

## Person-Centered Thinking: One-Page Description

### What is it?

**Person-Centered Thinking® (PCT®)** begins with learning about the positive reputation of people, and *both* what is “important to” a person and what is “important for” a person, and the **balance between them**.<sup>1</sup> PCT® skills help people describe both how they want to live, and a reasonable balance between the components of “important to” and “important for” in their lives. For those who do not yet communicate with words and sentences, family members and others close to them can provide that information.

A one-page description provides an at-a-glance positive way to share key information, and has at least these three sections:

- What people like and admire about the person.
- What is most important to the person.
- How to best support the person.

### Example:

**What's important to Maxwell**

- Be held upright like a big boy
- Playing with people
- Cooing, smiling, and giggling with others
- Hitting the guys on my playmat and kicking my feet
- Looking out the window, or going outside
- Tummy time
- Singing songs like head shoulders knees and toes
- Listening to music
- Baby massage for relaxation
- Playing with my feet
- Being with my Mommy and Daddy

**Maxwell (3 months)**



**What others like about Maxwell**

- Great big smile
- Cute laugh
- He gives the best hugs
- Big talker
- Always happy
- Cutie pie
- Mover and a Shaker

**How to support/comfort Maxwell**

- When he is tired he likes to chill with his nuk and be held
- If he gets fussy you can rub your hands across the front part of his hair
- Hold him upright and walk around a little, you may pat his back lightly or rub his back
  - Sing to him, or play music, its relaxing
  - Always talk to him – he enjoys having a conversation with you
  - Talk with him and play when you change his diaper
- He will run his eyes and yawn when he is tired. Sometimes his eyes will look red. You can help him nap by holding him and have him use his nuk
- If he is napping and he wakes up to early and fuss, please help by giving him his nuk and rubbing his tummy lightly or run your fingers around the front of his hair. If he still doesn't go back to sleep, you may need to hold him and rock him.
  - He needs a little time to get up from his nap. He may use his nuk.
  - He does pace feeding with a bottle. Burp him and hold him upright after you give him a bottle.

<sup>1</sup> [Go-To Guide for Person-Centered Thinking Skills](#)

“Important to” is learned through discovery processes so that [person-centered descriptions, available on the Support Development Associates \(SDA\) website](#), and [one-page descriptions, available on the SDA website](#), can be developed and updated as needed.<sup>2</sup>

A one-page description does not take the place of a person-centered description. Instead, it connects to the most important information within the person-centered description to share with those who may be learning how to support the person for a specific purpose. Some of the possible uses for students are when moving to a new school or classroom, meeting new people, or putting the one-page description on the front page of a student’s records to share when paperwork is transferred.

## Why do it?

Providing a one-page description that references the information that the person and his or her team has been using makes it more likely that person-centered plans and descriptions can be referenced, used and acted on right from the beginning of a transition. In this way, supports provided can be seamless across different support staff and new environments.

## What are we doing?

MDE will schedule free two-day **Person-Centered Thinking**<sup>®</sup> trainings. Trainings for the 2019-2020 school year are:

- June 23-24, 2020 (Roseville) – [Register for June training on the SurveyGizmo website](#)
- August 10-11, 2020 (Roseville) – [Register for August training on the SurveyGizmo website](#)

We are also looking to collaborate with a district who would like to develop a person-centered description and one-page description for a student who receives Early Childhood Family Education (ECFE) and has developmental delays. The child may have a categorical disability that could make him or her eligible for preschool Special Education services when he or she is old enough, so that the team can use the one-page description to prepare the discussions and information during that transition.

## Results (so far):

We are in the [Exploration Stage](#) of implementation at Minnesota Department of Education. The Person-Centered Practices in Education Leadership Team is identifying formal outcomes that can be measured and paired with success stories for students from birth to 21 years old.<sup>3</sup>

[Contact the Person-Centered Practices in Education Leadership Team](#) (MDE.Person-Centered@state.mn.us) for more information or if you are interested in discussing other opportunities. [More information and PCT<sup>®</sup> registrations are posted on our website.](#) (<https://education.mn.gov/MDE/fam/sped/MDE074103>)

<sup>2</sup> [Core Concepts: Important To/Important For](#)

<sup>3</sup> [Topic 3: Exploration Stage](#)