

# TRI-STATE WEBINAR SERIES

## Person-Centered Planning: Creating a Map to your Student's Future

Presented by: Sonja Peetz



**COLORADO**  
Department of Education



Tri State Webinar Series 2015-2016

# Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



**COLORADO**  
Department of Education

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## Presenter Information



**Sonja Peetz, M.S.Ed,** is the Northeast Regional ASD Coordinator for the Nebraska Autism Spectrum Disorders Network. She provides assistance and information about evidence-based trainings to local school districts and parents of children and youth with ASD.

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## Participant Outcomes

- Learn what Future Planning is and how can it be used
- Identify common characteristics of Future Planning Mapping.
- Identify Future Planning frames and how to complete a map.
- Learn facilitation tips to complete a map.
- Identify limitations of Futures Planning.

## What is it...

- A representation of the frames of our lives
- A representation of each person in the Focus Group
- Information is presented graphically in Frames to more accurately represent the communicative process

## What is it...

- A Graphic representation of the “big picture”
- Take action to improve the person’s life
- Develop a Positive Futures Plan

## How can it be used...

- Empower
- Build Bridges
- Define roles and responsibilities
- Enhance IEP development
- Clarify the purpose of an educational plan

## Different Models

- Person Centered Planning
- Future Planning
- Future Mapping
- Family Centered Planning
- Other Various Names...

## Whatever the name- Similar Goals

- Presence and Participation in the Community
- Developing and Maintaining Relationships with Friends and Family
- Making Choices and Expressing Preferences
- To Gain Personal Dignity and be Afforded Respect in the Community
- To Exercise Personal Competence

## True or False

Person Centered planning can only be used as a tool for Transition planning in a School District....

## False....

Person Centered planning can be used in numerous ways and have multiple outcomes....

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## Next steps....

- Setting the date – seems easy right...
- Identify the key players
- Send out the agenda or the map in advance so participants can have time to think about responses
- Think about how you are going to structure the room or environment for maximum participation

## The Agenda

- Purpose of planning – to gain insight into the events of yesterday, review current plan, and map the road to the future. Create Group Norms.
- The Relationship Map
- The Places Map
- Where I've Been

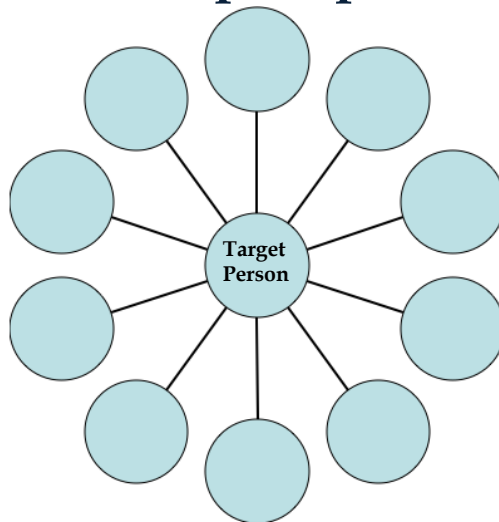
## The Agenda

- The Personal Preferences Map
- The Future Map- Fears, Hopes and Dreams
- The Action Plan (Opportunities and Obstacles)

## The Relationship Map....

- Purpose: To identify personal support, assistance, and opportunities to build friendships.

## The Relationship Map

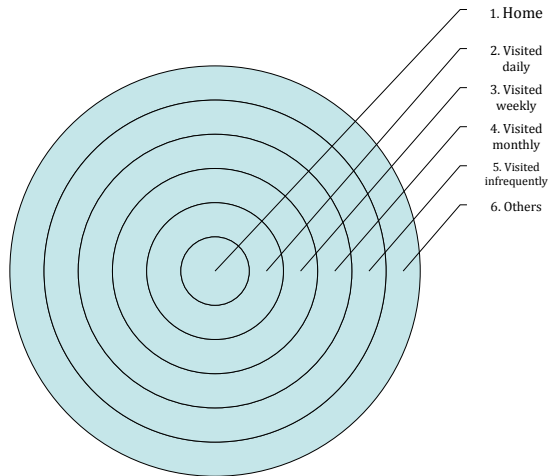




## The Places Map....

- Purpose: To describe the pattern of daily life.

## The Places Map



Places I'd like to visit but haven't been to yet.....

## Where I've Been Map....

- Purpose: To describe the history of social communication and academics .

## Where I've Been

Socially (Five years ago)-  
(How I interacted with my peers and family)

Now I....

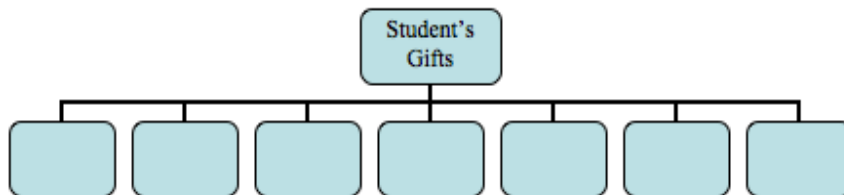
Academically (Five years ago)-

Now I.....

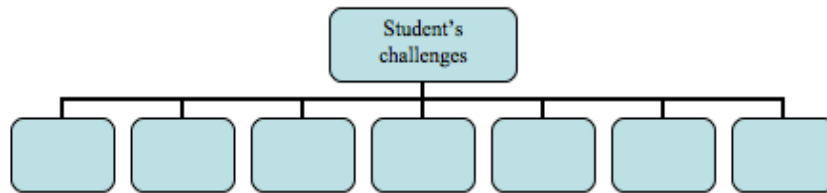
## The Personal Preferences Map....

- Purpose: To identify personal support, assistance, and opportunities to build friendships.

## The Personal Preferences Map



## The Personal Preferences Map



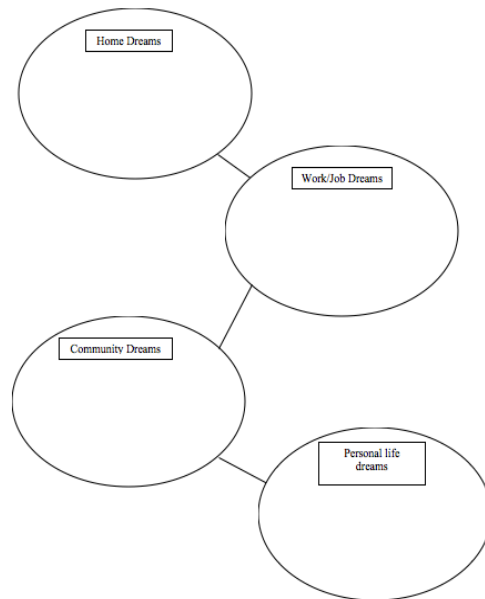
## Fears....

- Purpose: To explore inner thoughts about our fears for the future.

## The Future Map....

- Purpose: To explore inner thoughts about our fears for the future.
- Home Dreams
- Work / Job Dreams
- Community Dreams
- Personal Life Dreams

The Future



## Question:

The team has been working on the maps and you are approaching the 90 minute mark for the meeting end. As the facilitator, what should you do?

- A. Hurry to get through the material
- B. Skip the less important maps
- C. Refer to the group norms and adjust if necessary
- D. Reschedule the meeting

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## **The Action Plan**

Obstacles:

Opportunities:

Action?

Who will do?

What date will this be completed?

## **Translating Mapping Data into Transition Planning Goals and Objectives**

- Create personal profile and future vision maps for all transition age youth
- Bring maps to IEP/transition planning meetings
- Discuss themes, things that work and things that don't work, in the personal profile maps

## **Translating Mapping Data into Transition Planning Goals and Objectives**

- Discuss the future vision map
- Discuss each transition planning area along with associated mapping data.
- Select educational environments and activities for instruction based upon mapping information, other assessment information, demographics of the community, and school logistics

## **Translating Mapping Data into Transition Planning Goals and Objectives**

- Develop IEP/transition planning goals
- For each goal, determine necessary IEP/transition planning components
- Repeat this process!



These maps may be created as part of personal futures planning team activities such as...

- A. Units in high school self-advocacy or career exploration activities
- B. As youth group or church activities
- C. As family activities
- D. All of the above

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These maps may be created as part of personal futures planning team activities such as...

- A. ~~Units in high school self-advocacy or career exploration activities~~
- B. ~~As youth group or church activities~~
- C. ~~As family activities~~
- D. **All of the above**

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## Facilitation Tips

- Before the meeting
- At the meeting
- At the end of the meeting

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## Limitations of Futures Planning

- The profile will not provide all of the information needed for a comprehensive support plan
- The process is never complete
- Family life and environments are always changing

## Limitations of Futures Planning

- New and different support must constantly be evaluated and addressed
- The process requires systems change for the agencies involved in the procedure

## Where to go after the Future Plan

- Continue working together as a team!
- Modify support plan and futures plan as needed
- Use the information learned in the meeting to develop a more comprehensive plan for the focus student

## References

National Parent Center on Transition and Employment-  
http://www.pacer.org/transition/learning-center/  
independent-community-living/person-centered.asp

Cornell University ILR School Employment and Disability  
Institute, Person Centered Planning Education Site,  
[www.personcenteredplanning.org](http://www.personcenteredplanning.org)

Person-centered planning with MAPS and PATH: a  
workbook for facilitators John O'Brien - Jack Pearpoint -  
Inclusion Press - 2002

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# THANK YOU!

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# Future Planning and Mapping

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Students Name

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School



# Agenda

1. Purpose of planning – to gain insight into the events of yesterday, review current plan, and map the road to the future.
2. The Background Maps
3. The Personal Preferences Map
4. The Dreams, Hopes, and Fears Map
5. The Future Vision Map
6. The Action Plan (Opportunities and Obstacles)

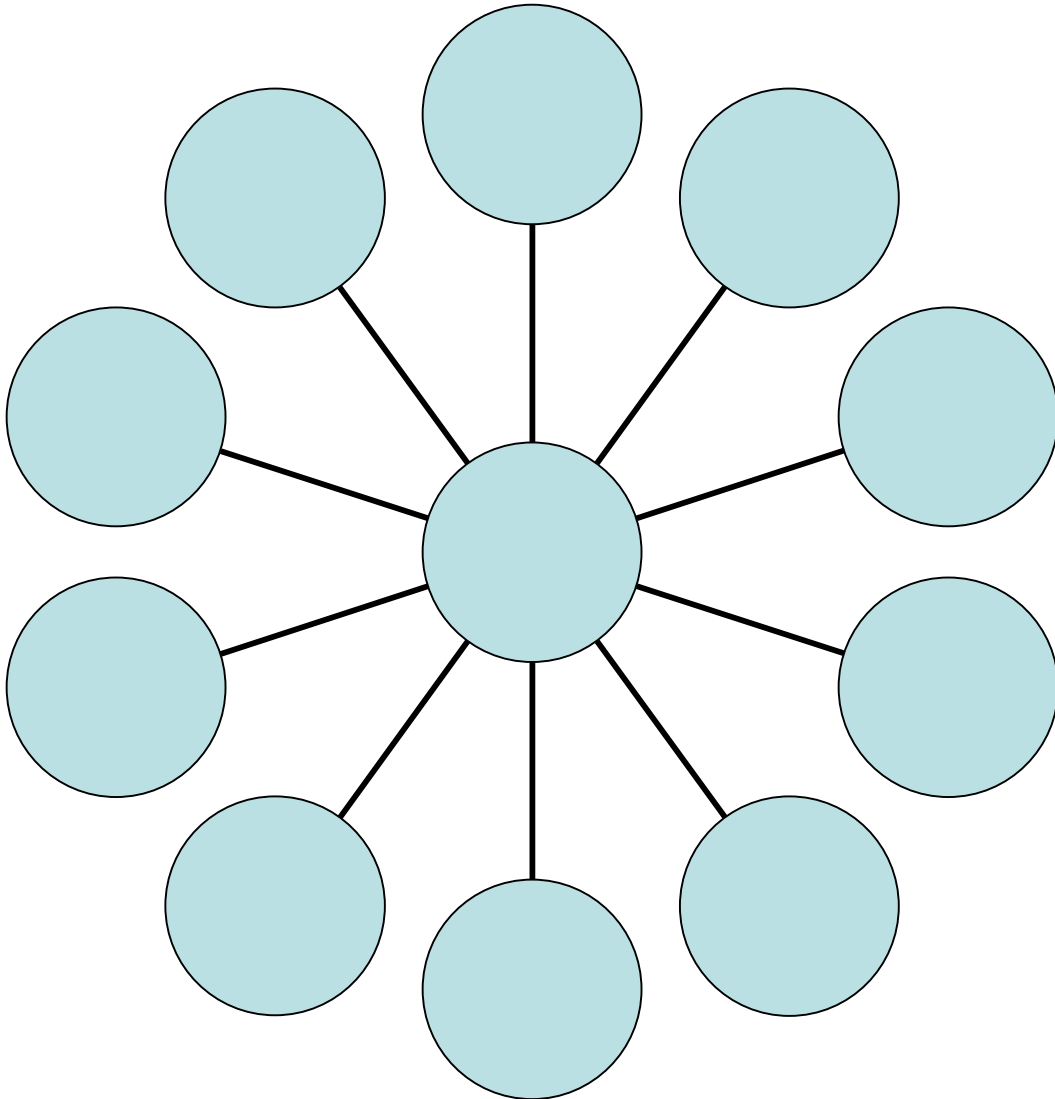


# The Relationship Map

Purpose: To identify personal support, assistance, and opportunities to build friendships.

Illustrates:

- ✓ The most important people in the focus person's life;
- ✓ People interested in planning together over time;
- ✓ People who may be able to provide personal support and assistance to the focus person;
- ✓ Opportunities for building relationships.



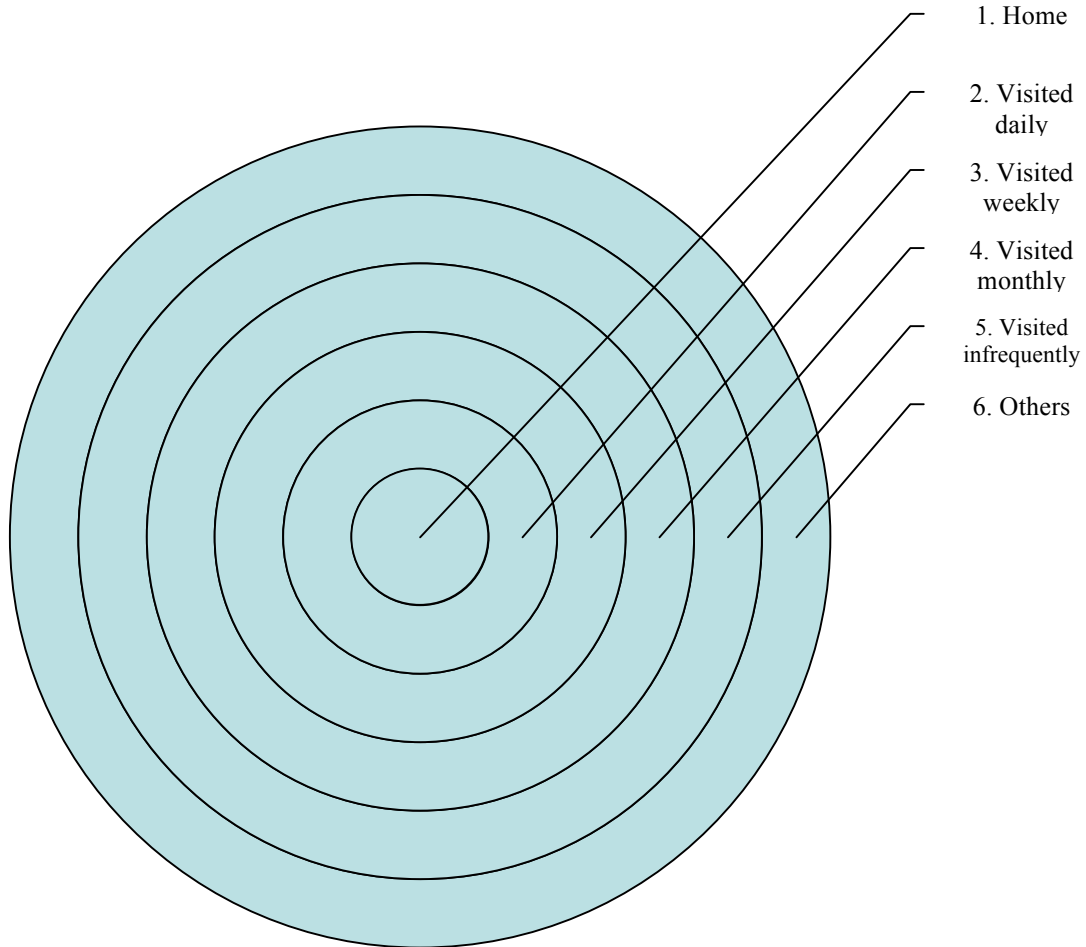
People to include: family, friends, teachers, service providers, community supports, etc.

# The Places Map

Purpose: To describe the pattern of daily life.

Illustrates:

- ✓ How the focus person spends his/her time;
- ✓ Settings visited by the person;
- ✓ Existing opportunities for building community.



Places I'd like to visit, but haven't been to yet! \_\_\_\_\_

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## Where I've Been...

### Socially (Five years ago)-

(How I interacted with my peers and family)

Now I....

### Academically (Five years ago)-

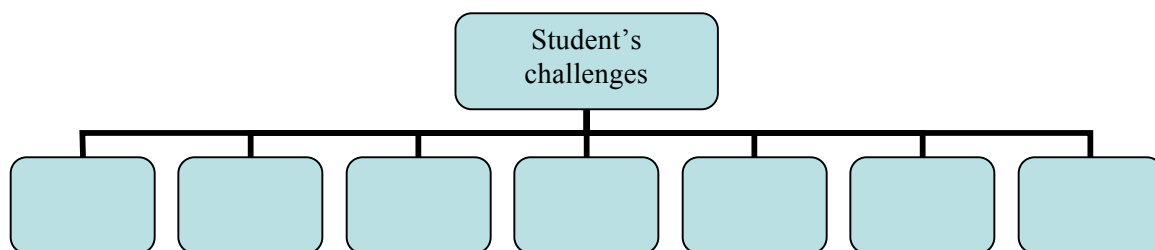
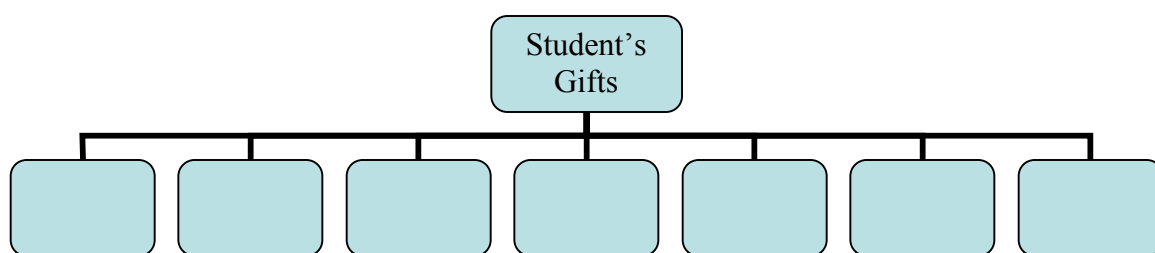
Now I.....

# The Personal Preferences Map

**Purpose:** To discover capacities to build upon and conditions to avoid, in order to achieve success in the classroom, the community, and in the world of work.

**Illustrates:**

- ✓ Patterns in the gifts, potential, interests, and unique contributions of the focus person;
- ✓ Patterns in the conditions that block or challenge development of the opportunities to build upon in the future.



**Questions for the Personal Preferences Map:**

**For the Family/Team Members:**

- ✓ Who IS \_\_\_\_\_? Describe the focus person in as many ways as possible, gathering input from every team member.
- ✓ What are his/her strengths, gifts, talents, likes, dislikes skills, personal qualities, favorite activities, and friends?

**For the Student:**

- ✓ Who are you?
- ✓ What are your strengths, gifts, talents, likes, dislikes, and skills?
- ✓ What do you like to do?
- ✓ Who are your friends?

## Our Fears...

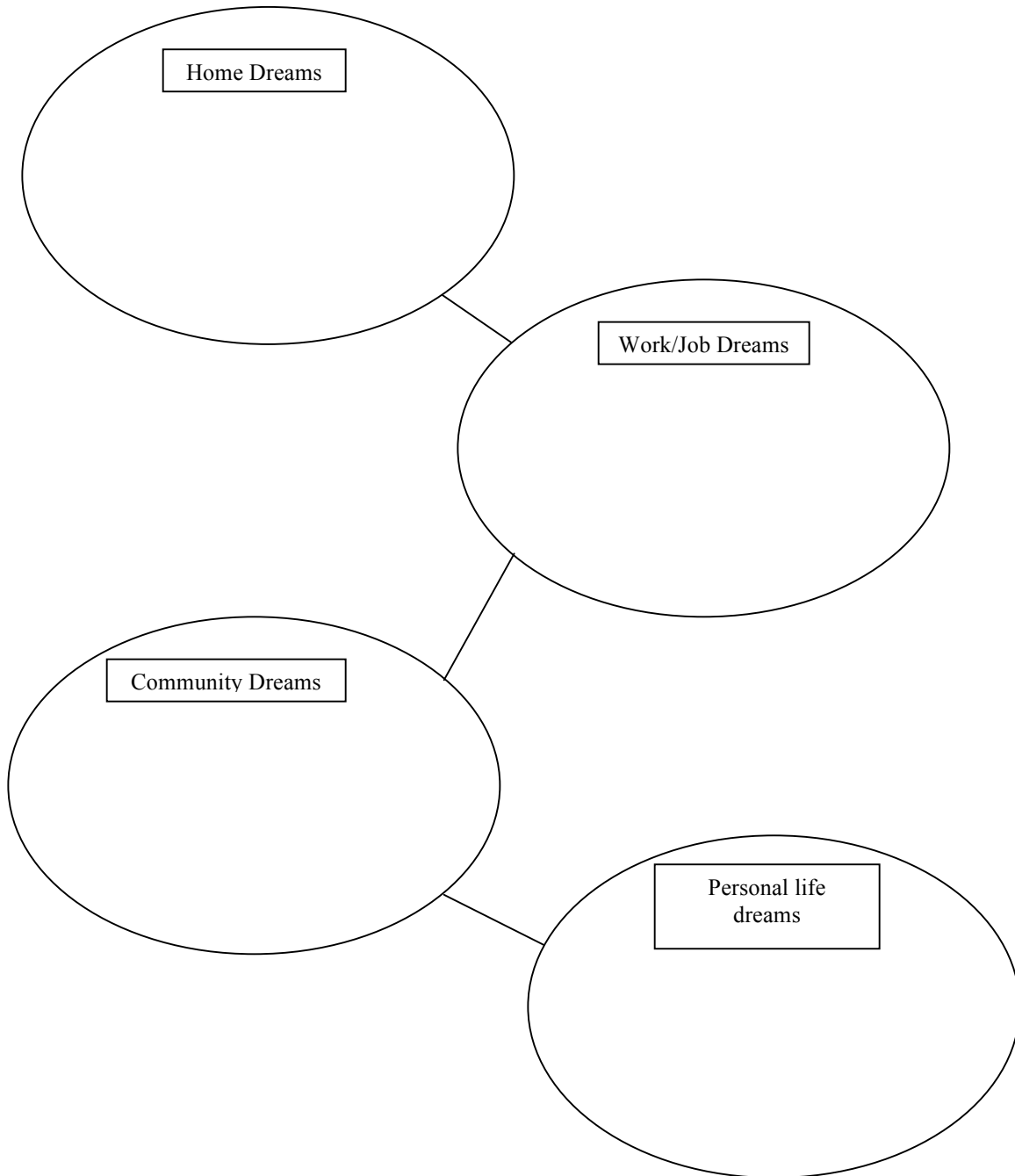
Purpose: To explore inner thoughts about our fears for the future.

# The Future Map

Purpose: To explore inner images about desires and dreams for the future.

Illustrates:

- ✓ The experiences the focus person wants to have;
- ✓ The dreams of the person (and their family and team) for a home, job, community life, and personal life.



# The Action Plan!

What needs to be done next? Create and “opportunities and obstacles” map to identify existing services as well as service gaps needed to achieve the student’s future vision. Identify interagency linkages and responsibilities. When service gaps exist, brainstorm potential solutions.

Obstacles:

Opportunities:

Action?

Who will do?

What date will this be completed?

### Translating Mapping Data into Transition Planning Goals and Objectives

- 1) **Create personal profile and future vision maps for all transition age youth.** These maps may be created as part of personal futures planning team activities, as units in high school self-advocacy or career exploration activities, as youth group or church activities, or as family activities.
- 2) **Bring maps to IEP/transition planning meetings.** Use them to open the meeting and establish a more person-centered environment for discussion. Post the original copies on the wall during the meetings. Add copies to the student's portfolio or special education file. Ask the student and his/her family members to summarize the maps.
- 3) **Discuss themes, things that work and things that don't work, in the personal profile maps.** Think about people, places, materials, activities, schedules, and communication patterns. Discuss the implications of these findings for the student's current educational programming. Discuss the implications of these findings for the student's future educational programs.
- 4) **Discuss the future vision map.** What services and supports currently exist to support the student's future dreams? What gaps exist? What opportunities, experiences, and environments does the student need to fulfill his or her future dreams? If a local community or regional transition planning team exists, share both future vision and service gap information with them. If the student has a personal future planning team, ensure that some members serve as members of both teams.
- 5) **Discuss each transition planning area along with associated mapping data.** For example, employment goals can be clarified by reviewing the future vision map, preference map, and places map.
- 6) **Select educational environments and activities for instruction based upon mapping information, other assessment information, demographics of the community, and school logistics.** For example, if the relationship map indicates that the student has little opportunity to interact with typical peers and non-paid adults, look for environments and activities that will expand the number and type of people in the student's life.
- 7) **Develop IEP/transition planning goals.** Use the future vision map as a checkpoint. Will the articulated goals move the student toward his/her desired future? Will mastery of these goals assist the individual in leading a more community-inclusive adult life? If the answer is NO, or if there is uncertainty, the team should discuss and possibly reconsider the goals.
- 8) **For each goal, determine necessary IEP/transition planning components.** Create and "obstacles and opportunities" map to identify existing services as well as service gaps needed to achieve the student's future vision. Identify interagency linkages and responsibilities. When service gaps exist, brainstorm potential solutions – are some team members willing to engage in personal futures planning activities? Is there a local community or regional team willing to assist in the necessary systems change?
- 9) **Repeat this process!** Updating the map in the seventh grade, eleventh grade, and when the child turns 20 is a great way celebrate large and small successes, review and revise plans, and chart courses of action! Reviewing the maps annually at IEP meetings refreshes the obstacles and opportunities, providing annual goals.