



Student-Led, Person-Centered Planning

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Objectives

Participants will be able to

- Identify the goals of transition planning
- Describe the principals of transition planning
- Describe strategies for transition planning
- Describe self-determination as a component of transition planning
- Describe strategies of student-centered future's planning for implementation

Goals of Transition Planning

- High school completion
- Post-secondary participation
- Employment
- Community Inclusion
 - Living situations and activities
- Adult service agency connections

Preventing Drop-outs

- Relevant curricula
- Flexible high school pathways
- Healthy, supportive adult mentor
- Wrap-around system of care

Four Principles of Transition Planning

- Self-determination
- Competency-based service
- Unconditional care
- Natural supports and community inclusion

Seven Strategies of Transition Planning

- Personal Futures Planning
- Flexible Education Services
- Naturally Supported Employment
- Interagency Collaboration/Coordination
- Social Skill Building
- Mentoring
- Individualized and Flexible Resources

Self-Determination: A Definition

- Define and reach goals based on foundation of knowing and valuing oneself (Field & Hoffman, 1998, 2010).

Personal Future Planning

- Thinking about the future.
- Your ideas count.
- You can invite anyone to participate.

Personal Futures Planning

- History – Where have I been?
- Who am I – Strengths and Abilities
- Goals and Dreams
- Who can help me? – Support Network
- What could get in my way (Fears)?
- Short term objectives for 3 months
- Next steps _ who/when to meet next?

Ground Rules

- This is your meeting. All ideas will be written down, no one will judge them.
- Ideas of other team members are important and will be recorded.
- You can “pass” if you are uncomfortable and don’t want to answer a question.
- Team members must wait until the last step before deciding which ideas are most important.

Teaming

- Facilitator: Guides the process and asks the questions.
- Recorder: Writes down what is said on the flip charts.
- Timekeeper: Keeps track of your meetings.
- Host: In case you want food at your meeting!

Steps to Future's Planning

- Your history. This includes background and important memories.
- Who you are today. Descriptions of yourself and your situation now.
- The people in your life. This includes the people closes and those at the edges of your life.

Steps to Future's Planning

- Your Dreams. This is a list of what your hope and wish for in the future.
- Your Fears. This is the list of things which may get in the way of your dreams.
- Goals. This is a list of what you need to accomplish in order to reach your goals.
- Next Steps. Identify what happens in the next few weeks, who will do what and a date to follow-up.

Your History

- Can you tell us about your life up until now?
- What have been the most important things that have happened to you?
- What is your greatest accomplishment?
- What is the toughest thing that has happened to you?

Who are you today?

- Describe yourself to us in one or two words.
- What are you good at?
- What are your skills?
- What is your life like today?

Who are the people in your life?

- We will draw a big circle with you in the middle. Who is in your inner circle?
- Who do you go to for help?
- Who is in your outer circle? What do you go to this person for?
 - Community connections, adult service agencies, post-school linkages.

Dreams

- What do you want to have happen to you in the next few years? (Why?)
- What do you dream of accomplishing?
- What is the best thing that you could accomplish?
- What does your dream look like?

Fears

- What kind of things could get in the way of you reaching your dream?
- What do you worry about?
- What do you not want to happen?

Goals

- Given the barriers, what do you want to accomplish by this time next year?
- What has to happen to reach your dreams?
 - Short term objectives, 6 months, 12 months.

Next Steps

- What are the first things we must do to help you get toward your goals?
- Who can help you with this step? Who can do what?
- How will you know when you have accomplished this step?
- Do we need more information to get to this step?

Next Steps, Continued

- If we need more information, how will we get it?
- When will we have each step done?
- When will we meet again? Who will make sure that we're on the right track?

Goal Setting

- Goal
- Steps I will take to reach my goal
- Outcome/Results (what does it look like when I've achieved my goal?)

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