







Person-Centered Planning

A plan to help you and your family members achieve a happy, fulfilled life.

- What is the vision?
- What are the goals?
- What steps are needed to get there?
- Who will provide supports?



***Getting Input from Individuals with Communication Difficulties**

- Voice
- Signs
- Yes/No
- Pointing
- Card exchange
- Eye Gaze
- Partner Assisted Scanning

*Courtesy of Robert Woodbury, AT Coordinator
Cache School District



Tools to Assist in Person-Centered Planning

Charting the LifeCourse Tools

- ❖ Life Trajectory Worksheet
- ❖ Integrated Supports Star
- ❖ Life Domain Vision Tool

** tools available free of charge at <https://lifecoursetools.com>

LifeCourse Library

LifeCourse Framework

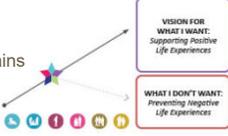
Our Core Belief: All people have the right to live, love, work, play, and pursue their own life aspirations.



Trajectory to a Good Life

- Focuses on ALL people
- Within the context of family and community
- Across the lifespan and life domains
- Achieving life outcomes
- Integrated services and support

www.lifecoursetools.com



VISION FOR WHAT I WANT:
Supporting Positive Life Experiences

WHAT I DON'T WANT:
Preventing Negative Life Experiences

Achieving Outcomes for Connected Life Domains

 Daily Life and Employment	 Healthy Living
 Community Living	 Safety and Security
 Social and Spirituality	 Advocacy and Engagement



Life Trajectory Worksheet

TRAJECTORY FOR EXPLORING AND
TRAJECTORY FOR PLANNING

Vision via Choice Cards

- Things I want in my life
- Things I don't want in my life
- Things I'm not sure about
- Things I want to learn

Sample Trajectory - Family

Helped them get closer to goals they want or need things that help my family members get to where they want to be

- Participating in Gen Ed classes and other school programs
- Understanding consequences for his actions/behaviors and accountability
- Having choices and feeling successful
- Finding opportunities to make his own choices
- Finding different ways to help his team
- Being the Regular Ed boy with his brother and later by himself

work on to make them get the goals that are their goal, not their goal, maybe it's not their goal? They need to be able to

- Give him time to warm up to new people
- Help others learn to have patience with him and give him time to communicate in his own way
- Help him know what to expect of him in various situations
- Figure out how he can start to get outside work experience
- Increased responsibility

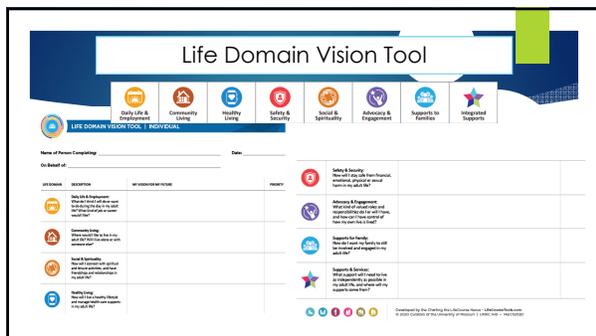
- I want him to have friends
- Be able to play sports, especially basketball
- I want him to be happy and healthy
- Have stable and joyful employment when he is an adult
- To have real choice in adult living situations
- Able to negotiate transportation in his community
- To know how to stay safe
- Have a loving relationship/his own family
- Feeling of accomplishment
- Belonging and acceptance

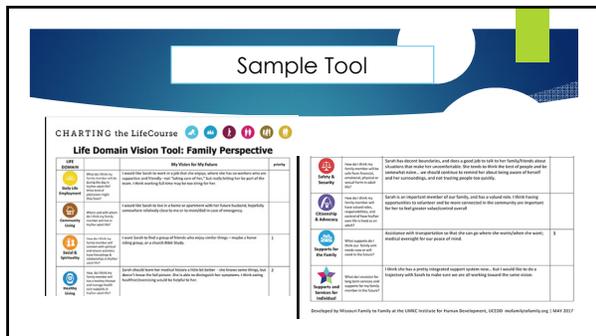
DISLIKES

- No employment or a sheltered workshop
- Group home/no choice in where to live or with who
- Predetermined schedules/no choice
- Unhealthy/sickness

INTEGRATING SUPPORTS AND SERVICES







Another Sample

 Daily Life Employment	<p>What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?</p>	<p>I want to have a job and make money. We would like to see him working in a job he enjoys.</p>
 Community Living	<p>Where would I like to live in my adult life? Will I live alone or with someone else?</p>	<p>I want to live where my favorite football teams play. I think I will continue to live with my parents. We would like to explore having a basement apartment for him.</p>

Sample continued

 Safety & Security	<p>How will I stay safe from financial, emotional, physical or sexual harm in my adult life?</p>	<p>I have no idea. At this time we think we will obtain limited guardianship to help in these matters. He is easily exploited and does not understand money. He also is very immature emotionally and needs a lot of support. He will need supports to help him navigate all of these areas. We are not sure what will happen when we are no longer able to support him.</p>
 Citizenship & Advocacy	<p>What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?</p>	<p>I will make decisions. We are working on teaching him about roles and responsibilities in our home. We focus on having him make as many decisions as possible and involve him in decisions that affect him. We talk about why certain decisions are made and the possible consequences of decisions.</p>

How to Use a Person-Centered Plan



- ▶ Create a plan with goals and steps to reach the person's vision
- ▶ Consider what needs to happen in each life stage
- ▶ Use the tools to show the impact of decisions
- ▶ Use to train (or remind) caregivers of desired outcomes
- ▶ Use to plan a specific time frame – week, month, school year, etc.
- ▶ Create a plan focused on one life domain
- ▶ Use the tools to inform the IEP

Resources for Person-Centered Planning

- > utahparentcenter.org – Intro to Person-Centered Planning and Family-to-Family Network
- > lifecoursetools.com – Charting the Lifecourse Nexus
- > uatpat.org – Utah Assistive Technology Program
- > Utah Center for Assistive Technology (URL too long, google it)
- > Utah Assistive Technology Teams www.uatt.org
- > understood.org – Learning, Attention, Thinking differences
- > DSPD.utah.gov – Division of Services for People with Disabilities

Questions?



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**All services offered free of charge.
Please call the Utah Parent Center 801-272-1051 or
visit the website at www.utahparentcenter.org**
