

# K3 — Person Centered Planning Approaches to Enhance Tier 3 Supports

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**University of South Florida**

**Topic: Mental Health/Social-Emotional Well-Being**  
**Key Words: Assessment, Tier 3**



**Virtual PBIS Leadership Forum | #PBISForum**

**October 26-28, 2021**

# Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>✧ Use a <b>shared action plan</b> for your team</li> <li>✧ Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ Post positive <b>on-topic</b> comments</li> <li>✧ Questions for the presenters go in the <b>POLLS tab</b> ➡</li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Add questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>✧ Limit <b>distractions</b></li> <li>✧ <b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>✧ Use <b>inclusive</b> language</li> </ul>	<ul style="list-style-type: none"> <li>✧ Use <b>sincere</b> phrasing</li> <li>✧ Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>✧ Take <b>movement breaks</b></li> <li>✧ Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>✧ Engage in <b>productive</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✧ Ask <b>solution-oriented</b> questions</li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li>✧ Ensure <b>Files Tab</b> has current materials and related weblinks</li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Monitor</b> and remove inappropriate comments</li> </ul>	<ul style="list-style-type: none"> <li>✧ <b>Identify common Qs</b> to address in final 15 minutes</li> </ul>



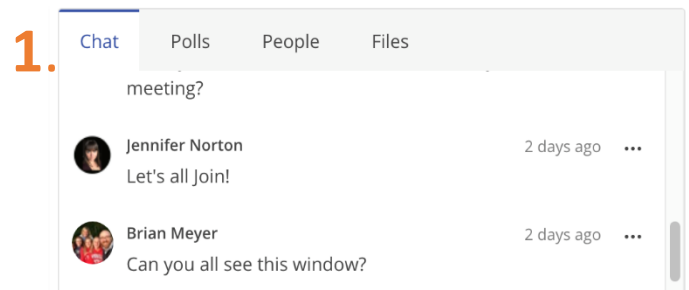
## *Tips for Participants*

# Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

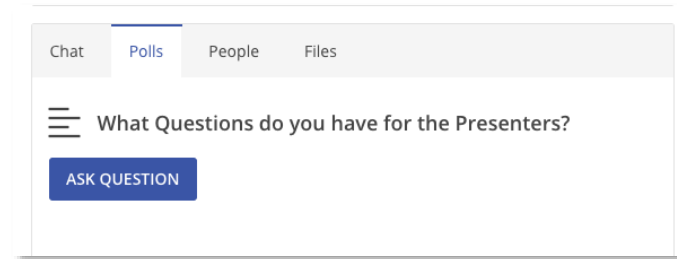
Follow overall Forum expectations for *responsible, respectful, and safe* chatting



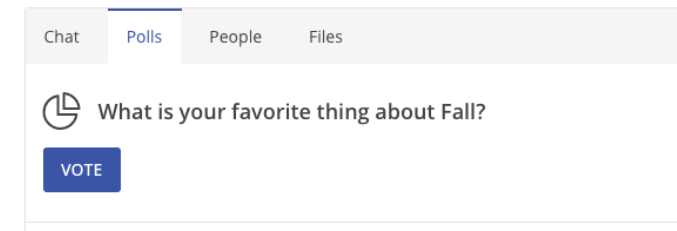
2. Find the **Q&A** under **Polls**.  
Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.  
Complete those when prompted

2.



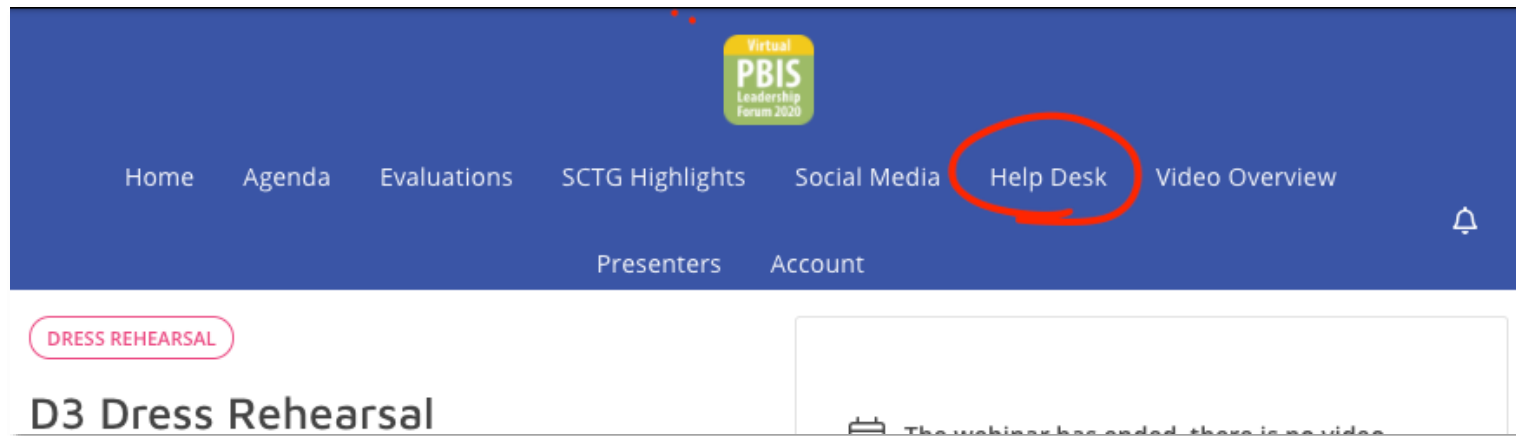
3.



## *Tips for Participants*

# Support is Available

If at any time you need support as a participant,  
use the **Help Desk**:



# Objectives

- Identify what PCP is and is not
- Understand the rationale for PCP
- Identify PCP processes
- Become aware how PCP can improve individual positive behavior support and organization functioning

# Person-Centered Planning

- **A way for diverse people, who share a common need to align their...**
  - Vision, purposes, and goals
  - Understanding of the focus person's past, present and future life
  - Actions for change, mutual support, personal and team development, and learning

# PCP is NOT...

- An easy, one-shot process
- The answer to all problems
- A quick fix solution to complex human and/or organizational problems
- Something to be done and forgotten
- A guarantee

# What is PCP?

- Planning Process
- Assessment Tool
- Intervention
- Motivational Activity
- Team Building Process



# Five Essential Goals of PCP

1. Be present & participating in community life
2. Gain & maintain satisfying relationships
3. Express preferences & make choices in everyday life
4. Have opportunities to fulfill respected roles & live in dignity
5. Continue to develop personal competencies

# Why is PCP so important?

- Retains focus on the person's needs
- Supports a team approach
- Broadens the support
- Changes the participants
- Results in better supports that fit the life of the individual

# How is PCP done?

- **Series of frames or activities** that help us understand the person, what they want and how to work together to make it happen
- **Visual representation** on chart paper
- **Assemble a team** that:
  - knows the person well, and
  - is desired by the person

# A PCP Team

- Commits to action for change
- Coordinates supports around the individual, not the system
- Recognizes the influence of individuals in the focus person's life

# History of Person-Centered Planning

Approaches to PCP developed in past 30 years:

- 1980 Jack Yates, **Individual Service Design**
- 1987 Beth Mount, **Personal Futures Planning**
- 1989 Marsha Forest & Evelyn Lusthaus, **MAPS** and **Circles**
- 1992 Michael Smull & Susan Burke Harrison, **Essential Lifestyle Planning**
- 1995 Jack Pearpoint, John O'Brien, & Marsha Forest, **PATH**

<http://www.personcenteredplanning.org/courses.cfm>

# Sample PCP Processes

- MAPs
- Personal Profiling
- Futures Planning
- PATH (Planning Alternative Tomorrows with Hope)
- Florida's Integrated Process

# Making Action Plans

*A Multi-Tiered System of Supports*

This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Story

1

Dream

2

Action  
Agreements

who	what	by when
	6	

What It Takes

5

Nightmare

3

Contribution

4

MAP for:  
Supported by:

Reactions &  
sign-ups



WHO	WHAT	WHEN
ERIC	3	1 week
SLATER	5	1 week
MARIE	Facilitate Plan	TODAY
ASST COACH GIANNA		DAILY

May 3/07

COACH  
ASST COACH



Map for: **ANTHONY**  
 Purpose: Change band membership  
 Supported by: Dawn, Andrea, Karen, Dave



intriguing  
 interesting  
 validating  
 doable  
 supportive



# Personal Profile Frames

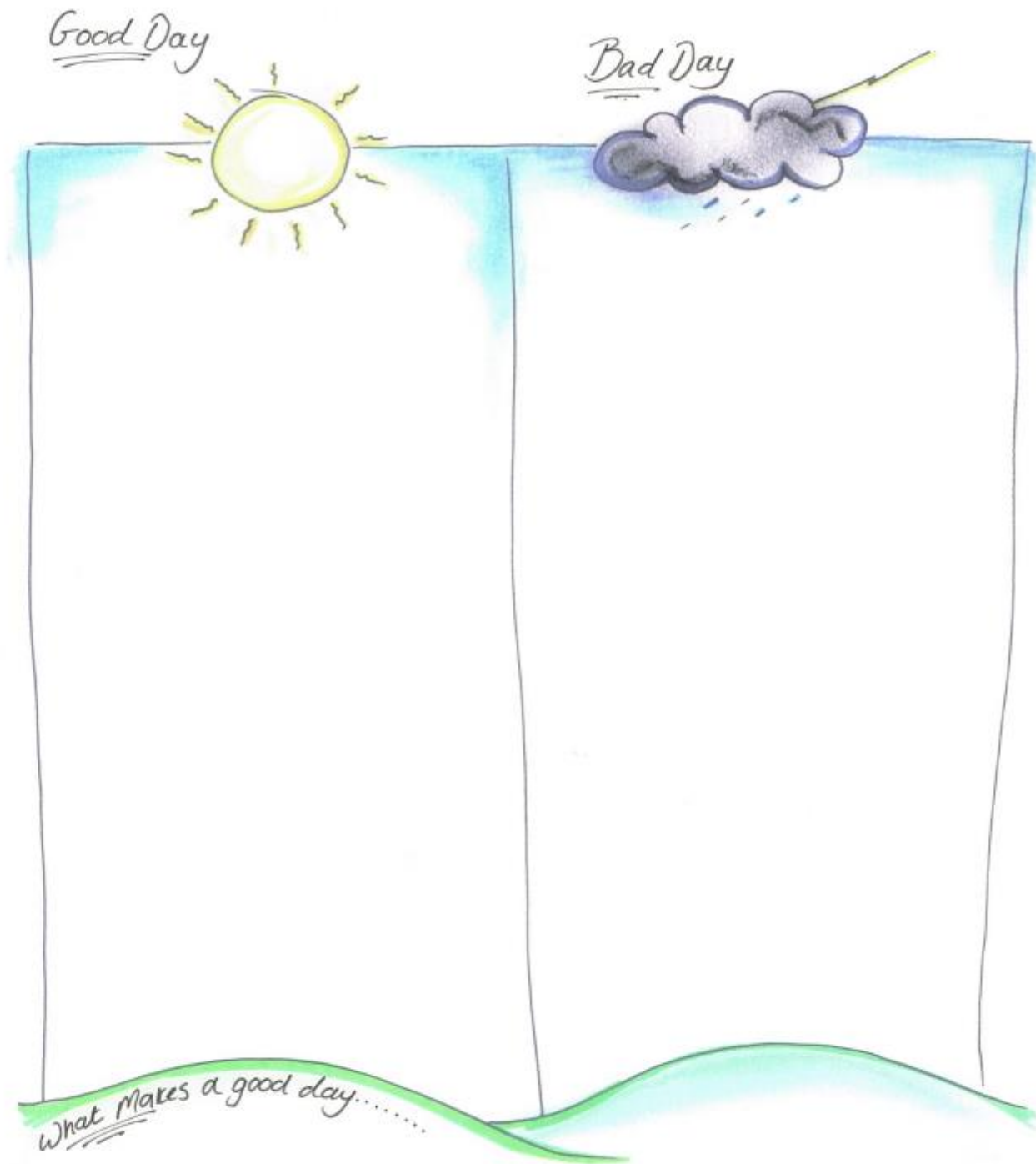
*A Multi-Tiered System of Supports*

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# Personal Profile Frames

- Who is here?
- What is important to me?
- What are my current relationships?
- Who are the people in my life?
- Where do I go in the community?
- What is my life story?
- What is my current health?
- What are my daily routines?
- What choices do I get to make?
- What gains respect for me?
- What works for me?
- What needs to be changed?





## Sample Profile Frame

# Additional Frames

- What are the major themes of my life?
- What do we need to know and do to support \_\_\_\_?
- Additional things we should know
  - To help \_\_\_\_ stay healthy and safe
  - To help others stay safe
  - To help \_\_\_\_ communicate
- Short term goals

# Futures Planning

*A Multi-Tiered System of Supports*

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## Home

Improve tolerance to washing hair  
Improve toileting and sleeping  
Increase Dustin's communications  
Teaching Dustin who can come into the house and who can't  
Increase number of foods Dustin will eat  
Communicate more with Bill  
Have time to cook

# Futures Plan

## Work

Not having to take Dustin to work  
Increase work hours  
Greg to work flexible schedule

Have more time for friends

Find activities for Dustin to do with peers

## School

Have someone else to meet bus  
Julie take a class  
Dustin attend some regular ed classes with peers  
Be aware of after school activities

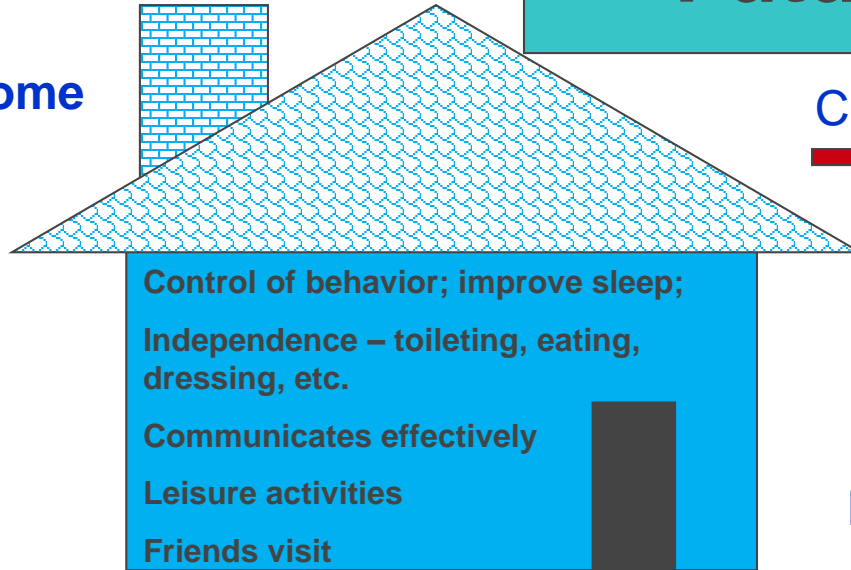
## Community

Be able to go to the movies.  
Dustin join cub scouts and t-ball  
Go to mall or shopping  
Julie to take aerobics class  
Greg to start working out again after work

In One Year...

# Futures Plan

Home



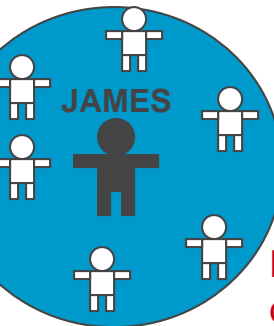
Ride in car

Without keyboard

With safety belt



Teenagers and respite providers



Joe & Sue

Play and communicate with other children

Peer tutors/partners

Decrease behaviors without assistance



YMCA  
Swimming

Drs. Offices  
Restaurants  
McDonalds or Sitdown

Mall  
Walking  
Shopping

Communication

Use 10 signs/symbols independently

Determine use of assistive technology

Friends:

School



•Communication – same as home

•Control of behavior

•Independence

•D/B consultation

•Better understanding of James' behavior

•Braille?

•Academic work – learn

•PT, OT, Speech, Vision consults

Education of family and peers

(Parents support group)



# Planning Alternative Tomorrows with Hope (PATH)

*A Multi-Tiered System of Supports*

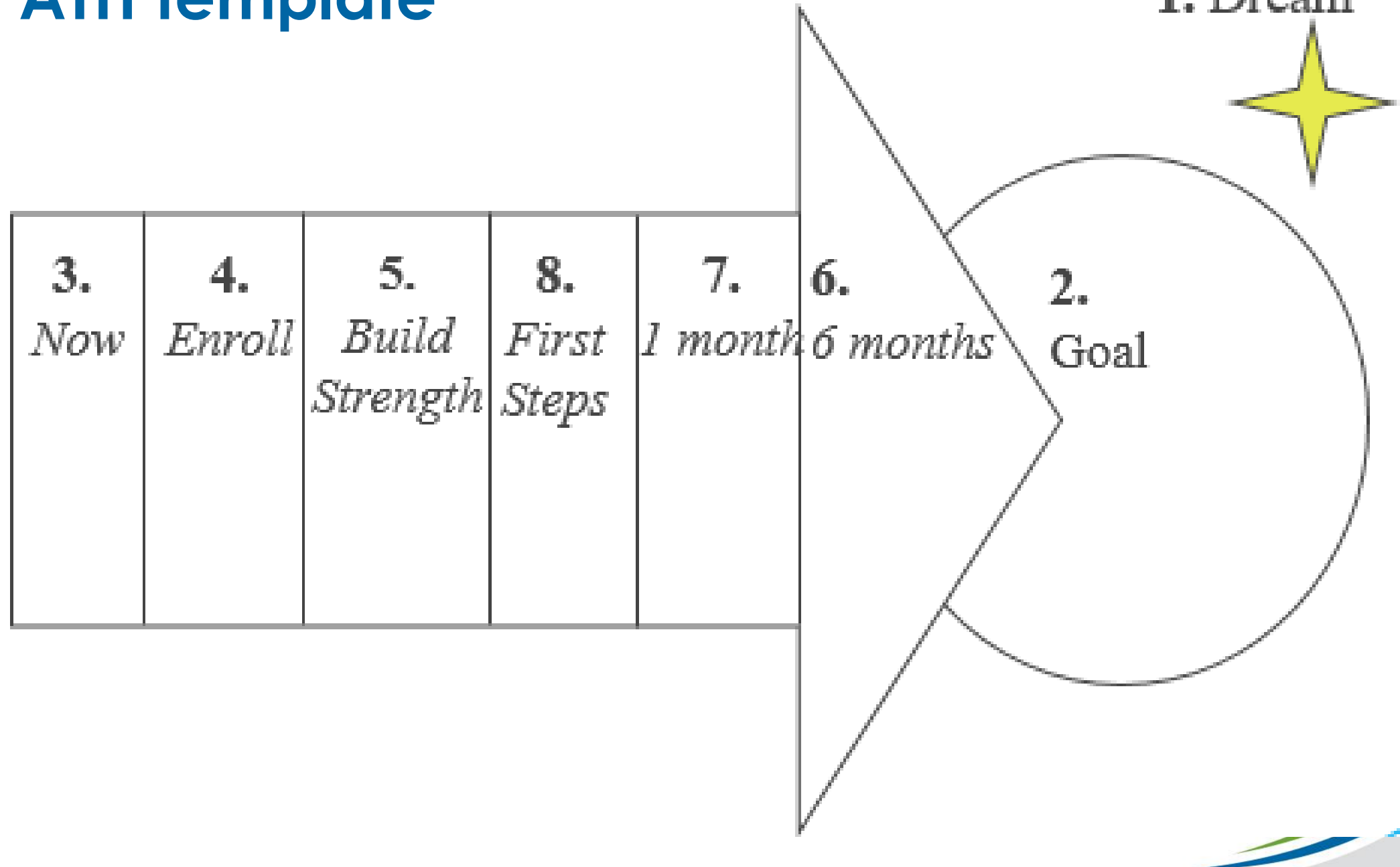
# Planning Alternative Tomorrows with Hope



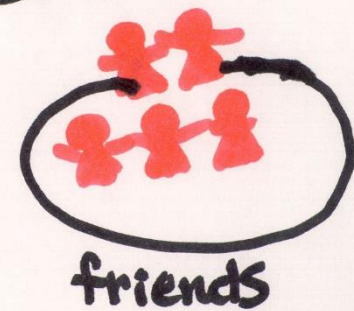
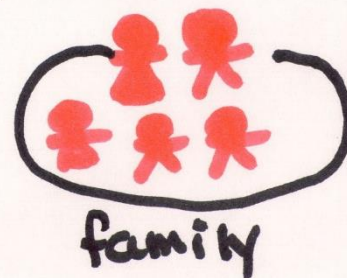
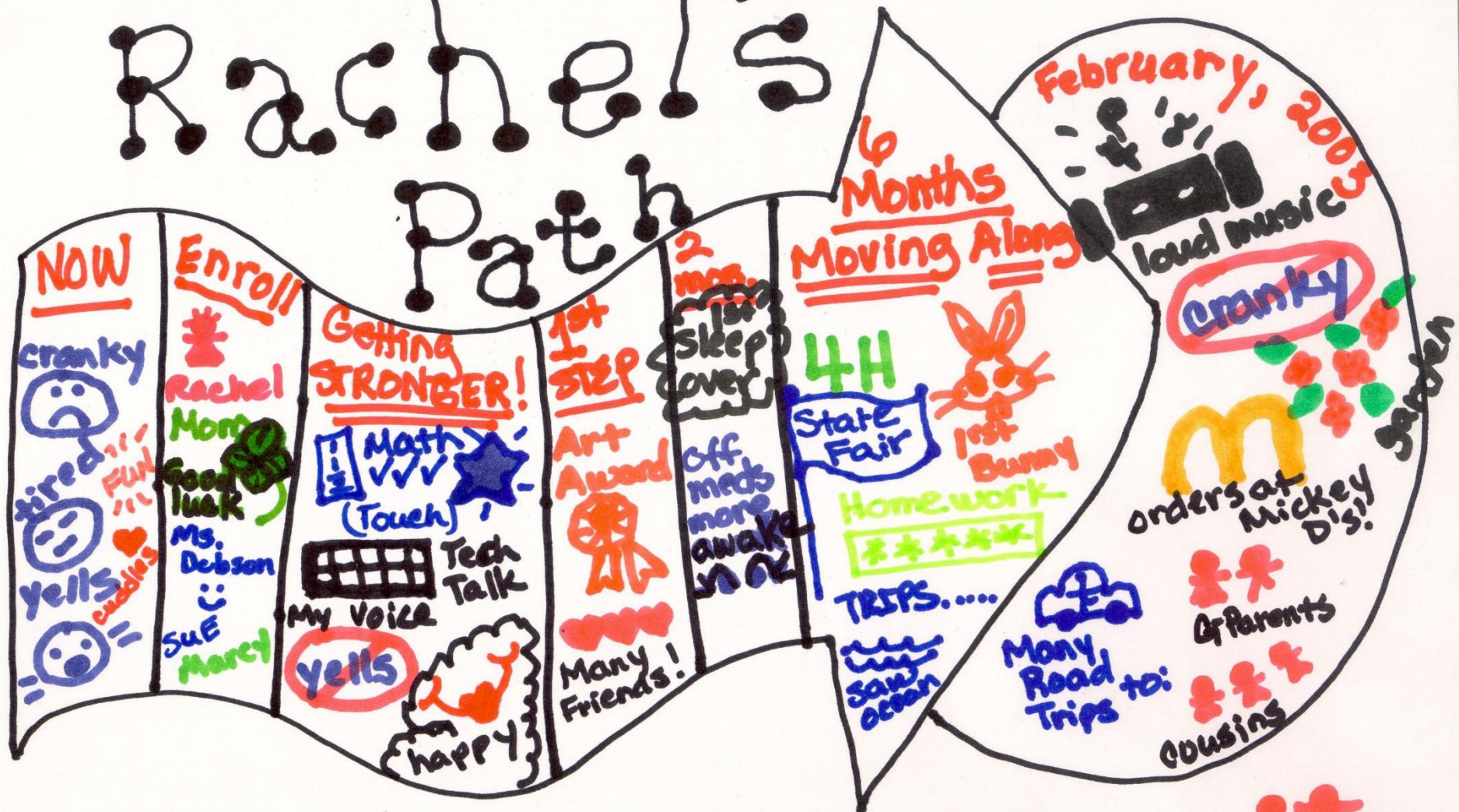
Tool to address long and short range planning:

- Provides a timeline for achieving goals
- Utilizes group graphic techniques and involves a team of individuals committed to the focus person
- Takes 2-3 hours to complete

# PATH template



# Rachel's Path





# Testimonial

**“Person-centered planning is about believing in someone. You come out of it with a better understanding for what the person wants, how you can help them get it, and then believing that they can achieve it.”**

# Testimonial

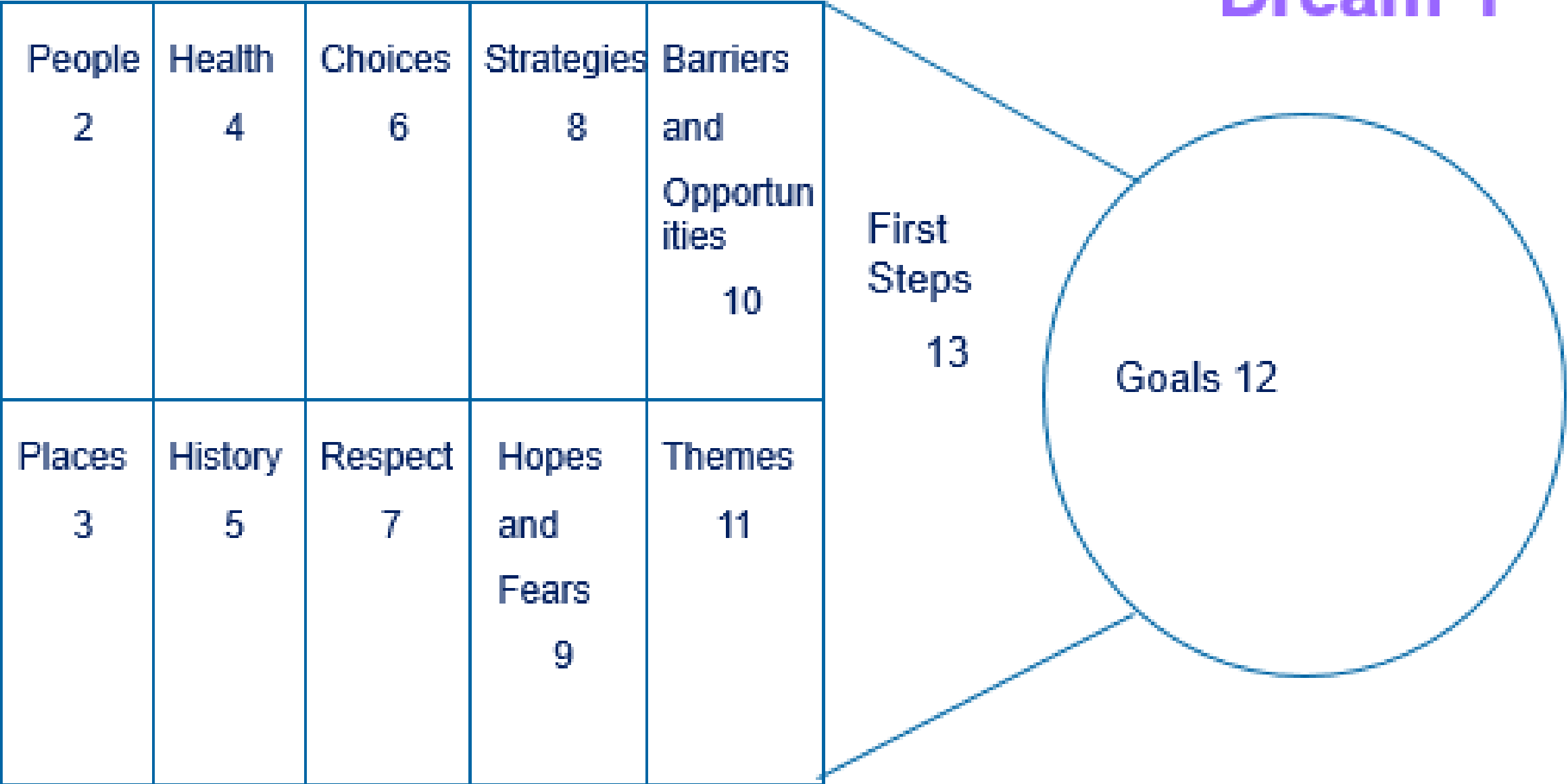
**“Without person-centered planning, the team is not able to think about the person holistically. Instead they become focused on the behaviors and this limits their ability to make the focus person’s needs a priority.”**

# Integrated Person-Centered Planning Process

*A Multi-Tiered System of Supports*

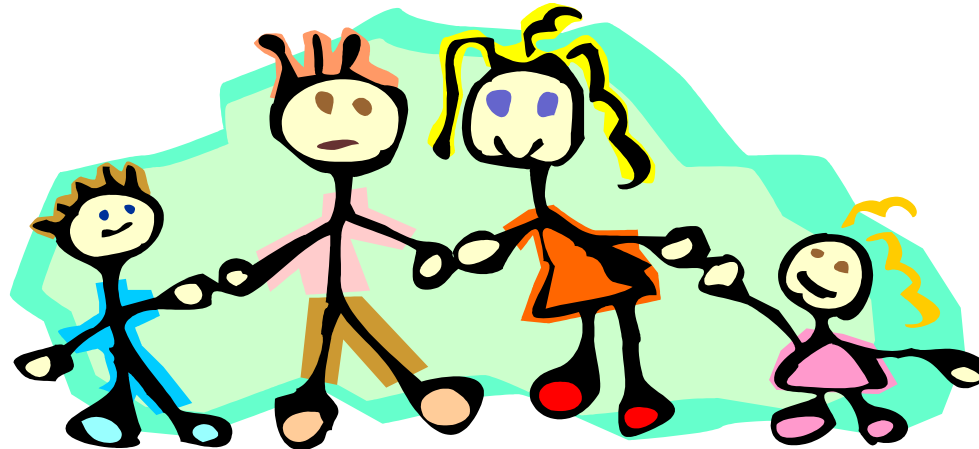
# Integrated Person-Centered Plan

Dream 1



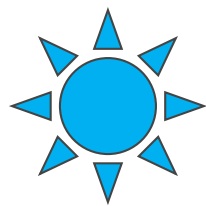


# Britney's Person-Centered Plan



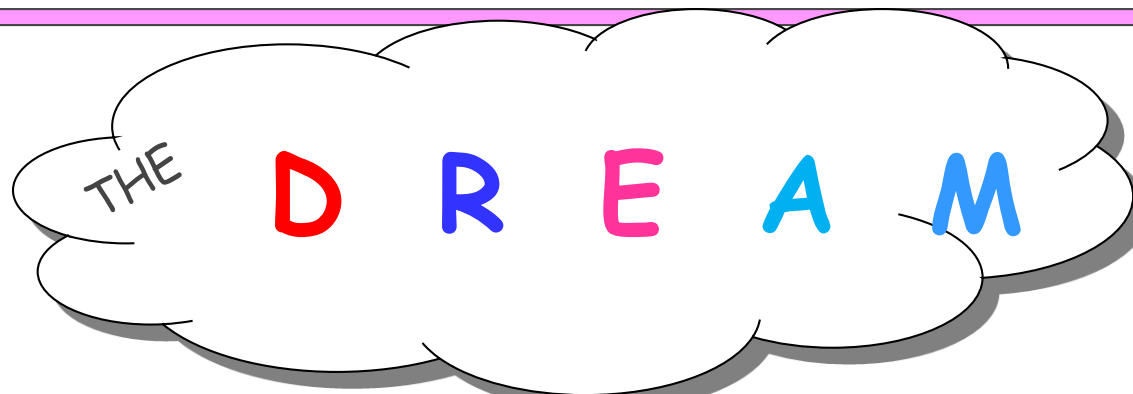
## How this process works?

- Each team member (family, teachers, administrators, etc) completes a packet before the PCP meeting, filling out the frames that represent and hold value for the focus individual.
- Fill out these frames independently and to the best of your ability based on your relationship with the focus individual.
- During the PCP meeting you will share your important information with your team and discuss each frame more fully.
- This process will allow your team to collaborate in the development of a Person-Centered Plan based on the goals and vision that are important to the focus person and his or her team.



- With this frame we want to help the person identify their dream for the future, including all the ideas, values, people and things that are important to them.

- List anything that is important for the person to realize the kind of life they desire.



Have friends

Communicate her wants and needs

Be independent

Sleep over her friends' house



Stay involved with her dance group

Attend a friends birthday party

Have fun!!!

Go to college

Stay included

Stay on grade level

Join girl scouts

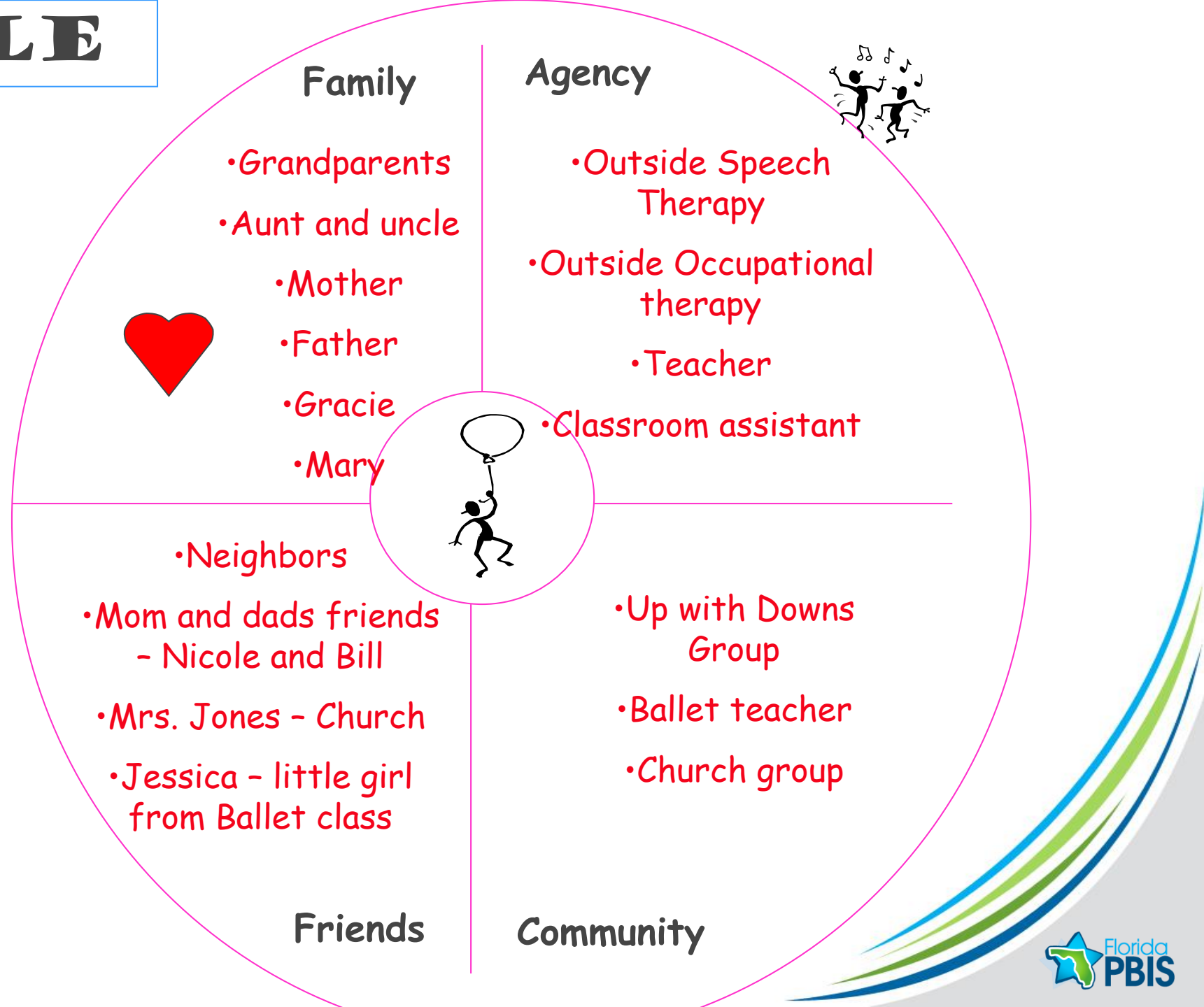
Live a healthy life



Stay involved with the church

# PEOPLE

- List the people who are present in the person's life.
- Place their name in the appropriate section of the circle.
- Place the name of individuals who are closest to the person in or near the inner circle.



•Indicate activities in which the individual participates in the **school**.

•Indicate activities in which the individual participates in the **home**.

•Indicate places in the **community** that the individual participates on a consistent basis.

•List only 4-5 primary activities in each setting.

# PLACES



## School

- Regular classroom activities
- Enjoys the playground with other kids
- Speech and OT
- Music
- Library
- PE



## Home

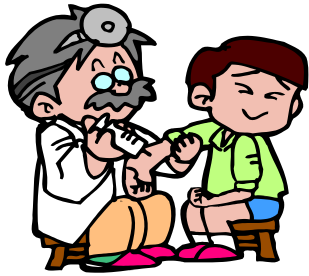


- Plays outside on the swing set with her sisters
- Swims with her sisters
- Watches Barney movies
- Eats dinner as a family

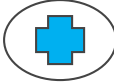
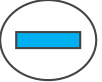
## Community

- Sunday school
- Ballet class
- Church
- McDonalds

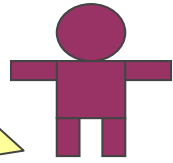




- Describe the individual's health by listing any positive or negative conditions.
- Indicate any medications the individual is currently taking.

HEALTH	
	
<ul style="list-style-type: none"><li>• Good appetite</li><li>• Good vision</li><li>• Appropriate activity level for age</li></ul>	<ul style="list-style-type: none"><li>• Hearing loss due to middle ear infection</li><li>• Fine motor difficulties</li><li>• Heart Conditions - pacemaker since age three</li></ul>
<p>Medicines</p> <ul style="list-style-type: none"><li>• None at this time</li></ul>	

## HISTORY



Britney

Born:

Born 6/23/93 and  
diagnosed with  
Downs Syndrome

Younger sister born.  
They have a  
good relationship.

Middle ear  
infection -  
hearing loss  
detected

Began Speech  
Therapy

Started  
Preschool. It was  
a great  
experience

Began Kindergarten  
- school became  
concerned about  
behaviors

In 1<sup>st</sup> grade -  
working with PBS  
project

Today

- Indicate some of the critical events that occurred in the person's life from birth until today.
- Put a "\*" next to any positive events.
- Put a "-" next to any negative events.



# Choices

- What choices can the individual make within his personal and academic life?
- Identify what choices are presented to the individual within both areas.

## Personal

- Snack
- Breakfast
- Clothes
- Toys to play with
- Movies

## Academic

- Books to read
- Centers
- Food during lunch



# Respect!

- List any behaviors or characteristics of the person that cause him/her to gain or lose respect or his/her peers or adults.

- Under "Gains" list those things you really like about the person.

- Under "Loses" list those behaviors that you do not like to see.

## Gains

- Smart
- Sense of humor
- Friendly
- Reads words
- Good memory

## Loses

- Hits others
- Throws her alpha smart
- Throws herself on the floor
- Runs around the classroom
- Doesn't listen at times

- What strategies work well for the individual?

- What strategies have not been as successful or cause the challenging behavior to increase?

## What Works!!!

Positive praise    Star system  
Going to the library    Chocolate  
Computer    Listening to music  
Going outside    Barney Toys  
Helper at home or in the classroom  
Tickles    Rub her back  
Yelling  
Paper/pencil task  
Anything to do with MATH  
Time-out    Loud places  
Stern voices  
Scolding her and pointing your finger at her while you're screaming

## What Doesn't Work!!!

•Identify the hopes and fears you have for this individual.

•Under "Hopes" list what is possible if we do the best we can.

•Under "Fears" list what is possible if things do not improve or get worse.

## HOPES

- Joins girl scouts
- Attend a community recreational (summer) program
- Communicate with others
- Understood by others
- Always successful!!



## FEARS

- Not understood by other people
- Doesn't have the appropriate social skills
- Not accepted by children her own age
- Never has a friend
- Behaviors get worse gets kicked out of dance and/or church
- Behaviors get worse and her placement gets changed
- Classroom work will continue to frustrate her she will not be successful

- What are some barriers and opportunities for this individual and his/her team?

## Barriers

- Communication barrier between the team
  - IEP goals are unrealistic
  - Teacher has a difficult time communicating to family that Britney is frustrated with class work
- Family wants Britney to do the same things (work, activities) as the other children with NO modifications

## Opportunities

- Supportive school-based team
  - Administrator and school believe in INCLUSION
  - Currently in an inclusive setting
- Family is very supportive
- Family follows through with homework, extra activities, practices with Britney, etc..
- Team has committed to the PBS process
- Team has Britney's best interest at heart

•Identify any patterns or themes you found throughout this process.

•List at least one main point from each of the other frames that you want to share with the team.

## Themes

### Communication

- Difficult to understand at times
- Hard time communicating to others
- Expand communication

### Peers


- No friends
- Doesn't seek attention from her peers


### Curriculum

- Too hard for Britney
- Frustrated
- Not successful
- Needs one-on-one assistance



## Goals

- List the goals that you would like to see achieved one year from today.
  - Think about what might be possible if everyone tries their hardest.
  - Consider any outcome as long as it is POSSIBLE and POSITIVE.
- 

1. Express frustration appropriately
  2. Revise IEP goals and discuss transitions for next school year
  3. Increase independence (academic seat work, lunch time, large group time)
  4. Have a friend at school
  5. Hearing (ear) problems would be resolved - live a healthy life
  6. Move on to second grade with peers in an inclusive setting
- 

•What actions can be taken immediately?

•These steps can be small

## First Steps

1. Do a Functional Assessment to identify why and when she is getting frustrated
2. Plan a meeting with appropriate team members to address IEP goals
3. Implement peer buddy system in class in order to decrease the reliance on the assistant
4. Identify someone in her class that she likes to be with
5. Get ears rechecked by the ENT

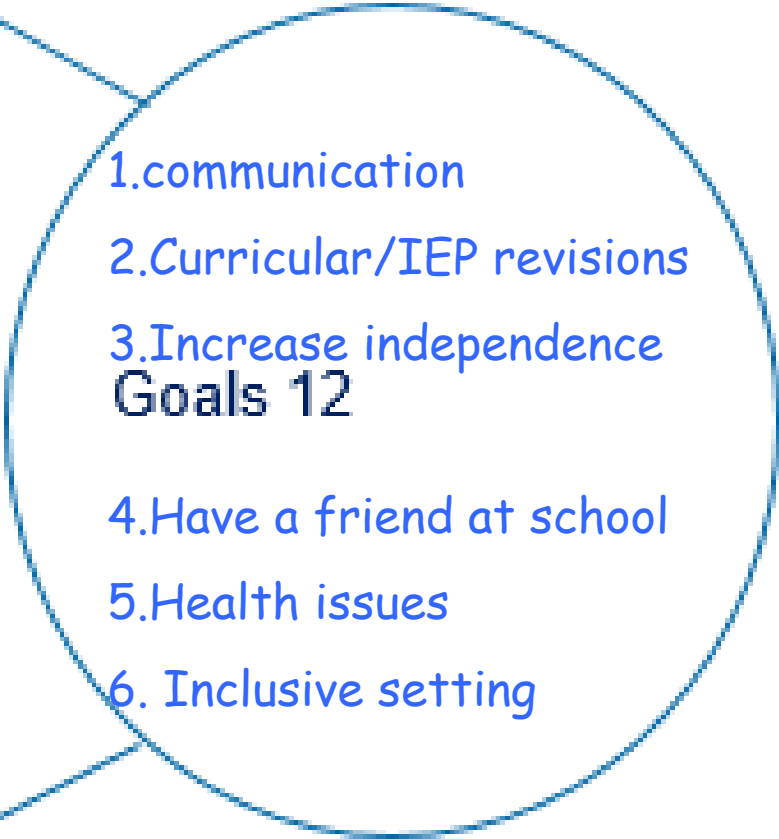


# Integrated Person-Centered Plan

## Dream 1

Friendship, communication, inclusion

People 2 Friendship	Health 4 Awareness	Choices 6 Increase	Strategies 8 Context for BSP	Barriers and Opportunities 10	First Steps 13 Systems issues that can impact success
Places 3 Inclusion	History 5 Inclusion	Respect 7 Build on positives Friends, communication, inclusion	Hopes and Fears 9	Themes 11 Communication, peers, curriculum	



# How PCP enhanced Britney's Supports

- Typical behavior support plan may have focused on decreasing Britney's problem behaviors.
- PCP informed plan is broader and included:
  - **Developing an effective communication system**
  - **Developing friendships**
  - **Providing opportunities for choice**
  - **Building independence**
  - **Modifying curriculum**
  - **Addressing health issues**
  - **Committing to inclusion**

# P.A.T.H. Planning at the Organizational Level



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*A Multi-Tiered System of Supports*

# IV for 8 Committee Example

- **Region IV** (of 5 State DOE Regions); **Goal 8** of the Goals 2000 (State DOE Goals – Goal 8 Parent Involvement)
- Group of concerned educators and parents, dedicated to establishing and maintaining positive collaborative relationships between families and schools to increase student achievement.
- Informal coalition with no funding or “governing” body

# Committee Members

- Compensatory Education
- University of South Florida Faculty
- Family Literacy
- FDLRS (6 offices represented)
- Florida Parent Involvement Resource Center
- Florida Inclusion Network
- Florida PTA
- Public School Districts (6 districts represented)
- Title I
- Region XIV Comprehensive Center, E.T.S.

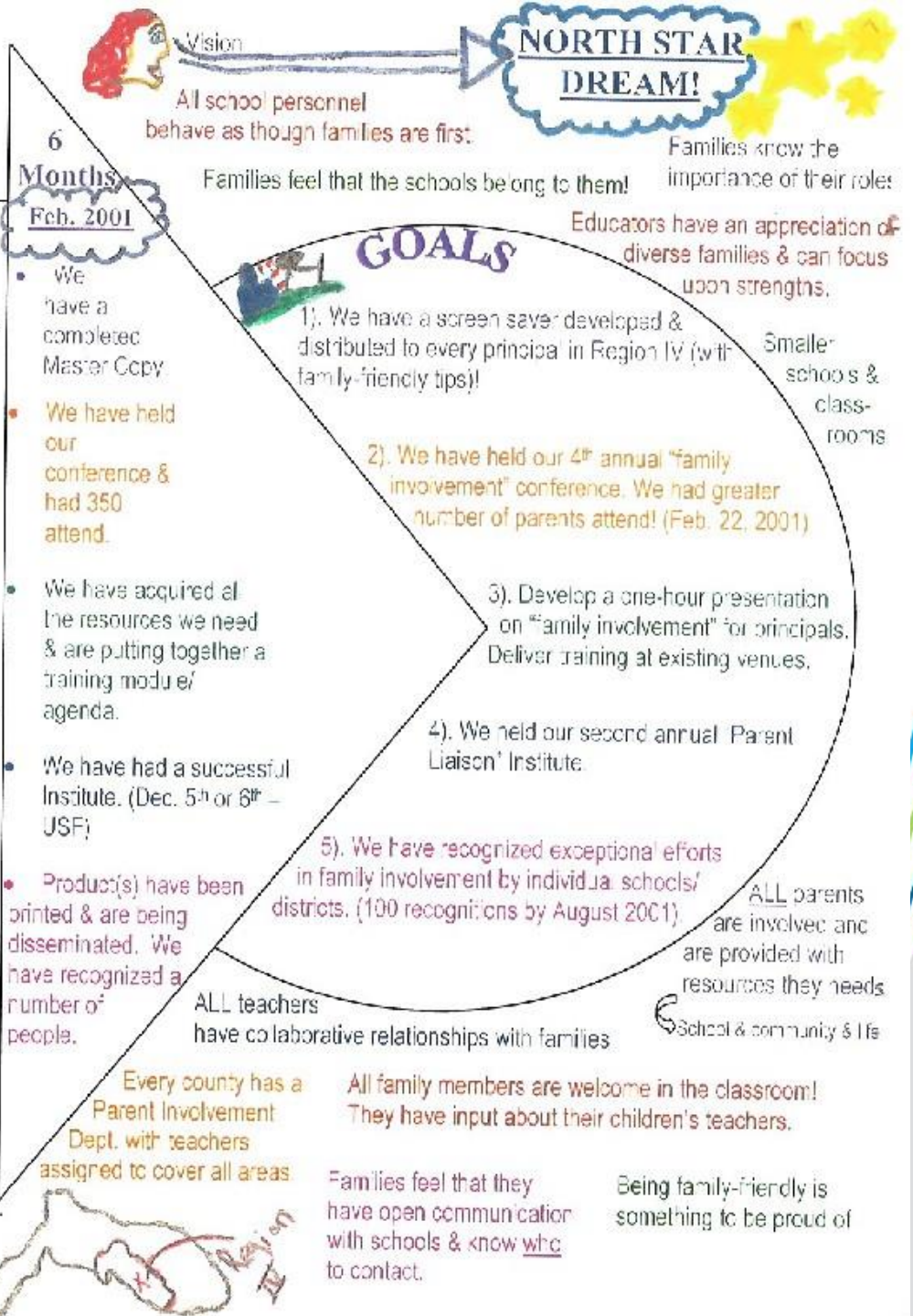


# IV for 8 PATH

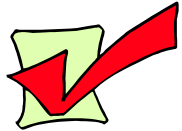


NOW	ENROLL	STRENGTHS	1 <sup>ST</sup> STEPS	3 Months
<b>August 2002</b> <ul style="list-style-type: none"> <li>Feel effective</li> <li>We have accomplished a lot!</li> <li>IV for 8 is a bright spot!</li> <li>Frustrated about some lack of involvement by districts</li> <li>Looking for ways to provide support</li> <li>More awareness and collaboration in some districts</li> <li>We have had a positive impact on family involvement</li> <li>We have the GOALS 2000 funding this year!</li> </ul>	<ul style="list-style-type: none"> <li>D.O.E. Representation</li> <li>Principals</li> <li>Our committee members</li> <li>Work &amp; Family Directions</li> <li>Commissioner/Governor</li> <li>PTA</li> <li>FASA</li> <li>ISRD – Mary Ann Brost</li> <li>ESOL Representatives</li> <li>Volunteer Coordinators</li> <li>Zephyrhills H2O</li> <li>Partnership Center</li> </ul>	<ul style="list-style-type: none"> <li>We are a <u>team</u>!</li> <li>We are friends!</li> <li>Perseverance</li> <li>Resourceful</li> <li>Creative</li> <li>Optimistic</li> <li>Energetic Leadership</li> <li>Focused – we have direction!</li> <li>Money</li> <li>Good track record</li> <li>We are highly successful!</li> <li>We're proud but not territorial!</li> </ul>	<b>1 Month</b> <ul style="list-style-type: none"> <li>Recreate contents &amp; identify a person to develop it.</li> <li>Obtain info. From work &amp; family Dir. Establish roles/ responsibilities of our committees. Plan to attend the Atlanta conference. Sally, Judy, and Ivette to hold conference call</li> <li>Establish committee to develop training. (Karen, Jelene, Lynda)</li> <li>Identify &amp; secure location: USF. Develop flyer. Identify items for packet. Committee members distribute flyers in county. Order parking tags.</li> <li>Establish a subcommittee to develop ways to recognize schools/ districts (IV for 8 Thanks You're Great!)</li> </ul>	<b>November 2000</b> <ul style="list-style-type: none"> <li>We have reviewed a draft, made changes/ revisions, identified and sent to a person to develop it.</li> <li>Agenda is set, we have a location, and our brochure is developed and <u>out</u>! Info. Shared about Atlanta conference.</li> <li>Sub-committee has met and reviewed existing materials. We have developed an outline of content. Identified and submitted proposals for statewide conferences (i.e., FASA).</li> <li>Registration deadline is November 16<sup>th</sup>. Packets are sorted.</li> <li>Developed our campaign &amp; designed product(s) to use. (Who do we distribute to? How do we identify schools/ districts?)</li> </ul>

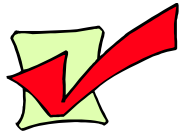
Committed to Children



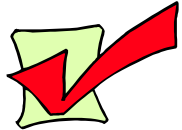
# Goals & Outcomes – Year 1



- Strengthen Goal 8 by requiring schools offer parent-teacher conferences



- Add a teacher competency on working collaboratively with families



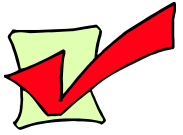
- Design a training module for front office personnel in positive public relations



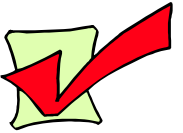
- Hold a regional conference on parent involvement



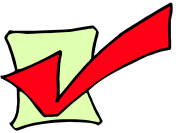
# Goals & Outcomes – Year 2



- Hold conference on parent involvement
- Facilitate curricular infusion of family involvement issues into teacher preparation programs at Florida's institutions of higher ed.

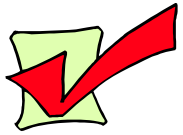


- Provide training on family friendly practices to all parent-liaisons in Region IV

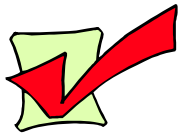


- Enhance Family Involvement trainings by including “best practices” from around the state
- Create Family Friendly Tips for Principals booklet

# Goals & Outcomes – Year 3

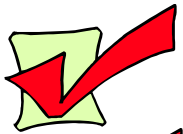


- Hold conference on parent involvement



- Facilitate curricular infusion of family involvement issues into teacher preparation programs at Florida's institutions of higher ed.

- Customize trainings to meet specific needs (ESOL, Migrant, etc...)



- Offer/deliver training to Parent Liaisons



- Create Family Friendly Tips for Principals booklet

# How a PATH Planning supported IV for 8

- United a diverse group of individuals
- Established a focus around which resources (including time) were rallied
- Made the “hard to imagine” possible –we dared to dream!
- *By the way* – The principal’s booklet turned into a screen saver that was delivered to every school in Region IV of the state.

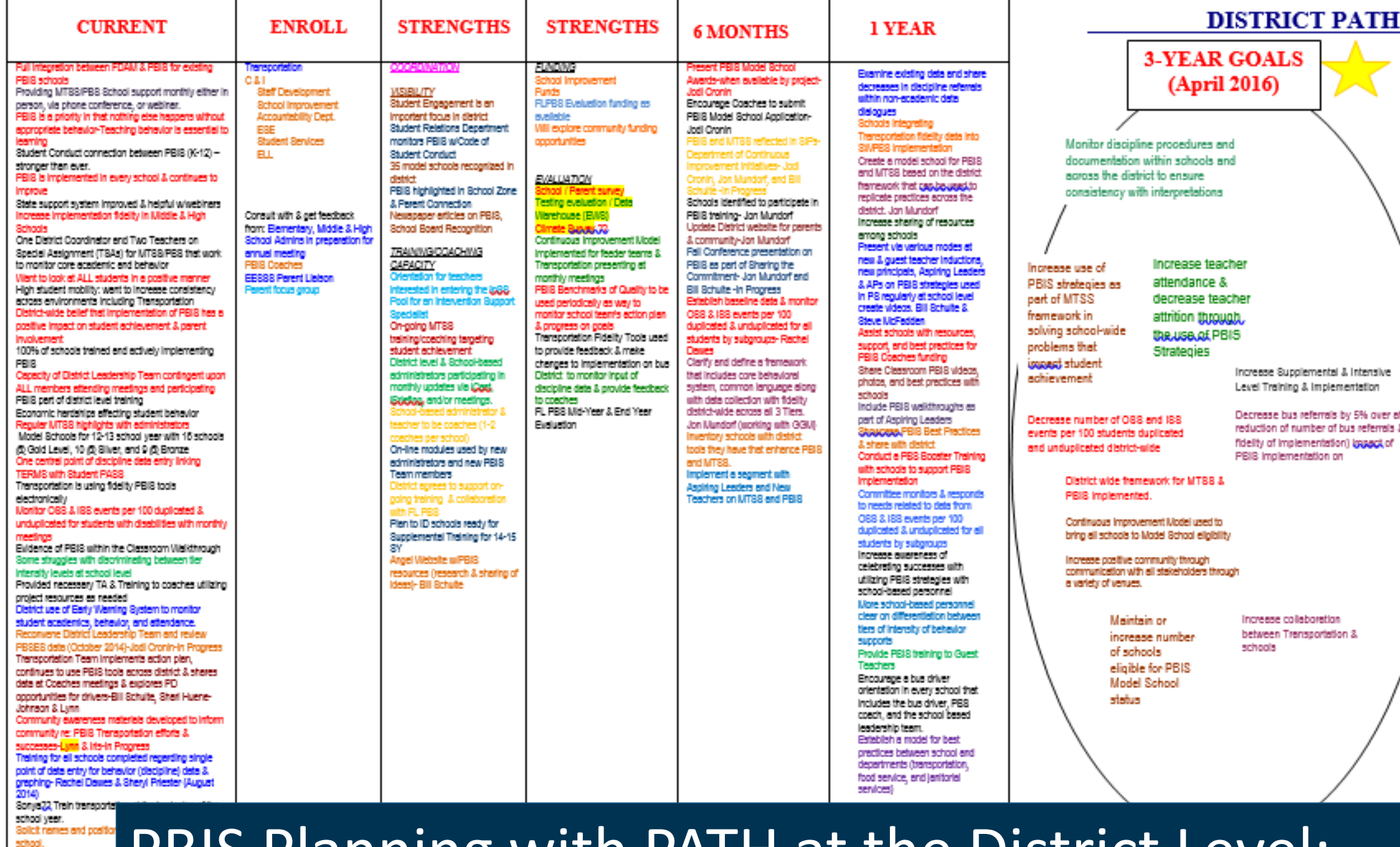
# Sample from the Parent Involvement Screen Saver

Creating effective partnerships  
between schools, parents, and  
communities, isn't just a nice idea.  
**It's a necessity!**

~Don Davies







# PBIS Planning with PATH at the District Level:

# PBIS Planning with PATH at the School Level:

HISTORY	NOW	STRENGTHS	BARRIERS
<ul style="list-style-type: none"> <li>▪ Military, control, sterile environment</li> <li>▪ Place to put kids-holding tank</li> <li>▪ Not much learning was taking place</li> <li>▪ Fights</li> <li>▪ Violence</li> <li>▪ Goal has always been to decrease disrespect</li> <li>▪ Not all staff respected children</li> <li>▪ Real negative atmosphere, punishment focus</li> <li>▪ Parents did not want there children here</li> <li>▪ Others schools did not respect Hopper Center, out of sight out of mind, did not want the students did not return to the home school</li> <li>▪ Did not have outside visitors</li> <li>▪ County office did not visit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Part of county curriculum</li> <li>▪ Outside visitors</li> <li>▪ Home schools now visit their students, show them want them back</li> <li>▪ Positive climate, staff laugh, no longer threaten to leave the school after a bad day</li> <li>▪ Everyone wants to be here</li> <li>▪ Minimal staff turnover</li> <li>▪ See results with students &amp; staff</li> <li>▪ Staff is comfortable openly expressing concerns&amp; discussing issues, don't feel like fingers are being pointed children</li> <li>▪ Staff understand how to manage situations, a system in place</li> <li>▪ Other schools see Hopper as positive, schools try interventions, kids who come truly need to be here</li> <li>▪ More cooperative &amp; supportive when child transitions back to home school, they want input on interventions both behaviorally and academically</li> <li>▪ Kids coming to us with more mental health issues and lot of behavioral issues, need more therapeutic services</li> <li>▪ All staff better at counseling kids, have mentoring program in place</li> </ul>	<ul style="list-style-type: none"> <li>• Supportive teachers</li> <li>• Strong committee</li> <li>• Incentive program; spirit events, invite district personnel to attend</li> <li>• Well defined procedures for behavior/serious incidents</li> <li>• Staff members are comfortable addressing gray areas with administrators</li> <li>• Administrative support-open door policy</li> <li>• Taking responsibility for actions</li> <li>• Looking at data and data entry</li> <li>• Staff not taking things personally</li> <li>• Teachers trying e interventions in their class prior to going to OL</li> <li>• Transition for OL to keep consistent</li> <li>• Making SWIS work for our school</li> <li>• Field trips-make individualized decisions about who attends</li> </ul>	<ul style="list-style-type: none"> <li>• Not being able to meet with staff</li> <li>• Not having a big orientation for new students like new kids get at the beginning of the year</li> <li>• Teachers/admi nistrators can still at times take things personally</li> <li>• Bullying situations</li> <li>• Address sex ed better, ethics and outcomes of sexual behavior; staff awareness of reporting incidents that they are made aware no matter when it occurred</li> <li>• Parent accountability, parent follow through, truancy</li> <li>• Policies and procedures (district, state, local, etc.)</li> </ul>

School Name: XXXXXXXXXXXX

## FIRST STEPS

1. Every other month whole staff for professional development Wednesday, figure out dates for PBS team committee meetings monthly
2. Meeting during pre-planning (Thursday) with all who will be running OL
3. AP hold monthly, talking to him about running the new student orientation program
4. Kids are identified, meeting first week of school to discuss news crew

## GOALS

1. Meet with staff more often at PBS, meet with staff bimonthly
2. Keep OL consistent with transition next year
3. New student orientation, video tape role plays to show during this time with a focus on bullying
4. Increase attendance, especially those who are truant

DREAM Books Children Big teacher resource center More staff and security officers Happiness Bright colors Hear children  
 Well displayed children work Own personal laptops for kids More parent involvement Playground Dorms on campus Caring loving homes  
 Nurturing and loving environment Know morals and values Music was playing softly Gardens and atrium Good, healthy foods More life skills training  
 More realistic expectations for children academically, not completely FCAT focus Full time social worker/mental health counselor/psychologist/community liaison

# What a PATH did for Districts and Schools

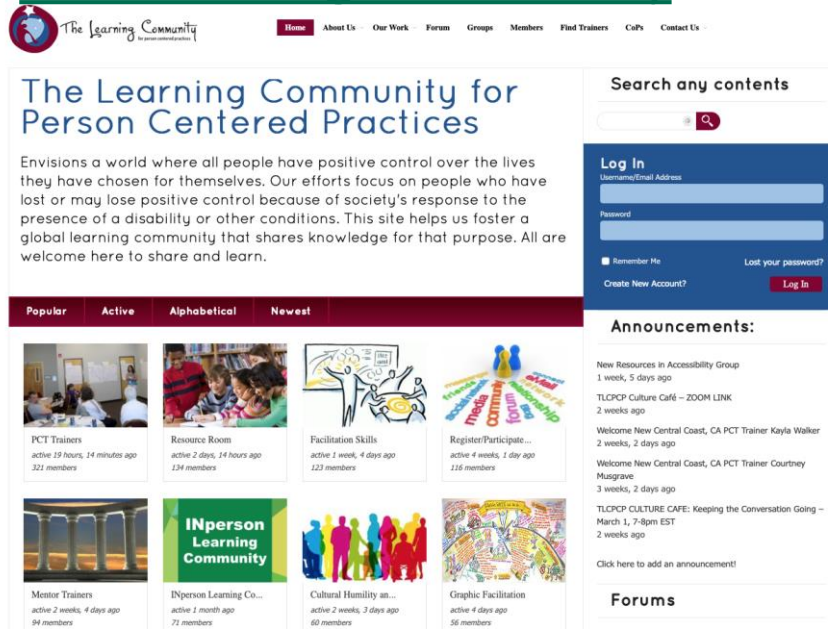
- Brought consensus around the goals of PBIS and a focus for teams
- Helped the teams identify gaps between where they are and where they want to be:
  - Goal – meet with staff monthly/barrier – not being able to meet with staff
  - Goal – new student orientation w/focus on anti-bullying/barrier high level of bullying and lack of regular orientation to PBIS
- Set up the process for achieving the goals
  - The first steps, in 6 months, 1<sup>st</sup> year, increments of time (see notes)





# Important Person-Centered Resources

## The Learning Community



The Learning Community for Person Centered Practices

Envisions a world where all people have positive control over the lives they have chosen for themselves. Our efforts focus on people who have lost or may lose positive control because of society's response to the presence of a disability or other conditions. This site helps us foster a global learning community that shares knowledge for that purpose. All are welcome here to share and learn.

Popular Active Alphabetical Newest

**PCT Trainers**  
active 19 hours, 14 minutes ago  
321 members

**Resource Room**  
active 2 days, 14 hours ago  
134 members

**Facilitation Skills**  
active 1 week, 4 days ago  
123 members

**Register/Participate...**  
active 4 weeks, 1 day ago  
118 members

**Mentor Trainers**  
active 2 weeks, 4 days ago  
94 members

**INperson Learning Community**  
active 1 month ago  
71 members

**Cultural Humility an...**  
active 2 weeks, 3 days ago  
60 members

**Graphic Facilitation**  
active 4 days ago  
56 members

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**Announcements:**

New Resources in Accessibility Group  
1 week, 5 days ago

TLCPCP Culture Café – ZOOM LINK  
2 weeks ago

Welcome New Central Coast, CA PCT Trainer Kayla Walker  
2 weeks, 2 days ago

Welcome New Central Coast, CA PCT Trainer Courtney Musgrave  
3 weeks, 2 days ago

TLCPCP CULTURE CAFE: Keeping the Conversation Going – March 1, 7-8pm EST  
2 weeks ago

[Click here to add an announcement!](#)

**Forums**

## National Center on Advancing Person-Centered Systems



## Charting the LifeCourse



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Welcome to our Community of Learning

Charting the LifeCourse is designed to be used for your own life, for your family members, or in the work you do. The framework and tools will help you organize your ideas, vision, and goals, as well as problem-solve, navigate, and advocate for supports.

### What can Charting the LifeCourse do for You?



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### National Center on Advancing Person-Centered Practices and Systems



# Please Complete this Session's Evaluation

## Session #K3 - Person-centered Planning Approaches to Enhance Tier 3 Supports

### 1. In the Event Platform/App:

- In “Files” tab,
- In “Evaluations” in the navigation menu
- In “Chat”

OR

### 2. QR Code



**AFTER YOU SUBMIT EACH  
SESSION EVALUATION, CLICK  
THE LINK TO ENTER THE GIFT  
CARD RAFFLE**

*Evaluations are anonymous!  
We send reminder emails to all  
participants.*



# Contact Information and Resources

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## OSEP TA Center on PBIS

[www.pbis.org](http://www.pbis.org)

## Association on PBIS

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