



# NHCBH Workforce Development Network

Foundational Competencies in Children's  
Behavioral Health

***Futures Planning: A Person Centered  
Planning Model for Adolescents***



# Mission

The NH Children's Behavioral Health Workforce Development Network is to build a sustainable infrastructure for the professional development of the children's behavioral health workforce based upon the core competencies and infused with the system of care core values and guiding principles.



# NH Children's Behavioral Health Core Competencies

- System of Care Core Values and Principles
- 7 Key Domains
- Levels: Foundational  
Intermediary  
Advanced



# Foundational Competency Modules

*Futures Planning: A Person Centered  
Planning Model for Adolescents*

Foundational Level



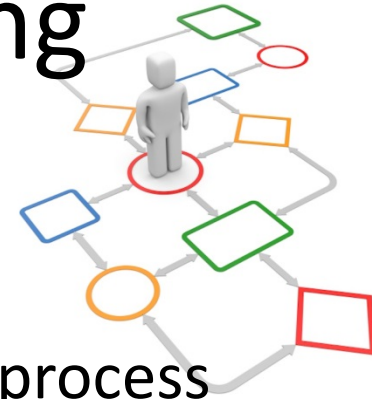
# ***Futures Planning: A Person Centered Planning Model for Adolescents***

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University of New Hampshire

# Personal Futures Planning for Adolescents

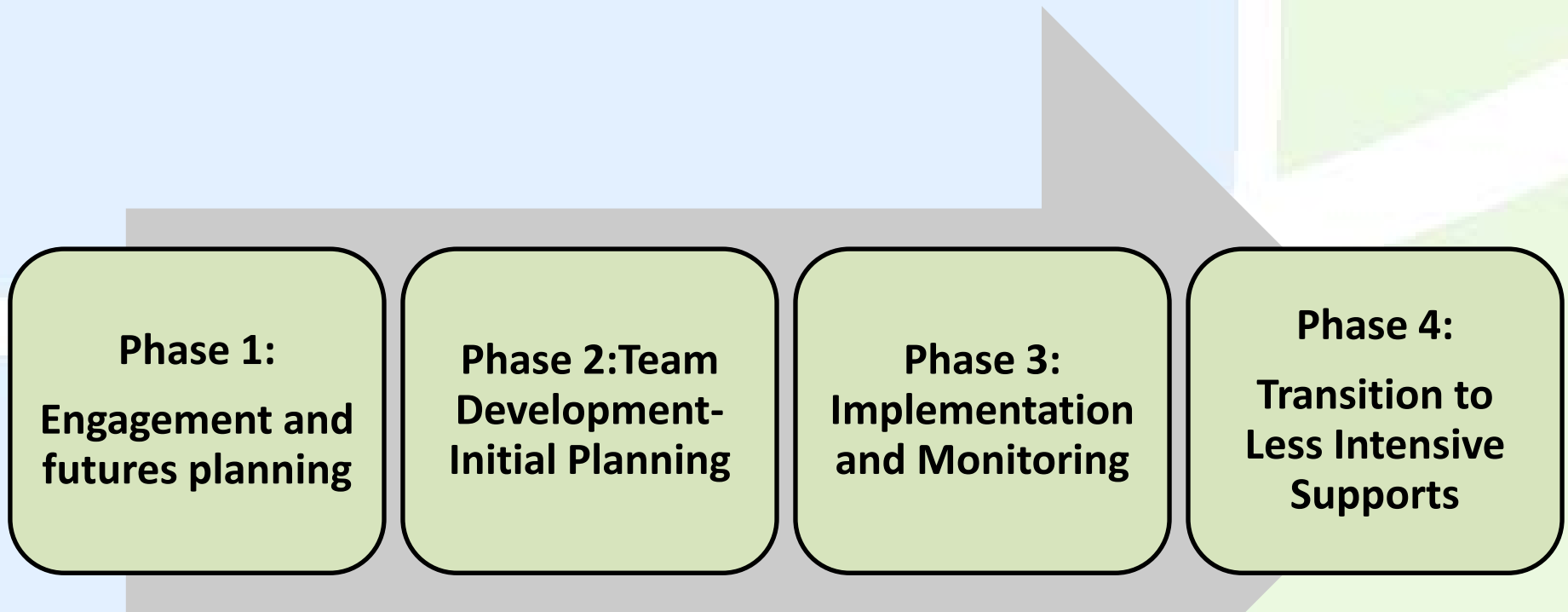
- Process of asking focused questions to articulate a vision of the young person's future.
- Illustrate a path for achieving the vision.
  - Identify specific goals, strengths, support needs, resources
- Used to develop a youth-driven team

# Personal Centered Planning



- A process:
  - Individual/family drives the decision making process
  - Focus of all the planning is determined by the youth/family
  - Natural supports utilized as much or more than the service system
  - Attention is focused on strengths and building as a team
  - Planning evolves over time where the family-driven team meets frequently enough to ensure that supporting team members are executing prompt action toward the identified outcomes and goals.

# RENEW 4-Phase Process





# Foundations of Personal Futures Planning

## Person Centered Planning:

- Began between 1973-86 (O'Brien, 2000)
  - Normalize processes for communication
  - Effectively produced outcomes
- NH adoption by family and disability serving organizations 80's and 90's.

Cotton, 2003



# Personal Futures Planning Models

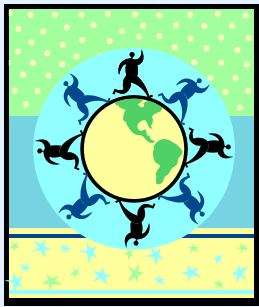
- Personal Futures Planning (Beth Mount)
- PATH [Planning Alternative Tomorrows with Hope (Pearpoint, O'Brien, & Forest)]
- MAPS [McGill Action Planning (Vandercook, York & Forrest)]
- Essential Lifestyle Planning (Michael Smull)
- Methods, Models and Tools, (Cotton, 2004)
- Group Action Planning, known as GAP (Turnbull & Turnbull);  
and



# The Purposes of Futures Planning

- Use “Maps” to create a meaningful, personalized, individualized plan
- Identify supports at home, school, and in the community
- Assist the youth to build self determination skills





# Mapping Elements



Futures Planning Maps uses flip chart paper & markers, a power point projected on a wall, or a Smart board and should include:

- *Both* words and graphics that represent the student and their story
- A focal point where everyone on the team can see the Maps being created

# Futures Planning Team Roles

- Youth
- Facilitator
- Parent
- Mentor (Friend, Neighbor, Favorite Teacher)
- Guest as requested by student
  - Guidance
  - Special Education Case Manager
  - FSS Worker
  - Case Manager



# Student:

- ✓ Share their story



- ✓ Plan goals for the future and work towards them
- ✓ Make sure the maps are accurate

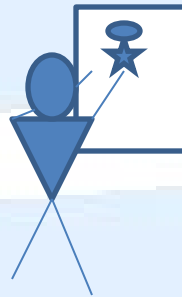


# Facilitator:

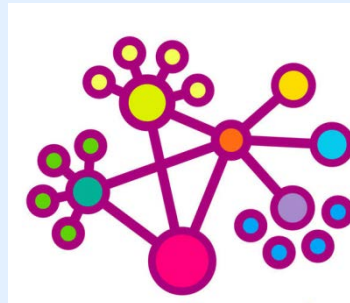
✓ Ask questions



✓ Draw maps



✓ Make connections

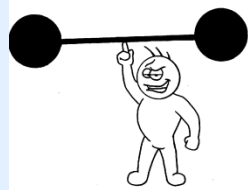


# Parent and/or Mentor:

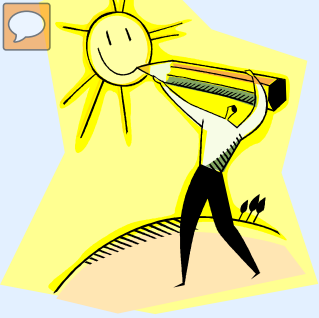
- Support the student by being a good listener and engaged
- Provide additional strengths and accomplishments and ask the student about resources



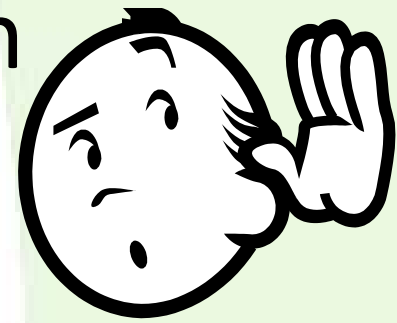
- Contribute where asked by the facilitator or student







# 3 Simultaneous Facilitation Skills



- Active Listening/ Capturing the speakers voice
  - Being a conduit for discussion
  - Flow of words to paper, and then reflect back for understanding and accuracy
- Synthesizing & Organizing information:
  - Use of templates & maps to keep the information organized & efficient
  - Using colors to represent different approaches, moods, and meanings
- Drawing:
  - Symbols & graphics to convey theme, meaning & keep interest



# Drawing Basic Graphics

- Lines
- Shapes
- Star People
- Speech
- Process
- Place/Movement/  
& Environment Interactions
- Symbolic Graphics/ Ideographs
- Templates





# RENEW Maps




# Your Life is a Story.

## T's History

4 years old



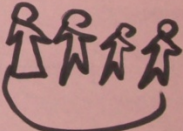
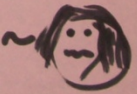
- ☹️ Loss
- Nana
- Uncle George
- Not allowed at Funeral...

6 years old


-  Mom married Mike


Middle School Good

12 years old

-  .....  
- Dad threw me out → went to live with Mom
- Didn't talk for a year  mixed Feelings

13 years old

-  Camping w/ group
- Awesome

-  Bad Influence Friends

14 years

- Got Arrested
- on probation

15 years

- Grammy & Grandpa passed away
- Mom in Hospital

Still on Probation.....

Now - 15 1/2

- Dad Contacted ME!
- \* Happiness

- Went to Placement 4 Days



# My Life Today



**Who Am I TODAY?**

Exciting      School "Freshman"      Adventurous

Sparty      ♥ Loveable

Adventurous

Family oriented

Home = good, rough some days

Important people  
 Mom + Mike  
 Boyfriend  
 CARE team / supports

Brianna      Camp  
 Christa      Nature  
 CAIDE  
 Chloe      Drawing  
 JESSICA      Cuddling  
 DADDY      Reading  
                  Writing

When mom + I fight it makes me SAD because I want to get along with her.


When I fight with my siblings it makes me SAD/upset because I don't want them to think I don't love them


Wish Mom + DAD were together sometimes


HAPPY Just the way I am !!

MOM + DAD were together sometimes  
 HAPPY Just the way I am !!


# Strengths ≠ Accomplishments

Writing 

 Singing


Relaxing 


 debating

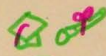
Ice Skating 



 Build a Fire

Volley Ball 


 Family


Cooking & Baking 


 Graduate Middle School

Reading   


Helpful

Math 

Work 

Hobby 

# Accomplishments → Skills

Graduating Middle School

- Controlling Temper
- Good organization
- Good academic Skills
  - Math
  - Science
- Positive relationships
  - Female Teachers
  - Lucky
- Stay away from drama

Building a Fire

- Got instructions before camping
- Knowing where to start
  - no wind
  - away from trees
- Getting materials
  - wood
  - starter





# People in My Life: My Resources



# Works

Builds connections understanding safety

Talking → When I'm stressed, frustrated, confused

Given a 5 → " " minute break

Given choices of tasks, work to do

Hand-on learning  
Visual

Allowed to help with tasks if/when off task

Things down help me remember

# Doesn't Work

For class...

Being yelled at when I am off task or doing something wrong

Given negative alternatives "Do this or go to the office"

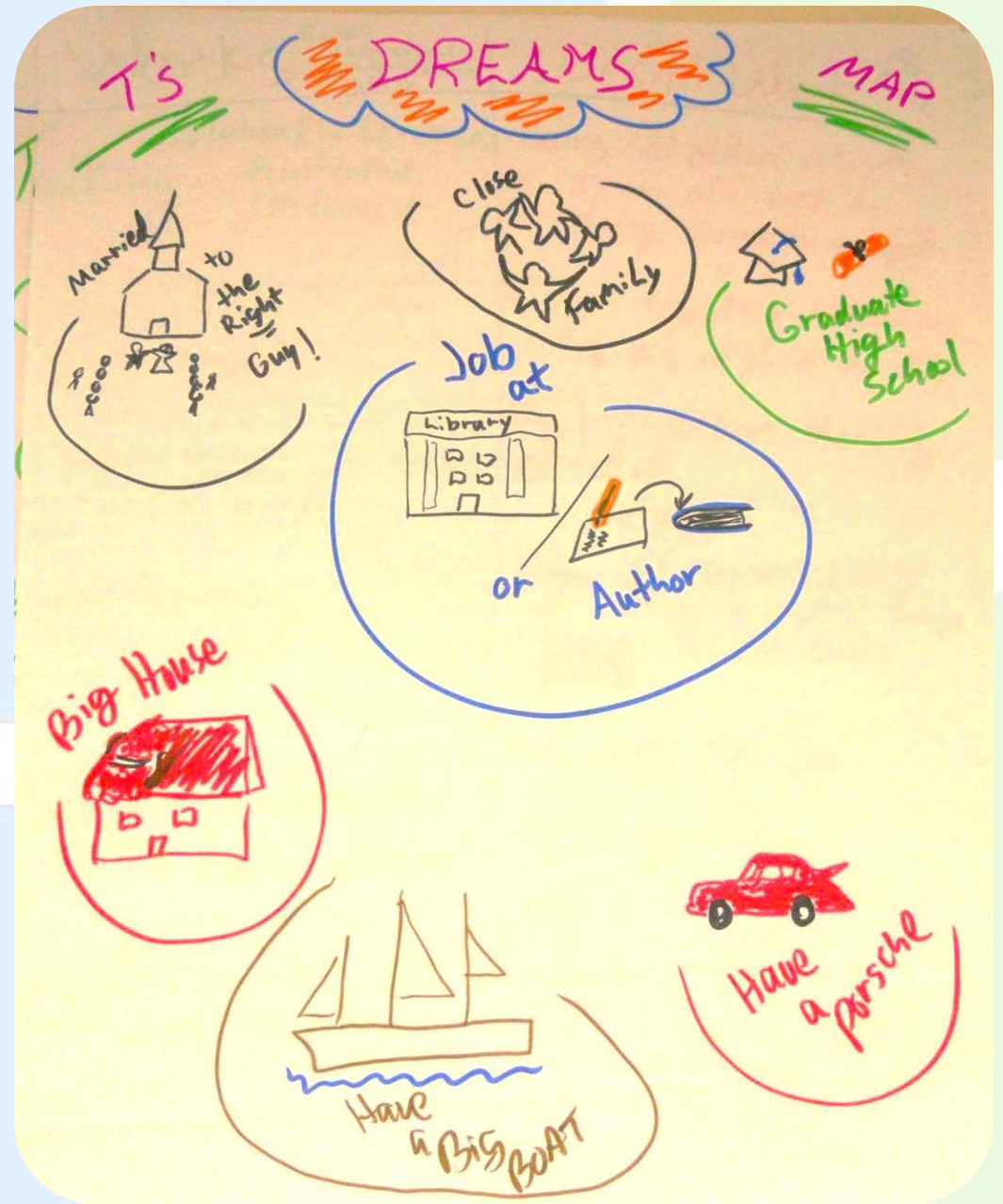
Lecture learning...

Teachers asking me to repeat things for the class

Sit whole class

Can't learn if too much talking & noise in class...





# OBSTACLE COURSE

FINISH LINE

## (in) Fears & Concerns

Probation



TRUSTING



Others...

No Family Support

Love...



Others Hating Me



Stress...





## Goals & Next Steps



# Planning Next Steps

1. Youth prioritizes goals
2. Brainstorm next steps for each goal prioritized
3. Youth chooses which steps they want to do first (which makes the most sense)
4. Identify supports the youth has to/can connect to
5. Youth and facilitator develop team to identify criteria for success around each goal and resources needed

# Goal: Get of Probation

## ① Do well in School!

- Get help with Math → Teacher, Tutor, Resource
- Quiet place to do work → Mom, Studyhall
- Get organized → Counselor, Mom
- Develop plan for what works → 504 Team  
→ Stay focused  
RENEW Teachers

## ② Stay away from trouble!

- Better friends → Volley ball team  
→ Best friend
- Strategies to "say no" → Best friend
- Get a job → Therapist
- Stay busy → Counselor

## ③ Get a job → Supportive employment

- Look for job → Mom, FSS worker, UR
- Internship @ hospital → VOC program  
→ Elo coordinator
- Create resume → Aunt  
→ English, Computer teacher, UR, FSS

# T's Team Goals

- Develop rapport with T's JPPO
- Align RENEW and Probation goals
  - Stay out of trouble
  - Do well in school
  - Follow curfew
  - No drugs/alcohol
- Develop Supports
  - Her Best Friend
  - Mom
  - JPPO
  - School Counselor & Favorite Teacher
- Present to her 504 team for extra help in class

# Personal Futures Planning

- Person Centered Planning
- Prioritizes the youth/families goals
- Places the youth/family in charge
- Means for identifying and developing resources to assist the youth/family in reaching their goals
- Fundamental tool for teaching youth and families to do this independently of the Personal Futures Planning Facilitator

# Credits

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