An Introduction To Person Centered Thinking

Presented by: Lisa S. Meyer
Learning Objectives

• Receive an overview of the foundations of Person Centered Thinking.
• Understand the difference between Person Centered Thinking & Person Centered Planning
• Understand the value of Important TO/Important FOR concepts.
• Hear/see examples of how people are utilizing PCT in their lives.
• Hear/see practical examples of how PCT is having positive impact in people's lives.
• Introduction to One Page Profile/One Page Description
What is the difference between Person Centered Planning and Person Centered Thinking?
Person Centered Planning

- ‘Person Centered Planning’ is a way of discovering:
  - How a person wants to live their life and
  - What is required to make that possible.
- The overall aim of person centered planning is “good planning leading to positive changes in people’s lives and services” (Ritchie et al, 2003).
Person Centered Planning

• A vision for a person’s life as part of their local community and/or the broader mainstream of life

• Describes the actions needed to move it in that direction.

• It accomplishes this through:
  Discovering and responding effectively to the various aspirations, capacities and concerns of individuals with disabilities;
There are several planning methods/techniques

- MAPS
- PATHS
- Biographical Time Lines
- One Page Profiles/Descriptions
- All of these are resources that help us with Person Centered Planning.
MAPs

- MAPs – Making Action Plans
- Developed by Jack Pearpoint, Marsha Forest and others in the mid 1980’s (see O’BRIEN & FOREST 1989).
- MAPs are a planning style that was designed to help individuals, organizations and families to figure out how to move into the future effectively and creatively.
- Comprised of a 6 step process (see O’BRIEN & LOVETT 2000)
Bill’s MAP
PATH

• PATH – Planning Alternative Futures With Hope
  (see PEARPOINT, O’BRIEN & FOREST 2001)
• Graphic process in which the person selects people to participate
• Starts in the future and works backwards to an outcome
• Excellent for team building
• To mediate conflicts
• PATH is not for the faint of heart. It is very results oriented.
Mary’s PATH
Biographical Timeline

• “Biography," "timeline," or "life line,"
• Facilitated process
• Team of people research the events in a person’s life
• Group life events by occurrence in a linear life timeline

• Positive Approaches
• 2001, Vol. 3, No. 4
• Learning From a Person’s Biography: An Introduction to the Biographical Timeline Process
• by Beth I. Barol, PhD
John’s Timeline

Hx: Great Aunt
Psychiatric Hos.
Assault/Knife

ALCOHOLISM
Maternal Side

CAT Scan
Irregularities
Phenobarbital

Community Hospital

CHILD
DEV.
CENTER

SCHOOL

VRY
HYPERACT

Very Hyperactive

Sister’s Birth
2.5 yrs. 3 yrs.

Language
Delay

Overactive
Behavior

FALL
After starting school....

Enuresis

Dx: DEPRESSION – refused meds.
EPILEPSY – Dilantin
Phenobarbital

Dx: DEPRESSION – refused meds.
EPILEPSY – Dilantin
Phenobarbital

105

Dad blames
Mom

Likens to be read to

“He is damaged
goods”

MOM 22

DAD 25

12/28/75
Birth
No complications
Forceps

VIETNAM

76

6 mo.
Set Up....

Dad-Da

77

13 mo.
Walking

78

2.5 yrs. 3 yrs.

Full Words!

Farting

79

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Person Centered Planning

• MAPS
• PATHS
• Biographical Time Lines
• One Page Profiles/Descriptions
• All of these are resources that help us with Person Centered Planning.

• Before we plan for people we first need to understand and embrace Person Centered Thinking
What is Person Centered Thinking?
Person Centered Thinking

Underlies and guides respectful listening which leads to actions, resulting in people who:

- Have positive control over the life they desire and find satisfying;
- Are recognized and valued for their contributions (current and potential) to their communities; and
- Are supported in a web of relationships, both natural and paid, within their communities.
Supporting People In Making Informed Choice
Self-Direct Lives w/in Community

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community

Capacity development

Learning

Partner

Reciprocity

Interviews

Voice
Person Centered Thinking

• Understanding and addressing the core issues for individuals – exploring where the person is now, how they would like their life to change and what bringing about that change might entail

• Making arrangements to follow up on plans on a regular basis in order to go through them, review progress on putting them into action and update them

• Discovering a way to record, on an on-going basis:
Person Centered Thinking

• What **balance** has been worked out between what is important to the person and what is important for **them**

• What others are expected to know about what is important to and for the person and/or what others are expected to do to help the person get what is important to and for **them**;
Person Centered Thinking

• What needs to stay the same and what needs to change - and who will do what (by when) in acting on these

• What is, in fact, staying the same and what is changing following the development of a person centered plan - and whether this is making a real difference to the person’s life in either case.
What are person centered thinking skills?

A set of skills that reflect and reinforce values that:

- Propel the learning cycle
- Help us support rather than fix
- Work for humans
- Work at every level in the organization
- Build the culture of learning, partnership, and accountability
- Affirm our belief that everyone can learn
The Learning Community for Person Centered Practices envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. We foster a global learning community that shares knowledge for that purpose.
The “Relationship Map”

People Map for:

People who support me at work or school

Friends

Family

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

TLC-PCP 2013  www.learningcommunity.us
Rituals & Routines

Rituals guide us through our days and bring consistency, comfort and control

- Morning
- Going to bed
- Mealtimes
- Transition
- Birthday
- Not Feeling Well

- Cultural/Holiday
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss
Good Day/Bad Day

What is a good day like for the person?

What is a bad day like for the person (or a stressful, or really difficult day)?
Listening to Behavior...

A Communication Chart

<table>
<thead>
<tr>
<th>What is happening</th>
<th>_____ does</th>
<th>We think it means</th>
<th>And we should</th>
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<tbody>
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</table>
Aunt Cleo
## Communication Chart for my Aunt Cleo

<table>
<thead>
<tr>
<th>When this is happening (or has just happened)</th>
<th>The person does this</th>
<th>We think it means</th>
<th>We should (Our response or action should be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleo is sitting at her favorite end of the sofa at my grand-parent’s house. Someone sits next to her on the opposite end of the sofa.</td>
<td>Cleo rolls her yellow cup across the sofa in the direction of the person sitting next to her – hard enough for the cup to reach the other side.</td>
<td>She wants to get to know the person sitting next to her. She likes you and she wants to play roll the cup with you.</td>
<td>Roll the cup back to her and wait for her to roll the cup back to you. Just so you know, Cleo will play roll the cup with you indefinitely. When you’ve had enough — you’ll need to let her that you’re ready to stop the game. When you are ready to stop let Cleo know “one more roll and I’ll need to stop.”</td>
</tr>
<tr>
<td>A person that Cleo does not know has entered the living room.</td>
<td>Cleo begins to squeal and scream loudly. She may frown, cry out and begin to breathe heavily. She squeezes her yellow cup very tightly.</td>
<td>Someone who Cleo is not familiar with (most commonly a man) has entered the room. We think that when Cleo was a teenager something traumatic may have happened to her while she was left in the one-time care of a male neighbor due to a family emergency.</td>
<td>Someone who Cleo knows should immediately get between the person and Cleo. Direct the person to step out on the front porch NOW! Cleo has a nasty swing and if you move too slowly she will reach around you and slap the person very hard. Someone Cleo knows should walk her back to the sofa, talk to her in a very soft voice and ask her to play roll the cup. This will calm her. You may need to remove the cup that she has from her hand or</td>
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</table>

*October 26, 2007 Lisa S. Meyer*
| The family is hanging out at our grand-parent’s house. | Cleo begins to call one or some of the family members a “fool.” This is usually directed at those who are closest to her, my grandfather, my mother (her sister Jean) and my uncle Charles (her brother). | Someone is clowning around with her or They have done something funny to make her laugh or They are teasing her | if her grip is too firm get another yellow cup from her cupboard in the kitchen above the sink and play roll the cup with her. After a few minutes when she has calmed, let her know that you have someone special that you would like to introduce her to. Apologize to the person and ask if they are willing to let you try introducing them to Cleo. This usually works. If it doesn’t – don’t force the person on her. | Enjoy the fun! |
Reputation
4 + 1 Questions

• Using the “4 questions” to focus on learning and acting on that learning –
  – What have we tried?
  – What have we learned?
  – What are we pleased about?
  – What are we concerned about?

• And then the “+1” question -
  – What should we try/do based on what we have learned?
# Learning Log

Using the learning log to enhance progress notes

<table>
<thead>
<tr>
<th>Date</th>
<th>What did the person do? (What, where, when, how long, etc.)</th>
<th>Who was there? (Names of staff, friends, others, etc.)</th>
<th>What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?</th>
<th>What did you learn about what didn’t work well? What did the person not like about the activity? What needs to be different?</th>
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</table>
A Matching Profile

For each person – what are . . .

<table>
<thead>
<tr>
<th>Supports Needed</th>
<th>Skills Required</th>
</tr>
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<tbody>
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These two columns are related.

PERSONALITY CHARACTERISTICS

NICE TO HAVE (SHARED INTERESTS)
Each of us want lives where we are supported by & contribute to our communities

- Have our own dreams and our own journeys
- Have opportunities to meet new people; try new things; change jobs; change who we live with & where we live
- Have what/who is important to us in everyday life; people to be with; things to do, places to be
- Stay healthy & safe (on our own terms)
The Core Concept:

Important to and Important for and the Balance between them
What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- People to be with / relationships
- Status and control
- Things to do and Places to go
- Rituals or routines
- Rhythm or pace of life
- Things to have
Important TO

• Includes what matters the most to the person – their own definition of quality of life.

• What is important to a person includes only what people “say”:
  — with their words
  — with their behavior

When words and behavior are in conflict, pay attention to the behavior and ask “why?”
Important FOR (Part One):

- Issues of *health*:
  - Prevention of illness
  - Treatment of illness / medical conditions
  - Promotion of wellness (e.g.: diet, exercise)

- Issues of *safety*:
  - Environment
  - Well being ---- physical and emotional
  - Free from Fear
Health and Safety

Dictate Lifestyle

All Choice, No Responsibility

Balance

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Sorting Important To from Important For (and finding a better balance between them)

<table>
<thead>
<tr>
<th>Important To</th>
<th>Important For</th>
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Rituals and Routines guide us through our days and bring consistency, comfort and control

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- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss
One Page Profile or
One Page Description
Think About Yourself

• What routines and rituals do you have that make a difference in your day?

• What truly matters to you in your home life, work life, social life?

• What drives you to approach things the way you do?

• What is important to you in other parts of your life that would help others understand you better?
Think about yourself and the people you routinely connect with

• Are there things in your life that you hope to accomplish?

• Are there things about you that if others knew, they would understand better why you approach things the way you do?

• Include these things in “What’s Most important to me”

Include enough detail so that someone who does not know you could understand and act on what you are sharing.
Think about what others need to know about you in order to support you well

Are there places where/when you need specific supports, but you have not asked for support in the past?

Do you have specific “buttons” that get pushed -- that could be avoided or handled differently if people had more information?

Do you have a specific weakness or areas that others could help you address? (Give them permission and direction!)

Include these things in “How to best Support Me”
Include enough detail so that someone who does not know you could understand and act on what you are sharing.
Think about what others need to know in order to support you in having a good day

• What makes for a good day? What makes for a bad day?
• What is helpful? What is not?
• What personal factors do you want people to know so they understand you better?
• What can people do to make your time together more productive?
• What should they avoid?
Like and Admire

What do the people you engage with like and admire about you?

What qualities do they see in you that they often recognize and acknowledge?

How do the people you know describe you to others?
One Page Profile

What people like and admire about me:

What is important to me:

What is important for me:

How to best support me:

<table>
<thead>
<tr>
<th>Personal Care</th>
<th>Cooking/Meal Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money Management</td>
<td>Household</td>
</tr>
<tr>
<td>Recreation / Leisure</td>
<td>Getting out in the community</td>
</tr>
<tr>
<td>Rights / Self Advocacy</td>
<td>Getting the resources I need</td>
</tr>
</tbody>
</table>
How to apply these concepts with your son, daughter, family member or someone you support through your work

- What routines and rituals does the person have that makes a difference in their day?
- What would truly matter to them at school, college, work or volunteering and in other places?
- What drives them to do the work the way they do it?
- What is important to them in other parts of their life that would help others understand them and support them better?
Think about what others need to know in order to support them...

- Are there places where they might need specific supports, that would be helpful for others to know?
- Do they have specific “buttons” that get pushed -- that could be avoided or handled differently if people had more information?
- What do others need to be mindful of?
  - Share this information and give others direction!
- **Include these things in “How to best Support Me”**
  Include enough detail so that someone who does not know them could understand and act on what you are sharing.
Think about what others need to know in order to support the person in having a good day

- What makes for a good day? What makes for a bad day?
- What is helpful? What is not?
- What personal factors do you want people to understand so they understand how the person might show up for school, work etc.?
- What can people do to make time in the classroom/ time at work time together productive?
- What should people be mindful of? What should they avoid?
MICHAEL
WHAT PEOPLE LIKE AND ADMIRE ABOUT MICHAEL
He’s got a great smile
He’s extremely friendly
He’s very brave and kind
He is sharing, trendy and cheeky!

WHAT IS IMPORTANT TO MICHAEL
Mum and David
Favourite colour blue
Stephan his twin brother, his sister Danielle and his brother Leon
Susan (his neighbour)
Hanging out with his friends –
Vicky, Tracy, Carl, Ellis, Corey, Catlin, Laurane, Becky, David, Rachael, Greg (and many more!)
His 2 dogs (Rocky and Charlie),
5 birds of prey (including Bess the Harris hawk), his parrot (Sid), his ferret (Bee Bee) and his fish
His food – loves McDonalds, pie and chips and trifle
To be in busy places with lots of people around
Going to the pub!
Swimming
Going for drives out
Singing in the bath
Going to Butlins in Skegness
Listening to music – Michael loves Bob Marley
The necklace he got for his 18th birthday from Vicky
Shopping
You need to chat with Michael at all times
when supporting him with personal care
When chatting to Michael make sure you give him time to answer.
Michael needs to be comfortable at all times

WHAT IS IMPORTANT TO MICHAEL IN THE FUTURE
Going to Disney World in Florida
Working with cars

WHAT IS IMPORTANT FOR MICHAEL
(see Michael’s notes for more detailed information on how best to support him)
Michael has dysphagia and is at risk of choking.
All fluids that Michael has need to be thickened to the consistency of runny honey. He also drinks with a straw and an adapted cup, see Michaels’ Dysphagia Guidelines’ and ‘Thickening Michael’s drinks’ in his file for more information. There are also a number of foods that Michael cannot eat – see ‘High Risk foods’ for more information.
Michael has medication daily (see medication chart for up-to-date information)
Michael uses a wheelchair.
When transferring you must use a universal sling and a hoist.
Michael needs to be moved regularly to avoid the risk of pressure sores.
Rachel

What others like and admire about Rachel
Her ‘model-looks’: she is a stunner!
  wicked sense of humour
Her ability to make friends and connect with people
  Her taste in men, music and DVD’s!
  Her long eye lashes and expressive eyes
  She is a funky babe!

Important To Rachel
Contact with her family, especially her mum
  and sister Lindsay.
Listening to pop music, especially boy bands and hunky
  gorgeous male artists
  (favourites at the minute – McFly; Shayne Ward; Westlife)
  Having people around her who she can
  have a laugh and a giggle with.
  Having fun and getting messy –
  like water fights in the bath;
  being nibbled by Button her hamster.
Looking stylish in trendy clothes and accessories
  in her favourite colour – pink.
Loves having her hair and nails done – ‘girlie pampering’
  Her mobile phone to keep in touch (calls and texts)
  with what is happening!
  Being supported by people who know her
  well and who she likes
Not to be in her chair any longer than she has to be –
  must get out of it as soon as possible, prefers to lie on the floor or on her tummy on her bed
  That everyone who supports Rachel understands
  her communication (see communication charts)
That only female staff support her around her personal care.

**Important To Rachel for the future**
Getting to a football match – with a crowd and all the gear!
Going to a star-studded ‘flash’ event where she can
dress-up and impress the men.
Going on holiday and livin’ it up! (Preferably abroad)
Living in her stylish bachelorette pad

**Important For Rachel (support needs)**
Rachel has complex needs and these must be fully understood before you can properly support her.
You need to read the details of her file (including her health action plan) before supporting her as it contains vital, detailed information around staying healthy and safe.

Having the right equipment on hand to meet her needs – e.g. Day-bed, hoist fully charged, suction machine.
Rachel eats and drinks using a PEG (gastrostomy tube),
she does not take any food, drink or medication orally.
Rachel takes medication daily – refer to her medication chart for up-to-date information.

Rachel has epilepsy – refer to her care plan around how best to support her when she needs emergency medication for prolonged seizures.

Rachel needs to stay calm and cool. If she gets upset she becomes hot and finds it difficult to control her saliva and manage her swallow – you need always to have suction equipment with you. She also must wear cool, loose-fitting clothes.

Rachel is allergic to SORBITOL which is found in many forms of liquid medication and anti-biotic’s.

Rachel takes Baclofen her GP and dentist must always be reminded of this due to the risks associated with her neck and swallowing difficulties. Rachel is prone to chest infections.
What people like and admire about me. They say I am…

- “Determined. I am not a quitter.”
- Great personality and genuine
- “People say I am very easy going, patient and loyal.”
- “I think I am caring and thoughtful. I will give my shirt off my back”.
- Courage to face challenges...
- Impressive customer service and phone voice skills.
- Very good at answering a multi-line phone, answers questions, and transfers calls.
- Good with computers and the internet.
- Very friendly, polite, and helpful.
- Always on time and ready to work.
- Jeremy’s work attire is neat and clean.
- Work for long periods of time (up to 8 hours) on projects he likes.
- Very motivated.
- He has the courage to face challenges

What is important to me…

- I can move around at work with my wheelchair (restroom, desk, etc.)
- I am busy doing things at work (I don’t like just sitting around).
- There is “team work” and I am able to give my ideas.
- When people are accommodating and helpful.
- I feel important when people ask me to help them (like with computers).
- Learning new work skills.
- People trying to not make me feel rushed.
- To work with people that are laid back and have the same interest (like Quads, video games, movies, computers, and Oregon Ducks)

“My work profile…”

by Jeremy Hammitt

I have been looking for a job with St Vincent DePaul since September 2008 and now with Supported Employment Services (SES). I am very determined to get a job I like so I can get paid! Preferably in sales or ATV shop. I am willing to volunteer if I can not get a job right away to get more experience for my resume.

I hope people will get to know me better reading my profile and learn how to support me at work. I want people to learn and write down things that work for me and things I may want to change/improve. Having a Provider to help me with things at work and in the community is new to me.
How best to support me at work...

- I need my work place to be large enough for me to get around with my wheelchair.
- I have Cerebral Palsy and sometimes it is hard for me to do tasks with my hands with small objects.
- Things like putting paper clips on paper, folding clothes, folding paper a certain way, and putting rubber bands on things are sometimes hard.
- Give me a moment to think about how I want to approach a task or project. I just don’t like to be rushed.
- It is difficult for me to reach shelves that are high
- I can not stand for long (maybe 15-20 minutes).
- If I stand, I need to hold on to sturdy things.
- I can lift things less than 15 lbs. no higher than my chest or shoulders.
- When using a computer, I need to have large fonts to read.
- My left eye is not as good as my right eye. My depth perception is not good. Remind me if I get too close to the ledge like on sidewalks
- I have to get very close to what I read and sometimes I may lose my place. Give me a little time to adjust and I will do fine.
- Sometimes I may need help with reading or understand hard words.
- I like when people are reliable and responsible.
- I need a moment to figure out how to get into a car I am not familiar with so I can tell you how to help me.
- I have a walker, but I use my wheelchair 99 percent of the time.
- I need at least a day in advance to schedule meetings.
- Sometimes it is hard for me to move around with my wheelchair and carry things at the same time.
- I am usually really quiet when I am having a bad day. Talking about what is wrong helps.
Arthur's one page profile

What is important to Arthur at work?

- That you know that I respect honesty, a good attitude at work, a sense of humor, and openness.
- That you know I am 100% committed to putting the students needs first in my classroom, you also need to know that I will make sure that the needs of my coworkers are being met unless they conflict with the needs of the students.
- I am always open to suggestions on different ways to do things or improve the classroom. I believe in giving students real choices.
- I believe that working with young people should be fun. That means I have fun at work and enjoy my job and want to work with people who feel the same way about their jobs. I also want my students to have a positive experience at school and look forward to coming in.
- To be a part of a team or organization that really has the best interests of the students at heart.

What others like and admire about Arthur

Intelligent
Driven
Hard Working
Thoughtful
Generous
Likes to be around others

How best to support Arthur at work

- I despise seeing adults yelling at students and I also despise being yelled at. No matter what a student is doing to frustrate you please remain calm and request assistance when you need it and NEVER yell at a student.
- I like to work with people who are flexible and willing to jump into any activity to help support the team. People who are set in their ways and not open to new ideas frustrate me.
- Also when I am creating a modified daily schedule in the morning due to absences I like to have 15 minutes of quite time so I can finish up.
- I do not have a lot of respect for people who are great at identifying problems but have no solutions to offer or for people who complain a lot about little things.
- I really appreciate people who help take care of the smaller details associated with running the classroom. I am more of a big picture person and can forget stuff.
Prue's one page profile

What is important to Prue at work

- **Perfection:** I have a tendency to want perfection in the things I do at work. Because of this, things take me a lot longer and I can't get to everything I think I should. I get overwhelmed because being perfect in everything is not possible with my workload and I always feel swamped.
- **I need time to really think something through.** I need to see and explain an issue from all sides before I can really feel happy with any conclusion.
- **It is important to me to feel prepared.** I'm not good at thinking off the top of my head.
- **Student success, happiness and independence is #1 and why I work so hard everyday.**
- **It's important to me to see beyond what's expected of a student and rather see what's possible “Reach for the Stars”**
- **Organization is HUGE for me!!!**
- **That specialists communicate all changes and ideas to me.** I don't want to hear your info from an IA.

What People need to know and do to support Prue at work

- I'm a thinker and a processor.
- It's important to me that I don't have to repeat expectations and directions. Please follow-through, just not doing, or forgetting frustrates me.
- When talking to people, I have a tendency of being very open, honest or blunt. To support me, please understand my intentions are never negative.
- Focus and professionalism are very important to me.
- Confrontation makes me uneasy. I don't want to hurt anyone's feelings.
- When I am at my desk I am usually working, thinking or planning. When interrupted, it's hard for me to get back on track. I value uninterrupted time before and after school.
- Be aware that I have feelings too.
- When you are with students, you are with students. Keep adult conversation to a minimum.
- Respect each other - teamwork.
- Data is very important to me - please do and follow through. I shouldn't have to remind you.
- I need proactive support when you see a need, take charge!
- Feel free to ask for support or help (before or after school or using communication binders) I want to help you.
- I need to be involved in all classroom/student activities. This helps me see the "big picture"
Other uses for One Page Profile/Description

• Short/sweet easy to digest instruction/information for subs or new staff who do not have time to read the BSP or IEP or ISP
• To assist the person in explaining themselves and their preferences to others
• Use as seed information for positive proactive behavioral support plans
• A place to start evaluation when a student is experiencing difficulties. (Are we being respectful of the information in profile?)
• To share information with summer school or summer camp staff
Other Uses (Continued)

- To Share with:
  - General education/inclusion teachers to help them to get to know who the student really is
  - New specialists who will be supporting the student
  - A potential employer
  - As a transition tool when a student is moving to a new classroom
- Use as an activity or series of activities for students to create their own One Page Description/Profile as a way to work on transition skills, self determination
Other Uses (Continued)

• Use as a team building activity or to remind team members when there are issues
• Get input from the family – suggest they share with respite providers, physicians, social workers, neighbors or other family members
• Complete a profile/description to share with hospital staff in case of an emergency or hospital stay
• Share with colleagues, friends, family
What is important TO Tiernan:

- Conversation, talking to people.
- His cars, trains, toys.
- Having his own space.
- Having someone to play with.
- Daddy, Mommy, Joshua, family.
- Making his own decisions.
- A tablet or Leap Pad for 15 min at bed time.

What is important FOR Tiernan:

- Acknowledge you hear him when he tries to talk to you.
- Let him know if you’re leaving the room, where you’ll be -- and how long you’ll be gone.
- Tiernan is tall for his age. People often think he’s older than he is.
- Remember he’s 3 years old.
- Making up imaginary scenarios, play along with him & add to the story!
- He can hear you. When he doesn’t respond -- he’s not interested.
- His binkie when he’s tired or riding in the car – not negotiable. Always have a spare one handy.

“
A boy is trust with dirt on its face, beauty with a cut on his finger, wisdom with bubble gum in his hair, and the hope of the future with a frog in his pocket.”

Author Unknown

Some Great Things About Tiernan!!!

- He is good natured and even tempered.
- Has a great sense of humor.
- He is a very happy little boy.
- He’s adventurous.
- He is very social and not shy around adults or children.
- He has a great memory and remembers names, places & people.
- He’s smart and his vocabulary is vast.
- He has a lot of energy and needs to run and play.
- When he begins to act overly rambunctious – it’s time for him to take a nap. Get eye level with him and tell him it’s time to get his tablet and binkie so that he can relax and take a nap.
Remember

- Every style of person centered planning is rooted in a person centered way of thinking

- Made up of a set of value based skills that result in seeing the person differently and give us a way of acting on what is learned

- Training in person centered planning is training “in a way of thinking” as much as it is in a way of developing a plan

- For people being supported by services, the pervasive presence of person centered thinking is what really matters
For more Information about:
Person Centered Thinking
Person Centered Planning or
One Page Profiles/ Descriptions contact:

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Thanks to: Janet Conklin, Michael Smull, Helen Sanderson Associates and the Learning Community for Person Centered Practices