Ministry of Community and Social Services

Person-Directed Planning and Facilitation Guide

October 2013

Ontario

This Guide is a first step in recording what the ministry has learned to-date about person-directed planning and facilitation in Ontario. Given that person-directed planning and facilitation is an emerging profession, it is a first effort to capture and record a vision of what good practice looks like in Ontario. As the profession and practice of person-directed planning and facilitation develops further, it is expected that the content of the Guide may shift and change over time.

The main goal of this Guide is to promote the values and principles which form the basis of good quality person-directed planning and facilitation in Ontario. Funding for person-directed planning and facilitation services is not within the scope of issues that could be considered in this version.

Many people were involved in the creation and development of this Guide. We would like to thank all of the individuals with a developmental disability, their families, family leaders, independent facilitators, agency staff and many other leaders in the field (both from Canada and abroad) who shaped the contents.

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Definitions at a Glance

Below are definitions of common terms used throughout this document. A more detailed discussion on terminology can be found in Appendix A.

Case management is a collaborative process to assess, plan, implement, coordinate, monitor and evaluate the options and services required to meet a person's service needs. Case management is done within the context of an agency providing supports/ services.

Circle of support refers to a group of non-paid people who connect on a regular basis to help a person with a developmental disability to undertake a planning process to accomplish their personal goals and spend social time together, as well as assisting with safeguards as part of the process. These circles provide support for the family as well as the person. Sometimes professionals or paid support may be involved to the extent that they act as a liaison with the group. It is important to note that this term is slightly different from a similar and commonly used term: personal support network**.**

Community of practice is a group of people informally bound together by shared expertise and a passion for joint enterprise.[1]

Generic Supports and Services means supports and services that are widely accepted and available for use by the general public. They are generally not designed for any particular group but are generic in nature such as community recreation programs, employment centres, or public libraries.

Independent facilitation and planning also referred to as independent facilitation, provides facilitation support that engages people in person-directed planning, connecting with community life, and relationship building. It is an arms-length process separate from direct service delivery. Mentorship and communities of practice are a strongly held value of this group.

Intentional safeguards are implemented as part of the planning and facilitation process in order to reduce risks and vulnerability and increase someone's safety and well-being.

Mentors are facilitators with significant expertise and many years of person-directed planning, facilitation and training experience behind them. Good mentors have good instructional skills, strong interpersonal skills and an ability to work well with others (especially facilitators who are new to the field).

Natural supports are the non-paid relationships that occur in everyday life and are of a reciprocal nature. Natural supports usually involve relationships with family members, friends, co-workers, neighbours and others (i.e. such as connections with people developed through clubs, organizations, and other civic activities).

Person-centred planning is a family of approaches to organize and guide community change in partnership with people with a developmental disability and their families and friends. Each approach has distinctive practices, but all share a common foundation of beliefs (see section 2).

1 Wenger, Etienne and Snyder, William M. (2000)."Communities of Practice: The Organizational Frontier". In Harvard Business Review, pp. 139-145.

Personal support network is generally considered to include a wider range of people with whom someone has relationships within their life (whether it be based on social ties of kinship, friendship, work, or participation in the community). Such networks can extend to include almost anyone that someone may know, and is based on the concept that cultivating relationships is essential for all of us to have a sense of belonging and community.

Person-directed planning is defined in the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 (SIPDDA) as "services and supports to assist persons with developmental disabilities in identifying their life vision and goals and finding and using services and supports to meet their identified goals with the help of their families or significant others of their choice".

Person-directed planner/facilitator is someone who works with a person with a developmental disability to engage them in a person-directed planning and facilitation process.

> **Note:** This Guide will use for the most part, the term "facilitator" to refer to person-directed planning services within an agency context as well as with an independent facilitator (please see Appendix A for explanatory notes on terminology).

Service agency is defined in the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, as a corporation that provides services and supports to, or for the benefit of, persons with a developmental disability and has entered into a funding agreement with the Ministry of Community and Social Services.

A note on person-directed planning and facilitation

Facilitation and planning processes are distinct aspects of person-directed planning**.** They both aim to expand a person's community engagement and social inclusion. As much as possible this Guide will refer to these two aspects of person-directed planning together as they are complementary.

Facilitation is a process where a neutral person helps a person with a developmental disability to make decisions about long term possibilities and the next steps to get there. Facilitation brings action and relationship support to the planning process.

Facilitation aims to strengthen the person's ability to have his/her wishes understood and broaden his/her self-determination, choice and control. Decision making always rests in the hands of the person. The purpose of the facilitation process is to listen to and nurture the gifts and capacities of a person to create a full life as a participating, contributing citizen in the community. The process may or may not involve a personal support network depending on the person's wishes.

Planning is the process of setting goals, developing strategies and outlining tasks and schedules to accomplish the goals.

1 Introduction

Moving towards inclusion

Through consultations and a range of community-based initiatives, the ministry has heard from individuals, families, leaders in the field, and facilitators about the importance of person-directed planning and facilitation in supporting individuals with developmental disabilities and the pathway to inclusion.

The vision of the developmental services transformation is to support adults with a developmental disability to live as independently as possible in the community and to support their full inclusion in all aspects of society.

The transformation is based on six underlying principles:

1. Citizenship
2. Fairness and equity
3. Accessibility and portability
4. Safety and security
5. Accountability
6. Sustainability

Person-directed planning and facilitation is a process which encourages a community-based network of supports for individuals with a developmental disability, including community resources, as well as available government-funded supports. The essence of person-directed planning and facilitation is to support persons with varying abilities to exercise their rights, to express their choices and have their decisions respected throughout the entire process.

Early in conversations about transformation, the ministry heard from many groups across the province that person-directed planning and independent facilitation were key strategic areas with the potential to contribute to system-wide change. Person-directed planning and facilitation has increasingly been seen as a unique opportunity to encourage social inclusion and to think about how natural, community-based and other supports can help a person achieve his/her goals. In the words of one family member: “Social inclusion should be the guiding principle of person-directed planning and everything else can come beneath that”.

During consultations, access to planning and understanding the value of person-directed planning (including the option of independent facilitation) were identified as important means to encourage choice, flexibility, and the identification of informal and voluntary supports as a first resource, as well as formal supports.

The ministry found that there was general consensus among persons with developmental disabilities, families, leaders in the field and others, that good person-directed planning and facilitation as a process "writ large" should involve the following:

- **Visioning**: To help the person and significant others describe their vision for the future
- **Strength-based approaches:** To build on the strengths of the person
- **Network development:** To build a network of relationships to support the person
- **Use of non-paid and generic supports:** To realize the goals and objectives outlined in the plan
- **Community capacity building:** To help create opportunities for more community participation and to increase knowledge and availability of person-directed planning and facilitation
- **Quality of life:** Efforts to focus on ensuring a good quality of life today, as well as identifying a desired future

This guide is the result of the learnings the ministry has collated from various person-directed planning and facilitation initiatives in Ontario, as well as the best practices emerging in other jurisdictions.

A review of person-directed planning policy in other jurisdictions provided key evidence that person-directed planning and facilitation can help to identify actions to enhance the quality of life for adults with a developmental disability. Benefits associated with person-directed planning and facilitation include enhanced:

- Community involvement
- Contact with friends as chosen by the person
- Contact with family as chosen by the person
- Choice and control

Person-directed planning and facilitation works best to improve people's lives when it is based on a strong set of core values rooted in the concepts of:

- Self-determination
- Empowerment
- Choice and control
- Inclusion
- Citizenship
- Accountability

This guide also includes feedback compiled from a wide range of participants in a variety of ministry supported person-directed planning and facilitation activities since 2006. (See Appendix B for a detailed description of person-directed planning and facilitation activities supported by the ministry.)

The ministry heard from many project partners and participants in these activities, including persons with developmental disabilities, their families, planning and facilitation leaders, agencies, independent facilitators and others, that guidance on person-directed planning and facilitation should not be overly prescriptive. The ministry also heard messages about the importance and meaning of choice as it relates to contact with family and/or friends.

Based on the feedback received, the ministry has developed a policy framework that encourages innovative person-directed planning and facilitation approaches and provides guidance for use in different planning contexts. The ministry worked with stakeholders to develop a consensus on a set of performance expectations to encourage consistency in the quality of person-directed planning and facilitation across the province.

Purpose

The overarching purpose of this guide is to educate people about the value of well delivered person-directed planning and facilitation and establish key parameters surrounding best practice.

Person-directed planning and facilitation is a mechanism to facilitate social inclusion and advance the goals of the developmental services system transformation across Ontario.

It is hoped that this Guide will help to:

- **Clarify definitions** by defining person-directed planning and facilitation and promoting the core values and functions, as well as competency guidelines for person-directed planning;
- **Provide information about independent facilitation** by exploring the unique contributions and skills of independent facilitators in the delivery of person-directed planning and facilitation services; and
- **Create a person-directed planning and facilitation reference resource** for use by people across the province that provides an overview of person-directed planning and facilitation, core values and basic planning and facilitation guidelines.

Audience

The ministry considers this Guide to be technical in nature given the degree of details with respect to the exploration of the values, principles and practice guidelines required for good person-directed planning. This document is therefore most relevant to practitioners, who carry out or implement planning and facilitation services on a day-to- day basis. However, we believe the contents of the Guide will be of interest to anyone who has an interest in the details of what good quality person-directed planning looks like and how it can be implemented.

The following pages are likely of most interest to those who practice or are involved in implementing person-directed planning and facilitation including:

- Independent facilitation organizations and independent facilitators;
- Transfer payment agencies and their staff;
- Educators/trainers/mentors;
- Developmental Service Ontario; and
- Other people and organizations with an interest in developing person-directed planning and facilitation capacity in their communities (i.e. community organizations, and family networks).

The ministry is publishing an additional document which has been specifically designed for use by persons with developmental disabilities and their families. The plain language document sets out information from the technical document which is of particular interest to individuals and their families.

2 Person-Directed Planning and Facilitation

Person-**centred** planning and person-**directed** planning are terms that are intimately connected and linked to one another through history and practice. It is important to note the importance of person-centred planning work as a foundation for what has been more recently referred to in Ontario as person-directed planning.

Person-directed planning – rooted in person-centred planning

Noted human services thinker and author, John O'Brien, describes person-centred planning as a family of approaches to organize and guide community change in partnership with people with a developmental disability and their families and friends. He states that each approach to person-centred planning has distinctive practices, but all share a common foundation of beliefs.[2]

There appears to be a consensus that person-centred planning is a set of approaches designed to assist someone to plan their life and supports. However, not all leaders in the field describe person-centred work in exactly the same way. The excerpts below show both the diversity and commonalities in how person-centred work is described by a range of leaders in the field:

- Person-centred planning is a way of organizing around one person to define and create a better future…[it] is a philosophy and an approach, not just a set of tools and techniques…Person-centred planning grew out of a commitment to inclusion as a social goal and was consciously designed as an inclusive process.[3]
- Person-centred planning names a family of approaches for discovering what is most important to a person and specifying the opportunities, accommodations, and assistance that will give the person the best chance of experiencing what is most important…. Person-centred planning supports people to form their intention and see opportunities for action.[4]

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2 O'Brien, J. and Connie Lyle O'Brien. "Finding a way towards everyday lives: the contribution of person-centred planning" in A Little Book about Person-Centred Planning. Toronto: Inclusion Press, 2002. p. 113-114.

3 Excerpts from Ritchie, Pete. "A Turn for the Better" in Implementing Person-Centered Planning: Voices of Experience [ed., John O'Brien & Connie Lyle O'Brien]. Toronto: Inclusion Press, 2002. p. 11-12.

4 John O'Brien, Jack Pearpoint & Lynda Kahn. The PATH & MAPS Handbook - Person-Centered Ways to Build Community,Toronto: Inclusion Press, 2010. p.15

- Person-centred planning is a process of continual listening, and learning; focussed on what is important to someone now, and for the future, and acting upon this in alliance with their family and friends. There are five key features of person centred planning:

    a. The person is at the centre.
    b. Family members and friends are partners in planning.
    c. The plan reflects what is important to the person, their capacities and what support they require.
    d. The plan results in actions that are about life, not just services, and reflect what is possible, not just what is available.
    e. The plan results in ongoing listening, learning, and further action.[5]

Person-centred planning has history with deep roots in countries around the world and is a practice that has grown and evolved over a period of more than 30 years. There has been an evolution of person-centred work through the generations of distinct and related approaches that have shaped the practice.

The basic tenets of person-centred values and principles evolved from 12 or more distinct and related approaches which are likened to a family tree of approaches. The evolution of approaches over time is well documented in Connie Lyle O'Brien and John O'Brien's article: "Origins of Person-Centred Planning - A community of practice approach".[6]

5 Sanderson, Helen. Person-Centred Planning: Key Features and Approaches, November 2000 [Paper commissioned by Joseph Rowntree Foundation].

6 For those seeking further information on approaches to person-centred planning a good overview of person-centred approaches is found in two compendium books (edited by John O'Brien and Connie Lyle O'Brien) entitled A Little Book about Person-Centred Planning and Implementing Person-Centred Planning, both published by Inclusion Press. A useful and concise overview is also found in Helen Sanderson's November 2000 article "Person Centred-Planning: Key Features and Approaches". See also the work of Michael Smull and the Learning Community for Person-Centred Practices (www.learningcommunity.us/about.html).

See also reference to person-centred planning resources in Appendix C.

The three terms used in this guide: **person-centred planning; independent facilitation and planning;** and **person-directed planning** have evolved in a unique manner in Ontario, somewhat distinctly as compared to the experience of other jurisdictions.

There have been leaders across Ontario who have played a role in the development of Ontario-based thinking and work in the three areas of practice noted above. Since the mid-1970s practice in Ontario has been shaped by the particular work and advocacy of leaders, many of whom are referenced throughout the guide as well as in the resources section in the appendix. Some organizations, such as the Individualized Funding Coalition of Ontario, have played an important role in promoting dialogue on a range of issues related to independent facilitation through a series of discussion/signature papers.

The values and principles of **person-centred planning** are the foundation of the term: **person-directed planning**.

The shift in terms was in response to the leadership of People First of Windsor and People First Ontario, and the organization's then President, Richard Ruston. In their experience, person-centred planning meetings were often happening without asking the individual at the centre of the plan to attend. That meant individuals were being 'planned for' without being present. As a result, People First proposed a change to highlight the original values and intention of person-centred planning – ideally keeping the person both present and in the lead as much as possible**.** This shift in use of terms took further hold during the public consultations and discussions between 2004-2007, leading to the development of the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008.

Around this same time, in 2006 the ministry funded the Individualized Funding Coalition of Ontario to write; "Creating a Good Life in Community: A Guide on Person-Directed Planning", to assist families and people with developmental disabilities to plan for the future. In the first chapter, the Guide discusses the similarity between person-centred planning and other terms and the document notes a preference for person-directed, "because it is clearer about the fact that it is you directing the process".[7]

In this document the ministry will use the term person-directed planning as the term set out by the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008. As it is a component of the process of person-directed planning, the term will often be followed by the word facilitation.

In conclusion, person-centred and person-directed planning share commonalities. Ultimately they are based on the same core values, principles and beliefs. Both processes consider:

1. the person with the developmental disability is the most primary person participating in the process (with appropriate supports as required); and
2. a re-distribution or shifting of power to the person with a developmental disability and his/her natural supports (i.e. family or friends).

What is person-directed planning?

As defined in the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, person-directed planning is: "services and supports to assist persons with developmental disabilities in identifying their life vision and goals and finding and using services and supports to meet their identified goals with the help of their families or significant others of their choice".[8]

Through consultations with stakeholders across the province, the ministry heard that person-directed planning and facilitation should be:

- Based on the person's capabilities, preferences and needs;
- Focused on how the person makes decisions and how a person wants to contribute;
- A process to explore, discover and define what is important to the person now and in the future, including their hopes and dreams and how and by whom he or she wants to be supported;
- A process to explore what is working and not working in a person's life - what is important to the person, his or her health, safety and well being and if and how the person wants to be supported through a person-directed planning and facilitation process;
- Focused on a range of supports including community, natural and funded supports;
- A process that develops a plan that is owned by the person and/or family; and
- Ongoing - plans can be modified by the person with a developmental disability, families and/or facilitators as the interests or abilities of the person change.

7 IFCO and writing team C.Dingwall, K.Kemp and B. Fowke. Creating a Good Life in Community: A Guide on Person-Directed Planning, 2006 at pg. 5.

8 Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, s. 4(2).

As mentioned previously, person-directed planning and facilitation encourages a distribution of power, where persons with developmental disabilities are at the centre and are the key players at the heart of the planning process. It is essential that the word "directed" not be taken to mean that a person must be verbal or have certain capacities in order to participate, but rather the emphasis of this term lies much more deeply in the concept of how power is being redistributed to the person, regardless of his/her ability to direct the process.

Person-directed planning and facilitation values and principles

A hallmark feature of person-directed planning and facilitation is the strong focus and attention on the values underlying the approach.

Through research and consultations across the province we learned that person-directed planning and facilitation is based on the following.[9]

Values

- **Belonging** through a variety of relationships and memberships.
- **Contributing** by discovering, developing and sharing gifts and investing energy in meaningful activities.
- **Sharing** ordinary places and activities with other citizens, neighbours, friends, classmates and co-workers.
- **Being respected** as a whole person whose history, capacities and future are worthy of attention and whose gifts lead to valued social roles.
- **Choosing** what one wants in everyday situations and especially to dedicate oneself to contribute to one's own community in ways that matter.

Principles

- **Visioning** - the person and those important to him or her describe his or her vision for the future in a plan. The goals are to anticipate life transitions and create a meaningful life in the community.
- **Strengths-based** - builds on the strengths, gifts, abilities and interests of the person.
- **Person-driven** - the person drives the planning process.
- **Sustainability** - the planning process considers avenues that can be pursued over the long term, and enables the person and his or her family, through knowledge transfer, to continue to keep the plan alive/updated.
- **Accountability** - there is ongoing review, evaluation, monitoring and modification of the person's plan to support personal goal attainment.

9 O'Brien, John, Jack Pearpoint and Lynda Kahn. The PATH and MAPS Handbook: Person-Centered Ways to Build Community. Inclusion Press, Toronto. 2010. See p 17. These 'valued experiences' were central to the keynote address of Jack Pearpoint and Lynda Kahn to the MCSS Person-Directed Planning Symposium, March 23, 2010. For more on these values and the original paper, see "What's Worth Working For?" a monograph by John O'Brien, 1989, pp 19-23. thechp.syr.edu/wp-content/uploads/2013/02/whatsw.pdf

Person-directed planning is for people of ALL abilities

Good planning ultimately places a value on supporting the person to have involvement (to the extent that they are able) in guiding his or her own planning process as much as possible. As such, it endeavours to be an approach that supports people with a range of varying abilities to exercise their rights. To accomplish this goal, it is essential to recognize as mentioned above, that the phrase "person-directed" does not translate into the notion that person-directed planning and facilitation only benefits those people who are able to direct the process. Person-directed planning and facilitation intends to assist people of ALL abilities to create a better life. While in some cases the person may have the ability to "direct" the process, this will not be true in all cases. In situations where people may need to rely to a greater degree on those around them the process may be initiated by someone other than the person. This may include involvement either of family, of support network/ circle of support, or in some cases a service provider.

There is an expectation that the person's input is sought whenever and however possible and that the process is based on their preferences, style, and personality.

Experienced facilitators should have the skills to support the person to have the strongest voice in his or her own planning process and life. When a person is unable or struggles to communicate or express their wishes directly, experienced facilitators use creative and innovative approaches to help bring forth the person's preferences, needs and goals for the future. A range of supports (such as augmentative communication or other approaches) can be explored during the planning process in order to support people the way that best allows them to have an equal opportunity to express who they are and what they want in their life.[10]

10 Joyce, Susannah. Planning Together: A Guide for Facilitators, Self-advocates, Their Families, Friends & Paid Supports to Help People Plan for a Great Life. London: Realizations Training and Resources, 2008. see p. 15 and resource list re: augmentative communication.

Common steps in the process

The person-directed planning and facilitation process is often delivered using various approaches. Typically, a planning process will involve a combination of the following steps:

- **Information:** The person identifies that he/she wants to receive person-directed planning and facilitation services and informs the facilitator about the purpose and goals of the planning and facilitation process.
- **Relationship Building:** Getting ready for planning/facilitation by building a relationship between the person and the facilitator, gathering people who will be involved in planning (sometimes known as the circle of support) and orienting the focus on the person, their dreams and goals. This may involve discussion about how the person wants to be supported in relation to issues such as health, safety and well-being.
- **Planning/Facilitation:** Holding meetings with the person, the facilitator and the support circle to develop the plan using a variety of formal and informal approaches:
    - MAPs (formerly known as Making Action Plans);
    - PATH (formerly known as Planning Alternative Tomorrows with Hope);
    - ELP - Essential Lifestyle Planning;
    - Personal Futures Planning;
    - Person-centred thinking and facilitation approaches; and
    - Other planning approaches including a range of informal approaches (see Appendix D for information on a range of planning approaches).

- **Action:** Taking action to help the person have the life they want today and help him or her achieve the dreams and goals outlined in the plan by exploring the community, making connections and benefiting from natural, community-based and other supports.
- **Review/Revise/Take Action:** Checking in to review what actions have been taken, reflect on lessons learned and revise the plan as required.[11] "Review/Revise/Take Action" is ongoing at appropriate intervals for as long as the person wants.

It is important to note that planning is not a linear process and therefore it may be more useful to think of the above steps as "components" of a process that will likely differ from person to person. For example, in some cases a person may have meetings with a circle of support/natural supports before exploring formal services and may carry out the steps above in a different order.

Recently, researchers at Queen's University as part of the Multidimensional Assessment of Providers and Systems (MAPS) research project undertook an expansive literature review in order to develop a set of 14 core elements of person-directed planning and facilitation practice. The researchers have proposed these core elements to help develop the state of thinking about how to monitor and evaluate person-directed planning and facilitation.

This research highlights the common belief that there is no single method of person-directed planning and facilitation. When read in conjunction with the steps listed above, their proposed core elements of practice help to give a useful overall picture of the diverse steps and elements that can come together to make up each unique person-directed planning and facilitation process. (Please refer to Appendix E to see the proposed elements.)

Important reminders about person-directed planning and facilitation

- Person-directed planning and facilitation is an ONGOING process. It does not end once a written plan is developed.
- Person-directed planning and facilitation is a process which can be carried out throughout someone's life. The intensity of the planning will vary depending on the needs of the person.
- Person-directed planning and facilitation is about creating and implementing a blueprint for future action: the predominant focus is on the nature and quality of the planning process that is undertaken and not solely on the resulting written plan.

11 The content of the five steps above was adapted from the keynote address of Jack Pearpoint and Lynda Kahn to the Ministry of Community and Social Services Person-Directed Planning Symposium, March 23, 2010 and from A Little Book on Person-Centred Planning (edited by John O'Brien and Connie Lyle O'Brien), Inclusion Press, 2007.

The use of graphics in person-directed planning

Where possible it can be helpful in the process to do some of the planning work through images. Graphic facilitation provides an opportunity to enhance communication by helping people to visualize connections. Infusing graphic images into the planning process may help to enhance and enliven the planning by helping people to visualize what matters most. (See Resources in Appendix C and section on graphic facilitation)

Person-directed planning and facilitation in Ontario

The literature indicates that person-directed planning and facilitation works best for people and families when they are able to exercise choice in how and when they receive services and supports.

Currently across Ontario, person-directed planning and facilitation can occur in a variety of different settings:

- Through the use of the services of an independent facilitator (e.g., some people may use a portion of their Passport Program funding for planning);
- Through an agency that provides person-directed planning and facilitation services;
- Through paying for person-directed planning and facilitation services on a fee-for-service basis using personal resources.

Developmental Services Ontario is the single point of access for adult developmental services and supports in the province. Since July 1, 2011 all new applicants for adult developmental services and supports funded under the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008 are required to have their eligibility confirmed by Developmental Services Ontario. People can request person-directed planning and facilitation services when completing the Application for Developmental Services and Supports. Once eligibility is confirmed, people will then receive general information about community-based services and supports. Developmental Services Ontario will also provide information about person-directed planning and facilitation services that are available in the community. (See Resources in Appendix C for further contact information.)

The definition in the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, is intended to refer to the process of person-directed planning and facilitation as it occurs in any context (i.e. regardless of whether the process occurs within an agency or an independent context). As noted in the definitions section, facilitation will be used as an aspirational term to describe the work of a planner or facilitator in either context.

The goal of this guide is to encourage excellence in person-directed planning and facilitation in whatever context it occurs. To this end, the next two sections briefly describe the two most common settings in which person-directed planning and facilitation occurs across the province.

Person-directed planning within an independent facilitation context

The term independent facilitator is used to refer to a facilitator who provides person-directed planning and facilitation services independent from direct service delivery and funding allocation.

Independent facilitation is available in a number of communities in Ontario (such as Windsor Essex Brokerage for Personal Supports). Independent facilitators may work on their own or they may work within an organization or collaborative group of other independent facilitators. Typically, they belong to a network of independent facilitators.

There are numerous emerging facilitation networks (informal and formal) across the province including the Ontario Independent Facilitation Network (OIFN). It is a provincial network with the purpose of informing, encouraging, supporting and promoting independent facilitation and planning in Ontario. The provincial network strives to include independent facilitators, people who have a developmental disability, families, and agency representatives (including facilitators) from across the province who are committed to the development and preservation of a community of practice of independent facilitation and planning in Ontario. In addition to the provincial network there are a number of local networks or planning organizations which are regional in scope. (See Resources in Appendix C for information on OIFN and information on locating regional/local networks in your community).

Our consultations with person-directed planning and facilitation leaders pointed to some common characteristics of the independent facilitation approach:

- Given that independent facilitators are separate from direct service role, some people believe this provides these practitioners with an ability to be objective or neutral in their role. While this neutrality is by no means unique to this approach, many advocates feel there is less potential for actual (or perceived) bias or conflicts of interest with respect to identifying and recommending particular supports/services.
- In many cases, there is a strong emphasis on family leadership, including an intensive focus on networking and partnering, to support the individual with a developmental disability and family members.
- Those providing independent facilitation tend to have well-developed skills as "community connectors" including community mapping, identifying community options as a first resource, and connecting people to community-based resources and networks.
- Independent facilitation practitioners are known to treat the practice as a carefully honed craft. They also often place a high value on learning as well as mentoring and training as components of quality person-directed planning. Strongly committed to ongoing professional development, many independent facilitators belong to a community of practice. A community of practice encourages a learning approach to practice and focuses on collective and collaborative learning.

While these are common characteristics shared by many independent facilitators, they are by no means unique to people who practice independently. There are facilitators practicing within agencies who are able to undertake person-directed planning and facilitation more so as a skilled craft. The ability to do so, in most cases seems to depend on the resources and time available, and the organizational structure and commitment to ensure that people have access to ongoing facilitation and planning.

The following story is about Sean Weston and his experience with independent facilitation. The story, written by Sean's mother Lise Weston, tells a personal story about the difference that independent facilitation made to Sean and his family's life.

Sean Weston

Our son Sean is a handsome, energetic 27 year old man. He lives with autism and has many complex health issues. He communicates using body language, sounds, pictures and some typing.

Sean has had a facilitator from Windsor-Essex Brokerage for Personal Supports for 10 years. The relationship developed with his facilitator over time is what has helped Sean live his best life. Having the support of independent facilitation has saved our son's life.

Sean has been through many crises over the years, a result of not being understood. Independent facilitation has enabled Sean's voice to be heard. Through regular meetings it has also strengthened the team of people who support Sean ensuring that he directs his own life. We have learned together to listen deeply to our son.

Eight years ago, Sean expressed deep sadness and frustration over a long period of time. After exploring every reason possible, we truly thought he wanted to move out. We had a meeting where Sean's facilitator let him know that we were trying to figure out how he could move. Sean got very upset! He guided the facilitator to the door, gave a gentle push, and then slammed it shut. It was a clear message: he didn't want to move. We gathered again soon after and when Sean saw his facilitator he got upset until he was told, "Sean, we're not going to talk about you moving. We're going to talk about you getting your own space inside your home". Sean immediately relaxed, smiled and dashed over to hug the facilitator. We knew what he wanted and started planning immediately.

For seven years now, Sean has lived in his own apartment - a secondary suite within our home built by his father. With support from family, friends and paid personal assistants Sean actively participates in his neighbourhood and community in the following valued roles: friend, brother, son, nephew, cousin, grandson, and neighbour; as a music lover, horseman, swimmer, skater, volunteer, runner, walker (on local trails), shopper (responsible for his own groceries), apartment dweller (meaning he has some cleaning and chores) – just to name a few. He especially enjoys local live bands, concerts, and festivals. He volunteers in an office shredding papers once a week.

We need independent facilitation as Sean's life continues to change and evolve. It has been most successful for us because it has been provided as an ongoing support. As we look to next steps and think about Sean's life when we are gone, independent facilitation and Sean's support network will play a huge role.

At the age of 15, in a place where Sean was not understood despite trying hard to communicate in his own way, a support professional once called our son a "monster who did not belong in society". Thanks to family and friends, family-to-family support (from Windsor Essex Family Network), independent facilitation, direct funding, and supportive agencies – all of which Sean needs – look where he is today. He is actively participating and welcomed in his community as a valued citizen.

A video of Sean's story can be found on the Ontario Independent Facilitation Network website (information on the website can be found in Appendix C).

Person-directed planning and facilitation in an agency context

A growing number of social service agencies across the province (both ministry transfer payment agencies and others) recognize person-directed planning and facilitation as a valuable approach to engage people in a process to explore and identify appropriate resources available in their community (both formal and informal).

Many agencies have developed a reputation for work in the area of person-directed planning and facilitation. For some, this is a focal point of their daily work, but for others person-directed planning and facilitation is a smaller and more discrete part of the services they deliver.

Different service providers offer individuals and families different types of planning assistance. It is important to understand that when the word "planning" is used, it does not mean that the process necessarily involves person-directed planning and facilitation.

The two sections below explain the difference between person-directed planning and facilitation and other types of planning which are done by organizations such as individual support planning and case management.

Individual Support Planning

Ministry-funded transfer payment agencies develop Individual Support Plans for each person receiving services and supports from the agency as required by the Quality Assurance Measures regulation (Ontario Regulation 299/10). Individual Support Plans (ISPs) can also be developed jointly between an adult with a developmental disability and an Adult Protective Service Worker (APSW).

It is essential to understand that an individual support plan **is not the same** as a person-directed plan. While individual support plans can be informed by person-directed planning values, they are fundamentally different. Individual support plans are mandatory (the contents are set out in s.5 (4) of Regulation 299/10). The focus of an individual support plan is on service delivery for an individual. These plans are most often developed within an agency setting in which someone is receiving agency supports, or can be developed jointly by the person and an APSW.

Where APSWs are involved in the service planning and individual support plan development process, they do not generally undertake person-directed planning or facilitation work as described in this Guide. The ministry has come to understand that APSW training does not specifically involve specialized training in the area of person-directed planning and facilitation (however in some unique situations some workers may seek formal additional training).

Person-directed planning and facilitation is quite different; it is a voluntary and ongoing process that occurs in different settings and has a broader community focus. The contents of a person-directed plan are not set out in a regulation. As stated earlier, person-directed planning and facilitation is a value-based undertaking rooted in a philosophy and commitment to the building of inclusive communities.

Case management

Person-directed planning and facilitation is also distinct from the case management process. Case management is a term used widely in many sectors apart from the developmental services sector including health care and mental health settings, by community organizations and other social service settings. Typically, case management focuses on the options and services required to meet the service needs of an individual. The focus is on the coordination of a range of supports.

A diversity of professional backgrounds and working environments fall under the umbrella of case management (e.g., nurses, social workers and other types of health or human service professionals). Typically, most case managers do not receive focused and specific training on person-directed planning or facilitation approaches. As set out in Section 3 of this guide, we know that adequate training and skill development, specifically in the area of person-directed planning and facilitation is an essential requirement for good practice.

Some person-directed planning and facilitation leaders have observed that increased efforts are being made by case managers to integrate person-centred or person-directed principles into their work. However, it was also observed that the core values and principles of person-directed planning and facilitation cannot be truly implemented in case management environments that are constrained by competing resource pressures.

Recent research done by Queen's University through MAPS (Multidimensional Assessment of Providers and Systems) is helping to inform our understanding of how person-directed planning and facilitation is being implemented in Ontario within agencies.

As part of the MAPS research, 156 agencies were surveyed as to how planning occurs within their organizations. The survey helps us to understand the range of planning approaches used within agencies. According to the survey, 30% of respondents used PATH, 35% used Essential Lifestyle Planning, 37% used Getting to Know You, and 50% used "In-house" approaches.[12] A key finding of the study is the evolving, grass-roots nature of planning in Ontario's agencies.[13]

The MAPS research helps to show that there is no one approach to person-directed planning and facilitation that is seen as the answer. Approximately 26% of agencies used a single formal approach for all planning, and 52% used two or more formal approaches, while 21% did not use any of the formal approaches listed. Overall, 78% of the agencies blended several person-directed planning and facilitation approaches.

In 2009, the ministry received recommendations for good practice (based on an independent consultant review) for agencies delivering person-directed planning. The recommendations suggested that it was useful for organizations to have policies and procedures in place that address perceived or potential conflicts of interest. For example, where possible, it is preferable for staff carrying out person-directed planning and facilitation functions within an agency to be supported by a supervisor who is not linked to support programs. The ministry encourages efforts to implement, where possible, a clear administrative separation of the planning function from other functions involving provision of direct service. A detached role can often be important to ensure that the planning process is not influenced by organizational pressures and priorities.

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12 For more details on other approaches used see Martin, Ouellette-Kuntz, Cobigo, Ashworth (2012). Survey of Planning Practices in Ontario. Report submitted to Ontario Ministry of Community and Social Services. Kingston, Ontario: Queen's University, Multidimensional Assessment of Providers and Systems.

13 Martin, Ashworth and Ouellette-Kuntz (2012), Planning Practices in Ontario's Developmental Services Agencies, Journal of Developmental Disabilities, 18(3) 68-72.

An increasing number of agencies across the province are making person-directed planning and facilitation values and principles a focal point of their work. There is a growing commitment to building learning organizations that use person-directed planning and facilitation approaches to help individuals improve their lives, connect to resources, and reach their desired goals.

The following story is about Jeremy Crigger and his experience with a person-directed planning process offered through Community Living Toronto. The story, written by his mother Karen Patricia Crigger, explains how this person-directed planning experience in an agency context has helped him and his family.

Jeremy Crigger

How would anyone respond to a group of three to five people gathering with the specific purpose of hearing what one's hopes and dreams are? Most of us would find it an empowering experience. The exercise of person-directed planning appears to be motivating enough to allow a young man with autism to make an extraordinary attempt to communicate those hopes and dreams.

From the moment Jeremy walked in the room, it was evident that he was proud to be the centre of attention. Jeremy was in a familiar environment and surrounded by people he trusted. As it was explained to him, this meeting was both about him and for him, and the smile on his face said he understood. With his limited ability to verbally communicate, the visual cues on the wall afforded an additional vehicle through which to let others get the picture of a young man's deepest hopes. Suggestions for his input were met enthusiastically by either pointing to the "yes" / "no" cards or occasionally responding by facial expressions.

He was made to feel respected and important, and in response he took on the role of "host" by helping to pour coffee and pass cookies. He showed obvious pleasure at being asked to use the marker to sign on the wall. The respect shown in the "Life Plan" meeting offered Jeremy a level of kindness, caring, and human dignity, which every person deserves. It has helped those of us who care about Jeremy to learn what goals are important to him, and enabled all of us to work together as a team to assist him in reaching those goals.

As Jeremy's mother, it is hugely encouraging to know that there are others who are listening to Jeremy. Finding solutions as a team, to the barriers he faces, is so much less overwhelming than having to do so alone. As well, it is important to have the input from a variety of sources familiar with Jeremy, to get a fuller picture of his needs, and to find the best means of meeting those needs. I'm very grateful for this process and I'm certain that Jeremy is also.

Outcomes of person-directed planning

Research is ongoing to validate the important role that person-directed planning and facilitation can have in catalyzing positive change in people's lives. However, there is a need for more work in this area.

The Queen's MAPS research focuses on developing planning-related indicators that will show the extent to which planning teams, agencies, the developmental services sector and the environment are facilitating a shift towards persons with developmental disabilities having more control over their lives. Additionally, work is being done to evaluate outcomes of planning at three independent facilitation sites through the Centre for Community-Based Research.[14] It is hoped that more research in this area will generate indicators that can help to better monitor the quality of person-directed planning and facilitation as well as help collect evidence about the benefits and outcomes of the approach.

While further research will help reinforce the positive outcomes of person-directed planning, the ministry has, over the last several years, learned that there is consensus on some of the following "expected" outcomes of person-directed planning:

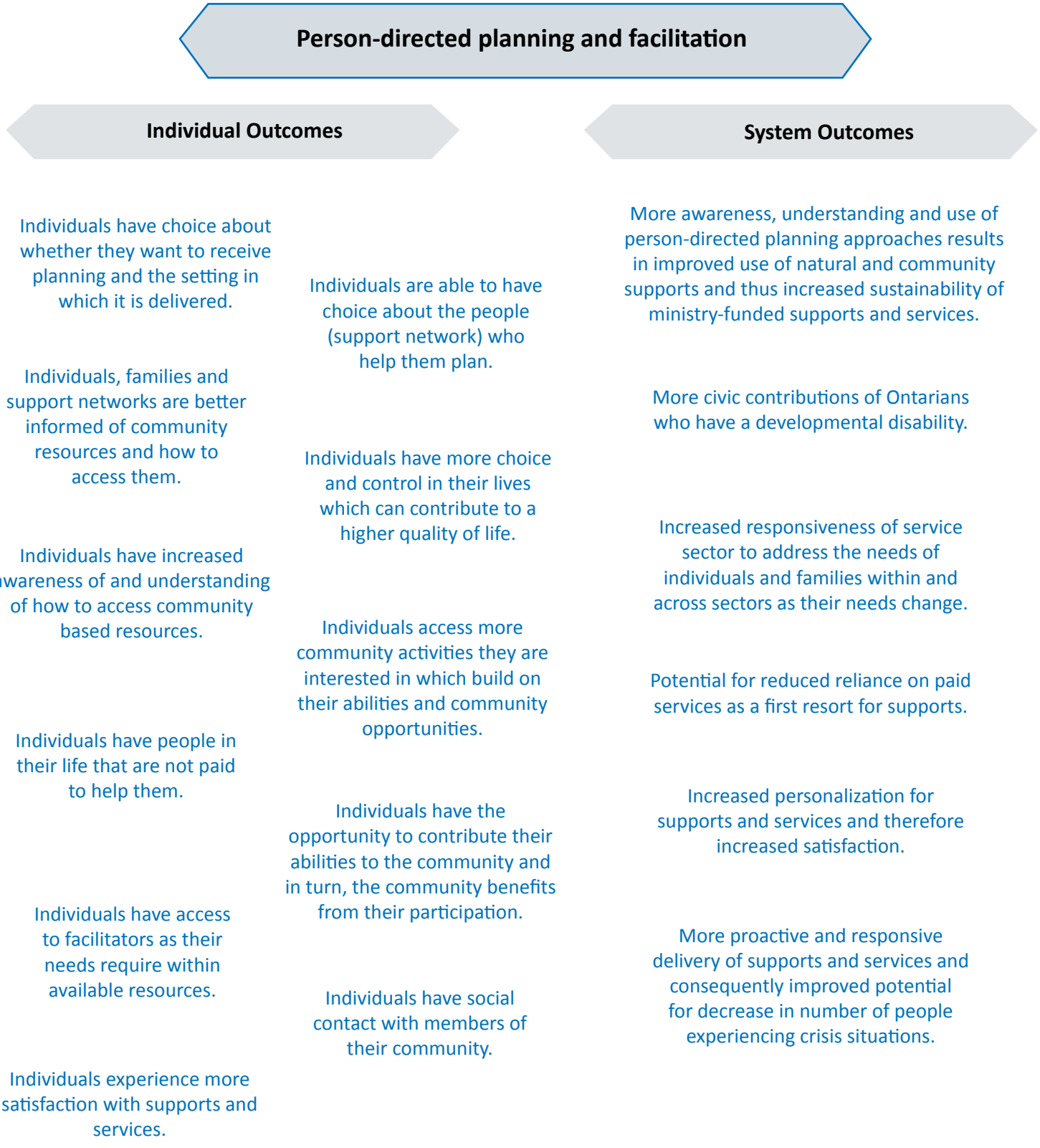
- Persons with developmental disabilities have a valued place among a network of people and valued roles in community life;
- People have a greater opportunity to participate in making decisions about the help that they need;
- A broader context for planning is developed to ensure that others understand what people want, need, how they want to make decisions for themselves and how they want to help them; and
- People and their families have a greater awareness of available resources and how to get the help that they need to meet the goals in their person-directed plan.[15]

14 Centre for Community Based Research. Independent Facilitation Evaluation. Phase 1 Summary Report, April 2012 and Phase 2 Summary Report, April 2013 (Prepared for Facile Waterloo, Facile Perth, and Plan Toronto).

15 These points are derived from Ministry research and a literature review.

Individual and system outcomes from person-directed planning and facilitation

Person-directed planning and facilitation can deliver important outcomes for individuals but also has the potential to influence some system-wide results as illustrated in the following diagram.



Transition planning for youth

The ministries of Community and Social Services, Children and Youth Services, and Education are working together along with persons with developmental disabilities, parents, school boards, community service agencies and other partners, to update regional transition planning processes so that all young persons with developmental disabilities will have a single individualized transition plan that speaks to post-secondary education, training, employment, and living in the community. The regional transition planning processes will guide how transition planning will occur in each community (e.g., who is responsible for initiating, developing and implementing single individualized transition plans and when planning should begin). The tri-ministry regional transition planning processes are targeted for implementation in September 2013.

Under the Education Act (O. Reg. 181/98), a transition plan must be prepared for a student age 14 or older who is identified as exceptional, which includes students with a developmental disability. The transition plan is part of the student's Individual Education Plan and relates to his or her transition from secondary school to work, further education and living in the community. The transition plan must be developed in consultation with the student who is age 16 or over and his or her parents.

Information contained in the individualized transition plan, should be considered an important building block that can serve to inform any future person-directed planning and facilitation supports and services that people may wish to obtain as an adult.

The use of person-directed planning and facilitation in other contexts

The practice and application of person-directed planning and facilitation is not limited to the developmental services sector. Leaders from other disciplines see person-directed planning and facilitation (with its ongoing, strengths-based approach to help determine life paths) as an important vehicle to help people live better lives based on what is important to them. They also recognize that this value-driven, forward-looking approach promotes both proactive and preventative courses of action for people, as well as positive changes at a community-wide level.

Other areas in which person-directed planning and facilitation can have an impact include:

- **Health care and mental health:** Increasingly, person-directed planning and facilitation is being recommended within health care settings to assist in positive team relationships and the support of well-being during transition processes, including as a means to help people through their chronic health conditions. Also, around the world, organizations are using various person-directed planning and facilitation approaches to assist people with mental illness to achieve personal goals.
- **Supporting Aboriginal communities:** The power of these approaches is being used as part of community planning with Aboriginal elders and communities in Northern Ontario, Manitoba, and Maori "Maraes" in New Zealand; and with Aboriginal youth through schools in Northern Saskatchewan, Nunavut and Alaska.
- **Education:** person-directed planning and facilitation approaches, in various forms, are being utilized extensively in inclusive education planning in Canada, the United States, the United Kingdom, Australia and New Zealand. They are also utilized by mainstream schools and students, but not as intensively.
- **Other:** Other areas in which person-centred planning and facilitation is being used includes working with seniors, people who are homeless (or at risk of becoming homeless) as well as people with life limiting conditions and end of life planning.

3 Good Practice Guidance for Person-Directed Planning and Facilitation

Background

In some jurisdictions, the standard of performance expected of person-directed planning and facilitation is regulated. In other contexts, adherence to person-directed planning and facilitation standards or guidelines is through voluntary adoption.

Based on evidence from a jurisdictional review and based on the fact that person-directed planning and facilitation is not considered a regulated profession within the current legislative framework in Ontario, voluntary guidelines were determined to be the most suitable approach.

The voluntary Guidelines outlined below are intended to be applicable in any setting where person-directed planning and facilitation occurs, whether in independent facilitation, agency or other context. It is hoped that people and organizations will not only choose to meet the Guidelines, but exceed them. In other words, the guidelines set out in the section below should represent the "floor" and not the "ceiling" of expected good practice.

The information below has been adapted from an earlier version of a guideline framework proposed by Julie Malette of HSA Canada, one of several leaders in the field mentioned earlier in this Guide.[16]

16 The Ministry adapted an early version of a framework provided by Julie Malette in 2011 as part of the Ministry's consultation process with leaders in the field (Julie Malette is a person-directed planning and facilitation expert, mentor/trainer and CEO of Helen Sanderson Associates Canada affiliated with Helen Sanderson Associates UK, USA and Australia).

Guidelines for person-directed planning and facilitation

Functions

Person-directed planning and facilitation practice has the following four key functions:

1. **Providing planning and facilitation**: Helping people develop and implement plans by discovering what is important to them in everyday life, and addressing what is working and not working. It also includes helping people to shape their dreams and choose the actions needed to make their plans happen.
2. **Identifying supports:** Helping people become aware of and know how to access available resources (community-based resources and government-funded services and supports) based on what is important to them now and in the future. This includes looking at goals and objectives and at what supports look like as outlined in the person's plan.
3. **Encouraging community building:** Building opportunities that lead to participation in the community by knowing who the key players are to help connect people to groups and/or individuals to facilitate the person's plan. The primary purpose of this function is to promote true belonging and citizenship for the person based on their plan.
4. **Promoting network development:** Building a network of relationships to support the person to develop, review, monitor and implement a person-directed plan so that their goals are met (which may include, but not be limited to, other family members, friends, community members and autonomous groups including family networks and self-advocate groups such as People First chapters). The people who belong to the individual's network of support circle or planning circle care about positive change for the person and see themselves as an action oriented group that exists to ensure that he/she has a voice and control of his/her life and a secure, sustainable and meaningful life in the community.

The Guidelines below set out recommended minimum performance expectations for each of the core functions of person-directed planning and facilitation. It is best that these guidelines are followed in any setting where person-directed planning and facilitation occurs.

Function 1 – Providing planning and facilitation

- Facilitators will take direction from the person in terms of the purpose of the planning, who participates in the planning, where the planning takes place, which approach is taken, how the information is captured, and with whom the information is shared and for what purpose.
- Facilitators will ensure that the person has access to information as well as the opportunity to explore and experience different options in order to be able to make informed choices when developing dreams and goals and determining what is important in every day life.
- Facilitators support the person to be in control of the choices and important decisions in his or her life. This is done by following decision-making legislation where applicable, as well as best practice in terms of supported decision-making practices (understanding decisions, how the person wants/needs to be presented with the information, how they want to be supported and by whom, and how much time they need to make decisions). Understanding the person's communication is key to this guideline.
- Planning and facilitation will be ongoing and proactive in helping the person have the best life possible based on the person's definition of what matters to him/her. Planning is not to be only a reactionary support in difficult times, transition periods or as an event in time (e.g., quarterly, yearly). The person and his/her personal style and circumstances will direct the frequency and intensity of planning supports.

- Facilitators will plan in a manner that is culturally competent and recognizes and values the person's cultural background in the facilitation, planning and decision making process.
- When facilitating planning meetings focusing on concerns of risk (health, safety and belonging), the facilitator will ensure that these important issues are facilitated using a person-centred approach.

Function 2 – Identifying supports

- Facilitators need to be aware of what is available in the person's community, region, province and country in terms of:
    - Generic community supports/services (e.g., library, community centre)
    - Government-funded supports/services (not just disability-specific, e.g., employment, housing, etc.)
    - Community associations, clubs and networks
    - Other places sometimes known as "third places" (these places are considered anchors of community life where people gather, connect and network, including places like coffee shops, public spaces, social clubs etc.)
    - People (key community leaders and/or connectors).
- Based on the person's goals and priorities, the facilitator will help the person identify if he/she wants more connections, what is desired and what supports are needed and wanted by the person to make those connections. Facilitators can help the person and his/her support network facilitate connections to supports, services, associations, clubs, networks, and third places.
- When what is needed is not available, this is identified and advocacy supports are provided in the larger community and/or service system.

Function 3 – Encouraging community building

- Facilitators will support the person and his or her support network to identify if he/she wants more connections, and what types are desired. They will help the person identify where those connections can be made based on the person's life priorities and areas of interest.
- Facilitators will explore with the person and his/her support network, how to best support the person in making community connections, participating in community events and activities, interacting with others and making contributions (with their talents, skills and personal gifts).
- Facilitators will engage in community development efforts that will involve all members of the community and promote community-wide inclusion of individuals with a disability.

Function 4 – Network development

- Facilitators will help the person decide if they want a circle of support involved in their person-directed planning and facilitation efforts and the nature/role of this network.
- If the person chooses to have a support circle, the facilitator will help them choose who is part of this circle and how long they remain part of this circle.
- The facilitator will ensure that the members of the natural support network involved in the person-directed planning and facilitation process are viewed as supports and not leads. The facilitator will use negotiation and conflict resolution processes and strategies when disagreements arise and will ensure that the person has the strongest voice in his/her life.

Facilitator training and skills

The ministry asked people with developmental disabilities, families and leaders in the field for input on the skills, experience and training they felt a facilitator should have in Ontario. They told us:

Training

- Facilitators are encouraged to have a minimum of 20-25 hours of training through a certified person-directed (or person-centred) planning and facilitation trainer or training organization. Some leaders in the field suggest that upwards of 30-40 hours of training is preferable.

Experience

- Facilitators are encouraged to have spent a minimum of 30 hours co-facilitating formal planning processes before leading a planning process on their own. In some cases, this can involve being supervised by or working with an experienced trainer/mentor. Some leaders in the field suggest that upwards of 50 to 100 hours of experience is preferable.
- Leaders in the field recommend additionally that those beginning their practice should have at least three planning sessions/meetings reviewed by a mentor trainer/mentor and have at least one plan reviewed annually by a mentor/trainer.
- Facilitators are encouraged to have the ability to demonstrate skill and experience in the use of basic processes including but not limited to: MAPs, PATH, person-centred thinking, Personal Futures Planning and Essential Lifestyle Planning, or other approaches, person-centred thinking and facilitation approaches, person-centred and person-directed reviews, person-centred approach to risk, and community connecting (See Appendix D). Leading practitioners suggested that it can be quite helpful if facilitators are able to demonstrate their experience and skill through a portfolio of references and testimonials that can be shared with people who have an interest in working with them.

Other

Preferred traits and qualities for a facilitator include:

- Strong communication and interpersonal skills;
- Strong active listening skills (attention to verbal and non-verbal cues);
- Proven commitment to the core values and principles of person-directed planning and inclusion;
- Proven ability to engage people respectfully with creativity and resourcefulness;
- Strong ties with and knowledge of the local community, community resources and “third places”;
- Experience/skill in network development and connecting people to informal and formal resources;
- Proven ability to create a cohesive and well-written plan; and
- Familiarity and experience with teambuilding, network development, and circles of support.

Note: People looking to hire a facilitator may want to ask questions about the facilitator’s experience and background (see Questions to ask facilitators in Section 4).

Competence in cultural and diversity issues

Facilitators are encouraged to have skills that enable them to be culturally competent. Facilitators should have the skills to guide a planning process that embraces diversity recognizing and valuing all aspects of the person’s identity (race, ethnicity, faith, language, sexual orientation, etc.).

Encouraging practice excellence

There are several ways of encouraging excellence in the day to day practice of person-directed planning. This can occur through participating in communities of practice, through mentoring and/or personally committing to a code of practice.

Community of Practice

Facilitators in Ontario are encouraged to demonstrate participation in a community of practice.

Across the world, there has been an emergence of communities of practice as a way of understanding how knowledge and skills are created and shared. Membership in a community of practice encourages facilitators to maintain their skills and keep up-to-date.

Involvement in a community of practice can be a useful mechanism for continuous skill improvement and development, owing to the focus on the coaching and mentoring of facilitators. Communities of practice are often an excellent source of information and resources for facilitators seeking to refresh knowledge about the most current practices as well as interact with other skilled person-directed mentors, facilitators and mentees.

For more information on communities of practice in Ontario, whether they be local/regional or provincial, see the website of the Ontario Independent Facilitation Network (Appendix C).

Mentoring

Mentoring is a supportive learning relationship between two individuals. It is intended to be a helpful relationship based upon mutual trust and respect. The process of mentoring can help people to manage their own learning so that they can best improve performance, maximize potential and develop skills.[17]

Coaching and mentoring forms an important part of the model required to be a "learning organization". In a learning organization people are encouraged to accept the need to move from current modes of practice to perform at higher levels and push towards continuous improvement.[18]

The ministry encourages all facilitators to participate in some form of mentoring relationship – either as a mentor or mentee. The ministry sees this voluntary commitment as part of good practice, as it recognizes that mentoring relationships most often lead to improved training and development and also contributes to increased personal accountability. Leaders in the field told the ministry that in their opinion it is preferable that someone have completed at least 60 hours of being mentored prior to practicing on their own.

17 Adapted from Parsloe, Eric and M. Leedham. Coaching and Mentoring: practical conversations to improve learning. London: Kogan Page, 2009. p.63-67.

18 Ibid.

Person-directed planning code of ethics

The ministry observes that in other jurisdictions it is considered good practice to implement a code of ethics for those delivering person-directed planning services (both in an independent or agency context).

The intention is for the facilitator to have a document that can be shared with a person or family, upon request, which sets out explicitly the facilitator's personal commitment to:

- Act in accordance with the values, philosophy and principles of person-directed and person-centred planning.
- Deliver person-directed planning which embraces diversity and is culturally competent (i.e., respectful of a diversity of religion, culture, gender etc.).
- Avoid conflicts of interest whether they be real or perceived (i.e., funded planning services should not to be delivered by family members or by persons who have a benefit to gain by unfair advantage).
- Belong to a person-directed planning community of practice and have evidence of a minimum number of hours of coaching as a mentee or mentor.

Please refer to Appendix F for a sample code of ethics that facilitators or organizations may wish to use or modify.

4 Accountability

Accountability

During stakeholder consultations, many people indicated that the following concepts were central to their understanding of accountability relationships in the implementation of person-directed planning and facilitation:

- Facilitators are first and foremost accountable to the person with a developmental disability and their family;
- Facilitators who work within a ministry-funded agency have the added requirement to adhere to the accountabilities which stem from the employment and agency relationship (see below);
- Facilitators are responsible to maintain and strengthen their own accountability in numerous ways by:
    - Ensuring they receive sufficient training and skills through ongoing education and training;
    - Maintaining and developing skills through belonging to a community of practice, or participating in mentoring;
    - Committing to a code of ethics; and
    - Ensuring their practice has adequate focus on implementing safeguards as well as implementing evaluative and ongoing feedback mechanisms in all planning processes.

Understanding the core competencies of the developmental services sector

The voluntary nature of this guide is generally consistent with the approach taken through the voluntary adoption of core competencies promoted as part of Ontario's Developmental Services Human Resource Strategy (see Resources in Appendix C for links to information on the Human Resource Strategy).

The formal training requirements for the Developmental Services Worker (DSW) curriculum are guided by revised program standards for the DSW programs at approved colleges and universities (set out by the Ministry of Training, Colleges and Universities - see Appendix C for information). Some people who complete the DSW program go on to pursue further specialized training in person-directed planning but it is generally accepted that DSW training on its own does not qualify someone to be a person-directed planner/facilitator. Those calling themselves person-directed planners/facilitators do so mostly on the basis that they have completed the suggested amount of specialized person-directed planning and facilitation training set out in this guide (a minimum of 20 hours). It is important for those doing person-directed planning and facilitation to be aware of the wider overarching developmental services professional standards that guide the sector. Several leaders in the field told the ministry that they felt it was useful for practicing facilitators to also have an understanding of the core competency framework, even if they are not trained as a DSW.

An emergent profession

In Ontario, person-directed planners/facilitators do not form part of a regulated profession. The majority of people the ministry spoke to in developing the Guide referred to person-directed planning as an "emergent" profession in Ontario. It is on this basis that a set of voluntary guidelines was created for person-directed planning. The voluntary nature of the approach does not take away from the fact that those working in an agency context have specific accountabilities that are mandated and pre-determined by the details of their service contract, the Quality Assurance Measures regulation, and relevant Policy Directives (see more below).

The "Do No Harm" principle

Person-directed planning and facilitation by its very nature is a process whose goals involve assisting people to live with a sense of safety and freedom from harm. A fundamental accountability principle that governs those working in person-directed planning and facilitation is that they are expected to conduct themselves in a way that never puts the person they are working with (or others) at risk of harm. All person-directed planning and facilitation processes should implement safeguards to address the unique situation of each person.

A note on safeguards

The term safeguard is being increasingly used to describe ways to reduce the vulnerability of people with developmental disabilities. Intentional safeguards are things done on purpose to help reduce people's vulnerability. Intentional safeguarding as part of person-directed planning and facilitation is about reducing risks and increasing someone's safety and well-being.[19]

Safeguards can come in all forms (informal, formal, personal, community) and can range from actions to increasing personal safety (e.g., calling a friend to say you arrived at your destination) to actions that may be more related to an individual's longer term goals (e.g., joining a self-advocacy group, actions to enable more independent living). Every person-directed planning and facilitation process is an opportunity for those involved to assess, modify or work towards developing safeguards which are both intentional and individualized and help people work towards what they want for their life.

Authors of a recently published book on independent facilitation practice, remind us that safeguards need to be thought about: "in a way that upholds a commitment to self-determination, relationships and community".[20] The authors caution facilitators to be aware of the tendency to revert back to false safeguards under the guise of protecting people.[21]

Other leaders in the field have spoken about the need to balance safeguards with the values of dignity of risk. People, communities and organizations have different definitions and beliefs when it comes to risk. Good facilitation will involve taking a balanced approach and will consider safeguards in the context of what is important to the person.

Accountability of ministry-funded agencies

In cases where person-directed planning is a service delivered by a ministry-funded transfer payment agency, those agencies have accountability to the ministry through:

- the service contract;
- the requirements of the Quality Assurance Measures regulation (Ontario Regulation 299/10, made under the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008);
- the Policy Directives for Service Agencies; and
- all applicable laws (e.g., privacy, human rights, etc.).

The policies and laws mentioned above are what people sometimes refer to as "formal" safeguards.

It should be noted that service agencies funded under the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, are required to immediately report to the police any alleged, suspected or witnessed abuse that may constitute a criminal offence. For guidance on policies and procedures relating to abuse prevention and reporting see s. 8 and 9 of Ontario Regulation 299/10 regarding Quality Assurance Measures.

19 This section was adapted from discussion material contained in two documents from Community Living British Columbia: Addressing Personal Vulnerability through Planning: A guide to identifying and incorporating intentional safeguards when planning with adults with developmental disabilities and their families, March 2011 and Responding to Vulnerability: A discussion paper about safeguards and people with developmental disabilities, March 2011.

20 Lord, John, B. Leavitt and Charlotte Dingwall. Facilitating an Everyday Life: Independent Facilitation and what really matters in a New Story. Toronto: Inclusion Press, 2012. p. 117

21 Ibid, p.121. See Chapter 9 "Safeguarding Everyday Lives" which provides an excellent discussion on safeguarding.

Accountability in the independent facilitation context

In cases where an independent facilitator is hired by the person, the line of accountability is directly to the person with a developmental disability.

Independent facilitators across the province told us that attention to safeguards is an essential component of their practice. In their view, independent facilitation by its nature is implemented through a safeguarding lens. They explain that the closely held values of independent facilitators such as belonging to a community of practice, their commitment to mentoring, community development, building capacity and fostering resilience within families are all part of a commitment to carrying out planning with a safeguard mentality.

Independent facilitators are considered self-regulated which means that their practice is not governed by the same rules as if they were a ministry-funded service provider. As a result, if a person or family is hiring someone directly, the ministry encourages people and their families to make specific inquiries to ensure that a facilitator is qualified, compatible and able to meet their needs and expectations.

For the most part, independent facilitators work through locally based non-profit organizations and networks. Typically, these organizations do initial vetting steps such as interviewing new facilitators, and receiving their references and police checks. As an example, an Ontario organization that provides independent facilitation on a fee-for-service basis, requires that their associates provide references when working for the organization, they are required to be a part of a community of practice/learning community and they are also covered in working for the organization by liability insurance and errors and omissions insurance. When independent facilitators are self-employed there are no requirements to adhere to these vetting steps but doing so demonstrates good practice.

As mentioned above, facilitators may have access through the organization they may affiliate with to communities of practice, supervision, mentoring, coaching, and liability insurance. Families can consider these steps as preliminary safeguards, and also then have the opportunity to follow their own process of choosing a facilitator. When this initial vetting has not occurred through an organization people may wish to include references or make further inquiries. People may wish to ask the facilitator to share a biography, or a portfolio of testimonials which could include references and/or examples of their past work.

Questions to ask facilitators

To help people make inquiries to find out more about a facilitator's experience and background, we have provided a list of sample questions that persons with developmental disabilities or their families may wish to ask, prior to engaging with a facilitator:

General Information

- What is person-directed planning?
- Can you briefly describe the role of a facilitator?

Experience

- What facilitation experience do you bring to me, my family?

Values and Principles

- What key values or principles do you adhere to as a facilitator?
- How do you approach your work as a facilitator?

Accountability

- What outcome(s) can I expect from engaging in a person-directed planning process?
- As a facilitator who are you accountable to?
- How often will I be invited to give feedback (evaluate) my experience with facilitation?
- Are there other individuals or families that I can contact about your work?
- What is your approach to safeguards in your work?
- Do you/your organization provide references, and/or can you provide me with more information about how you or your organization deals with the issue of criminal record checks or vulnerable sector screening?

Ongoing Learning

- How is your commitment to ongoing learning demonstrated?

Questions for the person who is the focus of the planning and facilitation

- Do I feel respected and liked by the facilitator?
- Do I feel listened to?
- Is this planning process helping me make changes in my life that feel positive?

Questions for family members

- Do I feel my family member is respected and liked by the facilitator?
- Do I feel that the facilitator is listening to my family member? Do I feel listened to when I express different opinions from my family member or when I have concerns?
- Are things changing in positive ways for me or my son/daughter?

Evaluation

Evaluation is a vital component of any person-directed planning process and is considered an essential component of good practice. The ministry expects that anyone who provides person-directed planning services will ensure that their planning process integrates evaluative and feedback mechanisms. Quality monitoring and evaluation methods should be decided and agreed to before the person-directed planning and facilitation process begins.

Built into each unique planning and facilitation process should be ample opportunity for communication between the facilitator and the person with the developmental disability. It is important that the person supported has opportunities to evaluate the planning and facilitation process and provide feedback on what is working for him or her, what is not working, and what may need to be changed. In some situations, the facilitator may need to seek creative ways to solicit information from individuals with varying levels of cognitive and communication skills.

Ongoing work is being done by Queen's University researchers to generate a set of proposed core elements that may help to develop indicators to assist in monitoring the quality of person-directed planning and facilitation in the future. Research to date indicates that many challenges are associated with evaluating planning and facilitation outcomes due to the wide variety of factors and diversity of methods required to collect meaningful feedback. (For a listing of the core elements and the reference to the Queen's research please see Appendix E).

Conclusions

At its heart, person-directed planning and facilitation is based on a set of core values and principles. The quality and success of each person-directed planning and facilitation experience will depend on the extent to which those core values and principles are followed.

The main goal of this Guide is to promote the values and principles which form the basis of good quality person-directed planning in Ontario. We hope that this guide has provided you with a picture of what good practice looks like and what it involves.

This Guide is a first step in recording what the ministry has learned to date about person-directed planning and facilitation in Ontario. As stated earlier, this is an emergent field with strong roots in different communities across the province embracing a variety of approaches. Undoubtedly, there will be shifts as the practice of person-directed planning evolves. We hope this guide will be a useful resource and touchstone as the practice of person-directed planning moves into the future.

5 Appendices/Resources

Appendix A
Explanatory Notes on Terminology

Facilitation and planning

Person-directed planning and facilitation is not a practice that is static. Person-directed planning and facilitation continues to evolve and this is why many people refer to it as an "emergent" field. In Ontario, it has strong roots in different communities across the province embracing varied approaches and practices. As a result, it is a challenge to find the right language to properly convey the meaning of complex terms. In putting together this guide the ministry learned of differences in philosophy and nuances in language that are associated with the use of certain key words.

The ministry does not propose that the definitions set out in this Guide are authoritative. The goal is to set out some basic guidelines to help guide discussion on the meaning of good person-directed planning and facilitation practice. The terms will no doubt change over time and be refined by communities and practitioners as the field evolves.

In writing the guide, the ministry learned that across Ontario the specific words "planning" and "facilitation" do not hold the same meaning for all readers. Historically, there may have been a tendency to define "planners" as only those who worked in agencies, and "facilitators" as those people who worked in an independent context. We noticed during consultations on the guide that feedback indicated that many people saw the terms planning and facilitation as loosely interchangeable and synonymous. However, we also heard that there is a strongly held belief for others, that the terms planning and facilitation should be described as distinct parts of a person-directed planning process.

In an effort to not remain tied to historical usage of the word and to avoid dividing practitioners into categories throughout this Guide, the ministry chose to use the term "facilitator" to describe people working in both agency and independent contexts. The word was chosen to be aspirational, in other words the terms is being used in a way to describe the kind of practice to which all practitioners will hopefully aspire.

Appendix B

Overview of Ministry-funded Person-Directed Planning and Facilitation: Policy Development and Capacity Building Activities

Background

In 2004, the government announced that it would transform services and supports for adults with developmental disabilities to create a more accessible, fair and sustainable system of community-based supports.

As part of this transformation, the ministry has focused its efforts on funded activities to help develop person-directed planning and facilitation capacity across Ontario. These activities included demonstration projects, inter-jurisdictional research, a broad range of consultations, symposiums and the Fiscal Innovation Fund, to name a few.

Since 2006, the ministry has invested policy, program and fiscal resources to promote the implementation of person-directed planning and facilitation activities in Ontario. Below are short descriptions of the key activities supported by the ministry in an effort to:

- broaden awareness and knowledge of person-directed planning principles and values;
- support person-directed planning policy development;
- clarify what good practice looks like and develop guidelines to encourage high quality person-directed planning; and
- build person-directed planning capacity in local communities.

In 2008, the ministry introduced new legislation, the Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, that formalized a policy intent to recognize person-directed planning as one of the mechanisms for the promotion of social inclusion.

Person-directed planning and facilitation activities 2006-2012

Person-Directed Planning using Passport Funding – In 2006, person-directed planning was included as an eligible expense under the Passport Program. Recipients of Passport can use up to 10% of their Passport funding for person-directed planning.

Creating a Good Life in Community: A Guide on Person-Directed Planning – In 2006, the Individualized Funding Coalition for Ontario, was funded by the ministry to create a guide to person-directed planning that would be available online. The guide helps families and persons with developmental disabilities plan for the future. A plain language version is also available on www.individualizedfunding.ca.

Person-Directed Planning Demonstration Projects – In 2007/08, the ministry initiated three person-directed planning demonstration projects to learn how person-directed planning can make a difference in the lives of people and families, as well as how planning processes work in different settings. The project looked at planning through working with three organizations: Windsor Essex Brokerage for Personal Supports, Community Living West Nipissing, and Lutheran Community Care Centre. Reports were submitted to the ministry documenting project outcomes.

Jurisdictional and Environmental Research – In 2008, the ministry surveyed over 100 transfer payment agencies delivering person-directed planning in order to learn more about how planning was being implemented on the ground. A jurisdictional scan was also completed to learn from person-directed planning and facilitation practice in other countries.

Independent Facilitation – In 2008, the ministry provided financial support for a symposium in Guelph to advance discussions pertaining to independent facilitation in Ontario.

Labour Market Agreement – Between 2009 and 2011, the ministry invested over $2 million in provincial and federal funds to support person-directed planning for people with a developmental disability seeking competitive employment. Approximately 22 facilitators were hired across the province to work with approximately 1,000 individuals on person-directed plans over the two-year period.

Person-Directed Planning Symposiums – In March 2010, the ministry held person-directed planning symposiums in five communities across the province (Ingersoll, Toronto, Ottawa, Thunder Bay and Sudbury) resulting in a final report that documented outcomes and lessons from the different communities.

Person-Directed Planning 2010-11 Fiscal Innovation Fund – The ministry allocated $1 million to support 37 projects as part of the Fund. The ministry chose projects based on proposals that would further develop person-directed planning by fostering connections in the community, building relationships and supporting independent planning and facilitation. The ministry received a report on the findings of this initiative which are contained in the Executive Summary of the Person-Directed Planning 2010-11 Fiscal Innovation Fund: Implementation Review Final Report).

Person-Directed Planning Expert Consultation – In the winter of 2011, the ministry completed consultations with over 16 person-directed planning leaders, experts and academics from across Ontario, other parts of Canada and the United States. The purpose of the consultation was to obtain expert advice to inform the development of an Ontario-specific person-directed planning guide.

Person-Directed Planning Capacity Building Initiative – In 2011/12, the ministry allocated over $200,000 to support capacity building activities which helped grow and build person-directed planning capacity through skills development and knowledge transfer (e.g., in the form of workshops, training, mentoring and/or knowledge exchange).

Multi-Dimensional Assessment of Providers and Systems Research (MAPS) – The ministry provided support to a Queen's University research initiative over a three-year period (2010 to 2012) which focused on research topics ranging from person-directed planning to social inclusion, choice and independence for adults with developmental disabilities in Ontario.

Appendix C
Resources

Websites providing general information on developmental services

www.mcss.gov.on.ca/en/mcss/programs/developmental/index.aspx
The Ministry of Community and Social Services financially assists with developmental services and programs that support inclusion for adults with a developmental disability and their families.

www.dsontario.ca
Provides information on Developmental Service Ontario, the entry point to the adult developmental services system.

www.ontariodevelopmentalservices.ca
This website provides further information on core competencies and the Developmental Services Human Resource Strategy (which is a partnership between the Provincial Network on Developmental Services and the Ministry of Community and Social Services).

www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/humserv/edevserw.html
The core competencies for developmental services employees (developed as part of the Developmental Services Human Resource Strategy) have been embedded into the revised approved program

standard for four-semester Developmental Services Worker Programs approved by the Ministry of Training, Colleges and Universities (December 2012).

Websites and/or publications of interest relating to person-directed planning and facilitation

There are many resources available to help you learn more about person-directed planning and facilitation. The resources listed below are categorized by subject area and alphabetically. The list below includes websites and publications that either informed the creation of this Guide, or were resources that provided readers with links to new publications or additional useful information.

Resources for independent facilitation in Ontario

Related sites:

www.independentfacilitation.ca/map

This website features an online map that gathers information from independent facilitators and independent facilitation and training organizations and displays them on an online, accessible map. Individuals and families are able to access the details and contact information of independent facilitation organizations or networks within their region/local community. The website was created by Facile: Independent Facilitation Perth County (and Facile: Independent Facilitation Waterloo) with support from the Ministry of Community and Social Services. This website/online map (which is also accessible through the OIFN site below) lists organizations across the province (too many to list here) which offer the option of independent facilitation. The site offers detailed information on a local level about the work of these organizations across the province. By referring to the individual websites of many of these organizations, people can access a wealth of information relating to independent facilitation in their local community as well as access to a range of articles, videos, publications and further information.

www.oifn.ca

Website for the Ontario Independent Facilitation Network (OIFN), which is a provincial network and community of practice whose purpose is to inform, encourage, support and promote independent facilitation and planning in Ontario. This site links to the online accessible map above which provides details and contact information for independent facilitation organizations in communities across the province.

Books:

Lord, John, B. Leavitt and Charlotte Dingwall. Facilitating an Everyday Life: Independent Facilitation and what really matters in a New Story. Toronto: Inclusion Press, 2012.

Sites which provide readers to a key link to other useful resources (includes books, articles, other planning and facilitation guides and other media)

www.communitylivingontario.ca

This is the website of a non-profit, provincial association that advocates for people who have an intellectual disability, representing 117 local Community Living associations across Ontario. The site provides links to numerous resources including an Inclusive Education Resource Library.

www.ConnectABILITY.ca

This website is for people with a developmental disability and their support networks. It provides among other useful information, a web link to resources on person-directed planning and augmentative and alternative communication (AAC).

www.dimagine.com

The publications/articles section of David Pitonyak's site provides a number of useful publications on a variety of topics relating to supporting people and relationships.

www.familyservicetoronto.org
This website provides a link to A Facilitator's Guide to Person-Directed Planning (2011) which is a document focused on person-directed planning principles and facilitation practice. The Guide is very helpful in its review of planning steps, elements of practice and has very insightful references on the issue of cultural diversity in person-directed planning. The guide was created by six Toronto-based agencies delivering developmental services with support from the ministry as part of the Person-Directed Planning 2010-11 Fiscal Innovation Fund.

www.hsapress.co.uk
This site is run by Helen Sanderson Associates, and has books focusing on facilitation, planning, person-centred thinking and person centred organizations, includes resources such as mini-books, resource card sets, posters and templates. You may wish to see also www.youtube.com/user/helensandersonHSA for video clips on person-centred practices from leaders such as Michael Smull, Helen Sanderson and others.

www.inclusion.com/inclusionpress.html
The Inclusion Press website provides information on how you can obtain MAPS and PATH publications, as well as a wide range of publications on person-directed and person-centred planning, inclusion and many other subjects. Includes access to interactive CDs, facilitator kits and training information, as well as a range of free downloadable articles (i.e. including work of John O'Brien and other leaders).

www.johnlord.net
In the publications section of John Lord's website (author and facilitator) people can find various useful articles, books and resources on issues relating to: advocacy, family support, independent facilitation, person-directed planning, individualized funding and more.

www.plan.ca
This is the website for the Planned Lifetime Advocacy Network (PLAN) - Institute for Caring Citizenship. The PLAN Institute provides training, consultation and research related to leadership development, personal network facilitation, social enterprise, caring citizenship and social innovation. The site has a digital library as well as information on subjects ranging from financial planning to supported decision making. PLAN has published a number of useful books for persons with disabilities and their families, including:

- Etmanski, Al with J. Collins and V. Cammack. Safe and Secure - Six Steps to Creating a Good Life for People with Disabilities. Vancouver: PLAN, 2002.
- Etmanski, Al. A Good Life: For You and Your Relative with a Disability. Vancouver: PLAN, 2000.

www.realizationstraining.com
This website provides more information on obtaining a useful guide on personal planning called: Planning Together: A Guide for Facilitators, Self-advocates, their Families, Friends & Paid Supports to Help People Plan for a Great Life. This guide looks at the planning process from a wide number of vantage points and provides a comprehensive and personal overview of the facilitation process. The guide contains useful information in particular on planning, and the use of augmentative communication supports.

Sites providing information on self-advocate organizations and family networks

www.family-alliance.com
Family Alliance Ontario is a group of family members who offer their knowledge and experience to help other families. It also provides an opportunity to network with others. Their belief is that all people have abilities, interests and dreams.

www.individualizedfunding.ca
The Individualized Funding Coalition for Ontario supports the self-determination of persons with disabilities. They believe that all people should have

control over decisions concerning where they live, with whom they live, with whom they associate, and how they spend their lives.

www.peoplefirstontario.com
People First Ontario is an advocacy group for people who have an intellectual disability. As a group they promote equality for all persons; assist other people to speak up for themselves and teach members about rights, abilities and strengths.

Sites well-known for learning/teaching as well as academic research

www.abcdinstitute.org
This site provides information and further resources on the Asset Based Community Development of the School of Education and Social Policy of Northwestern University, which features the work of John McKnight and others on sustainable community development.

disabilitystudies.syr.edu/resources/publications.aspx
The website for the Center on Human Policy (CHP) of Syracuse University has an extensive publications and resources link on their site. By clicking on the tab Resources and Reports on Community Inclusion, you can directly access a range of articles on person-centred planning, community supports, self-determination, inclusion and many other topics (includes seminal articles by John and Connie Lyle O'Brien and others).

www.hsacanada.ca
The website for Helen Sanderson Associates Canada provides particular information relating to Essential Lifestyle Planning, person-centred planning and a range of videos published papers, articles, blogs and webinars.

www.learningcommunity.us
The website is the web-based focal point for the Learning Community for Person Centred Practices and provides excellent guidance on person-centred practices, learning and training.

www.mapsresearch.ca
MAPS (Multidimensional Assessment of Providers and Systems) is a research program of Queen's University which has the goal of informing the assessment of services and supports for adults with intellectual/ developmental disabilities in Ontario.

Resources related to the use of graphics as part of the person-directed planning and facilitation process

Books:
Margulies, Nancy. Mapping Inner Space: Learning and Teaching Visual Mapping. Thousand Oaks: Corwin Press, 2001.

Pearpoint, Jack. Planning: Hints for Graphic Facilitators. Toronto: Inclusion Press, 2002.

Sonneman, Milly. Beyond Words: A Guide to Drawing Out Ideas. Berkeley: Ten Speed Press, 1997.

Related sites:
www.davidsibbet.com/david_sibbet/graphic_faciliation
This website provides a range of advice, information and books available on graphic facilitation.

www.thinkandplan.com
This site is a community resource for people who have had training or support in learning and using person-centred thinking approaches.

www.thinkaboutyourlife.org
This site is for people who have not had training and who want to use use person-centred thinking approaches in their own life. The site uses person-centred planning approaches to help people through their chronic health conditions, cancer or end of life decisions.

www.personalisingeducation.org
This site uses various planning activities to personalize educational experiences.

Appendix D

Person-Directed Planning and Facilitation Approaches

Of the many approaches to carry out person-directed planning and facilitation and person-centred planning, some of the most common ones include:

- **Making Action Plans (MAPs)**: Developed by John O'Brien, Marsha Forest, Jack Pearpoint and David Hasbury, it is a planning approach that asks people and their families to respond to a series of planning questions to form an action plan to work towards their dream.
- **Planning Alternative Tomorrows with Hope (PATH):** Developed by John O'Brien, Marsha Forest, and Jack Pearpoint, this is an approach using graphics and other methods to help people find direction and build strengths.
- **Essential Lifestyle Planning (ELP):** Developed by Michael Smull and Susan Burke-Harrison this is a planning process often carried out when others are invited to help someone plan. While the person is the starting focus for all planning, others can be involved with supporting someone to realize their plan including family members, networks and circles of support.
- **Person-centred and person-directed reviews:** Developed by Helen Sanderson and Associates, this approach takes the principles of person-directed planning and looks at what it means in practice as a service organization. Person-directed reviews result in person-directed outcomes that can be used to shape the (individual support) plan and how services are delivered in the future.
- **Personal Futures Planning:** Personal Futures Planning was developed by Beth Mount and John O'Brien. It is one of the earliest planning processes and includes a detailed look at the person's past as well as his or her present and future. This approach also looks at ways to build capacity in a person's community. Focus is on the individual in the first instance – but a group of people is enlisted to develop ideas on how to make the person's dream a reality. For a useful overview see Mount (1992).
- **Person-centred thinking facilitation approaches:** Starting with the foundational work of John O'Brien and other person-centred thinking leaders and further developed by Michael Smull, The Learning Community for Person Centred Practices and Helen Sanderson Associates these are thinking and planning skills and approaches that assist in understanding the person's gifts, what matters most to him or her and how to best support him or her.
- **Person-centred approach to risk:** A person-centred approach focuses on people's rights to have the lifestyle that they choose. Person-centred approaches are used to help people and those who care about them most think in a positive and productive way about the risk. The process gathers the fullest information and evidence to demonstrate that there has been in-depth thought about all the issues involved.
- **Community connecting facilitation:** A range of person centred thinking approaches focused on connecting people in their community which can include, among other things: relationship circles; matching support; challenges and supports; passion audit; community map; what happened here?; presence to contribution; doughnut.
- **Informal approaches:** Some people have termed the above approaches as more "formal" in nature, and it is important to recognize that in many cases there is an informal approach taken which blends or uses approaches differing from those listed above.

Appendix E

MAPS Proposed Core Elements of Person-Directed Planning Practice

Based on Martin, L., & Ouellette-Kuntz, H. (2011). Identifying the core elements of person-centred/directed planning. Report submitted to the Ministry of Community and Social Services. Kingston, ON: Queen's University, Multidimensional Assessment of Providers and Systems.

Core elements of person-directed planning[22]

The person:

- Is involved in setting things up
- Chooses who is involved
- Is involved in discussions
- Makes meaningful choices
- Is satisfied with planning

Team members:

- Include natural supports
- Trust one another
- Are committed to the person
- Collaborate and respect each other
- Evaluate actions and outcomes

Plans:

- Focus on a person's strengths, abilities, and aspirations
- Identify concrete actions
- Identify supports within and beyond the provider agency
- Result in changes to supports, services and activities

22 Please note that the researchers state that the proposed core elements of person-directed planning practice represent only part of the picture and cannot on their own adequately describe quality of person-directed planning. They caution that a checklist approach to measure the quality of person-directed planning is not appropriate because adherence to underlying principles is but one of the factors that needs to be in place for person-directed planning to occur.

Appendix F

Sample Code of Ethics for Person-Directed Planning and Facilitation in Ontario[23]

I recognize that competent practice of person-directed planning and facilitation in the Province of Ontario requires a combination of the application of skills and knowledge informed by core person-directed planning and facilitation values and ethics.

I will show that I abide by this code of practice through use of my knowledge and skills in my everyday work.

When carrying out person-directed planning and facilitation activities in the province of Ontario, I (insert name of facilitator) pledge and commit to:

1. Protect the rights and promote the interests of persons with developmental disabilities, their families, and other people I work with;
2. Strive to establish and maintain the trust and confidence of the person, or family I am serving;
3. Promote the independence of the people I am working with and at the same time protect individuals and families from danger or harm;
4. Respect the rights of those I am working with in the person-directed planning and facilitation process;
5. Uphold public trust and confidence in the person-directed planning and facilitation services I am providing; and
6. Be accountable for the quality of my work and take responsibility for maintaining and improving my ongoing knowledge and skills related to current practice.

Signed: _____

23 Adapted and modified to suit Ontario context from: Health and Social Care: National Occupational Standards for the United Kingdom (Skills for Care & Development, 2008) and Northern Ireland Social Care Council Code of Practice for Social Care Workers (2002).

For more information please contact

Ministry of Community and Social Services
Community and Developmental Services Branch

Ontario.ca/community

Tel: 416-327-4954
Fax: 416-325-5554
Toll-free tel: 1-866-340-8881
Toll-free fax: 1-866-340-9112
Email: DStransformation.css@ontario.ca