

PATH SAMPLE FOR STUDENT WITH SEVERE MULTIPLE DISABILITIES

**Enroll**

|                             | <b><u>Strengthen</u></b>  | <b><u>Action Plan</u></b>  | <b><u>Goals</u></b>   |
|-----------------------------|---|--|---|
| Dance Studio Director       | <ul style="list-style-type: none"> <li>• Community activities and movement</li> </ul> | <ul style="list-style-type: none"> <li>• Team member to check with Studio Director re: dances by certain date.</li> <li>• Connection with Community of Disabled at some time in future – e.g. Dances</li> </ul>  | <ul style="list-style-type: none"> <li>• Expand social activities in the community</li> </ul>   |
| Communication Expert        |   |  |   |
| Peers from School           | <p>Social Skills – Transitional Needs</p>   | <ul style="list-style-type: none"> <li>• Throw a peer party. Talk about teen years and what happens to people who are different at Middle School, re: friends, etc.</li> <li>• Invite kids from school</li> <li>• Grad Party in June</li> <li>• Give peers some of the skills for working/being with student</li> <li>• Examine present lunch time activities to include greater peer involvement and snack time</li> <li>• Transitional planning to High School now – peers &amp; staff</li> <li>• Meet again as a team in January</li> </ul> | <ul style="list-style-type: none"> <li>• Will have Aug. Comm. System in place (occurring at present)</li> <li>• Maintain peer contacts</li> <li>• Contacts with natural supports – outside activities – church – friends – hockey – swimming – interests</li> <li>• To be aware of the effect she has on other people</li> <li>• Less throwing</li> <li>• Less emotional outbursts</li> <li>• On graduation she has WELL-TRAINED ADVOCATE and an <u>in-place community program</u></li> </ul> |
| Church Members              |   |  |   |
| Family Friend/Relative      | <p>Community Options</p>  |  | <ul style="list-style-type: none"> <li>• Transition plan that outlines an advocacy training program</li> </ul>  |
| Opportunity Centre Director | <p>Outside Activities</p> <p>Community Options Partnerships</p>                       |  | <ul style="list-style-type: none"> <li>• Begin to initiate community based interactions</li> </ul>  |
| McDonald's                  | <p>Community Lunch Program</p>  | <ul style="list-style-type: none"> <li>• Talk to city bus drivers about transporting people with special needs.</li> <li>• Go out for lunch (colored dots for food choices)</li> <li>• tied to swimming time</li> <li>• observe and offer suggestions</li> </ul>   |   |
| O.T.                        |   |  | <ul style="list-style-type: none"> <li>• Set up a behavior team and meet</li> <li>• Make housing goal – need to housing society</li> </ul>  |


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Birthdays and Celebrating with

NOW

- Respite Care
- Social Worker
- Gateway Behaviour Support Services
- Foster Mum and Dad



Art and Coloring



Music


Quiet times and being read to

Swimming



Hockey Games



Loves Gym and Physical Activity




Animals

Loves games, playing and joking

Loves Blocks



Candlelight Dinners

Friends





Gardening



Swings

Walking in Snow


Camping



PATH SAMPLE FOR STUDENT WITH SEVERE MULTIPLE DISABILITIES

# DREAMS


Deliver mail in the mall




Stay physically active

Competent well-trained staff


Contact with birth family



Eating Out



Involved



HOUSE

- nurturing parent
- room mates
- garden
- 24 hour staffing

Busy in yard outside

- Greenhouse project
- Pioneer village
- Giving juice to workers
- Putting planters in boxes and watering them

Personal care


- make sandwich
- pour drink
- vacuum

Transportation

- staff with car
- city bus

Personal safety issues

Library books




KITCHEN

- cooking
- making tea and coffee for meetings




Hockey

- group practices



Dance

Water aerobics



Natural supports in community

- hockey
- swimming
- gardening
- church
- friends

Documented Communication System

- Choices
- Decisions
- Mode of communication well established