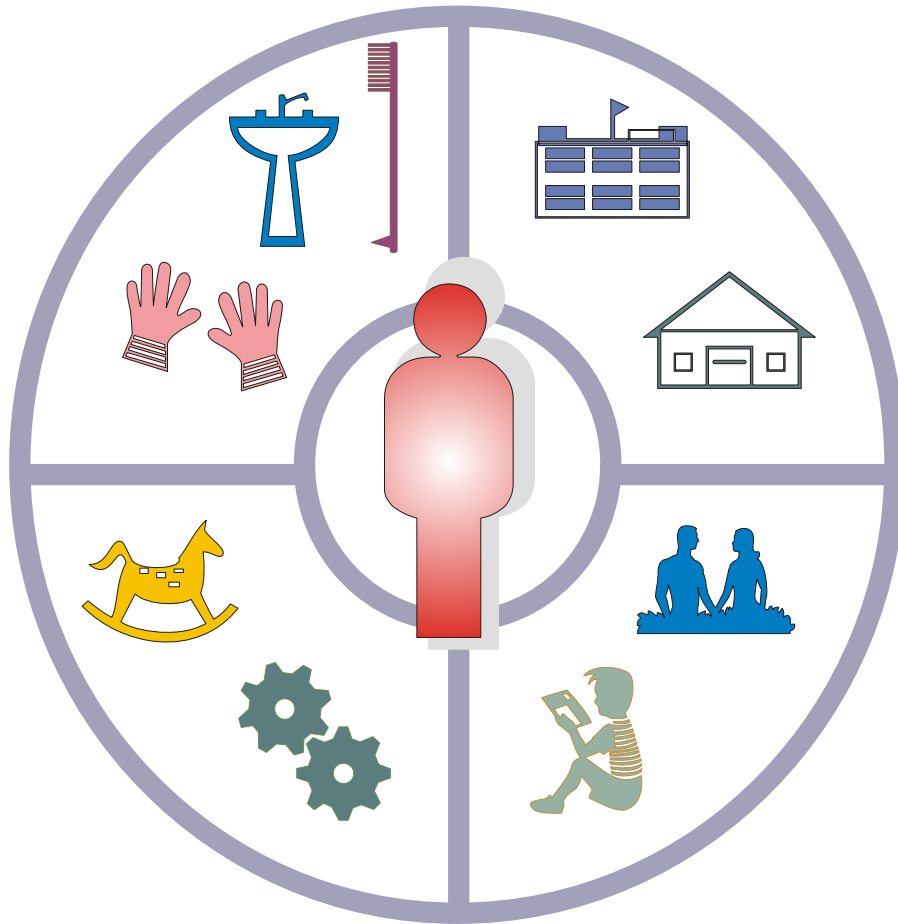


MAPS



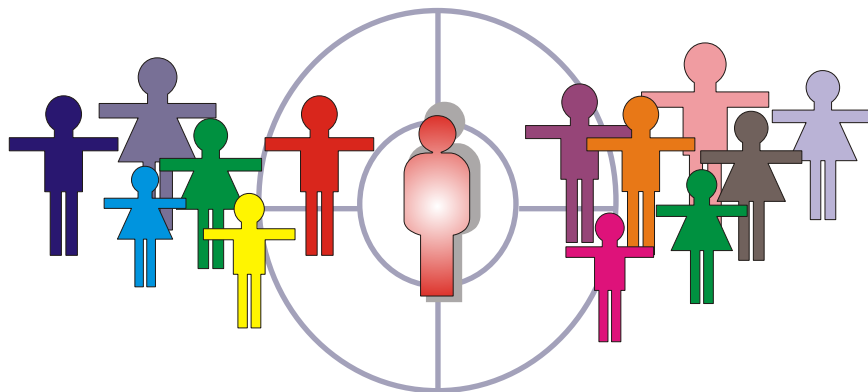
PLANNING FOR THE FUTURE OF A STUDENT WITH VISUAL AND HEARING IMPAIRMENTS

MAPs

PURPOSE

The purpose of this handout is to assist trainers, service providers and families in preparing for Making Action Plans (MAPs). Service providers can use the handout to guide discussion with families. These discussions are very important for both families and service providers to understand their roles and contributions to the MAPs process.

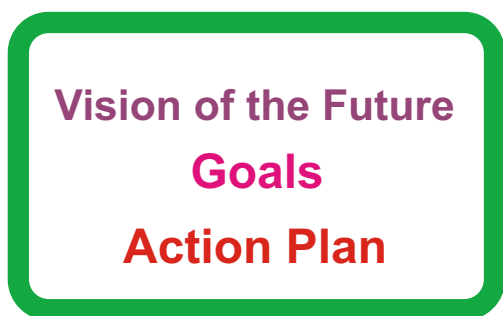
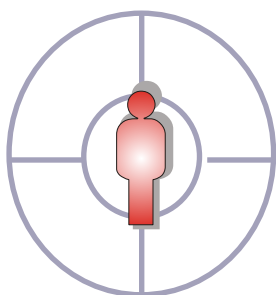
The entire handout, complete enough to be used for training service providers, does not need to be used with all families. Service providers should select the most appropriate pages needed for the discussion.





WHAT IS MAPs ?

This is a way to plan for the future of a student. In this planning process people who know and are interested on the student get together -- the family, the student, the educational team, classmates and members of the community.



Participation is voluntary.

Everyone in the meeting should want to share information.

The purpose of the meeting is to develop a shared vision for the student's future

Meeting participants share what they know about the student, as well as their dreams for the student's future and what they hope to avoid.

The results serve as a guide for the family, school and community; and help to improve the quality of the student's life.

MAPs The Group for the MAPs meeting



The family decides who they would like to have at the meeting.

This might include the following people:



- The student on whom the plan is centered



- Family members
- Friends and classmates of the student
- Close friends of the family



Important people from the school, who might be:



- The classroom Teacher
- The Instructional Assistant in the class
- Educational Specialist in vision impairments
- Educational Specialist in hearing loss
- Adapted Physical Education Teacher
- Speech and Language Therapist



Physical and Occupational Therapists:

Important people from other agencies who might be:



- Administrators and program coordinators from the Regional Center
- Therapists from California Childrens Services
- Any other therapist working with the student

Other people who know and care about the student



- A facilitator for the meeting



California Deaf-Blind Services facilitates this type of planning for students who have both a hearing loss and a vision impairment.

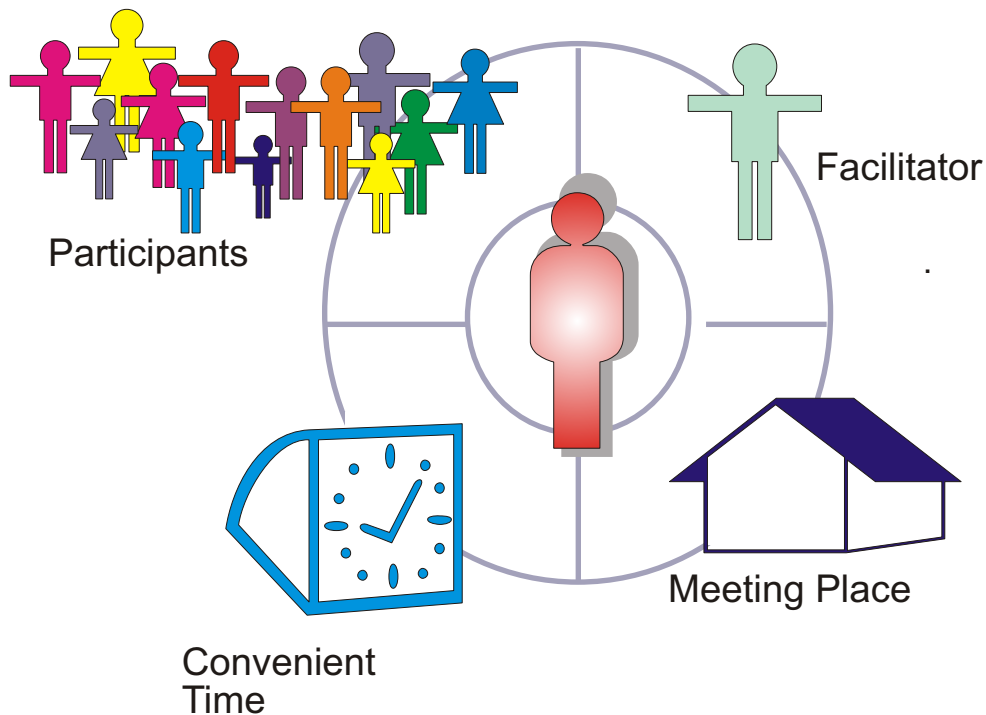
MAPs:

STEP ONE: PREPARING FOR MAPs' MEETING

1. Identify the facilitator

This person works with the family to identify who should attend and a convenient time and place for the meeting.

2. Invite the participants



MAPs:

STEP TWO: THE MEETING.

DESCRIBING THE STUDENT

At the meeting, participants describe the student. This description is composed of views from different areas of the student's life.

The facilitator records what participants share on a large piece of paper. This description will help the group shape a common vision for the student.

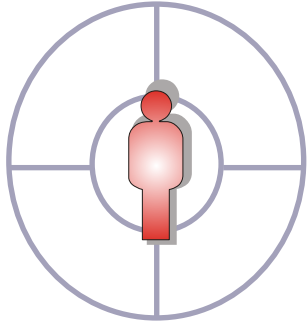
The description is composed of the following areas:



MAPs:

STEP THREE: DEVELOPING GOALS AND THE PLAN OF ACTION

1



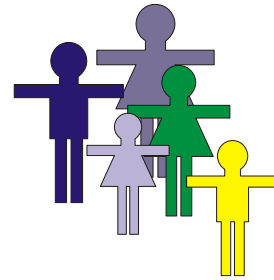
Goals:

How can we work towards the student's ideal day?
What things would allow this "vision" to happen?

2

Plan:

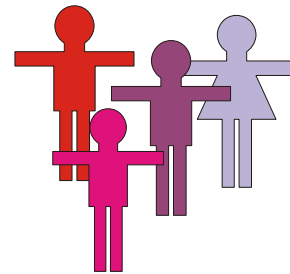
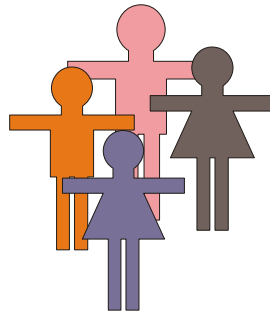
What needs to be in place to achieve goals?
What supports are needed?
Who can provide the support?
Who needs to follow through?



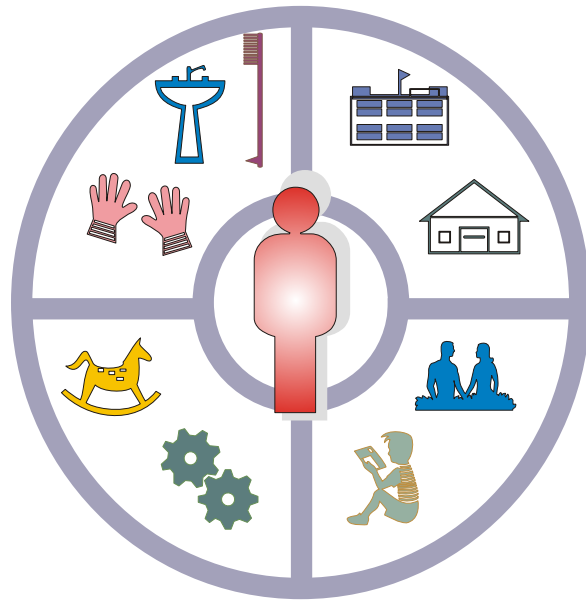
3

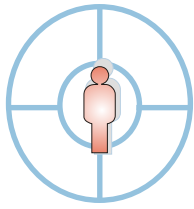
Follow up:

When do important people (the support team) need to meet again?



Examples of MAPs





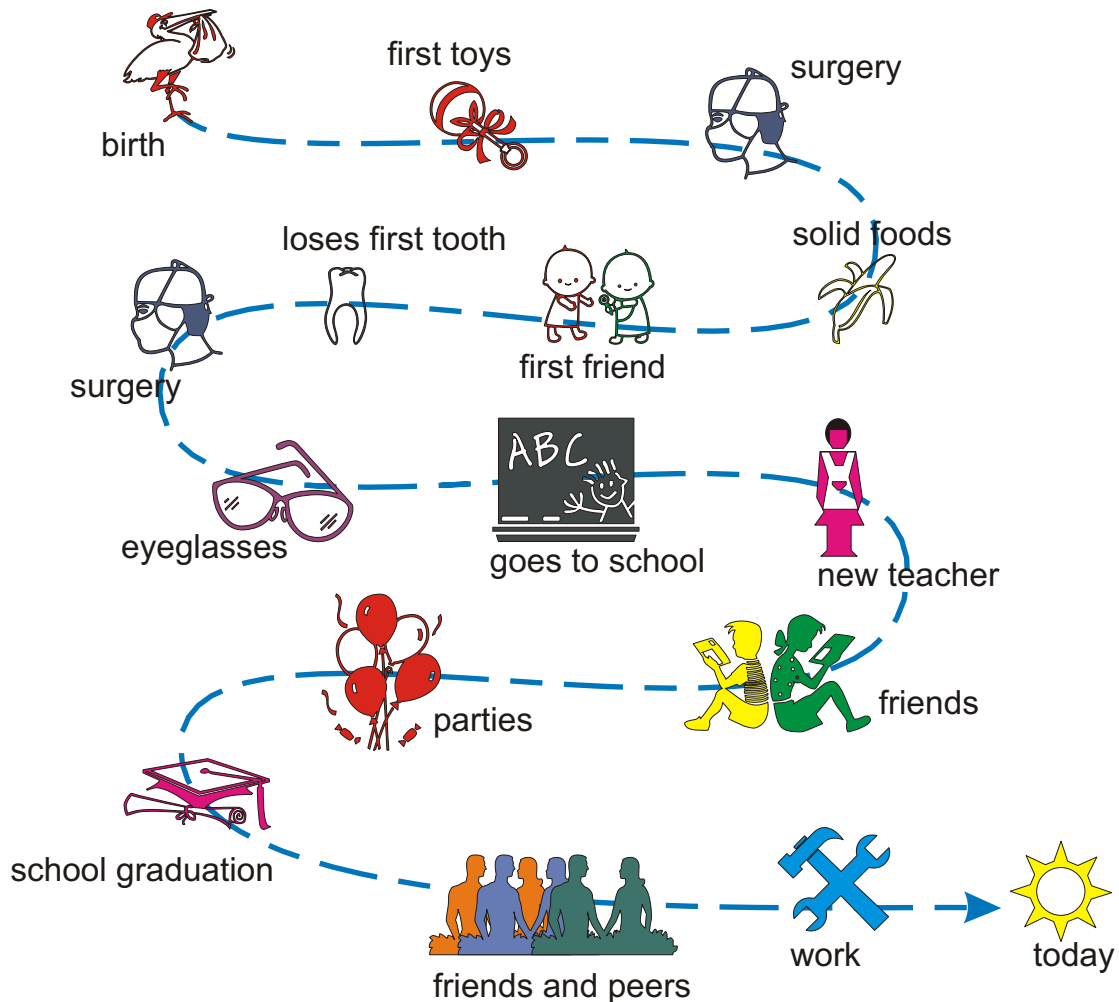
MAPs History

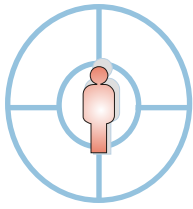


The student's history is recorded from birth and up to the day of the MAPs meeting. The whole group identifies main events in the student's life.

If the student has had previous MAPs, the earlier information is reviewed and new important events are added.

We are using the dotted blue line as a means to represent time from infancy to adulthood.





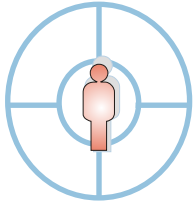
MAPs Strengths

2

In this example, a 10 year-old boy's strengths and talents have been listed. In this way, the participants can become familiar with favorite activities and positive characteristics of this student.



Prove medical predictions wrong
Physically strong
Good sense of humor
Great laugh
Optimist
Good problem solver
Goes up and down stairs
Quick learner
Affectionate
Makes his needs known
Flexible
Curious
Likes animals
Has good memory
Good swimmer
Great effort
Persistent
Uses his vision well



MAPS

Likes and Dislikes (I)

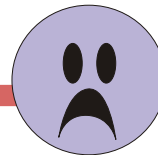


In this example of a 6 year-old child, the likes and dislikes are compared side by side.



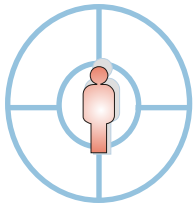
Likes

Grandma
Grandpa
Tickles, especially Grandpa's
Swings
Lights
Bright colors, especially
yellow
The big green chair
To be rocked
Wind
Vibrating toys
Hair dryer
Play with shaving cream
Having her back rubbed
Massage
Play shadows in strong sunlight
Routine
Brush her hands on the clothes
on hangers at the Mall
The ball pit



Dislikes

Sand
Some textures
Sharing the little wagon
To be restrained (e.g., like
when she is being fed)
Having her shirt on
Direct sunlight
Other people in her space
Things on her head
Change



MAPS

Likes and Dislikes (II)



In this example, a 14 year-old student's likes and dislikes are compared side by side.



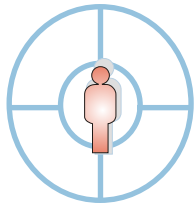
Likes

Stick his tongue out in the wind
Relate to people, communicate
Nintendo
New places
Swings
Videos
Friends
Skateboard
Ice Cream
Pizza
Taking baths
Ride in a car
Ride in a bicycle
Dance videos (Riverdance)
Loud music (vibration)
Grinding his teeth
Rough housing
Being hugged
Going to the park



Dislikes

Gets upset if not understood
Does not like to be restrained
Washing his teeth
Lettuce
Oranges
Long walks
Rough surfaces
Being barefoot on the grass
New routines
Wearing socks and shoes at home



MAPS

Dreams and Fears

4



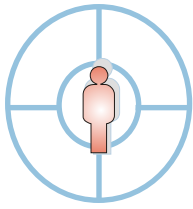
DREAMS

- Friends
- A school that responds to his needs and interests
- Learn to use the bathroom
- To eat independently
- A good classroom environment
- To use sign language
- To be happy



FEARS

- Who will take care of him when his parents die?
- Spending too much time at home without any activities
- No friends
- No relationships outside family
- Failing to communicate more effectively with more people
- Someone will take advantage of him



MAPs

An Ideal Day

5

In this example, we can see that 10 year old Anna will be actively involved in age appropriate and meaningful activities during the day. This vision helps her family, service providers, and friends to make these activities a reality.

- 6:30 Wake up and get up by herself
- 7:00 Choose her own breakfast
Choose her clothes and dress herself
- 8:30 Get on the bus school
- 9:00 a.m. - 2:30 p.m. :
General education class with peers
Reading, Math -appropriate to age
Hang out with friends during recess
Eat with her friends in cafeteria
Opportunities to make choices
Participate in sign class for peers
- 2:30 Get on bus

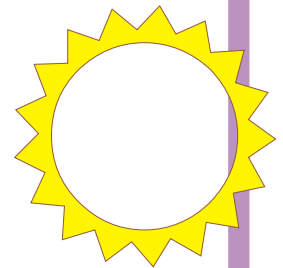
AFTER SCHOOL:

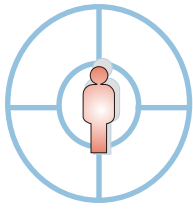
- Go shopping
- Choose leisure time activities with friends
- Ride in a bicycle
- Swim
- Once a week dance class with 1 to 1 support
- Get in trouble
- Go to the movies
- Play game on computer
- Go bowling
- Help around the house

AFTER DINNER

- Help with dishes
- Choose a leisure time activity with family
- Shower

- 9:00 p.m. Get ready for bed





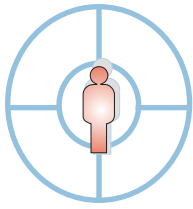
MAPs

6

Goals (short and long term)

1. Anna will interact with peers during recess and lunch times.
2. Anna will shower independently after swimming at school and at home.
3. Anna will participate in afternoon recreation activities such as dance, swimming, computer games.
4. Family will visit neighborhood school.
5. Anna will make choices between leisure activities (e.g., games to play).





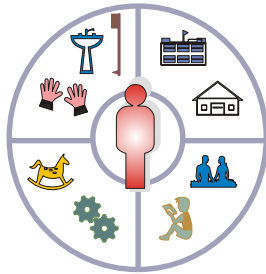
MAPs Action Plans

7

- 1** The teacher certified in the deaf and hard of hearing area will develop a notebook shared by the persons who interact with Anna. The notebook will illustrate signs for the vocabulary that Anna knows, as well as any words that she is learning.
- 2** This teacher will show the classmates, classroom teacher, the one-to-one assistant, and the family the new signs that Anna is learning.
- 3** Everyone who is involved with Anna will learn the signs to communicate with her.
- 4** Classmates will include Anna during recess activities.
- 5** Peers will participate with Anna during afterschool recreational activities.
- 6** The program coordinator will make a list of schools that the parents can observe.
- 7** The parents will visit the programs before the IEP for their daughter.



MAPas Bibliography



Forest, M., & Lusthaus, E. (1989). Promoting educational equality for all students: Circles and maps. In S. Stainback, W. Stainback, & M. Forest (Eds.), *Educating all students in the mainstream of regular education* (pp. 43-57). Baltimore: Paul H. Brookes Publishing Co.

Forest, M., & Pearpoint, P.C. (1992). Putting all kids on the map. *Educational Leadership*, 50(2), 26-31.

Vandercook, T., York, J., & Forest, M. (1989). The McGill Action Planning System (MAPS): A strategy for building the vision. *Journal of the Association for Persons with Severe Handicaps*, 14, 205-215.