

Person-Centred Planning

1. What is Person-Centred Planning

- PCP is about making a plan to do the things the individual wants and get the support they need.
- Making a plan means exploring what they want and how they can achieve it.
- Making a plan should include ways to be part of their community.
- A PCP is a way of sharing with others what their dreams and goals are.

2. Your role in Person-Centred Planning

- This is not a chore that needs to be completed. It is an exciting activity which will help you better understand the people you are supporting. It facilitates developing better relationships with the people you support, as it shows an in their life goals. It gives you and the individuals goals you can work towards together.
- This will only work to the level of energy and effort you put into it. The individual can only get excited about PCP if they see you are excited about it.
- Help people better their lives, not just create better plans. The PCP needs to be followed through on, not just filed.
- Updating the plans will occur “naturally”, needing less effort as time goes on.

3. 7 Questions that you should be able to answer for each person you support

- What is important to the person? Listen to their words and behaviour. When words and behaviour are in conflict, bring it to their attention and find out why.
- What is important for the person? This includes only those things that we need to keep in mind regarding: issues of health and safety; family and other relationships; what others see as important to help the person be a valued member of their community.
- Are the things in important "for" addressed in the context of what is important "to"?
- Is there a good balance between important "for" and important to"?
- What does the person want to learn? What do we need to learn to help them achieve that goal?
- What needs to be maintained, or enhanced?
- What needs to change?

4. How To Do It?

- a. Start with how the person wants to live (living arrangements, work, education, leisure and recreation, relationships, etc.)
- b. Learn what is important to the person in everyday life (specifics - i.e. interests, beliefs, dreams, wishes, etc.)
- c. Assess issues of things important "for" the people (physical, emotional, sexual, street sense, etc.) Take into account the needs of the family, home share provider and how it relates to the needs of the person (i.e. if the person wants to live independently they need to follow through on completing chores at home.)
- d. Assess what the person might need when working towards what is important to them (skills development, training, funding, support, etc.)

5. Plan with the person

- Determine what is important to them (anything goes here - brainstorming)
- Explore what others need to know or do to support them
- Address any issues of health and safety in the context of how they want to live
- Offer opportunities for learning that help them get more of what they want

6. How to plan with the person

- a. Brainstorm - think big; anything goes at this stage
- b. Based on the brainstorm, determine what is most important to them
- c. Develop goals - at least three (See section 7 below)
- d. Determine health and safety needs
- e. Ensure health and safety needs are addressed in the goals
- f. Develop a plan on the what and how to achieve the goals (education, skills development, supports needed, barriers, who will be involved, personal strengths and resources already in place, community resources, etc.)
- g. Create a visual representation of the goals and the plan (find a way that works best for the person - writing, drawing, movie, collage, etc. Check online for ideas)
- h. Follow up on the plan regularly, to make sure you're on the right track (every 3-6 months). Make adjustments as needed.

- i. Celebrate when the goal has been achieved. Create a new plan, once a goal has been achieved.

7. Create SMARTS Goals

- **S - Simple and specific** (*What exactly do they want to achieve? Where? How? When? With whom? What are the conditions and limitations? Why exactly do they want to reach this goal? What are possible alternative ways of achieving the same?*)
- **M - Measureable** (*How, specifically, will they know they have achieved their goal?*)
- **A - Attainable** (*Is the goal realistic? i.e. Can they actually become president of the USA?*)
- **R - Relevant** (*Why do they want to achieve this goal? How does the goal fit into what is important to them?*)
- **T - Timely** (*Set a specific time they would like to achieve the goal by. The main goal may take years to complete, can they think of smaller goals/steps they can achieve to mark their progress?*)
- **S - Stated in the positive** (*Saying what they want as opposed to what they don't want*)

Have fun!!! Be creative!!!