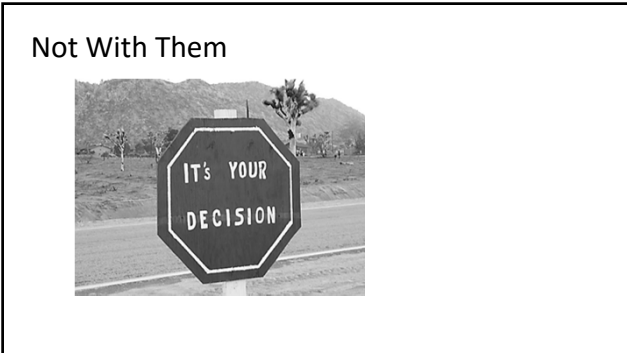
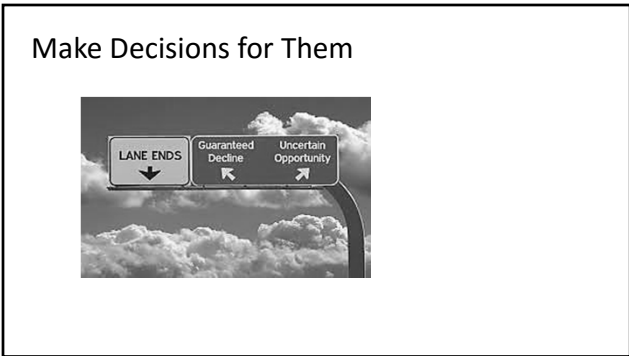


Looking Towards the Future:  
Using Person-Centered Planning Tools Pre-K  
Through Adulthood  
Teresa Cogar, M.Ed.  
VCU-ACE Training Staff



### Make Decisions with Them

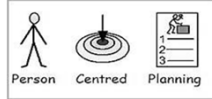


### Not for Them



### What is Person-Centered Planning

- A decision making process to plan for the future.
- Increase the individual's quality of life by developing a plan to support hopes, dreams and passions.
- Brings together a support network of people to help support individual to reach desired outcomes.



### Involves a Dedicated Team

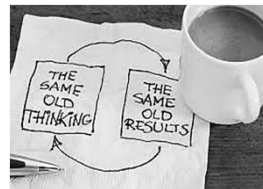


### What are you currently doing?



### Changing Mindsets

The only true failure is when we walk away and assume *incompetence*.



### Person Centered vs. System Centered

**Person-Centered**

- See people first.
- Search for capabilities, gifts.
- Spend time getting to know person.
- Depend on people, families and people who work directly with them to build good descriptions.
- See individuals in the context of their environment/community

**System-Centered**

- Focus on labels.
- Emphasis on deficits and needs.
- Depend on professionals to make judgements.
- Invest in standardized testing and assessments.
- Generate written reports.

Adapted from: Person-Centered Planning: Finding directions for change using personal futures planning. By Dr. Beth Mount

### Importance of Person –Centered Planning

- Helps to focus on person to see the total person.
- To recognize the person has desires and interests and goals, hopes and dreams!
- To discover different ways to think about the individual's future (education, quality of life).



### Person-Centered Outcomes

- Know themselves
- What they want/like/don't like
- Better quality of life
- Employment
- Relationships
- Living Arrangements



### What Our Students Need



### Things like....

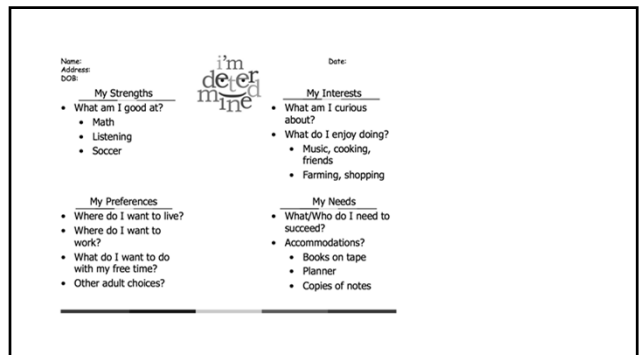
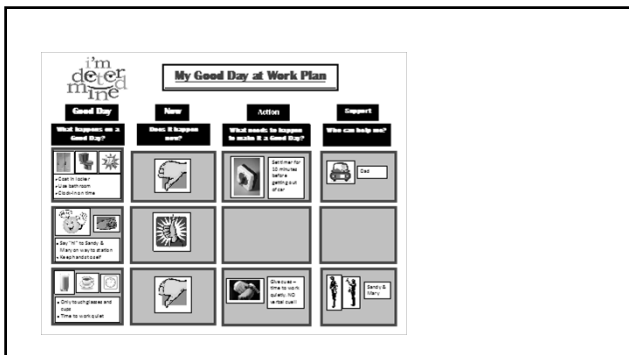
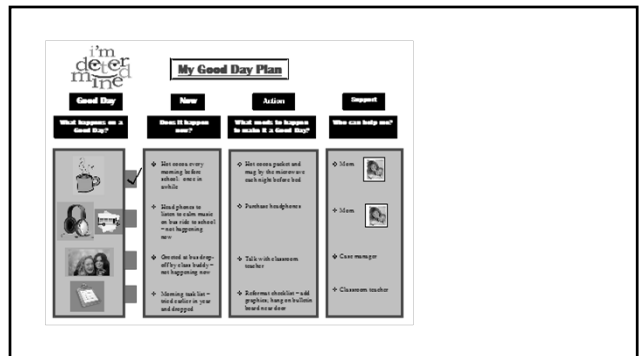
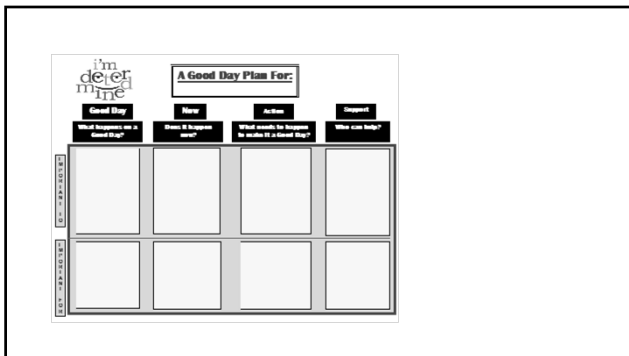
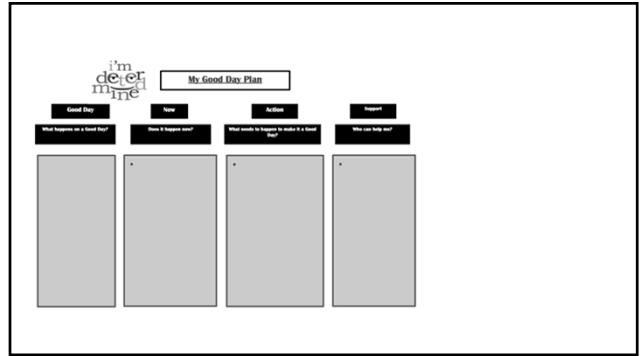
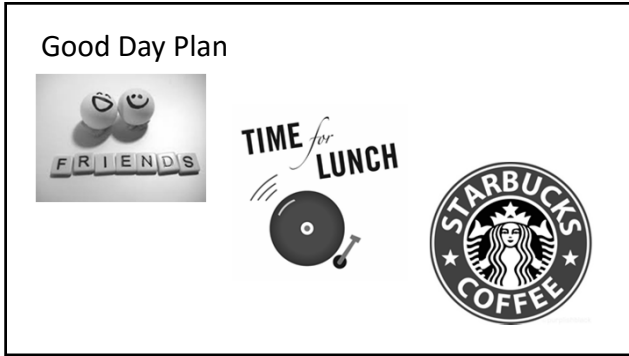
- How do they learn?
- How do they communicate?
- How do they respond?
- What are their strengths, preferences, needs, etc.?
- Who are the important people in their life?



### Tools To Use

- Good Day Plan
- One Pager
- Goal Setting
- MAPS
- PATHS





Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 DOB: \_\_\_\_\_

**i'm deef in me**

**My Strengths**

- 
- 

**My Interests**

- 
- 

**My Preferences**

- 
- 

**My Needs**

- 
- 

**i'm deef in me**

**Accommodations that Work**

- Verbal Praise**
- Augmentative Communication System**

**Joe Marks**

**In the Future I Want To**

- 
- 
- 

**i'm deef in me**

**Goal Setting**

**What is it?**  
**What does it look like?**  
**How can the student use it?**

**GOAL**

**YOU GOTTA HAVE GOALS**

**IDENTIFY THE GOAL** → **MAKE A PLAN** → **USE IT IN REAL LIFE** → **TAKE ACTION**

**My Goal:**

**What I need to do to get there:**

**i'm deef in me**

**My Goal: Movin' Out!**

**What I need to do to get there:**

<b>Roommates:</b>	<b>Plan:</b>	<b>Money:</b>	<b>Support:</b>
<input type="checkbox"/> Decide 1 or 2 <input type="checkbox"/> Overnight <input type="checkbox"/> Inspect <input type="checkbox"/> Check for all <input type="checkbox"/> Word of mouth <input type="checkbox"/> Expectations	<input type="checkbox"/> Maximum rent (or \$) \$400 <input type="checkbox"/> Rent payments <input type="checkbox"/> Use - non-negotiables	<input type="checkbox"/> Figure out how much to available <input type="checkbox"/> Create a budget <input type="checkbox"/> Find <input type="checkbox"/> Emergency fund	<input type="checkbox"/> Maximum hours available? <input type="checkbox"/> Distance <input type="checkbox"/> Transportation <input type="checkbox"/> Support work <input type="checkbox"/> Create a support plan <input type="checkbox"/> Back-up plan-emergencies

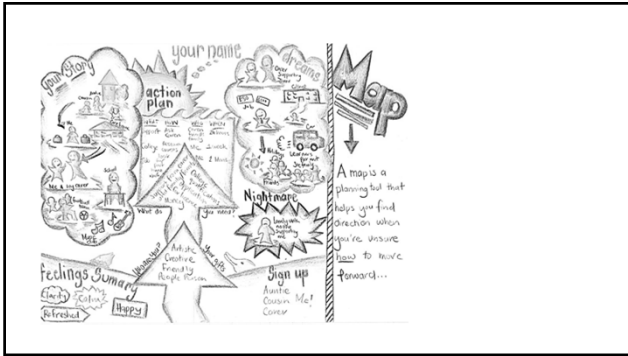
**MAPS - Making Action Plans**  
 Created by Marsha Forest & Jack Pearpoint, Inclusion Press

**WORKING**      **NOT WORKING**

**SORTING IMPORTANT TO/FOR**


- IMPORTANT FOR**
- IMPORTANT TO**

**WHAT ELSE DO WE NEED TO LEARN/KNOW?**



**PATH - Planning Alternative Tomorrows with Hope**  
 Created by Marsha Forest & Jack Pearpoint, Inclusion Press

- Uses graphic facilitation to map out a vision of a desirable future for an individual .
- Is highly effective when used to develop a vision or plan for a positive future for an individual with a disability and planning personalized supports and services.
- Goals are set, as part of the journey, then actions to achieve these goals are recorded.



**PATH**  
 Planning Alternative Tomorrows with Hope

1. NOTE: STAR, LONG TERM GOALS & IDEAL OUTCOMES

3. NOW	4. ENROLL	5. STRONGER	7. FIRST STEPS
WHAT IS THE CURRENT STATUS?	WHO DO WE NEED TO GET ON BOARD TO HELP?	WHAT ACTIONS WILL HELP MOVE US TO OUR GOALS?	WHAT CAN WE DO WE DO WITHIN THE NEXT WEEK?
WHAT'S GOING WELL?	- ANSWER QUESTIONS?	WHAT ACTIONS ARE NEEDED TO HELP US ALL WORK MOST EFFECTIVELY TOWARD OUR GOALS?	THE NEXT MONTH?
WHAT'S CAUSING PROBLEMS, ANXIETY?	- CLARIFY ISSUES? - HELP MOVE THINGS IN THE RIGHT DIRECTION?		THE NEXT FEW MONTHS?

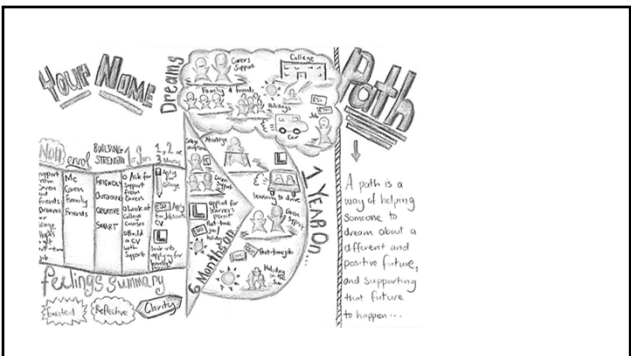
2. BY THIS TIME NEXT YEAR (OR 6 MONTHS) WE WILL HAVE ACCOMPLISHED THESE OUTCOMES

6. STRATEGIES FOR PROGRESS (3-6 MOS)

8. MONTHS

9. YEAR ON...

A path is a way of helping someone to dream about a different and positive future, and supporting that future to happen...



**Person-Centered Meeting**

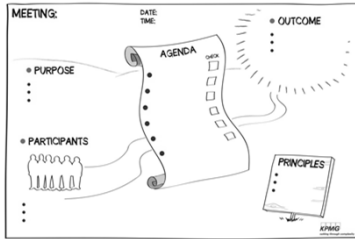
- What assistive technology may the need during the meeting?
- What type of prompts may they need during the meeting?
- Is there a visual agenda?
- Have they practiced ahead of time?

**Assistive Technology**

- Augmentative Communication Devices
- Tablets and IPADS



### Visual Agenda



How do we incorporate the tools in a system centered world?

- IEP Planning
- FBA/BIP Meetings
- Transition Planning
- Parent Conference
- Parent Nights



### Benefits for Administrators

- Better understanding/relationship with student.
- Better understanding/relationship with parent/guardian.
- Staff have instructional time back.
- Students have instructional time back.
- Students have improved behavioral outcomes.



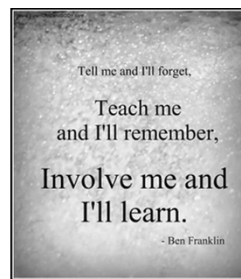
### Benefits for Staff

- Better understanding/relationship with student.
- Better understanding/relationship with parent/guardian.
- Individualized instructional interventions.
- Individualized behavioral interventions to meet needs of students.



### Benefits for Students

- Improved relationship with peers, school staff, admin and parent/guardian.
- Increased time on task.
- Improved behavioral outcomes.
- Setting goals for the future:
  - short-term
  - long-term
- Overall Better Quality of Life.

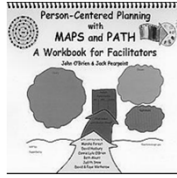


### More Information

- [www.lmdetermined.org](http://www.lmdetermined.org) & [www.inclusion.com/maps.html](http://www.inclusion.com/maps.html)



Person-Centered Planning: Finding Directions for Change Using Personal Futures Planning. Beth Mount, Graphic Futures, Inc., 25 W. 81st St. #16-B, New York, NY 10024



PATH: A Workbook for Planning Positive Possible Futures, Jack Pappert, John O'Brien & Marsha Forest, Inclusion Press, 24 Thome Cres., Toronto, Ontario, Canada M6H 2S5.

### Contact Information

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