

Key Component – Making a Plan



Anyone, at any age can create a plan for transition. A plan for transition can be developed outside of the special education process. But how do you do that and where do you start? It can seem overwhelming to try to figure out how to make sure that all the aspects of transition are covered, but it is important to have a written plan. A written plan enables youth to monitor their progress and practice important self-advocacy skills.

Another important component of any transition plan is that it is person (youth) centered. Person-Centered plans build upon partnerships between the youth, their family, friends, professionals, and other supports to create collaborative plans to support the youth to meet their goals. Person-Centered planning provides a structure to ensure that the youth's dreams are honored and voice heard while allowing those who support them to collaboratively plan for the youth's future.

There are several Person-Centered Planning tools/models and resources that you could use to assist youth in creating a plan. Each model/tool has its strengths and they can be adapted based on a youth's preferences and styles. There are a variety of names for Person-Centered Planning including whole life planning, personal futures planning. Check out the websites below to learn more about person centered planning.

- The Person-Centered Planning Education Site <http://www.ilr.cornell.edu/edi/pcp/index.html> has information on many types of person centered planning. The site has online “courses” that provide information and training around person centered planning. Each contains an introduction and overview, an activity, a quiz, in-depth readings, and links & resources page.
- The Learning Community for Person-Centered Practices <http://www.learningcommunity.us/home.html> has a Reading Room with a tools, strategies and success stories to assist with person centered planning.
- The Inclusion Press <http://www.inclusion.com/inclusionpress.html> has a wide selection of resources on sale on various person centered planning models including Planning Alternative Tomorrows with Hope (PATH) and Making Action Plans / McGill Action Planning System (MAPS).

- The Institute on Disability at the University of NH has a project called Innovation Facilitators <http://iod.unh.edu/if.html>. This is a network of experienced trainers and facilitators who have organized to support the evolution of person-centered planning by offering tools, processes, and structured experiences designed to exercise imagination and promote strategic thinking.



Transition Planning Tips!!

- o Using a Person Centered Planning method can help youth to get engaged in the transition planning process and make sure that their personal goals are heard and valued.
- o While IDEA mandates that specific transition planning requirements be included in an IEP, no law spells out how IEP teams gather the information to complete those requirements. Any of the Person-Centered Planning tools can be used and the planning can happen outside of the IEP team if youth feel more comfortable with the format and participants. The information can then be shared with the IEP team and the information can be put into the youth's IEP. For more information on the transition planning components of an IEP, see **Key Component – Writing the Transition Plan in the IEP.**



HOW THIS CAN WORK—

SARAH'S TRANSITION PLANNING STORY

Sarah's IEP team is meeting next month to review and revise her IEP and want to start transition planning. Sarah does not really feel comfortable going to her IEP meetings. She really feels like it's just all her teachers and parents talking about the stuff she can not do. Her case manager knows how important her input is in a transition plan, so she and Sarah met and put together a transition plan using the MAPS model. She brought it home and shared it with her parents. She and her parents reviewed it and they added some of her parents' feedback and supports they could lend to the plan. Once she and her family had time to review it, she brought it back to her case manager. Then her case manager helped Sarah translate the information on the MAPS and write the measurable post-secondary goals that are required on Sarah's IEP. At the IEP meeting, Sarah's case manager had copies of her measurable post-secondary goals for each team member and put up her future's plan on the walls all around the room. The IEP team came up with a transition plan that included all the required components in her IEP. Sarah's case manager went over it with her a few days later.