



Transition Planning 3.0

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Introduction - What is Person Centered Planning?

- Philosophy
- Set of tools for listening and learning
- It challenges us to discover and invent a personal dream for people, to craft a pattern of living that increases people's participation and belonging in community life
- It is accomplished by bringing together the individual and those the individual knows and trusts to explore hopes and dreams for the future, and develop and implement a plan of action that moves toward the desired future
- Strives to put the individual in the "driver's seat" of determining their destination and the way to go to get to their desired future



Introduction - Person Centered Process

- ▶ Attempts to identify and highlight the unique talents, gifts, and capabilities of the individual.
- ▶ Explorations are done to find where these gifts can be shared, appreciated, and reciprocated, and where the person's contributions and social roles will be valued
- ▶ Presumes the creation of partnerships and the development of collaborative relationships



Background and History

- PCP developed and evolved in the past 15 years
- Today PCP refers to a number of different styles of planning (MAPS, PATH, ELP)
- The Founders are Beth Mount, John O'Brien, and Connie O'Brien
- Michael Smull and Susan Burke-Harrison developed the ELP - Essential Lifestyle Planning
- Marsha Forest and Jack Pearpoint developed MAPS and PATH
- PCP now utilized in corporate world for business planning purposes

Quiz/Assessment

PATH I.Q ... True or False?

- The acronym PATH stands for a train from Hoboken, NJ to NYC.
- A PATH is a transition assessment tool to assist in IEP goal development.
- Every student with an IEP is mandated to have a PATH.
- The PATH is an ongoing process meeting annually until the student graduates or turns 21.
- The PATH has decision-making authority.
- PATH facilitators are wonderful, charming and creative people.

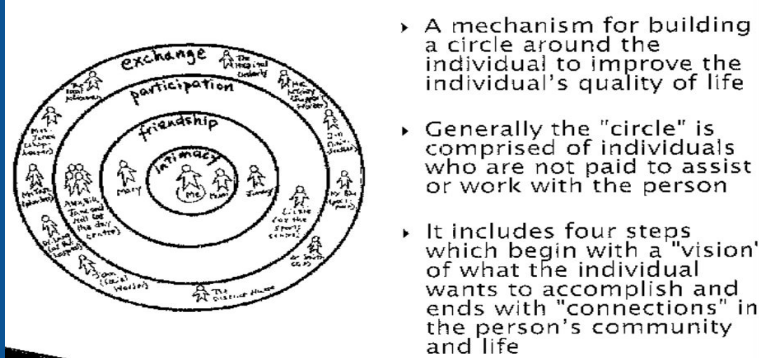
PCP Meeting Preparation

Michael Smull Definitions



Examples of PCP Tools

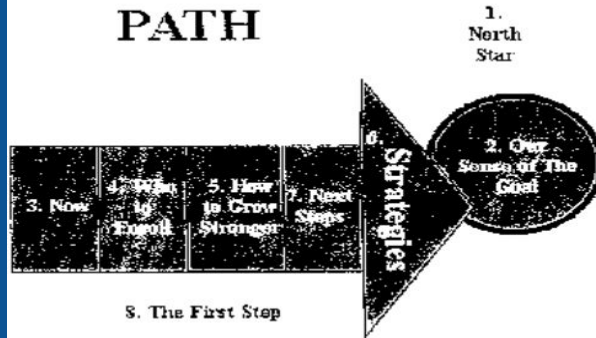
Circle of Support



MAPS

- ▶ MAPS, is a person-centered planning process that asks eight guiding questions from which a team works together to assist individuals with defining their dream and building a plan to achieve their dream.
- ▶ Questions address the individual's "history, dream, nightmare, strengths, needs"
- ▶ Culminates with a "plan of action"

PATH



- ▶ Begins with the end in mind by looking at the desired outcome, also known as the "North Star."
- ▶ Focuses on ideals, values, passions, and dreams.
- ▶ It looks at the "positive"
- ▶ Engages the support of others
- ▶ Those involved in planning with the individual work backward into the present.

Thought...

“Thinking backwards is not
backwards thinking.”

System-Centered vs Person-Centered

HOW DO WE THINK ABOUT AND PLAN FOR THE FUTURE?

Person-centered change challenges us to discover and invent a personal dream for people, to craft a pattern of living that increases people's participation and belonging in community life.

From SYSTEM -CENTERED

- Plan a lifetime of programs
- Offer a limited number of usually segregated program options
- Base options on stereotypes about persons with disabilities
- Focus on filling slots, beds, placements, closures
- Overemphasize technologies and clinical strategies
- Organize to please funders, regulators, policies, and rules

Toward PERSON -CENTERED

- Craft a desirable lifestyle
- Design an unlimited number of desirable experiences
- Find new possibilities for each person
- Focus on quality of life
- Emphasize dreams, desires, and meaningful experience
- Organize to respond to people

System-Centered vs Person-Centered

O'Brien and O'Brien's "five valued experiences" (Framework for Accomplishment, 1989) also lead to other questions on which to focus in developing a more desirable future:

COMMUNITY PRESENCE:

How can we increase the presence of a person in local community life?

COMMUNITY PARTICIPATION: How can we expand and deepen people's friendships?

VALUED ROLES:

How can we enhance the reputation people have and increase the number of valued ways people can contribute?

PROMOTING CHOICE:

How can we help people have more control and choice in life?

SUPPORTING CONTRIBUTION:

How can we assist people to develop more competencies and contribute their unique gifts?

Self Determination

- ▶ People with disabilities have been seen as incapable of making independent decisions, who *must* rely upon systems and structures of support in order to ensure their own survival
- ▶ Misguided belief has led to a lack of value and power

Beth Mount Video



PCP Meeting Preparation

A GOOD FACILITATOR IS:

1. Non-Judgmental
2. A Good Listener
3. Self-Confident
4. Flexible
5. Genuine
6. Hospitable

My Life Dreams and Aspirations

These are my gifts, abilities, strengths & skills:	These are my dreams:
These are my career interests:	Here are my plans for education and training when I leave High School:
This is where I would like to live:	These are ways I plan to get around the community:
These are my fears/concerns/challenges:	Here are some fun things I'd like to do:

Path Preparation

- Does the student need a PATH (consult through PST Team, parents, and transition coordinator as needed)
- Determine when (preferably before Annual Review)

-<https://youtu.be/UQ-WmSI7ymM>



The Questions for Initial

1. Who is the student? Interests/talents/preferences, etc.
2. Dreams? Voice for the student
3. Challenges/obstacles/nightmares
4. Daily Schedule - level of independence
5. Works/Does not work
6. 5 Year Vision
7. One Year Vision/Plan of Action
8. Resources

PATH Impact on IEP Development

- Enhances the quality of assessment and transition planning activities
- Fosters positive working relationships between family and professionals
- Provides an opportunity for outside educators and adult service providers to better coordinate services with school district
- Connects families with adult service providers before students leave the school district
- The PATH provides team generated information/data/knowledge that directly assists in developing measurable post school outcome goal statements and IEP goals/objectives

PATH Impact on IEP Development

Student: _____ DOB: _____ District: _____ Meeting Date: _____
Last Name, First Name mm/dd/yyyy mm/dd/yyyy

TRANSITION PLANNING

1. ☐ Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
☐ This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.

2. Student Preferences/Interests – document the following:

a) Was the student invited to attend her/his Planning and Placement Team (PPT) meeting? ☐ Yes ☐ No
b) Did the student attend? ☐ Yes ☐ No
c) How were the student's preferences/interests, as they relate to planning for transition services, determined?
☐ Personal Interviews ☐ Comments at Meeting ☐ Functional Vocational Evaluations ☐ Age appropriate transition assessments ☐ Other _____
d) Summarize student preferences/interests as they relate to planning for transition services: _____

3. Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered) _____

4. Agency Participation:

a) Were any outside agencies invited to attend the PPT meeting? ☐ Yes with written consent ☐ No (If No, MUST specify reason as listed in the IEP Manual)
b) If yes, did the agency's representative attend? ☐ Yes ☐ No
c) Has any participating agency agreed to provide or pay for services/linkages? ☐ Yes ☐ No (If Yes, specify) _____

5. Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP

a) Post-School Outcome Goal Statement - Postsecondary Education or Training: _____
☐ Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
b) Post-School Outcome Goal Statement – Employment: _____
☐ Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
c) Post-School Outcome Goal Statement - Independent Living Skills (if appropriate): _____
☐ Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)

6. Please select ONLY one:

☐ The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities): _____
☐ Student has completed academic requirements; no academic course of study is required – student's IEP includes only transition goals and services.

7. At least one year prior to reaching the age of 18, the student must be informed of her/his rights under IDEA which will transfer at age 18.
☐ NA (Student will not be 17 within one year) ☐ The student has been informed of her/his rights under IDEA which will transfer at age 18 ☐ No IDEA rights will transfer

8. For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date) _____

Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.

Development of Post School Outcome Goal Statements (PSOGS)

Samples:

Postsecondary Education/Training:

- After graduation, Jason will enroll in a 4-year college degree program of his choice.
- The fall after high school, Juanita will enroll in courses (non-degree) at the local community college.
- Upon receiving a diploma, Jamel will successfully complete welding courses at a technical institute to attain an entry level welding certificate.

Development of Post School Outcome Goal Statements (PSOGS)

Samples:

Employment

- After graduation, Edwardo will be employed part-time in the community with supports.
- Lee will be self-employed as a landscaper after graduating from high school.
- Upon exiting from high school, Carlos will obtain supported employment in the area of animal care.

Development of Post School Outcome Goal Statements (PSOGS)

Samples:

Independent Living

- Upon completion of high school, Abby will attend a recreational/leisure skills program at a day services program on a daily basis.
- Upon completion of high school, Lisa will learn to utilize public transportation, including the public bus and uptown trolley.
- Upon completion of high school, Shaun will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.

Helpful Links:

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PSOGS_FAQ.pdf

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/TB_PSOGS_SampleStatements.pdf

PATH Impact on IEP Development

Student: _____		DOB: <u>mm/dd/yyyy</u>		District: _____		Meeting Date: <u>mm/dd/yyyy</u>									
<input type="checkbox"/> Academic/Cognitive <input type="checkbox"/> Self Help		<input type="checkbox"/> Social/Behavioral <input type="checkbox"/> Employment		<input type="checkbox"/> Communication <input type="checkbox"/> Independent Living		<input type="checkbox"/> Gross/Fine Motor <input type="checkbox"/> Health									
				<input type="checkbox"/> Postsecondary Education/Training <input type="checkbox"/> Other: (specify) _____		Enter Dates for Evaluating and Reporting Progress in Boxes Below									
<input type="checkbox"/> Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)				<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>		1	2	3	4	5	6	7	8		
1	2	3	4												
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Measurable Annual Goal* (Linked to Present Levels of Performance)# _____ _____ _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____		Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>		1	2	3	4	5	6	7	8
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Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal) Objective #1 _____ _____ _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____		Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>		1	2	3	4	5	6	7	8
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Objective #2 _____ _____ _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____		Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>		1	2	3	4	5	6	7	8
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Objective #3 _____ _____ _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____		Report Progress Below (Use Reporting Key) <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>		1	2	3	4	5	6	7	8
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Evaluation Procedures				Performance Criteria											
1. Criterion-Referenced/Curriculum Based Assessment 2. Pre and Post Standardized Assessment 3. Pre and Post Base Line Data 4. Quizzes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio				7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) _____ 12. Other (specify) _____											
				A. Percent of Change B. Months Growth C. Standard Score Increase D. Passing Grades/Score E. Frequency/Trials											
				F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other: (specify) _____ J. Other: (specify) _____											
Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year) U =Unsatisfactory Progress – Unlikely to achieve goal N = No Progress – Will not achieve goal				M = Mastered S = Satisfactory Progress – Likely to achieve goal NI = Not Introduced O = Other: (specify) _____											
* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.															

IMPORTANT

PSOGS → IEP

1. Each PSOGS should be supported by IEP goal/objective.
2. Every IEP goal/objective should be aligned to a PSOGS.

“ Together we are better!”