

# CALMD

---

## **PROJECT RESULT 3: AN INNOVATIVE SUPPORTIVE TOOLBOX FOR ADULTS WITH DISABILITIES WITH SELF-GUIDED ACTIVITIES FOR INDEPENDENT LIVING**

*Supported Decision-Making Tool Kit  
involving members of the family or friends*



Co-funded by  
the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein.



# Table of Contents

<b>Activity 1: Goal Setting and Planning Session.....</b>	<b>6</b>
<b>Activity 2: Support Circle Meeting.....</b>	<b>9</b>
<b>Activity 3: Goal Setting and Planning Session.....</b>	<b>13</b>
<b>Activity 4: Life Goals Mapping.....</b>	<b>18</b>
<b>Activity 5: Decision-Making Scenarios.....</b>	<b>21</b>
<b>Activity 6: Personal Support Network in decision making process.....</b>	<b>24</b>
<b>Activity 7: Cost benefit analysis for people with intellectual disabilities.....</b>	<b>28</b>
<b>Activity 8: Decision Making Tool for making difficult decisions.....</b>	<b>30</b>
<b>Activity 9: To choose a post-secondary education pathway.....</b>	<b>34</b>
<b>Activity 10: To choose a new residence.....</b>	<b>38</b>
<b>Activity 11: To choose leisure activities.....</b>	<b>42</b>
<b>Activity 12: Decision-Making Reflection.....</b>	<b>46</b>



## INTRODUCTION

Below are the structured steps to provide appropriate support to the individuals with intellectual disabilities to develop their decision-making skills and gain confidence in making choices that align with their preferences and goals.

### Establish a supportive and trusting relationship:

- Build a positive rapport with the individual based on trust and respect.
- Create a safe and non-judgmental environment where they feel comfortable expressing their thoughts and preferences.

### Assess their abilities and needs:

- Conduct an assessment to understand the individual's cognitive abilities, communication skills, and support requirements.
- Tailor your approach and level of support accordingly to meet their specific needs.

### Provide information and options:

- Present a limited number of options to avoid overwhelming the individual:
  - **For example**, when choosing an activity, offer two or three choices like going for a walk, playing a board game, or reading a book.
- Offer clear and accessible information about the decision at hand:
  - **For example**, when choosing a recreational activity, provide a brief description of each option, such as "Playing soccer: outdoor game with a ball" or "Drawing: using colors and paper to create art."

### Use visual aids:

- Utilize visual aids such as pictures, symbols, or charts to represent the options. Visuals can help individuals understand the options, compare choices, and make informed decisions.
  - **For instance**, if deciding what to wear, create a visual chart with images of different clothing items.

### Break down the decision-making process:

- Divide the decision-making process into smaller, manageable steps.
  - **For instance**, if choosing a meal, first decide on the main course, then select a side dish, and finally choose a dessert.

**Encourage expression of preferences:**

- Create a safe and supportive environment for the person to express their preferences.
- Foster self-advocacy by encouraging the individual to express their thoughts, feelings, and preferences. Provide opportunities for them to communicate their choices using their preferred mode of communication, whether it be through speech, gestures, pictures, or augmentative and alternative communication (AAC) systems.
  - **For instance**, ask them questions like, "Which activity sounds more enjoyable to you?" or "What type of food do you feel like having today?"

**Allow extra time:**

- Give the person ample time to process the information and make a decision.
  - **Avoid** rushing the process, as individuals with intellectual disabilities may require additional time to weigh their options.

**Support decision-making skills:**

- Offer guidance and support during the decision-making process.
  - **For example**, if choosing a recreational activity, ask open-ended questions like, "What do you like about playing soccer?" or "What support do you think you would need for painting?"

**Encourage reflection and evaluation:**

- After the decision has been made, encourage the person to reflect on their choice.
  - **For instance**, ask them how they feel about the activity they selected or if they enjoyed the meal they chose.

**Reinforce autonomy and positive outcomes:**

- Recognize and celebrate the person's ability to make decisions and acknowledge positive outcomes resulting from their choices.
  - **For example**, praise them for making a decision and express appreciation for their input.

**Respect and validate choices:**

- Respect the individual's autonomy and validate their choices, even if they differ from your own preferences or expectations.

**Provide ongoing support and reassessment:**

- Offer continuous support as the individual develops their decision-making skills.
- Regularly reassess their abilities, adjust support strategies if needed, and provide guidance as they face new decisions and challenges.

## **Activity 1: Goal Setting and Planning Session**

**Objective:** To foster supported decision-making and collaborative goal setting between adults with mental disabilities and their family or friends.

**Instructions:**

1. Gather a group of individuals, including the person with a mental disability and their chosen family members or friends.
2. Create a relaxed and comfortable environment for open communication.
3. Start by discussing the importance of setting goals and making decisions together.
4. Encourage each participant to share their aspirations, interests, and desires for the future.
5. Ensure that everyone's opinions and ideas are respected and valued.
6. Facilitate a discussion to identify common goals and areas of interest.
7. Break down the identified goals into smaller, achievable steps.
8. Collaboratively develop a plan of action, assigning responsibilities to each individual involved.
9. Encourage regular follow-up meetings to review progress, make adjustments, and provide ongoing support.
10. Celebrate achievements along the way and acknowledge the efforts of everyone involved.

**Benefits:** This activity promotes a sense of inclusion, empowerment, and shared decision-making. It helps the person with a mental disability build confidence in expressing their desires and actively involves their family or friends in supporting and guiding their journey towards achieving their goals.

# Worksheet 1: Goal Setting and Planning Session

**Participant name:** \_\_\_\_\_

**Instructions:**

1. Think about your aspirations, interests, and desires for the future.
2. Write down your goals in the respective fields below.
3. Discuss and collaborate with your family members or friends to develop a plan of action for each goal.
4. Assign responsibilities and set target dates for each step.
5. Regularly review progress, make adjustments, and provide ongoing support to achieve your goals.
6. Celebrate achievements along the way!

Plan of Action			
Goal	Description:		
Step 1		Responsibility	Target Date
Step 2		Responsibility	Target Date
Step 3		Responsibility	Target Date
Step 4		Responsibility	Target Date

**Notes:**

You can use as many Worksheets as you wish to set as many goals. Remember to regularly review and update your goals and action plans during follow-up meetings with your family members or friends.



## **Activity 2: Support Circle Meeting**

## ACTIVITY 2

**Objective:** To establish a regular support circle where adults with mental disabilities can seek guidance and input from their family or friends on various decisions and challenges they encounter.

### Instructions:

1. Arrange regular support circle meetings, ideally once a month or as per the participants' convenience.
2. Designate a facilitator who ensures that everyone has an equal opportunity to speak and be heard.
3. Start each meeting with an open discussion, allowing participants to share any decisions or challenges they are currently facing.
4. Encourage the person with a mental disability to express their thoughts and concerns openly.
5. Allow family members or friends to provide guidance, suggestions, and support, while ensuring that the final decision rests with the individual with the disability.
6. Provide resources and information on relevant topics to aid informed decision-making.
7. Maintain a positive and non-judgmental atmosphere throughout the meeting.
8. Set goals for the upcoming month and discuss steps to achieve them.
9. Encourage participants to keep a record of decisions made and outcomes for future reference and reflection.

### Benefits:

**Support and Guidance:** The support circle meeting provides a platform for adults with mental disabilities to seek guidance and support from their family members or friends. It creates a safe space for open discussions and allows participants to share their thoughts, concerns, and challenges.

**Collaboration and Input:** The meeting encourages collaboration and input from all participants. It fosters a sense of inclusivity, where everyone's opinions and perspectives are valued. Family members or friends can provide insights, suggestions, and alternative viewpoints, contributing to more informed decision-making.

**Empowerment and Autonomy:** The activity promotes the empowerment and autonomy of individuals with mental disabilities. It emphasizes that the final decision rests with the person with the disability, allowing them to take ownership of their choices. By involving them in the decision-making process, it helps build their confidence and self-advocacy skills.

**Skill Development:** The support circle meeting enhances various skills, including communication, active listening, problem-solving, and decision-making. Participants learn to express themselves effectively, actively listen to others, and engage in constructive discussions. They also gain experience in evaluating options, considering different perspectives, and making informed decisions.

**Emotional Support and Connection:** The support circle meeting provides emotional support and a sense of connection. It offers individuals with mental disabilities an opportunity to express their emotions, share their experiences, and receive empathy from their family members or friends. This emotional support can have a positive impact on their overall well-being.

**Accountability and Progress Tracking:** By recording decisions made and outcomes, the activity promotes accountability and progress tracking. It helps individuals with mental disabilities and their support network monitor their achievements, reflect on the effectiveness of decisions, and make adjustments when needed. This practice supports continuous growth and improvement.

## Worksheet 2: Support Circle Meeting

**Participant name:** \_\_\_\_\_

**Meeting date:** \_\_\_\_\_

**Instructions:**

1. During the support circle meeting, discuss any decisions or challenges you are currently facing.
2. Seek guidance, suggestions, and support from your family members or friends.
3. Reflect on the input received and make decisions based on your own judgment and preferences.
4. Record the decisions made and outcomes for future reference and reflection.
5. Set goals for the upcoming month and discuss steps to achieve them.

Meeting Discussion			
Decision/Challenge	Input & Suggestions	Decisions Made	Outcome

**Notes:**

Remember to bring this worksheet to each support circle meeting and update it regularly with decisions made and progress achieved. You can reproduce the Worksheet as many times as you need.

## **Activity 3: Goal Setting and Planning Session**

## ACTIVITY 3

**Objective:** To facilitate supported decision-making and encourage creative expression for adults with mental disabilities and their family or friends.

### **Materials Needed:**

- Magazines, newspapers, or printed images;
- Scissors;
- Glue sticks;
- Large sheets of paper or poster board;
- Markers or colored pencils (optional).

**Instructions:** Gather the participants, including the person with a mental disability and their chosen family members or friends, in a comfortable space with access to magazines, newspapers, or printed images.

**Introduction and Explanation:** Begin by explaining the concept of supported decision-making and the purpose of the activity. Emphasize that the goal is to create a collage that represents the decision-making process and the values, preferences, and aspirations of the individual with a disability.

**Decision-Making Themes:** Discuss different decision-making themes or areas that are relevant to the person's life. Examples may include health, leisure activities, career goals, relationships, or personal development. Encourage participants to choose a theme or area that they want to focus on for the collage.

**Image Selection:** Provide magazines, newspapers, or printed images related to the chosen decision-making themes. Participants should search for and cut out images that represent their ideas, desires, and preferences within the chosen theme. Encourage creativity and exploration of different possibilities.

**Collage Creation:** Distribute large sheets of paper or poster boards to each participant. Instruct them to arrange and glue the cut-out images onto their collage, creating a visually appealing composition that reflects their decision-making preferences and goals. Optionally, participants can also use markers or colored pencils to add drawings or written words to further enhance their collages.

**Presentation and Discussion:** Allow each participant to present their collage to the group. Encourage them to explain the images they selected, the decisions they represent, and the reasons behind their choices. Facilitate a discussion where family members or friends can provide input, ask questions, and express their own perspectives.

**Reflection and Support:** After the presentations, engage in a reflective conversation where participants can share their thoughts and feelings about the decision-making process. Encourage family members or friends to offer support and reinforce the importance of the individual's autonomy and self-expression.

**Display and Celebration:** Display the collages in a prominent place, such as on a bulletin board or a dedicated wall, to celebrate the participants' creativity and decision-making efforts. Acknowledge and celebrate the unique perspectives and choices of each individual.

**Benefits:** This activity encourages collaborative decision-making and creative expression; allows participants to visually represent their decision-making preferences and goals; enhances communication and understanding among family members or friends; and supports the autonomy and self-expression of adults with mental disabilities.

# Worksheet 3: Decision-Making Collage

**Participant name:** \_\_\_\_\_

**Instructions:**

1. Choose a decision-making theme or area that you want to focus on for your collage.
2. Cut out images from magazines, newspapers, or printed materials that represent your ideas, desires, and preferences within the chosen theme.
3. Arrange and glue the cut-out images onto the collage sheet provided, creating a visually appealing composition that reflects your decision-making preferences and goals.
4. Use markers or colored pencils to add drawings or written words to further enhance your collage.
5. After completing your collage, present it to the group and explain the images you selected, the decisions they represent, and the reasons behind your choices.
6. Engage in a reflective conversation and discussion with family members or friends.

<b>Decision-Making Theme/Area</b>		
IMAGE 1	IMAGE 2	IMAGE 3
IMAGE 1 Description:	IMAGE 2 Description:	IMAGE 3 Description:



**Collage Presentation**

Explain the images you selected, the decisions they represent, and the reasons behind your choices.

---

---

---

---

**Reflection and Discussion**

Discuss your decision-making process and collages with family members or friends. Share thoughts, feelings, and insights related to the decisions made.

---

---

---

---

**Notes:**

You can fill in more images and image descriptions on a separate sheet. Remember to celebrate and appreciate the unique perspectives and choices of each participant. Display the completed collages in a prominent place to commemorate the activity.

## Activity 4: Life Goals Mapping

**Objective:** To help individuals identify and prioritize their personal goals and aspirations.

**Instructions:**

1. Provide a worksheet with different categories of life goals, such as education, employment, relationships, hobbies, health, and self-care.
2. Ask individuals to reflect on their personal goals and aspirations within each category.
3. Encourage them to write down specific goals and any steps they can take to achieve them.
4. Assist individuals in creating a visual map or collage that represents their goals and the connections between them.

## Worksheet 4: Life Goals Mapping

**Participant name:** \_\_\_\_\_

**Category:** \_\_\_\_\_

Goal 1	Steps to achieve Goal 1
Goal 2	Steps to achieve Goal 2

**Notes:**

Create a visual map or collage that represents your goals and the connections between them. Use the space below or attach additional sheets if needed.  
[Provide space for the individual to create their visual map or collage]

## **Activity 5: Decision-Making Scenarios**

## ACTIVITY 5

**Objective:** To develop decision-making skills through interactive scenarios.

### Instructions:

1. Create a series of decision-making scenarios related to everyday situations, such as buying groceries, planning a social event, or choosing leisure activities.
2. Present each scenario to the individuals and provide them with relevant information, including pros and cons, alternatives, and potential outcomes.
3. Encourage discussion and collaboration among the participants to explore different perspectives and options.
4. Ask individuals to make a decision based on the information provided and explain their reasoning.
5. Reflect on the outcomes and discuss the impact of their decisions on themselves and others.

## Worksheet 5: Decision-Making Scenarios

**Participant name:** \_\_\_\_\_

**Scenario:** \_\_\_\_\_

Consider the information provided below and discuss the decision you would make in this scenario:

PROS	
CONS	
ALTERNATIVES	
POTENTIAL OUTCOMES	
MY DECISION	
REASONING	

Reflect on the outcome of your decision. Did it have any impact on yourself or others? Explain below:

IMPACT	
REFLECTION	

## **Activity 6: Personal Support Network in decision making process**



**Objective:** To help individuals identify and engage their support network in decision-making processes.

**Instructions:**

1. Provide a worksheet with spaces for individuals to list the people in their support network, such as family members, friends, caregivers, or professionals.
2. Encourage individuals to reflect on the specific strengths and areas of expertise of each person in their network.
3. Guide them to identify situations in which they would seek support and input from specific individuals.
4. Discuss effective communication strategies and ways to involve their support network in decision-making processes.
5. Encourage individuals to reach out to their support network and involve them in the decision-making activities.

**Benefits:** Remember to adapt these activities to suit the cognitive abilities and preferences of the individuals with mental disabilities you are working with.

## Worksheet 6: Personal Support Network role in decision making

**Participant name:** \_\_\_\_\_

List the people in your support network below. Include family members, friends, caregivers, or professionals	
Person 1	Strengths/Expertise 1
Person 2	Strengths/Expertise 2

Think about situations in which you had seek support and input from specific individuals. Describe the situations and the individuals' roles below.		
Situation 1	Person involved	Role/Support
Situation 2	Person involved	Role/Support

Consider effective communication strategies to involve your support network in decision-making. Describe some strategies below.

Communication  
Strategy 1

Communication  
Strategy 2

Take action! Reach out to one or more individuals in your support network and involve them in a decision-making activity. Describe the activity and their involvement.

Activity

Involvement

## **Activity 7: Cost benefit analysis for people with intellectual disabilities**

People with intellectual disabilities should consider costs and benefits when making decisions. Most of the decisions in life have an attached cost to them. It may be difficult for people with intellectual disabilities to comprehend, communicate, and fully engage in decision-making processes especially when the decision is complex and has long term consequences. A cost-benefit analysis' main goal is to offer a logical and quantitative foundation for wise decision-making. A proposed decision's prospective benefits and costs are evaluated using the cost-benefit analysis (CBA) method. It is a well-known economic technique used to assist decision-makers in comparing several possibilities and determining if the advantages of a given course of action outweigh the disadvantages. There are several special factors to take into account when performing a cost-benefit analysis for decision-making involving people with intellectual disability.

### Here are some key points to consider:

- 1. Inclusive Decision-Making:** Ensure that the decision-making process is inclusive and involves the person with an intellectual disability to the extent possible. This may require using accessible language, visual aids, or other communication methods tailored to their individual needs.
- 2. Proxy Decision-Makers:** In some cases, individuals with intellectual disabilities may need assistance from family members, caregivers, or advocates to make decisions. These proxy decision-makers should act in the best interests of the person with a disability and involve them as much as possible in the process.
- 3. Focus on Quality of Life:** The cost-benefit analysis should not solely focus on financial factors but also consider the impact on the person's overall quality of life. This may include factors like social integration, emotional well-being, and personal fulfillment.
- 4. Long-Term Perspective:** People with intellectual disabilities may require support and accommodations throughout their lives. The cost-benefit analysis should consider the long-term implications of the decision, including ongoing costs and potential benefits.
- 5. Ethical Considerations:** Decision-makers should be mindful of ethical considerations and ensure that the person's autonomy, dignity, and rights are respected throughout the process.
- 6. Support Services:** When evaluating costs and benefits, consider the availability and effectiveness of support services and interventions that can enhance the person's independence and quality of life.
- 7. Focus on Strengths:** Recognize and leverage the individual's strengths and capabilities when assessing potential benefits and outcomes.
- 8. Sensitivity to Preferences:** Understand and respect the person's preferences and desires, even if they might differ from what others might consider "optimal."
- 9. Consider Externalities:** Recognize that the impact of the decision extends beyond the person with the intellectual disability to their family, caregivers, and the broader community. Consider the externalities (positive or negative effects on others) in the analysis.
- 10. Periodic Reevaluation:** For decisions that have long-term implications, periodic reevaluation is crucial to ensure that the chosen course of action remains appropriate and beneficial over time.

It's important to involve relevant stakeholders, such as family members, caregivers, disability service providers, and advocates, in the decision-making process. Additionally, professionals with expertise in intellectual disabilities and related fields can offer valuable insights and guidance during the cost-benefit analysis. The aim should be to make decisions that promote the well-being and maximize the potential of individuals with intellectual disabilities, while respecting their rights and preferences.

## **Activity 8: Decision Making Tool for making difficult decisions**

**Objective:** This tool help with clarifying the decision to be made, engaging in discussions with the person and the important people in their life and establishing decisions and goals that can be easily understood by the person with ID and their caregivers. Do not give advice solely on your ideas because they will not fit in other person life. Instead offer options and clarify their expectations.

### Instructions:

#### 1. The decision:

Most often the decision to be made is unclear. Many times people with disabilities already tried to find solutions. Check to see what solution they already applied. Clarify the decision.

What is the problem they are facing?

Who do they want involved in decision making process?

Do they feel they have enough support to take the decision?

#### 2. Gather information:

First establish if the information is sufficient for a decision to be made.

Gather more information if necessary.

Connect with all the people needed to be involved.

Establish a date to take the decision.

Consider the consequences of taking/not taking the decision.

Do they have a good/ bad experience in the past, with this type of the decisions?

Do they have spiritual or cultural support available in taking the decision?

Do they have any type of support after the decision is taken?

#### 3. Benefits and risks for the person with ID:

Consider the values the person has, make a list. Clarify what they want in life and what quality of life means to them.

Consider what they are understanding as being a benefit on a long term basis, what is a risk for them, what are they afraid of on a long term basis?

Are there any available support systems or people that may be involved after the decision will be implemented?

What is the most important thing in the future of the person with ID ?

#### 4. Options available:

Consider more than one option, brainstorm with the people involved.

How the decision will change things in the future?

What will be the impact of the decision ? How will affect the person with ID and other people involved in this person case? (ex. Roommates, caregivers, family etc.)

How difficult is to go through the proposed option once the decision is taken?

Can the result create a worse situation ? For how long? What is the support in place in case the result is not as expected?

## ACTIVITY 8

### **5. Benefits and risks for every option:**

What are the benefits?

What are the risks ?

How much do they matter?

Is there a need for more information?

Is there a need for specialised services and support that should be involved in the decision making?

### **6. Taking the decision:**

Once the decision is taken, it has to be discussed with all the important people in the life of the person with ID.



## Worksheet 8: Decision-Making Tool for Making Difficult Decisions

Clarify the decision	
Gather information	
Benefits and risks for the person with ID	
Options available	
Benefits and risks for every option	
Taking the decision	

## **Activity 9: To choose a post-secondary education pathway**

## 1. Fill in the option list below

Based on the skills assessment done, you can:

- Ask to the person to search the options by his/her self (on internet, asking to people, searching for informative flyers etc.);
- Provide the list of options;
- Support in searching options.

Do not add options in the list but do the first five check and then you can repeat the process.

Option's list			
n.	Vocational courses	Apprenticeships	Training programs
1			
2			
3			
4			
5			

## 2. Actions check list

Fill in the list and flag the action when it will be done.

FLAG BOX	ACTION
	Search info online or brochures and store it in the PC FILE FOLDER or in a FOLDER.
	Fix an appointment with professionals or the family or friends who will help you to check the material collected. This meeting will take at list 1, 5 hours. DATE FIXED: _____
	Fix another appointment with professionals or the family or friends (the same or others) to have more suggestions or opinions.

## ACTIVITY 9

### 3. Pro-cons list

- fill the grid below and discuss it;
- count down the likes and dislikes to see the option with more pro or cons.

Option name or number	Like	Dislike	What I need to do to do it

### 4. Final decision path

#### Scenario 1: Choosing a post-secondary education pathway

Giovanni is an 18-year-old with mild intellectual disabilities. He is about to complete high school and is faced with the decision of choosing a post-secondary education pathway. His goal is to gain skills to enter the workforce and achieve financial independence.

To provide support to Giovanni in developing his decision-making skills, the following steps can be followed:

#### 1. Identifying options:

- Gather information about different post-secondary education options available, such as vocational courses, apprenticeships, or specific training programs.
- Present Giovanni with a limited list of options that align with his abilities and interests.

#### 2. Exploring the options:

- Provide Giovanni with informative materials, such as brochures, websites, or videos, that describe the different education pathways.
- Encourage him to explore the different options and gain an understanding of the required skills, career opportunities, and job prospects associated with each pathway.

**3. Assessing preferences and interests:**

- Help Giovanni reflect on his interests, passions, and skills. Discuss his strengths and what he envisions for his future.
- Provide self-assessment opportunities, such as questionnaires or self-reflection activities, to assist him in gaining a better understanding of his preferences and career goals.

**4. Analyzing capabilities and necessary support:**

- Assess Giovanni's current abilities, considering both cognitive and practical skills.
- Identify any necessary supports to enable his effective participation in each education pathway, such as communication supports, environmental adaptations, or personalized mentoring.

**5. Discussion and comparison:**

- Arrange discussion meetings with Giovanni, involving his family members or educators if appropriate.
- Assist him in weighing the pros and cons of each pathway, comparing the gathered information, and evaluating how each option aligns with his preferences and career goals.

**6. Decision and planning:**

- After exploring the options and evaluating the information, encourage Giovanni to make a decision.
- Support him in creating a detailed action plan that includes the necessary steps to access the chosen education pathway, such as registration, financial research, or transportation planning.

**7. Monitoring and adjustments:**

- Once Giovanni has started his education pathway, maintain regular dialogue to monitor his progress and experiences.
- Periodically review his decision, assessing if the chosen education pathway meets his expectations and if any adjustments or additional supports are needed.

By providing structured and personalized support, Giovanni will be able to develop his decision-making skills and choose an education pathway that aligns with his preferences and personal goals.

**TIP:** remember, to choose a post-secondary school pathway could be risky from the self-esteem point of view: for example, if you have to succeed in a selection process, if you fail, you will need a really careful support. Is really important to involve family in the decision process in order to make the family aware also about their possible supportive roles in those cases.

## **Activity 10: To choose a new residence**

Do a paper or a PC desktop folder, use (or print) the following grid and fill it step by step!

### 1) House Research Grid

**Budget available:** \_\_\_\_\_

A) How many rooms? Which size?

B) Localization: use google maps to check it and do a screenshot to keep note, add it here!

C) With who you are planning to rent/buy it?

**Give a name to the houses you would like to visit; it will be easier to remind it!  
Copy and paste the grid as many houses you have! In this way you will have a quick overview of your research!**

1 HOUSE NAME	2 HOUSE NAME	3 HOUSE NAME	4 HOUSE NAME
A	A	A	A
B	B	B	B
C	C	C	C
TEL: _____	TEL: _____	TEL: _____	TEL: _____
MAIL: _____	MAIL: _____	MAIL: _____	MAIL: _____
VISIT DATE: _____	VISIT DATE: _____	VISIT DATE: _____	VISIT DATE: _____
Post visit: opinions	Post visit: opinions	Post visit: opinions	Post visit: opinions

## ACTIVITY 10

### 2) To do list

FLAG BOX	ACTION
	Fix an appointment with professionals or the family or friends This meeting will take at list 1, 5 hours. to introduce them the choose houses characteristics and get feedbacks DATE FIXED: _____
	<b>Organize a visit.</b> How many visits you could do in a week? With who?
	Fix another appointment with professionals or the family or friends (the same or others) to have more suggestions or opinions sharing the impressions and opinions <b>after the visits.</b>
	<b>Choose 3 final options</b>
	Check budget
	Ask for the formal documents needed and take note
	DECIDE!
	PLAN NEXT STEPS (fill documents, pay first rent/first payment rate, organize the relocation, etc.)

### Scenario 2: Choosing a new residence

Maria is a 25-year-old woman with moderate intellectual disabilities. She currently lives with her family but desires greater independence and autonomy. Maria has expressed the wish to find a new residence that suits her needs better. To support Maria in developing her decision-making skills, the following steps can be followed:

#### 1. Identifying preferences:

- Have a conversation with Maria to understand her preferences regarding the new residence. Discuss factors such as location, size, accessibility, proximity to services, and activities that interest her. [Check also with who Maria would like to live. Alone or in a shared flat?](#)



**2. Researching options:**

- Assist Maria in searching and gathering information about different residential options available in her desired area. This can include disability-friendly homes, assisted living communities, or apartments with support services.

**3. Evaluating features:**

- Encourage Maria to assess the features of each option, such as the availability of support services, the presence of social and recreational activities, flexibility in adapting the environment, etc.
- Provide Maria with visual tools like pros and cons lists or comparative tables to help her compare options and make informed decisions.

**4. Visits and meetings:**

- Arrange guided visits to the selected residences, so Maria can see the environment firsthand and meet other residents.
- Encourage Maria to ask questions, interact with the residents, and get a clearer idea of the dynamics and opportunities offered by each residence.

**5. Involvement of support network:**

- Involve Maria's family, friends, or caregivers in the decision-making process, if appropriate. Consider their opinions and support during visits and meetings.

**6. Evaluating options:**

- After visiting the different residences, encourage Maria to reflect on her experiences, feelings, and impressions. Help her evaluate which option best meets her needs, desires, and goals for independence.

**7. Decision and planning:**

- Support Maria in making a decision about the chosen residence. Assist her in understanding the next steps, such as signing contracts, planning the move, organizing necessary supports, etc.

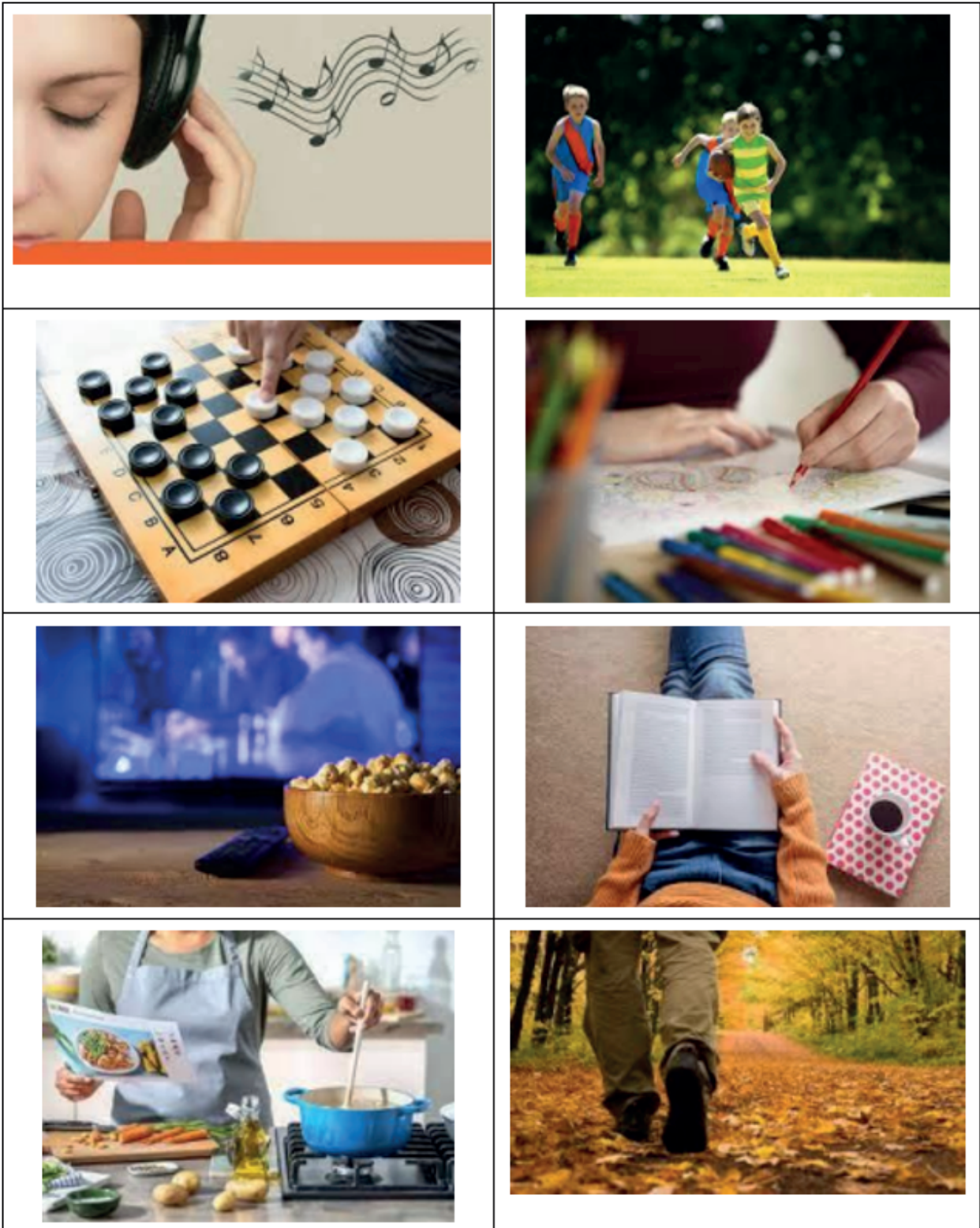
**8. Monitoring and ongoing support:**

- Once Maria has moved into the new residence, continue to provide support and monitor her experience. Create a space to discuss challenges and growth opportunities that arise in the new environment.

By implementing these activities and offering appropriate support, Maria will be able to develop her decision-making skills and make a residential choice that promotes her independence and well-being.

## **Activity 11: To choose leisure activities**

1) PREPARE A VISUAL STORYBOARD (you can use the one below if the person has those interests)



## ACTIVITY 11

### 2) To do list

FLAG BOX	ACTION
	Show options one by one and look at the person expression or ask for answering or decide a gesture to say like or dislike.
	Observe his/her reactions and expressions when each option is presented,.
	Provide him/her with multiple opportunities to express his/her choice. This can be done through pointing at or touching the corresponding picture on the visual choice board, using a communication device, or any other appropriate means of communication that he/she is comfortable with.
	<b>When the person chooses reward him/her with positive comments</b>
	Do the chosen activity!
	Reflect about the chosen activity just done
	Introduce new options time by time

### Scenario 3: Choosing Leisure Activities

Marco is a 20-year-old young man with severe intellectual disabilities. He enjoys participating in leisure activities but often struggles to make choices independently. To support Marco in developing his decision-making skills, the following steps can be implemented:

#### 1. Creating a Visual Choice Board:

- Develop a visual choice board with pictures or symbols representing various leisure activities that Marco can engage in. This board will serve as a visual aid to assist Marco in making choices.

#### 2. Presenting Options

- Present Marco with a selection of leisure activities, such as going for a walk, playing board games, listening to music, or engaging in arts and crafts. Use the visual choice board to display these options clearly.

#### 3. Exploring Preferences:

- Observe Marco's reactions and expressions when each option is presented. Pay attention to his body language, facial expressions, and vocalizations to gauge his level of interest or preference for different activities.

**4. Encouraging Expression of Choice:**

- Provide Marco with multiple opportunities to express his choice. This can be done through pointing at or touching the corresponding picture on the visual choice board, using a communication device, or any other appropriate means of communication that Marco is comfortable with.

**5. Reinforcing Decision-Making:**

- Praise and reinforce Marco's decision-making efforts, regardless of the specific activity he chooses. Positive reinforcement will encourage him to engage in the decision-making process more confidently.

**6. Implementing the Chosen Activity:**

- Once Marco has made his choice, facilitate the implementation of the selected leisure activity. Provide any necessary materials or support to ensure that Marco can fully participate and enjoy the chosen activity.

**7. Reflecting on the Experience:**

- After engaging in the chosen activity, take the time to reflect and discuss Marco's experience. Use simple and concrete questions to encourage Marco to express his feelings, enjoyment, or any challenges faced during the activity.

**8. Encouraging Variation and Expansion:**

- Introduce new leisure activities gradually to expand Marco's choices and expose him to different experiences. Over time, incorporate more options into the visual choice board to allow for greater exploration and variety. By following these steps and providing the necessary support, Marco will have the opportunity to develop his decision-making skills and gain confidence in making choices regarding his leisure activities. This process empowers Marco to actively participate in activities that bring him joy and fulfillment.

## **Activity 12: Decision-Making Reflection**

## Worksheet 12: Decision-Making Reflection

**1. Think about a recent decision you made. It could be a simple choice or a more significant decision. Describe the decision below:**

**2. Reflect on the decision-making process by answering the following questions:**

a. What were the options or choices you considered before making your decision?

Option 1: \_\_\_\_\_

Option 2: \_\_\_\_\_

Option 3: \_\_\_\_\_

b. What information did you gather or consider before making your decision?

Information Source 1: \_\_\_\_\_

Information Source 2: \_\_\_\_\_

Information Source 3: \_\_\_\_\_

c. How did you weigh the pros and cons or evaluate the potential outcomes of each option?

Pros and Cons Evaluation: \_\_\_\_\_

Potential Outcomes Evaluation: \_\_\_\_\_

d. What factors or considerations influenced your decision?

Factors/Considerations: \_\_\_\_\_

e. Did you seek advice or input from others? If yes, who did you consult and what did they say?

Advice/Consultation: \_\_\_\_\_

f. What were the emotions or feelings you experienced during the decision-making process?

Emotions/Feelings: \_\_\_\_\_

g. Describe the final decision you made and explain your reasoning:

Final Decision: \_\_\_\_\_

Reasoning: \_\_\_\_\_

**3. Reflect on the outcome of your decision. Did it meet your expectations? If not, what would you do differently next time?**

Outcome Reflection: \_\_\_\_\_

Lessons Learned: \_\_\_\_\_



[www.projectcalmd.com](http://www.projectcalmd.com)



virtualcampus



duepunti ••



Co-funded by  
the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein.