

Person-Centered Planning:
It's Worth It!

This recorded training is Part 1 of the PCP series.

Don't forget to register now for Part 2 **LIVE** on February 21st, 2012.

* If you are taking this two-part series for **clock hours**, you will need to email the homework questions to mobrien@psed.org before Part 2 on February 21st, 2012.

Person Centered Planning:
It's Worth It!

Winter 2012
Recorded Training


Presenter: Kathee Scoggin

Outcomes:

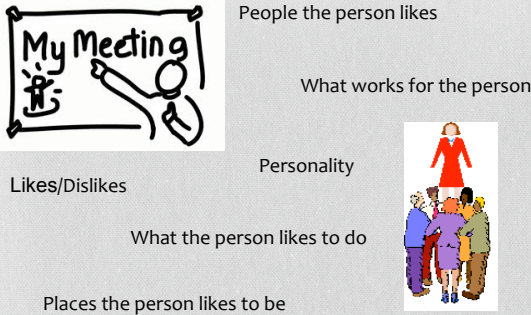
Participants will:

- ◆ Differentiate between capacity based and deficit based person centered planning
- ◆ Identify the purpose and process of conducting person-centered plans for students with multiple disabilities including deaf-blindness
- ◆ Identify at least 3 challenges to a successful person plan

Person Centered Planning



VS.



Person Centered "ness"

A Few Important Points:

- ◆ Process results in a personalized plan of action
- ◆ It is not an IEP, nor a substitute for it
- ◆ Best precedes an IEP and provides the school's transdisciplinary team with important information useful when constructing an IEP.

Person Centered Planning

Purpose:

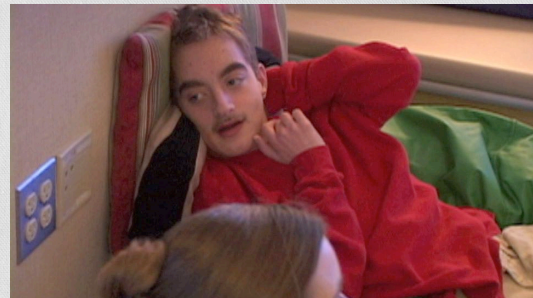
- To get to know the student and what she wants in life
- To understand the dreams of family members
- To establish a record of past and current events for future reflection
- To serve as a basis for **meaningful** educational and life planning



It can be an ongoing process to face challenges and a way to **think about this person in a "new way."**

The qualities of a friend of mine:

- ◆ Great sense of humor
- ◆ Kind
- ◆ Works hard
- ◆ Loves to listen to music
- ◆ Is interested in what other people do



Some Key Components of a Person-Centered Plan

- ◆ Voluntary
- ◆ Collaborative philosophy
- ◆ Variety of individuals who play a part in the person's life
- ◆ Plans WITH not FOR the person (and family)

AND...

Some Key Components of a Person-Centered Plan

- ◆ It starts with **abilities** and interests, rather than **disabilities**
- ◆ Critical events in person's life: positive and negative

Tip: You are looking for patterns that give direction to strategies, activities and location in which the person succeeds!

Benefits of Person Centered Planning


- ◆ Comfortable atmosphere
- ◆ Person and family speak FIRST
- ◆ Better understanding by all people
- ◆ Visual and current picture
- ◆ Basis for determining needs and planning

Person centered plans **MAY** include sections for the person's:

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

“Personal Life History Map”

Purpose:
To understand the life experiences of the focus person and his family.




A personal history from birth to present is generated for the individual by the group. Everyone who has known the individual contributes relevant information as they tell their stories about him.

“Personal Life History Map”

Outcomes:

- Positive experiences point out opportunities upon which the group can build
- The grief, loss and traumas give the group a greater appreciation for the individual and her family
- Celebrates accomplishments
- Shows how opportunities in the present are often a result of the past




“Personal Life History Map”

Information is collected and “mapped” by the facilitator.

Parents are often stunned by their child's accomplishments.

People learn many things they haven't known before.

The person gets a sense of his history.




“Health Map”

Purpose:
To identify signs of good health and signs of health problems.

Outcomes:

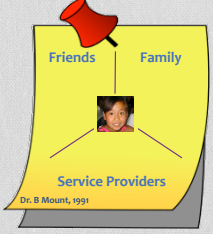
- To ensure improvement or maintenance of health by implementing activities and/ or routines with the person.
- Assist the person in participating in maintaining his health.



“Relationship Map”

Purpose:
To identify personal support, assistance, and opportunities to build friendships.

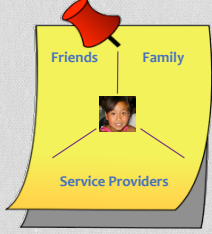
Outcomes:
Most important people in person’s life who can support the person
Opportunities for building relationships



“Relationship Map”

Instructions:
Look at the characteristics of the relationship, time spent with the person and the activities shared...

A. Place names of people that are most dear to the person closest to the picture.
Include people who see the person every day and have a very close bond.

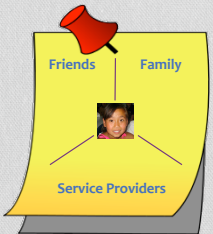


“Relationship Map”

Instructions:

B. Place the names of those people that are involved with the person on a regular basis further away than the first group of people.

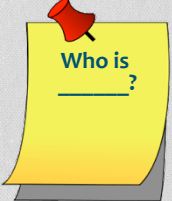
C. Place the names of the people who have less frequent contact with the person at the outer edges of the paper. The person knows and appreciates these people.



Who is _____?


(Map to describe the person)

Purpose:
To collect descriptors so we get a “non-disability” picture of this person so the future can be seen as possibility.



Information shared by peers, family and service providers at a person-centered planning meeting

- ◆ Energetic
- ◆ Playful
- ◆ Communicative
- ◆ Intelligent
- ◆ Beautiful
- ◆ Sense of humor
- ◆ Determined
- ◆ Physical
- ◆ Selfish



What might these qualities indicate for planning her educational program?

What might these qualities indicate when planning her educational program?

| | | |
|-----------------|------------------|---------------|
| ◆ Energetic | ◆ Sense of humor | ◆ Selfish |
| ◆ Playful | ◆ Determined | ◆ Intelligent |
| ◆ Communicative | ◆ Physical | ◆ Beautiful |

A. Give her vocational opportunities that are located in one spot so she can sit.

B. She needs to work on her own with little interaction with others

C. She needs to be able to move frequently to accomplish her learning goals and objectives

D. All of the above

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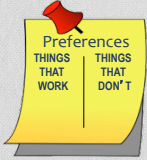
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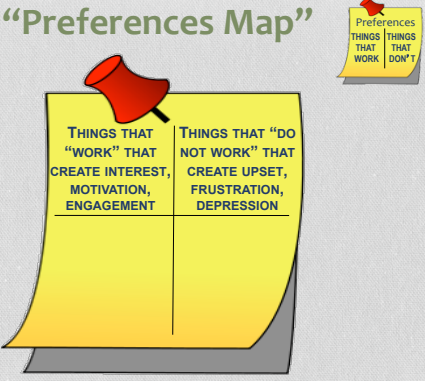
“Preferences Map”

Purpose:
To discover capacities to build on and conditions to avoid.

Outcomes:
Identify patterns in gifts, potential interest, and unique contributions of the person
Identify patterns in the conditions that block or challenge development of opportunities to build on in the future



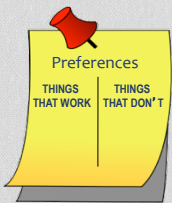
“Preferences Map”



“Preferences Map”

List everything people can think of.
Do not use jargon.

* Things that work in green / don't work in red.



“Places Map”

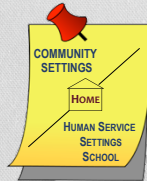
Purpose:
To describe the pattern of daily life within context of places the person goes.

How the person spends her time, including with her family
Community and segregated settings used by the person
Existing opportunities for building community



“Places Map”

Instructions:
Think in terms of:
Where the person goes in a month
Make most often visited places (larger)
Underline or do places most enjoyed in “green”
Underline or do places disliked in “red”

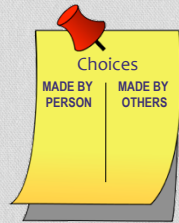


“Choices Map”

Purpose:

To understand the degree to which a person has control over his life

- Levels of personal control
- Levels of assistance needed

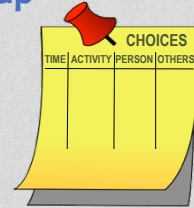


“Daily Routine and Choices Map”

Purpose:

To understand the person’s daily rhythms and activities to assist with:

- Scheduling
- Determination of appropriate activities
- To increase the choices made by the person

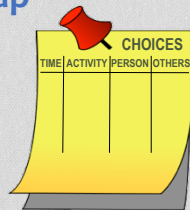


“Daily Routine and Choices Map”

List the daily routine in 15 min/ functional activity segments

Highlight- times of the day when the person is most successful, engaging, interested, motivated

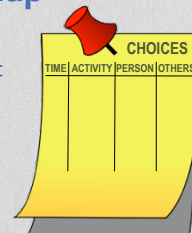
Underline- times of the day when the person is least successful, most frustrated, bored, upset



“Daily Routine and Choices Map”

Indicate at each time segment when person is acting independently, making own choices

Indicate choices made by other people for the person

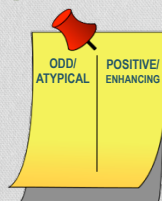


“Respect Map”

Purpose:

To identify personal characteristics that create opportunities or barriers to the community

- Characteristics and behaviors that are respected and appreciated
- Characteristics and behaviors that cause people concern



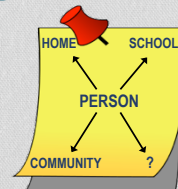
“Communication Map”

Receptive

Purpose:

To describe how the person best understands people communicating with him in various environments

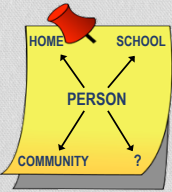
- The type of communication going on in each environment; and
- The consistency of communication taking place



“Communication Map”

Expressive


Purpose:
To describe how the person communicates in various environments



The type of communication going on in each environment; and
The consistency of communication taking place

Hopes, Dreams & Fears

Purpose:
To identify hopes & dreams to work toward, and fears and nightmares to avoid



The hope and dreams the person has for the future
The fears and nightmares that should be avoided or minimized

Reflection opportunity:

Consider all the areas that might be addressed in a person-centered plan, think of a child or student you would want to do a person-centered plan with... **and**

Identify the 6 areas that you would see as absolute “musts” in the planning for any child or student of any age:

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

Summarizing the challenges in successful person-centered planning:

- ◆ 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 are possible or not- high enough expectations!

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