

Person-Centered Planning and the Transition Process:

The Southern Arizona Person-Centered Planning Model Program

SOS Conference

Bethesda, MD

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Transition Outcomes for Youth with Disabilities

- Quality of Life/Life Satisfaction
- Educational
- Employment
- Health
- Social

Nevertheless, articles, reviews of literature, and outcome studies on the transition of youth with disabilities from school since the passage of IDEA in 1990 have clearly indicated that these young adults are not adequately prepared for exiting the educational system (Browning, Dunn, Rabren, & Whetstone, 1995; Chadsey-Rusch, Rusch, & O'Reilly, 1991; Phelps & Hanley-Maxwell, 1997). These authors have reported that most young adults with disabilities experience higher unemployment, higher drop-out rates, more restricted participation in community activities and leisure time activities, and greater dependency on parents for financial support than their peers without disabilities.

Transition: IDEA 2004

(34) TRANSITION SERVICES - The term `transition services' means a coordinated set of activities for a child with a disability that-

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests . . . "

Four Elements of Successful Transition

- Including health-care providers along with other service providers in transition planning;
- Promoting opportunities for youth to be active in their own health-care decision-making;
- Parental support for giving youth more responsibility and independence—striving to balance the need for safety with the adolescent's need to become an adult; and
- Continuity between pediatric and adult health-care providers.

American Academy of Pediatrics

Questions to Consider

What process has the wide utility needed to provide the framework for identifying strengths, needs and action plans?

What are the limits on what professionals can or should do to impact outcomes?

Overview

The Centers for Medicare and Medicaid Services (CMS) awarded a \$500,000 Real Choice Systems Change Grant for Person-Centered Planning Implementation to the Arizona Department of Economic Security's Division of Developmental Disabilities (DES/DDD).

This 3-year project began on September 30, 2007.

Overview

The project is known as the Southern Arizona Person-Centered Planning (SA PCP) Model Program. It focuses on youth with DD ages 16-22 in transition from school to adult living in Pima, Pinal, and Cochise Counties.

The SA PCP Model Program is a partnership between DES/DDD and the

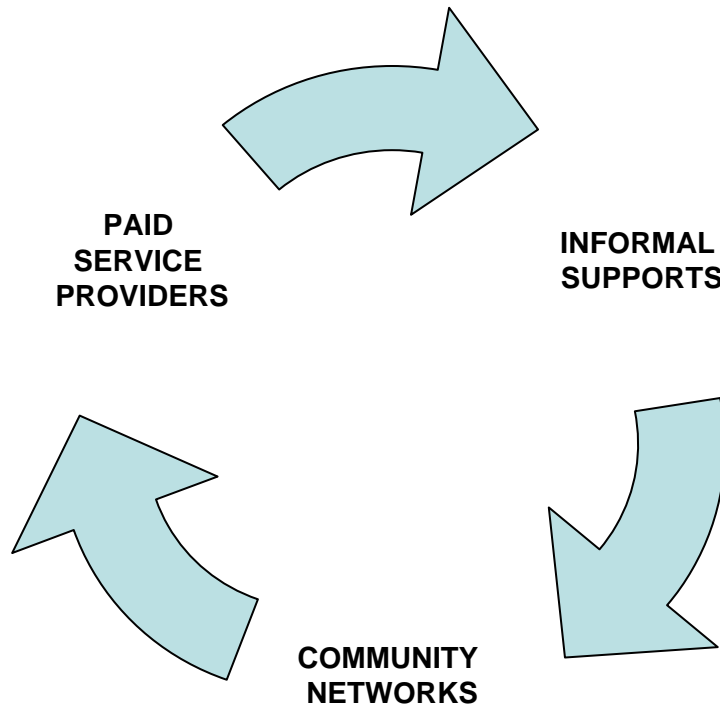


Vision

Young people who have developmental disabilities moving from school to adult living will be knowledgeable about the full range of choices available to them for successful adult living...



and will be able to exercise that **CHOICE** as part of a Person-Centered Planning process that incorporates...



Person-Centered Planning

A process, directed by an individual who has a disability with help as needed from family members and others, to

- identify personal goals for living in the most inclusive community settings and
- access a personalized mix of formal (paid) and informal (non-paid) services and support to achieve those goals.

Person-Centered Planning

Goals often include:

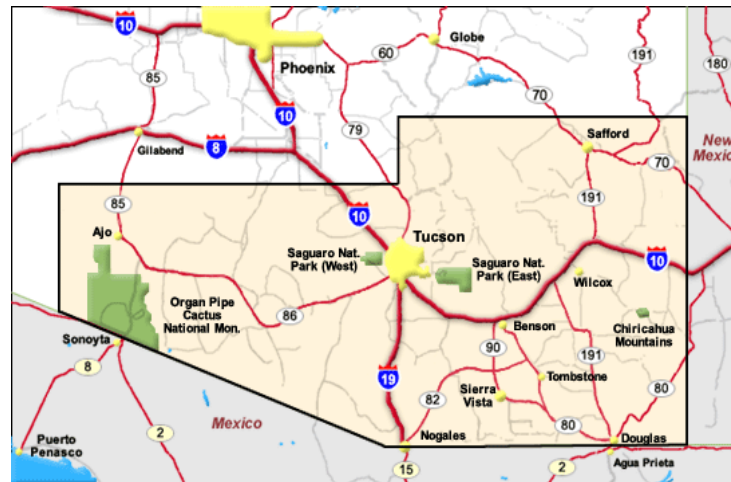
- Self-directing services and supports,
- Having access to the community of choice,
- Developing meaningful relationships,
- Employment,
- Access to and control over transportation, and
- Control over one's home and daily life.

SA Demographic Facts

- Pima, Cochise, and Pinal Counties
- 800 youth meeting the State definition of DD
- 65 youth (ages 16-22) meeting the definition of youth with co-existing DD and behavioral health needs

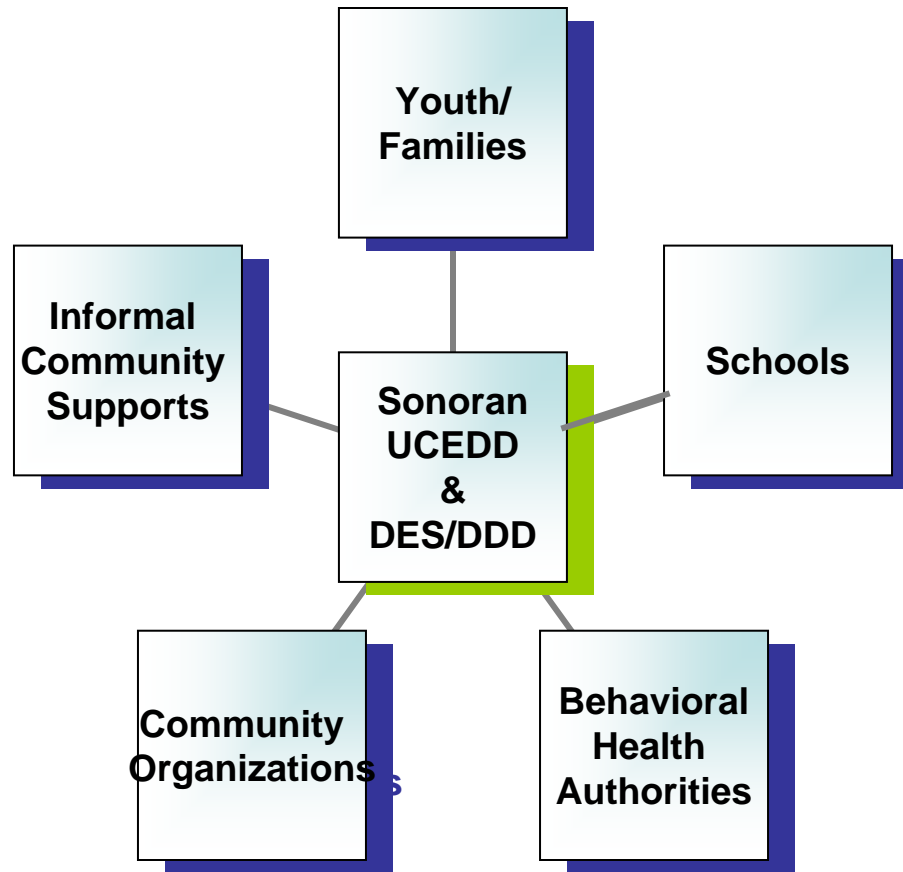
SA Demographic Facts

- Pima and Cochise Counties are on the Mexico/United States border
- Large percentage of Hispanic and Spanish-speaking residents (>30% Hispanic)



- Two fastest-growing urban areas: Tucson metro area residents > 1 million; Casa Grande >15.5% growth rate
- Vast rural areas
- Unique challenges for youth entering the workforce or planning for meaningful activities after completing school

SA PCP Model Program Partnerships



SA PCP Goals

- Enhance the knowledge base and demand for PCP in the community
- Enhance the transition and lifestyle planning process for youth
- Assess and design interventions for caregivers
- Braid multiple service systems around the needs of youth with co-occurring disabilities
- Develop long-term, sustainable methods for replication statewide



Strategy for Implementation

- Person-Centered Thinking trainings
- Framework for Accomplishment sessions
- Community Tools Curriculum
- Caregiver Assessment Tool
- 60 Person-Centered Plans for youth

Person-Centered Thinking

- Developed by Michael Smull & The Learning Community
- Skills and tools that increase the implementation of person-centered plans
- Values, skills must become broadly embedded

Person-Centered Thinking



- Works toward a balance between what is important to and what is important for a person
- Instructions and practice in processes and structures

People Planning Together

Two day workshop for youth participating in the program

Hands-on activities and practice in taking leadership role in planning

Thank you !

For information or questions about the program,
please contact:

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