

GOVERNMENT OF THE DISTRICT OF COLUMBIA

DEPARTMENT ON DISABILITY SERVICES



## **Guidance on Using Person Center Thinking Tools for Individualized Day Supports Success**

Person Centered Thinking (PCT) tools help us learn what is important to and important for each person so that we can plan for individualized, meaningful days. This document describes many of the commonly used PCT tools and skills, and provides a crosswalk of the PCT tools with the Individualized Day Supports (IDS) Initial Community Integration Plan (CIP). Use of PCT tools and skills is required when completing an Initial CIP. This guidance also describes how to use a Learning Log. DDS strongly encourages the use of the Learning Log in IDS, especially when a person is exploring new places and activities.

If your staff members have not already been trained in PCT, the Developmental Disabilities Administration (DDA) continues to regularly offer PCT training and will do so at a provider location. If you would like the PCT training offered at your location, please be sure you are able to have at least 20 people participate. You can also join with other providers to meet the minimum attendance requirement. To schedule PCT training, please call the Department on Disability Services (DDS) Training Institute at 202-730-1535. Additionally, the PCT trainers are available to consult with support teams, as needed. The person's service coordinator can help you arrange this.

### What are Person Centered Thinking (PCT) Skills/ Tools?

PCT is based on the core concept of balancing what is *important to* a person with what is *important for* them. These skills/ tools have been developed by Michael Smull and are available with example and templates at [www.sdaus.com](http://www.sdaus.com).

### **Discovery/Listening Skills**

The Discovery/Listening Skills will assist in learning what is important to the person receiving supports.

- Good day/Bad day: Learn how to best support a person based on what needs to be present and absent in his or her life.
- Rituals & Routines: Identify rituals and routines that must be present in a person's life to create and contribute to a feeling of contentment, comfort, fulfillment, and

satisfaction. This also helps to identify what parts of a routine to keep and/or change. These things typically identify or support what is important to the person.

- Two-minute Drill: Learn what is most important to and important for the person and the critical aspects of support.
- Communication Chart: Records how people communicate; prevents information loss during staff turnover; gives new people a quick reference guide; and reduces the need for behavior plans that arise from people not being listened to. Helps us understand what a person is trying to tell us and what those who support the person should do in response.
- Relationship Map: Identifies who is in the person's life and provides a picture of relative importance. It is also used to see who should contribute to a person centered plan (or person centered description).
- Positive Reputation: Learn what to include in the section of the plan that introduces the person and to learn who is more likely to know what is important to the person. This also helps people see that many "negative" behaviors reflect the circumstances that people are in and the absence of important aspects of what is important to him or her.

## **Everyday Learning Skills**

Everyday Learning Skills help document the learning that takes place as people try new things.

- Learning Log: Records the details of what is working and not working as people engage in specific activities. It is used to journal learning and helps understand how to best support people in challenging situations. (See more details below.)
- Working/Not Working: Analyzes an issue/situation across multiple perspectives and provides a picture of how things are right now.
- 4+1 Questions: Collects and organizes the learning that has been done about a person or a project. A way to focus future efforts based on the learning.

## **Management Skills**

Management Skills are intended to support providers in determining good matches between staff and the people being supported, as well as provide clear expectations for staff.

- Donut: Creates clear expectations regarding performance and encourages creativity.

- Matching: Develops the information needed to match those who use supports with staff or with other people who use supports. A good match between those who provide the supports and those who receive the supports is one of the strongest determinants of quality of life. Where there is a good match community connecting becomes easier.

## Learning Logs

DDS strongly encourages the use of Learning Logs for IDS. The Learning Log allows us to dig deeper and record meaningful information. Traditional progress notes confirm that activities have taken place, but, unlike Learning Logs, often do not record what was learned from the experience. When the direct support professional leaves, that knowledge can be lost, leaving the new staff person without the benefit of important information needed to support a person. Learning Logs can also be used inform next steps. Things that worked well for a person should be maintained and enhanced. When things do not work well, it means that we should make adjustments.

### *Using a Learning Log – James Goes to the Movies & Gets Upset*

When we record that James became upset when he went to the movies, instead of deciding that James doesn't like movies, his Direct Support Professional (DSP) recorded what worked (he laughed at all the parts of the movie involving slapstick comedy), and what didn't work (when the young people sitting nearby were throwing popcorn and sad parts of the movie).

Next time, the DSPs planned ahead to think of times of the day or week when it may be less likely that a lot of young people may be at the movies, and also thought together about the sort of movies they thought James would like best.

If we only documented James went to the movies and became upset, it is likely that the next step would be stop going to the movies.

## Using PCT to Develop the Initial Community Integration Plan (CIP) goals

This section provides recommendations for PCT tools that may help inform goal development for the Initial CIP. Many of the people who enroll in IDS will already have these tools completed as part of the Individualized Support Plan (ISP) pre-planning process. Please keep in mind that each person is different. Listed below are the PCT tools that will most commonly be helpful for developing each goal. However, you should use the entire range of PCT tools and skills, as needed, to develop individualized meaningful goals for the person.

Goal	Skills/Tools
For each of the goals listed below, use Person Centered Thinking tools to create a process to support the person to learn new skills and/ or improve existing skills that enable the person to fully participate in the community with an emphasis on the following areas. You will also need to use community mapping with the person to identify areas of interest and items to explore.	
1. <b>Choice:</b> Document the process that will be used to assist the person to identify his/her own interests, preferences, and passions that will be supported through IDS; including providing information and a range of experiences for the person. This must include the person making his/her own choices regarding IDS goals, opportunities, and schedules to be pursued after the first thirty (30) days of service. Describe the process for assisting the person to identify how the IDS service and Ongoing Community Integration Plan will contribute to increasing self-confidence and self-determination, personal responsibility and freedom.	<ul style="list-style-type: none"><li>✓ Rituals &amp; Routines</li><li>✓ Good day/Bad day</li><li>✓ Working/Not working</li></ul>
2. <b>Employment or Retirement:</b> If the person is not currently engaged in integrated/supported employment, or is interested in either working more hours, or exploring other careers, document a	<ul style="list-style-type: none"><li>✓ Rituals &amp; Routines</li><li>✓ Positive Personal Profile (PPP) (Please refer to the Discovery training and</li></ul>

process for engaging in career exploration and other activities can help the person achieve his or her employment goals. If the person is of retirement age, document a process for helping the person plan age appropriate retirement activities. For each, work together to develop the plan.	<p>related materials.)</p> <ul style="list-style-type: none"> <li>✓ Working/Not Working</li> <li>✓ Good day/Bad day</li> </ul>
<b>3. Relationships:</b> Describe the process for helping the person identify his/her goals for building new relationships and/or sustaining existing relationships. Determine with him/her how these goals will be met through IDS and included in the Ongoing Community Integration Plan.	<ul style="list-style-type: none"> <li>✓ Relationship Map</li> <li>✓ Positive Reputation (Like &amp; Admire)</li> <li>✓ Good day/Bad day</li> <li>✓ Rituals &amp; Routines</li> </ul>
<b>4. Community Contribution:</b> Document the process for assisting the person to identify his/her goals for contributing to his/her community. Determine with him/her how these goals will be met through IDS and included in the Ongoing Community Integration Plan.	<ul style="list-style-type: none"> <li>✓ Rituals &amp; Routines</li> <li>✓ Good day/Bad day</li> <li>✓ Learning Log</li> </ul>
<b>5: Matching:</b> Describe the process used to support the person to select the DSP with whom he or she would like to work; and, to the extent possible, the people with whom she would like to do activities.	<ul style="list-style-type: none"> <li>✓ Relationship Map</li> <li>✓ Matching</li> <li>✓ Positive Reputation</li> </ul>