

Thanks to the children, families,
and service providers who make
sharing videos possible.

While we all know we are not
perfect, it is hard to have
ourselves in videos that may have
some... "Oh rats, I wished I had or
hadn't done that!"



**Person Centered
Planning:
It's Worth It!**

February 21, 2012
Live webinar
Part 2

Presenter: Kathee Scoggin


You will need:

The two examples (**Ben** and **Maddie**)
of Person Centered Plans that are
linked to the Person Centered Plan
recorded training...

Outcomes:

Participants will:

- ◆ Analyze/translate the information into an educational objective for the student.
- ◆ Identify how to facilitate the group discussion in identifying goals and objectives for the student.
- ◆ Identify how you might use the PCP information in the future, following the conclusion of the PCP meeting.



Person Centered “ness”

Kendrick, M. (2000). *When people matter more than systems*. The Promise of Opportunity Conference. Albany, NY. Keynote presentation.

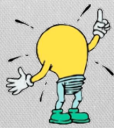
The child is the starting point, the center, and the end of all curriculum decisions.

John Dewey, 1929



It is not about US!

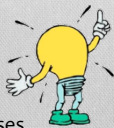
A reminder!



Purpose of person centered planning:


- ◆ To get to know the student and what she wants in life
- ◆ To understand the dreams of student and family members
- ◆ To establish a record of past and current events for future reflection
- ◆ To serve as a basis for **meaningful** educational and life planning

Challenges Reminder!




- ◆ All people participating and viewing the person through capacity colored lenses
- ◆ Good facilitator
- ◆ A process for using the information and reviewing the plan and collecting student progress data-and school district staff person who is in charge of "keeping it going"
- ◆ All people staying focused on the student, not what they as participants think are possible
- ◆ Not- high enough expectations!

Think outside the box



Every person who knows and cares about this student has **IMPORTANT INFORMATION TO CONTRIBUTE!**



The PCP can be an ongoing process to face challenges and a way to...

think about this person in a “new way.”



- ◆ Personal Life History
- ◆ Health
- ◆ Relationships
- ◆ Personality
- ◆ Preferences



- ◆ Places
- ◆ Choices
- ◆ Respect
- ◆ Communication
- ◆ Hopes, Dreams & Fears

Looking at the **Ben example** of Person Centered Plans linked to the Recorded training...

◆ What sections did you find in **Ben's** plan?

Person centered plans include sections for the person's:

- ◆ Personal Life History
- ◆ Health
- ◆ Relationships
- ◆ Personality
- ◆ Preferences
- ◆ Places
- ◆ Choices
- ◆ Respect
- ◆ Communication
- ◆ Hopes, Dreams & Fears

Person centered plans include sections for the person's:

- ◆ Personal Life History
- ◆ Health - **missing**
- ◆ Relationships
- ◆ Personality - **missing**
- ◆ Preferences
- ◆ Places - **missing**
- ◆ Choices - **missing**
- ◆ Respect - **missing**
- ◆ Communication - **missing**
- ◆ Hopes, Dreams & Fears

Looking at the **Ben example** of Person Centered Plans linked to the Recorded training...

What sections did you find most valuable on **Ben's Plan**?

Why?

Person centered plans include sections for the person's:

- ◆ Personal Life History
- ◆ Health - **missing**
- ◆ Relationships
- ◆ Personality - **missing**
- ◆ Preferences
- ◆ Places - **missing**
- ◆ Choices - **missing**
- ◆ Respect - **missing**
- ◆ Communication - **missing**
- ◆ Hopes, Dreams & Fears

Look at short term goals for Ben

If you were responsible for developing one activity for Ben as a result of these short term goals, what might it be?

- A. Develop a menu of conversation topics Ben can use when talking with people.
- B. Start a calendar/schedule with Ben and have representations of his day at school.
- C. Develop a "choice board" for Ben.
- D. All of the above

Why is a **health section** important for all students?

Think of why you would want to know Ben's health information...



What about sections on **places, respect, and communication?**

Example of **Health** information given on a student:

- ◆ Minutes in school on a daily basis: 390 minutes (6 ½ hrs)
- ◆ Minutes needed for toileting: 135 minutes/day
- ◆ Minutes for working with therapists: 60 minutes/day
- ◆ Minutes for tube feeding: 40 minutes/day
- ◆ Minutes for suctioning: 20 minutes/day
- ◆ Minutes in classroom including music, PE and library: 135 minutes/day (2 ¼ hours out of 6 ½ hours left)

Example of **Health** information given on Ben:

- ◆ Ben has upper respiratory infections frequently causing him to stay home and miss school an average of 3 weeks a year.
- ◆ Ben does not use a hankie or kleenex to blow his nose.
- ◆ Ben only likes to eat pizza, pasta, and foods high in refined sugar and carbohydrates. He only likes to drink fruit juice.
- ◆ Ben does not like to walk or stand anymore than necessary.



How does the **health information** on **Ben** help us determining possible future goals, objectives and activities that are meaningful?

Looking at the **Maddie example** of Person Centered Plans linked to the Recorded training...

◆ What sections did you find in **Maddie's** plan?

Person centered plans include sections for the person's:

- ◆ Personal Life History
- ◆ Health
- ◆ Relationships
- ◆ Personality
- ◆ Preferences
- ◆ Places
- ◆ Choices
- ◆ Respect
- ◆ Communication
- ◆ Hopes, Dreams & Fears

Person centered plans include sections for the person's:

- ◆ Personal Life History
- ◆ Health - *missing*
- ◆ Relationships
- ◆ Personality
- ◆ Preferences
- ◆ Places
- ◆ Choices - *missing*
- ◆ Respect - *missing*
- ◆ Communication
- ◆ Hopes, Dreams & Fears

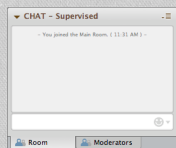
Looking at the *Maddie example* of Person Centered Plans linked to the Recorded training...

What areas did you find most valuable on **Maddie's Plan**?

Why?

Look at needs and priorities for Maddie...

If you were responsible for developing one activity for **Maddie**, what might it be?



Type your thoughts in the chat box

Think about one of your students or your child...

What sections do you think would be of most value right now?

And why?

Think outside the box




SELF-DETERMINATION...
Implies independence and interdependence

What is Self-Determination?


- ◆ Personal control
- ◆ Empowerment (power)
- ◆ Right to chase our own dreams (likes)
- ◆ Right to make mistakes and experience consequences
- ◆ Right to make good choices and enjoy those consequences
- ◆ Right to ask for help or ask not to be helped

Think outside the box



Reliance on the service system alone limits the individual's opportunities

COLLABORATION



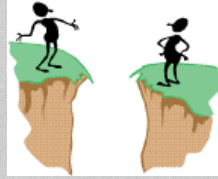
What is the one thing you can change when working as a team member?

COLLABORATION



Facilitating group discussions effectively

COLLABORATION



Have you ever felt this way on a team?

Goal structures that affect team interactions and outcomes

Competitive:
Win or lose
Negative interdependence

Individualistic:
Work independently
No interdependence

Cooperative:
Help and support others
Positive interdependence

10 Qualities of an Effective Team Player

- ◆ Demonstrates reliability
- ◆ Communicates constructively
- ◆ Listens Actively
- ◆ Functions as an active participant
- ◆ Shares openly and willingly
- ◆ Cooperates and pitches in to help
- ◆ Exhibits flexibility
- ◆ Shows commitment to the team
- ◆ Works as a problem-solver
- ◆ Treats others in respectful and supportive manner

<http://www.dummies.com/how-to/content/ten-qualities-of-an-effective-team-player.html>

Think of someone you think would be a good facilitator...

Some districts have identified these people and trained them in facilitating a PCP

Which of these qualities do you think are most important for a facilitator?

- ◆ Treats others in respectful and supportive manner
- ◆ Demonstrates reliability
- ◆ Communicates constructively
- ◆ Listens actively
- ◆ Develops an atmosphere of willingness and openness
- ◆ Cooperates and pitches in to help
- ◆ Exhibits flexibility
- ◆ Shows commitment to the team
- ◆ Works as a problem-solver

Can you think of other qualities needed?

5 Tips for thinking outside the box:


- ◆ Change the context
- ◆ Try something new
- ◆ Question your thoughts and words
- ◆ Plan to be spontaneous
- ◆ Mix up the way you think

Robin Downes Elev8.com

ONGOING USE
OF THE PERSON
CENTERED PLAN

- ◆ Identify the person/position of the “Keeper” of the PCP
 - ◆ Have a back-up person/role for this
- ◆ Determine next time to review the plan and set a date
 - ◆ Determine the purpose of this review
- ◆ Consider doing the original person centered plan or a review of it... in preparation for the comprehensive re-evaluation or IFSP/IEP
 - ◆ It helps determine present levels of performance and assessments that might be necessary
- ◆ Identify new participants on the plan review
 - ◆ When a student is transitioning to a new school or program, invite the receiving team

Think
outside
the box



A person who can't
make a mistake can't
make anything!

References:

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Mount, B., & Zwernik, K. (1989). *It's never too early, it's never too late. A booklet about personal futures planning*. Retrieved from: <http://www.mnddc.org/extra/publications.htm>

Kendrick, M. (2000). *When people matter more than systems*. The Promise of Opportunity Conference. Albany, NY. Keynote presentation.

References:

All Inclusive Individual Student Planning (2003, Issue 2). Collaborative effort between the Maryland State Dept. of Education, Division of Special Education and Early Intervention Services, and the Maryland Coalition for Inclusive Education.

Downes, R. 5 tips for thinking outside the box. July 20, 2010 www.elev8.com

“Never doubt that a small group of thoughtful, committed citizens can change the world; it’s the only thing that ever has.”



Margaret Mead

New website on Literacy for
students with combined vision and
hearing loss:

<http://literacy.nationaldb.org>

WSDS Website:
www.wsdsonline.org

Contact information for Kathee:
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