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


Introduction

1st Think Purpose
• Purpose for offering this training is to help people get better lives—not just better paper.
• Purpose for today—Day 1 of the 2 day training.
  – Learn how to use person centered thinking skills to gain a deeper understanding of the people we support.
  – More easily organize that learning to inform our efforts to help people get the lives they value.

How Today Works
• Work in groups
• Learn methods that anchor person centered practices
  – Organizing Concept: Important TO and For and finding the Balance between
  – Managing our support role using the Donut
• 3 Problem solving skills that help us use what we are learning every day
  – 4 +1 questions
  – Learning Log
  – Working/Not Working

Develop Working Agreements
• People are not all the same. When learning or working in groups people are likely to appreciate a few agreements that are easy to remember and likely to help provide a good learning environment for people in the room.
## A Core Concept and a Core Skill

### Balancing Important to and Important for

<table>
<thead>
<tr>
<th>Important TO</th>
<th>Important FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is important to a person includes those things in life which help us to be satisfied, content, comforted and happy. It includes:</td>
<td>Issues of health:</td>
</tr>
<tr>
<td>• People to be with/relationships</td>
<td>— Prevention of illness</td>
</tr>
<tr>
<td>• Things to do</td>
<td>— Treatment of illness / medical conditions</td>
</tr>
<tr>
<td>• Places to go</td>
<td>— Promotion of wellness (e.g.: diet, exercise)</td>
</tr>
<tr>
<td>• Rituals or routines</td>
<td>Issues of safety:</td>
</tr>
<tr>
<td>• Rhythm or pace of life</td>
<td>— Environment</td>
</tr>
<tr>
<td>• Status &amp; control</td>
<td>— Well being ---- physical and emotional</td>
</tr>
<tr>
<td>• Things to have</td>
<td>— Free from Fear</td>
</tr>
<tr>
<td>• Includes what matters the most to the person – their own definition of quality of life.</td>
<td>What others see as necessary to help the person:</td>
</tr>
<tr>
<td>• What is important to a person includes only what the person “says”:</td>
<td>— Be valued</td>
</tr>
<tr>
<td>• with their words</td>
<td>— Be a contributing member of their community</td>
</tr>
<tr>
<td>• with their actions</td>
<td></td>
</tr>
<tr>
<td>• When words and actions are in conflict, listen to action. Ask why?</td>
<td></td>
</tr>
</tbody>
</table>

© TLC-PCP 2012 www.learningcommunity.us
Moving from Service Life to Community Life

Service Life

- ‘Important to’ recognized
- ‘Important to’ present

A Good Paid Life

- ‘To’ and ‘for’ present
- Closest people are paid or family
- Few real connections

Community Life

- ‘To’ and ‘for’ present
- Active circle of support
- Included in community life

‘Important for’ addressed
No organized effort to address ‘important to’

Focus on connecting, building relationships and natural supports

© TLC-PCP 2012 www.learningcommunity.us
What kind of life do the people you support have on average? Place a dot on the arrow.

- **Service Life**
  - ‘Important for’ addressed
  - No organized effort to address ‘important to’

- **A Good Paid Life**
  - ‘To’ and ‘for’ present
  - Closest people are paid or family
  - Few real connections

- **Community Life**
  - ‘To’ and ‘for’ present
  - Active circle of support
  - Included in community life

© TLC-PCP 2012 www.learningcommunity.us
Discontent is the Engine of Change

• Discontent without hope is 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 action on the 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 result in a positive difference in the lives of people who use services or in your 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.
Important To
Discovery/Listening skills

Management skills

Everyday Learning skills

Important For & The Balance Between
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)

© TLC-PCP 2012 www.learningcommunity.us
The Importance Of Environment

Toxic → Tolerated → Supportive → Healing

Power Over → Power With

Growth Occurs Here
Implementation of Person Centered Practices is:

**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

**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
A Core Concept and a Core Skill
Balancing Important **to** and Important **for**

<table>
<thead>
<tr>
<th>Important TO</th>
<th>Important FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is important to a person includes those things in life which help us to be satisfied, content, comforted and happy. It includes:</td>
<td>Issues of health:</td>
</tr>
<tr>
<td>• People to be with/relationships</td>
<td></td>
</tr>
<tr>
<td>• Things to do</td>
<td></td>
</tr>
<tr>
<td>• Places to go</td>
<td></td>
</tr>
<tr>
<td>• Rituals or routines</td>
<td></td>
</tr>
<tr>
<td>• Rhythm or pace of life</td>
<td></td>
</tr>
<tr>
<td>• Status &amp; control</td>
<td></td>
</tr>
<tr>
<td>• Things to have</td>
<td></td>
</tr>
<tr>
<td>• Includes what matters the most to the person – their own definition of quality of life.</td>
<td></td>
</tr>
<tr>
<td>• What is important to a person includes only what the person “says”:</td>
<td></td>
</tr>
<tr>
<td>• with their words</td>
<td></td>
</tr>
<tr>
<td>• with their actions</td>
<td></td>
</tr>
<tr>
<td>• When words and actions are in conflict, listen to action. Ask why?</td>
<td></td>
</tr>
<tr>
<td>Issues of safety:</td>
<td></td>
</tr>
<tr>
<td>• Environment</td>
<td></td>
</tr>
<tr>
<td>• Well being ---- physical and emotional</td>
<td></td>
</tr>
<tr>
<td>• Free from Fear</td>
<td></td>
</tr>
<tr>
<td>What others see as necessary to help the person:</td>
<td></td>
</tr>
<tr>
<td>• Be valued</td>
<td></td>
</tr>
<tr>
<td>• Be a contributing member of their community</td>
<td></td>
</tr>
</tbody>
</table>

Now think about balance
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

Finding the Balance

• We all make tradeoffs between the many different things that are important to us.
  – Some people may love living in a particular place.
  – And are willing to make the tradeoff when living there means a longer commute to the work they love.

• We also make tradeoffs between what is important to us and what is important for us. These tradeoffs can be temporary OR long term solutions.
  – For some fun time with friends is important to them. Having a clean house may be part of being valued by those same friends. House cleaning occasionally comes before having fun with friends.
  – For another person, expressing personal opinions and saying what is on his mind is important to him, but not cussing in front of his neighbors may be important for him.
<table>
<thead>
<tr>
<th>Julie’s perspective</th>
<th>Staff’s perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What works/makes sense</strong></td>
<td><strong>What doesn’t work/Doesn’t make sense</strong></td>
</tr>
<tr>
<td>• Shopping daily for favorite things</td>
<td>• Staff don’t let me drink what I want</td>
</tr>
<tr>
<td>• Having lots of jewelry and no one getting into them without my OK</td>
<td>• Teddy leaving me during mealtimes</td>
</tr>
<tr>
<td>• Having my sister Joanne in my life</td>
<td>• Having no work to do at WAC, Inc.</td>
</tr>
<tr>
<td>• Lots of blue, red and black clothes</td>
<td>• Staff not letting me buy things I want</td>
</tr>
<tr>
<td>• Polished nails, many colors &amp; layers</td>
<td></td>
</tr>
<tr>
<td>• Living with Teddy, the Yorkshire Terrier</td>
<td></td>
</tr>
<tr>
<td>• Sleeping on my bed</td>
<td>• Favorite people doing activities with her, especially John Dandy</td>
</tr>
<tr>
<td>• Snacks from my plate</td>
<td>• Keeping Julie from falling – reminders to use her walker</td>
</tr>
<tr>
<td>• In my lap when I watch TV</td>
<td>• Level blood sugar – staff knowing signs of low and high blood sugar</td>
</tr>
<tr>
<td></td>
<td>• Joanne is active in Julie’s life</td>
</tr>
<tr>
<td></td>
<td>• Planning before Julie goes shopping</td>
</tr>
<tr>
<td></td>
<td>• Julie is less steady on her feet and falling more than she used to</td>
</tr>
<tr>
<td></td>
<td>• If you don’t make a plan with before shopping, Julie will want to buy more than she has money for – Julie may get very upset which can alter her blood sugar</td>
</tr>
<tr>
<td></td>
<td>• Julie gives Teddy food off her plate</td>
</tr>
</tbody>
</table>

© TLC-PCP 2012 www.learningcommunity.us
What is important to Julie?  What is important for Julie?

What else do you need to learn/know?
<table>
<thead>
<tr>
<th>Julie’s perspective</th>
<th>What works/makes sense</th>
<th>What doesn’t work/Doesn’t make sense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Her relationship with Teddy</td>
<td>• Staff removing Teddy during meal times</td>
</tr>
<tr>
<td></td>
<td>• Feeding Teddy from her plate (food = love)</td>
<td>• Teddy barking and being upset at being locked in the back room</td>
</tr>
<tr>
<td></td>
<td>• Feeding Teddy the same food she is eating (people food)</td>
<td>• Feeding Teddy dog food in his own bowl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff’s perspective</th>
<th>What works/makes sense</th>
<th>What doesn’t work/Doesn’t make sense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Julie’s relationship with Teddy</td>
<td>• Julie feeding Teddy from her plate</td>
</tr>
<tr>
<td></td>
<td>• Removing Teddy from the dining room during meals; monitoring Julie’s food/drink intake accurately</td>
<td>• Inaccurate monitoring of Julie’s food/drink intake when she feeds Teddy from her plate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teddy barking in the back room and upsetting Julie and other residents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teddy’s long-term health if he eats too much “people food.”</td>
</tr>
</tbody>
</table>
Management skills

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

Donut Sort

- **Core** - the things you are expected to get right without error, those areas where you are expected to make an effort or get in trouble.

- **Judgment and Creativity**, things you can try but get wrong – areas where you are learning what works/doesn’t work.

- **Not Our Usual Responsibility** - those parts of a persons life that you normally should “keep your nose out of” things that go beyond what we should ask of you as a paid support person

“If I had an hour to save the world, I’d spend 55 minutes defining the problem.” ~ Albert Einstein
<table>
<thead>
<tr>
<th>What is important to Harry?</th>
<th>What is important for Harry?</th>
</tr>
</thead>
</table>

What else do you need to learn/know?
<table>
<thead>
<tr>
<th>Core responsibilities</th>
<th>Use judgment and creativity</th>
<th>Not usually our responsibility</th>
</tr>
</thead>
</table>

© TLC-PCP 2012
www.learningcommunity.us
<table>
<thead>
<tr>
<th>What is important to Bob?</th>
<th>What is important for Bob?</th>
</tr>
</thead>
</table>

What else do you need to learn/know
Bob

Core responsibilities

Use judgment and creativity

Not usually our responsibility
Everyday Learning skills

• 4 + 1 Questions
• Learning Log
• Working/Not Working (also called “Makes sense/Doesn’t make sense)
# 4 + 1

## Develop the question

<table>
<thead>
<tr>
<th>What have you tried?</th>
<th>What have you learned?</th>
<th>What are you pleased about?</th>
<th>What are you concerned about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

**What went well?**

**What worked for you?**

Write here what you liked about what you tried.

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?

---

© TLC-PCP 2012 www.learningcommunity.us
What you have done to improve your health and safety?

<table>
<thead>
<tr>
<th>What have you tried?</th>
<th>What have you learned?</th>
<th>What are you pleased about?</th>
<th>What are you concerned about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
<table>
<thead>
<tr>
<th>Date</th>
<th>What did the person do? (What, where, when, how long, etc.)</th>
<th>Who was there? (Names of staff, friends, others, etc.)</th>
<th>What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1</td>
<td>Hillsboro Aquatic Center for hot tubbing (2 hours)</td>
<td>Charlie, Aaron, John, Trina and two strangers</td>
<td>He liked the long warm soak bath. 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.</td>
</tr>
<tr>
<td>3/4</td>
<td>Fishing at Hiko a-world resort (2.5 hours)</td>
<td>Charlie and Aaron</td>
<td>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).</td>
</tr>
<tr>
<td>3/5</td>
<td>Neighborhood walk (30 min)</td>
<td>Charlie, Trina, Aaron</td>
<td>Charlie likes to greet the dog at the corner of 5th and Young. We stop for about 10 minutes each time we walk.</td>
</tr>
<tr>
<td>3/5</td>
<td>Reading with his new glasses (1 hour)</td>
<td>Charlie and Mrs. Endicott</td>
<td>Today we tried to go a different way. Charlie was not happy with what we turned around and went down 5th. 1st. Take a dog biscuit next time!</td>
</tr>
<tr>
<td>3/6</td>
<td>Shopping in downtown with a walk (1.5 hours)</td>
<td>Charlie, Don, and Judy</td>
<td>Construction at the mall downtown (Pioneer Square) made our time not as fun. There were lots of detours, narrow points, and the smell of some fumes made Charlie’s eyes water and caused some discomfort.</td>
</tr>
</tbody>
</table>

© TLC-PCP 2012 www.learningcommunity.us
**Recording learning for Charlie:** What we have learned about what is:

<table>
<thead>
<tr>
<th>IMPORTANT TO</th>
<th>IMPORTANT FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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?
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?
Person's perspective

What works/makes sense

USE THIS INFORMATION TO BUILD THE
AGENDA
FOR THINGS THAT ARE TO STAY THE SAME

Staff's perspective

What doesn't work/make sense

USE THIS INFORMATION TO BUILD THE
AGENDA
FOR THINGS THAT NEED TO CHANGE

Disagreements
Someone brings home a new puppy. Given your own experiences and those that you have heard from others, what does and does not make sense about having a new puppy in the house.

<table>
<thead>
<tr>
<th>What works/makes sense</th>
<th>What doesn’t work/Doesn’t make sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective of new puppy's owner</td>
<td>Perspective of new puppy's owner</td>
</tr>
</tbody>
</table>
Use to organize perspectives about a specific issue or to get a snapshot description of NOW

<table>
<thead>
<tr>
<th>What’s Working</th>
<th>What’s Not Working/What Could Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the person say is working?</td>
<td>What does the person say is not working or could be better?</td>
</tr>
<tr>
<td>What does the family say is working?</td>
<td>What does the family say is not working or could be better?</td>
</tr>
<tr>
<td>What does the staff person/teacher/therapist (etc) say is working?</td>
<td>What do they say is not working or could be better?</td>
</tr>
<tr>
<td></td>
<td>What works/makes sense</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Kathleen's perspective</td>
<td></td>
</tr>
<tr>
<td>Mother's perspective</td>
<td></td>
</tr>
<tr>
<td>Staff's perspective</td>
<td></td>
</tr>
</tbody>
</table>
Looking at how you are doing in your work...

<table>
<thead>
<tr>
<th>Perspective of Person Supported</th>
<th>What works/makes sense</th>
<th>What doesn't work/make sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor's perspective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 2
Build your Person Centered Description
Purpose of the day

Learn how to:

1. Gather information that leads to a deeper understanding of the people we support.
2. Organize and use that information to help people get the lives they value.

How the day works

You will be asked to use discovery skills and share what you have written with a learning partner. 

Don’t use these methods on another until you have tried them on yourself.

Learn how to gather information using:

- Relationship Map
- 2-Minute Drill
- Routines and Rituals
- Communication Chart
- Good Day/Bad Day
- Reputation Exercise

Then organize that information to keep the person at the center of everyday support and planning.

Today you will not be asked to explore “important for”. To ensure you are comfortable learning and have positive control; we will not ask you to share your own issues of health and safety.

Only share what you are comfortable sharing.
Learning about Support

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?

Fixing vs. Supporting

© TLC-PCP 2012 www.learningcommunity.us
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?
Help people get better lives...

Not Just Better Paper

Uses for a Person Centered Description

- To create a positive picture of who the person is and how to best support (including any challenges).
- To create a shared understanding of good support between person, family and providers.
- To inform action planning
- To recruit and select providers/staff who are well matched
- A person centered description may be several pages long

A Description Requires Experts

- The person who knows how to develop a description is a **Process Expert**
- The person(s) with the information that goes into the description are **Content Experts**

For Today’s Training:
✓ The trainer is the Process Expert
✓ You are the Content Experts

Focus before using skills.
*Answer these questions first.*

- What is the purpose?
- How will it be used?

A great description that is not used is worse than a mediocre one that is
Facilitation Skills are Used by Process Experts to:

- **Have meaningful conversations** – *not an interview or an interrogation*
  
  For example here are some questions facilitators/process experts use to 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...

- **Ensure that the person we are thinking with remains in charge as we learn.**
  
  Today we will practice with our partners (content experts) a particular conversational style that helps us learn while respecting that the person is in charge. In order to do so -

  **Our Mantra for the exercises is:**

  Guess:  Look at what is written and **guess in your head**
  Ask:    Ask your partner if your guess is correct, **have a conversation**
  Write:  Write down what you **learn**
Routines and Rituals:

- Guide us through our days and bring consistency, comfort and control
- Are the “little things” that determine if we are happy
- Written up, let others know how to support us in ways that keep us happy and safe

Examples of Routines and Rituals

- Morning Routine
  - Going to Bed
  - Mealtimes
  - Vacation
  - Comfort
  - Feeling Ill

- Celebration
  - Grief/Loss
  - Transition
  - Birthday
  - Cultural/Holiday
  - Spiritual
‘S MORNING RITUAL

What time do you get up? How do you wake up? For example: do you wake them? Who wakes you or do you use an alarm clock? What does the rest of the morning look like –step by step?
Write Your Name
## Good Day/Bad Day

<table>
<thead>
<tr>
<th>Good Day During Work Week</th>
<th>Bad Day During Work Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A really good day</strong></td>
<td><strong>A day that is too challenging</strong></td>
</tr>
<tr>
<td>• What happened that contributed to your good day?</td>
<td>• What threw your day off?</td>
</tr>
<tr>
<td>• What do you look forward to doing?</td>
<td>• Made the day bad for you?</td>
</tr>
<tr>
<td>• Who do you look forward to seeing?</td>
<td>• Made you frustrated? Bored?</td>
</tr>
<tr>
<td>• What happens that gives you energy to deal with difficult situations?</td>
<td>• Took the fun out of it?</td>
</tr>
<tr>
<td>• What motivates and interests you at work OR on a work day?</td>
<td>• Be sure to include those daily frustrations</td>
</tr>
</tbody>
</table>

*It is a work day. Write down a composite of actual good moments and bad moments that have happened at anytime a day when you also work.*
Organizing Discovery Information Into Important TO and Support

Morning Ritual

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

Good Day
- 15 minutes alone before first meeting

Bad Day
- Demands for consultation NOW

Important To

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

Learning about support FROM Important TO

What others need to know 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

© TLC-PCP 2012
www.learningcommunity.us
2 Minute Drill-

Imagine ...

- 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?
Communication Chart

• Listening to Behavior
• Recording Communication

The Communication Chart supports discovery and informs action.

When we listen...
• Communication becomes more complex
• People become more interested in other ways of communicating
• A few people who didn’t use words begin to do so
<table>
<thead>
<tr>
<th>When this is happens</th>
<th>I do this</th>
<th>It usually means</th>
<th>And I want you to</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>#1</td>
<td>#3</td>
<td>#4</td>
</tr>
<tr>
<td>In the environment</td>
<td>The action</td>
<td>Meaning of the action</td>
<td>What other people should do or say in response</td>
</tr>
<tr>
<td>What’s just gone on</td>
<td>What others notice</td>
<td>What the emotions and feelings are</td>
<td>Or not do or say .....</td>
</tr>
<tr>
<td>The “trigger”</td>
<td>Can be seen, heard, and felt by others</td>
<td>What’s going on inside</td>
<td></td>
</tr>
</tbody>
</table>
3 Steps to Learn From and Address Negatives

Arrange your papers like this

<table>
<thead>
<tr>
<th>Positive Reputation</th>
<th>3 Mild Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Step</td>
<td>Is there something about the negative that is actually a positive?</td>
</tr>
<tr>
<td></td>
<td>List of 3 mild negatives</td>
</tr>
<tr>
<td></td>
<td>Think thru one negative at a time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important TO me</th>
<th>Description pg 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Step</td>
<td>Is there something about the negative that tells us something about what is important to your partner?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to best Support Me</th>
<th>3rd Step</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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?</td>
</tr>
</tbody>
</table>
Management skills

• Donut

✓ Matching

A way to organize important “people characteristics” and the persons interests as well as what skills/supports make for good matches.

Remember we practiced the Donut on Day 1
<table>
<thead>
<tr>
<th>Characteristics of people</th>
<th>Characteristics of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to work with</td>
<td>I like to hang out with</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics of people</td>
<td>Characteristics of people</td>
</tr>
<tr>
<td>I don’t like to work with</td>
<td>I don’t like to hang out with</td>
</tr>
</tbody>
</table>
### Matching

#### Personality Characteristics

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the characteristics of the people in your life who currently have the best relationship with you?</td>
<td>What other characteristics do you think will best match you and the purpose this person will serve in your recovery?</td>
</tr>
<tr>
<td>What characteristics should be absent?</td>
<td>Hint-check the characteristics of those you like to work/hang with and those you don’t.</td>
</tr>
</tbody>
</table>

#### 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 better supported could help you have a better life or make your recovery easier to bear.

---

**Supports Needed**

- What supports do you need?

- What do you need others to do for you while you are recovering?

**Skills Required**

- 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.

*Patience is a personality characteristic (not a skill)*

These two columns are related.
Learning Personality ‘Characteristics’ that need to be Present or Absent in Supports

<table>
<thead>
<tr>
<th>To learn the characteristics that need to be <strong>present</strong>, ask:</th>
<th>To learn the characteristics that need to be <strong>absent</strong>, ask:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who is closest to the person?</td>
<td>• Who does the person avoid?</td>
</tr>
<tr>
<td>• Who enjoys spending time with the person?</td>
<td>• Who dislikes spending time with the person?</td>
</tr>
<tr>
<td>• Who helps make good days happen for the person?</td>
<td>• Who helps the person have bad days?</td>
</tr>
<tr>
<td>• What characteristics do these people have in common?</td>
<td>• What characteristics to these people have in common?</td>
</tr>
</tbody>
</table>
A One (1) page description can be used:

- To share key information about someone in a specific situation for a specific purpose. For example: new situations - like a new job, meeting new people. Can be used at the front of the persons records.
- An at a glance positive way to share key information
- As the beginning of a more detailed person-centered description. NOTE: a one page description does not substitute for the more detailed (in depth) person centered description.

How to Develop a Your Own 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 you would like co-workers to know about what
  - Others like and admire about you
  - What is Important TO you at work
  - What support you appreciate at work

All One Page Descriptions contain these 3 sections of information.

© TLC-PCP 2012 www.learningcommunity.us
What People Like and Admire about ____________

Insert Photo Here

What is Important to ____________

Supports ____________ Needs To Stay Happy, Healthy & Safe

Characteristics of people who best support ____________


What People Like and Admire about ___

Insert Photo Here

What is Important to ___

Supports _________ Needs To Stay Happy, Healthy & Safe

Characteristics of people who best support ________
## Next Steps

<table>
<thead>
<tr>
<th>What Would You Like To Do?</th>
<th>Who will do it and who can help?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources

- **The Learning Community for Person Centered Practices** - website
  [http://www.learningcommunity.us/](http://www.learningcommunity.us/)

- **Importance of the Environment** – Article discussing toxic to healing

- **Guidelines for using 1st Person** - Article about when to use 1st person

- **One Page Profiles Descriptions** - Examples and discussion
  [http://www.learningcommunity.us/onepageprofiles.htm](http://www.learningcommunity.us/onepageprofiles.htm)
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. All are welcome to share and learn.