

Person Centred Planning

Person Centred Thinking

At the heart of person centred planning must be the values that underpin person centred thinking. Using the person centred tools in this toolkit does not necessarily make you a person-centred practitioner.

It is essential that these tools are only used to complement person centred thinking and when they are appropriate to the individual you are supporting. The tools can be used as you see them or can be adapted to suit individual needs.

There are many ways to complete the tools with a young person and it is dependent on the individual. Please see 'What is Person Centred Planning' in the PCP section of our toolkit for more information.

You will find templates and examples that have been used throughout the Real Opportunities Project in this document. The examples given have either been developed by staff based on experiences with young people or have had name changes, photo's removed and details amended to keep them confidential.

Person Centred Planning

Tool

MAPs (Making Action Plans)

What is it?

MAPs is a creative planning tool that uses graphic facilitation and was originally developed to support disabled children integrate into mainstream schools.

It is now used more widely to collect information about the key person (their history) and develop a plan for the future based on that information. It's a good starting point to identify the type of support a young person will need to achieve their goals.

How to use it:

MAPs involves supporting the young person to invite a group of people who they know and like to a planning session that typically lasts a few hours. You can also use MAPs one to one, depending on the young person and what they want.

The facilitator will use a series of questions to gather information about the young person including their background story, dreams and nightmares, their strengths and weaknesses and what they need in terms of support. Questions include things like:

- Who is the person – what are their gifts and talents?
- What is their story? (or history?)
- What are their dreams and ambitions?
- What are their nightmares? (what do we need to avoid?)

The group looks at the person's history, dreams and nightmares and adds their ideas. They spend time listening to the things that best describe the person, their gifts, strengths and talents

The group help the person to think about the best way for them to move towards the dreams and away from the nightmares. They then develop an action plan.

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How to complete MAPs:

Step 1 - History

The facilitator asks the young person and the chosen group to briefly describe their personal history. It should include highlights in the young person's life that have helped shape his/her life. If needed, the facilitator uses questions to prompt the group for answers:

- When and where were you born?
- Do you have any brothers or sisters?
- Who were your best friends when you were younger?
- Tell me about special places you visited or things you've done.
- Where did you go to school? What was it like?

Young people with PMLD could bring in pictures or favourite objects that help illustrate their past. When this is completed, the facilitator reviews with the group what has been recorded. Has the group learnt anything new about the young person's life?

Step 2 - Dreams

This part is all about dreaming about the future. The facilitator asks the young person first, then the rest of the group and encourages the group to think about short and long term dreams and possibilities for the future.

This could be kept open ended, or can be focused on the 5 pathways to an independent future:

- Lifelong Learning
- Relationships
- Leisure Opportunities
- Employment
- Independent Living

Prompting questions include:

- If you could have any job as an adult, what would it be?
- Have you ever thought about going to college?
- Where do you want to live? Who do you want to live with?
- What is the one thing that could make school better?
- What is your dream for your son/daughter/friend? What have you always wanted for them?

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Not all dreams are realistic or can be realised, but in MAPs dreams are not judged. Some dreams may not play out the way they are expected, but pieces of them may be acted on. Dreams give a direction and a possible route for further exploration for action planning – why is this dream important to the person? What aspects can we act on?

Step 3 - Fears/Nightmare

What are the group's fears for the young person, especially those that may be barriers to realising dreams? What future do we need to avoid? Do parents/carers have fears of their own that may affect the young person?

Fears can be specific, like 'getting burned by the kitchen stove', or more general like 'being misunderstood'.

Step 4 - About me, who is... what are their gifts?

Describe the young person in as many ways as possible.

- What are your favourite activities?
- Favourite food/books/hobbies?
- What are your skills and abilities?
- What do people like and admire about the young person?
- What are your strengths/gifts?

Step 5 -Needs

In the final step, the group now reviews and prioritises the information they've gathered so far.

- Identify key ideas and themes from the four previous steps.
- What is the direction the group now needs to take?
- Consider the young person's hopes, strengths and interests and list activities, opportunities and the support they need now and in the future.

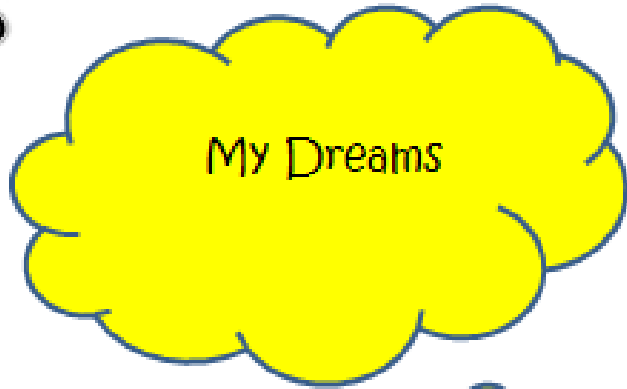
Needs could include courses that need to be attended, adaptive equipment, help finding a job, activity to develop self-confidence. From this, write a list of actions that need to be taken to meet these needs.

At the end of the session, review what happened, discuss the positive outcomes and ask the group and young person how they're feeling.

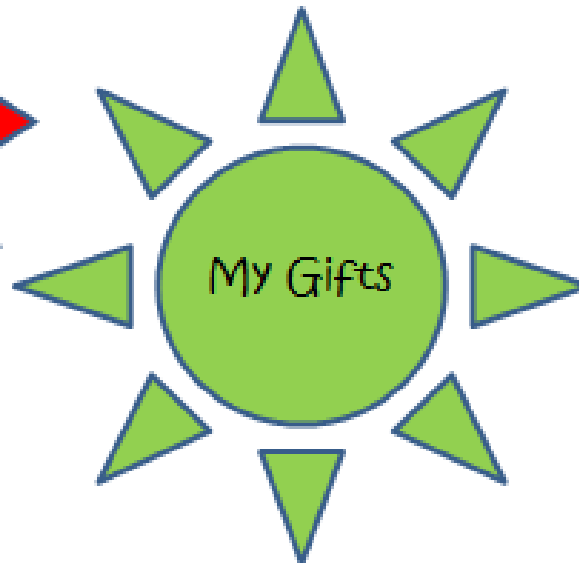
MAPs Template

MAPs

My History



About Me



Action Plan

✓
✓
✓
✓
✓
✓
✓



Story

To be updated...



Regional SEN Transition to Employment Initiative © 2012
Menter Trosglwyddiad i Gyflogaeth Ranbarthol AAA © 2012

Example

