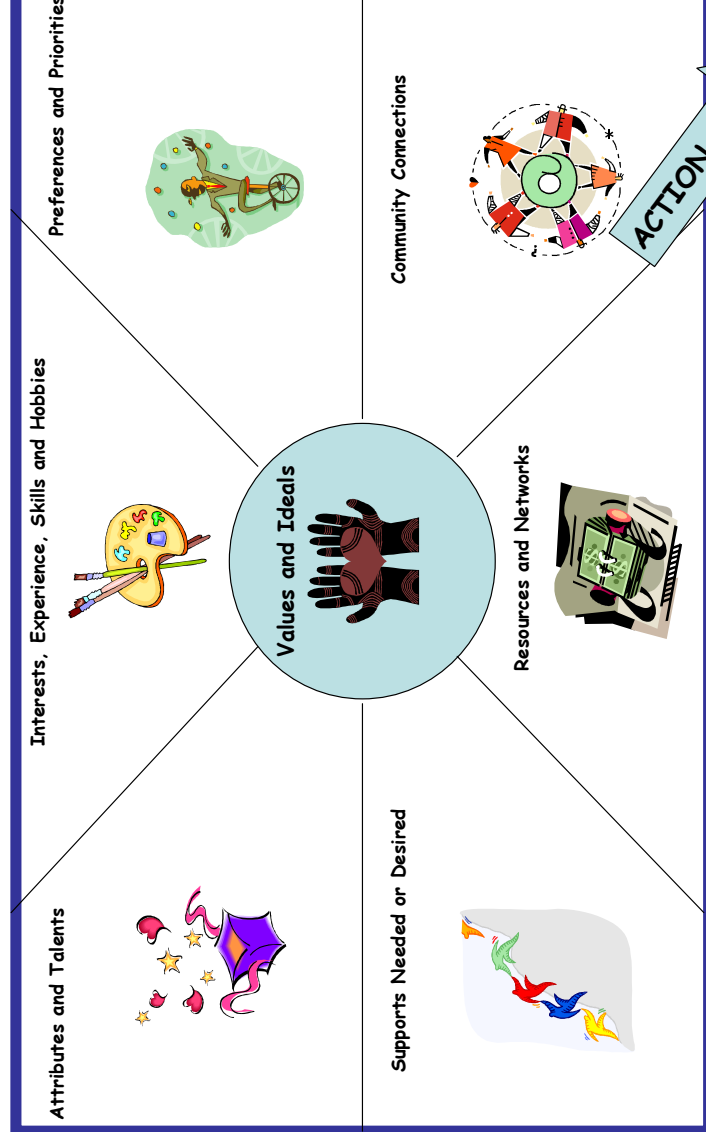


Purpose: A FRAMEWORK FOR PLANNING



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A Framework for Planning© Facilitator's Guide

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Version 1, July 2006

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CONTENTS

A Framework for Planning	p. 3
Roles and Responsibilities of Framework Planners	p. 6
Protocol for Completing Framework	p. 8
Action Planning	p. 9
Guidelines for using Sample Questions	p. 10
Attributes and Talents	p. 11
Values and Ideals	p. 12
Interests, Experience, Skills and Hobbies	p. 13
Preferences and Priorities	p. 14
Supports Needed or Desired	p. 15
Resources and Networks	p. 16
Community Connections	p. 17
Sample Framework	p. 19
Sample Plan for Action	p.20
Summary	p. 21
About The Authors	p. 22
Resources	p. 23

ACKNOWLEDGEMENTS

Dedicated to Bill who inspired the creation of the Framework for Planning through his unwavering belief that before people could genuinely support him, they must first take the time to know him.

The authors would like to extend their deep and sincere appreciation to Margy Meath, LifeWorks Consulting, for lending her editorial comments, and talent for graphic design to the completion of this publication, which quite honestly would not have happened without her.

A FRAMEWORK FOR PLANNING

PERSON-CENTERED PRACTICE and PERSON-CENTERED PLANNING

'Person-centered planning' has become an increasingly familiar term in the field of human services. Providers of services are always looking for better ways for helping the people to whom they are being paid to provide supports. Simultaneously, the pressure to prove the outcomes of these services to the funding source increases dramatically with the passing of each fiscal year. Providers find themselves in the dubious position of having to do more work with fewer resources in a market where there is an ever-growing demand for quality. The ironic consequence to this phenomenon is that a cycle of perpetual crisis and ineffective services is maintained. People are too busy taking care of the "urgent" to spend time focusing on what is truly important.

To truly be of service to a person who is asking for support one must be willing to slow down long enough to fully understand what it is that the person is seeking. This requires more than a passing appreciation for the newest trend in technology, such as person-centered planning, which can be acquired at a one or two day seminar. Rather, what is necessary is a commitment on the part of the provider to sit with the person long enough to build a relationship that harbors trust, partnership, authenticity and reciprocity. It is about making, and keeping, the promise to be of genuine service. It requires listening and questioning to make sure that there is real understanding. It requires appreciation of the person and a belief that they have natural potential and capacity to tap into. It requires a willingness to be vulnerable together and a

leap of faith that the learning that emerges is coming at exactly the right time. It requires the acceptance that it is the process that leads to outcomes and not the other way around. People who engage in this type of interaction with others are exemplifying the principles that are behind person-centered practice.

Sometimes it becomes evident that atypical approaches to good listening might be necessary. This may be due to any number of factors from lack of experience from which to make informed decisions to the need for tapping into a creative vein to surface ideas and options. It is to this end that person-centered planning speaks. Person-centered planning is the intentional use of dynamic structures for bringing out and bringing forth the inspiration, energy and action that is needed to move forward toward an identified goal or aspiration. Several methods have been developed for the purposes of person-centered planning. Without exception, person-centered planning methods and tools are designed to highlight the capacities, talents, unique gifts and abilities of the person who is at the focus or center of the planning process. Each person-centered planning process requires the involvement of skilled facilitators and is comprised of a team of people who know and genuinely care about the focus person. Any well-facilitated planning effort explores the positive and possible potential for enhancing the quality of life of the focus person, based upon the person's expressed interest for participating in the process.

*To truly be of service to a person who is asking for support
one must be willing to slow down long enough to fully
understand what it is that the person is seeking.*

Each one of the different methods for person-centered planning helps the planner gain clarity or focus. PATH planning (Pearpoint, O'Brien, Forest), for example, helps the planner to create a crisp vision around a partially formulated idea or ideal and creates a pathway for moving toward the vision. Personal Future's Planning (Mount) helps the planner to think about the kind of life he or she would like to experience at home, in the community, and/or at work. Essential Lifestyles Planning, (Smull), helps the planner identify basic quality indicators that he or she wants to experience in every day life. Choosing which tool to use depends upon what the focus person is hoping to get out of the process.

FRAMEWORK FOR PLANNING

A Framework for Planning, (Blessing, Ferrell), was developed to provide a structured approach to helping people with and without disabilities think about their life focus or direction when they simply do not have any idea about *how* to begin thinking about such things. Although specifically designed as a guide for thinking about goals and aspirations with people whose life choices have been, and/or continue to be restricted or limited, the Framework for Planning has been used successfully to help groups form a vision for strategic planning; with family members thinking about life transition stages (such as retirement options), and with people who are not living with a label of a disability but who are seeking a stronger sense of self and purpose in life.

A Framework for Planning is a vital resource in developing a positive personal profile with people who have solid experience in being viewed and defined by the things that they could not do or whose personhood has historically been defined by the presence of a disability. When completed, the Framework reveals a capacity view of the focus person as well as surfacing the driving values and interests that resonate with the individual. As with all person-centered planning methods, the Framework for Planning relies on the input from the person's support network and culminates in the development of an initial plan for action.

FROM PLANNING TO ACTION

Once the majority of the Framework has been completed, the information is synthesized into a working plan. Ideas for ways in which the focus person might make his or her contribution to community life are drawn from the interests and priorities, values and ideals that emerge throughout the planning process.

The individual and the team brainstorm places in the community in which the individual's gifts, talents and capacities might be acknowledged, welcomed and appreciated and where opportunities for building relationships of reciprocity might exist. The focus person decides which, if any of the ideas are worth exploring and these decisions determine the direction the person wishes to pursue in his or her life. These ideas are then translated into action steps for moving forward. The support team works with the focus person to identify other people and/or associations that should be invited into the process because they have interest, expertise or can assist the person in moving forward toward the identified goal or goals.

AN EXAMPLE - Robert

One planning process conducted in Western New York yielded a plan with a young man, Robert, who discovered that he was very determined in beginning his own business as an artisan. Since Robert knew nothing about starting or running a business, or how to begin to think about turning his craft into a livelihood, some of the first steps for action included:

Robert's ACTION STEPS

- Research into small business ventures - obtain on-line resources from the library;
- Talk with a local artisan who was running a successful business and with whom Robert had a long-standing relationship as this man's customer - find out if this man would be willing to discuss with Robert the ins and outs of running such a venture and/or explore the possibility of this man becoming a mentor to Robert by letting Robert apprentice with him for a time
- Engage in a PATH planning process to develop a vision and a strategic plan for the business
- Find part-time employment in town at any of the local craft supplier retail markets

All of the steps articulated in Robert's plan clearly require distinctly different skill sets and expertise to carry them out. People who are known to have such skills and who share mutual interest are invited into the process to assist the person to move through a particular phase. With the exception of the focus person and his or her long-term supporters (i.e. partner, sibling, friends, parents, etc.), membership within the team will ideally change as progress is being made and different skills and expertise are needed.

Person-centered planning methods rely on a clearly defined purpose for engaging in the process. The person who is at the focus of the planning process describes what it is that they hope to learn from the experience. The purpose sets the context for the conversations and information gathering that will occur throughout the planning session. Beyond defining a purpose for engaging in the process, one intentional outcome of the Framework for Planning is to emerge with a draft plan of action. The action plan sets the wheels in motion toward realizing the focus person's individual capacities and potential for making valuable contributions as a member of society.

ROLES AND RESPONSIBILITIES OF FRAMEWORK PLANNERS

The Framework for Planning uses seven distinct areas through which information is gathered about the focus person. These areas come together to form a positive reflection of the person and a sense of direction for building connections to citizenship and community inclusion.

FRAMEWORK AREAS FOR EXPLORATION

Attributes & Talents
Values & Ideals
Interests, Experience, Skills and Hobbies
Preferences and Priorities
Supports Needed or Desired
Resources & Networks
Community Connections

In addition to the focus person who has **identified a purpose** for planning, engaging in the Framework for Planning process requires the use of a process facilitator, a process recorder, and a team of people who have committed to assisting the person in moving the action plan forward. These roles are critical to the successful completion of a positive profile and in moving the plan into action.

PROCESS FACILITATOR

The responsibilities of the *process facilitator* role include:

- Explaining the process to the focus person in such a way that the individual is able to make an informed decision about whether or not they want to participate in the planning process
- Supporting the focus person to establish a purpose for engaging in the planning

- Supporting the focus person in developing a list of names of the people s/he would like to contribute to the process
- Establishing and maintaining ground rules for group behavior
- Keeping the focus person at the center of the process, enabling this voice to rise above others while maintaining respect and preserving the dignity of the focus person
- Ensuring a safe and positive environment for the focus person and guest participants
- Focusing the process on the purpose for planning
- Supporting the process recorder role

PROCESS RECORDER

The responsibilities for the *process recorder* role include:

- Replicating the Framework template on newsprint pages (large enough for people to see clearly from all vantage points) and posting it on the wall for public record
- Recording the information that is being gathered accurately and legibly
- Recording full thoughts of the participants without assuming meaning or assigning value
- Summarizing the group work to ensure accuracy, clarity
- Supporting the process facilitator role

While the process recording and facilitation roles are crucial to developing a clear plan, it is the person and the person's network of support, or support team that bring the plan to life. A plan without action is nothing more than a waste of time and leads to disappointment and disillusionment for the focus person and his or her network of support. If there is no commitment for action DO NOT engage in person-centered planning!

SUPPORT TEAM

The role of the support team includes:

- Willingness to let the focus person set and lead the agenda
- Engaging in active and respectful listening
- Willingness to focus on the positive and possible with the focus person
- Making meaningful and relevant contributions
- Commitment to assisting the focus person in setting and taking action steps
- Participating in subsequent meetings until involvement is no longer needed
- Follow through on commitments

A word about teams: traditional human service teams are typically comprised of individuals who are assigned to the team by virtue of the job description. For instance, a social worker may attend team meetings because the person is on the social worker's caseload, not because the agenda for the meeting holds any particular need for the skills and expertise the social worker brings. Often, membership on the team does not extend beyond the people who are paid to be in the person's life. Any plan for action that emerges from these meetings generally means that those who attended the meeting will have to do all of the work.

The person-centered team seeks to incorporate others into the team based upon their ability to be instrumental in contributing to the interest, skill, ability and expertise necessary for assisting the person's progression toward the goal. While there may be times when a specific skill is needed from a particular member of the team of support, the basic function of the team is to act as a conduit for developing and accessing needed resources.

The team takes its direction from the focus person. It is the job of the focus person to set the direction and pace for the team's work.

FOCUS PERSON

The focus person is responsible for:

- Identifying people to invite into the network of support
- Working with the facilitators in designing the planning session and subsequent meetings
- Openly sharing ideas, interests and aspirations
- Actively participating in selecting goals and objectives
- Follow through on commitments
- Providing honest feedback to the team
- Negotiating agreements and understandings with the team

Remember:

Any well-facilitated planning effort explores the positive and possible potential for enhancing the quality of life of the focus person, based upon the person's expressed interest for participating in the process.

PROTOCOL FOR COMPLETING THE FRAMEWORK FOR PLANNING

Completing the Framework for Planning involves engaging the focus person and invited participants in a process of exploration and discovery through the facilitation of questions, dialogue and storytelling. Using the stated purpose for planning as the context in which to set the dialogue, the process facilitator will weave back and forth across the Framework areas to draw information out of the focus person and his or her support team.

A Personal Workbook® has been developed to assist the focus person in preparing for the planning session. We have found that when given time to contemplate questions in advance of the session, the person is more actively involved in and comfortable with the process. The workbook is useful before, during and after the planning session. It is also a handy stand-alone tool when used as a way to get to know people.

The general protocol for completing the Framework for Planning is to begin with surfacing the focus person's **Attributes and Talents**. Asking the support team to identify what is really great about the person helps to set a positive tone for and about the focus person, as well as engaging all participants in the process very quickly. **Interests, Experiences, Talents and Hobbies** of the person will often crop up during the capacity search. The process recorder should be listening and recording information across the Framework template as participants and the focus person are talking. Recurring themes will be recorded within the **Preferences & Priorities** section or may be evidenced as the **Values and Ideals** of the person.

Enough information has been gathered about the qualities, interests, and capacities of the person when a clear and positive profile of the person can be seen. When this occurs, it is time to move toward identifying the type and frequency of support the person most benefits from and the resources the person already has in his or her life.

The **Supports Needed or Desired** section of the Framework is completed from the perspective of what the focus person indicates good support does or should look like. What helps the person to be and feel successful? What makes for more good days than bad days? What type of person does the individual prefer to be around? What does a good work/home/leisure environment offer?

Resources and Networks include people who are involved in the person's life, assets the person has such as a driver's license, a car, a house, a job, associations in which the person is involved, etc.

The last step in completing the Framework for Planning template is **Community Connections**. The facilitator helps the team to synthesize all of the information that has been gathered thus far into theme areas that represent a good profile of who the person "is," what gifts the person has to offer the world and the clear values, traditions and priorities that must be honored. It is this synthesis that leads the group toward brainstorming ideas around the valued roles the person might take on in the community and where in the natural community those roles might find kindred and welcome spirit. While the rest of the Framework sets the direction for planning it is this **Community** section of the template that yields a draft **Action Plan**. The last step of the planning is the first step towards realizing the goal.

ACTION PLANNING

Action Planning: The Framework is not complete until a specific plan of action is developed. The action plan outlines concrete next steps for the focus person and supporters to follow. A good action plan is connected with the stated purpose of the planning meeting and offers a guide for the focus person and others to move forward toward the desired outcome.

Many action planning templates can be used with the Framework and the choice of a specific template should be based on the specific needs of the focus person.

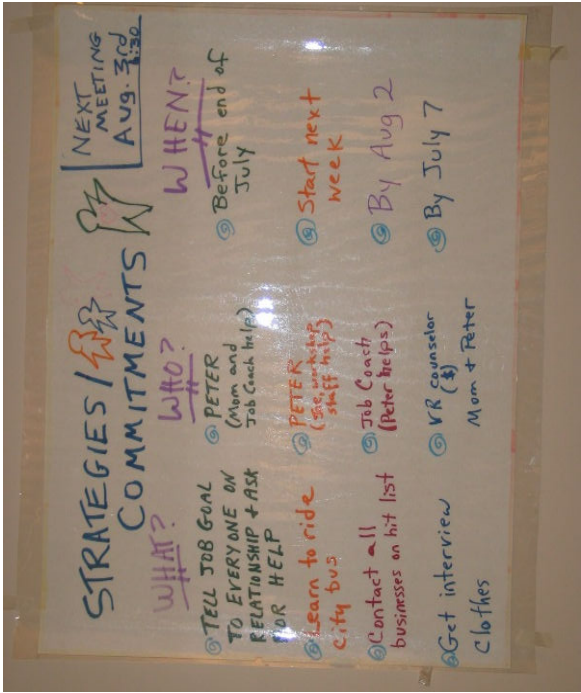
Some possible examples include:

USING GIFTS AND TALENTS

Talents, Gifts Attributes	Potential Valued Social Role	Community Places to Welcome These Gifts/Roles

EXPLORING PRIORITIES AND INTEREST AREAS

Priority Interest Area(s)	Places that Support Priority/Interest	What to do Next (specific Steps)	Who?	When?



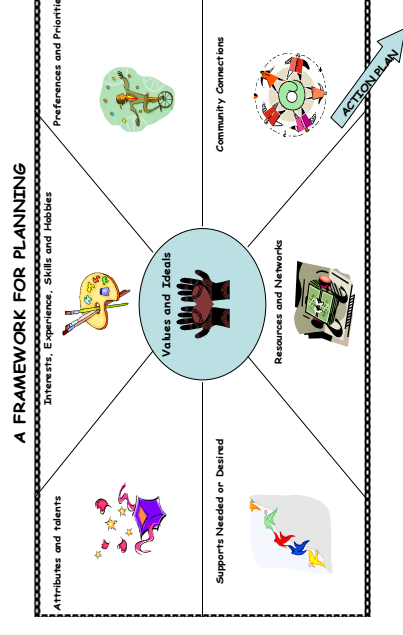
FRAMEWORK FOR PLANNING: GUIDELINES FOR USING THE SAMPLE QUESTIONS

A sample set of questions for each part of the Framework has been developed as a resource to help facilitators who are uncertain about how to begin the dialogue for each of the sections of the template. These sample questions are included in this workbook and some of them correlate with questions found in the Framework for Planning Personal Workbook® to promote familiarity and recognition for the focus person. Facilitators and planners who will be using the sample questions are asked to respect the following associated guidelines:

Framework Question Guidelines

- The questions are merely guideposts for discovering important information about people. They are not required questions. If the questions are used they are to be used as a way to begin a dialogue with a person that leads to deeper awareness and understanding of the person.
- The questions should be used as a springboard for the facilitator to develop his or her own list of questions specific to the person with whom planning is being done.
- Questions should intentionally create a safe and caring atmosphere. The individual does not have to answer any question s/he doesn't want to answer.
- The facilitator is not limited to these questions.
- Questions should be open-ended.

- The Three Approaches to a Conversation (www.elpnet.net) techniques should be used.
- Questions should be adapted/developed to include the people who know and care about the focus person.
- Questions must always be geared toward seeing the person through the lens of capacity.
- Any answer that is recorded from the questions must reflect the person's true response. This means the facilitator must make sure that s/he has clearly understood the person's point by getting the person's approval to record the response.
- The facilitator clearly understands the difference between "public" information and "private" information. The facilitator and focus person should negotiate what constitutes public and private information in advance of the actual session.



ATTRIBUTES and TALENTS

*What qualities can this person
Contribute to community life?*

Talents/Natural Abilities

- What kinds of things do you know that are you good at?
- What kinds of things hold your interest or attention?
- What kinds of handy things do you know how to do?
- Do you have any favorites?
- What is something that everyone says you do well?
- What is something you might do well enough to teach to another person?
- What are you proud to show others about who you are?

Admirable Traits

- What do people like and admire about ---?
- What do people tell you they like about you?
- What positive words have you heard people use to describe you?
- What do you think is the best quality you have?

Gifts

- Name two things that you think make you special.
- Do you have any hobbies?
- What makes ---- unique in a good way?
- What positive words would you use to describe --- to someone new.
- What words could be used to describe this person by way of making a positive first impression?
- What do people appreciate best about this person?



VALUES and IDEALS

What matters to this person?
What is the heart and core of their being?

Beliefs

- Who are you? Meaning no matter where you go or what you do, what do you know you will always hold to be true about you?
- What do you think is the most important quality for a person to have?
- What do you hope that your children or the people of the future remember about you?
- What one statement do you think helps people to understand who you are?

Hopes for the Future

- What are your hopes for the future?
- What do you see yourself doing five years from now?
- If you went for more education, what would it be for?
- What words would you hope people use to describe you?
- Do you wish for anything? What?
- What would be the best job you can imagine having?
- What kind of involvement, if any, can you see yourself having within your local community?



Qualities/Characteristics that make things great

- If you could change your life right now, what would it be like? What would be different?
- What would be your dream job? Why?
- If you won the Lottery tomorrow, what would you do?
- What would your dream house look like?
- Is there anyone you admire? Who? Why?
- If you could paint the perfect picture of your life, what would it look like? Who would be in it? Where would you be?
- Is there anything that you've always wanted to learn to do? What would that be? Why?

Beliefs & Traditions that must be honored

- What is your favorite family tradition?
- Do you have a favorite time of the year? What is it? Why?
- Do you have spiritual traditions?
- How do you like to celebrate holidays? Your birthday?
- What is the one thing about the holidays you have to have or it wouldn't be that holiday? (It wouldn't be Thanksgiving without....)

INTERESTS, EXPERIENCE, SKILLS and HOBBIES

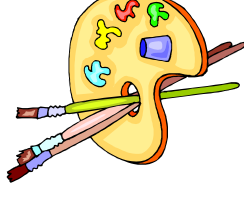
What are things that the person enjoys spending time doing; things that bring joy and/or are of interest?

Things that Hold Interest

- When there are no responsibilities to attend to, what do you like to spend time doing?
- Would you rather spend your time doing things out of doors or inside?
- Do you have any hobbies that require you to use tools?
- Do you enjoy spending time doing things by yourself or with others?
- Do you have interests that require you to use your head? Your hands? Your heart?
- What are the talents that you have that you, or others, are most proud of?
- If you had to write a book about something that you think is really important, or really fun, what would the book be about?
- Do you like to do things that let you teach other people?
- Do you like to do things that teach you something?
- Describe a day that you had the "best time of your life." What did you do? Who was there? Where were you?

Things that Create "Aliveness"

- What kinds of things do you do that never make you feel bored?
- Is there something that you like to be doing better than anything else in the world?
- What activities make you feel better while you are doing them or afterward?
- Describe the perfect place to have to work.
- What is the best part of being at home?
- If you won the lottery, how would you spend your time?
- If you won the lottery, what would you spend your money on?
- What do you know you are good at doing and like to do?



PREFERENCES and PRIORITIES

What is most important to this person in life right now?

Things to Focus Attention

- If you could only take one or two ideas to develop goals around, which would you pick as being the most important to you right now?
- What do you think matters the most: *what* you are spending your time on; how you are spending your time or *who* you are spending your time with?

Simple but important things that matter

- What is the best part of your day?
- What part of your daily routine would you get rid of in a New York minute?
- What part would be absolutely impossible to give up?
- Do you like to be around a lot of people?
- Are you an outdoorsy person?
- What is your favorite thing to do after a hard day?
- What is your favorite day of the week? Why?

Important things to have or to get or to do?

- If you were going on a trip and could take only one thing, what would it be?
- What if you could only bring one other person? Who would that be?
- What is one thing you believe that you need right now to achieve your dream?
- What is the most important thing to you right now in your life?
- What do you consider to be a priority for you right now? Tell me more about that.



SUPPORTS NEEDED OR DESIRED

Under what conditions can this person discover and express more of who he or she is as a known and valued contributor to the community?

What helps bring about success?

- What kind of people do you find helpful? Why?
- How do you see people helping you achieve your dreams/hopes/goals?
- What kind of people do you have to avoid?
- What things can people do or say to best support you?
- Where is your favorite place to spend time?
- What brings out the best in you?
- Who brings out the best in you? What do they do that brings out your good side?
- What does a good day look like? What's happening, who is in it, what are you doing?
- What does a great day look like?

How does it look when it is done right?

- When you are having really good days, what conditions help to make them that way?
- How do you like to learn things?
- What things or what people, when around you, brighten your days?
- How do you like people to help you?
- What are some things you wish people would leave you alone about?
- What makes you want to scream?

- What is the most important thing that you believe people should respect about you?
- What does "respect" mean to you?
- How do you want to be treated?
- How do you solve problems?
- How do people know when you are angry?
- What makes you angry?
- What makes you feel calm?

What about health and safety?

- If you have problems with your health, how do these concerns get in the way of living the life you want to live?
- What do you think should be done about any of the concerns with your health that you have?
- Do other people worry about you and your health? Which of their concerns do you agree with? Which do you disagree with? Why?
- Are there ways in which your health is being treated now that you would like to see treated differently? What? How? Describe that?
- Are there things that you are doing now that are working toward helping you get/stay healthy? What are they? Why do you think they are working?
- Are there things that you are doing now that are helping you to live safely? What are they? Why do you think they work?
- What would we need to pay attention to regarding your health and safety as we move forward with your goals?
- What do we need to keep in mind so that your needs are being met in the way that you want them to be met and whatever way that is works to support your health/safety?

RESOURCES and NETWORKS

What networks and other assets does this person bring to the table already? Who is part of this person's life that can be relied upon to be there as a strong supporter or a helper?



Who Can Be Part of the Team?

- Are there people that you know will be there with you no matter what happens? Who are they?
- Do you have people in your life that will help you if you ask them to? Who are they?
- Who do you rely on the most in your life for fun? For information? For support?
- Who are the people that you call "friend?"
- Are there people that you know you could turn to in an emergency? Who are they?
- How well do you know people who live in your neighborhood? Who knows you there?
- Are you a "regular" customer anywhere in the town or city that you live in? Do the people there know you to see you or even know your name? Do you know any of their names?

What Is Already In the 'Plus' Column?

- Do you have a field trade or expertise in any area?
- Do you have past job experience? Doing?
- What skills do you have already that we can build on?
- Are you a "people" person?
- Do you like to work with your hands?
- What educational experience/degree/certification do you already have?
- What physical assets do you possess, like a car, computer, or a home?
- Are you a "thinker" type person?
- Do you have a good imagination?
- Are you a dreamer or someone who is very realistic?

COMMUNITY CONNECTIONS

Where and with whom can this person function as a known and valued contributor to the community?

Where in the world is it likely that these things might happen/be available?

- Can you think of places in the community where similar activities (to the ones you have said you are interested in) take place?
- Where do you like to hang out?
- Where would you like to hang out?
- Have you ever been to any place that you wish you could go back to again? Where was it? What type of place?
- What types of roles (job, volunteer, social) do you think you might like to try?
- Do you know anyone who is doing something like that right now?
- Do you know anyone who might also have this area of interest?

Where might there be a chance to meet others who are interested in the same?

- Where might people who share similar interest hang out?
- Are there places where some of what you are interested might happen?
- Are there jobs that you've seen that are sort of like what you like doing?
- Do you know anyone who does this?
- Have you had a chance to check out places that might welcome your interests?
- How familiar are you with your community right now?
- Do you have friends that you hang out with?
- What do you and your friends do when you hang out? Where do you go?



Living a good life depends largely upon the degree to which our capacities, abilities, and gifts are acknowledged, valued and find reciprocal relationships with others. Real strength in a community lies in its ability to recognize and utilize the abilities and gifts of all of its members.

Communities that are weak or failing almost always have at their core one eye on the deficiencies of a person and the other eye on fixing the problem. This view is not useful in building communities because it sees people as potential clients or consumers. Powerful communities must have people who are citizens and producers (McKnight, 1993).

It's not our differences that divide us. It's our judgments about each other that do.
~ Margaret Wheatley

The experience of community happens when its citizens find a welcomed and valued place in the world. Finding that place relies on the exploration, discovery and utilization of individual capacity.

People who have had to live on the margins of a community may have difficulty surfacing or believing in their undiscovered giftedness. They may be at a loss about where to use their gifts and talents or how to find others who share them. That is where the Framework for Planning and other person-centered tools can be very helpful.

The unique talents, gifts and capacities that are revealed about a person serve as the focal point for thinking about making connections to the community. A review of the talents, gifts and capabilities leads toward answering the question:

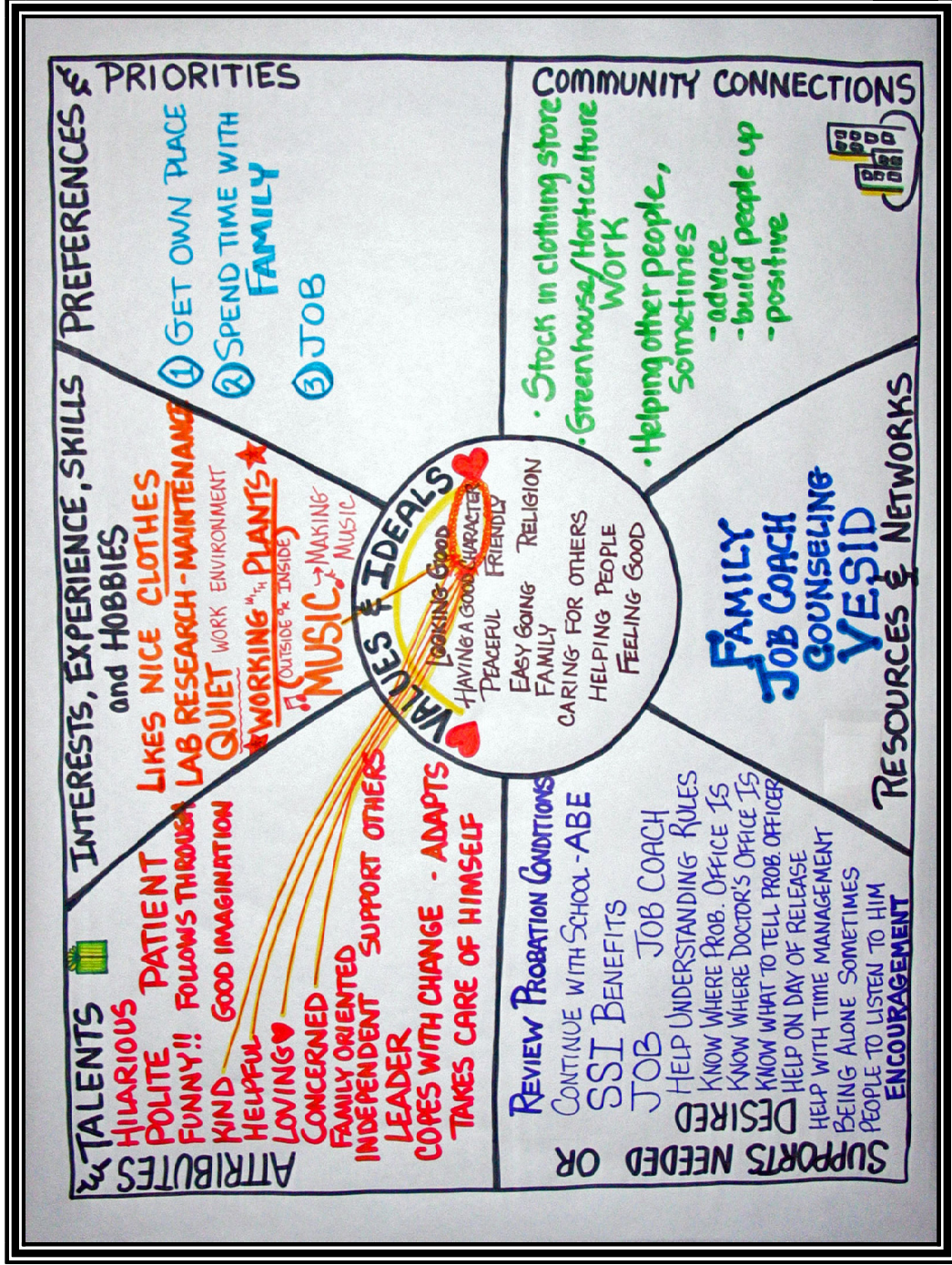
What are the potential roles that a person who possesses these talents and skills, gifts and capacities might hold?

A list of potential roles can be developed with the individual and the person may identify which, if any, of the roles might appeal to them.

Other ways the Framework for Planning can be helpful include:

- When getting to know a person. Use pieces of the Framework as introductory exercises for obtaining a "life beyond the file/office" view of one another.
 - Share your own Framework as a tool to introduce yourself to someone as a way to level the playing field, build trust and partnership.
 - As a team-building template for developing a shared sense of purpose and direction.
 - As a classroom project. Spend the year completing the Framework through filed trips and community activities that reflect interests, preferences, talents and skills.
- Take pictures in different places and create a Framework for Planning collage or scrapbook.

A FRAMEWORK FOR PLANNING



Action Plan

And the correlated Action Plan

<u>Priority Interest Areas</u>	<u>What Next?</u>	<u>Who?</u>	<u>When?</u>
<u>Upon Release</u>	<u>Date of Release - DOR</u>		<u>June 30, 2006</u>
Spend Time with Family	Maintain contact w/family via Letters & calls & visits Invite family to update FFP	Mr. G. Facility counselor	On-going to release date 6/6/06
Get a Job	Develop functional resume Identify potential employers in areas reflecting interest	Mr. G. & ABE staff Mr. G & counselor	by 5/30/06 by 5/30/06
Get own place	Meet with residential counselor to discuss & negotiate requested supports for finding own place	Mr. G & res.counselor	by 6/5/06
<u>Pre-Release Supports Wanted or Needed</u>			
Understand conditions of parole	Review conditions for release until Mr. G. fully understands each area	Parole officer, facility counselor ABE staff & Mr. G	5/1-DOR
Meet residential counselor Initiate VESID/VR application Resume SSI benefits	Arrange on-site meeting Complete application Notify SSA Office	Facility counselor Facility counselor Facility counselor	6/1/06 5/15/06

SUMMARY

We live in an era that is distancing people from one another. Technological advances move us at faster and faster rates of speed. We can conduct virtually all of our business on our laptop computers without ever once needing to speak to a live human being. Cell phones serve to keep us from meeting the person who sits next to us in the airport terminal or on the train. Automated teller machines and grocery store check-out lines allow us to independently experience commerce and trade on a daily basis. Neighborhoods have become gated communities that architect exclusive rights for access. The fabric of community is unraveling and the spirit that is community is getting lost.

The Framework for Planning was developed to provide opportunities to sit once again together to recognize and honor the worth and the potential of people and to mobilize this potential toward making valuable contributions to our communities. We believe that the giving to people of our time so that we can be of genuine service produces better, longer lasting outcomes and enhancements to quality of life.

We believe that we are working smarter, not harder, to produce the kinds of results that weave solid community foundations. And we are convinced that all of our communities reap the benefits when recognizing and welcoming the gifts of all citizens.

Thank you for joining us on the journey!

Carol & Connie

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ABOUT THE AUTHORS



Carol Blessing LMSW owns and operates the Blessing Consulting Group, a private consulting firm whose mission is to provide resources, support and assistance to organizations, families and people who are living with disabilities to promote, build and live within inclusive natural communities throughout the world. She has over 20 years of direct care and administrative experience in human services.

Carol has an extensive background in teaching and in facilitating person-centered planning processes and practices. She began her study and practice of person-centered work in the 90's. She developed A Framework for Planning in 2003 in partnership with her colleague, mentor and friend Connie Ferrell as a tool to help people realize their potential and find direction for making significant contributions to community life.

She has several publications spanning a range of applying person-centered practices across a broad range of organizational systems, including training curriculum and resource guides.

Carol has served on the faculty of Cornell University's Employment and Disability Institute in the School of Industrial and Labor Relations through which she has been credited with leading person-centered systems change initiatives on behalf of and with individuals who have disabilities within a variety of settings including state operated psychiatric centers; maximum-security prisons; high schools; and community rehabilitation programs.



Connie Ferrell MSW, LCSW is the owner of Integrated Services, a training and consulting company in Indiana. She has worked in the human services field for over 30 years, in many capacities including residential, institutional, pre-vocational, school transition, integrated and sheltered employment, juvenile corrections, a battered women's program and a private counseling practice.

Since 1981, Connie worked for many years in supported employment, as an employment specialist, program manager, mental health counselor and consultant/mentor. Her passion for helping people find valuable citizenship roles through gainful employment is complemented by her dedication to individualizing employment processes through person-centered approaches. She is the co-author of A Framework for Planning.

She has written on a range of topics relative to employment for people with disabilities from best practice techniques, effective communication to benefits planning. She is a national expert on benefits planning and employment.

Connie has worked with Virginia Commonwealth University, Old Dominion University, Indiana University and Cornell University. In addition, she has years of experience and consultation with a variety of other entities to develop and disseminate information regarding organizational change, evidence-based employment support, person-centered work, psychiatric rehabilitation and many other topics.

RESOURCES

Some of our favorite sources for information and inspiration

Brown, J. and D. Isaacs (2005) *The World Café: Shaping Our Futures Through Conversations That Matter* (www.theworldcafe.com)

Kendrick, Michael www.kendrickconsulting.org

Kretzman, John P. & McKnight, John L. (1993) *Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*

Mount, Beth (1987) *Person-Centered Planning: Finding Directions for Change Using Personal Futures Planning* (www.capacityworks.com)

O'Brien, John and O'Brien, Connie Lyle (1998) *A Little Book About Person Centered Planning* (www.inclusion.com)

O'Brien, John and O'Brien, Connie Lyle (2002) *Implementing Person Centered Planning: Voices of Experience* (www.inclusion.com)

Pearpoint, Jack, O'Brien, John, Forest, Marsha (1993) *PATH: A workbook for Planning Positive Futures* (www.inclusion.com)

Smull, Michael and Sanderson, Helen (2005) *Essential Lifestyles Planning for Everyone* (www.elpnet.net)

Wheatley, Margaret www.margaretwheatley.com

Don't forget to visit the Person-Centered Planning Education Site: www.personcenteredplanning.org

