

Translating Person-Driven Planning into Self-Determined Action

Caren L. Sax, Ed.D., CRC
San Diego State University

Sheryl Bobroff, M.S., LPCC, CRC
Urban Skills Center & COOK Education Center

Our goals for today

- * Share background and expected outcomes of person-driven planning (PDP)
- * Make the connection between PDP and increasing self-determination
- * Practice developing effective goals based on PDP information and plans
- * Communicate PDP plans and goals across systems

What's your experience with PCP/PDP?



Time to share!

What do we mean by PDP?

This?

- Goals fit within existing program options
- Roles & boundaries are clear
- Professional takes the lead
- Done on schedule according to compliance requirements

Or this?

- Goals reflect individual choices
- Roles & boundaries are created according to needs
- Focus individual takes the lead and/or plays an active role (depending on age)

What about PCP? In theory:

P-Centered Plans

- Goals reflect individual choices
- Roles & boundaries are created according to needs
- Focus individual takes the **lead** and/or plays an active role (depending on age)

P-Driven Plans

- Goals reflect individual choices
- Roles & boundaries are created according to needs
- Focus individual takes the **lead** and/or plays an active role (depending on age)

However, in practice:

PCP

- * PCP is often given lip service – not practiced according to original philosophy
- * Focus individual may be in the ‘center’ but may not be given voice
- * Meeting participants are typically limited to F.I., professional, parent
- * Becomes another box to check off!

PDP

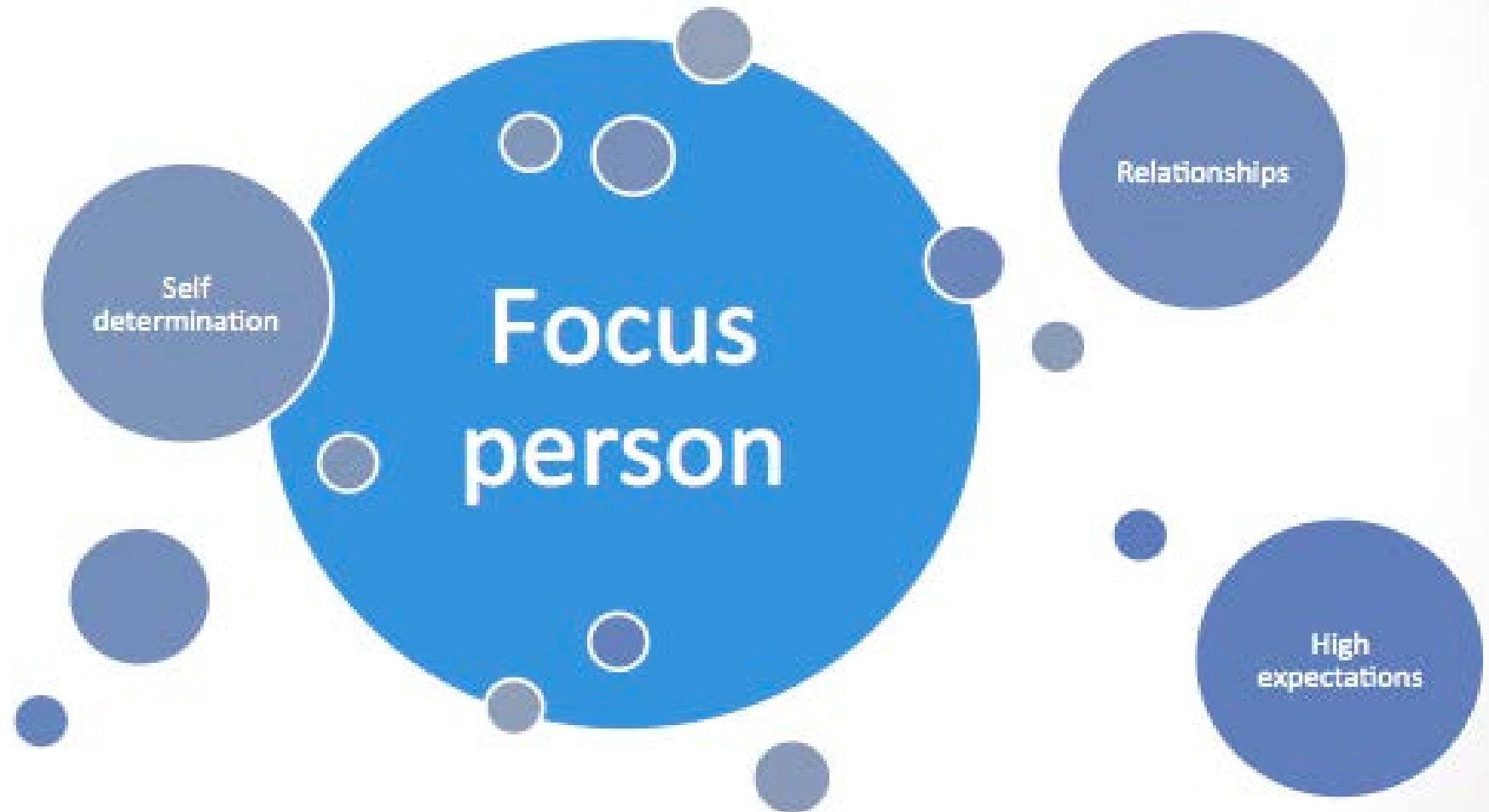
- * Using PDP emphasizes the role of the focus individual in the process.
- * Prep-meetings are provided to support F.I. in leading the meeting
- * F.I. determines who attends the meeting
- * Leads to meaningful transition planning . . . & beyond!



Purpose of PDP

To inform action
that makes life
better for people
with disabilities
and the people
who know them &
love them

Person-driven planning





- The meeting must be voluntary for all attendees – and everyone must agree to stay for the whole plan.
- A prep-meeting is held to interact with the focus person and family to determine the reason for the meeting and how to best support the individual to be fully engaged.
- Everyone must attend a meeting with an open mind, allowing for the opportunity to think in new ways, investing in a different way to dream and attain dreams.
- Action plans & commitment to follow up must be created

Guiding Principles

The individual is in charge: they decide who attends the meeting, where it is held, & what goes on their plan.

Above all, share ideas that are positive and possible!

The Flow of the Plan

Celebrate the little things; what are we learning? What's next?

Gathering history; how did we get here?

Dreams, visions for the future

MAP

Nightmares, things that may get in the way

Action plan – who will do what?

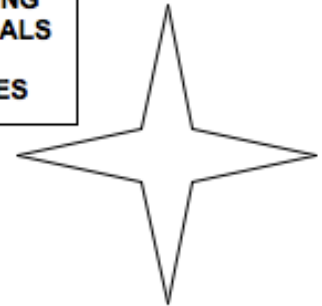
What does s/he want, need?

Strengths, interests, choice, preferences

PATH planning

PATH
 Planning Alternative
 Tomorrows with Hope

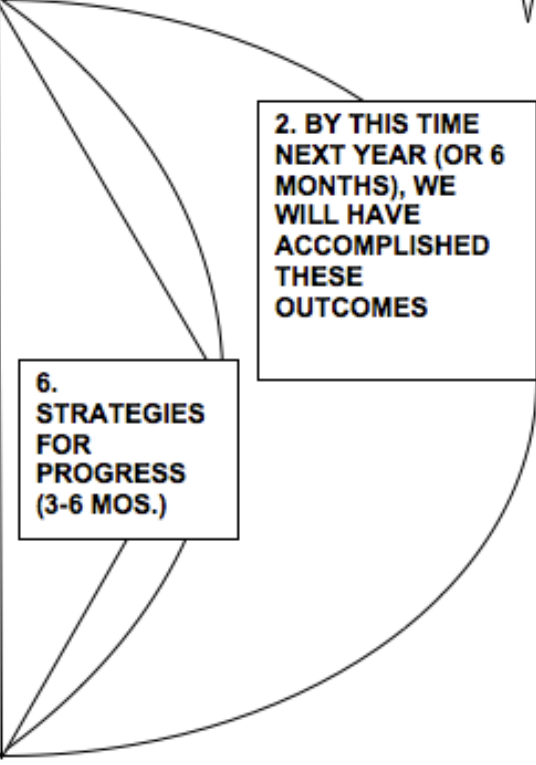
1. NORTH
 STAR: LONG
 TERM GOALS
 & IDEAL
 OUTCOMES



3. NOW	4. ENROLL	5. STRONGER	7. FIRST STEPS
WHAT IS THE CURRENT STATUS?	WHO DO WE NEED TO GET ON BOARD TO HELP:	WHAT ACTIONS WILL HELP MOVE US TO OUR GOALS?	WHAT CAN WE DO WITHIN THE NEXT WEEK?
WHAT'S GOING WELL?	- ANSWER QUESTIONS?	WHAT ACTIONS ARE NEEDED TO HELP US ALL WORK MOST EFFECTIVELY TOWARD OUR GOALS?	THE NEXT MONTH?
WHAT'S CAUSING QUESTIONS, PROBLEMS, ANXIETY?	- CLARIFY ISSUES? - HELP MOVE THINGS IN THE RIGHT DIRECTION?		THE NEXT FEW MONTHS? TO MOVE US IN THE RIGHT DIRECTION?

6. STRATEGIES FOR PROGRESS (3-6 MOS.)

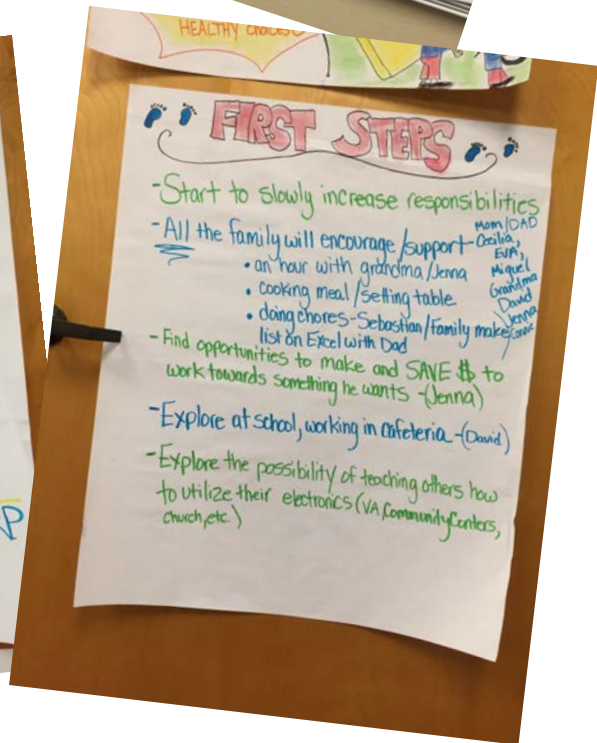
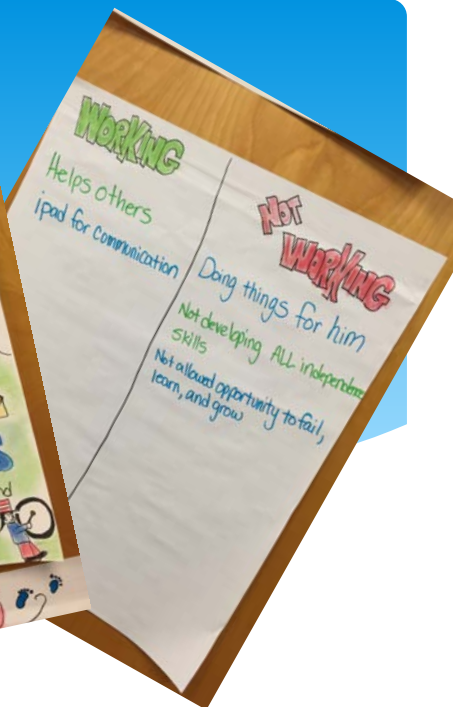
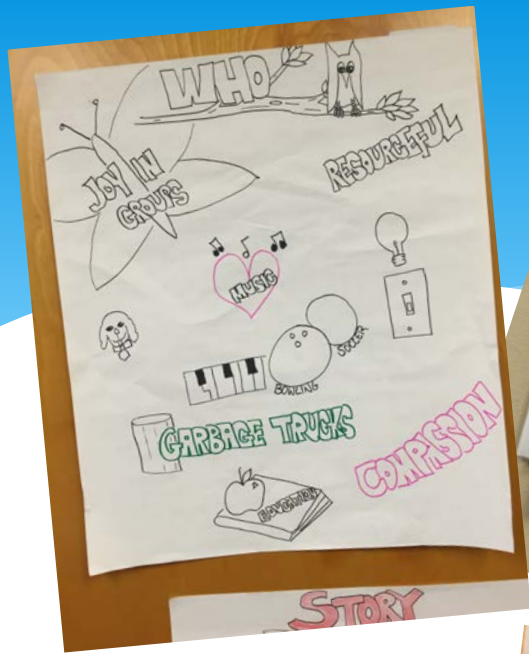
2. BY THIS TIME NEXT YEAR (OR 6 MONTHS), WE WILL HAVE ACCOMPLISHED THESE OUTCOMES



The PDP Meeting

See TAKE CHARGE for details:

<http://interwork.sdsu.edu/sp/takecharge/>



Sebastian's PDP

For a narrated video of Sebastian's PDP:
<http://interwork.sdsu.edu/sp/takecharge/creating-plans/>

Or skip the drawing and use a computer + images + photos!

Welcome to Orion's Person Driven Plan Meeting!



Why Are We Not Having More PDP Meetings?

Common Barriers:

- * “I Don’t Have Time!”
- * “What if the People We Invite Can’t Come?”
- * “I Don’t Know How to Facilitate a PDP Meeting.”



“I Don't Have Time”

- * Meetings typically take 1-2 hours
- * Once you have a PDP, you have enough information to do follow up activities for years!
- * PDPs save time when developing goals for IEPs, ITPs, IPPs, I_____
- * If you have a “caseload,” prioritize by need (e.g., change in program, difficulty at school or work)
- * Start with just one (and not your most difficult)!

“What if the People We Invite Cannot Attend?”

- * Prioritize invitees with the focus individual
- * Give 3 choices regarding meeting dates & times
- * Get input ahead of time from people who can't attend (e.g., surveys)
- * Share the PDP after the meeting and invite people to add to the notes since it is a working document

Example Survey for People Who Cannot Attend a PDP Meeting

We're sorry you're unable to attend Jalen's Person Driven Plan meeting on September 20th. We would appreciate any input you have about Jalen by completing as much information as you can on the following questionnaire. Thank you for your input!

Person Driven Plan Questionnaire for Jalen

Completed By: (Name & Relationship) Date Completed:

History

How long have you known Jalen?

How were you involved in his life?

Any important events or activities you remember sharing with Jalen?

Strengths

What are Jalen's strengths?

Activities

What are some activities and chores that Jalen seems to enjoy at home, school, work, and/or in the community?

What Works and Does Not Work?

What seems to work well, is motivating or interesting to Jalen?

What does not seem to work well, is frustrating, or upsetting to him?

Support Needs

What tasks does Jalen do independently?

What support/help does Jalen need?

Plans

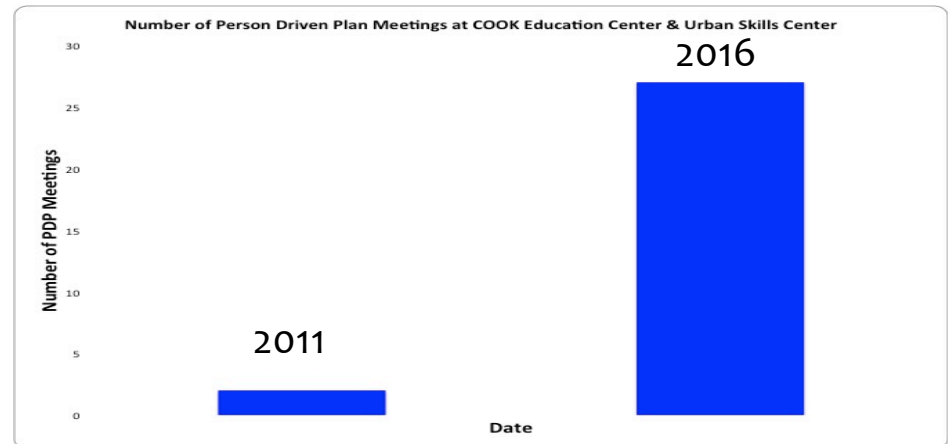
What do you know about Jalen's dreams and goals (e.g., education, work, living situations, relationships, hobbies)?

How could you help support Jalen's future plans (e.g., living, work, education, social activities)?

Any other thoughts/ideas you think would be helpful to support Jalen?

“I Don’t Know How to Facilitate a PDP Meeting”

- * Anyone can facilitate a PDP (e.g., student, parent, family member, teacher, service coordinator)
- * See examples and guidelines on the “Take Charge” website, including tips for facilitators and recorders
- * Start with just one!



Review of Facilitator and Recorder Roles



Facilitator roles

- Welcoming and checking in with each individual who is participating.
- Checking with recorder to make sure all frames are ready.
- During meeting, continue to support recorder to help with pace, clarification, directing to various frames when moving back & forth.

Things to keep in mind when facilitating:

- Encourage participation by everyone, without letting anyone take over.
- Give F.I. “veto power” in deciding what goes on the plan. (Self-determination)
- Clarify for meaning to ensure correct information goes on plan.
- Ask the FI what their response **looks like**.
- Point out links to possible goals.
- Check your attitude & expectations; redirect others if they get negative.
- Enjoy the process!



Recorder role (MAP)

Preparing frames for a MAP:

- ✦ Who is ...?
- ✦ Story (how did they get to here?)
- ✦ Dreams
- ✦ Communication
- ✦ Health/medical considerations
- ✦ Strengths
- ✦ Nightmares
- ✦ Choices
- ✦ Working/Not Working
- ✦ First steps/Actions

More details:

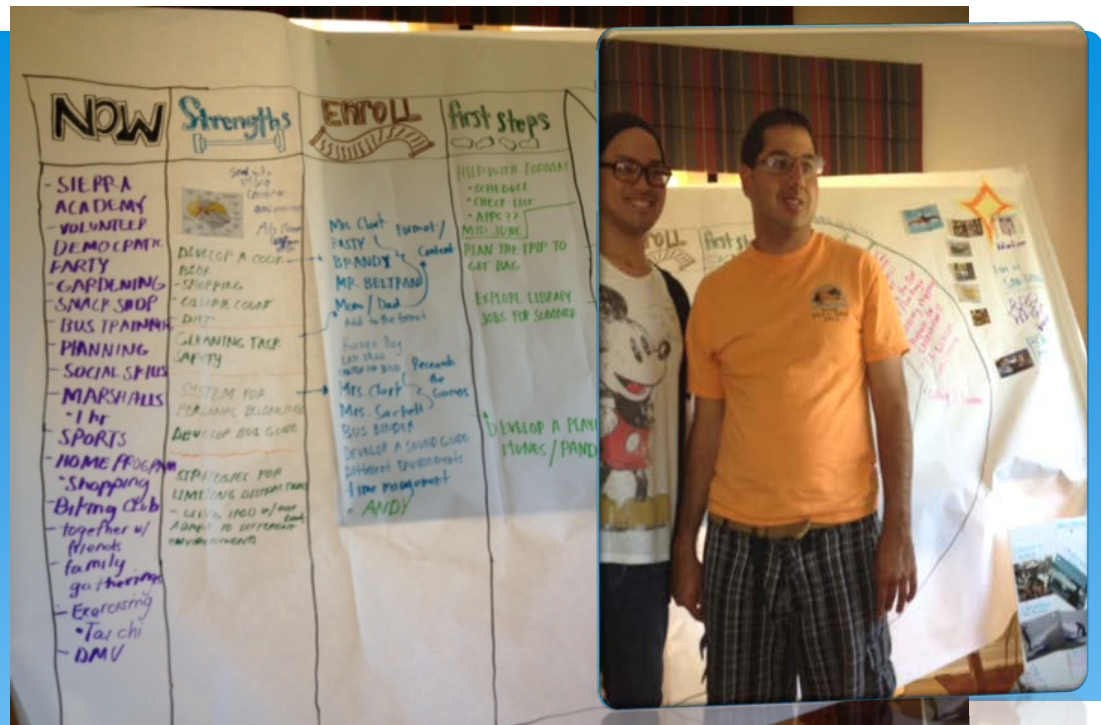
<http://interwork.sdsu.edu/sp/takecharge/creating-plans/>



Recorder role (PATH)

Preparing outline for a PATH:

- ✦ North Star/Dreams
- ✦ By this time next year, we will have accomplished ...
- ✦ Now/current status
- ✦ Enroll/Who needs to help?
- ✦ Stronger/What actions are needed?
- ✦ First steps? Within next week, month?



PATH
Planning Alternative
Tomorrows with Hope

1. NORTH
STAR: LONG
TERM GOALS
& IDEAL
OUTCOMES



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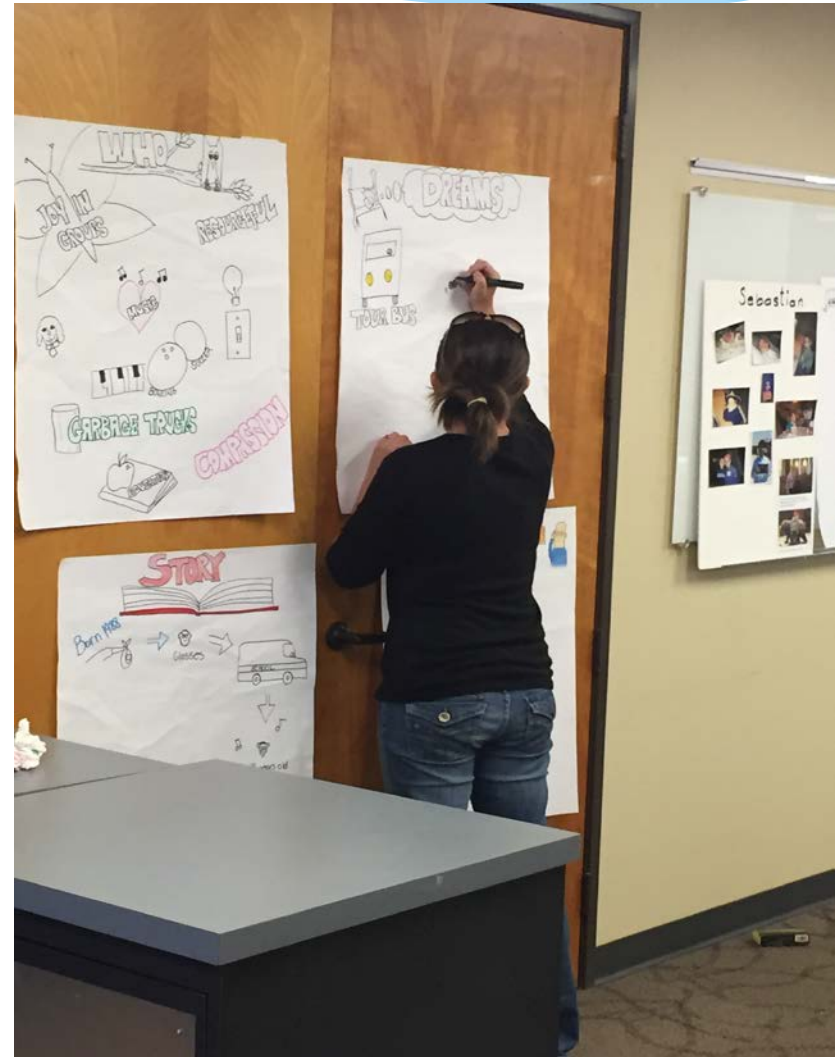
6. STRATEGIES FOR PROGRESS (3-6 MOS.)

More details:

<http://interwork.sdsu.edu/sp/takecharge/creating-plans/>

Things to keep in mind when recording:

- Listen for essential information
- Use a pencil to jot things down
- Don't worry about getting all the pictures in there; can add them later
- Ok to use *Google images* while recording!
- Ask for clarification when necessary
- Not everyone is an artist – do the best you can!



More Reasons to have a PDP!

- * The focus individual has an opportunity to lead his or her own meeting which promotes self-determination
- * Participants meet the focus individual's support system
- * Participants will have a comprehensive understanding of the focus individual
- * Plans lead to IEP/ITP/IPP/I__ development
- * Professionals find this information useful, especially post-school



PDPs Promote Self-Determination:



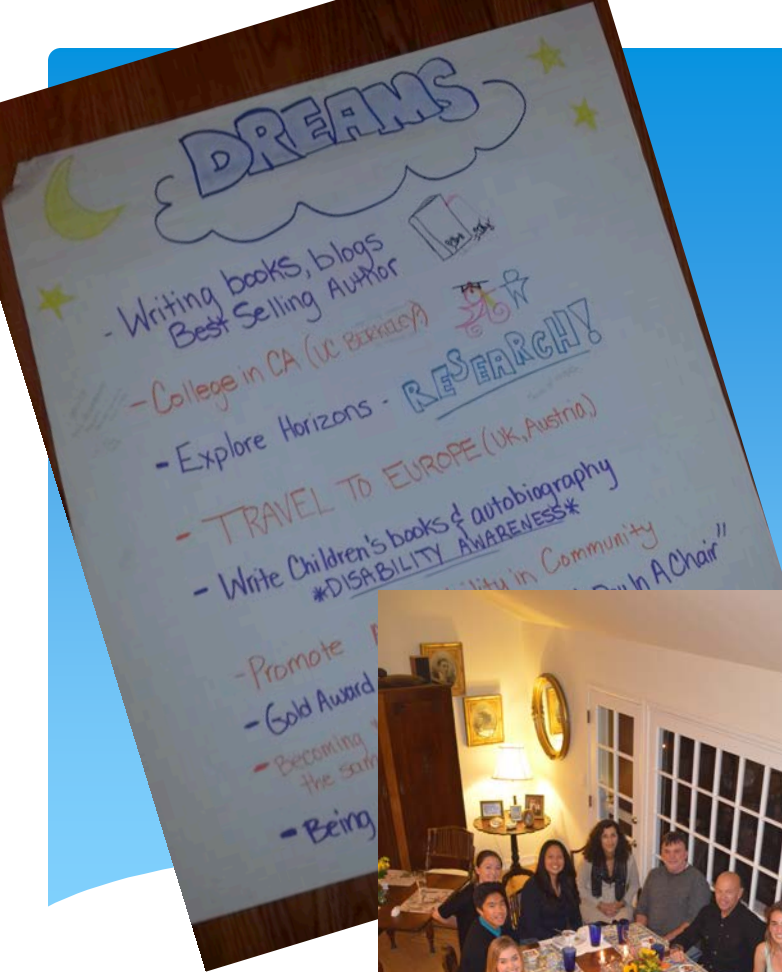
- Increase self-direction & self-regulation
- Set goals, make decisions & choices
- Become problem-solvers
- Self-advocate

➡ Leads to improved prospects & outcomes for success as adults

Self-determination

Individuals become self-determined when they are empowered to make choices that match their interests.

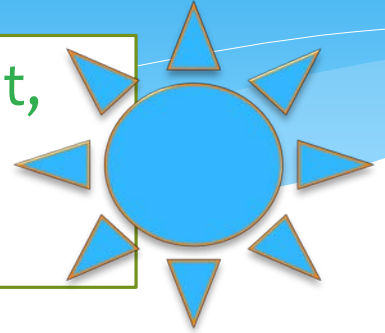
~ Martin, Woods, Sylvester, & Gardner, 2005



Choice + Relationships => Self-Determination

Alienation,
poor
decisions

Empowerment,
Community
member



Choices

+

-

+

Relationships

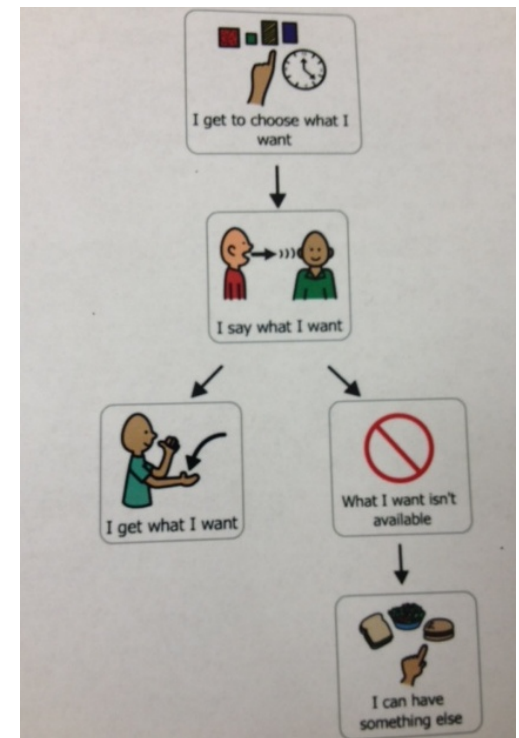
Abuse

-

Overprotection,
paternalism

Foster Choice Making

- * Provide opportunities to make choices everyday
- * Model choice making (use visuals as needed)



Reinforce Self-Directed Behaviors & Encourage Problem Solving



- * Teach problem solving strategies; give opportunities to problem solve
- * Ask questions to help students develop their own solutions and to manage difficult situations

Foster Responsibility & Promote Independence

- * Keeping track of responsibilities
- * Use accommodations as needed (checklists, picture schedules, ID cards)
- * Providing opportunities for students to do things on their own



Support Self-Awareness & Self-Knowledge

- * Encourage students to state their strengths, interests, limitations, and accommodations
- * Give opportunities for pursuing areas of interest



Curriculum for Personal & Professional Development

- * Curriculum and Toolkit <http://interwork.sdsu.edu/c2c/>
- * 17 modules with goals, lessons, topics, video intros, & more
- * Register & get access!

~ from *Bridging the Gap from College to Career*, funded by the Kessler Foundation

Professional Development and Disability

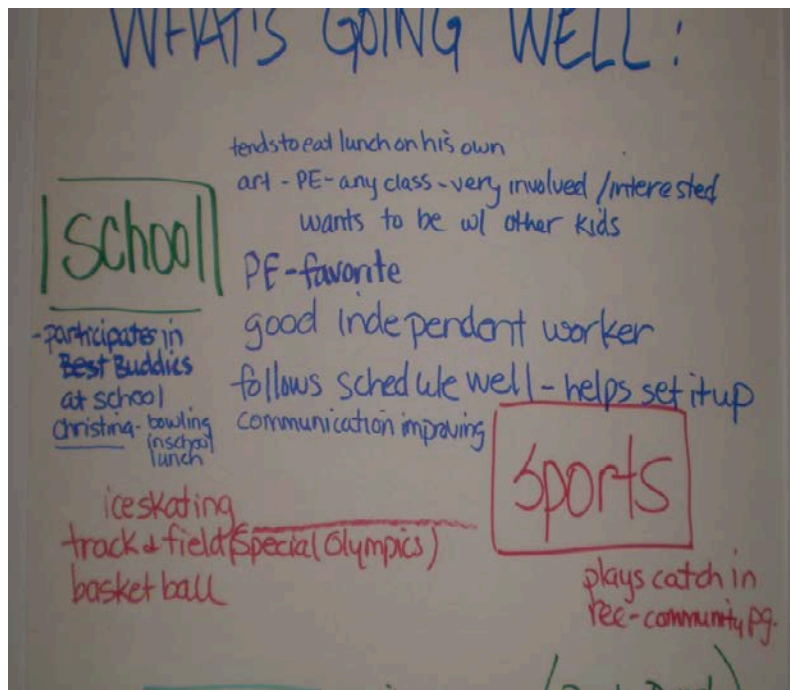
- I. The Disability Factor
 - A Disability Perspective and Work
 - Accommodation Strategies
 - Disclosure Strategies
 - Work Incentives
- II. Workplace Skills
 - Presence (soft skills)
 - Practices (medium skills)
 - Proficiencies (hard skills)
 - Patterns
 - Protocols
 - Pathways
 - Planning

Encourage Self-Advocacy & Leadership

- * Allow/encourage the student to speak for himself/herself
- * Foster leadership opportunities



PDPs Lead to IEP/ITP/IPP/ Development & Setting Goals



Move from dreams & ideas to more specifics



- * Identify job sites/environments to visit
- * Set up opportunities to job shadow
- * Explore details as to why certain jobs/environments were selected
- * Try out various tasks for specific jobs
Identify options for volunteer work to address interest in helping people
- * Begin training on public transportation

Developing Goals: SMART Method

- * Specific
- * Measurable
- * Achievable
- * Relevant
- * Time-Limited



Using PDP Information in Goal Development (Employment)

Explore employment options in . . .

- * Artistic fields (e.g., dance studio)
- * Game design
- * Helping others

Is more successful when . . .

- * Given support in communicating with peers and supervisors
- * Rules and expectations are clear
- * Has opportunities for problem solving
- * Can take short breaks

Using PDP Information in Goal Development (Employment)

- * By December 1, 2017, I will work with an agency to complete necessary paperwork (e.g., applications) and will follow through on job preparation assignments (e.g., interview skills) in order to obtain full time employment in helping others (e.g., docent, counselor, ESL teacher, teacher assistant) as measured by completed documents and records.
- * I will react appropriately in a stressful situation (e.g. problem solve with job coach, ask to take a short break) in at least 10 real or contrived situations over a one month period as measured by self-evaluation check sheets.
- * By December 1, 2017, I will list rules and expectations for at least two different work environments and will check my list prior to starting a job on 10 of 10 occasions as measured by completed lists and check sheets.

Using PDP Information in Goal Development (Education/Training)

From PDP Plan: Interested in going to college (possible majors include Psychology, Theater); wants support with recording lectures, accessing assistive technology, note-taking, and math activities

- * **Post-Secondary Education/Training Goal:** I will enroll at least part-time in college courses at a local community college (e.g., SD City College) in areas of interest (e.g., counseling, game design, theater), utilizing support and accommodations as needed (e.g., note-taker, assistive technology, support with communication and coping strategies)
- * **Transition Activities (1 year measurement period):** I will tour at least 3 colleges of interest, to include obtaining information about support for people with disabilities, and will complete a site evaluation form after each tour; I will create a list of accommodations based on limitations and effectively communicate support needs to at least 2 less familiar people.

Using PDP Information in Goal Development (Independent Living)

From PDP Plan: Wants to travel (e.g., Japan); needs help with using public transportation and with managing finances.

- * **Post-Secondary Independent Living Goals:** I will use public transportation to navigate through the community, including getting to and from work or school daily; will complete financial and self-management activities (e.g., making and keeping appointments) on a daily basis, accessing support as needed.
- * **Transition Activities (1 year measurement period):** I will ride public transportation with support as needed to school on a daily basis; will record and/or review personal income and expenses (e.g., on ledger) at least weekly and will maintain a budget over a one-month period with no errors.

Follow Up to Orion's Goals (One Year After PDP Meeting)

PDP Goal: Explore employment options in artistic fields (e.g., dance studio, gaming) or in helping others.

- * No longer wishes to work at a dance studio. Has found other options for employment within the realm of voice acting and would love to go into that field.
- * Is a TA at school and a peer mentor in three classes, helping others with disabilities.
- * Is currently more interested in schooling.

PDP Goal: Attend Community College (SD City College); Major in Psychology and Minor in Fine Arts. Wants to obtain information about writing video game scripts and voice acting within funimation.

- * Was offered to be tutored by a Voice Actor who teaches at different colleges.
- * Is still interested in attending SD City College, or “anything with a good Drama Dept.”
- * Wants to teach English in Japan and has researched information (e.g., Gaba Corp.)

Follow Up to Orion's PDP Goals (One Year After PDP Meeting)

PDP Goal: Wants to continue living with Grandma

- * Is still living with Grandma. Within the next ten years, would like to explore other living options (e.g., Gaba has living accommodations).

PDP Goal: Wants financial support (e.g., understanding budgeting, SSI, obtaining scholarships for education); Wants a Debit Card

- * Took a budgeting class; would now like to learn about paying taxes, buying a house, mortgages, using international currency
- * Has attended workshops about SSI and has researched websites (e.g., DB 101)
- * Is still exploring scholarships
- * Wants to only own a Debit Card only when "I can hold a stable job for a minimum of 2 months."

PDP Goal: Explore options for travel by 2018

- * Has researched places to visit, costs (e.g., accommodations); is currently only interested in travelling to Japan

Practice Using Jalen's PDP Information in Goal Development



Using Jalen's PDP Information in Goal Development



Summary of Information from PDP Plan:

- * Dream is to be a helicopter pilot, school custodian, or a forklift driver
- * Loves to fix and build things (e.g., vacuum cleaners, helicopter models)
- * Loves to do things on his own; can learn new tasks after following a model or with written checklists
- * Planning to take classes at Cuyamaca College (e.g., mechanics, welding)
- * Wants to live in his own house (with a girlfriend)
- * Plans to get married, have kids, and own pets
- * Wants a driver's license; wants a 2002 Toyota Tacoma
- * Needs support when given hard feedback, with changes in routines/schedules and when around less preferred peers
- * Prefers quiet work environments



PDP Information is Useful to Students and Families



“It was great! I got to share all of my hobbies and pictures. I told everybody what I want to do and I got to share my plans to go to Cuyamaca College.” – Jalen Miller, Student

“A PDP is designed by the student and supported by staff and others. This was new to me (compared to an IEP or other meeting). It was a comforting and positive experience and I hope everyone will get a chance to have a PDP!” – Orion Smith, Student

“For the first time in many years I felt that Felix wanted to look forward into the future.” – Felix’s Mom

PDP Information is Useful to Professionals . . .



“Having a PDP meeting is such a great way to get the student’s input as well as the family and friends’ input in one meeting. It’s informal, easy for us to have a conversation, and the best part is that the information we get can easily be translated into IEP/ITP goals and activities!” – Chiharu Kitchens, Teacher, COOK Education Center

“PDP meetings are extremely valuable in regards to developing a long term plan for a student based on their input, but also the input from all of the stake holders in their lives. It is amazing to see the “coming together” of not only students and teachers, which is what we experience in a school setting, but also parents, grandparents, other support staff, friends, and the list goes on! This informal nature of a PDP allows for a free flowing brainstorm, which always gives a wealth of information that we can use to develop a truly PERSONALIZED, INDIVIDUALIZED, AND ROBUST transition plan!” – Jaime Stout, Program Coordinator, COOK Education Center



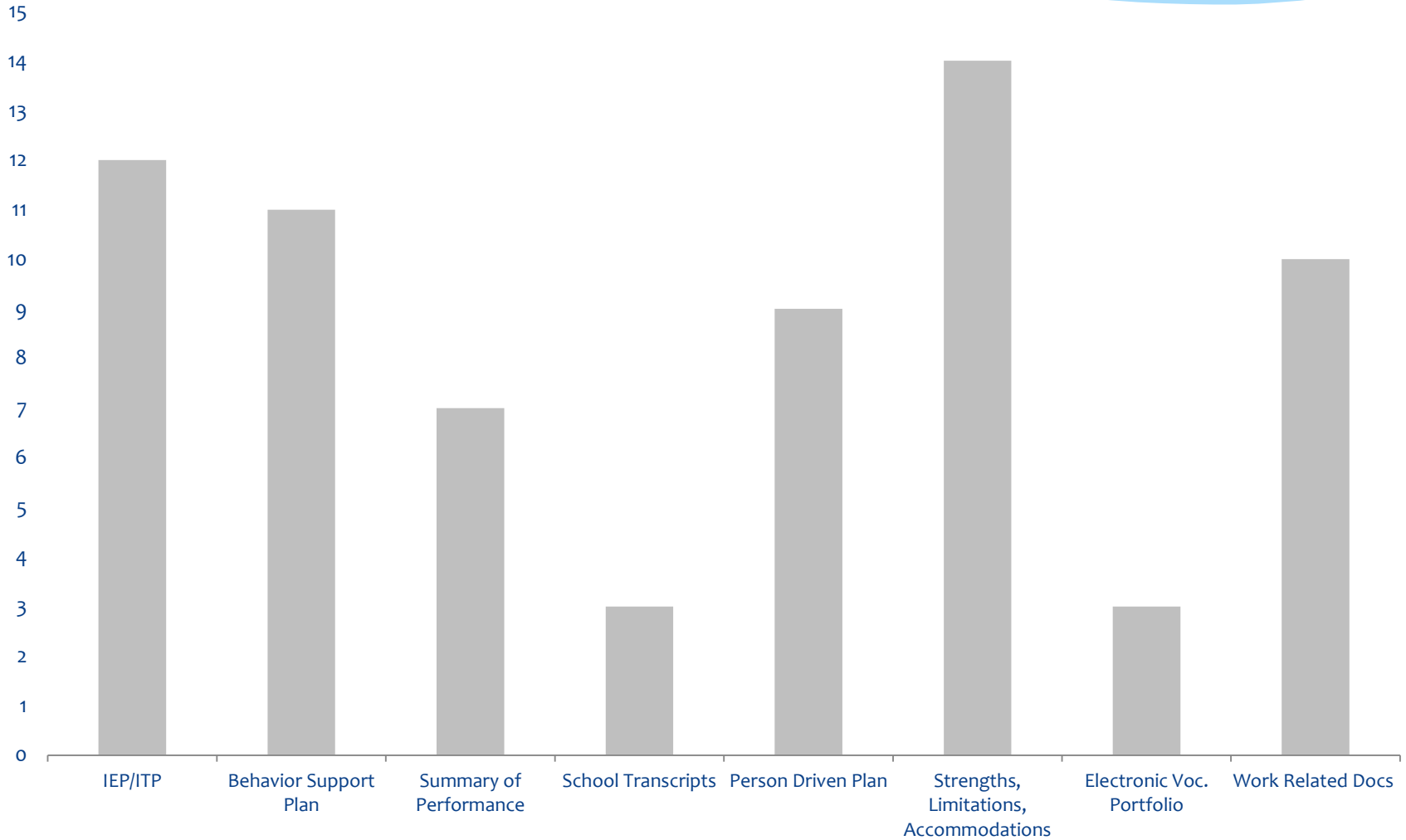
PDP Information is Useful to Professionals . . .

“PDPs give the students the chance to take ownership of their meeting and in setting goals for themselves. It gives them the opportunity to see how they can work towards their goals!” – Ken Johnson, Program Coordinator, Urban Skills Center

“I saw a PDP slide show at a recent IPP meeting while visiting (my client) at his house. He seems to be more mature. What a great tool to support him!” – Megumi Sueda, Social Work Counselor, San Diego Regional Center

Information Agencies are Most Likely to Use From Schools Once Students Access Services

N=15



Start early – practice often: making decisions, learning from success and failure!

Early
childhood

Adolescence

Transition
age

Adult

Great resource:

Fostering self-determination

<http://interwork.sdsu.edu/sp/takecharge/creating-plans/>



Start early – Practice a Prep-PDP!

- * Focus on a few areas at a time
 - * Favorites/Least Favorites
 - * Work Experience
 - * Strengths
 - * Limitations
 - * Accommodations
- * Gather information from the person's support system
- * Practice stating information to familiar and less familiar people
- * Develop PDP slides prior to the meeting
 - * Effective for people who need support with communication and/or are uncomfortable talking in front of a group



Practice, Practice, Practice!!!

How Long Did it Take Artist Stephen Fishwick to Paint this Tiger?

SIX MINUTES!

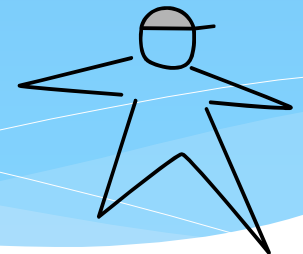
It only took me
38 years to do a
6 minute painting.

That's 38 years of studying,
practicing, and growing!"



Dignity of risk





Lots of resources for graphics

- <http://www.inclusion.com/>
- <http://www.bethmount.org>
- <http://trainingpack.personcentredplanning.eu/>
- Graphic facilitation guide (download from: <http://interwork.sdsu.edu/sp/ta/kecharge/creating-plans/>)

THANKS FOR YOUR PARTICIPATION!

Caren L Sax, csax@mail.sdsu.edu
Sheryl Bobroff, sbobroff@tiee.org

Take Charge: <http://interwork.sdsu.edu/sp/takecharge/>