

Collaborating with Students in Teaching, Decision Making & Self-Advocacy Person Center Planning Process

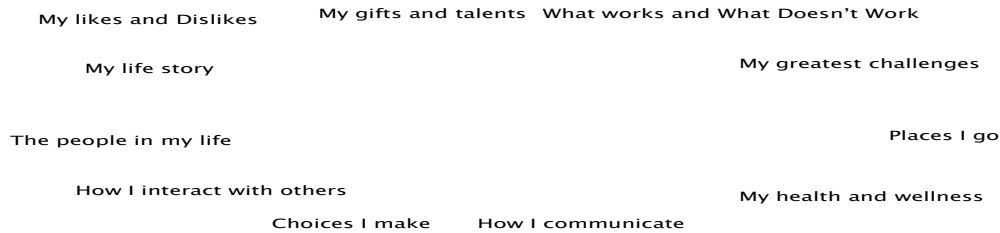
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What is Person Centered Planning?

Person Centered Planning is a strategic planning process focused on the future of an individual with a disability. This process brings a group of interested people together to assist in the development of a comprehensive action plan which will guide the person as he/she pursues specific interests, goals and dreams.



In person centered planning, the focus is on an individual and that person's vision of what they would like to do in the future. The "person-centered" team meets to identify opportunities for the student to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning can also be used as an ongoing problem-solving process used to help people with disabilities plan for their future. Person Centered Planning depends on the commitment of a team of individuals who care about the student. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

Person Centered Planning (PCP) is the foundation for the development of an Individualized Transition Plan (ITP) used in moving from secondary programming to adult life. It is also particularly effective when used to assist in the development of the Regional Center's Individual Program Plan (IPP) and the Department of Rehabilitation's Individual Plan for Employment (IPE).

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As a student nears exit from high school system with a Diploma or Certificate of Completion, they often wonder about and ask the following questions:

- What happens after high school?
- What's next?
- How am I supposed to handle leaving?
- Where do I go from here?
- Who is going to help me?

Essential to this process is identifying from the person's point of view what life looks like today and what his/her desires are for the future.

Who Participates in the Person Centered Planning Process?

- **Focus Person:**

A person who is the focus person can be as young as an infant and the family share the perspective, an elder person who is looking to the future, and school age students as they face transitions in their life's, going from preschool to school, elementary to middle school, middle school to high school and high School to the adult world, as well as life changes as adults from home to own apartment/supported living. For the purpose of the discussion here, the focus will be on transition age youth between the ages of 16-26.

- **Facilitator:**

It is best when there is a facilitator and a person to record what is being shared. The facilitator should be a person that is neutral and unbiased, leads the group through the process, handles conflict and assures equal opportunity for all to participate.

- **Note Taker:**

The note taker's job is to accurately record the specifics of the meeting, paying particular attention to what the focus person says. (Sometimes the recorder uses a different color of ink to note these statements.)

- **Parents/Family Members:**

Parents/family members are encouraged to contribute to the discussion to make sure this planning is pertinent to the family. This includes family members who will be involved in assisting the student as he/she makes the transition to adult life.

- **Friends/Professional/Service Providers:**

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Friends, professionals, and anyone else who has a personal interest in the focus person should be invited to participate.

Why is Person Centered Planning so important to the transition planning process?

Research on the traditional planning process casts doubts on the degree to which parents become full partners with professionals in making plans for their children's future (Smith, 1990). The PCP process empowers the focus person and their family with the knowledge and information needed to access resources needed to assist in realization of a quality life and adult self-sufficiency. This process lays the ground work for critical transition programming that at its best is provided collaboratively through a multi-agency/community effort.

Focus on the "real" world has been a major result of the PCP meetings.

When is the right time for Person Centered Planning?

Person Centered planning information can be extremely helpful in the development of required plans that are routinely developed by the school district, Regional Center and Department of Rehabilitation. The optimal time to conduct a Person Centered Planning Meeting is 3 months prior to an Individualized Education Plan Meeting (IEP), Individual Program Plan (IPP) meeting or Individual Plan for Employment (IPE) meeting.

Where should the Person Centered Planning Meeting be held?

Person Centered Planning sessions are traditionally held in school and or service agency building conference rooms. It is important that comfort, privacy and accessibility are taken into consideration. If wall space is needed for banner paper or poster cards it is important to make sure this is available. Additionally, all related materials needed should be available on the day of the meeting and may include push pens, tape, magnets or other adhesive to hold the paper to the wall. The space could be a home, library, classroom, etc.

How is effective Person Centered Planning accomplished?

Suggested Procedures & Timeline for organizing a Person Centered Planning Meeting:

These outlined steps and activities are intended to assist in implementing the best possible future planning meeting for and with an individual.

- Identify the month a meeting is desired (preferably 3 months prior to IEP, IPP or IPE)
- Determine who is going to facilitate and who is going to take the lead in coordination. Take the time to verify the calendar for the facilitator upon

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identifying the families preferred day, time, and location. The Person Centered Planning (PCP) Meeting can be a driving force in the development of a truly person centered plan.

- With the individual, identify who would be the best to come to the meeting, (family, friends, co-workers, current and previous staff, neighbors, case workers, people from church, clubs, or self-advocacy group) individuals may be invited and requested to be observers only.
- Create an invitation to invite the identified individuals, identify the time (start and estimated completion - usually 2 hours), place (taking into consideration comfort, privacy, accessibility, and wall space), and any refreshments if requested, and who to RSVP to. Send invitations at least 3 weeks prior to the meeting.
- As time gets closer ask the individual to think about their dreams and nightmares (write these down prior to the meeting), and if it is a follow-up circle meeting where they are at this time toward their dream(s), and what has been accomplished.
- Two weeks prior, be sure that everyone and all logistics are ready.
- At the meeting, be sure that the focus individual is able to maintain his or her position as the focus. An individual should be identified to take notes. The facilitator will utilize the banner paper/poster cards and the markers.
- Be sure that during the meeting everyone makes a commitment to the individual and a future meeting date is identified to review the plan and revise if needed. The future date could be a month or a year depending on the individual and the identified events coming in the future. This follow-up meeting can be held separately or in conjunction with an IEP, IPP or IPE meeting.

Person Centered Planning Tools follow:

Person Centered Planning has a variety of approaches and models. Consistent to these models is the process of bringing a team of caring people together to brainstorm and plan. The following tools demonstrate specific methodologies.

1. Making Action Plans (MAPS) (Forest & Lusthaus, 1990)

MAPs is a tool designed to help determine how to move into the future effectively and creatively. The MAPs process facilitates the collection of information about the person and/or family in question looking to the future from the person's point of view.

With a facilitator who listens, MAPs is a very effective tool focusing on the person's gifts and strengths as well as nightmares and concerns to build a future to achieve the positive and minimize the nightmares with a plan of action.

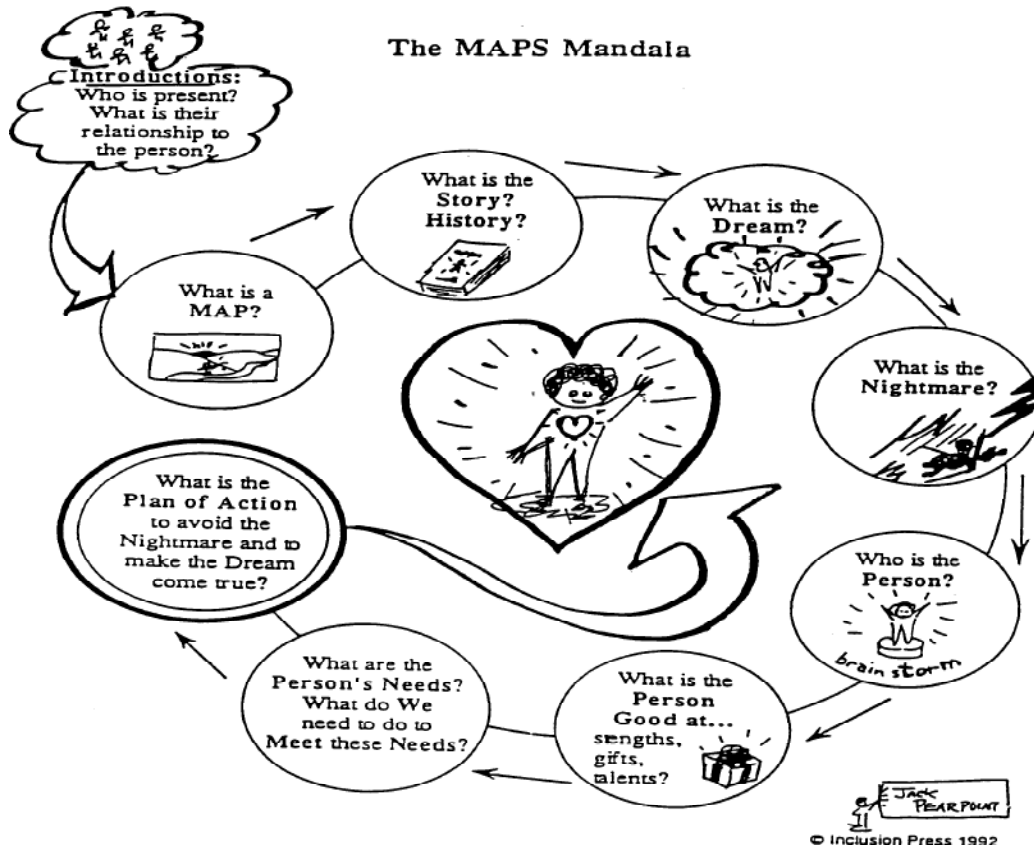
The steps to a Map include the following; first, it is a fluid process, and not a recipe for change. The facilitator uses the process and participants to assure that the

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individual in truly heard and believed in his / her future. The person may use language to communicate or non verbal means through alternative communication, including meeting participants who truly know the person and can provide insights.

Falvey, Forest, Pearpoint & Rosenberg



Once the PCP Team is ready to begin a time limit is set and the following eight questions are used to drive the discussion.

Question 1: What is a MAP?

A map is used to document the key points of the discussion. Specifics are documented included the participant's history, dreams, nightmares, strengths, gifts, talents, needs, and hopes for the future.

Question 2: What Is the Person's History or Story?

The individual or family tells the participant's story which includes the history of the family member's disability and how the family relates to one another. It is important that the person talking to say what is essential to him or her. The graphics facilitator draws the story and then summarizes.

Question 3: What Is the Dream?

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This question is the heart and soul of the MAPs process and helps the person and the participant know where to go in developing the eventual plan of action. If the individual is nonverbal, then the group, based on history and relationship, can discuss the person's future dreams. It is essential that the facilitator be nonjudgmental, in both words and body language.

One facilitator stymied the MAPs process for a boy named Jason. Jason had hardly even spoken until his first MAPs meeting, when he declared that he wanted to be a doctor. The facilitator, who knew him, literally stopped the process and said, "That's ridiculous! You can't even do your homework." The MAPs process ended immediately. At the next MAPs meeting, with a new facilitator, Jason again spoke about his dream. This time it was drawn and listened to with a full and accepting heart by the facilitator. As the MAP unfolded, Jason himself modified his dream. We have learned that in the seed of all dreams is the essence of a person's real desire and what might eventually be feasible. Jason really did not want to be a doctor; however, he did want respect and he wanted to work around hospitals where his dad had worked. He liked the people at the hospital, and a wonderful doctor friend had helped him. Judith Snow, one of Canada's leading experts on the rights of people who have been excluded, relayed in her MAPs meeting that she wanted to be a truck driver. Judith uses a wheelchair and has no mobility except in her right thumb. "A truck driver!" many exclaimed. But Judith has taught many of us that to be a truck driver means motion, movement, freedom, travel adventure, and seeing the world from high up. We need to see people's dreams not as concrete or etched in stone but as beautiful fluid messages and images of what is possible.

Question 4: What Is the Nightmare?

This question elicits what the person wants to avoid. This question should not cause people to become upset or sad, although the nightmare and the dream are equal in importance.

Many parents of children with disabilities answer this question by saying, "I fear my son or daughter will end up in an institution." We have never heard a nightmare that had to do with getting bad grades or getting a less-than-perfect job. It is always about more fundamental issues, such as loneliness, poverty, a life of crime and gangs, and death. The nightmare allows people the dignity to let their monsters and demons out of the closet in an atmosphere in which they are heard, recorded, and respected. The entire aim of the MAPs process is to actualize the dream and avoid the nightmare.

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Question 5: Who Is the Person?

Descriptive words are used to describe the participant's personality. A focus on the positive is recommended but it is important to include descriptors that are not as flattering to ensure the capture of the whole person. The following chart delineated some of the examples of descriptors that can be used.

Relaxed	Late Bloomer	Cautious
Divergent	Imaginative	Sensitive
Persistent	Hyperactive	Scattered
Phobic	Fun	Day dreamer
Irritable	Perservative	Immature
Organized	Aggressive	Shy
Enthusiastic	Kinesthetic Learner	Worrier

Question 6: What Are the Person's Strengths, Gifts, and Talents?

Here, the concept of "giftedness" is stressed not as an academic ability but as a part of a well-rounded person. The graphic facilitator can draw a gift box with gifts coming out of it to portray this image. Gifts identified by the participants may be his or her smile, personality, family, and spirit.

Question 7: What Does the Person Need?

To answer this question, the participants must think about what it will take to make the dream come true, including resources, services and people. This is the time to explore the biological, health, safety, and security needs of the person. This information can help focus on opportunities and identify the formal and informal supports that are needed.

Question 8: What Is the Plan of Action?

To avoid the nightmare and to facilitate the dream, the participants are asked to identify a plan. The Plan should include who will do what and when they will do it.

Example of MAPS Process:

The following is an example of a high school student as he progresses from High School to the next environment.

Evan is a young man 17 with autism. He has been fully included through his education. He has been very successful in high school; he has the credits for a high

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school diploma and has passed the high school exit exam. Evan has unique characteristics of high values in civil rights, environmental issues, justices, and what is "right" and what is "wrong". At times his values may put him in a comprising position as he is offended by a person who litters, or a person who smokes; he may take a strong stand against a person. He wanted to have a person center planning meeting to discuss his options and explore his future.

Evan has had a very functional Individualized Transition Plan (ITP) as a part of his Individualized Education Plan (IEP). His ITP focused on activities to assist him in school to be able to graduate and it appeared that he wanted to go from high school to college. The plan focused on what it takes to be a successful student in high school. The discussion of after high school often was very hard for Evan and family. The routine that was established at high school and was working and important to Evan and family. The real discussion of after high school occurred through a Person Center Planning meeting.

The Person Center Planning meeting occurred with Evan, his mother, and his behavior support coordinator. The team started with discussing, from Evan's point of view, his dreams and goals for the future. Evan shared he likes drawing, video games, and being involved in the community for community issues. He mentioned some possible job sites and then shared he wanted a job by 25 that is "Easy but not lazy", "Busy but now hectic", and "Challenging but rewarding." He also shared that he had some concerns about getting along with others, roommates, etc. From the person center, planning, see the attached summary; Evan was ready to explore going to community college, was willing, with controls, to go through graduation if all he has to do was graduate and get the Principal Mrs. E's handshake.

Following the person center plan, an update meeting was held to address progress towards graduation and any logistics prior to graduation. The power of the meeting is to really hear from the student/focus person. Person Center planning meeting forces the team to truly listen to the person; and put the agenda on and with the student. There are times the facilitator may have to ask others at the meeting to put their agenda on hold to allow the student to share what he or she is really thinking and/or feeling. As a facilitator there are times the facilitator may have to physically establish a symbolic barrier between the family and student/focus person so they see it is their meeting and what they say is important.

After the follow-up person center plan, Evan went for a tour of the community college and had a very hard time as there were a number of people smoking. The smoke really annoyed him and he had trouble moving through the tour; he is saying because of the smoke he doesn't feel he can go to community college.

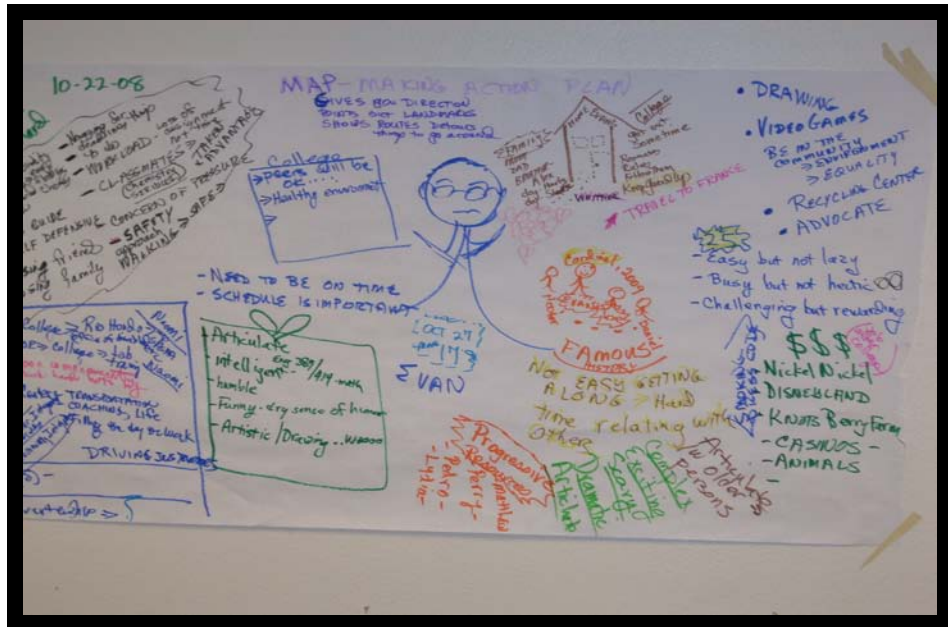
The next meeting addressed college and the initial reaction to the environment. The team shared that Evan gets himself in a position and at times has trouble going to the next step. He can go to Disneyland for hours and not have a problem with smoke and people, and that is because Disneyland is the "happiest place in town" and its OK.

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Upon brainstorming a proposed next step maybe for Evan to take Adult Education classes which would be on a campus that is multi use campus and prohibits

smoking. Understanding where the person is at, is as important as planning and adjusting the plans based on the person point of view.



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What is a MAP— Making an Action Plan
 Evan shared it's a means to give directions, points out landmarks, shows routes and directions, detours, and things to go around.

Present: Mom, Noell, Richard, Evan

Action Plan to Reach the Dreams and Minimize the Nightmares

- Walk at commencement for hand shake from principal
- Enroll in Rio Hondo and Access office of Disabled Students
- Regional Center Support—Transportation, Tutor support, Community Access, Socialization Support, Life Coach. Supported Living in the future
- Department of Vocational Rehabilitation — Employment Preparation and steps to reach Employment Goal
- Progressive Resources—Assist with social skills development and support following high school
- Drivers Test support — Access to test and materials as needed...Regional Center to continue to provide behind the wheel

Dreams

Drawing
 Video Games
 Involvement in Community Activities
 Environmental Issues
 Equality
 Civil Rights
 Recycling Center
 Advocate Activities
 Possible Jobs in the future
 Nickel Nickel Disneyland Knott's Berry Farm Casinos
 Working around animals
 DREAM Job when Evan is 25 or more:
 Easy but not lazy
 Busy but not hectic
 Challenging but rewarding

Home Life

- Things are good with Mom, Dad, Alex and two dogs Harley and Shotsie
- College Dorm
 Roommates, Rules, Getting along
 Have to Keep the Guard up to get along
- Consider Supported Living at some time in the future

Linkages

WHS for Senior Activities
 Regional Center for future support agency
 College for support with studies, registration, etc.
 Department of Vocational Rehabilitation for employment
 Social Security Administration — Access SSA when Evan turns 18
 Consider and discuss the pros and cons of Conservatorship

Nightmares Frustrations

Nagging
 Deadlines
 Work load (lots of assignments now and not enough time to do them) concerned about college and future jobs
 Too much pressure not enough time
 Classmates — likes chemistry class the students are really working and studying in Chemistry
 Concern about getting along
 Shared that college peers will be easier to get along
 Asked regards to dating social etc. Evan shared that is not a priority now and that at times has a hard time relating with others

Evan's Gifts

Strengths
 Articulate
 Intelligent
 Humble
 Funny dry sense of humor

Word to Describe the Person Center Plan

Complex
 Exciting
 Scary
 Dramatic
 Articulate

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2. **Future Planning Documentation** is a form developed in order to move from the meeting to a product that can be utilized by various persons and / or agencies. This takes the graphic facilitation and established a printed document in order to follow the individual's progress.

Future Planning Documentation

(This may be an appropriate summary for the file, however, individuals may need pictures, audio, or other means to be assured they understand the results of their meeting)

Date: _____ Person: _____

Persons Present:

_____	_____
_____	_____
_____	_____
_____	_____

Individuals Dream / Updates:

Individuals Nightmare / Concerns:

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Plan of Action, Steps and person responsible and timeline:

3. Person Centered Planning (Adapted from Interwork Institute San Diego State University)

Directions: Poster cards are displayed on the walls. In addition to the three information cards shown below, six additional cards are displayed for the six transition planning areas including: Education, Employment, Recreation/Socialization, Independent Living, Transportation and Financial Planning/Money Management. The Facilitator in this process uses color markers to indicate comments from the team.

PERSON CENTERED PLANNING		Date
<h2 style="margin: 0;">History</h2>		
Born:	School:	
Special Events:	Activities:	
Interwork Institute, 1991. Adapted from materials developed by Beth Mount.		

PERSON CENTERED PLANNING		Date
<h2 style="margin: 0;">Places</h2>		
H O M E	COMMUNITY	
•	•	•
•	•	•
WORK		
Interwork Institute, 1991. Adapted from materials developed by Beth Mount.		

PERSON CENTERED PLANNING		Date
<h2 style="margin: 0;">Participants</h2>		
AGENCY	FAMILY	
•	•	•
FRIENDS/COMMUNITY		
Interwork Institute, 1991. Adapted from materials developed by Beth Mount.		

The following questions serve to guide the discussion. Students are encouraged to participate in discussing these questions as much as possible. These questions are reviewed with the focus person and family members in advance.

HISTORY

- Where and when were you born?
- What schools have you attended?
- What activities did you participate in at school? Outside of school?
- Tell us about any special events that have affected your life.

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PLACES

- Tell us about the places you spend your time.
- What do you like about these places?
- What kind of changes would you like to make with regards to the places you spend your time?

PARTICIPANTS

- Who are the family members who will be participants in the transition program and in your adult life?
- What agencies will play a role in the transition program and in your adult life?
- What friends/community members will play a part in your transition program and adult life?

<p style="text-align: right;">Date</p> <p style="text-align: center;">EDUCATION</p> <p>Present Status:</p> <p>Future Plans:</p>	<p style="text-align: right;">Date</p> <p style="text-align: center;">EMPLOYMENT</p> <p>Present Status:</p> <p>Future Plans:</p>	<p style="text-align: right;">Date</p> <p style="text-align: center;">INDEPENDENT LIVING SKILLS</p> <p>Present Status:</p> <p>Future Plans:</p>
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EDUCATION

- What kind of educational opportunities would you like in the future?
- What kind of classes would you like to take?
- Where would you like to take classes?
- How will you pay for the classes, books, materials you need for your classes?
- What kind of transportation will you use to get to and from educational opportunities?
- What time would you like to take your classes? AM/PM? Weekends?
- How many hours/week would you like to participate in educational activities?
- Are there any other educational opportunities you would like to participate in? Mentoring? Small group/Individual?
- What kind of support will you need to be successful with educational activities?

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EMPLOYMENT

- Previous work experience?
- Where do you want to work?
- What kind of a job would you like to have?
- What kind of a work schedule do you want?
- What kind of a schedule are you willing to work? Weekends? Holidays? AM/PM?
- How will you get to your job? How will you get home?
- Do you need work site accommodations? Explain needs.
- Will you need a job coach?
- How much time will you need a job coach?

INDEPENDENT LIVING SKILLS

- How much assistance do you need for everyday activities? Personal care? Eating/Fixing meals & snacks? Medications? Communication? Supervision?
- If assistance is provided, who provides the help?
- Is there anyone else who provides assistance or who could help?
- What ILS skills do you need to learn? Grocery shopping? Cooking? Housecleaning? Laundry? Shopping?
- Who will help you learn these skills?
- Do you need help making vision, dental, & medical appointments?
- Do you need help filling prescriptions?
- Do you need help with health care needs? Please explain.

Date

**RECREATION /
SOCIALIZATION**

Present Status:

Future Plans:

Date

TRANSPORTATION

Present Status:

Future Plans:

Date

**FINANCIAL PLANNING /
MONEY MANAGEMENT**

Present Status:

Future Plans:

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RECREATION/SOCIALIZATION

- What do you like to do for fun?
- What choices do you make for your leisure activities?
- What kinds of recreation activities would you like to do? City of Irvine? Small group? Special Olympics or other disability groups? Self planned? Sports? Fitness activities?
- Do you need assistance to participate in these activities?
- Who provides assistance?
- How could someone else be trained to provide this assistance?
- What needs to be done to get you involved in these kinds of activities?
- How do you get to these activities? Do you need help with transportation?

TRANSPORTATION

- What methods of transportation will you be using?
- Do you have experience using all of those transportation options?
- What type of assistance do you need in using these options?
- Are you a TRIPS client? Do you know how to make reservations?
- Are you approved for OCTA Access use? Do you know how to make reservations?
- Do you know how to use the OCTA bus? Do you have a Reduced Fare Card?
- Do you need mobility/travel training support? Please explain.
- Please explain any alternate travel options that you will be using? Parents? Siblings? Car Pools? Relatives? Friends?
- Do you travel around the community on foot or bike? Independently?
- Do you have any creative transportation ideas? Please explain.

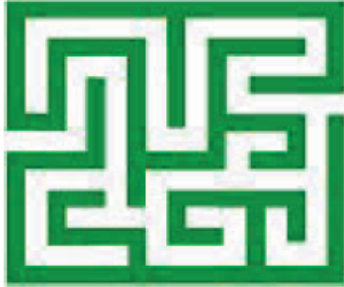
FINANCIAL PLANNING/MONEY MANAGEMENT

- Do you know how to pay for food in a restaurant?
- Do you know how to pay for food at a fast food location?
- Do you go into stores and pay for things that you want to buy?
- Do you know how to go grocery shopping on a budget? Coupons? Menu planning?
- Do you need help reading the food labels and prices?
- Do you need help counting money when you are paying for things or getting change?
- If you need help, who usually helps you?
- Do you have your own bank account? Checking? Savings? ATM? Debit Card?
- Do you have a monthly budget?
- Will you pay your own bills or will someone help you?
- Who will help you with your money management?
- Have you and your family made long-range financial plans?

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4. Getting from where I am to Where I Want to Be (Allen, Shea & Associates, 1994)

Directions: This format takes a different approach in that it can be accomplished in an individual or small group setting. The focus person completes the work sheets with or without assistance and then develops a plan for the future. This is a particularly great format for a person who is working on self-determination and self advocacy skills.

 <p>Adapted from Personal Futures Planning (Mount) for Project TRANSITION, the School-to-Work Interagency Transition Partnership (SWITP) for Napa County, by Allen, Shea & Associates, 5/94.</p> <p>Allen, Shea & Associates 1780 Third Street Napa, CA 94559 707.258.1326 • FAX 258.8354 www.allenshea.com allenshea@sbcglobal.net</p>	<h3>Getting from Where I Am to Where I Want to Be!</h3> <p>What's this all about? Your answers to these questions can help you put together a transition plan. A plan to help you reach the best possible future.</p> <p>The questions are written in the first person, so that the focus is always on you, the person in transition. You can use this in several ways: (1) you can fill it out by yourself; (2) someone can ask you the questions and write down your answers; (3) you can work on it with a teacher, counselor, or someone else; or (4) family and friends can help you with it.</p> <p>When you work on it with other people and they give you ideas for your plan, make sure you put their initials next to their ideas. That way, you will remember what you said and what others said.</p>
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1. Who is this about?
2. What are some great things about you?

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Getting from Where I Am to Where I Want to Be!
Things About You

3. What do you like to do? around town? at home? for fun?

4. What new things would you like to do? around town? at home? for fun?

5. What makes you happy?

6. What makes you sad or mad or frustrated?

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**Getting from Where I Am to Where I Want to Be!
 About Work**

7. What are you doing now? going to school? working? something else? If you're not working now, please go to question #9.

8. How's your job?

	Yes	No
Is it the kind of job you like?	<input type="checkbox"/>	<input type="checkbox"/>
Are the hours and days okay?	<input type="checkbox"/>	<input type="checkbox"/>
Do you get job support you need?	<input type="checkbox"/>	<input type="checkbox"/>
Does the pay cover your bills?	<input type="checkbox"/>	<input type="checkbox"/>
Do you get benefits?	<input type="checkbox"/>	<input type="checkbox"/>

How do you get along with people at work?
 ___ great ___ okay ___ not very well

When you think about your job (check the one that shows how you feel most of the time):
 ___ you're glad you got it
 ___ it's okay that you got it
 ___ you're sorry that you got it

9. Do you want a job, or a different job than you have right now? If so, what kinds of jobs have you had?

If working or a different job is not important to you now, please turn to the page called About How You Live and Would Like to Live.

10. What kinds of jobs or careers interest you?

11. Do you need support in getting a job?

	Yes	No
Are you looking for you first job?	<input type="checkbox"/>	<input type="checkbox"/>
Does it take you a long time to learn a job?	<input type="checkbox"/>	<input type="checkbox"/>
Do you get Social Security benefits?	<input type="checkbox"/>	<input type="checkbox"/>
Do you need support in things like using money or getting to work?	<input type="checkbox"/>	<input type="checkbox"/>
Do you need any specialized training or work experience?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered yes to any of these questions, you could probably use some support in getting and keeping a job.

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Getting from Where I Am to Where I Want to Be!
About How You Live and Would Like to Live

12. How do you live now?

- Alone?
- With a roommate?
- With your parents?
- With other relatives?
- In a group home?
- Other? _____

13. What are the best things about where you live right now?

14. What could be better about where you live right now?

15. What kinds of support do you need where you live right now?

16. Are you living where you want to live and with whom you want to live?

If you're living where you want to live for now, please go to question #18.

17. All things possible, where would you like to live and with whom?

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Person Center Planning Process

Getting from Where I Am to Where I Want to Be!
Looking Ahead

18. What are your dreams and hopes for the future?

19. What worries you about your future? What worries those around you (family, friends)?

20. All things possible, what do you see yourself doing 3-5 years from now?

21. What support would you need to get to where you want to be?

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Getting from Where I Am to Where I Want to Be!
Looking Ahead

22. What are some first steps to take towards your desired future?

23. Looking back at what you wrote for #22, which things would you like to discuss at your next transition meeting?

24. Who should be at your transition meeting (family, friends, teachers, agencies) to help you plan?

25. Who worked on this with you?

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Person Center Planning Process

This chart helps to identify a future plan that includes goals, timeline, responsible party and additional help required over the next 1 to 3 years.

Date: _____		Getting from Where I Am to Where I Want to Be!			
Individual: _____		What Kinds of Support Will You Need? Who can do what?			
Moving towards your desired future, what do you need, want, or hope to happen in the next 1-3 years?	By what date?	I can . . .	Family, friends can help me by . .	Agencies or programs can help me by . . .	I need additional help from . . .
How will we know if your plan has worked?					

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Person Center Planning Process

