



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

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.

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.

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

Resources Available

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Special Education

Person-Centered Practices

Person-centered practices are a 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. Person-centered practices focus on the interests and needs of the person receiving instruction or support. They emphasize each person's strengths and dreams rather than weaknesses or deficits.

What does person-centered mean?

Person-centered principles and practices are a way of assuring that people with disabilities have the same rights and responsibilities as other people, including having control over their lives, making their own choices and contributing to the community in a way that makes sense to the person. The renewed emphasis on person-centered work comes from multiple sources, including federal rules and requirements, state rules, state statute and a court-settlement agreement.

Person-centered practices are a cornerstone of Minnesota's Olmstead Plan to provide individuals with disabilities the opportunities to live their lives like individuals without disabilities. For more information about the Olmstead Plan, visit [Minnesota's Olmstead Plan website](#).

Why use person-centered practices?

Used as a continuum, person-centered practices can ensure that all students and their families have teams that use the most current 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 where they can be active members of their home, school and local community.

The Minnesota Department of Education (MDE) will guide the development of training, support and strategies to implement person-centered practices

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.

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](mailto:mde.person-centered@state.mn.us) (mde.person-centered@state.mn.us) for other person-centered practices



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

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Cooperation . Communication . Collaboration

STATEWIDE PROFESSIONAL DEVELOPMENT TO SUPPORT THE WORKFORCE & LOW INCIDENCE DISABILITY AREAS

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



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.

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

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)

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...'

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?

Chandran's One-Page Description

What others like and admire about Chandran:

- Happy
- **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 itchy 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 **5 minutes 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, ready..."
- 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

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.

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

What is Important to me

- Be held upright like a big boy
 - Playing with people
- Cooing, smiling, and giggling with others
- Hitting the guys on my playmat and kicking my feet
- Looking out the window, or going outside
 - Tummy time
- Singing songs like head shoulders knees and toes
 - Listening to music
- Baby massage for relaxation
 - Playing with my feet
- Being with my Mommy and Daddy

Maxwell (3 months)



- What others like about me
- Great big smile
 - Cute laugh
 - I give the best hugs
 - Big talker
 - Always happy
 - Cutie Pie
 - Mover and a Shaker

How to support/comfort me

- When I am tired I like to chill with my nuk and be held
 - If I get fussy you can rub your hands across the front part of my hair
- Hold me upright and walk around a little, you may pat my back lightly or rub my back
 - Sing to me, or play music, its relaxing
 - Always talk to me- I enjoy having a conversation with you
 - Talk with me and play when you change my diaper
- I will rub my eyes and yawn when I am tired. Sometime my eyes will look red. You can help me nap by holding me and have me use my nuk
- If I am napping and I wake up to early and fuss, please help me by giving me my nuk and rubbing my tummy lightly or running your fingers around the front of my hair. If I still don't go back to sleep, you may need to hold me and rock me.
 - I need a little time to get up from my nap. I may use my nuk.
- I do pace feeding with a bottle. Burp me and hold me upright after you give me a bottle

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

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**

Maxwell 3 Months

Maxwell (3 months)

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Liam's One Page Introduction



Liam's One Page Introduction

For **Medical** Appointments

What people **love** and **admire** about Liam:

- Silly -Goes with the flow
- Eager to learn -A good hugger
- Bright, good, sweet, and loving boy
- Likes an adventure -Great memory

SUPPORT Liam needs to help him stay happy, healthy, and safe:

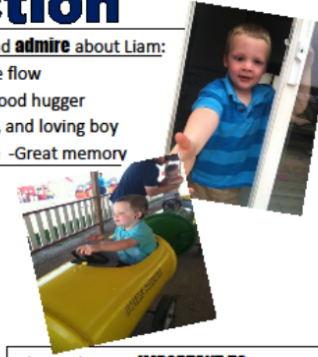
- Liam needs help knowing his surroundings to get around. Assist him in new environments so he does not get hurt. Ex: watch so he does not hit his head, get 'into stuff' he shouldn't, hold his hand.

-Liam uses his hands to communicate. It is important to be attentive to what he is saying or he will become frustrated. He uses tactile American Sign Language. (feels signs with his hands).

-Liam needs to know what is happening first before any procedure or task begins. For example: before you listen to his heart, let him feel the stethoscope and touch his chest where you are going to listen. Another example: if you want to weigh him, allow him to feel the scale.

-If he seems to be getting frustrated he may need a break. A break may include the following: walking in the hallway (assisted), checking out new toys/books, or introducing him to new friends.

-Liam is happiest and most cooperative, when he is not kept waiting long.



Things that are **IMPORTANT** TO Liam:

- Know where Mom and Dad are☺
- Meeting new friends
- It is important to Liam to know who you are by feeling your identifier (a watch, ring, necklace, bracelet, name tag, etc..) and also letting Mom or Dad introduce you.
- Liam likes going to medical appointments. He likes to say hi to the doctors/nurses and feel new things.
- Liam likes to be heard and responded to. For example: if he signs something, he will expect an answer back.
- He enjoys toys that are cause and effect (push a button and they do something), shape sorter toys, a random collection of toys that are placed in a bin, books that have Braille or parts you can touch...
- snacks/drinks: Liam likes drinks of water (Dixie cups work great) and all different kinds of snacks or treats (crackers, cookies, suckers, fruit snacks, fruit etc.)

Elizabeth Kate's One-Page Description

IT'S ALL ABOUT ME
Elizabeth Kate

What we love about Elizabeth!
(see pages 4-5 for more info)

- She's a determined self-advocate – ask her about her rally speeches
- A gutsy gal
- Talk about organized!
- A true blue friend
- She lights up a room!
- She's a Fashionista

A Few Things That Are Important TO Me...
(Please see pages 6-10 for more information)

- My independence
- A thriving social life
- Being organized and prepared
- School – Graduation in May 2011!
- Taking good care of myself
- Routines
- Planning for the future – including a job, an apartment, and a boyfriend
- Everything Michael Jackson
- Diet Coke
- Singing at church
- Fun with friends & family
- Writing in my journals
- Avoiding conflict
- Fashion
- Close relationships with Family & Friends

...And A Few Things That Are Important FOR Me:
(Please see pages 11-13 for more information)

- CPap machine, plenty of sleep (may include naps)
- Seizure medications
- Healthy diet and exercise
- Writing in my journals
- Conflict free environments & relationships
- Avoiding a "fireball"

Here's How You Can Support Me:
(Please see pages 12-14 for more information)

- Help me with time, money, cooking, shopping & some cleaning
- Help me find a job and job training
- Assist me to fix my hair & pick out cute outfits
- Help me make healthy food choices and to exercise
- Understand if I'm upset, I'm probably tired.
- Talk to me nicely & quietly. No bad words.
- When people around me are angry or there is conflict, help me get away
- Help me understand what's going on, what to expect

Garrett Petrie:

Special Education Teacher, Grades 2-4



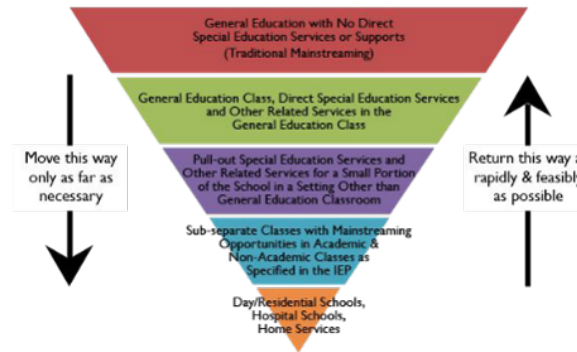
People Like & Admire these things about Garrett:

- 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 CONTINUUM OF SERVICES



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**

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



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.

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 DHH for 10 years and been in education for 40 years.
- Logical and practical
- Good listener

People who best support me:

My family supports me the best. I support them. They are the best.

My best friend Jon 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.

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

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 teams!
- 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 Aaron.Barnes@state.mn.us for a copy of the DHH Specialist position description.

Conejo Team One-Page Description

Conejo Team



Great Things about our Team

- Knowledgeable
- Creative & Experienced
- Compassionate & Conscientious
- Friendly, Empathetic & Patient
- Flexible, Intelligent & Responsive
- Responsible, Ethical & Dedicated
- Person Centered
- Active Listeners
- Good Team Players
- Value Helping Others
- Positive Team
- Open to Learning
- Receptive to New Ideas



Important to our Team

- Having a Healthy Work Environment
- Supportive Manager
- Have Fun
- Support TCRC Mission Statement
- Positive Attitude
- Sharing Information & Resources
- Time Management
- GREAT Parties



Important For Our Team

- To get along with each other
- Mutual Respect
- Personal Growth
- Work with families and vendors in a collaborate manner
- Planning Team works toward the benefit of all
- Knowledge of services & resources
- Clear understanding of expectations, responsibilities, roles & goals

Additional Information about our Great Team

- Like to celebrate each other's special events
- Very Sociable
- Stylish



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

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?



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

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



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

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.

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/u5nnccvn/hub_lifecourse_myprofilepage_fillable.pdf)
(https://disabilityhubmn.org/media/u5nnccvn/hub_lifecourse_myprofilepage_fillable.pdf)

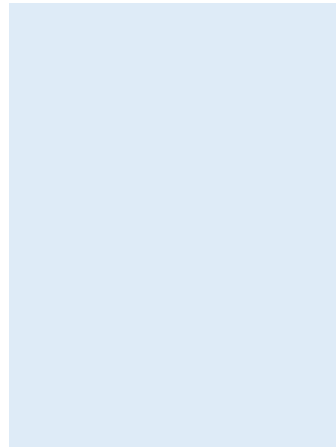
One-Page Description for [INSERT NAME AND ROLE/PURPOSE] (Age, Grade or Team)

People like and admire these things me:

-
-
-
-

How to best support/comfort me:

-
-
-
-



What's most important to me:

-
-
-
-

How to best support/comfort me:

-
-
-
-

Questions



Resources

- [Minnesota Gathering YouTube video: OPDs for Children 2021](https://youtu.be/7gPbUQf5K5Y) (https://youtu.be/7gPbUQf5K5Y)
- [The Learning Community for Person Centered Practices](https://tlcpcp.com) (https://tlcpcp.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)

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)

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/s3/Person-CenteredExamplesMN) (<http://s.alchemer.com/s3/Person-CenteredExamplesMN>)

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.

Share Your One-Page Description

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

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Cooperation . Communication . Collaboration

STATEWIDE PROFESSIONAL DEVELOPMENT TO SUPPORT THE WORKFORCE & LOW INCIDENCE DISABILITY AREAS

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/fam/sped/person>)

