Person Centred Planning

Planning Tools/approaches

1. **What we like and admire about …….**

* Use as part of the welcoming process – ask everybody to write one thing they like and admire about the child/young person on a sticky note, involve the child by asking them to read the comment everybody has written whilst attaching them to the flip chart paper
* Useful if the child/young person has a negative reputation or poor self-esteem, promotes positivity within the review and within planning

1. What’s working/What’s not working

* Ask attendees to write their views of what is working/what is not working for the child/young person at present – this promotes people feeling listened to. When situations are teased apart in enough detail, you can find areas of agreement, this enables common ground to be found
* Useful to adopt a direct approach to gain different views about wat is the best way forward for the child/young person. Promotes everyone working with the child/young person to see the whole picture rather than seeing an issue from one perspective

1. Important to/Important for

* The aim is to develop two lists – it is important to get a balance of the two lists in order that effective support can be planned and given. This should reflect education, health needs and social needs.
* Learning styles and ability of the child/young person should be reflected – use of objects, photographs, pictures, symbols or written words should be used to encourage the child/young person’s participation
* **Important to:** means things that bring quality to life and experiences, what makes the child/young person happy, content and relaxed, make the child/young person’s life fulfilling and meaningful
* **How to look for it** – a child/young person’s favourite toy, object, activity, television programme or person. Listening to the child/young person, observe behaviour and body language. Think about a good day, what makes the child/young person happy?
* **Important for:** means things that keep the child/young person helathy and safe, protects their growth, development and positive engagement with other people
* **How to look for it –** a child/young person’s health needs: procedures, routines, medication etc. A child/young person’s safety needs: assistive technology, behaviour management etc. A child/young person’s education needs: communication, learning style etc. Think about a bad day, what support do they need on such a day?

1. Good Day/Bad Day

* Ask the child/young person to think back to the last bad day they had. Ask them to describe what happened and why this was bad. Discuss what could have helped to support them on this bad day.
* Now ask the child/young person to describe what would make a good day, who helped to make this day good and what did they do.
* Some children/young people cannot describe what makes a good day or a bad day but they can tell you about the last week in detail, so that you can gently ask which bits of the day were good and which not so good
* If the child/young person has not had a good day for some time, hey may be able to tell you about a good day from their past or a happy memory
* When a child/young person cannot tell you directly themselves then family or close adults can help
* Useful as a person-centred thinking tool that simply asks the child/young person to describe a typical day gathering their view towards challenges they may be faced with and how this makes them feel in order to support, plan and prepare the child to develop resilience and coping mechanisms

1. Relationship circle

A Relationship Circle is a tool that can be used to help learn whom the child/young person knows, how they know them and hw they can support the child/young person achieve their goals and aspirations in life.

* Use flip chart paper
* The child is placed at the centre, use a photograph or self portrait of the child
* Around the child/young person name and photograph add the names or photograph/picture of the people closest to them. This may include professionals alongside family members
* The third circle would be people the child/young person likes
* The outer circle would include people who are paid/professionals but still are significant in the child/young person’s life eg. Support staff, health workers, club organisers
* A relationship circle may highlight a child/young persons need to build relationships. It seeks to identify not only who is important to the child/young person but how to stay in contact and strengthen those relationships
* It can be useful in helping a child/young person decide who to invite to a planning/review meeting as well as identifying if other people who may be able to offer support and share ideas

**When to use a Relationship Circle?**

We can use a relationship circle when we want to:

* Learn more about who is important in the child/young person’s life
* Discover any relationship issues
* Develop, strengthen and support relationships
* Identify who is involved with a child/young person, what their role is and how they can be supportive to the child/young person when developing a plan with appropriate outcomes

1. Matching Tool

**What is a Matching Tool?**

A Matching tool allows a provision/organisation to match existing staff within a team to particular individuals to recruit new people to a team or to recruit personal assistants or find volunteers.

Ask the child/young person to think about the following questions

* Who will these people be?
* What is their personality like?
* What skills do they need?
* What common interests do they have with you?

When using this tool think about the people who enjoy being with the child/young person, who knows them best and is helpful on good days. Also try and think about the people they avoid or are around on bad days.

This tool works best if you have used ‘important to and important for’ first, this will ensure that the person supporting them will have the skills to ensure the child/young person is both healthy and safe.

If staffing has been successful and reallocating workers is not an option, discuss with the child/young person what could the current staff do to be more like the ideal support?

**When to use a Matching Tool?**

We can use a Matching Tool when we want to:

* Get a good match between the person supporting and the child/young person being supported – whether paid or unpaid can be difficult
* A simple way to record what is needed to give a child/young person the best match between those who use services and those who provide them
* It is important to remember that children and young people are entitled to have support workers who like being with them
* If there is a successful match the child/young people who is being supported will be much happier and the person supporting them will be to