook in Spanish)

LeRoy Spaniol, Martin Koehler, & Dori Hutchinson

Edited by Maria Restrepo-Toro

<http://www.bu.edu/cpr/products/curricula/recuperando.html>



Recovery Workbook 2: Connectedness

LeRoy Spaniol, Richard Bellingham, Barry Cohen, & Susan Spaniol

<http://www.bu.edu/cpr/products/curricula/connectedness.html>

Personal Accounts



Voices of Recovery

Edited by Sue McNamara

<http://www.bu.edu/cpr/products/books/titles/voices.html>



The Experience of Recovery

Edited by LeRoy Spaniol & Martin Koehler

<http://www.bu.edu/cpr/products/books/titles/recoveryexp.html>



The Hillside Diary

Robert Gary Neugeboren

Edited and with an introduction by Jay Neugeboren

<http://www.bu.edu/cpr/products/books/titles/hillside.html>



Through the Seasons

Moe Armstrong

<http://www.bu.edu/cpr/products/books/titles/throughtheseasons.html>