

Outreach Health Services is a leading health care provider to individuals, families and the community.



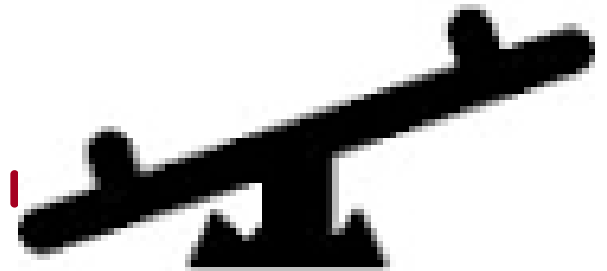
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Person Centered Thinking

What is important **TO** a
person

What is important **FOR** a
person

The balance between the



What does CMS say?

Federal regulations require a written person-centered plan for HCBS whether services are provided through the State Medicaid Plan or through a waiver program. The use of Federal funds is not approved for HCBS waiver services that are provided without a person-centered plan.



Person Centered Thinking An Overview

HCBS Conference Overview

Presented by:

Mona Lara

Training for Service Coordinators/Case Managers



The Learning Community
for person centered practices

Institute for

Person-Centered Practices





Introduction

1st Think Purpose

- Purpose for offering this training is to help people get better lives—not just better paper.
- Purpose for today—to provide a basic overview of Person Centered Thinking
 - --learn what person centered thinking skills are in a broad sense in effort to gain a deeper understanding of the people we support.
 - -- by having an overview we can help people get the lives they value.

How Today Works

- Introduce methods that anchor person centered practices
- Learn the Core Concept of Person Centered Thinking
- Learn about a skill that help us listen for what people tell us with their words and behavior
 - Rituals and Routines (discovery skill)

Develop Working Agreements

- People are not all the same. When learning or working in groups people are likely to
- appreciate a few agreements that are easy to remember and likely to help provide a good
- learning environment for people in the room.



Person Centered Thinking

- underlies and guides respectful listening which leads to actions, resulting in people who:
 - Have positive control over the life they desire and find satisfying;
 - Are recognized and valued for their contributions (current and potential) to their communities; and
 - Are supported in a web of relationships, both natural and paid, within their communities



OUTREACH HEALTH SERVICES

Caring Since 1975

Help people get better lives

Not just better paper...



Introducing the Core Concept:

IMPORTANT TO
AND
IMPORTANT FOR
AND
THE BALANCE BETWEEN THEM



Important *TO* :

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- People to be with /relationships
- Status and control
- Things to do and Places to go
- Rituals or routines
- Rhythm or pace of life
- Things to have



Important *FOR*:

- **Issues of Health:**

- Prevention of illness
- Treatment of illness/medical conditions
- Promotion of wellness (diet/exercise)

- **Issues of Safety**

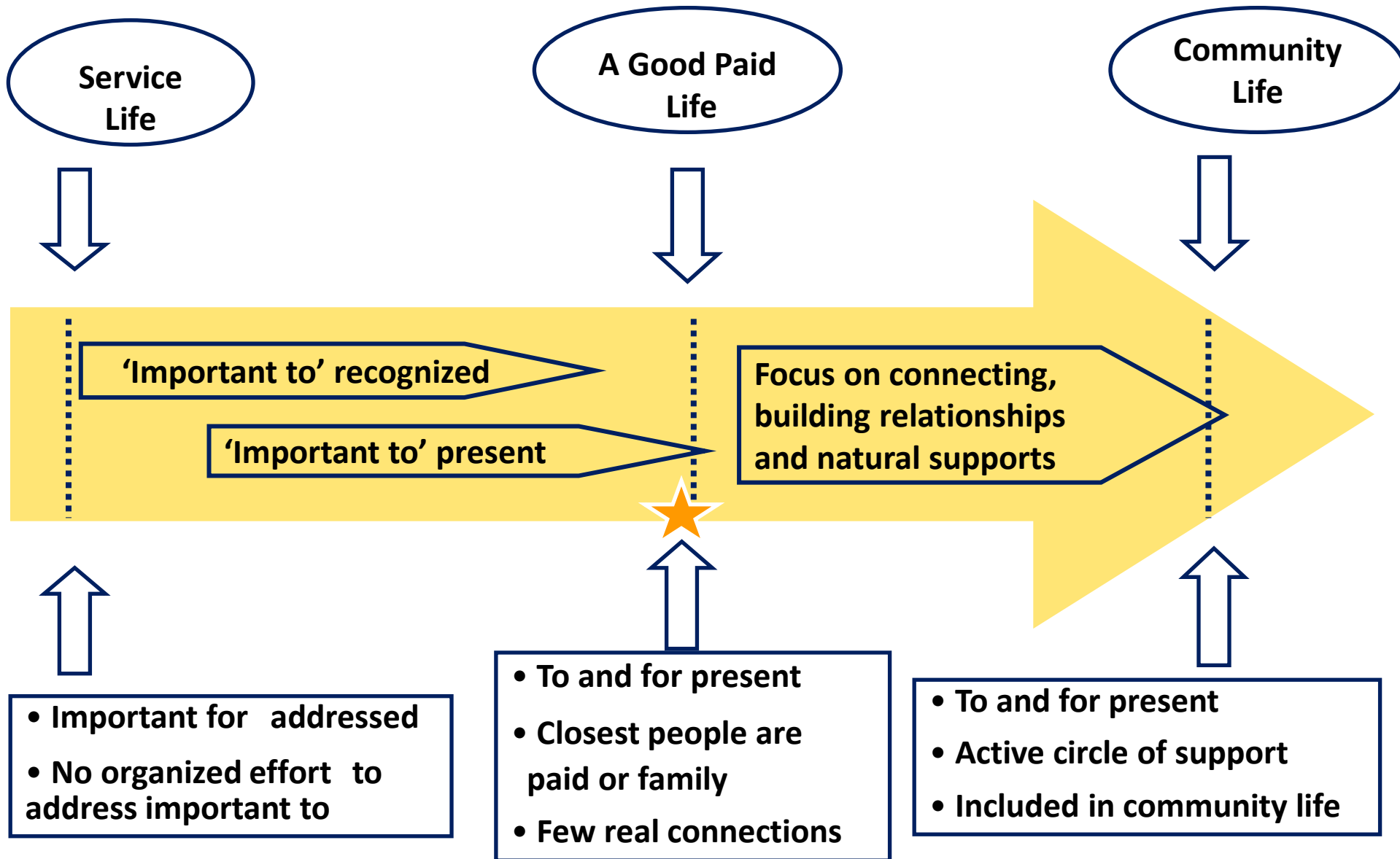
- Environment
- Well-being (physical/emotional)
- Free from Fear



- **What others see as necessary to help the person:**

- Be valued
- Be a contributing member of their community

Moving from Service Life to Community Life

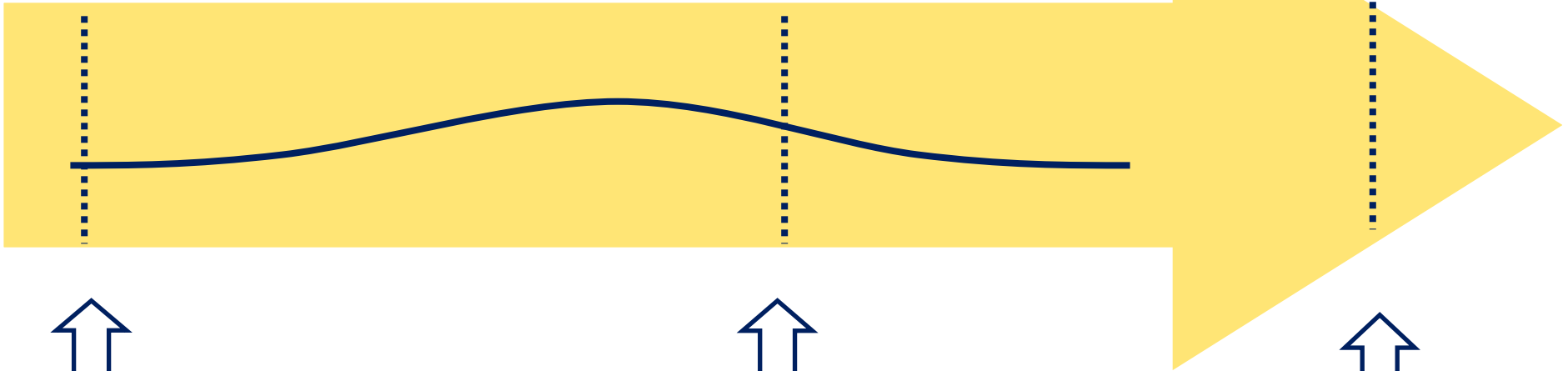


Moving from Service Life to Community Life

Service Life

A Good Paid Life

Community Life



- Important for addressed
- No organized effort to address important to

- To and for present
- Closest people are paid or family
- Few real connections

- To and for present
- Active circle of support
- Included in community life



Discontent is the Engine of Change

- Anything you are happy with, you want to stay the same
- You are only interested in change when there is discontent

There are there are 2 kinds of discontent

- Cynical
 - Optimistic
-
- We have **too much cynical** and
 - **not enough optimistic**



Cynical Discontent

When you have discontent without hope you get cynical discontent.

Cynical discontent results in:

| | |
|-------------------|---|
| Denial | People say “this is no different from what we have always been doing” |
| Distortion | Perceptions are distorted to suggest that what people want is what they already receive |
| Departure | The people who have the most passion leave (depart) when they see no hope for change |



Optimistic Discontent

Requires hope based on trust that is created when there is:

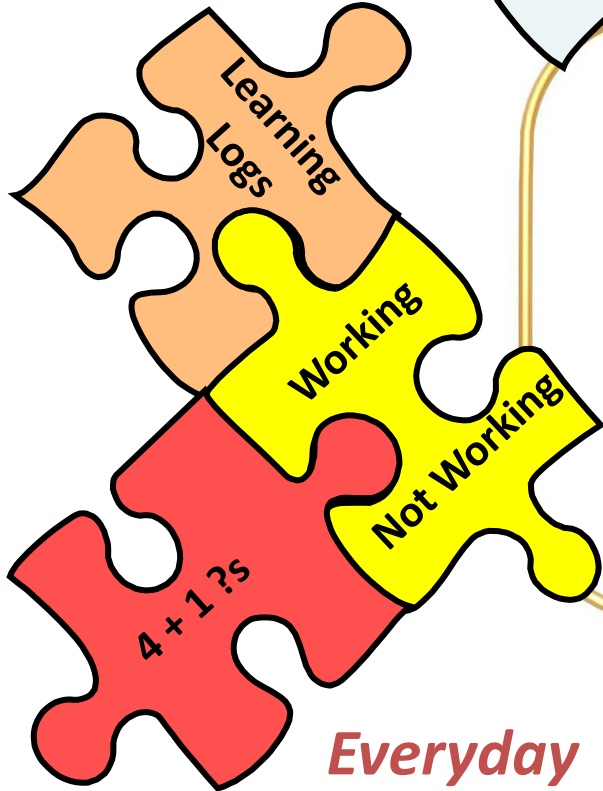
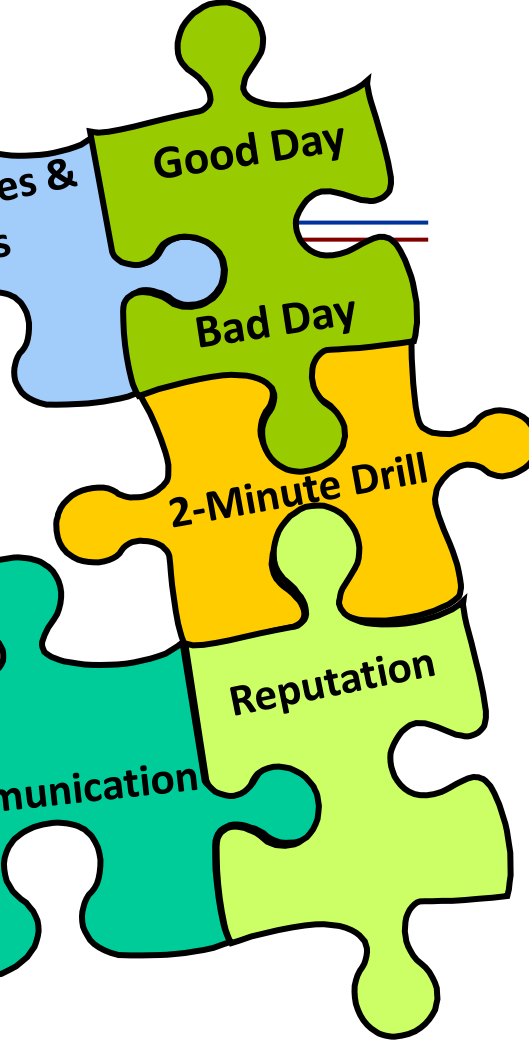
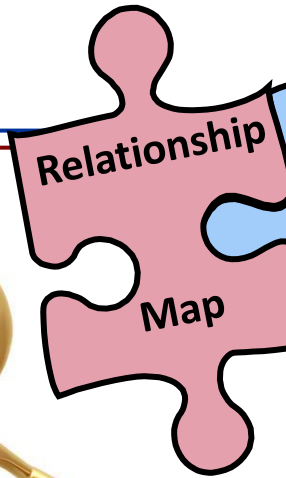
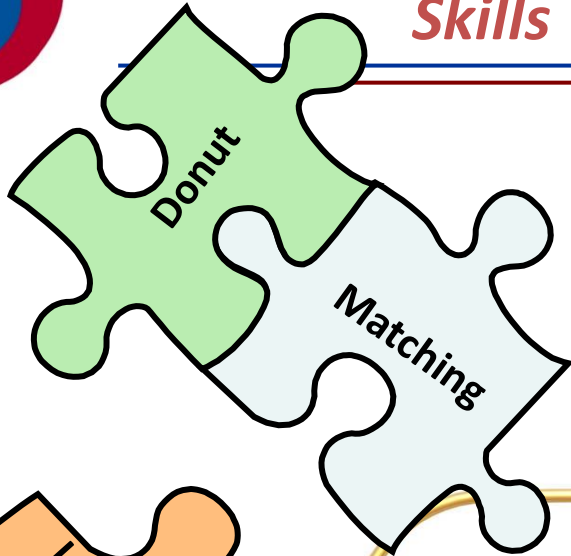
- A history of acting on things that can be changed
- Honesty about those things that will take time to change
- Progress in acting on the things that take time

Where cynical discontent is dominant...

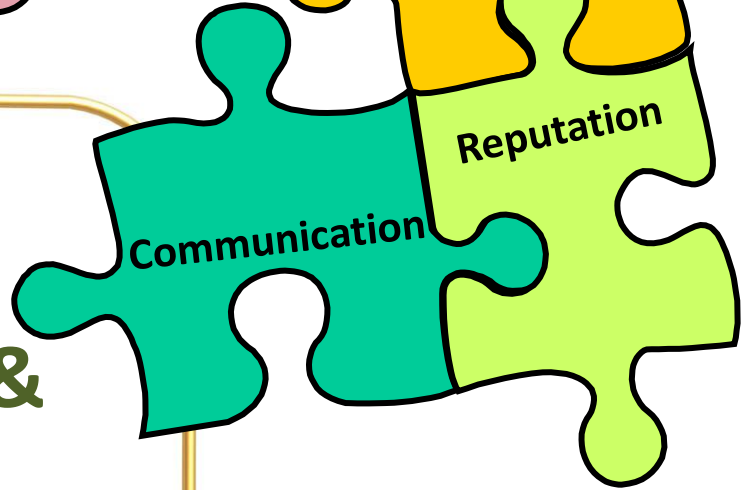
...trust must be created



Management Skills



**Important To
Important For &
The Balance
Between**



*Discovery/
Listening Skills*

*Everyday
Learning Skills*

Each of us want lives where we are supported by & contribute to our communities

Have our own dreams and our own journeys

Have opportunities to meet new people; try new things; change jobs; change who we live with & where we live

Have what/who is important to us in everyday life; people to be with; things to do, places to be

Stay healthy & safe (on our own terms)



Terminal Irritation

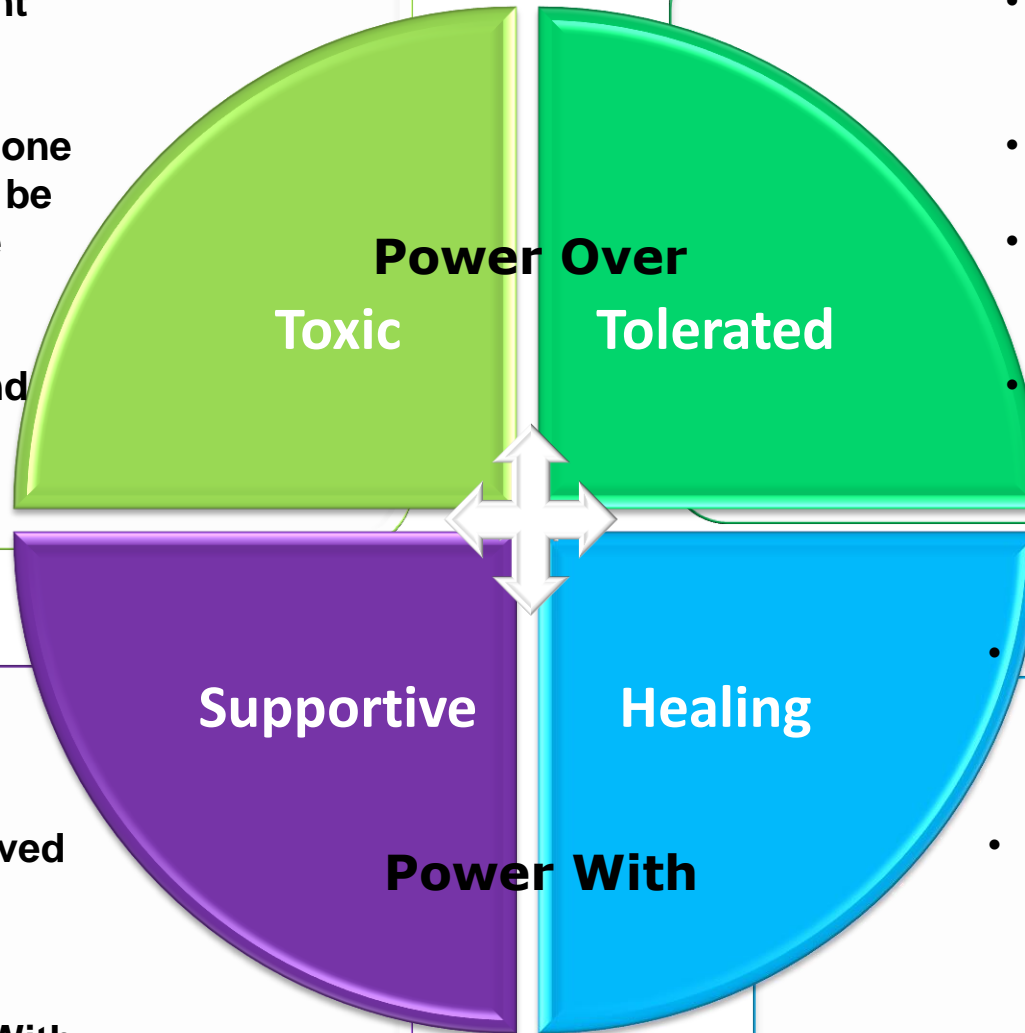


* Used with permission from Dave Coverly, Speedbump Comic



Importance Of Environments

- Causes significant aggression or depression.
- What is toxic to one person many not be toxic to someone else
- Results in Power Over as we try and control the aggression or withdrawal



- People are depressed, have given up.
- We see “learned helplessness”
- May have been toxic but people feel powerless
- There is no (or very little) growth

- In a supportive setting there is growth.
- People have moved from toxic or tolerated “blossom.”
- There is Power With
- This is the minimum for everyone.

- Needed for some people wounded by toxic or tolerated settings
- Focus is on restoration and wellness. There is a need to partner person centered practices with clinical supports



Implementation of Person Centered Practices is:

A Promise to *listen*

- To listen to what is being said and to what is meant by what is being said
- To keep listening

A Promise to *act* on what we hear

- To always find something that we can do today or tomorrow
- To keep acting on what we hear

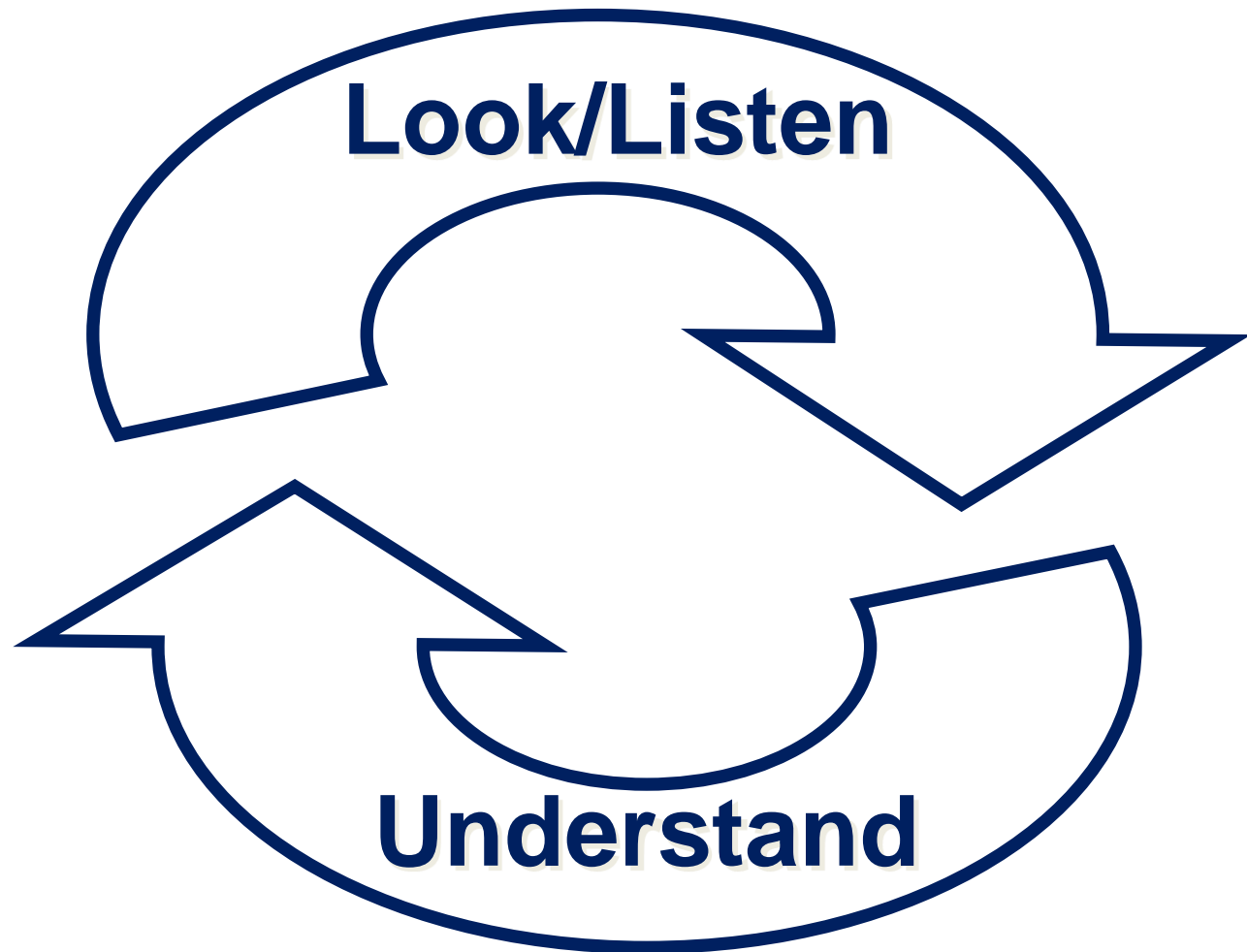


Implementation of Person Centered Practices is:

A Promise to be honest

- To let people know when what they are telling us will take time
- When we do not know how to help them get what they are asking for
- When what the person is telling us is in conflict with staying healthy or safe and we can't find a good balance between important to and important for

What you see/hear depends on what you are looking/listening for





The Core Concept:

And a core skill

Important **to** and Important **for**
and
the **Balance** between them



Important To and For are Connected

- Important to and important for influence each other
- No one does anything that is “important for” them (willingly) unless a piece of it is “important” to them

Balance is dynamic (changing) and always involves tradeoffs:

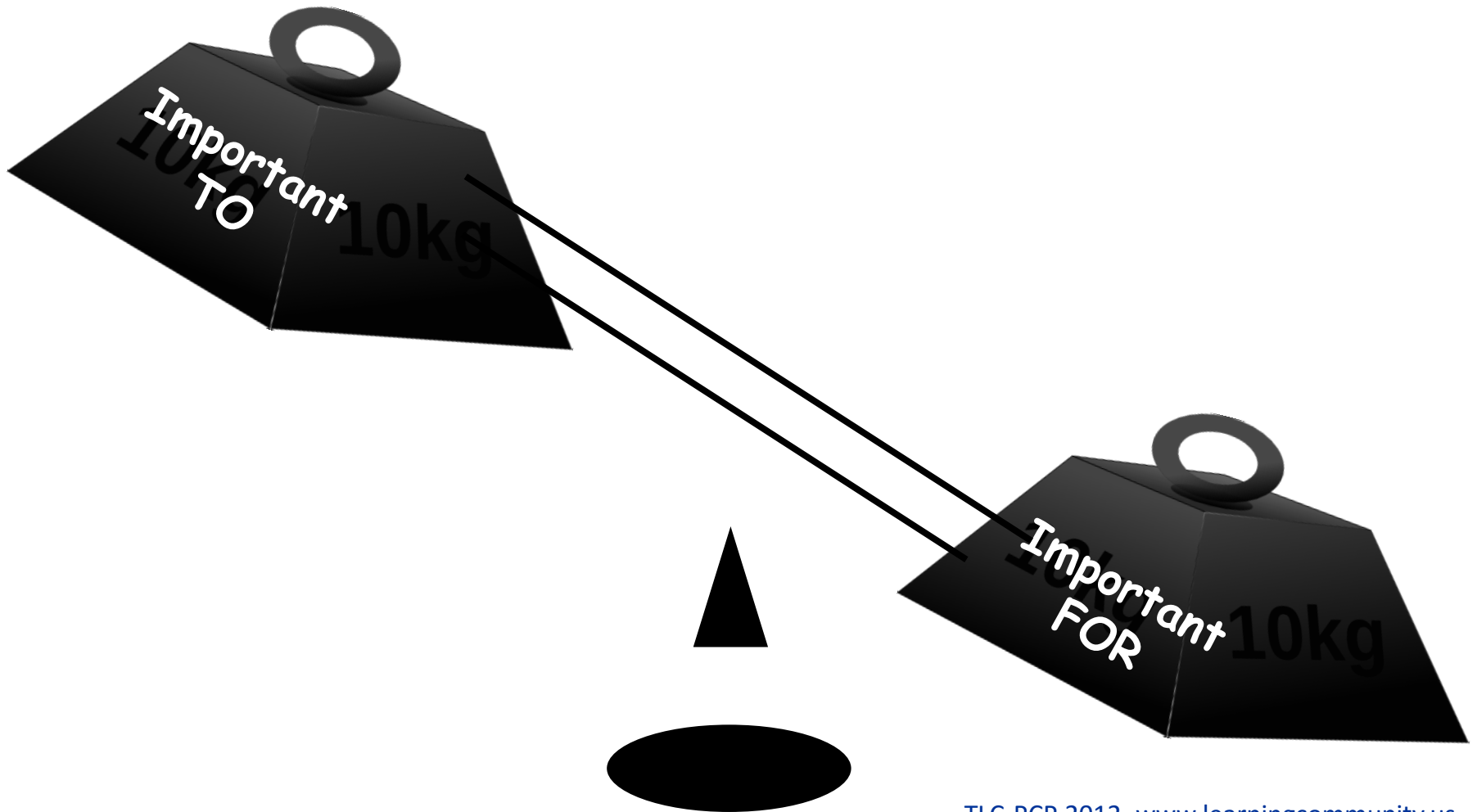
- *Among the things that are “important to”;*
- *Between important to and for*



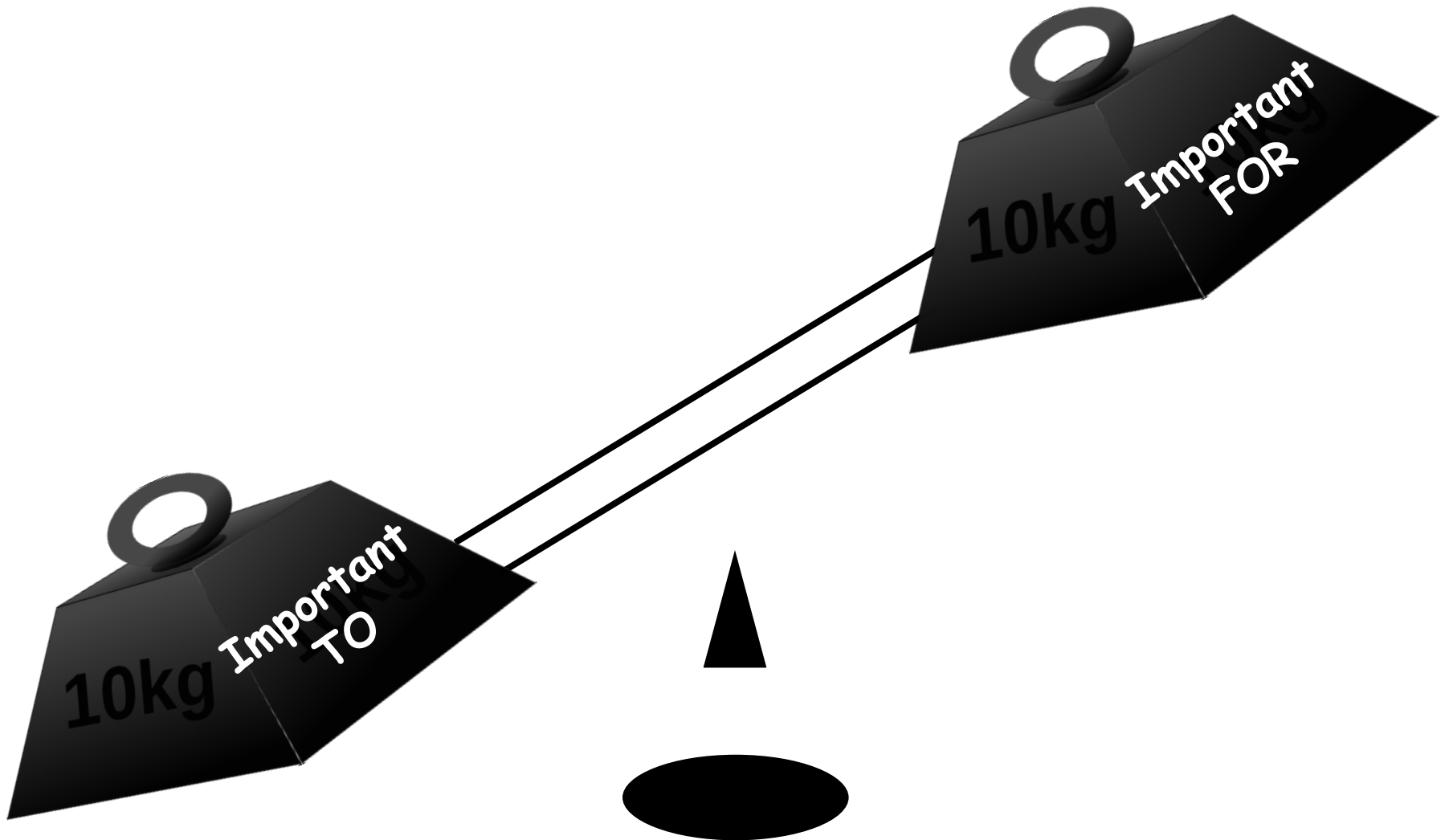
Finding the Balance

- **We all make tradeoffs between the many different things that are *important to us*.**
 - Some people may love living in a particular place.
 - And are willing to make the tradeoff when living there means a longer commute to the work they love.
- **We also make tradeoffs between what is *important to us* and what is *important for us*. These tradeoffs can be temporary OR long term solutions.**
 - Fun time with my friends is important to me. Having a clean house is part of being valued by my friends. House cleaning occasionally comes before having fun with friends.
 - Expressing personal opinions and speaking my mind is important to me, but not cussing in front of my neighbors is important for me

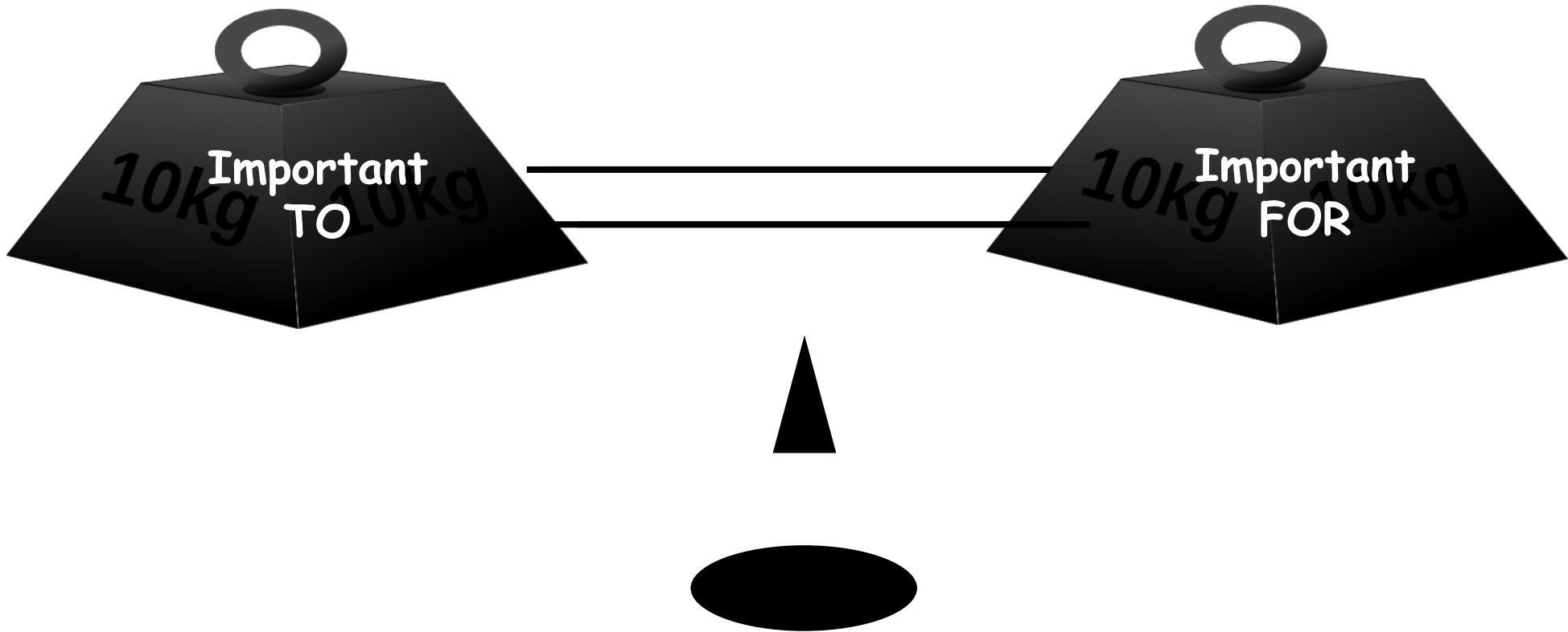
Health and Safety Dictate Lifestyle



All Choice No Responsibility

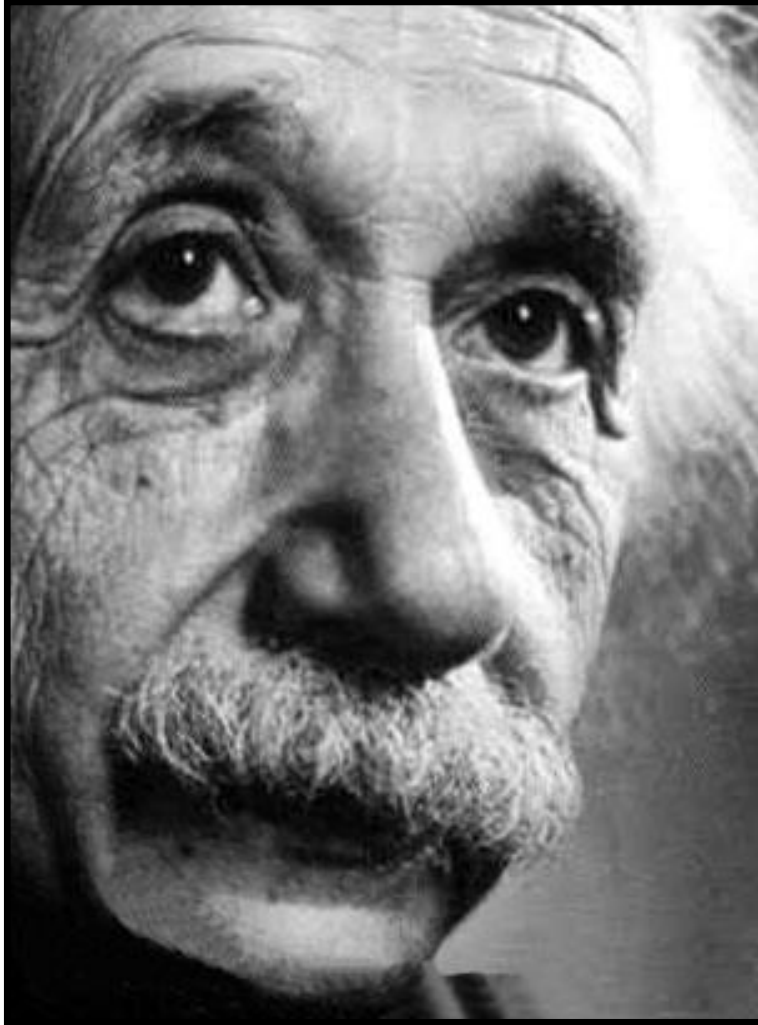


Balance





Ask Yourself “What do we know?” Before asking “What do we do?”

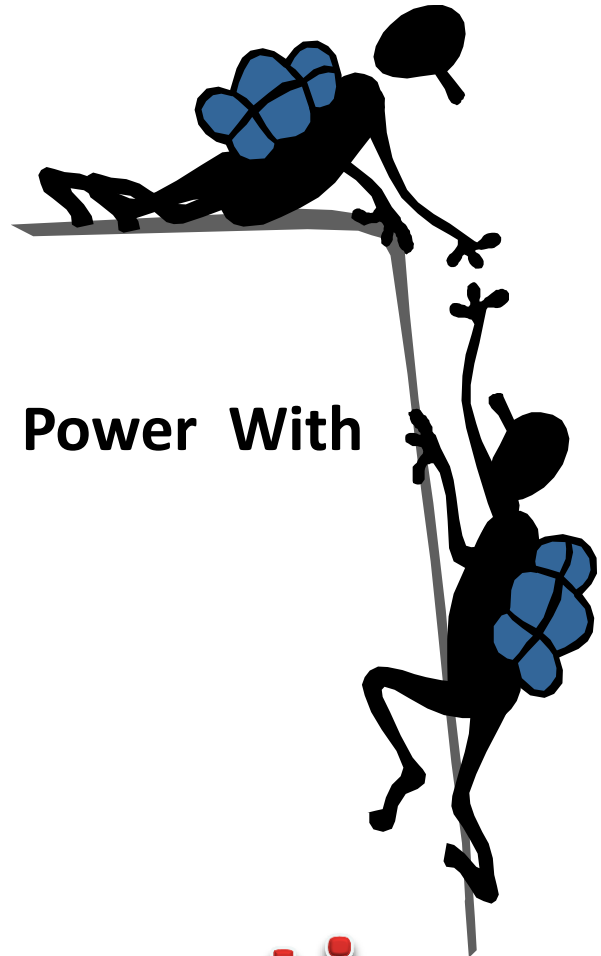
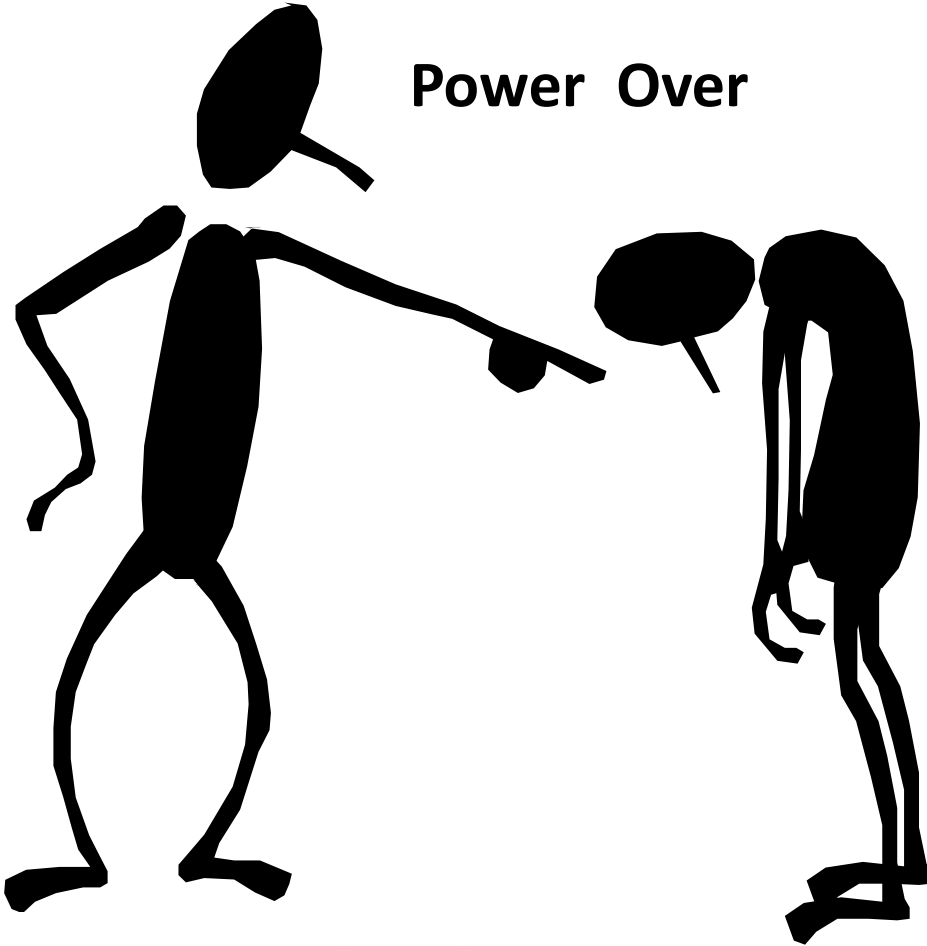


*If I had an hour to save
the world, I'd spend 55
minutes defining the
problem.*

~ Albert Einstein

Learning about Support

Power Over



Power With

Fixing vs. Supporting



Questions That Help You Get to Support Rather Than Fixing

- What can other people do to help you be successful with what is important to or important for you?
- When things were not working for you, did anyone ever do something that helped you to cope?
- What did they say or do?
- When you were having a bad day did anyone do something that made the day a bit better?
- When you were having a good day did anyone do something that made the good day even better?
- What support would you like?



7 Questions you should be able to Answer for each Person you Support

- 1. What is important to the person?**
- 2. What is important for the person?**
- 3. Is the connection between important to and for addressed?**
- 4. Is there a “good” balance between important to and important for?**
- 5. What does the person want to learn, what do we need to learn?**

If the person is to get the balance described and we are to learn:

- 6. What needs to stay the same (be maintained or enhanced)?**
- 7. What needs to change?**

Rituals and Routines

Rituals guide us through our days and bring consistency, comfort and control

- Morning
- Going to bed
- Mealtimes
- Transition
- Birthday
- Cultural/Holiday
- Not Feeling Well
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss

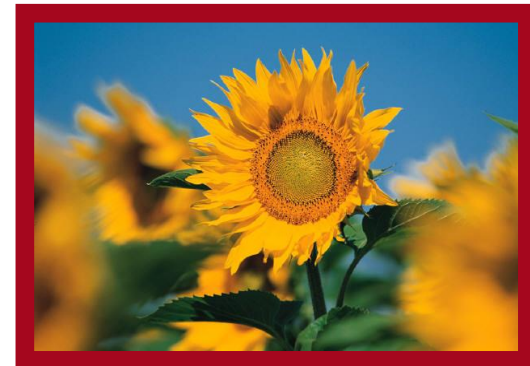
Morning Ritual





'S MORNING RITUAL

Look for the blank Morning Ritual in your workbook.





Develop Your Own Morning Ritual

- **Write down your morning ritual**
- **Start with how you wake up and end with leaving or when you feel your morning routine is completed.**
- **Include favorite products you use. For example: shaving cream? Soap? Hair products? Tea? Coffee black? Soda? Quiet time?**
- **Include as much detail as you are comfortable with-do ensure you include enough details so that you can learn how to collect sufficient information**
- **Tell us how long it takes – indicate what time it starts and what time it ends.**



Mona's Morning Ritual

- 5:30 a.m. –wake up to phone alarm (no snooze)
- 5:40-5:45-- Brush teeth-warm water, Sensodyne toothpaste
- 5:45-6:00—wash face, wet hair, lotion (Jergen's)
- 6:00-6:15—make coffee- (Folger's w/ lots of cream/Splenda(2))
- 6:15-6:30— relax, drink coffee
- 6:30—get 6 year old up, get him breakfast and cartoons on
- 6:40—put make up on (foundation, blush, eyes)
- 6:50—clothes on
- 7:00—help child get dressed and get 4 year old up, give her medication for seizures
- 7:10—make lunches for kids if didn't get them done night before
- 7:20—help 6 year old get teeth brushed and face washed
- 7:40—take 6 year old to school



Important TO me

What others need to know and do to best support me



Learning about SUPPORT from Important TO

Important TO me

1. Not being rushed -Having time to focus upon myself and my family before work
2. Time to organize my work before beginning my work

What others need to know and do to best support me

1. Don't rush me, don't ask me to move faster.
2. Give me time to myself when I'm organizing my work



As we close...

Questions?

How do you plan to help someone you know have a better life....not just better paper, plan, attendance, etc...?





Thank you!!!



**OUTREACH
HEALTH SERVICES**

Caring Since 1975

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- www.learningcommunity.us
- www.person-centered-practices.org