



The Key Principles of Person-Centred Planning

- Person-Centred Planning
- Circles of Support
- Support Planning overview and information sheets

All that we do alongside disabled people should be person-centred.

The term **Person-Centred Planning** refers to a family of approaches that help us to organise and guide community change in alliance with people with disabilities and their families and friends. Whatever your place in the person's life it is vital that before you start planning with someone else, you plan for yourself. Completing our own plans first is the beginning of the learning process in person-centred planning.

When spending time thinking about how to plan with people using person-centred ways, you need to consider what their lives are like now, what control they have over how they are supported at present, what their lives are like now, and what they want in the future.

Planning with people is wonderful, but also a big responsibility. If you want to learn to facilitate plans it is important to learn about all of the planning styles in person-centred planning, to see the difference using them makes compared to traditional planning and assessments. You will discover that when the right 'tool' is used and the person is really listened to, dreams really do come true.

The purpose of person-centred planning is learning through shared action. People who engage in person-centred planning may produce documentation of their meetings, proposals, contract specification, or budgets. These are only footprints; the path is made by people walking together.

The focus person and those who know the person best may be uncertain about what is possible or desirable for the person. One function of person-centred planning is to decrease such uncertainty by encouraging people to try new things together and to learn from them.

Each approach to person-centred planning has distinctive practices, but all share a common foundation of beliefs.

All person-centred planning processes share a number of key beliefs / characteristics:

- The focus is on the person, their life in the 'real world'. It is not to discuss the difficulties the services or the constraints that the service providers might be experiencing due to resources or staffing etc.
- The focus is on the person and their whole life. The planning meeting is not to discuss the difficulties the service or the professionals may be experiencing or the constraints they are working within.
- The control is with the focus person and their advocates. The focus person and the people who love, like and know the person are the primary authority.
- The service providers should be present and part of the meeting to provide advice, knowledge, support and service, but need to remember to be on tap, not on top. It is not their meeting.
- When an issue or point has been discussed, it should be checked out with the focus person.
- Every aspect of a person's life is important. Universal needs are as important as medical needs.
- The focus is on gifts and aspirations, not on individual needs and deficiencies.
- There is a commitment to address conflict openly and honestly.
- There is a commitment to reach a consensus for action.
- There is respect for each person's expertise, knowledge and contribution.
- There is a willingness to come up with non-traditional solutions.
- Time should be spent at a pace that the focus person is comfortable with.
- The venue for the meeting should be valued and comfortable for everyone, not necessarily a service setting.

Person-centred planning is a method, not a formula: a process, not a pro forma. It requires respect for the person, time and is not a one off procedure.

Using Different Tools

There are a number of different person-centred planning tools which can enable us to plan for ourselves and with other people when changes have to be made in our lives. Here is an overview of them.

If it is your plan, then you are referred to as the 'focus person'.

The people who guide you through the planning process are called 'facilitators'. For MAP and PATH there are two facilitators, but for Essential Lifestyle Planning there may only be a process facilitator; however we think it works better to have two facilitators working together.

The graphic facilitator records the information on large sheets of paper using words and drawings. The process facilitator manages the planning process.

If it's your plan, you may also have a group of people around you – your support team – who you want to be there to help you plan. This support team can include members of your family, your friends and, if relevant, some advisors or other people who support you through their work in social care, health, education or leisure.

Once you have decided who you want to plan with you, you then need to think about which approach is the best for you. The facilitator can help you to decide. Here are some things to think about:

- What is it that you want to change?
- Have you some idea of what you want to achieve?
- Sometimes you need to improve the day-to-day level of physical support or emotional support you receive.
- Sometimes you need help from others to move on from where you are now.
- Sometimes you need assistance from others to help you safeguard what is good in your life now.
- Sometimes you need help from others to work out how the future might be different.

The different tools have different strengths. MAP and PATH are good at creating compelling images of desirable futures and inviting others to join with the focus person in making these futures happen.

Essential Lifestyle Planning is designed to help us catalogue specific details about how best to support individuals. This is particularly important when people have complex physical and medical support needs, or do not use words to communicate. Essential Lifestyle Planning is also good at highlighting what makes sense in your life right now, and what needs to change. Knowing the small details about what is important in someone's life is crucial. It's no use having a full social life if you're in pain because you have the wrong seating or medication, or if someone is giving you coffee with sugar when you prefer tea with milk.

Some tools are good at exploring ways to connect people to communities. Other tools are good at helping us work out individualised and specific support packages for people. Once you have practiced using different tools, their specific strengths will become obvious.

- Personal Futures Planning (Beth Mount, Connie Lyle O'Brien & John O'Brien, 1987)
- MAPS (Forest and Snow 1987; Vandercook and York, 1988)
- Circles of Support (Pearpoint 'Joshua Committee' and N. W. Circles)
- Essential Lifestyle Planning (Michael Smull)
- PATH (Pearpoint, O'Brien and Forest, 1993)

Personal Futures Planning

Beth Mount, Connie Lyle O'Brien

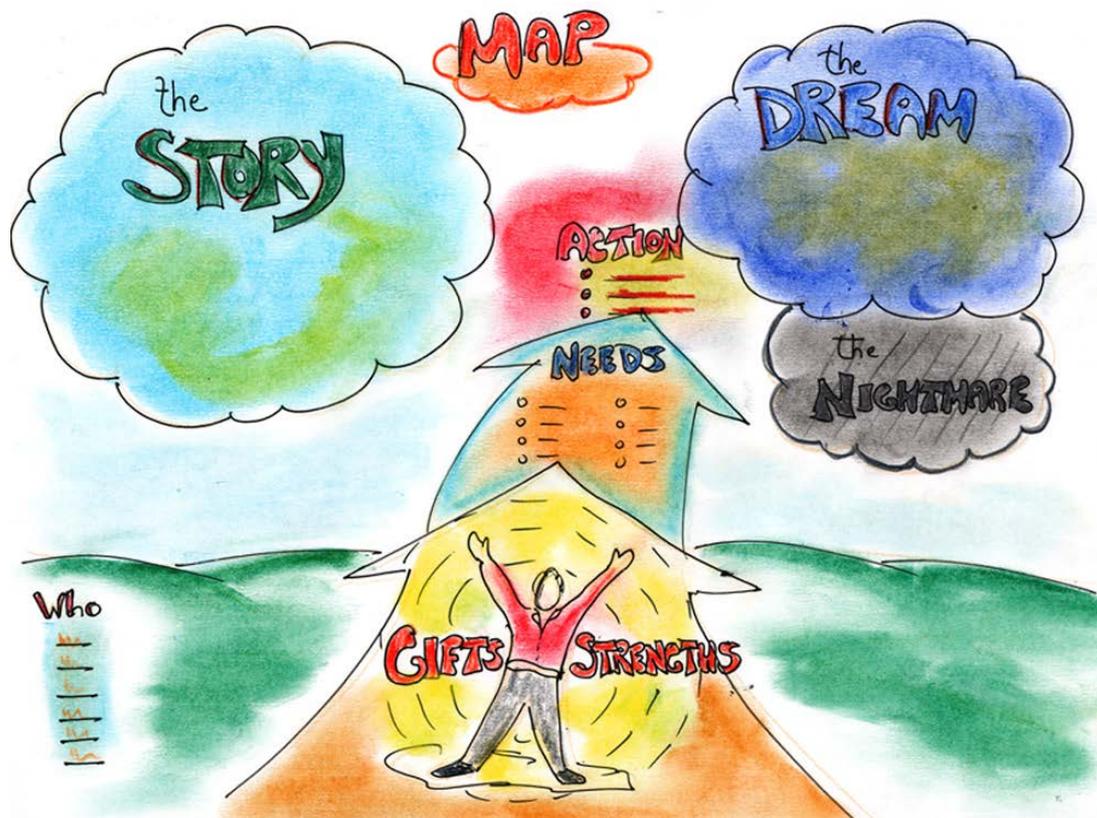
In Personal Futures Planning, a systematic process of drawing out is used to help us work towards a desirable future with the person who is at the centre of the plan. A group of people spend time with the focus person in order to develop strategies that will help to plan their future.

Personal Futures Planning has been developed to work with several focus people and their supporters at once. This brings lots of energy and creativity to the room.

They explore:

- What is happening at present?
- Are there any planned changes that will influence the quality of the person's life?
- What are the threats and opportunities that might influence the future plans?
- What would a desirable future look like?

(1987) A guide to Lifestyle Planning



The MAP Process

(an overview)

Jack Pearpoint, Marsha Forest

MAPS

MAPS was specifically designed to facilitate the inclusion of young people with disabilities into mainstream education. The process is now used more widely outside of the educational environment.

The MAPS planning process usually takes 2-3 hours. Participants, the focus person and those close to her/him, sit around the facilitator who records the ideas generated from eight set questions. These questions are:

What is a MAP?

A map is something that gives directions. Each member of the group describes how a map is useful and what it means to them. E.g. a verbal description of how to get somewhere, turn left at the post box etc. Or a very detailed diagrammatic representation of a particular geographical area showing roads, towns etc.

The key criteria for this process to work are:

- The process happens in public. The person who is the focus of the plan invites the key people in their life to the meeting and the facilitators work with the whole group.
- There are two facilitators – one to manage the process and one to work on the graphic record. The graphic is an immediate and agreed record owned by the group.
- Any conflict within the room has to be dealt with openly and it is the process facilitator's task to bring to group towards a positive consensus for action.
- Below are the steps in the MAP process from the point of the view of the facilitators.
- Some of the information given there is relevant to PATH as well as MAP.

What is the MAP for?

The first question when planning should be: 'Why are we planning now?' The first part of the MAP process gives us time to think about the why, along with who the MAP is for and what it is for – where is our desired destination?

Whenever we are planning with people, it's really important to welcome everyone to the meeting and to help them relax. In MAP, this is done before starting the story section. With all the person-centred planning tools it is worth talking through the process, explaining what you will be doing and how long it might take.

The Story

What is the person's story?

This information comes from a discussion of the person's milestones and significant events. You are trying to get the focus person to tell you their version of their life. This often brings surprises to others at the meeting. It is the focus person's version as they share what they see as the milestones in their life. Where a person needs support to share their story, the parents and people close to them can help. The information and clues that are discovered here will inform the work done later.

The aim is that the facilitator gives the focus person, their family and the people around them a chance to tell the story of the crucial events, both negative and positive, in the focus person's life. Sharing life events can be scary, emotional and may be a revelation to the other people in the room. It's likely that no one has ever listened to the whole story before.

The balance for the facilitator is to give people enough time to tell their story, but not to get stuck and dwell on the negative things that have happened. It's important never to put the focus person under pressure to share details they don't want to. It may be enough to write up "this was a bad time" and then move on. This is why it is important that we all have our plans done before planning with others, to remind us how emotional and how powerful it is.

If you think that the story might be difficult or painful, it's worth talking it through with the focus person beforehand to agree on what can be shared in the room.

You have to really listen to the story to hear and feel the person's experiences. You are standing alongside the focus person and need to stay in the role of witness to their story.

What is the person's dream?

This is central to the MAPS process. Everyone has dreams, even if they only feel like aspirations or ambitions at the time. The group spends time sharing with the person, describing 'what the future would look like if it was as good as it could be'. Others can contribute ideas with the person's permission. People describe their dreams in lots of different ways, sometimes using images or metaphors to describe their aspirations. Sometimes this is like the dream section in PATH. Sometimes it's less intense.

How you ask questions is important. "What would it look like?" is different from "What are your dreams?" As facilitator you have to keep a balance and judge how deep you want to go. The picture you help to draw here should be energising and inspiring. You need to engage the people in the room. One important aspect of this part of the plan is to chart towards the dream and away from the nightmare.

What would the nightmare look like?

As facilitator you need to decide whether to explore the nightmare before or after the dream. If sharing the story has been difficult or painful, it would be better to look at the dream next. Naming the nightmares gives the group something to work away from. We all know what our nightmare is. This can be a painful and difficult step, but can help each individual to express their fears and keep the group focused on aiming for the dream.

Who is the person?

In this section we try and get some idea of the person's identity, their status, power and personality. The group offer words that describe the individual. There are no right or wrong words, but the words need to reflect positive aspects not dwell on deficiencies. Each member of the group is encouraged to take a turn. This can be the first time that the focus person and their family hear positive and affectionate things said about them, and can be very affirming. It should be a warm and empowering experience for the focus person. The focus person may have a negative self-image and this section should work to overcome this view.

What are the person's strengths, gifts, and abilities?

The facilitator asks the participants to highlight what they like about the person, what hooks them into this person, what is different and distinctive about them, their qualities and attributes. Invite the group to describe the things that draw them to the person, such as their smile or their great memory. This is a very different process than identifying a person's problems and disability. If the group seem to struggle with this part of the process, it is a good indication that the person is being supported by either the wrong people or by people who need to be helped to see the focus person's strengths.

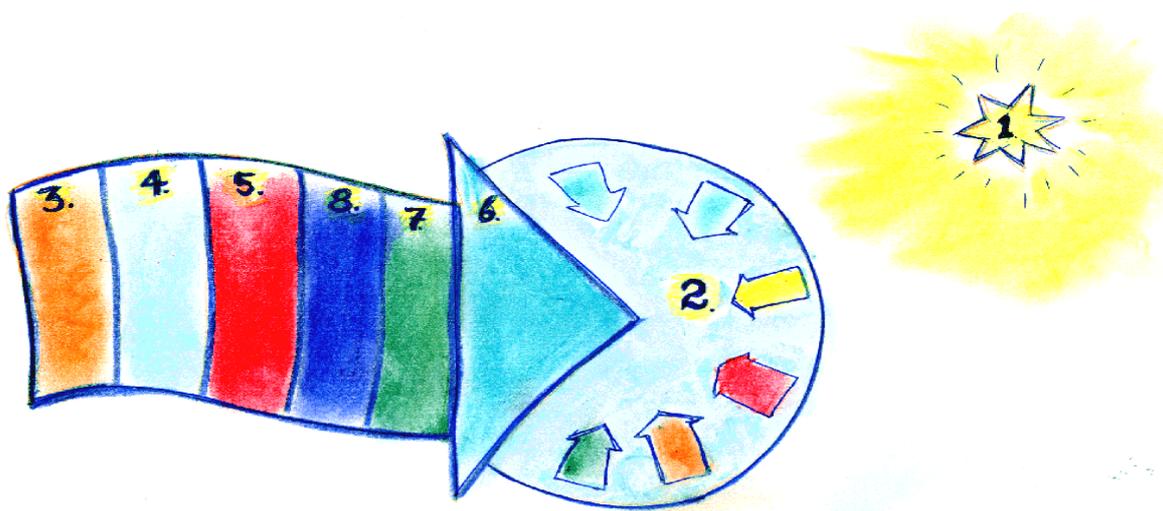
What does the person need to avoid the nightmare and achieve the dream?

This is the time to reflect on all that has been shared, taking account of all the information given. This can be done by the graphic facilitator sharing what they have recorded. The group then looks at what resources might be needed.

Action Plan: what are the next steps?

Here we highlight and work out what needs to change and who is going to help achieve that change. We also need to clarify deadlines for actions and ways of working together to increase the chances of success. This may be one telephone call or a major change in the way the person lives their life.

With MAP, the steps don't need to be taken in any particular order; sensitivity and imagination is needed. For example, if the person's story is very traumatic (e.g. a history of segregation and loneliness) then it would not make sense to move on to the nightmare. The meeting should be a joy, lifting people's spirits and leaving the person feeling hopeful about their future.



The PATH Process (an overview)

Planning Alternative Tomorrows with Hope

PATH was developed by Jack Pearpoint, Marsha Forest and John O'Brien

PATH uses some of the same elements as the MAP process. Like MAP, there are a number of key criteria which must be followed for the process to work.

PATH is an extremely powerful tool which creates a dynamism of its own. It is a facilitated process that provides a structure and safe environment in which to explore dreams and develop plans and strategies to make them come true. The process is recorded on a prepared graphic format.

The guiding principles are that any goals must be **positive** and **possible**.

- The process happens in public. The person who is the focus of the plan invites the key people in their life to the meeting and the facilitators work with the whole group.
- There are two facilitators – one to manage the process and one to work on the graphic record. The graphic is an immediate and agreed record owned by the group.
- The two facilitators should be external to the group of people who are participating in the PATH.

- Everyone taking part in the process should have been invited by the focus person and not there just because you are related to them or work with them as a key worker, or health worker etc.
- Any conflict within the room has to be dealt with openly and it is the process facilitator's task to bring the group to a positive consensus for action.
- The steps and sequencing in the process are very important and should be followed. PATH is a very powerful process and should never be facilitated unless you have experienced being the focus person in your own PATH. You need to be experienced and need to know when to push ahead with the process and when to abandon it and do something different. The PATH is for the focus person, not for their family or for the service supporting them.
- Finally, as with all person-centred planning approaches, the guiding principle should be DO NO HARM.

The Dream

Step 1: Touching The Dream – The North Star

After everyone has been welcomed and you have explained your roles, start with the dream. PATH always begins with what life would look like if it was as good as it could be for the focus person. It's important to encourage everyone to 'dream big' once the focus person has told you what they want to happen. This is a chance to imagine a perfect future. It should be inspiring, energising and engaging to imagine the best possible scenario.

The key thing is to listen to the dream and record it. As the facilitator, it is your job to draw out the essence of the dream – what the person is trying to tell us, what clues are there, what is important and essential to them, what do they really want. It's important to capture what they say, not what the group think is possible. E.g. if the person say they want to play football for Manchester United, then that is what is recorded.

Sometimes the person's nightmare creeps into the dreaming section, as it can be easier to say what you don't want to happen. It's important that the graphic recorder captures this information, but try and keep it in the lower half of the paper away from the star icon. The graphic facilitator should check back throughout this section to make sure they have captured the essence of what is said and that they haven't left anything out. Make it feel safe and easy for the focus person to let you know if you have got it wrong or misunderstood.

Step 2: One Year On – Grounding The Dream

Once people have built up the dream, you have to bring them back to some form of reality. The facilitator talks the group into the positive future, keeping in their minds the best aspects of the dream and imagining what is positive and possible. You need to get everyone in the room remembering the last 12 months as if they really did happen. This is a very important part of the process. It might seem lighthearted to some, but if people can tell you the story of how things happened it shows they have engaged with the process and will support the focus person to fulfil their dreams.

When facilitating this section, you have to help people talk through what happened, how it happened, and who did what. Get people to go into detail about the weather, what they were wearing, how good it felt; anything that makes the story real. As always, keep checking back to make sure it feels right. This is usually done by giving a date of one year on. You need to judge if this feels right. Sometimes you will need to give more time and sometimes less, but never too far into the future otherwise nothing happens.

Step 3: NOW

Examine the situation now and analyse the tension between where the group is now and where they want to be in a years' time. You will need to bring people back out of thinking about the desirable future and bring them back to the present. By NOW we don't mean the time you are planning, but NOW in life, how life is now. Start with the focus person, but make sure everyone has a chance to contribute. You are essentially measuring how satisfied or dissatisfied people are at present. Opinions may differ between the focus person, parents, and workers. This can highlight important issues that need to be addressed.

People in the room may feel low during this section. They may want to stay with the dream and positive thoughts. Parents, relatives and workers might feel guilty that they haven't done the best for the focus person. You need to sense the tension between the now and the dream one year on.

Step 4: Who's On Board?

None of the goals are achievable unless the group work together. Step 4 looks at who needs to help. This could be people at the meeting, but also those who are not present. Sometimes individuals who could stand in the way of the goals are identified. Sometimes people who are able to help make the goals come true, but who are not at the meeting, are identified. Their names are recorded so that a strategy can be developed for winning them over or including them in the plan.

During the enroll section, the graphics person should put the pens down and leave the space for the participants to come forward and write their names up. This includes the focus person; if they need assistance, one of the facilitators can help. It is really important that people physically sign up to help the focus person fulfil their dreams. This section can be very emotional and energising. As people enroll, the facilitator can clarify what they are signing up for. There might be one part of the dream that they want to help with. This section enables the group to take ownership of the PATH. It becomes a real joint effort after this section.

Some people feel that they can't enroll to help and it's important that they are able to be honest and say if they feel they can't be part of the process. This can be a stressful part of the process if no one signs up, as nothing will happen. It's also important that one person doesn't sign up to do everything. Give the group a chance to think about who isn't there, but who might be able to help. You should start by asking the focus person who they would like to invite.

Step 5: Growing Stronger

If people have signed up to help then you can move on to this section. Recognising ways to build strength can be a very important step in identifying what the group will need to do in order to maintain their strength and commitment to the goals. People who have signed up have to agree with what it will take to keep on track. Sometimes it can be as simple as meeting regularly and

supporting each other by phone. You can be very specific about this – get people to say what they need. For example, “I need you to phone me the evening before the meeting” or “I will need you to help me write the letter”.

Step 6: Charting Action

We now move to the arrowhead of the graphic and pick out the key areas where we need to take some action. This is essentially the action planning part of the PATH. The facilitator asks the group to pick a date within the next year, normally either three or six months, and to set interim goals.

Step 7: First Steps

It's good to end the process by making sure that everyone is clear about what they have to do after the meeting. First steps are identified. Its good if each person can say they will either do something or remind/help someone, at least one for each person at the meeting. If actions are not started within two or three days after the meeting, there is less likelihood that they will do anything at all.

PATH needs to be used with care. It works best when there are a committed group of people who want to make change happen. Using the PATH process enables people to take control over this change.

PATH is useful when a situation is complex and will require concerted action, engaging other people and resources over a longish period in order to make an important vision real.

PATH is a way for diverse people who share a common problem or situation and its possibilities for hopeful action; their action for change, mutual support, personal and team development and learning.

PATH is dramatically different from traditional forms of assessment.

Closing

At the end of the PATH you need to agree when you will meet again, along with who will be the keeper of the PATH. This is often the focus person, but they might want someone else to keep it for them. You need to roll up the PATH and hand it over to the person who is keeping it. This is important. It is about the facilitators handing over control to the focus person and the people they trust. Some people might want a photograph of the PATH or a written version of the action planning section.

We all need support. For most of us, this comes naturally as we grow up. For disabled people, this does not always happen and you need to invite people into their lives.

What Is A Circle Of Support?

From an early age, we start to build up our network of friends and colleagues – people we can turn to in times of trouble, or to share a celebration. People who share similar interests, who will be there to help us in practical ways, or to reassure us that we are doing ok.

The relationships we form are important to us and yet we easily take for granted that our friends and family will be there when we need them, for it is clear that there are very few things that we can achieve alone.

Good intentions and certain beliefs about people with learning disabilities have often combined to separate them into environments that are largely controlled by 'professionals'. They are likely to be denied the opportunity to build their own network, and find it difficult to be included within their community.

A **circle of support** is a group of people who are invited to come together and meet regularly to offer support and advice to someone who has a learning disability. It is a way of sharing concerns and plans for the future with someone who needs extra help in areas of their life.

The circle should include people who know and care about the person who needs support. It can also include people who have expertise in areas that might be useful (for example, education, housing or employment) and service providers, who can be an essential resource to a circle of support. It is very helpful to have one person who will take responsibility for facilitating the meetings, keeping everyone focused on the task they have offered to undertake, and someone to take notes.

The circle members will spend time listening to the person and their family, getting to know the person well – their likes and dislikes, interests and talents, hopes and ambitions. They will then help the person to discuss and explore the things they want to achieve by gathering relevant information, making telephone enquiries, writing letters etc.

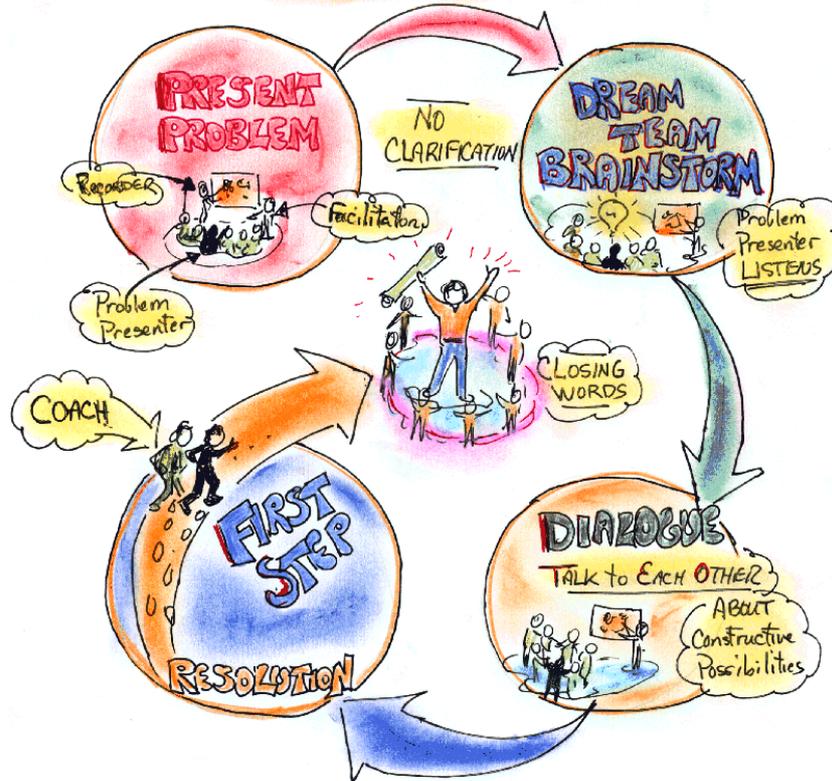
A group of committed people working together to solve a problem, or explore a dream, is a very powerful thing.

"The gifts of each person participating in a circle can make a difference. It is possible for anyone to contribute to achieving a vision."

George DuCharme

SOLUTION CIRCLE

GETTING UNSTUCK



Problem Solving Using Solution Circles

Why?

To give participants a chance to practice one problem solving technique.

How?

One participant volunteers to share a problem that they are trying to solve with the rest of the group. The problem should be something that the person is really finding difficult to deal with; some form of dilemma. It should not just be a request for information or an opportunity to 'just have a moan'.

Ground Rules For The Group

The person who is sharing their problem should be respected for being open, honest and for trusting the rest of the group. They have agreed to share something that they see as a problem. The group's job is not to judge, but to listen and then to try and help.

When you are listening to the person describe their problem, do not be judgmental, do not give advice or belittle anything that they say.

Stage 1

The problem holder chooses six people from the larger group to help them with their problem. They then have five minutes to tell the helpers about the problem they are struggling with – without interruption.

Stage 2

For five minutes each one of the six helpers offers a solution in turn. It doesn't matter how wild or wacky the solution might seem. Someone writes up the solutions on a flip chart.

Stage 3

The problem holder chooses the top three solutions that appeal to them the most, then discusses them with the rest of the group and decides which ones to take forward.

Essential Lifestyle Planning

'Our quality of life every day is determined by the presence or absence of things that are important to us - our choices, our rituals.'

Michael Smull

Essential Lifestyle Planning was developed by Susan Burke-Harrison and Michael Smull to assist people moving from institution into the community. Very little is known about some people who use services, particularly those who have lived for a long time within an institution, and those who don't use words to communicate.

Essential Lifestyle Planning helped to discover and document what was important to people in their everyday lives; for example, fine details about a person's likes and dislikes. This is particularly useful when a person moves from one place to another. It can help to build a team of people around an individual, and can help safeguard a person's future. It can also provide a basis for an individual service agreement. This should always be done in a respectful way.

Preparing an essential lifestyle plan requires a range of skills:

- Interviewing skills to gather as much useful information as possible and encourage people to open up and trust you with important and often sensitive information.
- Analytical skills to assist you in making sense of and organising the information you have gathered into a shape other people can understand.
- Writing ability to ensure you can communicate clearly and coherently on paper. An essential lifestyle plan is a written document.
- Facilitation skills to enable you to manage the meeting with the focus person and their supporters and others to ensure that an action plan emerges.

It is always better to have two facilitators rather than one. If two of you are gathering information, you can share interviews between you or assist one another in taking notes.

This is prioritised into three sections originally described as:

- Non-negotiable
- Strong Preferences
- Highly desirable

Gathering Data

The facilitator and the focus person identify the key people who are most important to contribute to the plan. Information is gathered about the person by 'interviewing' the focus person first and then those people who know the person best, building up a picture of what a really good day is like, what makes them happy, what makes them angry or sad. The method for gathering this information is very important. There are no checklists; the facilitator needs to be able to ask open questions and draw stories out about the person, their rituals and routines.

Non- negotiables are what the person must have, and must not have.

Strong preferences are what the person should have, and should not have.

Highly desirables are what the person likes, does not like.

In addition to sorting the information, it is important to quantify frequency and volume e.g. they must see their mother every week.

Some examples of the questions you might use are:

- How long have you known this person?
- How much time do you spend with this person?
- What do you like and admire about the person?
- What are your favourite stories about the person?
- Have there been any bad days recently? What happened? What made it a difficult day?
- How do you know if the person is in a good mood or bad mood?
- What does the person like to do in the morning/evening/getting up/going to bed?

The main thing is to keep the questions open. Encourage the person you are interviewing – they should be enjoying the process and they may be realising things that they hadn't been conscious of before.

Remember that you are gathering information, not making judgement. It might not all make sense at first, but as you learn more about the person you will begin to build a picture of what is important and why.

Some of the information gathered might need to be very detailed. If the focus person needs a lot of physical assistance, you might need to be very specific. For example, if the person's foot comes off the foot rest on their wheelchair, they will need you to lift it back on before moving the wheelchair.

Having completed your interviews, you will then have to begin to sort out the information collected.

In Essential Lifestyle Planning there are a number of different sections for the information. You will begin to see patterns and crucial details; for example if the person hates being out in the rain, this needs to be recorded even though there is no guarantee of dry weather. The person might dislike having showers, but will need to have a shower. The process is designed to ensure these contradictions and issues are highlighted.

Positive reputation

Our introduction to the plan is the person's positive reputation. This can start off with the sentence "people who love and care for John say he is..."

This section should include positive and affectionate descriptions of the person, not a list of their support needs or deficiencies. You should use language which we would use when describing our friends. If the focus person has a negative reputation, most people involved in the plan will already be aware of this; it will not help to write it down. The plan should help to challenge this negative view and build on the person's strengths.

I looked into Annie's eyes this morning

By Mike Green

There is a saying that if the only tool you have is a hammer, then the whole world looks like a nail.

Mike: I wrote this poem after two weeks of being in an inclusive community where gifts and differences were valued. When I first met my daughter after this experience, I was struck by how differently I experienced her.

Saturday morning

I looked into Annie's Eyes this morning-

In this morning I looked in Annie's eyes. My daughter's eyes. I searched for what was wrong. What is her disability? As I looked in her eyes, at her hair blown by night's tossing and turning, she smiled and smiled. My heart hurt with sensations all over. Where is it? I could find no wrong with Annie in her beauty playing with her dog this morning.

Polly danced and barked, Annie sprayed water at Polly's barks. They danced around the room. I felt like I was coming through a thick fog this morning. I cannot see anything wrong with Annie. I cannot feel anywhere in my body that tight almost nauseous feeling I always have when I think I have seen what's wrong with Annie.

In this morning my body feels no tightness, no nausea as I look, and look at Annie. She is simply a beautiful joy filled child having morning spraying love and water at her barking dog. Polly. I sit this morning feeling a trembling in my belly. How precious is this moment of me seeing Annie as she is.

I am angry for all the labelers who have sought to steal my daughter's life.

I am sad that I have so many times taken their lies inside me seeing Annie as retarded or organic brain damage or disabled or whatever. I have often seen my child with eyes of guilt and shame. I have been robbed of the present.

It is so obvious at this moment that there are only children. People filled with gifts and possibilities.

I feel my belly calm, warm, my heart trembling my eyes with tears, my smile soft. I see Annie so clearly this moment of dog spraying laughter I know I do not have to live the labelers lie. I know in this morning the truth.

Roles and Tasks in the Person-Centred Planning Process and Graphic Facilitation

One of the key questions in person-centred planning is: 'who are we in your life?' Unless the people involved are clear about their own roles and responsibilities in the process, there is a danger of drifting into poor ways of working.

There is not a set list of roles to be divided up. Rather in each situation there are a number of roles to be adopted, responsibilities to be recognised and tasks to be undertaken.

For example:

- Someone may have to help organise the process with or on behalf of the person. Someone may have to spend time helping the person tell their own story and prepare their own account of what they want.
- Someone may have to spend time finding out about the person because no one knows them well.
- Someone may have to gather together perspectives from different people to create a picture of the situation that everyone will recognise.
- Someone may have to facilitate the discussion in a meeting where people have very different perspectives.
- Someone may need to give technical advice about how to help someone use a computer, buy a house or employ staff.

Each of these tasks can be done in many different ways. Some people may take on several different tasks and roles during the planning process. The important thing is for people to be clear about their roles and boundaries.