

Person-Centred Thinking

Instructional Exercises



The Learning Community
for essential lifestyle planning

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NOTE: The following is a series of linked exercises designed to teach person centred thinking. If you are facilitating any of these exercises for the first time, you should be receiving support. See www.learningcommunity.us or info@hsacanada.ca for more information on required training and technical assistance.

Terminal Irritation

Exercise Outline

- I. What sort of things irritate you at home?
 - Write responses on flip chart paper

- II. Think about how you feel. What would you do that lets others know how you feel?
 - Write responses on new sheet
 - Apply system responses (as described in detailed exercise)

- III. One year later (same situation plus a system response)
 - Now how do you feel? What would you do that lets others know how you feel?
 - Write responses on new sheet
 - Apply system responses (as described in detailed exercise)

- IV. Five years later (same situation, same responses)
 - Enter planner: great plan that captures the real issues but nothing changes
 - How do you feel? What would you do?
 - Write responses on a new sheet

- V. Implementation of the plan – What would it take to trust?
 - Write responses on new sheet

- VI. Discussion
 - Review what people shared, how they felt
 - How this relates to people receiving supports
 - Discuss the link between good planning and acting on it

**The 'lessons learned' in this activity can be referenced at other times in the training, especially when looking at communication charts or whenever participants talk about people having 'behaviours'. Help them see that behaviour is often simply communication and frustration at not being listened to.

Terminal Irritation

Detailed Instructions

Time: 20 – 60 minutes (depending on time available for discussion)

Purpose: To help people in positions of power and control understand; the effects of not being listened to, being helpless, how challenging behaviours arise from these circumstances, and the implications for person-centred planning efforts and how we support people.

Tips/cautions:

- Done well this exercise causes your audience to feel depressed – do not do it as the last of a series of exercises or at the end of the day.
- This exercise should only be done as a stand-alone activity if there is enough time to help people process how they would apply what they learned to the people that they support.
- This exercise will not work where people are afraid of self-disclosure.
- It is not a good idea to use this exercise when a portion of your audience currently experience the nightmare or have recently lived in a situation as described (typically family members and self advocates, may be offended at the appearance of lightheartedness at the begging of the exercise).
- It is not designed to remind self-advocates of how disempowered they were (and often still are).

Set-up:

- To facilitate this exercise, you will need washable markers, flip chart paper, masking tape, *4x6 sticky post-it notes (optional- see 'alternative response' below)*, and a volunteer to record if possible
- Then hang up at least 6 sheets of flip chart paper ahead of time. Expect to use 2 sheets for the first questions and one for each of the subsequent questions. If you have time, label the flip chart paper headings with the questions that you are going to ask (one per sheet), and post them on top of each other so that one question shows. The questions in order are:
 - What really annoys or irritates you at home?
 - What do you do to show how you feel?
 - One Year Later...
 - Five Years Later...
 - What would it take to trust?

This exercise works best when the facilitator is supported by another person writing on the flip chart paper. (A co-trainer can help or invite someone who can write fast and legible to assist you. It is best to set this up prior to the start of the training. Tell the writer before hand that they need to write what you say as you repeat what the participants said.)

If you choose to use the alternative response listed below, you should have distributed index cards or 4x6 sticky notes to the audience, 2-3 each, and have asked them to record

the two to three things that are most important to them in their own lives. (This is best done during the Important to/for descriptions). One item is recorded on each note card, and left in front of them on the table.

Script:

Start by asking the training participants these three questions:

- **What habits or behaviours (of others) irritate you?**
- **What do other people do that really bothers you, things that make you swear?**
- **What really annoys you? (at home)**

As people share their answers, the recorder writes them down on the “What Irritates or Annoys you” sheet. Fill up the page (use different colors to keep them separated if you want). Encourage people to share until the group begins to run out of contributions.

As the facilitator is re-stating for a recorder, try to avoid holding up the pace of the exercise by waiting for the recorder to catch up. Instead, condense long explanations into short, catchy phrases which are more easily recorded. For example, people who “always see what’s wrong, talk about the negative stuff, are all doom and gloom” can be described as “naysayers” and “people always leave the milk carton out on the counter and don’t put it away” can be described as “leaves milk out”.

Then weave the responses into a story describing a place where many of the things listed are actually happening, such as:

“Imagine you are now living in a place where all of these things happen. (Read some of the items strung together as a description of what happens there, e.g. you are living some place where the people who are in charge are always whining, they are rude and condescending while they lie to you as they are picking their noses and wiping it on their sleeves.) All of these behaviours are present and the behaviours that you thought about but did not share are also present. However, you cannot leave this place, you have to stay. You are not in charge of where you live right now. **Think about how you feel, then tell us what you would do to show other people how you feel?** Remember the question is what do you do to show us how you feel; we do not want to know how you believe other people would feel or act.

The recorder writes down their responses (on the “What would you do?” sheet). For people who respond in vague, or unclear ways, ask “what would that look like for you specifically?” For example, someone who says “I’d be acting out” or “I’d be a terror” ask what that would look like, or what we would see them doing.

Then review them, letting the participants know how the system that runs this imagined place would respond to their actions (behaviours).

The general rules for the systems responses are:

- People who are aggressive get to move, but to someplace where what irritates them happens more and where they have even less freedom and more people are there;
- People who run away are caught and move to the same place that the aggressive

- people have moved to, it is a place that is locked;
- People who scream, are “non-compliant”, etc. get a behaviour program where something that is important to them is taken away and they have to earn its return by not screaming, but there is no other change;
- People who are passive get ignored (and we will call it their choice)
- People who withdraw get a socialization program, or one-to-one staff attention with a staff member who is particularly irritating to them; and
- People who try to please get praised but still have no change in the behaviours they have to tolerate

Alternative response: *going through the list of what you would do, ask for a show of hands of the people who would be aggressive – then tell them that until they learn to control themselves, they’ll have to give up something that matters to them – then ask the people sitting close to them to remove one of their index cards with what is important to them. Continue proceeding through the list in the same manner, mixing in with some of the “milder” responses above, and several actions receiving the same system response of removing what is important to them, so that about half of the audience has experienced this loss (some will have lost two or all three things important to them.)*

Then tell the participants:

“It is now **a year later** and nothing has changed. The behaviours that irritate you are still present, and you have a “program.” No one has acted on your distress except as was just described. Think about how you feel NOW, and tell us how you behave? What are you doing? Again, remember we want to know how you feel and not how other people would feel, and we want to know what you are doing that lets others know.”

Recorder writes down their responses (on the “One year later” sheet).

Go over them applying the same kind of rules. (e.g. severe depression will get medication; self-injury a restrictive program with physical restraint; physical aggression will likely get a mental health diagnosis and medication; physical illness will get medical treatment). The general point is that this system will respond to symptoms but not causes.

Then tell the participants:

“It is **now 5 years later**. The behaviours that irritate and annoy you are still going on. But now someone comes and does a person-centred plan with you. This person is truly gifted at listening and hears what you are saying with words and behaviours. The planner hears your distress and captures it on paper. The plan is reviewed with you and you discover that it not only describes and explains exactly what irritates and annoys you, but also says what needs to change so that these behaviours will no longer be part of your life. Ask the participants: “**How do you feel now?**”

After this remarkable experience, the planner leaves, giving the plan to the facility manager on the way out. The facility manager says, “Just what I needed for the people from licensing/compliance who are coming next week.” The manager then puts the plan in a file, but nothing really changes, everything goes back to the way it was. **Now how do you feel?**”

Write down the responses (on the “Five years later” sheet) and read them back to the participants. Emphasize the themes in how people feel. Ask the group the question “Who are you angrier with, the planner or the manager? Why?” Facilitate a brief discussion around their answers. Expect things like, the manager always acted that way, so it’s not a surprise, the planner got my hopes up and the let down was harder, etc. Be sure to make the point, there is no right answer, everyone will feel betrayed and let down, who they focus this on doesn’t change their feelings.

Then tell the participants:

“Imagine that the manager attended a person-centred thinking training and has had an important realization that what they do at their work must change. The manager comes back ready to implement the plan. The planner is eager to make the changes and is happy the manager has seen the light. Now what will it take for you to trust them?”

Recorder writes down their responses (on the “What would it take to trust” sheet). Expect to hear responses, such as, “all new staff, move to a new place, actions!, time!, *I want my card back*”.(if you used the alternate response activity)

Discussion: Facilitate a discussion, covering the following points:

- See what the effects of being powerless and not listened to would be in their own lives (and see the effects on other people who are also not labeled)
- Understand how a person-centred plan is a promise and that plans that are developed but not implemented represent a betrayal of trust
- Understand that an entire constellation of behaviours and “symptoms”, including hitting other people, breaking things, withdrawal, and being desperate to please may be a response to years of not being listened to and being powerless, or not having trusting relationships – people are communicating what they are feeling, they are not acting out.
- *What did it feel like to have things important to you taken away? How did it feel to take them from people who are your friends? Why do we do this ritually with people we support?*
- If people say “I live with people who do all those things that irritate me”, talk about how they have had a choice to live with them and that they probably like or love these people. Many adults get divorced because of the things that irritate them about their partners. People with disabilities often don’t have a choice about who they live with.

Alternative endings:

If you are out of time, just go over what people shared at the end but do it from the perspective of the people that we support. Point out that doing a good person-centred plan is making a kind of promise. You are better off not doing any plan if there is no commitment to implement what has been learned. Point out that many of the challenging behaviours we see are explained by this exercise. Note that what they shared at the end of the exercise regarding building trust are strategies that we need to use when doing planning with people who have had plans that were never implemented.

If you have time, facilitate a discussion. Ask the group what they learned and write it down as they tell you. Cover the same points as above by helping the group to articulate them.

Morning Ritual

Exercise Outline

- I. What makes a morning ritual?
 - Ask questions to get the group warmed up (see exercise in detail)
- II. Sample morning rituals
 - Show/hand out Barb's and your own and point out the level of detail. They also have Naz' example in the coursebook.
- III. Developing their own morning ritual/ritual
 - Explain rules (don't write it down unless you want it shared, don't include sex or excretory behaviours, it will be posted)
 - Participants write their rituals on paper
 - Press gently for detail
- IV. Getting a new morning ritual
 - Standing in front of their own, have them move at least 2 down; this is their new morning ritual
 - How do they feel? Discuss how this affects them
 - How does it relate to people we support?
- V. Using the morning ritual to begin to learn what's important
 - Project and review the conversation slides and leave the slide "Guess, Ask, Check, Write" up while they are working in pairs
 - Post a sheet with "What's Important" as the heading
 - Using 1 example, model how to use the morning ritual to find out what's important (guessing, asking, checking and then writing)
 - Have the participants do this in pairs
 - Keep the groups focused (spending 1-2 minutes with each)
- VI. Other rituals
 - Use slide: Talk about *transition, celebration, holiday, and comfort rituals* (using the examples found in the *expanded exercise*)
- VII. Discussion
 - Do they know the rituals of the people they support? What have they learned? How does it apply to their work?

Morning Ritual

Detailed Instructions

Time: .75 to 2.5 hours (depending on learning desired and the time available)

Purpose: To learn the importance of routines and rituals and how to recognize what is “important to and for” a person through the information this exercise generates. To practice having exploratory conversations.

Set-up: To facilitate this exercise, you will need:

- Washable markers and ½ or 1 sheet of flip chart paper (or 11X17 copy paper for each participant), masking tape
- The PowerPoint slides for Person Centred Approaches training
- Copies of your own morning ritual & the slides with Barb’s morning ritual

Script:

Warm up the group with a discussion about what constitutes a positive ritual. Some warm-up activities are to ask for a show of hands and/or a brief discussion around some of the following (or similar) questions. Only ask a handful–

- How many people in the group are morning people?
- How many people spring from bed with a smile on their face and song on their lips?
- How many people crawl from the bed and refuse to have words with anyone until their caffeine blood level rises?
- What would the non-morning people do if they were awakened and supported through their morning by the cheerful, morning people?
- How many people sleep until the last possible minute?
- How would they feel if they were awakened an hour earlier than usual, hustled through their ritual and parked in front of a TV set until it was time to leave?
- How would they express their feelings?
- How many people shower in the morning?
- Would they still shower in the morning if they had showered the night before? (for those answering yes, showering is about more than getting clean - discuss)
- When do people brush their teeth? Before the shower (for those who shower the night before any other washing)? During the shower or after the shower but before leaving the bathroom? After breakfast? More than once? Both before and after breakfast?

Sample Rituals: Put up the slides for Barb’s Morning Ritual. Point out one or two features that are unique. (e.g. personal care products, coffee, etc.). Do not read the entire ritual. If you have provided a paper copy of your own ritual, briefly review it, do not read the entire thing.

Developing their own morning rituals: Now explain to people that they will write their own detailed morning rituals on paper or flipchart.

But before they begin, explain the rules:

- Others will read their rituals, so nothing should be recorded that they do not want others to know about.
- We’re not interested in anything that leaves their bodies in the morning, omit that.

- The ritual should start when they get out of bed, and end when they are “ready for the day” or leave for work.
- For those who work during their wake-up hour, or work unusual shifts, ask them to write up today’s.
- If people say they do not have a ritual or that it is often different, ask them to write up today or yesterday or whenever they were last at home in the morning.

Tips: Walk around to be helpful. Press gently for detail but do not press so hard that people who are very private feel embarrassed or humiliated. Make it clear that you want detail but no more detail than people are comfortable in sharing with everyone. Walk around and encourage people while they are writing. Ask for more detail where needed and praise people who are doing well. For example, ask how they wake up - an alarm clock, just wake up, or someone wakes you up? If an alarm clock, what time is it set for? Is it set for the real time or have they set the clock ahead? By how much? Any snooze alarm hits (mechanical or human)? How many? Then what? In the bathroom - do you turn on the light or start in the dark? What is the water temperature when brushing your teeth? In the shower (adapt this for those who take a bath) what water temperature? What do you do when you first get in, start right away or stand for a few minutes? How many towels do you use when you get out?

Look for a good example to use to start the discussion about what’s important to the person. This should be a person who is easy to talk to, and whose ritual is clear and easily demonstrates what is important to him/her. If you plan to use the volunteer, now is the time to ask for their permission to use them as an example and have a brief conversation to make sure that your own GUESS/ASK/CHECK steps are correct.

Tips: Some people will not write much detail, even after encouragement to do so. For those participants who have finished writing their morning ritual early, encourage them to look at other people’s rituals. For others who are producing a very long ritual, when almost everyone else is finished, gently ask them to wrap up. One way that works is to draw a squiggly line down the sheet after the last item listed and ask them to add the last thing that they do before leaving for work.

Sharing their morning rituals: Have people wander around the room and read each other’s rituals. Don’t be surprised if the group has a good time, with lots of comments and laughter. Before the excitement has totally died down but after most people have read all of the rituals, ask everyone to stand in front of their own ritual.

Getting a new morning ritual: (The implications for the people we support)
Now ask them to move down 2 (or some other arbitrary number) and tell them that this is their new ritual. What is their reaction? (A few will like the change but most have mild to profound distress.) Ask them to say what they would like the most and what they would dislike the most about their new ritual.

Now facilitate a discussion around what implications this has for the people we support. Ask the participants

- How do you feel if your morning rituals are ignored?
- How much of the rest of the day is affected?

- What would you do to get your ritual back or to express your displeasure at its absence?
- What would it do to your behaviour/outlook if your rituals were mostly ignored (but occasionally honored) over a period of years?

Adapt the questions to your audience. For people working as middle managers and/or direct support staff they might include:

- Do we know the rituals of the people we support?
- Do they get them?
- What are mornings like in the typical houses where they live?

PART 2 of exercise - OPTIONAL

Using the morning ritual to begin to learn what is important to each of us:

Change to the PowerPoint slide with Guess Ask Write on it. Model the next part of the exercise using NO MORE than 5 minutes. Select a volunteer with a well-developed morning ritual that you find easy to use. Use the same volunteer whom you selected and practiced with previously.

Tell the participants that you are going to use the morning ritual as a way to start a conversation about what's important to the volunteer. Guess from what's written on the morning ritual about what's important to the person. Then Ask them if it's accurate. If it is, Check that you have captured it in their words. Then ask their permission to Write it down on their One-Page Profile. Model this using at least one example from the ritual, but no more than two.

(Hint, if people have things about their children, or living partner, or other family members, it is usually safe to ask if their family is important to them. Some people who have a very structured ritual, with much detail, you might Guess that they are very organized, or like a structured ritual. It is okay to demonstrate guessing wrong, but be sure to explain to the audience that when you guess wrong, you must simply guess again, and ask the person for verification, or listen to the person's response and make a different guess. This is an excellent opportunity to demonstrate LISTENING to the person.

Explain to the group that they will need their One-Page Profile handout at their tables. They can choose to either take their morning rituals with them and work at their tables or bring their chairs over to the wall and work from their rituals hanging on the wall. Explain that they will work in groups of 2 (occasional 3s are OK) and discover from each other things that are important. Based on the morning ritual as a conversation starter, they are to record things that are important to their partner on their partner's plan. It is important to stop and demonstrate to the audience that if Michael and Amanda are partners, Michael is guessing, asking, checking and writing on Amanda's Plan, and Amanda is doing the same on Michael's plan.

Remind them that the mantra is: Guess, Ask, Check, Write

Walk around and offer help to those who need it. Remind them that the interviewer is finding out what is important to the person (e.g. Don't talk to Bill until after his coffee; Susan must wake up by herself - she doesn't use alarms; Mary Lou must talk on the phone with her daughter every morning). Help people look for things like relationships in the morning

ritual and get detail written into it. Or if someone drinks coffee or smokes, make sure that brand is listed. Look for indicators about rhythm or pace of the morning – Mike must be organized and have things happen in a particular order.

After about 10 minutes or so, remind the group that if they haven't switched interviewer/interviewee yet, they should do so now.

Tips:

- People will be focused on their morning ritual (e.g. Carol must have a shower in the morning) and will need encouragement to include other things that are important to the person (e.g. Sherrie must not be rushed) rather than the routine info.
- Make sure that people are taking turns doing the interviewing and writing down what they learn.
- Make sure people are not just telling their partner what is important and telling them to write it down. Help people struggle with the learning, don't do it for them.

Final slide to wrap up the exercise

Discussion: Talk them through some other rituals (use the slide).

Ask: Who has to get organized before you start your day at work? What do you do? Tell them these are transition rituals. Other examples include Arriving at work 20 minutes early, to get coffee and chat, taking your shoes off and changing clothes as soon as you arrive home, reading in bed for 15 minutes before you fall asleep.

- How many of you think your birthday should be a national holiday? What do you do on your birthday? What do you typically do when something good happens? Explain that these are celebration rituals.
- What food has to be on the table for it to be your favourite holiday? These are part of their holiday rituals.
- Now ask them how many of you come home from a really terrible day at work and say, "Honey, I had a really hard day today. Could I have extra chores?"

Discuss things that we do to relax after a hard day, our comfort rituals. Ask:

- How many of you take a hot bath?
- How many of you want to talk about your bad day?
- How would those of you who hate to talk about it feel if you were being supported by someone who kept "encouraging" you to talk about it?
- How many of you hate to talk about it?
- How many of you find cleaning comforting or punishing?
- Be sure to include a comment about food for comfort.

End the exercise by asking

- Do we know these rituals for the people we help support?
- Do they get them?
- What have you learned?
- How does this apply to your work?
- What could you try?

Good Work Day/ Bad Work Day

Exercise Outline

- I. Writing down a “Good work day/Bad work day” (**New – use the Typical/Better/Worse version of this**)
 - Use handout/coursebook.
 - Explain rules (no fantasies, a composite of all the moments together)

- II. Using good day/bad day to learn what’s important and how to support
 - Use the PowerPoint slides for Good Day/Bad Day
 - Locate the one-page profile
 - Using 1 example, model using “good day/bad day” to find out what’s important and how to support someone (guessing, asking, checking, then writing)
 - Have the participants work on this in pairs
 - Keep the groups focused (spending 1-2 minutes each)

- IV. Discussion
 - Do they know what makes a good or bad day for the people they support? What have they learned? How does this apply to their work?

Good Work Day/ Bad Work Day

Detailed Instructions

Time: 1 to 2 hours (depending on learning desired and the time available)

Purpose: To learn one of the best ways to obtain information about what is 'important to and for'. To emphasize that people need to be supported rather than fixed. To practice having conversations. To see the importance of going from a list to a conversation.

Set-up:

To facilitate this exercise, you will need:

- The typical/better/worse day and one-page profile handouts or coursebook
- The PowerPoint slideshow for Person Centred Approaches

Script:

Ask each person to write down what a typical day is. Tell them to take a few minutes to think about all the good moments/days they've had in past years. What sorts of things happen to contribute to better days? Write all of those things down. Expect questions such as must they all have happened on the same day, and "can I make things up? Explain that this is not an exercise in writing fantasy (I won the lottery). They will need to do the same thing for a bad day. Tell people that they can do this in any order or they can start with getting up (or whatever you do to get ready to leave for work) and write your way through the day.

Tips:

- If you are doing this with a group of people who know each other well, when they are finished you can also ask them to add to each other's lists, as long as it is ok with the person.
- There is a teambuilding version of this exercise that is available from the author.

While people are writing, walk around looking for a volunteer whose Good Day (better day) and Bad day (worse day) are good examples for the next step. Hold the GUESS /ASK/CHECK part of your conversation with them ahead of time to ensure it will work and will be a good example. If so, then be sure to ask them for permission to use their information as an example to the group

Using good day/bad day to learn "What's Important to" and "How to Support"

Model the next part of the exercise using NO MORE than 5 minutes.

Pull the group back together. Ask for a few comments on how easy/hard that was. Then, ask everyone to find their One-Page Profile. Then introduce your volunteer, and demonstrate how to hold a conversation to gather more information. Specifically, ask the group to read the volunteer's lists and guess what is important to the volunteer. Ask the

volunteer if it is correct. After a brief conversation with the volunteer, check that you have their wording and then write it on their One-Page Profile (or flip chart to demonstrate). Remember, you want the volunteer to tell a story that illustrates what you will write.

For the item you have written on the “What is important to ...” section, then go to the “How to Best Support me” section. Find out how to support the person by asking “What can others do to help you/support you? What else could happen?”

After a brief conversation find out if this is right for the person and write it down (Guess, Ask, Check, Write). Be sure to make the point of the difference between FIXING what is wrong and supporting someone when things GO wrong.

Then ask people to work in pairs. Tell people that they are going to add to the “What is important to me” and “How to Best Support me” sections of the One-Page Profile with each other. They should look at what is written as a place to start a conversation. Remind them that the person is the expert and that the person has the final word.

Repeat the mantra: Guess, Ask, Check, Write

Tips:

- Help people struggle to learn the difference between fixing and supporting. Some things can be fixed (e.g. a battery alarm clock for someone who has power outages can be done but buying a nanny to fix childcare issues is unrealistic).
- Only do enough work on this to give people an idea of what to do, and then get them to work with each other. Your conversation with the volunteer should be no more than 5 minutes.

Wander around, spending only 1-2 minutes with each pair.

- Keep the pairs (or triplets) focused and working
- Remind them that they need to have conversations with each other in the time that is allotted.
- Try to help people learn to listen with insight but make sure that nothing is discussed that the other person does not want discussed.
- Help people who are struggling but remember that when you are doing the work they are not.

Discussion:

At the end of the exercise bring everybody together. Ask these questions.

- What have you learned?
- How might you apply what you have learned?
- What further activities/efforts could this exercise lead to?
- How could tasks be restructured to maximize people’s best/good days and minimize the effects of bad/worst days?

Optional: Read the Good Morning story

Reputation

Exercise Outline

- I. Writing down their reputations
 - Put up a slide with your reputation listed (see exercise in detail)
 - Participants divide their paper in half with the headings “Positive Reputation/Negative Reputation” and their name on top
 - They should write 3 mild negatives under their negative reputation, but NOTHING under their positive reputation

- II. Adding to their positive reputations
 - Participants add to the positive reputations for all the people they know (but not the negative)
 - Facilitators help build the positive reputation for persons who are so new no one knows them

- III. Using reputations to learn what’s important and how to support
 - Like and Admire section of the One-Page Profile
 - Post the three questions slide (Are there circumstances where the negative is a positive? Does the negative reflect something that is important to the person? Is the negative occasionally a problem? If yes, what works to support the person in those situations?)
 - Using the example slide, model how to answer the 3 questions to find out what’s important and how to support someone, and where to write it (by Guessing, Asking, Checking and then Writing). SEE EXERCISE IN DETAIL
 - Have the participants work on this in pairs
 - Keep the groups focused (spending 1-2 minutes with each)

- IV. Discussion
 - How do they learn about the reputations of the people they support? What have they learned by this exercise? How can this apply to their work?

Reputation

Detailed Instructions

Time: 1 to 2 hours (depending on learning desired and the time available)

Purpose: To experience the power and pleasure of having people share what they like and admire about you. To learn how to develop your own "introduction". To learn how to address a negative reputation without having a negative reputation list.

Set-up: To facilitate this exercise, you will need:

- Pens and one sheet of copy paper for each participant
- Put up a slide with your own reputation list. It should have your name on top, be divided down the middle, have the following headings on the top –“Positive Reputation”, “Negative Reputation”
- Write NOTHING under positive reputation, and write 3 mild negatives on the right (e.g. stubborn, perfectionist, workaholic)

Script:

Let people know that we will be working with their One-Page Profiles.

Ask each participant to pull out one more sheet of paper and divide it in half and have them put their name on top. Have them label theirs like your example, positive reputation on left, negative on right. Direct them to write 3 mild negatives about themselves on the right. They should NOT write anything under their positive reputation.

Remind them that we are looking for those things that they are comfortable sharing, including things like messy, stubborn, or puts things off. Leave things out that are too personal or embarrassing.

Tips: Some people have trouble getting started with their negative reputation. Ask them to look at the lists around them, and/or “interview” people in their head (e.g. a family member - parent, brother, sister, a close friend or partner, and a co-worker or supervisor). Ask them what these people would say about their negative reputation.

After completing their negative reputation, tell them to wander around the room and add to the positive reputation lists for all of the people that they know. Remind them that they may not add to someone else’s negative reputation.

Tips:

- The facilitator needs to monitor how this part goes. There should be more positives than negatives.
- Make sure that no one is left out. If there is someone in the group that is so new that no one knows them, the facilitator should go to them and help to build their positive list. Ask the person to tell you what 3 people that they “interviewed” via their memories would say that they liked the most, or admired most about them. Add to the person’s positive reputation while listening.

Building the Like and Admire section of the One-Page Profile: Ask them to review what other people wrote on their list of Positive Reputation. For the items they agree to, record them in the Like and Admire / Appreciation section.

Using reputations to learn 'What's Important' and 'How to Support'

Review the slide with the 3 questions for negative reputations

- Are there circumstances where the negative is a positive?
- Does the negative reflect something that is important to the person?
- Is the negative occasionally a problem? If yes, what works to support the person?

Tell the group that you will work through these questions using the negative reputation of being stubborn as an example. **Ask the group**, "Are there circumstances where being stubborn is a positive?" You will get answers like "tenacious, determined, sticks to his guns". Then explain that if the person possesses these positive characteristics, these would be added to the Like and Admire section of the One-Page Profile.

Then ask, "Can being stubborn reflect something that is important to a person?"

You may get blank looks. Without a conversation some people will find this hard to understand. Tell them that if they had a conversation with the person who is stubborn, they would get answers like "I must have work that supports my values." or "I'm usually stubborn about how my clean clothes are folded. This is because I don't like wrinkly clothes." What you learn about what is important to the person is added in the Important To section of the One-Page Profile.

Then ask, "Is being stubborn occasionally a problem?" They should answer "yes it is!"

Then ask, "What should others do to support the person if it is a problem?"

Tell the participants that if they had a conversation with the person, they might learn that what works to support them is to "quietly, and not in front of everyone, tell them that maybe they are being stubborn and then back off." It is the person that should decide how they want to be supported with this and this information should be added to the How To Best Support Me section of the One-Page Profile. This section is not about other people fixing the person or changing their behaviour by imposing consequences, etc...

Show the 'stubborn' example on the next slide. This is an actual example for a Learning Community trainer. Point out how similar or different their 'Guess' information is from the possible answers they just came up with during the 'group exercise'. Then model what the group is to do with one of your own negatives. Take one of your negatives and write down the answers.

Now ask the group to do this in their pairs. Remind them that when doing this they are to guess based upon what is written; ask if it's right; and check how they would like it written and write it down on the One-Page Profile. **The mantra is:** Guess, Ask, Check, Write

Keep the 'stubborn example' slide with the three questions and one-page profile posted as a guide for the group. Wander around and help.

Tips:

- People will have trouble moving beyond finding the positive opposite to the negative. Keep the effort moving and focused.
- Tell the participants that some negatives are only negatives, and do not have a positive side. They should not spin “arsonist” into “likes a warm cheery glow”. For information that illustrates how a negative can be addressed in a respectful way, distribute the “concerns” section of the article “Reviewing essential lifestyle plans: Criteria for best plans.”
- People will likely either only spin the negatives to positives, or they may only answer the three questions for one of the negative items. Walk around and be sure that people answer ALL THREE questions for ALL Three negative examples.

Discussion, ask the participants:

- What have you learned?
- Be sure to point out that often we confuse person-centred planning with never discussing serious issues around which people need support. This is not an acceptable thing to do. However, we must learn to respectfully discuss things, and first ask ourselves, is it ever a good thing, and what does it tell us is important to the person?
- How does this apply to your work? How do we learn about the reputations of the people we support? Is this different than how we learn about each other?
- What could you try?

Optional: *read the Importance of Language story*