**Module 40 Person-Centered Planning**

**Feedback Exercises**

**Chapter 1 Feedback Exercise**

**Birth-Early Childhood-School-Transition-Adulthood--Aging**

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1. T/F The Citizenship & Advocacy life category involves peer support and self-advocacy.
2. T/F The Person-Centered Plan is a living document that must be reviewed and updated regularly.
3. T/F Person-Centered Planning is only important during the early childhood stage of life.
4. T/F People with disabilities must learn everything that is required to be independent *before* they can live where they want.
5. T/F Setting goals is a key part of self-determination.
6. T/F The core value “Everyone should have choice and control in their lives” focuses on making people into “good workers.”
7. T/F The core value "Learning is lifelong" suggests that people with disabilities can continue to learn new skills and information throughout their lives.
8. T/F Only family members are included in the person-center planning team.
9. What does a meaningful life involve according to the Person-Centered Planning approach?

a. Living in a place chosen by the person, having relationships with people they enjoy, and choosing how to spend their time

b. Following a strict daily routine set by the care provider

c. Limiting social interactions to reduce stress

10. What is an example of the core value "Everyone needs support and assistance sometimes"?

a. Susan works in a store where she doesn’t need to be to work before 10:00 am.

b. Mike gets an automated vacuum to help him do his cleaning. Mike’s staff support him to do less preferred tasks by working alongside him, sharing their attention and making it fun.

c. Staff members take an online course in sign language.

1. What are the guiding principles followed by the DD Section of the ND Health and Human Services?
2. How does the core value "Everyone is unique" effect program design?
3. How should activities be planned according to the core value "Life has many seasons"?
4. Why is self-determination important from the beginning of a person’s life?
5. What does a meaningful life involve according to the Person-Centered Planning approach?

**Chapter 2 Feedback Exercise**

1. T/F Learning objectives in a Person-Centered Plan do not need to be measurable.
2. T/F The Person-Centered Plan must be followed as written, even if a team member disagrees with it.
3. T/F The QDDP typically helps plan the meeting and coordinate support when changes to the Person-Centered Plan are needed.
4. T/F The Risk Assessment evaluate a person’s employment history.
5. T/F The team reviews the Person-Centered Plan at least once per year.
6. T/F The background information (social history) section of a Person-Centered Plan includes information about the person’s history and life situation.
7. T/F If a person is not making progress toward a goal, that goal should be removed from the plan.

8. What is the purpose of the Dreams, Nightmares, and Wishes section in a Person-Centered Plan?

1. To record the person's medical history
2. To give the team a vision for the kind of life that would have meaning for the person
3. To list the person's daily routines
4. To document the person's financial status

9. Which of the following is a reason to review a Person-Centered Plan more often than annually?

1. One or more goals have been met
2. Events that might put the individual in harm’s way have happened
3. The person experienced a life change, and the plan no longer makes sense
4. all of the above
5. What is the purpose of a Self-Assessment in the planning process?
6. What should team members do if the Person-Centered Plan is not clear?
7. Why is data collected as part of the teaching plan in a Person-Centered Plan?
8. Why is it important to follow the Person-Centered Plan as written?

**Chapter 3 Feedback Exercise**

1. T/F The Person-Centered Planning process uses a team approach.
2. T/F Confidential information should only be shared on a "need to know" basis. True
3. T/F The person being supported does not have a choice in choosing their team members.
4. T/F Role exchange involves team members learning from each other to support the person with a disability.
5. T/F Discussing a person's attendance at a day program with your neighbor is a potential breach of confidentiality.
6. T/F Confidentiality is a responsibility shared only by team members that oversee health issues.
7. Which of the following is NOT a benefit of a team approach in Person-Centered Planning?
8. Teams bring together different ideas and skills.
9. Teams can solve challenges by thinking as a group and sharing experiences.
10. Teams ensure that only one person is responsible for all decisions.
11. Team members learn from each other.
12. Who is the most important member of the Person-Centered Planning team?
13. Qualified Developmental Disabilities Professional (QDDP)
14. Direct Support Professional (DSP)
15. Person being supported
16. Guardian
17. What is the purpose of role exchange in the Person-Centered Planning process?
18. To replace the person with a disability in the planning process
19. To train a direct support professional to provide specific support and teach the specialist about what works for each person
20. To eliminate the need for team meetings
21. To ensure only one person is responsible for all decisions
22. Which of the following **IS** a responsibility of all team members during meetings? Mark all that apply.

\_\_\_\_ Be on time

\_\_\_\_ Dress appropriately

\_\_\_\_ Use abbreviations for job titles (i.e., DSP)

\_\_\_\_ Respect others

\_\_\_\_ Use language that is easy to understand

1. Match each team member with their role.
2. Direct Support Professional (DSP)
3. Person Supported
4. Qualified Developmental Disabilities Professional (QDDP)
5. Sister
6. Guardian
7. Speech Therapist

\_\_\_\_ Provide specialized knowledge and support based on the person’s needs and preferences.

\_\_\_\_ Document daily progress and assist and daily problem solving.

\_\_\_\_ Offer support.

\_\_\_\_ Make decisions based on the person’s wants and needs and how the person chooses to live their life.

\_\_\_\_ Chooses who will be part of the team.

\_\_\_\_ Assist the person supported to plan and coordinate their meeting.

1. Describe the role of a guardian in the Person-Centered Planning process.
2. What is Supported Decision-Making and how is it different from guardianship?

**Chapter 4 Feedback Exercise**

1. T/F Using complex language is a good way to support people to participate in their Person-Centered Planning meeting.
2. T/F Partial participation is based on the belief that everyone can do some part of any activity.
3. T/F Giving people choice and control is important for the development of self-determination.
4. T/F Using symbols and language that the person can understand is important in the Person-Centered Planning process.
5. T/F Self-assessment is an important tool that puts the person supported at the center of their own planning process.
6. T/F The goal of active support is to manage people and keep them busy.
7. What does the term "engaged" mean when using active support?
8. Doing things, participating, spending time with others, making decisions, making choices
9. Sitting quietly and observing
10. Following instructions without question
11. Avoiding social interactions
12. What can be used to help people think about their goals and preferred lifestyle?
13. Give them a handwritten copy of their current plan
14. Talking about, looking at pictures, or visiting people or places
15. Only discussing worst-case scenarios
16. Avoiding any visual aids
17. Which of the following is an example of how to help a person understand progress toward their goals?
18. Use line graphs with progress points
19. Do not discuss progress at all
20. Using only written reports
21. keep a folder with pictures of their accomplishments
22. What are three ways that people with disabilities can be supported to invite others to their meeting?
23. What is one strategy to help a person share information during their planning meeting?
24. What is the goal of active support?
25. Describe the concept of partial participation.
26. What is the purpose of celebrating success in the Person-Centered Planning process?
27. Explain the importance of providing opportunities for practice in the Person-Centered Planning process.

**Chapter 5 Feedback Exercise**

1. T/F Titles such as Job Coach, DSP, and trainer should be used during introductions at the meeting.
2. T/F Silence can be taken for agreement during a Person-Centered Planning meeting.
3. T/F Consensus decision making is the fastest and easiest way to make decisions.
4. T/F It is important for all team members to participate in the meeting and not just be an observer.
5. T/F It is important to use the least restrictive methods possible when addressing challenges in Person-Centered Planning.
6. T/F There should not be any introductions made at a team meeting.
7. Which of the following does NOT apply when preparing for a Person-Centered Planning meeting?
8. Get to know the person
9. Participate in assessments
10. Ignore the current Person-Centered Plan
11. Practice a positive approach
12. Which of the following is NOT a value used to guide the decision-making process in Person-Centered Planning?
13. Help the person achieve outcomes which are important to him or her
14. Help the person move from dependence toward independence
15. Help the person move from powerlessness toward having more control
16. Help the person avoid all responsibilities
17. What should be done if a new team member doesn’t follow the Person-Centered Plan correctly?
18. Ignore the issue
19. Bring the challenge to the attention of a supervisor or the QDDP
20. Assume the plan will still work
21. Make changes to the plan without consulting the team
22. What are three things you can do to look and act as a good role model for others at the Person-Centered Planning meeting.
23. List two strategies you can use to prepare yourself to speak and respond at the meeting.
24. Describe the concept of consensus decision making.
25. What advantages does consensus decision making have over majority rule decisions?