

Module 40 Person Centered Planning Feedback Exercises

Chapter 1: What is Person Centered Planning and why do we use it?

Self-assessment

Check your understanding of this section's content by completing this self-assessment.

1. Circle the simple plans and underline the comprehensive life goals
what to eat for dinner apply to college
buying a home what to wear to work
what to plant in the garden live a healthier life
2. True or False – Person Centered Planning:
____ helps people reach complex goals
____ brings together people with different ideas, knowledge, viewpoints, and experiences
____ is easier and faster than other types of planning
____ is required by accreditation agencies
____ is a guarantee people will meet their goals
____ helps support a positive life and prevent negative life events
____ ensures that only easy goals will be included
____ helps the team consider a variety of supports to assist the person in reaching their goals

Application Activities

The following activities are designed to help you apply the content that you learned in this chapter to your position as a DSP. These reflection exercises correlate with important DSP knowledge or skills.

3. Teams use core values to guide Person Centered Planning. Give an example of how your agency meets these core values:

Learning is lifelong _____

Life has many seasons _____

Everyone learns differently _____

Everyone needs support _____

Everyone is unique _____

Everyone needs choices _____

Everyone can contribute _____

4. Give examples of 3 simple challenges that can undermine or threaten Person Centered Planning.

- a.
- b.
- c.

Application Activities

5. Marty's goal is to work as a cook at Taco John's at least two hours a week. Marty has never had a paying job before. List some actions that staff might take at home and at work to help Marty achieve his goal.

At Home I Could:

- a. _____
- b. _____
- c. _____

At Work I Could:

- a. _____
- b. _____
- c. _____

6. Explain why each item listed below is important in person-centered planning:

- a. Working as a team to meet goals
- b. Giving people information about options
- c. Supporting people to discover their dreams
- d. Making sure people achieve their goals

Chapter 2: What is a Person Centered Plan and how does it work?

Self-assessment

Check your understanding of this section's content by completing this self-assessment.

1. Describe **two main purposes** for a Person Centered Plan that is used to document the team's discussions, goals, services, supports and decisions. The plan is designed to help someone:
2. How can you tell when a life has meaning? (Describe at least 3 points)
 - a.
 - b.
 - c.

Application Activities

3. Find out about Person Centered Plans in your agency.
 - a. What name has your agency given to the Person Centered Plan (OSP, ISP, IPP, IHP, IEP, etc.)?
 - b. What title has your agency given to the people that coordinate the plan?
 - c. Does your agency use Therap? If so, which modules do they use?
 - d. If your agency does not use Therap, where are the Person Centered Plans kept?
 - e. What parts are in each Person Centered Plan?
 - f. What are your responsibilities related to the Person Centered Plan?
 - g. When and how can plans be changed?

To get the answers to these questions you can check with a supervisor, PC/QDDP, a co-worker or a person you support. Take a few minutes to study the Person Centered Plan. Look at the different parts. See if you can learn anything new about the person you are supporting.

4. Find out what a person you support knows about their Person Centered Plan.
 - a. Can this person tell you what his or her goals are this year?
 - b. Have you observed them learning or doing anything to reach their goals?
 - c. What are you supposed to do to help the person reach his or her goals?
 - d. Does the Person Centered Plan tell you when, where, and how to provide support to this person?
5. List five people that are often found on teams.
Example: Person with a disability
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

Application Activities

6. Read each description of the parts of a plan. What is the title of each part?

_____ This section tells about personal preferences and what other people say about what the person has accomplished. It also includes information about what kinds of support is helpful.

_____ are outcomes or steps that, when met, lead to achievement of a goal.

_____ Teams often write out the steps staff members need to do to achieve each objective. This can include what to say and how to respond to provide support.

_____ are broad statements about what the person wants to accomplish in a big way and why. Each one needs criterion so that the team can tell when it has been met.

7. Read the goal below. List things you might do to help Sara achieve her goal soon after the planning meeting. List more things you will do every day or week. Talk it over with others to get ideas.

Sara's Person Centered Plan	
Goal: At the end of the year, Sara will send or respond to daily emails from family and friends without help from others. Sara has her own laptop and reads emails, recipes, lists, and short stories. She can copy words but tires easily.	
Things I will do to help her start	Things I will do every day/week
1.	1.
2.	2.
3.	3.

Chapter 3: What are the roles and responsibilities of team members?

Self-assessment

Check your understanding of this section's content by completing this self-assessment.

1. Describe at least two steps teams can take to make decisions about when and where meetings should be held.
 - a.
 - b.
- A. People he or she invites to serve on the team, friends or coworkers.
2. Describe 2 skills the PC/QDDP/meeting facilitator needs to have and special tasks that they may complete during a meeting.

Skills:

Tasks:

3. Which of the following describe ways that direct support professionals provide information that will assist the team in the Person Centered Planning process?
 - a. Assisting with assessments that are used in Person Centered Planning
 - b. Regular documentation
 - c. Supporting the person to prepare for his or her meeting
 - d. Sharing information at the meeting
 - e. Sharing information with others who will be attending the meeting
 - f. All of the above
4. Number these statements from 1 to 4 in the order they should take place if an adolescent/adult demonstrates a need for support in decision-making.

_____The court appoints the parent as a legal guardian for financial and medical decisions only.
_____A parent petitions to become their legal guardian.
_____The PC/QDDP meets with the parent to discuss finances.
_____An individual approaches/reaches age 18.
5. Check all of the items below that make a true statement.
A person may want to invite his or her friend, classmate, or co-worker to the team meeting because they:
_____a. are experts in the team planning process
_____b. are important people in the person with a disability's life
_____c. help the person share in the team planning experience
_____d. know the agency policies and procedures
_____e. usually know the person well

6. Name at least 3 people with special expertise who might advise team members or train direct support professionals in how to implement a person's plan.

- a.
- b.
- c.

Application Activities

7. Answer these questions about your agency's policies for developing person-centered plans.

- a. Are the policies written down for you to follow? Yes/No
- b. Where are any policies kept? _____
- c. Does your agency use ground rules in a meeting? Yes/No
- d. What informal rules are followed by staff? _____
- e. Does the person you support understand or have a copy of his/her Person Centered Plan? _____
- f. How can a direct support professional assist a person to understand his/her plan?

8. Here is a list of people who might be on a team. Describe how each of these team members contributes to the person-centered planning process. Tell why they are important.

- a. Person with a disability
- b. PC/QDDP or team facilitator
- c. Direct support professional
- d. Someone who knows the person well
- e. Consultant

Chapter 4: How Can I Support People to be Active in Person Centered Planning?

Self-assessment

Check your understanding of this section's content by completing this self-assessment.

1. Name three ways that people with disabilities can be supported to invite others to their meeting
 - a.
 - b.
 - c.

Application Activities

The following activities are designed to help you apply the content that you learned in this chapter to your position as a DSP. These reflection exercises correlate with important DSP knowledge or skills.

2. Can you think of other ways that people can take control of their meeting?

3. Frank always sits quietly at his meetings but does not respond well when his team asks him questions in the meeting. You know Frank does not want to be put on the spot but has a lot to share. What would you do to help him share information at the meeting?
4. Read the list of actions that take place in a meeting. Circle the ones that you think the people you support might like to try?
 - Thank people for coming
 - Say "Let's get started."
 - Pass out an agenda
 - Show a copy of the goals from last year
 - Say "Tom helped me write 2 things I am good at."
 - Say "Does anyone else have something to add?"
 - Share a picture of dreams for the future
 - Say "What do you think of that idea?"
 - Say "How can we make that happen?"
 - Say "Will you write down these ideas for me?"
 - Say "Who will be responsible for that?"

Application Activities

5. Suppose when people came to the meeting they had an agenda to help them. Look at the sample agenda below. Read the headings: What I Do, What I Can Say, and What's Next. Now fill in the next blanks with some examples of your own.

Taylor's Meeting		
What I Do	What I Can Say	What 's Next
Thank people for coming	<ul style="list-style-type: none"> • Thanks for coming • I'm glad you came • It's good to see you 	Go to the next step
Start the meeting		
Share your goals		

6. Think about a person you support. Describe one example of how you could involve the person in deciding if he/she has met a goal or an objective.

7. Check any of the items below that are true.

- _____ a. Person Centered Plans become "real" when the plans are written by the team
- _____ b. Person Centered Plans become "real" when the plans are used by someone as a guide
- _____ c. Person Centered Plans must be developed using technical terms in order to meet funding and accreditation standards.
- _____ d. Person Centered Plans written in easy to understand language with picture symbols increase the likelihood that the person with a disability will be able to use the plan.
- _____ e. Some Person Centered Plans are legal documents. They cannot be adapted for people with limited reading ability.
- _____ f. While some Person Centered Plans are legal documents, a simpler copy can be made.
- _____ g. Easy-to-understand Person Centered Plans are created only for the benefit of the person with a disability.
- _____ h. Easy-to-understand Person Centered Plans benefit many members of the team.
- _____ i. People are more likely to go along with Person Centered Plans if people who know them well helped create the Person Centered Plan.
- _____ j. People are more likely to go along with Person Centered Plans they help create.

8. Match the step in the team process with the examples for increasing participation by the person with a disability.

Steps in Person Centered Planning	Strategies for Increasing Participation
a. Review the previous goals	____ Bring ideas in a format he/she can understand
b. Share information with the team	____ Set the date. Put a sticker, clip art or date on your calendar
c. Plan the meeting	____ Use visual aids to show how much has been accomplished (graph, pie chart, etc.)
d. Lead the meeting	____ Put all the meeting steps into a PowerPoint and show the person how to advance each slide.
e. Capture team discussion	____ Ask someone to record discussion and decisions during the meeting
	____ Bring photos that show some of this person's strengths and dreams for the future
	____ Meet with the PC/QDDP. Look at photos of people who could attend. Select pictures of people to invite.
	____ Use bar graphs that show how much is accomplished
	____ Record important decisions using clip art and key words.
	____ Record an audio file of pivotal questions to ask the team. Help the person activate it at key points in the meeting.

9. List at least two skills that people with disabilities may learn from Person Centered Planning.

Chapter 5: Introduction to Person Centered Career Planning

Self-Assessment

Check your understanding of this section's content by completing the self-assessment.

True or False

- _____ 1. Actions by Federal agencies suggest that employment of people with significant disabilities is a national priority.
- _____ 2. Federal agencies are the only entities advocating for increasing integrated employment options for people with disabilities.
- _____ 3. Person Centered Planning plays a critical role in increasing employment outcomes for people with disabilities.
- _____ 4. Which of the following are important outcomes that people can achieve through meaningful work:
 - a. improved physical and mental health
 - b. improved self-esteem
 - c. wages
 - d. all of the above
- _____ 5. Studies have found that people with disabilities want opportunities to:
 - a. Do meaningful work
 - b. Demonstrate their skills and talents
 - c. Choose their own careers, and have the same opportunities for career advancement as people without disabilities
 - d. All of the above

True or False

- _____ 6. One of the major barriers to increasing the number of people in integrated work settings is low expectations related to employment for people with disabilities.
- _____ 7. One benefit of integrated employment can be an increase in connections and social capital.
- _____ 8. Encouragement from professionals and families has little impact on a person's choices to pursue integrated employment.
- _____ 9. To achieve positive employment outcomes, work may need to be presented as a high priority across the lifespan.
- _____ 10. The person centered team will need to provide individualized support to each individual based on where the person is on the path to employment.
- _____ 11. Every person with I/DD, who isn't currently employed, understands the value of work wants to be employed.
- _____ 12. _____ often need information about work, career exploration, employment supports, and how work will impact the person's life.
 - a. Families of the person with a disability
 - b. Young adults in high school and working age adults with disabilities
 - c. Members of the person's support network
 - d. All of the above

True or False

- _____13. Everyone with a disability needs support with discovery process before actively seeking a job.
14. Which of the following are reasons that people with disabilities may need extra support in finding meaningful work? (More than one answer may be correct)
- a. limited work and life experience on which to base job search decisions
 - b. limited expectations for themselves
 - c. limited experience in making decisions for themselves
 - d. supporters sometimes have difficulty identifying successful job matches
 - e. limited information about jobs
15. Which of the following are descriptors of the Discovery Process?
- a. A way to compare people against others or standards
 - b. Spending time with a person to take a close look at their life
 - c. Deficit or problem based
 - d. A way to discover people's strengths in places familiar and comfortable.
 - e. A strategy to convert life activities into job possibilities
 - f. A way to look at the life a person has led; the current life; the life the person wants to lead.
 - g. Planning support for job seekers who need intensive individualized efforts
 - h. Can be completed in an afternoon
 - i. Especially suited for matching an applicant to job possibilities that make sense
- _____16. The next step after Discovery is to translate what was learned about the person into_____.
- a. Assessment scores
 - b. Job possibilities
 - c. Volunteer opportunities
 - d. Goals and objectives
- _____17. Discovery is the last step in finding a person a job.
- _____18. _____documents what was learned through the Discovery Process.
- a. Employment Profile
 - b. Resume
 - c. Case file
- _____19. The Employment Profile can be used to_____.
- a. form the basis for developing employment goals in the Person Centered Planning Process
 - b. help ensures that the team has a clear picture of the person's positive attributes
 - c. identifies supports or accommodations that will help ensure that the job seeker will be successful at a job
 - d. All of the above.
- _____20. Challenges the person experiences are not included in a Positive Personal Profile

- _____ 21. The team needs to consider where the person is in their Path to Employment when setting Employment goals during the Person Centered Planning meeting.
- _____ 22. If a person is not currently focused on employment there is no need to discuss employment at the Person Centered Planning meeting.
- _____ 23. For individuals who are currently on a path to employment but not currently employed, the team is focused on employment possibilities rather than impossibilities or limitations.
- _____ 24. If the person is currently in a job/career and indicates general satisfaction with their current job and earnings there is no need to discuss employment at the Person Centered Planning Meeting.
- _____ 25. If we are committed to person centered career planning, we will take the time to ask people if they are satisfied with their jobs or if they have any concerns at their Person Centered Planning meeting.

Application Activities

The following activities are designed to help you apply the content that you learned in this chapter to your position as a Direct Support Professional. These reflection exercises correlate with important DSP knowledge or skills.

Translate the following observations gathered during Discovery into Conditions for Success or Conditions to Avoid when considering employment possibilities for the following job seekers. Also, are there additional things that the team should look into further to gain all they need to know to help the person be successful?

1. Katherine focuses on crossword puzzles at the table in the center of the room hardly noticing her family and younger siblings running through, bumping into things.
2. Aaron was asked to help prep for the annual spaghetti feed and he did for an entire hour. Aaron's mother said he won't help in the kitchen at home.

Translate the following life interests into Work Interests

1. John will not let anyone in the family get their hands on the TV remote, he won't let anyone watch anything but cop shows all night, every night.
2. Shayla is always in the kitchen, offering to "help."

Translate the following observations into specific contributions that could translate to employment possibilities:

1. Mary's family says the thing she does best is open Christmas gifts.
2. Thomas loves listening to his CDs. He can get them out of the case, into the player and going so fast, you couldn't stop him if you tried.

Chapter 6: How do Person Centered Planning teams prepare effectively? What works and why?

Application Activities

1. Here is a list of steps that many teams follow to create plans. Review this list with someone at your agency. In the box next to the list, write in any differences in the steps teams follow in your agency.

Many agencies follow these steps	In our agency we add/change these steps
<ol style="list-style-type: none">a. Greet everyone. Make introductions.b. Review the person's current life situation.c. Talk about his or her strengths, dreams, and vision for the future.d. Identify some possible goals.e. Discuss any support or teaching the person will need to help reach the goals.f. Identify possible solutions for any challenges that might prevent the person from meeting the goals.g. Record important goals, objectives, timelines, and who is responsible to carry out each part of the plan.	

Self-assessment

Check your understanding of this section's content by completing this self-assessment.

2. Your module says that to prepare for a Person Centered Planning meeting you should get to know the _____ and their _____.
3. When you are trying to get to know the person, you want to learn as much as you can about the person's _____, _____, _____, _____ and _____ with their current life.
4. How would you go about finding out this information from the people you support?
5. List four solutions to possible challenges or barriers to any goals that are important to the person you are supporting.
6. List 3 things you can do to look and act as a good role model for others at the Person Centered Planning meeting.
 - a.
 - b.
 - c.

7. You must be prepared to speak up and to respond at a Person Centered Planning meeting. List two strategies you can use to prepare to speak and respond at the meeting.
8. Give an example of how you would share a concern about someone's behavior in positive terms.

Carson likes to stay up late and watch TV. He refuses to go to bed and is too tired to get up for work.	
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9. Describe in your own words what "need-to-know" means. Who needs to know about someone's plan?

Application Activities

The following activities are designed to help you apply the content that you learned in this chapter to your position as a DSP. These reflection exercises correlate with important DSP knowledge or skills.

10. When preparing for a team meeting, what questions do you need to ask about the person's current plan and how will you find the answers?
11. What other roles do direct support professionals have in getting ready for the meeting?
12. Read the story in the box below. Respond to each item in the box on the right. Consult with other people to think of answers.

At the Meeting	What you Think
Alice is leading a team meeting for Mary for the first time. Mary has invited her family and two friends from high school to be on her team. Staff members from her residential program and a new job coach are also at the meeting. Mary is 22 year's old and has just moved away from home into an apartment for the first time. Mary wants a job and plans to give a party next weekend. " <i>Mom would never let me have a party at home and now I can,</i> " she tells the team. Mary's mom is not sure that is a good idea and is expecting you to tell Mary that she needs to wait or be careful. Mary worked in the cafeteria at her school and babysat her younger brother. She can read romance novels and newspapers but is easily taken advantage of by others. Mary has a boyfriend	<p>List 3 strengths for Mary.</p> <ol style="list-style-type: none"> a. b. c. <p>Describe her vision for the future.</p> <p>List a potential goal.</p> <p>Describe a conflict that Mary might have with her family.</p>

and she is hoping he will buy her a ring for her birthday. Mary is sure her new roommate will be her best friend. She plans to go shopping for a new bedspread this weekend. Her parents are the representative payee for her government benefits.

How will the team balance the need to support Mary and keep her safe?

13. When and how do Person Centered Planning teams in this agency:

- a) Decide if the Person Centered Plan is helping the person meet the goals?
- b) Revise the Person Centered Plan as needed?

Chapter 7: How do Person Centered Planning Teams work together?

Self-assessment

Check your understanding of this section's content by completing this self-assessment.

1. Person Centered Planning is a way of thinking about and planning with people that shows respect for their_____, _____and_____.
2. List at least two features of Person Centered Planning that help to make it respectful or unique.
3. When technical terms can't be avoided at the meeting, be sure you _____.
- 4 Two examples of_____ _____are reporting the results of any assessments that were given or telling what the findings mean for the person with a disability.
5. Pivotal statements turn the Person Centered Planning team's attention to important tasks. Name at least two pivotal statements that a PC/QDDP might use to focus the team on important actions and keep the team on track.
 - a.
 - b.
6. Check all of the items below that make a true statement.
Direct support professionals excel in Person Centered Planning team meetings when they look for and respond to opportunities to:
☐ a. share positive information
☐ b. affirm others
☐ c. describe the residential program
☐ d. explain the latest challenge
☐ e. clarify information
☐ f. solve challenges
7. The Person Centered Planning team uses_____ _____to guide the decision-making process.
8. Name 3 shared values. a.
b
c

True or False

- _____9. In consensus decision-making, **not** every member of the group has an equal opportunity to influence the final decision.

- _____ 10. Silence during consensus decision-making can be mistaken for consent.
- _____ 11. There are 5 steps to consensus decision-making.
- _____ 12. The first step in consensus decision-making is agreeing on a common definition of the challenge.

13. What advantages does consensus decision making have over majority rule decisions?
14. List three criteria for judging alternatives generated during problem solving at Person Centered Planning meetings
- a.
 - b.
 - c.

Application Activities

The following activities are designed to help you apply the content that you learned in this chapter to your position as a DSP. These reflection exercises correlate with important DSP knowledge or skills.

15. A plan that uses what the person knows about his or her likes and dislikes is more personalized. Fill in the blank below with your ideas for signs or behaviors that can tell you about someone you support's preferences if they do not or could not speak.

Think about the Signs	Ask Questions	Look for answers How can you tell?
Self expression	What are this person's favorite activities?	
Feelings	What do they feel strongly about?	
Relationships	What people are important to them? Why?	
Choices	What is important in this person's routines?	
Physical	What is this person's body saying	
Health	What are this person's health issues?	
Roles	What roles does the person have in their	

Person Centered Planning Questions Key

Chapter 1: What is Person Centered Planning and why do we use it?

1. Circle the simple plans and underline the comprehensive life goals
what to eat for dinner apply to college
buying a home what to wear to work
what to plant in the garden live a healthier life
2. True or False – Person Centered Planning:
T helps people tackle complex goals
T brings together different ideas, viewpoints, knowledge, and experience
F is easier and faster than other types of planning
T is required by accreditation agencies
F is a guarantee people will meet their goals
T helps support a positive life and prevent negative life events
F ensures that only easy goals will be included
T helps the team consider a variety of supports to assist the person in reaching their goals
3. Teams use core values to guide planning. Give an example of how your agency meets these core values: *(Answers will vary – see examples of correct answers below)*

Learning is lifelong: We teach adults to read or pass drivers tests

Life has many seasons: People in their 60's cut back on work hours

Everyone learns differently: Some people use pictures to help them remember. Others leave objects out where they can be seen.

Everyone needs support: Some people get rides to work, others get help with personal care

Everyone is unique: Some individuals have low vision, others hearing loss, others mobility challenges etc.

Everyone needs choices: Some people are offered 2 outfits and asked which

they prefer to wear, others make decisions about what to eat for dinner, who they want as a roommate, etc.

Everyone can contribute: People volunteer, help their roommate, recycle, etc.

4. Give examples of 3 simple challenges that can undermine or threaten Person Centered Planning.
 - a. *Person Centered Planning values are not shared*
 - b. *Team members are new*
 - c. *Plans are not followed*
 - d. *Direct support professionals don't share important information*
5. Marty's goal is to work as a cook at Taco John's at least two hours a week. Marty has never had a paying job before. List some actions that staff might take at home and at work to help Marty achieve his goal.

At Home I Could: *(Answers will vary – see examples of correct answers below)*

- a. Help Marty practice working for up to 2 hours to build stamina
- b. Help Marty care for his uniform
- c. Help Marty get to work on time

At Work I Could:

- d. Help Marty practice wrapping food
- e. Teach Marty to be friendly and greet co-workers
- f. Teach Marty to deposit or cash his paycheck

6. Explain why each item listed below is important in person-centered planning:
(Answers will vary)
 - a. Working as a team to meet goals *(makes it easier to solve challenges, be creative)*
 - b. Giving people information about options *(leads to self-determination)*
 - c. Supporting people to discover their dreams *(builds confidence)*
 - d. Making sure people achieve their goals *(builds trust, meaningful life)*

Chapter 2: What is a plan and how does it work?

1. Describe **two main purposes** for a plan that is used to document the team's discussions, goals, services, supports and decisions. The plan is designed to help someone:
 - a. reach their goals
 - b. live a meaningful life
2. How can you tell when a life has meaning? *(Answers will vary but should site 3 or more of these points.)*
 - a. *Life has meaning when you live where you want to live, do what you want to do and spend time with people you enjoy.*
 - b. *Life involves work and play, challenge and comfort, familiar routines and some adventure.*
 - c. *People who live a meaningful life have choice and control over everyday events.*
 - d. *They have continuity in their relationships and they feel safe.*

- e. Life also has meaning when you have a valued role in your community and when it includes the friendships and intimacy that you desire.
- f. Life takes on meaning when you participate in the normal rhythms and activities for someone of your age and culture.
- g. And when that is no longer possible because of advanced age or the near likelihood of death then life has meaning when you are supported to manage your pain and decide how you want to live the remainder of your days).

3. Find out about Person Centered Plans in your agency. (*Accept answers consistent with your agency's policies*)

- a. What name has your agency given to the Person Centered Plan (OSP, ISP, IPP, IHP, IEP etc)?
- b. What title has your agency given to the people that coordinate the plan?
- c. Does your agency use Therap? If so, which modules do they use?
- d. If your agency does not use Therap, where are the Person Centered Plans kept?
- e. What parts are in each Person Centered Plan?
- f. What are your responsibilities related to the Person Centered Plan?
- g. When and how can plan be changed?

4. Find out what a person you support knows about their Person Centered Plan. (*Accept answers consistent with your agency's policies*)

- a. Can this person tell you what his or her goals are this year?
- b. Have you observed them learning or doing anything to reach their goals?
- c. What are you supposed to do to help the person reach his or her goals?
- d. Does the Person Centered Plan tell you when, where, and how to provide support to this person?

5. List **five** people that are often found on teams.

Example: Person with a disability

- a. PC/QDDP
- b. Someone who knows the person well
- c. Family
- d. Direct Support Professional
- e. Consultant

6. Read each description of the parts of a plan. What is the title of each part?

Background Information This section tells about personal preferences and what other people say about what the person has accomplished. It also includes information about what kinds of support is helpful.

Objectives are outcomes or steps that, when met, lead to achievement of a goal.

Supports or Action Steps Teams often write out the steps staff members need to do to achieve each objective. This can include what to say and how to respond to provide support.

Goals are broad statements about what the person wants to accomplish in a big way and why. Each one needs criterion so that the team can tell when it has been met.

7. Read the goal below. List things you might do from the start to help Sara achieve her goal. List more things you will do every day or week. Talk it over with others to get ideas.

Sara's Plan	
Goal: At the end of the year, Sara will send or respond to daily emails from family and friends without help from others. Sara has her own laptop and reads emails, recipes, lists and short stories. She can copy words but tires easily.	
Things I will do to help her start	Things I will do every day/week
<ol style="list-style-type: none"> 1. <i>Set up a word bank with key phrases she can cut and paste into messages.</i> 2. <i>Install Cube Writer a program that helps her form messages easily</i> 3. <i>Set up a mailing tree to have people send messages everyday.</i> 	<ol style="list-style-type: none"> 1. <i>Help her decide which message to keep</i> 2. <i>Write out simple messages for her to copy</i> 3. <i>Listen to her comments about email</i>

Chapter 3: What are the roles and responsibilities of team members?

1. Describe at least two steps teams can take to make decisions about when and where meetings should be held.
 - a. Select a place and time the person is most comfortable with using
 - b. Make sure it works for others on the team
2. As you read in chapter 2, a PC/QDDP is also a part of the team. They are the people who help individuals plan and coordinate their meetings. Describe 2 skills the PC/QDDP/meeting facilitator needs to have and special tasks that they may complete during a meeting.

Skills: to be organized, have good communication skills and the ability to lead the team in solving challenges and resolving conflicts

Tasks: meets the individual before the meeting and also invites direct support professionals to help the person prepare for the meeting. They usually send out the invitations, lead the discussion or summarize the results of the meeting.

3. Which of the following describe ways that direct support professionals provide information that will assist the team in the Person Centered Planning process?
 - a. Assisting with assessments that are used in Person Centered Planning
 - b. Regular documentation
 - c. Supporting the person to prepare for his or her meeting
 - d. Sharing information at the meeting
 - e. Sharing information with others who will be attending the meeting

f. All of the above

4. Number these statements from 1 to 4 in the order they should take place if an adolescent/adult demonstrates a need for support in decision-making. (The parents may also wait to petition for guardianship after the person turns 18 but it is usually done before)
- 3 The court appoints the parent as a legal guardian for financial and medical decisions only.
- 2 A parent petitions to become their legal guardian.
- 4 The PC/QDDP meets with the parent to discuss finances.
- 1 An individual approaches/reaches age 18.
5. Check all of the items below that make a true statement.
- A person may want to invite his or her friend, classmate, or co-worker to the team meeting because they:
- a. are experts in the team planning process
- X b. are important people in the person with a disability's life
- X c. help the person share in the team planning experience
- d. know the agency policies and procedures
- X e. usually know the person well
6. Name at least 3 people with special expertise who might advise team members or train direct support professionals in how to implement a person's plan. (*Answers will vary. Could also include OT/PT, employer etc.*)
- a. *Speech Language Pathologist*
- b. *Nurse*
- c. *Psychologist*
7. Answer these questions about your agencies' policies for developing person-centered plans. (*Accept any answer consistent with your agency's policies*)
- a. Are the policies written down for you to follow? Yes/No
- b. Where are any policies kept? _____
- c. Does your agency use ground rules in a meeting? Yes/No
- d. What informal rules are followed by staff? _____
- e. Does the person you support understand or have a copy of his or her plan? _____
- f. How can a direct support professional assist a person to understand his/or her plan? _____
8. Here is a list of people who might be on a team. Describe how each of these team members contributes to the person-centered planning process. Tell why they are important.
- a. **Person with a disability** (*They are the reason we have a plan, our goal is to involve them as much as possible*)
- b. **PC/QDDP or team facilitator** (*Helps the person lead the meeting, make sure everyone is supported to participate*)
- c. **Direct support professional** (*Has the most involvement in carrying out the plan from day to day*)
- d. **Someone who knows the person well** (*In the best position to make sure the plan will work for the person and can share their unique history*)
- e. **Consultant** (*Brings special knowledge needed by the team*)

Chapter Four: How Can I Support People to be Active in Planning?

1. Name three ways that people with disabilities can be supported to invite others to their meeting
 - a. *Meet with the PC/QDDP before the meeting*
 - b. *Use simple words and clip art to make an invitation to the meeting*
 - c. *Deliver the invitation in person or by email or mail*
 - d. *Use a pre-recorded phone message to send to someone you plan to invite*
 - e. *Set the date*
 - f. *Put a sticker, clip art or date for the meeting on your calendar*
 - g. *View a video to help you remember what happens at a meeting*
 - h. *Ask someone else to take care of these details for you*

2. Can you think of other ways that people can take control of their meeting? *(Answers will vary)*

3. Frank always sits quietly at his meetings but does not respond well when his team asks him question in the meeting. You know Frank does not want to be put on the spot but has a lot to share. What would you do to help him share information at the meeting? *(Answers will vary but should involve sharing information in a format that makes sense to Frank using photos or objects).*

4. Read the list of actions that take place in a meeting. Circle the ones that you think the people you support might like to try? *(Answers will vary)*
 - Thank people for coming
 - Say "Let's get started."
 - Pass out an agenda
 - Show a copy of the goals from last year
 - Say "Tom helped me write 2 things I am good at."
 - Say "Does anyone else have something to add?"
 - Share a picture of dreams for the future
 - Say "What do you think of that idea?"
 - Say "How can we make that happen?"
 - Say "Will you write down these ideas for me?"
 - Say "Who will be responsible for that?"

5. Suppose when people came to the meeting they had an agenda to help them. Look at the sample agenda below. Read the headings: What I Do, What I Can Say, and What's Next. Now fill in the next blanks with some examples of your own. *(Answers will vary)*

6. Think about a person you support. Describe one example of how you could involve the person in deciding if he/she has met a goal or an objective.
Answers will vary but should reflect creative approaches similar to those in the module:
 - a. Videotape the person in an activity. After watching the video together, answer questions about what has been accomplished. Compare answers. Discuss differences.
 - b. Create a folder or scrapbook of accomplishments. Add to this from time to time. It helps the person notice what they are doing well. It's good for self-esteem and can serve as motivation to keep trying to learn new things.
 - c. Make a list of steps or goals you think the person has achieved. Invite someone they trust to review the list. See if they agree. If not, decide together what needs to happen. This approach puts the person in the driver's seat.
 - d. Use objects or counters whenever a task or goal is attempted. Help the person decide on an all or nothing basis. Example: All the boxes are filled means the goal is met.

- e. Use bar charts or line graphs to show progress so that when the line is at the top or enters a shaded area, that means the goal is met.

7. Check any of the items below that are true.

- ☐ a. Plans become "real" when the plans are written by the team
☒ b. Plans become "real" when the plans are used by someone as a guide
☒ c. Plans must be developed using technical terms in order to meet funding and accreditation standards.
☒ d. Plans in easy to understand language with picture symbols increase the likelihood that the person with a disability will be able to use the plan.
☐ e. Some plans are legal documents. They cannot be adapted for people with limited reading ability.
☒ f. While some plans are legal documents, a simpler copy can be made.
☐ g. Easy-to-understand plans are created only for the benefit of PWD
☒ h. Easy-to-understand plans benefit many members of the team
☐ i. People are more likely to go along with plans if people who know them well help helped to create the plan.
☒ j. People are more likely to go along with plans they help create

8. Match the step in the team process with the examples for increasing participation by the person with a disability.

Steps in Person Centered Planning	Strategies for Increasing Participation
a. Review the previous goals	<input checked="" type="checkbox"/> b Bring ideas in a format he/she can understand
b. Share information with the team	<input checked="" type="checkbox"/> c Set the date. Put a sticker, clip art or date on your calendar
c. Plan the meeting	<input checked="" type="checkbox"/> a Use visual aids to show how much has been accomplished (graph, pie chart, etc.)
d. Lead the meeting	<input checked="" type="checkbox"/> d Put all the meeting steps into a PowerPoint and show the person how to advance each slide.
e. Capture team discussion	<input checked="" type="checkbox"/> e Ask someone to record discussion and decisions during the meeting
	<input checked="" type="checkbox"/> b Bring photos that show some of this person's strength's and dreams for the future
	<input checked="" type="checkbox"/> c Meet with the PC/QDDP. Look at photos of people who could attend. Select pictures of people to invite.
	<input type="checkbox"/> a Use bar graphs that show how much is accomplished
	<input type="checkbox"/> e Record important decisions using clip art and key words.
	<input checked="" type="checkbox"/> d Record an audio file of pivotal questions to ask the team. Help the person activate it at key points in the meeting.

9. List at least two skills that people with disabilities may learn from planning.

(Understanding an if/then relationship, Following a rule or a guide, Learning how to control events, Visualizing what you want to happen, Recognizing symbols or icons, Reading simple information or sight words, Organizing your thinking to solve challenges)

Chapter 5: Person Centered Career Planning

True or False

- T 1. Actions by Federal agencies suggest that employment of people with significant disabilities is a national priority.
- F 2. Federal agencies are the only entities advocating for increasing integrated employment options for people with disabilities.
- T 3. Person Centered Planning plays a critical role in increasing employment outcomes for people with I/DD.
4. Which of the following are important outcomes that people can achieve through meaningful work:
- a. improved physical and mental health
 - b. improved self-esteem
 - c. wages
 - d. all of the above**
5. Studies have found that people with disabilities want opportunities to:
- a. Do meaningful work
 - b. Demonstrate their skills and talents
 - c. Choose their own careers, and have the same opportunities for career advancement as people without disabilities
 - d. All of the above**

True or False

- T 6. One of the major barriers to increasing the number of people in integrated work settings is low expectations related to employment for people with disabilities.
- T 7. One benefit of integrated employment can be an increase in connections and social capital.
- F 8. Encouragement from professionals and families has little impact on a person's choices to pursue integrated employment.
- T 9. To achieve positive employment outcomes, work may need to be presented as a high priority across the lifespan.
- T 10. The person centered team will need to provide individualized support to each individual based on where the person is on the path to employment.
- F 11. Every person with disabilities, who isn't currently employed, understands the value of work wants to be employed.
12. _____ often need information about work, career exploration, employment supports, and how work will impact the person's life.
- a. Families of the person with a disability
 - b. Young adults in high school and working age adults with disabilities
 - c. Members of the person's support network
 - d. All of the above**

True or False

- F 13. Everyone with a disability needs support with discovery process before actively seeking a job.
14. Which of the following are reasons that people with disabilities may need extra support in finding meaningful work? (More than one answer may be correct)
- a. **limited work and life experience on which to base job search decisions**
 - b. **limited expectations for themselves**
 - c. **limited experience in making decisions for themselves**
 - d. **supporters sometimes have difficulty identifying successful job matches**
 - e. **limited information about jobs**
15. Which of the following are descriptors of the Discovery Process?
- a. A way to compare people against others or standards
 - b. **Spending time with a person to take a close look at their life**
 - c. Deficit or problem based
 - d. **A way to discover people's strengths in places familiar and comfortable**
 - e. **A strategy to convert life activities into job possibilities**
 - f. **A way to look at the life a person has led; the current life; the life the person wants to lead**
 - g. **Planning support for job seekers who need intensive individualized efforts**
 - h. Can be completed in an afternoon
 - i. **Especially suited for matching an applicant to job possibilities that make sense**
16. The next step after Discovery is to translate what was learned about the person into ____.
- a. Assessment scores
 - b. **Job possibilities**
 - c. Volunteer opportunities
 - d. Goals and objectives

True or False

- F 17. Discovery is the last step in finding a person a job.
18. _____ documents what was learned through the Discovery Process.
- a. **Employment Profile**
 - b. Resume
 - c. Case file
19. The Employment Profile can be used to ____.
- a. form the basis for developing employment goals in the Person Centered Planning Process

- b. help ensures that the team has a clear picture of the person's positive attributes
- c. identifies supports or accommodations that will help ensure that the job seeker will be successful at a job
- d. All of the above**

True or False

- F 20. Challenges the person experiences are not included in a Positive Personal Profile
- T 21. The team needs to consider where the person is in their Path to Employment when setting Employment goals during the Person Centered Planning meeting.
- F 22. If a person is not currently focused on employment there is no need to discuss employment at the Person Centered Planning meeting.
- T 23. For individuals who are currently on a path to employment but not currently employed, the team is focused on employment possibilities rather than impossibilities or limitations.
- F 24. If the person is currently in a job/career and indicates general satisfaction with their current job and earnings there is no need to discuss employment at the Person Centered Planning Meeting.
- T 25. If we are committed to person centered career planning, we will take the time to ask people if they are satisfied with their jobs or if they have any concerns at their Person Centered Planning meeting.

Chapter 6: How do teams prepare effectively? What works and why?

1. Here is a list of steps that many teams follow to create plans. Review this list with someone at your agency. In the box next to the list write in any differences in the steps teams follow in your agency.

Many agencies follow these steps	In our agency we add/change these steps
<ul style="list-style-type: none"> a. Greet everyone. Make introductions b. Review the person's current life situation c. Talk about his or her strengths, dreams and vision for the future d. Identify some possible goals e. Discuss any support or teaching the person will need to help reach the goals f. Identify possible solutions for any challenges that might prevent the person from meeting the goals g. Record important goals, objectives, timelines, and who is responsible to carry out each part of the plan. 	<p><i>(Answers will vary. Accept responses consistent with your agency's policies)</i></p>

2. Your module says that to prepare for a meeting you should get to know the (person) and their (plan).
3. When you are trying to get to know the person, you want to learn as much as you can about the person's (interests, dreams, strengths, goals), and (satisfaction) with their current life.
4. How would you go about finding out this information from the people you support? *(Interview, read file, conversation, ask others, observe, etc.)*
5. List four solutions to possible challenges or barriers to any goals that are important to the person you are supporting.
 - List what others have done
 - Visit with a consultant to get ideas
 - Ask the person's family to comment (with permission)
 - Ask the person what they think will work
 - Re-state challenges as needs (Example: Mary doesn't take the time to cook and wants to eat out every night = Mary needs easy-to-fix favorite meals).
 - Look for ideas in online search engines or videos
 - Visit with an employer or community expert
6. List 3 things you can do to look and act as a good role model for others at the team meeting.
 - a. *Listen, take turns, speak up*
 - b. *Be on time, take notes*
 - c. *Dress professionally*
7. You must be prepared to speak up and to respond at a team meeting. List two strategies you can use to prepare to speak and respond at the meeting.
 - *Call the PC/QDDP*
 - *Ask for an agenda*
 - *Observe several meetings*
 - *Make a list of five key ideas to bring*
 - *Create the list with the person receiving support*
 - *Show them to co-workers – get feedback*
 - *Practice what to say at a staff meeting*
8. Explain why it is important to share your ideas in positive terms in a meeting. Give an example of how you would share a concern about someone's behavior in positive terms.

Carson likes to stay up late and watch TV. He refuses to go to bed and is too tired to get up for work.	<p><i>Accept any effort to restate this challenge in positive terms.</i></p> <p><i>Example: Carson, you like to go to bed when you are ready. I am concerned that you may not be getting enough sleep. I know you have been tired in the morning.</i></p>
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9. Describe in your own words what “need-to-know” means. Who needs to know about someone’s plan? *People who have to carry out the plan need to know what it says. This can include family if they will be supporting the person when they visit home*
10. When preparing for a team meeting, what questions will do you need to ask about the person’s current plan and how will you find the answers? *(Answers will vary – what are the goals, are they met, how do we know, are they working for the person, how quickly were they met)*
11. What other roles do direct support professionals have in getting ready for the meeting? *(Being ready with ideas to contribute, helping the person prepare, knowing what works and having solutions to propose)*
12. Read the story in the box below. Respond to each item in the box on the right. Consult with other people to think of answers.

At the Meeting	What you Think
Alice is leading a team meeting for Mary for the first time. Mary has invited her family, and two friends from high school to be on her team. Staff members from her residential program and a new job coach are also at the meeting. Mary is 22 year’s old and has just moved away from home into an apartment for the first time. Mary wants a job and plans to give a party next weekend. “ <i>Mom would never let me have a party at home and now I can,</i> ” she tells the team. Mary’s mom is not sure that is a good idea and is expecting you to tell Mary that she needs to wait or be careful. Mary worked in the cafeteria at her school and babysat her younger brother. She can read romance novels and newspapers but is easily taken advantage of by others. Mary has a boyfriend and she is hoping he will buy her a ring for her birthday. Mary is sure her new roommate will be her best friend. She plans to go shopping for a new bedspread this weekend. Her parents are the representative payee for her government benefits.	<ul style="list-style-type: none"> -List 3 strengths for Mary <ul style="list-style-type: none"> • Brave • Has goals • Work experience -Describe her vision for the future <ul style="list-style-type: none"> • Have a job • Enjoy life • Do what other young people do -List a potential goal <ul style="list-style-type: none"> • Mary will have a safe party at her new apartment -Describe a conflict that Mary might have with her family. <ul style="list-style-type: none"> • Having fun vs being safe -How will the team balance the need to support Mary and keep her safe? <ul style="list-style-type: none"> • Show Mary how to have fun in a safe way. • Teach Mary about healthy relationships.

13. When and how do Person Centered Planning teams in this agency: *(Answers will vary. Accept responses consistent with your agency’s policies)*
 - a. Decide if the plan is helping the person meet the goals?
 - b. Revise the plan as needed?

Chapter 7: How do Person Centered Planning teams work together and solve challenges?

1. Person Centered Planning is a way of thinking about and planning with people that shows respect for their (Interests, hopes and dreams)
2. List at least two features of Person Centered Planning that help to make it respectful or unique. *(Accept any of the following)*
 - *See others as people first. Look past any labels to find the person*
 - *Use ordinary language and images instead of professional jargon*
 - *Actively search for a person's gifts and capacities in community life;*
 - *Strengthen the voice of the person and those who know the person best*
 - *Evaluate the person's present situations in terms of valued experiences*
 - *Define desirable changes in the person's life*
 - *Decide how to implement changes and support people in reaching their goals*
3. When technical terms can't be avoided at the Person Centered Planning meeting, be sure you (define these terms for people who might not understand).
4. Two examples of (information sharing) are reporting the results of any assessments that were given or telling what the findings mean for the person with a disability.
5. Pivotal statements turn the Person Centered Planning team's attention to important tasks. Name at least two pivotal statements that a PC/QDDP might use to focus the team on important actions and keep the team on track. *(Accept any two answers)*
 - *Who is this person we are here to support?*
 - *What really matters to this person?*
 - *What are his or her dreams, nightmares, goals?*
 - *What are his or her most important human needs? Or What is important for this person?*
 - *What do we need to know to support this person?*
 - *What happens when this person needs assistance or training?*
 - *What are this person's greatest risks in the near future?*
 - *What would have to happen to meet their needs?*
6. Check all of the items below that make a true statement.
Direct support professionals excel in Person Centered Planning team meetings when they look for and respond to opportunities to:
 - ☒ a. share positive information
 - ☒ b. affirm others
 - ☐ c. describe the residential program
 - ☐ d. explain the latest challenge
 - ☒ e. clarify information
 - ☒ f. solve challenges
7. The Person Centered Planning team uses (shared values) to guide the decision-making process.
8. Name 3 shared values. *(Accept any 3 from the list below)*
 - a. *Help the person achieve outcomes which are important to them.*
 - b. *Help the person move from a position of dependence toward a position of independence.*
 - c. *Help the person move from powerlessness toward having more control over his or her environment.*

- d. *Help the person move from basic to more complex behaviors to adapt or cope with more and more complex situations.*
- e. *Help the person move from negatively valued behaviors to more positively valued responses.*
- f. *Help the person to both exercise his or her own rights and be responsible for the outcomes of their actions on others.*
- g. *Help the person develop a wider-base of relationships to extend beyond the service agency.*

True or False

- F 9. In consensus decision-making, **not** every member of the group has an equal opportunity to influence the final decision.
- T 10. Silence during consensus decision-making can be mistaken for consent.
- F 11. There are 5 steps to consensus decision-making.
- T 12. The first step in consensus decision-making is agreeing on a common definition of the challenge.
13. What advantages does consensus decision making have over majority rule decisions?
- *Taking a vote too soon eliminates the possibility of reaching a compromise, or creative combination of points of view.*
 - *Consensus decision making increases the chances for the best possible decisions*
 - *People tend to feel the strongest commitment to decisions they helped make*
14. List three criteria for judging alternatives generated during problem solving at team meetings.
- *Legal and human rights*
 - *Normalization*
 - *Respect for the dignity of the person*
15. A plan that uses what the person knows about his or her likes and dislikes is more personalized. Fill in the blank below with your ideas for signs or behaviors that can tell you about someone you support's preferences when they do not or could speak. *(Answers will vary. Accept any two or more examples that are similar for each category)*

Think about the Signs	Ask Questions	Look for answers How can you tell?
Self expression	What are this person's favorite activities?	Foods, TV shows, games, places to go, animals, music, colors, clothes, being alone, friends, objects or toys
Feelings	What do they feel strongly about?	Calming, happy, motivates, dislikes, fears, relaxes, worries, regrets, strong beliefs
Relationships	What people are important to them? Why?	Communication style, affection, friendships, responses to others, sense of humor
Choices	What is important in this person's routines?	Food, clothing, activities, sports, bedtime, bathing, shopping, hygiene, travel, meals, medications, therapy

Physical	What is this person's body saying	Best time of day, energy level, medication effect, stamina, control, frustration level
Health	What are this person's health issues?	Illnesses, wellness, allergies, immune system, symptoms, when they feel bad or good, going to the doctor or dentist
Roles	What roles does the person have in their family and community?	Involvement, caregivers, choice making options, contributions, dreams for the future

APPENDICES

Resource

Positive Personal Profile (PPP)

Name: _____

Dreams & Goals:	Talents:
Skills & Knowledge:	Learning Styles:
Interests:	Positive Personality Traits:
Temperaments:	Values:
Environmental Preferences:	Dislikes, Quirks, & Idiosyncrasies:
Work Experiences:	Support System:
Possibilities & Ideas:	

Positive Personal Profile

Name: Robert H.

<p style="text-align: center;"><i>Dreams and Goals</i></p> <p>Get a job and move into my own apartment. Meet some friends.</p>	<p style="text-align: center;"><i>Interests</i></p> <p>Music, likes hip hop, rap and Heavy metal, Listens to the radio- a lot, (KMEL and the BONE), WWF, comics, Spanish soaps, likes basketball and baseball. Wants to meet cool people. Loves computer/video games (Playstation) – action games "killing people" Rides his exercise bike, likes walking/hiking</p>										
<p style="text-align: center;"><i>Talents, Skills and Knowledge</i></p> <p>Knows a lot about music (current artists), very athletic- good coordination, worked in mailrooms familiar with USPS, worked at Virgin Megastore(seasonal), familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory</p>	<p style="text-align: center;"><i>Learning Styles</i></p> <p>Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.</p>										
<p style="text-align: center;"><i>Values</i></p> <p>Being respected by others. Being popular- having friends.</p>	<p style="text-align: center;"><i>Positive Personality Traits</i></p> <p>Punctual! , Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate,</p>										
<p style="text-align: center;"><i>Environmental Preferences</i></p> <p>Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.</p>	<p style="text-align: center;"><i>Dislikes</i></p> <p>Kids. chaotic loud places. Special Ed and disabled services, will not ride the bus at night, change, people talking about him, being interrupted- or being told what to do. Being patronized, condescending, people asking questions or interrupting me</p>										
<p style="text-align: center;"><i>Work Experiences</i></p> <p>No starch press- order fulfillment/shipping, lite data entry Virgin Megastore (x-mas job)- processing cd's (liked this job best because of the people and music, didn't like helping customers) Garden center- hated it. Does not like dirt or helping customers. Trader joes- collecting carts/stocking—hated customers, did not like cleaning (swept and mopped salesfloor), job was in afternoon- hated that.</p>	<p style="text-align: center;"><i>Support System</i></p> <p>Family (Pacita/mom,Anthony/dad and two brothers- TJ still at home)</p>										
<p style="text-align: center;"><i>Specific Challenges</i></p> <p>Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.</p>	<p style="text-align: center;"><i>Solutions and Accommodations</i></p> <p>Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.</p>										
<p>Career Ideas and Possibilities to Explore:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Metreon- playstation store (stockroom)</td> <td style="width: 50%;">SEGA</td> </tr> <tr> <td>KMEL (Clear Channel)</td> <td>Niketown or Copeland's sports</td> </tr> <tr> <td>The BONE</td> <td>Guardian newspaper/SF WEEKLY</td> </tr> <tr> <td>Virgin Megastore (stockroom/pricing)</td> <td>COMPUSA (games section)</td> </tr> <tr> <td>GAMEPro Magazine</td> <td>Duplication houses—Olde West, Mixonic, Revolver Records</td> </tr> </table>		Metreon- playstation store (stockroom)	SEGA	KMEL (Clear Channel)	Niketown or Copeland's sports	The BONE	Guardian newspaper/SF WEEKLY	Virgin Megastore (stockroom/pricing)	COMPUSA (games section)	GAMEPro Magazine	Duplication houses—Olde West, Mixonic, Revolver Records
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SD Department of Human Services
Division of Developmental Disabilities

PERSON CENTERED EMPLOYMENT
PLANNING GUIDE

2015

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Employment Discovery OR Supported Employment/Career Planning
Person is in school and is planning for employment post-graduation	<p><u>Individual Interests</u></p> <ol style="list-style-type: none"> 1. What are your favorite parts of the school day? 2. If you could have any job, what would it be and why? 3. Have you had a job before? 4. Do you have responsibilities/chores at home? 5. Which chores do you enjoy most? 6. Which chores do you most dislike? <p><u>Money</u></p> <ol style="list-style-type: none"> 1. When you graduate, where will you live? 2. Will you have to pay for rent, groceries, and utilities? 3. Do you know how much you need to make to pay your bills? 4. How much money will you need to have fun? <p><u>Self-Determination</u></p> <ol style="list-style-type: none"> 1. Is there anything that worries you about getting a job? 2. Is your family excited that you want to get a job? 	<ul style="list-style-type: none"> • Important To/For • Using Gifts to Build Connections • Good Day/Bad Day • Routines/Rituals <ul style="list-style-type: none"> ○ Identify peak performance time throughout the day/evening • Relationship Map <ul style="list-style-type: none"> ○ Natural support networks ○ Informs Matching Tool for personality characteristics • Matching Tool <ul style="list-style-type: none"> ○ Identify supports and skills needed, ○ Personalities that may or may not work well for the person • Communication Chart <ul style="list-style-type: none"> ○ Identify communication and supports on the job • Learning Log <ul style="list-style-type: none"> ○ Use during job shadowing, etc. • Hopes and Fears exercise <ul style="list-style-type: none"> ○ Positive focus while acknowledging and addressing fears 	<p>If the participant has a clear desire for employment after graduation, the team can:</p> <ul style="list-style-type: none"> • Determine whether career path includes post-secondary education • Decide to move forward and learn together, • Consider this participant as a candidate for Vocational Rehabilitation services, • Identify employment support provider and resources related to achieving employment <p>If the participant is of working age but unable to clearly answer the questions, the team may:</p> <ul style="list-style-type: none"> • Go to the next set of questions and consider employment in 2 years, rather than this year, or • Stay with this plan if they believe the participant does want a job in the next year. 	<ol style="list-style-type: none"> 1. Identifies the desired weekly schedule, including: <ul style="list-style-type: none"> • Hours of Service and Outcome (1-40) • Schedule and environments • Identify present level of employment outcomes 2. Identifies the desired outcome for the participant through Employment Action Plan; <ul style="list-style-type: none"> • Addresses the goal with activities targeted to having a job within the next twelve months 3. Identifies actions and activities to identify and highlight employment related competencies (Outcome is to overcome job seeker and family fears and barriers) 4. Identifies employment support provider and resources related to achieving employment 5. Identifies strategies to access potential funding resources for employment 6. Addresses other “Important To” and “Important For”

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The person is currently in a job or career	<ol style="list-style-type: none"> 1. Do you want to stay where you are? 2. What do you like about the job you have now? 3. Is there anything you do not like about the job you have now? 4. Do you want to try something new where you are currently working? 5. Do you want to learn about different jobs? 6. How can we help you learn about other kinds of jobs? 7. Would you like a job somewhere else? How much money did you make last year? 8. Are you making enough money to meet your living expenses? 9. Do you need to make more money? If so, why? 	<ul style="list-style-type: none"> • Important To/For • Working/Not Working <ul style="list-style-type: none"> ○ From perspective of participant, employer, job coach • 4+1 Questions <ul style="list-style-type: none"> ○ Create an action plan to address concerns and be sure that there is support to continue with “what we’re pleased about” • Using Gifts to Build Connections • Donut <ul style="list-style-type: none"> ○ Help with clarification on job responsibilities, duties 	<p><u>If individual indicates general satisfaction</u> with their current job and earnings, then the focus of this path is to maintain or improve the outcomes of their current situations (e.g. hours, pay, expanded job responsibilities, promotion)</p> <p><u>If the individual indicates dissatisfaction</u> with their current job and/or earnings, but clearly wants to work or change work situations, go on to the next set of questions, under the path “Person wants a job this year.”</p>	<ul style="list-style-type: none"> • Hours of service and outcome (1-40 hours per week). • Identify present level of employment outcomes, if any. • Consideration for Vocational Rehabilitation services; • Identifies employment support provider and resources related to achieving employment; • Identifies desired weekly schedule and environments; • Identifies strategies to access potential funding resources for employment; • Identifies actions and activities to identify and highlight employment related competencies; • Addresses how the participant will increase their wages, either through increased hours or another job. • Addresses other “Important To” and “Important For” activities, supports that may continue to be available. • Documents team recommendation if group supported employment is identified as the participant’s desired outcome, and <ul style="list-style-type: none"> ○ Documentation that the person has made an informed decision to retain group supported employment rather than individual integrated employment ○ Documentation of continued team discussion regarding the participant’s employment goals

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Employment Discovery
Person is unemployed or underemployed and wants a job this year	<p><u>Individual Interests</u></p> <ol style="list-style-type: none"> 1. If you could have any job what would it be? 2. Do you like working alone or with people? 3. What is important to you about work? 4. Have you had a job before? 5. Do you want to try some different kind of work? 6. Do you want to advance your career in the same field? 7. What type of training might help you achieve your goal? <p><u>Money</u></p> <ol style="list-style-type: none"> 8. How much money do you need to make to pay your bills? 9. How much money will you need to have fun? <p><u>Self-Determination</u></p> <ol style="list-style-type: none"> 10. Are there jobs you do not want to do? 11. Are there reasons you are having a hard time getting a job? 12. Is there anything that worries you about getting a job? 13. Is your family excited that you want to get a job? 	<ul style="list-style-type: none"> • Important To/For • Using Gifts to Build Connections • Good Day/Bad Day • Routines/Rituals <ul style="list-style-type: none"> ○ Identify peak performance time throughout the day/evening • Relationship Map <ul style="list-style-type: none"> ○ Natural support networks ○ Informs Matching Tool for personality characteristics • Matching Tool <ul style="list-style-type: none"> ○ Identify supports and skills needed, ○ Personalities that may or may not work well for the person • Communication Chart <ul style="list-style-type: none"> ○ Identify communication and supports on the job • Learning Log <ul style="list-style-type: none"> ○ Use during job shadowing, etc. • Hopes and Fears exercise <ul style="list-style-type: none"> ○ Positive focus while acknowledging and addressing fears 	<p>If the participant has a clear desire for employment now, the team can:</p> <ul style="list-style-type: none"> • Decide to move forward and learn together, • Consider this participant as a candidate for Vocational Rehabilitation services, • Identify employment support provider and resources related to achieving employment <p>If the participant is of working age but unable to clearly answer the questions, the team may:</p> <ul style="list-style-type: none"> • Go to the next set of questions and consider employment in 2 years, rather than this year, or • Stay with this plan if they believe the participant does want a job in the next year. 	<ol style="list-style-type: none"> 1. Identifies the desired weekly schedule, including: <ul style="list-style-type: none"> • Hours of Service and Outcome (1-40) • Schedule and environments • Identify present level of employment outcomes 2. Identifies the desired outcome for the participant through Employment Action Plan; <ul style="list-style-type: none"> • Addresses the goal with activities targeted to having a job within the next twelve months 3. Identifies actions and activities to identify and highlight employment related competencies (Outcome is to overcome job seeker and family fears and barriers) 4. Identifies employment support provider and resources related to achieving employment 5. Identifies strategies to access potential funding resources for employment 6. Documentation if an extension is deemed necessary to assist the participant in achieving desired outcome <ul style="list-style-type: none"> • Progress and milestones accomplished within one-year timeframe • Barriers to be addressed during extension period • Action plan to build on success and address identified barriers • Addresses other “Important To” and “Important For” 7. Addresses other “Important To” and “Important For”

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Employment within 2 years	<p><u>Interests, Activities, Strengths</u></p> <ol style="list-style-type: none"> 1. What's a typical day look like? 2. Is there something you are really good at? What do you think you would be good at? 3. Where do you like to spend time? What else do you like to do? 4. Do you want to learn a new skill? <p><u>Self-determination</u></p> <ol style="list-style-type: none"> 5. Do you want to learn about different jobs? 6. Do you want to see how other people make money? 7. Can you share your own interests? 8. What is your greatest fear when thinking about working? 9. What do we need to do better to help you be prepared to think about it in the future? 10. What motivates you to start your day, be in your community and to work? 	<ul style="list-style-type: none"> • Important To/For • Using Gifts to Build Connections • Good Day/Bad Day • Routines/Rituals • Learning Log <ul style="list-style-type: none"> ○ Use during job shadowing, etc. • Hopes and Fears exercise <ul style="list-style-type: none"> ○ Positive focus while acknowledging and addressing fears 	<p><u>From the typical day</u>, try to match activities and skills with potential employment</p> <p><u>As you listen to the answers to the questions</u>, determine if the plan should address structured activities to further self-determination.</p> <p><u>If the participant (or team) is able to answer a few questions</u> and believes in the possibility: Use Vocational Assessment to determine gaps in information that should be considered as part of Employment Action Plan.</p>	<ol style="list-style-type: none"> 1. Identifies the desired weekly schedule, including: <ul style="list-style-type: none"> • Hours of Service and Outcome (1-40) • Schedule and environments • Identify present level of employment outcomes 2. Addresses how the individual is learning about employment so as to assess their interests, their ability to make informed choice and to overcome fears and barriers. 3. Addresses fears and barriers related to employment. 4. Addresses other "Important To" and "Important For" activities, supports and/or outcomes that may continue to be available during this year. <p>ISP must documentation must include team decision that Community Life Engagement services are most appropriate for the person, including but not limited to:</p> <ul style="list-style-type: none"> • Consideration of how current plan and activities, experiences, or interests may lead closer to employment in the future; • Information presented to the participant about opportunities for employment on an annual basis; • Documentation that the participant has made an informed decision not to work; • Documentation of team recommendation if Community Life Engagement services are provided in residential setting

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Not Focused on Employment	<ol style="list-style-type: none"> 1. Can you think of how your life might change if you had money for what you wanted? 2. Can you think of how your life might change if you were more involved in the community? (friends at work, etc.) 3. How will you spend your days while you are unemployed and/or retired? 4. Are you a morning person? 5. Do you like to do things later in the day? 6. Do you like to be with other people? 7. Do you like to be alone? 8. Do you feel good when you are helping someone out? 9. Do you like physical activity? 10. Do you prefer quiet activities? 	<ul style="list-style-type: none"> • Important To/For • Presence to Contribution • Routines/Rituals • Dreams/Goals <p><u>If the working age participant says “I don’t want to work”</u> It is the responsibility of the team to:</p> <ul style="list-style-type: none"> • Consider how present plan and life activities, experiences and interests may lead closer to employment in the future • Present information about and opportunities for employment on an annual basis <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Clearly document that participant has made an “informed decision” not to work (See Draft criteria) 	<p>Draft criteria: Possible Evidence of “informed choice related to decisions about employment”</p> <ul style="list-style-type: none"> • Environment supports choice-making • Information is available on a variety of employment options • Person has had experience with options to develop personal preferences • Information is provided in a manner reflective of person’s ability to understand and communicate • Non-judgmental advice and support are offered. • Support includes consideration of positive and negative consequences of the decision. • Presentation of information is provided by more than one provider or team member. 	<p><u>If the participant is beyond typical working age (62) and has not expressed an interest in employment</u>, Employment Action Plan is not required within ISP</p> <p><u>For those of working age:</u></p> <ol style="list-style-type: none"> 1. Identifies the desired weekly schedule, including: <ul style="list-style-type: none"> • Hours of Service and Outcome(1-40) • Schedule and environments 2. Describes non-work activities in which the participant chooses to participate in during this plan period. 3. Addresses how preferred activities that could be related to future employment will be identified, through exploration and ways these may inform future decisions related to employment. 4. There is a discussion record that captures efforts to assure that the participant is making an informed decision about not working. <ul style="list-style-type: none"> • Documentation of team recommendation if Community Life Engagement services are provided in residential setting.

The purpose of the Person Centered Employment Guide is to assist Case Managers, job development staff and others to prepare for discussions with individuals, families, and support teams to choose and implement supports that will lead to a Path to Employment.

*Adapted from Oregon Path to Employment, 2011.
http://www.dhs.state.or.us/dd/supp_emp/paths-to-employment.html Published by the SD Department of Human Services – 500 copies published at an approximate cost of \$.58





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