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B19 – Person Centered Planning for Better Tier III Outcomes

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Exemplar: Marana Unified School District, AZ

Key Words: Assessment, Tier 3, High School, Youth Voice

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Objectives

- Identify what PCP is and is not
- Understand the rationale for PCP
- Identify PCP processes
- Become aware of an individualized intervention process that is established around person centered strategies.

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Person-Centered Planning

- **A way for diverse people, who share a common need to align their...**
  - Vision, purposes, and goals
  - Understanding of the focus person's past, present and future life
  - Actions for change, mutual support, personal and team development, and learning

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PCP is NOT…

- An easy, one-shot process
- The answer to all problems
- A quick fix solution to complex human and/or organizational problems
- Something to be done and forgotten
- A guarantee

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What is PCP?

- Planning Process
- Assessment Tool
- Intervention
- Motivational Activity
- Team Building Process

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Five Essential Goals of PCP

1. Be present & participating in community life
2. Gain & maintain satisfying relationships
3. Express preferences & make choices in everyday life
4. Have opportunities to fulfill respected roles & live in dignity
5. Continue to develop personal competencies

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Why is PCP so important?

- Retains focus on the person's needs
- Supports a team approach
- Broadens the support
- Changes the participants
- Results in better supports that fit the life of the individual

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How is PCP done?

- **Series of frames or activities** that help us understand the person, what they want and how to work together to make it happen
- **Visual representation** on chart paper
- **Assemble a team** that:
  - knows the person well, and
  - is desired by the person

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A PCP Team

- Commits to action for change
- Coordinates supports around the individual, not the system
- Recognizes the influence of individuals in the focus person's life

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History of Person-Centered Planning

Approaches to PCP developed in past 30 years:

- 1980 Jack Yates, **Individual Service Design**
- 1987 Beth Mount, **Personal Futures Planning**
- 1989 Marsha Forest & Evelyn Lusthaus, **MAPS** and **Circles**
- 1992 Michael Smull & Susan Burke Harrison, **Essential Lifestyle Planning**
- 1995 Jack Pearpoint, John O'Brien, & Marsha Forest, **PATH**

http://www.personcenteredplanning.org/courses.cfm

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Sample PCP Processes

- MAPs
- Personal Profiling
- Futures Planning
- PATH (Planning Alternative Tomorrows with Hope
- Florida's Integrated Process

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Florida PBIS Florida's Positive Behavioral Interventions & Support Project

Making Action Plans

A Multi-Tiered System of Supports

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MAPS w/Michah Fialka: Trailer

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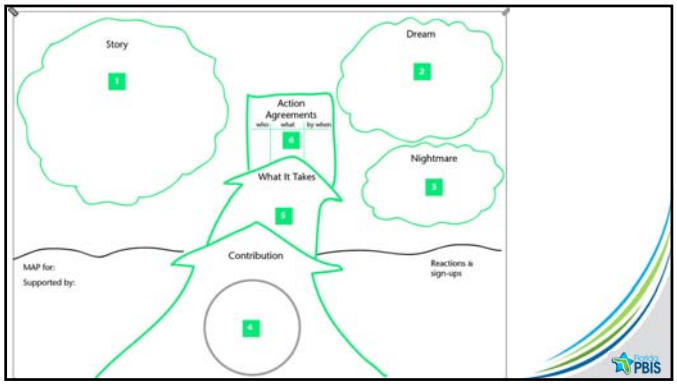

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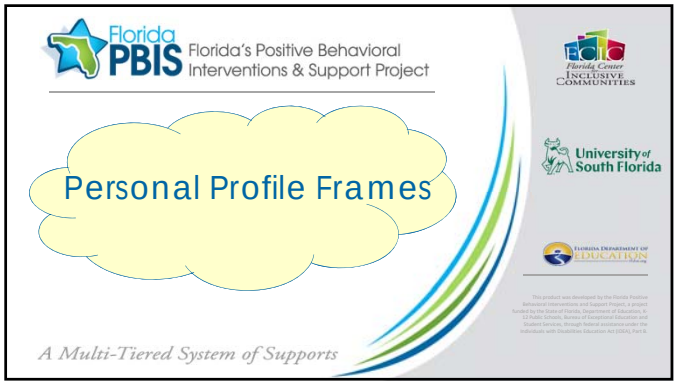

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Personal Profile Frames

- Who is here?
- What is important to me?
- What are my current relationships?
- Who are the people in my life?
- Where do I go in the community?
- What is my life story?
- What is my current health?
- What are my daily routines?
- What choices do I get to make?
- What gains respect for me?
- What works for me?
- What needs to be changed?

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Additional Frames

- What are the major themes of my life?
- What do we need to know and do to support ___?
- Additional things we should know
  - To help __ stay healthy and safe
  - To help others stay safe
  - To help __ communicate
- Short term goals

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Florida PBIS
Florida's Positive Behavioral Interventions & Support Project
Futures Planning
A Multi-Tiered System of Supports
University of South Florida

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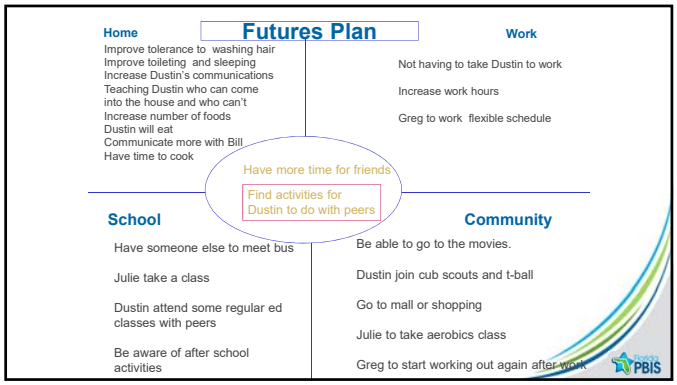
Futures Plan
Home
Improve tolerance to washing hair
Improve toileting and sleeping
Increase Dustin's communications
Teaching Dustin who can come into the house and who can't
Increase number of foods
Dustin will eat
Communicate more with Bill
Have time to cook
Work
Not having to take Dustin to work
Increase work hours
Greg to work flexible schedule
Have more time for friends
Find activities for Dustin to do with peers
School
Have someone else to meet bus
Julie take a class
Dustin attend some regular ed classes with peers
Be aware of after school activities
Community
Be able to go to the movies.
Dustin join cub scouts and t-ball
Go to mall or shopping
Julie to take aerobics class
Greg to start working out again after work

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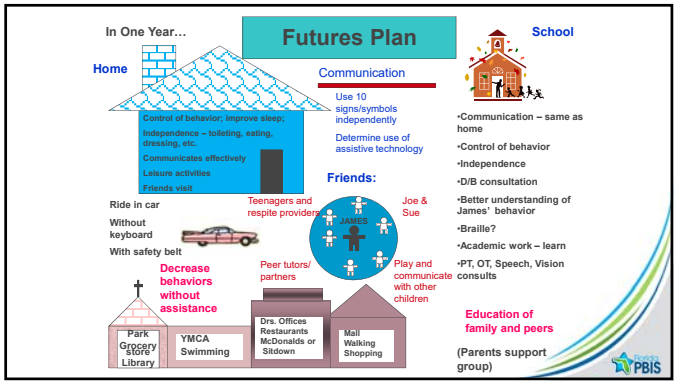
In One Year…
Futures Plan
Home
Control of behavior; improve sleep;
Independence – toileting, eating, dressing, etc.
Communicates effectively
Leisure activities
Friends visit
Communication
Use 10 signs/symbols independently
Determine use of assistive technology
Friends:
Teenagers and respite providers
Joe & Sue
JAMES
Play and communicate with other children
Peer tutors/ partners
Ride in car
Without keyboard
With safety belt
Decrease behaviors without assistance
Park
Grocery Store
Library
YMCA
Swimming
Drs. Offices
Restaurants
McDonalds or Sitdown
Mall
Walking
Shopping
School
•Communication – same as home
•Control of behavior
•Independence
•D/B consultation
•Better understanding of James' behavior
•Braille?
•Academic work – learn
•PT, OT, Speech, Vision consults
Education of family and peers
(Parents support group)

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Florida PBIS Florida's Positive Behavioral Interventions & Support Project

Planning Alternative Tomorrows with Hope (PATH)

A Multi-Tiered System of Support

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Planning Alternative Tomorrows with Hope

Tool to address long and short range planning:

- Provides a timeline for achieving goals
- Utilizes group graphic techniques and involves a team of individuals committed to the focus person
- Takes 2-3 hours to complete

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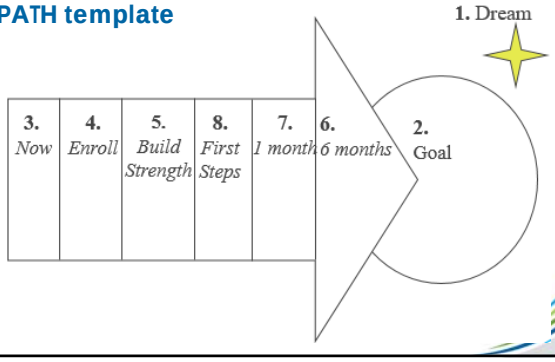
PATH template



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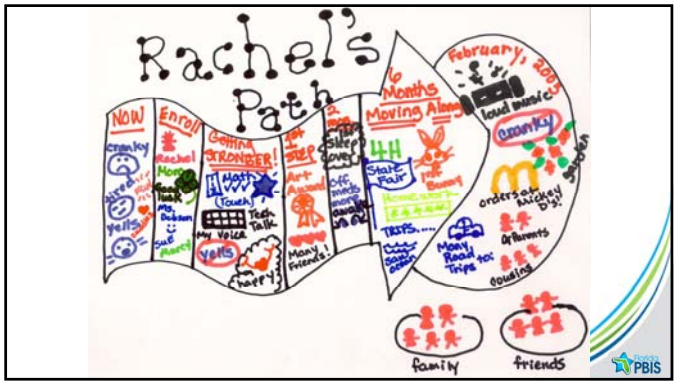
Rachel's Path
NOW
Enroll
Getting STRONGER!
1st STEP
2 Months Moving Along
4H
State Fair
February, 2003
loud music
cranky
Many Friends!
Many Road Trips to:
family
friends
PBIS

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Florida PBIS
Florida's Positive Behavioral Interventions & Support Project
Integrated Person-Centered Planning Process
A Multi-Tiered System of Supports
Florida Center for Inclusive Communities
University of South Florida
Florida Department of Education

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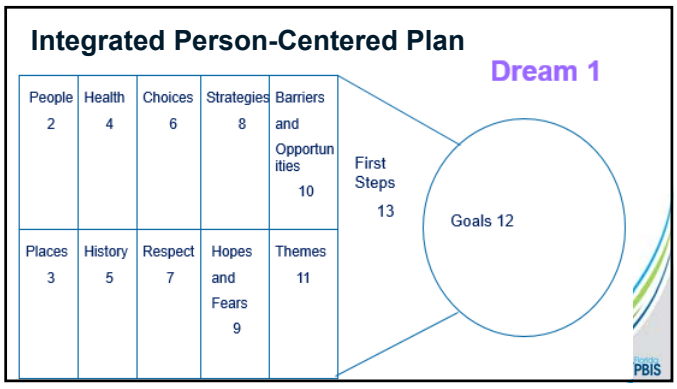
Integrated Person-Centered Plan
Dream 1
People 2
Health 4
Choices 6
Strategies 8
Barriers and Opportunities 10
Places 3
History 5
Respect 7
Hopes and Fears 9
Themes 11
First Steps 13
Goals 12
PBIS

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The support of Leadership!
A great facilitator!

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And...Getting stronger as a team
We add a Behavior Analyst from the Comprehensive Support Team
Residential Provider supports choice and preference for for where and with whom I live

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Having people present who know and love me!

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Testimonial

"Person-centered planning is about believing in someone. You come out of it with a better understanding for what the person wants, how you can help them get it, and then believing that they can achieve it."

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Testimonial

"Without person-centered planning, the team is not able to think about the person holistically. Instead they become focused on the behaviors and this limits their ability to make the focus person's needs a priority."

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Marana Unified School District

Student Engagement in Individualized Intervention

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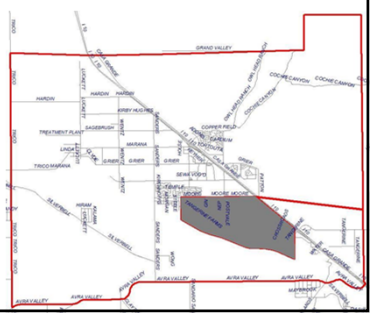
MUSD Composition

17 Schools

- 2 High schools
- 1 Alternative Ed. High School
- 2 Middle Schools
- 2 K-8 Schools
- 10 Elementary Schools



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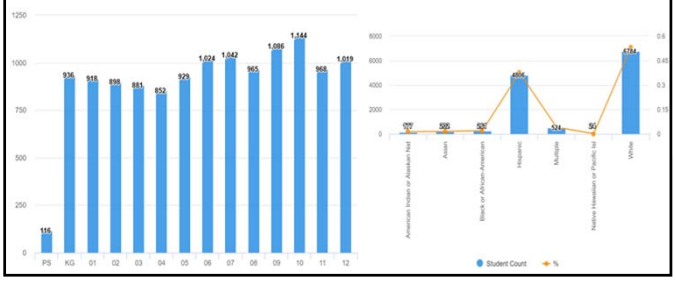
MUSD Demographics

of Currently Enrolled Students = 12,778

Enrollment by Race



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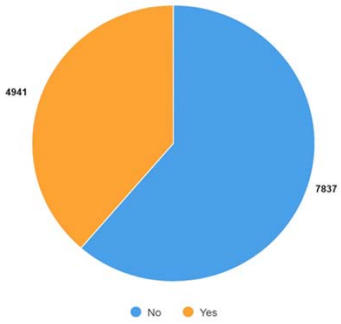
MUSD Demographics



Enrollment by Free and Reduced Lunch = 39%

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2018-2019 Graduation Rate

# of Graduates:	822
# in Cohort:	954
Graduation Rate(%)	**86.16**

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Tier II/III Interventions (2018-2019)

2018-2019 Intervention Summary Report
School: MUSD

	# Individual Counseling Sessions	# Small Counseling Groups	# Classroom Counseling Lessons	# Conflict Mediations	# of 504s	# of Students Receiving Crisis Intervention	# Students Referred to Tier 2 Team	# Behavior Plans	# of Students on CICO	Check and Connect	# of Students in SAP Groups	# of Students RENEW	# of Students in Wraparound	# of Students Referred to a Mental Health Center
August	2022	50	471	27	346	56	61	29	60	0	129	14	0	11
September	1920	89	582	39	370	48	79	47	69	14	141	2	0	20
October	1829	140	526	50	378	55	141	50	103	29	187	12	1	14
November	1931	168	574	62	367	69	78	61	115	55	87	2	0	14
December	1819	143	407	51	375	48	33	64	126	63	89	1	0	9
January	2365	197	596	58	396	47	93	42	131	65	102	1	2	12
February	2550	191	624	63	412	53	103	46	134	66	94	3	1	11
March	2220	179	421	46	413	37	58	48	146	65	92	2	1	16
April	2579	179	423	70	405	45	41	50	158	61	94	3	1	12
May	1709	120	340	36	410	38	26	40	158	61	66	2	0	6
# Unique Students Total		973	11436	845	570	297	486	139	214	70	228	29	3	119

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School Level Tier II/III Support

- School Counselors at each site
- Title 1 Counselors
- School Psychologists (split sites)
- Child Study Teams (CST)
- PBIS Teams
- Small Groups
- Check In Check Out (CICO)
- Check and Connect
- Wraparound
- Renew
- Individualized Behavior Plans (BIP's)
- Peer Mediation
- Newcomers Club
- Project Graduation
- Alternatives to Suspension Programs

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District Level Tier II/III Support

- MTSS Coordinator
- District Social Workers
- District Climate Leadership Team
- Parent Connection (1x monthly)
- Love and Logic (2x annually)
- SEL Curriculum at all sites
- Threat Assessment Team
- Crisis Team
- Restorative Practices Committee
- PBIS Climate and Culture Fidelity Assessments

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MUSC Commitments

- Strong Relationships
- Equity
- Deeper Learning
- Collaboration
- Innovation

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Engaging Students

Building positive relationships is key in engaging students in any type of individualized intervention.

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How Do We Build Relationships?

- Establish trust
  - Take time to get to know the student & allow him/her to know you
- Honesty
  - Be truthful, but diplomatic
- Relatability
  - When possible, share appropriate pieces of your life with students to build a relatability factor and help to normalize their situation
- Being genuine
  - Student engagement is only possible when the adult shows a genuine interest in helping
- Respect
  - Meet students where they are, always refrain from judgment, & be respectful

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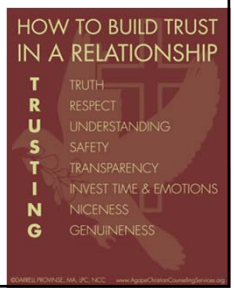
Relationships Take Time

- Plan on **getting to know a student/family** before broaching the idea of an intervention
- Take time to **get to know the student and understand their goals and barriers**
- Explain to all parties that individualized interventions take time and are not a "quick fix"



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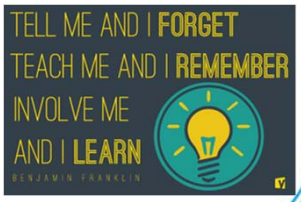
Building Engagement

"Engagement stems from relationships."

"The relationships that we have built (through intervention) allows kids to find support in the midst of trouble and turmoil."

- Bruce Hesse, School Counselor, Mountain View High School



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Processes for Building Relationships w/Students

- Interviewing
  - Motivational
  - Parent/Teacher/Student
- Interest Inventory
- Home Visits
- Mapping

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Interest Inventory & Forced-Choice Reinforcement

Forced- Choice Reinforcement Survey

- A bag of chips. (CN)
- Classmates ask you to be on team. (P)

- Classmates ask you to be on team (P)
- Be first to finish your work (CM)

- Be first to finish your work (CM)
- Be free to do what you like (I)

Scoring Key

Adult Approval (A)
Competitive Approval (CM)
Peer Approval (P)
Independent Rewards (I)
Consumable Rewards (CN)

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Initiating Individualized Interventions

- Student is in the driver's seat
  - The student **identifies his/her own barriers and goals**
  - The student decides **who is and isn't a supportive member of their "circle"**
  - The **goals of the student may not be the goals of the adults**…. and that's okay

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Initiating Individualized Interventions (cont.)

- Facilitate, don't operate
  - Encourage the **student to run the meetings** by encouraging them to **identify and advocate for the things they want to work on** or talk about
  - Taking over or running the meeting in a formal manner can make the student feel as though it is another one of "those" meetings
  - Use examples or guiding questions to **allow the student to come up with their own ideas** and celebrate them when they do

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Initiating Individualized Interventions

Engaging students in their own interventions includes

- Active listening
- Empathy
- Validation
- Encouragement/ Empowerment

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Mapping- RENEW

1) History
2) Who You Are Today
3) Strengths and Accomplishments
4) Relationships and Resources
5) What Works/What Doesn't Work
6) Dreams
7) Fears/Barriers/Concerns
8) Goals

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Judgment Free Zone

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Be the Caring Adult

Video: The Power of One Caring Adult

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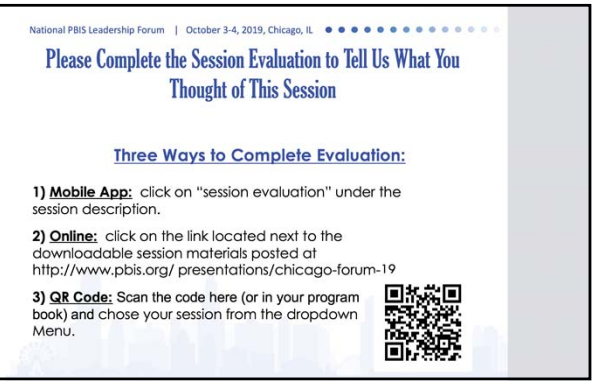

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Contact Information and Resources

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- www.flpbis.org
- www.facebook.com/flpbs
- https://twitter.com/flpbis
- https://www.youtube.com/user/flpbs1

OSEP TA Center on PBIS
www.pbis.org

Association on PBIS
www.apbs.org

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