



Goals

- To develop an understanding of the values, guiding principles and goals of Person-Centred Planning
- To provide an overview of two methods
- To gain experience in using both methods

The illustration shows a group of four people on a green field under a dark blue night sky filled with stars. One person is standing on the shoulders of another, reaching up towards a large, bright yellow star. The other two people are standing nearby, looking up at the star.

2 Essential Questions

Helen Sanderson

- Who are you, and who are we in your life?
- What can we do together to achieve a better life for you now, and in the future?



- A plan is not an outcome
- Meetings are only one way
- It's our values and our actions that count
- It starts with getting to know the person
- It requires commitment and flexibility
- It's ongoing, reflective, responsive

"a completely different way of seeing and working with people with disabilities, which is fundamentally about sharing power and community inclusion."

Helen Sanderson

"assumes that people with disabilities are ready to do whatever they want as long as they are adequately supported."

Helen Sanderson



www.helensandersonassociates.co.uk

Group Activity

What are the core features of Person-Centred Planning?

Core Features (Sanderson, 2000)

The person is at the centre

- Build supports around the person
- Not fitting the person into a service
- As a complex, unique human being
- Not a label
- As a person with an abundance of strengths
- Not a pathology
- As a person who can have goals, aspirations and dreams
- No more "I like working with challenging behaviours"!
- The plan is the person's plan – not an agency's.

A Focus on Strengths

- Talents
- Positive personal qualities
- Skills
- Interests
- Passions
- Appearance

Jim

- A smile that lights up his face
- Frowns when he doesn't like what's happening
- Reaches for and holds things he likes
- Shows an interest in his family, and will sing when he is with his mum



DISABILITY LANGUAGE Vs EVERYDAY LANGUAGE

- | | |
|-----------------------------|---------------------------|
| • Noncompliant | • Assertive |
| • Obsessions | • Interests, passions |
| • Attention Seeking | • Loves socialising |
| • Ritualised, routine-bound | • Stickler for perfection |

We like things ...
They fixate on things
We try to make friends ...
They display attention-seeking behaviour
We take breaks ...
They display off-task behaviour
We stand up for ourselves ...
They are non-compliant
We have hobbies ...
They self-stimulate
We choose our friends wisely ...
They display poor peer socialization

We persevere ...
They perseverate
We love people ...
They have dependencies on people
We go for a walk ...
They run away
We insist ...
They tantrum
We change our minds ...
They are disoriented and have short attention spans
We have talents ...
They have splinter skills
We are human ...
They are ... ?

Meyer Shavin

Go with the Flow

- "Many children with autism become fixated on various subjects. Some teachers make the mistake of trying to stamp out the fixation. Instead, they should broaden it and channel it into constructive activities."



- Temple Grandin (1995)

Key Features

Sanderson (2000)

- Family members and friends are partners in planning
 - Listening
 - Valuing
 - Respecting



Group Activity

- What things can you do to sustain, value and strengthen family connections?

Key Features

Sanderson (2000)

The plan reflects what is important to the person, their capacities, and what support they require

Key Features

Sanderson (2000)

- The plan helps build the person's place in the community and helps the community to welcome them.
- It is not just about services, and reflects what is possible, not just what is available

Key Features

Sanderson (2000)

The plan results in ongoing listening, learning and further action. Putting the plan into action helps the person to achieve what they want out of life.

- Not a one-off event
- Listening to words and behaviours

A Family of Approaches

- **Essential Lifestyle Planning**
 - Emphasis on a better life now
- **Personal Futures Planning**
 - Focus on a future dream and what it takes to get there

Facilitator Guidelines

-Mount, Brown & Hibbard (2003)

- Have a list of guide questions
- Plan each session in advance
- Design meetings to include the focal person and family members as much as possible
- Work with a partner
- Set time limits

Facilitator Guidelines

-Mount, Brown & Hibbard (2003)

- Make people feel comfortable
- Make and keep a record of the meetings
- Help translate professional jargon
- Summarise key points
- Use graphics to facilitate the team's understanding

A Facilitator is:

- Someone who the person trusts and gets on with.
- Someone who is willing to work in a way which is comfortable for that person.
- Someone who is willing to be a listener and an enabler.
- Someone who has skills helping a group to problem solve and become independent.

A Facilitator is:

- Someone who is willing to look at helping people to get involved in their community.
- Someone who has been trained in the use of more than one of the person centred planning tools.

From <http://www.wales.gov.uk/subisocialpolicysocialservices/content/consultations/personplan/personplan-e.pdf>

Essential Lifestyle Planning

Small, Sanderson & Burke-Harrison (1996)

<http://www.nwrdt.com/Archive/pcp/bestplans.html>

Essential Lifestyle Planning

- For learning how someone wants to live and developing a plan to help make it happen.

-Helen Sanderson



Who and what is important to the focus person

- in relationships with others and their interactions
- in things to do, things to have
- in rhythm or pace of life
- in positive rituals or routines

What others need to know or do:

- in helping the person to get what is important to them
- in having a life where issues of health or safety are addressed

- Respect privacy of person (keep it out if other setting doesn't need to know)
- Describes strengths
- Indicate what still needs to be learned

- Jargon free
- Easy and inviting to read
- Balance detail and brevity
- Reviewed with focus person before shared with others

Sample Plans

- http://www.elpnet.net/sample_plans.htm

4 Sections

1. Administrative Section
2. The Person's Section
3. The Support Section
4. The Action Plan



Administrative Section

- Who contributed to the plan?
- When was it first drafted?
- When was it reviewed?
- When was it updated?
- Who was involved in updating it?
- Other important documents

Katherine

The Person's Section

- An introduction to the person
- What others like and admire about the person

Group Activity:

What others like and admire about the person

Who and What is Important to the Person

- Things that are important TO THE PERSON
- We know because THE PERSON told us
 - Words
 - Behaviour

1st priority

- "non-negotiables"
- "things I must/must not have"
- "essentials"

2nd priority

- "strong preferences"
- "things I need to have/need to not have"
- "things that are important to me", "very important"

3rd priority

- "highly desirable"
- "things I enjoy or like/dislike"
- "enjoy/like"
- "would like to try"

- About people and relationships
- About things
- About things to do
- About personal care
- About the rhythm or pace of life
- About positive rituals and routines

About People

- I must ring mum every other day
- It's important that I have Sue at any meetings about me
- I like it when Graeme sends me postcards when he goes away
- It's important that people spend time with me, just talking and smiling
- My staff must not be loud, in your face type people
- It's important that you tell me what you are doing to me before you do it

About Things

- It's essential that you let me choose from two boxes of cereal in the morning for breakfast (NEVER OFFER ME ALL-BRAN)
- I must have my piece of blue plastic to hold onto whenever I want
- I must have my coffee grinder on my bedside table. I like to wind the handle when I get up. I also check it when I get home from the Centre
- I prefer to only have things out in my room if I am going to use them

About Things to Do

- I must get to spend time in the garden. I especially like to pick the vegies when they are ready.
- It's important that I go to get videos on Thursday night. I need you to remember to take my membership card.
- I must go out for dinner with a housemate I choose once a week.



About Personal Care

- It is important that my glasses are cleaned twice a day. Be careful to use my cleaning cloth – I don't like scratched lenses!
- I prefer roll-on deodorant
- I like to help with getting myself dressed

About rhythm or pace of life

- It's essential that you don't rush me! If you take your time and give me the right help I can do almost anything!
- I don't like having every weekend booked up with things
- I like to get up at my own pace

In Positive Routines and Rituals

- I must be able to pace around the house and tidy things up when I get home from work
- I prefer to sit in the front seat of the car
- It is important that I sleep for an hour after dinner

Group Activity

- About people and relationships
- About things
- About things to do
- About personal care
- About the rhythm or pace of life
- About positive rituals and routines

Person Section

- What People Like and Admire About Me
- Who and What is Important to Me
 - Essentials
 - Important
 - Likes



4 Sections

1. Administrative Section
2. The Person's Section
3. The Support Section
4. The Action Plan



The Support Section



What others have to do or need to know:

- So that the person gets what is important to them;
- So that the person stays safe and healthy

- Information about how to support the person so they get what is essential, important and preferred.

- Personal Care
- How the Person Communicates
- Cognitive/Everyday Abilities
- Household Activities
- Community Activities
- Daytime Occupation
- Leisure and Social Activities

The person for whom it was important that she not be rushed has in this section:

- She must not be rushed, support her to move at her own pace. Listen to her behaviour, if you are rushing her
 - she will pull back,
 - go in another direction,
 - if really frustrated, she will slap her hand

Upon learning that Rhonda must be supported by people that she trusts, staff stated that:

- Rhonda should be involved and make choices in the selection of people who support her.

- Jim takes things very literally – so don't use metaphors like "You'll laugh your head off" or "It's raining cats and dogs"
- It takes time before Sarah will trust you. She needs to know that you will respect her rituals before she'll start doing things with you

- Madeline finds it easiest to do things if you show her how it's done. She doesn't find lots of talk at all helpful

What People Need to **Know** or **Do** to Support the Person

- Personal Care

- Joyce needs help to get in and out of the bath. Watch the video we made on how to do this (in her file)
- Undressing – Alex can do most of this himself, but needs you to do the fiddly bits (buttons, zips)

What People Need to **Know** or **Do** to Support the Person

- Communication



Personal Communication Dictionary

What Jack does	What this might mean	What you should do
I will take my clothes off in the morning	I want to have a shower and get dressed for the day	Ask Jack to go to the shower and wait here to dress when he has finished showering
After tea I go to the bathroom and take my shoes off	I want to put my pyjamas on	Come with me to my room and give me my pyjamas

Group Activity

- Personal Communication Dictionary

What People Need to **Know** or **Do** to Support the Person

Cognitive Abilities

- Ability to give Personal Info
- Coping with new situations
- Dangerous Situations
- Financial
- Social
- Making Decisions

- Sue has a card she takes with her everywhere that contains her details in case of emergency. Before she goes out on her own, if she hasn't got her bag with her (this is where she normally keeps it), ask her to take the card with her.

- Before taking Jason into new situations, go to the location and take photos. Use these to put together a story that you can show him before you go there with him.

- Whenever you are with Terri where there is traffic, ask her to hold you by the arm and extend your arm towards her.

What People Need to **Know** or **Do** to Support the Person

Household Activities



What People Need to **Know** or **Do** to Support the Person

Community Activities



What People
Need to
Know or
Do to
Support the
Person

Daytime Occupation

- Support needed
- Specific Information



What People Need to **Know** or **Do** to Support the Person

Leisure and Social Activities

Group Activity

What People Need to Know or Do to Support the Person:

- Personal Care
- Cognitive
- Household Activities
- Community Activities
- Daytime Occupation
- Leisure and Social Activities

Characteristics of People Supporting the Person

■ A list of characteristics people *Should Have*



■ A list of characteristics people *Should Not Have*



What People need to Know or Do to keep the Person *Healthy and Safe*

- The plan must address
- This is where we put what is important FOR the person
 - Jordan has no sense of road safety. You need to watch him closely, stand next to him, and remind him not to go near it.
 - Pete has little understanding of personal hygiene. She needs reminders and help to stay clean.
 - These are the medications that Paul takes:

Group Activity

What People need to Know or Do to keep the Person Healthy and Safe

- Medical & Behaviour Alerts
- Health Care
- Ability to Communicate Danger
- General Safety
- Fire Risk
- Problem Behaviours

What does and doesn't make sense?

- Basis for Action Plan

What does make sense

- "People who truly care about the person"
- Things that might get lost in helping to change things that don't make sense (e.g. transfer to paid employment)

What doesn't make sense

- sets the agenda for change
- "Living with people he has little in common with"
- "He is attending 3 different respite settings"

Group Activity

- What does make sense?
- What doesn't make sense?

Action Plan

What we need to do to maintain those things that make sense

•Respect Bill's dislike for coffee, orange juice, and oatmeal and don't give them to him.

•Make sure that you knock and get permission before going into Bill's room.

Don't make sense

Two lists:

- can be done now
- things that will require time/additional funding/creative ideas

Who	What	By When
Jane and Sarah	Investigate part-time work options	Sep 1

Personal Futures Planning

- John O'Brien and Beth Mount
- Helps to:
 - Describe the now
 - Build on what's working
 - Eliminate what's not
 - Create a vision
- Not as good at providing the detail

A Brief Guide to Personal Futures Planning

Organizing Your Community to Envision
and Build a Desirable Future with You

By Kate Wiles and David Wiley
Texas Qualified Outreach



PEOPLE

Family

Accom Support

17 year-old
sister, Melanie

Mathew

Focus Person

Mark and
Sarah

Friends

Community

PLACES



- George, Sue and Freda
- Gets on with George
- Enjoys helping staff
- 24-hour support



- Goes to Park Centre
- Outdoor work
- Community Access
- Art & Craft



- Uses public transport with staff
- Rides bike in parks

COMMUNITY

- Eats out at fast food places
- Swimming pool
- Bowls
- Visits Peter (ex-staff)
- Walks, rides bike

HISTORY

Born 4-1-59

Lived at home until age 13
Behaviour problems at school

Went to Hayfield
Special School

Moved to Blackridge
Group Home in 1983

Moved to Chapman
Hostel until 24

Commenced at Park
Centre at 20

Moved to Ellen
Street in 1986

Moved to Illingsworth
Street in 1994

Moved to Olive Court in 1996

HEALTH

+

- Generally healthy
- Physically Strong
- Good coordination
- Average height and weight
- Good appetite until last 3 weeks
- No known allergies
- Cooperates at doctors when given an incentive
- Good teeth

-

- Ruptured ear drum 2 X in past year
- Sensitivity to noises
- Poor vision, wears glasses reluctantly
- Sleep problems
- Recent appetite problems
- Reaction to Largactil (5 years ago)
- Facial tics

CHOICES

Self

- What to eat
- Whether he stays in own room or in lounge with others
- How late he sleeps-in on weekends and holidays
- Sometimes chooses where to go on group outings
- When to go to bed
- To eat or not to eat
- What music to put on in his room
- Has choice of chores

Others

- To take tablets
- To go to Park Centre
- To go to doctor
- To have shoes on
- What clothes to wear
- When to shower
- To go on group outings
- To choose at least one chore on chore roster
- To go to room when Freda is disruptive
- Where to live

RESPECT

Positive, enhancing, typical respected qualities

- Handsome
- Very tolerant of people
- Likes to help
- Paints vibrant abstracts
- Delights in his achievements
- Learning new ways to communicate
- Sense of humour and fun
- Determination to get what he wants
- Makes choices
- Can compromise
- Adaptable

Odd, unusual, atypical barriers to respect

- Causes embarrassment in the community because of the way he talks
- Determination is a problem at times
- Eating behaviour is irritating to others
- Can be very rude
- Sometimes hits others when can't get his way

PREFERENCES

Things that work, create motivation, interest, aliveness

Music, swimming, being involved, choices, own space, affection, new situations, varied schedule, movement and activity, patience, an encouraging, non-demanding style, people showing interest in him and his family, collecting things, being given responsibility, fashionable clothes.

Things that don't work, create boredom, frustration, upset

Being made to do things, routine, having to eat at the table, bossy staff, being ignored, being left out of activities, crowds (except at the football), not given choices about what to eat, daggy clothes, lengthy periods of no contact from family

HOPES & FEARS

- To live with a friend of his choosing with active day time support and sleep over staffing.
- Break through his communication barrier.
- Outdoor work
- Friends
- More independence with use of public transport and riding his bike.
- Develop and display his artistic talent

- Will always be hampered in his communication.
- Will be stuck at Day Program.
- Will have to live where and with whom the Program decides.
- Will not make friends.
- Will be over-protected.
- Will get punished for hurting others.

BARRIERS/OPPORTUNITIES

- Lack of flexible accommodation support options.
- Getting practical, ongoing assistance from a Speech Pathologist.
- Turn-over in staffing.
- Lack of innovative, flexible options for supported employment.
- Staff fear about taking acceptable risks.

- Lots to do in the community.
- Alex's interest in trying new things.
- People tend to like Alex.
- On waiting list for Speech Pathology.
- Park Centre is supportive.
- Current Instructor, Bob, is good and may stay.
- Family are very involved.

THEMES

- Alex has only got one close friend, George, and the other people he relates to, other than family, are paid staff. These relationships rarely last more than a year.
- He doesn't mind change
- Alex has difficulty communicating with people unfamiliar with him.
- His reluctance to wear his glasses interferes with his independence

- Alex rarely goes anywhere without staff.
- He hasn't had much say in where he lives and who he lives with.
- He gets on well with people and in general everyone really seems to like him.
- He is a hard and willing worker.
- He has artistic talent that hasn't been encouraged enough

LIFESTYLE PLAN

HOME

- Live with a friend and staff support.
- Find out what's wrong with his appetite.
- Choose own wardrobe.
- Look into possibility of laser therapy

WORK

Get paid work that he likes.

LEISURE

- Expand his leisure options.
- Develop and display his artistic talents

IMPROVING COMMUNICATION

Learn to use ProLoQuo2Go and improve his speech.

COMMUNITY

- Learn how to use public transport.
- Teach him bike safety

CHOICES

Choose own clothes

RELATIONSHIPS

Join swimming club. Join art class. Get in touch with extended family.

Who	What	By When
Jane and Sarah	Investigate part-time work options	Sep 1

Activity

- At your table form groups of four people
- Assign roles:
 - Facilitator: Asks the questions
 - Recorder: Draws the Maps (use words and pictures)
 - Star of the Show: Person who the plan is developed around
 - Team Member: Acts as a resource for information pertaining to home, daytime occupation, and community

- Starting with the People Map, create a futures plan for your focus person. After each Map, rotate the facilitator, recorder and team member roles. The Star of the Show should remain the same.
- The Star can pick a theme to stick to (work, social life, family) or can be general and talk about anything important to them, whichever is easiest.

- The Map order should be: People, History, Strengths, Preferences, Hopes and Fears, Ideas for a Positive Future.
- I will keep you on track by showing the slide for the Map you should be working on.
- Be Creative and Have Fun!

People (10 minutes)

- Who could you count on?
- Who is important to you, or who are you important to?
- Who is in your inner circle?
- Who is in your outer circle?

History

- What has happened in your life to make you, you?
- What are the most important things that have happened?
- What are your greatest accomplishments?
- What were the toughest things that happened to you?

Strengths

- Your talents and skills?
- Your interests?
- Your positive qualities?
- What are you good at?

Preferences

- Things that work?
- Things that don't work?

Dreams and Fears

- What will your life look like in 5 years?
- No barriers anything is possible?
- What is the best thing you could accomplish?
- What is your dream life?
- What kinds of things could prevent you from reaching your dream?
- What do you NOT want to have happen?

Ideas for a Positive Future

- What do you want to accomplish in the next 5 years?
- Next 2 years?
- By this time next year?