Person-Centered Planning & Positive Behavior Support

Day 2 Webinar & Onsite

Minnesota Department of Human Services
Research and Training Center on Community Living
Institute on Community Integration
Purpose of Today

• Introductions and Housekeeping

Webinar Introduction to PCP

• Introduction to Person-Centered Planning
• Different Examples of Planning Processes
• Basic Features of Person-Centered Planning Planning
  – Preparing for a PCP
  – First Meeting
  – Follow-Up Meetings and Evaluation
• How Person-Centered Planning Are Related
Agenda for Onsite Class

11:00 - 11:15   Break After Webinar
11:15 - 11:45   Arthur Activity
11:45 - 12:45   Lunch
12:45 – 2:00    Finish Arthur Activity
                Discuss Checklist
2:00 – 2:15     Break
2:15 – 4:00     Review Survey From Yesterday
Introduction to Positive Behavior Support

Day 1 Webinar
Purpose of Today

• Introduction to Person-Centered Planning
• Different Examples of Planning Processes
• Basic Features of Person-Centered Planning
  – Preparing for a PCP
  – First Meeting
  – Follow-Up Meetings and Evaluation
• How Person-Centered Planning Are Related
Creating A Person-Centered Foundation For Improving Quality Of Life

Person-Centered Practices & Planning

Tertiary Stage
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Person-Centered Planning
- Individualized With Positive Supports
- Teams Monitor Progress

Secondary Stage
- More Intensive Supports To Improve QOL
- Simple Interventions Integrated With Other Positive Supports
- Independence And Community Involvement Encouraged
- Mental Health And Wellness Interventions

Universal Stage
- Person-Centered Thinking
- Encourage Self Expression
- Self-Determination And Choice Making
- Predictable And Proactive Settings
- Meaningful Participation In The Community
The Basic Approach

Person Centered Thinking leads to

Person Centered Practices which lead to

Person Centered Organizations which create

Person Centered Systems that support

Person Directed Lives!
A Core Concept

Important To
Important For
and
The Balance Between Them
Important TO

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 **FOR**

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

And...what others see as necessary to help the person be valued and be a contributing member of their community
Important To And For Are Connected

- They influence each other
- No one does anything that is “important for” them (willingly) unless a piece of it is “important” to them

*Balance is dynamic (changing) and always involves tradeoffs:*
  - Among the things that are “important to”;
  - Between important to and for
Moving from Service Life to Community Life

Service Life

• Important for addressed
• No organized effort to address important to

A Good Paid Life

• To and for present
• Closest people are paid or family
• Few real connections

Community Life

• To and for present
• Active circle of support
• Included in community life
Moving from Service Life to Community Life

Service Life

• Important for addressed
• No organized effort to address important to

A Good Paid Life

• 'Important to' recognized
• 'Important to' present

Community Life

• Focus on connecting, building relationships and natural supports
• To and for present
• Closest people are paid or family
• Few real connections

• To and for present
• Active circle of support
• Included in community life
Important To Important For & The Balance Between

Management Tools

Everyday Learning Tools

Discovery/Listening Tools

Donut Matching

Relationship Map

Good Day Bad Day

Routines & Rituals 2-Minute Drill

4+1 Question Working Not Working

Communication Reputation

Learning Logs TLC-PCP 2012 www.learningcommunity.us
Levels of Change

Level 1
Any changes that result in a positive difference in the lives of people who use services or in your own work life.

Level 2
Any changes an organization makes to its practices, structure or rules that result in positive differences in the lives of people.

Level 3
Any change in practice, structure and rules made at the system level. These changes have an effect on many organizations, and therefore many peoples’ lives.
Creating A Person-Centered Foundation For Improving Quality Of Life

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Person Centered Planning: A Tool for Creating Context

Person-Centered Planning:

• Process-oriented approach to empowering people with disability labels.

• Focusing on the people and what they need to live a preferred life with a desirable future, ultimately leading to lives of greater inclusion as valued members of both community and society.

• Can use on a continuum of intensity (planning for simple improvements in quality of life to intensive planning)
Person-Centered Planning

• A plan is not an outcome
• Continuous, fluid, responsive
• On-going learning
• Not about fixing
• A balance between what is important to with what is important for
• Focus on supporting a preferred lifestyle: not options or choices
• Not treatment planning
Core Concept in Person Centered Thinking & Planning

• Important to **and**
• Important for
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)
Person-Centered Planning Tools

• Routines and Rituals
• Preferred Schedules and Activities
• Preferred People
  – Staff
  – Friends
  – Other
• Important To and Important For
• Articulate Responsibilities (Donut Exercise)
• Desired Present
• Desirable Future
Implementing More Than One Positive Support Practice Within An Organization

Person-Centered Practices & Planning

Universal Stage
- Person-Centered Thinking
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Positive Behavior Support

Tertiary Stage
- Individualized PBS Plans
- Integrated With Other Positive Supports (PCP, Trauma-Informed Care, DBT, Etc.)
- Plans Are Evaluated To Ensure Plans Are Implemented With Fidelity
- Outcome Measures
- Teams Monitor Progress Of Each Person

Secondary Stage
- Use Data To Identify Individuals At Risk
- Additional Supports For Key Social Skills
- Group And Individual Interventions
- Function-Based Decisions
- Simple Interventions Integrated With Other Positive Supports
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Universal Stage
- Teach And Encourage Communication
- Encourage And Reinforce Social Skills
- Consensus-Based And Team Focus
- Emphasis On Using Data For Decisions
- Integrated With Other Positive Support Practices (PBS, Trauma-Informed Care, Etc.)
Different Examples of Person-Centered Planning
Person-centered Planning (PCP) and Wraparound

Originated in Disability Field
Focus on Empowering Adults
Improving Quality of Life
Defining Characteristics of PCP

• Meetings Driven by the Person
• Important Goal: Empower Person to Lead and Make Important Decisions
• Team Members Are Chosen by the Person
• Meetings Are Tailored to the Preferences of the Person
Defining Characteristics of PCP

(Continued…)

• Build Opportunities to Experience Respect and Community Involvement

• Examples of Team Members:
  – Team members
  – Friends
  – Community members
  – Professionals in school and work settings
  – Family and peers
  – Etc.

• Self-determination and the Expression of Choice
Defining Characteristics of PCP
(Continued…)

• Natural Supports Are Tailored (Avoiding an Over-reliance on Existing Services)

• Goals and Actions Build on the Person’s Strengths (Not Their Deficits)

• Long-Term Goals & Short-term Actions Focus on Immediate Optimal Quality of Life Changes

• Develop & Maintain Significant Relationships
Quality of Life Domains (QOL)

1. **Emotional Wellbeing** - (Feeling Empowered and Experiencing Positive Emotions)

2. **Interpersonal Relations** - (Opportunities for Friendship and Intimacy, Quality of Interactions With Others)

3. **Material Well-being** - (Ownership of Possessions, Meaningful Employment)

4. **Personal Development** – (Opportunities for Education and Habilitation)

5. **Self-determination** - (Setting Personal Goals, Making Decisions About Important Life Choices)

6. **Physical Well-being** - (Optimal Health Care and Nutrition, Mobility & General Wellness)

7. **Social Inclusion** - (Natural Support Networks Inclusive and Integrated Environments)

8. **Rights** - (Experience of Ownership of Key Items and Property, Allowed Due Process, Privacy and Barrier Free Environments are Available).
Wraparound Planning

Field of Emotional and Behavioral Disorders
Improve Service Coordination
Build on Student and Family Strengths
Improving Life Domains
Defining Characteristics of Wraparound Planning

• Individuals and Their Families Are Empowered to Lead Meetings
• Supports Identified in Meetings Are Provided in Community Settings
• Supports Are Individualized, Strength Based, and Meet the Needs of the Individual and Families
• Planning Processes Are Culturally Competent
Defining Characteristics of Wraparound Planning
(Continued…)

• Plans are Designed Within a Team-based Context and Are Coordinated Across Agencies
• Flexible Noncategorical Funding is Available
• Both Informal and Formal Supports Are Included in Plans
• Services Provided to the Individual and Family Are Unconditional in Nature
• Interagency Collaboration Occurs During Meetings and in Implementation of the Plan
• Outcomes Are Measured and Evaluated for Each Service and Intervention
Wraparound/PCP Life Domains

- Medical/Health
- Recreational • Cultural
- Education/Vocational
- Legal
- Relationships
- Other
- Spiritual
- Social/Fun
- Safety
- Emotional/behavioral
- Basic Needs
Wraparound: Steps Involved

• Step 1: Initial Conversation
• Step 2: Start meeting with Strengths
• Step 3: Develop a mission statement
• Step 4: Identify Needs across Domains
• Step 5: Prioritize Needs
• Step 6: Develop Actions
• Step 7: Assign Task/Solicit Commitments
• Step 8: Document Plan: Evaluate, refine, monitor & transition
Strengths of Wraparound Planning

• Person and Family Driven
• Focus on Improving Quality of Life
• Encourages Tailored Supports
• Focus on Systems Change
  – Systems of Care Meetings
  – Wraparound Planning
• Improves Service Coordination Across People
  – Children and Family Services
  – Mental Health
  – Education
  – Disability Services
Strengths of Person-Centered Planning

- Visual Planning Strategies Reduces Dependence on Verbal and Written Information
- Different Strategies Available
- Helps Focus the Team on the Person as the Lead During Meetings
- Provides Ways for Person to Directly Lead and Participate
Other Types of Person-Centered Planning

Disabilities
- Essential Lifestyle Planning
- Picture of a Life (PoL)
- PATH
- MAPS

Mental Health
- Assertive Community Treatment
- WRAP
- Wraparound Planning
• **Essential Lifestyle Planning (ELP):** principle outcome is giving some power to the person’s voice in the present, shifting from power over to power with, and bringing some order to chaos.

• **Picture of a Life:** applies person-centered thinking and planning tools that are focused on helping people envision the life they want in their community their desired future.
McGill Action Planning System (MAPS): principle outcome is a series of actions to get from here to there.

Found at www.kipbsmodules.org

Planning Alternative Tomorrows with Hope (PATH): principle outcome is a series of steps to get from here to there.

Found at www.kipbsmodules.org
Personal Futures Planning (PFP): principle outcome is a clear, desirable future.

Found at www.kipbsmodules.org

Person-Centered & Positive Behavior Support Integrated Example

University of South Florida Tip Sheet
Jack’s Person-Centered Plan

Examples of Topics Discussed in Jack’s Meetings
Challenges and Opportunities of Person-Centered Planning

• Choices of People Invited
• Barriers That Occur Due to Disagreements
• Importance of Relationship Building
• Establishing Strategies to Evaluate and Monitor Progress
• Learned Helplessness
  – Funding and Resources
  – People’s Viewpoints & Opinions
Focus on Building an Ideal Life
Going Beyond Black & White Thinking

What does are the person’s dreams for a better life?

Break down the dream to find the important meanings
• “I want to be an astronaut”
• “I want to be a movie star”

Brainstorms ways to understand the core dream
• Consider the meanings underlying the dream- what context meets the dream the best
• Team action plan to build this dream and make it real
Adjusting Person-Centered Planning to Each Person

• Length of Meetings & Locations
  – Full Day Meetings Vs. Smaller Consecutive Events

• Young Man Who Has a History of Negative Experiences in Group Meetings
  – First Response – “No Way”
  – Adjust Meeting Process to Avoid Large Groups
  – Series of Smaller Meetings Driven By the Young Man & a Person He Trusts
Basic Features Across Person-Centered Planning
Key Elements of Person-Centered Planning

A Guide to Key Features of Wraparound and Person-Centered Planning

Preparing for the Pre-Meeting with Family and First Team Meeting

• Meet with the person to find out who should be invited to the first meeting
• Schedule a pre-planning/meeting with the person and if applicable his/her family in order to get their “story” and go over their strengths and needs in the five areas of safety/health, social relationships, emotional functioning, behavior, and cultural/spiritual
• Work with the person to identify the best planning strategy that will be the best fit for a person (PATH, Picture of a Life, etc.)
• Identify current team members working with the family the person thinks should be involved in the PCP
• Assess whether people from different areas of a person’s life are represented (family, school, and community)
• Initiate conversations with team members separately to identify core strengths to focus on within planning
• Consider a list of questions that can guide information gathering
• Identify issues team members have and their perspectives that may lead to possible barriers to the team process
• Schedule the meeting to accommodate person’s preferences (i.e. think about location, date, and time how to accommodate all team members)
• Assist the focus person, the family, and circle of support in the coordination of the meeting
• Ask team members to look through the gathering information packet ahead of time to collect thoughts; Some team members may need you to go over this with them
• Use the MN Person-Centered Plan Report Scoring Criteria & Checklist to ensure that you are prepared to obtain all relevant information

First Meeting Process

• Come prepared to the meeting (flip chart paper, markers, examples of evaluation tools)
• Encourage introductions and “ice breaker” activities
• Review the planning process identified and come prepared to facilitate it
• Begin with the person’s strengths
• Identify where to build on strengths and discuss needs of the family (if applicable,) and focus person in terms of what they need, not services that they need
• Develop an action plan:
  o Discuss how goals will be met
  o Recruit team members to take on clearly identified tasks
  o Break down goals into action items with person responsible for assisting and dates for completion
• Assess whether both important to and for elements are in balance
• Outline how action plan will be evaluated with people responsible for gathering and summarizing information across quality of life domains.
• Schedule time, date, and location of follow-up meetings before leaving the meeting
• Identify strategies for keeping everyone up to date on progress between meetings
Person-Centered Planning
Take Away Messages

• Use the Elements of Different Planning Practices that are the Best Fit
• Person-Centered Planning Can Be Used to Support Children
• Wraparound can be Used to support Adults
• Invest in Knowledge and Build Capacity
  – Send Trainers to Learn Particular Approaches
  – Create an Archive of Examples Across Planning Approaches
  – Invest in Capacity Building (Trainers Mentor New Facilitators Across Models)
How Person-Centered Planning & PBS Are Related
Implementing More Than One Positive Support Practice Within An Organization

**Person-Centered Practices & Planning**

**Tertiary Stage**
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
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**Secondary Stage**
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**Universal Stage**
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- Encourage And Reinforce Social Skills
- Consensus-Based And Team Focus
- Emphasis On Using Data For Decisions
- Integrated With Other Positive Support Practices (PBS, Trauma-Informed Care, Etc.)
Primary Stage
Universal Strategies

**PC Practices**

- Assess Organization Across Areas
- Create Work Plans by Area
- Use PCT Tools
- Implement Person-Centered Strategies Across Levels
- Build Capacity for PCT and PoL

**PBS**

- Identity Social Values
- Learn and Practice Social Behaviors
- Improve Social and Physical Environment
- Recognize and Reinforce
- Increase Consistency
- Build PBS Capacity
Secondary Stage

**PC Practices**
- Continue Expanding Impact of Work Plans Across Areas
- Team Monitors Quality of Life
- Early Intervention to Improve Outcomes
- Simple Strategies for Improving Quality of Life
- Person-Centered Planning Strategies
- Build Natural Support Networks
- Coach Meeting and Supports

**PBS**
- Team Monitors for Early Intervention
- Simple Function-based Problem Solving
- Data-based Decision Making
- Additional Supports for Social Behaviors
  - Building Friendships
  - Increasing Independence
  - Mental Health-related Supports
Tertiary Stage

PC Practices

- Continue Expanding Impact of Work Plans Across Areas
- Monitor Person-Centered Plans
- Use Quality of Life Data for Decision Making
- Tailor Types of Person-Centered Planning for People
- Training and Mentoring to Expand Planners Across Organization

PBS

- Monitor PBS Plans
- Coordinate Quality of Life Evaluation Across Positive Supports
- Data-based Decision Making
- Improve Interagency Collaboration and Community Mapping
- PBS Plans Integrated Within Person-centered Plan
Improving Quality of Life

Supporting Staff Behavior

Supporting All People

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
Establishing the Vision

Person-Centered Planning Articulates What is Important To and For a Person....
Why Integrate Person-centered Strategies With PBS?

**Person-Centered Planning....**

is an important first step for developing positive behavior support (PBS) plan

– Decreases the need for a PBS plan
– Creates a unified vision amongst team members before discussing problem behaviors
– Information can be used as part of the functional behavioral assessment process
Contribution to Assessment: Gathering Rich Detail

• Broader Contextual Information
• Details About Family Strengths and Needs
• Communication and Social Skills Assessment
  – Observed during meetings
  – Discussed with the focus person and team
  – Successful routines and settings are discussed
  – Problematic routines may be discussed
  – Ideas for when direct observation should occur
Integrated Assessment of Quality of Life

• Consider Each Quality of Life Domain
• Assess What Domains Are Addressed From Person-Centered Planning Goals
• Include Domains Included in Positive Behavior Support Interventions
• Address Missing Domains
  – Should Domains Not Addressed Yet be Added to Planning Process?
  – Review Quality of Life Data Regularly
Organization-Wide Strategies for Integration

• Person-Centered Planning Team Includes Other Practices & Recruits Facilitation
  – PBS
  – DBT
  – Trauma Informed Practice

• Create a Team to Monitor Person-Centered Plans & PBS

• Assess Skills Within Organization
  – Person-Centered Facilitator & PBS Facilitator Combined
  – Collaboration Between Two Individuals Who Collaborate
Contact Information

Rachel Freeman
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Phone: (541) 979-3409

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Institute On Community Integration,
University Of Minnesota,
Pattee Hall, Room 110A, 150 Pillsbury Dr. S.E.
Minneapolis MN 55455
End of Webinar
Agenda for Onsite Class

11:00 - 11:15  Break After Webinar
11:15 - 11:45  Arthur Activity
11:45 - 12:45  Lunch
12:45 – 2:00  Finish Arthur Activity
              Discuss Checklist
2:00 – 2:15   Break
2:15 – 4:00   Review Survey From Yesterday
Arthur’s Plan

Activity and Discussion
MN Person-Centered Plan Report
Scoring Criteria & Checklist
Key Elements of Person-Centered Planning

A Guide to Key Features of Wraparound and Person-Centered Planning

Preparing for the Pre-Meeting with Family and First Team Meeting
- Meet with the person to find out who should be invited to the first meeting
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- Schedule time, date, and location of follow-up meetings before leaving the meeting
- Identify strategies for keeping everyone up to date on progress between meetings
Review the Key Elements of Person-Centered Planning

• What’s Missing That You Would Add to This Document?

• Create a List of Things You Would Show Someone If They Asked How to Facilitate a Person-Centered Plan
Person-Centered Plan Report Scoring Criteria & Checklist
Adapted from the Kansas Institute for Positive Behavior Support Person-Centered Positive Behavior Support Plan (PC-PBS) Report Scoring Criteria & Checklist (Rev. 3-5-07)

Person’s Name: _____________________  Rater’s Name: _____________________

Date of Person’s Plan: _____________________  Date Completed Rating: _____________________

<table>
<thead>
<tr>
<th>SUMMARY OF CRITICAL FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please review the entire plan and then rate the following questions by circling Y (yes) or N (no)</td>
</tr>
</tbody>
</table>

| CF1  | Person-Centered Planning goals attempt to increase quality of life, not simply maintain it | Y  | N |
| CF2  | The plan is designed to make a meaningful positive difference in the life of the person | Y  | N |
| CF3  | The plan clearly reflects the values and beliefs (philosophy & foundation) of Person-Centered Planning | Y  | N |
| CF4  | The plan has sufficient detail to answer what is important to the person | Y  | N |
| CF5  | The plan describes what is important for the person in the context of what is important to them | Y  | N |
| CF6  | The plan addresses what needs to stay the same, to be maintained, or enhanced | Y  | N |
| CF7  | The plan addresses what needs to change | Y  | N |

<table>
<thead>
<tr>
<th>GENERAL CRITICAL FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Y = _______  PERCENT = [ _______ / 7] X 100 = _______ %</td>
</tr>
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</table>

Instructions - Please rate each of the following questions by circling either 0, 1, or 2 according to each question’s criteria. Items with * are critical elements that must be scored.

**PART 1 – DISCOVERY AND LEARNING INFORMATION**

<table>
<thead>
<tr>
<th>Identifying Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Identifying information is complete (facilitator name, person’s name, other people involved in the planning process, DOB/age, current living environment)</td>
</tr>
<tr>
<td>2 = All identifying information is provided including name of person writing the plan, person’s name, other people involved in the planning process, DOB/age, current living environment</td>
</tr>
<tr>
<td>1 = Some of the above identifying information is included but not all</td>
</tr>
<tr>
<td>0 = With the exception of the person’s name, there is no identifying information included that is relevant to the plan</td>
</tr>
<tr>
<td><strong>2.</strong> Planning participants, including the person, are listed and are people important to the person (including family, friends, and/or person’s preferred spokesperson)</td>
</tr>
<tr>
<td>2 = Planning participants’ names and their functions/roles are listed and were chosen by the person</td>
</tr>
<tr>
<td>1 = There is a description of who participated in the planning, but it is incomplete (either not all participants are listed or their function/role is unknown, or planning participants were not chosen by the person)</td>
</tr>
<tr>
<td>0 = There is no mention about who participated in the planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on how the person currently lives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong> A brief story or history of the person’s life is provided</td>
</tr>
<tr>
<td>2 = There is a description of the person’s life story or history, which includes health issues, behavioral issues, diagnoses, living situations, moves, and community involvement. If particular events do not apply, it is so stated</td>
</tr>
<tr>
<td>1 = Some events are described but the information is limited</td>
</tr>
<tr>
<td>0 = There is no information provided regarding the person’s history</td>
</tr>
</tbody>
</table>
Activity

• Review the *MN Person-Centered Plan Report Scoring Criteria & Checklist*
• What Type of Person-Centered Information is Evaluated?
• What Other Evaluation is Needed for Teams to Assess Person-Centered Plans
Quality of Life Domains (QOL)

1. **Emotional Wellbeing** -(Feeling Empowered and Experiencing Positive Emotions)

2. **Interpersonal Relations** - (Opportunities for Friendship and Intimacy, Quality of Interactions With Others)

3. **Material Well-being** -(Ownership of Possessions, Meaningful Employment)

4. **Personal Development** –(Opportunities for Education and Habilitation)

5. **Self-determination** -(Setting Personal Goals, Making Decisions About Important Life Choices)

6. **Physical Well-being** -(Optimal Health Care and Nutrition, Mobility & General Wellness)

7. **Social Inclusion** -(Natural Support Networks Inclusive and Integrated Environments)

8. **Rights** -(Experience of Ownership of Key Items and Property, Allowed Due Process, Privacy and Barrier Free Environments are Available).
Quality of Life Assessment of the Social & Physical Environment Survey

Survey Instructions
Circle the number that best reflects how much you agree with the statements below as it applies to the area or setting in which you are working. A score of one on the tool indicates you strongly disagree with a statement, a score of two indicates you disagree, a score of three indicates agreement, and a score of four indicates strong agreement.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>DK</td>
</tr>
</tbody>
</table>

Unless the item is clarified, statements address everyone in a particular setting as appropriate such as people living and/or working in a setting, direct support professionals, managers, family member/guardians, community members, etc. The interview questions (at the end of this survey) are used to ask people receiving support their opinion about key questions in each quality of life domain.

Personal Development

1. People living and/or working in this setting regularly participate in activities and tasks that are useful and meaningful to their daily lives 1 2 3 4 DK
2. People living and/or working in this setting participate in a variety of different activities that promote learning and independence 1 2 3 4 DK
3. People living and/or working in this setting receives instruction on activities and skills that are useful and meaningful to their daily lives 1 2 3 4 DK
4. Everyone in this setting has the opportunity to learn new social and interpersonal skills 1 2 3 4 DK
Discussion

How could the Quality of the Social and Physical Environment be used to Support Person-Centered Planning?
Measuring Individual Quality of Life

1. Schalock’s Survey of Quality of Life
2. Strategy for Integrating Evaluation of Both Person-Centered Planning & Positive Behavior Support
Three Post-it Notes

• What did you LIKE about today?

• What did you LEARN today?

• What would you CHANGE about today?
Person-Centered Planning Resources

Support Development Associates
• http://sdaus.com

Manual for Person-Centered Planners
• http://rtc.umn.edu/docs/pcpmanual1.pdf

NASDDDS – Person-Centered Planning
• http://www.nasddds.org/resource-library/person-centered-practices/

KIPBS Toolbox
• http://www.kipbs.org/new_kipbs/fsi/modlinks.html
Wraparound Planning Resources

National Wraparound Initiative
• http://nwi.pdx.edu/wraparound-basics/

PBIS Wraparound Planning
http://www.pbis.org/school/tertiary_level/wraparound.aspx

Interconnected Systems Netowrk
http://www.pbis.org/school/school-mental-health/interconnected-systems
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Preparation of this [presentation/report] was supported, in part, by cooperative agreement JPK%50470 from the Minnesota Department of Human Services. The University of Minnesota undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.