

Person-Centered Planning Is Not Just About A Meeting - Transcript

August 29, 2006

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Power Point Presentation: www.ed.uiuc.edu/illinoisrcep/activities/teleconf.htm

Lynda Leach, Facilitator: Welcome to the RSA Region V CRP-RCEP teleconference on *Person-Centered Planning*. I am Lynda Leach at the University of Illinois in Champaign and I am glad you are with us. We have over 60 telephone listeners today who have dialed in from all six states and have pre-registered for this presentation. It is my pleasure to introduce Camille Mayhall. She will be presenting on *Person-Centered Planning: It Is Not Just About A Meeting*. She has just recently changed jobs from working for Illinois Division of Rehabilitation Services to working for us at the University of Illinois Urbana-Champaign. She is in Chicago and an instructor and a practicum supervisor in the Master's Program for Special Education.

Camille Mayhall: Hello, and good afternoon to everyone. I appreciate all of you who have called in and what a big crew we have. I want to give you a little bit of my background. Also I want you to ask questions throughout this presentation. We have such a nice group here and we can share ideas. A lot of what I am presenting is very self-explanatory and more a resource guide for you. There are examples on how to facilitate meetings, examples on how to be a better facilitator, questions you should ask after you have met with the person with who you are working – those kinds of things. As Lynda said I am in a new position right now so I really don't have much to say about it. I have been working with people with disabilities for probably 13 or 14 years and I have done a lot of work in not-for-profit, dabbled in supported employment, job development, job placement, and supervised a lot of supported employment programs. My background and probably my biggest strength is in the vocational arena. I have also worked with a lot of agencies that provide a myriad of services for people with disabilities. In my most recent position I was a rehabilitation supervisor with two really large school districts in the northern suburbs of Chicago. I also worked for the Division of Rehabilitation Services providing vocational rehabilitation services for transition youth. I have helped lots and lots of kids plan for their future and worked with a lot of families, did lots of networking and sharing with folks about the entire planning process of helping someone navigate through any kind of change and plan for what they want to do next in life.

That is a little bit about me. I want to start with a little bit of background about what person-centered planning is. I am hoping that everyone will be able to take away one suggestion or strategy or just a new way of thinking from this short presentation. Some of this stuff may be a review for some people and some information may be very new. I hope that you will be able to get something out of it. It is really a way of doing business with people with disabilities. There is a lot of information out there and a lot of

resources out there for person-centered planning, a lot of tools, a lot of worksheets, a lot of ideas that you can get. I guess the most important thing I want people to take away is that it is very action oriented and process oriented. Again it is a way of doing business. It is a way that you provide services for people and you don't just do it at a meeting. You don't just do it one or two times. It is your philosophy. It is the way that you provide services for people.

Let's go to what person-centered planning really is. It is really about choices, decisions, and dreams. Again I say this – very action oriented because it is not just talking about things. It is making things happen. It is doing a lot of listening. It is respecting what people have to say and not putting your ideas or judgments into people's heads. It is taking information from people and making a commitment to them to help them navigate through a change or through a process that they want to experience. It is also a shift of power and control from us – the supporters – the people who provide services. It is very interesting. I have worked with people with disabilities for a long time. I guess when I first heard about person-centered planning I was definitely intrigued by that aspect of it because I always thought that I was the expert and I was supposed to have all the answers. I was supposed to be able to fix things and I was supposed to be able to make things happen. With that shift of power I think that it is almost a relief for us because there are other people out there who have just as much expertise as we do and have just as many ideas. It doesn't have to be a professional. It can be the person with the disability. It can be their parents. It can be people that they pull in that are important in their life. It can be a teacher. It can be a friend from church. There are all these people out there. That was very interesting to me. It allowed me to let my guard down a little bit in order to help people better. I saw my role change in that respect. Rather than pulling tricks out of my back pocket it allowed me to step back and to really listen to people and utilize people in a way that I probably had never done before. Listening as I said is a huge component. I think a lot of times we get anxious and we get pressured to make things happen so quickly without taking the time to really get to know people in a variety of ways.

Let's go over some of the “why” we are doing this, how we used to do it, and why we do it better now. There are really some pretty significant reasons of why this is a better way of providing services for people with disabilities. I have a chart on slide three. Traditionally we provided services for the majority of people with disabilities in facilities and this is not always what people wanted. We have shifted to providing more services in the community. I think there is a myriad of reasons for that due to inclusion. A lot of students with disabilities are just not going to accept going to a segregated place. They want to be a part of their community. They have been a part through all these years and they want that to continue. Also, there was a trend in the past of getting ready for employment. Unfortunately we still have a lot of work-adjustment training programs and we have a lot of programs that are just constantly getting people ready and constantly preparing people. Unfortunately, we are preparing people in very segregated environments and they are having a heck of a time transferring out to the real world rather than taking the philosophy that people can work. We have to figure out the environment that they would succeed in and what that looks like, looking at the strengths and the needs. We have to look at the needs in order to determine what kind of supports they are going to need to be successful. Training should occur in real environments. There have been all kinds of studies that people are most successful when they are trained in the job that they are going to be doing, rather than having to transfer it from environment to environment. It is definitely a more successful way to do things for people with disabilities.

Also in the past individuals have been fit into programs because of their disability or because of their behaviors or because of their deficits. They have been pigeonholed into different programs that unfortunately they may not have chosen. That's of course a big shift and why we are doing more and more person-centered planning. Like all of us, if we were told to go and do something, probably the majority of us would stomp our feet and say, "no," and throw a fit because somebody told us that we had to go do it. People with disabilities are no different. They want to have a choice. They want to know their options. It is part of our role to give people information and choices and options. That is not always easy. A lot of people just aren't used to hearing options. It can take some time for them to process all of this. For so many years people have been told what to do, step by step, with no opportunities for expressing themselves.

Also in the past we looked at deficits pretty heavily. We looked at all the different things the person can't do rather than looking at the things that we can support them to do. It sounds like it is one or the other, but our focus and our conversations and planning should really be on setting up supports. I am going to give a couple of examples later on how to very strategically and systematically do that because it takes a lot of time to set up supports. There are a lot of different ways to do it. The more up front the supports are set up the more successful the person is going to be.

In the past we have tried to control and modify behavior as we tried to squash those bad behaviors and tried to punish them. We have tried to hide them or do a variety of things to get rid of those behaviors rather than what we really should be doing is understanding their reasons for behavior. I have a couple of very real-life examples. I had a young man who continuously fell asleep at work. He always wanted to work at a park district. He was thrilled when he got the job. Unfortunately they didn't have a lot of opportunities at the park district because it is so seasonal. He didn't want to work outside. He ended up accepting a position in their daycare center where he was responsible for cleaning toys. There was little interaction with people. He just couldn't stay awake. He kept falling asleep at work. Of course there were ten people around the table with this young man, Michael, trying to figure out how to fix this behavior. We had to do something to stop this behavior. We sure came up with a lot of really great ideas. Some of the ideas were to take away his boom box at night so that he wouldn't listen to music. We were going to move his bed around so that when he woke up the sun wasn't in his face. Then we were going to take his TV out of his room. These were all punishments. These were all ways to try to control the behavior rather than really looking at why is he falling asleep. What we ended up finding out after making all these changes and having nothing happen was that he was bored to tears and he couldn't stand the job at all. It was a good example for me. This is a perfect example of understanding and taking the time. Unfortunately we didn't take the time up front but we eventually did get to the bottom of understanding the behavior and doing something about it.

Not long ago we wanted 100% independence for people. We wanted people on all of our charts that we track for our clients to have 100% accuracy, 100% efficiency, 100% quality. We wanted 100% in everything. In reality, what we really need now and what our current trend now is interdependence which is what the majority of people experience. I don't really know anyone who is 100% independent in all areas of life. We all access supports. We all utilize resources. However we get them we still access resources and people and things to be able to help us out. This has been a change of mentality for working with individuals with disabilities.

The last points are more about agencies. The more traditional supports in the past have been professional staff. I talked a little bit about that earlier – we were the experts. Now it is viewed that we are just one piece of the puzzle. We are just one piece of the team and there are so many other people and resources and things that can help us help people plan for services or plan for a change or plan for whatever they want to do in their life. We should be using a variety of people in order to do that.

Some of the benefits of person-centered planning are focusing on the total person. I think we do our best to try to do that but we are so pressured. I have been in the field for quite a while and I know how it is when a person comes in the door and you have got to be able to intake. You have to be able to move them as efficiently as possible through services. I think we miss out on so much information when we don't take the time to understand the whole picture of a person. What I have learned over the years is that when I don't focus on the whole person and when I don't try to see the whole picture I don't end up helping the person very efficiently or effectively.

For example, bowling was very important to one of my consumers. She had won a couple of trophies in special olympics. I failed to ask other people about this. Tuesday night was bowling night. Of course what did I do? I marched right out and got her this perfect job and one of the nights was Tuesday night. I put this person in a real predicament as far as having to make a choice between two things that were just so so important. It sounds like a minor problem but yet that could have been avoided if I would have asked more questions or tried to understand some of her values. We are going to talk about that later of what person-centered planning really is. It is taking the time to really understand what makes a person special. What is unique about them? And trying to pull that information out either through reading reports or interviewing the person or interviewing other people who might have some information about the person regarding religion, social connections, or transportation – and the whole big picture.

I had another person who was deathly afraid of public transportation and to me that is pretty important but again I had failed to get that information and later found out. What did I do? I was the person who went to find the job and I am always looking for jobs that are on public transportation. Obviously that wasn't a priority for this person. Again, just taking the time and keeping your eyes open to discover new information about the person and their desires.

Let's do the rest of these benefits and then I will take a few questions if anyone has any. One is establishing relationships among agencies. We have talked a lot about that, including other people who nontraditionally might not have been at the table with us to help with planning. We as leaders in person-centered planning need to take the role of being a facilitator and really pulling in people and making them feel welcome and embracing their ideas. Sometimes people might not feel comfortable being at the table if they have never been asked before.

Let's talk about focusing on the capacities instead of deficiencies. I talked about that earlier – trying to look at the good things about a person. I have many examples because I have had so many stories and so many instances about people. I worked with a young lady a couple of years ago who was a selective mute. I really was getting discouraged with her. If she is not going to talk to me how am I going to find out what she wants me to help her with or what she wants me to do? When you are talking about person-centered planning it really is thinking outside the box and coming up with ways and strategies to get information from people and be able to partner with them better and be able to help them better.

Not doing it in a way that you have felt comfortable with or in a way that you have traditionally done it. I got really frustrated with this person. We can't just sit here once a week and stare at each other's faces for half an hour and my talking all the time. I decided to do an errand with her one day. I needed to get some sunglasses. I took her to this little makeup store with hair accessories and all that stuff. I have to tell you what happened in that experience. I saw a completely different person. This girl was standing in front of the mirrors trying on the sunglasses, laughing. She even started talking. She really opened up. She obviously loved makeup. She loved perfume. She loved hair accessories. I had no idea. It sounds like a silly example but I think the point is taking it a stretch, meeting with people outside of what you are used to, seeing people in a different light. I know how I feel when I go to a doctor's appointment or when I have to do something that I really don't want to do and that is probably how the majority of the people we serve feel sometime. Coming up with a different way of gathering information and brainstorming and networking with the people you work with reveals quite a bit about a person.

Let's go into what person-centered planning is not. It isn't ignoring the limitations and the constraints. I think sometimes people think, "Oh this sounds so fluffy. This sounds so great. This is so feel good kind of thing." It can be but the most important point is that you can't ignore the things that the person can't do. You can't ignore the fears. You can't ignore the disability. The person is coming to us because they do have a disability and they do have needs. Issues like that do need to be brought to the table. A lot of time needs to be spent on understanding the person and the supports we can put into place.

Let's see what else is on here. We talked about most of these. It is not a one-time event. It is not just one meeting where you get a group together and you brainstorm. Again it is a philosophy. It is a foundation of how you are providing services all the time to the people who you serve. The last part on the slide – a segmented view of a person's life. I think typically we are so focused on our own little world and our own little programs that we forget to branch out to other people. They have different perspectives of the person and they might have different input, suggestions, different ways of supporting you and the person to the next level.

There is actually a process of person-centered planning. These are different steps you actually move through to help a person make a plan – coordinating the services, identifying the resources – all of those things. I am very into stories and examples. When I go through the process I want to go through the example of an individual who I helped so that you can see what we did to help this individual. Not that it is right or wrong or the perfect way to do things but I think that we did a nice job of getting to know this person and helping her. She did have a lot of needs.

So let's start with the actual process of getting to know the person. I have given you some ideas of how to do that and I am sure you all do that in a variety of ways – with the interviewing, observation, going for coffee or whatever it is to casually get to know someone – not just a one shot deal but developing a relationship and a partnership with the person who you are going to be serving. I did this with many people but one individual stands out to me the most. Her name is Carmelina. When we first met we talked a lot about what she was good at, what was special about her. She had identified a lot of different things. She really liked to write. She was very friendly and outgoing, very conscientiousness, very meticulous, always looked nice and never wanted to make a mistake and was very precise about her work and about her writing. She was pretty neat. That was obviously something she really valued. Lastly she got along well with others. She was a young lady who at a very young age was hit by an

automobile and had some pretty significant issues. She had a brain injury and impaired speech. She had some paralysis which limited her left side of her body. When I first met her she had limited work experience. She had tried a couple of jobs in high school. They were all very supported. Because of the way she presents herself and appears she feels that she was sent to a workshop because people thought she was mentally retarded. She was very frustrated when I first met her. I tried to focus on the positive to keep her in the frame of mind that we need to move to a better place. Let's not just dwell in the past. Let's keep moving forward. We spent a lot of time identifying supports, her personal and community networks. She had a really close family and she was very close to her mom and her sister. She was also extremely loyal to the church she went to. She befriended a lot of the teachers with whom she stayed in touch. Up front we identified quite a few people who we were going to include on the team to help us. There was a lot of support for me as well as for Carmelina.

Articulating a vision – this is different for everyone. Figuring out what that dream is. She had always dreamed of being a secretary. I actually observed her doing this. It definitely wasn't her strength. She struggled through it. She seemed pretty lonely. She is such a people person, but she was stuck in this cubicle. She looked a little down all of the time. We really talked about all of her strengths. She was meticulous but her processing was slow. Her fine motor skills were limited. We all know clerical is not slow. She really did struggle. Part of my role was to expose her to another world of ideas and another world of opportunities. The team helped us articulate a vision for her. She really wanted to work in retail. She liked clothes. She liked to buy clothes. She liked to be around that kind of stuff. She also thought that maybe a greeter would be a good thing for her since she was so friendly and outgoing. People did seem to take to her. People would approach her and talk to her because she was so easy to talk to. However, you just don't go out and find that job.

After the vision is identified it is important to learn about the job, identifying the needs and barriers. I think this is a little different way of doing things. I know many times I would place people and then I would backtrack and try to fix the problem after the fact rather than trying to fix it beforehand. This is a good example of doing that. So we talked a lot about her needs on this job. First of all we obviously needed to learn everything we could about retail. What does a greeter do? How do they do it? What does a person on the floor of a clothing department do? What are the tasks? What are the requirements? What are the functions of the job? But most importantly talking to the person and to the team and figuring out her desires for this job. Why do you want it? One of her big things is she doesn't like to be told what to do. She really wanted to not have a job coach and wanted to be on her own. She didn't want to look any different than anyone else. She wanted to fit in. She wanted to be independent. She wanted to get to and from work on her own. She didn't want her mom bringing her. That would be embarrassing. There were some very clear points that she made.

We had gotten to the point of coordinating the resources and supports to make the position a reality. We had done a lot of work up front to figure out the issues. What is going to hold her back? What is going to make her dependent? We actually came up with a really long list of things before we even stepped into a store. These included being able to reach the time card, memory because of her traumatic brain injury, slow information processing, slow getting around with her walker, she couldn't stand for long periods of time, she couldn't bend really low and get back up, and she had poor balance.

I also noticed one day when I was at her house that her Mom was feeding her. She couldn't cut up food at all. She needed transportation. She was a very slow rider. We knew these things all before we even stepped into a place. The point I want to make is that this did not happen over night. This took awhile to identify. Once all those issues or areas of need were identified we ended up doing the resource development and problem solving. To me that is the most exciting part of person-centered planning. How are we going to deal with these needs? It is such a comfort to be able to start chiseling away at some of these needs especially if you are going to go out and talk to an employer. You can say, "Oh, we've already discussed that. We know what we are going to do about that" or "This doesn't even need to be an accommodation because we are going to bring this with this person or whatever." It just makes life so much easier and it makes the individual you are serving so much more content and prepared for what is going to happen.

To give you an idea of developing and implementing the action plan for Carmelina, here's what we did. We put her timecard at the bottom. It was a very simple accommodation. We lowered hers to the bottom so that when she did use her walker or was in a scooter she could access that. Regarding her poor memory and her slow processing we came up with the idea of color coding maps of the store, practicing the maps, memorizing which items were in different departments. Also with the slow processing, because it does take her a little bit of time, she came up with the idea that if a person had a moment she would actually take them to the item. This would give her some time to make sure she was going in the right direction and was processing the information properly. She was very slow about getting around with her walker. She actually did her own posting and got someone from her church to donate an old scooter. I think the most exciting aspect of this entire planning process was again including the individual, getting them to buy into the process, getting them to buy into the ideas and being involved in the ideas and helping facilitate the ideas. Many people I work with have never been involved in this process. They were actually given tasks at these meetings, such as getting someone to donate a scooter and helping with the color coding of the maps. We really involved her in helping with the process.

Let's move to the very last part of the process. It is not a one-time fix unfortunately. I wish it was. It usually isn't. A lot of times you obviously need to review and revisit the action plan. Maybe something worked. Maybe something didn't. If I go back to my example with Carmelina we did try one thing regarding cutting up her food. We came up with all kinds of ideas. She came up with asking someone to help her cut her food. She soon realized after day two that that was very embarrassing for her and there had to be a better way. It made her stand out. She wanted to come up with a Plan B which I thought was great. She was providing the feedback. She was providing input. Simple solution was packing precut food or a sandwich – something that didn't require a knife and a fork. It was a very easy solution. I guess the point is that it was not a one-time fix. You constantly have to go back and reevaluate and kind of rethink if it is working or not. I can't say enough about checking back with the individual and the team to see how they feel about how things are progressing and how things are moving. This is really important because if you don't have the whole team buying into it, it just isn't going to work. I think it is really crucial to constantly review with people to make sure that people are content with what is happening and the way things are moving.

This next slide is a review of what is important. We have talked a lot about the dreams and values, goals, expectations, fears, likes and dislikes. Those are all areas you are going to want to help the individual identify. And again when you are doing this you never want to try to place your values onto

them or judge the preferences that they make. I know I have sat in meetings where I have thought, “Oh gosh, that is not a great idea.” But I know I need to keep my mouth closed and figure out why they are saying that. The plan should be personal. It shouldn’t be a cookie cutter approach. It should be very much based on the individual and what is going on at the moment. A lot of it should be used to meet the individual’s needs and used in a lot of your plans, IEP or IPE or whatever kind of plan you use. Hopefully a lot of that information can be transferred into a formal document and plan that people are aware of and actively use.

These next couple slides are good reminders of how to encourage participation. Because people with disabilities haven’t traditionally been actively included in a lot of meetings some of this stuff might seem very simplistic. I put it in here because I know it is a good reminder for me. Factors that encourage participation include: 1) speaking directly to or directing questions towards the individual. I have been to many many meeting where the questions or the concerns are directly relayed to the parent or to the group home manager. They are not even really directed to the person. The person doesn’t even realize that they are actually being talked about. This can be really uncomfortable. 2) The second one I think is really important too – verifying your checking. I think a lot of times we are so busy that we do not do those check backs of validating and making sure that this is in fact the direction that the person wants to go. 3) Speaking at the individual’s language level. That can be tough because I know I work with a variety of people. 4) A lot of times things need to be drawn or pictures might need to be included. I know I have been in a lot of meetings where we take pictures of everyone who is in attendance. There is the identification that occurs. More importantly I have seen a lot of the students I work with have resource books that are developed for them. These are really nice because they can have the picture of the person with text next to it in very very simple terms that can help them with or why that person is part of the team. I like that because it really puts a face to a name and a definition of why that person is part of the team. You can be really creative with that. I know that has been very helpful with a lot of people with whom I work. 5) Waiting for the response. I think it is a really good reminder especially when we facilitate meetings. When we communicate obviously one-to-one or directly with an individual we really need to take the time to listen, take the time to get a response, and this can take some time. It might not be a quick response.

Let’s go to individual participation and planning meetings. They provide individuals with an opportunity to be involved in planning their own services to look into the future, to voice their preferences and concerns and desires and to share in making decisions that directly affect them. I want to point out that the involvement of people with disabilities in planning should be action oriented. We are setting that example. We are setting that tone and we are setting that standard. This is important to us and something that we value and we don’t want them to be back seat drivers. We want them to be drivers for their own planning and drivers for being included as much as possible. Some individuals with disabilities will be actively involved. Some will be minimally but maybe this will be more than they have ever done before. You have to evaluate how you are including people and gauge it on what their experiences have been in the past and where you want that direction to be moved. We really want to create a culture where individuals are respected for their thoughts and their preferences. Also when people with disabilities feel heard they are obviously more empowered. They will be more willing to cooperate and participate and ultimately be more successful. I have looked at so many individuals where I really thought I had a good idea. I really tired to push. I really tried to and it never fails to backfire. It really does because the person hasn’t bought into it. It wasn’t their idea or they don’t want

to be told what to do or what we are telling them to do. If you are able to get them to be a partner with you and to buy into the direction or the supports that you are trying to facilitate, it is only going to lead to more success for that person.

The next part – factors that decrease participation. These are three little “no no’s” when you are dealing with person-centered planning and people with disabilities. 1) The whole jargon thing is very intimidating not only to people with disabilities but just with people in general. I think we get caught up in our own little language. 2) Using third person is horrible especially when the person is sitting there. It should really never be done. If people are in the meeting you as the facilitator should try to be an example and even nicely interrupt and just say, “Would you please direct it to the person?” 3) Using patronizing language is not acceptable.

The last part – factors that are important for the group process. These are facilitation kinds of resources for you to take into consideration when you are running meetings or when you are leading meetings. There is a person-centered planning checklist from the Arc of Michigan. There are several slides on how to promote person-centered planning. Basically it is a checklist for you all to take back with you to monitor how you are doing with promoting and implementing person-centered planning. You can use it periodically. You can use it at every meeting you have with an individual or every appointment you have just to make sure that you are staying in line with the philosophy and the foundation. You also might show it to co-workers or to other people in your agency who might not be familiar with person-centered planning. This is the way that you think meetings or appointments with folks should be. The fun part is giving individuals the control over their planning meeting. This training doesn’t specifically talk about the meeting itself but there are some really great ways to include people in their own meetings – letting them introduce their team again with pictures. Taking pictures of people, developing a book of the team. I have seen lots of meetings where individuals have brought PowerPoints about themselves, a brochure about themselves. I have sat in some amazing meetings where individuals have done research about their disability to understand why they do the things that they do, to get a better sense of who they are, and what they need and everything. There are all kinds of ways to include people in the actual meeting. You can have them bring treats to the meeting.

I am going to wrap up with the evaluation questions. Again this is another checklist after your planning meetings to use to figure out how you did in an actual planning meeting and a guide to monitor the outcome of your meeting. I think it doesn’t happen overnight. Facilitating meetings is really a new skill if you are not used to it. This gives you some guidelines to be able to monitor yourself or to self check yourself and see how you are doing in running your meetings. Then lastly some things to remember. This is more of just a summary. Individuals with disabilities are in the driver’s seat. They do have a fair amount of choices these days. They can choose to go elsewhere. I think that if you want to make your services the best and to provide services in a way that are user friendly and empowering for people you definitely want to make some changes on how to provide services for them. It is also very simply about supporting people in the choices they make. So many people make so many different choices. Juggling that and helping people and guiding them through those choices. You as a leader and a director of change helping them to navigate through all of that is the best thing you can do to help people be successful.

To close, I'll mention some resources like TRN – Training Resource Network has tons of books and nice tools that you can use for person-centered planning, such as the Person-Centered Planning Education site. It is a really great introduction to person-centered planning especially if you are just trying to get a snapshot. They have tons of resources. There are short little blurbs on how to get involved in your community, how to empower people with disabilities in their planning process especially if you are just trying to get a little snapshot and you want to be able to pass on some information to someone or just to share it is a great resource. Lynda I think I will wrap things up if anyone has any questions.

Lynda Leach, Facilitator: Does anyone have any questions for Camille? Camille would you just remind them how they can get in touch with you just in case they have questions later.

Camille Mayhall: Let me give you my e-mail. It is very short. That is probably the best way. It is cammay@uiuc.edu.

Lynda Leach, Facilitator: Great, they can just e-mail you. That was a great presentation. Thanks so much. I just want to remind everyone who has pre-registered for this teleconference and who is interested in earning CRCs or CEUs you do have to complete and return the online evaluation form and answer one question that was asked about today's presentation to earn credits. If you have any questions about that just let us know. I also want to put in a plug for the next teleconference on Tuesday, September 26. The teleconference is "Successful Vocational Approaches for Working with Individuals with Psychiatric Disabilities" from 2:00 – 3:00 CST with Ava Gray and Michael Kleinschmidt from the North Central Health Care Vocational Services in Wausau, WI. We would love to have you on and we would love to hear from you. Camille thanks again for a great presentation. Thanks everyone for being on. Have a great day.