**Person Centered Thinking and Planning: One-Page description**

**Subject to Learning Wheel – Bridge to a Plan**

Jeff Garrison-Tate: What’s the description? That’s what you’re doing. What is the description of “important to and important for?” That goes in after you have discovered the stuff. What needs to stay the same and what needs to change based on what you discovered? Action Plan – person centered plan right there. You implement it and then what did you learn from implementing, and then you cruise and start another descriptions. Because based on what you have implemented and learned from the action plan, there should be something else like I said. Now, Elizabeth Kate that was 2011. She has had 6 more one page descriptions and they weren’t all pretty because life isn’t about it all being wonderful but figuring out how to support her when those times were not so well. Now, here are some resources up there.

It would be fantastic if there was a one-page description that really highlighted important t0- and for- supports and that goals/objectives could be based on what was important too. That brief description drives the process of career, academic works, and interacting. I just keep coming back to whoever it is assessing who’s in their life. If all of us are here and we are have relationships and friends, and we are living our life as we define it… what are we doing to make sure our students are going to be able to do that?

Turn to your next page you should see Elizabeth Kate, and this is when she was still in high school. What folks have figured out is what’s important to her. “My independence,” --I’m not going to read through all of them… -- “graduation in May, apartment, getting a job, singing in church, fun with her family, having a boyfriend…” These are all things that are important to her. These are the things that are important for her … “sleep apnea machine.” It’s important that she get a lot of sleep or else she gets grumpy, grumpier than most. “Seizure medication, writing in her journals, avoiding the fireball,” which is her way of explaining when she gets really angry and she has this fireball that comes out and gets out of control. And then, “here’s how you can support me – help me with time, money, and cooking. Help me find a job, assist me to fix my hair and pick out cute outfits. Understand if I’m upset then I’m probably tired. Talk to me nicely and quietly, no bad words.” She doesn’t like to be around conflict. These are great things about her, what they love about her. So, what you have is a snap-shot of Elizabeth Kate – what’s important to her, for her, the supports she needs, and wonderful things about her. Now, let’s say that her parents weren’t able to be there, and her support staff was sick, and you had to come in and support Elizabeth Kate for a couple of hours. Would you know things to have a conversation with her about based on this? Would you know how she needs some supports? Would you know things that are important to her and for her to support her? So, this isn’t necessarily meant to be a plan. Although, this is a bridge towards a plan. She wants a job, and wants to live in her own apartment. She wants to be independent and have close relationships with families and friends. These are all pieces to developing a plan, so there is that piece to it. This is used all over; I’ve seen this used from students moving from 5th grade to 6th grade, middle school to high school, and high school to adult life. Everybody has a snapshot of who they are, and they know where the goals and objectives are coming from because this is what is important to her.