

From Discovery to Person-Centered Outcomes and Plans

Putting It All Together for Lives of Growth and Change



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In Collaboration with Sheila Keys and Bill Allen

Purpose of Our Time Together

- Learn how to move Discovery Information into a plan with person-centered outcomes
- Apply the Discovery skills through every day practice
- Work in teams to assess plans using person-centered criteria
- Integrate community-based exploration and individual interest into person-centered outcomes and support plans

Meeting Agenda and Working Agreements

Agenda

Welcome and large group opening round

Team formation and team opening round

Simulation One-Important to/for sort

Simulation Two-Developing Person-Centered outcomes

Simulation Three-Developing person-centered support plans and assessing risk

Closing and Questions

Working Agreements

Respectful listening

Come back from breaks and lunch on time

Encouragement and engagement all around

Time at the end for questions

Other agreements?



Before we start, here is what we want you to know:

- All are welcome
- Please share only what you feel comfortable sharing
- Meet your needs at any time
- We will break for _____ (insert lunch/break details)
- We will make time for your questions at the end

A little bit about this training and trainers.

Choice Powers Change Consulting is a consulting business owned by Marlene McCollum and Rachael Newkirk. Their business opened in 2017 to support all people to develop deep and fulfilling connections with their community and achieve individual empowerment through strength based goals, supports and choices.

This training builds on concepts from **The Learning Community's 2-day Person Centered Thinking Skills Training** as well as the **Pathfinders** Person Centered Planning process developed **Dr. Beth Mount and John O'Brien.**

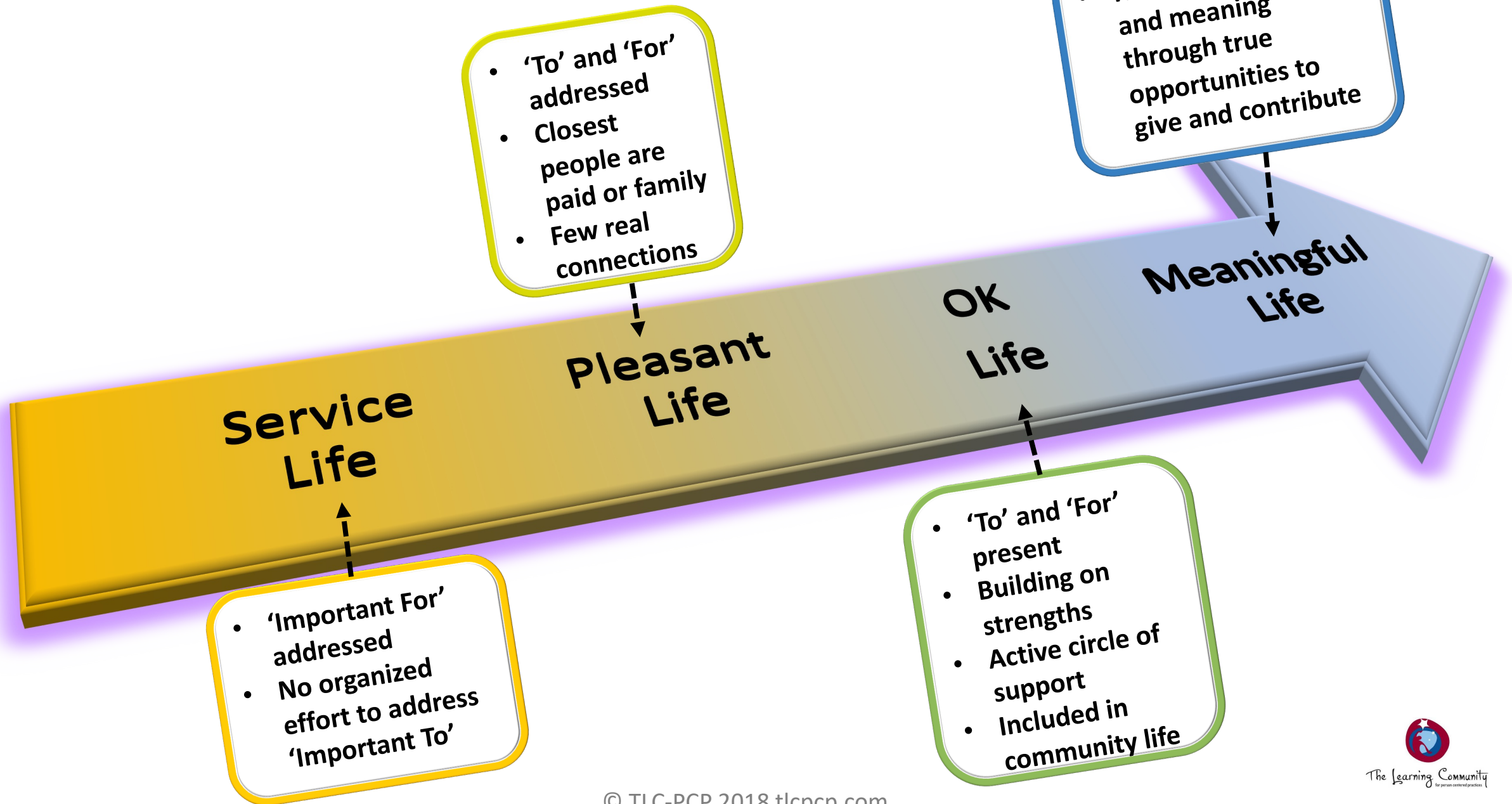
Insert your own information here.

The Final Rule



- Centers for Medicare & Medicaid Services (CMS) issued final regulations that revise and strengthen existing Medicaid managed care rules.
- The rule states that individuals served must receive services in **the most integrated settings of their choosing** and also have full access to the benefits of community living to the same degree as others who do not receive Home and Community Based Services (HCBS)
- The intent of the rule is to ensure that States receiving Federal Medicaid funds meet the needs of individuals in the community rather than institutions or institution-like settings

Moving from Service Life to Community Life



This is :

Story here

Important To Important For

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy.

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

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
- Be valued
- Be a contributing member of their community



The Learning Community
for person centered practices

Balancing Important To and Important For

- Outcomes start with a well developed understanding of what is important to and for a person.
- Before writing an outcome statement, ask yourself...
 - What is Important to this person?
 - What is Important for this person?

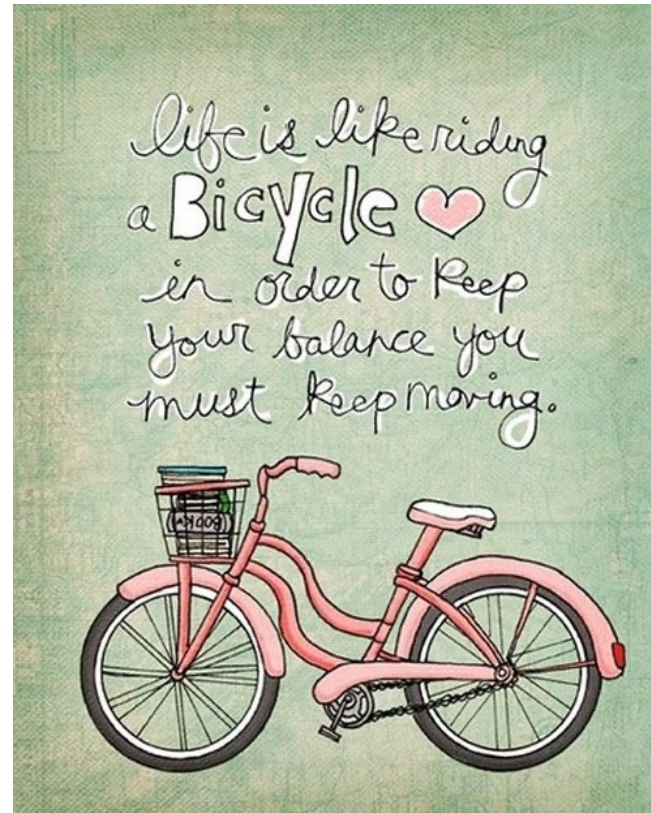
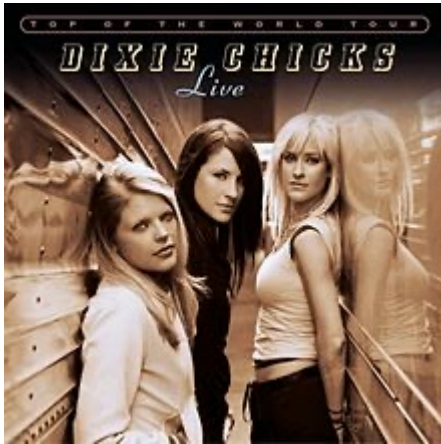
**WORK
ZONE**

Work with your team to talk and think about the following:

1. What needs to change/what needs to stay the same?
2. How does this relate to what is important to/and what is important for?

Insert illustrations to highlight the story person's Important to on this page

What did we come up with?



Keep in mind, if you start with Important For



...you're never going to get to **Important To**



Assume capability. Document capability.

Pay Attention to Strengths and Preferences

Identify Potential and Existing Connections

Strategies for connecting a person with their community:

- Where do they already feel welcomed?
- Is there meaning and participation for them there or elsewhere?
- Are there people with shared interests who might act as connectors?
- How can we supporting family/friends/staff to be connectors?
- What can we do to foster greater independence right now?

Understanding a person's Important To helps them to build stronger community connections, and community engagement.



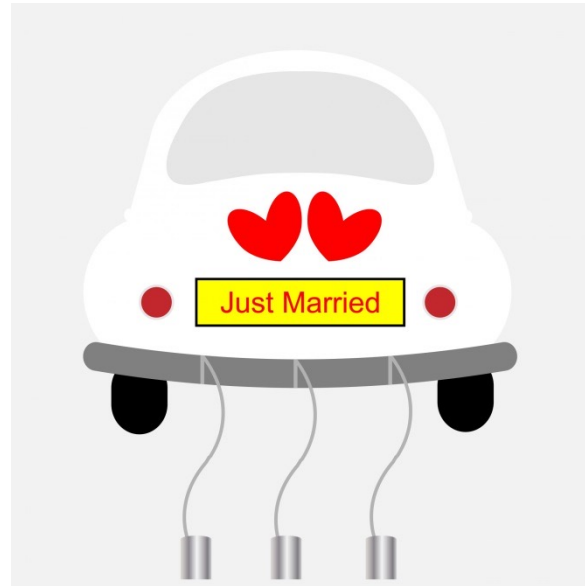


Where can you find community resources?

- Talk to the people who know you--- your family, friends, church pastor, teachers, ...
- Go on-line
- Read local weekly and daily newspapers
- Visit your local library and bookstores
- Call 211
- Ask your Service Coordinator and/or Independent Facilitator
- Ask other people who help you like your IHSS worker, counselor, music teacher or boss
- Visit your town's recreation district
- Ask employees at businesses you frequent
- Ask the Student Association at your local university/community college
- Watch the news, listen to the radio
- Go to local fairs and community events and visit the tables and booths
- Be willing to try new things!

What did we come up with?

Insert illustrations to highlight some of the obvious ideas for things to do on this page



An outcome statement identifies how a person's life will be different when the plan is successful by identifying:

1. The ultimate results or impact of an action



1. Tim continues with archery lessons and will join the Silverado Archery Club.

2. Changes a person or their team/family would like to achieve



2. Justin registers for welding classes at Napa Valley College so he receives a certificate to work in that field.

3. What a person aims to do or hopes to accomplish by implementing different practices.



3. Liz has “walking around” money so she can easily buy things at Game Stop and get her Pepsi.

Being person-centered means helping people retain control over their own life so they have the life they choose and the support to be safe.

NOT person-centered

Defining by disability

- Thinking people can't learn or change
- Doing things FOR people instead of WITH them
- Using substitutes to make choices
- Planning for safety needs only
- Planning for fun things only

This IS person-centered:

- Seeing a person by looking at their gifts, capacities and interests
- Trusting that all people change and learn when given the opportunity
- Supporting people so they can try new things and choose for themselves
- Putting a person at the center of their own planning process so that their health and safety needs are balanced with their need for fun and independence

Language: Let Respectful Interest Be Your Guide

How does the person identify themselves with their words? A few examples to consider:

- Gender-what pronouns do they prefer?
- Age- “75 years young” or “family matriarch”, “in his 30s” or “Millennial”
- Cultural/Nationality- ‘Cuban” or “Hispanic”, “East coaster” or “Southerner”, “As” or “Giants”
- Sexual Orientation- Is this a big or a small part of how they self-identify? If yes, what words do they use to do so?
- Ethnicity/Race: “Irish” or “Irish Catholic”, “African-American” or “Black”, “Native American” or “Maidu”
- Disability- “Autistic” or “ASD”, “dyslexic” or “learning disability”
- Religion- Is this a big or small part of how they self-identify? If yes, what words do they use to do so?

Language: When it changes, you will too...

Take care to avoid:

- “The Nons” Non-verbal (say instead how the person communicates) Non-ambulatory (say instead how the person moves around) Non-compliant (she won’t go out if it’s raining)
- Clinical language when the everyday will do “woman” vs. “female” “when she’s on her period” vs. “during her menstrual cycle”
- Talking about people in a way you don’t talk about yourself (toileting/using the bathroom, outing/going bowling, caregiver/his best friend, feeding/eating, aggressing/yelling)
- Skipping the uncomfortable stuff (be honest, if you need to say “290 Registrant” or “in drug rehab.”) have a discussion about what needs to be written down and why. Balance respect with honesty.
- Age biased phrasing, “flakey teen,” “senior moment”, “age-equivalent of”
- Adding unnecessary downgrades “able to attend to all her own personal care” vs. “she has a vibrant style full of color and polka dots-she spends a lot of time and attention on her hair and make-up.”

Writing Person Centered Outcomes

...that are clear, results-oriented and action-oriented...

- A person centered outcome is specific, it identifies what you want to achieve in the future and who will be impacted.
- Use present or near-future tense. Only use first-person when you are using a direct quote.
- Link what is Important to with what is Important for.




- Jada takes a Cooking class with Julie so she meets new people and learns how to make meals that support weight loss and taste good.
- Maria is a member of Sing Napa Valley and performs on stage with her choir buddies.
- Lelani will be with someone that she trusts at all times so that she can continue living in her own home with her dogs and fruit trees.

Writing Person Centered Outcomes

...to get person-centered results...


- Use present or near-future tense. Only use first-person when you are using a direct quote, make sure the person is in support of the quote, “can I write that?”
- *Begin with the aim of the outcome.*
- Use the person’s name followed by an action verb.
- *If it is helpful complete the statement with how it will make a difference, using “so that/in order to.”*
- Link what is Important to with what is Important for.



Lisa’s long time goal, “I am going to be married by the time I’m 50,” is happening this year, she and Letty are saving for a huge wedding in July 2021.



Maria sings with Sing Napa Valley and performs on stage with her choir buddies.



Lelani will be with someone that she trusts at all times so that she can continue living in her own home with her dogs and fruit trees.

The Building Blocks of a Person-centered Outcome

- Be specific, action/results oriented
- Use the person's name, followed by an action
- Link what is important to a person with what is important for a person
- Identify how a person's life will be different when the plan is successful

**WORK
ZONE**

Work with your team to develop two person-centered outcomes. Consider:

1. An outcome to address living situation.
2. An outcome to address hopes and dreams
3. An outcome addressing employment or recreation.

Insert illustrations to highlight some of the common outcome ideas on this page

Writing Plans to Support Person-Centered Outcomes

We achieve our hopes and dreams:

1. By building on strengths and skills
2. By identifying natural supports
3. By addressing barriers to success with the necessary supports



Risk Assessment Example

What do I want?	Is there a perceived risk or an actual risk?	What are the possible safeguards?	What safeguard options make sense to pursue?
Go to the movies by myself.	Taking the bus home at 9:30 at night, walking from the bus stop to home. Being alone on the streets at night, possible robbery or assault.	Have a cell phone and know how to call 911. Call my parents when leaving the movies and arriving home. Invite a neighbor to go to the movies.	Right now I need to do all three things, but within a month I want to feel OK with just having my cell phone.

Assessing for risk and identifying possible safeguards.

- Look at the outcome you've created.
- Identify possible risks or barriers that might keep a person from safely meeting their goal.
- Identify safeguards which can be put in place to support a person in reaching their outcome.



Developing an Action Plan to Support Your Outcome

...identify the steps to help the person achieve their desired outcome...

- A plan describes the measurable steps that will be taken to meet specific outcomes
- Defines what will happen to impact positive change in the person's life
- Get specific about who will do what and when, use names, days or dates



...save \$40 per month to have \$480 by December 1st



...will provide in-home nursing so Tabitha can leave rehab and move back home



Jose's brother Miguel will drive him to Pitch and Putt on Sundays so he can practice his swing.

Developing an Action Plan to Support Your Outcome

...provides the information necessary to support independence and engagement...

- Addresses identified barriers and/or risks that may be getting in the way of people having a reasonable balance of between that they want and what they need to be successful.
- *Takes what's already working into account.*
- Considers the things that the team/family does for a person that they might learn to do for themselves, or with less help.



When Rocky goes to Mass with Tran on Wednesdays, Tran will look to see if Rocky has his sound-canceling headphones. If the organ is too loud, or if the incense is too strong, Tran will walk outside with Rocky during that part of Mass.



Trina's mom Angie will keep filling her med box every week At Trina's psychiatrist appointment on 12/21 it will be a year since her last hospitalization so they will ask if Trina can start filling her own med box again.

Step 7: Putting it all together:

Outcome Statement:

Actions *Participant* has agreed to take to so that *he/she* meet *his/her* outcome:

- 1)
- 2)

Actions *Participant* plans to continue doing so that *he/she* meets *his/her* outcome:

- 1)
- 2)

Actions family, friends and *Participant's* network have agreed to do to support *Participant's* success in meeting *his/her* Outcome:

- 1)
- 2)

Step 7: Putting it all together:

Actions *Provider* has agreed to take to assist *Participant* in meeting *his/her* outcome.:

- 1)
- 2)
- 3) The following risks have been identified by *Participant* and *his/her* team:

The following safeguards have been considered:

The following safeguards will be used to support *Participant* in meeting this outcome:

Writing A Support Plan:

- Identifies steps to achieve the outcome
- Steps to be taken are measurable
- Addresses barriers and risk
- Allows for growth and increased independence

**WORK
ZONE**

Work with your team to develop a plan for one of your outcomes. WRITE:

1. Choose one of your outcomes
2. Write a comprehensive plan for achieving that outcome
3. ID supports and services, resources and natural supports

Questions to ask to see if your plan is on target

- Can we identify what is important to the person?
- If an outcome is related to health and safety/Important For, is it addressed within the context of what is Important To?
- Will the plan help the person achieve their desired outcome?
- Can you measure if the outcome is present in the person's life?
- What supports/services are needed to help a person achieve this outcome

Remember, Planning is a Promises

Person-centered planning is a promise to pay attention and act on learning.
If we want to be trusted we need to do what we say, and to be there to support.



Everyone should have the chance to take risks and try new things.
Everyone should have the chance to do as much as they can on their own.

Things that are true for all people, including people with and without a developmental disability:

Being a welcomed member of your community recognized for your talents and gifts makes us proud of who we are and where we live.

Being able to go places, and join community groups is how we meet our friends, neighbors and spouses.

Having a variety of people we can talk to and who we trust is what helps us stay happy, healthy and safe.

Having a job or going to college is how we earn respect, money and self-confidence. It's how we afford to live as we choose.

An Easy Test To Determine Success

When People Experience Change, They Experience Life

Change is constant.

Our lives are fluid, these are the two things that usually drive change:

- We try new things
- We stop doing something we used to do

Outcomes Should Often Change

1. Plans change and people change over time
2. Change can be big or small, fast or slow.
3. Everyone's life changes.

Insert your names/agency contact information here

Thank You!

For more information on similar trainings,
email:

choicepowerschange.com

