

**SEMINÁŘ
PLÁNOVÁNÍ
ZAMĚŘENÉ NA ČLOVĚKA**

16. ledna 2008

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**v rámci projektu
PRO ZMĚNU**

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Quip
společnost pro změnu



International conference
on Deinstitutionalisation and community living:

comparative perspectives and international implications

15th to 16th November 2007, Moevenpick Hotel, Prague, Czech Republic

Deinstitutionalisation and community living
– outcomes and costs:

report of a European Study



Volume 1: Executive Summary

Jim Mansell, Martin Knapp,
Julie Beadle-Brown and Jeni Beecham

Person-centered planning can contribute to best practice strategies for deinstitutionalization



Strengthening the vision of new possibilities in the
community

Sustaining public dissatisfaction with current arrangements



Creating some practical demonstrations of how things can
be better

Reducing resistance to change by managing incentives for
the different actors in the process

"An institution is any place in which people who have been labelled as having a disability are isolated, segregated and/or compelled to live together. An institution is also any place in which people do not have, or are not allowed to exercise control over their lives and their day-to-day decisions. An institution is not defined merely by its size."

We need to build a coalition for change.

We need best practice examples and ways to connect people to them. Not just staff, but also family members & people themselves.

Principles for implementing person-centered planning in the context of de-institutionalization

Act believing that every person is 100% there.

Accept mutual responsibility to learn to...	rather than acting on the assumption
establish communication	“she has no language or awareness”
create conditions for self control	“he is too violent to live outside an institution.”
actively promote wellness	“he is too medically fragile to live outside an institution”

Honor relationships that have a chance of enduring

friends

family

staff who care particularly for this person

(don't forget support staff: cleaners, maintenance people,
food service workers)

by doing the work required to actively involve them in
planning & moving (this may involve re-uniting families)

Build trust through honesty, clear naming of conflicts & differences, respectful disagreement, and a search for mutually acceptable steps

Least drastic assumption

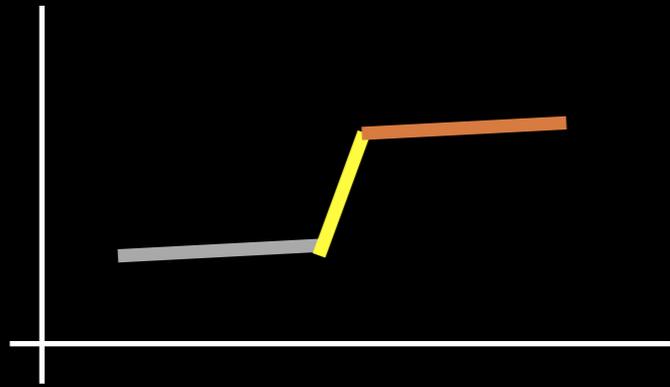
Thoroughly & regularly assess health risk,
don't assume it.

Get world class
expert help for
those at risk of too
little change.

Highest expectations for assistance from
those with specialist knowledge

More educational attainment & seniority
should predict greater flexibility, creativity,
courage to learn & change, and a deep desire
to practice at the world's state of the art

Make the most of the power of
ordinary settings + active support



There is typically a jump in competence in the months following de-institutionalization. Planning that focuses on a desirable community future is usually better done after the person moves.

Don't plan too much too soon...

...create a platform for the
person's emergence &
preserve flexibility

Outcomes of the de-institutionalization process

What do we want to conserve through the move?

Relationships (Who loves, who has stood up for, who knows, who enjoys?)

Family

Friends

Allies

Health (HRST)

Practical knowledge of how to assist

The person's story, especially knowledge of capacity, interests, & dreams

Prized possessions

...

What do we want to create through the move?

As much trust & safety as possible

Stronger or new relationships – retrieved or begun

Path to health improvement

Greater competence in assisting

- New ways of understanding

- New skills

- New technology

A platform for discovery

Flexibility

...

One way to look at decreasing social exclusion through
deinstitutionalization

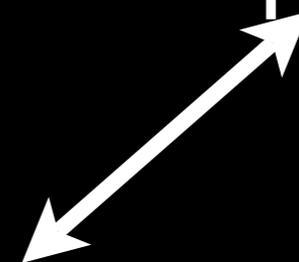
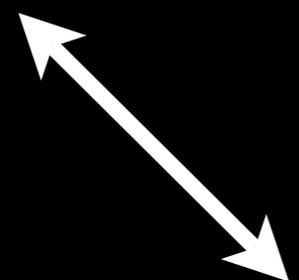
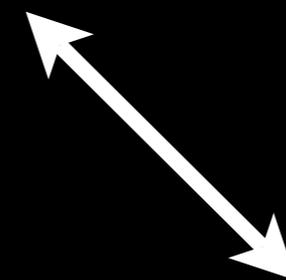
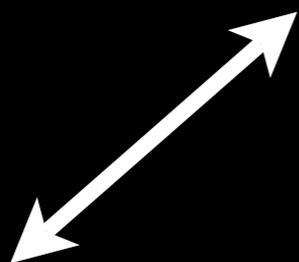
Institutional Process

Person managed as one of a group for compliance to external standards & staff convenience

Low expectations for development & contribution (hidden hope)

Social distance (hidden positive relationships)

Poor understanding of impairments > assistance that limits person (ignored things that work)



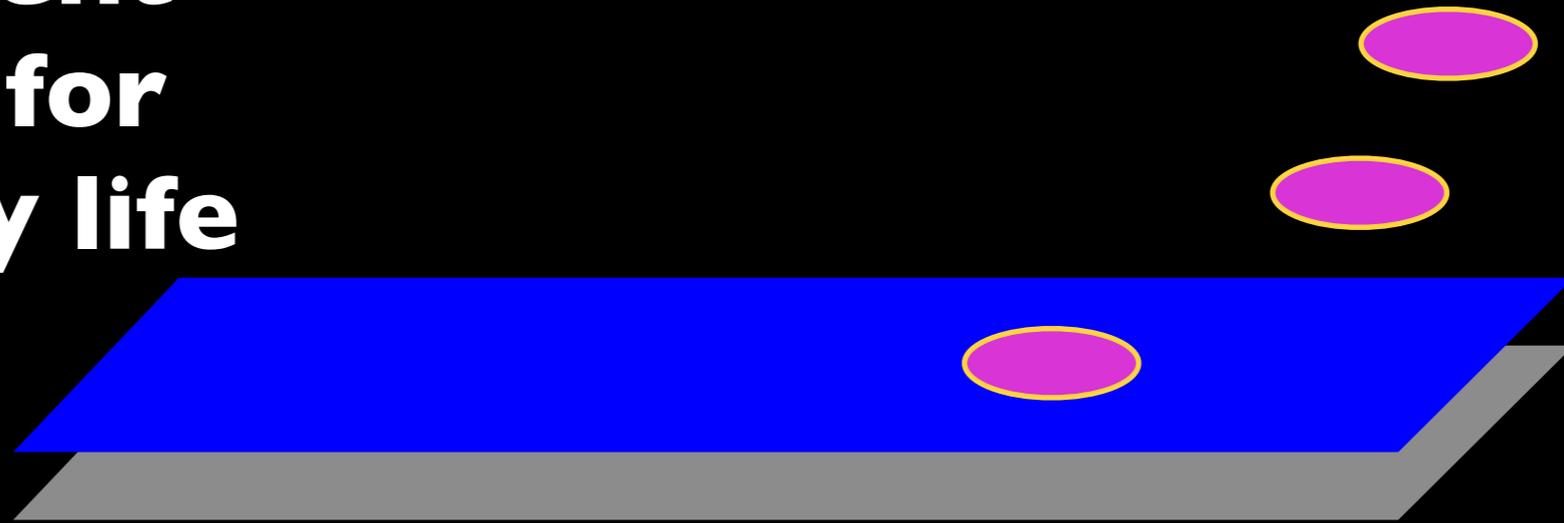
To a
platform for
community
life

Valued roles & good relationships
with people with DD, staff & family in
service settings

From
inhibiting
environment

**First
developmental
step for the
service system**

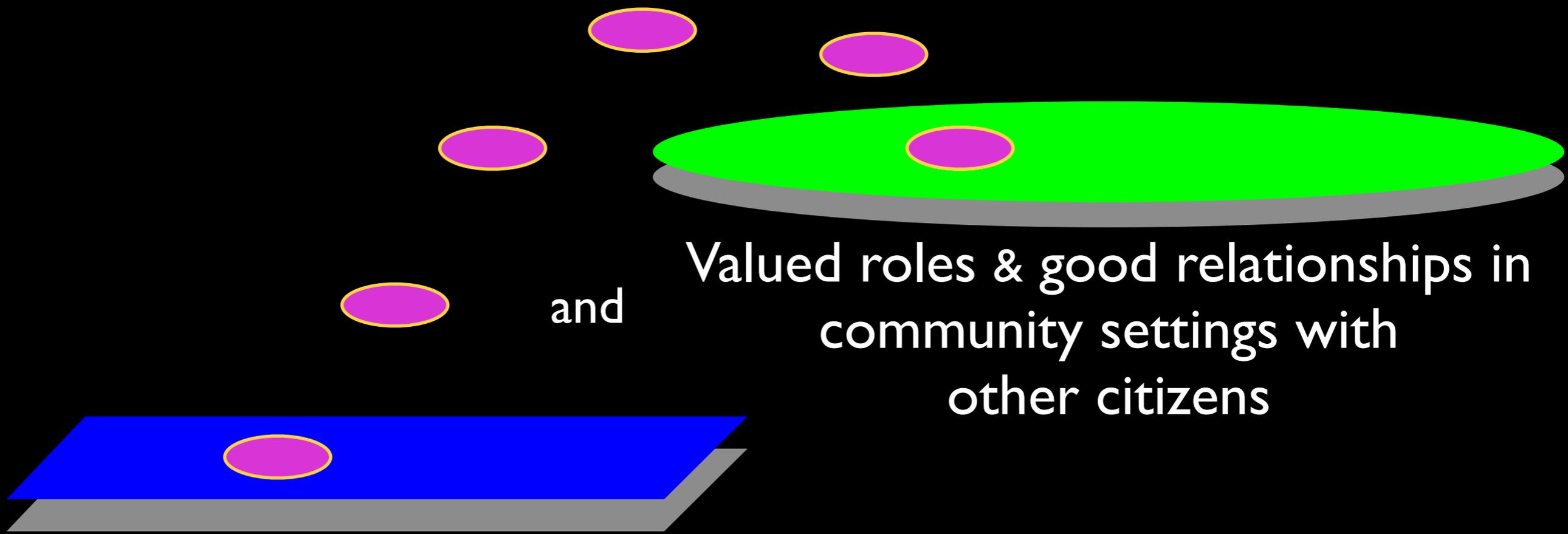
Learning to create a competent platform for community life



Springy: support that encourages people to maintain their roles & relationships AND move into new roles & relationships in ordinary community life



Sticky: support sufficient only to allow people a comfortable existence at the margins of community life



Valued roles & good relationships
with people with DD, staff & family

Valued roles & good relationships in
community settings with
other citizens

Three qualities: deep listening, capacity thinking, & social learning are the foundation of any approach to person-centered

If you are going to work with me, you
have to listen to me.

And you can't just listen with your ears,
because it will go to your head too fast.

If you listen slow, with your whole body,
some of what I say will enter your
heart.

–Christine Meyer

Capacity Thinking

The art of discovering
what people can contribute
to community life

ways to embody their
contribution



Social Learning happens when we take responsibility for reducing a tension between a desirable future & current reality. This takes honesty and courage, so person-centered planners must look to their own personal support system.

I honestly cannot recognize a single gift in this particular person

I accept that good support is built on an appreciation of a person's gifts

One step I can take toward creating conditions that will disclose this person's gifts

Essential Lifestyle Planning (ELP) assembles some useful tools to guide a person's move to the community.

important TO

important FOR

need to learn

at this
time/
place

when
this
happens

we
think it
means

and we
do this

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Not Our Paid
Responsibility

Use Judgement
& Creativity

Core
Responsibilities

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The Learning Community
for person centered practices

The Learning Community for Person Centered Practices

envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. This site helps us foster a global learning community that shares knowledge for that purpose. All are welcome here to share and learn.



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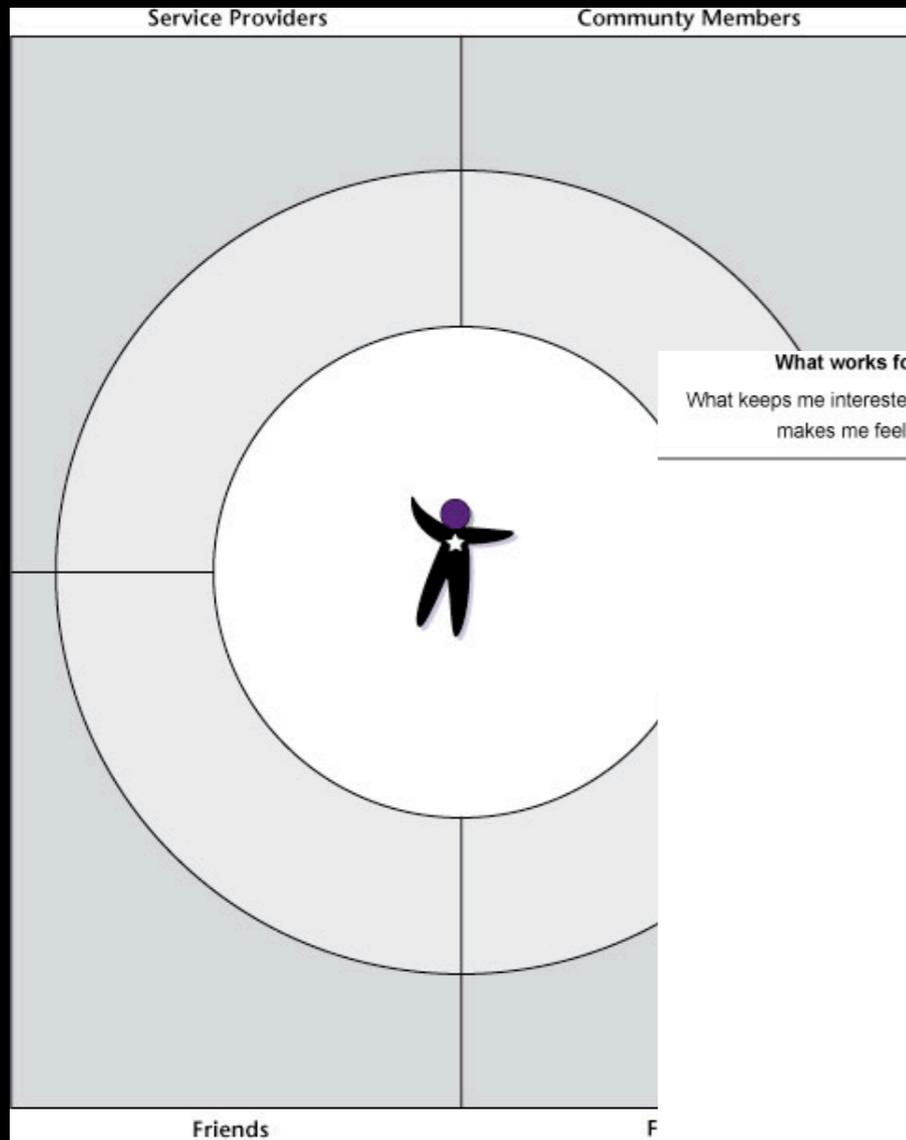
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Learn more
about ELP. Read
sample plans.

www.elpnet.net/

There are several other approaches to person-centered planning: MAPS, PATH, Personal Futures Planning, and others

My People

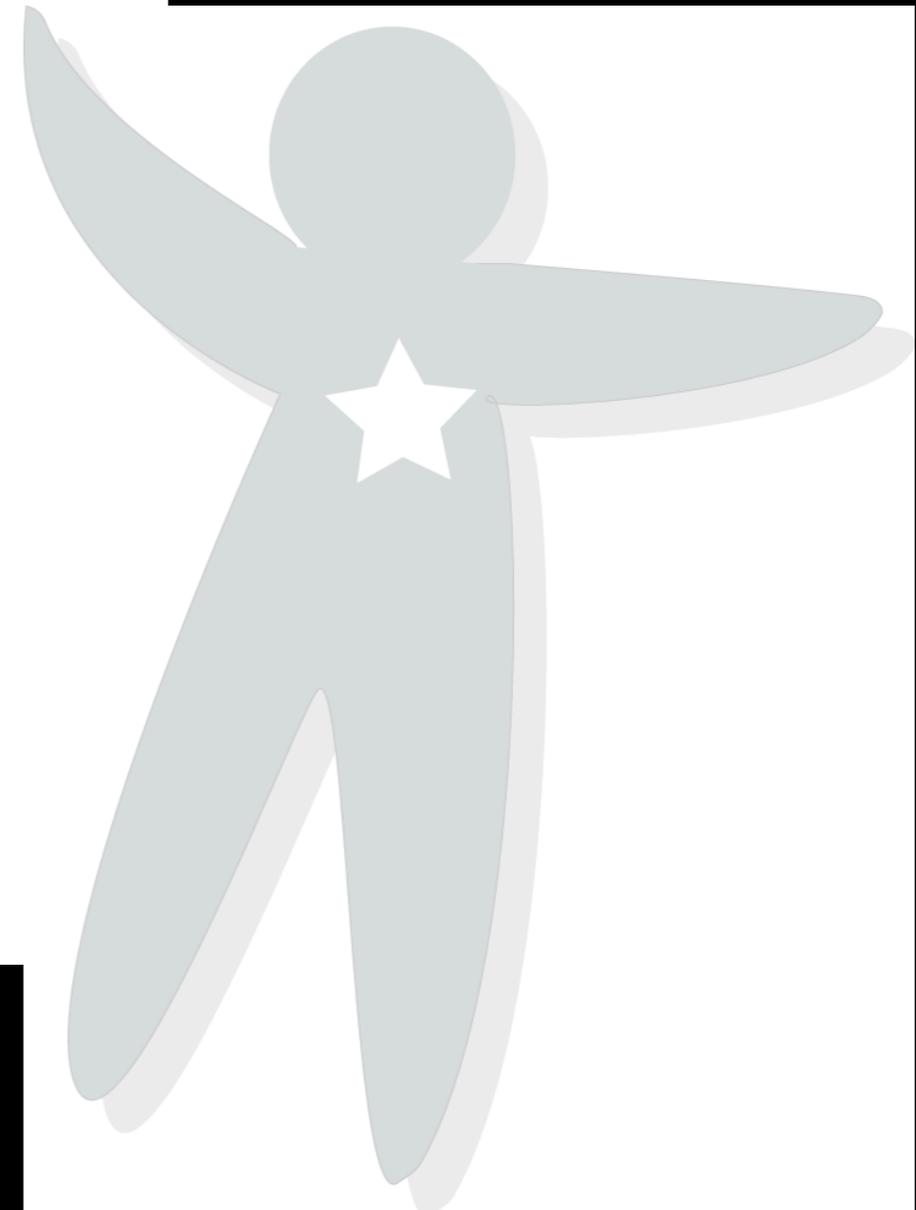


From: *Make a Difference*
www.inclusion.com

My Style

What works for me? What keeps me interested, energizes me, makes me feel alive?	What does not work for me? What makes me mad or upset, puts me off, shuts me down, bores me?

My Gifts



To learn more:

Together We're Better ▪ All Means All ▪ Inclusion Means WITH - Not Just IN



INCLUSION
.COM

INCLUSION PRESS

Person Centered Planning
and Resource Material

INCLUSION NETWORK

Workshops and Training Events
for Inclusion: TSI 2007

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www.inclusion.com

For information on self-directed supports www.in-control.org.uk/

For information on the Health Risk Screening Tool & other health promotion materials: www.mcgowanconsultants.com/hrst.htm

For information about directly supporting people with challenging behavior: www.dimagine.com/page5.html

For information on policy to shape effective supports for people with challenging behavior or mental health needs: www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_080129

Papers by John O'Brien and Connie Lyle O'Brien: <http://thechp.syr.edu/rsapub.htm> and <http://www.inclusion.com/jobrien.html>