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Charting the Cs
Cooperation, Communication, Collaboration

Using Person-Centered Practices for the Many Transitions, from Infanthood to Adulthood

Garrett Petrie | Person-Centered Thinking (PCT) trainer and coach trainer
Mary Cashman-Bakken | Deaf and Hard of Hearing (DHH) specialist
Person-Centered Practices in Education Leadership Team | Minnesota Department of Education

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Takeaways for Participants

- Know how to access the most current person-centered practice resources available in Minnesota for students, educators and family members.
- Develop at least 1 One-Page Description for yourself before trying out with others.
- Sign-up to receive direct technical assistance and professional development opportunities available as they are announced.

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What are Person-Centered Practices?

- Continuum of strategies and activities that support the informed choice of students and families to make or have input into both
 - Major transitions, and
 - Everyday life decisions.
- Focus on the interests and needs of the person receiving instruction or support.
- Emphasize each person's strengths and dreams rather than weaknesses or deficits.

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Why use Person-Centered Practices?

- Ensure that all students and their families have teams that use the most current information about their strengths, interests and needs
- Make informed choices about learning, working, living and playing in the most integrated settings possible
- Students can be even more active members of their
 - Home,
 - School, and
 - Local community

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Resources Available

Home About Students and Families Learning Districts, Schools and Educators Data Center

Special Education

Person-Centered Practices

Person-centered practices are a collection of strategies and activities that support the informed choice of students and families to learn or have their life skills instruction in a variety of settings. Person-centered practices focus on the interests and needs of the person receiving the instruction or support. They emphasize and promote the person's strengths and abilities.

What does person-centered mean?

Person-centered practices and practices are a way of working that people with disabilities have the same rights and opportunities as other people, including being asked for their views, being their own decision and participating in the community to make their own choices in the present. The person's explicit or person-centered work comes from multiple sources, including that of roles and responsibilities, age, skills, team status and a self-determination agreement.

Person-centered practices are a collection of strategies, ideas and activities that people with disabilities use to make their own choices in the present, without disabilities. For more information about the Minnesota Plan, visit [Minnesota's Minnesota Plan](#).

Why use person-centered practices?

Using a person-centered approach allows people to choose what they want and need to do. People have more than one choice. Information about their strengths, interests and needs to make informed choices about where they will learn, work, live and play in the most integrated settings possible when they can be active members of their home, school and local community.

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Core Features of Person-Centered Practices

The Minnesota person-centered practices in education leadership team focuses on supporting educators to implement person-centered practices that have the following core features:


- Strengths-based.
- Person and family-led.
- Involves people from across the home, school and community.
- Awareness and sensitivity to issues of culture, race, age, sexual orientation and gender identity.
- Information about student and family preferences to ensure each team member's preparedness.
- Informed choice that balances information that is both important to and for the person.

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Person-Centered Practices in Minnesota

Access the most current [person-centered practice resources](https://education.mn.gov/MDE/fam/sped/person) (<https://education.mn.gov/MDE/fam/sped/person>) available in Minnesota for students, educators and family members, which include:

- Examples of person-centered practices with demonstrated evidence, usability and implementation supports for school settings in Minnesota
- Training opportunities provided by the Minnesota Department of Education (MDE), funded partners and other state departments like the Department of Human Services
- Invitation to [share experience and student/family outcomes with MDE's leadership team](#) (mde.person-centered@state.mn.us) for other person-centered practices



(<https://education.mn.gov/MDE/fam/sped/person>)


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Charting the Cs

COOPERATION, COMMUNICATION, COLLABORATION & CONNECTIONS


EMPOWER PERSONAL DEVELOPMENT TO SUPPORT THE WELFARE & LIFE-LONG LEARNING OF ALL

One-Page Descriptions (OPDs): A positive introduction to a person



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The Learning Community for Person Centered Practices



The Learning Community for Person Centered Practices envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. We foster a global learning community that shares knowledge for that purpose.

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Opening Round – 3 Steps

Let us know in chat (personal to Garrett or to all) if you are either [pick one]:

- Listening to gauge interest - or -
- Fully participating to try out the skills

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How do we get to know students... Sources of information for students...

- **Evaluation Report (ER), sometimes called Evaluation Summary Report (ESR)**
 - Functional Behavioral Assessment (FBA)
- **Individualized Family Service Plan (IFSP)**
- **Individualized Education Program (IEP)**
 - Present levels of academic achievement and functional performance (PLAAFP)
 - Progress report (PR)
 - Limited English proficiency (LEP) impact on learning and progress
 - Assistive Technology (AT) devices and services considerations
- **Personal Learning Plan (PLP) process (grades 9–12)**
 - Individual Service Plan (ISP)
 - Summary of Performance (SOP)

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If technical information is our first introduction, it may look like the following ...

Chandran

- 'Communication skills are significantly different from typically developing peers...'
- 'Referred to public school by pediatrician...'
- 'Presenting concern with delay of speech...'
- 'Responds to the word 'stop' and 'no' and follows routine cues...'
- 'Makes wants and needs known by pulling adult to items or pointing...'
- 'Fine motor skills during functional activities observed to be discrepant from same-age peers...'
- 'High level of distractibility...'
- 'Able to use a neat pincer grasp...'
- 'Impairments in joint attention, reciprocal, social/emotional skills and limited peer interactions appropriate to age...'
- 'Does not spontaneously respond to greeting/goodbye initiated by others...'
- 'Safety concerns in the community...'
- 'Delayed expressive/receptive communication and sensory processing skills...'
- 'Hand-to-hand transfer...'

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What do we know about Chandran?

- How do we feel about this as an introduction to him?
- Are we excited to meet him?
- Are we excited to support him?

Please enter your thoughts in the chat

Is there another way?


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Chandran's One-Page Description

What others like and admire about Chandran:

- Inquisitive
- Expressive
- Curious
- Loving
- Snuggler



What's important to Chandran:

- His family, especially his big sister Michelle. He loves snuggles from her.
- Loves looking at his surroundings and noticing what is in his space.
- To make friends and have fun with others.
- To feel comfortable in his surroundings which includes not being too hot, not wearing tight clothing, being hungry, being tired, feeling sick, and not being able to move.

How to support Chandran with education:

- Knowing what is happening now and what is coming next.
- When in a space transition, give him 30 seconds to explore his surroundings before jumping into a lesson plan.
- Reminder to say hello to his friends during morning meeting. Briefly say, "Chandran, let's all say good morning to our friends, big smile, hands."
- When he pulls on your shirt, look at Chandran and say, "Chandran, how can I help you." He usually pulls on clothes when he wants a teacher to help him get something or when he wants to play.
- Chandran likes to look over his daily schedule on his own.
- Find a time for Chandran to see Michelle during the school day, especially if he is having a tough day.

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Now—What do we know about Chandran?


- How do we feel about this as an introduction to him?
- Are we excited to meet him?
- Are we excited to support him?

Please enter your thoughts in the chat.

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Objectives

- To understand the purpose of a One-Page Description (OPD)
- To understand the core headings always included in an OPD
- To identify where you can use creativity and judgment in creating an OPD
- To develop an OPD for yourself or a student
 - Hopefully, you have a student in mind
 - Important to practice with yourself
 - It's not necessarily that easy to do for ourselves



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Purpose of One-Page Description

Descriptions are used for a specific purpose to introduce someone (e.g., new job, at the front of personal records, orientation for new staff, etc.)

Know the purpose before you create one

They are an at-a-glance, positive source of information about the person

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Purpose of One-Page Description (continued)

They can also be used:

- As a way to introduce someone across **different settings** like school, home and community.
- When moving to a **new school**.
- When meeting **new people**, like a **new Intervener**.
- At the **front page** of a student's records to share when paperwork is transferred.
- As the beginning of a **more detailed Person Centered Description**.
- As the **basis for action**—going from an OPD to then asking what is working and not working from different perspectives and acting on this.

Or ... **They can be used throughout the lifespan and always support positive control for people**

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Maxwell 3 Months

What is Maxwell like as he has gotten older?

- Playing with people
- Coming when called
- Hitting the spot on my plunger and looking to me
- Looking out the window or going outside
- Tummy time
- Playing with my feet
- Being with the Amazon and Daddy

What others like about me

- Gracie the goat
- Cats (ugh)
- I get the back legs
- Big baller
- Always happy
- Cutie Pie
- Mommy and a Daddy

How do support/assist me

- When I am tired I like to rock with me and be held
- If I get tangly you can rub your hands across the front part of my hair
- Hold me upright and around 45° so you can see my back light or the top of my head
- Always talk to me in English because I understand the words you use
- Use me like you play with you through the night
- I will rub my eyes and yawn when I am tired. Sometimes my eyes will look red. You can help me by holding my hand and kissing me on the cheek.
- If I am napping and I wake up to early and have please help me by giving me my milk and rubbing my tummy light or moving your fingers across the top of my head. If I still don't go back to sleep please hold me to the side.
- I need a little time to get up from my nap. I may use my milk.
- I do great feeding with a bottle. Just use and hold me through it when you see a bottle



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Liam's One Page Introduction

Liam's One Page Introduction

What is Liam like as he has gotten older?


- Playing with people
- Coming when called
- Hitting the spot on my plunger and looking to me
- Looking out the window or going outside
- Tummy time
- Playing with my feet
- Being with the Amazon and Daddy

What others like about me

- Gracie the goat
- Cats (ugh)
- I get the back legs
- Big baller
- Always happy
- Cutie Pie
- Mommy and a Daddy

How do support/assist me

- When I am tired I like to rock with me and be held
- If I get tangly you can rub your hands across the front part of my hair
- Hold me upright and around 45° so you can see my back light or the top of my head
- Always talk to me in English because I understand the words you use
- Use me like you play with you through the night
- I will rub my eyes and yawn when I am tired. Sometimes my eyes will look red. You can help me by holding my hand and kissing me on the cheek.
- If I am napping and I wake up to early and have please help me by giving me my milk and rubbing my tummy light or moving your fingers across the top of my head. If I still don't go back to sleep please hold me to the side.
- I need a little time to get up from my nap. I may use my milk.
- I do great feeding with a bottle. Just use and hold me through it when you see a bottle



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Elizabeth Kate's One-Page Description

Elizabeth Kate's One-Page Description

What is Elizabeth Kate like as she has gotten older?

- Playing with people
- Coming when called
- Hitting the spot on my plunger and looking to me
- Looking out the window or going outside
- Tummy time
- Playing with my feet
- Being with the Amazon and Daddy

What others like about me



- Gracie the goat
- Cats (ugh)
- I get the back legs
- Big baller
- Always happy
- Cutie Pie
- Mommy and a Daddy

How do support/assist me

- When I am tired I like to rock with me and be held
- If I get tangly you can rub your hands across the front part of my hair
- Hold me upright and around 45° so you can see my back light or the top of my head
- Always talk to me in English because I understand the words you use
- Use me like you play with you through the night
- I will rub my eyes and yawn when I am tired. Sometimes my eyes will look red. You can help me by holding my hand and kissing me on the cheek.
- If I am napping and I wake up to early and have please help me by giving me my milk and rubbing my tummy light or moving your fingers across the top of my head. If I still don't go back to sleep please hold me to the side.
- I need a little time to get up from my nap. I may use my milk.
- I do great feeding with a bottle. Just use and hold me through it when you see a bottle



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Garrett Petrie:  **Special Education Teacher, Grades 2-4** 

People Like & Admire these things about Garrett:

- Calmness
- Tie-day Tuesday & Tie-dye Friday
- Optimistic
- Doggedly persistent
- Has a vision

People who best support Garrett:

- Highly rational
- Believe all students have a right to integration
- Not easily flustered

THE GOVERNMENT OF MINNESOTA

THIS IS IMPORTANT TO GARRETT:



- Paperwork time when students are not in school
- Ability to focus on family after a solid workday

...and this keeps him fulfilled:

- Focusing on support and interactions with students and team members while at school

Supports that Garrett needs to be Healthy, Safe & Fulfilled:

- Grade-level curriculum (modifiable)
- Daily schedules
- Skinny Crayola markers
- Laminator and dry-erase markers
- Cloud-based data entry/access
- Flex time for paperwork
- LAPTOP!! to travel to classrooms

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One-Page Description for Garrett Petrie, Ed Spec

Introduction to Garrett Petrie

Garrett Petrie is an Education Specialist (Ed Spec) for the State of Minnesota. You can find information about the position purpose from Garrett's position description in the last section.

People Like & Admire These Things about Garrett

- Calmness
- Relentlessly positive
- Doggedly persistent
- 'Big picture' thinking
- Has a vision



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One-Page Description for Mary Cashman-Bakken

Introduction to Mary

Mary is the Deaf and Hard of Hearing (DHH) Specialist for the Minnesota Department of Education. You can contact her by email at Mary.Cashman-Bakken@state.mn.us.


People Like & Admire These Things about Mary

- She herself is Deaf and knows what she is talking about.
- She is knowledgeable about Deaf, Hard of Hearing and Deaf Culture.
- She has lots of experience. Taught DHH for 10 years; in education for 40 years.
- She is logical and practical.
- She is a good listener.



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Mary Cashman-Bakken
Deaf and Hard of Hearing (DHH) Specialist | Minnesota Department of Education



People like and admire these things me:

- I am Deaf and know what I am talking about.
- Knowledgeable about DHH and Deaf Culture.
- Lots of experience. Taught Deaf for 20 years and been in education for 40 years.
- Logical and practical.
- Good listener.

What's most important to me:

- We continue to make strides in educating DHH students.
- We provide accessibility for all—I myself prefer ASL, interpreters and captioning for accessibility.
- We seek to determine the best way for students who are DHH to learn.
- We continue to educate ourselves so we can be better.

People who best support me:

My family supports me the best. I support them. They are the best.
My best friend (and is my husband) and we have 2 daughters. I have friends that I laugh with and share life with too! I am blessed.

For work, I need:

- People who clearly identify in writing what it is that they want.
- Ideally, they would provide a sample of what they need.
- People who strive to make things better and are open to new ideas.

Supports that Mary needs to be healthy, safe and fulfilled:


I need balance and the non-work side of me—**books, sports and golf.**

- I love books by James Patterson, John Sanford, Lee Childs, Nicholas Sparks, Carla Neggers, Sandra Brown, Kat Martin, David Baldacci, and Elizabeth Lowell. I am an avid reader!
- I support the Gophers, Twins, Vikings, Wild and my husband's football team!
- I am thrilled and smile when I get pars and birdies in golf!

DHH Position Purpose: Mary provides disability-specific information and knowledge in the area of Deaf/Hard of Hearing.
Email Mary.Cashman-Bakken@state.mn.us for questions. Email caron.bakken@state.mn.us for a copy of the DHH Specialist position description.

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Conejo Team
One-Page Description



What's important about our team:

- Knowledgeable
- Logical and practical
- Good listener
- People who clearly identify in writing what it is that they want
- Ideally, they would provide a sample of what they need
- People who strive to make things better and are open to new ideas

What's most important to me:

- We continue to make strides in educating DHH students
- We provide accessibility for all—I myself prefer ASL, interpreters and captioning for accessibility
- We seek to determine the best way for students who are DHH to learn
- We continue to educate ourselves so we can be better

People who best support me:

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Supports that Mary needs to be healthy, safe and fulfilled:

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- I love books by James Patterson, John Sanford, Lee Childs, Nicholas Sparks, Carla Neggers, Sandra Brown, Kat Martin, David Baldacci, and Elizabeth Lowell. I am an avid reader!
- I support the Gophers, Twins, Vikings, Wild and my husband's football team!
- I am thrilled and smile when I get pars and birdies in golf!

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One-Page Descriptions Must Include

What must be included:


- What people like and admire
- What is most important to
- How to best support the person

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What people like and admire

- A proud list of people's positive qualities, strengths, gifts and talents
- What are the cool things about you or your student?
- Be clear and **avoid words like usually or sometimes**
- Do not use jargon words—socializes with peers well
- What would you say about other people around this age?
- Find out from the person the things they are proud of and ask their team members.

This is a positive list. What makes the person unique?



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What is most important to me


- This section should have enough information that someone that does not know you well would know what is important to you. If you took the names out, would people know it was you?
- Include things about your life
- Include enough detail, so people know who you are and what you value most

What makes you happy	Hobbies and interests	Things to do and place to go	Things to have
People to be with... families, buddies and besties	Routines	Pace and Rhythm of the day	Decision making

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How to best support me

- Include what is helpful and what is not
- **Be specific** – What does support or help mean?
 - Think about environment
 - Learning vs. social environments
 - Classroom vs. non-classroom settings
 - Think about routine and comfort
- How do we help the person be their best



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One-Page Descriptions May Also Include

What might be included:

- Hopes and dreams for the future
- How I communicate with you
- Characteristics of people who best support me
- My story/history
- Things I don't like
- What is important to my family
 - For some students, this may be a required element
- Other

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Who may have the best information for the description?

If you are looking for people who may be able to contribute, ask them:

- What do you like about the person?
- What do you admire about the person?
- When was the last time that you had fun with the person?

Recommendation: If they can answer these three questions, and add even more details, then prioritize them for the person to consider reviewing their info to add/update their One-Page Description over time.

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

One-Page Description templates

- **Google Drawing template** (<http://bit.ly/opdtemplate> - all lowercase)
 - If you want to use and adapt this template, go to:
 - File
 - Make a copy
 - Rename and save to your Google Drive
- **PowerPoint version** (provided with examples)
- **Word document version** (provided by trainer) – Two pages with headings
- **Charting the LifeCourse Profile Page**
(https://disabilityhubmn.org/media/u5nccvn/hub_lifecourse_myprofilepage_fillable.pdf)

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One-Page Description for [INSERT NAME AND ROLE/PURPOSE] (Age, Grade or Team)

<p>People like and admire these things me:</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>		<p>What's most important to me:</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>
<p>How to best support/comfort me:</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>		<p>How to best support/comfort me:</p> <ul style="list-style-type: none"><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>

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Resources

- [Minnesota Gathering YouTube video: OPDs for Children 2021](https://youtu.be/7gPbUQf5KSY) (https://youtu.be/7gPbUQf5KSY)
- [The Learning Community for Person Centered Practices](https://tlccpcp.com) (https://tlccpcp.com)
- [Support Development Associates: Go-To Guide for Person-Centered Thinking \(PCT\) Skills webpage](https://sdaus.com/tool-kit-templates-examples) (https://sdaus.com/tool-kit-templates-examples)
- [Helen Sanderson Associates: One-Page Profile Templates webpage](http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates) (http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates)

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Resources (continued)

- [It's My Choice](https://mn.gov/mnddc/extra/publications/Its-My-Choice.pdf) (https://mn.gov/mnddc/extra/publications/Its-My-Choice.pdf)
- [Minnesota Department of Education \(MDE\) Person-Centered Thinking webpage](https://education.mn.gov/MDE/fam/sped/MDE032791) (https://education.mn.gov/MDE/fam/sped/MDE032791)
- [Positive Supports Minnesota](https://mnpsp.org) (https://mnpsp.org)
- [Minnesota Department of Human Services \(DHS\) Person-Centered Practices webpage](https://mn.gov/dhs/partners-and-providers/program-overviews/long-term-services-and-supports/person-centered-practices) (https://mn.gov/dhs/partners-and-providers/program-overviews/long-term-services-and-supports/person-centered-practices)

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Person-Centered Practice Examples in Minnesota Schools: Contract Opportunity

Purpose: Provide additional opportunities for schools and districts to share current information and video stories about person-centered practices in Minnesota schools and programs.

- MDE is offering contracts to schools and districts to develop approved, student or family-centered stories.
- Provide examples of person-centered practices that have demonstrated evidence, implementation supports and usability across a range of school, home and community environments.

Stories may include, but are not limited to:

- Description of the person-centered practice used with the student or family
- How the person-centered practice was implemented
- Available professional development opportunities for the practice
- How it may have improved graduation rates, employment opportunities, increased integration or other specific outcomes of your focus
- A student success story about how it impacted the student

[Person-Centered Practice Examples in Minnesota Schools contract proposal page](http://s.alchemer.com/53/Person-CenteredExamples.MN) (http://s.alchemer.com/53/Person-CenteredExamples.MN)

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Interested in Receiving Email Updates?

[Email the Minnesota Department of Education's leadership team](mailto:mde.person-centered@state.mn.us) (mde.person-centered@state.mn.us) to be added to the list of upcoming person-centered practice professional development opportunities.

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Share Your One-Page Description

[Email Mary Cashman-Bakken \(mde.person-centered@state.mn.us\)](mailto:mde.person-centered@state.mn.us) to share your first draft of your One-Page Description.

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Charting the Cs
Cooperation, Collaboration, Celebration

Thank you!

Minnesota Department of Human Services
Disability Services Division
PositiveSupports@state.mn.us

Minnesota Department of Education
Person-Centered Practices in Education Leadership Team
MDE_Person-Centered@state.mn.us

<https://education.mn.gov/MDE/Item.aspx?id=person>

