

Equal Power...
Because It's the Right Thing to do



Presented By:
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The Learning Community
for person centered practices



TEXAS A&M UNIVERSITY
Center on Disability
& Development



Introduction

Overview

When I felt powerless

Trauma Informed Care

Person Centered Thinking

One Page Description

Equal Power at School

4-5th grade: Lots of Changes

- ▶ New Principal
- ▶ New Assistant Principal
- ▶ New change in placement
- ▶ New Paraprofessional
- ▶ Start of puberty
- ▶ Started to notice that other kids didn't have adults following them



I Felt Powerless

- ▶ No trust with adults
- ▶ No voice/talked over/yelled at

I tried to get out of situation by:

- ▶ Running out school
- ▶ Hurting myself and others
- ▶ Asking mom to pick me up
- ▶ Refusing to follow instructions
- ▶ Not wanting to play with other kids

I Was Trying to Tell You

On Monday October 24th I had the worst day. What I did wrong was throwing 3 tantrums in 3 classes. After that I went to the behavior room 3 times. Later I was throwing lots of chairs in [REDACTED] room. Then AT the end of the day I was reading The Hit-Away Kid book. Then I finished the day well.

How Did The Adults Respond?

Rewards System

Detention

RESTRAINT

Functional Behavioral Analysis

Behavior Intervention Plan

Suspension

Our focus was on safety!

Trauma is



anything that
overwhelms the brain's
ability to cope.



Are you listening?

Mom's Aha! Moment The Little "t"

WHAT'S REALLY BOTHERING
YOU?

Trauma-Informed Paradigm for Behavioral Interventions

Traditional Approaches

- ▶ Managing behaviors
- ▶ Providing contingent rewards –shaming when not earned
- ▶ Power differentials
- ▶ Forced choice
- ▶ Restraints

Trauma Informed Interventions

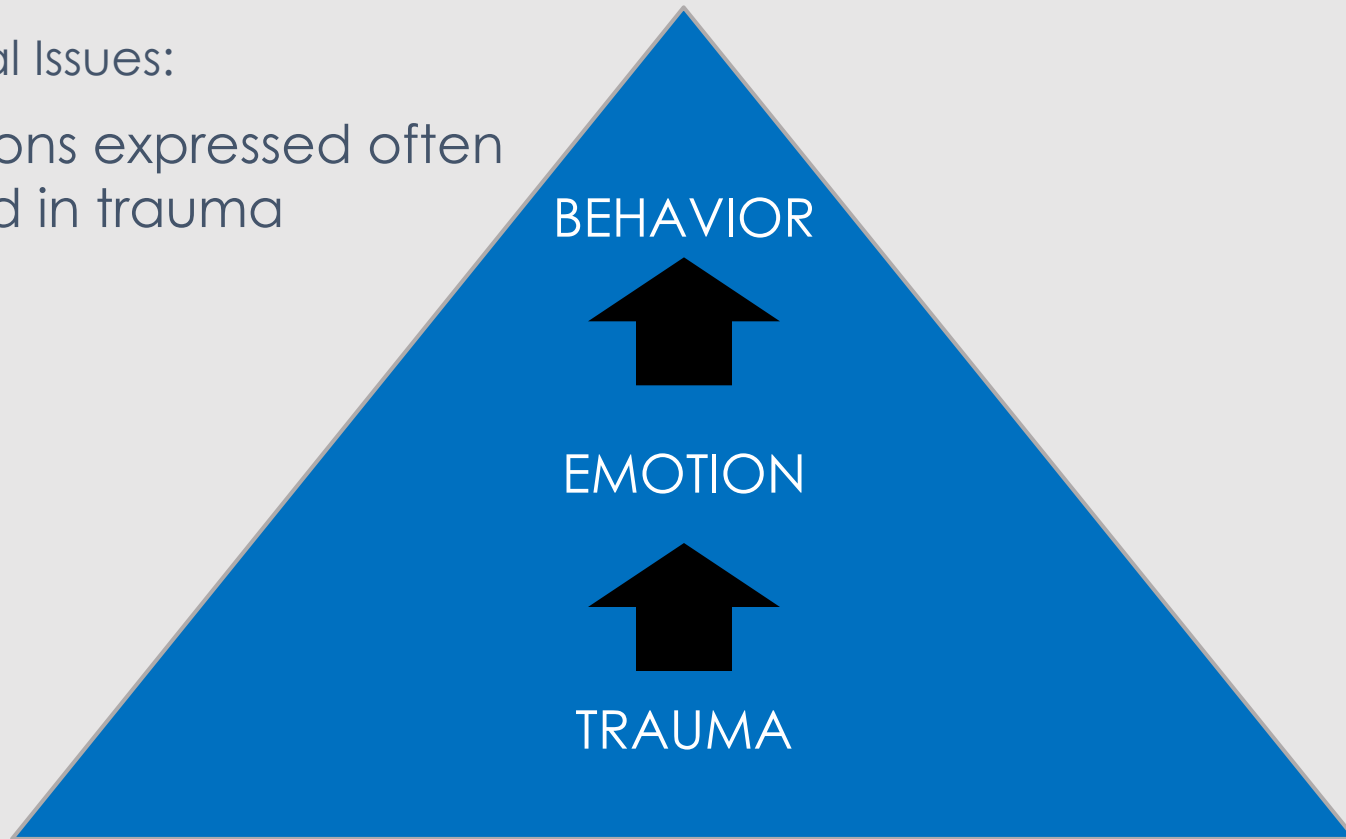
- ▶ Providing emotional safety
- ▶ Supporting choice
- ▶ Supporting relationships
- ▶ Facilitating healing
- ▶ Empowering the individual
- ▶ Fostering a strong sense of self

K.Harvey “Trauma – Informed Behavioral Interventions”

The Behavioral Pyramid

Behavioral Issues:

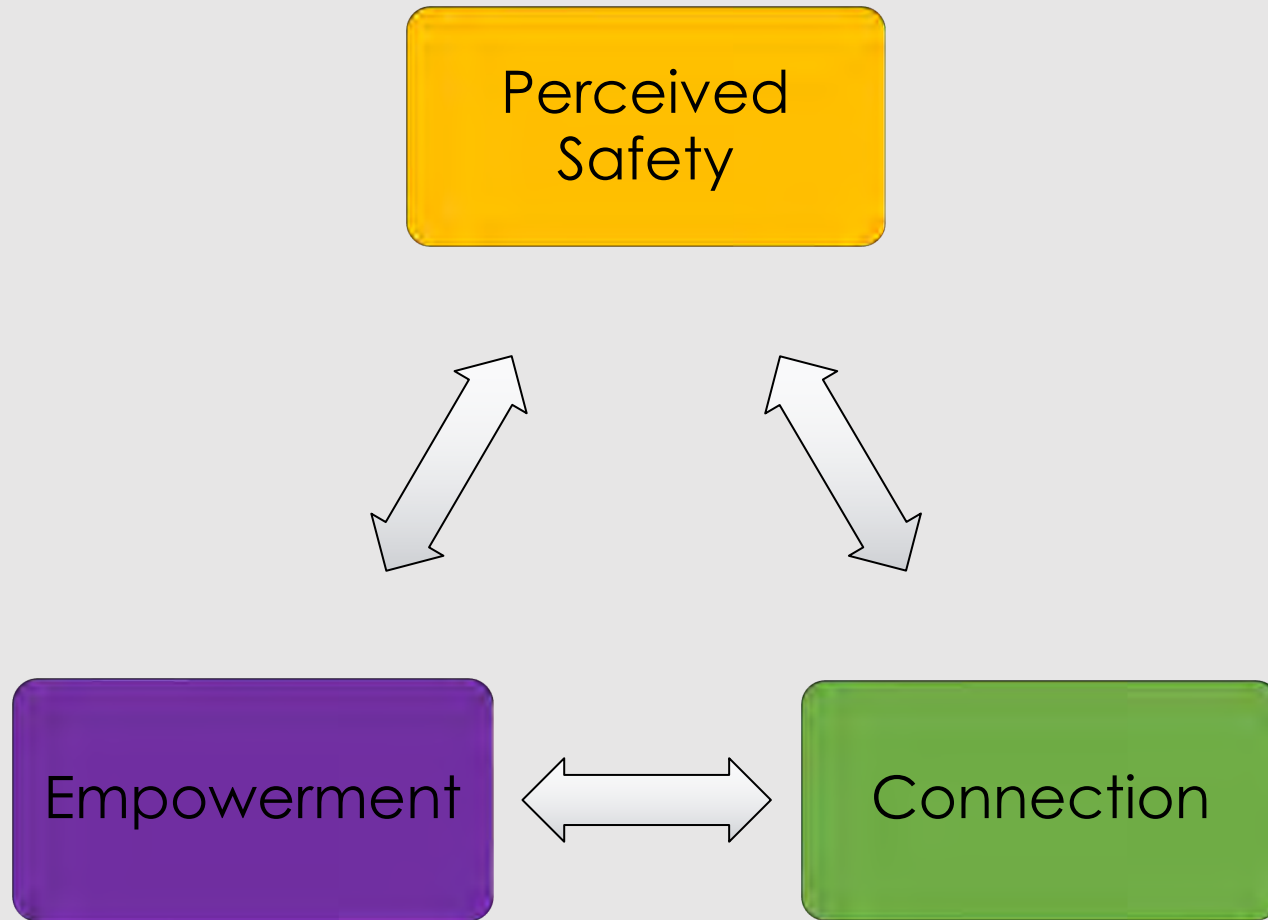
- Emotions expressed often rooted in trauma



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

K.Harvey "Trauma – Informed Behavioral Interventions"

Ingredients Necessary for Post Traumatic Recovery



K.Harvey "Trauma – Informed Behavioral Interventions"

Foundation of Person- Centered Thinking

Important
For

- Health & Safety
- Being Valued

Important
To

- People
- Status &Control
- Things To Do/ Places To Go
- Routines
- Identity and Culture
- Pace of Life
- Things To Have
- Purpose and Meaning

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

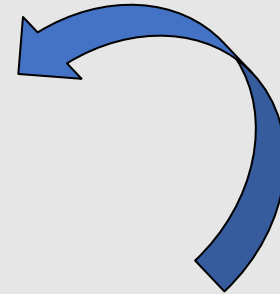
- Important to and important for influence each other
- No one does anything that is “important for” them (willingly) unless a piece of it is “important to” them

Balance is dynamic (changing) and always involves tradeoffs:

- *Among the things that are “important to”;*
- *Between important to and for*

A One Page Description can be used

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

Beginning Of Our PCT Journey

Meet Ty!

What's Important To Me

- Playing with my Thomas trains
- Wearing comfortable clothes
- Not being rushed
- Sharing my stories
- Spending time with my family/friends
- My independence



Great Things About Me

- Kind
- Smart
- Funny
- Artistic
- Friendly
- Imaginative
- Adventurous

How to Support Me

- Speak in a calm voice
- Listen to my stories
- Use positive reinforcements
- Remind me of appropriate social boundaries
- Provide opportunities to work on my independent living skills
- Frequent breaks help me focus
- Inform me of changes in schedule
- Use a timer or give me verbal reminders of time left to complete tasks
- Assist me with homework but don't give me the answers



His Current One Page Description

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.



Perceived Safety Empowerment Connection

Ty Day

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

- 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 and talking to them.
- I like to draw with my colored pencils. My free time helps me relax.
- Talking about things I like (geography, Pokémon-Go, Thomas and Friends, sports, games, weather and animals)
- If I see someone, who appears to be from another country, I like to ask where they are from and about languages and their country.
- I like for the people around me to be happy and help if someone is sad or upset.

Examples of Trauma Informed Support



How Do We
Know It's Made
a Difference?



Testimonials From Previous Teachers

I enjoyed reading the one page profile and getting personal information that was created by Ty and his family. As a former special education teacher and general education teacher, reading over a student's IEP is helpful and beneficial because it gives information on what the student can do and what they need to work on.

However, the one page profile is more personal to the student from their words. Once I received Ty's one page profile, I began using it as part of my Social skills lesson twice a year, once to get to know my incoming students and share with their general education teacher and then once more towards the end of the year to see if anything changed or to see how they grew personally, and I gave that one page profile to the upcoming Social Skills teacher.

Testimonials From Previous Teachers

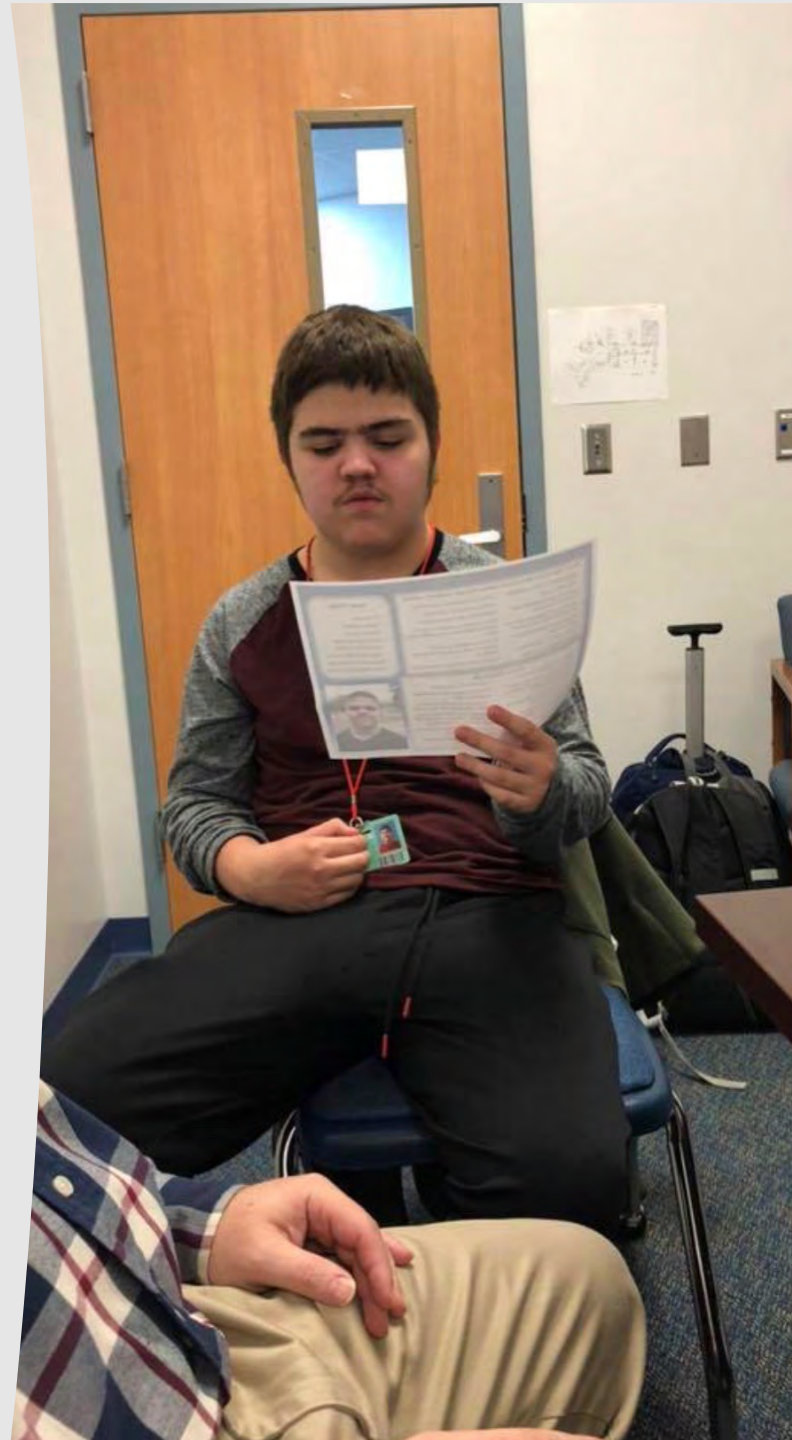
I was blown away by Ty and his family when I was presented with the one page profile. As an educator, I always made a point of reading through every IEP, but it was important to me to know what the student valued. Through reading the documents provided by Ty and his family, I was able to learn what the family's personal goals were and how they envisioned Ty's success to be achieved. It provided clarity, awareness, and understand of where Ty had been and where he and the family were hoping to go.

I'm now a mama to a preschooler with Autism and when he started Mother's Day Out this year, I created a one page profile for his teachers. I also advocated to meet with his teachers ahead of time, so they could hear all about him from me. Without the experience provided to me by Ty's family, I would have never understood the value of such documents as a parent AND as a teacher.

Ty's mama has always been a fierce advocate for him and Ty has clearly learned how to advocate for himself through her example. I frequently find myself hoping/praying that my sweet boy and I will experience the same success!

Testimonial: Current Teacher

Ty does an awesome job as an active participant in his ARD meetings. He presents to the ARD committee information about himself that helps his teachers know more about him. He is attentive and advocates his needs to help build a plan to support his success inside and outside the classroom.



He Shared His Life Plan- 6th Grade

Start years	Age	Life Plan	Years
1: 19 20 21 22	Age 19:	college	years 2022-2024
2: 23 24 25 26 27	Age 23:	After college	years 2024-2028
3: 27 28 29 30	Age 27:	Hiking in the woods/mountains	years 2028-2032
4: 30 31 32 33 34 35 36	Age 30:	News Reporter	years 2032-2035
5: 37 38 39 40 41 42 43	Age 37:	School Teacher	years 2035-2051
6: 46 47 48	Age 46:	Plant Scientist	years 2051-2053
7: 48 49 50 51	Age 48:	in the Army	years 2053-2056
8: 51 52 53 54 55 56	Age 51:	Detective	years 2056-2067
9: 57 58 59 60 61 62	Age 57:	handwriting expert	years 2067-2080
10: 63 64 65 66 67	Age 63:	Police Chief	years 2080-2084
11: 68 69 70 71 72 73 74	Age 68:	farewell Retirement Birthday Party then explore	THE REST OF NORTH AMERICA years 2084-2086
12: 79 80	Age 79:	AND explore ALL OF south America	years 2085-2086
13: 80 81	Age 80:	AND explore ALL OF Africa	years 2086-2087
14: 81 82	Age 81:	AND explore ALL OF Europe	years 2087-2088
15: 82 83	Age 82:	AND explore ALL OF Asia	years 2088-2089
16: 83 84	Age 83:	AND explore ALL OF Oceania	years 2089-2090
17: 84 85	Age 84:	AND explore ALL OF Antarctica	years 2090-2091
18: 85 86	Age 85:	go	
19: 86	Age 86:	Heaven Time	

We Created Action Steps so His Vision Could Become a Reality

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 Kickstart 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.

LIST life experiences to avoid because they push you toward things you don't want.

Getting suspended from school.
Not having relationship with my teachers or friends in school.
Getting kicked out of Kickstart.
I don't get to be independent in school. Someone always following me.
I get angry and nobody helps me.

Write current age, grade, or school year here

13
7th grade

VISION for a GOOD LIFE

LIST what you want your "good life" to look like ...

I graduate from college.
I have my drivers license and a car.
My friends and people I work with care about me and respect me.
I work/own in a toy store so I can talk to people, make people happy and make new friends.
My brother and I live close to each other and we spend time together.
I make YouTube videos to share stories of trains.
I know how to calm down when I am upset.
I have my black belt in karate.
I get to travel around the world.
I get married and own a house.

What I DON'T Want

LIST the things you don't want in your life...

Don't have money to travel
Live with mom and dad
I don't have friends to hang out with me
Banned from YouTube
People have to drive me to places
My brother doesn't hang out with me
I have a job where I'm not allowed to talk to people

We Updated it Every Year

vision for what I want

By 12th Grade:

Fluent Spanish

I help others

All A's and B's

I'm nice to everyone

I have plenty of friends

Drive and have a car

Improved my Tennis skills (Better backhands, etc)

I can figure out social misunderstandings

I have a girlfriend, went to prom and parties

I have a good relationship with my teachers

I have a part-time job (learning how to work with tools)

TWC helps me become a Maintenance specialist

Very comfortable away from Home

Conversations- Peeling the Onion

This works for
anyone, no
matter how they
communicate.

Ask those who
know them well.

Tell me more about that.

What is it about that that makes you happy/angry?

What does that look like for you?

How can we help so this doesn't happen again?

What does a good day at school/home look like?

What type of people do you like to hang out with?

Who helps you have good days at home or school?

What makes you feel proud of yourself?

Make a guess, then get confirmation before writing it down!

DEAR MR [REDACTED]
YOU'VE BEEN
AN AMAZING
TEACHER, I'VE
REALLY ENJOYED
MY TIME WITH YOU,
WE'LL BE THE
BEST TEAM
TOGETHER,

(6)

Equal
Power

Resources

Institute for Person-Centered Practices

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

The Learning Community for Person Centered Practices

<https://tlcpcp.com/>

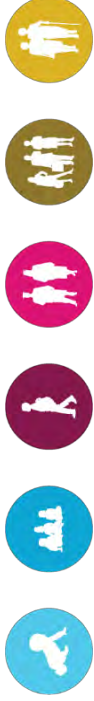
Charting the LifeCourse

<https://www.lifecoursetools.com>

One Page Profiles Descriptions - Examples and discussion









<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/>

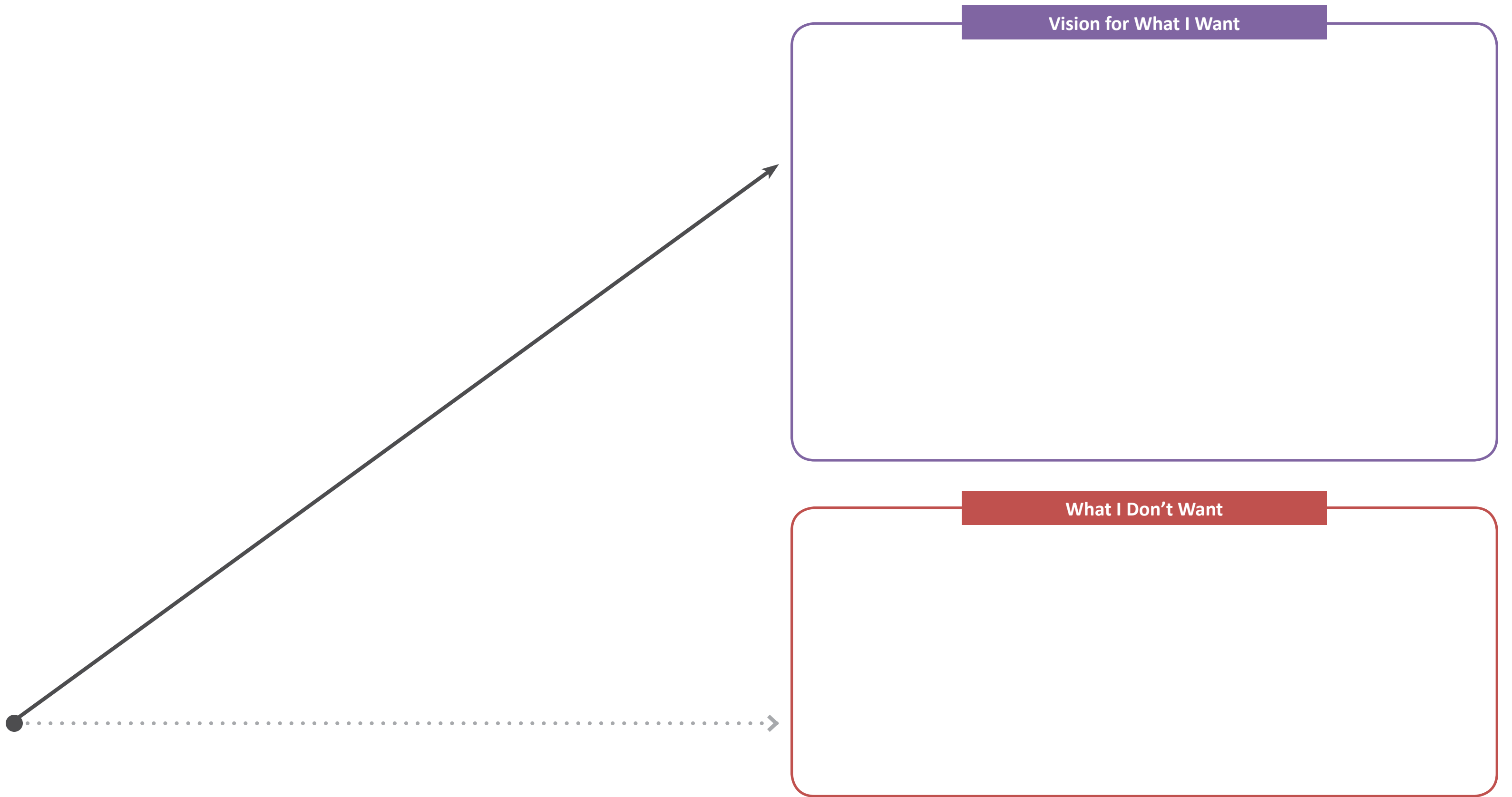
Harvey, K. Trauma – Informed Behavioral Interventions (2012) AAIDD Press, Washington.



Tool for Developing a Vision – Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 Community Living	Where would I like to live in my adult life? Will I live alone or with someone else?			
 Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 Citizenship & Advocacy	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 Supports for Family	How do I want my family to still be involved and engaged in my adult life?			
 Supports & Services	What support will I need to live as independently as possible in my adult life, and where will my supports come from?			



_____’S ONE PAGE DESCRIPTION

**What Others Like
and Admire About Me**

What’s Important To Me

How to Support Me