

Person Centred Processes Factsheet

Person centred thinking and planning is founded on the premise that genuine listening involves a commitment to take action. For example, when working with a young person or adult it is crucial that what is learned about how the person wishes to live, and where they wish to go in their lives is recorded and acted upon.



Person centred processes should be planned carefully and involve facilitation from a process and graphic facilitator. In other words, someone to run the process and someone to record it.

The process facilitator asks the questions and guides the group through the activity.

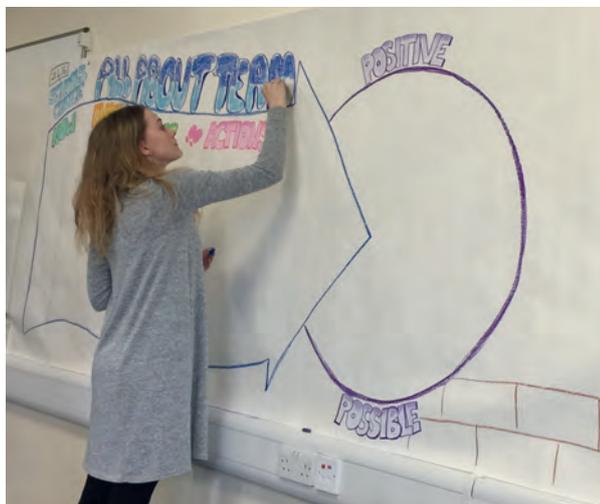
The graphic facilitator is the person who creates a visual record of the process on a large piece of paper placed on a wall in front of the group taking part in the activity.

Why graphic facilitation?

Visual learning and attention are both activated during this process. Sometimes spoken words may fade and be forgotten whereas the 'big picture' on the wall will serve as a reminder of things that have been said at the throughout the process. This helps people hold those things in their mind from start to finish.

Graphics can show complexity and connections very effectively and colour can be used to reflect a range of emotions.

This way of recording individual's thoughts and feelings is a very effective way of acknowledging everyone's contributions in a meaningful way and they can literally see what each other means.



It also helps people to build on their own and each others ideas. You can come back to things mentioned previously and they do not get lost during the session.

Person Centred Processes Factsheet *continued*

When to use which Inclusive / Person Centred process?

Person Centred Planning tools are very powerful methods of encouraging focused listening, creative thinking and alliance building. They have been shown, both by experience and by research, to make a significant impact in the lives of people who use support services, when used imaginatively by people with a commitment to person centredness and inclusion. Used well, with enthusiasm and commitment, these tools can be an excellent way of planning with people of all ages who might otherwise find it difficult to plan their lives, or who find that other people (and services) are planning their lives for them.



At heart they are tools for inclusion.

Which context and / or Education Phase?

Many of these tools can be used across all age ranges, some with young people & their families. See the decision making matrix (web resource 2.4) for more information about which process to use. Many of the processes can be used from Early Years, Key Stages 1 – 4 through to Further Education, Higher Education and adulthood. They can focus on an individual persons circumstances, groups/teams, services and whole community issues.

The person centred processes outlined in our book, Person Centred Planning Together, are also very useful when working with whole services and organisations.

All these processes provide ways for skilled person centred practitioners to engage with issues around inclusion, disability, challenging behaviour and exclusion.



When in doubt talk it through with someone experienced in the use of these processes.

They are effective tools for working directly with families around the full range of sticking points typically encountered. They can be used with groups, teams and organisations – small and large. They can be used to deepen our understanding of what makes an inclusive placement.