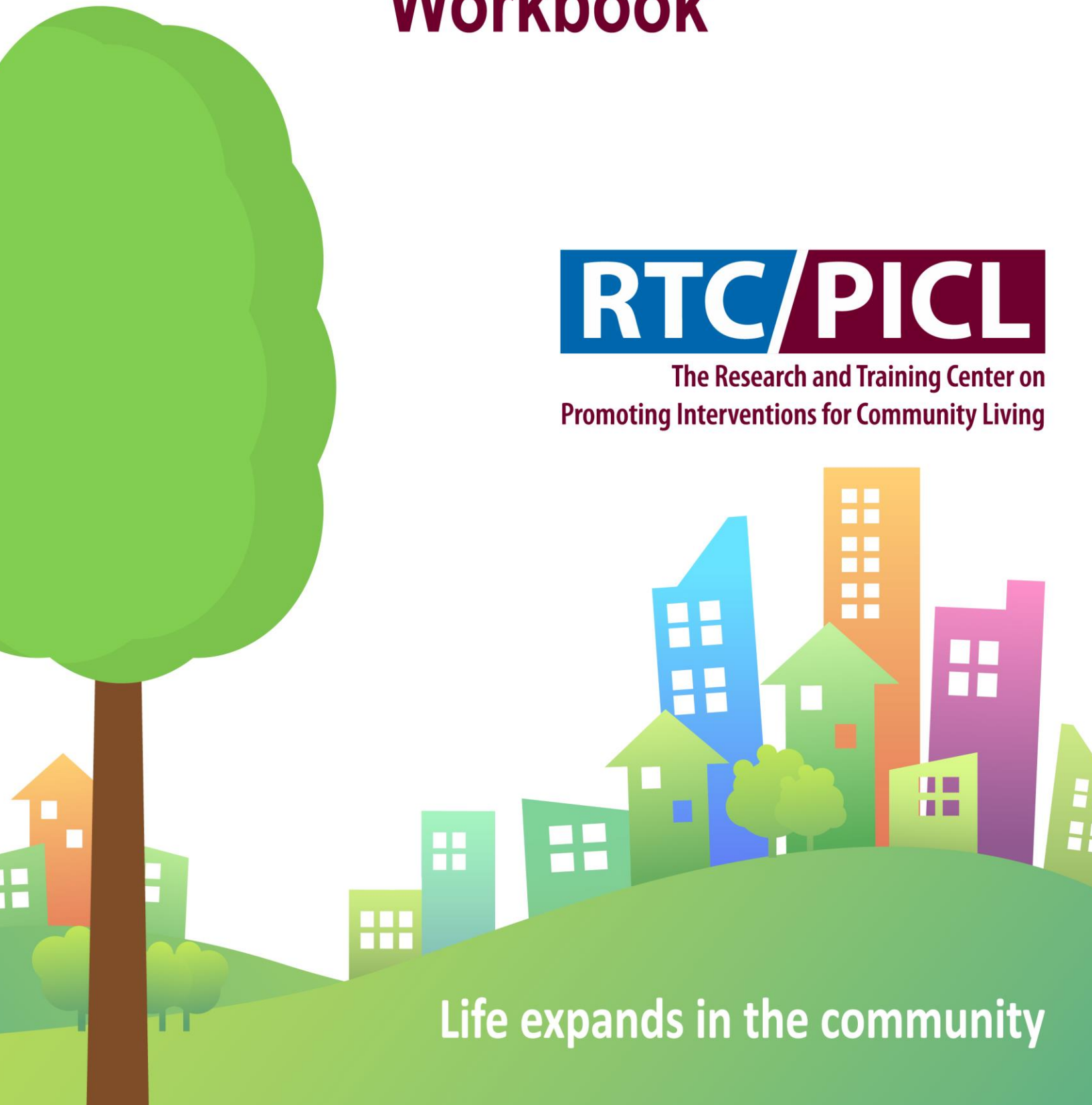# Out and About
Workbook

RTC/PICL

The Research and Training Center on
Promoting Interventions for Community Living

Life expands in the community

Out and About Workbook

Life expands in the community.

Welcome to the Out and About Program!

What do you want to do in the community? This program will help you to get out of your home and do those things you've been wanting to do in whatever way works best for you!

Out and About focuses on understanding the community participation barriers of people with mobility limitations and creating solutions to overcome them. Many of the skills and information in this program can also be used by others who have challenges to getting *out and about.*

You can follow along with this workbook as you meet with your Center for Independent Living staff member and move through the Out and About Program. You can continue to use this workbook long after you've completed the program. The resources provided here and the materials available on the Out and About website, outandabout.ctb.ku.edu, can help you build a lifelong commitment to setting and achieving goals that are important to you.

Out and About is a project of the Research and Training Center on Promoting Interventions for Community Living (RTC/PICL). This is a collaborative effort between the Research and Training Center on Disability in Rural Communities (RTC: RURAL) at the University of Montana and the Research and Training Center for Independent Living (RTC/IL) at the University of Kansas.

Please feel free to contact us for more information:

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Contents

Introduction to the Out and About Program

Hello and welcome to the Out and About Program! In this program, you will work with a staff member from your Center for Independent Living (CIL) to follow four steps to achieving goals that you set related to things you want to do in the community.

The four steps in the Out and About Program are:

▸ Choosing a goal

▸ Setting a short-term SMART goal

▸ Tracking your goal

▸ Reviewing and celebrating your progress

In this program you will:

1. Have one-on-one guidance and training from your CIL staff member to learn about:

    a. Different types of goals

    b. The parts of a SMART goal

    c. Taking action steps towards your goals

    d. Staying on track to achieve your goals

2. Choose two goal areas that you would like to address

3. Find information that will help you set and achieve your goals

4. Set *two short-term SMART goals* that are important to your life

5. Track your progress using the Weekly Goal Tracking Form 6. Review and celebrate the progress you made towards your goals!

Let's get started!

Step 1: Choosing a Goal

What is a goal?

Before you choose a goal to work on, it might be helpful to know what a goal is!

A goal can be:

- ▶ Something that you want to do or achieve
- ▶ Something you want to change about yourself or your community
- ▶ Something related to different parts of your life, including your health, education, work, or relationships

For the Out and About Program, we want to focus on goals that help you connect with your community to do the things you want to do!

Here is an example of a community participation goal:

Alan wants to connect with others in his community who share his interests in computer games and watching sports. However, he sometimes finds it difficult to leave his house for health reasons. He decides that finding friends that he could "meet" online sometimes or at a local coffee shop other times would expand his social network. It would allow him to share common interests but give him flexibility to stay home when needed. Alan decides to work with his CIL staff member to find a way to replace his old computer and to link up with others for friendship and support.

Tips to help you choose a goal

The questions below might help you think about things you want to do in your life and lead you to choose a certain goal area. We have come up with a few categories of goals to help you get started. Use the questions and checkboxes below to think about the different areas of your life where you might want to set a goal.

1. What are some things that you enjoy doing? For example, do you like to read, connect with friends and family, or attend community events?

   _____

   _____

2. What is an activity that you would like to do, or something you would like to learn?

   _____

   _____

3. What are there barriers or roadblocks to doing the things you would like to do?

   _____

   _____

4. Think of the people and resources you know. Are there supports that might help you achieve a goal?

   _____

   _____

Advocacy

- ☐ Knowing your rights and the laws that protect them
- ☐ Advocating for your needs
- ☐ Requesting accommodations
- ☐ Engaging in systems advocacy

Home Living

- ☐ Maintaining a safe home
- ☐ Negotiating apartment living
- ☐ Managing personal assistance
- ☐ Budgeting resources

Information Seeking

- ☐ Using the Internet to find reliable information
- ☐ Learning about Assistive Technology
- ☐ Gathering information about your community and local resources

Relationships

- ☐ Building new relationships and expanding your social network
- ☐ Connecting to support groups in your area
- ☐ Working with your healthcare providers and PCAs

Getting and Staying Healthy

- ☐ Managing secondary conditions like pain, fatigue, pressure ulcers, and depression
- ☐ Staying on track with your health
- ☐ Staying active
- ☐ Learning about self-care
- ☐ Cooking and eating for health

## Navigating the Community

- ☐ Learning how to use public transportation
- ☐ Identifying accessible public spaces
- ☐ Finding your way around your community

Step 2: Setting a Short-term *SMART* Goal

What is a short-term goal?

Now that you have chosen two goals that you want to work on, let's make them two things: short-term and SMART.

Short-term goals are goals that you want to achieve soon, perhaps within the next month or two. Long term goals are goals that you hope to achieve in the future, such as a year down the road. Short-term goals can be stepping-stones for you to reach long-term goals without overwhelming you. The Out and About Program will help you work on short-term goals that can be achieved in about four weeks.
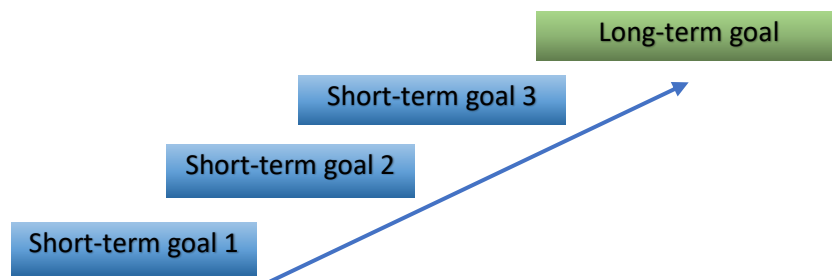
> Example: Mary wants to continue gardening after her spinal cord injury but wonders how she will be able to dig in the dirt from her wheelchair. She sets a long-term goal to grow some vegetables in a raised garden bed within one year. To reach that goal, she sets a short-term goal to gather information about building a raised garden bed. She sets a second short-term goal to determine how much it will cost to buy materials to build the raised bed, within one month. Her third short-term goal is to identify someone to assist her in building the bed.

Photo credit: https://www.flickr.com/photos/mmennonno/5749760615/

What is a SMART goal?

SMART stands for Specific, Measurable, Attainable, Relevant and Time-bound. Goals are most effective when they are:

Specific: you know exactly what you will do

Measurable: you know when you have reached the goal

Attainable: you can realistically accomplish the goal

Relevant: the goal is important to you

Time-bound: there is a deadline

Below are some examples of goals that are **not SMART** and the same goals turned into SMART ones.

Example 1: Finding resources in the community

Non-SMART goal	SMART goal
• I will find a personal trainer who is willing to work with me both at home and in the community.	• I will identify and speak with 3 personal trainers to find one willing to work with me both online or at a gym when I can get there. In 4 weeks, I will choose one.

Example 2: Advocacy

Non-SMART goal	SMART goal
• I will have the grocery store install a van accessible parking space where there is none now.	• I will find and study the legal requirements for van accessible parking spaces and find the name and phone number for the grocery store manager in two weeks.

Example 3: Building relationships

Non-SMART goal	SMART goal
• I want to strengthen my relationships with my friends.	• I will call and talk to a friend for at least five minutes each week for the next four weeks.

Example 4: Managing health

Non-SMART goal	Smart Goal
• I will learn to manage the medications that I take.	• I will ask my pharmacist to mail me a list of my medications within a week. I will read about them and make a list of questions to ask my doctor before my appointment in 2 weeks.

How can I set a SMART goal?

Hopefully you now have a better understanding of what SMART and non-SMART goals look like. Let's work on creating a SMART goal by using the Out and About SMART Goal Worksheet.

As you write your SMART goals using the worksheet, answer the following questions to help you follow the SMART approach:

- Is the goal **specific**? (Do you name your target activity or exactly what you plan to do?)
- Is the goal **measurable**? (How will you know when the goal has been achieved, or you've done what you planned? Do you have some criteria or standards for your performance?)
- Is the goal **realistic**? (Do you have enough time and resources to achieve it? Are you capable of performing the steps that are required?)
- Is the goal **relevant** to you? (If the goal is important to someone else but not to you, can you find one that is meaningful to you?)
- Is the goal **time-bound**? (Have you a set a deadline for when this goal will be accomplished?)

If you cannot answer all the SMART questions with "yes," then take another look at your goals, and make some changes.

Let's use "finding a personal trainer" as an example to see how James set his SMART goal by using the worksheet below.

Out and About SMART Goal Worksheet   Date: _02/09/2018_

Consumer name: _James_   CIL staff name: _Lucy_

Step 1: Write down your <u>draft goal</u>:

I will find a place to exercise.

Step 2: Make your draft goal <u>SMART</u>: Discuss with your CIL staff and answer the questions below. If you answer "no" to any of the questions, discuss with your CIL staff further and adjust your goal to make it SMART.

<table>
<tr><td colspan="2"><u>Specific:</u></td></tr>
<tr><td colspan="2">➢ What exactly do you want to accomplish?
<i>Find a personal trainer who has experience working with wheelchair users, is affordable, and is willing to train both online or in a gym, depending on my needs.</i></td></tr>
<tr><td colspan="2">➢ How will you accomplish this goal? (List the specific steps you will take)
1. <i>Find names of tat least three personal trainers with experience working with wheelchair users from friends, my CIL, and my city recreation program.</i>
2. <i>Call each trainer to ask about their experience, how much they charge, and whether they are willing to work with me both online and at a gym.</i>
3. <i>Choose and hire the best trainer for me.</i>
4. <i>Identify a weekly session schedule</i>
5. <i>Try it to see how it works out</i></td></tr>
<tr><td colspan="2" align="center">Is this goal SPECIFIC?   (Yes)   No</td></tr>
<tr><td colspan="2"><u>Measurable:</u></td></tr>
<tr><td colspan="2">➢ How will you measure your goal (e.g., how many? how much?)?
<i>I will measure by the number of trainers I contacted and the information I find about their experience, affordability, and whether they are willing to work online and at a gym.</i></td></tr>
<tr><td colspan="2">➢ How will you know when you reach your goal?
<i>When I get have found and hired a trainer that meets my needs.</i></td></tr>
<tr><td colspan="2" align="center">Is this goal MEASURABLE?   (Yes)   No</td></tr>
</table>

Attainable:

➤ What <u>resources</u> and <u>skills</u> do you need to achieve this goal?
  I am good at contacting people and getting information over the phone. I also know how to use the internet on my iPad. I know what my needs are and what I want. I know how much I can afford to spend each month for personal training.

➤ How can you find the time to reach this goal?
  I will make sure that I make at least one phone call or website search every day to find the information I need.

➤ Where can you get support?
  I I feel that I can do it myself. But if needed, I can always ask for help from Lucy or my friends.

Is this goal ATTAINABLE with effort and commitment?	(Yes)	No

Relevant:

➤ Why is this goal important to you?
I want to build up my arms to that I don't get tired from wheeling and so that I can continue to make safe transfers, but I need some advice so I don't hurt myself. And I want to be able to exercise at home so I can keep up my routine when I can't get to the gym.

Is this goal RELEVANT to you?	(Yes)	No

Time-bound:

➤ When will you achieve this goal? Is the timeline realistic?
  I want to be working with a trainer one month from now. So, I will make at least one call a day for a week to identify trainers, then follow-up with them and choose one during the next week. Then I will hire one and arrange a schedule and begin sessions. I can get all of this done over a four-week period.

Is this goal TIME-BOUND?	(Yes)	No

Step 3: Write down your final SMART goal:

> <u>*I will identify at least three personal trainers with experience working with wheelchair users and contact them to ask what they charge and whether they are willing to work both online and at a gym. I will decide which one best meets my needs and will hire one within four weeks.*</u>
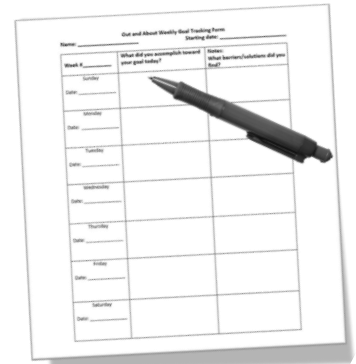
Now it's your turn to fill out a SMART Goal Worksheet with your CIL staff. You can find additional SMART Goal Worksheets towards the end of your workbook.

What is goal tracking?

Now that you have your short-term SMART goals set, it is time to take action and track your progress. Tracking your goals means that you document what you're doing to accomplish your goals. This helps you stay "on track" to assess your progress and achieve your goals.

You can share your tracking documents with other people who want to support you in achieving your goals. For example, you can share them with the Center for Independent Living staff with whom you work and let them know how you've been doing with your goal. Posting your tracking documents in a place where you will see them regularly, like your refrigerator, can help to remind you of your goal.

How can I track a goal?

There are different ways to track goals. To make it easy for you, we created the Out and About Weekly Goal Tracking Form. We will call it the *Tracking Form*. This form helps you record the things you did to reach your goal for one week. You can use one Tracking Form for each SMART goal and for each week you work on your goals. In other words, if you set two SMART goals, then you should fill out two Tracking Forms each week.

Photo: Florida Office on Disability and Health

Let's use James from Step 2: Setting a short-term SMART goal as an example. James worked with his CIL staff on the Out and About SMART Goal Worksheet and identified one of his SMART goals as:

I will find a personal trainer who has experience working with wheelchair users, is affordable, and is willing to train both online or at a gym, depending on my needs.

James was motivated and planned to reach this goal in four weeks. James filled out the steps he took every day and completed a Tracking Form for each week. He documented what he did by keeping notes and wrote down whether there were any barriers he faced or solutions he found. Even on days that he was not able to do much, he wrote down what happened (e.g., illness, too busy) and how he planned to move forward. James had four Tracking Forms completed at the end of four weeks and was ready to bring them to share with his CIL staff. See James's Tracking Forms on the next page to find out how he set a SMART goal, encountered barriers, and overcame them to achieve his goal.

See the "Worksheets" section of this workbook to find the forms for tracking YOUR goals!

Out and About Weekly Goal Tracking Form

Name: __James__

Date: _____

Starting date: __2/12/18__

SMART goal:	*I will find a personal trainer who has experience working with wheelchair users, is affordable, and is willing to train both online or in a gym, depending on my needs within four weeks.*	
Week #___1___	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
Day 1 Date:___2/12__ Day: _Monday_	*Called some friends who use wheelchairs and work out, my CIL and the city rec program to ask about trainers. Got one name from the city: Bob Smith, 000-000-0000*	*One of my friends told me that I may have to pay both gym fees and personal training fees—not in my budget!*
Day 2 Date:___2/13__ Day: _Tuesday_	*A friend who recommended a PT student who does training: Mary Brown- 111-111-1111. The CIL recommended a program at the hospital that offers both a gym and personal training, I called them both.*	*Mary called and said that she doesn't have openings for additional clients right now. She will ask another student if he is interested.*
Day 3 Date:___2/14__ Day: _Wednesday_	*Bob called me back, He has worked with wheelchair users before and there is no charge to use the city recreation facility for his training sessions. His fee is subsidized by the city and is affordable.*	*Bob does not know if the city will allow him to work with me online. He will check and get back to me.*
Day 4 Date:___2/15__ Day: _Thursday_	*The CIL staff called to tell me about a program at the local hospital that is accessible and includes personal training and is cheap. I called . and left a message.*	*I guess I may not have as much choice about hiring a personal trainer as I would like.*
Day 5 Date:___2/16__ Day: _Friday_	*Did not get to make calls today because of being in serious pain .*	*Will work on this after breakfast tomorrow*
Day 6 Date:___2/17__ Day: _Saturday_	*Bob called and said that he could work with me online after three in-person sessions if I sign a waiver. He will email the waiver to me so I can look it over.*	*The other student called me back but doesn't feel that he has enough experience to work online with clients, The city website says the facilities are accessible.*
Day 7 Date:___2/18__ Day: _Sunday_	*Looked over the waiver that Bob sent and feel OK with it—just says that I am responsible for monitoring my safety for online sessions.*	*Still waiting to hear back about the hospital program.*

Out and About Weekly Goal Tracking Form

Name: _James_

Date: _____

Starting date: _2/12/18_____

SMART goal:	I will find a personal trainer who has experience working with wheelchair users, is affordable, and is willing to train both online or in a gym, depending on my needs within four weeks.	
Week #____2____	**What did you accomplish toward your goal today?**	**Notes: What barriers/solutions did you find?**
Day 1 Date: _2/19_ Day: _Monday_	Took a day off from working on this to go grocery shopping, and see a movie with a friend.	Will work on this tomorrow
Day 2 Date: _2/20_ Day: _Tuesday_	Heard back from the hospital. The program has accessible equipment and is affordable., but no online options. It is open to anyone whose doctor will recommend them.	The hospital program is not open evenings or weekends. Also I learned that most people using it are much older and have had strokes. Not sure that will be motivating for me.
Day 3 Date: _2/21_ Day: _Wednesday_	Did not do anything today. Had several medical appointments	Will call Bob tomorrow.
Day 4 Date: _2/22_ Day: _Thursday_	I called Bob and asked what time of day and what days he has openings. He told me that the city rec center with the best accessible equipment is on Haskell, near my house.	I will visit the center on Haskell to check it out. I wish I had more choices but working with Bob seems like it will work out.
Day 5 Date: _2/23_ Day: _Friday_	I made plans to take paratransit to the rec center three days from now— first appointment I could get. But I should be able to get rides to and from the rec center most days between 10-3 if I book in advance. Bob is available during those times on Monday, Wednesday and Friday.	Relying on the paratransit sucks but I think I can make it work.
Day 6 Date: _2/24_ Day: _Saturday_	Waiting...	Have not identified any other options at this point.
Day 7 Date: _2/25_ Day: _Sunday_	Waiting and have made a list of things to check out when I visit the rec center.	

Out and About Weekly Goal Tracking Form

Name: __James__   **Starting date:** __2/12/18__

Date: _____

SMART goal: *I will identify and call the three fitness centers close to my home to find out which one is most accessible and best meets my needs and will decide which one to join within four weeks.*		
Week #___3___	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
Day 1 Date:___2/26___ Day: _Monday_	*Visited the rec center. Lots of people my age lifting weights and playing basketball. Restrooms, locker room and weight room are very accessible. I got information about signing up for personal training online.*	*The guy told me to sign up soon because Bob is popular. But I noticed that the arm cycle is broken and the guy could not tell me when it will be fixed. That sucks.*
Day 2 Date:___2/27___ Day: _Tuesday_	*Called the city and explained that I want to use the center on Haskell but that the arm cycle is broken, I asked when it will be fixed. They said Derek, a manager, will call me.*	*Bums me out that the cycle is broken.*
Day 3 Date:___2/28___ Day: _Wednesday_	*Did not get a call back from Derek.*	*I did not expect broken equipment to be a barrier.*
Day 4 Date:___3/1___ Day: _Thursday_	*Called and left another message for Derek.*	*No news.*
Day 5 Date:___3/2___ Day: _Friday_	*Derek called and said that they are waiting for a part to fix the arm cycle but it might take a few more weeks. He said I should check out the rec center on Brook Avenue as they have a new arm cycle there.*	*I guess Bob is not as familiar with the rec centers as he thought because he recommended the one on Haskell. Good lesson that I should always check out things myself.*
Day 6 Date:___3/3___ Day: _Saturday_	*I called and arranged paratransit to visit the Brook Ave rec center on Monday.*	*More waiting.*
Day 7 Date:___3/4___ Day: _Sunday_	*No progress—taking Sunday off.*	

Out and About Weekly Goal Tracking Form

Name: _James_

Date: _____

Starting date: _2/12/18_____

SMART goal: I will find a personal trainer who has experience working with wheelchair users, is affordable, and is willing to train both online or in a gym, depending on my needs within four weeks.		
Week #___4___	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
Day 1 Date: _3/5_ Day: _Monday_	Visited the Brook Ave rec center today. It's great! Bigger than the one on Haskell, and the arm cycle is newer and better. I asked if personal trainers can work there and was told that Bob works there sometimes.	I called Bob and left a message. That rec center seems like it will work out great for me.
Day 2 Date: _3/6_ Day: _Tuesday_	Bob called and said he would be happy to work with me at Brook Ave. He said to enroll online and suggested that we schedule our first session at the rec center on Friday at 11 AM.	Finally things are moving. I enrolled and made the paratransit appointment.
Day 3 Date: _3/7_ Day: _Wednesday_	I forgot I have a dental cleaning on Friday at 10 AM. I called and rescheduled it for 3 PM. I also rescheduled paratransit for that time.	Good that I can make all these plans over the phone.
Day 4 Date: _3/8_ Day: _Thursday_	Waiting for Friday.	
Day 5 Date: _3/9_ Day: _Friday_	I met with Bob for my first session—it was great. He pushes me but not too much and I think I will like working with him. I am sore but feel good.	I wish the rec center had more accessible aerobic equipment but I worked out in the weight room, used the arm cycle and then wheeled on the track.
Day 6 Date: _3/10_ Day: _Saturday_	Bob and I set two sessions at the rec center and one online. I will get some stretch bands that Bob recommended—I already have hand weights. For the online session, he said we'll do some seated aerobics and some strengthening on Zoom and see how that goes.	I don't have cash for the stretch bands now but my neighbor said that she has some that she never uses and will give them to me.
Day 7 Date: _3/11_ Day: _Sunday_	I am looking forward to my session tomorrow. Glad this all worked out.	

Step 4: Reviewing and Celebrating Your Progress

Congratulations on reaching your SMART goals! Whether you were able to fully achieve your short-term goals, or you just made progress towards achieving them, we can all find something to celebrate! Think about the questions below and write your success statements!

1. How do you feel about the progress you have made on your SMART goals?

2. What challenges did you face?

3. What surprised you about this experience? What did you learn?

I was able to...

_____
_____
_____
_____

I learned...

_____
_____
_____
_____

Though you have come to the end of the Out and About Program, you can use the skills and information you have learned to continue to set goals. Let's think about the next goal you want to work on for yourself:

My next goal will be...

_____
_____

Thank you for taking the time to complete this program!

We know that living in a community setting is not always the same as participating in the community. We believe that having the opportunity to connect with your community in the way that works best for you is a big part of independent living and enjoying a fulfilling life. We hope that during your time in the program, you learned valuable lessons about goal setting and tracking, and gained confidence in your skills to achieve the goals you want to set in your life. We hope that you continue to set goals for yourself and put these skills to the test by connecting with your community.

As we continue to improve this program, we would appreciate your feedback on your experience working on two short-term SMART goals. If you would like to provide more information on your experience, please feel free to contact a member of our research team.

Thank you and good luck on your future goals!

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Out and About Worksheets

SMART Goal Worksheets

Weekly Goal Tracking Forms

Consumer name:_____ _____   CIL staff name: _____ _____

Step 1: Write down your <u>draft goal</u>:

_____

_____

Step 2: Make your draft goal <u>SMART</u>: Discuss with your CIL staff and answer the questions below. If you answer "no" to any of the questions, discuss with your CIL staff further and adjust your goal to make it SMART.

Specific:
➤ What exactly do you want to accomplish?
➤ How will you accomplish this goal? (List the specific steps you will take)
Is this goal SPECIFIC?   Yes   No
Measurable:
➤ How will you measure your goal (e.g., how many? how much?)?
➤ How will you know when you reach your goal?
Is this goal MEASURABLE?   Yes   No
Attainable:
➤ What <u>resources</u> and <u>skills</u> do you need to achieve this goal?
➤ How can you find the time?
➤ Where can you get support?
Is this goal ATTAINABLE with effort and commitment?   Yes   No

Relevant:
➢ Why is this goal important to you?

Is this goal RELEVANT to you?   Yes   No

Time-bound:
➢ When will you achieve this goal? Is the timeline realistic?

Is this goal TIME-BOUND?   Yes   No

Step 3: Write down your final SMART goal:

_____

_____

_____

_____

Out and About SMART Goal Worksheet

Consumer name:_____   CIL staff name: _____

Step 1: Write down your draft goal:

_____

_____

Step 2: Make your draft goal SMART: Discuss with your CIL staff and answer the questions below. If you answer "no" to any of the questions, discuss with your CIL staff further and adjust your goal to make it SMART.

Specific:
➢ What exactly do you want to accomplish?
➢ How will you accomplish this goal? (List the specific steps you will take)
Is this goal SPECIFIC?   Yes   No
Measurable:
➢ How will you measure your goal (e.g., how many? how much?)?
➢ How will you know when you reach your goal?
Is this goal MEASURABLE?   Yes   No
Attainable:
➢ What resources and skills do you need to achieve this goal?
➢ How can you find the time?
➢ Where can you get support?
Is this goal ATTAINABLE with effort and commitment?   Yes   No

Relevant: ➢ Why is this goal important to you? 	
Is this goal RELEVANT to you? Yes No	
Time-bound: ➢ When will you achieve this goal? Is the timeline realistic? 	
Is this goal TIME-BOUND? Yes No	

Step 3: Write down your final SMART goal:

_____

_____

_____

_____

Out and About SMART Goal Worksheet

Consumer name:_____   CIL staff name: _____

Step 1: Write down your draft goal:

_____

_____

Step 2: Make your draft goal SMART: Discuss with your CIL staff and answer the questions below. If you answer "no" to any of the questions, discuss with your CIL staff further and adjust your goal to make it SMART.

Specific: ➢ What exactly do you want to accomplish?   ➢ How will you accomplish this goal? (List the specific steps you will take)
Is this goal SPECIFIC?   Yes   No
Measurable: ➢ How will you measure your goal (e.g., how many? how much?)?   ➢ How will you know when you reach your goal?
Is this goal MEASURABLE?   Yes   No
Attainable: ➢ What resources and skills do you need to achieve this goal?   ➢ How can you find the time?   ➢ Where can you get support?
Is this goal ATTAINABLE with effort and commitment?   Yes   No

Relevant:
➢ Why is this goal important to you?

Is this goal RELEVANT to you?   Yes   No

Time-bound:
➢ When will you achieve this goal? Is the timeline realistic?

Is this goal TIME-BOUND?   Yes   No

Step 3: Write down your final SMART goal:

_____

_____

_____

_____

Out and About Weekly Goal Tracking Form

Name: _____   **Starting Date: _____**
Date: _____

SMART goal:		
Week #_____	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
Day 1 Date: _____ Day: _____		
Day 2 Date: _____ Day: _____		
Day 3 Date: _____ Day: _____		
Day 4 Date: _____ Day: _____		
Day 5 Date: _____ Day: _____		
Day 6 Date: _____ Day: _____		
Day 7 Date: _____ Day: _____		

Name: _____

Starting Date: _____

Date: _____

SMART goal:		
Week #_____	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
Day 1 Date: _____ Day: _____		
Day 2 Date: _____ Day: _____		
Day 3 Date: _____ Day: _____		
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Date: _____

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Week #_____	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
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Day 6 Date: _____ Day: _____		
Day 7 Date: _____ Day: _____		

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Name: _____   **Starting Date: _____**

Date: _____

SMART goal:		
Week #_____	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
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Out and About Weekly Goal Tracking Form

Name: _____   **Starting Date: _____**

Date: _____

SMART goal:		
Week #_____	**What did you accomplish toward your goal today?**	**Notes:** **What barriers/solutions did you find?**
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Day 3 Date: _____ Day: _____		
Day 4 Date: _____ Day: _____		
Day 5 Date: _____ Day: _____		
Day 6 Date: _____ Day: _____		
Day 7 Date: _____ Day: _____		

Use this checklist to find resources relevant to your community participation goals. These resources can be found on the Out and About website, outandabout.ctb.ku.edu, and you can also contact your CIL staff member to access them.

ADVOCACY

Knowing your rights and the laws that protect them

You can find the following fact sheets on the laws and regulations that are relevant to people with disabilities in the Resources section of the Out and About website: outandabout.ctb.ku.edu

☐ **Americans with Disabilities Act Fact Sheet**
Learn about this landmark civil rights act for people with disabilities.

☐ **2010 Standards for Accessible Design Fact Sheet**
Learn about the regulations for accessible buildings and facilities under the Americans with Disabilities Act.

☐ **Fair Housing Act Fact Sheet**
Learn about this law that protects the rights of people with disabilities when seeking housing.

☐ **Olmstead U.S. Supreme Court Decision Fact Sheet**
Learn about this legal decision that supports the rights of people with disabilities to live in community settings rather than institutions.

☐ **Affordable Care Act Fact Sheet**
Learn about this law that increases opportunities for people with disabilities to obtain health coverage.

☐ **Help America Vote Act Fact Sheet**
Learn how this law helps to make the voting system more inclusive and accessible for people with disabilities.

Advocating for your needs

☐ **Learn about Self-Advocacy: Speaking Up**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/speakingup/
Watch these online training videos to learn how and when to speak up for your rights. Learn about the benefits of self-advocacy.

☐ **Writing Letters to the Editor**, Community Toolbox
https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-editor/main
This resource provides information about the what, why, when, and how of writing letters to the editor of a newspaper, magazine or newsletter. Find tips and examples of how to advocate by writing a letter to the editor.

☐ **Advocacy: Survival Skills for Advocates**, Community Toolbox
https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/survival-skills/main
This resource explains how to advocate and be successful when things get tough. Find tips and tools for keeping up your work for change.

☐ **Advocacy**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
Learn the basics of self-advocacy and group advocacy.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Advocacy session.

☐ **Self-advocacy**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This online training session provides examples on how self-advocacy has helped people with disabilities in the community. Follow this online session to learn about becoming an advocate for your needs.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Self-advocacy session.

☐ **Advocacy Tool Kit, Skills and Strategies for Effective Self and Peer Advocacy**, Disability Rights Wisconsin
https://www.brainline.org/sites/default/files/Advocacy%20Tool%20Kit_2007.pdf
This resource is a comprehensive tool kit for learning about self-advocacy, building an advocacy plan and effective strategies for advocating for your needs. For local resources on advocacy opportunities and organizations and state specific policies, contact your local CIL.

Requesting accommodations

☐ **Work- How To Request and Negotiate an Accommodation at Work**
http://www.survivorshipatoz.org/hiv/articles/work-how-to-request-and-negotiate-an-accommodation/
This resource walks you through the steps on how to get an accommodation at work.

☐ **Employees' Practical Guide to Requesting and Negotiating Reasonable Accommodations Under the Americans with Disabilities Act**, Job Accommodation Network
https://askjan.org/EeGuide/EeGuide.pdf
Find answers to common questions about requesting a work accommodation and guidance in getting the assistance you need.

☐ **Disability Identity – Accommodations**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Disability Identity*, may help you recognize what your disability means to you, and what accommodations you need to have in order to be successful.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Disability Identity session.

☐ **Disability Identity - Disclosure**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Disability Identity*, may help you deciding when and when not to share information about your disability with others.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Disability Identity session.

Resources Checklist

Engaging in systems advocacy

☐ **Advocacy - Group Advocacy**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This portion of the online session, *Advocacy*, provides the basics about group advocacy and the benefits of working with others to make a difference.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Advocacy session.

☐ **Advocating for Change**, Community Toolbox
https://ctb.ku.edu/en/advocating-change
This resource provides examples on how people have advocated for change in their communities and outlines the steps you can take to do systems advocacy.

☐ **Getting Issues on the Public Agenda**, Community Toolbox
https://ctb.ku.edu/en/table-of-contents/assessment/getting-issues-on-the-public-agenda
Watch these five sections on systems advocacy to learn the skills to create change. The examples provided here are associated with community health and development but can easily be translated to issues you are passionate about.

☐ **Best Change Processes**, Community Toolbox
https://ctb.ku.edu/en/best-change-processes
Learn about 12 of the best activities to make change in the community. These processes are supported by research and can give you some ideas about systems advocacy, from establishing a vision to sustaining the work you achieve.

☐ **Social Action**, Community Toolbox
https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/systems-advocacy-and-community-organizing/main
This resource describes what social action is and the ways to take action, with others, in your community.

☐ **Coalition Building I: Starting a Coalition**, Community Toolbox
https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coaltion/main
Coalition Building II: Maintaining a Coalition, Community Toolbox
https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/maintain-a-coalition/main
Use these resources to learn about creating and maintaining a coalition. Learn the steps to connect with others who are passionate about the same things you are and working with them to achieve a common goal.

INFORMATION SEEKING

Using the Internet to find reliable information

☐ **Technical Skills - Using the Internet**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Technical Skills*, can be found by scrolling down the page to the Using the Internet section. Here you will find helpful information about the basics of navigating the Internet.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Technical Skills session.

☐ **Technical Skills - Social Media and Safety & Ethics**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Technical Skills*, provides information on how to stay safe and protect your privacy while online or in chatrooms. To find this portion of the session, scroll down the page to the Using the Internet section and select the tabs "Social Media" and "Safety & Ethics".
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Technical Skills session.

☐ **Video: Searching the Web**, Healthy Community Living
https://vimeo.com/204266288/052aa66547
This short video illustrates the basics of using the Internet to find the information you are looking for on search engines like Google and Bing.

☐ **Finding and Evaluating Online Resources**, National Center for Complementary and Integrative Health
https://nccih.nih.gov/health/webresources
This resource provides some quick questions to ask yourself about the information you find online, to determine if it is reliable. Learn how to become an informed consumer of online content.

☐ **Seeking Information - Evaluation**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This portion of the online session, *Seeking Information*, gives you tips on evaluating whether or not a source of information is reliable.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Seeking Information session.

☐ **How to Find Trustworthy Health Information from the Internet**, Healthy Aging & Physical Disability Rehabilitation Research and Training Center, University of Washington
http://agerrtc.washington.edu/info/factsheets/internet?utm_source=AAHD&utm_medium=WebsiteResource&utm_campaign=2016-01-AAHD-website
Find information and tips for locating reliable information about your health on the Internet.

Learning about Assistive Technology

☐ **Assistive Technology (AT) Fact Sheet**, Health Access for Independent Living (HAIL)
http://hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Assistive%20Technology.pdf
This fact sheet describes what assistive technology is, how various types of technology can help people with disabilities, and how to get and pay for it.

☐ **Technical Skills - Assistive Technology**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Technical Skills*, can be found by scrolling down to the Assistive Technology section. This online session provides the basics about Assistive Technology (AT) including the different types of devices and services and resources for accessing AT.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Technical Skills session.

☐ **Association of Assistive Technology Act Programs**
https://www.ataporg.org/programs
Use this resource to find the Assistive Technology program in your state to learn about your local resources for used devices, loans to buy equipment and other programs.

Gathering information about your community and local resources

☐ **How to Find Events and Clubs in Your Community**, Succeed Socially
https://www.succeedsocially.com/findinglocalevents
Learn tips about finding local activities and events to attend. Find different sources of information to consider when looking for something to do in your community.

☐ **ILRU Directory of Centers for Independent Living (CILs) and Associations**
http://www.ilru.org/projects/cil-net/cil-center-and-association-directory
Find your local Center for Independent Living (CIL) to contact for assistance in gathering information about local resources. Select your state on the map provided here locate the CIL nearest you.

☐ **2-1-1**
http://www.211.org/
2-1-1 is a free and confidential national information and referral service. This site is a good place to start to find information about local resources.

☐ **Wiki How- Use a Public Library**
https://www.wikihow.com/Use-a-Public-Library
This page describes different ways you can use your public library, from checking out materials to helping you give back to your community by volunteering.

Gathering information about your community and local resources

☐ **Digital Public Library of America**
http://find-your-public-library.dp.la/
Use this resource to locate the public library nearest you.

☐ **Ability List**
https://abilitylist.org/adwords-build-01242016/index.html
Find and share disability resources, in your hometown and across the country.

HOME LIVING

Maintaining a safe home

☐ **AARP HomeFit Guide**, American Association of Retired Persons
https://www.aarp.org/content/dam/aarp/livable-communities/documents-2015/HomeFit2015/AARP%20HomeFit%20Guide%202015.pdf
This resource provides valuable information on maintaining a safe home. Use the worksheets and checklists to make sure your home fits your needs.

☐ **Olmstead U.S. Supreme Court Decision Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
Learn about this legal decision that supports the rights of people with disabilities to live in community settings rather than institutions.

☐ **Fair Housing Act Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
Learn about this law that protects the rights of people with disabilities when seeking housing.

☐ **Housing,** Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This online session describes the types of housing available and provides tips for searching and applying for housing, and for moving into your new home. The session also presents ways to make your home more accommodating for your needs as well as information on how to prepare for a natural disaster.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Housing session.

☐ **Learn about Self-Advocacy: Your Next Home**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/next-home/
This video can help you list the criteria you want in a new home, and teaches you how to look for a home that fits your needs. The video discusses important things to consider when looking for a new home.

☐ **U.S. Dog Registry**
http://usdogregistry.org/information/
This resource provides information and registration for service, emotional support, and therapy dogs. See the Frequently Asked Questions page to learn more about your service dog.

Maintaining a safe home

☐ **How to Prevent Falls Fact Sheet**, Healthy Aging & Physical Disability Rehabilitation Research and Training Center, University of Washington
http://agerrtc.washington.edu/info/factsheets/falls?utm_source=AAHD&utm_medium=WebsiteResource&utm_campaign=2016-01-AAHD-website
This resource lists the consequences of falling, potential risk factors for falling, and describes many ways to prevent falls in the future.

☐ **Tips for Fall Prevention**, Home Safety Self-Assessment Tool (HSSAT)
https://sphhp.buffalo.edu/content/sphhp/rehabilitation-science/research-and-facilities/funded-research/aging/home-safety-self-assessment-tool/_jcr_content/par/download_1377718489/file.res/F4-Tips-for-Fall-Prevention.pdf
This resource lists changes you can make in your home to prevent possible falls and hazards.

Negotiating apartment living

☐ **Renting with Disabilities**, Tenant Resource Center
www.tenantresourcecenter.org/renting_with_disabilities
This resource provides information on renting with a disability. It discusses discrimination, reasonable accommodations, and things to consider when renting.

☐ **Know Your Rights if You Have a Disability**, The Spruce
https://www.thespruce.com/fair-housing-and-disability-rights-155902
Learn about your rights to equal housing and what your landlord should and should not do.

☐ **How to Find an Accessible Apartment Online**, The Spruce
https://www.thespruce.com/how-to-find-an-accessible-apartment-online-155901
Find resources to locate an accessible apartment in your area and learn about accessible features to find a home that fits your needs.

☐ **Fact Sheet: Fair Housing for Persons with Disabilities: Ensuring Accessibility**, Fair Housing Center of West Michigan
http://healthycommunityliving.com/CLS/sites/default/files/PDFs/Fair%20Housing%20Sheet.pdf
This fact sheet answers common questions about fair housing and accommodations.

☐ **Fair Housing Act Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
Learn about this law that protects the rights of people with disabilities when seeking housing.

☐ **Olmstead U.S. Supreme Court Decision Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
Learn about this legal decision that supports the rights of people with disabilities to live in community settings rather than institutions.

Managing personal assistance

☐ **Working with Your Health Care Provider Fact Sheet**, Health Access for Independent Living (HAIL)
http://hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Working%20with%20Your%20Provider%20HAIL.pdf
This fact sheet provides basic tips for working with doctors and other health care providers.

☐ **Assistive Technology (AT) Fact Sheet**, Health Access for Independent Living (HAIL)
http://hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Assistive%20Technology.pdf
This fact sheet describes what assistive technology is, how various types of technology can help people with disabilities, and how to get and pay for it.

☐ **Healthy Relationships - Community Members- PCAs**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Healthy Relationships*, can be found by selecting the Community Members tab and clicking the Personal Care Assistant subtab. Here, you will find information about hiring a PCA and things your PCA should and should not do for you.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Healthy Relationships session.

☐ **Disability Identity - Adjustment and Acknowledgment**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Disability Identity*, can be found by clicking the Adjustment & Acknowledgement tab. Here you can navigate through the rest of the session to learn how to recognize your disability, how it may impact your identity, and what accommodations you need to have in order to be successful in what you want to do.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Disability Identity session.

☐ **Personal Care Assistants: How to Find, Hire & Keep**, Craig Hospital
https://craighospital.org/resources/personal-care-assistants-how-to-find-hire-keep
This resource discusses criteria to consider in order to find the right PCA for you.

☐ **8 Steps to Follow when Hiring a Personal Care Attendant (PCA)**, Kentucky Cabinet for Health and Family Services
http://chfs.ky.gov/nr/rdonlyres/53ee7da6-0b0c-4b44-8006-b21f1231cdec/0/pca.pdf
This resource breaks down the process of finding a PCA to fit your needs, from identifying your needs and tasks you require assistance with to managing the relationship with the PCA you hire.

☐ **Hiring a Private Caregiver? What you Need to Know**, Caring.com
https://www.caring.com/articles/how-to-find-a-private-caregiver
This resource provides some tips on identifying a private caregiver and things to do before you hire one.

Resources Checklist

Managing personal assistance

☐ **PCA Boundaries**, Minnesota Department of Human Services
http://registrations.dhs.state.mn.us/PCACourse/Module_06/en/0201.htm
This resource describes the professional boundaries between consumers and their personal care assistant. Learn about ways to identify boundary issues.

☐ **A Step-by-Step Guide to Training and Managing Personal Assistants: Consumer Guide**,
Research and Training Center on Independent Living
http://rtcil.org/sites/rtcil.drupal.ku.edu/files/images/galleries/PA%20Manual%20print%20version%20Consumer%20guide.pdf
This resource offers helpful information regarding training, managing and working with personal assistants, including checklists for managing tasks. However, since policy regarding programs for personal assistance vary by state, and has been changing, it would be best to check with your local CIL (or ILC, as they are referred to in this resource), for the latest information regarding funding for personal assistance, self-direction, and other programmatic information.

Budgeting resources

☐ **Budgeting and Finance**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This online session provides the basics of spending, saving, and managing your money. Find tips on using a budget to help you meet your goals.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Budgeting and Finance session.

☐ **Learn about Self-Advocacy: What to Know about Public Benefits**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/public-benefits/
This video illustrates how people with disabilities who are eligible can receive financial support from the government. The video briefly describes programs, and the requirements for them, that support people with disabilities.

☐ **What to Know about Trusts & ABLE Accounts**, Self- Advocacy Online
http://www.selfadvocacyonline.org/learning/trusts/
Learn information about special needs trusts and ABLE accounts that support people with disabilities.

☐ **Personal Finance Guide for People with Disabilities**, Calculator.org
https://www.calculators.org/savings/people-with-disabilities.php
Learn information about personal finance from ways to save money to setting financial goals for yourself.

RELATIONSHIPS

Building new relationships and expanding your social network

☐ **Social Support and Networking Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
This fact sheet lists the different types of social support that we all need and provides tips on how to build a social support network.

☐ **Building Support,** Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This online session provides information on how to find and use support to develop solutions to problems in your life.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Building Support session.

☐ **Peer Support**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This online session discusses the qualities of a good peer and how you can be a good peer to others in your life.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Peer Support session.

☐ **Healthy Relationships**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This online session discusses what you need to know about yourself and identifying want you want in a relationship. Learn about different types of close relationships including romantic relationships, online dating, and relationships with community members like PCAs, coworkers, and other care providers.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Healthy Relationships session.

☐ **Healthy Communication**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This online session describes the important elements of healthy communication and the contexts in which it takes place. Find information about how to talk about disability and communicate your message to others.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Healthy Communication session.

Building new relationships and expanding your social network

☐ **Staying on Course- Peer Support, Building Momentum**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
You can find this portion of the online session, *Staying on Course*, by clicking the Peer Support and the Building Momentum tabs. Learn how connecting with peers and other supports in your life can help you achieve the things you want to do.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Staying on Course session.

☐ **Learn about Self-Advocacy: Building Good Relationships**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/good-relationships/
This video describes good relationships and poor relationships and how to build healthy relationships with others .

Connecting to support groups in your area

☐ **Learn about Self-Advocacy: Growing your Social Network**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/social-network/
This video provides tips on evaluating your social network and relationships. Learn how to make changes to make your network stronger.

☐ **Find Support Groups**, Mental Health America
http://www.mentalhealthamerica.net/find-support-groups
This resource provides a list of online support groups to connect you with organizations in your area.

☐ **ILRU Directory of Centers for Independent Living (CILs) and Associations**
http://www.ilru.org/projects/cil-net/cil-center-and-association-directory
Find your local Center for Independent Living (CIL) to contact for assistance in gathering information about local resources. Select your state on the map provided here locate the CIL nearest you. Your local CIL can help you find support groups in your area.

☐ **Technical Skills - Social Media and Safety & Ethics**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This portion of the online session, *Technical Skills*, provides information on how to stay safe and protect your privacy while online or in chatrooms. To find this portion of the session, scroll down the page to the Using the Internet section and select the tabs "Social Media" and "Safety & Ethics".
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Technical Skills session.

Working with your healthcare providers and Personal Care Attendants (PCAs)

☐ **Working with Your Health Care Provider Fact Sheet**, Health Access for Independent Living (HAIL)
http://www.hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Working%20with%20Your%20Provider%20HAIL.pdf
This fact sheet provides basic tips for working with doctors and other health care providers.

☐ **How to Get the Most Out of Health Care Visits Fact Sheet**, Healthy Aging & Physical Disability Rehabilitation Research and Training Center, University of Washington
http://agerrtc.washington.edu/info/factsheets/visits/?utm_source=AAHD&utm_medium=WebsiteResource&utm_campaign=2016-01-AAHD-website
Learn about what to expect from a health care visit and how to prepare for one.

☐ **PCA Boundaries**, Minnesota Department of Human Services
http://registrations.dhs.state.mn.us/PCACourse/Module_06/en/0201.htm
This resource describes the professional boundaries between consumers and their personal care assistant. Learn about ways to identify boundary issues.

☐ **A Step-by-Step Guide to Training and Managing Personal Assistants: Consumer Guide**, Research and Training Center on Independent Living
http://rtcil.org/sites/rtcil.drupal.ku.edu/files/images/galleries/PA%20Manual%20print%20version%20Consumer%20guide.pdf
This resource offers very helpful information regarding training, managing and working with personal assistants, including checklists for managing tasks. However, since policy regarding programs for personal assistance vary by state, and has been changing, it would be best to check with your local CIL (or ILC, as they are referred to in this resource), for the latest information regarding funding for personal assistance, self-direction, and other programmatic information.

GETTING AND STAYING HEALTHY

Managing secondary health conditions like pain, fatigue, pressure ulcers, and depression

☐ **Chronic Pain Fact Sheet**, Health Access for Independent Living (HAIL)
http://www.hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Pain%20HAIL.pdf
This fact sheet provides information about the causes of chronic pain in people with disabilities. Learn about living with chronic pain and some ways to deal with it.

☐ **Fatigue Fact Sheet**, Health Access for Independent Living (HAIL)
http://www.hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Fatigue%20HAIL.pdf
This fact sheet provides information about the causes of fatigue in people with disabilities and lists strategies to deal with it.

☐ **Skin Care and Pressure Sores Part 1**, Craig Hospital
https://craighospital.org/uploads/Educational-PDFs/Model-Systems/321.Model-System-Causes-Risks-Pressure-Sores.pdf
This fact sheet provides some basic information about pressure sores and lists the causes and risks of pressure sores.

☐ **Skin Care and Pressure Sores Part 2**, Craig Hospital
https://craighospital.org/uploads/Educational-PDFs/Model-Systems/322.Model-System-Preventing-Pressure-Sores.pdf
This fact sheet provides information about preventing pressure sores.

☐ **Skin Care and Pressure Sores Part 3**, Craig Hospital
https://craighospital.org/uploads/Educational-PDFs/Model-Systems/323.Model-System-See-and-Treat-Pressure-Sores.pdf
This fact sheet provides information about recognizing pressures sores and the steps you can take to treat a pressure sore at different stages.

☐ **Depression Fact Sheet**, Health Access for Independent Living (HAIL)
http://hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Depression%20HAIL.pdf
This fact sheet discusses depression in people with disabilities and gives tips on how to deal with it.

Staying on track with your health

☐ **Affordable Care Act Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
Learn about this law that increases opportunities for people with disabilities to obtain health coverage.

☐ **Understanding Your Health Care Coverage Fact Sheet**, Health Access for Independent Living (HAIL)
http://www.hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Understanding%20Health%20Care%20Coverage.pdf
Learn the basics about health care coverage and tips to use your Medicaid coverage.

☐ **Managing Your Medications Fact Sheet**, Health Access for Independent Living (HAIL)
http://www.hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Managing%20Your%20Medications.pdf
Find answers to common questions about medications and learn some tips on keeping track of the important information about your medications.

☐ **Organizing Your Health Records Fact Sheet**, Health Access for Independent Living (HAIL)
http://www.hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Organizing%20Your%20Health%20Records.pdf
Learn the important health records to keep and how to organize them.

☐ **Accessing Preventive Care Fact Sheet**, Health Access for Independent Living (HAIL)
http://www.hail.ku.edu/sites/lsiservices.res.ku.edu/files/files/Preventive%20Care.pdf
This fact sheet provides information about preventive care and gives tips on ways to stay healthy.

Staying active

☐ **Learning about Self-Advocacy: Exercise**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/exercise/
This video describes the importance of exercise, the different types of exercise, and how much you need to do of each to stay healthy.

☐ **Physical Activity**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This online session provides details about being physically active, activities you can do, the benefits of being active, and how to plan to increase your physical activity.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Physical Activity session.

☐ **How to Stay Physically Active Fact Sheet**, Healthy Aging & Physical Disability Rehabilitation Research and Training Center, University of Washington
http://agerrtc.washington.edu/info/factsheets/exercise?utm_source=AAHD&utm_medium=WebsiteResource&utm_campaign=2016-01-AAHD-website
This resource lists ways that exercise can help you as well as different types of exercise you can participate in. Learn how to set exercise goals for yourself, how to stick with your exercise plan, and ways to prevent injury.

Learning about self-care

☐ **Healthy Reactions**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This online session provides information about appropriate reactions to problems you encounter and presents strategies for changing your outlook and attitude when you face barriers.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Healthy Reactions session.

☐ **Staying on Course**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This online session provides information about staying on track towards your goals. See the *uplifting things* videos to learn about things that can uplift you and how they help others feel safe, happy, and motivated to achieve their goals.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Staying on Course session.

Learning about self-care

☐ **Maintenance**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This online session can help you learn tips to check up on yourself and your progress, and to help you maintain a healthy lifestyle.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Maintenance session.

☐ **Self-Care**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This online session covers different types of hygiene and ways to be healthy with your body as well as in your home. The session also gives instructions on how to best clean yourself and your things, and tips on shopping for groceries and cooking in your home to be healthier.
* For this online session, you will need the username and password provided by your CIL staff. Sing in and select the Self-Care session.

☐ **Learn about Self-Advocacy: Taking Care of Myself**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/takingcareofmyself/
Navigate through these online videos to learn about the reasons and importance of being healthy, the four parts of being healthy, and the balance in your life that you need in order to achieve good health.

☐ **Learn about Self-Advocacy: Living a Healthy Life**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/healthyliving/
Navigate through these online videos to learn about physical, mental and spiritual health.

☐ **How to Sleep Better**, Healthy Aging & Physical Disability Rehabilitation Research and Training Center, University of Washington
http://agerrtc.washington.edu/info/factsheets/sleep?utm_source=AAHD&utm_medium=WebsiteResource&utm_campaign=2016-01-AAHD-website
This fact sheet provides information about the benefits of and strategies for getting good sleep.

Cooking and eating for health

☐ **Eating Well**, Living Well in the Community session
http://healthycommunityliving.com/LWC/user/login
This online session provides information about the components of a healthy diet, how to make changes to your diet, and strategies to achieve a healthier diet.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Eating Well session.

☐ **Learn about Self-Advocacy: A Healthy Plate**, Self-Advocacy Online
http://www.selfadvocacyonline.org/learning/healthyplate/
These online videos can help you learn about the different food groups to create a healthy diet.

☐ **FEAST: Food Education, Access, Support, & Training**, Disabilityfeast
https://disabilityfeast.wordpress.com/
This resource provides many healthy recipes, tip sheets, and other resources for cooking your own food to improve your health.

☐ **Save More at the Store,** ChooseMyPlate.gov
https://www.choosemyplate.gov/budget-save-more
Learn ways to make healthy grocery shopping cheaper.

☐ **Tipsheet: Healthy Eating Starts With Healthy Food Shopping**, National Heart, Lung, and Blood Institute
https://www.nhlbi.nih.gov/health/educational/lose_wt/eat/tips_shop.htm
Find suggestions for healthy options to look for while grocery shopping.

☐ **Eating Healthy While at a Restaurant**, National Center on Health, Physical Activity, and Disability (NCHPAD)
https://www.nchpad.org/1657/6727/Eating~Healthy~While~at~a~Restaurant
This article provides tips on eating healthy when you're out at a restaurant.

Resources Checklist

NAVIGATING THE COMMUNITY

Learning how to use public transportation

☐ **Transportation**, Community Living Skills session
http://healthycommunityliving.com/CLS/user/login
This online session describes the different types of transportation one might take for short and long trips. It also discusses how to best navigate your community and how to be safe while using public transportation.
* For this online session, you will need the username and password provided by your CIL staff. Sign in and select the Transportation session.

☐ **People with Disabilities**, U.S. Department of Transportation
https://www.transportation.gov/civil-rights/civil-rights-awareness-enforcement/people-disabilities
Click the Accessibility tab on the left side of the website to learn about the different ways of traveling with a disability.

☐ **Transportation**, Disability Rights Education and Defense Fund
https://dredf.org/public-policy/transportation/
This resource provides basic information as well as detailed information about public transportation options and requirements under the ADA. See the Topic Guides on ADA Transportation for technical assistance on paratransit and other transportation topics.

☐ **Ridesinsight.org**
https://www.ridesinsight.org/
Use this searchable database to find accessible transportation in your area.

☐ **Riders' Guide to Public Transit for People with Disabilities (PDF)**
https://www.nationalmssociety.org/NationalMSSociety/media/MSNationalFiles/Documents/ridersguide.pdf
This resource is a comprehensive guide about transportation options for people with disabilities. Learn about fixed route transportation options and tips in planning your trip, the eligibility requirements for paratransit, and the ADA requirements for accessible transportation.

☐ **How to Ask Someone for a Ride**, WikiHow
https://www.wikihow.com/Ask-Someone-for-a-Ride
Learn how to politely ask and receive a ride from someone.

☐ **IceContact.com**
http://icecontact.com/
This free online tool, ICEContact, is a personal safety application that will send instant or delayed messages to friends in case of an emergency if you are out alone. Using an application like this can help you stay safe out in your community.

Learning how to use public transportation

☐ **Uber**
https://get.uber.com/
Use this resource to sign up for Uber, where you can request and pay for rides on your phone.

Identifying accessible public spaces

☐ **CHECpoints**
http://checpoints.com/
Use this searchable database to find accessible locations in your area. This is a tool that is currently in development and may not provide all the accessible locations in your area. Contact your local CIL to assist you with gathering information about accessibility in your community.

☐ **accessnow**
http://accessnow.me/
Use this online accessibility application to find information on accessible locations around the world. Share information you learn about accessibility in your community to make a more informed and educated community and comprehensive resource.

☐ **AXS Map**
https://www.axsmap.com/
Use this online resources and application to find, rate, and share accessible places in your area.

☐ **Ability List**
https://abilitylist.org/adwords-build-01242016/index.html
Find and share disability resources, in your hometown and across the country.

☐ **Americans with Disabilities Act Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
Learn about this landmark civil rights act for people with disabilities.

☐ **2010 Standards for Accessible Design Fact Sheet**
This fact sheet can be found in the Resources section of the Out and About website:
outandabout.ctb.ku.edu
Learn about the regulations for accessible buildings and facilities under the Americans with Disabilities Act.

Finding your way around your community

☐ **2-1-1**
http://www.211.org/
2-1-1 is a free and confidential national information and referral service. This site is a good place to start to find information about local resources.

☐ **How to find location and get directions with Google Maps**, iMore
https://www.imore.com/how-find-locations-and-get-directions-google-maps
This resource walks you through the steps of finding a location and using directions to navigate to places in your community using the Google Maps application.

☐ **ICEContact.com**
http://icecontact.com/
This free online tool, ICEContact, is a personal safety application that will send instant or delayed messages to friends in case of an emergency if you are out alone. Using an application like this can help you stay safe out in your community.

☐ **ILRU Directory of Centers for Independent Living (CILs) and Associations**
http://www.ilru.org/projects/cil-net/cil-center-and-association-directory
Find your local Center for Independent Living (CIL) to contact for assistance in gathering information about local transportation and navigation. Select your state on the map provided here locate the CIL nearest you.