QIDP TRAINING

FACILITATOR GUIDE

MODULE 4

Person Centered Planning

This Guide is provided to assist with facilitation of discussion points, exercises, answers to quizzes, etc. Answers given in this guide are only meant to be used as examples and are not all inclusive of possible responses. Agencies are encouraged to supplement the information provided in each module with agency specific information to meet the needs of the agency. Also, the facilitator should be prepared to modify any materials needed to meet the agency needs.

Background reading materials are listed at the end of the module

Icons
In this curriculum, the following icons are used:

means be prepared to discuss agency specific information.

means be prepared to facilitate discussion.

Preparing for QIDP Training:
- Read over the entire module;
- Gather additional agency-specific information and reference materials;
- Determine which videos and reference materials to incorporate into which module and when the best time is to introduce each;
- Make sure all information is current and up-to-date;
- Anticipate questions and prepare appropriate responses;
- Develop relevant examples to reinforce the points in the modules;
- Duplicate materials for each trainee.

Sign-In Sheets
Sign-in sheets should be maintained and available for review by department staff; and should include the following components: module/class name, class date, class times, instructor signature and trainee signature.

The Differences between Person Centered Planning and Traditional Planning

Trainee Notebook Page 4

Facilitator Instructions: Use the following responses as a guide.

Traditional Planning	Person Centered Planning
	A support team made up of the individual, legally authorized representative, family members, service providers and other community members meet as frequently as needed to develop and implement a future vision and goals for the individual. The team will meet based upon the needs of the individual, but at least annually.
Relies on standardized and non-standardized tests and assessments.	
	A support team gathers, organizes, and manages assessment information into a personal profile and individualized future vision and goals that directly relate to the dreams and desires of the individual.
	The individual, family members, friends, and general community members define the personal profile and future vision and look to service providers for supports. Programs are developed around the needs of the individual.
Meetings are scheduled for the convenience of staff.	
	Goals are not just written to comply with rules and regulations but focus primarily on the desires of the individual being served.

Trainee Notebook Page 6

Facilitator Instructions:

As a large group, discuss the factors listed in relation to how they may help or hinder the Person Centered Planning process. Use information specific to your agency as much as possible. The talking points below can be used to facilitate discussion.

- **Person Centered Planning involves a thinking process which is requires a cultural shift; it creates challenge because some people (guardians, staff, and administrators) aren't ready to embrace this different way of thinking.**

- **This different way of thinking involves power sharing and new roles for the client, families, communities and the people providing the services.**

- **Perceptions that rules and regulations prohibit Person Centered Planning.**

- **Current agency paper work is not written in a person centered way.**

- **If staff are overworked, there may not be sufficient time to get to know individuals well and, therefore, not be able to truly develop a plan that considers individual needs/desires.**

- **The organization itself or guardians of individuals may be risk aversive, therefore unwilling to follow the dreams and desires of individuals if any type of risk is involved.**

- **The location of the residence/agency may be in an area where minimal opportunities for work/recreation/community involvement are readily and safely available within the community.**

- **Transportation issues in your location may hinder or enhance community involvement. Discuss specifics.**

- **Funding issues may suggest that certain areas of the plan are not currently feasible.**

Getting to Know You

Trainee Notebook Pages 7-8

Facilitator Instructions: Discuss the concept of getting to know the person in order to enhance your ability to help them to achieve their dreams and goals.

In this activity, discuss how the type of questions that were asked reveal information that is superficial in nature and reveal very little (or nothing) about what really makes the person 'tick'. Also consider how the questions center on topics may make the individual uncomfortable.

Discuss with the larger group:
- What kind of questions could you ask the person to really get a good idea of who they are and what they would like to accomplish?
- What kind of questions would indicate how a person would like to spend their day?

Trainee Notebook Page 9

Facilitator Instructions:

As a large group discuss what the purpose of the "narrative" section of a Person Centered Plan is. Discuss if your agency uses this section in the ISP. Answer the following, soliciting answers from the group.

Discuss the following:

How likely is it that the writer of this narrative learned the information about Greg through one and only one conversation?

Does this narrative make you want to know more about Greg?

What are Greg's goals?

What types of supports might you arrange to help Greg accomplish his goals?

What other questions would you ask Greg?

Creative ISP Meetings

Trainee Notebook Page 21

Facilitator Instructions: Below are some possible answers.

Traditional Meeting	Creative Alternative
Location: Agency conference room	**Any accessible, comfortable place where the individual and families feel free to speak**
QIDP sits at the "head" of the table	**The person served sits where they are most comfortable, which may be at the head of the table**
QIDP starts the meeting and introduces everyone	**QIDP introduces everyone and allows time for conversation before starting the meeting**
Discussion focuses on assessment results	**Discussion focuses on dreams and goals of the individual and ways to accomplish them.**

Writing Goals and Objectives

Trainee Notebook Page 22

"The height of an intellectually disabled person's level of functioning is determined by the availability of training technology and the amount of resources society is willing to allocate and not by significant limitations in biological potential." -Marc Gold, The Principles and Practices of Universal Enhancement, Tom Pomeranz.

Facilitator Instructions: In a large group, use a white board or flip chart to note the implications of the statement above. Use the talking points below to facilitate discussion.

Past Perceptions of Intellectual Disability
- Intelligence was determined by I.Q. tests and IQ was sufficient to define a person's potential
- It is meaningful to catalog individuals according to their tested intelligence and tested adaptive level.
- People stopped learning after the 'developmental period'

Current Perceptions
- Intelligence, as defined by tests, is a concept of little use
- Development is life long
- The context of a person's environment and opportunity for learning for learning are the only significant limitations in the development of one's potential.

Objective Practice

Trainee Notebook Page 24

Facilitator Instructions: Trainees may work in groups or on their own to rewrite the objective. Be sure that all five elements are included and that the resulting objective is measureable.

Consider the following objective:
John will walk from his apartment to work without assistance in less than 15 minutes, without breaking any safety rules, for 10 consecutive working mornings.

Question: What is the observable behavior?

This objective may be considered to be a "multiple" objective.

Consider the following question:

What exactly are staff documenting as the <u>behavior</u> to be measured?

- Walking without assistance?
- How fast he walks?
- How safely he walks?

With this type of learning objective, staff may not know what they are supposed to be taking data on and, therefore, data may not reflect what you think is being measured.

Also note that there is no date for completion.

Writing Learning Objectives

Trainee Notebook Page 25

Facilitator Instructions: Work in Small groups. Use the desired behavior listed to develop learning objectives. Be sure that multiple objectives are not present and assure that use of the five elements of behavioral objectives is present. See examples below.

Behavior	Learning Objective
John cleans.	**After breakfast on Saturday, John will independently wipe down the breakfast table for 8 consecutive times by March 15, 2015.**
Sophie brushes her teeth.	
Greg does laundry.	**On every day that Greg showers, Greg will put his dirty clothes in the hamper for six consecutive weeks by June 15, 2015.**
Cynthia knows her meds.	
Richard goes to the library.	
Aubrey pays the cashier.	
Doug makes his bed.	
Gina makes dinner.	
Eddie goes grocery shopping.	