Person-Centered Planning:
Many Circles

Shelly Voelker, M.Ed., Ed.S.
Florida Outreach Project

Singalong!

shellyv@ufl.edu
Many Circles: Circle of Support

(from Circles Network)

A group of people who agree to meet regularly and assist the focus person to fulfil their dreams and ambitions.

YouTube Video: Person Centred Planning – Part 3 The Circle of Support
Using Circles: Identify areas of focus for PCP

1. Does our friend spend most of his/her time participating in the community with a few friends or a large group?
2. Does our friend choose what to do, where to go, and with whom to spend time?
3. Do our friend’s activities revolve around his/her interests?
4. Is our friend known in his/her community?
5. Is our friend known in his/her community?
6. Is our friend participating in community activities?
7. Is our friend learning skills that will enable participation in and contribution to his/her community?
8. Does our friend have friends in his/her community?

(Holburn et al., 2007)
Instructions for Circle of Support

- **First Circle:** The Circle of Intimacy
  - Those you cannot imagine living without.
- **Second Circle:** The Circle of Friendship
  - Those who almost made the first circle.
- **Third Circle:** The Circle of Participation
  - Those people, organization, and networks you are involved with.
- **Fourth Circle:** The Circle of Exchange
  - Those people paid to be in your life.
From http://www.wvdhhr.org/bhhf/pdfs/waiver/Person%20Centered%20Planning.ppt
Step One: (6 minutes)
The problem presenter will have 6 uninterrupted minutes to outline the problem.

Step two: (6 minutes)
This is a brainstorm. Everyone chimes in with ideas about creative solutions to what they just heard.

Step 3: (6 minutes)
Now the group can have a dialogue led by the problem presenter.

Step 4: (6 minutes)
The focus person and the group decide on first steps that are doable within the next 3 days. At least ONE step should be initiated within 24 hours.
MAPS: Making Action Plans
(retrieved from http://www.ilr.cornell.edu/edi/PCP/course05c.html)

The focus person is represented by the symbol of a heart (Pearpoint, 1992).

Eight flexible steps.

YouTube Videos:
- Using a MAP
- Kayden’s MAP

For more information contact: Jack Pearpoint,
Inclusion Press,
47 Indian Trail,
Toronto, ON M6R 1Z8

(416) 658-5363 inclusionpress@inclusion.com www.inclusion.com
(must register) http://courses.fyitransition.org/login/index.php

EXCELLENT FREE TEMPLATES!
PATH: Planning Alternative Tomorrows with Hope
(from Circles Network)

1. Now
2. Enroll
3. Growing stronger
4. First steps
5. Next steps
6. Positive & achievable goals
7. DREAMS

www.youtube.com/watch?v=U5uRV5chkwQ
Part 5: Action Planning with PATH
YOUR PATH
A focused Planning Process

Steps
Situate yourself in a very positive future, picture it clearly, then think backwards.

1. Touching the Dream (the North Star).
2. Sensing the Goal: Focus for the next year.
3. Grounding in the Now: Where am I/are we?
4. Identifying People to Enroll on the Journey.
5. Recognizing Ways to Build Strength.
6. Charting Actions for the Next few Months.
7. Planning the Next Month’s Work
8. Committing to the First Step (the Next Step)

(Including a Coach to Support your First Step)

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(VISIONS for OUR FRIEND’S FUTURE)

(VOCATIONAL EXPERIENCES)
- Computers
- Very Stimulating
- Putting Things Together
- Installing Windshield Wipers
- Washing Cars
- Concession Work
- Electronics, i.e. TVs
- Putting Horns on
- Smoke Detectors Together

(COMMUNITY & RELATIONSHIPS)
- Making Friends
- Role with Athletic Team
- Family’s Active Involvement
- Going to Dances in/with an organization
- Relational Skills
- Risking Rejection

(SCHOOL)

(LOCATIONS)
- Manual High School
- Ballard High School
- Lydon Vocational School

(KEYS TO SUCCESS)
- Constant Communication
- One-to-One Interpretation
- Consistent, Predictable, But Not Boring
- To Be with His Own Age and His Size
- A Planful Transition
- People Tom Knows and Likes
- Orientation and Mobility Training
- Wide Understanding of His Communication

(must register)
NIGHTMARES

- Being disorientated in a strange place with no-one around that he knows.
- Constant and sudden changes of routine.
- People talking AT Jonathan and making demands without making any attempt to communicate in a way that he understands.
- Life without music or TV.
- Nothing to do at school.

- Having to wait a long time for something Jonathan wants to do.
- A constant switching of people looking after Jonathan.

- No human contact at all.
- Jonathan not knowing when he is next seeing his family.
- Being ignored for long periods of time.

- Having no explanation of where Jonathan is going, how long he's going to be there and how he's going to get back home.
- Not having the opportunity to go outside at least once a day.

- Having space and freedom of movement in his own house.
- Going to the doctors/dentist/hospital - needles!

- Heights - being stuck somewhere high!
- Witnessing real violence!
- A fireworks display.

From Circles Network
From http://www.inclusive-solutions.com/pcplanning.asp

http://www.inclusive-solutions.com/stephensbook.asp

All About me: This excellent booklet has been written by a young person from Scotland with help from those who know him best, starting with his family.
Another fine example was created by Joe and his family and friends just before secondary transfer. It has already proved invaluable.

‘All about Joe’

How do you compile a book like this? Joe’s family tell us how.....
Person-Centered Planning Resources
From the FOP library:


Also available from [http://rtc.umn.edu/docs/pcpmanual1.pdf](http://rtc.umn.edu/docs/pcpmanual1.pdf)


See review at: [http://specialchildren.about.com/od/inthecommunity/gr/personcenteredplanning.htm](http://specialchildren.about.com/od/inthecommunity/gr/personcenteredplanning.htm)
Person-Centered Planning Resources
From the FOP library:


Also available from: [http://www.mnddc.org/extra/publications/Never_too_Early.PDF](http://www.mnddc.org/extra/publications/Never_too_Early.PDF)