


Person-Centered Planning Practices

April, 2025

Dr. Stacie Hutchison



The background is a solid blue color. On the left side, there are abstract, flowing shapes in lighter shades of blue and green. A thin, vertical green line is positioned to the left of the text.

What is PCP?

PCP involves determining:

- What's important to the person
- What's important for the person



Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

WHAT ACTIVITIES SUPPORT SUCCESSFUL TRANSITIONS?

Charting the LifeCourse Tools

- Free
- Editable
- Versatility
- Structure

Tools from the individual's perspective.

Tools from the family perspective.



Tools for exploring what's available now.

Tools for planning for the future.

**“All people
have the
right to live,
love, work,
play and
pursue their
own life
aspirations.”**

–CtLC Core Belief



EXPLORING LIFE DOMAINS



Daily Life &
Employment



Community Living



Advocacy &
Engagement



Safety & Security



Social & Spirituality



Healthy Living

Charting the LifeCourse





LIFE DOMAIN VISION TOOL | PERSON CENTERED

Name of Person Completing: _____ Date: _____

On Behalf of: _____

LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FUTURE	PRIORITY
	Daily Life & Employment: What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like?		
	Community Living: Where would I like to live in my adult life? Will I live alone or with someone else?		



LIFE DOMAIN VISION TOOL | FAMILY PERSPECTIVE

Name of Person Completing: _____ Date: _____

On Behalf of: _____

LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FAMILY MEMBER'S FUTURE	PRIORITY
	Daily Life & Employment: What do I think my family member will do during the day in their adult life? What kind of job or career might they want?		
	Community Living: Where and with whom do I think my family member will live in their adult life?		

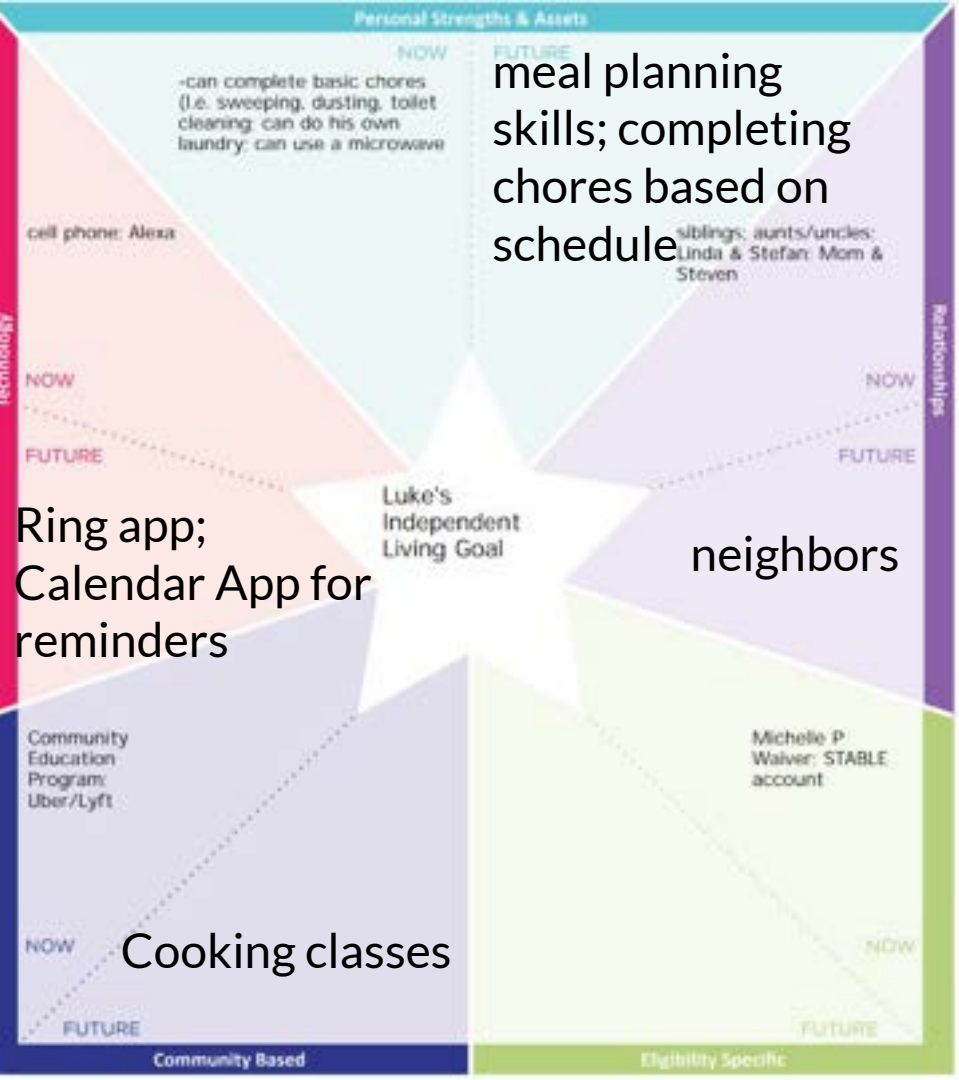
Life Domain Vision Tool

- Tools for both the individual and their families
- Aids in forming a vision for the future in a full, quality life.
- How can we narrow down what life domain(s) to focus on right now?

Personal Example: Exploring



Personal Example: Planning





Job Application	
Personal Info	
Name	_____
Address	_____
City	_____
State	_____
Zip	_____
Education	
School	_____
Grade	_____
Experience	
Job	_____
Company	_____
Start Date	_____
End Date	_____

Complete Job Applications



Practice Interviewing



Get a Bank Account

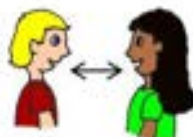


Play Video Games



Don't Ask for Help

Vision for What I Want



Talk with Others



Concert Tickets



Walk to Work



Wear a Uniform

What I Don't Want



Be Broke



Be Alone



Ride with Mom



- Smiling at girls in the hallway
- Having good hygiene

- Only talking about my favorite things
- Not talking to girls at school

Vision for What I Want

- A girlfriend to:
 - Go on dates with
 - Take pictures with
 - Text with me

What I Don't Want

- A girlfriend who:
 - Doesn't want to hang out with me
 - Is grumpy
- Being lonely

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**What have
we done
with it?**

Special Education Regional Technical Assistance Centers



OSEEL

Office of Special Education & Early Learning

County and Independent School Districts

County School Districts - 120
Independent School Districts - 32



Since November, 2023:

- 8 PL sessions in 5 SERTACs
- 3 conferences
- 1 month-long training for students, “parent” and teacher triads



Through OSEEL ARP Funding:

- Triads of stakeholders
- Intentional and scaffolded self-determination skill development
- Networking and resource discovery
- Autistic college student interns

STEP Program





Dear Kyle

This summer I am talking about my future. You are very important to



Master Schedule



MAPPING RELATIONSHIPS

CARING ABOUT	Who serves in this role now?	Looking Ahead	Next Steps
Shares Love, Affection and Trust	Emily, Kyle, Abby Kristie, Memaw	Friends like Collin (same age)	Joining groups like Hive, Special Olympics, KAP
Spends Time and Creates Memories Together	Papa, Clubb, Alek, Taylor, Abby, Carson, Cassidy	Same-age friends (James)	Hive, Special Olympics church
Knows about Personal Interest, Traditions, Cultures	KK, Kristie, Emily	↓	↓
CARING FOR	Who serves in this role now?	Looking Ahead	Next Steps
Supports Day-to-Day Needs	KK, Emily, Kristie, Teachers, assistants	Kyle (spouses of daughters)	Education of those in circle
Ensures Material and Financial Needs are Met	KK	Begin to include Emily + Elizabeth more in this information	Check into trusts
Connects to Meaningful Relationships and Roles	Mostly w/ family	Increase relationships through church, Hive, Sp Olympics	
Advocates and Supports Life Decisions	KK,		

Time	Adults
9:00-9:15	Networking
9:15-11:00	Direct Instruction in Tools and Case Study Example
12:00-1:30	[Same as the students]
1:30-2:00	[Same as the students]
9:00-9:15	Networking
9:15-10:15	Guest Speaker
10:25-11:00	Q & A Session with the speaker or resource deep dive
12:00-1:30	[Same as the students]
1:30-2:00	[Same as the students]

Employment Making

Key Academy



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First Address

Community Program

Community Report

[Join Zoom Link](#)



This will help me show them [IEP team members] ‘Hey, she has a plan, now how can we make it happen? I’m ready now. I have a plan

–MSD Teacher in the GRREC Region



I am very excited and have already talked to administrators and the head of our department. I'm going to talk to our SPED teachers at a PLC because we have several kids that [PCP] will benefit - not just mine.

–MSD Teacher in the GRREC Region



I didn't realize how much he knew.
He has a voice and I need to do a
better job of listening to it.

–A STEP Project Parent



The most important thing I learned was that this is a process, not a product. This transition planning is constantly evolving and it really taught me to take a step back as a teacher and let the student facilitate their future and success. More specifically, my student, [NAME] has taught me more than anything. He inspires me to make sure every student regardless of their disability or communication differences has a voice. I always knew and presumed competence in [NAME], but he really encouraged me to take a look at things from a different perspective.

-A STEP Project Teacher



We don't have to be the ones speaking for the child. We need to let the student lead and we need to find a way to give them a voice in their own lives (AAC, picture supports, etc).

–A STEP Project Teacher



This was a great opportunity and I have learned so much more than I expected! Has definitely given me the tools to help my son live his best life, with and without us!

–A STEP Project Parent



What questions might I answer?

Dr. Stacie Hutchison

Special Education Consultant

Green River Regional Educational Cooperative

stacie.hutchison@grrec.org

