

Person Centered Thinking

De Sales University Center

Presented By: Donna Ciancitto



The Learning Community
for person centered practices

The Learning Community for Person Centered Practices envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. We foster a global learning community that shares knowledge for that purpose.

Person Centered Thinking ...

underlies and guides respectful listening which leads to actions, resulting in people who:

- Have positive control over the life they desire and find satisfying;
- Are recognized and valued for their contributions (current and potential) to their communities; and
- Are supported in a web of relationships, both natural and paid, within their communities

What are person centered thinking skills?

A set of skills that reflect and reinforce values that:

- Propel the learning cycle
- Help us support rather than fix
- Work for humans
- Work at every level in the organization
- Build the culture of learning, partnership, and accountability
- Affirm our belief that everyone can learn

Help people get better lives
Not just better paper...

Purpose of the day

Learn how to 

1. Use person centered thinking skills to gather a deeper understanding of the people we support
2. More easily organize that learning to inform our efforts to help people get the lives they value

Introducing the Core Concept:

IMPORTANT TO

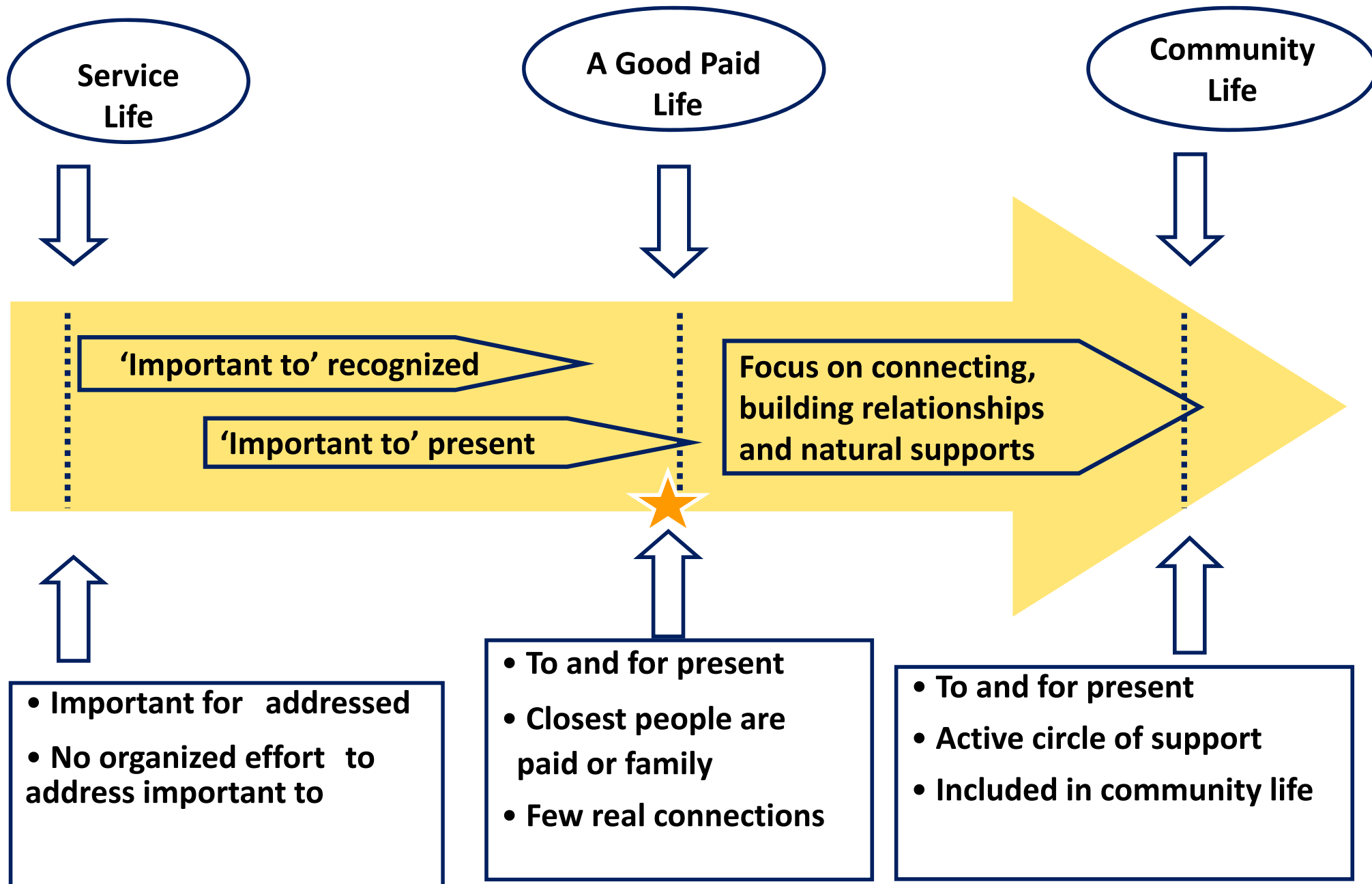
AND

IMPORTANT FOR

AND

THE BALANCE BETWEEN THEM

Moving from Service Life to Community Life





Discontent is the first necessity of

progress.

Discontent is the Engine of Change

- Anything you are happy with you want to stay the same
- You are only interested in change when there is discontent

But there are there are 2 kinds of discontent
Cynical
Optimistic

We have **too much cynical** and **not enough optimistic**

Cynical Discontent

When you have discontent without hope you get cynical discontent.

Cynical discontent results in:

Denial	People say “this is no different from what we have always been doing”
Distortion	Perceptions are distorted to suggest that what people want is what they already receive
Departure	The people who have the most passion leave (depart) when they see no hope for change

Optimistic Discontent

Requires hope based on trust that is created when there is:

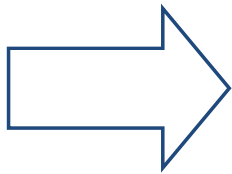
- **A history of acting on things that can be changed**
- **Honesty about those things that will take time to change**
- **Progress in acting on the things that take time**

Where cynical discontent is dominant...

...trust must be created

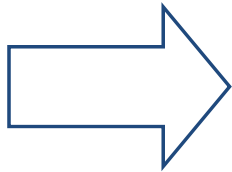
Levels of Change

Level 1



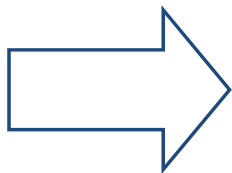
Any changes that results in a positive difference in the lives of people who use services or in your own work life.

Level 2

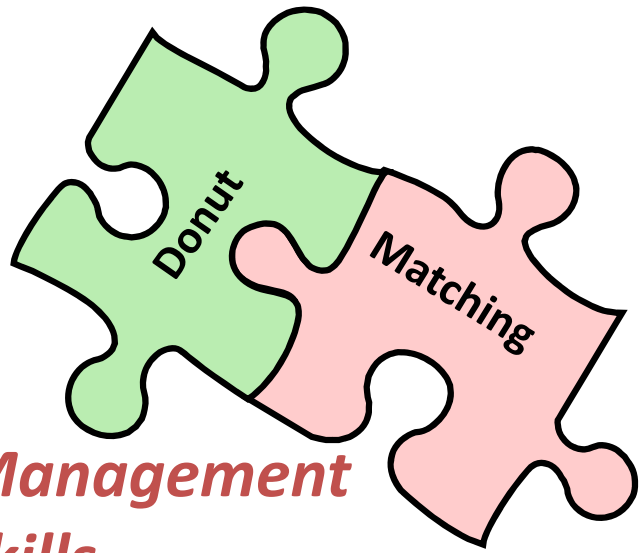


Any changes an organization makes to its practices, structure or rules that result in positive differences in the lives of people.

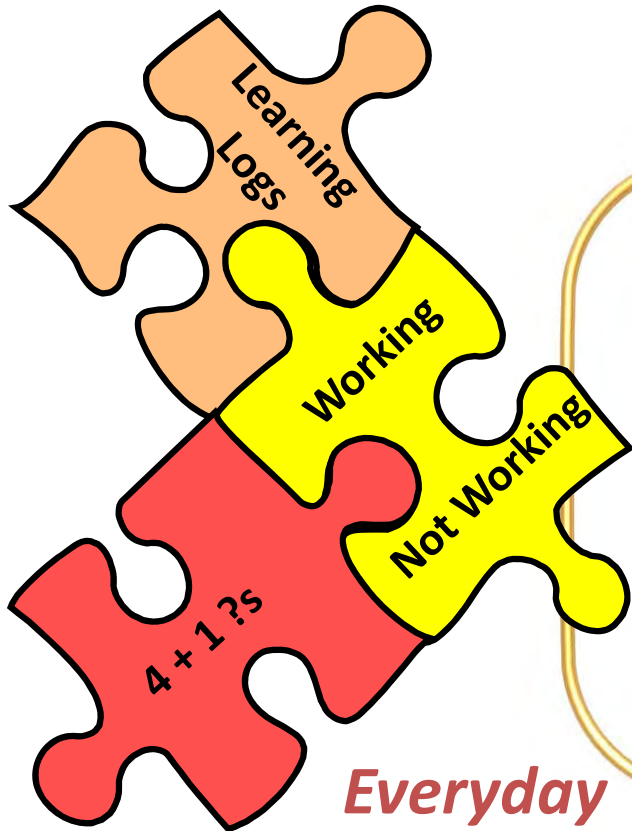
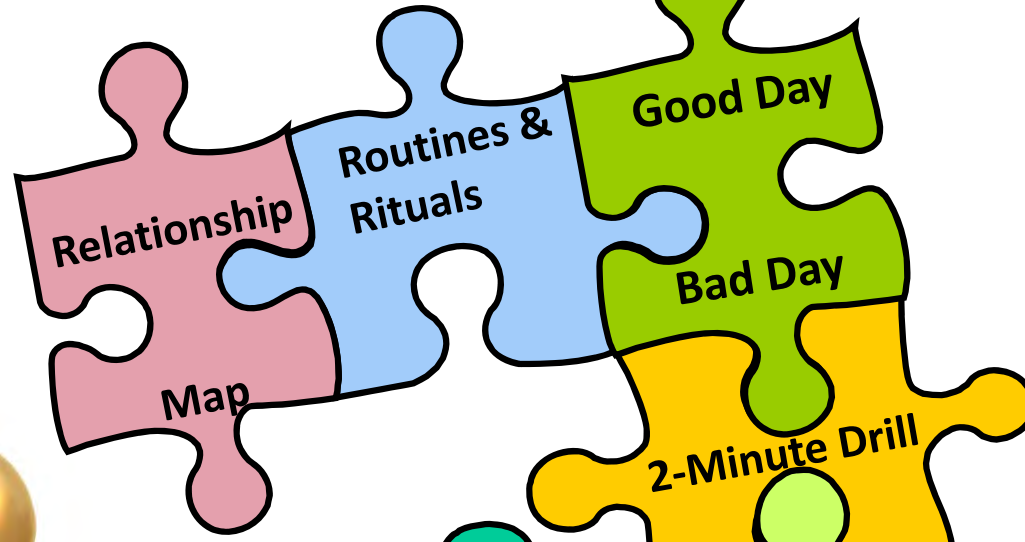
Level 3



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.



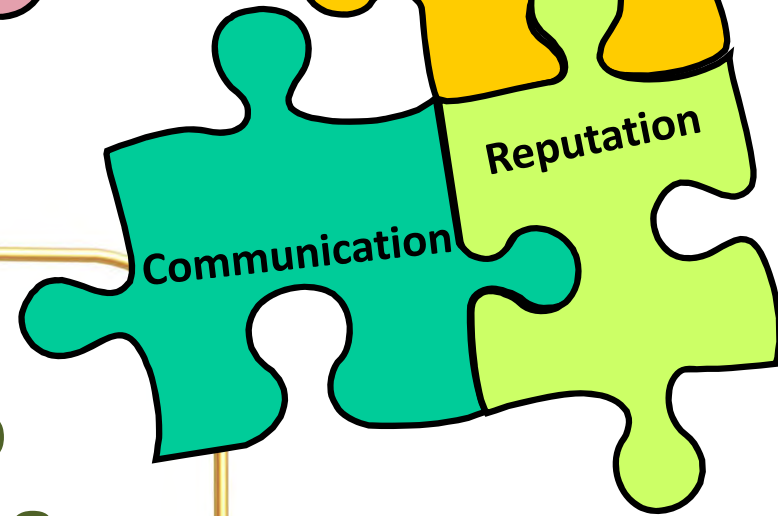
Management skills



Everyday Learning skills



**Important To
Important For &
The Balance
Between**

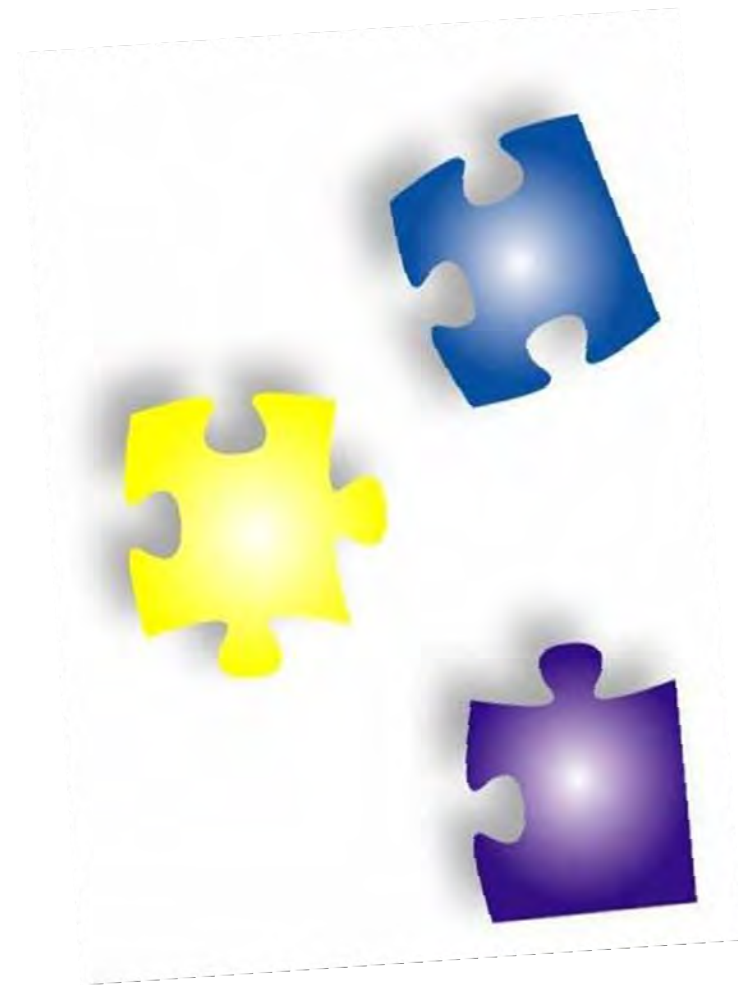


*Discovery/
Listening skills*

Discovery/Listening Skills

6 methods for collecting information

- ✓ Relationship Map
- ✓ Rituals and Routines
- ✓ Good Day/Bad Day
- ✓ Two Minute Drill
- ✓ Communication Chart
- ✓ Reputations

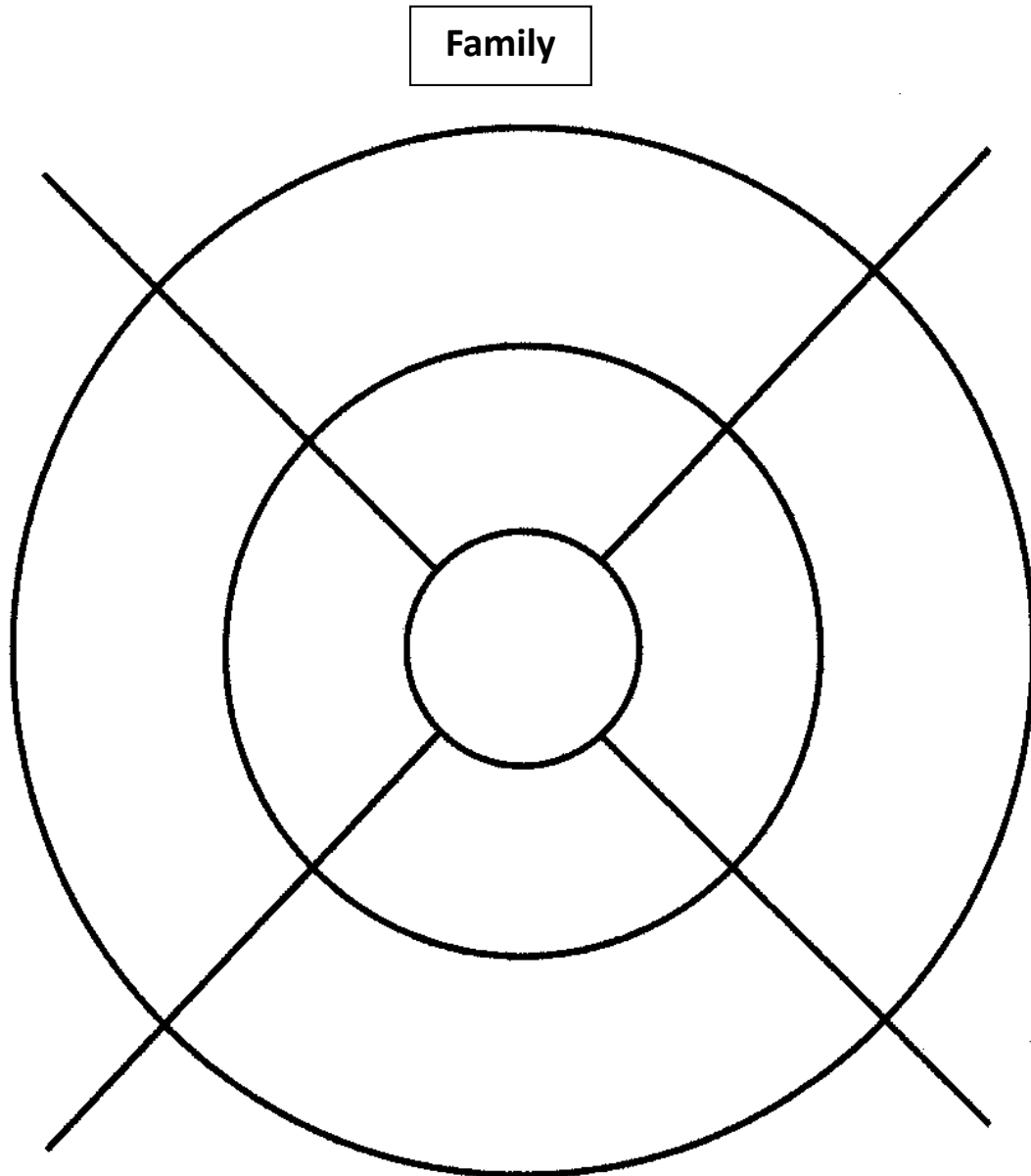


The “Relationship Map”

1st Discovery skill

People Map
for:

People who
support me
at work or
school



People
whose job is
to support
me at home
and other
places

Friends

Rituals and Routines

Rituals guide us through our days and bring consistency, comfort and control

- Morning
- Going to bed
- Mealtimes
- Transition
- Birthday
- Not Feeling Well
- Cultural/Holiday
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss

Good Day/Bad Day

**What is a good day like
for this person?**

**What is a bad day like
for this person
(or a stressful, or
really difficult day)?**

2 Minute Drill-

Imagine that...

You have two minutes to share key information about supporting an individual.

Listening to Behavior...

A Communication Chart

What is happening	_____ does	We think it means	And we should

Reputation

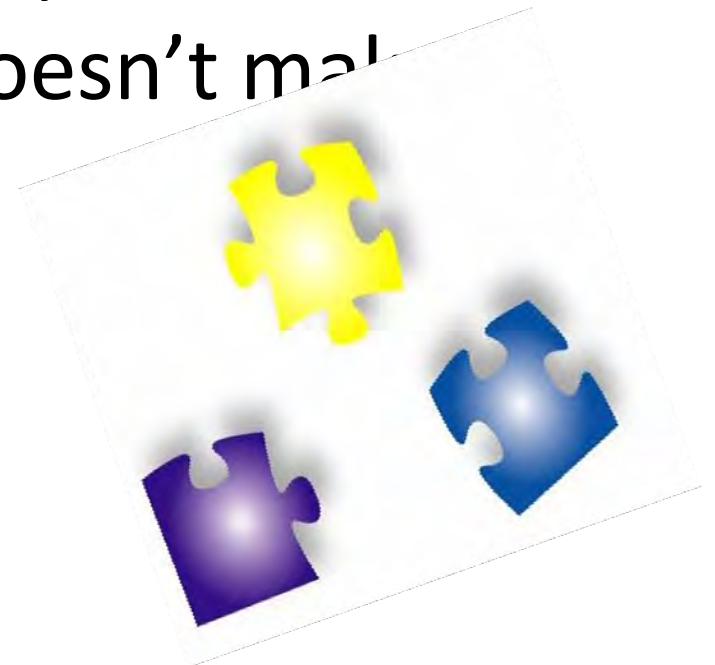


TLC-PCP

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Everyday Learning skills

- 4 + 1 questions
- Learning Log
- Working/Not Working (also called “what makes sense/doesn’t make sense”)



4 + 1 Questions

- Using the “4 questions” to focus on learning and acting on that learning –
 - What have we tried?
 - What have we learned?
 - What are we pleased about?
 - What are we concerned about?
- And then the “+1” question -
 - What should we try/do based on what we have learned?



Learning Log

Using the learning log to enhance progress notes

Date	What did the person do? (What, where, when, how long, etc.)	Who was there? (Names of staff, friends, others, etc.)	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work well? What did the person not like about the activity? What needs to be different?



The Learning Community
to create the future

**What works/
makes sense**

**What doesn't work/
make sense**

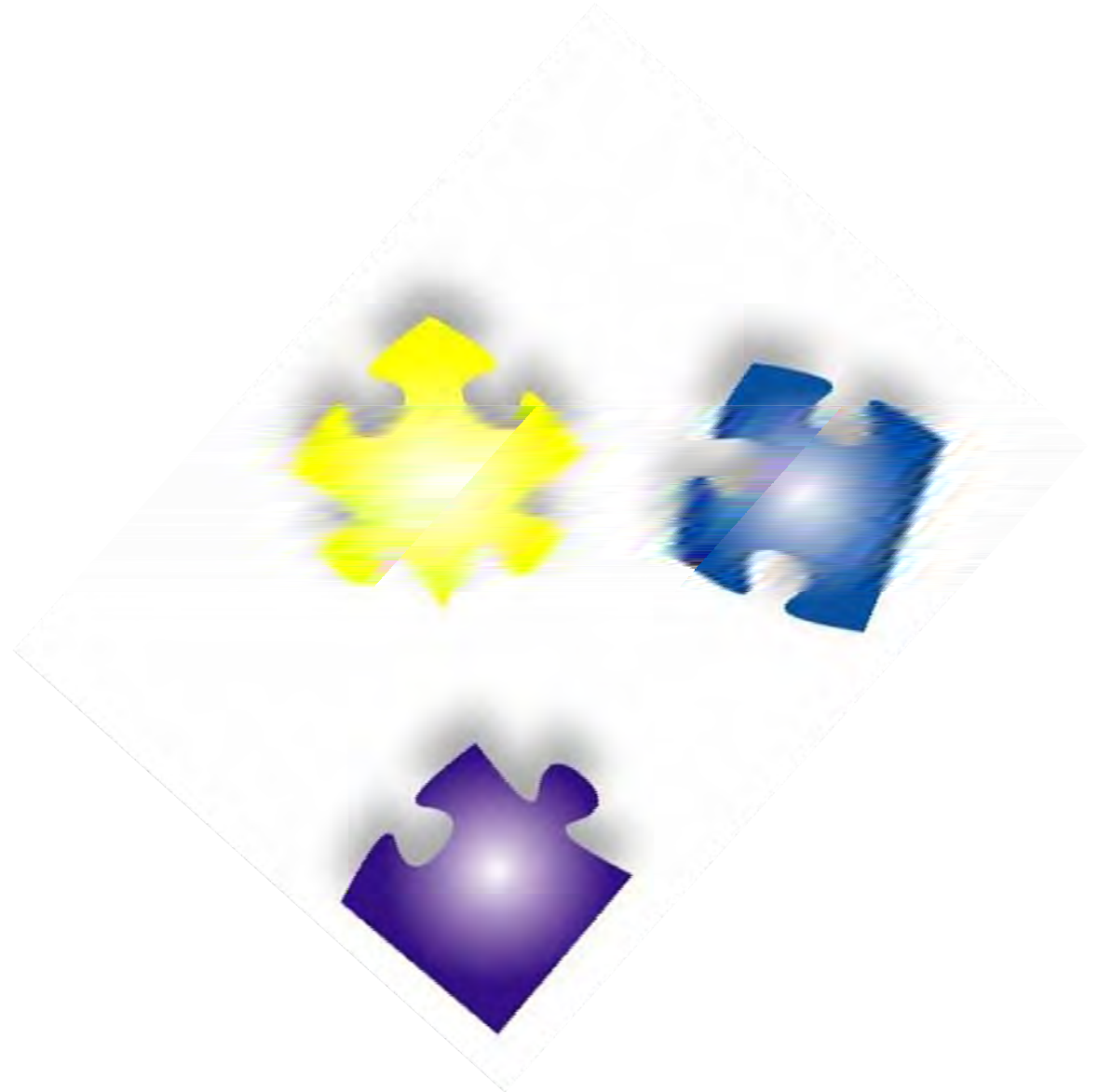
**Persons's
perspective**

**Parent's
perspective**

**Staff's
perspective**

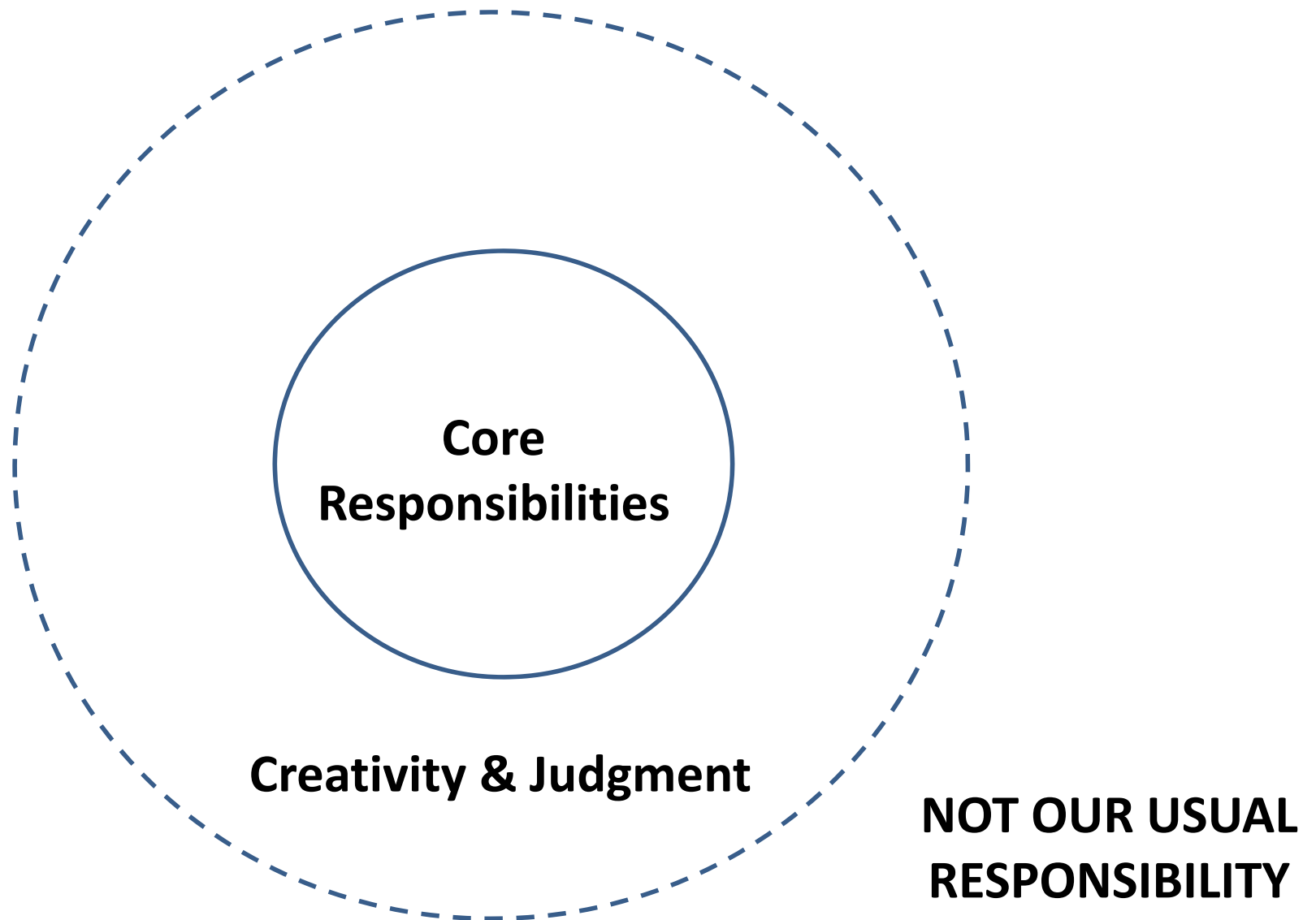
Management Skills

- Donut Sort
- Matching



The Donut Sort


Defining Staff Roles and Responsibilities



A Matching Profile

For each person – what are . . .

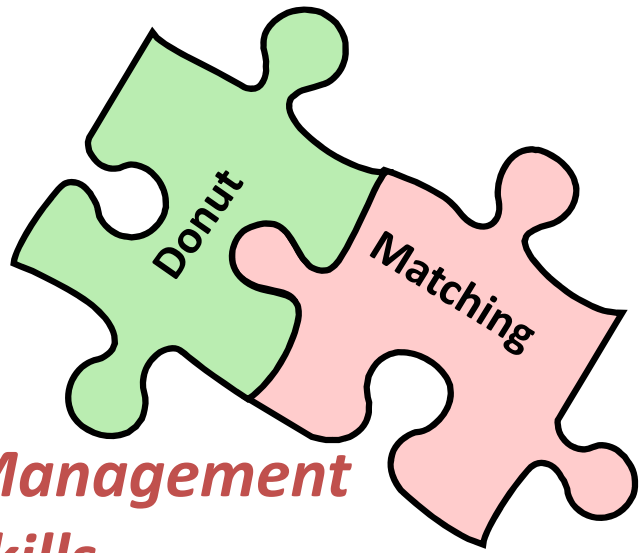
Supports Needed	Skills Required



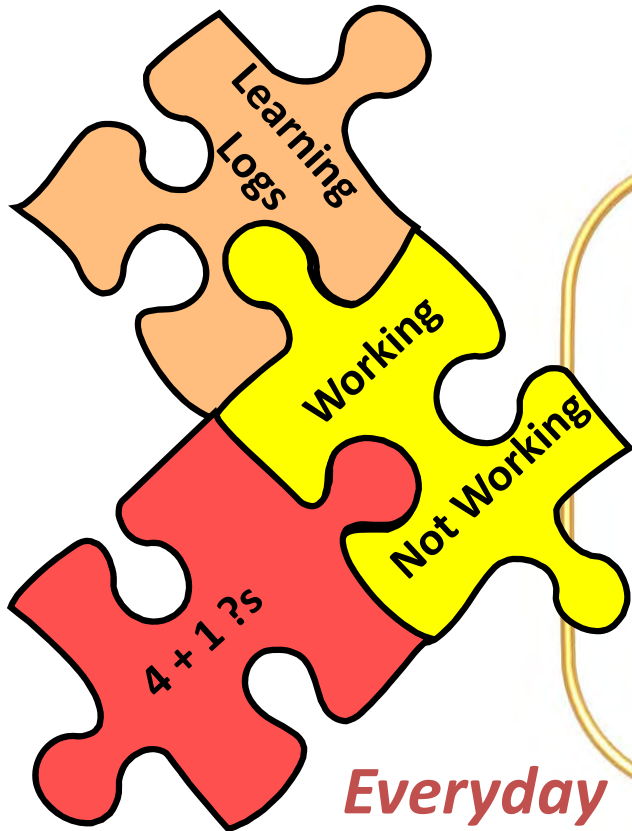
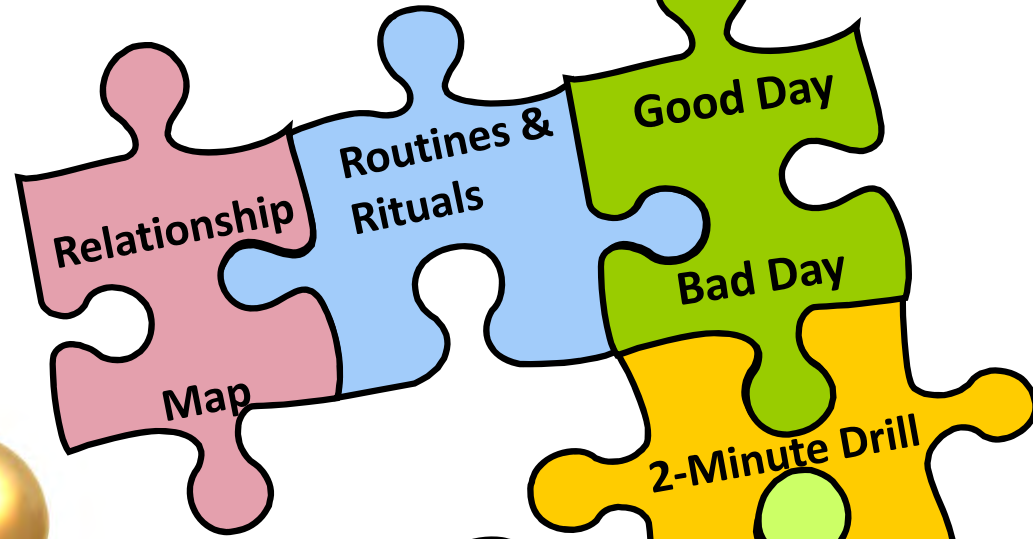
PERSONALITY CHARACTERISTICS

NICE TO HAVE (SHARED INTERESTS)

These two columns are related.



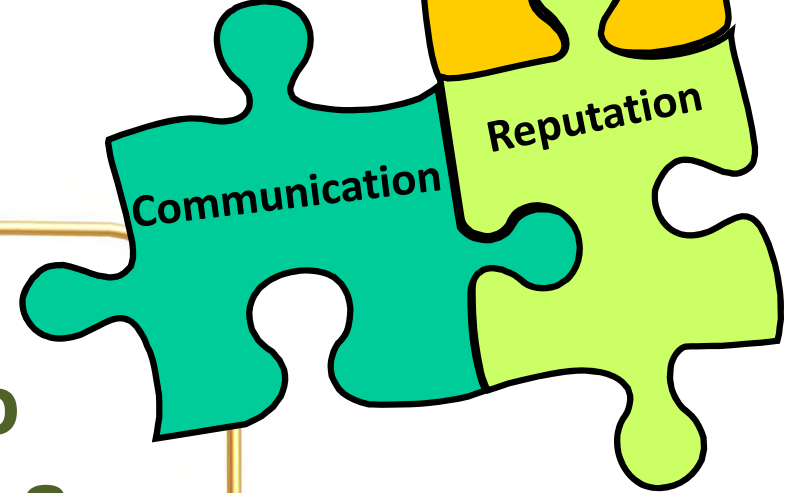
Management skills



Everyday Learning skills



**Important To
Important For &
The Balance
Between**



*Discovery/
Listening skills*

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

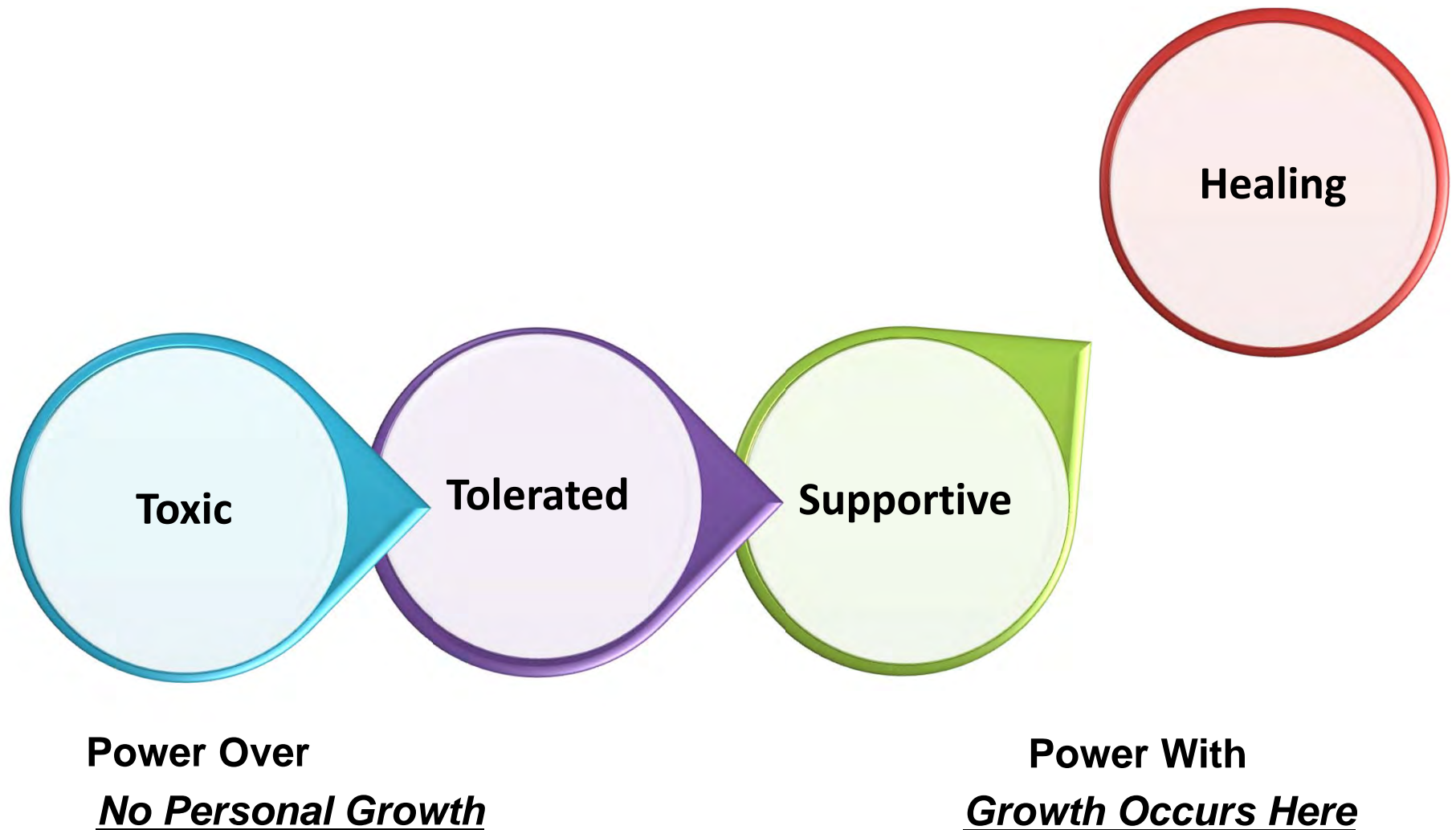
Stay healthy & safe (on our own terms)

Terminal Irritation



* Used with permission from Dave Coverly, Speedbump Comic

The Importance Of Environment



Implementation of Person Centered Practices are:

A Promise to listen

- To listen to what is being said and to what is meant by what is being said
- To keep listening

A Promise to act on what we hear

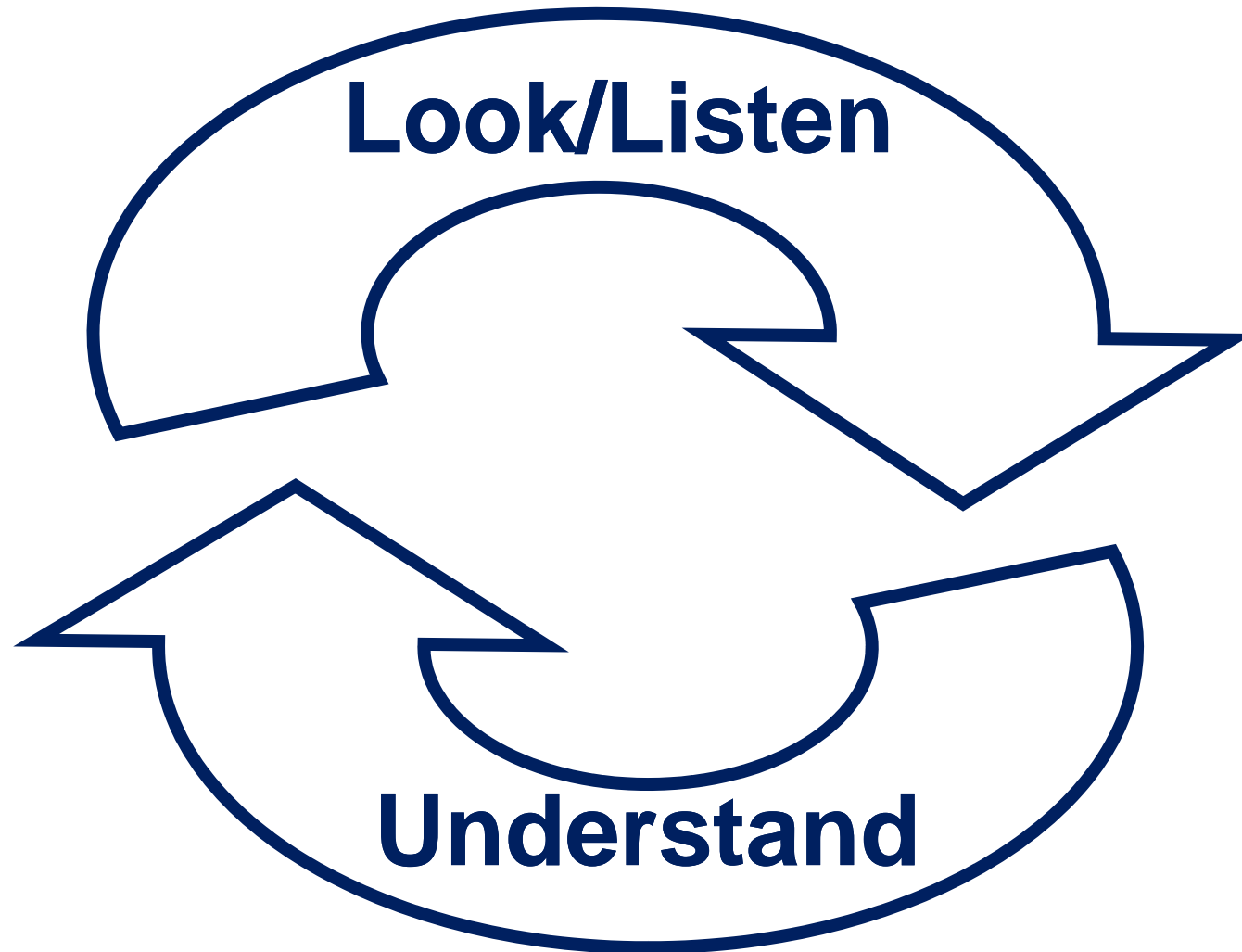
- To always find something that we can do today or tomorrow
- To keep acting on what we hear

Implementation of Person Centered Practices is:

A Promise to be honest

- To let people know when what they are telling us will take time
- When we do not know how to help them get what they are asking for
- When what the person is telling us is in conflict with staying healthy or safe and we can't find a good balance between important to and important for

**What you see/hear depends on
what you are looking/listening for**



The Core Concept:

**Important to and Important for
and
the Balance between them**

Sorting Important To from Important For (and finding a better balance between them)

Important To

Important For

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
- Things to do & places to go
- Rituals or routines
- Rhythm or pace of life
- Status & control
- Things to have

Important TO

- Includes what matters the most to the person – their own definition of quality of life.
- What is important to a person includes only what people “say”:
 - with their words
 - with their behavior

When words and behavior are in conflict, pay attention to the behavior and ask “why?”

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

- What others see as necessary to help the person:

- Be valued

- Be a contributing member of their community

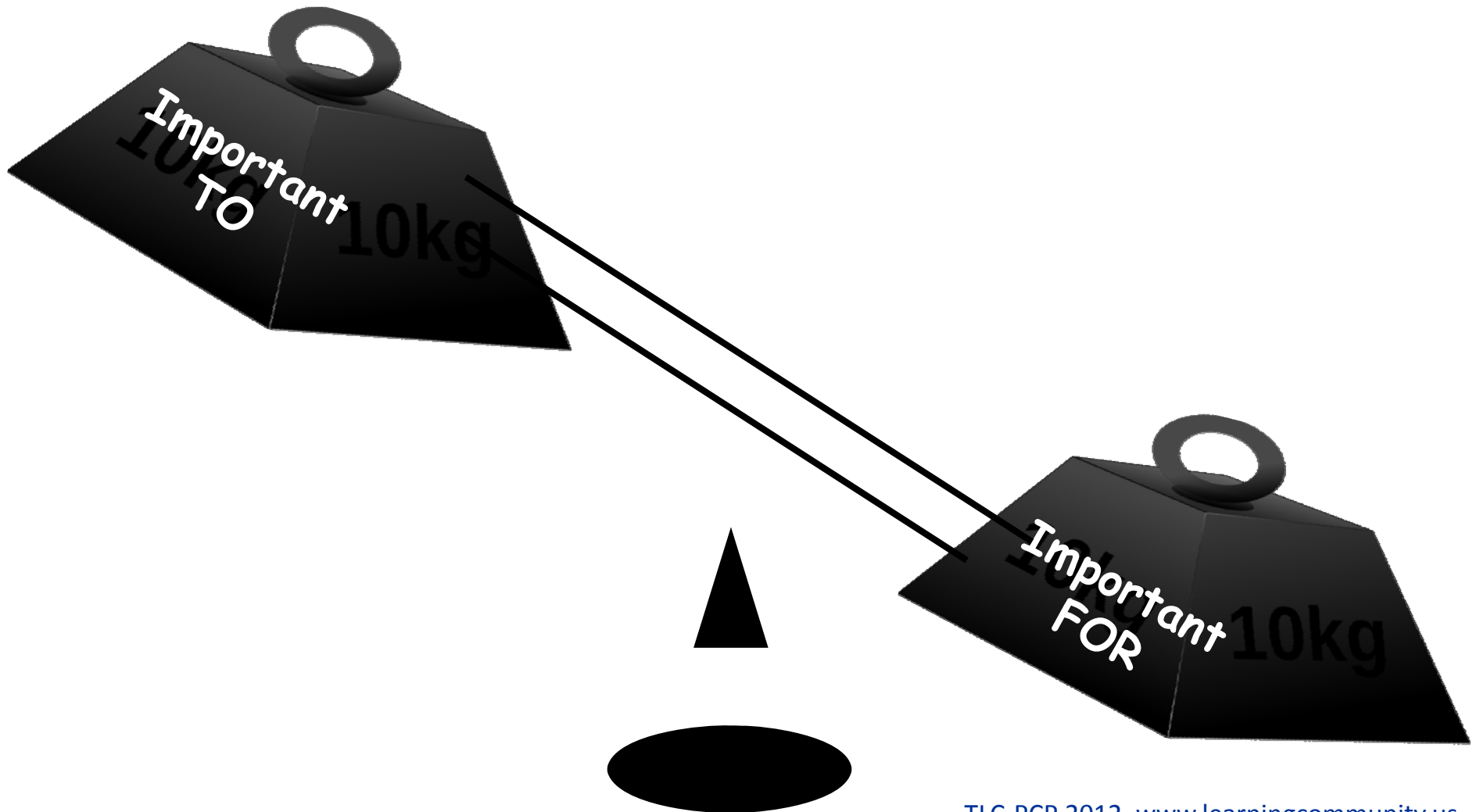
Important To and For are Connected

- Important TO and important FOR influence each other
- No one does anything that is important FOR them (willingly) unless a piece of it is important TO them

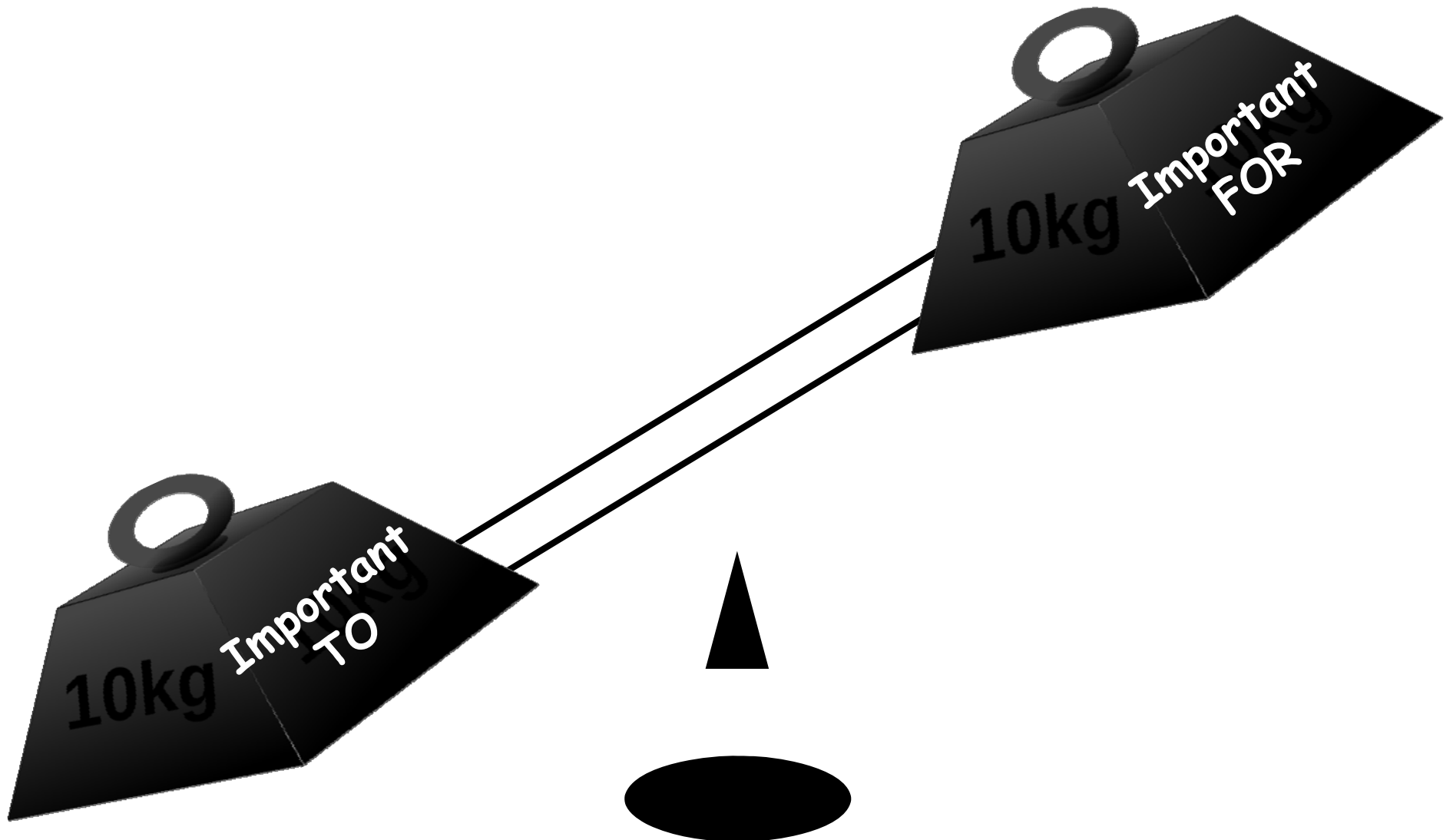
Balance is dynamic (changing) and always involves tradeoffs:

- *Among the things that are important TO;*
- *Between important TO and FOR*

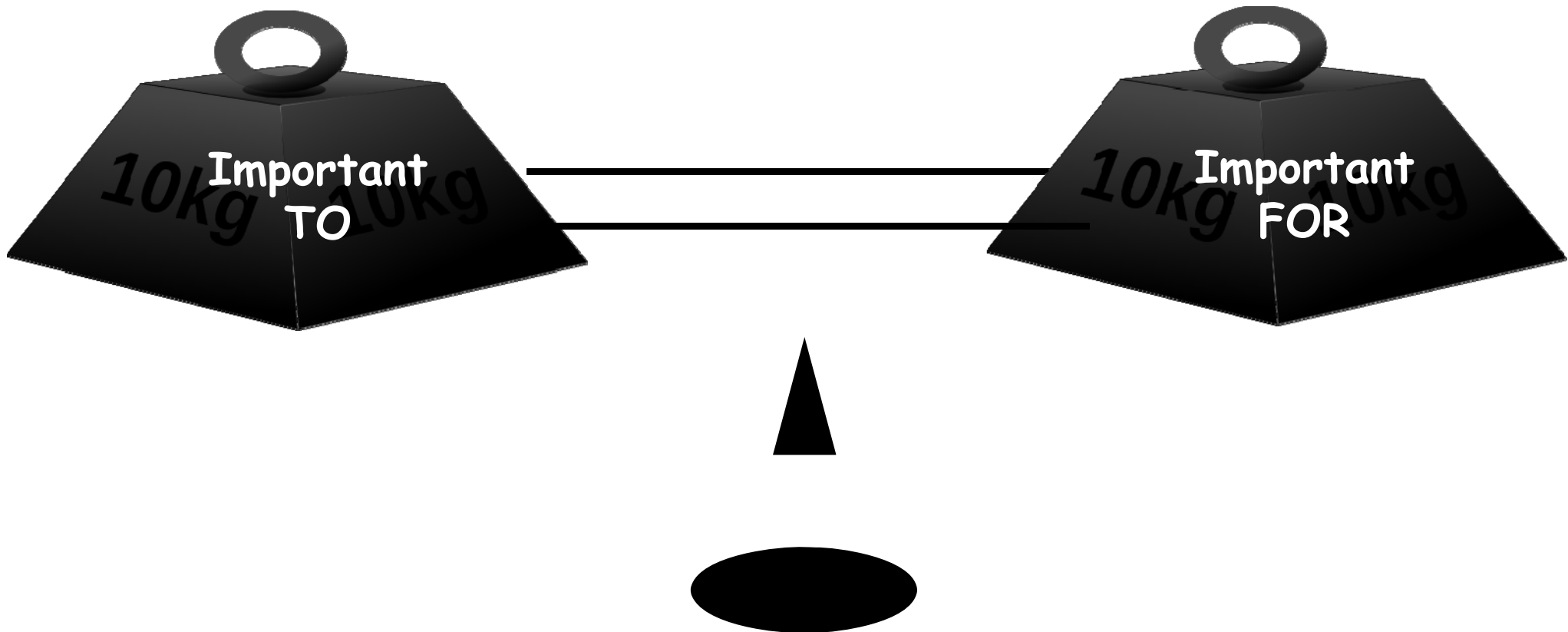
Health and Safety Dictate Lifestyle



All Choice No Responsibility



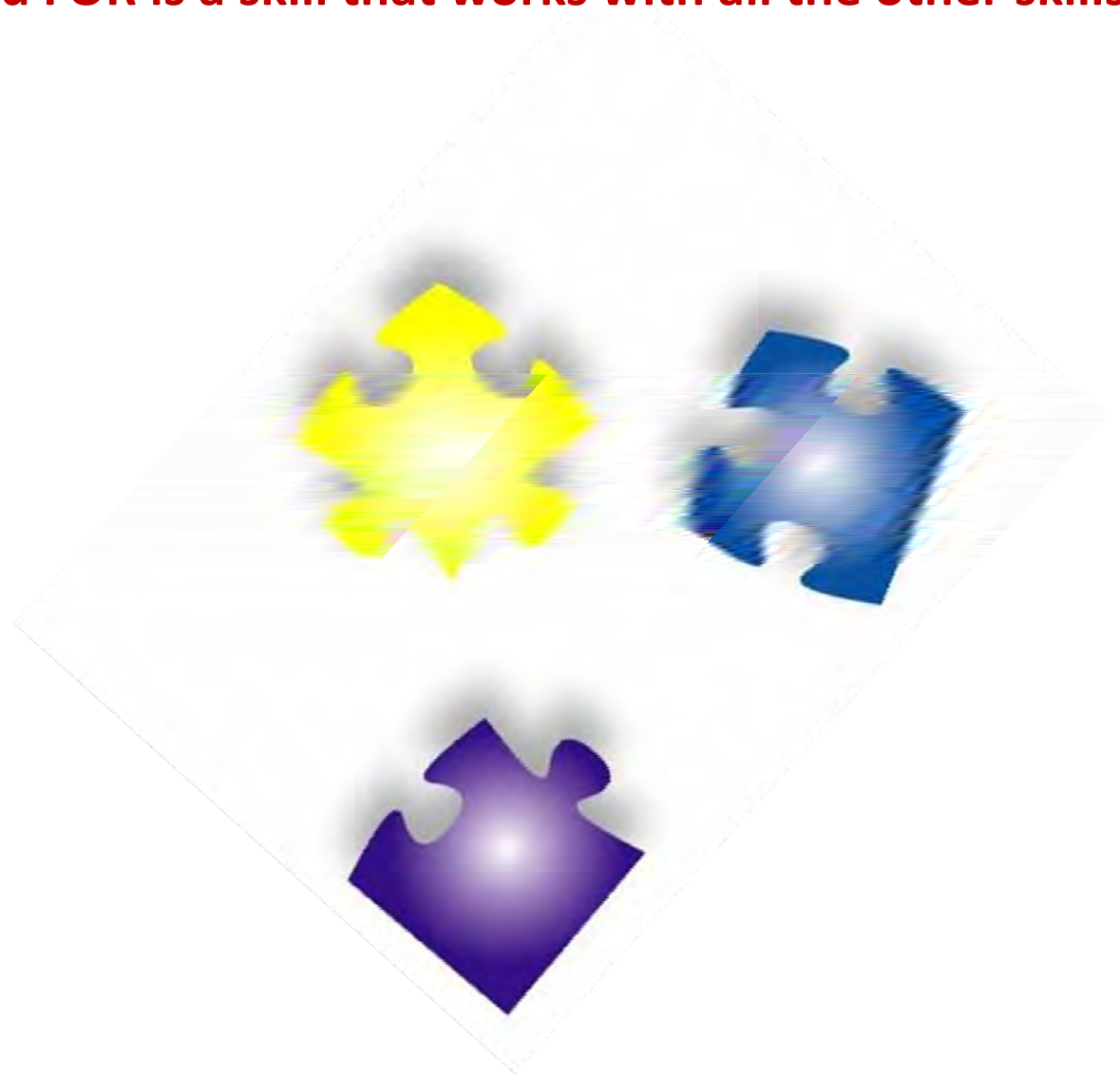
Balance



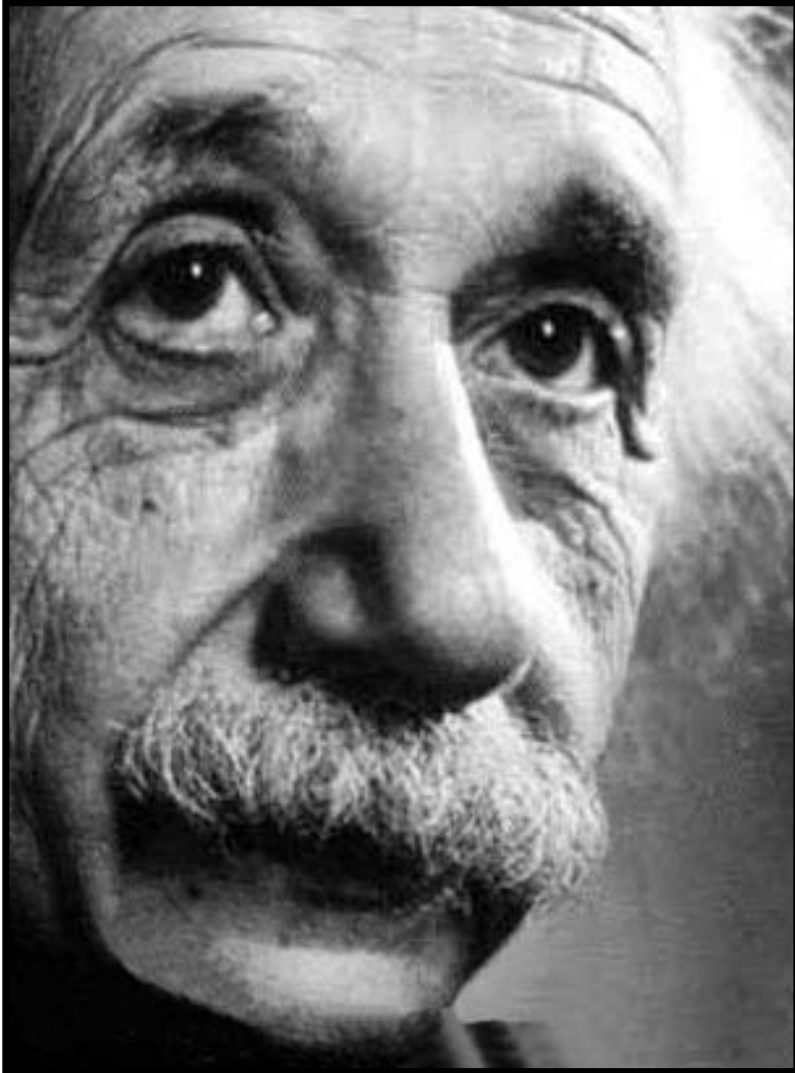
Management Skills

Sorting Important TO and FOR is a skill that works with all the other skills

- ✓ Donut Sort
- Matching



Ask Yourself “What do we know?” Before asking “What do we do?”

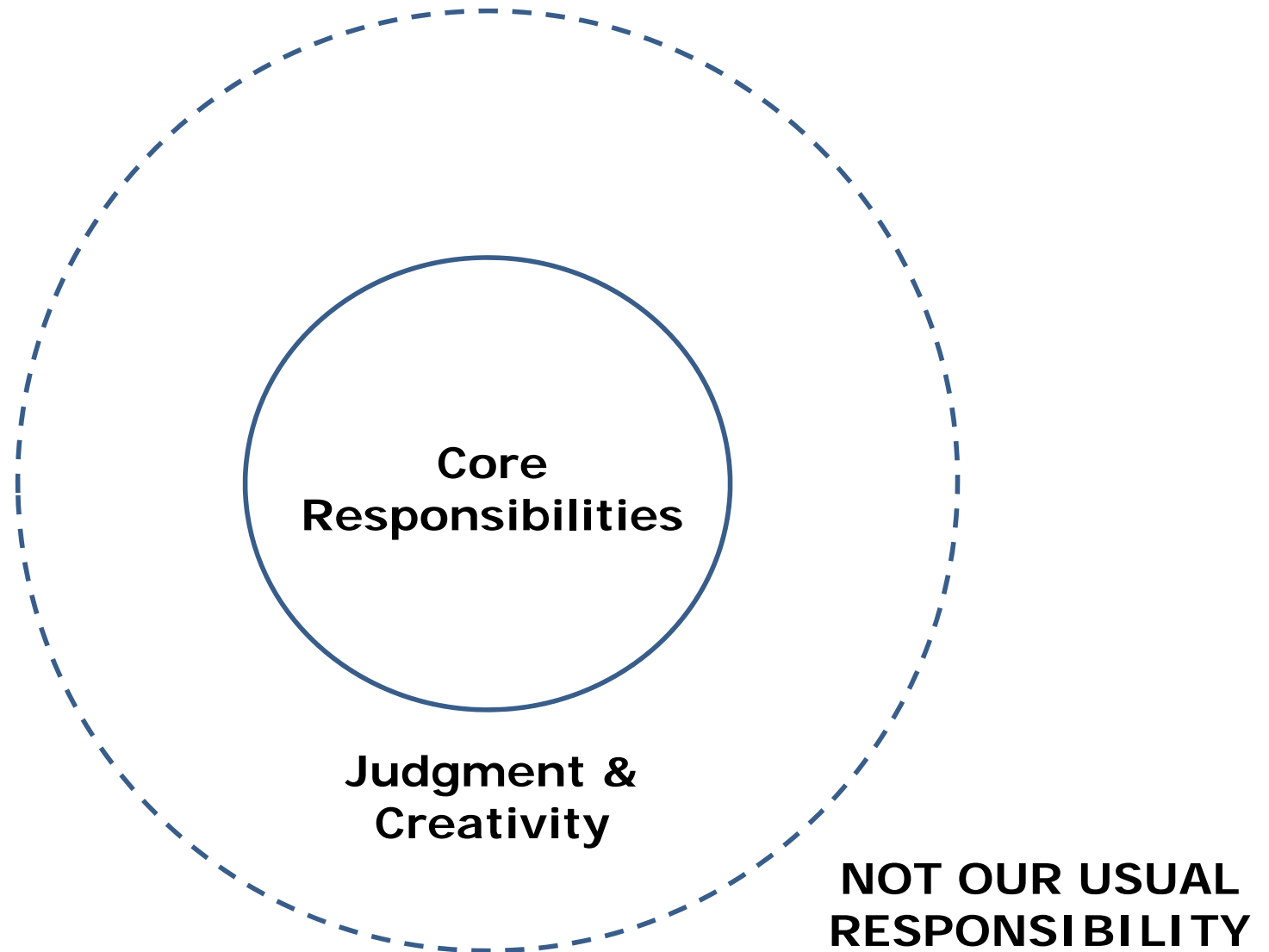


*If I had an hour to save
the world, I'd spend 55
minutes defining the
problem.*

~ Albert Einstein

Inside a Person's Life

Defining Staff Roles and Responsibilities



Examples from inside Lisa's life

Core responsibilities

Find things I can do on my own, G-tube care, I needs at least 1,500 ccs of fluid a day and I don't feel thirsty (you keep track), I want to have an occasional glass of wine (through g-tube)

Know how I communicate and take the time to communicate with me.

The last item of clothing that I put on I want to put on myself. I want you to set it up and let me do the rest.

Use judgment and creativity

What you try! (e.g. put on my sweater, cleaning cabinet tops, etc.)

Help me explore opportunities for more meaningful work.

Help me find other ways to communicate with those that can't communicate with me.

Not our usual responsibility

Don't interfere with the private time I spend with my friends.

I don't need an interpreter. They are my friends and we communicate.

Don't interfere with how I choose to handle the love interests in my life. I will ask for any advice I want from whom I want.

Harry #1

What is important to Harry?

What is important for Harry?

What else do you need to learn/know?

Harry #1 – Possible Answers

What is important to Harry?

To attract women

To spend his money as he wants

To have George's permission

What is important for Harry?

To learn what to wear that will cause minimal pain and embarrassment

To learn to manage his money

What else do you need to learn/know?

What does Harry understand about –

- Managing his money
- Attracting women, dating
- Where it is appropriate to wear what

Harry #1 – George's Donut

Core responsibilities

Use judgment and creativity

Not our usual responsibility

Harry #1 – Possible Answers

Core responsibilities

**To help Harry make
an informed choice –**

About the shirt

About his money

**Starts with asking
why he wants
the shirt**

Use judgment and creativity

**What you do/try
to help Harry make
an informed choice
about –**

**The odds against
the shirt being a
“chick magnet”**

**Spending ½ his money
for 2 weeks on
1 purchase**

Not our usual responsibility

**Whether or not
he buys the shirt.**

Harry...

...The Rest of the Story

Harry #2

What is important to Harry?

What is important for Harry?

What else do you need to learn/know?

Harry #2 – Possible Answers

What is important to Harry?

- To be around this woman, have her “recognize” that she wants him. To have control and power over her.

What is important for Harry?

- To know the legal consequences of stalking
- To stop stalking
- To understand that stalking doesn't work to get an intimate relationship

What else do you need to learn/know?

- More about the past history of this or similar behavior?
- How dangerous is he?
- Does he get what we think he gets out of stalking?
- Has he ever had a “regular adult” relationship

Harry #2 – Agency Director’s Donut

**Core
responsibilities**

**Use judgment
and creativity**

**Not usually our
responsibility**

Harry #2 – Possible Answers

Core responsibilities

Short term -Keep the woman safe and in the process keep him safe (and out of jail)

Longer term – teach relationship skills, figure out why he is stalking, any pattern, and deal with it, seeking a way for Harry to live safely in the community

Use judgment and creativity

Short term – How you keep the woman safe until you can get him treatment

Longer term – how you learn, acting on what you learn, figuring out how he can get what is important enough to him that he will participate in treatment

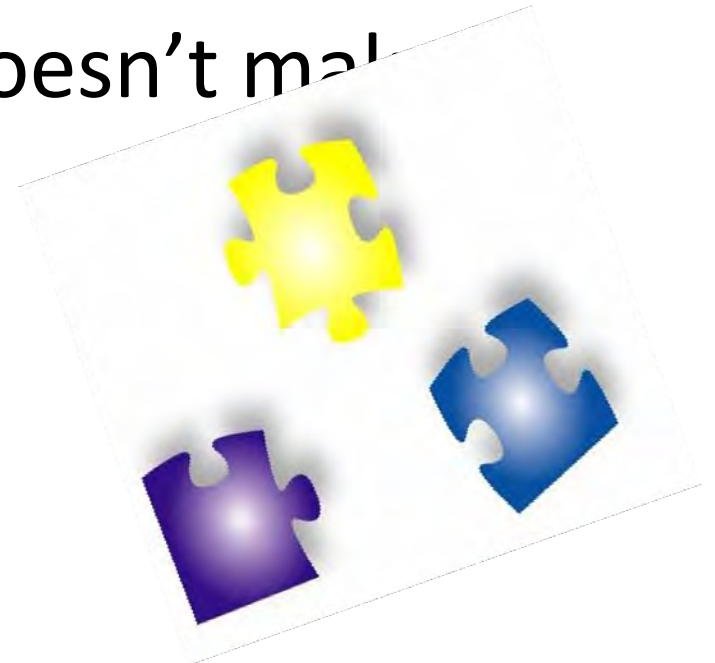
Not our usual responsibility

To help him get sex or keep him out of jail at all costs

Everyday Learning SKILLS

✓ 4 + 1 questions

- Learning Log
- Working/Not Working (also called “what makes sense/doesn’t make sense”)



4+1

Develop the question

What have you tried? 1	What have you learned? 2	What are you pleased about? 3	What are you concerned about? 4
In this section write down what you have tried. What did you do? When did you do it?	Write what you learned from your efforts.	Write here what you liked about what you tried. What went well? What worked for you?	Write here the challenges you encountered. What didn't you like about what you tried? What didn't work for you?

+1 – Given your learning what will you do next?

What we have done to address Liz's malnourishment

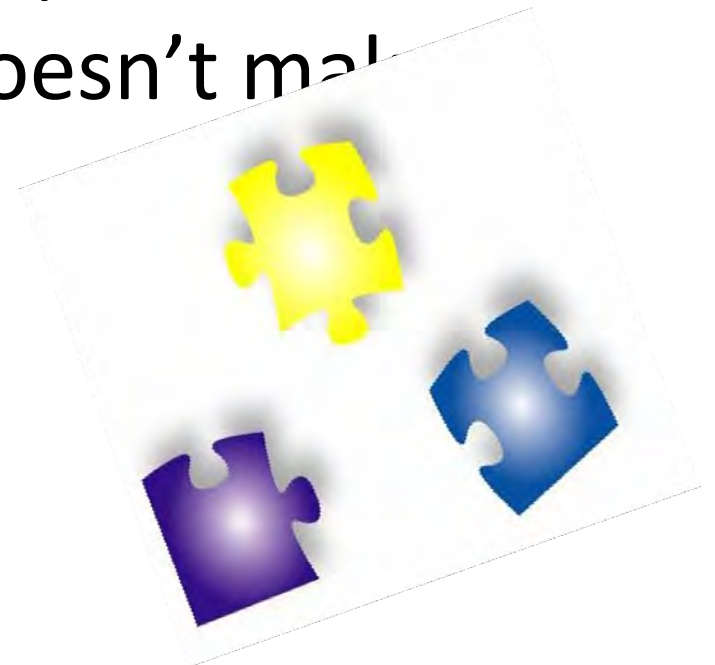
What have we tried?	What have we learned	What are we pleased about	What are we concerned about
<ul style="list-style-type: none"> • Healthy frozen meals • Daughter cooking a week's worth of food for her • High protein shakes 2x a day 	<ul style="list-style-type: none"> • She doesn't like processed food • Will almost always eat daughter's home cooked food • Protein shakes • work really well • If she is having a really bad day, might only drink one shake at best 	<ul style="list-style-type: none"> • She is steadily gaining weight • Found at least two options that work for her • She is committed to eating when she can 	<ul style="list-style-type: none"> • Stress on daughter to cook and drive 5 hours round trip every weekend • Only eating once a day • Will lose appetite aging if depression comes back

+1:

keep doing protein shakes; find someone local to cook occasionally; keep asking "what did you eat today, not just "did you eat today?"

Everyday Learning Skills

- 4 + 1 questions
- ✓ Learning Log
- Working/Not Working (also called “what makes sense/doesn’t make sense”)



Learning Log

Using the learning log to enhance progress notes

Date	What did the person do? (What, where, when, how long, etc.)	Who was there? (Names of staff, friends, others, etc.)	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work well? What did the person not like about the activity? What needs to be different?

Charlie's Learning Log

Date	What did the person do? (What, where, when, how long, etc.)	Who was there? (Names of staff, friends, others, etc.)	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work well? What did the person not like about the activity? What needs to be different?
3/1	Hillsboro Aquatic Center for hot tubbing (2 hours)	Charlie, Aaron, John, Trina and two strangers	He liked the long warm soak part. The hot tub temperature is set at 104 degrees, which is not too hot for Charlie. Charlie especially liked floating on his back with Aaron's support.. We saw lots of smiles and a very relaxed Charlie.	Charlie did not like getting rain on his face when we were getting in the van. We need to take an umbrella when we go out on rainy days. The lift was not available when we arrived at the center. Call ahead next time. (503-648-9884)
3/4	Fishing at Hide a-way resort (2.5 hours)	Charlie and Aaron	He liked catching the trout and got so excited he didn't want to leave. Charlie liked the hot cocoa + cookies we shared.	We need to figure out a way for Charlie to hold his pole more on his own.
3/5	Neighborhood walk (30 min)	Charlie, Trina, Aaron	Charlie likes to greet the dog at the corner of 5th and Jones. We stop for about 10 minutes each time we walk.	Today we tried to go a different way. Charlie was not happy until we turned around and went down 5th 1st. Take a dog biscuit next time!
3/5	Reading with his new glasses (1 hour)	Charlie and Mrs. Endicott	Mrs. Endicott and Charlie read a fishing magazine "Northwest Fishing". He loved having Mrs. E to himself for a little while! They had lunch together also. The glasses really help Charlie see the pictures.	He was not interested in the car magazine she brought. Not sure if it was because he was hungry or because he wasn't interested in cars.
3/6	Shopping in downtown with a walk (1.5 hours)	Charlie, Don, and Judy	Charlie got very excited and yelled out a few times when we were looking at video games, at Electronic Salon. A woman in the book store took special interest in Charlie and helped us find books on fishing (at Dolton's)	Construction at the mall downtown (Pioneer Square) made our time not as fun. There were lots of detours + narrow paths and the smell of some fumes made Charlie's eyes water and caused some discomfort.

Recording learning for Charlie: What we have learned about what is:

IMPORTANT TO	IMPORTANT FOR

INSTRUCTIONS FOR SUPPORTORS: for a good balance between *important to* & *important for*, what other people need to know or do.

What do we need to learn or figure out?

Recording learning for Charlie: What we have learned about what is:

IMPORTANT TO	IMPORTANT FOR
Water not too hot, likes it at 104 °	The lift at the pool must be available
A long soak, floating on his back	To always have someone with him, supporting him in the water
Not to get rain on his face	Making sure water is never over 106°
Having Aaron support him in the water	

INSTRUCTIONS FOR SUPPORTERS: for a good balance between *important to & important for*, what other people need to know or do.

- Call ahead to make sure that the pool's lift is available
- Have a way to shield Charlie's face when it rains
- Don't go in if water temperature is too hot (104 ° is good)
- Charlie loves to 'float' on his back, always support him.

What do we need to learn or figure out?

How does Aaron support Charlie to float? Is it ok for others to support him?
How hot is medically 'too hot' for Charlie? What's a good temperature range?
How long to soak? What's too short for Charlie and what's too long medically?

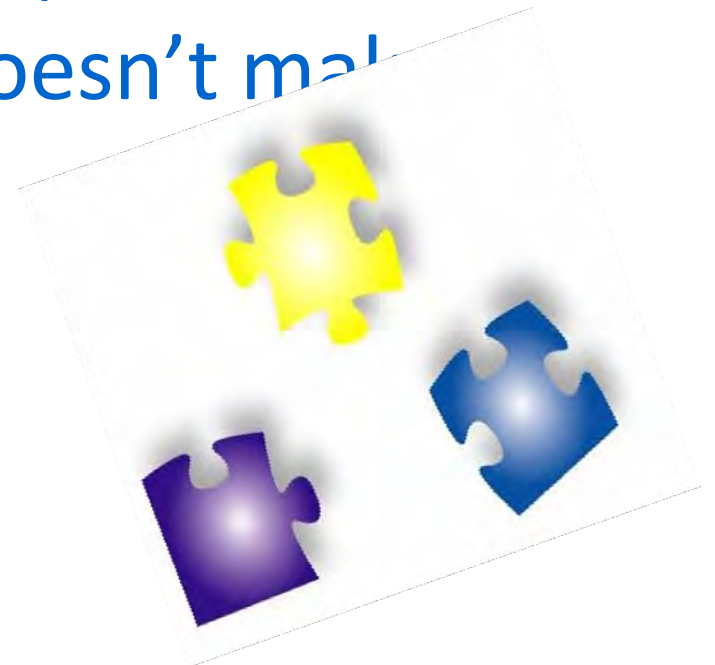
Learning Log for Andrew (page 1)

Using the learning log to show a family's learning over time

Date	What did the person do? (What, where, when, how long, etc.)	Who was there? (Names of staff, friends, others, etc.)	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work well? What did the person not like about the activity? What needs to be different?
Oct. 1995	Pulls hair, hits, pinches, screams	Mom, Dad, baby brother Greg	We haven't figured out what works well in the heat of the moment. We have learned that spending lots of time holding Andrew and talking with him once the rage was over is important. He is devastated once he calms down.	Yelling does not work. Trying to hold him does not work. Andrew is devastated once he calms down. We worry about the impact Andrew's rages have on Greg (younger brother).
Jan. 1999	Andrew's rages have escalated. He pulls hair, hits, pinches, kicks, screams, and throws things. Rages can last anywhere from 10 minutes to 2 hours.	Mom, Dad, Greg, grandparents	Andrew is quick to rage when he hasn't eaten and/or when he is tired. It's important that he eat regular meals. He also needs a regular sleep schedule, at least 8 hrs. of sleep. When he starts to escalate, offering him a favorite food will sometimes derail the explosion. When Heath (direct care staff) sings a silly song it will sometimes derail the rage and make Andrew laugh. Andrew never rages with anyone else but family and occasionally his direct care staff.	The more we try to control his rage and his aggressive behavior, the more enraged and aggressive he becomes. The word "No" is a quick trigger to begin a rage. Sudden changes in plans are also a clear trigger, even if the new plan involves something Andrew will enjoy.
July 2002	Rages are not as frequent but they are more volatile.	Mom, Dad, grandparents, service provider	The more Andrew escalates, the more we need to stay calm, use a calm tone of voice and non-threatening body language. Suggesting that he "walk away" and talk about it later works every now and then, but you have to make the suggestion early in the process or it will be too late. New daily medication is helpful.	Threatening a punishment seems to escalate Andrew's anger rather than get him to stop. While taking an unthreatening demeanor is helpful, you can't allow your demeanor to be too vulnerable - Andrew is likely to take advantage of that. Andrew is always devastated when the rage is over. He hates his rage.
Sept. 2008	Rages are much less frequent. When he does rage, Andrew is more vocal than physical	Mom, Dad, brother, service provider, extended family	Running is a real help! Andrew runs 8-10 miles daily. Twice weekly massages also help a lot. Andrew can now say "I need to walk away" and do so before exploding (most of the time).	Being hungry and/or tired is still a trigger; so is the word "no". Sudden changes are still a trigger. Andrew says he needs time to "switch gears". We need to pay attention to all of these factors.
			TLC-PCP 2013 www.learningcommunity.us	

Everyday Learning Skills

- 4 + 1 questions
- Learning Log
- ✓ Working/Not Working (also called “what makes sense/doesn’t make sense)



Working/Not Working

Focus in on a specific issue or area of life
Helps you dig deeper

➤ **Negotiation skill**

- **All must feel listened to – accurately reflect perspectives**
- **Start with common ground**
- **Remain unconditionally constructive**
- **Done in partnership**

➤ **Bridge to action planning**

- **What needs to be maintained/enhanced?**
- **What needs to change?**



What works/ makes sense

What doesn't work/ make sense

Person's
perspective

Staff's
perspective

USE THIS
INFORMATION
TO BUILD THE

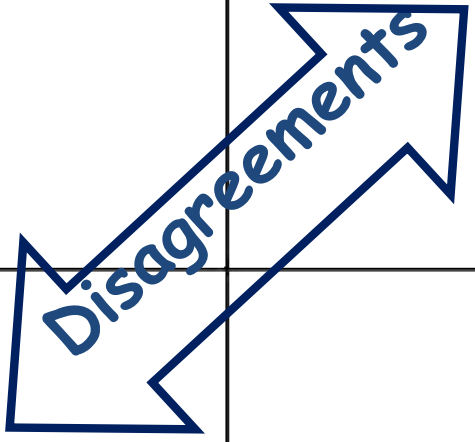
A
G
E
N
D
A

FOR THINGS
THAT ARE TO
STAY THE SAME

USE THIS
INFORMATION
TO BUILD THE

A
G
E
N
D
A

FOR THINGS
THAT NEED TO
CHANGE



Use to organize perspectives about a specific Issue or to get a snapshot description of NOW

What's Working	What's Not/What Could Improve
What does the person say is working?	What does the person say is not working or could be better?
What does the family say is working?	What does the family say is not working or could be better?
What does the staff person/teacher/therapist (etc) say is working?	What do they say is not working or could be better?



**What works/
makes sense**

**What doesn't work/
make sense**

**Kathleen's
perspective**

**Mother's
perspective**

**Staff's
perspective**

What works/makes sense

What doesn't work/make sense

Kathleen's perspective

Relationships with friends
 Having her scissors at home
 Cutting Patterns
 Dressing in her own style
 Doing things where she stays clean
 Sewing at home and making her clothes

Not getting to use HER scissors
 Getting dirty & doing jobs that involve cleaning
 Having to do bearings
 Having to do work that she doesn't like
 Not being listened to

Mother's perspective

Kathleen has a place to go during the day
 Spending time with Kathleen
 Sewing together
 Kathleen is never left alone at home or workshop

Her schedule has to follow the workshop's
 Kathleen can't bring her own scissors to work
 There is not enough pattern work for her
 Kathleen will open the door for anyone

Staff's perspective

Kathleen does what she is told
 She has a behavior program
 She uses whatever scissors she gets
 She follows the rules most of the time
 That she meets the "criteria" before being considered for enclave work

Kathleen will not follow the rules consistently
 That Kathleen insists on using certain scissors
 That Kathleen doesn't want to get dirty
 That Kathleen doesn't like the other jobs that are available

Looking at how you are doing in your work...



What works/makes sense

What doesn't work/make sense

**Perspective of
Person
Supported**

**Your
perspective**

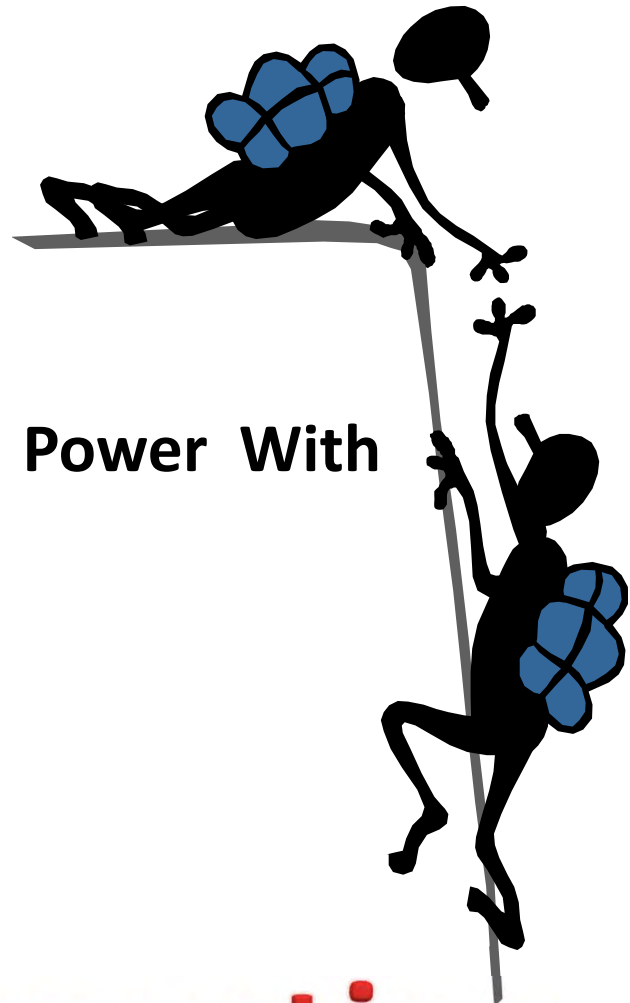
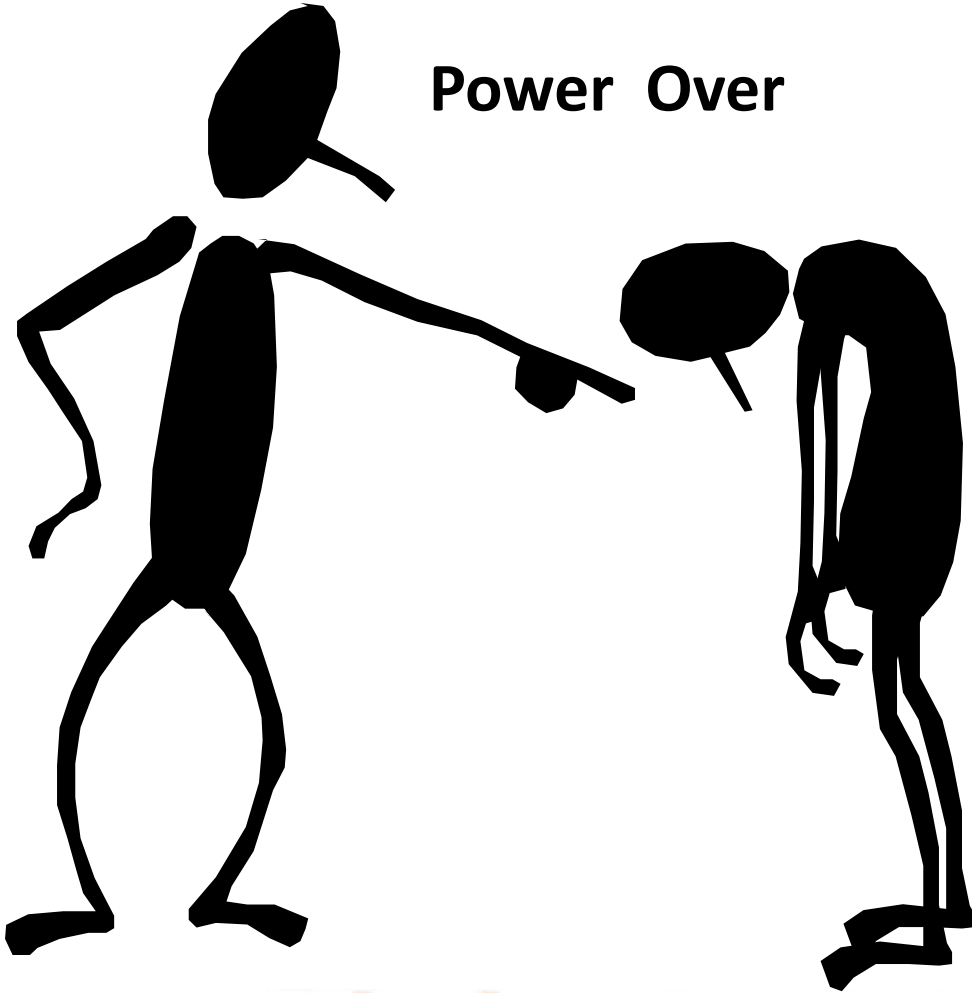
**Supervisor's
perspective**

Logan's Current Job

	What makes sense, is working, the up side, right now	What doesn't make sense, is not working, the downside, right now
Logan	<ul style="list-style-type: none"> • <i>Pay check-How much I earns</i> • <i>Variety of stationary work & stocking tasks</i> • <i>Co-worker's support</i> • <i>Riding the bus to/from work</i> 	<ul style="list-style-type: none"> • <i>Getting off at 10 pm no energy to see live music</i> • <i>Paperwork required for processing inventory</i> • <i>Working Saturdays</i> • <i>Mom driving me home on Friday and Saturday</i>
Logan's Mom -Nancy	<ul style="list-style-type: none"> • <i>Logan developing new skills</i> • <i>Logan has more confidence making decisions, including making more friends</i> • <i>Giving Logan rides home Fri & Sat. nights</i> 	<ul style="list-style-type: none"> • <i>Concerned he rides the bus late at night</i> • <i>Not spending as much time with family</i> • <i>Complaining not able to see his friends as much</i> • <i>Logan may get hurt using the stocking lift</i>
Job Coach - Brenda	<ul style="list-style-type: none"> • <i>Good job skills & good attitude toward work</i> • <i>His hours 3-10 pm. Logan is a "night owl"</i> • <i>Work provides natural supports on the job</i> • <i>Has work friends</i> 	<ul style="list-style-type: none"> • <i>Recently asking co-workers to do his paperwork</i> • <i>Not as productive lately, takes more breaks</i> • <i>Called in sick more this past month</i> • <i>Getting write-ups for not helping customers</i>
Supported Living Coord. -Jackson	<ul style="list-style-type: none"> • <i>Starting at 3pm allows Logan to sleep in</i> • <i>Mondays off to assist with activities/tasks at home</i> 	<ul style="list-style-type: none"> • <i>Logan complains no time to see live music</i> • <i>Refusing support with medication prep and shopping for meal at work</i>

Learning about Support

Power Over



Power With

Fixing vs. Supporting

Questions That Help You Get to Support Rather Than Fixing

- What can other people do to help you be successful with what is important to or important for you?
- When things were not working for you, did anyone ever do something that helped you to cope?
- What did they say or do?
- When you were having a bad day did anyone do something that made the day a bit better?
- When you were having a good day did anyone do something that made the good day even better?
- What support would you like?

7 Questions you should be able to Answer for each Person you Support

1. What is important to the person?
2. What is important for the person?
3. Is the connection between important to and for addressed?
4. Is there a “good” balance between important to and important for?
5. What does the person want to learn, what do we need to learn?

If the person is to get the balance described and we are to learn:

6. What needs to stay the same (be maintained or enhanced)?
7. What needs to change?

We Use a Person Centered Description to:

- Create a positive picture of who the person is and how to best support (including any challenges).
- Establish a shared understanding of good support between person, family and providers.
- Inform action planning
- Recruit and select providers/staff who are well matched

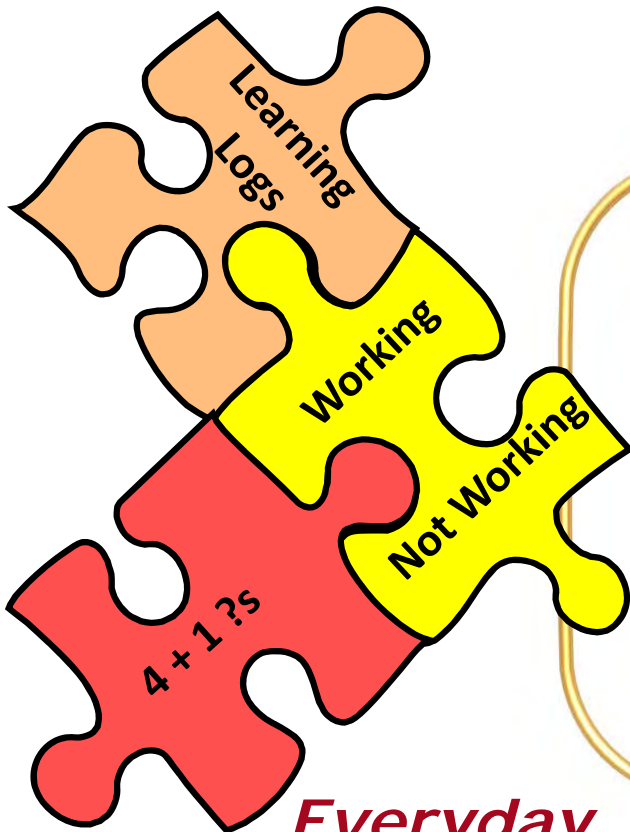
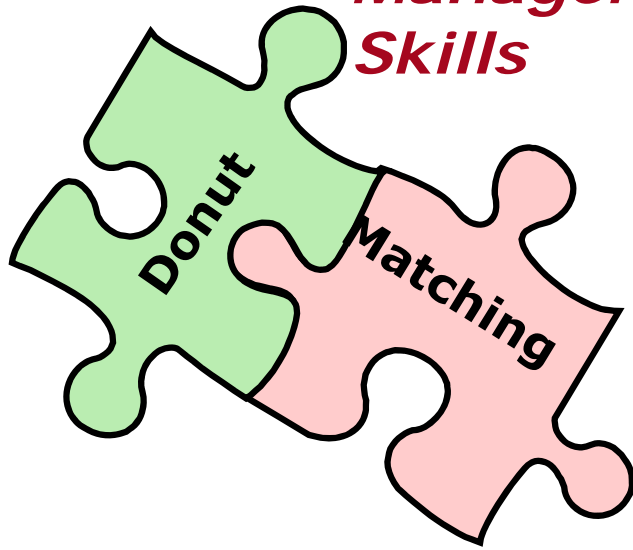
A person centered description may be several pages long

Answer these questions first

- What is the purpose?
- What do you want to learn?
- What do you and the person want to achieve?
- How will the information be used?
- Who should be included in the conversation?

*A great description that is not used
is worse
than a mediocre one that is*

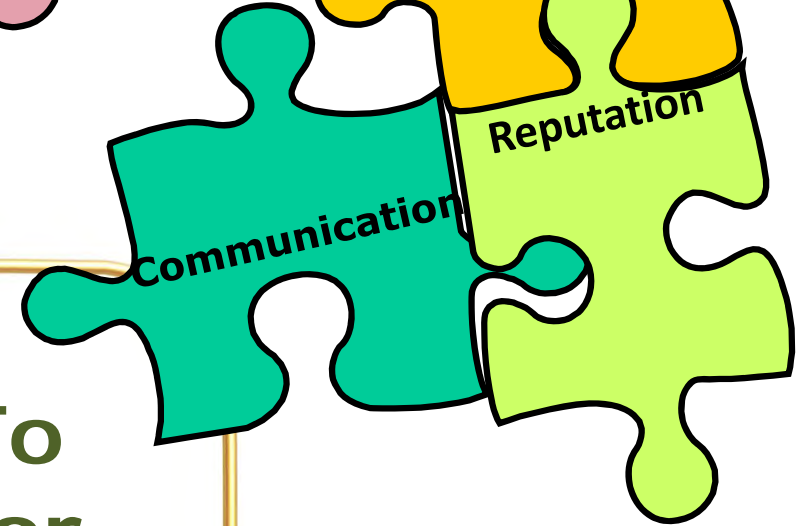
Management Skills



Everyday Learning Skills



**Important To
Important For
& The Balance
Between**

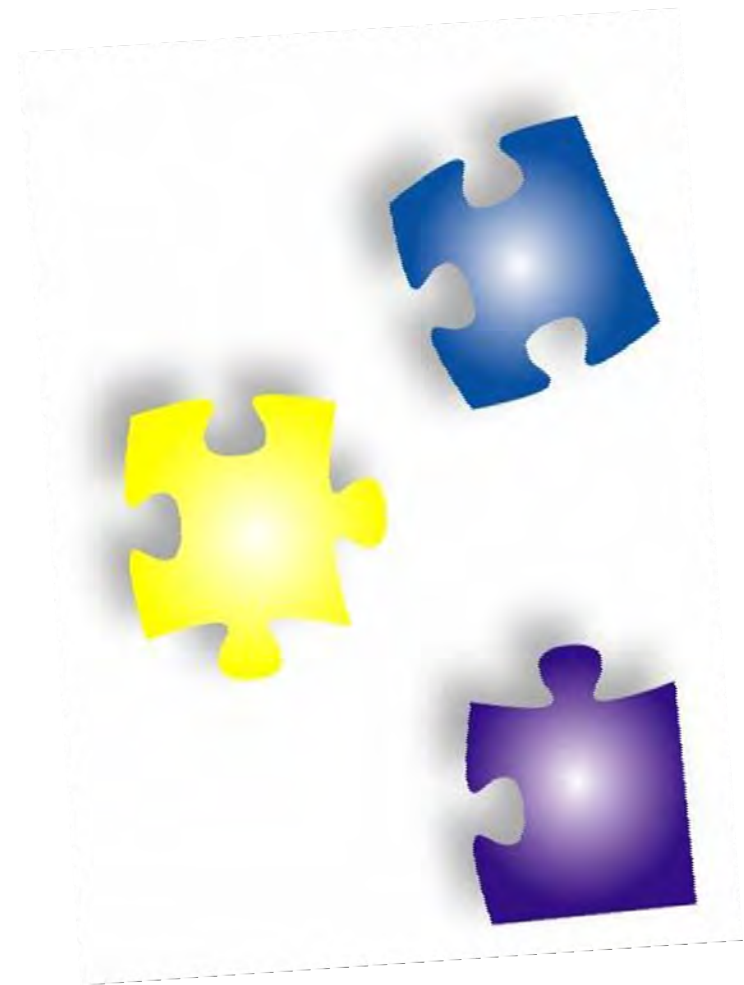


*Discovery/
Listening Skills*

Discovery Skills

6 methods for collecting information

- ✓ Relationship Map
- Rituals and Routines
- Good Day/Bad Day
- Two Minute Drill
- Communication Chart
- Reputations



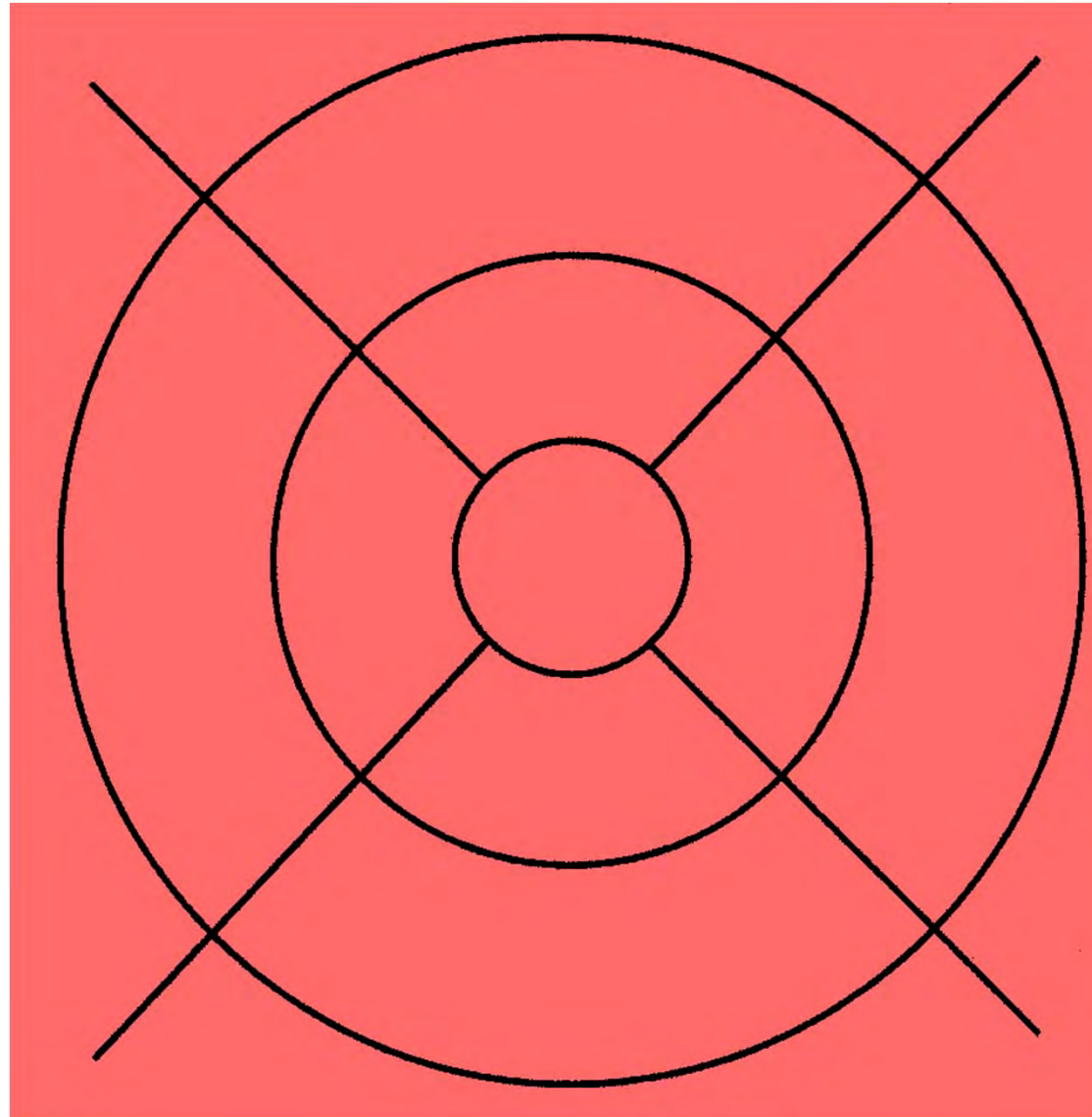
The “Relationship Map”

1st Discovery Skill

People Map
for:

People who
support me
at work or
school

Family



People
whose job is
to support
me at home
and other
places

Friends

Having a conversation

Not an interview (or an interrogation)

Linear:



Branching:



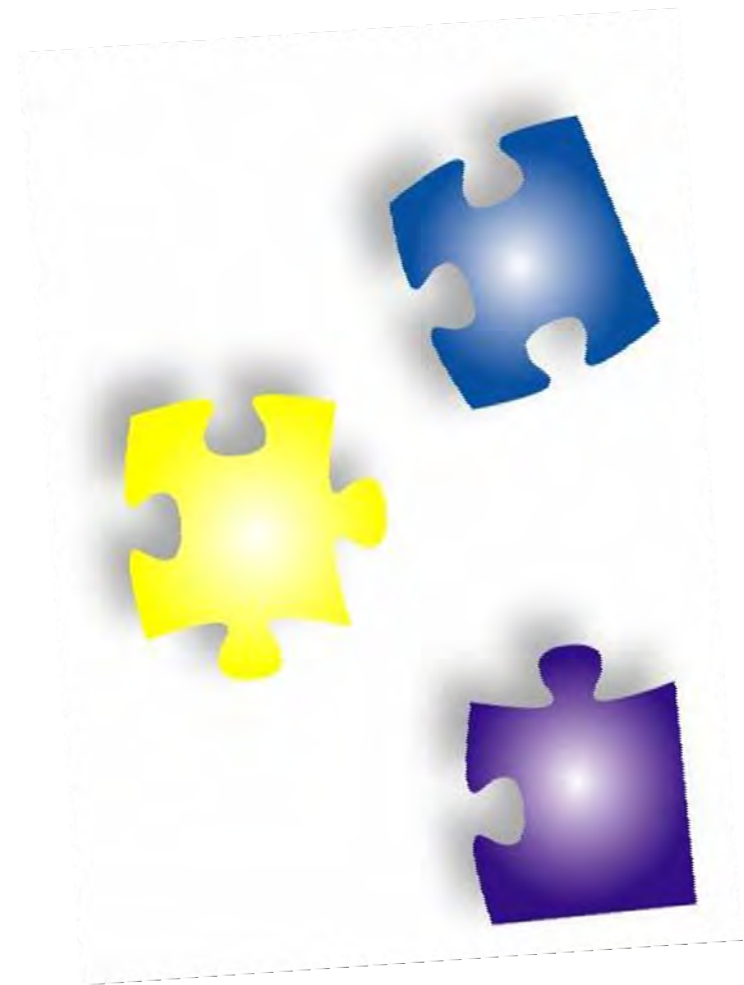
Questions that help us learn more of what we need to know

- **So tell me more about that...**
- **What do you like about...**
- **What is it about this...**
- **What is happening for you then?**
- **Are some mornings better than others...**
- **What do you take in your coffee...**

Discovery Skills

6 methods for collecting information

- Relationship Map
- ✓ Rituals and Routines
- Good Day/Bad Day
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- Reputations



Morning Ritual

A vibrant sunrise over a forested landscape. The sky is filled with soft, wispy clouds in shades of blue, purple, and pink. Bright rays of light break through the clouds, creating a dramatic effect. The foreground shows the dark silhouettes of trees and hills against the bright, glowing horizon.

Barry's Morning Ritual

- 5:00 am** Alarm goes off, buzzer, turn off alarm and rest for 10-15 minutes while kids get up and use bathroom.
- 5:15am** Get out of bed and take a shower (warm, not hot). Tresemme volumizing shampoo. Liquid soap only. Wash cloth for face only.
- 5:45am** Get dressed in outdoor "chore" clothes. Go out to feed horses and assist kids taking care of cats and dogs.
- 6:00 am** Come in house with kids. Kids head upstairs to get ready for school. Eat breakfast (Quaker brand oatmeal –Raisin, Dates, Walnut – with skim milk, cinnamon, and honey). Watch HLN and Weather channel while eat. Talk about day with Kim.
- 6:15am** Make lunch. Fuss at kids to hurry up. Go upstairs to change into work clothes and brush teeth (Crest Complete toothpaste only).
- 6:45am** Hunt for kid's and Kim's shoes. Load car with backpacks and briefcases. Off to school and work.

Rituals and Routines

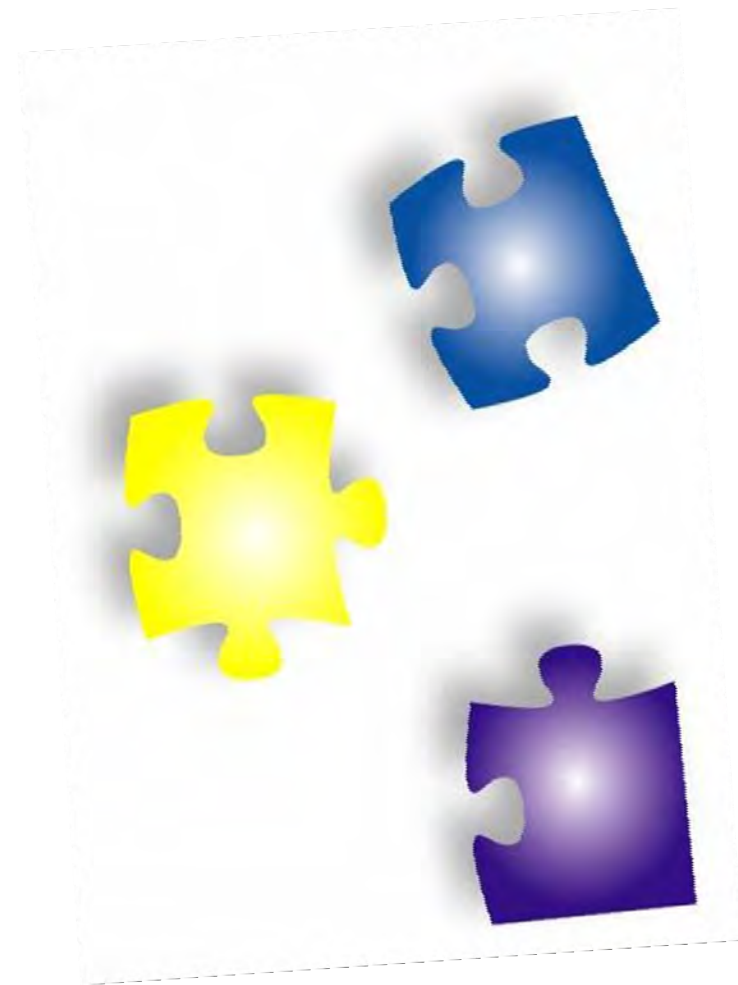
Rituals guide us through our days and bring consistency, comfort and control

- Morning
- Going to bed
- Mealtimes
- Transition
- Birthday
- Cultural/Holiday
- Not Feeling Well
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss

Discovery Skills

The Skills Work Together

- Relationship Map
- ✓ Rituals and Routines
- ✓ Good Day/Bad Day
- Two Minute Drill
- Communication Chart
- Reputations





Good Day

Bad Day

Barry's

Good Day

- I get to have a leisurely morning
- Have lots of diet mountain dew
- People are engaged in training & share great stories about how people's lives are changing
- Stay organized all day; no unforeseen duties or tasks
- Get home by 6:00pm
- Go outside for play time with Kim Chey, Stee, Katelin and animals
- I get a little work done in evening
- Get to spend alone time with Kim
- I go to bed at 9:30 pm

Bad Day

Have to rush in morning to get off to work in time
No diet mountain dew at home; have to wait to go to store
Lots of crisis or must have tasks
Kim has to stay late at work
Get home at 8:00pm
No time to play
Go to bed late



Good Day/Bad Day

Good Day *During Work Week*

A really good day

- What happened that contributed to your good day?
- What do you look forward to doing?
- Who do you look forward to seeing?
- What happens that gives you energy to deal with difficult situations?

Bad Day *During Work Week*

A day that is too challenging

- What threw your day off?
- Made the day bad for you?
- Made you frustrated? Bored?
- Took the fun out of it?
- Be sure to include those daily frustrations

•What motivates and interests you.
It is a work day. Write down a composite of actual good moments and bad moments that at work OR on a work day? have happened at anytime a day when you also work.

Organizing Discovering Information Into the Person Centered Description

1st Learn what is Important TO your partner from their Morning Ritual and Good Day/ Bad Day.

Then practice pulling Best Support from discovery information in consultation with your partner.

For Example - Organizing Discovery Information Into Important TO

Morning Ritual

Get up two hours before leaving
Morning coffee alone
Talk with kids over breakfast



Important To

Not being rushed.
Having time to focus on myself and my family before I start work

Good Day

15 minutes alone before first meeting

Bad Day

Demands for consultation NOW.



To organize my work before starting my work



Learning about SUPPORT from Important TO

Important TO me

1. Not being rushed -Having time to focus upon myself and my family before work
2. Time to organize my work before beginning my work

What others need to know and do to best support me

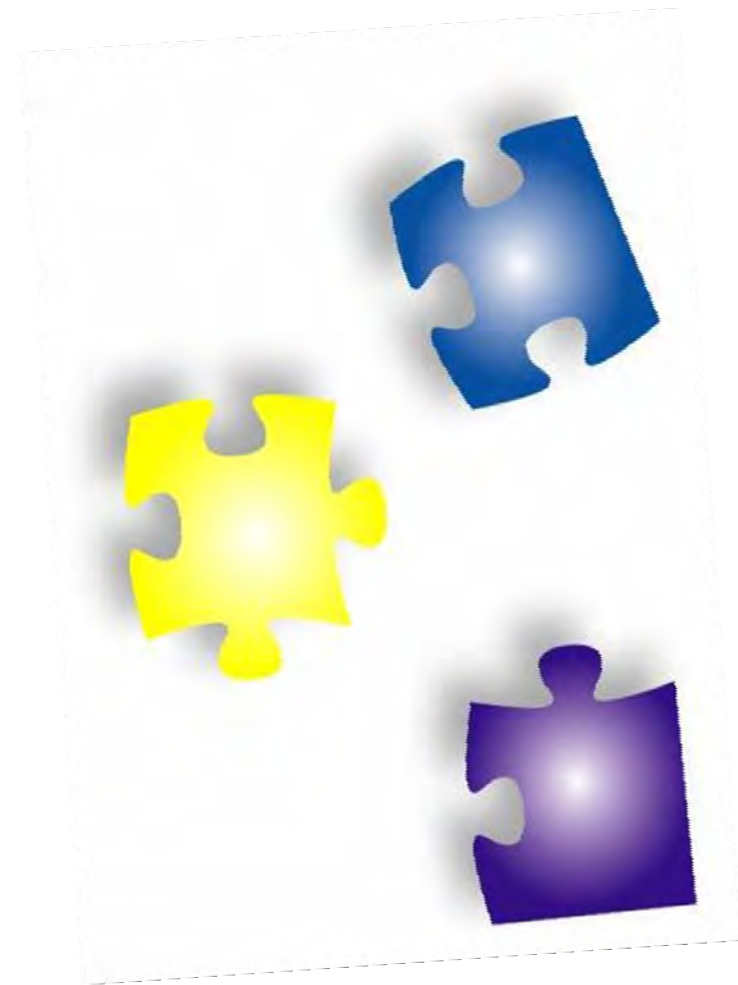
1. Don't rush me, don't ask me to move faster.
2. Give me time to myself when I'm organizing my work

Have a conversation and using the “guess, ask, write” process, add to the support list. As you add each item, ask “***Is there something that other people need to know or do to support you with that?***”

Discovery/Listening Skills

6 methods for collecting information

- Relationship Map
- Rituals and Routines
- Good Day/Bad Day
- ✓ Two Minute Drill
- Communication Chart
- Reputations



2 Minute Drill-

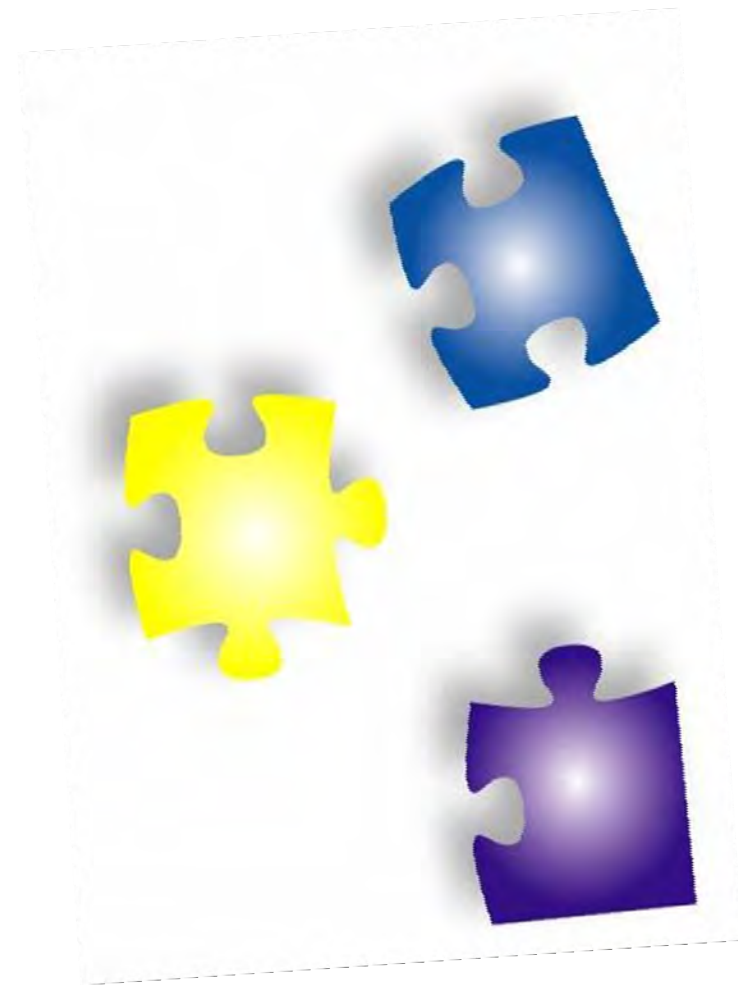
Imagine that...

- You know the person best and you have a 24 hour flu. You have to have someone else provide support for 1 day.
- It is someone you trust but who doesn't know the person.
- You want to give them an overview, a summary in 2 minutes of what they need to know to support the person successfully.
- What would you say?

Discovery/Listening Skills

6 methods for collecting information

- Relationship Map
- Rituals and Routines
- Good Day/Bad Day
- Two Minute Drill
- ✓ Communication Chart
- Reputations



Communication Chart

- Listening to Behavior
- Recording Communication

**The Communication Chart supports
discovery and informs action.**

Communication Chart

When this is happens	I do this	It usually means	And I want you to
<p data-bbox="130 410 445 662">#2</p> <p data-bbox="107 875 422 976">In the environment</p> <p data-bbox="107 1097 510 1214">What's just gone on</p> <p data-bbox="107 1336 422 1390">The "trigger"</p>	<p data-bbox="598 427 945 678">#1</p> <p data-bbox="611 870 863 919">The action</p> <p data-bbox="611 1040 915 1157">What others notice</p> <p data-bbox="611 1279 968 1471">Can be seen, heard, and felt by others</p>	<p data-bbox="1129 410 1455 662">#3</p> <p data-bbox="1089 857 1461 974">Meaning of the the action</p> <p data-bbox="1089 1096 1423 1287">What the emotions and feelings are</p> <p data-bbox="1089 1401 1478 1518">What's going on inside</p>	<p data-bbox="1627 418 1974 670">#4</p> <p data-bbox="1583 870 1927 1133">What other people should do or say in response</p> <p data-bbox="1583 1252 1881 1369">Or not do or say.....</p>

Communication Chart For Carl

What Is Happening	What The Person Does	What It May Mean	What We Should Do
Carl has friends staying at his apartment	Quit bathing, shaving, brushing teeth, wearing clean clothing, missing work, missing appointments with support staff, missing medications	Carl is being distracted – usually by friends who try to tell him how his life “should” be like: you don’t need meds, you can get a better job	start reminding him about why he wants to take his medicine (can be 1:1, small group, or big meeting); ask if he needs help with his friends
Carl is living his life	call/page people says “everything is going wrong” and “wants to talk to ya”	More than likely he had a fight or has a problem	Ask questions to find out what “everything” really means and offer advice
When he wakes up	He’s grouchy (snap at you or tell you to “lay off” or won’t talk)	He’s really tired or hasn’t taken his meds	Let him be or if he needs to talk just talk to him, check to see if he has taken his medication and remind him if he hasn’t
In conversation discussing something about his life	He says “True”	He agrees with you and will work on the issue	Have him confirm what he is going to do and then follow up to see if he did what he said he would. Tell him you’re proud of him

Communication Chart For Chuck

What Is Happening	What The Person Does	What It May Mean	What We Should Do
It is Sunday	Calls afterhours and leaves you a voice mail that includes scripture or singing of a gospel song	Chuck had a great day at church!	Do nothing.
Anytime other than Sunday.	Calls and leaves you a lengthy voice mail that sounds like a sermon.	Chuck might be having some mental health issues. He may have forgotten to take a dose of medication.	Call Chuck and ask if he remembered to take his medication, he will likely check and then tell you yes, he forgot. For the next few days, call Chuck in the morning and offer supportive reminders to take his meds.
Anytime	Makes any mention of "Ruby Red Lights", even just a passing reference.	Chuck is experiencing auditory hallucinations. (Ruby is deceased and by history is one of the "voices" Chuck hears when he is hallucinating)	Drop by and see Chuck. Check his med box. Stick around and chat for awhile (be on the look-out for any signs that he may be experiencing hallucinations or delusions. Contact his Psychiatrist and take recommended next steps. (Schedule an appointment, increase visits to daily, etc.)
Anytime	Stops eating and tells you that his food has been poisoned or that there is blood in his food.	Chuck is experiencing delusions and auditory hallucinations. TLC-PCP 2013 www.learningcommunity.us	<u>This is an EMERGENCY!</u> Call the Mobile Crisis Unit and support Chuck in being assessed for possible admission. Stay with Chuck until they arrive. Offer reassurances that you are there to help keep him safe. Do NOT try and convince him that his food is not poisoned.

Like & Admire

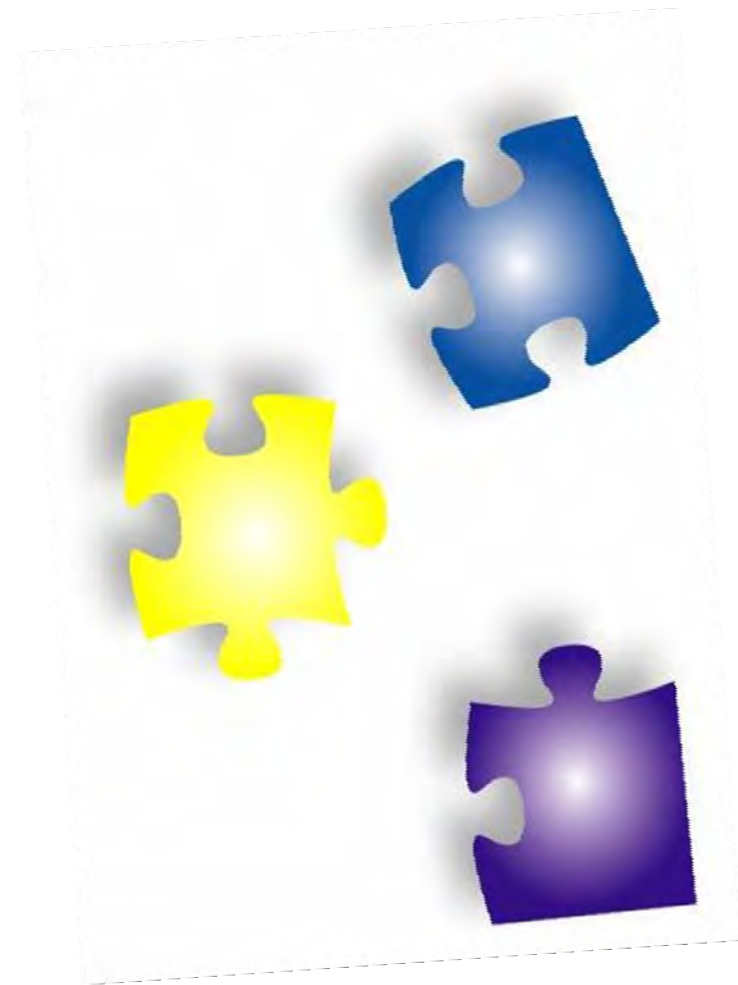
Great Things About Rhonda

- Loving
- Adaptable
- A good trainer
- Patient and tolerant
- A good listener
- Knows what she wants
- Outspoken

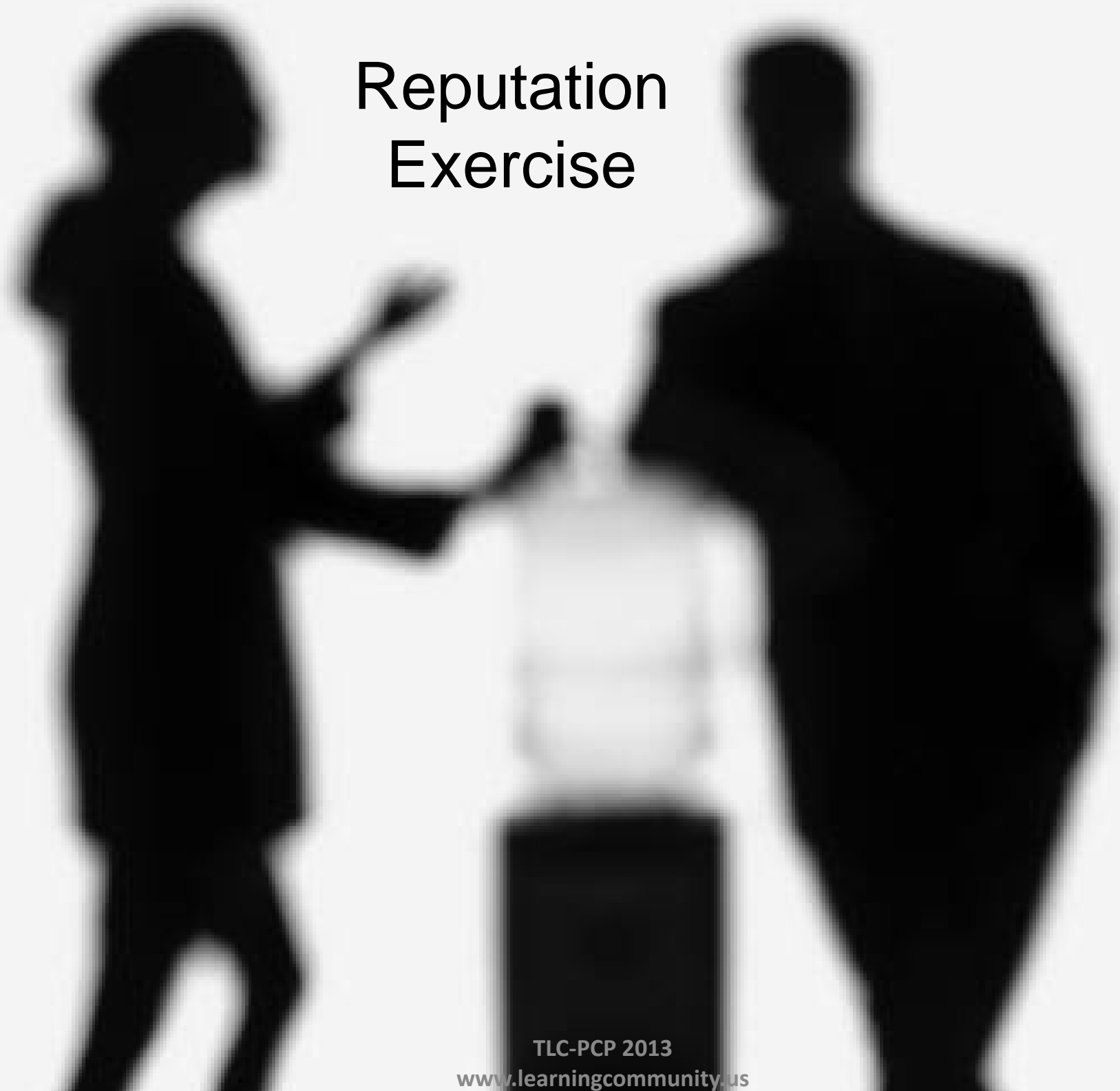
Discovery/Listening Skills

6 methods for collecting information

- Relationship Map
- Rituals and Routines
- Good Day/Bad Day
- Two Minute Drill
- Communication Chart
- ✓ Reputations



Reputation Exercise





Name: _____

POSITIVE

NEGATIVE

POSITIVE	NEGATIVE

Write your name here

Positive Reputation

To begin with don't write
In this section on your own
worksheet.

First others will write on this
section for you.

Once you have your worksheet
back, read it.

Is there something that
others don't know that you
would add? Do so.

Cross out what doesn't ring
true for you.

3 Mild Negatives

List 3 of your own
MILD negatives.

Note: you will share this with a
partner

Example:

Workaholic
Stubborn
Loses Things

3 Steps to Learn From and Address Negatives

Arrange your papers like this

Positive Reputation

1st Step

Is there something about the negative that is actually a positive?

3 Mild Negatives

List of 3 mild negatives

Think thru one negative at a time



Important TO me

2nd Step

Is there something about the negative that tells us something about what is important to your partner?

How to best Support Me

3rd Step

If a negative is actually a negative at times: ask what do others need to know or do to support your partner at this time?

An Example

**Positive
Reputation**

1st Step

**Strong
Commitment
To Work**

**3 Mild
Negatives**

Example:

Workaholic



Important TO me

2nd Step

**To both work and learn with like-minded people-
Even if it takes more time to do so**

**To spend time just for me and to have
meaningful and fun time with my family and
friends**

How to best Support Me

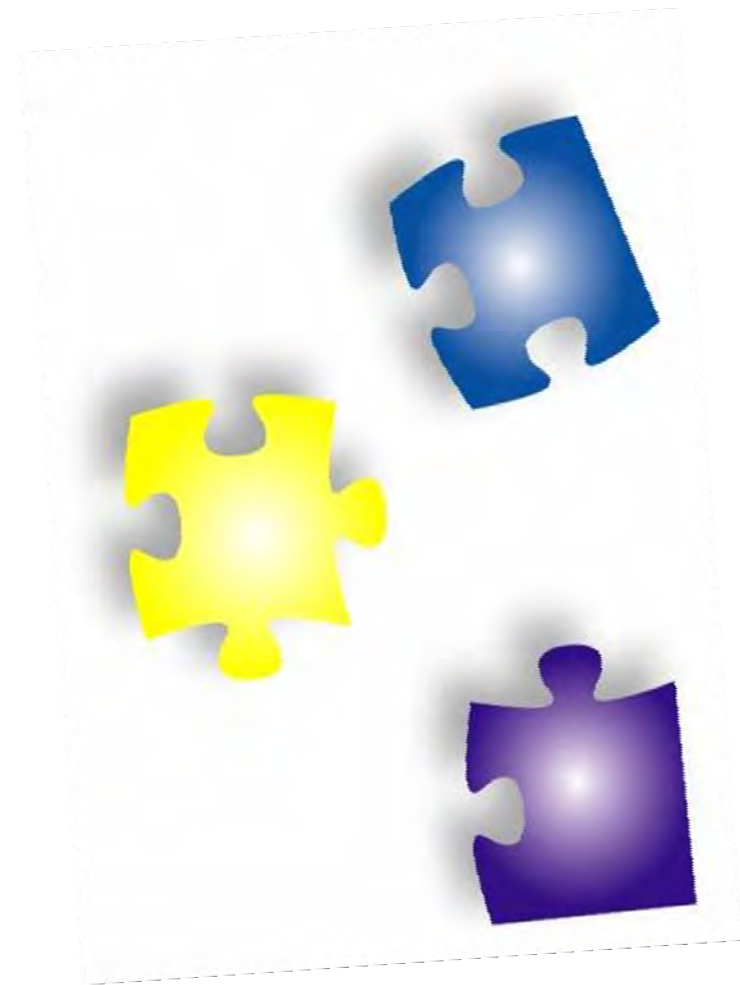
3rd Step

**Know that I need to balance attention to work by
scheduling regular time off for me and for family
and friends. Ask me, remind me.**

Discovery/Listening Skills

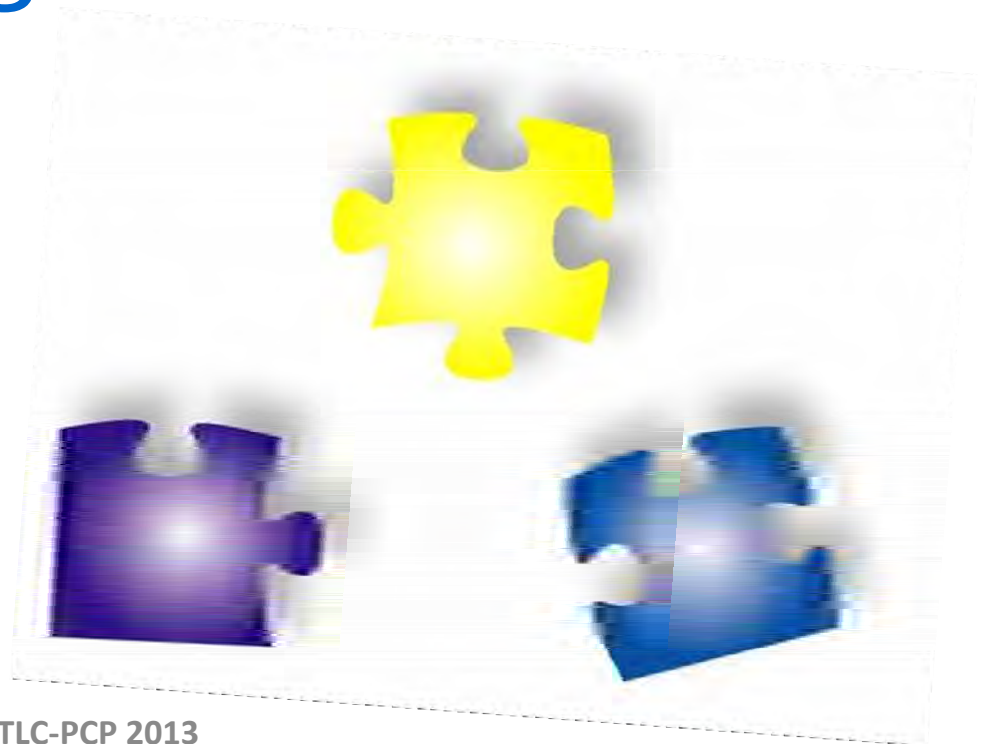
6 methods for collecting information

- ✓ Relationship Map
- ✓ Rituals and Routines
- ✓ Good Day/Bad Day
- ✓ Two Minute Drill
- ✓ Communication Chart
- ✓ Reputations



Management Skills

- Donut
- ✓ Matching



2nd Management Skill

Matching




Characteristics of people
I like to work with

Characteristics of people
I like to hang out with

Characteristics of people
I don't like to work with

Characteristics of people
I don't like to hang out with

Supports Needed	Skills Required
<ul style="list-style-type: none"> ▪What supports do you need? ▪What do you need others to do for you while you are recovering? 	<ul style="list-style-type: none"> ▪What skills must the person we recruit have if the support desired is to be provided? ▪Include those skills that must be taught and the recruit/s must agree to learn. <p style="text-align: center;"><i>Patience is a personality characteristic (not a skill)</i></p>



These two columns are related.

MATCHING

PERSONALITY CHARACTERISTICS

What are the characteristics of the people in the your life who currently have the best relationship with you?

What other characteristics do you think will best match you and the purpose this person will serve in your recovery?

What characteristics should be absent?

Hint-check the characteristics of those you like to work/hang with and those you don't.

NICE TO HAVE (SHARED INTERESTS)

•What interests do you want the person we recruit to share (have in common with you)?

** Think about things you enjoy that if supported could help you have a better life or make your recovery easier to bear.*

Supports Needed	Skills Required

Matching for

PERSONALITY CHARACTERISTICS

--

NICE TO HAVE (SHARED INTERESTS)

--

Learning Personality 'Characteristics' that need to be Present or Absent in Supporters

To learn the characteristics that need to be present, ask:

- Who is closest to the person?
- Who enjoys spending time with the person?
- Who helps make good days happen for the person?
- What characteristics do these people have in common?

To learn the characteristics that need to be absent, ask:

- Who does the person avoid?
- Who dislikes spending time with the person?
- Who helps the person have bad days?
- What characteristics to these people have in common?

Supports Needed	Skills Required
Assistance shopping (grocery, clothing personal, etc)	Some knowledge of cost comparison, budgeting, and savvy shopping
Assistance with personal grooming (advice on clothing, reminders on grooming, assistance with shaving)	Ability to use an electric razor and some knowledge of beard trimming
Assistance with housekeeping chores <ul style="list-style-type: none"> • Laundry • Cleaning & organizing personal space 	<ul style="list-style-type: none"> • Basic knowledge of laundry methods & use of high efficiency equipment • Organizational skills, basic housekeeping skills
Assistance with management of lawn maintenance business <ul style="list-style-type: none"> • Making phone calls • Maintaining calendar of appointments • Managing payments & record-keeping • Ensuring quality control on lawn jobs • Assistance with maintaining lawn maintenance equipment 	<ul style="list-style-type: none"> • Organizational & record-keeping skills • attention to detail • good interpersonal skills (for working with business customers) • basic knowledge of lawn maintenance techniques - mowing, weed eating, and blowing, mulching, trimming.

Matching Staff for Andrew

PERSONALITY CHARACTERISTICS NEEDED

- Organized, but not in a rigid kind of way
- Flexibility, spontaneity
- Not afraid of the Texas summer heat!
- Good judgment
- Sense of humor – the silly, funny kind (as opposed to a dry or sarcastic kind)
- Preferably male – but not limited to the right female!

NICE TO HAVE (SHARED INTERESTS)

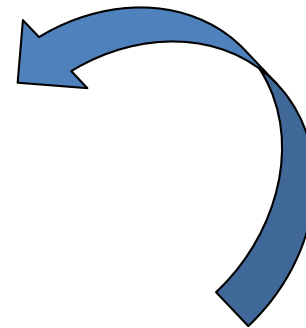
- Knowledge of, interest in small engine repair
- Distance running
- Ghost hunting, watching the Ghost hunters show
- Experience with lawn maintenance
- Riding dirt bikes

ONE PAGE DESCRIPTIONS

**How to build a one page
description using your
person centered
description**

A One (1) Page Description can be used

- For a specific purpose: for example new situations- like a new job; meeting new people; at the front of the persons records.
- An at a glance positive way to share key information about:
 - *What people like and admire*
 - *What is most important to*
 - *How to best support*



All one page descriptions have these three sections at minimum

See <http://learningcommunity.us/onepageprofiles.htm> for more information

TLC-PCP 2012

www.learningcommunity.us

_____’s One Page Description

What People Like and Admire about

Insert
Photo
Here

What is Important to

Supports _____ Needs To Stay Happy, Healthy & Safe

TLC-PCP 2013
www.learningcommunity.us

Supports, continued

How to Develop a One Page Description

- Put your Name on Your One Page Description
- Purpose:
 - The Purpose of Your One Page Description is to introduce yourself to your co-workers and share the support you appreciate at work.
- Using your Person Centered Description write KEY information about what
 - Others like and admire about you
 - What is Important TO you at work
 - What support you appreciate at work

Donna's One Page Description

What is important to me as a

"Person Centered Thinking" Trainer:

- * To have a good working knowledge of all the materials
- * To be setup early and well prepared for any unexpected problems
- * To have a cheerful and friendly training environment so the participants and I feel comfortable enough to share
- * To present the training in a clear concise manner
- * To have the participants fortify the training they've learned, in turn energize their management to do the same
- * Being able to move around the room when I present. I have a lot of energy and need to move
- * To keep the audience on tract and absorbing the information to the best of my ability
- * Being able to laugh and relax while teaching



What others like and admire about me...

- ` **Friendly and approachable**
- ` **Eager to learn and willing to help others**
- ` **Happy and motivated**
- ` **Dependable and thorough**
- ` **Outgoing and friendly**

How best to support me when I'm training:

- * It's best to have good eye contact with me then I know you're interested, listening and absorbing
- * If I'm going to fast , please ask me to go slower and repeat anything you might have missed
- * To participate and be involved with the exercises
- * To understand silence is and can be a time to absorb information both deliberate and by accident
- * Be patient and respectful when I teach
- * Show your appreciation for the time we spent together
- * Constructive criticism is always good. I look forward to it so I can be a better speaker



IT'S ALL ABOUT ME
ELIZABETH KATES

What we love about Elizabeth!
(see pages 4-5 for more info)

- She's a determined self-advocate – ask her about her rally speeches
- A gutsy gal
- Talk about organized!
- A true blue friend
- She lights up a room!
- She's a Fashionista

A Few Things That Are Important TO Me...

(Please see pages 6-10 for more information)

- My independence
- A thriving social life
- Being organized and prepared
- School – Graduation in May 2011!
- Taking good care of myself
- Routines
- Planning for the future – including a job, an apartment, and a boyfriend
- Everything Michael Jackson
- Diet Coke
- Singing at church
- Fun with friends & family
- Writing in my journals
- Avoiding conflict
- Fashion
- Close relationships with Family & Friends

...And A Few Things That Are Important FOR Me:

(Please see pages 11-13 for more information)

- CPAP machine, plenty of sleep (may include naps)
- Seizure medications
- Healthy diet and exercise
- Writing in my journals
- Conflict free environments & relationships
- Avoiding a "fireball"

Here's How You Can Support Me:

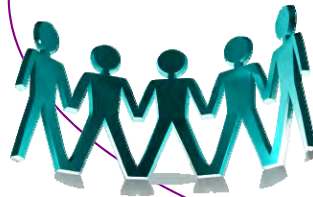
(Please see pages 12-14 for more information)

- Help me with time, money, cooking shopping & some cleaning
- Help me find a job and job training
- Assist me to fix my hair & pick out cute outfits
- Help me make healthy food choices and to exercise
- Understand if I'm upset, I'm probably tired.
- Talk to me nicely & quietly. No bad words.
- When people around me are angry or there is conflict, help me get away
- Help me understand what's going on, what to expect

Meet John K.

Great things about me:

Pleasant
Outgoing
Good role model
Dependable
Friendly
Caring
Hard working
Understanding
Positive
Determined
Confident
Intelligent
Courageous
funny



Important to me:

Feeling safe.
People not smoking around me.
Doing needlecraft during downtime.
Being independent.
The people who support me.
Looking sharp
Working and making money.
Quiet time.
Having my own apartment.
Mountain Dew.



What other's need to know to support me:

I need to feel safe and secure.
Ask me if I need your help before just doing something FOR me.
Please give me your full attention when I'm trying to talk to you.
Please respect my routine and belongings.
I enjoy being around people, but sometimes need some alone time.
I enjoy people who have a sense of humor.
I really need you to listen when I'm upset & trying to explain why.
I feel uncomfortable in tight spaces.

Things to figure out:



Hahaha!



Conejo Team



Great Things about our Team

- Knowledgeable
- Creative & Experienced
- Compassionate & Conscientious
- Friendly, Empathetic & Patient
- Flexible, Intelligent & Responsive
- Responsible, Ethical & Dedicated
- Person Centered
- Active Listeners
- Good Team Players
- Value Helping Others
- Positive Team
- Open to Learning
- Receptive to New Ideas



Important to our Team

- Having a Healthy Work Environment
- Supportive Manager
- Have Fun
- Support TCRC Mission Statement
- Positive Attitude
- Sharing Information & Resources
- Time Management
- GREAT Parties



Important For Our Team

- To get along with each other
- Mutual Respect
- Personal Growth
- Work with families and vendors in a collaborate manner
- Planning Team works toward the benefit of all
- Knowledge of services & resources
- Clear understanding of expectations, responsibilities, roles & goals

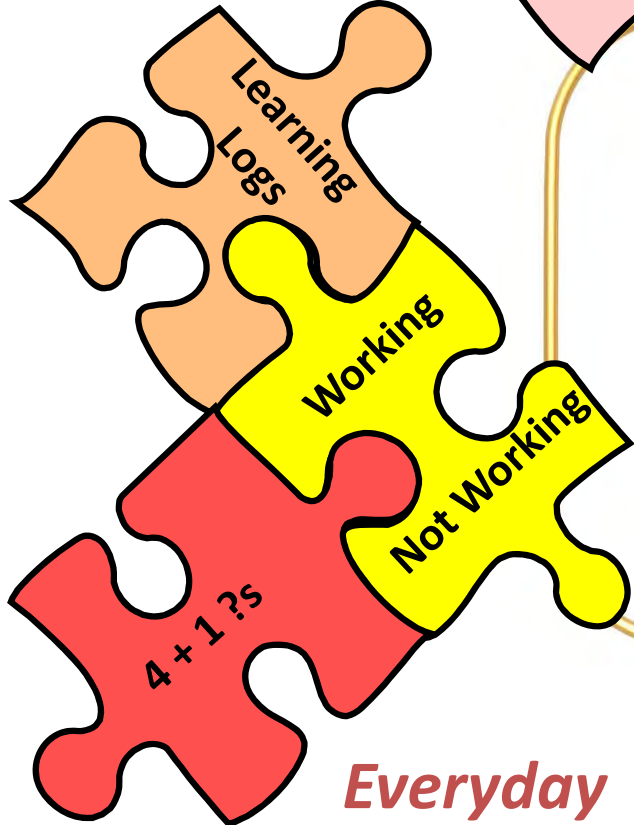
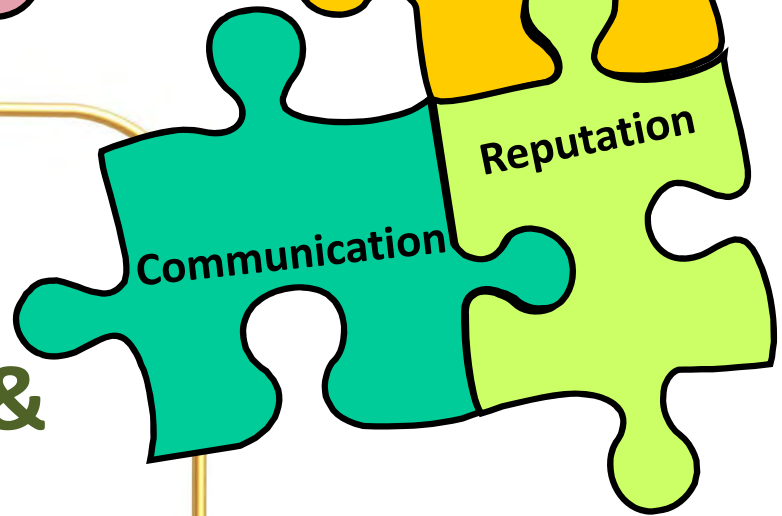
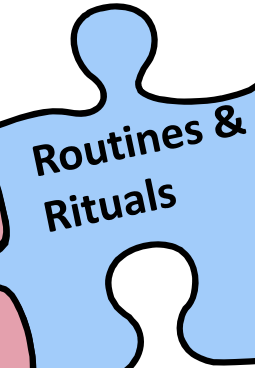
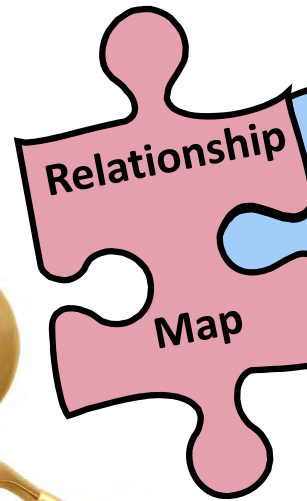
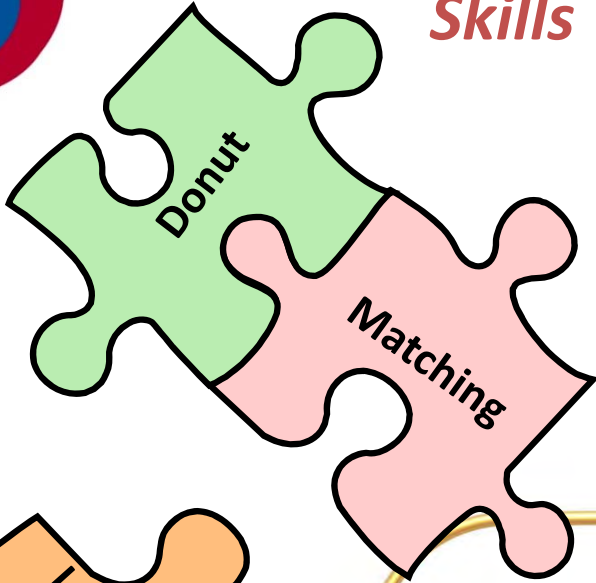
Additional Information about our Great Team

- Like to celebrate each other's special events
- Very Sociable
- Stylish





Management Skills



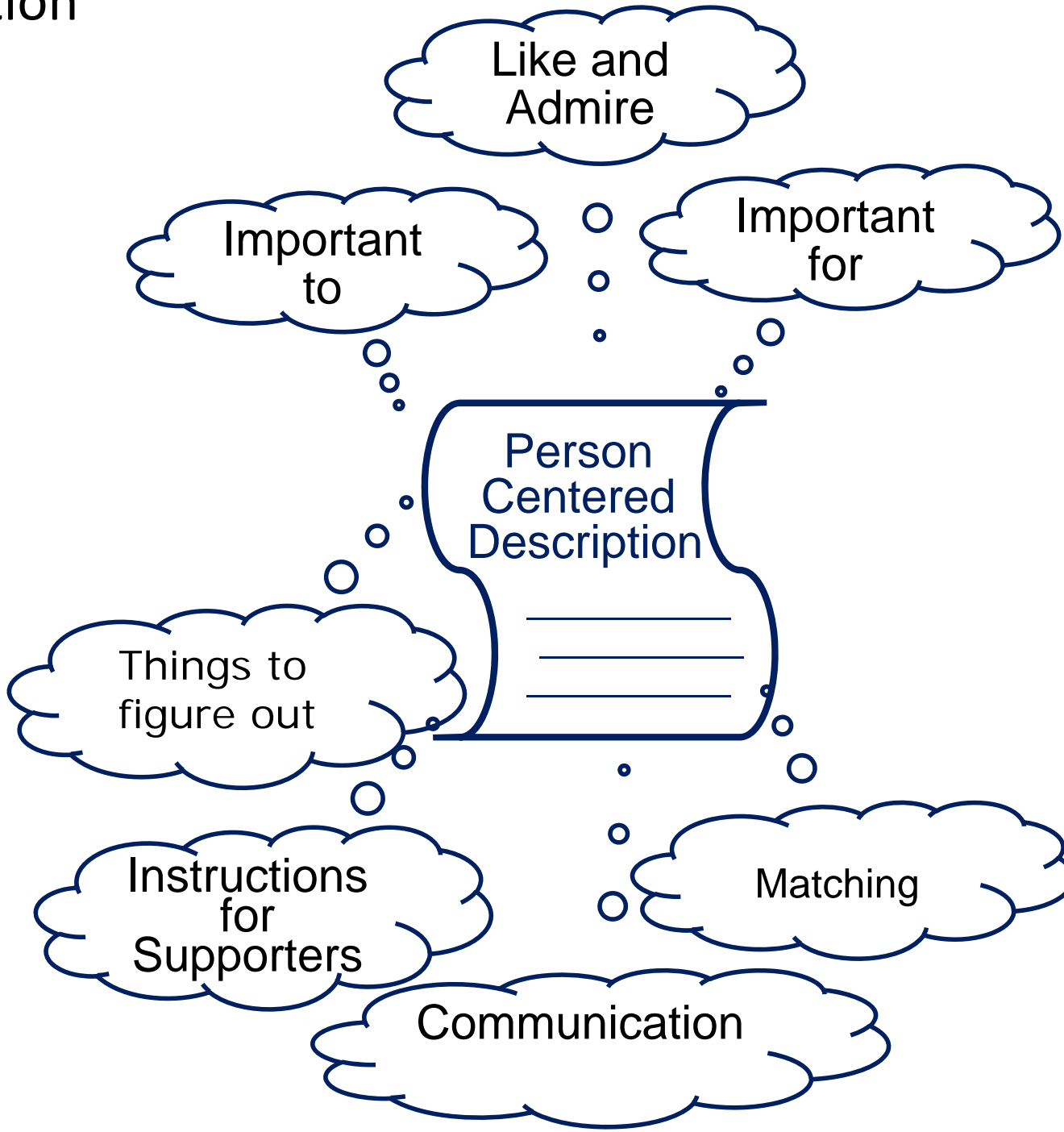
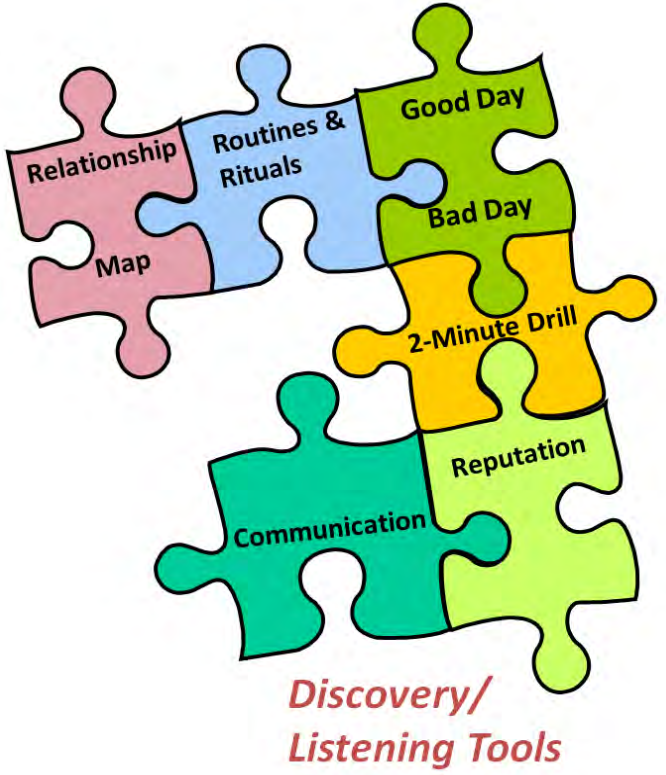
Everyday Learning Skills

Discovery/ Listening Skills

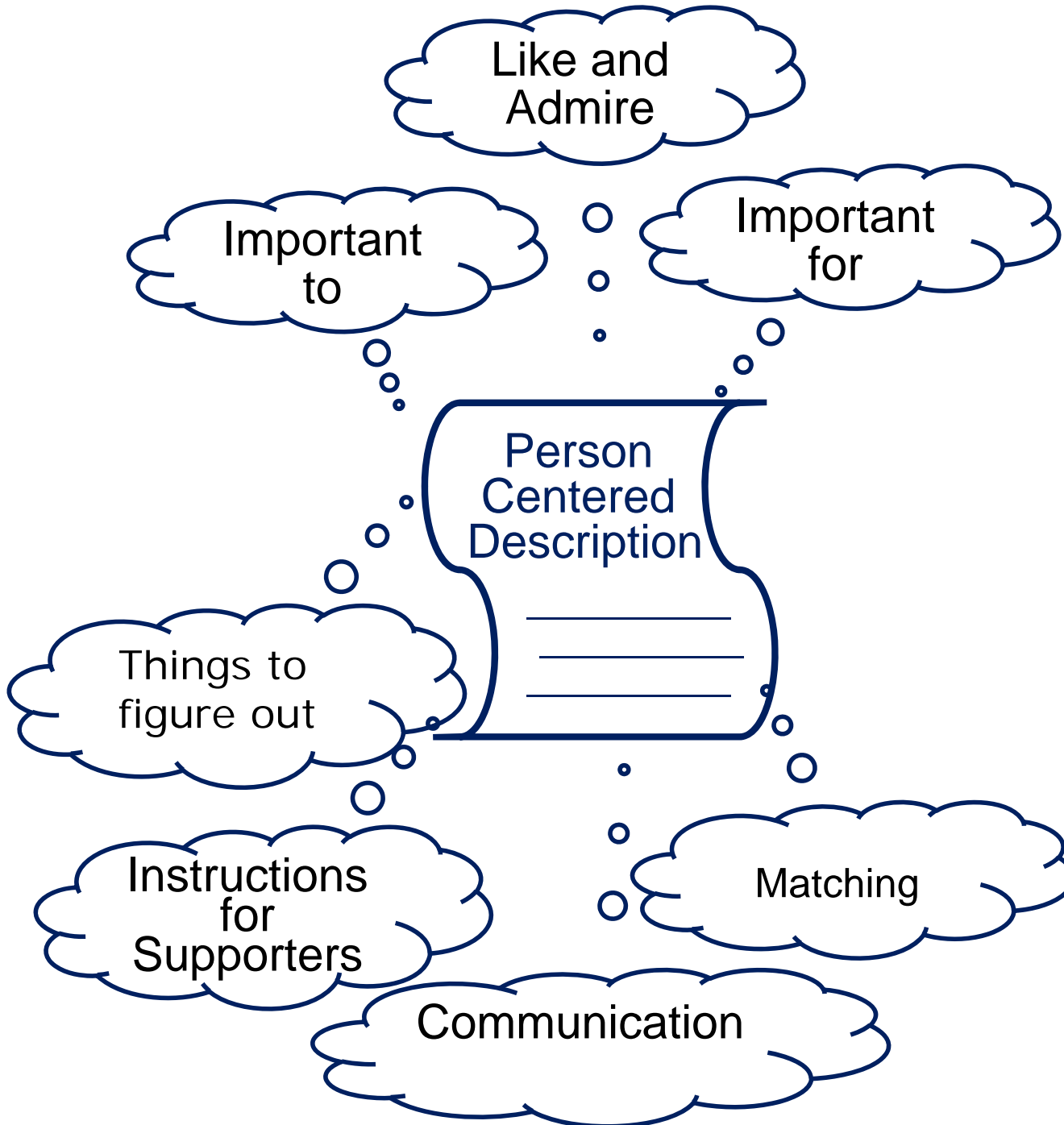


**Important To
Important For &
The Balance
Between**

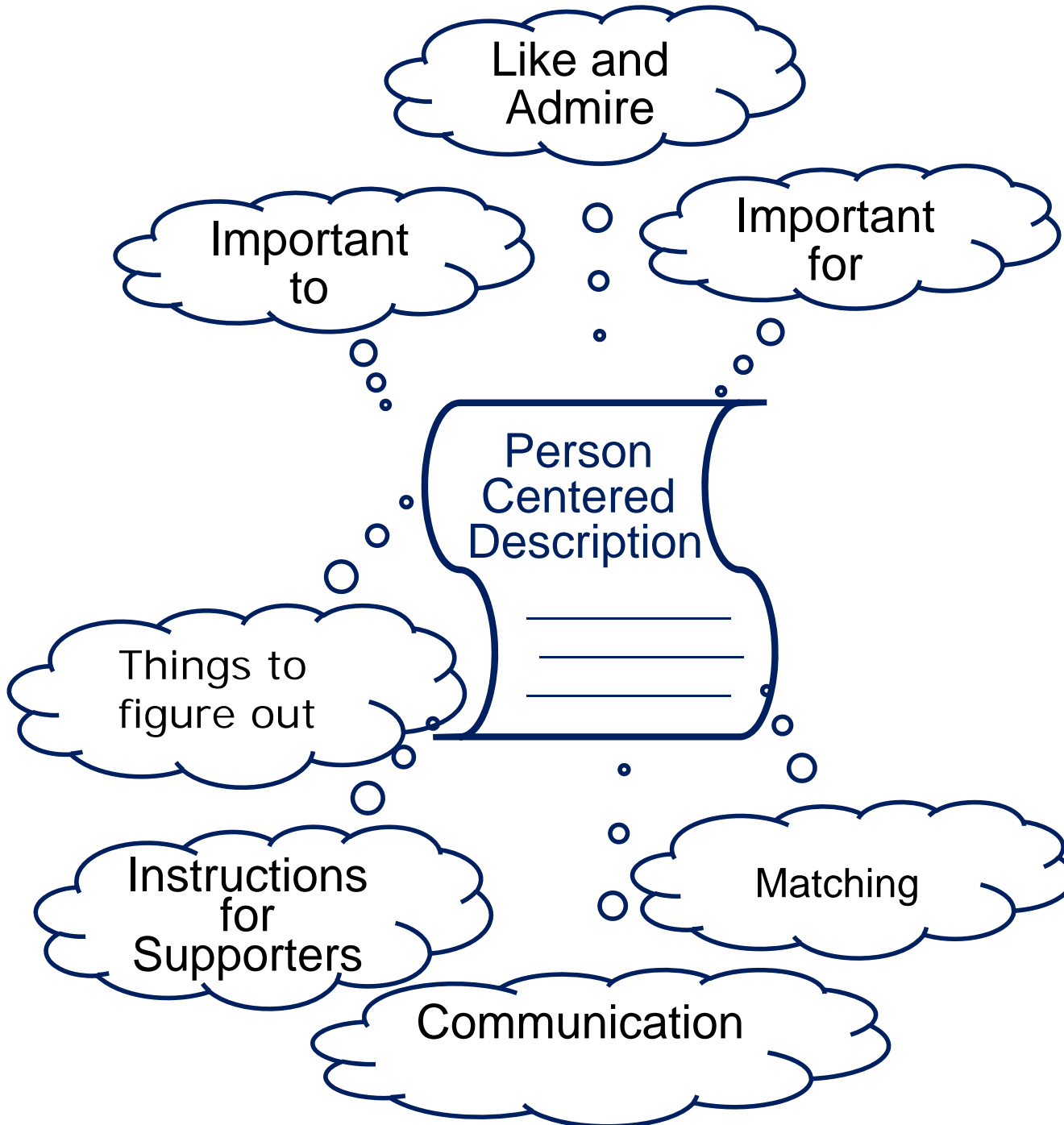
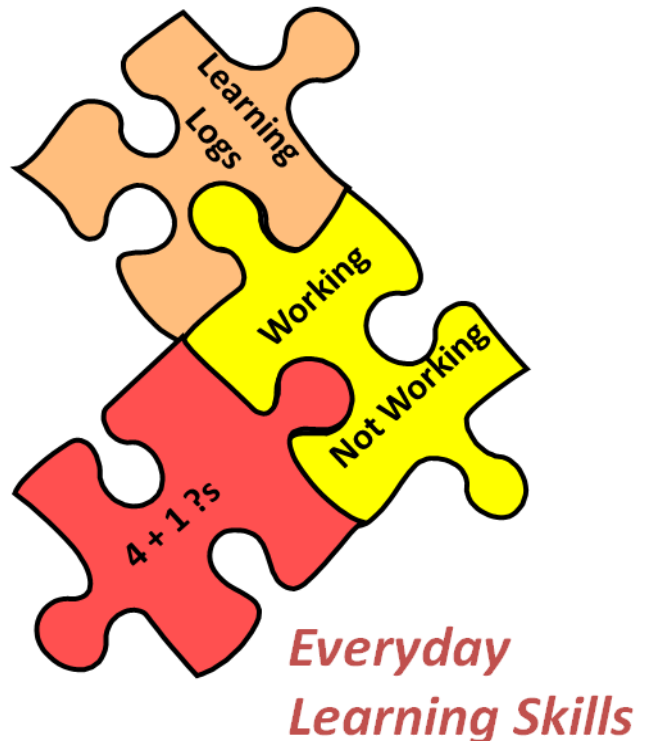
Discovery gathers information to build a meaningful Person Centered Description



Management Skills Create Clarity



Everyday Learning Skills Keep the Person Centered Description Alive



Resources

- **The Learning Community for Person Centered Practices** - website
<http://www.learningcommunity.us/>
- **Importance of the Environment** – Article discussing toxic to healing
<http://www.learningcommunity.us/pcthinking.htm>
- **Guidelines for using 1st Person** - Article about when to use 1st person
<http://www.learningcommunity.us/documents/Guidelinesforusing1stpersoninplanning.pdf>
- **One Page Profiles Descriptions** - Examples and discussion
<http://www.learningcommunity.us/onepageprofiles.htm>

Evaluation

**Please take a minute to complete the
evaluation form in your packet.**

Thank you!!!

Learning Community Website

www.learningcommunity.us

For further information about
Person Centered Thinking trainings contact:

Robin Levine

ODP Consulting System

rlevine@pattan.net