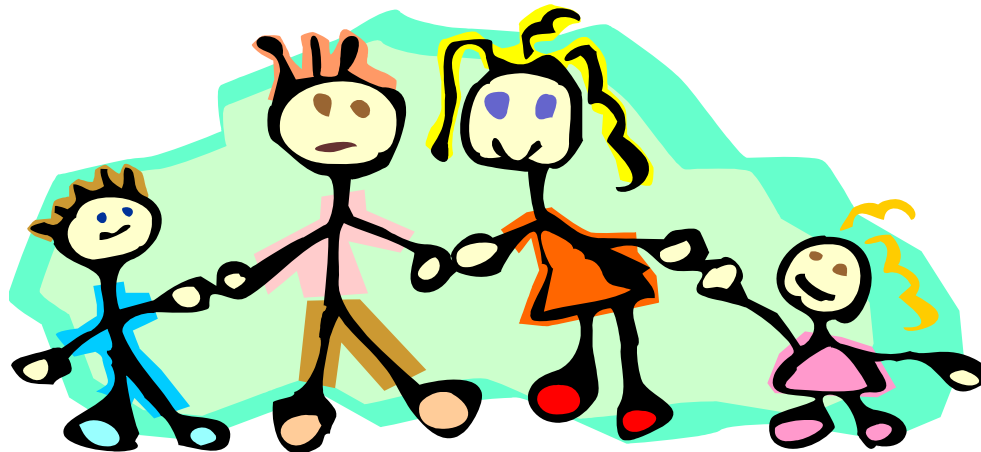
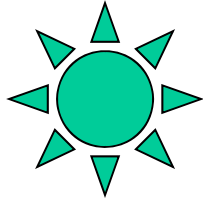


Britney's Person-Centered Plan





THE D R E A M

•With this frame we want to help the person identify their dream for the future, including all the ideas, values, people and things that are important to them.

•List anything that is important for the person to realize the kind of life they desire.

Have friends

Communicate her wants and needs

Be independent

Sleep over her friend's house

Stay involved with her dance group

Attend a friend's birthday party



Have fun!!!

Go to college

Stay included

Stay on grade level

Join girl scouts

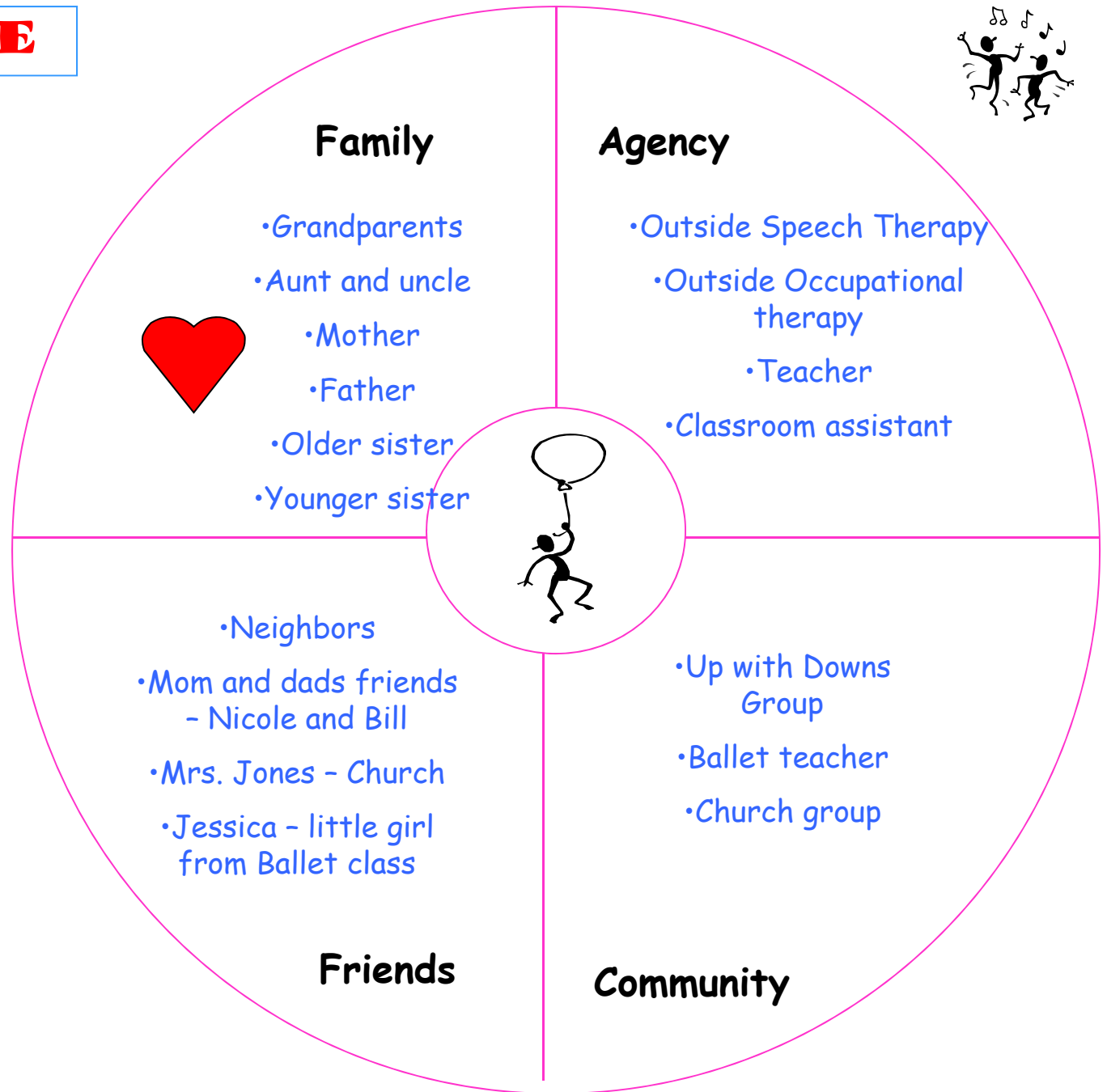
Live a healthy life

Stay involved with the church



PEOPLE

- List the people who are present in the person's life.
- Place their name in the appropriate section of the circle.
- Place the name of individuals who are closest to the person in or near the inner circle.



- Indicate activities in which the individual participates in the **school**.
- Indicate activities in which the individual participates in the **home**.
- Indicate places in the **community** that the individual participates on a consistent basis.
- List only 4-5 primary activities in each setting.

PLACES



School

- Participates in regular classroom activities
- Enjoys being on the playground with other kids
- Speech and OT
- Music
- Library
- PE



Home

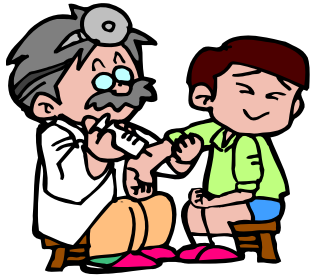
- Plays outside on the swing set with her sisters
- Swims with her sisters
- Watches Barney movies
- Eats dinner as a family



Community



- Sunday school
- Ballet class
- Church
- McDonalds



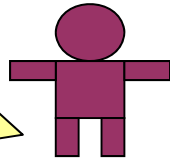


- Describe the individual's health by listing any positive or negative conditions.
- Indicate any medications the individual is currently taking.

HEALTH

	
<ul style="list-style-type: none">• Good appetite• Good vision• Appropriate activity level for age	<ul style="list-style-type: none">• Hearing loss due to middle ear infection• Fine motor difficulties• Heart Conditions - has been wearing a pace maker since the age of three
Medicines	
<ul style="list-style-type: none">• None at this time	

HISTORY



Britney

Born:

Born 6/23/93
and diagnosed
with Downs
Syndrome

Younger sister was
born. They have a
good relationship.

Middle ear
infection -
hearing loss
detected

Began Speech
Therapy

Started
Preschool. It
was a great
experience

Began Kindergarten
- school became
concerned about
behaviors

In 1st grade
working with PBS
project

- Indicate some of the critical events that occurred in the person's life from birth until today.

- Put a "*" next to any positive events.

- Put a "-" next to any negative events.

Today

Choices

- What choices can the individual make within his/her personal and academic life?
- Identify what choices are presented to the individual within both areas.

Personal

- Snack
- Breakfast
- Clothes
- Toys to play with
- Movies

Academic

- Books to read
- Centers
- Food during lunch

Respect!

- List any behaviors or characteristics of the person that cause him/her to gain or lose respect or his/her peers or adults.

- Under "Gains" list those things you really like about the person.

- Under "Loses" list those behaviors that you do not like to see.

Gains

- Smart
- Sense of humor
- Friendly
- Reads words
- Good memory

Loses

- Hits others
- Throws her alpha smart
- Throws herself on the floor
- Runs around the classroom
- Doesn't listen at times

•What strategies work well for the individual?

•What strategies have not been as successful or cause challenging behavior to increase?

What Works!!!

Positive praise Star system

Going to the library Chocolate

Computer Listening to music

Going outside Barney Toys

Helper at home or in the classroom

Tickles Rub her back

Yelling

Paper and pencil task

Anything that has to do with
MATH

Time-out Loud places

Stern voices

Scolding her and pointing your
finger at her while you're
screaming

What Doesn't Work!!!

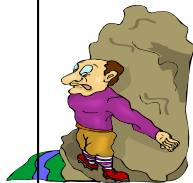
•Identify the hopes and fears you have for this individual.

•Under "Hopes" list what is possible if we do the best we can.

•Under "Fears" list what is possible if things do not improve or get worse.

Hopes

- Joins girl scouts
- Attend a community recreational (summer) program
- Communicate with others
- Understood by others
- Always successful!!



Fears

- Not understood by other people
- Doesn't have the appropriate social skills
- Not accepted by children her own age
- Never has a friend
- Behaviors get worse and she gets kicked out of dance class and/or church
- Behaviors get worse and her placement gets changed
- Classroom work will continue to frustrate her and she will not be successful

- What are some barriers and opportunities for this individual and his/her team?

Barriers

- Communication barrier between the team
 - IEP goals are unrealistic
 - Teacher has a difficult time communicating to family that Britney is frustrated with class work
- Family wants Britney to do the same things (work, activities) as the other children with NO modifications

Opportunities

- Supportive school-based team
- Administrator and school believe in INCLUSION
- Currently in an inclusive setting
- Family is very supportive
 - Family follows through with homework, extra activities, practices with Britney, etc..
- Team has committed to the PBS process
- Team has Britney's best interest at heart

•Identify any patterns or themes you found throughout this process.

•List at least one main point from each of the other frames that you want to share with the team.



Themes



Goals

- List the goals that you would like to see achieved one year from today.
- Think about what might be possible if everyone tries their hardest.
- Consider any outcome as long as it is POSSIBLE and POSITIVE.

•What actions can be taken immediately?

•These steps can be small

First Steps



