

# Training and Practice in Person Centred Planning – A European Perspective

Experiences from the  
*New Paths to Inclusion*  
Project

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## **Training and Practice in Person Centred Planning – A European Perspective**

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## Terminology

The authors have used several terms which relate to person centred practice.

- **Person centred practice** refers to a general person centred way of working.
- **Person centred approaches** refers to the tools which are used in person centred practice.
- **Person centred thinking** refers to the collective use of person centred tools and more specifically tools used in Essential lifestyles planning.
- **Person centred planning** refers to specific styles of planning, e.g. PATH, MAP, Essential Lifestyles Planning.
- **Personal futures planning** refers to the term often used in Germany to describe person centred planning – this is not used in this book.

The authors, as far as possible and especially in chapters 3 and 4, have tried to make people's voices heard by using people's own words when describing their experiences but some changes may have been made to improve clarity in translation.

## 1.1 International Development and Discourse on Person Centred Planning

*Helen Sanderson*

“When people not used to speaking out are heard by people not used to listening then real change is made.”  
(John O’BRIEN)

“New Paths to Inclusion” brings together the international learning on person centred thinking and planning. Their foundations are the continuing search for better ways to include disabled people in society. Person centred thinking and planning is a way to connect fundamental beliefs about inclusion with practical ways of making change in people’s lives. The roots of person centred planning can be clearly seen in the disability movement, in the social model of disability and the principles of normalisation.

Over the last three decades, an international learning community has led the developments in person centred thinking and planning, with leadership from John O’BRIEN, Michael SMULL, Suzie BURKE-HARRISON, Herb LOVETT, Jack PEARPOINT, Marsha FOREST, Connie Lyle O’BRIEN, Beth MOUNT, Judith SNOW, Lynda KHAN and Jack YATES. The specific styles of person centred planning featured in ‘New Paths in Inclusion’ emerged from the United States and Canada, through the inclusion movement, the ‘Five Accomplishments’ and institutional closure. In the UK, person centred thinking and person centred reviews have emerged as ways of creating change within services, and are featured in government policy.

### The Five Accomplishments

In 1987 John O’BRIEN and Connie Lyle O’BRIEN embarked on research in Seattle on what makes a good quality of life. Their Framework for Accomplishment (see O’BRIEN 1989) proposed five areas which are widely agreed to be important in shaping everyone’s quality of life and where disabled people are likely to be disadvantaged by society. The framework argues that services should be judged by the extent to which, as a result of the service’s work, people are:

- sharing ordinary places
- making choices

- developing abilities
- being treated with respect and having a valued social role
- growing in relationships

The style of person centred planning called ‘Personal Futures Planning’, developed by Beth MOUNT and John O’BRIEN, and is based explicitly on this framework.

## The inclusion movement and institutional closure

Jack PEARPOINT, Marsha FOREST and Judith SNOW built on the work of John O’BRIEN, John MCKNIGHT, Bob PERSKE and others to develop the theory and practice of inclusion. They developed the concept of ‘gifts’ to describe how difference and diversity create opportunities for interaction. They went further than the concepts of citizen advocacy and natural supports to shift attention from services to people; and from formal systems to intentional community-building. Rather than settle for integrated education, they pioneered the notion of inclusive education – ‘schools where all kids belong’ – and inspired thousands of families around the world to dream.

Their work created and developed new ways for people to work together. Their own experience of friendship was the foundation for the idea of ‘circles of support’ (see [www.circlesnetwork.org.uk](http://www.circlesnetwork.org.uk)), now an international movement supporting people’s presence and participation in their community. MAP and PATH, the person-centred planning styles they developed with John O’BRIEN, are processes for bringing people together to make change around a common cause.

Fundamental to inclusion is people living and being part of their communities. Essential Lifestyle Planning began at the University of Maryland in 1989, where Michael SMULL and Susan BURKE-HARRISON were asked to help people to return to their home communities from institutions and residential schools. In supporting people to move back into their communities, Michael SMULL and Susan BURKE-HARRISON recognised that the records kept on people gave no indication of who they really were and what was most important to them. All of the people involved had ‘developmental disabilities’ and because of ‘challenging behaviours’ had been labelled as ‘not ready’ for life in the community. It was discovered that these were people who could live successfully in their communities but had been trapped by their labels and the ‘reputations’ they had acquired. The approach that was then developed was called ‘Essential Lifestyle Planning’ (see SMULL & SANDERSON 2005).

By 1995, the term person-centred planning was commonly used to describe these efforts. Beth MOUNT (1992) characterised the ‘family resemblance’ of these different methods and approaches into four themes:

- Seeing people first rather than relating to diagnostic labels.
- Using ordinary language and images rather than professional jargon.

- Actively searching for a person’s gifts and capacities in the context of community life.
- Strengthening the voice of the person and those who know the person best in accounting for their history, evaluating their present conditions in terms of valued experiences, and defining desirable changes in their lives.

## Developments in the UK – the emergence of person-centred planning is evidence-based practice

Pioneers of person centred planning in the UK started to create plans and caused ripples of change, and some inspiring stories of what was possible.

‘People, Plans and Possibilities’ (SANDERSON ET AL. 1997), described how person-centred planning was starting to be used in England. At that time, the four main approaches to person-centred planning used in the UK were Essential Lifestyle Planning (ELP), Personal Futures Planning, PATH and MAP.

By the turn of the century, person-centred thinking and planning was part of UK policy, initially in Valuing People (DEPARTMENT OF HEALTH 2001), for people who have learning disabilities, and later for everyone, in Putting People First (DEPARTMENT OF HEALTH 2007). As John O’ Brien (O’BRIEN & O’BRIEN 2002, 1) said, this marked a turning point for the development of person-centred planning: “It positions person-centred planning as one key tool for achieving a deep shift in a nation’s culture and practice of services and defines a long term organisational change strategy to create a context in which person-centred planning can make sense...it is the best effort that we know to think through the strategic implications of implementing person-centred planning.”

At the same time as person-centred planning became embedded in policy, the Department of Health commissioned research into its effectiveness and implementation. In 2005, the Institute for Health Research, Lancaster University published the results of this research, detailing the impact of person-centred planning on the life experiences of people with learning disabilities, the associated costs and what factors impede or facilitate its introduction and effectiveness (ROBERTSON, EMERSON ET AL. 2005, 4). This demonstrated person-centred planning to be evidence based practice: “Very little change was apparent in people’s lives prior to the introduction of person-centred planning. After the introduction of person-centred planning, significant positive changes were found in the areas of: social networks; contact with family; contact with friends; community based activities; scheduled day activities; and levels of choice.”

The research supports the current emphasis within health and social care policy on using person-centred thinking and planning to improve the life chances of people: “Self-directed support should be available wherever people live, including in residential

and nursing homes. Simple but powerful person-centred approaches to practice have been shown to work within such settings – without additional costs – helping people retain their dignity and stay connected to their families, friends and communities”.

## Service Competence and Community Competence

Since person-centred planning first appeared in government policy in 2001 (see DEPARTMENT OF HEALTH 2007), a perennial question has been: “Which style of person-centred planning should I use?” The ideas of ‘service competence’ and ‘community competence’ are a way to think about the different contributions of the approaches to person-centred thinking and planning. Service competence means ensuring that services are able to deliver personalised support that reflects what matters to people and how they want to be supported. Community Competence means creating communities where everyone belongs and contributes.

We need to achieve both, for two reasons. The first is to ensure that we achieve new levels of performance within services, so they consistently and efficiently deliver what people want them to. Secondly, so we can passionately explore what is possible within communities that include everyone.

## Service Competence

“Our quality of life everyday is determined by the presence or absence of things that are important to us - our choices, our rituals.”

Michael SMULL

Michael SMULL, one of the originators of ELP, saw that change was most powerful when all staff were using person-centred thinking tools in their roles, rather than only relying on person-centred planning facilitators to create plans. Since then, in the UK the contribution of ELP has changed as it has been de-constructed into a range of person-centred thinking tools and a person-centred review process. To really make a difference in someone’s life – and to ensure they have more choice and control – staff supporting them need to participate in an ongoing loop of listening, learning and action. The person-centred thinking tools are a way to do this – to keep learning and acting on what they learn. This information is recorded as a person-centred description of what is important to the person and how they want to be supported. To deliver personalised services requires that people have a person-centred description of how they want to live, that staff act on every day. Person-centred reviews are a way to build person-centred descriptions; analyse together what is working and not working; and make decisions about how to change what is not working, and what else we need to learn.

Achieving service competence requires implementing person centred thinking and person centred reviews at scale, for everyone across services. Originally staff were trained to be facilitators in person centred planning. Since then we have found that effective change strategies include training managers in how to use person centred thinking within all aspects of their role (Progress for Providers for managers is a self assessment for managers in relations to person centred practices; see HARRISON ET AL. 2011) and how to support and coach staff in making person centred thinking a habit (see Helen Sanderson Associates (HSA) 2011a). Change is most powerful when the organisational leadership is actively involved, for example in organisational change programmes like ‘Good2Great’ (see HSA 2009a).

Person-centred thinking tools and person centred reviews can help people get ‘a good service life’, where people have choice and control on a day-to-day basis. Where people have sought to make their existing paperwork ‘more person-centred’; and where staff need a written record of how to support an individual, these approaches have offered a way to achieve this. A process called ‘Working Together for Change’ is a way to take information from person centred reviews and aggregate this to create strategic change and bridge the gap between and individuals experience and what changes in organisations (see HSA 2009b). Person-centred thinking, therefore, is a crucial place to start in implementing personalisation, but these tools must not be the end. People should have much more choice and control over their support services and day-to-day life using person-centred descriptions and reviews, however, the boundaries between the person and their roles and place in the community, are unlikely to significantly change.

Other approaches to person-centred planning and thinking will be needed to enable people to think about their contributions to community and take up their own socially valued roles. These are community connecting tools (see HSA 2011b, 2011c) and the person-centred planning styles of PATH, MAPs and Personal Futures Planning.

## Community Competence

PATH, MAP and Personal Futures Planning are a way to contribute to creating a big, inclusive society starting at an individual level for marginalised people. The title of the most recent book on PATH and MAP suggests (see O’BRIEN, PEARPOINT & KAHN 2010) these styles are person-centred ways to build community. These styles of person-centred planning work most powerfully in the hands of people and families who bring their networks together to create change, and require skilled, independent facilitation. PATH, MAP and Personal Futures Planning have a strong future focus and were originally designed for use - outside of, or at the edges of – services, one person at a time, using a graphic meeting format. John O’Brien, one of the co-developers of PATH, MAP and Personal Futures Planning, describes these styles as an art or craft and talks of the dangers of seeking to assimilate these styles of person-centred planning into the service system, stressing instead that they be kept marginal to the system (see O’BRIEN & O’BRIEN 2002).

PATH and MAP are group processes and sometimes these groups or networks are called Circles of Support. A Circle of Support brings together an individual who wants change in their life, along with family, friends and neighbours, to think about how they can use their connections and resources to create change together. Although initially focused around an individual, a circle that uses PATH, MAP or Futures Planning is likely to benefit everyone who participates. People from services can be part of Circles of Support, but do so in their own time. Bringing people together significantly increases the chance of positive change: “A plan done alone can make a difference, as can a plan made within a family circle or within the boundaries of a single organisation. But a planning group that includes people with a variety of connections and interests has more knowledge and information to draw on and more immediate possibilities for action” (O’BRIEN, PEARPOINT & KAHN 2010, 20).

As well as a circle of committed people who meet regularly, independent facilitation is also crucial to person centred planning (PATH, MAP and Personal Futures Planning). “Some people might imagine that if someone facilitates their own plan she has more choice, control and status, but the reverse is true. Having a facilitator to help you plan is like having someone cut your hair – they can see all the way round” (RITCHIE 2002, 16).

“New Paths to Inclusion” has developed and shared learning about what it takes to create service competence in Europe, and make a contribution to community competence.

## 1.2 The European Situation on Person Centred Planning – A European Survey

*Andreas Hinz*

There is no question that up until now, no one knew the general situation of Person Centred Planning (PCP) in Europe. Thus, it makes sense to try to bring more clarity. In this project, a questionnaire was developed covering nine aspects: history, stage of development, opportunities of training, quality, policies, supporting and hindering factors, best practices, research and further perspectives.

Fig. 1: European States involved



Initially the researchers used existing contacts to find competent experts in as many countries as possible who were able comment on the situation of person centred planning in their country with limited success: Experts in 12 countries were e-mailed with only six responses, all of whom were involved in this European project. The second strategy was more successful: The project partners “Inclusion Europe” and their member organisations in all European countries collected data about the current situation. Information from 27 countries, which is just over half of Europe was gathered, (see fig. 1) from the subjective assessments of the respondents. They include a factor of

uncertainty as to whether practices can be attached to the person centred approach as understood by the project or rather a different forms of support planning, maybe with more orientation on institutions.

**The results of this survey can be summarised as:**

- With regards to a definition of person centred planning connected to SANDERSON (n. d.), it is said by 17 countries that there are corresponding practices (Austria, Bosnia-Herzegovina, Croatia, Czech Republic, Germany, Ireland, Italy, Latvia, Luxemburg, Macedonia, Netherlands, Slovakia, Slovenia, Spain, Sweden,

Switzerland and United Kingdom). In 10 countries, there are different approaches to planning processes (Albania, Cyprus, Estonia, Finland, France, Greece, Hungary, Lithuania, Portugal and Russia).

- Furthermore, it can be said that person centred planning emerges in countries in connection to specific individuals – there is no systematic implementation process in Europe. While person centred planning starts in the United Kingdom during the 1980's, the same happens in the first half of the 1990's in Czech Republic, Germany, Italy, Netherlands and Sweden. During the second half of this decade, Latvia and Slovenia came along. After 2000, person centred planning is also known in Austria, after 2005, development began in Slovakia and Macedonia, and after 2010 it began in Bosnia-Herzegovina. It can be assumed that specific congresses and people are essential for the beginning of the development of person centred planning in every country.
- Practices of person centred planning take place in different contexts: Whereas in Macedonia PCP is practiced solely in informal contexts, it is also offered by professional services in Bosnia-Herzegovina, Czech Republic, Italy, Slovakia, Slovenia, Spain and Sweden. Furthermore, PCP is practiced in the context of the self-advocacy movement in Austria, Germany, Latvia, Netherlands and United Kingdom.
- Opportunities for training for facilitation and in general can be found in Austria, Bosnia-Herzegovina, Czech Republic, Germany, Italy, Netherlands, Slovakia, Slovenia, Spain and United Kingdom. The extent is quite different: In Slovenia, some person centred methods are taught by psycho-social services as part of the general variety of methods. In Bosnia-Herzegovina, there were some training opportunities for professionals of the social welfare system organised by an organisation which took part at training in England by HSA. In Austria and Czech Republic, there were some programs so far where mainly professionals were trained for two or three days by experienced trainers from the German speaking region in Circle of Support, MAP und PATH, in graphic facilitation and in change processes of organisations. It looks similar in Slovakia where – inspired by the “New Paths to Inclusion” project – a training program of 150 hours for social workers was established. Except for three training courses for facilitation in Germany for different target groups, mainly people in the context of People First were trained. In the Netherlands “stichting de toekomst” in Amsterdam offered three, two day training events including tools like MAP, PATH, circles of support, personal future planning and essential lifestyle planning for families, self advocates and independent human service workers. In one of the most developed countries in person centred planning, United Kingdom, counties use specific training agencies for educating different groups in person centred thinking, person centred review and change processes in organisations. In Spain, in recent years, 685 professionals from FEAPS organisations were trained – this happened in the whole country and the people involved continued to work together in regionalised working groups.
- Standards, certificates and degrees for training programs in person centred planning exist only in a few countries. There is information from Slovenia that

there is something similar but without any clarification about quality or extent. In Germany, formulation of standards is a current field of work. Recently, different institutions gave diverse types of certificates – there are no coordinated procedures in place so far. In the United Kingdom, standards of approach set by the ‘ELP Learning Community’, an international organisation seated in the US, are followed. Trainers commit to compliance with these standards. Furthermore, there is a mentoring system for quality management; new trainers are accompanied in their practices by experienced mentors over a longer period of time.

- Consideration of person centred planning in social policy can be found in a few countries. There is information from Italy and Slovenia which say that person centred planning or similar methods are common practices of social work. But there are doubts whether this is really related to person centred planning, and there is no information to validate it. Since 2010, there has been a law in Sweden about the responsibilities of employees in services on realising person centred planning: As soon as support is needed, a person with a disability can turn to the institution and can start developing an annual plan. A survey in 2008 showed that 8% of all persons with severe disability have such a plan. In Spain, implementation in social policy is quite different in the 17 provinces because of federalism. In Andalusia, a positive example, the government has decided recently to offer PCP as a preferred method to persons with learning difficulties. In the United Kingdom, the white paper “Putting People First” was announced in 2007. Since that, persons with disabilities have taken part in decision-making on choice and control of received services. Surveys indicate that people really are able to choose their personal support preferences, once their personal budget has been assessed and agreed. The world wide financial crisis meanwhile, has led to public service budget cuts and sometimes organisations are pushing their clients to choose the cheapest options, instead of what is best value from the perspective of the clients needs and wants.
- There are research results available about person centred planning from some European countries, but generally, research still is at the beginning. There have also been research projects in Netherlands and Slovenia, but there is no information about contents. In Bosnia-Herzegovina, all training has been evaluated. Swedish research shows that employees have to get to know the spectrum of person centred methods and services should support the approach of person centred planning for a successful implementation. Research needs should be focused on the benefits for people with disabilities and on the impact of person centred planning on the national system on health and economy. In Germany, research so far is focused on the evaluation of several training programs for facilitators. Extensive research reports are available from Spain and the United Kingdom. In Spain, there are some master theses which mainly focus on positive and negative experiences of the implementation in practice. Also here, research needs are seen in evidence-based and economic research on person centred planning.

The following map of Europe shows a conclusion of the first results of the survey which would benefit from further updating (see Fig. 2):

- In some of the answering countries, person centred planning is not used, maybe it is unknown (Level 1: Albania, Cyprus, Estonia, France, Finland, Greece, Hungary, Latvia, Portugal and Russia).
- In some of the answering countries, person centred planning is practiced just by some people and rather in informal contexts (Level 2: Bosnia-Herzegovina, Croatia, Lithuania, Luxemburg, Macedonia, Netherlands, Sweden and Switzerland).
- In some responding countries, person centred planning stands in a phase of extension and of building regional, national or international networks (Level 3: Austria, Czech Republic, Germany and Slovakia).
- In some countries, PCP is the base of social policy, especially the disability policy (Level 4: Ireland, Italy, Slovenia, Spain and United Kingdom).

Fig. 2: Assessment of the development in European States



Level 1 = red, Level 2 = orange,  
Level 3 = yellow, Level 4 = green;  
grey = no information

It can be noticed that all countries with level 3 are involved in this European project.

Currently it can be concluded that with regard to person centred planning, there are extremely different positions of developments in Europe. This reflects the first half of all European countries because there is no data from the second half. Nevertheless, collected data indicate that it makes sense to take the next step to a European network on person centred planning because obviously there are experiences and competences which were unknown in this European project so far.

## 2 The Project “New Paths to Inclusion”

*Stefan Doose*

“New Paths to Inclusion” aims to foster inclusion of people with disabilities through a person centred approach. Inclusion means that all people in a community can participate in all aspects of life such as education, work, living, leisure time activities and a self determined life. People with disabilities are still often excluded from regular activities in their community and are dependent on facility based disability services, which are mostly not person centred. The UN Convention of the Rights of People with Disabilities states the right of people with disabilities to be included in all aspects of life and calls for a variety of community based, person centred services.

Person centred planning has been developed mainly in the English speaking countries over the past 20 years to support people with disabilities to live a self determined life in the community (see also 1.1). However there are certain barriers to full and effective implementation for person centred planning that were tackled within the project “New Paths to Inclusion”:

- The absence of long term coordinated and certified training programs.
- The implementation gap within service providers.
- The absence of sustainable support structures on a regional and national level.

### 2.1 Project Design

The purpose of the project “New Paths to Inclusion” was

- to transfer the newest developments and experiences of person centred planning and practices from the United Kingdom to partners in Austria, Germany, the Czech Republic, Slovakia, Italy and Luxembourg and
- to develop a modular and inclusive training in person centred planning and practice to stimulate organisational change in the participating organisations and countries towards more person centred practices.
- The partnership included service providers, which were willing to develop their services in a more person centred way, vocational education and training organisations, funding authorities, self-advocacy-organisations, research institutions and umbrella organisations on a regional, national and European level as operative and supporting partners. The operative partners were:



- Vocational education and training organisations acting as national coordinators: Academy of the Lebenshilfe (Vienna, Austria), Fachschule für Sozialpädagogik (Lensahn, Germany) and QUIP (Prague, Czech Republic)
- Service providers for people with disabilities as changing organisations and members of the advisory board: Balance (Vienna, Austria), Ostholsteiner Behindertenhilfe (Eutin, Germany), Rytmus (Prague, Czech Republic), Lebenshilfe Südtirol (Bozen, Italy), APEMH (Luxembourg), Social Work Advisory Board (Bratislava, Slovakia)
- Research organisations with an expertise in person centred planning: Martin-Luther-University Halle-Wittenberg (Halle, Germany)
- Transfer experts in person centred thinking, planning and practice: Helen Sanderson Associates (Stockport, United Kingdom)
- Organisation with an expertise in supporting online learning platforms: BIDOK (Innsbruck, Austria)
- European umbrella organisation: Inclusion Europe (Brussels, Belgium)
- Project-coordination: querraum (Vienna, Austria).

The main aim was to develop and pilot an inclusive European training course in person centred planning and practices. The course consists of six modules with seminars each one to three days on a facilitation level, that should enable the participants to support and facilitate person centred planning processes and two additional European multiplication seminars, for those who want to facilitate training events in person centred planning and influence change at organisational and strategic levels.

The inclusive training course and the project were evaluated by the Martin-Luther University Halle-Wittenberg, who is experienced in person centred planning and practices. Another aim was to get an overview on person centred practices in Europe by a European Survey.

Another important element of the project was the transfer platforms on a regional or national level. The transfer platform promoted the involvement of other organisations interested in the project and person centred planning.

In Germany the transfer platform consisted of a network of about 20 regional partners, who supported the project. They organised a regional conference “Neue Wege zur Inklusion – Zukunftsplanung in Ostholstein” (“New Paths to Inclusion – Person centred planning in Ostholstein”). In Austria, there was a series of transfer platforms with over 100 participants on different topics like person centred practices in the UK, personal budget, the role of public authorities and service providers in implementing person centred services, a public presentation of different planning processes of the training course. In the Czech Republic, a range of person centred planning tools were presented on the QUIP “Conference for Change” in Prague. The project was presented on the European conference “Europe in Action” organised by Inclusion Europe in Cyprus in

May 2011. In each country the results of the project were presented in autumn 2011 on national conferences. A next step is to initiate networks for person centred planning and practices in the countries.

## 2.2 Course Design

The purpose of the project was achieved through the development of an inclusive training course in person centred approaches.

Person centred approaches are proven to be an effective strategy to support the goals of a person and to steer person centred services. Despite this fact there are only very few short term trainings (one-two day seminars) and no comprehensive training opportunities in person centred approaches in the participating countries.

In the curriculum development process it was important to transfer the latest developments of person centred approaches from the UK and incorporate experiences from other European countries. Helen Sanderson Associates, an experienced training and consultancy organisation in person centred thinking, planning and practice, organised the transfer of expertise from the UK and took a lead in developing the training course.

The course was developed by the multinational Curriculum Development Group with members from Helen Sanderson Associates, the national coordinators from Austria, the Czech Republic and Germany, the evaluation team from the Martin-Luther-University Halle-Wittenberg and approved by the advisory board that consisted of the other project members.

The curriculum consists of three distinct levels of competence:

1. a basic level, which introduces the training participants to person centred approaches,
2. a facilitation level, which enables training participants to professionally guide, document and reflect on person centred processes and
3. a multiplication level, which enables training participants to facilitate seminars and training events on person centred approaches and inform and influence change at organisational and strategic levels.

The inclusive training course in person centred approaches consists of six modules each one to three days and was piloted in Vienna (Austria), Eutin (Germany) and Prague (Czech Republic). Participants from Slovakia, Luxembourg and Italy took part as observers in order to transfer the ideas in their organisations and countries.

There was a multiplication course with two modules each two days for people from all countries in Bratislava (Slovakia) and Prague (Czech Republic) who were interested in becoming ambassadors for the ideas and methods of person centred planning in their countries. These workshops had an emphasis on European exchange, teaching training skills and person centred teams. The course in person centred approaches consists of certain important elements of the training:

- Inclusive training – the training needed to be designed in a way that enables a diverse group of learners with different abilities and learning styles to learn about person centred approaches. It was important to include direct service workers, counsellors, teachers, managers and budget holders from different organisations and work fields as well as self-advocates and parents.
- Action learning – integral part of the training is to explore person centred thinking and planning tools for oneself and to take part in at least three different person centred processes in different roles.
- Online learning opportunities – in addition to the seminars the participants could use the moodle online learning platform for in depth information material and exchange.
- Portfolio – the participants used a portfolio to document and reflect on the training and the person centred processes.
- Modular structure with different levels and continuous course facilitation – the facilitation training course consisted of six modules with different experienced trainers and a continuous course facilitator who facilitated the group process and supported the person centred planning processes of the participants. A European multiplication training course with two modules with interested participants from the different courses led by the transfer expert and supported by the facilitators.
- Working with changing organisations – it was important to ensure with the executive directors of the regional partner organisations that the training in person centred approaches was consistent with the direction of development towards a more person centred organisation to enable the training participants to practice what they have learned afterwards in their work.

## 2.3 Modules

The inclusive training in person centred approaches consists of six modules:

Module 1:	Getting started
Module 2:	Person Centred Thinking
Module 3:	Circles of support and community connecting
Module 4:	Using Essential Lifestyles Planning approaches to develop person centred descriptions and in Person Centred Review Meetings

Module 5: MAPS and PATH in circles

Module 6: From individual planning to strategic organisational change

### Module 1: Getting started

The objective of the module is getting to know the basis of person centred approaches, the group and the structure of the course.

The starting point of this module is to frame person centred approaches in the context of full inclusion, civil rights and self determination of people with disabilities. The module gives an introduction in the values and the process of person centred approaches. The participants have the opportunity to get to know each other by using different methods of the person centred planning process in small groups and partner work such as card decks from New Hats (lifestyle cards, hat cards and dream cards) or a personal profile poster. An important exercise is to think about what good support looks like. The participants talk about their expectations of the course using for example a tree of expectations or explored how success of this training would look like by creating a success poster.

It is necessary to introduce the participants to the course structure, the online learning platform moodle, the planned person centred processes and the requirements for the certifications.

### Module 2: Person Centred Thinking

The objective of the module is to understand and to be able to use a range of person centred thinking tools.

The notion of person centred thinking and the development of more person centred services is the starting point of this module. The participants explore some of the person centred thinking tools developed by the Learning Community for person centred practices by using their own lives. They think for example about their own morning routines and learn how different a good morning for the different people is. They think about what is important to them for a good life and what is important for them to stay healthy and safe. They describe good and bad days or their good and bad reputations. By collecting person centred information in working for oneself, timed talk in pairs or working in table groups the participants get a feeling for the importance of detailed person centred information to support someone individually. The methods are illustrated by examples and stories of people with disabilities. All participants get a minibook about person centred thinking (SANDERSON & GOODWIN 2007) in their language, explaining all the methods learned. At the end of the course everyone creates a draft one page profile, thinking about what is important to him or her, what other people like and admire about him or her and how he or she can be best supported.

### Module 3: Circles of support and community connecting

The objectives of this module are to understand the concept of circles of supports, to be able to initiate one, to be able to identify community resources with the person and to use them.

This module introduces the participants to circles of supports; how they can be built, facilitated and maintained. The different roles within a circle of support are explained. Examples of circles of supports are presented; if possible a person who planned with a circle of support is invited as an expert to report on his or her experiences. Team exercises like the “tower of power” are used, where the participants can build a tower of wooden blocks with a small “crane” connected with strings to up to 24 to illustrate the challenge and chance to work together in a big circle.

People train their facilitation skills with cards with “killer phrases” (“you can’t do that, because you are too disabled”, “we tried that”, “this is not possible”...) to find good ways to deal with these statements. A first introduction into graphic facilitation skills encourages people to dare to draw. The participants get to know different methods to explore and visualize the network of a person on a poster such as ‘relationship circles’, ‘my network’ or ‘the family treasure map’. Creating a poster for themselves or a partner is also a good exercise for graphic facilitation. In order to widen the network of a person and to discover new opportunities it is important to have a good knowledge of the resources in the community. They explore the favourite places and opportunities for a person in the local community with tools from the minibook community connecting (see SANDERSON, LIVESLEY, POLL & KENNEDY 2008).

The participants now start planning processes inside and outside the course by getting to know the person who wants to plan and initiate a first circles. They are introduced to the method of cooperative counselling and build community of learners to support each other.

### Module 4: Using Essential Lifestyle Planning approaches to develop person centred descriptions and in Person Centred Review Meetings

The objective of this module is to develop person centred descriptions and get to know person centred review meetings.

Starting from the ‘one page profile’ of the participants they collect further person centred information to develop a ‘person centred description’. To get to know each other better people bring for examples objects they like and that represent something important in their lives. Concepts from Essential Lifestyle Planning (see SMULL & SANDERSON 2005) are introduced and the history of the deconstruction of

Essential Lifestyle Planning to person centred thinking and developing person centred descriptions is clarified. Quality criteria for good person centred descriptions and plans and challenges in the implementation in the daily work are discussed. Person Centred Reviews (see SANDERSON & MATHIESEN 2003), a style meeting which can be used at the beginning of planning or in a service planning meeting is introduced with a role play of a planning meeting in the course. Then participants use the method in small groups to explore the current situation of some of the participant who want to plan. Additional open space time is given to exchange their first planning experiences in small groups and to use the method of cooperative counselling to solve problems arising.

### Module 5: MAP and PATH in circles

The objective of this module is to understand and facilitate MAP (Making Action Plans) and PATH (Planning Alternative Tomorrows with Hope) both in various arrangements and constellations.

The module introduces the planning formats MAP and PATH (see O’BRIEN, PEARPOINT & KAHN 2010). The ideas and persons behind these approaches and lots of stories and videos from planning processes are shared. MAP and PATH processes are facilitated in the group, and the participants have the opportunity to exercise in small planning groups. Facilitation and visual facilitation skills can be practised. Questions regarding the facilitation processes and potential dynamics are discussed. An important question is how people who express themselves nonverbal can be involved in planning processes.

The participants have some open space time besides planning processes in the course to reflect on the planning processes they are involved with. Questions regarding the final documentation in the portfolio are answered.

### Module 6: From individual planning to strategic organisational change

The objective of this module is to move from individual planning to strategic organisational change.

The participants reflect on their learning from the individual person centred learning processes and the implementation of person centred thinking, planning and practice in their organisations. The process “Working Together For Change” (see SANDERSON & NEILL 2009), where information from individual planning processes is used for strategic change in an organisation, is introduced and tried out. The Theory U (SCHARMER 2007) as a framework for organisational change is outlined. Examples of organisational change towards a person centred culture in an organisation are shared. Person centred methods like a Review Meeting or PATH are used to plan the implementation of person centred planning in the organisation or region.

Participants have open space time for planning processes and/or reflections.

An extra day for presentations of planning processes and the portfolios, evaluation of the course and celebration of the achieved things about two to three months after the last module is strongly recommended. The certificates are then handed out and celebrated. Participants can agree on how they want to work together in the future.

### **Module 7: Multiplication Course I – designing training and creating change**

The objectives of this module are to develop further person centred thinking skills and tools, to equip participants with the skills to be able to deliver a person centred training course appropriate to their personal areas of work and to explore promoting organisational change and to influence policy makers.

The participants from the different courses share their learning on person centred approaches and good ideas by creating a market place poster in small groups. They collect great facilitation skills for successful trainings in person centred planning and are working in small groups to design a training unit in person centred planning. Groups of participants of the training facilitate small warm-up activities throughout the training.

Regarding the organisational and political challenges of implementing person centred planning and practice they analyse the situation with problem solving tools like the Y-Frame to brainstorm ideas, barriers, actions, the circle of influence or solution circle.

The participants prepare a story of a person centred planning process and an activity for the next seminar.

### **Module 8: Multiplication Course II – presentation skills and person centred teams**

The objectives of this module are to explore a deeper understanding of issues of person centred practice, to foster presentations and training skills and to reflect on working together in person centred teams.

Participants explore ‘the good, the bad and the ugly’ in person centred planning and brainstorm ideas to respond to the difficult questions and challenges. They present a good training idea for the whole group and facilitate an activity. A book of appreciation for each participant gives the opportunity for the participants to give each other feedback on their strengths and abilities. The participants explore in small groups from their regions the opportunities to work together as person centred teams (see SANDERSON 2007) using person centred tools and methods. The course ends with a celebration and appreciation of the inclusive training and multiplication course in person centred planning and practice.

## **3 Stories and Experiences in the Project**

### *Julie Lunt and participants of the project*

In chapter three the participants of the “Paths to Inclusion” training programme share their learning about how they have used person centred practice to support people with disabilities or how it has changed their own lives. It does not give a fully inclusive list of all the tools used in the training programme. If readers wish to find out about further tools they should refer to the on line training pack (see DOOSE & LUNT 2011). The tools which have been chosen for the section are those which participants have found in the short time during and after their training have really helped to make a difference in people’s lives. Readers will also find examples of where people have struggled to move their life forward in the way that they want and how others have not always been responsive in supporting them.

The section describes briefly the person centred tool and uses real examples from the people on the project as follows:

- ‘Understanding what is important to and for people’ - A fundamental tool to work in a person centred way.
- ‘MAP and PATH’ - Styles of planning which enables the person to think about and plan a positive future.
- ‘Circles and relationships’ -Which enables the person to think about the people in their lives and how they increase their networks.
- ‘What’s working and what’s not working’ – To identify action to change, what needs to be different and strengthen what needs to stay the same.
- ‘The doughnut’ - Which describes support workers core responsibilities, where they can use their judgement and creativity and what is not any of their business.
- ‘Four plus one’ - A reflective tool which helps people to problem solve or think about how to move forward.
- ‘Person centred reviews’ - A person centred approach to holding meetings.
- ‘Working together for change’ – A person centred way of developing organisational change

- ‘Facilitators planning for themselves’ – The value of facilitators developing their own plans.
- ‘The development of person centred practice’ – Examples of how course participants have implemented person centred practice.

Some names and situations have been changed at the request of people to protect their privacy whereas others chose to use their own name.

### 3.1 Understanding and Sorting ‘Important to’ and ‘Important for’ to Create One Page Profiles

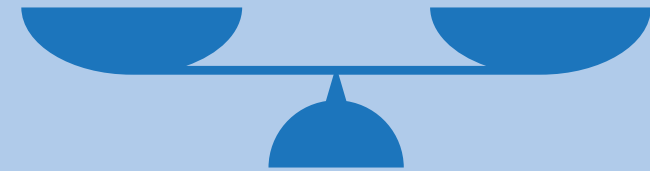
Person Centred Thinking emerged from Essential Lifestyles Planning (ELP) (Smull & Sanderson 2005) which was developed in the late 1980’s in USA. Today in the UK ELP is not so widely used. The process has been deconstructed but ‘person centred thinking’ is well established and considered to be a best practice approach to support people who use services. Person Centred Thinking has enabled people to use the planning tools much more flexibly, on a day to day basis, when they are relevant to the individual.

Person centred thinking is based on a fundamental tool. That is to understand and be able to sort what is **important to** the person from what is **important for** the person. In services, staff are often directed to ensure people are kept healthy and safe, in person centred thinking this is often referred to as being ‘**important for**’ someone. It is seen as a priority and is reflected in the policies and procedures which organisations’ indicate their staff should adhere to. This is too often at the expense of the individuality of the person being supported and what makes sense to them in terms of their lifestyle and how they chose to be supported. This individuality is what is ‘**important to**’ the person and embraces the important people, places, possessions, rituals, routines, faith culture, interests, hobbies, work etc which makes the person who they are.

To be successful in supporting people, staff and organisations need to establish a good balance between what is important to and for a person. If the focus is only on what keeps someone healthy and safe the persons like will lack a sense of value for who they are. If the focus only addresses what is important to the person they may be at risk or over indulge in a lifestyle which may affect their health and in the long term they may also become unhappy.

**IMPORTANT TO:**  
people, places  
possessions  
rituals & routines  
interests  
faith, culture, work

**IMPORTANT FOR:**  
health & safety  
being accepted in  
our communities



#### Developing one page profiles in Czech Republic and Germany

This is a practical way of recording what has been learned about what is important to and for a person. The profile gives the people supporting the person good information about the person and how to be successful in supporting them.

Staff in Prague worked with Anthony (he has chosen to change his name and identity to protect his privacy and used a person he admired that you may recognise!)

#### *Anthony's profile*

Anthony lives in a large institution, which is located in a small village about an hour's drive from Prague. He is 70 years. He has a mental illness that was the reason for his placement into institutional care. But Anthony does not want to live in an institution and therefore asked for help.

An independent broker helped arrange a planning meeting for Anthony at the institution. Anthony, his key manager and psychotherapist were participating. The independent broker facilitated the meeting. The result of the planning meeting is a profile on one page.

The independent broker is using Anthony's one page profile to find other services in the area where Anthony would like to move to. The profile will also be used by providers of new services to more easily orient themselves in Anthony needs.

## Anthony

**IMPORTANT TO ME**

I occasionally like to read newspapers, listen to radio and TV

I like silence. That is why sometimes I go to the cemetery, where I sit and I feel calm.

It is important to me to play a musical instrument. This is my life. I am a musician. Playing keyboards and violin. I am seeking opportunities where I can share my passion with others.

It is important to me to regain the legal capacity and make contact with the family. I have a daughter and two grandchildren in the Slovak Republic.


Good bunch of roommates.

I like good food, but I'm not picky.

As for each smoker is important to me have money for cigarettes.

It is important to me to have enough freedom of movement. I like to walk around Prague and visiting my friends.

I like going to a pub for a beer.



**WHAT OTHER ADMIRE ON ME**

I am sensitive, tolerant, circumstantial, sympathetic and memorable kind.

I have a sense of humor and like helping altruistically.

People are like when I play the violin or keyboard.


**SUPPORT WHICH I NEED**

I need to know to whom do I contact for advice or assistance. I do not like bother people around.

I need assistance in the formation of my financial budget and in contacts with financial institutions, in checking accounts, expenditure control and saved money.

I need someone to give me medication.

I need someone to help me to watch preventive and agreed medical examinations. We invite you along with me, anyone heard the results of the tests and help me make the necessary conclusions and actions.




píano   lidé   humor   jídlo   pivo   cigarety  
 komunikace   noviny   rodina   svobodný   pohyb

The information from Anthony's 'important to' has been developed to give more specific detail. Music plays an important role in his life and he also likes time to be quiet and sometimes sits in the cemetery as it is a calm space. It is therefore essential in Anthony's support that he has his instruments and is able to play them and is confident that they will remain safe. He would not be happy in a noisy environment or one where people around him did not enjoy or respect him playing his music. This will influence the people Anthony lives with as well as the staff who support him.


The profile contains good detailed statements about what is important to the person and how best to support them. In this latter section detailed statements inform people supporting the person how to support them in a way which makes sense to them. This reflects both what is **important to** them as well as what is **important for** them. There is also a section on what we like and admire about the person.


## Sven's profile



**My opinion about my practical Trainings:**

- I have worked very much and in quite different stations of a old peoples home
- I loved do work in the laundry
- I took a lot of pictures of my work
- I am very proud ☺





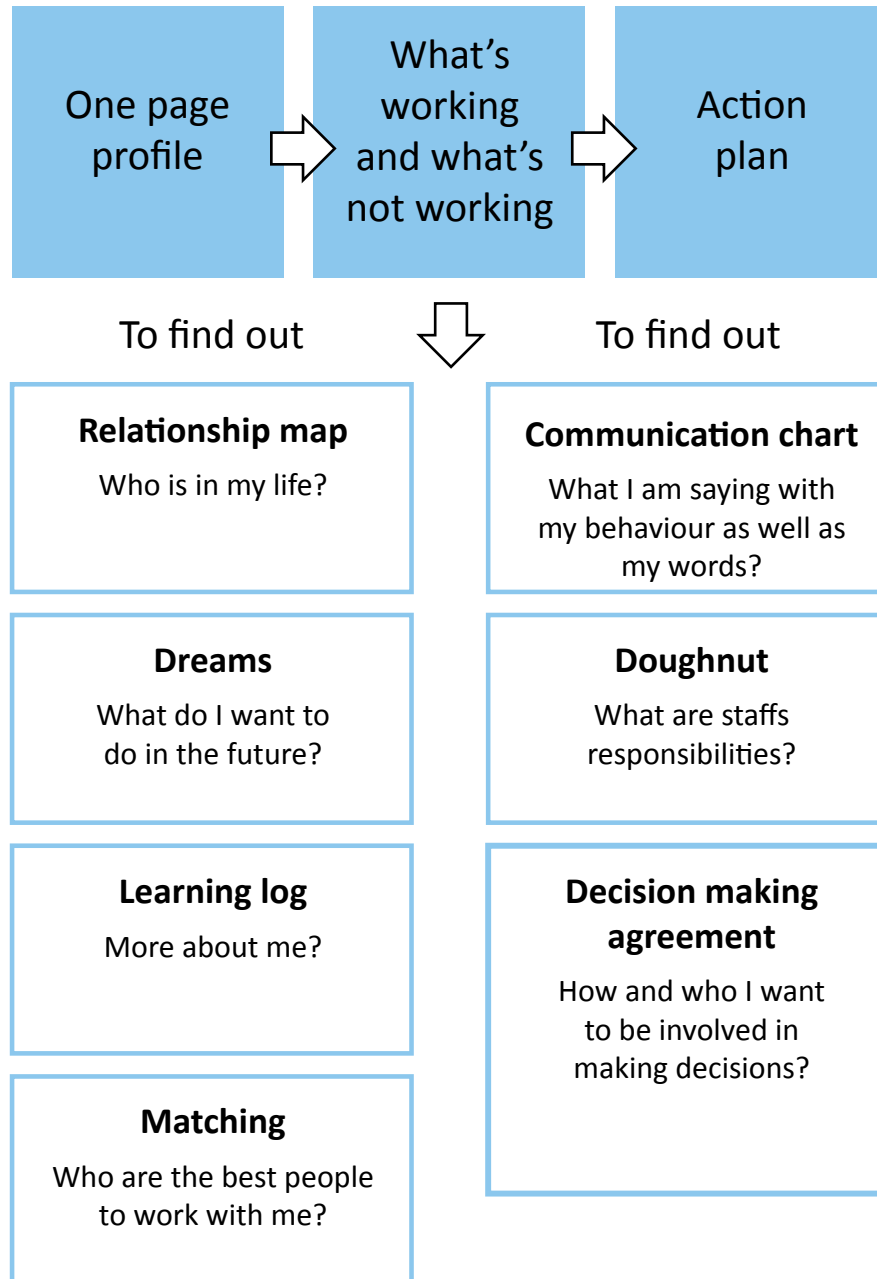
**I am very happy, I was allowed to present my way in a huge conference for supported employment!**

Sven lives in Northern Germany. He is developing a profile for work. He has identified some key areas which are **important to** him but these can now be developed into specific statements, for example what does he mean by harmony. Is this the environment, or people getting along well together or what? The detail really helps to understand him better. Also when he says 'be humorous with me when supporting him' knowing when how and why, will give much better information to know how to support him really well.

Sven has laid his profile out in an attractive and interesting way. This will encourage people to want to look at it. He has included some photographs which add to our sense of understanding what he does. This is not essential, some people prefer graphics or photographs of what they like, rather than a picture of themselves.

One page profiles are the starting point to gathering person centred information. They need to be reviewed and updated regularly. This can be done with the working and not working tool (see 3.4) and an action plan created to address any issues. This may require using further tools to build into a person centred description of the person.

### One page profile to person centred plan



## 3.2 Planning with MAP and PATH

MAP was developed by Jack PEARPOINT and Marsha FOREST in the beginning of the late 80's (see O'BRIEN & FOREST 1989). PATH followed slightly later (see PEARPOINT, O'BRIEN & FOREST 2001). Both these methods use a graphic process in a meeting where the person has invited people that they have chosen. It is important that the person is well supported and prepared for their meeting.

MAP is comprised of six steps (O'BRIEN, PEARPOINT & KAHN 2010, 93):

1. Hear the story
2. Honour the Dream
3. Recognise the Nightmare
4. Name Gifts
5. Say What It Takes to receive the Gift
6. Agree on Action

In PATH the people planning with the person support them to their share dreams for the future, then to set positive and possible targets to move towards that dream. PATH is comprised of eight steps (O'BRIEN, PEARPOINT & KAHN 2010, 63):

1. Locate the North Star
2. Generate a Vision of a positive possible future
3. Describe the Now
4. Invite Enrollment
5. Decide to Get Stronger
6. Identify Bold Steps
7. Organise the month's work
8. Agree the Next Steps



A MAP from training in Germany



A PATH from training in Germany

### Henrik plans using MAP with Monika

Henrik from Austria tells us of what he did to support Monika in preparing for her person centred planning meeting. It was the first time they had met and it enabled Monika to consider if she wanted to hold a meeting and if she would like Henrik to facilitate it. It enabled Henrik to consider which of the person centred thinking tools would be most appropriate in supporting Monika to plan. They chose the MAP. This is a good tool to use when the people involved in the meeting need to reflect and think carefully, perhaps because there have been difficulties in the past and the person wants to make sure that they do not find themselves back in that position.

Henrik works in the organisation as facilitator. At their planning meeting Henrik brought dream-cards with him. Talking about the pictures and statements on the cards helped Henrik to get to know Monika's dreams and lifestyle. When they had finished Henrik took a photograph of the cards to remember what Monika said.

**She talked about:**

- going on holidays
- losing weight
- buy what I want to
- going out
- having a pet
- living on a farm
- marry my boyfriend
- being alone when I want to
- having a party
- having an opportunity to get to places I want to
- having friends to go in for something

Everything Monika spoke about are things most of us take for granted, some are significant life changing events but others are smaller but still matter very much because at the time of planning they were not happening for Monika.

In PATH and MAP the person holds a planning meeting, they invite people to plan their futures with them. There are two facilitators, one leads the meeting and the other graphically records on very large posters on the walls. The meeting is held in a venue that the person chooses. This is an environment where they feel comfortable and connected to. It may be their own home or a social setting, but a meeting room of a service building is not the ideal place.

The day has come. Monika is very excited, with Henrik she prepares the café she chose for the meeting. There is coffee and cake and on the walls there are some large sheets of paper on which Christa, who Monika chose as her graphic facilitator, will write down what is said in the meeting. Christa will also make some drawings. This will make it easier for Monika to understand the words. After all is well prepared the members of Monika's circle of supporters come to the café. Nearly all of the people Monika invited are there. Just one former assistant of Monika couldn't come.

After a few minutes to get to know each other better Henrik starts the MAP-process. They go through all the steps of this process. Henrik makes sure that Monika is always in the focus of the discussion and that there are no decisions made that Monika doesn't want. Christa takes down all the important topics on the sheets on the wall in easy-to-read-language.

Finally the meeting ends and Monika is relieved and glad of the results of the planning-process. She takes the sheets of paper, where the steps are taken down, home with her. There she will put them on the wall so that she can always see what they have planned. The next time Monika wants to change something important in her life she may choose Henrik as her facilitator again.

A few weeks after the meeting (MAP) Monika got two guinea pigs. She still has them. It took a long time to find another place to live. It is difficult to find a farm-like place in a city like Vienna and Monika didn't want to live at the country-side but recently a flat sharing community was found. In this place Monika can communicate with her flatmates quite well. Monika is thinking about the advantages and disadvantages of moving there and will make her decision soon.



### Michael talks about using MAP and PATH to plan with Carl

In the first circle meeting we used MAP and discussed Carl’s dreams and wishes, completed it at the second and at all succeeding meetings we updated the action plan, discussed the problems , what we could do better and what we learned. In my opinion the planning proceeded quite well. That’s not only due to Carl’s commitment, but also due to the circle of support. However communication with his financial advocate could have been better.

During the next three meetings we created a PATH where Carl planed moving out from his grandparents to his girlfriend’s. From my point of view, this method shouldn’t be used for minutely detailed planning of Carl’s life, but the focus should be on the preferences and the empowerment of Carl.



Carl’s north star

The first task was to create a north star with Carl. The star gives direction for his ideals, values and hopes.

The next issue was to think about what is positive and possible for Carl to achieve. These become the objectives that the support teamwork towards achieving with him.

We recorded what life was like now, who may help Karl achieve his goals, and how he can recharge his batteries

In the last three steps we discussed the next tasks, what can we achieve in six months and the actions to accomplish the next seven days. The whole PATH process took about 8 hours, divided up into 3 succeeding meetings.

Nowadays, Carl lives with his girlfriend in her house; he has developed some new skills, including how to financially make ends meet. Carl also he helps Ann within the household.

NOW	ALLIES	THINGS THAT GIVE POWER
<ul style="list-style-type: none"> <li>• he knows what he wants and is brave enough to play it out</li> <li>• Dad is at the hospital – anxious that he has to stay there</li> <li>• ambiguous future of grandparents</li> <li>• deferring decisions</li> <li>• when living together with Anna, I should help in the household</li> <li>• present situation of living: most of the times I sleep at Anna’s or at my Grandparents’ home</li> <li>• anxious about living together-difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Anna – girlfriend</li> <li>• Michi (invitations)</li> <li>• Susanne (creative ideas)</li> <li>• Karin (knows best about Anna’s living-situation)</li> <li>• Alex (filling out forms, phonecalls, in circle of support)</li> <li>• Martin (shares same interests)</li> <li>• Tomas + Daniel (leisure time)</li> <li>• Mum (love)</li> <li>• Isabella (gives OK for PCP)</li> <li>• trustee (financial)</li> <li>• Grandparents (supporters)</li> <li>• Renate</li> </ul>	<ul style="list-style-type: none"> <li>• soccer games: contact with other fans, singing</li> <li>• wrestling: good atmosphere</li> <li>• personal decorated room</li> <li>• leisure time with Anna</li> <li>• leisure time with Martin</li> <li>• college at work: fun, „work is great“</li> <li>• trips, i like going out</li> <li>• meetings with mum and her partner and Sandra</li> <li>• going on vacation</li> <li>• meeting with Dad</li> <li>• trying to live together with Anna for a month</li> </ul>

## FIRST STEPS

- cupboard for clothings – shelves 2pieces → with Karin
- ask trustee because of bank transfer → Karin
- make copies of documents → with personal assistance
- make plan for cleaning the household → with personal assistance
- let aunt and brother of Anna know that i move in with Anna
- collecting bills
- moving → together with personal assistance

### Milena speaks of Using ‘Organisational’ PATHs in the Czech Republic

In the Czech Republic Inspirace used the PATH process as an organisational planning tool. As a team they got together to think about how to move forward with their dream of implementing self-directed support in their country.

INSPIRACE are a group of people from different organisations, public administrators and self-advocates. At the beginning of planning, we discussed at length the best steps we can take to change the situation in our country.

We decided to use PATH to discover what to do. As the North Star we used the areas from the citizenship model for supporting people who need support in everyday life due to the disability, health problems, age etc.

Our dreams were to change the system of support for people who need help because of their disability or mental health problems in the Czech Republic. We want people to have control over their life including the support they use. Specifically we would like to change the way public money is used and distributed so that people can control their own money.

After analysing the current situation, we decided one of the first steps was to involve the group of self-advocates, people with the personal experience with disability and understanding of person centred planning. We prepared a four day PCP training course for people from different target groups; we asked participants to share their experiences with planning process and outcomes and also about financing their support. In doing so we prepared arguments for changing the system.

### Sascha talks about Person Centred Planning in the South Tyrol – an inspirational story

For Elmar, a 16-year-old boy with learning difficulties, the days and weeks seem the same. Every morning he goes to school in the special bus for people with disabilities and returns home in the evening to spend most of his time with his parents. His mother says that as a child, Elmar always played with his friends and was a welcome guest at birthday parties. At that time, he still visited the school in his own village. When he was 11, he changed to a middle school and then at 14, to a vocational school 30 kilometres away from his hometown. With every transition, the friendships and relations with people in his village got less. Now, in the evenings and weekends, he often sits in front of the TV alone and here and there he watches some videos of the performances of the local orchestra and of the theatre group his brother plays in. Elmar drums the beat of the music on a kitchen pot or replays the scenes of the plays for himself.

Following a series of person centred planning workshops, run by Ines Boban, an experienced trainer from Germany, I got to know Elmar's mother, she told me about her sadness and fear that Elmar, who is generally a life affirming person, is getting more and more isolated and sad. I suggested she consider person centred planning for her son. She was impressed by this idea. For me it was to jump in at the deep end!

The day before Elmar's 17<sup>th</sup> birthday we facilitated our first plan with him. The living room was packed, Elmar had invited a lot of people from his village and all of them had suggestions, how to include him into the social life of the village. Soon after that Elmar became an active member of the orchestra, he got his first role in a play and a group of young people took him to events again and again. Elmar became a member of the community again and he got a job as a helper at the commune. The dreams of those times are real life now (see more about Sascha's work in 3.10).

### Jürgen from Austria tells his story

Some time ago I took part in an advanced training at Balance Hochheimgasse in Vienna and I heard about person centred planning. Angelika agreed to support me to start my very own future plan. I wrote some nice invitations, with a boat as a symbol for my journey to a better future, but unfortunately only two people, my sister and her husband, showed up at my first planning meeting, as the other people had no time or had already plans to go out drinking.

At the meeting, I said:

1. I want a flat, where I can live on my own.
2. to have personal assistance
3. to ride on a Harley Davidson
4. to cross the USA on a Harley Davidson

I prepared some snacks and we had Coke to drink. It was really good. We wrote everything I wanted down on a huge arrow and also drew the things I would like to do on it. My sister said she will go to a Harley Davidson meeting with me. Everything that happened was very nice and I liked it a lot.



For my second meeting I wrote another invitation, this time with a space-shuttle on it – again, to represent my journey, eight people came: Someone who worked in my flat share for disabled people, someone from my bowls team and even my custodian.

Things got more serious this time, we talked about me wanting personal assistance and how it could be possible. My supporters told me, I would have to give up my custodian, but he told me, that he would still be there as my friend and lawyer. I was really afraid. But I really want to fulfil my dreams so we arranged a meeting at court and I told them, that I could take care of myself. So now I don't have a custodian anymore but a lawyer!

In August my sister took me to the annual Harley Davidson Meeting in Vienna. There have been 20 Harley's. It was just WOW! A man approached me and asked me if I would like to try to sit on his Harley. I said OF COURSE! My sister helped me, and as I was sitting on this big machine, the man put my arms on the handlebars and I started the machine. My behind was vibrated, haha, it was great to sit on a Harley! After the meeting we went for dinner.

The next point in plan was: Work.

I was really happy to start a 1 year internship at the "Zentrum für Kompetenzen", a self advocacy organisation in Vienna – my work is "person centred planning for other people.

The next step was to talk to a guy from "Wiener Wohnen", a big company for renting out flats in Vienna. I told him that I wanted my own flat and when

I visited my flat for the first time, I loved it from the very first moment. It is big. I have two rooms, two toilets, a bathroom, a kitchen and even a balcony! I invited people over for a party at my favourite Restaurant, the Kent in Vienna's 15<sup>th</sup> district because I had realised three of my dreams: The flat, the work, the Harley. However I was worried because I wasn't really sure if I could organise enough money for the flat. The bank wouldn't give me money, because it is too old.

I wrote a letter to a man working in the city hall and asked him if he could help. They were able to lend me some money which I can pay back in little steps every month. From that moment on I had my first flat! And I can organise it just the way I want – with pictures of Elvis and my own bar for my favourite wines! On the following Tuesday I went to "Wiener Wohnen" and paid for my flat.

A month later I organised another planning meeting because I needed help with moving all my stuff to the new flat. My brother and my mom were able to help me, but my brother was kind of angry at me.

On December 23<sup>rd</sup> 2010 I got the keys for my flat after signing some papers. My brother organised my moving. Since the 1<sup>st</sup> of January 2011 I have been living in my very own flat.

In January 2011 I also filed a motion for "Pflegegeldergänzung", an additional direct payment on top of the official long-term care benefit to be used for personal assistance. I had to go to a psychiatrist but she thought I was stupid and that I don't know what personal assistance is. She thought that I don't know how many cents one Euro has. My motion was denied. I have a lawyer, so I have not given up! Living with home care isn't so nice and not what I wanted. They do not go out with me neither do they cook proper meals, just warmed up some microwave stuff.

Since the 21<sup>st</sup> of March 2011 I have been involved in a project with the University of Vienna. It is called "Assistenz" (assistance). The university often does projects with disabled people. Together with Andreas and Angelika from the self advocacy centre I talked to the professor of the course and we organized a workshop for the students, to explain what personal assistance is about. It went on for two days and was a real success. Now I have nine students (8 women and 1 man) who are my personal assistants in the afternoon/evening. Now I can cook myself and go out whenever I want.

Still I haven't reached all of my goals, but I'm getting nearer bit by bit.

I won't give up!

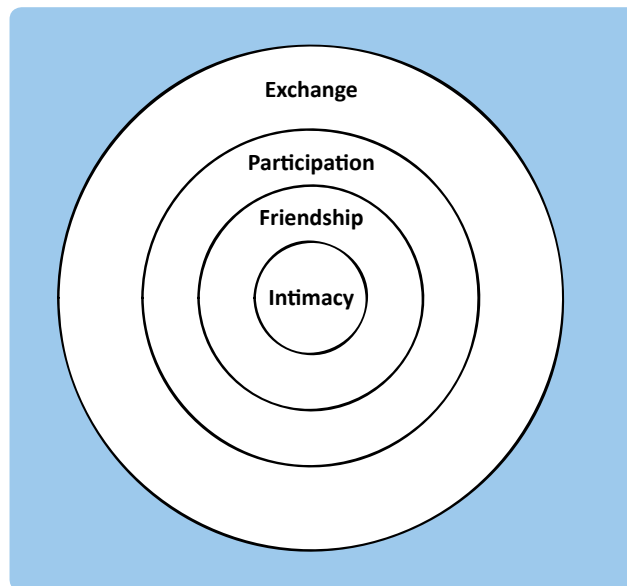
## 3.3 Circles Meetings and Relationship Maps

### Circles

The first 'Circle of Friends' was created in the 1980s after Marsha Forest read the beautiful poems of Judith Snow. She tried to get in contact with her and found out that Judith, a young lady in her mid 20s lived in a home for older people. So they started to change this situation, founded the first 'Circle of Friends' and went on working until Judith was the first person in Canada living with personal assistance in her own flat (see Pearpoint 1990). The second was built around Marsha when she had got her diagnosis of cancer some years later.

- The circle of intimacy are people who the person loves.
- The circle of friendship are the person's friends.
- The circle of participation are people the person knows such as colleagues but who would not be close enough to be called friends.
- The circle of exchange are the people who have a paid relationship with them.

(FALVEY et al. 2000)



Circle meetings bring together the people who know and care about a person, to support them in planning, decision making and thinking about their lives. Such a group of people are often described a 'circle of support' and the individuals may take on roles to enable the person to meet their objectives in a MAP or PATH or a support plan if they have a personal budget. The circle may meet at regular intervals with the person in a relaxed setting at a convenient time so they can plan together. In a circle meeting there is often an identified person who facilitates the meeting.

### Michael is Planning with Carl in Austria

Carl who lived with his father, wanted to plan his future with Michael. One day Carl's father was involved in an accident. Since then his father had to stay in a rehab-clinic and Carl, has lived with grandparents'.

Carl feels very uncomfortable living with his grandparents, because of their old-fashioned way of thinking. He is in love with Ann, and he wants to move in with her. Ann owns a house with a garden and lots of space for Carl and his stuff. Carl doesn't know how to handle the move to a new place and out of his grandparent's house, so he contacted his caretaker at work who had heard about person centred planning.

They approached Michael asking him to facilitate a person centered plan for Carl. He arranged a meeting with him before they started to get to know him and to discussed the methods they might use. This helped Carl decide, if he wanted Michael to support him with his plan which he did.

The circle of support consisted of: Carl and his caretaker, his girlfriend and her caretaker, the boss of the sheltered workshop where Carl is employed, the chief of personal assistance in this region, the co-facilitator and Michael.

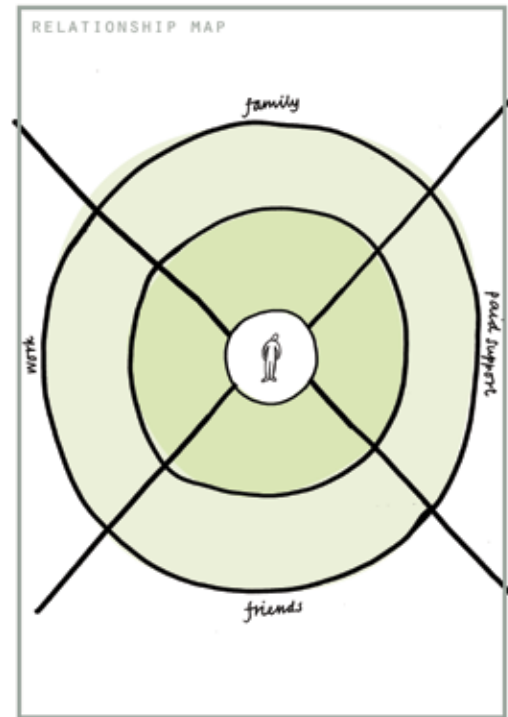
At the first meeting with Carls' circle of support, they spoke about PCP and the rules for a good discussion like:

- letting someone finish his sentence without interruption
- there are no silly questions
- Carl determines the speed of the process
- mutual respect
- simple language
- humour

## The Relationship Map

The relationship map records who is in the person's life. It is presented as a graphic of circles inside one another. It usually has sections such as family, friends, paid support, unpaid support or work colleagues. The person is supported to write the names of people they know in each of the sections.

The facilitator encourages conversations about the people being recorded to establish their roles and significance. From these conversations the person or those supporting them can make decisions about whether they would like to ask that individual to be more involved in aspects of their lives or to their circle of support. The map will also identify if there are gaps in the person's life that need to be developed, for example; people who live in institutions may have few people in their lives who are not family or paid to be with them. The map can help to focus on which relationships could be strengthened and how could more people be introduced into the person's life.



## Tomas and the Christmas Party

Tomas in the Czech Republic and his co-workers held a small and informal circle meeting with some of his colleagues to help him think about a particular problem 'How could he be supported to go to the works Christmas Party?' This is an important part of many people's social calendar and for those attending it demonstrates their position as valued workers colleagues and friends. Tomas was supported in his work by a job coach but it is unusual for a man with a learning disability in the Czech Republic to have employment so Tomas was setting an important example around inclusion. However his colleagues became aware that this inclusion was only partly successful. The circle meeting and the relationship map they used within the meeting enabled them to address these issues.

Tomas and I were preparing for the company Christmas party, where he works as an assistant administrative officer. He participated in it last year and went there with his friend, who supports him at work but not an employee of the organisation. He told me he did not know who he could go with, to the party. He would need help with finding venues and perhaps having conversations with colleagues at a party. So we scheduled a meeting where we could discuss with whom Tomas could go to the party.

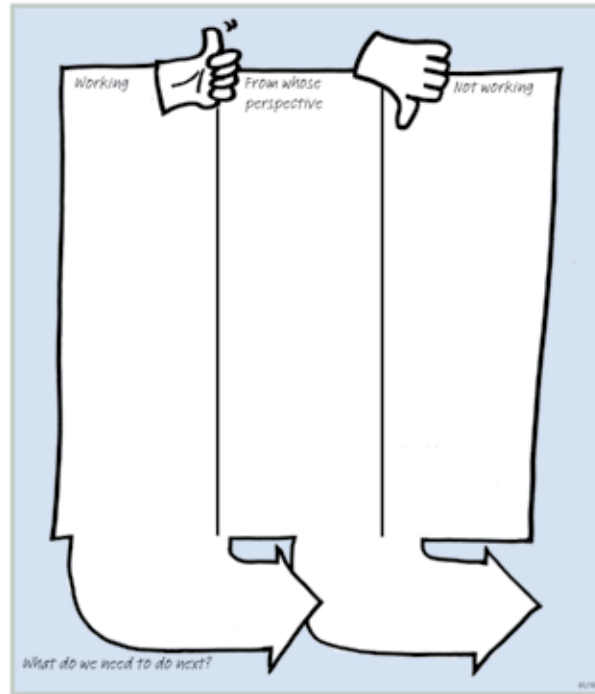
We thought about who Tomas could ask and decided the most beneficial tool would be a relationship map and to have Circle of Support meeting. Tomas knew these tools from the training and decided to try them. It was very useful and it turned out that Tomas knew a lot of people, but it was hard to distinguish who could help him with what and who he could ask to accompany him to the Christmas party. First we talked about whether other colleagues at a Christmas party bring their friends. No, most of them go there together. Finally he decided to ask a colleague, Andrea, they often chat together and Tomas knew her best. So the next step was to ask her if she would accompany him to the party. Tomas decided to try it the next day with the support of an assistant at work. Andrea agreed and they arranged where and what time to meet, so that they could go together.

Tomas spent the evening with Andrea and colleagues as opposed to last year. He talked more with other colleagues, and even spoke in English with colleagues who are English. During the last party, most of the time was spent with his friend who did not know his colleagues and found it hard to talk with them. He enjoyed himself very much and really felt part of the team.

## 3.4 What's Working and What's Not Working

This tool enables the person and those supporting them to reflect on how things are going in their lives, to problem solve and set actions about making changes. The process gives everybody present an opportunity to share their views and offers time to think things through so that the issue is really understood. It is reported that Einstein once said: 'If I had an hour to save the world I would spend 55 minutes defining the problem.'

What works well when using this tool is to place sheets of flipchart on the wall, one for each group of people present. This may be 'the person' 'family members' 'staff supporting the person' etc. The sheets are divided into two columns and headed what's working for .... and what's not working for.... Everyone is invited to write their views on the flipcharts. The group then looks at all the information often led by a facilitator. In this way everyone present can clearly see what the issues are and importantly where there are different perspectives on an issue. This can facilitate discussion openly where one person can hear the point of view of another and the persons view is clearly heard. If the person is not able to write on the flipcharts themselves they may be supported to do so or the others may write what they believe their perspective to be, based what that person may have indicated with their behaviour. In this case the facilitator would stress that it is imperative that when writing on the persons behalf they try to put themselves in their shoes and do not write their own opinions on the flip chart.



### Sonia supports Jan in Slovakia

Jan was living with his family, he is the oldest of four brothers. He went to a day care centre. When he was 33 he decided to move to sheltered living and asked our organisation to support him. We organized a meeting with his mother and she agreed to support him in sheltered living because she did not believe he could be independent.



He learned how to take care of his hygiene, flat, cleaning, washing the clothes etc. He found a new job, his social life became rich, and he had a lot of hobbies.

When his mother became ill he organised meeting of own Circle of Support and described his wish to live independently. With the support of all his friends, brothers and supporters he asked the city Žilina for a small flat. In February 2009 he began to live independently in the new flat. We were happy to support his new life style full of friends, sports and activities.

The support staff used the **working and not working tool** to reflect how things were for him.

#### They knew what was important to him was:

He likes sport, friends / mostly women, coca cola, pizza.  
He does not like it if people hurt girls or aggressive behaviour  
His girl friend – Katarina  
His brothers independence

#### What is working?

##### Jan's view

I can cook some meals  
I can wash my clothes  
I can shop  
I can use cell phone  
I have work and money for it  
I can manage my life

##### Staffs view

He has a job he likes  
He phones us if there is a problem  
He is in touch with his family  
He has good friends  
He is always honest with us

#### What is important for him was;

to cook more foods  
to drink less coca cola  
to clean more at home

#### What is not working?

##### Jan's view

I am sad sometimes, if I am alone  
- I miss my girl friend Katarina  
- I can not to stop drinking coca cola

##### Staffs view

It would be better if he cleaned his flat more often  
To cook more and eat more healthily  
He is lazy sometimes  
He drinks too much coca cola

What Jan sees as a problem is not the same as the staff. The priorities for him are seeing his girlfriend, whereas the staff think he should do more cleaning and eat better. All of which are identified in what is important to keep him healthy and safe, but not what is important to him. For both of them drinking too much coke is an issue. The next stage in this tool is to set an action plan. Jan's priorities must be addressed. So the staff needs to support him to think about how he can see his girlfriend more. They need to work together to figure out a way to support Jan to drink less coke. The house work is not Jan's priority so staff needs to consider if it is their business to interfere with this. They could set an action here to do a **doughnut** which would enable them to think about the issue in more detail (see 3.5) They may need to support him in some way with house work or discuss the aspects of hygiene and safety with him.

### Helen in the Czech Republic

Helen is a 43 year old lady who has lived her entire life in institutions. She needs support in all daily routines, also she communicates mostly non-verbally and so if she is unhappy with something she can only do this through her behaviour which people may find challenging.

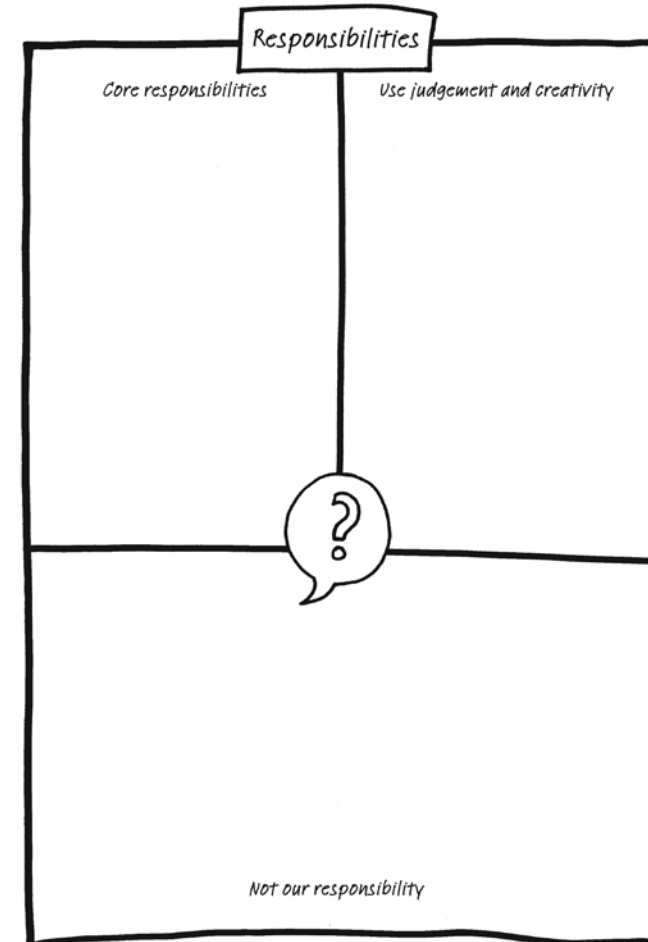
People who provide support for Helen have put together list of **important to Helen and important for Helen** and items were sorted into two groups: What is working in Helen's current life situation and what does not work?

The institution where Helen lives feels it is not possible. They will not accompany her outside to solve some very important items, which do not work in Helen's life e.g. the institutional care. Due to the serious health problems Helen needs a special diet, but at the same time she loves sweet food, real desserts and seeing other people in the institution eating makes her very angry. Another big problem is changing shifts in the institution, because some staff members are afraid of Helen they will not accompany walking outside. There is also long term problem with communication between staff and Helen – some staff members are not using special communication tools, which Helen need for communication. Inability to solve problems results into Helen's challenging behaviour, which results into psychiatric medication even deteriorates Helen's health.

The clearer understanding, from sorting Working and Not working from Helens perspective as well as the staff's perspective, resulted in a decision to help Helen find better service elsewhere – to leave the institution and find a home where she can be supported in a way which is able to respond to the things which are important to her.

## 3.5 Responsibilities (Also called a Doughnut)

This is a tool where the people supporting a person, either paid staff or volunteers, think about their roles and responsibilities in supporting them (see SANDERSON & GOODWIN 2007). The **'core responsibilities'** identifies what support staff must do, either because it is important to that person or it keeps them healthy and safe. The next section identifies where they may use **'judgement and creativity'** and **'not our responsibility'** identifies where staff should not become involved. To often In services staff either make decisions for a person which they have no right to do or they neglect their core responsibilities. This tool helps staff to clarify exactly where their roles and responsibilities lie and establish the best way to support the person.



### Supporting John at work in the Czech Republic

An assistant, who supports John in his work in the Human Resources department of a large company, raised an issue with her team to which she did not know how to respond or how to provide support for John.

John had run to work because he was late. He had taken off his jacket, but because he still felt hot, John had also taken off his shirt and T-shirt, so that the he was stripped to the waist.

He works in the open spaced office and the company has a dress code for men of shirts and trousers. Only on Fridays are they allowed to wear jeans. The situation was very difficult for his assistant. She talked to him about it not being appropriate to take your clothes off at work. John was annoyed because he was hot and that he didn't want to be even hotter. It was hard to explain it to John about putting his shirt back on, Finally, he dressed but he was angry with his assistant.

To address this situation we met with John's assistants and used the doughnut (responsibilities tool). The first step was brainstorming: What are our core responsibilities - what are our work assistant's core responsibilities, how can we treat the situation and what is not our remit - what is the employer's and John's responsibility.

This tool is very convenient for a group of assistants in this situation and helps them to think through how they support people at work. It can help solve a particular situation and to discuss new ideas and experiences, which would be useful for assistants.

#### Key work responsibilities assistant:

- Tell John, what can happen when he undresses in the office
- Refer to the rules of the employer
- Find out why John wants to undress

#### How can we use our judgement in creatively treating the situation?

- colleagues point out, for example, environment
- ask what John usually does when he is hot
- assistant can say how is she/he feeling in this situation

- speak to John about what he can do differently when he is hot
- Find a ventilated space
- Recommend refreshment - drink water, wash your face

#### What is not the role of the assistant:

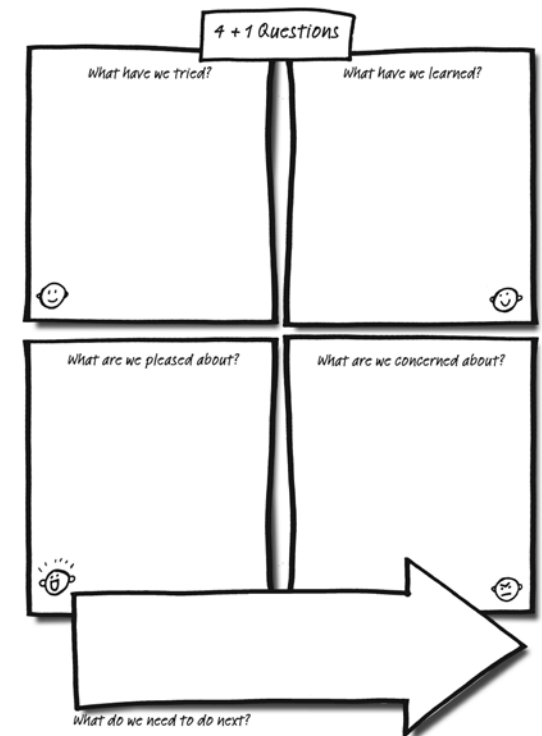
- The decision of whether John will work without shirt
- To make John dress

## 3.6 Four Plus One Questions

This is a reflective tool that can be used to think about what staff or others understand about a person and what needs to change (SANDERSON & GOODWIN 2007). It can be used when the person and people involved in the person's life come together to discuss any issues in a specific meeting or in a team meetings or supervision. It is a useful tool in exploring more deeply if there are any issues which need solving.

The tool asks four questions:

- 1. What have we tried?** In this section the things which people or the person has done are recorded. If there is a specific problem which is being grappled with what has been tried in the past to solve the problem
- 2. What have we learned?** What did people discover from the things that have been tried.





3. **What are we pleased about?** This section records the things that went well. This is important when discussing problem issues as it reminds us about the positive aspects. It may identify things which could be developed in the 'plus one' section 'what do we need to do differently'
4. **What are we concerned about?** This section records what hasn't gone well or what we may think what will not work or go well. Following a discussion about the four questions the group then moves on to the actions stage which is the 'plus one':
5. **What are we going to do differently?** This may be setting a series of actions that need to be put in place or changing the way the person will be supported etc. As well as thinking reflecting on an individual situation, this tool can also be used to reflect on organisations and teams. Balance in Austria used the tools to think about the situation in their sheltered workshops.

### Workers and staff use the Four Plus One Questions in a sheltered workshop in Austria

*Together we decided to work in two groups:*

1. Interested participants (13 People) of the sheltered workshop Staff (4 People)
2. After the process, we all discussed the outcomes. We fixed a date, when to complete the action plan.

#### *Tried?*

Some Examples:

- "We made a list with pictures of different meals, so that persons who can't read can choose their meal"
- "Work experience as a volunteer in a company"
- "Person centred review"
- "Non smoking' in the sheltered workshop"
- "Barbecue"
- "Found a interpreter for participants from Afghanistan and Bangladesh"
- "Made experience in using a remote wheel chair"

#### *Learned?*

Some examples:

- "Learning how to add pictures in word-documents on the computer"
- "Using the internet"
- "Polite arguing"
- "Person centred review as a good Method to support"
- "support participants to find leisure facilities"

#### *Pleased?*

Some examples:

- "Working experience as a volunteer"
- "Less arguing"
- "Meeting my colleagues"
- "Less conflicts"
- "No smoking in the sheltered workshop"
- "Playing football during the break"
- "Person centred Review"

#### *Concerned?*

Some examples:

- "My own health status"
- "Health status of colleagues"
- "I hate, when others shout at me"
- "I am bored"
- "How to support the self advocates in a good way"
- "participants have only a few contacts outside the sheltered workshop"

#### *What next?*

Some examples:

- "A First Aid course at the workshop"
- "To have more person centred reviews"
- "Fix a date to make a plan together with the self advocates"
- "More variety at work"
- "New computers"

The feedback from this review was positive! Almost everybody took part in the process. Important things about 'to and for' people came out and were discussed. Many people were proud of the results – it was impressive, that the posters were filled with so many comments! It was easy to make up an action plan based on these comments. The posters were even used for a meeting of staff members and self advocates in the organisation.

This process supported the empowerment of workers in the workshop to problem solve issues using an easy and straight forward process. It can be helpful when thinking about what needs to happen to move forward to set clear actions. This is a very clear way of developing an action plan and ensuring that it is achieved.

Who	Should do what	By when	Check
<i>The named person</i>	<i>A clear description of the task</i>	<i>The date it should be completed</i>	<i>Who checks it has happened</i>

### 3.7 Person Centred Reviews

Reviews are the process which organisations reflect on the progress or changes that need to be made in a person’s life. In many countries there is a statutory requirement for people who receive state services to have at least one annual review a year. They are often formal meetings where professionals report about a person who may be invited to attend but often a meeting is held without them being present.

The person centred review process stems from Essential Lifestyles Planning (see SMULL & SANDERSON 2005). A person centred review is similar to the planning meeting but in the UK we now rarely speak of Essential Lifestyles Planning meetings. The process has been deconstructed to enable those supporting the person to think about what is important to them and how to best support them on a day to day basis. This has resulted in the development of one page profiles (see 3.1) and person centred reviews. However this is not so of other planning approaches such as MAP or PATH which enable family and friends to support the person to think about the future and lifestyle changes.

In a person centred review the person would always be involved and have a role in organising the meeting and who they invite. The statutory requirement may require certain professionals to attend and there may be some restrictions on the time and place of the meeting. However a person centred review should take into account necessary requirements for the person to feel comfortable and to be involved in the meeting as much as they choose or are able to.

#### Process

In a person centred review, participants are asked to write on posters attached to the walls. Each poster asks a different question about the person. Pictures, symbols, photographs or objects may also be used to support the person to understand what is being said.

#### Sabine’s Review

Sabine is from Austria, she is 24 years old and lives with her parents and brothers in a house in the city. She works at a sheltered workshop and has a boyfriend. She is not very happy with the situation at home, she has her own room, but is not able to lock her door. Her parents often talk loudly about her and Sabine’s opinion is not important to her family.

<p><b>Who is here?</b></p> <p>Sabine Sarah &amp; Elizabeth (Supported living) Anna &amp; Maria (Support at work) Andrea (Counselling centre) Michaela (Moderator - Heidi, Trainee)</p>	<p><b>What we like and admire</b></p> <p>Happiness, Her energy, Agility, Openminded, Courage, Laughing, Readiness to help others, Patience</p>						
<p><b>What’s important now?</b></p> <p>To laugh, dancing, walking, home, help, family, freedom to work, good food, To know what’s happening</p>	<p><b>What’s important for the future?</b></p> <p>Laughing, dancing, getting support in the flat, contact with parents, work, be included, happiness</p>						
<p><b>To stay safe and healthy</b></p> <p>Good family contact, good support - meals, friends, self confidence, understanding money</p>	<p><b>Questions to answer</b></p> <p>Money? Courses at college, to understand her better, Who helps Sabine to fulfill her plans? Work, Future</p>						
<p><b>What’s working?</b></p> <p>Love</p>	<p><b>Sabine</b></p> <p>No privacy Stress Many disputes Confused</p>						
<p>Having good support, Counselling centre, Really wants to move out, Self sufficient, Contact with colleagues</p>	<p><b>Staff</b></p> <p>Contact with parents, Freedom, Sticking to decisions, When Sabine is sick, Sticking to rules</p>						
<p><b>Actions</b></p> <table border="1"> <thead> <tr> <th>Who</th> <th>What</th> <th>When</th> </tr> </thead> <tbody> <tr> <td>Elisabeth, Andrea, Sabine</td> <td>Talk to parents, Talk about living situation, Plan leisure time</td> <td>14 August, After Sabine has official notification, from now on</td> </tr> </tbody> </table>		Who	What	When	Elisabeth, Andrea, Sabine	Talk to parents, Talk about living situation, Plan leisure time	14 August, After Sabine has official notification, from now on
Who	What	When					
Elisabeth, Andrea, Sabine	Talk to parents, Talk about living situation, Plan leisure time	14 August, After Sabine has official notification, from now on					

Sabine now wants to move out at home and she has already tried living in a sheltered home but her parents do not want her to move away. When Sabine was in the sheltered home, she got sick and went home to her mom. The supporters didn't know she had gone and they were worried.

At work Sabine was finding concentration difficult because of her family situation and her living situation. She had a hard time with her colleagues and wasn't always very nice to them. During all that time Sabine always visited the advice centre. There Michaela told her about person centred planning and she said she would like to have a person centred review to begin planning.

Michaela facilitated Sabine's review meeting and helped her to think about her future. After everyone had recorded their comments on the poster Michaela helped Sabine with the support of everyone present to create an action plan, beginning with the issues that were recorded from what was working and what wasn't working.

Sabine's support worker said about her review: I had a very good time while planning, Sabine was really going with it! We talked about her wishes and what support she wants in her future. When we first talked about the person centred review, her supporters were not sure. 'If Sabine is supposed to be with us and we have other opinions about Sabine's future and her way of living – how could this work?'

We had nice music, biscuits, coffee and juice and all supporters were surprised about the nice atmosphere. You could see how their faces became brighter! We used posters on the wall which people in the review were asked to write on. The most important paper is the 'what we like and admire about Sabine' – it really changed the opinions! If we would have made it the traditional way, Sabine would have never got such an understanding, support and positive feedback. She felt great knowing that this is just to her and that all supporters respect her private wishes.

### Mrs Hinterseer's Review

Mrs Hinterseer in Austria had a fall and injured her leg, she had to move to other accommodation because the 'Villa' where she lived on the 2<sup>nd</sup> floor was not accessible. Her team held a review to think about how they could support her in the best way.

'Mrs Hinterseer began preparing by making a book for the review she chose music and a saying:

"Man loves to see only his bad luck and to ignore his good luck. Would he see right, so he would realise that both is bestowed upon him." F. M. Dostojewski (translated by Karin)

The meeting was lovely, she chose coffee and cake and a friend brought lovely flowers for decoration. Besides her personal assistants there were also her sister and a very dear friend of hers.

Very important to Mrs Hinterseer are the weekly visits to the local church and the prayers at the Rosenkranz chapel. Her friend and the Villa-Team agreed to drive her to the Sunday mass. To get to the Rosenkranz chapel they organised a taxi every Friday afternoon. It is also important to get to a supermarket every week. The coordinator of the yellow flat offered to take her on Monday or to buy things she needs for her.

She also needs times of peace, tranquility and the opportunity to withdraw from the group. Besides that she needs to keep in touch with her family and friends.

There were some difficult issues that needed addressing. Recorded on the 'What does Mrs Hinterseer need to stay healthy and safe' poster was that she needed to live in a barrier free environment. The Villa where she usually lives is not barrier free. We made an action plan we check if a stair-climbing help would be possible to adjust. Unfortunately it's not possible.

Some people believed that it is best for Mrs Hinterseer to keep on living in the fully assisted institution, others believed she should move to another town or to an elderly home. However, Mrs Hinterseer dreams of going back to live in the Villa. We called on another meeting, this time with agents from the money source and from the management.

After discussing wishes and requirements of Mrs Hinterseer, supported by her personal assistant and future planner, we considered some more possibilities. Now we have the authorisation from the money source to find a matching flat for her which is barrier free. She will get two hours assistance after work on weekdays and on weekends she can join the fully assisted home or the Villa. Mrs Hinterseer is also free to participate in their recreational programme. Until the organisation finds a matching flat she has to live in the guestroom of the fully assisted home.

Up to the time of writing the visits to church and the Rosenkranz chapel are working very well on a regular basis. Every Monday Mrs Hinterseer chooses to either go shopping or place a list of her needs in the yellow flat. She also meets her family and her friend regularly and occasionally she is invited for lunch in the Villa. Mrs Hinterseer is pleased with this solution. This way she can stay independent – and if she likes – she can join the group. Besides that she is kept up to date regarding the process of finding a flat.

Without a person centred review the team supporting Mrs Hinterseer may not have considered what was important to Mrs Hinterseer and focused only on what needed to happen to keep her safe. It is not easy to solve all the problems which may be raised and the first solution may not work. In these circumstances it is important to keep working on the issue as Mrs Hinterseer and her staff are doing. They also invited other key people who make financial decisions to the review so Mrs Hinterseer could put her case to them directly which may not have happened in other styles of review.

### 3.8 Working Together for Change

This is a person centred process, where information is gathered from person centred reviews or person centred plans to give organisations and services good information about how to develop those services, in response to the needs of their customers (see HSA 2009b).

It requires using the ‘working and not working’ tool in the review (see 3.1) and asking the person to identify the two or three most important things to them in that section. This information from several reviews is collected together and themed into issues. This is usually done at an event where representatives from all stakeholders in the organisation are invited to attend.

The themes are discussed in groups to identify the root causes of the issue and what people using services, staff and organisations would see if the root causes were addressed. Action plans are then created to make the necessary changes.

#### Working Together for Change in Central Bohemia

QUIP, one of the project partners, had a two year project testing the independent brokerage in the Czech Republic. “Brokers” were trained by Tony Phillips from the U.K. Independent Brokerage Network. After the training they worked on behalf of the people who were seeking some change in their life (mostly leaving the institutions). The brokers were paid by QUIP, not the people themselves. The information gathered from the person centred reviews was used at conference in Prague led by Helen Sanderson.

Independent support brokers of our organisation worked for 40 people in Central Bohemia region during last two years. They use person centred planning tools and methods, namely Essential Life style Planning (ELP). At the end of the project they took 24 Essential Lifestyles plans and used issues from the section ‘what’s not working’ for people.

#### Not working from person’s point of view:

- I’m not satisfied with whom and where I live
- I have no contact with family and friends
- I have no privacy and peace
- I cannot make my decisions like the other, especially about my money
- I do not have enough money to ordinary, everyday things
- I do not have a permanent paid work
- I cannot do my hobbies
- I have not organised various important issues
- I want to be more independent
- I want different food
- My clothes are getting lost in the laundry
- I do not want psychiatric medication
- I’m not satisfied with the partner relationship

#### Not working from other people’s point of view:

- People have little ordinary social relationships
- People do not comply within the existing accommodation
- The legal status of people is not OK
- People do not have enough money
- People do not have the conditions for obtaining and maintaining job
- No meaningful content of day
- No support, according to their individual needs
- Health problems of people are not adequately addressed, particularly psychotherapy, is unavailable
- Challenging behaviours occurs at a lot of people
- We cannot communicate with people effectively
- People have little self respect
- The UN convention on the Rights of Persons with Disabilities are not fulfilled in the Czech Republic.

Many people want to live anywhere else and with someone else → article 19 Living independently and being included in the community

One of the hottest issues is ensuring the availability of good medical care, especially psychotherapy (homes with specific regime do not solve anything!) → article 25 Health

The issue of no job opportunities for people in institutions needs solving, no methods to combat poverty → article 27 Work and employment and 28 Adequate standard of living and social protection

People cannot make decisions on an equal basis with others → article 12 Equal recognition before the law and 23 Respect for home and the family

Analysis was used within the conference:



We chose the seven most serious and frequent problems. Participants split into seven groups with a facilitator in each group. The task was to discover the reasons of the problem. The second step was to identify two reasons, which solving the problem would have the biggest positive effect and/or which could be addressed directly by group's members. The last step was to identify what to do to solve the problem.

The information from the working group's was placed on internet for comments by members of the working groups. The final document was sent to relevant authorities with the request for a statement that the UN convention is not fulfilled and a request for cooperation in resolving the situation.

Since the event, Milena, one of the key participants, met with the people from the Ministry and Municipalities. We have sent a summary of the issues to be solved and requested them to produce an action plan but this will take time.

Parallel to that, the people who have worked at the workshop on 'Working together for Change', from various organisations have specified steps they can do in the short term. However we have not monitored if they have really done it in their organisations. QUIP will need to discuss about how we will monitor that changes are happening.

## 3.9 Facilitators Planning for Themselves

Person centred planning facilitators are required to have first-hand experience of using the planning tools to think about their own lives. Planning for ourselves gives insight in how it feels to have these approaches 'done to us.'

One of the programme trainers said:

When planning for myself in a training situation, I was once asked if I had a pet. I told the person who asked that I had a cat but it wasn't that important to me. The questioner loved animals and her shock at my response was evident. I felt guilty in answering as I did and it affected my further responses. Later I reflected that 'If I see myself as a confident person in control of my own life and if I felt uncomfortable in this situation, how do people with little control and confidence feel?'

It also enables us to learn about the struggles of achieving our goals and how our aspirations may change over time. In the section on understanding important to and for Michael Smull tells us that planning can be used for everyone. The trainers working with Helen Sanderson Associates discovered through their conversations with one another that they were using the tools with their own families when they wanted to think about change or if they had a problem, which led to the publication 'Celebrating Families' (SANDERSON & TAYLOR 2008).

### Markus's experiences

Markus was a course participant in Vienna and the multiplication training. He was studying and involved in research at Vienna University.

My story is about two circles of support meetings and my wish to change the university. Oh no, I should only talk about planning my wish to finish my academic studies.

#### Preparations before my own person centred planning started

To get the "ambassador certificate" I had also to plan for myself but it was a strange feeling for me to prepare my own person centred plan with help to make my wishes for change come true, so I managed to postpone it for quite a while.

The change I needed to make was clear: For years I had become stuck in my academic studies which had a negative influence on a lot of my activities. I couldn't give my full attention to new projects, I always had a subconscious pressure that I should finish my studies. My connection to university got smaller and smaller and I even changed my answer when people asked 'what am I doing as a profession?' I used to say that I was studying and working for the university as tutor and involved in small research projects.

About a year ago I changed my answer to: 'I am working but also finishing my studies.'

So I had to decide whether I want to finish my studies as quickly as possible or stop them. I began to look for supporters that could help me with this dilemma. First I asked a friend who agreed to be my facilitator. It was more difficult to decide whom I wanted to ask to be my supporters. I needed people who could help me and with whom I felt comfortable enough to talk about my problems. Finally, I asked two advisors from the institute who were helping me for my final thesis, two university friends who were also writing their thesis, my girlfriend, a colleague who was working on a similar topic for her thesis and a good friend who already finished two academic studies. Two of them had no time for my first circle of support but six people agreed to support me.

### **To create an interesting experience for all participants**

An important part of the preparation for the first meeting with the facilitator was to enable the supporters learning or experiencing something new at the meetings. We decided to use "post-its" to tell each other what we appreciated about them. So every person got some "post-its" and wrote positive attributes on them to stick them on the back of the person. When everybody was finished we helped each other to put the notes on a piece of paper. If some messages were not clear we asked what that person meant. At the second meeting we used picture postcards. Each chose at least two and used the picture as a prompt to tell the group what happened since the last meeting and how they were feeling on the day.

### **My part of the planning session**

The main part of the planning was of course my wish

My main question was: 'Is it better for me to finish university or should I stop my studies?' We tried to figure the best way for me out with three posters:

What will happen / change if

1. I stop my studies
2. I continue like before
3. I finish my studies with a diploma

When I compared the three posters I realised that there is only one way that would make me happy: Number 3! After realizing that, we continued with the method of PATH to plan towards this goal. I prepared the most important things that make me happy in my life. This helped us to find goals that I wanted to reach by November 2012 (that is the moment when my degree programme is changing from diploma to bachelor). We had difficulty with the time we had planned a three hour session but it was not enough, we worked two hours more but were not even half way through the PATH process. So we ended up making a 'to do-list' for the following weeks and checked them at the second meeting. We made a poster to sort all different things I am working on at the moment to find out what is more important and what I shouldn't spend too much time on. Again the time was not enough and we didn't finish the PATH Process so we needed to plan another meeting.

### **What did I learn?**

It is extremely important to experience person centred planning for yourself. It is much better to imagine how it is to facilitate for other people. A group of people have a lot more ideas and ways to solve problems. That helps a lot. It is pretty exhausting to concentrate and work in this setting. So don't forget about strengthening positive activities and words to not feel overextended.

There are many other aspects that can be taken from Markus's experiences. He took care in deciding who would come to his meeting. He chose people he trusted, some who knew him well, some who had good experience of the options he was thinking about and some people who could influence some of the changes he might want to make. Choosing a diverse group of people can be very useful in developing a broad perspective.

He used a number of creative ways that he had learned during the training to enable the group to get to know one another. This would enable them to be more confident and work well together.

He found there was not enough time. This may be because there needed to be time for people to share their views and for him to think about and process what people were saying. He was able to respond to this by being flexible in his approach but not compromising on what needed to be covered. If we plan too quickly the plans that are made are less likely to be the right ones or be successful.

Markus chose a reflective tool but also one with a strong focus on change, which suited what he wanted to address. Spending time exploring the right tool is essential.

## 3.10 The Development of Person Centred Approaches

A group of participants on the 'New Paths to Inclusion' training programme were invited to attend two additional multiplication workshops to develop their skills in sharing their learning and promoting change in their respective countries. They used this time to debate the issues faced in their respective countries and how they could respond to them.

### Sascha's experiences in Italy

Following his work with Elmar (see 3.2) Sascha who had been using person centred practice says:

Elmar is my "north star", he showed me in an impressive way, how powerful and positive changing processes can be activated for people with disabilities. This experience with Elmar encouraged my plan to arrange information events all over South Tyrol, together with the parental network, to spread the information about person centred planning to many people. In 2005 we started our "Never Ending Tour". In the course of the numerous lectures the method not only got to be noted by people with disabilities and parents, but also by several organizations, like the welfare department, schools and further education agencies began to be interested on person centred planning.

In 2007, the Lebenshilfe Südtirol (a parent organisation for people with intellectual disability) dedicated their cover story and some additional articles in their magazine Perspective about our work in South Tyrol so far. In that year, Juliane Stocker worked as a coordinator for integration at a local middle school and realised a project for inclusive vocational orientation for disabled students. This was mainly based on person-centred thinking and planning and future planning. The project was awarded a prize for innovation in integration by the local education authority. ...

We found we had made some important steps, reached a lot of people with our events and made person-centred planning an accepted way of working to

improve the lives of disabled people. Still, we had not yet managed to change organisations or had an impact at a socio-political level. We found ourselves in a dead end street!

- There is a lack of financial resources to make person centred planning accessible for lots of people.
- There is no coordinating structure or organisation that offers person centred planning. What we have achieved so far has grown more or less because of the dedication of volunteers, but it is a very unsystematic way of working.
- We are confronted by defending attitudes from particular institutions. They see it as their duty to continuously approve the institutional services for disabled people but they have no intention of changing them. Person centred planning, "Community Connection" and the support of inclusive practices and structures are often subordinated under institutional interests.
- There is a lack of socio-political strategies that are orientated on civil rights for extending the system to include more people.

The change came in autumn 2009. I had the opportunity to cooperate with the project 'New Path to Inclusion' and participate in particular modules. This opened up new perspectives and I got clear answers to many of the questions we asked ourselves in South Tyrol. After each meeting, I turned back home with a suitcase full of ideas and in the autumn, we used the opportunity to apply for a project at the European Social Funds with the objective of adapting and implementing the results of the 'New Path to Inclusion' project in South Tyrol. We wanted to do this in a way that would have a sustainable and changing effect on the institutional structures there.

The next step and the associated direction of the project would be to incorporate strategies and methods for organisational and wider structural systems change. We looked for alliance partners who would support our ideas, we wanted to win important federal departments for our plan.

We felt that another area that had strategic importance was to encourage the implementation of person centred thinking and planning during the transition from school to work. The rest of Italy, like South Tyrol, had closed all special schools by law in 1977. Nowadays, all schools are open for students with certificates of disability right through until they are 18. They can also choose freely which further school they can go to once they complete their general education at 14. All classes with disabled students have an integration teacher at all levels. Students with a higher need of support also have the right to an integration assistant who mainly assists them.

Because schools are a natural integrative area, they are predisposed to incorporate person centred planning. As Elmar's experience shows – and his case is regrettably a typical example – opportunities for social contact and participation decrease as disabled students make the transition from middle school into further education school. Especially in these transition phases, disabled students need good support and a guarantee they can maintain social networks. There are important decisions to be made during this time which can significantly influence the rest of their life.

Good support, guaranteed by person centred planning, can change a way of life, which all too often in South Tyrol ends in sheltered workshops. It provides an alternative direction so a young, disabled person's dreams – like Elmar's - can be realised. We are still in the starting blocks with our project, and I hope to tell you a further success story from South Tyrol in two years.

### Person centred planning training for self-advocates in Czech Republic

Workers in the Czech Republic often describe limited understanding in person centred approaches in services. They decided the best way facilitate change would be by hearing the voices of people who experienced institutionalisation first hand, the people living in institutions and segregated services and their families.

The training was designed for people and their families who need assistance and support in their daily lives and who are currently dissatisfied with their situation. They learned how prepare their own plans by thinking about their dreams and aspirations, in line with their values and needs using a range of person centred planning tools, which helped them focus on aspects of their lives.

The training was free of charge, but participants were asked if they would give permission to share their stories, experiences and plans with the organiser of the training, to be used to raise awareness, promote good practice and promote the rights of people with disabilities. The plans would also enable others such as managers and budget holders to see the practical aspects of planning such as support costs.

Of the people who attended, two people experienced mental health problems, one person had learning difficulties, there were parents of adults with a disability, a social worker and two personal assistants.

Participants were asked to share their expectations. They said

- To be able to look for resources.
- To realize what my daughter needs and what can services do for her.
- I need to know how to get money.
- To clarify, what's next.
- Learn to plan and be able to use it with another person.
- I do not know what will happen with my child. The training may be able to help me find some answers.

This gave the trainers a good understanding of what they needed to include to make sure they got as much as they could from the training. Asking this question required the facilitators to be flexible with the time table to include new material and change the programme as necessary. It requires a level of confidence for trainers to work in this way.

The trainers chose tools and exercises that they had learned in the training modules. They did not to focus on one style or set of approaches but used a range of tools that would best meet the outcomes for the participants (further information of the training tools can be found in the online training pack, see Doose et al. 2011).

1. Day
  - Introduction, structure and content of the training, information about following cooperation and vision for the future
  - What it is person centred planning
  - Circles, communication chart
  - work for home: gathering information, use the working book
2. Day
  - Sorting Important for and to
  - Sorting Working/not working
  - Work for home: gathering further information, sorting
3. Day
  - Matching the staff
  - Donut



- My dreams, magic stick
  - Work for home: gathering information, one page profile, put together the planning team
4. Day
- How the planning meeting looks like, rules
  - Model planning meeting
  - Discussion about further cooperation

### Participant's comments

From the training participants have learned to practice using person centred planning tools and gather important information about themselves or people close to them. They did not have big expectations of change but they found the relationships circle and communication charts to be a great benefit.

Some final participant's reactions:

- "I got a list, how can I do and plan the future"
- "The training helped me to find concrete and feasible steps"
- "We had time to discuss everything in depth, share experiences"

People started to plan and implement changes following the training. Some participants were supported by their services providers, some planning meetings were facilitated by the training lecturers. Some others are still in the process of preparing the planning meeting.

Training is an essential aspect of developing person centred approaches within organisations. A critical mass is required to reach a stage where the approaches become integrated into daily practice. Helen SANDERSON speaks of the UK experience and the importance of implementing person centred thinking for everyone across services by legislating and establishing organisational practice in 'Progress for Providers for Manager's and using coaching to make person centred thinking habit (see 1.2).

### Aglaia presents at an International Conference in Cyprus

Aglaia Parth from Wibs in Innsbruck, Austria, presented her experiences of the project at the 'Europe in Action' Conference, organised by 'Inclusion Europe' in Cyprus with Lisa Wimmer, her supporter.

#### Aglaia protesting 'We are excluded from society'

Illustrated are a few of the point which Aglaia made in her presentation. As a self advocate, she is a powerful voice in person centred practice speaking from her own experience and representing the views and experiences of others. The message is very clear and her key statement that she is the expert of her own life is fundamental to person centred practice that anyone supporting a person needs to have at the forefront of their minds.

She uses simple and straight forward statements it identify four stages of planning. They are devised from her own learning on the training course and illustrate the diverse ways in which the tools can be used. They are fundamental questions which are often taken for granted by many people but for those who require the support of services or others they are often questions that are decided by others or worse, not even asked.

#### Wibs is

- a counselling service for and from people with learning difficulties
- Wibs belongs to People First
- a self advocacy group



#### What is important?



I am the expert for my life



#### 4 stages to person centred planning

1. What is important for me and what is important to me?
2. Where do I need support?
3. What are my dreams?
4. Who are the important people in my life?

## 4. Evaluation of the Project

*Andreas Hinz & Robert Kruschel*

This section sets out the findings of the evaluation. First, the goals and methods are explained (4.1). Then, in the subsequent sections statements from people involved are summarised under different content-related aspects, as follows:

- General statements about the evaluation of the project and the courses (4.2),
- Statements about the individual modules (4.3),
- Statements about the contents of the courses (4.4),
- Statements regarding the methodology and methods of the courses (4.5),
- Statements concerning the personal significance of the courses (4.6),
- Statements concerning the professional significance of the courses (4.7),
- Statements about the social aspects of the courses (4.8) and
- Statements regarding the European perspective (4.9).

Finally, a two-part conclusion is presented. The first part is concerned with statements by participants; the second with the point of view of the evaluation team.

### 4.1 Goals and Methods of the Evaluation

This evaluation of the project was not to determine whether the preceding activities in the project were objectively correct or wrong, or whether they had objectively assisted or hindered the project. Because of the immense complexity of the project, it is rather to find out how far, and in what ways, participants were satisfied with the project, i.e. the evaluation is drawn from the “subjective theories” of the participants. This also makes sense from the point of view that the participants are those who are interested in qualifying in Person Centred Planning and who – at least some of them – promote the further development in the countries involved. Therefore, the subjective theories of the participants are an important criterion for the success or failure of the project in various respects.

In view of the resources available, this extensive project – involving activities in three countries – can only be evaluated formatively (accompanying the process), to a very limited extent, and instead has to be evaluated summatively (through retrospective analysis), because it is not possible to observe continuously all courses in the three involved countries and the multiplication course. Thus, data are generated in the following combination:

- In each module, a feedback sheet is submitted to all participants to give a rough assessment with some quantitative data and some qualitative commentaries. Thus, a detailed assessment of each individual module concerning each person’s satisfaction, from different aspects, is available.
- By the end of the respective course, during the last module or after it, several participants have been questioned extensively by use of a retrospective, partly standardised guideline-oriented interview:
- In each national course, four course participants with as different as possible experience backgrounds were interviewed – ideally four persons, two male and two female, as well as two professionals and two with initially personal interests, especially self advocates.
- Additionally, all national coordinators, all lecturers and all international observers and practice partners were interviewed.
- Additionally, two course participants from each of the countries in the multiplication course reported in interviews on their experiences of this course, on the basis of a considerably reduced number of questions.
- The actual collection of data was mostly consistent with this intended method:
- For most modules, feedback sheets can be analysed. However, with Module 1 in the national courses, no sheets were submitted, and with Module 1 in the multiplication course the sheets vanished in inexplicable way. From all other modules, appraised feedback sheets are available in different number:

Courses	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Multi 1	Multi 2
A	0	8	13	12	5	14	0	22
CZ	0	17	14	10	18	16		
G	0	33	17	17	20	15		

Thus, there was an average feedback of barely 16 persons per module occurred. With a course size of approximately 25 persons this represents an overall response rate of approximately 60%. In this respect, the course in Germany clearly exceeded those in the Czech Republic and Austria. However, most responses were provided from the second module of the multiplication course.

Concerning the 28 interviews, the following analysis is given which allows a diverse picture of the assessments of the participants:

Number	Role	Identifier
4	Course participants Austria	PT A
4	Course participants Czech Republic	PT CZ
4	Course participants Germany	PT G
5	Participants of the multiplication course	PT MC
3	National coordinators (two of them at the same time lecturers)	CO
4	Trainers (two of them at the same time national coordinators)	TR
3	International observers (Italy, Luxembourg, Slovakia)	IO
3	Advisors (Austria, Czech Republic, Germany)	AV
28	Totally people questioned (due to overlapping of TR and CO)	-

Data analysis took place as follows:

- All feedback sheets were appraised quantitatively with the help of SPSS. Here, mean values and the percentage of the respective answers as well as their significance values are used (to clarify whether differences are statistically accidental or significant). Additionally, all commentaries were used for content explanation of the quantitative data.
- All interviews were completely transcribed and appraised content-analytically according to 99 categories. Afterwards, the statements were clustered with reference to different type-formations and presented in a summarised form.
- Thus, it can be stated that in a quantitative sense, with a response rate of approximately 60%, as well as in qualitative sense – with 28 interviews with participants of all involved groups – it is possible to draw a picture that depicts a wide spectrum of assessments and statements from the project.

In the following text, all quotes are marked with the identifiers from the table above. Statements from the feedback sheets are added with PT (participant) because they cannot be associated with specific people. Additionally, it will be differentiated between course participants and participants – participants are all involved people – including trainers, observers, advisors and national coordinators, while course participants are people who joined the courses.

## 4.2 General Statements about Assessments of the Project and the Courses

The participants were highly satisfied with the training. The average evaluations of contents, methods, personal and professional significance, and organisation are between 1,19 and 1,71 of a four-stage scale for the individual modules in the national courses, for the courses, they are between 1,15 and 1,62; therefore, all values are between the best and the second-best evaluation.

There is a whole range of statements concerning motivation to take part in the project. Three aspects can be distinguished:

- Participants reported that they were directly asked to take part. They come into the project “through contact with” the trainer (PT A) or were “invited by” the coordinator (PT CZ). “I also knew that [the coordinator] is the guru here for PCP, who is well-known” (PT D). This holds also for other participants as well as observers: One person knew the coordinator “in advance, they were still looking for another organisation” (IO), while another had already had contact with a coordinator (IO) from another EU-project. A national coordinator was asked directly, and somebody else “contacted me” (CO). A counsellor, who was searching “for an organisation seeking change” and faced this task “very gladly” (AV), was asked to participate. With the help of existing networks, the organisation of the project as well as the acquisition of participants of the courses was achieved.
- Of course, the content offered by the project presented a reason for choosing to participate. One participant wanted to “consolidate the knowledge in person centred planning” (PT D). The expectations of other participants are less clear: One of them had the idea “that I would benefit from it” (PT D), while another relied on the appreciation of his advisor, “that it could be useful for me” (PT CZ). Another advisor suggested “that the method is important for us”, especially with regard to “how to engage people in dialogue” (AV), but also with a strategic regard to attract funding. One participant was happy that the course “is paid for us – this changes the value and people are differently aware of it and get a more intensive interest” (PT A). Another advisor saw opportunities for further organisational development, remarking that “it is very important to have the feeling and security that people can influence the way the organisation is going” (AV). An observer and a national coordinator had a similar view: “Because we are a training organisation, the biggest part of the project is about training, so this was the reason” (CO).
- Not least, there was a third aspect, especially to people with disabilities. They mainly want “a planning process for myself” (PT CZ) and “for myself ... a person centred plan” (PT A). “Person centred planning doesn’t sound so bad, so I am in it” (PT D). Furthermore, another wanted to “help people who need help” and after the course he hopes that “I can go on a step further and I am really able to help others the way I was helped by others” (PT A).

Relating to the course and the project, the participants identified a lot of positive aspects. Course participants found it “helpful and to learn so much” (PT A). The training was “fun” because “it is something for me” (PT A), and “very profitable” (PT D). It was an “amazing training, which is ultra valuable in my life” (PT A). “The increase of knowledge and insight is huge” (PT D), and “the orientation on social space and networking” were especially fascinating for another (PT D). The course “was enjoyable, especially the place, and we encountered other thoughts” (PT CZ). Despite all positive aspects, a few participants with disabilities also saw negative aspects: It was “very exciting, interesting, but extremely heavy on theory. Thus, I dropped out quite often during most theoretical things” (PT A). Even if it is “a lot of fun”, the course is also “pretty stressful”, so it happened sometimes, “that I dozed off and took a little nap because it didn’t work anymore” (PT D). “In the evening, the head is quite full, so you must make it empty anyhow” (PT D).

Statements of advisors revealed different aspects: One of them found the project “successful in some ways, in others upgradeable” (AV): It has worked to make many employees to join the courses, and “we have processes of change” (AV). On the other hand it didn’t include parents in the project with their wide influence in institutions; the very same with funding agencies because “on the side of the benefactors, there was no one who has the knowledge about PCP – and I think this could be strategic” (AV). Another saw positively “that all this content has come to the organisation”, in the same moment the particular role in the project is not really clear, “how it should work, the advisory-board” (AV). The third advisor saw nothing but positive aspects: “I felt the importance for myself and for the staff”, modules and trainers are “also fine” (AV).

In response to the strengths of the courses, systematically the following aspects were recounted:

- With regard to the methods, MAP and PATH are named several times as powerful tools which create significant and penetrative processes (PT A, A, CZ, IO, AV) “you are afraid of or what the black holes are” (PT CZ). In the same way, the person centred review was highlighted (PT A, D, D, IO). But the whole spectrum of “low-threshold methods” (IO) of person centred thinking like the “one page profile” (AV, CO) are “very, very important and very, very interesting” in the “forefront of person centred planning” (IO), and you can start with them immediately (IO). Actually, as underlined several times, it was the knowledge of the whole spectrum that was central (PT A) as it is helpful to have the overview of which method is appropriate to which purpose (AV) – both the big ones rather seen as “art” and the “small tools” more with the nature of “engineering” (CO).
- With regard to methodology, the feasibility of “practical exercises” was extremely important, as well as the trial and error with the tools allowed within in the course (many PT A, CZ, D): “The most amazing moments really were the appliance and concrete doing” (IO), “to have personal experiences with the tools ... using their own history, profile and experiences” (IO). Especially the connection between person centred planning tools and the level of strategic planning of organisations

and in social policy is highlighted by some participants (AV), for them this is “totally exciting” (IO).

- The mixture of the course was also emphasised positively several times: There are “not too many people” (PT A). But mainly it was the participation of self-advocates that was important (IO), as well as the self-evident culture of asking at any time (PT A). The efforts of using easy-to-understand language are noted positively, too (PT A, D). Interestingly, both the Austria-wide constellation is valued as being important for exchange and for “making it bigger” (PT A) and the regional constellation of the German course (CO). And of course the exchange in the course was important (many PT A, CZ, D), also with well-known colleagues with whom different and more intensive contacts arose (AV).
- In addition the concept of the course was recognised as a positive one, especially the combination of continuity of one trainer and changing impulses by different trainers with their specific styles and “attitudes” (IO, PT D, AV, CO, CO). Additionally, all trainers conveyed enthusiasm, a common grounding idea, and common values (PT D, CO). Furthermore, it was seen as positive that all six meetings had similar time intervals.
- This consistency of approach made it possible for participants to move swiftly from one module to the next. In any case, the growth of single individuals and the group as a whole, the “group-process”, is a “highlight” (IO) – but also single modules like the two English ones (IO).
- The locations had a positive impact: Here, the quality of the environment is identified (PT D), especially the Technical University of Prague, planned by students, as a symbol for ecology, friendliness and respect – really a “symbol of this PCP course” (IO).
- Participants named the following stumbling blocks:
  - Heterogeneity of the participants temporarily results in excessive demand and under-challenge: Some parts were “quite exhausting” (PT D) and “a bit hard to understand” (PT A), just often “no easy-to-understand-language” – especially “with men” as trainers (PT D). Even participants with learning difficulties talked about their problems: Some “people talk so much – you cannot listen to them after a while” (PT D), “you get such ears because they only talk fast” (PT D). Additionally, “many have talked rubbish” along the way (PT D). Sometimes it is “a very long, entirely theoretical lesson” (PT CZ) and “English-German ... was totally difficult” (PT A). On the other hand, concentration in the course is not served if one heard something “for the third or fourth time” (PT A). “To accommodate these different levels is not easy, for sure” (PT A).
  - With regard to the methods, there is sporadic criticism. For example, some participants first were initially irritated: “The thing with the playmobil-figures. ... First I thought: Where have we landed, are we again in the nursery stadium?” (PT D). Once explained, it is “okay – it has something to do with person centred

planning" (PT D). Also, with tools like MAP und PATH, single participants "absolutely don't have a plan" (PT D), even though it had been talked about a lot of times. Furthermore, there was criticism that a lot of time was wasted because "work orders were absolutely not formulated precisely", causing "a lot of chaos", which was perceived as a "pity" (PT D). Also the Internet platform moodle, called a "digital parallel world" by a course participant (PT A), didn't really work, and was used in a very limited way. Here, "more contacts in between the courses for the participants" would have been valued (IO).

- Additionally, consequences of the courses are missed: They should be used as "a forum for fighting for change", for example to tackle the implementation of financial arrangements for PCP (PT D).
- With regard to organisational questions, problems with dates and rooms were identified: "This was mulled over quite long" (AV); additionally, a "change of persons" in the project team left a considerable gap, which was "counterproductive ... for the project", for instance for appointed publications (CO; see more below).
- In the same way, the way in which the courses were structured was a matter of comments by some individuals. The curriculum didn't seem to be built systematically with a common base and increasing depth: "This was not logical for me somehow" (PT D). Additionally, different trainers "produced chaos" with different statements in different modules because obviously they had "totally different understandings" of the same terms (PT D). Furthermore, participants were given too little feedback about "how they do facilitation or how the graphic facilitator does his job", especially if behaviour "is disruptive for such a planning process". This provoked the urgent question, "when will there be some feedback to this?" (PT D)
- With regards to the mixture of the courses, both the Austria-wide and the regionalised German constellation received critically comments: The location of the German course was "really difficult to reach" for external participants, and it would have been helpful, if "it would have been in a bigger city". A course is "not inclusive" if, for example, the needs of mothers with small children are becoming "quite marginal" (PT D). In the Austrian course, it was said to be difficult that one group had "no common subject matter" during long periods of open space, which "would have been helpful to us for testing all these methods in this group" (IO). For groups which work together anyway, "it was easier when they had a common field of practice and could use these methods better" (IO).

Obviously, there were some organisational problems. Some statements found organisation just sufficient (5%, in all courses) or not sufficient (1%, in two courses). Module 5 attracted more critical statements (17% negative), the reasons being changes at short notice of the date and location. This becomes obvious in some comments which differ a lot between the courses:

### 4.3 Statements about Individual Modules

In the following subsection, the individual modules of the course are considered in more detail, beginning with the evaluation of the quantitative material in each case and afterwards supplemented by qualitative statements from different participants.

#### Module 1

Since no feedback sheets were passed out in the first module, no quantitative data are available. Additionally, only a few statements in the interviews refer to Module 1. The few mentions refer to the presentation of a situation on two different levels of difficulty by the two trainers in the German course. One group "was taught ... in heavy language, and another lecturer has done that in the other room with easy language then and with the help of figures" (IO). This differentiated representation was accepted very favourably: "I enjoyed it, it was great" (PT G), "I also thought that this was more vivid" (PT G). The participants experienced the presentation of the module by this method as more accessible: "That was amenable for everybody" (PT G). Also a self advocate from Austria offered a similar opinion about this module: "The first module was easier, much more easily" (PT A).

#### Module 2

Analysis of the feedback sheets shows a generally high level of satisfaction. With one exception, all participants were very satisfied with the organisation (79%) and also the content (67%). A positive picture also appears regarding the content of the module: The content of the module is for almost all participants very significant (67%) or significant (31%). Among other things, there was praise for the "professional presentation of the contents" (FB) and that this module was "very practical" (PT CZ). Also, with the focus on the selection and application of the methods, there are positive comments (24% good), and mainly very positive statements from the participants (75% very good). So, participants report that they "immediately used the methods" (PT CZ) and "that these methods became alive in this moment" (IO). A coordinator even describes the module as "very perfectly prepared" (CO). "When people were practicing the planning meeting or the review meeting", the trainer observed that "it was working well" (TR).

Also qualitatively, there are many positive statements about the variety of methods: It is "very varied and entertaining"; the trainer has a "clear lecturing manner" (PT). Participants are concerned about the fact that "the easy language misses out", "not everyone could keep up with the speed", and generally, "language and material are not very accessible", so that it remains doubtful whether "the participants with learning disabilities could follow" (PT). This course was held in the two German-language courses also in English, what caused much enthusiasm. "Oxford English like in former times. Super!" (PT G) However, this provided problems on the other hand: "That translation from English into German, that was very exhausting, really" (PT G). This problem is

discussed further in Chapter 9. The personal and vocational importance of the second module is considered by the participants to be very high – there is nobody who finds them ‘less’ or ‘not at all significant’. One coordinator even suggests that possibly this module is the “most important training” (CO) of the entire course.

### Module 3

Review of the third module has to be based solely on statements from the questionnaires as the interviewees did not comment on this module in the interviews.

As with the previous module, there is a high level of satisfaction concerning the organisation of the module (95% good or very good, 5%, i.e. two participants, sufficient). In the commentaries, there is criticism of the “short breaks” (PT), the lack of flexibility, and the large quantity of information. The contents selected by the trainers drew very positive responses (70% very significant, 30% significant). Above all, the visit of one of the first users of personal centred planning in the region was highly appreciated by the participants. However, there were critical comments about “too many theoretical contents” (PT) resulting in the concern that they “have received too much information” (PT). Only two participants (5%) consider the selection of the methods as sufficient. All the others say it is good (29%) or very good (67%). This enthusiasm is evoked by the “productive” (PT) “cooperation in the small groups” (PT) and therefore the “exchange” that was made possible (PT). As in the previous module, all participants also considered this part of the course as important for their private life. On the other hand, 13% of the participants thought it was hardly, or not at all, significant from a professional perspective. Possible reasons for these assessments are not available from either the interviews or the questionnaires.

### Module 4

The fourth module is also assessed positively from an organisational point of view, although not as highly in comparison with the previous modules (54% very good, 44% good). In particular, “the extreme heat” in the seminar rooms was seen as a problem, and the participants complained several times.

The high satisfaction rating continues with regard to the contents. This part of the course is very significant for over two thirds of the participants and significant for 28% of them. Although one participant complained that it “was so much” (PT), there was a broad consensus that the module was “really good” (PT) and provided “new insights” (PT). The module is also seen very positively from the perspective of methodological competence. In addition to good quantitative results (61% very good, 32% good, only 5% sufficient), most evidently the name of the trainer is positively and frequently mentioned in the commentary fields: the “way to teach, to present”, the “flexibility” and the “very vivid” presentation of the contents produced a positive response. However, some participants criticised the “sometimes too much teaching from the front” parts, combined with “sitting and listening”, and therefore, they would have

liked “more informal groups”. The private (56% very significant, 44% significant) and vocational importance (40% very significant, 60% significant) are rated highly, as in most other modules. The contents have helped the participants “to make progress in their own planning process”, to get “new ideas for their work” and provoked “impulses for changes in the working area”.

### Module 5

As a result of organisational problems in advance in the Czech Republic and Germany, the satisfaction of the participants concerning organisation is lower with module 5 compared with the other modules (47% very good, 36% good, 14% sufficient, 2% – one person – not satisfactory). Although there were the negative comments about the “date chaos” (TR), the flexible organisation of the breaks was praised. Regarding the contents, this module is assessed as the most significant of all modules (77% very significantly). Although one participant has worries about whether he can sort, arrange and assess “the many methods [and] information” (PT), MAP and PATH are considered “very well” and the “way of the ‘future celebrations’” as “very particular and desirable” viewed (PT). Despite the positive feedbacks, the trainer wonders, “whether it is really at all appropriate to have a module on MAP and PATH for two days”. In terms of methodology, this seminar can be ranged in the upper area (69% very good, 31% good). The “liveliness” of the trainer – who could clearly set out the “application of MAP and PATH” by his/her “super creative and diversified” teaching style – was especially appreciated. Furthermore, the positive effect of “practice examples” and consequent “closeness to practice” was mentioned. It “was fascinating to watch a lecturer who is crying” (PT G). This last aspect had apparently “motivated a participant to work professionally and well despite [his] high emotionality” (PT). In the final sessions, this trainer learned “that the participants feel encouraged that [he] always connects it with practical experience and presents practical examples” (TR). Apart from the multiplication modules, this module has by far the highest private (74% very significantly) and professional (67% very significantly) importance for the participants. One participant notes that he is going to “plan his own future” (PT), another one emphasises that he has got a “good structure for PCP in his work” (PT).

### Module 6

The organisation of the sixth module was also evaluated positively (58% very good, 35% good, 7% sufficient or not satisfactory). One person complained that it was “a little confused” (PT), while others criticised the inadequate “accessibility of restaurants” (PT) for lunch and dinner. One dissatisfied participant commented negatively that the coordinator “interrupts” the trainer, “breaks are not clear and the common theme is not detectable” (PT). The contents of the module are significant for the participants (40%) or very significant (40%). At the same time, “the high expertise of the lecturers” (PT) and the “repeating of different methods” (PT) were emphasised. Furthermore, an international observer described the module as “interestingly and exciting” (IO),

whereas one participant considered it as “over-complicated” (PT CZ). Although the applied methods are judged by the participants overall to be very good (52%) or good (38%), this part contains the most critical evaluation (10% sufficient) of all modules. Moreover, the frequent negative commentaries are remarkable: One participant declares that the module “totally passes by”, since it is only “PowerPoint and talk and talk” and it “doesn’t grip her” (PT G). Furthermore, it is “very abstract and very theoretical” (PT G), in “heavy language, a little confused” (PT), and as a result the “self-advocates are really overstrained” (PT G). One participant wanted more “practical exercises” (PT CZ). On the other hand, the “Open space phases” (PT) are positively evaluated. The trainer himself considered that this topic is “a big challenge”, since “we are talking about very complex matters” and it is difficult “to teach them without remaining only on the head level” (TR). The private and professional importance of this module is highly appreciated – nobody found it hardly significant or not significant. However, participants asked for it to be considered that possibly “not all target groups of participants are addressed” with this module (PT G). One self-advocate commented that he has “little to do with institutions ... and consequently cannot follow the discussions” (PT A).

### Multiplication Module 1 (Bratislava)

For inexplicable reasons, no evaluation sheets for the first module of the multiplication module exist. Therefore, conclusions regarding this module can be drawn only from few interview statements, and must be made cautiously. From the organisational perspective, in this module the selection of the room – where “the plaster almost came down” (PT G) – was most criticised. Also, with regard to the contents, participants expressed their displeasure that they “left Bratislava without really knowing what they have actually done now” (PT A), and that “the concrete facts were missing” (PT A). This statement is supported by another participant, who explains that “in Bratislava, he afterwards felt such a little unsystematically and he thought: ‘And what exactly was that now? Actually, what have I learned here?’” (PT G) Furthermore, in Bratislava, the relationship between presenting and enabling experiences was “a little crooked” (PT A). Unfortunately, neither positive nor more exact statements are available to this module.

### Multiplication Module 2 (Prague)

Like in the other modules, there is a relatively high satisfaction concerning the organisation of this module (59% very good, 27% good and 16% sufficient). It was said in praised that “it’s nice to have the seminar in the hotel” (PT), and that the module was “very well prepared” (PT). One participant mentioned that “the organisation was great, everything has worked super” (PT A). On the other hand, another participant moans that “the breaks were partly too short and there was too much subject matter at once” (PT A), as well as that “in some parts too much input” (PT A) was offered. The challenge of multilingualism will be addressed in detail (see chapter 4.9), but it should be briefly mentioned here that for all people who do not speak English it was “difficult to follow”,

since they – even “if [they] heard the translation – they were cut off the contents” (PT G). One participant finally reflected: “I didn’t understand because of my limited English” (PT). This area overlaps with the general selection of the contents. A positive picture emerges from numerical data: Almost three-quarters of the interviewee (73%) evaluated the contents as very significant. Even though “it is too fast for me” (PT), and had been “very exhausting, somehow hard to understand, but very pleasant” (PT A), the participants were nevertheless “more content than in Bratislava” (PT A) because “super-creative things arose” (PT A) and, above all, the new topic of “person centred teams” (PT A) filled them with enthusiasm. On a similar level, the module scores well with the selection of the methods (59% very good, 41% good). These numbers are substantiated with commentaries, such as the favourable remark about the “activity with the headlines of the newspapers” (PT G), the “work in groups” (PT), and along with this, the “alternation between teamwork and ... PowerPoint” (PT A), so that “all in all, the balance [between presenting and enabling experiences] has fitted well” (PT A). But there was also criticism that the trainer “always continues so quickly, without finding ways to proceed more slowly where necessary” (PT A); that possibly “more practice examples by the participants of the course” (PT) would have been helpful; and that “much too little was explained” and therefore the implementation “became difficult” (PT). Looking at the importance of the module, it is obvious that the private importance (81% very significant) is not only the highest value of the entire project but it also contrasts with the professional importance (only 45% very significant, one person not significant). Explanations for the high value of private significance are to be found in statements, such as that this module was “inspiring” (PT), and participants “want to spread person centred thinking in a professional way” (PT). Professionally, they wanted to use the contents to “implement PCP, create community PCP, to create with networks” (PT).

## 4.4 Statements on the Contents of the Courses

The first part of this chapter had concerns the contents that were new for the participants. The second part describes what participants thought about how the democratic process of PCP fits in the hierarchical structures of institutions in which many of them work.

Again the feedback sheets show a positive picture of the perception of the contents in the courses. The most satisfied participants were those from the Czech course (84% very meaningful), followed by the Austrian (64% very meaningful) and the German participants (61% very meaningful). The German course was the only one where a person reported the contents of a module as not meaningful (1%).

There was very wide variation in the extent to which contents were new and important to the participants because “it was a very heterogeneous group. So there were people who were using some person centred thinking tools or essential lifestyle planning methods ... and for others it was totally new” (CO). Thus, for some participants, “so

much was new, because they did not know so much about PCP” (PT A), but there were also people who had a lot of experience and were able to say that “there was only little of the topics that was new for them” (IO). Nevertheless, there are some aspects which are mentioned more often and should be listed in a summary:

- “Everything from Helen Sanderson” was very enriching (IO), and so in general was “the whole concept of person centred thinking and planning” (PT A) and the associated methods such as “Doughnut” (PT A), “Person Centred Review” (PT G) and “Essential Lifestyle Planning” (PT A).
- “Drawing and the careful use of the beautiful colours” (PT G) and the “meaning of the drawing” (PT G) were new to some participants.
- “MAP und PATH were familiar to me, but it was good to go in deeply and to get the courage to try it” (PT G).
- To one of the participants the course gave a systematic overview. To him, the connection between each of the individual tools and the way they are connected, “how we can use them together, why we can use this one and not that one, what is better” (AV) is “now more clear”.
- In the two modules of the multiplication course, it was mainly the contents of the section on “how you can be a person centred team” that were new (PT A).

Beside these new contents, it is interesting to see how people involved in this course who often work in organisations with hierarchical structures think about their connection to the grass roots democracy of PCP. Persons in leading positions in organizations say different and partly contradictory things. For example, one participant said that he is “okay with it because I’m head of the centre where I’m working” (PT CZ). An advisor supposed that, “for us it’s clear, we don’t have problems and we are following the same route” (AV), but at the same time he has experienced people who work “not at the top of the organisation probably feeling themselves powerless to persuade the top of the organisation to work in this type of work” (AV). A high number of involved people held a view that this is a “big challenge” (IO), but nevertheless that it “fits fully” (PT A). Mainly it is “a question of the time you need – and a question of money” (PT A). An international observer agreed: “Using the methods of a new system in the old system – it makes people more schizophrenic. So give them time to think [and]... to go from one step to the other one [and] ... give them the space for development” (IO). Additionally, it is important to consider “structural conditions” (IO), where “structures themselves need not be beneficial or hindering, it always depends in part on the people” (AV). Thus, “a person in charge has some space in which he can reach something” (CO). However, “the question is whether a person who leads a company or a section is able to listen to the next level of the company” (AV). Another problem is that organisations allow the participants too little time to hand over new knowledge to their colleagues. Thus, one person said that her boss told her to report on new learning, “but it is not easy in 20 minutes to explain what I have learned there

in 12 days” (PT CZ). One of the international observers saw the connection between the two poles of tension as “a basic problem, and I am sceptical that the implementation of these methods can be successful” (IO). He was afraid that “these methods get diluted and are used only for the interests of institutions” (IO). Finally, one of the coordinators thought that “it doesn’t work very often because of the position of managers who have responsibilities for the everyday life issues of individuals – it doesn’t go together” (CO). If the implementation of courses is to be improved in the future, care should be taken to include leading persons from institutions in the courses – as it can be seen in the German course. Here people “insisted on or encouraged the inclusion of people in leading positions” (CO), so “at least, it could be achieved ... that there was one day with all employees” (CO) with a lecture about PCP. Finally, a coordinator remarked that “only later it will be possible to say exactly what the effects were”, but there is hope that the intensive discussion about this tension “may be the way people speak with one another or the attitude has changed” (CO).

#### 4.5 Statements on the Methodology and the Methods in the Courses

The analysis of the feedback sheets shows a positive picture of the chosen methods in the courses. There is not a single participant across all three countries who said that the methods chosen by the trainers in the respective modules were ‘not sufficient’. In the Czech course, confidence is particularly high (87% very good). In contrast, only half of all participants in the German course thought so (47%). Every tenth feedback from this course said that methods were just ‘sufficient’ (9%). Feedback from the Austrian course was between the two others (67% very good, 33% good – no critical statements). This is not explainable by quantitative data, but statements in interviews of participants regarding their expectations and how they found their way to the course suggest that the creation of the groups could have had an influence (see chapter 4.2). While the Czech course mainly consisted of persons who are well known to the coordinator and some of them were asked to participate, this was less true in the Austrian course with the mixture of well known persons and delegates of bigger institutions and federations. The German course at least was focused on a big company in the system of disability aid of this region and was completed by different persons from other contexts. This could be the underlying explanation, reflecting a wide variation in familiarity with, and acceptance of, the concept of PCP. However, it is also possible that other factors had a greater influence.

With a length over all of six modules, each taking two or three days, optional planning processes in the leisure time, ‘homework’ between the modules and the collection of a portfolio, the course demanded a large amount of time from the participants. Nevertheless, the perception of the effort is connected to the single person. Thus, it is not possible to reach general statements to this point. But, mostly, demands were not perceived as excessive because, “no one quitted because of the efforts” (CO). One participant said that “it is always the question how much one wants to do, how much



one has to do" (PT A), but also he concluded that "demands are relatively high" (PT A). Other participants agreed with this position: "I really had a lot to do" (PT CZ), a self-advocate said. Also an international observer felt "participants had to cope with quite high demands" (IO). A coordinator gave the reasons for the high demands on time that, because the course was "an extraordinary opportunity, it is right that they were asked for extraordinary time" (CO). One of the advisors suggested that if "something is important for you, you take time for it" (AV). Undoubtedly, personal time management plays a big role: One participant said that she "feels she now has a lot of work because she does this work at the last moment" (PT CZ). For meeting the needs of different people, it was apparent that "the needs of the participants were eventually taken into account" (IO).

One topic participants talking specifically about is the question of certificates, especially the awarding of certificates on three levels of requirements (see chapter 2.2). There is a very wide range of views on this issue.

- Some participants accepted the awarding of certificates and allocated themselves to one of the levels they wanted to reach: "This is quite practical if you can reach several certificates. ... I am 95% sure to get the basic certificate" (PT A). Another participant wanted this level because, as his assistant said, he would need English for the others, "and we already agreed that this doesn't come into consideration" (PT CZ). Others found the certificates for facilitators and multipliers in future "very useful" for other participants (PT CZ), while for some of them they are attractive for themselves: "I want to have two certificates, also facilitator" (PT CZ). Some of them are still not sure whether they should be satisfied with the "basic certificate": "Maybe I want to have more" (PT CZ). Also an observer suggested that "it makes sense" (IO), and an advisor and a coordinator liked it as a "good idea" (AV, CO). Another also liked "the differentiation because I really think that there are different things behind it" (AV). Also a trainer suggested that there is "a difference" whether a person wants a "certificate of attendance" or a "certificate of accreditation" and gets it (TR).
- An entire group of statements contained "conflicting" (CO) assessments: On the one hand, it was right "to put a stimulus and make the expectations clear" (CO), and this was "already legitimate" for different levels (CO). On the other hand, a self-advocate would only "like it if I could get the multiplication certificate" (PT A), because at that moment it would be clear for everyone, "that we persons with learning difficulties educate ourselves, ... we have learned so much, we are as normal as you" (PT A). Even the access to this level is seen as "a bit non-transparent" by some persons (PT A), thereby "again such a hierarchy" develops and there is a "competition – who is able to do it, who wins recognition" (PT A). In contrast, "the idea that everyone gets the same is an attractive one" (PT A). Another participant expressed ambivalence to the procedure: "Principally, I like it that one can achieve this as a participant in this training" – but not really for himself, because "it is a bit absurd because I have already been doing it for a long time. I am a multiplier already" (PT G). One of the observers found it "very good

as a possibility" because "it is important in the world today", but the question is, "what does it really say when I have a certificate?" (IO) One coordinator sees the contradiction that on the one hand it is "super-duper and important to have done a plan for myself" for being able to facilitate planning processes for others, but on the other hand he knows: "Yes yes, all are certified – but not me!" (CO). At least, he sees two, perhaps complementary, options: On the one hand it is "important to have clear standards", such as the Learning Community internationally; on the other hand, there should be "something like a mentoring system where somebody just observes you during a planning process, later does co-moderation, afterwards moderation, when the other person still is in the process", so „a culture of reciprocal supervision is created" (CO). At least, it is the point "that where the label person centred planning is it really is person centred planning. And for this you need some system" (CO). Another observer asks for the possibilities for self-advocates because "if these persons do not have any supporting figures or persons with them, they will not be able to gain this certificate" (IO). Here, new inclusive challenges become apparent: "Which support do persons with learning difficulties need to achieve these different certificates without problems and to graduate to the connected courses?" (IO).

- One of the trainers sees the question of certificates as being clearly problematic: "I don't think anything of these certificates, to make it so clear: I find all this very questionable. ... All the involved certificates-awards are people without certificates" (TR). To him, this is all "too school-like, and having all this set out into modules and operationalised. This causes me misgivings" – while at the same time he does not question a systematic learning process (TR). Moreover, phrases like "this is a mark or looking after standards – these are terms from the economic sphere. It is not for nothing that I started to call the whole thing 'celebration', and I think there are no standards and quality tokens for celebrations. It is decided differently what things belong to a celebration. I can't write: Take care on potato salad and sausages if it is about a child" (TR). And also "this differentiation of certificates – I really don't know. There is some bureaucratic thinking in, it fits to institutions but not to the sphere from which it originates" (TR). The alternative solution would be a simple "certificate of attendance, in which everyone can read what was the ,buffet', and what was done in the course" (TR).

Participants made statements about the workload mainly while talking about the production of the portfolio, which covers their progress and insights – one condition for getting the certificate of facilitation. From the point of view of one coordinator, this is "a good method because it makes it necessary to review the training", as an "instrument which intensely enables reflective learning" (CO). But he also sees "that it costs a lot of time, so it is necessary to consider whether it is appropriate this way". Although another coordinator "did not hear so much of the portfolio-moaning", he thinks that "surely this will be a lot of work in many cases" (CO). The third coordinator finally thinks, however, that there was a problem with time, "because the last module was very close to the final deadline for portfolios, as it has been postponed" (CO). The assessment by the course participants, in contrast, is much more critical: One person remarked that the "portfolio

rather has been stressful”, and in her view “personally, this could be left out. I reflect on things anyway, without being forced to write down everything again and to deliver it in a calligraphic way” (PT G). Another course participant believed that he would have been more motivated to write a portfolio “if there had been a working place” for writing the portfolio instead of “sitting at home on the q. t.” (PT G). Also, an observer sees the writing of this work as a “considerable investment of time” (IO). Meanwhile, a self-advocate obviously feels overstrained by saying “the most difficult part is still to come – the work on the portfolio” (PT CZ), and another “has not understood yet what a portfolio means”, but he will write it because he “also knows that it can and will give him something” (PT A).

The participants had an extremely positive view of the opportunities to participate actively during the modules. They suggested that “generally there always was an option” (PT G) to have influence; “the coordinators took a lot of care to integrate the wishes of the course participants” (IO), although “the possibilities to influence the arrangements of the course were not the first priority” (IO). Furthermore, persons with learning difficulties felt that they “actually always” could ask questions (PT G). “Of course, during the modules” they had the opportunity “to say: ‘Stop, I don’t understand totally’” (PT A), and they were also asked “about their opinion, if they hadn’t said anything” (PT A). One coordinator summed this up with the statement: “There was a lot of space for discussions and questions, so ... it was excellent from this point of view” (CO).

A special methodological challenge is to balance two aspects of facilitation on the course: on the one hand, the presentation of experiences by pictures etc.; on the other hand, the enabling of experiences by trial and error of methods. This had occurred previously as a problem in the evaluation of the project in Ostholstein (see Hinz, Friess & Töpfer 2010). Although one of the international observers said that everyone “really has tried to find a balance” (IO), one participant noticed that this balance has been “quite variable or sure”, but “in general, there has been a balance” (PT A). Another course participant agreed, saying that “it depends on the lecturer being there” (PT G). Similarly a coordinator commented that the “balance was quite different in the single modules” (CO). Nevertheless, some thought that “here was a small overweight on the presentations by the lecturers” (IO), and another agreed after lengthy hesitation: “My feeling would be that the theory was longer” (PT A). One participant wanted “more exercises and more practice” (PT CZ). Another participant said more concretely: “One trainer did the balance superbly, but another it was a bit more difficult” (PT A). But there are also positive statements which describe this balance as “harmonic” (PT CZ), “just right” (PT CZ) and “successful in general” (PT G).

Coordinators and trainers saw the chosen media and methods as extremely positive. One of them observed that “nothing ... proved a complete failure”, rather that “all people were able to take out something” (CO). In contrast, another coordinator observed that personal lifestyle planning “did not find a big resonance” (CO). Otherwise, “MAP und PATH, Person Centred Review, One Page Profile, materials of Helen Sanderson and card sets” (CO) proved of value.

The main goal of this course was to educate facilitators for person centred planning processes. Thus, planning processes and their continuation out of the courses, as well as testing in practice, are of highest importance. At this point, the experiences of the participants have turned out quite differently. While some of them reported that they have “planned for several persons including themselves” and also “provided supported several times” (PT G), others said that they only “acted in supported”, but did not “plan by themselves” because they “held off” (IO). But nevertheless, obviously all participants who commented on this point were able to achieve some experiences in one or other role – some within the course, others also beyond. So “in plenty of working groups” (PT G), there were “mostly planning exercises” done (PT A). “This was always something you could take with you, there were planning discussions, and there were the beginnings of planning” (AV), and thereby “the theory had already become much more concrete” (PT A). Those involved “were able to try and plan within the course very well” (IO), and so in summary, “I felt the planning to be the best, to try it out by yourself” (PT G). In spite of the place of the exercises, all course participants were aware of the “seriousness” of that place (AV). In contrast to other seminars, an advisor said, “it was effective to try the methods, to push them on or to take the results with you” (AV). Irrespective of the country of the course, “there were more concerned persons, persons with disabilities, who planned for themselves” (PT A). One reason for that could be that “the desire for change was much more massive there” (PT A). This led, as a course participant said, “in almost all cases, however, to a planning process” (PT A). In the German course, many people with disabilities wanted to plan, but this seemed to be less successful because “planning processes got stuck, for different reasons” (CO). A reason for this could be that on the basic situation with a big social company in the background “in this course somehow it was an artificial situation” (CO) and thereby, maybe, wrong expectations were whipped up. A self-advocate from Germany reported how his own planning process got stuck and how he had to gloomily face that “then we don’t plan” and “everyone goes his own way” (PT G). Another course participant explained that knowledge of facilitating “could not be practiced in the right way” because there was “too little feedback about facilitating or how the job of the graphic facilitation was done” (PT G). One participant has been affected very unpleasantly by an “unfortunate situation” (PT G), in which the trainer facilitated for a person and in the room but “outside, there are some untouched viewers sitting”, totally uninvolved in the process. Some of the emerged problems, maybe, can be explained by a statement of one of the coordinators, who thinks that “it is impossible to exercise person centred planning” because “it is always serious” (CO).

For organisation and coordination, as well as for preparation and reflection with regards to contents, the responsible persons of the project counted on the internet platform “Moodle”, which “is very interesting and builds an important part of the whole project” (IO). The following aspects of the Moodle were seen as positive:

- Moodle worked well for “preparation and reflection” (PT G), it is “super ... that there are these handouts or presentations” (AV). Furthermore, it is helpful that everyone “can find all the information you have to use” (AV). Generally, one of the coordinators finds that Moodle “was used well as an opportunity for materials, for downloading” (CO), and also for photos of previous modules.
- By some people, it is reported that the platform is also used as a way for communication.
- On the other hand, there were some points of criticism:
- “At times, there were technical problems” (CO), and “the server was sometimes too slow” (CO). Moreover, the platform is “not very user-friendly” (PT G); it could have been “built more stringently and made easier to use” (PT A). Even “professionals” sometimes had “difficulties” (IO) “to get along there” (IO).
- Additionally, the general question of communication channels emerged: “For people who don’t have access to the internet at all, this was a different world and something like a constraint” (PT A), and there were people “who just were not the type for using something like this” (AV). Communication by “e-learning platforms ... simply is not practical ... and means additional effort”. Thus, it might have been more meaningful to build an “e-mail network” (IO). In particular, people with disabilities may have not been able “to use the system without support” (IO). Thus, for some of these people, it became “a barrier because they don’t have an Internet account” (CO).

Overall, the platform was “generally used too little” by all participants (PT G). This led to frustrations, due to the fact that “some people in the group don’t have a computer or only use it once a month”, and so some participants had “little exchange by this way” (PT G). One of the advisors suggested that it “did not work because it would have been necessary to explain how to use it” (AV). Exactly this point was questioned by one coordinator, who asked “whether it makes more sense or not to make it stronger” (CO).

The picture is quite similar for the development and the design of the project from the viewpoints of the coordinators and trainers. Moodle is “a very interesting tool, which provides possibilities to share information and inspire each other [and] it is good for spreading training material to participants” (CO), which “can be found very quickly” (CO). However, trainers who are responsible for diverse modules get “so much junk-mail, which costs time” (TR). Other trainers “did not use it at all” because they “did not have a personal connection to it” (TR) or they belong to a generation “that was brought up without this kind of technology”, so for them it is “not the preferred way of communication” (TR). Obviously, the Moodle platform “did not work for the exchange within the project because it was used barely” (CO).

## 4.6 Statements on the Personal Impact of the Courses

The feedback sheets after every module give a clear picture of how the participants assessed the personal impact of the courses on themselves: There is not a single answer on the side sector in general, with two thirds of all feedback stating that the courses are very relevant, and one third assessing them as being relevant. But there are considerable differences between the courses: The multiplication course is most extremely seen as very a relevant course (81%), followed by the Czech (77%), the Austrian (63%) and the German course (48%). These differences are statistically very significant, therefore not simple random samples. But, nevertheless, – all assessments are on the positive side, for the courses as well as for the individual modules.

The participants say a lot about important and newly learned aspects. PCP is “very widely usable” (PT A), “the methods are so low-threshold and easy to understand that it is easy to adapt and to use them in the most diverse areas” (PT A). PCP “is like a colourful green yard, where you can pick up single flowers” (PT G). There were “some favourite methods”, “but also totally different things I also include” (PT G). One course participant “has deliberately tested new methods – person centred review, MAP and PATH” – and “it worked”, “this is great that now I am able to use it” (PT G). Another course participant does not dare to use these methods: “Such a whole planning process, I think, this goes beyond my limits”, but he dares “to do specific parts” (PT A).

Observers and advisors expressed themselves in a similar way. One observer could “learn very much, especially all these methods, the person centred review and all these preparations” “because you can work in very focused ways with these methods to prepare the person centred planning” (IO). One advisor highlights positively “those hand-outs and presentations, for them the Moodle platform was great, although downloads didn’t work sometimes” (AV). Nevertheless, the variety of materials and methods was a big challenge because “first you probably drowned. ... But slowly, it is getting more relaxed, and everyone has to find out for himself/herself how it can work in the specific context of routines” (AV). Another advisor highlighted that the different methods are usable for different situations. On the one hand, “I am teaching people from the institutions, social workers mostly” (AV), while, on the other, “I am using the methods and tools in direct work with clients who are on the way from the institutions to the regular flats” (AV). And after all, a national coordinator argued that the planning was real – “it was prepared on real aspects of individual situations. Even if it was not for the target group, it was more a real situation than a theoretical or model situation” (CO).

National coordinators, observers and advisors were sure that they will “continue to work in this way” (AV). “I still feel it enriches and empowers me to continue this way and really to have a structure how to do it with the families and the persons with disabilities themselves” (IO). One of them said that he has “availed himself of this course professionally”: “Also in team meetings, in team supervisions and in team consultations

I changed more and more to let the people work it out by themselves with different methods – this is a great thing” (IO). In addition, there is the need “to find more time to create and to work more on asserting person centred planning on a national base” (CO).

On this basis, many participants plan to make further steps:

- Some of them want to reclaim all the information and options and plan “a detailed reflection of the whole” (PT A).
- Others want “to facilitate more planning processes” (PT A), they “simply want to help other people who need me, and I can tell them more about what I have learned in this course” (PT A). Occasionally, specific people are identified: “I would like to do person centred planning with my daughter” (PT CZ); “I would like to do this planning with my clients in schools” (PT CZ).
- One of the self-advocates plans “my own planning – and to be honest, I am a bit afraid of it, but also joyful” (PT A). There is a lot of hope “that my dream will come true – to drive a truck” (PT G).
- It was especially important to self-advocates to be able to join the international multiplication course. There is a slight hope “to be able to train as a multiplier” (PT A), or “that it transmits to another course for being close to PCP ... maybe until being fully saturated for it” (PT D).
- Some focus on their function as a multiplier. One course participant wants to “invite my colleagues to the planning and to be involved in the planning and to see how it can work” (PT CZ), another one looked forward to the “work as a course instructor with [the national coordinator]” (PT A).
- Finally, some participants dipped into networking and quality management. One of the trainers looked forward to “national networks in each of the countries” and a “European network around person centred planning” as next steps, on which “each of the involved countries is able to create some standards about what works for them around training programs” (TR).

## 4.7 Statements on the Professional Impact of the Courses

In the feedback sheets, the professional impact is awarded a high significance. A little more than half of all responses (51%) state a very high, rather less than half (42%) show a high significance of the modules for professional work. Only a few see the course as less important (3%) or not important (1%). The Austrian course by trend has a higher level of significance than the German and the multiplication course; there are no data from the Czech course.

In the interviews, different perspectives of participants become quite obvious. Next steps from the point of view of course participants are as follows:

- PCP should become more well-known. There is the desire to “spread these courses, so that more persons work on this topic” (PT A), and to escalate it like “a virus in my working context” (PT G). There is hope that “it is the new thing which is trying to be born and ... the way for the future” (PT CZ). Therefore, it is important “to share ..., to join information meetings” (PT A).
- For further dissemination, it would be helpful if “more service providers would finance it” (PT A) because PCP would stay “quite limited” within organisations as well as in private contexts because “people can only afford this where there is big money” (PT A). Thus, an event would be good, “joined only by people in leading positions, who are able to negotiate with benefactors” (PT G).
- From the point of view of national coordinators, observers, advisors and trainers more conceptual considerations are raised – mostly with a high degree of concreteness:
- As for the participants, the need to establish financing of PCP is an important consideration, which here should be established explicitly “as a benefit outside of organisations” (CO). Additionally, in the phase of dissemination, it will be “a big challenge” “to define quality standards for the prevention of misuse and wrong interpretations” (TR).
- Furthermore, it is important to get nationwide networks for PCP and, therefore, it is important to think about “how to accomplish a list of facilitators and how to go on in the future” (TR). Here, issues such as “an association or an information centre” (TR), “a nationwide network” for Germany (CO) or “the proposal to build up an Austrian network” (CO) arise. Therefore, it is seen as helpful “that we were in the course from all over Austria” because through this, “every person has quite different ‘Circles of influence’ – circles they can reach” (CO). This stands in contrast to the experience in Germany that a regionalised approach is extremely helpful and effective. There is also a plan “to establish a Czech and Slovak Community of PCP and to share experiences to empower each other” (IO).
- Review the different perspectives, it appears that participants have been thinking about different directions of development: to introduce the concept “in different regions” (CO); to include it in “education and further education for educational professionals” (CO); and also to build a “strategic alliance” in the region for “enhancing the county” to win support (CO), although “other persons can only partially be constrained to action” on a political level (CO). All these are further perspectives.
- Finally, further steps for service providers are planned: The processes of change will be continued with two questions: “How to go on to implement it in the company, and how to open up the company by connecting further networks with others” (AV). For this, the internal “catalogue of in-service-training” (AV) plays a key role. Here, it has to be discussed in the context of the company, what should be done “in which quantity and quality with us” (AV) – maybe in a shortened and more focused form. The sixth module with organisational development in

particular “could bring some ideas how we can work or build the organisation more effectively” (AV) because, at some point, there is a need “to make some changes in our organisation” (CO). Additionally, it is planned that there will be “something like an evaluation after one or two years, ... what are the long time effects”, after PCP stands now “in our strategic plan for the next three years” (AV). Thus, it is important for the future “not to be rigid and provide the services which fit us. You know I am very happy that we are able to be flexible and provide services to respond to what people need” (AV). This also includes offers of further training, which up to now were focused on students before the end of their time in schools, and “we now are offering ... for parents of the students” (AV). And an international observer asks, having regard to his organisation, “how this can function with us, what can I do” (IO). It is clear, however, that the tradition of institutional structures “very clearly leads to disabling processes and making things difficult” (IO), so he has to consider that “there is still a strong hierarchy,” “and the control of power in many areas still lies in the institutions and the authorities” (IO). This has to be respected as well as the principles of person centred thinking and planning.

Overall it can be recorded that the courses and the project in general resulted in a plurality of concrete perspectives for the future which can explain the high professional impact of the courses. Within a project about person centred planning, this is logical in a way.

#### 4.8 Statements on Social Aspects of the Courses

The courses consisted of “different people, all of them bringing their own personal backgrounds” (IO). Thus, it is exciting to explore how such a group – put together by accident and new at the beginning – draws together, starts to work, and faces challenges together. This part is focused on the question of how this heterogeneous group worked together, what culture developed, and in what ways the exchange and cooperation was valuable. It will set out how far this course realised the demand being inclusive from the point of view of the participants. In view of the different local requirements and terms, this is done country by country.

It was reported that there is a “good atmosphere” (IO) in the Austrian course. Course participants found “this group quite friendly, very positive, open minded and cooperative” (PT A). They said “in a way it was quite amusing” (PT A), there was “a good climate” (PT A) and everyone got the feeling that “I belong to it” (PT A). Additionally, the national coordinator observed that “participants always looked forward to the course, ... because there was a good atmosphere, people got along with another” (CO).

In the Czech Republic, the international observer saw that “it is important to achieve the harmonisation of the group because every person is coming from a different perspective, different level of understanding” (IO). At the beginning, the team spirit was “not so strong” (IO), so some asked for “more focus on team work” (IO). This was implemented, and it had the consequence that later the atmosphere “was great” (IO).

One participant with a disability didn’t feel so well at the beginning because he “was new, didn’t do such a thing before, and was not well versed” (PT CZ). But generally, participants describe the atmosphere in Prague as “nice” (PT CZ), “very good” (PT CZ), “it was a great experience to meet” (PT CZ).

The international observer in the German course found out that the course “has grown as a group”. For him, “this group process was a highlight” and there was a “very good group atmosphere” (IO). Also, participants from Germany felt that “everybody was nice together” (PT G) and there was a “generous cooperation” (PT G). A participant with a disability reported that “at the beginning, I had some difficulties which disappeared after a while” (PT G).

Despite the fact that in the multiplication course a new mixed group was established, course participants also here found the atmosphere “always nice” (MC PT A), “very good” (MC PT A), “very hearty and very open minded” (MC PT G), and they indicated that there was “a good climate for working” (MC PT A). With a view to the whole course, a trainer highlighted the “very relaxed and open minded and friendly atmosphere” (TR), which in his opinion is “very clearly a strength” (TR) of the course. This is supported by an observer: “These personal contacts and relationships which have occurred ... this is often more essential and important than the formal things” (IO). This good atmosphere is aided by “good meals together” as well as “flowers” (TR). Generally, “it is simply important to have a dignified framework” (TR).

Many course participants commented on the questions about the impact of the exchange and about opportunities for cooperation. In Austria, participants from the whole country joined the course – and this was clearly seen as a benefit: “You hear how it works at the other end of Austria” (PT A), and you “learn and see ... in which regions ... they work on it” (PT A). Generally, the exchange had a high impact because “experiences are handed on” (PT A). This was reinforced by the national coordinator, who commented that “there has been so much exchange and ideas, both on a personal level and on the level of organisational cooperation” (CO). Furthermore, he observed that “all had exchange with another although there were some cliques” (CO). The Austrian advisor means that “participants could have more exchange”, but all “talks were constructively” (AV). He also likes the Austrian networking, but he sees more problems in Germany “because if some come from Erfurt to Ostholstein ... they again start talking about East and West” (AV).

The international observer in the German course indicated that here again “the exchange is very important” and “between the single participants has a high impact” (IO). One of them commented that “you get to know new people”, but whether he “found new friendships I don’t know” (PT G). Another participant notices that he “mainly had exchanges with people who are on the same level as me” (PT G). Nevertheless, “in any case I got to know and appreciated many people who have all grown fond of me” and “a lot of closeness has developed” (PT G). For one participant, the “networking talks during the breaks” are an “enormous outcome” (PT G).

In the Czech course, a different picture arises. Because “almost all people in the course knew each other before, it was just nice to meet again” (PT CZ). So, there were “maybe not new connections but a new way of cooperation” (AV CZ). The national coordinator also noticed “more important cooperation between the participants from the same organisation” (CO).

This project aimed to be inclusive. “In general, it was an enormous enrichment for all sides, all could benefit and learn of each other” (PT G), as one course participant described the experiences. The international observer supports this: “And it is very good that we do this inclusively” (IO). An advisor thought that “this inclusive standard is a very important standard” (AV). Another advisor suggested that he “learned so much, and you have to focus this quite in detail” (AV). “It is very important for people to have the chance to join this course” (AV). Additionally, a coordinator believed that the inclusive standards “brought in another quality, another quality of exchange” (CO). One of the course participants suggested after being asked about the impact of heterogeneity in the course: “I find it super exciting with the participants – I really like it so much” (PT G).

A whole group of self-advocates joined the Austrian course, people who “can be a role model, ... who coped the painful and difficult way out of an organisation” – they shouldn’t become “a field of experiments for planning processes for the ‘professionals’, but they should be there as participants, who later will be able to facilitate and support person centred planning processes” (CO). When planning processes occurred, the coordinator “tried to suggest that those seeing themselves as being professionals would be those who take the role of the focus person” (KO) – not automatically persons with disabilities. In his experiences, in contrast to the Austrian course, in the Czech Republic “planning processes were not really reflected at least in the course”, and in Germany, “artificial support circles” (TR) were built. Thus, in Austria, the highest active grade of participation of persons with disabilities could be found – self-advocates showed more and more self-confidence. So, one participant with learning difficulties reflects that “today I just start asking straight out” (PT A) when something was not clear. One trainer talks about “trained self-advocates” (TR), while another gave the opinion that “anyway it is obvious that self-advocates in Vienna have a different dominance” and there “a ‘we’ was found” (TR). Furthermore, “they demanded changes” (TR), and this led to real changes in the routine of the day. In Austria, there were “robot cards” as a signal of ‘not understanding’ which “were used” (PT A). To reflect on contents, a “tutoring time” was established, “in which contents again could be gone through and explained – this was ... important and also good” (CO).

This self-evident culture of request and clarification seems to have been less developed in the German course, particularly as there is “no culture of self-advocates” (CO). A course participant with learning difficulties agrees that “sometimes it is too quick”, but “sometimes he doesn’t have the heart to pipe up” (PT A), because he doesn’t want to slow down the course. In contrast to the Austrian course where all persons with

disabilities continued from the beginning to the end, in Germany, at least “two women broke the course off” (PT G). One course participant reasoned that she “totally didn’t understand what this was about” (PT G). A third person who broke off complained about “so much paper and so many materials” so he “doesn’t know whether he needs all this or not” (PT G). It is also possible that he “had needed a person centred planning process for himself rather than joining this training” (PT G). Thus, one participant thought it is “a pity that so many people with disabilities broke away” (PT G). On the other hand, the course was a great enrichment for one participant with disability. He “developed totally well in the framework of the seminar”, “somehow got so much confidence” (PT G) and “played a growing part in the course with self-confidence” (IO) – so to speak, a “batch of self confidence” (CO). That this young man joined the course can be explained through “the existence of two women who knew him before and ‘talked him there’” (TR). In contrast, the other persons with disabilities acted “as if they are not sure by 100 percent that they really strongly want to do this, but that other people find this useful for them” (TR). But persons with disabilities were models because they “sit very attentively and listen”, even if others thought that they “are not able to go on anymore ... and fall asleep” (PT G). Nevertheless, a trainer has “the feeling that self-advocates in Prague were more self-advocates than those participants in Germany” (TR).

In the Czech course, “at the beginning it was very good because they said: ‘Stop, I do not understand’ ..., but in this module [5] you couldn’t see and I’m not sure if they understand very well” (PT CZ). One participant saw his colleague with a disability “not participating so fully” in another module because he “comes late and then he is going somewhere to spend the lunch for two hours” (PT CZ). So he thinks that for his colleague it “is too much, so he tries to find some reasons to come late or to go out. It was rather too difficult” (PT CZ). In addition, the national coordinator “is not satisfied” with the inclusion of persons with learning difficulties in Prague “because one lady finished after the first day because it was too fast and too much for her” and another participant, as she saw it, was “not involved so much into training”. The third person with learning difficulties could join in the activities of the course better “because he had a good relationship to a lady amongst the participants who helped him” (CO). One trainer felt people with disabilities, as they were “enormously reserved, did not take any space and I could not see whether there was someone who felt responsible to make sure that they really understood what it was about” (TR). Not a single person with a disability from the Czech Republic joined the multiplication course. A course participant comments that “it’s a shame that we have no Czech people with learning disabilities” there (PT CZ).

Looking more closely at the multiplication courses in Bratislava and Prague, a participant saw “inclusion at the top, but not on every level” (PT MC CZ). Meanwhile, the work in the plenary was not seen as being inclusive because it was “much too quick, ... too much content and much too complicated language” (PT MC A), and it was “difficult to follow” for people with learning difficulties because by “interpretation they were

excluded from contents” (PT M G). Working in small groups is generally considered to be a better way to achieve inclusivity. In these groups, “there was a rule to look into the group that everyone is a part of it and can understand” (PT MC A). So one participant observed that a person with learning difficulties “fully enjoyed being here” and “he felt that it had value for him to be allowed to come here” (PT MC G), although it is fair to say that multilingualism increases the challenge of inclusivity on the courses. One participant said, “the multiplication course had barriers, it is not easy to understand because there are different languages ... it’s not easy for me and for people with learning disabilities” (PT MC CZ). After initially planning only to accept participants who easily understand and speak English for the multipliers course, the organisers of the project ‘decided at a late stage to address the challenge of multilingualism in the multipliers course (see chapter 4.9).

In the whole project, irrespectively of country and city, some points can be highlighted with regard to inclusivity:

- Trainers are commended because “later they discuss contents of the course with you and explain the whole thing” (PT A).
- “Easy-to-understand language was there, but not used consistently” (PT A).
- “Practical things helped so much to understand and to practice” (PT A), especially “the working groups” (PT G), “where you have the potential of support” (KO), are seen as “more exciting” (PT G). The course with “the opportunity to split in two groups” (IO) is also seen as positive (see 4.2, module 2).
- One coordinator is identified who “tried to organise the conditions in a way that self-advocates could go to [the multiplication course in] Bratislava without barriers” (IO).
- And an international observer remarked “because of the people” with disabilities, “time is very important. So we don’t need to be fast” (IO). This deliberate choice to slow down the process seemed to have advantages for the whole group.
- There were some stumbling blocks in the courses which made it difficult for persons with learning difficulties to participate fully:
- In “materials and lectures” (PT G), there was “too much heavy language” and too “much content” (PT A). “This could be done better” (IO). Another participant found “that we don’t have easy-to-understand language ... often men don’t have it”, when they train the course, and even criticism on this “was really not noticed well” (PT G). An advisor resumes “that people with disabilities partly really were overstrained” (AV).
- A participant with learning difficulties explained that it was “quite exhausting to sit there for seven hours and to listen all the time” (PT G) and another added that “sometimes you get tired quickly” (PT G). A coordinator underlines this by saying that it still “remains a challenge to say how people with learning difficulties can be fully included” (CO).

- For some people with disabilities “for sure it is difficult to get orientation on the e-learning-platform” (IO, see 4.5).
- The system with “three different certificates” is seen as being “too complex because the efforts become greater, because the efforts on communication become greater”, and if people with disabilities “have no supportive people around them ... they will be not, or only barely, be successful – even if they are motivated” (IO).
- With the English language in two modules, communication becomes “doubly difficult then” (PT A). In the German course, “a participant with disability from the start said: ‘I don’t join this’ ... and another person went away ..., because it was assumed it was too much for him” (IO).
- Below this focus on the challenges, a lot of participants demonstrated ways to make the courses more inclusive:
- It is absolutely necessary to offer “a reflection” in a “small circle” (PT A). This offer should be open to everyone and “not only to people with learning difficulties; several times, there were people who said: ‘I was not able to come along’” (PT A).
- If higher certificates are to be achievable, it will be necessary “to find forms of support for self-advocates” (IO). One trainer’s recommendation supports this view: “We need to make sure that they [people with disabilities] are well supported throughout the whole process” (TR). In Austria, “continuous learning support” was planned which should “repeat, work through and finish contents” (CO). This could not be realised, so tutorial time was the substitute solution (see above).
- A participant with learning difficulties wanted “a bit more paper so that I could read it afterwards instead of having my head talked off” (PT G) – something like a summary after finishing a module.
- In addition, offers on different levels are seen as helpful: “Maybe we should have thought about splitting off the group, maybe a bit more practical and theoretical” (PT G).
- “Maybe something could have been changed in the structure of the modules, so it would be easier for people with disabilities to come along” (PT G). Accordingly, a coordinator proposed “to prepare the training differently, more specifically” (CO). An advisor agrees: “We should think about how people with learning disability access the material” (AV).
- More generally it would be “nice if there were opportunities ... to respond more to things which are really important at this moment for a person or the group” (IO).
- Trainers managed the heterogeneity of the group in different ways. While one is “no fan of the obligation to use easy-to-understand language” and believes that “my body language is quite helpful for people with learning difficulties” (TR), another was “quite nervous and anxious beforehand”, but he learnt “to trust the people who are managing it” (TR).

In summary, it can be said that “some parts were good, but depending on what is your understanding [of an inclusive course], it is improvable and upgradeable” (IO). “Inclusion is something”, an advisor adds, “that probably will not be 100% achievable in a pure form”, nevertheless, “we should not give up this standard” (AV). And even because “this whole project is called ‘Paths to Inclusion’ – you have to do it. It may not work, but we can learn from that” (TR).

#### 4.9 Statements about the European Perspective

The partners of this project come from seven countries. The courses took place in four different countries, and several languages were spoken. This part of the chapter focuses on the multi-language situation and the impact of the international exchange. As was said above, several languages were used during the courses. In Austria and Germany the presentations of the contents were in German, except for the two English modules.

In the Czech Republic, the national language was only used in the first module because none of the other trainers knew Czech. Starting with the second module, there was parallel interpretation done by sentences or sections, although “it takes more time” (CO). Thus, there was a “smaller input” (CO), but the national coordinator did not find this as a problem because “that is the situation of a small nation with a specific language” (CO). Not a single participant in the Czech Republic saw the interpretation as a problem. Indeed, “it would be much easier to speak in one language”, but “both translators for English and German were perfect” (PT CZ). And so “it was not boring” (PT CZ) and didn’t “cause a problem” (PT CZ). Also, the advisor is “happy with it” because it “is a very good thing in the project that it is translated”, otherwise “people who don’t understand ... English” could not join the course (AV). And even if there are a few drawbacks, like “maybe it takes a longer time, maybe it needs more concentration” – “it is always a chance if it is in a different language” (IO).

In Austria and Germany, the picture is quite similar. Multilingualism is a bigger challenge particularly for persons with learning difficulties. For them, the English modules in the course were “twice as difficult” (PT A), “totally complicated” (PT A), and also “however very exhausting” (PT G). One advisor observed that “people with disabilities partly were overstrained”, and he believes that in its interpreted form “the material offered, however, was not as lively as heard and understood in the original language” (AV). Other participants found the English modules “super”, “really exciting” and thought that they were “a bit slowed down – and hearing twice makes learning deeper” (PT G). Furthermore, this viewpoint makes it clear that despite different languages “communication can work in a good way” (AV). However, the English trainer had some difficulties because she “couldn’t pick up whether [participants] were happy or not, whether it was working for them. I learnt what it felt like to be an outsider” (TR).

On the organisational level, many people from different countries were involved: advisors, trainers and, of course, national coordinators. The following part focuses on the international exchange from the perspectives of the participants.

One of the national coordinators found it “brilliant that we were able to bring together people with this approach, to exchange, to work together” and he thinks that all “acquired an unbelievable new repertoire” (CO). To him the meetings “again and again were mentally refreshing for many of them” and a “good prevention of burnout” (CO). The coordinators in particular liked the cross-national European importance of the project. For them it was a “tremendous advantage ... that the English partners and Helen Sanderson joined” (CO), and specially “the exchange with England was super ... because one could get an idea how these people work, what impresses them, what powers them ... and where are the weaknesses there as well” (CO). In addition, “the UK is very important because of the knowledge, the practice, and the connections to the USA or other non-European countries where PCP is applied” (CO). For the Czech colleagues, the cooperation with Germany and Austria was also quite important because “these two countries are very close historically and socially to the Czech Republic”, and the cooperation with Slovakia was much appreciated because there they “have many of the same situations. So they can talk about how to solve problems” (CO). “Even if the exchange exposed things that not everyone would like to do the same way” (CO), overall it can be said that the “exchange was fertilising and enriching, and it has built up a basis for a long-term exchange which will not be finished with this project” (CO).

The advisors who joined the project for their organisations think that “it is great that we have the opportunity to meet people from various countries” and that “it’s very good that we have international teachers and lectures” (AV). The development meetings were especially seen as being extremely positive, where “fruitful things always arise, “where we talk whatever comes to mind – and you can keep this information with you” (AV). But even if the exchange “in that moment when we meet is ... lively and constructive”, “there is little development” (AV) during times between meetings, another advisor says. He thinks that the reason therefore is that “everyone is busy with their daily routines” and that “it also could be connected with languages” (AV). Another advisor had hoped that all participants “could make a bit more time for the contacts between themselves” (AV). The fact that the protagonists of the project are “on different levels” is, on the one hand “inspiring, on the other side, sometimes it makes our discussion not very fluent because we have different backgrounds” (AV).

One of the trainers, in the run-up to the project, expected “international exchange and to become aware of its overall significance, as well as to understand better how people in England work with it” (TR). Although he “is able to take inspirations from the meetings” he could not take away so much from the international exchange, which “can be a part of the role as a trainer” (TR). Another trainer suggests that through this project “a group of very passionate people is coming together, who all have a very strong view about what we want to see happening”. Nevertheless, he comments that “sometimes there is a lack



of leadership”, with the result that the development team “spent hours talking about stuff when we don’t need to get into detail” (TR).

At the end of the project, these main people in the project expressed their views about where the next steps in the countries should lead to, which developments were initiated, and which effects are already becoming apparent. Participants from Germany hope “that something like a snowball system will always go on and on” and not “that this European project fills dossiers and is filed” or stays limited “just to Ostholstein” (AV). The Czech people were happy that PCP “is now more popular in the Czech Republic” (AV). In the future, it is planned to “achieve more publicity and more lobbying work on this topic” (CO), and in addition they want to “try to create some kind of centre for person centred planning” (AV). In Luxemburg, the goal is quite clear – “to conduct courses for further education” (IO). Although, if the international observer “feels quite alone or isolated from to PCP”, he wants “to benefit from the opportunities which are offered by such a network” (IO). Important steps in this direction are thoughts about “strategies to put in practice and how to start to bring person centred planning further forward in Luxemburg” (IO). The observer from South Tyrol reported that in this region projects have already started which led to “offers of PCP for all interested persons in the whole area of South Tyrol” (IO). To achieve this, he worked on structures to support the process and enable the education of facilitators. Furthermore, he hopes that he “will manage to work with these methods successfully in South Tyrol and – even more importantly – to find a mode to implement PCP and support circles out of institutions” (IO). In Slovakia, the observer plans “to create a pool and enrich it with the Czech, Austrian and German experiences, [because] sometimes people need an example from other places because at home sometimes you are so blind” (IO). Anyway – “it is time for revolution”, even if “this is a slow revolution” (IO).

## 4.10 Conclusion

A concluding assessment of the project will be offered at two levels: First, in the concluding statements of participants in the interviews about the question of where they see the success and the failure of the courses; and second, from the more distanced perspective of the evaluation team.

The participants expressed the following views about where they see that the courses have been successful, and where not successful so far:

From the point of view of the evaluation team, the following balance can be drawn about the project “New Paths to Inclusion”:

- The project led all participants to a very high overall confidence. The extremely positive feedback after each and every module reflect both the concept of the training with the inspirations from the United Kingdom and contents, methods, experiences, opportunities to influence the process at any time, and the mixed groups of participants (see 4.4, 4.5).

### Statements about success of the courses

- “If all are glad” (PT A).
- “That I have learned something and that I am able to pass it on” (PT A).
- “The opportunity ... to concentrate on person centred planning in a basically inclusive setting” (PT A).
- “More people informed and supported for this way of working” (PT CZ).
- “Bringing something new for us about how to help people” (PT CZ).
- “Oh well, the people” (PT CZ).
- “Yes, that it was fun” (PT G).
- “You make yourself a bit fitter what has to be done or for person centred planning” (PT G).
- “It brings networking, methods and motivation” (PT G).
- “That I have achieved a growth in knowledge, abilities and contacts” (PT G).
- “That the course was done that way and that we can part of it in the future” (IO).
- “In the mediation of eternal knowledge. In the mediation of international experiences in the field of person centred planning” (IO).
- “Empowerment of the persons themselves to make real changes for their own lives with the support of the people they trust in” (IO).
- “That many, though not all, people in our company and persons we cooperate with in the network changed their attitudes, and this attitude is the basis for further changes” (AV).
- “That person centred planning banged a nail in the wall here, in Vienna, in the scene, as I see it, where you can secure yourself or you can stick to it” (AV).
- “That by using the tools which look simple, all of us can understand, that we can do changes in lives of people we are working or living with” (AV).
- “I think that now there are some more people who start and do it everywhere, in Prague, Vienna, Ostholstein” (TR).
- “I think it is creating a much deeper shared understanding of what person-centred practice is” (TR).
- “More people in the Czech Republic understand and are able to use person centred thinking and tools in practice and this means a greater potential to implement this concept into practice here” (CO).
- “New approaches, new methods, a bigger picture.

### Statements about failures of the courses

- “I haven’t found any failures so far” (PT A).
- “You already know what I want to say!! Multipliers Course I can’t join. Dot!!” (PT A).
- “There is no failure. Otherwise I would have cancelled the seminar, I wouldn’t have come back” (PT G).
- “Not to reach sustainability. This is the base which is brought forward here, and now the political level has to be reached... PCP needs PCP” (PT G).
- “It asks many questions – still unanswered questions - oh well, for me it is still not clear how I can copy those courses to my region, this is not clear for me” (PT G).
- “I would say, the only partially achieved inclusivity of the course, that it couldn’t accommodate everyone” (IO).
- “The failure of the project is that the people who are able to make some decisions ... didn’t participate in the project. ... So it is a rich tool in the place but the people who can decide that we can use these tools have been left unaffected. Some of them, especially in Slovakia. ... This is a controversy about their power but really taking care of the money, of the destiny of the people, of everything, and to giving it back to the people” (IO).
- “The failure is that I am afraid that it will not be established as an identified component of services in the catalogue of services of residential institutions and day services” (AV).
- “I believe that the platform didn’t work so well. ... This is a pity, you always could take something out of the meetings but it wasn’t promoted so well. How the meetings were prepared and realised was good but it wasn’t presented well enough” (AV).
- “I am very happy to say that I don’t see any problems” (AV).
- “It is not a failure but there is a growing recognition in me that scope of the courses left out some things that needed to be covered, for example: What does the role of an agent look like or how to get financed the whole thing? All this hasn’t become clear to me” (TR).
- “There isn’t some kind of a network to sustain ongoing learning” (TR).
- “I think it is not a problem of the course or the project. We know how big the gap and barriers for implementing this concept are in the Czech Republic. There is a big difference between democracy in UK or other countries and the situation here” (CO).
- “The challenge still exists to bring person centred planning to common practices in the region which is recognised and financed by the benefactor” (CO).

- Additionally, it inspired a huge number of activities and next steps in Austria, Czech Republic and Germany and also Luxemburg, Slovakia and South Tyrol. The European survey already reveals that most of the involved countries – at least Austria, the Czech Republic and Germany – are in a phase of strong growth (Level 3, see chapter 1.3).
- In more detail, some aspects can be found which were seen by all participants as positive:
- The concept developed in advance by the preparing group has proved of value in some aspects:
- It brought together coherently – maybe for the first time – both internationally-known strands of the development of PCP which can be brought with the orientation on community and the understanding connected to ‘art’ on the one hand and with the orientation on services and the understanding of ‘engineering’ on the other hand (see forward). The ‘big tools’ like MAP, PATH und Person Centred Review as well as many ‘small tools’ like One Page Profile or other tools for reflective learning from the United Kingdom were valued (see 4.2, 4.4).
- For this, inspirations from the United Kingdom played an important role especially because they were brought in a way adapted to the environment (see 4.3, 4.9).
- The project combined the different levels of planning processes – persons, organisations and social spaces – in a supplementing way (see 4.2, 4.5).
- Also the planning methods offered in the training were perceived very positively because they are usable immediately, and provide a range of tools that can be used as appropriate to meet different situations and needs (see 4.5, 4.6).
- Furthermore, the project led to more dissemination, implementation and networking with regard to PCP in the involved countries – and to ongoing perspectives (see 4.6, 4.7).
- It was perceived both in the regionalised design (Ostholstein, Germany) and in the national design (Austria) as a meaningful and successful approach – obviously there are different strategic ways to inclusion that may have more positives and few weaknesses (see 4.2, 4.8).
- At least, there are social aspects, such as the atmosphere in the courses, the exchange between the participants, the cooperation between – also widely recognised – partners seen being very positive (see 4.8).

Alongside the positive aspects found across the whole project, there are some aspects that must be assessed differently:

- With regard to planning processes, on the one hand all participants were involved in those processes and were able to gain experience. It is apparent, however, that participants with disabilities planned more, and with bigger goals for themselves

than participants who were there primarily in the role of professionals. In this respect, there are differences between the countries; the biggest problems were reported from Germany, with the most artificial planning situations and the lowest feedback culture (see 4.5).

- In all courses, it was a challenge to find the right balance in facilitation between the presentations of experiences and enabling participants to learn by experience. On the one hand, it is essential to acquire systematic information; but, on the other, it is also essential to have time to try things out and develop one's own experiences. The way in which this balance was found varied. The chosen balance depended not only on the topic but also the personality of the trainer. Critical comments revealed a slight tendency to veer too much towards input of information (see 4.5).
- In the same way, heterogeneity in the groups of the participants and multilingualism, with two or three languages in many modules, created an important and difficult challenge. Many statements were encouraging, and highlighted the importance of the exchange that was made possible; but there were a lot of comments, mainly by self-advocates and other persons with disabilities, which suggested it tended to place demands on participants that were enormous and perhaps excessive (see 4.8, 4.9).

Finally, there are some issues that must be identified as still unclear or unresolved at the end of the project:

- The – also international – exchange via the Internet platform worked in a very limited way. The platform was used by many as an opportunity to download materials and to review previous situations and contents but hardly at all for exchange between the participants. It is still unclear whether there should be more work on this point or whether it is necessary to look for alternative solutions (see 4.5).
- There was a wide spectrum of comments and assessments regarding a second issue – the certificates at the end of the courses, especially with different levels of demand. On the one hand, a certificate on new competences is seen as having practical importance. On the other hand, the problems of this are basically expounded underlined by the doubts about the informational value of certificates – especially by persons central to the project who themselves are never certified. Here, the comments tended to favour a combination of a certificate of attendance, with description of contents and methods offered, and a system of mentorship which would accompany practical experiences of facilitators and multipliers in future; and in this way provide some assurance of quality (see 4.5). At this point, some experiences from another training project on PCP in Germany can be helpful. These show how extremely important and effective participants find it to have their planning processes documented by video and to have the opportunity for reflection with competent mentors (see Hinz & Kruschel 2011).
- There is also a wide spectrum of comments regarding another question: the tension between PCP as a basic democratic approach and the hierarchical

structures of institutions. This ranges from the total denial of this tension and the thesis that both fits together wonderfully to the recognition of it as a massive structural problem which could always disable PCP and its potential for innovation within institutional structures (see 4.9). Further consideration suggests that it could be useful to promote the implementation of Person Centred Thinking, and the inclusive vision, in institutions, but to direct Person Centred Planning itself to independent support services to avoid institutional conflicts on different levels (see. 4.4, 4.7).

- Ultimately, the question of inclusivity is another that remains unanswered. Nevertheless there is consensus regarding inclusion as a goal to aim for, and the importance of a mixture of the participants as an important, even indispensable, hallmark of quality (see 4.8). And it is an important step that, after some internal discussion, the multiplication course was also opened to self-advocates without sufficient knowledge of English (see 4.8). But nevertheless, comments from course participants make clear that their demands were satisfied to a variable extent: Access to the language was not at all points and times, and the multilingual situations were especially felt to be extremely exhausting. For some individuals, there was no individual support – within the situation, as a preparation before, or for reflection afterwards. Many participants said that the length of the seminar days was very exhausting and also the format of materials was felt to be confusing. They also describe mentally withdrawing during theoretical phases, falling asleep or leaving the room. For all heterogeneity is seen as important, it remains unclear as a didactical issue (see 4.2, 4.8). However, significant differences between the countries can be seen.

Amongst all these positive and problematic aspects and the differing assessments, there is one factor with a high influence – the differing starting situations and networks in the courses of the involved countries (see 4.2). In the Czech Republic, many persons who met on the course already knew each other, had a similar basic understanding, and either work in support of change in big institutions or are already working in small support services with an inclusive approach. The Austrian course is centred on a strong group of experienced independent self-advocates, supplemented by professionals from some federal states working in different institutions or projects. The German course is centred regionally around one big and one small agency, with more persons from a wider environment around, some of them with a background of innovation in practices. These different structural relationships can help to understand some differences of views and processes.

- The fact that confidence in the Czech course is the highest, lowering to the Austrian and finally to the German course, seems to be understandable in light of this background because the different starting points suggest a different distance to the introduction of PCP (see 4.2).
- Additionally, the issue of inclusivity regarded more acutely in some than in

others: It is reported that in the Austrian course, there is a culture of self-evident asking and of opportunities for individual reflection. On this aspect, the courses in the Czech Republic and in Germany seem to have much further to go in their development (see 4.8).

- Similarly, the differing extent of problems with multilingualism – also in the multiplication course – is more understandable because the Austrian self-advocates have a much higher self-esteem in their critical perception and articulation than the Czech and German participants with disabilities (see 4.3, 4.8).

Nevertheless, it can be stated out generally that this project has been successful with what it set out to achieve. The spirit of optimism and the strong desire for continuation and extension with more project partners from other European countries, during the last project meeting is a strong sign for success. It will be interesting to see how far this positive conclusion will be followed by activities in this direction.

## 5. Conclusion and Discussion

*Julie Lunt & Andreas Hinz*

### 5.1 Conclusion

The New Paths Curriculum Development Group used the four plus one questions (see SANDERSON & GOODWIN 2007) to explore the findings of the evaluation and issues that they believed to be important.

#### *What have we tried?*

- Get in contact with European people in some countries, work on PCT & PCP
- Learn from UK and North America
- Combine the two development lines – services- and community-orientation
- Spread knowledge about PCT & PCP
- Produce ambassadors for PCT & PCP
- Reach the public sphere
- Start a lot of activities
- Start changes in institutions

#### *What are we pleased about?*

- Mixture of people in the courses
- New partners for / new quality of cooperation
- Atmosphere in the courses
- Connection between different levels – personal, organizations, social sphere
- Different designs of participants (or groups?) in the courses – regional or national
- The changes that participants have been able to instigate in people's lives

#### *What have we learned?*

- Concept functioning (continuity, six modules)
- Different start points and situations in the countries
- Many tools for different situations used in very diverse ways
- Start of many activities in each country
- Inclusive training courses – important, difficult
- Planning in the courses – important, helpful, difficult

#### *What are we concerned about?*

- Too much material, PowerPoints, teaching, stress (especially for self-advocates)
- Fall back in (and implicit continuation of) traditional roles – professionals and clients (sustainability)
- How to involve really self-advocates and families
- To ensure that PCP is not diluted through institutional or organisational approaches

- How to make the culture shift to embed person centred practice in organisations and to be reflected in governmental policy change
- Time consuming approach
- Lonesome cowboys
- Touching the big questions in facilitation
- Modules don't really address the depth required to establish person centred approaches and sustain change for people
- Establishing quality when planning
- Ensuring plans are maintained and acted upon

### *What do we do next?*

- Build national or international networks on PCP
- Make a list of standards for practices
- Next European project with more partners, countries, ...
- to make person centred practice habit in their organisations

## 5.2 Discussion

### **Culture shift to embed person centred practice in organisations and governmental policy**

There is evidence that several of the participating countries are working very hard to lobby government change. We can also see the evidence (see 3.0) of the stories that they have shared with us, that they are lobbying at an individual level by pioneering change to the way they are supported from which organisations and governments can learn. During the period of the project QUIP in the Czech Republic piloted a personalisation programme QUIP(2011) 'Personalisation' is now established in the UK for people who require support services through the receipt of a personal budget. The support plan which identifies the way in which the individual will spend that budget has been described as 'a person centred plan with teeth' The 'teeth' being the power and control, that was previously missing in planning, to spend the money in a way that makes sense to the individual. The 'Working Together for Change' (HSA 2009b) tool delivered in module 6 was piloted through the Department of Health in the UK offers a way of really listening and responding to the people who receive state or government support.

### **Creating sustained change whilst adhering to the principles of person centred practice**

Currently in the participating countries there is no ownership within organisations to plan with people in a systematic way and update plans. THOMPSON, KILBANE & SANDERSON (2008) emphasise the principles of person centred practice, which are; listening, sharing power, responsive action, and connection with citizenship. The chapter describes in detail the responsibilities of professionals in achieving those principles. It offers a framework of person centred practice for professionals which identifies the involvement of teams, individuals and organisations.

SANDERSON, SMULL & HARVEY (2008) refer to the precious resources of professionals and argue that person centred thinking offers an effective way of maximizing on these scarce resources. Person Centred thinking enables the professional choose appropriate person centred tools to address issues as and when they are required and the one page profile gives key pieces of information which support staff can easily use. This approach was criticised by some users within the evaluation as not being life changing. Notwithstanding the need to use different approaches to address different issues and situations, person centred thinking can offer a way to move towards a more person centred service in a way that is manageable for organisations.

However many pioneers of PCP would argue that planning processes should be owned by individuals and families. If they are taken to organisations they are in danger of losing the power of innovation and change. This dissent in discussion has a connection to the history of PCP with two streams of development, characterised as being 'engineering', connected to services and being 'art', connected to communities (see 1.1). Here, it is helpful to see that there are many roads to inclusion and every road has some strengths and dangers. Participants reflected upon the need to change the culture within organisations, to equip the workforce to support individuals inclusively within their communities. This requires a change in focus which offers workers a greater understanding of supported living and community life. This is embraced within person centred approaches in that it is a move away from a focus on skills and competencies in 'caring' for someone, to an approach which considers how to best support them to achieve the things that are important to them and to achieve a more desired lifestyle as valued members of their community.

### **Involving self advocates and families**

MANSELL (2004) identified plans are more likely to be implemented when families or guardians are involved. This strengthens the argument to include families and self-advocates in the development of person centred planning processes. The evaluation identified clearly that whilst there was recognition of the involvement of advocates the process had not really worked for them. Self-advocates are the experts of themselves and are able to tell what additional support needs they require. In the event of

the extension of the 'Paths to Inclusion' project, those involved need to learn from advocates by involving them throughout the whole process of the project and not just as participants in training. This is also a lesson to organisations when developing person centred work. Positive feedback was recorded in the evaluation with regard to supplementary sessions being introduced to explore the complex issues for advocates.

### **Touching the great questions with facilitation**

The course participants were appreciative of the skills they developed during their training and the personal stretch it required of them to practice using their own experiences. Person centred planning is only truly effective if facilitators feel skilled and confident to dig deeply and explore the underlying issues that may emerge in the planning meetings. It has long been understood in countries where person centred planning is established, that if facilitators have a vested interest in maintaining the status quo then very little will be done to pursue change. This presents an argument that the people facilitating plans should not be employed by the organisation but by independent agencies.

### **Maintaining person centred approaches, acting on plans and not reverting to traditional roles**

The learning from the UK identifies issues in action plans not being followed through and training not being implemented once completed. There needs to be a sustained commitment at an organizational level to embrace person centred approaches. This requires budget holders and managers understanding and using the tools. The evaluation identified person centred teams as a new and valuable approach and Helen Sanderson Associates paper 'Habits for highly effective staff' (HSA 2011c) offers a means to address these issues. Also 'Progress for Providers' (HARRISON et al. 2011) provides a means for organisations to find out on how well they are doing with implementing personalisation. Too often organisations look at objectives around personalisation and believe that they are achieving them without truly measuring the detail and frequency of their achievements.

### **National Networks**

Since PCP is still in a pioneer situation in most European states (see 1.2) it is important to put systems in place to support the 'lonesome cowboys'. With this background, it makes sense to build regional, national and maybe international networks for PCP. They may provide a system to organise exchange and spread information to all interested and involved people, they could organise meetings, conferences and training courses, including a mentor system. Furthermore, they could take a lead in developing quality standards in person centred practice and establishing recommendations of what is required facilitation and training. And of course, they have the task of lobbying for PCP, especially in the field of social policy.

### **Developing quality**

There is a section in the training pack of the New Paths to Inclusion project which establishes what needs to be in place to ensure quality in using person centred tools and planning. This includes the training and role of facilitators, the requirements of organisation and what makes a good person centred plan (see DOOSE, LUNT, JOHONVÁ & KOENIG 2011). Further work needs to be developed to consider the standards of practice required within Europe. It was identified in the story on 'Working Together for Change' (see 3.8) the Czech Republic are not meeting the standards set out in the UN Convention of Human Rights let alone standards that may be established in person centred planning. However they have been able to use person centred tools to identify these issues and raise them with their governing bodies.

## **5.3 Quality Standards**

If quality is one of the main tasks for the future it is essential to define it. There are some lists with quality standards in literature.

One identifies the importance of quality when reviewing plans, developed for Essential Lifestyle Planning (see SMULL & SANDERSON 2005, 148-154): Their main challenges for a great plan are...

- to have a balance between detail and brevity – enough detail but not too long to read,
- to use plain, straightforward, unambiguous language – without jargon, 'human service speak' or disempowering language,
- to address issues of safety by covering the issues of health, risk and concrete support needs through mixed circles with family, friends and staff members,
- to achieve a balance between what is 'important to' and 'important for' someone and
- to reflect the individuality of the person – with colours, graphics and photos.

Another aspect of quality is dealing with attitudes of facilitation, developed for MAP and PATH (see O'BRIEN, PEARPOINT & KAHN 2010, 135). Here the challenges are

- to believe in the person
- to listen deeply
- to look for capacities and seek connections
- to be open to 'yes' and
- to use the process to explore what matters.

This goes together well with a collection of standards for trainers formulated by the curriculum development group of this project. Trainers challenge is to develop a certain background, specific attitudes, facilitation competences and reflective understanding: They should

- have experienced planning and tools for themselves as part of good quality training
- have practiced person centred approaches
- be part of a community of practitioners and trainers
- have mentorship
- be rooted in the values of rights, inclusion, self determination and interdependence
- have a firm believe that person centred practice is about changing the support, not the person
- be orientated on enabling practical experiences and experiential learning, balanced of head, heart and hand
- act as a role model for person centred practices with respect and appreciation – ‘be the change you want to see’
- use stories and examples they have been involved in
- use stories and pictures to widen horizons and people’s thinking
- use a mixture of presentation styles (not just PowerPoint)
- be aware of the power and responsibility they have as a trainer and reflect upon it.

From a broader perspective, PCP should contribute to a better and more valued situation where (see O’BRIEN, MOUNT, O’BRIEN & ROSEN 2002, 260):

- People learn about identity, qualities, environments, skills and challenges.
- Families listen for values and identity, connections, resources, neighbourhood and extended family.
- Communities explore neighbourhood, what is on the block, recreation options, economic opportunities and transportation options.
- Service Systems create options for individualised funding, family support, service coordination, individualised services and collaborative agreements among agencies.

So, the process of PCP should lead (see O’BRIEN, MOUNT, O’BRIEN & ROSEN 2002, 261)

- from isolation to more places to go,
- from loneliness to more people to know,
- from poor reputation to more respect,
- from no power to more choices,
- from low expectations to more experiences of being somebody.

All of the people from the six nations who took part in this project have well and truly demonstrated their commitment to achieving these objectives.

## Annex: Partners of the project

- Vocational education and training organisations acting as national coordinators:
  - Tobias Buchner/Oliver Koenig, Academy of the Lebenshilfe für Menschen mit geistiger Behinderung (Vienna, Austria) <http://www.lebenshilfe.at/index.php?/de/Akademie/>
  - Dr. Stefan Doose, Fachschule für Sozialpädagogik (Lensahn, Germany) <http://www.lensahn.bs-old.de>
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