Self-Determination and Person Centered Planning (Part 1)

Michael L. Wehmeyer, Ph.D. Moderator
University of Kansas
Colleen Thoma, Ph.D. & Kimberly Boyd
Virginia Commonwealth University
Rick Blumberg, Ph.D. & Brian Denser
The College of New Jersey
Self-Determination & Person-Centered Planning

The purpose of this session is to provide an overview of student-directed and person-centered planning strategies that are important to promote successful postsecondary education programs for students with intellectual disability. Presenters will overview student-directed and person-centered planning methods from a variety of perspectives.
Self-Determination

- Self-determined behavior refers to volitional actions that enable a person to be the causal agent in their lives.
  - People who are self-determined make or cause things to happen in their own lives.

- Research in K-12 education suggests that students with intellectual disability who are more self-determined:
  - Achieve more positive adult outcomes, including employment and independent living.
  - Gain access to the general education.

- It’s likely that being self-determined is an important ingredient in postsecondary education success for students with intellectual disability.
Self-determination and Person-Centered Planning: Giving Students a Voice in their Educational Program

Colleen A. Thoma
&
Kimberly Boyd
Self-determination is linked to improved outcomes

- Employment (Wehmeyer & Palmer, 2003)
- Retention in PSE (Getzel & Thoma, 2008)
- Independent Living (Wehmeyer & Schwartz, 1997)
- Quality of Life (Wehmeyer & Schalock, 2001)

Self-determination is a skill expected for achieving a successful adult life
How can we facilitate self-determination of students with ID?

- Teach skills
- Provide experiences
- Create opportunities
Link between person-centered planning and self-determination

<table>
<thead>
<tr>
<th>Person-centered</th>
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<tbody>
<tr>
<td>Student focused</td>
<td>Student present</td>
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<th>Student Involvement</th>
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<tbody>
<tr>
<td>Student participates</td>
<td>Student participates</td>
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<td>with assistance</td>
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<thead>
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<th>Student Leadership</th>
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<td>Student leads</td>
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<td>with assistance</td>
<td>most of entire process</td>
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Colleen A. Thoma, PhD.  VCU
Person-centered planning

“The person at the focus of planning, and those who love the person are the primary authorities on the person’s life direction.”

- John O’Brien & Herb Lovett-
Person Centered Practices are ways of:

- **Listening to** and **learning about** what people want in their everyday lives
- Helping students take and maintain **control of their education/lives**
- **Working together** with a student and their family, friends and professionals to support them receiving the education they want and need
Features of person-centered planning

- Uses drawings, colors, and large paper to "brainstorm"
- Facilitator keeps everyone positive, records information
Types of person-centered planning processes

- PATH (Pearpoint, O’Brien, & Forest, 1993)
- MAPS: Magill Action Planning System (Forest & Lusthaus, 1989)
- Circles of Support: focuses on people, places in life of individual (Forest & Lusthaus, 1989)
- Personal Futures Planning (Mount, 1988)
- Group Action Planning (Turnbull & Turnbull, 1996)
- Essential Lifestyles Planning (Smull & Harrison, 1992)
- Whole Life Planning (Butterworth, 1993)
PATH

1st Steps

Dream

3 months

1. Low

2. Goal

3. People

4. Getting Stronger

5. 4 months

6. 8 months

7. 1 year

8. 8 years
MAPS

- What is this student’s history?
- Who is the student?
- What are this student’s dreams?
- What are this student’s fears?
- What are this student’s strengths?
- What are this student’s needs?
- What would an ideal day be like?
Circles of Support

- Inner circle
- Close relationship circle
- Paid providers/supports
- Community people
- Places: where does this person go and how often?
Personal Futures Planning

- Background Map
- People
- Places
- Preferences
- Images of the Future
Group Action Planning

- Invite Support
- Create Connections
- Share Great Expectations
- Solve Problems
- Celebrate Success
It’s more than a meeting thing...

- **Pre-meeting**: collect assessment information; record preferences and interests; take pictures, video, invite
- **Meeting**: share progress/assessment information, introduce others
- **Post-meeting**: Goal setting, self-monitoring/evaluation, report on progress
Self-determination Strategies
Solving Problems

What happened?

What’s the *real* problem?

<table>
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<tr>
<th>Choices</th>
<th>Consequences</th>
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Mark the choice that *best* meets your needs and goals!
Goal

- What do I want to do?
- Who will help me?
- When will I be finished?
- Is it complete?
Self-determined learning model of instruction

Mithaug, Wehmeyer, Agran, Martin, & Palmer (1998)

Phase I:
Set a Goal

Phase II:
Take Action

Phase III:
Adjust Goal
or Plan

Phase I:
Set a Goal

Phase II:
Take Action

Phase III:
Adjust Goal
or Plan
What is my goal?

What do I want to learn?

What do I know about it now?

What must change for me to learn what I don’t know now?

What can I do to make this happen?
What is my plan?

Phase I:
Set a Goal

Phase II:
Take Action

Phase III:
Adjust Goal or Plan

What can I do to learn what I don’t know?

What could keep me from taking action?

What could I do to remove these barriers?

When will I take action?
What have I learned?

What actions have I taken?

What barriers were removed?

What has changed about what I didn’t know?

Do I know what I want to know?
Use of technology

- Video modeling to practice learning skills
- Email and chat rooms for communication/socialization
- E-mentoring for career development
- Powerpoint for IEP involvement
- Electronic portfolios for data collection
Opportunities

- **Microsystem**: one-on-one
- **Mesosystem**: Interactions
- **Exosystem**: University or School policies/procedures
- ** Macrosystem**: larger society

Macro

Exo

Meso

Micro