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| | Separating what is important to from what is important for and finding a balance between them | A simple grid for recording what is learned |
| 1. | Defining the roles and responsibilities of those who are paid to support | The “donut sort” – looking at core responsibilities, where to use judgment and creativity, what is not the responsibility of those who are paid |
| 2. | Getting a good match between those who are paid and those who use the services | A table to record the learning and techniques to structure the learning |
| 3. | Learning, using, and recording how people communicate (esp. with people who do not communicate with words) | A chart to record the learning and structured ways to use the chart |
| 4. | Supporting “mindful” learning | <ol style="list-style-type: none">a. Sorting what is working and not working from the perspective of the person and those around the personb. Using 4 questions to quickly and effectively record the current learningc. Using a learning log to record what is working and not working |