McAllen ISD
Person Centered Planning
Day 2

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The Institute on Person Centered Practices
A Collaborative Partnership with
The Center on Disability Studies at the University of Texas and
The Center on Disability and Development at Texas A&M University

http://person-centered-practices.org/
Handouts

• cdd.tamu.edu
  – Resources tab

• Charting the LifeCourse
  – https://www.lifecoursetools.com/
A One Page Description:

• Descriptions are used for a specific purpose to introduce someone (i.e. new job, at the front of personal records, etc).

• They are an at-a-glance, positive source of information about at least 3 things –
  1. What people like and admire
  2. What is most important to
  3. How to best support the person
What's important to me

- Going outside and playing at the park
- Being with people I know, trust, and love
- Exploring and seeing what is going on
  - Being a part of the action
- Playing with cars, trains, and buses
- Reading books, playing blocks and puzzles
- Going for a walk or stroller ride
- Playing with my family and friends

How to support me with sleep

- I nap with my nuk and my blanket as my cover. If I need help going to sleep, please rub my back. Say "shhhh." I may want to hold your hand and rub your fingers.
- If I wake up after a nap (after only one hour) give me my nuk and rub my back to help me go back to sleep. I will lay on my cot for a while before I get up.
  - I named my nuk - by making a clicking sound.

How to support me with Eating

- My Mommy and Daddy send me organic milk.
- I love to eat, but sometimes I am particular about what I want to eat and I will tell you.
- My favorite food is strawberries. If my friends have them and I don't, I may grunt.
  - I eat fast. My Mommy and Daddy tell me to eat “one at a time.”
  - Remind me to use my words or signs (for more please)
- Give me my main dish first, then my veggies (which I sometimes don’t eat) and my fruit last. I need encouragement to eat my veggies. Sometimes I will eat them with a fork.
  - I am learning to use a fork and spoon. I like using them to eat.

Other ways to support me

- Tell me to put my bottom down when standing in places that are not safe.
- Remind me to take turns and share; and to slow down when running.
- If there is a sub teacher- I may be shy and cling to my teacher for a little bit.
- I don’t always like my hands dirty, like from art projects. Help me clean them off.
Liam's One Page Introduction

What people love and admire about Liam:
- Silly
- Goes with the flow
- Eager to learn
- A good hugger
- Bright, good, sweet, and loving boy
- Likes an adventure
- Great memory

SUPPORT Liam needs to help him stay happy, healthy, and safe:
- Liam needs help knowing his surroundings to get around. Assist him in new environments so he does not get hurt. For example: watch so he does not hit his head, get 'into stuff' he shouldn't, hold his hand.
- Liam uses his hands to communicate. It is important to be attentive to what he is saying or he will become frustrated. He uses tactile American Sign Language (feels signs with his hands).
- Liam needs to know what is happening first before any procedure or task begins. For example: before you listen to his heart, let him feel the stethoscope and touch his chest where you are going to listen. Another example: if you want to weigh him, allow him to feel the scale.
- If he seems to be getting frustrated he may need a break. A break may include the following: walking in the hallway (assisted), checking out new toys/books, or introducing him to new friends.
- Liam is happiest and most cooperative, when he is not kept waiting long.

Things that are IMPORTANT TO Liam:
- Know where Mom and Dad are
- Meeting new friends
- It is important to Liam to know who you are by feeling your identifier (a watch, ring, necklace, bracelet, name tag, etc.) and also letting Mom or Dad introduce you.
- Liam likes going to medical appointments. He likes to say hi to the doctors/nurses and feel new things.
- Liam likes to be heard and responded to. For example: if he signs something, he will expect an answer back.
- He enjoys toys that are cause and effect (push a button and they do something), shape sorter toys, a random collection of toys that are placed in a bin, books that have Braille or parts you can touch...
- Snacks/drinks: Liam likes drinks of water (Dixie cups work great) and all different kinds of snacks or treats (crackers, cookies, suckers, fruit snacks, fruit etc.)
Hi my name is TYLER

This Is Important to Tyler:
- Tyler likes physical activities such as wrestling with dad or running freely without restrictions.
- enjoys listening to music—coming home by diddy, transformer song new divide, travis barker soldier boy and show me what I'm looking for by Carolina Liar.
- going outside to play is great especially on the trampoline.
- Loves to watch music videos and YouTube — “the others” is the Land Before Time series or dinosaur king.
- Dinosaurs, trains and action figures are some of Tyler’s favorite toys.
- Tyler loves stuffed dogs.
- Tyler is a great eater.
- He likes to be a big boy.
- To have friends, to play and entertain others.

This Is Important for Tyler:
- When away from mom and dad, people who support Tyler best are energetic, happy, loving, caring, and can give him 100% of their time and attention.
- Being well supervised at all times.
- Tell Tyler what he needs to do with minimal work, show him and then let him do it.
- Give Tyler breaks when his legs get tired.

Things You Should Know to Best Support Tyler:

Tyler Cannot have MILK

If Tyler's lips begin to swell—Call mom ASAP on cell phone. Should he be struggling to breathe—immediately call 911.
*
- Sometimes when sitting, Tyler tends to sway side-to-side due to poor core strength and does not like sitting for more than 15 minutes at a time.
- Tyler has trouble doing two tasks at once.
- Tyler can remove his clothes independently but requires assistance when putting them on.
- If Tyler uses inappropriate words, IGNORE him.
- To make sure he is listening or to get his attention tell him “Quiet Hands” and wait until he clasps hands together.

In the event of an emergency, until family is able to come, please call the following people who can best assist Tyler:

Jennifer Hensley -254-393-1415 or 254-383-8580 cell
Jessica Ingle -254-247-2962 or 337-447-3446 cell
What we love about Elizabeth!
(see pages 4-5 for more info)

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

A Few Things That Are Important TO Me...
(Please see pages 6-10 for more information)

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

...And A Few Things That Are Important FOR Me:
(Please see pages 11-13 for more information)

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

Here’s How You Can Support Me:
(Please see pages 12-14 for more information)

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

What People Like and Admire about Tammy (Pg 6)

- Is always smiling
- Totally accepts people
- WONDERFUL personality
- Stylish
- Accepting and forgiving
- Resilient
- Great sense of humor
- Friendly and social

What is Important to Tammy (Pg. 7-8)

- Being a part of things
- Having eye contact with everyone
- Looking stylish and having her hair and nails done
- Being comfortable and not having her tubes underneath her
- No roughness in personal care

Supports Tammy Needs to be Happy, Healthy and Safe (Pg. 10-14)

- Always have her head elevated
- To be suctioned frequently (5-6 times per shift). Gurgling noises means she needs to be suctioned
- To have people be kind, sensitive, loving and have a gentle touch
- Be gentle with brushing her hair (she doesn’t like it, but wants it to always look nice)
- Always make sure her clothes match and make sure it’s not sweat clothes
- Tammy needs to be repositioned every two hours
- Always follow through with a promise or give an explanation of what is going on and when you can keep the promise if something comes up
- Be sure to have Tammy use her body to keep flexible

Tammy’s Picture Of A Life (Pg. 19-21)

- Live in a big wheelchair accessible home with extra wide doors, close to her family
- Have a fun and social housemate
- Have a beautician she can go to regularly
- Have a social medical day program close to home
- Have specialized medical services and medical equipment (including backup generator)
Important to Sam

• At least weekly calls from each of his 3 kids (Tina, Dixie, and Bobby).
• Getting to see people he likes every day
• Feeding the hummingbirds at the complex (the water for the food MUST come from Spring Creek)
• His friends, Bill and Vince
• Staying busy

Sam LOVES:

Budweiser (his daughter has figured out how to make beer slushies (recipe on freezer door)...help him have a teaspoon or so every once in a while. He will spit it out if his throat is sore, but, he loves the taste

What People Like and Admire about Sam

• He always wants to help others before he takes care of himself
• He tells great, funny stories...some are pretty raunchy... get used to it.
• He can fix ANYTHING and will always offer to assist
• He is a jokester. Sam loves "Pierre and Boudreaux" jokes and must know 100's of them.
• He loves his family and friends and always has time for them

Supports Sam needs to be Happy, Healthy and Safe

• Assistance with his feeding tube (he will tell you how much to fill it by showing you with his thumb and forefinger).
• Someone to assist him with shopping (if he's too tired to cross the street)
• Support with taking the morphine through the feeding tube. He doesn't want enough so that he is sleepy, but, he needs enough to cut the pain. He'll show you how much he wants.
• Someone must assist in filling the hummingbird feeders. He is distressed if they are empty
• Rides to his medical appointments. It helps if you can check with the discharge desk for any special instructions. Sam doesn't hear well and gets frustrated.
• Help him remember to rest throughout the day, which may include limiting visits or length of visits. He falls when he is exhausted, but will choose company over safety.
Person Centered Planning results:

1. Sam Being listened To: Sam moved to his own apartment, without constant caregiver presence. Friends and family provide transportation and other assistance.
2. Less than 2 hours of support per day (with the exceptions of days when he has a chemo treatment and may need a friend or family member to sleep over)
3. Focus on his desires and what he is interested in doing (fishing, talking, telling jokes, feeding hummingbirds)

Sam rang the bell at the cancer center on the day of his last chemo treatment. He is joined here in front of the bell by two family members. Sam died peacefully at home later this day. Ginny (pictured in blue) was listening to him tell a story when he passed.
Important To
Important For &
The Balance
Between

Discovery/
Listening Skills

Everyday
Learning Skills

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Student’s Name’s One Page Description

What People Like and Admire about ___

_____  

Insert Photo Here

What is Important to ___

For a good match: characteristics needed to be present or absent

How to best support ____________
Introducing the Core Concept:

IMPORTANT TO
AND
IMPORTANT FOR
AND
THE BALANCE BETWEEN THEM
What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- People to be with /relationships
- Status and control
- Things to do and Places to go
- Rituals or routines
- Rhythm or pace of life
- Things to have
Important TO

• Includes what matters the most to the person – their own definition of quality of life.

• What is important to a person includes only what people “say”:
  — with their words
  — with their behavior

*When words and behavior are in conflict, pay attention to the behavior and ask “why?”*
Important **FOR** (Part One):

• Issues of *health*:
  – Prevention of illness
  – Treatment of illness / medical conditions
  – Promotion of wellness (e.g.: diet, exercise)

• Issues of **safety**:
  – Environment
  – Well being ---- physical and emotional
  – Free from Fear
Important FOR (Part Two):

What others see as necessary to help the person:

– Be valued

– Be a contributing member of their community
Important To and For are Connected

- Important to and important for influence each other
- No one does anything that is “important for” them (willingly) unless a piece of it is “important to” them

Balance is dynamic (changing) and always involves tradeoffs:
- Among the things that are “important to”;
- Between important to and for
Health & Safety Dictate Lifestyle

Workbook Pg # 10

• Health & Safety
• Being Valued
All Choice No Responsibility

Workbook Pg # 10

- People
- Status & Control
- Things To Do
- Routines
- Places To Go
- Thing To Have
Balance

**Important For**
- Health & Safety
- Being Valued

**Important To**
- People
- Status & Control
- Things To Do/Places To Go
- Routines
- Pace of Life
- Things To Have
Discovery/Listening Skills

• Two Minute Drill
• Relationship Map
• Communication Chart
• Rituals and Routines
• Good Day/Bad Day
✓ Reputations
Positive Introductions
# Reframing Reputations

<table>
<thead>
<tr>
<th>1st Step</th>
<th>Positive Reputation</th>
<th>Mild Negative</th>
<th>Important TO me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathetic</td>
<td>Nosy</td>
<td><strong>2nd Step</strong></td>
<td>People are respected and not bullied</td>
</tr>
</tbody>
</table>

**How to best Support Me**

**3rd Step**

Explain what is going on, let him know the other person is ok.
Ty's One Page Description

What People Like and Admire about ___
Caring
Helpful
Respectful
Problem solver
Organized
Empathetic

What is Important to ___

How to best support ___________

For a good match: characteristics needed to be present or absent

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_________’s One Page Description

What People Like and Admire about ___

Insert Photo Here

All the great things about them go here!

What is Important to ___

For a good match: characteristics needed to be present or absent

How to best support __________

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Discovery/Listening Skills

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

- You are heading to an ARD meeting and your co-worker, whom you trust, has offered to care for your student. However, she doesn’t really know this student.

- You want to give them an overview, a summary in 2 minutes of what they need to know to support them successfully.

- What would you say?
**Ty**’s One Page Description

**What People Like and Admire about ___**

- Caring
- Helpful
- Respectful
- Problem solver
- Organized
- Empathetic

**How to best support ____________**

Speak in calm voice and tone or warn him if you will raise voice/tone so he is not startled.

High fives and praise help him feel valued.

If room gets loud, he may start to feel anxious. He has headphones in his backpack he can use. May need reminders to get it out.

**What is Important to ___**

Greet him when he walks in and tell him you’re happy to see him.

**For a good match: characteristics needed to be present or absent**

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What People Like and Admire about ___

Insert Photo Here

What is Important to ___

What do they need to be happy, comforted or fulfilled?

How to best support __________

Would you mention any health and safety supports? If so, put them here. Don’t forget what they need to feel valued.

For a good match: characteristics needed to be present or absent
Discovery Skills

*The Skills Can Work Together*

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

Good Day
## Ty’s Good Day/Bad Day

<table>
<thead>
<tr>
<th>Time Of Day</th>
<th>Typical</th>
<th>Better</th>
<th>Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning at home</td>
<td>Up at 6:30, has time to do his morning routine without being rushed. Gets to have “story time’ with mom for 5 minutes.</td>
<td>Wakes up at 6:15 and get extra time to talk with mom. He picked out clothes the night before and has his backpack ready to go.</td>
<td>Mom is behind schedule and doesn't have time to talk. He’s still struggling with something that happened at school the day before and is angry at teachers.</td>
</tr>
<tr>
<td>Commute</td>
<td>We leave at 7:15, get a Pokestop at the church and the end of our street. Ty gets to school at 7:30. Little traffic on Texas Avenue/S.College.</td>
<td>Leave 15 min early to get breakfast at McDonalds where he orders a chicken biscuit, hash browns and orange juice. Ty gets to talk to Mr. Frank at McDonalds.</td>
<td>Leave behind schedule so we stuck at the stop sign which frustrates Ty. Ty doesn't like being “late.” Dad drives a different way where he doesn't get a pokestop.</td>
</tr>
</tbody>
</table>
Ty’s One Page Description

What People Like and Admire about __________
- Caring
- Helpful
- Respectful
- Problem solver
- Organized
- Empathetic

Insert Photo Here

What is Important to __________
- Greet him when he walks in and tell him you’re happy to see him.
- He loves to play Pokémon Go and likes to share his knowledge with others.

How to best support __________
- Speak in calm voice and tone or warn him if you will raise voice/tone so he is not startled.
- High fives and praise help him feel valued.
- If room gets loud, he may start to feel anxious. He has headphones in his backpack he can use. May need reminders to get it out.
- Likes to be punctual and may run down the hallway if he feels he’s late. Gentle reminders that he’s on time work best.

For a good match: characteristics needed to be present or absent

Rituals and Routines

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

- Morning
- Going to bed
- Mealtimes
- Transition
- Birthday
- Cultural/Holiday
- Not Feeling Well
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss
What People Like and Admire about Ty

- Caring
- Helpful
- Respectful
- Problem solver
- Organized
- Empathetic

How to best support Ty

- Speak in calm voice and tone or warn him if you will raise voice/tone so he is not startled.
- High fives and praise help him feel valued.
- If room gets loud, he may start to feel anxious. He has headphones in his backpack he can use. May need reminders to get it out.
- Likes to be punctual and may run down the hallway if he feels he’s late. Gentle reminders that he’s on time work best.

What is Important to Ty

- Greet him when he walks in and tell him you’re happy to see him.
- Loves to play Pokémon Go & likes to share his knowledge with others.
- Having his two backpacks with him so he has access to his art supplies, papers.

For a good match: characteristics needed to be present or absent
## Matching for Ty Day

<table>
<thead>
<tr>
<th>Supports Needed</th>
<th>Skills Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask if I need a break to help me focus or I'm overwhelmed with too much activity in the room (see communication chart)</td>
<td>1. Knowledge of autism and that Ty's neurodiversity causes difficulties in the way he learns, his ability to focus and his understanding of &quot;typical&quot; social norms.</td>
</tr>
<tr>
<td>1. Discretely remind me of expected social boundaries (side hugs, provide personal space when talking to others.)</td>
<td>2. Trained in using Positive Behavior Interventions &amp; Supports</td>
</tr>
<tr>
<td>2. Provide positive reinforcements (tell him he did a great job, high fives, technology breaks)</td>
<td>2. Trained in using Positive Behavior Interventions &amp; Supports</td>
</tr>
<tr>
<td>2. Use timers/verbal reminders to transition or to finish task</td>
<td>3. Trained on how to use Non-Violent Intervention Techniques</td>
</tr>
<tr>
<td>3. Speak using a calm voice- loud voices are seen as &quot;yelling&quot; even if it's a slight increase in tone.</td>
<td>3. Trained on how to use Non-Violent Intervention Techniques</td>
</tr>
</tbody>
</table>

### PERSONALITY CHARACTERISTICS

**Want**
- Caring, patient
- Has a slow pace of life
- Calm voice and demeanor
- Easily adapts to new situations
- A good listener, not easily offended

**Don’t Want**
- Sarcastic sense of humor
- Someone who teases (even friendly teasing)
- Smoker (has a very sensitive sense of smell)
- Secretive, not willing to share info about themselves

### NICE TO HAVE (SHARED INTERESTS)

- Knows karate
- Loves to travel
- Likes to ride bikes
- Plays Pokemon Go
- Knows a lot about geography
**Ty’s One Page Description**

What People Like and Admire about __ __
- Caring
- Helpful
- Respectful
- Problem solver
- Organized
- Empathetic

How to best support __________
- Speak in calm voice and tone or warn him if you will raise voice/tone so he is not startled.
- High fives and praise help him feel valued.
- If room gets loud, he may start to feel anxious. He has headphones in his backpack he can use. May need reminders to get it out.
- Likes to be punctual and may run down the hallway if he feels he’s late. Gentle reminders that he’s on time work best.

What is Important to __________
- Greet him when he walks in and tell him you’re happy to see him.
- Loves to play Pokémon Go & likes to share his knowledge with others.
- Having his two backpacks with him so he has access to his art supplies, papers.

For a good match: characteristics needed to be present or absent
- Calm voice & demeanor
- Positive & patient
- Non-smoker
- Likes to talk & share
Meet Ty!

What’s Important To Me At School (makes me happy, comforted, fulfilled)
- Being called Ty, not Christopher.
- Keeping my backpack with me at all times/valued items inside.
- Having my electronics bag with my phone, chargers and headphones.
- Being valued/respected/heard/acknowledged.
- Knowing that I’m part of a team.
- Not feeling rushed.
- My independence & privacy.
- Choices & the power to make them.
- Having equity in the classroom.
- Having a relationship with teachers/peers.
- Being included in classroom and my teachers/classmates saying hello when I walk in.
- Sharing knowledge of current interests (Geography & Pokémon Go.)
- Using weighted blanket during breaks.
- Arriving early to school and being on time to classes. I get worried if I think I’m late.

Great Things
- Empathetic
- Artistic/creative
- Strong memory
- Strong self-advocate
- Social & friendly
- Helpful & Problem Solver
- Respectful & Responsible
- Enjoys learning & working with others

How to Support Me
- Speak in a calm voice and tone. Warn me if stern voice will be used or check back after using stern voice to explain why it was done.
- Warn me of changes in schedule & why things are happening.
- I need access to quiet space if the room becomes too loud. I use my phone/headphones/music to decompress. I will ask if I need it.
- Please don’t touch my stuff without asking permission first.
- Follow through with promises.
- High fives, praise, positive notes sent home help me feel valued.
- Explain the reason behind rules, especially social rules.
- If you ask me to “wait” for anything be specific. I will set my timer/check back after the time has passed.
- If I have a rough day remind me that I’m still a good person/student.
- Be discreet if you need to correct me.
- Timer/verbal reminders of time left to complete a task/transitions are helpful.
- Bad weather worries me. Remind me that I’m safe. I may need more breaks on bad weather days.
- I have GI issues & may need longer restroom breaks.
Looking at your Description

• Take a look at what you wrote

• How does it look?

• Would someone who has never met your student know –
  – Who they are?
  – What is important to them?
  – How they need to be supported?
Thank you!!!

Aimee Day
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- www.tlcpcp.com
- http://www.person-centered-practices.org/