The National Autistic Society

Supporting and Facilitating Person Centred Planning with people who have autism

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Your autism charity

From a provider's perspective

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- **Two main areas consider:**

- How to facilitate planning with the person,

- How to support Person Centred Planning at it's Approaches across the organisation.

Creativity and Communication

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- Planning with people in ways that are meaningful to them,
- Locations that they like and feel comfortable in
- People important to them fully involved
- Communication methods understandable
- Using person centred methods to lead planning
- Actions and Outcomes

Autism Minibook-NAS and HSA

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sorting important to/for

what it does	how this helps
Sorts what's important TO (what makes us happy, content, fulfilled) from what's important FOR (health and safety, being valued) while working towards a good balance.	As a way to think through a situation before deciding what should happen next.
	As an everyday method.
	As part of reviews.
	As the beginning of an individual, family or team plan.
	Develops understanding of the persons view and how they behave.

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sorting important to/for

important TO	important FOR
need to learn/know	

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routines and rituals

what it does

As a process to understand routines.

Provides very detailed information about routines and rituals.

how this helps

Helps others to understand the importance of routines.

Promotes consistency of support.

Reduces anxiousness and stress.

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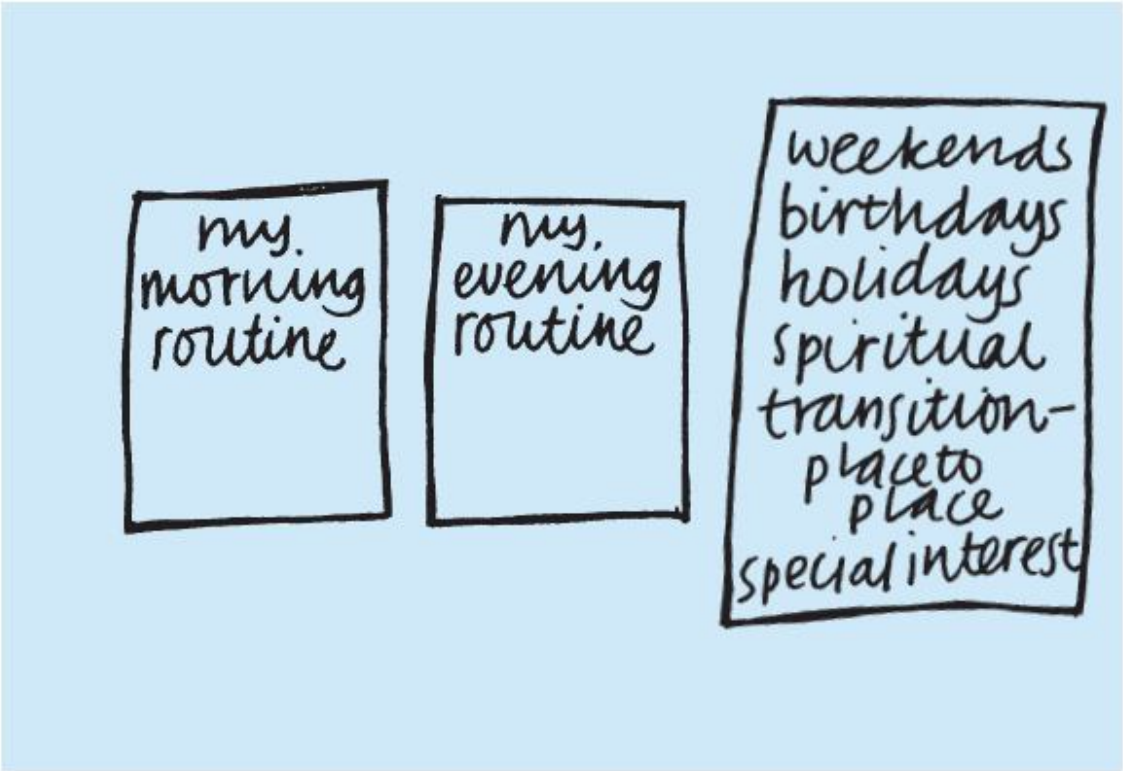
routines and rituals



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reputations

what it does	how this helps
Helps develop a positive view of people.	Helps others to understand that the negative things that people do and say may tell us about what is important to them and enables us to think about how to support them.

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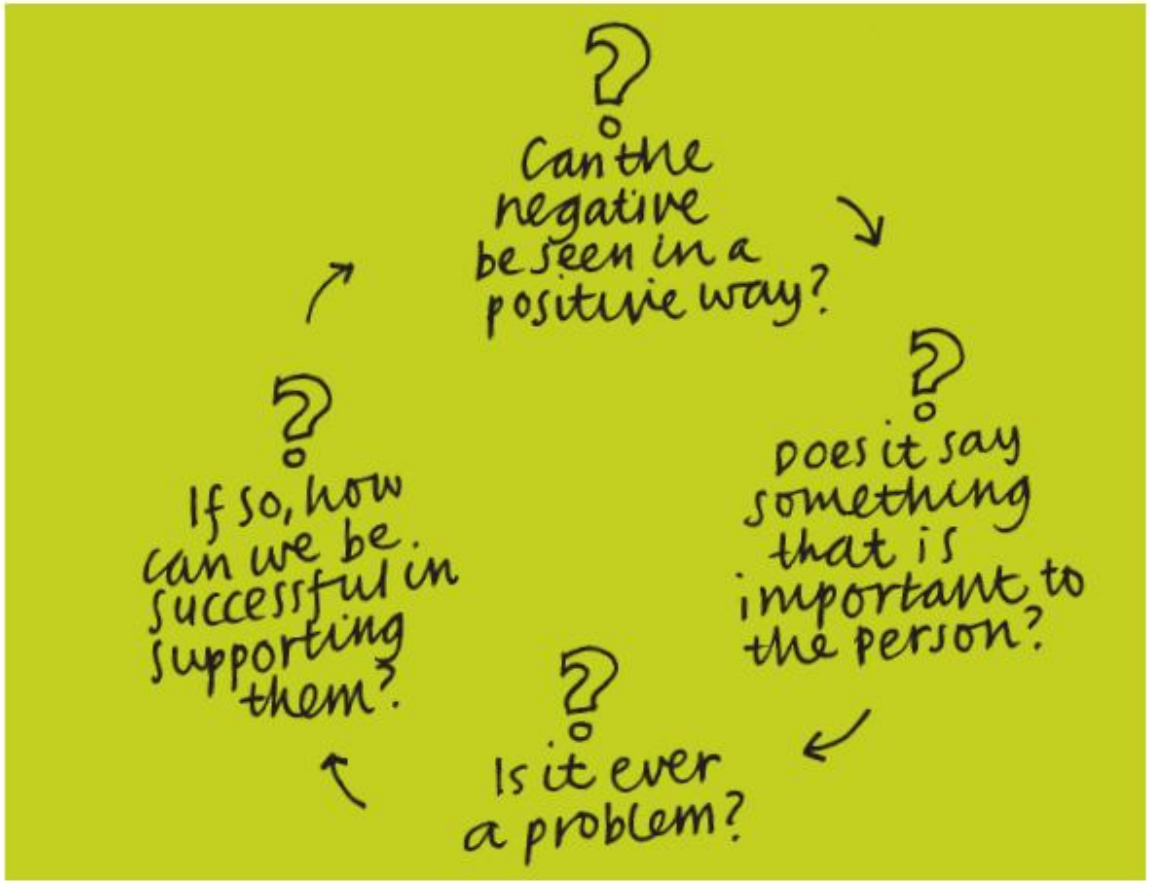
reputations



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the right support staff

what it does	how this helps
A structure to look at both what skills/supports and characteristics that are needed for a support person.	Helps people think about what kind of paid support they want and need.
	In recruiting team members.
	Gives the information for the characteristics section of a plan.

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the right support staff

Support wanted and needed	Skills needed	Personality charact~ eristics needed	Shared common interests

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relationships

what it does	how this helps
Identify who is important to a person or family.	Learn who is important to people.
	See if there are any important issues around relationships.
	Helps identify who to talk to when developing a plan.
	Identify relationships that can be strengthened or supported.

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relationships

love	like/friends
places I go	paid

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communication charts

what they do	how this helps
A quick snapshot of how someone communicates.	Helps us focus on people's communication whether they use words to speak or not.
A way of recording information for people who use words to speak and particularly for people who don't. Supports understanding of rituals or repetitive behaviours. Supports the understanding of sensory intolerance or sensory overload. Enables people without autism to be clear when the meaning of words is ambiguous.	Whenever what the person does communicates more clearly than what they say.

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communication charts

we want to tell...	to do this we	helped/ supported by

at this time	when this happens	we think it means	and we do this

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sorting what's ok/not ok

what it does	how this helps
Analyses an issue/situation with opinions from everybody.	Clarifies what to build on (maintain or enhance) and what to change.
Provides a picture of how things are right now. Explores the development of coping strategies with the person.	Helps in looking at how: Any part of a person's life is ok. Medications are ok. People providing paid support are doing in their work. Any effort, activity or project is going ok.
Develops understanding of the individual's behaviour.	Helps with mediation where there are disagreements.

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sorting what's ok/not ok

what's ok	what's not ok
person	
family	
supporters	

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decision making agreement

what it does

Helps us to think about decision making and increasing the number and significance of the decisions people make.

how this helps

To think about how much power and control people have in their lives.

To clarify how decisions are made.

To increase choice and control people have in their lives.

Develops clear agreements to provide support.

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decision making agreement

important decisions in my life	how I must be involved	who makes the final decision

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goals

what it does	how this helps
Helps people to think about their future and how to begin moving towards them.	Learn what is important to the person about their future. See what steps the person could take to move them closer to their goal.

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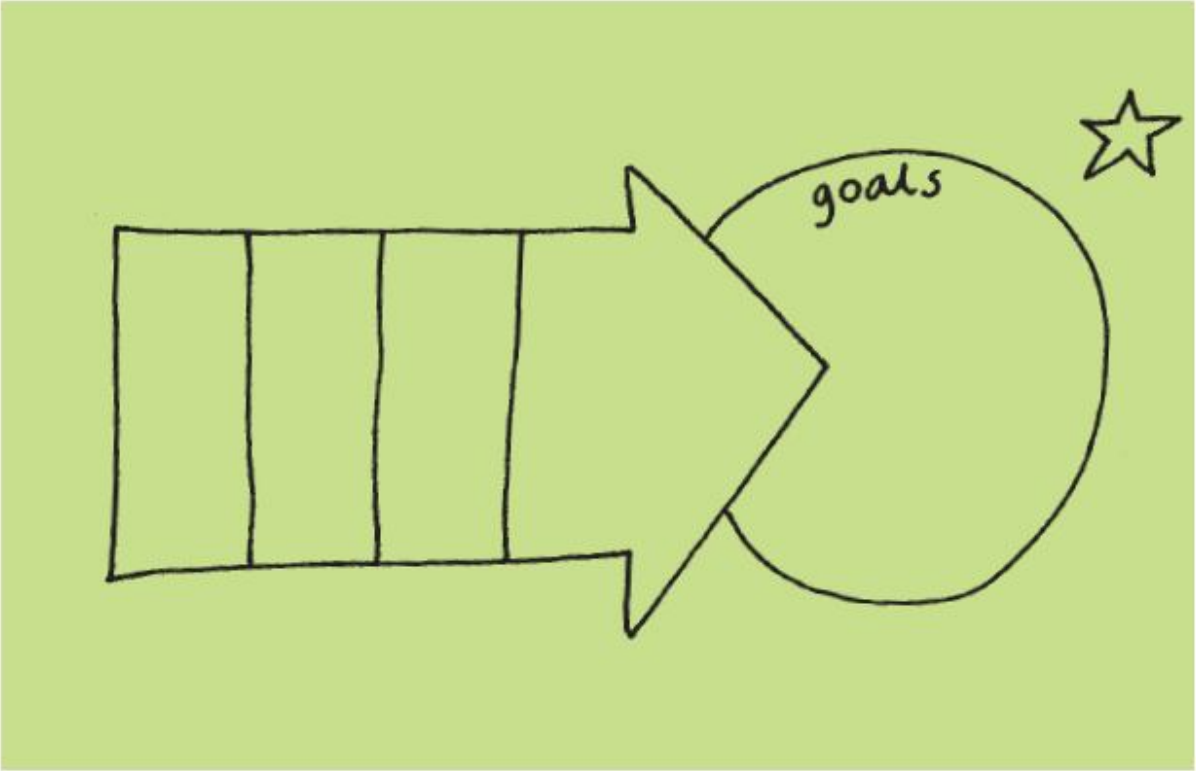
goals



Planning Styles

- PATH-
- ONE PAGE PROFILES
- SUPPORT PLANNING
- OUTCOME FOCUSSED REVIEWS

From an organisational perspective

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- Training-initially One day introduction to PCP and it's approaches to all staff and made the training statutory for all new staff during induction.
- Three day facilitator training delivered to particular staff across schools and service adult service areas. After three years 150 people trained
- Person Centred Thinking has now become the standard training for support staff, families and people using services.
- National network set up, PCP champions across all areas, mentoring and coaching, support at a local level. Evaluation of plans locally
- Person Centred Planning given high priority , part of the organisations Mission Statement.

Impact of PCP on workforce

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Recommendations

• A national strategy on facilitation within the NAS should set out: the purpose, role and

tasks of facilitation; a statement of good practice; dedicated national, regional and service-level responsibilities for promoting and championing person-centred planning and to support the role of facilitators; a remit for the national network; an expectation of line managers to ensure sufficient facilitation within their service; a national training programme; targets and an action plan for the further development of facilitation nationally.

• The impact of person-centred planning should be monitored more systematically so that the effectiveness of the facilitation role can be gauged. Positive outcomes should be acknowledged and celebrate the use of individual stories to exemplify the possibilities to managers and frontline staff.

Recommendations

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- The training strategy for person-centred planning should ensure that a) managers

undertake training alongside the staff they manage; b) facilitators are adequately

trained and prepared to deliver training ‘in-house’; c) is grounded in evidence of best

practice and uses real life scenarios.

- Managers should be expected to play an active role in at least one person-centred

plan (where this is appropriate).

- A national coordinating role should be retained to ensure consistency of training and

implementation, to lead on developments in policy and practice and to represent the

interests of facilitators at a national level.

- The facilitator network and opportunities for peer mentoring should be maintained and

strengthened.

Questions

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