

**PISP'S LONG RANGE EDUCATIONAL PLANNING FORMAT**  
**Adapted From MAPS, Inclusion Press.**

**PURPOSE**

- to set long term learning goals for the student which will guide his/her curriculum over the next several years
- to define the student's learning needs, abilities and interests so that his/her activities can be designed to motivate the student and best facilitates learning

**PROCESS**

**Guidelines for the facilitator**

- invite extended family, siblings, peers (if appropriate), therapists, & school staff (Ask the family whom they would like to have there)
- explain the purpose of the long range planning to everyone so they understand the value of the meeting and group brainstorming
- work on large sheets of chart paper with felts so everyone can see their work
- refer to the sample long range plan as you read through each of these steps for the meeting

1. **Who's Who** Ask all participants to write their names and roles down as they enter the room. Ask everyone to introduce themselves if the entire group does not know each other.

2. **View Video: Integration – Meeting The Challenge** Please have participants fill out the attached sheet of questions while viewing the video and encourage your team to discuss and share their ideas when finished. Fax these in to PISP when completed, along with your long range planning.

3. Review **brainstorming** guidelines with the group:

- 3 stages to brainstorming:
  - a) building ideas
  - b) clarification of ideas
  - c) grouping of similar ideas
- all ideas are accepted; no put-downs
- don't stop the flow of ideas by asking to explain or justify
- welcome and encourage all ideas from all participants
- participants can build on each other's ideas

4. **All About The Student** This is a quick brainstorm to help build a general picture of the student in everyone's minds.

5. **Family's Hopeful & Possible Vision For The Student** The facilitator contacts the family in advance of the planning meeting to ask them to prepare their thoughts for the

various categories of the “Vision” (i.e., home, school, recreations, friends), as well as their “Fears”. Directs the family to the notion of a vision that is:

- “hopeful” (i.e., best outcome) and
- “possible” (i.e., it could really happen)

The facilitator explains to the group that this is the family’s vision. It is important for all to recognize that ultimately the families are the long-term advocates and the people with the final responsibility for the student’s future. After listing the family’s vision, invite other team members to offer suggestions/options for the parents to consider (e.g., local community resources available.)

\*Note: The facilitator can assist the family in exploring what might appear as an unrealistic or too narrowly focused dream by asking questions such as, “Can you tell us more about that?”, or “What is it that appeals to you about that?” This can help to flesh out the key features that are important to the family, while keeping options open.)

**6. Family’s Fears** These are the parents’ fears about their child. The facilitator explains that the “Fears” help us to identify some of the key issues for the family. These are areas that the family feels most strongly about.

**7. The Student’s Gift’s Strengths & Abilities** The facilitator asks participants to brainstorm all of the student’s attributes that will help him/her as a learner to attain the vision.

**8. The Student’s Motivators** This brainstorming activity helps to identify what is most meaningful for your student. Students need to be highly motivated to work on their skills within activities. Those who know the student best (e.g., teaching assistant and family) will likely have the most pertinent information to share. The facilitator needs to explore the motivating activities identified by the team. For example, if the student likes swimming: What is it about the swimming activity that is motivating for the student (e.g., water? echo sounds in the pool? one-to-one attention from the assistant? physical contact? getting out of the wheelchair? mobility? using hands? What are the sensory experiences and other factors that capture the student’s attention? The facilitator needs to act as a detective in helping the team to identify all of the components that are motivating to the student. Later, once we have established this list, we check to make sure that the activities we involve the student in, have at least some of these motivating components.

**9. The Student’s Learning Needs** Before brainstorming, the facilitator refers participants back to the “vision” and asks what are the student’s needs as a learner in order for him/her to reach the vision. Continue to refer participants back to the vision and bring attention to any gaps in any key areas that people haven’t addressed (e.g., social relationships; mobility, etc.)

## 10. The Student's Long Range Learning Goals

Purpose: The facilitator explains to participants that the list of needs they have generated, will translate into a set of global long range learning goals for the student. These goals will be the IEP goal areas or curriculum areas for the next several years and will ground the team in the fundamental purpose of all the student's school activities. The goals focus on general areas of learning rather than specific skills.

Process:

1. Look through the "Needs" list and identify the needs that fit together and group into categories (e.g., all the needs that relate to "communication".)
2. Note to the group that categories may at times overlap, as any given need may fall into more than one category.
3. Your goal areas need to address globally what the student is working towards, why he/she is working on this and where or in what context.
4. Work out long-range goals that address the following areas.

- communication

e.g., The student will develop effective and efficient communication.

- fine motor

e.g., The student will partially participate in functional activities of daily living. Or The student will use his/her hands in functional activities of daily living.

- gross motor

e.g., The student will actively participate in routines throughout the day to promote flexibility and comfort.

Or

The student will increase his/her mobility to participate in activities at home, school and in the community.

- social skills

The student will continue to experience new activities and relationships at school and in the community as a life long learner.

The facilitator needs to help the group define the goals globally or generally, while recognizing that specific objectives within the goal area, may vary from year to year. For example, someone may suggest that "switch use" is a goal. The facilitator might redirect the team to the "Needs" list and help them to identify other related needs that might fit under a larger category that could include switch use, such a as "purposeful use of hands", or "functional independence".

Avoid areas such as switch use, choice making, yes/no responses, using voice output, etc. as these are your IEP objectives for these long-range goals. Please forward a copy of

the student's long range planning to PISP when you are finished. We will require this to be completed by your district prior to the initial visit.

**OPTIONAL BRAINSTORMING  
TO ADDRESS THE STUDENT'S TEAM'S ISSUES AND NEEDS**

**1. Strengths of The Student's Team** Many teams find it helpful to identify and celebrate some of their strengths both collectively and as individuals on the team. This is a good activity to engage in prior to delving into the team's needs.

**2. Needs of The Student's Team** It is important to differentiate between those needs which the student has some active involvement in or control over, as opposed to the needs of team members in their efforts to support the student. (For example, the student may have a need to keep his/her head up during interactions, whereas, the team's need may be to have an improved seating system for the student that would assist this.)

**3. Goals or Action Plans For The Student's Team** Review the needs for the student's team and identify any key categories or themes. Then request that specific individuals volunteer to explore actions to resolve some of these needs.