

Support Planning Professionals Learning Community (SPP LC)

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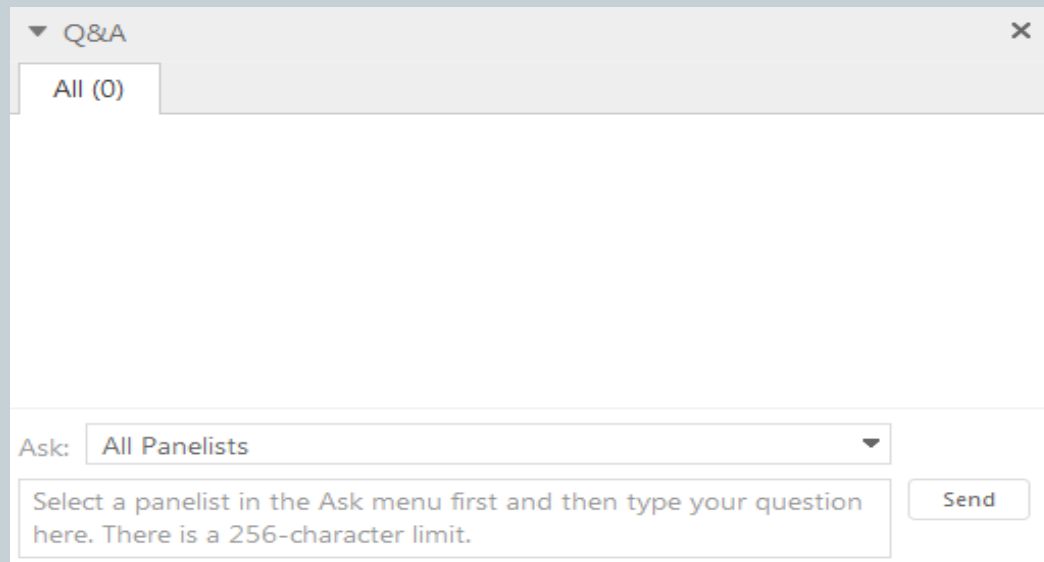
OCTOBER 26, 2016

MINNESOTA DEPARTMENT OF HUMAN SERVICES

Welcome

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To ask a question during the presentation use the Q&A Panel in WebEx



The screenshot shows a window titled "Q&A" with a close button (X) in the top right corner. Below the title bar is a tab labeled "All (0)". The main area of the window is empty. At the bottom, there is a section labeled "Ask:" with a dropdown menu currently set to "All Panelists". Below the dropdown is a text input field with the placeholder text: "Select a panelist in the Ask menu first and then type your question here. There is a 256-character limit." To the right of the text input field is a "Send" button.

Select “All Panelists”, type your question, and click Send.

Agenda

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- Person-Centered Success Story
 - Sheri Bezdicek, Dakota County
- The Balancing Act: finding the balance between Important TO and Important FOR
 - Anne Roehl, University of Minnesota's Institute on Community Integration (ICI)

Chelsea's Story

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A SUCCESS STORY

**Sheri Bezdicek
Dakota County**

Featured Success Story

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Sheri Bezdicek

- **Dakota County**
 - Pre-Petition Screener for Civil Commitment, Rule 25 Assessor
 - 26 years of experience
 - Caseload composition: mental health and waived case management

Supports

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Natural Supports (Non-Paid)

- Parents
- Good friend

Collateral Supports (paid)

- People, Inc
- Maureen's House
- Detox
 - Ramsey County
 - Hennepin County
 - Brown County
- Marty Mann Halfway House
- CARE Fergus Falls & Wilmar
- Regions Hospital
- Fairview University & Fairview Ridges
- St. Joseph's Hospital
- Progress Valley II
- Scott County (chemical dependency commitment)
- MMHC
- Police
- Crisis team (Apple Valley)
- MSHS Wilmar

Success Story, Cont'd...

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Important *to*:

- Family
- Having, making new sober, supportive friends
- Finding things to do that she enjoys
- Having \$ to buy things for self
- Getting hair down
- Shopping
- Having some freedoms
- Feeling safe
- Getting her GED
- PT job
- Going to cosmetology school

Important *for*:

- To have a clear diagnosis and receive proper treatment
- To have a clear understanding of safety issues, and protective factors
- To have her basic needs provided for
- To have support while going through process of understanding her own needs and strengths
- Having supportive non-judgmental, patient people in her life

Success Story, Cont'd...

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What else do we need to know or learn?

- What her diagnosis is (misdiagnosis)
 - Dissociative Identity d/o
- How to manage her symptoms (examples)
 - Example: chemical dependency treatment and locked facility per h/o elopement
- How to balance freedom/safety
 - Example: FaceBook
- Develop safety network while allowing as much choice as possible
 - DHS: funding for 1-person foster care site
- What is she capable of doing school/work wise to develop confidence and self-esteem?

Success Story, Cont'd...

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Dreams & Aspirations

“Complete G.E.D, get a job and have her own apartment.”

Where we are now: A Fresh Start.

How a person-centered practice impacts my work

Questions

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Questions: Use Q&A Panel and send to "All Panelists"

THE BALANCING ACT:

*finding the balance between Important
TO and Important FOR*



The core concept:

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**Important to and Important for
and
the Balance between them**

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Questions: Use Q&A Panel and send to "All Panelists"

Sorting important to from important for (and finding a better balance between them)

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Important To

Important For

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Questions: Use Q&A Panel and send to "All Panelists"

Important TO

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What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. It includes:

- People to be with /relationships
- Things to do & places to go
- Rituals or routines
- Rhythm or pace of life
- Status & control
- Things to have

Important TO

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- Includes what matters the most to the person – their own definition of quality of life.
- What is important to a person includes only what people “say”
 - with their words
 - with their behavior

***When words and behavior are in conflict,
pay attention to the behavior and ask “why?”***

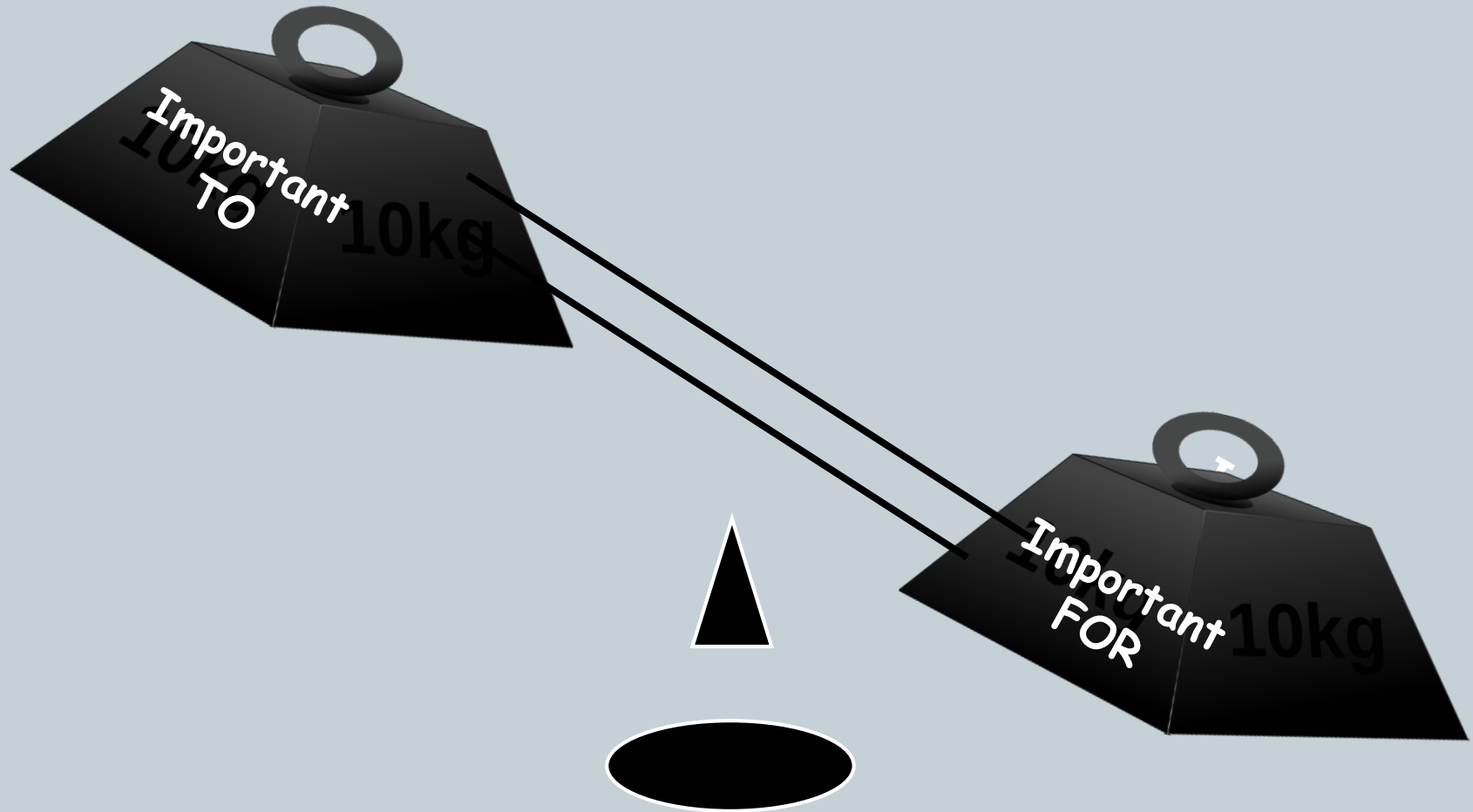
Important FOR

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- Issues of health:
 - Prevention of illness
 - Treatment of illness / medical conditions
 - Promotion of wellness (e.g.: diet, exercise)
- Issues of safety:
 - Environment
 - Well being ---- physical and emotional
 - Free from Fear
- What others see as necessary to help the person:
 - Be valued
 - Be a contributing member of their community

Health and safety dictate lifestyle

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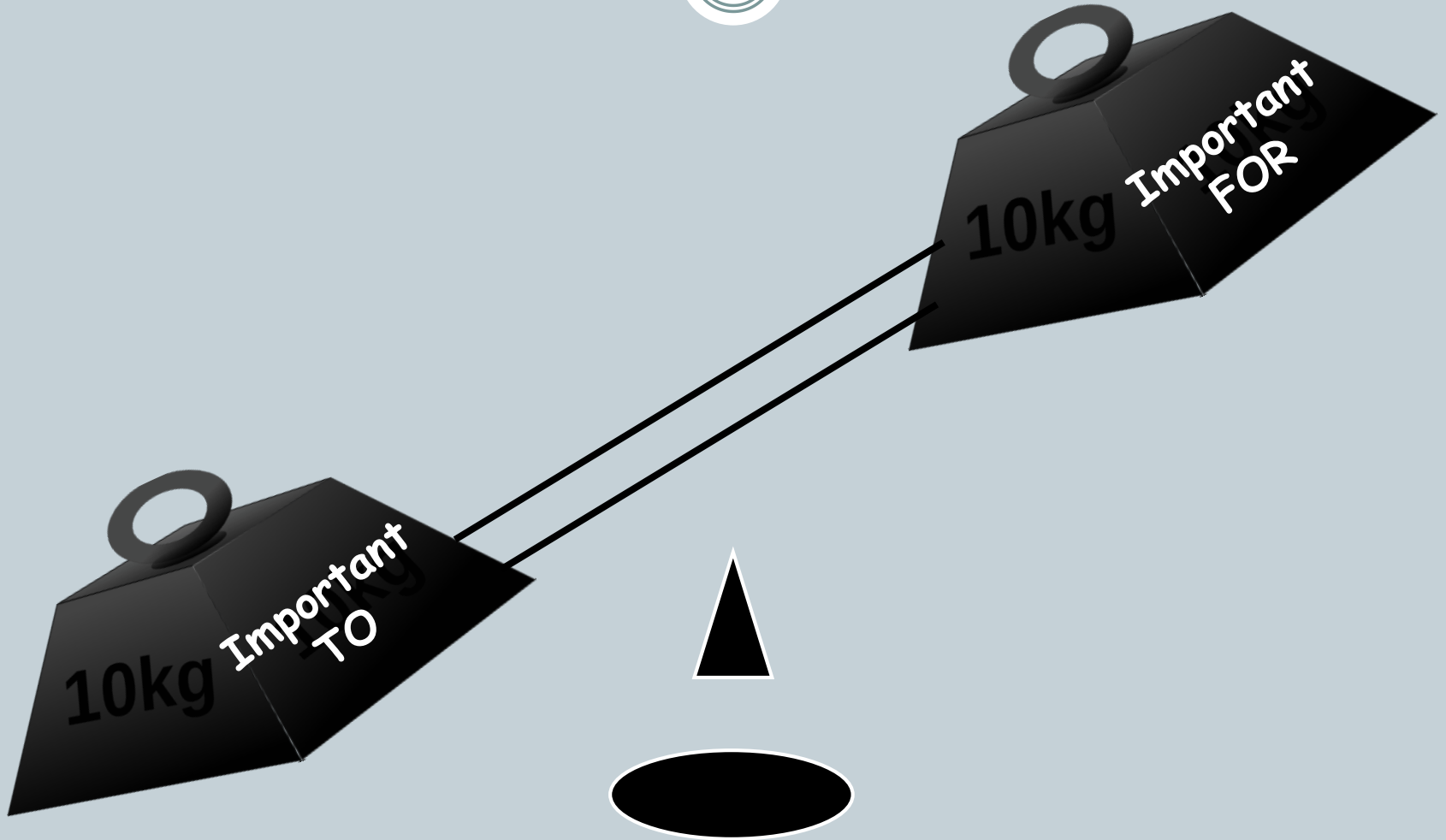


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Questions: Use Q&A Panel and send to "All Panelists"

All choice no responsibility

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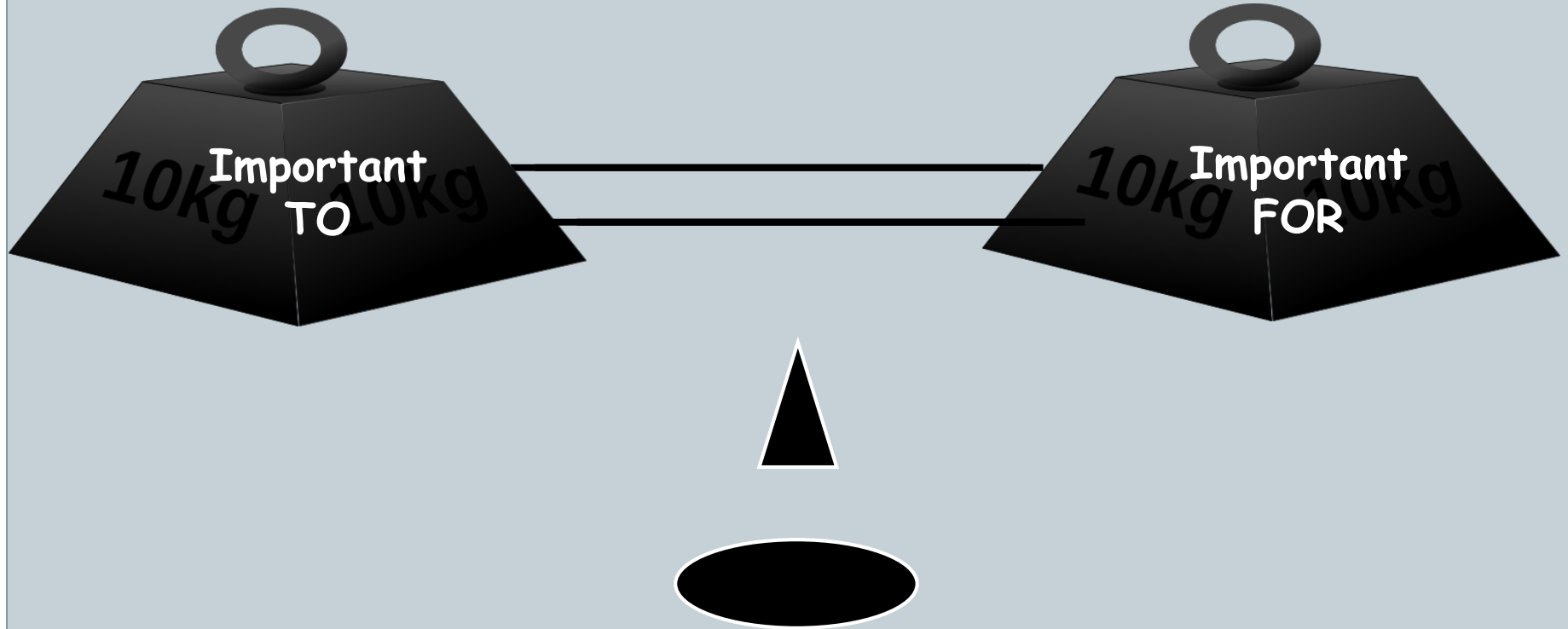


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Questions: Use Q&A Panel and send to "All Panelists"

Balance

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Questions: Use Q&A Panel and send to "All Panelists"

Important to and for are connected

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- Important to and important for influence each other
- The sequence matters: start with important TO
- No one does anything that is “important for” them (willingly) unless a piece of it is “important” to them

Balance is dynamic (changing) and always involves tradeoffs:

- Among the things that are “important to”;
- Between important to and for

Finding the balance

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- We all make tradeoffs between the many different things that are important to us.
 - Some people may love living in a particular place and are willing to make the tradeoff when living there means a longer commute to work
- We also make tradeoffs between what is important to us and what is important for us. These tradeoffs can be temporary OR long term solutions.
 - Expressing personal opinions and speaking my mind is important to me, but not cussing in front of my neighbors is important for me

Choice and balance

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- As we think about choice, we can see
 - All choice is irresponsible (happy and dead)
 - And dictating lifestyle is unacceptable (alive and miserable)
- **Good support means finding the balance**
 - We all have a right to make choices, even bad choices
 - We are paid to “help people stay safe”
 - Finding the balance can create conflict

Choice has boundaries

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- There is no “**unfettered choice,**” for any of us
- The question is always: where should the boundaries be drawn?
- The boundary is impacted by many factors
 - Laws
 - Values
 - Resources
 - Ripple Effect (how choices impact others, such as partners, roommates, coworkers, etc.)
 - Personal Safety
 - Public Safety

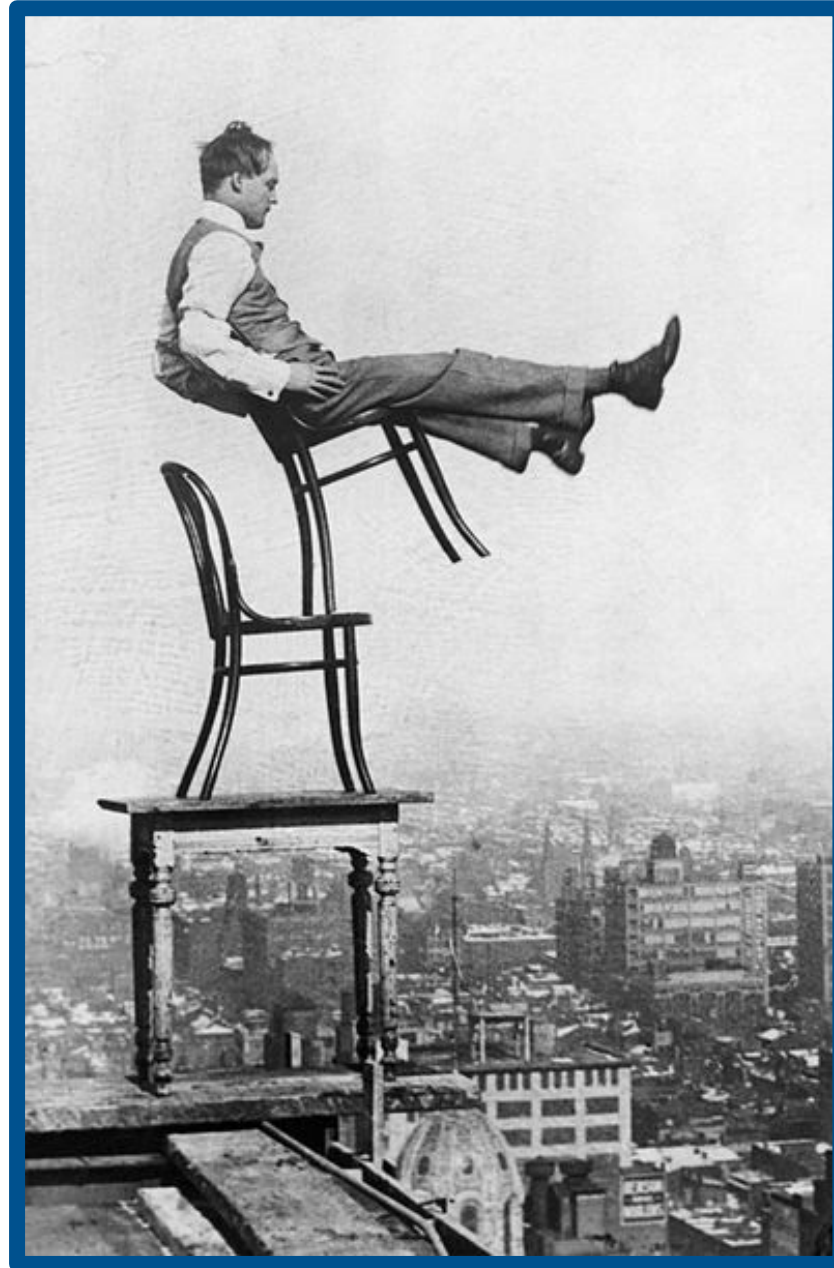
Dawn's story

IMPORTANT TO

Dawn

- Jehorah/God
- studying the bible
- socializing
- visiting Mom, talking to her every day
- taking pictures
- Shopping for people - I love getting stuff for people
shopping looking + buying
- trying new things

What's your experience?



We asked people to share...

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- When it really worked!
 - When a good balance was discovered
 - When discovered “the hook” (the important to that motivates a person to do the important for)
- Where you are struggling
 - To find “the hook”
 - To engage a team in discovery

Some people said...

This has worked when...

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- “Start with important to instead of important for”
- “Listening for the hook and asking more questions”
- “The person drives the process”
- “We were able to be creative”
 - Example:
 - Important to: Being a Vikings fan, painting room gold and purple to express it
 - Important For: Others say important for person to clean room.
 - The connection -Being able to decorate bedroom in Vikings theme contributes to liking bedroom, ownership of room and the desire to keep bedroom cleaner.

Some people said...

This has worked when...

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- “We really need to listen, without judgments”
- The person decided they wanted to do things important for them
 - Example:
 - Important to: to be one of the guys at work
 - Important for: shower and smell better
 - The connection- He likes being with the guys at work and decided to shower every day so they guys would want to be around him

Some people said... This has worked when...

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- We supported someone and didn't try to fix them"
 - Example:
 - Important To: cats – Buttons and Tatters, and important to live in an apartment where she can have her cats
 - Important For: important for person to do activities to manage anxiety.
 - The connection - Spending time with cats, holding them, petting them, taking care of them is calming to person and she says “therapeutic”. Having her cats with her helps her manage her anxiety.

This has been a struggle...

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- “You can’t act like a ‘parent’”
- “We didn’t check our own values”
- “We started with Important for because that is what the Dr. said”
- “the team was not bought into the process”
- “When teams use contingencies, like if you want to do this, then you have to do that.”

There is not ONE right answer

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- Be gentle: with yourself and with others
- Don't blame the person: if we haven't discovered it YET, keep trying!
- Discovery never stops
- The right balance changes as we learn and grow



Questions

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Questions: Use Q&A Panel and send to "All Panelists"

Where to find help now?

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- [Person Centered Practices Webpage](#)
 - <http://mn.gov/dhs/partners-and-providers/continuing-care/provider-information/person-centered-practices/>
- [Olmstead Plan Webpage](#)
 - <http://mn.gov/dhs/general-public/featured-programs-initiatives/olmstead-plan/>
- [Bulletins](#)
 - http://www.dhs.state.mn.us/main/id_000305
- [Lead Agency Review Website](#)
 - <http://www.minnesotahcbs.info/>
- [E-List Announcements](#)
 - http://www.dhs.state.mn.us/main/id_000677#
- [CBSM Main Page](#)
 - http://www.dhs.state.mn.us/main/id_000402

Survey

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Please take a moment to let us know your thoughts.

- Take our [Survey](#):

<http://surveys.dhs.state.mn.us/snapwebhost/s.asp?k=147741508187>

Meeting Wrap

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Audio from today's session will be available beginning tomorrow morning by dialing:

855-859-2056

Conference ID:

1329777

If you have questions following the session, email to DSD.responsecenter@state.mn.us

Meeting Wrap

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Thank you for attending!