

# Facilitator Guide

## Class 8: Drafting Your Person-Driven Plan



# Class 8

## Drafting Your Person-Driven Plan











### Objectives

- Complete a full draft of your Person Driven Plan including the following components
  - Strengths
  - What is needed to be successful
  - Who should attend the meeting
  - Dream job / How to engage in the community
  - Spending time with family and friends
  - Three goals
  - Resources and people to help me with my goals



### Materials Needed

- Student workbooks (electronic or hard copy depending on the student's need)

Icon Legend		Allow extra time for people who use augmentative communication		Walk around and make sure participants are prepared to share. Provide support if needed
		Encourage participants to speak for themselves, but utilize support from a peer or support person as needed for success		Use speech to text technology (and other Assistive Technology) as needed for writing
		Read the slide out loud		Provide support to share answers and ideas
		Project the discussion questions on the slide show for all to read and leave them up during the discussion		Give the choice to write or draw
		Make sure there is someone available to scribe for those who need support writing		Use a scaffolding structure*

# Class 8

## Drafting Your Person-Driven Plan

### Slide #2

#### Time Estimation: 5 min

Ask participants to open their workbook to the big idea page from last week. Ask them to review what they wrote and share with people at their table.

**Recap:  
Last Week's  
Big Ideas**

*Open your workbook to the big ideas you wanted to remember from last week.*

Take a moment to reflect and talk to those around you.

2 speakup

### Slide #3

#### Time Estimation: 5 min

Have them turn to page 36 in their workbooks and brainstorm how they want their Person-Driven Plan to create changes in their lives.

This should be a quick brainstorm to get them reflecting and thinking about the goals they created previously.

**Why are We  
Creating a  
Person-Driven  
Plan?**

*Some people want their Person-Driven Plan to:*

- Increase opportunities for participation in the community
- Recognize individual desires, interests, and dreams
- Develop a plan to turn dreams into reality

*How do you want to use Person-Driven Planning to change your life?*

3 speakup

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## Drafting Your Person-Driven Plan

### Slide #4

#### Time Estimation: 15 min

Ask them to think about a format they would like to use to share their Person-Driven Plan.


Watch the example video of Nick Harmon sharing his Person-Driven Plan.


**Drafting Your Person-Driven Plan** 



*At the end of this class we will be presenting our Person-Driven Plans to each other to practice leading and to get feedback from our peers.*

How do you want to share your plan?

- Powerpoint/Slideshow
- Graphic Organizer
- Poster Presentation
- Another way?

  
Video Link: [https://www.youtube.com/watch?v=...](#)

4 

### Slide #5

#### Time Estimation: 5 min

Let them know that they are going to watch a 3 minute video where self advocates remind us of the power of our voice.

Watch the video and ask for responses and thoughts.

**A Reminder of the Power of Leading your Own Life** 

  
Video Link: [https://youtu.be/5KXU9F5D2\\_g](https://youtu.be/5KXU9F5D2_g)

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## Drafting Your Person-Driven Plan

### Slide #6

#### Time Estimation: 5 min

Go over the questions on slide 6 and ask them to spend 5 minutes talking about them with the people around them.



**Questions to Get us Thinking:**

- What makes a good day?
- What's working well in my life right now?
- What makes a bad day?
- What's not working well right now?
- What rituals and routines are important to me?
- Who are some important people in my life?
- What are important characteristics in people who support me?

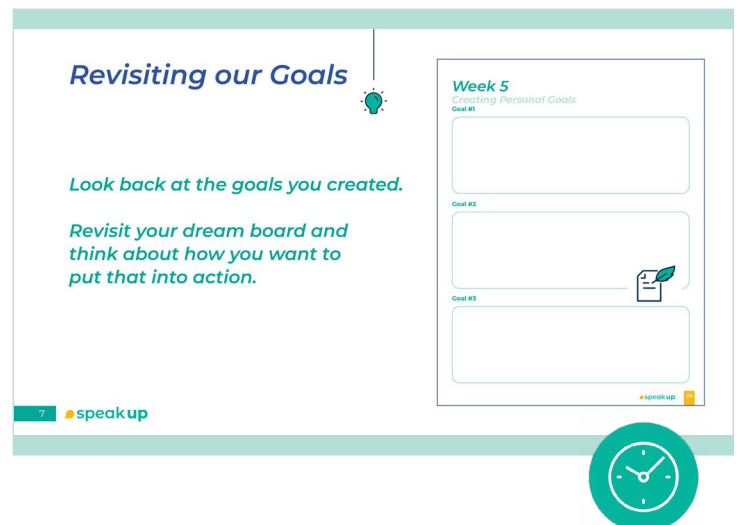
6 speakup

Decorative elements: A large question mark on a chalkboard background, a pair of white sneakers, and two circular icons at the bottom right: a blue circle with a pencil and a purple circle with a ladder.

### Slide #7

#### Time Estimation: 5 min

Ask them to pull up the goals they wrote and revisit them and share whole or small group.



**Revisiting our Goals**

*Look back at the goals you created.*

*Revisit your dream board and think about how you want to put that into action.*

7 speakup

Decorative elements: A lightbulb icon, a clock icon at the bottom right, and a goal-setting form titled "Week 5 Creating Personal Goals" with three goal boxes (Goal #1, Goal #2, Goal #3) and a small icon of a document with a leaf.

# Class 8

## Drafting Your Person-Driven Plan

### Slide #8-11

#### Time Estimation: 10 min

Using the graphics and examples on the slides go over the idea of having a big goal and taking the steps to accomplish that goal.

The first example on slide 8 shares an example from ADAPT and will ask participants to think back to the week where they learned about disability rights.

Slide 9 and 10 have them taking a look at the examples of individuals working to accomplish a goal.

**Let's Look at Some Examples of Goals That Were Accomplished**

The Big Goal → The commitment or purpose of the person or organization.

- Remember ADAPT wanted civil rights for people with disabilities.
- They had to choose an action to get started.
- They chose accessible buses.
- What actions did they take?
- What did they accomplish?
- Did this lead to civil rights for people with disabilities?
- What did achieving this goal mean to their efforts?

← One Goal  
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?



8 • speakup

**Let's Look at Some Examples of Goals That Were Accomplished**

The Big Goal → The commitment or purpose of the person or organization.

- Callie wanted to get healthy.
- She had to choose an action to get started.
- She chose going to see a nutritionist.
- What actions did she take?
- What did she accomplish?
- Did this lead to getting healthy?
- What did achieving this goal mean to her efforts?

← One Goal  
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?



9 • speakup

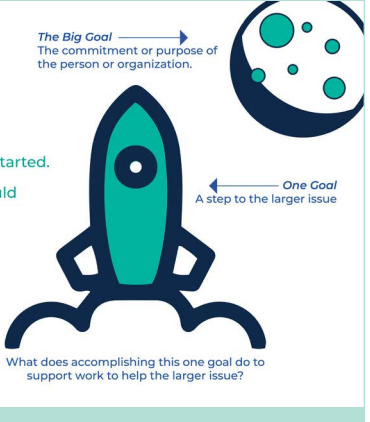
**Let's Look at Some Examples of Goals That Were Accomplished**

The Big Goal → The commitment or purpose of the person or organization.

- Caitlin wanted to learn to drive.
- She had to choose an action to get started.
- She chose entering a study that would monitor and regulate her epilepsy.
- What actions did she take?
- What did she accomplish?
- Did this lead to driving?
- What did achieving this goal mean to her efforts?

← One Goal  
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?



10 • speakup

Slide 11 asks participants to think about how they will take action on their own goals.

Go over all of these examples and on slide 11 ask them to take 5 minutes to brainstorm this for themselves.

**What are your Big Goals?**

The Big Goal → The commitment or purpose of the person or organization.

- What is a big goal you have?
- What action will you choose to get started?
- What actions will you take?
- What will you accomplish?
- What would this lead to?
- What would achieving this goal mean to your efforts?

← One Goal  
A step to the larger issue

What does accomplishing this one goal do to support work to help the larger issue?



11 • speakup

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## Drafting Your Person-Driven Plan

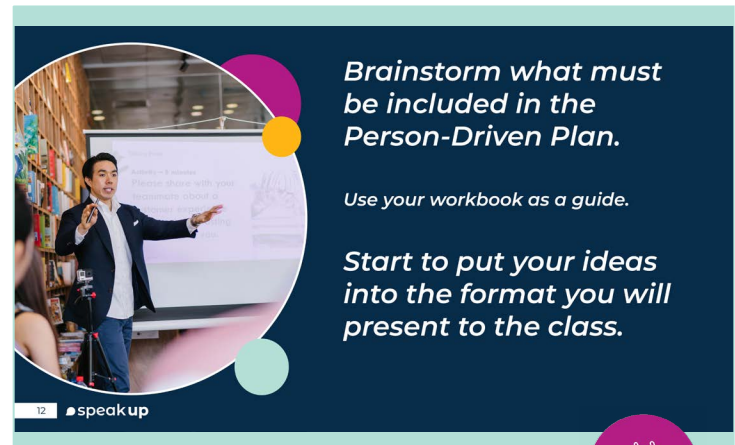
### Slide #12

#### Time Estimation: 60 min

Explain to participants that you will be spending the next hour brainstorming the ideas for your Person-Driven Plan and starting to put it into the format you would like to present.

Remind participants to go over the goals they have written and reflect back on what they have learned over the course of your time together.

Be sure to help participants so they can be successful.



**Brainstorm what must be included in the Person-Driven Plan.**

Use your workbook as a guide.

**Start to put your ideas into the format you will present to the class.**

12 speakup

The slide features a circular inset image of a man in a suit pointing at a presentation screen in a library setting. The screen displays text: "What do I want to remember? Write at least three big ideas in your workbook." The slide is decorated with colorful circles in shades of pink, yellow, and teal.



### Slide #13

#### Time Estimation: 5 min

Ask them to talk about key ideas that were discussed today and record them in their workbook. Let them know they can write anything they want to remember.



**Big Ideas From Today**

**What Do I Want to Remember?**

Write at least three big ideas in your workbook.

Add details that will help you remember important information.

13 speakup

The slide features a central image of a glowing lightbulb. The text is arranged to the left of the lightbulb. The slide is decorated with colorful circles in shades of teal, pink, and yellow. At the bottom, there are two circular icons: a teal one with a lightbulb and a pink one with a notepad and pencil.