



Discovery Workbook

for

Home address:

Date of birth:

Today's Date:

Person (s) completing Workbook:

The person's people:

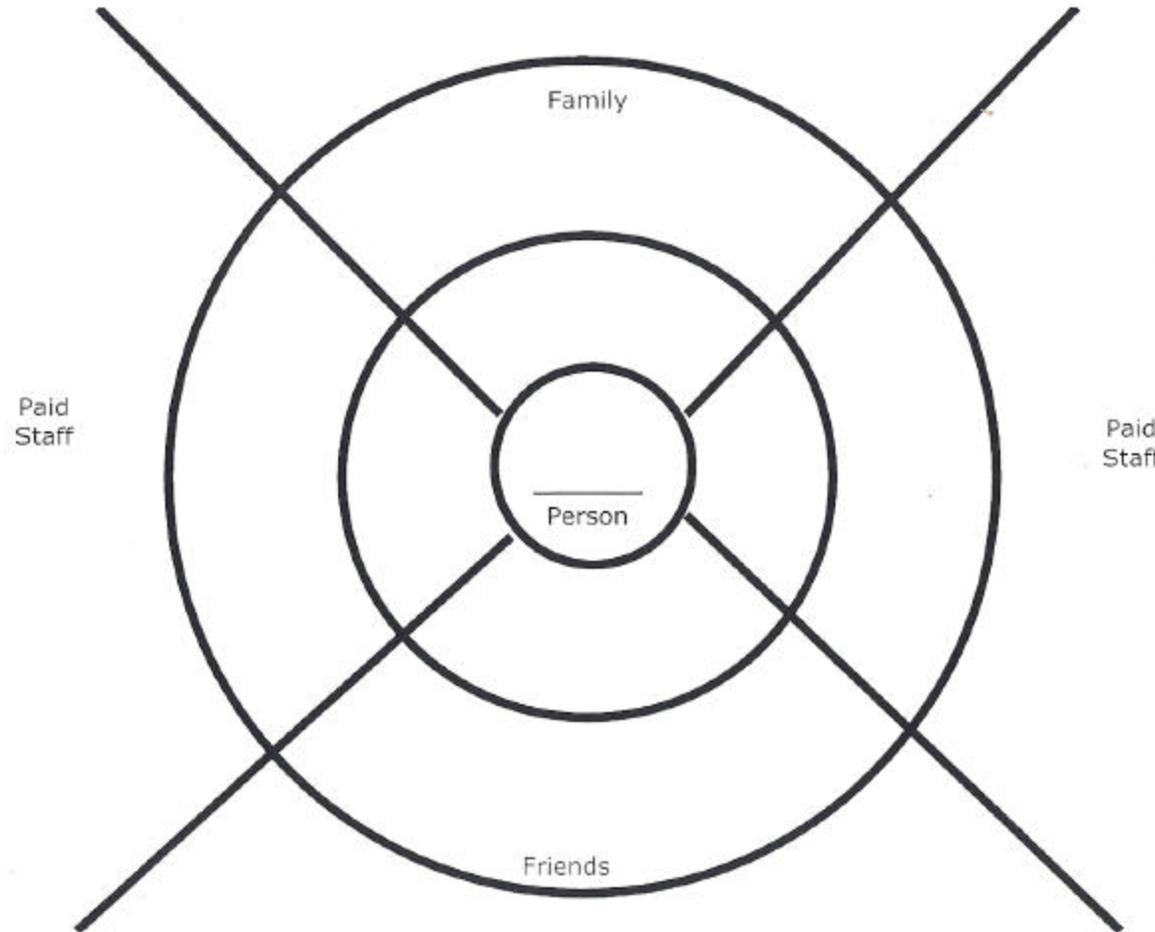
Family

Friends

Paid support

Portions of the *Discovery Workbook* were adapted from the work of others: Cyndi Pitonyak, Montgomery County Schools; *Supports with Integrity and Imagination (SWIM)*; functional assessment materials developed by Dr. Tom James Ph.D. of the Region 5 DDD office in Tacoma, Washington; questions from Al Vecchione's *Building Emotional Alliances*; Martha Leary's Social Dictionary; John O'Brien and Connie Lyle-O'Brien's *Framework for Accomplishments*; Michael Smull and Susie Harrison's *Support Plan form*; Michael Smull's "relationship wheel" and Steven G. Zelenski's chapter on the use of medications in the AAMR book, *Crisis: Prevention and Response in the Community*. Many thanks to each for their permission to use the material here.

The People Who Are Emotionally Closest

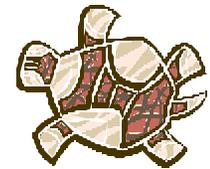


Instructions: In the wheel above, the person is at the center. In the top portion of the circle, indicate the person's family members, placing those who are emotionally closest to the person in the section closest to the person and the people least close to the person in the outer section. Repeat this for friends and paid staff. What do you notice? (Used with permission from Michael Smull).

Discovery Worksheet

What do you most like about the person?

What do you most admire about the person?



Discovery Worksheet



Is the person successful at maintaining relationships with friends and family? If not, why? Could this be a contributing factor in his/her difficult behaviors?

Use the table on the next page to describe the qualities and characteristics of the person's team. What do you notice?

Have efforts to help the person develop new relationships been successful? If so, describe what has worked. If not, consider Linda Stengle's problem-solving questions on page. What did you find?



Discovery Worksheet



Qualities and characteristics of the person's team:

Yes/No	Qualities/Characteristics of Care givers?	Comment
	Presume the person is competent	
	Treat the person with dignity and respect	
	Presume the person needs to have an active role in the development of the plan	
	Like and value the person	
	React according to the plan	
	Eliminate any threat (reduce arousal)	
	Listen actively and agree whenever possible	
	Acknowledge emotions, needs, desires, competence and authority	
	Express views without provoking	
	Go from you and me, to we.	
	Offer choices.	
	Accept criticism	
	Are realistic about what constitutes "success"	
	Help the person to clean up the emotional and instrumental mess without provoking further outbursts	
	Forgive and forget	
	Are real about how they feel but at the right time.	

*Adapted from Al Vecchione's "Building Emotional Alliances" which can be found in my handout Upside Down and Inside Out available from my web site: www.dimagine.com. (Click on Articles and Publications).

Linda Stengle's Problem-Solving Questions

- Is the relationship between the person and the other person unbalanced?
- Are there too few mutual interests?
- Is this an activity you really want the person to do, or is it something you want him/her to do?
- Is the activity long enough to encourage the development of a relationship?
- Is the other person afraid to get close to the person?
- Is the other person too busy to take time to get to know the person?
- Are needed accommodations available to allow the person to participate in the activity?
- Could your presence be interfering with the development of friendships?
- Do the same people tend to participate or are there different people there every time?
- Are there breaks, joint projects, or committees which allow people time to communicate freely?
- Is the other person in a relationship with the person out of a sense of duty?
- Is there enough structure to the activity?
- Is the person projecting an attitude that is keeping other people away?
- Do you think something is preventing the other person from appreciating the person's qualities?

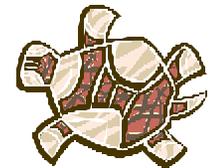
What can you do to help resolve the issue? Be specific

Adapted from Linda J. Stengle's book, *Laying the Foundation For Your Child With A Disability: How to Establish Relationships that Will Last After You Are Gone..* New York: Woodbine

Discovery Worksheet

What are the person's dreams and aspirations?

Is there a difference between the person's dreams and aspirations and the life he/she is living? If so, describe the difference here (be specific).





Discovery Worksheet

Does the person have a history of trauma? Traumatic events may include one or more of the following:

Check	Traumatic Events
	Separation from primary relationships at an early age.
	Frequent moves from residential placements
	Institutionalization
	Physical abuse
	Verbal abuse
	Neglect
	Degradation
	Loss of parent, sibling, or significant others
	Significant medical problems/procedures
	Automobile accident/ fall (may result in head trauma)
	Time out, over-correction, physical restraint, facial screening, ammonia or aversive substances
	History of physical or mechanical restraint
	Other:
	Other:

List all sources of information:

For additional information about the effects of trauma, see my handouts *Supporting a Person with Post Traumatic Stress Disorder* and *Does God Have Enough Hands?* available from my web site: www.dimage.com (Click on Articles and Publications)



Discovery Worksheet

What is the person's primary means of communication? Be specific (e.g., uses words, communication board, sign-language, gestures, etc):

Using Martha Leary's social dictionary, list things the person might be trying to tell you, how he/she may be say it, and things you can respond and/or help the person resolve the issue:

What ____ may be trying to say	Ways he/she may say it	Ways you can respond/ Resolutions

Discovery Worksheet



What are the person's labels/diagnoses? List each label/diagnosis in the space below:

How does the person feel about these diagnoses? Does the person agree with these diagnoses?

Has the person and the person's supporters received information about the various diagnoses and the corresponding treatment regimens? Has this training been helpful? How might it be supplemented or improved?

Discovery Worksheet



Does the person experience a medical condition which requires regular check ups by a medical professional? If so, describe:

Does the person exhibit self-injurious behavior? If so, what part of the body does the person hurt? Be precise. For example, if the person slaps his ear, which ear does he slap?

If the person's difficult behaviors appeared fairly suddenly, you may wish to consider this helpful acronym:

HURTS*

H = Head

U = Urinary Tract

R = Reflux and Other GI factors

T = Thyroid

S = Seizures

Are any of these areas a source of concern? If so, explain.

*From Steven J. Zelenski (2002). Evaluation for and Use of Psychopharmacologic treatment in crisis intervention for people with mental retardation and mental illness. In Hanson, R.H., Wieseler, N.A. & Lakin, K.C. *Crisis: Prevention and response in the community*. (pp. 243-256). Washington, DC: American Association on Mental Retardation



Discovery Worksheet
Medications, Supplements, & Herbal Remedies

Medication	Dosage (times per day)	Original Rx date	Condition (s) being treated	Most concerning side effects

Are these medications/supplements/herbal remedies helpful? If not, why not?



Discovery Worksheet

Are there any issues that put the person and others at risk?

Check	Issue/Detail
	Medical concerns (including allergies, medication, sensitivities):
	Suicide:
	Aggression:
	Elopement:
	Sexual:
	Fire Starting
	Legal:
	Other:

Has the person faced legal charges for any of the above? If so, has a judge imposed any legal constraints? Describe.

If the person has been adjudicated because of his/her behavior, you may wish to refer to the community safety plan outline developed by the State of Vermont Office of Developmental Disabilities, which is included in the appendices of my paper *Upside Down and Inside Out* available on my web site: www.dimage.com (click on Articles and Publications).

Discovery Worksheet



Grandmother's Law

Define up to three of the person's most troubling behaviors, using words your grandmother could understand. Avoid global descriptions of behavior (e.g., "self-injurious behavior" or "aggression") using more precise descriptions (e.g., "punches left ear with fist" or "pulls hair"). List each behavior next to one of the shapes below:



If you are concerned about other behaviors, list them below (remember to define them using "Grandmother's Law" and assign each a new geometric shape):

Remember these shapes!



Discovery Worksheet



Things that help/Things that make matters worse

People who know the person best say the following things help when upset:

People who know the person best say the following things make matters worse:

To complete this section, I/we spoke to:

The \$500 exercise. An exercise that sometimes helps a team to complete this portion of the discovery is to ask them to imagine the person having an awful day. Then ask the team to imagine that you would give them \$500 if they could help the person to calm. What would they do? Next, imagine the person is having an awful day and you promised them \$500 to make matters worse. What would they do?



Discovery Worksheet

Was there a time when the person exhibited significantly fewer difficult behaviors than now?

Using even intervals (e.g., days, weeks, months, years), use the timeline below to indicate the last time you remember the person doing well.

**The last time we remember
that things were good (date):**

Today's Date:

Discovery Worksheet

Ask, "What happened next?"

Was there a change in important relationships?

Did someone important to the person leave?

Did someone new arrive?

Was there a change in the person's health status or emotional well-being?

Has there been a change in the person's health status?

Has the person experienced any unusual trauma?

Did joy leave the person's life?

Has the person stopped doing something that he or she loves?

Was there a change in the person's power and control?

Has there been a change in the person's control over day to day events?

Was there a change in the person's capacity to contribute to others?

Has there been a change in the person's status?

Has the person lost important skills or do new circumstances require different?

Has the person lost skills? Are new skills needed?

For additional ideas about each of these questions, visit my web site (www.dimage.com) and click on "7 Questions."

Possible Sources of information:

Interviews with the person.

Interviews with people who know the person well.

A review of the person's records



Are there times during the day or week when the three behaviors are likely to occur?

- Spend a week observing the person and make notations on the sheet that follows of when the behavior occurs.
- Make a notation for each behavior in a box that corresponds to a time/day when the behavior is likely to occur, using one of the three symbols (triangle, box, circle) from page 9.
- After a week, do you notice a pattern? Do some shapes show up time and time again? Do two or all three of the shapes cluster together?
- Where was the person?
- Who was present?
- What was happening just before the behavior occurred?
- Was there a specific activity going on that the person did not feel comfortable doing?
- Was something said to the person?
- Was the person feeling well?
- How did people respond? What happened next?
- Is it possible the person was trying to communicate something? If so, what do you think they were trying to communicate?

Are there times during the day or week when the three behaviors are unlikely to occur?

- Note the times during the day/week without notations (triangle, box, circle).
- Do you notice a pattern?
- Where was the person?
- Who was present?
- Is the activity a favored activity? Is the person with favorite people?



Notes:

Scatter Plot Diagram

Person's Name: _____
 Behavior/symbol (s): _____



Time/Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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For additional information, visit the imagine web site:

www.dimagine.com

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Acknowledgements

Portions of the *Discovery Workbook* and *Support Plan (Extended)* were adapted from the work of others: Cyndi Pitonyak, Montgomery County Schools: *Supports with Integrity and Imagination (SWIM)*; functional assessment materials developed by Dr. Tom James Ph.D. of the Region 5 DDD office in Tacoma, Washington; questions from Al Vecchione's *Building Emotional Alliances*; John O'Brien and Connie Lyle-O'Brien's *Framework for Accomplishments*; and Michael Smull and Susie Harrison's *Support Plan form*. Many thanks to each for their permission to use the material here.