Self-Determination and Person Centered Planning (Part 1)

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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

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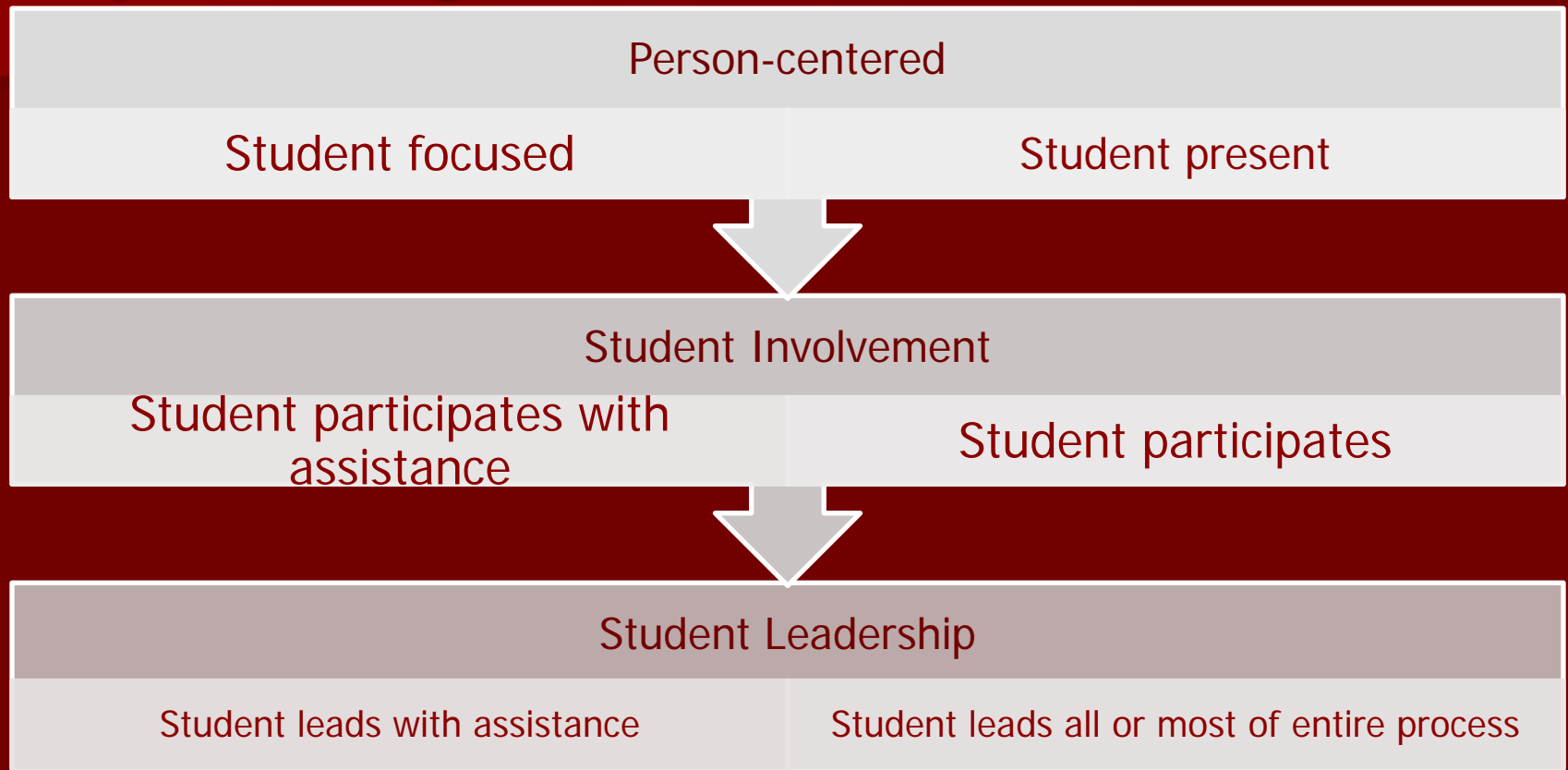*with* Intellectual Disabilities
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Why is this important?

- 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

Person-centered	
Student focused	Student present

⬇

Student Involvement	
Student participates with assistance	Student participates

⬇

Student Leadership	
Student leads with assistance	Student leads all or most of entire process

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-

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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

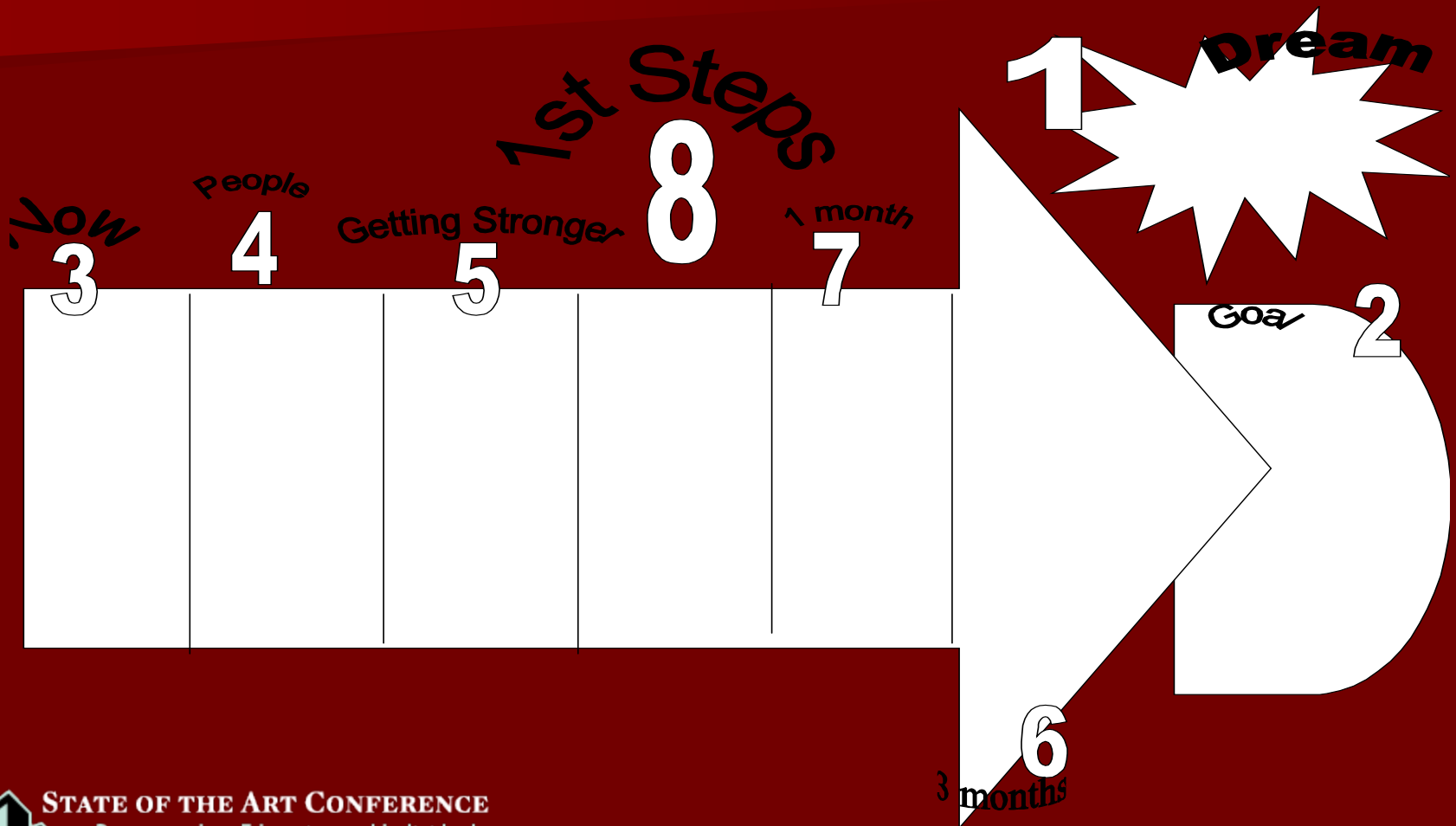# Features of person-centered planning

▸ 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

Dream

1st Steps

Now   People   Getting Stronger   1 month

3   4   5   8   7

1

Goal   2

6

3 months

Colleen A. Thoma, PhD. VCU

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...

- Premeeting: 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
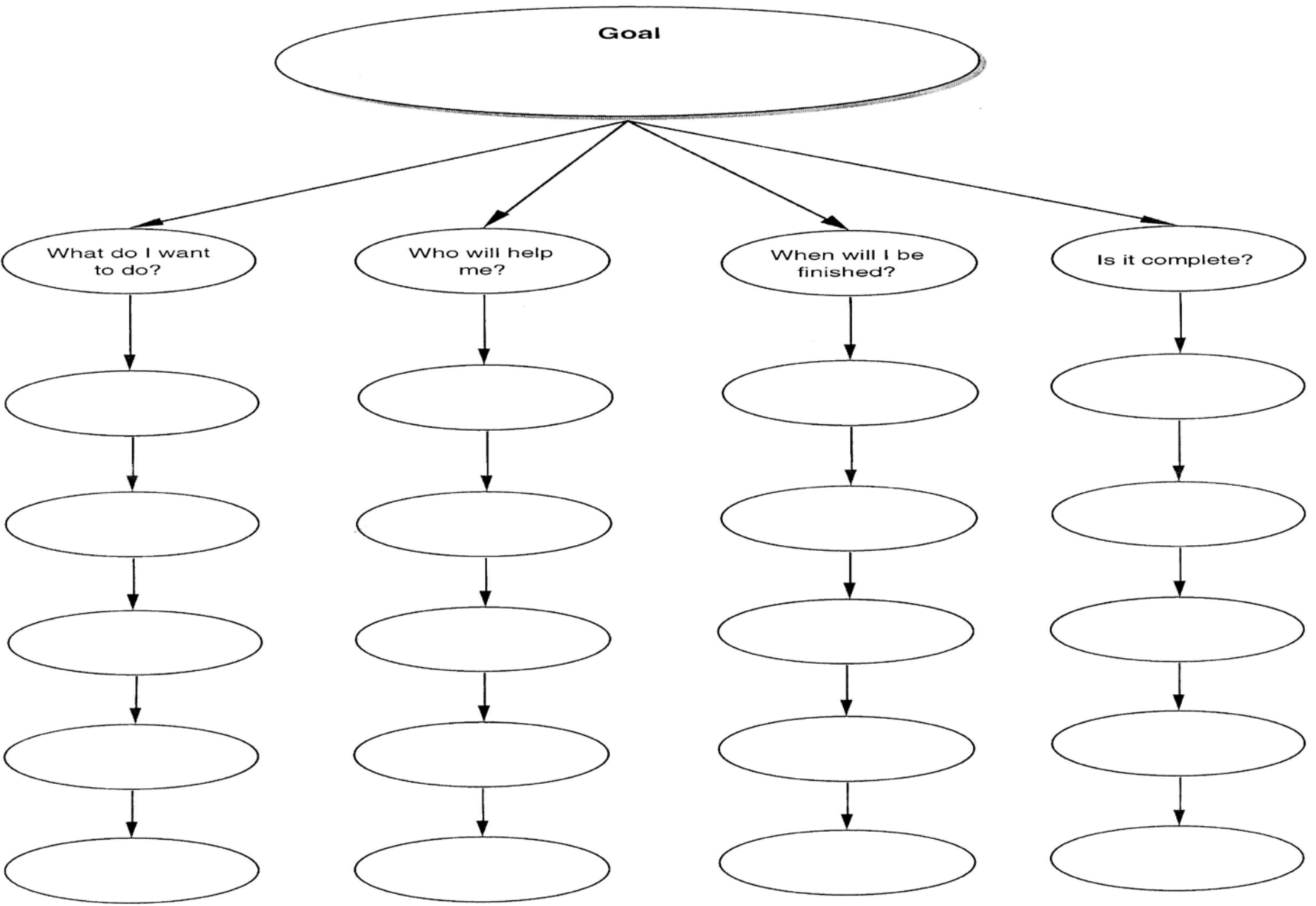
Self-determination Strategies

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Solving Problems

What happened?

What's the **_real_** problem?

Choices	Consequences

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 III:
Adjust Goal
or Plan

Phase I:
Set a Goal

Phase II:
Take Action

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?

Phase III:
Adjust Goal
or Plan

**Phase I:
Set a Goal**

Phase II:
Take Action

What is my 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?

Phase III:
Adjust Goal
or Plan

Phase I:
Set a Goal

**Phase II:
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?

Phase III: Adjust Goal or Plan

Phase I: Set a Goal

Phase II: Take Action

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 polices/

– procedures

– Macrosystem: larger society

Macro

Exo

Meso

Micro

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