Institute for Person-Centered Practices

McAllen ISD Day One

Person Centered Planning

Presented By:

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Certified Trainer

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/
Introduction
What’s usually in an IEP?

- Current abilities & skills
- Testing results
- Annual goals
- Details regarding services
What’s Often Missing

• What helps your student feel happy or comforted at school?
• What do they need to feel valued or respected?
• How do they want to be supported?
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.

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.

Great Things

- Empathetic
- Artistic/creative
- Strong memory
- Strong self-advocate
- Social & friendly
- Helpful & Problem Solver
- Respectful & Responsible
- Enjoys learning & working with others
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
Help people get **better lives**

*Not just better paper*
What do you want to be when you grow up?
What is your vision of a good life?
Start college Ty Day's New Life Plan

After college

Age 23: Hiking in the woods/mountains: Years 2028-2032
Age 27: News Reporter: Years 2032-2035
Age 30: School Teacher: Years 2035-2051
Age 46: Plant Scientist: Years 2051-2053
Age 48: In the Army: Years 2053-2056
Age 51: Detective: Years 2056-2067
Age 62: Handwriting Expert: Years 2067-2080
Age 75: Police Chief: Years 2080-2084
Age 79: Farewell Retirement Birthday Party Then Explore the rest of North America: Years 2084-2086
Age 80: 90 and Explore all of South America: Years 2086-2087
Age 81: 90 and Explore all of Africa: Years 2086-2087
Age 82: 90 and Explore all of Europe: Years 2087-2088
Age 83: 90 and Explore all of Asia: Years 2088-2089
Age 84: 90 and Explore all of Oceania: Years 2089-2090
Age 85: 90 and Explore all of Antarctica: Years 2090-2091

Age 86: Heaven Time
• Go to college
• Interested in multiple jobs
• Wants to travel

After additional conversations:

• Wants to get married
• Drive a car
• Wants to live on his own!
Journey through School

**Past Life Experiences**
LIST past life experiences and events that supported your vision for a good life.

- I learned how to cook with a microwave.
- I can shop for things by myself.
- I know when I'm starting to feel upset and ask for breaks/help at school.
- People know me and are happy to see me (McDonalds, Cinemark).
- People tell my mom that I'm a kind person.
- I'm learning how to tell people how to support me.

LIST past life experiences that pushed the arrow toward things you don't want.

- Adults yelling at me
- Being restrained in school
- Being really angry and not feeling respected
- Running out of school because I didn't feel safe
- Not having friends

**Action Steps to the Future**
LIST current/future life experiences that continue supporting your good life vision.

- I have classes with my friends and we spend time together.
- I keep going to Kickstarter Kids.
- I make people smile by talking to them and being respectful.
- My teachers listen to me and ask me how they can help me.
- Taking computer class in school to help learn how to edit videos.
- Do fun stuff with my brother like play video games.
- Get part time job in GameStop.
- Take driving classes.

**What I DON'T Want**
LIST the things you don't want in your life...

- Never travel around the world
- I don't travel in a house and live with my wife.
- I don't have friends to hang out with me
- Banned from YouTube
- People have to drive me to places
- My brother does not hang out with me
- I have a job where I don't get to talk to people
Good Life

• Friends and people who work with him respect and care about him
• Own a business/work in an environment that helps allows him to talk to people, make people happy.
• He has his black belt in karate

What He Doesn’t Want

• Banned from YouTube
• Never gets to travel
• Lives with mom and dad
How Do We Make This A Reality?

Person Centered Planning
Person Centered Planning is…

Empowering
• Every individual has positive control over their life.

Individualized
• Not about “premade box” of services based on disability label.

Collaborative
• Inviting everyone to the table but having the student lead the conversation.
Empowering

It starts with conversations

• Important to them, Important for them & finding the balance
• What’s great about you? Strengths?
• Where do they see themselves in the future…5, 10?
• What supports will they need?
• Who can help?
Individualized

They have a vision for a good life. What will it take to get there?

- Independent living skills
- Relationships
- Education/vocational training
- Transportation, housing
- Support to make decisions
- Medical needs
- Financial assistance
Collaborative

Based on conversations:

- Who is in their life that can help?
- What organizations are out there that can provide assistance/services?
- In school: classes, vocational training, independent living skills that need to be taught.
- Begin setting goals: Who, What, When
Moving from Service Life to Community Life

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

A Good Paid Life
- ‘Important to’ present
- ‘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

Focus on connecting, building relationships and natural supports

‘Important to’ recognized
How do you get started?

Help them develop their vision for a good life

- Living day to day
- Listening to behavior
- Watching their rituals and routines
- Creating opportunities for experiences
- Helping them find their community
# Communication Chart

<table>
<thead>
<tr>
<th>What is happening</th>
<th>I do this</th>
<th>It usually means</th>
<th>And I want you to</th>
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</thead>
<tbody>
<tr>
<td>I’m in class</td>
<td>My eyes are glazed over, my mouth is slightly open or my head is on my desk.</td>
<td>I’m mentally or physically tired</td>
<td>Tap my shoulder if head down. Don’t say “focus!” Let me walk a bit to wake up. I may need to go back to flex room for break.</td>
</tr>
<tr>
<td>Anywhere, anytime</td>
<td>Rocking side to side</td>
<td>I’m calming myself. I’m trying to focus.</td>
<td>Do nothing. Don’t tell me to stop rocking or to have “quiet feet.” This is a good stim.</td>
</tr>
<tr>
<td>I’m in loud room</td>
<td>Rock front to back, start getting louder myself</td>
<td>I’m starting to get anxious</td>
<td>Explain what’s going on (why it’s loud) reminder use headphones, choice to take a walk.</td>
</tr>
<tr>
<td>I’m in class and the subject is rigorous or challenging for me.</td>
<td>Begin talking to &quot;Ty Ty.&quot;</td>
<td>I’m trying to talk myself into feeling better. Reminding myself to make good choices</td>
<td>Come talk to me and ask me “what’s up?” or “Can I help you?”</td>
</tr>
<tr>
<td>Anywhere, anytime</td>
<td>Frown, eyebrows furrowed growl, possibly cursing</td>
<td>I’m angry or frustrated. Usually, I don’t understand what’s expected of me, I’m having difficulty finishing a task.</td>
<td>Give space, model taking deep breaths. Ask before touching me. Once I’m calm, ask how can I help or what don’t you understand?</td>
</tr>
<tr>
<td>In school, different routine than usual</td>
<td>Say “we’re supposed to be doing...” or comments about how he won’t get to do something (see or eat lunch with a friend).</td>
<td>Anxious about unknown change in routine</td>
<td>Empathize, prepare me ahead of time if routine will change, tell me when things will be normal.</td>
</tr>
<tr>
<td>An adult yells, or has a negative change in tone of voice</td>
<td>I say &quot;that’s no way to talk to me&quot; or &quot;I feel disrespected&quot;</td>
<td>I’m startled or afraid by your tone of voice</td>
<td>Explain he’s safe, why you had to raise your voice. Ask requests again in normal tone.</td>
</tr>
<tr>
<td>Working in the classroom</td>
<td>I’m fidgety or restless.</td>
<td>I’ve been sitting too long, need a break.</td>
<td>Ask me if I like to walk around the room, do some stretches so he can reduce some of the excess energy</td>
</tr>
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</table>
Common Trauma Responses

- Disorganization in thought or action
- Decline in ability to function (concentration, range of affect, memory)
- Replaying of event
- Avoidance of reminders of event
- Anger, Agitation
- Withdrawal, numbing
- Sleep disturbance
- Diminished interest in previously enjoyed activities
- Hypervigilance
- Exaggerated startle response
- Feelings of guilt and shame
- Sense of foreshortened future
- Omen formation (belief in ability to foresee future untoward events)
The Little “t”

My own definition of trauma kept me from realizing what happened

Trauma is anything that overwhelms the brain’s ability to cope.
The Signs Were There

– Cursing/yelling
– Hitting
– Running away
– Not wanting to play with friends
– Self-injurious behaviors, saying he was bad
The Behavioral Pyramid

Behavioral Issues:
- Emotions Expressed
- Often Rooted in Trauma

When we only address the behavior, we miss the true cause and root of difficulties

Credit: Dr. Karyn Harvey
Ingredients Necessary for Post Traumatic Recovery

- Perceived Safety
- Empowerment
- Connection

Credit: Dr. Karyn Harvey
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- Please don’t touch my stuff without asking permission first.
- Follow through with promises.
- High fives and praise helps 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.
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- I have GI issues & may need longer restroom breaks.
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)
Ty's room rules

1. No insulting
2. Take off your shoes before you come in
3. No Annoying Sounds
4. No Pulling Down Peoples Pants
5. No Calling on People

10 Things I'm thankful for:

1. My trains
2. My new friends
3. My videogames
4. My game consoles
5. My phone
6. My mom
7. My world
8. My drawings
9. My art tools
10. Pokemon Go
Yay TyDay!

Bravo!

GO TyDay!

TyDay

I know I can do it!
Meet Ty!

What's Important To Me At School (makes me happy, comforted, fulfilled)

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Ty Day’s Person Centered Description

Date of the 1st plan: January 2016


Purpose of the description:

To assist teachers, para-professionals and other school personnel how to best support Ty at school. To provide information that will help create a welcoming and safe environment that will prepare Ty for transitioning to high school.
Great Things About Ty

Artistic/creative- likes to tells stories through videos/books
Empathetic- likes to comfort others if they are upset
Enjoys learning- helpful to relate knowledge to his life plan
Friendly- Ask questions to get to know you better/form relationships
Funny- likes to make people smile and laugh
Helpful- feels proud when he helps others
Protective- he will speak up if he thinks someone is being unkind or yelling at others.
Problem solver- comes up with creative ways to solve problems. "I know how to fix this."
Respectful & Responsible- When he doesn't know the expectations, he asks.
Strong memory- remembers personal details and uses that info to interact with you
Strong Self-advocate- if he is feeling unsafe, he will tell you
Works well in groups- is supportive and likes to share
Important TO Me
(make me feel happy, content, fullfilled or comforted)

Call me Ty. I value my independence and privacy.
People following through with promises.
Having choices and the power to make them.
Being valued and respected. Being part of a "team."
Not being rushed. I like to know the day's schedule.
Knowing that you care about me and value my feelings.
Having a relationship with my teachers and support staff.
Working in a quieter setting. Loud rooms can lead to frustration.
Protecting others if I see someone being bullied or spoken to "sternly."
Tell me good morning when I walk in. Listen/look at me when I talk to you.
People around me being happy. I will try to help if someone is sad or upset.
Being heard and acknowledged. Being treated as an equal in the classroom.
Sharing knowledge of my special interests (Pokemon Go, Sonic the Hedgehog, Trains.)
My classmates including me and saying hi to me when I come in the classroom.
Having my backpack with me at all times (they hold some of my valued possessions.)
Having access to his phone during breaks/downtime. Listening to music with my headphones.
Eating a breakfast/lunch that I enjoy (pizza, chicken nuggets, chicken biscuits, sausage biscuit, corn dogs)

What others need to know and do to best support me

Use timers/verbal reminders to transition or to finish task. Review day's schedule with me.
I need access to quiet space, noise cancelling headphones if current location becomes too loud.
If I am asked to "wait" for something be specific and tell me how much time I need to wait, use timers.
Remind me of appropriate social boundaries if I forget (side hugs, stand at arm's length when talking to others.)
Breaks to help me focus if I become overwhelmed with excessive activity in the room (see communication chart)
Be discreet if you need to correct my behavior, talk to me away from others. I like understanding the reason behind rules
and if I break a social rule, I might not realize it and need to be told why the rule exists.
Provide positive reinforcements (high fives, thumbs up, positive texts/emails to mom, notes telling me I worked hard.
Speak to me using a calm voice- louder voices make me feel unsafe & disrespected even if it's not directed at me. Tell
me to cover my ears if you will raise your voice to the class. If not able to give me notice of loud voice, check in with me
afterwards to explain what happened.
I have a lot of knowledge about the Unthinkables social curriculum and have a book in my backpack. If I'm struggling that
day with social rules, we can use the book to read/work out any issues.
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<td>I'm mentally or physically tired</td>
<td>Tap my shoulder if head down. Don't say say &quot;focus!&quot; Give me break or say specific amount of time to work &amp; then give break.</td>
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<tr>
<td>I'm in class</td>
<td>Repeat stories or videos out loud. Laughing to myself.</td>
<td>I'm bored and I'm entertaining myself in my head or I need your attention.</td>
<td>Come check in on me, include me in lesson but remind me of how to ask for your attention.</td>
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<td>I'm in loud room</td>
<td>Run around, start getting loud myself</td>
<td>I'm anxious</td>
<td>Explain what's going on (why it's loud) remind to use headphones, give me choice to take a walk</td>
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<td>Prepare me ahead of time if routine will change, remind me of when things will be normal.</td>
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<td>Rocking back and forth</td>
<td>I'm calming myself. I'm trying to focus.</td>
<td>Do nothing. Don't tell me to stop rocking or to have &quot;quiet feet.&quot;</td>
</tr>
<tr>
<td>Someone uses a stern voice</td>
<td>I say &quot;whoa, whoa, whoa&quot; or &quot;I feel disrespected&quot;</td>
<td>I'm startled or afraid. This may lead to me saying &quot;don't talk to me like that&quot;</td>
<td>Explain he's safe, why you had to raise your voice. Ask requests again in normal tone</td>
</tr>
<tr>
<td>Anywhere, anytime</td>
<td>I look pale and I'm sneezing.</td>
<td>My allergies are really bothering me. I'm usually very tired and may get a low grade fever.</td>
<td>Ask me if I took allergy meds. Take me to nurse to see if I have a fever. She will have allergy meds I can take.</td>
</tr>
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### Supports Needed

- Provide positive reinforcements (high fives are great!)
- Speak to me using a calm voice- loud voices are seen as "yelling" even if it's a slight increase in tone.
- Use timers/verbal reminders to transition or to finish task
- Ask if I need a break to help me focus or I become overwhelmed with too much activity in the room (see communication chart)
- Remind me of appropriate social boundaries (side hugs, stand at arm's length when talking to others)
- If I am asked to "wait" for something be specific and tell me how much time I need to wait.
- Allow me to make decisions throughout the day. Listen to me and help me be as independent as I can be.

### Skills Required

- Trained by BISD in autism and how Ty processes information and has some challenges in social skills.
- Trained in Positive Behavior Supports
- Trained in using Zones of Regulation and has knowledge of Unthinkables Social Thinking Curriculum

### Matching for Ty Day

**PERSONALITY CHARACTERISTICS**

- Caring
- Patient
- Compassionate
- A good listener
- Not easily offended
- Calm voice and demeanor
- Easily adapts to new situations
- Able to not take things personally
- Truly enjoys working with children
- Has a positive personality - not sarcastic

**NICE TO HAVE**

- Has played Pokemon Go
- Interested in geography
- Non-smoker (has a very sensitive sense of smell)
Forcing people to do what you want is not nice. Giving them a choice lets them know you care and respect them. ~ Ty Day
Resources

• The Learning Community for Person Centered Practices website http://www.learningcommunity.us/

• Importance of the Environment – Article discussing toxic to healing http://www.learningcommunity.us/pctthinking.htm

• One Page Profiles Descriptions - Examples and discussion http://www.learningcommunity.us/onepageprofiles.htm

• The National Child Traumatic Stress Network https://learn.nctsn.org/
Thank you!!!

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http://person-centered-practices.org