

Future Planning and Mapping

Students Name

School



Agenda

1. Purpose of planning – to gain insight into the events of yesterday, review current plan, and map the road to the future.
2. The Background Maps
3. The Personal Preferences Map
4. The Dreams, Hopes, and Fears Map
5. The Future Vision Map
6. The Action Plan (Opportunities and Obstacles)

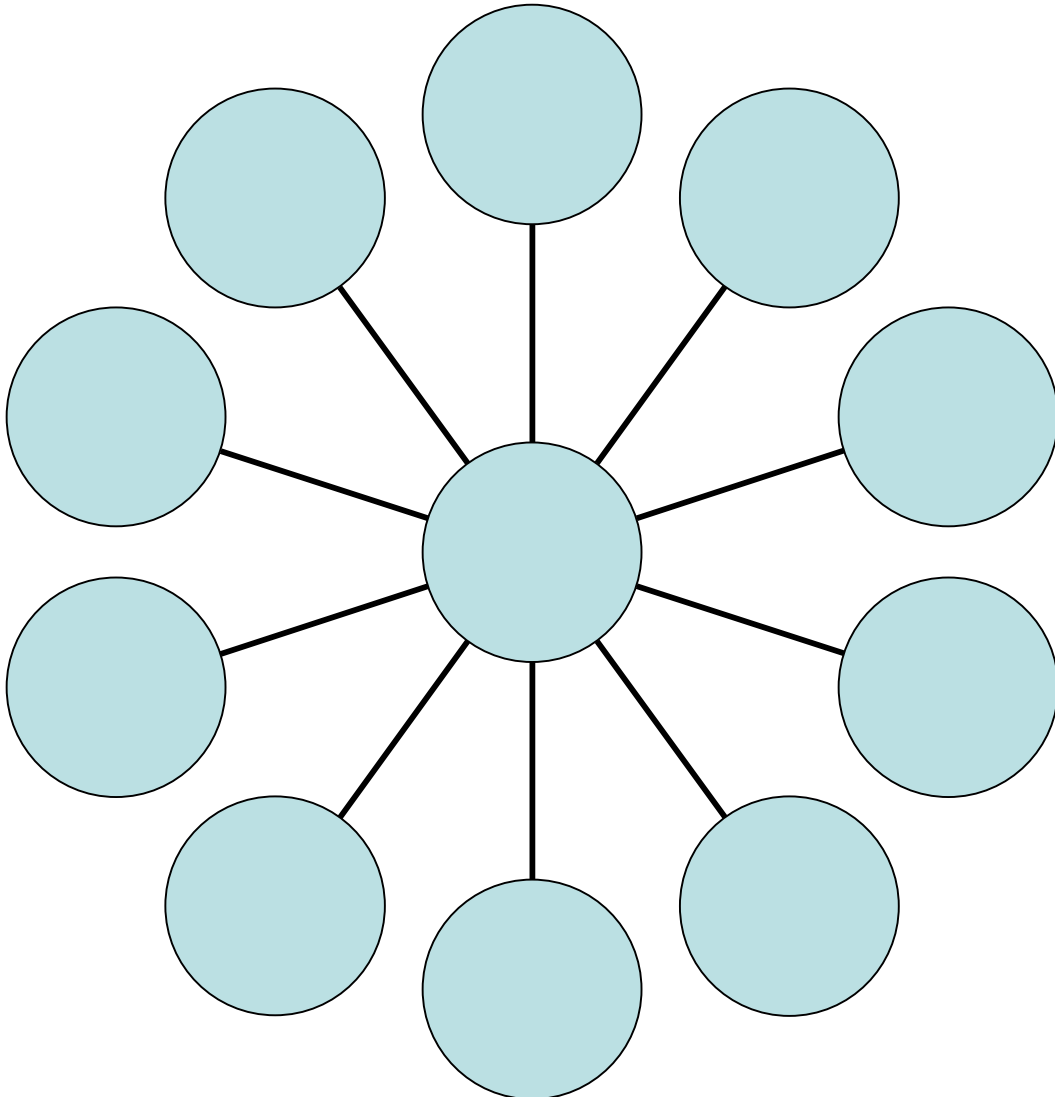


The Relationship Map

Purpose: To identify personal support, assistance, and opportunities to build friendships.

Illustrates:

- ✓ The most important people in the focus person's life;
- ✓ People interested in planning together over time;
- ✓ People who may be able to provide personal support and assistance to the focus person;
- ✓ Opportunities for building relationships.



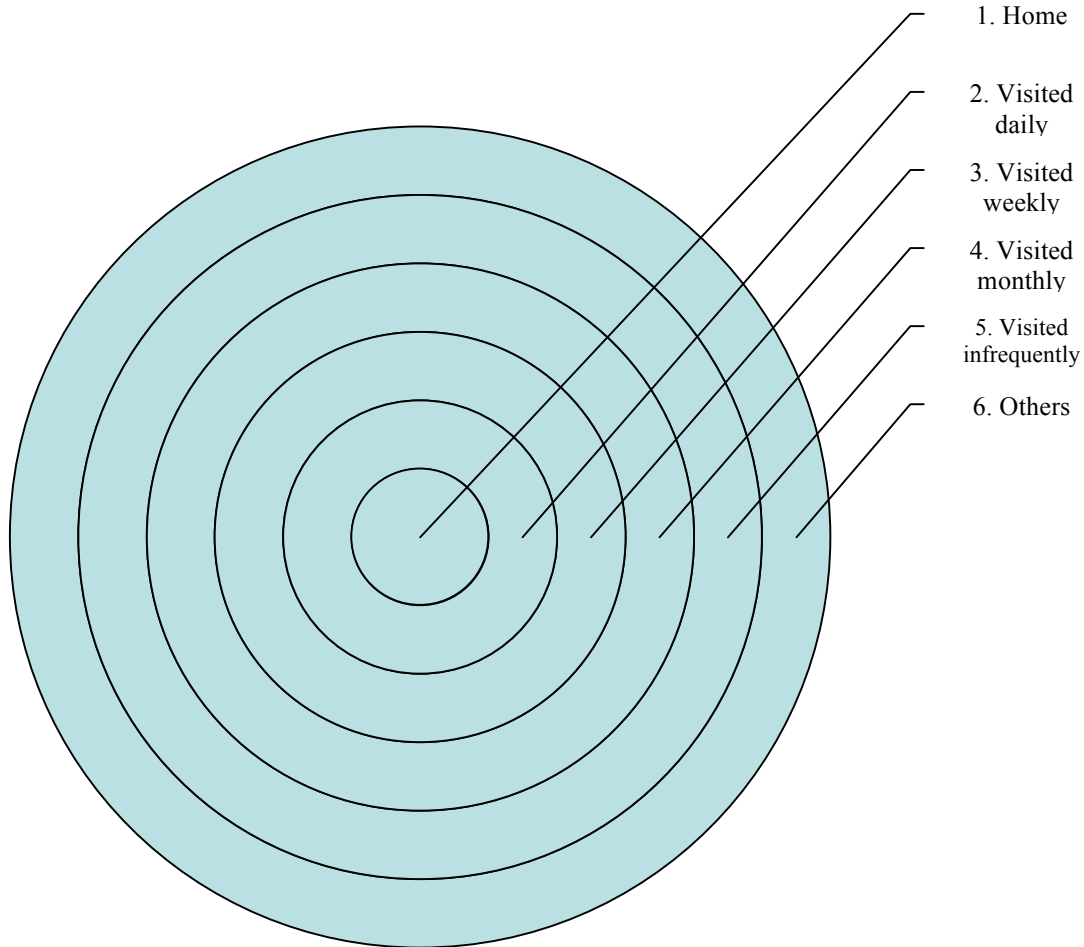
People to include: family, friends, teachers, service providers, community supports, etc.

The Places Map

Purpose: To describe the pattern of daily life.

Illustrates:

- ✓ How the focus person spends his/her time;
- ✓ Settings visited by the person;
- ✓ Existing opportunities for building community.



Places I'd like to visit, but haven't been to yet! _____

Where I've Been...

Socially (Five years ago)-

(How I interacted with my peers and family)

Now I....

Academically (Five years ago)-

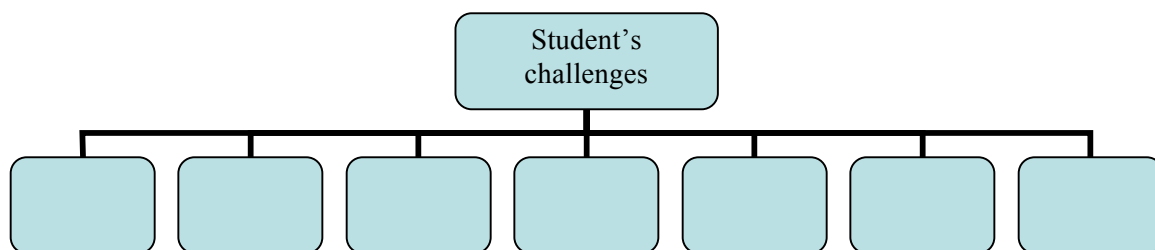
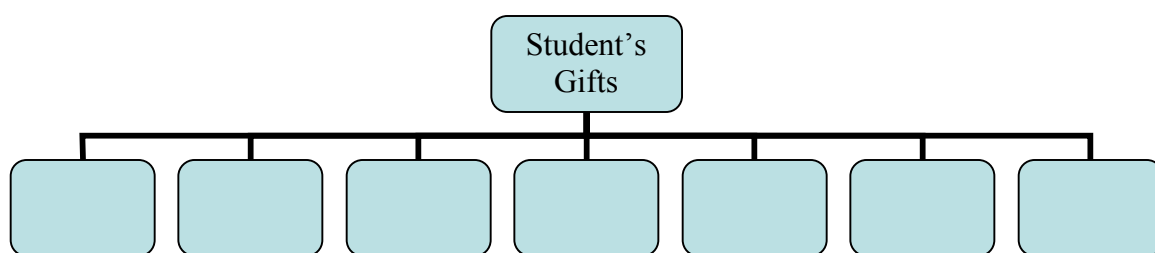
Now I.....

The Personal Preferences Map

Purpose: To discover capacities to build upon and conditions to avoid, in order to achieve success in the classroom, the community, and in the world of work.

Illustrates:

- ✓ Patterns in the gifts, potential, interests, and unique contributions of the focus person;
- ✓ Patterns in the conditions that block or challenge development of the opportunities to build upon in the future.



Questions for the Personal Preferences Map:

For the Family/Team Members:

- ✓ Who IS _____? Describe the focus person in as many ways as possible, gathering input from every team member.
- ✓ What are his/her strengths, gifts, talents, likes, dislikes skills, personal qualities, favorite activities, and friends?

For the Student:

- ✓ Who are you?
- ✓ What are your strengths, gifts, talents, likes, dislikes, and skills?
- ✓ What do you like to do?
- ✓ Who are your friends?

Our Fears...

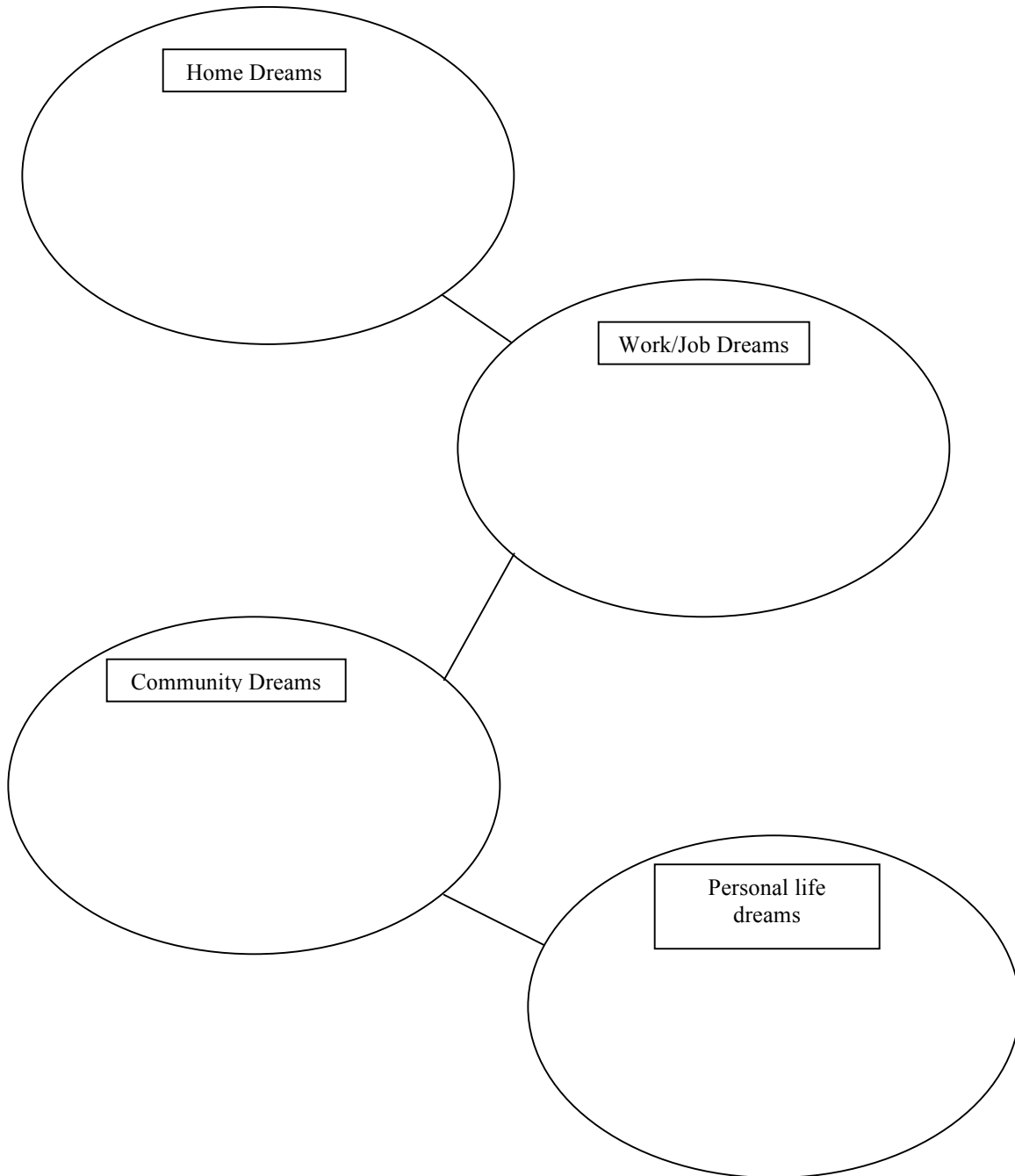
Purpose: To explore inner thoughts about our fears for the future.

The Future Map

Purpose: To explore inner images about desires and dreams for the future.

Illustrates:

- ✓ The experiences the focus person wants to have;
- ✓ The dreams of the person (and their family and team) for a home, job, community life, and personal life.



The Action Plan!

What needs to be done next? Create and “opportunities and obstacles” map to identify existing services as well as service gaps needed to achieve the student’s future vision. Identify interagency linkages and responsibilities. When service gaps exist, brainstorm potential solutions.

Obstacles:

Opportunities:

Action?

Who will do?

What date will this be completed?

Translating Mapping Data into Transition Planning Goals and Objectives

- 1) **Create personal profile and future vision maps for all transition age youth.** These maps may be created as part of personal futures planning team activities, as units in high school self-advocacy or career exploration activities, as youth group or church activities, or as family activities.
- 2) **Bring maps to IEP/transition planning meetings.** Use them to open the meeting and establish a more person-centered environment for discussion. Post the original copies on the wall during the meetings. Add copies to the student's portfolio or special education file. Ask the student and his/her family members to summarize the maps.
- 3) **Discuss themes, things that work and things that don't work, in the personal profile maps.** Think about people, places, materials, activities, schedules, and communication patterns. Discuss the implications of these findings for the student's current educational programming. Discuss the implications of these findings for the student's future educational programs.
- 4) **Discuss the future vision map.** What services and supports currently exist to support the student's future dreams? What gaps exist? What opportunities, experiences, and environments does the student need to fulfill his or her future dreams? If a local community or regional transition planning team exists, share both future vision and service gap information with them. If the student has a personal future planning team, ensure that some members serve as members of both teams.
- 5) **Discuss each transition planning area along with associated mapping data.** For example, employment goals can be clarified by reviewing the future vision map, preference map, and places map.
- 6) **Select educational environments and activities for instruction based upon mapping information, other assessment information, demographics of the community, and school logistics.** For example, if the relationship map indicates that the student has little opportunity to interact with typical peers and non-paid adults, look for environments and activities that will expand the number and type of people in the student's life.
- 7) **Develop IEP/transition planning goals.** Use the future vision map as a checkpoint. Will the articulated goals move the student toward his/her desired future? Will mastery of these goals assist the individual in leading a more community-inclusive adult life? If the answer is NO, or if there is uncertainty, the team should discuss and possibly reconsider the goals.
- 8) **For each goal, determine necessary IEP/transition planning components.** Create and "obstacles and opportunities" map to identify existing services as well as service gaps needed to achieve the student's future vision. Identify interagency linkages and responsibilities. When service gaps exist, brainstorm potential solutions – are some team members willing to engage in personal futures planning activities? Is there a local community or regional team willing to assist in the necessary systems change?
- 9) **Repeat this process!** Updating the map in the seventh grade, eleventh grade, and when the child turns 20 is a great way celebrate large and small successes, review and revise plans, and chart courses of action! Reviewing the maps annually at IEP meetings refreshes the obstacles and opportunities, providing annual goals.