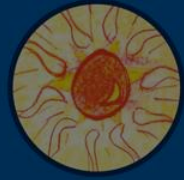




# Person Centered Planning



Balancing Dreams with Supports  
while ensuring the  
Dignity of Risk



**Stacey Ramirez**

**Crimminz & Associates**

# Today we will discuss...

1. Identify possible biases for good paid life.

2. Outline the difference between person-centered supports vs choices.

3. Understanding the components of a successful person-centered plan.

# Acceptance Path



Acceptance  
& Learning

Anxiety

Broken

Awareness

Hopeless

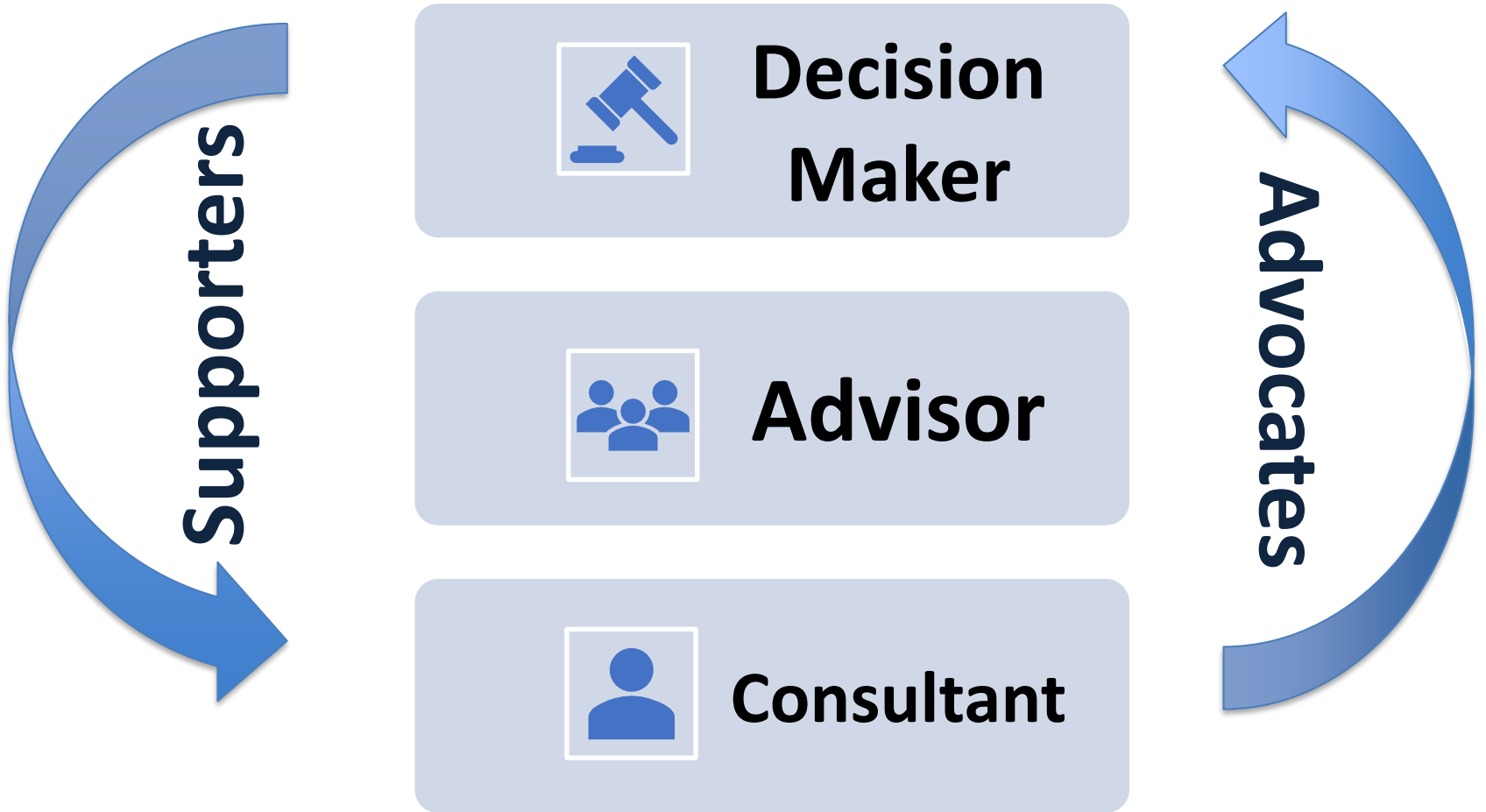
Fixing Path

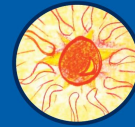
Depression



Are you moving in the right direction?

# Phases of Self-Determination





# What is Person Centered Planning?



**Beth Mount:**

Balancing Person Centered Supports & Systems Centered Supports

# Success Story



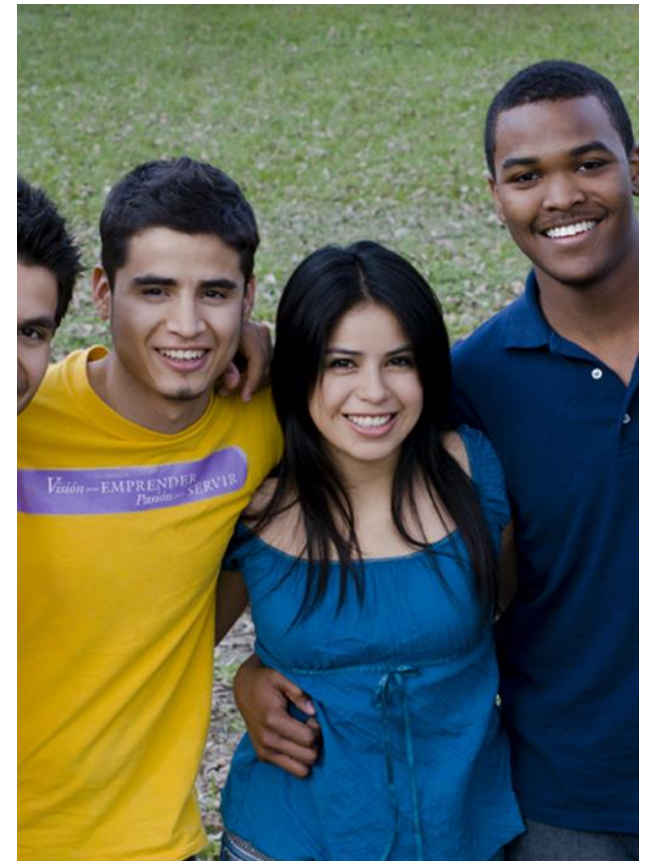
- Works full-time on a farm
- Collects, washes, dries and packages eggs
- Performs other farm chores



# Person Centered Planning

---

- Helping supporters **find a vision** around the person
- Looks for the **Capacity and Gifts** in every person.
- Building Community around the person
- Respect
- Purpose
- Control
- Imagination



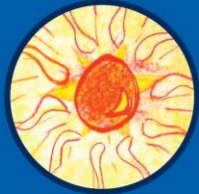
# Philosophies

- Not about...forms, or short cuts with paperwork.
- Supports a life lived on the person's terms
  - A living situation chosen in a desired community
  - A job that matches strengths and interests
  - Well matched supporters
- **Presume competence** in a person's dream
- Perceive **behavior as communication**

# Core Elements

---

- Focus person is the driving force & chooses those involved
- Focus person have gifts that provide a valued role for them in the community
- Focus person have the ability & desire to gain & maintain satisfying relationships
- Continual listening, learning and action will help the person get what he wants in his life



# The Person-Centered Thinking Learning Community's

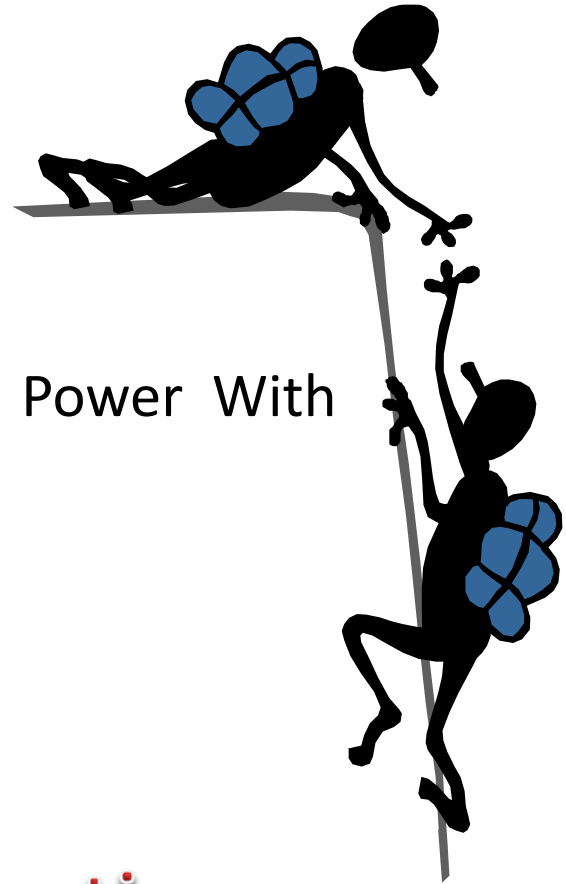
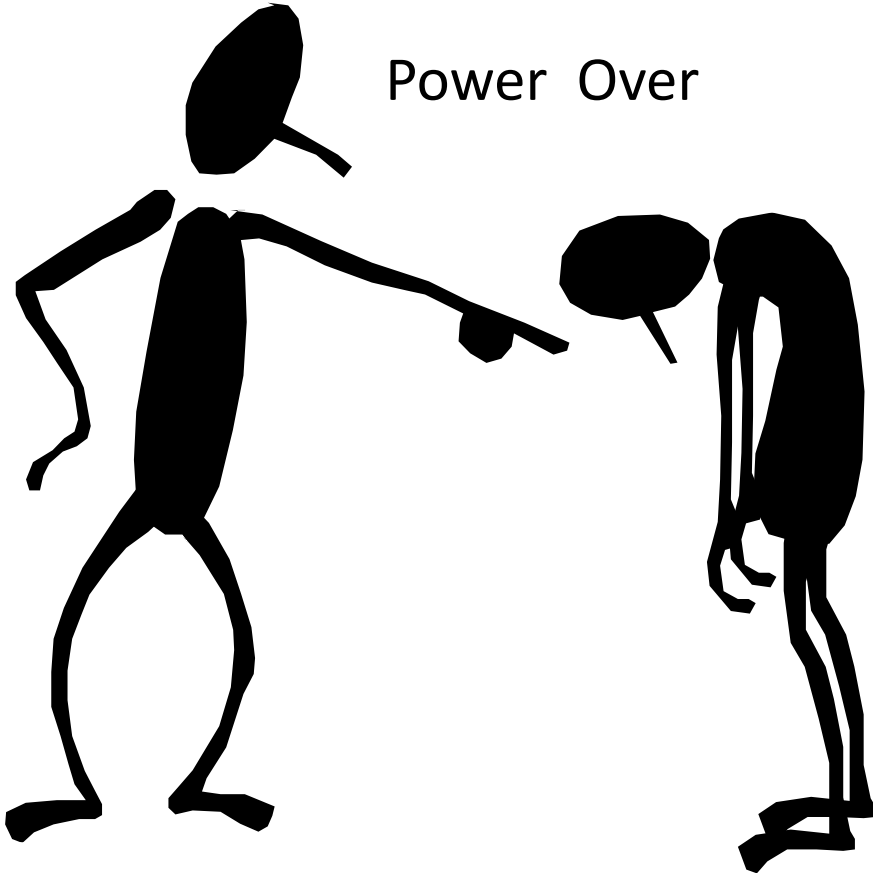
**1<sup>st</sup> Learning Objective:**

**Identify possible biases for  
good paid life vs a great  
community life.**



# Learning about Support

Power Over



Power With

Fixing vs. Supporting

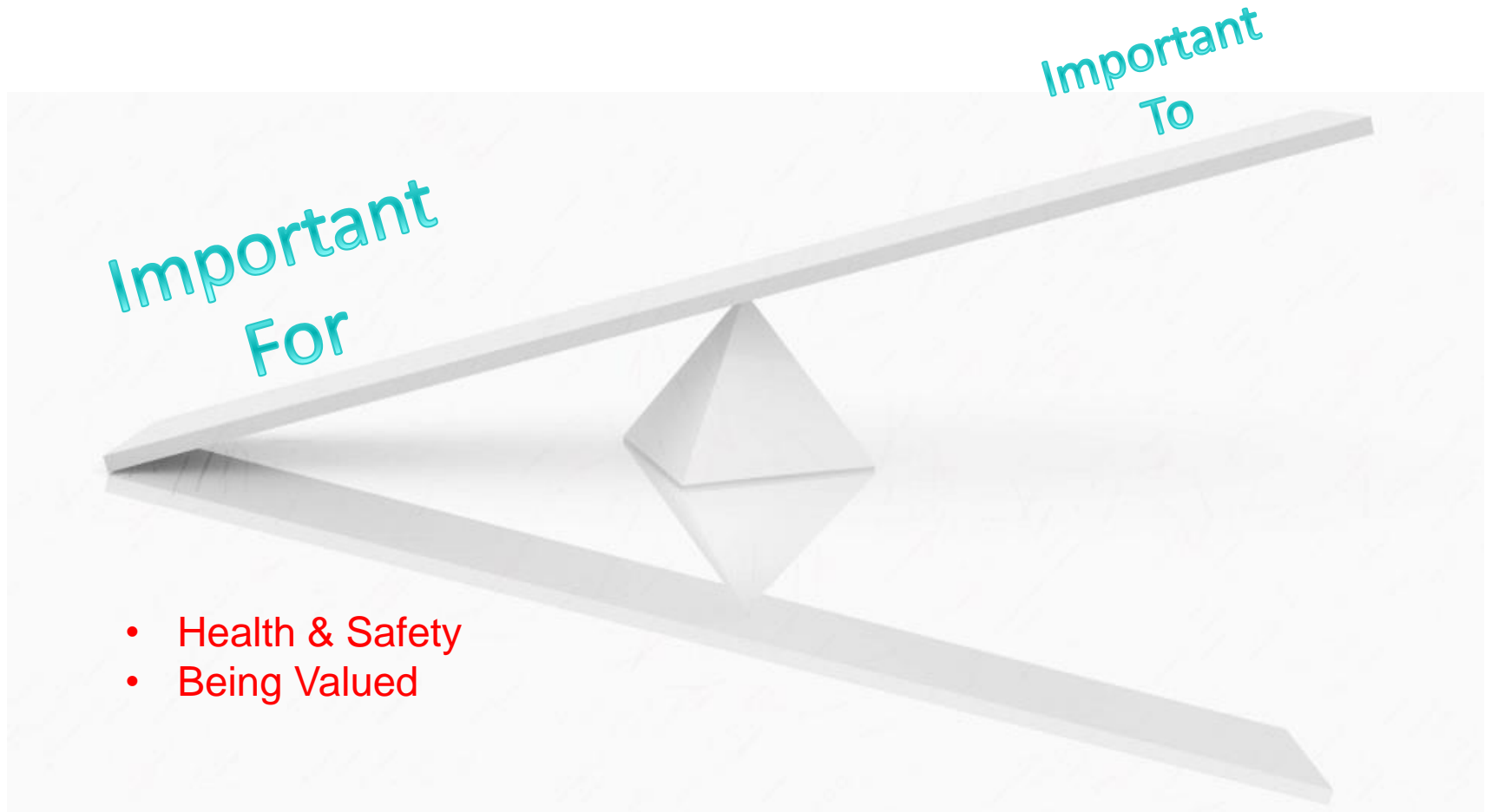


# Introducing the Core Concept:

**IMPORTANT TO**  
**AND**  
**IMPORTANT FOR**  
**AND**  
**THE BALANCE BETWEEN THEM**

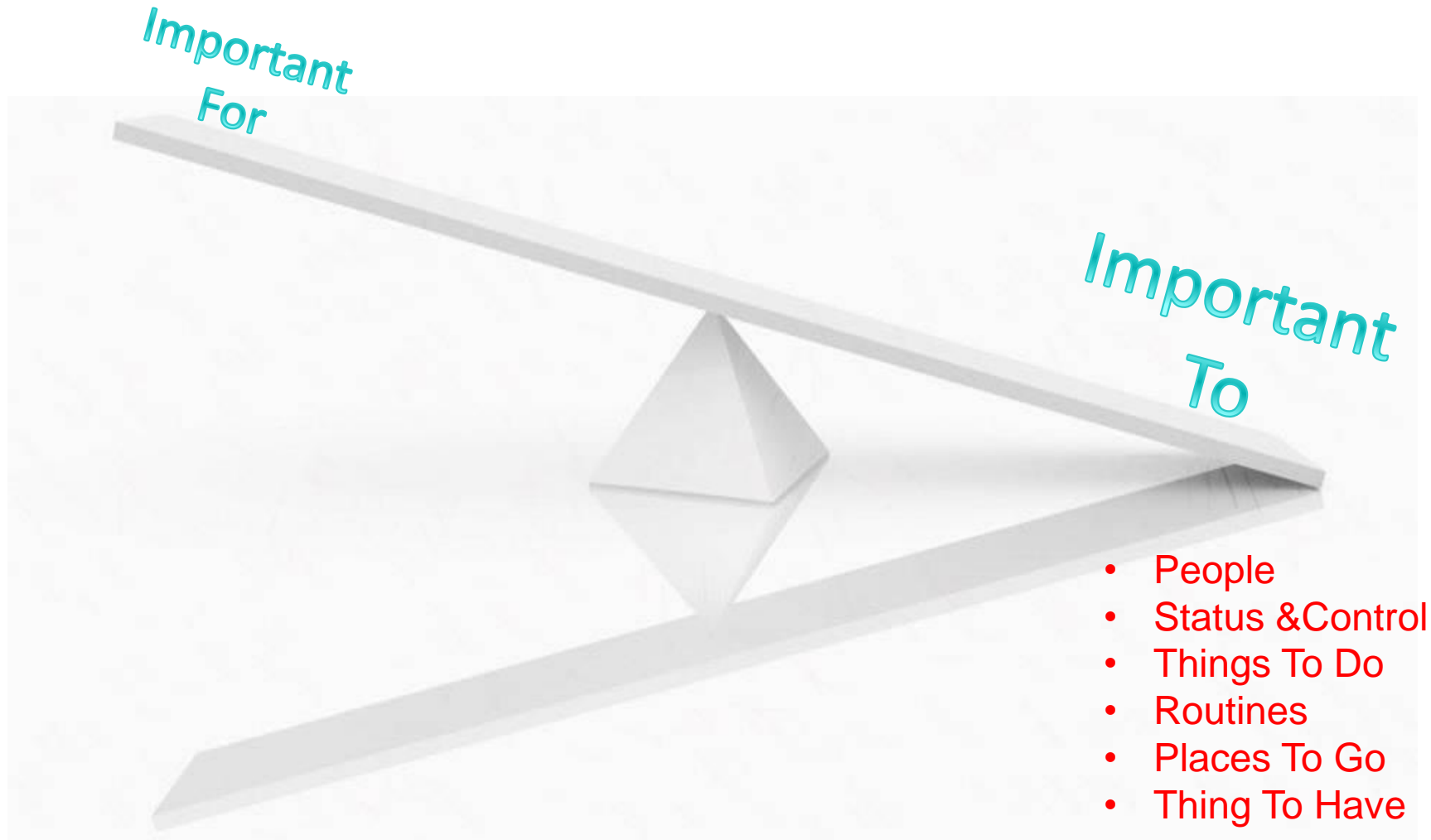


# Health & Safety Dictate Lifestyle





# All Choice No Responsibility





# Balance

Important  
For

- Health & Safety
- Being Valued

Important  
To

- People
- Status & Control
- Things To Do/ Places To Go
- Routines
- Pace of Life
- Things To Have



# 7 Questions you should be able to Answer for each Person you Support

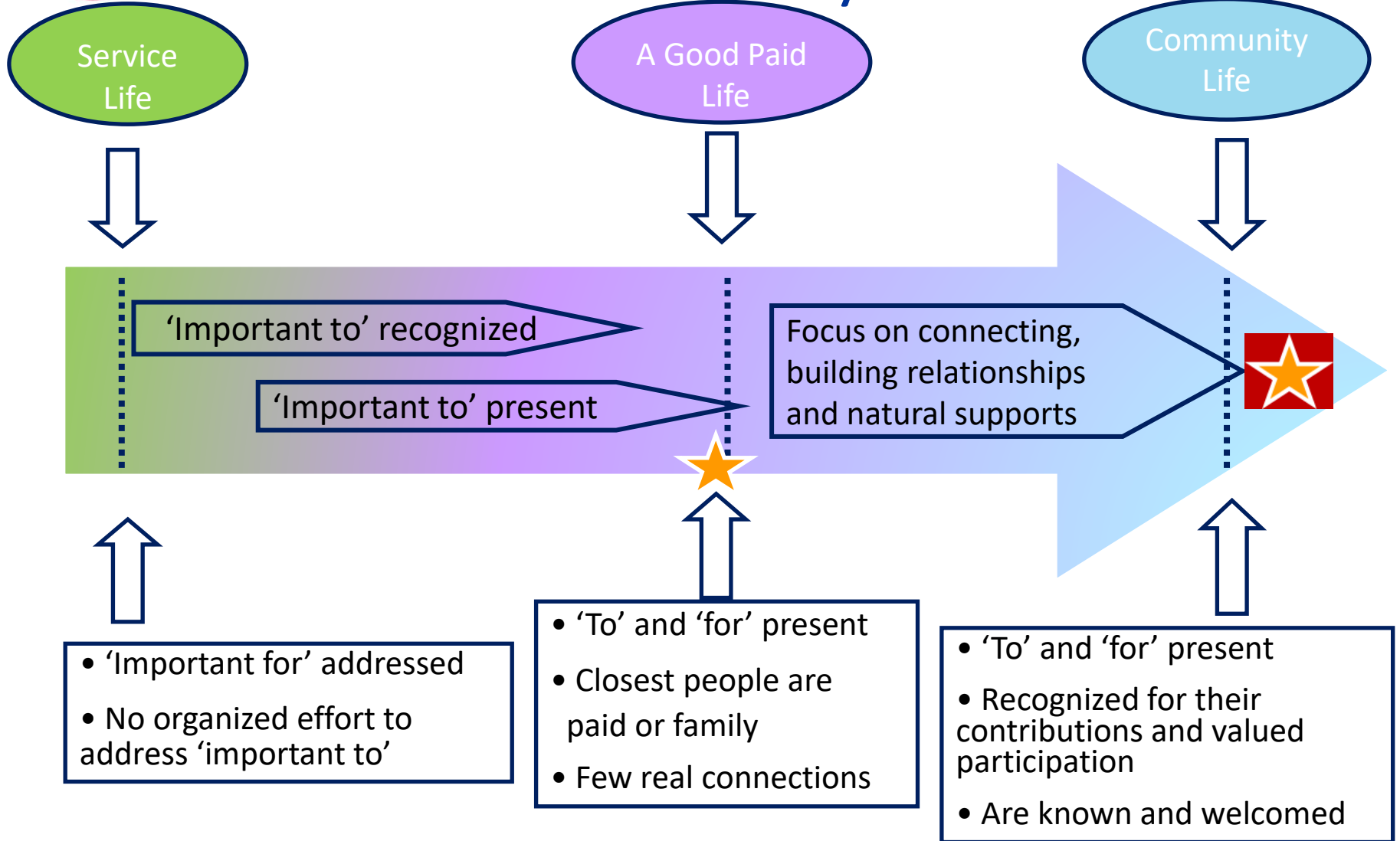
1. What is important to the person?
2. What is important for the person?
3. Is the connection between important to and for addressed?
4. Is there a “good” balance between important to and important for?
5. What does the person want to learn, what do we need to learn?

If the person is to get the balance described and we are to learn:

6. What needs to stay the same (be maintained or enhanced)?
7. What needs to change?

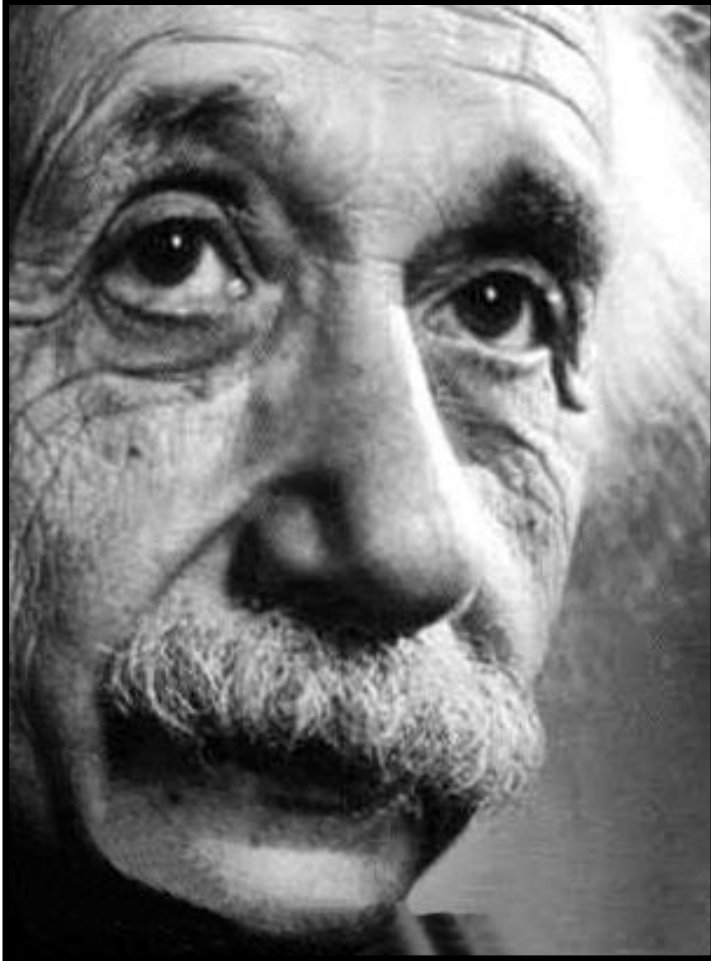


# Moving from Service Life to Community Life



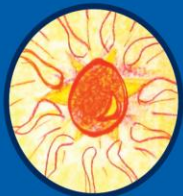


Ask Yourself “What do we know?”  
Before asking “What do we do?”



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

*~ Albert Einstein*



# Examine the tools of Person Centered Planning



## Stacey's Person-Centered Trainer Description

### What People Like and Admire about Me

- Passionate advocate
- Value's family, great mom
- Fun, Witty
- Compassionate
- Champion of person-centered values
- Natural trainer

### What is Important to Me

- Honoring and respecting people with intellectual and developmental disabilities
- Igniting the passion in others for positive change
- Being organized, productive and dependable
- Encouraging others to recognize and use their gifts
- Laughing

### How to Best Support Me as a PCT trainer

- Open and honest communication and feedback
- Open to learning and using person-centered values and language
- Willing to self-reflect and explore vulnerable topics
- Considerate of the diversity of thoughts and experiences
- Join the fun and laugh with us

"I would like to be known as a person who is concerned about freedom and equality and justice and prosperity for all people."

-- Rosa Parks



# The Learning Community's

# One Page Description



Story

1

Dream

2

Action  
Agreements

who	what	by when
	6	

6

Nightmare

3

What It Takes

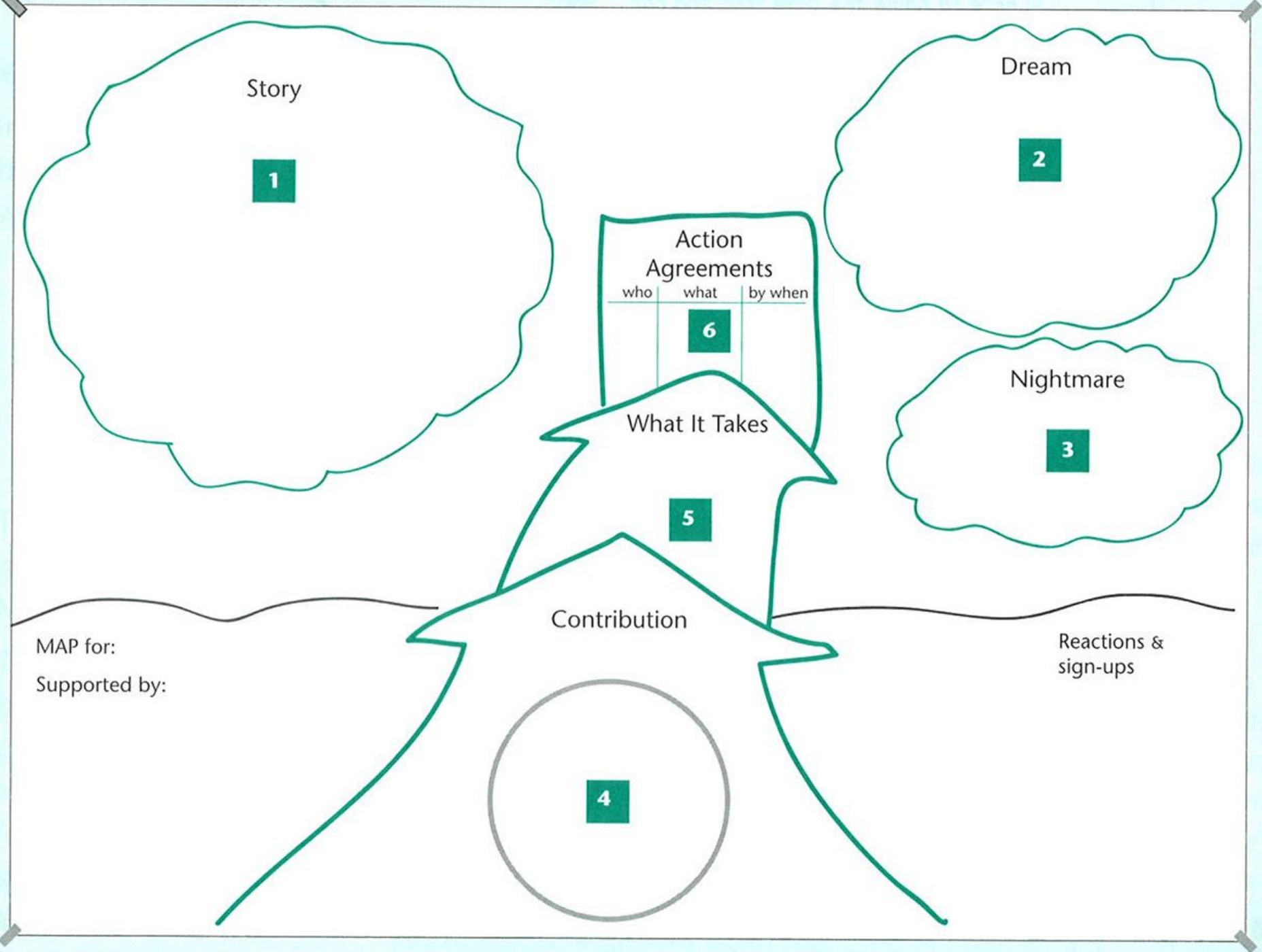
5

Contribution

4

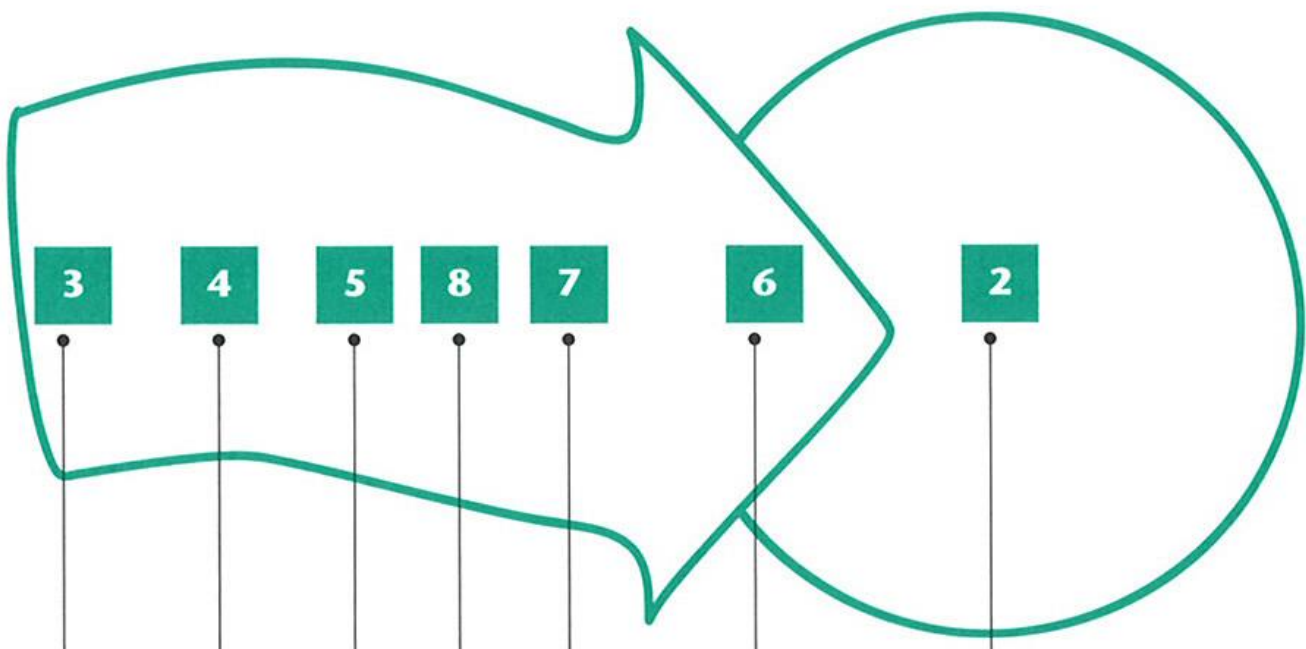
MAP for:  
Supported by:

Reactions &  
sign-ups



**PATH**  
Planning  
Alternative  
Tomorrows  
with Hope





- 3
- 4
- 5
- 8
- 7
- 6
- 2
- 1

Describe the **Now**

Invite **Enrollment**

Decide to **Get Stronger**

Agree to **Next Steps**

Organize the next month's work

Identify **Bold Steps**

Generate **Vision** of a Positive Possible Future

Locate the **North Star**

# Person Centered or Choice?

---

2<sup>nd</sup> Learning Objective:

Outline the difference between person-centered supports vs choices.

# My Vision For A Life Well Lived

---

- **Friends, Relationships & Community Life**
  - Who do I want to be my friends?
  - Do I want to go to church (faith-based home)?
  - How much time do I want to spend with my family?
  - What would I like to do for recreation?
  - Who can help me do what I want to do?

# My Vision For A Life Well Lived

---

- Home

- Where do I want to live?
- Who do I want to live with?
- What kind of home do I want?
- Who can help me live where I want?

# My Vision For A Life Well Lived

---

- **Work & Meaningful Day Activities**
  - What job/career would I like?
  - Where would I like to volunteer?
  - What role would I like to have?
  - Who can help me do what I want to do?

# My Vision For A Life Well Lived

---

- **Transportation**

- Will I be able to drive?
- Is public transportation available to me?
- Will I be able to navigate the community independently?
- Who can help me with transportation?

# My Vision For A Life Well Lived

---

- **Healthcare & Respite**
  - Will I have access to private health insurance?
  - Will I be eligible for Medicaid/Medicare?
  - Is funded respite care available to me?
  - Is respite available through family or friends?

# My Vision For A Life Well Lived

---

- **Finances**
  - What are my resources?
  - What will it cost to support my vision?
  - What additional financial resources may be available to me?
  - Who can help me with financial matters?



# Setting up the Space

- Hang orienting posters (use words that work for you).

## PURPOSE

To name the gifts \_\_\_\_ can bring & what it will take for the community to receive them.

## AGENDA

- Welcome
- Tell the story
- Honor the dream
- Recognize the nightmare
- Name & claim gifts
- Say what it takes to receive the gifts
- Commit to action
- Closing the meeting

## GROUND RULES

\_\_\_\_\_ is here to name the gifts that she can contribute to her community. the rest of us are here to support.

We recognize that we can't name the gifts without good listening & that we need each other's help to become better listeners.

We will slow down so we have time to think.

We expect it to be messy or confusing at times.

We will be respectful of one another & greet new and different ideas with curiosity & consideration.

We will be honest in saying "yes" or "no" to taking action.

We will take care of each other.



Story

1

Dream

2

Action  
Agreements

who	what	by when
	6	

6

Nightmare

3

What It Takes

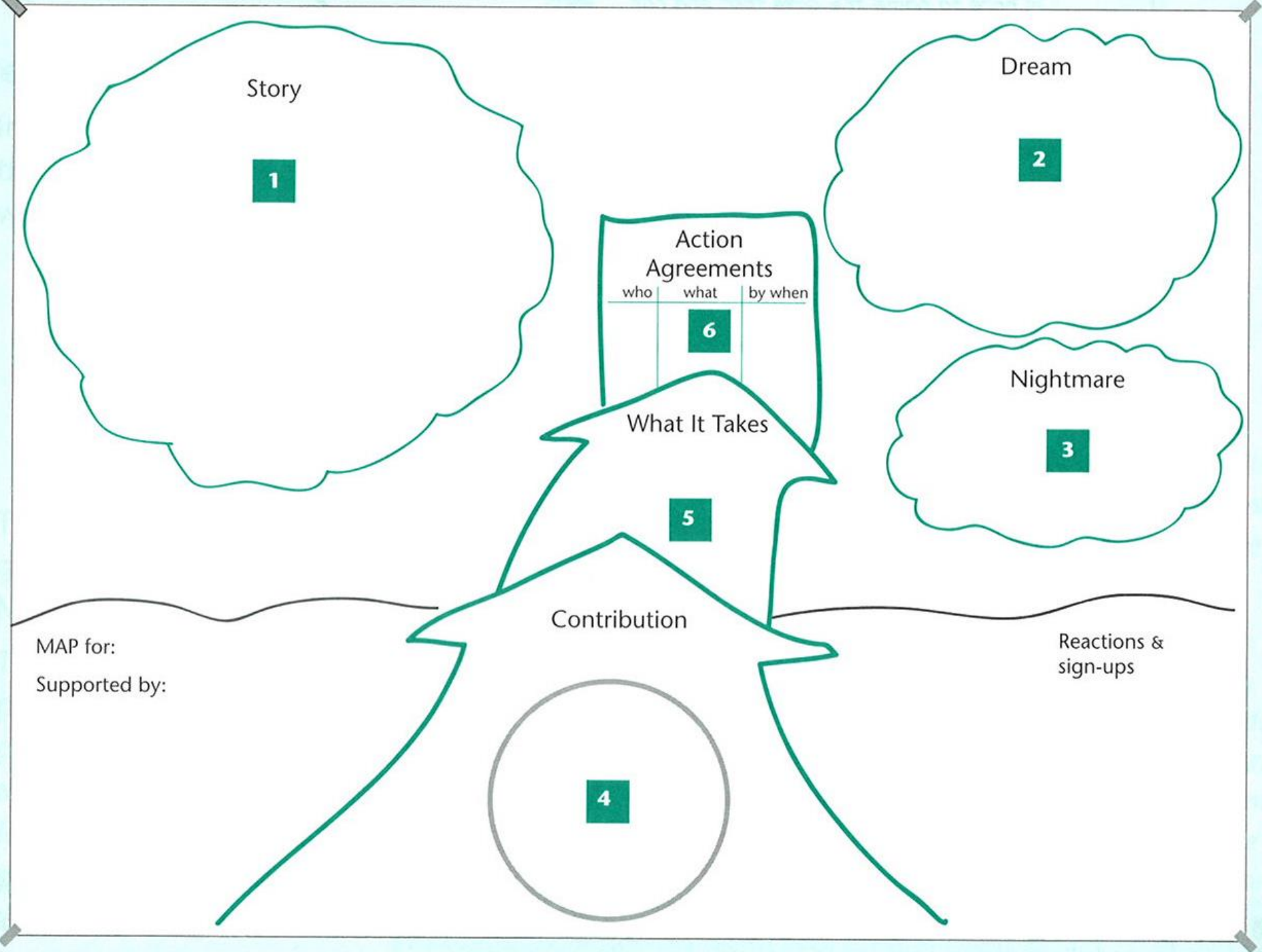
5

Contribution

4

MAP for:  
Supported by:

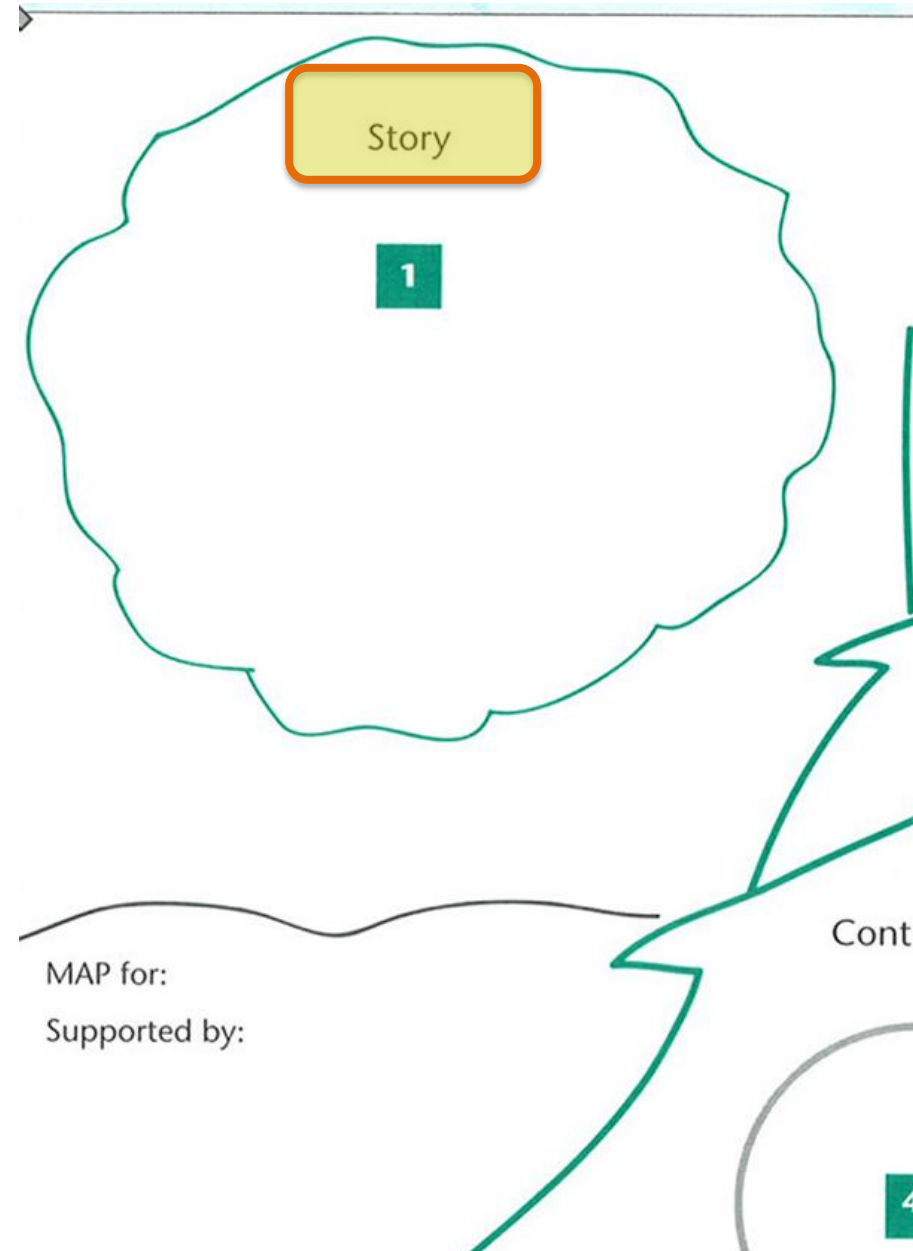
Reactions &  
sign-ups



# Conversations of a MAPS

## 1 – YOUR STORY

Draw small graphics of 5 events that were critical in your life that have led you to being where you are today.



# Conversations of a MAPS

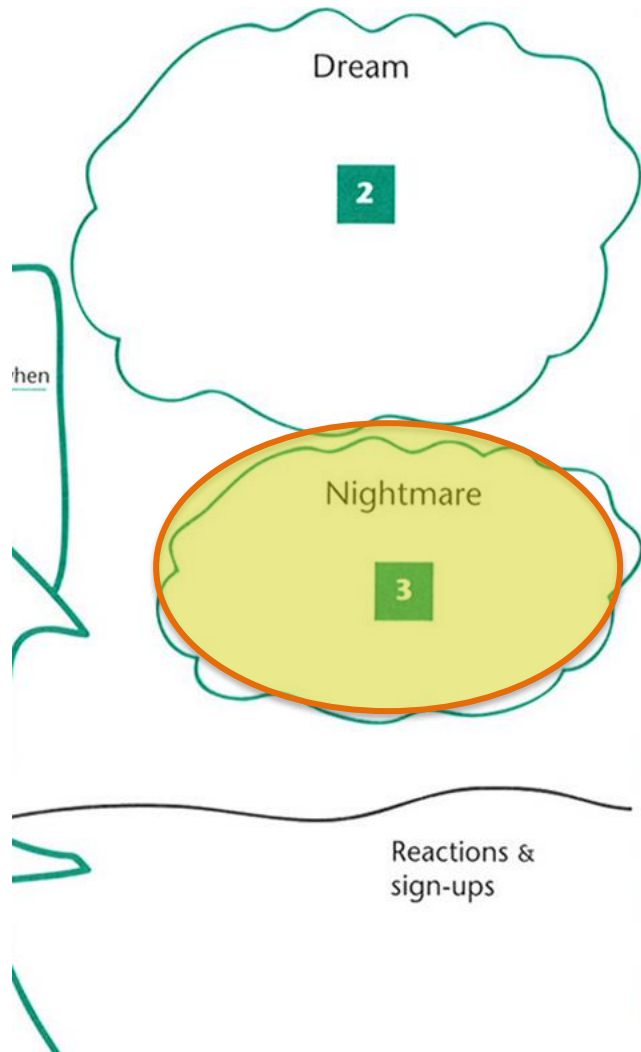


## 2 – YOUR DREAM/GOALS

Draw graphics of what you want to accomplish in the following areas to fulfill your dream:

- How will you build your **leadership** skills?
- What is your goal for a **career**?
- What are you going to do for fun? **Recreation**?

# Conversations of a MAPS



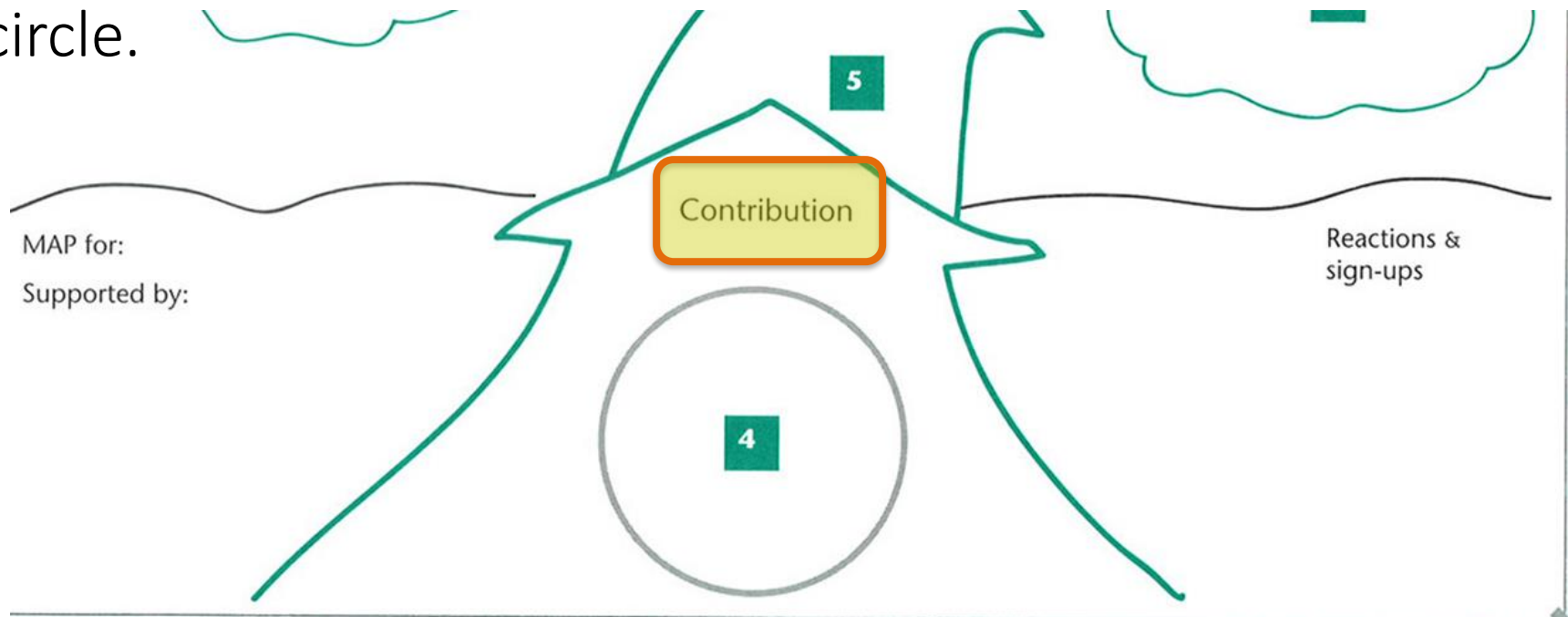
## 3 – YOUR NIGHTMARE

Only take a few moments to draw a graphic of what happens if you do not achieve your dream.

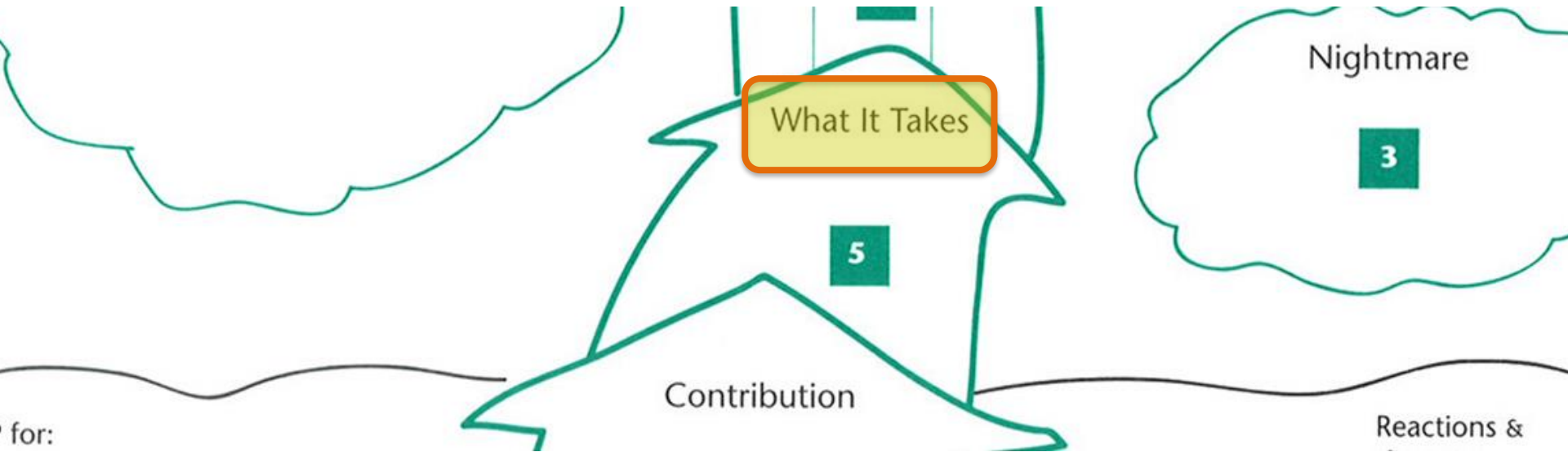
# Conversations of a MAPS

## 4 – YOUR CONTRIBUTION

Ask 5 or more people who know you to share one or two words they think of when they think about your contributions. From this list, choose the one word that you believe is your greatest contribution for the middle circle.



# Conversations of a MAPS



## 5 – WHAT IT TAKES

How will you use your greatest CONTRIBUTION from #4 to achieve the three components of your YOUR DREAM/GOALS from #2?

For example: If your greatest contribution is being a connector, how will you use this gift to fulfill your dream/goals?

# Conversations of a MAPS



## 6 – PERSONAL ACTIONS AGREEMENTS

Create 4-6 action steps you will take to accomplish the goals in your dream. Include notes from WHAT IT TAKES #5 and YOUR DREAM/GOALS #2.

Write one action step for each dream/goals; or write action steps that support multiple dream/goals. Be sure and note **who** will do **what** and **by when**.

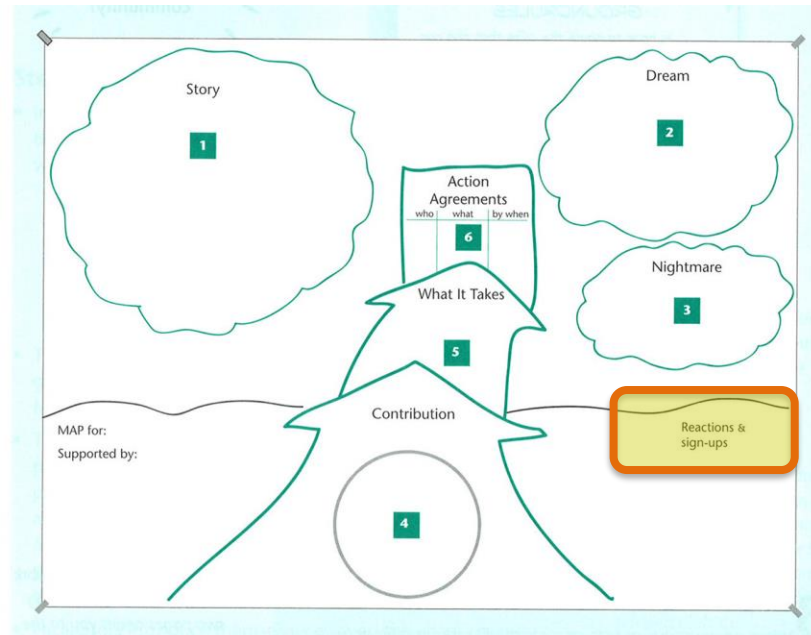
# Conversations of the person-centered tool of a MAPS

## GIVE IT A TITLE!

Every good book has a great title.

## LAST WORDS!

One-word reactions to being part of the MAPS conversations



June 14, 2013



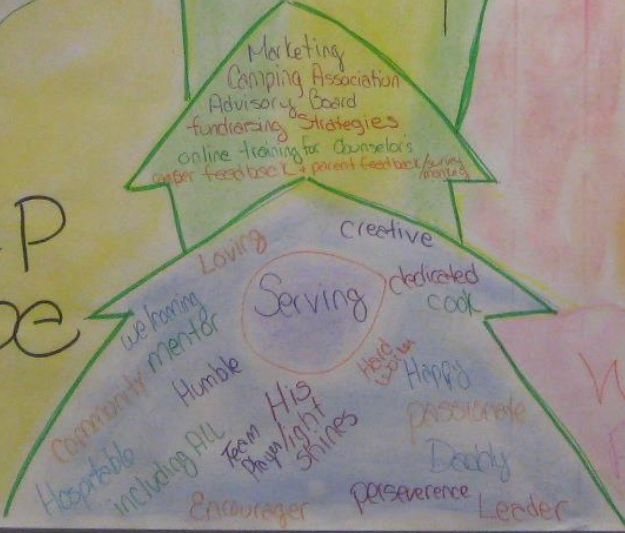
### Action Agreements

Who	What	by When
Scott & Team	Go to Camp	6/16/13
Team	Evaluate	7/29/13
Scott	Create proposals	6/17/13
Advisory Board	Endorse Plan	6/18/13
Scott & Jo Jo	Recognize Angler's Class	7/20/13
11/15/13	Create Video on Camp	7/15/13



# Dreams of Camp Hope

Map for: Scott  
 Supported by: Anne  
 Kathy Stacey, Maria



Wonderful

Life-changing

Memorable

Helpful



06/14/2013 13:33

# 3 - ORGANIZE THE LEARNING



The Learning Community  
for person centered practices

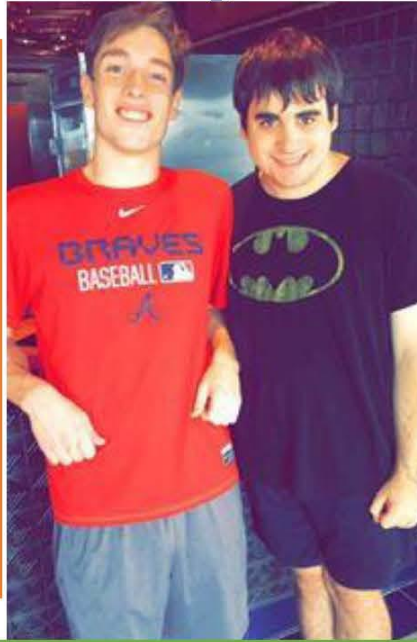
Ryan Ramirez  
Person Centered  
Description

Person Centered Thinking

# Ryan's One Page Description

## What People Like and Admire about

Genius with calendars  
Fun  
Funny  
Likes nice people  
Knows lots about movies  
Loves to travel  
Knows lots about the states and other countries



## What is Important

- My computer!
- My pets
- My mom
- Time with my friends
- Movies
- Going out to eat
- Time alone
- Independence
- Taking public

## How to Best Support my Independence

Help me with money and budgeting.

I needed lots of alone time. It takes lots of energy to be with people.

Help me understand the importance of looking nice. Teeth, hair, deodorant

Remind me to take my medicine

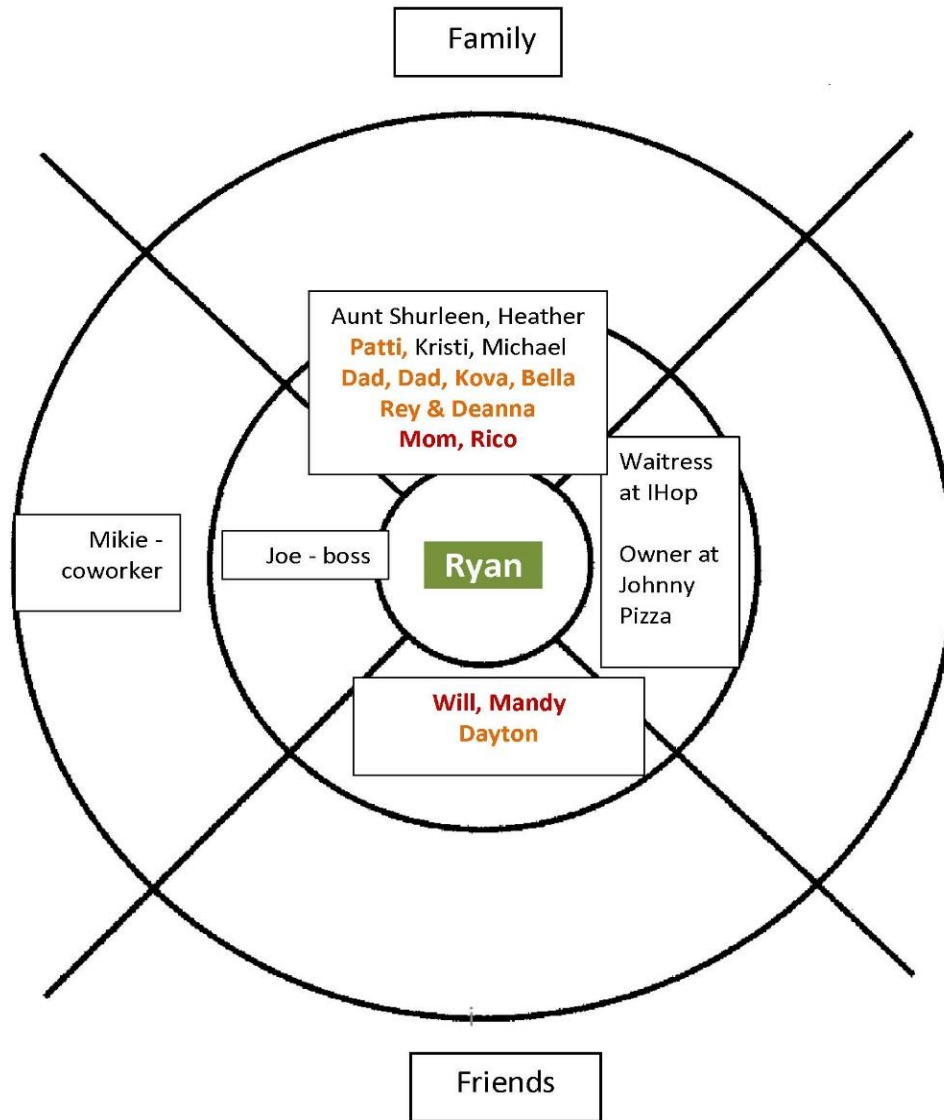
Help me with public transportation

## For a good match:

- Smart and understanding to not take everything personal
- Respectful
- Enjoys people, movies and animals
- Presume competence. Able to see Ryan for his great gifts
- Passion for working alongside people with intellectual and developmental disabilities.

People Map for:

People who support me at work or school



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

Description pg 2



# Our Mantra

**Guess:** look at what is written and guess in your head

**Ask:** ask your partner if your guess is correct, have a conversation

**Write:** write down what you learn



# Learning about **SUPPORT** from Important **TO**

**Important To Me**

**What Others Need To Know/Do To Best Support Me**

# Like and Admire

*From PCT Tuscaloosa*

- Genius with calendars
- Fun
- Funny
- Likes nice people
- Knows lots about movies, especially Disney
- Loves to travel
- Knows lots about the states and other countries



# Our Mantra

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# Learning about **SUPPORT** from Important **TO**

**Important To Me**

**What Others Need To Know/Do To Best Support Me**

# Communication Chart

What is happening	I do this	It usually means	And I want you to
Too many people	Go to my room and shut the door	I'm totally over stimulated	Allow quite time
I need to talk	Call you over and over and over	I don't want to wait. I need to talk right now	Answer the phone!
Dinner conversations	Snarl at my brothers	I'm mad at what you said	Apologize or clarify if I misunderstood
Walking in the community or taking Uber	Go off by myself	I'm hungry or want to go watch a movie	Presume competence & independence

TLC-PCP 2012 [www.learningcommunity.us](http://www.learningcommunity.us)



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# Learning about **SUPPORT** from Important **TO**

**Important To Me**

**What Others Need To Know/Do To Best Support Me**

Supports Needed	Skills Required
Money and budgeting skills	Able to teach with visual supports
Time management	Able to teach time management using visuals
Self-care – hygiene, nutrition, & exercise	Understanding of good nutrition and how to help someone make good health choices
Organizing my things so I don't lose them	Visual organizational strategies
Anger management, proper responses when I feel bullied	Able to effectively teach self-advocacy and self-determination skills
Job skills and sustainability	Knowledge in Supported/Customized employment
Budgeting for travel and travel logistics	Consultation with travel agent to identify great locations and good travel in countries of choice.

## Matching for Ryan Ramirez

### PERSONALITY CHARACTERISTICS

- Smart and understanding to not take everything personal
- Respectful
- Enjoys people, movies and animals
- Presume competence, able to see Ryan for his great gifts
- Passion for working alongside people with intellectual and developmental disabilities.

### NICE TO HAVE (SHARED INTERESTS)

- Love for travel and movies
- Loves iHop (every Sunday) and pizza (every Friday)
- Love for animals
- Good with computers



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**Guess:** look at what is written and guess in your head

**Ask:** ask your partner if your guess is correct, have a conversation

**Write:** write down what you learn



## Important TO me

- My computer! Needs the computer to unwind.
- My pets – loves his cat Bella and dog Kova
- “My mom helps me think through issue and problems”
- Time with his friends just once a month
- Movies – “I love most all movies, even some love stories. Scary movies are the most fun.”
- He could go out to eat every meal is finically possible. Peperoni and sausage pizza every Friday is a must!
- Time alone in his room with computer and Amazon Alexa.
- Independence – being able to go places without someone tagging along.
- Taking public transportation. Love to take Marta bus and trains.
- Traveling – “I want to visit every state in the US and travel to Europe once a year. I’ve been to Scotland and England. I want to visit Ireland, Greece, Italy, and Iceland.”

## What others need to know and do to best support me

To achieve dream of travel, going to movies, and eating out, Ryan needs help with organizing money and budgeting.

“I need lots of alone time.” It takes lots of energy to be with people.

Remind Ryan about the importance of good hygiene. Mom used to say. “Teeth, hair, deodorant”

“I need help getting and remembering to take my medicine.” I set up a pill sorter every Sunday.

“I want to learn how to use the bus in Cobb County.” Help Ryan navigate the with public transportation system to maintain his independence.

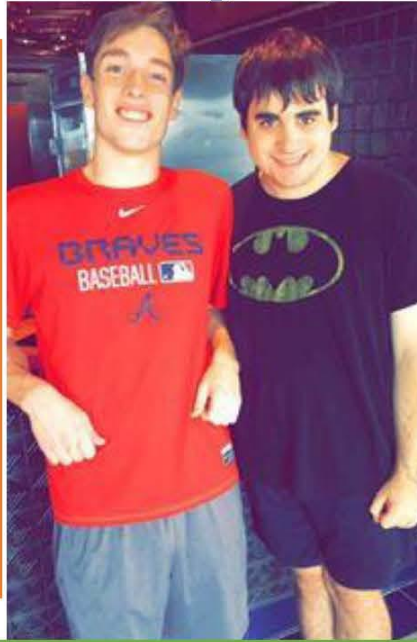
“I need to be able to call my mom when I am worried or need to talk.”

@TLCPCP

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Funny  
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# 3<sup>rd</sup> Learning Objective

Understanding the components of a successful person-centered plan.

- All successful person-centered plans are unique; however the principles remain constant:
  - **Presume competence**
  - **Use behavior as communication**
- Follow through on the facilitated plan is likely IF the **gatherings seem to be worthwhile** to both the person and the guests.
- **All guests feel empowered**
- **FOLLOW-UP:** Time is set for critical review of outcomes

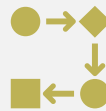
# Successful Outcomes



Leads to the **honoring** of a person's preferences, strengths, and abilities



Implementation should reflect an individual's **dreams, desires, and needs**



Outcomes that emerge from the planning process may appear **difficult to realize – then analyze.**



Remember the process is about **relationships and building community**

**Thank you!!!**

**Stacey Ramirez**

sramirez@crimminz.com

[www.tlcpcp.com](http://www.tlcpcp.com)

[www.sdaus.com](http://www.sdaus.com)