



**NTACT**  
National Technical Assistance Center on Transition

**Community of Practice -Students with Complex Support Needs**

**Topic – Person Driven Planning**

Thursday November 5, 2020  
12:00 PM (Eastern)

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## FEATURES OF ZOOM

- Please mute your line when you are not speaking
- Options for participants are available when you hover over the bottom of your screen
- Use the “Chat” feature to share information and/or ask questions
- Use the “Raise Hand” feature to indicate you have something you would like to share with the group

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## RECORD



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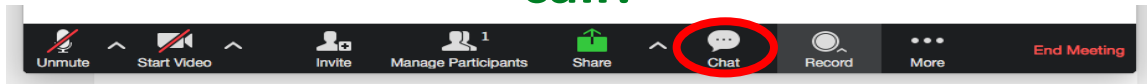
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## Welcome & Introductions - Who's on the call?



- Today's presenters:
  - Bonnie Boaz
  - Jacque Hyatt
  - Linda O'Neal
  - Pennsylvania Team – (Laura Cipriani, Hillary Mangis, Kaitlin Salvati, Lilly Sellers)
  - Brenda Simmons
  - Michael Stoehr
- Use the Chat feature to tell us your name, role/agency/department, state



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## Our Agenda for Today

- Overview of Person Driven Planning
  - Pre-Employment Transition Services and Person Driven Planning
  - Individual flow of services
- Person Driven Planning – State Sharing
  - Arkansas – (Coordinated Planning)
  - California – (Local Coordination & Engagement)
  - Pennsylvania – (Statewide Inter-agency Planning and Engagement)
- Research based practices and resources
- Q & A and next Steps



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## Poll Question

- Rate your agreement with the following statement: My state has a clear, consistent set of processes in place for facilitating person driven planning, to inform the transition process for young adults with complex support needs.  
(Strongly Disagree, Disagree, Agree, Strongly Agree)



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## Overview of Person Driven Planning

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## Big Ideas for Assisting Students with Complex Support Needs Person Driven Planning Basic Premises

- a) Supporting ambitious outcomes for youth with disabilities demands an individualized, person-driven approach
- b) Considerations regarding Important To and Important For
- c) Person driven planning facilitates outcomes for planning, setting goals and achieving post-secondary success

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## Pre-Employment Transition Services Includes Instruction in Person- Centered (Person-Driven Planning)

The five required activities include:

1. Job exploration counseling
2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
4. Workplace readiness training to develop social skills and independent living
5. **Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment)**



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## What is Person-Centered Planning?

- Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future.
- Instruction in self-advocacy, including person-centered planning would include:
  - activities that build on the student's strengths and interests;
  - helping the student feel empowered and understand they are an equal partner in the planning of services and supports they need; and
  - focusing on the student's vision for their life, and that their opinions are important, valued, and respected.



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## Service Delivery

### Individual

- Learn how to communicate thoughts, concerns, and needs to lead IEP meeting and prepare for peer mentoring opportunities
- Learn about their disability and its impact
- Learn how to request supports, accommodations, and services
- Learn about their rights & responsibilities

### Group

- Generalized classroom lessons in which students:
  - Learn about disability disclosure and use role playing activities to practice
  - Identify support needs, and practice asking for supports or accommodations
  - Practice discussing individual strengths and challenges

### Virtual

- Identify strategies for remote learning
- Provide student, parent, instructional supports
- Almost all activities that can be done individually or in a group, can be done virtually; if student has access

Often a combination of all three

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## Pre-Employment Transition Coordination Activities

Each local office of a designated state unit must also carry out responsibilities consisting of four “pre-employment transition coordination activities” that are essential for arranging and providing pre-employment transition services

1. Attending Individualized Education Program (IEP) meetings, when invited
2. Working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities
3. Working with schools to coordinate and ensure the provision of pre-employment transition services
4. **Attending person-centered planning meetings for students with disabilities receiving services under Title XIX of the Social Security Act, when invited**

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## Intent of Coordination Activities

- Coordination activities are designed to support the successful delivery of pre-employment transition services.
- Each Pre-Employment Transition Coordination Activity focuses on a unique group of partners with whom to coordinate.
- These activities help to establish the people and processes needed to provide pre-employment transition services to students.
- Staff can document the time they spend conducting these four specific pre-employment transition coordination activities, which may also include their travel time to and from the pre-employment transition coordination activities.

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## Attending Person-Centered Planning Meetings As A Coordination Activity for Pre-ETS

- Attend person-centered planning meetings, as invited
- Typically when employment is included in the conversation
- Outreach to discuss processes for being invited to person-centered planning meetings when appropriate
- Identify the contacts that coordinate services for students with disabilities
- Identify how pre-employment transition services can support student's goals

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## Person Driven Planning (PDP) Considerations

PDP is a natural outgrowth of everything we know about the importance of self-determination, individualization, interagency collaboration, and the like

PDP can be the intersection of the IEP, IPE, self-directed Medicaid Waiver services, and more

**Are students accessing PDP?**

**What are the barriers to their access?**

**What's being lost in terms of PDP information from high school to adult services?**

**What could be better shared or gathered collectively?**

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## Person Driven Planning Additional Considerations

Which agencies are involved in the process and how is it funded?

How many students are consistently involved?

How frequently does the implementation/review occur?

How is the family/student impacted

Is the process statewide?

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## Using Flow of Services

- Engages a local collaborative team of agencies and advocates
- Creates a local system level continuum of student outcomes and services across Transition
- Identify roles and responsibilities of local service providers and families in the achievement of student outcomes and making connections across the continuum
- Provides a cross agency planning and communication tool that helps to identify opportunities, gaps and duplication

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## Achieving Outcomes:

	Age 13	Age 14-16	Age 17-18	Age 19-24
Student Outcomes				
Connection with Agencies (referral / eligibility)				
<b>Roles &amp; Responsibilities of:</b>				
Vocational Rehabilitation				
Education				
Career Technical Education				
Families				



## Flow of Services: Individual Student

- Reference the Local Flow of Services to create Individual Student Flow of Services
- Provides a 'road map' for IEP and IPE development
- Increases families understanding of the supports and services available across the years
- Assists students in sharing information during planning meetings



# Flow of Services: Individual Student Level

	Age 14-16	Age 17-18	Age 19-24	Age 24-26
Student Outcomes	<ul style="list-style-type: none"> <li>• Completion of career readiness activities</li> <li>• Connected to appropriate agencies</li> <li>• Enrolled in CTE</li> </ul>	<ul style="list-style-type: none"> <li>• Paid work-based experience</li> <li>• Completes CTE series (3 classes) in same pathway</li> </ul>	<ul style="list-style-type: none"> <li>• CIE in chosen career with needed supports</li> <li>• Community living option selected</li> </ul>	<ul style="list-style-type: none"> <li>• CIE in chosen career with needed supports</li> <li>• Plan for job advancement</li> </ul>
Agency / Community Connections	<ul style="list-style-type: none"> <li>• VR referral for Pre-ETS – age 14</li> <li>• Complete application for VR services – age 16</li> <li>• Develop IPE</li> <li>• Complete application for CMH</li> <li>• Receive benefits counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Review benefits</li> <li>• Application for adult services are completed including Medicaid</li> <li>• Ensure VR application has been completed</li> <li>• Services provided by Independent Living Center identified</li> </ul>	<ul style="list-style-type: none"> <li>• Review benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Consider any additional supports that will be needed upon leaving school supports</li> </ul>
<b>Roles &amp; Responsibilities of:</b>				
Vocational Rehabilitation	<ul style="list-style-type: none"> <li>• Set up industry tours in areas of interest (horticulture / landscaping)</li> <li>• Select job shadows in career and environment with highest interest (Landscaping / Habitat for Humanity w/ youth group)</li> <li>• Participate in Summer work experience in Department of Natural Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop paid employment based on past two years experiences</li> <li>• Identify CIE support needs</li> <li>• Gather information about job performance and share with IEP team members, including student and family</li> <li>• Provide AT evaluation for workplace supports</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide supports for CIE</li> <li>• Explore CTE opportunities beyond high school program, visit to community college</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide CIE supports, explore job advancement opportunities</li> <li>• Plan for supports after school exit</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Meet with Guidance Counselor to identify classes to meet HS requirements and interests</li> <li>• Shadow CTE classes in horticulture, building trades and manufacturing and select a pathway to enroll in with supports as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Make adjustments to classes as needed</li> <li>• Continue enrollment in chose CTE pathway with supports as needed</li> <li>• Enroll in transition course</li> <li>• Provide mobility skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Complete financial literacy class</li> <li>• Complete civil literacy class</li> <li>• Continue mobility skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a Summary of Performance reflective of accomplishments and recommendations for future needs</li> </ul>



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## WINTAC/NTACT/TransCen Resource

### Pre-Employment Transition Services:

A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners

- [Copy of the Guide](#)
- [Appendix Zip File of Tools](#)
- [Introduction Webinar](#)
- [WINTAC Website-PreETS](#)



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## Poll Question

How often is there interagency coordination in how secondary services and activities are being developed and implemented for youth with complex support needs?

(Never, Rarely, Regularly, Always)



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## Person Driven Planning State Sharing

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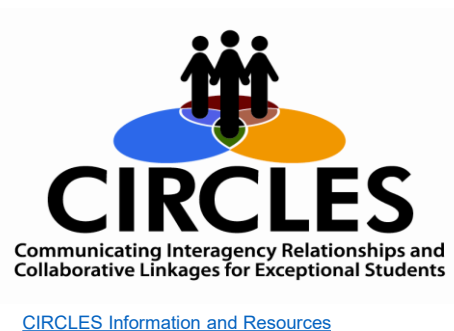
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## Arkansas Coordinated Planning

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## CIRCLES Facilitates and Enhances Interagency Collaboration

- Builds three levels of collaboration
  - Community
  - School
  - Student
- Overcomes gaps
- Multiple agency involvement
- Reduces duplication
- Joint planning



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# Student Driven

## Community and School Level teams focus on building opportunities for students

- Identify and address gaps in services
- Identify and develop opportunities in the school and community
- Bring together agencies, employers and families
- Team, including local employers meets with students to understand their goals and identify opportunities
- Connect students to local employers and community resources

## Student Focused

- Support for students with complex needs and their families
- Student level teams work with students to prepare for presentation
- Students identify and share career interests, strengths, talents and needs
- Student Level Teams utilize information gathered for planning (IEP, IPE, etc.)

## Outcomes

- Students have made connections for work experiences, including paid work
- Connections made long-term to community integrated employment and living
- Local employers are supportive and view the school as a resource

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**California**  
**Local Coordination & Engagement**

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# ORANGE COUNTY, CALIFORNIA SYSTEMS FOCUS FOR PERSON DRIVEN PLANNING

Linda O'Neal, M.A.

SDSU Interwork Institute, Chapman University TPI & Regional Center of Orange County

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# ORANGE COUNTY LOCAL PARTNERSHIP AGREEMENT

Logo developed by...Dane Cangro, Tustin USD

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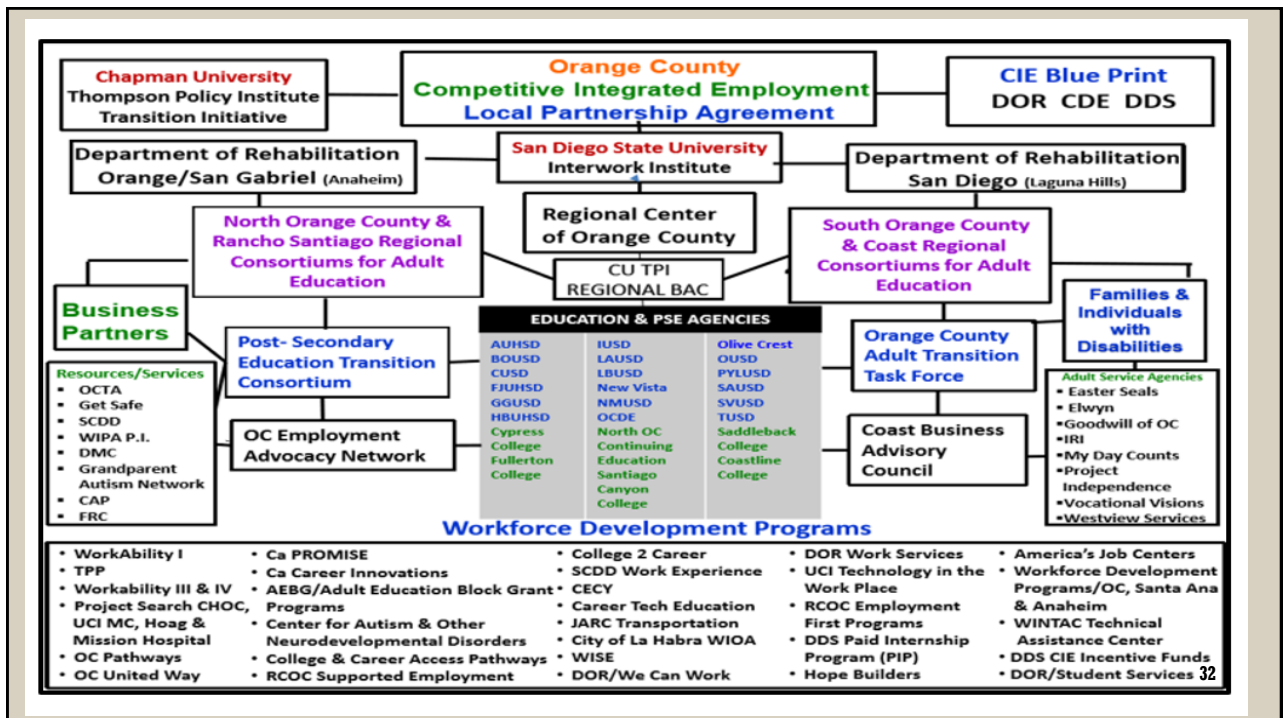
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# ORANGE COUNTY LPA PURPOSE

The purpose of the Orange County Local Partnership Agreement (OCLPA) is to enhance partnerships that promote preparation for and achievement of competitive integrated employment (CIE) for...

- ❖ youth/adults, 14 years old through 30 years+, with disabilities
- ❖ & related “At Risk” populations including individuals with intellectual disabilities and developmental disabilities (ID/DD).





## OCLPA Meeting Options



## Monthly...

- Face-to-Face
- Conference Calls
- Zoom Meetings

## Leadership Team...

Trung Le, **DOR**, Arturo Cazares, **RCOC**, Carmencita Trapese **DOR**,  
Trinh van Erp, **DOR**, Sandy Fagan, **DOR**, Kurt Kosbab, **HBUHSD**,  
Karena Gibbs, **IUSD** & Linda  
O'Neal, **CUTPI**, **SDSU Interwork  
Institute** & **RCOC**

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# NTACT ORANGE COUNTY LPA GOOGLE DRIVE



<https://drive.google.com/drive/folders/1QZ7qalcSA88xy9nbBsy2kPQbFE0Z0ULD?u>

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## Policy and Legislation to Strengthening Partnerships

The following legal and policy changes are contributing to improved transition services for students with disabilities and their families.

### California's Employment

**First Policy** (2013) established "that opportunities for integrated, competitive employment shall be given the highest priority for working-age individuals with developmental disabilities, regardless of the severity of their disabilities" [Welfare and Institutions Code Section 4869(a)(1)]. The policy "makes services and supports available to enable persons with developmental disabilities to approximate the pattern of everyday living available to people without disabilities of the same age, to support the integration of persons with developmental disabilities into the mainstream life of the community, and to bring about more independent, productive, and normal lives" [Section 4869(a)(1)].

### The Workforce Innovation and Opportunity Act 2014

supports initiatives that provide the training and services that individuals with disabilities need to find and keep a job by coordinating federal programs that provide training, education, and vocational rehabilitation. The act also requires states to design their workforce development programs to teach the skills and offer the credentials that employers actually need. The act fosters collaboration at regional levels by supporting the alignment of "workforce development programs with regional economic development strategies to meet the needs of local and regional employers."

### Competitive Integrated Employment Blueprint: Real Work for Real Pay in the Real World

is an interagency agreement developed by the California Departments of Education, Rehabilitation, and Developmental Services, in collaboration

with Disability Rights California and the California Department of Health and Human Services. In support of the state's Employment First policy, these agencies formally agreed to work together to make their highest priority the employment in an integrated setting, at a competitive wage (competitive, integrated employment: CIE), for individuals with intellectual disabilities and developmental disabilities. To learn more, go to <https://www.chhs.ca.gov/home/cie/>

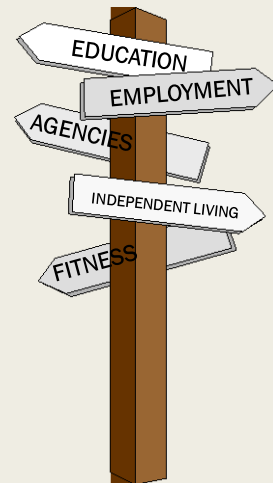
### Local Partnership

**Agreements** formalize the ways that schools and their local Department of Rehabilitation and Regional Center "will work together to streamline service delivery, engage their communities, and increase competitive, integrated employment opportunities for individuals with ID/DD." For more information and sample agreement templates, go to <https://www.chhs.ca.gov/home/cie/>

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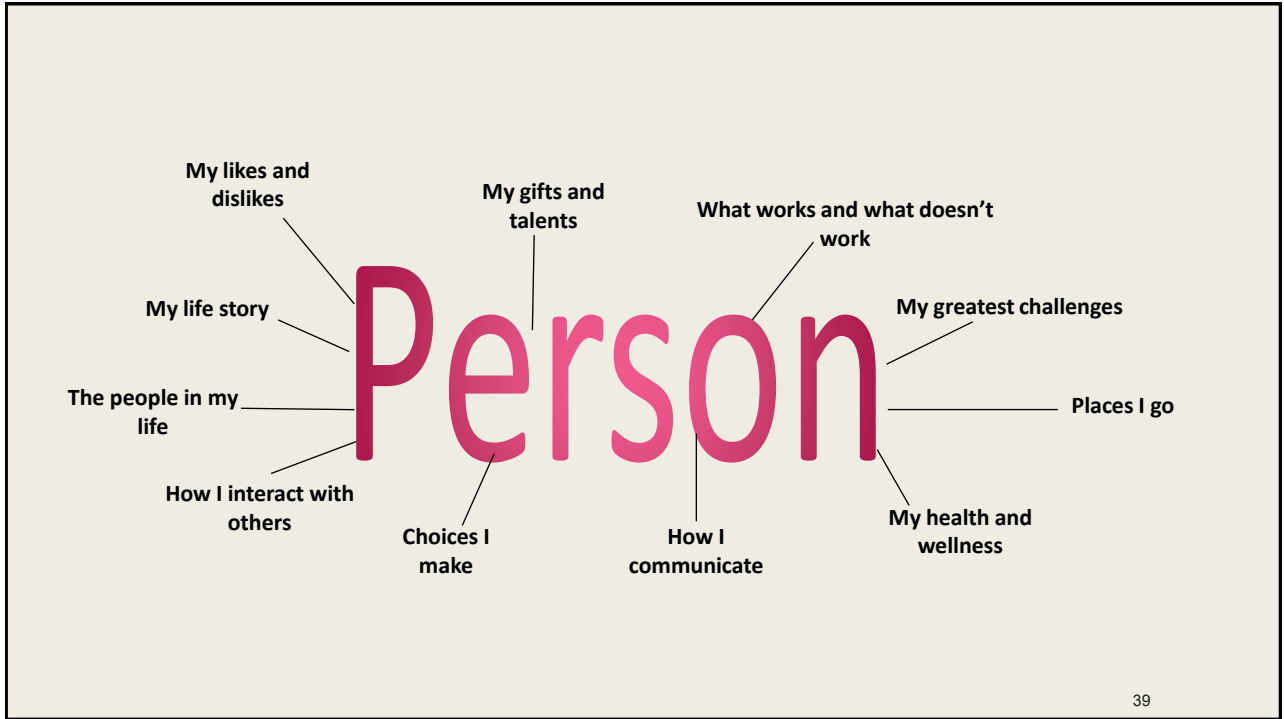
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# Person Centered Planning for the Future: Family Friendly Assessment



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**Orange County Local Partnership Agreement**  
**Person Driven Plan for Competitive Integrated Employment (CIE)**

Place Photo Here

**Think about your...**

- ✓ Hobbies
- ✓ Talents
- ✓ Personality
- ✓ Character
- ✓ Qualities
- ✓ Gifts
- ✓ Experience

➔

**Skills I bring to the workplace...**

**Name:**

**Contact info:**


What are my interests, hopes and dreams as I train, learn & prepare for a job & career...?

What supports/accommodations do I need in the workplace and/or work training classes ...?

Agency: \_\_\_\_\_ Agency Contact: \_\_\_\_\_  
 Contact Email : \_\_\_\_\_ Date: \_\_\_\_\_

URP #5 (5-8-19) \*Please use the back of this sheet for additional information.


**Example  
 Person  
 Centered  
 Planning  
 (PCP)  
 Form**



# OCLPA UNIVERSAL REFERRAL PROCESS (URP)

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**Orange County Local Partnership Agreement**  
**Competitive Integrated Employment**  
**Universal Referral Process**

Contact individual and family to determine needs for work training, employment-related services and supports

Secure "Release of Information" & Determine which agencies should be included based on individual's needs



Complete "Universal Referral Sheet"

Send Universal Referral Sheet to agencies involved/potentially involved with the individual to identify appropriate services based on the individual's needs

Contact individual & potential service agencies to arrange a conference call/face-to-face meeting and Person-Centered/Driven Planning Meeting

OCLPA "Universal Referral Process" PILOT SITES			
• Anaheim Union High School District	• Saddleback Valley USD & Esperanza Education Center	• North Orange Continuing Education	• My Day Counts
• Fullerton Joint UHSD	• Santa Ana USD	• Santiago Canyon College	• Integrated Resources Institute
• Garden Grove USD	• Irvine USD & Legacy Education Center	• Goodwill of Orange County	• City of La Habra OC Youth Center
• Department of Rehabilitation-Santiago Canyon College		• Department of Rehabilitation-American Job Center of California (OC One Stop Center)	


URP #1 (10-7-20)

## OCLPA

# Universal Referral Process

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**Orange County Local Partnership Agreement  
Competitive Integrated Employment  
Universal Referral Tool**

Date of Referral: \_\_\_\_\_ Individual: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Phone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_  
 Parent/Guardian Name: \_\_\_\_\_  
 Phone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_  
 Referring Agency: \_\_\_\_\_ Phone #: \_\_\_\_\_  
 Referring Staff Name: \_\_\_\_\_ E-Mail: \_\_\_\_\_  
 URP Designated Point of Contact: \_\_\_\_\_ Agency: \_\_\_\_\_

Please circle Yes/No for service agencies (1-6). Indicate specific program/school name and include contact name if known. Additionally, circle Yes for agencies referring to:

**CURRENT & POTENTIAL  
EMPLOYMENT RELATED SERVICE AGENCIES**

Directions: Under each agency/organization, please indicate the current status of the individual/client, circle Yes or No. Additionally, include location/site and a contact person for the agency. For potential referrals, please circle Yes and include notations as applicable. When identified, please include the Agency Representative who will be working with the URP Team and the date contacted.

1. DEPARTMENT OF REHABILITATION	Agency Representative	Date Contacted
Current: Yes/No _____ Potential Referral: Yes/No _____ Office/location: _____ Rehabilitation Counselor/GRP: _____		
2. REGIONAL CENTER		
Current: Yes/No _____ Potential Referral: Yes/No _____ Office/location: _____ Service Coordinator: _____		
3. SECONDARY/POST SECONDARY SETTING		
Current: Yes/No _____ Potential Referral: Yes/No _____ Office/location: _____ Education Contact: _____		
4. ONE-STOP CENTER/ AMERICAN JOB CENTER (AJCC)		
Current: Yes/No _____ Potential Referral: Yes/No _____ Office/location: _____ Staff Contact: _____		
5. SERVICE PROVIDER		
Current: Yes/No _____ Potential Referral: Yes/No _____ Office/location: _____ Staff Contact: _____		
6. OTHER AGENCY OR SERVICE PROVIDER		
Current: Yes/No _____ Potential Referral: Yes/No _____ Office/location: _____ Staff Contact: _____		

Please include previous and/or needed details relevant to work training, employment and other services needed to promote success in the workforce development process:

Work Training Services (Explanation) \_\_\_\_\_

Employment Services (Explanation) \_\_\_\_\_

Other Support Services (Explanation) \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


Please attach resume, if available.

(Referring Agency, please attach any additional assessment or relevant information on the client. Each Agency is responsible for following "Release of Information" procedures for your own agency.)

URP # 3 (5-20-19)

**OCLPA URP  
Referral Tool**

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**OCLPA COMPETITIVE INTEGRATED EMPLOYMENT (CIE) SERVICES SHEET:**

This form is to be used to identify appropriate services & supports needed to promote CIE for an individual with a disability who needs coordinated multi-agency programming. The Integrated Resource Team (IRT) will complete this sheet together to indicate CIE Services, multi-agency identification, contact information and timelines.

Individual: \_\_\_\_\_ Date: \_\_\_\_\_ Service Agencies: (Check All that apply and indicate other.)

Department of Rehabilitation: \_\_\_\_\_  Regional Center of Orange County  District: \_\_\_\_\_ /School: \_\_\_\_\_

Community College: \_\_\_\_\_  One Stop: \_\_\_\_\_  Service Provider: \_\_\_\_\_  Other: \_\_\_\_\_

CIE SERVICE NEEDS	RESOURCES/SERVICES (Provided to the individual to support CIE)	AGENCY/SERVICE PROVIDER	RESPONSIBLE PERSON (Include contact information)	TIMELINE (Start & Estimated Completion Date)	EXPECTED OUTCOMES (Related to job placement, monitoring & retention)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

URP #4 (6-8-19)

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# Pennsylvania

## Statewide Inter-Agency Planning & Engagement

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# Person Driven Planning in Pennsylvania

Adopting a Cross Agency Philosophy



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## PA State Plan

- Person Driven Planning
  - Stakeholder Readiness Assessment
  - Cross Agency Webinar Series
    - Why Person Driven Planning: Not About Us Without US
    - Tools for Person Driven Planning
    - Benefits Counseling – Keys to The Plan
    - Empowering Youth in PA
  - Toolkits/Training
    - Youth
    - Family/Caregiver
  - Resources for Professionals

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## Infusion in Existing Education Work

- Indicator 13 Training
- Competitive Integrated Employment Grants
- Transition Discoveries
- OVR/BSE MOU – field guidance/common training plan

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## Pennsylvania Office of Vocational Rehabilitation (PA OVR)

Mission Statement: To assist Pennsylvanians with disabilities to prepare for, secure, and maintain employment and independence.

Youth engagement in transition planning is also critical to ensuring that students take an active role in their Individualized Plan for Employment (IPE). OVR services may include:

- Self-advocacy instruction to increase a student's ability to advocate for themselves and self-determination.
- SSA Benefits planning through provider agencies such as AHEDD and CIS.
- Job exploration counseling to help students determine their interests and values.
- Work-based Learning to introduce students to real-life worksites.

## Everyday Lives: ODP's framework for change



- |  |   |
|--|---|
| 1 Assure Effective Communication             | 7 Develop and Support Qualified Staff     |
| 2 Promote Self-Direction, Choice and Control | 8 Simplify the System                     |
| 3 Increase Employment                        | 9 Improve Quality                         |
| 4 Support Families throughout the Lifespan   | 10 Expand Options for Community Living    |
| 5 Promote Health, Wellness, and Safety       | 11 Increase Community Participation       |
| 6 Support People with Complex Needs          | 12 Provide Community Services to Everyone |

## Employment First Act

The Employment First Act establishes into law that competitive integrated employment is **the first consideration and preferred outcome** for all individuals with a disability regardless of severity of disability and assistance required



The National Community of Practice:  
Supporting Families throughout the Lifespan

- Launched in 2012 in 6 states (MO, CT, WA, TN, OK, D.C.)
- Created and continue to expand the LifeCourse Framework and Tools
- In the 4<sup>th</sup> year, 11 new states joined as of July 2016 (Including PA)
- Each state representing a partnership of DD agency and DD council
- Each state sharing the same values, vision, and tools
- Each state strategizing in ways that are unique to that state
- All states sharing and learning from one another

Link: <https://supportstofamilies.org>

[www.dhs.pa.gov](http://www.dhs.pa.gov)

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PENNSYLVANIA  
COMMUNITY OF PRACTICE  
FOR SUPPORTING FAMILIES

**Pennsylvania's approach**

- Developed the **PA Family Network**
- Encourage and support **Regional Collaboratives** across PA
- Support **Self-Advocates United as One** to build local groups
- Continue to uphold and teach concepts of **Person-Centered Thinking**
- Involve the **PA Sibling Support Network** and Ambassadors
- Renew waivers to reflect supporting families and Everyday Lives
- Continually learn and share learning with all who touch families' lives

[www.dhs.pa.gov](http://www.dhs.pa.gov)

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## Charting the LifeCourse



Charting the LifeCourse is a set of principles and easy-to-use tools created to help individuals and families of all abilities and all ages to develop a vision for an everyday life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.



11/6/2020

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## Charting the LifeCourse (Continued)



People may focus on their current situation and stage or life but may also find it helpful to look ahead to think about life experiences and relationships that will help move them toward an inclusive, productive, and enjoyable life in the future.

More information is available at [www.lifecoursetools.com](http://www.lifecoursetools.com) or on MyODP.org.



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# YOUTH VOICE

Pennsylvania Youth Leadership Network

## Join Today

**Become an Affiliate**

Are you a school, college, service provider or parent who wants young adults to join the Network? It does not matter to PYLN if the group is newly forming or already established become an affiliate today!

**Join the Governing Board**

The PYLN Governing Board is always looking for new members. If you want to be a leader in an organization focused on promoting the youth led, youth driven model. Apply by clicking the button above

**Become a Supporting Partner**

Does your organization or agency identify with the mission of the Network? Then we invite you to become a supporting partner

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## Sharing Resources

**Assessment and Person Centered Planning Resources for Students with Complex Support Needs**

Directions: Please indicate below the tools/resources that you have utilized, have found useful and that you are willing to share with other stakeholder – regarding successful implementation.

Tool/Resource	Your Name	Email	Comment
Assistive Technology Protocol for Transition Planning			
Circles of Support and Circle of Friends			
Charting the LifeCourse			
Core Gift Assessment			

Please add your suggestions in the chat box

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## What Else? What's Next?

- Incorporate ideas into your state's plan and/or inter-agency work
- Incorporate into your professional development
- Connect with others focused on this topic
- Continue to share solutions and challenges

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## Person Driven Planning Resources

- [National Center on Advancing Person-Centered Practices & Systems](#)
- [The Institute for Person-Centered Practices](#)
- [PACER's National Parent Center on Transition & Employment](#)

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## Person Driven Planning Resources

- [Personal Preference Indicators: A Guide for Planning](#)
- [Life Course Framework](#)
- [Person Centered Planning](#)
- [Employment Support Indicators](#)
- [I'm Determined.org](#)

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# THANK YOU

## for your participation!



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