

*STUDENT EMPOWERMENT ONE STEP AT A TIME

Chattanooga Autism Conference 2017

- 👣 People First Language,
- 👣 Person Centered Thinking,
- 👣 Self-Determination & Self-Advocacy Lead to
- 👣 Student-Directed IEPs



- * The person/student is always the focus
 - * The disability is just a part of who the person is
 - * A disability is a ticket to service, not a label to be worn like a jar
- * It's a matter of respect, not being politically correct
- * Rosa's Law (2010) stripped the terms “mental retardation” and “mentally retarded” from federal health, education, and labor policy. “A student with an intellectual disability” are being inserted in place of these outdated terms.
- * It's a start!

* Student Empowerment with People First Language

- * **Self-Determination** means **students** making their own **choices** in life
 - * Everyone needs help from others
 - * Reach out to those who can be trusted before making choices
 - * It's never too early to start building skills

* Student Empowerment with Self-Determination

*Self-Determination can be taught

Inventory your learning strengths, weaknesses to be improved, goals and interests, and choices for classroom learning

Provide your inventory information during the meeting

Ask questions

Respond to questions

Summarize your IEP goals

- * **Self-Advocacy** means **students** using their own **voices** to share their own choices in life
 - * Skills are gained when students have the opportunity to practice them
 - * It's never too late to start practicing skills

* **Student Empowerment with Self-Advocacy**

*Self-Advocacy can be taught

Students can learn five behaviors (SHARE) that enable effective communication:

Sit up straight

Have a pleasant tone of voice

Activate your thinking

Relax and

Eye communication

http://sdsp.uncc.edu/pdf/curriculum_components.pdf for list of Self-Advocacy & Self-Determination curricula

- * Person Centered Thinking

- * Requires focus on the student

- * Improves understanding, communication and relationships

- * Creates stronger teams

- * Leads to Person Centered Planning: a process that includes a set of student-focused tools that seamlessly transitions students into adulthood!

* Student Empowerment with Person Centered Thinking

*Person Centered Planning (PCP)

PCP is a planning process that includes gathering information about the person's wishes, desires, needs, and supports using these tools-----→

Other PCP tools include:

- MAPS (Forest, O'Brien, & Pearpoint)
- PATH (Forest, O'Brien, & Pearpoint)
- Essential Lifestyle Plans (Smull)
- Whole Life Planning (Institute on Community Inclusion)
- C.O.A.C.H. (Giangreco)

- * ALL ABOUT ME
- * BIOGRAPHY
- * COMMUNITY AND RECREATION
- * 4 + 1 QUESTIONS
- * GOOD DAY BAD DAY
- * HOME AND NEIGHBORHOOD
- * HOW I REACT TO THINGS
- * IMPORTANT TO IMPORTANT FOR
- * LEARNING LOG
- * LIKES AND DISLIKES
- * PREFERENCE FOR FAMILY LIFE
- * SETTING PRIORITIES
- * ONE PAGE PROFILES

- *To look at an individual in a different way*
- *To assist the student in gaining control over their own life*
- *To increase opportunities for participation in the community*
- *To recognize individual desires, interests, and dreams*
- *Through team effort, develop a plan to turn dreams into reality*

***The Purpose of Person Centered Planning

For the student's plan to be successful, it is best if:

- * Team members have a clear and shared appreciation of the talents and capacities of the student.
- * Team members have a common understanding of what the student wants.
- * Team members involved agree to meet regularly to review activities.
- * The team includes a strong advocate or family member assuring that the interest of the student is being met.
- * The team includes a person committed to making connection to the local community.

*** Person Centered Planning
is a process not a product**

1. Develop a history or personal life story of the student. This is accomplished by everyone sharing. Things such as background, critical events, medical issues, major developments, important relationships, etc., may be shared. Once this is done, it can be updated in just a few minutes, and then shared every year.
2. Description of the quality of the student's life is shared next. This may be accomplished by exploring the following: Community participation, community presence, choices/rights, respect and competence.
3. Personal preferences of the student. Things the student enjoys doing. Also including the things that are undesirable to the student.
4. The pre-meeting to develop the student's one page profile usually occurs several days before the student's IEP meeting so the participants have time to reflect on what is shared. This helps to build better teams around students, stimulate creativity and encourage participation.

*The Steps of Person Centered Planning

* My Name is _____ Date: _____

* My most important possessions are...

* My favorite places to be around home are...

* My favorite places away from home are...

* The most fun I have is when...

* When I turn on TV, I like to watch...

* The job I've had I've liked the best is...

* A job I never had that I would like to try is...

* My favorite food is...

* When I listen to music, I prefer to listen to...

* My favorite way of getting around is...

* **PCP TOOL: ALL ABOUT ME**

* THE STORY OF MY LIFE

- * My name is _____. I like to be called _____.
- * My birthday is _____. I am _____ years old. ***Enter info here***
- * This is a brief story about my life including information about where I have lived, gone to school, and worked (and current information as well). It tells about family and friends. It describes what is important to me, what is special about me, what I like about myself, what I like to do, what I don't like to do, what is best for me and about me, and what I want my life to be like.
- * *The biography is written in chronological order to give a total view of an individual. It should give a clear picture of who the person is. This is not just a social history. Initials can indicate information that is contributed by others. The Biography does not have to be rewritten every year. Important information from the year can be added to it, such as, if the person's plan for the future has changed. Please include a current picture of the person.*

* PCP TOOL: BIOGRAPHY

* My Name is _____ Date: _____

- * The things I like to do during my free time: (Include any things you like to do either alone or with others). _____
- * The kind of things I do in my community (volunteer, belong to clubs, and/or belong to a church or religious organization): _____
- * The new things and/or groups that I would like to become involved with in my community? (Include any new hobbies, and/or classes you would like to pursue, trips and/or vacations you would like to go on, etc.): _____

Using this information, discuss the strategies and/or supports that would be needed in order to pursue these activities. Information may be included in the support strategies of the plan.

* PCP TOOL: COMMUNITY AND RECREATION

4 + 1 QUESTIONS with/for (Name) _____ Date: _____

WHAT HAVE WE TRIED?	WHAT HAVE WE LEARNED?
WHAT ARE WE PLEASED ABOUT?	WHAT ARE WE CONCERNED ABOUT?
SO WHAT DO WE NEED TO DO?	

* PCP TOOL: 4 + 1 QUESTIONS

- * A good day is a day which the person enjoys, finds meaningful, feels they have achieved something or connected with other people. It is a day where much of what is important to the person is present, and where they have stayed healthy and safe in a way that makes sense to them.
 - * A bad day is a day which the person does not enjoy or find meaningful, where they feel nothing has been achieved, where what is important to them has mainly not been present and where they have not been healthy or safe, or where they have been kept healthy and safe in a way that does not make sense for them.
1. Think together with the person and the people who know and care about the person most about:
 - What makes a good day for the person? Who is usually there on good days?
 - What kinds of things does the person do? What places does the person go?
 - Are there any important objects or routines that help make a good day?
 2. Think about the same questions for a bad day.
 3. Make a picture or description together of what makes a really good day, and what makes a really bad day.
 4. Make a plan together about ways to have more good days, and fewer bad days - write this down. Make sure you know WHO will do WHAT by WHEN.

* PCP TOOL: GOOD DAY
BAD DAY

* My Name is _____ Date: _____

* I live at: _____ in: _____ with (or alone): _____.

* What I like about where I live now: (Some suggestions are to include what you like about the people you live with, the location, the accessibility, and anything else you think is important).

* Do I want to make any changes about where I live? _____

* What I don't like about where I live now: (Include things you do not like about your home and what you might like to change. If you would like to move, include what type of place you would want to move to and people you might like to live with).

* The kind of help I need: (people, assistive devices, accessibility, and/or transportation) do you need to live in your own home? (Include who is responsible for providing these supports).

* Other kind of help I would like or need in my home?

* PCP TOOL: HOME AND
NEIGHBORHOOD

* My Name is _____ Date: _____

* The thing that makes me laugh the most is...

* I get most excited when...

* I am bored when...

* I get frustrated when...

* I am the most comfortable when...

* I get angry when...

* I become very interested and alert when ...

* The thing that makes me sad is...

* What I like most about people who help me is...

* **PCP TOOL: HOW I REACT
TO THINGS**

Important For _____	Important To _____
What else do we need to learn?	

*PCP TOOL:
IMPORTANT
TO
IMPORTANT
FOR

* PCP TOOL: TRAINING LOG

LEARNING LOG

[illegible]

LIKES AND DISLIKES

My Name is _____ Date: _____

Summary of my five (5) most important likes and dislikes (using pictures and/or words):



Things I really like:	Things that are ok:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Things I dislike:	Things I really dislike:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

*PCP
TOOL:
LIKES
AND
DISLIKES

*PCP TOOL: FAMILY LIFE

PREFERENCE FOR FAMILY LIFE

My Name is _____ **Date:** _____

Complete the following with your preferences for family life, ask for help if you need it.

I want to live ☐ With ☐ Very close to ☐ Near to ☐ Far from
My family.

I want to talk to my family by phone
☐ Everyday ☐ Several times a week ☐ Once in a while

I want to visit with my family
☐ Everyday ☐ Several times a week ☐ Once in a while

Who in my family I want to see or hear from a lot:
a. _____ b. _____ c. _____

Who in my family I want to see or hear from at least some of the time:
a. _____ b. _____ c. _____

Who in my family I don't want to see or hear from at all:
a. _____ b. _____ c. _____

What I want to do with my family:
a. Recreation: _____
b. Family Events: _____
c. Celebrate Birthdays: _____
d. Celebrate Holidays: _____
e. Other: _____

When I want help, advice or assistance from my family, they will know because: _____

SETTING PRIORITIES



My Name is _____ **Date:** _____

List the elements of your future dream that are most important to you and will probably not change.

1. My home and community _____

2. My career/education/training _____

3. My social/recreational life/volunteerism _____

4. Other life goals _____

* PCP TOOL:
SETTING
PRIORITIES

*PCP TOOL: ONE PAGE PROFILES

My One Page Profile

**How best to support
me....**

**What people like and
admire about me...**

What's important to me (likes, dislikes, etc.)...

What's important for me (health & safety)...

- * Review the student's personal profile. The group at this point has the opportunity to make additional comments and observations.
- * Review trends in the environment. Identify ongoing events that are likely to affect the student's life.
- * Share visions for the future. Through brainstorming participants are challenged to imagine ways to increase opportunities.
- * Identify obstacles and opportunities. Things that make the vision a reality.
- * Identify strategies. Action steps for implementing the visions.
- * Getting started. Identify action steps that can be completed within a short time.
- * Identify and address the need for service and supports to meet the student's individualized needs.
- * Empower the student to actively participate in his/her own IEP meeting.
 - * Be aware that conflicts may occur.
 - * Seek win/win.
 - * Always focus on the student!

*The Next Step...the Student's IEP Meeting

*The LUCK Strategy

Listen to and restate the other person's opinion.

Use a respectful tone of voice.

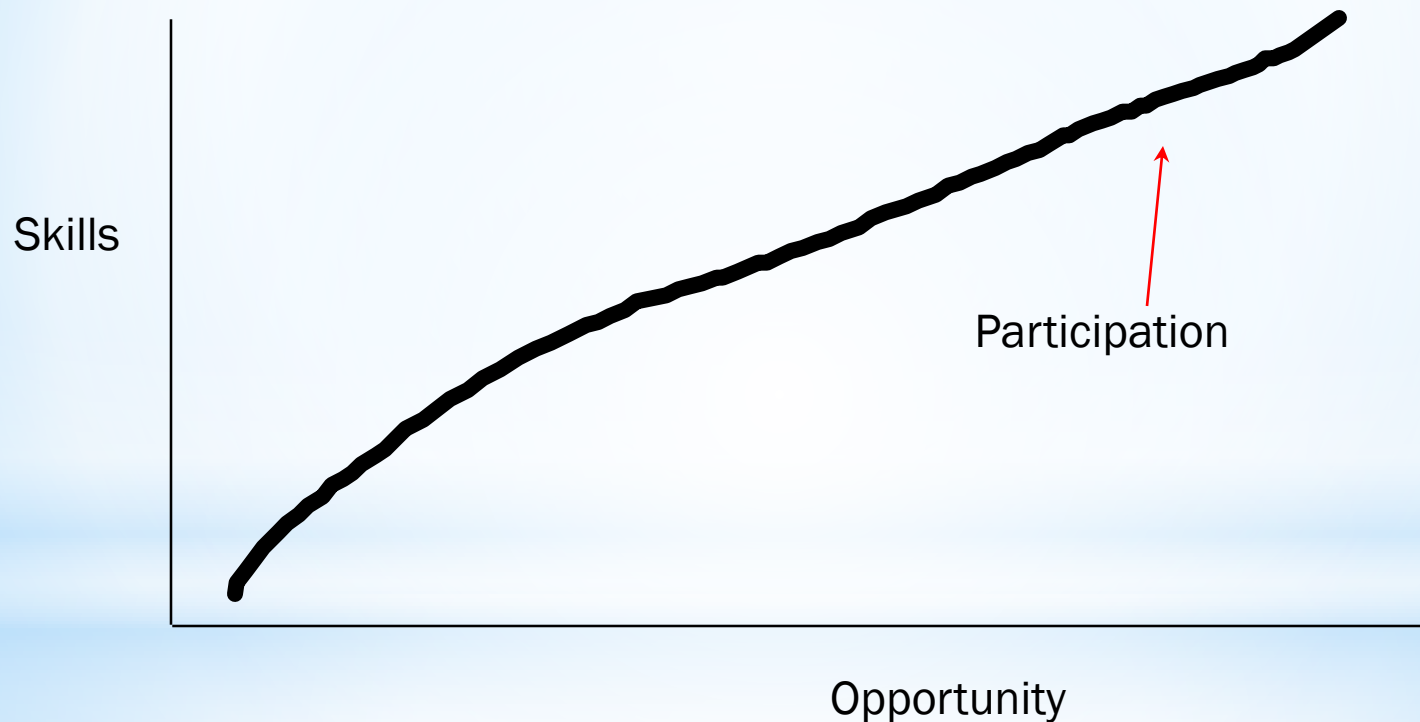
Compromise or change your opinion if necessary.

Know and state the reasons for your opinion.



Practice makes perfect

* IEP Participation Is a By- Product of Skills and Opportunities



*** Active Participation and
Perhaps Leadership of the
IEP process is a
wonderful way to teach
Self-Determination &
Self-Advocacy skills!**

Dr. Jim Martin's Self-Directed IEP Steps

STUDENTS,
IF YOU ARE
HERE,
BEGIN
WHERE
YOU ARE
TO GO
WHERE
YOU WANT
TO GO
(ONE STEP
AT A TIME
WITH
MODIFICA-
TIONS AS
NEEDED)



1. Begin meeting by stating the purpose
2. Introduce everyone
3. Review past goals and performance
4. Ask for others' feedback
5. State your school and transition goals
6. Ask questions if you don't understand
7. Deal with differences in opinion
8. State what support you'll need
9. Summarize your goals
10. Close meeting by thanking everyone
11. Work on IEP goals all year

Another form of Person Centered Planning: <http://tinyurl.com/Me-Lessons>



*Research Brief

- *Students learn skills to become active team members
(Allen, Smith, Test, Flowers, & Wood, Snyder & Shapiro, 1997; Arnold, & Martin 2002)
- *Students remember IEP Goals (Sweeney, M. (1996)
- *More students and parents attend IEP meetings (Sweeney,1996)
- *Effective for students with learning disabilities, emotional disturbances, and intellectual disabilities (formerly known as MR) (Allen, Smith, Test, Flowers, & Wood, Snyder & Shapiro, 1997; Arnold, & Martin 2002; Snyder, 2002)
- *National Secondary Transition Technical Assistance Center published studies examining the effectiveness of the Self-Directed IEP and found a moderate level of effectiveness (NSTTAC, 2008).

* Answer These Questions

Does the student:

Opportunity

Begin meeting by stating purpose?

0 1 2 3 4 5

Introduce participants?

0 1 2 3 4 5

Review past goals and performance?

0 1 2 3 4 5

Express skills and limits?

0 1 2 3 4 5

Express interests?

0 1 2 3 4 5

State needed support?

0 1 2 3 4 5



The Arc of Tennessee 615/248-5878 or 800-835-7077 <http://www.thearctn.org/Education.php>

Download (and modify) from <http://www.thearctn.org/Education.php>

NEED TECHNICAL ASSISTANCE OR HAVE QUESTIONS?

For more information on Secondary Transition, visit The Arc of Tennessee's website at <http://www.thearctn.org/Education.php>

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for People
with Intellectual or Developmental Disabilities
and Their Families