



TRANSITION STRATEGIES/TOOLS FOR *DISCOVERY*

TRANSITION SUMMER INSTITUTE
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Presented by
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ABOUT ME.....

- Person-Centered Thinking Trainer
- Mentor Trainer
- Families Planning Together
- People Planning Together
- Person-Centered Transition Assessment (PCTA) Facilitator
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SESSION OBJECTIVES

You will:

- Learn strategies using Person-Centered Thinking skills to get to know who the person is.
- Practice skills that inform discovery that help guide Transition Planning.

DISCOVERY
 IS PERSON-CENTERED

Definition:
 “To gain insight or knowledge of something previously unseen or unknown, to notice, to realize, to make known, reveal, disclose..”

“Who is this person?”

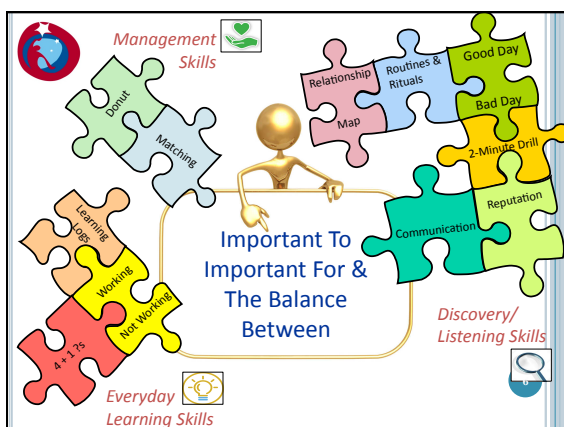
- A way of getting to know who they are
- Learning the best of what they have to offer
- Identify the contributions

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PERSON-CENTERED THINKING
 WHAT IS IT?

- A set of skills & tools that gather information to **see the whole person and** convey the core belief that **all people have gifts to share.**
- Help us support rather than fix.
- A common language, easily communicated using everyday language and not jargon.
- A set of skills that result in teams keeping the **focus on the student.**
- A way to **discover, describe and assure the desired life-including of the student,** not the life desired or expected by others.

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Introducing the Core Concept:

IMPORTANT TO
AND
IMPORTANT FOR
AND
THE BALANCE BETWEEN
THEM

Important To and For

Important to: people to be with, things to do, places to go, rituals/routines, rhythm and pace of life, status and control, things to have, what makes a good quality of life

Important for: health – prevention and treatment of illness and promotion of wellness, safety – safe environment and being free from fear, being a valued member of the community

Important to me:	Important for me:

What others need to know and do to best support me:

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What is important to you

Write down 3 things that are important to you

Important To and For

pace of life, status and control, things to have, what makes a good quality of life
Important to: health – prevention and treatment of illness and promotion of wellness, safety – safe environment and being free from fear, being a valued member of the community

Important to me:	Important for me:



Important TO

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- People to be with / relationships
- Status and control
- Things to do and Places to go
- Rituals or routines
- Rhythm or pace of life
- Things to have
- Purpose and meaning

What is important to you

- What would you add to your list based on what you know now?

Important To and For

Important for: people to be with, things to do, places to go, rituals/routines, rhythm and pace of life, status and control, things to have, what makes a good quality of life

Important for: health – prevention and treatment of illness and promotion of wellness, safety – safe environment and being free from fear, being a valued member of the community

Important to me:	Important for me:

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 (Part One):

- 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

Important FOR (Part Two):

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

Helping to Support Balance

Important For

- Health & Safety
- Being Valued



Important To

- People
- Purpose and Meaning
- Status & Control
- Things To Do
- Places To Go
- Routines
- Pace of Life
- Things To Have

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Person-Centered Thinking

What is important TO the person (happy, satisfied, content, comforted and fulfilled)

- Relationships- People they like to be with
- Things to do
- Things to have
- Rituals and Routines
- Rhythm and pace of life
- Purpose and meaning

In Balance With

What is important FOR the person

- Health – physical, emotional
- Safety - physical and emotional
- Valued social role

The fundamental concept of Person-Centered Thinking

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Discovery Skills

Person Centered Thinking

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



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PERSON-CENTERED TRANSITION ASSESSMENT

Person-Centered Transition Assessment Recording Form

Name: _____ School: _____ Date of assessment: _____

Facilitator: _____ Participant(s) in planning: _____

What others like and advise about me:

Relationship Map

These are things that make me happy and want to participate in activities (Important To):

These are things that need to be done to keep me safe, healthy and have dignity in the community (Important For):

What others need to know:

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Person-Centered Transition Assessment Recording Form

Characteristics of people who best support me? (People Who is your favorite teacher? What about the staff in your community?)

Transition Plan

What happened	What did	What should I want	I want you to

Post Secondary Goals

Student Employment	Parent Employment
Postsecondary Education	Postsecondary Education
Independent Living (Travel, self care, housing, etc.)	Independent Living (Travel, self care, housing, etc.)

Plan of Action

Identify action items, specific names of people and a general goal of completion

Action Item	Person	When

Proposed date to review plan with student and family: _____

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Using Important To/For

- Learning about what really matters to a person, their interests, abilities, likes, dislikes, interests & skills.
- What motivates a person.
- Things we like and want in our life and future.
- Important To: Remember that personal lives impact our work
- Important For: manage time, medical issues, accommodations, etc.
- People also need to be viewed as a valued member of the community...if they are going to school or to work.

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Where Do We Look For Important To/For?

- Relationships
- Things we like to do
- Places we like to go
- Things we have
- Routines/Rituals
- Good Days/Bad Days

It's not an interview or interrogation
It is **conversation...**

- ✓ Have facilitation skills
- ✓ Have meaningful conversations
 - ✓ Branching vs. linear
- ✓ It's observing ...noticing.
- ✓ Asking questions that help us learn more about what we need to know
 - ✓ Tell me more about... What is it about...

It does take practice!

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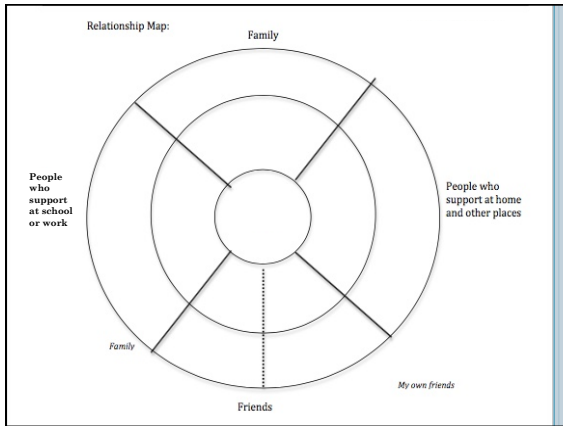
Our Mantra

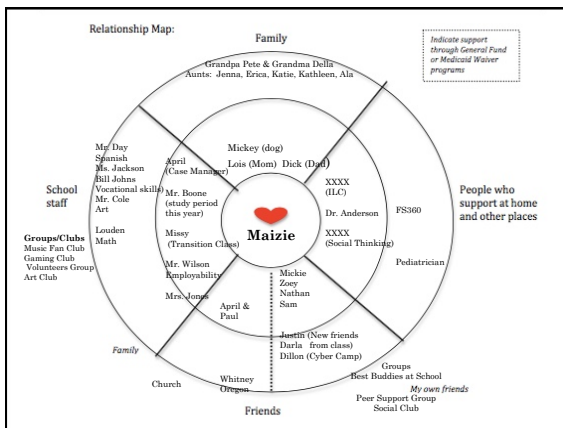
Guess: look at what is written/heard and guess in your head

Ask: ask if your guess is correct, have a conversation

Write: write down what you learn

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Person: _____ Recorder: _____

What others like, admire and appreciate about them...

What is important to? (Hoping, Disturbed, Fulfilled, Connected and Content - include people they due to be with, things they due to do, places they due to go, things they enjoy & things that give them purpose/meaning)

What is important for? (What needs to be addressed for them to be healthy, safe & valued)

Who should we talk to?

What Others Need to Know...

Characteristics for a Good Match: (People, Environments, etc.)

What is good support? (What works/doesn't work)


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_____ 's Good Day/Bad Day	
Good Day/Best Day	Bad Day/Worst Day
<p>From Good Day/Bad Day...what is <i>Important</i> to this student?</p>	
<p>Does the Good Day/Bad Day suggest important Supports for this student?</p>	

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Good Day/Best Day	Bad Day/Worst Day
<p><i>A really good day</i></p> <ul style="list-style-type: none"> •Think about your best day at school and/or work and your best weekend, from the time you wake up in the morning, until the time you go to sleep. •Who is present? •Where are you? •What are you doing? •What makes you feel happy and content? •Are there any routines you need to follow? •How is the pace of your day? 	<p><i>A day that is too challenging</i></p> <ul style="list-style-type: none"> •Now, think about your worst day. •What is happening on a day when everything seems to be going wrong? •Is there anything missing from this kind of day?

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YOUR GOOD DAY/BAD DAY 			
Time Of Day	Typical	Better	Worse
Morning – Getting ready for the day			
Commute			
Morning at work/school			
Lunch			
Afternoon at work/school			
Commute			
Evening			
Overnight			

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RITUALS & ROUTINES:

*Write down any routines
*Include as much detail as you are comfortable with and so that you can collect sufficient information. Include times, etc.

_____ 's Routine

From Rituals & Routines...what is Important To the Person

Do the person's Routines/Rituals suggest important supports?

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LIKE, ADMIRE, AND/OR APPRECIATE...

Positive strengths, qualities and characteristics

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QUESTIONS??



The Learning Community for Person Centered Practices - website <http://www.tlcpccp.com/>

Importance of the Environment - Article discussing toxic to healing
<http://tlcpccp.com/docs/the-importance-of-environment-from-toxic-to-healing/>

Guidelines for using 1st Person - Article about when to use 1st person

One Page Profiles Descriptions - Examples and discussion

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