



Person-Centered Practices: Beyond Philosophy MDE's Work to Implement

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Takeaways

- What are person-centered practices?
- What are the critical features of person-centered practices and planning?
- What MDEs Implementation Team are proposing to support implementation?
- Web page- resources
- Empowered to do something with a student this year

'I think I've heard of person-centered planning before...'

WHAT ARE PERSON-CENTERED PRACTICES?

“Person Centered” Now Used in Many Fields

- Aging services
- Education
- Employment
- Health Care
- Mental Health
- Nursing care

The details of person-centered planning are different in each of these contexts. But, the common goal is to support people so they can fully engage in their community.

“Person-Centered” Broadly Describes . . .

Common values and methods that apply when:

- Getting to know the person and understanding their goals and needs.
- Planning for services and treatments.
- Identifying supports driven by the person and/or his or her family.
- Balance of important to and for
- Collaboration

Source: <https://mn.gov/dhs/partners-and-providers/continuing-care/provider-information/person-centered-practices>

An Alternative to “System-Centered”

“Person-centered” services:

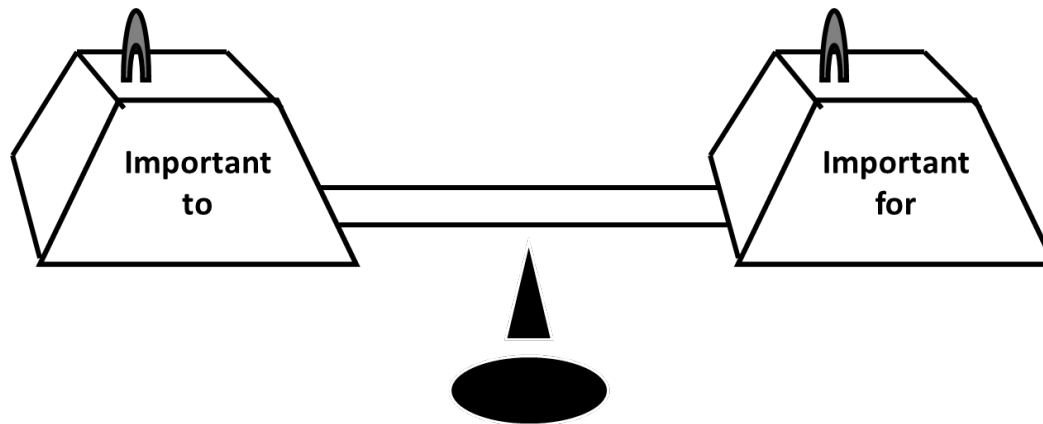
- Based on fundamental principle that government and service providers must listen to people about what is important to them to have a life they enjoy in the community.
- Support & service planning is not driven by professional opinion or limited service options.
 - Instead, planning looks at services and supports in the context of what it takes for a person to have the life they want.
- Professionals and informal support people learn what is important to each person and what contributes to each person's future and quality of life.
- Represents a change in thinking from the limitations of the individual to a focus on the limitations or changeable features in the environment

Source: <http://mn.gov/dhs/partners-and-providers/program-overviews/long-term-services-and-supports/person-centered-practices>



Core Concept

- Important to **and**
- Important for





Our work is about...

Helping people get better lives

Not just better plans.....

Usable Innovations:

**WHAT ARE CORE FEATURES OF
PERSON-CENTERED PLANNING?**

Core Features of Person-Centered Planning

- Strengths-based,
- Person and family-led,
- Involves people from across home, school and community,
- Person has control over amount, scope and duration of services and chooses providers,
- Awareness and sensitivity to issues of culture, race, age, sexual orientation and gender identity,
- Pre-planning meeting to ensure person's preparedness.



MDE Cross Divisional workgroup

WHAT WE ARE DOING

MDE Cross Divisional Workgroup

- The purpose of the workgroup is to develop the key messages and recommendations regarding Person Centered Practices- Concepts, Thinking and Planning- core features and its use within schools, across all age and disability categories.
- The workgroup will use implementation science and continuous improvement models to design and recommend specific practices that could influence curriculum, family and student participation and engagement, and planning (IEPs and other planning models).

MDE Work Group Members

- **Garrett Petrie** (Person-Centered Planning: Picture of a Life, Person-Centered Thinking)
- **Jayne Spain** (Employment Capacity Building Cohort)
- **Eric Kloos** (Research Practice and Implementation)
- **Aaron Barnes** (RLIFs)
- **Mary Hunt** (Related Service)
- **Sue Benolken** (MnSIC)
- **Kristin Oien** (SEAP link, low incidence)
- **Alex Migambi** (supporting diverse student learners)
- **Mary Cashman-Bakken** (low incidence)
- **Tom Delaney** (monitor)
- **Sue Thomas** (early childhood)
- **Kursten Dubbels** (SETT Framework)
- **Carolyn Cherry** (data)

Alignment of the work

- Olmstead
- ESSA- MTSS
- IDEA- SSP
- All ages and disability categories

Olmstead/MDE

Lifelong Learning and Education Goals

Lifelong Learning and Education

Goal 1 focuses strategies and activities on increasing the number of students with disabilities receiving instruction in the most integrated setting.

Goal 2 focuses on strategies and activities that increase the number of students with disabilities who have enrolled in an integrated postsecondary education setting.

Goal 3: Increasing the consideration of assistive technology in student individualized education programs (IEPs).

MDE's Lead Areas

- MDE provides leadership in multiple goal areas including Positive Supports, the Prevention of Abuse and Neglect Goal 4, and Lifelong Learning and Education.
- MDE also partners and leads in additional goal areas including Crisis Services and Person-Centered Planning.

From the Every Student Succeeds Act (ESSA) 2015

“(33) MULTI-TIER SYSTEM OF SUPPORTS.—The term ‘multitier system of supports’ means a **comprehensive continuum** of evidence-based, systemic practices to support a **rapid response to students’ needs**, with **regular observation to facilitate data-based instructional decisionmaking.**”

Source: <https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf>

Implementing a Multi-tiered System of Support

Person-Centered Practices and Planning

Tertiary Stage

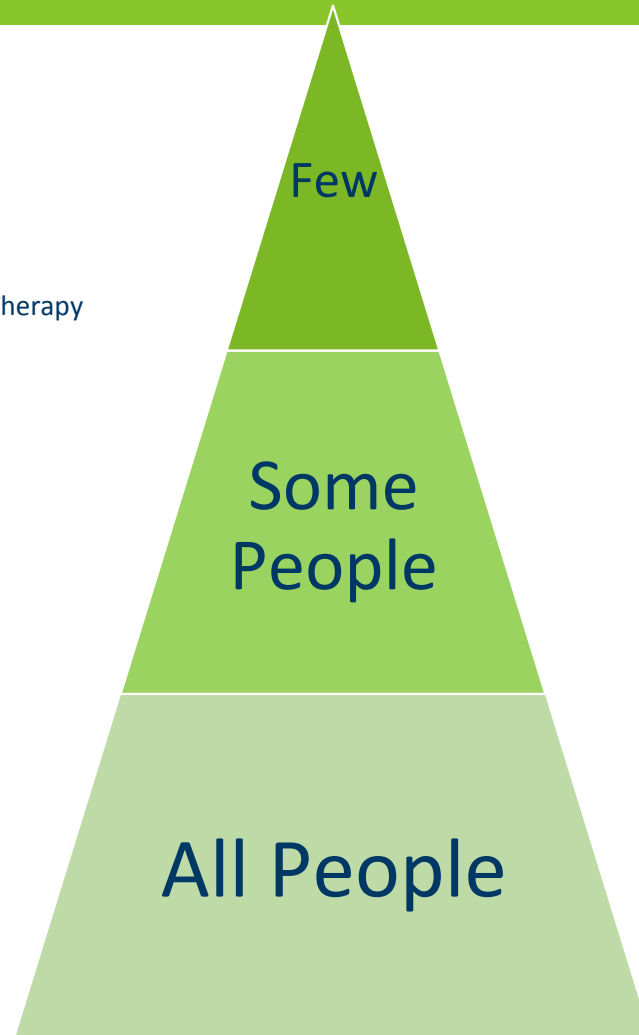
- Person-Centered Plans
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Teams Monitor Progress

Secondary Stage

- Additional Quality of Life Strategies
- Increase Strategies for Supporting Independence and community involvement
- Mental Health and Wellness Interventions

Universal Stage

- Person-Centered Thinking
- Encourage Self Expression
- Self Determination and Choice Making
- Meaningful Participation in the Community



Positive Behavior Support

Tertiary Stage

- Individualized PBS Plans
- Integrated with Other Positive Supports (PCP, Trauma-informed Care, DBT, Etc.)
- Plans are Monitored-Data Based Decision Making
- Teams Monitor Progress of Each Person

Secondary Stage

- Early Intervention and Data Monitoring
- Additional Supports for Key Social Skills
- Function Based Decisions
- Simple Interventions
- Mental Health and Wellness Interventions

Universal Stage

- Teach and Encourage communication
- Predictable and Proactive SeMngs
- Encourage and Reinforce Social Skills
- Consensus-Based and team Focus
- Emphasis on Using Data for Decisions

Division Clusters of Focus

- Most integrated settings
- Transition and graduation
- Equity

- Early childhood
- Transition
- Communities of color
- Mental health
- Disability categories
- Parents
- Other

Levels of Change





“Get Started, get better

“.....and
measure”

“All data are
good data.”

-Dean Fixsen

Evaluating possibility of the following outcomes...

“Placement of children in particular educational settings”

Early Childhood:

- Increase in rates per hundred of students with DCD in FS I for Kindergarten, and staying for at least one full schoolyear.

Transition Programs (18-21):

- Increase in rates per hundred of students with IEPs (overall, and by disability) participating in competitive integrated employment while in program.

‘Discipline’ Equity

Federal Setting IV:

Replace with “5 types of disciplinary actions”?

- Reduction in seclusion rates per hundred compared to other FS IV schools in MN,
- Reduction in restraint per hundred compared to other FS IV schools in MN, and
- Increase in rates per hundred of students moving to less restrictive setting compared to other FS IV schools, and staying for at least one full schoolyear.

... through mutual interest, partnership & co-creation

- What do we want to count
 - % of change across state
 - Levels of change
 - Change in Tier activities
 - % or # of teachers using PC practices
 - What is implemented (thinking, picture, IEP ...)
 - Impact on.... (communities of color, graduation...)
- What data do we need
 - Baseline data- who is using
 - MDE Survey developed and sent out to field

Baseline Survey data

BASELINE SURVEY DATA

Person-Centered Planning in Education Survey



Purpose of Survey

Our Minnesota Department of Education's Special Education Division is looking for a baseline measurement of the number of person-centered plans that have been developed with students in Minnesota schools.

The purpose of person-centered planning is to put the person first during every step of planning and support processes, not the system or its limitations. Person-centered planning is a promising practice to help individuals with disabilities be supported in the most integrated setting.

We will use your responses to get more specific data on the extent to which person-centered plans are being used in Minnesota. We plan on following up in future years to see if the use of this practice has grown or changed.

1. Have you facilitated and/or participated in a person-centered plan in Minnesota? *This question is required.

- Yes
- No

Have you facilitated and/or participated in a person-centered plan in Minnesota?

Baseline Survey Data:

- 1. Percent of respondents reporting their involvement
 - 30% Yes
 - 70% No
- 2. There were 773 responses and they came from all over that state, across all ages and disability groups
- 3. Most respondents participated during this school-year and/or last year (73.4%)

How did you participate in a person-centered plan or plans?

Value Responses	Percent	
• Person-centered planning facilitator	38.0%	73
• Invited family guest	14.1%	27
• Advocate	12.0%	23
• Provider of informal supports	24.5%	47
• Agency representative	46.9%	90
• Other - Write In (Required)	20.8%	40

For which ages did you participate in plan or plans?

• Value	Percent	Responses
• Birth-2 years old	15.9%	30
• 3-5 years old	22.8%	43
• Kindergarten-5th grade	34.9%	66
• 6th-8th grade	36.0%	68
• 9th-12th grade	52.9%	100
• 18-21 years old	39.2%	74
• All of the above	7.4%	14

How was the person-centered plan or plans facilitated?

• Value	Percent	Responses
• I facilitated	47.6%	88
• Family member facilitated	5.9%	11
• Advocate facilitated	14.1%	26
• Consumer facilitated	5.4%	10
• Community-based services facilitated	21.1%	39
• Brought in someone	14.6%	27

Theory of Action – Person-Centered Practices

If we _____

(implement specific person-centered practice)

to

(fidelity measure: standard or quality level)

_____ will change from

(measurable outcome)

_____ to _____

(where we currently are)

(where we want to be)

- Identify what outcomes are desired by year 5
- Identify of change wanted at what level
- Identify the continuum of practices and the fidelity markers
- Identify what is impacted by the increase in use of PC practices
- Develop path plan and workplan

PRACTICES EXPLORED

Practices working on now

- Person Centered thinking trainings
- Person Centered planning trainings
- Coordinated interagency person centered IEP pilot

Person-Centered Thinking Trainings

- A two-day, interactive training for acquiring and practicing effective person centered thinking skills:
- Discovering what is important TO and what is important FOR a person
- The role of rituals & routines
- The power of being listened to
- The impact of having control
- What makes sense and what doesn't: recording all perspectives
- How to respectfully address issues of health/ safety and support choice
- How to weight variables when matching people who receive supports and provide support
- Creating goals that help people get what is important to them while addressing what is important for them (e.g. safety).



Person Centered Planning Format:

“Picture of a Life”

- Aimed at creating a life change (pursuing a move, exiting SpEd services, new job, etc), asking:
 - Who is the person?
 - What should each area of life look like?
 - What support will the person need?
- Is done with a co-trainer, who is someone that uses services

A Picture of a Life:

- Visual
- Sparks creativity
- Includes a written description



PERSON CENTERED PRACTICES AND THE IEP

Interagency Coordinated Practices Model

- Examined research to identify core features of practices that lead to successful interagency coordination both at the system level and individual level
- Met with local area people who are doing it to get what worked for them
- Created practices- researched material turned into practices. Practices are those things that are:
 - Teachable
 - Doable
 - Measurable
 - Repeatable
- Developed a pilot project to test and refine for future rollout

MnSIC Pilot project: Interagency coordination of services for youth 14-21

- This pilot project focuses on testing a framework of practices to increase *both systems level and student level/individual* interagency coordination for youth ages 14-21.
- Designed around the IEP and annual plan processes
- Related to pre-meeting preparation, during-meeting facilitation and follow-up
- Focused on increasing interagency coordination and person-centered practices

THINGS TO DO NOW

Resources

- Community of Practice field tests – PCP App <https://arcgetset.org/>
- MDE Webpage- resources- (coming soon!)
- The Minnesota Governor’s Council on Developmental Disabilities 2017 edition of [*It’s My Choice*](#).
- Mental Health - <http://mentalhealthrecovery.com/info-center/crisis-plan/>
- [Division for Early Childhood \(DEC\) Recommended Practices](#)
- [ICI U of M Resources - https://ici.umn.edu/index.php?topics/view/21/](https://ici.umn.edu/index.php?topics/view/21/)
- [DHS resources - https://mn.gov/dhs/partners-and-providers/program-overviews/long-term-services-and-supports/person-centered-practices/](https://mn.gov/dhs/partners-and-providers/program-overviews/long-term-services-and-supports/person-centered-practices/)
- [DHS Person-Centered Informed Choice & Transition Protocol https://edocs.dhs.state.mn.us/lfserver/Public/DHS-3825-ENG](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-3825-ENG)

Person-Centered Processes/Practices Available

- Essential Lifestyle Planning (ELP)
- Individual Service Design
- Discovery
- Theory U
- Making Action Plans (MAPs)
- Planning Alternative Tomorrows with Hope (PATH)
- Personal Histories (Landis & Pealer, 1990)
- Whole Life Planning
- Family Choice Program (The Arc of Ohio)
- Group Action Planning
- Picture of a Life
- Person-Centered Thinking
- Individual Design Sessions
- Getting to Know You
- Twenty-Four Hour Planning
- Personal Futures Planning
 - “Making Futures Happen,” MN Governor’s Planning Council on Developmental Disabilities, August 1994
http://mn.gov/mnddc/extra/publications/Making_Futures_Happen.pdf
- Others?

- **DISCOVER SKILLS**
- [Good Day/Bad Day \(Typical/Better/Worst\)](#)
- [Positive Rituals Survey](#)
- [Reframing Reputations](#)
- [Communication Chart](#)
- [Relationship Map](#)
- [Two-Minute Drill](#)
- [Like & Admire](#)
- **CORE CONCEPT**
- [Important To/Important For](#)
- **MANAGEMENT TOOLS**
- [Matching](#)
- [Donut](#)
- [Decision Tree – Yours, Mine, Ours](#)

- **PROBLEM-SOLVING TOOLS — EVERYDAY PRACTICE**

- [Working/Not Working](#)
- [Learning Logs](#)
- [4 + 1 Questions](#)

- **PLAN TOOLS—METHODS FOR ORGANIZING INFORMATION**

- [One Page Profile](#)
- [Picture of a Life](#)
- [Person-Centered Description](#)



Person-Centered ‘Final Exam’ – True/False

1. “We’re already doing it.”
2. Person-centered planning means asking the person, “What do you want?”
3. Person-Centeredness means a person getting everything they want.
4. A good plan means a good life.
5. Person-Centeredness applies to only one type of disability.
6. Person-Centeredness only applies to those working with students on IEPs.
7. Person-centered planning is a planning process that can be done separate from more significant organizational change.

Thank you!

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