



# Person-Centered Thinking Workbook

# One Page Profile

PHOTO

**What people like and admire about me?**

**What is important to & for me?**

**How can others best support me?**

**Future goals**

**Anything else to ADD?**

# What is the HCBS Final Rule?

**Home and Community Based Services are a type of service that states may provide as an alternative to institutionalization. Day programs (such as One Step Beyond) and group homes for people with developmental disabilities are both examples of Home and Community Based Services. The Centers for Medicare & Medicaid Services (CMS), a federal agency, provides funding to states for HCBS programs, and provides oversight to ensure the quality of those programs. The "Final Rule" is actually a set of 10 guidelines (5 of which apply only to residential programs) to ensure that participants have the greatest possible choice in – and control over – their lives, while also having the same opportunities as people without disabilities to participate in community life. Person-Centered Thinking and Person-Centered Planning are key elements in putting these guidelines into action. In addition, person-centered practices give service providers (such as ourselves) a common framework in which to think about how we support people, and a common language with which to talk about it.**

## **HCBS Final Rule ...**

**Maximizes opportunities and choices for individuals**

**Promotes community integration by making sure individuals have full access to the community**

**Makes sure individuals have the opportunity to work and spend time with other people in their community who do not have disabilities**

**Ensures individual preferences are supported and rights are protected**

**Establishes person-centered service planning requirements, which includes a process-driven and directed by the individual to identify needed services and supports**

**A world where all people have positive control over the lives they have chosen for themselves.**

# Meet Christopher

Christopher is an adult who has a developmental disability. Christopher received special education services from his school district until he was no longer eligible at age 22. Throughout his childhood, his mother received respite services from the state to help care for him. Most of the respite workers who came to his home were re-assigned elsewhere or left the job for new opportunities, after about 6 months to a year. Christopher always considered them his friends, but once or twice a year someone new would show up, and Christopher knew he would probably never see his friend again.

When he turned 22, Christopher began attending a day program called A Special Place, where he participated in social activities with other people who had developmental disabilities. At 24 he moved into a group home with 5 other residents called The Sunshine House. There were several restaurants close to A Special Place, but Christopher received \$47.26 per month in what was called "Personal and Incidental Funds" from the state, which meant that he could only buy lunch about once a week. Most days he ate PBJ or baloney sandwiches made by staff at The Sunshine House. Sometimes the jelly was raspberry, and the little seeds made his teeth hurt. Sometimes there was too much mayo on the baloney, and the whole thing would fall apart. Although they usually didn't say anything, Christopher could tell the staff at his day program were annoyed with him when they had to get up from their nice takeout lunches to clean up the mess from his lunch.

Christopher wanted to work and earn his own money so that he could have nice lunches like other people. When he was 26 the state Department of Rehabilitation found him a job at a large grocery store, bagging groceries and collecting carts from the parking lot, and hired a job coach to assist him. Christopher worked 5 days per week, Saturday through Wednesday. He wished that he could stay home for his days off on Thursday and Friday, but residents of The Sunshine House were required to be occupied outside the home from 9 to 3 on Monday through Friday. So, Christopher continued to attend A Special Place on those days. Regardless, Christopher was happy with his job and proud that now he could always buy his own lunch! Christopher and the other 5 residents at The Sunshine House are each assigned 20 minutes in the morning to shower and use the bathroom. Another resident, Jerry, goes from 7 to 7:20, Christopher's turn is from 7:20 to 7:40, and Christopher's roommate William goes from 7:40 to 8. Christopher can perform his personal hygiene tasks independently, but Jerry requires staff assistance to complete his. Sometimes it takes Jerry and his staff an extra 5 or 10 minutes, which means Christopher has to rush to finish his shower on time, or else William will be mad at him. Christopher has asked the Resident Manager if he can trade times with Jerry, so this doesn't happen. Christopher thinks this is a great solution because it also means he can catch the bus that gets him to work 10 minutes before his start time, which his job coach says is what good workers do. Besides, Jerry likes to sleep in a little anyway! But the Resident Manager says that Jerry has had this schedule for 10 years, and it would be too disruptive to change it. The Resident Manager created a new Resident Goal for him, "Christopher will be more cooperative with his peers."

Christopher is 28 now and has been a grocery bagger for 2 years. He has seen many of his coworkers be promoted from Bagger to Checkout Clerk, and he would like the same opportunity. Christopher is told that first, he needs to improve his keyboarding skills and training is not provided because the Checkout Clerks need to have already the fundamental abilities. In the evenings at The Sunshine House, Christopher has built a portable cash register simulator so that he can learn, using discarded items he found in the recycling. He has an old Nokia flip phone for a 10-key-pad, a cracked silverware organizer for a money tray, and a melted plastic spatula for a bar-code scanning wand.

Christopher knows what the cash register looks like, and he knows what his hands are supposed to do – now he just needs someone to help him practice! He asks his group home staff to help him, but they say that this is an occupational activity, not a residential activity. So, Christopher takes his simulator to A Special Place and asks the Program Manager if the day program staff can help. The Program Manager says that she wishes she could help, but Thursdays are Bowling Day, and Fridays are Movie Day, and it would be too disruptive to change everyone’s schedule. The Program Manager also decides that Christopher needs a new Participant Goal, “Christopher will self-manage his hoarding tendencies when re-directed by staff on 3 out of 5 opportunities”. Christopher decides that the goal of becoming a Checkout Clerk is out-of-reach for him. Still, he is determined to be the best grocery bagger that he can be. He enjoys helping customers and his co-workers, and it makes him feel good when sometimes they say thank you, and treat him with respect.

Christopher’s father, whom he is named after, died when Christopher was very young. Christopher especially remembers a few things about his dad –he remembers the smell of his skin when he would tuck him into bed at night, and he remembers his mom’s stories about how strong he was. Christopher’s mom told him, “Your father was such a hard worker, and he was so dignified –if someone called him Chris, he would say, politely but firmly, ‘Oh thank you, but it’s Christopher if you please.’” Christopher is proud to be a hard worker like his dad and proud to carry his name – so that is also what he says when someone calls him Chris –“Oh thank you, but it’s Christopher if you please.” Christopher’s co-workers don’t always understand him when he speaks. When they don’t quite hear what he says, and especially if they’re busy, they might say something like, “That’s nice Chris, now remember to put the heavy things at the bottom of the bag –good job, Chris.”

One morning at The Sunshine House, Jerry’s staff was having difficulty convincing him to get out of bed, and they didn’t finish showering him until 7:30. Christopher showered and shaved as quickly as he could, taking just 12 minutes, but when he emerged from the bathroom his roommate William was glaring at him: “Good job, slowpoke, you’re 2 minutes late!” Christopher missed the early bus but ran all the way from the stop to the store. He was flustered and out-of-breath, but proud of himself for managing to still arrive 1 minute early in spite of all the challenges. He went to the stockroom to clock in and found that management had provided everyone with new aprons and nametags with the new company logo. Christopher put them on and looked in the mirror. The words were backward in the mirror, but he could tell that something wasn’t right. Suddenly his ears felt hot, and the room started spinning around...an incident happened. His job coach was so alarmed that he called Christopher’s social worker: “I don’t know what happened to him –he was happy and smiling like he always is, then suddenly he tore off his apron and started yelling ‘I’m not Chris! I’m not Chris!’” The social worker said “Yes, you’ll need to document these aggressive behaviors in a Special Incident Report, but I’m also concerned it could be dissociative disorder or schizophrenia or something else. You know that people with developmental disabilities can have mental health conditions just like other people, and after all Christopher’s father died when he was quite young. So he has a history of emotional trauma that puts him at risk for abandonment issues and diminished resilience... I’m going to make a referral to the county mental health agency, but they have a 6-month waitlist”.

Christopher’s job coach convinced his supervisor not to fire him, but he’s been placed on stockroom duty, flattening cardboard boxes, and won’t be allowed to work with customers until after he receives a mental-health evaluation and therapy. Christopher’s job coach also added a new Vocational Goal: “Christopher will learn to express his needs and ask for help on 3 out of 5 opportunities.”

# Maslow's Hierarchy of Needs

**Self Actualization**

**Esteem**

**Belonging**

**Safety**

**Physiological**



# Important To / Important For **ME!**

What are things that are important **TO**  
me?

1

4

What are things that are Important **FOR**  
me?





# Two Minute Drill

Person Served: **Christopher**

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Individuals involved in Support:

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Date:

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What is important to:  
**Christopher**

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What is important for:  
**Christopher**

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Where are areas we need to  
find BALANCE?

# Session 1 Notes

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# Meet Francis

You have recently been promoted within OSB, and are learning to work with new members and staff at a different campus. Francis is a young man with wide-ranging interests who has been attending OSB for about a year. Francis has autism, and while he cares deeply about the people in his life, he does not express this in typical ways. When people meet him for the first time, they often consider him to be distant and aloof. This is especially true of people in the wider community, but even staff and other support professionals sometimes make this unconscious judgment.

There is no mistaking, however, Francis's love for animals. When animals of any type are mentioned or seen in a picture or video as part of an activity, Francis becomes excited and begins to recite all sorts of fascinating facts from memory. "Did you know that dolphins sleep with one half of their brain at a time? Do you know why woodpeckers don't get concussions?" Sometimes, the staff even have to be careful that activity materials for subjects like Money Math don't have pictures or stories with animals, so that Francis doesn't get distracted, and distract everyone else too!

Encounters with real animals of any kind cause a reaction of sheer delight in Francis. When his group comes across a dog in the community, or sometimes a cat when in a residential neighborhood, Francis begins to flap his hands and walk on his toes. Sometimes he might even shriek out loud, and the dog owner will apologize for scaring him, and the staff person will reassure them: "Oh trust me, he couldn't possibly be any happier!"

Francis has been diagnosed with Type 2 Diabetes. For the past year, thanks in part to excellent support from staff at OSB, Francis's A1C levels have been at the high end of the pre-diabetic range. His parents, social worker, and Francis himself are all very pleased with this improvement. Still, to prevent a relapse into full diabetes takes a level of monitoring that would be extremely challenging even for a person without a disability. So, it is important for Francis that he has support with the type, amount, and timing of the foods that he eats. It is also important for Francis to have support with checking his blood glucose level by finger stick throughout the day, especially before and after meals.

Usually about twice a week, Francis's group goes to a public park to eat their lunches. This is one of Francis's favorite activities, because of all the squirrels, dogs, and different types of birds that are there. Francis loves to feed them all and thinks nothing of sharing his lunch with them. His lunches are portion-controlled by his parents, with a careful balance of carbs to fats & proteins, and include snacks designated for specific times throughout the day. The staff has learned that most of the time, sharing a small amount will not affect Francis's glucose levels by too much; however, they certainly do not want him to be careless about it. Sometimes Francis is able to control himself independently, but most of the time he tends to get carried away by the joy of feeding the animals. Clearly, he enjoys it too much for staff to deny him this activity altogether, and indeed, he has on occasion reacted angrily to staff's attempts to manage the amount he gives away. Too much confrontation on the subject causes Francis to withdraw and lose his appetite completely, and his glucose plummets. The staff has developed a "sixth sense" for when Francis is likely to escalate, and at these times will adjust so that 2 people stay with him. The last time they tried this, however, another member almost eloped from the group due to the reduced attention and support. Everyone agrees they want the same thing: a sustainable solution that works for everyone.



# Relationship Map

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

Family – faith, blood family, chosen family, pets,  
deceased loved ones

People who  
support me at  
work/school

Paid Supports

Friends

Who should be involved?



# Like and Admire

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

What do we like about  
\_\_\_\_\_?

What do we admire about  
\_\_\_\_\_?

Examples, instances, or  
reasons why we like and  
admire \_\_\_\_\_.





# Good Day / Bad Day



Person Served:

Individuals involved in Support:

Date:

What describes a good day for  
-----?

What describes a bad day for  
-----?

# One Page Profile

PHOTO

**What people like and admire about me?**

**What is important to & for me?**

**How can others best support me?**

**Future goals**

**Anything else to ADD?**



# Session 2 Notes

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# Working / Not Working

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

**What's Working?  
Amy's Perspective**

**What's not Working?  
Amy's Perspective**

**What's Working?  
Amy's Mom's Perspective**

**What's not Working?  
Amy's Mom's Perspective**

**What's Working?  
Staff's Perspective**

**What's not Working?  
Staff's Perspective**



# 4+1 Questions



Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

**Question 1:**  
What have we tried?

**Question 2:**  
What have we learned?

**Question 3:**  
What are the positives  
in this situation?

**Question 4:**  
What are the challenges  
in this situation?

**Plus:**  
What should we do next  
based on what we know?

Example:

Jane chooses  
what she wants  
for desert

Jane enjoys  
having desert  
every evening  
after dinner

When with staff,  
Jane will have  
only one serving  
of desert without  
protesting

When Jane is on  
her own, she  
tends to overeat  
and serve  
herself multiple  
servings of  
desert



# The Donut

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

## Not our Responsibility

What are responsibilities we need to stay away from, or are outside of our scope?

## Creative Implementation of Responsibilities

In what ways can you use creativity to act on your responsibilities to provide the highest level of support?

## Core Responsibilities

What needs to be done without exception?



# The Donut

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

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In what ways can you use creativity to act on your responsibilities to provide the highest level of support?

## Core Responsibilities

What needs to be done without exception?



# Communication Chart

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

**What is Happening**

**What I do**

**What it Means**

**What you should do**

**What is Happening**

**What I do**

**What it Means**

**What you should do**

**What is Happening**

**What I do**

**What it Means**

**What you should do**

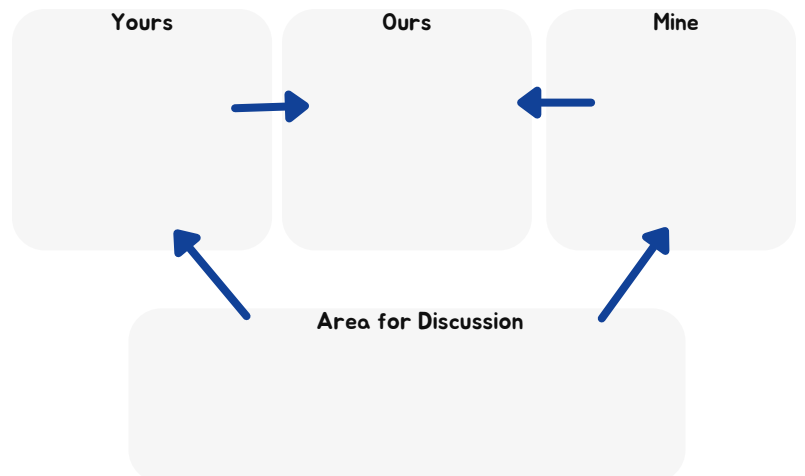
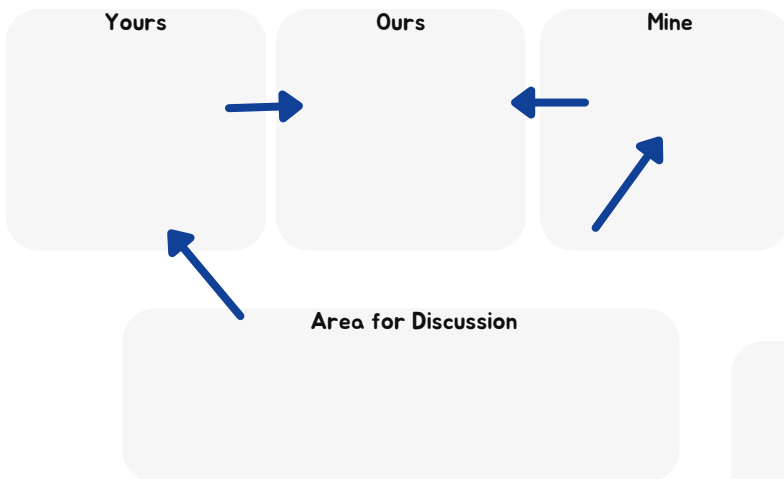
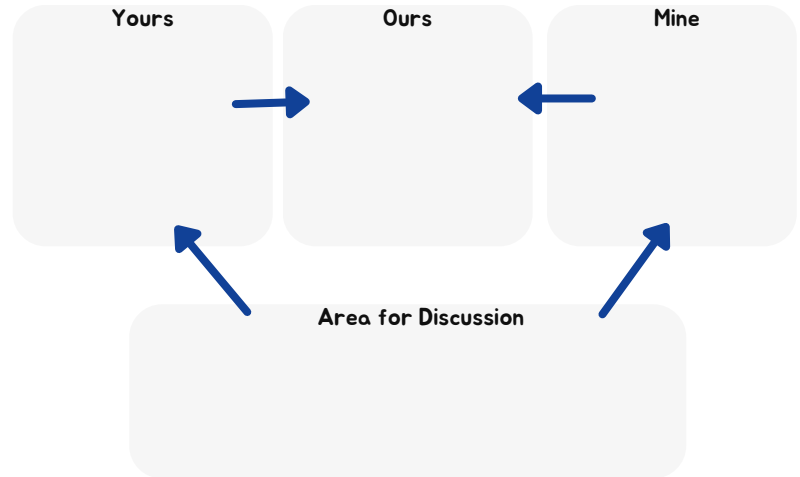
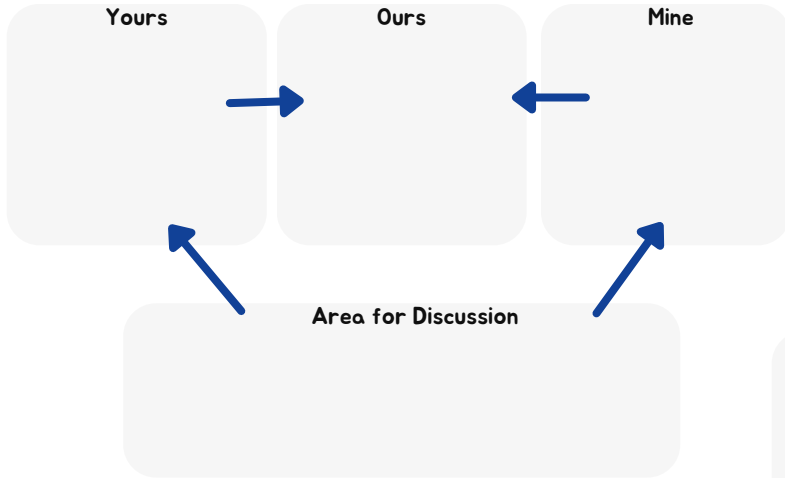


# Decision Tree - Yours, Mine, Ours

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_





# Learning Log

Person Served: \_\_\_\_\_

Individuals involved in Support: \_\_\_\_\_

Date: \_\_\_\_\_

Date	Activity	Who was there?	What worked? What did you learn? What should continue?	What did not work? What did you learn? What do we need to change?



# Session 3 Notes

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# One Page Profile

PHOTO

**What people like and admire about me?**

**What is important to & for me?**

**How can others best support me?**

**Future goals**

**Anything else to ADD?**

# Session 4 Notes

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