



Using Person-Centered Planning to Teach IEP Meeting Involvement

Objective: To increase parental and student involvement in transition planning and Individualized Education Program (IEP) meetings.

Setting and Materials:

Settings: The person centered planning activities are conducted at a site of each family's choosing.

Materials:

Content Taught

The procedures are adapted largely from the Personal Futures Planning model (Mount & Zwernick, 1988).

Teaching Procedures

Personal Profile Steps

1. Each person centered planning session begins with a series of activities designed to develop a personal profile of the individual student and family.
2. The first of the activities involves the development of a circle of support.
3. A diagram with four concentric circles is used to record the names of individuals who are supportive of the student and family.
4. Inside the inner circle is the student's name.
5. The people closest and most important to the student are written around the inner circle.
6. The names of individuals who are close to the student, but not quite as close as those in the inner circle are written on the diagram around the second circle.
7. The student and family are asked to name the groups of people in the student's life, such as those associated with church, sports teams, or clubs. These names are written around the third circle from the center.
8. Finally, the student and family are asked to name the people who are paid to be in the student's life, e.g., teachers, bus drivers, doctors, etc. These names are written around the outer circle.
9. The facilitator summarizes this activity by pointing out that the focus in planning must shift from preparation of individuals to the identification of needed supports for community participation.

10. Next the facilitator assists the family in constructing a “community presence map” by asking them to list the community settings that the student uses daily, weekly, or occasionally.
11. This map becomes a frame of reference for discussion regarding ways in which the student might be assisted in developing greater choice and autonomy in community participation.
12. The next step in the personal profile development is to list student preferences of things that “work” and “don’t work”.
13. These preferences are written on a flip chart, concluding with a summary of the importance of student preferences being reflected in transition planning.
14. The final step in the development of the personal profile is to list the student’s gifts and capacities.
15. The facilitator began this step by writing on the flipchart a descriptor that school staff provided when asked, “What do people who like the student say about her/him?”

After the personal profile is developed,

1. The facilitator asks the participants to describe a desirable future by answering questions regarding future living situations, community participation, employment, and recreation/leisure.
2. In completing this activity, the facilitator encourages all groups to create a vision based on the student’s desired future (including systems change if needed) rather than on the limits of a student’s disability.
3. The facilitator discusses activities, supports, and responsible parties for attaining these future goals.
4. The facilitator asks the participants to identify three to five activities that should be undertaken to provide immediate movement toward the student’s desired lifestyle.
5. The facilitator also asks participants to develop a statement of any necessary changes in the capability of the service system.
6. The meeting concludes with a summary of the student’s future goals.

Evaluation

Families complete a satisfaction survey regarding the person centered planning activities.

Lesson Plan Based on:

Miner, C.A., & Bates, P.E. (1997). The effects of person centered planning activities on the IEP/transition planning process. *Education and Training in Mental Retardation and Developmental Disabilities, 3*

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018).
Published Curriculum - Student Focused Planning - Lesson 5

