

Person-Centered Planning

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An approach to organizing
and guiding community
change in alliance with
people with unique abilities
and their families and friends



The person at the focus of
the planning, and those
who love the person are
the primary authorities on
the person's life direction.



Person-Centered Planning Process



1. Improves outcomes for a desirable future



2. Addresses barriers to reaching goals



3. Respects the desires of person of focus

Did you know...

It's the LAW?



Not only is person-centered planning the right thing to do, it's the law. The laws governing this process are:



Section 2402(a) of the Affordable Care Act

requires a person-centered service plan for each person receiving Medicaid waiver services, to include long-term services and supports.



Senate Bill 7 (83rd Texas Legislative Regular Session, 2013)

directs the Texas Health and
Human Services (HHS) to
promote integrated person-
centered planning and
person-centered services.



The Centers for Medicare & Medicaid Services (CMS)

released updated survey guidance in April 2015 for intermediate care facility (ICF/IID) compliance, which includes person-centered planning and outcomes for people.



For additional info:

<https://hhs.texas.gov/services/disability/person-centered-planning>

Represents a shift of focus

From


"System-Centered"

to

"Person-Centered"



"System-Centered"

- 
- Plans look similar to the plans written for other people
 - Plans often do not mention personal relationships or community life
 - Plan categories and service options often reflect options segregated from the community
 - Goals tend to focus on skill deficits of the focus person instead of strengths and abilities

"PERSON-Centered"

- Images of the future focus on concrete experiences and life situations to INCREASE.
- Plans reflect ideas and possibilities for increasing community inclusion.
- Plans reflect the unique gifts, interests, and qualities of the person & characteristics of the local community.
- Ideas emphasize creative ways to focus on the development of personal relationships and community life.



“System-Centered”

Goals fit
within
existing
program
options

Compliance
with the plan

Agency
directed

Focus Person

**Agency
participation**

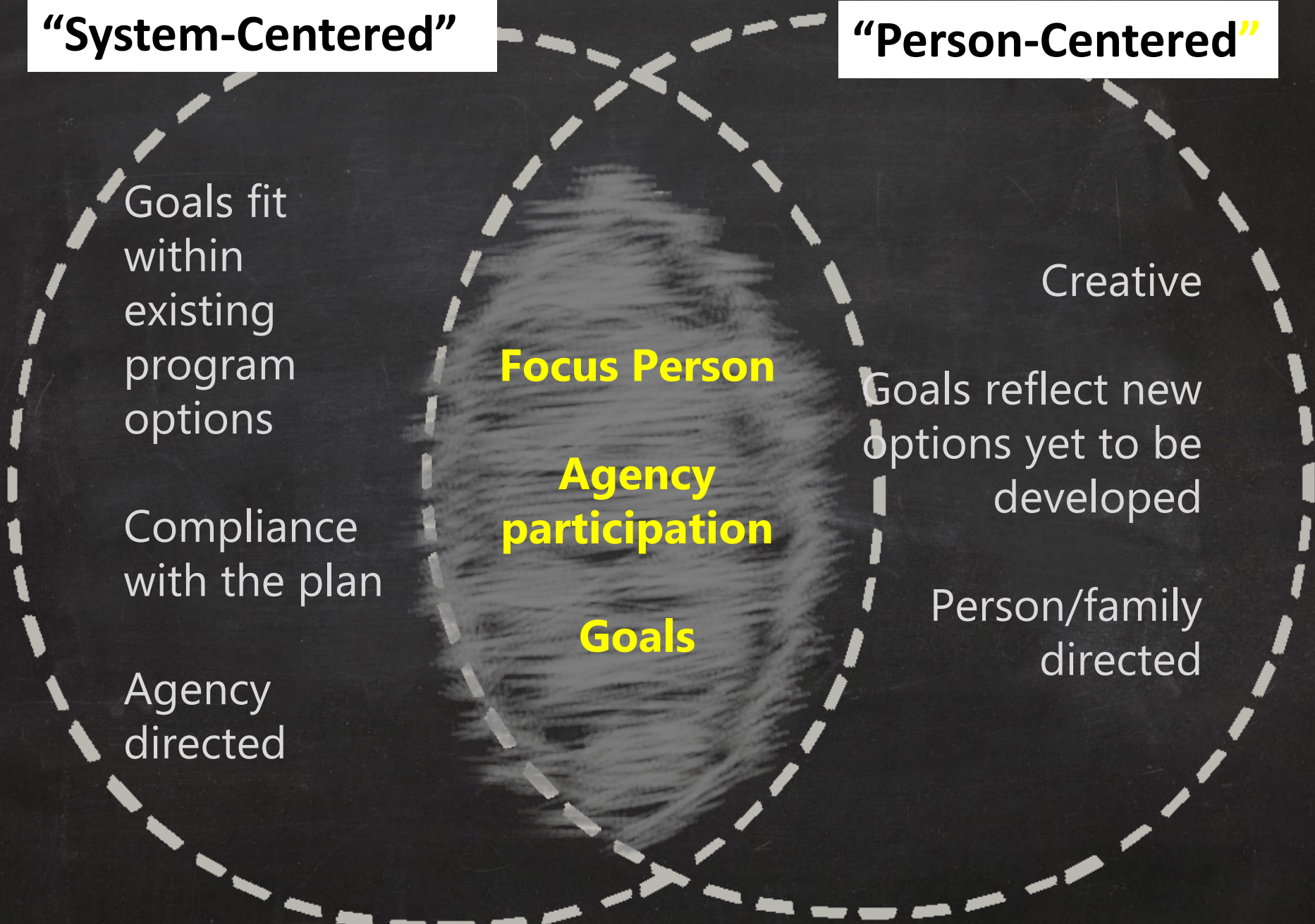
Goals

“Person-Centered”

Creative

Goals reflect new
options yet to be
developed

Person/family
directed



Are you serious?

Yes! Your hopes,
dreams and
preferences DO
matter!



Person-Centered Planning in 2 Stages



STAGE 1: Conduct one meeting to develop the "Personal Profile"



STAGE 2: Conduct the "Futures Planning/Visioning" meeting

But how?

- ✓ 1. Identify a meeting facilitator & team members
- ✓ 2. Assemble the team
- ✓ 3. Complete the 2-stage process

STAGE 1: Personal Profile Meeting

- The meeting is informal
- Provides an opportunity for the facilitator, the focus person, and invited stakeholders to create an overview of the current life of the person.
- Profile is completed through a discussion and interview process



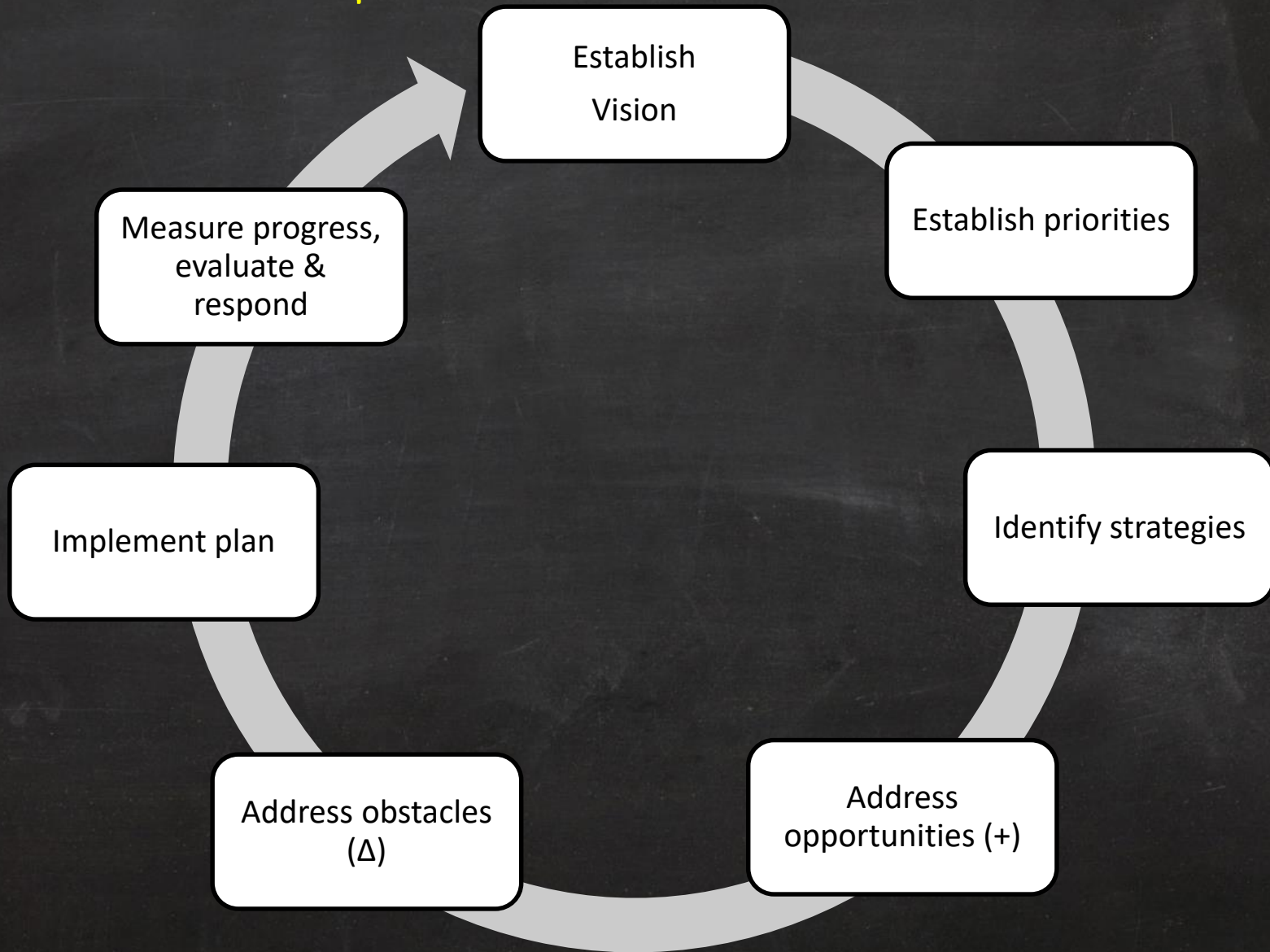
**Identify relevant
themes and
consider the
guiding questions**

STAGE 2: Futures Planning/ "Visioning" Meeting

The Futures Planning Meeting:

- Provides to clarify the vision
- Develop a plan
- Choose a focus for getting started
- Identify strategies
- Set priorities, commitments, timelines

From planning to action...



Futures Plan

- Is dynamic vs. static
- Team meets periodically to review progress
- Revise/adjust plan when needed
- Individualized to the unique needs of the focus person




Futures Planning Template

Futures Plan

Focus Person:	Jane Doe					
Facilitator & Care Team Members:	Mama Doe, Sister Doe, Community Center friend, Jerry Attendant, Ms. Agency					
Planning Date:	x/x/xxxx	Review dates:				
VISION:	Jane will live and work in her community with minimal support. Only check-in and out two times per day. She will transition between her semi-independent apartment in the community and work and leisure activities.					
Priorities	Who?	Strategies	Opportunities	Obstacles	Timeline	Outcome/Measure
1. Complete training and coordination of transportation schedule of city support services.	Ms. A	Locate contact person Complete application process for transportation	Regular transportation is available Jane independently follows visual schedules	Budgeted funds Budgeting skills Jane moves slowly through her daily schedule.	April 22	Independent access to work and the community using transportation resources
2.						
3.						
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9.						
10.						

Break Time



08:00



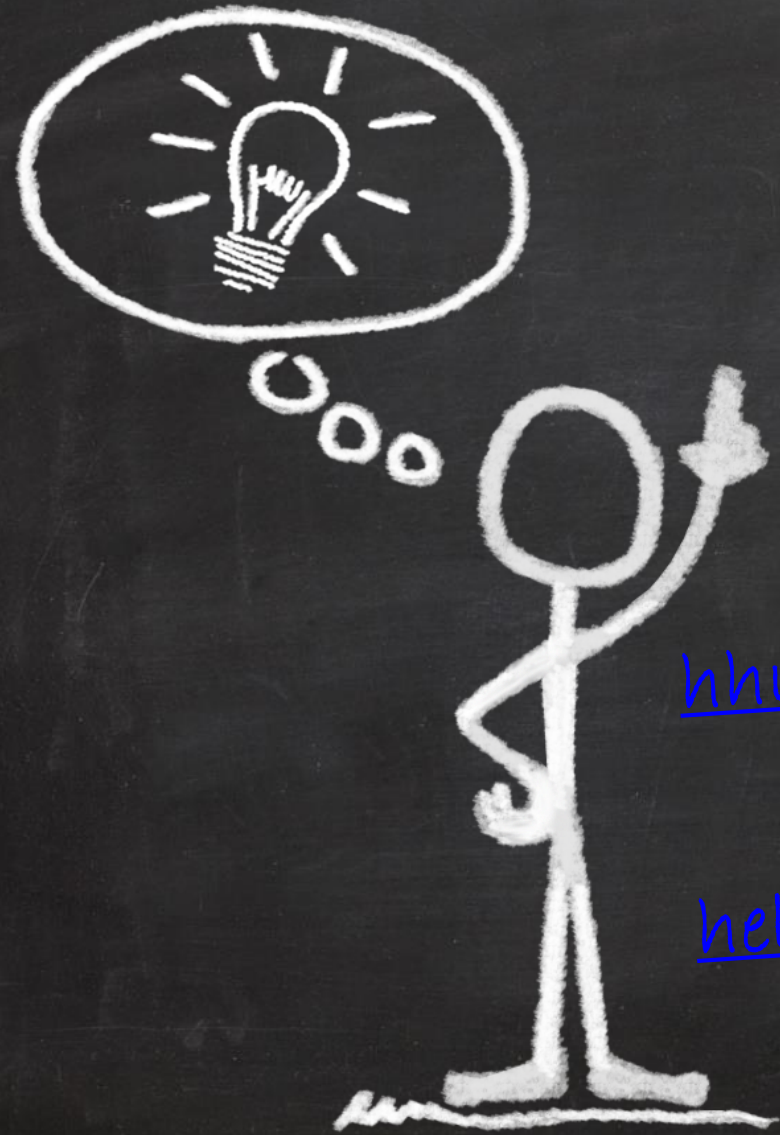
Let's Practice

Case Study

In Summary

- ✓ Person-Centered Planning
- ✓ Inclusive
- ✓ Dynamic
- ✓ Individualized
- ✓ Action & advocacy oriented





Questions?
More Information?

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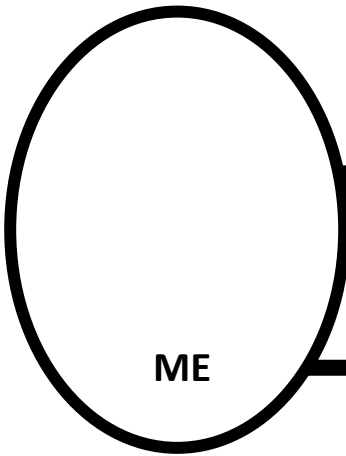
hello@therapylinksolutions.com

Thank you!

Futures Plan

Focus Person:	Jane Doe					
Facilitator & Care Team Members:	Mama Doe, Sister Doe, Community Center friend, Jerry Attendant, Ms. Agency					
Planning Date:	x/x/xxxx	Review dates:				
VISION:	Jane will live and work in her community with minimal support. Only check-in and out two times per day. She will transition between her semi-independent apartment in the community and work and leisure activities.					
Priorities	Who?	Strategies	Opportunities	Obstacles	Timeline	Outcome/Measure
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FUTURES PLANNING WORKSHEET



ME

VISION

PRIORITIES

STRATEGIES

OPPORTUNITIES +

OBSTACLES Δ

CASE STUDY #1

Jamie is 23 years old and lives at home with her parents. Her family provides supported decision-making assistance when needed to maintain Jamie's health and safety. Jamie works part time at a local day care as a child care assistant. She relies upon her parents for transportation. She has a driving permit, but has been unsuccessful passing the written portion of the driving exam. She loves music, children, the color purple, and dogs. She does not like to cook and tends to spend her earnings on fast food at locations within walking distance of home and work. Jamie desires to live and work independently on her own. She is active in church and likes going to the movies and shopping at the mall.

CASE STUDY #2

Aaron is a 21-year-old male. He will age out of his public school program at the end of this school year. He receives respite services and medication management through a Medicaid Waiver Program. He has limited verbal ability, which often results in frustration and multiple instances of challenging behavior throughout the day. He enjoys swinging, listening to music, and creating original videos on YouTube. He especially loves to share his videos with peers. A priority for the family is for Aaron to be more integrated into the community. He is sensitive to loud and crowded environments.

QUESTIONS FOR REFLECTION AND DRAWING THEMES FROM THE PROFILE PLANNING

After each map is complete, the facilitator should reflect on the main themes about the person's life revealed in this particular map. Does the facilitator need to draw out particular themes or issues for the group, either in the way a map is drawn or in the discussion?

1. RELATIONSHIP MAP

- What are the main patterns and themes in the relationships network?
- What areas of relationship are missing? What would be important to build?
- Are there old friends or acquaintances from the past, with whom the focus person would like to reconnect?
- Are there friends or acquaintances from the community that can be invited to join the planning circle? • Where could community members who would like to get to know this person be found?

2. PLACES MAP

- What are the main patterns and themes in the Places map?
- Are there areas that are missing?
- Does the focus person tend to go many places in a small group?
- Is the person really sharing community places, or just visiting them like a tourist?
- How can the person's use of community places be utilized to strengthen their community membership?

3. HISTORY/BACKGROUND MAP







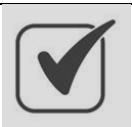


- As you draw the map, can you graphically portray some of the themes – for instance, many places lived in a short time, separation from family, etc.?
- After the map is complete, review:
- Does the group really understand how this person's life has been?
- How would you have felt at different times, if this had been your life?
- What is the group's understanding of what is important to the focus person, given his or her history?
- What are some of the main themes of his/her life?
- Are there additional things you need to find out about his/her life?

4. PERSONAL THEMES










- What works? Interests, gifts, talents
- What does not work?

Look for themes that will be important in building the Vision for the Future. For example, if the person does not like loud noises or people telling him/her what to do, what will be important in where he/she should live?

Personal Profile Basic Frameworks

	Relationships	Identifies opportunities for personal support and assistance.
	Places	Describes the pattern of current daily life.
	Background	Provides an overview of the life experiences of the person and family.
	Preferences	Describes personal preferences, gifts and interests, as well as conditions to avoid.
	Dreams	Describes ideas about personal dreams and desires for the future. Determines timeframe for work.
	Hopes & Fears	Describes how people feel about the opportunities and obstacles they see to making things happen.
	Choices	Describes decisions made by the person and decisions made by other people. Clarifies needs for personal assistance.
	Health	Describes conditions that promote or threaten health.
	Respect	Describes personal characteristics that can create barriers to community acceptance.

Personal Profile Planning Worksheet

	Relationships Identifies opportunities for personal support and assistance	
	Places Describes the pattern of current daily life	
	Background Provides an overview of the life experiences of the person and family	
	Preferences Describes personal preferences, gifts and interests, as well as conditions to avoid.	
	Dreams Describes ideas about personal dreams and desires for the future.	
	Hopes & Fears How people feel about the opportunities and obstacles they see to making things happen.	
	Choices Decisions made by the person & by other people. Clarifies needs for personal assistance.	
	Health Describes conditions that promote or threaten health.	
	Respect Describes personal characteristics that can create barriers to community acceptance.	