

The Foundation for a Student-Driven Process: Personal Futures Planning

Foundations in Transition
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February 21, 2013

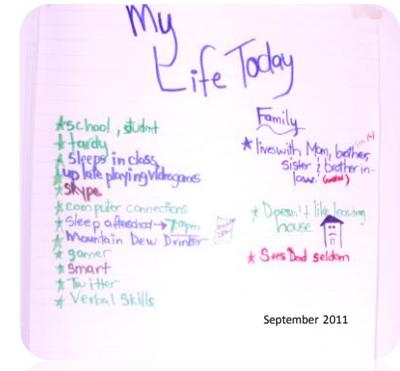
Today's Objectives

Participants will learn how to:

- Learn how the information from the futures plan used to develop the youth's IEP
- Conduct personal futures planning
- Use graphic facilitation
- Manage an action planning process
- Identify key resources and people who can help with the youth's plan
- Engage students and help them to self-advocate.

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My Strengths



4/26/2013

Accomplish-ments

- E**ating Video Games
- A**rt
- R**emember Facts
- H**istory
- R**ickle easily with adults
- A**ckill with bad mind

- * **F**inally realized Schools Important
- * **L**earning life skills:
 - laundry + cook
- * **C**ompleted Drivers Ed
- * **I**mproving Writing Skills
 - > "A" on paper

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What Works For Me



WORK IN PROGRESS

Works 😊	Doesn't Work 😞
<ul style="list-style-type: none"> • Weekly Action plans • Dressing Up • Positive adult attention • Limited Social Time • Doing work later later • Setting Goals 	<ul style="list-style-type: none"> • Procrastinating • Sleeping Habits • WINTER • Staying Motivated • Limited Resources (help/food)

February 2012

PERSONAL FUTURES PLANNING AS TRANSITION ASSESSMENT



IDEA 2004



Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals

Defining Transition Assessment

- The ongoing process of collecting data on the individual's **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, and personal and social environments



Defining Transition Assessment

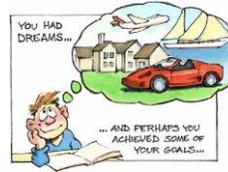
- Assessment data serve as the **common thread** in the transition process
- Forms the **basis for defining goals and services** to be included in the Individualized Education Program

(CEC-DCDT, 1997)



Goals of Transition Assessment

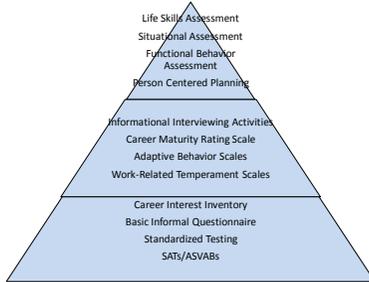
- ❖ Make informed choices
- ❖ Take charge of the transition process
- ❖ Understand the skills needed for post-school environments



Types of Transition Assessment

- informal interview
- person-centered planning
- behavioral assessment information
- aptitude tests
- interest and work values inventories
- intelligence tests
- achievement tests
- personality or preference tests
- career maturity or readiness tests
- self-determination assessments
- work-related temperament scales
- transition planning inventories

How do I find time to do this with all my students?



INDIVIDUAL EDUCATION PLAN COMPONENTS

Post-Secondary Goals

- PSG are goals that are to be met after high school graduation, not while in high school.
- Must have a PSG in education/training and employment.
- PSG for independent living, if applicable. The IEP team should determine if an independent living PSG is needed based on the information in the student's present level of performance and interests.

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The diagram below suggests a format for writing postsecondary goals.

Different wording for all blocks can be acceptable but must ensure an observable student action that occurs after high school in one of the postsecondary domains of education/training, employment or independent living.



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Transition-Relevant Present Levels

- Describe the students present levels of **functional** and **academic** performance
- Include Strengths and Needs
- Describe them in relation to post-secondary goals
- Use student friendly language
- Note what age appropriate transition assessments were used to collect this info
- Note modifications, accommodations and assistive technology that helps, or that has been tried and does not

Course of Study

- NH Rules require that this is in the IEP at AGE 14 and that a “vocational component” is included when vocational education is an anticipated pathway
- Consider ELOs, Work-based learning and alternative learning plans
- Activities outside the school must comply with Department of Labor School to Work rules

Course of Study

- Courses of study must be listed for all years in the current IEP.
- Courses of study must support PSGs.
- Just having courses listed does not equal compliance. To be in compliance, the courses of study must reasonably enable the student to meet his/her PSGs listed in the IEP.

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Transition Services

- Transition Service(s) must reasonably enable the student to meet his/her PSGs.
- Compliance = at least one transition service that addresses a transition need related to the PSGs.
- Noncompliance = no transition services listed in IEP or no transition service that will reasonably enable student to meet PSGs.

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Examples of Transition Services from 2010-2011 onsite visits

- Self-Advocacy Skills Instruction
- Personal banking instruction
- Work related social skills instruction
- Resume writing, online job application writing, etc instruction
- Voter registration instruction
- ELO, internship or job shadowing experience related to their PSG(s)
- Travel instruction (using the bus schedule during class instruction)

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Annual Goals

- You must have at least one annual goal that is related to a transition service need listed in the IEP.
- The annual goal does not have to be titled “transition” but it must clearly relate back to the transition service need.

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OVERVIEW OF PERSONAL FUTURES PLANNING

Personal Futures Planning

- Personal Futures Planning, is an application of person-centered planning. It is not a one time event, but an ongoing process for...
- ...learning about the whole person. This is separate from defining "deficits" and "needed services."
- ...helping people create positive visions for their futures.
- ...helping others organize around people to make these visions come true.
- ...arranging support in a way that is empowering to people and likely to move them toward their goals

Person-Centered Planning Models

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

Futures Planning Goals

- Create a meaningful, personalized, individualized plan
- Identify supports at home, school, and in the community
- Assist the youth to build self determination skills



Orienting the Student to Personal Futures Planning

- We are going to start gathering information about who you are and where you came from.
- As we have our conversations, I'm going to capture what's being said on flipchart paper with words & pictures. This process is called mapping.
- As I record what you are saying, please feel free to provide feedback on what I am writing so that I am capturing what you are saying in the correct way.
 - These are your maps, so you can request at any point for things to be changed, reworded, or excluded.

Facilitator:

✓ Ask questions



✓ Draw maps



✓ Make connections



Student:

✓ Share their story



✓ Plan goals for the future and work towards them

✓ Make sure the maps are accurate



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





Mapping Elements



Futures Planning Maps use 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



Graphic Facilitation



- Use of a flip chart & graphic recording techniques to document the planning process
- Engages all learners
- Notes are recorded in real time during the meeting, then digital photos can be taken and e-mailed out, so that all members have copies of the original meeting notes
- These notes can also be sent to the school, Area Agency, VR or other collaborators



3 Simultaneous Skills



- Active Listening/ Capturing the speakers voice
 - Being a conduit for discussion
 - Flow of words to paper, and then reflect
- 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



Activity: Drawing Basic Graphics

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



Orientation to Learning each Personal Futures Planning Map

- Overview of each map
- Relate each map to the IEP
- Practice the Map
 - At your tables
 - 1 Volunteer for the entire plan: person able to willingly share information about themselves pertaining to the Personal Futures Plan
 - Switch facilitators for each map of the personal futures plan
- Translate the Personal Futures Plan into the IEP

History Map



Purpose: To learn about the events that have shaped the persons life, and important people who contributed to where they currently are

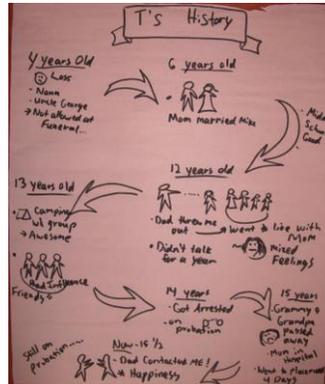


Questions to help facilitate a History Map

- Start where you want, tell us your story....
- What have been some of the most important things that have happened to you? You can go back as far as you like (some people prefer to start with the present and work backwards).
- When did that happen? How old were you?
- What was important about that? How did you feel about that?
- What happened as a result?
- Who was important in that situation? Who was there?
- Could you describe this a little more to help me understand?
- What are some of the toughest things that have happened to you?
- What are some of the favorite things you have done? Were there any special times of the year or events you would look forward to?

Your Life is a Story.

2/11/2011



Who I am today?

Purpose: Clarify what youth's life is like now, how he/she describes him/herself and how s/he feels about it.

- Facilitator will use this map to begin to get to know the youth, build rapport, listen to how they see themselves in the world & check in on how things are going for them



Questions to help facilitate the Who I am? Map

- How would you describe yourself? How would your friends/ family describe you?
- How do you think of yourself within the context of the world? i.e. sister, Junior in High School, excellent video gamer?
- How are things for you today?
 - What about home? School? People/Friends?
 - How do you feel most of the time?
 - What makes you happy? Sad? Mad?
 - Are there things you wish were different?



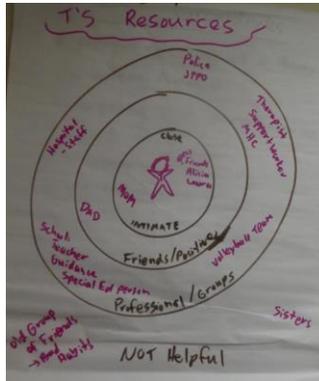
People Map



- Purpose: Capture critical information about which people are important to the youth, who can be relied on to help, and who is not helpful
- Map will be used to identify important people to include in the planning, strategizing action steps, & identifying potential resources later

Facilitating the People Map

- We are going to draw a map with a section for each type of person in your life.
 - Closest people: best friends, family, adults who you can always count on no matter what
 - Good relationships: people you see day to day that you like, spend time with
 - Professional relationships/Groups/Organizations: Jobs, clubs, counsels, DCYF, Probation officer, Doctor, psychologist, boy/girl scouts, fire explorers.



Strengths & Accomplishments



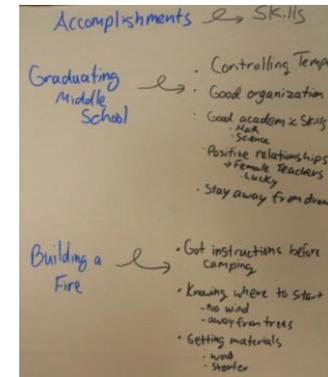
- Purpose: To have the youth identify things they are proud of, have accomplished, strengths, & to start to teach them how to shift their thinking
 - Facilitator will help the student identify skills/accomplishments & strengths based on the history map and things identified in Who I am today Map.
 - Many youth struggle with identifying strengths & tend to focus on the negative.
 - This map will be used later in strategizing action plans.





Questions to help Facilitate

- Pull out something the youth identified from their History map and say “This was a really difficult time for you, what helped you through it?”
- What do you do when you have time for yourself?
- What are you most passionate about?
- What do your friends say you are good at?
- This is your time to brag!



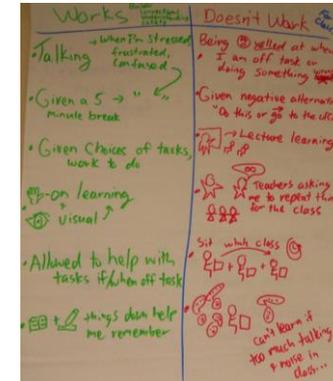
Preferences Map

Purpose: to gather information about what works for the student/ doesn't work in different contexts. There should be a preference map for each of the following context as they are relevant to the student.

- Learning styles & preferences, relationships, home, work, community groups, activities
- Frame the map with Youth around gathering information & strategies for success

Questions for Facilitating Preferences Map

- What is your learning style?
- What strategies help you stay focused?
- What gets in the way of learning? Distracts you?
- What are your best subjects in school and why?
- Which of your teachers/bosses/coaches do you like best & what is it about them that you like?
- What helps you connect with others? Makes you feel heard, & understood?
- What makes you feel safe? Relaxed? At ease?
- How do you deal with stress? How would I know that you are stressed?
- What types of activities do you like to do?





Dreams



Purpose: Provides youth the opportunity to dream and be creative and to begin to set the direction for future planning. Goals and action items derive from this conversation.



Questions for Facilitating Dreams Map

- "This is your chance to be creative and think about what you want in your future. So when you are an adult, 3, 4, or 5 years from now, what is your life like?"
- Think of a perfect world without barriers, and you could have, be, do anything?
- What are some of the things you have accomplished?
- What kinds of relationships do you have?
- What are some of the things you have?
- Where are you living?
- What type of job do you have?
- What do you do for fun/recreation?
- Where are some of the places you have been?



Goals

Purpose: Create connections between the person's dreams and next steps in working toward them. This provides structure the student and the team to move forward in achieving their dreams.

- Here the facilitator will begin to teach the student how to prioritize goals by asking him or her to decide what to work on first.
 - Then mentoring the student around his or her decisions



Questions for Facilitating Goals

- For each of the dreams, identify goals that you would like to set for 2 years from now? next year? this year? this semester?
- What barriers need to be addressed in order to reach the goals?
- How will you know you've reached each goal?



Fears, Concerns, Barriers

Purpose: To identify obstacles that the youth perceives as preventing him or her from achieving their dreams. Used in action planning to bring out supports and opportunities to help the person succeed.



Questions for Facilitating Fears etc.

- What may get in the way of your dreams?
- What has gotten in the way in the past?
- What do you NOT want to happen?
- What are you afraid of?
- What are some of the things that we'll need to address to work toward your dreams?
- What will allow you to sleep at night? How about your parents?



Next Steps



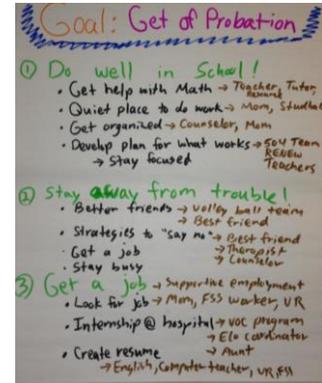
Purpose: To brainstorm with the student different pathways to achieve a particular goal. To strategize what additional information and resources are needed before essential next steps can be taken.

- To teach the student how to move from broad to specific planning.



Facilitating Next Steps

- Let's pick a goal and begin breaking it down into the steps that need to be taken to achieve it. This is a brainstorming session, so anything you say we'll consider as an option.
 - If this is confusing, let's take a break and practice breaking down how to make a PB&J sandwich...
 - This process is similar to what we are talking about...



Essential Next Steps: Initial Action Plan

Purpose: Help the student identify concrete next steps that will be used to meet their short term goals.



In some cases, the youth will need a higher level of coordination to meet their goals & needs. In this case, the facilitator can develop a team that can begin working toward the student's goals and dreams.

Possible Futures Planning Team Roles

- Youth/Client
- Facilitator
- Parent
- Mentor (Friend, Neighbor, Favorite Teacher)
- Guest as requested by student based on plan & youth's needs
 - Guidance
 - Special Education Case Manager
 - Community Based Worker/Professional

Goal: Earn All Credits this Semester

Action Item	Purpose/Need	Person Responsible	When Due
Invite Case Manager	To support possible ways to earn credit	Student	By Sept 10
Invite Guidance Counselor	To review transcript and discuss options for classes	Student & RENEW facilitator	By Sept 10
Invite parent	To give support the plan and help encourage homework completion at night and check in on grades	Student	By Sept 10 th
Invite Volleyball Coach	To serve as a positive mentor and provide daily check in	Student	By Sept 10 th
RENEW facilitator check in with student	To see if student meet his/her goals listed on action steps	RENEW facilitator	Three days prior to meeting

Developing Resources

Planning as a facilitator:

- Specific challenges and barriers to the goals?
- Needs (not programs) to achieve goal?
- Resources: What are the strengths? What does the student have?
- What resources must be developed? Costs? Sources?
- Strategies- Who does what?
 - This becomes next meeting's agenda



Types of Resources



- Social Resources
 - Natural supports who can offer time, connections and expertise
- Human Resources
 - People at the table with specific skills or expertise they can offer as advice
- Financial Resources
 - Institutions, agencies and programs who can help pay for services or resources

Resources Continued

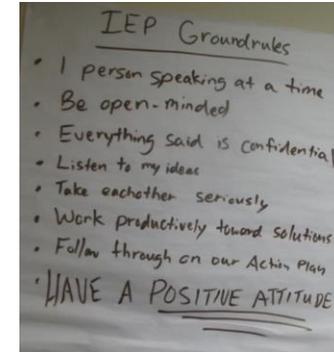
- Systems and agency resources
 - Programs, services, and supports provided by the school or public organizations.
- Community-based resources
 - Provide opportunities for the youth to become involved in the community



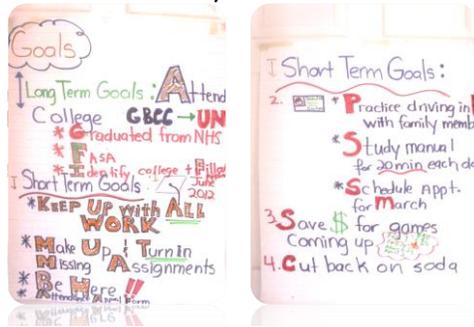
Social	Human	Financial	System	Community
Family Friends Teacher	Guidance Voc Specialist Family Spec Ed Case Mgr	VR Job Corps Family SSI Medicaid HHS JAGS Military DCYF DJJS	MH DCYF DJJS School	Boys/Girls Club Church Library Police/fire Mentoring Rotary Chamber

Scouting for Resources

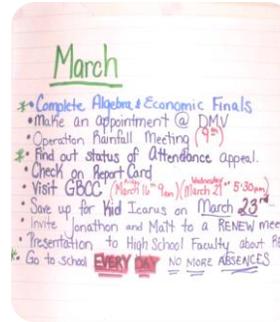
- Guidance
- Special Ed managers and teachers
- Favorite teachers or school staff
- School Specialists
- Administrators
- Family
- Peers/Friends
- Community
- Voc. Rehab.
- Juvenile Justice
- DCYF
- In School Supports
- After School Programs



My Goals



And Next Steps



Dan's Team

Standing (Core) Team:

- Dan
- Mom
- Guidance Counselor
- Para-professional
- RENEW Facilitator
- Case manager
- Assistant Principal
- Mrs. Francoeur, APEX trainer

Rotating Members:

- Game Stop Manager
- Jonathon
- Teachers

Results in Dan's Words
 "I can handle the day a lot better. I'm being more social, I'm more positive, I'm sleeping better, and enjoying life."



- Honor Roll 2 semesters
- Flawless attendance
- Stays awake in class
- Feels motivated to finish school
- Going easy on the amount of time playing video games
- Being more social
- Forward thinking: Planning for college
- High Self Confidence
 - Presented at a conference in April on RENEW

Connecting Transition Planning to Futures Planning

Futures Plan Element:	IDEA 2004 Element:
Dreams/Goals	Post-Secondary Goals
Action Steps; Fears, Concerns, Barriers	Transition Services, elements of an Annual Goal related to transition
Who am I?; Strengths and Accomplishments	Present levels of academic and functional performance
Alternative Learning Plans, Extended Learning Opportunities	Course of Study
Student Actively involved in planning	Student invitation; evidence of age appropriate transition assessment

More on Resource Development and Transition

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