



person centred thinking

for people who have autism

This little book of person centred thinking tools gives you an opportunity to start supporting people in ways that really matter to them. It offers practical ways to gather information and to start to set actions that make a real difference.

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Some of this information has been taken from Essential Lifestyle Planning for Everyone, Smull and Sanderson, 2005



The Learning Community
for person centered practices

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sorting important to/for

how this helps

As a way to think through a situation before deciding what should happen next.

As an everyday method.

As part of reviews.

As the beginning of an individual, family or team plan.

Develops understanding of the persons view and how they behave.

what it does

Sorts what's important TO (what makes us happy, content, fulfilled) from what's important FOR (health and safety, being valued) while working towards a good balance.

sorting important to/for

important TO

important FOR

need to learn/know

roles and responsibilities

how this helps

Helps you know where you can be creative without fear.

what it does

Identifies specific responsibilities -

Core responsibilities.

Using judgement and creativity.

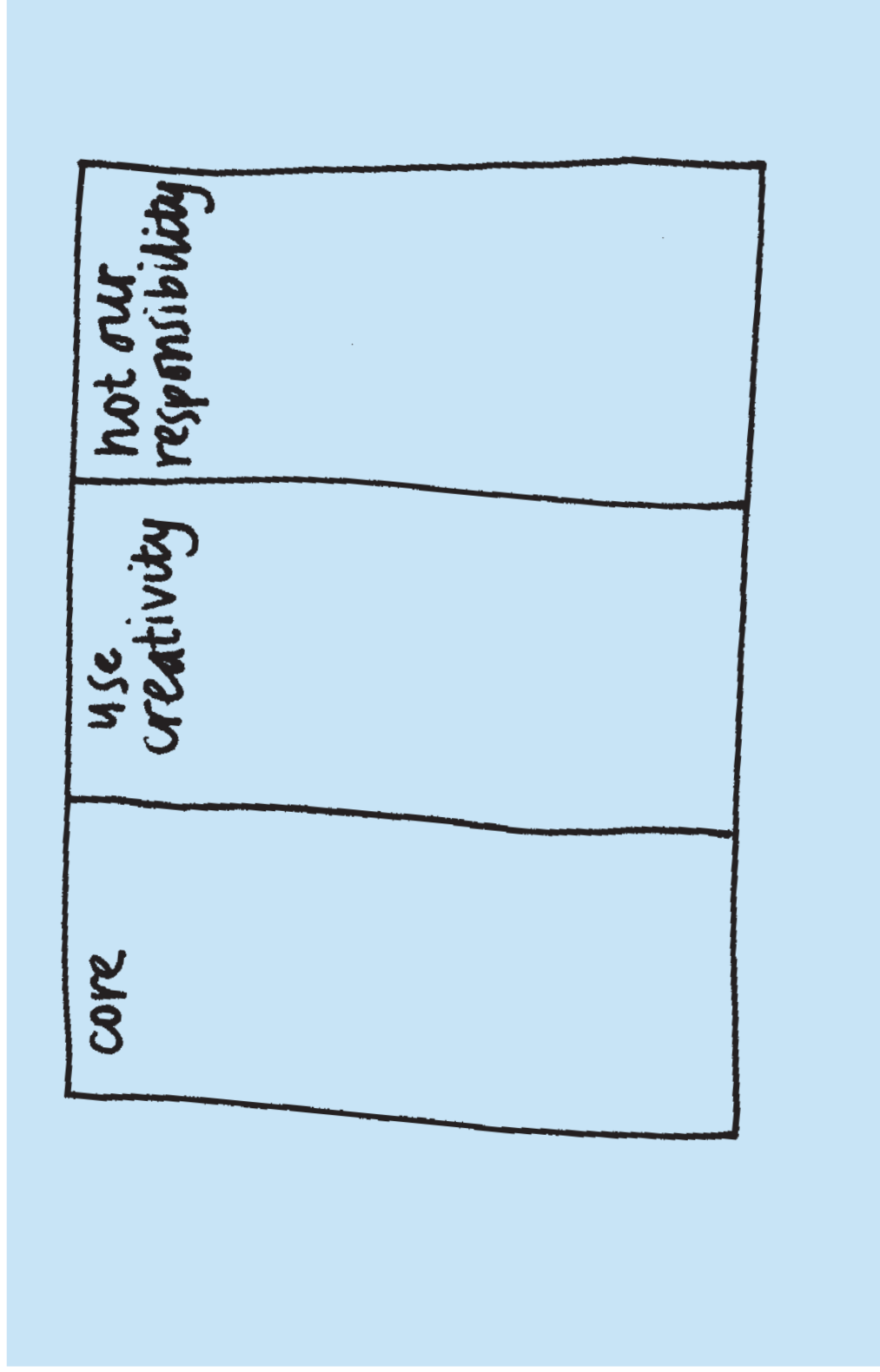
Not a paid responsibility.

It clarifies the roles of the different professionals and agencies supporting people and families.

It can inform a family support plan.

It clarifies roles and expectations in a team plan.

roles and responsibilities



routines and rituals

what it does

As a process to understand routines.

Provides very detailed information about routines and rituals.

how this helps

Helps others to understand the importance of routines.

Promotes consistency of support.

Reduces anxiousness and stress.

routines and rituals

my.
morning
routine

my.
evening
routine

weekends
birthdays
holidays
spiritual
transition-
place to
place
special interest

reputations

what it does

Helps develop a positive view of people.

how this helps

Helps others to understand that the negative things that people do and say may tell us about what is important to them and enables us to think about how to support them.

reputations

?
Can the
negative
be seen in a
positive way?

?
Does it say
something
that is
important to
the person?

?
Is it ever
a problem?

?
If so, how
can we be in
supporting
them?

the right support staff

what it does

A structure to look at both what skills/supports and characteristics that are needed for a support person.

how this helps

Helps people think about what kind of paid support they want and need.

In recruiting team members.

Gives the information for the characteristics section of a plan.

the right support staff

Support wanted and needed	Skills needed	Personality charact- eristics needed	Shared common interests
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relationships

what it does

Identify who is important to a person or family.

how this helps

Learn who is important to people.

See if there are any important issues around relationships.

Helps identify who to talk to when developing a plan.

Identify relationships that can be strengthened or supported.

relationships

love	like/friends
places I go	paid

communication charts

what they do

A quick snapshot of how someone communicates.

A way of recording information for people who use words to speak and particularly for people who don't.

Supports understanding of rituals or repetitive behaviours.

Supports the understanding of sensory intolerance or sensory overload.

Enables people without autism to be clear when the meaning of words is ambiguous.

how this helps

Helps us focus on people's communication whether they use words to speak or not.

Whenever what the person does communicates more clearly than what they say.

communication charts

we want to tell...	to do this we	helped/ supported by

at this time	when this happens	we think it means	and we do this

Learning chart

what it does

Directs people to look for ongoing learning. A structure that captures details of learning within specific activities and experiences.

Provides a way of recording information which focuses on what needs to stay the same and what needs to be different around how we support people.

how this helps

Provides a way for people to record ongoing learning (focused on what went well, what didn't go well) for any event or activity.

Tells us what is important to and for individuals, families and team plans.

Can replace traditional notes or records to help us focus more clearly on critical information about the person.

Can be used to focus on someone's whole life or specific areas, e.g. health or how they like to spend their time.

Supports the development of strategies to enable the person to cope in everyday situations.

Learning chart

date	What did the person do? (what, where, when, how long?)	Who was there? (name of people supporting the person, friends and others).	What did you learn about what worked well? What did the person like about the activity? What needs to stay the same?	What did you learn about what didn't work? What did the person not like about the activity? What needs to be different?

sorting what's ok/not ok

what it does

Analyses an issue/situation with opinions from everybody.

Provides a picture of how things are right now.

Explores the development of coping strategies with the person.

Develops understanding of the individual's behaviour.

how this helps

Clarifies what to build on (maintain or enhance) and what to change.

Helps in looking at how:

Any part of a person's life is ok.

Medications are ok.

People providing paid support are doing in their work.

Any effort, activity or project is going ok.

Helps with mediation where there are disagreements.

what's
ok

person

family

supporters

what's
not ok

4 + 1 questions

what it does

Helps people focus on what they are learning from their efforts.

Given that learning, a way to focus future efforts.

how this helps

Gives a structured way for everyone:
To be listened to.
To describe what they have learned.

Useful in:
Review meetings.
Supervision.
Team meetings.
Individual work with families.

To review actions from plans and plan further actions.

4 + 1 questions

What have we tried?

1

What have we learned?

2

What went well?

3

What did not go so well?

4

Given what we know now,
what next?

5

citizenship

what it does

A way of focusing on citizenship as a basis for action planning.

how this helps

Identifies what is working against or getting in the way of the individual's citizenship.

Identifies what is working for or supporting the individual's citizenship.

citizenship

Working against (-) negative		Working for (+) positive
	self determination	
	direction	
	money	
	home	
	support	
	community life	

decision making agreement

what it does

Helps us to think about decision making and increasing the number and significance of the decisions people make.

how this helps

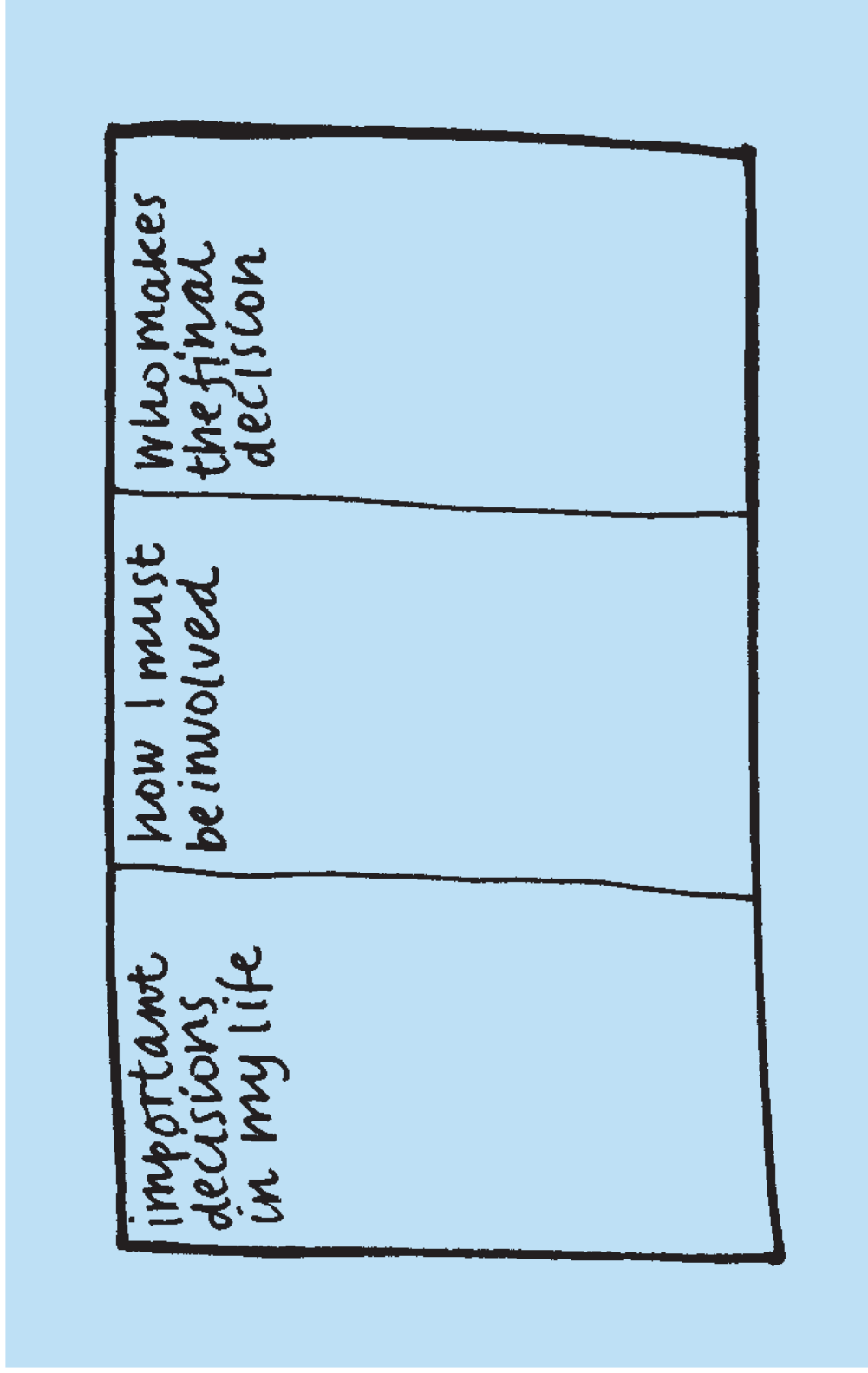
To think about how much power and control people have in their lives.

To clarify how decisions are made.

To increase choice and control people have in their lives.

Develops clear agreements to provide support.

decision making agreement



community

what it does

Helps us to think about the activities and how we can see them as opportunities for participation and contribution.

Supports and explores strategies to help the person in their community.

how this helps

To think with people about what they do on a day to day basis and the opportunities these present for getting involved, meeting new people, making connections and contributions.

As a way of looking at where people are now, thinking about possibilities and planning action.

◦ activity
↑
◦ being present
◦ having presence
◦ actively participating
◦ connecting
◦ contributing

goals

what it does

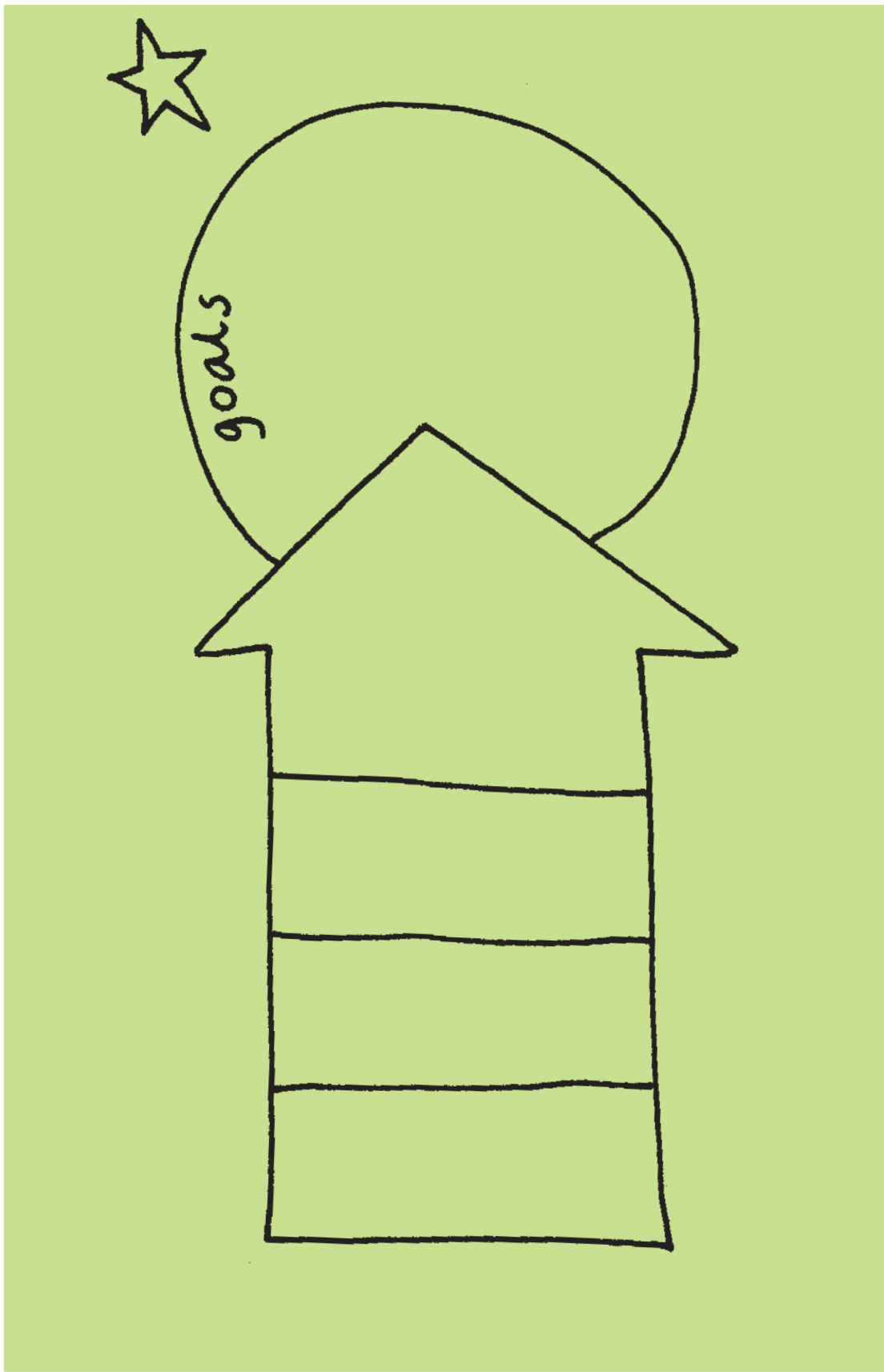
Helps people to think about their future and how to begin moving towards them.

how this helps

Learn what is important to the person about their future.

See what steps the person could take to move them closer to their goal.

goals



person centred reviews

what it does

A person centred way to meet, review progress and agree actions. There are three styles of person centred reviews

- the ok/not ok review, the important to/for review and the Citizenship review.

how this helps

Replace traditional reviews.

Develop person centred information.

Generate shared actions based on what is ok and not ok.

Involves the person in a way that's meaningful to them.

person centred reviews

what
we like +
admire
about....

what's
important
to.... now

what's
important
to.... in
the future

what....
needs to
stay
healthy +
safe

what's
working
+ not.
working
1.
2.
3.

action
plan

person centred teams

what it does

A way to use person centred practices to develop how we work as a team.

how this helps

To clarify our team purpose or what success looks like for our team.

Know what is important to and for each team member.

Clarify roles within the team, based on gifts and strengths.

Record this information in a person centred team plan.

person centred teams



positive and productive meetings

what it does

A way to use person centred practices to improve our meetings.

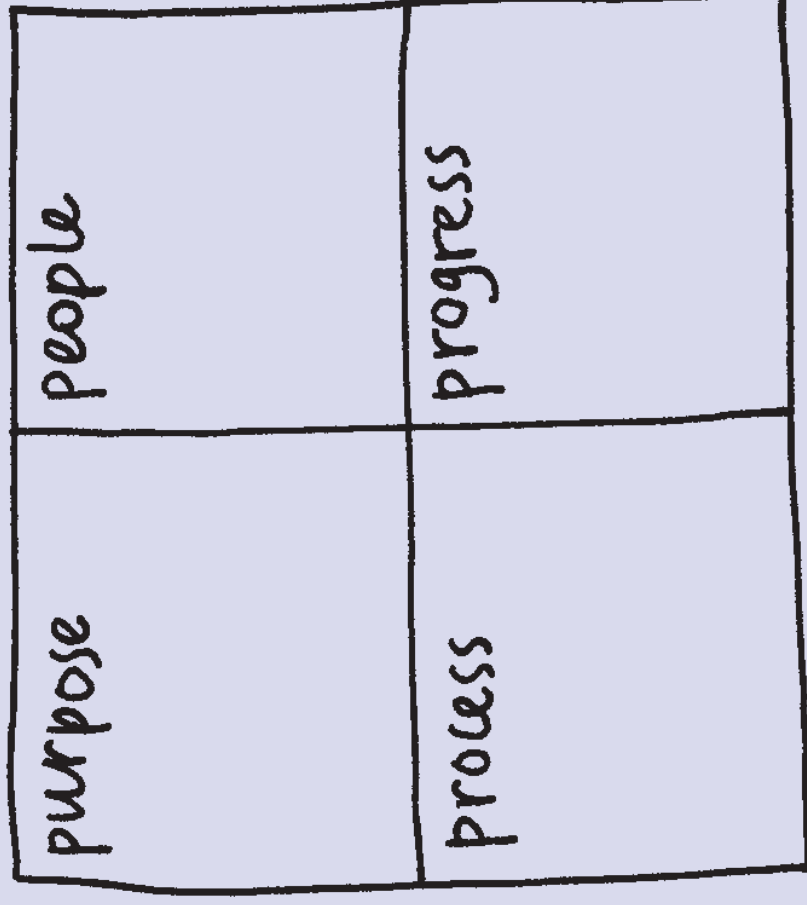
how this helps

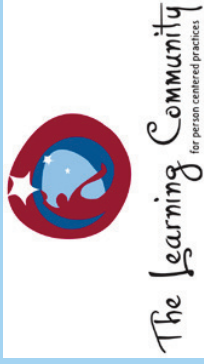
Provides tools to clarify why we meet, and ways of developing agendas.

Ensures everyone is listened to and can contribute.

Gives us a meeting process for sharing information, thinking together and agreeing actions.

positive and productive meetings





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