

PERSON-CENTERED PLANNING

A person-centered plan can help those involved with the Individual see the total person, recognize his or her desires and interests, and discover completely new ways of thinking about the future of the person."

— Beth Mount & Kay Zwernik, 1988

Person-Centered Planning **IS**:

- An ongoing problem-solving process
- Used to help people with disabilities plan for their future
- Focused on the Individual and what they want to do in the future
- A time for teams to meet and identify opportunities for the Individual to:
 - Develop personal relationships
 - Participate in their community
 - Increase control over their own lives
 - Develop the skills and abilities needed to achieve these goals
- Dependent on a team who cares about the Individual, and who will make sure that strategies discussed in planning meetings are implemented
- The beginning of a process that continues throughout a lifetime, not a product

The purpose of Person-Centered Planning:

- To look at an Individual in a different way
- To assist the Individual in gaining control over their own life
- To increase opportunities for participation in the community
- To recognize individual desires, interests, and dreams (their vision of a “good life”)
- Through team effort, develop a plan to turn dreams into reality

Initial steps in Person-Centered Planning:

1. Develop a history or personal life story of the Individual. This is accomplished by sharing of past events in the Individual’s life. Things such as background, critical events, medical issues, major developments, important relationships, etc., may be shared/considered. **(See Appendix A)**
2. Describe the quality of the Individual's life. Remember, a “good life” will mean different things to different Individuals. Brainstorming in this area will also help Individuals determine what they don’t want. This may be accomplished by exploring things such as community participation, choices/rights, respect, competency, etc. **(See Appendix B)**
3. List personal preferences of the Individual, things the Individual enjoys doing. Also include things that are undesirable to the Individual. **(See Appendix C)**

Next Steps in Person-Centered Planning:

1. Review trends in the environment. Identify ongoing events that are likely to affect the Individual's life.
2. Share a vision for the future. Through brainstorming, planning participants are challenged to imagine ways to increase opportunities. **(See Appendix D)**
3. Identify obstacles and opportunities...things that make the vision a reality. **(See Appendix E)**
4. Identify strategies...action steps for implementing the vision. **(See Appendix E)**
5. Identify the need for service delivery to be more responsive to the Individual’s needs.

A Person-Centered Plan has the best chance of success if:

- The people involved in the planning have a clear and shared appreciation of the talents and capacities of the Individual.
- The people involved in the planning have a common understanding of what the Individual wants.
- The people involved in the planning meet regularly to review activities.
- The planning group includes a strong advocate or family member, ensuring that the interest of the Individual is being met.
- The planning group includes a person committed to making connections to the local community.

Online Resources:

- www.lifecoursetools.com
- **Cornell University's Person Centered Planning Education Site**
- Institute on Community Inclusion Brief, **More Than Just a Job: Person-Centered Career Planning**
- **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.
- **Quality Mall** is a place where you can find lots of free information about person-centered supports for people with intellectual/developmental disabilities.
- **Think & Plan** is an interactive site that allows you to view and access person-centered thinking tools, and fill them out, and print them.
- **The Learning Community for Person-Centered Practices**
The Learning Community for Person-Centered Practices is an international community that started with the development of Essential Lifestyle Planning by Michael Smull and Susan Burke-Harrison. Their focus is sharing knowledge about supporting people in getting the lives they want by developing and disseminating practical tools to people with disabilities, their families and professionals. It includes online resources such as **Sample Person-Centered Plans** and **One Page Profiles/Descriptions**.
- **Person Centered Future Plans** This resource from the Arc helps individuals with intellectual and developmental disabilities and their families plan for supports needed throughout all stages of life, especially after the parent or caregiver is no longer able to provide support in the future.

PLEASE NOTE: Much of the above material obtained from PACER's National Parent Center on Transition and Employment (<http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>).

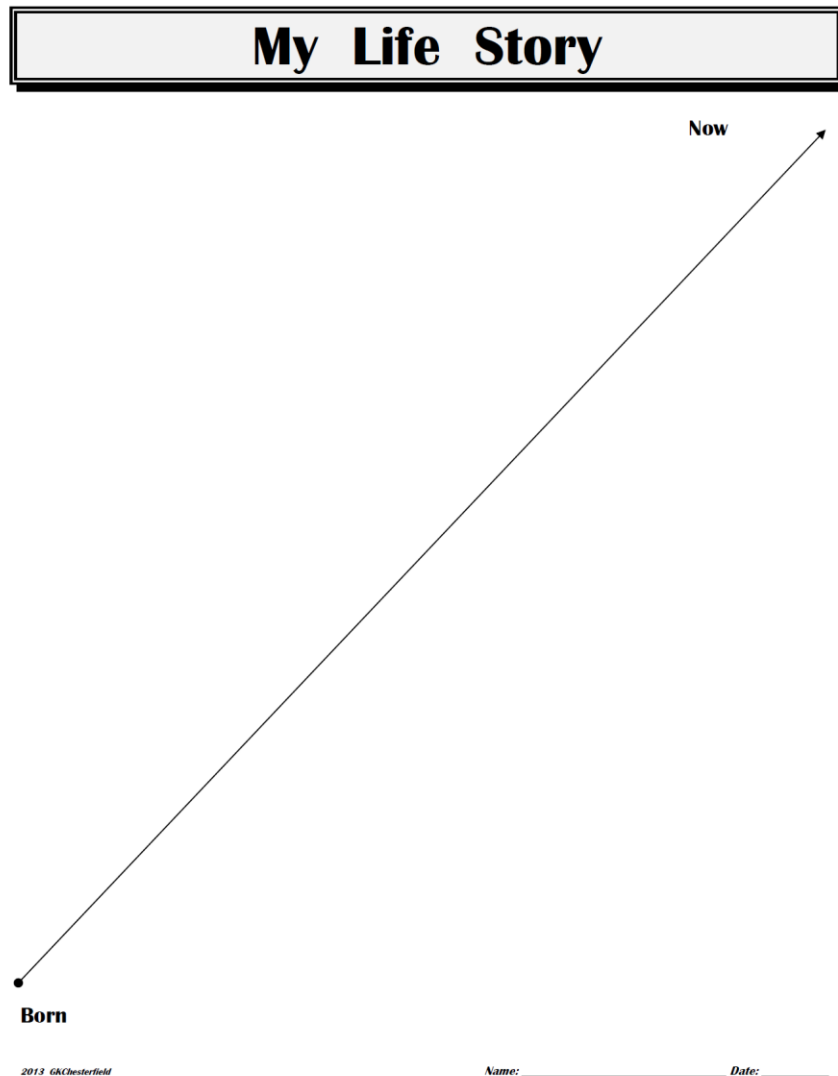
APPENDIX A

Develop a history or personal life story of the Individual and enter it in the **Historical Information** section in the **Appendix** of the **PCISP**.

Appendix

Historical Information

A simple timeline like the following could be used to take notes for this section:



APPENDIX B

Describe the quality of the Individual's life and help brainstorm what the Individual wants their "good life" to look like.

CHARTING the LifeCourse

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



VISION for a GOOD LIFE

What I DON'T Want



APPENDIX C

List personal preferences of the Individual. These preferences will be noted in the **About Me** section and in the **Vision of a Preferred Life** section of the appropriate **Life Domain(s)** of the **PCISP**.

INDIANA PERSON-CENTERED INDIVIDUALIZED SUPPORT PLAN
for
<input type="text"/>
DOB: <input type="text"/>

About Me

What people like and admire about me:

My strengths and assets are:

My good life includes:

Vision of a Preferred Life

What is currently happening in this domain?

What I prefer for this life domain:

APPENDIX C (cont.)

A simple table like the following could be used to take notes for this section:

THINGS I PREFER/THINGS THAT WORK (Interests; successes; motivators; things that produce pleasure, enthusiasm, comfort, security or happiness)	THINGS I DON'T PREFER/THINGS THAT DON'T WORK (Things that produce boredom, frustration, anxiety, irritation, discomfort, insecurity, unhappiness; things that upset me, make me feel like a failure)

APPENDIX D

Share a vision for the future.

CHARTING the LifeCourse



Tool for Developing a Vision – Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 Community Living	Where would I like to live in my adult life? Will I live alone or with someone else?			
 Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 Citizenship & Advocacy	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 Supports for Family	How do I want my family to still be involved and engaged in my adult life?			
 Supports & Services	What support will I need to live as independently as possible in my adult life, and where will my supports come from?			

CHARTING the LifeCourse



Exploring Life Possibilities

There are many options for living, working, and playing in the community. What might have been great 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families look at a variety of life options in each of the life domains, some of which are traditional or historic and no longer preferred by many, some that are known and tried, but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.

	Daily Life & Employment	Community Living	Social & Spirituality	Healthy Living	Safety & Security	Citizenship & Advocacy	Supports for Family Unit	Supports & Services
Innovative Life Options	New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven't been thought of yet or tried.							
	<ul style="list-style-type: none"> • Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Work crews or enclaves • Job coaches • Volunteering • Special college programs 	<ul style="list-style-type: none"> • Co-op • Adapted living space • Environmental technology • Shared living • Public transportation • Independent Supported Living (ISL) • Home of Your Own (program) • Independent Living Center 	<ul style="list-style-type: none"> • Friendships • Dating/relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Special passes • Social skills classes 	<ul style="list-style-type: none"> • Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implement therapy • Special Olympics 	<ul style="list-style-type: none"> • Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal safety devices • Limited guardianship • Remote monitoring • Special Needs Trust • Power of Attorney 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Self-Advocacy • Visiting your legislator • People First/SABE • Disability Rights Day at the Capitol • Project STIR 	<ul style="list-style-type: none"> • Social Media • Technology • Blogs • Family & friends • Peer Support/P2P • Face-to-face local support groups • Online Support Groups • Sib-shops 	<ul style="list-style-type: none"> • Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/ remote monitoring
Traditional Life Options	<ul style="list-style-type: none"> • Sheltered workshops • Day habilitation 	<ul style="list-style-type: none"> • Institutions • Intermediate Care Facility (ICF) • Group Homes 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities 	<ul style="list-style-type: none"> • Center-based therapies (PT, OT, Speech, etc) • Special or institutional medical care 	<ul style="list-style-type: none"> • Full guardianship • 24 hour supervision 	<ul style="list-style-type: none"> • Paid advocate or having someone else advocate on your behalf 	<ul style="list-style-type: none"> • Institution or center based support group • Intensive all-day parent training • Disability specific groups 	<ul style="list-style-type: none"> • Systems supports • Provider and agency staff

APPENDIX E

Identify obstacles, opportunities, strategies and action steps. Note outcomes, strategies, and action steps in the **Desired Outcome** section of the **PCISP**.

Life Trajectory Worksheet

The worksheet is divided into several sections. On the left, there are two boxes: 'Past Life Experiences' (Review last year's goals) and 'Review what didn't work last year'. In the center, there is a blue person icon with a box below it saying 'Write current age here'. To the right of the person icon is a box for 'Action Steps to the Future' (List goals for the upcoming year) and another box below it for 'List risks and obstacles that might push your trajectory toward what you don't want'. On the far right, there are two large rounded rectangles: a blue one for 'VISION for a GOOD LIFE' (LIST what you want your "good life" to look like ...) and a red one for 'What I DON'T Want' (LIST the things you don't want in your life...). Arrows indicate a flow from the 'Past Life Experiences' and 'Action Steps to the Future' boxes towards the 'VISION' and 'What I DON'T Want' boxes. At the bottom, there is a row of seven circular icons representing different life stages or roles. A footer at the bottom left reads 'My LifeCourse Portfolio is a template of the UMKC IHD, UCEDD. More materials at lifecoursetools.com' and the bottom right reads 'OCTOBER 2016'.

Past Life Experiences
Review last year's goals

Action Steps to the Future
List goals for the upcoming year

VISION for a GOOD LIFE
LIST what you want your "good life" to look like ...

What I DON'T Want
LIST the things you don't want in your life...

Write current age here

Review what didn't work last year

List risks and obstacles that might push your trajectory toward what you don't want

My LifeCourse Portfolio is a template of the UMKC IHD, UCEDD. More materials at lifecoursetools.com

OCTOBER 2016

Desired Outcome

What is the desired outcome?

I want to increase socially appropriate behaviors.

Strategies for implementation

I need to follow a visual chart/list for completing chores and personal hygiene; I need to try new activities with Behavior Consultant and Recreational Therapist.

Action steps needed

I will try a new activity with Behavior Consultant and/or Recreational Therapist at least one time per month.