What Teachers and Parents say about this Manual

Excellent; particularly with regard to no prejudging and encouraging challenges for all participants.

Parent

What makes this resource unique is its candid approach to the “three perspectives” – school/parent/child. It acknowledges that each group comes to the table with a different perspective, but that the combined effort of the various groups produces the best outcome.

Secondary School Teacher

There is no doubt that collaboration is a key to everything that happens in planning the transition program. The value is stated clearly and repeatedly. The problem is that it happens so rarely.

Parent

This resource will assist parents and teachers in coming together in the best interest of the student.

Educator

A strong addition to the literature on transition and disability.

Secondary School Teacher

You laid out the main issues clearly... taking a wider view of what schools and families need to think about.

Parent

Clearly shows the benefits, and need for all involved (teachers, families, school systems) to work together and keep discussions related to the transition process open and ongoing.

Educator
PLANNING FOR REAL LIFE AFTER SCHOOL

Plain Language Edition

Ways for Families and Teachers to Plan for Students Experiencing Significant Challenge

Gary Bunch & Kevin Finnegan
with Jack Pearpoint, Barb Fowke & Peter Park

INCLUSION PRESS
A Note On Authorship

This book is the result of extensive collaborations. Gary Bunch and Kevin Finnegan were the primary researchers. However, dozens and dozens of people from a wide array of perspectives have contributed the content which has been organized into a coherent report on transition with what we hope are helpful thoughts on next steps we could all participate in so ‘each belongs’ is a fact and not just a hope.

The project is funded by the Government of Canada’s Social Development Partnerships Program, Human Resources and Social Development Canada. The opinions and the interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

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1. Community development. 2. Community organization--Citizen participation. 3. Communication

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• Our friends and colleagues who happen to be experiencing disabilities. They have a different vision for their lives than that of most decision-makers. They are not content to sit on the sidelines and hold out begging bowls. Their ideas and resilience are the inspiration under this resource.

• Our friends and colleagues working in schools. There are islands of excellence out there where vision guides education. Many of these colleagues are from Canada and United States. Others may be found in nations as diverse as England, Malta, India, Scotland, Russia, Spain, Germany, and the Netherlands. Their visionary leadership continues to inspire.

• Our friends and colleagues who are parents of families deeply involved in the daily and life-long relationships and challenges posed by society to their family members who are experiencing disabilities. Without their vision and their efforts to bring visions to reality, very little progress toward connecting Disability Education & Social Justice would be made.

• Our supporters, both those who contribute their personal efforts and ideals and those who support us with funds. One can be of little value without the other. Together we are better.

• Lastly, to the students who travel the challenging path through the education system. You are our first inspiration.

– Gary Bunch, Kevin Finnegan, Jack Pearpoint, Barb Fowke & Peter Park
Foreword

This book began as a ‘report’ on a research project looking at various perspectives (students, families, teachers) on the issue of “transition” from high school for students experiencing disabilities.

The research findings have hopeful threads, but reaffirm a devastating pattern of systemic misunderstanding for ‘transition planning’ and ‘meaningful life choices’ for these students. This is not ‘news’ to families and committed teachers who are only too aware that ‘support systems’ for their children ‘virtually ‘evaporate’ when students turn 21. These interviews reaffirmed those facts - documenting disappointing results. Too often, students with disabilities do not find work following secondary school.

This is not new, however now it is documented. That’s why this report changed. We wanted to do more than deliver more bad news. Both families and good educators want all students to have good lives. But they are often overwhelmed, consumed by bureaucratic busy tasks, and genuinely stumped about what to do.

We decided to use this report to remind, refresh and/or introduce some ideas that we know can make a difference. They are proven. They work. They are ‘out of the box’ approaches. But since the ‘box’ is systemically failing many students experiencing disability, that is a reason to try some new options.

Thus, this report proposes using ‘Person-Centered Planning approaches to assist individuals and schools to implement viable ‘Transition Plans’ that begin to create new and viable futures for students and families. There are two very important caveats. The authors have focused on Circles, MAPS, PATH and PlayFair Teams. They are ‘introduced’. However, before they can be used, facilitators will have to do more in depth research and training. In the process, they will discover that there is a whole family of Person-Centered approaches. We focused on the ones we have been involved in developing, but there are many excellent approaches. Our point was to introduce the ‘approach’ as a way to move forward in a difficult situation that needs a new breathe of life.

Many students experiencing disability are presently short changed. We need to do what it takes to give them the opportunity to be full citizens.

~Jack Pearpoint

Inclusion Press & the Marsha Forest Centre, Toronto
When people discover what they have, they find power.

When people join together in new connections and relationships they build power.

When people become more productive together, they exercise their power to address problems and realize dreams.

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
INTRODUCTION

The end of secondary school is important. It is important for all students. It is even more important for students with disabilities. That means we need to plan for life after school. Teachers, parents, and students need to plan together.

It is a problem that sometimes planning is not strong. Planners do not think about the person enough. Teachers, parents, and students do not work together. There is not enough practice in real jobs. There is not enough support in work places. Some job programs are great. Other job programs are not very helpful.

This manual says that all students need a good plan for life after school. They need a plan that says what the student can do well. They need a plan that thinks about what the student has trouble with. They need the help of parents and teachers. Job practice must be interesting and have meaning.

Teachers, parents, and students need to work together. Plans must be real. Everyone must think about the student. They must think about her/his interests and weak spots. Planning for life after school must begin right away in secondary school.

For example, a cookbook is a manual telling how to cook.

I want the same opportunities as my brother has.

People First Ontario
I like to be seen for myself, not by my label.

People First Ontario

JOBS are Important

• You make money.
• Doing a good job.
• Doing for other people.
• Self-respect, self-image, feeling good about yourself.
• Be more involved in community.
• Makes you happy.
• Learning more skills on the job.
• Meet new people and make new friends.
• Build more for the future.
• Building a better reference for jobs.

People First Ontario

We may have all come on different ships, but we are in the same boat now.
—Dr. Martin Luther King
Whose Ideas are in This Manual?

We want to help parents, teachers, and students to plan together. They must plan well for life after school. This manual is about helping all students with disabilities. It is written to help students who find schoolwork difficult. Good planning will take a lot of thinking.

We talked with students, teachers, and parents to get ideas. We asked them to tell us what they know about planning. Then we brought all their ideas together.

We did not put our ideas in the manual. We listened to the students. We listened to the parents. We listened to the teachers. Then we used their ideas about how to plan. We used their ideas of how to improve planning. This manual is based on their ideas.
The Circle of Friends format filled out by a typical student - with wide ranging connections. It is rich in numbers and variety.

Full circles indicate capacity to deal with life and are a powerful measure of health in our society. There are people there to call for a party, for coffee, or when you need to talk to a friend.

Jane’s Circle of Friends - a student living in ‘isolation’ (perhaps at home or in a segregated supported living facility). At the heart, it is warm and loving. Beyond that, it is almost non-existent. This pattern of relationships and disconnection is tragically ‘the norm’ for most people experiencing disability. It is a formula for loneliness and crisis. There are no people to ‘ask’ for a hand. There are no people to just go to a movie, have a coffee or ...

Quoted from: All My Life’s a Circle: Inclusion Press with permission.
Design of this Manual

The design of this manual comes from what teachers, parents, and students told us. We asked them questions about planning for the end of school. What do teachers do in planning? What do parents do in planning? What do students do in planning? These are the sorts of questions we asked.

The first thing we learned was that families and teachers think differently about planning. They see it in different ways. So, we decided to talk about these ways of thinking. We talk about why planning is needed. Next, we talk about how teachers think about planning. Then we talk about how parents think. Then we talk about the need to work together. Everyone must remember that the student is at the centre of all planning. Teachers, parents, and students must be partners in planning. Lastly, we talk about Person-Centered Planning.

We want to have real work with real pay.
We want to work. We want to contribute.
We want to be included as workers.
We want to get paid like other people get paid.
We don’t want just “dead end” jobs.
We want to learn how to do jobs that we can like.

People First Ontario
Teachers and families think differently about work. Teachers think mostly about students getting a job. Families think about getting a job, too. But families think about more. They think about having a good life in the community. They think about making friends. Being in the community is more than just work.

Families often talk about the need for a vision. What do we want the student’s life to be like? Will there be a job? Will there be friends? Will the student be independent? A number of teachers said they thought about the same things. So we decided to talk about getting to know the person. You need to know the person before you can plan for her or him. The best way we know to get to know the person is Person-Centered Planning. We give ideas about Person-Centered Planning at the end of this manual. Good Person-Centered Planning can lead to the student directing her or his own life. Self-directed planning is important all through life.

Independence: Being able to do things by yourself.

Interdependence: Being able to do things by helping each other.

Building the Road as You Walk It:
Guiding Principles, Not Recipes


—Old saying among musicians
Two Paths -- Two Solutions

Needs
(What is not there.)

↓

Services to Meet Needs

↓

Consumers

Programs are the answer

Assets
(What is there.)

↓

Connections & Contributions

↓

Citizens

People are the answer

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
How Schools and Families Think

Every citizen has gifts. A strong community knows it needs everyone to give their gifts

~John McKnight

Teachers, parents, and students must work together to plan for life after school. They must understand how schools think. They must understand how families think. They must understand that schools and families think differently. The ways teachers and families think must be put together in planning. This is important for the student. It is important for strong planning for life after school.

How Schools Think

Secondary schools are part of a big business. The business is education. There are different kinds of teachers. Some teachers are special education teachers. Special education teachers work with learners with disabilities. There are rules for everyone who works in the school. The rules are supposed to help schools teach all students.

This means that:

• Teachers see themselves as the experts in education.
• Most secondary school teachers are expert in Mathematics, or Science, or French, or English, or another subject. These teach-
er do not know much about students with disabilities. They work with typical students.

- Special education teachers know about students with disabilities. Special education teachers do the planning for life after school.
- Teachers work only during the daytime. They do not work in the summer. All their planning must be done during the daytime. All planning must be done between September and June.

**Typical Students:** Students who do not have disabilities.

It is the Special Education teachers who teach students with disabilities. Guidance teachers and Educational Assistants help them. But it is the Special Education teachers who decide about planning. The schools put them in charge of how planning for life after school will work.

Most secondary schools have decided to have special programs for students with disabilities. These special programs are supposed to help them learn better. Some students with special needs may be in classes with typical students. The regular class teacher gets help from a special education teacher. Other students with disabilities will be in special classes. Their programs will be different. They will learn some of the same things as typical students. But they also will learn different things, such as Life Skills.

Special education teachers have the job of planning for students with disabilities. They plan the Individual Education Plan (IEP). They are supposed to include parents in planning. This means that parents must meet the teachers in the daytime. This is a problem for most parents. Most parents are at work in the daytime.
Summary

This is how schools think. They work in a big business. They have bosses. They must follow rules. They work during the daytime. They work from September to June. They are experts in education. They plan programs for all students. The special education teachers plan for learners with disabilities. Part of their job is planning for leaving school.

Real Education

*We want to go to the same schools and classes as everyone else.*

*We want to learn with our peers and neighbours.*

People First Ontario
Students ‘graduate’ to lives in communities. Communities are places of tremendous capacity and connection - if we look and have people to help us make those connections. (Illustrations from When People Care Enough to Act: Inclusion Press)
Families live in homes with their children with disabilities. They work and play in the community. They all live together 24 hours a day, every day, week, and month of the year. They rely on schools to educate their children. They know their children all their lives.

The family knows their child with disabilities. They know how their child acts in the home. They know how their child acts in the community. The parents are important teachers for their children. They know many things about their child that school teachers do not know. The family knows how the child deals with daily life.

From early life, the family begins to think about school. How will their child do at school? The parents are experts about their child. They know their child's needs. They see their child as a person. They see their child as a member of their community. They also see their child as a person who goes to school. They see their child in many roles. Teachers know the child only as a student.

**Gifts of the head** – knowledge, information

**Gifts of the hand** – practical skills

**Gifts of the heart** – for example, passion, listening

EVERY Person has “Gifts” of the head, hand and heart. Transition planners and friends see, honour and nurture the gifts in every person. Thus we discover the capacities that can be developed in workplaces and the community.
Parents know teachers are important. Teachers will plan their child’s education. Parents of children with disabilities know there will be problems. They know that their child may not learn math and other subjects easily. They also know if their child makes friends easily. Friends are important to families. Perhaps more important than math. They depend on schools to set an example. They want their child to be accepted and happy in school.

My daughter Annie is a person with a wonderful sense of humor, infectious enthusiasm, good heart, kindness, and a beautiful smile. She is also a person with an intellectual disability who has been labeled “mentally retarded”. Often people see her only as disabled rather than seeing the many other gifts Annie offers. My dream has always been that Annie will get the chance to live a life where she is needed for her gifts. It is true that we all have the great need to be needed. I once asked my friend John McKnight, “What will allow Annie to have a safe and secure future?” John said the problem is that people in everyday life don’t know that they need Annie. They don’t realize that without Annie present and contributing, none of us can have a whole community. If Annie has no meaningful place, then none of us has a place we can count on.

Quote from When People Care Enough to Act: Inclusion Press with permission
The Student

The student is the most important person in planning. Parents can help plan. Teachers can help plan. But it is the student who lives the plan. Nothing is more important than living the plan. That is why the plan must be the best possible.

It is important for teachers and parents to support the student. One important part of supporting the student is to promote independence. During the school years the student must be part of all planning. The student must learn to decide things. Then when the student leaves school, he or she will be able to plan life better.

Becoming independent might be difficult. Making good choices might be hard. Practice in making decisions is important. A good time to practice is during the school years. It does not help if parents make all the decisions. It does not help if teachers make all the decisions. It helps if teachers and parents work with the student. It even helps if parents and teachers allow the student to make mistakes at times. This is part of learning how to make good decisions. This is important is the student directing her or his own life after leaving school.

Independent: Being able to do something by yourself.

I like being able to express my own views.

People First Ontario
Gred Kazmierski had to go to court to win the right to attend regular high school in Ottawa. He won. He graduated. His circle is so extensive, that one of his most recent accomplishments is to be appointed Honourary Mayor of Blackburn Hamlet (near Ottawa). He is such a powerful connector in the community, that it is only logical. Everybody knows Greg, and Greg knows everybody. It’s a better life for everyone. Greg was fully ‘included’ so is a contributing citizen, a taxpayer and a great friend. In an institution, he would have withered at great cost. Including Greg from the beginning made all the difference.
Community:
A Place Filled With Care

• Care remains invisible without intentional conversations about what people care about.
• People may not care about what those with a particular agenda want them to care about.
• Care must be discovered through relationships that are built on purpose.
• Learning conversations are the way to make care visible.

Learning Conversations

Care = Motivation to Act: “What I will go out the door and do something about”

• Concerns – What I don’t want to happen
• Dreams – What I want to create
• Gifts – What I want the opportunity to give

Distinguish Motivation to Act (“I will …”) from Opinion (“Somebody ought to …”)

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
People in every community care about something

Families and teachers have different ideas about planning for life after school. Teachers work in a big business. Their job is to plan school programs for learners with disabilities. They work with many students. They must follow rules. Families live with the person with disability. They know the person as a family member. They know how the person deals with daily life. They know that their family member needs personal support. They give support. They also know that support is needed from teachers.

Schools are where families and schools come together. They come together because they both care for the same person. Putting the ideas of teachers and families together can be positive. However, both teachers and parents must understand that they come from different viewpoints.

Viewpoint: The way a person thinks about something.

Experiences: The things that happen to you.
We think that teachers and parents can plan together. Sharing will help in planning a strong program. Sharing ideas will help to solve problems.

Here are ways teachers understand their roles in planning for life after school. The parents’ ideas are given, too. The parents have their own ideas about planning. Sometimes teachers and parents have similar ideas. But they often have different ideas and experiences.

*We want to have real work with real pay.*
*We want to work.*
*We want to learn how to do jobs we will like.*
*We want to get paid.*

*People First Ontario*
Ideas & Experiences of Teachers

The ideas below were given by teachers. The words “some” or “sometimes” show that not all teachers agreed on everything. That means that not all school programs are the same. Some programs are more helpful than others.

- Some students with disabilities study the same things as typical students. They receive secondary school credits. Other students have special programs. They do not earn secondary school credits for some of their special classes.
- Special education teachers plan for the end of school. Planning often begins in Grade 9. Planning continues to the end of secondary school.
- Special education teachers are in charge of planning programs.
- Some teachers invite parents to come to teacher-student meetings or teacher-parent meetings.
- Teachers try to meet with parents. However, meeting with teachers during the daytime is a problem for many parents. Parents work during the daytime.
- Special education teachers create special courses for students with disabilities. These courses often are about how to learn more strongly. They are about working and about how to find work.
- Teachers help students plan for moving from school to the community. Planning lasts from about 14 years of age to 21 years.
- Some teachers think that having a vision for life after school is a good idea.
- Some schools have a “real” work experience program for students with disabilities inside the school. They also have real job experiences outside of schools. Real work in real workplaces is important.
- Some schools have “practice” work programs. Part of the
school is set up as a store or other workplace. The students practice working there. Students tell us that this is not real work.

- Sometimes schools have a job coach to support the students in the workplace.

  **Job Coach:** A person who helps you learn to do a job.

- Some schools do not have enough staff to support students in job placements.

  **School Staff:** People who work in a school.

- Some teachers say it is important to plan for students who may not be able to find work after school. They say that the plan for life after school should teach ways to keep busy and enjoy life in the community.

- Some schools get Community Living or other community organizations to help with the work experience program.

- Some teachers worry that some parents do too much for their children. Students need to be taught to do things for themselves.

- Some teachers think that parents and students depend too much on school supports. Parents and students need to take over responsibility.

  **Responsibility:** To make your own choices.

---

**On Real Jobs**

*We meet people and make friends.*

*Become more independent.*

*Earn equal pay.*

People First Ontario
Summary

All schools do planning for life after school, but not always in the same ways.

Teachers see themselves as leaders in planning. They see one of their jobs as setting up special courses to get ready for finding work. Many teachers invite parents and students to help with planning. However, many parents work during school time. Some teachers think that students depend too much on their parents. They depend too much on their teachers. In various ways some teachers mentioned the need for a vision for the students. The vision is about what the students will do after school finishes.

People Getting Jobs

What we need to get jobs:

- Independent, feel good, self-esteem.
- More effort. Try your best.
- Pride.
- More control.
- More guts.
- Understanding your rights.
- Stand up for your rights.
- Speaking up for your rights.

People First Ontario
Parents responded to questions about school planning in two ways. Some spoke of planning up to the end of school. More parents spoke of planning, as well, for life after school. Many parents did not like what schools did. A few parents thought that schools did a good job. Parents seem to think many schools do not care about life after school for students. If a teacher or principal is interested, the planning for life after school would be good.

This view could be because many parents are not invited to help with planning. This is what parents told us. They do not see how the teachers plan. They do not understand why certain things are done. It is important for teachers to understand that many parents are not happy. As the end of school comes closer, parents become worried. What will their child do when school ends? They need answers. They need support.

- Some parents said they did not know of any school program for planning for work after school.
- A few parents were working with their schools on planning.
- Many parents knew about IEPs. A few had been at IEP meetings.
- Most parents thought schools did not want parent help in planning. A few parents thought schools liked their help.
- Many parents thought schools did not expect enough of their children.
- Some parents liked the special classes developed by teachers.
• Parents like work experience programs. Some think schools do a good job in finding places for students to work. Others did not think schools did a good job.

• Parents wanted schools to develop a vision of life after school for their children. This was very important to parents.

I always think of the goals of People First of Ontario:

1. Real homes.
2. Real education.
3. Real jobs.

Richard Ruston
Former President
People First Ontario
Summary

In general, parents were not happy with school planning programs. Some did not know if their schools had a program. All teachers described program planning for leaving school. There seems to be a school-parent communication problem. They do not talk enough to each other.

Parents know that these job experience programs during school are important. Many parents helped to find job places for their children to learn about work. Some did so because their schools did not find placements. Many parents knew that some community organizations helped with finding work experience places. Also, some schools were very good at finding places for their students.

Parents felt planning for life after school had to begin early in secondary school. Some thought it should begin in elementary school. Most parents thought schools needed to develop a vision for life after school. This was important to parents. It was something they thought should be done.

I don’t want to sit around.
I want to pay my way.

People First Ontario
Searching for the Right Relationship Between People and Programs

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
What Does All This Suggest?

If the only tool you have is a hammer, then the whole world looks like a nail.

–Mark Twain

Work Together

Schools and parents have different ideas about planning.

Teachers are experts in teaching. They understand that planning for the end of school is important. They know how to plan. They think they must be the leaders in planning.

Teachers do the best job they can. They are experts about teaching. They care for their students. They work hard for their students. They try to meet the needs of all of their students. Some are concerned about how many students they have. Too many students means problems for planning.

Parents are experts about their children. They see their children as people and family members first. They take care of their children from birth. Parents know they are not experts in teaching. Parents have a person-to-person viewpoint.

Teachers and parents come together around school and disability. Both want to help the person with disability. Both care. Both want to do their best.

But they have different backgrounds and experiences. For planning to work well, parents and teachers need to understand
each other better. If they do not understand each other, problems can come up. Then they do not work together well.

This resource manual is about teachers and families working together. Both are interested in the student. Both want the student to succeed. They need to communicate well. They need to share their worries and problems. If parents and teachers communicate well, planning will be better. It takes time to learn to communicate well. But good communication is worth the time it takes.

Teach Independence

Everyone must remember that the student must make her or his own decisions about life. The teachers will not always be there. The parents will not always be there. The student must be supported to make the best possible decisions. Teachers can promote independence in schoolwork. Parents can help here, too, but also in the home. Students must learn to manage their own lives. Some may always need support. But they must decide as many things as possible. This is one of the most important things a person can learn.
Summary

This manual points out where problems might come from. Knowing this is helpful for teachers and parents. Working together is positive. Here are some ways we think parents and teachers can work together to strengthen planning.

• Students can be part of planning meetings. They need to know what is going on. They need to help with decisions about their lives.
• Teachers can invite parents to help with planning. Working together can begin early.
• Parents and teachers can think about the person. Knowing Person-Centered Planning is helpful in this regard. Person-Centered Planning leads to shared vision for the student.
• Parents can be creative in sharing their ideas. If a parent cannot attend a meeting in person, input can be made by telephone or email.

Creative: To be able to think of new ideas by yourself.
• Parents can know if their school has a guide to planning for leaving school. They can get copies of any guides.
• Teachers and parents can agree on how to share ideas and problems. Talking together is a good idea. It needs to be practiced.
• Parents and teachers can work together to find work placements. This way the job will be easier. More job placements will be found.
• Schools can find ways to let parents know what community groups can help them. Evening information meetings are a good idea.
• Parents and teachers need to understand that not all students will find work. However, everyone needs to be be active in the home and in the community. This is an important part of planning.
for some students.

- Teachers and parents can work together in teaching students to be independent. The students must begin to make their own decisions.

- Parents and teachers need to tell each other of their hopes for the students.

Sometimes parent and teacher meetings will be difficult. Parents must have their ideas. Teachers must have their ideas. They must try to agree on what to do. Good answers are not always easy to find. It will be easier to solve problems if teachers and parents work together. It will be easier to solve problems if all have a vision for the future of the student.

These ideas come from what teachers, parents, and students told us. These are ideas that came from our talks with them. Schools and families must see all students as having equal value. The learning of all students has value. No one is a second-class citizen. All can reach a level of independence.

Learn what other people do so you can do it too. Learn the right people to talk to who will listen.

People First Ontario
We want to work. 
We want to contribute to our communities. 
We want to earn real pay for real work.

People First Ontario

Real Jobs for Real People. Neil has been a stalwart employee at Flatbread Pizza for over 15 years. Real job. Real Pay. Real Life.
This is a Circle of Friends all dressed for a Graduation Celebration. Everybody wins. And it was a great Party.

A good lookin guy with friends - it’s a better way to be. We don’t need any ‘forms’ to evaluate the power of this circle of friends. Look at their faces!
An ABCD Community Partnership

Owned and controlled by local people

Desired outcome: local people act as productive citizens vs local people receive services

A community organization that engages the wider community as an engine for ABCD.

Seeks resources both inside and outside the community

Both cooperative and challenging; building connections among people and groups and at times challenging institutions for social change.

Broad participation—every member of the community has gifts to offer, not just designated leaders

Inclusive—there is no one whose gifts are not needed.

ABCD - Asset Based Community Development
(a way to look at people and communities by focusing on their assets and capacities - their gifts, rather than their deficits and deficiencies.)

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
WORK, CREATIVITY and FLEXIBILITY

It is hard for some students with disabilities to find work. Too many do not find work at all. This is not fair.

Teachers and parents know that not finding work is unfair. They want to help students to find work. They know it helps to be creative and flexible.

Here and there in this manual are the voices of people with disabilities. It is important to hear these voices. It is important to know what people with disabilities think about work. One thing is certain. People with disabilities are like other people. They want to work. They want to pay their own way. Sometimes they need help in doing this. This is where creativity and flexibility are important. It is not enough to try the same old things in finding work for people with disabilities. Same old thinking often leads to sheltered workshops. The same old thing often leads to no work at all. We all must be creative and flexible in thinking about disability and work. We need new ways for new problems.

Teachers and parents know how to find work. They had practice in their younger years. They have had practice in their adult years. But the ways they have found work do not work for everyone. They do work for some students with disabilities. However, they do not work for everyone. This is why we stress creativity and flexibility. A sheltered workshop is an old idea about work. The people with disabilities we know do not like sheltered workshops. They do not see a workshop as real work.

Job coaching is new and creative. Having someone help you learn
a job is creative. As you work, the job coach gives you ideas. The job coach gives you advice. The job coach does not do the job. He or she helps you not to make mistakes. The job coach is your trouble-shooter on the job.

A good idea is for the student, teachers, and parents to work together. They can think about the student’s skills. They can think about the student’s needs. Then they can match skills with jobs. The result is that they can do better in finding jobs.

We all want to work. We know we sometimes have problems finding work. Then we need people to help us. The best people to help students are their parents, teachers, and friends. To help they need a vision for the student’s future. The students need a vision, too.

The voices of people with disabilities in this manual suggest how they think about work. They let us hear their thoughts about work. We also give examples of how creativity and flexibility led to work. These examples offer new ways of thinking about disability and work.

Creative: Being able to come up with new ideas by yourself.

Flexible: Being able to change how you think about something.

Jobs are hard to get. And then when you get a job, sometimes people aren’t nice to you.
It takes a team with diversity and commitment (like the one below) to create the possibility for this aspiring young videographer to have a chance.

The Job Coach seems to be enjoying it too. It’s worth it for all of us.
The move is from services to clients to supports for citizens.

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
VI

A Parent Workshop for Life After School

Some parents prepare their children for life after school. Some parents in Hamilton, Ontario do. They are members of the Hamilton Family Network (HFN).

HFN works closely with the local school system. Together they planned a workshop for families. The goal of the workshop is to think of the future. The goal is to create a vision for the future. Two mothers lead the workshop. They both have children with disabilities. They help other parents plan.

The HFN workshop:
- Thinks about how to find a job.
- Thinks of work as meaning many things. It can be paid work. It can be more school. It can be volunteering. It can be playing sports. It can be taking care of younger children. It can be many things.
- Gets speakers to talk on government support.
- Gets speakers to talk about community organizations and disability.
- Helps parents and children to make a vision for life after school.

On the last evening of the workshop students share their visions. Their parents help them. Then everyone knows what the visions are. They know that visions are different. Then they can tell their schools about their visions of the future.
The HFN workshop is important to families.

- It helps them to plan for life after school.
- It connects them to the school system. Sometimes teachers come to the workshop. They listen and help.
- The students work with their parents on their own visions.
- Families get information on government and community supports.
- Families learn how schools plan for the end of school.
- Families get to know each other. They support each other.
- Families learn from other families.
- The workshop helps to plan an active community life.
- The workshop helps families be independent.

The parents working with the Hamilton Family Network contribute strongly to their community. They bring creativity and flexibility to how they think about work for students with disabilities. Their experience is that students with disabilities enjoy planning their futures. They benefit from being involved in planning. They are better prepared for life after school.

**Flexibility:** Being able to change how you think about something.
Think About...

There are many Person Centered Planning tools. We recommend you learn about them in depth. There are additional books, videos (DVDs) and workshops from many sources.

This handbook is an ‘introduction’ - a teaser - not a comprehensive workbook on Person-Centred Planning. Before you use these tools (or similar approaches developed by others), please review additional resources, and if possible take a course.
Person-Centered Planning is about helping people to find a vision. The idea is to plan around the person. This is a different way for schools to plan. Most schools think about what supports they have. Then they fit the person into the supports. Person-Centered Planning puts the person first. Then the supports are put in place.

In planning life after school, the student is at the centre. How will the person move from school to life after school? Will the person have more school? Will the person go to work? Will the person live in the community? Teachers, parents, and others help with planning by asking these questions.

Person-Centered Planning is aimed at:

- Creating a vision for the future.
- Sharing in making the vision.
- Working together to make the vision real.
- Building community around the person.
- Using a support group to build on the strengths of the person.

Person-Centered Planning is about:

- Respect – Treating people with respect. Listening to them.
- Purpose – Using the right ideas to build inclusion in the community.
- Control – Using Person-Centered Planning to reach a goal. Thinking positively. Finding new ways to learn. Accepting new ideas.
- Imagination – Thinking outside the box.

Inclusion: To be with other people in all parts of your life.

Person-Centered Planning Looks for the ‘Capacity’ and Gifts in Every Person.

- Discovering Capacity
- Contributing
- Developing Supports
- Choosing
- Building Community
- Being Somebody
- Belonging
- Creating Vision
- Sharing Places
- Sharing Resources

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
What Person-Centered Planners Do

• Build a capacity view & a rich vision for a community future
• Challenge deficiency thinking
• Get involved with community people, places, & associations
• Raise expectations
• Join others to create opportunities, develop resources & arrange assistance that supports vision

How They Do It

• Gather the people who care & can act
• Listen respectfully to understand the whole person
• Search for possibilities by describing history & current realities, & by seeking ideas & leads from others
• Create & share vivid & powerful images of desirable futures as a platform for asking for what is desirable
• Go through many cycles of learning by acting, inviting others into the action, & reflecting

Quoted from: When People Care Enough to Act: Inclusion Press with permission.
Here are some Person-Centred Tools:

- **Circle of Friends**
  
  *Circle of Friends* Helps to make sure that the person has friends. Friends make the classroom a more positive place. Later, friends can help to find work.

- **MAPS (formerly Making Action Plans)**
  
  *MAPS* Helps to plan school programs. It can be used in early grades. It can be used in secondary school. It helps students to fit into school. It builds stronger school planning.

- **PlayFair Teams**
  
  *PlayFair Teams* Involves the whole school. It helps people understand disability. It says that all students can work together. PlayFair Teams makes schools more friendly.

- **PATH (formerly Planning Alternative Tomorrows with Hope)**
  
  *PATH* is a powerful tool. Teachers, parents, and students can use it together. They can use it to make schools more friendly. They can use it to plan outside the box.

These tools are used all over the world. PATH is really good for planning for life after school. The other tools make schools more friendly. They can be used from early grades. They make schools better.

You can find more information on these tools. There are books, manuals, CDs, and videos. They do not cost a lot. There are people who can train teachers and parents. Contact the Marsha Forest Centre website, www.MarshaForest.com, for information.
Introduction to PATH

Teachers and parents want the best for all students. However, they know that some students with disabilities will have problems. They do not know where their path will go. Often, these students have high needs. They need a clear vision to help them. PATH leads to a personal vision.

It is the job of teachers and parents to plan for leaving school. Teachers need to plan for all their students. They need tools that do not take too much time. Parents need to think only of their boy or girl. They need tools that work.

The needs of students are different. That means that different tools may be needed. One size does not fit all. A long-range plan is

This is a PATH for Self Advocates Group In New Jersey
This is a PATH for a team in Russia - some of it in Russian
needed for some students.

This is difficult. Some schools do a great job of long-range planning. They start early. The parents and teachers work together. Everyone thinks of the future. They plan for it. Other schools are not as active. They do not begin to plan early. They do not look far ahead. These schools still have much to learn. The same can be said of many parents.

This manual is for everyone working with learners with disabilities. Our goal is to have a helpful manual. Planning for life after school is new for many schools. But teachers know how to plan. PATH is a new way for teachers to think about students. Many parents have been thinking of the future. They have been thinking about it for years. This makes teachers and parents natural partners.

It will take teachers and parents time to learn to work together. They think about the students differently. Everybody wants the best. But they are not sure of how to get the best. We understand this. We want to help students, parents, and teachers to think outside the box.

To do this, we want the right people to help us. We went to parents and talked to them. We talked to teachers. We talked to students. We read research on planning. We read planning guides for schools. We read useful articles and other guides. We found that people like Person-Centered Planning. They agree it is a powerful tool.

*It is better to light one candle than to curse the darkness.*

Motto of the Christopher Society
PATH

PATH is a long-range planning tool. It develops a vision for the future. This is really helpful. PATH helps everyone think about the person. It helps us know a person’s strengths. It helps us know a person’s dreams and goals. PATH leads to the future. It helps people work together. Teachers are not left alone. Parents are not left alone. They do not have to think of everything by themselves.

PATH is a proven tool. It is used in many school systems and many countries. It is used across Canada and in other countries.

PATH is led by a person who knows how to work with people. He/she is helped by another person. This second person records the PATH discussion. The record is like a big picture. Discussion is serious. Planning for the future is not a five-minute job. It takes time to plan well.

The picture record is made during discussion. A large sheet of paper is put on a wall. The outline of the PATH steps is on the paper.
As people talk, the paper is filled with colourful shapes. Key words and ideas are recorded. Who will do what is recorded. When things will be done is recorded. Decisions are recorded. Everyone works together to produce a good, clear PATH.

This is Jocelyn’s PATH - we think she liked it!
HOW PATH WORKS

The first step of PATH begins with people creating a personal ‘North Star’ vision. The Star is a symbol. It means the student’s ‘unrestricted’ vision of the future. Everyone thinks about the future. They think as if they are IN the the future. Having a dream does not mean you will ‘get it’ - but it does give ‘direction’ to a person’s life.

**Step 1: Locate the North Star - the Dream**

• All help the student. He or she describes his or her dream - a vision of the future that has ‘power’ for the person.

**Step 2: Generate Images of a Great Future - the Goal (s)**

• All help the student think of the future. They imagine the dream has come true. When did it become true? “What happened to make your dream come true?”. The dream is checked for being positive and possible.

**Step 3: Describe the Now**

• This is the present time. It is the starting point. What is it like now?” Can you describe now? Compare now to the future. Changes between now and the future are discussed. What are the differences?

**Step 4: Who Will Help?**

• This step explores ‘who’ will be needed to move in the direction of a person’s vision. A PATH journey is not taken alone.
Who is needed for support? Who will be on the team? Group members are asked if they will help. How will they help?

**Step 5: Getting Stronger**

• What will it take to get stronger? What do you have to do or learn? What actions keep you ‘on track’? Other helpers are named. Their help will add to success. Everyone talks about what it will take to create this kind of a future.

**Step 6: Describing Part-Way to the Future**

• Go back to the Goal. You are part-way to your dream. You are on the journey. What has changed? What big steps have been taken? What big steps are next?

**Step 7: Organize for Next Month**

• What must be done this next month? Who will do what? When will they do it? Where will it be done? The PATH has changed from discussion. It has changed to action. The Dream is becoming real with small starting steps. People are agreeing to do something. Who did it? When? Where? How?

**Step 8: Agree on First Steps**

• The planning group knows who will help. What will happen is clear. Talk returns to ‘now’. What is our first step? The step is described. Who will do it? Those persons are named. When will it be done? The time is set. The student is on her or his way.

The journey has begun.
MAPS

MAPS has helped people since 1989. It has made lives better, richer, stronger. It helps teachers. It helps parents. Like PATH, MAPS needs two leaders. One leads discussion. The second person records what is said. This person draws pictures and writes words. Both people must be good listeners. They must believe in people. They must believe in change. Disability does not matter. It is the person who matters. Being positive is important.

MAPS works with a group. It is about needs of a student. It is about strengths as well. It works for students in a regular class. It works for students in a special class.

MAPS is proven. It works. It helps teachers and students. MAPS is used across Canada. It is used in other countries. In Malta, every student with disabilities has a MAP.

A MAP begins with a Dream. The Dream is about the student. It is about the student’s school program. The focus is now. It is the present time. The group leader asks questions. What is the story of the person? Where do we want to go? What do we need to get there?

MAPS really helps with IEPs. It is a strong planning tool. MAPS brings people together. These people are important. They include teachers. They include parents. They include typical peers. There may be other people. Whoever works with the student is important.
Planning for a Real Life
After School

MAP for:
Supported by:

Dream

Nightmare

Contribution

Action Agreements

Story

1

2

3

4

5

6

What makes contribution thrive?

who

what

by whom
Getting Started: What is the purpose of this MAP?

• The group leader welcomes the group. The goal of a MAP is discussed.

Step 1: Tell Your Story

• The group hears the person’s story. The MAPS leader guides discussion. A drawing record is made. What is happening to the student in school is discussed.

Step 2: Tell us your dreams

• The Dream is the centre of a MAP. The student describes her or his Dream. The Dream is not questioned. It becomes clearer and clearer. Dreams give direction and purpose - they are not limited. How to move toward the Dream is discussed.

Step 3: Notice your nightmare

• Nightmares are personal. They change from person to person. Some are not clear. We look for the difference between the Dream and the Nightmare. One piece of the dream might be to improve what is happening at school. Now we have clear direction for the MAP. We want to move in the direction of the Dream and away from the nightmare.

Step 4: Name the person’s Gifts

• This is a brainstorming step. Everyone thinks of the person. What is a good word for the person? Everyone gives a word. The words describe the person. The student chooses three words. These are words the student likes best. They describe the person.
Then create an image, a logo, a symbol of what all those wonderful talents, gifts and strengths look like to the person.

**Step 5: What will it Take for your Gifts to Grow?**

- The Dream is important. The Nightmare is important. How can we move in the direction of the Dream and away from the Nightmare? How can the school program help? What people can help? What can we do beginning now?

**Step 6: Commit to action?**

- Group members say what action is needed now. What action is first? What actions are next? Who will do what? When will they do it? A picture record is made. Names are recorded. A plan has been made. The MAP is ready.

This is the ‘logo Image’ from Spewky’s MAP - surrounded by all the words listing his gifts and talents.
Images of Spewky's MAP - Spewky, some of his team - and blowups of some of the images - the dream and "gifts and Capacities to Contribute"
There are many resources to support your further learning about MAPS and PATH. See www.inclusion.com

• Person-Centered Planning with MAPS & PATH: A Workbook for Facilitators
• All My Life’s a Circle and more.....

Spewky instructs Tai Chi - and at the end demonstrated some of his favorite positions.
A different MAP; a graphic facilitator at work, and a final shot of Spewky showing how he feels at the end of the process.
We all need friends. We cannot think of life without friends. But some people have few friends. Having a disability is part of the problem. Being segregated in school is part of the problem.

To have friends you must be with people. You must know kids who live near you. You must spend time with them.
Teachers, parents, and typical kids can help. A Circle of Friends can help. A Circle is easy to do. It helps the person at the centre. It helps the other kids. It helps the adults around the student.

A Circle of Friends can begin early in schools. It can continue through secondary school. It helps with understanding disability. It helps with respect. A Circle of Friends can change lives.

Circle of Friends is used in many Canadian schools. It is used in many community groups. Other countries use the idea. It works.

A Circle begins with a person. The friendship life of the person is described. Four circles are used to picture the friendship life. Circle of Friends is simple. But it can bring out a lot of feelings. The group leader draws the four circles. Group members watch. These members may be teachers, parents, friends, peers, or others. The name of the person is put at the centre of the First Circle.


Circles of Friends graphics quoted from: All My Life’s a Circle: Inclusion Press with permission.
Circle of Friends

• **First Circle – Circle of Loved Ones**
  
  • Names of those the person loves are written in the First Circle. These people are the most important to the person. These people must be in the person’s life.
• **Second Circle – Circle of Best Friends**
  • These are the person’s best friends. They see each other all the time. They want to be together. They feel really good together. Their names are written on the Second Circle.

• **Third Circle – Circle of Friendliness**
  • These are people you meet sometimes. You are friendly with them. They are not best friends. They may be from school. They may be from church, temple, or synagogue. They may be from Cubs, Scouts, Brownies, or Guides. They may be adults. You see them sometimes, but not all the time. Their names are written.

• **Fourth Circle – Circle of Paid People**
  • Everyone knows their doctor. They know people in stores. They know their teachers. They know their helpers. These are people you pay. They help you. But they are paid to do it. Their names are written on the fourth circle.

It is a good idea to do a practice Circle. Ask for a volunteer from the typical students. Make a Circle of Friends for this person. This shows what a Circle is like. It shows how a Circle is made. It also shows that students have friends. There are usually many names in the four circles.

Then the Circle for the student with disabilities begins. As the Circle is made, you can see that few names are added. Sometimes there are only loved ones in the First Circle. Mom. Dad. Brothers. Sisters. The family dog. Other circles have only a few names. Some-
times there are no young friends named.

The other students see the difference between circles. A typical student has lots of friends. The Circle is full of names. The student with disabilities has few friends. There are few names in the Circle.

The last step is to discuss the Circle. Ask the group “Why are there few friends here? What is happening?” Group members will see the differences. They will point them out. The group leader continues. “Is this fair? Is this the way it should be?” We have never seen a Circle where people thought it was okay.

Everyone thinks there should be friends. “What can we do about it? How can it be made fair?” In younger grades, many students answer. They will volunteer to be friends. In older grades, some students will answer. Not as many usually volunteer to be friends. But some always volunteer:

The student with disabilities now has a beginning Circle of Friends. They will meet over time, and in time, some will develop full and deeper friendships.
Circles of Friends have fun together, plan together, and are powerful together as they face the future.

The circle diagrams above make it clear that the content is much more important than the ‘art’. Sticky notes provide a way for more people to be involved in ‘posting’ suggestions to the network. Being interactive is good.
PlayFair Teams

PlayFair Teams is for all students. It gives students leadership. The Team is about Disability – Social Justice – Inclusion. Students lead in making a difference. The idea is understanding for all. Respect for all. Students with disabilities often are not respected. The other students don’t know them. A PlayFair Team changes this.

Social Justice: To be fair to everyone.

The Eight Steps of a PlayFair Team

A PlayFair Team is easy to set up. To begin someone decides to take action.

The action is about Disability – Social Justice – Inclusion.
The Eight Steps of a PlayFair Team

Step 1: Deciding

• Think about fairness for all. Think about what it is like for people with disabilities. Is it fair for them to be second-class students? Is it fair for them to be bullied? Should the school do something?

Step 2: Resources

• You can get resources for a PlayFair Team. They include posters, a manual, and a CD. If you decide to start a Team, there are Team hats and t-shirts. They do not cost much. Look at the Marsha Forest Centre website for more information.

Step 3: Team Advisors

• A PlayFair Team needs an Advisor. Two are even better. These are school staff members. They let the school know about PlayFair Teams. It is a new school club. There is a manual for Advisors.

Step 4: A Mentor For Disability

• We suggest that an adult with disability join the Team. This person is a role model. So are the Team Advisors. An adult from the school would be good. Or a person from the local community.
Step 5: Call for Team Members

• The Team Advisors let the school know about the Team. They ask students to join. They hold a meeting. The idea of PlayFair Teams is explained. Any student can join.

Step 6: The Job of the Team

• The Team goal is a presentation. It is about Disability – Social Justice – Inclusion. Any type of presentation is good. A play. Music. A debate. A mural. A peace garden. The idea is to use the students’ thoughts. The Advisors help to make these thoughts into a presentation.

Step 7: Make Presentations

• Make presentations to students in your school. To students in other schools. To groups in the community.

Step 8: Support Your PlayFair Team

• A PlayFair Team is like any other school club or team. Be fair. Support the new Team. The idea is that the PlayFair Team continues. It becomes part of what your school does. It is not a one-year thing.
What Do Students Say About PlayFair Teams?

• Michelle, Grade 12

PlayFair has been an experience like no other. It was definitely nothing like I had expected. When I was first told about PlayFair, my initial thought was that as Grade 12s, we would be leading the Special Ed students in developing a presentation. As soon I learned, the true experience was for me. I've discovered the joy of meeting new people. Despite physical and mental disabilities, the Special Ed students are like any other teenager. During this experience, we talked, played, laughed, and cried.

• Florence, Grade 11

PlayFair gave me the opportunity to meet and get to know 12 different, amazing people, all of who taught me something. The things I've learned about the process of a presentation and about myself are lessons that'll stay with me for life.

• Megan, Grade 11

All my life I was judged, put down and left out of things just because I am physically disabled, but, for once, I'm not. I guess it's true. People really have no clue how powerful they are.

• Jennifer, Grade 12

The day was perfect and it took me to another world. It reminded me of all the problems I had in my life. If I can help other kids like me, what a difference we could make in this world.
• Crystal, Grade 10

I personally feel that my group did an extraordinary job displaying how important acceptance is to everyone and how everybody, no matter what age and ability level, just wants to be accepted. I think by the end everybody realized how much impact you could have on someone by simply accepting them.

PlayFair Teams and Bullying

PlayFair Teams have the goal of social justice. That is the main goal. However, some schools see other ideas, too. Some schools have problems with bullies. Bullying is a social justice problem. Bullies often pick on students with disabilities. Schools with a PlayFair Team find that it helps cut down bullying.

A PlayFair Team includes any student. It includes typical students. It includes students with disabilities. The students get to know each other. Then the typical students begin to understand. They understand about disability. They understand about social justice. They understand that bullying is wrong. Then they want to stop bullying. They talk to their friends. They tell other kids to stop bullying. Their understanding starts to spread. Bullying becomes less.

Here is a review of PlayFair Teams. It is from the Ontario Ministry of Education. The Minstry has told schools about PlayFair Teams.
## Playfair Teams - Disability, Social Justice, Inclusion

### Registry of Bullying Prevention Programs - Classification Checklist

<table>
<thead>
<tr>
<th>KEY ELEMENTS OF A SCHOOL BULLYING PREVENTION PROGRAM</th>
<th>Present in Submitted Program</th>
<th>Absent in Submitted Program</th>
<th>Comments</th>
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<tbody>
<tr>
<td>The program defines bullying.</td>
<td>X</td>
<td></td>
<td>Clearly defined</td>
</tr>
<tr>
<td>The program identifies different forms of bullying.</td>
<td>X</td>
<td></td>
<td>The program focuses on social justice for people with disabilities, younger or older</td>
</tr>
<tr>
<td>The program addresses specific issues identified in schools.</td>
<td>X</td>
<td></td>
<td>The bullying dynamic is explained and strategies on overcoming bullying and the disabled are included</td>
</tr>
<tr>
<td>The program focuses on healthy relationships, and explains the bullying dynamic.</td>
<td>X</td>
<td></td>
<td>There is a handout booklet and a CD ROM for both PC and MAC that includes black line masters and interactive resource kit for students to complete and problem solve</td>
</tr>
<tr>
<td>The program includes training materials and guides for educators, students, parents, and school staff on the issue of bullying and on bullying prevention strategies.</td>
<td>X</td>
<td></td>
<td>The program is multifaceted. The program positions volunteer students, working collaboratively, as leaders in creating positive conceptual and behavioural social change in understanding and respecting groups that are a focus of bullying</td>
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<td>The program takes a multi-faceted approach: school-wide education (targets the whole school community and is embedded in the curriculum); routine interventions (specifies strategies for students involved in bullying and victims of bullying); and intensive interventions (identifies supports for students involved in repeated bullying and victimization, with possible recourse to community/social service resources).</td>
<td>X</td>
<td></td>
<td>The main focus of the program is that students can help create positive change in their schools and communities</td>
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<tr>
<td>The intervention strategies address peer processes that can promote prevention and stop bullying.</td>
<td>X</td>
<td></td>
<td>Interventions are included for all students that are a part of the bullying dynamic</td>
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<tr>
<td>The program is systemic (it involves parents, peers, classes, staff, and the wider community), and is ongoing (it is integrated into daily classroom activities in reading, art, and other curriculum elements).</td>
<td>X</td>
<td></td>
<td>The program is systemic. Students give a voice to their experiences by dramatizing forms of bullying, singing of new possibilities, creating murals of diversity, growing peace gardens, and acting as conflict negotiators</td>
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<tr>
<td>The program includes interventions and support for students who are bullied and those who bully.</td>
<td>X</td>
<td></td>
<td>An evaluation form is completed by the students with different forms for the varying ages of the students</td>
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<tr>
<td>The program helps to develop protocols for safe reporting of bullying incidents.</td>
<td>X</td>
<td></td>
<td>The program promotes a healthy social school environment.</td>
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<tr>
<td>The program has an evaluation component.</td>
<td>X</td>
<td></td>
<td>A positive healthy social environment is promoted</td>
</tr>
<tr>
<td>The program has safe intervention programs for bystanders.</td>
<td>X</td>
<td></td>
<td>The program promotes development and/or improvement of students’ social behaviour.</td>
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## PLANNING MEETING NOTES

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What Teachers and Parents say about this Manual

Excellent; particularly with regard to no prejudging and encouraging challenges for all participants.  
Parent

What makes this resource unique is its candid approach to the “three perspectives” - school/parent/child. It acknowledges that each group comes to the table with a different perspective, but that the combined effort of the various groups produces the best outcome.  
Secondary School Teacher

There is no doubt that collaboration is a key to everything that happens in planning the transition program. The value is stated clearly and repeatedly. The problem is that it happens so rarely.  
Parent

This resource will assist parents and teachers in coming together in the best interest of the student.  
Educator

A strong addition to the literature on transition and disability.  
Secondary School Teacher

You laid out the main issues clearly... taking a wider view of what schools and families need to think about.  
Parent

Clearly shows the benefits, and need for all involved (teachers, families, school systems) to work together and keep discussions related to the transition process open and ongoing  
Educator