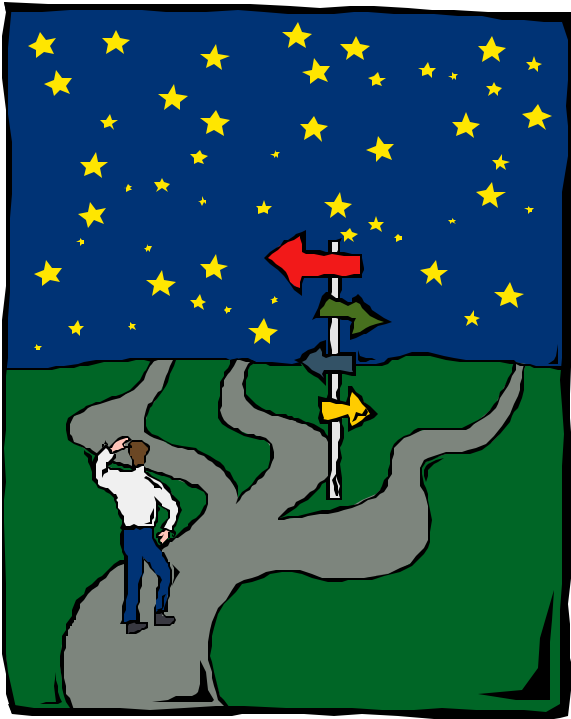


## Using Person Centered Transition Planning within in a regular High School setting.



Person Centered Transition planning techniques can be used effectively for pre-planning meetings within a regular high school setting. The following page outlines a strength-based planning process that has been designed for use by a school

counselor or other school staff. This pre-planning technique is geared for the student who does not have many significant issues and can be completed during a regular high school class period (35 to 40 minutes). By using the Strength Based Planning Worksheet, the student and parent(s) can assist with writing Post-School Outcome goals for the student's IEP. Transition goals and objectives can be developed to help the student achieve his/her dreams for the future.

## Transition Services: Strength Based Planning Worksheet

**Student:** \_\_\_\_\_ **Projected Graduation Date:** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_ **For IEP Year:** \_\_\_\_\_

**Dreams:** *What are your hopes and dreams for the future?*

Student
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Parent
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**Obstacles:** *What will stand in the way of what you want?*

Student
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Parent
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**Abilities:** *What are your strengths, gifts, talents, likes, dislikes and skills?*

Student
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Parent
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School
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**Needs:** *What is needed to make your dreams come true? What leads to success?  
What helps you do a good job?*

Student
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Parent
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School
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**Suggested Post School Outcome statements** (based on the interview).  
Remember, the Post-School Outcome statement uses soft wording (hopes to, plans to, is working toward, etc.) and is based upon the students's expressions of their own hopes and dreams for the future. As much as possible, use the student's own words when writing the statements.

**Employment:**

**Further Education:**

**Community Living:**

**Other topics/issues discussed:**

**Meeting Participants:**

_____	_____
_____	_____
_____	_____
_____	_____

## Strength Based Planning Notes

### **Be non-judgmental.**

The primary goal of this activity is to open up lines of quality communication. It is not necessary useful to respond to everything. Do not make a judgment about responses.

### **Own words.**

Take notes in the person's words and phrasing.

### **Dreams/Fears**

Don't worry if the statements here appear unrealistic to you. Let the student and parents get out their ideas. The answers to the abilities and supports questions will expose the correlation between dreams and abilities.

### **Multi-Path Planning**

For all dreams, at some point (if it won't disrupt quality communication) a "what if" questions should be asked:

*"What if that dream doesn't pan out for you?"*

or more positive phrasing

*"Have you given thought about any other things you might like to do or try?"*

### **All of Life**

Oftentimes, responses from the parent and student focus on schoolwork. Remember to include all areas of life.

Dreams:       Where do you want to live? (Community Living)  
Do you want to get married? Raise a family? (Community Living)  
What do you want to do for relaxation? (Community Living)  
What do you want to learn more about? (Further Education)

Abilities:      What do you do well out of school? What do you do during your free time? What about around the house? What do you want to learn more about?

### **Abilities:**

Remember to ask the student what he/she likes to do and what they do well. What we are good in may not be what we want to do/

### **Strength Base/ Positive Communication**

The goal is to build a communication process that focuses on the student's strength, interests and abilities. This information is the basis for planning for community

interaction and the Transition services of the IEP. Also, the tone of the communication is to remain positive. This is more difficult than people think. There is a strong desire to remind the student of all the things that have been done wrong. This not the purpose. The “Needs” section deals with a student’s shortcomings by planning positive strategies.

**Write the Post-School Outcome (PSO) Statements of the IEP with the student and family.**

With the student and parents present, this is the perfect opportunity to write the PSO statements that need to be in the IEP. Using the information from the Strength Based Assessment, develop statements for each area of the PSO: Employment, Further Education and Community Living.

**Some Extra Questions to help obtain information for all the required PSO areas when talking to students about their hopes and dreams :**

**Employment:**

This is usually what students say when we ask them about their hopes and dreams. Always ask the “What if” question

*“What other careers do you think you might want to do?”*

It is fine to list both answers in the outcome statement. *Tanya hopes to someday be a medical doctor. She also expressed the possibility of pursuing a career working with children.*

**Postsecondary Education (Lifelong Learning):**

For students who don’t see themselves attending a credit bearing or certificate program, the issue becomes

*“What do you want to learn more about?”*

This can include any topic or style of personal enrichment or professional improvement.

**Community Living:**

If the student has trouble responding to this question, ask more focused questions.

*“Where do you plan on living?”*

Some of the ways this can be answered are:

Geographically.. Florida

Domicile type.. in a nice house

Socially..with friends

*“What do you want to do with your spare time when you are not working or going to school?”*

The pursuit of hobbies, sports interests, anything that the individual finds personally fulfilling works.