Person Centered Planning

Person Centered Planning is an empowering approach to help people who want to make changes in their life, achieve their goals and make plans for the future.

- It is called a person centered plan because it:
  - Puts the person at the centre of the planning process
  - Finds out what is important to them
  - Acknowledges their gifts and dreams, and what others like and admire about them
  - Finds ways to help a person achieve their dreams, goal and aspirations
  - Works out what support someone needs to live the life they choose

(Michael Smull & Helen Sanderson 2005)
No decision about me, without me!

Student Focused!
“Self-determination has become a big part of my life. I share my one-pager with my teachers. I lead my IEP meeting, too. This helps my teachers understand who I am and how my disability may affect me in their class.”
The purpose of the Youth Leadership Conference was to provide our students the ability to connect with their community, build on their self-advocacy skills, network with companies and organizations that may have employment or volunteer opportunities, and to understand what post-secondary educational opportunities are available to them pre & post high school.
Our World, Our Community, We Belong!

• 3 Student Ambassadors: Curtiss, Anyellica & Jules Marie
• Collaboration between BPS & UMASS/Boston
• Whole Day Conference
• 5 break out sessions:
  1. Self-advocacy: Easter Seals & EPIC
  2. Employment: OneStop Career Center & MRC
  3. Education: UMASS, Roxbury Community College & Mass BAY
  4. Independent Living and Community Involvement: BCIL & PYD
  5. *Teacher & Community Partnership Collaboration
• 200 BPS students with disabilities
• 30 Community Partners
• Transition Specialist met with every school/student prior to conference to talk about the day and what to expect
• All students received Passports with their pictures and names of community partners
Our World, Our Community, We Belong!
Passport To Your Future was just one successful example supporting the development of self determination skills.

This is just one activity that arose out of our Indicator 14 work.
**Indicator 14**

- Federal indicator of post-school outcomes in employment and further education/training.
- One year after exit, survey students with IEPs who were enrolled in grades 9-12+, and who stopped participating in school/district programming:
  - graduated with a diploma
  - graduated with a certificate of attainment
  - aged out at 22
  - dropped out
  - didn’t return to school although were expected to
**INDICATOR 14**

Four Cohorts

**SY ’13-14 Cohort 4 (8 Schools):**
Boston Adult Technical Academy
Brighton
Burke
Cash
English
Fenway
Horace Mann
Tech Boston Academy
PROCESS OF COLLECTING DATA

Round One: Phone Calls to students
- Helped identify who to send letters to
- Reached 50 students
- Documented dates that numbers were disconnected
- Documented if the person moved, wrong number or no longer in service
- Dated time and date of call

Round Two: Mailed letters to last known address
- Received only one letter back out of 150

Round Three: Phone Calls again
- Better responses
- Students began answering their phones
- Confirmed receipt of letter, but forgot to call back
- Some even stated that it was NOT a priority, but happy we called back.
- Numbers were disconnected again
- Some numbers were re-connected

Strategies used to collect data:
- I made phone calls very early in the AM.
- I began making phone calls as early as 5:30am and made phone calls after 8pm.
- Students and families did get upset due to am calls and some laughed at my persistence.
INDICATOR 14 DATA DISCOVERIES

• Data collection process was a true Aha moment!

• Students were un-attached to resources available in their community or online: i.e. OneStop Career Centers, Trade Schools, Certificate Programs, SSI Office, GED Programs, Online job banks.

• Parents were also unemployed and wanted to learn about available resources.

• Many ELL students were unemployed or no PSE options.

• SWD who did take college courses had difficulty transitioning from one college course to two.

• SWD that failed a class thought it meant they failed out of college.

• Some students remained in the same position and wanted to know how to advance.
RESULTS OF INDICATOR 14

→ Great DATA! – 78.74% Response Rate

What We Learned:

→ Wake up call to the number of students unemployed

→ Students should take an active role in the development of their transition plan

→ Students needed to not only know about their accommodations, but learn to use them while still in high school

→ Students understanding of their IEP Team and roles of each person

→ Cultural norms – family expectations and financial obligations

→ Person Centered Plan is key for student success

What We’re Doing To Follow Up:

→ Gave our District direction on transition goals and focus

→ BPS First Youth Leadership Conference – 200 students & 30 community partners

→ First BPS District Wide Multi-Cultural Transition Fair for middle & high school
Transition & Related Services

JANE CAWLEY
&
MONIQUE REDMOND
TRANSITIONS: GETTING READY FOR HIGH SCHOOL

SELF-DETERMINATION CURRICULUM
FREDERICK PILOT MIDDLE SCHOOL
UMANA BARNES K-8
WEEK 1  What is Self-Determination?

- **SELF-DETERMINATION**

- *What is self-determination?*
- Self-determination is:
- Speaking up for yourself
- Asking for what you need
- Negotiating for yourself.....working with others to make sure you get what you need
- Knowing your rights and responsibilities
- Using the resources that are available to you
- Being able to describe your disability
- Self-determination involves:

  - Knowing yourself
  - Knowing your strengths and weaknesses
  - Knowing what you like
  - Knowing what you want and what you need
  - Knowing your disability
Week 2 - What Do I Like?

Students are asked to list their favorite:

- COLOR
- FOOD
- ANIMAL / PET
- SPORT
- HOLIDAY
- TV SHOW
- CARTOON
- MOVIE
- BOOK
- STORE
- CLASS IN SCHOOL:
Week 3   What are My Skills?

• **SCHOOL SKILLS:**
  • Reading
  • Writing
  • Math
  • Art
  • Dance
  • Computers

• **LIFE SKILLS:**
  • Personal Care
  • Cleaning
  • Sports
  • Independent Travel
  • __________________
Week 4  My Dreams

• When I grow up I want:

  • TO LIVE:
    • with friends  ________
    • with family  ________
    • Alone  ________
    • Other  ________
  • TO WORK:
    • first choice  ____________
    • second choice  ____________
  • FOR FUN:
    • art / music  ____________
    • sports / games  ____________
    • movies / plays  ____________
    • Other  ____________
Week 5  IEP Detectives

• Solve the mystery:
•  **WHO WILL BE THERE??**

• *Steps to Detection:*  WHAT, WHEN, WHERE and WHY:

• 1.  **WHAT** is an IEP:
• Individualized - only about YOU!
• **E**ducation – what you will learn in school
• **P**lan – how you will reach your goals
  – A meeting is held every year until you turn 22
  – In the meeting everyone talks about what your goals are and how we can help you reach your goals.
  – Every 3 years, you will have an assessment to see how well you are doing and what you still need to work on to reach your goals.
  – It’s a *contract* between you (and your parents/guardian) and the school to help you reach your goals.
2. **WHEN** is my meeting held?
   - Every year around the same time.
   - You will be asked to attend during the year that you are turning 14.
   - The meeting will be held when most of the people you want to attend can be at school.

3. **WHERE** is my meeting held?
   - The meetings are held in a conference room or empty classroom at the Frederick.
• 4. **WHY** do I need an IEP?
  • Because your education is about **YOU**!
  • Your team gives you *guidance* and help to reach your goals.
  • Your team gives you *support* to reach your goals.

• Now solve the mystery:
• **WHO** will attend my IEP?
• Week 6:  Mock IEP meeting

• Week 7:  Preparation of Resume and IEP Portfolio
Gerald

Transition Planning Portfolio
Lilla G. Frederick Pilot Middle School
2014-2015
My strengths

• I am a good math student
• I like to help others
• I am always respectful
• I am good at sports
My Life Skills

• I can cook, clean and complete chores
• I can get up and get dressed
• I respect others, and obey the rules
• I play sports and videogames
My Dreams

To work...

Basketball

Pro-wrestling
I want to live with family
For fun...

- Play bowling
- Go to sports games
High School Tours

- Charlestown High School
- Madison Park High School
- East Boston High School
DR. MARISA MCCARTHY
Director of Special Education
TRANSITION IN DEVELOPMENT

MADISON PARK
VOCATIONAL TECHNICAL HIGH SCHOOL
DANIEL MCGOFF

TEACHER
SPECIAL EDUCATION
MADISON PARK VOCATIONAL TECHNICAL HIGH SCHOOL

Student Led IEP
INDIVIDUAL TRANSITION TOOLS

HELPING STUDENTS WITH DISABILITIES HAVE A VOICE IN THEIR TRANSITION PLANNING PROCESS

Dan McGoff, Brian Miller, Jack McCauley, Eileen Weir
LETS ANSWER THE 5 “WH” QUESTIONS!

• Who: Students with disabilities who need support verbalizing/demonstrating wants and needs!
  - Facilitate, don’t dominate!
  - It’s about what the student wants for themselves, not what we want for the student!

• What: Ever-evolving process of planning and prepping for the future and providing tools to help students gain their own voice!
  - Feedback and suggestions!
  - PowerPoints, theme videos, brochures, comic strips!

• When: During the school year! (The earlier started, the more informed we can be)
  - Embed goal setting, life skills, and other transition aspects into academic work during freshman to senior year!
  - Shift focus entirely to life skills, functional academics, work experiences and goal setting in the following years

• Where: At school, at home, in the community!

• Why: Students with disabilities have a right to a voice of their own! They just need an avenue to communicate it!
TYPES OF MEDIA WE USE TO FACILITATE STUDENT VOICE

1. Resumes
   - Provides avenue to show what students have already accomplished

2. Student Brochures
   - Provides avenue to show strengths, skills and experiences that students have already had as well as providing insight into accommodations the student needs

3. PowerPoint Presentations
   - Interactive avenue to show parents, potential employers, etc. what students CAN do through pictures and videos

4. Videos
   - Individualized personal videos that show visions as well as past experiences and skills being worked on in the classroom

5. Comic Strips
   - Fun visual to show what students have been doing and what students imagine in the future (students love seeing themselves as the comic book character)
RESUMES

• Basic Work Resume
• Objective Statement
• Job objective
• Past experiences
• Skills
• References
• Personal Information
STUDENT BROCHURES

• Past Experiences
• Accommodations
• Skills
• Interests
• Personal Information
• Vision and Action Steps
POWERPOINT PRESENTATIONS

• Interactive way to see what students have been doing
• Breakdown of skills
• Vision and action steps that are linked with brochure
• Teacher testimonials (references)
STUDENT COMIC STRIPS

A fun creative way to once again communicate wishes and desires as well as past experiences!

Students love seeing themselves as the cartoon character going about their daily life!
STUDENT VIDEOS

• Creative ways for student to show skills, experiences and communicate future desires, wants and goals!

• Students love to see themselves as the star of their video!
SELF-DETERMINATION

“Finding My Way”

WHO I AM
COLLEGE
WORK
MADISON VOCATIONAL TECHNICAL HIGH SCHOOL
MY FUTURE

MAXIMO PIMENTEL