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# USING PERSON CENTERED PLANNING TO ORGANIZE TRANSITION

Prepared by Cindy Kernan

# SUMMARY

- Purpose of PersonCentered Planning
- 3 Useful Conversations
- What IS Person Centered Planning?

# WHAT PERSON CENTERED PLANNING DOES

1. Supports the person and their family to share their vision for a good life.
2. Builds partnerships between the person, family, friends, community and professional allies.
3. Organizes both the person, family, volunteer and paid efforts toward building that good life.



### 3 CONVERSATIONS

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Asset Mapping

Positive Descriptions

Envisioning the Future

***Person Centered Sessions WORKBOOK***



# ASSET MAPPING



## Asset Map

Hint: Use specific names

### Skills Interests Gifts

Write anything you-like to do for fun; are good at; interested in

Examples: For Fun-play baseball, rock n roll music-on my Ipod; I am good at basket ball; scrapbooking; helping others, learning about finding a job-computers...

### Name of My Groups

Write the names of the your groups and organizations

Examples: East Side Methodist Church Choir and Sunday School; People First; East YMCA; Scrapbooking friends; Hang out group; ; family friends; best buds group; Time Bank; Swim Class; Card Club...

### Name of My Places

Write the names of the places you go

Examples: I work at Pic n Save West Side. I take scrapbooking classes at MATC. I go to the dances at Poole's. My People First Meetings are on Main Street in Stoughton; Love to eat at the Pizza Hut on the west side; My favorite coffee place is ...I shop for groceries at... Exercise at Princeton West...

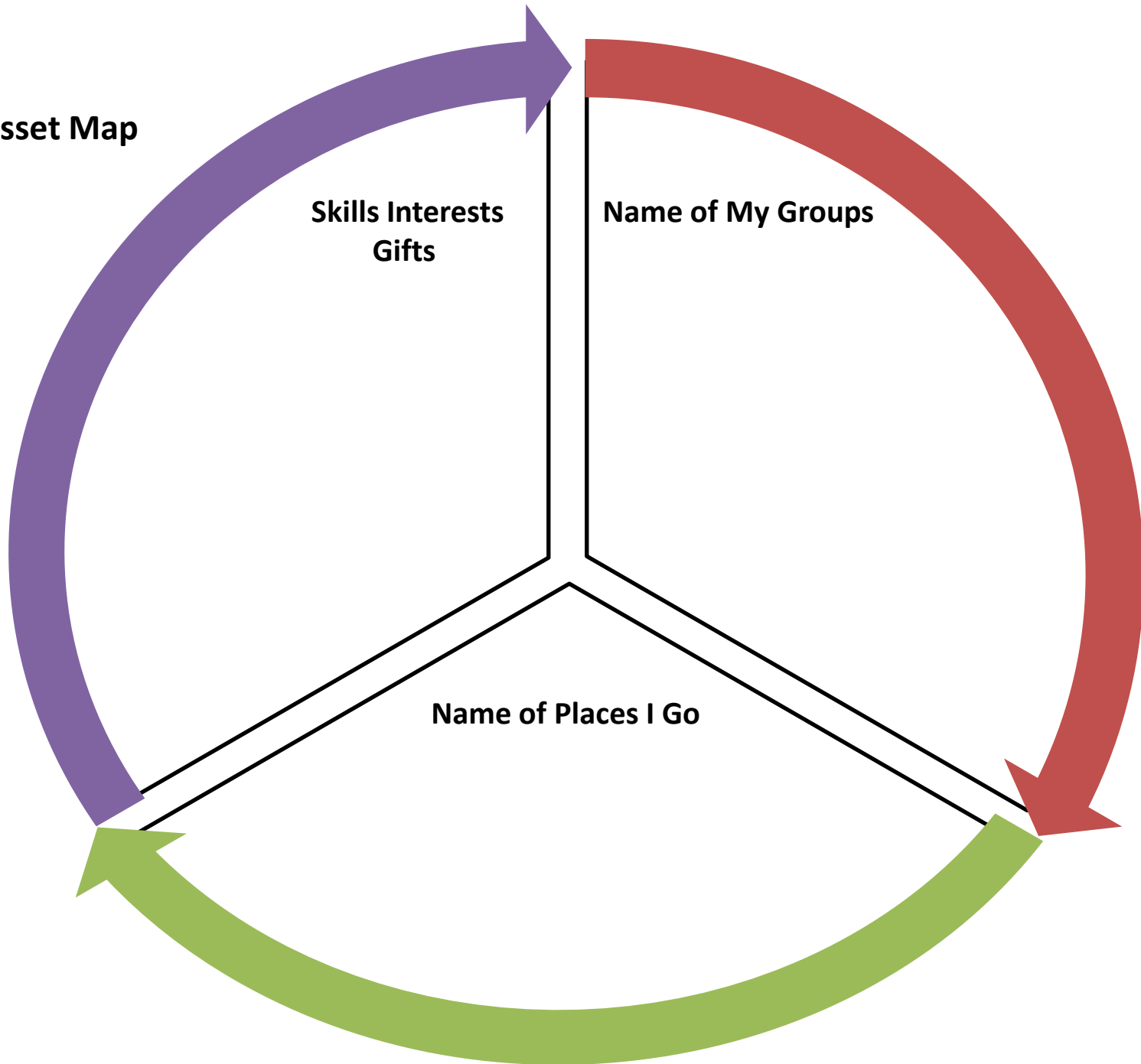
1<sup>st</sup>

**Asset Map**

**Skills Interests  
Gifts**

**Name of My Groups**

**Name of Places I Go**



# BUILDING POSITIVE DESCRIPTIONS





# You Decide...

# TAYLOR

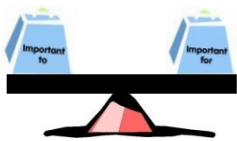
Taylor is thirteen years old and in the 6<sup>th</sup> grade. He has a diagnosis of mental retardation and a history of seizures. His disease has caused tumors to grow in various organs and tissues of his body, most significantly his brain and both kidneys. Taylor reads on a second-grade level. Handwriting is very difficult for Taylor, due to poor spatial awareness and weak fine motor skills. He needs assistance to follow instructions that require more than 2 steps. Math is his most difficult subject, due to a very limited understanding of the abstract concepts as well as no sequencing ability. He has no concept of numbers. Taylor is receiving special education and related services, including speech, physical, and occupational therapies. He exhibits some receptive & expressive language difficulties. Taylor is a pleasant young man who is eager to please.

# Lee

Lee is a seventh grader. He is a hard working and creative individual, who takes his work seriously. He is persistent and committed. He is especially fascinated by the social studies and sciences; his favorite television shows are the Discovery Channel and The Weather Channel. He enjoys working with his hands, particularly with small engines. Lee has traveled the United States and Texas extensively, and has traveled outside of the United States on both borders as well. His hobby is model railroading; he operates a large O-gauge railroad at home. He volunteers his time to a local non-profit organization, repairing their lawn mowers and mowing lawns. He rides horses weekly. Lee maintains an A-B average every year and has been elected by his teachers to receive the Citizenship Award twice in the last three years. He has received the Presidential Academic Excellence Award. Lee ran cross-country this fall, winning an 8<sup>th</sup> place medal in District. He plans to run on the track team in the spring.

**Taylor & Lee are one  
and the same...  
Taylor Lee Evans.**

***How will you describe your child?***



# A Core Concept and a Core Skill

## Balancing Important **to** and Important **for**

Important <b>TO</b>	Important <b>FOR</b>
<p>What is important to a person includes those things in life which help us to be satisfied, content, comforted and happy. It includes:</p> <ul style="list-style-type: none"> <li>•People to be with/relationships</li> <li>•Things to do</li> <li>•Places to go</li> <li>•Rituals or routines</li> <li>•Rhythm or pace of life</li> <li>•Status &amp; control</li> <li>•Things to have</li> </ul> <p>•Includes what matters the most to the person – their own definition of quality of life.</p> <p>•What is important to a person includes only what the person “says”:</p> <ul style="list-style-type: none"> <li>•with their words</li> <li>• with their actions</li> </ul> <p>•When words and actions are in conflict, listen to action. Ask why?</p>	<p>Issues of health:</p> <ul style="list-style-type: none"> <li>—Prevention of illness</li> <li>—Treatment of illness / medical conditions</li> <li>—Promotion of wellness (e.g.: diet, exercise)</li> </ul> <p>Issues of safety:</p> <ul style="list-style-type: none"> <li>—Environment</li> <li>—Well being ---- physical and emotional</li> <li>—Free from Fear</li> </ul> <p>What others see as necessary to help the person:</p> <ul style="list-style-type: none"> <li>—Be valued</li> <li>—Be a contributing member of their community</li> </ul> <div data-bbox="1329 1005 1767 1315"> </div>



Name\_\_\_\_\_

## Addressing Reputations

**Positive  
Reputation**

**3 Mild Negatives**

**Important to me**

**How to best support  
me**

Name\_\_\_\_\_

## Addressing Reputations

### Positive Reputation

Write what you and others  
like and admire about your  
son or daughter .

What does she do well?

What does he really love to  
do?

How does she make you  
laugh?

No faint praise.

### 3 Mild Negatives

### Important to me

### How to best support me

Name\_\_\_\_\_

## Addressing Reputations

### Positive Reputation

### 3 Mild Negatives

Write here the “negatives”  
that concern you.

### Important to me

### How to best support me

Name\_\_\_\_\_

## Addressing Reputations

### Positive Reputation

### 3 Mild Negatives

For each negative ask:  
Are there times when the  
negative is a positive?  
Write that positive in the  
positive section.

What does the negative  
tell you about what is  
important to your son or  
daughter?

Is there a time when the  
negative really is  
negative? What should  
we do to support your son  
or daughter at that time?

### Important to me

### How to best support me

Name \_\_\_\_\_

## Addressing Reputations

### Positive Reputation

### 3 Mild Negatives

For each negative ask:  
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Is there a time when the  
negative really is  
negative? What should  
we do to support your son  
or daughter at that time?

### Important to me

What do the positives and the  
negatives tell you about what  
is important to your family  
member

### How to best support me

Do any of the positives imply  
something that could be  
done to support your son?

Has anyone ever done  
anything that helped make a  
good day even better?

Has anyone ever done  
anything that helped you  
have a better day?



Name\_\_\_\_\_

## Addressing Reputations

**2nd**

### Positive Reputation

Write what you and others like and admire about your son or daughter .

What does she do well?

What does he really love to do?

How does she make you laugh?

No faint praise.

### 3 Mild Negatives

Write here the “negatives” that concern you.

For each negative ask:  
Are there times when the negative is a positive?  
Write that positive in the positive section.

What does the negative tell you about what is important to your son or daughter?

Is there a time when the negative really is negative? What should we do to support your son or daughter at that time?

### Important to me

What do the positives and the negatives tell you about what is important to your family member

### How to best support me

Do any of the positives imply something that could be done to support your son?

Has anyone ever done anything that helped make a good day even better?

Has anyone ever done anything that helped you have a better day?

Name\_\_\_\_\_

## Addressing Reputations

**2nd**

### Positive Reputation

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What does she do well?

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Do any of the positives imply  
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Has anyone ever done  
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Has anyone ever done  
anything that helped you  
have a better day?

# Think About. . .

- How you would want your child to be introduced to others
- Helping people see past the disability
- What does your son or daughter do well?
- What do you admire about your son or daughter?



**Imagining the Future**

# Imagining the Future

3rd





## Imagining the Future

3rd

1. Questions that can help with this exploration:
2. If you are living the best life you can imagine where would you live?
3. Who would live there?
4. What is happening that is making this such a great life?
5. How are you earning an income?
6. What are you doing to make your community better?
7. What are you doing for fun?
8. What are you learning?



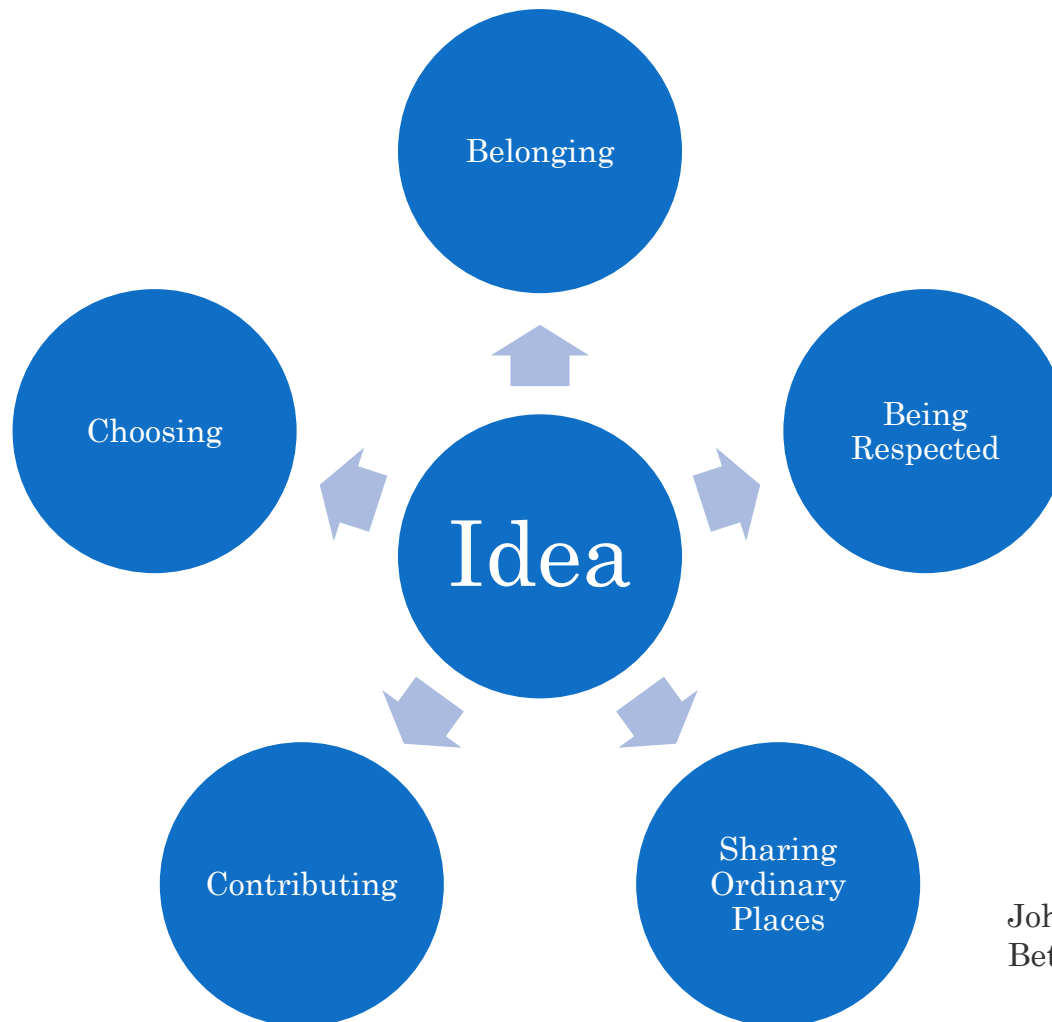
**Take Action...now**

# Action Plan

What Would You Like To Do?	Who will do it and who can help?	By when?

# FIVE VALUES FOR ACTION

How does our idea; if implemented, increase the chances the person will have more of each valued experience?



John O'Brien  
Beth Mount



# WHAT IS PERSON CENTERED PLANNING

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How have these practices been useful for the person, families, friends and professionals?



## PERSON CENTERED PLANNING KEEPS THE PERSON AT THE CENTER OF PLANNING AND:

- ❖ Describes success as defined by the person and the people invited to plan
- ❖ Engages people who are important to the person, organizations, systems, communities
- ❖ Anchors resources (paid and volunteer) in support of action plan
- ❖ Helps organize future and everyday actions in partnership with individuals, organizations, systems and communities

## 4 WELL KNOWN METHODS FOR PERSON CENTERED PLANNING

- **MAPS** -Explores the focus persons' story; organizes action to address dreams and nightmares. **Inclusion Press**
- **PATH** - Creates a vision of a positive future; evaluates resources; organizes to achieve that future. **Inclusion Press**
- **Essential Lifestyle Planning** - Describes positive view of person; identifies best supports; moves toward the persons' desired lifestyle. **The Learning Community for Person Centered Practices**
- **Personal Futures Planning** - Identifies community and focus person's gifts/capacities; sets goals to explore identified capacities. **Capacity Works**

# FIRST THINK

## **Purpose**

Clarify purpose for having the conversation with the person and key people. Will planning increase the persons opportunities to build the life desired?

## **Invitation**

Who would the person like to invite to planning? Are there other people who know and love the person who should be invited? Who else could help the group think creatively? Who will help invite people?

## **Inclusion**

What is the most respectful way to prepare and include the person in planning? Others?

## **Welcoming and Place**

Pick a place for planning that is comfortable to planners, has enough wall space for chart work, give some attention to hospitality.

# PERSON CENTERED PRACTICES

Everyday practices that

- Invite people to participate
- Supports the person and others to learn from efforts
- Helps team learn more about how to include the person
- Help address challenges

# INTEGRATING PERSON CENTERED WORK

- Pick a practice that appeals to you. Try it on yourself. Evaluate what worked /what could improve. What will you try next?
- Look at your routines with your son or daughter or the people you support. Find a time to use one of these practices to guide a conversation.
- Ask someone to be your learning partner and share your experiences using one of these practices. Ask each other what have we learned?
- Look thru the websites. Find other conversations that you think would be useful and try them.
- Participate in facilitator training

# PERSON CENTERED WORK IS A PROMISE

- **To Listen** to what is said and meant
- **To Act** on what is heard-to always find something we can do today or tomorrow and to keep acting on what we hear
- **To Be Honest**
  - To let people know when what they are telling us will take time
  - When we do not know how to help them get what they are asking for
  - When what the person is telling us is in conflict with staying healthy or safe and we can't find a good balance between “important to” and “important for”

# NEITHER TOO EARLY NOR TOO LATE

