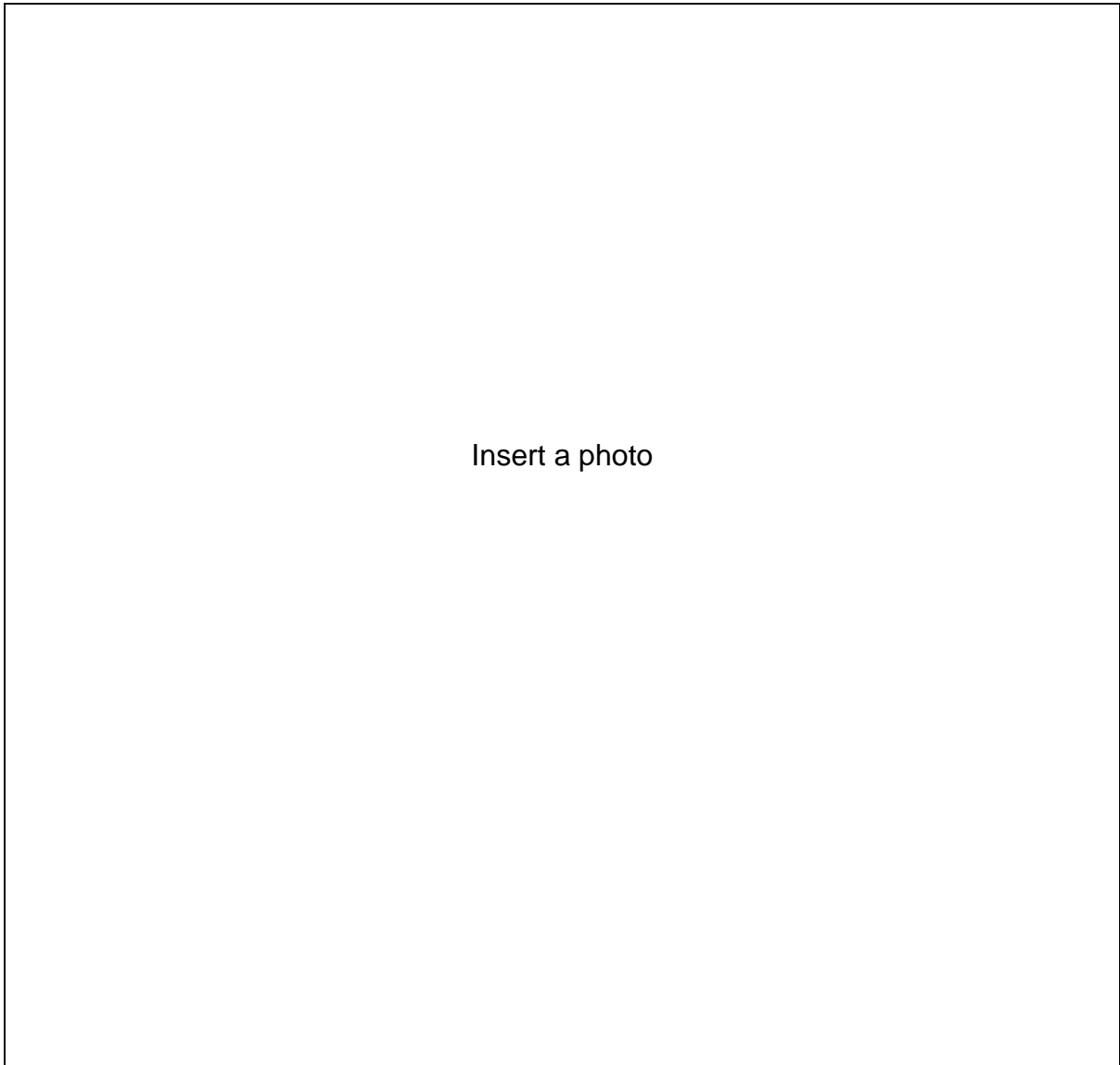




All About _____

(Our Family Member)



Insert a photo

About this Document

This document shares prompting questions to help friends and family bring together important information about the family member they are supporting. It also includes some example to further illustrate what this might look like.

Our Family

- How others know (see example on page 3)
- (Our Family Member) likes...
- (Our Family Member) dislikes...
- (Our Family Member's) strengths and gifts
- Other

A Vision for (Our Family Member) and their future

- Our Family Member's Story (see example on page 4)
- Vision Plan
- Where are we now?
- Relationships
- Important People in (Our Family Member) Life
- Support Circle

(Our Family Member) Time

- Purpose/Goals
- Aims and Goals for (Our Family Member) Time
- Integrating medical or physical therapies
- Participation
- A Typical Week



Communication

- Understanding (Our Family Member)
- Communication with family, friends, support persons

Supporting (Our Family Member)

- The priorities
- Image
- Skills and Competencies
- Roles

Health and Well-Being

- General
- Medical Information
- Treatments, Therapies, etc.
- Diet Plans, Menus and Information
- Emergency Information
- Crisis Plan

Funding

- Sources and accountability

APPENDIX 1 – Emergency Planning Document

(This document is a separate document, specifically for emergencies. It is a good idea to put a 'well' photo of your family member here so emergencies personal are visualizing them at their best.)



EXAMPLE (1):

How others know (our family member):

Solicit written or verbal comments from various family members, friends, support persons, neighbours, etc. Get them to finish the statement When I think of... _____ or What I know about _____ is.... This works well as a reflection and then discussion exercise within a support circle or group of people. Everybody loves it, especially the person at the centre. Be prepared to jot down the stories that no one is writing down, but everyone is enjoying hearing. Hand out extra pages and ask people to take them home and think about them. Ensure your favourite support persons fill out a page or two when they leave their position. Mail out the questions to distant relatives. The whole family will love the results. This can and does make for a wonderful book in itself!

A variation on the question is, 'What works for me with _____?' This statement is particularly useful and powerful for people who do not use verbal language to communicate or who need thoughtful support to maintain their well-being. The question works less well for less involved family members but works well for anyone who spends any time alone with the individual.

EXAMPLE (2):

Our Family Member's Story

Situate the person within her family - who are they, where they live, idea of typical kind of contact. More detail on the family members will come later - this is just an overview to highlight the many ways in which this person is like everyone else: a valued member with family connections. This also helps people see what kind of family this is - a small comment on the family dynamics.

Here is an example:

Please note this is a real-life example, however the names and other identifying details of the parties may have been removed in respect for their privacy.

L) was born in Qld, on the (Date). She was the first child of (Parent 1) and (Parent 2).

L) has a sister (Sibling 1) and a brother (Sibling 2). (Parent 1) and (Parent 2) were in _ because _ had their first job as a _ 15 months after _ birth, they returned to Brisbane, their hometown, to be closer to their supportive family. They raised their family here amidst friends and relatives, which formed a large extended network.

L) attended a local kindergarten and preschool in _, which (sibling 1) and (sibling 2) also attended. L) attended the family _ School 4 days a week, and one day, went to (another school). In Grades 6 and 7 L) attended _ School full time. L) then attended _ High School for _ years, which both (sibling 1) and (sibling 2) also attended. The family moved to _ when _ started high school.

L) has always been included in all family activities, including annual holidays at _ and time with other relatives.