



Putting the Pieces Together



Building a Person-Centered System

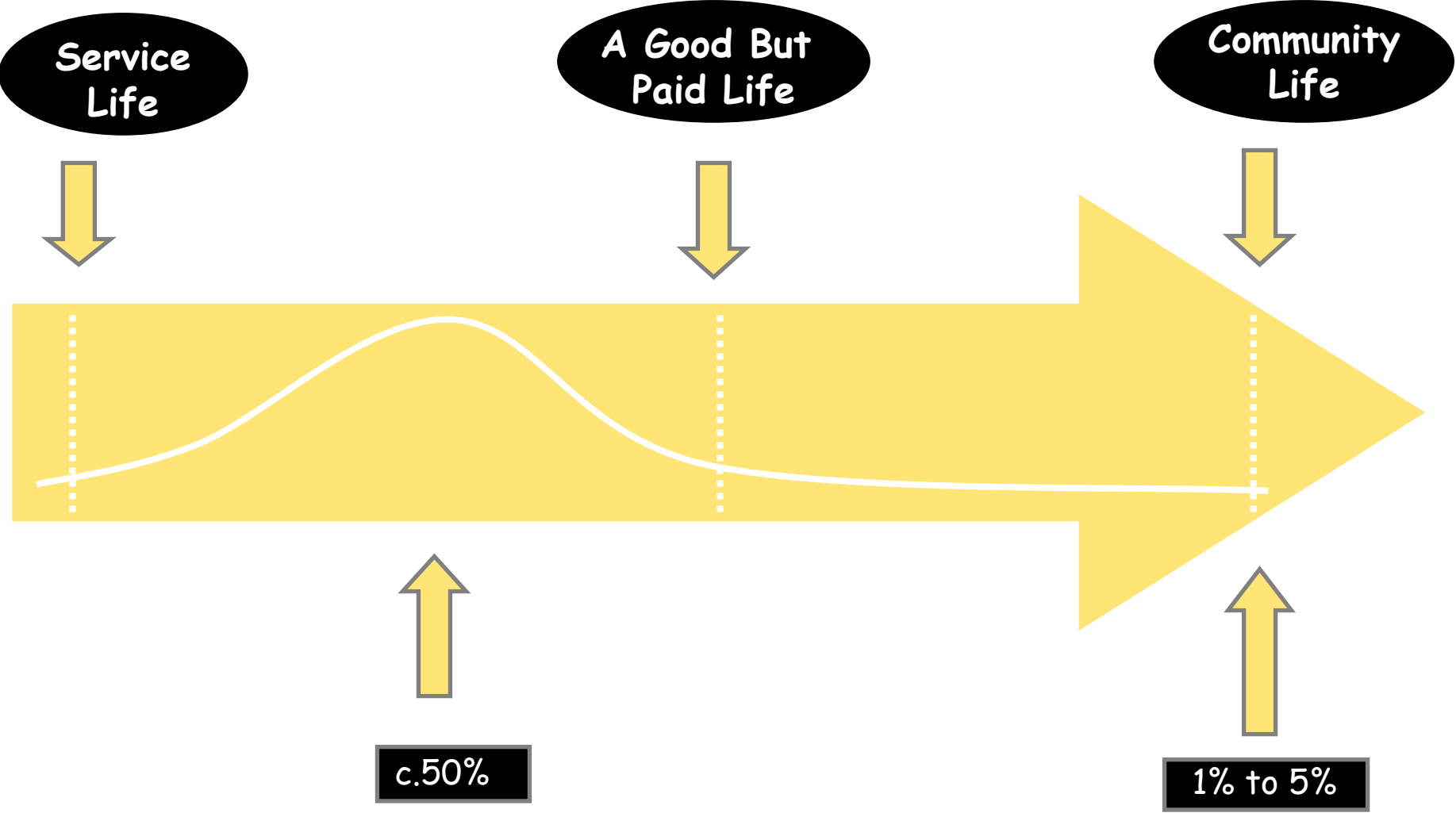
How we got here

- The promise and reality of –
 - Person centered planning
 - Self-determination

We have gone from movement to industry

- 1977 - 20,400 in “small” community settings (6 people or fewer)
- 2006 – nearly 300,000 in “small” community settings

Moving from Service Life to Community Life



We have learned what doesn't work for system change -

- Best practice models don't infect all of typical practice and cause change
- Pilot efforts work but become another program
- The “check box” approach to person centered planning improves the quality of the paper more than the quality of lives
- Change by memo has no effect

What the Project is NOT

- NOT A Pilot Project
- NOT Changing the system “one person at a time”
- NOT Training on person-centered planning

What we are learning about things that work -

- You have to change how people think
 - It has to be everyone - top to bottom and side to side
 - New ways of thinking have to become habits
- Organizational culture has to reflect the values and support the skills
- All of the efforts have to be integrated
- Changing structures and policies has to arise from and reflect the learning

What the Project Is

- Changing behavior
- Re-engineering state systems
 - Priorities
 - Policies
 - Business Practices
 - Financial reimbursement
- Creating knowledge for all states



Systems
Transformation

The Basic Approach:

Person Centered Thinking leads to



Person Centered Practices which lead to

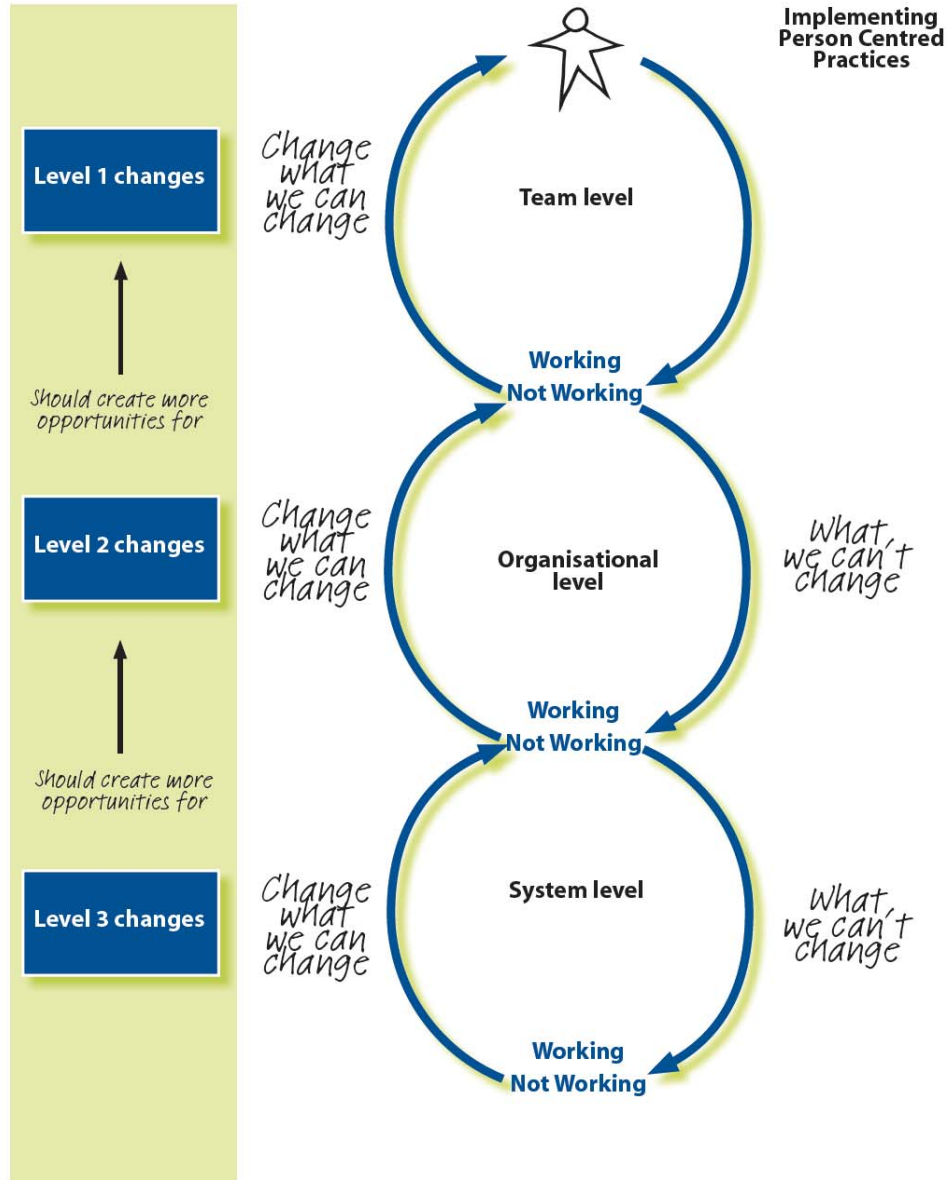


Person Centered Organizations which create



Person Centered Systems

From individual to system change



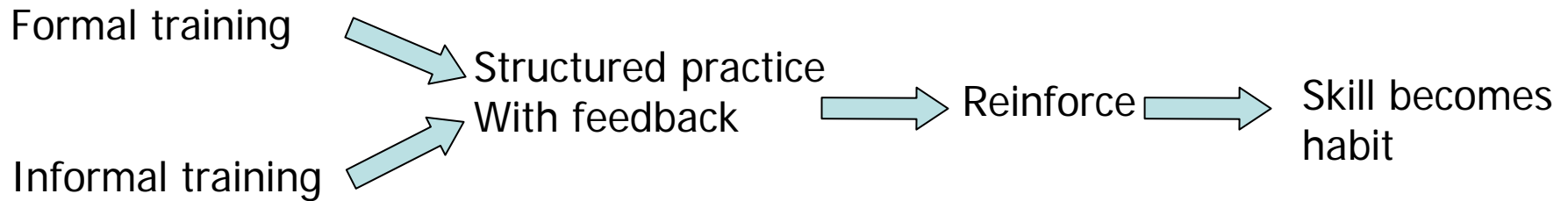
Introduce and apply person centered thinking skills

- Formal training for –
 - All managers – senior, middle, front line
 - Selected direct support staff
 - Key players, the “opinion molders” among the
 - self-advocates, family members, board members, funders, inspectors, service coordinators, etc.

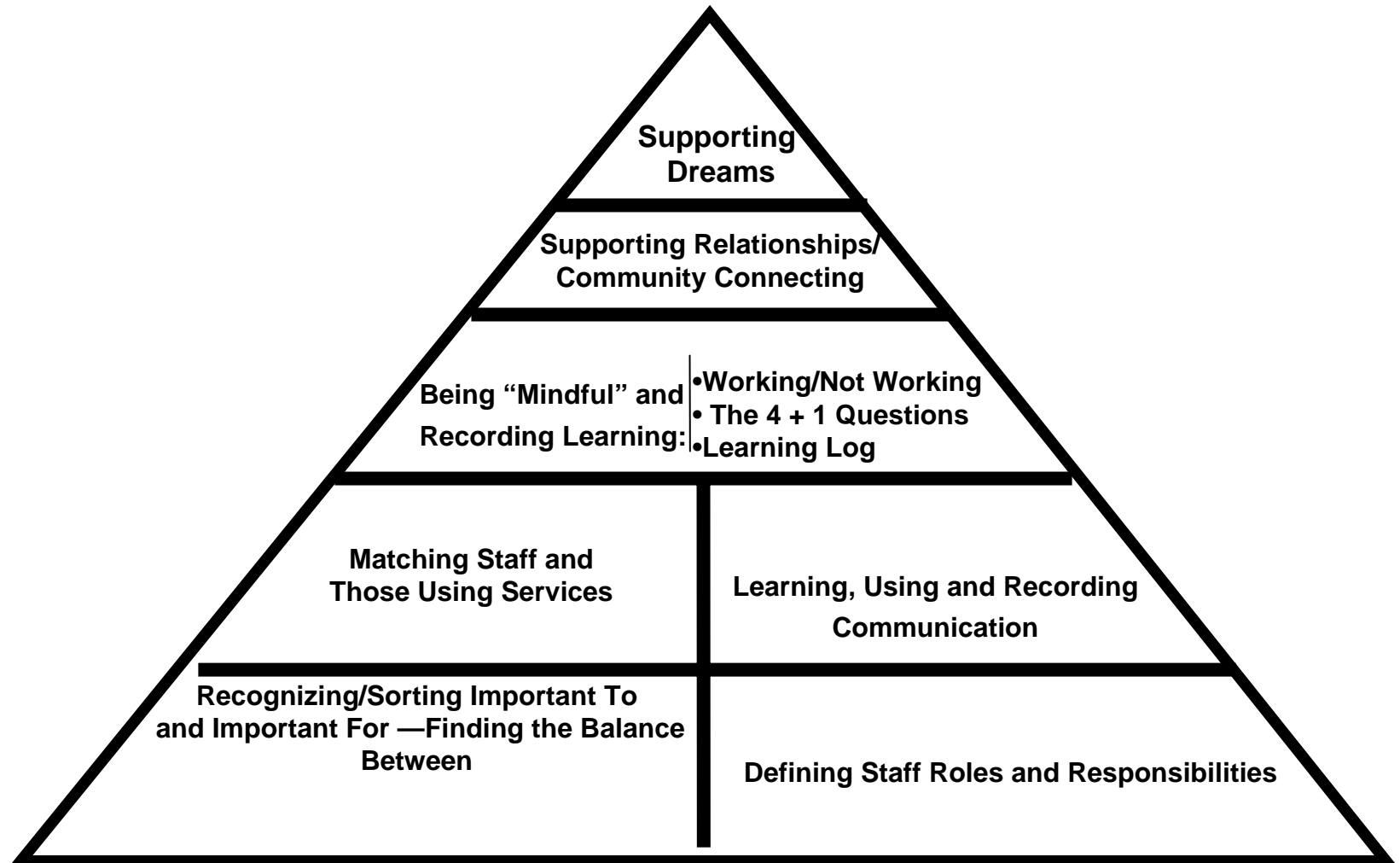
But there has to be more than training

- Training introduces skills
- Without more than training the impact diminishes over time
- Skills are learned but not regularly applied and then largely forgotten
- The remnants of the skills are in the forms that have become empty rituals

There has to be an effort that takes the skills from training to habit



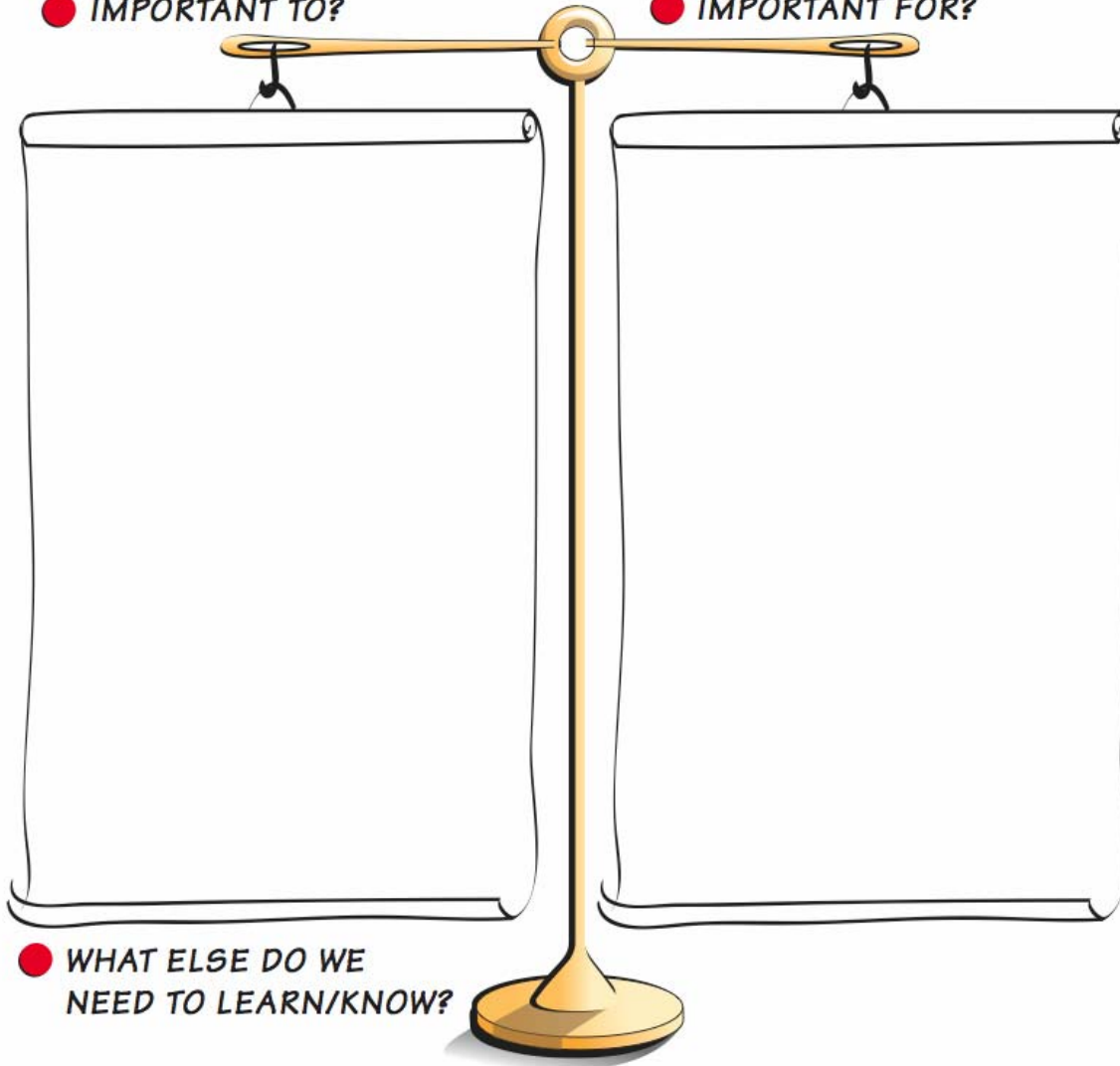
Skills needed to support people



SORTING IMPORTANT TO/FOR

● IMPORTANT TO?

● IMPORTANT FOR?



**● WHAT ELSE DO WE
NEED TO LEARN/KNOW?**

Important to/important for

For the person

- **Helps people get more of what is important to them without ignoring important for**
- **Identifying what still needs to be learned**
- **Helps people make critical decisions only when the relevant information is present**

For the organization

- **Teaches critical thinking**
- **Reinforces “think before you act”**
- **Helps people feel listened to**
- **Supports an active learning culture**

Components

Level 1: *Change in day to day practices that impact the person's life and their relationships with paid staff.*

Who: Identify 10 to 20 coaches in each geographical area

Activity: Coaches meet 1 full day every other month for 2 yrs.

- Learn person-centered thinking; practice using new tools
- Do it on the job and return to process the experience, get feedback and guidance
- Identify what's getting in the way...take to Leadership Team

Components

Level II: Change at the organizational level – policy, processes, rules and infrastructure

Who: Identify leadership team that includes provider execs; support coordination directors; state managers

Activity: Leadership team meets every other month for 2 yrs

- Coaches attend and identify what's getting in the way
- Leadership Team makes decisions that remove barriers
- Leaders implement plans of action to remove barriers

Components

Level III: Changes that require the involvement of leaders from the State Administrative Agency to approve and implement system-wide policy, process and rule changes in order to embed person centered practices into the larger system's infrastructure.

1. System policies
2. System business processes
3. System rules

Community of Practice

- **Teleconference calls**
 - Coaches
 - What has worked?
 - What barriers have you identified
 - Leadership teams
 - What barriers have you identified?
 - What changes did you make?
- **List serve**
 - for coaches
 - for leadership teams
- **Web Page for model documents; tools; reports; other products**
- **Face to Face event each year**

Evaluation

- **Impact of person-centered practices on individual outcomes**
 - Numbers and percentage of:
 - Individuals and their families and/or advocates who report meaningful levels of involvement in the development of plans
 - Plans that are implemented using person-centered practices
 - Individuals whose needs are met through practices, as defined by including what is important *to* them and what is important *for* them
- **Impact of “Becoming a Person-Centered Organization” model on supporters/professionals**
- **Impact of Community of Practice on participants**

Commitment

- State directors directly engaged
- “Right people in the room”
- Not to add to the cynicism
- Consistent involvement of leaders
- Be ready to respond to requests from the coaches

Size of the effort - US

- 6 states in the CMS consortium
 - Georgia, North Carolina, Virginia, Tennessee, South Dakota, Oregon
- Colorado (DDC funding)
- California (2 regional centers)
- North Carolina long term services with CMS funding
- Over 40 community agencies participating

International effort

- 7 sites in the UK
- 2 sites in Australia

Learning from current efforts

Discontent is the engine of change

- Good plans create a kind of mirror – they reflect how people want to live
- Discontent comes from comparing what is with what could be
- There are 2 kinds of discontent –
 - Optimistic, and
 - Cynical

Above all -

- Do not contribute to cynical discontent

The efforts work - but

- Training by itself is the “rock in the pond”
- Coaches are effective but without active support hit a glass ceiling
- The degree of support of local leadership determines the amount of change
- System leadership determines how hard local change is and how far change spreads

Quality has to be designed in

- When it doesn't work it is either the system or the culture – rarely the people
- Do you have an effective/efficient system or a bunch of parts that don't work well together?
- Are you trapped in blame culture while talking about a learning culture?

Change Efforts that Lead to Person-Centered Services and Supports

- Formal training for -
 - All managers - senior, middle, front line
 - Direct support staff
 - Key "opinion molders"
- Actively support pervasive and routine use of the skills
- Make and celebrate level 1 changes
- Create optimistic discontent

person centered thinking skills

- Begin with the ground rules for partnership
- Use "positive and productive meetings" skills and techniques
- Develop person centered teams with person centered team plans

person centered approaches and practices

- Early identification and subsequent tracking of quality indicators - especially those relating to the lives of those supported
- Aggressive efforts to reinforce person centered practices and improve organizational efficiency -
- Review of processes and structures
- Ruthless review of all paper requirements

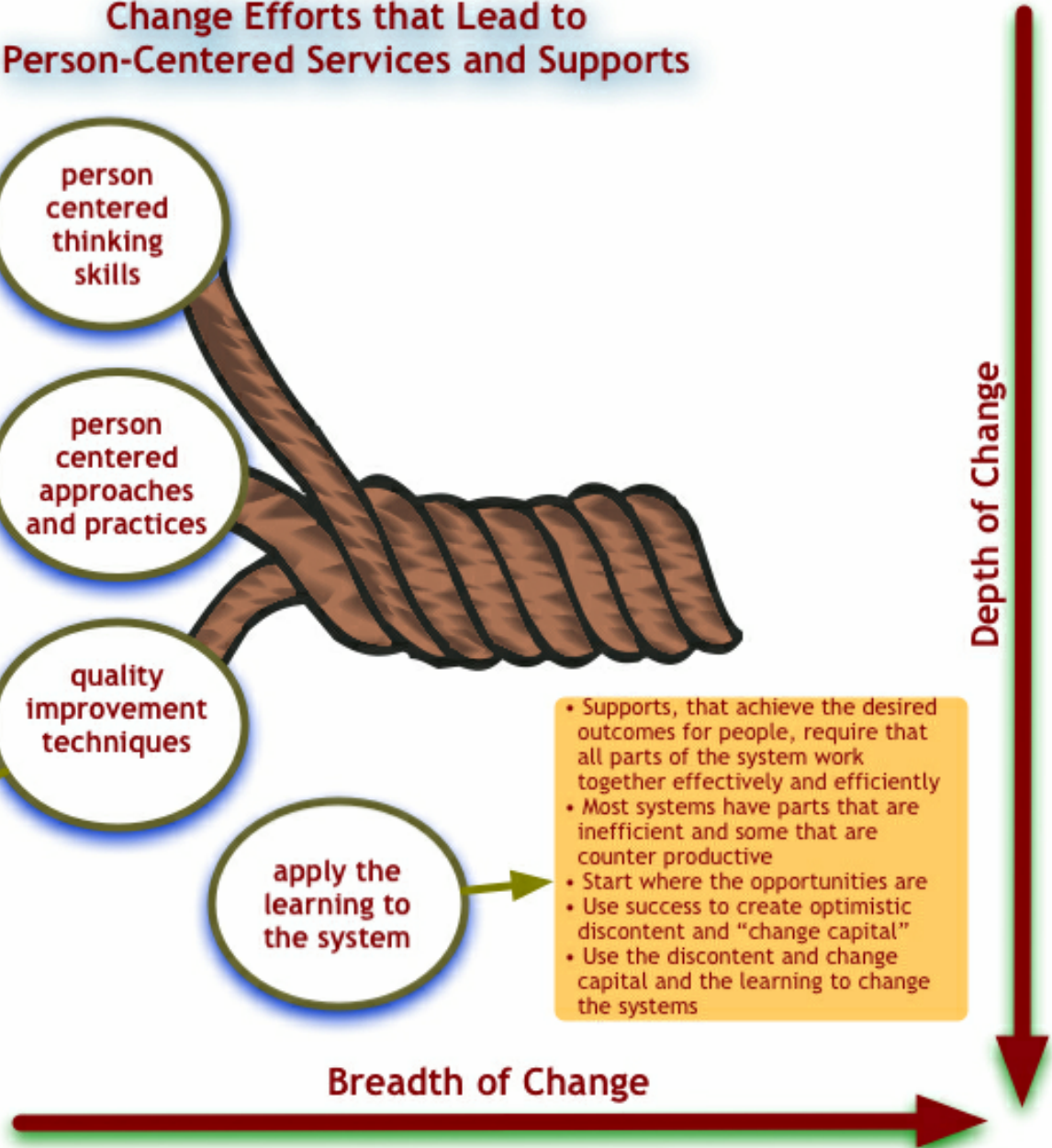
quality improvement techniques

apply the learning to the system

- Supports, that achieve the desired outcomes for people, require that all parts of the system work together effectively and efficiently
- Most systems have parts that are inefficient and some that are counter productive
- Start where the opportunities are
- Use success to create optimistic discontent and "change capital"
- Use the discontent and change capital and the learning to change the systems

Depth of Change

Breadth of Change



Advice for organizations

- Begin with clarity and commitment
 - Clarity of where you want to go and
 - What it takes to get there
- Focus on leadership
 - Get commitment or don't do it
 - Have the right people in the right seats
 - Formal and informal leaders
 - System leaders

Advice for organizations

- Use stories and data
 - Stories inspire, instruct, and inform
 - Management by fact
- Start where you are
 - Be willing to look and listen to what is working and not working right now

Advice for organizations

- Be patient, change that sticks takes time
 - Everyone needs to learn and use the skills
 - Going from people who work together to teams
 - Building positive culture –
 - Partnership
 - Learning
 - Accountability

Advice for systems

- Systems are made up of organizations
 - follow the advice for organizations
- Look to all of the players –
 - The people who use the services
 - Their families
 - Those who provide the services
 - Those who fund and inspect
 - Those who set policies, make the rules

Advice for systems

- Be mindful
- Know where you are
- Know where the other “players” are
- Start with each where they are – not where you would like them to be
- Recognize that not everyone will be on board at once (and some will join later than others)

Moving forward

- Approach
- Deployment
- Learning/evaluation
- Communication

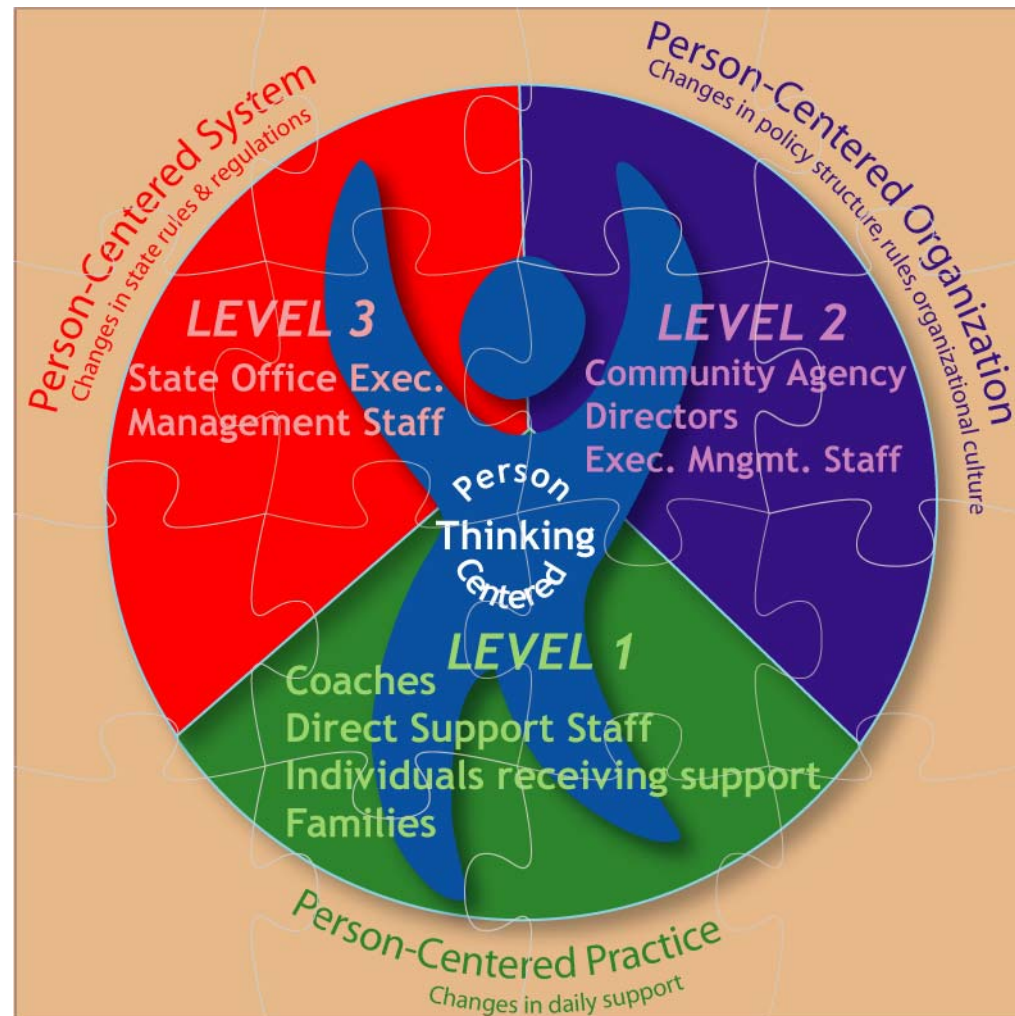
Person-Centered Thinking

Explanation:

Developing a person centered system requires changes at all levels. The changes should be driven by learning about what is working and not working in supporting individuals.

Key info:

Changes that you make in supporting individuals are level 1 changes. The changes needed that you cannot make drive the level 2 changes. Changes that you cannot make at level 2 drive the level 3 changes.



LEVEL 1

Person-Centered Practice



Responsibility:

Identify those things that are important to people who receive support; implement strategies to assure they are present in day to day life. Identify areas where change can happen without permission. Act on those areas

Development:

Person Centered Thinking Training two days for every staff member. Coaches training one day, and coaches support meetings every other month.



Key Players:

Coaches
Direct Support Staff

Individuals receiving support
Family

**Support
Development
Associates**

LEVEL 2

Person-Centered Organization

Responsibility:

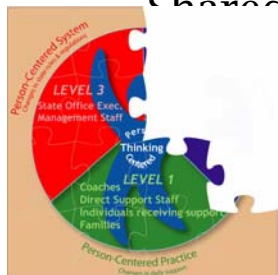
Alter and implement changes to policy, practice, structure, rules, organizational culture, standards or requirements as needed to create a person-centered organization.

Development:

- Initial Leadership participation in Person Centered Thinking Training
- Identification of Success and Outcomes for People Supported, Employees and the Organization based on Vision of Success
- Leadership meetings bi-monthly Supported by SDA
- Shared learning & implementation strategies across locations

Key Players:

Community Agency Directors
Executive Management Staff



LEVEL 3

Person-Centered System



Responsibility:

Collaborate with state agencies to make the necessary changes in policy, practice, infrastructure, rules which impact the presence of person centered practices. Identify and re-design practices that maintain a medical model, functional improvement approach to result in a person centered system.

Development:

- Initial Training in Person Centered Thinking
- Participation in all Leadership Team Support Meetings to identify Level Three changes needed and develop action plans for change.
- Training on quality tools to implement improvement efforts.

Key Players:

State Office Exec. Management Staff



Summary

Person-Centered Thinking

Change driven by learning from the support of each person

- Coaches apply person centered thinking skills and make level 1 changes. The needed changes that they cannot make are brought to leadership.
- Agency leadership makes level 2 changes that create more level 1 opportunities. The needed changes that cannot be made are brought to the attention of the system managers.
- System managers make level 3 changes. The level 3 changes create level 2 opportunities which create level 1 opportunities and the learning wheel continues to turn.

Key Players:

The people who use the services, coaches, agency leadership, system managers

