

Slide 1.

Using Person-Centered Tools to Support Your Consumers, Yourself, Colleagues and Your Organization's Mission

Maryland Rehabilitation Association & Division of Rehabilitation Services Annual Conference 2022

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Slide 2.

National Center on Advancing Person-Centered Practices and Systems: Creating a common language across program and services

- **Person-Centered Thinking** focuses language, values, and actions towards respecting the views of the person and their loved ones. It emphasizes quality of life, well-being, and informed choice.
- **Person-Centered Planning** is directed by the person with helpers they choose. It is a way to learn about the choices and interests that make up a good life and identify the supports (paid and unpaid) needed to achieve it.
- **Person-Centered Practices** are present when people have the full benefit of community living and supports are designed to assist people as they work toward their desired life goals.

Source: Retrieved on 8.14.21 from ncapps.acl.gov/about-ncapps.html

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Taking a Person-Centered Approach...

...usually means more time on the front end, but it can minimize or even proactively remove barriers and misunderstandings down the road.

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A Few Thoughts Regarding Person-Centered Practices

- Using a Person-Centered approach helps to establish trust and a fruitful collaboration.
- A foundation of trust is important, in any relationship working or otherwise.
- For those living with cognitive challenges, memory and self-awareness can pose barriers to engagement and progress, making trust more important.
- Remember, awareness can be highly related to the situation and that insight may not automatically be applied in every situation, having established trust with someone opens the door to collaboration and the development of a mutually agreed upon "coaching" relationship.

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Today we will:

- Review the principles of Person-Centered Thinking
- With a partner, Learn and Practice several Person-Centered Thinking Tools
- Create a one-page description of ourselves to share with our circles of support
- Create a sample team one page description

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What are Person-Centered Thinking skills?

A set of value-based skills that reinforce continuous learning and practices that:

- Help us support rather than fix

- Build the culture of learning, partnership, and accountability
- Work for humans
- Work at every level in the organization
- Affirm our belief that everyone can learn

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Person-Centered Thinking

- Underlies and guides respectful listening, which leads to respectful action.
- Supports people in having positive control over the life they desire and find satisfying. Where they:
 - Are recognized and valued for their contributions (current and potential) to their communities; and...
 - Are supported in a web of relationships, both natural and paid, within their communities.

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Discovery and Listening (1 of 2)

Sorting important “to” from important “for” (and finding a better way to balance them)

Graphic: Empty two column table. Column headers read “Important to” and “Important for.”

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Opening Round: Getting to Know You

Introduce yourself:

- Tell us your name and what you do
- Tell us one thing that made you smile so far today

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The Learning Community For Person-Centered Practices-Person Centered **Thinking** Model

Tools you can use to explore what is Important To and For you and can be used to:

- Help you to advocate for what you desire to have the life you want
- Identify long and short-term goals
- Be able to share with others what a good life looks and feels like to you

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Discovery and Listening (1 of 2)

Source: Support Development Associates, LLC

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Discovery and Listening (2 of 2)

The core concept:

- Important To and important For, and the balance between them.

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Important To (1 of 2)

What is important to a person includes those things in life which help us to be **satisfied, content, comforted, fulfilled** and **happy**, including:

- People to be with/in relationships
- Things to do and places to go
- Rituals or routines
- Rhythm or pace of life
- Status and control
- Things to have

Source: Support Development Associates, LLC

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Important To (2 of 2)

Includes what matters the most to the person—their own definition of quality of life.

What is important to a person includes only what people “say” with:

- Their words
- Their behavior

When words and behavior are in conflict, pay attention to the behavior and ask “why?”

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Important For

Issues of health:

- Prevention of illness
- Treatment of illness/medical conditions
- Promotion of wellness (e.g., diet and exercise)

What others see as necessary to help the person:

- Be valued
- Be a contributing member of their community

Issues of safety:

- Environment
- Well-being-physical and emotional
- Free from fear

Source: Support Development Associates, LLC

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To and For Connection

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**

Source: Support Development Associates, LLC

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Finding Balance (1 of 4)

We all make tradeoffs between the many different things that are **important To** us:

- Some people may love living in a particular place.
- People are willing to make the trade-off when living there means a longer commute to the work they love.

Source: Support Development Associates, LLC

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Finding Balance (2 of 4)

We also make trade-offs between what is **important To us** and what is **important For us**; these trade-offs can be temporary or long-term solutions.

- Fun time with my friends is important to me. Having a clean house is part of being valued by my friends. House cleaning occasionally comes before having fun with friends
- Expressing personal opinions and speaking my mind is important To me, but not cussing in front of my neighbors is important For me

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Finding Balance (3 of 4)

Health and safety dictate lifestyle.

Graphic: Two weights labeled “Important TO” and “Important FOR” balancing on a scale. “Important FOR” is lower.

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Finding Balance (4 of 4)

All choice, no responsibility.

Graphic: Two weights labeled “Important TO” and “Important FOR” balancing on a scale. “Important FOR” is higher.

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Learning About Support (1 of 2)

Questions that help you get to support, rather than fixing:

- What can other people do to help you be successful with what is **important To** or **important For** you?
- When things were not working for you, did anyone ever do something that helped you to cope?
- What did they say or do?

Source: Support Development Associates, LLC

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Learning About Support (2 of 2)

Questions that help you get to support, rather than fixing:

- When you were having a bad day did anyone do something that made the day a bit better?
- When were you having a good day did anyone do something that made the good day even better?
- What support would you like?

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Discovery Tools

- Using Discovery Tools to build a balanced view of the person can help inform someone’s person-centered plan, as well as identify ways that friends, colleagues, and family members can best support them.
- Discovery Tools can be used as part of the assessment process as well as part of building and maintaining a person-centered therapeutic relationship with people we support in our services.

- For today’s purposes, we will touch upon several Discovery Tools developed by Michael Smull and his colleagues at the Learning Community: The Relationship Map, My Morning Routine, Reputations, Good Day/Bad Day, and The One-Page Description.

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Meet Mark (1 of 2)

- He is living with a brain injury that happened 10 years ago when he was 24.
- At the time of his injury, he had been drinking heavily since his teen years. For the past 5 years, he has attended a 12 Step program and is proud of the work he has done to get sober and work his recovery.
- He is supported by a brain injury provider and lives in a home with 2 other young men who are living with brain injury.
- Physically, the brain injury has left him with some weakness on his left side and it is hardly noticeable except when he is tired and he may limp a little, his non dominant side, his right side is fine.

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Meet Mark (2 of 2)

- He has been working at a big chain hardware store for 5 years, doing what needs to be done in the nursery/gardening department to keep the plants healthy, he enjoys helping customers and knows a lot about plants and flowers at this point-he has a stack of index cards he keeps as a reference about the most commonly sold items.
- He sometimes has challenges with pulling the right word out, but it is much better than it was when he started the job.
- Currently, his employment specialist meets up with him once a week during his lunch hour to see how things are going. When he first started, she was on the job alongside him a lot.

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Discovery Tools: Relationship Map

First discovery skill: The Relationship Map

Graphic: Three circles within in each other, with intersecting lines, breaking the circles into quadrants labeled:

- Family
- People who are paid to provide support to me
- People who support me without being paid.
- Blank

Source: Support Development Associates with The Learning Community for Person Centered Practices 2015

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Relationship Map Example: Mark

This slide is a completed relationship map graphic, containing people’s names that fit each category for Mark.

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Relationship Map Example: Mark accessible format

Family members:

- **Close** – I can call them day or night, **Christa, Mom**, Eamon, Isabelle, Emerald, **Greg**, Jody, Calvin, Brian, Matthew, Charlie, Linda, Carrie, Christine, Morgan
- **Not close** – Not super close to emotionally, Kevin, Amanda, Tim, Aunt Mary, Uncle Joe, Paul, Tara

People who are paid to provide support to me:

- **Dr. R., Dr. E,** Bob, Katerina, the Exterminator, Kaela, Police and first responders

People who support me without being paid (friends, co-workers):

- **Matty G., Skaggs, Evans, Kolb, Tony, Johnny Rotten, Fr. Sam,** Stasia, Caitlin, Ed, Nicole, Stefani, Bryan, Nick, Dan, Christin, Big, Tim, BOLT, Sweeney, Stuart, Blare, Duane, Dana, Diane, Jennifer, Chris, Danielle, Ellen, Nate, Reg, Patsy

Other important beings in my life: (spiritual, animals)

- Higher Power

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Stasia's Relationship Map

Graphic: Another version of the graphic relationship map, filled out for Stasia (the presenter). Her quadrants are labeled Family, Work, Friends and non-paid relationships, Home and Other paid supporters.

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Your turn: Relationship Map

- Go to your handouts and select the Relationship Map graphic organizer or the accessible version. **Put your name at the top.**
- Take 5 minutes to fill it out, you will identify those who are in your personal/work/social network that you have a relationship with, starting with those closest to you and moving outward.
- (You will be sharing, so disclose accordingly!)
- **When you are done, look up and wait for instructions.**

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Discovery Tool: Relationship Map

“If someone was doing a plan with me or helping me make a decision, who should they be sure they talk to?”

Working with a partner, ask:

- What do you like about the person?
- What do you admire about the person?
- When is the last time you had fun together and what did you do?

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Relationship Map: Debrief and Sharing

- Did you learn anything about yourself as you worked through this?
- If you were laid up temporarily, for example, you had foot surgery, and your partner needs to go into work, or you live alone
- The doctor has told you that you will not be able to bear weight on the foot for a few weeks-you will need some help with activities of daily living when you first arrive home
- When you think of who you would call upon for support during this time, is that person on your relationship map? (Who would have a **star** by their name on your relationship map?)
- Name one thing you learned about your partner (think important to/important for!)

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Morning Routine

Graphic: Picture of a misty lake taken from a pier.

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Sample Morning Routine: Mark

8:00 a.m. — Wake up, I really like my alarm to be set to my favorite hymn

8:15-8:30 a.m. — Daily readings and reflections

8:30-9:00 a.m. — I take my shower, staff will stay outside the bathroom door in case I need any help, sometimes I need assistance getting dressed. After I am dressed, I brush my teeth, I have sensitive gums, so I need to make sure my toothpaste is in the bathroom and my roommates have not “borrowed” it

9:00-9:30 a.m. — I have oatmeal with raisins and cinnamon and almond milk (I am lactose intolerant) I also enjoy a cup of coffee with almond milk and 2 sugars, I take my medication

9:30-10:00 a.m. — I take my lunch out of the fridge (my staff and I pack it the night before), grab my coat and wait for the program car to take me to my job

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Stasia’s Morning Routine

5:15 a.m.—Wake up, alarm also wakes up the cats and dog (not the husband); let the animals in, one of the cats, usually Squeakers jumps on the bed for head butts and kisses. *Dog rests his head on the bed for pets and kisses and the cat gets irritated and jumps off. Read any messages on phone.*

5:30 a.m.—Go down to kitchen, let the dog out for five minutes to do his business. Give the dog a Dentastick. Grind up coffee beans and start coffee.

5:45 a.m.—Every other day do a weights or yoga video before walking the dog.

6:15 to 6:45 a.m.—Walk/jog the dog around the neighborhood while listening to a podcast: Marc Maron, Rich Roll, Not Just the Tudors, and Pod Save America are favorites.

6:45 a.m.—Get back into the house, fill coffee cup and take shower. If washing my hair, I use a purple shampoo especially for silver hair (otherwise, silver hair can yellow!), the conditioner is a Moroccan oil based one from the Giant. On the mornings I wash my hair, drink first cup of coffee while drying hair. Get dressed (clothes placed in the bathroom the night before)

7 a.m.—Apply make-up while continuing to listen to podcast

7:30 a.m. ish— BREAKFAST! Usually prepared the night before. Rolled oatmeal, walnuts, chopped dates, flax or hemp seeds, frozen berries (usually blue, wild from Maine), ¼ teaspoon of turmeric and a grind of black pepper with soy milk.

8:00 a.m.- Bring coffee and cereal up to the office (unless conducting an in-person training, then I will eat and drink in the car) and start to work

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Your Morning Routine workday (1 of 2)

Remember, only include what you feel comfortable sharing.

- Write down your morning routine
- Start with how you wake up and end with leaving or when you feel your morning routine is completed
- Include favorite products you use. For example: Shaving cream? Soap? Hair products? Tea? Coffee? Soda? Quiet time?
- Include as much detail as you are comfortable with—include enough details so that you can learn how to collect sufficient information
- Tell us how long it takes—indicate what time it starts/ends

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Your Morning Routine Workday (2 of 3)

Like the Relationship Map, you can do this on your own, but this is also fun, (and enlightening) to do this with someone else, perhaps a family member, housemate, or a program staff member.

- After each person completes their morning routine they swap with the other
- Be curious about that person's routine, how does their routine set the tone for their day?
- Imagine that your routine is now your partner's routine, and they don't drink coffee!

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Your Morning Routine Workday (3 of 3)

Switch morning routines with your partner.

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Debrief and Sharing: Morning Routine

- Did you learn anything about yourself as you worked through this?
- How important to you is your morning routine?
- Think about times in your life when you had to alter your morning routine due to changed circumstances e.g., a move, new job, new baby, Covid-19 pandemic
- Reflect on how easy or difficult it was for you to make those shifts in your morning routine
- Report out on what you learned about what is Important To and Important For your partner

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Mark's Good Day/Bad Day

Good Day:

- I am able to get a hot shower in before work
- My staff person and I joke around at breakfast (my clothing choices get a thumbs up!)
- I am on time to work
- I am able to answer any questions customers have for me
- My supervisor lets me know I am doing a good job

Bad Day:

- I oversleep and don't have time for my readings and reflections
- I forget to take my medications
- My roommates have "borrowed" my toothpaste
- Transportation issues
- I am late to work
- I let things get to me and get angry
- My staff person calls out

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Stasia's Good Day/Bad Day: Workday

Good Day:

- I can workout and take a walk with my dog, Desmond
- Doing research for a presentation, I love diving into PubMed!
- Opportunity to engage with others outside of training responsibilities, such as conference planning committee meetings

- If I am training, the participants are engaged and engaging, and we make a connection while sharing information

Bad Day:

- Did not sleep well the night before
- Receive several training requests over a short period of time, trying to keep them straight and scheduled
- I have tech troubles when delivering a virtual training (Microsoft Teams, I am looking at you!)
- Get pulled from my regular duties to do something I may not enjoy, or I feel is out of my skill set

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Your turn!

- Pull out your Good Day/Bad Day Form- **put your name on it**
- Fill it out for a typical workday (5 minutes)

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Good Day/Bad Day Exercise (1 of 2)

- Pull out your Important To/Important For worksheet from your folder, put your name on it and give it to your partner
- Interview your partner. Using their relationship map and Good Day/Bad Day, you want to generate one or two “Important To” and “Important For” items.
- Before you write them down...
 - **Guess:** Look at what is written and guess in your head
 - **Ask/Try:** Ask your partner if your guess is correct and have a conversation
 - **Write:** Write down what you learn

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Debrief and Sharing: Morning Routine

- Did you learn anything about yourself as you worked through this?
- How important to you is your morning routine?
- Think about times in your life when you had to alter your morning routine due to changed circumstances e.g., a move, new job, new baby, Covid-19 Pandemic
- Reflect on how easy or difficult it was for you to make those shifts in your morning routine
- Report out on what you learned about what is Important To and Important For your partner

Slide 45.

Discovery and Listening (2 of 2)

Sorting important “to” from important “for” (and finding a better way to balance them).

Graphic: Empty two column table. Column headers read “Important to” and “Important for.”

Slide 46.

Reframing Reputations

Graphic: A line of people whispering into each other’s ears, playing the Telephone Game.

Slide 47.

Reframing Reputations

Find this in your handouts and write your name at the top.

Graphic: Empty two column table. Column headers read “Positive Reputation” and “3 Mild Negatives.”

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When faced with a Negative, ask 3 questions:

1. Are there circumstances where the negative can be viewed as a positive?
2. Does the negative reflect something that is Important To the person?
3. When the negative truly is a negative, what do others need to know or do to support the person?

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Another Tool: The One-Page Description

- **The one-page description** can be placed in the front of a person’s medical record. If they are in an institution, assisted living setting, or group home, the one-page description, with the person’s permission, can be placed on the door to their room or apartment or on the wall of their room or other central location.
- It can be very useful in environments where there are multiple shifts, staff who may be per diem, or work evenings, when they may not have the opportunity to communicate with the team.

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One-Page Description (1 of 2)

- For a specific purpose:
 - For example, new situations—like a new job, meeting new people, at the front of the person’s records
- An “at a glance” positive way to share key information about:
 - What people like and admire
 - What is most important
 - How to best support
- **All one-page descriptions have these three sections at minimum**

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1-Page Description (2 of 2)

- The one-page description can be a stand-alone document, useful to provide an overview of important To/For a person or a starting point to a comprehensive Person-Centered Plan that can be a product of the assessment and used to introduce the person to other professionals and supporters.
- For those who have limited language/communication ability, it can serve as a quick, holistic picture of a person and a way for supporters to engage in a Person-Centered way.

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One-Page Description: Mark

Graphic of Mark’s completed 1-Page Description - see Slide 53 for content.

Slide 53.

One-Page Description: Mark accessible format (Side 1)

What people like and admire about Mark:

- Dependable
- Honest
- Friendly

What is important to Mark

- Family and friends
- Being a valued (and long-standing employee)
- Time in the morning to do their daily reading
- Attending church
- Getting to work on time

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One-Page Description: Mark accessible format Side 2

Supports Mark needs to stay happy, healthy, and safe in the community and on the job:

- Know what to expect for the work week, schedule, who the shift supervisors will be etc.
- Be able to run situations by their employment specialist so they can think before they act
- Transportation to his weekly AA home meeting

For a good match, characteristics needed to be present or absent in a paid supporter:

- Patient and kind
- “Really takes the time to get to know me and my dad”
- “I hate sports like football & baseball, love Japanese anime”
- Honest—” I don’t understand why I am feeling/acting angry sometimes”
- Reliable for the long-term (it is hard to “break in” new staff)

Slide 55

Martin’s One-Page Description in a Healthcare Setting

What is Important to me

What is Important to Martin in the covid health care setting:

- His family, daily conversations with Mom (777-777-7777)
- Not being told to stop smoking
- Coffee and energy drinks as he wants
- Watching/talking sports-the 49ers, Bubs, Warriors
- Listening to Christian rock

What people appreciate about me

What people appreciate about Martin:

- Great sense of humor
- Smart-quick learner
- Courageous and determined
- Observant

How to Support Me:

- Make sure his phone is charged, help him call Mom
- If he is upset, ask him if he wants to talk with Mario (555-555-5555) and help him call
- Ignore his speech impairment, talk with him as a peer
- Ask, don’t order. Tell him what will happen before it happens, explain while it is happening

- Make sure his walker is in reach if it is OK to get out of bed
- No lectures

This one-page Description was developed by Mario Gomaz (agency director) with Marty's participation.
TLCPCP.com & SDA.com

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One-Page Description: Pat

What people like and admire about Pat:

- Dependable
- Honest
- Friendly
- Takes care of their dad

Supports Pat needs to stay happy, health, and safe in the community and on the job:

- Know what to expect for the work week, schedule, who the shift supervisors will be etc.
- Know that their dad is well taken care of when they are at work
- Be able to run situations by their employment specialist so they can think before they act

What is important to Pat:

- Being a valued (and long-standing) employee
- Time playing games on devices
- Attending church
- Being independent in the community (learning new bus routes as needed)

For a good match, characteristics needed to be present or absent:

- Patient
- Really takes the time to get to know me and my father
- Nice
- Honest; I don't understand why I am feeling/acting angry sometimes
- Reliable for the long-term (it is hard to "break in" new staff)

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Maxwell (3 months)

What is Important to Me:

- Be held upright like a big boy
- Playing with people
- Coing, smiling, and giggling with others
- Hitting the guys on my playmat and kicking me feel
- Looking out the window, or going outside
- Tummy time
- Singing songs like head, shoulders, knees, and toes
- Listening to music
- Baby massage for relaxation
- Playing with my feet
- Being with my Mommy and Daddy

What others like about me:

- Great big smile
- Cute laugh
- I give the best hugs
- Big talker

- Always happy
- Cutie Pie
- Mover and a Shaker

How to support/comfort me:

- When I am tired, I like to chill with my nuk and be held
- If I get fussy you can rub your hands across the front part of my hair
- Hold me upright and walk around a little, you may pat my back lightly or rub my back
- Sing to me, or play music, its relaxing
- Always talk to me. I enjoy having a conversation with you
- Talk with e and play when you change my diaper
- I will rub my eyes and yawn when I am tired. Sometimes my eyes will look red. You can help me nap by holding me and have me use my nuk
- If I am napping and I woke up to early and fuss, please help me by giving me my nuk and rubbing my tummy lightly or running your fingers around the front of my hair. If I still don't go back to sleep, you may need to hold me and rock me
- I need a little time to get up from my nap. I may use my nuk
- I do pace feeding with a bottle. Burp me and hold me upright after you give me a bottle

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One-Page Description, Nursing Home Setting: Jean

Jean loves:

- Getting her nails done and picking out earrings and bracelets to wear
- Her hair cut in a short style
- Cats, chocolate, and her grandchildren

People love Jean because:

- She cares about others
- Is a good friend
- Well respected oncology nurse, always a resource to others

It is important to Jean that staff:

- Honor her nursing career and experience
- Give her a heads up so she knows what to expect before anything happens in her room or to her while providing care. This helps manage her anxiety

Jean's story:

- She grew up in Malden, MA. She spent her summers in Northern Vermont with her beloved aunts and uncles
- She and her husband of 45 years, Jim, moved to Connecticut as newlyweds. They raised four kids and have four grandchildren
- She is a proud Democrat
- She and Jim were very active in their church

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One-Page Description: Stasia

What People like and admire about Stasia:

- Engaging
- Excellent trainer
- Passionate

- Friendly
- Resourceful
- Persistent (follow-up on email and calls)
- Loyal

Supports needed to stay happy, health, and safe in the community and on the job: (important for):

- Ask me how I am doing
- Ask me if I need any help
- Encourage me to be honest about what I am thinking and feeling
- Give me time to myself, especially in the morning

What is important to Stasia:

- Family and friends
- Connecting with training audiences
- Time with pets
- Cooking delicious vegan food
- Feeling organized
- Taking care of my health through regular exercise

For a good match, characteristics needed to be present or absent:

- Sense of humor
- Flexible
- Smart
- Warm
- Honest

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Your Turn! Creating Your One-Page Description!

- Gather your:
 - Relationship Map
 - Morning Routine
 - Good Day/Day
 - Reputation & Important To & Important For worksheets
- Complete your One-Page Description

Slide 61

Conejo Team

Great Things about Our Team:

- Knowledgeable
- Creative & Experienced
- Compassionate & Conscientious
- Friendly, Empathetic & Patient
- Flexible, Intelligent & Responsive
- Responsible, Ethical & Dedicated
- Person Centered
- Active Listeners
- Good Team Players
- Value Helping Others
- Positive Team

- Open to Learning
- Receptive to New Ideas

Important To Our Team:

- Having a Healthy Work Environment
- Supportive Manager
- Have Fun
- Supportive TCRC Mission Statement
- Positive Attitude
- Sharing Information & Resources
- Time Management
- GREAT Parties

Additional Information about our Great Team:

- Like to celebrate each other's special events
- Very Social
- Stylish

Important For Our Team:

- To get along with each other
- Mutual Respect
- Personal Growth
- Work with families and vendors in a collaborative manner
- Planning Team works towards the benefit of all
- Knowledge of services & resources
- Clear understanding of expectations, responsibilities, roles, and goals

Slide 62.

Creating a Sample One-Page Description for an organization, team, or office

- Together, using thoughts and ideas based on your own workplace, we are going to create a One-Page Description for an organization, team or office using the Conejo Team as an example.
- Be thinking about what the benefits are of creating such a document and how it can be used in the workplace as we go through the exercise.

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Closing Round

- What stood out for you today?
- How will you put what you have learned into action?
- What will (do you think) will be the impact of your actions?

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Thank you!

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“This project was supported, in part by grant number 90TBSG0027-01-00 from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.” 2022

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Resources and References

- The Learning Community for Person Centered Practices: <https://tlccpcp.com/> tools
<https://www.sdaus.com/tool-kit-templates-examples>
- Person Centered Tools: National Center on Advancing Person-Centered Practices and Systems:
<https://ncapps.acl.gov/> <https://ncapps.acl.gov/resources.html>
- Charting the Lifecourse: <https://www.lifecoursetools.com/>
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- Yale Program for Recovery and Community Health, person centered projects and tools:
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- Person centered language:
 - https://beforeitstoolate.maryland.gov/wp-content/uploads/sites/34/2021/12/Words-Matter_120921.pdf
 - <https://health.maryland.gov/bha/Documents/Person%20Centered%20Language%20Exercise%20for%20Brain%20Injury%20Community%202020.pdf>
 - <https://www.massadvocates.org/news/ask-a-self-advocate-the-pros-and-cons-of-person-first-and-identity-first-language>