

# THE PEER FACILITATED COMMUNITY INCLUSION TOOLKIT



Temple University  
**Collaborative**

On Community Inclusion of Individuals with Psychiatric Disabilities



# Temple University Collaborative

On Community Inclusion of Individuals with Psychiatric Disabilities

**[www.tucollaborative.org](http://www.tucollaborative.org)**

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## **Tools Adapted from Other Sources (Used with permission)**

What's in My Neighborhood Map? - Adapted from, McKnight J. Take a Walk around Your Community – What do You See? -in Davies and Bolton, (1996). [A Guide to Developing Community Connections](#), pp. 12-13.

Community Connections Map - Adapted from, McKnight J. An Associational Map - in Davies and Bolton, (1996). [A Guide to Developing Community Connections](#), pp.10-11.

My Community What Happens Here? - Adapted from, McClain, K. Community Groups, Organizations and Places - in Davies and Bolton, (1996). [A Guide to Developing Community Connections](#), 18-19.

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# The Temple University Community Participation Measure (TUCPM)

## Developing Community Participation Goals with the TUCPM

The TUCPM is a 26 item measure that helps a person to explore his or her **self-directed** participation in the community. It asks the person to look at the different self-directed activities they may have done either independently or with friends and family in the community over the last 30 days ([you can find a copy of the TUCPM in the appendix of this guide](#)). The idea is to explore self-directed participation in the community that happens without the support of paid mental health providers. The TUCPM provides specific examples of community activities such as going to the library, going to a movie, or going to work. The *TU Community Participation Measure*:

- Provides examples of 26 possible community activities;
- Identifies the number of days, during the past 30 days, that a person participated independently (or with friends and family) in the specific activities;
- Asks if the activity was done enough, not enough, or too much; and
- Asks if the activity is important to the person.

As an individual assessment, the TUCPM can lead to a plan to increase a person's participation in their community. As a Certified Peer Specialist/Peer Supporter, you may work with an individual to fill out the TUCPM, or you may introduce the individual to it so that they can complete it on their own. Once it is complete, you can have a discussion together about what the person is interested in and explore goals for increasing participation. Once the person identifies their goal, you can work together collaboratively to develop a support plan the person can implement as they work toward the goal. The person might want to think about what supports and resources they have and/or need to help them achieve their goals.

It must be stated upfront that “assessment” here does not refer to a process where-by you complete the TUCPM to determine an individual's readiness or ability to participate more actively in the community or determine what type or level of activities are best suited for the person. This assessment, from a recovery and community participation mindset, is clearly “person-centered” and designed to help a person identify what areas of self-directed community participation are important to them and help them determine (self-direct) what goals pursue.

## Completing the TUCPM: A Description

Completing the form and gathering this initial information is the first step in the process. Using an assessment tool with prompts about specific activities can help us think about our participation and better remember what we have or have not done in the previous month. It also helps when we have a difficult time identifying what we like to do, to review a wide variety of possibilities. There are a number of ways that the TUCPM can be completed. For example, to help facilitate the completion of the TUCPM you can:

1. Work one-on-one with someone and ask the questions and record the answers;
2. Explain how to complete the measure and have the person complete it on their own;
3. Introduce it as an exercise in a group setting where the members might work individually, in pairs, or as a full group to complete the assessment. Group members might also problem-solve barriers and brainstorm supports. Some members might even want to pursue similar goals together.

## Introducing the Activity: Facilitating the TUCPM

Whether you are helping to facilitate the completion of the TUCPM one-on-one with a person, or providing some instruction so the person can complete it on their own, introducing the individual to the assessment activity is an important component as it prepares the person for the activity that will occur. It helps them to understand the purpose of the activity and how it is related to the available services and supports. It clarifies the role of the Certified Peer Specialist/Peer Supporter and the person's role. It provides direction for the collaborative effort. There is a simple format for introducing the activity, or orienting as it is sometimes called, that you can use.

**Orienting** answers the questions what, why, and how.

- **What:** describes what the activity will involve.
- **Why:** shows the benefits for participating in the activity.
- **How:** specifies what you will be doing; what you will expect the person to do; and specifies timeframes for the completion of the activity.

After describing the what, why, and how of the activity, it is important to ask if there are any questions regarding the activity. If there are questions, you can answer them and clarify. You might also ask the person to repeat back his or her understanding of the activity. This interaction lets you know that the person clearly understands the activity in which they are about to engage.

## A Brief Script for Orienting to the TU Community Participation Measure

When **orienting** the person to the TUCPM, the following script can be used and/or adapted as necessary:

**WHAT:** “Today we are going to talk about some of the ways that you currently choose to participate in activities in the community. We are going to use this survey form to guide our discussion (have a copy of the TUCPM available for the person to see and/or complete) and identify the different self-directed activities you have done, and how many days you did them during the past 30 days.”

**WHY:** “This discussion is going to help you identify the ways that you currently participate in the community and also help you think about what else you might like to do or what you would like to do differently. In other words, it will help you to come up with a goal to work toward.”

**HOW:** “We will look at a number of specific activities that you might have done in the community over the last 30 days and you will tell me how many days you did each of these things. These may be activities that you participated in independently, or with friends or family. The idea is to identify the things that you have done in the community without the support of paid mental health providers. Then we will rate the activities according to how important doing them is for you and whether or not you think you do them enough. It will probably take about 15-30 minutes to complete this part of the activity and if you want to take a break at any time, we can do that. Do you have any questions about what we are going to do?”

### Completing the TUCPM

When **facilitating** the TUCPM, the following script can be used and/or adapted as necessary.

Complete this process for all 26 items on the form.

**QUESTION 1:** Let’s look at the different self-directed activities that you have done during the past 30 days. Please indicate the number of days during the past 30 days you have participated in each activity. These are activities that you may have done with friends or family.

**Directions:** Review each activity and write in the number of days from 0 – 30.

**QUESTION 2:** Do you do this activity, Enough, Not Enough, or Too Much?

**Directions:** circle the correct response.

**NOTE:**

- If the person has NOT done an activity in the past 30 days, the number of days would be 0.
- If the person did NOT want to do the activity in the past 30 days, indicate: “Enough.”
- If the person wanted to go to the Library, but did the activity 0 times during the past 30 days select: “Not enough.”

**QUESTION 3:** Is this activity important to you?

**Directions:** circle the correct response.

## Reviewing the Results of the TUCPM: A Strength-based Approach

After the TUCPM has been completed, it is time to collaboratively review the results with the person. This is an important part of the activity, as it will ultimately lead to identifying and developing a community participation goal. The four steps below can be followed to review the TUCPM from a strengths-based perspective. To help guide you through this process we have developed the [TUCPM Scoring Worksheet](#) and you can find it in the appendix of this toolkit.

### Review the Individual's Satisfaction with Their Current Participation

A strengths-based approach will first identify all the activities that the person is self-directing in the community, and doing enough. To do this, review column B and C on the TUCPM form.

Column B identifies the number of days the person participated in the activity and column C indicates if the person thinks they did the activity enough, not enough, or too much. Use [Box 1](#) on the TUCPM scoring worksheet (found in the appendix of this toolkit) to list all the activities with participation days (a number greater than 0) in the community and also marked **ENOUGH**. Then use the [REVIEW, PROBE, AFFIRM](#) approach to explore current participation. The following statements/questions can be used as prompts to explore the current level of participation.

#### REVIEW

- “Look at all the things that you are doing in the community ... and doing enough.”
- “You indicated that you went to the movies, visited the local library, got your hair cut, went to church, etc.”

#### PROBE

- “Tell me more about those things ...”
- “What movie did you see? What was it about? Did you like it? Did you go alone or with a friend?”
- “What did you do at the library?”
- “What church do you attend?”

#### AFFIRM

- Affirm what the person is **currently** doing.
- “It is really impressive that you are doing so many things in the community.”
- “Looks like you are doing a number of things that you really like to do.”



## Review the Participant's Interests

A strengths-based approach will then review the person's interests. To start this review, look at column D of the TUCPM. Column D specifies whether or not the activity is important to the person. Review the activities marked as important by the person. Use [Box 2](#) on the TUCPM scoring worksheet to list all the activities marked as **IMPORTANT**. Then use the **REVIEW, PROBE, AFFIRM** approach to explore participation interests. The following statements/questions can be used to explore the person's interests.

### REVIEW

- “Look at all the things you are interested in doing in the community ...”
- “You indicated that going to the rec center, to your book club, visiting your friend, etc., was important to you.”

### PROBE

- “Tell me more about those things ...”
- “Why is going to the rec center important to you? What do you do there?”
- “Why do you like the book club? How did you find out about it? Who are the other members?”

### AFFIRM

- Affirm what the person is **interested** in doing.
- “Seems like you have a number of things that you are really interested in doing.”
- “You have a number of diverse interests, and that is really exciting.”

## Explore the Person's Existing Supports and Resources

After identifying the person's interests, it is important to explore the supports and resources that are currently being used to support their **current level** of participation (from [Box 1](#) on the TUCPM scoring worksheet). You are trying to identify non-paid, natural and community supports that the person accesses. Use the **REVIEW, PROBE, AFFIRM** approach when exploring supports and resources. Use [Box 3](#) of the TUCPM scoring worksheet to document the supports and resources accessed to support **current** participation.

### REVIEW & PROBE

- “Who are you doing these things with?” “What resources do you access (if any) to support your participation?” For example, transportation, financial assistance, etc.?

### AFFIRM

- Affirm the supports and resources the person currently accesses. For example,

“Seems like you have some good support from family and friends.” “Wow, you really know how to use public transportation to get where you need to go.”  
“That’s great, it sounds like you feel really welcome at your synagogue.”

## Identifying Potential Community Participation Goal Areas

Next, identify the activities where the person has indicated that their participation is important and where they do not think they are participating enough. This will help identify potential community participation goals. First, using the answers in column **D**, identify the activities people say are important to them (these are the items already identified in **Box 2**). Using the information in column **C**, identify the activities they are doing less than they want – the **not enough** column. Use **Box 4** of the TUCPM scoring worksheet to list all the activities that are **IMPORTANT** and that are not done enough - the **NOT ENOUGH** column.

As you both will discover at this point, you have just collaboratively identified a list of potential areas around which the person may want to develop a goal. That is, the person has developed a list of activities that they do not do enough, but are important to them. At this point you can once again use the **REVIEW, PROBE, AFFIRM** approach to further explore the identified activities. The task here is for the **person to prioritize** the activities (self-direct) and choose an area upon which to develop a goal to work toward.

### REVIEW

- “Look at all the things that are important to you ...”
- “You indicated that going to the rec center, to your book club, visiting your friend, etc., is important to you.”

### PROBE

- “Tell me more about those things ... and what gets in the way of you doing them as much as you would like to do them”
- “Why would going to the rec center be important to you? What would you do there?”
- “What is it that gets in the way of you doing this?”
- “How would you prioritize this list? What is the thing that you think is most important to do?”

### AFFIRM

- Affirm what the person has identified as the most important and has chosen for their goal.
- “That’s great, let’s get started developing a plan to help you achieve this goal!”



## Identifying and Affirming My Past Successes Exercise

**Directions:** Take a few minutes to think back over your life. Answer the questions below to identify the accomplishments in your life of which you are the most proud. Additionally, identify your strengths and the supports you have had that helped you accomplish these things.

- 1) *What would **you** say are the most important things that you have accomplished in your life?*
- 2) *What accomplishment(s) are **you** most proud of in your life?*
- 3) *What are the positive attributes and skills that **you** have that helped you to achieve these things?*
- 4) *What are the supports that you have had that helped you to be successful?*

## What's in My Neighborhood Map?

**Directions:** Take a walk around your community ... what do you see? Fill in the boxes with as much information as you can.

What are the major streets for shopping, services, and entertainment?	What are the public places (library, community center) that people go?
What do people do for fun? Where do they go?	What clubs/organizations do people join?
Where is the center of the community? What is there?	What are the favorite places to shop or visit?
Where do people gather?	What are the opportunities to get involved?
Where do people go for the weekend?	What is unique to your community?

Adapted from, McKnight J. Take a Walk around Your Community – What do You See? - In Davies and Bolton, (1996). [A Guide to Developing Community Connections](#), pp. 12-13.

## Community Connections Map

Understanding and identifying the services, supports, organizations, opportunities, and resources that are available in the community is critical when we seek to support community integration goals. You can use this list to identify a host of organizations and resources that are available in the community. You can find out about these groups by talking to others, searching online or in the phone book, looking in local and neighborhood newspapers, etc. You can complete this list on your own, or better yet, collaboratively with the individuals whom you support. Be sure to note addresses, phone numbers, and contact people as necessary.

<b>Organization / Resource</b>	<b>What's in My Community</b>
<p align="center"><b>Artistic Organization</b> (choral, theatrical, writing, musical)</p>	
<p align="center"><b>Business Organizations</b> (Chamber of Commerce, business associations)</p>	
<p align="center"><b>Charitable Groups and Drives</b> (Red Cross, Cancer Society, United Way)</p>	
<p align="center"><b>Church Groups</b> (service, prayer, men's, women's, youth, seniors)</p>	
<p align="center"><b>Civic Events</b> (community celebrations, festivals, fairs)</p>	
<p align="center"><b>Collectors Groups</b> (stamps, flowers, antiques)</p>	
<p align="center"><b>Community Volunteer Groups</b> (library, nursing home, hospital)</p>	

<b>Elderly Groups</b> (senior citizens associations and centers)	
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Adapted from, McKnight J. An Associational Map - in Davies and Bolton, (1996). [A Guide to Developing Community Connections](#)

<b>Organization / Resource</b>	<b>What's in My Community</b>
<b>Ethnic Associations</b> (Italian, Hungarian, African, Jamaican)	
<b>Health &amp; Fitness Groups</b> (bicycling, jogging, exercise)	
<b>Interest Clubs</b> (dog owners, antique cars, reading groups)	
<b>Local Government</b> (town, fire department, emergency response units, city hall)	
<b>Local Media Outlets</b> (radio, newspapers, local cable TV)	
<b>Men's Groups</b> (cultural, political, educational, vocational, support)	
<b>Women's Groups</b> (cultural, political, educational, vocational, support)	
<b>Mutual Support</b> (self-help Groups, 12 step fellowships, drop-in centers)	

<p><b>Neighborhood and Block Groups</b> (town watch, cleanup)</p>	
<p><b>Outdoor Groups</b> (garden clubs, conservation clubs)</p>	

Adapted from, McKnight J. An Associational Map - in Davies and Bolton, (1996). [A Guide to Developing Community Connections](#)

<b>Organization / Resource</b>	<b>What's in My Community</b>
<p><b>Political Organizations</b> (democrats, republicans, green party)</p>	
<p><b>School Groups</b> (PTA, childcare)</p>	
<p><b>Service Clubs</b> (Rotary, Kiwanis)</p>	
<p><b>Social Cause Groups</b> (peace, civil rights, advocacy, service)</p>	
<p><b>Sports Leagues</b> (bowling, swimming, fishing, volleyball)</p>	
<p><b>Study Groups</b> (literary clubs, bible study, history)</p>	
<p><b>Veterans Groups</b> (American Legion, VFW)</p>	



**Other Notes:**

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Adapted from, McKnight J. An Associational Map - in Davies and Bolton, (1996). A [Guide to Developing Community Connections](#), pp. 10-11.

## My Community: What Happens Here?

**Directions:** Supporting someone to connect to a place requires knowing the person well; knowing the place; thinking about the supports that may be required; and providing needed supports in the most effective and flexible manner. This exercise is designed to help you and the person you support explore what happens at a specific location in order to support the person's interest in greater participation in the area. Consider the following areas as you complete the exercise on the next page.

### The Stages of Interaction

**Directions:** In each of the boxes complete the following:

**Arrival:** List things related to how other people arrive at the group or place.

**Entry:** List things related to how people actually get into the building or location. Do people have to walk up steps, knock, and open the door?

**Getting started:** List anything that happens from the point that you get into the building until the activity actually starts. This could include things like finding a seat, knowing to be quiet when the meeting begins, greeting other people, introducing yourself, etc. Sometimes the atmosphere is very informal while other situations have more formality. Are there unwritten ground rules?

**Participation:** List anything that occurs during the main portion of the situation or meeting. This varies greatly. Look for the unwritten rules, types of interaction, types of conversation, as well as the "things" that are required. For example, you would want to go to a coffee house with money.

**Finishing up:** How can you tell the activity is winding down? Are there specific things that occur? Again, remember the unwritten rules.

**Exit:** List whatever is required to leave the building. Pay attention to whether people talk with one another on the way out, whether folks go out for coffee after the activity, etc.

**Departure:** List how people leave

## Descriptions of the Interactions

### Characteristics of the Stage

A running description of anything relevant that occurs at that particular stage. This can include things like how people are dressed, seating arrangements, or anything else that seems relevant given the setting and the person you will be supporting.

### Expectations and Demands of the Stage

Includes anything that the setting demands during a particular stage. It could be a response such as shaking hands or saying good-bye, an ability or skill, etc.

### The People who Are Part of the Social Setting

This can include a variety of things such as age, sex, “type” of person, anything that strikes you as relevant or defining about the group.

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**Name of the Group or Place:**

**Address:**

**Phone:**

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### My Community: What Happens Here?

Stages of Interaction	Characteristics	Expectations and Demands
Arrival		
Entry		
Getting Started		
Participation		

<b>Finishing Up</b>		
<b>Exit</b>		
<b>Departure</b>		

Description of the people who are part of this place or group:

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Adapted from, McClain, K. Community Groups, Organizations and Places - in Davies and Bolton, (1996). [A Guide to Developing Community Connections](#), pp. 18-19.

# TEMPLE UNIVERSITY COMMUNITY PARTICIPATION MEASURE

(Salzer, M.S., 2010. Temple University Community Participation Measure (TempleCP) - 2010 Technical Report)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**QUESTION 1:** Let's look at the different self-directed activities that you have done during the past 30 days. Please indicate the number of days during the past 30 days you have participated in each activity. These are activities that you may have done with friends or family. The idea is to identify the things that you have done in the community without the support of paid mental health providers. **Directions:** Review each activity and write in the number of days from 0 – 30.

**QUESTION 2:** Do you do this activity, Enough, Not Enough, or Too Much?

**Directions:** circle the correct response.

**NOTE:**

- If the person has NOT done an activity in the past 30 days, the number of days would be 0.
- If the person did NOT want to do the activity in the past 30 days, indicate: "Enough."
- If the person wanted to go to the Library, but did the activity 0 times during the past 30 days select: "Not Enough."

**QUESTION 3:** Is this activity important to you?

**Directions:** circle the correct response.

**Example:**

A. How many days during the past 30 days did you do the following activities independently and/or with family or friends?	B. Number of Days (without a staff person)	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
9. Go to a library.	0 — (# of Days)	1	2	3	1	0
15. Go to a 12-step / self-help group for substance use problems.	5 — (# of Days)	1	2	3	1	0

A. How many days during the past 30 days did you do the following activities independently and/or with family or friends?	B. Number of Days (# of Days)	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
1. Go shopping at a grocery store, convenience store, shopping center, mall, other retail store, flea market, or garage sale.	(# of Days)	1	2	3	1	0
2. Go to a restaurant or coffee shop.	(# of Days)	1	2	3	1	0
3. Go to a church, synagogue, or place of worship.	(# of Days)	1	2	3	1	0
4. Go to a movie.	(# of Days)	1	2	3	1	0
5. Go to a park or recreation center.	(# of Days)	1	2	3	1	0
6. Go to a theater or cultural event (including local school or club events, concerts, exhibits and presentations in the community).	(# of Days)	1	2	3	1	0
7. Go to a zoo, botanical garden, or museum.	(# of Days)	1	2	3	1	0
8. Go to run errands (for example, go to a post office, bank, Laundromat, dry cleaner).	(# of Days)	1	2	3	1	0
9. Go to a library.	(# of Days)	1	2	3	1	0
10. Go to watch a sports event (including bowling, tennis, basketball, etc.).	(# of Days)	1	2	3	1	0

A. How many days during the past 30 days did you do the following activities independently and/or with family or friends?	B. Number of Days	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
11. Go to a gym, health or exercise club, including pool, or participate in a sports event (including bowling, tennis, miniature golf, etc.).	(# of Days)	1	2	3	1	0
12. Go to a barber shop, beauty salon, nail salon, spa.	(# of Days)	1	2	3	1	0
13. Use public transportation (for example, buses, Broad Street Line, subway) (This does NOT include mental health agency vans).	(# of Days)	1	2	3	1	0
14. Go to a 12-step / self-help group for mental health issues.	(# of Days)	1	2	3	1	0
15. Go to a 12-step / self-help group for substance use problems.	(# of Days)	1	2	3	1	0
16. Go to another type of support group in the community (for example, overeaters anonymous, gamblers anonymous) (Specify name of group: _____).	(# of Days)	1	2	3	1	0
17. Go to a consumer-run organization or advocacy group/organization (This includes NAMI or any other organization that is completely run and operated by mental health consumers OR an organization or group that advocates for rights and services for mental health consumers).	(# of Days)	1	2	3	1	0
18. Go to a social group in the community (for example, a book club, hobby group, other group of people with similar interests) (Specify name of group: _____).	(# of Days)	1	2	3	1	0

A. How many days during the past 30 days did you do the following activities independently and/or with family or friends?	B. Number of Days  (# of Days)	C. Do you do this activity?			D. Is this activity important to you?	
		Enough	Not Enough	Too Much	Yes	No
19. Work for pay.		1	2	3	1	0
20. Go to school to earn a degree or certificate (for example: GED, adult education, college, vocational or technical school, job training).		1	2	3	1	0
21. Take a class for leisure or life skills (for example, classes for cooking, art crafts, ceramics, and photography).		1	2	3	1	0
22. Participate in volunteer activities (in other words, spend time helping without being paid).		1	2	3	1	0
23. Get together in the community or attend an event or celebration with family or friends (for example, a wedding, bar mitzvah).		1	2	3	1	0
24. Entertain family or friends in your home or visit family or friends in their homes.		1	2	3	1	0
25. Go to a community fair, block party, community clean-up day, or other community event or activity.		1	2	3	1	0
26. Go to or participate in civic or political activities or organizations.		1	2	3	1	0



Temple University Community Participation Measure Review and Goal Identification Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Reviewing Current Participation – Satisfaction with Current Activity (Columns A, B & C)**  
List the activities participated in and done **ENOUGH**.  
Then review, probe, and affirm.

**2. Reviewing Participation Interests - What is Important (Column D)**  
List all the activities marked as **IMPORTANT**.  
Then review, probe, and affirm.

**3. Review Current Supports and Resources (related to box 1 above)**  
**SUPPORTS** (Who are you doing these things with?)  
  
**RESOURCES** (What resources do you access?)

**4. Identifying Potential Community Participation Goal Areas (Columns D & C)**  
Identify the activities indicated as **IMPORTANT** and then write down those activities that are **Not Done Enough**. Use this list to prioritize a new goal.

Temple University Collaborative on Community Inclusion of Individuals with  
Psychiatric Disabilities: TUCPM Review and Goal Identification Worksheet (April 2015)