



TEACHER CENTER

Culturally Responsive Person-Centered Planning *In a Virtual World*

Overview- : Identify a student with a disability from your caseload who would benefit from increased transition planning and/or increased person-centered planning. If possible choose a student with Autism or an Intellectual Disability. Conduct empathy interviews with them and their families. Using empathy as the driver, co-design an opportunity for the student and family to engage with transition and future planning using a MAPs or PATH planning process; provide customized resources for the family related to transition and community support.

Part One: Leading with Empathy- *Get to Know your family and your student by practicing cultural reciprocity. - Due April 15th*



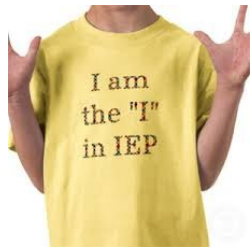
Research the cultural, historical, and ethical underpinnings related to your chosen student's disability, and disability identity. If applicable contrast this with the student's parent's views of the child's disability and disability identity. Be sure to reference disability as a culture, disability as an identity, and LeDericks work on disability shame to disability pride, and the disability models referenced in class and in our readings.. Be sure to consider cultural reciprocity when interviewing this family. How do your own cultural identities and internals norms/basis impact your work with this family and this student?

Resources to use to help you understand the cultural, historical and ethical underpinning of our/your/their concept of disability

- [Disability Eugenics Archive](#)
- [Eugenics and the United States](#)
 - [Video- Eugenics Crusade](#) (optional)
- [Course Texts](#) (see this week's readings)
- [Parent Empathy Interviews](#)
- [Disability Models](#)
- [REVIEW OF DISABILITY HISTORY AND DISABILITY MODELS SCHOOLS](#)



Resources to use to help build your skills in cultural reciprocity



Research your student's disability and how the disability impacts the student in the classroom and in life beyond the classroom. Be sure to ask the family and student for input as well. It might be as simple as asking- "what do you wish teachers understood about you or your disability?" or "what helps you succeed in class or in the community?" Design a personalized one-page "cheat sheet" on best practices for supporting students with this disability in the classroom. Be sure to include the transition goals you wrote for this student and include tips for the implementation of these transition goals within the classroom. You should write four transition goals. Education, training, employment, and independent living.

Ask yourself- how can this student's transition goals drive this cheat sheet?

IF your student is in elementary school you can write goals about creating a self-directed or a student-led IEP for independent living... or you could write a goal around using a checklist to get ready for school etc.,. Ultimately this will help them with the transition goals in the future.

Resources to use (These were listed in the module as well)

- [Inclusion Links](#) (for understanding more about your student's disability)
- [Writing Person Centered Transition Goals](#)
- [Checklist for Writing Transition Goals](#)
- [Transition Goal Examples](#) (these are basic but a good place to start- ask yourself how can I make these personal and culturally responsive?)
- [Designing Transition Programs for Linguistically and Culturally Diverse Students](#)
- [Age Appropriate transition assessment resource guide](#)

Cheat Sheet Template (You can also just add onto an existing cheat sheet if you have one)

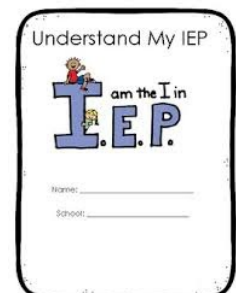
- [Cheat Sheet Template](#)
- [Cheat Sheet Template](#)

Turn IN- Your updated cheat sheet with your students updated transition goals (these goals will have to be suggestions for now until we can update IEPs after we return to school)

Part Four: Co-Designed an Opportunity For You Student to Participate More Fully in Their IEP or To Lead It- Due May 6th

Person-Centered Resources- Choose 1 or 2 to try out with your student this week.

- ◆ [Goal Plan Template](#)
- ◆ [My Needs Template](#)
- ◆ [Suggestions for Participation](#)
- ◆ [Tips for Team Meetings](#)
- ◆ [Self Determination Checklists](#)
- ◆ [Age Appropriate transition assessment resource guide](#)
- ◆ [Supportive Videos](#) (Create a playlist of these videos that are customized for your student, have them watch the playlist and then discuss them with you)
- ◆ [Sample Self-Advocacy Plan](#)



- [Student Centered Transition Planning](#)
- [PACER Center](#) (create a video playlist for your student)
- [I'm Determined](#)
- [Student Led IEP Toolkit](#)
- ◆ [Elementary School](#)- It's all about me workbook
- ◆ [IT All About Me Workbook \(3rd-12th grade\)](#)
- ◆ [Its All About Me- Workbook \(5th-12th grade\)](#)

Reflect: Reflect on this process and add a reflection about how you will use the resources you completed with your student to help them lead or participate more fully in their IEP when we return to school. Or if more applicable reflect on how your student could use one of these resources to help them transition to life beyond school
*Turn in the resource you completed with your student.

Part Five: Virtual Resource Folder- Due May 13th

Family/School Resource Folder (25 points): Providing the parents of your students with disabilities with relevant and accurate information about available services and their rights is an important aspect of being a teacher.

- Select transition groups relevant to your student; TK-K to 1st, Elementary to Middle School, Middle to High School, High School to 18-22 Program, 18-22 to Adulthood, High School to Adulthood
- Provided the parents of your students with disabilities-Relevant and accurate information about available services and supports (regional center, DOR, [EYE to EYE](#), [Job Corp](#), [Autism Tree](#) etc., other transition or disability support services that maybe useful to the family)
- **Create a Parental and student's rights "cheat sheet" on procedural safeguards for the target audience that pertain to disability transition rights**
- For the resources you provide-List the name of the organization or person including contact information; a brief overview of the supports/services provided; and a rationale for choosing the resource. Be sure all the resources you provide complement your student's MAPs or PATH process and be sure to include the following:
 - Family support services-
 - Mental health/behavioral support services
 - Disability-specific information/supports;
 - Programs/supports specifically for students
- Please make this easy to read/navigate and visually appealing and be sure to provide the resources in their home language.



Share Out- May 20th - 4:45-5:45

You will present the highlights of your work with your student as well as your virtual resource folder to a small group of your peers who work with similar age groups. We will use “zoom breakout rooms,” for your share outs. I will provide a google folder you can upload your virtual resources to so we can all share with each other.

Happy Hour- 5:45-6:15 This will be followed by an optional zoom “happy hour” to share our collective insights about this process and our joy in each other’s wisdom.

