



PERSON CENTERED/ DRIVEN PLANNING



**Thompson Policy Institute
on Disability**

Richard Rosenberg, Ph.D.

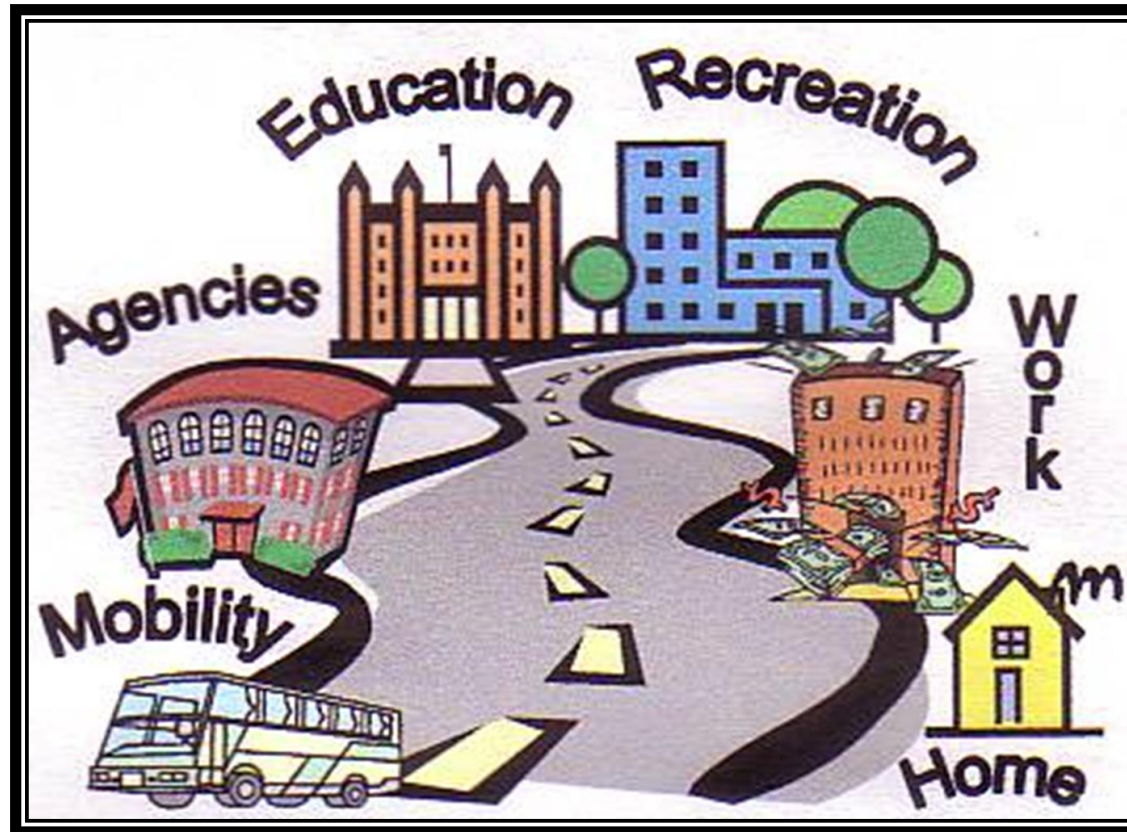
Linda O'Neal, M.A.

November 17, 2021

PERSON CENTERED / DRIVEN PLANNING

Sets the Stage for Collaboration

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-TVXGmV0gaTly5cIM-5bzig?u>

Padlet

<https://tpi.padlet.org/agomez270/ccap8zqk3xv652ba>



Files

Name ↑

- #5 OCLPA CIE PDP One ...
- #5 OCLPA CIE PDP One ...
- #5b OC LPA PDP Direct...
- 1_5_Personal_Profile_Sh...
- 007_one_page_person_c...
- Assessment and Person...
- Getting ... (2) (1).pdf

- MS PERSON CENTERED ...
- Nov. 5, 2020- Person Dri...
- OCLPA PERSON CENTE...
- Pacer Center's Person C...
- PCP Spanish Version (1)...
- PCP Summary Cards M...
- pcpmanual1 (1) (1).p...

- PERSON CENTERED PL...
- PERSON CENTERED PL...
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- PERSON CENTERED PL...
- Person Driven Planning ...
- RCOE Career Assessme...
- Resources on Person Ce...

2021 Person Driven/Centered Planning Webinar

Person-Centered Planning Worksheets

Getting From Where I Am to Where I want to Be - BridgesVersion



PDF

Getting From Where I Am to Where I want to Be - BridgesVersion

Person-Driven Planning Note Sheet - Zoom Training



PDF

PDP Zoom Training Note Taking Sheet 11-2021

Person-Driven Plan for Work Training & Employment



PDF

Orange County Local-Partnership Agreement: Person-Driven Plan for Work Training & Employment

Getting from Where I am to Where I Want to be

Person-Centered Planning Information

Increasing Person-Centered Planning: Improving the Quality of Person-Centered Planning



PDF

Manual for Person-Centered Planning
A Manual for Person-Centered Planning

TPI Person-Centered/Driven Planning



PDF

TPI Person-Centered/Driven Planning Summit Follow-Up - 11/17/21

Parent Brief: Promoting Effective Parent Involvement



PDF

Parent Brief: Promoting Effective Parent Involvement in Secondary Education and Transition - 2004

TPI Person-Driven

Person-Driven Videos & Links

PCP Meeting v IEP Meeting



YouTube

PCP Meeting v IEP Meeting

Take Charge: Leading the Transition to Adulthood



interwork.sdsu.edu

Take Charge!

Real Stories - Take Charge!



interwork.sdsu.edu

Real Stories - Take Charge!

Person-Driven Planning Videos: SDSU 2019



PDF

Take Charge: Leading the Transition to Adulthood

Person-Centered Planning Resources

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



PDF

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

Resources on Person-Centered Planning



DOCX

Resources on Person-Centered Planning - 2016

HS & ATP Person-Centered Planning Questions




DOCX

HS & ATP Person-Centered Planning Questions - 2016

PDP Webinar Survey

Thompson Policy Institute on Disability Studies



chapmanu.co1.qualtrics.com

TPI's 2019 DisAbility Summit Survey

Please complete the brief survey to help the Thompson Policy Institute on Disability develop future programming. Thank you!

ADD SECTION



PERSON DRIVEN PLANNING NOTE SHEET**What questions do I have about the PDP/PCP Process?****What resources do I need to participate in a PDP/PCP Meeting?****What agencies should I invite to a PDP/PCP I will be participating in?****Additional Notes:**



**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 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

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**

PDP Development Steps

- **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)



PDP Development Steps (continued)

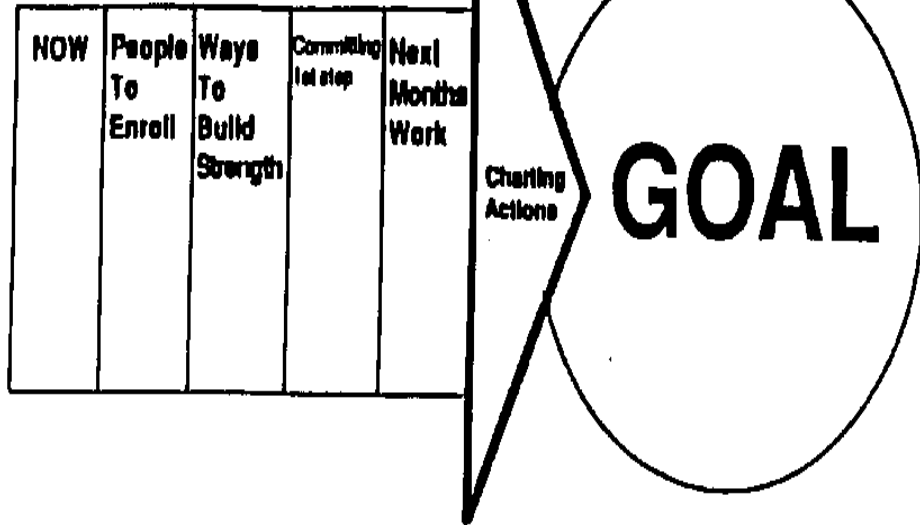
- **Event Preparation**
 - ✓ Order materials
 - ✓ Develop Table Map
(Assign tables based on Case Carrier Proximity)
 - ✓ Make copies of stickers, pictures icons to be used on the PCP cards
- **Event Set-up**
 - ✓ Table Assignment Maps for staff to direct families & support staff
 - ✓ Set up one table 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



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

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



After establishing your North Star, one year later identify goals accomplished

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
8. 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 PATH diagram is a flowchart within a blue-bordered box. It starts with a row of five boxes labeled 3 through 7: "3. Now", "4. People to Enroll", "5. Ways to build Strength", "8. Commit to the FIRST STEP", and "7. Next Months Work". An arrow labeled "6. Charting Actions" points from these boxes to a central circle containing the word "GOAL" and several colorful arrows pointing towards it. To the right of the "GOAL" circle is a large yellow starburst labeled "The North Star" with "1. DREAM" in the center.

YOUR PATH

A focused Planning Process

Steps

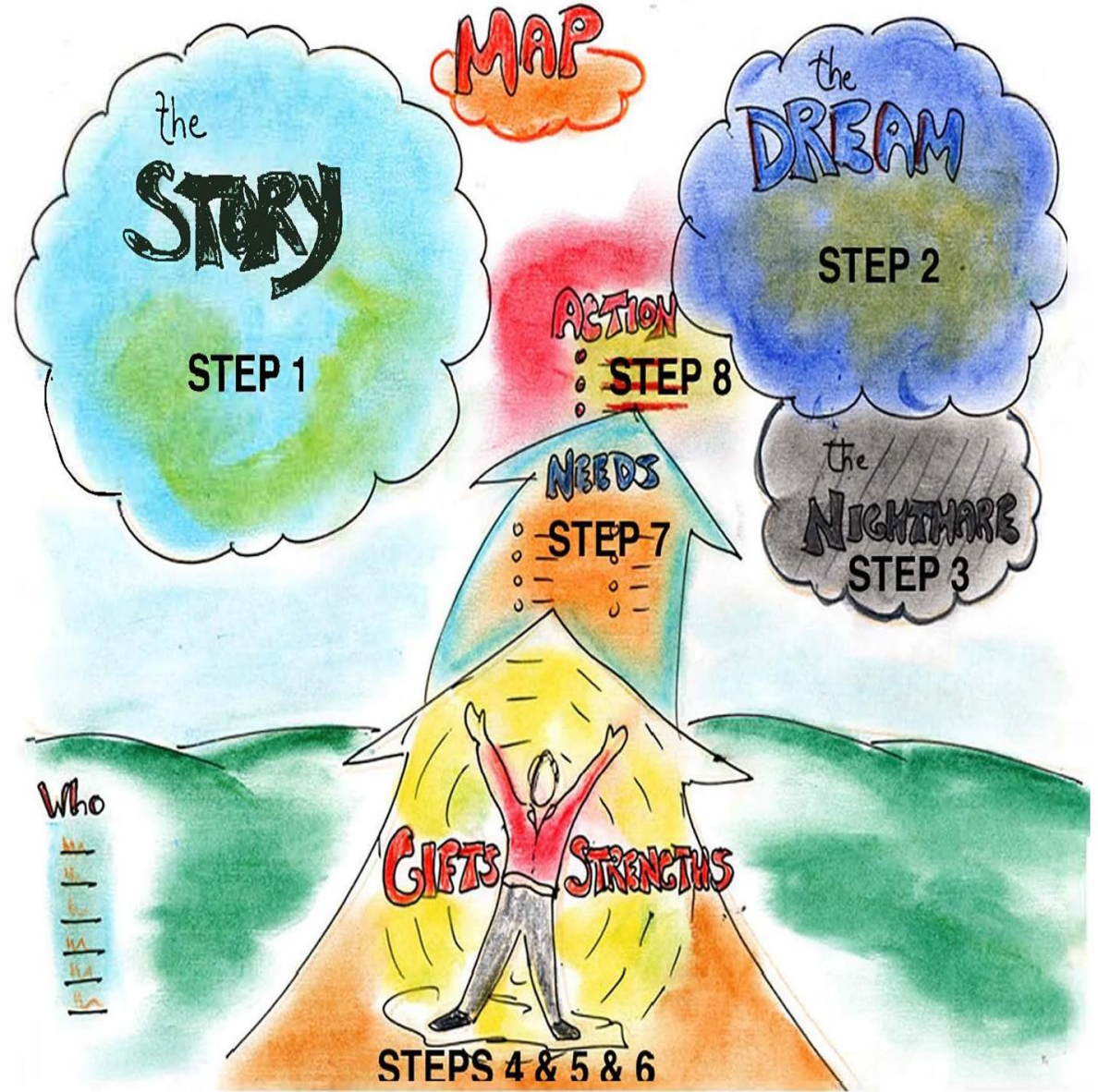
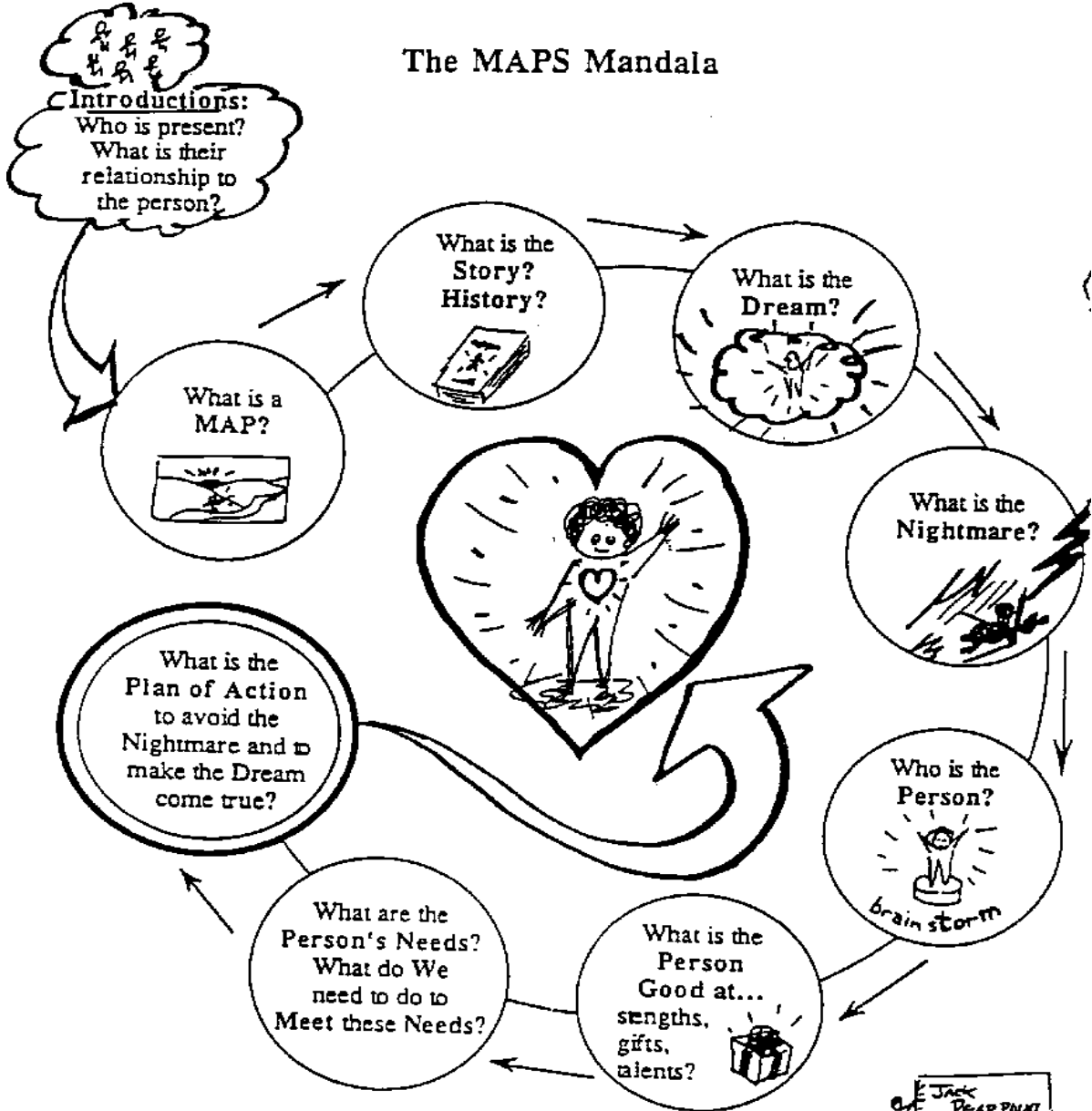
Situate yourself in a very positive future, picture it clearly, then think Backwards.

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



PERSON CENTERED PLANNING TOOL

PERSON CENTERED PLANNING Date

History

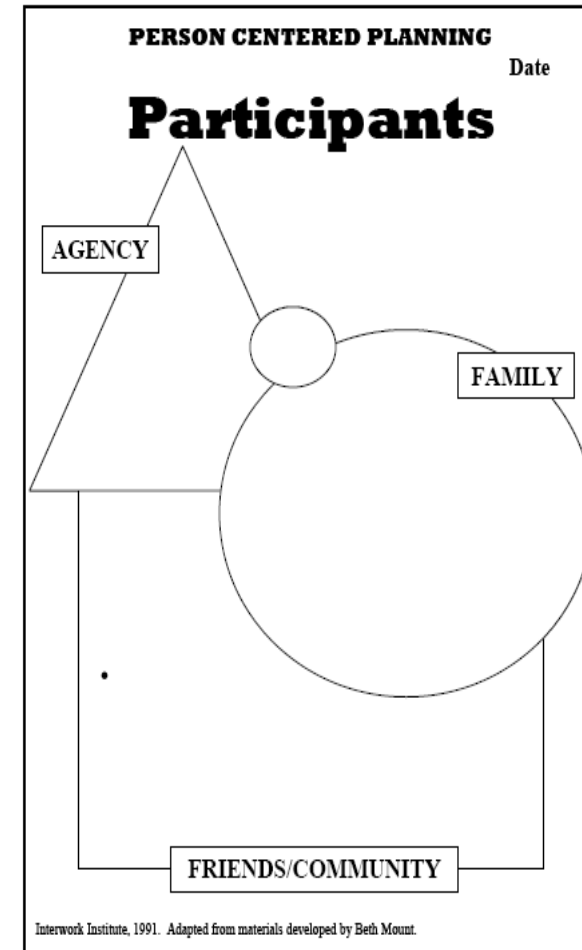
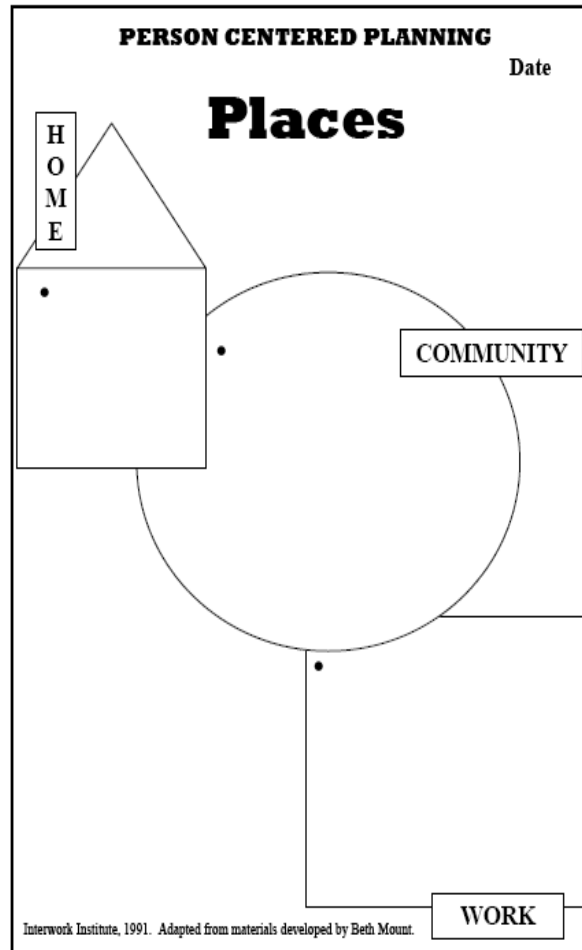
Born:

School:

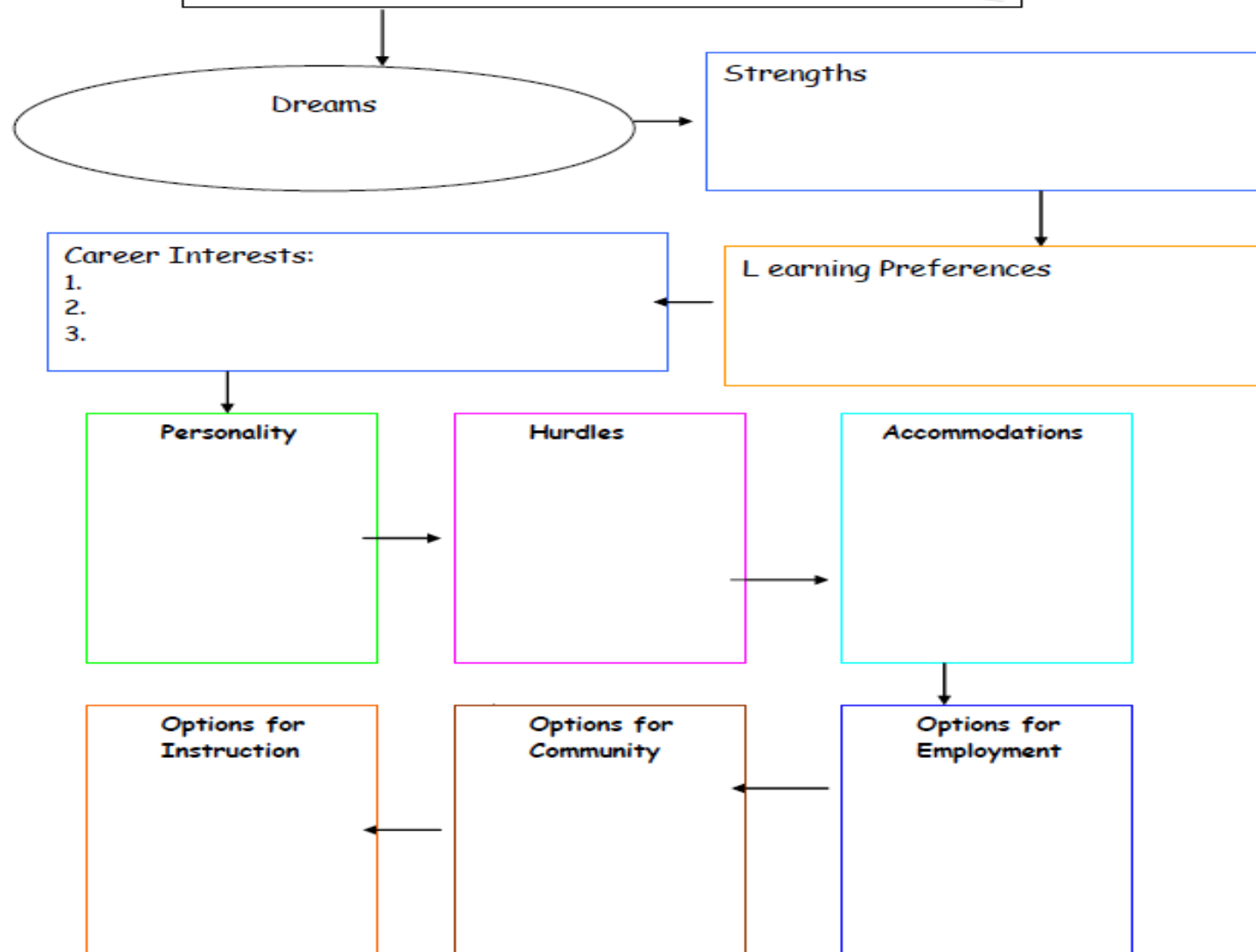
Special Events:

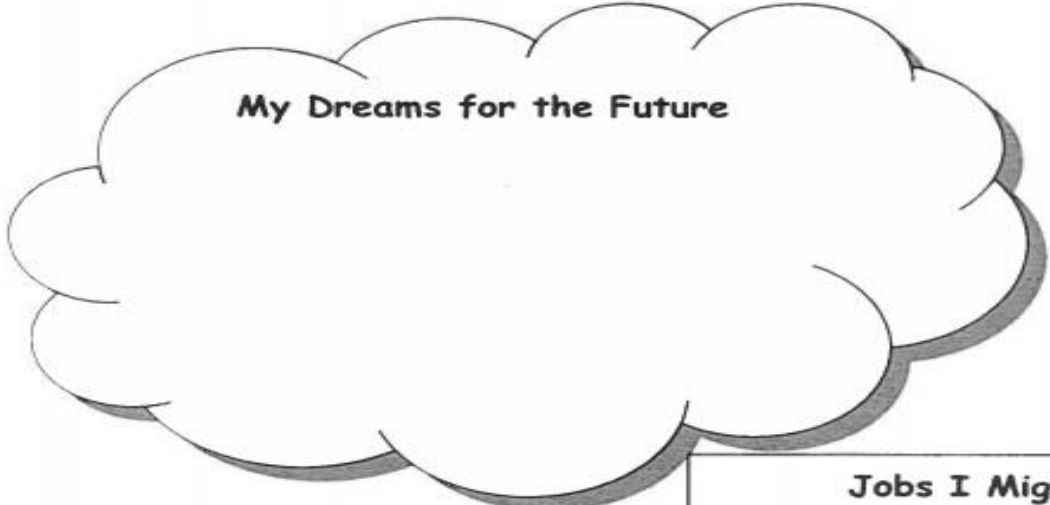
Activities:

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



Career Assessment Summary





My Strengths

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

Jobs I Might Like

How do I learn best?

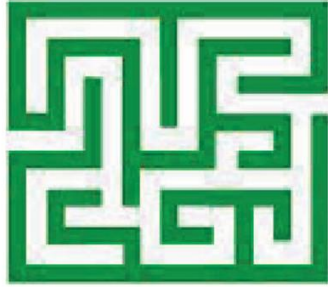
Things that might get in the way of my dreams

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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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.

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.]	



Goal Plan

Name:

Today's Date:

My Goal

Next Steps to Reach My Goal

Outcomes



People Who Can Support Me to Reach My Goal

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



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



Mom
 Dad
 Keegan
 Joey
 Jacob
 Ashly
 Nathan
 Wendy

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

Love, family important

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

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:

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

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**

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
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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

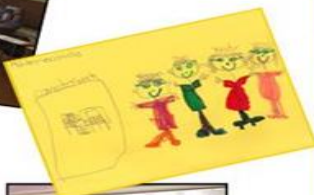
TO DO— to reach dreams and minimize nightmares**Preparing for next environment**

- 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

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





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

PDP TEAM

Maria
Kathy
John
Charlene
Linda
Richard
Friday
10/22/21

Grandma 11/8/21

Person Driven Plan

DREAMS

Get a Paid Job
College/Job
Training
Live Independently

Places To Go...

Disneyland
Angel Stadium
Mall
Beach

Maria is...

Funny, Inspirational,
Very Outgoing, Enthusiastic,
Friendly, Charming,
strong willed
Extremely polite, observant &
High Emotional Intelligence

Maria...
Loving, great
personality &
loves music

Current Agencies and Supports

- o Regional Center of OC
- o SSI & Cal Optima
- o Mental Health support as needed

Wants & Needs... for the Future

- Wants more interactions with non disabled & disabled peers, Sports, School/College, Community
- Explore SSI for Fair Share paying rent
 - Ongoing emergency and stranger training
 - Additional Job Experiences
 - Utilization of technology to support personal and employment opportunities
 - Identify accommodations for Learning Disability
 - Needs supports for visual spatial issues, distraction, including crossing the street
 - Wants to learn independent living skills
 - Needs assistance with periodic anxiety
 - Investigate Opening an ABL Savings Account
 - Happy & Healthy

HISTORY

- 🏆 During HS...best years of her life – fully engaged in sports
- 🏆 Had lots of work experiences
- 🏆 Graduated from High School (Certificate of Completion)
- 🏆 Special Olympics
- 🏆 Challenger Baseball
- 🏆 Fear of traveling
- 🏆 Health and medical issues that need monitoring

Team Words... Powerful * Loved Moving Forward * Hopeful and Grateful * Faithful * Optimistic * Thankful

PDP Summary

<p>Services/DSPS to determine available supports</p> <ul style="list-style-type: none"> ✓ Identify pros & cons of virtual and in person ed opportunities ✓ Identify class to prepare for the Project SEARCH at Santiago Canyon College ✓ Check out the Animal Care Certificate Program at Coastline Community College ✓ Check out the Arise Lab...Academics, Relationships, Independence, Self-Advocacy, and Emotional Health (ARISE) program at NOCE ✓ Review the Mobility Training Program at NOCE ✓ Build PSE Schedule on strengths & wishes 			<ol style="list-style-type: none"> 5. What career relevant certificates will help Maria get and keep a competitive integrated job of her choosing? <ul style="list-style-type: none"> ✓ Nursing Assistant ✓ Child Care Certificate ✓ Senior Care ✓ General Employment Preparation 6. How does Maria get signed up for the Project SEARCH Prep Class at Santiago Canyon College? 7. Are RCOC Tailored Day Services available to assist with community college activities? 8. Explore the Self-Determination Program via RCOC – FMS and Independent Facilitator 	<p>Fall 2022 classes & programs</p> <ul style="list-style-type: none"> ○ Registered with Special Services/DSPS Department at Community College to receive accommodations as needed ○ Career Pathway Certificate Completion
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<p>anticipation of 5-10 year move out date</p> <ul style="list-style-type: none"> • Practice Self-Determination Skills: <ul style="list-style-type: none"> ✓ Goal Setting ✓ Decision Making ✓ Problem Solving ✓ Self- Management/ Self-Regulation ✓ Self-Advocacy • Increase independence Skills/Take care of own independence needs <ul style="list-style-type: none"> ✓ Community Safety ✓ Stranger Awareness ✓ Sign up for OC Sheriff "Take Me Home Program" ✓ Be Well OC • Develop a Weekly Schedule that includes all activities including free time • Learn to cook meals including pasta 	<ul style="list-style-type: none"> ○ Robert Jones ○ Christine Rarmer ○ Richard Rosenberg ○ Linda ONeal ○ Geraldine Lopez (RCOC Service Coordinator) 	<ul style="list-style-type: none"> ❖ Consider Get SAFE as a 1 to 1 program option. 	<p>support the development of Self-Advocacy?</p> <ol style="list-style-type: none"> 2. What are the independence skills that Morea want to practice and develop? 3. How does Maria practice the safety skills needed to navigate the community successfully and, or develop replacement strategies? 		<p>determination skills</p> <ul style="list-style-type: none"> ○ List of completed independence skills ○ List of safety strategies practiced and learned ○ Weekly Sunday-Saturday Schedule
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HEALTH & FITNESS:

Maria... "I want to exercise more 😊 walking more and I want to work on my healthy nutrition."

<ul style="list-style-type: none"> • Identify strategies to support any health limitations 	<p>Team Members</p> <ul style="list-style-type: none"> ○ Maria Jones ○ Kris Jones 	<ul style="list-style-type: none"> ❖ Jones Family ❖ Medical Team 		<p>Now & Ongoing</p>	<ul style="list-style-type: none"> ○ Approved exercise & fitness plan
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<ul style="list-style-type: none"> ✓ Work on healthy living practices, including nutrition ✓ Learn about medication requirements and ordering medication refills ✓ Learn to make medical appointments ✓ Explore medication distribution & management system (Improvon) 	<ul style="list-style-type: none"> ○ Robert Jones ○ Christine Rarmer 		<ol style="list-style-type: none"> 1. What types of medical follow-up needs to be scheduled? 2. How will Maria learn to monitor her medication needs and possible side effects? 3. What types of fitness activities does Maria want to participate in? 		<ul style="list-style-type: none"> ○ Medication Management Tool ○ Calendaring of upcoming medical appointments ○ Increased medication independence efforts over seen by mom
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RECREATION & SOCIALIZATION:

Maria... "I want to hang out with friends more – make new friends, typical friends, co-workers, and college buddies."

<ul style="list-style-type: none"> ✓ Expand Social Opportunities ✓ Increase opportunities to get out in the community and participate in activities of interest ✓ Sign up for and to participate in Challenger Base Ball as a Coach ✓ Sign up for the Spirit League Newsletter ✓ Consider starting a Cheer Leading 	<p style="color: red; margin: 0;">Team Members</p> <ul style="list-style-type: none"> ○ Maria Jones ○ Kris Jones ○ Robert Jones ○ Christine Rarmer ○ Melissa Cory (Spirit League) 	<ul style="list-style-type: none"> ❖ Jones Family ❖ Spirit League/Adult Programs 	<ol style="list-style-type: none"> 1. What are some socialization activities that Maria wants to participate in? <ul style="list-style-type: none"> ✓ Clubs ✓ Community College Activities ✓ Volunteer Activities 2. How do we support Maria in making and keeping friends? 3. What strategies and supports are needed to promote successful travel trips with family? 	<p style="margin: 0;">Now & Ongoing</p> <p style="margin: 0;">Initiating a new therapist for now</p>	<ul style="list-style-type: none"> ○ List of attended social opportunities
--	---	--	---	--	---

<ul style="list-style-type: none"> Camp? special cheer 😊 ✓ Work on fear of travel ✓ Identify strategies to deal with anxiety 					
--	--	--	--	--	--

TRANSPORTATION:

Maria... "I have access and I continue with OC ACCESS."

<ul style="list-style-type: none"> • Provide Travel Training ✓ Community Safety Crossing streets ✓ OC Access (Apply for Eligibility) ✓ OCTA Bus • Explore Transportation Alternatives Hop Skip Drive? Uber? 		<ul style="list-style-type: none"> ❖ Orange County Transit Authority https://www.octa.net/Buses/OC-ACCESS-Service/Overview/ ❖ North Orange Continuing Education Mobility Training Program (In person or Virtual) ❖ Jones Family 	<ol style="list-style-type: none"> 1. What travel training resources are available? 2. How does someone secure eligibility for the OC Access Para-Transit Program? 	Fall 2021	<ul style="list-style-type: none"> ○ Participate in Travel Training Course (NOCE) ○ Apply for OC Access ○ Get an OCTA Reduced Fare Pass
--	--	--	--	------------------	---

FINANCIAL MANAGEMENT & PLANNING:

Maria... "I want more money and independence and use the ATM."

<ul style="list-style-type: none"> • Participate in Benefits Planning activities ✓ Learn how to report wages to the Social Security administration using new App ✓ Learn about Work Incentives to be used once in a paid job 	<p>Team Members</p> <ul style="list-style-type: none"> ○ Maria Jones ○ Kris Jones ○ Robert Jones ○ Christine Rarmer ○ Nick Harriger (Certified Benefits Planner) 	<ul style="list-style-type: none"> ❖ Project Independence ❖ NOCE Classes 			<ul style="list-style-type: none"> ○ Access Benefits Planning Services at Project Independence ○ Possible SSI monthly pay adjustment ○ Utilize a weekly/monthly budget
--	---	--	--	--	--

<ul style="list-style-type: none"> ✓ Check into "Fair Share" increase in SSI Payment • Learn to set and manage a budget ✓ ATM Card • Check into opening an ABLA Savings Account ✓ Pay for disability related expenses without jeopardizing public benefits ✓ Increase financial literacy 		<ul style="list-style-type: none"> ❖ CalABLE 			<ul style="list-style-type: none"> ○ Opened ABLA Account with CalABLE
--	--	---	--	--	---

AGENCY CONNECTIONS

Agency/Service Provider	Team Member* /Contact	Agency/Service Provider Information	Questions	Timeline	Outcomes
Regional Center of OC	Geraldine Lopez (RCOC Service Coordinator)	Regional Center of Orange County https://www.rcocdd.com/	<ol style="list-style-type: none"> 1. How do I get signed up for the PS Waiting list? 2. How can RCOC help with transportation needs to education, work training and other activities? 3. Can RCOC support community college activities with Tailored Day Services? 4. Is the new Self-Determination Program appropriate for Moore? 	Now & on-going	<ul style="list-style-type: none"> ○ Request placement on the Project SEARCH waiting list
Department of Rehabilitation Supported Employment	Vocational Rehabilitation (VR) Counselor	Department of Rehabilitation Laguna Hills Office 24012 Calle De LA Plata Suite 220	<ol style="list-style-type: none"> 1. When will it be appropriate to consider completing an application to DOR for Vocational Rehabilitation (VR) Services? 	Spring/ Summer 2022	<ul style="list-style-type: none"> ○ Plan to apply for Vocational Rehabilitation (VR) Services

		Laguna Hills 92653 (949) 598-7942 https://www.dor.ca.gov/	2. Identify Career Goal		<ul style="list-style-type: none"> ○ Participation in DOR VR Services Program ○
Coastline Community College	Rachelle Lopez rlopez@coastline.edu	https://catalog.cccd.edu/coastline/pathways/college-preparation-career-development/special-education/animal-care-certificate-completion/	<ol style="list-style-type: none"> 1. What is the schedule for this non-credit program? 3. What kinds of supports are provided through the Coastline College's Special Programs Career Options through Academic Support and Training (COAST) Program? 	ASAP for Spring Enrollment	<ul style="list-style-type: none"> ○ Information about the Coastline Animal Care Certificate Program
North Orange Continuing Education	Casey Sousa (Disability Support Services) (714) 808-4932 csousa@noce.edu The lab has been designed to provide individualized support to students with Neuro--developmental Disorder (ASD), but many students benefit from the services provided by ARISE. Students receive assistance in managing the transition to college, persisting through challenges, and completing their postsecondary education goals. All students who are 18 years or older, and who are enrolled in at least one class at NOCCCD are eligible to take	North Orange Continuing Education https://noce.edu/admission-registration/ ARISE Lab https://noce.edu/student-services/disability/counseling-support/arise-lab/	<ol style="list-style-type: none"> 1. What types of classes does Maria want to take at NOCE? 2. What supports are available through the NOCE Disabilities Services Center? 3. What kinds of supports are available through the ARISE Lab? 	By January 2022	<ul style="list-style-type: none"> ○ Visit the NOCE Arise Lab ○ Application for NOCE completed by Spring 2022 ○ List of possible NOCE classes & programs ○ Cypress College "First Steps" Program information

	advantage of the ARISE lab's services.				
Santiago Canyon College	Angela Guevara Disability Student Services Specialist	https://www.sccollege.edu/Departments/oec/continuingeducationprograms/Programs-for-Adults-with-Disabilities/Pages/default.aspx 714-628-4860 or guevara_angela@sccollege.edu	<ol style="list-style-type: none"> 1. Which class should Maria enroll in for Project SEARCH? 2. Is this class in-person or virtual? 	December 2021 for Spring or Summer Enrollment	○ Enroll in employment skills development class
Spirit League Possible CHEER	Melissa Cory President Emeritus, Advisor, Occupational Therapist	Spirit League www.spiritleague.org 714-417-9553 info@spiritleague.org	<ol style="list-style-type: none"> 1. What is the cost for participating in the sports camp? 2. Consider volunteering to be a baseball coach for the youth program? 3. Considering starting a cheer leading option to support Spirit League? 	December 2021 for Spring participation	○ Signed up for Spirit League activities
Project Independence	Nick Harriger (Certified Benefits Planner) 1-714 549-3464 x228 nick@proindependence.org	http://www.proindependence.org/core-programs/#core-prg-5	<ol style="list-style-type: none"> 1. What kinds of benefits planning supports can Maria participate in? 2. What are work incentives that Maria should consider using once employed? 	Once applying for paid jobs	○ Enrolled in Benefits Planning Services
Orange County Transportation Authority		Orange County Transit Authority https://www.octa.net/Bus/OC-ACCESS-Service/Overview/	<ol style="list-style-type: none"> 1. How can the ACCESS Program be used to support Maria's transportation needs? 	Now	○ ACCESS Eligible with a current pass
CalABLE		https://www.calable.ca.gov/about/	<ol style="list-style-type: none"> 1. How can Cal ABLE help to provide a savings and investment opportunity? 	Now	○ Opened Cal Able Savings Account

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

Change goals
Support
determined
English
friendly
gentle
MAN
What
Inball part
Thankful
Amazing




PERSON CENTERED PLANNING Date _____

TRANSPORTATION

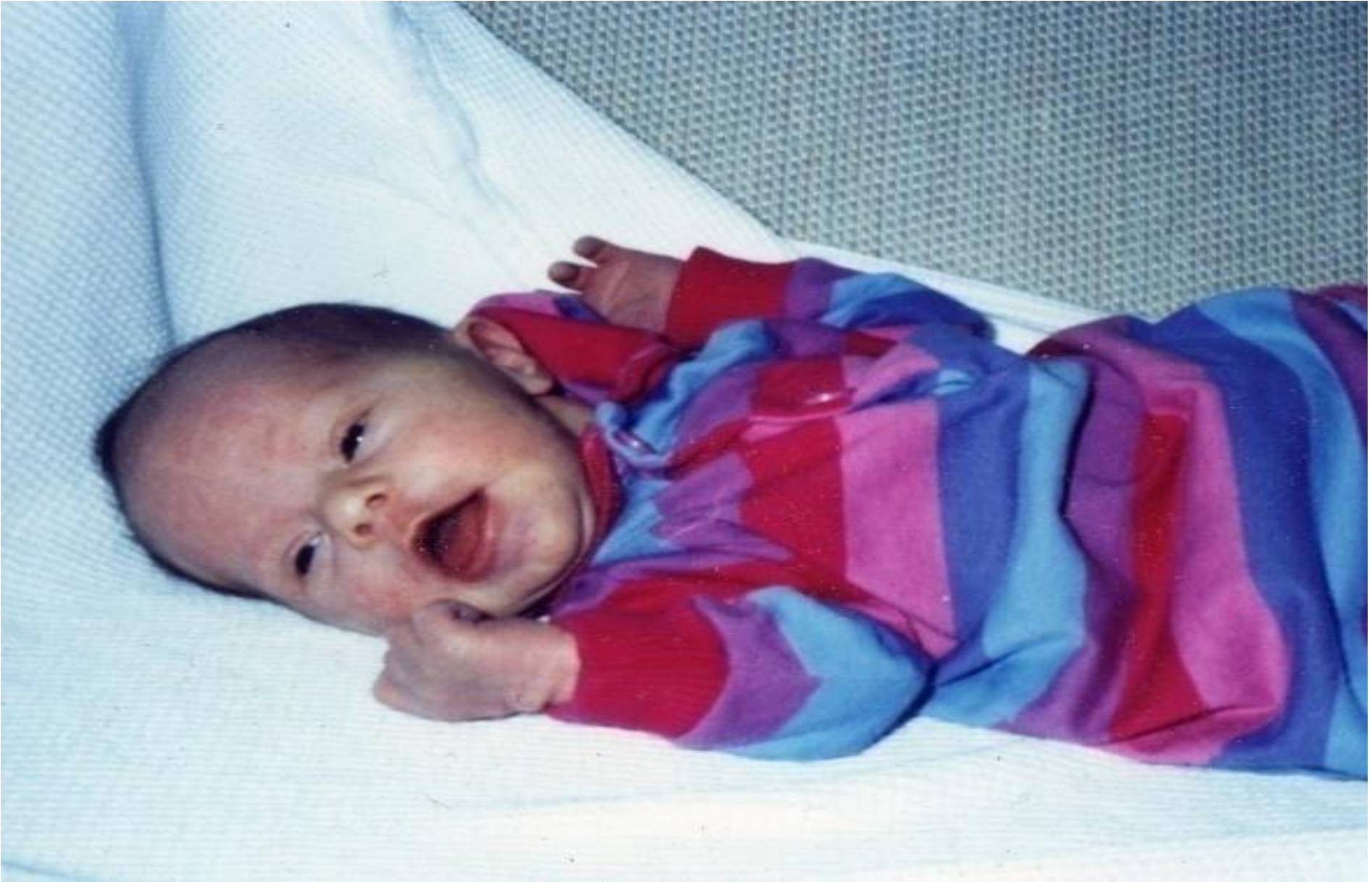
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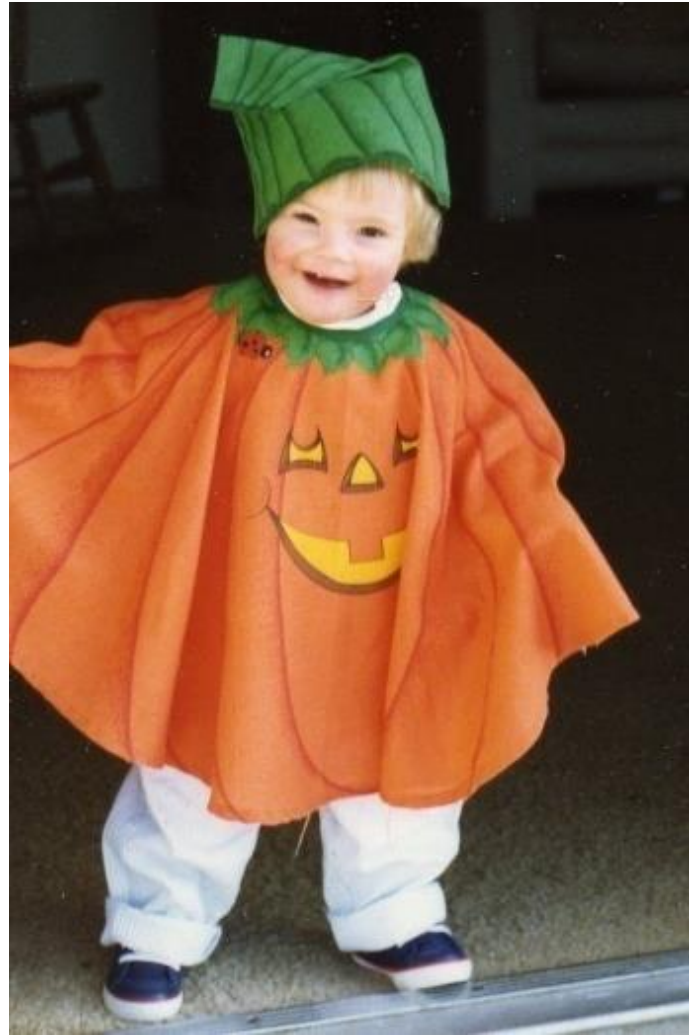


Future Plans:



8









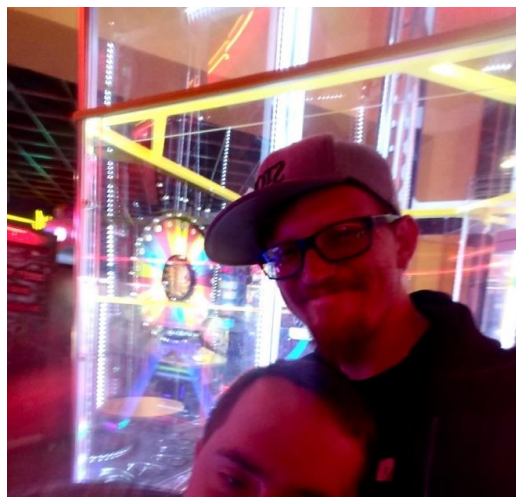
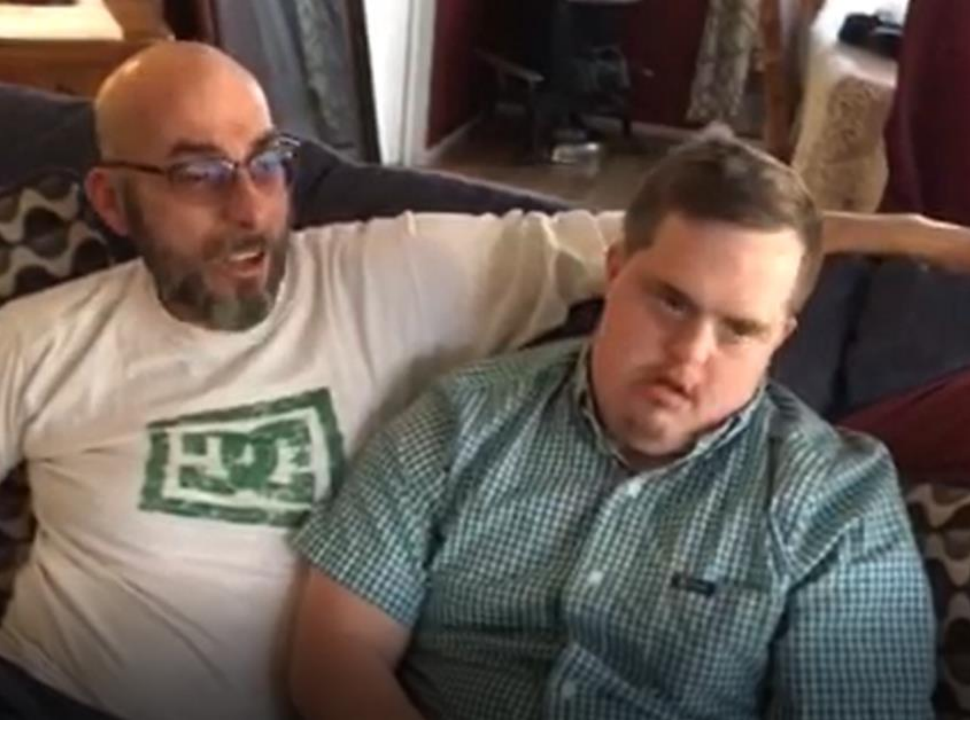














- JoAnn Fabric
- Workability
- Adult Career Exploration

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







How to Create a One Page Profile

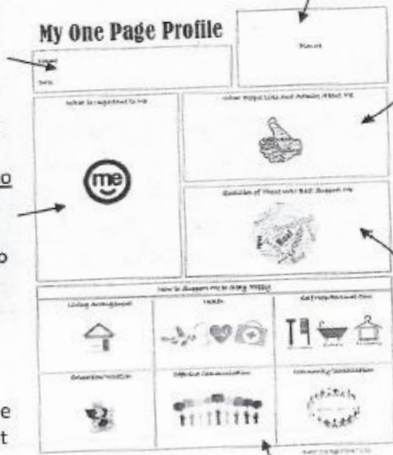
A One Page Profile captures the basic but important information about a person. It is positively focused on the individual's core qualities and abilities. Create the One Page Profile with family, friends, and others that supports the individual. Personalize the One Page Profile with pictures, artwork, and colors to reflect the individual described. Complete the One Page Profile to the best of your ability, there is no right or wrong way to describe the individual.

NAME & DATE

Write down the name of the person the One Page Profile belongs to. Update the profile annually to see the changes and growth of the person every year!

PICTURE

Insert a current picture or use/draw a picture that represents the individual's personality.



WHAT PEOPLE LIKE & ADMIRE ABOUT ME

Include information about the person's strengths, abilities, and talents. Write down what others appreciate about the individual. Focus on the positive qualities and what the individual is good at!

QUALITIES OF THOSE WHO BEST SUPPORT ME

In this section, include skills, personalities, and characteristics of those who can best support the individual. Think of the people who makes the individual happy, who the individual work well with and who help the individual have a good day. What are some adjectives to describe those supports the individual?

WHAT IS IMPORTANT TO ME

List anything that is important to the individual in their own perspective. What hobbies or interests does the person like to do to make them happy. What particular routines are important to the individual. What are some of the things that should be avoided. Write down what really matters to the individual, even if others do not agree.

HOW TO SUPPORT ME TO STAY HAPPY

In this section, include things that are important for the individual. Ask yourself, what makes the individual feel better when he/she is stressed or unhappy. Think about the rituals and routines in different areas of the individual's life including living, health, behaviors, school/work, community and safety. Think of what others need to be mindful of.

For assistance to create a One Page Profile
Please contact your Service Coordinator to setup a referral for a 1:1 Person Centered Planning appointment

Person Centered Practices Coordinators
Karen Sibrian: (626) 248-4927 or kasibrian@elarc.org
Vivian Lau: (626) 248-4926 or viau@elarc.org

My One Page Profile



Name Mikel Falvey

Date 10/18/2021

What is important to Me

- People around me who believe in me and my abilities
- People have to support my typing as that is my voice.
- Being around animals & people

What People Like and Admire About Me

- Honesty
- love I share w/ others

Qualities of Those Who Best Support Me

- F/C on confident
- believe in me
- respect me
- give me time to respond
- familiar w/ my friends and family
- give me choices

How to Support Me to Stay Happy

Living Arrangement
Continue w/ SLS

Health
Exercise
Healthy Diet
Having fun
regular break up
arthritis
psychiatrist

Self Help/Personal Care
Choices
exercising
eating healthy

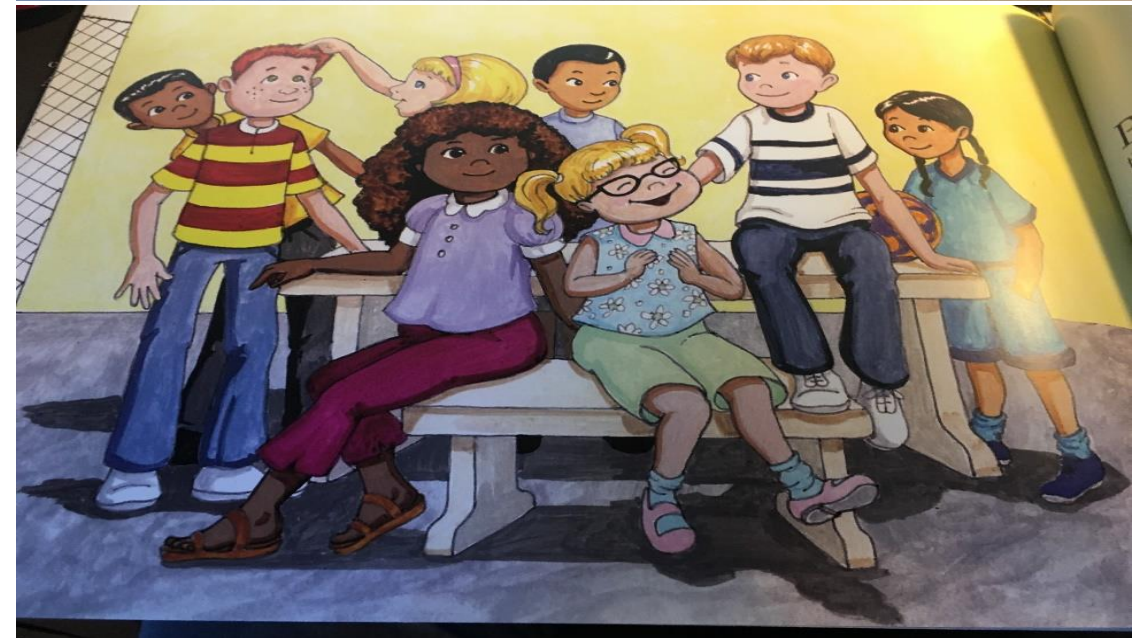
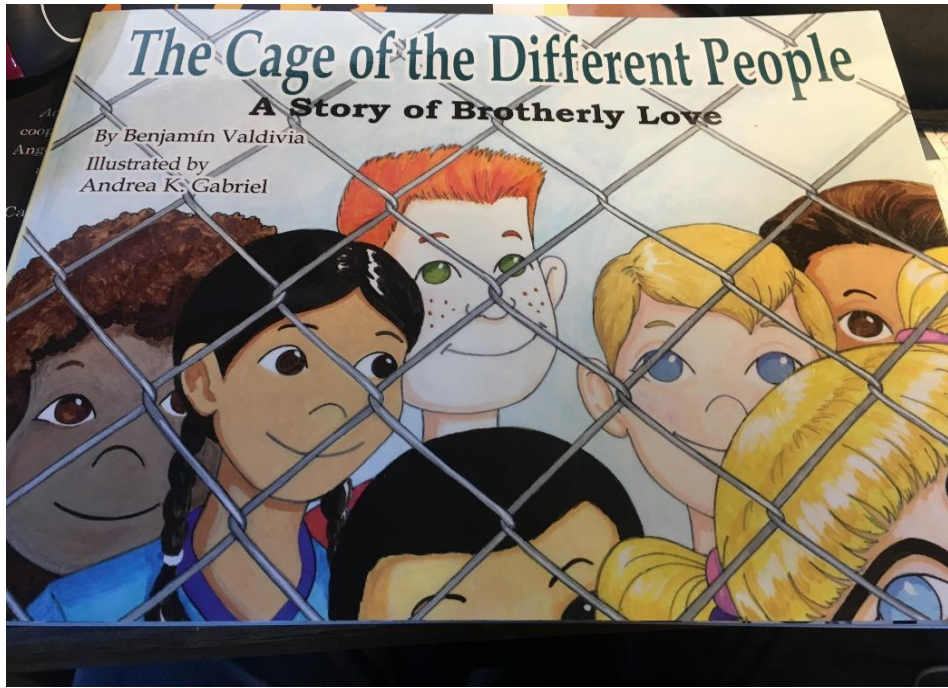
Continue @ nail salon w/ time to move in

Communication
Psychology
Community/Socialization
Everyone who supports me should be able to type w/ me

opportunities to meet w/ friends frequently
family

CARLA

Carla's Life



CARLA'S 16TH BIRTHDAY







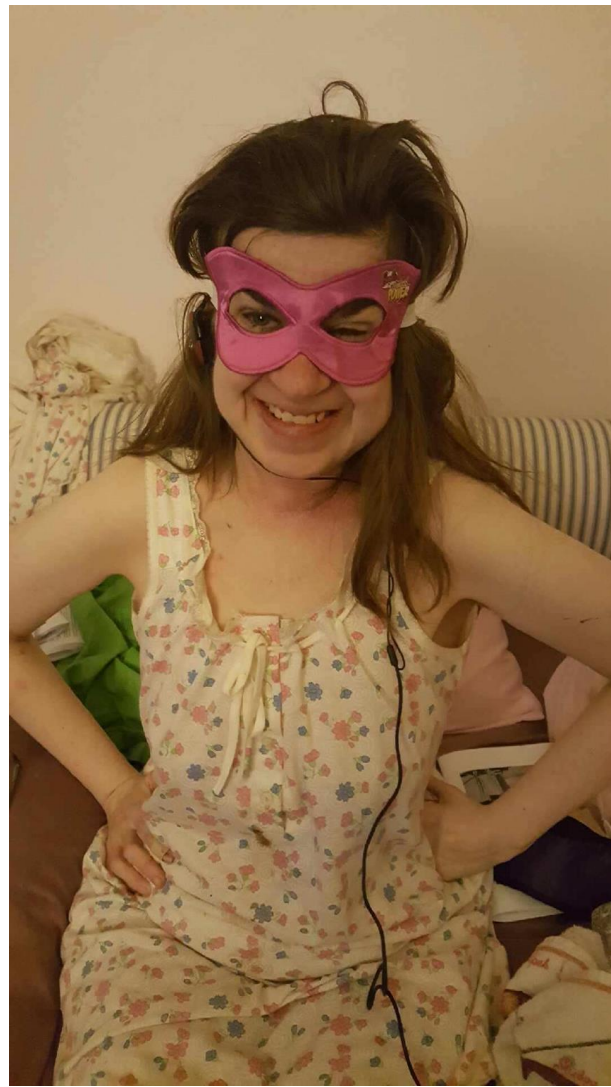
Going to College



“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.”



... Dreams ...

- work at ^{concert hall} ^{cafe}
- 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
- get up excited & have a plan
- hobbies, something fun
- dating a guy
- going out
- boyfriend, family
- trip with her Dad

- No
- working at hospital

New experiences

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

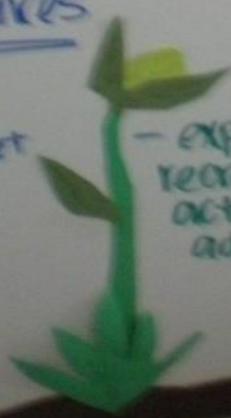
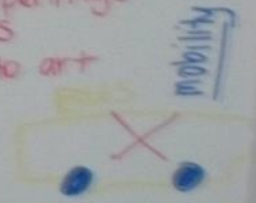
- explore recreation dept. activities & adult school

- 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 / Rsvp / enter / prize





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



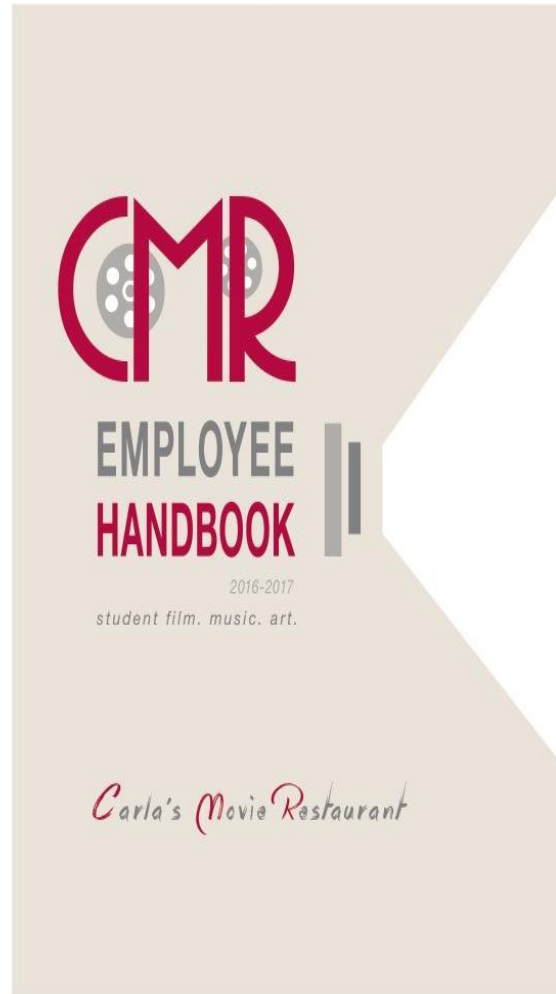
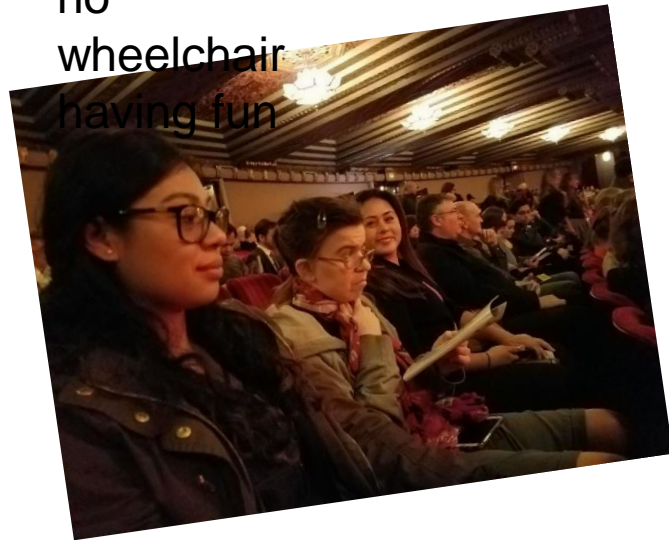


www.ctsartist.com



Carla
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 foreground, there are several tubes of paint in shades of purple, pink, and orange. To the right, a palette holds several colors of paint, including blue, black, and brown. A green-handled brush lies on the surface. In the background, there are more paint tubes, some in a grey tray, and several brushes with wooden handles. The overall impression is one of a busy, creative studio.

ABOUT CARLA SRAMEK

CHRISTOPHER

Person Centered Planning THE STORY OF CHRISTOPHER



Christopher Cabral



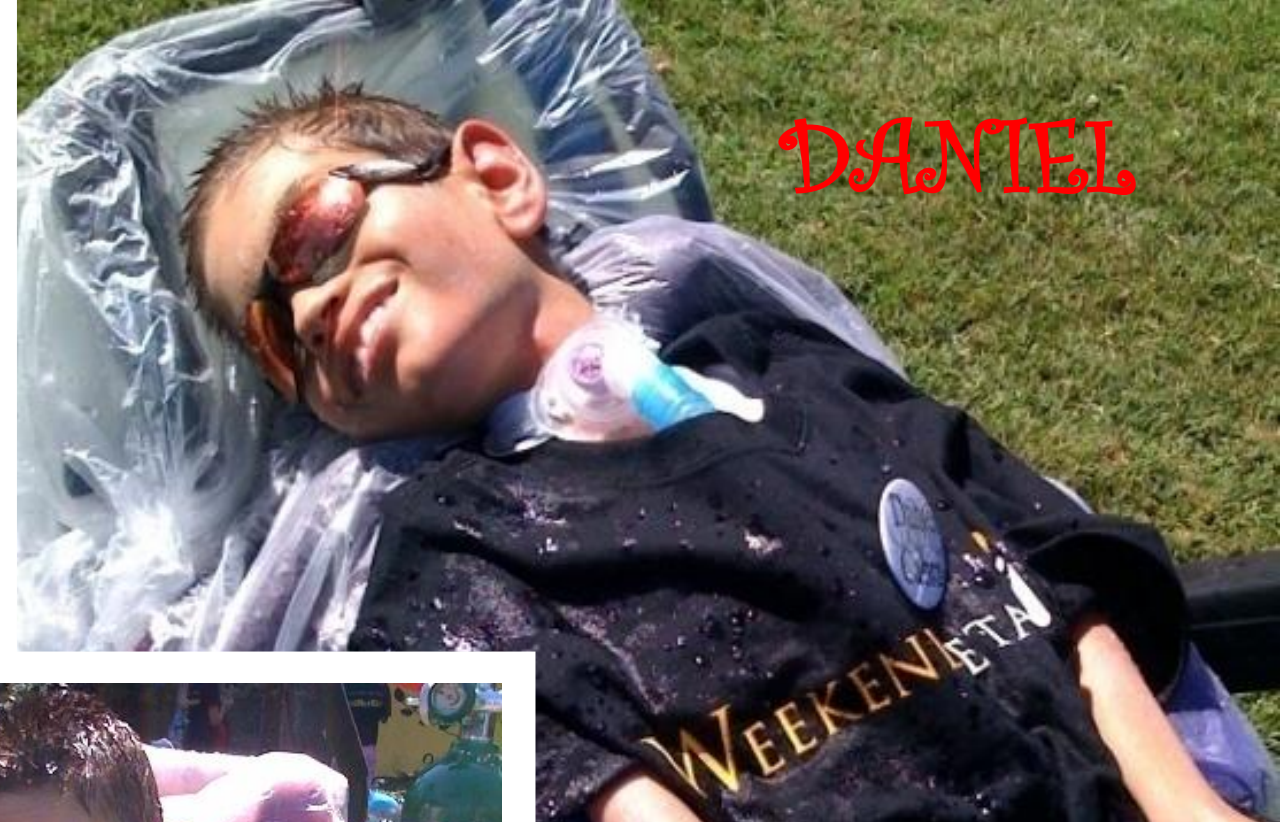




Camp ReCreation

CHRISTOPHER





DANIEL



MICHAEL



Christopher

Attendees:
____ family: ____
Christopher
Nurse Kim
Bedel
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, Coo'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/Reduced 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 wassistance.
- 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:

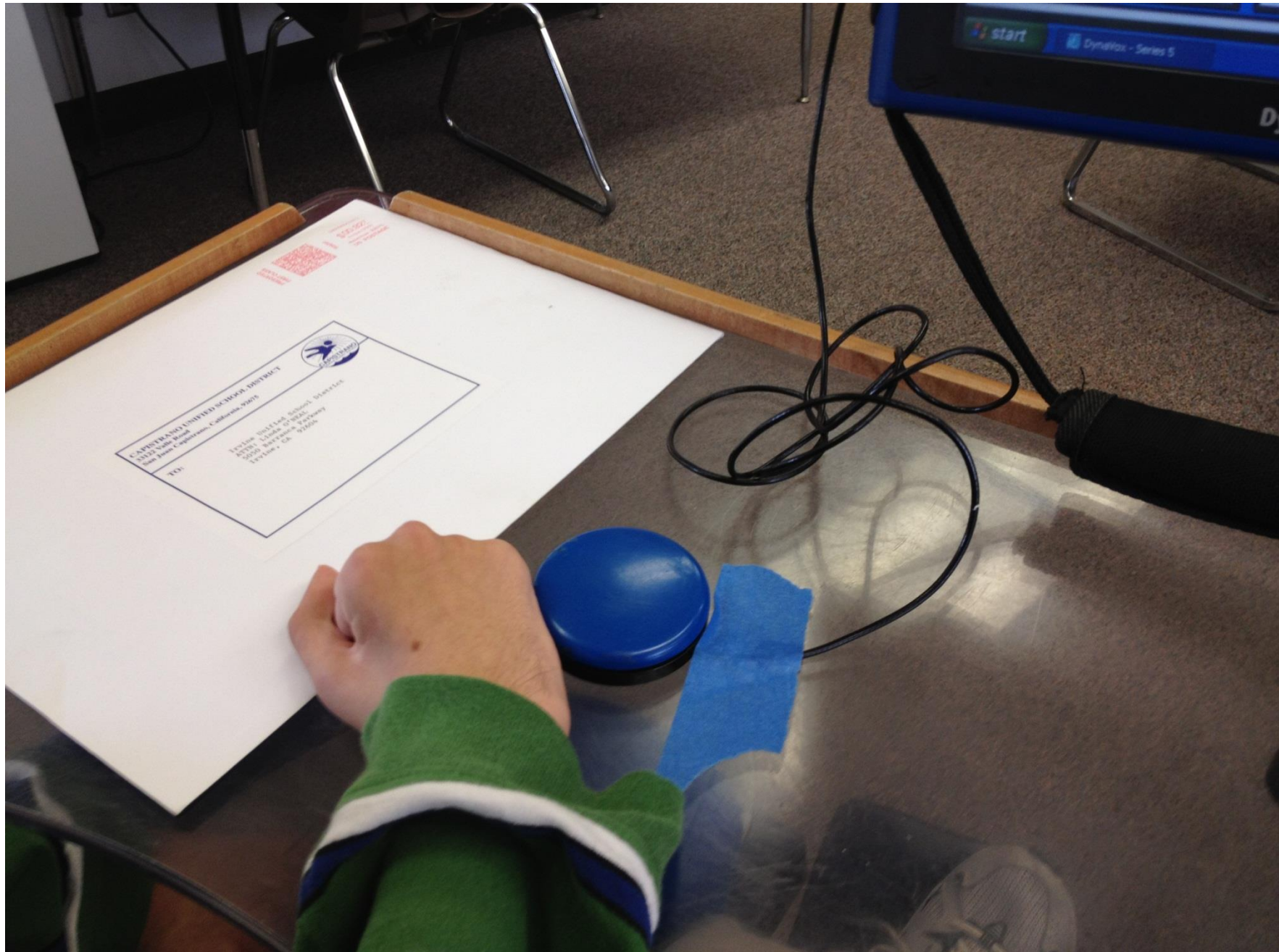
- Using OCTA ?



Christopher wants a paid job!

Mail Delivery





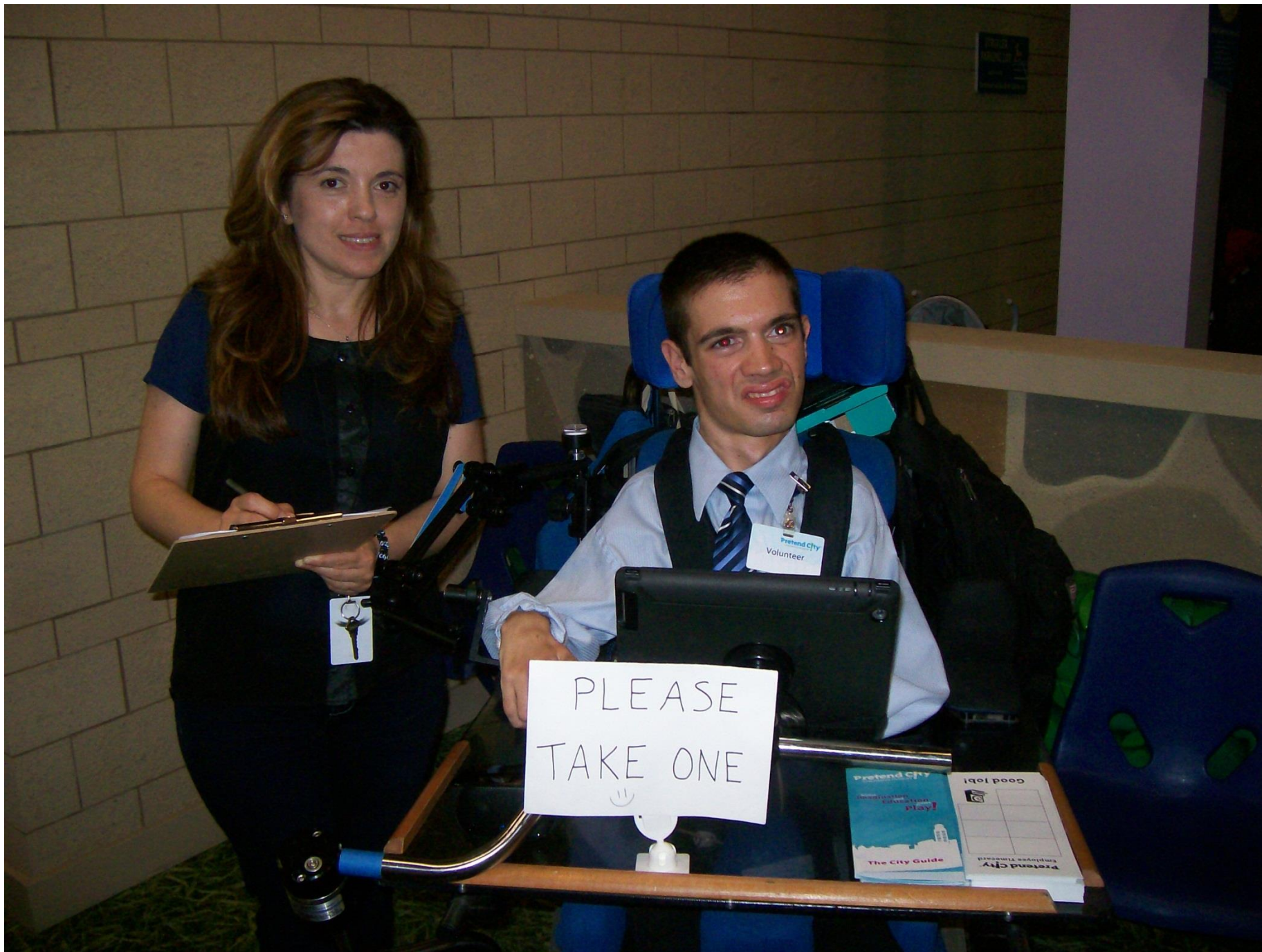


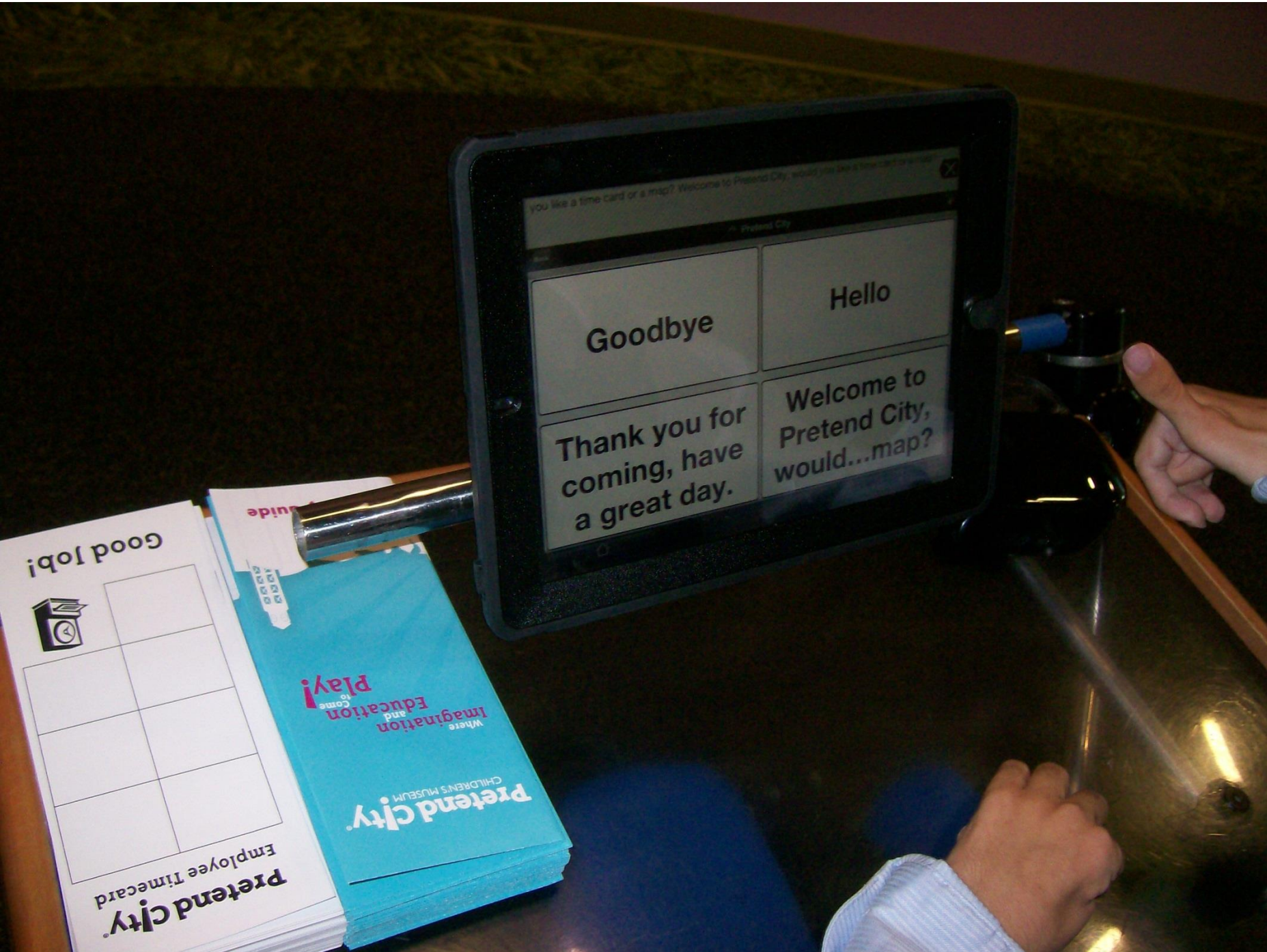




CHRISTOPHER'S INTERNSHIP SITE

Start Date: January 2012





Good Job!



Pretend City
Employee Timecard

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

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?**

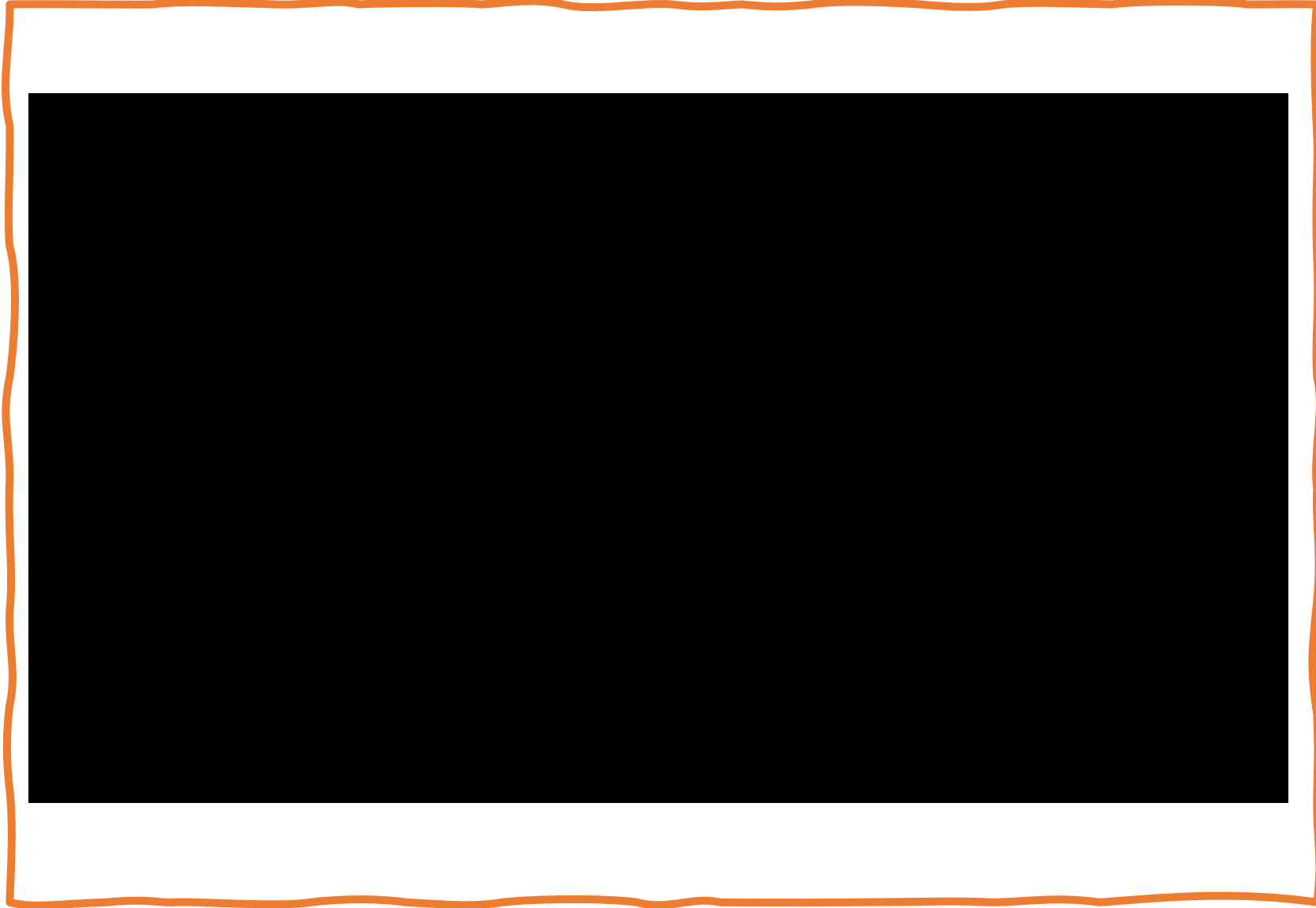


WELCOME TO **Pretend City**
CHILDREN'S MUSEUM

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



Christopher at Pretend City Children's Museum



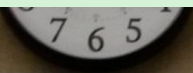


Story Time
with
Christopher



STORY TIME WITH CHRISTOPHER





Monday
Van Aho's

CHRISTOPHER'S WEEKLY SCHEDULE

Key



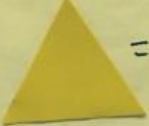

- = Services
- = Resources
- ▲ = Activities
- = Try Outs
- Questions
 = [Pink 1/200
 Purple 1/200
 Green 1/200
 Blue 1/200]

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
AM							
PM							






Key

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

Questions

-  = Pink: USD
- Purple: RCOE
- Green: Cabral's

M

Monthly Variables

Final Lesson

End Lesson


Theme Day's Adventure

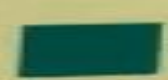
GHI


Key

 = Services

 = Resources

 = Activities

 = Try Outs

 = Questions
[Pink: LUSD
Purple: RUC
Green: Cabra li
Blue: Christophe

Monday

1AM

Final Lesson

TRIP

Shopping / Lesson Planning for microteaching

Emergency shopping

3PM

5:00 PM

Be here



LUKE

Luke Spinelli



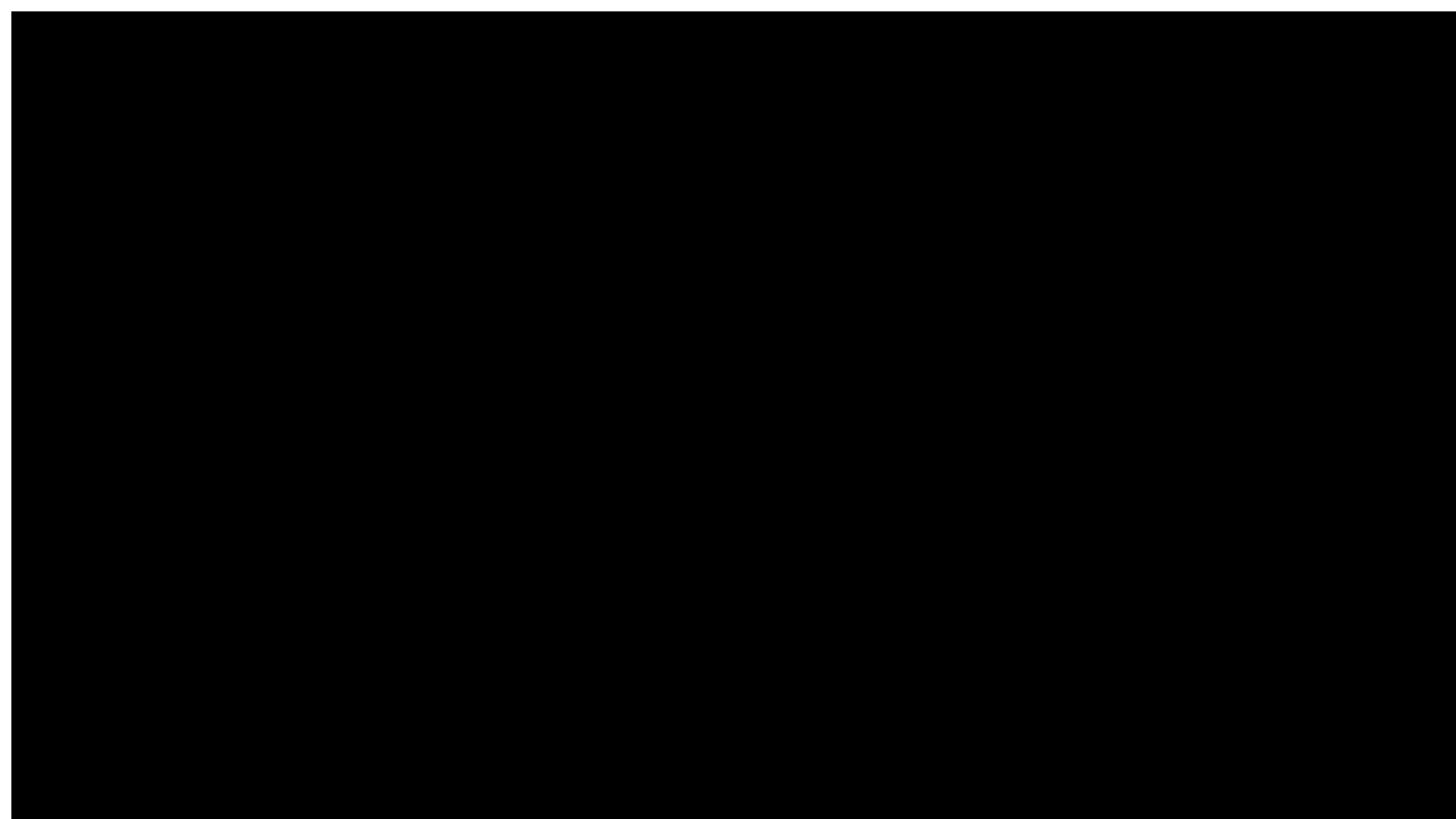
Man On A Mission

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]

- Birthdays (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]

- out
- Ric
- + Kaitlyn 2 nights a

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
- staff
- training - on campus @ Chapman
- post office Huntington
- continue @ CSULB
- supportive employment
- Poetry Book (sharing)
- Breaking the Borders
- 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
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 ica
 eralda
 hard





Blair and Kendall's Housewarming





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

Blair Brown's Self Determination Program Year ONE Summary



Year 1 in one Word

- Glorious
- Amazing
- Thankful
- Blessed
- Surprised
- Beautiful
- Growth
- Stretching
- Inspiring

Glorious Accomplishment's

- Health/Appearance • Selecting HER team • Training staff FC
- Home Ownership • Verbally speaks more clear • Communication
- Peaceful, full of good energy • Being an Adult • Zoom Meetings
- Dentist Visit all alone • More Meaningful activity's (other then Disney)



Participants

- Blair Brown**
 Richard Rosenberg
 Christine Sheppard
 Sharla Brown
 Peter Brown
 Nadia Hill
 Rosalia Grimaldo
 Angela M Barrera
 Consuelo Negrete

YEAR

- FC Blair Support Group
- Stretch Friendships
- Host Backyard Parties
- Launch Own Business

TWO

- Neighborhood Exercise Group
- Staff Growth/Stability
- Transform Garage to Art Studio

GOALS

- Present at Cal-TASH
- Take a University Course
- Meal Prep
- Exercise Daily

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 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

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!**

AJ

16 Year-old Leading to Self Determination

Overview

Initial Plan Date: 10/21/21

Significant Revision Dates:

Table of Contents

About Aidan

Important people

What People Like and Admire About Aidan

What's Important to and Important For Aidan

Hopes and Dreams

Things to Avoid

Things to Figure Out

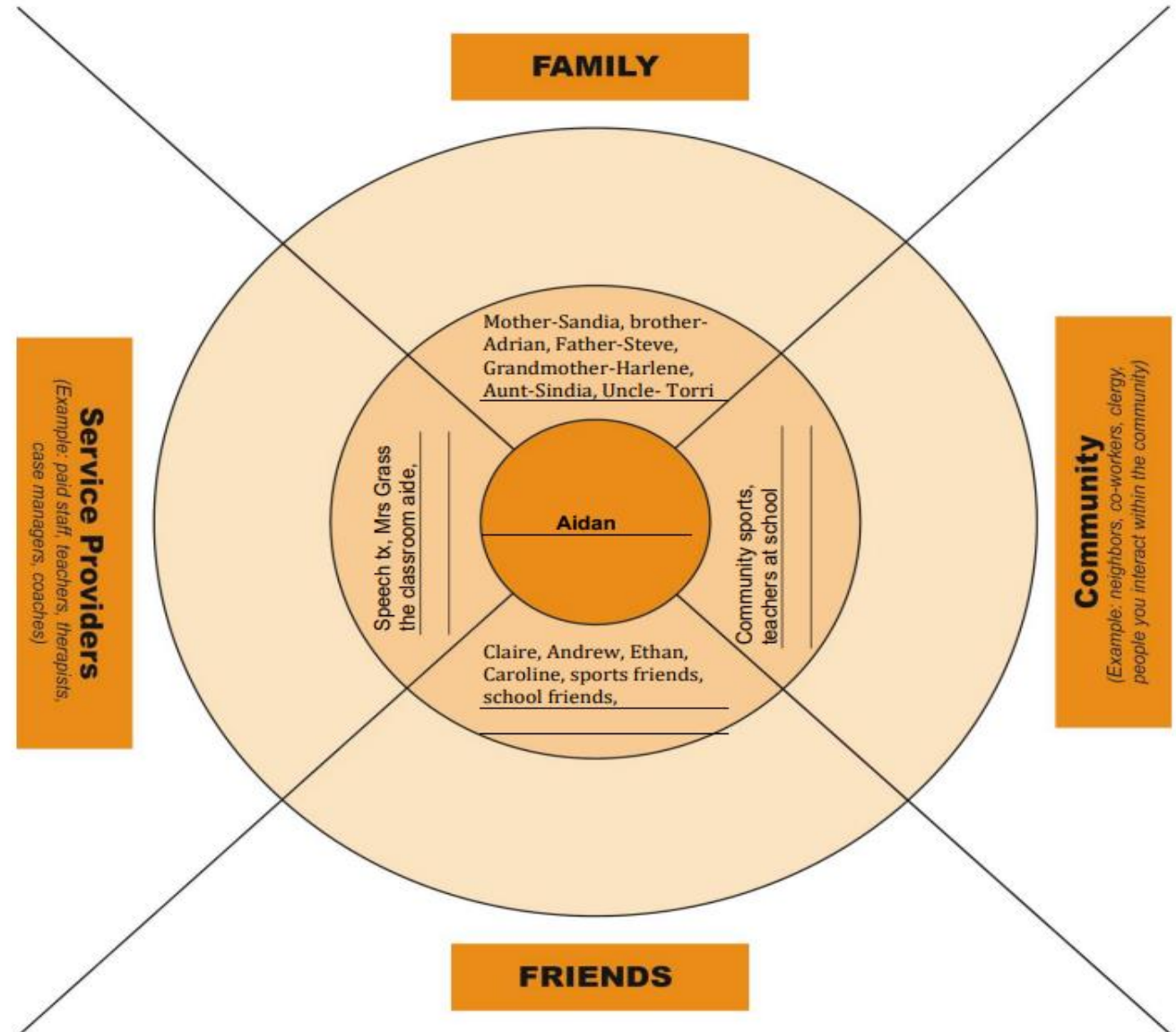
Current Situation-What's Working/Not Working

Action Plan

Unmet Needs or Change in Circumstances

Schedule

Circles of Support





Current Situation

What's Working for Aldan

Home:

Living with mom
Support from his brother
Visiting family
His dog
Support from mom

In the Community:

Virtual hang outs and dance class
Going to Disneyland and Knotts Berry Farm
Friends at Club 21 Club connections

At School:

Classes at school-math and ASL-2
Working toward a modified diploma

What's Not Working for Aldan

Home:

In the Community:

Pandemic not being able to participate in sports activities
Limited in person activities due to Covid
Limited safety awareness for social media and in community
Boundaries with strangers

At School:

Communication can be a challenge
Boundaries with peers
No volunteer opportunities -covid

Hopes and Dreams

To live independently, to be a Rapper, to have a job and work with people maybe at Panera, going to college, Meaningful inclusion and integration in the community with his friends



Things to Avoid

Loud places or noises, scratchy clothes or clothes with tags, being unsupervised, not preparing him for activities or what is next on his schedule

Things to Figure Out

College, Independent living, ??

Magnus

High School Student builds Self-Determination Plan



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Resources Needed to Reach these Goals

Generic Resources

Resource	Service/Support
Medical Insurance	Anthem Blue + EPO and Medical
School	Speech
School	OT on Consult
School	APE on Consult
School	Behavior on Consult
IHSS	52 hours a month, no protective supervision

Regional Center/Self Determination

SDP	• iPad and app for communication
SDP	• Communication coach
SDP	• Socio-emotional integration coach
SDP	• Executive Functioning coach
SDP	• Community Integration Coach
SDP	• Adaptive skills & Floortime therapy
SDP	• Recreational classes
SDP	• Social Skills Class
SDP	• Personal Assistant

Unmet Needs/Changes in Circumstances, Needs, or Resources

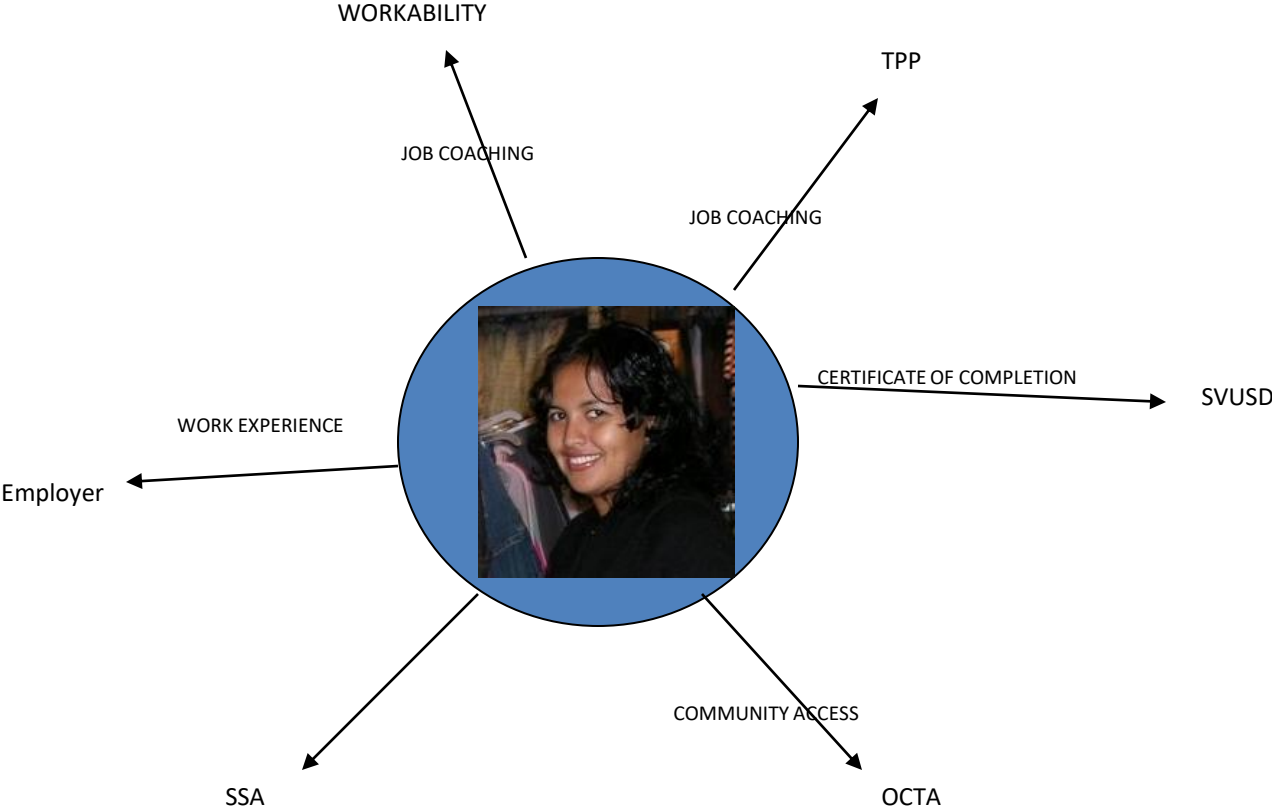
- Magnus would benefit from treatment for anxiety/selective mutism.
- Personal Assistant is an unmet need. Magnus needs total support at home and would benefit from having a personal assistant to help him navigate his daily tasks at home and in the community. Please see the schedule below.
- Adaptive skills are an unmet need. Magnus wants to be independent at home and in the community. He would benefit from adaptive skills therapy to help him achieve his goals.
- Social Skills therapy is an unmet need. Magnus wants to make new friends and have a girlfriend. He needs support to gain skills to be able to obtain these goals. He is going to Club Connections on Saturdays but that is not therapy, it is more like a social program.
- Additional respite and Interim Personal Care hours is an unmet need. Magnus's parents work and need support caring for Magnus after school. Additionally, his parents would benefit from extra respite hours to have a break and relax to be better parents for Magnus.
- Social, recreational, and educational services are unmet needs. The Regional Center has restored these services, and Magnus would benefit from receiving these services.

Schedule

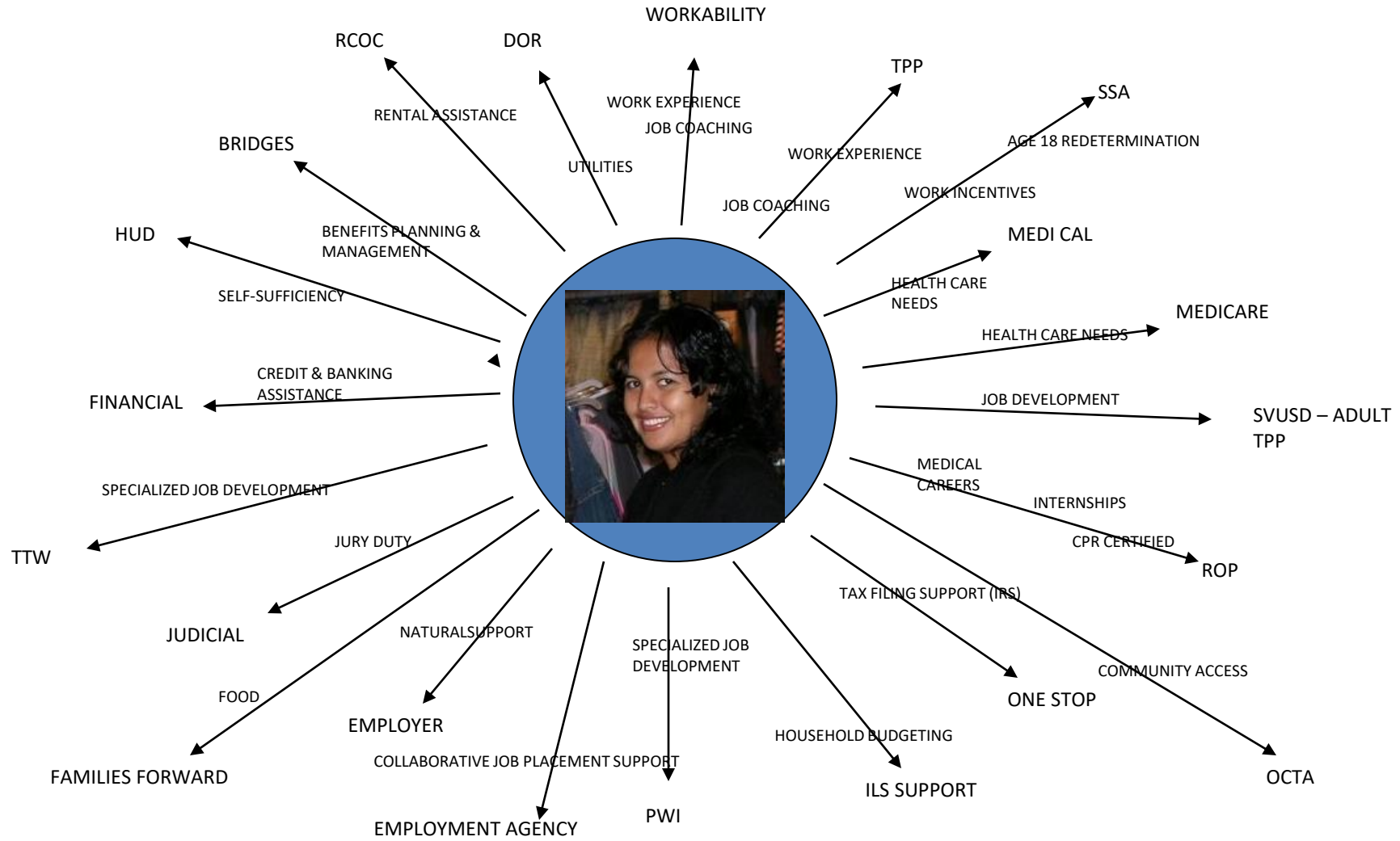
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 a.m.							
8:00 a.m.		At School	At School	At School	At School	At School	



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

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News

Events

10 FEB 2021

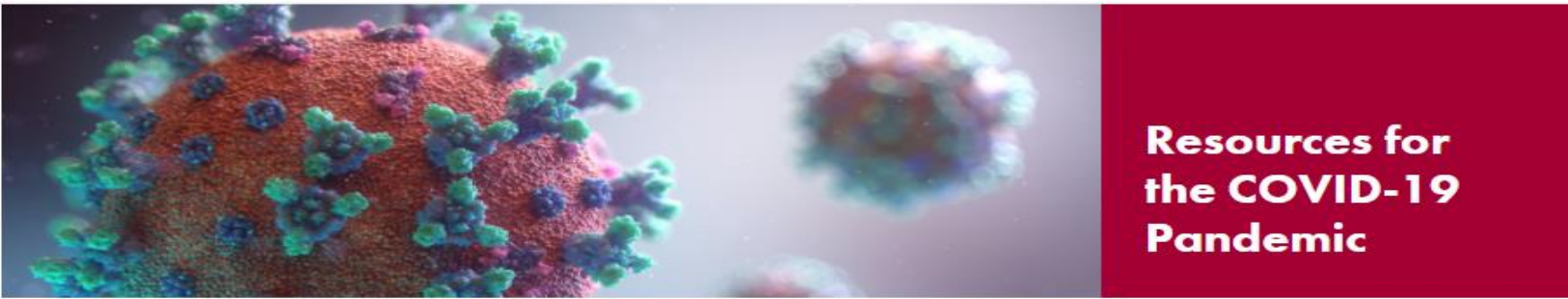
Transition CA



- 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.



Resources for the COVID-19 Pandemic

Home / Attallah College of Educational Studies / Centers, Partnerships, & Projects / Thompson Policy Institute

- 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

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**

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.**



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