B19 – Person Centered Planning for Better Tier III Outcomes

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Exemplar: Marana Unified School District, AZ

Key Words: Assessment, Tier 3, High School, Youth Voice

Objectives

• Identify what PCP is and is not
• Understand the rationale for PCP
• Identify PCP processes
• Become aware of an individualized intervention process that is established around person centered strategies.

Person-Centered Planning

• A way for diverse people, who share a common need to align their...
  • Vision, purposes, and goals
  • Understanding of the focus person’s past, present and future life
  • Actions for change, mutual support, personal and team development, and learning
PCP is NOT...

- An easy, one-shot process
- The answer to all problems
- A quick fix solution to complex human and/or organizational problems
- Something to be done and forgotten
- A guarantee

What is PCP?

- Planning Process
- Assessment Tool
- Intervention
- Motivational Activity
- Team Building Process

Five Essential Goals of PCP

1. Be present & participating in community life
2. Gain & maintain satisfying relationships
3. Express preferences & make choices in everyday life
4. Have opportunities to fulfill respected roles & live in dignity
5. Continue to develop personal competencies
Why is PCP so important?

- Retains focus on the person’s needs
- Supports a team approach
- Broadens the support
- Changes the participants
- Results in better supports that fit the life of the individual

How is PCP done?

- Series of frames or activities that help us understand the person, what they want and how to work together to make it happen
- Visual representation on chart paper
- Assemble a team that:
  - knows the person well, and
  - is desired by the person

A PCP Team

- Commits to action for change
- Coordinates supports around the individual, not the system
- Recognizes the influence of individuals in the focus person’s life
History of Person-Centered Planning

Approaches to PCP developed in past 30 years:

- 1980 Jack Yates, Individual Service Design
- 1987 Beth Mount, Personal Futures Planning
- 1989 Marsha Forest & Evelyn Lusthaus, MAPS and Circles
- 1992 Michael Smull & Susan Burke Harrison, Essential
- 1995 Jack Pearpoint, John O’Brien, & Marsha Forest, PATH

http://www.personcenteredplanning.org/courses.cfm

Sample PCP Processes

- MAPs
- Personal Profiling
- Futures Planning
- PATH (Planning Alternative Tomorrows with Hope
- Florida’s Integrated Process

Making Action Plans

A Multi-Tiered System of Supports
Personal Profile Frames

- Who is here?
- What is important to me?
- What are my current relationships?
- Who are the people in my life?
- Where do I go in the community?
- What is my life story?
- What is my current health?
- What are my daily routines?
- What choices do I get to make?
- What gains respect for me?
- What works for me?
- What needs to be changed?

Additional Frames

- What are the major themes of my life?
- What do we need to know and do to support ___?
- Additional things we should know
  - To help ___ stay healthy and safe
  - To help others stay safe
  - To help ___ communicate
  - Short term goals
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**Futures Planning**

### Home
- Improve tolerance to washing hair
- Improve kicking and sleeping
- Increase Dustin's communications
- Teaching Dustin who can come into the house and who can't
- Increase number of foods Dustin will eat
- Communicate more with Bill
- Have time to cook

### Futures Plan

- Have more time for friends
- Find activities for Dustin to do with peers

### School
- Have someone else to meet bus
- Julie take a class
- Dustin attend some regular ed classes with peers
- Be aware of after school activities

### Community
- Be able to go to the movies.
- Dustin join cub scouts and t-ball
- Go to mall or shopping
- Julie to take aerobics class

### In One Year...

- Improve control of behavior; improve sleep; independence – toileting, eating, dressing, etc.
- Communicates effectively
- Leisure activities
- Friends visit

### School
- Communication – same as home
- Control of behavior
- Independence
- D/B consultation
- Better understanding of James’ behavior
- Reader
- Academic work – learn
- PT, OT, Speech, Vision consultations

### Friends:
- Joe & Sue
- Teenagers and respite providers
- Park
- Walks
- Grocery store
- Library
- Mall
- YMCA

### Education of family and peers
- (Parent support group)
Planning Alternative Tomorrows with Hope (PATH)

Tool to address long and short range planning:
- Provides a timeline for achieving goals
- Utilizes group graphic techniques and involves a team of individuals committed to the focus person
- Takes 2-3 hours to complete

PATH template

1. Dream
2. Goal
3. Now
4. Enroll
5. Build Strength
6. First Steps
7. 1 month
8. 6 months
Testimonial

“Person-centered planning is about believing in someone. You come out of it with a better understanding for what the person wants, how you can help them get it, and then believing that they can achieve it.”
"Without person-centered planning, the team is not able to think about the person holistically. Instead they become focused on the behaviors and this limits their ability to make the focus person's needs a priority."

**Testimonial**

**Marana Unified School District**

Student Engagement in Individualized Intervention

**MUSD Composition**

17 Schools
- 2 High schools
- 1 Alternative Ed. High School
- 2 Middle Schools
- 2 K-8 Schools
- 10 Elementary Schools
MUSD Demographics

# of Currently Enrolled Students = 12,778

Enrollment by Race

MUSD Demographics

Enrollment by Free and Reduced Lunch = 39%

2018-2019 Graduation Rate

# of Graduates: 822
# in Cohort: 954
Graduation Rate(%) 86.16
**Tier II/III Interventions (2018-2019)**

**School Level Tier II/III Support**
- School Counselors at each site
- Title I Counselors
- School Psychologists (split sites)
- Child Study Teams (CST)
- PBIS Teams
- Small Groups
- Check In Check Out (CICO)
- Check and Connect
- Wraparound
- Renew
- Individualized Behavior Plans (BIP’s)
- Peer Mediation
- Newcomers Club
- Project Graduation
- Alternatives to Suspension Programs

**District Level Tier II/III Support**
- MTSS Coordinator
- District Social Workers
- District Climate Leadership Team
- Parent Connection (1x monthly)
- Love and Logic (2x annually)
- SEL Curriculum at all sites
- Threat Assessment Team
- Crisis Team
- Restorative Practices Committee
- PBIS Climate and Culture Fidelity Assessments
MUSC Commitments

- Strong Relationships
- Equity
- Deeper Learning
- Collaboration
- Innovation

Engaging Students

Building positive relationships is key in engaging students in any type of individualized intervention.

How Do We Build Relationships?

- Establish trust
  - Take time to get to know the student & allow him/her to know you
- Honesty
  - Be truthful, but diplomatic
- Relatability
  - When possible, share appropriate pieces of your life with students to build a relatability factor and help to normalize their situation
- Being genuine
  - Student engagement is only possible when the adult shows a genuine interest in helping
- Respect
  - Meet students where they are, always refrain from judgment, & be respectful
Relationships Take Time

- Plan on **getting to know a student/family** before broaching the idea of an intervention
- Take time to **get to know the student and understand their goals and barriers**
- Explain to all parties that individualized interventions take time and are not a “quick fix”

Building Engagement

“Engagement stems from relationships.”

“The relationships that we have built (through intervention) allows kids to find support in the midst of trouble and turmoil.”

- Bruce Hesse, School Counselor, Mountain View High School

Processes for Building Relationships w/ Students

- Interviewing
  - Motivational
  - Parent/Teacher/Student
- Interest Inventory
- Home Visits
- Mapping
### Interest Inventory & Forced-Choice Reinforcement

<table>
<thead>
<tr>
<th>Scoring Key</th>
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<tbody>
<tr>
<td>Adult Approval (A)</td>
</tr>
<tr>
<td>Competitive Approval (CM)</td>
</tr>
<tr>
<td>Peer Approval (P)</td>
</tr>
<tr>
<td>Independent Rewards (I)</td>
</tr>
<tr>
<td>Consumable Rewards (CN)</td>
</tr>
</tbody>
</table>

#### Interest Inventory & Forced-Choice Reinforcement

- A bag of chips. (CN)
- Classmates ask you to be on team. (P)
- Classmates ask you to be on team (P)
- Be first to finish your work (CM)
- Be first to finish your work (CM)
- Be free to do what you like (I)

### Initiating Individualized Interventions

- Student is in the driver’s seat
  - The student identifies his/her own barriers and goals
  - The student decides who is and isn’t a supportive member of their “circle”
  - The goals of the student may not be the goals of the adults… and that’s okay

### Initiating Individualized Interventions (cont.)

- Facilitate, don’t operate
  - Encourage the student to run the meetings by encouraging them to identify and advocate for the things they want to work on or talk about
  - Taking over or running the meeting in a formal manner can make the student feel as though it is another one of “those” meetings
  - Use examples or guiding questions to allow the student to come up with their own ideas and celebrate them when they do
Initiating Individualized Interventions

Engaging students in their own interventions includes

- Active listening
- Empathy
- Validation
- Encouragement/ Empowerment

Mapping- RENEW

1) History
2) Who You Are Today
3) Strengths and Accomplishments
4) Relationships and Resources
5) What Works/What Doesn’t Work
6) Dreams
7) Fears/Barriers/Concerns
8) Goals

Judgment Free Zone
Contact Information and Resources

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