



Using Person-Centered Planning to Teach Future Expectations

What is the evidence base?

- This is a promising practice for **students with disabilities** based on one methodologically sound group experimental study across 47 participants.

Where is the best place to find out how to do this practice?

The best place to find out how to implement person-centered planning to teach future expectations is through the following research to practice lesson plan starters:

- [Using Person-Centered Planning Teach Future Expectations \(Hagner, Kurtz, Cloutier, Araklian, Brucker, & May, 2012\)](#)

With who was it implemented?

- Students with
 - Autism Spectrum Disorders (1 study, n = 47)
- Ages ranged from 16 - 19
- Males (n = 45); females (n = 2)
- Ethnicity
 - Caucasian (n = 47)

What is the practice?

Self-determination has been defined as “a dispositional characteristic manifested as acting as the causal agent in one’s life. Self-determined people (i.e., causal agents) act in service to freely chosen goals.” (Shogren et al., 2015, p. 258). Components of self-determination include: goal-setting, choice and decision making, problem-solving, self-management, self-advocacy, adaptive perception of control, efficacy, and self-awareness (Field, Martin, Miller, Ward, & Wehmeyer, 1998). The person-centered transition planning intervention consisted of three components: group training sessions for families, person-centered planning facilitation, and follow-up assistance.

In the study used to establish the evidence base for using person-centered planning to teach future expectations included:

- Using a family-focused transition planning intervention involving training and person-centered planning with nine elements: history; who you are today; strengths/accomplishments; supportive people/resources; what works and doesn’t work; visions for the future; fears, concerns, and barriers; goals; next steps and follow-up. Dependent variables measured were self-determination skills and career decision-making ability (student/parent expectations self-determination, and vocational decision-making).

Where has it been implemented?

- Special education classrooms across two states including New Hampshire and Maine (1 study)

How does this practice relate to the Common Career Technical Core?

- Career Ready Practice addressed: www.careertech.org/CCTC
 - Act as a responsible and contributing citizen and employee
 - Consider the environmental, social and economic impacts of decisions
 - Utilize critical thinking to make sense of problems and persevere in solving them

References used to establish this evidence base:

Hagner, D., Kurtz, A., Cloutier, H., Arakelian, C., Brucker, D. L., & May, J. (2012). Outcomes of a family-centered transition process for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 27, 42-50. doi: 10.1177/1088357611430841

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