

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

Course Title: Person-Centered Planning and Implementation

**Lesson Number & Title: 2 Applying the Core Values and Principles in a No
Wrong Door Person-Centered Planning Process**

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Narration:

Welcome to the lesson on Applying the Core Values and Principles in a No Wrong Door Person-Centered Planning Process. This lesson is part of the course on **Person-Centered Planning and Implementation** 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:

This lesson is about putting core values into action through a person-centered plan. Person-Centered Counseling (PCC) is based on the core values of individual choice, direction, and control. It is also based on the principle of ensuring people have enough support to experience typical, inclusive, and preferred opportunities in a culturally relevant way. You will learn how to use the core values and principles in planning. The lesson ends with content to help you consider risks.

Learning Objective

After completing this lesson:

You will be able to describe ways that you embed the core values of choice, direction, and control, as well as important principles of support, including inclusion, dignity of risk, cultural relevance, and opportunity, when engaging the person-centered planning process.

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.

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Narration:

Central to person-centered counseling are the three values of choice, direction, and control. In addition, the principles of inclusion and opportunity for all people should help drive service and support choices. These important values, beliefs, and approaches are engaged in all parts of the No Wrong Door system. This lesson will focus on how they apply to the planning process specifically. Please review the information on the page. When you are ready, go to the next page.

Text:

Core Values in the Person-Centered Planning Process

Many people are at risk of losing positive control over their lives once they need long-term care or support. Long-term services and supports (LTSS) have emerged from clinical or institutional-care models. These models are not known for being person-centered. Today, there are more flexible and customizable support options available than ever before. However, many people still struggle to figure out how best to manage their lives and get what they need when they experience support needs.

A Person-Centered Counseling (PCC) professional can help people from a variety of circumstances sort and manage the many choices they have to make. They do this by helping people consider what's important *to* them and *for* them and how they would like to *balance* these aspects of their lives.

They help people connect to natural supports adaptations, and accommodations, along with services and programs as make sense given the person's preferences. They support consideration of future needs in a proactive way. In this process, counselors always use person-centered strategies to try to understand what is meaningful to the person. Formal person-centered plans can help people more easily express their preferences. They can also help people experience more choice, direction, and control in services. Person-centered planning processes will embed these values and principles at all stages of planning.

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Narration:

The core values and principles apply at all stages of planning. That includes helping the person decide if a formal written plan is the right choice for them. You can inform people about what person-centered plans can offer them. You can describe how the process might look. You can even offer to facilitate a planning process for individuals. However, as with any option, individuals may choose not to create a formal, written plan. They will still receive person-centered support. But they will not develop a formal person-centered plan that they can use or access on their own. Please review the information on the page. When you are ready, go to the next page.

Text:

Core Values in the Person-Centered Planning Process

Choice, direction, and control are expressed at all stages of the planning process. They include the following decision points and more.

- <bullet> Will I have a person-centered plan (PCP) at all? What can it do for me? Do I feel it is worth the effort?
- <bullet> How will I and others participate in planning? What's comfortable for me? Who will I involve? How will I involve them? What limits will I set on their involvement?
- <bullet> What do I need to make this work for me? How will discovery and planning be paced and organized? How will my privacy be ensured? What processes help me express myself freely? Do I need translators or other

support for communication? What if I don't agree with others? How will I be supported?

<bullet> What will I do with my plan once it is prepared? Will I share it? When and with whom will I share it? Which parts do I want to share?

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Narration:

You learned about discovery from previous learning opportunities. Discovery is the key to any person-centered process. You will use these skills to create a plan. Other lessons in this course will focus on discovery skills in person-centered planning. This screen is a reminder of some important aspects of discovery that support choice, direction, and control. Please review the information on the page. When you are ready, go to the next page.

Text:

Person-Centered Discovery

Good discovery always starts with what is important to the person. It is based on the person's stated purpose. However, that may change as the person shares more. It's very important to remember that the sequence of discovery matters. Most assessments and services focus almost exclusively on important for (or details and approaches to health and safety issues that may or may not be meaningful to the person). However, outside of services, most people attend to health and safety in a way that is balanced and guided by their goals, aspirations, and values. Person-centered planning (PCP) also takes the approach of starting with what's most important *to* the person. By starting there, you set the tone of the plan. It's also important to remember that when you are developing a PCP, you may want to use more of the tools and strategies of person-centered thinking a bit more formally or thoroughly in some circumstances.

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Narration:

Basic cultural competence and awareness of diversity issues are critical to good planning. A person's background greatly influences their communication patterns. It also influences their decision-making processes. Cultural humility and a commitment to lifelong learning are critical to fostering a person-centered experience. This includes ongoing exploration of diversity issues. The ability to check and address your biases and assumptions is key to creating an inclusive environment. During the discovery process, it's very important to repeat what the person has told you, and make sure you understand it correctly. Remember, nothing goes into a plan that the person does not approve. Please review the information on the page. When you are ready, go to the next page.

Text:

Diversity and Culture in Planning

Each person you work with will be unique. Their background and current circumstances will most definitely influence what is important *to* them. One aspect of understanding the person is to understand the influence of their culture. Other aspects of diversity will also influence people's behavior and choices. For example, physical attributes, ethnicity, national origin, sexuality, gender identity and expression, age, class, geographic location, ability level, or employment status. When planning, be especially cautious not to assume anything about the person's life or views. Make sure you use proper methods of communication with the person. Make sure you create spaces

and processes that take into account the person's unique needs. For example: Is the information accessible to them? Do they feel comfortable physically, mentally, and emotionally? Do they have time to process? Are translation services available if needed?

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Narration:

The No Wrong Door system encourages the use of natural supports whenever possible in planning. This is done for many reasons. It discourages the use of the most expensive types of support, which can drain individual or community resources. It also helps keep people connected to others in positive ways. Most people would rather receive support from someone they know or in the typical ways that others do. However, a person must decide for themselves what makes the most sense. Please review the information on the page. When you are ready, go to the next page.

Text:

Natural Supports and Common Community Resources

The use of natural supports and common community resources has many benefits. However, sometimes people prefer to pay for supports. People may come to a No Wrong Door system with a lot of assumptions about what can be done and should be done in long-term services and supports. A person might insist on access to 24-hour facility based care. They might do this out of fear or exhaustion, or because they don't understand the options. They may not fully understand the cost of some decisions. Finding out what is important *to* a person, helps people move away from discussing "programs and services." It helps clarify what really matters such as feeling safe or maintaining their privacy. From there, options that help meet what's important *to* the person can be explored. For some, a complete reliance on natural support may be best. For many it will be a blend of paid and unpaid

support along with adaptations. You will learn more about this in the lesson on natural support.

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Narration:

People can be sensitive about certain topics or situations. Portions of the planning process can be intimidating or embarrassing, even if people see the value. People may worry they will be judged. They may also worry that the information will be used against them or shared inappropriately. These fears may be based on actual experiences. People who have experienced forced treatment or have lost rights through the system may especially be cautious. Your job is to do your best to make this a comfortable and useful process for the person. Please review the information on the page. When you are ready, go to the next page.

Text:

Handling Sensitive Topics or Situations

People will have certain ideas about what information they are willing to share, whom they will share it with, and in what way. Some areas that may be sensitive include:

- <bullet> The use of public programs
- <bullet> Financial information
- <bullet> Criminal history
- <bullet> Personal habits (the ability to care for themselves or their loved ones)

People may not want to share information in front of others, including the Person-Centered Counseling (PCC) professional. Keep in mind, a PCC professional must respect the person's privacy and confidentiality at all times. They may or may not prefer to have family, guardians, or caregivers present. At the same time, caregivers, guardians, or family may also have concerns about trust. They may be reluctant to have you speak to a person alone if they don't know you. All of these are normal reactions when someone is experiencing difficulties. It is a vulnerable time for people. It's important to be sensitive to these dynamics when working with the person and their supporters. Focus on supporting the person in experiencing choice, direction, and control throughout the process.

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Narration:

During a person-centered planning process, others may be involved. Person-centered planning is meant to help people focus on meaningful person-directed goals and strategies for support. Often the person will include only those they feel are good at supporting them. However, for some teams and in some situations, it can be challenging to find people who know how to focus on support. This is particularly true if the person has experienced a significant loss of abilities or a number of mishaps that have created additional risk for them or others. As a facilitator of this process, you will have to watch for this and work to keep yourself and others on track. Please review the information on the page. When you are ready, go to the next page.

Text:

Keeping the Focus on Support

Keeping the focus on support and avoiding fixing are two things to watch out for. The opposite of choice, direction, and control is when others feel they know what a person “should do.” These situations may come up in planning. What is important for a person must be attended to in planning. However, just like important *to* items, the person should decide how they would like to be supported in these aspects.

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Narration:

Risk and fear are two things that can really hold teams back in supporting person-centered plans. It's important to start discovery with what's important to the person. However, a plan must also address risks in a realistic but person-centered way. Sometimes people do not see what is important for them in the same way that others do. Society in general may have a different view of the risk than the person does. Sometimes others influence the person or control certain decisions. For example, the person may have a guardian or be under a court order. You must be able to support people in these situations. Please review the information on this page. When you are ready, go to the next page.

Text:

Address Risk Directly

Dignity of risk is an important part of life. Often people with support needs have less control over risk-taking than others. As a result, they lose out on opportunities to learn about their own limits and how they want to balance this part of their life. It's helpful to acknowledge that people will have goals that entail some risk. Make clear that risk will be supported as part of the plan. However, the plan is meant to minimize the negative consequences that can occur because of inadequate support or information. If a person has made an informed choice about risk (such as staying in their home alone), it can be helpful to put this in the description so that they don't have to repeatedly justify decisions. It can also be helpful to include a note

describing the circumstances in which the person would feel it was time to make a change in regard to that risk.

It's helpful to explicitly discuss risk and manage it in a person-centered way. Always let the person decide how they want to handle roles in this discussion. They don't have to participate in every risk discussion if they don't want to. They do not have to include anyone they don't want, unless someone has a legal right to participate, such as a guardian, protection worker, etc. It helps to start with what can be agreed upon and frame it in a person-centered way. For example: being employed, staying healthy, living alone, and having friends. Focus on informed choices and how support could be organized in ways that make sense for the person. List these discussions in person-centered descriptions in the important *to* and best support areas. Address important *for* items in the context of important *to*.

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Narration:

When others are very concerned about negative outcomes but the person is not, it can be helpful to get to the root of the worries. You may be able to reframe the concern in a positive person-centered goal. Exploration of other people's fears can be challenging. The person can choose to be part of this or not. Sometimes, they may agree the discussion is valuable but they can't tolerate listening to it. Please review the information on this page. When you are ready, go to the next page.

Text:

Turning Worries into Hope

With careful and empathetic listening, it is possible to reframe worries in hope. For example: "I don't want my child to be in mainstream classes," could mean a lot of things. It could mean: "Others might be tease or reject him," "He won't get the right attention to academics," "If he fails it will be too much for him; he will become depressed." Each of these can be turned into a positive vision. Such as: "My son is welcome in school and by classmates," "My son receives an education that prepares him for college," "My son handles life's challenges well." Positively reframing worries in goals that are easier for people to support can help keep worries in context. Action steps can become about achieving the positive goal rather than focusing on minimizing risk. Enough support must be put in place to keep risk balanced and reasonable, and it must be done in ways that make sense to the person.

If done appropriately, listening to other's worries can be helpful in creating a good plan. However, nothing goes into the actual plan without a person's permission. If others want to talk about concerns, ask the person how they would like to it. Let family members and others know that they are free to share whatever they would like with or without the person's permission. However, make sure it's clear that the person maintains control of their private information and all aspects of the plan. It's better to work together when possible.

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Narration:

Congratulations! You have now finished the lesson. Let's take a few moments to review the key ideas and learning objectives. This lesson helped you understand more about how the core values of choice, direction, control, inclusion and opportunities can be managed when offering and completing a person-centered plan. This plan belongs to the person. At each step of the way, they maintain choice, direction, and control about the process and who is involved.

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> Engaging long-term care and support services puts people at risk of losing positive control of their lives. A person-centered plan (PCP) can help people experience more choice, direction, and control in services.
- <bullet> A decision to engage in formal person-centered planning is a choice a person makes for themselves. You can describe the process. You

can review its value and cost and support the person in making their best decision regarding planning.

<bullet> In discovery, remember sequence matters. Always start with what's important to the person. You must also ensure you are not making assumptions about people and use methods for checking these.

<bullet> There are many reasons inclusive and natural support is preferred. However, people can still choose specialized or non-integrated care as part of a PCP.

<bullet> Maintaining a balance of choice, direction, and control is best done with transparency and a well-defined purpose. People should be familiar with the Person-Centered Counseling professional's roles, the expectations of the plan, and the planning process.

<bullet> Real risks and decisions should be part of the plan. Providing clear notes in the "best support" and "important to" sections can help reduce the number of times a person has to justify their decisions to others.

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 describe ways that you embed the core values of choice, direction, and control, as well as important principles of support, including inclusion, dignity of risk, cultural relevance, and opportunity, when engaging the person-centered planning process.

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!

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