

Overview

- Providers use a person-centered planning approach to listen, discover and understand each person as an individual. It is a process directed by the person to help providers learn how they want to live, and describes what supports are needed to help him or her move toward a life they consider meaningful and productive.
- The planning process empowers the person by building on his or her specific abilities and skills, building a quality lifestyle that supports him or her to find ways to contribute to **the** community.
- Other factors which impact the person's life, such as health and wellness, are also considered during the planning process. Person-centered planning is the foundation upon which the **person's** Personal Plan is developed.

Person-centered change challenges us to discover and invent a personal dream for people, to craft a pattern of living that increases people's participation and belonging in community life.

From

System-Centered

Plan a lifetime of programs
Offer a limited number of usually segregated program options
Base options on stereotypes about persons with disabilities
Focus on filling slots, beds, placements, closures
Emphasize clinical and treatment plans
Organize to please funders, regulators, policies, and rules

Toward

Person-Centered

Craft a desirable lifestyle
Design an unlimited number of desirable experiences
Find new possibilities for each person
Focus on quality of life
Emphasize dreams, desires, and meaningful experience
Organize to respond to people

3 notable changes from system centered

- Future focus on lifestyle experiences and needs, not pathology and diagnosis per se
- Moves service planning outside the typical menu or “orbit” of service – expands to include natural environmental supports
- Focuses on capacities as the cornerstone for growth – strengths, skill, abilities and aspirations

Focus on Outcomes

Person-centered planning is a discovery process used to search out what is truly important to and for a person and what capacities and skills that person possesses. It is values based with the knowledge that each and every individual has unique capacities and skills. It focuses on a positive vision for the future of the person based on his or her strengths, preferences, and capacities for acquiring new skills, abilities, and personality. It focuses on what a person can do versus what a person cannot do.

There is not a set way to engage a person-centered approach to planning. People are free to express their interests, ideas, and preferences with an expectation that they will be supported and respected by family, friends, and others. The planning process should vary, as necessary, to adhere to the culture, style, purpose, and vision of the individual. The person-centered process helps to identify desired personal outcomes based on the **individual's life goals, interests, strengths, abilities, desires, and preferences**. The process then helps to determine the supports and services that the person needs to achieve these outcomes and, accordingly, develops a plan that directs the provision of these supports by staff, family members or friends or others in the community.

Outcomes are not goals;
they determine whether
the person's life goals
are achieved or not.

The person-centered planning process should address the challenges, risk factors, and rewards inherent for each person to live his/her life the way that he/she chooses.

The Person-Centered Planning process should incorporate the following:

- Scheduling meetings with the person at times and locations convenient for the individual;
- Providing necessary information and support to ensure that the person, to the maximum extent possible, directs the process and is enabled to make informed choices and decisions related to both service and support options and living setting options;
- Aware of cultural considerations, such as spiritual beliefs, religious preferences, ethnicity, heritage, personal values, and morals, to ensure that they are taken into account;

- Communicating in plain language and in a manner that is accessible to and understood by the individual and parties chosen by the person. This includes providing information and plans in a language understood by the person, language interpretation during meetings if the person is limited-English proficient, explaining a document orally or in a language other than English, or providing it in an alternative format such as pictures or Braille;
- Providing a method for a person to request updates to his or her plan, including who to notify and the means of notifying (phone or email) that person when a change is sought; and
- Developing strategies to address conflicts or disagreements in the planning process, including a clear conflict of interest guidelines for people, and communicating such strategies to the person.

Illinois Person- Centered Plan (PCP) includes

- Discovery process is captured in the **Discovery Tool (DT)**
- The Discovery Tool is used to develop the **Personal Plan (PP)**
- The Personal Plan is the foundation from which the **Implementation Strategy (IS)** is developed by the provider.

Discovery Process? Or Discovery Tool?

It is a process that is documented on the Discovery Tool.

In reality the process starts when the individual starts waiver services or as soon as the previous Plans have been written and implemented.

Start learning about the individual and continue to add to the knowledge of this person each time you visit, learn about issues, review notes and updates, and any time you can.

The discovery process does not start at the meeting for the individual to develop the plan.

It starts well before that..

Getting to know the person

Even in order to have a planning meeting you must know some things about the person.

- How does the person want to be addressed?
- What is the best way to communicate?
- Who is important to the person?
- What is the best time of day to get together?
- Are there special accommodations that need to be arranged?
- What are areas of interest? What are you going to talk about?

The Discovery Tool

- *As you learn about the person you can file out the Discovery tool.

- *It is a document to describe the person and their wants and needs

- *It is not intended to make determinations or decisions.

- *It should not say the same things the Personal Plan but be the basis from which the personal plan is developed.

Discovery Tool

Life in the Community

- Group & community activities: Are you involved in any group or community activities sound interesting to learn about? How often do you like to participate in these group and community activities?
- Interacting with people in the community: When you are out in the community who do you like to visit with? Where do you see them? How often do you see these people or do these group activities?
- Choice in the community: Can you choose the places you go, such as the bank, the grocery store, where to eat, or a church or temple?

Discovery tool continued

Life in the community:

- Risks: Identify circumstances or situations in this area of life that may jeopardize the safety or wellbeing of the person or others.
 - Recognize traffic hazards and meanings of signals and signs?
 - Overly trusting and friendly to the point he/she would not recognize a dangerous relationship or situation?
 - Get distracted and does not pay attention to where he/she is?
Does not know how to get back home if lost?
 - Can not communicate name, address or phone number if separated from others?
 - Does not know what personal boundaries are and touches strangers inappropriately?

Through conversation and research, you learn

- Mike is non-verbal and does not use ASL. He has some gestures to communicate but strangers probably will not know what he is trying to communicate.
 - When Mike is afraid, he can become physically aggressive towards others.
 - Mike does not recognize the danger of traffic and does not know how to read signs.
 - Mike has a very keen like for ice cream and will wander away in pursuit with total disregard of the traffic or other hazards.
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Or through conversation and research, you learn

- Terry loves to go to festivals, markets, fairs and other retail venues. Terry likes to buy things with his own money. Terry likes to choose his own things and pay for them himself. If things do not go as planned Terry does not always respond well. Terry cannot adjust to unplanned changes, such as being out of the item he wants or the cost being more than he has. If a change happens, he might run away without regard to the environment or situation, he might start hitting himself, or he might yell and twirl in circles.
- Terry likes routine and functions best when things are constituent. Terry can react drastically to an unplanned or unexpected change.

Personal Plan

- Developed from the information in the Discover Tool
- The PP should describe what is important to the person and what is important for the person from the information in the DT.
- All health and safety risks identified in the DT must be addressed in the PP.
- All needs identified in the DT must be addressed in the PP.
- All areas that are identified as suitable and desired for an Outcome **in** the DT must be addressed in the PP.

What is important to the person

- **"Important to"** is used to describe things based on personal preferences or choices about what makes people happy and what makes them feel good about themselves. General examples of things that are "important to" a person could include:
 - preferred daily schedules created using personal preferences
 - favorite types of food
 - hobbies
 - having a job
 - Being able to make choices
- "Important to" is based on a person's **unique preferences**.

What is important for a person

"Important for" is used to describe basic needs and health and safety needs.

Examples of things that are "important for" all people include oxygen, food, water, sleep, shelter and health. Examples of what is "important for" specific people could be insulin for those who have diabetes or hearing aids for people who have hearing impairment. "Important for" is aligned with basic needs, not always preferences. In addition, "important for" identifies what is necessary to ensure that people are seen as valued and contributing members of their communities.

Determine what is important to and important for the person to develop the PP

- Outcomes:
- Provide a vision for the future by describing something the customer wants to accomplish, change, improve or maintain in their life
- Express the “end result” of services, supports and strategies
- Are defined by the customer
- Are connected to what was discovered and documented in the Discovery Tool
- Each one should focus on only one area of achievement
- Are not services

Developing Outcomes - Sam

In the DT I learned:

Sam has very limited verbal communication capability. He answers with single word response to questions. Although verbal communication is limited his emotions are easy to see on his face when he is happy, excited, sad or mad.

Every time Sam is offered a chance to pick out a picture to color, he smiles from ear to ear.

Sam has a lot of clothes and shows happiness when he is involved in picking out his clothes to wear.

Sam's guardian said she believes Sam likes making choices for himself, she said "its his little bit of independence."

An Appropriate Outcome

You have learned from Sam, and the people that know him best what can make Sam's life what he wants.

Sam wants to make choices and show his independence.

Outcome:

Sam will be given opportunities in his daily life to make choices in order to increase his independence.

Developing Outcomes - Gary

- Gary lives in an Intermittent CILA.
- Gary likes having and spending money.
- Gary knows how to use a debit card and understands the concept of spending within his limits.
- Gary currently has limited income. He would like a paying job.
- A barrier to Gary getting a paying job is his lack of job skills.
- Gary **knows** how to navigate the community safely.
- Gary wants to work on cars.



Remember it is not what staff will do for Gary.



It is not a service to be provided to Gary



It is something Gary can do in order to fulfill his desire to have a paid job working on cars.

What is an outcome for Gary

Risks

The DT tells us what is **known** about circumstances or situations that might put the person or someone else in potential harm.

Remember

- Mike is non-verbal and does not use ASL. He has some gestures to communicate but strangers probably will not know what he is trying to communicate.
- When Mike is afraid, he can become physically aggressive towards others.
- Mike does not recognize the danger of traffic and does not know how to read signs.
- Mike has a very keen like for ice cream and will wander away in pursuit with total disregard of the traffic or other hazards.

SO....

- Mike is at risk if alone in the community.
- Mike will require staff while in the community.
- Sometimes he may be just fine but because of his inability to clearly communicate and express himself and of the potential reactions he might have it is for his own safety that when in the community he has staff to help him

Try another one – Risk

- What we learned from the DT:
- Sherry is a very friendly women
- She likes to give things away
- Everyone is her friend
- She has given a way things and money to strangers
- She always offers to buy things for her house mates and staff
- She does not really understand the concept of getting and spending money.

Implementation Strategy

- It is developed by the Provider that has decided to support the person in the fulfillment of living the life they want.
- Is developed from the person's Personal Plan that was developed by the ISC.
- It is the “recipe” for the provider staff to appropriately support the person. Includes what is needed, how much is needed, how it is to be done, and what it is done for.
- Personal Hygiene assistance, everyday in morning and evening assistance is need to help her properly brush her teeth by.....
so that she has good dental hygiene and a healthy mouth

Strategies to address Outcomes

Remember Sam's outcome?

- Sam will be given opportunities in his daily life to make choices in order to increase his independence.

Strategies that could be implemented, monitored, and measured=

1. Staff will offer Sam a selection of at least three shirts each morning so that he make a choice on what he will wear. (This can progress, maybe in three months he doesn't need staff to help select out of three shirts, maybe he progressed to choosing from a shirt his closet.)
2. Sam will choose his own picture out of the selection to color when he participates in the activity (daily?, Weekly?)

What about a Strategy for Gary?

Remember:

- Gary lives in an Intermittent CIJA.
- Gary likes having and spending money.
- Gary knows how to use a debit card and understands the concept of spending within his limits.
- Gary currently has limited income. He would like a paying job.
- A barrier to Gary getting a paying job is his lack of job skills.
- Gary knows how to navigate the community safely.
- Gary wants to work on cars.

What could be a strategy to help Gary get a job with cars?

Developing a person-centered plan is only the first step -- questioning, monitoring and revising the plan based on the outcomes the person has realized must be an active process.

Quality review needs to be ongoing and plans of support need to be adjusted to ensure that the outcomes are achieved.