

Beyond the Medical Diagnosis: Supporting the Person

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The Learning Community
for person centered practices

The Learning Community for Person Centered Practices

envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability. We foster a global learning community that shares knowledge for that purpose.

A Core Concept and a Core Skill Balancing Important **to** and Important **for**

Important **TO**

What is important to a person includes those things in life which help us to be satisfied, content, comforted 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

It includes what matters most to the person – their own definition of quality of life.

What is important to a person includes only what the person “says”:

- with their words
- with their actions

When words and actions are in conflict, listen to action. Ask why?

Important **FOR**

What is important for a person includes:

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



Support the person
to be healthy and
safe within the
framework of what is
Important To them

Ask these questions:

WHERE?

Where will this be used? Context?

WHAT?

What do you want readers to learn?

HOW?

- How is support best provided?

 If it's not read...not used...It's not helpful.



Context – Health Care Settings

- What do people like and/or admire about this person?
 - Avoid functioning levels
 - Focus on personality, gifts & abilities



- What's Important TO this person at medical appointments, health care settings?



How is this person best supported in this context?

- What eases anxiety? Discomfort? Fear? What helps the person feel safe?
- Describe communication – how does the person communicate, what supports are helpful?
- How can staff prepare the person for procedures, exams, care and/or services?
- How is pain expressed? Eased or alleviated?
- Medication: what works best?
- Are there any accommodations needed ahead of time or at time of appointment?
- Any other tips to help staff help you?

's One Page Description

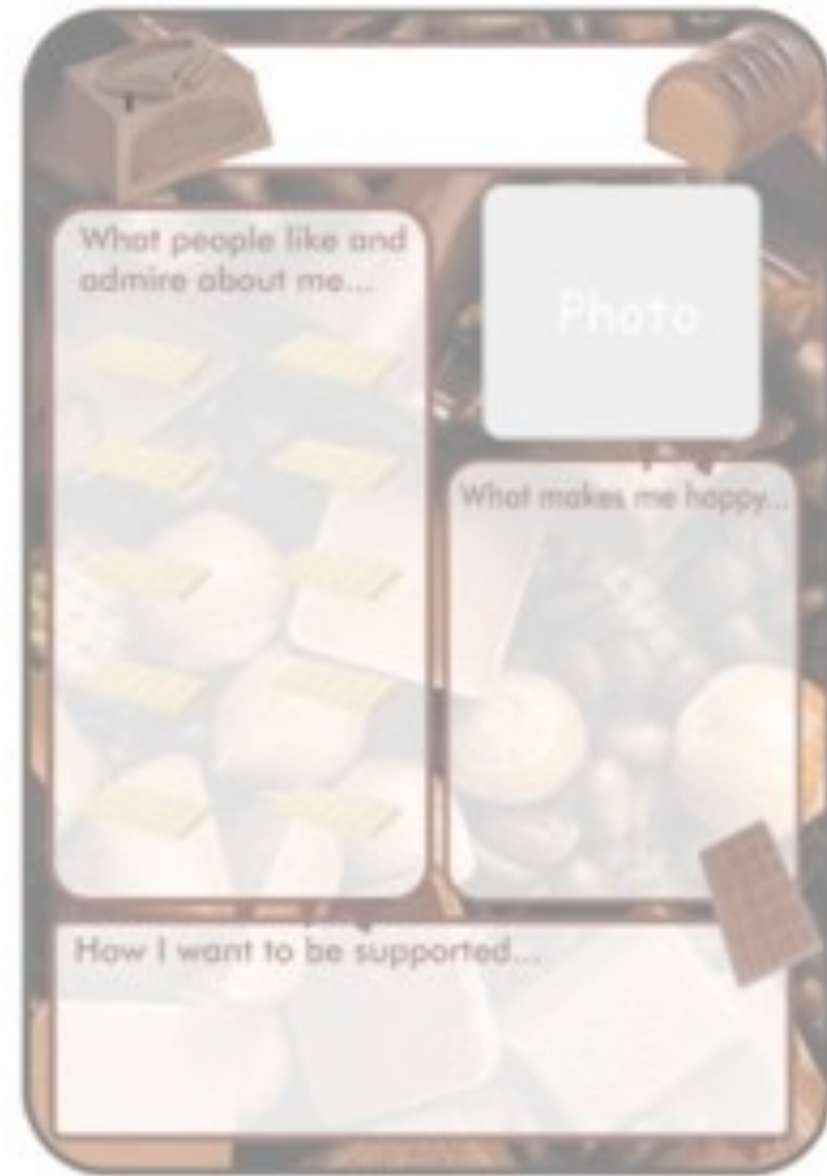
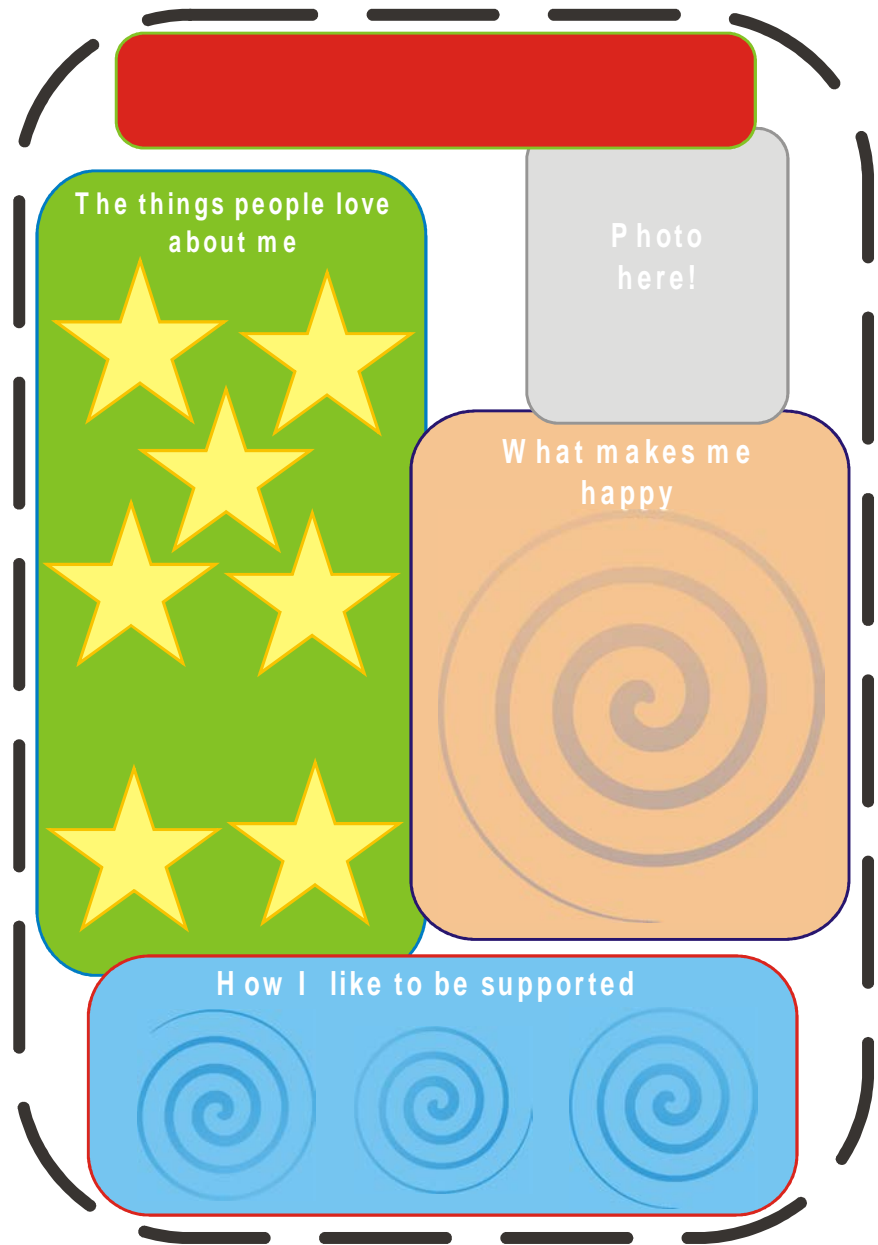
For Medical appointments

What People Like and Admire about _____

Insert
Photo
Here

What is Important to

How to best support _____



Medicaid Waivers – Get them on The List!

Send them here first:

[Navigate Life - TX Waivers explained in Parent Friendly Language](#)

Family/Child does NOT...

- Have to “qualify for services” to get on the list
 - Need to know what services the child will or will not need or qualify for to get on the list.
-
- Give families this information in writing
 - suggest a loved one help make the calls (don’t let it get lost in the midst of everything else!)
 - Or make the calls with them!
 - Remind them to update their information annually – especially if contact information/mailling address changes



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