

# SAMPLE PATHWAYS TO THE STUDENT'S FUTURE

(LONG RANGE PLANNING ADAPTED FROM MAPS)

## FELLOW TRAVELERS/WHO'S WHO

Student's Family (S)	Student
Teaching Assistant	Physiotherapist
Speech and Language Pathologist	Occupational Therapist
L.A. or Resource Teacher	Classroom Teacher
Vision Teacher or Teacher of Hearing Impaired	Principal
District Itinerant Resource Teacher (if appropriate)	

### THE STUDENT

- D.O.B.
- he is fun and has a happy disposition
- he is determined and has definite ideas about what he wants to do
- he is neat and clean and attractive
- he likes to organize things
- he has Cerebral Palsy
- he is a brother with 2 other younger siblings
- he loves being with his peers
- he uses a picture board to communicate

### DESTINATIONS OF HOPE

The student as a teen

HOME	SCHOOL	RECREATION	FRIENDS
<ul style="list-style-type: none"> <li>• live with natural family</li> </ul>	<ul style="list-style-type: none"> <li>• attend local high school with peers</li> <li>• resource room with integration into electives</li> </ul>	<ul style="list-style-type: none"> <li>• bowling</li> <li>• attend school sports events after school</li> <li>• music</li> <li>• T.V.</li> <li>• Grandparents' farm</li> </ul>	<ul style="list-style-type: none"> <li>• peers at school</li> <li>• friends in neighbourhood</li> <li>• relatives</li> </ul>

The student as an adult

HOME	WORK	RECREATION	FRIENDS
<ul style="list-style-type: none"> <li>• group home</li> </ul>	<ul style="list-style-type: none"> <li>• helping out the community (e.g., walk dogs for SPCA; deliver lunches to elderly)</li> </ul>	<ul style="list-style-type: none"> <li>• vacations</li> <li>• bowling</li> <li>• walks</li> <li>• swimming]</li> <li>• music - concerts</li> <li>• movies</li> </ul>	<ul style="list-style-type: none"> <li>• friends made at SPCA</li> <li>• friends from group home</li> <li>• family close by</li> <li>• neighbourhood friends</li> <li>• close friend from school continued</li> </ul>

### DESTINATIONS OF FEAR

- loss of health; sexually abused
- end up in an institution; lose contact with his natural family
- never sleeping through the night
- the student might lose weight; student might develop contractures and lose mobility

- won't lose habit of hands in his mouth

### **THE STUDENT'S GIFTS, STRENGTHS AND ABILITIES AS A LEARNER**

- physically strong; good-natured; sees humour in almost anything; good looking
  - has reasonable vision; able to follow objects if motivating
  - communicates when motivated and understands the meaning in the activity
  - lets his wants be known; shows preferences for people, activities and food
  - loves to swim, watch T.V., listen to music, and eat
  - he is organized; has a sense of order; likes to sort objects
  - responds to familiar/routine directions; understands "cause and effect"
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### **THE STUDENT'S MOTIVATORS**

- animals (especially cats); likes movement, softness, touching
  - using hands in any way; helping others
  - being with peers (one to one)
  - animated voices (particularly when reading stories)
  - brightly coloured, simple, contrasting objects (not pictures)
  - outdoors when weather is sunny and warm
  - mobility (moving around in wheelchair; watching peers move)
  - getting out of the wheelchair (alternate positions)
  - swimming (water, sound in the pool, mobile, one to one contact with TA, out of wheelchair, movement)
  - music (western music is favourite)
  - rough housing (physical contact and movement)
  - humour (slap stick kind of jokes or situations, unusually funny sounds, animated voices)
  - favourite people (TA, principal, dad, favourite peer)
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### **THE STUDENT'S LEARNING NEEDS**

- communication - to understand that he is communicating and what it means; to develop yes/no, choices, greeting, turn taking, initiating conversation
  - independent mobility, use electric mobility
  - increased functional hand use (both hands together)
  - to improve mealtime skills (increase texture of food without choking)
  - develop independent sitting, balance and standing ability
  - more involved in person care (e.g., dressing, toileting, mealtimes)
  - learn social skills (e.g., hand out of mouth)
  - focus and maintain his attention when appropriate
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### **STUDENT'S LONG RANGE GOALS**

1. THE STUDENT WILL COMMUNICATE MEANINGFULLY WITH THOSE IN HIS FAMILY, SCHOOL AND COMMUNITY.
2. THE STUDENT WILL PARTIALLY PARTICIPATE IN FUNCTIONAL ACTIVITIES OF DAILY LIVING (through hand use or switch use).
3. THE STUDENT WILL ACTIVELY PARTICIPATE IN ACTIVITIES THROUGHOUT THE DAY TO PROMOTE FLEXIBILITY AND COMFORT.
4. THE STUDENT WILL CONTINUE TO EXPERIENCE NEW ACTIVITIES AND RELATIONSHIPS AT SCHOOL AND IN THE COMMUNITY AS A LIFE LONG LEARNER.

# OPTIONAL BRAINSTORMING TO ADDRESS AREAS OF CONCERN FOR STUDENT'S TEAM

## STUDENT'S TEAM'S STRENGTHS

- district resources available
- flexibility; dedication
- availability of one to one assistant
- open to integration in the school and classroom
- spirit of acceptance
- resourceful
- good communication
- experienced people
- supportive; response and cooperative

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## STUDENT'S TEAM'S NEEDS

- speech & language pathologist assessment and input to classroom programming
- physiotherapist working within the classroom to consult
- team needs to be consistent with expectations for the student
- explore alternate methods of communication (e.g., signs, vocalizations, picture boards, voice output)
- continue acquiring materials and equipment to assist staff and the student
- address staff needs: teacher time, student time, extra time needed to deal with the student's issues and day to day planning
- more teacher preparation time needed; relief time for teaching assistant to meet with teacher

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## STUDENT'S TEAM'S GOALS

1. TO IDENTIFY THE ROLES AND RESPONSIBILITIES OF TEAM MEMBERS
2. TO CONTINUE TO DEVELOP EFFECTIVE AND POSITIVE COMMUNICATION AMONGST TEAM
3. TO DEVELOP REALISTIC KNOWLEDGE BASED PROGRAMMING FOR THE STUDENT
4. TO ACCESS INFORMATION AND FUNDING FOR EQUIPMENT
5. TO MEET WITH ADMINISTRATION ABOUT NEEDS

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## ACTION PLANS

1. Mother will write a letter to District outlining speech needs for next year.
2. District resource teacher will provide some assistance in identifying roles and responsibilities of team members.
3. Social worker will investigate funding resources for at-home program for equipment.
4. District resource teacher will coordinator IEP in June for school year.
5. Inservice/sharing between school and at-home people by middle of June.
6. Principal, school resource teacher, teaching assistant and classroom teacher will creatively find time to collaborate once a week.