

How are we doing on Person-Centred Planning



Person centred planning is worthwhile but not easy. This pack helps you think about how you are getting on. The cards are colour coded:

- Green** - introduction
- White** - cards that give instructions for how to use this tool
- Yellow** - cards that give column headings in case you want to make lists
- Blue** - cards about the person and the plan
- Pink** - cards about the team
- Cream** - cards about organisations

Most of the cards give questions that help you think about how you are getting on with person-centred planning. Each question is numbered, is on a separate card and is followed by a 'Find out...' suggestion of where to go for an answer. There are a lot of cards because the process of person-centred planning has a lot of elements that all need to work together.

This pack was created by Molly Mattingly and Peter Bates at the National Development Team. We are grateful for the help of Don Carrick, David Corkill, Julia Cowie, Bridget Field, Margaret Flynn, Jenny Harris, Angelina Jennings, and John O'Brien, Helen Sanderson, Meg Wright. However, we take full responsibility for the result.

ISBN: 1 874 788 17 0

You can get more information about this pack and person centred planning from the ...

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**These cards describe how
to use the pack and suggest
where to look for further
information.**

Some advice:

- Use the cards to help you think about how things are going and make plans to improve them.
- If you don't understand a card, or think it doesn't apply to you, just put it aside.
- If you think that a card is covering two subjects, then use a blank one to make up a new card.
- There are three main methods of finding the answers to the questions. Asking people; looking at documents; observing activities. Each card has a suggestion of where to go for an answer, but if you think of a better method, then use it.
- The cream coloured cards focus on the organisation and how it is supporting person centred approaches. These cards can be used by anyone, but may particularly assist managers to work out how much progress the organisation has made in implementing person centred approaches.

People really enjoy working with the cards and tend to look at lots of them at one time. This does NOT help you to make things better. **Please do not rush** – go slowly, follow the guidelines and make the most of each card.

This pack is written for people who have already

- had some training in person-centred planning, and ...
- are already doing it.

1

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Approach 1: On your own.

- Find the yellow cards. Put these out as headings.
- Choose one group of cards, such as the nine blue cards called A1 – A9.
- Look at the first card and think about the way you do things. Put the card under the best heading. Do all the rest of the cards the same way.
- Now look at the cards in the “could be better” and “do something now!” columns. Think about what you need to do to improve things. Think about where to start – one of the cards might be more important or urgent than the others.
- Talk to someone else about your findings and then take action!
- At another time, repeat the exercise with one of the other groups of cards. Over a long time, go through them all – but don’t go faster than you can reasonably learn and take action.

3

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Approach 2: At every person centred planning meeting.

- At the end of your meeting, take one card out of the box and talk about it.
- When you have finished talking about it and making plans, return it to the box.
- Next time, look at the next card.

4

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Approach 3: At a special person-centred planning meeting.

- This is like approach 1, but done with a group.
- Share out a group of cards around the team, such as the blue cards A1 – A9.
- Take turns to place them in the columns and talk about them as a group.
- Take action!

5

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Approach 4: An audit across several person-centred planning teams.

- The person in charge of the audit should decide which card or group of cards will be discussed by all teams. This decision should be based on the priorities of people who receive services, rather than just organisational priorities. The ‘person in charge of the audit’ might be a panel of people who are receiving services.
- Answers should be agreed within each team, recorded and then fed back to the auditor.
- Findings may indicate a training need or other changes that need to be made to promote person-centred approaches.
- Audits should be followed up to find out if the promised changes have been followed through.
- A separate audit at another time could consider other cards.

6

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The following publications helped our thinking:

- Department of Health (2002) *Valuing People: Towards Person Centred Approaches – Guidance for Implementation Groups*. London: HMSO.
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- Schwartz, A.A.; Jacobson, J.W. & Holburn, S.C. (2000) Defining Person Centeredness: Results of two consensus methods *Education and Training in Mental Retardation and Developmental Disabilities* 35(3) 235-249.

7

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Four cards that give
column headings in
case you want to
make lists.

**Do
something
now!**

**Could be
better**

Doing Well

Doing OK

These blue cards help you to think about whether the person
is at the centre of the planning process and whether they are
getting the life that they want.

- A The person is at the centre of planning – 9 cards.
- B Family and friends are partners in the planning process – 6 cards.
- C The plan supports the person to make a valued contribution to community life – 10 cards.
- D Person centred planning builds a shared commitment to action – 9 cards.
- E Person centred planning leads to continual listening, learning and action, and helps the person get what they want out of life – 8 cards.

A The person is at the centre of planning



A

Person Centred Planning will focus on the person. The person will be in control of the planning process. This will mean different things for different people depending on their support requirements. People who know the person and care about them will actively listen to what the person is wanting for now and for the future. Others will need to learn the person's way of communicating so that they can listen to what the person is saying.

The person will facilitate their own plan, lead the meeting and show others how to support them to have a better life. Some individuals will need a lot of support over a long time before they will trust others enough to communicate their choices. Each person can have a part in planning their own future.

ndt

Has the person decided who is part of their planning circle?

Find out: Ask the person.

A1

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Over time, has the person become more actively involved in the planning process?

Find out: Ask the planning team to talk about how the person is involved and how their involvement has changed.

A2

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Did the person take a lead in inviting others to the meeting, choosing the meeting place and developing the agenda?

Find out: Ask the person and look at the plan.

A3

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ndt

Does the person and those important to them feel in control and at the centre of the planning process?

Find out: Ask the person and those who are important to them.

A4

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ndt

Is the content of the plan directed and led by the person?

Find out: Ask the person and the team. Do they agree with each other?

A5

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Are meetings focused on a better life for the person?

Find out: **Observe a planning meeting. Is the person getting a better life?**

A6

Did the person and others important to them take the lead in making the plan?

Find out: **Check the attendance register from planning meetings.**

A7

Over time, does the plan support the person in making more choices and taking more control of their own life?

Find out: **Locate the 'choosing points' in the person's life. Do they get what they want?**

A8

Is the person involved in all meetings that are about them and have an impact on their life?

Find out: **Ask people in charge of services.**

A9

B Family and friends are partners in the planning process



B

It is important that planning is done in partnership with everyone the person knows and cares about. Planning should encourage these people to be involved as they can support the person in developing relationships with family, friends and community. While some individuals may not have these relationships now, it is important that plans consider how to support the person in developing such relationships.

For some people there may be conflicts around what is 'best' for a person. Person Centred Planning should offer a way that people can work creatively to negotiate these conflicts and barriers so that the person has the supports they need to have a better life.

B

Does the person have the support of family and friends in planning for their future?

Find out: **Look at who is involved in the planning process. Does it include family and friends?**

B1

Does planning strengthen relationships with family members and other community members?

Find out: Look at who is involved in planning with the person. Has it changed over time?

B2

Are those who care about the person actively involved in planning for a better future with them?

Find out: Look at who is involved. What relationship do they have with the person?

B3

Does everyone involved in planning meetings have an identified role? For example, some friends may not attend every meeting but will help in other ways.

Find out: Ask everyone involved what they feel their role is. Does it match what the person feels it should be?

B4

Are new members being added to the planning team in response to requests from the person and to help with carrying out the plan?

Find out: Look at membership of team over time. Ask the person if there are other people they would want involved.

B5

Do the person, family, friends and community members enjoy real participation in the planning process for individuals?

Find out: Ask individuals privately. Do they feel that their involvement is genuine and valued by others?

B6

C The plan supports the person to make a valued contribution to community life



C

Person Centred Planning prompts the team to think about how the person can connect with the wider community. This task starts with trying to understand the person's talents, interests and preferences in relation to community life. Committed people then support the person to obtain the supports they need and live the life.

C1

Does the plan focus on what is important to the person in the present?

Find out: Look at the plan. Does it clearly show the person's choices or is it someone else's ideas?

RMT

C2

Does the plan focus on what is important to the person for the future?

Find out: Ask the person and those who know about their ambitions.

RMT
© The Josephson Institute 2007

C3

Does the plan have goals and strategies that will support the person in developing positive roles in the community?

Find out: Look at the targets that are listed in the plan.

RMT

C4

Is the plan based on a good understanding of the person's choices, abilities, talents and interests?

Find out: Ask the person and someone who knows them well.

RMT
© The Josephson Institute 2007

C5

Does the plan explain clearly how to support the person in living, working and enjoying leisure time in the community alongside other citizens?

Find out: Look at the plan. Does it describe the supports needed for community participation?

RMT

C6

Does the person have the chance to develop a variety of relationships and associations in the community?

Find out: List the relationships that the person has, and what kind of relationship each one is. Are they all the same?

RMT
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Does the person use ordinary public places?

Find out: Look at a diary of a week. Is the person using ordinary places?

C7

Whenever possible, does the person use the ordinary supports that are available to everyone in public places?

Find out: Look at who provides support. Is it just disability staff? Is there sufficient support to enable full participation?

C8

As far as possible, does the person spend their own money?

Find out: Ask about recent purchases.

C9

Does the person spend their time the way they want?

Find out: Look at the plan to find out if the person's choice about this is written down and then compare it with how the person spends their days.

C10

D Person centred planning builds a shared commitment to action



D

Person Centred Planning is a process in which committed people work together to enable the person to have a better life. The Plan helps people tell others what is important to the person and what needs to happen.

The planning process must involve everyone who is committed to taking action. This may take time. Person centred plans should focus on the goals that the person has for making life better now and in the future. Actions and strategies should then be developed on how to support the person in achieving these goals for daily life and for the future.

D1

Are members of the planning team committed to recruiting community people who will help in achieving the person's goals?

Find out: Check what action has been taken to recruit community people.

D1

Were the goals chosen by the person and others who are important to them?

Find out: Ask the person and those who care about the person.

D2

Does the plan allow the person to try out different activities and have opportunities for new experiences before making a choice?

Find out: Think about the activities and experiences that are listed on the plan.

D3

Does the plan provide an opportunity for the person to be a contributing member of the community? Does it set out the actions needed for this?

Find out: Ask community members how the person is contributing.

D4

Does the plan set out the action that will be taken and indicate who is responsible for each action?

Find out: Ask someone who knows the person well to list the people and activities that need to take place and then compare it with the plan.

D5

Does the plan set out the steps needed to achieve the person's goals in relation to home, work, community, education, family, relationships, health, leisure time and money?

Find out: Look at the plan.

D6

Is action being taken and support provided to ensure that the person is moving towards their goal of a better life?

Find out: Think about where the person was prior to planning and where they are now. Are things better from the person's perspective?

D7

Is good health and safety (from the person's perspective) integrated into the plan?

Find out: Look at the plan.

D8

MIT

Does the plan include ways to support the person when they challenge the expectations or coping skills of others?

Find out: Ask people who support the person during challenges and ask how they are supported themselves.

D9

MIT

E Person centred planning leads to continual listening, learning and action, and helps the person get what they want out of life



E

Person Centred Planning is one way of helping everyone to think in new ways. It concentrates on what is possible, not just what is available through the current service system. It encourages negotiation, flexible use of resources and support based on individual needs. This means that staff will be challenged to provide more individualised support based on the person's perspective and ambitions. This can be accomplished through listening and learning from the person, their family and others who care about them and then acting to help the person get what they want out of life.

MIT

Do team members show they have good listening skills?

Find out: Talk to them and see if they listen.

E1

MIT

Is the team flexible in the way it does things? For example, does the team manage to solve problems?

Find out: Look at the record of several meetings – are things getting sorted out?

E2

MIT

Do team members feel their involvement in the plan is helping the person get a better life?

Find out: Ask team members if their participation in planning has helped the person to get a better life.

E3

MIT

Have community facilities been visited and participants asked how they could help the person become more involved?

Find out: Get permission from the person to visit these places and ask people.

E4

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Is there evidence that the person is actively progressing towards their goals?

Find out: Look at the plan reviews.

E5

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Does the person decide how to use their free time?

Find out: Look at the person's diary. Does it match up with what the person wants?

E6

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Does the person have friends and ordinary relationships in the community?

Find out: Look at the plan.

E7

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Does the person have the technical equipment and supports needed (e.g. mobility or communication aids) in order to have a full life in the community?

Find out: Check out the person's requirements and see whether they are listed on the plan.

E8

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These pink cards help you think about the person centred planning team and how it is working.

- A** The team has opportunities to reflect on their values and purpose – 9 cards.
- B** Team members have developed ways to work effectively and efficiently together – 7 cards.
- C** The planning team works together to implement the plan – 6 cards.
- D** The planning team has a process for evaluating its work – 8 cards.
- E** The person centred planning team records and shared what they are learning about people – 5 cards.

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Person centred planning teams



Person centred planning teams are made up of those people who share a commitment in supporting the person to achieve a better life. These teams may meet formally at times and informally at other times. Team members can have various roles, but everything is based on an understanding of what the person wants, a commitment to making things happen and a relationship with the person.

The team will need to spend time on developing shared values so that they can support the person to have a better life. They will need to work out the best ways to discuss, plan and build on the strengths and interests of the person. They must be willing to listen and learn from each other. Team members will need to work with the person to change organisations so that they are more person-centred.

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A The team has opportunities to reflect on their values and purpose



A

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Does the team share a common respect for the person's ability to make contributions? Do they support a more positive image of the person's future?

Find out: Ask team members about their vision of the person's future. Does the plan record this vision and the steps that will be taken to reach towards it?

A1

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Are everyone's points of view respected?

Find out: Observe a team meeting. Ask team members.

A2

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Are all team members treated as equals?

Find out: Ask team members.

A3

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Does the team encourage new ideas and different ways of thinking?

Find out: Look at the plan. Is it the same as everyone else's?

A4

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A5

Do the team members use plain language and appropriate ways of communicating?

Find out: Ask people who are not used to jargon.

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A6

Is information easy to understand, and presented in a way that all team members understand?

Find out: Look at records of meetings.

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A7

Are there rules about keeping information private?

Find out: Ask the team members if they have agreed what to do about privacy. Was the person involved in deciding about these rules?

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A8

Is there a process for team self-examination and performance evaluation?

Find out: Ask individual members to describe the process. Do they give the same account?

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A9

Is the team learning how to support the person in enjoying new experiences?

Find out: Ask team members what they have learnt through attending the meetings.

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B

B Team members have developed ways to work effectively and efficiently together



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Is there a good level of trust between the person and other team members?

Find out: Ask the person and the team members.

B1

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Is the team made up of people who know the person from different perspectives and do they all have a relationship with the person?

Find out: Look at the list of team members and find out their roles and relationships.

B2

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Is planning done in partnership with the person, their advocates and families? Are other people encouraged to join the team to strengthen its work?

Find out: Check who is involved.

B3

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Do people come together at the person's request?

Find out: Ask the person.

B4

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Does the team meet often enough to make plans and keep each other informed about progress?

Find out: Ask team members.

B5

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When conflicts arise, do people bring them to the attention of the team and find ways to negotiate solutions, that are in the best interest of the person?

Find out: Ask team members.

B6

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Does the team come up with solutions that go beyond what the service thinks are best or what the service has available?

Find out: **Observe a team meeting.**

B7

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C The planning team works together to implement the plan



C

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Are supports, services, activities, relationships and schedules matched with the person's preferences and needs?

Find out: **Ask the person what they prefer and check it against what they get.**

C1

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Do those who support the person with their choices and daily routines use the plan?

Find out: **Ask the supporters and the person.**

C2

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Is there evidence that the person's choices are being honoured by those who support them?

Find out: **Ask the supporters and look at the plan.**

C3

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Is the person supported to coordinate everything so that things happen the way they want?

Find out: **Ask the facilitator and the person.**

C4

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Is the team committed to finding a way towards the person's goals, even when other people say that some things are unrealistic or unsuitable?

Find out: Ask those that are committed to making things happen for the person.

C5

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n.d.t.

Does the plan say who will do what by when?

Find out: Look at the plan.

C6

© The National Development Team 2002
n.d.t.

D The planning team has a process for evaluating its work



D

© The National Development Team 2002
n.d.t.

Are members of the planning team committed to recruiting community people who will help in achieving the person's goals?

Find out: What do community people think about the planning process?

D1

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n.d.t.

Does the team regularly check to make sure planning is leading to action?

Find out: Look at the plan reviews.

D2

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n.d.t.

Is a record kept of team membership, meetings, and how the plan is working?

Find out: Ask to see one.

D3

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n.d.t.

Is someone responsible for checking with the person on a regular basis to see that the plan is working?

Find out: Find out who is responsible and how often they meet with the person. Are there other ways this person finds out whether things are working?

D4

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Does the team identify problems and make sure that action is taken to find solutions?

Find out: Look at the records of a series of meetings.

D5

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Are team members asked regularly about their views about the plan?

Find out: Ask who does this and how often it is done.

D6

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Are regular checks made to find out how satisfied the person and their family are with services?

Find out: Ask the person and his or her family.

D7

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Is the person and his or her family satisfied with his or her supports and services?

Find out: Ask the person and their family.

D8

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E The person centred planning team records and shares what they are learning about people



E

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Does everyone involved in planning with the person contribute to making things happen?

Find out: **Ask team members what contributions they make.**

E1

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Does the plan show that changes have been made to increase opportunities and respond to the person's developing preferences?

Find out: **Look at the records of a series of meetings.**

E2

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Is information readily accessible to the person and those who support them so they can take action to make things happen?

Find out: **Ask to see where documents are kept. Are they accessible to those who need the information?**

E3

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When dissatisfaction is identified do people come together to identify the issues and make changes for the better?

Find out: **Ask team members about conflicts or dissatisfaction - how was this handled?**

E4

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Are changes made to the plan when areas of dissatisfaction are identified?

Find out: **Look at previous plans.**

E5

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These cream cards help you think about how your organisation works.

- A** The organisation takes a comprehensive approach to implementing person centred planning – 9 cards.
- B** The organisation encourages facilitators and managers to work in person centred ways – 8 cards.
- C** Person centred approaches are promoted throughout the organisation – 8 cards.
- D** The organisation evaluates its effectiveness in relation to person centred approaches – 9 cards.
- E** Organisational changes are being made which promote person centred ways of working – 8 cards.

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Organisations



1 of 2

This section covers all organisations that provide support to the person. This includes specialist disability organisations and other agencies that are connected with the person, such as an employer or a college.

Most organisations need to change to become more person centred. This is a big challenge and they will have to search for new and creative ways to support the person to achieve their goals.

In addition to the development of person centred planning, the organisation will need to adopt an individualised approach to providing support. For example, supported living and supported employment will provide a more person-centred approach than hostels and day centres. This is why this section refers to person centred approaches, one component of which is person-centred planning.

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The following elements are essential in the development of an organisation that pursues person centred approaches:

- Training must be available for staff and others. This training will cover the values base, work with individuals and service changes required to implement person centred approaches. All references to training in this pack refer specifically to training in person-centred approaches and person centred planning, not to other kinds of training.
- A network of people committed to promoting 'community life' rather than 'service life' for the people they support.
- Support from managers, planners and policy makers in the development and implementation of person centred ways of supporting people.
- Methods of finding out if person centred planning is improving people's lives. The goal is increased opportunities for people, not merely the creation of documents.

2 of 2

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A The organisation takes a comprehensive approach to implementing person centred planning



A

The organisation needs to be committed to providing information, training and ongoing opportunities for developing person centred approaches. This includes initial and ongoing training, support and nurturing for people who will facilitate planning with individuals. The term *facilitator* in this pack refers solely to those individuals who support the development of person centred plans. Organisations develop person centred approaches over time, and so everyone will need to share a commitment to take action in response to the lessons that are learnt along the way.

The organisation should ensure that training is available to people with disabilities, family members, and others that can influence positive change. Ideally people with disabilities and their families will contribute as trainers, and receive support to do so.

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Has the organisation identified a 'champion' to promote person-centred approaches?

Find out: Ask anyone in the organisation. They should know!

A9

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Does the organisation provide awareness training in person centred approaches to all staff?

Find out: Look at the training diary of the organisation.

A1

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Does the organisation provide awareness training to people who receive its services, families and other members of the community?

Find out: Ask people who use services, their families and community members.

A2

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A3

Does the organisation involve people who receive services and their families as trainers?

Find out: **Look at the programme of training events.**

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A4

Does the organisation provide practical training on the ways in which people who receive services, families and staff can get started in implementing person centred planning?

Find out: **Look at the content of training events.**

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A5

Is continuing education and support available to facilitators?

Find out: **Ask facilitators.**

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A6

Are facilitators subject to undue pressure to develop a certain number of plans within a specific time?

Find out: **Ask facilitators.**

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A7

Are staff regularly asked about their training needs in relation to implementing person centred approaches?

Find out: **Ask staff.**

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A8

Does the organisation have in-house trainers on person centred approaches?

Find out: **Ask the training department.**

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B The organisation encourages facilitators and managers to work in person centred ways



B

In order to build person centred approaches into the culture of the organisation facilitators and managers need to:

- Develop competencies in person centred planning through intensive training.
- Be committed to ongoing learning and personal development.
- See themselves as change agents in relation to the people they plan with as well as the organisation, other services and the community.

Everyone should be given opportunities for developing their skills in person centred approaches.

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Does the organisation have identified facilitators?

B1

Find out: **Ask planning teams.**

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Have facilitators and managers have been provided with sufficient training on a variety of person centred approaches?

B2

Find out: **Ask facilitators and managers.**

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Are there regular opportunities for facilitators and managers to meet each other and work out ways to promote person centred approaches?

B3

Find out: **Ask facilitators and managers.**

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Does the organisation support people with disabilities and their families to develop their skills as facilitators?

B4

Find out: **Ask the person and their family.**

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Do staff have the resources they need to help them implement person centred approaches? (vehicles, flexible funding, administrative help, etc.)

B5

Find out: **Ask the staff. We all want more of everything, so be specific about resource constraints.**

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B6

Do staff have some control and flexibility in their working conditions?

Find out: **Ask for examples.**

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B7

Do staff share in the decision-making process of the organisation?

Find out: **Ask staff for examples.**

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B8

Are the special efforts of staff recognised and valued?

Find out: **Ask staff for examples.**

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C

C Person centred approaches are promoted throughout the organisation



If communicated effectively, person centred approaches will provoke the organisation to make positive changes for the people they support, others within the organisation and community members. This will require the organisation to replace a 'service system' perspective with a community perspective. Many current structures within the organisation will need bringing into line with person centred approaches.

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C1

Does the organisation have a Mission Statement that supports person centred approaches?

Find out: **Look at a copy.**

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C2

Do people outside the organisation think it is committed to person-centred approaches?

Find out: **Identify specific people and ask them.**

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Can the organisation use money in flexible ways to help and support people?

Find out: Ask for examples of funding that has been used creatively to support individuals.

C3

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Does the organisation ensure that personal funds are directed by the person or their legal representatives?

Find out: Ask for an explanation of how this is safeguarded.

C4

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Does the organisation's way of working make it practical to set up financial arrangements for individuals?

Find out: Ask staff how easy it is to set up financial arrangements for individuals. Do people have access to Direct Payments?

C5

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Do job descriptions support staff in working in a person centred way?

Find out: Ask to see job descriptions.

C6

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Does the organisation have a development plan for promoting person centred approaches?

Find out: Ask to see the organisational plan.

C7

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Does the organisation have a system for continuous improvement of its person centred approaches?

Find out: Look at how the development plan has been revised over time.

C8

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D The organisation evaluates its effectiveness in relation to person centred approaches



D

An organisation should have ways to evaluate its progress towards person centred approaches.

Organisations can evaluate their effectiveness in various ways. Focus should be on positive changes in the person's life as well as changes made within the organisation. Person centred planning can be an effective strategy in the development of person centred approaches, as long as action follows the planning.

There must be regular reviews of individual plans that reflect on successes as well as failures. Organisations will work to lower barriers to person centred approaches and monitor the impact of these efforts.

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Is there a method for comparing what the person wants against what is actually provided in the areas of daily activities, home and community inclusion?

D1

Find out: **Ask managers.**

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Does progress on individual plans get used to make broader organisational changes?

D2

Find out: **Ask managers and planners.**

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Does the organisation have methods to gather feedback on the effectiveness of person centred planning?

D3

Find out: **Ask managers and staff.**

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Are people in the organisation asked about what is happening and is this information used?

D4

Find out: **Ask managers and staff.**

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Do managers regularly ask the person, families and staff about what is working in regards to relationships, home and daily routines?

D5

Find out: **Ask the person, family members and staff.**

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Does the organisation check out how people spend their days, and whether these activities reflect their needs and choices?

Find out: **Ask managers how they do these checks.**

D6

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Does the organisation have methods by which they respond to the changing needs and aspirations of the person?

Find out: **Check the plan for changes that have been made in response to the person's changing needs and aspirations.**

D7

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Are areas of dissatisfaction acted upon and do they result in tangible changes in the persons life?

Find out: **Review information from the complaints process and elsewhere.**

D8

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Are individual's lives getting better?

Find out: **Ask the person, and those who care about them.**

D9

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E Organisational changes are being made which promote person centred ways of working



E

Words are not enough – the organisation must be able to demonstrate how it has supported individuals to get a better life. Over time the organisation will begin to look different as action is taken to modernise policies, procedures, staff roles, use of resources, planning and service development. The organisation will work in partnership with people who need support, their families, supporters, other services and community members to work out how to make improvements.

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Are people using services involved in decision making within the organisation?

Find out: **Ask the person and those who care about them.**

EI

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E2

Does the person, their family and community members enjoy real participation in the organisation's decision-making process?

Find out: Look at the record of several meetings and ask people.

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E3

Are staff within the organisation involved in the local service planning boards and implementation groups?

Find out: Ask the director of the organisation.

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E4

Does every management committee include at least one person with a disability?

Find out: Check the membership list.

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E5

Is at least one Board member (or equivalent) a person with a disability?

Find out: Check the membership list.

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E6

Are the policies and procedures of the organisation being changed to focus on person centred approaches?

Find out: Ask managers to give examples.

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E7

Has the organisation set targets for adopting person centred approaches? Have any of these targets been met?

Find out: Look at the plan and progress reports for the organisation.

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Does the organisation encourage participation by community members on boards, implementation and planning groups?

Find out: **Look at membership lists.**