




My Independence

# Person-centred planning toolkit

Tutor guidance

# Preparing for Adulthood pathways

All courses within the My Independence framework are mapped to the four Preparing for Adulthood pathways:

	<b>Friends, relationships and community</b>	Exploring how an individual can develop and maintain friendships and relationships, and become an active citizen in the communities they are a part of.
	<b>Good health</b>	Exploring how an individual can keep well through a healthy lifestyle and by getting the right kind of support, including positive behaviour support.
	<b>Independent living</b>	Exploring what independent living means for the individual and maximising independence skills, including the use of augmentative and alternative communication (AAC).
	<b>Employment</b>	Exploring the contribution a young person can make to a workplace or in employment, and how best to provide good support planning.

This approach will enable educational providers to link learning opportunities to an individual's Education Health and Care Plan (EHCP) outcomes. The courses can both inform the development of outcomes and provide evidence of their achievement.

The My Independence courses are based on a person-centred approach, starting with what is important to the individual to have good life outcomes across the four pathways. Person-centred planning tools are embedded throughout the courses to explore and inform this process.

The course outcomes are based on what needs to be in place for a young person to plan for the future and make a successful transition to new opportunities in education, in the community, on training programmes, employment or in supported living. The courses aim to promote inclusion, to extend and develop learning opportunities beyond school or college, and to provide good plans for the support required to make this a reality.

# Person-centred approaches

## Responsive action

Listening alone is insufficient without a clear intention of acting on what is heard.

Responsive action involves:

- Professionals being clear about their responsibilities and what is outside their sphere of influence, or none of their business.
- A core assumption that the person is the expert on their own life problems.
- Using professional expertise to create a shared understanding of the person and their situation, with a focus on shared problem-solving and co-designed solutions.

## Connecting with citizenship

Connecting with citizenship places clear emphasis on a person having choice and control over their own life and the support they receive. It reinforces the importance of being part of a community.

There are six aspects that enable a person to connect with citizenship:

- Self-determination – having the same rights as others
- Direction – having a plan or idea of what we want in life
- Money – having our own money
- Home – having a base and a place to call our home
- Support – receiving help to do the things we need help with
- Community life – being an active citizen in the community and developing a network of relationships

## When to use person-centred planning

Person-centred planning can be used in education, socially or through work to support someone to plan for their future within a range of different life situations. For example:

- To help people to work out what they want in life
- To better understand what support a person needs to pursue their aspirations
- To help shape and clarify support from different services to ensure they are effective in helping a person
- To bring together people who have a part to play in supporting a person and facilitate shared problem solving
- To energise and motivate someone, based on a better understanding of and commitment to the person
- To demonstrate to service agencies how they can adjust their operations and strategies to better support people

# Person-centred planning tools

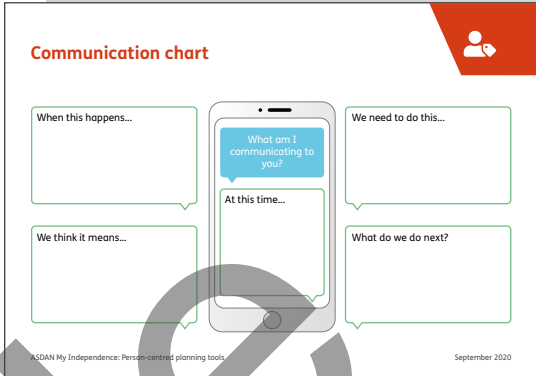
## Communication chart

When to use this tool:

- To record what a young person is trying to communicate through
- If a young person's voice is not being heard

How to use this tool:

- Work with the young person to record their behaviour when communicating and what it means
- Finish with recording what needs to be done next to enable the young person's voice to be heard



The 'Communication chart' form features a central smartphone icon with a speech bubble that says 'What am I communicating to you?' and 'At this time...'. Surrounding the phone are four text boxes: 'When this happens...' (top left), 'We need to do this...' (top right), 'We think it means...' (bottom left), and 'What do we do next?' (bottom right). The form is titled 'Communication chart' in the top left corner and includes a small icon of two people in the top right corner. At the bottom, it reads 'ASDAN My Independence: Person-centred planning tools' and 'September 2020'.


## Decision making profile

When to use this tool:

- To identify how and when a young person can make decisions
- If a young person needs to make a decision about something

How to use this tool:

- Ask the young person how they need information and choices to be presented in order for them to understand and make a decision
- Record things that can help a young person to be able to make a decision



The 'Decision making profile' form contains several sections for recording information: 'How I like to get information:' (a large empty box), 'How to present choices to me:' (a large empty box), and 'Ways you can help me understand:' (a large empty box). At the bottom, there are two smaller boxes, each with the heading 'When is the best time for me to make decisions?'. The form is titled 'Decision making profile' in the top left corner and includes a small icon of two people in the top right corner. At the bottom, it reads 'ASDAN My Independence: Person-centred planning tools' and 'September 2020'.

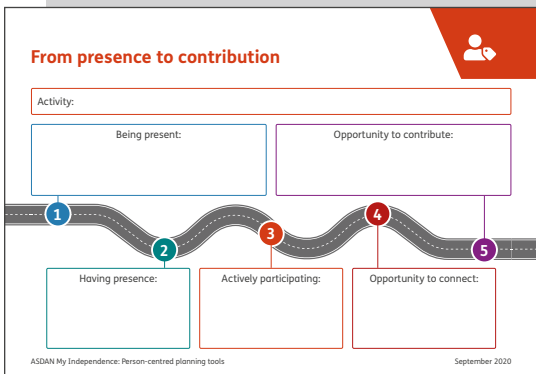
## From presence to contribution

When to use this tool:

- To think about how a young person can be more involved in activities, including activities that are new to them
- To identify what it might look like if a young person was fully engaged in an activity

How to use this tool:

- Work through the stages from 'being present' to 'opportunity to contribute' to show what each stage of engagement would look like for the young person



The 'From presence to contribution' form features a central wavy path with five numbered stages: 1. 'Being present:', 2. 'Having presence:', 3. 'Actively participating:', 4. 'Opportunity to contribute:', and 5. 'Opportunity to connect:'. Each stage has a corresponding empty box for notes. The form is titled 'From presence to contribution' in the top left corner and includes a small icon of two people in the top right corner. At the bottom, it reads 'ASDAN My Independence: Person-centred planning tools' and 'September 2020'.

# Perfect day



Morning:

Afternoon:

Evening:

Sample

# Like and admire



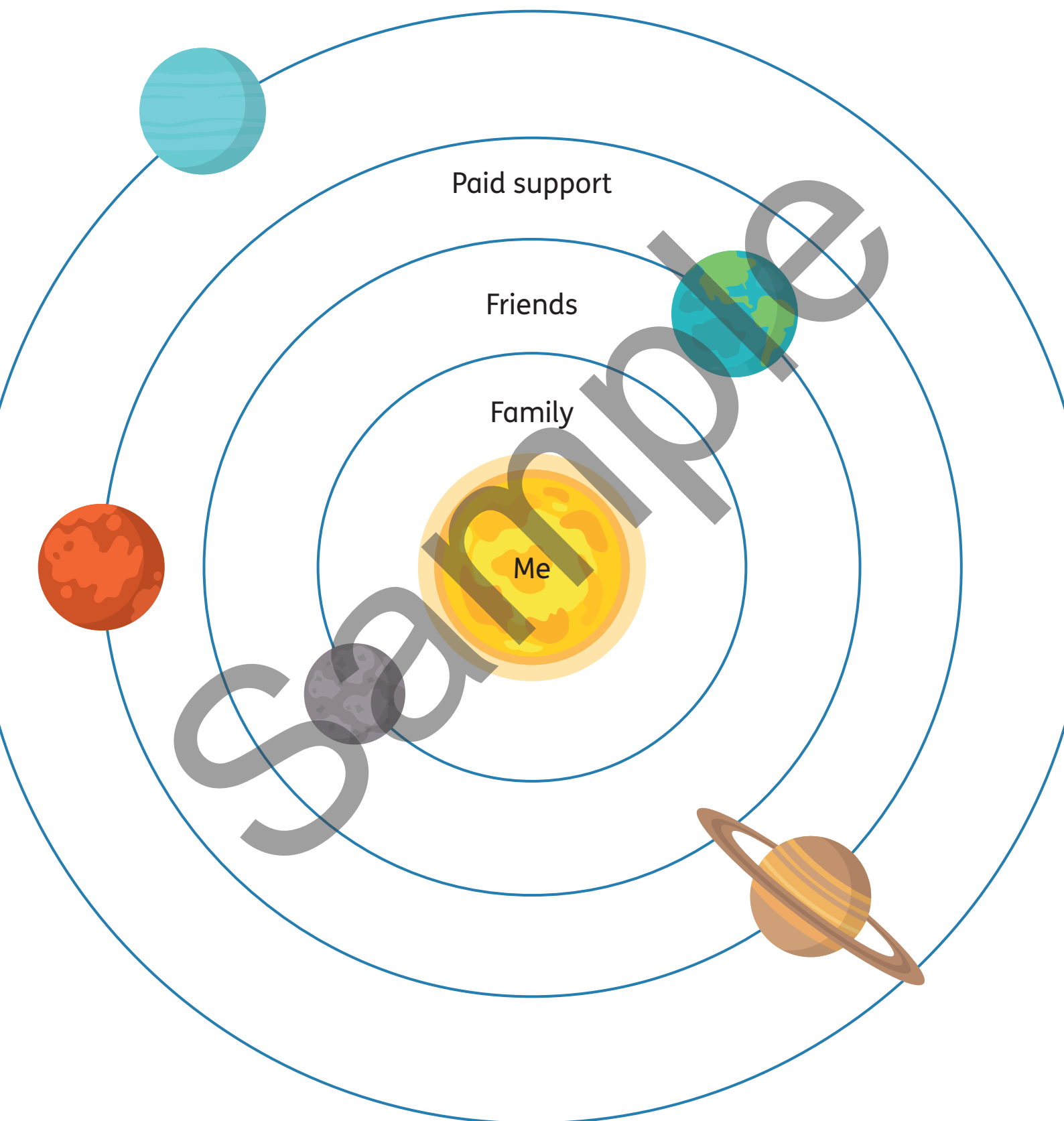
What we like and admire about: (name)





# Relationship circle

**i** Add a photo of yourself in the centre.



# Good day, bad day



Good day	Bad day
What makes a good day?	

Sample