# Person-Centeredness

Dreaming big and meeting needs

Sharon Lewis NWDSA KIC 2019

# My "why"







### Person-Centered: What do we mean?

### **Person-Centered Thinking**

- A foundational principle requiring consistency in language, values, and actions
- The person and their loved ones are experts in their own lives
- Equal emphasis on quality of life, well-being, and informed choice

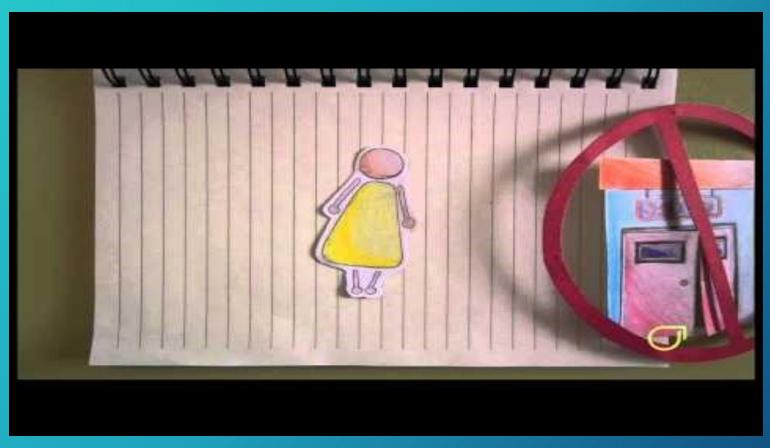
### **Person-Centered Planning**

- A methodology that identifies and addresses the preferences and interests for a desired life and the supports (paid and unpaid) to achieve it
- Directed by the person, supported by others selected by the person

### **Person-Centered Practices**

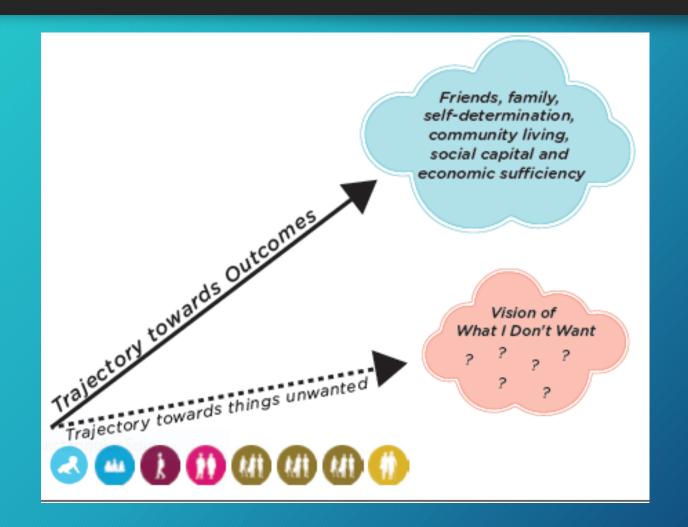
- Alignment of services and systems to ensure the person has access to the full benefits of community living
- Service delivery that facilitates the achievement of the person's desired outcomes

# Person-centered vs Systems-Centered



https://www.youtube.com/watch?v=y77y7XW8GtE

# Opportunity to Dream



# Person-Centered Planning: Balance



## Many tools, one foundation

The person (and their loved ones) is an expert in their own life!

### One-Page Profiles

- What people like and admire about the person
- What is important to the person
- How to best support the person



#### What is Most Important to Me:

- Spend time at my Grandma's house
- Hanging out with my brother
- Popcorn and chocolate milk
- Play board games
- Watch Netflix
- · Play with my cousins
- Learning about the solar system and things about our planet
- Walking to school instead of riding a bus
- Being in the same school as my brother
- Participating in plays/acting



#### What People Like and Admire About Me:

- Outgoing and like to make friends
- I share my goals and supports in a presentation I developed
- · Not afraid to share what I want
- Enjoy school
- Want opportunity to learn
- Do not give up easily
- · Dedicated to completing my work

#### How to Best Support me:

- I have a presentation for my IEP
- . The more sleep I get the better I do at school
- · Sometimes I get stressed about not completing my school work
- I use a slant board at school to help hold my paper
- · Doing work on my computer helps me do my work faster, writing slows me down
- A morning snack is important to allow me to have enough energy to get my work done
- · I have a very strict calorie diet
- · My mom creates a meal schedule for me
- Reassure me or help me talk through a difficult situation
- Because of my energy level, I cannot do a lot of running
- Having a schedule or plan during the day helps me prepare for the day
- If I want an additional snack, I do more exercises (run laps)
- I get out of class 4 minutes early for recess to use the restroom
  - I have someone support me during recess





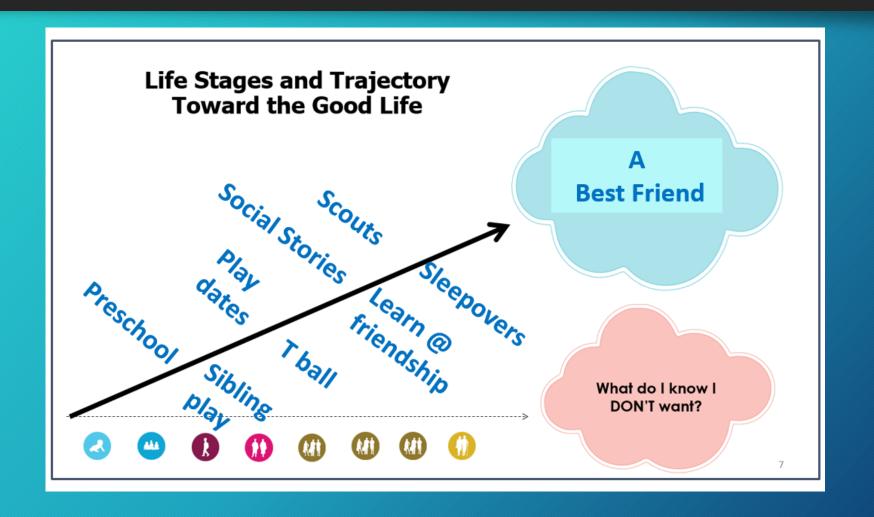
## What is "Charting the LifeCourse"?

A movement led by families, people with disabilities and allies! Core Belief: All people have the right to live, love, work, play and pursue their life aspirations in their community.

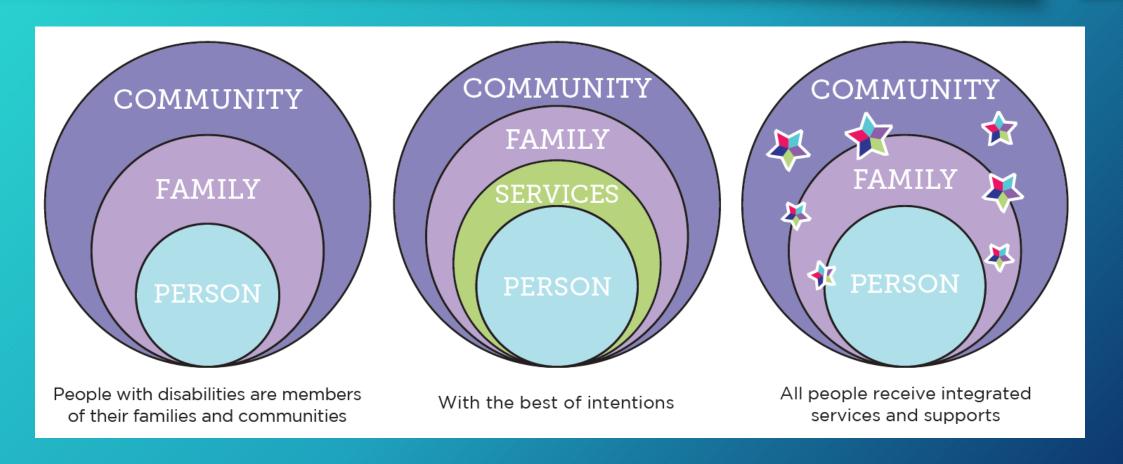
### **CTLC Principles:**

- People exist and have reciprocal roles within a family system; roles change with time
- Individuals and families can focus on a specific life stage with an awareness of past and future, and should be supported to achieve their vision of a good life
- Individuals and families plan holistically, and have life experiences that build self-determination, social capital, economic sufficiency and community inclusion
- People lead whole lives made up of specific, connected, and integrated life domains
- Supports address all facets of life and adjust as roles and needs of all family members change
- Individuals and families access an array of integrated supports
- Individuals and families are truly involved in policymaking and every program, organization, system and policymaker must always think about a person in the context of family.

### What matters most?



# A different way of thinking



## Integrated Star

### Holistic approach includes:

- Focus on the things we ALL rely upon
- Presumption of strengths and need for support are intertwined
- Avoid the "green life" dependency on eligibility-based services
- Community integration supports reciprocal relationships
- Create the opportunity for contribution

#### **PERSONAL STRENGTHS & ASSETS**

Life experiences, personal knowledge, personality traits, belongings, social skills, education and training

#### **TECHNOLOGY**

iPad/smartphone
"apps", remote
monitoring, cognitive
accessibility,
adaptive
equipment

#### RELATIONSHIPS

Family, friends, neighbors, co-workers, community members, church members

# INTEGRATED SUPPORTS

### **COMMUNITY BASED**

Schools, public transportation, businesses, churches, public safety, hospitals, parks & recreation

#### **ELIGIBILITY SPECIFIC**

Developmental disability services, special education, Medicaid, food stamps, Section 8 housing, Vocational Rehabilitation

### Real Life

### Zoe's High School **Integrated Star**

### Goals:

- Go to college
- Many friends
- Volunteer
- Develop job skills

#### Technology

iPad iPhone laptop reminders lists

30/30 Task list Google drive Email Calendar facebook snapchat instagram

Personal Strengths & Assets • Technically proficient • Enthusiastic Energetic

Vibrant, vivacious

 Confident • Socially gifted • Independent • Persistent

• Very happy • Her joy in music • Zoe is the best hype man I've ever seen

Too many to count!

Relationships

• Brings joy to everyone that meets her • Very appreciative

• Continues to grow and wants to grow more • Extremely engaging

• If you go with Zoe somewhere you will meet everyone • "How compassionate she is" • An amazing teacher • Takes time to acknowledge and build people up

Always meeting new people & making friends

· Maps, directions, spatial judgment

• "How she brings people together"

Funny
 Hard-working

Family: Mom, Dan, Maraena, Jazmin, Nana, Papa, Uncle Jeffrey, Kimmie, Ethan, Aunt Elise, Grandma, Uncle Elmo, Dylan, Jessica

Friends: Emily, Claire, Maeve, Daniel, Sam, McKenna, Becca, Ginger, Courtney, Erin, Caroline, Rachael, Sarah, Chris, Daniel, Quinn, Mary Catherine, Michael, Emma,

Adult friends: Jamie, Kathleen & Rob, Kathy & Al, James & Susan, Connie & Cheryl, Rich & Jenn, Heather W., Heather S., Lisa D., Henry & Eve, Becca & Patrick, Angela & Steven



**GMHS** Choir

**GMHS** Lasso

GMHS sporting events

Best Buddies

Volunteering at Clemvjontri

Everybody Dance

Reading to TJ students

Neighborhood - Timber

Cherry Hill Park

Starbucks

Subway

Giant

FCC Community Center

Classroom supports

Vocational rehabilitiation (Jessica)

Transition planning (Ms. McCarthy)

**Community Based Eligibility Specific** 

### Learn More

### National/International Resources:

http://www.lifecoursetools.com

http://helensandersonassociates.co.uk/person-centred-

practice/person-centred-thinking-tools/

https://tlcpcp.com/work/essential-lifestyle-planning/

https://inclusive-solutions.com/person-centred-planning/

Oregon One-Page Profiles:

https://oregonisp.org/1ppa/