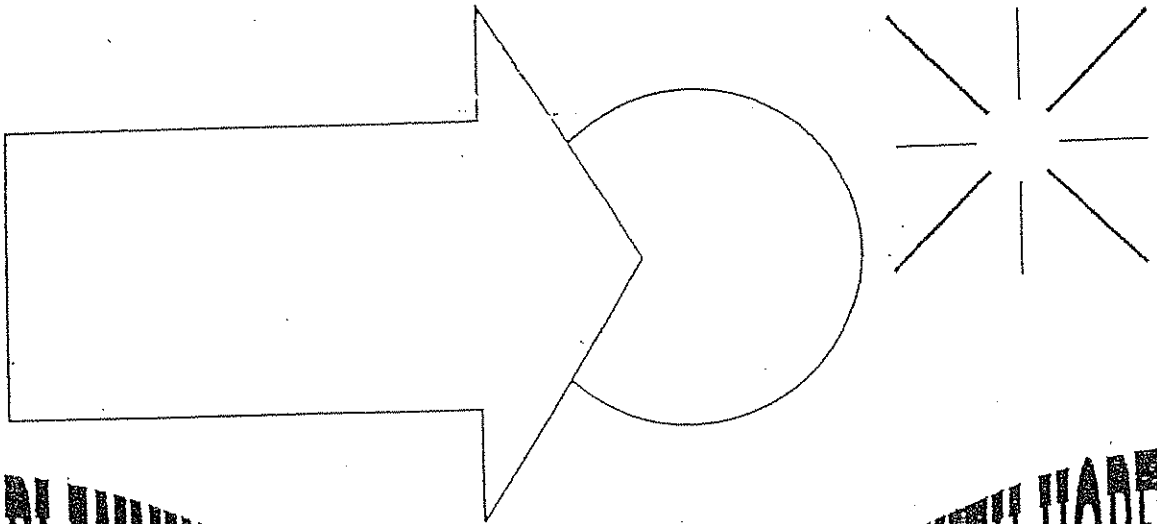


PATH

A Workbook for

PLANNING POSITIVE POSSIBLE FUTURES



PLANNING ALTERNATIVE TOMORROWS WITH HOPE

Planning School Experiences In Preparation For Adult Life
Parent Booklet

ORGANIZER FOR THE INDIVIDUAL PLANNING MEETING

Adapted From
The Manitoba Transition Project

Pearpoint, J., O'Brien, J., Forest, M. (1993) PATH: Planning Positive Futures. A Workbook of Change. Toronto: Inclusion Press

The Eight Step PATH Process

1. Touching the **Dream**: What drives you? What gives your life direction? What ideals do you most want to realize along this PATH? What values do you want to use to evaluate your choices along this PATH?
2. Sensing the **Goals**: Agree on a date one or two years in the future. Travel forward to this date and tell what has happened. What have you already done or created to move you toward your dream?
3. Grounding in the **Now**: What is happening now? Where are you now compared to where you want to be? Tell it like it is (not in terms of good or bad).

Feeling Summaries: A) List words that describe how you feel now.

B) Look forward to your goal. How did you feel when you were creating a new future? Can you feel the tension created between the Now and the Goal?

4. Identifying People to **Enroll**: Who needs to be involved to help you realize your dream? Who do you need to contact? Identify people you already know who share your commitment. What contribution can each person make toward your goal? Give specific names. Who will contact them and when?
5. Recognizing Ways to Build **Strength**: Along the PATH to your goal there will be challenges, stresses and setbacks. What do you need to do to get strong and stay strong? How can you stay healthy and well as you work toward creating the future you want?
6. Charting **Action** for the next few months: Travel into the future and look at your goal. Look at the time three months from now. What happened three months from now to make this dream a reality? Be specific. Who did what and when?
7. Planning the **Next Month's Work**: Travel into the future one month. What did you accomplish to move toward your goal? Who did what and when?
8. Committing to the **First Steps**: What are one or two steps you can do in the next day or two that will help get things moving? Who will do it and when?

STEP 1

**Dreams
For the
Future**

What are your son's or daughter's dreams for the future? What are his or her ideals, hopes, dreams, and values.

Consider where he or she wants to work, what kind of job he or she wants, where he or she wants to live, what kind of living arrangement he or she would prefer, how he or she likes to have fun, and what opportunities are available in your community.

Consider your son's or daughter's interests, strengths, and supports.

In the future I would like to see my son or daughter _____

STEP 2

Goals

Set a specific date that the team would like to work toward to set goals e.g. graduation, Christmas, birthday, term or semester end or summer holidays. What goals would you like to see accomplished in that time.

Goals should be both Positive and Possible.

Consider the areas of school, work, living arrangements, relationships, leisure, transportation, spirituality, etc.

Also consider fears and nightmares that you or your son or daughter face.

You may wish to complete the Concerns Inventory on the next pages as you set the goals.

STEP 3

Now

Invite your son or daughter to discuss with you where he or she is NOW in relation to where he or she would like to be in the future.

Think about your son's or daughter's school program and other activities and consider whether they are contributing to all of the goals you set in Step 2.

Consider all the areas from the Concerns Inventory.

STEP 4

Enroll

Identify the people and resources who may help your son or daughter achieve his or her future plans.

People

What contribution can each person make to the student's plans?

Resources

What contribution can each resource make to the student's plans?

Concerns Inventory

We would like to get a sense of any concerns about your son or daughter that you would like to have addressed at the ITP meeting. Please circle the appropriate letter to indicate a concern in one or more of these areas, how much of a concern it is for you, and check whether you would like a plan developed for each concern.

CONCERNS	DO YOU HAVE A CONCERN IN THIS AREA?		PLEASE RATE YOUR CONCERN			DO YOU THINK YOUR CHILD SHARES THIS CONCERN?	
	NOW (N)	FUTURE (F)	LOW (L)	MED (M)	HIGH (H)	YES (Y)	NO (N)
EMPLOYMENT CONDITIONS							
Supports	N	F	L	M	H	Y	N
Wages	N	F	L	M	H	Y	N
Integration	N	F	L	M	H	Y	N
Autonomy	N	F	L	M	H	Y	N
Safety	N	F	L	M	H	Y	N
Accessibility	N	F	L	M	H	Y	N
Social Opportunities	N	F	L	M	H	Y	N
LIFESTYLE							
Living Arrangements	N	F	L	M	H	Y	N
Health	N	F	L	M	H	Y	N
Fitness	N	F	L	M	H	Y	N
Leisure	N	F	L	M	H	Y	N
Relationships	N	F	L	M	H	Y	N
Independence	N	F	L	M	H	Y	N
Self-esteem	N	F	L	M	H	Y	N
Financial Security	N	F	L	M	H	Y	N
Life-span Planning	N	F	L	M	H	Y	N

Note: Accommodations should be made for individuals who use other languages (e.g. American Sign Language), technological assists (e.g. computer) and alternative modes of expressive and receptive communications such as Blissymbols, picture boards, or facilitated communication.

CONCERNS	DO YOU HAVE A CONCERN IN THIS AREA?		PLEASE RATE YOUR CONCERN			DO YOU THINK YOUR CHILD SHARES THIS CONCERN?	
	NOW (N)	FUTURE (F)	LOW (L)	MED (M)	HIGH (H)	YES (Y)	NO (N)
ACADEMIC SKILLS							
Listening	N	F	L	M	H	Y	N
Speaking	N	F	L	M	H	Y	N
Reading	N	F	L	M	H	Y	N
Writing	N	F	L	M	H	Y	N
Math	N	F	L	M	H	Y	N
Money	N	F	L	M	H	Y	N
Time	N	F	L	M	H	Y	N
Thinking	N	F	L	M	H	Y	N
VOCATIONAL SKILLS							
Work							
Productivity	N	F	L	M	H	Y	N
Work Quality	N	F	L	M	H	Y	N
Work Ethic	N	F	L	M	H	Y	N
Transportation	N	F	L	M	H	Y	N
Adaptability	N	F	L	M	H	Y	N
Job Search Skills	N	F	L	M	H	Y	N
Physical Abilities	N	F	L	M	H	Y	N
SOCIAL SKILLS							
Personal Care	N	F	L	M	H	Y	N
Facility Usage	N	F	L	M	H	Y	N
Cooperation	N	F	L	M	H	Y	N
Autonomy	N	F	L	M	H	Y	N
Pro-Social Behavior	N	F	L	M	H	Y	N

STEP 5

Strengthen

What do the student, and other team members need to do to strengthen their contribution to the student's plans? What are the parent's, student's, teachers', or employer's high priority needs?

What additional knowledge is needed most? By whom?

What additional skills need to be developed? By whom?

What relationships need to be maintained?

What additional supports and resources are needed?

What safety and health needs must be met?

What student self-concept and maturity needs should be emphasized?

WAIT . . .

The next three sheets are
completed at the planning
meeting.

STEP 6

**Action Plan
for
3-6 Months**

Think about the next 3 or 6 months. What positive and possible actions can be taken in working towards the achievement of the plan. Specific objectives should be based on the overall vision for the future developed in Steps 1 and 2.

(Please complete this section at the planning meeting)

Objective

Timeline

People Responsible

STEP 7

**Action Plan
for
Next Month**

Who will do what by when - next month

(Please complete this section at the planning meeting)

Objective

Timeline

Person Responsible

Step 8

**Commitment
to the
First Step**

What are the immediate tasks that must be done? Invite the student and other team members to commit to one or more first steps. Identify people to support those first steps.

What is the biggest barrier to each step? How will the barrier be overcome?

Before the meeting ends, ask who will be monitoring whether the activities and goals have been carried out.

Name of the person responsible: _____

Complete Goal Tracking Form on page 18.

Before leaving the meeting, set a follow-up meeting date to review the success or status of the goals.

Follow-up meeting date: _____