



**EMPOWERING PERSONAL ADVOCACY**  
**Person-Centered Planning Meetings**  
**Lanterman Regional Center**



# Defining Moments



- What **choice** did you make in that moment?
- What personal **strength** did you draw upon to give you the courage needed?
- What **action** did you take that lead to the profound and/or positive change this moment made in your life?

# George's Story

- <https://www.youtube.com/watch?v=qn4pjuHfuGc>



“If you don’t have  
self-worth, you don’t have anything.”

- Todd Rubien, Advocate



# Objectives

- To understand...
  - Person-centered concepts at the heart of advocacy.
  - How to recognize and respond to disempowering or “non” person-centered attitudes within the support team / planning meeting.
  - Techniques to facilitate person-centered planning meetings.



# Defining Choices

Risk

Passion &  
Experience

Finding Your  
Voice



# Are You In?



# Dignity of Risk

Source: Opportunities for Independence, 2011

- Anyone who leads a life of dignity and meaning takes risks. Each of us, in the pursuit of jobs, our personal and romantic relationships, our leisure activities, and our adventures have stepped into the unknown and risked failure, rejection, and even our physical well-being.
- ***Anything any of us have ever accomplished has come from some level of risk-taking. The benefits of succeeding in these situations, or from learning from our mistakes, are a crucial element in our development as independent people.***
- Imagine for a moment what it would be like if you were never allowed to take a risk, if others made all of your decisions for you, if others, not you, had the last word on what you were capable of. You certainly wouldn't deserve such a life; nor do the people we support.



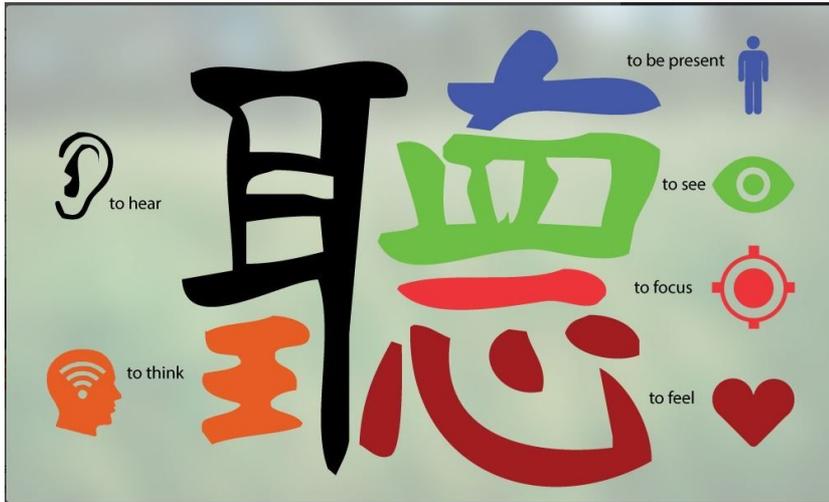
# Definition of SAFETY

**Safety** is a state of being protected from potential harm or something that has been designed to protect and prevent harm.

## The Hidden Harm

- Disempowerment
  - Helplessness
  - Hopelessness
- Failure to progress
- Diminished quality of life

# Empathic Listening



- Seek to understand before being understood.
- Attempt to take the other person's point of view as you listen to them.
- Do not interrupt.
- Do not pass judgement.
- Withhold impulse to give advice, or tell your story. Always ask permission before you do.

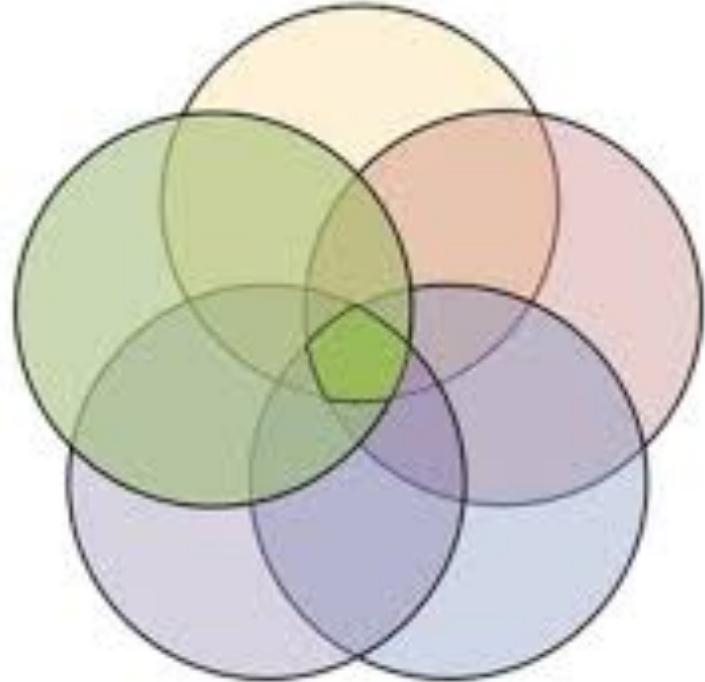
# Following the Person's Passion

- Regular meet with people informally.
- Listen and investigate more deeply
  - It isn't always what it appears on the surface.
- Explore natural supports, and community resources.
- Encourage experience informed decision making and reasonable risk, especially if the person has had limited life experiences.
- Know when to steer the conversation for specific information, and when to let it develop naturally into something more.



# Listening for Themes

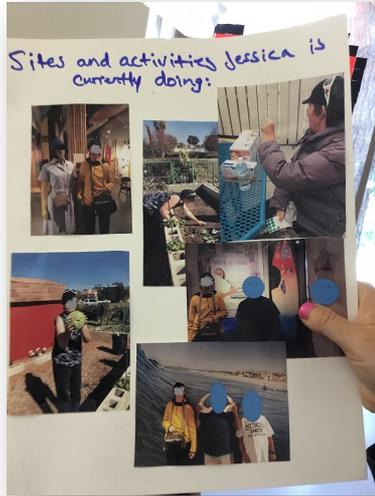
- Security
- Community
- Relationships
- Choices
- Goals



# Preparation

- Meeting with the person before goal planning meetings can help to empower and build their confidence as their own advocate.
- Find out any major topics of interest or concern to the person ahead of time. This can help focus the meeting, and information/resources can be readied before the meeting.
  - For topics not of concern, find out as much of the “fill in” information needed for reports as possible (health info, financial info, etc...). If the person would like, confidentially distribute this information beforehand. Then the meeting can focus on person-centered planning.

# Finding Their Voice



- Find out how the person wishes to express their voice at their meeting
  - Support in preparing the tools necessary to do so if needed (i.e. a report, poster, slideshow, etc.). And/or find out who they may wish to help them to do this.
  - Sometimes practicing can be helpful.

# Jacob's Voice

- “I want to move closer to my father.”



# Meeting Preparation



OUTNUMBERED?

- Recommend that the person brings an ally whenever needed.
  - Find out if there is an impartial friend or support person in the individual's life (not a parent, administrator, etc.) who the person relies on, confides in, or who has an especially good understanding of the person's communication style.
    - Are they available to support the person in preparing for and attending their meetings or other important advocacy opportunities.
    - If the person would like, this ally might be able to act as a translator (not to speak for, but to translate and speak on behalf of the person if needed).

# Put into Practice



- Follow the person's passion without placing barriers or limitations
- Encourage experience
- Find out how the person may wish to express themselves.

# Defining Strengths

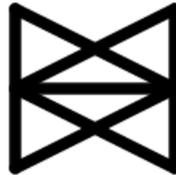
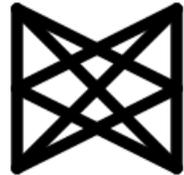
Respect

Model &  
Educate

Reflect



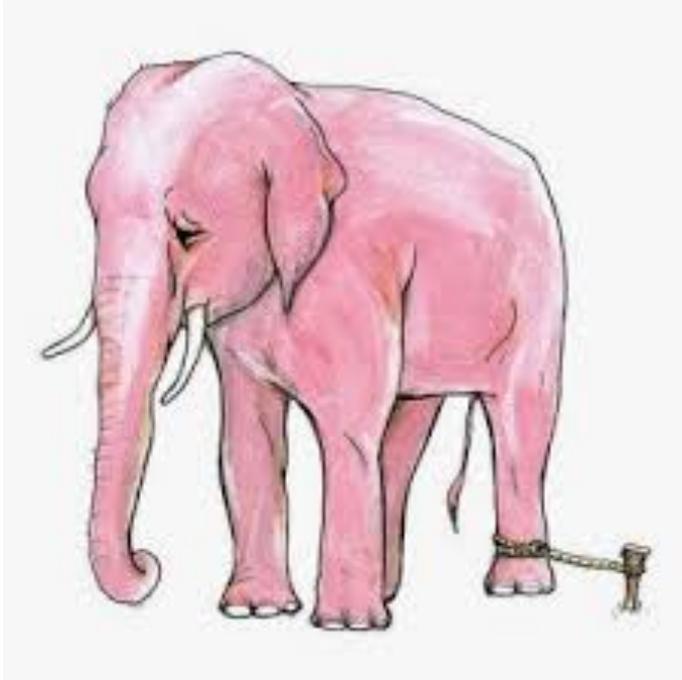
# Easy Visual Puzzle



# Learned Helplessness

- Google Definition: a condition in which a person suffers from a **sense of powerlessness**, arising from a traumatic event or persistent failure to succeed. It is thought to be one of the underlying causes of depression.
  - [https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=learned+helplessness&\\*](https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=learned+helplessness&*)
- In this context the persistent failure to succeed is the failure to succeed in having choice or control over your own life.
- Sometimes a person's diagnosis is blamed for conditions that the service system has conditioned.

# Recognizing Learned Helplessness



## Possible Characteristics

- Rarely initiates choices or actions
- Consistent self-doubt
- Usually defers to others
- Completes tasks for other's approval, not own gratification
- Resistance to trying new things, or voicing opinion
- Compliant with unfavorable tasks or activities

# Meeting Best Practices

## Ensure that the Person is Driving Their Meeting (Beginning to End)

- Find out from the person if /when/where/who they want to support them in...
  - Filling out their progress assessments.
  - Preparing for their meetings.
  - Conducting their goal planning meetings.
- All discussions should be...
  - Conducted with the person's permission.
  - Centered around their input.
  - Inclusive of all those who love, care, and support the person. With all input valued in addition to (not in place of) the person's own input.
  - Ended with the person having the final say on all topics and comments
- If the person being answered for or talked over? If so, listen, then redirect back to the person.

*Grounding Question; Who is the conversation benefitting?*

# Highlight Strengths



- One size does not fit all.
  - Become knowledgeable of different techniques for person centered planning.
- Larger posters, visual aides and graphics can be very helpful.
- Environment should be comfortable and accessible to the person and anyone they have invited.
- Either explain or refrain from using professional jargon. Make sure everyone understands what is being discussed.

# The Support Team's Behavior Plan



## Depersonalizing Tendencies

- Treachery
- Disempowerment
- Infantilization
- Intimidation
- **Labeling**
- Stigmatization
- **Outpacing**
- **Invalidation**
- Banishment
- Objectification
- **Ignoring**
- Imposition
- Withholding
- Accusation
- Disruption
- Mockery
- **Disparagement**

Source: Kitwood, 1997

# Responding to Depersonalizing Tendencies

## Detractor

- Labeling.....
- Outpacing.....
- Invalidation.....
- Ignoring.....
- Disparagement.....

## Response

- Paraphrase using positive terminology.
- Pause and check for understanding throughout entire meeting, slow down or speed up if needed.
- Reflect each person's response or feeling identifying it as their own.
- Do not participate in such conversations. Redirect to the person as much as necessary.
- Set the ground rule prior to discussing challenging issues, that all conversations will be conducted respectfully. Or if not an issue up for discussion, refocus conversation onto person's strengths.

# Educating the Support Team

- **General rules:**
  - Role Model, Role Model, Role Model!!!!
  - Use redirection, reflection, and paraphrasing to emphasize philosophical differences without correcting speaker.
  - Never embarrass anyone in front of the support team. Address major issues in private after meeting, so they are not repeated in future meetings.
  - Offer more education where appropriate, and if team appears open to it.
  - Remember change doesn't happen in one day, baby steps...



# Asking Person Centered Questions

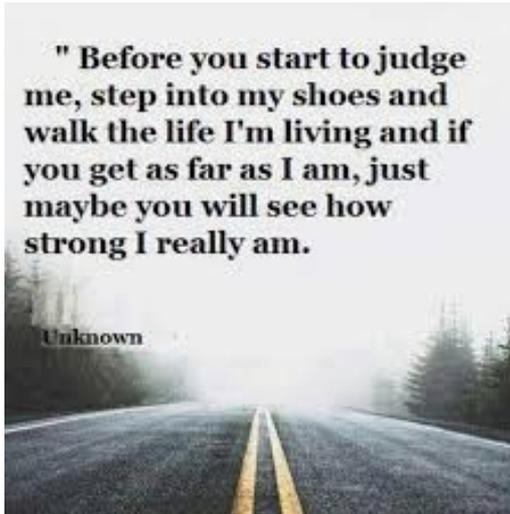
## Traditional Question

- How are you managing his diabetes?
- Is she allowed in the back garden?
- How many community outings does he go on a month?
- Are you happy at your day service? (asked in front of the day service providers)

## Person Centered Question

- Can you show me what you do to maintain your blood sugar levels?
- Do you enjoy your back garden? How much time do you spend there?
- What were some of your favorite places that you have visited lately?
- What do you enjoy the most about your day service? What do you enjoy the least?

# Walking in Their Shoes



- Reflect!
- No one other than the person really knows what it is like to live a day in their shoes. Despite this we should still, as regular practice, attempt to put ourselves in their shoes.
- Not as an attempt to guess what they want in life, but in an attempt to look at ourselves through their eyes.
  - Take a look at what we are saying, and how we are choosing to interact.
  - Would we do the same if it were us, or one of our loved ones?

# Put into Practice



- Responding to “non” person-centered support team behaviors.
- Asking person-centered questions.
- Reflect!

# Defining Actions

Meaningful  
Balance

Paradigm Shift

PC Goals



# Quality of Life



# Meaningful



# Essential

## ***Meaningful:***

**The things in life that make us happy and content. Things the person feels improves their QOL.**

- Relationships
- Favorite Chair
- Morning Routine
- Knitting
- Going to the beach

## ***Essential:***

**Health, safety, and what others feel is necessary for the person's life. Includes regulatory requirements.**

- Healthy Diet
- Safe Home
- Medications
- Earning Money
- Medical Appointment when needed

# Person-Centered Then and Now

## We think we know?

Where we have been:

- We (the professionals) have created a plan for Susan. We have gotten to know Susan well, and had her in mind as we created it. Now here is the daily strategy for Susan to achieve the goals set forth in the plan.

Where we want to go:

- We have talked with Susan and those she has indicated are central in her life. She let us know what is most important in her life right now, and we discussed with her any possible supports she might want to help her achieve those things. She will continue to direct her days as she sees fit.

# Paradigm Shift

	Focal Questions	Era of Institutions I	Era of Deinstitutionalization II	Era of Community Membership III
A	Who is the person of concern?	The patient	The client	The citizen
B	What is the typical setting?	An institution	A group home, workshop	A person's home, local business, special school or classroom the neighborhood, school
C	How are services organized?	In facilities	In a continuum of options	Through a unique array of supports tailored to the individual
D	What is the model?	Custodial/medical	Developmental/Behavioral	Individual support
E	What are the services?	Care	Programs	Supports
F	How are services planned?	Through a plan of care	Through an individualized habilitation plan	Through a personal future plan
G	Who controls the planning decisions?	A professional (usually an MD)	An interdisciplinary team	The individual
H	What is the planning context?	Standards of professional practice	Team consensus	A circle of support
I	What has the highest priority?	Basic needs	Skill development, behavior management	Self-determination and relationship management
J	What is the object?	Control or cure	To change behavior	To change the environment and attitudes



# Meeting Best Practices

- Know the “script” without reading off the “script.” Use any goal template/regulatory requirements as a guide, not an interview.
- Understand the outcomes the template/requirements are striving to obtain, and know that there are many avenues to get there.
- Use follow-up discussions to gather last minute information, and to avoid interrupting a good person-centered conversation.



# Person Centered Plan Effectiveness

Ratti et al. (2016) study also found...

- Care-givers constitute a major influencing factor on the success of PCP and they play a vital role in shaping the lives of people with ID through the quality of support that they provide. Heller et al. (2000) found that individuals with ID regarded staff's instrumental and emotional support as the single most important facilitator of goal attainment. Dumas, De La Garza, Seay, and Becker (2002) argued that ***individuals with ID do not perceive having a plan as the main cause of change, but in fact responsibility for change, achievements and failure to achieve is attributed to the PCP facilitators whose commitment to PCP has been considered the most powerful predictor of successful outcomes for people*** (Sanderson, Thompson, & Kilbane,2006). (p. 79)



# Focus on Building Relationships

- How strong are the relationships within the support team?
- Better relationships lead to...
  - More communication (both at the meeting, and throughout the year).
  - More open to each other's perspectives (including person centered concepts).
  - More support for the person in advocating for what they really want at this time in their life.
  - More likely that the team will work together to reach real QOL outcomes.
- Use this time to role-model person-centered interactions.



# Mission Accomplished?



- Created strategies to support the lifestyle the person wants for themselves today.
  - Not focused just on health and safety, or even just on dreams and aspirations.
  - This has more immediate effects on QOL outcomes.
- Goals increase community membership, not just community observation.
- Person has valued roles and relationships (if desired)
- Plan is unique, and clearly speaks of and represents the person whose plan it is.
- Everyone is clear on next steps, and committed to their role in support of the plan.

# Put into Practice



- Finding the balance desired by the person.
- Writing PC Goals
- Building Relationships

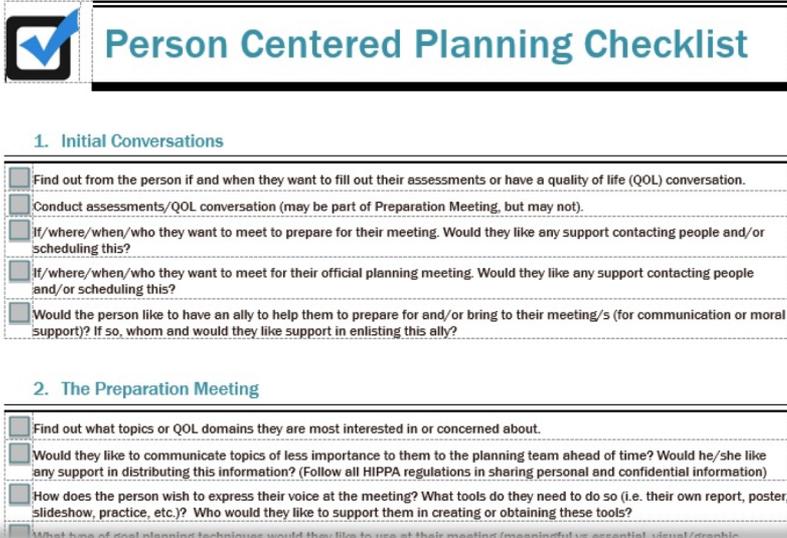
# RESOURCES AND TOOLS TO SUPPORT FACILITATION AND EDUCATION

***- PLANNING CHECKLIST***

***- PERSON CENTERED CULTURE AND PRACTICES  
FACILITATOR MANUAL (COMING SOON)***

# Planning Checklist

- Access to handouts is on-line at the CAADS website for all conference attendees.



The image shows a document titled "Person Centered Planning Checklist" with a blue checkmark icon in a box. The document is divided into two main sections: "1. Initial Conversations" and "2. The Preparation Meeting". Each section contains a list of tasks with checkboxes.

**Person Centered Planning Checklist**

**1. Initial Conversations**

- Find out from the person if and when they want to fill out their assessments or have a quality of life (QOL) conversation.
- Conduct assessments/QOL conversation (may be part of Preparation Meeting, but may not).
- If/where/when/who they want to meet to prepare for their meeting. Would they like any support contacting people and/or scheduling this?
- If/where/when/who they want to meet for their official planning meeting. Would they like any support contacting people and/or scheduling this?
- Would the person like to have an ally to help them to prepare for and/or bring to their meeting/s (for communication or moral support)? If so, whom and would they like support in enlisting this ally?

**2. The Preparation Meeting**

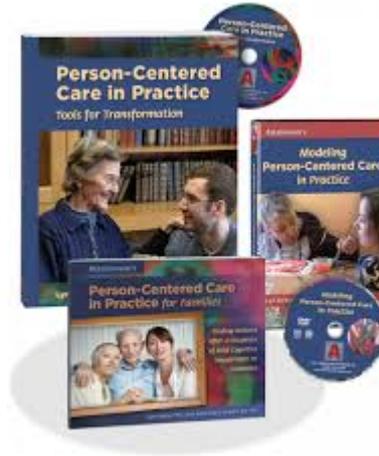
- Find out what topics or QOL domains they are most interested in or concerned about.
- Would they like to communicate topics of less importance to them to the planning team ahead of time? Would he/she like any support in distributing this information? (Follow all HIPPA regulations in sharing personal and confidential information)
- How does the person wish to express their voice at the meeting? What tools do they need to do so (i.e. their own report, poster, slideshow, practice, etc.)? Who would they like to support them in creating or obtaining these tools?
- What type of goal planning techniques would they like to use at their meeting (meaningful vs essential, visual/graphic



<https://www.disabilityisnatural.com/>



<http://www.motivationalinterviewing.org/>



<https://www.facebook.com/cygnetinnovations/>

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# Celebrate, Don't Separate

- <https://www.youtube.com/watch?v=kln8npO7pEU>





**Thank You!!!**

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