An Introduction to Person Centered Thinking:

Making a Difference Now

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Today's Objectives

1. Become familiar with the general principles and values of person-centered methods

2. Learn the key concepts of Person-Centered Thinking(PCT) and how the approach differs from Person-Centered Planning

3. Review some PCT skills

4. Learn about future training opportunities

What is "person centered"?

- What does it mean to you?

- What comes to your mind when you hear the words "person centered?"

- What do you expect to see? Or *not* see?

Seven Person-Centered Myths

1. "We're already doing it"

2. Person-centered planning means asking the person, "What do you want?"

3. Person-Centeredness means a person getting everything they want

4. A good plan means a good life

Seven Person-Centered Myths

5. Person-Centeredness applies to only one type of disability

6. Person-Centeredness only applies to those working with people who receive services

7. Person-centered planning is a planning process that can be done separate from more significant organizational change

5 Foundational Beliefs

Common to all Person Centered approaches:

1. Essential questions are:
   – Who is this person?
   – What is important to him/her?
2. Person-Centeredness aims to change common patterns of community life
   – Stimulate community hospitality
   – Enlist community members in assisting focus people to define and work toward a desirable future

5 Foundational Beliefs, continued

3. Person-Centeredness fundamentally challenges practices that separate people and perpetuate controlling relationships

4. Honest Person-Centered Planning can only come from respect for the dignity and completeness of the focus person

5. Assisting people to define and pursue a desirable future tests one's clarity, commitment and courage

It's NOT the setting

A community LIFE and a HOME

is more than a "community residence"

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We want a system where -

The people who <u>use</u> the service (with the support of their families)

- Tell us how they want to live

- Make use of public resources to have the life they want (or as close as we can determine)

- Get the support they need to make the first two happen

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We want a system where -

The people who <u>provide</u> the service

- Are empowered to make a difference

- Use public resources wisely

- Get the support they need to make the first two happen!

We want a system where -

- Everyone feels heard

- Change is possible for people and for the systems that serve them

Framework for Accomplishment

- John and Connie O'Brien, 1989

  - ✓ 5 Valued Experiences

  - ✓ The Purposes of Human Services

5 Valued Experiences

1. Personal relationships
2. Sharing places & activities
3. Contributing
4. Making choices
5. Being treated with respect and having valued social role

The Purposes of Human Services*

1. To help people discover and move toward a desirable personal future

2. To offer help in ways that keep or give valued experiences now

3. To strengthen community competence

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Valued Roles

There's no comprehensive list of valued social roles, but it's easy to recognize a person who has not found one

A father, about his 9 year old daughter...

"My dreams for Margaret are no different than those for my other children. I hope that someday she may be a

- friend
- wife
- mother
- colleague
- Taxpayer
- ANYTHING but a client."

Gambling study – Pioneer Press

Researchers need to do more to identify why people with developmental disabilities may be more vulnerable to gambling problems than other people with low incomes.

Winning at the games seems to be less important than the atmosphere at the casinos. "It seems that socialization is most important to them," Farrell said.

Gambling study – Pioneer Press

"They are treated like kings and queens when they walk in the door and they are treated as if they are no different than anyone else."

The challenge in treating and preventing gambling problems will be to find other activities that do the same thing, he said."

-- reported in St. Paul Pioneer Press,

Oct. 18, 1998

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It's what we all want!

- So -- why don't we ALWAYS feel focused on and at work on what John and Connie O'Brien created?

How do we want things to be?

- We might know, want and believe in person-centered values – but HOW are our agencies and systems organized?

- What if person-centered ways were MORE of our Standard Operating Procedures?

Planning vs. Thinking

- ## Person Centered Planning Approaches
  - Focused on events
  - Action Planning

- ## Person Centered Thinking
  - Everyday ways of thinking
  - Impacts now <u>and</u> creates a foundation for future change/action planning
  - Impacts organizations and systems

Person-Centered Planning

Dr. King said,

*"**I have a dream.**"*

He did not say,

*"**I have an annual plan and quarterly goals and objectives.**"*

Person Centered Planning

The term "Person-Centered Planning" refers to:

A family of approaches
to organizing and guiding community change
in alliance with people with disabilities
and their families and friends

John O'Brien and Herbert Lovett
Finding a Way Toward Everyday Lives

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Person Centered Approaches - Examples

- Personal Futures Planning
- MAPS planning methods
- PATH
- Discovery
- Essential Lifestyle Planning
- A Picture of a Life
- WRAP
- Motivational Interviewing

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Personal Futures Planning:
Maps for the Journey: Personal Profile

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PFP format: MAPS (school-age)

1. What is the individual's history?
2. What is your dream for the individual?
3. What is your nightmare?
4. Who is the individual?
5. What are the individual's strengths, gifts, and abilities?
6. What are the individual's needs?
7. What would the individual's ideal day at school look like and what must be done to make it happen?

PFP Format: Whole Life Planning

- Developed for transition-age students

   (Boston: employment RTC)

- Same maps, except "Ideal Job" added

- Available from www.trninc.com

PATH

Planning Alternative Tomorrows with Hope

Steps:

Situate yourself in a very positive future,

Picture it clearly,

Then think backwards

The Discovery Process

- An approach for discovering a meaningful career

- Strengths-focused exploration

- Real work experience

Essential Lifestyle Planning (ELP)

- Originally developed for people with "challenging reputations" by Michael Smull and colleagues

- Good plans are easily accessible and reflect what is important to the person and what others think is important for them

- Discovers core values (not superficial choices) and how a person wants to live

Person Centered Approaches - Examples

- Personal Futures Planning
- MAPS planning methods
- PATH
- Discovery
- Essential Lifestyle Planning
- A Picture of a Life
- WRAP
- Motivational Interviewing

The Pitfall

- ANY "person-centered" approach can be used in an agency-centered or system-centered way

- It's not the approach as much as the values and the thinking driving it

Quality Person Centered Planning

There is no "right planning method" for all people and all situations. A quality plan is:

- a promise to listen
- a promise to act on what is heard
- a promise to be honest
- a promise to KEEP discovering and honoring what's important to people.

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Person Centered Thinking

- Michael Smull: visiting states 5 years later and they are using the same 5 people as good models So, how do we "scale up?"

- "We need an increase not in person centered planning but in person-centered THINKING"

- This approach that allows for change at every level so that more people are impacted in meaningful ways

How is Person Centered Thinking different?

- Powerful tools for discovery at level of the person

- Focus on the "now"

- Also acknowledges we can't be providing person centered support without engaging in person centered processes ourselves

Why this approach in Minnesota?

It's a method that:

- Provides a "common language"
- Promotes service planning and delivery that empowers people who receive services and their families
- Enhances the state's capacity improve the service system (allows us to SHAPE current and future changes)

The Basic Approach

Person Centered Thinking leads to

⇩

Person Centered Practices which lead to

⇩

Person Centered Organizations which create

⇩

Person Centered Systems that support

⇩

Person Directed Lives!
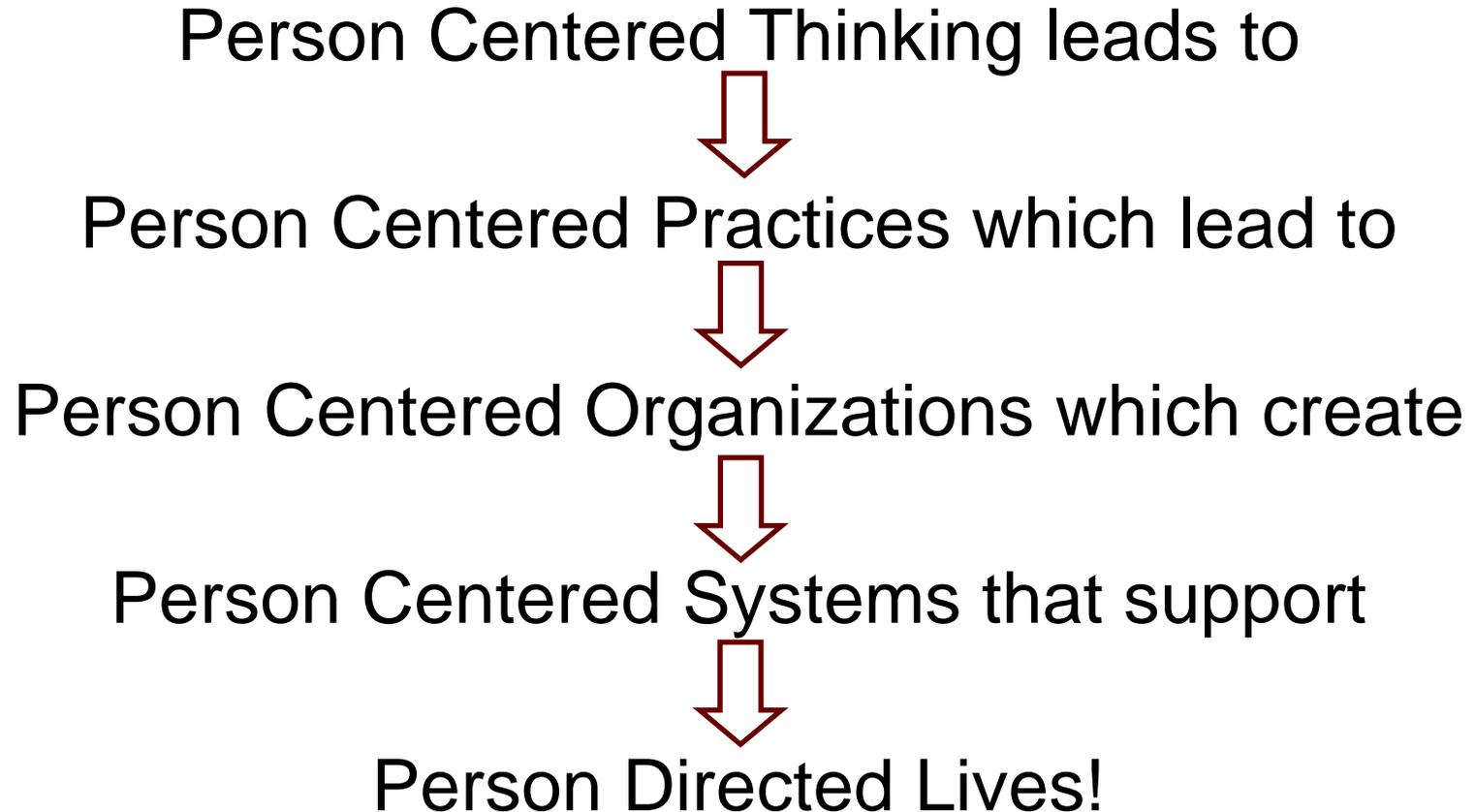
This work is about –

Helping people get better lives

Not just better plans…

Person Centered Thinking

- A deliberate method to **see the whole person**, and not focus "fixing what is wrong"

- Set of tools that convey the core belief that **all people have gifts to share**

- A set of skills that result in teams keeping the **focus on the person** who needs support – not agency or turf issues

- A way to **discover, describe and assure the desired life of the person** who is supported

Person Centered Thinking
THE CORE CONCEPT

Core Concept

- Important to **and**
- Important for

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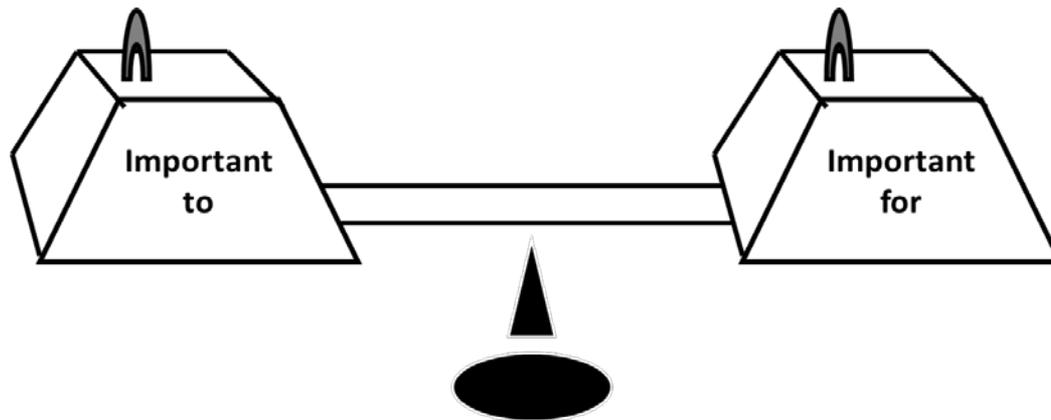
Important to –

Those things in life which help us be **satisfied, content, comforted and happy**. It includes:

- People to be with/relationships
- Things to do
- Places to go
- Rituals or routines
- Rhythm or pace of life
- Things to have

Important to –

- What is important to a person includes only what people are "saying"
  - with their words
  - with their behavior
- When words and behavior are in conflict, *listen to the behavior*
- Includes what matters most, *by the person's definition*

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Important for –

This includes only those things that we need to keep in mind regarding:

1. Issues of health or safety
   - Physical health and safety, including wellness and prevention
   - Emotional health and safety, including support needed
2. What others see as important to help the person be a valued member of their community

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Health and Safety
Dictate Lifestyle

Balance

Important to

Important for

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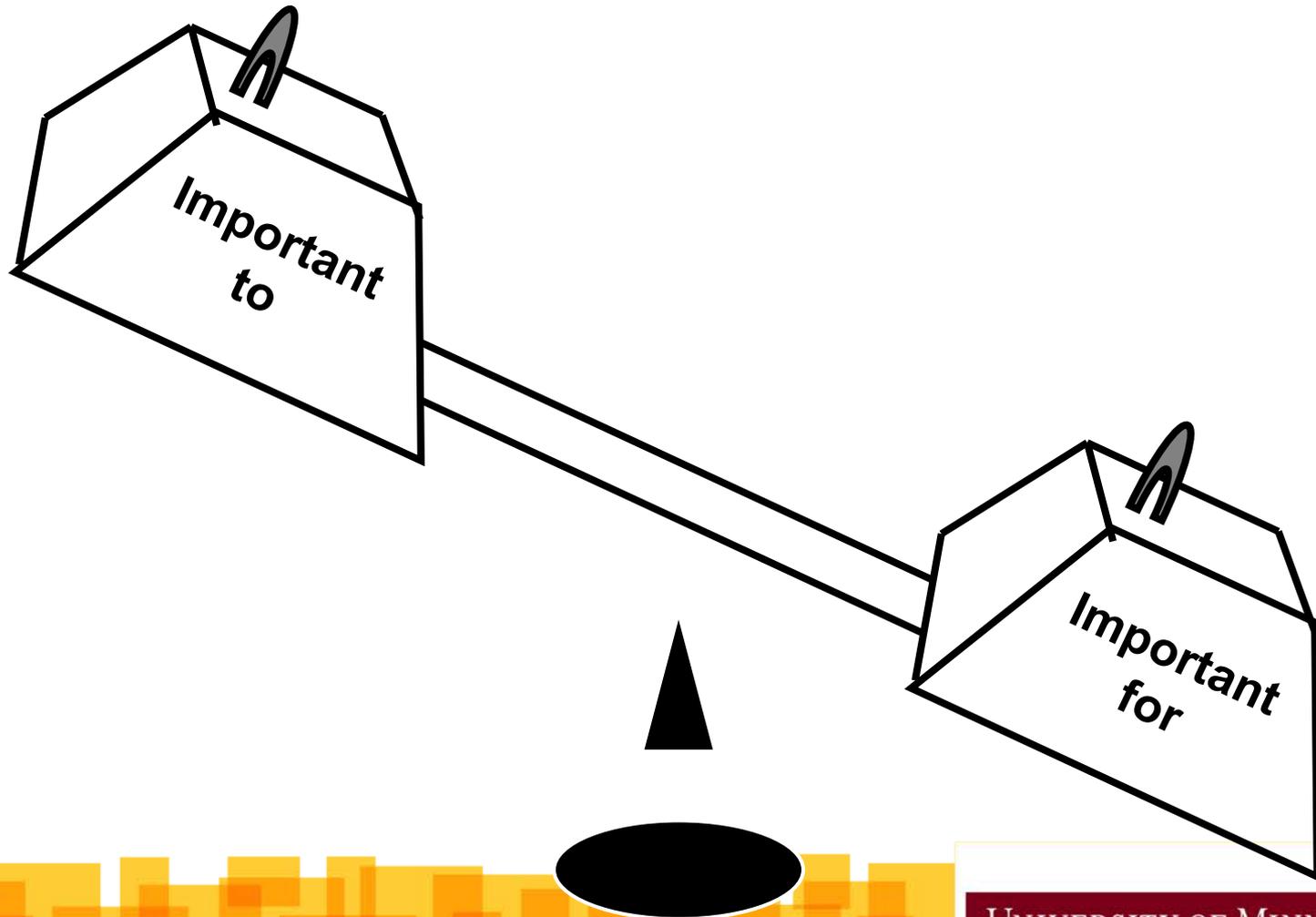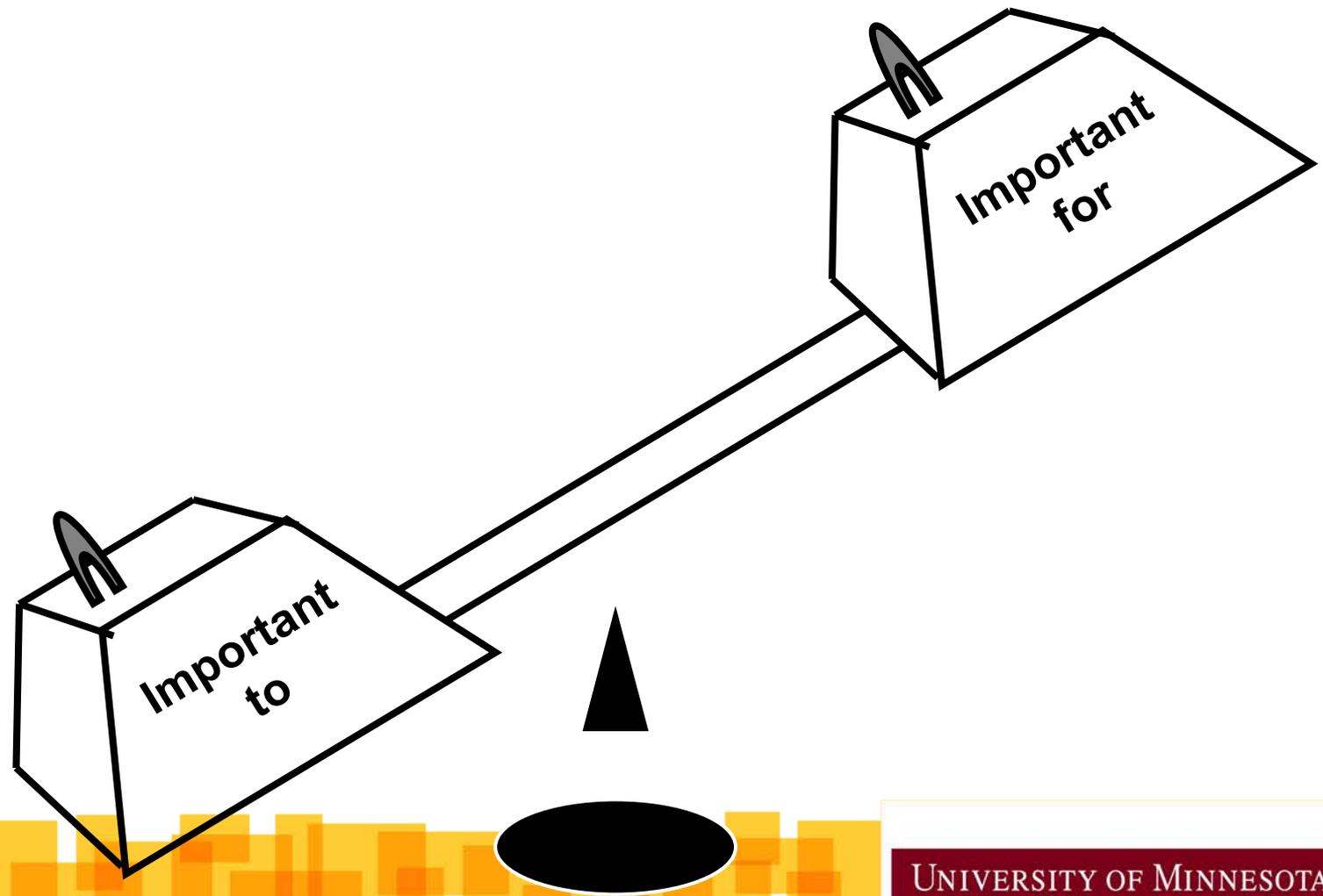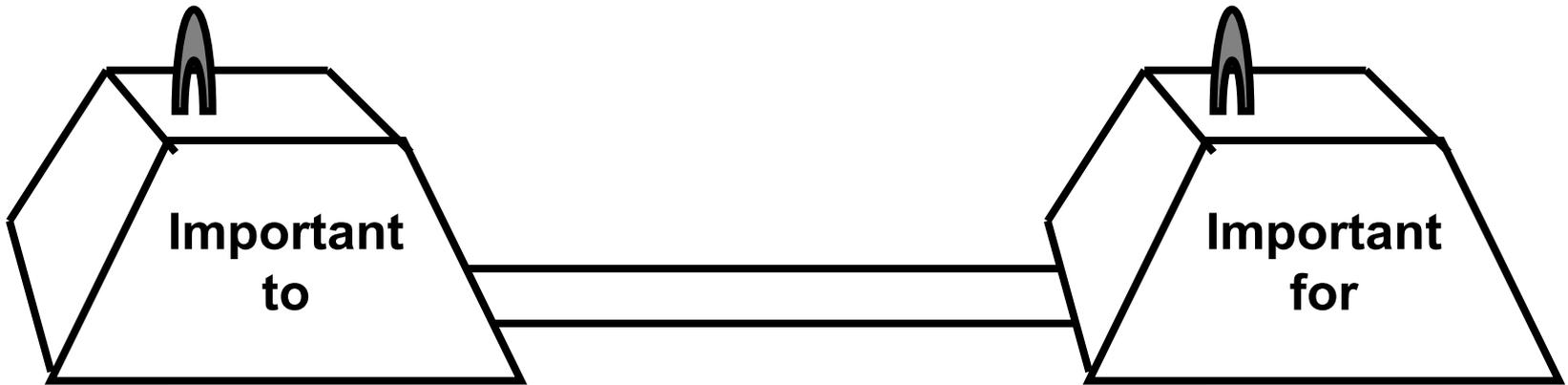
Finding a Balance

- If something is *important **for*** us and is also *important **to*** us, we will do it

- If something *important **for*** us is *not important **to*** us, we have no interest in doing it

- If we want people to attend to what is ***important for them*** there has to be an aspect of it that is ***important to them***

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Balancing Important TO and FOR

- Sequence matters: learning about what matters the most to the person first (a critical aspect)

- It is not about either/or: paying attention to health, safety and valued social roles is critical, but alone it is insufficient if not in the context of "important TO"

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Balancing Important TO and FOR

- Risk management techniques currently often focus on assuring safety or health at the cost of what creates satisfaction for the person

- We need to change our frame of reference to believe that both can co-exist

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Finding the Balance

- We all make tradeoffs between the many different things that are *important **to*** us.

  ➢ Some people may love living in a particular place. And are willing to make the tradeoff when living there means a longer commute to the work they love.

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Finding the Balance

- We also make tradeoffs between what is *important to us* and what is *important for* us. These tradeoffs can be temporary OR long term solutions.

  ➢ Expressing personal opinions and speaking my mind is important to me, but not swearing in front of my neighbors is important for me

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Person Centered Thinking Skills
TOOLS TO HELP FIND BALANCE

Tools for asking "What do we know?" Before jumping to "What do we do?"

If I had an hour to save the world, I'd spend 55 minutes defining the problem.

-Albert Einstein

Defining the problem (or goal)

The more time you spend

defining the problem…

the better the solution

Discovery/Learning Tools

- Relationship Maps

- Rituals and Routines

- Good Day/Bad Day

- 2 minute drill

- Communication Chart

- Reputations

The "Relationship Map"

Family

People who support me at work or school

People whose job is to support me at home and other places

Friends

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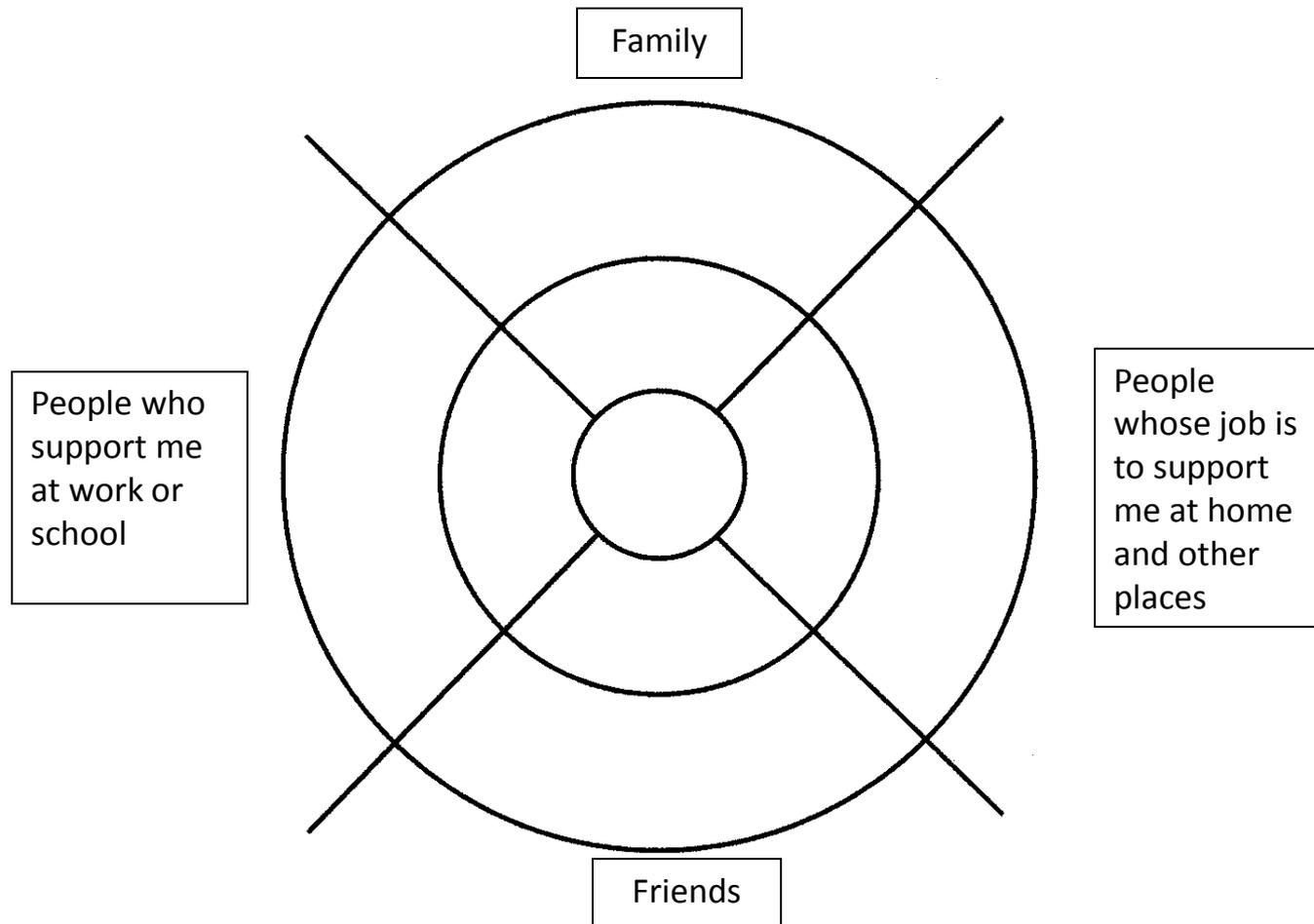
Morning Ritual

Anne's Morning Ritual

6:15am: Alarm rings, or our son wakes us earlier. My husband, Jesse, rises to make coffee (organic, french press). *I snuggle in bed with our son*, who bed-bombed us earlier or comes in when he hears alarm. *We snooze if he's tired, or talk about the day*.

6:20-6:30am: Jesse returns and when we hear him coming, we put the covers over our head.   *We all spend a few minutes together* before heading downstairs (playing peak-a-boo, somersaults on the bed, backrubs...*depending on son's mood and energy level*).

6:30-6:40:   Brush my teeth (Neem fluoride-free toothpaste, lukewarm water). Jesse gives Lincoln his pre-meal supplement and I put in the video Lincoln chooses after he uses bathroom.

6:40:   I Shower (organic, all natural products during and after). Wash face, hair, body. Towel off in the shower, apply lotion and put on my cozy, warm, thick organic cotton bathrobe. Brush hair.

Anne's Morning Ritual, continued

7:00:   Check in on Linc's routine, finish breakfast and/or mealtime supplements as needed

7:10-7:30:   Get dressed (put on eyeliner about ½ the time). Cue and support Lincoln to get PJ's off and dress for the day. *Talk about day and who will pick him up that night*. If Jesse is doing some of this, I check my e-mail on my phone. Have Lincoln finish breakfast.

7:35-7:50:   Grab breakfast for the road for myself (organic fruit, Kind Bar), pack up my laptop and lunch. Collect Lincoln's things (e.g. iPad, food, etc.). Cue and support Lincoln to use the bathroom. Wash his face, apply lotion (chemical free) and brush teeth (Fluoride-free Neem toothpaste)

7:55-8:00:   Get jackets on. Put shoes on at the door. Grab water & bags. *Kiss husband goodbye*. Leave to get Lincoln to therapy and me to work (e.g. sit in traffic!) .

Example: Organizing Discovery Information

Morning Ritual

All natural products, organic foods

Important To

- Buying products that reflect my values
- Minimizing disruption (Headaches, behavior and sleep issues)

Spending time with son, talking about the schedule for the day

Preparing son for the day
Setting him up for a good day

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Other Rituals

- Going to Bed
- Transition
- Birthday
- Cultural/Holiday

- Spiritual
- Vacation
- Comfort
- Celebration

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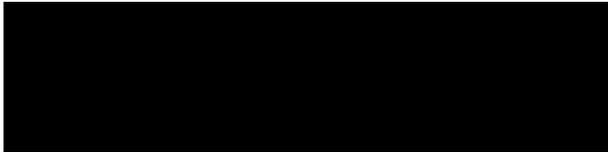
Bad Day

Anne's Good Day/Bad Day

Good Day

- Smooth morning routine for my kids
- Less traffic than expected!
- Full Schedule
- Meetings start on time, stay on task
- Trainers are on time and prepared to go…technologically & personally
- Supplies are prepared in advance
- I remembered my lunch and have a green smoothie
- Training & it makes a difference: people get a lot out of it and see how they can use the skills
- Creating new trainings

Bad Day

- No sleep the night before and/or my son has a hard morning
- Doing data entry/LONG meetings
- Technology doesn't work
- Home late, lots of "after hours" work or lots of driving after long day of training
- I've forgotten something critical to an event, meeting or for myself
- I have an "off day" and struggle to explain exercises clearly or deliver training in an engaging way
- Emergency requests for information when I'm training

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Sorting: Example

- What is important TO me?

Good Day	Bad Day
Trainers are on time and prepared	Data Entry;
	Long Meetings
People see how they can use the skills	After hours work or lots of driving

→ Making a meaningful impact

Being Efficient – time with family

Sorting: Example

- ## What can others do to SUPPORT me?

Good Day	**Bad Day**
Trainers are on time and prepared	Data Entry;
People see how they can use the skills	Long Meetings
	After hours work or lots of driving

Help manage logistics and keep things organized

Stay on time; keep meetings purposeful and short

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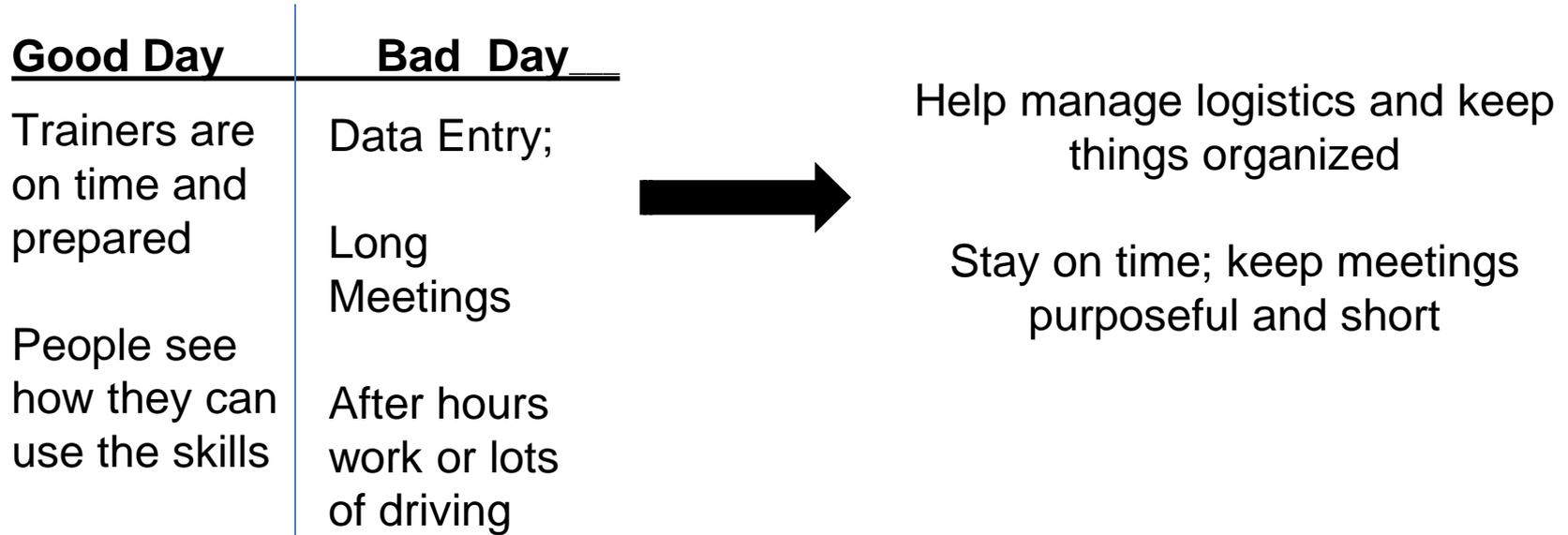
2 Minute Drill –alone or in combination

- Imagine that you have just been hired by a company that prides itself in supporting its employees.

- They want to know what are the key things that you find helpful in having a good day

- You want to give them an overview, a summary in 2 minutes of what they need to know to support you successfully.

- What would you say? How would you include what's important to & for you?

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Communication Chart

What is happening	I Do	It Means	You Should

Communication Chart for Rhonda

What is Happening	Rhonda does	We Think It Means	And We Should
You are pushing Rhonda	Locks her chair	I don't want to go there	Figure out with Rhonda where she wants to go
Rhonda is at the front door	Kicks the door	I want to go out	Help her outside (unless there is too much pollen, about to rain, etc.)
Rhonda has stopped eating	Catches your eye, pulls down napkin	I'm done eating	Take leftovers away now
You didn't remove her food	Rhonda sweeps the food off her tray	I told you I was finished and you didn't listen	Clean up and do better next time

Positive Introductions

- Introducing people using

  ➢ What is this person's positive reputation?

  ➢ What do people like and admire?

Reputations:

3 Steps to Learn From & Address Negative Reputations

Positive Reputation	List of Mild Negatives
1st Step Is there something about the negative that is actually a positive?	List of mild negatives Think thru one negative at a time

Important TO me

2nd Step

Is there something about the negative that tells us something about what is important to your partner?

How to best Support Me

3rd Step

If a negative is actually a negative at times: ask what do others need to know or do to support your partner at this time?

Everyday Learning Tools

- Learning Logs

- Working/Not working (a.k.a. Makes Sense/Doesn't Make Sense)

- 4 + 1 Questions

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Working/Not Working

Focus in on a specific issue or area of life
Helps you dig deeper

➢ Negotiation tool

- All must feel listened to – accurately reflect perspectives
- Start with common ground
- Remain unconditionally constructive
- Done in partnership

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Working/Not Working

➢ A Bridge to action planning

- What needs to be maintained/enhanced?

- What needs to change?

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	What works/ make sense	**What doesn't work/ make sense**

Person's perspective

Staff's perspective

USE THIS INFORMATION TO BUILD THE

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FOR THINGS THAT ARE TO STAY THE SAME
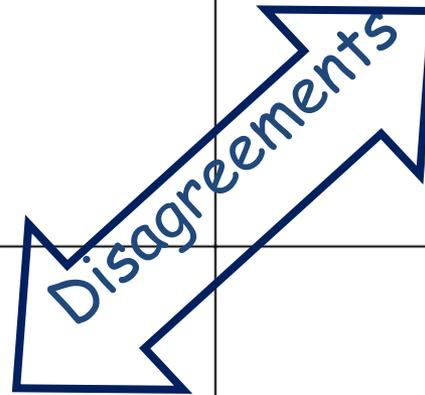
USE THIS INFORMATION TO BUILD THE

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FOR THINGS THAT NEED TO CHANGE

Disagreements

After a Change in Seizure Medication…

	What works/makes sense	What doesn't work/make sense
Beth's Perspective	Nothing	• We think she's dizzy and afraid of falling • She can't walk as well as she did before the new medicine • She's often angry
Family's Perspective	• She doesn't have seizures • Generic medicine is less expensive than brand name medication	• She is getting aggressive • She's not herself – no longer a sweet person • She's afraid to walk, seems fearful of falling • Behaviors started after changing seizure med from brand name to generic – We think the generic isn't working like the brand name did

4+1

What have you tried? 1	What have you learned? 2	What are you pleased about? 3	What are you concerned about? 4
In this section write down what you have tried. What did you do? When did you do it?	Write what you learned from your efforts.	Write here what you liked about what you tried. What went well? What worked for you?	Write here the challenges you encountered. What didn't you like about what you tried? What didn't work for you?

+1 – Given your learning what will you do next?

_____

_____

Management Tools

- Donut – clarification of roles

- Matching – staff skills to activities

The Donut Sort:
Defining Staff Roles and Responsibilities

Core
Responsibilities

Creativity & Judgment

NOT OUR USUAL
RESPONSIBILITY

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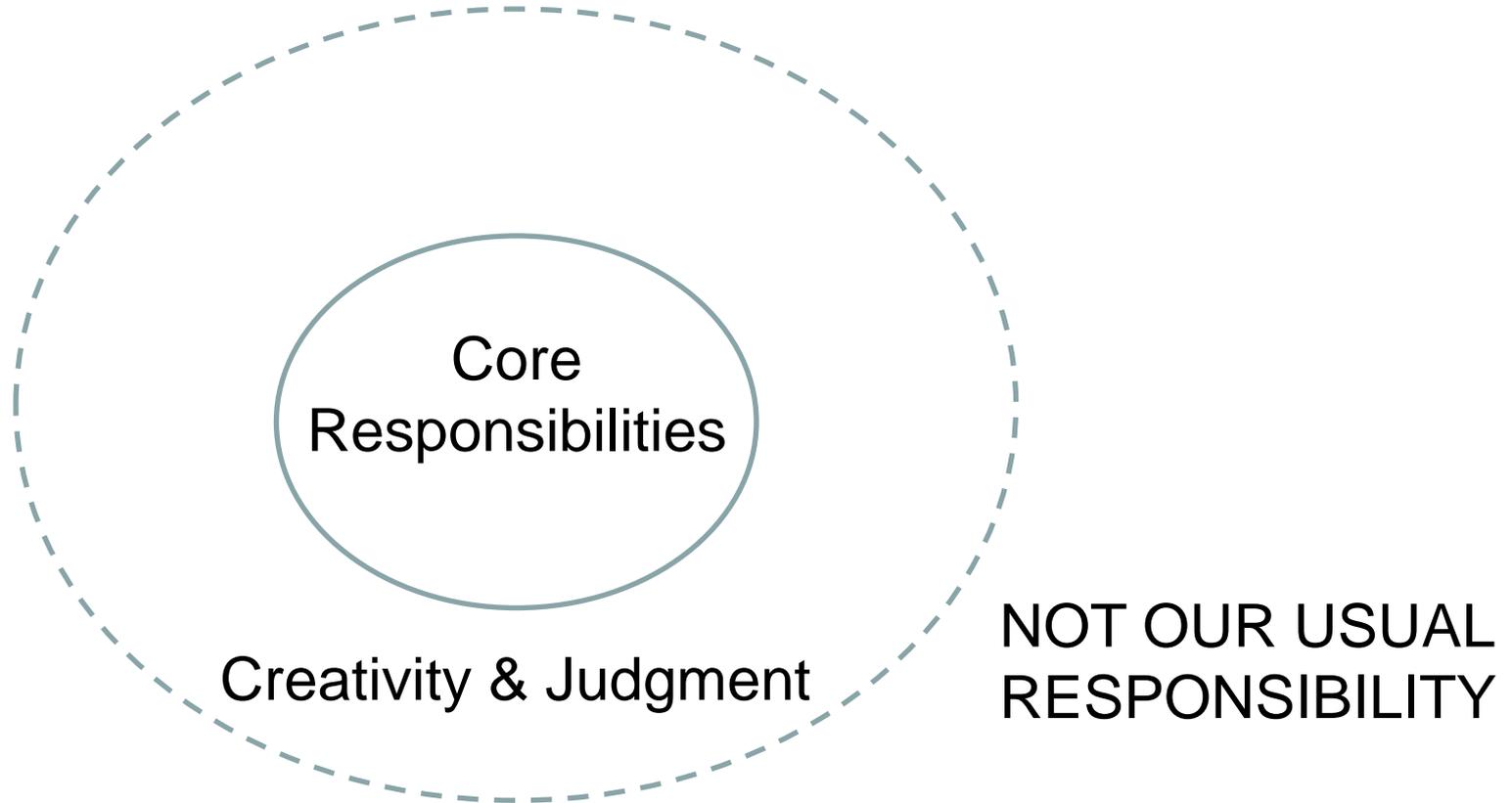
A Matching Profile

For each Person – what are . . .

Supports wanted and needed	Skills needed	Personality Characteristics Needed	Shared Common Interests (would be nice to have)

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This work is about –

Helping people get better lives

Not just better plans…

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Person Centered Thinking (PCT)

- PCT is a 2-day, interactive training

- Learning the skills and practice using them in scenarios and on yourself

- *Register into a **One Day Intro** or the **2-day PCT** at:*

  rtc.umn.edu/pctp/training/

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Thank You!

If you want to know more about us or our trainings, feel free to contact me!

Anne Roehl

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Institute on Community Integration

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PCT Registration :
http://rtc.umn.edu/pctp/training/