

Helping Students Get Ready for What Comes Next...

3 Scenarios for supporting students
as they work towards their individual
post-school vision (goals)

C. Saur Revised (3/16/09)

What the heck is scenario planning ??

- Scenario planning [or **scenario thinking** or **scenario analysis**] is a strategic planning method that some organizations use to make flexible long-term plans. It is in large part an adaptation and generalization of classic methods used by military intelligence. The parallel to student-based transition thinking is for you to decide. But why not start with pictures of the end in mind?

Scenario-based planning: It's nothing new...

- *Decide on the key question to be answered by the analysis*
- *Identify major stakeholders*
- *Map basic trends and driving forces*
- *Find key uncertainties*
- *Check for the possibility to group the linked forces*

Scenario-based planning...

- *Define the scenarios*
- *Write out the scenarios*
- *Assess the scenarios*
- *Identify research (information) needs*
- *Develop quantitative (measures) methods*
- *Converge towards decision scenarios*

Getting started:

WITH THE STUDENT'S POST-SCHOOL VISION IN MIND...




Future in mind:

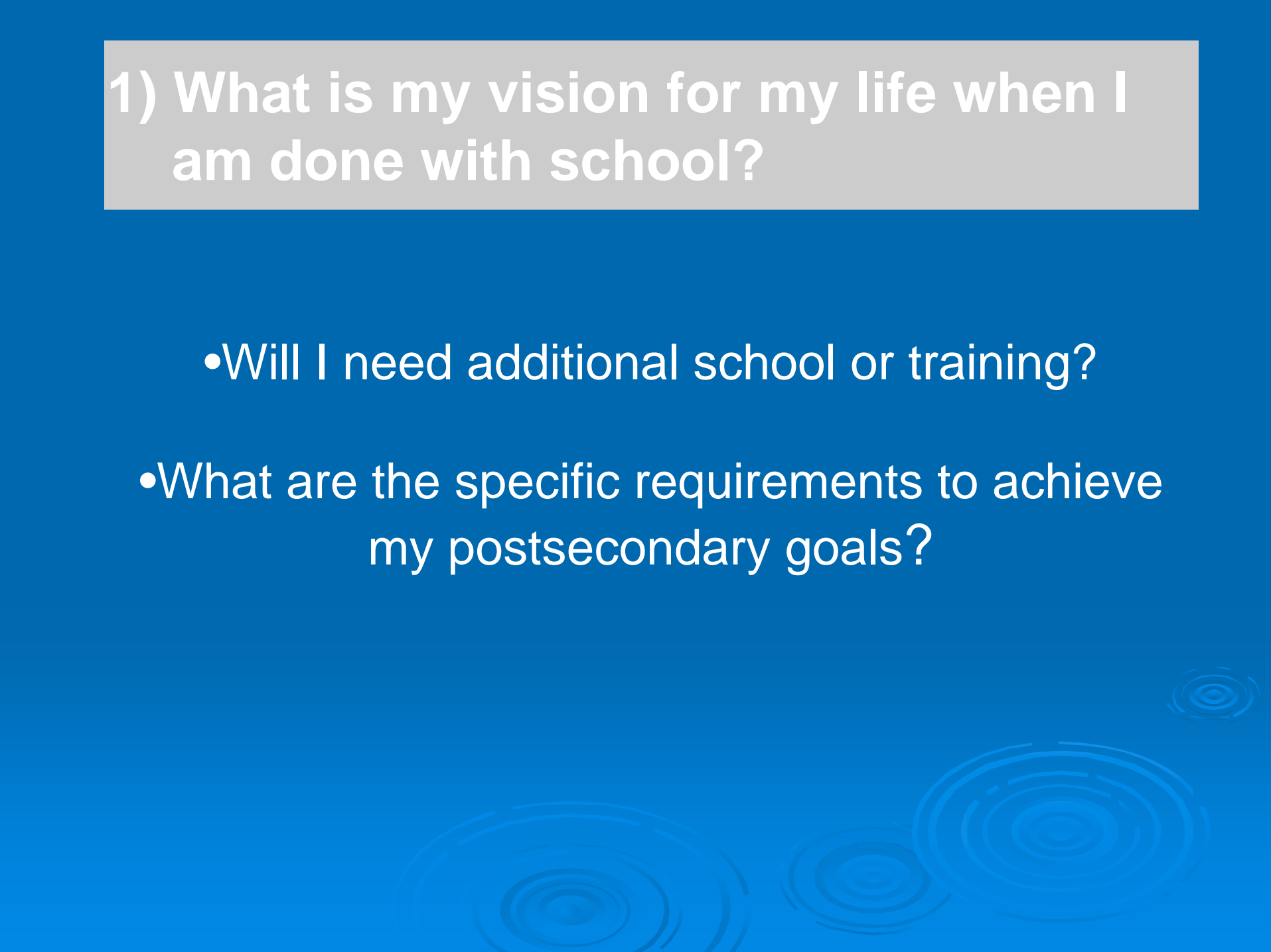
STUDENT-FOCUSED IEP AGENDA




1) What is my vision for my life when I am done with school?

- Where and how am I going to live?
 - What job or career am I going to have?
 - How will I become part of the community?
- 

1) What is my vision for my life when I am done with school?

- Will I need additional school or training?
 - What are the specific requirements to achieve my postsecondary goals?
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2)Where am I now relative to my vision of my life after I leave school?


- How are my current academic skills?
 - How are my functional (including vocational) skills?
 - Do I have and use the accommodations I need?
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2) Where am I now relative to my vision of my life after I leave school?


- Have the accommodations from my previous IEP been helpful?
- How can I make my vision of postsecondary life clearer?




3) How will I achieve my postsecondary vision?

- What do I need to learn to reach my vision?
 - What course(s) of study should I take in school that will move me closer to my vision? Where can I learn about this?
 - What credits do I need?
- 


3) How will I achieve my postsecondary vision?

- Will I need a diploma to achieve my vision?
 - What skills do I need to reach my vision, according to the assessment I've taken?
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3. How will I achieve my postsecondary vision?

- Are my course(s) of study (school classes/programs listed in my EDP) aligned with my vision of my postsecondary life?
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3. How will I achieve my postsecondary vision?

- What other (i.e. transition) services will help me reach my vision? Am I connected with people/agencies who can help me reach my vision?
 - Has the point I will be ready to leave school been identified?
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4) What will I learn this year that will move me toward my vision?

- Is my EDP up to date and reflective of what I need this year?
- What are my annual goals/objectives, and will they help me reach my vision?



CHART 1: Statewide Data



Inquiry Into Our Alignment of:

- **Education Development Plan (EDP)
and**
- **Individualized Education Program (IEP)
with the**
- **Student's Post-school Vision (goals)**

Student's Vision
/goals:
Auto Related

Problems in
Math or Reading
(LD category?)

**Ex: Machine
operator/
Drafting**
***Specific
Requirements
For
Achieving
Vision***

- Diploma
- College
- Job and Work
experience
- Adult life

EDP:
HS Course(s)
of study
*To meet specific
requirements
needed
to achieve the
student's vision*

Transition IEP:
Accommodations
Supports*
Services
Specific Transition
Planning
*•To assure student
meets course of study
requirements*

**(universal, targeted
and intensive)*

Student Vision /goals:
Auto Related

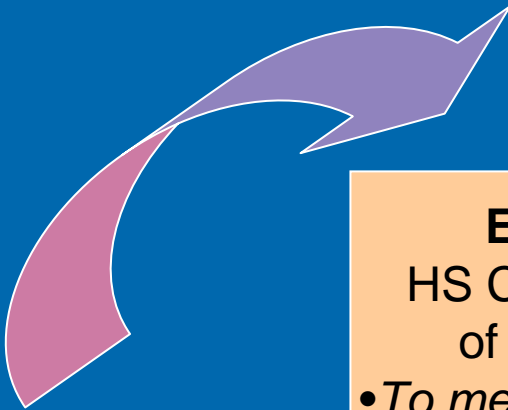
More severe problems
in Math or Reading
(LD or other category?)

EDP:
HS Courses
of study
• *To meet specific
requirements
needed
to achieve the
student's vision*
• *Diploma
required and
capacity
to achieve
determined*

**Ex: Auto Body
Specific
Requirements
For
Achieving
Vision**
• Diploma
• Independent
Living Skills
• College/Training
• Job and Work
Experience

Transition IEP:
Accommodations
Supports (RTI)
Services
Specific Transition
Planning
• *Documentation of
attempts to support,
AND lack of progress
in helping
student to meet
MMC/Requirements*

LEA supports/
Personal
Curriculum?



Student Vision
/goals:
Auto Related

High level of need
for support
(CI category?)

Transition IEP:
Accommodations
Supports
Services

Broad-based
Transition planning
(PCP/with intensive
Community
supports)

- Documentation of
anticipated end
point of instruction
based on defined
readiness

EDP:
Defined Learning
Experiences

- *To meet
requirements
needed
to achieve the
student's vision*
- Point of exit
defined by
acquisition of
essential skills
/transition goals

**Ex: Work at
Quick Lube**
***Specific
Requirements
For
Achieving
Vision***

- Diploma not
an option
- Curriculum based
on student
needs
- Independent
Living Skills
- Job and Work
experience
- Community
supports