

Person-Centered Practices & Relationship Building

Community Integration



Training Objectives:

- ✓ Define Person-Centered Planning
- ✓ Discover various Person-Centered Thinking tools and approaches
- ✓ Understand the value of community presence and participation for community integration
- ✓ Recognize the significance of promoting choice and self-determination
- ✓ Recognize the importance of encouraging development of valued social roles and relationship building
- ✓ Understand the need to enhance skill development and to support contribution

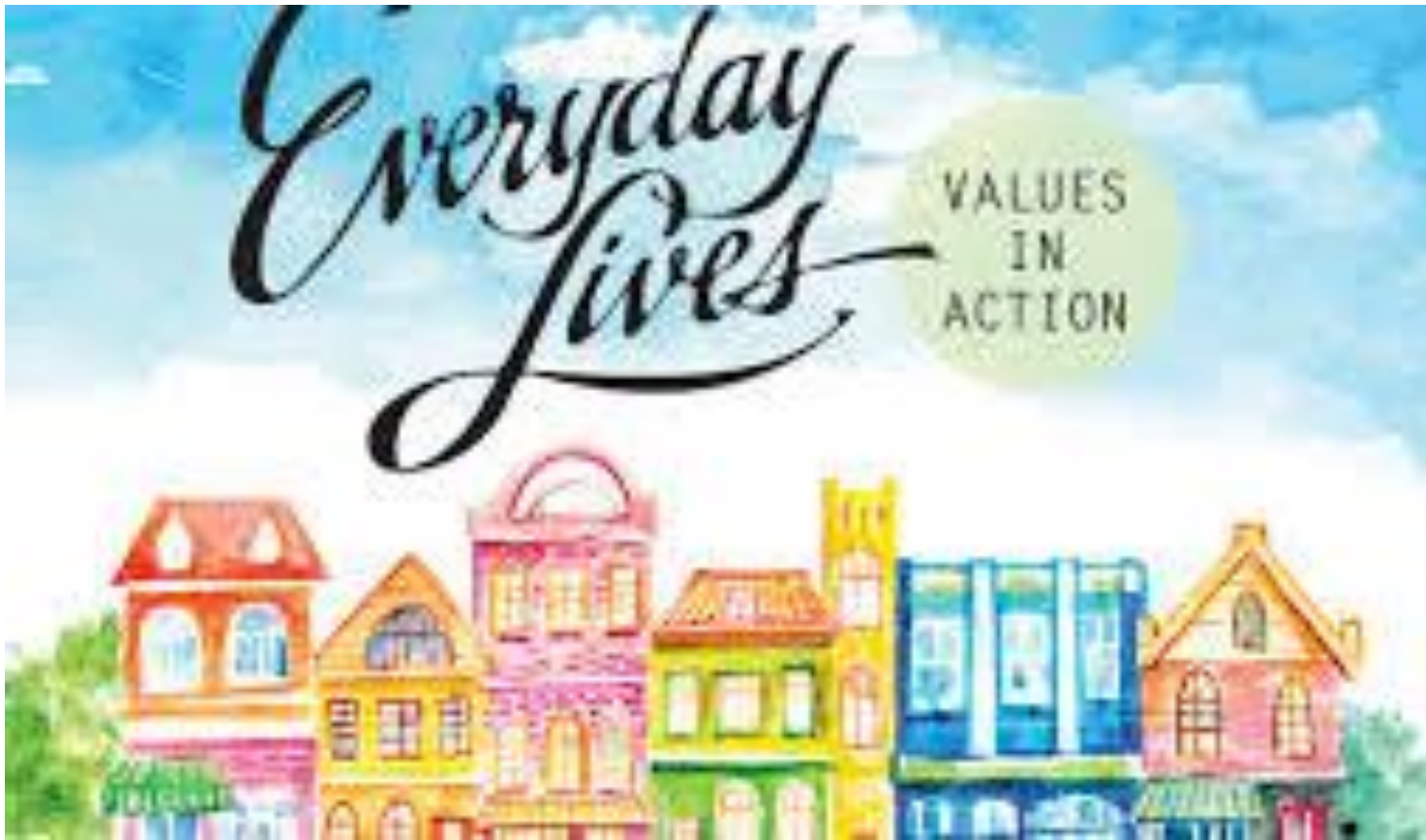


Person-Centered Practices DEFINED:

An ongoing problem-solving process using various approaches and tools to help people with disabilities **plan for their future**, to achieve goals and desires.

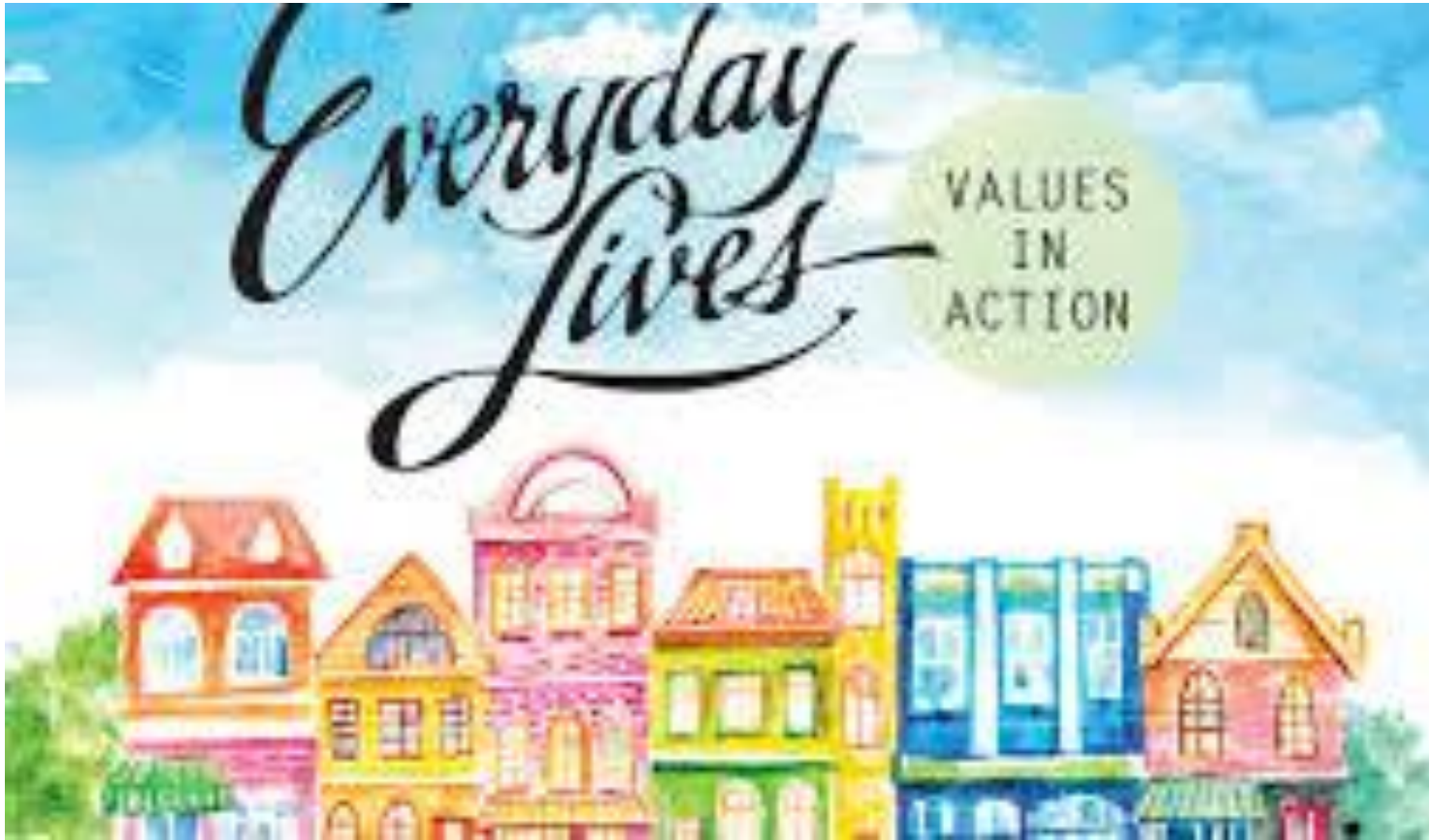
Person-Centered Planning is used to understand what each person wants and needs to live their own, personally defined 'everyday life.'





The foundation of *Everyday Lives: Values In Action*

1. We value what is important to people with disabilities and their families, who are striving for an everyday life.
2. People with disabilities have a right to an everyday life.



What people want...

- ✓ **Control** over all areas of their life. Emphasis on making decisions.
- ✓ **Choice** and decisions on everything from food to how time is spent.
- ✓ **Freedom** and the same rights as other members of the community.
- ✓ **Connected** through meaningful contribution and developing relationships.

Person-Centered vs. System-Centered – Beth Mount



Person-Centered Thinking Tools

Person-Centered Thinking Tools



Listening

Thinking together

Coaching

Sharing ideas

Seeking feedback

ANNOTATED INDIVIDUAL SUPPORT PLAN

Information gathered in this document includes an assessment of health and safety needs, individual preferences, abilities and needs that provides a person-centered planning process to develop solutions and positive approaches to supporting the individual.

Individual's Name	
Supports	
Coordinator's Name	
Date	

Like & Admire

Important TO & Important FOR

Know and Do to Support

What Makes Sense/ Doesn't Make Sense

4 + 1 Questions

Involves people that make a difference



Social Role Valorization

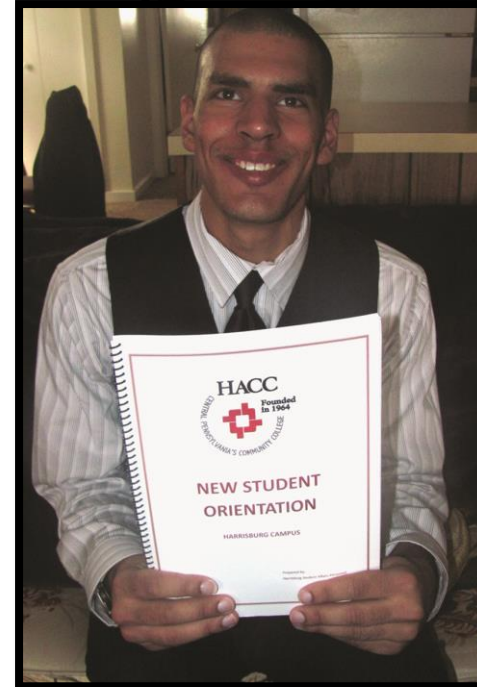
Dr. Wolfensberger

Wolfensberger defined SRV as:

"The application of empirical knowledge to the shaping of the current or potential social roles of a party (i.e., person, group, or class)--primarily by means of enhancement of the party's competencies and image--so that these are, as much as possible, positively valued in the eyes of the perceivers."

Examples of *Valued Social Roles*

- Employee
- Volunteer
- Colleague
- Neighbor
- Customer
- Friend
- Voter
- Citizen
- Student/Graduate
- Church/Gym/Club Member
- Artist/Performer
- Pet owner
- Homeowner
- Home renter
- Brother/Sister
- Father/Mother
- Son/Daughter



Beautiful Justice - Beth Mount



[TEDx Beth Mount Beautiful Justice – YouTube](#) (20 min)



Valued roles give a person a “place” in society and powerfully impact:

- ✓ Opportunities to contribute
- ✓ Material gain and self-support
- ✓ Status and reputation
- ✓ Positive self-image and boosts confidence
- ✓ Acceptance and belonging
- ✓ Associations and relationship
- ✓ Autonomy and freedom
- ✓ Personal growth and development

Increase opportunities for an
Everyday Life & Community Integration:



THE FIVE ACCOMPLISHMENTS PROVIDE A GUIDE FOR THE DEVELOPMENT OF A PERSONAL VISION

By John O'Brien and Connie Lyle O'Brien
The five accomplishments provide a framework for assessing our ideas about the future.

Increasing opportunity in these five areas of life is clearly the intended outcome of the Personal Futures Plan process.

Will our choices lead to relationships, dignity, choice, real contribution, and inclusion in community life?

Will our ideas reinforce old patterns of isolation, rejection, powerlessness, and poor reputations?

Moving away from a past characterized by:

- ▶ Isolation, seclusion, and separation by location, activities and schedule
- ▶ Rejection, loneliness, always on the outside, ignored
- ▶ Old stories, negative reputations, labels; negative self-fulfilling prophecies
- ▶ Limited voice, restriction, lack of representation, no power
- ▶ Unproductive, severely ignored, undeveloped; no resources, low expectations

Moving toward daily experiences which include:

- ▶ **COMMUNITY PRESENCE:** How can we increase the presence of a person in local community life?
- ▶ **COMMUNITY PARTICIPATION:** How can we expand and deepen people's relationships?
- ▶ **ENCOURAGING VALUED SOCIAL ROLES:** How can we enhance the reputation people have and increase the number of valued ways people can contribute?
- ▶ **PROMOTING CHOICE:** How can we help people have more control and choice in life?
- ▶ **SUPPORTING CONTRIBUTION:** How can we assist people to develop more competencies?

Developing Relationships:

YOUR ROLE is to help foster and enhance (non-paid) relationships



Community Presence & Participation is KEY



People must be active in their communities - go to typical places that other non-disabled persons go - banks, churches, gyms, restaurants, grocery stores, libraries...



YOUR Role to ensure the person is actively involved in transactions, events, community functions (based upon individuals' preferences)



Skill Development/ Gaining Competencies

- Teach/expand skills to support contribution
- Important to encourage others to do for themselves
- Follow outcomes developed by the team and in the ISP
- Encourage new experiences



Community Integration

When individuals increase the number of relationships they have with non-disabled, non-paid persons they will be more confident, connected, independent and will have a more meaningful and valued life, in their home and communities.

Person-Centered Practices & Relationship Building RECAP



YOUR ROLE is to help people plan and achieve their personal goals and desires through:



COMMUNITY PRESENCE & PARTICIPATION,



ENCOURAGE VALUED SOCIAL ROLES,



PROMOTE INDIVIDUAL CHOICE,



SUPPORT CONTRIBUTION



...to ensure everyone experiences *their* EVERYDAY LIFE!