Principles of Practice for Person-Centered Practices

The statewide planning group in positive supports developed the Principles of Person-Centered Practices at the individual and organization wide level across the state.   The statewide planning group that contributed to this document include experts from various provider agencies, consulting agencies, universities, county and state agencies.

The Purpose of this document

The purpose of this document is to identify those principles, values, approaches and methods essential to the implementation of all Person-Centered Practices. There are many models of Person-Centered Practices. They all share the same values and this document is intended to guide Person-Centered Practices regardless of the method, model, or approach utilized.

The reason for having Principles of Person-Centered Practice is threefold;

1. It gives people an understanding of what to expect from Person-Centered Practices;
2. guides professionals using the principles of Person-Centered Practices as to what is best practice; and
3. It gives people facilitating, creating, and or implementing plans an understanding as to what is needed to ensure Person-Centered Practices are implemented with consistency and accuracy.

How this document can be used

As a state, we aim toward these best practice principles. These principles establish what is expected and necessary in Person-Centered Practices in Minnesota. This document can be used to guide professional practice. The Statewide planning group feels this will be of value and support a variety of activities including:

- Encourage discussions about Person-Centered Practices within the field and state of Minnesota
- Encourage discussion about Person-Centered Practices with people working within different roles
- Guidelines for professionals (i.e., direct support professional, supervisors, managers, lead agency and state staff) to evaluate competence of their work in Person-Centered Practices
- Guidelines for Formal Person Centered Planner faciliators to evaluate competence of their work in Person-Centered Practices
- Guidelines for organizations for developing and or maintaining Person-Centered Organizations
- Guidelines (for professional, people and families) for evaluating the competence of Person Centered Practices offered by others

This document should be used as recommend principles of practice. It will be updated regularly to reflect updates to practice principles in the growing field of person centered practices.

Who could use this document

These principles are meant for any people working in the human service field (i.e., direct support professionals, supervisors, mangers, lead agency and state staff) across all levels of an organization can use this document.

There are three sections to the principles of practice

1. Section One relates to all who use the philosophies and principles of Person-Centered Practices in their work.
2. Section Two relates to principles for Person-Centered Planning facilitators. These are the people who are trained and certified to facilitate Person-Centered Plans. This section includes essential elements of the Person-Centered Planning process.
3. Section Three relates to Person-Centered Practice principles for Person-Centered organizations.

Section One: Principles for Professionals using the philosophies of Person-Centered Practices in their everyday work and interactions.

Professionals using Person-Centered Practices in their everyday work and interactions are able to identify and apply the common shared values that make Person-Centered Practices distinct from system centered approaches.

1. Promoting dignity, respect, and trust for each person
2. Ensuring each person can contribute to the community and has the ability to choose supports and services that help them contribute in a meaningful way
3. Understanding and demonstrating how to address health and safety concerns inside of what is important to the person
4. Using a "power with" as opposed to a "power over" approach to support people to pursue what is important to them
5. Ensuring that the person experiences a "supportive" environment and not a toxic environment
6. Honoring each person's preferences and choices with regard to their unique identity, culture, language, race, religion, sexual orientation and/or gender identity
7. Working collaboratively with the person, their family and friends and other professionals
8. Engaging in ongoing learning about Person-Centered Practices
9. Ensuring that services and supports are individualized and build on the appreciation for who the person is, including understanding their short term or long term dreams and visions as appropriate to the current situation
10. Ensuring that the professionals who work with the person build, increase, or maintain relationships, community connections, community living, and community participation, based on the person's preferences, including building on natural supports

Section Two: Principles for Person-Centered Planning Facilitators.

This section applies to trained planning facilitators who are facilitating formal Person-Centered Plans.

Person-Centered Planning facilitators demonstrate competency in the foundations of Person-Centered Planning

1. Person-Centered Planning facilitators are able to describe the history that drives Person-Centered Practices and Planning including the following elements:

   a. History of replacing long term care options with less isolating community settings (deinstitutionalization)
   b. Commitment to equity and culturally inclusive and affirming approach
   c. Commitment to people having valued social roles
   d. Community participation and social inclusion
   e. Supported and competitive employment
   f. Concepts of most integrated environment including school, work, and living situation
   g. Self-determination

2. Person-Centered Planning facilitators are able to identify and apply the common shared values that make person centered practices distinct from system centered approaches, including:
   a. Promoting dignity, respect, and trust for each person and/or family
   b. Ensuring each person can contribute to the community and has the ability to choose supports and services that help them contribute in a meaningful way
   c. Understanding and demonstrating how to address health and safety concerns inside of what is important to the person
   d. Using a "power with" as opposed to a "power over" approach to support people to pursue what is important to them
   e. Ensuring that the person and their Person-Centered Planning team experience a "supportive" environment throughout the planning process rather than one of "fixing"
   f. Honoring each person's preferences and choices with regard to their unique identity, culture, language, race, religion, sexual orientation and/or gender identity, including planning supports and services accordingly
   g. Promoting and establishing a shared vision between the person and their Person-Centered Planning team
   h. Promoting and demonstrating that with information, experience and assistance a person can "choose off the menu" to select supports and services that work for him or her
   i. Honoring the person's ability to express preferences and choices
   j. Affirming a person's civil and legal rights

Person-Centered Planning facilitators focus on collaboration and team building

1. Person-Centered Planning facilitators:
   a. Describe and demonstrate strategies for working collaboratively with other professionals, people who use supports and services, and their families and friends

b. Demonstrate respect for and build on the values, beliefs, culture and preferences identified by the person and his or her circle of support

c. Use strategies and processes to demonstrate respect to all team members and to diverse opinions

d. Create respectful partnerships and consensus within the team

Person-Centered Planning facilitators are committed to continuous skill development and building competency in the use of Person-Centered Practices

1. Person-Centered Planning facilitators:
   a. Engage in ongoing and rigorous personal skill development by consulting current publications, and attending workshops, conferences, and/or presentations
   b. Stay current with emerging research, trends, and models of Person-Centered Planning.
   c. Seek out collaboration, support, or assistance when needed
   d. Participate in local and/or national communities of practice related to Person-Centered Practices

Essential Elements of the Person-Centered Planning Process that are followed by Person-Centered Planning Facilitators

1. **Planning process:**
   a. The process is individualized and builds on the appreciation for who the person is, including understanding his or her short term or long term dreams and visions
   b. The process empowers the voice of the person. The person drives the planning process and formulation of the plan
   c. The person's preferences and choices in regard to their unique identity, culture, language, race, religion, sexual orientation and/or gender identity are recognized and honored throughout the planning process
   d. The person chooses the people on the Person-Centered Planning team with emphasis on the involvement of family members, friends, and other natural supports. The facilitator supports the person in coordinating their meeting(s)
   e. The purpose of the planning process is clearly stated in the plan and members of the person's team know and understand the purpose of the planning process
   f. The process and plan develops a vision of a lifestyle based on the person's preferences, strengths, abilities, and talents rather than his or her deficits or limitations
   g. The plan addresses building or maintaining relationships, community connections, community living, and community participation, based on the person's preferences, including building on natural supports
   h. The person has opportunities to broaden his or her ability to make informed choices based on information and experiences that are unrestricted by current resources or services
   i. The process and plan reflects the person's ability to make choices about his or her daily routines, lifestyle and activities

    j.   The process addresses possible barriers to achieving the person's preferred lifestyle in a respectful manner

    k.   Plans include clear outcomes and goals based on the person's preferences and desired lifestyle, with timelines and people identified who are responsible for each goal. There is an on-going plan to evaluate each of the outcomes and goals, based on the timelines and action steps identified by the team

    l.   The discovery and learning process is ongoing throughout a person's life. Plans are revised with the person and the person's team to address growth and changes in a person's life

2. **Written plans reflect what occurred during the planning process**

    a.   Written plans are free from technical jargon and are written or otherwise made available in a way that is understood by and useful to the person and those responsible for implementing the plan

    b.   The written plan is a "living document." The person and their team review the plan and determine if any change in the person's life results in changes to the plan

    c.   Written plans created by the person and their Person-Centered Planning team are reviewed and approved by the person

3. **Implementation of the plan:**

    a.   The plan drives the services and supports delivered

    b.   Plans are implemented as developed with integrity and fidelity

    c.   Team members follow through with completing action steps and each action is documented The plan then drives the services and supports delivered

    d.   Team meetings occur periodically to share information, work on the plan, evaluate what's working and what's not working, make changes to the plan as needed, and reflect on successes and setbacks

Section Three: Person-Centered Practice Principles for Person-Centered Organizations

Organizational culture is about what staff do in everyday practice. Person-Centered organizations create a culture of learning and partnership. The following describes a Person-Centered organization.

People within the organization promote and utilize discovery and planning processes to provide individualized supports by:

1. Listening to the person first and working together to choose strategies and supports that address what is important for the person within the context of what is important to them
2. Supporting the person to direct their planning and supports
3. Supporting and acting on the person's short term or long term dreams, desires, and preferred lifestyles
4. Providing supports so the person can make informed decisions by balancing choice and risk

5. Communicating information in plain language that is free from jargon and/or other formats that match a person's communication preferences
6. Providing supports that respect a person's unique identity, language, culture, values, and beliefs
7. Working to update and evaluate outcomes and goals from the Person-Centered Plan that are based on the timelines identified by the Person-Centered Planning team
8. Implementing assigned tasks or actions steps from the Person-Centered Plan as intended with fidelity and integrity
9. Documenting the actions taken and progress
10. Offering choices and or developing options that are unrestricted by current resources and services

People within the organization promote community inclusion and participation by:

1. Ensuring services and supports do not create barriers to community inclusion and participation
2. Providing opportunities for people to be a part of and connect to valued social roles in their communities of their choice
3. Supporting people to develop and maintain relationships and valued social roles that are meaningful and important to them
4. Committing to collaboration with community members and other organizations to facilitate natural supports
5. Using resources and supports for the person that are as local and informal as possible

Design and processes of the organization

1. Mission, vision, and values reflect Person-Centered Practices that support people to attain the life they desire
2. Policies and procedures reflect person-centered values and are changed and updated whenever necessary
3. Staff are trained and skilled in person-centered philosophy and practices
4. All meetings are designed to make the best use of time and reflect person-centered approaches
5. Leadership engages active participation from employees, people using supports, family members and stakeholders to set strategies and goals of the organization
6. All staff within the organization actively engage with the people they support
7. Leadership communicates with people using services and staff to find out what is working and what is not working, and develop action plans when needed
8. Leadership and staff communicate information in plain language

Evaluation of Person Centered Practices within the organization

1. Organizations identify a mechanism for obtaining feedback from staff and people using services
2. Feedback from staff and people using services is used to make informed decisions about services and supports
3. Measures are used to assess the quality of life of people supported in order to shape and improve services and supports
4. Supports offered by the organization are evaluated to help with organizational planning