



PERSON CENTERED/ DRIVEN PLANNING



**Thompson Policy Institute
on Disability**

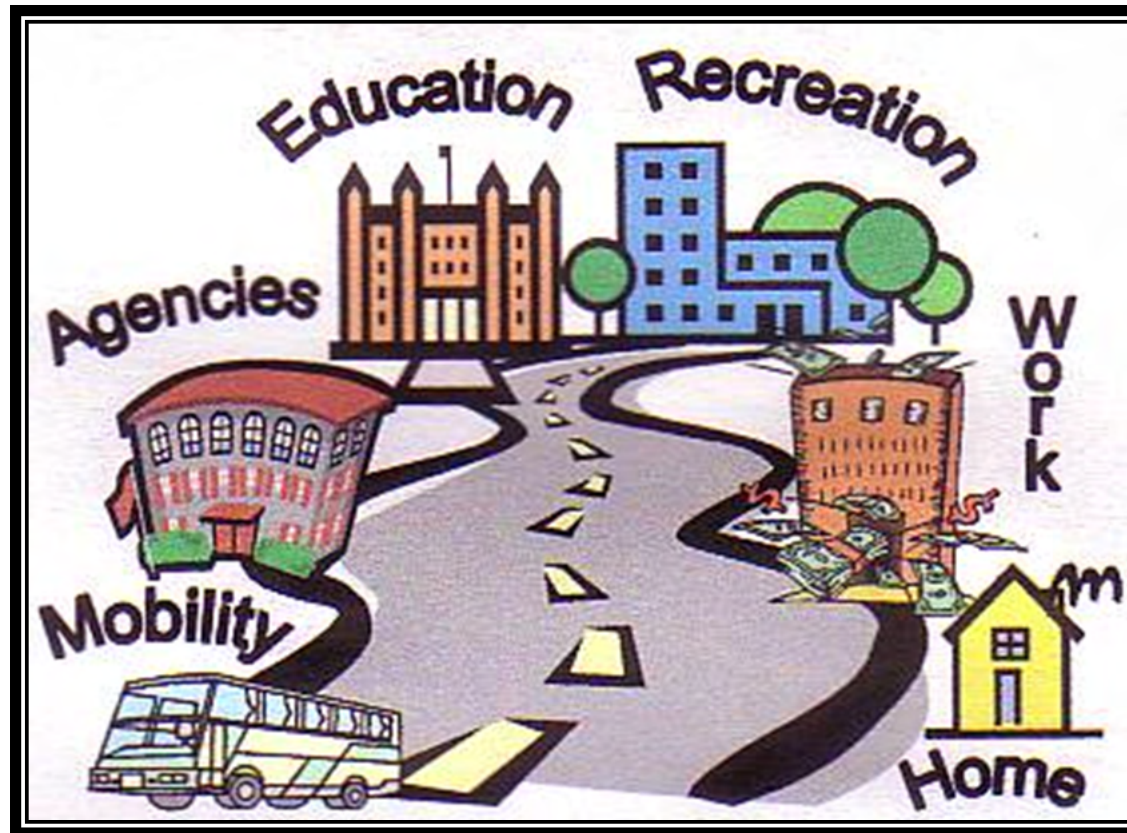
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March 19, 2021

PERSON CENTERED / DRIVEN PLANNING

Sets the Stage for Collaborative
Transition Planning



**CU
THOMPSON
POLICY
TRANSITION
INITIATIVE
OCLPA
GOOGLE
DRIVE**

- **Person Centered/Driven Planning materials & flyers are available on the TPI Transition Initiative Google Shared files as follows:**

<https://drive.google.com/drive/folders/1rSBPFF3VaR-TVXGmV0gaTly5clM-5bzig?u>



- New
- My Drive
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Storage

23.9 GB of 100 GB used

Buy storage

Files Name ↑

#5 OCLPA CIE PDP One ...

#5 OCLPA CIE PDP One ...

#5b OC LPA PDP Direct...

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Assessment and Person...

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

MS PERSON CENTERED ...

NTACT
by of Practice - Students with Complex Support
Topic - Person Driven Planning
Thursday November 5, 2020
12:00 PM (Eastern)
Nov. 5, 2020- Person Dri...

OCLPA PERSON CENTE...

Pacer Center's Person C...

PCP Spanish Version (1)...

PCP Summary Cards M...

INCREASING PERSON-CENTERED THINKING
IMPROVING THE QUALITY OF PERSON-CENTERED PLANNING
A Manual for Person-Centered Planning Facilitators
pcpmanual1 (1) (1) (1).p...

PERSON CENTERED PL...

PERSON CENTERED PL...

PERSON CENTERED PL...

Parent Brief
PERSON CENTERED PL...

Person Driven Planning Videos
PERSON CENTERED PL...

CAREER ASSESSMENT SUMMARY
PERSON CENTERED PL...

Resources on Person Ce...



**Christine
Mayer
Madison,
Wisconsin**



If you are going to work for me, you have to listen to me.

And you can't just listen with your ears; because it will go to your head too fast.

You have to listen with your whole body.

If you listen slow, with your whole self, some of what I say will enter your heart.

Person Centered Planning

- **Person Centered Planning**..... is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "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

My likes and Dislikes

My gifts and talents

What works and What Doesn't Work

My life story

My greatest challenges

The people in my life

Places I go

How I interact with others

Choices I make

How I communicate

My health and wellness

Person Centered Plan principles:

- **The person is the center**
- **Family and friends are partners in the planning**
- **The plan focuses on dreams and capacities with high expectations and looks towards the future**
- **Planning builds a shared commitment to action**
- **Planning is an on-going process**

Person Driven/Centered Planning is...

- an ongoing problem-solving process used to help people with disabilities plan for their future
- where groups of people focus on an individual and that individual's vision of what they would like to do in the future.
- is based upon a set of shared values that can be used to plan **with** a person- not for them

IN DEVELOPING A PERSON-CENTERED PLAN, WE NEED TO CONSIDER THE FOLLOWING LOGISTICS:

- **Whose life is it?**
- **Who should be at the meeting?**
- **Where should the meeting be held?**
- **How should we prepare for the meeting?**

Person Driven/Centered Planning

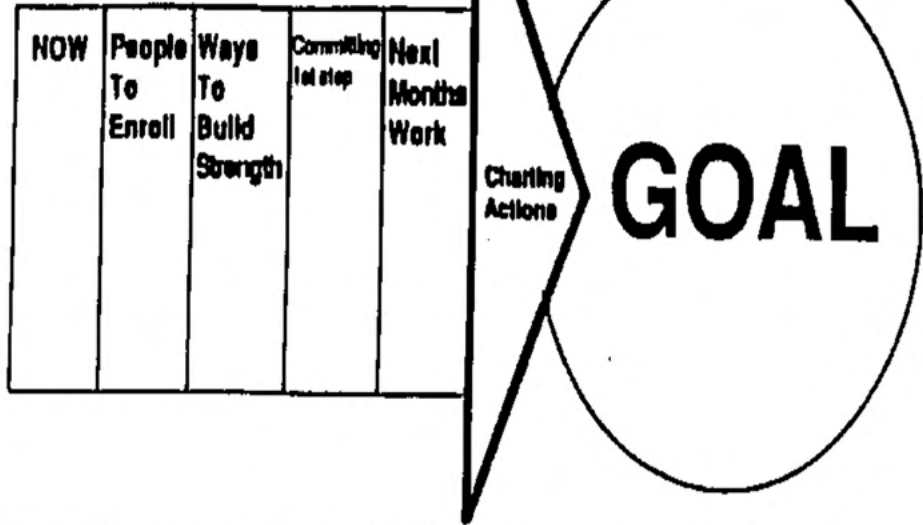
A Problem Solving Process

- **Team meets to identify opportunities for individuals to:**
 - **develop personal relationships**
 - **participate in community life**
 - **increase control over their own lives**
 - **develop skills and abilities needed to achieve goals**

Person Centered Thinking:

- What is important **to** a person
- What is important **for** a person
- Health, safety and risk while supporting choices
- What are the core responsibilities for people who provide paid support
- What makes sense and what does not make sense to a person's life
- To ensure effective support by matching characteristics of support staff to the person's needs

1. Dream
2. Goals
3. Now
4. People to enroll
5. Ways to build strength
6. Charting Actions
7. Next months work
8. Committing to 1st step



Situate yourself in a very positive future picture it clearly, then think backwards

1. Touching the Dream
2. Sensing the Goal: Focus for the next year
3. Grouping in the Now: Where am I/are we?
4. Identifying people to enroll on the journey
5. Recognizing Ways to Build strength
6. Charting actions for the next few months
7. Planning the next months work
8. Committing to the next step

PATH

(Planning Alternative Tomorrows with Hope)

The diagram shows a sequence of steps leading to a goal. On the left, a horizontal row of five boxes contains steps 3, 4, 5, 8, and 7. Step 3 is 'Now', step 4 is 'People to Enroll', step 5 is 'Ways to build Strength', step 8 is 'Commit to the FIRST STEP', and step 7 is 'Next Months Work'. An arrow labeled '6. Charting Actions' points from this row to a central circle containing a starburst and the word 'GOAL'. To the right of the circle is a large sunburst labeled '1. The North Star DREAM'.

YOUR PATH

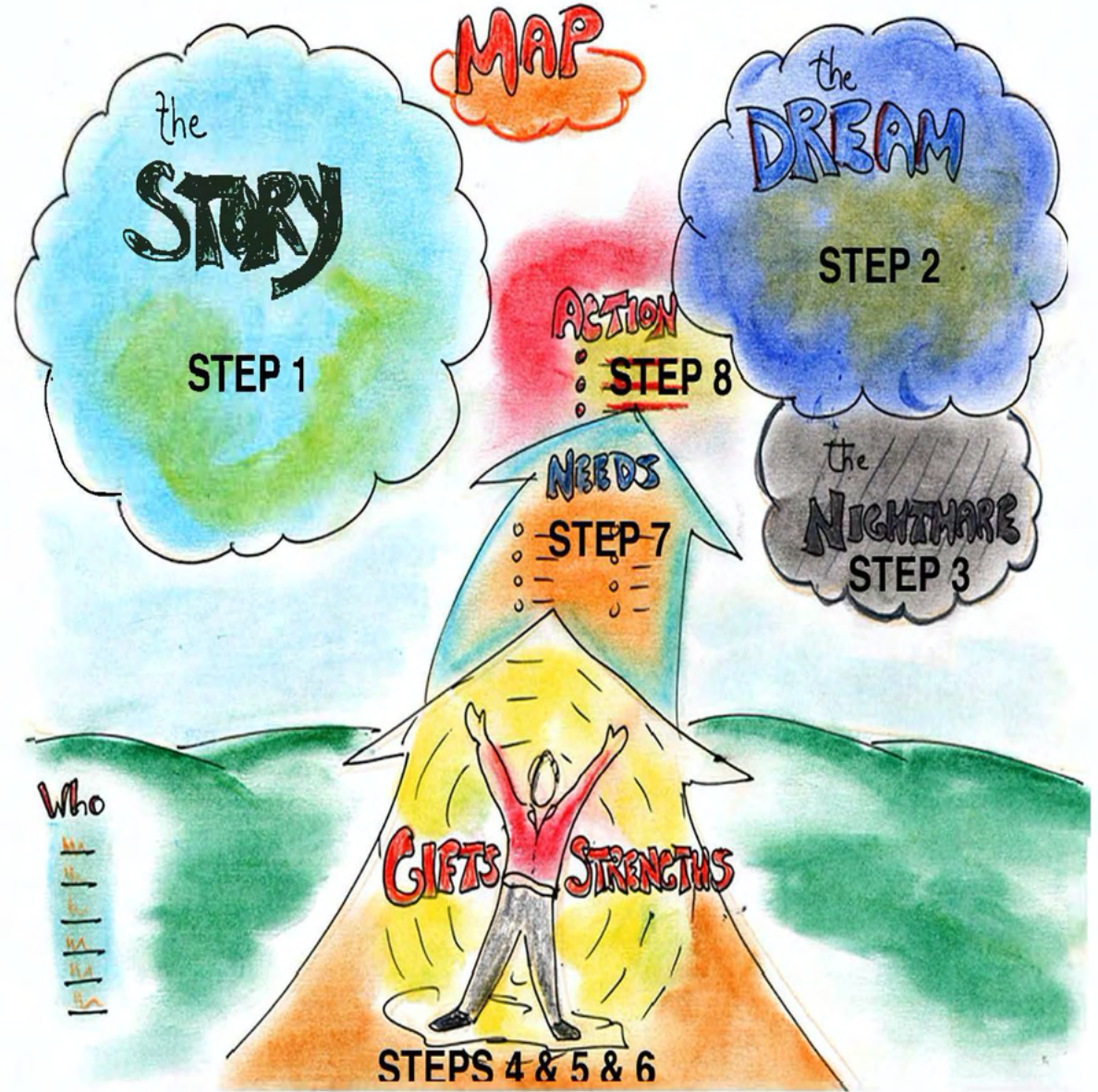
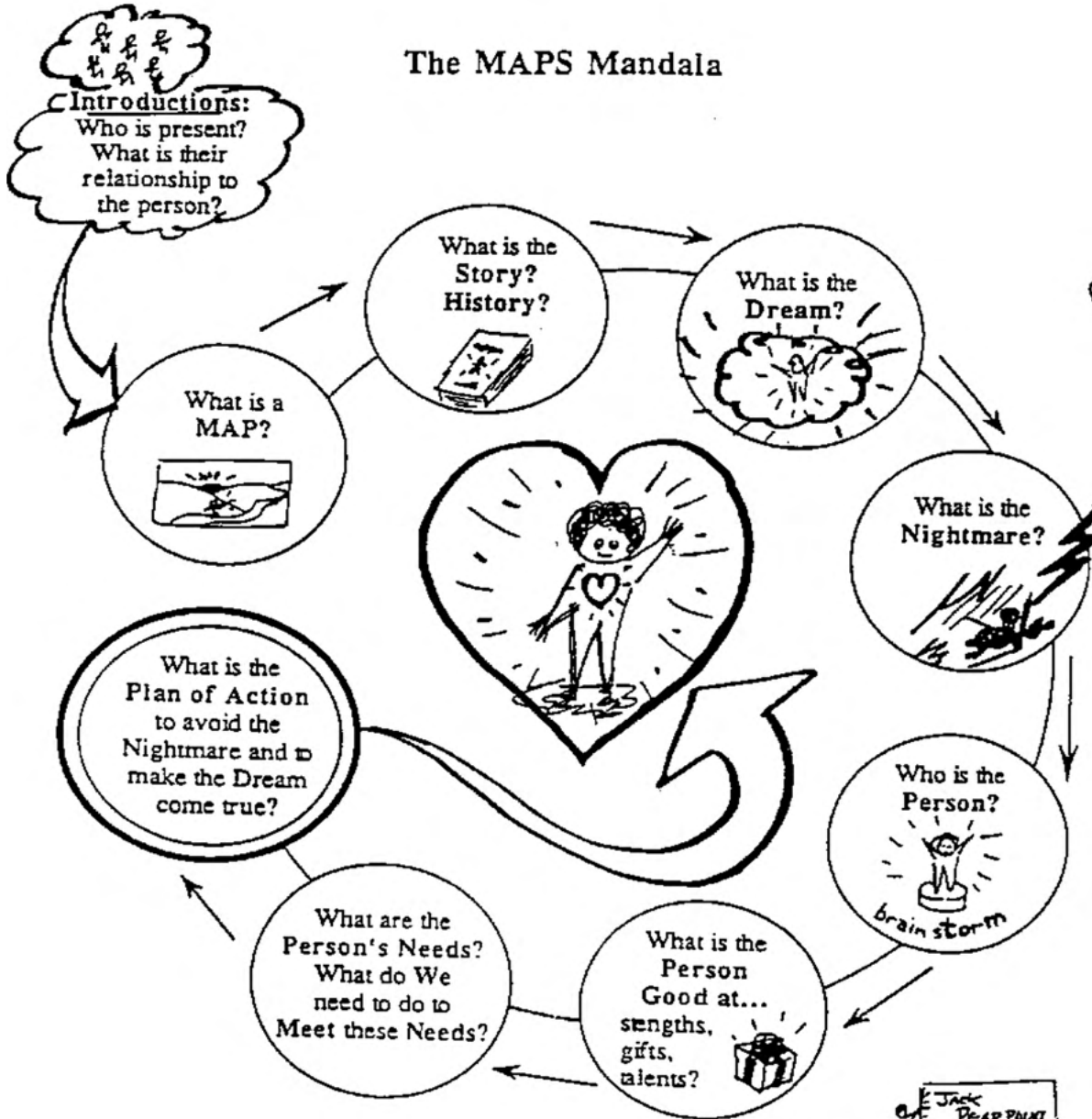
A focused Planning Process

Steps

1. Touching the Dream (the North Star).
2. Sensing the Goal: Focus for the next year.
3. Grounding in the Now: Where am I/are we?
4. Identifying People to Enroll on the Journey.
5. Recognizing Ways to Build Strength.
6. Charting Actions for the Next few Months.
7. Planning the Next Month's Work
8. Committing to the First Step (the Next Step)
(Including a Coach to Support your First Step)

© Inclusion Press J. Pearpoint, J. O'Brien, M. Forest 1991

The MAPS Mandala



PCP/PDP Examples

- There is no one right planning method to use, factors to consider...
 - lots of planning documents to choose from
 - variety of procedures
 - Location for PCP is up to the group
 - the focus should address the needs of the individual with disabilities

Vision Board





PERSON CENTERED PLANNING TOOL

PERSON CENTERED PLANNING Date

History

Born:

School:

Special Events:

Activities:

Interwork Institute, 1991. Adapted from materials developed by Beth Mount.

PERSON CENTERED PLANNING Date

Places

HOME

COMMUNITY

WORK

Interwork Institute, 1991. Adapted from materials developed by Beth Mount.

PERSON CENTERED PLANNING Date

Participants

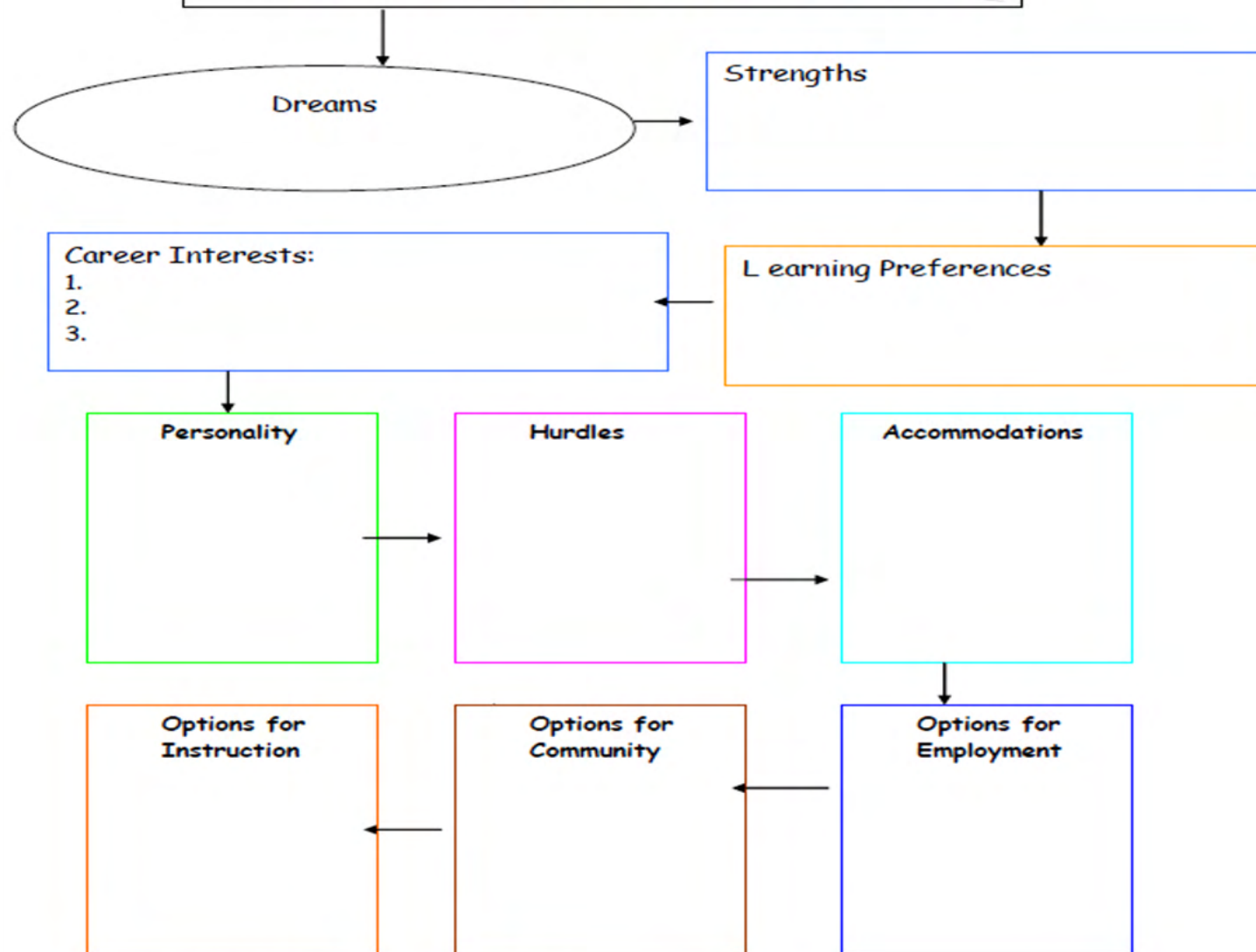
AGENCY

FAMILY

FRIENDS/COMMUNITY

Interwork Institute, 1991. Adapted from materials developed by Beth Mount.

Career Assessment Summary



My Dreams for the Future

My Strengths

Jobs I Might Like

How do I learn best?

Employment

What are the requirements for the job/career I want?

Things that might get in the way of my dreams

Jobs/Chores/Activities that I do now that will help my future.

What do I need to achieve this year?

What Do I need to achieve in high school?

What education/training do I need to complete after high school?



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.

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allenshea@sbcglobal.net

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

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.

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.

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.

1. Who is this about?

2. What are some great things about you?

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 your 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.

**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?

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

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

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?

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?

Date: _____ Individual: _____		Getting from Where I Am to Where I Want to Be!			
Moving towards your desired future, what do you need, want, or hope to happen in the next 1-3 years?	By what date?	What Kinds of Support Will You Need? Who can do what?			
		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?					

[You can put a picture of your child in this box.]	[Your Child's Name]
	[Your family's vision for your child]
[What strategies work best for your child/which don't.]	
[Add another picture here.]	[Strengths, skills, and interests can be listed out here.]
[This space can be used to list goals for the school year; highlight achievements; or anything else you and/or your child would like to share.]	

[Puede poner una foto]	[Nombre de la persona de enfoque]
	[La visión de la persona de enfoque]
[Metas a corto y largo plazo]	
[Añada otra foto, un dibujo o recorte]	[Aquí pueden indicarse los puntos fuertes, las habilidades y los intereses.]
[Las mejores estrategias y lista las recomendaciones necesarias.]	

PCP CARD SAMPLES

**RECREATION /
SOCIALIZATION**

Present Status:
Playing basketball at recess
Challenger league baseball
Hiking
bowling Camping
Swimming
Goes to camps
Disney land

Needs:
Sharing with brothers
Stranger awareness
Turn taking in bathroom
Running in girls' bathroom
Fearful of dogs but working on how to
step to the side + not run into street

*Youtube to help
personitize cope* *Self talk
through situation*

**INDEPENDENT
LIVING SKILLS**

Present Status: *Directing
right / left*

- Cook - Chicken nuggets, sandwiches, Nachos
- Tying newfords - salad, spaghetti squash
kale chips
- Take out garbage
- Likes skanking up
- Does laundry
- Street crossing
- Knows Mom's phone #
- Calling + leave message

Needs:

- More living skills - ADA - Insurance
Medical for private
- ~~Street crossing~~
- Street crossing - lights
- Learn how to use phone independently
- Stranger awareness
- Cyber safety
- What's clean + dirty (in general)

• Self check out at grocery store
• Picks out plates (with same design) will work



Goal Plan

Name:

Today's Date:

My Goal

Next Steps to Reach My Goal

Outcomes

--	--	--

People Who Can Support Me to Reach My Goal

Person Centered Planning

Multiple Teams



District/School PCP Team Events

- **Planning**

Date (s)

Time

Location (Select a venue large enough to accommodate the number of tables needed)

Staffing

(You need to make sure you have at least one staff member for each table.)

Send flyer to out to families for pre-registration

- **Pre-Planning Training (Held prior to actual event)**

Overview of The PCP Process

(Provide questions for review & discussion ahead of time)

Description of how the actual PCP activity will happen

Discuss materials that will be used at the event

(Encourage families to bring in photos to personalize planning cards)



District/School PCP Team Events (continued)

- **Event Preparation**

- Order materials

- Develop Table Map

- (Assign tables based on Case Carrier Proximity)

- Make copies of stickers, pictures icons to be used on the PCP cards

- **Event Set-up**

- Table Assignment Maps for staff to direct families & support staff

- Set up one table for each family

- (Some families may do better in a more personalized setting.)

- Table sign with family name

- PCP Cards and pens on the table

- Place stickers, pictures and icons as needed on tables

- **Follow-up Activities**

- Collect cards at the end of the event

- Convert PCP cards into electronic format and send to case carriers



STORIES OF PERSON CENTERED PLANNING

Person Centered Planning

ELEMENTARY GRADES



PRESENT AT MEETING
 Mom—Kristy
 Grandma—Joyce
 Friend—Wendy
 Friends—Donna (daughter Dayna)
 HRC Patricia (5)
 Teacher— Mrs. Jz (2)
 Richard—Whittier UHSD

Mom
 Dad
 Keegan
 Joey
 Jacob
 Ashly
 Nathan
 Wendy

Love, family important

Wendy—Spec. Ed.
 Rachel—Spec. Ed. LBUSD
 Angeli—Transition
 Joyce—IBI



Helps clean up around the house
Healthy, physically "in good shape"
 Strong family support
 Girlfriend (Anna),
 Wakes up and gets ready on his own
 Goes to bed early, uses his planner, prefers reading over math, spelling is easy, busy mind
 Math and Reading Levels 3rd grade, very focused and routine



NIGHTMARES/CONCERNS
 Monsters
 Lava pits
 Creepy noises
 Earthquakes
 Being alone
 Acceptance-sensitive
 Finding himself safe, productive, being on own, independent
 Being taken advantage of
 Bullying, name calling
 Get lost, can't walk to school

Needs Emergency Prep
 needs emergency plan
 mobility training
 not street safe
 Uses cell phone

Report Card
 All around 3/4
 Reading
 Assertive
 Safe
 Relationship
 Self-Confidence



Keegan Taylor
12 years old (3/26/2013)
PERSON-CENTERED PLANNING MEETING
12/10/2013



Keegan:
 Doing my best RC client for life
 Spelling
 Reading
 Math
 Responsibility
 Mature
 Comfortable @ Bancroft /Likes PE
 Dress Kool
 Lakewood



GOALS & DREAMS
 Work at toy factory
 Making a movie
 Inanimate Insanity— Battle for Dream Island (Cartoon)
 Favorite Characters (Thomas and Percy, OJ and Coinie)
 Wants to live on an island of the city— real land
 18-22 Transition, college
 Wants kids
 Interested in computers

Artistic Writing Technology Character	Creative Drawing Original	Curiosity Pictures Story
--	---------------------------------	--------------------------------

Gifts
 Write books
 Sports
 Games: Call of Duty 4, Mind Craft, Xbox, computer, Super Mario Kart
 Making slide shows, cartooning
 Creative, kind
 Sweet, great personality
 Kindness :) :) :)
 Storytelling
 Sensitive
 Protective

GOALS, DREAMS & CONCERNS
Mom:
 • Internship/apprenticeship related to cartoons
 • LOVES DISNEYLAND
 • Slideshows, movies
 • Working a simple job at a place that he loves
 • Travel, see places
 • College classes related to hobbies
 • Social group with peers
 • Adult relationship/girlfriend
 • Hobbies with social group
 • Self advocate
 • Mentoring
 • Drive
 • Mobility
 • Navigate conflict
 • Staying safe ⇔ living independently,
 • Health/food choices
 • Others (women) taking advantage
 • Finding a place in the workplace
 • More interaction with non-disabled peers
Dad's vision:
 • Read at 6th grade level
 • Be more assertive and safe

TO DO— to reach dreams and minimize nightmares
Preparing for next environment
 • LBUSD → 18-22
 • Community
 • Harbor Regional Center-day support
 • DOR-jobs, supported employment
 • C2C-community college certificate, lead to employment
 • Supported living or group homes
 • ACT: courses in graphic design etc
 • Connect with Best Buddies
 • Social skills groups
 • 18- Social Security to navigate \$\$ (PROMISE)
 • Conservatorship (HRC, mom and lawyer) to avoid inappropriate binding contracts

THOUGHTS...one word

Me and Anna	Love
Involved	Hope
All doable	High potential
Work	Partnership
Enlightening	Growth
Team work	Exploration
Exciting	Powerful

EVAN



EVAN & FAMILY





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

Mikel

Mikel's Journey





THE STORY OF MIKEL





PERSON CENTERED PLANNING Date _____

EMPLOYMENT

Present Status:



Future Plans:



Interwork Institute, 1991. Adapted from materials developed by Beth Mount. 7

Participants

Places

EDUCATION

EMPLOYMENT

INDEPENDENT LIVING SKILLS

RECREATION / SOCIALIZATION



PERSON CENTERED PLANNING Date _____

TRANSPORTATION

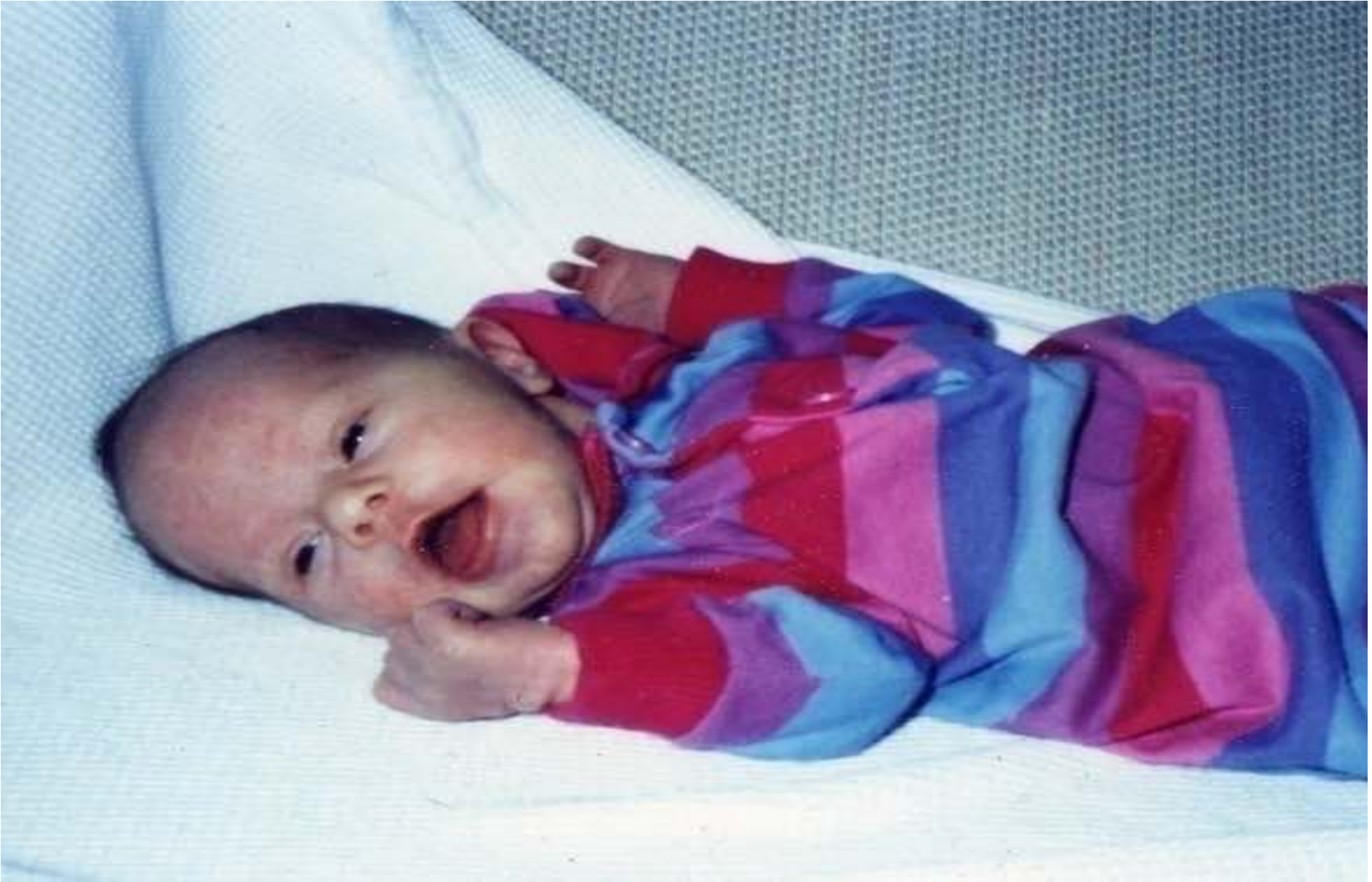
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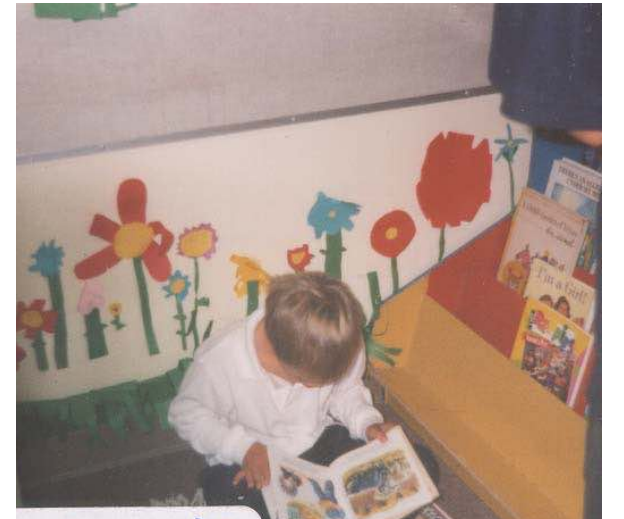
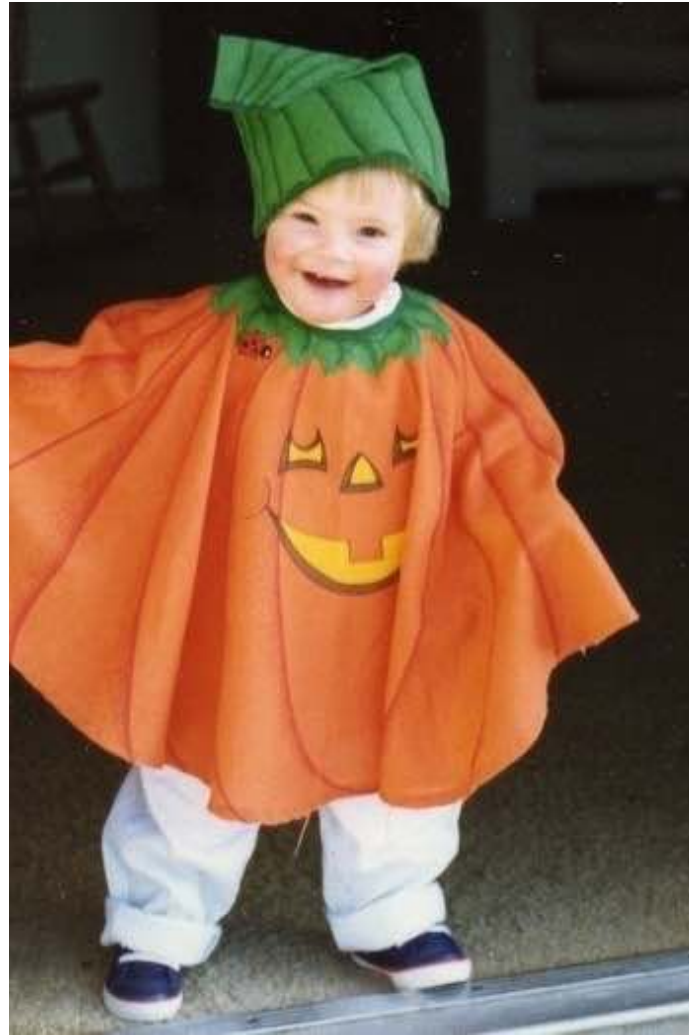
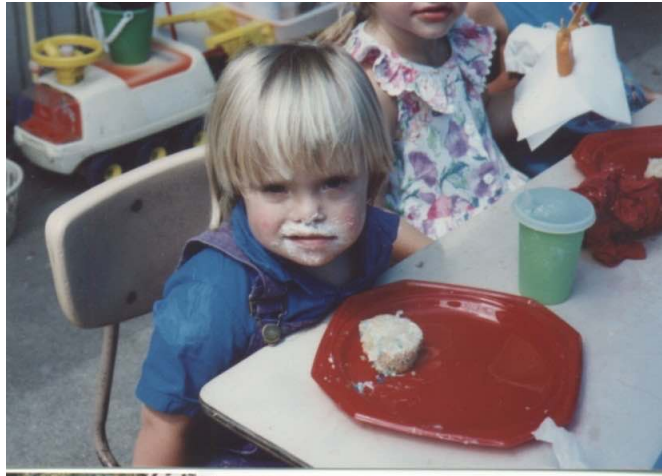
Future Plans:



8















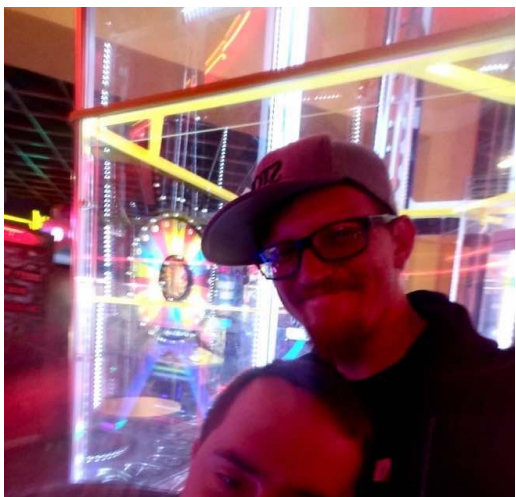














- JoAnn Fabric
- Workability
- Adult Career Exploration

Mikel's Work at the 2Ns Nails and Spa

- ❖ **The team has done a great job getting Mikel oriented to the Spa and his Job.**
- ❖ **Upon talking with Ken, the owner, he is open to having Mikel work as much as he can. I shared the expectation is that Mikel should see this as a JOB / WORK**
- ❖ **Mikel is happy and positive.**
- ❖ **We would like the staff and Mikel to feel he is to work for an hour shift at this time.**



2Ns Nails & Spa
562-832-0444

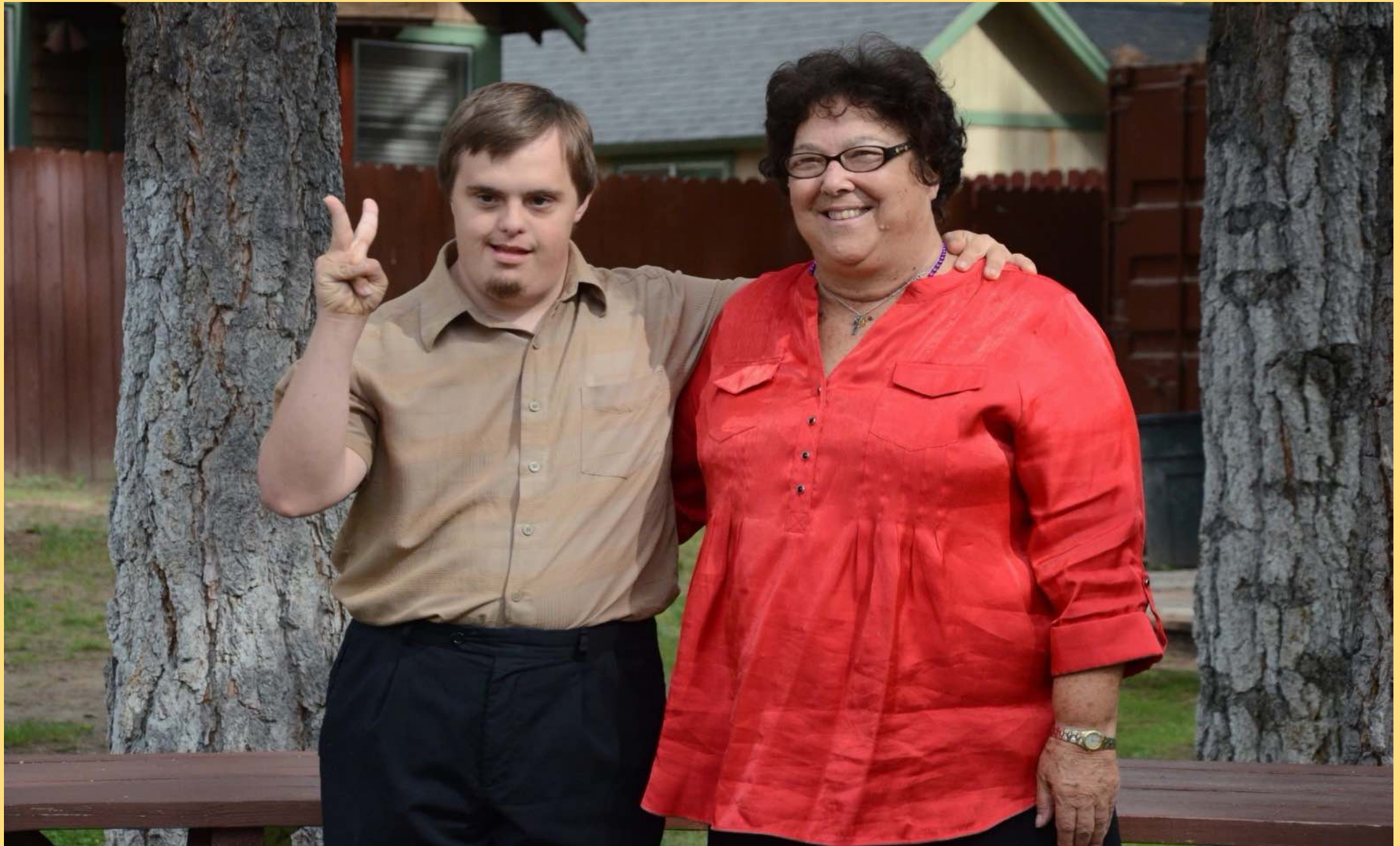
- Facial, Waxing, Permanent Make-up
- Professional Full Service Nails Care

12525 Beverly Blvd.
Whittier, CA 90601

OPEN 6 DAYS
Tue-Sat: 9:30 am - 7:30 pm
Sun: 10 am - 6:00pm

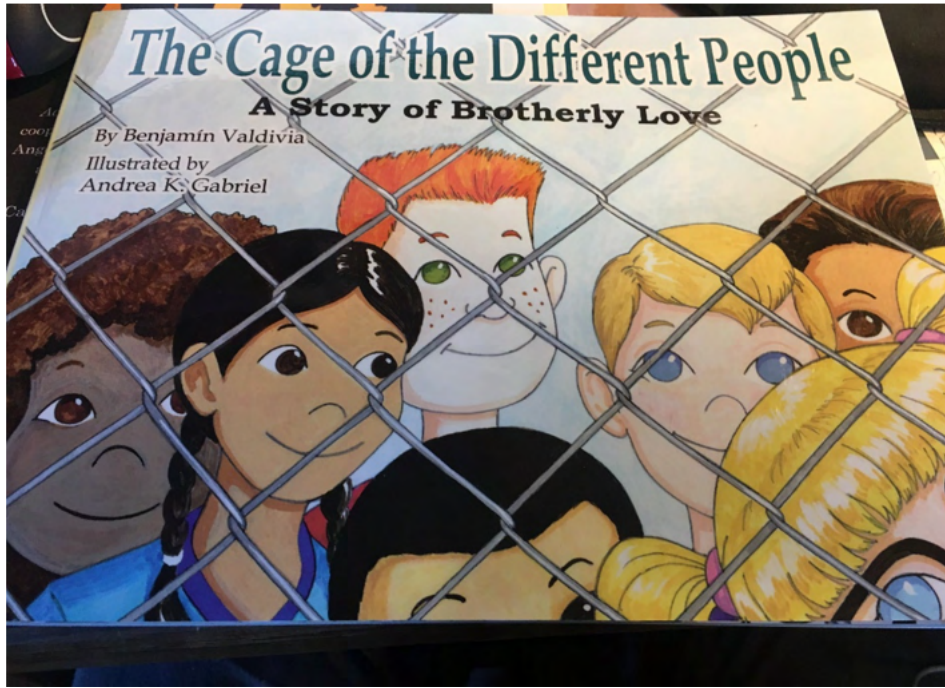




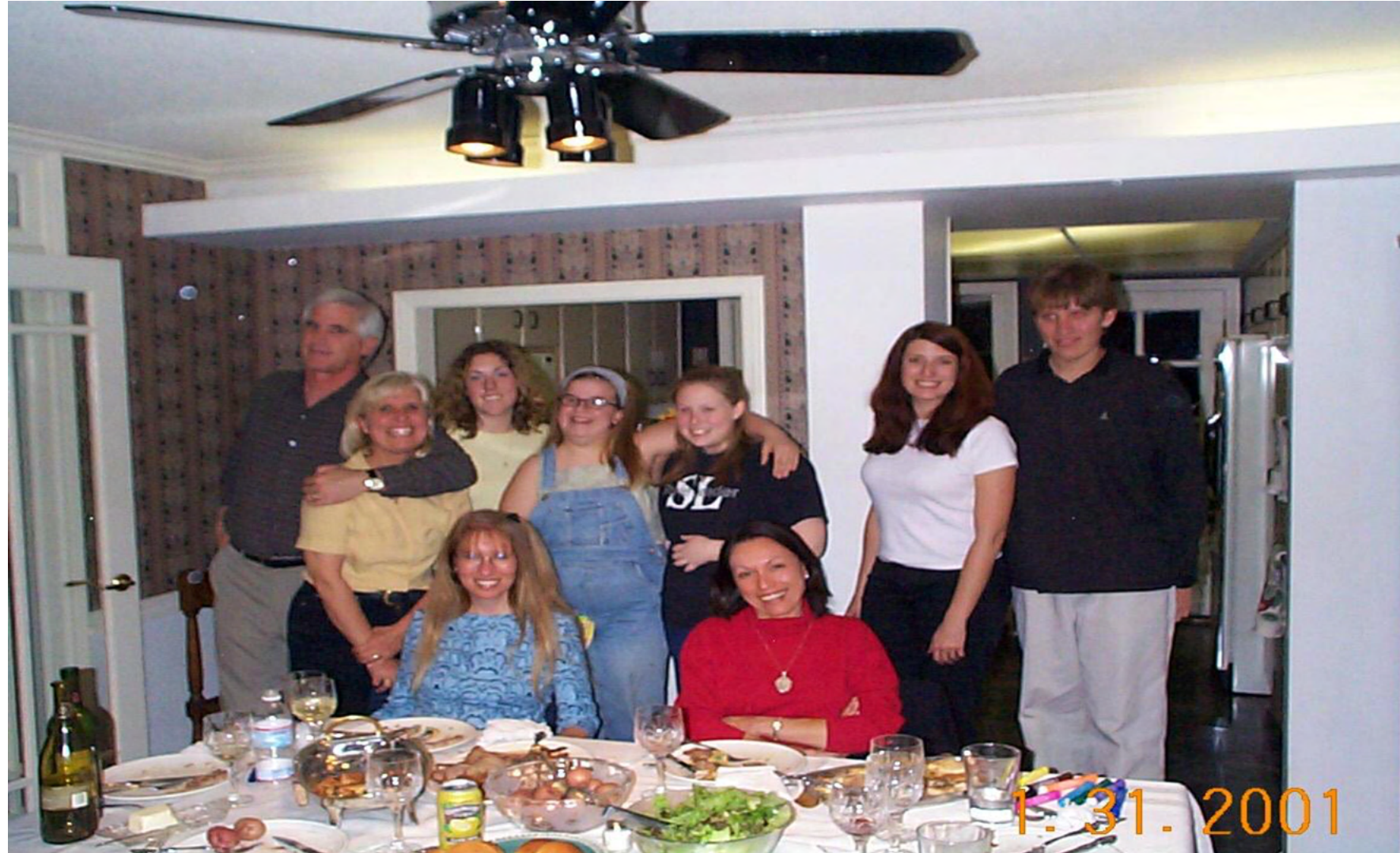


CARLA

Carla's Life



CARLA'S 16TH BIRTHDAY





1.31.2001



2.18.20





Going to College



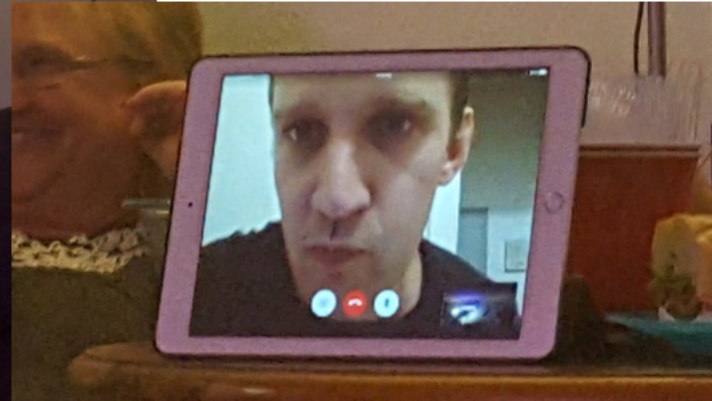
“A peer is a friend, an equal, someone to share with, and to learn and grow with...”



“...someone who shares
a common experience with you.”



Some share a home ...





... Dreams ...

- work at ^{concert hall} ^{cafe} ^{restaurant}
- movie - restaurant
- DVD planet - SERVE
- Disney - dental office
- look at places close to home

- volunteer ☆
- look for places around
- internships → may be a job
- get art out to public
- dating a guy
- going out
- boyfriend, family
- trip with her

- No
- get up excited & have a plan
 - hobbies, something fun
 - working at hospital

New experiences

- dancing
- night life
- farmer's market
- hair styles
- wardrobe
- new glasses
- salon

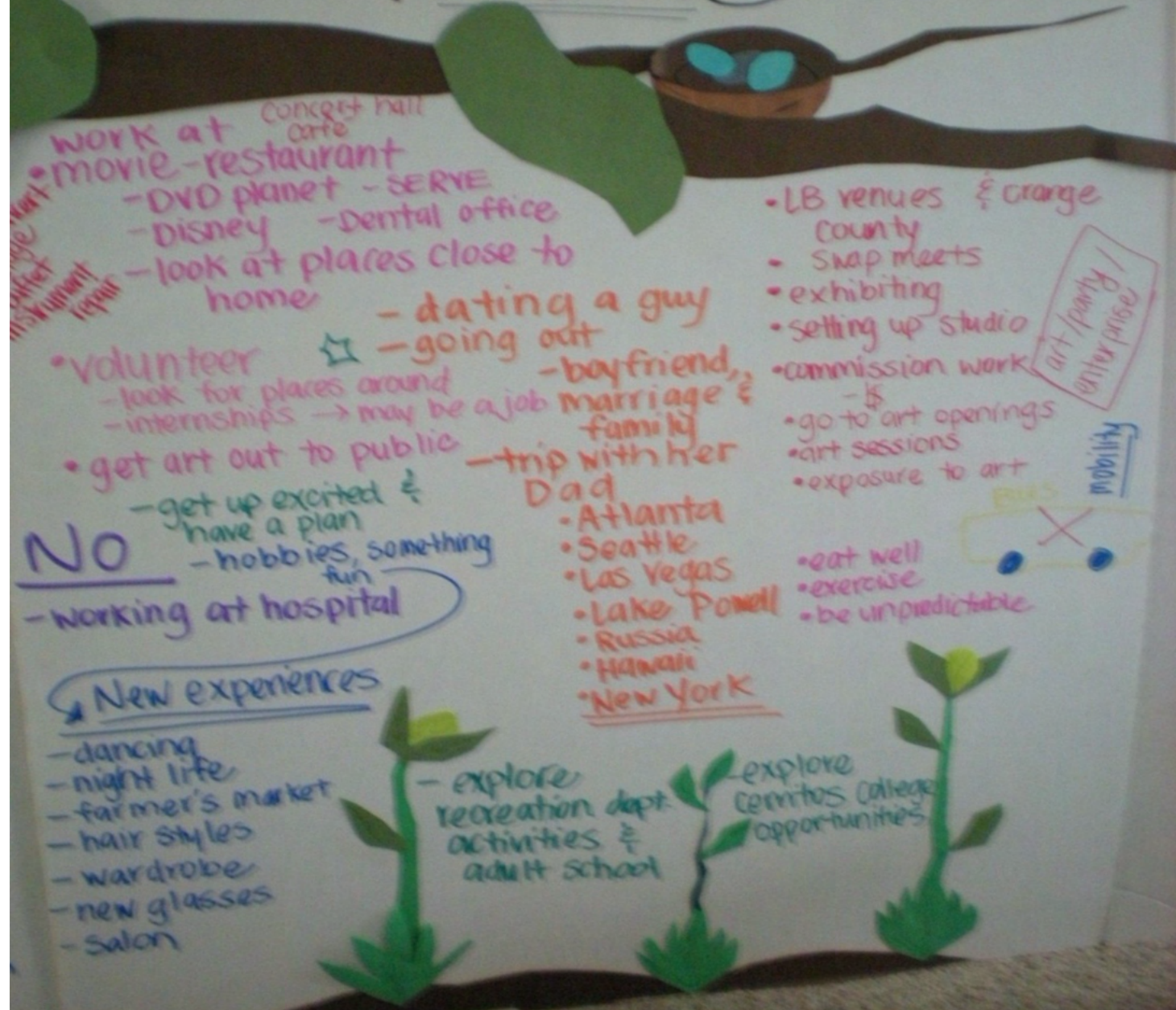
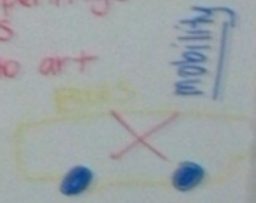
- explore recreation dept. activities & adult school

- explore Cerritos college opportunities

- LB venues & orange county
- Snap meets
- exhibiting
- setting up studio
- commission work
- go to art openings
- art sessions
- exposure to art

- eat well
- exercise
- be unpredictable

art / party / enterprise





ACTION PLAN

To Reach the Dreams and Minimize
the Nightmares



- Business Plan
- Living Plan
- Social Media Marketing
- D.O.R.- Reel People
- WIP-SSA
- SSI
- Cal Able
- New IPP from Regional Center





www.ctsartist.com

Carla's Movie Restaurant Planning



www.ctsartist.com



Carla's Movie Restaurant

POP-UP MAY 20TH AT **DIPIAZZA'S**
5205 E PACIFIC COAST HIGHWAY
LONG BEACH, CA 90804

DOORS @ 4
SHOW IS FROM 4:30-6:30

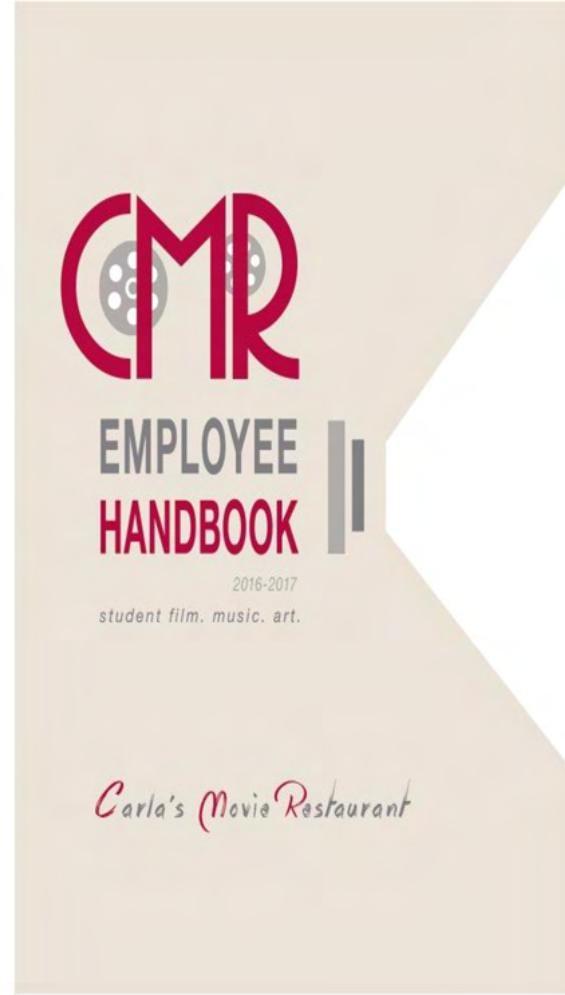
MORE INFO- VISIT: CTSARTIST.COM

VIDEO



Carla
has
first
draft:

Going to
Aladdin...
no
wheelchair
having fun



A top-down view of an artist's workspace. The scene is cluttered with various art supplies. In the upper left, there's a grey plastic tray containing brushes and other tools. Below it, several tubes of paint are visible, including a prominent purple tube and a red one. To the right, a palette is partially visible with large, expressive brushstrokes in blue, black, and red. The background is filled with more supplies, including a white container, a blue cloth, and various brushes. The overall impression is one of a busy, creative studio.

ABOUT CARLA SRAMEK

CHRISTOPHER

Person Centered Planning THE STORY OF CHRISTOPHER



EMPLOYMENT



IS THE KEY
TO
QUALITY ADULT LIVING

Christopher Cabral



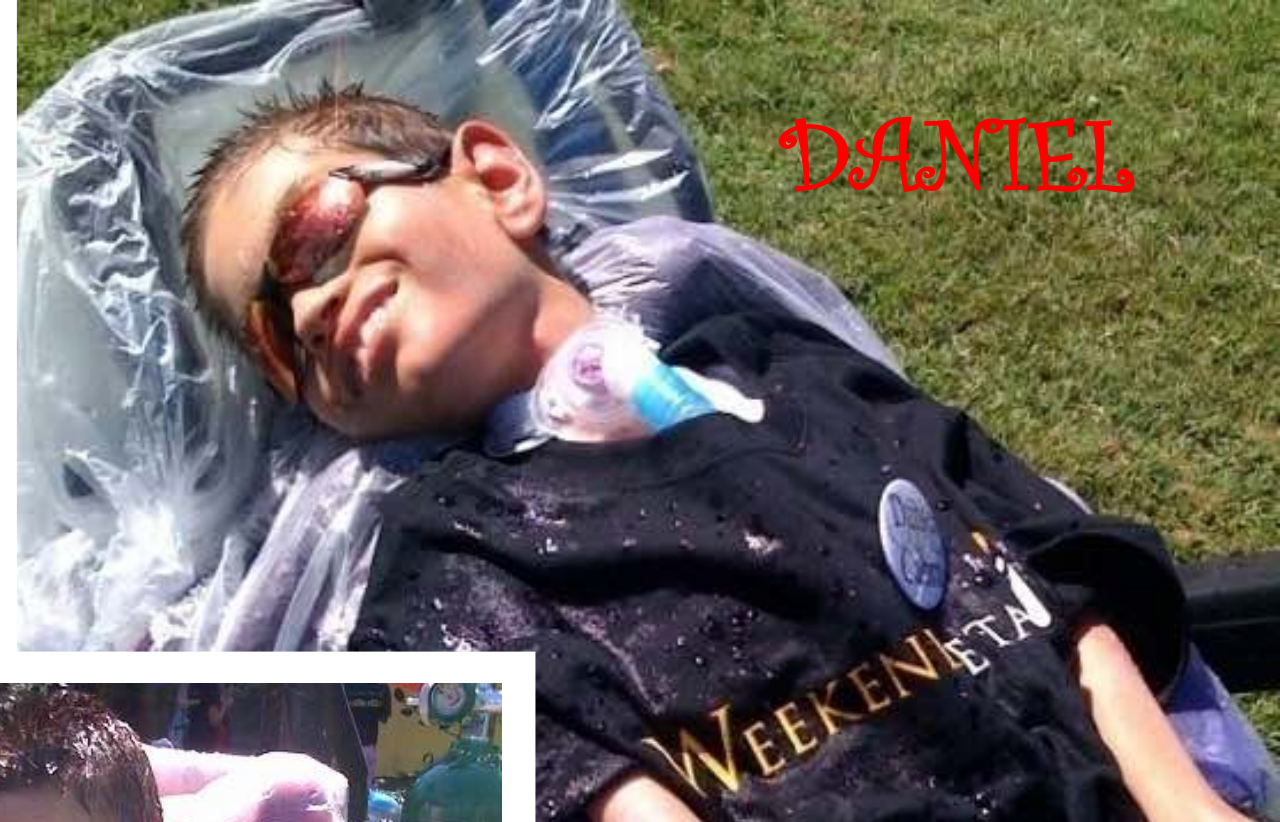




Camp ReCreation

CHRISTOPHER





DANIEL



MICHAEL



Christopher

Attendees:
Family: _____
Christopher
Nurse Kim
Bedet
Decliree

History

Born:

20 years old
January 27, 1993
(21 in January)

School:

- Irvine
- Northwood High School
- Certificate of Promotion
June 2011
- Currently Attending
 - Legacy Creekside

Special Events:

- Became an uncle
 - Uncle to Michael (nephew)
4/2011
 - Uncle to Natalie (niece)
- Attended Camp Recreation (six times already)
 - Going again in August
- Went to Hawaii – Oahu – Disney Aulani Resort
- Going to a Marathon – Oct. 20th with Uncle.
- November going to Angel Stadium for Challenger Classic

Activities:

- Going to the movies at Main Place Mall for \$1 (Likes to go)
- Watching others play Wii (iPAD)
- Attended Spring Training in Arizona with Dad, Tony, Joshua, Simon
- Angels games
- Discovery Science Center (in the past)
- Bowling
- Swimming in summer
- Riding bike
- Going to church
- Sea World (few years ago)
- Mail

Interwork Institute, 1991. Adapted from materials developed by Beth Mount.

Christopher

Places

H
O
M
E

- Family Room
 - iPad
 - Watch Videos (in the past)
 - Netflix
- Goes outside
 - Swim (summer)
 - Sit in backyard with family

- Biking, bowling
 - Tustin Lanes
- Church
- Parks, beaches (in the past)
- Sea World
- Denny's, Elephant Bar, Red Robin, Coco's, Friday's
- Going to Aunt's house (she has a pool)
- Loves the Rally Monkey
- Likes to be "on the go" w/Kim
- Go out and eat, Soccer Games, Baseball games
- Angel Games

COMMUNITY

- Job Development @ Northwood HS
 - Best Buy
 - Call Slips for school office
- Legacy Creekside
 - Pretend City – Likes the Babies
 - Mail Delivery to staff at Legacy
 - Working on 3rd training site possibility (ECLC) – ECLC starting in October 2013.

WORK

Interwork Institute, 1991. Adapted from materials developed by Beth Mount.

Christopher

Participants

AGENCY

- SSI as of 3/1/11
- OCTA
ACCESS/Reduce
d Fare Card
- TRIPS
- CCS (until 21)
- Regional Center

NHS:

- Mrs. McCurry
- Ms. Kayla

Legacy Creekside:

- Sedef
- Vanessa
- Mrs. Shaffer
- Mrs. Linda
- Ms. Kamini
- Mrs. Theresa
- Katie
- Seber
- Mrs. Darlene
- Mrs. Sheila

Ashley
Charlotte
Nicole
Mai Chi

FAMILY

- Kim
- Uncle Donald
- Aunt Tracey
- Sisters and brothers
- Joey (brother-in-law)
- Michael (nephew)/Baby Natalie
- Uncle Marcellio
- Aunt Teresa
- Cara
- Alena

FRIENDS/COMMUNITY

Interwork Institute, 1991. Adapted from materials developed by Beth Mount.

Christopher

EDUCATION

Present Status:

- Legacy Creekside- IATP
 - Using/Learning iPad/Dynavox (Dynavox in the past)
 - Trying to use arm supports to improve independence
 - Job Training (Pretend City, Mail Delivery,
 - 3rd Job Soon
 - ECLC – October 2013
 - Grocery Shopping (will shop periodically when not at work at ECLC)
 - CBI's – eat out (Lamppost Pizza, Pizza Hut, Ruby's, StoneFire, Grill, Islands), Barnes & Nobles, Walking Lake

Future Plans:

- Irvine Adult Transition Program – Summer 2011 - Completed
- Trained Aid- Sedef
- Concerns – How many students are there; Can he interact?
- Christopher – very social
- Choices of jobs:
 - Greeter – Pretend City,
 - Story Time
 - Angel Stadium
 - Massage Therapist
- Gradual steps – How to make formula w/Dynavox food prep went well, steps needed (for lunch prep ideas) – Completed
- New Apps for iPad
- New Reading Material for job sites.

Christopher

RECREATION / SOCIALIZATION

Present Status:

- Go to Camp Recreation
 - Once a year
 - Under 18 camp
 - Goes with brothers
- City of Irvine – Dance
 - Activities: Didn't match up with calendar
- Angel Games
- Challenger Baseball League
- Disneyland (in the past)
- Knights of Columbus

Future Plans:

- Continue to look into City of Irvine
- Best Buddies

Christopher

INDEPENDENT LIVING SKILLS

Present Status:

- Conservatorship / SNT Done
- Transition Portfolio in process at Legacy Creekside
- Going out in Community
 - Grocery Shopping for home
 - Walking in the community

Future Plans:

- Wants to live by self- to watch TV or iPad
- Scheduling his own life and needs- More incharge of what he wants to do.
- Learn to text and email
- Choices for afternoon activities
- Time management (alarms – set self) Alarms set with assistance – working on what alarms mean w/assistance.
- Wants own family
- Married

Christopher

EMPLOYMENT

Present Status:

- Working at Best Buy with Northwood HS
 - Job Development
- Legacy Creekside
 - Pretend City - greeter
 - Mail Delivery
 - 3rd job in progress – Start ECLC in Oct. 2013

Future Plans:

- Schedule
- Work at Angel Stadium
- Take pictures at Angel Stadium
- ECLC reading stories
- Expand Pretend City role to include other activities including reading stories – Currently working on reading stories @ Pretend City
- Wants a paid job

Christopher

TRANSPORTATION

Present Status:

- TRIPS
- Walking
- OCTA – a few times during the 2011-2012/ 2012-2013 school years
- Family Vans

Future Plans:

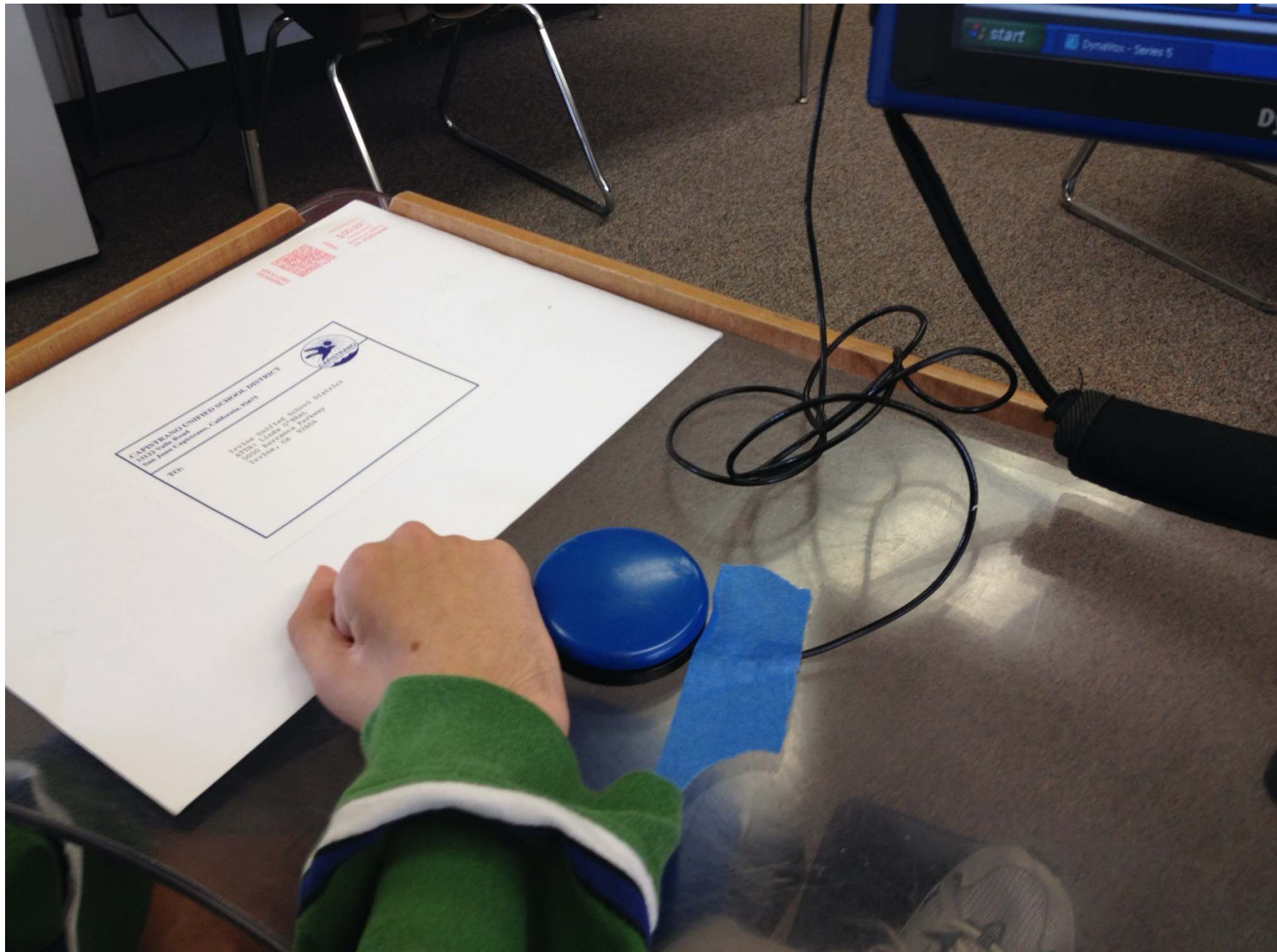
- Using [OCTA ?](#)



Christopher wants a paid job!

Mail Delivery





TECHNOLOGY SUPPORT NEEDED FOR A VARIETY OF FUTURE EMPLOYEES WITH DISABILITIES

- ✓ Voice Over Features
- ✓ Speech to text
- ✓ Calendars
- ✓ Reminders
- ✓ Work Task Lists
- ✓ Transportation Schedules

Clinical Evaluation And Trials

Evaluations:

An assistive technology evaluation helps to determine an appropriate assistive technology software or device to meet a person's needs. The ATEC staff met with the client, family members and professionals in order to write a report and create a plan to incorporate the recommended technology. The following is a list of some of the assistive technology evaluations that ATEC provided.

- Augmentative Alternative Communication (AAC)
- iPad Access
- Worksite Modifications

Consulting:

ATEC also provided consulting services for professionals, organizations and family members. Their goal is to promote learning more about ways assistive technology enhances quality of life.

ATEC will be utilized to assist with full implementation of the arm braces that have been ordered for Christopher through California Children's Services (CCS). Unfortunately this system can take up to 9 months to deliver needed equipment after the usefulness of the item requested has been verified.









PretendCity

Luzzy Family
Studio

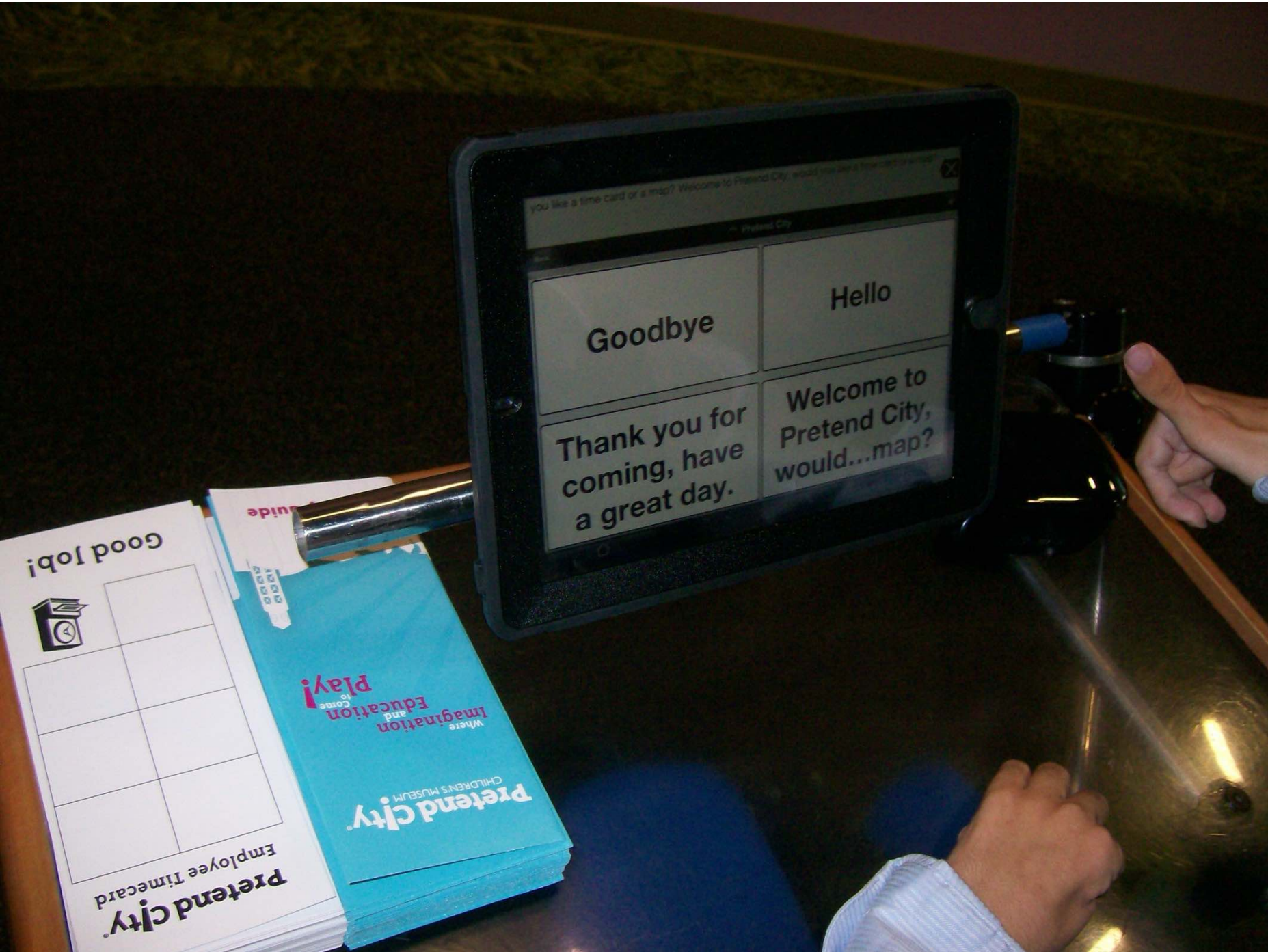
Food To Go
From Head To Toe



CHRISTOPHER'S INTERNSHIP SITE

Start Date: January 2012





Good Job!



Pretend City Employee Timecard

Where Education and Imagination Come to Play!
CHILDREN'S MUSEUM Pretend City

you like a time card or a map? Welcome to Pretend City, would you like a time card or a map?

Pretend City

Goodbye	Hello
Thank you for coming, have a great day.	Welcome to Pretend City, would...map?

time card or a map? Welcome to Pretend City, would you like a time card or a map?



Pretend City

Goodbye

Hello

**Thank you for
coming, have
a great day.**

**Welcome to
Pretend City,
would...map?**



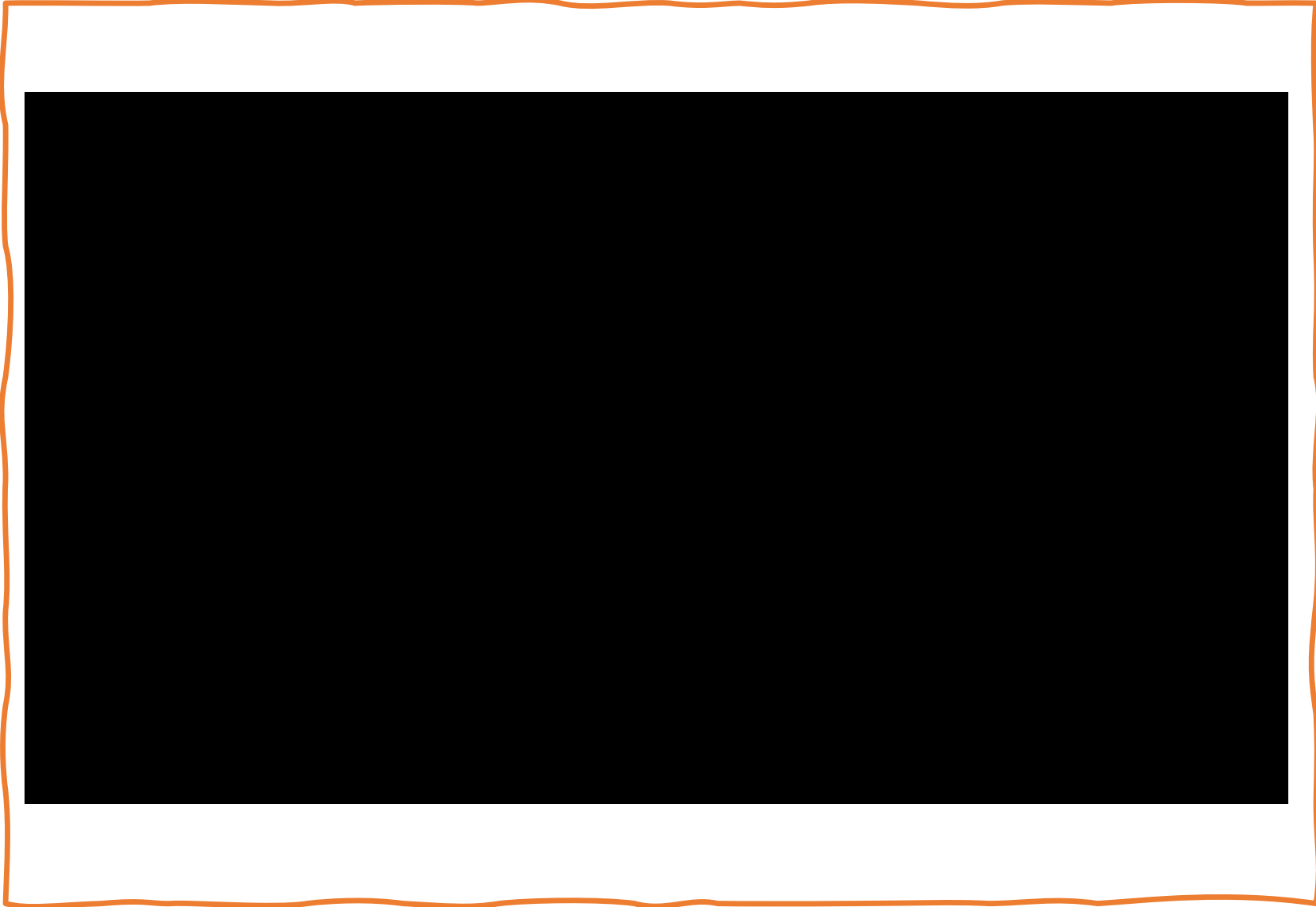


WELCOME TO **Pretend City**
CHILDREN'S MUSEUM

Established 2009 • Population 450,049 • Elevation 41 F.T.



Christopher at Pretend City Children's Museum







STORY TIME WITH CHRISTOPHER



Christopher's Schedule

Times	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 AM					
6:30					
7:00					
7:30		Bike 7:30-8:15	Bike 7:30-8:15		
8:00	Stander 8:00-9:00			Stander 8:00-9:00	Stander 8:30-9:30
8:30	Get Ready for Work	Get ready for Work	Get ready for Work	Get Ready for Work	Get Ready for Work
9:00		Wait time for Access 9:30-10:30	Wait time for Access 9:30-10:30	Change @ 10:30	Change @ 10:45
9:30	TRIPS 10:15-10:45			TRIPS 10:45-11:15	TRIPS 11:15-11:45
10:00					Pretend City 12:00-1:30
10:30	Pretend City 11:00-1:00	ACCESS 10:30-12:00	ACCESS 10:30-12:00		
11:00	Early Close			Pretend City 11:30-1:00	
11:30		Discover Science Center 12:00-2:00	Discover Science Center 12:00-2:00		
12:00	TRIPS Albertson's- NP Plaza 1:05-1:35				
12:30					
1:00					
1:30	Grocery Shopping	Wait time for ACCESS 2:15-3:15	Wait time for ACCESS 2:15-3:15	TRIPS 1:15-1:45	TRIPS 1:45-2:15
2:00		ACCESS 3:15-4:45	ACCESS 3:15-4:45	Transportation Needed to Coastline	
2:30	OCTA 79 Home 2:36-3:00				Social - Recreational Outing of Choice
3:00	Stander 3:30-4:15			Coastline Community College 3:00-5:00	
3:30		Stander 4:45-5:15	Stander 4:45-5:15		
4:00					
4:30					
5:00					

Home
Work
Transit
Community

Note: CC needs to be changed around 11:00 and 2:00
Check with Pretend City and Discovery Cube for appropriate facilities

Probematic Transit

7 6 5

Monday
Van Hoys

CHRISTOPHER'S WEEKLY SCHEDULE

Key


- = Services
- = Resources
- ▲ = Activities
- = Try Outs
- = Questions
 (Pink 1/200
 Purple 1/200
 Green 1/200
 Blue 1/200)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
AM							
PM							





Key

-  = Services
-  = Resources
-  = Activities
-  = Try Outs

Questions

-  Pink: USD
- Purple: RCOC
- Green: Cabra's

M

Monthly Variables

Final Report

Self Study

Theme Park Activities

GHI

Key

 = Services

 = Resources

 = Activities

 = Try Outs

Questions
= [Pink: USD
Purple: RDC
Green: Cabral
Blue: Christa]

Monday

AM

Resources

TRIP

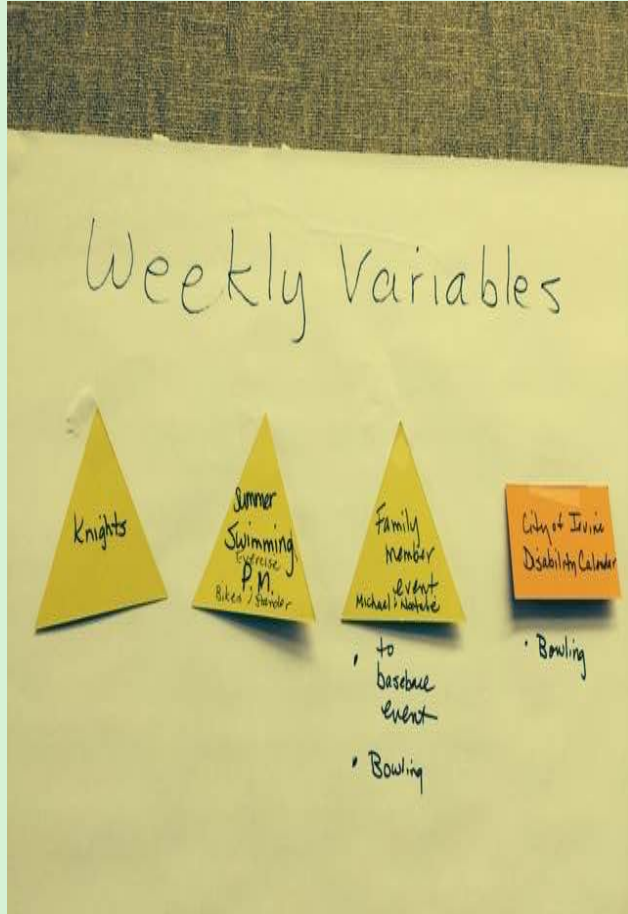
PM

Shopping / Lesson Planning for microscopes

Evening Shopping

5:00 PM

Be home





Questions

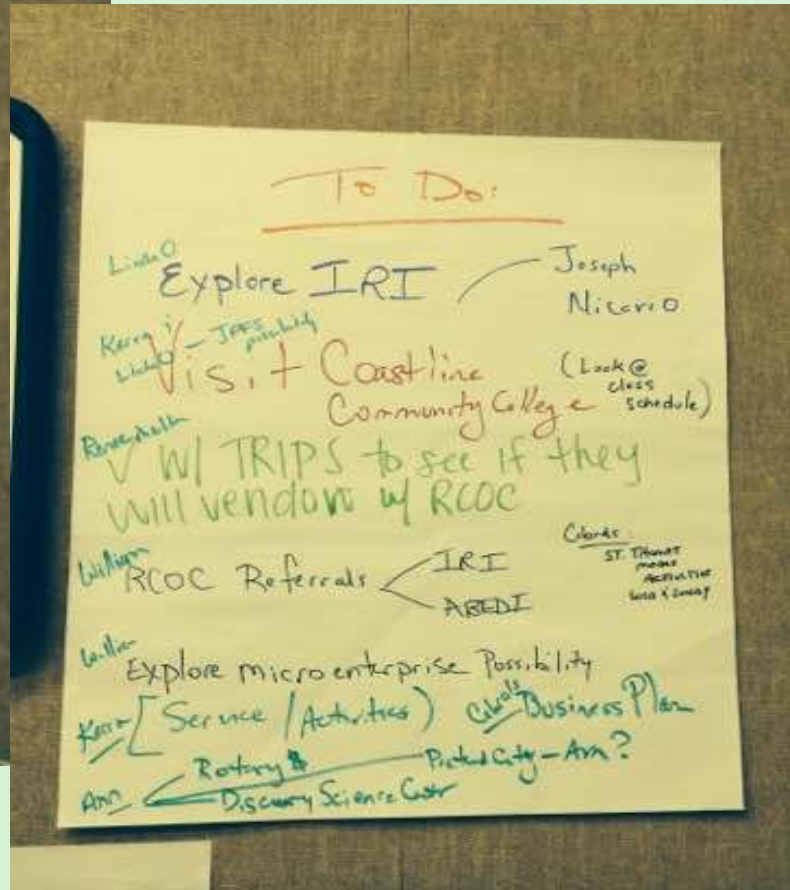
- Sticky notes with various questions and notes, including one that says "What are the questions?"

To Do

- Explore IRI — Joseph Nicoro
- Vis. + Coastline Community College (Look @ class schedule)
- W/ TRIPS to see if they will vendow w/ RCOC
- RCOC Referrals — IRI, ARBEDI
- Explore micro enterprise Possibility
- Service (Activities) — Business Plan
- Rotary & Discovery Science Center

Transportation

- Sticky notes with notes related to transportation, including one that says "Transportation" and another that says "What are the questions?"



To Do

- Explore IRI — Joseph Nicoro
- Vis. + Coastline Community College (Look @ class schedule)
- W/ TRIPS to see if they will vendow w/ RCOC
- RCOC Referrals — IRI, ARBEDI
- Explore micro enterprise Possibility
- Service (Activities) — Business Plan
- Rotary & Discovery Science Center
- ST. THOMAS

JOHN

Power of Person Center Planning



John [redacted] Person Centered Meeting

Transition Life Skills/Career Options

Computers: "Data fact finding; creative design, critic world"

Travel: "International Affairs"

Movies: "Reviewer/Editor"

Architecture: "Landscape/Measure Pipe"

Dietician: "Promote Health/First Aid"

Entertainment Industry: "Theatre/Opera"

Math: "Lab Results"

Swimming: "Ocean Beach"

Cooking : Chef



Transition Skill Development

*Self-Advocacy

*Individualized Transition Plan (ITP)

*Stranger Training: emotional, physical, financial

*Money Management Knowledge

*Independent Living Skills



Dreams

Mobility
Health and Safety
Landscaping
Always look good
Movies
College



Travel

-New York -India
-Los Angeles -Paris
-London -China

La Serna High

Graduation: June 2010
Walking = Pictures → Smile
Diploma?
Certificate?
Pass CAHSEE



Future Supports

*Adult Services (DDS/DOR)
*Personal Self Care Assistance
*SSA \$ at age 18
*Pass IRWE



Fears and Anxiety

-Ghosts
-Thunder
-Being taken advantage of

-Bugs
-Monsters
-Earthquakes



Words/Ideas Related to John's Life

Family
Glad/Happy
Freedom

Lots of Stuff
Opportunity
Concern

Hopeful
Trepidation
Optimistic

Support
Relief
Hard Work

Tears/Cry
Fulfillment
Bright Future



LUKE

Luke Spinelli



Man On A Mission

Luke lives in the moment and enjoys life.

He works hard on his independence.

Acting is his passion...

<http://www.lukespinelli.com/index.html>



BLAIR

[2 hand typing training]

Chapman - Poetry class [1 semester]

- critical analysis of poems posted on web
- Practice of FC [working toward independence]
- Library - Power Point Pres. in class

Travelling - Colorado River [with Sandra for 21st Bday]

Birthday (21) - Music Show [w/ Drea]

- El Cholos [w/ Ryan + Ken]
- Casino w/ Sandra

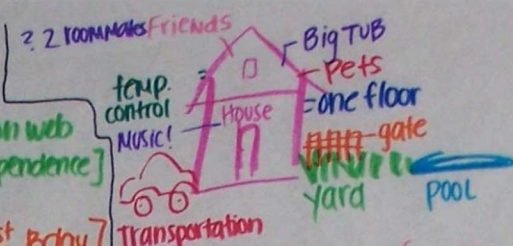
Exercise - Hoopstars - Horseback riding [Fopper by self 5/18/06]

- Bikeriding [w/ Ryan] - [+ Dad]

Job - CSULB (The Service office - pre-service teachers)

Independence - Typing [hand & elbow]

Lovely
Caring
Full



Critical info. sheet

"Heroes around Me" - Blair

CONTINUE @ CHAPMAN (Swimming, Clubs, sports center, gym)
 Hip Hop class @ Chapman
 Class activities, class work

reading fiction novels
 training - on campus @ Chapman
 - post office Huntington
 continue @ CSULB
 supportive employment
 Poetry Book (sharing)
 - Breaking the Barriers
 D.C. - 9-06
 Baltimore - 11-06
 Santa Barbara - 7-06
 course guide

Meaningful volunteer
 - Ride You
 - Food Bank
 FUN - Stateline
 - vacation

Driven/Challenged
 Presently
 opportunity
 greatful
 social
 successful

grandma
 all
 Sandra
 Uncle Fred
 Lyn
 sti
 a
 in
 rry
 lene
 ica
 eralda
 hard





Blair and Kendall's Housewarming





B.B-Plan to figure out

House Meeting: Tuesday

January 28th, 2021

Special Guest: Richard Rosenberg

Team Goals

- Own Real Estate
- Communication/ Typing
- SDP Newsletter, Book 2nd Edition
- Being more physically active
- Trust, communication, bonding
- Sleep in her own bed (at least one foot between beds or her own room)
- Publish her own book
- Experience of freedom. Travel
- Relationship's

One word that describes Mrs. Blair Brown

- Chelsea Stevens (Joined November 2020)
-Outgoing
- Rosie Grimaldo (Joined November 2019)
-Loving
- Connie Negrete (Joined January 2020)
-Awesome
- Melissa Salazar (Joined July 2020)
-Silly
- Peter Brown
-Determined
- Sharla Brown
-Resilient
- Richard Rosenberg
-Determined

B.B – Plan to figure out. Plan overload.

Team that supports me.

- YouTube
- Book
- Influencer

BB-I want to go to the amphitheater of light and see stars.

Not having loving people around me.

What frustrates me?

Not having a plan.

B-B Jump start people ready for plenty of opportunity to live with VIGOR. Be very careful with my life.

What makes me happy?

What makes me sad?

Pre-Release from Covid

- Challenging
- Excited
- Emotional
- Positive
- Consistent
- Powerful
- Real

R.R –Blair is our
Teacher & Master

- Resistance “no doesn’t always mean no”
- Happy
- Engaged
- Enlighten
- Simple
- Don’t get overloaded

To Do Future-After Covid

Sleep in own bed
Travel
College
Presenting at a
Conference
Give back to the
community/ Volunteer

Create a Behavior Support
Plan

- Annual Disney Pass
- Attend a concert
- Live music, dancing ,
karaoke
- Swimming/Talmadge
- Syracuse Whittier
- Integrate in the community
- Hiking
- Healthy Diet
- Family
- Horseback riding
- Meeting people
- Cooking class, YouTube
- Own a pet
- Skiing, boat rides







Blair's New House 2021



MATTHEW

Matthew “BUD” Story





- I am 40 years old
- I live in Santa Barbara in my own home
- I have a housemate, Felicia
- I have had jobs before I started my business:
 - Santa Barbara City College Kitchen
 - Scroll job
 - WILSON printing



Matthew's Person Centered Plan

1994

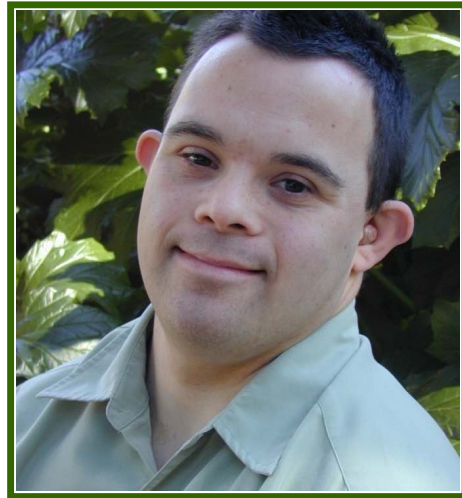
Work

- Something with computers
- Office work
- Be around a lot of people
- Dress up/look good
- Job with a variety of tasks
- Outside/physically active
- Something that has ongoing skills to learn
- Combination of time alone and with people

Live/Play

- My own house
- Roommates
- Lots of Choice
- Close to family
- Grow mustache
- Go to Las Vegas
- Shoot Pool
- Bowling League
- Membership at gym
- Meet New People
- Have a girlfriend

Matthew Medina's
Taking Care of Business
Personal Assistant Services



I started my own business in 2004



**Taking Care of
Business**

Matthew Medina & Associates

I like owning
my own
business
because:

Money

Vacations

Days off

More
independent

Know more
people

I can get
around town
by myself.

I have a good
savings



New Places I've Traveled...

- Chicago
- Denver
- Phoenix
- St. Louis
- Portland

Dodgers vs
Cardinals
Ryan's First
Dodger Game



Lessons Learned



Be Patient



Everything takes
more

time than
you thought



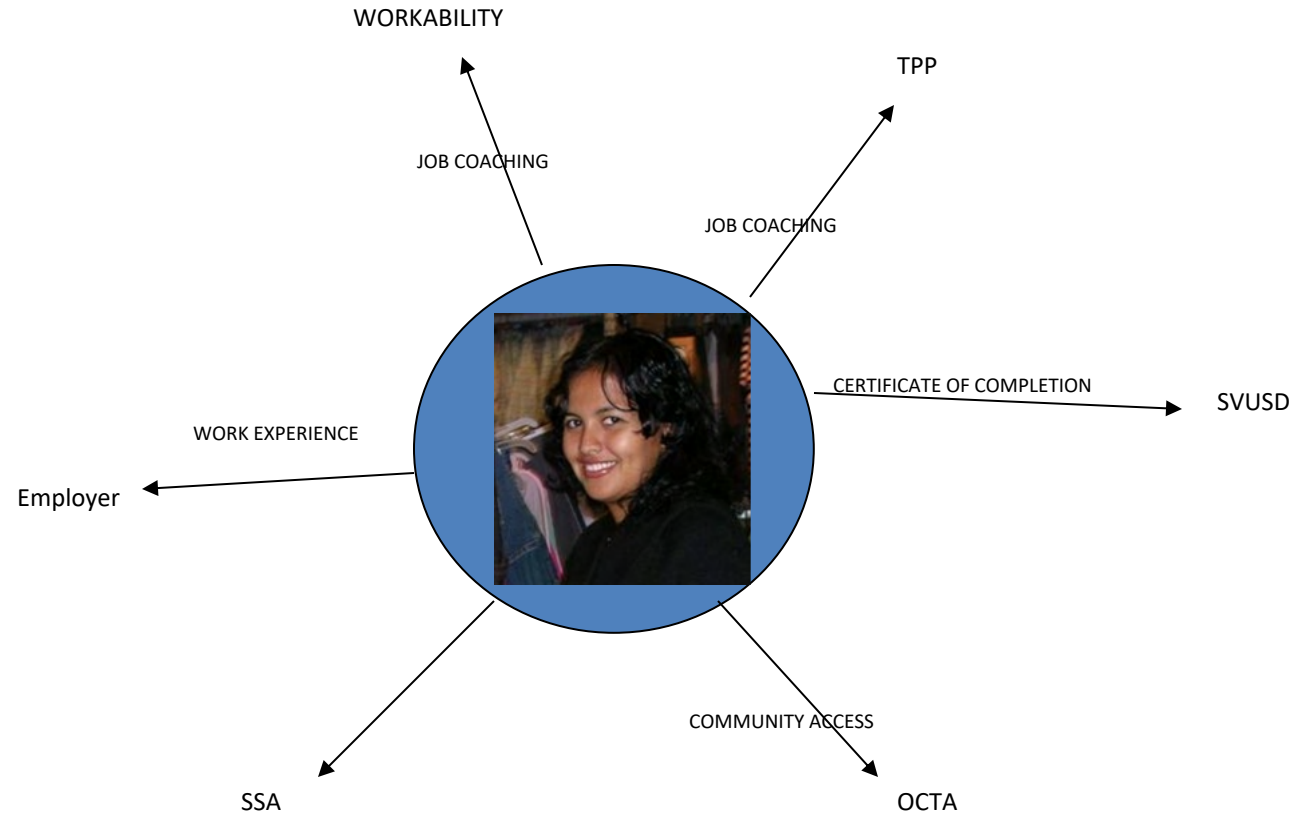
Matthew needs time to “get it”



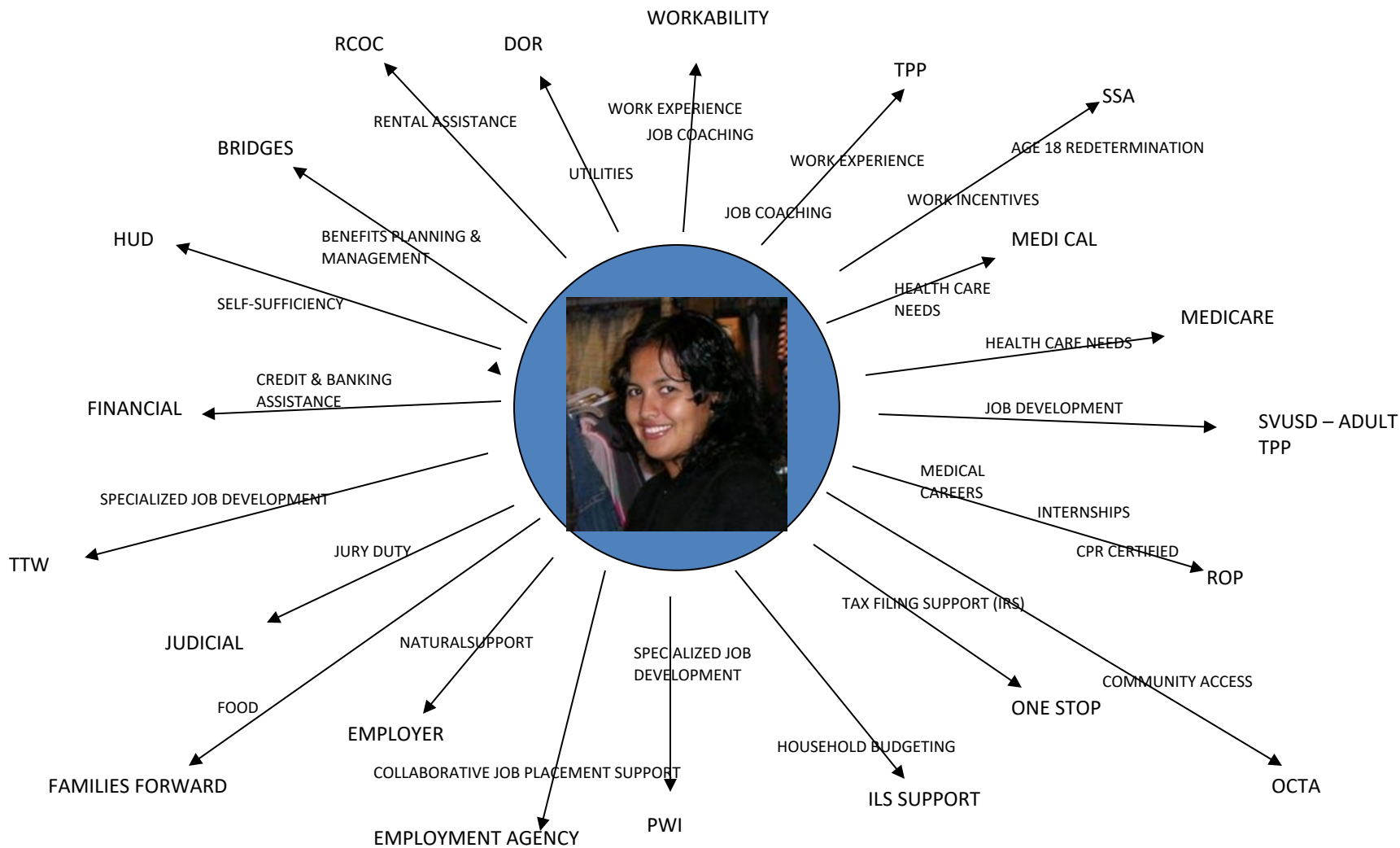
Saving my
money and
writing a PASS
Plan got me
this....

**I can't drive but
it's my car!**

BEFORE BRIDGES – GRACE AGE 17



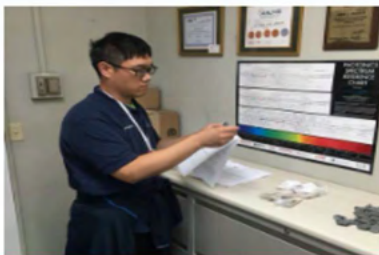
THE POWER OF BRIDGES DEMONSTRATION GRANT



GRACE – AGE 23

CHAPMAN UNIVERSITY TPI
TRANSITION
INITIATIVE
WEBSITE

Transitionca.org



Individuals with Disabilities



Families



Service Providers



Educators

Transition CA

Resources for COVID-19

Stakeholder Resources

Other Resources

Transition Programs

Thompson Policy Institute

Phone

(714) 997-6970

Email

tpi@chapman.edu

Follow Us



News

Events

10 FEB 2021

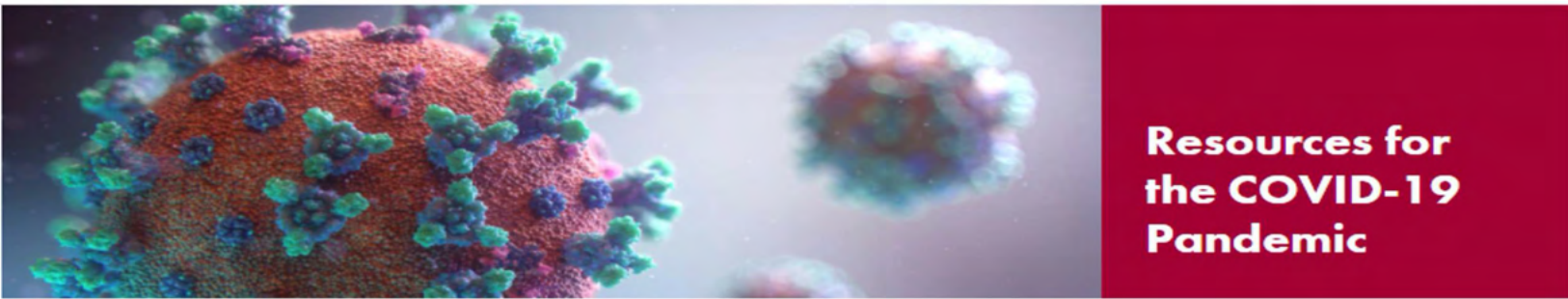
Transition CA



- Click here to view our transition training calendar!
- This website is currently under construction.
- The site is best viewed on Google Chrome (download here). Translation capabilities are available through Chrome.
- For questions, suggestions, and comments on this site, please contact us.
- To search documents within a page, use your browser "find" function by typing Control F (Windows) or Command F (Mac).

The TPI Transition Initiative Steering Committee has spent nearly 2 years developing this website. The purpose is to provide transition planning & employment related information & resources to stakeholders including: Individuals with Disabilities, Families, Service Providers, Educators and Business Partners. This is an ongoing effort to ensure that stakeholders have access to up-to-date and quality articles, training information, tools, documents and resource contacts. This website will be updated on a monthly basis and as new information is acquired.

To promote and support successful transition to employment, independent living and quality life for individuals with disabilities, including those with significant disabilities, website users are encouraged to explore all TPI Transition Initiative Website sections and topics.



Transition CA
• Resources for COVID-19
Stakeholder Resources
Other Resources
Transition Programs

Resources for COVID-19

- OCLPA Virtual & Transition Resource Lists Expand
- Individuals with Disabilities Self-Determination
- COVID-19 Facts and Health Information
- Resources
- Webinars
- Virtual Curriculum Resources
- Benefits Planning and Management
- Complex Support Needs
- Business Partners
- Transition Resources & Information
- Employment Preparation & Competitive Integrated Employment
- Technology

Transition Programs

Click on a logo below to view the program website!

 <p>Highlighted Resources</p>	 <p>Highlighted Resources</p>		
			 <p>Highlighted Resources</p>
 <p>Highlighted Resources</p>			
			<p><u>OC Post Secondary Ed Partners</u></p>
<p><u>OC Service Providers</u></p>	<p><u>National Transition Websites</u></p>		

Click on the logo to go to agency web page &/or click on “Highlighted Resources” box to access specific agency materials

Personalizing... a PDP

❖ Custom Power Points

- Designs, animations, transitions, etc.
- Clip Art
- Participant Pictures
- Participant Artwork

❖ Hard Copy

- Oversized paper
- Lots of color
- Cutting and Pasting
- Good for those not inclined to use/stare at a computer

Power of Person Center Person Driven Plans

- **Changes ones perspective**
- **Moves through Expectations**
- **Creates Possibilities not deficits**
- **Is REAL**
- **Leads to check ins and commitments of
Family and Community members**

Ways to Use a...

Person Driven Plan

- ❖ **IEP, IPE, IPP, ISP, I?P Meetings**
(PDP's provide visual aid that effectively represents the student & helps them advocate for what they want.)
- ❖ **Quickly introduce students to other professionals.**
- ❖ **PDP's can be easily modified for use as a self-directed meeting guide and/or Visual Resume.**

Person Driven Plan...continued

- **Taking from Person Center Thinking and Planning thru Assessment to the Development of a meaningful Individualized ITP Exploring Career Assessments**
- **Leading to a positive comprehensive Transition Portfolio**

Personalizing... a PDP

❖ Custom Power Points

- Designs, animations, transitions, etc.
- Clip Art
- Participant Pictures
- Participant Artwork

❖ Hard Copy

- Oversized paper
- Lots of color
- Cutting and Pasting
- Good for those not inclined to use/stare at a computer



	FOCUS PERSON #1	FOCUS PERSON #2	FOCUS PERSON #3	FOCUS PERSON #4
Identifying Focus Person & His/Her Community				
Meeting Logistics/ Preparation				
Identify Services & Resources Focus				
Develop Action Plan, Next Steps & Commitments				
OTHER:				



For More Information:

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562-619-1613

Linda O'Neal
Linda_oneal@cox.net
949 374-0270