From Discovery Skills to Person Centered Outcomes:
A One-Day Workshop and Simulation

Developed in Collaboration with Sheila Keyes, William Allen
and Choice Powers Change Consulting

General Workshop Information

Purpose: Workshop participants will learn how to use discovery information to develop person-centered outcomes and plans, to support people to have meaningful connections in their community. Participants will apply the discovery skills to everyday practice through demonstration and discussion. This workshop combines trainer presentation and plan-development simulation. Suggested attendees include people who receive services, their family members/friends, service providers, independent facilitators and regional center staff.

Credit and Copyright Acknowledgement Regarding Source Materials:
This workshop draws from the combined experience of the trainers, in conjunction with source material from a variety of resources including:

- The Learning Community, selected 2 Day Person Centered Thinking Skills Training
- Lifecourse Tools, University of Missouri at Kansas City, Institute for Human Development
- What is Your Current Experience Writing Outcomes? By Management Support Solutions, Inc. (Mary Lou Bourne)
- Writing Person Centered Outcomes, By Choice Powers Change Consulting (Marlene McCollum and Rachael Newkirk)
- The Five Important Things, By Michael W. Smull
- 7 Questions that Those Who Support People With Disabilities Should Be Able To Answer, By Michael W. Smull

- The North Star, By Dr. Beth Mount
- Pathfinders, People with Developmental Disabilities and Their Allies Building Communities That Work For Everybody, By John O'Brien and Dr. Beth Mount
- Facilitating an Everyday Life, By John Lord, Barbara Leavitt and Charlotte Dingwall
- The 10 Elements of Belonging, By Dr. Erik Carter, Vanderbilt University

Workshop Participant Prerequisites/Duration:
- Participants are expected to have completed the 2-day Person Centered Thinking Skills training.
- Participants should inform trainers in advance of the workshop if any accommodations are needed, including help with reading, writing or participating in team activities.
- Trainers will need to determine training duration after considering several factors including the number of participants, the length/number of trainer examples and any necessary accommodations for participants. Duration should be no less than four hours, no more than six hours.

Explanation of Workshop Teams: This workshop utilizes the benefit of team participation to provide an array of perspectives and to create a deeper understanding of the concepts. Through teamwork participants will have opportunities to practice developing person-centered outcomes and support plans. An ideal team includes people who receive services, their family members/friends, service providers, independent facilitators, and regional center staff. Best practice for this training includes teams of five members, however a team may have between three and seven members. Please encourage a variety of people to register for this training.

Workshop Details

Workshop Overview: This workshop consists of a large group opening round, a team opening round, three simulations (aka practice sessions) conducted by teams, and a closing round.

The first simulation asks teams to complete an Important to/for sort based on a person-centered description. The second simulation asks teams to write person

centered outcome statements. The third simulation asks teams to assess possible risks and develop a support plan.

Trainer Responsibilities: As the trainer, your responsibility is to foster a safe and productive working environment for all participants, deliver the training content clearly and effectively and complete necessary logistical tasks prior to the training. You are strongly encouraged to provide examples drawn from your own experience (with permission for use where needed) to augment the slide content during the training. You are expected to work closely with the host site to develop a training best suited to participant composition and needs, and to confirm that all participants will meet training prerequisites prior to the day of training.

The trainer develops the person-centered description and outcome/support plan and risk examples to be used during this training. The training works best if you include a person's story, which identifies their interests, capacities, relationships, hopes/dreams and barriers. Ideally the story will include details from the area in which the training is to take place. You can use multiple stories depending on group size and to increase diverse approaches. Each team needs a story, thus whether you use the same story among all participant teams, or each team has their own distinct story, there is only one story per team.

The trainer personalizes slides to meet the needs of the training audience, giving credit appropriately.

The trainer divides the participants into groups. Trainers may randomly place people into training teams or place people from the same agency into teams. It works best if you have a plan team construction in advance of the training.

The trainer prepares participant packets for use during training. Including:
- ✓ A copy of the PowerPoint, printed with a notes section
- ✓ A copy of the story or stories being used
- ✓ An Important to/Important for page – or blank paper
- ✓ A basic outcome/support plan template for teams to use as they develop outcomes and support plans
- ✓ A generous selection of free magazines, brochures, newspapers, flyers etc, with information about businesses, clubs and things to do in the training

community. You can find such information at the Chamber of Commerce, Visitor's Centers, local grocery stores and recreation centers

Materials to have on site the day of Training:
- Post-its (large 24x36 size and small 2-inch square size)
- Fidgets
- Pens (color pens and regular writing)
- Big paper for team agreements sheet etc.
- Painters tape

<u>**Outline for Trainers**</u>

<u>**Training Introduction**</u>
Trainer Presents Slides 1-5
- Discuss the purpose of the training.
- Review agenda and develop agreements.
- Welcome all to the training.
- Introduce yourself and credit contributors.
- If you have not already, get people settled into their teams.
- Large Group Opening Round: Have participants answer the question: "What is the biggest challenge you face when writing outcomes?"

Time: TBD

<u>**Team Opening Round/Team Development**</u>
- Ask team members to introduce themselves to each other by identifying one place in their community where they enjoy spending time or participating.
- Ask teams to develop their own agreements, and identify the following roles:
    1. Facilitator: The Facilitator supports the team by keeping them on track with assignments and reports to the large group when sharing is needed.
    2. Time Keeper: The Time Keeper tracks time to make sure the group can accomplish everything they need to accomplish.
    3. Recorder: The Recorder takes notes to record the group's learning.

Time: TBD

Simulation One: Important to/for sort

Trainer Presents slides 6-10

- Review HCBS Final Rule.
- Discuss Service Life to Community Life Arrow.
- Introduce the story you created for simulation.
- Review Important to/for and balance between.
- Ask Teams to review the story and complete an Important to/for sort based on the person in their story.

Teams: Team works together to complete an Important to/for sort based on the person-centered description provided to them.

Trainer presents slides 11-12:

- Ask teams to share their learning - Team Facilitators share for the group. The trainer will ask each group to share one Important to/for in rounds, so all can add something new.
- Discuss the importance of starting with Important to and why (that if you start with Important for, you might not get to Important to).
- Discuss assuming capacity and documenting capacity.

Materials/Handouts for Simulation One: Important to/for sort worksheet or blank paper and pens.

Time: TBD

Simulation Two: Developing Person-Centered Outcomes

Trainer presents slides 13-16

- Trainer discusses the concept of a meaningful connection to community.
- Ask teams to look through information in their packets about community resources and/or upcoming events and have groups identify places the person in their story might find connections.

Teams: Teams look through newspapers, brochures and pamphlets provided by trainer in packets, to find places where the person in their story might find a job, friends, something fun to try and may ultimately lead to belonging. If you are

training in a setting where Wi-Fi is available, participants can use their phones for searches as well.

Trainer presents slides 17-23
- Ask Team Facilitators to share their groups discoveries.
- Define outcomes.
- Review person centered vs not person centered.
- Discuss the need to use respectful language.
- Review writing outcomes.
- Summarize what a good outcome statement contains.
- Ask teams to develop two possible outcome statements based on their Important to/for sort, keeping in mind where community connections can be fostered.
- After teams write outcomes, invite everyone to walk around and read outcomes developed by other groups.

Teams: Teams work together to develop two outcomes. The recorder should write the outcomes on a large paper for the group, and hang it on the wall.

Materials/Handouts for Simulation Two: Large Paper, Pens and Painters tape.

Training Logistics for Simulation Two: Trainer will move around the tables to assist and encourage teams. Keep Building Blocks slide displayed.

Time: TBD
.
Simulation Three: Writing a Support Plan
Trainer presents slides 24-26
- Introduce the support plan.
- Share risk assessment (or "risk grid"), <u>Facilitating an Everyday Life</u> by John Lord, Barbara Leavitt and Charlotte Dingwall.
- Ask teams to look at their outcome and identify any possible risks, possible safeguards and then choose which safeguards to utilize.

Teams: Teams review their outcomes and identify risk. Once risk is assessed, they identify possible safeguards. The recorder will write down the safeguards the team will utilize to support the person served to achieve their outcome.

Trainer presents slides 27-31
- Developing a support plan.
- Example support plan, trainer can change slides and use their plan template.
- Ask teams to choose one of the two outcomes they've developed in order to write a support plan for that one outcome.
- Ask teams to write a support plan for the outcome they chose, and include safeguards in the plan.
- Once teams have completed their plans, ask each Team Facilitator to share their plan.

Teams: Teams choose one of the outcomes they've written to develop a support plan for that outcome. Teams write the support plan and include the safeguards they have identified. The recorder writes out the support plan for their team. Team Facilitator reviews the support plan with the large group.

Materials/Handouts for Simulation Three: A template to use to write the support plan is helpful, however a blank piece of paper can be used.

Time: TBD

Closing Round
Trainer presents slides 32-36
- Checking to make sure plan is on target.
- Person-Centered Planning is a promise.
- People are people.
- Change is constant, plans are adaptable.
- Closing Round – Ask large group to share one thing they learned today and how they can use that skill in the upcoming week.
- Thank you for participating/time for questions.

Time: TBD