Outcomes & Lessons Learned From Person-Driven Planning

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# Title: Lessons continue to be learned from facilitating person driven plans

for the individual, their families and friends, and for professionals who are involved. In this presentation, we describe some of the outcomes from a year of conducting over two dozen PDPs and follow up meetings with transition-age youth. Photos are included on each slide that are from a variety of MAPs and PATHs that were facilitated by San Diego State University Interwork Institute and Creative Support Alternatives. This presentation was supported in part by two grants: CA State Council on Developmental Disabilities, Area Board 13: CaPROMISE, funded through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP) Grant #H418P130003. The contents if this document do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

# Title: From the focus individual’s perspective

First, we’ll present what we’ve learned from the focus individual’s perspective. None of the individuals had experienced a person-centered or person-driven plan. While some of them had participated in their IEP, ITP, or other program planning meetings, few felt that they had much say in those meetings and a number of participants said they had never attended them.

# Title: From the focus individual’s perspective - Continue

Some of the feedback we received, either during the meeting or in follow up conversations, included the focus individual’s appreciation for being in charge, that is, they were able to invite who they wanted, not pressured to invite people who they didn’t want to attend, and to have the large visual of the MAP or PATH where everyone could feel a part of the process. It was important to individuals that they were able to make choices and that the participants who they invited were there to support their decisions. They loved having “veto power” – that is, that before anything went on the MAP or PATH, the individual had to approve it.

#  Title: From the focus individual’s perspective - Continue

Here are some comments from individuals, again either immediately after their meeting or during follow up conversations in looking back at the process.

#  Title: From the family’s perspective

Next, we offer some feedback from the family’s perspective.

# Title: From the family’s perspective - Continue

Some of the families had heard about person-centered planning, but no one felt that they had truly experienced it. When introduced to the concept of person-driven planning, they were very interested in learning more. At times, some of the parents were more enthusiastic than their sons and daughters in setting up these plans; however, after participating in one or more pre-meetings, parents were willing to take a back seat as necessary to provide the room for their sons and daughters to take charge of their planning, to whatever degree they could. They saw how important it was for the focus individuals to begin to take on more responsibilities and to realize that they as parents may not be in control of all decisions and choices. Many expressed the need for starting the conversations about transition earlier and that they needed to be more proactive about finding transition and adult services. They had to face the sometimes uncomfortable position of allowing their sons and daughters the opportunity to succeed and also to fail, so they could learn from their mistakes like everyone else. Some parents talked about changing their mindset from protecting their children to promoting their adult children. They also saw the importance of incorporating the decisions and goals from the PDP into the IEP, ITP, or other “official” plans, thus the need for scheduling the MAP or PATH prior to one of these meetings.

# Title: From the family’s perspective - Continue

Here are a few quotes from parents after experiencing a person-driven plan.

# Title: For professionals to consider

Finally, we offer some insights from professionals, including transition teachers, other school personnel, adult agency providers, postsecondary education personnel, and more.

# Title: For professionals to consider - Continue

It was sometimes surprising to hear professionals come to the realization that perhaps they weren’t keeping their expectations high enough regarding the possibilities for their student or consumer. Some admitted that they may have unintentionally limited possibilities, sometimes for the same reasons that parents do, that is, to protect the individual. Professionals needed to be reminded of the importance in considering the “dignity of risk” and that having someone fail in order to learn from their mistakes wasn’t necessarily a reflection on their professional abilities. Another concern that came up from individuals, their families, and professionals was to ensure that a follow up plan was clear and that someone was taking responsibility for reminding people of their commitments as necessary. A good plan is only that – unless everyone makes good on their promises!

# Title: For professionals to consider - Continue

Here are a few of the comments made by professionals regarding their participation in MAPs and PATHs. Everyone who participated was inspired and motivated by the process and many are making more of an effort to incorporate the strategies and philosophy with others.