

*Institute for*  
**Person-Centered  
PRACTICES**



## **INTRODUCTION TO PERSON CENTERED THINKING**

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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



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& DEVELOPMENT  
[cdd.tamu.edu](http://cdd.tamu.edu)

<http://person-centered-practices.org/>



TEXAS CENTER *for*  
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# Today's Purpose

- ✓ Learn the foundations of Person Centered Thinking
- ✓ Review how information can be gathered into documents to share with others



# The Learning Community for Person Centered Practices



The Learning Community  
for person centered practices

TLCPCP envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. We foster a global learning community that shares knowledge for that purpose.



# 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

# What are Person Centered Thinking Skills?

**A set of value- based skills that reinforce continuous learning and practices that:**

- Help us support rather than fix
- Build the culture of learning, partnership, and accountability
- Work for humans
- Work at every level in the organization
- Affirm our belief that everyone can learn

# PCT Beyond Requirements

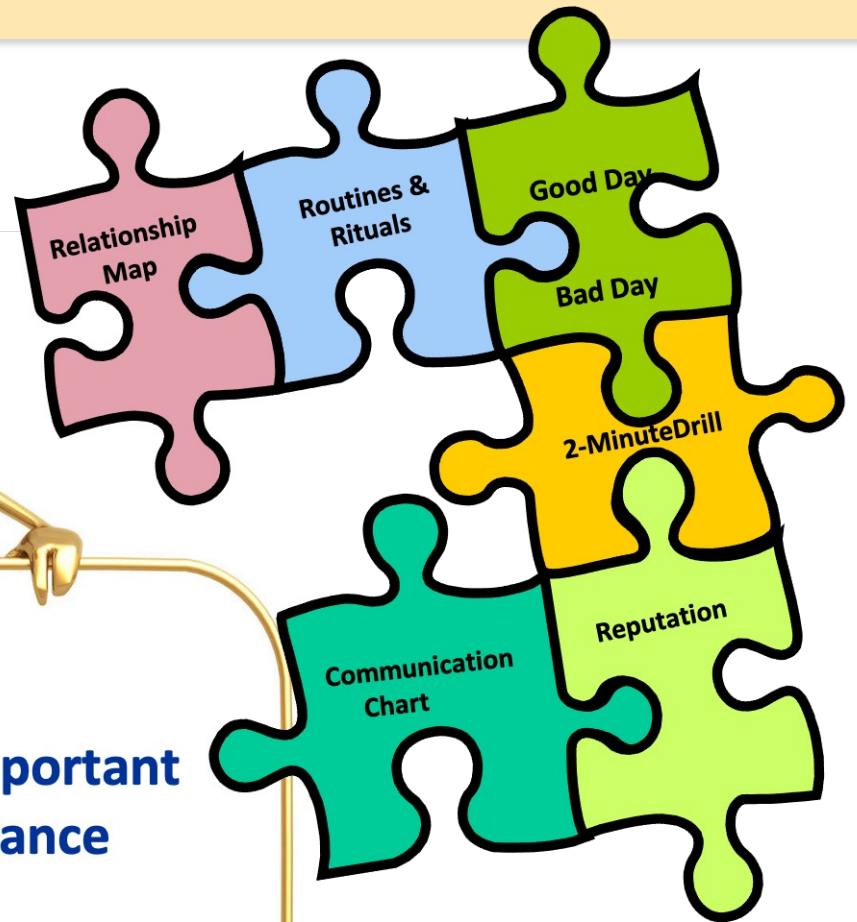
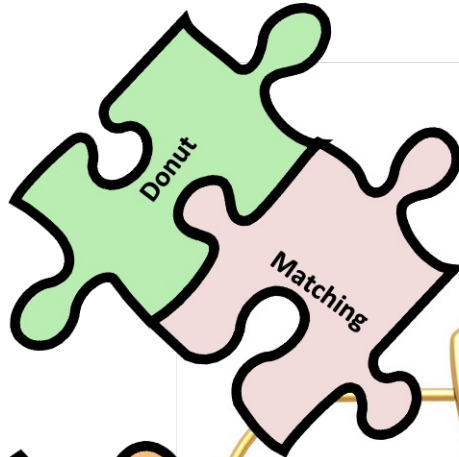
- **It's the right thing to do AND**
- **It is the foundation for meeting the Centers for Medicare and Medicaid Services (CMS) requirements for residential settings and service planning.**
- **Person-centered service plans must be developed through a person-centered planning process**

# Help people get better lives

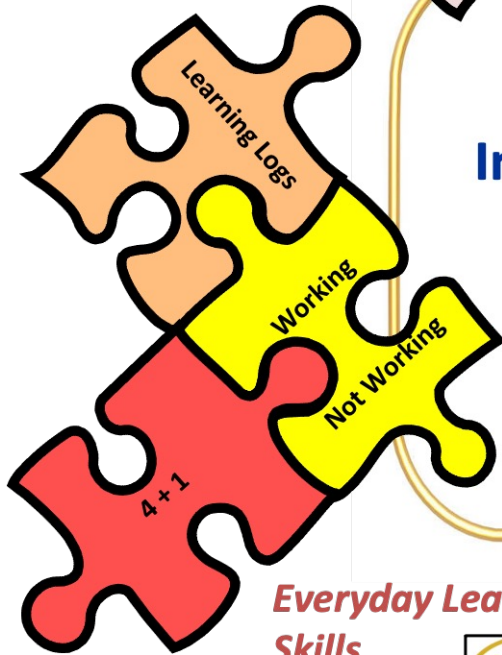
*Not just better paper*



**Management Skills**



**Important To Important  
For & The Balance  
Between**



**Everyday Learning Skills**



**Discovery/  
Listening Skills**





# Introducing the Core Concept:

**IMPORTANT TO**  
**AND**  
**IMPORTANT FOR**  
**AND**  
**THE BALANCE BETWEEN THEM**

# Important *TO*

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- Things to have
- Rituals or routines
- Status and control
- Culture and identity
- Rhythm or pace of life
- Purpose and meaning
- People to be with /relationships
- Things to do and places to go

# 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

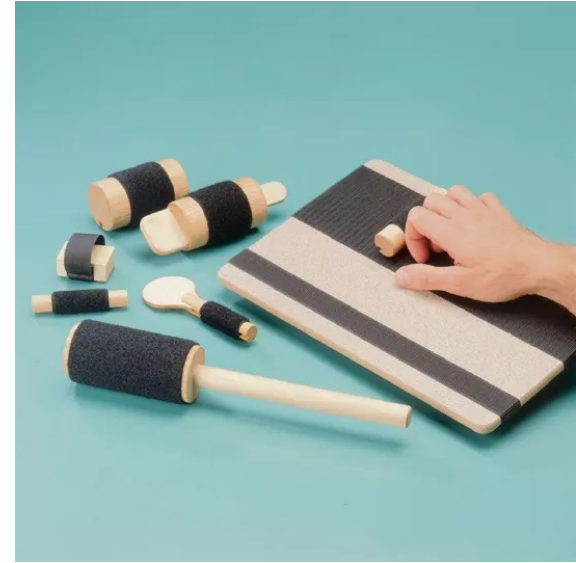


# Important To and For are Connected

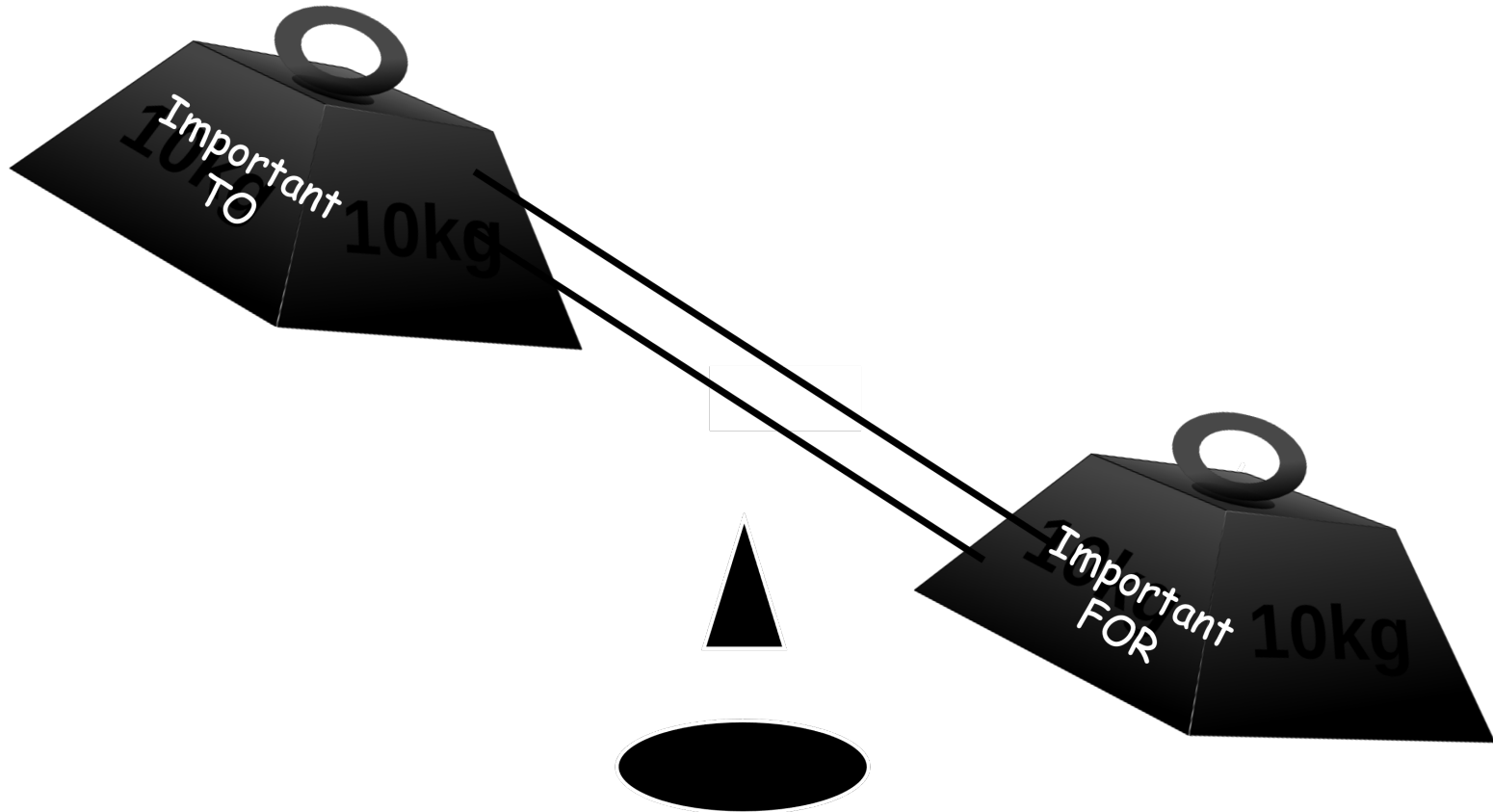
- ‘Important to’ and ‘important for’ influence each other
- No one does anything that is ‘important for’ them (willingly) unless a piece of it is ‘important to’ them

***Balance is dynamic (changing) and always involves tradeoffs:***

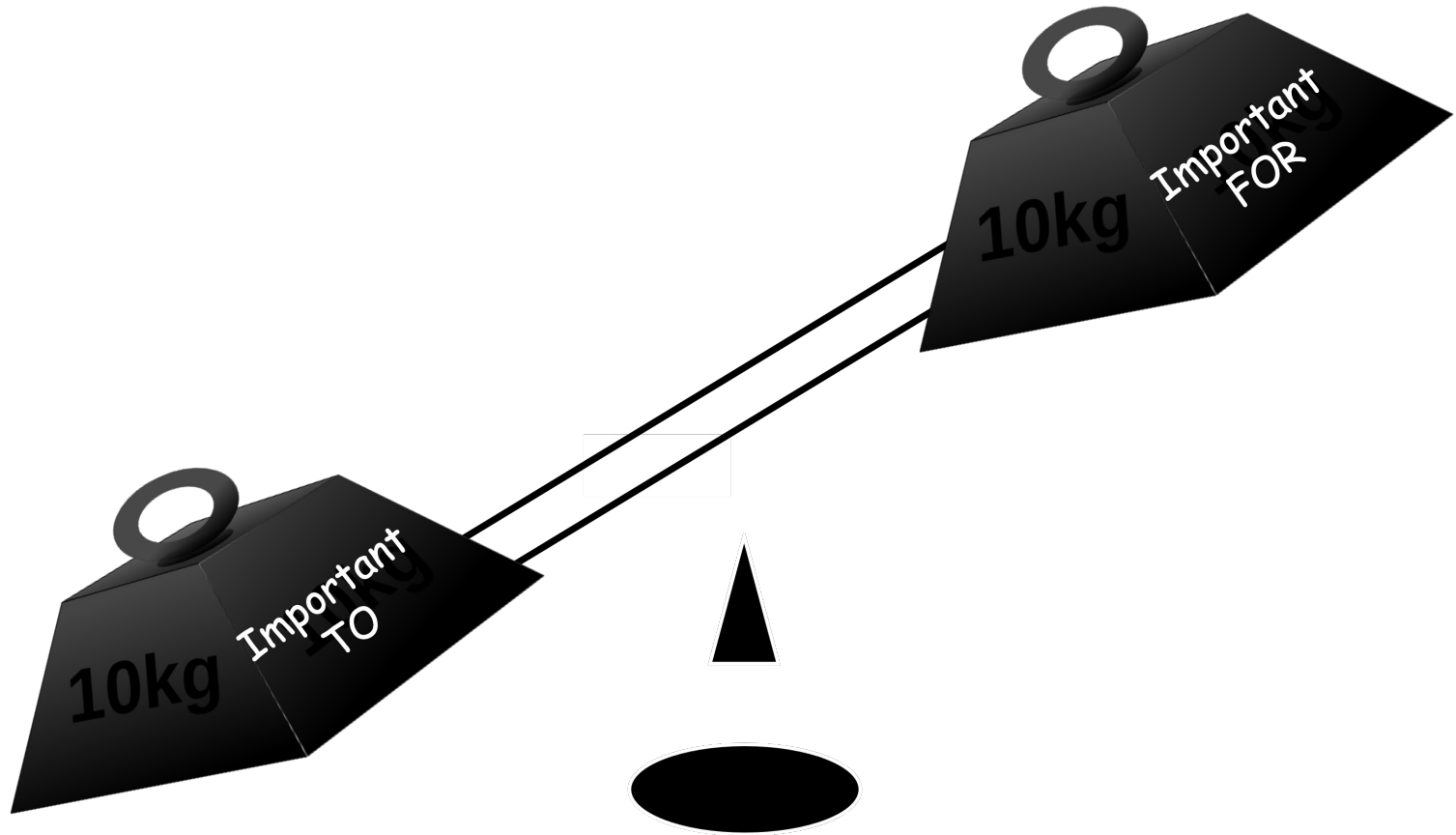
- *Among the things that are ‘important to’;*
- *Between important ‘to’ and ‘for’*



# Health and Safety Dictate Lifestyle

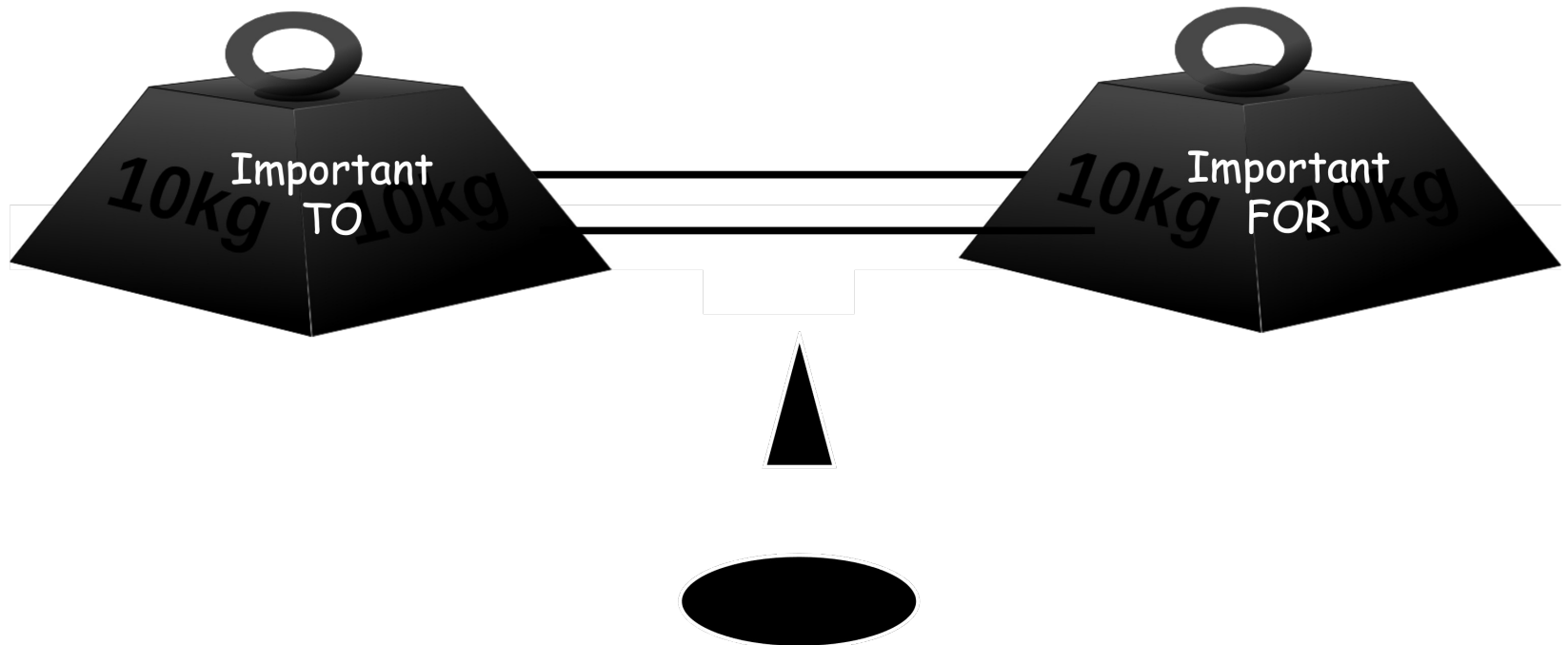


# All Choice, No Responsibility





# Balance



# Finding the Balance

- **We all make tradeoffs between the many different things that are *important to us*.**
  - Some people may love living in a particular place.
  - And are willing to make the tradeoff when living there means a longer commute to the work they love.
- **We also make tradeoffs between what is *important to us* and what is *important for us*. These tradeoffs can be temporary OR long-term solutions.**
  - Fun time with my friends is important to me. Having a clean house is part of being valued by my friends. House cleaning occasionally comes before having fun with friends.
  - Expressing personal opinions and speaking my mind is important to me, but not cussing in front of my neighbors is important for me.



# Implementation of Person Centered Practices is:

## A Promise to be honest

- To let people know when what they are telling us will take time
- When we do not know how to help them get what they are asking for
- When what the person is telling us is in conflict with staying healthy or safe and we can't find a good balance between important to and important for

# 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



# Ty's Morning Routine

6:00 AM his phone alarm goes off. Wakes up but stay in bed, grabs iphone & begins Spanish lessons on Duolingo

6:15 AM gets up to take a shower. Grabs his orange & green towels from the hook in his closet and grabs the next change of clothes hanging on the back of his door. He always hangs up three days worth of color-coordinated outfits every Sunday (after checking the weather) and wears them in the order they are hanging.

6:16 AM he leaves his room, switches his room status sign to “you cannot come in” and walks to the bathroom. He turns on the shower to heat up the water and changes the setting on the shower to soft rain. While the water is warming up, he brushes his teeth with a Kids Colgate mild bubble fruit toothpaste and OralB Complete electric toothbrush. Dislikes “spicy” toothpaste.

6:18 AM washes body and hair with Suave kids hair/bodywash watermelon scent and his loofah mesh sponge. He practices his voice acting while taking a shower by repeating lines from his favorite videos.

6:30 AM Dries off with orange towel, uses green towel to stand and dry his feet. Dresses, puts on socks/shoes, puts on Degree Ultraclear Ocean Air antiperspirant (no “sticky” deodorants.) Brushes hair, uses beard oil and combs beard.

# Ty's Routine Continued

6:31 AM goes back to room to hang up towels then goes to kitchen. He gives me a good morning hug. Some days eats hash browns he makes in air fryer with Hormel microwave bacon other days he has chicken biscuit.

6:35 AM Sits down on recliner and eats breakfast, drinks orange juice or apple juice. He watches videos on his iphone while eating. He might talk to me if I'm not feeling rushed.

6:55 AM he empties/loads the dishwasher. Fills up his water bottle with G2 Gatorade Lemon-Lime. Takes water bottle to his room.

7:05 Goes back to his room, switches his room status sign to "I'm inside my room hello!" He starts to pack up his back back, pack up water bottle, makes sure he has his drawing papers and that his colored pencils are nice and sharp. After he's packed, he'll get on his phone and look at Instagram to see what his friends are up to or will watch videos (Thomas the Tank Engine and Family Guy are favorites)

7:30 He grabs his tennis racket, leaves his room, changes his sign and gets in the car to go to school.

# Communication Chart

When this is happens	I do this	It usually means	And I want you to
<p style="text-align: center;"><b>#2</b></p> <ul style="list-style-type: none"> <li>▫ In the environment</li> <li>▫ What's just gone on</li> <li>▫ The "trigger"</li> </ul>	<p style="text-align: center;"><b>#1</b></p> <ul style="list-style-type: none"> <li>▫ The action</li> <li>▫ What others notice</li> <li>▫ Can be seen, heard, and felt by others</li> </ul>	<p style="text-align: center;"><b>#3</b></p> <ul style="list-style-type: none"> <li>▫ Meaning of the the action</li> <li>▫ What the emotions and feelings are</li> <li>▫ What's going on inside</li> </ul>	<p style="text-align: center;"><b>#4</b></p> <ul style="list-style-type: none"> <li>▫ What other people should do or say in response</li> <li>▫ Or not do or say.....</li> </ul>



What is happening	I do this	It usually means	And I want you to
I'm in my online class.	My eyes are glazed over, my mouth is slightly open or I'm yawning and say "I'm tired."	I'm mentally or physically tired.	Don't say "focus!" Suggest some exercises like jumping jacks or let me share a story to help me wake up.
Anywhere, anytime.	Rocking side to side.	I'm calming myself. I'm trying to focus.	Do nothing. Don't tell me to stop rocking. This helps me.
I'm in loud room, I'm struggling with an assignment.	Rock front to back, start getting louder myself.	I'm starting to get anxious.	Explain why it's loud. Reminder to headphones, ask "what don't you understand?" or "how can I help?" Choice to take a walk.
Classroom is too loud or I did bad on an assignment or I misunderstood a situation and overreacted.	Banging my head on my desk, or with my hand or a book.	I'm frustrated, I'm trying to get rid of memories of past events that made me feel the same way.	Gently put hand on my shoulder and say "it's ok Ty, how can I help?" Not say "stop banging your head!"
I'm talking about someone I was upset with.	I say "I'm neutral to..."	I'm not angry with them, I still need time to think about what happened. May not be ready to talk to them yet.	Give me time to think. Don't force apologies. Ask permission to talk to me about what happened.
Class is loud & teacher is trying to get them to finish work and says "we don't have a lot of time."	I say "I better finish this or else I'm dead."	I'm feeling rushed and starting to get upset. I may start to bang my head.	Nicely tell me "try your best" and warn me ahead of time if you know that I won't have enough time to finish the work.
*An adult yells, or has a firm, negative change in tone of voice with me.*	Frown, eyebrows furrowed, clench fists. I say "nobody talks to me like that." I might walk out of the room.	I'm startled or afraid by your tone of voice. I feel disrespected.	Don't touch me! Explain I'm safe, why you had to raise your voice. Ask me again in calm tone. Please warn me about loud voice before it happens.
Working in the classroom	I'm fidgety or restless	I've been sitting too long, need a break.	Ask me if I want to walk around the room, do some stretches so I can use some of my excess energy.

\*Yelling or firm/negative tone of voice towards any student will usually affect Ty. Please work with him to come up with a cue to warn him if you will raise your voice to control your classroom or get a student's attention. He may want to cover his ears.\*



# Organizing Discovery Information

Two ways we organize what we learn:

1. A Person Centered Description (PCD)
2. A One Page Description (OPD)

# Person Centered Description

Ty Day 's Person Centered Description

January 2016

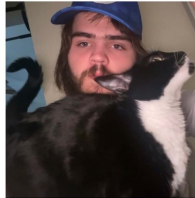
Date of the 1st plan

Dates description changed

Aug.'16, May & Aug.'17 May & Aug '18, May & Aug.'19, May & Aug.'20, Aug. '21, Aug. '22

Purpose of the description:

To help my new teachers at Bryan High get to know me, learn how to best support me and help me reach my goals.



## Great Things About Ty

- Artistic/creative-** I Like to tell stories through videos/drawings. Coloring helps me stay calm.
- Caring-** I like to comfort & help others if they are upset. I will ask questions about what happened. This is not because I'm being nosy, it's because I truly care.
- Enjoy learning-** I like to know how new information helps me in the future.
- Friendly-** I ask questions to get to know you better & become better friends.
- Funny-** I like to make people smile and laugh. Sometimes, I dance to make people laugh.
- Helpful-** I feel proud when I help others; I try to help if someone needs it. Being seen as selfless makes me happy.
- Protective-** I'll speak up if I think someone is being bullied or if there's a crime then I'll call the police or tell a teacher.
- Problem Solver-** I come up with creative ways to solve problems. "I know how to fix this."
- Respectful-** I give respect when I feel respected. I feel respected when others talk to me in a calm voice, truly listen to me and keep their promises.
- Responsible-** I'm always prepared with supplies, take good care of my things. I like to be arrive early to events and class.
- Strong memory-** I remember information that you've told me about yourself and will use that information to get to know you better.
- Speak up for myself-** If I'm feeling unsafe, I will tell you. It's important to me that you listen and validate my feelings. I may need help to work out social problems.
- Hard worker/works well in groups-** I'm supportive and I like to share. I bring extra pencils in case someone needs one.
- Patient-** I understand if it takes time to get things I want. I try to stay calm and I do NOT want to reach my limit.
- Translator-** I love to learn new languages and practice saying new words.



### Important TO Me (make me feel happy, content, fulfilled or comforted)

Call me Ty, not Christopher.  
 Getting to talk to friends or classmates makes me happy. Using social media to share art and stay in touch with friends. I like being part of a team and having the chance to be a leader.  
 I like to get my classmates to follow instructions and show them that students should work hard and give it their best.  
 I like for the people around me to be happy. I will try to help if someone is sad or upset.  
 I feel valued when I'm included school activities and my friends ask me to ask me to join in what they are doing.  
 People following through with promises. Don't say "I promise..." unless it will actually happen.  
 Having friends and good relationships with my teacher helps me to have good days at school.  
 Sharing knowledge with others (Pokemon Go, Thomas & Friends, colors, geography, birds and animals, Skylanders and crossovers.)  
 I value my independence and privacy. I feel respected when people look at me when I'm talking to them.  
 I like to collect colored pencils and draw during free time. It helps me calm down.  
 Making choices and decisions for myself. This includes big decisions like how I receive help at school.  
 Telling me "Hi" "good morning" or "I'm glad you're here" when I walk in to your class helps me feel welcomed.  
 I like voice acting and will repeat scenes from movies to show you my voice acting skills.  
 Being treated as an equal and told that teachers care about me and value my feelings. Sometimes actions are louder than words.  
 Access to my phone during breaks. Privately listening to music with my headphones. I prefer for people not to sing or "jam along" unless I say otherwise.  
 If I see someone, who appears to be from another country, I like to ask where they are from because I love to talk about languages and their country.

### What others need to know and do to best support me

- High fives, thumbs up, positive texts/emails to me/mom, notes telling me I worked hard help me feel proud of myself.
- Breaks to help me focus if I become overwhelmed with too much activity in the room (see communication chart.)
- I like being told of changes in schedule ahead of time. It helps when I use timers or am told how much time I have left to finish a task.
- Working in a quieter area helps me feel safe/calm. Loud rooms can lead to frustration.
- "Speak to me using a calm voice. Louder voice/changes in tone make me feel unsafe & worried even if it's not directed at me.
- If I am asked to "wait" for something I like for people to be specific and tell me how much time I need to wait. Sometimes, I'll use the timer on my phone so I can keep track.
- 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.
- "If I'm getting upset, remind me to use a self-calming strategy. Sitting and taking deep breaths is helpful. Teach me different ways to handle frustrating situations when I'm completely calm. Ask "are you ready to talk about it?"
- If I ask something personal (about family or heritage) and you're not comfortable discussing it, tell me in a calm voice "I'm not comfortable sharing that information." I love to learn more about my teachers and will ask you about how your family is doing.
- If I see someone being bullied or spoken to "sternly" I want to protect them. I'll ask questions to find out what happened. It's not because I'm nosy, I genuinely care and want to help. If it's private, tell me "I can't talk about it because it's private but thank you for caring." Don't say "it's none of your business" because that comes off as rude to me.

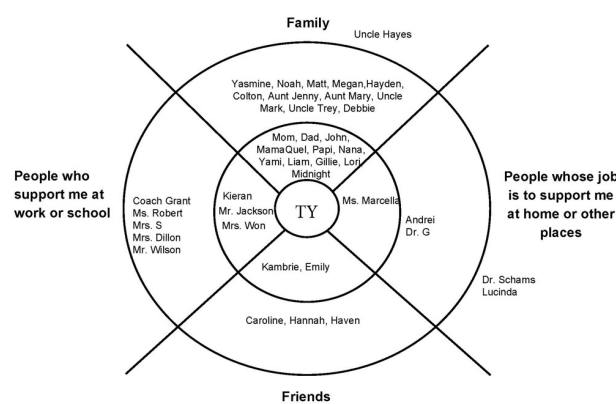
\*See communication chart for more information.

## Communication Chart

What is happening	I do this	It usually means	And I want you to
I'm walking in to your classroom and things didn't go as planned in the previous classroom	I'm frowning and my eyebrows are furrowed	I'm angry about what happened in the other classroom	Calmly ask me what's bothering me. Let me talk to you about it. Listen and validate my feelings.
Anywhere, anytime.	Rocking side to side.	I'm calming myself. I'm trying to focus.	Do nothing. Don't tell me to stop rocking. This helps me.
I'm in loud room, I'm struggling with an assignment.	Rock front to back, start getting louder myself.	I'm starting to get anxious or tired.	Explain why it's loud. Ask "what don't you understand?" or "how can I help?" Choice to take a walk.
If I had enough of classroom disruptions, room is too loud or I misunderstood a situation and <u>overreacted</u> .	Banging my head on my desk, or with my hand or a book.	I'm very frustrated. I'm trying to get rid of memories of past events that made me feel the same way.	Gently put hand on my shoulder and say "it's ok Ty, how can I help?" Not say "stop banging your head!"
I'm talking about someone I was upset with.	I say "I'm neutral to..."	I'm not angry with them, I still need time to think about what happened. May not be ready to talk to them yet.	Give me time to think. Don't force apologies. Ask permission to talk to me about what happened.
Class is loud & teacher is trying to get class to finish work and says "we don't have a lot of time."	I say "I better finish this or else I'm dead."	I'm feeling rushed and starting to get worried. I may start to brush my work.	Nicely tell me "try your best" and warn me ahead of time if you know that I won't have enough time to finish the work.
"An adult yells, or has a firm, negative change in tone of voice with me."	Frown, eyebrows furrowed, clench fists. I might walk out of the room and try to get to Coach Jackson's room or find a safe place.	I'm startled or afraid by your tone of voice. I feel worried.	Don't touch me! Explain I'm safe, why you had to raise your voice. Ask me again in calm tone. Please warn me about loud voice before it happens.
Working in the classroom	I'm fidgety, pacing, restless	I've been sitting too long, need a break.	Ask me if I want to walk around the room, do some stretches so I can use some of my extra energy.

\*Yelling or firm/negative tone of voice towards any student will usually result in me becoming worried. We can come up with a cue that will warn me that will raise your voice to control the classroom or get a student's attention.\*

### Relationship Map



### Matching for Ty Day

Supports Needed	Skills Required	PERSONALITY CHARACTERISTICS
Help me de-escalate my feelings if I become angry or frustrated.	Trained in trauma informed positive behavior supports. Knowledge of calming mindfulness techniques & when is the right time to use them. Ability to maintain a calm demeanor during stressful situations. Ability to work as a team with Ty (Ty not power over Ty.)	Caring Patient A good listener Compassionate Not easily offended Calm voice and demeanor Easily adapts to new situations Able to not take things personally Doesn't tease, even gentle teasing Has a positive personality- not sarcastic
Help me to stay focused and on task with my classwork.	Know my cues when I'm overwhelmed & I need a break. Ability to break up larger tasks into smaller steps. Ability to re-phrase instructions or present questions in alternate way that will help me understand the assignment.	NICE TO HAVE Non-smoker Interested in geography Likes/knows about birds Has played Pokemon Go Speaks a different language Likes to talk about their family Comes from a different country Likes to talk about their country or heritage



# One Page Description

For a specific purpose: for example new situations- like a new job; meeting new people; at the front of the person's records.

An at- a- glance positive way to share key information about:

*What people like and admire*

*What is most important to*

*How to best support*

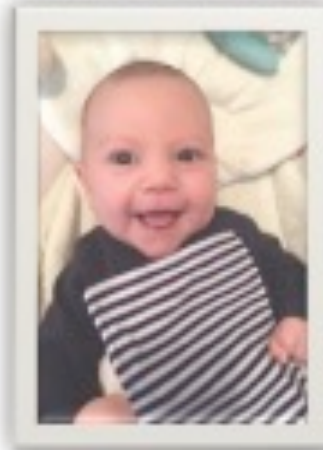
**All one page descriptions have these three sections at minimum**



## Maxwell (3 months)

### What is Important to me

- Be held upright like a big boy
  - Playing with people
- Cooing, smiling, and giggling with others
- Hitting the guys on my playmat and kicking my feet
- Looking out the window, or going outside
  - Tummy time
- Singing songs like head shoulders knees and toes
  - Listening to music
- Baby massage for relaxation
  - Playing with my feet
- Being with my Mommy and Daddy



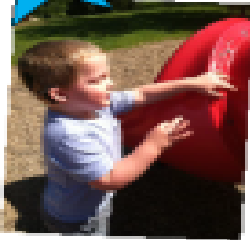
### What others like about me

- Great big smile
- Cute laugh
- I give the best hugs
  - Big talker
  - Always happy
  - Cutie Pie
- Mover and a Shaker

### How to support/comfort me

- When I am tired I like to chill with my ruk and be held
  - If I get fussy you can rub your hands across the front part of my hair
- Hold me upright and walk around a little, you may pat my back lightly or rub my back
  - Sing to me, or play music, its relaxing
  - Always talk to me- I enjoy having a conversation with you
    - Talk with me and play when you change my diaper
- I will rub my eyes and yawn when I am tired. Sometime my eyes will look red. You can help me nap by holding me and have me use my ruk
- If I am napping and I wake up to early and fuss, please help me by giving me my ruk and rubbing my tummy lightly or running your fingers around the front of my hair. If I still don't go back to sleep, you may need to hold me and rock me.
  - I need a little time to get up from my nap. I may use my ruk.
- I do pace feeding with a bottle. Burp me and hold me upright after you give me a bottle





# Liam's One Page Introduction

For **Medical** Appointments



## 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. Ex. 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.)



# Ty Day

## What's Important to me at school (makes me happy, comforted, fulfilled)

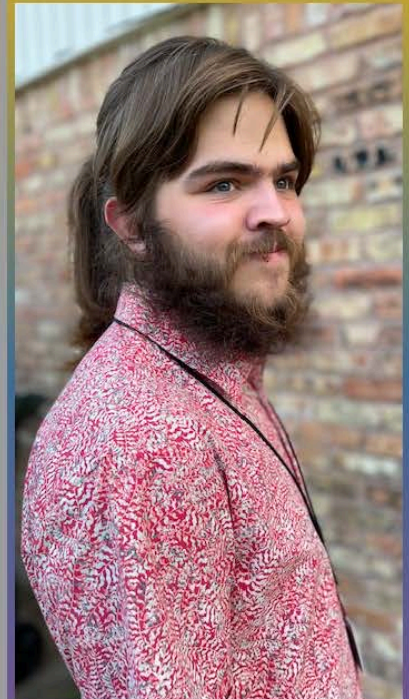
- Being called Ty, not Christopher.
- A good relationship with teachers and friends. People saying hello when they see me and talking to me (if they're not too busy.)
- Knowing that I'm an important part of a team.
- Not being or feeling rushed.
- Having choices & the power to make them.
- Going to places on my own and control over my privacy.
- Being seen as a leader in the classroom.
- I feel respected when people look at me when I'm talking to them.
- I like to draw with my colored pencils. Drawing during free time helps me relax.
- Talking about things I like (geography, languages, Pokémon-Go, Thomas and Friends, Skylanders, video games, weather and animals)
- If I see someone, who appears to be from another country, I like to ask where they are from. I love to talk about languages and their country.
- I like for the people around me to be happy. I will try to help if someone is sad or upset.

## Great Things

- Resilient
- Adventurous
- Artistic/creative
- Strong memory
- Social & friendly
- Speak up for myself
- Caring & supportive
- Helpful & problem solver
- Respectful & responsible
- Enjoy learning & working with others

## How to Support Me

- Speak in a calm voice and tone. Raised voices make me feel unsafe. Warn me ahead of time if you have to raise your voice.
- Give me one day's notice of changes in my schedule and explain why it's changing.
- Working in a quieter room helps me feel safe/calm. Loud rooms make me frustrated. I may need a quick break (3-5 min.) in the hallway if a room becomes too loud.
- If I'm getting upset, calmly say "It's OK Ty, don't worry" Talk to me about what happened when I'm completely calm and not "in the moment."
- A checklist of what I have to finish is helpful. I may need some advice on what else can be done if I finish them quickly.
- I like knowing how much time I have left to complete an assignment during class.
- I will ask for help if I don't understand what to do. Please be patient and understanding.
- I am very precise with my time. If I'm told something will end by a specific amount of time, and it doesn't, I will check with you and ask why it hasn't finished.
- If I have a tough day, or make a mistake, please tell me that I'm still a good person/student. I may be upset with myself for making a mistake.
- Follow through with promises. It's important that I'm able to trust your word.
- High fives, kind words & positive notes help me feel valued. If I help you a thumbs up or a thanks makes me feel appreciated.
- If I ask something personal about family or heritage, and you're not comfortable discussing it, tell me in a calm voice "I'm not comfortable sharing that information."
- If I break a social rule, tell me away from other people and explain what I can do differently next time.



## ~ Sara's One Page Description ~

### What People Like and Admire about Sara (Pg 5)

- She has a passion and zest for life
- Friendly and fun
- Positive energy in wanting to advocate for others
- Likes to help and is protective of others
- Very independent
- Knows what she wants to do and is resourceful



### What is Important to Sara (Pg. 6-8)

- Being respected and people not breaking their promises
- Being social, joking and doing things with friends
- Making a difference for people
- Being able to smoke without being bugged
- People not messing with her things

### Supports Sara Needs to be Happy, Healthy and Safe (Pg. 10-15)

- One person to provide clear directions and expectations
- Give her choices to keep her from getting bored. Always have a "plan B" in case things don't work out
- To be supported unconditionally so she can gain trust in you to help when she moves
- Must have people be consistent with her and talk with her when she get upset or starts self-diagnosing herself
- Have consistent respite for Sara and others to relax and recharge
- ASK Sara to do something, rather than tell her,
- 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

### Sara's Picture Of A Life (Pg. 20-24)

- Live in a Host Home where she can have her own living space and be able to smoke outside
- Have an active community that has good public transportation and advocacy opportunities
- Have a GED class that can lead to paid work for her
- Have mental health services to support Sara and her new resident

## ~ Ruth's One Page Description (at home) ~

### What People Like and Admire about Ruth

- Such a "grandmother"
- A true lady
- Has the gift of gab ~ can hold a conversation with anyone!
- Always dressed so nice ~ everything always matches, right down to socks and earrings
- Very liberal thinker for her age



### What is Important to Ruth

- Living with granddaughter and grandson-in-law
- Being warm and feeling safe with caregivers
- Having "a little pour" before bed (rum and tea)
- Being a part of whatever is going on at home ~ being in the middle of it!
- Sweets during the day!

### Supports Ruth Needs to be Happy, Healthy and Safe

- Needs people to ask frequently if she is warm enough and help her put on sweater/sweatshirt if she is not (she'll be cold when you're not)
- Must have assistance with her medications ~ knows them by color but you need to dole them out and keep track of times
- Needs assistance with bathing and dressing ~ will tell you what clothes she wants to wear for the day/event
- When bathing, no water on face ~ she will wash with cloth
- Must talk with daughter 2-3 times a week on the phone ~ will need you to dial for her
- Must see her doctor right away if she has cough, fever or is "off balance" ~ indications of systemic infection that will grow quickly!

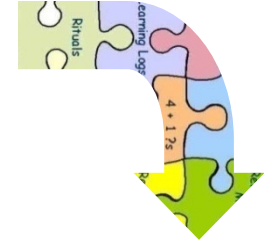
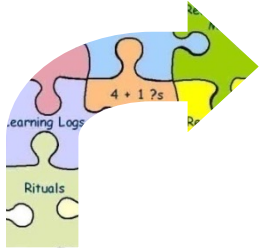
### People Who Support her Best

- Like to chit chat
- Are timely and stay busy
- Polite and mannerly
- Have a witty and dry sense of humor
- Can be reassuring and help Ruth feel safe



# Learning Wheel

What needs to stay the same?  
What needs to change?



Person  
Centered  
Description

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

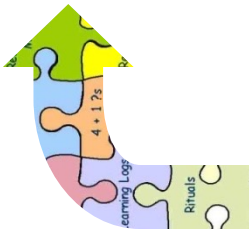
PCT SKILLS

Action  
Planning

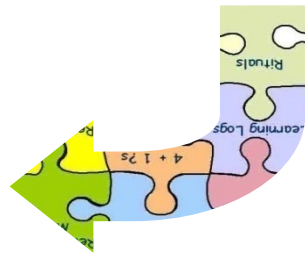
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Implementation  
& Learning



# Thank you!!!

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**<http://person-centered-practices.org>**



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