**Syllabus**

A 4 week self-directed online course

Course Title: **Person-Centered Planning**

## Day(s) and time of classes – Online/Self-Directed

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:** The tutorial examines the different types of person-centered planning sessions and how to conduct them with respect, vision, and a sense of fun. Candidates will learn to think differently about service provision for people with disabilities and will learn to listen to the person first when helping them plan for their futures. They will learn verbal and graphic facilitation skills, active listening, and how to deal with difficult situations. Finally, candidates will evaluate their own skills, abilities, and knowledge as they plan for future facilitation.

**COMPLETION REQUIREMENTS:**

Perkins eLearning Self-Directed workshops include assignments, readings, reflections and recorded lectures. Students are expected to be familiar with all material presented in the workshop, and to submit all assignments where indicated.

This learning format includes on-screen checkboxes to help you track your work. There is no deadline to complete a Perkins self-paced tutorial.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by Perkins eLearning and is evaluated as having met the assignment requirements. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

Required readings are indicated in the lesson plans. Additional suggested reading is optional. *Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning: A Manual for Person-Centered Planning Facilitators* is provided within this course There is no textbook or other material required for purchase for this workshop.

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

Session One: **Introduction to Person-Centered Planning**

**Session Goals:**

This week will introduce Person-Centered Planning. We will look at definitions, history of planning for people with disabilities, traditional versus person-centered planning, traditional versus person-centered thinking, using appropriate language, and the overall values embedded in person-centered planning.

Students will ....

* Review the history of attitudes toward people with disabilities
* Discuss the rationale for Person-Centered Planning
* Demonstrate use of Person-First Language and its alternatives

*Readings:* Chapters 1 and 2: Amado, A.N. and McBride, M., (2001). Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning

Person-First Language

*Video:* Person-First and Identity-First Language

*Assignment:*

* Complete the Iris Center’s “People-First Language” Activity and Question/Discussion Topics.
* What does quality of life mean to you? Describe it in terms of living, working, socialization, and love. What kind of life do you want for yourself? For your future or existing children? For your parents?

Session Two**: What Person-Centered Planning Looks Like**

**Session Goals:**

This week will explore qualities of an effective facilitator, circles of support, and what makes an effective team.

Participants will

1. Describe qualities of a good facilitator
2. Demonstrate understanding of Circles of Support
3. Describe the qualities of an effective team

*Readings:* **Chapters 3, 4, and 10:**Amado, A.N. and McBride, M., (2001). Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning

*Video:* Person-Centered Planning with David Wiley

*Assignment:*

* Complete the *Circles of Support exercise*
* Which qualities of a good facilitator do you feel you have? Which do you need to work on?

Session Three: **Facilitating the Plan**

**Session Goals:**

This week will explore different types of PCPs, Graphic Facilitation, Challenging Situations, and practicing some basic facilitation skills.

Upon completion of this session, participants will be able to:

* Acquire and apply basic skills in facilitation
* Acquire beginning graphic facilitation skills
* Demonstrate active listening technique

*Readings:*  **Chapter 5,6, and 9:** Amado, A.N. and McBride, M., (2001). Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning

*Assignment:*

* Spend ten minutes practicing the Active Listening technique with a partner. Submit a recording of your session on audio or video.
* Practice depicting words and concepts graphically
* Honestly detail your own history and dreams as they would be laid out in a PCP for you (feel free to withhold information that you are uncomfortable revealing)

Session Four: **Follow-up and Evaluation**

**Session goals:**

MAPs process, Action Planning, Follow-Up, and Evaluating PCPs for quality.

Upon completion of this session, the participant will be able to :

* Demonstrate quality in facilitation skills.
* Facilitate a practice MAPs process.
* Evaluate own skills.

*Readings:* Chapters 7 & 8: Amado, A.N. and McBride, M., (2001). Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning

*Video:* Watch a recorded evaluation session

*Assignment:*

* Find a person, friend, or family member willing to allow you to practice your skills using their information. Record and submit 2 MAPS areas
* Reflect on your overall feelings about your acquired skills.