

TRANSITION FOCUSED 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 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.

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 conflict 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 contribute to the discussions to make sure this planning is pertinent to the family.

HISTORY

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

PLACES

- Tell us about the places you spend your free time.
- What do you like about these places?
- What activities are you participating in?
- Is there anything you would like to do regarding how you spend your free time?

PARTICIPANTS

- Who are the family members who will be participants in your life assisting with your transition from school to adult life?
- What agencies will play a role in your life during your high school years and after?

- What friends/community members will play a part in your high school years and after?

EDUCATION

- What kind of educational opportunities would you like in the future?
- What kind of classes would you like to take?
- 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?

EMPLOYMENT

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

INDEPENDENT LIVING SKILLS

- How much assistance do you need for everyday activities? Personal care? Eating/Fixing meals & snacks? Medications? Communication? Supervision?
- If assistance is provided, who provides the help?
- Is there anyone else who provides assistance or who could help?
- What ILS skills do you need to learn? Grocery shopping? Cooking? Housecleaning? Laundry? Shopping?
- Who will help you learn these skills?

RECREATION/SOCIALIZATION

- What do you like to do for fun?
- What choices do you make for your leisure activities?
- What kinds of recreation activities would you like to do? City of Irvine? Small group? Special Olympics or other disability groups? Self-planned? Sports? Fitness activities?

- Do you need assistance to participate in these activities?
 - Who provides assistance?
 - 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?
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- How do you get to these activities? Do you need help with transportation?

TRANSPORTATION

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

FINANCIAL PLANNING/MONEY MANAGEMENT

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

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