

Goal Setting- MAPs as an Assessment Tool

**2014 Transition Institute
Macon, GA**

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Learning Targets for this Session

Will be able to:

- **summarize the benefits of using a person-centered planning tool such as MAPS in transition planning.**



-access the resources and technical assistance for using person-centered planning that can provide further opportunities of greater knowledge and use.



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Person Centered

What is this all about?



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Philosophies of PCP

- Supports a life lived on the individual's terms
 - A living situation chosen in a desired community
 - A job that matches strengths and interests
 - Selected support staff
- **Presume competence** in a person's dream
- Perceive **behavior as communication**



Core Elements of PCP

- The individual is the driving force
- The individual chooses those involved
- Individuals have gifts that provide a valued role for them in the community
- Individuals have the ability & desire to gain & maintain satisfying relationships
- Continual listening, learning and action will help the person get what he/she wants in his/her life



MAPS

Making Action Plans



Story

1

Dream

2

Action Agreements		
who	what	by when
	6	

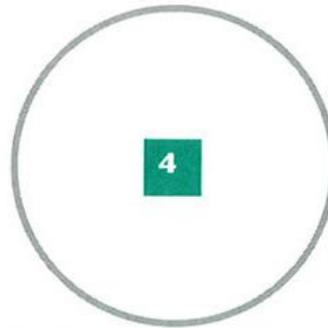
What It Takes

5

Nightmare

3

Contribution



MAP for:

Supported by:

Reactions & sign-ups

MAP

- A group process for
 - Clarifying gifts
 - Identifying meaningful contributions
 - Specifying the necessary conditions for contribution
 - Making agreements that will develop opportunities for contribution
- A planning tool for 1 to 3 years



Telling the STORY

- The focus person recounts three brief moments or stories from their past that matter at this moment.
 - Some questions to help the focus person:
 - What can my past teach me about my gifts?
 - Which moment in my recent past can teach me about my gifts?

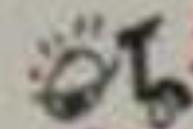


Story

Place
a character



Make
friends



What is
it like?



1000
minutes



(1000
hours)

Transition
Course

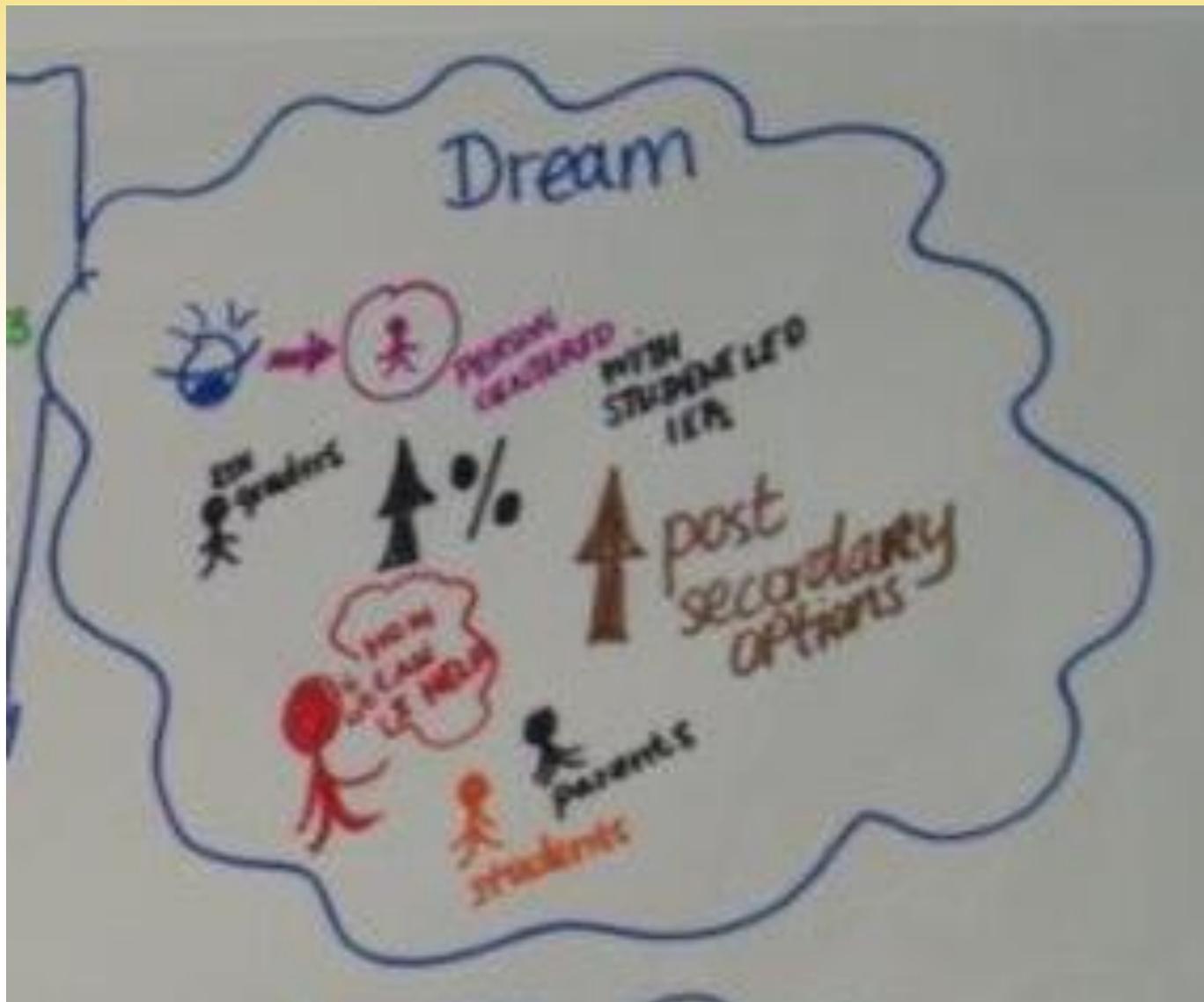
W
J
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Honoring the DREAM

- Explaining to the focus person that our dreams tell us something important about
 - Who we are
 - Our purpose in life
 - What we are called to bring to our world, our country, our community, our friends and family.

"What is my dream, what do I really want for my life?"



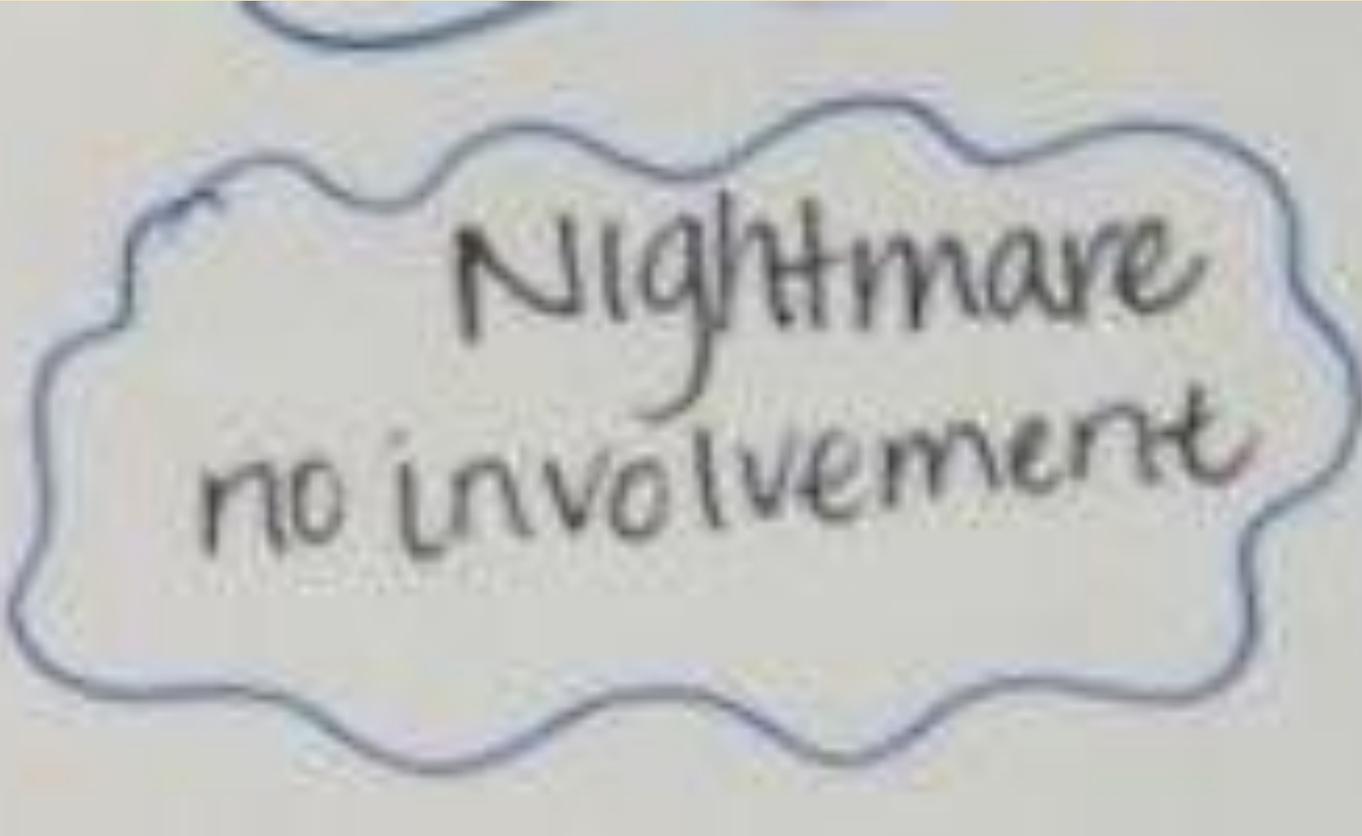


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Recognizing the NIGHTMARE

- The nightmare speaks for what we want to keep from becoming or an experience we want to find a way out of because they make us feel trapped and/or powerless.





Nightmare
no involvement



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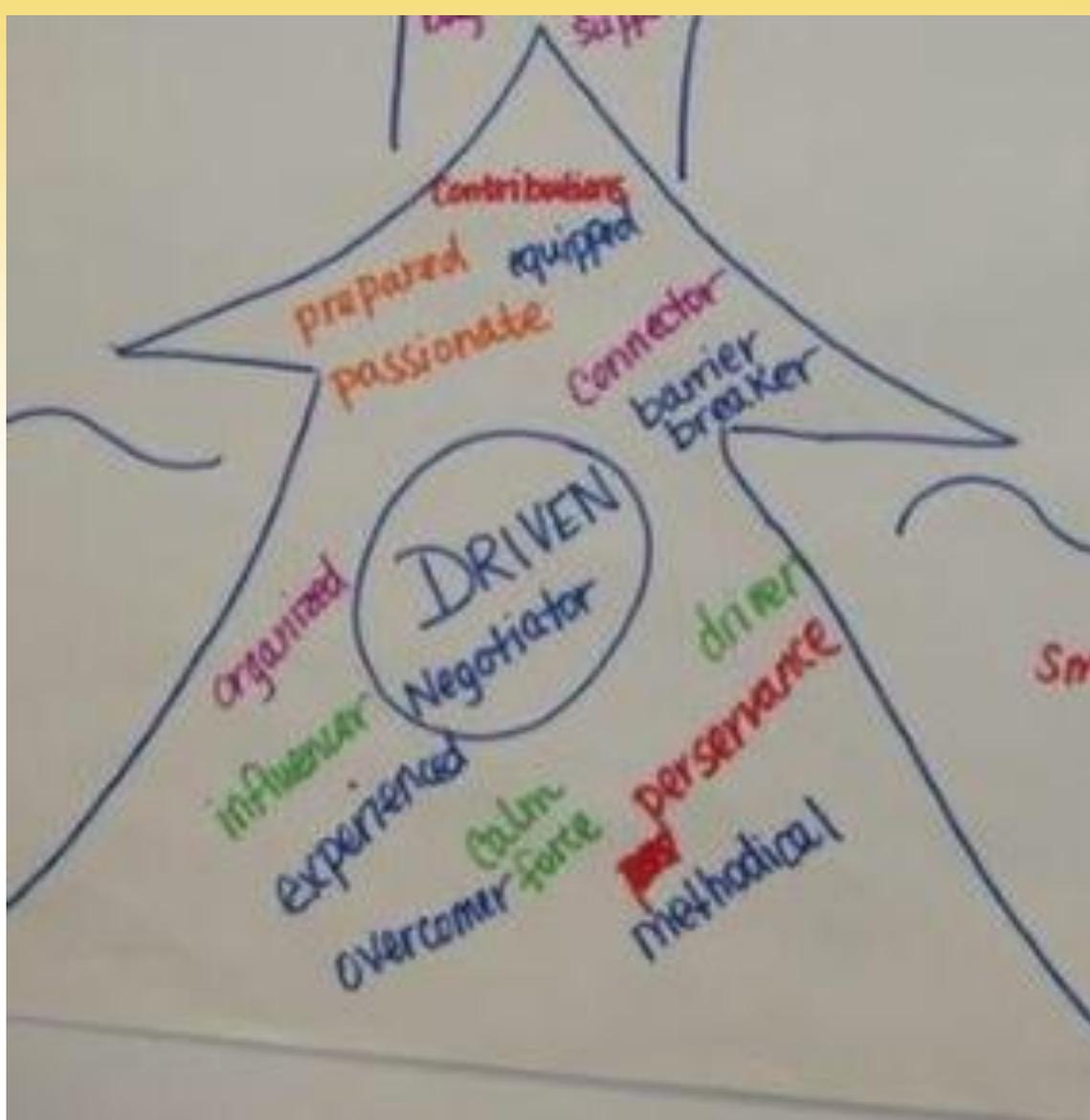
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15

Naming the GIFTS/ CONTRIBUTIONS

- When you see this person at his/her best, what does he/she bring to others? What does he/she contribute?
- How does this person make a positive difference?
- What makes this person's eyes shine?



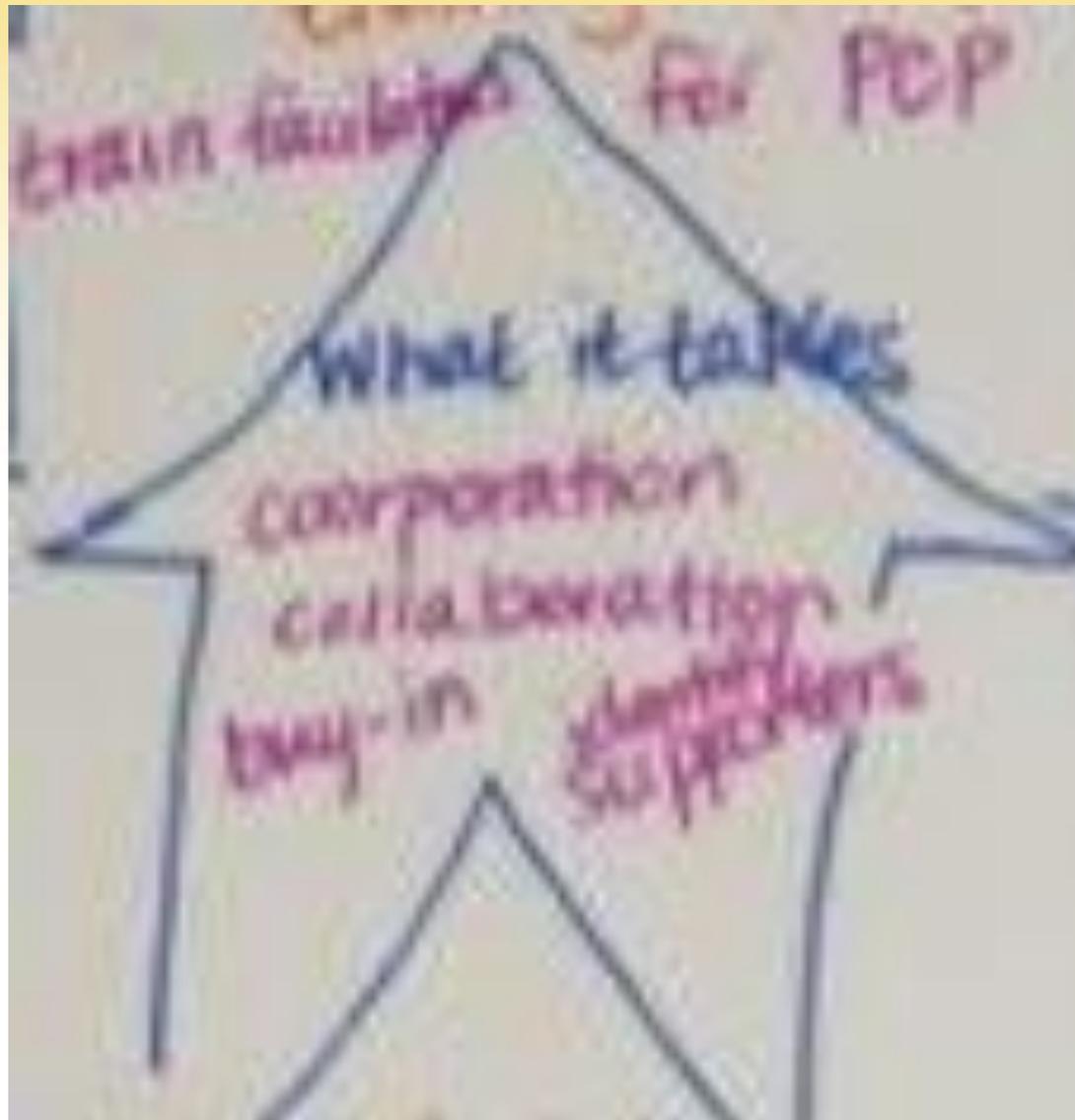


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What it TAKES

- What would it take for others to receive this persons gifts?
 - Where in the community would the gift be welcome?
 - What modifications to procedures, routines will allow the gift to be given?
 - What role will best encourage the person to express the gift?





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Action Agreements

Organizing whatever work may be necessary to arrange what it takes for this person to have the opportunity to give his/her gifts.

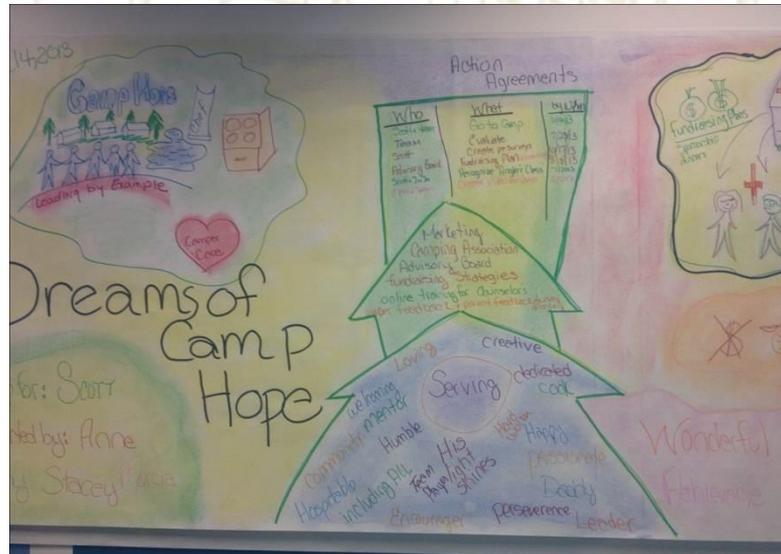
- Capture the ideas and then focus on 3-5, asking the focus person first if they agree.
- Consider (Who/ What / by When)
 - The people to inform and involve
 - Opportunities to search for
 - Changes to negotiate for.





MAPs have been used to:

- Determine some present levels based on the individuals story.
- Establish goals for the transition plan.



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The Stories.....

- Age 15
- Who else attended? High School principal, school counselor, Special Ed. Director, Sunday School Teacher, grandmother and parents
- What were the 3 primary goals that surfaced?
 - Black Tie Tiger Club participation
 - Work with animals
 - Train to work at her father’s store where there is a “petting zoo”.



Another Story...

- Age 19
- Who else attended? Grandmother, Project Search Instructor, CCDS, Hospital Mentor, GVRA, PS Job Coach, and parents
- What were the 3 primary goals that surfaced?
 - Obtain a driver's license
 - Participate in and improve upon social skills in peer group settings
 - Develop job skills & obtain employment



Another Story.....

- Age 17
- Who else attended? teachers, lead teacher, case manager, family
- What were the 3 primary goals that surfaced?
 - More independence at home
 - More inclusive activities in the community and school
 - More Volunteer/Work experiences

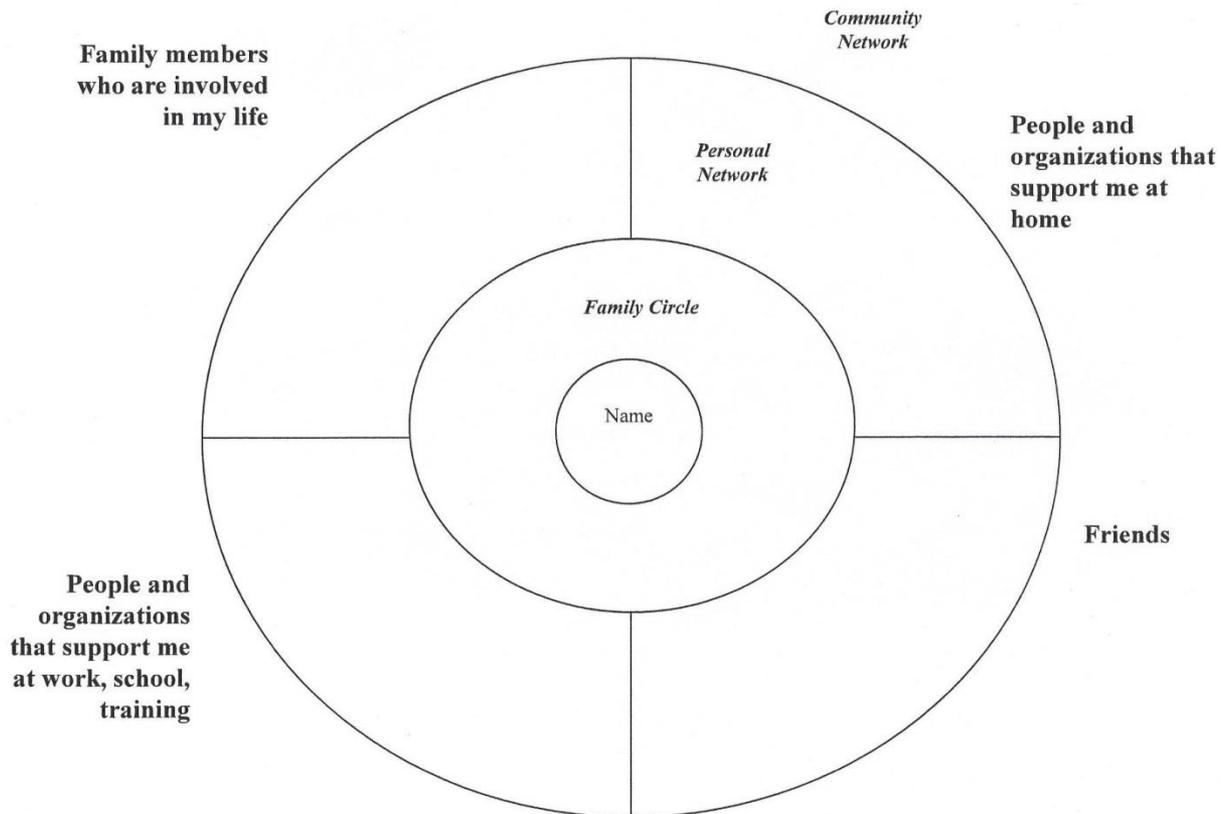


**Think about your own
LIFE....**



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Person-Centered Planning Relationship Map



✓ FAMILY CIRCLE

Name the people you love most and who love you most in the center circle, the place of family life - people you trust the most, who know you best, who love and care about you.

✓ PERSONAL NETWORK

Family, friends, neighbors, classmates, co-workers, church members, helpful teachers (or other paid people).

People you rely on, with whom you exchange friendship and concern, triumphs, struggles, mutual interests.

✓ COMMUNITY NETWORK

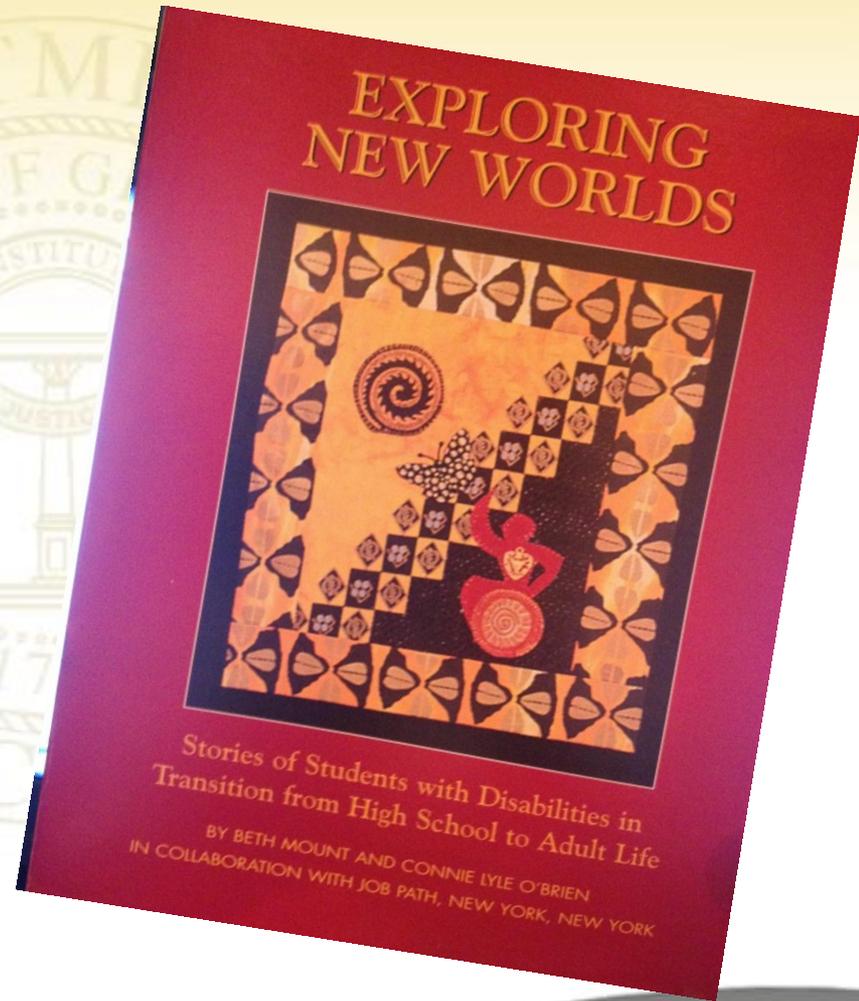
Acquaintances, friends from the past, people who you mostly greet or acknowledge as part of your community life.

1. Write each person's name you know and care about on the map. Indicate the nature of the relationship by your placement. I.e: family, home support, work/school support or friends.
2. Indicate intensity & strength of the relationship by writing the name closer to the center. Highlight people in yellow who might be involved in your support circle.
3. Look at your map. What do you notice? Do you see any patterns or themes?

Lessons Learned

Adapted from
**Exploring
New Worlds**

By Beth
Mount and
Connie Lyle
O'Brien



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Lessons Learned

1. An effective transition is guided by a powerful image of how the student will contribute to community life as an adult. This image emerges from knowing the student and his community and expands over time through direct, real experience.
2. Positive outcomes are not the result of a private planning process. They result from taking opportunities that involve many people.



Lessons Learned

3. Ideas about life after graduation come as much from knowing the student's community as they do from knowing the student.
4. Teachers, students and parents must get out in the community with an eye toward vocational, volunteer, and membership opportunities.



Lessons Learned

5. Be willing to do things that have never been done before. Consider the uniqueness of the particular student.
6. Create opportunities for people to share their ideas with others. People's ideas deepen when they listen to other people's stories as well as tell their own.



Lessons Learned

7. Pay close attention to the ideas of parents and students: they can be the most important keys to possible futures.
8. Support and encourage parents to contribute in any way that they can and are willing to contribute.



RESOURCES

- We have provided you with a resource handout.
- For information on finding a MAPS Facilitator in your region, contact

Ms. Stacey Ramirez,
Director of Individual and Family Support,
Center for Leadership in Disability at GSU

sramirez@gsu.edu



**“Though no one can go back
and make a brand new start,
anyone can start from now
and make a brand new
ending.” – Anonymous**



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Let's review...

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OUR CONTACT INFORMATION

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