



# Person-Centered Planning: More Information



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[Singalong!](#)

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Mount, B. (1984). *Creating futures together: A workbook for people interested in creating desirable futures for people with handicaps.*  
*Georgia Advocacy Office.*

A  
 Changing  
 View

Who is George?	What does he need?	Who is George?	What does he need
<ul style="list-style-type: none"> <li>• A person with a mental age of 4 years 3 months</li> <li>• A person with IQ &gt;30</li> <li>• A person who is severely mentally retarded</li> <li>• A person who has “an indication of organicity, including difficulty with angles, closure, retrogression, over-simplification and an inability to improve poorly executed drawings.”</li> <li>• A person with acute temper flare-ups directed at staff</li> </ul>	<ul style="list-style-type: none"> <li>• A program for children</li> <li>• To be protected from the world</li> <li>• To learn very simple tasks</li> <li>• To learn these skills separately from non-disabled people because he is so different from them</li> <li>• Highly specialized staff who can address issues of retrogression, closure, etc.</li> <li>• An environment where his temper can be controlled</li> <li>• To be repaired and sent back to the real world when he is better controlled</li> </ul>	<ul style="list-style-type: none"> <li>• A 40 year old man who has missed most typical experiences and has never had a real job</li> <li>• A person with no income who is poor</li> <li>• A person who has been isolated all his life</li> <li>• A person who has no contacts or connections to the wider community</li> <li>• A person who has little control over the direction of his life</li> <li>• A person who has more difficulty learning new skills than most people</li> <li>• A person who is treated as a child by his mother</li> <li>• A delightful man who</li> </ul>	<ul style="list-style-type: none"> <li>• A lot of experiences</li> <li>• A real job</li> <li>• An income</li> <li>• To be included and present in the community</li> <li>• Relationships to other people, connections to community</li> <li>• Friends</li> <li>• Vision for the future and support in getting there</li> <li>• Someone who can speak out on his behalf</li> <li>• A lot of support for learning</li> <li>• More people who see and treat him as an adult</li> <li>• People who can enjoy him</li> </ul>

The person-centered planning process makes three important moves.

- One, it re-frames differences in performance that justify diagnostic labels in terms of differences in life experience.

George acts age-inappropriately, in part, because those close to him treat him as a child.

He needs more people in his life who see and treat him as an adult and facilitate his participation in the adult world of work and community.

- Two, it directs attention outside the orbit of service programs.

George is poor and has missed many typical experiences.

He needs a real job of the sort only available in the real world and not at his group's table in the activity center.

- Three, it brings George's capacities to the foreground.

George is a delightful man to those who know him.

He needs more people to enjoy him.

(Lyle O'Brien, O'Brien, and Mount, 1997)

# Person-Centered Planning (PCP) and Applied Behavior Analysis (ABA)

Person-Centered Planning can assist ABA.

Maladaptive behavior can be better addressed once maladaptive environments are replaced with our friend's desired settings.

A person-centered plan should provide ready access to reinforcers (preferred activities).

Sometimes, reinforcers important to our friend are denied by protocol. For example, Brian typically became unmanageable each lunch time at his day program. He wanted a hot lunch, but the protocol of his agency permitted only bagged lunches. His challenging behavior was effectively addressed once his desire for hot lunch was identified and arrangements were made (Holburn et al., 2007).

# Types of Person-Centered Planning: MAPS and PATH

(retrieved from Inclusive Solutions at [www.inclusive-solutions.com](http://www.inclusive-solutions.com))

- [MAPS](#) and [PATH](#) are creative planning tools that utilize graphic facilitation to collect information and develop positive future plans.  
YouTube video: [What's New in MAPS & PATH](#)
- MAPS (Making Action Plans) focuses on gathering information for planning based on the story (history) of a person.
- PATH (Planning Alternative Tomorrows with Hope) goes directly to the future and implements backwards planning to create a step by step path to a desirable future. (Inclusion Press, 2000).
- These tools were developed by Jack Pearpoint, Marsha Forest and John O'Brien to help our friends to be included in society and to enable teams to develop a shared vision for the future.

# Personal Futures Planning

Taken from "Making Futures Happen: A Manual for Facilitators of Personal Futures Planning" by Beth Mount, published through the Minnesota Governor's Council on Developmental Disabilities, St. Paul,

1. Designing the process. Our friend's facilitator and his initial team consider:
  - a. who should be involved in the planning process;
  - b. how the process should be adapted to fit opportunities and challenges;
  - c. what conditions (meeting places, times, etc.) will help planning proceed successfully.
2. Telling stories (personal profile). The facilitator meets with our friend and her team/circle to:
  - a. develop our friend's life story , abilities , interests, opportunities, THEN possible challenges; and
  - b. lay the groundwork for the planning meeting.
3. Dreaming together (planning meetings). The facilitator guides our friend and his team to:
  - a. consider her unique preferences, abilities, opportunities, and challenges while building a future; and
  - b. make commitments for specific, small action steps to help make his dream a reality.
4. Creating a future over time (follow through). Our friend's team meets regularly to:
  - a. share accomplishments and review progress made on the action plan; and
  - b. discover new dreams and commit to the next steps for action.

# Essential Lifestyle Planning

(from Inclusive Solutions at [www.inclusive-solutions.com](http://www.inclusive-solutions.com))

Essential Lifestyle Planning (Michael Smull and Susan Burke-Harrison) was developed to support people who were moving out of institutions into their communities.

What is important to people and supports they need are captured and used.

- An essential lifestyle plan focuses on what is important to someone now and balances this with things that we need to know or do to keep the person healthy, happy and safe.
- An essential lifestyle plan should always have a action plan and it is vital that the plan changes and grows as the person is - it is a living document.

## [Success Stories](#)

Video on YouTube: [The History of Essential Lifestyle Planning](#)

# Group Action Planning (GAP)

[Beach Center](#)

Geese heading south for winter fly along in a “V” formation .

As each bird flaps its wings, it creates an uplift for the bird immediately following.

The whole flock gains at least 71 percent more flying range than a bird on its own.

*People who share common direction and sense of community can get where they are going quicker and easier, because they are traveling on the thrust of one another.*

Whenever a goose falls out of formation, it feels the drag of trying to go it alone, and quickly gets back into formation to take advantage of the lifting power of other birds.

*We must stay in formation with those who are headed the same way we are going.*

As each lead goose gets tired, he rotates back in the “V” and another goose flies point.

*It pays to take turns doing hard jobs.*

The geese honk from behind to encourage those upfront to keep up their speed.

*An encouraging word goes a long way.*

When a goose falls out of formation, two other geese stay with him until he recovers, and then they join another formation to catch up with the group.

*If we have the sense of a goose, we will stand by each other like that.*



# Personal Profile

Frameworks:

Vision Map: Identifies opportunities BEFORE considering obstacles.

Relationship Map: Identifies opportunities for personal support and assistance.

Places Map: Describes the patterns of current daily life.

History Map: Overview of the life experiences and background of our friend and his/her family.

Preferences Map: Describes personal preferences, gifts, interests, and conditions to avoid.

Dreams Map: Describes our friend's personal dreams and desires for the future, including time frames.

Choices Map: Clarifies decisions made by our friend versus those made for our friend.

Health Map: Describes conditions that promote or threaten health.

Other Maps: Invented by our friend's facilitator and team to describe and identify strengths, needs, what works, and patterns in his/her life.

# Vision Map

Dreams  
&  
Desires  
Where  
does our  
friend want  
want to go?

Strategies  
How  
can  
he/she/we  
move in that  
direction?

Opportunities  
Fishing/Farming



Priorities  
&  
Commitments

# Features of the Vision

1. Work/meaningful activity
  - What community activities can you see our friend enjoying?
  - What community activities are suggested by our friends' interests and gifts?
  - What types of community jobs could you see our friend doing?
  - Does the vision reflect choice, community presence, and community participation?

# Features of the Vision

## 2. Home

- What would our friend's desired home be like?
- What would life at home be like?
- If our friend could live with anyone, who would he/she choose?
- Will our friend have opportunities for intimate relationships?

## 3. Friends/relationships

- Does the vision include a variety of relationships?
- Are there other community members who also consider our friend to be a friend?

# Features of the Vision

4. Contributions in Community Life
  - Does the vision include valued social roles?
  - What contributions are suggested by our friend's interests and talents?
  - What community members have the opportunity to appreciate our friend's unique talents?
  - What community members should have opportunities to appreciate our friend's gifts?

# Portfolios

Portfolios can include pictures, history, goals, a dictionary,\* friends, contacts, etc.

Ideas of things to put in a portfolio:

Who I Am

How I Get Around And The Places I Go

My Family

My Favorite Person

My Team

When I'm Happy . . .

When I'm NOT Happy . . .

My Health

My Emergency Procedures

Use These Words Frequently

My Stuff

My Future

\*Creating a “dictionary” of communicative actions or vocalizations and what they mean can be very helpful.

# Helping Noah Participate



Professionals took a deficits view of Noah:

- \* Noah CANNOT talk
- \* Noah CANNOT walk
- \* Noah CANNOT read
- \* Noah CANNOT write
- \* Noah CANNOT see
- \* Noah CANNOT use Braille
- \* Noah CANNOT hear
- \* Noah CANNOT use ASL
- \* Noah CANNOT be independent



Through the P-CP process, team members developed a capacities view of Noah





# Through the P-CP process, team members developed a capacities view of Noah

When he was given TIME, SUPPORT, and OPPORTUNITY:

- \* Noah CAN make choices
- \* Noah CAN take turns
- \* Noah CAN participate in a conversation
- \* Noah CAN participate in many games
- \* Noah CAN answer a yes/no question
- \* Noah CAN answer an either/or question
- \* Noah CAN accept or reject an item
- \* Noah CAN accept or reject an activity
- \* Noah CAN let us know if he wants more
- \* Noah CAN let us know when he is finished

# We Learned More about Noah's Interests & Preferences

- ✓ Noah's favorite colors are yellow and green
- ✓ Noah's favorite meal was Cracker Barrel (peach pancakes)
- ✓ Noah loved to paint **He painted often**
- ✓ Noah loved all sports (swimming is his favorite)
- ✓ **Noah loved people**  
(shaking hands, playing with them, talking with them)
- ✓ Noah loved to travel
- ✓ Noah loved music (and likes to sing)
- ✓ Noah wanted to be his own boss (\*Customized Employment)
- ✓ Noah wanted to live in his own place

\*contact Shelly for more information about Customized Employment

# Fostering Friendships

A key to community inclusion is being able to connect to other people.

When people with disabilities participate in community life, they are more likely to develop friends in the community.

Social development is often thwarted by lack of opportunity.

Arranging for friendship opportunities may not be enough support for our friend.

Instruction is also needed to develop our friend's interaction abilities and social skills.

(Holburn et al., 2007)

# The Person-Centered Planning Process

Purposes of P-C P Meetings (Amado & McBride, 2001):

- 1) Develop, enhance, and support our friend's personal vision.
- 2) Establish a common vision and plan of action among all team members.
- 3) Build community support and facilitate action in support of our friend's future.
- 4) Discover information needed to focus action and change.

# Who Are Person-Centered Planning Teams?

From: *What are We learning About Circles of Support?* Beth Mount, Bat Beeman, & George Ducharme. Communitas, PO Box 374, Manchester, CT 06040.

People who care about our friend form a team around him/her.

The team usually includes family, friends, associates, professionals, and others who can facilitate access to our friend's desired environments and activities.

The team should not consist solely of human service workers (Holburn et al., 2007).

The PCP team should not be an interdisciplinary team of professionals planning to fix the "deficiencies" of an individual with disabilities or design a program of services. Our friend's team should solicit information about his/her strengths, abilities, and interests. Build instead of repair (Holburn et al., 2007).

Much, but not all of the decision making shifts from entities of the service system to the person affected by disabilities. Power and ~~decision making~~ are shared (Holburn et al., 2007).

# Who Makes Up the PCP Team?

The Person-Centered Planning Team may include professionals and support workers, but the PCP Team is not the same as the “interdisciplinary team.”

Draw a “circle of friends” of persons our friend loves, enjoys being with, interacts with, and depends upon.

Draw relationship maps that shows how and how often our friend is connected to other individuals.

Draw different community maps,

- \* for the various “communities” in which our friend participates,
- \* for the communities where our friend is a member,
- \* and for the communities in which our friend desires membership/participation .

Help our friend to identify persons they would like to join his/her team and assist with person-centered planning activities.

# An “Ideal” Person-Centered Planning team may include:

Team MUST include and be directed by our friend!

A Facilitator must keep the team focused and the process moving.

<u>Member</u>	<u>Roles</u>
Family members	Provide historical perspective on our friend’s life
Personal assistants	Provides responsive day-to-day assistance
Warriors	Identify and advocate for needed change
Teachers	Develop knowledge and skills in our friend and his/her team
Community builders	Bring others to our friend’s circle, and life, to help enhance and implement the plan
Administrative allies	Approve or facilitate approval of changes that require organizational change
Benefactors	Provide resources important to our friend’s plan

# An effective facilitator:

- Listens carefully
- Inspires and empowers others
- Promotes collaboration
- Clarifies information
- Stimulates innovation
- Remains flexible
- Stays positive
- Encourages different views
- Reinforces others

(Holburn et al., 2007)



# Facilitator Communication Strategies

(Amado & McBride, 2001)

1. Clarify
  - Clearly let others know what information you need and how you would like them to respond.
  - Restate others' questions and comments in terms that you understand.
  - Mutually define an issue before debating it.
  - Summarize key points periodically.
2. Explore how others feel
  - Ask for and clarify discussants' and listeners' reactions.
  - Demonstrate interest in others' input.
  - Appreciate openness.
3. Probe
  - Ask questions to explore issues within issues.
4. Keep the discussion moving
  - Acknowledge points of view while remaining focused on the objective.

# Facilitator Language Use

- Technical jargon can contribute to the segregation of persons with disabilities. Replace “residential placement” with “home,” vocational placement” with “job” and verbal skills with “talking” (Holburn et al., 2007).
- Although facilitators should model common person-first language, language “ground rules” may stifle discussion and impede productive planning. Debating the use of terms will often descend into an unproductive standoff (Holburn et al., 2007).

# Roles of PCP Team Members

Planning and problem-solving are guided by a facilitator, (Holburn et al., 2007) who coordinates and guides planning meetings, facilitates focused and productive communication during planning, and records the developing plan elements.

Roles of Team Members:

Constantly changing. Tasks are defined by the goals of the focus person, the shared vision of the team, and the progress of the plan (Amado & McBride, 2001).

Team members commit to action and use formal or informal networks and contacts to open doors in the community. (Amado & McBride, 2001). The PCP team encourages their organizations to support the dream (Holburn et al., 2007).

# Effective Person-Centered Planning Teams:

- ❖ Establish mutual goals
- ❖ Understand and commit to these goals
- ❖ Define and fill cooperative, non-overlapping roles
- ❖ Encourage and demonstrate creativity
- ❖ Orient to the tasks required of our friend's plan and goals
- ❖ Involve all team members in discussions
- ❖ Listen to and show respect for each other
- ❖ Problem-solve rather than blaming
- ❖ Keep all team members informed
- ❖ Express ideas freely

# What is consensus?

Consensus means finding an idea or solution that all members can support, live with, or buy into.

Consensus requires: time, active participation, listening, conflict resolution, open-mindedness, creative thinking.

Consensus is not necessarily a unanimous vote or everyone totally satisfied. Neither is it a majority vote. Consensus means that no one opposes the idea.

Explore choices. Be suspicious of quick solutions. Move on and return to difficult items at another time.

Being “person-centered” means more than asking our friend “What do you want?”  
(Amado & McBride, 2001)

Person-centered planning requires listening to the unsaid. This expanded listening is necessary for our friends who give spoken responses and our friends who do not use words to communicate. For a person who has lived much of his/her life with decisions made by others, responses can be shaped by many factors unrelated to what our friend really desires. These factors include: lack of experience, lack of trust, communication limitations, desire to please people, fear, and complacency.

# How “Person-Centered” is our Person-Centered Planning?

- ~ Did our friend choose the processes used for planning (were an array of options presented)?
- ~ Does our friend participate in all phases of the planning?
- ~ Did our friend choose individuals on the PCP team?
- ~ Did our friend choose a facilitator?
- ~ Does the PCP team include unpaid community members?
- ~ Did our friend choose where and when to have planning meetings?
- ~ Did our friend’s dreams and desires shape the process and products of person-centered planning?
- ~ Did our friend and people closest to him/her contribute most?
- ~ Did the PCP process build upon and enhance our friend’s talents?
- ~ Does our friend respond positively to the strategies and supports?
- ~ Does our friend have opportunities to provide feedback on the processes and the plan? (Amado & McBride, 2001)

# Self-Determination

How is our friend determining:

1. What we believe about him/her?
2. What we expect from him/her?
3. What we plan for him/her?
4. How we involve him/her in planning, revising, and implementing?



# Implementation of the Person-Centered Plan

“Maintaining the commitment of a group of people over time is one of the most challenging requirements of the futures planning process. Do not underestimate the hard work required to bring a group of people together to solve problems again and again over time. Do recognize that inviting people to work together in a constructive manner toward a positive vision is one of the most important responsibilities of an effective facilitator” (Mount, 1992, p. 40).

# Ongoing Monitoring

(Amado & McBride, 2001)

1. Is the vision poster clearly posted at every meeting? Are the actions being proposed and implemented congruent with this vision?
2. Should the vision be revised due to misunderstandings or changes?
3. Is progress being made? On how many goals? Does the team feel a sense of accomplishment?
4. Are small steps toward complex and difficult goals being accomplished?
5. How can the planning team expand? Which community members can be invited in?
6. Do the time frames make sense and maintain the team's energy?

# A Troubleshooter's Guide (Holburn et al., 2007)

**Problem:** Person-centered planning is misinterpreted as an impractical, dreamy endeavor that goes too far and provides unrealistic expectations to our friend.

**Try This:** True, person-centered planners ask the person to dream big, but they do not offer the moon. The process seeks to tap into the person's capacities and then uses the skills of the team members to help him/her obtain a more rewarding lifestyle. Remind the detractor that many people with disabilities live isolated lives of undeveloped potential and are rarely given the chance to say how they would like to live their lives. (Holburn et al., 2007)

# A Troubleshooter's Guide (Holburn et al., 2007)

**Problem:** The sentiment is expressed that people with intellectual disabilities do not have the cognitive capacity to make important decisions.

**Try This:** Important choices require negotiation, especially when health or safety are at stake (see Wehmeyer, 1998).

**Problem:** The sentiment is expressed that person-centered planning might work in other places but it cannot work here.

**Try This:** Give examples of various environments in which person-centered planning has worked. Examples can be found in the Recommended Reading section of this manual.

# Using Wall Charts

Wall charts provide a record of the planning process. They make the verbal contributions of the PCP team explicit and visible to all team members.

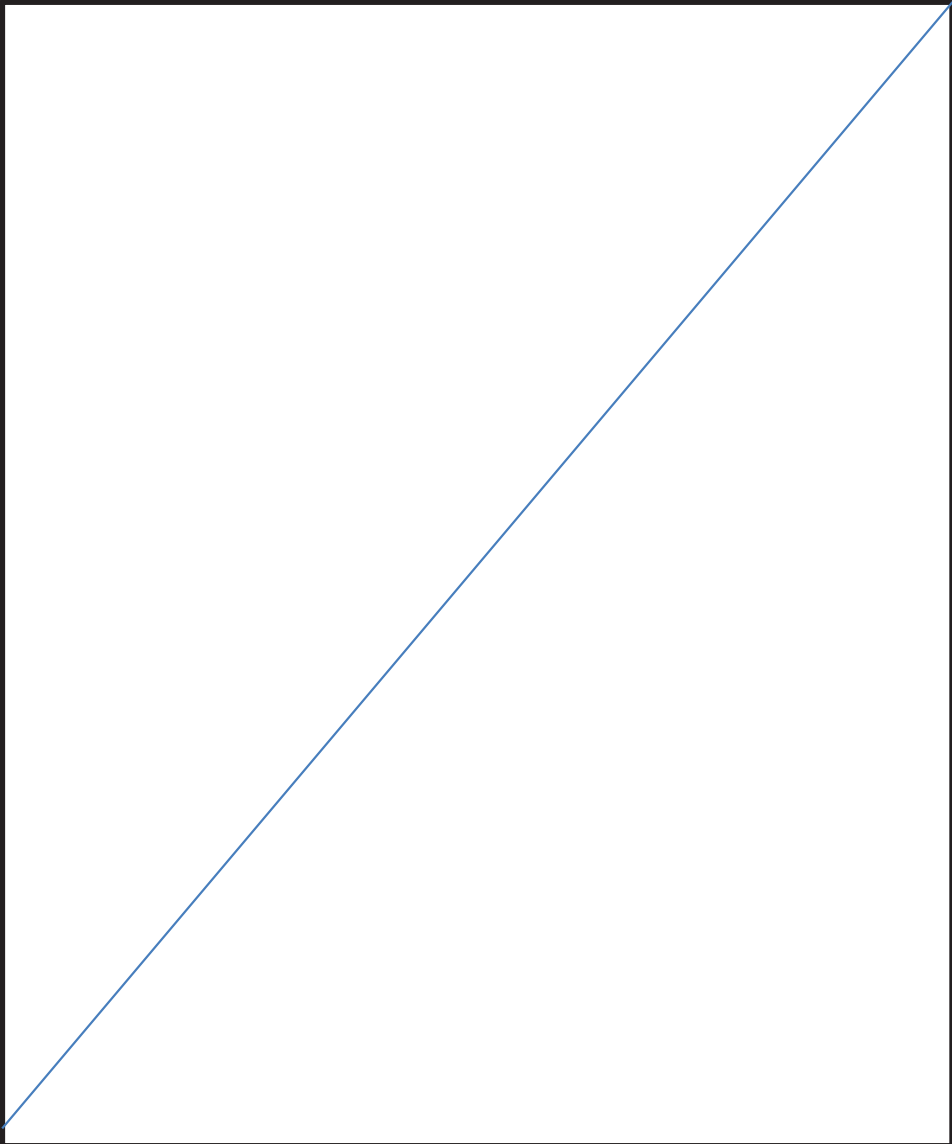
The charts serve as a kind of group memory. When all the charts are hung on the wall, the team can keep in mind the person's interests, the essential elements of the plan, and the steps necessary for achieving the valued outcomes.

Sometimes, patterns emerge that were not obvious before the charting.

The charts can be modified at any time during the process as new information is learned about our friend.

Photograph and distribute charts (Holburn et al., 2007).

# Choices Picture (Holburn et al., 2007)



The Choices chart is the most versatile chart in PICTURE. It can be used early in the process or it can be introduced last as a means of identifying other interests that might have been missed in the process. Choices allows the facilitator to chart contrasts such as (a) Things I Like To Do v. Things I Want to Do More Of, (b) Things I Like v. Things I Dislike, and (c) Choices I Have Now v. Choices I Would Like to Make. Much of the content will overlap with content from the other charts. This will highlight the most important features of the future PICTURE for the person.

# Promoting “Follow-Through” (Holburn et al., 2007)

1. Photograph and distribute charts showing goals, strategies, and next steps.
2. Make telephone calls, to people who have agreed to take action, to see how things are going. Problem solving may be needed during these calls.
3. Remind team members of the next meeting.
4. Hold regular meetings.
5. Maintain team identity.
6. Establish subcommittees.

# One-page Profiles

(from Inclusive Solutions Fact Sheet, [www.inclusion.com](http://www.inclusion.com))

- This tool was developed by Essential Lifestyle Planning Learning Community as a way to start finding out what is important to people in their everyday lives.
- One Page Plans provide a capacity description of a person focusing on what others like and admire about them, what's important to them and what we need to know or do to provide good support.
- One page plans are developed by thinking about what we know about what's important to somebody and the support they need. Trained facilitators can help people think about how to build on a one page plan.
- One Page Plans develop into living descriptions as we learn more about people and record this information.



# Living Descriptions

(from Inclusive Solutions [www.inclusion.com](http://www.inclusion.com))

## **One page plans should include:**

What we like and admire  
What's important to a our friend  
What support our friend needs  
What's working and not working  
An action plan  
Dreams  
Nightmares

## **Living Descriptions could include:**

How to communicate with the person  
Who supports our friend best  
Routines and rituals  
Staff roles and responsibilities  
Schedules  
Services  
Decision making agreements  
Health information  
Relationship circle

These tools can be useful when people receive paid support as they help staff to provide support in a way that works for our friend.

# Person Centered Risk Assessment

(retrieved from Inclusive Solutions [www.inclusion.com](http://www.inclusion.com))

## Person-Centered Risk Assessment

- A twelve step process to manage risk in a more person centred way, developed by Helen Sanderson Associates.
- The process help professionals involved in assessing risk to address significant issues of health and safety while supporting choice by also taking into account things that are important to people.

# Person-Centered Planning Resources

## From the FOP library:

Amado, A. N. and Mc Bride, M. (2001), *Increasing Person-Centered Thinking: Improving the Quality of Person Centered Planning: A Manual for Person-Centered Planning Facilitators*. Minneapolis, Minnesota: University of Minnesota, Institute on Community Integration.

Also available from <http://rtc.umn.edu/docs/pcpmanual1.pdf>

Holburn, S., Gordon, A., Vietze, P. M. (2007). *Person-centered planning made easy: The PICTURE method*. Baltimore: Brookes.

# Person-Centered Planning Resources

From the FOP library:

- Pearpoint, J., O'Brien, J., & Forest, M. (2008). PATH: A workbook for planning positive possible futures for schools, organizations, businesses, and families. Toronto, Canada: Inclusion Press.
- O'Brien, J., & Pearpoint, J. (2007). Person-centered planning using MAPS & PATH: A workbook for facilitators. Toronto, Canada: Inclusion Press.
- Mount, B., & Zwernik, K., Reprinted by Minnesota Governor's Planning Council. (1989). It's never too early, it's never too late: A booklet about personal futures planning.

# Internet Resources on Person-Centered Planning:

Institute for Community Inclusion>Starting with Me: A Guide to PCP for Job Seekers

[http://www.communityinclusion.org/article.php?article\\_id=54](http://www.communityinclusion.org/article.php?article_id=54)

Inclusion Network>Kayden's MAP video

<http://inclusionnetwork.ning.com/video/kaydens-map-1>

Jack Pearpoint's Videos

<http://inclusionnetwork.ning.com/video/video/listForContributor?screenName=1ob75bwxnexih>

PCP singalong <http://inclusionnetwork.ning.com/video/peter-leidy-singalongs>