

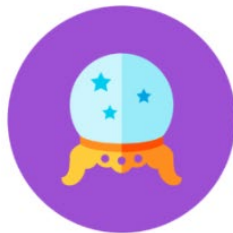
## GetSet! Online Tool User Guide and Frequently Asked Questions

### How it Works

GetSet! starts by asking what's important right now. After answering some fun and easy questions, users will:



Receive a colorful map to success



Have a vision for their future



Be able to share strengths and interests  
with family and friends

#### **Overview of GetSet! Online Tool**

GetSet! Online Tool is an interactive, person-centered planning tool created by The Arc Minnesota to help an individual voice their hopes and dreams for the future.

Too often, people with disabilities are not asked what they want for their lives, and family members make choices based on what they think the person wants or what is available within the social service system.

GetSet! prompts individuals to think and dream about what they want their life to look like by helping focus on their interests and strengths. The tool is built on the idea that each person is the best expert on his or her own life. GetSet! leads individuals through a series of questions, encouraging them to identify their strengths and their vision for their future: dream jobs, where they'd like to live, and how they would like to spend their free time. GetSet! asks individuals to begin thinking about what kind of supports they may need to achieve those goals and dreams.

### **Ways to Use GetSet!:**

#### **Use the vision maps as guides to uncover what is important to the person for their future**

Perhaps the person said their dream home is a mansion, you can help them dig a little deeper by asking why that appeals to them. While few people can afford to live in a mansion, their answers to these questions might help reveal what is important for their future. For instance, they may want to live in a mansion because it would have a lot of room and they really want their own space or bedroom.

Maybe they want to own their own business and you can ask follow up questions. It's possible they want to be in charge and choose their own work schedule. Encourage them to think of jobs with flexible hours or that wouldn't require them to work early in the morning.

Here are some examples of conversations to have as follow up:

- I see you are interested in X for a career? What do you like about that? What do you think would be fun about doing that?
- Do you want to own your own house? That's great. What do you think would be the best part of owning your own house?
- It looks like you want to travel the world. What's your favorite part about traveling? What kinds of places do you want to visit?

#### **Use the person's interests to help them consider career paths**

For example, a person may say they love working with animals. Ask them to think about what types of jobs work with animals. Veterinarians work with animals, and so do the staff at dog daycares. Maybe an individual loves camping and being outside, ask what types of jobs are outdoors. The city's parks and recreation department or a landscaping and lawn care job could be options.

#### **Encourage the person to share their map with others (family, support staff, co-workers, teachers, friends, etc.)**

The bigger the network of people who see the map, the more people they have on their side to support them in reaching their goals. You can encourage the person to network with friends and family to explore jobs, hobbies, living situations, etc. A person who loves video games might have a cousin who works at a video game store and the cousin could be a reference if the person wants to work at the video game store or become connected with others interested in video games. If they want to live on their own, help them think about who can help them learn to grocery shop; maybe they have an elderly neighbor who could use some help pushing the cart

around a grocery store once a week and would enjoy teaching the person how to shop.

### **Talk with the person about what they need to do to achieve their dreams**

Dreams are great, but they don't magically happen. Help the person work through the skills and supports they need in place to achieve their dreams. If the person wants to be a doctor, help them think of the steps to get there. Do they know they will need four years of college followed by four years of medical school, a few years of residency, and many science classes to be a doctor? If they know this and are on board, help them start thinking about the support they need to apply for and succeed in college. If they don't like school and hate science, help them think more about why they want to be a doctor. Maybe they want to work in a hospital. What skills and supports would they need to work in a hospital? They might need assistance exploring different types of jobs at a hospital, transportation to and from the hospital, and a job coach to help become acclimated to the job. What are the first steps to take toward their goal?

Another person may really want his or her own apartment in the city. Do they know how much rent and utilities cost? Will they need assistance with cooking and cleaning, or do they need to learn how to do those on their own? Will they need support in paying their bills and going to the grocery store? Do they want a roommate?

The person also identified their strengths while completing the map. How can their strengths be leveraged to reach their goals? If someone is already very organized, that's a great skill to have if they want their own apartment. Someone who is friendly and kind already has some good people-skills if they want a job that deals with the public.

### **Incorporate their dreams into their support plan goals**

After the person has an idea of what skills and support they need to build in order to reach their goals, incorporate them into their support plan. Maybe they want to live in their own apartment but have never cooked for themselves before. Learning how to use the oven and microwave could be good support plan goals. Another individual may want to spend every Friday night at the mall, but their parents aren't always able to drive them. They could have a goal in their plan about getting their driver's license or learning how to use public transportation.

### **Use GetSet! as part of an exercise in self-advocacy**

Many individuals feel empowered after they complete GetSet!. Channel that into conversations about self-advocacy and talk with them about what it means to share their hopes and dreams and how they can advocate for those things. Ask them what self-determination is and why it is important, and encourage the person to present the map at their annual support plan meeting.

### **Common Questions and Concerns:**

**You need an email address to register. What if someone doesn't have an e-mail address?**

Take the opportunity to help the person set-up their own e-mail! In addition, teaching the person how to create their own e-mail account can help them build important skills like how to register for something on their own and how to select a service from a variety of options.

### **How should I support a person while they are completing GetSet!?**

GetSet! was developed with the intent that the person complete it themselves—the person is the expert on their life and the only person who can say what their dreams are. If the person is unsure of how to answer questions, help them reframe the question. Also, share the strengths you think the individual has!

### **Who should complete GetSet!?**

Anyone and everyone! GetSet! Online Tool is meant for anyone, regardless of ability. The program is visually-focused and screen reader compatible, so even those who do not read can complete it with minimal assistance. For individuals who do not use words to communicate and are not able to point to images, people who know them well can support them. They can answer each question based on the person's interests, likes, and dislikes.

### **I am worried that the person's dreams aren't realistic.**

That's okay—the primary purpose of a dream is not to be realistic. The aim of GetSet! is not to outline exactly what the person's future will look like. Instead, the goal is that GetSet! will help pinpoint strengths and interests, which can then guide conversations about potential employment, living situations, and hobbies/activities.