



TRANSITION FOCUSED PERSON CENTERED PLANNING Elementary School Process

Person Centered Planning (PCP) is a unique set of individually focused approaches designed to assist a student to plan his/her life and supports. It is used most often as a life planning model to enable individuals with disabilities requiring support, to increase their personal self-determination and improve their own independence. 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 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. It is recommended that the PCP be reviewed and updated annually.

Directions: 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 any disagreements and assures equal opportunity for all to participate. Others that may be included are parents/guardians, other family members, friends, professionals, and anyone else who has a personal interest in the person. Students are encouraged to participate in discussing these questions as much as possible. Parents/family members are encouraged to discuss these questions with their students prior to the PCP Meeting. It is essential that the discussions and planning focus on the student and is pertinent to the family. The questions are written in first person tense but when the student cannot readily respond, the family and others are encouraged to respond. This is particularly true when working with students in the elementary grades. Additionally, the family is encouraged to bring in photos to help engage the student in the conversation and to provide a better understanding of the family for all other team members.

HISTORY

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

PLACES

- Tell us about the places you spend your free time.
- What do you like about these places?
- What activities are you participating in?
- Are there any other activities that you would like to get involved with?

PARTICIPANTS

- Who are the family members who will be participants in your life assisting with your transition from one grade to the next?
- What support agencies are you currently working with? Which service agencies will you need to connect with in the future?
- What friends/community members play a part in your life now? In the future?

EDUCATION

- Are there any other educational opportunities you would like to participate in? functional academics? Independent living skills?
- What kind of support will you need to be successful with educational activities?
- Do you know how to ask for help?
- Do you like participating as part of a group/team in the classroom? Are you able to be a positive member of a team?
- What kind of educational opportunities would you like in the future? College? Training?

WORK TRAINING / EMPLOYMENT

- How do you do with following directions? One-step? Multi-step?
- How do you do with transitions?
- How do you do with waiting?
- How do you do with communicating your needs/wants?
- How are your listening skills?
- How long can you attend to task?
- Do you like to work in a group? or Do you like to work on your own?
- How do you do with activities that are given to you? Do you need assistance? How much support is needed?
- Do you work well in a (1:1, 2:1, 3:1, or 4:1 ratio)
- How long can you attend to task?
- How are you currently using technology?
- Would you like to participate in community service activities or volunteer work?
- What kind of volunteer work would you be interested in?
- What kind of a job/career would you like to have in the future?

INDEPENDENT LIVING SKILLS

- How much assistance do you need for everyday activities? Personal Care/Hygiene? Eating/Fixing meals & snacks? Medications? Communication? Supervision? Clothes Selection?
- 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? In-Home Safety?
- Who will help you learn these skills?

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 Community Classes? 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?
- If your parent provides this 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?

COMMUNITY SAFETY

- Do you look for cars or bikes when crossing streets? parking lots? walking paths?
- Do you have stranger awareness?
- Do you know who to go to if you need help?
- How do you get around the community?
- When traveling in a car, do you know how to put your own seat belt on?
- What do you know and practice regarding cyber safety?

MONEY MANAGEMENT / FINANCIAL PLANNING

- Do you know the different denominations of money? (Coins/Paper Money)
- Do you round up to the next dollar amount?
- 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 need help reading 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? Savings?
- Do you get an allowance?
- Have you and your family made long-range financial plans? Special Needs Trust?

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