

Person-Centered Planning: Putting the “I” in Future Planning

FCSUA Institute

November 7, 2019

Dr. Tara Rowe, THRIVE Director, UNF

Email: thrive@unf.edu

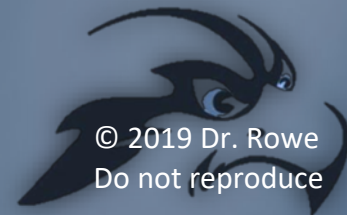
www.facebook.com/UNFThriveOfficial



© 2019 Dr. Rowe
Do not reproduce

Agenda

- *Introductions/Icebreaker*
- *What is Person-Centered Planning?*
- *Which PCP tool is the “best”?*
- *Measuring for success*
- *Resources & Tools*



Introduction/Icebreaker

Sarah is 20 years old and a new student in your postsecondary education program for students with intellectual disabilities.

Based on the responses provided, identify 1 or 2 areas that Sarah could focus on with her mentor during the semester.

Based on the responses, develop 1 or 2 goals for Sarah for the upcoming year.

DREAM Academy Baseline Assessment

1=I absolutely know this 2=I am quite sure I know this 3=I am unsure 4=I am not sure I know this 5=I do not know this

Prompt: _____ Score: _____

I know what my disability is and how it affects me. 3
My diagnosis is: *autism*
This affects me by: *communicating and making friends*

I know what my resources are on campus if I am struggling with my classes. 1
One resource I can use on campus if I am struggling is:
my teacher?

I am confident in my ability to advocate for my needs both academically and nonacademically. 1
One example of a time I was able to advocate for what I needed is:
I asked for help with my science project

I am confident that my major or hopeful major will prepare me for a career. 4
One specific career that requires this program certificate is:
I need to know how to use computers to be an office worker

I understand that the expectations of DREAM Academy are different from the expectations in high school. 4
One example of an expectation that is different at DREAM Academy from expectations in high school is:
in high school teachers tell you what to do all day but in college you have to figure this out

I am confident that I utilize my time effectively and make use of organization tools to help me in this. 3
One example of a tool I use to schedule my week is: *my planner*
but I don't know if this is right

I am aware that living in the dorms will be different from living at home. 4
One thing I know that will be different between living in the dorms and at home is:
I can't use my roommate's stuff like I use my sister's stuff

I feel confident that I have a study strategy that works for me. 3
An example of a study strategy that I use is: *I try to study with others in my class so I can understand more*

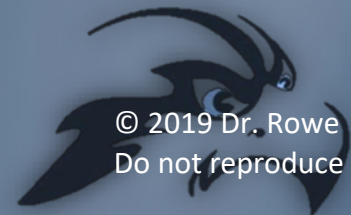
I feel confident I can set goals for myself that challenge me to grow and become a more independent person. 4
An example of a goal I have set for myself and have successfully met is:
I had the goal to go to college and here I am now!

I have a method of stress-management that works for me. 3
An example of an activity I do to help me manage stress is:
I get stressed very easily but going for walks really helps


DREAM Academy

What is Person-Centered Planning?

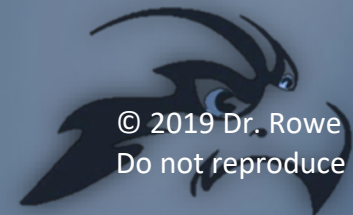
- Person-centered planning (PCP) is a process for selecting and organizing the services and supports that an individual with a disability may need to function independently.
- PCP is an on-going problem-solving process
- **Importantly, PCP is a process that is directed by the individual receiving the support**



What is Person-Centered Planning? – con't

Steps of Person-Centered Planning include:

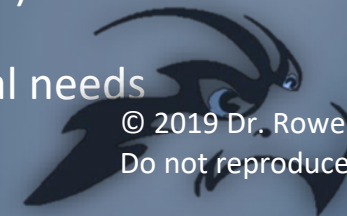
- Develop a history/background of individual. All team members share important events, accomplishments, medical issues, milestones, major developments, important relationships, etc.
- Description of quality of individual's life. Exploring/identifying community participation, community presence, choices/rights, respect and competence
- Personal preferences of the individual. Things the individual enjoys doing. Also includes things that individual dislikes/does not enjoy.



What is Person-Centered Planning? – con't

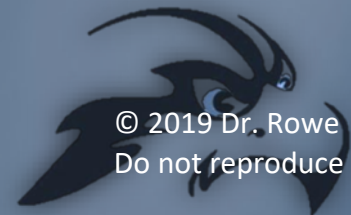
Planning Meeting:

- **Reviewing profile.** Team members have the opportunity to add comments/additional observations
- **Review trends within environment.** Identify ongoing events that are likely to affect individual's life
- **Share visions for future.** Through brainstorming participants are challenged to imagine ways to increase opportunities
- **Identify obstacles and opportunities.** Things that make visions/goals reality
- **Identify strategies.** Describe action steps for implementing visions/goals
- **Getting started.** Identify action steps with timeline (short-term objectives)
- Identify the need for services delivery to be more responsive to individual needs



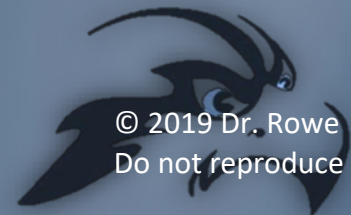
PCP Tools

- Having a guide or tool when planning with an individual can help provide structure, guidance, accountability, activities, and ideas!
- Instead of recreating materials and spending valuable time searching for the 'right' tool, using free/available PCP tools can be used and adapted for individual programs/student needs!



Which PCP Tool is the “Best”?

- Depending on the outcome or purpose of your program, selecting the right PCP tool can be different for each student
- Each student has different functioning levels, goals, support networks
- Selecting the right PCP tool depends on the individual!



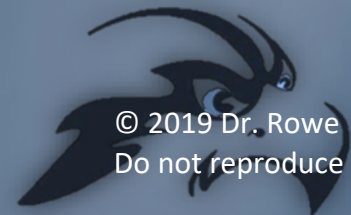
Measuring for Success

How is student success defined in your program?

How does your program measure student success?

What evaluation measures are used?

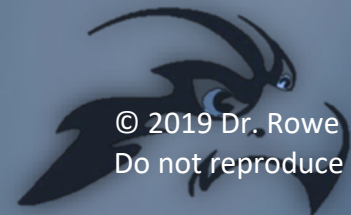
How are data tracked with student success?



Resources & Tools

Here are a few tools that can be used for developing your own PCP materials for postsecondary programs:

- Planning Alternative Tomorrows with Hope (PATH)
- Map Action Planning System (MAPS)
- It's My Choice
- Students Transitioning to Adult Roles (STAR)
- LifeCourse Tools



Resources & Tools

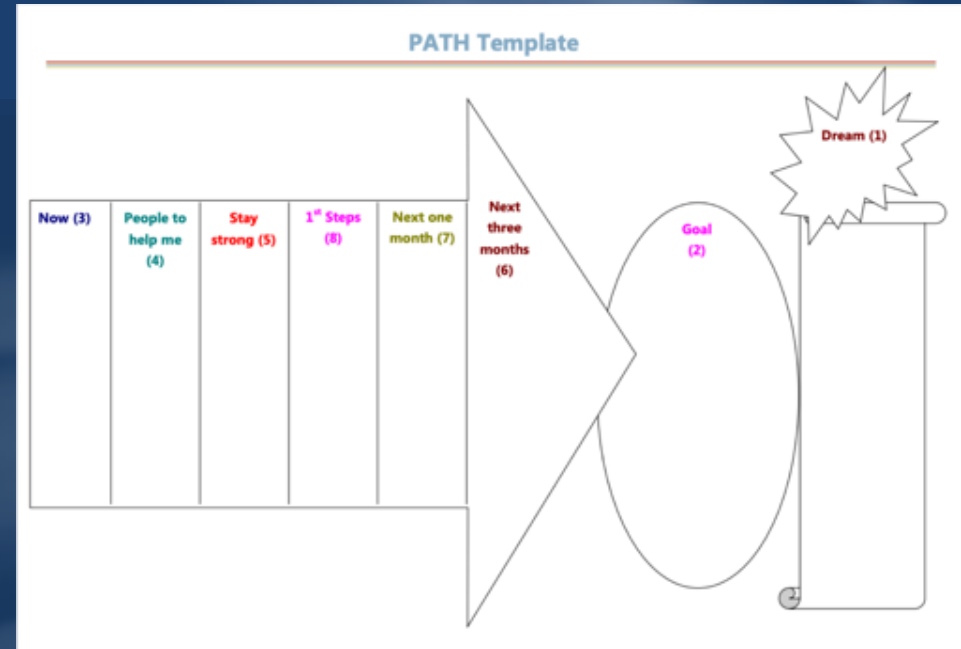
Planning Alternative Tomorrows

with Hope (PATH)

- A graphic model for planning that helps people find direction and build strength

When to use PATH:

- Individual is stuck and has nothing to look forward to
- Individual has people who care but they may not know how to help
- Individual has a sense of a better future, but may need help to identify and describe what that may be



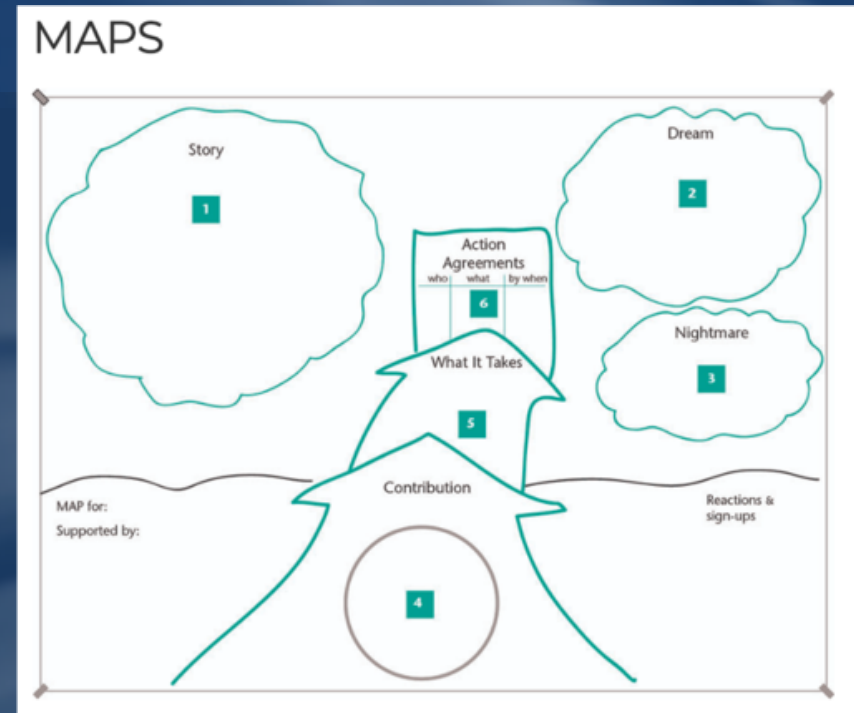
Resources & Tools

Map Action Planning System (MAPS)

- MAPS asks a series of questions which individuals can use to develop a plan of action to head towards their dream

When to use MAPS:

- Individual needs to examine past before planning for the future
- Individual wants others to recognize their gifts/strengths
- Individual is open to external inputs (others pointing out areas of need/challenge)



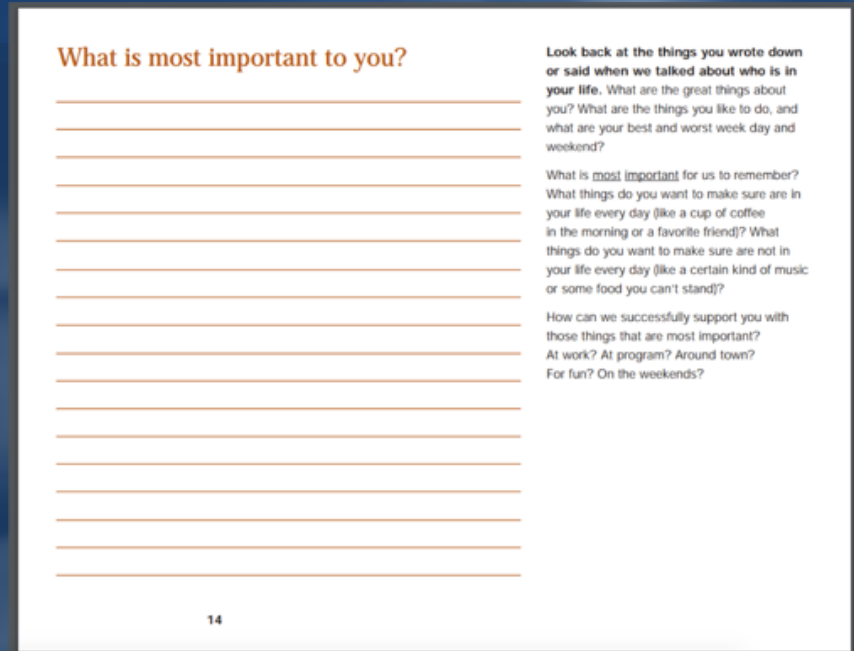
Resources & Tools

It's My Choice by Allen (2002)

- Provides worksheets and preference inventories for individual as well as team members

When to use *It's My Choice*:

- Individual can read and complete activities/worksheets
- Individual determines which team members are on team
- Individual is center of process, worksheets are person-first



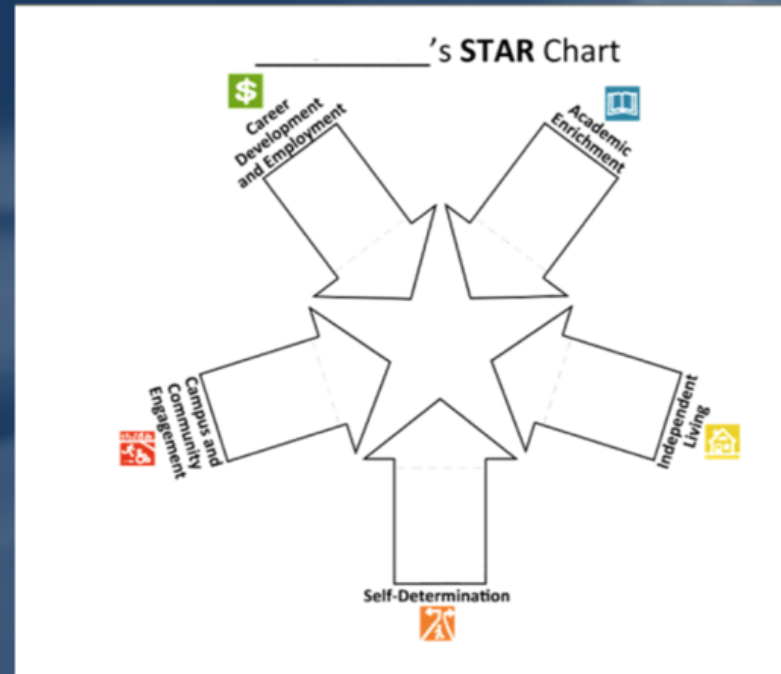
Resources & Tools

Students Transitioning to Adult Roles (STAR)

- STAR is a transition support resource designed for students with disabilities transitioning to postsecondary programs

When to use STAR:

- Individual needs to examine past before planning for the future
- Individual wants others to recognize their gifts/strengths
- Individual is open to external inputs (others pointing out areas of need/challenge)
- See [Project 10/STAR website](#)



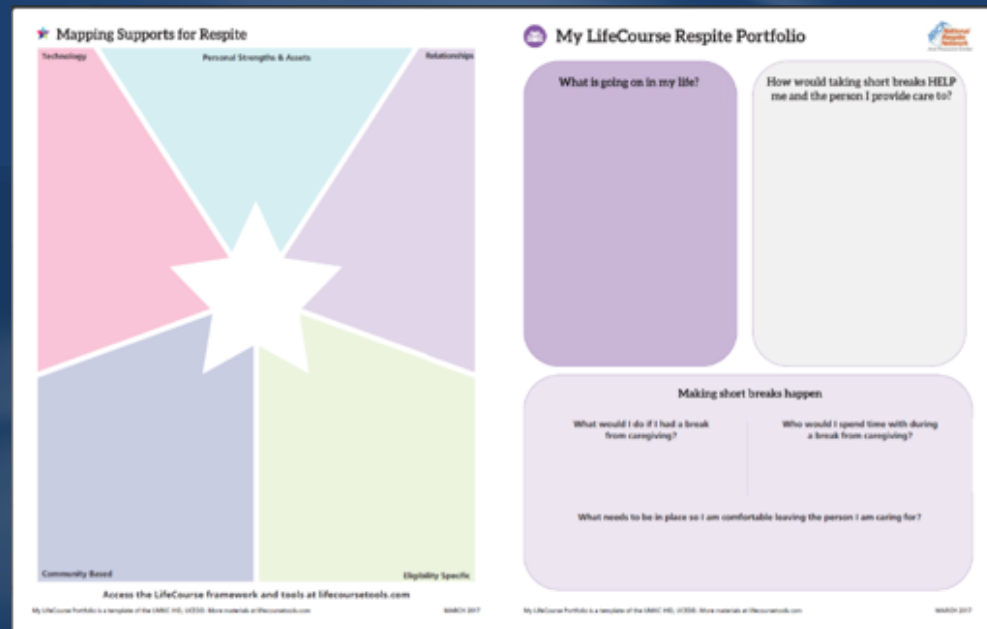
Resources & Tools

LifeCourse

- LifeCourse

When to use LifeCourse:

- Start to finish activities and planning tools
- Can be adapted based on individual needs
- Includes specific areas of independence such as security/safety, healthy living, daily life/employment, etc.



Resources & Tools

LifeCourse

CHARTING the LifeCourse



Integrated Supports: Respite Options

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about supports and resources available in each of the star categories that could help make respite possible or a better experience.

Technology

- Medical Alert or Safety ID
- Remote monitoring
- Smart device (phone or tablet)
- Computer
- Facetime, Skype, Duo or other video conferencing app
- GPS locator

Personal Strengths & Assets

- ability to stay home alone
 - ability to dial 911
 - doesn't wander
- knows/communicates address
- ability to use public transportation
- money to pay for respite

Relationships

- Immediate or extended family members
 - Friends
- Volunteers/Mentors/Interns
- Teachers, coaches
- Spiritual leaders and fellow worship congregants
 - Co-workers, employers, carpool participants
 - Other caregivers

Respite Options

- Special Interest Groups (crafts, hobbies, sports)
- Meetup groups
- Parks and recreation, community center
- Public transportation
- Schools
- Camps
- Faith-based resources
- Parents/family cooperative
- Sitter-companion services

Community Based

- Medicaid, Medicaid waiver, SSI, SSDI
 - Rehabilitative services
- Center-based respite, ie: adult day centers
 - Family care homes or host homes
 - Home-based service programs
 - State lifespan respite care programs
 - Older Americans Act- Family Caregiver Support Program
 - Respite voucher
 - Consumer directed respite

Eligibility Specific

INSTRUCTIONS

Using the color key below, shade in each time slot with the type of support utilized. **Tip:** Use the supports you listed in your **Integrated Supports Star Worksheet** to help you fill out your schedule.

Personal Assets & Strengths	Color the space in light blue if the individual spent the time alone.
Relationship Based Primary caregiver	Color in the space darker purple if the individual was supported by the primary caregiver .
Relationship Based	Color in the space light purple if the individual was supported by person(s) that they know (ie: a family member, friend, neighbor, worker, friend).
Technology	Color in the space pink if the individual used technology as a support.
Community Based	Color in the space dark blue if the individual was supported by community members (ie: coworker, business staff, congregation member).
Eligibility Based	Color in the space green if the individual was supported using a formal service (ie: residential supports, PCA, community integration, day habilitation).

Before and After Integrated Support

This is a visual representation of a particular individual's long term supports "before" - when all support was provided through the disability system and the parents, and "after" when the Integrated Support Star was applied to the individuals support needs and life.



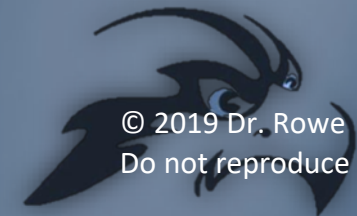
Helpful Websites for PCP

Think and Plan - online interactive website for PCP [Think and Plan](#)

Future Planning by the ARC – online informational tool [Future Planning](#)

The Learning Community for PCP Practices – online interactive website [tlcpcp website](#)

Cornell University ILR – online training resources for PCP providers [Cornell University](#)



Contact Information

Dr. Tara Rowe
Director THRIVE Program
University of North Florida

Email: t.rowe@unf.edu

Follow us on Facebook:

@UNFThriveOfficial

Follow us on Instagram @unf_thrive

