

The Role of Person-Centered Planning for Employment Support

**Happy New Year
2024!**

National Community of
Practice (CoP) Webinar Series

January 9, 2024



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*This presentation was prepared by The Lewin Group/
TASH under the Administration for Community Living
(ACL), Administration on Disabilities (AoD)
Contract HHSP2332015000881 / 75P00120F37007*

Thank You for Joining us for Today's National Community of Practice (CoP) Webinar

Our program will begin
promptly at 3:00 PM ET.

Until then, please sit back and
enjoy the music!

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Maximizing Your Webinar Participation: *Zoom Tips*

- **Audio Settings:** You can change your [audio settings](#). You can also click the upward arrow (^) next to the microphone icon at the lower-left of the Zoom window to change your speaker.
- **Captioning:** Available in a separate browser window by clicking the link to the [following page on Captioned Text](#).
- **Questions:** If you have a question for today's presenters, please type it in the Q&A box at any time during the presentation. Open the Q&A window, type in your question, and then press "send." You will receive a response in the Q&A window, or the question will be answered live.

Agenda

- Welcome
- Speaker Introductions: National Center on Advancing Person-Centered Practices and Systems (NCAPPS)
- Presentation: The Role of Person-Centered Planning for Employment Support
- Question and Answer (Q&A) Session
- Closing

Speaker Introductions



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NCAPPS



Kate Brady
NCAPPS

The Role of Person-Centered Planning for Employment Support

January 9, 2024



NCAPPS is funded by the Administration for Community Living (ACL) and the Centers for Medicare & Medicaid Services (CMS).



Meet Our Team



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The Goal of NCAPPS

To promote systems change that makes person-centered principles not just an aspiration but a reality in the lives of people across the lifespan.

Funded by:

- ACL and CMS since 2018

Priorities:

- Centering lived experience
- Partnering with advocacy communities
- Disability justice and racial equity
- Cultural humility and competence
- Cross-system collaboration



NCAPPS Activities

- [Webinars](#)
- [Learning Collaboratives](#)
- [Resources](#)
- [Technical Assistance](#)
- Social Media: [Facebook](#) and [Instagram](#)
- Monthly Newsletter
 - Email us at ncapps@hsri.org to sign up!

More information can be found at: <https://ncapps.acl.gov/>

SCAN ME



How Do We Think About Person-Centered Practices and Systems?

Negative perspectives on disability has led to a SYSTEMS focus in which:

- Limitations define the person
- Disability is defined by ‘services’ that people become eligible for, based on the extent of their ‘impairment’
- Overemphasis on problems
- Supports are driven by the needs of the system (structure, forms, professional rules and boundaries)

Person-centered approaches:

- Recognize person’s unique capabilities and contributions
- Identify strengths and preferences
- Recognize the challenges of disability in planning for a future life and identify supports

A person-centered system of support builds capacity of each person based on who they are.

Person-Centered Approaches Include Person-Centered Thinking, Planning, and Practice



Person-Centered Thinking

- A foundational principle requiring consistency in language, values, and actions
- The person and their loved ones are experts in their own lives
- Equal emphasis on quality of life, well-being, and informed choice



Person-Centered Planning

- A methodology that involves learning about a person's preferences and interests for a desired life and the supports (paid and unpaid) to achieve it
- Directed by the person, supported by others selected by the person



Person-Centered Practices

- Alignment of services and systems to ensure the person has access to the full benefits of community living
- Service delivery that facilitates the achievement of the person's desired outcomes

Person-Centered Employment Planning

- Having guided conversations around the person's:
 - Employment preferences and desires (i.e., type of organization, remote vs. in-person, working relationship with coworkers, schedule, job duties)
 - Skills, interests, or hobbies that could lead to employment
 - Goals, dreams, and how employment aligns with them (i.e., financial independence, saving for a big purchase)
- Identifying what the person needs in terms of services and supports (natural and paid) to reach their employment vision

Enhancing Person-Centered Workforce Competencies

[Five Competency Domains for Person-Centered Planning](#)

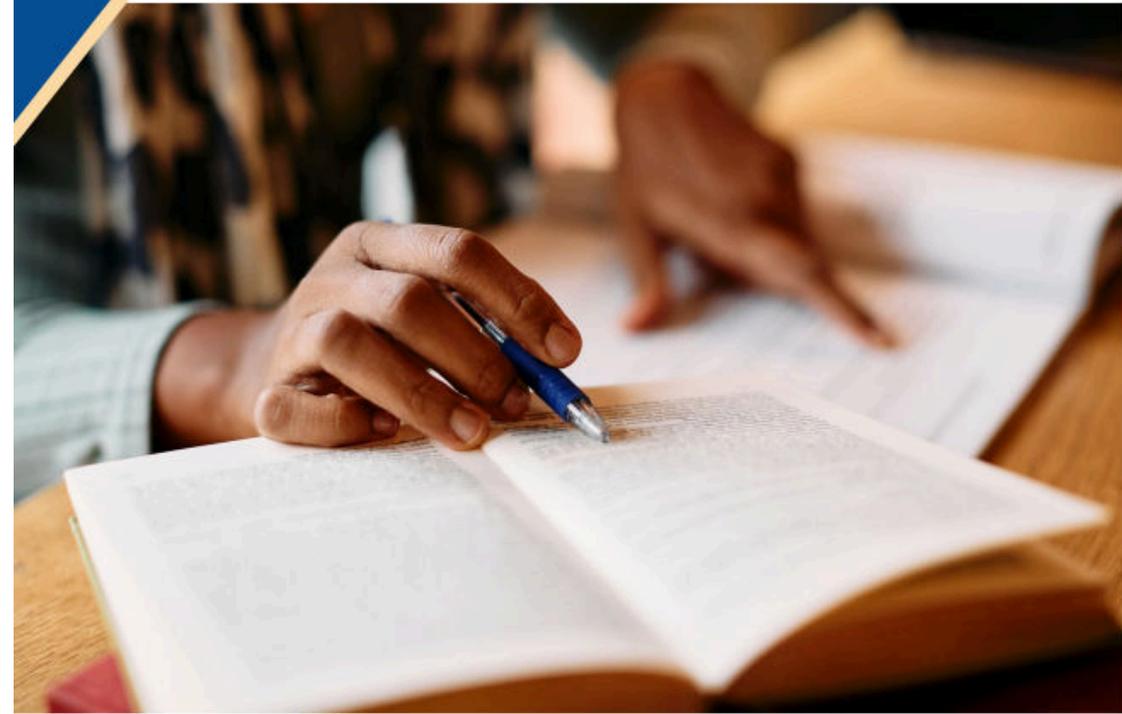
- Plain Language version: [Five Skill Areas for Person-Centered Planning](#)
- Spanish language versión: [Cinco dominios de competencia para la planificación centrada en la persona](#)
- Authored by Janis Tondora, Bevin Croft, Yoshi Kardell, Teresita Camacho-Gonsalves, and Miso Kwak



Five Competency Domains for Person-Centered Planning

Version 2, January 2023

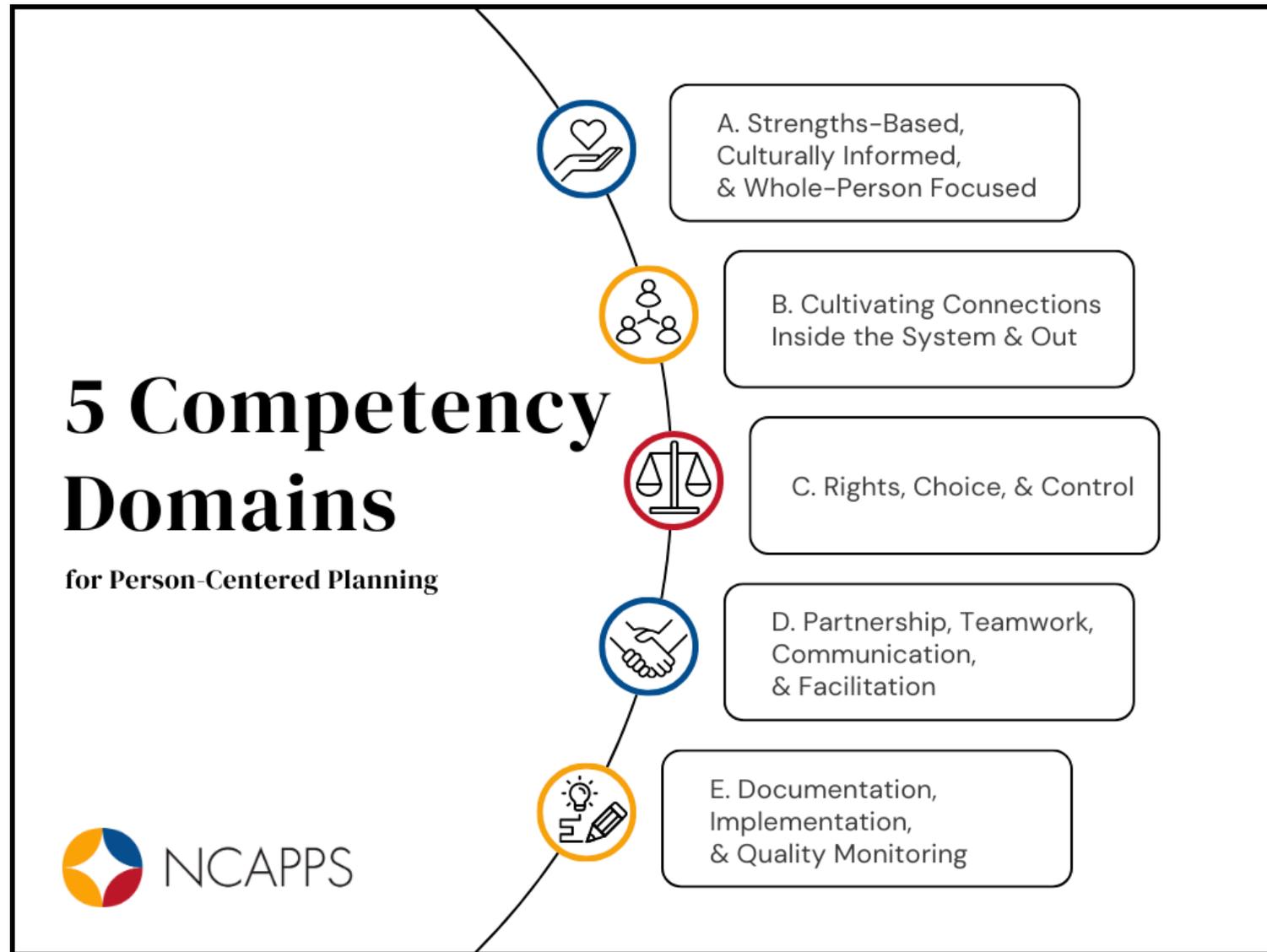
Janis Tondora, Bevin Croft, Yoshi Kardell,
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NCAPPS Resource: Five Competency Domains for Person-Centered Planning

- Person-centered planning is a way to learn about a person's idea of a good life and identify the supports needed to achieve that life. It is not something you do to a person, nor is it something you do for a person; instead, it is directed by the person, with support from a facilitator as needed and desired.
- Facilitators could be anyone from a case manager to a friend or trusted ally of the person. This process could be formal or informal.
- Facilitators need certain skills and abilities to make person-centered planning work, referred to as “competencies.”

Five Competency Domains for Person-Centered Planning



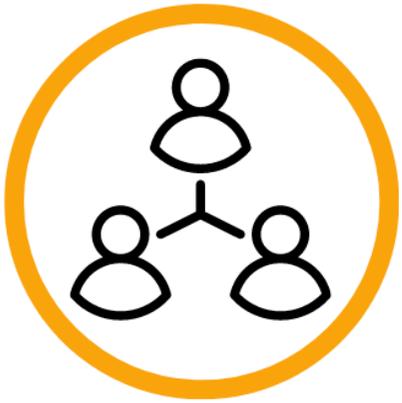
Domain A. Strengths-Based, Culturally Informed, Whole Person-Focused



- Person-centered planning is based on the fact people grow, change, and realize personally valued goals.
- It focuses on the universally valued goal of living a good life as defined by the person.
- All activities focus on the person as a whole (not just their diagnosis or disability) and are informed by the person's unique culture and identities.

In structuring your planning to be whole-person focused you ensure the presumption of employability and avoid stagnation in readiness. You anchor in services like discovery rather than work-adjustment or pre-vocational services and avoid deficits-based assessments.

Domain B. Cultivating Connections Inside the System and Out



- Planning facilitates linkages with paid (professional) and unpaid (natural) supports.
- This requires understanding of the person's relevant health or disability issues as well as knowledge of the different systems the person may access.
- All activities seek to maximize connections to community activities and relationships in inclusive settings wherever possible consistent with the preferences of the person.

In cultivating connections outside the system, you ensure people's opportunities for employment are rooted in the community and informed by natural supports rather than the market driven, job-listing, segregated pathways we know don't work.

Domain C. Rights, Choice, and Control



- Relationships and planning activities are based on the assumption that people are competent and have the right to control decisions that impact their lives.
- Support people in empowering themselves and discovering their voice in all aspects of plan co-creation and implementation.
- Educate people about the range of legal protections that promote both fundamental safety (i.e., the right to be free from abuse and neglect) and community inclusion (i.e., the right to be free from discrimination and the right to exercise freedoms)

In respecting rights, choice, and control in planning you see aims for employment, risks associated with particular goals for where to work and how, supported by the plan facilitator. You see responsibility for ensuring people know their rights and have them honored in all aspects of life including work.

Domain D. Partnership, Teamwork, Facilitation, and Coordination



- Planning interactions and meetings are facilitated in a respectful manner and in accordance with person-centered principles and the preferences of the person.
- Ensures the primary focus remains on the priorities and perspective of the person.
- Supports the person in expanding their team or circle as desired.
- Encourages all members to make meaningful contributions and facilitates the process in a way that is transparent and accessible.

Employment support planning done well always brings people who know the person in a variety of contexts to the table and a planner competent in this domain would see potential employers, friends, neighbors, former teachers, as key members of the team.

Domain E. Documentation, Implementation, and Quality Monitoring



- The person-centered plan is co-created and captured in writing in a manner that adheres to established expectations around person-centered plan documentation.
- The plan is valued as a “living document” that is revised as needed based on the person’s preferences and evolving situation.
- There is responsible follow-up and monitoring of the plan’s implementation.

This aligns with the competencies documented by ODEP for the writing of a living Discovery Employment Profile. The more the plan reflects the person, the stronger it is. The more the plan is implemented such that it results in outcomes like employment, the stronger the system is.

Example Resources for Person-Centered Employment Planning from Utah

- Resources developed by the Utah Division of Services for People with Disabilities (DSPD) with support through NCAPPS technical assistance:
 - [My Vision of Adulthood](#)
 - [My Vision of Adulthood Support Team Quick Guide](#)
 - [Employment Pathway Tool](#)

DSPD My Vision of Adulthood Tool

①

Creating my vision

The student is using a person-centered planning tool(s) to discover interest, strengths, and goals.

②

Planning my vision

The student is using a person-centered planning tool(s) to plan out their vision of a good life at their IEP Transition meeting.

③

Making my vision happen

Guided by the person-centered planning tool(s), the student is involved in services and activities with supports from their IEP team.

④

Living my vision

The student continues with their vision of a good life after public school by updating and using their person-centered planning tool(s).

Example from DSPD My Vision of Adulthood



Creating my vision

Person-centered planning tools that can help me create my vision:

- One-Page Profile
- Good Day/Bad Day
- Life Trajectory Planning
- Trajectory for Exploring
- Life Domain Vision
- Life Domain Vision Tool: Family Perspective
- Integrated Supports Star
- Exploring Decision Making Supports
- Relationship Map

(For more information see the Support Team Quick Guide)

Other resources that support planning:

My responsibilities:

- Discover my interests, strengths, goals, and preferences to create my vision of a good life.
- I will talk about life after public school with my parents/guardian and people who are important to me.

Who can support me to create my vision?

Family member(s): Discuss what plans for life after school. Work on self-determination skills. Talk with school about transition resources available.

Natural Supports: Neighbor, friend, community member that can support and advocate for you to reach your goals

Educator/School: Start engaging with students and family in the transition process. Help you develop and practice self-determination skills. Coordinate the IEP with the Person-Centered Plan.

Vocational Rehabilitation Counselor (VR): Provide information about services available through vocational rehabilitation, including pre-employment transition services that may be available. Starting at age 14, VR Counselors and Pre-Employment Transition Services (pre-ETS) providers can help you explore vocational interests, strengths, and preferences. VR may assist you prepare to transition to work or post-secondary education.



Overview of DSPD Employment Pathway Tool

- Value of employment
- Purpose of DSPD Employment Pathway Tool
- Section 1: Identifying the Employment Pathway
 - Appendix A
- Section 2: Exploring Pathway A,B,C or D
- Section 3: Develop the Services and Supports

DSPD Employment Pathways

- A. The person is unemployed and expresses interest in work.
- B. The person is unemployed and expresses they do not want to work right now.
- C. The person is working but desires a change.
- D. The person would like to maintain their position and continue to grow in their career.

Guided Employment Conversations Should...

- Gain perspective from the person's point of view.
- Broaden the person's understanding of options, information, and experiences to develop informed choice.
- Help the person develop professional abilities and build social connections through their experiences.
- Be sensitive to the unique needs of the person and communicate in a way that the person understands.

Options: people must have more than one option to choose from.

Information: people must have information on each of the options.

Experience: people must have experience of each of the options.



Informed Choice

Thank You.

Questions? Send us an email at
ncapps@hsri.org

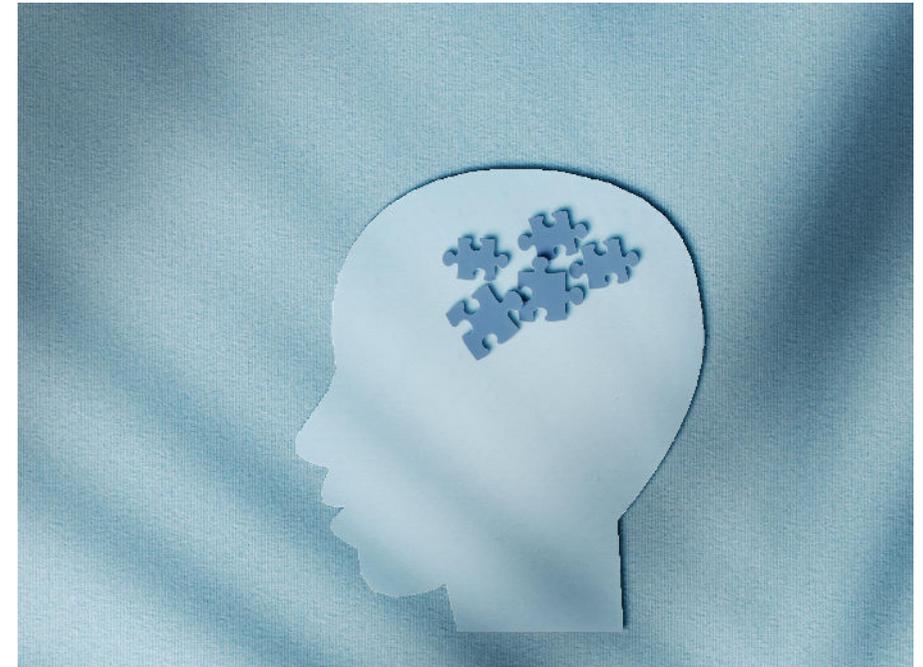
NCAPPS is funded and led by the Administration for Community Living and the Centers for Medicare & Medicaid Services and is administered by HSRI.

The content and views expressed in this webinar are those of the presenters and do not necessarily reflect that of Centers for Medicare and Medicaid Services (CMS) or the Administration for Community Living (ACL) .



Q&A Session

- Let's hear from you!
- Please type a question in the Q&A pod and we will try our best to answer.



Upcoming Webinar

Supporting Self-Employment for Entrepreneurs with Disabilities: Family Perspectives

February 13, 2024: 3:00 - 4:30 PM ET

Presenters: Sue Babin, Rhode Island Developmental Disabilities Council, joined by a panel of family members of entrepreneurs with disabilities

Register: <https://bit.ly/DETAC-CoP-Feb-13-2024>

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thanks for
stopping by!