Visions Training Series
State of Hawai'i Developmental Disabilities Division

Person-Centered Supports
COURSE WORKBOOK

PERSON-CENTERED SUPPORTS
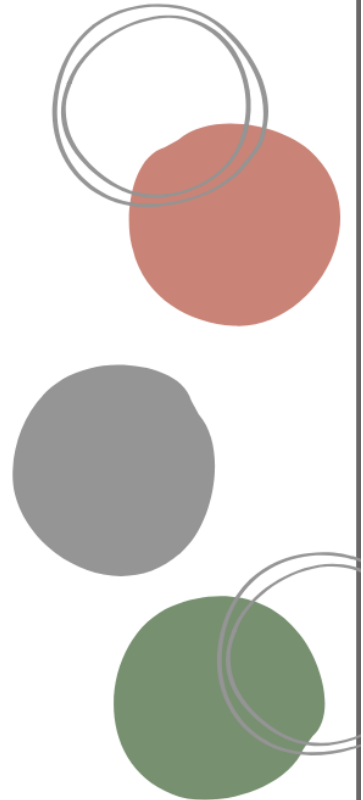
Table of Contents

Course Overview

All people have the right to live, love, work, play, and pursue their dreams in their community. People with Intellectual and Developmental Disabilities (I/DD or "participant(s)") have the same universal wants, needs, desires, and values as everyone else, including love, companionship and self-fulfillment. Every person will express their values in different ways, but each person's values should be recognized and honored.

Person-centered supports focuses on a participant's right to choice, direction, and control. It is the person's right to identify and pursue what is important to them. Self-determination generally means that people have authority over their lives. It means that people have control of the resources needed for their support, as well as responsibility for their decisions and actions.

Everyone wants a good life. Each person will define their good life in their own, unique way. In this course, you will start thinking about what it means to have a good life. You will do many activities in this course to reflect on what a good life means to you. The person-centered tools and activities introduced in this course will help you identify your strengths, the things important to you, and how to best support you. You will practice using these tools on yourself to learn how to use these tools with others. As you become comfortable using person-centered tools, you will develop the skills necessary to support someone to reach their good life.

Course Objectives:

At the end of the course, you will:

Lesson 1:

- ❏ Identify the principles of person-centered supports.

- ❏ Describe self-determination as a concept and how applying the concepts of self-determination can support a participant to live their good life.

- ❏ Demonstrate proper use of person-first language.

Lesson 2:

- ❏ Define "trajectory" and describe how it can be used to identify your vision of a good life.

- ❏ Practice and understand the purposes of the Person-Centered Worksheets: Life Trajectory, Important To - Important For, One Page Profile, Good Day - Bad Day, What's Working - What's Not Working, and 4+1.

- ❏ Distinguish between "Important To" and "Important For."

Lesson 1: Person-Centered Supports

Person-centered supports puts the person at the _____ of their own decision-making.

With community inclusion, all people have the right to _____, _____, _____, _____ and pursue their _____ in their community. Community inclusion occurs when persons with disabilities live in the community like everyone else, and they fully participate in their preferred activities, events, organizations, and groups.

The _____ of _____ includes family, friends, and other persons identified by the participant as being key to the planning process. Each person within the Circle of Support has a significant role and function to support a participant to live a good life.

Topic 1: Principles of Person-Centered Supports

What are Person-Centered Supports?

Person-centered supports puts the person at the _____ of their own decision-making. With person-centered supports, a participant identifies and pursues what they think is most important in their life.

"Person-centered" is the opposite of "service-centered."

- _____-centered supports focuses on the person's goals, needs, and priorities.
- _____-centered supports, on the other hand, focuses on the service provider's goals, needs, and priorities.

Supports for individuals with I/DD should always be person-centered and not service-centered. Services are provided to support people to pursue what is important to and for them.

10 Principles of Person-Centered Supports

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Person-Centered Supports are Individualized and Strengths-Based

_____ means specific to the person, instead of a one size fits all approach.

_____-_____ (1) focuses on a person's abilities and positive characteristics, and (2) identifies what a person is good at and can do before focusing on the supports that are needed.

Self-Determination

Self-determination is another way of saying _____. It is a fundamental _____ _____. It means that people have _____ over their lives. It means that people have control of the resources needed for their support, as well as responsibility for their _____ and _____. The following includes various aspects of self-determination and what it means in practice for a person.

Self-Determination means the person:
•
•
•
•
•
•
•

Overall, self-determination means that people have the right to choose how they live their life and what their good life looks like. Whether the choices an individual makes are good or bad, they can learn from them. The person's support network may have input about what is important for someone, but person-centered supports should always consider what is important to the person. It is ultimately the individual's choice or decision that will be considered. The following compares what self-determination is not compared to what it is:

Self-Determination

What it is not:	What it is:
•	•
•	•
•	•
•	•

Person-First Language

Person-first language:

1. Communicates _____-_____.

2. Puts the person _____ the disability.

3. Considers disability a _____ condition, not a primary identifier.

4. Emphasizes _____, not limitations.

The left column lists examples of what you should avoid saying (disability-first language) and the right column displays what you should say instead (person-first language).

Disability–First Language (Do not say this)	Person–First Language (Instead, say this)
• Wheelchair bound	•
• Disabled	•
• Autistic	•
• Suffers from…	•
• Cripple	•
• Is a victim of…	•
• Mute	•
• Blind	•
• Handicapped	•

Topic 2: Responsibilities of Person-Centered Supports

Community Inclusion

The Centers for Medicaid and Medicare Services (CMS) Final Rule says that a plan and supports will assist a participant:

1.

2.

3.

> _____ _____ is living in the community like everyone else and includes full participation in a person's preferred activities, events, organizations, and groups.

Community inclusion, like person-centeredness, recognizes people as having _____ and _____ regardless of disability. Inclusion breaks down barriers often faced by people with _____ backgrounds such as disability status, race and ethnicity, sexual orientation, gender identity, socioeconomic status, age, and family structure.

Exclusion, Segregation, Integration, and Inclusion

Create a graphic in the space below to illustrate the differences between Exclusion, Segregation, Integration, and Inclusion.

With _____, people with disabilities are scattered outside of the "mainstream" circle and not allowed in.

With _____, people with disabilities have their own circle, but they are separated from people without disabilities.

With _____, people with disabilities are still grouped with other people with disabilities even though they are included with people without disabilities. They are still seen as a different and separate group.

With _____, people with disabilities are mixed in with people without disabilities, and there is no separation. People with and without disabilities are seen as equal and are not grouped or treated differently.

Full community inclusion supports participants to make choices and have supports that are personal and individualized. With inclusion, participants can enjoy the positive outcomes of community inclusion.

Positive Outcomes of Community Inclusion
1.
2.
3.
4.

How to Increase Community Inclusion

To increase community inclusion:

1. A person's disability should not define or confine them because

    _____.

2. _____.

    The problem typically comes from the community's or society's negative

    attitudes and actions towards the person with disabilities.

3. Disability should be considered a _____ part of the human

    experience (Rehabilitation Act).

4. People should understand that people with disabilities are _____

    _____ people without disabilities than they are _____.

5. Every person should be considered to have unique _____ and

    _____ and can contribute to their community.

6. All communities should have great _____ and _____

    to both include and support all people.

Tips for Community Inclusion
1.
2.
3.
4.
5.
6.

Least Restrictive Environment

_____ _____ _____ means that a person with disabilities should, to the greatest extent possible, live in the community and make choices with the least restriction possible.

According to the Developmental Disabilities Hawai'i Revised Statutes Chapter 333F...

A participant has the right to:
1.   2.   3.   a.   b.   c.

Least restrictive environments are a core principle of _____ _____.

Topic 3: Roles within Person-Centered Supports

Circle of Support

Every person has a _____ of people in their lives. The people in your support network can include friends and family, neighbors, and other community members. The people in your support network can range from being very close to you or an acquaintance, but these are the people you value in your life. You can count on them and rely on them. These people know what is important to you and provide a positive support system to help you realize and accomplish your goals. This support network or group of people is called a _____ of _____. The participant is always at the _____ of their Circle of Support.

Teamwork

A critical aspect of person-centered supports is _____. Teamwork is especially critical within the Circle of Support. Teamwork is not only used to work together towards a _____, but it is also used to determine what is working and what is not working when issues arise. Different _____ from the team members can be compared and contrasted to see where there is agreement or disagreement and why.

Supports and Barriers to Teamwork

Supports	Barriers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Lesson 2: Vision for a Good Life

_____ usually refers to seeing, but vision can also refer to a thought or imagination. It can also include _____, thinking about the _____, _____, _____, and _____.

A participant should have as much say as possible in the direction of their own life, and person-centered tools can help them get there.

A _____ is the path your life takes towards the future. This path can change based on the choices you make, other people's actions, and events that might be out of your control. The goal is to identify the good life and create a _____ towards it. The life trajectory below helps to identify what a "good life" means. The vision for a good life can be compared to what a good life does not mean.

Examples of what a good life includes might be friends, family, a job, fun things to do, independence, and happiness. Examples of things you do not want are typically opposite of a good life and might include being alone, not having a job, being dependent, or being sad.

> *Draw out the trajectory showing an arrow towards a good life and an arrow showing the things you do not want.*

Be sure to print out two copies of the Person-Centered Supports Toolkit!
One toolkit will be for you to fill out for yourself. The second toolkit will be for you to fill out with a participant.

#1 Life Trajectory Worksheet

The trajectory gets us thinking about how we can support the person towards their
_____ life and how to _____ what they do not want.

Fill it out for yourself.

Using the Life Trajectory Worksheet, reflect on what your vision of a good life means and write it in the box. Then think about what you do not want in life and list it in the second box. You will use this activity to practice using the tool so that you can use this tool with a participant.

Fill it out with a participant.

Fill out the Life Trajectory Worksheet with a participant. Reflect on what their vision of a good life means and write it in the box. Then list what the person does not want in life in the second box.

#2 Important To - Important For Worksheet

"Important _____" is about what really matters to the person, from their perspective. Examples of what might be important to the person can include the important people, places, things, habits, routines, faith, culture, interests, hobbies, work, etc. These things that are "important to" the person makes the person who they are. These are the things that make the person _____ and _____.

On the other hand, things that are "Important _____" a person include the help or support needed to stay safe, healthy, and well. Basically, these are the things that make the person _____ and _____.

Additional questions that are useful to find out what is important to and important for a person include:

- What are you telling me is important to you? What matters to you based on your words or behaviors?

- How do you let me know what is important to you?

- What do we need to learn more about?

Supports or services are often very good at addressing the things that are "Important For" the person but they might be missing the things that are "Important To" the person. By balancing out what is important to and for the person, the person will feel better supported and in ways that make sense to them, they will have more opportunities to develop fuller and richer lives, and they will still feel healthy, safe, and well.

People need to have both what is important to them and important for them in order to have a good life. It is not about being happy OR healthy and satisfied OR safe. It is about being happy AND healthy and satisfied AND safe. People do not do what is important for them unless it is important to them.

Fill it out for yourself.

Reflect on what really matters to you. Who are the important people in your life? What are the places, things, habits, routines, practices, interests, and hobbies that are important to you? These are the things that make you who you are and will go in the "Important To" column. What are the things that you need in order to be safe, healthy, and well? Those are things you will list in the "Important For" column. Once you've filled out the two columns, try to dig a little deeper and ask some further questions to clarify what you meant, or how you can be supported better.

Fill it out with a participant.

Reflect on what really matters to the person. Who are the important people in their life? What are the places, things, habits, routines, practices, interests, and hobbies that are important to the person? These are the things that make the person who they are and will go in the "Important To" column. What are the things that the person needs in order to be safe, healthy, and well? Those are the things listed in the "Important For" column. Once two columns are filled out, try to dig a little deeper and ask some further questions to clarify what the person means, or how the person can be supported better.

#3 One Page Profile

You can use the information gathered on the "_____"
worksheet to generate a One Page Profile. A One Page Profile captures all the
important information about a person on a single sheet of paper under four
sections:

1.

2.

3.

4.

The One Page Profile is a tool used to support people better by:

- Helping to understand what matters to the person and the supports the
  person needs to live the life they want.

- Creating a resource for people and teams to best support the person across
  service _____ and _____ supports.

- Updating the One Page Profile regularly to address changing _____
  and _____.

- Being regularly updated to reflect people's changing _____ and
  _____.

Fill it out for yourself.

Identify important information about yourself on a single sheet using the One Page
Profile. Reflect on what people like about you, what is important to and for you, and
how you want to be supported.

Fill it out with a participant.

Identify important information about a participant on a single sheet using the One
Page Profile. Reflect on what people like about the person, what is important to and
for the person, and how they want to be supported.

#4 Good Day - Bad Day

The Good Day - Bad Day tool can be used to talk about what a good day is like. What does a good morning look like? What does a good afternoon and night look like? By reviewing a good day, it will show a person's _____, _____, and the _____ things that they enjoy. The tool also does the same thing for a bad day. This tool is useful in finding out more about what is important to the person. The tool is also helpful in figuring out the supports a person needs to have a good day and to _____ a bad day.

Fill it out for yourself.

The Good Day – Bad Day Worksheet captures important information about the things that happen to result in a good day in the left column, and the things that happen to result in a bad day in the right column. Complete this worksheet for yourself to determine how to increase good days and decrease bad days.

Fill it out with a participant.

Use the Good Day - Bad Day Worksheet to identify the important information about the things that happen to result in the person having a good day in the left column, and the things that happen to result in the person having a bad day in the right column. Use these two columns to determine how to increase their good days and decrease their bad days.

#5 What's Working - What's Not Working?

The What's Working - What's Not Working tool can be used to figure out what a person is _____ with and what they would want to _____ if they could. It lists what is working and what is not working from their own perspective and from the perspective of others. It is also a tool that can further explain what is important to them and areas needed for _____. This tool can also compare and contrast what is working and not working from different _____ to see if there is agreement or disagreement and why.

The main benefits of the What's Working – What's Not Working tool include:

- Highlights the _____ and the _____.

- Provides insights into how _____ can be made.

- Considers different _____.

- Provides more _____ information.

Fill it out for yourself.

Fill out the What's Working – What's Not Working Worksheet based on a situation where you needed to address something as a team. You will identify the things that are working versus what is not working. This can help to highlight things that are important and additional areas for support.

Fill it out with a participant.

Fill out the What's Working – What's Not Working Worksheet based on a situation where you needed to address something as a team with a participant. This tool can help to capture important information from different perspectives by identifying the things that are working for a particular situation versus what is not working. It can also help to point out things that are important to the person and additional areas for support.

#6 4+1

The worksheet has four main questions:

1. What have we _____?

2. What have we _____?

3. What are we _____ about?

4. What are we _____ about?

The follow-up question to those four questions is the +1:

_____?

This worksheet helps a team to work together to address a specific challenge by gathering information from different perspectives. The information gathered on the 4 + 1 Worksheet can be used to update the _____.

Fill it out for yourself.

The 4 + 1 Worksheet is a collaborative tool to identify what was tried, what was learned, what the team is pleased about, and what the team is concerned about. Fill out the 4 + 1 Worksheet based on an experience you had in the past where you needed to address the situation with a team.

Fill it out with a participant.

The 4 + 1 Worksheet captures important information from the first four questions in order to answer the + 1 question of "What do we need to do next?" Fill out the 4 + 1 Worksheet with a participant based on a situation addressed by a team.

Lesson 5: Summary

Person-centered supports focus on a participant's right to choice, direction, and control, and a participant has the right to identify and pursue what is important to them. In this course, you learned that self-determination generally means authority over one's own life. It means that people have control of the resources needed for their support, as well as responsibility for their decisions and actions.

> **Main Takeaway:** Everyone wants a good life. Each person will define their good life in their own, unique way.