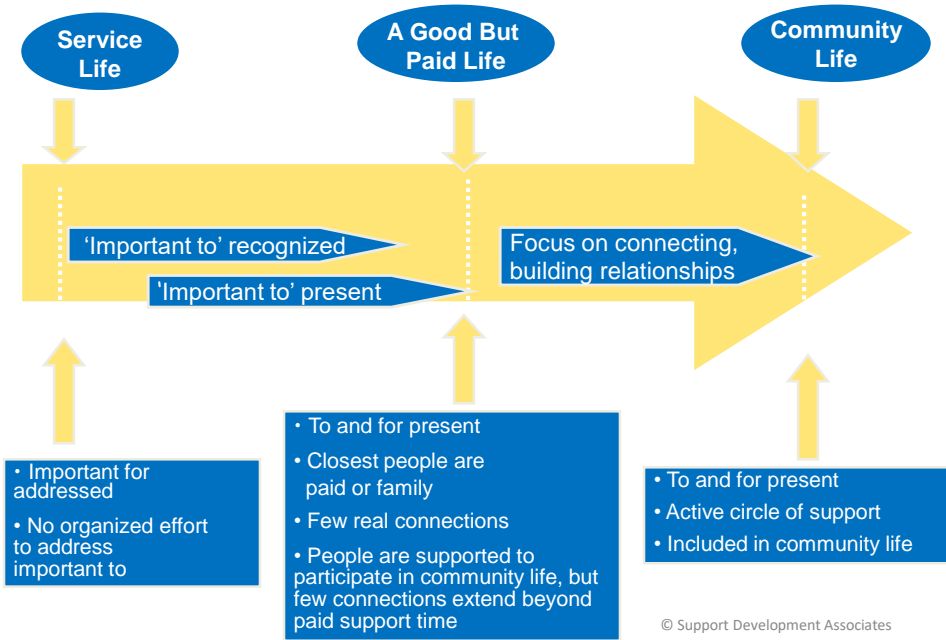# Continuing the Journey
Becoming a Person Centered Organization
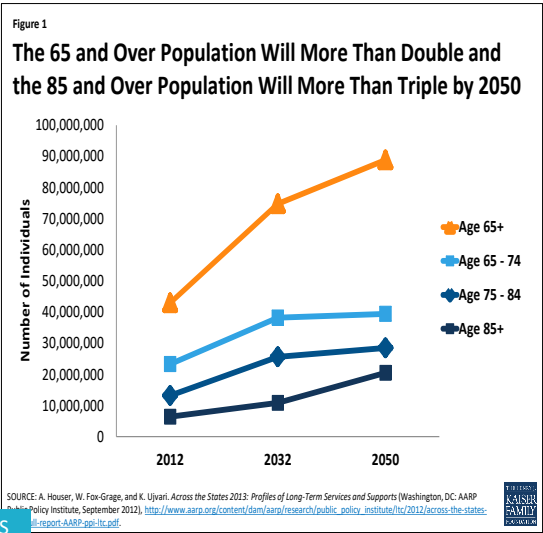
Michael Smull

Support Development Associates

Moving from Service Life to Community Life
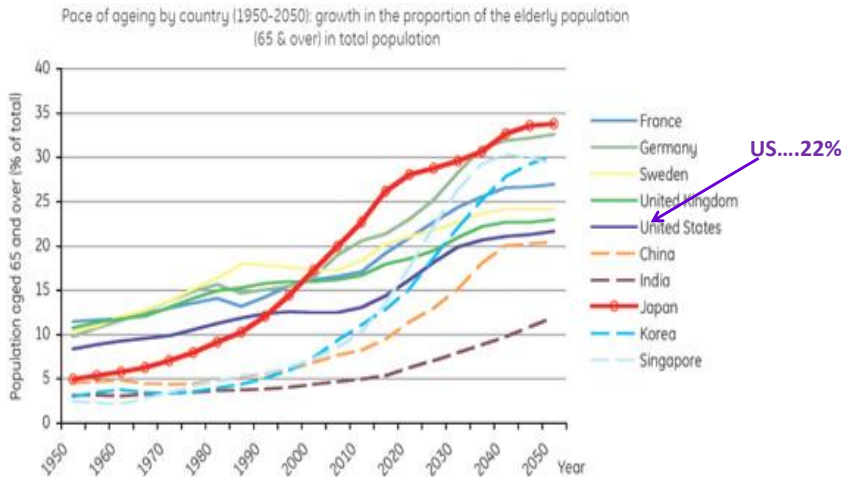

- **Service Life**
- **A Good But Paid Life**
- **Community Life**

'Important to' recognized

'Important to' present

Focus on connecting, building relationships

- Important for addressed
- No organized effort to address important to

- To and for present
- Closest people are paid or family
- Few real connections
- People are supported to participate in community life, but few connections extend beyond paid support time

- To and for present
- Active circle of support
- Included in community life

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Demographics: Demand

Figure 1

The 65 and Over Population Will More Than Double and the 85 and Over Population Will More Than Triple by 2050

SOURCE: A. Houser, W. Fox-Grage, and K. Ujvari. *Across the States 2013: Profiles of Long-Term Services and Supports* (Washington, DC: AARP Public Policy Institute, September 2012), http://www.aarp.org/content/dam/aarp/research/public_policy_institute/ltc/2012/across-the-states-full-report-AARP-ppi-ltc.pdf.

NASDDDS 2016

3

Growth in 65+ by 2050

Pace of ageing by country (1950-2050): growth in the proportion of the elderly population (65 & over) in total population

US....22%

Demographics: Supply

Demand for New Direct-Care Workers Outstrips Number of Women Entering Labor Force (aged 25-54)

New direct-care workers needed, 2010-20   1,615,100

Women entering the labor force, 2010-20   612,350

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NASDDDS 2016

5

It is more than planning

Person centered planning – by itself

Results in

Better paper

More often than it results in

Better Lives

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6

It is also more than isolated examples of best practice.

© Support Development Associates   7

It requires more than training

© Support Development Associates   8
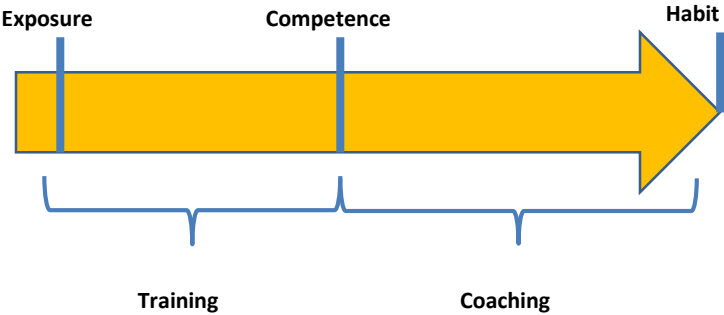
It requires leaders who:

- Listen to coaches
- Act on what they hear from the coaches
- And..

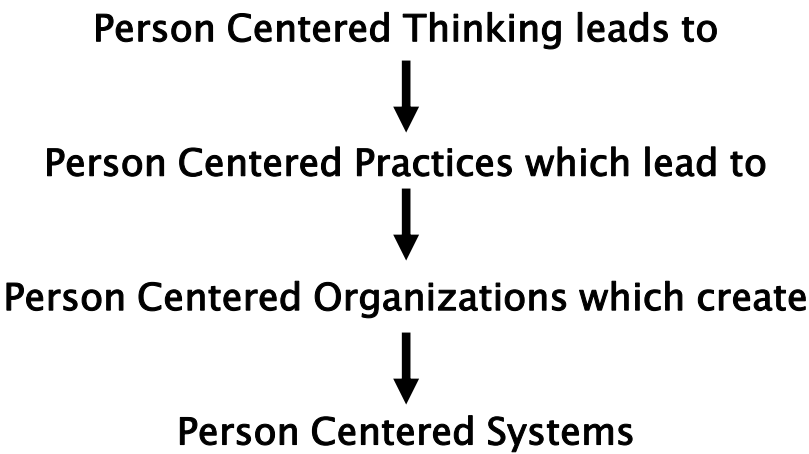© Support Development Associates

9

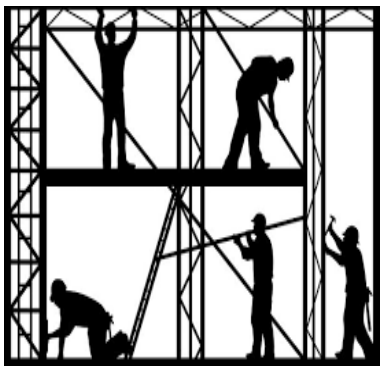# You have to be a change target as well as a change agent

10

The Basic Approach:

Person Centered Thinking leads to

⬇

Person Centered Practices which lead to

⬇

Person Centered Organizations which create

⬇

Person Centered Systems

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The Core Concept of
Person Centered Thinking

"Important To"

"Important For"

&

"The Balance Between"

Provide the framework
to help us look and act
in a different way

© Support Development Associates

It begins with learning how people want to live their life: What's Important **TO**

What is important to a person includes what results in feeling <u>satisfied</u>, <u>content</u>, <u>comforted</u>, <u>fulfilled</u>, and <u>happy</u>.

- Relationships (People to be with)
- Status and control (valued role)
- Rituals & routines (cultural and personal)
- Rhythm or pace of life
- Things to do and places to go (something to look forward to)
- Things to have

Copyright SDA LLC   13

Within that context, Important FOR is addressed

What others see as necessary to help the person

- Be valued (social rules, laws)
- Be a contributing member of their community (citizenship)

Issues of health

- Prevention of illness
- Treatment of illness/medical conditions
- Promotion of wellness (diet, exercise, sobriety)

Issues of safety

- Environment
- Well being (physical and emotional)
- Free from fear (threats, abuse)

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Good person centered planning that is well
implemented eliminates many behavioral risks
and diminishes risk, especially when linked with
positive interventions

But

Those who plan and train must avoid the trap of
"either/or" that is: **happy _or_ safe**.
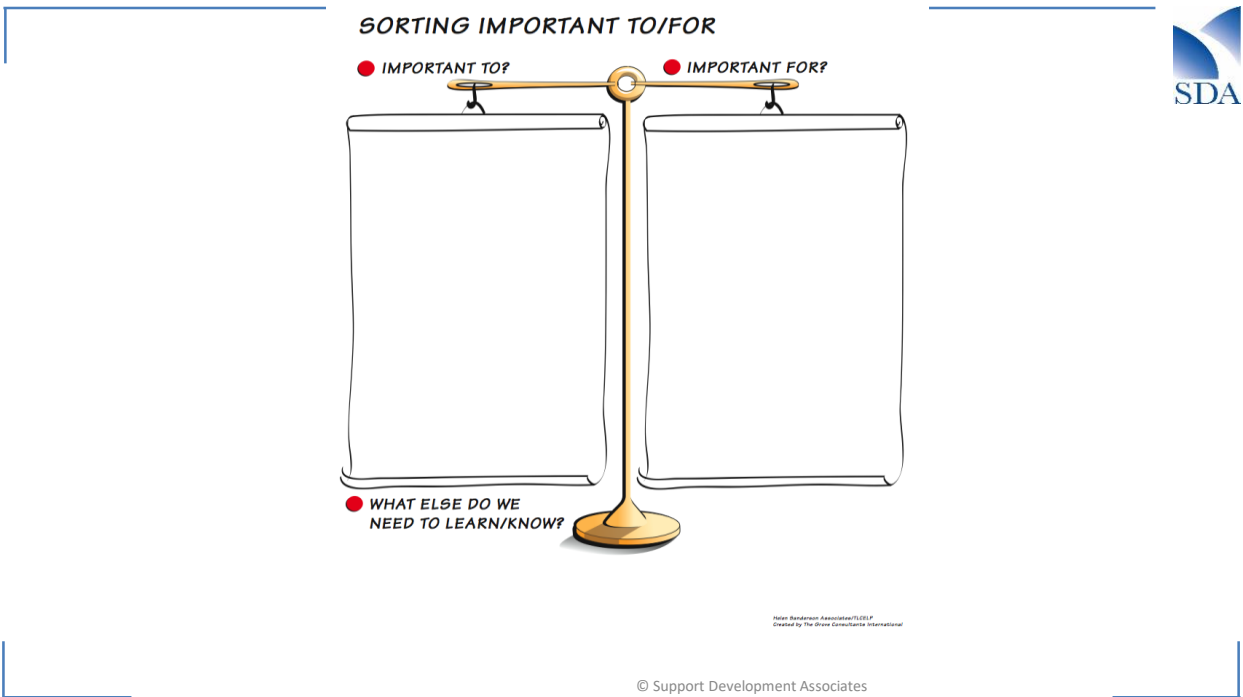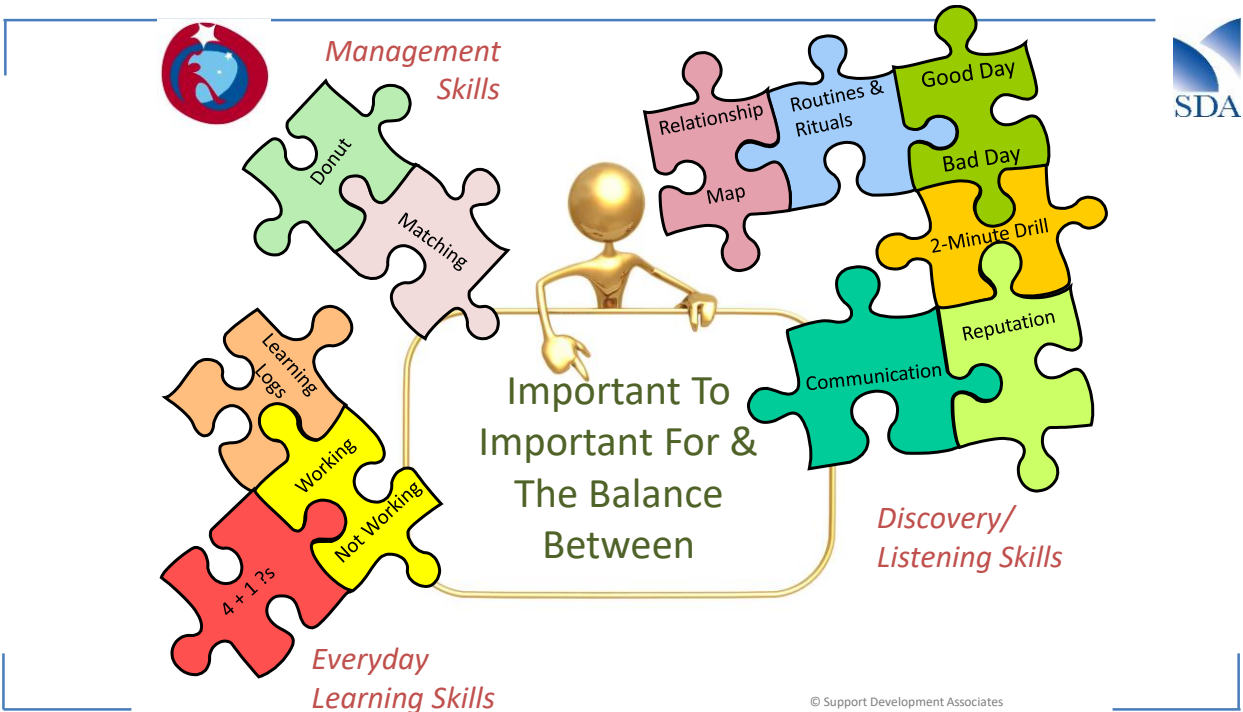
A Good person centered plan assures
BOTH/AND

Important To and For Are Connected

- 'Important to' and 'important for' influence each other

- No one does anything that is 'important for' them (willingly) unless a piece of it is 'important to' them

Balance is dynamic (changing) and always involves tradeoffs:
  - *Among the things that are 'important to';*
  - *Between important 'to' and 'for'*

© TLC-PCP 2012 www.learningcommunity.us

Management Skills

Donut

Matching

Everyday Learning Skills

Learning Logs

Working

Not Working

4 + 1 ?s

Relationship Map

Routines & Rituals

Good Day

Bad Day

2-Minute Drill

Reputation

Communication

Discovery/ Listening Skills

Important To Important For & The Balance Between

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SORTING IMPORTANT TO/FOR

● IMPORTANT TO?

● IMPORTANT FOR?

● WHAT ELSE DO WE NEED TO LEARN/KNOW?

Helen Sanderson Associates/TLCPLP
Created by The Grove Consultants International

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Important To/Important For

For the Person	For the Organization
• **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**	• **Teaches critical thinking** • **Reinforces "think before you act"** • **Helps people feel listened to** • **Supports an active learning culture**

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Rituals and Routines   Workbook Pg. 8

Rituals guide us through our days and bring consistency, comfort and control

- Morning
- Bedtime
- Mealtimes
- Transition
- Birthday
- Not Feeling Well

- Cultural/Holiday
- Spiritual
- Vacation
- Comfort
- Celebration
- Grief/Loss

© TLC-PCP 2012 www.learningcommunity.us

Matching

For each person – what are …

Supports wanted and needed	Skills needed	Personality Characteristics Needed	Shared common interests (would be nice to have)

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Matching staff with those who use services

For the Person -
- Because staff find more pleasure in their work they stay longer (more stability)
- Where there is a good match –
  - People who use services are more likely to have what is important to them
  - New learning about what is important to people is more likely to happen

For the Organization -
- Reduces turnover
- Makes those who use and provide services feel valued/respected
- Helps support "real" relationships
- Decreases likelihood of incidents

© Support Development Associates

© Support Development Associates
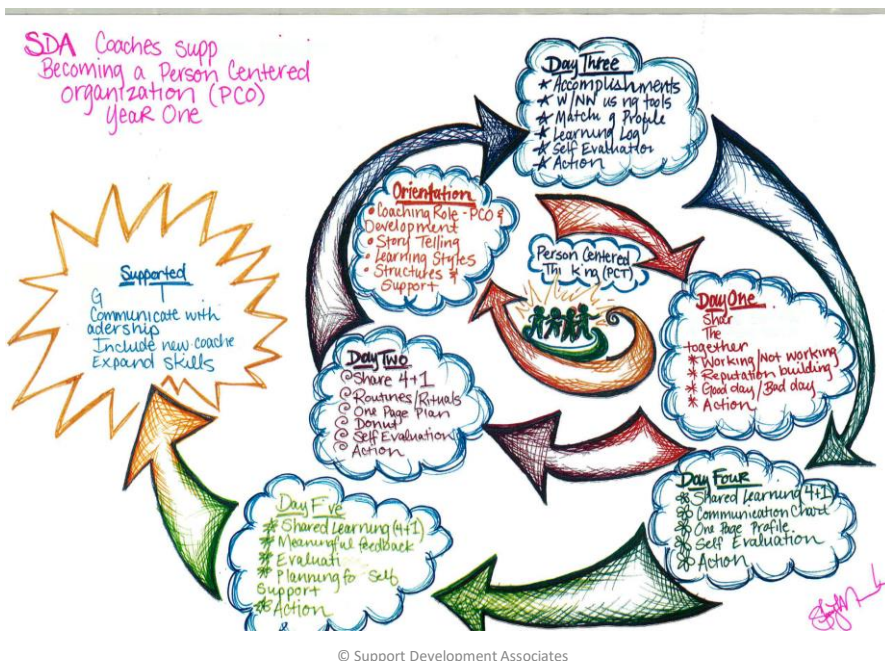
The Coaches Glass Ceiling

- Coaches make the changes that can be made within the current structure
- Coaches also discover things that are not working for those who use services. Things that could be changed but need –
  – Permission
  – A change in agency practice
  – A change in system practice
- Without support in changing what is not working they hit a coaches' glass ceiling

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Organizational Leadership

- Senior managers/Executive leadership

- Key opinion molders/decision makers -
  - Board members
  - Family members
  - Self-advocates

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Organizational Leadership Expectations

- Provide committed, consistent, and sustained support
- Listen to coaches about -
  - What to celebrate or share
  - What to change
- Listen to and look for opportunities to make changes that improves the lives of the people who use the services

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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.
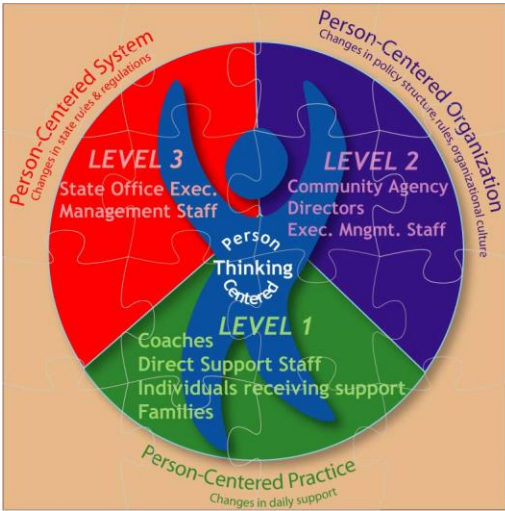
LEVEL 1

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

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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
- learning & implementation strategies across locations

Key Players:

- Community Agency Directors
- Executive Management Staff

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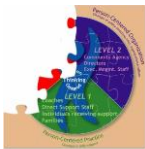
LEVEL 3

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.
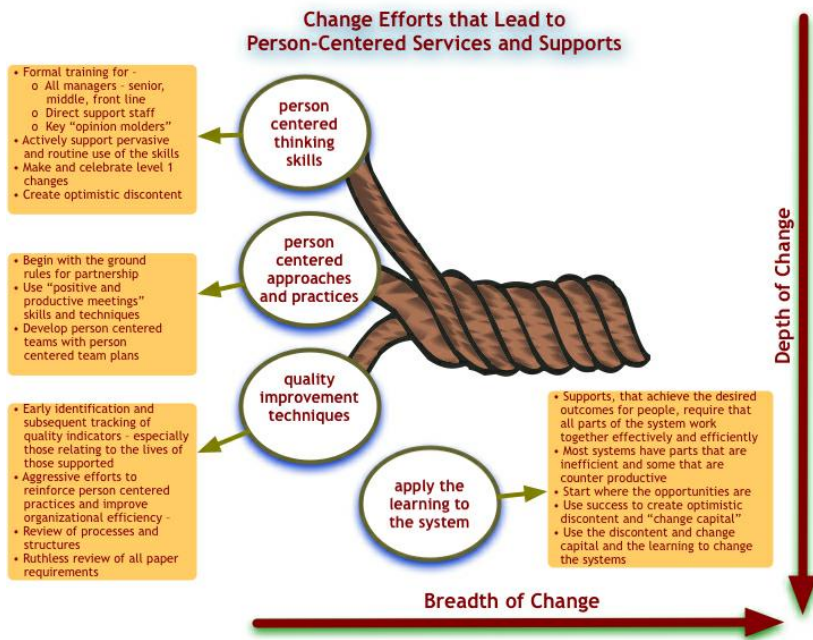
Development:

- 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.
- ning on quality tools to implement improvement efforts.
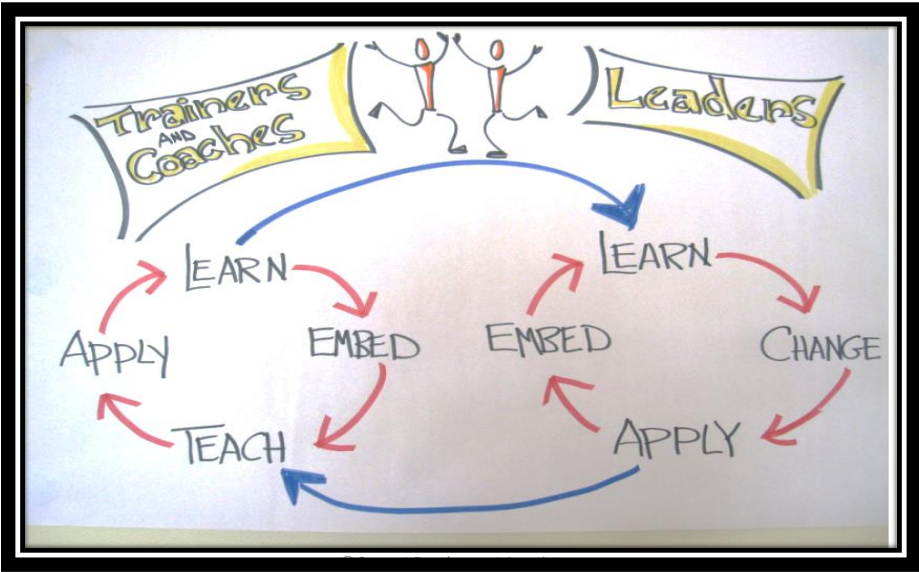
Key Players:

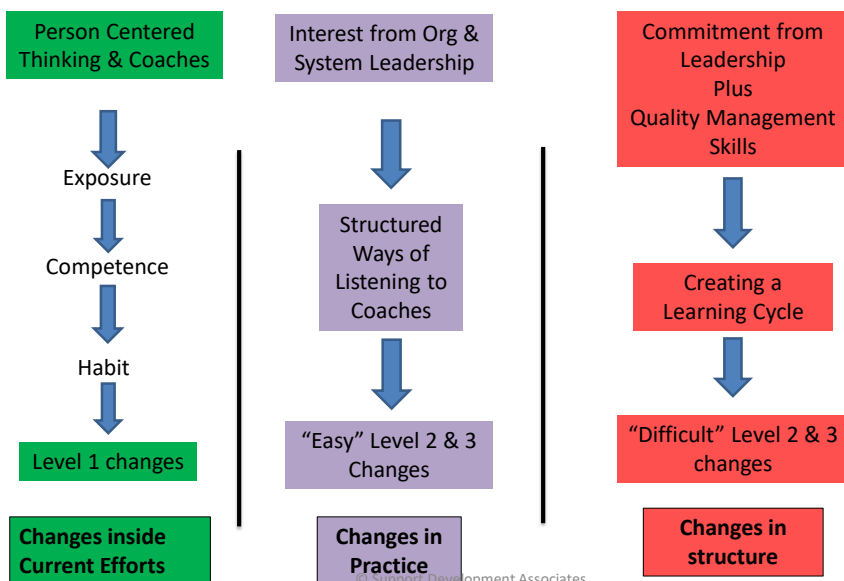- State Office Exec. Management Staff

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Change Efforts that Lead to Person-Centered Services and Supports

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Feedback Loop of PCO Learning

From A Change Agent To A Change Target

Person Centered Thinking & Coaches	Interest from Org & System Leadership	Commitment from Leadership Plus Quality Management Skills
↓	↓	↓
Exposure	Structured Ways of Listening to Coaches	Creating a Learning Cycle
↓	↓	↓
Competence	"Easy" Level 2 & 3 Changes	"Difficult" Level 2 & 3 changes
↓		
Habit		
↓		
Level 1 changes		
Changes inside Current Efforts	**Changes in Practice**	**Changes in structure**

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Active, Integrated Use Of "Quality Management" Skills

- Analyze key processes using process mapping
- Develop "dashboards" to measure progress
- Assess and making positive changes in organizational culture
- Integrate the learning and make changes that last
  – Changing policies, structures, and practices

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What Are Some Of The Benefits Others Have Found?

- Many, many stories on increases in quality of life, reports of increases in scores on CQL measures

- Decreases in behavioral incidents and injuries

- Decreases in turnover – increase in staff satisfaction

- Shorter meetings with better outcomes

- Significantly improved business processes

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