K3 — Person Centered Planning
Approaches to Enhance Tier 3 Supports

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University of South Florida

Topic: Mental Health/Social-Emotional Well-Being
Key Words: Assessment, Tier 3
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
</table>
| **BE RESPONSIBLE** | ✷ Use a shared action plan for your team  
✷ Complete session evaluations | ✷ Post positive on-topic comments  
✷ Questions for the presenters go in the **POLLS tab** ⇪ | ✷ Add questions before and/or during session |
| **BE RESPECTFUL**     | ✷ Limit distractions  
✷ Follow up on your assigned action items | ✷ Use inclusive language | ✷ Use sincere phrasing  
✷ Complete additional polls **when prompted** |
| **BE SAFE**             | ✷ Take movement breaks  
✷ Be aware of your stress level | ✷ Engage in productive dialogue | ✷ Ask solution-oriented questions |
| For Presenters | ✷ Ensure Files Tab has current materials and related weblinks | ✷ Monitor and remove inappropriate comments | ✷ Identify common Qs to address in final 15 minutes |
**Tips for Participants**

**Chat, Polls, and Q&A**

1. Use **Chat** for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the **Q&A** under **Polls**. Questions for presenters go there.

3. Some sessions have other **Polls or more Specific Questions**. Complete those when prompted.

![Chat Example](image1)

![Poll Example](image2)
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Objectives

• Identify what PCP is and is not
• Understand the rationale for PCP
• Identify PCP processes
• Become aware how PCP can improve individual positive behavior support and organization functioning
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
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
What is PCP?

- Planning Process
- Assessment Tool
- Intervention
- Motivational Activity
- Team Building Process
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
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
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
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
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
Sample PCP Processes

• MAPs
• Personal Profiling
• Futures Planning
• PATH (Planning Alternative Tomorrows with Hope)
• Florida’s Integrated Process
This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

A Multi-Tiered System of Supports
Map for: Anthony
Purpose: Change band membership
Supported by: Dawn, Andrea, Karen, Dave

Who:
- Eric Slater
- Coach Marie
- Asst Coach Gianna

What:
- Facilitate plan

When:
- 1 week
- Today
- Daily
- May 3/07

Intriguing
Interesting
Validating
Supportive
Personal Profile Frames

A Multi-Tiered System of Supports
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?
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
Futures Planning

A Multi-Tiered System of Supports
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

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

Find activities for Dustin to do with peers

Work
Not having to take Dustin to work
Increase work hours
Greg to work flexible schedule

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

Have more time for friends
In One Year...

Home

- Control of behavior; improve sleep
- Independence – toileting, eating, dressing, etc.
- Communicates effectively
- Leisure activities
- Friends visit

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

(Persons support group)

Communication

- Use 10 signs/symbols independently
- Determine use of assistive technology

Friends:

- Teenagers and respite providers
- JAMES
- Joe & Sue
- Peer tutors/partners
- Play and communicate with other children

Activities:

- Ride in car
  - Without keyboard
  - With safety belt
- Decrease behaviors without assistance
- YMCA Swimming
- Park
- Grocery store
- Library
- Drs. Offices
- Restaurants
- McDonalds or Sitdown
- Mall
- Walking
- Shopping
Planning Alternative Tomorrows with Hope (PATH)

A Multi-Tiered System of Supports
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
PATH template

1. Dream

2. Goal

3. Now
4. Enroll
5. Build Strength
6. 1 month
7. 6 months
8. First Steps
“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.”
“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.”
Integrated Person-Centered Planning Process
# Integrated Person-Centered Plan

<table>
<thead>
<tr>
<th>People</th>
<th>Health</th>
<th>Choices</th>
<th>Strategies</th>
<th>Barriers and Opportunities</th>
<th>First Steps</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Places</td>
<td>History</td>
<td>Respect</td>
<td>Hopes and Fears</td>
<td>Themes</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dream 1**

- **First Steps**: 13
- **Goals**: 12

**Themes**

- Respects
- Hopes and fears
Britney's
Person-Centered Plan
How this process works?

- Each team member (family, teachers, administrators, etc) completes a packet before the PCP meeting, filling out the frames that represent and hold value for the focus individual.
- Fill out these frames independently and to the best of your ability based on your relationship with the focus individual.
- During the PCP meeting you will share your important information with your team and discuss each frame more fully.
- This process will allow your team to collaborate in the development of a Person-Centered Plan based on the goals and vision that are important to the focus person and his or her team.
• With this frame we want to help the person identify their dream for the future, including all the ideas, values, people and things that are important to them.

• List anything that is important for the person to realize the kind of life they desire.

- Have friends
- Communicate her wants and needs
- Be independent
- Sleep over her friends' house
- Stay involved with her dance group
- Attend a friend's birthday party
- Have fun!!!
- Go to college
- Stay included
- Stay on grade level
- Join girl scouts
- Live a healthy life
- Stay involved with the church
List the people who are present in the person’s life.
Place their name in the appropriate section of the circle.
Place the name of individuals who are closest to the person in or near the inner circle.

**Family**
- Grandparents
- Aunt and uncle
  - Mother
  - Father
- Gracie
- Mary

**Agency**
- Outside Speech Therapy
- Outside Occupational therapy
  - Teacher
  - Classroom assistant

**Friends**
- Mom and dads friends – Nicole and Bill
- Mrs. Jones – Church
- Jessica – little girl from Ballet class

**Community**
- Up with Downs Group
- Ballet teacher
- Church group
• Indicate activities in which the individual participates in the **school**.

• Indicate activities in which the individual participates in the **home**.

• Indicate places in the **community** that the individual participates on a consistent basis.

• List only 4-5 primary activities in each setting.

**PlACES**

**School**
- Regular classroom activities
- Enjoys the playground with other kids
- Speech and OT
  - Music
  - Library
  - PE

**Home**
- Plays outside on the swing set with her sisters
- Swims with her sisters
- Watches Barney movies
- Eats dinner as a family

**Community**
- Sunday school
- Ballet class
- Church
- McDonalds

- Plays outside on the swing set with her sisters
- Swims with her sisters
- Watches Barney movies
- Eats dinner as a family
Describe the individual's health by listing any positive or negative conditions.

Indicate any medications the individual is currently taking.

<table>
<thead>
<tr>
<th>Medicines</th>
<th>+ Good appetite</th>
<th>- Hearing loss due to middle ear infection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+ Good vision</td>
<td>- Fine motor difficulties</td>
</tr>
<tr>
<td></td>
<td>+ Appropriate activity level for age</td>
<td>- Heart Conditions - pacemaker since age three</td>
</tr>
</tbody>
</table>

None at this time
• Indicate some of the critical events that occurred in the person’s life from birth until today.
• Put a “*” next to any positive events.
• Put a “-” next to any negative events.

**Britney**

**Born:**
- Born 6/23/93 and diagnosed with Downs Syndrome
- Younger sister born. They have a good relationship.
- Middle ear infection - hearing loss detected
- Began Speech Therapy
- Started Preschool. It was a great experience
- Began Kindergarten - school became concerned about behaviors
- In 1st grade - working with PBS project

**Today**
What choices can the individual make within his personal and academic life?
- Identify what choices are presented to the individual within both areas.

### Choices

<table>
<thead>
<tr>
<th>Personal</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Snack</td>
<td>• Books to read</td>
</tr>
<tr>
<td>• Breakfast</td>
<td>• Centers</td>
</tr>
<tr>
<td>• Clothes</td>
<td>• Food during lunch</td>
</tr>
<tr>
<td>• Toys to play with</td>
<td></td>
</tr>
<tr>
<td>• Movies</td>
<td></td>
</tr>
</tbody>
</table>
• List any behaviors or characteristics of the person that cause him/her to gain or lose respect or his/her peers or adults.

• Under “Gains” list those things you really like about the person.

• Under “Loses” list those behaviors that you do not like to see.

**Gains**
- Smart
- Sense of humor
- Friendly
- Reads words
- Good memory

**Loses**
- Hits others
- Throws her alpha smart
- Throws herself on the floor
- Runs around the classroom
- Doesn’t listen at times
What strategies work well for the individual?

What strategies have not been as successful or cause the challenging behavior to increase?

What Works!!!
- Positive praise
- Star system
- Going to the library
- Chocolate
- Computer
- Listening to music
- Going outside
- Barney Toys
- Helper at home or in the classroom
- Tickles
- Rub her back

What Doesn’t Work!!!
- Yelling
- Paper/pencil task
- Anything to do with MATH
- Time-out
- Loud places
- Stern voices
- Scolding her and pointing your finger at her while you’re screaming
• Identify the hopes and fears you have for this individual.

• Under “Hopes” list what is possible if we do the best we can.

• Under “Fears” list what is possible if things do not improve or get worse.

**HOPES**

• Joins girl scouts

• Attend a community recreational (summer) program

• Communicate with others

• Understood by others

• Always successful!!

**FEARS**

• Not understood by other people

• Doesn’t have the appropriate social skills

• Not accepted by children her own age

• Never has a friend

• Behaviors get worse gets kicked out of dance and/or church

• Behaviors get worse and her placement gets changed

• Classroom work will continue to frustrate her she will not be successful
What are some barriers and opportunities for this individual and his/her team?

**Barriers**
- Communication barrier between the team
  - IEP goals are unrealistic
  - Teacher has a difficult time communicating to family that Britney is frustrated with class work
  - Family wants Britney to do the same things (work, activities) as the other children with NO modifications

**Opportunities**
- Supportive school-based team
  - Administrator and school believe in INCLUSION
  - Currently in an inclusive setting
  - Family is very supportive
  - Family follows through with homework, extra activities, practices with Britney, etc..
  - Team has committed to the PBS process
  - Team has Britney’s best interest at heart
• Identify any patterns or themes you found throughout this process.

• List at least one main point from each of the other frames that you want to share with the team.

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**Themes**

**Communication**

• Difficult to understand at times
• Hard time communicating to others
• Expand communication

**Curriculum**

• Too hard for Britney
• Frustrated
• Not successful
• Needs one-on-one assistance

**Peers**

• No friends
• Doesn’t seek attention from her peers
List the goals that you would like to see achieved one year from today.

Think about what might be possible if everyone tries their hardest.

Consider any outcome as long as it is POSSIBLE and POSITIVE.

1. Express frustration appropriately
2. Revise IEP goals and discuss transitions for next school year
3. Increase independence (academic seat work, lunch time, large group time)
4. Have a friend at school
5. Hearing (ear) problems would be resolved - live a healthy life
6. Move on to second grade with peers in an inclusive setting
What actions can be taken immediately?

These steps can be small

1. Do a Functional Assessment to identify why and when she is getting frustrated
2. Plan a meeting with appropriate team members to address IEP goals
3. Implement peer buddy system in class in order to decrease the reliance on the assistant
4. Identify someone in her class that she likes to be with
5. Get ears rechecked by the ENT
Integrated Person-Centered Plan

**People**
- 2 Friendship
- 4 Health
- 6 Choices

**Choices**
- Increase
- Context for BSP

**Strategies**
- 8

**Barriers and Opportunities**
- 10

**First Steps**
- 13

**Places**
- 3 Inclusion
- 5 History
- 7 Respect

**Respect**
- Build on positives

**Hopes and Fears**
- 9

**Themes**
- 11

**Goals 12**
1. Communication
2. Curricular/IEP revisions
3. Increase independence
4. Have a friend at school
5. Health issues
6. Inclusive setting

Friendship, communication, inclusion

Systems issues that can impact success
How PCP enhanced Britney’s Supports

• Typical behavior support plan may have focused on decreasing Britney’s problem behaviors.

• PCP informed plan is broader and included:
  – Developing an effective communication system
  – Developing friendships
  – Providing opportunities for choice
  – Building independence
  – Modifying curriculum
  – Addressing health issues
  – Committing to inclusion
P.A.T.H. Planning at the Organizational Level
IV for 8 Committee Example

• **Region IV** (of 5 State DOE Regions); **Goal 8** of the Goals 2000 (State DOE Goals – Goal 8 Parent Involvement)

• Group of concerned educators and parents, dedicated to establishing and maintaining positive collaborative relationships between families and schools to increase student achievement.

• Informal coalition with no funding or “governing” body
Committee Members

- Compensatory Education
- University of South Florida Faculty
- Family Literacy
- FDLRS (6 offices represented)
- Florida Parent Involvement Resource Center
- Florida Inclusion Network
- Florida PTA
- Public School Districts (6 districts represented)
- Title I
- Region XIV Comprehensive Center, E.T.S.
Goals & Outcomes – Year 1

- Strengthen Goal 8 by requiring schools offer parent-teacher conferences
- Add a teacher competency on working collaboratively with families
- Design a training module for front office personnel in positive public relations
- Hold a regional conference on parent involvement
Goals & Outcomes – Year 2

• Hold conference on parent involvement
• Facilitate curricular infusion of family involvement issues into teacher preparation programs at Florida’s institutions of higher ed.
• Provide training on family friendly practices to all parent-liaisons in Region IV
• Enhance Family Involvement trainings by including “best practices” from around the state
• Create Family Friendly Tips for Principals booklet
Goals & Outcomes – Year 3

- Hold conference on parent involvement
- Facilitate curricular infusion of family involvement issues into teacher preparation programs at Florida’s institutions of higher ed.
- Customize trainings to meet specific needs (ESOL, Migrant, etc...)
- Offer/deliver training to Parent Liaisons
- Create Family Friendly Tips for Principals booklet
How a PATH Planning supported IV for 8

- United a diverse group of individuals
- Established a focus around which resources (including time) were rallied
- Made the “hard to imagine” possible – we dared to dream!

*By the way* – The principal’s booklet turned into a screen saver that was delivered to every school in Region IV of the state.
Sample from the Parent Involvement Screen Saver

Creating effective partnerships between schools, parents, and communities, isn’t just a nice idea.

It’s a necessity!

~Don Davies
PBIS Planning with PATH at the District Level:

- **3-YEAR GOALS (April 2016)**

  - Monitor discipline procedures and documentation within schools and across the district to ensure consistency with interpretations.
  - Increase teacher attendance and decrease teacher attrition through... (Bolded PEARL Strategies)
  - Increase Supplemental & Intensive Level Training & Implementation.
  - Decrease bus referrals by 5% over reevaluation of data (number of bus referrals & number of interventions) using PBIS implementation on the district-wide level.
  - Increase positive community through communication (consult a variety of means).
  - Increase collaboration between Transportation & schools.

**District Path**

- Increase use of PBIS strategies as part of MTSS framework, solving school-wide problems that impact student achievement.

**CURRENT**

- Full integration of PBIS & PBIS for existing PBIS schools
- Providing MTSS/PBIS school support monthly either in person, via phone conference, or webinar.

**ENROLL**

- PBIS is a priority in the nothing else happens without intervention, Behavior-Teaching behavior is essential to learning.
- Student Conduct connection between PBIS (9-12) - stronger than ever.
- PBIS is implemented in every school & continues to improve.

**STRENGTHS**

- State support system improved & needed by teachers to increase implementation fidelity in Middle & High Schools.

**STRENGTHS**

- One District Coordinator & Two Teachers on Volunteer Lists.
- PBIS Team meetings occur on a regular basis.
- PBIS is working to monitor core academic & behavioral targets.
- PBIS is working to increase consistency across schools.
- PBIS is working to increase the overall quality of PBIS implementation.

**6 MONTHS**

- PBIS Coaches will meet with PBIS Coaches to discuss district-wide implementation.
- PBIS Coaches will meet with PBIS Coaches to discuss district-wide implementation.
- PBIS Coaches will meet with PBIS Coaches to discuss district-wide implementation.
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**1 YEAR**

- PBIS Coaches will meet with PBIS Coaches to discuss district-wide implementation.
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- PBIS Coaches will meet with PBIS Coaches to discuss district-wide implementation.
PBIS Planning with PATH at the School Level:

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>NOW</th>
<th>STRENGTHS</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military, control sterile environment</td>
<td>Part of county curriculum</td>
<td>Supportive teachers</td>
<td>Not being able to meet with staff</td>
</tr>
<tr>
<td>Place to put kids-holding tank</td>
<td>Outside visitors</td>
<td>Strong committee</td>
<td>Not having a big orientation for new students like new kids get at the beginning of the year</td>
</tr>
<tr>
<td>Not much learning was taking place</td>
<td>Home schools now visit their students, show them want them back</td>
<td>Incentive program, spirit events, invite district personnel to attend</td>
<td></td>
</tr>
<tr>
<td>Fights</td>
<td>Positive climate, staff leaving, no longer threaten to leave the school after a bad day</td>
<td>Well defined procedures for behavior/serious incidents</td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td>Everyone wants to be here</td>
<td>Staff members are comfortable addressing gray areas with administrators</td>
<td></td>
</tr>
<tr>
<td>Goal has always been to decrease disrespect</td>
<td>Minimal staff turnover</td>
<td>Administrative support-open door policy</td>
<td></td>
</tr>
<tr>
<td>Not all staff respected children</td>
<td>See results with students &amp; staff</td>
<td>Staff is comfortable openly expressing concerns &amp; discussing issues, don’t feel like fingers are being pointed</td>
<td></td>
</tr>
<tr>
<td>Real negative atmosphere, punishment focus</td>
<td>Staff understand how to manage situations, a system in place</td>
<td>Staff is comfortable openly expressing concerns &amp; discussing issues, don’t feel like fingers are being pointed</td>
<td></td>
</tr>
<tr>
<td>Parents did not want there children here</td>
<td>Other schools see Hopper as positive, schools try interventions, kids who come truly need to be here</td>
<td>Staff is comfortable openly expressing concerns &amp; discussing issues, don’t feel like fingers are being pointed</td>
<td></td>
</tr>
<tr>
<td>Others schools did not respect Hopper Center, out of sight out of mind, did not want the students did not return to the home school</td>
<td>More cooperative &amp; supportive when child transitions back to home school, they want input on interventions both behaviorally and academically</td>
<td>More cooperative &amp; supportive when child transitions back to home school, they want input on interventions both behaviorally and academically</td>
<td></td>
</tr>
<tr>
<td>Did not have outside visitors</td>
<td>Kids coming to us with more mental health issues and lot of behavioral issues, need more therapeutic services</td>
<td>Kids coming to us with more mental health issues and lot of behavioral issues, need more therapeutic services</td>
<td></td>
</tr>
<tr>
<td>County office did not visit</td>
<td>All staff better at counseling kids, have mentoring program in place</td>
<td>All staff better at counseling kids, have mentoring program in place</td>
<td></td>
</tr>
</tbody>
</table>

**GOALS**

1. Every other month whole staff for professional development
2. Keep OL consistent with transition next year
3. New student orientation, video tape role plays to show during this time with a focus on bullying
4. Increase attendance, especially those who are truant

**FIRST STEPS**

1. Meet with staff more often at PBS, meet with staff bimonthly
2. Keep OL consistent with transition next year
3. New student orientation, video tape role plays to show during this time with a focus on bullying
4. Increase attendance, especially those who are truant

**DREAM**

- Books
- Children
- Big teacher resource center
- More staff and security officers
- Happiness
- Bright colors
- Hear children
- Well displayed children work
- Own personal laptops for kids
- More parent involvement
- Playground
- Dorms on campus
- Caring loving homes
- Nurturing and loving environment
- Know morals and values
- Music was playing softly
- Gardens and atrium
- Good, healthy foods
- More life skills training
- More realistic expectations for children academically, not completely FCAT focus
- Full time social worker/mental health counselor/psychologist/community liaison
What a PATH did for Districts and Schools

• Brought consensus around the goals of PBIS and a focus for teams

• Helped the teams identify gaps between where they are and where they want to be:
  – Goal – meet with staff monthly/barrier – not being able to meet with staff
  – Goal – new student orientation w/focus on anti-bullying/barrier high level of bullying and lack of regular orientation to PBIS

• Set up the process for achieving the goals
  – The first steps, in 6 months, 1st year, increments of time
Important Person-Centered Resources

The Learning Community

Charting the LifeCourse

National Center on Advancing Person-Centered Systems
Please Complete this Session’s Evaluation

Session #K3 - Person-centered Planning Approaches to Enhance Tier 3 Supports

1. In the Event Platform/App: OR 2. QR Code
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.
Contact Information and Resources

Don Kincaid & Karen Elfner, FLPBIS:MTSS Project

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