

Person Centered Planning

Guidebook

January 19 2004

1. Introduction

This Person Centered Planning (PCP) *Guidebook* provides an overview of Person Centered Planning and the attempt being made by the Persons with Developmental Disabilities (PDD) Central Alberta Community Board, Individuals with Developmental Disabilities, Families, Guardians, Service Agency Boards and Staff, and others to make Person Centered Planning a reality.

The *Guidebook* is intended to provide readers with a broad overview of the concepts of Person Centered Planning, the work done to date in Central Alberta, some of the experiences of individuals, families, and staff, and the work yet to be done.

The Guidebook is one of several resources that are available to individuals, families, support staff and others. More information about other resources is available at www.pdd.org then click on Central and link to Person Centered Planning.



2. Background

Person Centered Planning developed as a way of fundamentally redesigning the nature of the relationship between individuals with developmental disabilities and their families and friends and the wide range of 'system' aimed at serving those individuals.

For many years, decision-making, power, and overall authority about individuals lives was located primarily in the hierarchy of the services established to support those very individuals. Over the years, many people worked hard to conceptualize other ways of working with individuals in ways that ensured that those individuals were supported to create their own lives in the ways that they wanted.

During the 1990's Person Centered Planning emerged as a key way of ensuring individuals were supported in the ways they wanted. From birth in many small groups PCP became a mainstream approach.

In 2000, the PDD Central Alberta Community Board endorsed, as part of their Business Plan, an effort to implement a Person Centered Planning approach for all adult individuals with developmental disabilities across Central Alberta. Work began with a review of the existing literature; assembly of the known planning models and work to consolidate an approach that was flexible yet contained the core elements needed for success.

During the 2001-2003 period, groups in four communities were engaged in a pilot process of developing and trying a person centered planning process.

In late 2003, the pilot phase was ending, evaluations were in, many individuals and families were seeing very practical and tangible benefits emerging from the PCP approach and work commenced to move from the Pilot phase into region wide implementation.

This Guidebook was created to assist in the region wide implementation and can provide individuals, families, staff, and others with information to help their efforts in continuing to move forward.



3. The Big Picture

Individuals with Developmental Disabilities have long been misunderstood. And, societal responses to individuals and families, tended to focus on what was wrong and what might be able to be 'fixed'.

Programs were developed, service systems established, and over the years, the voice of each individual and their family were gradually, if inadvertently, muted.

Person Centered Planning emerged as a way of consciously searching for new ways of understanding individuals with developmental disabilities, and their experiences and desires.

Any Person Centered Planning (PCP) process must incorporate an energizing and creative process in which to explore the natural supports, gifts and interests/preferences of the person. PCP literature suggests that this process be under the direction of a trained and experienced facilitator. The Central PCP Project explored various mechanisms for persons with disabilities and families to direct the process themselves.

The creative and energizing mechanism of the PCP process must be a decision made by the person and their natural support system. They may choose from a variety of mechanisms such as creating a scrapbook with their own pictures pasted in, using computer technology to create a document, creating a video or having a facilitator work with a support circle to create a PCP. The person and their family may decide to use a variety of strategies that best suit their interests.

We believe that implementations of PCP will be disappointing if people rigorously apply a procedure without sufficient regard for the context of relationships and agreements necessary for it to thrive...

John O'Brien



An Individual Family Story

Early in 2003, Phyllis and Ken Whitehead received a phone call from PDD staff, inviting them to participate in the implementation of the region's new Person Centered Planning process. Along with several other families, they became part of a committee to make this new planning approach come to life in the Central Region. Several months and many meetings later, the Whiteheads see this as a turning point for them and their son Jeffrey.

Ken admits that for the first few meetings he "didn't get it" as this was an entirely different approach than the planning they were familiar with. But after a few meetings and a lot of homework as they struggled through the planning template, a new understanding of their son began to emerge. Exploring the answers to the various questions forced them to focus on his abilities, not his disabilities. "Doing the process was the key - we started to figure out who Jeff really is".

Then they attended the AACL conference in March, where they heard a speaker from California share his understanding and experiences with person centered planning. "He told us to dream big," said Phyllis "and emphasized the need for a circle of friends, even if it's a small one". This really helped to clarify and validate the process in her mind.

Jeffrey's plan or his "portfolio" as Ken calls it, is a work in progress. As you thumb through the pages of the book, it becomes evident that his circle of friends and activities is growing. The portfolio helps bring Jeffrey to life, painting a picture of his family, friends, likes, dislikes, interests and dreams for the future. As new things emerge, the book will grow to reflect them.

For now, Jeffrey seems to have a pretty full life. He skis, exercises and swims. He loves the computer games at Cosmos – his dad hopes to find one that will teach him about traffic safety. He has lunch every day with the Relax Crew and cleans up the kitchen every week. He also cleans the parking lot at Robins Donuts and has formed a great relationship with Dan (the owner), who regularly treats him to "coffee milk and a brown donut". At home he helps with laundry and dishes, makes his bed and does a little yard work.

One thing that has always fascinated Jeffrey is what he calls "dot dots", or the circles from hole-punched paper. Knowing this, his family and staff are now exploring ways to turn this into a real job, where Jeffrey would provide a hole-punch service to an organization and then compost the paper. The family also plans to develop a simple brochure



(which would double as a business card) with his picture and some basic information to help him communicate with prospective business contacts.

The Whiteheads can't say enough about Person Centered Planning. Through the process everyone got to know Jeffrey better and they feel that as a result, he now has a life with some meaning. "Jeffrey has the best of both worlds. He visits his family on the weekends and has a life of his own during the week. He is beginning to develop natural supports, which is about people acknowledging him as a person – we feel very good about this."

Phyllis plans to help other families in the Rimbey area learn to use the process. Tools and information are readily available – the project even has its own digital camera and families now have access to a computer, complete with the planning template. She and Ken strongly encourage other parents to learn about this powerful life planning approach.



4. The Core Values of Person Centered Planning

Person Centered Planning is a highly individualized process designed to respond to the expressed desires of the individual.

- Each individual has strengths, and the ability to express preferences and to make choices
- Person Centered Planning values PEOPLE
- Individuals have the capacity to CONTRIBUTE
- There is a commitment to LISTENING to the individual to identify big and small choices and preferences they have for their lives
- There is a commitment to the individual being present and participating in the community, gaining and maintaining satisfying relationships and developing valued roles and personal competencies and skills
- A belief that the individual, family and team CAN ACCOMPLISH significant goals and outcomes that are consistent with these values
- Individuals are entitled to a quality life and rights that include what most people without disabilities take for granted: a pleasant and safe home environment; enriching and satisfying personal relationships; acceptance by the community; opportunities for work and leisure activities; freedom to make choices and decisions; attainment of hopes and dreams
- People with disabilities are unique individuals and valuable members of their communities
- People who take on the role of connecting individuals to their community are VALUED
- People with disabilities should be treated with dignity and respect



5. Core Elements of Person Centered Planning

Person Centered Planning has been emerging over the past 25 years as a way of ensuring that individuals are empowered in their own lives. There are many different techniques associated with Person Centered Planning including MAPS, PATH, Essential Lifestyle Planning and many others.

From the principles of the Literature Review of Person Centered Planning, a planning document was developed to assist in the process of planning for individuals. These are the core elements of the planning process.

- 1. The individual is the driving force of the planning process.**
- 2. The individual chooses who they want to be involved in the process. Family and friends are full partners in the planning process.**
- 3. Individuals have interests and gifts that provide a valued role for them in the community.**
- 4. Individuals desire and have the ability to gain and maintain mutually satisfying relationships.**
- 5. Continual listening, learning and action will help the person get what they want in their life.**



6. The PCP Tool in Central

One of the outcomes of the Person Centered Planning Pilot project was to develop a planning tool that could be provided to individuals and families so that they could take a lead role in planning.

This tool tries to incorporate the best aspects of all the various planning tools that have been developed elsewhere and is intended to serve as a process guide.

The tool incorporates the following critical elements but it may include additional elements at the choice of the person/family.

1. An exploration of the individual's **relationships** to others
2. An exploration of the individual's current **home, community connections, work activities,** and **natural** and **paid supports**
3. An exploration of an individuals **interests, gifts, skills, and personal qualities**
4. What the person is **learning or would like to learn**
5. A look at what the **person likes about their life and what they would change**
6. A look at how to best listen to, or hear, the person
7. An exploration of each individual's **personal qualities, dreams,** and **opportunities** for **social roles** and **community connections** that are to be appreciated or enhanced
8. An outline of each person's **opportunities** and **challenges** and **the resources that are available** to that person to assist in achieving their visions i.e. family, community resources, PDD
9. An exploration of an individual's **Vision for their Life** in the areas of home, friends/community and work/meaningful day activities and any other area that is important to them. This includes the identification of the **outcomes** that the person



wants to achieve in their life and the identification of the **circles of support** that are available to assist them in reaching those outcomes

10. An identification of how the individual's person centered plan will be reviewed including when, where, and with whom.

Further explanation of each of these areas and how they might be addressed in the Person Centered Planning Tool is outlined in the next section.

Note: In developing the Guidebook and Person Centered Planning Tool, a sequential numbering system is used. This is for reference only, and individuals and families are encouraged to work through the planning process in a way that makes the best sense for them. It is not necessary to proceed through in a step-by-step beginning to end fashion.

As people enter into the planning process, there may be many opportunities to explore areas that emerge, even though they may not strictly be in the sequence shown. That is OK and likely very important.



7. Using the PCP Tool

The following information is provided to help guide individuals, families, and support staff through the Person Centered Planning process using the planning tool that was developed through the Person Centered Planning pilot in Central Region.

This is a compilation of the key elements and a sequence that has been found effective. It is important for anyone involved in developing a Person Centered Plan to recognize that it is not compulsory to use this specific sequence, nor must equal time and attention be given to each section. Also, people involved may be able to use a number of other processes to explore a person's dreams, opportunities, interests, desires, and other 'future oriented' portions of the process.

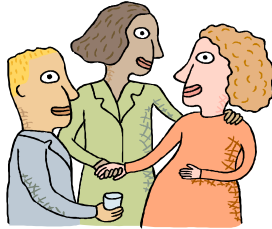
People involved may also find it helpful to explore with other individuals, families, or others who have some experience in the process to gain further ideas about Person Centered Planning and about how to best ensure that the person involved can be best involved, listened to and supported.

A number of resources that may be helpful to individuals and families who are starting the Person Centered Planning process are included in the last section of this Guidebook.

(This section is written in the First Person as if the guidebook was talking directly to a person who is completing a Person Centered Plan)



Section 1 – My Relationships



This section looks at the relationships you have in your life. There are four areas to think about: **family, friends, community,** and **service providers.**

The inner square is to list the people that you feel really close to in each of the four areas. The outer square is to list people that you know, but don't spend as much time with, or aren't quite as important to you.

The reason it is important to talk about your relationships is so that people who are just getting to know you and providing support to you, will know which relationships in your life are most important to you. They will then be able to better support your current relationships and help you develop new relationships in your life.

Section 2 - My Life Now



These pages help describe what your life presently looks like. It also helps identify your connections in your community so that these can be maintained or strengthened.

There are 5 sub sections:

- 2.1 My Home**
- 2.2 My Community Connections**
- 2.3 My Work or Volunteer Activities**
- 2.4 My PDD supports** (if used) and
- 2.5 My Weekly Calendar.**

These pages can be completed in a number of different ways. You could draw pictures, take photos, do a scrapbook, shoot a video, or just list what is important for other people to know about you in the 5 key areas.

The My Weekly Calendar page will help the people around you know about what a regular week looks like for you. It is not meant to be a schedule, but it will help others to know what is going on in



your life right now such as school, work, or regular fun things that you do like sports.

Section 3 - My Interests and Gifts



This is a fun way of letting the people around you get to know you even better. There are 4 areas to describe here:

3.1 Some great things about me . . .

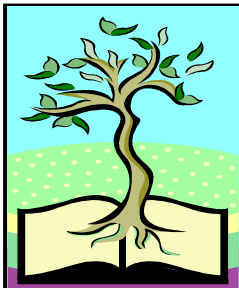
Sometimes it may be hard to think about what is great about you. You might want to ask someone close to you to help you think of some things.

3.2 Some things that I am good at What things are you good at? Do you have a great smile and are good at cheering people up? Maybe you've learned to cook a favorite dish and you do it very well.

3.3 Some things I am interested in . . . What kinds of things are you interested in? Maybe there are some things you've been wanted to try but haven't had the chance yet.

3.4 Some things I enjoy doing . . . What things do you really like doing? Maybe sports? Or movies? Again other people may be able to help you think about this area.

Section 4 – My Learning



In this area, you can describe some things that you might be learning to do right now or might be planning to learn to do.

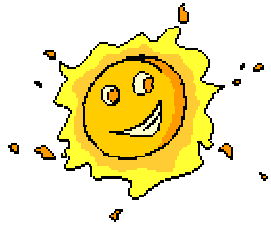
4.1 These are things I am learning to do now. . . Maybe something you are learning from school or college, or something you are learning

from your friends, family, neighbour, books or courses.



4.2 These are other things I would like to learn. . . Are there some things you'd like to learn but haven't had the chance to yet? This is important for the people around you to know, so they can support you in learning something new.

Section 5 - My Likes



This area gives you the chance to think about the things that you really like about your life and some things that you may want to change.

5.1 What do I like about my life? ...Maybe it's the support of your family, or your friends.

5.2 What would I change about my life?...Is there anything that you would like to change about your life? This helps you to start dreaming about what you want your life to look like.

This area is important because it may help you to develop a vision of what you want your life to look like. This will come up again later in your plan.

Section 6 - How to listen to me



This area will help other people know how you choose to tell them what you like, don't like and what works best for you. This area is important so that people around you can always do what works best for you. This will help so you don't have to be frustrated when new people are getting to know you. There are two sub-sections here:

6.1 Red Light – Green Light

This asks you to show things that other people do that DO NOT Work for you and things they could do instead that would better help them listen to and hear you!

The things that don't work are in Red – the things to do instead are in Green. *Red Light – Green Light – Get It?*



Here is an **example** of the chart in Section 6.1. You may have to think about what fits into the chart for you. What doesn't work for you? Are there things that people around you can do that work better for you?

<i>Things that Don't Work</i>	<i>You Can Do This Instead</i>
<p>Having too many choices - like if someone asked me what I wanted to do today.</p>	<ul style="list-style-type: none"> Offering me 2 or 3 guided choices will help me to make up my mind.

6.2 How YOU can Hear ME!

This area will help you if you do not always use words to talk, or who have difficulty in communicating with words. This is also helpful for people who use words to talk but are harder to understand. This area is also important so that people who are getting to know you can understand you really well.

What is happening describes what may be going on around you that may affect what you do. For example, it could be where you are (place), the people around you, or the activity that may affect the way you respond (your behavior).

This is what I am doing describes what you do in ways that are clear to the people around you, even if they have not seen you do this before, they should recognize it based on this description. For people where it is something hard to describe (e.g. a facial expression), a picture or even a video recording may be preferred.

We think it means describes the meaning that you are trying to get across. Sometime people around you may have to guess what you're trying to say if you're not able to tell them. Note: It is not uncommon for there to be more than one meaning for a single behavior. Where this is the case, all of the meanings should be listed.

We should describe what those who provide support are to do in response to what you are trying to say. These responses under this heading give the people around you a great deal of



insight into how you work and how you need to be supported. It is the hope that when people around you have this information, they no longer will have to guess what you're saying!

Section 7 – My Contributions



This area gives you a chance to boast a little bit!

7.1 My Personal Qualities to Appreciate and Enhance...What things are great about you? Maybe you're calm, loving, kind, sensitive, tolerant, spiritual, rebel, peacemaker, protector, observant,

or any other quality you can think of. People who are close to you will be able to help you with this area if you have any trouble.

SOCIAL ROLES

As we begin to collect information we look for themes that can be expanded and developed into social roles and meaningful connections. We often find recurring patterns in the life of the person. What patterns have we found as we have been exploring what we know about the person?

7.2 My DREAMS for My LIFE...this is a place to DREAM about what you would most like in your life. This is an area of your plan where you can really "brainstorm". Write down some of the things you would like to accomplish, to learn, to do, to be, and some of the people with whom you would like to spend time.

7.3 Themes, Gifts and Interests that seem to be developing for me... as you look back over the sections that you've already completed, think about some common "themes" of things you may be gifted with or interested in. All you have to do in this area is list them. Maybe swimming came up often as an activity you are interested in, or you are very good at. Maybe you have an interest in music or performing. Are you helpful and get along well with others? Maybe you really like things with motion like cars or roller coasters. Think hard! You'll be sure to come up with some themes that will help you with the next area.

7.4 Opportunities for Social Roles And Community Connections ...The chart in section 7.4 may seem hard, but you'll see that once you catch on, it just takes some more brainstorming!



Column 1 GIFTS	Column 2 WHERE	Column 3 SOCIAL ROLES	Column 4 SUPPORT
Themes, interests, gifts, and meaningful connections I want to focus on right now <i>Example:</i> "Playing Saxophone"	Where in my community and home are there opportunities to experience and share these themes "School, Community Band, Letterman Show"	What possible social roles and meaningful connections I would like to explore in relation to my interests, gifts or themes "Musician and Student"	What support do I need? What needs to be set up for me to explore my social role "Music Lessons, Transportation, Audience"

Column 1 that says "GIFTS", is where you list your themes that you wrote down in Section 7.2. Maybe throughout your plan, you've discovered that you really like playing a musical instrument. That would be your gift or interest.

Column 2 asks "WHERE" in your community or home, you can share your "gifts". You might list school, a community band concert, or even something very exciting such as 'The Letterman Show'.

Column 3 is a bit more complicated. Under SOCIAL ROLE, think what role goes along with playing your musical instrument. Maybe you want to be a musician or go to college in a music program!

Column 4 asks you what Support you need in taking part in some of those activities. Maybe you need mom or dad to drive you to music lessons, or maybe you need someone to help you turn the pages of your music book.

7.5 A Weekly Calendar ...This is how I would like my week to look (using personal, natural and other supports) What would your best week look like? What would you do? Who would you spend time with? This area is important, as it will help you develop your vision of you life.

7.6 Important Dates for me throughout the year...this is an area to make note of days in the year that have special meaning to you (eg. Birthdays, Christmas).



Section 8 – My Opportunities, Challenges, and Resources



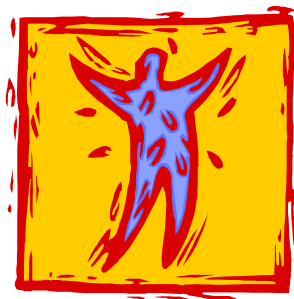
This area is another way for you to dream about your life. There are three main areas here:

8.1 and 8.2 Opportunities and Challenges...

These are some of the things that might be available to you and some things you may need to think about. Maybe you need accessible transportation when your mom or dad can't take you in their van. You can list transportation under **Challenges** then. This will remind people to consider this when helping you plan, and brainstorm solutions with you!

8.3 Resources available to me... Here you can list the people and things that are available to help you as you move forward in pursuing the things you are interested in. You may decide to complete this section after you've finished your ideas of your vision of your life. It's up to you! Brainstorm who might help you achieve your visions.

Section 9 – My Vision for My Life



This area is one of the most important areas of your plan. This is the section that outlines your desired **Vision, Outcomes, Social Roles, and Accountabilities** and helps the Service Agency in setting up a service plan with you.

There are four main areas:

9.1 Friends, Relationships, and Community Life... Think about what you want to happen with your friends, relationships, and community life. Also write down. As specifically as possible, what you want to do, and what help you might need to achieve what you want to achieve.



Some questions might be...

- Who do I want to be friends with?
- Who do I want to spend time with?
- Do I want to go to church?
- How often do I want to be with my family?
- Who can help me do what I want to do?

9.2 HOME... Think about what you want to happen in this area. Also write down. As specifically as possible, what you want to do, and what help you might need to achieve what you want to achieve.

Some questions might be...

- Where do I want to live?
- Would I like to live somewhere else?
- Who would I like to live with?
- What kind of home do I want?
- Who can help me do what I want to do?

9.3 WORK AND MEANINGFUL DAY ACTIVITIES... Think about what you want to happen in this area. Also write down. As specifically as possible, what you want to do, and what help you might need to achieve what you want to achieve.

Some questions might be...

- What Job would I like?
- Where would I like to volunteer?
- What role would I like to have?
- What do I want to contribute to my community?
- Who can help me do what I want to do?

9.4 ANYTHING ELSE?... Here you can write down any other important parts about your dreams or desires in life.

Section 9 is near the end of the planning tool so that the most important information that you provide is fresh in everyone's mind.

This section may seem to have some similarities to Section 7.2 as both sections focus on your DREAMS and VISION and these are the most important parts of the overall planning process.

Writing down the outcomes you want helps you define what you want so that you and other people can provide the best help possible.



This section also lets you identify who can help you. This allows each other person to specify what they will do in helping you achieve your vision. This is sometimes called *Accountabilities*.

Here is an example of a VISION, OUTCOMES and SOCIAL ROLES and CIRCLES OF SUPPORT, ACCOUNTABILITIES completed for section 9.1 that may help you get an idea of how this can help identify things that are important to you.

Example:

9.1 FRIENDS, RELATIONSHIPS, AND COMMUNITY LIFE
VISION <i>(What Do I Want To Happen?)</i> I want to learn to ride horses
Desired OUTCOMES and SOCIAL ROLES I will be able to ride horses two times a week at the local riding club I will become more fit I will be a club member of the riding club I will learn to take care of the horses I will make friends in the riding club
CIRCLES OF SUPPORT/ACCOUNTABILITIES <i>(Who is going to help me achieve my vision?)</i> My family is going to help me get to the riding club (transportation) I will save my money for the fees for the riding classes I will register in the riding club My staff will support me to make friends at the riding club. They will be my connector to people at the riding club



Section 10 – My Plan for Renewal



This area is not really part of your current life, gifts, desires, dreams, or visions but provides an important opportunity for you and your family, friends, staff and others to think about how to check the progress on your plan and help keep it up to date.

This also makes sure that any changes in your interests, circumstances and situations can be shared with others. Keeping your plan fresh, alive, and current – sometimes this is referred to as keeping the plan 'evergreen' – is an important way of making sure your life is what you want.

10.1 WHEN you want to review your plan... Here you can say the date and time you want to review your plan

10.2 WHERE you want to review you plan... Here you can say the place where you want people to come to review your plan with you

10.3 WHO you would like to review your plan with... Here you can show the people you want to be involved in reviewing your plan. You may also need to include new people in your life.

That's it!

You've completed a Person Centered Plan.
Now what do you do?
The information in the next section says what to do next.



8. What do I do now that I have my Person Centered Plan?

Completing a Person Centered Planning process is an important first step. For most people, this provides a foundation to help shape the direction of their life, to strengthen natural supports or seek paid services. The Person Centered Plan includes important information about each individual's interests, desires, and aspirations and, like many other things in life, it is important to share those with others who may be able to make a contribution to the individual or receive a contribution back, or who may be able to assist the individual in forming linkages at work or elsewhere in their community

- Remember that **each individual owns his or her own plan.** It is that person's plan. Keep a copy of your person-centered plan.
- **SHARE IT!** Tell others about your hopes and dreams. EXPRESS YOURSELF! ACT!
- If you need supports and services, you and your family can **take your plan and show it to a service provider.** You can ask a service provider to tell you how they would help you.
- You may want to **explore options** with several service providers. A Client Services Coordinator is available to assist you to identify or review all possible service options.
- You and your family can **choose service options** that best suit your plan. You will work with PDD and the service provider to confirm the PDD resources are available to help you with your plan. This may mean that the service provider will develop a *service plan or agreement* that will explain how they are going to help you achieve your vision of your life. It helps for you and the service provider to be clear on "what do you want your staff to do".



- **Remember to review your plan.** You can use the pages in Section 10 or you can use the Self Advocacy **MY LIFE WORKBOOK** to think about how things are going for you. Most communities have mentors who can help you in completing the workbook. It is sometimes valuable to have someone help you.
- A copy of the **MY LIFE WORKBOOK** and a list of the **MENTORS** in each community are available on the PDD Central website or you can talk to a Client Service Coordinator.
- Reviewing your Person Centered Plan gives you a chance to look at the changes, experiences and relationships that may be new in your life. What roles and meaningful connections, and experiences are now present that weren't present before? What might you still want to do?
- Planning can be helped by learning as much as you can about options, responsibilities, and rights. You can also learn lots from trying new things and talking with people. Do lots of each.



9. Resources

There are lots of resources that are available to assist individuals, families, friends, staff, and others learn about Person Centered Planning and some of the experiences of other people who have had the chance to be involved.

Some of the resources are:

- The **PDD Central Alberta Community Board website** at www.pdd.org/central (then click on Person Centered Planning)

- Your **Client Service Coordinator:**

- Camrose (780) 679-5058
- Drumheller (403) 823-1653
- Olds (403) 556-4200
- Lloydminster (306) 820-4257
- Red Deer (403) 340-5003
- Rocky Mountain House (403) 845-8393
- Vermilion (780) 853-8164
- Wainwright (780) 842-7501
- Wetaskiwin (780) 361-1430

- **Members of the Central Alberta Family Networks**

These are comprised of family members who come together to share information and provide mutual support. Contact Diane Cuts at (403) 436-4636

- **Individuals involved in Central Self Advocacy Groups – e.g. Central Alberta Advocacy Network (CAAN), Central Alberta Self Advocates (CASA)**

These are groups of Self Advocates who come together to learn, share information, and contribute to others. For information on the various self-advocacy groups and their involvement in person centered planning contact the CAAN Coordinator at (780) 352-6096 or a service agency in your local community.

- The **Person Centered Planning Pilot Site Agencies:**

- Drumheller and Region Transition Society (DARTS)
(403) 823-6690



- Falcon Enterprises Wainwright and District Association
(780) 842-2888
- Horizons Centre
(780) 352-6096
- Flagstaff Family and Community Services
(780) 385-3976
- Central Alberta Residence Society (CARS)
(403) 342-4550
- Wainwright Association for Community Living
(780) 842-5216
- Catholic Social Services-Wetaskiwin and Wainwright
(780) 352-5535

These organizations were involved in development of the Person Centered Planning tool and can help you learn more about the process.

- Your existing **Service Provider**.

Service Providers in communities across Central Alberta have people and expertise that can assist individuals and families with Person Centered Planning

- **Miriam Ciarciaglini**, Business Plan Project Specialist at 403-340-7778

The Person Centered Planning *Guidebook* is intended to assist individuals, families, and others in planning with individuals and ensuring that supports are geared toward achieving each person's desired outcomes. We would like to continue to improve the *Guidebook* and so invite individuals and families to share their suggestions for improvements to the *Guidebook* or their stories about their experiences with Person Centered Planning.

If you have a suggestion or a story please contact:

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