Rustin’s PATH

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# Title: Rustin’s PATH

Rustin hosted his person-driven plan at his house, had helped his mom select and prepare food, and invited the people he wanted to attend. We had a defined time period as he had plans afterward. The facilitator met with Rustin, his parents and his transition teacher prior to the meeting to discuss their goals and the process for the planning session.

# Title: Building on interests & skills

The family decided that using the PATH process would be most effective. Rustin was quite active in both school and after school activities – the concern was in looking forward to beyond being in school and how to leverage his interests and skills into viable job experiences. The family was very supportive and involved in Rustin’s life and were eager to help him increase his independence and his options for the future.

# Title: Building on interests & skills - Continue

After identifying the North Star (or long term goals), specific outcomes for a year from now were articulated. Using the language that indicated these accomplishments will have been done within one year helps to make the activities very concrete. Once the long term and short term goals were recorded, then the conversation focused on the present. Contributions from Rustin, his parents, his brother, his transition teacher, the speech therapist from his school, and some ideas from friends who were not able to attend, helped to build an accurate picture of what was working, what areas needed to be strengthened, and who else needed to be on board. The final piece is to identify first steps – who’s going to do what by when on beginning these activities to help move Rustin toward his dreams.

# Title: From PATH to plans

It’s essential to translate the information that’s gathered and shared during the PATH session into goals/objectives/activities that can be addressed and measured. Moving from the PATH to identifying specific plans, with goals and objectives can be directly integrated into the IEP or ITP format. The real discussion happens during this session, making the “formal” IEP/ITP meeting a time to make sure that these priorities are documented and an implementation plan is clear.

# Title: North Star

Rustin was an active participant in his PATH, posting some photos and descriptions of his “North Star” or long term goals. Watching his excitement and enthusiasm helped everyone to participate and reinforce his goals. Holding the meeting at his home made him comfortable, and set a welcoming environment. His parents expressed a sense of relief, knowing how many others were invested in Rustin’s success, and allowing them to step back so that others could step up and become more involved in Rustin’s life.

# Title: Right PATH!

A year later, Rustin is enrolling in a local community college, where he will be taking classes and also improving his skills that will help him become gainfully employed! He’s definitely on the right PATH!