MAPS for the Future:

Using Person-Centered Planning to Promote Successful School to Adult Life Transitions

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Objectives

As a result of participation, participants will be able to:

- Describe the MAPS process and how it can be used to plan successful transitions for students with developmental disabilities and for their families.
- Identify strategies for engaging students and families in planning.
- Identify strategies for incorporating MAPS into IEP and transition planning.
- View examples of real MAPS.
Agenda

- Overview of MAPS (3:00-3:20)
- MAPS examples (3:20 – 3:35)
  - Strategies for engaging students and families
- Moving from MAPS to IEP/transition plans (3:35 – 3:45)
- Questions and Closing Comments (3:45 – 4:00)

For more, please see:

Origins of MAPS

- Process is part of “person-centered planning” and “personal futures planning” movements of the 1980s.
- Developed to ensure that student and family voices are involved in planning.
- Used with people of all ages, abilities, strengths, and needs.
Guiding Assumptions

- MAPS are directed by the person that the MAP is about and his/her family
  - Focus on Self-advocacy and self-determination
- MAPS promote a strengths-based approach
- Ideas generated from the MAPS process can be used to identify goals and activities related to postsecondary education, employment, and community living
Completing a MAP

- Identify a MAPS team; schedule 1 – 2 hours.
- Appoint a facilitator and recorder
- Introduce process and ground rules
- Complete the 5 steps of a MAP
- Organize MAPS information
- Transfer information to an IEP/transition plan
- Implement the plan and follow-up
Process:
Ground Rules for a MAP

1. The “focus person” is invited to speak first at each step of the MAP, followed by parents and other family members. Afterwards, other team members are free to respond in any order.

2. All team members’ ideas are important and will be written down.

3. Participants should feel free to “pass” on questions that feel uncomfortable.
More Ground Rules

4. MAPS are meant to be built on strengths. Reframe potentially negative comments to focus on what is most positive.

5. Withhold judging ideas or taking time to decide which ideas are the best or most important. Some ideas may appear to be in conflict with one another, but this is OK.

6. Have fun!
Process: Five Steps of the MAP

- **History**: A short description of the person’s background.
- **Dreams**: A list of desired future outcomes for the focus person.
- **Fears**: A list of worries or concerns regarding the person’s achievement of their dreams.
- **Who is**: A description of the person, including strengths, skills, interests, activities, and friends.
- **Needs**: A list of things that need to happen to help make dreams for the future come true, and/or to minimize concerns.
Descriptions and Key Questions

- At each step, the facilitator briefly describes the purpose of the step.
- Next, the facilitator asks key questions to help get the conversation started.
- All contributions are shared.
History: Key Questions

- How would you describe your child’s life/family life up to now? You may want to include school and family highlights, important people and events, etc.

- *Notes on History…*
  - Students and families decide which parts of the story to tell.
  - Professionals add ideas, but shouldn’t expect that this will be the “whole story”
BURMA: FIGHTING - WE HAD TO LEAVE
THAILAND: CAMPS (2 YEARS) / 2ND CAMP / 3RD CAMP (9 YEARS)
=> ARRESTED - SENT TO JAIL - RELEASED - NO GOOD
* HAS CHANGED / GROWN
=> SENT BACK FROM CAMP SCHOOLS -
8 YEARS OLD - TEACHERS (BEAT) HIT
* X-RAY / TAKE OFF CLOTHES
* GRANDMA LOST ONE OF HER EYES

History

SCHOOL

TRAVEL

HOME

FAMILY

MIDDLE SCHOOL
HELPED / FIXED COMPUTERS
ARTISTIC

HAPPY

"ONE OF MY BEST STUDENTS"

DIFFERENT: UNDERSTANDING

NO SCHOOL IN CAMP
USA

CONFIDENT
SILLY / PATIENT
KEEP TRYING
Dreams: Key Questions

- What dreams and hopes do you have for the future?
- What would you like to accomplish in the coming year? 5 years from now? 10 years from now?
- What dreams do you have regarding:
  - Employment?
  - Future education?
  - Living situation?
  - Activities in your community?
**Dreams**

- **Work**
  - Mechanic/fixing computers

- **Living**
  - Living in USA
  - Winnebago
  - Winnebago gifts
  - Soccer
  - Family
  - Buy a house

- **School**
  - Good education
  - Caring for little ones
  - Grow circle of friends

- **Friendly**
  - Growing positively
  - Helping others

- **Other**
  - Essex Tech
  - Computers
  - Doesn't want to leave school
  - Keep learning
Fears: Key Questions

- What do you not want to have happen in the future?
- What concerns you most about the future?
- What barriers might stand in the way of the dreams identified earlier?
WORRIES/CONCERNS

SCHOOL

NEVER ALONE

WHAT COMES NEXT AFTER HIGH SCHOOL

GETTING HELP! SUPPORT

SUPPORT AT ESSEX TECH

INDEPENDENT LIVING/DRIVING

TALKING TO A LARGE GROUP OF PEOPLE

CONFIDENCE:
BE MORE CONFIDENT
Notes on Fears/Worries...

- This step can be uncomfortable for some people, but it can also be powerful.
- It’s OK for participants to pass or to experience emotion
- Fears can also lead us to identify what needs to happen next
Who Are You?: Key Questions

- What words describe this person?
- What are his/her strengths, gifts, likes, dislikes, skills, personal qualities, favorite activities and friends?
- How do these strengths relate to dreams about employment? Education?
- What do people need to know in order to support this person?
WHO IS
MOHAMED?

- Friendly
- Funny
- Helpful
- My son
- My brother
- A nice guy!
- Grandson
- Wears glasses
- Smart
- Soccer playing
- Good at cooking burmese pancakes/tea
- Computer geek
- Attached to family
- Kind
- Peaceful
- Never gives up
- Fixing computers
- Gaming addict
Needs: Key Questions

- Looking at the **DREAMS** and **WHO IS** pages: What needs to happen to make some of these dreams come true?

- What would it take to address the **Fears** discussed so far?

- What specific supports are needed by this student and family?
NEEDS

- Driver's Ed/Permit
- Help to Read/Write
- Job Search Skills
- Community: Bike/Soccer/Team for Fun
- Speaking Up for Myself
- Visiting Resources
- At Home: Cleaning/Neatness
- Keep Growing in Confidence: Brave/Taking New Steps
- Visit Places He Might Go to School/Apply for Jobs
Moving from MAPS to IEP/Transition Plans

- Use information from MAP to identify 2-4 critical areas to be addressed. These will vary, but common ones are: employment, school/post secondary education, community, family life, communication, advocacy.

- List each of the areas in a separate box.

- For each area, develop:
  - Goal statements, activities, timelines
**SCHOOL**

- Make schedule for classes
  - Job 2014-15 school year
    - M, AD

- Plan Summer School 2014
  - M, HD, AD

- Get driver's permit Summer 14
  - Study during Summer school
  - Take test Fall 2014
    - M, AD

- Check out post-secondary opportunities
  - Think College
  - Voc Rehab
    - M, HD

**COMMUNITY**

- Locate opportunities to watch and play soccer Summer 2014
  - M, AD, HD

- Help others: Community Ambulance
  - Summer 2014
    - M, HD, AD

- Bike + walk with friends during Summer school
  - M, AD

**JOB EXPERIENCES**

- Resources
  - M, HD
    - Finish Job Application
    - Wait list for computer program
    - Build into school schedule for next year

- Get experience working with young children
  - Help with math group
    - M, AD, HD

- Other: Dealer.com
  - M, HD
Moving to Plans…

For each activity, make plans that show how the activity will be carried out, who will do it, when it will be done, and how it will be measured.

Include this information in the goals, objectives, and/or service plans of the formal plans that you need to make. (i.e., IEP/transition plan)
What’s Next?

- Implement the plan
- Follow-up and evaluate the plan:
  - Try another MAP!
More Research...

- MAPS (Forest & Lusthaus, 1987; Salembier & Furney, 1994; Shepherd, Kervick, & Salembier, 2015)
- Parent participation in IEP process and student outcomes (Shepherd, Giangreco & Cook, 2013; Turnbull et al., 2011)
- Connection between parent involvement and student academic and behavioral achievement, attendance rates, higher aspirations (Epstein, 2009; Ferguson, 2008; Henderson & Mapp, 2002)
- Promising practices in person-centered planning (Including MAPS) (Miner & Bates, 1997; Shepherd et al., 2015; Trainor, 2007)
- Lack of inclusion of families from diverse backgrounds in research on collaboration (Blue-Banning et al., 2004; Harry, 2008)
Questions?