

PERSON-CENTERED PLANNING APPROACHES

A LITERATURE REVIEW

prepared for

**Persons with Developmental Disabilities
Central Alberta Community Board**

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May, 2007

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Acknowledgments

There are many people who volunteered their assistance to this project, and I sincerely appreciate their contributions. A warm thank-you is extended to:

Susan Matsumoto at the Canadian Red Cross in Calgary for offering her expertise of person-centered planning in the form of contacts and sources of information.

Bob McGowan, librarian at the Vocational and Rehabilitation Research Institute (VRRI) in Calgary. Bob was a mind-reader it seemed. He had fantastic sources of information for me when I visited VRRI.

Cheryl Crocker, M.Ed., Ph.D, Grant McEwan College in Edmonton. Cheryl teaches a course on person-centered planning, and linked me to valuable sources of information. Her textbooks “A Little Book about Person-Centered Planning” and the “MAPS workbook” were available at the Grant McEwan library and they were key sources for this project.

Jack Pearpoint, Centre for Integrated Education and Community in Toronto. Jack replied with haste to my email inquiries for information, even when he was experiencing long days with no breaks in the United Kingdom doing workshops. Also, a big thank-you goes to Jack for his permission to use images from the Inclusion Press Website.

Sean Parsons, Web Designer, Community Information & Referral Society, Red Deer. Sean did a tremendous amount of technical work with this project, and all of it is so much appreciated!

Christine Becker, Community Resource Manager, Persons with Developmental Disabilities: Central Alberta Community Board. Thank you so much for your patience as I made my best attempt to become an expert in the area of Person-Centered Planning.

Defining Person-Centered Planning

As defined by O'Brien and Lovett (1992), Person-Centered Planning "refers to a group of approaches to organizing and guiding community change in alliance with people with disabilities and their families and friends". There are many approaches with many names that exist, but to qualify as "Person-Centered" they should share certain characteristics. A typical person-centered plan should include these steps in one form or another (Steere et al., 1995; McManus & Mount, 2000):

- Getting to know the person with the disability.
- Assembling a team to develop a comprehensive personal profile of the individual, known as the "focus person".
- A clear, unrestricted vision of success is developed by the team, which guides the rest of the process. This vision involves the person's talents and dreams, and includes new roles he or she can fill in society.

Perhaps the best way to describe Person-Centered Planning is by comparing it to traditional methods of planning.

Traditional planning is often controlled by an interdisciplinary team that determines what is best for the individual, often without consultation with family or those who may know the individual best. The team may involve a psychologist, a social worker, an occupational therapist, teachers, a psychiatrist, and vocational specialists. If parents are invited, often they do not wish to attend meetings under these circumstances. Planning often begins through an assessment, which is used to uncover what the person needs, and what their problems or disabilities are. The individual may be determined to be "violent" or have a low IQ. A plan may involve filling openings in group homes, or wherever openings may be. The individual with the disability is expected to change to fit the program. Usually meetings occur in professional settings. The attitude tends to be that society is not ready to accept the individual into the community, and that the individual requires segregation and protection (e.g., group homes).

In contrast, Person-Centered Planning usually begins by getting to know the person. This involves meetings or visits outside of the professional setting, such as at a home setting. It is assumed that parents, or those closest to the focus person know this person best. A network or "circle" of people is established who know and have a vested interest in the individual. This network is intervisionary, as opposed to interdisciplinary, and may include family, friends, peers and clergy. The focus person and parents control the planning process. Coordination is achieved by a facilitator who makes records, utilizes graphics, and who works to establish and promote the vision. The external facilitator also helps to ensure that the focus person's role is being met in the process. A positive, relaxed atmosphere of acceptance is developed to promote maximum comfort for the focus individual. The focus person and/or those most important

to this person selects the time and location for meetings as well as who will and will not be invited.

No restrictions are made on what is deemed relevant content in meetings. Full participation by the intervisionary team is promoted in order to determine what gifts, talents, dreams, and potential roles the focus person may have. Instead of achieving assessment descriptions and labels such “violent” or “possessing an IQ of 18”, the same person may be described by the members of the team as a lover of animals, a friend, a talented painter, or perhaps as a lover of hard work. From this profile, the team can creatively develop a vision for the focus person’s future.

When the vision of success has been achieved, the final step is to develop flexible ongoing action plans and community supports by an open forum and brainstorming.

Table 1: Key differences Between Traditional and Person-Centered Planning Approaches

| Key Question | Traditional Planning | Person-Centered Planning |
|-------------------------------------|--|--|
| Who is the person of concern? | The client | The citizen |
| What is the typical setting? | A group home, adult training centre, special school. | A person’s home, workplace or local school. |
| How are services organized? | In a continuum of options. | Through a unique array of supports available to the individual. |
| What is the model? | Developmental/behavioural. | Ordinary living. |
| What are the services? | Programs/interventions. | Individualized supports. |
| How are services planned? | Individual program plan based upon professional assessments. | Through a person centred plan. |
| Who controls the planning decision? | An interdisciplinary team. | The individual or those family or friends closest to the person. |
| What is the planning context? | Team consensus. | A person centered team or circle of support |
| What is given the highest priority? | Independence/skill Development/behaviour Management. | Self determination, relationships and valued social roles. |
| What is the objective? | To develop independence and change undesirable behaviours. | To support the person to have the lifestyle that they choose in their local community. |

(Adapted from Bradley 1994)

Roots of Person-Centered Planning

Person-Centered Planning could be viewed as having its origins derived from the Phenomenological approach in personality psychology. The hallmark of this approach is attempting to “understand a person by understanding his or her view of reality” (Zimbardo, 1992). Within the realm of this approach are the humanistic theories of Abraham Maslow and Carl Rogers. Both of these theorists believe

that the guiding force in the lives of people is self-actualization. This innate force motivates individuals to develop and change towards reaching their maximum potentials. Self-actualization is somewhat vague as a concept, but may help explain why people are known to state that the journey to a dream is more pleasurable than having attained the dream itself: people are driven by growth towards their potentials.

According to Carl Rogers, there can be a conflict between the drive toward self-actualization and the need to seek the approval of others. Individuals who do not develop a sense of unconditional positive regard often seek approval from others. Therefore, they may often behave in ways that others wish them to, as opposed to ways that might promote their own personal growth. An example would be a care worker who offers approval to someone with a disability only when they behave in a complacent manner that makes the job easier.

Person-Centered Planning also developed out of Carl Rogers' Person-Centered Therapy. According to Rogers, an atmosphere of genuine caring must accompany the therapy session. Further, Rogers believed that the person in therapy should guide the therapy process by determining the goals of the therapy. The person in therapy talks about what he or she wishes, while the therapist encourages him or her to continue. In a nutshell, Rogers believed that by offering unconditional positive regard to a person in therapy, he or she would be able to seek growth toward self-actualization.

As a parallel, Person-Centered Planning provides an atmosphere of unconditional positive regard while assisting individuals with disabilities to reach their dreams. It is the focus individual (and those who know him or her best) who exert control over the planning process.

Approaches to Person-Centered Planning

Most of the approaches to Person-Centered Planning share the same basic principles of person-centered planning. Each planning style combines: a series of questions for getting to understand the person and his or her current situation; a particular process for involving people and for bringing their contributions together; and a distinctive role for one or more facilitator(s) (Sanderson, 2000). They may differ in how information is gathered and whether emphasis is on the present or on longer-term plans for the future. Each of these approaches will be described in this section with special emphasis on how it defines the vision of success.

1. Normalization/Social Role Valorization

One of the earliest attempts to provide improved lifestyles for people with disabilities is Wolf Wolfensberger's principle of Normalization (Wolfensberger, 1972) which he reformulated into Social Role Valorization (Wolfensberger, 1983, 1995, 2000). Both are based on Social-Role Theory, which holds that people largely define themselves and others based on what roles they occupy. Wolfensberger believes that individuals with

disabilities have traditionally been allowed only marginal roles in society, leading to their devaluation as individuals. Devalued people in society are often poor, rejected, treated inhumanely, not allowed opportunities, and even brutalized. His contribution to the vision is that he was one of the first to suggest that society must provide more valued roles for people with disabilities. With more important roles, individuals can develop a heightened sense of value. Further, others in society will also value them in a more positive manner.

Beth Mount shares the story of Robert who experienced different labeling after receiving a role in the community:

“One of the most inspiring situations that happened was with a young man. This man, Robert was 21 and he had very many labels, he had a dual diagnosis, he was hospitalized every couple of months for aggressive behaviors, he was non-verbal, he had an IQ diagnosis of 12. He had a lot of labels, and because he couldn't talk, he tried to express his preferences in other ways, and because people didn't know how to listen to him, he would get very aggressive and he would tear up the building he was in and he would fight with people. He was very big guy. He was about 6'5", weighed about 280 pounds. When he was being aggressive, people were anxious around him. He lived in a housing project and his family had a reputation in his community. People just didn't know what to do. They were kind of at the end of their rope.”

Robert was given a role in the community loading coke machines at various department stores. While working, Robert would wear shirts with “Coke is it” written on the back. Beth continues:

Robert's mother tells a story about 6 months after Robert began his coke route wearing his Coke Is It shirt. She said that when her son used to walk through the housing projects, the little kids would scream and run and say, there goes that crazy boy. They would really ridicule her son. That was a source of tremendous pain for his mom to have watched him over the years become a source of ridicule by these children. Over time, he wore his Coke Is It shirts and he went to work everyday. Then, one day she was out hanging clothes on the clothesline, and Robert came home from his coke route, and the little kids said, there goes the Coke man. She said she sat there with tears rolling down her cheeks, because they weren't afraid of him, and in their eyes, her son now is a citizen, he was the Coke man in that community. It was a very powerful example of what could happen when people changed the way they thought about a person when they looked at the person differently...

The following is a very brief description of Wolfensberger's 6-step process for applying social-role valorization to an individual or party:

- Step 1: Becoming familiar with a persons wounds
- Step 2: Knowing a party's risk factors (vulnerabilities)

- Step 3: Inventorizing a party's current roles
- Step 4: Explicating a party's current overall social standing
- Step 5: Reviewing the practical realities of various role enhancements
- Step 6: Identifying the currently held or desired roles that one wants to valorize or change to a party's advantage

2. **Essential Lifestyle Planning** (O'Brien and Lovett, 1992; Sanderson, 1996; 2000; Smull & ASA, 2000)

Essential Lifestyle Planning (ELP), developed by Michael Smull and Susan Burke-Harrison, has two broad applications. First, it can be a very effective way to start person-centered planning. ELP is a great tool for getting to know someone and to begin building a team around the focus person. It does not specifically address the person's desired future or dream, but can be very helpful in the initial stages when it is difficult to learn about the focus person, such as when the person lacks connections to family and close friends. The vision or dream simply can not be developed unless we can first recognize what is important in the life of the person with a disability. Other planning styles can be added as required.

ELP concentrates on the focus person's life in the present and how it can be improved. It can help us to learn who and what is important to the focus person, what support he or she needs in order to have a good quality of life, and the manner in which support should be provided on a day to day basis. It also can help identify what is not working for the focus person in his or her life at the present.

The second broad area where ELP can be especially helpful is when very little is known about a person who is using services. Sometimes the focus person does not have close family or friendship connections. It can help protect individuals who are moving from one location to another, such as people who are moving out of an institution, because it can specify what conditions are necessary for life to be at least tolerable for the individual. ELP was actually developed in the context of helping people move from long-stay institutions that were closing.

Another valuable aspect of Essential Lifestyle Planning is it can be accessed as a downloadable workbook on the Internet. The workbook is a series of questions and exercises. Parents can use the workbook as the beginning stages of developing a plan. Three especially unique aspects of this planning process are:

- The section in the workbook designed to support people who do not use words to talk, or who have difficulty in communicating with words. This section is also useful for people who do use words to talk but are difficult to understand.



- **Unlimited Power Questions**, which take the form of: If you were given unlimited power, authority and money and you were asked to help “Bill” have a great day and/or a great week- What would you do? What would the day/week be like? If you had the same power, authority and money but your evil twin took over and was determined to help “Bill” have a really awful day/week – What would you do? What would the day /week be like?
- **The Positive Rituals Survey**, which takes into account the rituals that are important in day-to-day life. Some of the rituals looked at in the workbook are morning (getting up) rituals, arriving at home rituals, and holiday rituals.

For further discussion about the importance of rituals see Smull, 1993.

Some examples of Essential Lifestyle Plans can be viewed in PDF format at <http://www.allenshea.com/plans.html>.

3. **Planning Alternative Tomorrows with Hope** (Kueneman & Freeze, 1997; Pearpoint, J., & Forest, M., 1998; O’Brien and Lovett, 1992; Pearpoint, O’Brien & Forest, 1998; Everson & Zhang, 2000; Sanderson, 2000)

In contrast to ELP, Planning Alternative Tomorrows with Hope (PATH) is not a way of gathering information about a person, but a way of planning direct and immediate action. PATH works through the planning process in a somewhat backward manner: it focuses first on the dream and then works back from this vision and goal by mapping out the actions required along the way.

Jack Pearpoint, Marsha Forest and John O’Brien developed PATH. The process requires a team that knows and cares about the focus person, and who are willing to commit to the future vision over the next year. It works best when the dream can be clearly described by the focus individual and the team. It is very strongly focused on the future and putting the vision into action. The facilitator has a strong role to play in the process to make sure that the goal or dream is really that of the focus person, and not that of the team, especially if the focus person does not use words to speak.

One particularly useful application for PATH is for an existing team that is stuck and requires a change in direction. A PATH can only take place in a meeting, because it depends upon the momentum that is generated by the team. It can often be very emotional and can lead to very significant changes in the life of the focus person.

Perhaps the most notable feature of PATH is the colorful illustrated path that is created. This graphic is used to keep focus and promote creativity. The eight areas of PATH are:

Touching the Dream. With PATH, this dream or “North Star” comprises the person’s direction and identity. It is not the actual goal, but may be compared to self-actualization described earlier.

- (1) **Sensing the Goal.** This encompasses what can be realistically achieved in approximately one year.
- (2) **Grounding in the Now.** The focus person is asked to look at where they are at present compared to where they will be when their goal is achieved. This is a tension stage.
- (3) **Identifying People to Enroll.** This is a stage in which the focus person considers who will share the path with them, who might be able to help them, and who they might encounter along the way that may try to block them.
- (4) **Recognizing Ways to Build Strength.** This stage looks at the relationships, knowledge and skills that will be needed.
- (5) **Charting Action for the Next Few Months.**
- (6) **Planning Next Month's Work.**
- (7) **Committing to the First Step.** This is a time to consider possible blocks that might be in the way, along with the supports that will be needed.

4. The McGill Action Planning System (Vandercook, York, & Forest, 1989; O'Brien, J., & Lovett, H., 1992; O'Brien and Lovett, 1992; Steere, et al., 1995; Sanderson, 2000)



(MAPS) is a planning style developed by Judith Snow, Jack Pearpoint and Marsha Forest with support from John O'Brien and others. It originally served as a tool for helping disabled children integrate into mainstream schools, but now is used for more general person-centered planning contexts with children and adults.

MAPs treads a middle way between PATH and Essential Lifestyle Planning, by involving people's dreams, along with people to dream and including some of the profile aspects as well. It is neither as future-focused as PATH nor as profile-detailed as Essential Lifestyle Planning. It can be used as a starting point with an individual who feels good about dreaming and who already has a few people to support the path towards the dream.

MAPs has a special focus on an individual's past. Sometimes an individual's past can be a great source of learning about the individual. Other questions asked in the MAPS process are:

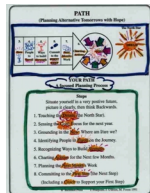
- What is your dream for the individual?
- What is your nightmare?
- Who is the individual?
- What are the individual's strengths, gifts, and abilities?
- What are the individual's needs?
- What would the individual's ideal day look like and what must be done to make it happen?

MAPs can help a school or organization adjust to the special needs and gifts that an individual with a disability possesses. Perhaps its major hallmark is its history of increasing inclusion for individuals with disabilities into mainstream society (e.g., schools). One additional area that is key to the MAPs process is relationships. Peers are to be included in the MAPs meetings, and one of the goals of MAPs is to continuously increase the focus person's social connections. Relationships are seen as fundamental in the lives of all people. They are often valid indicators of one's quality of life, serve as resources in problem solving, and offer needed physical support, among other benefits.

MAPS uses:

A person's 'STORY' to be able to discover a dream.. and direction.. and steps to a desirable future... PATH - has the same underlying philosophy, but sets the 'past' aside for a time.. and 'invents' the future as a technique to identify direction.. and then steps to move in that direction (Pearpoint, 2001).

5. Personal Futures Planning (Mount, 1992; McManus & Mount, 2000; Sanderson, 2000)



Personal Futures Planning (PFP) was developed by Beth Mount and John O'Brien. PFP is a very thorough planning system: it not only seeks to learn more about the

person's life (which PATH does not do), but also works at achieving the person's vision (unlike Essential Lifestyle Planning which focuses on achieving a lifestyle that will work for the individual now). It is effective for looking at what aspects of a person's life are working well at the present, and then building on them towards a desirable future. Although it does not provide details about what a person requires on a day to day basis, it does provide an excellent overview of the individual from which areas of concern can be considered. A unique way that PFP defines the vision is by insisting that organizational and system change is necessary for any vision to be achieved.

The eight steps of PFP are:

- (1) Bringing caring people together
- (2) Looking at the person's gifts and capacities
- (3) Finding new directions for change
- (4) Identifying the obstacles
- (5) Generating strategies and creating the vision
- (6) Making commitment
- (7) Taking action
- (8) Reflecting on what has been learned

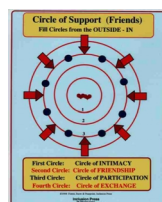
6. Individual Service Design

According to Kinsella (2001), Individual Service Design (ISD) works as an add-on to ELP, when ELP uncovers that the person wants a major part of his or her life to change (i.e. a new place to live or a very different support than what they are presently receiving). The procedures are as follows:

- Reviewing the ELP
- Creating a picture of life for the person.
- Exploring whom the person may want to live with.
- Exploring where the person may want to live.
- Explore how the person may want to spend the day.
- Explore what type of skills/characteristics the person may need/want in terms of who will provide the support.
- Exploring what the support person may need.
- Exploring options for housing and support.
- Evaluating the options.

ISD applies some of the ideas of social role valorization to the planning process. Service workers are encouraged to develop a deep sense of understanding and empathy for the focus person. The group examines the person's history, and then looks for connections between the person's experience and the social devaluation that coincides with institutional life. A clever manner in which the group develops and understanding of the individual is through socially valued analogues. Groups contemplate how a life experience of the focus person (e.g. home life) compares with the same experience for a more valued citizen in society. This method provides a test for how closely the focus person lives compared to a person in society who does not have a disability. It can lead to questions such as "how can we make home life for (the focus person) closer to how the experience of home life is for those of us without a disability (in theory, more valued individuals) (O'Brien & O'Brien, 2000).

7. Circles of Support (Snow, 1995)



This process places emphasis on the individual's strengths while disempowering their disabilities. It also moves the individual into further social supports, which work to bring the person's vision to a reality. The individual moves into the community and contributes his or her special talents.

Listening is another special aspect of Circles of Support. Meetings involve listening to stories and the person's dreams. Listening itself is considered more important than the achieving the dream. With help from the facilitator, it can also teach people with disabilities to say "yes" to opportunities and offers of assistance (which individuals with disabilities

often will say “no” to). The circle of support can help promote changes in society (e.g., government policies) that can lead to more opportunities for individuals with disabilities. A powerful example of this change is Judith Snow’s unique circle of friends she coined “the Joshua Committee” (Pearpoint, 1992).

Actually circles is about first noticing - and then building a network of relationships. If you are doing it alone.. you are done. As you notice the pattern of relationships - or the lack there of .. the task becomes to 'fill your circles'. In that process, relationships evolve.. and if all goes well, some people make a commitment to build a future together... The circle determines WHO needs to be there... the other tools are the planning techniques to actually think through how to get there (Pearpoint, 2001).

8. Lifestyle Development Process (Malette et al., 1992)

Lifestyle Development Process (LDP), developed in British Columbia, is unique in that it adds interventions and outcome measures for evaluative purposes to the planning process. The process involves 5 steps:

Step 1: Vision planning. This is where the focus person and those important to him or her describe their vision for the future. The person’s background, current skills/deficits, current activities, and other information is also collected during this phase.

Step 2: Assessing and remediating barriers to participation. Barriers that may stand in the way of community involvement are evaluated, such as insufficient funding, a lack of recreational facilities, and community attitudes. The authors use tools such as videos and meetings to help overcome these external barriers.

Step 3: Assessing meaningful routines and schedules. This step utilizes the team to determine the person’s strengths, preferences and capacities. Service providers are taught where the person would prefer to live, work, spend leisure time, and relax. They are also taught to analyze the person’s daily schedule in terms of strengths, learning styles, and capacities. The result is daily and weekly schedules that involve residence, work, etc.

Step 4: Developing specific intervention strategies. Programs and staff training are provided at this time in the following areas as needed and depending on the goals of step 1 (Malette et al., 1992):

- a) functional analysis of behavior and application of nonaversive behavior management strategies (Durand, 1990; LaVigna & Donnellan, 1986; O'Neill, Horner, Albin, Storey, & Sprague, 1990).
- b) augmentative and alternative communication assessment and intervention techniques (Mirenda, Iacono, & Williams, 1990); and/or
- c) systematic instructional strategies (Snell, 1987), as needed.

Step 5: Evaluating effectiveness and developing a monitoring system. A review of the individual's daily and weekly schedules is undertaken.

The authors of the LDP utilized 3 measures of intervention effectiveness related to lifestyle changes. These 3 devices will be discussed in the opening of the next section.

Monitoring and Evaluating

1. The Resident Lifestyle Inventory (RLI) (Wilcox & Bellamy, 1987).

- 17-page interview form
- Takes approximately 45 minutes to administer
- Provides information on 144 different leisure and performance activities taken from *The Activities Catalogue* (Newton et al., 1987)
- Measures:
 - Types of activities performed during a one-month period
 - How often each activity occurs
 - Where each activity typically occurs
 - How often they occur
 - Level of support needed for participation in each activity
- Test-retest reliability ranging from 73.5 to 93.3

The authors of the LDP administered the RLI during Steps 1, 3 and following Step 5. An exception occurred for short interventions, for which the RLI was administered during Step 1 and after Step 5 only.

2. Social Network Analysis Form (SNAF) (Kennedy, Horner, & Newton, 1990; Kennedy et al., 1990).

- 3-page form
- 15-30 min interview
- Elicits the following information regarding the person's social network:
 - Socially-important persons of the focus person
 - Types and frequencies of activities engaged with the focus person

- Test-retest reliability ranging from .60 to 1.0

The authors of the LDP administered the SNAF at the same intervals as the RLI above.

3. Program Quality Indicators (PQI) checklist (Meyer, Eichinger, & Park-Lee, 1987).

- 123 items representing practices in educational programs
- can be used to examine individual education plan goals and objectives
- many items are also applicable to IPP analysis

The authors of the LDP administered selected items of the PQI during Step 1 and following Step 5. For adult participants, section 6 of the PQI may be omitted.

4. Quality of Life Indicators (Fabian, 1991; 1992).

Research suggests there are 3 broad approaches to measuring quality-of-life outcomes: a) life satisfaction; b) adaptive functioning or environmental functioning; and c) social indicator measuring changes among groups in response to services and programs.

a) Life Satisfaction

- focus person responds
- 9-10 life categories, such as housing, neighborhood, health, work, and social activities
- best to worst scales
- validation issues: the focus person may respond with acquiescence, social desirability, or adequate life experience (to compare to).
- possibility that these indicators may only be effective when large changes occur in the person's life.

b) Adaptive Functioning

- For individuals who cannot respond through self-reports, or for those whose life experiences limit life satisfaction indicator effectiveness
- Arguably more objective than life satisfaction measures, as it relies on the reports of others
- May be more explicitly related to program intervention than measures of satisfaction
- Issue: whether functioning and well-being are related
- Issue: relying on the reports of others does not match the theoretical (phenomenological) basis of Person-Centered Planning (only the individual knows how satisfied he or she is feeling)

- c) **Social Indicators**
- **Objective in that they include statistics such as unemployment rates and socioeconomic status**
 - **Only a moderate correlation with life satisfaction**

See Fabian (1991) for more detailed information regarding Quality-of-Life indicators.

Some additional information available upon request:

- **Individual Service Plan Audit, Individual Service Plan Evaluation, and Consumer/Guardian Surveys (Dennis, Weber, & Bevan, 1994)**
- **Functional assessment procedures (Ellingson, Miltenberger, & Long, 1999)**
- **Evaluating quality in supported employment (Wood & Steere, 1992).**
- **Qualitative Assessment of Person-Centered Planning processes (Hagner, Helm, & Butterworth; 1996).**

5. [Family Mentors: Reviewing a Plan](#)

For family mentors reviewing a plan presented to them, I highly recommend visiting <http://www.nwtdt.u-net.com/pcp/familyreview.doc>.

Here you will find “Reviewing other people’s plans – A checklist for family mentors” by Michael W. Smull.

January, 2001

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Library Materials

The following is a list of suggested books, downloads, and videos. Two of these materials, from Inclusion Press, are included. At the back of both books are more materials available from Inclusion Press, and at the back of the PATH workbook is an Inclusion Press order form. Inclusion Press order form is also located on-line at <http://www.inclusion.com/order.html> .

Note that Jack Pearpoint discussed with me a new CD-ROM which will be “the next iteration of all this work”. I assume he means a conglomeration of the works in Inclusion Press. He estimated it to be around \$500.

Families Planning Together: Starting Work on an Essential Lifestyle Plan

Workbook Developed by © Smull & ASA, 2000

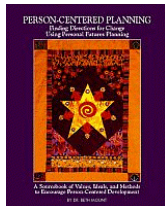
<http://www.allenshea.com/familyplan.pdf>

This is a 94-page workbook outlining Michael Smull’s Essential Lifestyle Process. It can be download and printed for free. It is in PDF format and will require Adobe Acrobat to download. Michael’s only stipulation is: “This workbook may only be reproduced by those who are working on the development of a plan for a family member. Those who wish to reproduce it for other purposes should seek permission from Michael Smull or Allen, Shea & Associates.”

The manual is designed for “discovering and describing what is important to your family member in everyday life and what other people need to know or do so that they get what is important to them while staying healthy and safe (developing a plan)”. He adds that “the manual is long because we wanted people to be able to use it with a minimum of help”.

It provides a link to the ELP families list for those who seek additional support, or for those who just want a chance to see what other families’ experience.

Person-Centered Planning: Finding Directions for Change Using Personal Futures Planning



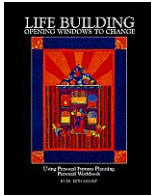
by Beth Mount

This Facilitator sourcebook is a handbook of values, ideals, and methods for facilitators of Personal Futures Plans. It outlines the five assumptions of person-centered planning, the five accomplishments that guide the development of a personal vision, and the six tasks and related tools of personal futures planning and includes sample formats, illustrations, and instructions.

Order from Capacity Works: <http://www.capacityworks.com/personcentered.html>

Item #B-01 \$23.00

Life Building: Opening Windows to Change Using Personal Futures Planning Workbook



by Beth Mount

This workbook is designed for people with disabilities, their families, and their support circle members. Using it, readers will “build a life” plan using worksheets, guidelines, and detailed examples. Each chapter outlines a reflection task that corresponds with the six tasks and tools described in the Facilitator Manual. Real stories of change inspire readers and illustrate the process.

Order from Capacity Works: <http://www.capacityworks.com/personcentered.html> Item #B-02 \$22.00

Individualized Service Planning Guide: Blueprint for Success. By Steven Dennis, Dolores Weber, and Donald J. Bevan (1994).

Available from ABILITY Research & Training Corporation
Edmonton, AB
Telephone (403) 482-6366

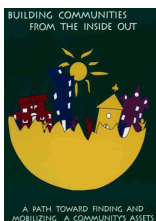
Topics:

- Introduction to Individual Service Planning
 - Referral and Assessment
 - Individual Service Planning Guide
 - Service Delivery
 - Progress Review
 - Monitoring and Evaluation
-

People, Plans and Possibilities – exploring person centred planning (1997) by Helen Sanderson, Jo Kennedy, Pete Ritchie and Gill Goodwin.

Based on the research supported by the Joseph Rowntree Foundation and is available from SHS, Edinburgh (tel. 0131538 7717).

It contains detailed descriptions and examples of the approaches to planning mentioned in this paper.

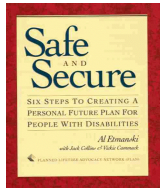


Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets by John McKnight & John Kretzmann

This is the best selling community-organizing manual. Full of "tools" to develop communities of Capacity.

Distributed by: ACTA Publications, 4848 North Clark Street, Chicago, IL 60640.
Tel: 800-397-2282. Fax: 312-271-7399
tel: 773-271-1030; Fax: 800-397-0079
e-mail: acta@one.org
Web Page: <http://www.nwu.edu/IPR/abcd.html>

Safe & Secure: Six Steps to Creating a Personal Future Plan for People with Disabilities



by Al Etmanski with Jack Collins and Vickie Cammack
Published by: Planned Lifetime Advocacy Network (PLAN)

A wonderful new book from PLAN - Planned Lifetime Advocacy Network in Vancouver. Essentially - it is positive estate planning - a workbook that frees people by giving a framework to plan positive possible futures for their children. This book is an absolute must for every family with a son or daughter with a disability. It is actually a great book for any family. It is a guide to estate planning - to create a positive future in a climate of insecurity. There are 149 pages of information to assist families to create a secure future for their children. The sole purpose of the authors was to create a book to inspire families to develop a Personal Future Plan. It guides families through the PLAN process and offers practical tips and technical advice. The book is divided into six steps and 7 worksheets to get you to a real and tangible plan. It encourages families to confront their fears and act on their dreams, to take the necessary steps to create a safe and secure future for their sons and daughters.

You can order this book from Inclusion Press or direct from PLAN, #104 - 3790 Canada Way, Burnaby, BC V5G 1G4 Canada

Personal Futures Planning: Finding Directions for Change Using Personal Futures Planning

Author: Beth Mount (1992)

Published by: Graphic Futures, New York

Available from: Graphic Futures, Inc., 25 West 81st Street, 16-B, New York, NY 10024, (212) 362-9492.

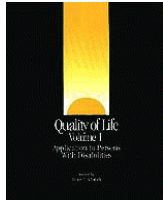
<http://www.capacityworks.com/books.html>

It begins with the values and philosophy of person centred development, returning to the accomplishments as a starting point. This illustrates the changes required in the way we describe people, think about and plan for the future, make decisions, believe about communities and services.

Beth presents the tasks and tools of Personal Futures Planning, for example relationship map, places map, and background map as part of the personal profile. There is lots of ideas and practical advice. This is the clearest description of the 'tools' or 'maps' of Personal Futures Planning with helpful facilitation tips, even down to suggestions of which colored pens to use!

There are many helpful summaries that contrast system centred and person centred work. This is essential reading for anyone wanting to use Personal Futures Planning and provides practical advice for anyone facilitating person centred planning.

Quality of Life Volume I, Conceptualization and Measurement

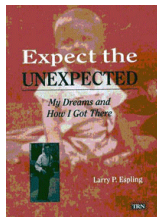


Edited by Robert L. Schalock, Ph.D.

This exciting new book by 17 respected experts explains how the concept of quality of life can improve the lives of people with mental retardation. Quality of Life explores the many perspectives, dimensions, and ways of operationalizing the concept of quality of life. Measurement of quality of life is examined in terms of assessment, measurement across cultures, longitudinal-ethnographic research perspectives, methodology, and evaluation and evaluation and measurement issues.

http://www.bizville.com/cgi-bin/bookstore/web_store/web_store.cgi?page=quality.html&cart_id=1846290_71245
1996; 139 pp.; paperback; ISBN 0-940898-38-1
\$35 (\$29.75 AAMR members)

Expect the Unexpected: My Dreams and How I Got There



Espling, Larry

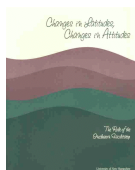
An autobiography with the power to make a difference in people's lives. Expect the Unexpected is for people with disabilities; those who live with, love, work with, or teach someone of any age with a disability; or anyone who enjoys a good story. "This book should be required reading in any training program in human services, but it will be of special value for any activist in the disability field." Dr. Gunnar

Dybwad, Professor Emeritus, Heller School, Brandeis University

To Order: TRN - Training Resource Network Inc., PO Box 439, St. Augustine, FL 32085-0439
E-Mail: trninc@aol.com Tel: 904-823-9800 Fax: 904-823-3554
Web page: <http://www.trninc.com/selfdetresources.html>

Note: All the books beyond this point can be ordered from Inclusion Press

Changes in Latitude/Attitude

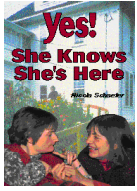


by Carol Tashie, Susan Shapiro-Barnard, Ann Donoghue Dillon, Mary Schuh, Cheryl Jorgenson, & Jan Nisbet

Institute on Disability, NH

The Role of the Inclusion Facilitator - beautifully presented - reflecting the experience and wisdom of many inclusion facilitators in New Hampshire. As schools work to include all students in regular education classes, and the doors of special education classrooms close, a new professional role emerges...the role of the Inclusion Facilitator. The purpose of this book is to provide guidance to Inclusion Facilitators. Each chapter includes anecdotal stories, discussion and strategies. There are pages on strategies for advocating for Inclusion, for facilitating family involvement, for facilitating peer supports and friendships, for modifying curriculum, for collaboration, for coordinating supports. This short book of 50 pages is chock full of both information and inspiring photos.

YES! She Knows She's Here



The Update to: Does She Know She's There? by Nicola Schaefer

Nicola Schaefer has done it again! Her first book (a best seller) regaled us with the struggles of Catherine (her daughter) and Nicola enroute to making a life. Now, a decade after Catherine moved into her own home in Winnipeg, that story - told as only Nicola can. A 'must read' for every family even thinking about dealing with children approaching adulthood. A powerful vision of hope, laced with reality and a liberal dash of fun.

On July 18th, 1986, days before her 25th birthday, Catherine moved from her parents' house into her own home. It was an exciting, somewhat anxious time, the culmination of about two years of planning and hard work on the part of many people. Everyone had been eager to help Cath create a home for herself where she would have both the necessary paid, live-in support and the freely given friendship and help of others living in the two upstairs apartments. Could such a novel arrangement work?

In the succeeding years there have been wonderful times at 822 Preston, and many equally wonderful people have been - and in some cases still are - an important part of Catherine's life, and she of theirs. It hasn't always been perfect - what household is? - but we can now say that it not only could work, it has worked, and we hope and believe it will continue to do so. This book celebrates Cath's 35th birthday and the 10th anniversary of her move. Meet her housemates, enjoy her life.

Bob Perske: We could call this book "Mothers know Best." Nicola's instincts for her daughter guided and created a life for Catherine that not even Nicola imagined. If God had granted me the chance to choose my mother, I would have chosen Nicola Schaefer. Nicola is truly a great storyteller and this is truly a great story.

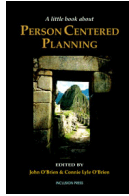
John O'Brien: This is a book for anyone who wants to see how staying faithful to realizing a positive vision changes community life for the better. It contains great practical wisdom about developing and maintaining support around people with disabilities and their families and deep understanding of the experience of parenting. Study this book if you want to make a meaningful difference in the life of a person with a disability.

Judith Snow: Yes, Catherine truly has been here for us for many years. Her pioneering of home ownership for people who are supported through caring relationships is a guiding light for anyone breaking out of institutional living. A great book.

Jeff Strully: When I think about the people who have helped guide our family forward, there has always been Nicola and Catherine. They have been ahead of everyone - pushing the envelope forward. Nicola continues to be on the leading edge - thinking in beautiful, brilliant colors, pushing the dream, giving hope, inspiration and energy to the journey.

Ted Schaefer: Oh God.

A Little Book on Person Centered Planning



Edited by John O'Brien and Connie Lyle O'Brien (1998).
Published by Inclusion Press.
(A copy of this book will accompany this document)

PATH (2nd ed.)



Edited by Jack Pearpoint, John O'Brien, and Marsha Forest (1998).
Published by Inclusion Press.
This workbook is added with this research.

From Behind the Piano: Building Judith Snow's Unique Circle of Friends by



Jack Pearpoint; afterword: John O'Brien

The story of Judith Snow & her Joshua committee. Love, determination and hard work conquer challenges. An inspiration for anyone struggling to make a difference. This 136 page book (in the first edition) has become one of our best sellers (15,000 copies). It is used around the world, and is a textbook in many human service programs. It is used by high schools teachers, college professors and as a great human interest story. The book details the personal story of helping Judith Snow move out of an institution and into the community. In the process, a circle of support was born that not only helped Judith, but changed the lives of all involved. The message is powerful and simple: None of us can deal with a crisis alone. The book explains the formation of the "Joshua Committee" as Judith Snow named her Circle of Support. John O'Brien's 10 page afterward is a brilliant essay about the message of hope embedded in the book.

Audience: Human service organizations, families, advocacy networks and anyone interested in understanding the depth of building circles of friendship or circles of support. Used by courses in high schools and universities in social science, social work, human relations and human service. Also, just a good read for anyone interested in courageous people working together for change. A must for families, and an inspiration for people with disabilities attempting to get out of any kind of institutional setting.

What's Really Worth Doing & How To DO IT! by Judith Snow

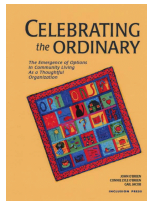
A book for people who love someone labeled disabled.

This book stood on its own, but is better in combination with "From Behind the Piano". We got orders for this little 75 page gem for courses and conferences all over the world. Judith says her book is about strategies to make it possible for people who are vulnerable to be more present and included in their communities. Her premise is that we must replace the thinking of disability with the thinking of "giftedness." If you want to know how to start to build support circles (i.e. circles of friends), this is the book for you.

Audience: Popular with adult service providers, human service organizations, advocacy groups, families, individuals with labels, and useful for anyone facing a crisis in their lives. We think school systems could benefit from this small book in helping to build circles around vulnerable children. Applicable for everyone involved in building circles of support or interested in the concept. Relevant for families dealing with any crisis with their children or their own aging parents. Excellent as a conference handout. We have a special discount price for organizations and conferences who want to give out both *From Behind the Piano* and *What's Really Worth Doing* in their new combined form.

There is a companion video - done by TV Ontario - entitled *Friendship, Its About Time*. It is an excellent vision partner for the book.”

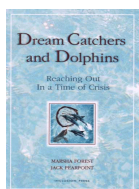
Celebrating the Ordinary: The Emergence of Options in Community Living as a Thoughtful Organization



by John O'Brien, Connie Lyle O'Brien & Gail Jacob. 245 pages.

A way to think about supported living that collects stories, pictures, documents, and operational policies from Options' work and reflects on their practical meaning in terms of these ideas: Learning from Options · The idea of emergent order · Limits of command and control · From packages to people · A guiding pattern emerges · People with developmental disabilities lead · Autonomy and support can lead to liberation · Creating space as a guiding image · Conflict clarifies beliefs · Beliefs define the pattern · Respect for autonomy · Enacted beliefs · Fruitful contradictions · A strong culture · High ideals grounded in daily demands · What makes Options work for me · Avoiding the growth trap · Principle and political viability · Dividing rather than growing · Purposely increasing diversity · Building relationships and agreements · A charter for support · The policy on quality of life · Living space · Ordinary connections · Day-to-day assistance · Usual difficulties · Big troubles · Stretching the ordinary · The 'how' of agreements in a web of relationships · Power differences and dependency · Holding stress · Acknowledging difficulty · Signs of trouble · Relationships as a resource · Teamwork · Renewal through ritual · Authority and hierarchy · Designing support · A comfortable living place · Effective personal assistance · Conversational planning · Getting to know the person · Making funding flexible · Embracing variety · Temptations to standardize · Generating flexibility · Generalists and specialists · How Options Learns · New possibilities for a person · Learning as a matter of the heart · Cultivating expertise · Chewing on intractable problems · Progress on community building · The position of Home Support Workers · Co-evolution with the service system · Nine enduring understandings

Dream Catchers & Dolphins: Reaching Out in a Time of Crisis



by Marsha Forest and Jack Pearpoint. Foreword: Dr. Paul Levy; Afterword: John O'Brien. 338 pages

“A remarkable healing journey - via E-mail. Travel with Marsha & Jack as they reach out to their circle during their crisis with cancer. A book for anyone in any crisis. The message: Reach out for support by any means!!”

Foreword:

This is a book about communication and mutual support. It is also a book about observing mutual support in action...and the growth that can come from that.

At one level it is about a person - actually, a couple - confronting a crisis in life. On the other hand, it is about a whole circle of friends - including caring, concerned people who might not have initially called themselves "friends," and including friends who live not just close by, but are dispersed across the face of the globe. And it is about this circle of friends all observing this crisis in the life of the couple; observing the efforts to cope with the crisis; in turn, many of them deepening their own ability to understand and cope; and then pitching in to contribute - through their contribution - to the healing process of coping and surviving.

In their e-mails, Marsha and Jack show a great deal of honesty and openness. They reveal their fears (about cancer, about death), their anger (about illness, about aspects of the medical system), their need for respect of their boundaries (to allow enough sacred space for themselves), their courage (in the face of illness and fear), and their determination (to carry on their life work despite daunting challenges).

Marsha and Jack arrive at new awareness, new insights - about life, challenges, work, death, community, support, love and prayer - and they share these insights with their e-mail community. It is clear that these messages inspire others. People are inspired to give support, to search within themselves on various issues, to be open and honest, to express their needs, to assert their boundaries, to meet their challenges, to carry on work that is challenging and difficult. Above all, people were inspired to be willing to connect with others, knowing that connecting - inter-relating and mutually supporting others - brings great satisfaction in life and accomplishes great things.

This book is about giving and being given back to. It is about sharing and having that sharing reap rich rewards.

There are other books that assess and discuss the power of mutual support. But this book, *Dream Catchers and Dolphins*, simply and beautifully shows us mutual support as it is happening - sometimes raw, often touching, certainly powerful, frequently poignant.

The unique medium that this network of support used was e-mail communication. It could have been smoke signals or Morse code. But this book is about how people used this newer medium, e-mail, to extend their support. It worked for them, and in this widely spread community, worked beautifully.

This book reveals the ways that this medium allowed mutual sharing and mutual growth among a wide circle of people. I know that the authors hope that the current readers of these e-mail letters will benefit too, the way their network did. Given what this book contains, I believe that this is inevitable.

Inclusion: Recent Research



by Gary Bunch and Angela Valeo.
200 pages. paperback

For all asking difficult questions that need to be answered with data and quality research, this is the book for you! You also probably know ten people to whom you will want to give this book. We recommend this book for every undergraduate and graduate student in any course on Education. We want every parent and advocacy organization to use this book as a resource. We want every library to have this title on their shelves.

Dr. Bunch, a respected professor of education at York University in Toronto, and his research associate Angela Valeo, herself a classroom teacher, write in a readable and enjoyable style. They use the most up to date research to deal with topics such as challenging behavior, effects of inclusion on the "other" students, teacher attitudes, academic achievement and more.

If you have anything to do with Inclusive education as a family member, teacher, researcher, or just plain interested citizen, this is a book to get into your hands.

It is free of jargon and is exciting reading. It is thought provoking, challenging and based on real data in the real world of inclusive education worldwide

Kids, Disabilities and Regular Classrooms: An Annotated Bibliography of Selected Children's Literature on Disability

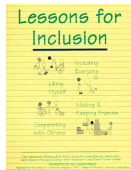


by Gary Bunch

The guide you have been waiting for. Brief sketches of nearly 150 children's stories - with POSITIVE images of children with labels. This is a wonderful and informative annotated bibliography of selected children's literature on disability. 111 pages of content and books you can get at libraries in North America. No library or resource center should be without it. All selected books present children or adults with disabilities as members of the general community. Gary has cross-indexed them so that you can find the story you need with ease. Ideal for schools and families - or even if you just like reading great children's stories. Two types of books are represented; story oriented and instructionally oriented. The underlying thesis of this resource bibliography is that children belong together.

Audience: Teachers and parents of children of all ages who are serious about including all children. Suitable for use by elementary and high school aged students to increase their understanding of people with disabilities. A must for any resource center or library.

Lessons for Inclusion: Curriculum To Build Caring Elementary Classrooms



by Terri Vandercook et al. Institute on Disability, Univ. of Minnesota

This book is for teachers of elementary and middle school children. It assists them to develop a classroom community in which all children feel good about themselves and work together as valued members of a classroom community. Specific lessons are provided in the following four areas:

Including Everyone:

We all need to belong;

Liking Myself:

Self Esteem is Important;

Making and Keeping Friends;

Everybody Needs a Friend; and

Cooperating with others:

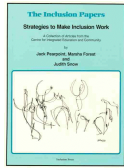
Together we can do it.

This bright yellow book is a must for teachers who want ideas for lessons. It recommends children's books for each lesson. Step by step examples of curriculum. Popular with teachers and parents of elementary age students.

Note: A companion resource is Kids, Disabilities and Regular Classrooms below.

Audience: Elementary teachers and parents of young children.

The Inclusion Papers: Strategies to Make Inclusion Happen



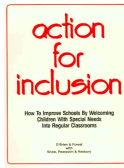
by Jack Pearpoint & Marsha Forest.

Practical, down to earth and sensible. Perfect for conferences, courses and workshops. Circles of Friends, MAPS, articles about drop-outs, kids at risk, Medical School course and more... graphics, poetry, overheads...

Another best seller. 150 pages chock full of articles designed to make people think and give them practical ideas for dealing with inclusion, diversity and change. Some of Jack Pearpoint's graphics and Bob William's poetry add to the vibrant writing. Favorite and now classic articles include Two Roads: Inclusion or Exclusion; The Butwhatabout Kids; MAPS: Action Planning; Dynamics of Support Circles; Common Sense Tools: MAPS and CIRCLES; and Giftedness. This book is being used as a text in many courses. It cuts across all age groups and is also a good partner to Action for Inclusion. We encourage readers to use Action for Inclusion and Inclusion Papers together. We will discuss bulk rates for courses or conferences.

Audience: Educators, human service, advocacy, parent groups. Relevant for all ages.

Action for Inclusion



by O'Brien and Forest with Pearpoint, Snow & Hasbury

How to Improve Schools By Welcoming Children With Special Needs Into Regular Classrooms

This 55 page book is the all time best seller of Inclusion Press. It is now in its 4th printing. It is short and jargon free. It describes the Circle of Friends exercise, and the MAPS (Making Action Plans) process in detail. We strongly recommend it as a companion to the videos: With A Little Help From My Friends and the New MAPS Training Video. This book is being used by school systems around the globe. It is perfect for conferences and courses. It is short and filled with actual tips on how to develop an action plan (MAP) for including any child at risk of exclusion. It is not limited to any one label, but applies to children at risk at any age. Although it focuses on elementary and middle school children, the process is transferable to high school students and adults. A perfect handout for large conferences or a text for courses.

Over 20,000 copies distributed - "A down to earth blueprint of what 21st century education should be doing for all kids in regular classrooms. Modest but powerful strategies for making it happen in a jargon -free, step-by-step book."

Audience: Mostly school personnel and parents of children in school.

L'Integration en Action: Maintenant disponible en Francais

The All Star Company: People, Performance, Profit



by Nick Marsh

An exciting book about organizational transformation and change. The All Star metaphor is about legendary performance and dedication to constant improvement in your organization - for the amazement and delight of all audiences.

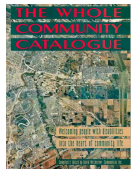
No organization of any type should be without this dynamic book about building teams. Whether a family, a school, a social service organization, a small or large business, this book uses cutting edge thinking and examples to show successful teams at work. The All Star metaphor takes the reader out of the traditional hierarchical organization into the All Star Model. Chapters include such topics as:

Destiny - Vision
Ringmastery - Leadership
Encore - Marketplace
Values - Making a Difference
All Star Cast - People
Getting Your Act Together

The book is being used in education, human service courses and as the National Fellowship on Family Medicine at the University of Toronto. Order one for each member of your team. 170 pages of All Star material.

Audience: Anyone interested in organizational change in schools, in human service, in families. Anyone who wants to build teams in their organization.

The Whole Community Catalogue

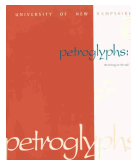


Editor: D. Wetherow

An indispensable guide for building communities and supporting inclusion. Beautifully organized, chock full of ideas, quotes, resources. This is an indispensable collection of essential articles, ideas, and book reviews. Topics include relationships, housing, networks education vocations ,training. 128 pages of ideas and thinking from leaders in the field. Beautifully organized and chock full of quotes and useful resources. Practical and usable. This is a "whole earth catalogue" with a community focus.

Audience: A great resource book for community workers, educators and families. It is a great "community reference book" for libraries.

Petroglyphs: The Writing on the Wall



by Susan Shapiro-Barnard, Carol Tashie, Jill Martin, Joanne Malloy, Mary Schuh, Jim Piet, Stephen Lichtenstein, Jan Nisbet Institute on Disability, NH

The topic: Inclusion in High School. An elegant, perceptive and powerful photo essay that highlights our Old thinking - and our new thinking. This short book is chock full of both information and inspiring photos.

Audience: Anyone thinking about Inclusion in High Schools. Families who want to help their school systems. Every high school and middle school.

VIDEOS

Anything Is Possible by Sherana Productions

This is a 3 video set that is highly recommended. To order, send a Fax to "Sandy" at ACCESS in Edmonton:

(780) 440 8899

The Fax must be on CACB letterhead in order to receive a discount. Ask for #20053 (Pkg). Cost is \$60.00 + \$7.00 s/h + GST Total \$71.69

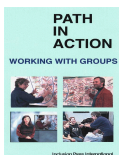
ReDiscovering MAPS: Charting Your Journey, Vision, Focus, Action



After 15 years of MAPS experiences, Marsha Forest, John O'Brien and Jack Pearpoint return to 'rediscover' the power and beauty of the MAPS process. This video tape was made in the last six months of Marsha's life. It is a tribute to Marsha - and part of our commitment that her work will continue.

In this video, segments of two MAPS processes are used to provide support and instruction to people concerned with excellence and integrity in person centered planning processes. One MAP was facilitated by Marsha and Jack (Lyndz's MAP); a second was facilitated by David Hasbury and Megan Schopf (Jasmine's MAP). John O'Brien provides thoughtful commentary to this powerful update of the MAPS process - by its founders.

PATH IN ACTION: WORKING IN GROUPS



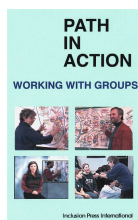
Prod: Inclusion Press & Yellowknife Educ. Dist.1 (65 min.)

An inspiring & teaching video. Illustrates 2 Paths with 2 groups planning the future of a school system - one with 40 high school students + one with senior administrators. A must for anyone using PATH as a tool for Change. Leadership and vision in action.

Useful for social service, small business, etc.

Over the past two years, Jack & Marsha have been working with the Yellowknife School District #1 in the Canadian Arctic. The video deals with the struggles of this (any) school (or other system) to plan for their future. The video tracks a three day planning process that involves students, administrators, board members, and teachers in a future planning event that is making a difference. PATH and other tools are utilized. IF you are dealing with change - this video is a must watch.

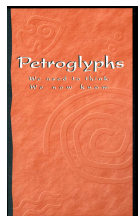
PATH ACTION PACK



A Collection of 2 video tapes + the PATH Workbook (Save: \$40)

If you are using PATH, you need the PATH Training Video and the book to get started and learn the basics. Now with PATH IN ACTION, there is a tape to stretch your skills with PATH - and other facilitation tools. It is excellent for teaching - and once again demonstrates PATH being used effectively. The PACK is a bulk bargain with all the key PATH materials in one kit.

Petroglyphs: We Used to Think. Now We Know.



The Institute on Disability, Univ. of New Hampshire (12 minutes)

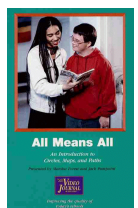
Inclusion in High School. A wonderful new video from the UNH team - based on the photographs in the Petroglyphs book. Although inclusive education has taken a strong hold in schools on the continent, high school students with disabilities still face the real possibility of segregation. We used to think this was acceptable. We know now it is not. This video challenges existing beliefs and practices and advocates for change.

Petroglyphs is a collection of photographs taken over an eight year period in high schools and colleges throughout New Hampshire. These photographs, coupled with thought-provoking narrative and distinctive music, reveal the many benefits of including students with disabilities in regular high school and college settings.

Audience: Everyone engaged in or getting ready for inclusion in high schools and community colleges - especially students, teachers and families.

We recommend the Book and Video (Petroglyphs) as a matched set.

All Means All: An introduction to Circles, Maps and Paths



Presented by Marsha Forest and Jack Pearpoint

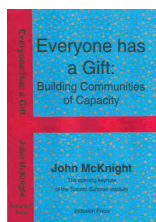
Produced by the Video Journal of Education: Improving the Quality of Today's Schools
- 33 minutes

We are also thrilled that a video produced by the Video Journal on Education and distributed by Inclusion Press called ALL MEANS ALL is now available. This 33 minute video puts the contents of the books All My Life's A Circle, Action for Inclusion, The Inclusion Papers and the PATH Workbook into living colour.

The video shows a beginning Circle of Friends in a Canadian high school setting, goes through the MAPS mandala, and has a moving PATH done in New Mexico with a parent and her school team. This is a perfect introduction to the tools and can be followed up with the MAPS Training Video and the PATH training video.

The video is fast paced and creatively produced using excellent music and graphics. It travels across Canada and the U.S. to show that inclusion is not an ideal but a reality in many school systems across North America.

Everyone Has a Gift: Building Communities of Capacity



John McKnight

The opening Keynote at the Toronto Summer Institute in July, 1996 featured John McKnight. John is a brilliant speaker - but on that night - on the 23rd floor of the Primrose Hotel - he opened the sky to the heavens. McKnight explains as only McKnight can how to build communities of capacity. (55 min.)

Produced by Jack Pearpoint and Marsha Forest with Jeff Dobbin of Parashoot Productions

Everyone who sees this video loves it. It is truly John McKnight at his finest - a gem. John is a storyteller, a political philosopher, a prophet and an activist. This video is a moving talk about building communities where everyone can give their gifts as citizens. Community building for John McKnight is not a sentimental journey, but a job to be done by citizens, neighbors, families and friends. John McKnight is the Director of the Community Studies Program at the Center for Urban Affairs and Policy Research at Northwestern University where he is a professor. A great compliment to the video is John's newest book *The Careless Society*.

Audience: Everyone involved in moving from a deficiency model, to a capacity building model - whether in communities, schools, workplaces, human service organizations, the medical profession, probation and parole, adult education or in your family. Everyone!

Friendship: It's About Time



Produced by Vision TV, Exec. Prod: Rita Deverell, Prod: Sadia Zaman

A 27 minute video exploration of friendship: joys, heartaches and maintenance, featuring Marsha, Jack and Judith . This award winning documentary is a perfect companion to the books *From Behind the Piano* (Pearpoint) and *What's Really Worth Doing* (Snow). It shows Jack Pearpoint, Judith Snow and Marsha Forest talking about their history together - the ups and downs of building circles of support and friendship. A powerful, honest and moving documentary that serves as an excellent discussion point for staff or students in courses. Originally made as a half hour documentary by Vision T .V., this video is being used by human service and social work courses internationally. An excellent Professional Development tool.

Audience: Professional development tool for human service workers, educators, families. Excellent for courses and anyone interested in support, friendship and Circle of Friends.

PATH Training Video: Introduction to Path



Prod: Inclusion Press & Parashoot (35 minutes)

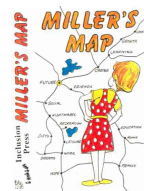
Exciting, creative, colorful futures planning tool. Jack & Marsha demonstrate 8 steps with an individual and his family. An excellent introduction - linked to the PATH Workbook. A must for anyone using PATH.

This video takes the viewer through the steps of PATH. Path was designed to deal with complex issues for individuals, families, and organizations. We have used PATH with medical practitioners, architects, schools, individuals and families. It is a sharp and powerful tool that gets people to doable first steps. There are 8 steps that involve "thinking backwards". Jack & Marsha facilitate the PATH and do instructional commentaries on each step.

The video describes each step. A young man with cerebral palsy is the focus person in this tape. His speech is difficult and he uses a spelling board to communicate. He plans his transition from an institutional setting, to a life fully in the community. Although the video uses Joe as an example, the process can be easily transferred to any situation.

Audience: A must see for anyone interested in PATH.

Miller's MAP

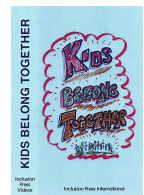


Producers: Expectations Unltd & Inclusion Press (35 min)

This video is very popular with school systems and families. Although the sound quality is not as good as our other videos, it doesn't seem to matter as the visual images of Miller and her family and friends are so powerful. Miller Cairns was in grade six when this video was made. She is a child who does not speak much, but she and her friends get together to plan the curriculum together. The teacher, the principal, Miller's mom and dad and other friends join in to create a MAP for Miller. Miller's mom Melinda and her dad Tim give eloquent testimony to the dreams and nightmares they have for Miller. It is a powerful video on the issue of Inclusion, Friendship and MAPS.

Audience: Families, school systems (elementary and middle school focus.)

Kids Belong Together

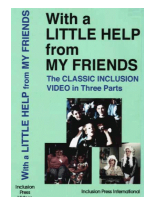


Producer: People First Association of Lethbridge, Alberta

24 minute celebration of friendship and joy. Illustration of the MAPS process in action. The music alone is worth the price of this classic and vibrant video featuring Father Pat Mackan working in schools in Alberta, Canada. It focuses on building Circles of Friends and MAPS. The song "Kids Belong Together" has become an anthem of inclusion. The video is a celebration of friendship and shows the possibilities for change. Great and inspiring images of children and teachers working together in schools. The books, Action for Inclusion and Inclusion Papers go well with this tape.

Audience: Educators, Families and anyone interested in Circles of Friends and MAPS. Elementary and middle school focus.

With a Little Help From My Friends



Producers: Marsha Forest and George Flynn
(total time 1 hour: introduction 3:28; part 1 21:24; part 2, 18:00; part 3, 17:24)

Award winning!! This one hour video describes the basics of creating schools where all kids belong and learn together. In three parts, listen to Grade 7 and 8 students describe the impact of inclusion on their school and their lives. Observe teachers doing the same. Then see hands on strategies at work including MAPS and Circles of Friends. This classic video keeps selling as if it were brand new. The freshness of the video is in the voices of students who talk from their hearts about inclusion and building circles of friends. The video is in three parts.

Part I shows the actual exercise of building a Circle of Friends.

Part II shows a small group of students and teachers discussing the in and outs of inclusion and circle building.

Part III - "May's MAP", is an excellent example of a MAP done with 12 year old students.

The video focuses on the voices of the students and the teachers who tell us over and over again that inclusion must be done, and that its really not that hard to do if you have "A little help from your friends." The book Action for Inclusion is a perfect compliment to the video. If you don't already have it, get it now. It is still one of the most inspiring pieces of video available.

Audience: Educators, Families, and anyone interested in Circle of Friends and MAPS. Elementary and Middle School focus.

Interdependence Producer: World Interdependence Fund (length 47:57)

This film is about 100 diverse high school teens discovering their own power and ability to reach out and be accepted by their peers. This is a film about the impact of youth with and without disabilities, learning and working together to promote mutual respect. In one hour, you see a powerful program that makes youth the ultimate voyagers who carry forward our dreams and aspirations. Ed Roberts, a leader of the movement for independent living and a beloved colleague, who passed away in 1995, is featured in one segment of the video. Initially, we wondered if people would like the video. Every time we show it, people are in tears. It is inspiring; the music is wonderful. Narrated by James Edward Olmos and Bree Walker. Music composed by Chris Theofanidis.

Audience: Anyone interested in the future of our youth and the issues of inclusion and diversity. Particularly great for people working with high school students - and high school students.

Inclusion: Issues for Educators (20 minutes)

Intended Audience: Educators.

Purpose: To address concerns about inclusive education, nurture faith in the possibility of inclusion, and impart a sense of its great rewards.

Description: This video focuses on teachers and administrators. Through interviews with those involved in providing inclusive opportunities, it discusses the realities of implementation, strategies for effective inclusion, and the necessity of support systems.

Price: \$55.

Families, Friends, Futures (23 minutes, Closed-Captioned)

Intended Audience: General.

Purpose: To emphasize the need for inclusion into the community-at-large in order for children with disabilities to grow up with the relationships and support networks required for independent and fulfilled adulthood.

Description: This program examines how inclusion often begins at school and focuses on two students who, with their friends from school, participate in typical community activities. It explores the encouraging effect such participation has on their families' views of their children's future.

Price: \$65.

As I Am Running Time: 19.56

As I Am profiles the stories of three young people with a developmental disability. They speak for themselves instead of being spoken about. They talk about their lives, problems, hopes and dreams.

The program is hosted by television actor David McFarlane who has Down's Syndrome. It was awarded an Honourable Mention at the Columbus International Film Festival, has been broadcast on CBC Television and received a four star rating from the Video Rating Guide.

**James Brodie Productions Inc.
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