

**Administration on Community Living (ACL) No Wrong Door System
Person-Centered Counseling (PCC) Training Program**

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Copyright Notice and Disclaimer Certain materials incorporated herein are Copyright ©2016, Regents of the University Minnesota. All Rights Reserved.

IN NO EVENT SHALL UNIVERSITY OR TLCPCP BE LIABLE TO ANY PARTY FOR DIRECT, INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, INCLUDING LOST PROFITS, ARISING OUT OF THE USE OF THIS CONTENT, EVEN IF UNIVERSITY OR TLCPCP HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 1

Narration:

Welcome to the lesson on Further Exploration of Discovery Approaches. This lesson is part of the course on **Person-Centered Thinking and Practices** in the in the Person-Centered Counseling Training Program. Please review the information on this screen and go to the next page when you are ready.

Text:

Welcome!

Here is a description of the lesson you are starting:

Discovery is an essential part of person-centered thinking and planning. There are six different approaches discussed in this course that can be used to discover the right “to/for balance” with a person. These approaches provide more options for developing skill in discovery. Four of them are reviewed in this lesson. One was reviewed in the lesson in this course called Community Life for All (relationships map). All of them will be reviewed in more depth during the in-person portion of the blended learning model. These approaches may be used informally and flexibly in practice. They can help professionals learn more about a person. They can help Person-Centered Counseling (PCC) professionals avoid common pitfalls and overcome barriers to discovery.

Learning Objective

After completing this lesson:

You will be able to identify the six discovery approaches shared in this training program and how four of them might be used in practice.

To view course information, including On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click Lesson Information.

This course is one of the six foundational courses in the No Wrong Door System Person-Centered Counseling (PCC) Training Program meant to provide basic skill and knowledge related to the identified competencies for a PCC professional. Click on the box below to learn about how person-centered thinking approaches are infused throughout these courses.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 2

Narration:

Discovery is an essential skill for Person-Centered Counseling professionals. People contacting the No Wrong Door system often seek information they need to make decisions. They may call with a specific question or purpose in mind. However, that question or purpose may be just a starting point. Person-Centered Counseling professionals can directly provide information. However, there are many situations when knowing what's important *to* a person will help. It can ensure that the information is more meaningful to a person than simply providing a literal response to their first question. Please review the information on this page. When you are ready, go to the next page.

Text:

The Value of Person-Centered Thinking

Discovery approaches help Person-Centered Counseling (PCC) professionals understand what is behind a request by finding out what is important *to* the individual. Discovery starts when a person makes contact. It's always voluntary, and direct information should be shared with people as requested. However, by offering to engage person-centered discovery at each point and with each person, PCC professionals can potentially help more.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 3

Narration:

Discovery will most often be an informal process. It will also always be voluntary. People should be given access to the information they want, without having to explain themselves. They are free to share only what they are comfortable sharing. They are free to refuse follow-up calls or informational materials. Discovery is a healthy and respectful curiosity. It's about ensuring people get useful information. It is not about being nosy, trying to "fix" a situation, or investigating people. However, because people have variable needs and ways of communicating, it's important for Person-Centered Counseling professionals to recognize and be able to use a variety of approaches. Please review the information on the page. Go to the next page when ready.

Text:

The Person-Centered Thinking Discovery Approaches

Here is a list of approaches introduced in this training program. All of these approaches are supported by use of branching conversations. They also include processes for checking assumptions (guess/ask/write) before taking action or documenting. You learned about branching conversations and guess/ask/write in the lesson on First Impressions and Conversation Skills. Discovery can also be supported by other skills, such as active listening or motivational interviewing skills.

Approaches reviewed in this lesson:

- <bullet> Good day/bad day
- <bullet> Rituals and routines
- <bullet> Reputation exercise
- <bullet> Communication chart

Approaches reviewed elsewhere:

- <bullet> Relationship maps (Reviewed in another lesson)
- <bullet> 2-minute drill (Covered during in-person training)

DRAFT

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 4

Narration:

Sometimes people can have trouble expressing what is important to them directly. Some of the things most important to us are difficult to recognize until they are no longer present. Simply asking someone to tell you what is important to them may or may not work. People may be reluctant to share things that seem inconsequential given their needs at the time. However, these details can really help define what will work best for the person. Please review the information on the page. When you are ready, go to the next page.

Text:

Good Day/Bad Day

Good day/bad day is about getting down the details of what makes a person tick. Some people like loud, bright environments with lots of stimulation. Some people feel best if they get up early and get going. Others like to sleep in and lounge a bit. Some find cheerful, friendly people enjoyable. Some would like to be around quiet or serious people or no one at all. Some need lots of challenge to make a day worthwhile. Others want things to be consistent, predictable and not too strenuous. The concept of good day/bad day is to get at those kinds of details. While you would rarely ever walk someone through their whole day in actual discovery, it can be the granular level that makes a difference. The skill can be used in bits and pieces to get at important aspects of what's working for a person and what is not.

During the in-person training, you will get to practice this skill with a partner. The process looks like this:

1. Start from the time you wake up until you go to bed. Choose a day when you work or have your most routine responsibilities.
2. Go through the day moment by moment and describe what makes it a good day (and then repeat and look at what makes it a bad day). For example, what does waking up look like on a good (bad) day? How do you feel? Who are you with? What's happening?
3. Do not let one event create a good day or bad day. For example, waking up with a headache may make for a bad day. However, as you progress through the day what else is happening besides the headache that makes it good or bad? The day will be a collage of those moments.
4. This is not a “fantasy” day or “best day ever.” This is a real day in which you have responsibilities and your normal limits and expectations.
5. If you want to practice, you can download a good day/bad day form by **clicking here**.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 5

Narration:

Our rituals and routines are what make our lives uniquely our own. They are the things we do that bring consistency, comfort, and control in our lives. They will be based on our culture, our background, and our preferences. Please review the information on the page. When you are ready, go to the next page.

Text:

Rituals and Routines

Rituals and routines guide us through our days and years. They are the things that make our lives our own. There are many different types of rituals and routines that people engage in, including:

- <bullet> Morning
- <bullet> Going to bed
- <bullet> Mealtimes
- <bullet> Transition
- <bullet> Birthday
- <bullet> Cultural/holiday
- <bullet> Not feeling well
- <bullet> Spiritual
- <bullet> Vacation
- <bullet> Comfort
- <bullet> Celebration

<bullet> Grief/loss

DRAFT

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 6

Narration:

Take a minute to think about some of your own rituals and routines. Please review the information on the page. When you are ready, go to the next page.

Text:

Rituals and Routines

Reflection Activity: Your Rituals and Routines

Directions: Click on the “My Notes” icon at the top of the screen to use the electronic journal or use your own notebook. Write down your answers to the following.

1. List the top 2 to 3 holidays or special occasions you celebrate.
2. Pick one event from your list. What has to happen to make this right for you? What are the things that have to be the same or similar from year to year? For example, seeing certain people, eating certain foods, gift-giving, volunteering, fasting, praying, religious gatherings, or decorating.
3. If all or most of those things were missing, how would you feel about the event? Would you want to celebrate at all? Why or why not?
4. Describe what you do for dinner most nights. Find someone you have

never had dinner with and ask them if they will share their dinner routine with you. What is similar? What is different? Would you want their dinner routine? Why or why not?

DRAFT

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 7

Narration:

Part of the person-centered approach includes organizing discovery. If you support someone with a more formal person-centered plan, you will want to know how to translate what you learn into the plan. Informally, you will want to be able to hear what a person says in order to use it to identify what is most important *to* them. What you discover can be used to help with making decisions with the person about options. Please review the information on the page. When you are ready, go to the next page.

Text:

From Daily Details to Best Support

All the discovery approaches should lead to a better understanding of what is important *to* a person. That in turn translates into how best to support a person. On this page is an example of how to translate what is discovered about people's rituals, routines, and what makes for good or bad days into what is important *to* the person. Of course, the person must confirm your guess about what things mean before you document them or act on them. You will get an opportunity to practice this in a supported learning environment as part of the blended learning model. For now, simply review and consider the example.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 8

Narration:

We all know people with reputations. Sometimes we have had the experience of meeting someone who is known for a trait, such as stubbornness, kindness, or being difficult to please. However, when we meet the person they may seem very different to us. In these situations, we may realize that the person's reputation may have little to do with who they actually are. They may have changed. However, it is more likely that the reputation is a one-sided view of the person. A reputation never represents the whole person. It is just the part that others have chosen to carry forward. Please review the information on the page. When you are ready, go to the next page.

Text:

The Impact and Practice of Reputations

System-centered documentation and communication often carry forward the negative reputations of people who seek services. The words on this page are just a small sample of words used that forward negative reputations.

- <bullet> Homeless
- <bullet> Aggressive
- <bullet> Hoarder
- <bullet> Manipulative
- <bullet> Incompetent
- <bullet> Dirty

- <bullet> Mentally ill and dangerous
- <bullet> Incontinent
- <bullet> Sexual predator
- <bullet> Pedophile
- <bullet> Frequent flyer
- <bullet> Fire starter
- <bullet> Runner
- <bullet> Wanderer
- <bullet> Addict
- <bullet> Non-compliant
- <bullet> Cutter
- <bullet> Victim
- <bullet> Felon

Person-Centered Counseling (PCC) professionals must recognize and directly address people's actual needs. This includes behavioral or legal status issues. However, communication about a person should never start with, fixate on, or perpetuate negative reputations. Negative reputations shape what we think about people and cloud our ability to work openly with them. And some traits such as "non-compliant" may contain within them a different "truth." For example, it may be that the person is persistent in the face of not being heard by professionals.

The in-person training will support you in activities designed to help you understand how to approach negative reputations in a person-centered way. One value of the one-page description is that it offers a positive introduction. It also provides the best way to support a person for their actual needs without labeling or limiting.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 9

Narration:

People generally use a formal language to communicate when they are able. However, even the most fluent convey a significant amount of information through their behavior. When behavior and language are out of sync, behavior is what we believe. For example, when someone says they are “fine” but we can see them grimacing and rubbing an area on their body, we might suspect they are not “fine.” However, the problem with relying on behavior as a communication form is that there is a lot of room for misunderstanding. Please review the information on the page. When you are ready, go to the next page.

Text:

Using Communication Charts

Individuals, cultures, and communities vary in the behaviors they use to show sadness, joy, fear, pain, respect, and the like. A person may use the same or similar behavior to mean different things. A communication chart is a way of organizing and maintaining what you’ve learned about a person’s behavior and what it means. The purpose is to clarify what the person is communicating. It also helps others know how to respond to the behavior in a person-centered way. The communication chart supports discovery and informs action. It is an essential tool for people who communicate significant needs with behavior and who are not easily understood. However, It can be helpful in clearing up communication with anyone.

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

**Lesson Number & Title: 9 Further Exploration of Discovery
Approaches**

Page No: 10

Narration:

Discovery is the foundation of being person-centered. The approaches reviewed in this lesson are meant to help you understand more about the unique details of a person's life and values that help define what is important to them. The information can be used to help you evaluate which options for support are most likely congruent with the person's values and preferences. Discovery is ongoing. You will get more practice with these skills and learn more about how to apply them in more formal planning processes. Review the information on this page. When you are ready, go to the next page.

Text:

The Person-Centered Thinking Discovery Approaches

Activity: Discovery Fill-in-the Blank

Administration on Community Living (ACL) No Wrong Door System Person-Centered Counseling (PCC) Training Program

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 9 Further Exploration of Discovery Approaches

Page No: 11

Narration:

Congratulations! You have now finished the lesson. Let's take a few moments to review the key ideas and learning objectives. Discovery is a critical skill for the Person-Centered Counseling professional. This lesson provided an overview of four approaches that can support your skills in this area. It also offered some opportunity to practice or reflect on some of the approaches. There will be more opportunities to learn about and practice these as part of this curriculum.

Please review the information on this page. You can also review the content as needed by using the "Left Arrow" icon at the bottom of the screen. This will take you back through the lesson. You may take the test now, later, or as requested by your employer. Good luck and thanks for completing the lesson!

Text:

Conclusion and Lesson Review

<bullet> People often contact the No Wrong Door system with an initial purpose in mind. Engaging person-centered discovery right away can ensure they get information that is truly helpful. For some, it may significantly reduce how much time is spent with false starts.

<bullet> Not every person needs in-depth discovery. However, having a

number of approaches means the professional can feel more confident in a variety of situations.

<bullet> Often what is most important to us in our day-to-day lives is difficult to communicate. Flexible use of good day/bad day and routines and rituals can help identify critical but often-overlooked pieces in discovery.

<bullet> A negative reputation often accompanies people seeking services. Caregivers and systems alike may begin to focus on “what’s wrong” with the person. Their strengths, their hopes, and their goals may all be diminished. Having skill in using reputations to help you identify strengths, what’s important to a person, and how they can be best supported is something you can explore in the supported learning day.

<bullet> People communicate with behavior as much as with language. For some people behavior is the primary form of communication. A communication chart is a way to reflect on what behavior means. It provides others with information on how to respond in a person-centered way.

Reflection on Learning Objectives

Directions: Review the objective(s) on this page. When you are done click on the “My Notes” icon at the top of the screen to use the electronic journal or use your own notebook. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?
2. What will you do differently because of the content in this lesson?

Learning Objectives

After completing this lesson, you will be able to **identify the six discovery approaches shared in this training program and how four of them might be used in practice.**

If you are ready to take the test, click on the “Take Test” tab. You can also take the test later: It will be available from your “Personal Page.” To access it, click on the “My eLearning Lessons View” button. Choose the lesson title from the list of assignments, and then click on the “Start the Lesson” button

at the bottom of the screen. Click the “Take Test” tab to start the test.

We recommend that you complete the On-the-Job Training Assessments and Portfolio Assignments for this lesson. They will help you demonstrate competencies for the ideas presented. To view On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click “Lesson Information.”

Again, congratulations and good luck!

DRAFT