PERSON-CENTERED APPROACHES in MINNESOTA: Where Have We Come From and Where Are We Going?

Angela Novak Amado, Ph.D.
Institute on Community Integration, University of Minnesota

ERA's and PHASES

1. The roots of all this ….
2. Person-Centered Planning trainings
3. Organizational/Systems Change projects
4. How far have we come?
5. Where are we going?

CAVEATS

1. Can't capture everything that has gone on
   in all the different areas

2. Our memories are faulty and our collective memories are needed!

3. This presentation focuses on person-centered
   planning/implementation –
   - foundation for other positive supports which have also
     developed

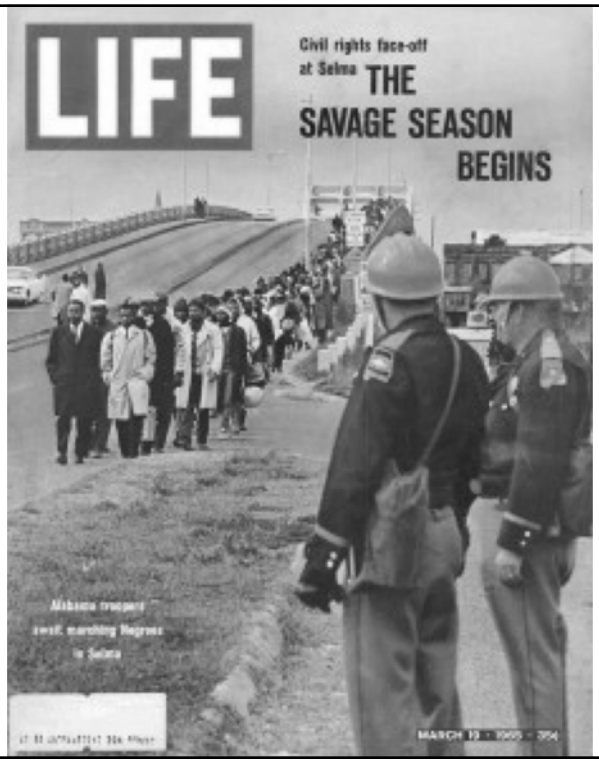
When was "person-centered" first used?

Phase 1: How Did We Get Here?

- Development of the parent advocacy movement (1950s)

1960's

- Civil rights
- Women's rights
- Vietnam


LIFE
Civil rights face-off at Selma
THE SAVAGE SEASON BEGINS
Alabama troopers await marching Negroes in Selma

WELCOME TO THE
MISS AMERICA
CATTLE
AUCTION
BREAK THE DULL STEAK HABIT
RIB

VIETNAM VETERANS
AGAINST THE WAR!

USCP
USCP

REDIRECT
25%

How Did We Get Here?

- President's Committee on Mental Retardation (1961) -- President Kennedy influence
- The truth about institutions (*Christmas in Purgatory* by Burton Blatt - 1974)

  http://www.mnddc.org/parallels2/pdf/Xmas-Purgatory.pdf

  http://www.disabilitymuseum.org/dhm/lib/catcard.html?id=1782

“Normalization”

In 1966 or 1967, Jerry Walsh, director of Arc Minnesota, invites Benjt Nirje to Minnesota

Swedish Expert Here to Help 'Bridge Gap'

Bengt Nirje, secretary general of the Swedish Association for Retarded Children, has been visiting Minnesota this month as a guest of the Minnesota Association for Retarded Children (ARC) and other organizations.

Other sponsors of his visit to the United States are the Minneapolis, St. Paul, Iowa and Wisconsin ARCs, the National ARC North Central Region, the Minnesota Welfare Association and the Minnesota Rehabilitation Association.

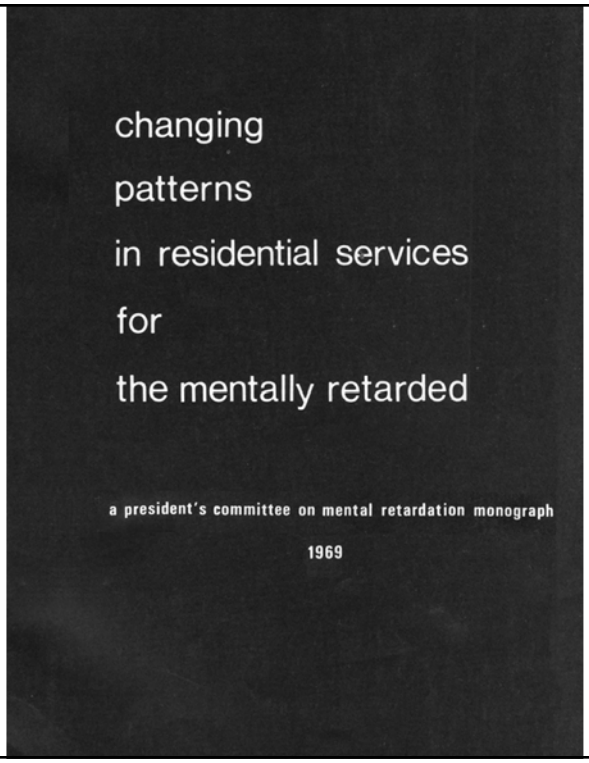
Nirje's visit is intended to help "bridge the gap between Europe's advanced methods of care and our outdated practices," said Gerald F. Walsh, Minnesota ARC executive director.

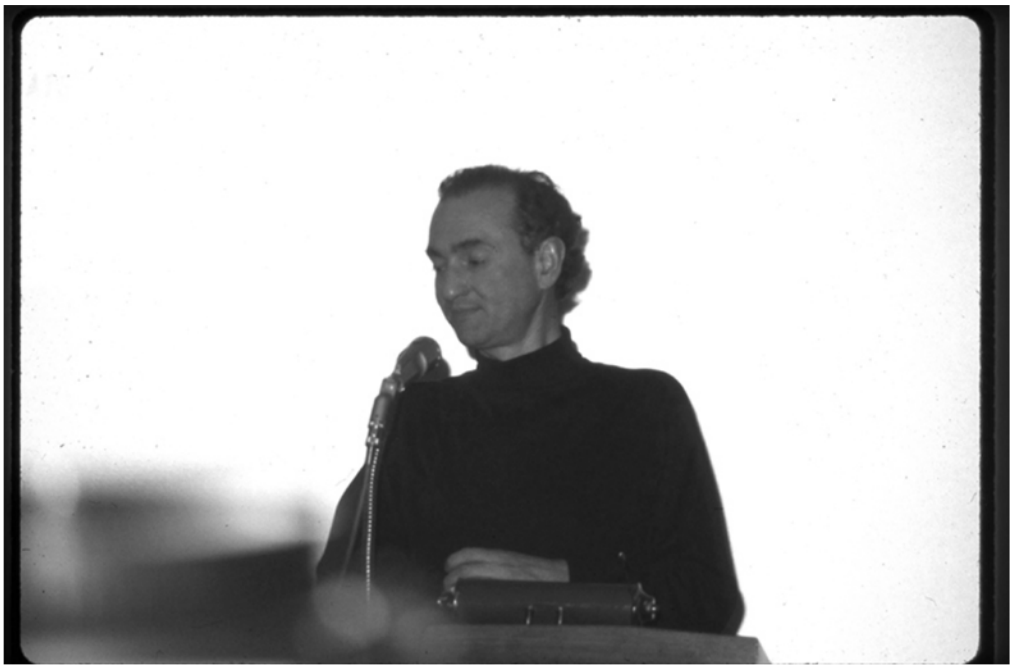
On Wednesday, March 15, Nirje was to address a joint meeting of the Minneapolis and St. Paul ARCs to which all metropolitan area chapters have been invited.

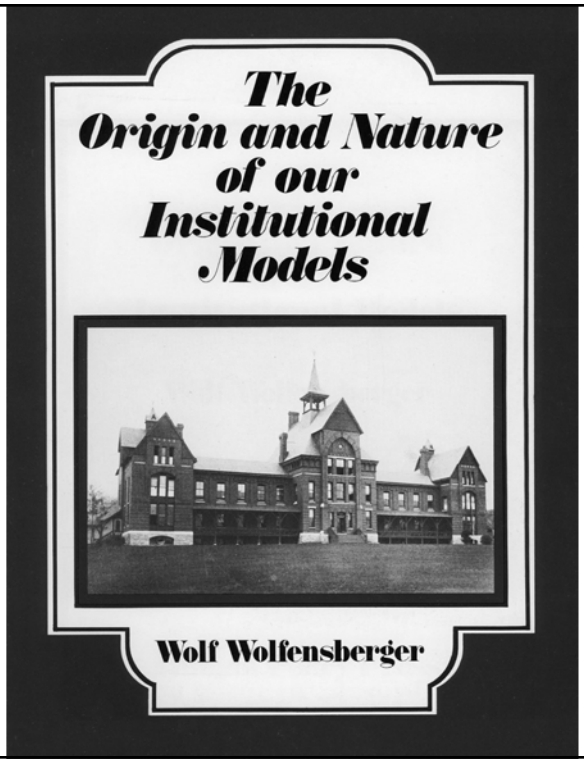
Nirje has been visiting various facilities for the retarded in Min-

BENGT NIRJE

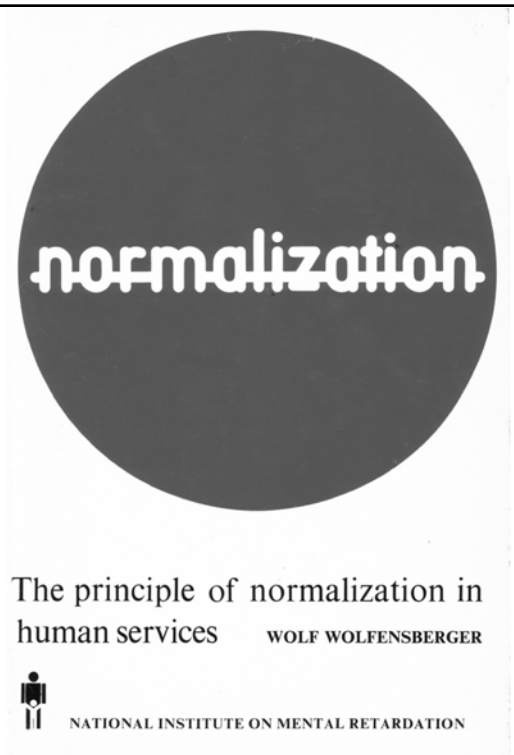
bers March 14 at the Minnesota Welfare Association conference; and the March 14 dinner meeting of the Minnesota Rehabilitation Association.

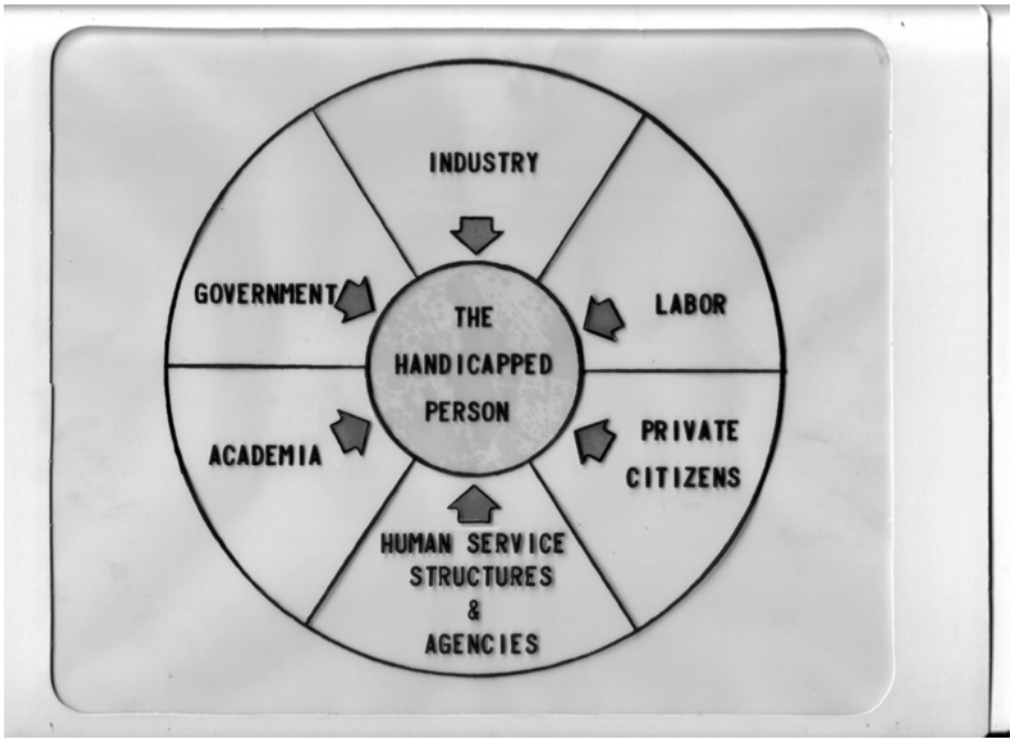


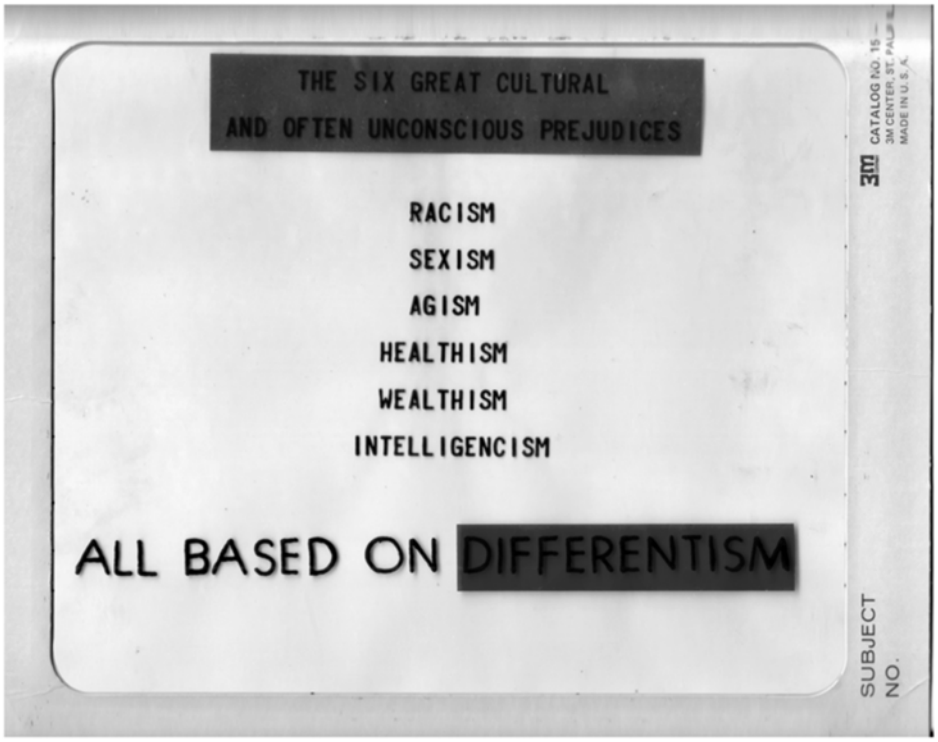


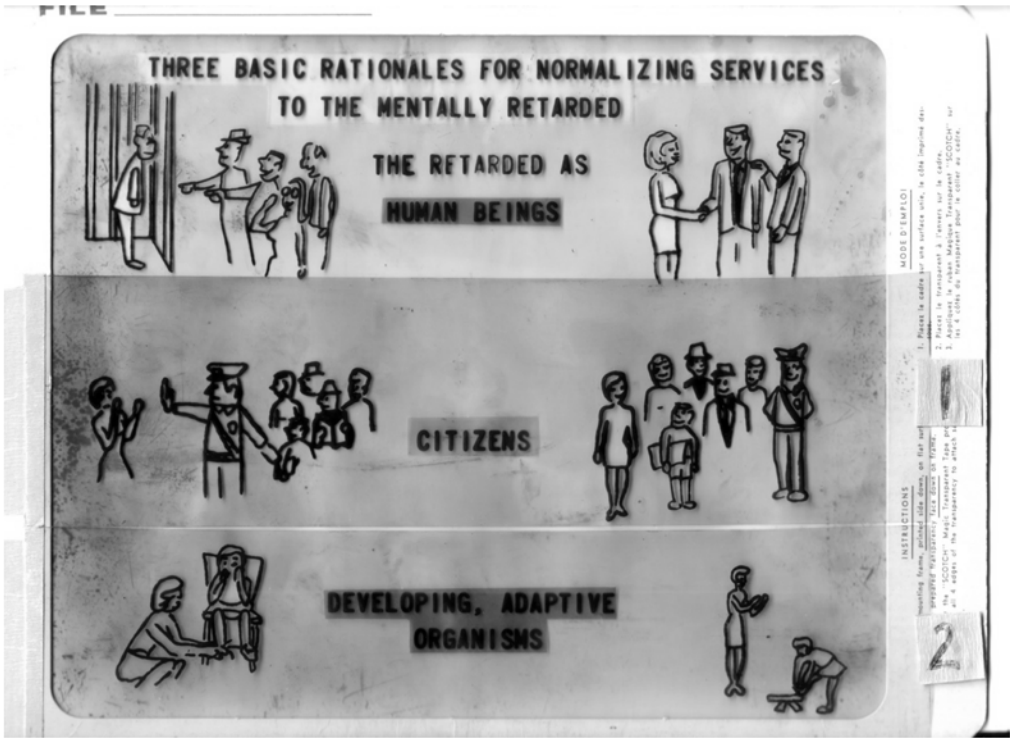

The
Origin and Nature
of our
Institutional
Models
Wolf Wolfensberger

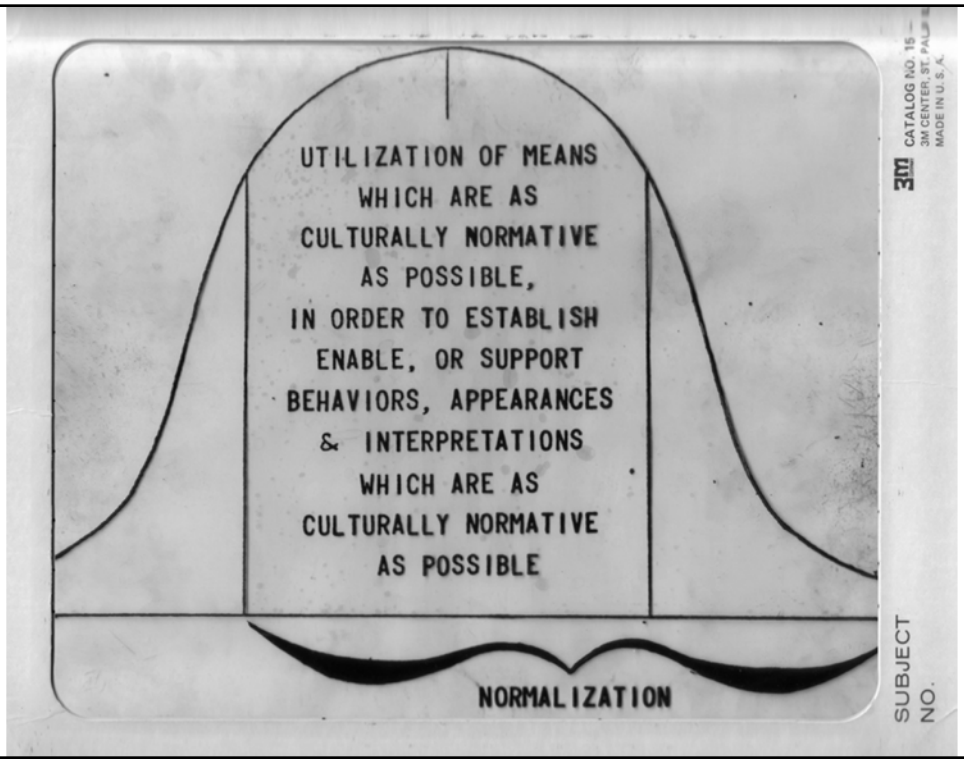
National	Minnesota
1972 - Cliff Poetz, first person with intellectual disabilities, testified to Congress – DD Act first passed	
1975 - Public Law 94-142 passed – the Education of All Handicapped Children Act	
1977 - First national report on Community Residential Settings	
1982 - Federal Medicaid waiver funding started	
	1985 - Minnesota started planning for closing RTC's
1989 – First national conference on self-determination	
1990 - Americans with Disabilities Act	
	1993 - Last Regional Treatment Center closed
	1998-2003 - ICI study of Deinstitutionalization in Minnesota
1999 - Olmstead decision	
	2011 - Jensen settlement
2014 - HCBS regulations	


normalization
The principle of normalization in human services
WOLF WOLFENSBERGER
NATIONAL INSTITUTE ON MENTAL RETARDATION


INDUSTRY
GOVERNMENT
LABOR
THE HANDICAPPED PERSON
ACADEMIA
PRIVATE CITIZENS
HUMAN SERVICE STRUCTURES & AGENCIES


THE SIX GREAT CULTURAL
AND OFTEN UNCONSCIOUS PREJUDICES
RACISM
SEXISM
AGISM
HEALTHISM
WEALTHISM
INTELLIGENCISM
ALL BASED ON DIFFERENTISM
3M CATALOG NO. 15—
3M CENTER, ST. PAUL
MADE IN U.S.A.
SUBJECT
NO.


THREE BASIC RATIONALES FOR NORMALIZING SERVICES
TO THE MENTALLY RETARDED
THE RETARDED AS
HUMAN BEINGS
CITIZENS
DEVELOPING, ADAPTIVE
ORGANISMS
INSTRUCTIONS
MODE D'EMPLOI
2



Traditional Roles

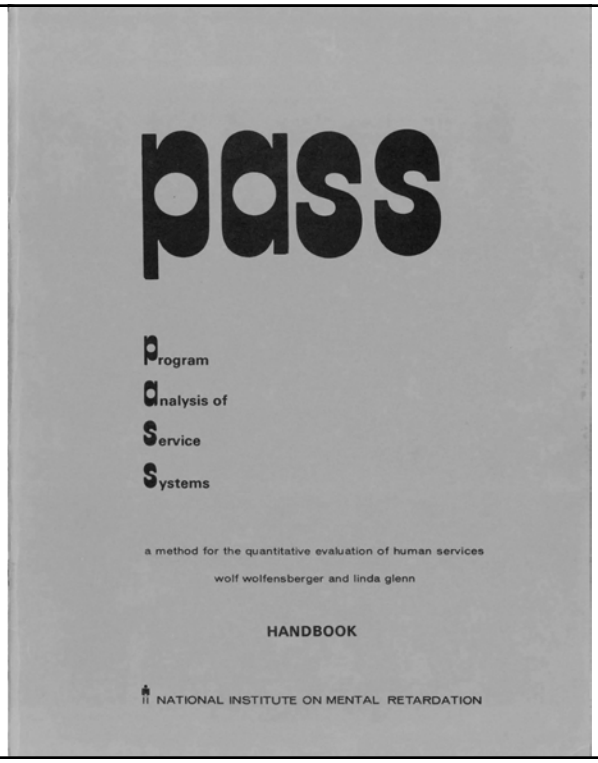
- Child
- Object of Pity
- Object of Charity
- Object of Dread/Dangerous
- Less than
- Object of Ridicule
- Not human
- Children of god, special

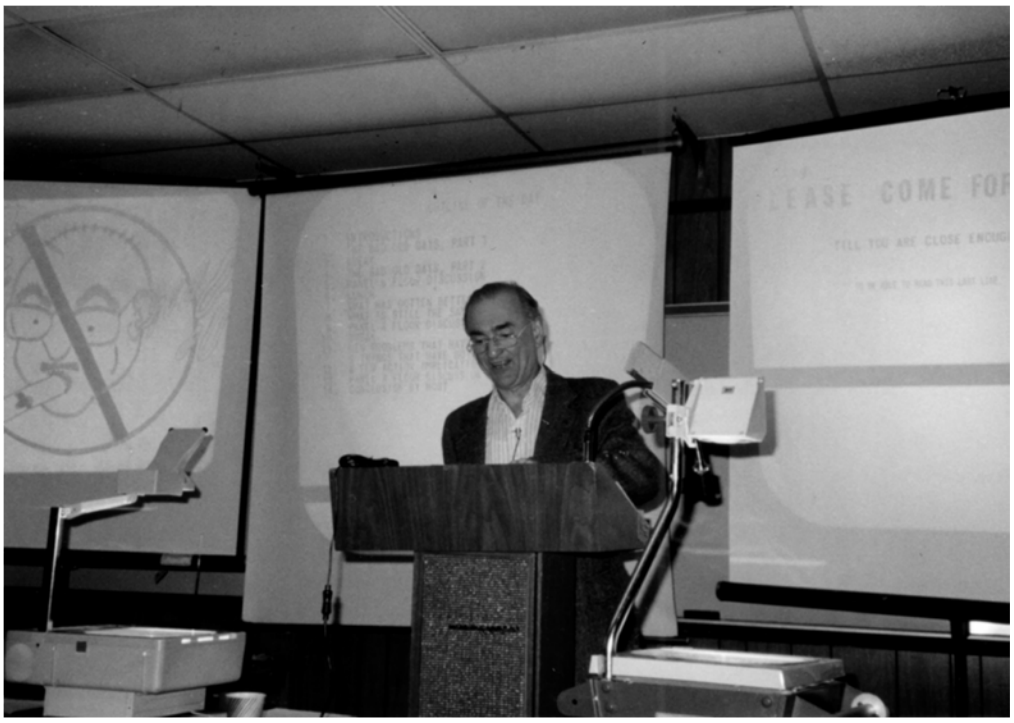
Valued Roles

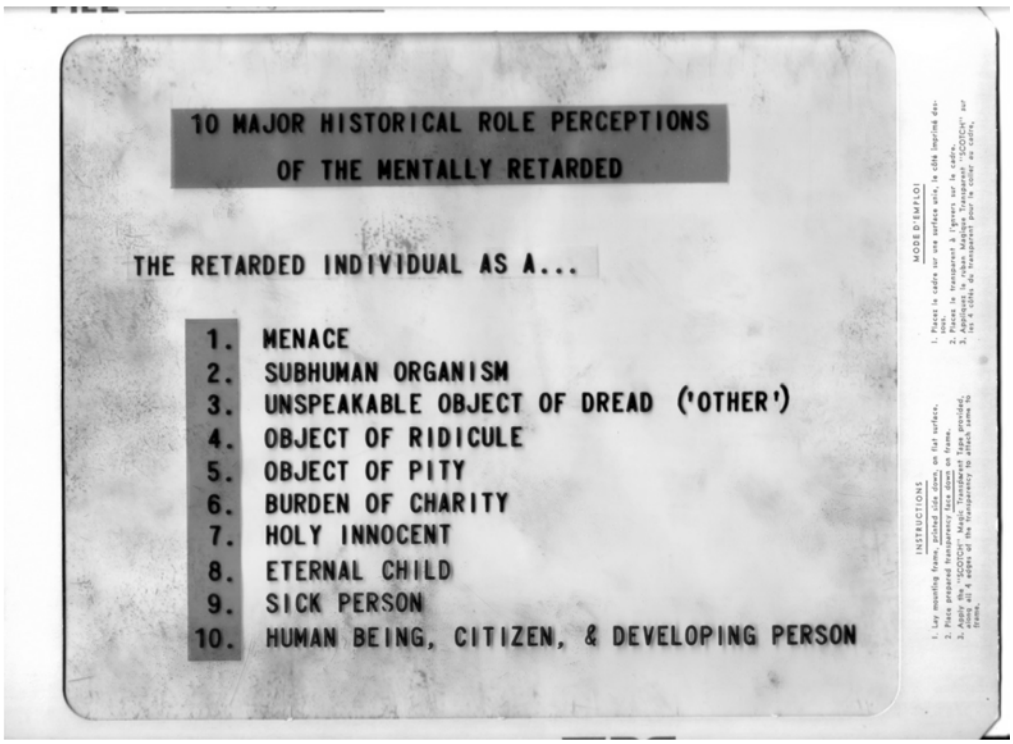
1. Formally defined:
   - employee
   - tenant
   - business owner
   - association board member
   - political candidate
   - actor/model

2. Informal roles:
   - co-worker
   - neighbor
   - classmate
   - unofficial advisor

- There's no comprehensive list of valued roles, but it's easy to recognize a person who has not found one


pass
Program
Analysis of
Service
Systems
a method for the quantitative evaluation of human services
wolf wolfensberger and linda glenn
HANDBOOK
NATIONAL INSTITUTE ON MENTAL RETARDATION




10 MAJOR HISTORICAL ROLE PERCEPTIONS
OF THE MENTALLY RETARDED
THE RETARDED INDIVIDUAL AS A...
1. MENACE
2. SUBHUMAN ORGANISM
3. UNSPEAKABLE OBJECT OF DREAD ('OTHER')
4. OBJECT OF RIDICULE
5. OBJECT OF PITY
6. BURDEN OF CHARITY
7. HOLY INNOCENT
8. ETERNAL CHILD
9. SICK PERSON
10. HUMAN BEING, CITIZEN, & DEVELOPING PERSON
INSTRUCTIONS
MODE D'EMPLOI

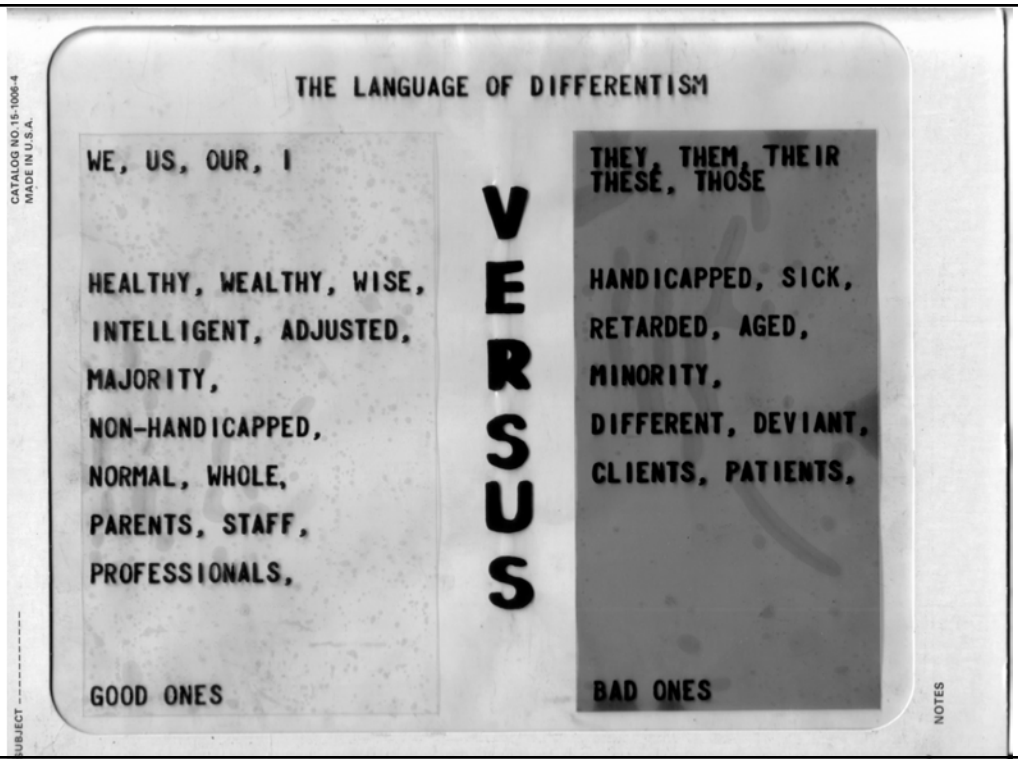
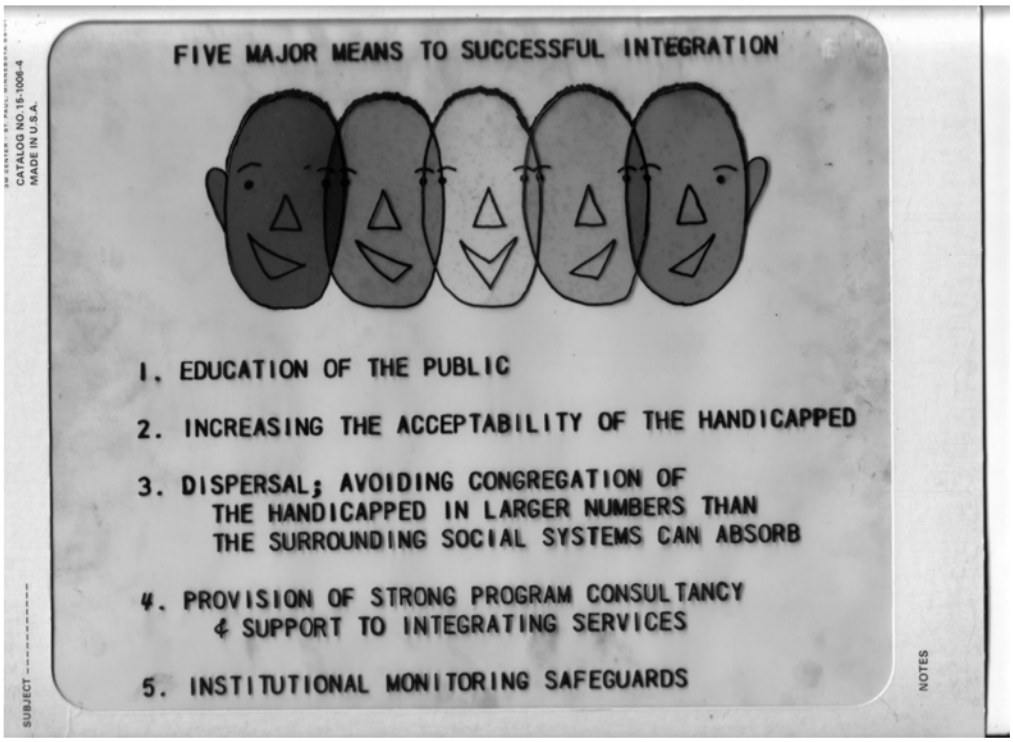

THE LANGUAGE OF DIFFERENTISM
WE, US, OUR, I
HEALTHY, WEALTHY, WISE,
INTELLIGENT, ADJUSTED,
MAJORITY,
NON-HANDICAPPED,
NORMAL, WHOLE,
PARENTS, STAFF,
PROFESSIONALS,
GOOD ONES
VERSUS
THEY, THEM, THEIR
THESE, THOSE
HANDICAPPED, SICK,
RETARDED, AGED,
MINORITY,
DIFFERENT, DEVIANT,
CLIENTS, PATIENTS,
BAD ONES
CATALOG NO. 15-1006-4
MADE IN U.S.A.
SUBJECT
NOTES

Table 4

Ratings listed in increasing rank order according to their maximal scoring weights

PASS

Rank	Number of ratings In Group	Weight	Ratings Number	Name
1.5	3	10	*R11112	Access
			R132	Research climate
			R212	Manpower development
6	5	15	*R11211	Age-appropriate facilities , environmental design, & appointments
			*R1141	Physical overprotection
			R1142	Social overprotection
			R131	Ties to academia
			R2221	Budget realism
14	11	20	*R11113	Physical context
			R111211	Program & facility labels
			*R111212	Building perception
			R11212	Age-appropriate possessions
			R11213	Age-appropriate labels & forms of address
			R11216	Age-appropriate sex behavior
			*R1152	Environmental beauty
			R121	Comprehensiveness
			R122	Utilization of generic services
			R141	Deinstitutionalization
			R2212	Planning Process
22.5	6	25	R11217	Age-appropriate personal appearance
			R1151	Physical comfort
			R1154	Interactions
			R142	Age-group priorities
			R211	Staff development
			R2211	Administrative control & structures
30.5	10	30	*R11111	Proximity
			R111221	Deviant staff contact
			R111222	Other deviant contact
			R111223	Socially integrative social opportunities
			R11214	Age-appropriate activities, routines & rhytyms
			R11221	Culture-appropriate labels & forms of addresses
			R11217	Culture-appropriate personal appearance
			R123	Consumer & public participation
			R124	Innovativeness
			R2222	Budget economy



Normalization Training

PASS 3: Program Analysis of Service Systems: A Method for the Quantitative Evaluation of Human Services

by Wolf Wolfensberger and Linda Glenn (1975)

- Program-neighborhood harmony
- Congregation & assimilation potential
- Program, facility & location names
- Deviancy image juxtaposition
- Socially integrative social activities
- Model coherency

- How do we think about people?
- How do we think about what they need?
- How do we think about what services should provide?

Service Perspective vs.
Person-Centered Perspective

Who Is George?
What Does He Need?

Who is George?

- A person with a mental age of 4 years and 3 months
- A person with an IQ less than 30
- A person who is severely mentally retarded
- A person who has "an indication of organicity, including difficulty with angles, closure, retrogression, over-simplification and an inability to improve poorly executed drawings"
- A person with acute temper-flare ups directed at staff

What Does He Need?

- A program for children
- To be protected from the world
- To learn very simple tasks
- To learn these skills separately from non-disabled people because he is so different from them
- Highly specialized staff who can address issues of retrogression, etc.
- An environment where his temper can be controlled
- To be repaired and sent back to the real world when he is better controlled

Who is George?

- A 40 year old man who has missed most typical life experiences and has never had a real job
- A person with no income who is poor
- A person who has been isolated all his life
- A person who has no contacts or connections to the wider community
- A person who has little control over the direction of his life

What Does He Need?

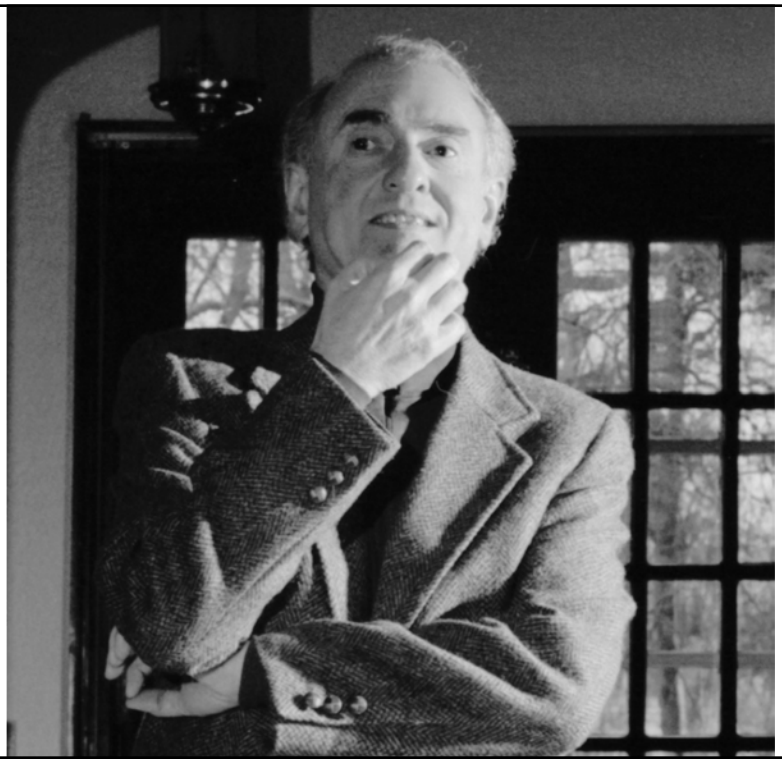
- A lot of experiences
- A real job
- An income
- To be included and present in the community
- Relationships to other people, connections to the community
- Friends
- Vision for the future and support in getting there
- Someone who can speak out on his behalf

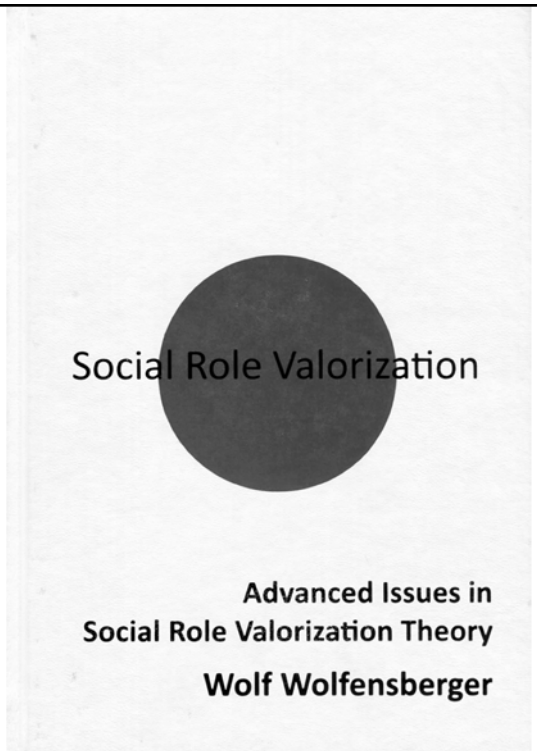
Who is George?

- A person who had more difficulty learning new skills than most people
- A person who is treated as a child by his mother
- A delightful man who makes a difference in the lives of those who care about him

What Does He Need?

- A lot of support for learning
- More people who see and treat him as an adult
- People who can enjoy being with him




Social Role Valorization
Advanced Issues in
Social Role Valorization Theory
Wolf Wolfensberger

National

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Minnesota

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2011 - Jensen settlement

Early 1980's

McKnight Foundation was tired of applications from individual developmental disabilities agencies.

Funded three systems change projects –

1. ARRM
2. MnDACA
3. Vocational Rehabilitation

ARRM: Jane Wells -- Program Analysis of Service Systems (PASS) – 1985-86

Early PASS attendees

- Ed Sootsman (Hennepin County)
- Val Sidlo
- Rick Amado
- Gerry Glomb (CCP)
- Terri Williams (Mains'l)
- Marijo McBride
- Luther Granquist

Phase 2: Person-Centered Planning formats develop

- Person-Centered Planning formats start to develop in the 1970's and by 1980 there are 4:

Getting to Know You	Individual Design Session	Personal Futures Planning	24 Hour Planning

by 1990 – 4 become 12

Personal Histories		Essential Lifestyle Planning	Whole Life Planning	PATH
New Hats	Families First		Group Action Planning	MAPS
(Getting to Know You)	(Individual Design Options)		(Personal Futures Planning)	(24 Hour Planning)

Common Foundation of Beliefs to All <u>Person-Centered Planning Approaches</u>

1. Essential questions are:
   - Who is this person
   - What is important to him/her?
2. Person-Centered Planning aims to change common patterns of community life
   - Stimulate community hospitality
   - Enlist community members in assisting focus people to define and work toward a desirable future

Common Foundation of Beliefs to All Person-Centered Planning Approaches

3. Person-Centered Planning fundamentally challenges practices that separate people and perpetuate controlling relationships

4. Honest Person-Centered Planning can only come from respect for the dignity and completeness of the focus person

5. Assisting people to define and pursue a desirable future tests one's clarity, commitment and courage

1986-89 Governor's Council funds:

13 projects, including:

- Parents as Case Managers
- Dakota County Self-Determination Pilot Project
- Partners in Policy-Making
- Personal Futures Planning training facilitators
- Friends project (CCP, Mains'l, Houston County Group Homes, etc.)

Outcomes:

- 5 training modules, 7 policy papers, 2 videos, 6 publications, including:

A New Way of Thinking
Shifting Patterns (1990)

1988-90 Governor's Council funds

Metropolitan Council: produces 2 Beth Mount manuals

It's Never Too Early, It's Never Too Late
Making Futures Happen

- ***Read My Lips (1989)***
- ***It's My Choice***
- ***The Heart of Community is Inclusion (1990)***

Training in 3 Formats in Minnesota

1. Personal Futures Planning – developing a dream from a deep understanding of a person (history, gifts)
   Variations:
   MAPS – especially used in schools
   Whole Life Planning (careers)

2. Essential Lifestyle Planning – basic understanding of how a person wants to live now

3. PATH (Planning Alternative Tomorrows with Hope) –
   North Star: goal
   Action steps toward implementation of a dream

What is Personal Futures Planning?

A creative process
designed to help
a group of people
craft a life of meaning and contribution
for the person who is the focus of the planning

An effective plan should inspire people to act on behalf of the person with a disability

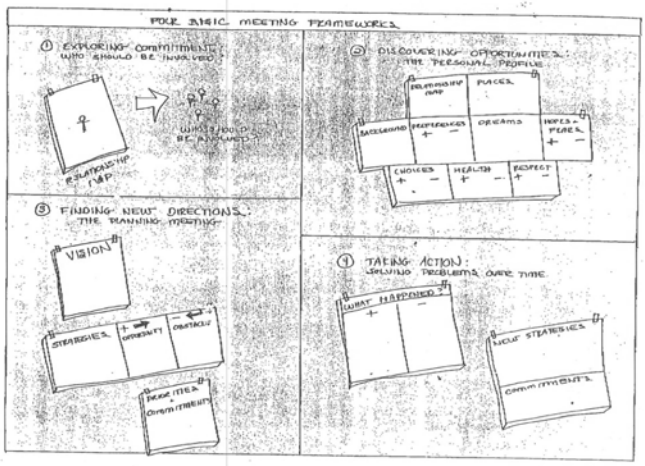
-- Beth Mount, Making Futures Happen

1. PERSONAL
   FUTURES
   PLANNING

Developing a dream from a deep understanding of a person

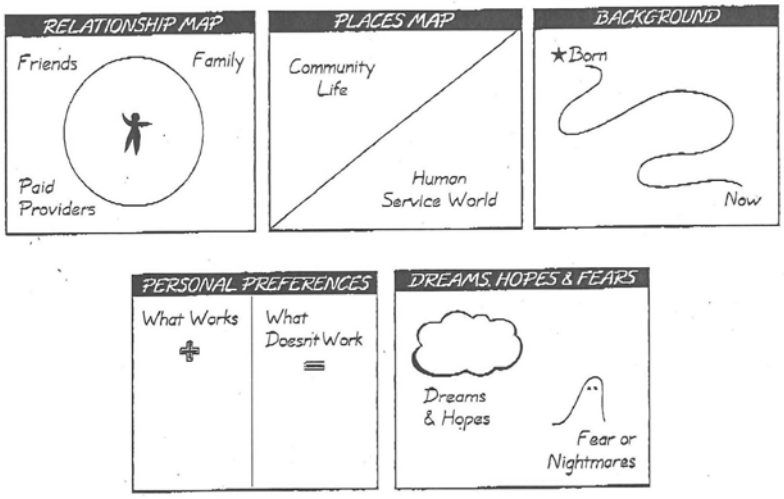
learning process

FOUR BASIC MEETING FRAMEWORKS



MAPS FOR THE JOURNEY: THE PERSONAL PROFILE

BASIC FRAMEWORKS



OPTIONAL FRAMEWORKS

CHOICES MAP	
+ Made by the Person	− Made by Others

HEALTH MAP	
+ Conditions that lead to good health.	− Conditions that lead to poor health.

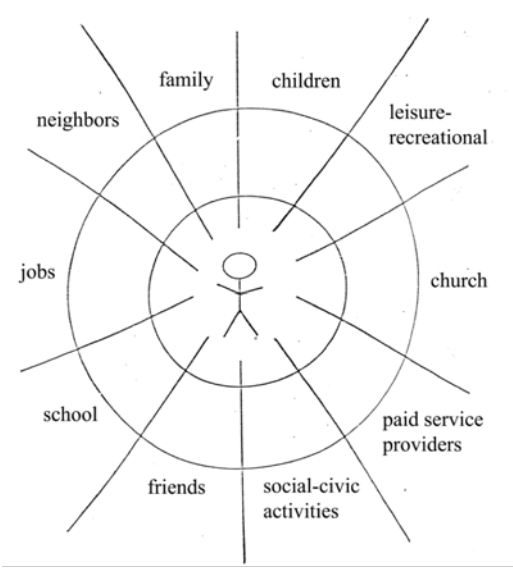
RESPECT MAP	
+ Positive Characteristics	− Qualities that often lead to rejection

HOME OR WORK MAP	
+	−

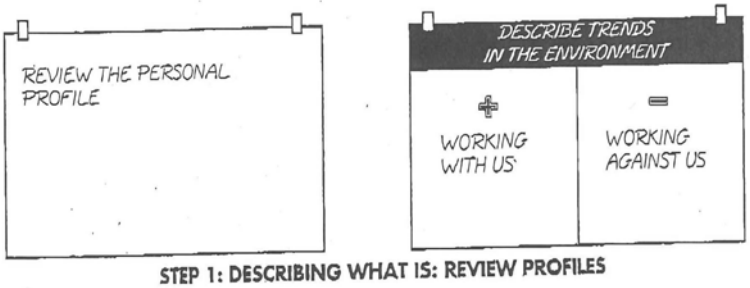
COMMUNICATION	
+ What Works	− Doesn't Work

DAILY ROUTINE	
+	−
7:30 - 7:45	_____
7:45 - 8:00	_____

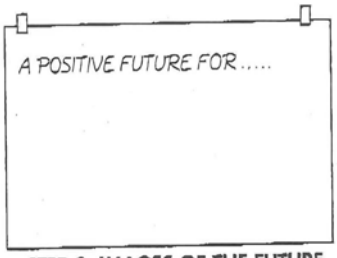
Relationship Map



STRUCTURE FOR THE FUTURES PLANNING MEETING OUTLINE

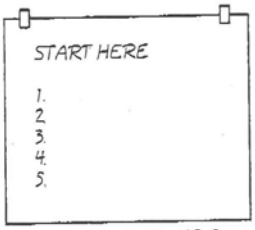


STEP 1: DESCRIBING WHAT IS: REVIEW PROFILES

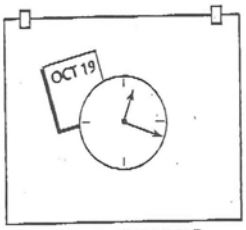


STEP 2: IMAGES OF THE FUTURE

STEP 3: STRATEGIES

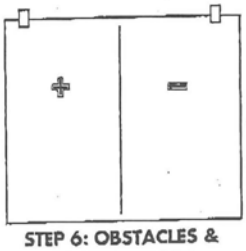


STEP 4: PRIORITIES & COMMITMENTS

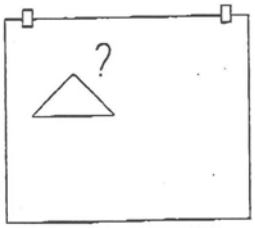


STEP 5: SET NEXT MEETING TIME

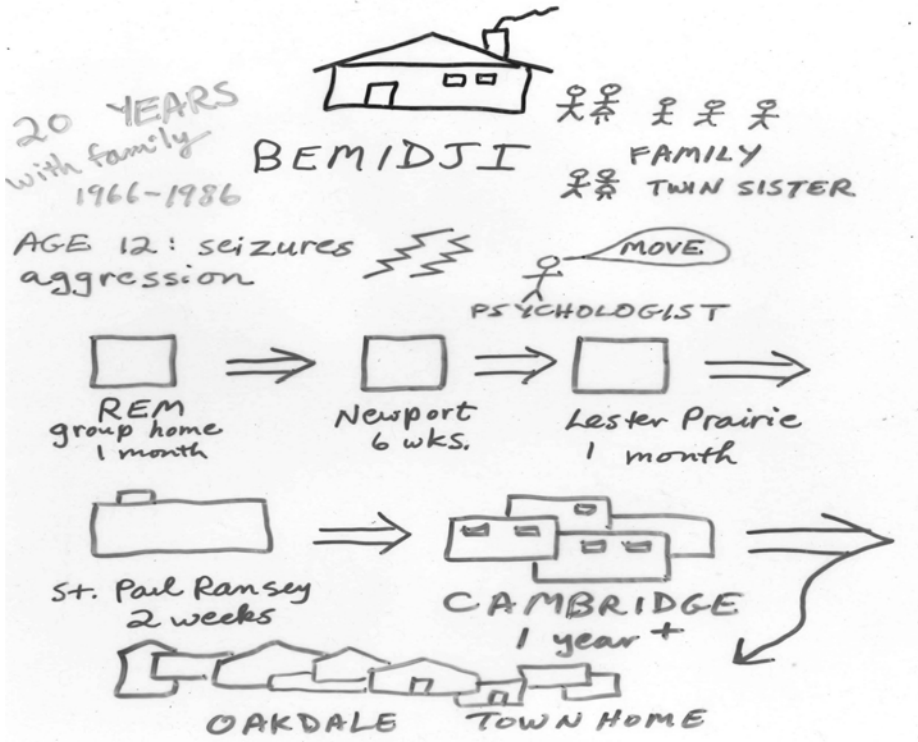
OPTIONAL STEPS.....

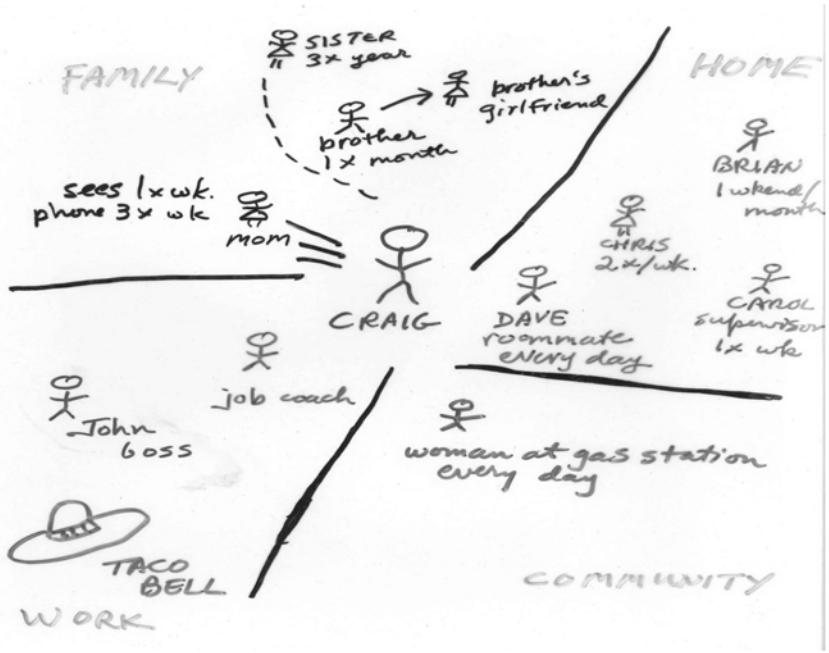


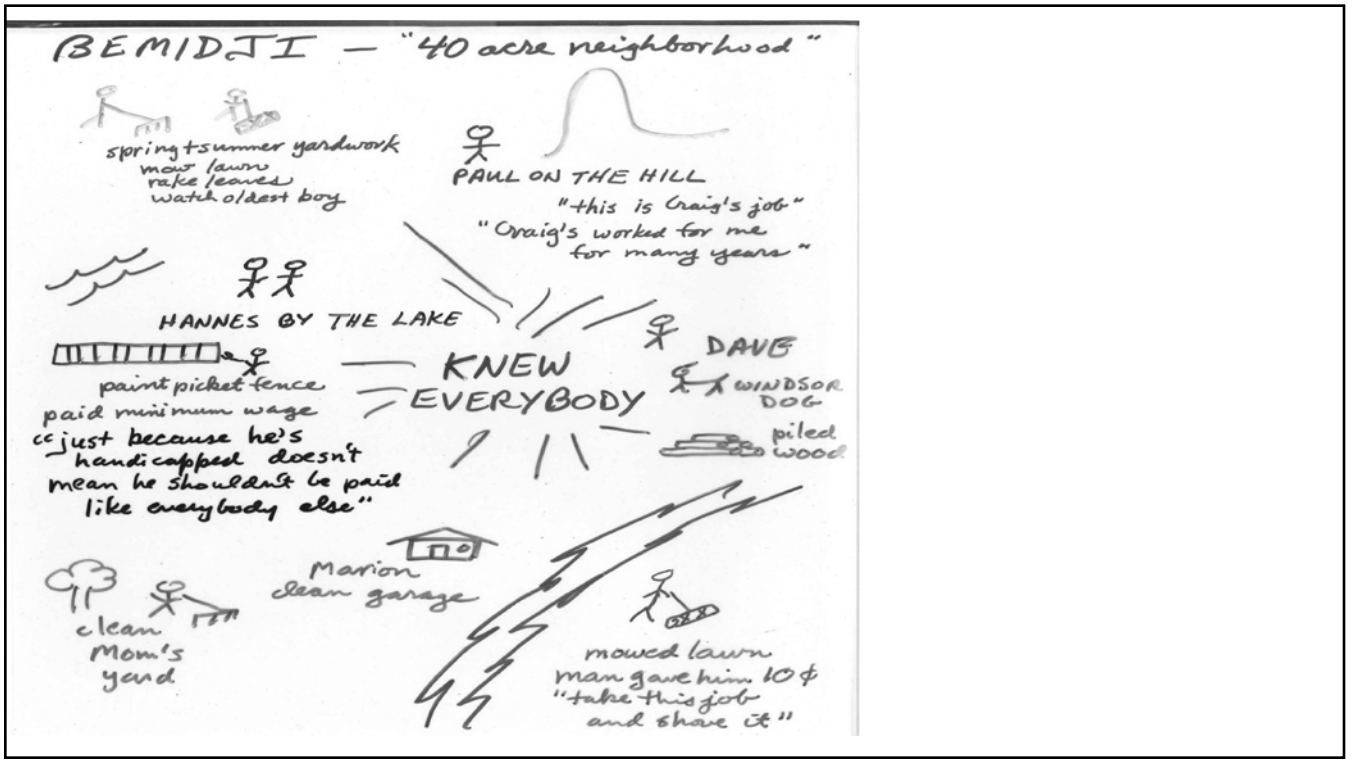
STEP 6: OBSTACLES & OPPORTUNITIES



STEP 7: ISSUES FOR ORGANIZATIONAL/ SYSTEMS CHANGE


20 YEARS
with family
1966-1986
BEMIDJI
FAMILY
TWIN SISTER
AGE 12: seizures
aggression
MOVE.
PSYCHOLOGIST
REM
group home
1 month
Newport
6 wks.
Lester Prairie
1 month
St. Paul Ramsey
2 weeks
CAMBRIDGE
1 year +
OAKDALE
TOWN HOME


FAMILY
SISTER
3x year
brother
1x month
brother's
girlfriend
HOME
BRIAN
1 wkend/
month
sees 1x wk.
phone 3x wk
mom
CHRIS
2x/wk.
CAROL
supervisor
1x wk
CRAIG
DAVE
roommate
every day
job coach
John
boss
woman at gas station
every day
TACO
BELL
WORK
COMMUNITY



Personal Futures Planning
Facilitator Training 1989-90

25 people including?

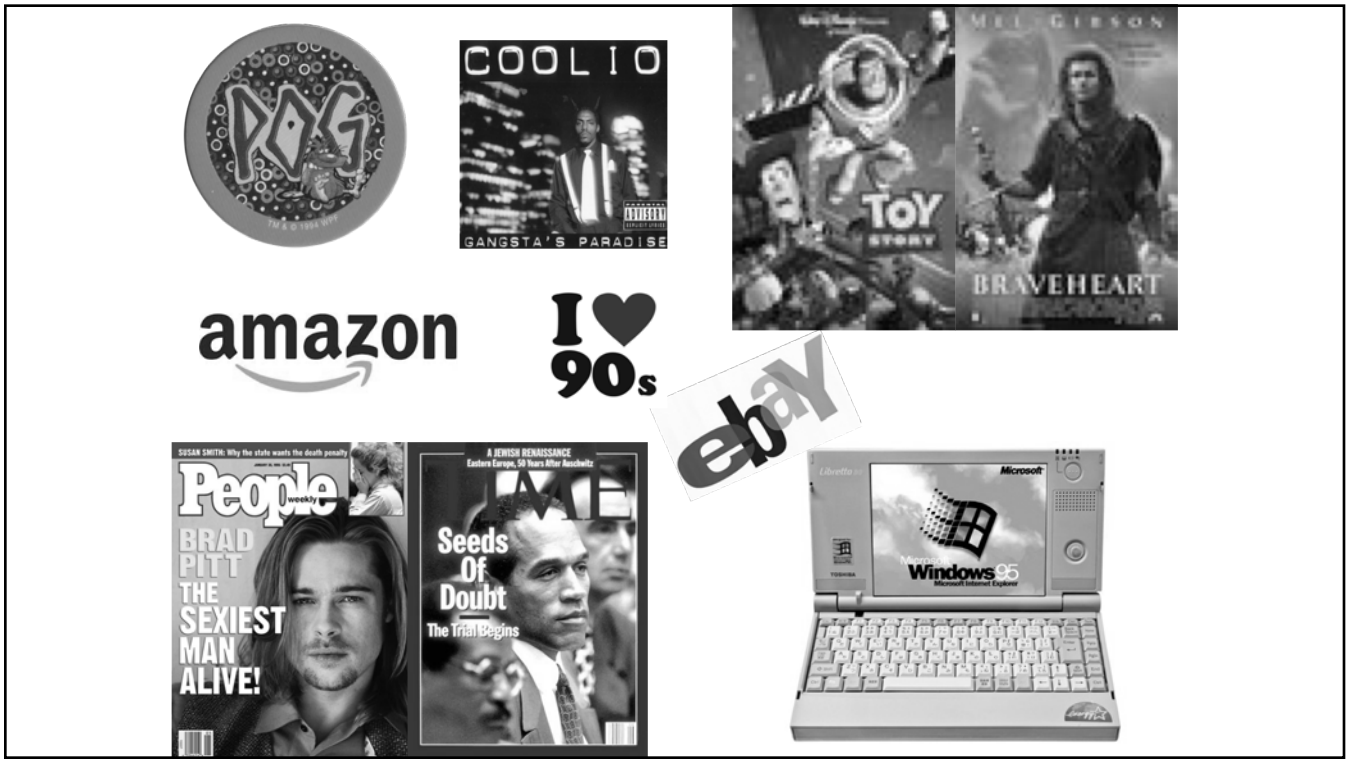
- Wendy Annis
- Marjorie Ames
- Jenny Mateer
- Vicki Gerrits

MAPS
(started originally for school-age kids)

1. What is the individual's history?
2. What is your dream for the individual?
3. What is your nightmare?
4. Who is the individual?
5. What are the individual's strengths, gifts, and abilities?
6. What are the individual's needs?
7. What would the individual's ideal day at school look like and what must be done to make it happen?

Whole Life Planning

- Developed for transition-age students (Boston: employment RTC)
- Same maps, except "Ideal Job" added
- Available from www.trninc.com


POG
COOLIO
GANGSTA'S PARADISE
TOY STORY
MEL GIBSON
BRAVEHEART
amazon
I ♥ 90s
ebay
People weekly
BRAD PITT
THE SEXIEST MAN ALIVE!
A JEWISH RENAISSANCE
Eastern Europe, 50 Years After Auschwitz
Seeds Of Doubt
The Trial Begins
Microsoft
Windows 95

2. Essential Lifestyle Planning

- Discover CORE VALUES and preferences
  (not superficial choices)

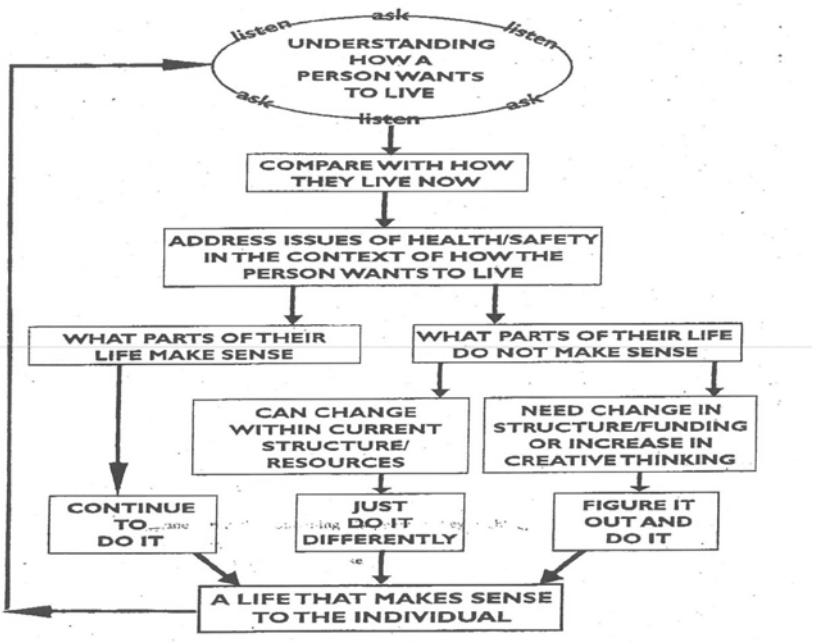
- How a person WANTS to live
  (person by person)

Essential Lifestyle Planning exercises

1. Positive Reputation (who listen to)
2. Important To/Important For
3. Routines (morning, evening, etc.)
4. Good Day/Bad Day
5. Communication Chart (especially good with people who don't use words to communicate)
6. Doughnut

Parts: ESSENTIAL LIFESTYLE PLAN

1. Positive reputation
2. Non-negotiables
3. Strong preferences
4. Highly desirables
5. To be successful in supporting (person)
6. What does and does not make sense in the life of
   this person
7. What we need to do to maintain those things that make sense
8. Action plan to change those things that don't make sense



Essential Lifestyle Planning training
in Minnesota

1997-2002

- Fore-runner of Person-Centered Thinking

3. PATH

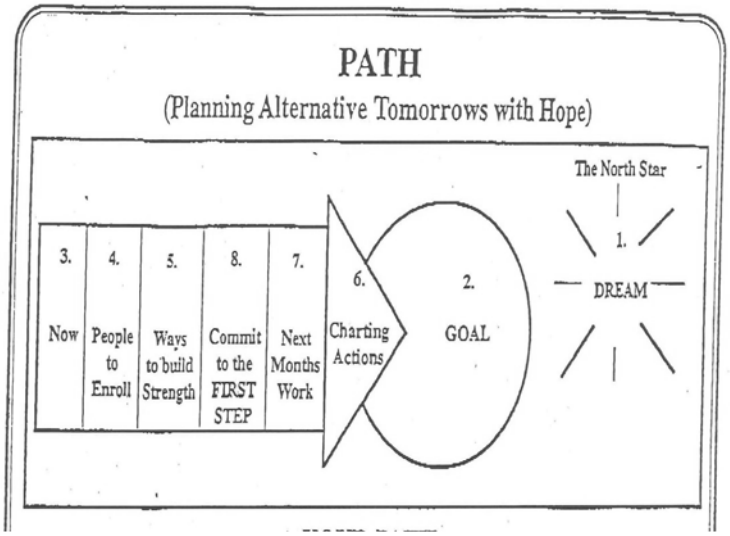
(Planning Alternative Tomorrows with Hope)

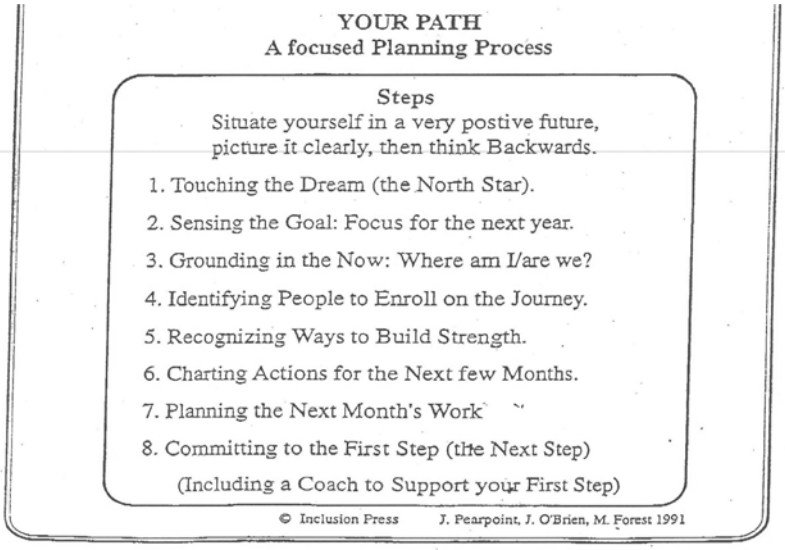
Steps:

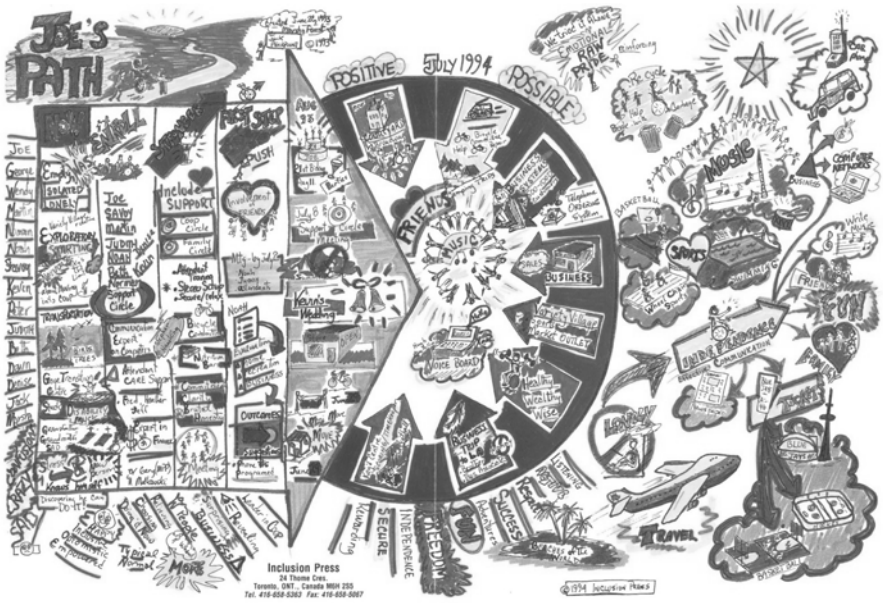
Situate yourself in a very positive future,

picture it clearly,

then think Backwards


PATH
(Planning Alternative Tomorrows with Hope)
The North Star
1.
DREAM
2.
GOAL
3.
Now
4.
People to Enroll
5.
Ways to build Strength
8.
Commit to the FIRST STEP
7.
Next Months Work
6.
Charting Actions


YOUR PATH
A focused Planning Process
Steps
Situate yourself in a very postive future, picture it clearly, then think Backwards.
1. Touching the Dream (the North Star).
2. Sensing the Goal: Focus for the next year.
3. Grounding in the Now: Where am I/are we?
4. Identifying People to Enroll on the Journey.
5. Recognizing Ways to Build Strength.
6. Charting Actions for the Next few Months.
7. Planning the Next Month's Work
8. Committing to the First Step (the Next Step)
(Including a Coach to Support your First Step)
© Inclusion Press J. Pearpoint, J. O'Brien, M. Forest 1991



EARLY adopters

- 1986 ARC MN convention -- Al Pendergast led a day-long person-centered planning workshop in Duluth
- Hammer hired Beth Mount to come
- Lifeworks, LSS, and Trillium -- brought in Jack Pealer & Lynda Kahn for PATH and MAPS training
- People (e.g., Betsy Gadbois, Marjorie Ames, Vicki Gerrits, etc.) went to Toronto - for PATH and MAPS training, Toronto Summer Institute

Creative Options Conferences 1989-2013

Brought in many national leaders, including:

Lou Brown
Norman Kunc
Herb Lovett
Beth Mount
John & Connie O'Brien
Jack Pearpoint
David Pitonyak
Ed Roberts
Michael Smull
Jeff Strully
Judith Snow
David & Faye Wetherow

"People are IN the community but not OF the community"

"Friends" (Social Inclusion) projects

- 1989 - Friends project
- 2003-2008 - 5 year project with LSS & MSOCS
- 2008-2013 - MSOCS project
- 2013-2018 - Project with families

Myths about Person-Centered Planning

1. "We're already doing it."
2. Person-centered planning means asking the person, "What do you want?"
3. A good plan means a good life.
4. Person-centered planning is a different kind of planning process that can be done separate from more significant organizational change.

Evaluation of Personal Futures Planning training -- from families

"It was wonderful, but there was no follow-through"

"I have beautiful charts rolled up in my garage (car trunk, etc.)"

A GOOD PLAN

DOES NOT EQUAL

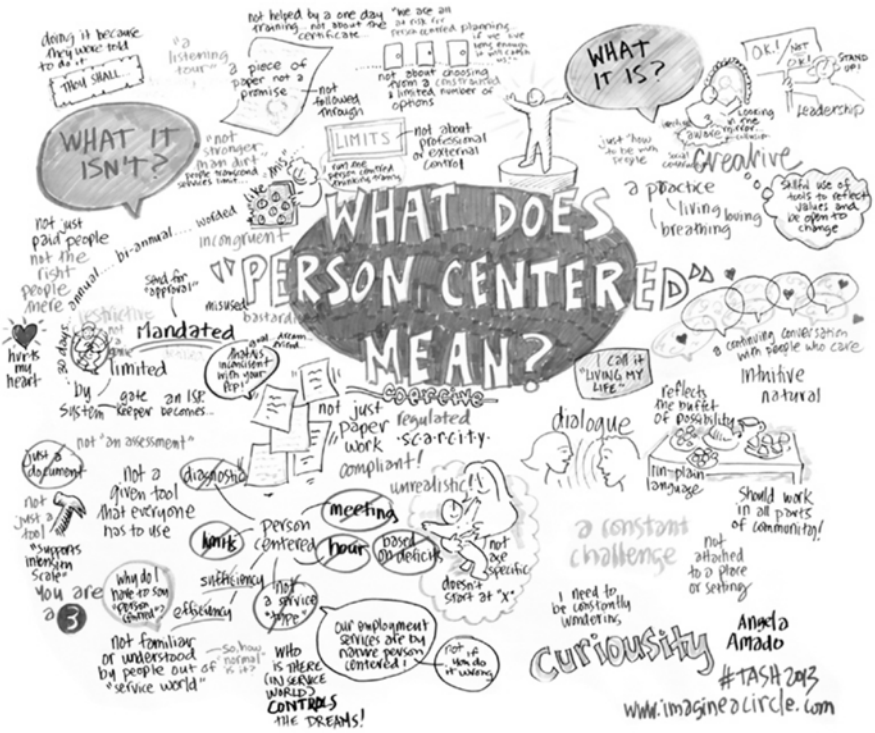
A GOOD LIFE

"Almost every personal futures plan that is true to the person challenges the existing organizational structure and process in some way."

Mount, 1994

"Like other efforts for social change, person-centered planning has been used and misused, complicated and simplified, lengthened and shortened, trivialized, legalized, and lionized."

"The Origins of Person-Centered Planning: A Community of Practice Perspective" by Connie
Lyle O'Brien and John O'Brien, 2000



PHASE 3: ORGANIZATIONAL CHANGE

National

1972 - Cliff Poetz, first person with intellectual disabilities, testified to Congress – DD Act first passed

1975 - Public Law 94-142 requires Education of All Handicapped Children

1977 - First national report on Community Residential Settings

1982 - Federal Medicaid waiver funding started

1989 – First national conference on self-determination

1990 - Americans with Disabilities Act

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Minnesota

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2011 - Jensen settlement

Person-Centered Agency Design 1991-94
8 agencies

- Clay County Diversified Services (Moorhead)
- Cooperating Community Programs (CCP – Washington County)
- Dakota Inc. (now Lifeworks)
- Houston County Group Homes
- Linnea Residence -- Chisago City
- LSS -- International Falls ICF/MR
- MBW, Inc. -- New Ulm
- STEP, Inc. -- Fairmont and Blue Earth

Framework for Accomplishment

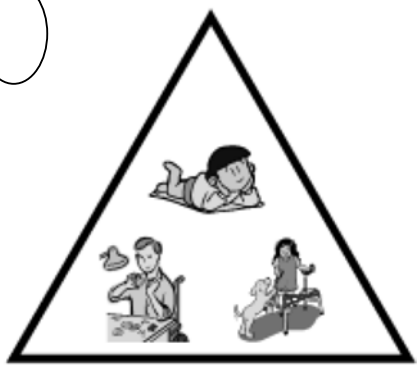
5 – day workshop

John & Connie O'Brien

adapted for agency self-evaluation:

How person-centered an agency are we?

Critical Boundary

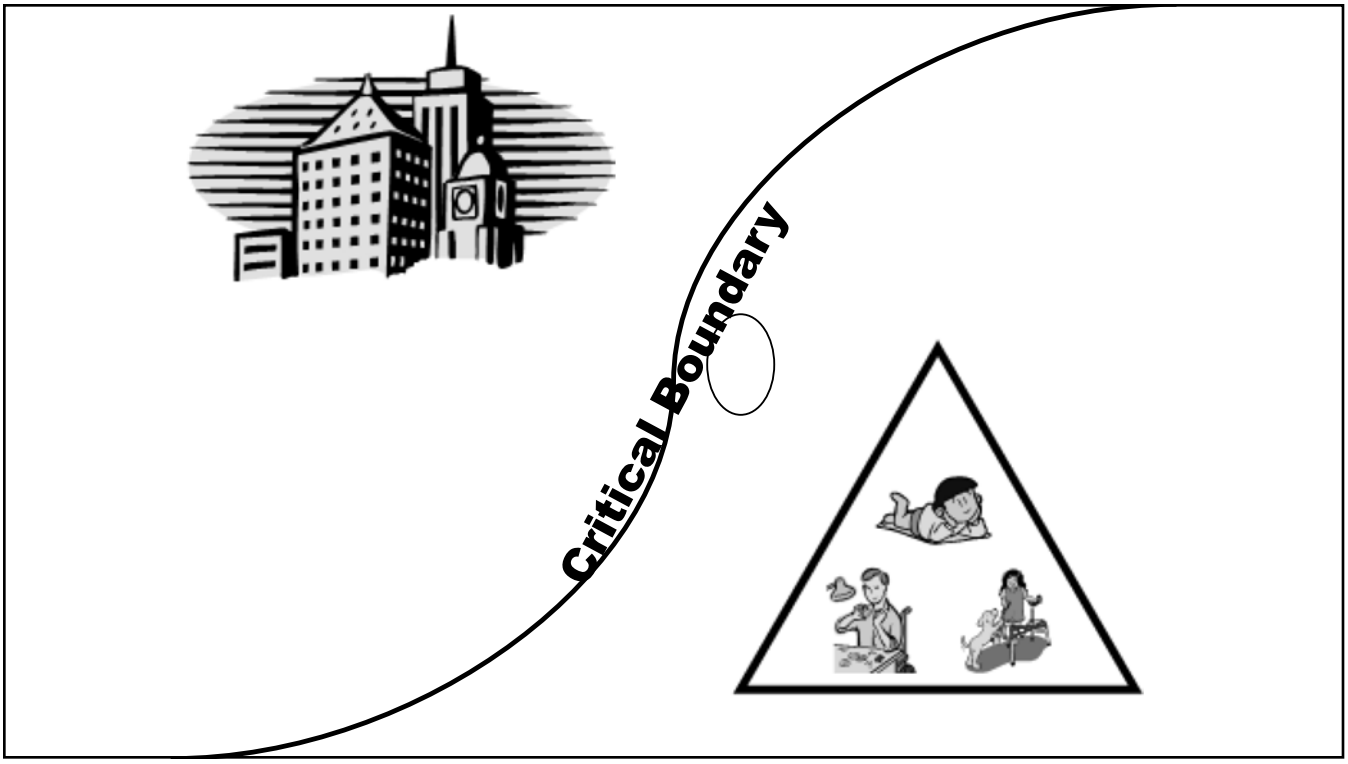


"What Is Person-Centered Planning"

The term "Person-Centered Planning" refers to:

A family of approaches
to organizing and guiding community change
in alliance with people with disabilities
and their families and friends

. - O'Brien & Lovett, 1998



FRAMEWORK for ACCOMPLISHMENT

(John & Connie O'Brien 5-day workshop)

. *FRAMEWORK*

1. The supporting frame of a building or other construction

2. The basic structure (of an idea, treaty, etc.)

. *ACCOMPLISHMENT*

1. Worthy performance

2. Results that give meaning to activity

The Purposes of Human Services for People Who Require Long Term Support

To help people discover and move toward a desirable personal future:

- Discovering a vision
- Creating opportunities
- Delivering support

To offer needed help in ways that protect and promote valued experiences now:

- Growing in personal relationships
- Sharing ordinary community places and activities
- Contributing
- Making choices
- Being treated with respect and having a valued social role

To offer needed help in ways that support and strengthen community competence:

- Supporting family and friends who care
- Strengthening links to community networks
- Expanding memberships in community associations
- Increasing the openness of the local economy
- Improving the effectiveness and inclusiveness of services and benefits to all local citizens

To help people discover and move toward a desirable personal future:

- Discovering a vision
- Creating opportunities
- Delivering support

To offer needed help in ways that protect and promote valued experiences now:

•Growing in personal relationships

•Sharing ordinary community places and activities

• Contributing

• Making choices

• Being treated with respect and having a valued social role

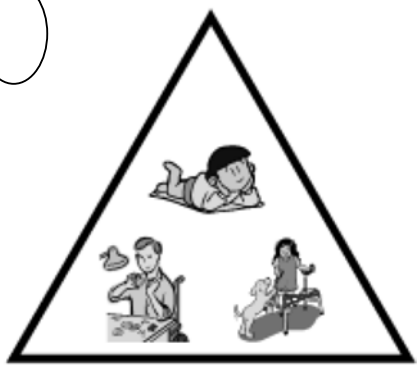
Person-centered practices (Lead Agency guidelines)

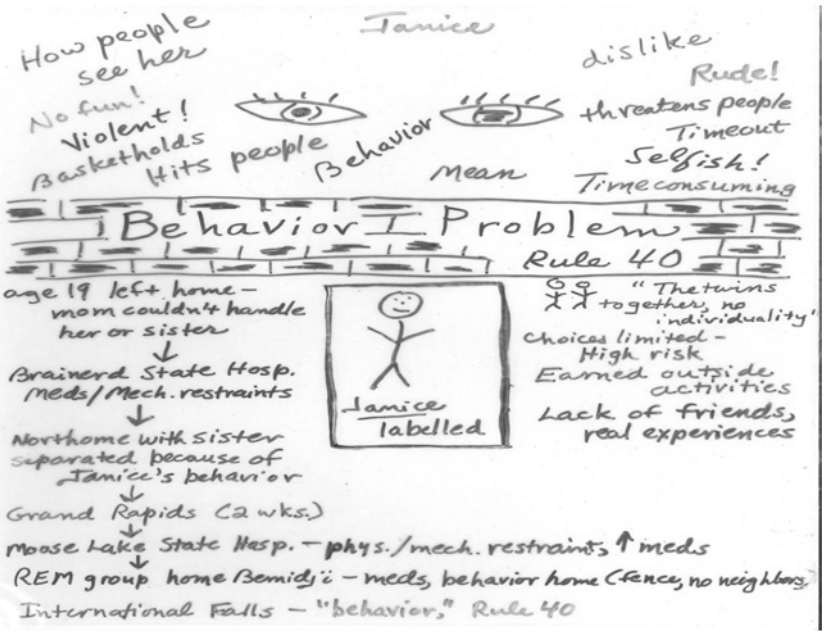
- Expanding personal relationships
- Contributing to the community
- Making choices
- Respect and a valued social role
- Sharing ordinary places and activities

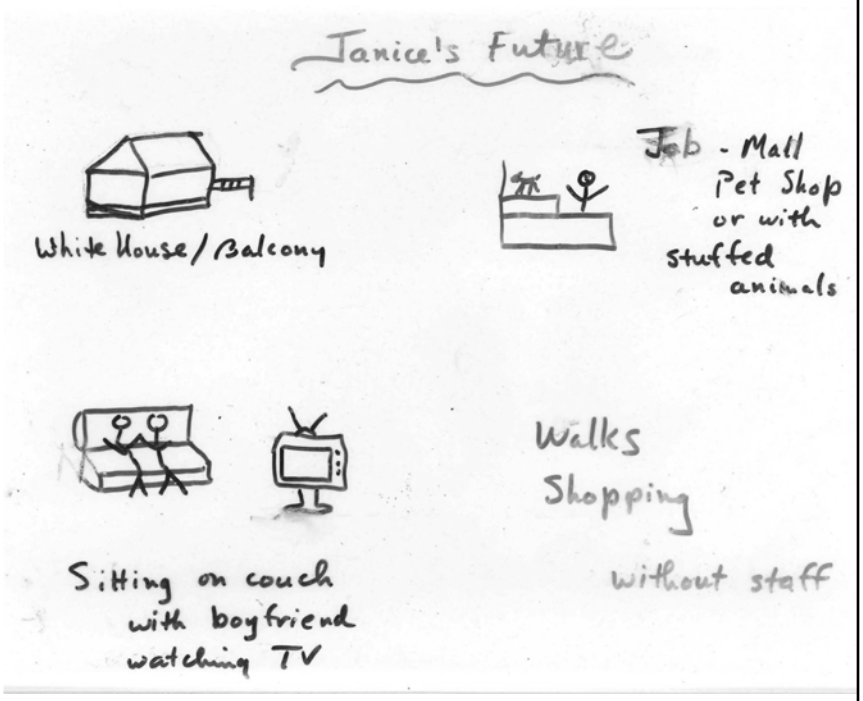
To offer needed help in ways that support and strengthen community competence:

- Supporting family and friends who care
- Strengthening links to community networks
- Expanding memberships in community associations
- Increasing the openness of the local economy
- Improving the effectiveness and inclusiveness of services and benefits to all local citizens

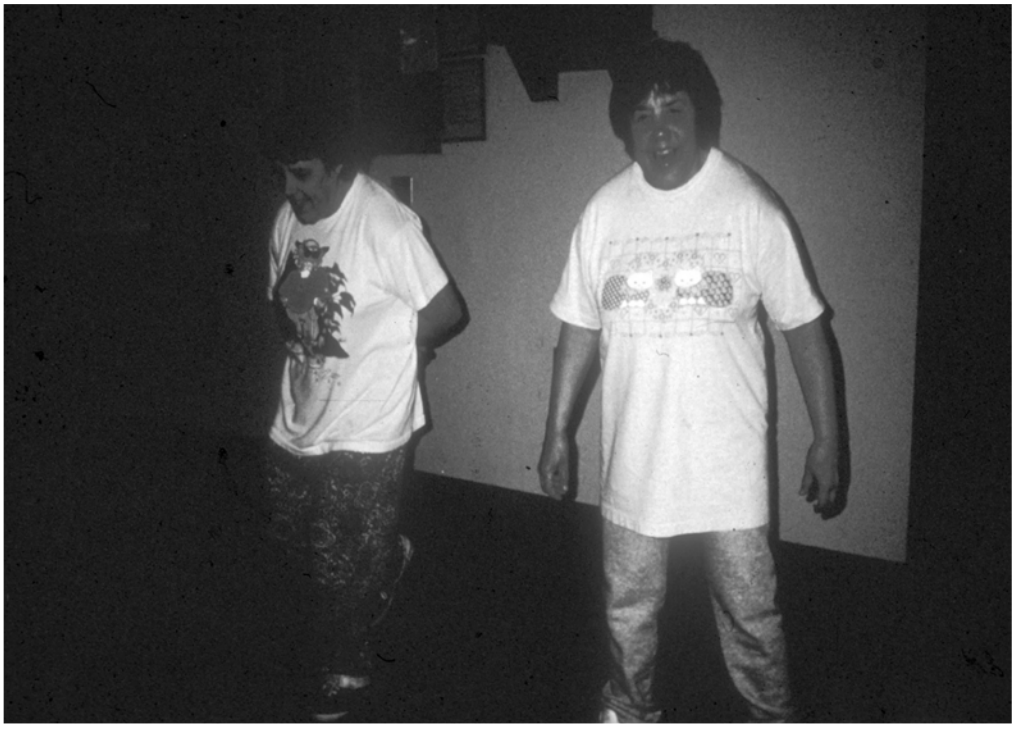
Critical Boundary



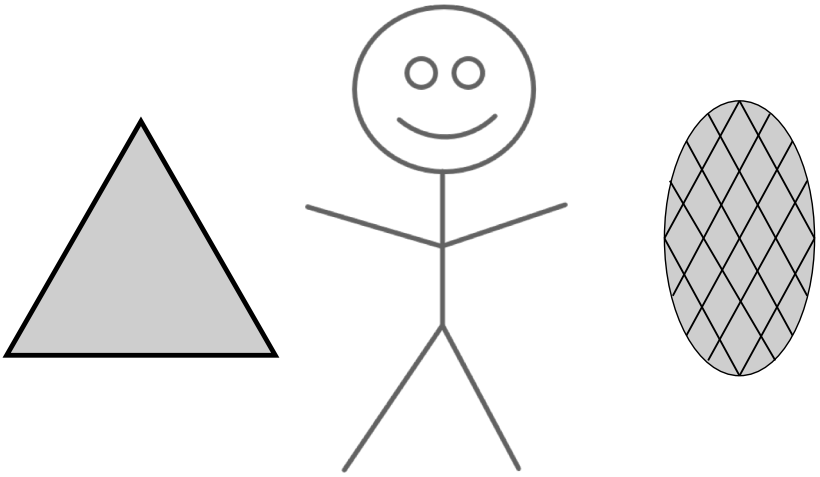

How people see her
Janice
dislike
Rude!
No fun!
Violent!
Basketholds
Hits people
Behavior
threatens people
Timeout
Selfish!
mean
Time consuming
Behavior Problem
Rule 40
age 19 left home – mom couldn't handle her or sister
"The twins together, no individuality"
Janice labelled
choices limited – High risk
Earned outside activities
Lack of friends, real experiences
Brainerd State Hosp. Meds/Mech. restraints
Northome with sister separated because of Janice's behavior
Grand Rapids (2 wks.)
Moose Lake State Hosp. – phys./mech. restraints, ↑ meds
REM group home Bemidji – meds, behavior home (fence, no neighbors)
International Falls – "behavior," Rule 40

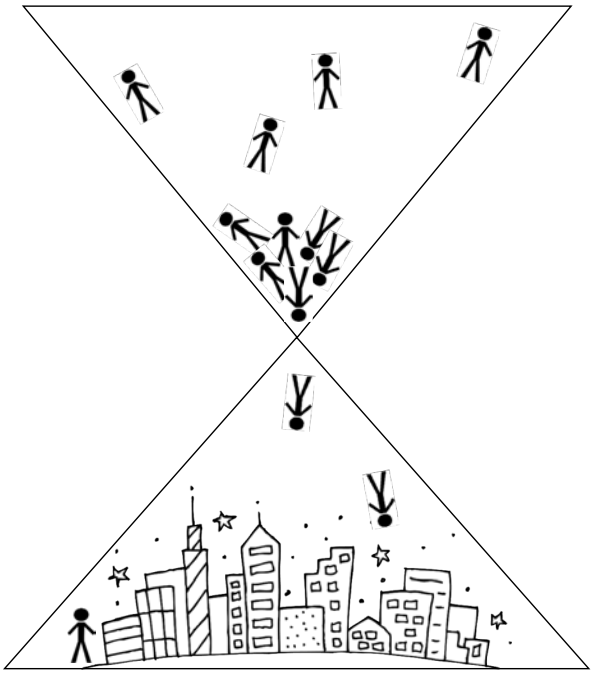

Janice's Future
White House / Balcony
Job - Mall Pet Shop or with stuffed animals
Walks Shopping
without staff
Sitting on couch with boyfriend watching TV

FRESH CUT FLOWERS

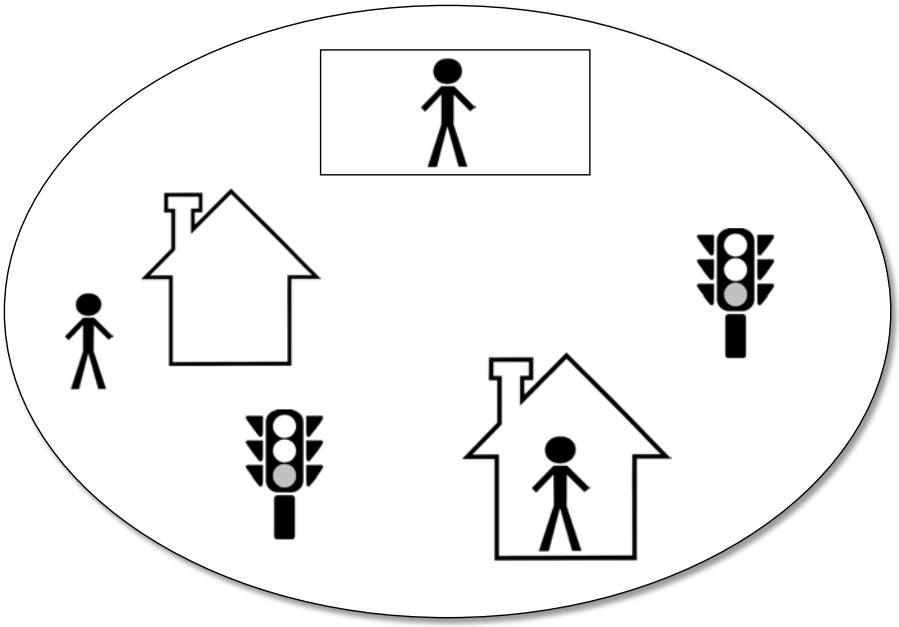


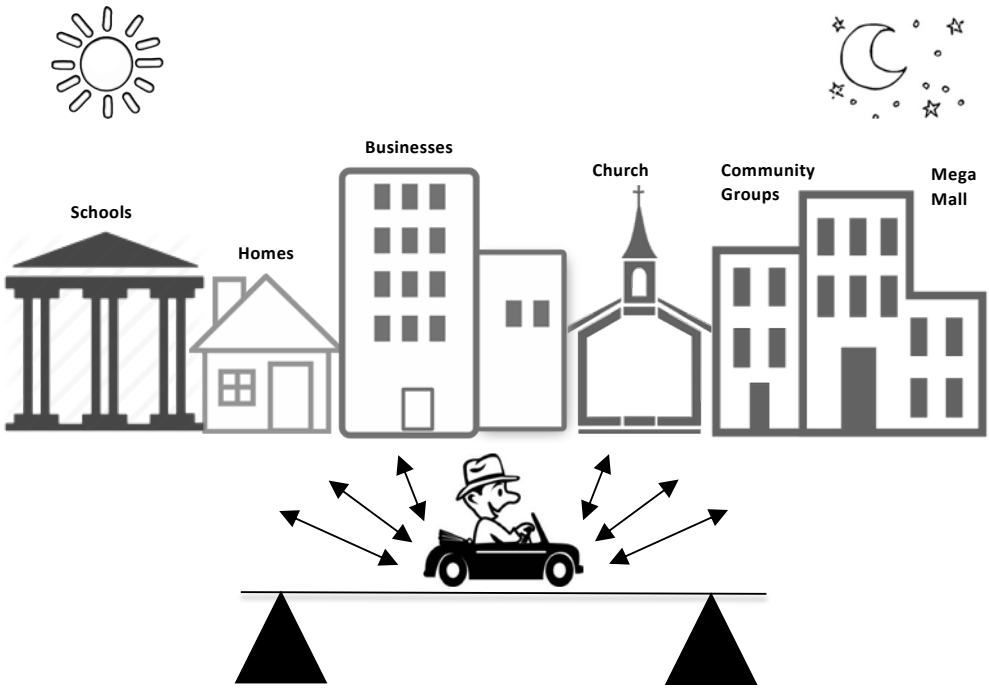
Janice
How people see her
dealing with anger using social skills
Rule 40 – 0% in
Sept.
Behavior / label being / broken
Her room
Bedspread + curtains she picked
Has TV saving for VCR
Happy!
Fun to be with!
doing very well
growing & learning
Hidden talents are coming out
hidden gifts
good looking smiles!
Job at Special Touch
converses
Excellent worker
Problem solving
Making decisions choices
Jokes around
Compliments
pleasant
helpful
Road House
Line dancing
Local bar
More separation with sister she is becoming her own person!
wearing makeup
dance at VFW
Happy
Independent purchases
Comm. Ed. w/o staff
Not a high risk
Road trips to shop

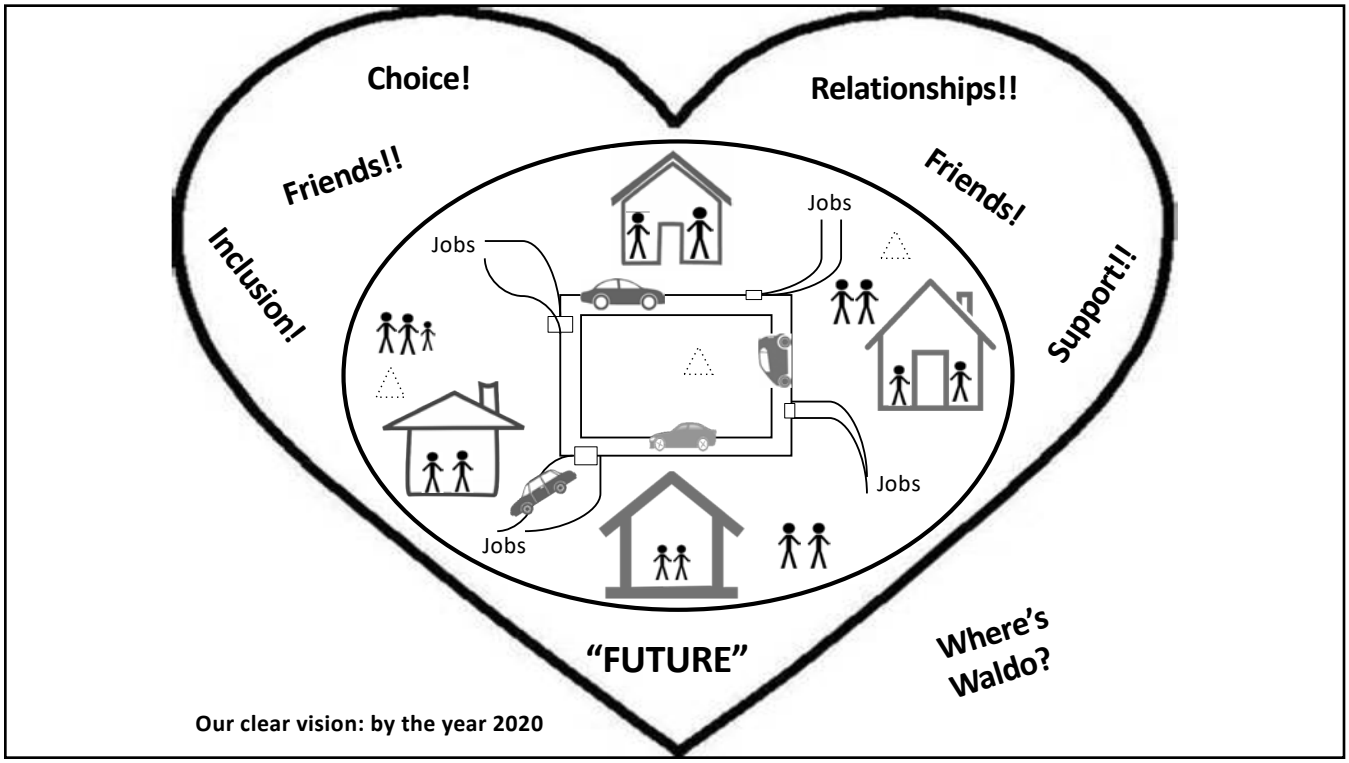




Social Services Toll Bridge




Businesses
Church
Community Groups
Mega Mall
Schools
Homes



Vision

People with disabilities are **living, learning, working, and enjoying life** in the most integrated setting

Person-Centered Agency Design 1991-94
8 agencies

- Clay County Diversified Services (Moorhead)
- Cooperating Community Programs (CCP – Washington County)
- Dakota Inc. (now Lifeworks)
- Houston County Group Homes
- Linnea Residence – Chisago City
- LSS - - International Falls ICF/MR
- MBW, Inc. - -New Ulm
- **STEP, Inc -- Fairmont and Blue Earth – led to Systems Design project**

Person-Centered Systems Design
1994-96

11 agencies in Faribault-Martin Counties, including:

Residential:

- Friendship Haven, Inc
- REM-Fairmont
- REM-Southwest Services
- Assissi Residences
- Habilitative Services Inc (HSI)

Day Training/Employment:

- STEP, Inc.
- MRCI-Fairmont
- Department of Rehabilitation Services

OTHER:

Human Services of Faribault & Martin Counties

Martin County Special Education Cooperative

ARC

Performance-Based Contracting Project 1993-96

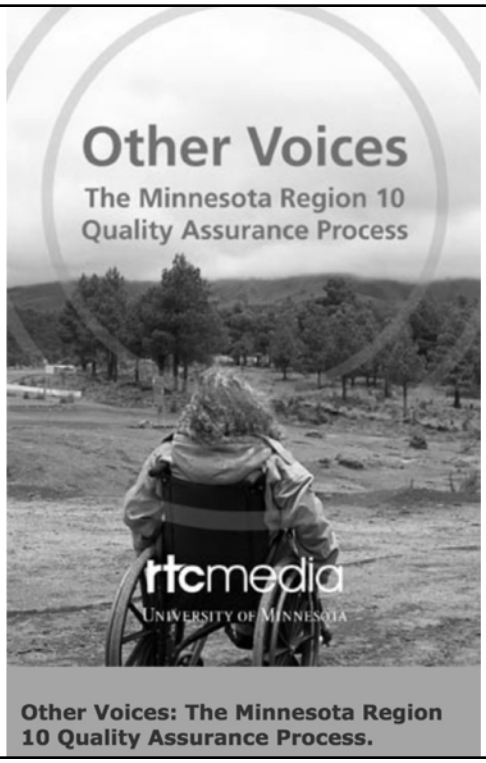
- Council for Quality and Leadership outcomes standards
- Lots of person-centered planning training:
  Personal Futures Planning

4 agencies:

Nekton
Heartland Homes
Bristol Place
New Directions

Region 10 Quality Assurance pilot starts 1997

- Alternative quality assurance system
- Developed "VOICE" for quality assessment



Other Voices: The Minnesota Region 10 Quality Assurance Process.

NEW DIRECTIONS

WRAP (Wellness Recovery Action Plan)
starts 1997

Personal Futures Planning for individuals with Brain Injury (Mount, 2003)

National

1972 - Cliff Poetz, first person with intellectual disabilities, testified to Congress – DD Act first passed

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1977 - First national report on Community Residential Settings

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1999 - Olmstead decision

2014 - HCBS regulations

Minnesota

1985 - Minnesota started planning for closing RTC's

1993 - Last Regional Treatment Center closed

1998-2003 - ICI study of Deinstitutionalization in Minnesota

2011 - Jensen settlement

From: Michael Smull

We need not just person-centered planning but person-centered THINKING --

at all levels

Person-Centered Thinking

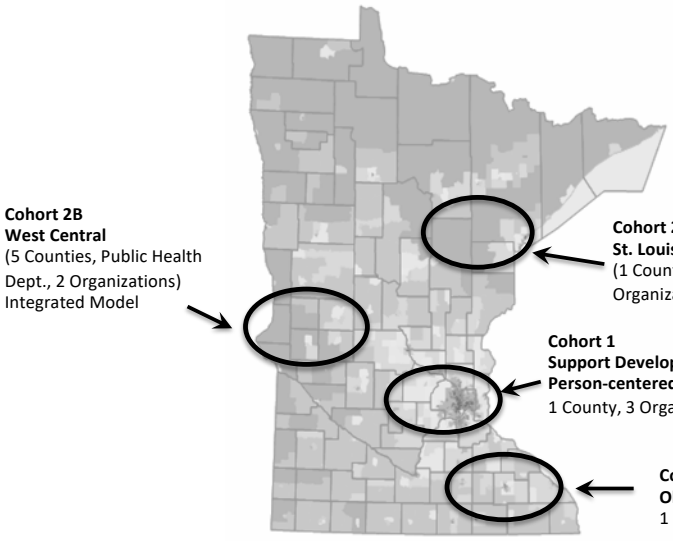
2010: Direct Care & Treatment started Person-Centered Organizational Change (Dakota County also participated)

2012: DHS funded ICI to start PCT training with community agencies

2015: First Cohort for Organizational Change (ICI with community agencies)

2016 and 2017: Second and Third Cohorts

Minnesota
Regional Capacity-Building



Cohort 2B
West Central
(5 Counties, Public Health Dept., 2 Organizations)
Integrated Model

Cohort 2 A
St. Louis County Region
(1 County & 3 Organizations)

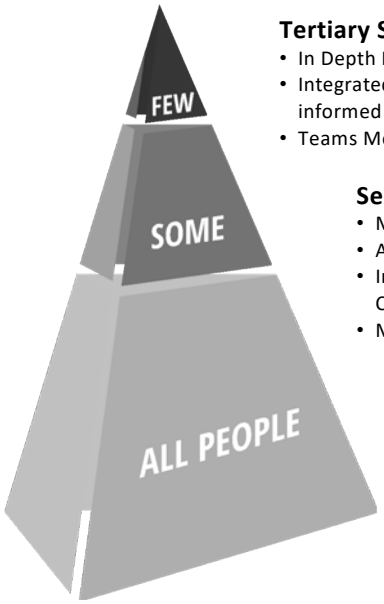
Cohort 1
Support Development Associates
Person-centered Practices Model
1 County, 3 Organizations

Cohort 3
Olmsted County
1 County, 5 Organizations

Total=22 Organizations

Implementing Multi-Tiered Systems of Support

Person Centered Practices & Planning



Tertiary Stage
- In Depth Person Centered Plans
- Integrated Plans (PCP, PBS, Trauma-informed Therapy)
- Teams Monitor Plan Progress

Secondary Stage
- Monitor PCT Action Plans
- Additional Quality of Life Strategies
- Increase Strategies for Supporting Independence and Community Involvement
- Mental Health and Wellness Interventions

Universal Stage
- Universal Person Centered Strategies
- Encourage Self Expression
- Self-Determination and Choice Making
- Meaningful Participation in the Community

Person Centered Practices & Planning

Positive Behavior Support

Organizational Workforce

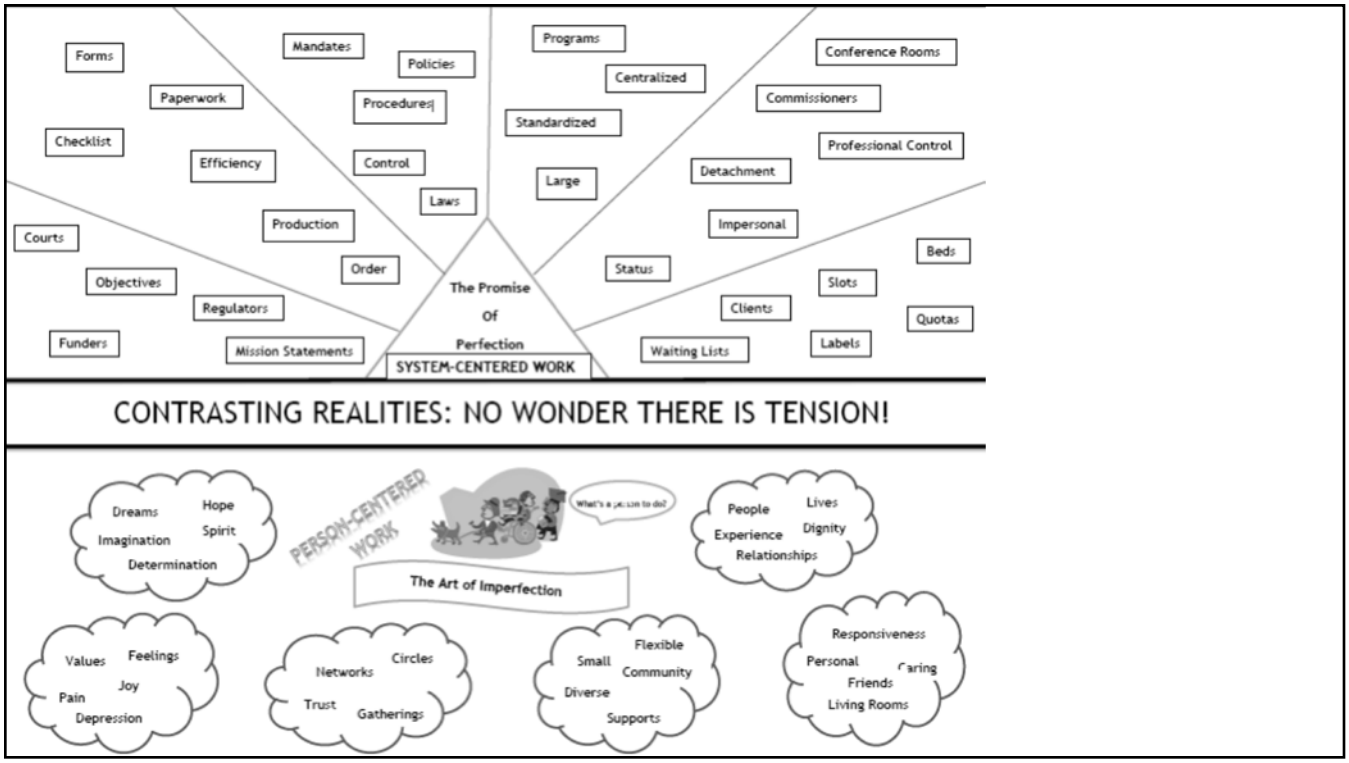
Levels of Change

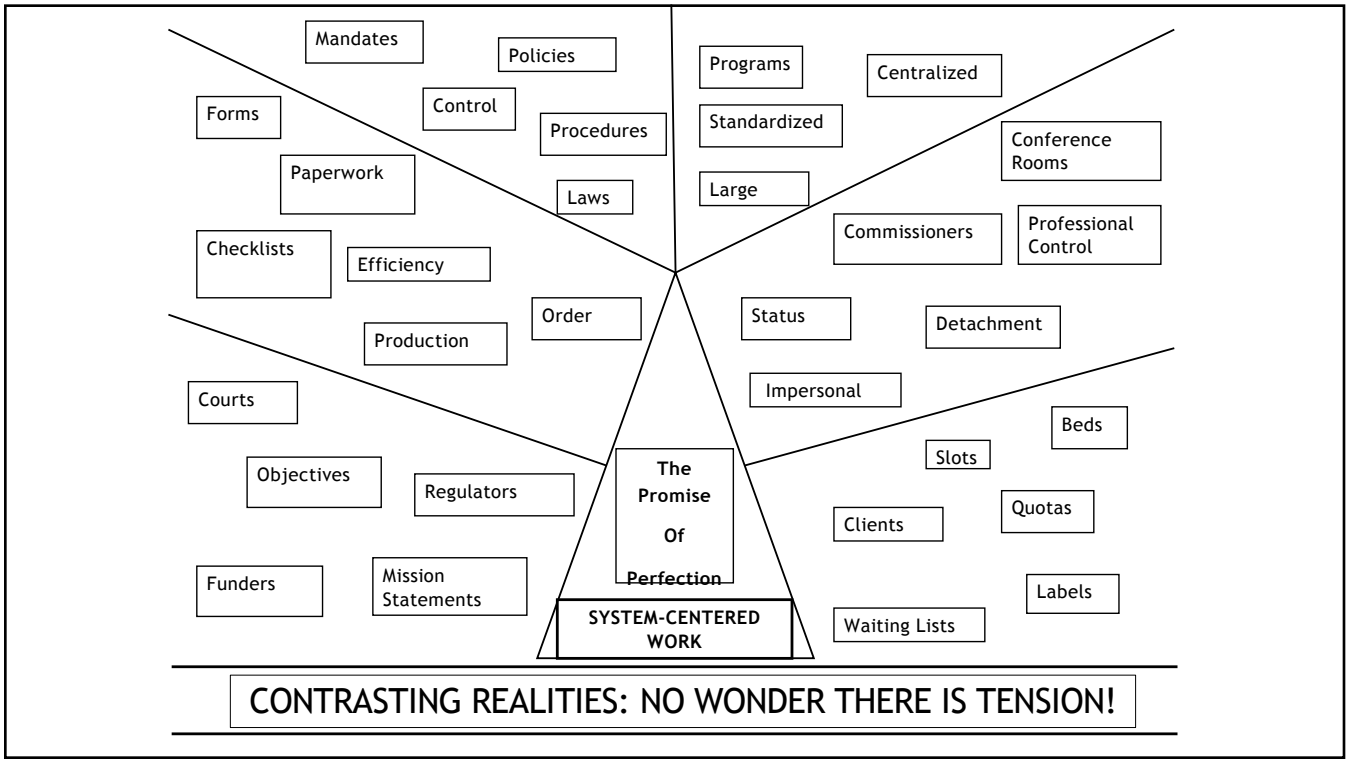
Level 1 → Any changes that results in a positive difference in the lives of people who use services or in your own work life.

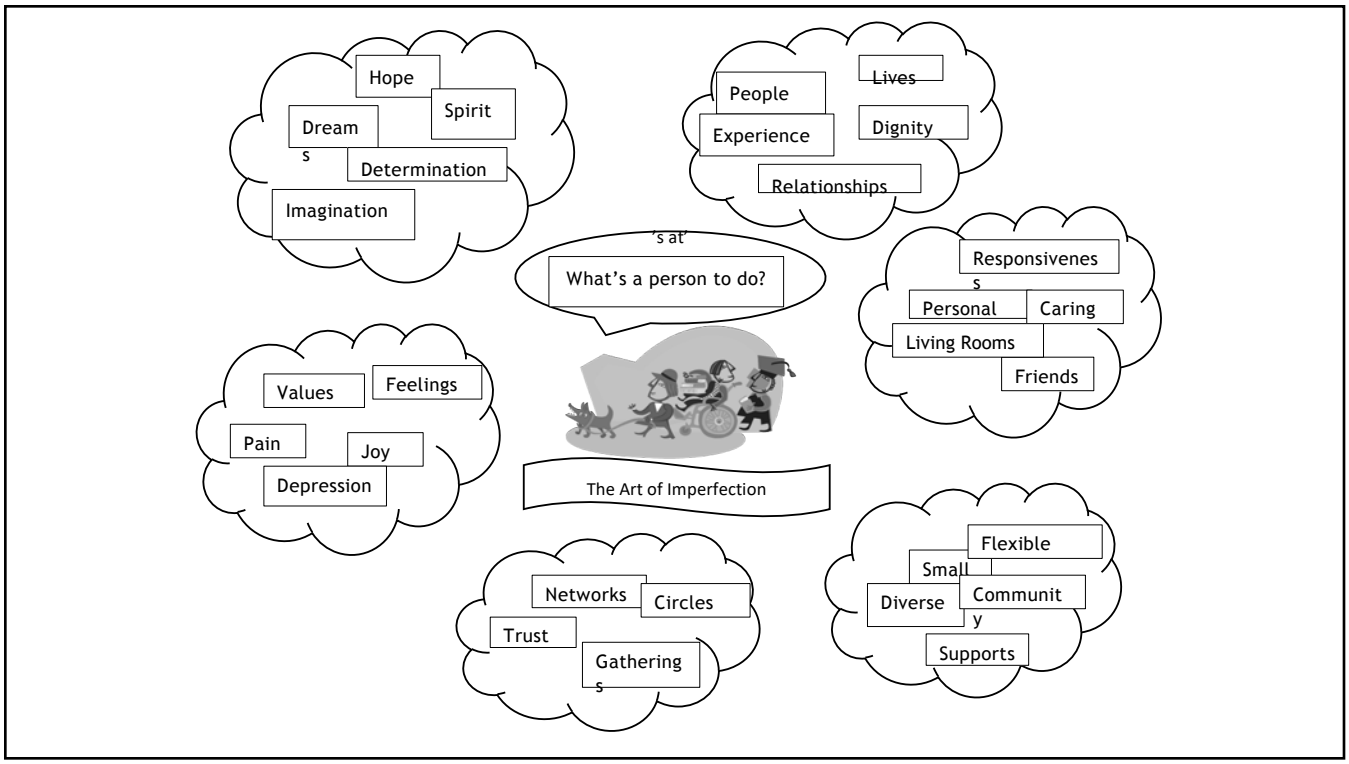
Level 2 → Any changes an organization makes to its practices, structure or rules that result in positive differences in the lives of people. *(Organization Level/Managers/Supervisors/CEO/Administrative Support)*.

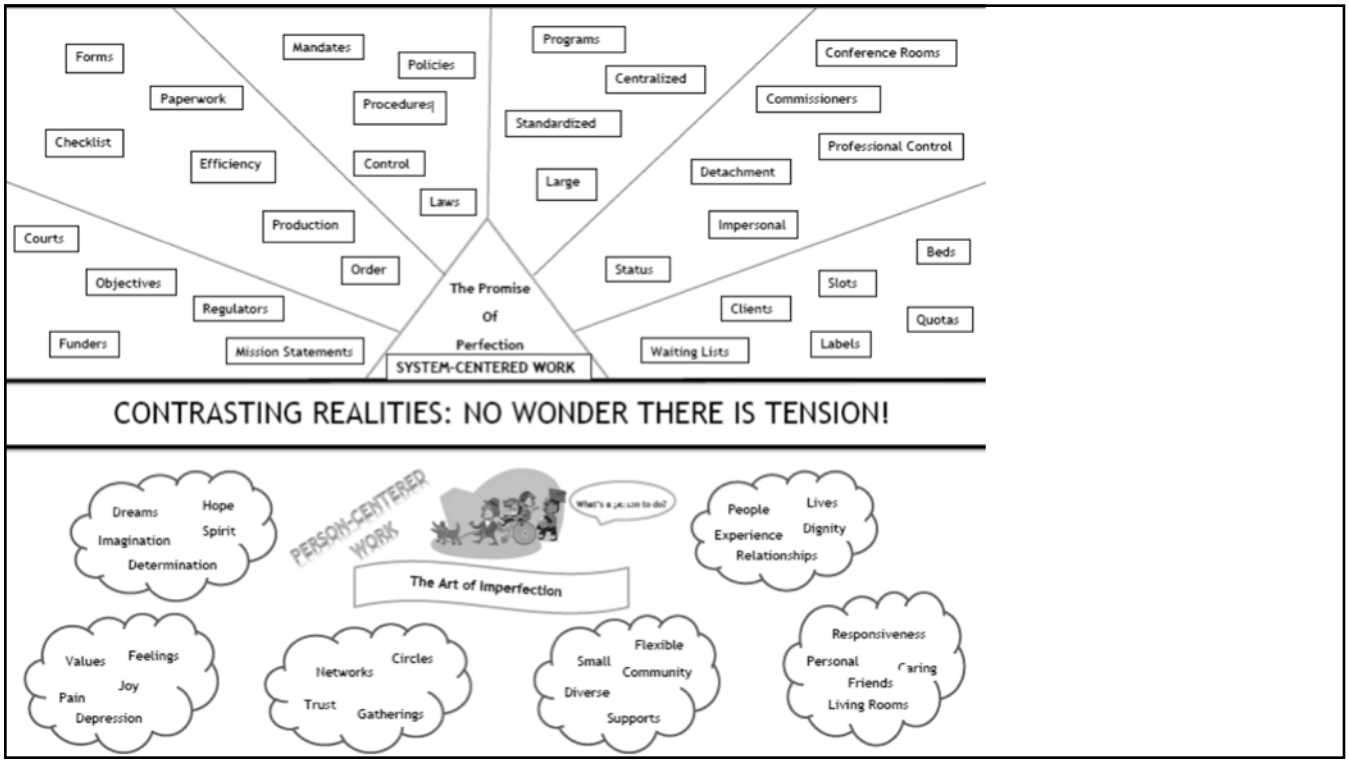
Level 3 → Any change in practice, structure and rules made at the system level. These changes have an effect on many organizations, and therefore many peoples' lives. *(Larger State Level or National Organizational or Leadership Level Issues)*.

http://sdaus.com TLC-PCP 2012 www.learningcommunity.us




Mandates
Policies
Programs
Centralized
Forms
Control
Procedures
Standardized
Conference Rooms
Paperwork
Laws
Large
Commissioners
Professional Control
Checklists
Efficiency
Order
Status
Detachment
Production
Impersonal
Courts
Beds
Slots
Objectives
Regulators
The Promise Of Perfection
Quotas
Clients
Funders
Mission Statements
Labels
SYSTEM-CENTERED WORK
Waiting Lists
CONTRASTING REALITIES: NO WONDER THERE IS TENSION!


Hope
Spirit
Dreams
Determination
Imagination
People
Lives
Experience
Dignity
Relationships
's at'
What's a person to do?
Responsiveness
Personal
Caring
Living Rooms
Friends
Values
Feelings
Pain
Joy
Depression
The Art of Imperfection
Networks
Circles
Trust
Gathering s
Flexible
Small
Diverse
Community
Supports



PHASE 4: HOW FAR HAVE WE COME?

- What's been accomplished?
- What remains challenges?

RECOMMENDATIONS -- WHAT YEAR?

- The financing system should be redesigned to eliminate existing inequities and irrationalities
- Greater flexibility in housing options
- Active state and county support of person-centered themes

In What Year Did These Recommendations Appear in Different Reports?

- Incentives to increase affordable housing options
- Increase housing options
- Development of housing cooperative options
- Promoting consumer home ownership

What Year

- Incentives to increase affordable housing options (2017)
- Increase housing options (2017)
- Development of housing cooperative options (1994)
- Promoting consumer home ownership (1994)

IN WHAT YEAR WERE THESE RECOMMENDATIONS MADE?

- Annual planning and other processes should be based on celebration of people's strengths, not a system based on their weaknesses and "fixing" things
- Continue support for on-going organizational and culture change processes
- Systems management should make a statewide commitment to involvement of providers in all counties and county case management to person-centered themes
- Expand learning and competencies about person-centered practices
- The financing system should substantially increase the flexibility with which funds can be used

- Annual planning and other processes should be based on celebration of people's strengths, not a system based on their weaknesses and "fixing" things (1994)
- Continue support for on-going organizational and culture change processes (2017)
- Systems management should make a statewide commitment to involvement of providers in all counties and county case management to person-centered themes (1994)
- Expand learning and competencies about person-centered practices (2017)
- The financing system should substantially increase the flexibility with which funds can be used (1994)

IN WHAT YEAR WERE THESE RECOMMENDATIONS MADE?

- More training for licensing staff about appreciation/understanding of person-centered processes
- Ensure licensing is congruent with person-centered practices
- The licensing process must substantially decrease the deficit focus embodied in the current system
- The licensing process must substantially increase the flexibility of staff to respond to personal plans developed by concerned people

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Phase 5: What's the Future?

- These values have been the same and been foundational for a long time .. What have we learned over the years?
- If we continue operating from these values, what might they produce in the future?
- How do we continue to learn and not back-slide? How do we take the best of what's happened and move forward?
- How do we move towards "best practice" as "expected practice"?
- Standing on the shoulders of what has gone before, what's the future?

THANK YOU

- Building on learning/foundation from the past
- Never one individual
- Always partners -- learning together
- Shared values, passion, commitment
- Where will we be in another 30-40 years?