



FROM A PERSON CENTRED REVIEW TO A PERSON CENTRED PLAN

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This paper describes how you can move from the information collected at a person centred review, and develop this into a person centred plan. To do this means gathering additional information and learning, synthesising this with what you already know, and organising this information in a powerful and easy to follow way.

Gathering learning

You can gather more information in many ways - here are some that the person, the family, and staff can consider:

The Person

- Supporting the person to use 'Listen to Me', or a similar process where the person records information about their life

The Family

- See if the family are interested in using 'Families Planning Together', as a stand alone pack, as part of a study group or course, or with a family mentor

Staff

- Putting the plan into landscape and ask people to write on the blank side what they are learning
- Using a Learning Log
- Developing the Communication Section

Listen to Me, or Families Leading Planning could be used alongside the ways that staff can gather more information. Where many people are involved, it is important for the process to be co-ordinated, by the person with support, the family, or a specific staff member (eg person centred planning facilitator, transition champion, teacher, key worker, Connexions personal advisor etc)

GATHERING INFORMATION LED BY THE FOCUS PERSON AND FAMILY

Listen to Me!

There are a number of booklets and computer based processes (as used in Transactive) that enable someone to capture more information about their life, which can be developed into a person centred plan. Listen to Me! could be completed on a one-to-one basis (with someone who is trained in ELP) or in a group. Some self-advocacy groups, and groups in day centres and colleges are using Listen to Me as a course, or 'study group'. For more information and to download Listen to Me! see www.helensandersonassociates.co.uk

Families Leading Planning

There is a pack written for families who want to develop a person centred plan with and for their daughter or son. Families can use the pack by themselves, with support from a list serve (email support provided by other families), or as a study group or course, or on a one to one basis with a family mentor or ELP facilitator.

For more information about the pack, courses, and family mentors, see www.familiesleadingplanning.co.uk

Gathering learning from staff

Putting the plan into landscape

One way to gather more information from people is to format the plan into landscape, with all the information that has already been gathered on the left side, and the right side blank with the heading 'what else have we learned?' Ask staff and the family to write what else they know or are discovering about the person. Sometimes people are reluctant to write on beautiful plans, so give people a copy where you have already handwritten a few things to get people started.

After a period of time (about a month - six weeks) gather in the plans, and look how this information can be added to the plan. Ideally this would be done with the people who had contributed, perhaps in meeting, or part of a team meeting.

Information gathered from the review

- Sunbathing in the garden whenever the weather is warm enough
- A two week holiday each year, preferably somewhere hot
- Eating out once a month and trying different foods. Her favourites are the Saleem curry house (for a Korma strength curry) and Est Est Est Italian restaurant (for any pasta dish) and Pizza Land. (Kath likes all pizza except those with anchovies)
- Spa baths and swimming about every month
- Being involved in cooking and baking - smelling and touching the ingredients, and eating the finished product when it is still warm
- Having relaxing essential oils burning in the evenings and invigorating ones in her bubble bath in the morning (made up by Lynne)
- Playing her keyboard - for about a minute at a time usually with Anne

Comments from people on what else we are learning

We went to 'La Casana' Spanish restaurant for tapas. Kate seemed to love the 'tortilla' (Spanish omelette)

MADE BREAD FROM A PACKET MIX -
BORED WAITING FOR IT TO RISE
BUT LOVED EATING IT

Seems to work best in the evening after a bath

Using a Learning Log

Ask the staff supporting the person to be using the 'learning log' format to replace the daily notes that they currently use.

Decide how often to review this, for example every month. Then look at what has been learned and what this tells us about what is important to and for the person.

Then follow with another of the ways to get started, for example the communication section if the person does not use words to speak.

LEARNING LOG

DATE	ACTIVITY: (what, where, when, how long, etc)	WHO WAS THERE: (staff, others etc)	WHAT WORKED WELL ABOUT THE ACTIVITY? WHAT SHOULD CONTINUE? WHAT DID YOU LEARN?	WHAT DIDN'T WORK? WHAT MUST BE DIFFERENT? WHAT DID YOU LEARN?



Developing the Communication Section

When you are planning with some people who do not use words to talk, one way to get started is to do a brief introduction to completing the communication charts and then ask people to write that they know. Get together the people who know the person well. Explain what the communication chart is, using examples wherever possible.

Explain that people should begin to begin with the middle two columns and then do the outside ones. Use flip chart paper if people are going to work together and A4 paper if they are working separately. End with a plan to move forward with the charts and a date to get back together. When you get back together illustrate how what we are learning here begins to tell us about what is important and how to support people

AT THIS TIME	WHEN KATH DOES THIS	WE THINK IT MEANS	AND WE SHOULD
Any time of the day	Kath looks to the left or right with a fixed expression for anything up to a couple of minutes	Kath is having an absence	Reassure her and talk calmly to her. Stay with Kath till she has recovered
Any time of the day	Kath makes a loud shouting noise	Kath is unhappy with demands being made on her	If you can stop the activity, do so. If it is something that Kath needs to continue with, eg. crossing the road, continue, but explain why in a calm, reassuring voice.
In the Jacuzzi	Kath reaches out towards staff	Kath is feeling unsafe	Make Kath more safe, if she is sitting on the edge of the seat, help Kath to sit back and if Kath wishes carry on holding her hand.
Any time of the day	Kath holds hand of staff	Kath wants physical contact	Tickle and or, stroke Kath's hand.

DEVELOPING THIS INTO A PERSON CENTRED PLAN

To develop an Essential Lifestyle Plan you need to build on the information gathered at the review, and the additional learning, and write this into a full plan.

To do this you will:

- Add detail - moving from single words to bullet points or complete thoughts
- Separate the 'Important to' section into two sections - what is most important to the person, and what is second (and possibly third) in importance
- Build the 'characteristics of people who support me' section (part of the Important for/support section)
- Review the plan

Adding detail

The information gathered during reviews will often be single words to describe what is important to and for the person. We now want to develop this into fuller thoughts, with more detail.

To see example plans with this amount of detail see

www.helensandersonassociates.co.uk

This means moving from 'chocolate' on important to, to 'to have milk chocolate every day, especially galaxy'

Developing important to into two or three sections

We can take the information under 'important to' and prioritise this into two or three headings: what is most important to the person, second in importance and third in importance. This must be done with the person directly, or with those who know the person most.

- **Most Important**

These are the most important things that people must have present or absent in their lives for a reasonable quality of life. They may be described as what the person 'must have' and 'must not have' in their life; otherwise the person would become very unhappy, withdrawn or 'challenging'.

- **Second in importance**

These are still important to the person, but not as critical as the 'most important' section. If a person is denied something that is 'second in importance', then their life would still be tolerable but perhaps only for a certain length of time. When people have a number of the things that are important to them ignored then this will severely compromise their quality of life.

- **Third in importance**

These are things that are still important to the person, but did not make the first two sections.

Building the 'characteristics that people who support me' section

Think about the people who 'get along with', enjoy the company of, and work well with the person. What characteristics do they have in common? Who does not get along with the person and what characteristics do they have in common? What does the information that has already been collected tell you? Make a list of the characteristics that should or should not be present (e.g. 'enjoy being silly, likes sharing personal space' or 'should not be chatty people who talk all the time')

As you are developing the plan remember:

- To separate what is important to you from what is important to the person. If it is important to those who support the person that he/she take a shower everyday but it is not important to him/her, then reminding him/her to take a shower goes under what other people need to know or do, not under what is important to him.

- Don't forget to put what needs to be absent from the person's life, what they dislike as well as putting down what they do like. Under what is important to Katherine it says that she hates to have her teeth brushed. Under what we need to know or do it says that it is important to her parents that her teeth are brushed every day.
- If someone needs a lot of assistance in getting things done and can't tell people how they like to have it done you need to write that part of their routine in detail. You need to write it so that someone who has never met the person could still get it right.
- If the plan has information that the person does not want everyone to know see if you can develop public and private sections to the plan. The private parts of the plan are only available to those who need to know. Where there are issues of safety this may not work, but where there are issues of intimate personal care it almost always works.

Reviewing the plan

Once you have a first draft, develop it into a first plan by looking at -

- Language, there should be no jargon, human service speak, or disempowering language, just everyday language.
- Placement - is it under the right heading?
- The need for more headings - are there overriding issues of health, safety, behaviour, etc.?
- Then review for organisation within and across the headings. Within the headings:
 - look for items that go together, that relate to each other;
 - group them, try different groupings;
 - look for "natural", not forced groupings; and think of a phrase that describes the items in the group - e.g.
 - Must have family in his life
 - Must organise his things his own way

Regarding food;

- Do not try to group everything, there will be things that stand alone

Across headings

Review the draft plan across all of the headings. Begin with the 'good things about me' (positive reputation) and look to see if what is listed there is reflected in what is important to the person and ask if there is anything we need to know or do to for the person to get it. e.g. Someone whose reputation says "very organised" should have something about the importance of organisation, and/or the displeasure with mess under what is important to them - if we need to not disorganise the person's desk.

See if those things listed under "what we need to know or do" to support the person are reflected in the 'what is important' to the person headings.

Look through the 'what is important' to the person headings and see if there is some thing that we need to know or do that is not listed under the heading.

Checking the plan with the person

Before you share the plan with anyone, review it with the person you are planning with (If that person is not able to help you with then also go over it with the person who you believe would give you the same answer as the person you are planning with). Ask the person 'did we get this right and can I share what is written?' Where the person disagrees with what you wrote, change what is written. If you continue to think that what is written is correct, tell the person why. If they still do not agree ask yourself if it is critical that the item can be written in the plan. If not, eliminate it. If it is critical, negotiate with the person as to where and how it is said. Do the same thing where the person agrees that it is correct but does not want to share it. Issues that are sensitive can often be referred to in the plan in a general way and then explained in a separate section that is only available to the people who actually need to know.

Check with someone else

Ask someone you are comfortable with to read the plan. Ask them to pretend that they were going to support the person and the plan is all of the information they had. Would they know what to do? If you have to explain anything to them, you need to write more. Remember that you won't always be standing there to explain.

Reviewing the Plan

Each plan should include:

- who contributed to the plan
- what people like and admire about the person
- what is important to the person (most important, second and third important)
- what we need to know or do to support the person (important for the person)
- communication section (if the person does not use words/many words to speak)
- any unresolved issues

Each plan should be written and presented:

- in plain, simple, unambiguous language that the person (where possible), family, advocates, and those implementing the plan understand.
- without jargon, "human service speak" or disempowering language.
- in a way that is easy and inviting to read.
- with a balance between detail and brevity, they have enough detail to understand what is meant and who the person is but not so much detail that the plan will not be read.

Common errors

The most common errors in listing what is important to people are:

- Assuming that if it is important to others in the person's life it must be important to the person. Among the worst examples was a plan that said that implementing a restrictive behaviour programme (that the person clearly hated) was an "essential" for the person.
- Describing what is important to the person in brief, telegraphic phrases that give an idea of what is important but are easily subject to misinterpretation by the reader. A common example is to have the single word "privacy" listed without saying more about what privacy means to the person. Since, in the absence of other information, people operate out of their own experiences and perceptions, privacy will be interpreted as meaning what it means to the reader. Unfortunately, what it means to the reader is likely to be different from what it means to the focus person. Plans need enough detail, enough examples, to guide the reader.
- The basics should be assumed, unless there is a history of their being absent. A list of things that sound like a recitation of Maslow's hierarchy - e.g. food, shelter, clothing - should be avoided unless they have been absent in the person's life. Someone who has been hurt by an individual that they live with may want to say that they must not live with people who hurt others. People who have never lived with such a person will take it as a given.

The information about what to look for when you are reviewing a plan can be summarised in the 'Bottom Line' questions.

The Bottom Line Questions

- Does the plan make you feel like you know the person?
- Does it give you enough information that you could support the person well even in a new situation?
- Is the plan written in everyday language that is inviting and easy to read?
- Has the focus person had an opportunity to shape what is said and what is shared?

This describes what great essential lifestyle plans look like, however, it is the difference that a plan makes in the person's life that matters not how it is written. The more learning that is reflected in a plan over time, the greater the possibility that the person will have what is important to them in their life.

BACK TO ACTION

Now that the plan has been further developed, it would be a good time to get together again with the person, and the people who contributed to the plan.

You could

- a) Review the plan together
- b) Review the actions set at the review meeting
- c) Complete the 'working/not working' from different perspectives again, or ask the following questions

- What have we tried
- What have we learned?
- What are we pleased about?
- What are we concerned about?
- What do we want to do next (actions)

You may want to explore the idea of becoming a circle of support. For more information on circles see Circles Network website.

Conclusion

A person centred review leads to actions and gathering person centred information - a first draft plan. This paper describes how we can gather further learning and information, add detail, and develop a person centred plan. It is vital that we remember that having a plan is not the outcome, it is a vehicle for capturing learning to lead to change.