



Person Centered Thinking

Overview

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The Learning Community
for person centered practices

The Learning Community for Person Centered Practices envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. We foster a global learning community that shares knowledge for that purpose.



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



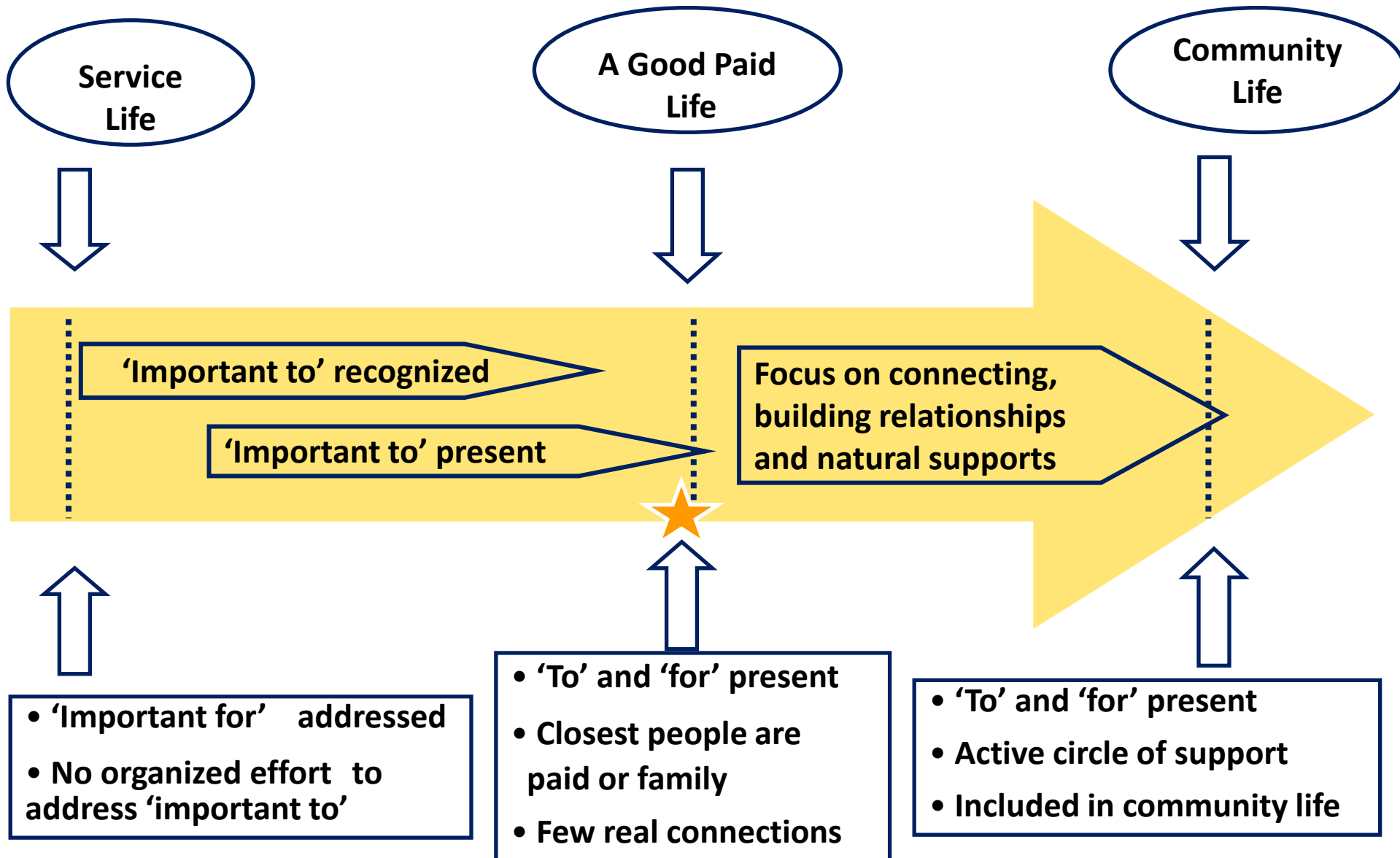
What are person centered thinking skills?

- A set of skills that reflect and reinforce values that:
 - Propel the learning cycle
 - Help us support rather than fix
 - Work for humans
 - Work at every level in the organization
 - Build the culture of learning, partnership, and accountability
 - Affirm our belief that everyone can learn

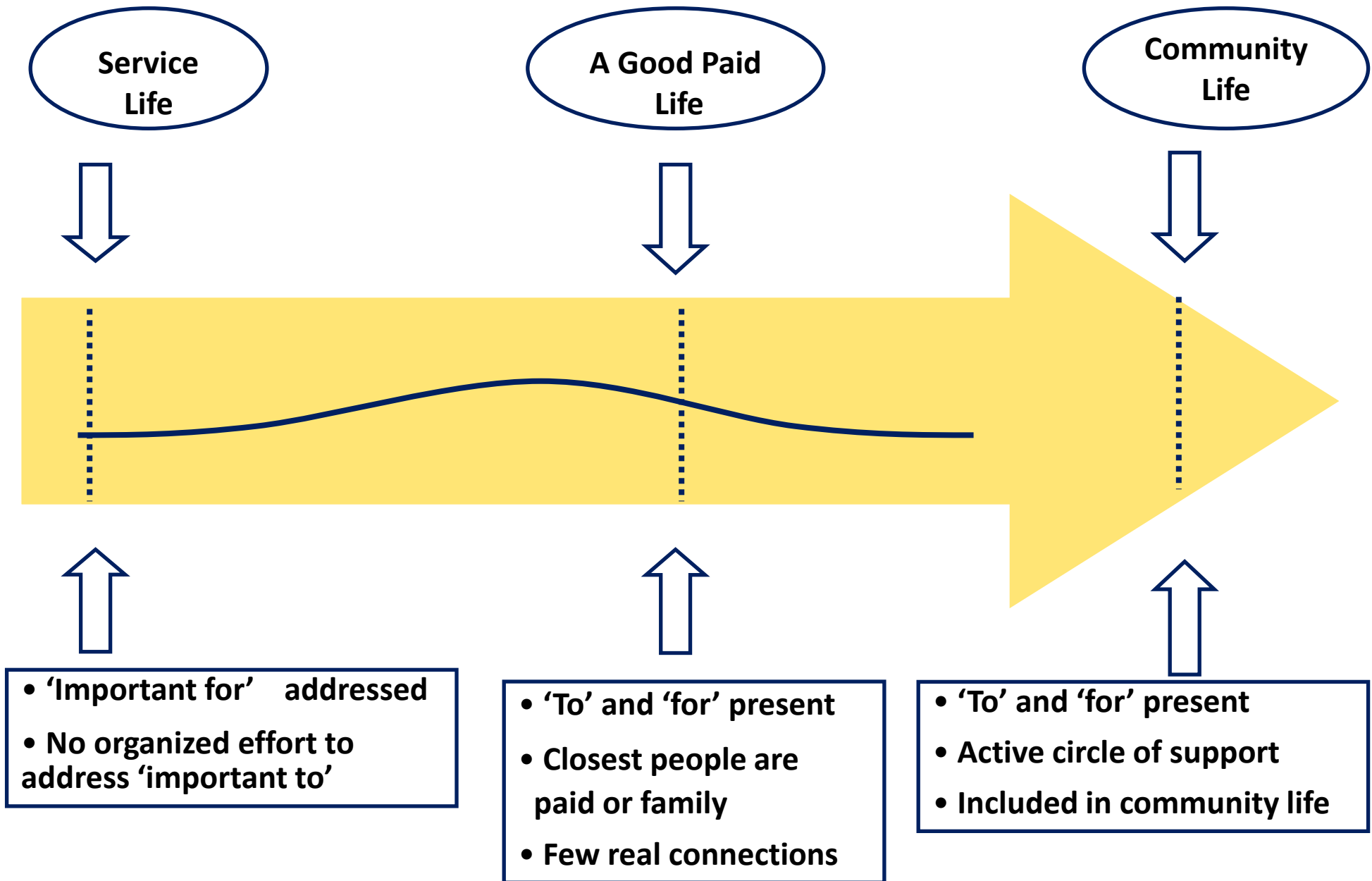


Help people get better lives
Not just better paper

Moving from Service Life to Community Life



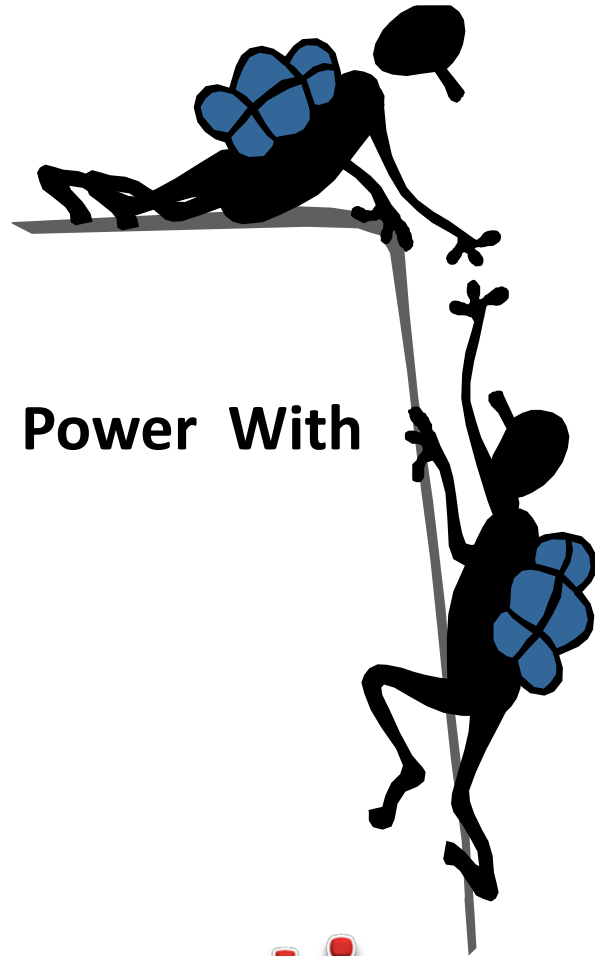
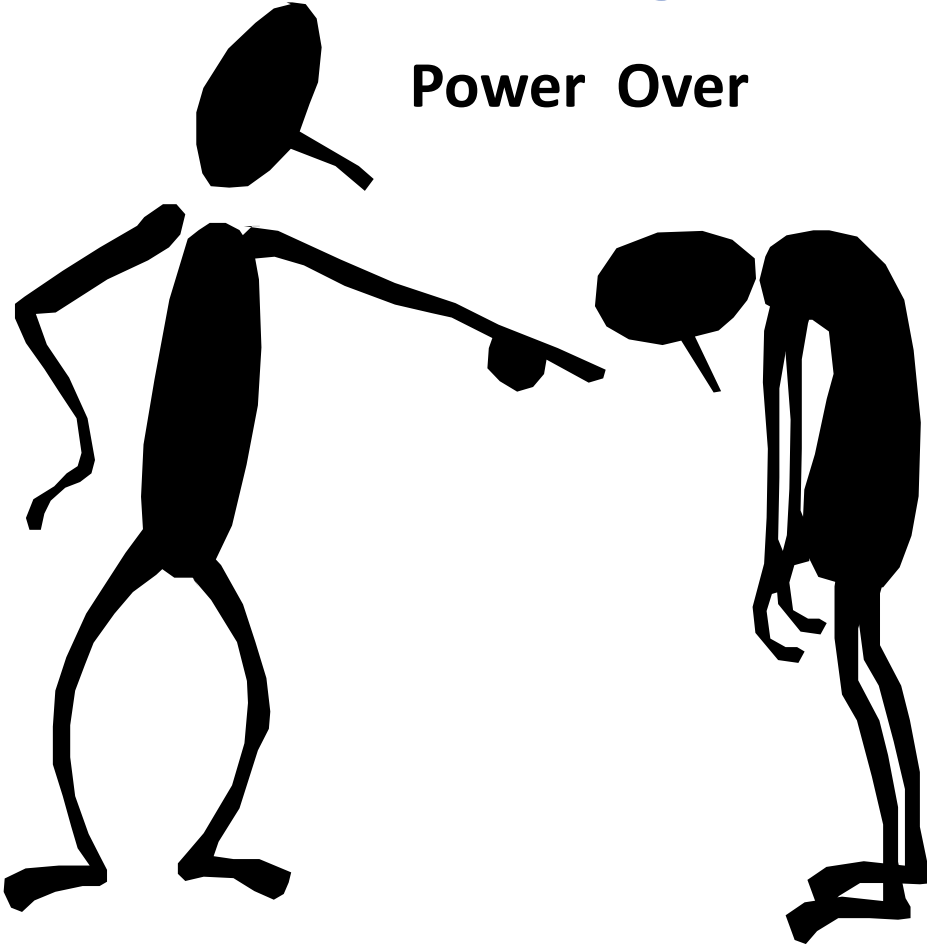
Moving from Service Life to Community Life





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?

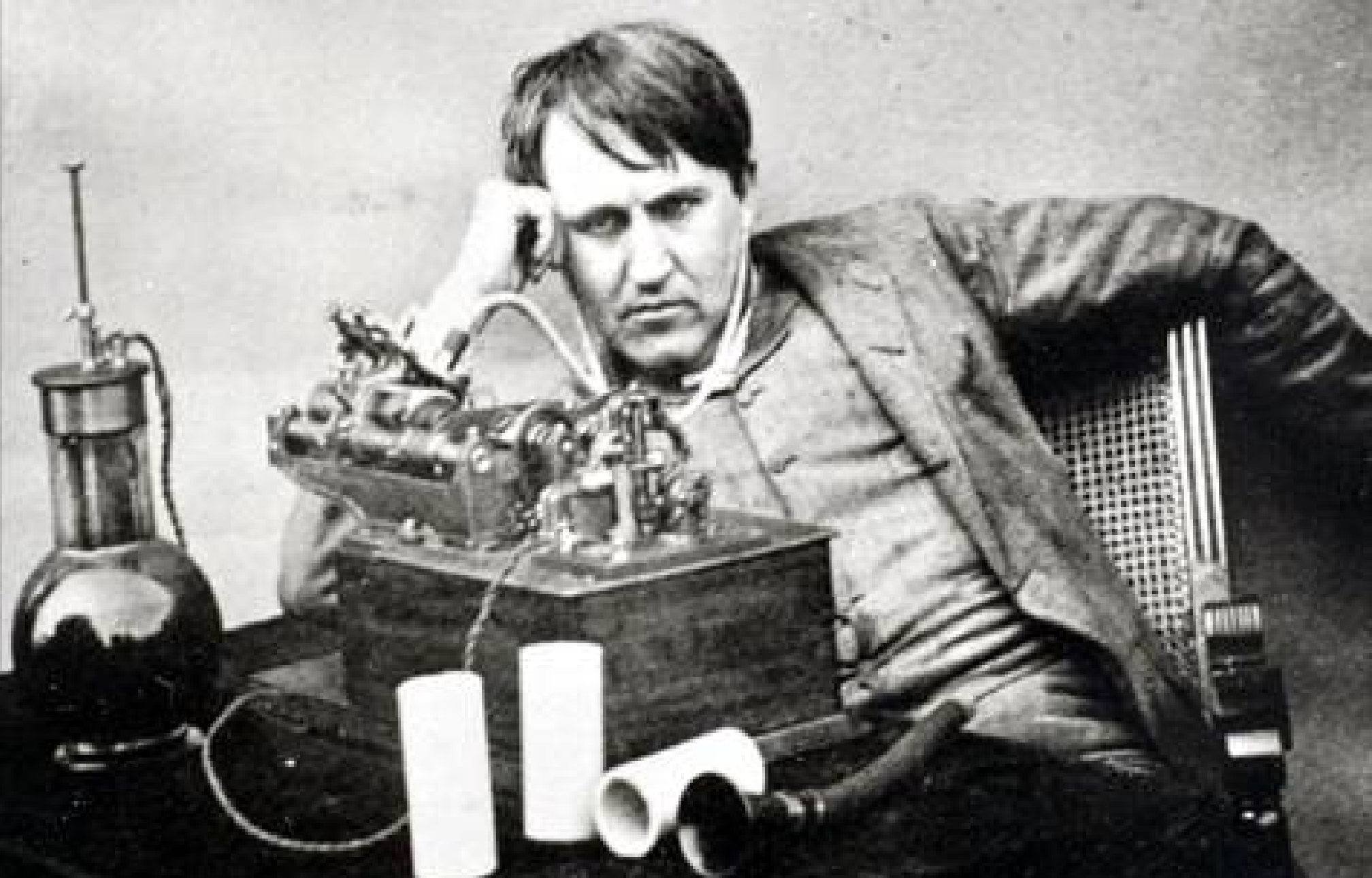


7 Questions you should be able to Answer for each Person you Support

- 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?**



Discontent is the first necessity of progress.

-Thomas Edison



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**



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



Cynical Discontent

When you have discontent without hope you get cynical discontent.

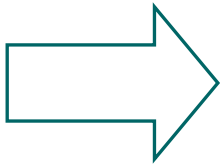
Cynical discontent results in:

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



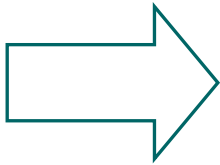
Levels of Change

Level 1



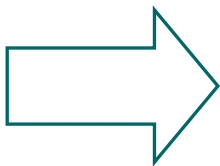
Any change that results in a positive difference in the lives of people who use services or in your own work life.

Level 2



Any changes an organization makes to its practices, structure or rules that result in positive differences in the lives of people.

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.



Introducing the Core Concept:

IMPORTANT TO

AND

IMPORTANT FOR

AND

THE BALANCE BETWEEN THEM



Important TO

- Includes what matters the most to the person – their own definition of quality of life.
- What is important to a person includes only what people “say”:
 - with their words
 - with their behavior

*When words and behavior are in conflict,
pay attention to the behavior and ask “why?”*



Important FOR

- **Issues of health:**
 - Prevention of illness
 - Treatment of illness / medical conditions
 - Promotion of wellness (e.g.: diet, exercise)

- **Issues of safety:**
 - Environment
 - Well being ---- physical and emotional
 - Free from Fear

- **What others see as necessary to help the person:**
 - Be valued
 - Be a contributing member of their community



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’*



Sorting Important to from Important for

(and finding a better balance between them)

Important To

Important For

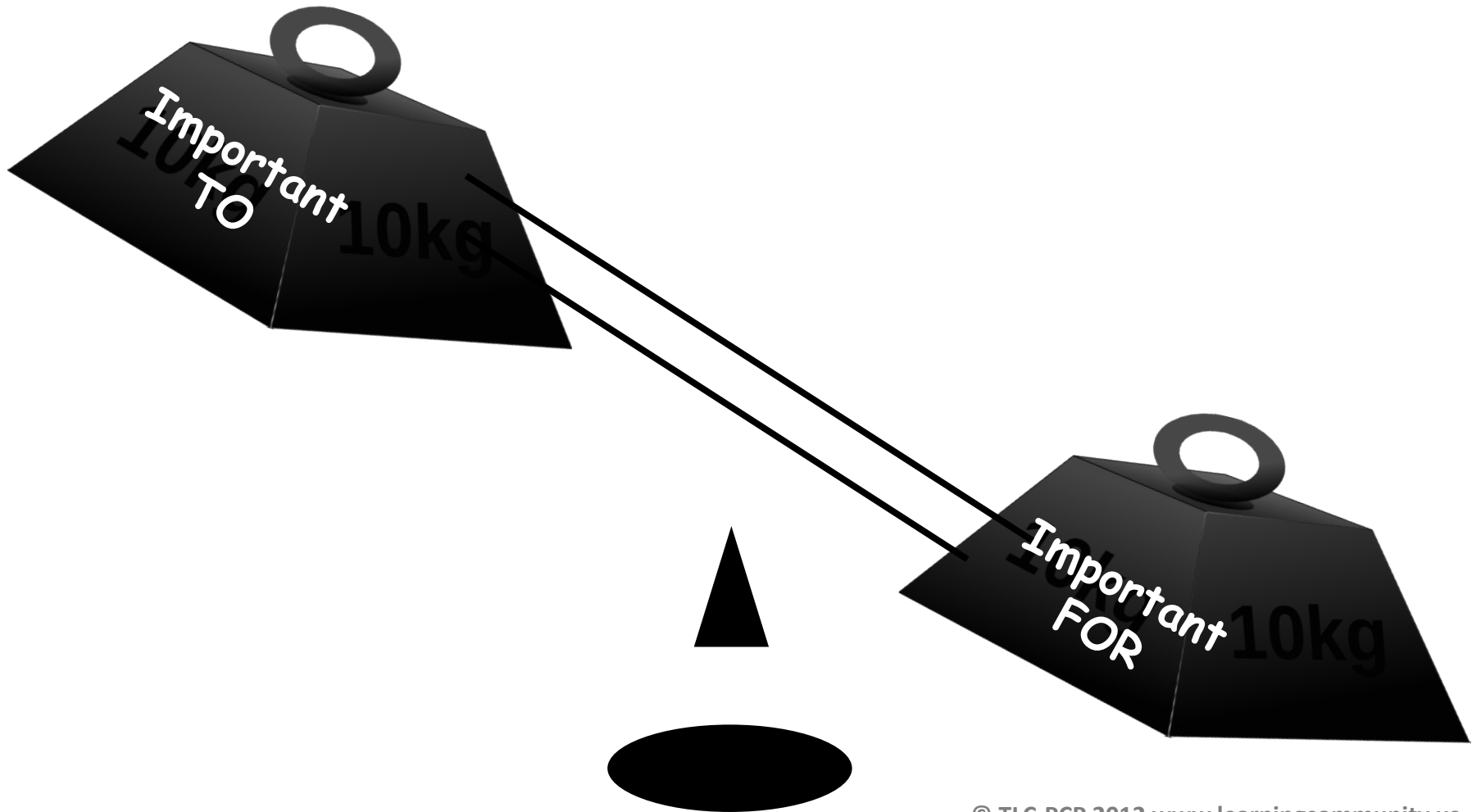


Finding the Balance

- **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



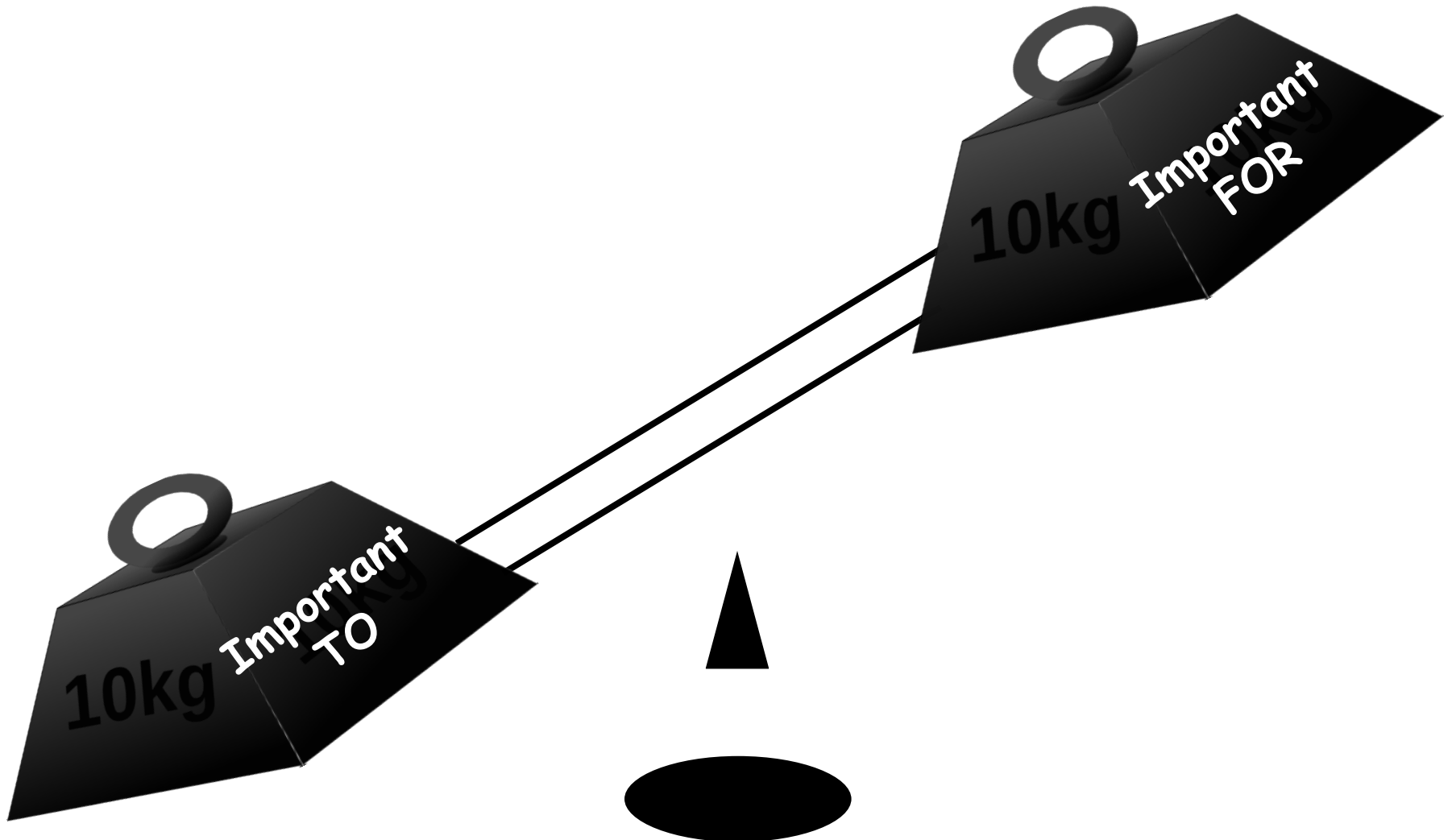
Health and Safety Dictate Lifestyle





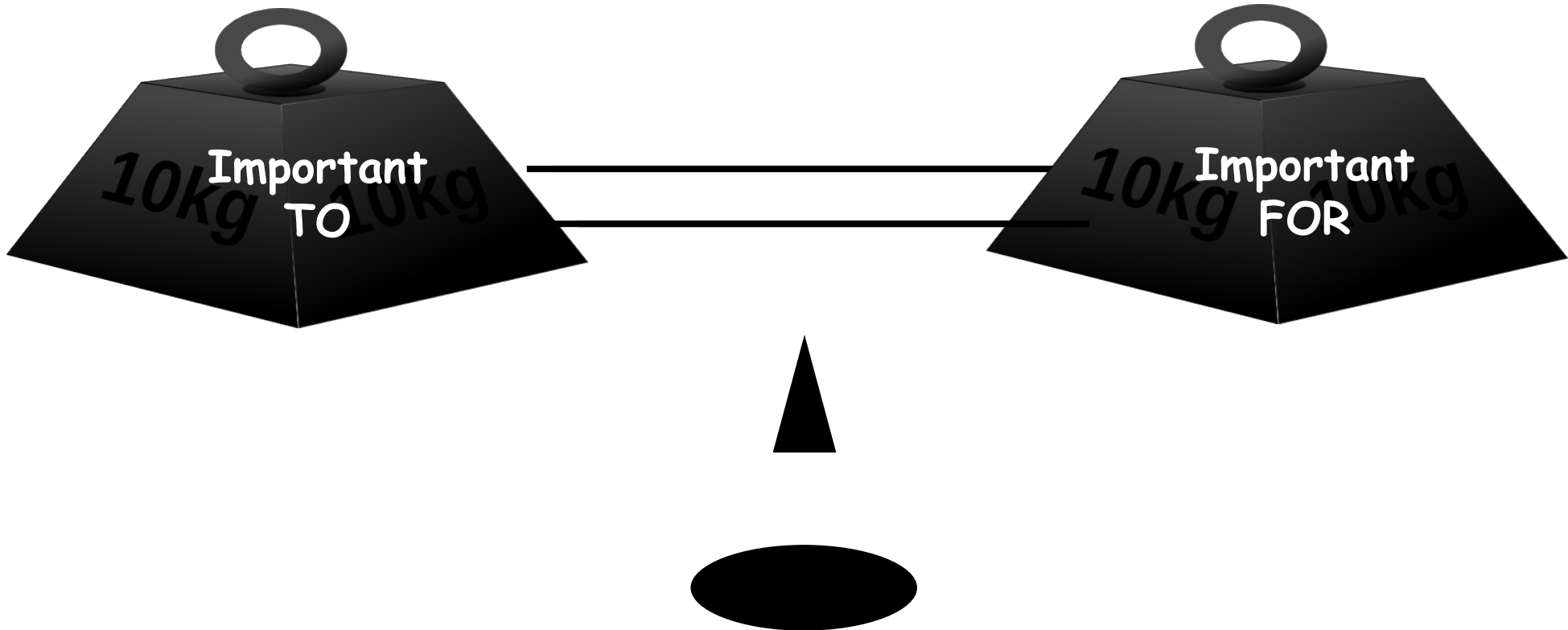
All Choice

No Responsibility



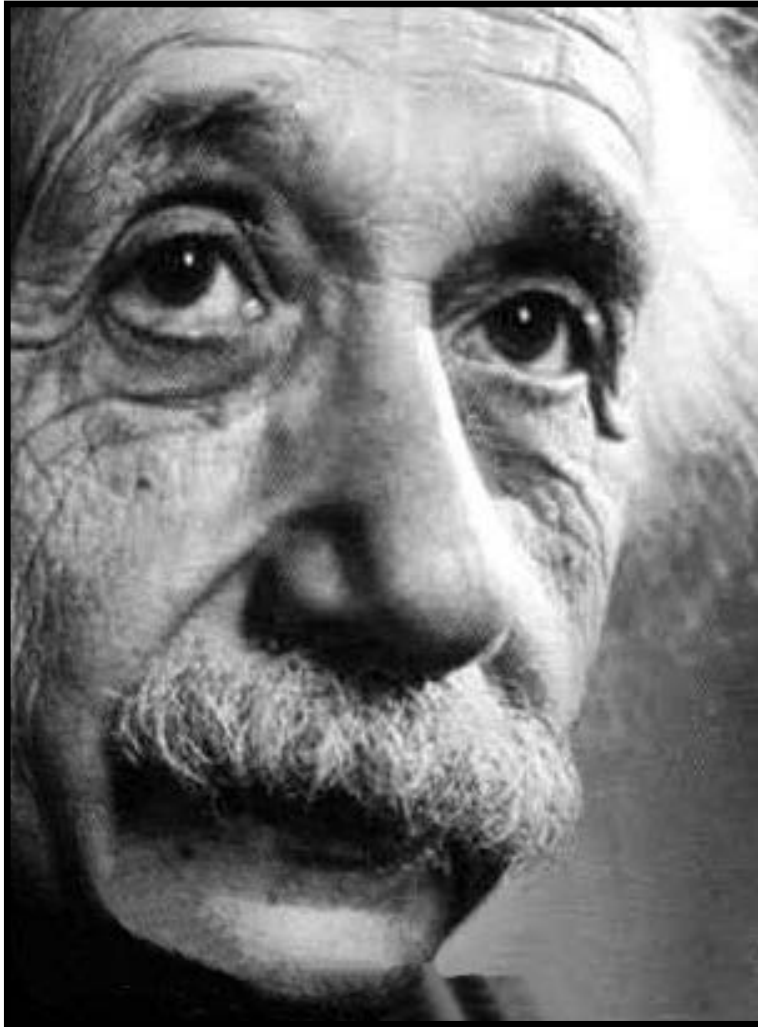


Balance





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

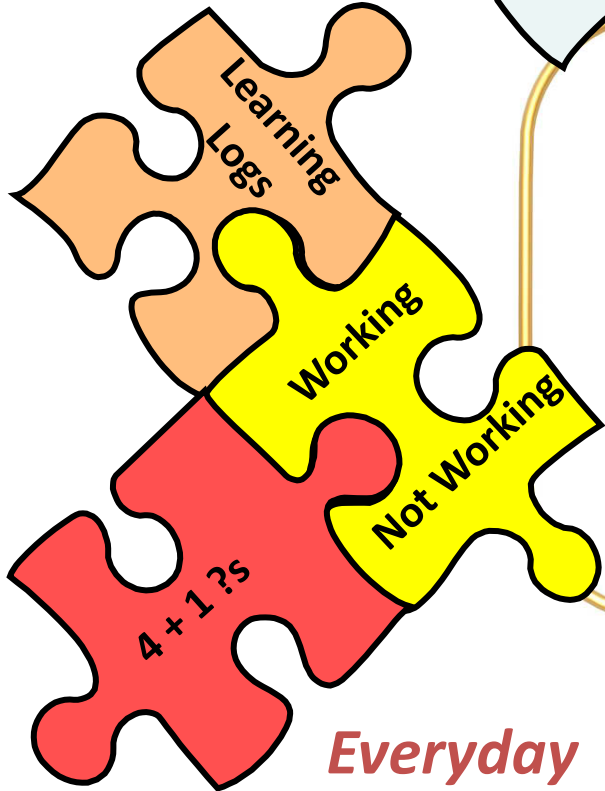
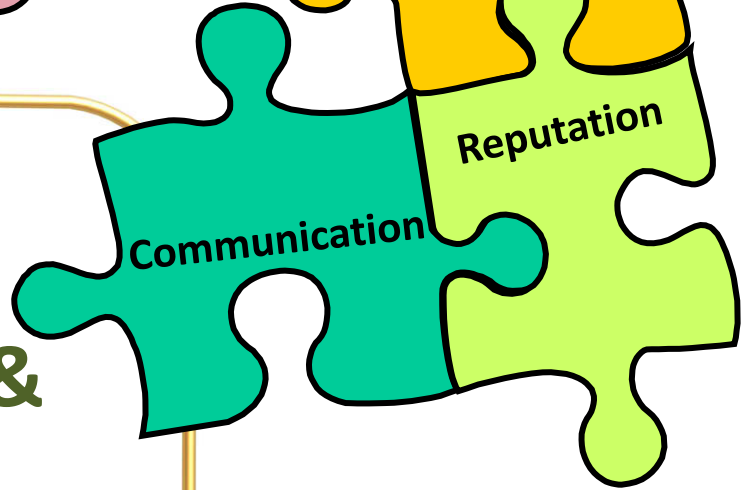
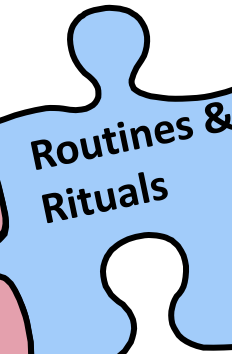
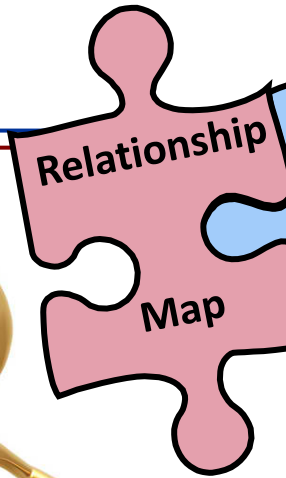
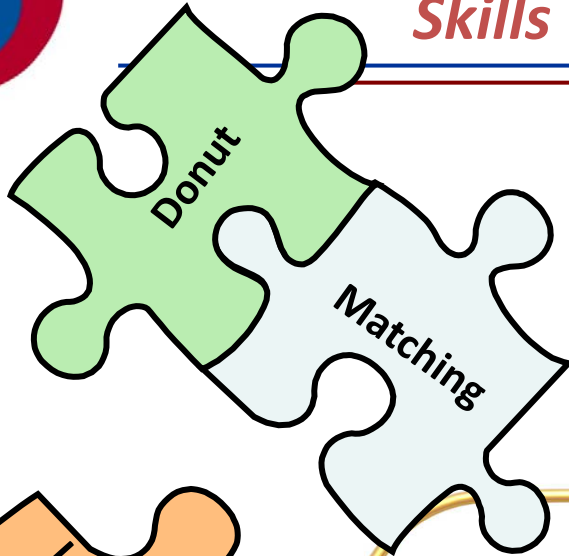


*If I had an hour to save
the world, I'd spend 55
minutes defining the
problem.*

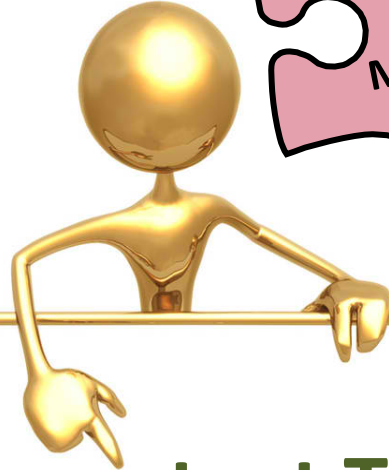
~ Albert Einstein



Management Skills



Everyday Learning Skills



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

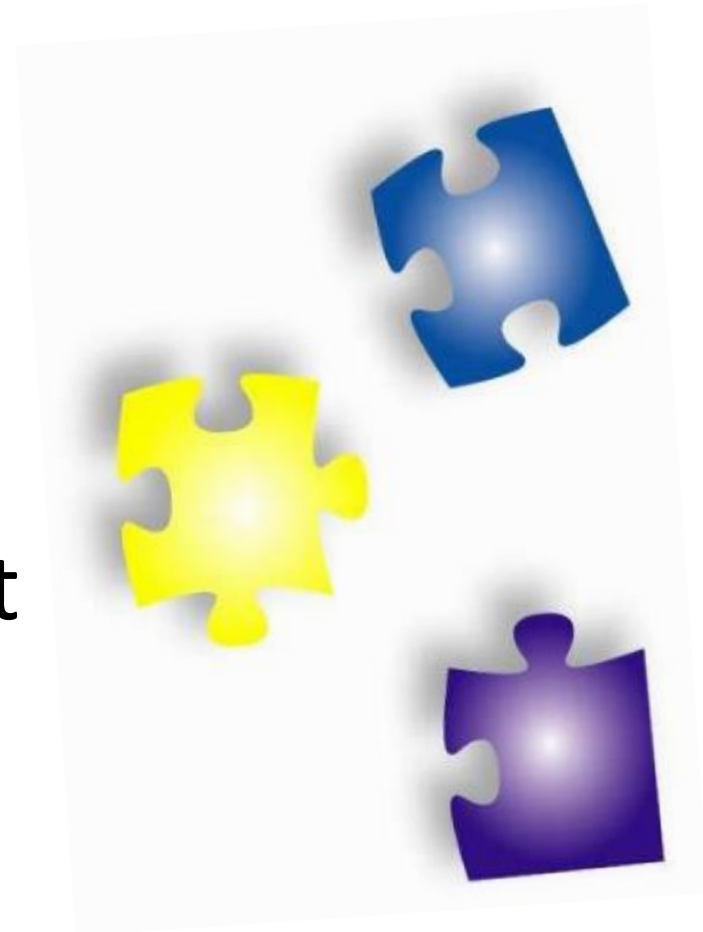
*Discovery/
Listening Skills*



Discovery Skills

6 methods for collecting information

- ✓ Relationship Map
- Rituals and Routines
- Good Day/Bad Day
- Two Minute Drill
- Communication Chart
- Reputations





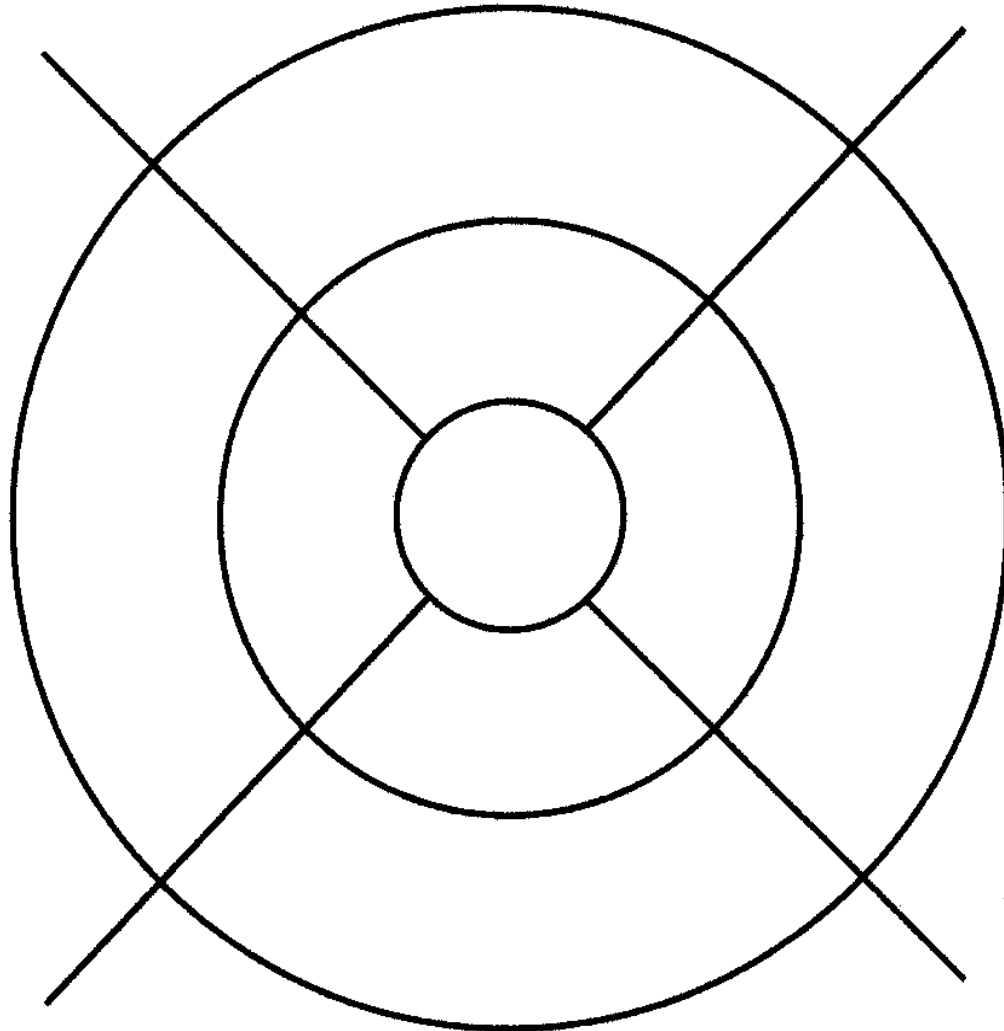
The “Relationship Map”

1st Discovery SKILL

Family

People Map
for:

People who
support me
at work or
school



People
whose job is
to support
me at home
and other
places

Friends

Description (PCD) pg 2



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



Good Day

Bad Day



2 Minute Drill

Imagine...

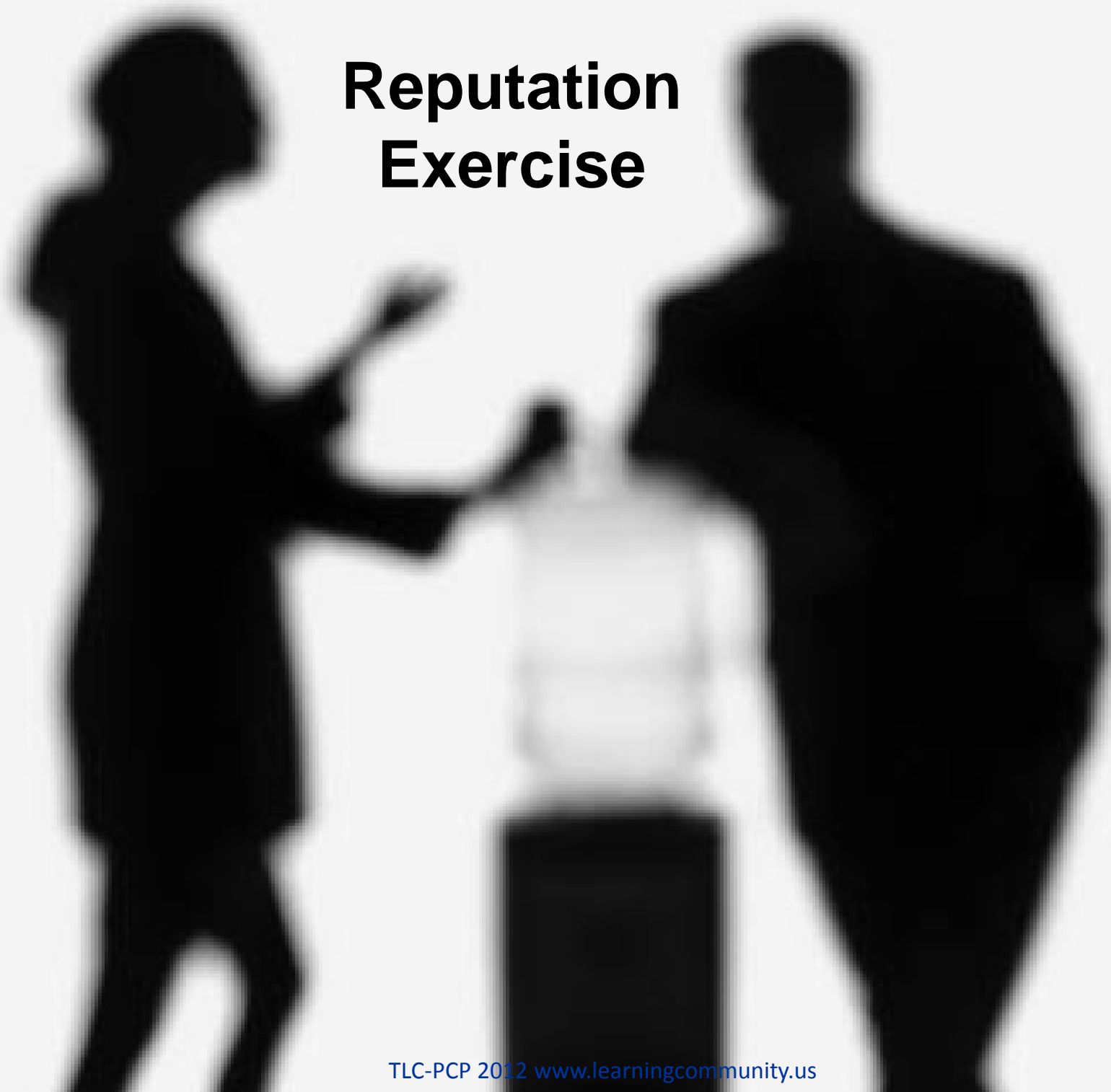
- You know the person best and you have a 24 hour flu. You have to have someone else provide support for 1 day.
- It is someone you trust but who doesn't know the person.
- You want to give them an overview, a summary in 2 minutes of what they need to know to support the person successfully.
- What would you say?



Communication Chart

When this is happens	I do this	It usually means	And I want you to
<p data-bbox="131 392 433 639" style="text-align: center;">#2</p> <ul data-bbox="70 831 493 1324" style="list-style-type: none">▫ In the environment▫ What's just gone on▫ The "trigger"	<p data-bbox="564 392 897 639" style="text-align: center;">#1</p> <ul data-bbox="554 831 937 1401" style="list-style-type: none">▫ The action▫ What others notice▫ Can be seen, heard, and felt by others	<p data-bbox="1088 392 1411 639" style="text-align: center;">#3</p> <ul data-bbox="1018 816 1421 1447" style="list-style-type: none">▫ Meaning of the the action▫ What the emotions and feelings are▫ What's going on inside	<p data-bbox="1562 392 1895 639" style="text-align: center;">#4</p> <ul data-bbox="1491 831 1854 1309" style="list-style-type: none">▫ What other people should do or say in response▫ Or not do or say.....

Reputation Exercise





2nd Management Skill

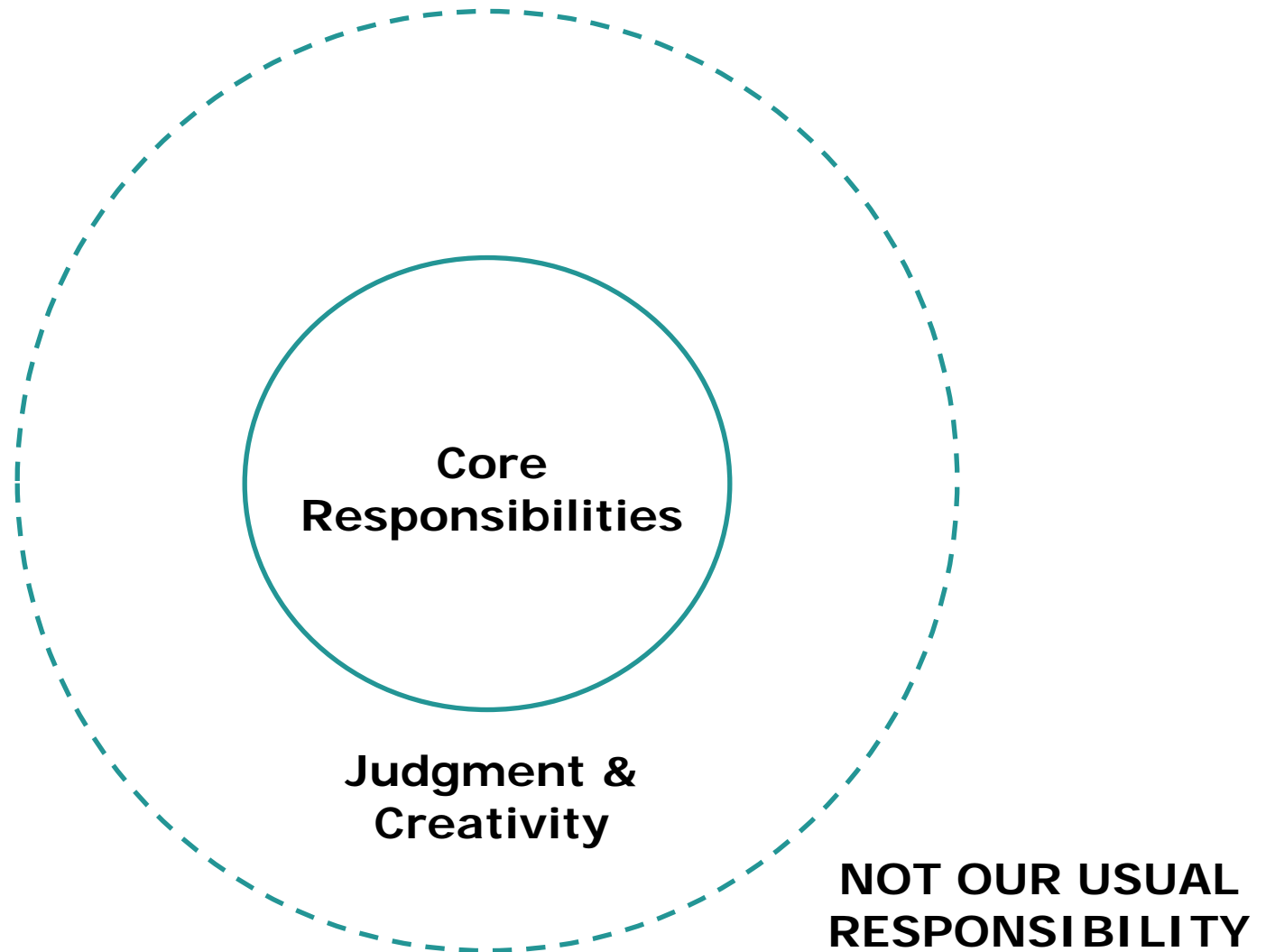
Matching





Inside a Person's Life

Defining Staff Roles and Responsibilities





Learning Log

Using the learning log to replace progress notes

Date	What did the person do? (What, where, when, how long, etc.)	Who was there? (Names of staff, friends, others, etc.)	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work well? What did the person not like about the activity? What needs to be different?



What works/
makes sense

What doesn't work/
make sense

Person's
perspective

USE THIS
INFORMATION
TO BUILD THE

A
G
E
N
D
A

FOR THINGS
THAT ARE TO
STAY THE SAME

USE THIS
INFORMATION
TO BUILD THE

A
G
E
N
D
A

FOR THINGS
THAT NEED TO
CHANGE

Disagreements

Staff's
perspective



Working/Not Working

Focus in on a specific issue or area of life
Helps you dig deeper

➤ **Negotiation Skill**

- All must feel listened to – accurately reflect perspectives
- Start with common ground
- Remain unconditionally constructive
- Done in partnership

➤ **Bridge to action planning**

- What needs to be maintained/enhanced?
- What needs to change?

Use to organize perspectives about a specific Issue or to get a snapshot description of **NOW**

What's Working	What's Not Working/What Could Improve
What does the person say is working?	What does the person say is not working or could be better?
What does the family say is working?	What does the family say is not working or could be better?
What does the staff person/teacher/therapist (etc) say is working?	What do they say is not working or could be better?



4 + 1

Pose the question you want people to answer

What have you tried? 1	What have you learned? 2	What are you pleased about? 3	What are you concerned about? 4
What did you do? When did you do it? Who else was there?	What did you learn from your efforts? What was the outcome? The result?	What did you like about what you tried? What went well? What worked for you?	What challenges did you encounter? What didn't you like about what you tried? What didn't work for you?

+1 – Given your learning what will you do next?



We need to recognize that...

Matching people is one of the most powerful determinants of quality of life for people who are dependent on others for support. - John O'Brien





David Pitonyak said...

“Meaningful relationships equal less loneliness. No matter how many people are in our lives each day or surround us, if the relationships are not meaningful, people are lonely.”





Understand how a person wants to live

Compare to how they are living now

Address issues of health and safety in the context of how the person wants to live

ASK

LISTEN

What parts of the person's life make sense

What parts of the person's life do not make sense

Continue to do it

Can change within current structures and resources

Just do it differently

Structure/funding changes are required, or increase in creative thinking

Figure it out and do it

A life that makes sense to the person



Thank you!!!

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