





Tips and Resources: Person-Centered Practices Knowledge, Skills, and Abilities for Community Care Hubs

This document provides quick tips and resources to help frontline staff implement the recommendations outlined in *Person-Centered Practices: Knowledge, Skills and Abilities for Community Care Hubs*.

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain A. Strengths-Based, Community-Informed, Whole-Person Focus</p>  <p>Staff focus on the person's whole self, not simply their diagnosis or disability.</p>	<p><i>Asking open-ended questions to generate discussion with the person about their wants, needs, and what they would like to have happen now and in the future.</i></p>	<p>Use open-ended questions throughout the conversation with the person and provide them with the space to talk about what matters most to them.</p> <p>Examples of open-ended questions include:</p> <ul style="list-style-type: none"> • “How can I help you today?” • “What’s on your mind?” • “What do you want me to know?” • “What have you tried before?” • “What do you want to do next?”
	<p><i>Observing the person's body language, tone of voice, and other non-verbal cues to determine if adjustments need to be made to how questions are asked or how information is provided.</i></p>	<p>People may exhibit various signs of distress, including trembling, sweating, eyes darting around the room (lack of concentration), or verbalizing “huh?” or “I’m not understanding.” If you notice these signs, interject with a simple question such as, “Would you like me to repeat any of that information?” or “Am I going too fast or too slow?”</p>

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain A. Strengths-Based, Community-Informed, Whole-Person Focus</p>  <p>Staff focus on the person's whole self, not simply their diagnosis or disability.</p>	<p><i>Understanding how a person's background, experiences, culture, community, and idea of a good life can impact their preferences for care.</i></p> <hr/> <p><i>Identifying and building upon the person's strengths and existing resources.</i></p>	<p>Ask the person if they have any preferences for care and provide examples such as: "Are there certain things a provider could do to make you feel more comfortable? Do you have any preferences for what kind of provider you would like to have?"</p> <hr/> <p>A person's "strengths" include their best qualities that they can draw from to move toward a specific goal. "Resources" can include monetary assets or less tangible resources, such as existing relationships with family, friends, and the community.</p> <p>You should use the person's strengths and resources to inform how the person may actively pursue their goals. For example, a person who is working to minimize their risk of falls and who has a close-knit group of friends that meets regularly could begin a walking club or attend group exercise classes.</p> <p>Sometimes a person may not know how to describe their strengths so you may want to ask questions such as, "What do you enjoy doing?" or "What are some things you could do to help you reach this goal?"</p>

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain A. Strengths-Based, Community-Informed, Whole-Person Focus</p>  <p>Staff focus on the person's whole self, not simply their diagnosis or disability.</p>	<p><i>Practicing self-reflection when interacting with the person to prevent incorrect assumptions about a person's preferences.</i></p>	<p>Avoid making assumptions about people – what they value, what they want and need, or how they will act or respond.</p> <p>You can practice self-reflection by considering the following questions:</p> <ul style="list-style-type: none"> • Do I have an automatic feeling or judgment about the person I am interacting with? • Am I being reminded of someone or a negative experience from my past? • What about this person or situation makes me uncomfortable? • Do I notice any patterns in my decision-making or actions that might be impacted by my assumptions about the person? <p>By internally reflecting on these questions, you can identify whether you need to re-evaluate your approach to the person and be more open and nonjudgmental.</p>

<p>Domain A. Strengths-Based, Community-Informed, Whole-Person Focus</p>  <p>Staff focus on the person's whole self, not simply their diagnosis or disability.</p>	<p><i>Understanding life stages, life domains, and upstream drivers of health.</i></p>	<p>Upstream drivers of health refer to community conditions that may significantly influence a person's health outcomes, such as access to food, housing, social connections, or education.</p> <p>Similarly, life domains represent key areas of a person's life that impact their happiness and satisfaction, such as family, health, work, and community.</p> <p>Life stages refer to the different phases of life from infancy, early childhood, school age, transition to adulthood, early adulthood, middle adulthood, and late adulthood.</p> <p>Many CCHs have integrated targeted questions around upstream drivers of health, life domains, and life stages in their intake and assessment processes to gain an understanding of the whole context of the person.</p> <p>It's critical to be aware of the different pieces that make up a person's life and the impact they have on the person's health outcomes and goals.</p>
--	--	---

**Domain B.
Cultivating
Connections
Inside the
System and Out**



Staff build relationships and maintain information that allows them to connect people to needed resources, including resources provided by CCH partner organizations and organizations outside the network.


Having a working and up-to-date knowledge of a wide range of local, state, and federal resources, programs, and policies that address upstream drivers of health.


Learn about various relevant resources available across all levels of government. You can subscribe to various email listservs or follow social media channels to keep up to date on new opportunities or changes. Oftentimes, this learning can be done by conducting community partnership or resource mapping, and leveraging the various programs and services provided by CCH network partners.


Resource mapping (sometimes known as asset mapping) is a process in which a group of organizations comes together to identify resources currently available to support the various groups of people they serve. This process can help in identifying new or previously unknown resources among the network, strengthening organizational linkages, helping staff better understand what is available and where, and addressing potential service gaps.


Example steps for resource mapping include:


1. Identifying the populations of focus. Will you be focusing on identifying resources to primarily support one specific group of people or multiple groups of people? This will have an impact on the depth of the resource mapping process.
2. Identifying service levels/areas of focus. Are you focused on identifying resources at the local, state, or national level, or all the above? Are there particular service regions where you are unsure about resource availability?
3. Identifying who will participate in the resource mapping process. Who needs to be involved, based on the decisions made in steps 1 and 2?
 1. Determining how you will conduct the resource mapping process. How many meetings with


Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain B. Cultivating Connections Inside the System and Out</p>  <p>Staff build relationships and maintain information that allows them to connect people to needed resources, including resources provided by CCH partner organizations and organizations outside the network.</p>		<p>participating organizations do you anticipate will be needed? Will you connect online or in person? Who is responsible for what (e.g., facilitation, notetaking, logistics, general support)?</p> <ol style="list-style-type: none"> 2. Conducting the resource mapping process. This includes facilitating conversations with the participating organizations and taking detailed notes. 3. Creating the resource map. Once the resource mapping process is complete, create a final list of resources. Consider organizing the resources by type, region, and groups of people supported as applicable. <p>Additional resources for resource mapping include the Community Resource Mapping Facilitation Guide and A Toolkit for Community Assessment: Community Asset Mapping.</p>
	<p><i>Identifying, referring, and connecting the person to resources and programs based on their individual wants and needs.</i></p>	<p>While CCHs and their network partners often maintain long-running lists of supportive resources and programs, it is insufficient for you to provide a full list to a person without assisting them to further explore what resources might be most relevant to them and how they can access them. You should recommend additional resources and programs based on what you know about the person's wants and needs. You should have a process of following up on any referrals you make to ensure the person was able to get what they needed.</p>


Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain B. Cultivating Connections Inside the System and Out</p>  <p>Staff build relationships and maintain information that allows them to connect people to needed resources, including resources provided by CCH partner organizations and organizations outside the network.</p>	<p><i>Building collaborative relationships with community partners, advocacy groups, and state agencies.</i></p>	<p>You should utilize opportunities such as community events, workgroups, or committees to build relationships across partners and organizations that could provide support to people. This includes identifying shared areas of interest and potential opportunities for collaboration.</p>


Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain C. Rights, Choice, and Control</p>  <p>Staff advocate for the person as needed and help them understand their rights and make decisions for themselves.</p>	<p><i>Advocating for and respecting the rights of the person.</i></p>	<p>All people have basic human rights that must be respected. This includes treating people with kindness and consideration and providing opportunities for people to make choices and decisions for themselves.</p> <p>Advocating for the person means you actively work to ensure the person's voice and perspective are amplified throughout interactions with their service providers and supporters. This can often mean redirecting conversations to ensure focus on the person, such as, "They said they want this to happen. How can we make sure that's possible?"</p>


Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain C. Rights, Choice, and Control</p>  <p>Staff advocate for the person as needed and help them understand their rights and make decisions for themselves.</p>	<p><i>Providing support to the person during conflicts or disagreements with service providers or loved ones.</i></p>	<p>Utilize conflict resolution strategies to support the person in resolving disagreements between them and their supporters.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> • Identifying what is at the core of the disagreement • Listening to all sides involved to understand their perspectives • Identifying shared goals to build consensus • Brainstorming options and solutions to the conflict • Evaluating how the discussion went and clarifying action steps <p>You should be aware of your own limitations in successfully resolving conflict and acknowledge when it may be time to refer the person to additional resources for advocacy and mediation when necessary.</p> <p>For example, some signs that indicate conflict resolution is not going well include:</p> <ul style="list-style-type: none"> • Heightened emotions (people crying or yelling) • People refusing to speak to or engage with one another • Inability to reach a solution or compromise after multiple attempts

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain C. Rights, Choice, and Control</p>  <p>Staff advocate for the person as needed and help them understand their rights and make decisions for themselves.</p>	<p><i>Educating the person about their rights, what they should expect, and what to do if they feel their rights are being violated.</i></p>	<p>By communicating expectations for certain processes, you can help people better understand when their rights are being violated.</p> <p>For example, when it comes to person-centered planning, you could outline the following expectations:</p> <ul style="list-style-type: none"> • During the person-centered planning process, the person should be asked about their strengths, wants, needs, and goals. • The person has the right to lead the person-centered planning process and make decisions for themselves with the support of others in their life as desired. • If the person leaves the planning process and feels like certain decisions were forced on them, they should reach out to a specified contact person.

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain C. Rights, Choice, and Control</p>  <p>Staff advocate for the person as needed and help them understand their rights and make decisions for themselves.</p>	<p><i>Supporting the person to make informed decisions by offering a variety of options for resources and programs and helping them weigh the pros and cons of each option.</i></p>	<p>An informed decision occurs when people are provided with various options and information on what each option means for them in a way that is understandable to them.</p> <p>You can facilitate an informed decision-making process by:</p> <ul style="list-style-type: none"> • Explaining what the decision is using language or a communication style that is understandable to the person • Working with the person to identify where and when they may want support in the decision-making process, and who they may want support from • Presenting a variety of options to the person and sharing information on what each of the options would mean for them, including potential outcomes • Ensuring the person is aware that they have the right to change their mind at any time

<p>Domain C. Rights, Choice, and Control</p>  <p>Staff advocate for the person as needed and help them understand their rights and make decisions for themselves.</p>	<p><i>Identifying and responding to signs of abuse, neglect, exploitation, or discrimination.</i></p>	<p>Signs of abuse, neglect, exploitation, or discrimination include:</p> <ul style="list-style-type: none"> • Physical abuse: There are unexplained bruises, cuts, or scars on the person's body. • Emotional abuse: The person has emotional outbursts and becomes easily upset, anxious, or agitated. Or the person is withdrawn and seems afraid to talk. • Neglect: The person has poor hygiene, appears dehydrated or malnourished, or lives in unsafe conditions. • Exploitation: The person mentions that they don't have access to their financial accounts, or they are unsure about what is happening with their finances. • Discrimination: The person states that they are being treated differently from others. <p>A resource that may be helpful in recognizing these signs includes the checklist for Signs of Abuse, Neglect, and Exploitation.</p> <p>The CBOs that comprise CCHs are uniquely positioned to identify, respond to, and prevent abuse. It's critical that staff are not just aware of the signs of abuse but understand what to do if they suspect abuse. CCHs can bring their partners together to coordinate clear protocols around:</p> <ul style="list-style-type: none"> • What constitutes abuse, neglect, and exploitation. How are these terms defined? How would staff know abuse, neglect, and exploitation was happening to a person? • Actions staff should take if they suspect abuse. For example, reporting requirements,
---	---	--

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain C. Rights, Choice, and Control</p>  <p>Staff advocate for the person as needed and help them understand their rights and make decisions for themselves.</p>		<p>interventions, and when to make referrals to other organizations.</p> <ul style="list-style-type: none"> • Referral sources. Depending on the type of suspected abuse, what organizations might staff contact or refer the person to? • Cross training. Ensuring that staff across the network have similar knowledge of signs of abuse and expectations for reporting, and that training is delivered on a regular, required basis. • Key staff contacts. Sometimes staff may want or need additional support when they suspect abuse. In these instances, assigning key contacts who are known across the CCH to act as sources of additional support and mentorship can be helpful.

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain D. Facilitation and Coordination</p>  <p>Staff build trust and ensure strong coordination across the person's circle of support, including their service providers, family members, friends, and caregivers.</p>	<p><i>Communicating in an open, respectful, and empathetic way while maintaining professional boundaries.</i></p> <hr/> <p><i>Ensuring shared understanding about goals and services for the person and everyone who is supporting them by using plain language, summarizing decisions, and verifying understanding.</i></p>	<p>You can show consideration for the person by engaging in small talk, offering refreshments when available, and asking them if there is anything else you can do to make them more comfortable.</p> <hr/> <p>Using plain language includes:</p> <ul style="list-style-type: none"> • Communicating using everyday words • Avoiding the use of acronyms, complex ideas, or jargon • Describing one idea at a time • Framing thoughts in short sentences • Focusing on key decision points before going into detail <p>By using plain language when communicating about a person's goals and services verbally or in writing, you can help ensure that everyone has a shared understanding of expectations.</p>

**Domain D.
Facilitation and
Coordination**




Staff build trust and ensure strong coordination across the person's circle of support, including their service providers, family members, friends, and caregivers.


Using techniques such as motivational interviewing to assist the person in exploring and developing strategies for wellness.


Motivational interviewing is a style of communication in which staff help guide a person to explore their own underlying motivation and resources to make a positive change in their lives.


As described in the [Pocket Guide to Motivational Interviewing](#), you can practice motivational interviewing by:


- Engaging and building rapport with the person. This includes allowing time to develop a trusting relationship, asking questions, and expressing empathy. You can ask yourself:
 - How comfortable is this person in talking to me?
 - Do I understand this person's perspective/concerns?
- Focusing on helping the person to prioritize areas of change by understanding what the person's goals for change are. Some questions to reflect on include:
 - Do I have a clear sense of where we are going?
 - Do I have different aspirations for change for this person?
 - Does it feel like we are moving together, not in different directions?
- Evoking and discussing the person's reasons for change, along with their readiness, willingness, and ability to change. Consider:
 - If you are steering too far or too fast in a particular direction
 - If any of the person's reluctance to


Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain D. Facilitation and Coordination</p>  <p>Staff build trust and ensure strong coordination across the person's circle of support, including their service providers, family members, friends, and caregivers.</p>		<p>change is rooted in their confidence in making the change.</p> <ul style="list-style-type: none"> • Planning for change with the person by outlining services, supports, and reasonable next steps for the person to make a change. Some questions you may want to ask yourself include: <ul style="list-style-type: none"> ○ What would be a reasonable next step toward change? ○ Am I remembering to evoke rather than prescribe a plan? ○ Am I offering needed information or advice with permission? <p>Examples of motivational interviewing can be found using the following links:</p> <ul style="list-style-type: none"> • Introduction to Motivational Interviewing • Motivational Interviewing — Good Example — Alan Lyme • Motivational Interviewing: Cheat Sheet

<p>Domain D. Facilitation and Coordination</p>  <p>Staff build trust and ensure strong coordination across the person's circle of support, including their service providers, family members, friends, and caregivers.</p>	<p><i>Facilitating collaborative decision-making between the person, their loved ones, and the service provider.</i></p>	<p>Shared decision-making (SDM) is a collaborative process between the person and their supporters that helps everyone reach a joint decision about the person's care.</p> <p>SDM includes the following steps:</p> <ul style="list-style-type: none"> • Staff, the person, and their supporters identify different choices and options for the person together. • Staff, the person, and their supporters discuss the pros and cons of each option, identifying where they agree and disagree. <p>Staff, the person, and their supporters make a final decision as to what to do, with a focus on ensuring that the person's individual preferences drive the final decision.</p>
--	--	--

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain E. Documentation and Monitoring Implementation</p>  <p>Staff document the person's needs, wants, choices, preferences, and goals; follow up to ensure the plan is being implemented; and adjust the plan as necessary.</p>	<p><i>Using person-centered language and the person's own words when developing a plan.</i></p>	<p>Language is critical to demonstrating respect for the person. Depending on the preferences of the person, you should write in a person-centered way by using either identity-first or person-first language.</p> <p>The Employer Assistance and Resource Network on Disability Inclusion describes the differences between the two approaches:</p> <p>“Person-first language emphasizes the person before the disability, for example “person who is blind” or “people with spinal cord injuries.” Identity-first language puts the disability first in the description, e.g., “disabled” or “autistic.” Person-first or identify-first language is equally appropriate depending on personal preference. When in doubt, ask the person which they prefer. It is important to note that while person-first language is often used in more formal writing, many people with disabilities are choosing to use identity-first language. How a person chooses to self-identify is up to them.”</p> <p>The Resources for Integrated Care Tip Sheet on Using Person-Centered Language provides examples of how simple changes in word choice can make language included in plans more person-centered while accounting for individual preference.</p>

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain E. Documentation and Monitoring Implementation</p>  <p>Staff document the person's needs, wants, choices, preferences, and goals; follow up to ensure the plan is being implemented; and adjust the plan as necessary.</p>	<p><i>Identifying, prioritizing, and documenting goals based on the interests of the person and what matters most to them.</i></p>	<p>You may identify multiple potential goals for the person. However, the person may not desire to work on all the goals or may prefer to set some aside for the future. You should coordinate with the person to prioritize goals.</p> <p>Some questions you can ask the person when prioritizing goals include:</p> <ul style="list-style-type: none"> • What do you want to focus on? • What is most important for you to work on right now? • What goal will make the biggest difference in your life? • What is feasible next year? • What is better to categorize as a future goal?
	<p><i>Documenting the resources and programs that will help support each goal.</i></p>	<p>Resources and programs documented in the person-centered plan should tie directly to the person's goals. Specific contacts or service providers should also be documented in the person-centered plan. Additionally, you will want to consider if there is a specific needed relationship between the roles of various service providers to ensure a goal is reached i.e., who needs to communicate with whom about what?</p>
	<p><i>Providing a copy of the plan to the person to ensure it accurately reflects their wishes.</i></p>	<p>You should describe to the person how and when they will receive a copy of their person-centered plan and the process for requesting changes if desired.</p>

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain E. Documentation and Monitoring Implementation</p>  <p>Staff document the person's needs, wants, choices, preferences, and goals; follow up to ensure the plan is being implemented; and adjust the plan as necessary.</p>	<p><i>Adapting documentation to meet specific reporting requirements for compliance while still maintaining a person-centered approach.</i></p>	<p>Certain funders may have specific reporting requirements to meet their needs that may not always align with person-centered values and beliefs. For example, reporting requirements may prioritize tracking outcomes or documentation that may not matter to the person. You should always continue to take a person-centered approach by using person-centered language, prioritizing goals based on what is important to the person, and ensuring the person-centered plan still speaks directly to the person.</p>
	<p><i>Following up with the person regularly to review progress and determine whether changes need to be made to the plan.</i></p>	<p>All person-centered plans should be living documents that can be readily updated at the person's request. There should also be a regular process and schedule for checking in with the person to make sure the person-centered plan — including the goals and services described within it — still meet the person's wants and needs.</p> <p>Some questions you can ask the person include:</p> <ul style="list-style-type: none"> • Have you been happy with your services and providers? If not, would you like to make any changes? • Have there been any significant changes in your life?

Domain and Description	Knowledge, Skill, or Ability (KSA)	Tips for Staff
<p>Domain E. Documentation and Monitoring Implementation</p>  <p>Staff document the person's needs, wants, choices, preferences, and goals; follow up to ensure the plan is being implemented; and adjust the plan as necessary.</p>	<p><i>Using quality review processes such as chart audits and satisfaction surveys to ensure the quality of the plan and identify areas for improvement.</i></p>	<p>Frequent reviews of data from quality review processes can help inform whether you need to adjust how you support people with their person-centered planning processes. Make note of where you may be able to make individual improvements, and where there are systemic gaps in processes and procedures that need to be brought to the attention of CCH network partners overall.</p>



Additional Resources

Basics of Person-Centered Practice

- [What Are Person-Centered Practices?](#)
- [Person-Centered vs. Systems Centered – Beth Mount](#)
- [What Does Person-Centered Mean? Conversation with Jack Pearpoint & Lynda Kahn](#)

CCHs can use person-centered tools to structure the initial conversation with the person and understand their vision of a good life. Person-centered tools are templates with a list of guiding questions to help facilitate conversations and discover information about the person.

Person-Centered Tools and Trainings

- [No Wrong Door Person-Centered Counseling](#)
- [Helen Sanderson Associates](#)
- [Charting the LifeCourse](#)
- [Support Development Associates](#)

Recommended Tools

- [Health Care Person-Centered Profile](#): This tool summarizes information about the person's health care needs while also addressing what people appreciate about the person, who and what is important to them, and how best to support the person.
- [Sorting Important To/For](#): This tool helps pinpoint what is important to and for a person. The concept of balancing what's important to and for a person is built on understanding what matters to the person — the elements of the person's life which they value (even if we do not), and what their goals, interests, and hopes are — balanced with, does the person have what they need to be healthy and safe and feel welcomed in their community?



- [What's Working/Not Working](#): This tool helps staff understand areas of a person's life that they would change if they could and what they want to continue — from their perspective and the perspectives of people in their lives. This tool can be used when a person expresses dissatisfaction to understand why the situation is not working for them and how to improve it.
- [Relationship Circle](#): This tool helps identify who the person's close relationships are and how they are supported by people in their lives. This tool can be used to help create a picture of what level of support the person has and who else may be available if the person needs more support than they currently have.
- [Charting the LifeCourse Integrated Supports Star](#): This tool helps staff outline the person's existing services and supports and think about where else they might need assistance. This tool can be used when helping a person think through what services they need.
- [Charting the LifeCourse Trajectory for Planning](#): This tool helps document what the person's vision for a “good life” is and the steps needed to get there. This tool can be used when developing a person-centered plan to highlight the person's goals and supportive services.
- [Charting the LifeCourse Goal Attainment: Planning and Tracking Success](#): This tool helps explore what goal achievement means to a person. This tool can be used when developing a person-centered plan to better understand what goal completion means and how to track progress over time.