



Across the Tracks with the Transition Programme

ASSISTENCE O.P.S.

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Across the Tracks with the Transition Programme
Asistence, o. p. s. Transition Programme Methodology

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Introduction

Dear Readers,

As you take our methodology in your hands, we would like to thank you for giving it your time and attention. We hope this reading experience will interest and inspire you!



We wrote these pages with joy because we see that our work is useful to the people it is intended to help. They are enthusiastic about life, about dreaming up plans and implementing them, even though they have been fated with – aside from deep human qualities – disabilities. We also principally thank them, these courageous participants of the Transition Programme (TP). Our thanks also go to our whole organisation, to all of the staff who make this work possible and to our “teachers”, i.e. initially the lecturers and supervisors from the JDC and the Dezider Galský Educational Institute, later European experts who visited the Czech Republic thanks to the QUIP and Rytmus educational organisations, and now our project partner, Soňa Holúbková. The foundation for our work is John O’Brien and his work, which shapes our ideas, creative approach to work and kind approach to other people.

John O’Brien’s concept of person-centred planning captured our attention because it respects the uniqueness of each person, their dreams, wishes and values and brings them in line with regular, everyday life. The fundamental idea behind person-centred planning is that each person has their own potential, which we can help them discover and use, both for themselves as well as for those around them.

Person-centred planning, which we will explore in the ensuing pages, enables us to define and view a person’s dreams, plans and goals, the steps leading to them, and the support those steps require. It also provides us with an opportunity to create and record these steps in an understandable way with the help of their loved ones in a way that makes the person the architect and centre of the entire process.

The main idea of our work is to support people who seek our guidance in living to a high standard and in a meaningful way and in harmony with themselves, their loved ones and their surroundings. We believe that through their active approach to life, they contribute to mutual understanding and respect in society. One of the starting points of person-centred planning is the assumption that each person – first and foremost themselves, secondarily their loved ones – knows best what they need. We base our cooperation on this fact and on strengthening the responsibility of the individual and of those around them. This work strives to encourage all participants to adopt a creative approach in resolving situations in life, forming lifelong visions and specific goals and taking daily steps towards them.

Through this methodology, we seek to share our experience from the Transition Programme, which, as we have seen, is in line with the essential principles of person-centred planning (PCP). We will present examples of tools that have helped us, cognizant that the best tools are often developed by the individual, and definitely chosen by the individual, according to their disposition, specific situation and circumstances.

We wish you success on your journey to make dreams a reality.

The Transition Programme Assistance Team

Signpost

This signpost section will show you where to go and what, where and how to search and find in the methodology that you hold in your hands. It describes the structure of the methodology, thus serving as a basic navigational tool showing you how to work with the methodology, and also provides insight into the background of the methodology – the visions on which it stands and the goals it sets.

The main purpose of the methodology is to share the values and approach of PCP, which include using imagination, discovering and leveraging one's own potential to resolve various situations and trying and creatively applying specific PCP tools, which may inspire those around you. In any case, there is always room for your own interpretation of PCP.

PCP gives each participant the opportunity to adopt their own active role in the application of specific tools, whether they are a social, educational or other professional, a student, service user, family member of a user, friend or curious reader. The fact that you hold this methodology in your hands means that it is intended for you, too.

The methodology is divided into sections according to a PCP tool called Path. The development of the methodology followed a path as well and included a vision, which determined the methodology concept and format, and the goals, which are: to present the PCP method, facilitate an easy use of the method, motivate you to try out, use and perhaps even develop PCP tools, inspire you to adopt a positive and non-judgemental approach and share experience gathered from the very beginning of use of PCP tools in the Transition Programme and in our work.

The methodology developed through the Transition Programme, a service that helps disadvantaged people in transition from one stage of life to another. Over the long-term, our organisation has focused the Transition Programme on the path of people with physical and combined disabilities from school onward, whether to work, independent living or a community. The Transition Programme is therefore used mostly by secondary school students.

Each chapter, as steps leading to the attainment of the stated goals, is based on the current situation – our initial experience with the PCP method in the Transition Programme. The first step is the chapter entitled We're in this Together, which points out the benefits of the PCP method, the guide's role in the use of specific tools and the suitability of applying the tools in various situations.

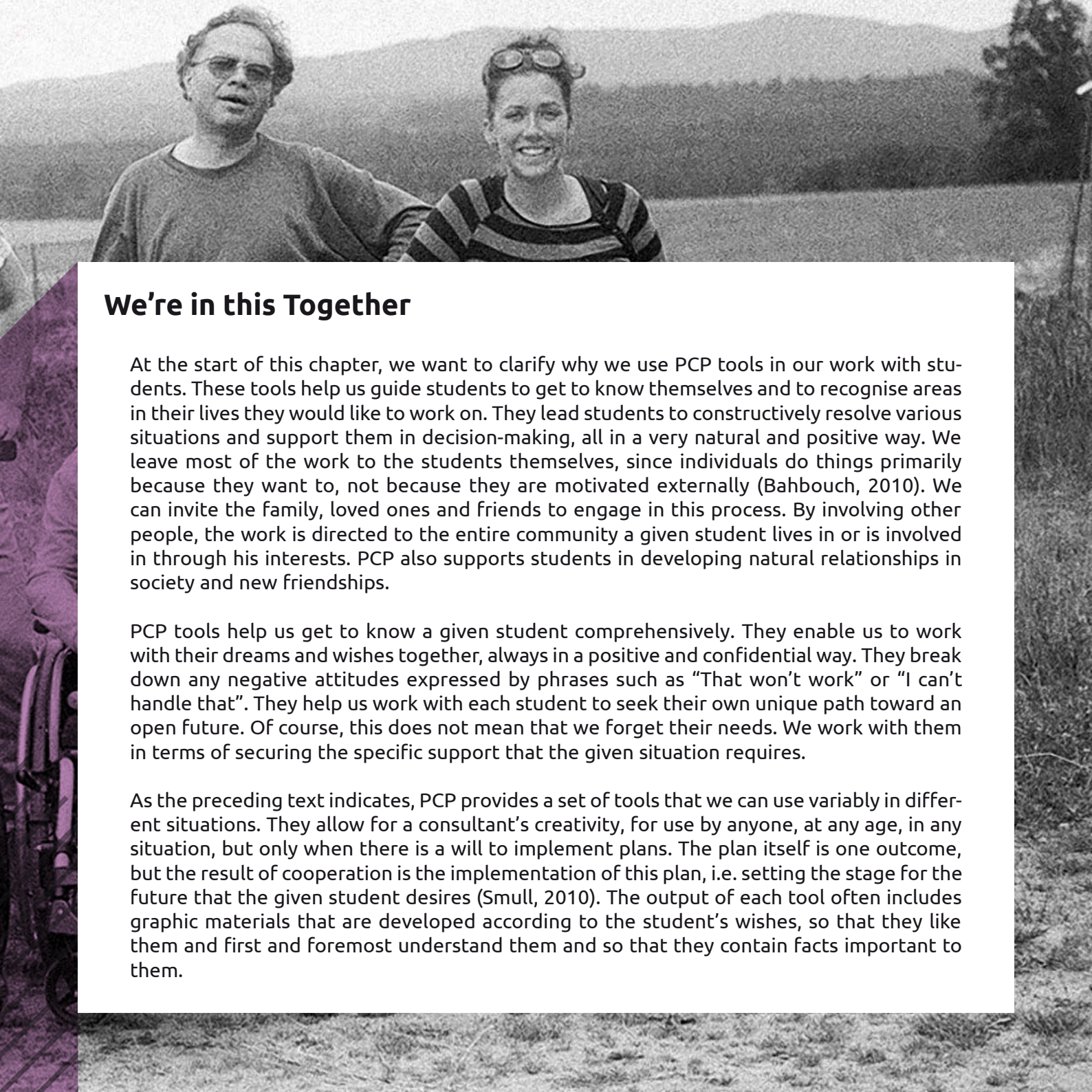
The next chapter is Into the World Together, a section dedicated to support and how best to secure it, where to look for sources and how to prepare them so that students are able to realise their plans and dreams. At the end of this chapter there is a practical example of how to organise it all.

Kaleidoscope of Options presents specific tools, combinations of tools and discovering ways of weaving them together, which is a creative process. You will read about how specific tools work and find inspiration to help record dreams, develop goals and steps to attaining goals. The tools are presented in a way that students we work with in the Transition Programme would describe them.

The final chapter entitled Path Diaries will give you a glimpse of how students, consultants and other participants use PCP in real-life situations, and an understanding of our experience with this method. Bon voyage!



„If you want to have something in your life that you have never had before, you have to do something you have never done before.“ Seneca



We're in this Together

At the start of this chapter, we want to clarify why we use PCP tools in our work with students. These tools help us guide students to get to know themselves and to recognise areas in their lives they would like to work on. They lead students to constructively resolve various situations and support them in decision-making, all in a very natural and positive way. We leave most of the work to the students themselves, since individuals do things primarily because they want to, not because they are motivated externally (Bahbouch, 2010). We can invite the family, loved ones and friends to engage in this process. By involving other people, the work is directed to the entire community a given student lives in or is involved in through his interests. PCP also supports students in developing natural relationships in society and new friendships.

PCP tools help us get to know a given student comprehensively. They enable us to work with their dreams and wishes together, always in a positive and confidential way. They break down any negative attitudes expressed by phrases such as "That won't work" or "I can't handle that". They help us work with each student to seek their own unique path toward an open future. Of course, this does not mean that we forget their needs. We work with them in terms of securing the specific support that the given situation requires.

As the preceding text indicates, PCP provides a set of tools that we can use variably in different situations. They allow for a consultant's creativity, for use by anyone, at any age, in any situation, but only when there is a will to implement plans. The plan itself is one outcome, but the result of cooperation is the implementation of this plan, i.e. setting the stage for the future that the given student desires (Smull, 2010). The output of each tool often includes graphic materials that are developed according to the student's wishes, so that they like them and first and foremost understand them and so that they contain facts important to them.

How and When Can PCP Tools Help Us?

In this chapter, we present several areas in which we commonly use PCP tools – as a source of inspiration, not as a manual. As we indicated above, these tools offer many options, but even we needed some structure at the outset to help us navigate through them. That’s why we present an overview based on our experience here.

You can find more detailed descriptions of each tool and its use in the chapters **Kaleidoscope of Options** and **Path Diaries**.

» Self-awareness development tools

These tools allow students to think about themselves, understand their strengths and needs and learn to work with them. Students realise what they want, what their dreams are, what their existing situation is and what they like and don’t like about their current lives. Working with tools helps students develop a positive self-image and believe in themselves and motivates them to develop their strengths in a targeted way.

The tools can also help parents better understand their children or help peers better understand their friend, etc. On one hand, specifically developed graphic materials provide a source of information about the student and can serve as a way to share this information with others. This is especially true when the student isn’t able to express what kind of support they need by themselves. On the other hand, the student grows their understanding about themselves and can better present themselves.

Self-awareness development tools include e.g.:

- **MY DREAMS**
- **MY STRENGTHS**
- **ONE PAGE PROFILE**
- **WHAT IS IMPORTANT TO ME**
- **WHAT WORKS AND WHAT DOES NOT**
- **COMMUNICATION TABLE**
- **LIFE LINE**

» Tools to map the environment

Being part of a community or family and belonging somewhere is important to every one of us. The following tools map a student’s environment in this sense: the family members, friends, acquaintances and professionals they have around them, and the places that they visit and like. This process captures the student’s existing social network as well as the threads of relationships that may develop if we create opportunities.

- **CIRCLE OF RELATIONSHIPS**
- **MY PLACES**
- **PATH**
- **MAP**

» Tools focused on identifying desired changes, planning action steps and monitoring the efficacy of action steps

The following tools are intended to describe the existing situation, focusing on areas that are working well in their life as well as those that are not working and should be different. They lead students toward structured thinking, where they decide themselves what to do and how and if necessary, with whose help they want to achieve their goals in life. They provide feedback on activities that have already been implemented to help attain some of the student's goals and focus on planning how to move forward. Recognising existing obstacles and developing specific solutions to overcome them is part of the process. Small steps that the student has planned by themselves and implemented increase their self-confidence and experiencing success motivates them to keep working. They put their life back into their own hands.

- **WHAT IN MY LIFE WORKS AND WHAT DOES NOT**
- **CIRCLE OF RELATIONSHIPS**
- **4+1 QUESTIONS**
- **PATH**
- **ACTION PLAN**
- **COMMUNICATION TABLE**

The Role of the Consultant as a Guide in Person-centred Planning

As the role of the guide, or consultant in our environment, plays an important part in the PCP process, we will address it at several points in the methodology.

The core assumption underlying high-quality work is that there is a relationship that fully respects the student and his family. The consultant must maintain this approach – a mutual partnership – to ensure the student's active engagement. The consultant is a guide that gives the students room to express their ideas. They do not judge any idea because each idea may be important. By using open and encouraging questions and choosing suitable tools, the consultant guides the student to formulate their own goals and find ways of attaining them. Letting the student do the work increases motivation and, in line with the coaching equation of “work result = motivation × time”, the chances of better results increase (Bahbouh, 2010).

If the student cannot find a way to attain their wishes by themselves, we can encourage them by presenting options and waiting to see which the student likes and adopts as their own, or which they will use to find their own way. We can also suggest that they ask one of their trusted loved ones for advice.

We should pose open-ended questions that lead to the most specific responses possible (what happens where and how, who is involved, what it means to them) to facilitate better and more precise work with each dream or idea later. Sometimes it is useful to look at one issue from several different angles. This may lead the student, for example, to understand their parents, or why certain things are as they are, and set the stage more thoroughly for particular steps. Each person always does the best they can in a given situation but they can't always see all of the options.



It is important that the consultant understands their own potential and limits in their role as a guide for another person. The consultant should be able to work in a team. They should understand the values behind their attitudes. They should consider their own motivations and consciously work on their own professional and personal growth.

Our work with PCP tools is based on assumptions that we consider important and would like to address here. We believe that everyone, whether disabled or not, has the same basic needs and that we all want to have experiences that bring us autonomy and independence, a feeling of uniqueness and stability in life; experiences through which we feel love and acceptance in the relationships that we have in our families and community; experiences through which we continually grow and learn; experiences as fully-fledged members of society and the knowledge that we too contribute to a common goal in a valuable and unique way (O'Brien). It is on these foundations that we develop rules to guide our work.

The principles that guide our cooperative work in the Transition Programme are:

- Each of us is unique
- Partnership, respect
- Everyone has a right to their own ideas; every idea is important

- Every wish can be fulfilled; you just need to find a way to fulfil it
- Positive approach
- We create opportunities and look for options
- We renew and develop relationships
- Easy to understand (including graphic recording)
- We don't judge
- Everyone has the right to change their mind

What Other Benefits to Person-centred Planning Do We See?

PCP creates a safe environment for the student, in which they can express dreams about their future and ideas about their life. Through a positive self-awareness process the student gains self-confidence and forms an attitude towards life that enables them to believe that they shape their own future, and to do that.

It also creates a setting for the family. Using suitable techniques enables the family to better understand the dreams and desires of the focus family member and find an appropriate and reasonable way to engage in their future to an extent that corresponds with their expectations. By strengthening relationships in the community, PCP helps the family rid itself of fear about the focus family member and lets them make their own way in the world.

PCP also works with the broader community, involving it in the implementation of the specific student's plans. The community ensures the student has natural and stable support and it also becomes more responsible for the lives of community members.

PCP tools can also be used in situations where multiple experts work with one person. Students often go through therapy sessions and diverse activities with different experts that lead to varied goals. The tools can help a team of experts work with the focus person to think about what is important to them at the present time and what they want to work on now, and on that basis the team members can modify their work to complement each other and lead to a common goal.



A black and white photograph of a person wearing a striped shirt, walking through a dense area of foliage. The person is partially visible on the left side of the frame, with their back to the camera. The background is filled with various types of plants and trees, creating a textured, natural setting. The overall tone is serene and organic.

Into the World Together

We view support from family members, close friends and the student's community as one good way of better dealing with the obstacles that disabled students encounter as they grow into adults. In our Transition Programme, we work with secondary school students to plan their futures after they finish school. Undoubtedly this period in life is very complicated in itself. Most students are formally adults, but are still fully immersed in the process of becoming independent and forming their own identities. For disabled students, who want to live full lives like everyone else and do things that are meaningful to them, this process tends to be even more complicated because they encounter the obstacles mentioned above.

Retaining contact with the community from which they came, and to which they will probably return, during studies is even more important for the student if they leave their hometown or village to study. Many of our students live in halls of residence during the week, often for several years. They have the opportunity to work with many experts at school and the entire facility on areas such as self-sufficiency, communication and independence. If the family and entire community take part in planning the student's life during the entire duration of their studies, they have a chance to continually see how their family and community member is growing up and the new things they are learning and to actively support their new skills, even if only at weekends and holidays. That is why it is very important for the student to stay in contact with the community from which they came, and to which they will probably return, during their studies. The community thus also knows that they have not disappeared into the unknown, but are just studying in a different town and will return in a few years and will want to be an active member.

During joint planning sessions, the student and their family learn that they are not alone in their situation and as one mother once said: "Two heads are better than one." When more people get together, each with different knowledge, interests and personal relationship to the student and their family, the student and their family have the opportunity to see different views, gain more information and options for support, join forces and the will to take action. This gives the student more choices and lets them hold their life in their own hands.

The community also has much greater potential because it is not limited by defined boundaries, as is the case with professional services. It also provides a more personal approach. It is not a group of experts, but rather people who know the specific person as well as the environment in which they live together. We view that as the strength of individual communities.

Preparing for a Meeting with the Student

We consider group meetings as a suitable tool for working with the community and engaging it in the student's life. The session is prepared so that the student and those they invite feel at ease and safe.

Clear goal: Every meeting must have a clear goal which can be presented to the group in advance (for example, on the invitation) or at the beginning of the session. (*Where could Patrick have his vocational training and what tasks could he do during his vocational training so that it is useful to his future and so that he feels good there?*)

As meetings can be very personal for the student, we have found it beneficial to prepare the student well for the meeting. We formulate the objective of the session and plan its agenda with a sufficient lead-time. This gives the student an opportunity to thoroughly understand the objective of the meeting and the process. They can then competently decide whether or not they want to hold the meeting.

Before using some tools such as **PATH** and **MAP** (see the **Kaleidoscope of Options** chapter), we first work with tools that will later serve as background materials during the session. This is how we try to ensure an optimal course of the meeting. These include tools such as: **ONE PAGE PROFILE**, **MY DREAMS**, **COMMUNICATION TABLE**, etc. (see the Kaleidoscope of Options chapter). During preparations for a meeting, for example, we may find that the student is scared that their parents will still treat them as a small child during the meeting even though they are a young adult. To avoid that, we can suggest a student-parent meeting to provide a setting for discussing this topic. Or the student may write their parents a letter.

Who comes to the meeting: Tools such as **CIRCLE OF RELATIONSHIPS** or **MY PLACES** help us uncover who the student would like to see at the meeting. It is also important to work with situations where the student does not want to invite a particular person to the meeting but they feel that they should. Again, we look for ways to handle such situations with the student. The student may, for example, arrange to meet such a person after the session to discuss the outcomes, because their presence at the meeting could make the student nervous. Or they may offer online observation of the meeting. An appropriate option will surely be found. Again, we take care that the choice is left to the student to the greatest extent possible. The issue is their relationship with those closest to them.

When and where the meeting will take place and how long it will be: We can even use PCP tools to plan the practical aspects of the meeting, such as **ACTION PLAN** or **MY PLACES** to find a suitable venue for the meeting, etc. Keep in mind that it is important for everyone to feel at ease and safe at the given venue. We focus on practical things such as the choice of room, seating arrangement, refreshments, etc. Involving the meeting participants in the preparations helps create a friendly meeting atmosphere. We can ask the participants to prepare light refreshments for the rest of the group, for instance. That will take care of refreshments and at the same time create a conversation topic while everyone samples treats other people made before the meeting begins. We also choose how we share organisational information about the meeting. The student may invite the participants in person, via e-mail, with an invitation they make or in another way. The invitation should, however, state when and where the meeting will be held, how long it will last, what the aim is and a schedule, if appropriate.

Meeting rules: Because the meeting will involve a larger number of people who may not know each other well and personal matters involving the student and his close ones will be discussed, it is a good idea to set rules in advance that ensure a safe and pleasant environment for everyone. These include practical rules such as:

- **Mobile phones are turned off.**
- **We don't leave the meeting space except for breaks, etc.**

The rules also set communication guidelines, which must include:

- **Everyone has the opportunity to express their thoughts.**
- **We don't judge others' ideas, because every idea is important.**
- **We don't use foreign expressions so that everyone understands well.**
- **We are not afraid to express unrealistic dreams, too, because every wish may be fulfilled.**

The Role of the Meeting Facilitator and Graphic Recorder

The facilitator is the group's guide during the meeting. Along with the graphic recorder, they are responsible for ensuring that the meeting runs smoothly. They take care that everyone has a chance to briefly get to know each other, understands the specific steps of the tools, knows what the group is working on at any given moment, has an opportunity to engage and understands the minutes, even if one of the planning meeting participants can't understand written text. They are also responsible for ensuring that the meeting finishes by the stated time, that there is sufficient time for each agenda item and that everyone knows what will happen and when, including breaks.

The main task of the facilitator is working with the group. They lead it so that the given task specifies wishes for the student, adds ideas and real proposals to the planning processes to create a plan in conjunction with the student. They motivate the group to work creatively and give the group room to think. The facilitator does not bring their ideas to the meeting nor do they put forth their expectations to the planning process. In order to fulfil this important role well, they must understand the tool well and know how to use it. For this reason each facilitator chooses the tool they will work with or they customise some tools to their needs and the situation. They also gain the skills needed to lead the meeting through practice. Feedback from the meeting participants and co-workers serves as valuable support in the development of these skills. Well-constructed feedback from a meeting helps the facilitator uncover their strengths and weaknesses and helps prepare for subsequent meetings.

The same applies to the graphic recorder who has the important task to comprehensibly record the whole session. Although everyone in the group understands a written text well, it is practical to make the record livelier with symbols or simple pictures. Their task is also to inform the group at the beginning about how the meeting will be managed using a particular tool, unless agreed otherwise with the facilitator, and to summarise what has already been recorded, and to do so continuously, not just after termination of a clearly delimited part of the tool. At the end of the meeting the graphic recorder hands over the created record to the person for whom the meeting was arranged.

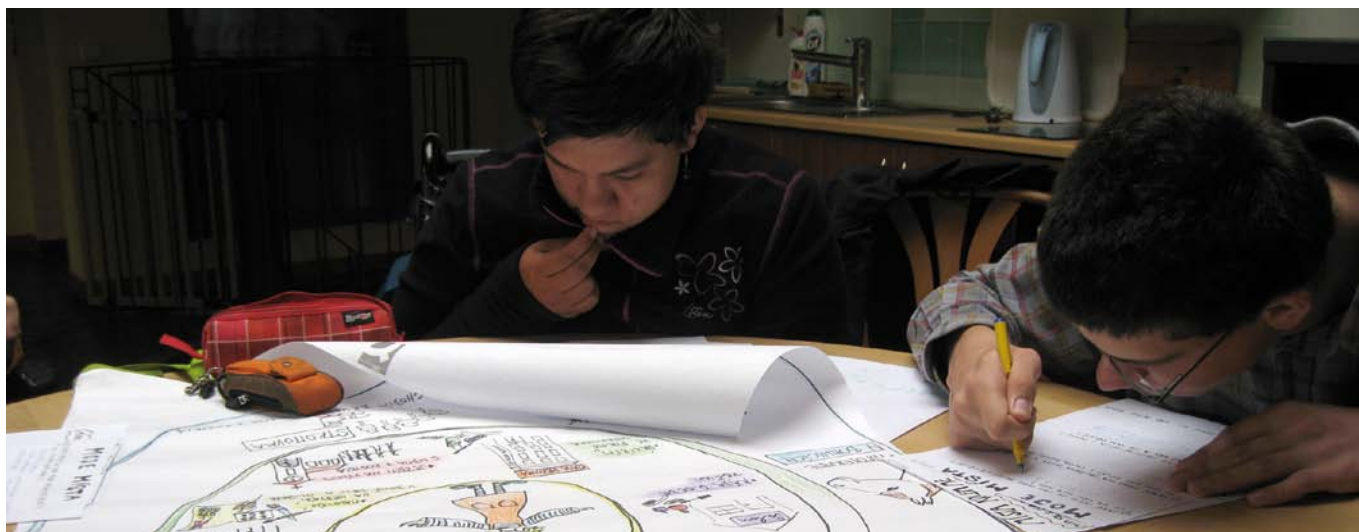
Our experience shows that the ideal thing is to secure both a facilitator and a graphic recorder for the meeting. If this is not possible, the role of the facilitator or recorder is taken over by the consultant. The consultant may therefore have different roles at meetings, either as a consultant and meeting member only, or as a consultant and simultaneously a facilitator or a recorder. Therefore, we present a short table of advantages and disadvantages of individual positions.

Facilitator/recorder is not a consultant simultaneously	Facilitator/recorder is a consultant simultaneously
<ul style="list-style-type: none"> ⊕ distance and detachment from the developments at the meeting ⊕ no expectations from the results of the meeting ⊕ the consultant can be a full-fledged member of the planning group with natural support for the student 	<ul style="list-style-type: none"> ⊕ they know the student's needs and can work with them better at the meeting (motivation, crisis prevention) ⊕ one unknown person fewer at the planning meeting
<ul style="list-style-type: none"> ⊖ does not know the student and their relatives, can easily get on thin ice 	<ul style="list-style-type: none"> ⊖ it is difficult for the facilitator not to interfere with the development of the planning process, not to influence it ⊖ the consultant cannot be part of the planning group

As has already been mentioned above, the role of the facilitator and the graphic recorder includes additional tasks such as: keeping time (so that the meeting takes place according to schedule), ensuring clarity of the language used at the meeting and adherence to pre-agreed rules. However, they can invite some of the members of the planning group, who will become e.g. timekeepers and clarity checkers, to help with such tasks. The involvement of meeting members in the organisation and the use of various interesting tools, such as a squeaky toy to draw attention to incomprehensible words, liven up the meeting.

Which tools have proven handy during group meetings?

The **PATH** and **MAP** tools have proven handy in most meetings with a large number of people. That does not mean, however, that other tools are not suitable for group meetings. A person-centred approach considers the close surroundings and community to be important allies in the implementation of each person's ideas about life. Their insight, experience and knowledge are important for example in the process of the student's self-awareness.



Practical Demonstration of our First Planning Meeting

To get an idea of what such a meeting may look like, we decided to share with you what our beginnings with the planning meetings had been.

For the first planning meeting, we used the **PATH** tool. We became familiar with this tool at a two-day course by Derek Wilson and Colin Newton of Inclusive Solutions organised by Rytmus. During the course, we had the opportunity to get to know the capabilities of this tool and thanks to a “live demo” we experienced the practical use of this tool and we were able to watch how the meeting was run (for the description of the meeting see the chapter Path Diaries –Jenda’s Path).

Our first meeting was planned by the consultant together with a student who had studied for almost five years in Prague where he had lived in a hall of residence. The meeting took place a month before his return home to his native city. The aim of the student for this meeting was to involve his family and relatives from his hometown and also a few friends from Prague in planning his life shortly after returning home. So it was about planning specific steps to be taken after a return home, allowing Jenda to actively participate in the life in his place of residence.

The student and his consultant initially focused on what such a meeting would look like. It was important for him

to know how many people would be present at the meeting because he was afraid of attracting a lot of attention. Using the **CIRCLE OF RELATIONSHIPS** tool, he and the consultant selected people he would like to have at the meeting and also thought up a way of addressing them.

Then they paid careful attention to the course of the meeting conducted using the **PATH** tool. Using an example, they went step-by-step through each part of the tool, as they are arranged in the process of the meeting. They clarified how the communication would go on; the student himself would get an opportunity to speak first, then his closest relatives and finally the others. They paid attention to concerns relating to the meeting and addressed what they could do to prevent them from materialising. The student’s biggest concern was what would happen if he were unable to talk in front of the others. He knew from experience that it could happen to him. Therefore, together with the consultant, he came up with a crisis plan for this situation. During the preparations for the meeting, the student mainly put together his dreams and wishes for future life in his hometown. Dreams and wishes were what the meeting started with. Together with the consultant, he compiled a list of dreams and wishes, and the consultant was asked to speak about them for him at the meeting, if necessary. After getting familiar with the course

of the meeting and the situations that might occur during the meeting, and also after expressing his concerns and finding a solution to them, the student decided to hold the meeting.

Together with his mother, whom he considers his closest person and who often helps him organise his plans and activities, they arranged the time and place of the meeting. With the consultant, they later considered and prepared other matters: where to put the paper used to record the plan at the meeting place, how to provide refreshments, and how long the meeting would last.

Then, the student and his mother created and sent out an e-mail invitation. The student pro-actively replied to e-mails from members of his future planning group and checked who would be able to participate in the meeting. The entire planning process took about a month and a half.

Not only the student and his relatives, but also the facilitator and the recorder from among our ranks were preparing themselves for the meeting. They prepared a timetable for the meeting and primarily tested their roles in guiding the group through this tool using a model example: what, how and when to say so that the student would be in the middle of the action and the one who determined how the plan would look. They also agreed on the way of mutual cooperation: Who would introduce the tool to the group and how they would work together to maintain an environment where the process of the meeting is understandable to all participants (see below). How they could jointly achieve a situation where all ideas presented by the participants of the meeting and approved by the student were specifically and clearly recorded on the recording paper; for example, how the facilitator would let the recorder know that something was missing on the recording paper, or vice versa, the recorder to the facilitator if she failed to record everything, without impairing the process of thinking in the planning group. They prepared the recording paper, markers and other writing utensils, as well as aids for the activities with the group.

The meeting started with a joint gathering of all 16 participants over the refreshments brought in by the student's mother and grandmother. Those who knew each other told their news and had a nice talk, and those who didn't had the opportunity to meet. Then they all moved into the room where the recording paper was ready on the wall and the chairs arranged in a semicircle so that everyone could see the prepared sheet of paper well. It was hard to persuade the family members to fill up the front row, but in the end the

uncle and one of the friends surrounded the student, acting as excellent support for him, with the other family members taking the seats where they felt comfortable. At the start of the meeting, everybody briefly introduced themselves to the others – who they were and what their relationship to the student was. At the same time, using an adhesive label they created name badges to make it easier to address each other during the meeting.

At the beginning of the meeting the recorder presented the tool that they would work with to the group, including its individual parts, and explained when and what the group would do. Then the facilitator announced the time schedule and the rules to be observed at the meeting, ensuring smooth running of the meeting (see above). She asked the student's brother to monitor for everyone to speak clearly and not use foreign expressions. Should he not understand something, he was supposed to squeak a toy.

The first task of the meeting was to pay attention to the wishes and dreams that individual participants had for the student. Before they proceeded to their presentation, the facilitator tied one person after the other to a rope by their hands. This restriction of movement symbolized a worry or burden borne from past experiences. The group dropped the rope on the ground and along with it all their worries and burdens. After relaxing the atmosphere this way, the meeting members focused on the dreams. Everyone created images of the student's great future. The crisis plan developed by the student and the consultant during preparations for the meeting proved good in this introductory phase. When the student got the floor as the first one from the group, he was unable to speak. The student's mother knew this situation very well, so she began talking about her dreams for her son in order to give him time to prepare his statement. Since it was hard for him to talk even after the statements by the other family members, the consultant introduced the student's dreams when she got the floor, as they had agreed with the student before. The student then gave his consent to the compiled list of dreams. At the end of this phase, the recorder reiterated what had been said and let the student respond to it; he was supposed to say if he was satisfied with it. Twenty-five minutes were reserved for the phase dedicated to dreams and the time was fully used. We gained the experience that it really is important to guide the meeting participants to specify their dreams, talk about the place where they happen, about the people who are part of them, etc. We



assured ourselves that we don't have to be afraid of using a bigger piece of recording paper in this phase.

Before proceeding to the next phase dedicated to **real positive goals**, the group moved exactly a year ahead in time by everyone moving one step forward with their chairs. The task was to imagine that we are here a year later and describe what specifically we managed to do following the dreams. (*The uncle organised a welcome party for me, where I met the old friends from my hometown.*) The facilitator had to guide and keep the narrative in the past tense so that the group members could better imagine if it was realistic to reach the formulated goals within a year. She often did so by transforming their sentences into the past tense so that they could hear them. At the end of this phase the recorder recapped the set objectives again and had the student approve them. Then the group moved back in time to the present by making a step backwards. As there was a 20-minute break after this 15-minute-long phase, this return, as we later assessed, would be better made at the beginning of the next section.

After the break upon hearing the sound of a bell, the group returned from the snack room and dove into the description of the **current situation**. The members of the group explained the situation with respect to each of the objectives mentioned before the break and matched it to the current condition. Whether they tried something in this area, what it was, what the outcome was, etc. In this phase of the meeting, the participants had a tendency to talk a lot off topic, perhaps because after two positive phases, there was also space for the uncertainties and concerns they perceived. Despite the fact that this phase was full of long experience stories, the present situation was described within the planned 25 minutes.

After a recap of the current situation by the recorder, the group got into motion through an activity aiming towards the **Whom to Invite** phase. Anyone who wanted to get engaged in the student's path affixed their signatures on the recording paper. At the same time, they suggested what specifically they could do to help him in the pursuit of his dreams. This moment was extremely strong for the student. He could see how many people had risen from their chairs and approached the sheet of paper to sign it, confirming their interest in helping him pursue a dream life. Then, they all thought about who else they knew and needed to reach out to so that all the goals could be achieved. The recorder then put down the names of these people, including the specific ideas about how they could contribute. We devoted almost 25 minutes

to this phase, exactly as we had planned in advance. When recording this phase we did not have enough space on the recording sheet. For the next meeting we came to a conclusion that it was advisable to leave a wider strip for this phase in order to have enough space to record specific support offered by the individual people.

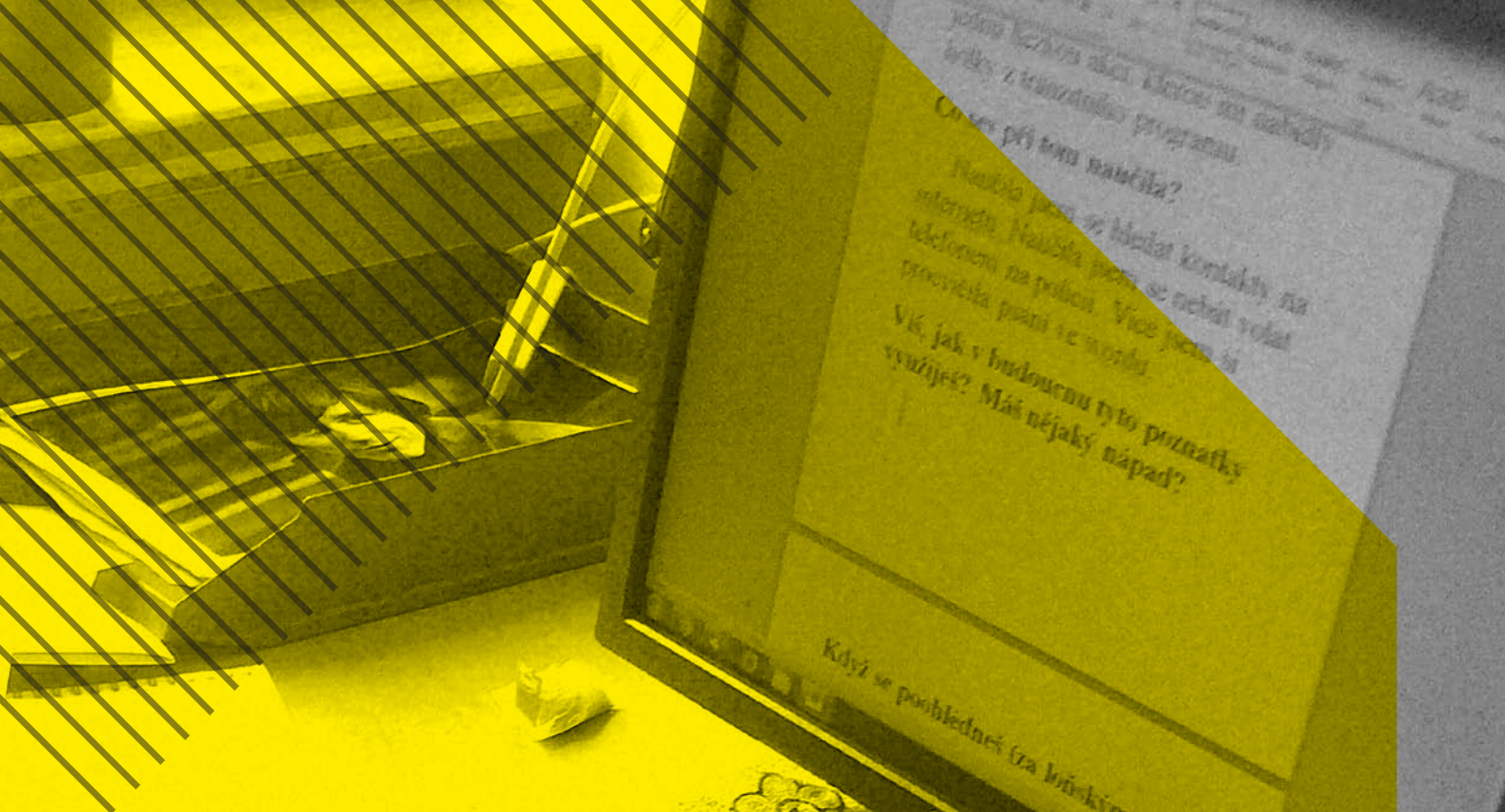
In the last 20 minutes before the next break we concentrated on **what would give us strength in the pursuit of the set goals**. The group discussed in a lively manner and managed to list several resources that would give strength to the group. It was difficult for the facilitator and the recorder to capture the individual resources in the discussion. Therefore, the facilitator repeatedly recapped what she had heard in the debate and had it approved by the group. In the end, both of them evaluated the debate as beneficial.

After a 15-minute break, the people gathered again upon the sound of a bell and started figuring out the first steps to kick off implementation of the individual goals. In this phase we realised that it was very important to return to the Whom to Invite phase where we had already recorded specific proposals of what the individual people could help with. Many participants were silent because of fatigue. The most active were the student's closest relatives, who had a lot of ideas of how to get started. It was then difficult for the facilitator to ensure that these closest relatives did not leave with too many tasks assigned. In fact, the aim of the meeting was to divide the tasks among a larger group in order to distribute the strength. After the facilitator supported the group to divide the tasks more evenly, the group agreed that everyone would note down their tasks so that the student did not have to transcribe and distribute them.

At the end of the meeting the whole group took pictures to commemorate the joint meeting and the student took away the record of his path home.

We realised that next time it would be necessary to devote more time to ensuring that the group is attuned to the fact that there was a group meeting, to draw inspiration and ideas for what the student could now pursue and how, or what new paths towards his goals he could choose. We would thus open the possibility to create a space where strength and ideas on how to implement the individual goals would be gathered. The goals are realistic and positive possibilities that can be implemented if more people get engaged in helping the student and his family plan and implement the goals.





Kaleidoscope of Options

In the Kaleidoscope of Options chapter, you will find descriptions of individual tools that we worked with and which reflect our particular experience. We do not want to provide “guidelines” on how to use the different tools, rather to show how the tools work, how they are interconnected, creating a web of many options. That is why they are arranged alphabetically.

Except for the consultants’ comments, the tools are described as they would be described by the student planning and implementing his life wishes and goals with their help. They are written in this way to constantly remind us, consultants, that the student is in the centre of the whole planning process and that his decision is final and we have to take it seriously. Use of the interconnected tools in specific cooperation with students can be found in the Path Diaries chapter.

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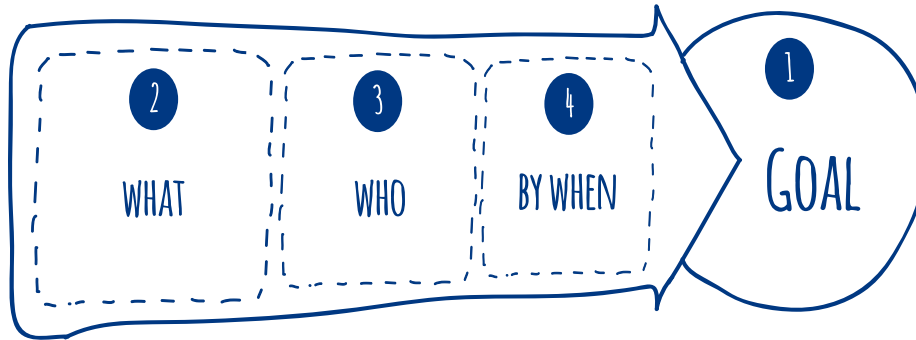
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Action Plan

I already have my goals and now I need to plan individual steps to achieve them.



② STEPS TO ACHIEVE THE GOAL

③ WHO WILL HELP ME ACHIEVE THE INDIVIDUAL STEPS

④ DEADLINE FOR COMPLETING THE SPECIFIC TASK

Why is it good to have an Action Plan?

- I will have clearly planned what must be done by me or my closest ones to achieve a goal.
- Because we plan together who will do what and when, we will feel like working on it.
- Sometimes I have a lot of duties in life, and therefore it is good to have clearly stated what specifically needs to be done to achieve a given goal. Due to fixed deadlines, the plan has its dynamics.

Which other tools will help us in creating the Action Plan?

- **DREAMS** – my dreams and wishes may become goals in the **ACTION PLAN**.
- **CIRCLE OF RELATIONSHIPS** – it will show me who can help me pursue my goals and participate in the creation and implementation of the **ACTION PLAN**.
- **WHAT IS IMPORTANT TO ME** – it displays the information that we need to think about during the planning process so that the steps of the **ACTION PLAN** are in agreement with it and do not result in my losing those things.
- **WHAT IN MY LIFE WORKS AND WHAT DOES NOT** or **4 + 1 QUESTIONS** – the tools can show me the best practices and what I have achieved in my life, I can take advantage of that in further planning, and conversely, they will help me see what needs to be done differently or preferably avoided.

IMPORTANT

The first step will best be scheduled for this afternoon, or tomorrow at the latest, so that we can get started immediately.

It is necessary to review on an ongoing basis how the plan is being fulfilled. It can be done by me or someone I ask.

The goals and steps towards achieving them may change.

The Action Plan can be used as a supplement to the planning meeting using the **PATH** tool.

Janči Akční plán

CO

KDO

KDY

CÍL

1. najít vhodné počítačové
2. sepat se barci na kondukt na doučování
3. pokusit se přesvědčit kladat dobrovolníka jiných
4. sepat se jak to bude mít na sobě
5. zmapovat na internetu jaké jsou možnosti
6. zvideme vzhled

3. Janča majda
4. parla vrbna

1. do 7.6.
2. po 12.5.
3. po 7.6.
4. po 12.5.
5. po 7.6.

1. (majda) kondukt pořízení
2. doučování
3. Bociu
4. křep
5. práce s dětmi

» **Example 1.** The ACTION PLAN of cooperation within the Transition Program. The date of plan creation and evaluation is recorded on the other side.

CESTA ZA PRAXÍ U POLICIE

JAK JE TO TED'

CO BYCH POTŘEBOVALA

LIDI CO MI DĚLAJÍ
STÍM MÍZOU
GOMOST

PRVNÍ KROKY

STĚPÁNKA
(DO 15.5. MAJDA)

CÍLE

MÍT
PRAXI U
POLICIE

* CHTELA BYCH
NAJÍT
PRAXI

* ASISTENTA NA
PLAXI

* NAJÍT VHODNÉ
OSOBY, KTERÉ
MŮŽE DĚLE OSLOVIT

* OSLOVIT JE

* KODICE

* P. UČITELKA

* LIDI S
TRANŽITIVNÍM
PROGRAMU

* VUCHOVATELE

* KANOSI

* NECHAT VPLVNIT
DOTAZNÍK OD LIDI, KTERÉ
VSA MI PLÍZKO

* NAJÍT SI KONTAKTY
NA INTERNETU (DO
29.5. J + M) ✓

* ZAVOLÁME VYBRANÝM
CENTRÁLAM (DO 14.5.
J + M) ✓

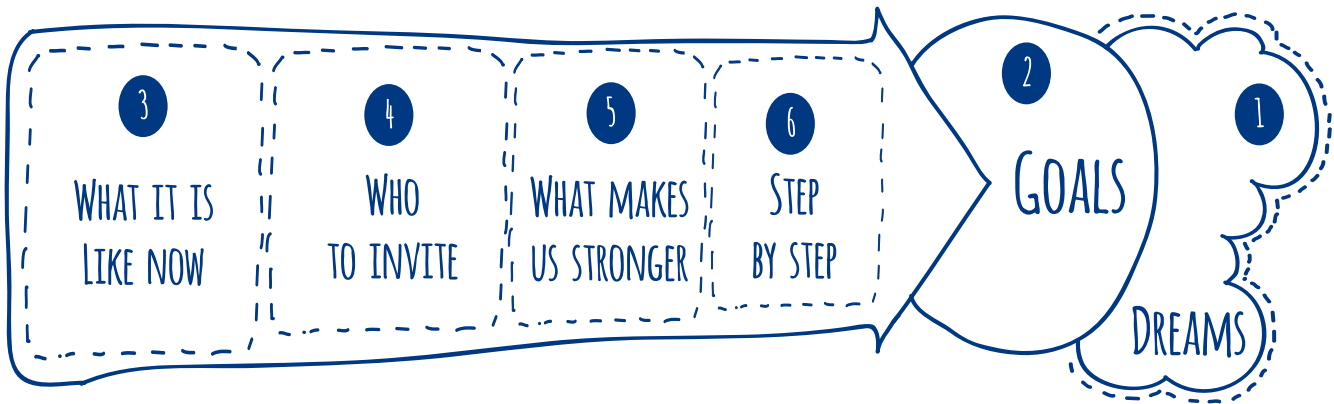
* ZEPAT SE PI
UČITELKY NA TO, JESTLI
MI DOVOLÍ PRAXI (29.5. STĚPÁNKA) ✓

* TRÉNOVAT PSANÍ VE WOEDU (MARTINA
STĚPÁNKA) → 7.5. ✓

» **Example 2.** The ACTION PLAN supplemented with the description of the current situation to become the individual plan of our cooperation within the Transition Program.

Path

I am creating a path toward my dreams.



1 HOW DO I SEE MY FUTURE? WHEN SPECIFYING DREAMS, WE ALWAYS FOCUS ON THE PEOPLE WHO ARE PART OF THE DREAM, THE ENVIRONMENT WHERE THE DREAM TAKES PLACE AND THE ACTIVITIES SO THAT THE DREAMS ARE COMPLETE AND SPECIFIC.

2 I WILL SET A DEADLINE BY WHICH IT IS POSSIBLE TO ACHIEVE POSITIVE, ACCURATE AND REALISTIC GOALS BASED ON MY DREAMS. TO BETTER UNDERSTAND THE FEASIBILITY OF THE GOALS, WE CAN IMAGINE THAT WE HAVE MOVED IN TIME (E.G. A YEAR AHEAD) AND ALL OF THE GOALS HAVE ALREADY BEEN ACHIEVED. SO WE ARE NOT SAYING "I WILL LIVE IN A FLAT WITH WHEELCHAIR ACCESS" BUT "I LIVE" OR "I HAVE RECENTLY MOVED TO A NEW FLAT WITH WHEELCHAIR ACCESS".

3 I DESCRIBE THE CURRENT SITUATION AS IT IS AND AS IT RELATES TO THE GOALS.

4 PEOPLE WHO WANT TO HELP AND ARE PRESENT WILL SIGN UP IN THE GRAPHIC RECORD.

THIS INCREASES THEIR ACTIVITY AND RESPONSIBILITY FOR THEIR COOPERATION ON A GIVEN TASK.

5 WE DEVOTE OURSELVES TO WHAT WILL MAKE US STRONGER AND TO WHAT WE WILL DO TO DISPEL OUR CONCERNS.

6 WE WILL SET OUT THE FIRST STEPS AND ALSO WHO MUST DO WHAT AND BY WHEN. THESE STEPS WILL START THE IMPLEMENTATION OF THE PLAN. WE WILL IDEALLY PLAN THE FIRST STEP FOR TODAY, OR TOMORROW AT THE LATEST. SEE THE ACTION PLAN.

Why is it good to have a Path?

- I often know what I want, but I do not know how to achieve it. Thanks to the Path I have a precise and simple guideline on how to get started and proceed.
- I have a clear plan which is based on my dreams and wishes.
- My family and I will not have to do everything by ourselves.
- The meeting will allow me to find out how many people willing to help me with joy I have around me. I am planning and controlling everything; I am the central person of the meeting.

Which other tools can be used when creating the Path?

- **CIRCLE OF RELATIONSHIPS** – through which we find out who could attend the planning meeting and who could help me achieve the individual goals.
- **MY DREAMS** – this tool can help me clarify my dreams and wishes before the meeting. Because this part is very important.
- **WHAT IN MY LIFE WORKS AND WHAT DOES NOT** – this tool can help me realise what in my life is not the way I would like it to be, and I can start thinking about how ideal, dreamy I would like to have it from my perspective.
- **ACTION PLAN** – this is identical with the Step by Step part of the Path.

IMPORTANT

We are positive thinkers.

We do not use statements such as: "That cannot be done, I cannot learn it, that is nonsense, I will not do it, I cannot do it..."

We start with small steps that can be quickly completed.

We respect the ideas of others, we do not evaluate them.

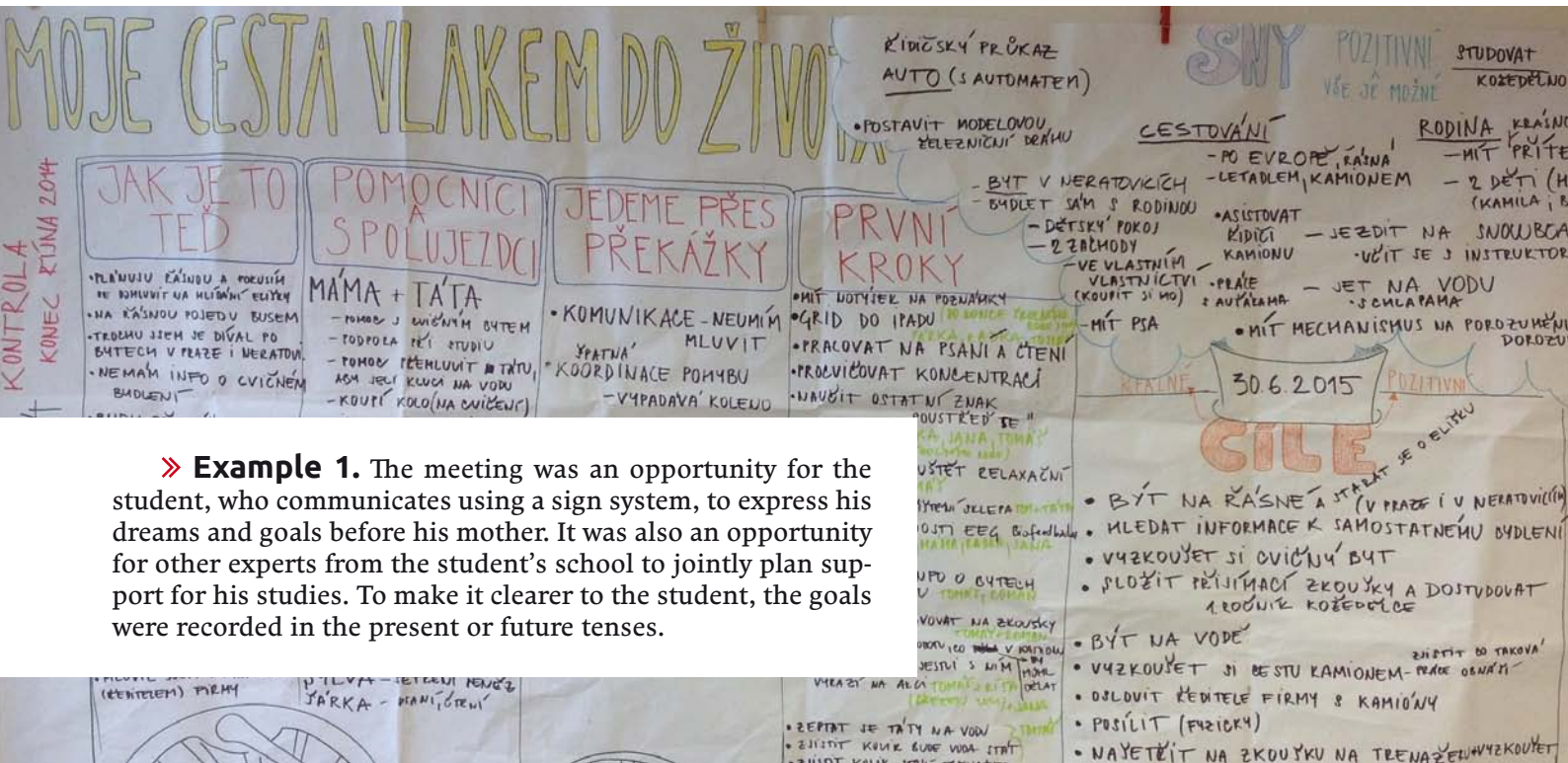
The person for whom the plans are arranged is the most important; their word is decisive.

We are honest to ourselves and others.

In the field of dreams, we will leave the scruples arising at the door, e.g. from our experience. Now everything is possible.

We do not use technical terms in order to understand each other well.

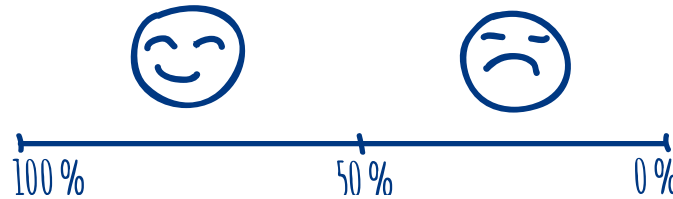
At a group meeting we follow everything that such a meeting requires, see **We're in This Together**.



» **Example 1.** The meeting was an opportunity for the student, who communicates using a sign system, to express his dreams and goals before his mother. It was also an opportunity for other experts from the student's school to jointly plan support for his studies. To make it clearer to the student, the goals were recorded in the present or future tenses.

What Works and What Does Not

I will realise what I want to keep doing in my life and what I want to change.



WHAT WORKS IN MY LIFE AND WHAT I DO NOT WANT TO CHANGE, AND I CAN USE FOR MY FURTHER DEVELOPMENT.

WHAT DOES NOT WORK IN MY LIFE THE WAY I WOULD LIKE IT TO. I WOULD LIKE TO THINK ABOUT HOW IT COULD BE DIFFERENT AND HOW TO CHANGE IT..

What I can evaluate

- Vocational training
- Independent travelling
- Settling matters with authorities
- Communication with strangers
- Who helps me and how

IMPORTANT

Careful and detailed description.

What works somewhere may not work elsewhere.

Let us be honest with one another.

When something needs to be changed, there is the **ACTION PLAN** to help us.

Why think about What Works and What Does Not?

- When I take a detailed look at how I did what, I can learn a lesson from it and improve myself going forward. (*I can work on the computer, I just need a lower table and a larger keyboard.*)
- I am getting to know myself in different situations, I am determining what I need help with. Others can support me exactly as I need.
- Each of us can evaluate the situation differently, so it is good to obtain opinions from more people. (*I can have a different view of the vocational training than my colleagues. Together we can figure out a way how it could work better for us.*)
- Planning is easier for me when I know which things I would like to change.

Which tools help me in identifying What Works and What Does Not?

- **CIRCLE OF RELATIONSHIPS:** as a tool that shows me people who might give me a new perspective on the matter and provide ideas how to improve things.
- **ACTION PLAN:** as a tool helping me make the needed change step by step.



- * POVÍDAT SI S TÁTOU
- * STAVĚT S TÁTOU DRÁHY
- * KAMARAÁDI (MARTIN, JIRKA)
- * MARTINOVY DĚTI
- * JAKO DÍTĚ JSEM MLUVIL
- * PŘEDLONI VODA



- NEUMÍM PSÁT
- NEBAVÍ MĚ SE LEKAT
- PRAVÁ RUKA, NĚHA, NEMLUVÍM
- TÁTA S NÁMOU SE HA'DAŽÍ
- CHCI BYDLET S TÁTOU V BARÁKU

» **Example 1** The student thought about what he was doing well, what he was satisfied with and what he was not very happy with in connection with his return home from the hall of residence. At the same time, this tool shows us what else we can focus on in our cooperation.

Cílem: Chodit si věci osahat, abych zjistil, co chci jednou dělat.

9.6.2014

povedlo

50

nepovedlo

Co fungovalo?



- PODÍVAT = VIDĚT + ZKOUŠÍM
 - PODÍVAT HODNĚKRÁT...
 - JSEM RÁD MEZI LIDMI, PAK SÁM V PŘÍRODĚ
- DŮLEŽITÉ VĚCI V PRÁCI

Co moc nefungovalo?



- POTŘEBUJI JEŠTĚ RVIČIT, ABYCH MOHL PRACOVAT
- LENOST :)

» **Example 2.** Use of the tool when assessing the achievement of a cooperative goal within the Transition Program.

Co přistě vylepšit lépe:

What Is Important to Me

What makes my life more beautiful and safer, and what I do not want to lose.



Why is it good to know What Is Important to Me in life?

- I can realise and then tell those around me what they should not forget about when working with me because I care about that and I do not want to lose it.
- At the same time, my closest ones will get to know how to motivate and reward me.

IMPORTANT

We always think positively.

Every idea is important.

We are specific in our descriptions (*favourite food: sushi and lamb / Mum: does not comment on my relationship with my partner*).

Which other tools can help me find out What Is Important to Me?

- **CIRCLE OF RELATIONSHIPS** – this tool will show me the people who could help me think about what is important to me and show me their view of the matter (*e.g. opinions of my mum, teacher, educator or roommate on the fact that I go to bed at two o'clock in the morning during weekdays*).
- Some tools make it easier for us to think about the important things because they focus on a smaller area, and we can adapt them to the situation or create others. Such tools include for example: **What I Like and What I Enjoy Doing** (*at home, at school, in my leisure time, at work, etc.*), **My Best and Worst Day/Weekend**, **What I Need to Be Safe and How Best to Support Me**. This tool is also part of the One Page Profile (*I need someone to regularly remind me to take pills, I do not want to take them*).
- **WHAT IN MY LIFE WORKS AND WHAT DOES NOT** – a tool which shows what I am doing well in my life, what I enjoy doing and do not want to change (*When I am sad, Mum makes me a cup of cocoa*).
- **MY DREAMS** – another source of important information (*To win a world championship in boccia. / To live in a flat with wheelchair access so that I can be independent.*)

- **MY PLACES** – they will help me realise where I like being and where I feel good (*the Aero sweet shop because I regularly go there with my dad and I order an ice cream sundae*).

CO DĚLÁ MŮJ ŽIVOT HEZČÍ

- ODMĚNY ZA DOBŘE UDELANOU PRÁCI
- MÍT KAMARÁDY A KAMARÁDKY

S ČÍM POTŘEBUJI POMOCI

- VYSVĚTLOVAT UČIVO, ABYCH SE LÉPE UČIL – OPAKOVAT, ABYCH SI TO ZAPAMATOVAL
- ULEHČIT ČEKÁNÍ MI MŮŽE HRA NA

» **Example 1.** We will use the information from What Is Important to Me in the One Page Profile, in our example in sections titled What Makes My Life More Beautiful and What I Need Help With.

CO MÁM NA SVĚTĚ NEJŘADŠÍ

KOHO MÁM OKOLO
SEBE

RODICE

HELENA PTAČKOVÁ

CO MÁM RÁDA

PORT

PEJSEK
KAMARÁDKY, MAMINKU
TATKU, BRÁČKU

ZUZKA, HANKA

JOHAN BYPL ENI

CO RÁDA DĚLÁM

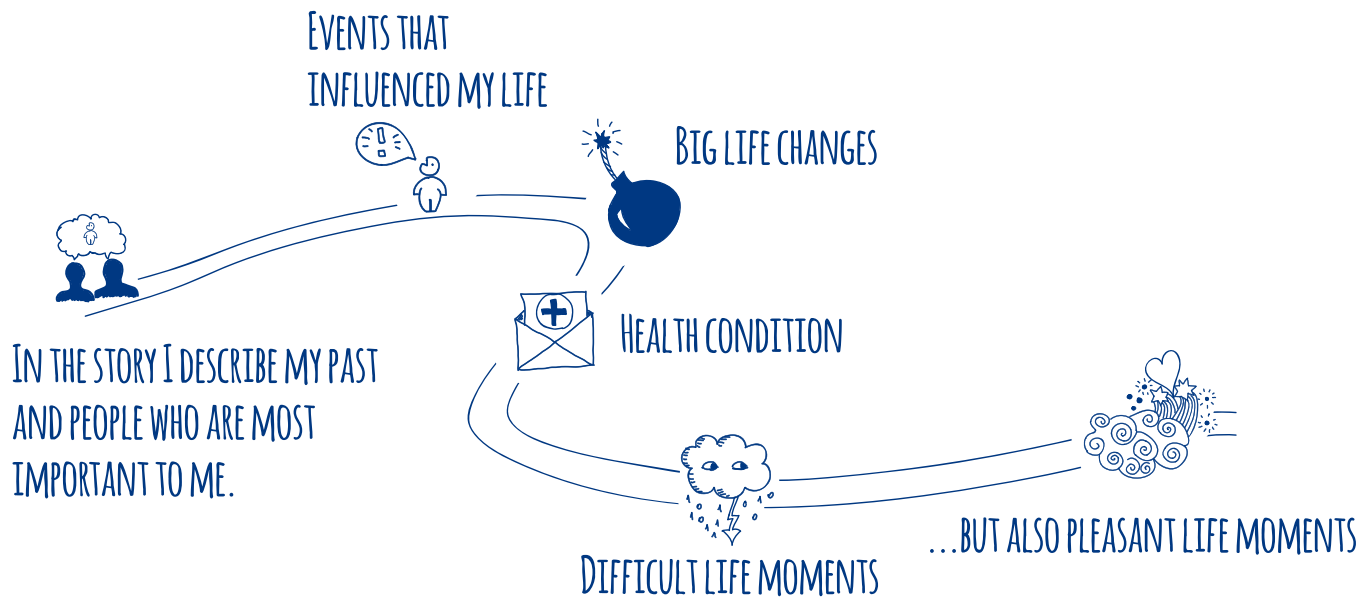
BEŽKY
LAVU
POSLOUCHÁM
HODIN
KABAT
HODBY
KONIKRY

» **Example 2.** With this tool, the student could better realise what was important in his life. By using it, he could also introduce himself better to other people he works with. The tool also worked as a starting point for further cooperation.

STŘEDNÍ ŠKOLA

Life Line

I tell a story opening the door to my past, allowing the others to understand me better.



Why is it good to think about one's life line?

- It captures important moments in my life.
- It helps me and people around me to realise:
 - What my life attitude is and my behaviour in connection to what I have experienced.
 - What was important to me in the past, what I miss today and what I would like to have back (hobbies, friends, relationships...).
- I can use my previous experience to plan further steps in my life. *(My parents decided for me which secondary school I would go to. Next time, I want to make my own decision.)*

IMPORTANT

Respect and do not assess my memories. The way I remember things often carries a meaning.

In a group meeting, do not be afraid to say how you remember a particular moment, while respecting my memories.

It is entirely up to me how I draw the line – I can be specific, or hide things behind images or metaphors. Such as a tree, river or a landscape.

Which other tools can we use when creating the Life Line?

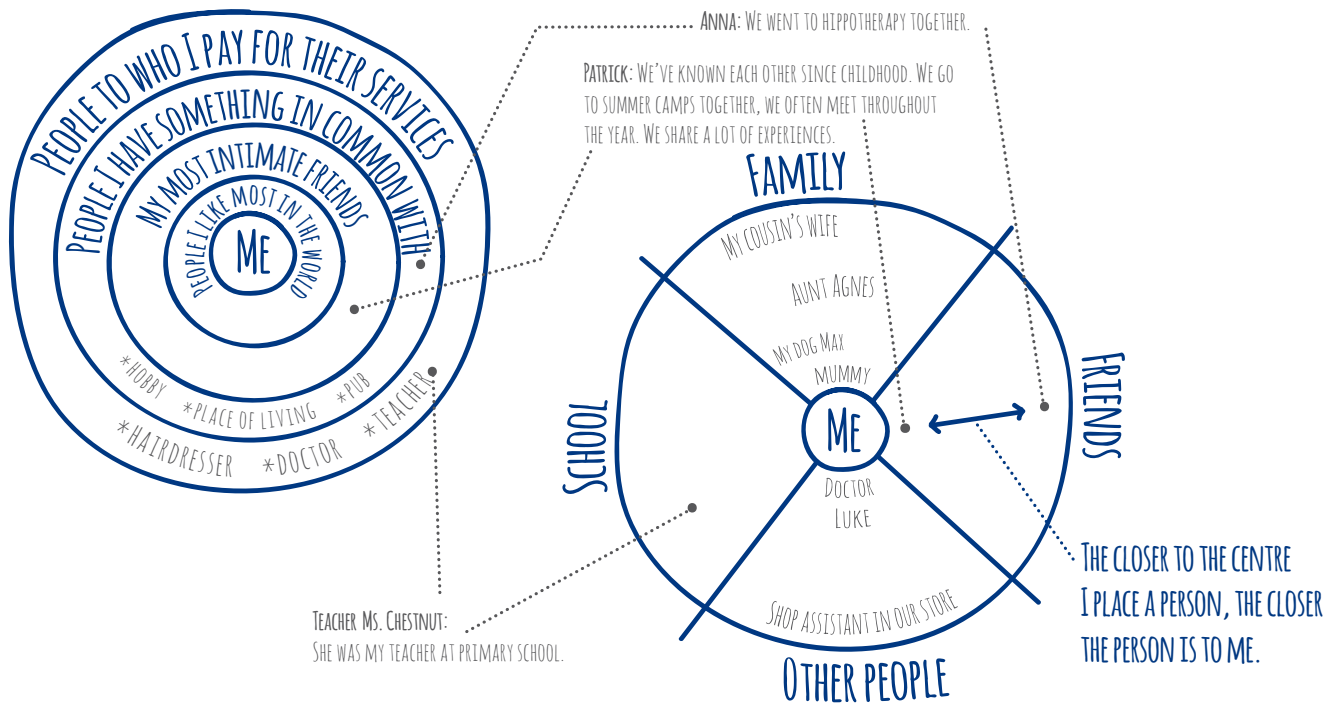
- **CIRCLE OF RELATIONSHIPS** – a tool that helps me find people who have known me for a long time and who could support me in creating the Life Line.
- **CIRCLE OF RELATIONSHIPS, WHAT IN MY LIFE WORKS AND WHAT DOES NOT, WHAT IS IMPORTANT TO ME** – tools describing the present. The information we receive through them can be used to create the Life Line. When doing so, we can realise when and on what occasion we met something new. (*In Brno I tried to play boccia using a ramp, I found I was good at it and now I cannot live without this sport.*)



» **Example 1.** The Life Line is displayed as a river. The people shown in it also represent the events related to them, which a student noted outside the picture, with the support of a consultant.

Circle of Relationships

Myself and people around me.



THE FIRST EXAMPLE MAKES ME THINK ABOUT THE INDIVIDUAL CIRCLES OF PEOPLE AROUND ME. THE SECOND ONE, ON THE OTHER HAND, SHOWS HOW I PERCEIVE CLOSENESS OF THE INDIVIDUAL PEOPLE, REGARDLESS OF WHAT CIRCLE THEY COME FROM.

Why is it important to have one's own Circle of Relationships?

- I realise how many people I have around me, what I know about them, who is important to me and who knows me well.
- It makes me try and look for people whom I trust and with whom I have experienced something. These people can help me make decisions and plans and implement such plans.
- Through my acquaintances I can meet new people.
- I need to have people in all of the circles to feel good in life. If I see and realise that not all of the circles are populated, I can start working on it.
- Thanks to the Circle, I know who I can ask for help.

Which tools help me when creating the Circle of Relationships?

- **WHAT IS IMPORTANT TO ME** – I think about people who are important for my life and who belong to my Circle of Relationships. Using this tool, I also think about my interests that I could use when establishing new relationships.
- **MY PLACES** – in which people important to me can appear who I meet in special places, such as in my favourite café or at a summer camp.
- **ONE PAGE PROFILE** – which manifests my qualities for meeting new people and speaking to them, as well as the support I need for this.
- **CIRCLE OF SUPPORT** – in certain situations, e.g. at school or in a community, we can create a circle of support. People from this circle accompany me in specific situations in my independent life. *(People helping me manage my finances so that I can maintain my legal capacity.)*

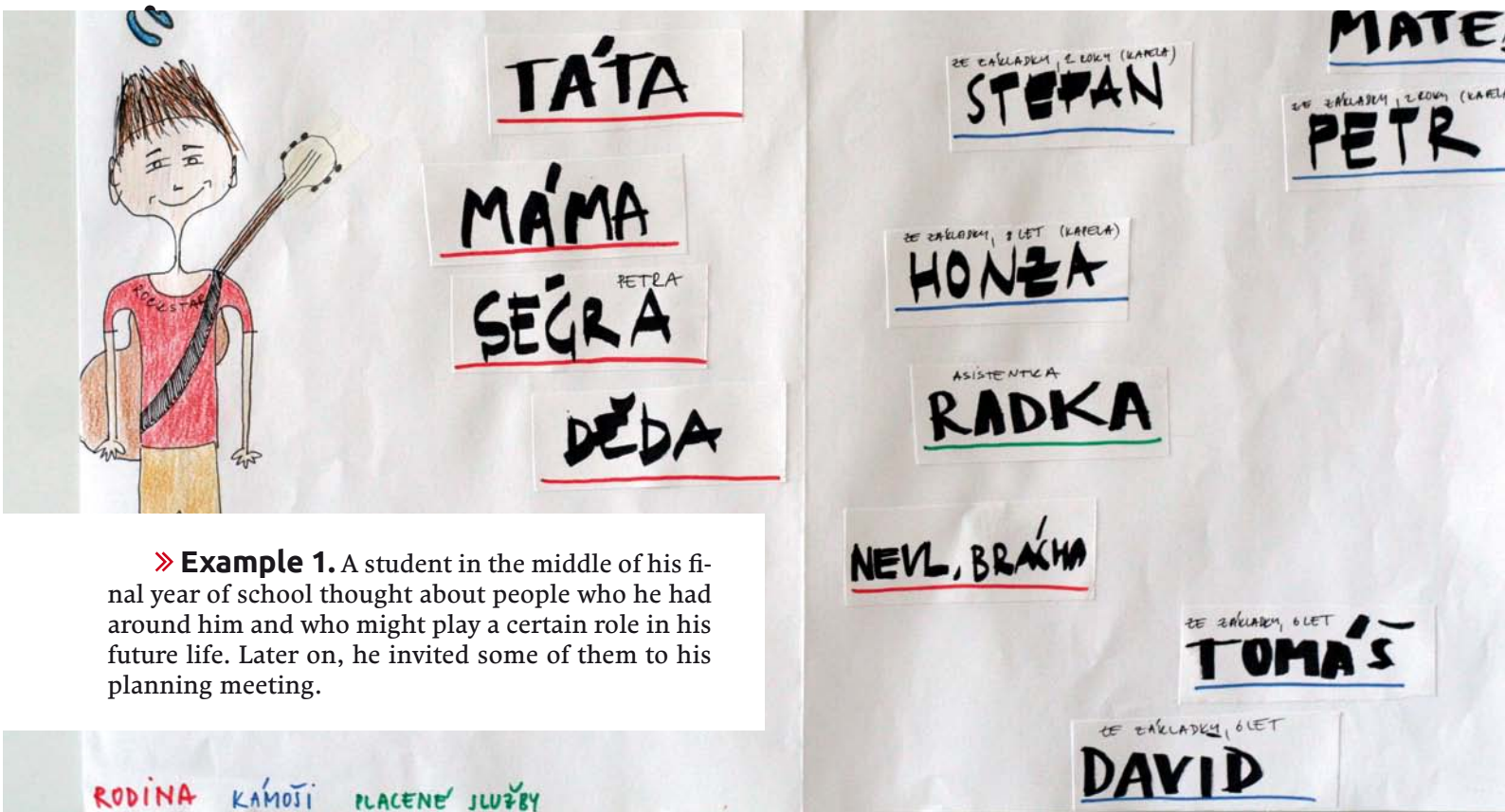
IMPORTANT

Each layer of the circle has its meaning in our lives: family, friends, peers.

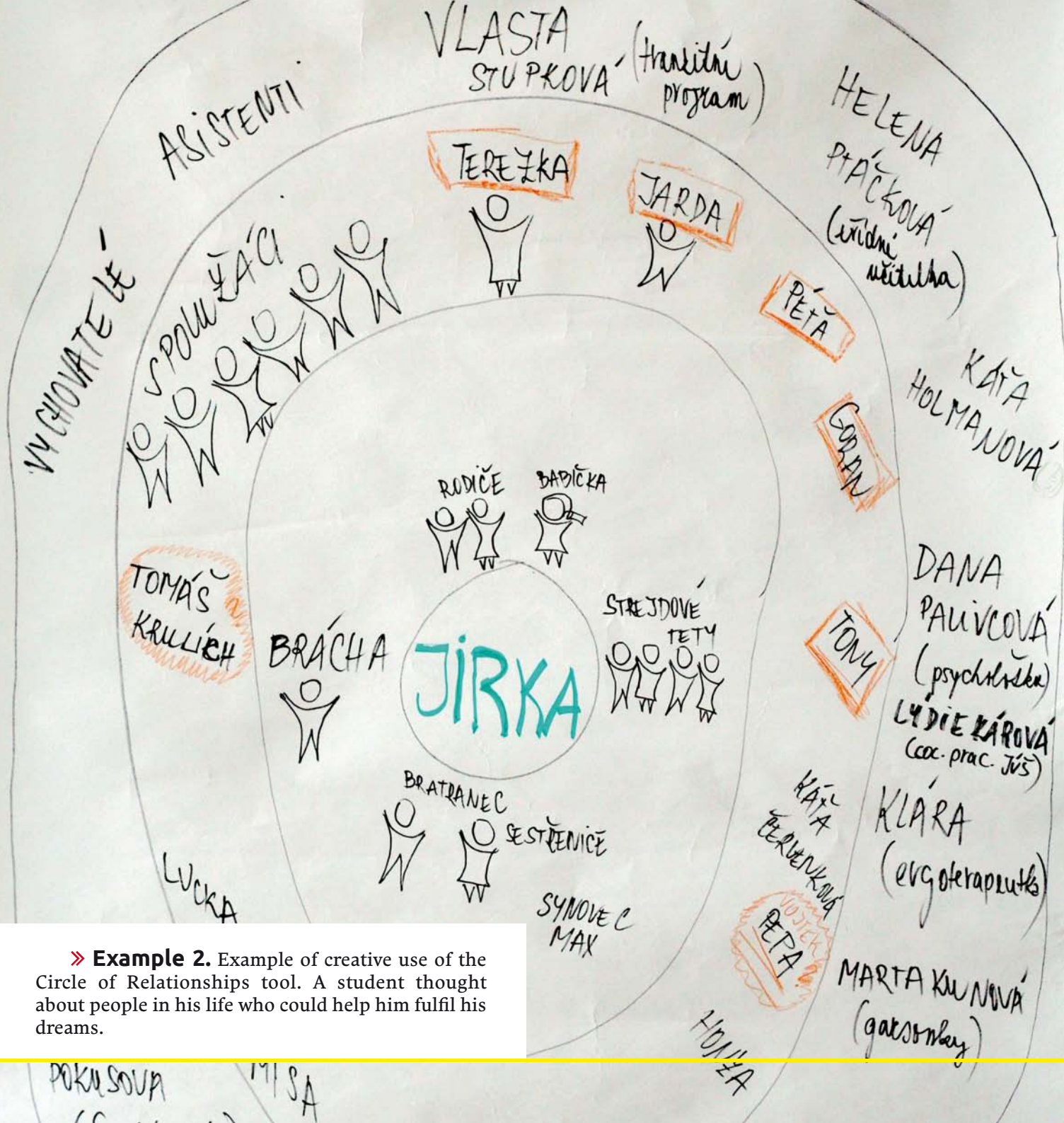
We speak about where we met, what we have in common, what we know about each other, what we experienced together.

We talk about personal matters; that is why we need to create a secure environment.

We can use the Circle of Relationships in diverse situations, and modify it accordingly.



» **Example 1.** A student in the middle of his final year of school thought about people who he had around him and who might play a certain role in his future life. Later on, he invited some of them to his planning meeting.



» **Example 2.** Example of creative use of the Circle of Relationships tool. A student thought about people in his life who could help him fulfil his dreams.

Communication Table

My behaviour as a means of understanding.

PEOPLE AROUND ME USE THE COMMUNICATION TABLE WHEN THEY WANT TO UNDERSTAND ME WELL. I DO NOT COMMUNICATE IN WORDS LIKE MOST PEOPLE I KNOW. WHEN SOMEONE DOES NOT UNDERSTAND MY GESTURES, THE TABLE HELPS HIM UNDERSTAND MY BEHAVIOUR AND DECIDE HOW TO REACT AND RESPOND TO MY BEHAVIOUR IN A SPECIFIC SITUATION.

When is it important to use the Communication Table?

- When you want to adequately react to my behaviour.
- When you want me to feel good.
- When you want to prevent situations of mutual misunderstanding.

Which tools can help when filling in the Communication Table?

- **CIRCLE OF RELATIONSHIPS** as a tool showing people who experience similar situations with the person, and who can therefore help fill in the columns What can it mean and What should we do.

» **Example 1.** This table was created based on experience with the aim to reflect back on the situation and realise the possible steps in similar cases.

Description of situation	What Barry does	What can it mean	What should we do
Someone wipes Barry's mouth when eating.	Barry slaps him.	Barry does not want anyone wiping his mouth like a small child.	Pass a napkin to Barry.
We are on a trip, going for a visit. On our way, we stop to sightsee in a small town.	Barry does not want to get out of the car. He insistently shows "go" "now".	Barry fears that a change in the plan was made and that he would not make it to the visit, which he has been looking forward to.	We explain the situation to Barry, assuring him that we will have enough time for the visit, and we offer him some ice cream when touring the town. We let him choose whether he wants to stay in the car, or go with us. We then respect his decision.

IMPORTANT

The communication table describes rather than evaluates – *"a person makes emphatic gestures" should not be interpreted as "the person is angry", "the person is furious"; "the person is pulling another person's clothes" should not be interpreted as "the person is aggressive".*

We observe the person's behaviour.

We think in context.

Map

1 MAP

IT SHOWS THE PLACE I AM IN
AND FROM WHICH I GO. IT
HELPS DEFINE MY DIRECTION.

2 MY STORY

I WANT TO TELL YOU WHAT I HAVE EXPERIENCED IN MY LIFE AND WHAT
COULD BE IMPORTANT TO ME. DO NOT BE AFRAID TO ASK ME.

3 MY DREAMS

WHAT I DREAM OF. WHAT I WOULD LIKE
TO EXPERIENCE. WHERE AND WITH WHOM
I WOULD LIKE TO BE. WHAT I WOULD LIKE
TO DO. WHAT I WOULD LIKE TO SEE.

WHO IS HERE WITH ME

PEOPLE I LOVE.
PEOPLE I TRUST.
PEOPLE WITH WHOM I HAVE
EXPERIENCED SOMETHING.
PEOPLE WHO KNOW ME.
PEOPLE WHO WILL HELP ME.
PEOPLE I WORK WITH.

7 ACTION

WE KNOW ALREADY WHAT I
NEED. LET'S DO IT!

- 1.
 - 2.
 - 3.
- SEE THE ACTION PLAN.

6 WHAT I NEED

THE TYPE OF SUPPORT I NEED.
WHAT MAKES ME FEEL GOOD.
WHEN I FEEL GOOD.
WITH WHOM I FEEL GOOD.
WHAT I SPECIFICALLY NEED
HELP WITH.

5 WHAT I AM LIKE

WHAT I LIKE.
WHERE I AM SUCCESSFUL.
WHAT I CAN DO.
WHAT PEOPLE LIKE ABOUT ME.
WHAT THEY ADMIRE
ABOUT ME.

4 NIGHTMARE

WHAT I FEAR.
WHAT I NEVER WANT TO LIVE
THROUGH. WHAT IS THE WORST
THING THAT COULD HAPPEN.

Why is it good to make one's own Map?

- The Map helps me when I have not defined my goals yet; I have my dreams, though, and I need to rely on my story to find my way in the situation and in what I want to do now.
- It allows me to express my ideas and fears in the context of my life story.
- The map helps me express my needs and plan the first steps leading to them.
- It facilitates mutual understanding with people who are close to me, thus promoting the development of our relationships.
- It helps me deal with my fears by their identification and proposal of solutions.

IMPORTANT

We prepare a time schedule.

We spend more time on dreams, less on nightmares.
Then we recommend taking a break.

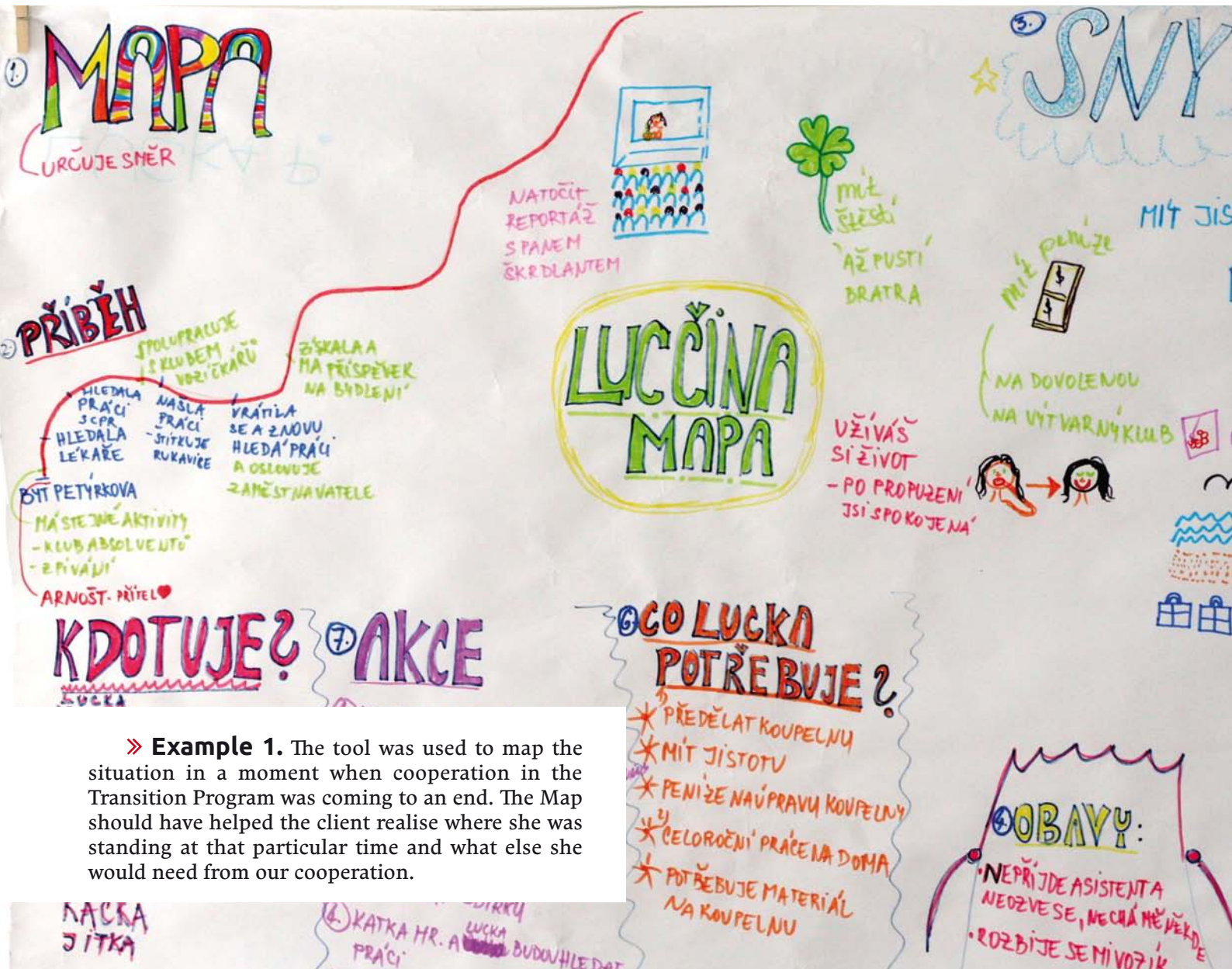
We need a graphic facilitator.

The person is the focus!

It is advisable to make the Map only after a certain
period of working together.

Which tools can help me when making the Map?

- The self-awareness tools, since they make you think about yourself, understand yourself better and speak about yourself: **MY STRENGTHS, WHAT WORKS AND WHAT DOES NOT, WHAT IS IMPORTANT TO ME** from my perspective and the perspective of my loved ones.
- **CIRCLE OF RELATIONSHIPS** – helps me choose people who will participate in the meeting and who know my life story, who I trust and who I can rely on.



» **Example 1.** The tool was used to map the situation in a moment when cooperation in the Transition Program was coming to an end. The Map should have helped the client realise where she was standing at that particular time and what else she would need from our cooperation.

My Places

I am aware of the places around me. Those that are important for my life.



Why is it good to know One's Places?

- I realise what particular places mean to me, what connects me with them and why I like them.
- I realise and get an overview of places where I spend my time.
- I can think about who I meet at these places, who I could become acquainted with or get to know closer.
- The tool also maps places where I would like to go or where I would like to find new friends.

IMPORTANT

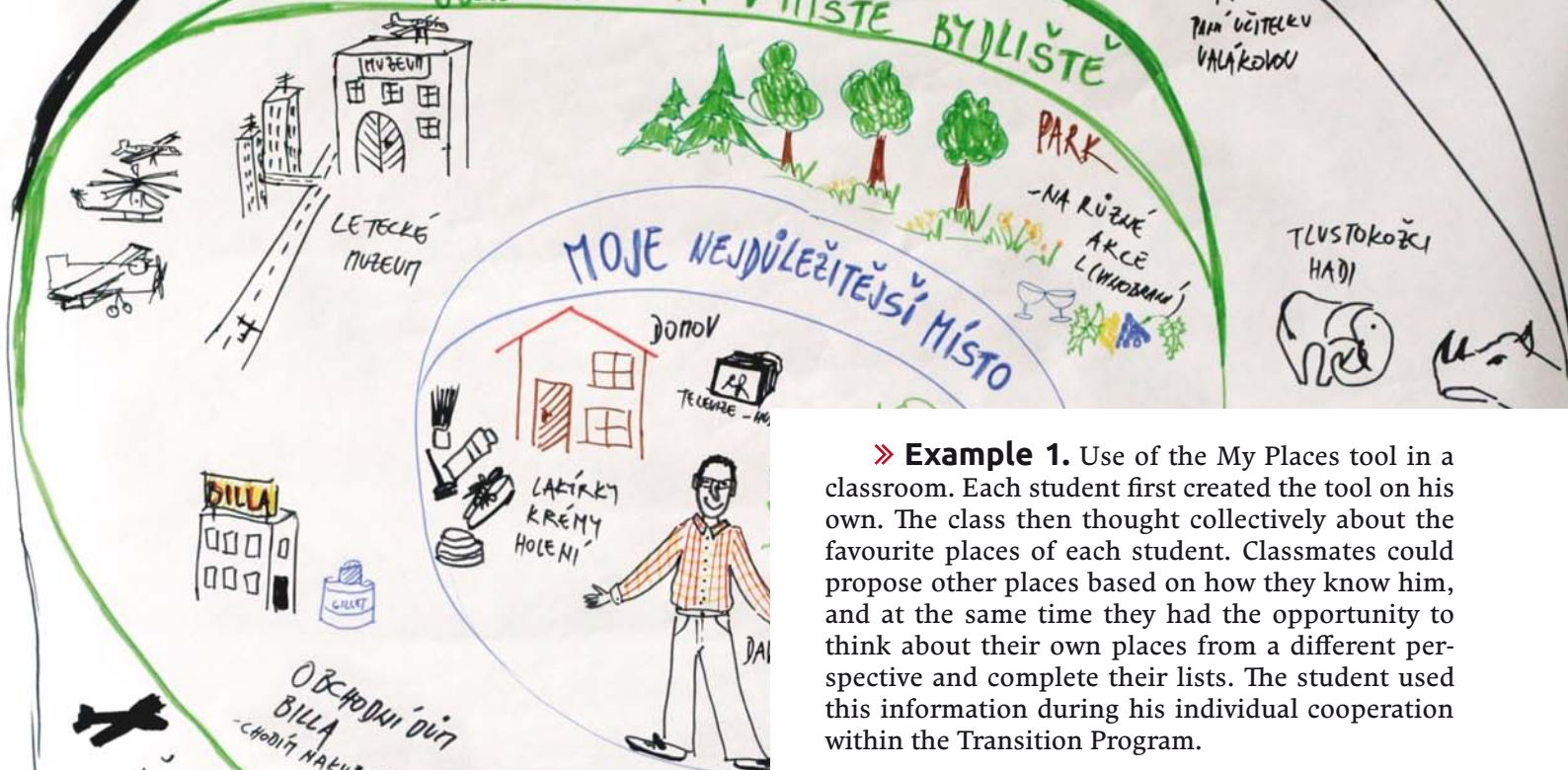
Places where I meet people, where I spend my free time, where I use services (transport, hairdresser's, cafés, doctor, post office), where I educate myself (school, courses, exchange visits).

What connects me with these places? What do I do there? Who is there?

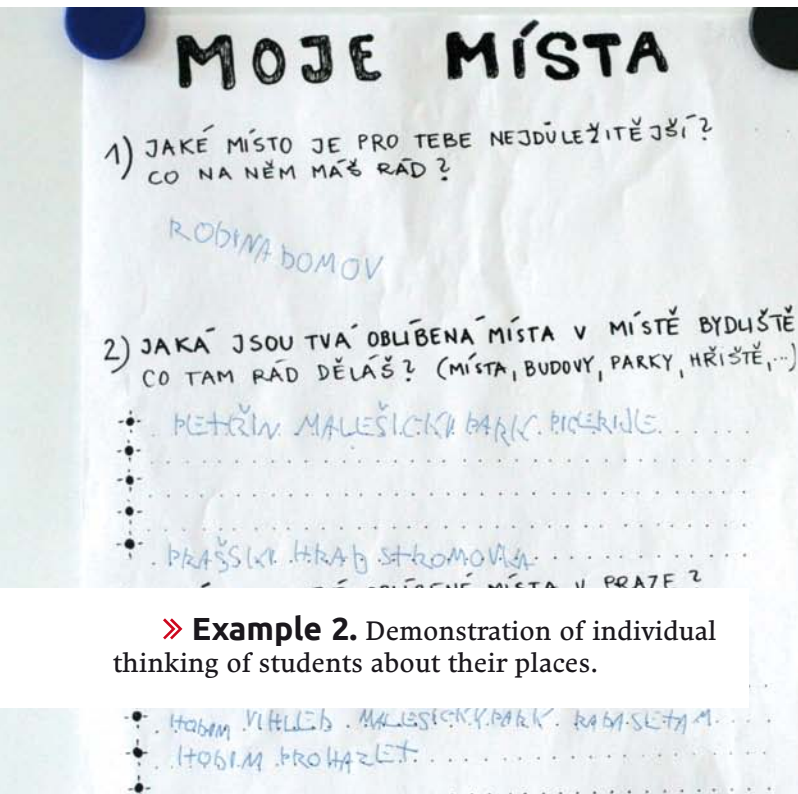
One of the options how to display the tool is to identify these places by pins on the map.

Which other tools help us when mapping My Places?

- **CIRCLE OF RELATIONSHIPS** – people around me are connected to the place where I meet them. Which can be important to me, too.
- **WHAT IS IMPORTANT TO ME, LIFE LINE** – in these tools I can also mention places important for my life, and use them when creating **MY PLACES**.



» **Example 1.** Use of the My Places tool in a classroom. Each student first created the tool on his own. The class then thought collectively about the favourite places of each student. Classmates could propose other places based on how they know him, and at the same time they had the opportunity to think about their own places from a different perspective and complete their lists. The student used this information during his individual cooperation within the Transition Program.



» **Example 2.** Demonstration of individual thinking of students about their places.



My Strengths

In my development, I will rely on my strengths: on what I can do and what I am good at.



THIS TOOL HELPS ME REALISE, IDENTIFY AND EXPRESS MY STRENGTHS ON WHICH I CAN BUILD MY FUTURE.

Why is it good to know one's Strengths?

- I will discover my strengths that I can actively use for my further development, at work, etc.
- I will be more self-confident.
- I can easily present myself to others by the things I am good at.

IMPORTANT

I do not use words like "sometimes", "usually"...

I use clear formulations. (*I am an excellent soccer player.*
I am nice to my classmates when they want to borrow my crayons.)

We say things as they are.

We think positively.

Which tools can help me draft My Strengths?

- **CIRCLE OF RELATIONSHIPS** – thanks to which I discover who could help me identify my strengths. Sometimes it is difficult to admit your strengths, that is why it is a good idea to use the help of close people who I can trust.
- **WHAT IN MY LIFE WORKS AND WHAT DOES NOT** – which can help me discover my abilities and skills that are important to me and that I want to maintain and develop. (*I am independent. I always ask someone when I need help.*)



JAKÉ JSOU DOMINIKOVI
SILNÉ STRÁNKY, CO NA NĚM
MÁTE RÁDI

PRO DOMINIKA VPLYLIL:

mamka

Dominikovo silné stránky jsou spolehlivost,
snaha, upřímnost, vřímavost, dochvilnost,

Ráda se s ním koukám na televizi, povídám a směji.
Mám na něm milá jeho klidnou povahu a
neráčičnost.



CO MI JDE
V ČEM JSEM DOBRÝ
CO UMÍM
CO MĚN RÁD
NĚ SILNÉ STRÁNKY

UMÍM PRACOVAT S POČÍTAČEM

↳ STAHOVÁNÍ PÍŠMÍČEK, ROVĚTNÍ PÍŠMÍČEK

RÁD POSLOVCHÁM HUDBU → RŮZNÉ ŽÁNRY

↳ RŮZNÝ ŽÁNROVÝ UMÍM PŘÍKLADY INTERPRETY, SKUPINY

JSEM PEČLIVÝ, ZODPOVĚDNÝ

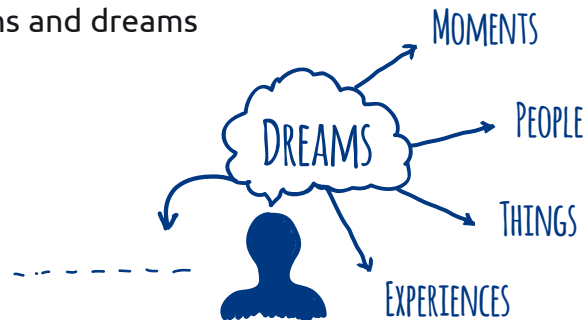
» **Example 1.** Example of the My Strengths tool, where a student identified his qualities first and then asked his loved ones to complete them.

» **Example 2.** Demonstration of how to use the tool in a group during a get-together trip. Both the student and other participants expressed the student's good qualities.



My Dreams

List of wishes, visions and dreams



HOW I WOULD LIKE TO LIVE IF EVERYTHING WERE POSSIBLE.

IN DREAMS THERE ARE NO OBSTACLES, NOTHING THREATENS ME THERE, SO I CAN RELEASE MY IMAGINATION.

WHEN I FIND IT HARD TO IMAGINE A DISTANT FUTURE, I CAN IMAGINE MY LIFE IN A YEAR OR FIVE YEARS' TIME...

Why is it good to know one's Dreams?

- They help me realise what I want to achieve in my life.
- They give direction to my life.
- When I know what I want, I can start working on it.

Which tools can help me draft My Dreams?

- **MAGIC WAND** – helps me unleash my fantasies. A pencil or a rod can become a magic wand for a while. When I use them to point to something, I can change it to my liking.
- **5× WHY AND 1× WHAT** – helps me specify my dreams in a way that they are more understandable for myself and others. To each dream, I give at least five reasons why I want it that way, and what I can gain by that. (*I want to be an astronaut because then I would be a national hero, I want to have a lot of money, I want to buy a nice car, I would like be on TV and pretty girls would hang around me.*)
- **CIRCLE OF RELATIONSHIPS** – helps me find people around me who could give their ideas to help me express my dreams. At the same time, they could help me make the dreams come true.

IMPORTANT

We respect every dream.

We are specific, describe the dream carefully, vividly and in great detail.

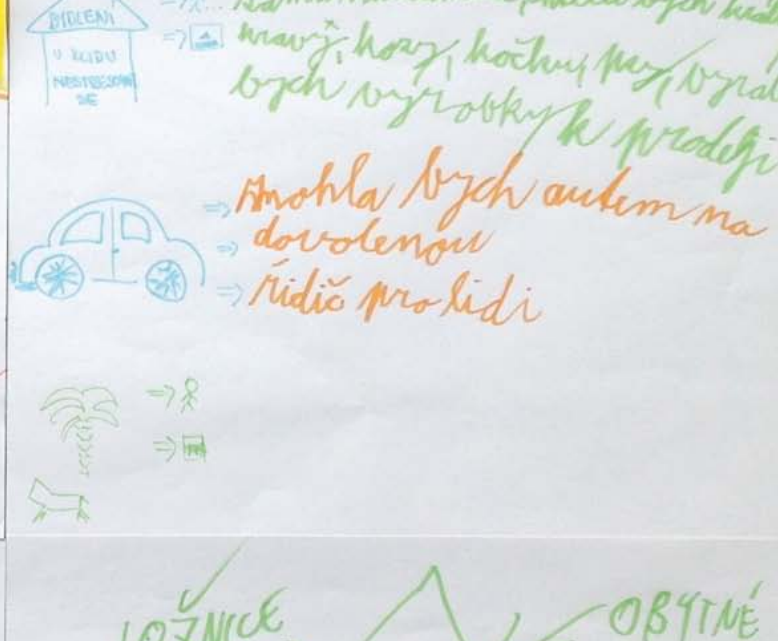
We speak about people who are part of our dreams, and about places where our dreams happen.

Everyone has a dream.

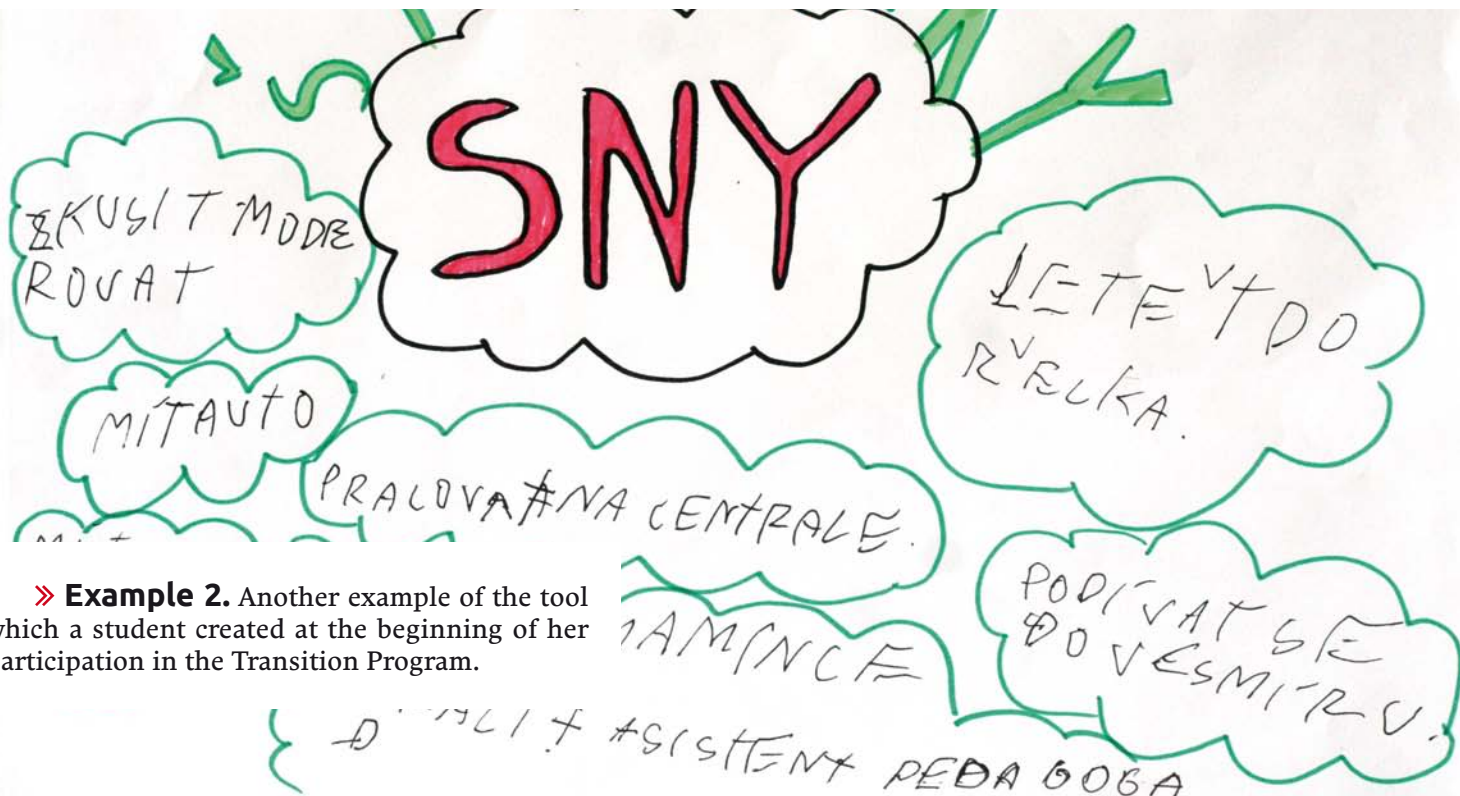
MOJE SNY

- láska na 100 let
- opravdu se zamilovat
- najít práci v oboru péče o seniory
- měla by mě bavila. Mám ráda, když lidé dělají něco pro sebe. Ráda pomáhám slabším.
- chtěla bych v životě něco dokázat.
- Budu pro ostatní užitečná.

- ⇒ opora (mít se komu svěřit)
- ⇒ pocit bezpečí, finanční podpora
- ⇒ podpora při seznámení



» **Example 1.** A student expressed her dreams about her life after graduation. This motivated her to take little steps leading to her future adult life.



» **Example 2.** Another example of the tool which a student created at the beginning of her participation in the Transition Program.

One Page Profile

How great I am, what I like, how and in what areas you can support me.

UNDERSTANDABLE POSITIVE PRESENTATION OF MYSELF.



Why is it good to have a One Page Profile?

- It helps me present myself positively to others, using my strengths and important things in my life. *(I am a great friend. I can say the alphabet backwards.)*
- It allows me to influence the support provided to me. It is me who defines it. *(In a new environment, I need to find my bearings. If I don't speak from the start, just give me time. If you smile, it will help me.)*
- If I ask my loved ones for help, my profile will include the perspectives of more people. *(Patrick loves Milka chocolate with hazelnuts. It always cheers him up.)*
- It can be used as a comprehensible source of information about me which can be provided for example to a new teacher, assistant or another person who will cooperate on something with me.
- It can help me when writing my CV or planning some other activities of mine.
- When writing the profile, I will have the opportunity to realise what I would like to work on now. *(An assistant accompanies me to school to show me the way. – I want to learn the way to school so that I can go there alone.)*

IMPORTANT

We say things as they are.

Positively

Specifically

Comprehensibly

Concisely

Which tools can help me write my One Page Profile?

- **CIRCLE OF RELATIONSHIPS** – helps me realise who a close person is, knows me well and could help me draft my One Page Profile.
- **WHAT IN MY LIFE WORKS AND WHAT DOES NOT** – which can contain my abilities and skills that are important to me and that I want to maintain and develop. *(I am independent. I always ask someone when I need help.)*

CO VÍM,
ZNÁM...

5.

SILNÉ STRÁNKY:

KDO JSEM?

♥ CIT
POVAHIVÉ VLASTNOSTI
UMĚLECKÉ NADÁNÍ

RÁDA
VYJADŘUJI
EMOCE
KRESBOU

CO UMÍM
UDĚLAT

CO MI JDE



MAJÍ ZÁJEM
ODRUKÉ LIDI

UPŘÍMNÁ
-ŘEKNE, CO SI MYSLÍ

♥ HŮDA SI ČAS
ACHODÍ VEČAS NA SCHŮZI

ZODPOVĚDNÁ
SVĚDOMITÁ
DOBŘE SI DŮLOUVÁČÍ

» Example 2. Self-awareness and presentation of a person using the Figure tool.

NA ČEM STOJÍM

JAKÁ JSEM

- * VESELÁ * VTIPNÁ * ŠŤASTNÁ
- * RÁDA JÍM * MÁM HUDEBNÍ ~~CH~~ SLUCH
- * SPOLEČENSKÁ * KULTURNÍ (ráda chodím do: divadla, koncerty, plesy)
- * PŘI RANNÍ SUIŽBĚ POMÁHÁM VYCHOVATELKÁM
- * PŘI OBLÍKÁNÍ * MILÁ USMĚVAVÁ, LASKAVÁ
- * NEPOMLOUVÁM A NESTĚŽUJI SI * RÁDA TANCÍM

CO JE PRO MĚ DŮLEŽITÉ

- RODINA - MÁMA, TÁTA, BRÁCHOVÉ
- ŠKOLA - CHCI SE VZDĚLÁVAT
- BAVÍ MĚ VŠECHNY PŘEDMĚTY

» **Example 3.** This One Page Profile was made by a student at the beginning of her participation in the Transition Program. The student wanted to clarify what kind of person she was, what was important for her, where she was heading and where she needed help. She asked her roommates and instructors from her hall of residence to write down her strengths.

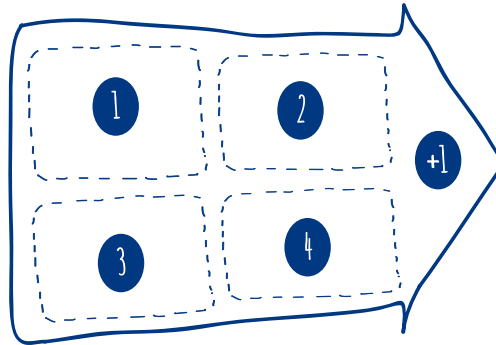
- MÍT CHVILKU TIŠKA, ABYCH MOHLA

JAK MĚ NEJLÉPE PODPORIT

- POTŘEBUJI CÍTIT RODINNÉ ZÁZEMÍ
- CHCI PŘÍŠTÍ ROK CHODIT DO ŠKOLY
LÍBÍ SE MI V KLÁROVĚ ÚSTAVU - OBOR KERAMIKA
→ NEJSOU TAM POČÍTAČE
- POTŘEBUJI KAŽDÝ DEN DOBRÉ JÍDLO
- ASISTENTKA NA PRAXI: POTŘEBUJI POMOC NA TOALETĚ A PŘI PŘEPRAVĚ
ASISTENTKA NA VÝCHOVĚ: POTŘEBUJI POMOC NA TOALETĚ, PŘI KOUPÁNÍ, Z/DO POSTELE
- POTŘEBUJI BEHAT 2x TÝDNĚ

4+1 Questions

My experience as a starting point for the future



- 1 WHAT HAVE I ALREADY TRIED? DONE? EXPERIENCED?
- 2 WHAT DID I LEARN FROM THAT?
- 3 WHAT HAVE I BEEN SUCCESSFUL IN? WHAT HAS MADE ME HAPPY?
- 4 WHERE HAVE I NOT BEEN SO GOOD? WHAT HAS MADE ME WORRIED?

+1 HOW WILL I USE IT FOR THE FUTURE? WHAT WILL I DO FIRST?

BASED ON REFLECTION OF MY OWN EXPERIENCE, THIS TOOL WILL HELP ME CHOOSE MY FUTURE STEPS.

Why is it good to answer the 4+1 questions?

- It helps me realise all the things I did and achieved, what I learnt, what made me happy and what I succeeded in.
- It is important for me to discover what went well and what I can build on in the future. And also what did not go so well and should be done differently next time.
- It helps me see how I continue on the path to my dreams and whether I am going in the right direction, or whether I should somewhat change my plans.
- It leads me to further suitable steps based on my new knowledge.
- This tool also allows me to think in group planning meetings.

IMPORTANT

Detailed description of what happened facilitates the transfer of experience to the future.

Do not judge what I tell you so that I can speak openly. It is not easy to describe everything the way it was.

Which tools can help me when answering the 4+1 Questions?

- **CIRCLE OF RELATIONSHIPS** as a tool showing who can help me answer the questions. For example my assistant who accompanied me, or a work colleague.

CO JSEM SI ZKUSILA

- SEPSÁNÍ PROFILU
- NAPSÁNÍ MOTIVAČNÍHO DOPISU
- NANIT ORGANIZACE A POSÍLÁNÍ EMAILY
- PŘIPRAVIT SI PODKLADY
- SCHŮZKA A POKHOV < KONTO BARČEJŠ PRACOVNÍKA
- FAKTURY - JAK TO PŘIPRAVIT/PRO ÚČETNÍ < SVOJÍM ÚČETNÍ SYSTÉM
- VYŘADNÁVÁNÍ OBJEDNÁVEK OD ZÁKAZNÍKŮ PŘES INTERNET
- OBJEDNÁVÁNÍ 2000 "NA DOPRAVU"
- VYŘADNÁVÁNÍ FAKTUR V EXCELU
- MAJÁ INVENTURA (ČÍSLO HRAČKY A POČET)
- PODIPIS PRODUKTU NA E-SHOP
- PRAČE ZA POKLADNOU - NEDOSÁHLA JSEM NA KASU
- POŠTA - POTŘEBOVALA JSEM POMOC ASISTENTA, ABYCH SE TAM DOSTALA S DOPORUČENÝMI ZÁSILKAMA
- SEZNÁMENÍ S PRODUKTY, ABYCH UMĚLA POMOCI ZÁKAZNÍKŮM

CO SE MI DAŘILO, S ČÍM JSEM BYLA SPOKOJENA

- POMĚLA JSEM ZNALOSTI ZE ŠKOLY, ALE NEBRALI TO JAKO SAMOZŘEJNOST, VYSVĚTLILI MI TO A JAK ŽE JSEM TO ZKŮŠILA JAKA.
- ČINNOST MĚ BAVÍ (ADMINISTRATIVA, PROJEKTY)
- LIĚILO SE MI TRÉNINKOVÉ PRACOVISTĚ
- SLUŽILI KOLEGOVÉ
- DAŘILO SE MI FAKTURY ZAPRÁVIT DO POKLADNÍ KNIHY, DĚLAT 2000 NA E-SHOP.
- ISTŘICHNOST TRÉNÉRŮ, NEJLÍ PROBLÉM SE NA ČINNOSTI DOMYSLIT.
- VÝBĚR PRACOVISTĚ
- V POSLEDNÍM TĚHU JSEM PRACOVALA ÚPLNĚ SAMOSTATNĚ
- NIKDO V MĚ NEHMUSEL SEDĚT.

CO BUDE NÁSLEDOVAT, JAK TO VŠE POUŽIJU

- CHTELA BYCH JEDNOU PRACOVAT NA MÍSTĚ JAKO JE HRAČKOTĚKA, ADE UMĚLU ZNALOSTI ZE ŠKOLY.
- ASISTENT SI DOMYSLUJAT LČAS.
- ŘEŠIT S KOORDINÁTOŘEM OMALY V INFORMACI PRO ASISTENTY.
- DŮLEŽITÉ SI NAJÍT ZAMĚSTNÁVATELE, KTERÝ BUDE RESPECTOVAT MĚ POTŘEBY, TEMPO ATE.
- FORMULOVÁNÍ VĚT - V ÚLOŽÍ SE ŠKOLE, PSANÍ DOPISŮ
- POZNALA JSEM, ŽE MI SPOLUSTA VĚCI JDE.

CO JSEM SE NAUČILA

- V TRAVI TOHO ZVLÁDNUTÍ VÍČ, NEŽ CO JSEM ČEKLALA
- PROTOŽ JSEM SI MĚLI VĚCI ZNALOSTI ZE ŠKOLY
- V TRAVI JSEM POTŘEBOVALA ASISTENTA NA DOPRAVU DO ŠKOLY A NA OBĚDY, JINAK KDOBYCH TAM PRACOVALA, DOVAŽELA BYCH SI TO PŘEDSTAVIT BEZ ASISTENTA.
- MŮJI JSEM POTŘEBOVALA JEŠTĚ HOVNĚ VĚCI VYKŮTIT.
- NAUČILA JSEM SE HOVNĚ V OBLASTI FORMOVÁNÍ VĚT.
- PROJEKTY HRAČEK - CHODÍ NAKUPOVAT HRAČKY NAHRAJNĚ S NĚJÍ - NEPŘEDVÍDĚNĚ - BUDOVÁVALY MĚ NEVADILY ŽE

CO SE MI MOC NEDAŘILO, S ČÍM JSEM NEBYLA MOC SPOKOJENA

- NEPOZNALA JSEM ÚČETNÍ PROGRAMY, POZNALA JSEM JEJ PŘÍPRAVU PRO ÚČETNÍ.
- CHAOS S ASISTENTY (SE SRÁŽÍ) - SPATNĚ INSTRUKCE
- X. DAŘILO SE, A

» **Example 1.** A student used this tool to evaluate her continuous work experience.

- Co jsem si zkusila ✓
- Hledání praxe + chování na praxi < AKORD MŠ Hurbanova
 - Hledání praxe v domovské pro seniory
 - Vytvoření profilu a práce s ním
 - Vytvoření plánu při schůzce s maminkou a babičkou
 - práce na Parmě
 - autostoklav
 - Rázně
 - Hodiny se řídí
 - žilopis
 - popis profesí
 - návštěva Úřadu práce
 - veletrhu práce (Konto Bariery)
 - Centrum pracovní rehabilitace na Pankratici
 - Parkus Slapy

- VÝBĚR PRACOVISTĚ
- ZNÁT SVÉ KOLEGY
- LÉPE SE MI PRACUJE
- SĚTÁM
- SCHŮZKA S MAMINKOU A BABIČKOU - UJASNILY JSME SI, CO BUDE MĚ DĚLAT

KDYŽ SI NAJDU PRÁCI, TAK UPO-
RÁ
DÁM
SU
KU
KOLEGY, ABY-
CHOM SI POPRA-
VÍ DALI A PŘE-
NÁMILI SE

» **Example 2.** A student used this tool to evaluate her participation in the Transition Program.

TO SE MI NEUĚILO

- TRUSU SLAPY
- UČTELA
- PRACOVAT





Path Diaries

In this chapter we would like to share several stories capturing cooperation with students during which the tools of person-centred planning were used. Cooperation is often described by consultants but you can also find stories here written by the students themselves, which we value the most.

We believe that they will clearly show you, the readers, in what situations and to what aims these PCP tools can be useful.

Aneta

Aneta contacted the Transition Program at the moment when she was looking for a facility where she could perform her compulsory vocational training for her studies. The key tool that we used during our cooperation was the One Page Profile; it helped her think about which of her strengths she could use during the training, what she considered important to learn or familiarise herself with, and what kind of support she would need for successful completion of the vocational training. Later on, she used the One Page Profile when writing a motivation letter and also during a job interview, where the profile served as a crutch to answer the questions.



Once Aneta's training finished, we looked back at our cooperation and the experience she had gained. We used the 4+1 Questions tool to do that. This summary was important for the student mainly to realise the experiences and knowledge that would have an importance for her future life, particularly for her job. It also helped her prepare a school presentation about her vocational training. Moreover, the 4+1 Questions tool was used to sum up her training experience in the following short interview.

Experience from training at a Business School

Where did you train and what did you do there?

I trained in a social enterprise called Hračkotéka (Toyshop). I was a shop assistant there. I helped with administrative tasks and anything else that was necessary. For example I packed and dispatched parcels, counted goods, sold at the cash desk, handled the invoices and orders, etc.

What did you work on within the Transition Program?

Searching for suitable vocational school training and a personal care giver. Writing a motivation letter, sending e-mails to companies.

What have you learnt doing this?

Generally, I learnt typing on a computer, making appointments (by phone, e-mail), communicating with future employers. I also tried writing my personal profile.

Have you also learnt something about yourself?

Thanks to the search for vocational training, I discovered I could be more independent. More communicative, I am more self-confident in some aspects. I found out which job environment was suitable for me and what I needed at work so that I could do the job well and enjoy it.

Do you know how you will use this knowledge in future? Do you have an idea?

In my job search, or for future vocational training.

When you look back at your vocational training now, how do you feel?

I found out I was able to work in a team. I took it as a job and I really enjoyed it. I even did not want to go back to school; I could imagine staying there or working there some days after school. The greatest experience was the feeling of going to work. It was important for me to realise I could do a job just like most people do. And after some time, I was independently able to perform activities that someone had explained to me. It is a great feeling, considering that so many friends perform manual tasks.

Would you recommend participation in the Transition Program, for example to other students of the Business School here at the Jedlička Institute?

I definitely would. For example, when we were told that we would look for vocational training, I did not know what to do, who to contact. It is great that we have the Transition Program, which can explain this to people searching for training for the first time. It also helped me when I was looking for a personal care giver. Although they told me an assistant was not necessary for the training, I still used his services. At the beginning, he helped me learn the tasks assigned, which prevented any disruptions in the company's operation.

David

David's first goal in the Transition Program was clear: he wanted to find vocational training where he would go throughout the year, but he did not know what kind of training he would like to do. To get at least a rough idea of an activity he would focus on, we used the tools "What I like", "What I like doing at home, at school and in my free time". They helped David get an idea of what kind of activities he liked, was interested in or wanted to experience in practice in a real job. However, the key moment for choosing the activity was a joint meeting of David and several people who know him very well. They came up with new ideas and provided more information on those he had already thought about. It was important that they made him feel positive and supported him in implementing these activities. David's training activities are described below in his evaluation of experience gained within the Transition Program.

To plan the next goals of our cooperation, we used the tools "My Dreams". The fact that David thought about what he would wish and want in the following year (any longer period of time was hardly imaginable for him yet) led him to considerations on what he could do for it now and what kind of support he would need to achieve his goal.

In the text below, you can read about how it actually turned out.

My experience from the Transition Program and the vocational training at the Knoflíčeks'

David, where do you train and what do you do there?

I train in the Knoflíčeks' repair shop. I go there and watch Magda (my assistant). Magda is there to help me put on my cloak, and in case I run into a drunkard on my way. At the Knoflíčeks', I polish and wax shoes.

Where did the idea come from that you would look for vocational training in a shoe-repair shop?

At a joint meeting with my mother, my teacher Ms. Valáková and my consultant Alena Kadlčková.



What did you have to do to get the training in the shoe-repair shop?

I wrote an e-mail to the Knoflíček, then I went to see the repair shop and then I started waxing shoes there.

What have you learnt during your participation in the Transition Program?

I met a friend called Frank and we went to see hippos and elephants in the zoo together. I prepared myself for my future education and searched for the school on the Internet.

What did you like about the Transition Program?

I liked the trip to Slapy reservoir. I saw how pickled cheeses are produced. And we also visited the workshop Letohrádek Vendula, where I liked one small man in a green T-shirt and also the boy lying in bed. I liked waxing shoes most. I liked the Spring Rummage Sale, when my parents came to see me and my father watched me waxing shoes. I like Magda and I think about her often.

How will you use this experience in the future? Do you have an idea?

I would like to wax shoes in my new school.



Erika

Erika became acquainted with the Transition Program in classes at her Practical Skills School. The classes dealt with various topics related to transitioning from school to independent adult life with a view to all the specific issues that disabled students may face. Work was one of the main topics. My colleague and I started working with the class by applying the Dreams tool: Job of My Life. We used this tool to make our students think about the job that they would like to pursue in the future if anything were possible, in spite of all obstacles. For the next step we chose the Strengths tool, which helped the students consider abilities, qualities and skills they have, which could be used in such a job. First, everyone considered their own strengths, and then they tried to describe some of their classmates' strengths. This classroom activity was beneficial as it encouraged students to motivate one another by joking and trying to think about themselves in a new and positive way. At the same time, they had a chance to get to know each other better.

Erika used the information she gained from reflecting about strengths applicable to a carer position when looking for vocational training. Her strengths included, for example, the following qualities: good-hearted, friendly, kind, reliable, helpful, and tolerant. She applied for individual cooperation with the Transition Program with a clear objective: she needed help finding vocational training in a facility for people with severe disabilities, where she knew one of the assistants. When she began her studies at the Practical Skills School, she already knew that after graduation she wanted to continue her education by studying Care Services. She already had an idea of what her journey to her dream job might look like at that time.

During our work together, the Strengths were immediately followed by a One Page Profile. The Profile enabled Erika to clearly define the assistance that she needed to get and successfully take up the vocational training. She described situations in which she needed assistance, such as the interview, as she felt shy towards strangers. She said that she needed to feel excited about work; therefore, it was important to find a job that she would enjoy and do well. She used the information that she had gained about herself during the interview with the facility



director. They discussed in detail her vocational training tasks and how to meet her colleagues so that she would not be afraid to start vocational training in the next school year.

Working in the facility was not a simple task for Erika. Nevertheless, it taught her important lessons about herself. Above all, she learned that in a small group of colleagues she needs one person as a supervisor, someone she can turn to in situations where she feels insecure. She will know that the person is there for her and she will not have to be shy when approaching them. She realised that it is important for her to be able to explain the manifestations of her disability to her colleagues so that they can understand her better. She also realised that she needs a calm workplace, i.e. an environment that is not so mentally stressful and where she wouldn't encounter too many unexpected events, and that she preferred working with people she understands and also understands the ways that they behave. And last but not least, that she prefers having a narrowly defined job as it makes it easier for her to master her tasks better. During her vocational training she found out that due to poor adaptation to working conditions she chooses inappropriate words when communicating with her colleagues and clients, which, as she herself perceived, causes misunderstandings. We discussed real communication situations that had occurred during the vocational training, which she perceived as unpleasant. We tried to examine them from the viewpoints of all participants, we searched for solutions: how to react next time, how to avoid misunderstanding. When discussing these communication situations we also established several elements that could have a negative impact on her work as a carer in the future. For example, she had a tendency to assume responsibility for her clients and to provide more care than they desired.

We used the What Works and What Does Not tool for ongoing evaluation, in the course of which we gradually found other areas for improvement. One of the areas that we discovered during the evaluation was the above tendency to assist people in the facility more than they need and want. When thinking about her vocational training, Erika had the opportunity to realise that fact herself and propose how to avoid such situations in the future. For final evaluation of the vocational training we used the 4+1 Questions tool and the information that we acquired was incorporated into the One Page Profile.

Taking into account her experience from the first vocational training, Erika decided to find work in a pre-school facility, i.e. in an environment that might better suit her needs. The information included in the One Page Profile was used to amend her cover letter. The letter described her strengths and experience related to becoming a qualified trainee in the pre-school facility and at the same time it opened the door for negotiating conditions that she would need to perform her job well. In the second half of the school year she started working in a pre-school facility in Prague 4 where she assisted in a classroom led by two full-time female teachers. She had an opportunity to meet them in advance and to advise them about the manifestations of her disability that she deemed as important in order to avoid possible misunderstandings. One of the teachers assigned specific tasks to her on an ongoing basis. Owing to the fact that she used her prior experience when arranging and taking up her vocational training, she completed her work successfully.

Erika also wished to try working in a facility for the elderly. We jointly found a suitable facility in the vicinity of Prague. In the end, Erika did not take this job because of her mother, who did not like the fact that Erika would have to commute outside of Prague. Once again we used the What Works and What Does Not tool to evaluate the positive and negative aspects of how she applied for this vocational training and why she eventually did not take up the job. She realised that she had not been informing her mother about her decisions at all, despite the fact that she was under age and her mother was still partially responsible for her. As a consequence

PRACOVNÍ PROFIL ERIKY

DOBROSRDEČNÁ *

LASKAVÁ *
HODNÁ *
POZORNÁ *

SPOLEHLIVÁ *

TRPĚLIVÁ *

SCHOPNOST EMPATIE

CTIŽÁDOSTIVÁ

SNÁHA UČIT SE NOVÉ VĚCI

DODRŽUJE PRAVIDLA

KREATIVNÍ



PRÁTELSKÁ *

SPOLEHLIVÁ *

TIKÁ STYL PRO HUTOR
(KDYŽ MÁ DOBRou KÁČU)

USTNĚVNÁ

OTEVŘENÁ NOVÝM VĚCÍM

SOUCIT SE SLABŠÍM

KAMARÁDSKÁ *

OCHOTNÁ POMÁHAT

SEBEJISTA

UMÍ POMOČ DRUHÝM
I SLABŠÍM

TOLERANTNÍ

CO JE PRO MĚ DŮLEŽITÉ

X RÁHO VELKÉ KAFE BEZ CUKRU

X LEBÁT SE CIZÍCH LIDÍ → BÝT

CO POTŘEBUJI PRO SVOU PRÁCI

X ÚSPĚCH → V KOLEKTIVU *

X MÍT ČAS SI ROZMYSLT CO JAK ŘEKNU
V MŮJ VOL E 64 *

she realised that it was important not only to share her decisions with her mother, but also to talk about her plans. She decided to start with a meeting attended by her, her mother and her grandma, with me as the meeting facilitator. The meeting was based on the Path tool. Some of the secondary objectives determined during this meeting that could be subsequently implemented through the Transition Program were later incorporated into Action Plans Erika and I developed together. Work in a facility for the elderly is still one of the objectives of her Path; however, Erika decided to postpone pursuing this objective until her Care Services studies.

At the end of our cooperation we looked back at everything that Erika had been through and how she perceived our cooperation. Our evaluation was once again based on 4+1 Questions. Erika wished to develop this tool into an article that you can now read for yourself:

The Transition Program (TP) is a transition from school to normal life. That is mostly to the life of healthy people. It motivates us to look for vocational training, work, housing, further education opportunities et cetera based on our own preferences. Our consultants are very helpful and cooperation with them is excellent. They are able to provide tailor-made vocational training, as well as assistance, if needed. I had problems meeting strangers and I was afraid of unfamiliar environments. Owing to consultations all these issues have gradually disappeared.

TP classes really motivate me. Owing to our TP classes we've gotten to know each other better. We learned about everything that is needed to find a job. We visited the Supported Employment Centre and the Employment Bureau.

Consultations take place once a week. At the beginning of the year we agree on what we would like to achieve and whether it is realistic. We frequently use the Internet for our work.

I like the TP very much and I recommend it. It is something that other schools don't offer.

Svetla

Svetla enrolled in the Transition Program with the main objective of finding vocational training. To facilitate our cooperation, to get to know each other, we started by identifying Svetla's strengths. Svetla introduced herself by explaining her talents, best qualities and what she was good at. This process gave me a better idea of who Svetla was as a person, and it also boosted her self-confidence at the outset of our cooperation. Then we worked on a One Page Profile. We engaged other people in this activity – Svetla chose close friends. We created a form with several questions that Svetla's friends answered, describing Svetla's best qualities and what she was good at. The fact that Svetla could learn what other people appreciated and admired about her was beneficial. She is able to better recognise her strong points and learn how to use them. Another benefit is that this positive feedback from close friends helps her add to her own positive image of herself.

The next step of our work together was developing My Dreams. At first, it was difficult for her to release her imagination, but gradually she relaxed and was able to dream. During our earlier consultations she had mentioned that she would like to work with children, preferably in a pre-school facility. Thanks to My Dreams she learnt that working in a pre-school facility was attractive for her especially as it would help prepare her for future motherhood. When considering other dreams from My Dreams, Svetla realised what she would like to achieve in life and what wishes she would like to have fulfilled. All of this helped us create new objectives and material to use in our continuing work together.

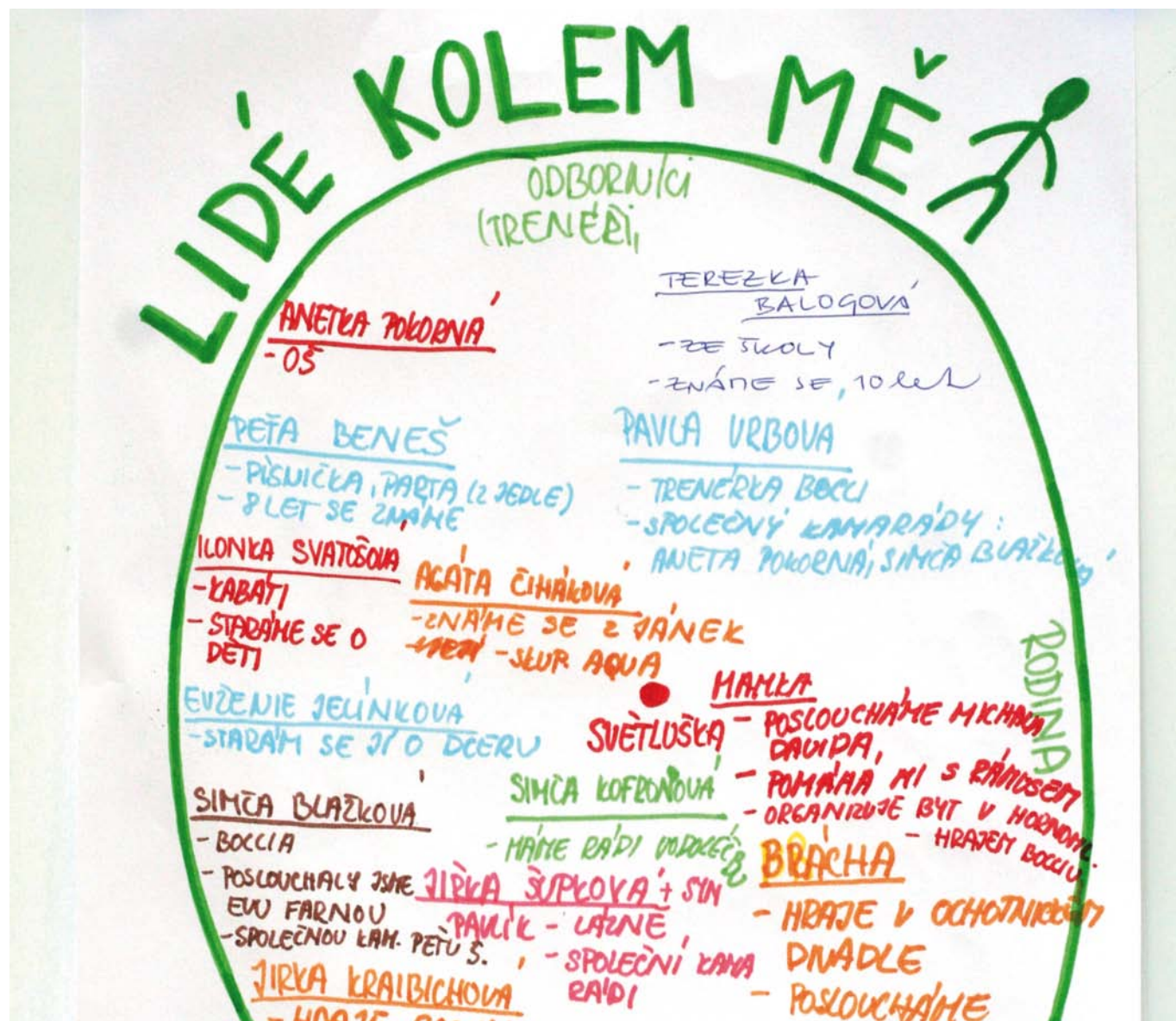


The information unveiled by the tool became a starting point for our work with another tool: Circle of Relationships. We thought about circles of people that surrounded her in life and how important they were for her. Svetla thus realised who could help her fulfil her dreams, who surrounded her and who could give her a hand on the journey towards her dreams.

Ideas for My Vocational Training was the tool that we used to think about what she would like to learn, try and take home from her vocational training. Svetla had a clear idea of what she would like to try to make the vocational training worthwhile. Then we had Svetla's vocational training supervisor read the questions and answers. We also used the tool to describe Svetla's strengths and what kind of support she would need during her vocational training, so that other employees could get a better idea of what she could do and what kind of experience she would like to gain.

We often used the Action Plan in our work together. It helped us sort things out and organise them into steps. We used it for example for the objective of obtaining a laptop. First, we used the Action Plan to gather all options of how to get a laptop, e.g. sending e-mails to foundations with a request for funding. Then, for every option, we set a deadline and who would participate.

The work with all of these tools and their implementation helped us realise what Svetla wanted and how she could achieve it. Svetla did find vocational training and successfully worked there for three months. Eventually we also managed to acquire a laptop. The tools made our work easier and better structured. We now have a lot of work ahead of us trying to fulfil Svetla's other wishes.



Vaclav

I was honoured and privileged to work with Vaclav in the Transition Program for three years, during his studies at the Practical Skills School of the Jedlička Institute.

Vaclav is a young gentleman who is very sure of what he wants and, most of the time, he arranges everything by himself. He has a strong family support system and lots of friends who are willing to assist him if need be. Therefore, my role on his journey to a dream job was very marginal. Basically, Vaclav needed to make sure that his plan to train with Daniel was feasible and he needed help to implement it within the framework of Practical Skills School vocational trainings.

In the first half of Vaclav's first year at school we saw each other during Transition Program classes in the classroom. We worked together with self-awareness tools, which boosted Vaclav's self-confidence.

As we continued in our work together, we held individual consultations.

In the classroom, we first used the Circle of Relationships. It helped Vaclav acquire certainty that he had a circle of people who could help him during the vocational training by accompanying him, organising events or creating posters and invitations when he would need to communicate with graphic designers and printing companies. Communication with people is one of Vaclav's strengths.

This is what Vaclav said about himself when we worked with the Strengths tool in class, to ensure that his talents and abilities corresponded to his future work. At the same time he determined what specific skills needed to be developed and how.

Subsequently, with the help of the Figure tool, he realised that his inclination towards music production jobs not only corresponded to his personal qualities, but also to his background and family roots. (The tool was used so that the "legs" represented anchorage, background, and family roots.)

By working with a group of classmates, some of whom he soon befriended, Vaclav had the opportunity to get to know how each of them viewed him individually and through group dynamics.

Vaclav's form tutor also took part in our meetings and added to our work by sharing her perspective. Vaclav always came across as a young man who loves the company of others, music, concerts, trendy outfits, modern culture and the hip-hop lifestyle. Once he even organised a meeting at school with his friend – a female student



of the Faculty of Sociology – who was writing a bachelor thesis on hip-hop style. He organised several concerts and gigs where his hip-hop friends performed at school.

When we started discussing vocational trainings in class, Vaclav suggested the idea of having vocational training at Chocolate City Company led by Daniel Lacek. Vaclav had met Daniel after one of the concerts and Daniel later looked up Vaclav himself because he noticed Vaclav's enthusiasm.

Vaclav introduced me to Daniel with the aim of organising the vocational training; he presented his wish to his form tutor, set up an appointment for Daniel and his parents to meet, and started to work. His vocational training continued during the entire study period. Most of the time, Vaclav uses a mechanical wheelchair and needs assistance to get around the city. He asked his friends and some of his new co-workers to accompany him; Daniel also often assisted him. Along with Vaclav, Daniel, and sometimes Vaclav's form tutor we agreed upon what Vaclav needed to learn, improve and how to set up his vocational training schedule.

So that Vaclav could get a comprehensive idea about his future just after leaving school, we organised a meeting of his classmates and school staff, who he invited to help him formulate his plans for the future and offer ideas that could help him during the implementation phase. At this meeting, we used the Path and the Circle of Relationships tools. The meeting in the classroom was a great source of motivation both for Vaclav and for his classmates. Again, it reinforced Vaclav's self-confidence. His aim was to plan necessary steps, set deadlines, and determine who would assist him and what he needed to do himself. At the same time, Vaclav had the opportunity to dream and present plans and ideas that were outside the sphere of his professional life. At this meeting another follow-up event was scheduled – an extracurricular meeting with Vaclav's friends.

Vaclav wanted to invite about fifteen people to this extracurricular meeting. In addition to work, the Path focused on a trip to France and a stay in the U.S. This next meeting has not taken place yet: it is still in the planning stages. Vaclav has been busy sitting his final exams, attending a prom and getting ready for his future job. The people with whom Vaclav plans his trips abroad are from this area of his life. Daniel and Vaclav founded a company – Ulice dětem (Streets for Children) – in which Vaclav has been engaged since then. Shortly after graduation, Vaclav successfully participated in a supported employment project, also as part of establishing his position at Streets for Children.

Jenda

I've been a Transition Program consultant only for a while. Rather than my working experience with person-centred planning, I'd like to share my experience as a parent. I learnt about person-centred planning on training courses led by foreign instructors that I started to frequent as a parent of a disabled child. Later on, the seminar organisers asked me if we, or rather my son, would like to participate in a seminar as a "living, breathing example". We accepted their request. I knew the course organisers and was confident that we would not be exposed to uncomfortable situations, despite the fact that the planning would take place among lots of strangers. The purpose of the meeting was to introduce the Path planning tool to the participants.

Jenda invited a number of people to the meeting. He invited me, his three siblings, a neighbour and her children and a family friend and her son. I invited the social worker who had worked with Jenda.

Jenda arrived at the meeting with his assistant. The lecturers welcomed him and introduced themselves. Jenda's guests sat in the front rows. Other participants sat behind them. There was a large sheet of packing paper pinned on the wall with Jenda's Path written in colour and a sketch of a journey on it. In the right upper corner the heading Dreams indicated a section with no boundaries dedicated to dreams. Next to that section, almost in the middle, a circle called Goals, possible, positive captured one's attention. The path to those goals, with a description of each step, went from the left to the right.

And the planning started within a few moments. First we – everyone at the seminar – had to put aside everything standing in the way of good planning. So, first of all, we took off our judges' wigs. Some people took off real wigs, other people removed imaginary wigs. In reality we tried to put aside judgemental thinking, rigid statements and judgements such as: that won't work, he won't learn how to do that, that's ridiculous, he'll never be able to do it... Then we threw away imaginary chains and fetters and the burden of our negative experiences, fears and prejudices that tie down our minds, among other things. There's only a squeaky rubber hen left among us, so that anyone can squeeze it as if to say: I don't understand what you're saying, This is too complex. You are using words that I do not understand.

And so we relaxed and began. Jenda was continuously at the centre of attention. He invited people to come up to him at the front to help him, first to express his dreams. During the discussion one section of the packing paper was filled up. "I want to drive a tractor, go to the seaside, and play in a band." After Jenda ran out of his own ideas, other people helped out. "What kind of dream do you see for Jenda?" "I can see him with his girlfriend driving a red convertible." "Is that so? Is that your dream, Jenda?" And a red convertible it is – right there on the paper. And also a guard dog and super duper communication technology and also a big heart on the house where he lives with his girlfriend, and little figures – friends that he would like to be surrounded with.

That completed the first part of Jenda's journey. According to lecturers it is the most difficult and important part. Everything that follows should be directed towards fulfilling those dreams.

And then we turned to the next steps. First, back to reality. Is there anything on Jenda's journey to his dreams that can be fulfilled within a year? We formulated the first goals: play guitar in Vaclav's band at Dad's birthday party, live on my own in an apartment in our house, go out for coffee with my girlfriend... Having made a list of goals, we took another small step forward. First of all – what's the situation now? We described Jenda's current



situation, his current position. Then Jenda took a marker and made the first note in the column “Who we will need”. He made a list of people who offered their assistance, as well as those who are absent, but whose assistance would be required. I could see we would have to contact them. We also needed to know what would make us stronger. As we got closer to the goal, the recording paper became filled with writing. Before we reached the goal we wanted to know what would be done by whom and by what deadline: by the end of November Jenda and his brothers will have cleared out the rooms where Jenda plans to live. Every Friday, Jane, a volunteer, will have met Jenda at half past four. By the end of October Aunt Anna will have driven Jenda to a farm... and the last empty column was thus filled in. The plan was done. It was large, colourful, and cheerful. It made such an impression on Jenda that several months later he put it on the wall of his flat. How did Jenda feel after two hours of questioning and answering, listening to interpretation from English, continuous attention and being surrounded by lots of people speaking to him, directly and indirectly? Colin, the facilitator, turned to him and asked him in adorable Czech with a thumbs-up: “Jenda, is everything OK?” With a half thumbs-up: “Half OK, half not OK?” And with a thumbs-down: “Not OK?” And Jenda’s thumb said: “I’m OK”.

It’s been more than a year and a half since Jenda’s planning process. Not all the goals have been fulfilled. But I still consider Jenda’s planning process to be highly beneficial not only for Jenda, but also for the rest of us. I can assess only from a distance what Jenda got out of the planning process. Jenda has got his own flat in our family’s house and he is gradually becoming more and more independent. It is becoming more obvious where our assistance is needed and what he can manage on his own. He’s been meeting with the volunteer to talk over the whole year and using a computer for communication, which he otherwise does not want to use. He has been out for coffee with the volunteer several times and occasionally plays in the band. He has neither managed to play in the band on a regular basis nor has he been to a party for single people. Neither has he been helping as a volunteer with lawn mowing in our community. Instead he goes to the care facility twice a week and takes care of the garden.

Some things have gone well, and others haven’t. Some things have been postponed, while others are still pending. I have to admit that my plans work in the same way. And what has the planning process given me? And why is it worth writing about its impacts and benefits? The planning session was amazing in and of itself. We had a great time, lots of fun and laughs; we shared it with our children and friends. It did not drain my energy – which happens to me at most of the “parent meetings”. Clearly, Jenda was taken as a person who has some skills, who wants and needs something – just as the rest of us do. It was built around Jenda’s strengths, hobbies, and dreams. I did not have to defend Jenda or stand up for him; I could simply enjoy the fact that I have an adult son who is capable of doing lots of things, who has his own dreams and many people around who are willing to support him in his life. I realised that the people in our lives do have the potential to assist Jenda and the entire family – something that is highly appreciated and needed for Jenda to live his life. That the burden on family caregivers can be distributed in a natural way among a greater number of people who will do what they are capable of doing without feeling strained. I felt they did not perceive the tasks they assumed as a burden. I realised what I personally need on the long path to Jenda’s goals, such as breaking them down into small and simple steps that are manageable for me, that I must enjoy my successes, not rush and delegate responsibility to others.

Not only did Jenda’s journey start a process of specific changes in his life, it also revealed sources of support and ways of using them. Regardless of the fact that we did not fulfil all the goals, I rest assured that Jenda, as he goes on his way through life, can set other, new goals, that he can choose different ways to reach the goals he has not yet attained and that he will not be alone.

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