

# Person-Centered Planning and Implementation

## 2 Applying the Core Values and Principles in a No Wrong Door Person-Centered Planning Process



# Introduction

These slides contain content adapted from the Administration for Community Living's Person Centered Counseling Training Program. The content includes text and narration from online courses. To view original content or for more information, please visit [nwd.acl.gov](http://nwd.acl.gov) or contact [NoWrongDoor@acl.hhs.gov](mailto:NoWrongDoor@acl.hhs.gov).

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# Welcome! (1/2)

This lesson is about putting core values into action through a person-centered plan. Person-Centered Counseling (PCC) is based on the core values of individual choice, direction, and control. It is also based on the principle of ensuring people have enough support to experience typical, inclusive, and preferred opportunities in a culturally relevant way. You will learn how to use the core values and principles in planning. The lesson ends with content to help you consider risks.

# Welcome! (2/2)

## Learning Objective

After completing this lesson: You will be able to describe ways that you embed the core values of choice, direction, and control, as well as important principles of support, including inclusion, dignity of risk, cultural relevance, and opportunity, when engaging the person-centered planning process.

# Core Values in the Person-Centered Planning Process (1/3)

Many people are at risk of losing positive control over their lives once they need long-term care or support. Long-term services and supports (LTSS) have emerged from clinical or institutional-care models. These models are not known for being person-centered. Today, there are more flexible and customizable support options available than ever before. However, many people still struggle to figure out how best to manage their lives and get what they need when they experience support needs.

# Core Values in the Person-Centered Planning Process (2/3)

A Person-Centered Counseling (PCC) professional can help people from a variety of circumstances sort and manage the many choices they have to make. They do this by helping people consider what's important to them and for them and how they would like to balance these aspects of their lives.

# Core Values in the Person-Centered Planning Process (3/3)

They help people connect to natural supports adaptations, and accommodations, along with services and programs as make sense given the person's preferences. They support consideration of future needs in a proactive way. In this process, counselors always use person-centered strategies to try to understand what is meaningful to the person. Formal person-centered plans can help people more easily express their preferences. They can also help people experience more choice, direction, and control in services. Person-centered planning processes will embed these values and principles at all stages of planning.

# Core Values in the Person-Centered Planning Process (1/2)

Choice, direction, and control are expressed at all stages of the planning process. They include the following decision points and more.

- Will I have a person-centered plan (PCP) at all? What can it do for me? Do I feel it is worth the effort?
- How will I and others participate in planning? What's comfortable for me? Who will I involve? How will I involve them? What limits will I set on their involvement?



# Core Values in the Person-Centered Planning Process (2/2)

- What do I need to make this work for me? How will discovery and planning be paced and organized? How will my privacy be ensured? What processes help me express myself freely? Do I need translators or other support for communication? What if I don't agree with others? How will I be supported?
- What will I do with my plan once it is prepared? Will I share it? When and with whom will I share it? Which parts do I want to share?

# Person-Centered Discovery (1/2)

Good discovery always starts with what is important to the person. It is based on the person's stated purpose. However, that may change as the person shares more. It's very important to remember that the sequence of discovery matters. Most assessments and services focus almost exclusively on important for (or details and approaches to health and safety issues that may or may not be meaningful to the person).

## Person-Centered Discovery (2/2)

However, outside of services, most people attend to health and safety in a way that is balanced and guided by their goals, aspirations, and values. Person-centered planning (PCP) also takes the approach of starting with what's most important to the person. By starting there, you set the tone of the plan. It's also important to remember that when you are developing a PCP, you may want to use more of the tools and strategies of person-centered thinking a bit more formally or thoroughly in some circumstances.

# Diversity and Culture in Planning (1/2)

Each person you work with will be unique. Their background and current circumstances will most definitely influence what is important to them. One aspect of understanding the person is to understand the influence of their culture. Other aspects of diversity will also influence people's behavior and choices. For example, physical attributes, ethnicity, national origin, sexuality, gender identity and expression, age, class, geographic location, ability level, or employment status.

## Diversity and Culture in Planning (2/2)

When planning, be especially cautious not to assume anything about the person's life or views. Make sure you use proper methods of communication with the person. Make sure you create spaces and processes that take into account the person's unique needs. For example: Is the information accessible to them? Do they feel comfortable physically, mentally, and emotionally? Do they have time to process? Are translation services available if needed?

# Natural Supports and Common Community Resources (1/2)

The use of natural supports and common community resources has many benefits. However, sometimes people prefer to pay for supports. People may come to a No Wrong Door system with a lot of assumptions about what can be done and should be done in long-term services and supports. A person might insist on access to 24-hour facility based care. They might do this out of fear or exhaustion, or because they don't understand the options. They may not fully understand the cost of some decisions.

# Natural Supports and Common Community Resources (2/2)

Finding out what is important to a person, helps people move away from discussing “programs and services.” It helps clarify what really matters such as feeling safe or maintaining their privacy. From there, options that help meet what’s important to the person can be explored. For some, a complete reliance on natural support may be best. For many it will be a blend of paid and unpaid support along with adaptations. You will learn more about this in the lesson on natural support.

# — Handling Sensitive Topics or Situations (1/3)

People will have certain ideas about what information they are willing to share, whom they will share it with, and in what way. Some areas that may be sensitive include:

- The use of public programs
- Financial information
- Criminal history
- Personal habits (the ability to care for themselves or their loved ones)



## — Handling Sensitive Topics or Situations (2/3)

People may not want to share information in front of others, including the Person-Centered Counseling (PCC) professional. Keep in mind, a PCC professional must respect the person's privacy and confidentiality at all times. They may or may not prefer to have family, guardians, or caregivers present. At the same time, caregivers, guardians, or family may also have concerns about trust. They may be reluctant to have you speak to a person alone if they don't know you.

# — Handling Sensitive Topics or Situations (3/3)

All of these are normal reactions when someone is experiencing difficulties. It is a vulnerable time for people. It's important to be sensitive to these dynamics when working with the person and their supporters. Focus on supporting the person in experiencing choice, direction, and control throughout the process.

# — Keeping the Focus on Support

Keeping the focus on support and avoiding fixing are two things to watch out for. The opposite of choice, direction, and control is when others feel they know what a person “should do.” These situations may come up in planning. What is important for a person must be attended to in planning. However, just like important to items, the person should decide how they would like to be supported in these aspects.

# Address Risk Directly (1/4)

Dignity of risk is an important part of life. Often people with support needs have less control over risk-taking than others. As a result, they lose out on opportunities to learn about their own limits and how they want to balance this part of their life. It's helpful to acknowledge that people will have goals that entail some risk. Make clear that risk will be supported as part of the plan.

## Address Risk Directly (2/4)

However, the plan is meant to minimize the negative consequences that can occur because of inadequate support or information. If a person has made an informed choice about risk (such as staying in their home alone), it can be helpful to put this in the description so that they don't have to repeatedly justify decisions. It can also be helpful to include a note describing the circumstances in which the person would feel it was time to make a change in regard to that risk.

## — Address Risk Directly (3/4)

It's helpful to explicitly discuss risk and manage it in a person-centered way. Always let the person decide how they want to handle roles in this discussion. They don't have to participate in every risk discussion if they don't want to. They do not have to include anyone they don't want, unless someone has a legal right to participate, such as a guardian, protection worker, etc. It helps to start with what can be agreed upon and frame it in a person-centered way.

## — Address Risk Directly (4/4)

For example: being employed, staying healthy, living alone, and having friends. Focus on informed choices and how support could be organized in ways that make sense for the person. List these discussions in person-centered descriptions in the important to and best support areas. Address important for items in the context of important to.

# — Turning Worries into Hope (1/3)

With careful and empathetic listening, it is possible to reframe worries in hope. For example: “I don’t want my child to be in mainstream classes,” could mean a lot of things. It could mean: “Others might be tease or reject him,” “He won’t get the right attention to academics,” “If he fails it will be too much for him; he will become depressed.” Each of these can be turned into a positive vision. Such as: “My son is welcome in school and by classmates,” “My son receives an education that prepares him for college,” “My son handles life’s challenges well.”



## — Turning Worries into Hope (2/3)

Positively reframing worries in goals that are easier for people to support can help keep worries in context. Action steps can become about achieving the positive goal rather than focusing on minimizing risk. Enough support must be put in place to keep risk balanced and reasonable, and it must be done in ways that make sense to the person.

## — Turning Worries into Hope (3/3)

If done appropriately, listening to other's worries can be helpful in creating a good plan. However, nothing goes into the actual plan without a person's permission. If others want to talk about concerns, ask the person how they would like to it. Let family members and others know that they are free to share whatever they would like with or without the person's permission. However, make sure it's clear that the person maintains control of their private information and all aspects of the plan. It's better to work together when possible.

# Conclusion and Lesson Review (1/3)

- Engaging long-term care and support services puts people at risk of losing positive control of their lives. A person-centered plan (PCP) can help people experience more choice, direction, and control in services.
- A decision to engage in formal person-centered planning is a choice a person makes for themselves. You can describe the process. You can review its value and cost and support the person in making their best decision regarding planning.
- In discovery, remember sequence matters. Always start with what's important to the person. You must also ensure you are not making assumptions about people and use methods for checking these.

## Conclusion and Lesson Review (2/3)

- There are many reasons inclusive and natural support is preferred. However, people can still choose specialized or non-integrated care as part of a PCP.
- Maintaining a balance of choice, direction, and control is best done with transparency and a well-defined purpose. People should be familiar with the Person-Centered Counseling professional's roles, the expectations of the plan, and the planning process.
- Real risks and decisions should be part of the plan. Providing clear notes in the “best support” and “important to” sections can help reduce the number of times a person has to justify their decisions to others.

# Conclusion and Lesson Review (3/3)

## Learning Objective

After completing this lesson, you will be able to describe ways that you embed the core values of choice, direction, and control, as well as important principles of support, including inclusion, dignity of risk, cultural relevance, and opportunity, when engaging the person-centered planning process.

## Reflection on Learning Objective

Directions: Review the objective(s) on this page. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?
2. What will you do differently because of the content in this lesson?