

# An Introduction to Person-Centered Thinking and Planning

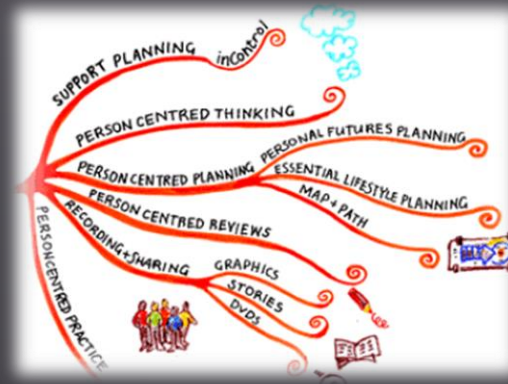
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Christopher Vatland, PhD

# Goals

- ▲ Learn about the concepts of person-centered thinking and planning
  - What is person-centered planning?
  - What is not person-centered planning?
- ▲ Application in a variety of settings
- ▲ First and next steps in person-centered supports

# What do we mean by person-centered?



# Person-centered thinking: A paradigm shift

## System-Centered

- ▲ Focus on labels
- ▲ Emphasize deficits
- ▲ See people in the context of human service systems
- ▲ Distance people by emphasizing difference

# A paradigm shift

## Person-Centered

- ▲ See people first
- ▲ Emphasize strengths
- ▲ See people in the context of their local community
- ▲ Bring people together by discovering common experience

# Evolution of person-centeredness

- ▲ Small choices
- ▲ Preference assessment
- ▲ “Who am I” section/page
- ▲ Formalized meeting
- ▲ Planning integrated with care
- ▲ Action planning and follow-up

- Presence at meeting
- Approval of decisions
- Part of all planning

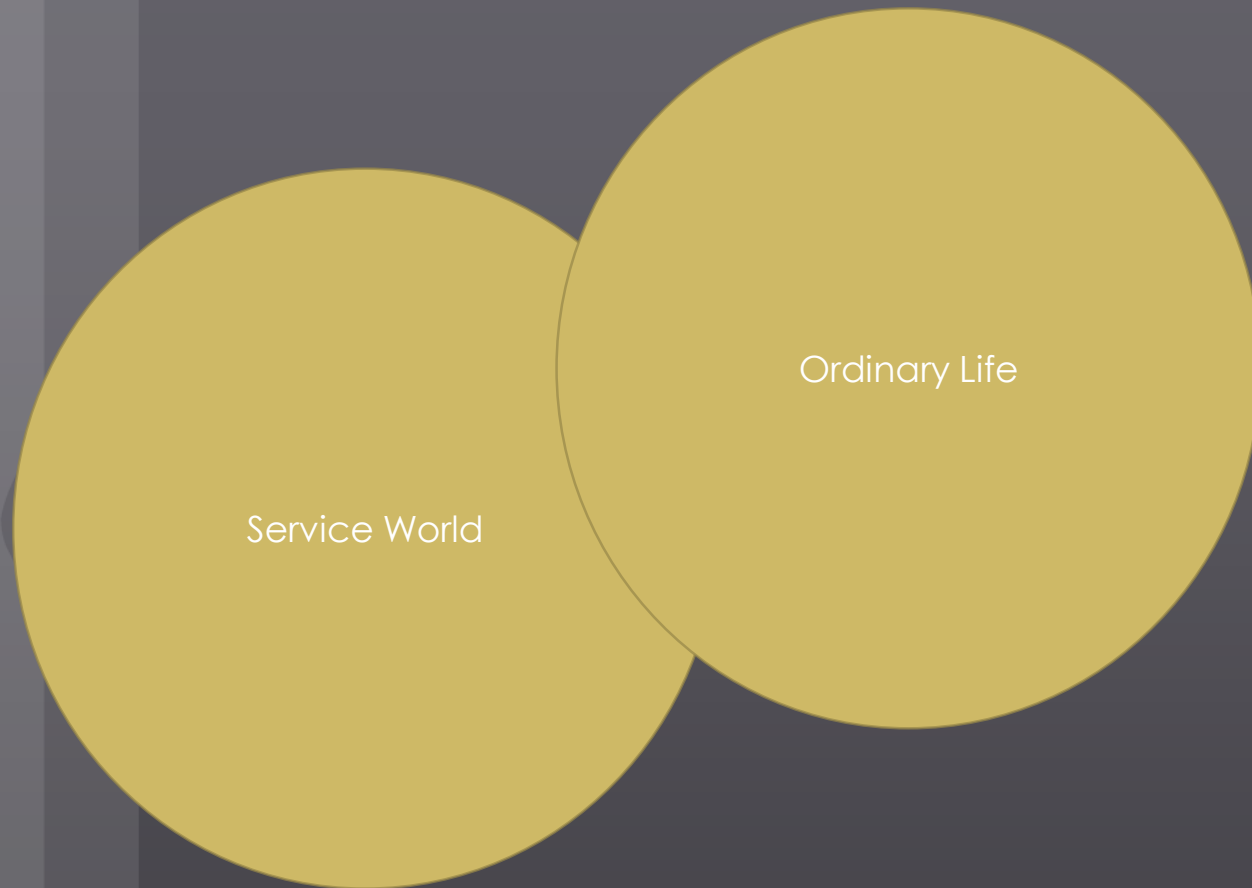
- Plan reflects whole person
- Actions revolve around **individual** goals



# Some differences – Person-centered planning for aging populations

- ▲ Control
  - Regaining what lost
- ▲ Definition of community
- ▲ History vs Future
- ▲ Initial entry - crisis





Service World

Ordinary Life



A Venn diagram consisting of two overlapping yellow circles on a dark gray background. The left circle is labeled 'Service World' and the right circle is labeled 'Family Life'. The circles overlap in the center.

Service World

Family Life

Living Well in Later Life (OPP, 2002)  
seven dimensions of that signify  
quality of life:

1. Being active, staying healthy and contributing.
2. Continuing to learn.
3. Friends and community - being valued and belonging.
4. The importance of family and relationships.
5. Valuing diversity.
6. Approachable local services.
7. Having choices, taking risks.

# Three components of choice (Smull, 1995)

## ▲ Preferences

- Desires, dreams

## ▲ Opportunities

- Options for how time is spent

## ▲ Control

- Ability to act according to preferences

# Objectives

## ▲ Goals of person-centered planning (O'Brien, 1987)

- ❑ Community presence
- ❑ Community participation
- ❑ Positive relationships
- ❑ Respect
- ❑ Competence

# Objectives

## ▲ Community Presence

- ❑ Ingrained in community

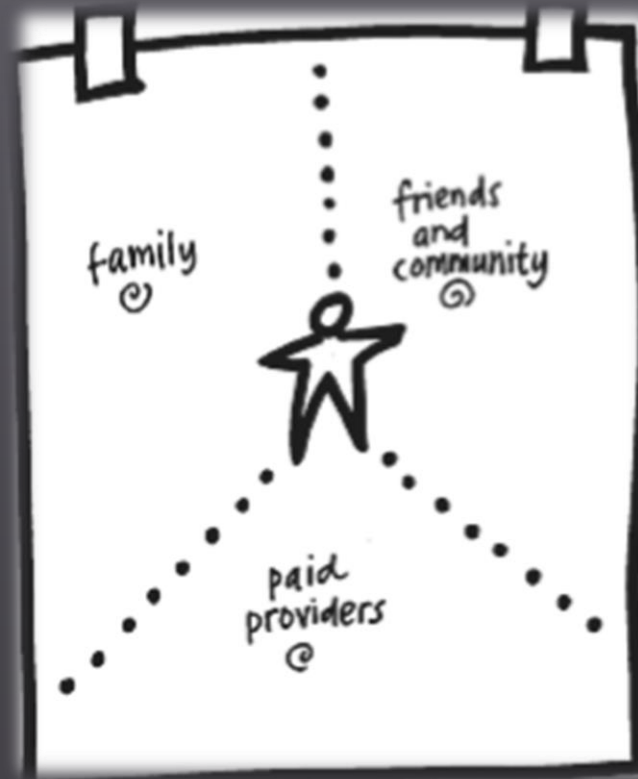
## ▲ Community Participation

- ❑ Actively taking part
- ❑ Interaction without intermediary

# Objectives

## ▲ Positive Relationships

- Unpaid versus paid relationships



# Objectives

## ▲ Respect

- ❑ Voice of person in team
- ❑ Veto power

## ▲ Competence

- ❑ Never an assumption that can't do something
- ❑ Nothing is off limits for discussion
- ❑ Examine opportunities for skill acquisition



# Some Example PCP tools:

## ▲ MAPS - Making Action Plans

(Forest and Lusthaus, 1989)

## ▲ PATH - Planning Alternative Tomorrows with Hope

(Pearpoint, O'Brien, and Forest, 1995)

## ▲ ELP - Essential Lifestyle Plans

(Smull and Burke Harrison) 1992

## ▲ PFP - Personal Futures Planning

(Mount, 1987)

-Each has its own unique strategies

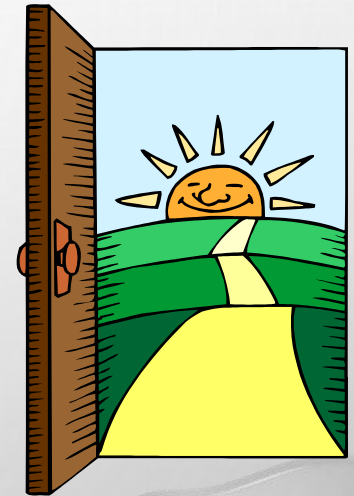
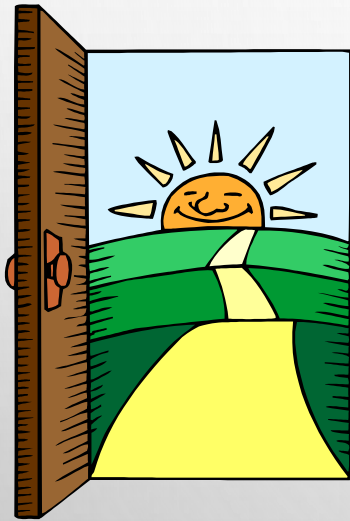
-All develop action planning steps to guide future directions based on the individual's preferences



# KATIE'S

## PERSON CENTERED PLAN

2011-2012



# WHO IS KATIE? (FROM THE PEOPLE WHO KNOW AND LOVE HER)

<b>A good friend</b> 		<b>Good Worker</b> 	<b>"I persevere"</b> 	<b>Helps others</b> 
<b>Takes care of others</b> 	<b>Prepares beautifully! Very organized</b> 	<b>Positive about her day- Optimistic</b> 	<b>Respects people's boundaries</b> 	<b>Strong willed</b> 
<b>Inclusive-wants to make sure that things are fair for others</b>	<b>Very artistic- Shape, color, form, composition</b> 	<b>Good photographer</b> 	<b>Empathetic and sensitive</b> 	<b>Recovers quickly</b> 
		<b>Well developed sense of humor</b> 		<b>"I walk my dogs"</b> 

The  
people in  
Katie's  
life.....



# WHAT IS MOST IMPORTANT TO KATIE

## SOCIAL RELATIONSHIPS-

- PEOPLE ARE MORE IMPORTANT THAN STUFF!
- STAYING IN CONTACT WITH FRIENDS AND FAMILY IN PERSON, THROUGH EMAIL, OVER THE PHONE.



## ART-

- TAKING CLASSES AND LEARNING MORE ABOUT ART
- MAKING ART USING MANY MEDIUMS
- KEEPING HER ARTISTIC JOURNAL

## "GETTING MARRIED SOMEDAY"

## HER LAPTOP-

- WATCHING YOUTUBE
- WRITING EMAILS
- PLAYING GAMES AND TO WATCHING VIDEOS.



## "MY PHONE" -

- STAYING IN TOUCH WITH FRIENDS AND FAMILY  
"AND MOM"
- TAKING PICTURES WITH THE PHONE. "IT'S REALLY SPECIAL FOR ME"



## MOVIES-

- ADDING TO AND MAINTAINING HER MOVIE COLLECTION (HAS CLOSE TO 100!)
- "MY HERO COPIES THEM FOR ME" (MAX)
- WATCHING THEM OVER AND OVER
- SINGING ALONG WITH THE MUSIC



- HAVING TO WRITE WITH A PEN AND PAPER AS LITTLE AS POSSIBLE.



- "GETTING MARRIED SOME

- "TO RELAX"- BEING ABLE TO TAKE A BREAK IN BETWEEN, NOT HAVING TO DO SOMETHING SHE DOESN'T WANT TO DO.

- NOT HAVING TO DO THINGS THAT ARE PHYSICALLY EXERTING UNLESS SHE LIKES THEM AND WANTS TO DO THEM.

- USING HER CREATIVITY AND CREATING PROJECTS. HAVING A FINISHED PRODUCT, AND HAVING IT ON TIME.

- KNOWING WHAT IS GOING TO HAPPEN IN HER DAY- WHAT COMES NEXT-KEEPING TRACK OF HER DAY AND HER PROGRESS.

- BEING POLITE AND POSITIVE AND BEING AROUND OTHERS WHO ARE POLITE AND POSITIVE. "I LIKE MY MANNERS"





# WHAT PEOPLE NEED TO KNOW AND DO TO BEST SUPPORT KATIE....



- KATIE'S RECEPTIVE LANGUAGE IS HIGHER THAN WHAT SHE USUALLY EXPRESSES. DON'T ASSUME BECAUSE SHE IS QUIET THAT SHE DOES NOT UNDERSTAND. FIND CREATIVE AND RESPECTFUL WAYS TO CHECK FOR UNDERSTANDING.
- SHE'LL MORE READILY VERBALLY EXPRESS HERSELF IN A 1:1 SITUATION. ALWAYS MAKE ENOUGH TIME FOR HER TO THINK ABOUT WHAT SHE WANTS TO SAY, THIS CANNOT BE RUSHED.
- KATIE WANTS AND NEEDS TO MANAGE AS MUCH FOR HERSELF AS SHE CAN. USING VISUALS, CALENDARS, LISTS, ETC ALLOW HER TO PROCESS AND MANAGE INFORMATION OR HERSELF MORE INDEPENDENTLY.
- SHE APPRECIATES AND PERFORMS BETTER WITH GOOD CLEAR INSTRUCTIONS..IF INSTRUCTIONS ARE WRITTEN DOWN FOR HER, RESULTS ARE GENERALLY BETTER.
- KATIE IS VERY BRIGHT-AND NEEDS TIME TO THINK AHEAD ABOUT THINGS SHE IS EXPECTED TO TALK ABOUT.
- WHEN KATIE LIKES SOMETHING, THERE IS NO STOPPING HER- WHEN SHE DOESN'T LIKE SOMETHING, IT IS VERY HARD TO GET HER MOTIVATED OR ON BOARD.
- SHE IS LESS LIKELY TO DO ANYTHING IF IT FEELS LIKE A CHORE-BE CREATIVE IN YOUR APPROACH AND INCLUDE HER IN THE CONVERSATION.
- WHEN OTHER PEOPLE GET LOUD, UPSET OR ANGRY, KATIE GETS VERY UNCOMFORTABLE. HELP HER FIND A WAY TO ESCAPE THE STRESSFUL SITUATION.
- KATIE IS MOTIVATED BY MONEY AND REWARDS. IF SHE HAS TO DO SOMETHING THAT SHE REALLY IS NOT WANTING TO DO, HELP HER BY SEEING WHAT SHE IS LIKELY TO GET OUT OF THE SITUATION.
- WHEN KATIE DOES NOT WANT TO DO SOMETHING, SHE CAN BE VERY STRONG WILLED. IT HELPS TO HAVE SOMETHING SET-UP THAT SHE WANTS, AND MAKING THAT CONTINGENT ON DOING WHAT SHE NEEDS TO DO.
- BREAK EXPECTATIONS DOWN, BE CLEAR AND CONSISTENT WITH YOUR EXPECTATIONS AND YOUR FOLLOW-THROUGH.
- KATIE CAN GET VERY UPSET AND STUCK WHEN THE SCHEDULE CHANGES AND SHE HAS NOT HAD TIME TO PREPARE. TALK WITH HER, EXPLAIN CHANGES, HELP HER PROCESS THROUGH WHAT WILL NEED TO HAPPEN. INCLUDE HER IN THE PROBLEM SOLVING AS MUCH AS POSSIBLE.
- DON'T TRY TO STRONG ARM OR FORCE ISSUES WITH KATIE, SHE CAN MATCH YOU FOR STUBBORNNESS AND WILL. WORK WITH HER, PLAN WITH HER, AND PROBLEM SOLVE WITH HER. IT CAN/WILL TAKE LONGER, BUT SHE EXPECTS AND DESERVES TO BE INCLUDED IN THE MATTERS OF HER OWN LIFE.

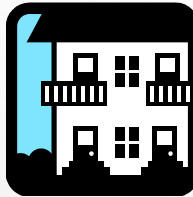


# DREAMS OF THE FUTURE.....



- HOME

- "I WOULD LIKE TO BE SAFE WITH MY MOM"
- HOUSE WITH A STUDIO?
- APARTMENT OR DUPLEX?
- CLOSE TO FAMILY, YET WITH SOME INDEPENDENCE



- RELATIONSHIPS

- KATIE HAS MAINTAINED THE FRIENDSHIPS SHE MADE AT WORK AND IN THE NEIGHBORHOOD
- DREW-"HE'S THE BEST"
- SEES MOM AND FAMILY MEMBERS FREQUENTLY

- COMMUNITY

- SHE IS SWIMMING REGULARLY
- SHE IS PART OF A BOWLING LEAGUE
- SHE'S USING THE LIBRARY REGULARLY

- WORK/OTHER

- SHE'S WOULD LIKE TO WORK WITH FOOD
- SHE'S DRIVING (SAFELY)





# WHAT WORKS



- "I LIKE BEING WITH MY FRIENDS"
- GIVING HER A LOT OF TIME TO PROCESS INFORMATION COMPREHEND WHAT IS BEING SAID AND FORMULATE HER ANSWER.
- USING A COMPUTER TO TYPE AND EMAIL (MUCH BETTER THAN HAVING TO WRITE!)
- USING HUMOR, AND ENGAGING HER SENSE OF HUMOR TO DIFFUSE TOUGH SITUATIONS.
- HAVING PLENTY OF ADVANCE NOTICE WHEN THERE WILL BE UNWELCOME CHANGES.
- NEGOTIATING WITH AND LETTING HER SET HER SCHEDULE AS MUCH AS POSSIBLE
- HAVING REAL CHOICE AND INPUT INTO THE DECISIONS OF HER DAY
- USING VISUALS, LISTS, /CHARTS/SCHEDULES TO HELP HER ORGANIZE AND USE INFORMATION
- HAVING CONSISTENT EXPECTATIONS

# What doesn't work?



- BEING IN REALLY LOUD ENVIRONMENTS
- BEING AROUND OTHERS WHO ARE NOISY
- HAVING TO DO VERY COMPLEX TASKS THAT INVOLVE A LOT OF READING COMPREHENSION
- BEING RUSHED, NOT HAVING ENOUGH TIME TO PROCESS
- WRITING WITH A PENCIL OR PEN
- BEING PUT ON THE SPOT WITHOUT ENOUGH TIME TO PROCESS
- GIVING HER A DIRECT OR, OR TRYING TO USE POWER PLAYS TO GET YOUR WAY. YOU WILL NOT WIN.
- UNEXPECTED CHANGES WITH NO TIME TO PROCESS OR PREPARE
- INCONSISTENT FOLLOW-THOUGH ON THE PART OF OTHERS
- IMPOSING "CONSEQUENCES" CAPRICIOUSLY, WITHOUT FOREWARNING.

## A SAMPLE OF KATIE'S JOB EXPERIENCES

Happy Friends Baking Company:  
Baking, wrapping product, packaging

Rite Aide: unpacking boxes,  
stocking

Taste of  
India: Setting  
Tables

Royal Market:  
Sweeping,  
cash register

YMCA:  
Childcare

SEHS:  
Recycling

# WORK RELATED GIFTS/STRENGTHS/SKILLS

## JOB SKILLS/STRENGTHS

- POSSESS CURRENT FOOD HANDLERS CARD
- RIDES BUS TO/FROM JOB SITES INDEPENDENTLY
- HEALTHY WORK HABITS
- FOLLOWS DIRECTIONS
- PERSEVERES "I LIKE TO COMPROMISE"
- USES CALCULATOR
- GOOD SHOPPING SKILL
- MEAL PLANNING AND SHOPPING



## POSSIBLE FUTURE JOBS:

- SUBWAY SANDWICHES - WANTS THIS THE MOST!
- PUBLIC LIBRARY.."I LOVE THE LIBRARY"
- PHOTOGRAPHY STUDIO OR ASSISTANT
- DISNEY PRINCESS

# Action Plan

What	Who	When
Explore Subway as a job site for transition years (paid or volunteer) Make first contact	Nels, June, Naomi	August 2012
Get copy of permit test	Katie/Unc le Steve	March 2012
Start Studying for permit test	Katie, Uncle Steve	March 2012
Take permit test	Katie Nels, Steve, Pat	June 2012
Create a resume with Katie's job skills and experiences	Niels, Katie	June 2012
Program important people (friends, staff, bosses) contact information into Katie's phone	Niels, Katie	June 2012
Take photos of Katie, her important people, places, items and activities, send to Miguel to be included in the written plan.	Katie, Niels, Pat Uncle Steve	December 2011

# Examining the Person-Centered Planning process...



# Essential Steps for PCP

## ▲ Identification of team

- Advocate

## ▲ Facilitator

## ▲ Pre-Meeting

- Worksheets
- Briefing with individual

## ▲ Meeting with all of team

## ▲ Follow-up

# PCP Questions

(adapted from Sanderson, 2007)

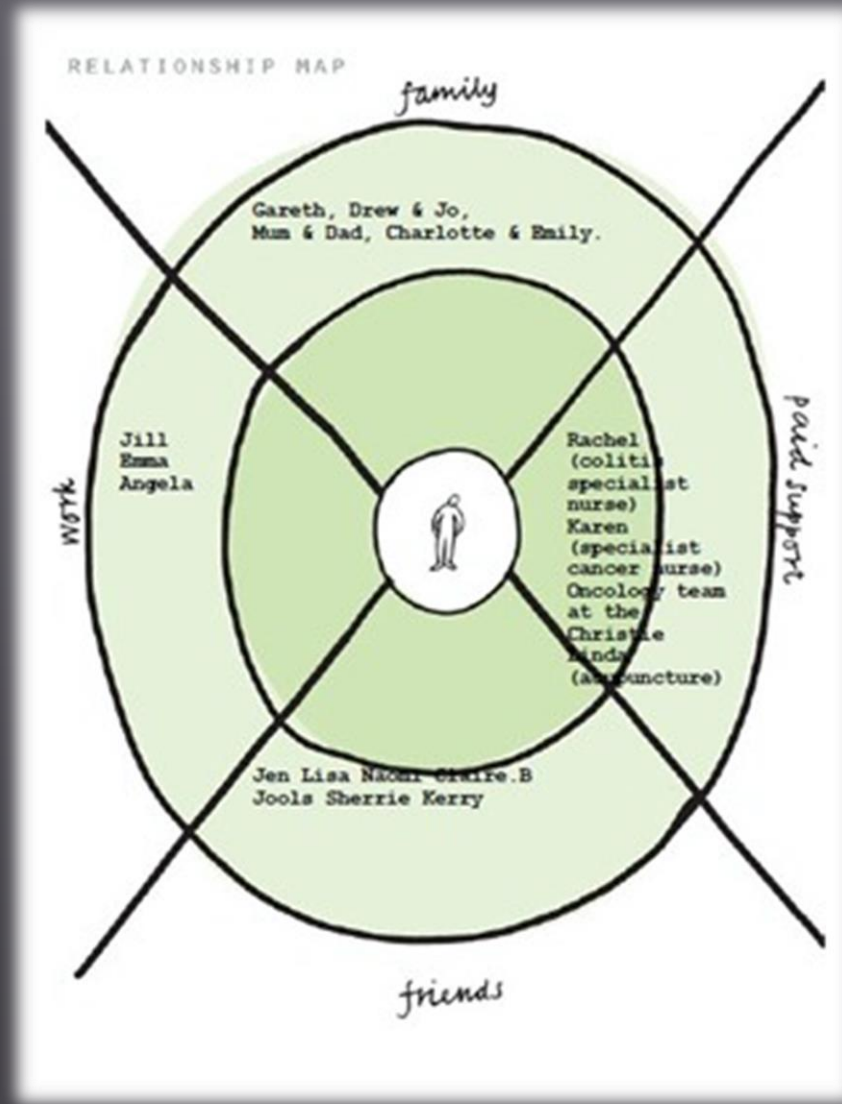
- Who is \_\_\_\_\_?
- Relationships
- What's important to the person
- What is important for the person
- Histories
- Wishing / Dreams
- Good Days / Bad Days
- Working / Not Working

# Who is this person?

- ▲ What would you use to describe
- ▲ Sense of the person outside of charts and care plans
- ▲ Hints at reasons for patterns of behavior
- ▲ Introduces new people – transition aids



# Relationship map



# What is important to versus What is important for

## ▲ To:

- ❑ Things I need others to know about me
- ❑ Personal preferences

## ▲ For:

- ❑ Things that those who support me realize that they need to do to help me
  - ▲ Environment
  - ▲ Communication



▲ Past -> Present -> Future



# Best Day vs Worst Day

## Best Day

- I sleep in
- Morning coffee
- Time with Judith
- Reading outside

## Current Day

## Worst Day

- People I don't know in my bedroom
- "I don't know what is going to happen"

## ▲ What works

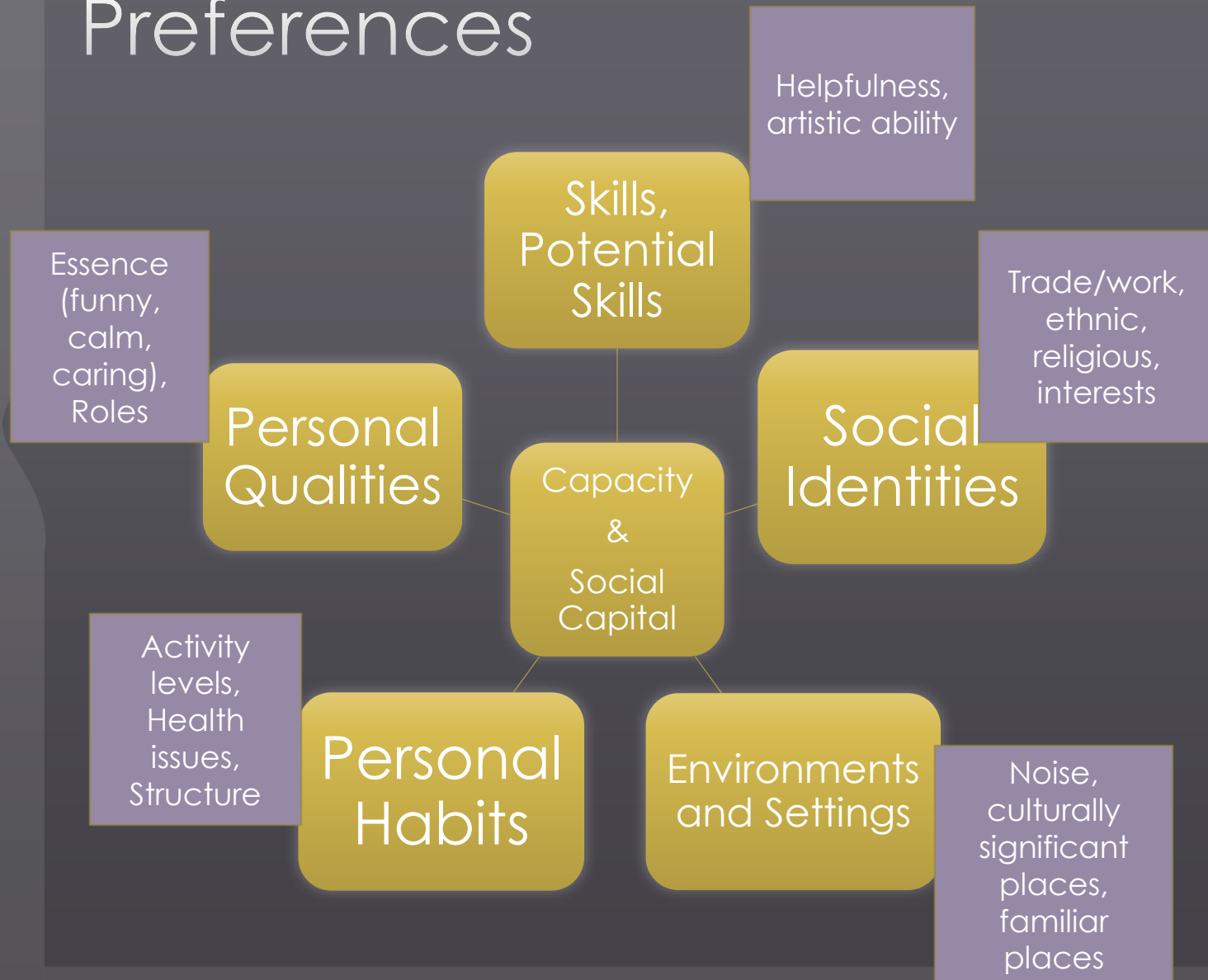
- ❑ Maintain
- ❑ Expand

## ▲ What doesn't work

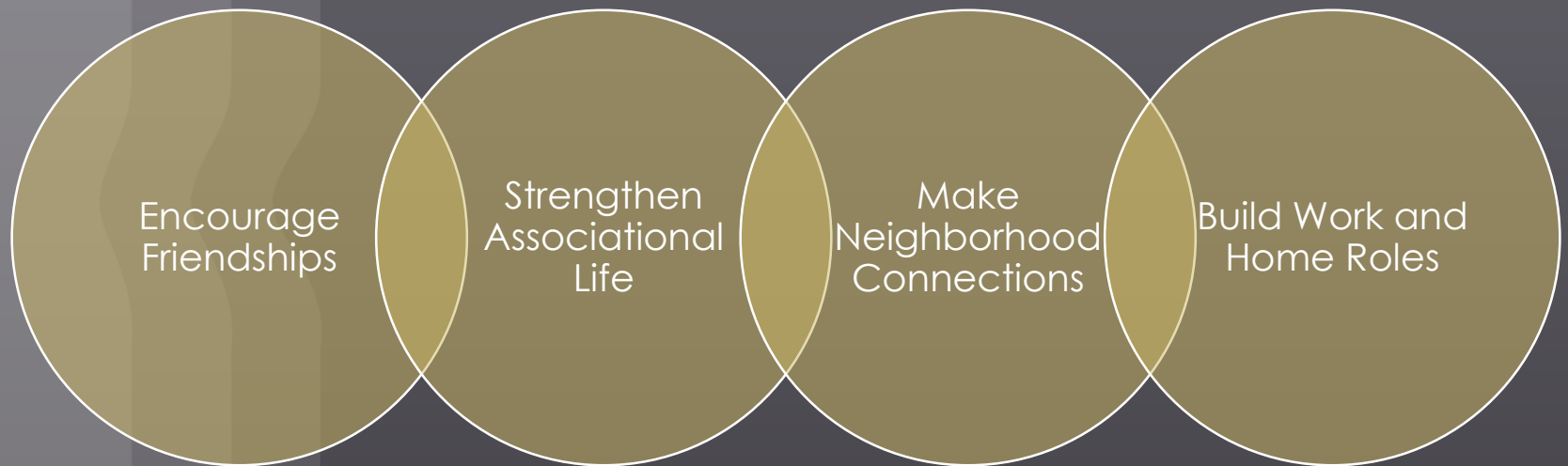
- ❑ Why
- ❑ Replace?
- ❑ Change?



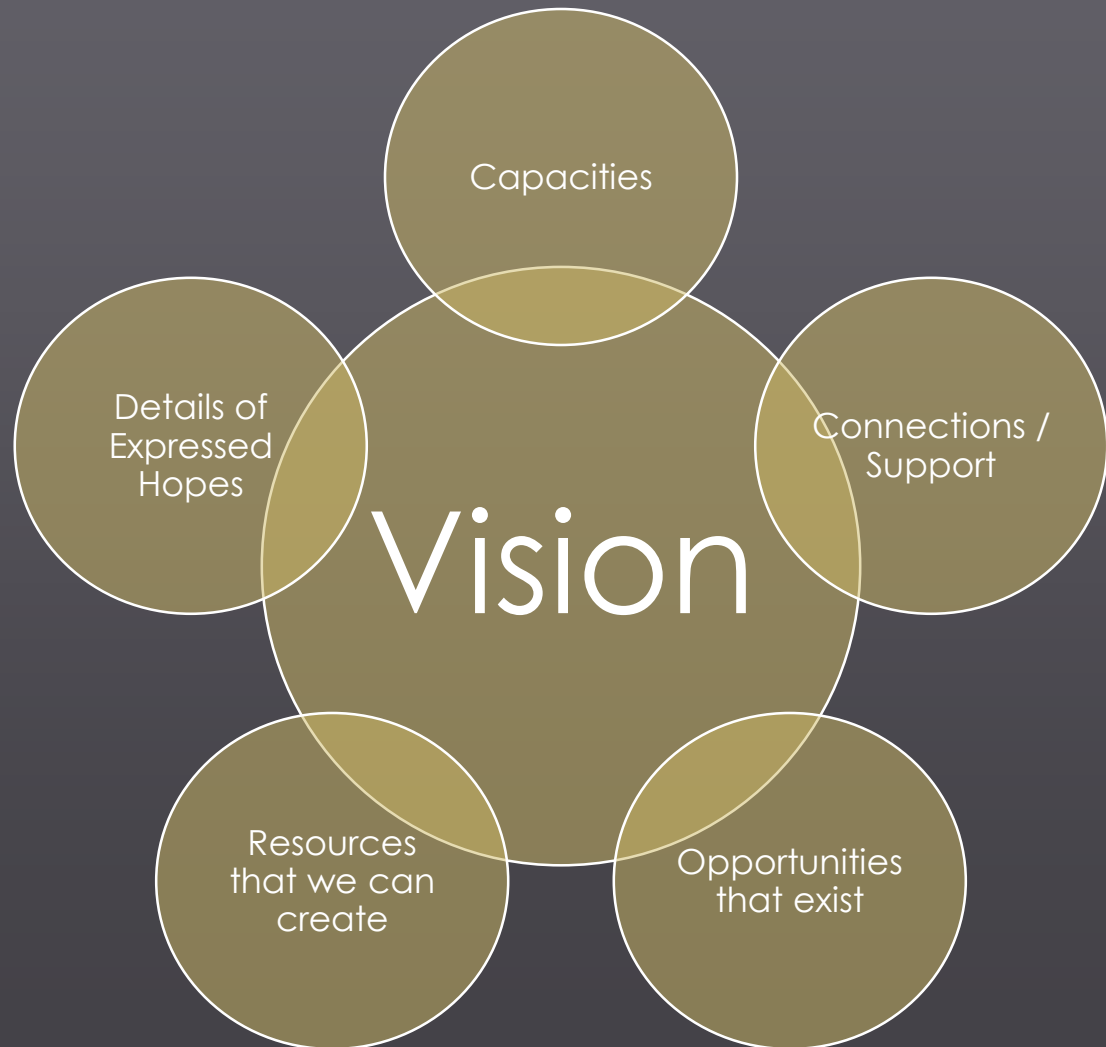
# Finding Themes in Personal Preferences



# Building Community



# Dream / Vision





This is only the first step



## Individual



## Planning

Without person-centered planning

With person-centered planning

## Product

- Focus on shared deficits
- Employment opportunities based on slots or tracks
- Community living placement based on disability and skill level

- Individual and advocate participation in all phases of planning

- Plan that is aligned with personal preferences
- Action goals based on person's goals and aspirations

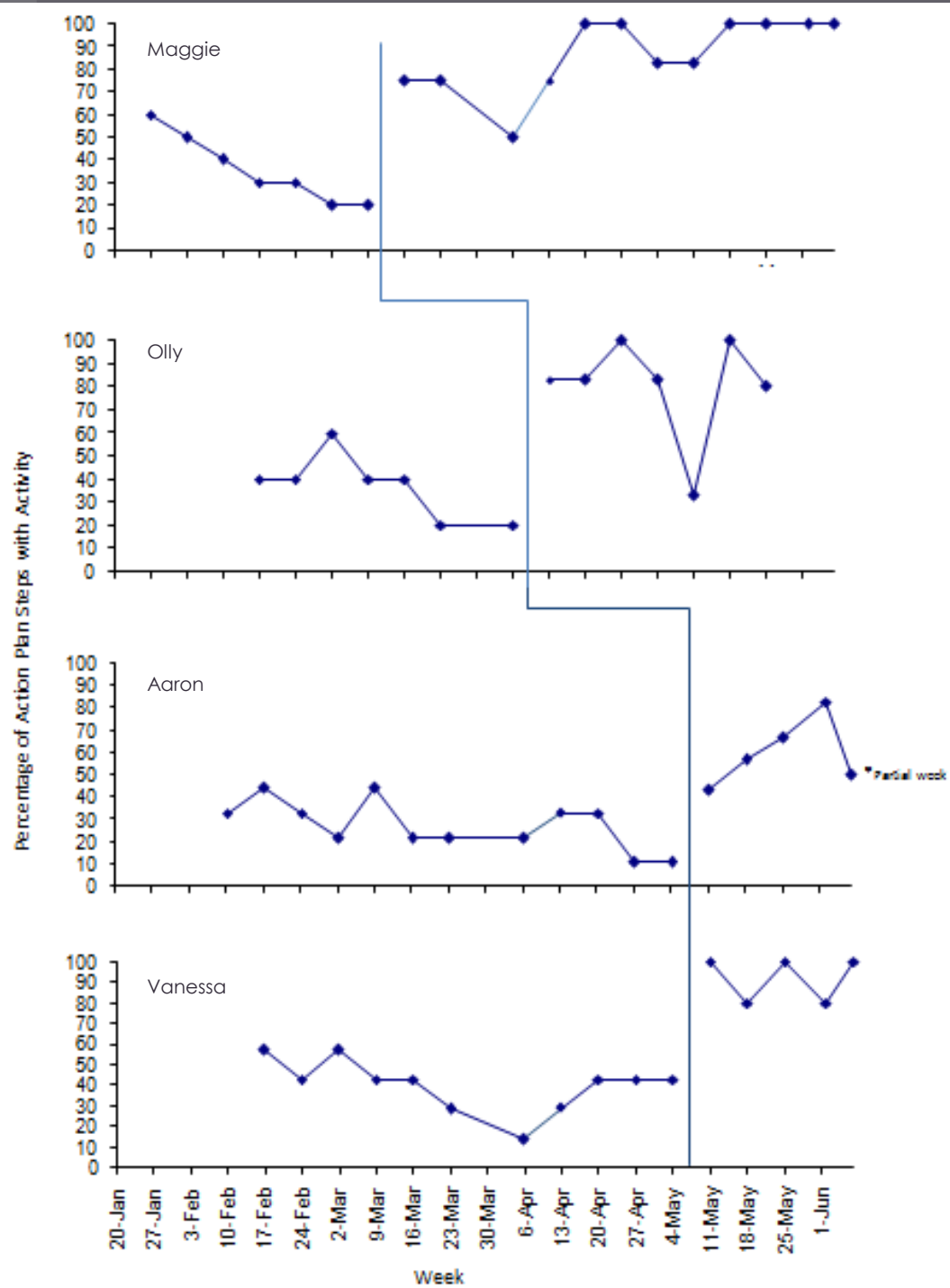
## Implementation

Without ongoing evaluation and feedback

- Plan receives little to no review following conception
- Action plan is not updated / attended with fidelity
- IEP or ISP becomes primary reference for information regarding preferences

With Ongoing Eval and Feedback

- Ongoing attendance to action plan
- Goals updated as preferences change or action steps are completed
- Goals are placed within broader context



# Follow-up and Feedback

- ▲ With ALL of team
- ▲ Review of action plan steps
  - Obstacles?
  - Some no longer options?
  - Some no longer preferences?
- ▲ Modification
  - Clear timelines and measureable steps
- ▲ Celebration

# Resources

Cornell University's Person Centered Planning Education Site:  
**<http://www.ilr.cornell.edu/edi/pcp/index.html>**

Beach Center on Families and Disability articles about Person-Centered Planning: **<http://www.beachcenter.org/>**

Indiana's Person Centered Planning Guidelines:  
**<http://www.in.gov/fssa/disability/bqis/pcpguidelines.html>**

Institute for Community Inclusion Research to Practice Brief  
"Building Authentic Visions: How to Support the Focus Person in  
Person Centered Planning":  
**[http://www.communityinclusion.org/article.php?article\\_id=31](http://www.communityinclusion.org/article.php?article_id=31)**

Institute on Community Inclusion Brief, More Than Just a Job:  
Person-Centered Career Planning:  
**[http://www.communityinclusion.org/article.php?article\\_id=16](http://www.communityinclusion.org/article.php?article_id=16)**

Helen Sanderson and Associates – reading materials related  
to Person-Centered Planning:  
**<http://www.helensandersonassociates.co.uk/reading-room/who-.aspx>**

# Resources

It's My Choice: A self-guided workbook on person-centered planning by William T. Allen published by the MN Governor's Council on Developmental Disabilities. Included is a Housing Checklist.:

**[http://www.mnddc.org/extra/publications/choice/Its\\_My\\_Choice.pdf](http://www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf)**

Missouri MPACT: Transition to Empowered Lifestyles Project Person Centered Planning (on-line PowerPoint presentation):

**<http://ptimpact.org/Transition/TEL/TEL.aspx>**

National Center on Workforce & Disability/Adult: Starting with Me: A Guide to Person-Centered Planning for Job Seekers:

**[http://www.onestops.info/article.php?article\\_id=189&subcat\\_id=102](http://www.onestops.info/article.php?article_id=189&subcat_id=102)**

The Origins of Person-Centered Planning: A Community of Practice Perspective (2000) by Connie Lyle O'Brien and John O'Brien, a 24 page article from the Syracuse University, Center on Human Policy:

**[http://thechp.syr.edu/PCP\\_History.pdf](http://thechp.syr.edu/PCP_History.pdf)**

Person Centered Planning checklists from the Medicaid Reference Desk:

**<http://www.thedesk.info/myplan/domains.aspx>**

My Health Passport:

**[http://flfcic.fmhi.usf.edu/docs/FCIC\\_Health\\_Passport\\_Form\\_Typeable\\_English.pdf](http://flfcic.fmhi.usf.edu/docs/FCIC_Health_Passport_Form_Typeable_English.pdf)**