



Person-Centered Planning

A Tool for Transition

Person-Centered Planning

“It Takes a Village”



Effective Person-Centered Planning

- A holistic approach to planning for a Student's *adult* life
- Involves a broader group of persons than a Student's IEP team
- Is a resource for an IEP team on how best to prepare a Student to access hopes and dreams for adult living
- The Person-Centered Planning document is **not** an IEP, it is a collaborative effort that creates a template for future planning
- While the IEP cannot guarantee a student will experience or achieve those goals for adult living, it can identify specific goals, activities and services that can prepare the Student for adult living



Person-Centered Planning

Allows us:

- *To look at an individual in a different way*
- *To assist the individual in gaining control over their own life*
- *To increase opportunities for participation in the community*
- *To recognize individual desires, interests, and dreams*


***Through team effort we develop a plan
to turn dreams into reality***




Getting Started - Who's on the Team?

Student and his/her Family


Other people included should have:

- Knowledge of the student and family
 - Ability to make the process happen
 - Connections within the community
 - Connections with adult service providers
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Getting Started - Who's on the Team?

- Members must be able to identify opportunities for the individual to develop personal relationships, participate in their community, increase control over their own lives and develop the skills/abilities needed to achieve these goals
 - Members must be committed to the Student's success
 - Members must be able to fulfill their responsibility to ensure strategies discussed in the planning meeting are implemented
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Come Prepared to Work

- A flip chart or large pieces of paper to record the information shared
 - Several different colored markers.
 - “Sticky” notes to identify single ideas and/or thoughts
 - Any reports that include relevant information for team members
 - Questions for team consideration
 - Preselected brainstorming process to keep the meeting efficient
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Developing the Personal Profile

1. Develop a history or personal life story of the Student

Members share past events in the Student's life

This may include background, critical events, medical issues, major developments, important relationships, etc

2. Describe the Student's quality of life

Members explore the Student's level of community participation, community presence, choices/rights, respect and competence


3. Identify the personal preferences and dislikes of the Student

Members describe the Student's interests, what they like to do and what they avoid



The Planning Meeting


The Next Step...the first planning meeting

1. Review the personal profile: provide the opportunity to make additional comments and observations
 2. Review trends in the environment: identify ongoing events that are likely to affect the Student's life
 3. Share visions for the future: through brainstorming, members are challenged to imagine ways to increase opportunities
 4. Identify obstacles and opportunities: things that make the vision a reality
 5. Identify strategies: action steps for implementing the visions
 6. Get started: identifying short term action steps
 7. Identify methods: making service delivery more responsive to the Student's needs
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Planning and Strategizing at the Follow-up Meetings

Implementing the Plan requires *Persistence, Problem Solving and Creativity*

Every follow up meeting should include:

- Identifying all activities that occurred since the last meeting
 - Identifying all barriers/challenges that have occurred
 - Brainstorming new ideas and strategies for the future
 - Setting priorities for the next agreed upon time period/meeting
 - Listing five to ten concrete steps for each person to follow
 - Planning the agenda for *next* meeting and list of participants
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Timing and Time


When should *Person-Centered* planning take place?

It can take place at anytime, but it is best done *before* transition services are determined, as it is a very useful tool in the development of the Transition Plan.

The process begins with the development of the personal profile.

Participants may want to use graphic symbols in place of words to help stimulate creativity and encourage participation.

The first follow-up planning meeting should occur just a few days after the team has created the personal profile to ensure all of the information remains fresh in everyone's mind.



The top right corner of the slide features a decorative arrangement of overlapping geometric shapes. These include a light pink triangle pointing down and to the right, a darker pink triangle pointing up and to the right, and a dark pink square. The background of the entire slide is a solid, vibrant pink color.

Celebrate Successes at
Every Meeting

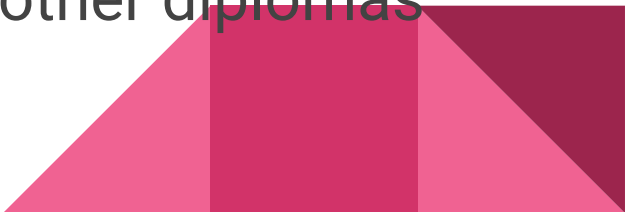
Applied Studies Diploma

Applied Studies Diploma

Beginning July 1, 2015, state legislation has eliminated the term “Special Diploma”

The term “Applied Studies Diploma” will be used

The Applied Studies Diploma will be available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements for other diplomas




Applied Studies Diploma Framework (draft)


The purpose is to provide IEP teams with guidance when developing IEPs and provide students with the skills they will need when they exit high school.

It is designed to address specific skills while allowing flexibility to teachers to allow them to teach to student interests and skills.


The Applied Studies Curriculum map will provide a foundation on which teachers and IEP teams can identify practices that have been shown to be effective in teaching specific skills as well as elements of programs that have improved post-secondary outcomes.



Applied Studies Diploma Framework

1. Provides a curriculum map including a hierarchic structure of domains, competencies and skills to provide an outline for teaching critical life skills
 2. Includes resources to support planning and instruction using the curriculum map
 3. Includes an electronic platform for tracking student skills, providing feedback and facilitating planning
 4. Includes a functional resume to better communicate skills to potential employers, case workers, post-secondary training or education admission counselors and the community at-large
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Curriculum Map - Domains, Competencies, Skills

1. Domains are the content area of functioning. Domains included are English, Mathematics, Science, History and Social Sciences, Independent Living and Employment
 2. Competencies are a combination of skills, abilities and knowledge needed to perform a specific task
 3. Skills are a general statement of expected learner achievement upon exiting the school program at graduation or at age 22
 - a. Levels address the depth of understanding within each competency
 - b. Skills are differentiated by level
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Applied Studies Curriculum Map

ENGLISH

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
<p>Self-selected reading/reading as leisure</p> <p>Identifies preferences and engages with text as an independent leisure activity</p>	<p>Sort texts by type (book, magazine, electronic text, book on cd, brochure, menu, etc.)</p> <p>Choose a text to read or have read to them.</p>	<p>Compare & contrast text types and gives examples of various text types.</p> <p>Consistently communicate preferences for specific texts, text types, and genres.</p> <p>Identify a specific text as being fiction or nonfiction.</p> <p>Demonstrate awareness of how and where to acquire preferred texts and text types.</p>	<p>Identify the genre of a selected fiction and nonfiction text (adventure, romance, science fiction, mystery, fables, drama, biography, self-help, travel, history, how-to books, etc.)</p> <p>Independently acquire texts through one or more of the following means:</p> <ul style="list-style-type: none"> -borrow from school or public library -access online text -make in store purchases -trade texts with friends. 	<p>Compare & contrast genres and gives examples.</p> <p>Independently acquire texts through one or more of the following means:</p> <ul style="list-style-type: none"> -maintain subscription to magazine/newspaper -make online purchases <p>Use search engine or other resources</p> <p>Demonstrate an ability to generalize information</p> <p>Discuss a chosen text with others</p>

Applied Studies Curriculum Map

INDEPENDENT LIVING

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
<p>Food Preparation Organizing, planning, and preparing food including food safety and storage.</p>	<p>Recognize common materials and items related to food prep (kitchen items, foods)</p> <p>Avoid potential dangers in the kitchen</p> <p>Eat a variety of healthy foods</p> <p>Clean up eating area when finished</p> <p>Use appropriate materials to eat food</p> <p>Sort food by storage requirements</p>	<p>Categorize food by storage type, food group</p> <p>Prepare simple snack</p> <p>Choose nutritious foods</p> <p>Safely manage all kitchen materials and equipment</p> <p>Identify different methods for cooking</p> <p>Safely manage and stores food items</p> <p>Maintain clean work areas.</p> <p>Identify food by nutrient (protein, carbohydrate,</p>	<p>Prepare a variety of simple meals for self</p> <p>Store food appropriately</p> <p>Plan snacks and meals for self</p> <p>Eat balanced meals</p> <p>Follow recipes to shop for meals</p> <p>Identify and dispose of food based on smell, appearance, and/or expiration date</p> <p>Determine appropriate time to reheat using a microwave</p>	<p>Plan and prepare a variety of meals for self and others utilizing a variety of cooking techniques</p> <p>Simultaneously manage multiple components of meal preparation.</p> <p>Clean up after meals</p>

State Assessments and Applied Studies Diploma

Students working toward the Applied Studies Diploma are still required to participate in state assessments (SOL, VSEP, VMAST, or VAAP)



Resources

<http://www.ncset.org/publications/viewdesc.asp?id=1431>

<http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>

http://www.doe.virginia.gov/instruction/graduation/other_diploma.shtml





Questions