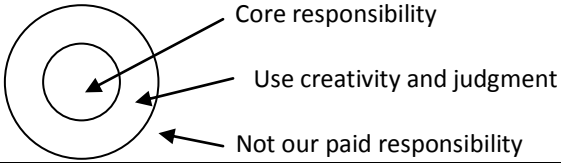
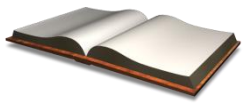
TOOL	WHAT IT DOES	A QUICK VIEW	POSSIBLE USES	Rate Your Skills
Sorting Important To/ Important For	A way to sort What's Important To and What's Important For while working towards a good balance.	Important To | Important For Need to Learn/Know	• To think through a situation before deciding what should happen next • Organize to/for balance into other tools.	
The Donut Sort	Identifies role-specific responsibilities. (Core responsibilities; use judgment and creativity; not usually a paid responsibility)		• Help people get clear about their responsibilities • Develop job/volunteer descriptions • A structure for feedback and evaluation	
Matching	A structure to look at important "people characteristics" as well as what skills/supports make for good matches.	Supports wanted and needed | Skills needed | Personality characteristics needed | Shared common interests	• Help people think about the kind of people they want and need • Hire best matched staff • Help to build community connections	
Communication **C H A R T**	At-a-glance view of key information about how a person communicates. Especially useful in supporting people who don't communicate well with words.	What is happening _____ Person does _____ We think it means _____ And we should _____	• Help people to get to know a person more quickly • Help people know how to support someone during challenging times	
Good Day/Bad Day ☺ ☹	A way to identify the specifics of what makes up a good and bad day for a person.	Good Day | Bad Day	• Use to learn What's Important To and How to Support • Maximize good days, and minimize effect of bad days	
Sorting What's Working/ What's Not Working	Analyzes an issue/situation across multiple perspectives. Provide a picture of how things are right now.	Working | Not Working Perspective #1 Perspective #2 Perspective #3	• To do pinpoint problem solving • Before planning next steps • To get a broader perspective • To identify consensus and conflict	
Rituals Routines	Identifies the specifics of a particular time of day or event	Morning routine; transition; holiday rituals • ---------- • ----------	• To learn what parts of rituals/ routines are important to the person to keep or change.	
4 + 1 Questions	Helps people learn from their efforts. Given that learning, a way to focus future efforts.	1. What have we tried? 2. What have we learned? 3. What are we pleased about? 4. What are we concerned about? 5. Given what we now know, what's next?	• To evaluate a specific process or effort • As a structure for group review	
The Learning Log 	Directs people to look for ongoing learning A structure that captures learning details within specific activities and experiences	• What? Who? • What did you learn that worked well? • What should stay the same? • What did you learn that didn't work well? • What should change?	• Replace the standard "progress note" • Track efforts related to a specific focused area of change • Deepen learning over time	