

PATH

Planning Alternative Tomorrows With Hope by Jack Pearpoint, John O'Brien & Marsha Forest

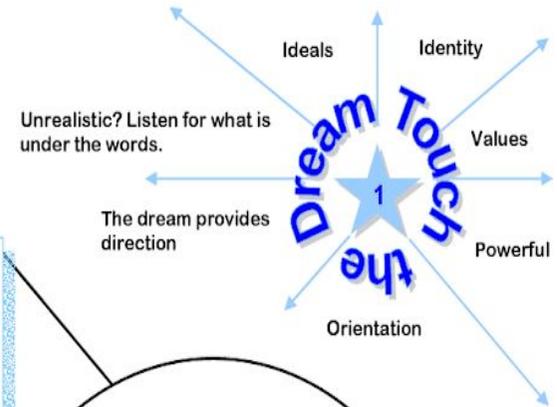
<p>The energy to follow a path comes from the tension between where you are now & where you want to be in the future.</p> <div data-bbox="392 699 533 911" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p>3 Grounding in the Now</p> </div> <p>Describe where you are now. What is the present like? "Now" versus the image of success in the future.</p>	<p>Who controls the resources necessary for success? Who do you need to help you?</p> <div data-bbox="577 699 719 911" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p>4 Identifying People to Enroll</p> </div> <p>Negotiate an exchange with those who will not enroll or...find a way around them! Be specific!</p>	<p>What do you need to get strong & stay strong as you work toward creating what you want? What knowledge do you need?</p> <div data-bbox="768 699 909 911" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p>5 Ways to Build Strength</p> </div> <p>What skills do you need to develop? What relationships do you need to maintain? To succeed, you must have the strength to endure the wait, the disappointments and to regroup & redirect.</p>	<p>Moving from THINKING to ACTION requires commitment to a clear 1st step. What is the biggest barrier to taking the step?</p> <div data-bbox="958 699 1099 911" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p>8 Committing to the First Step</p> </div> <p>Who will support you in this step? How will you ask for their support? Check for blocks.</p>	<p>Focus the process on action. What will you have to do? By what day? Who does what, when?</p> <div data-bbox="1126 699 1267 911" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p>7 Planning the Next 3 Months</p> </div> <p>To accomplish what you want in the next three months, you will have to take action now—what will you have to do?</p>
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How are you feeling now?
Use pictures and words to describe the "Now".

Feeling Summaries

Talk about the differences between how you feel today and one year from now.

Feelings that describe your reactions when you are in the future you are creating.



6 Planning the Next 6 Months

Take action toward what you want to create.

What steps do you have to take over the next six months?

Who will do them?

Possible & Positive

Use the dream to sense the goal.

Imagine that you have worked toward your dream.

Describe the changes that have resulted as if they are real.

What has happened? What have you done?

What does your life look like?

How does it feel?

2 Sensing the Goal

P.A.T.H. (Planning Alternative Tomorrows with Hope) Student Name 4/03/20

2. Aspirations/Dreams/Hopes from 4.03.2020 to 31.12.2023

4. NOW: NOW: NOW: NOW: NOW:
 Plus Ultra, Drama, Lunch time sports
 Dance, Small Group - vertical
 Art (was good), Science – good in the lab with this teacher, Like the students
 Like 3 teachers (Themes)
 Competition, Good friends Accepting culture in school for students of different ages to mix,

6. Building Strength:
Build a plan for the classroom environment.
 Opportunities to develop leadership skills.

8. ACTIONS:
Who: Student, Mum, Dad,
12/04/20 In-parent conference/IEP:
 Student and LSC
Key Competencies:
 Mum
Piers/Harris: LSC

3. POSITIVE + POSSIBLE
By end of T4 2021

He waka eke noa
 A canoe that we are all in together

Continuing part-time work
 Junior A Netball team
 Financial independence increases – bank card and internet
 Surf Lifesaving and Swimming
 INCREASE QUALIFICATIONS FOR SPORTING Codes
 Enjoying subjects more – spending more time in options
 Cultural outlets e.g kapa haka, Te Manu Korero
 Netball, Basketball Volleyball, Surf Life-Saving, Touch, 7's
 Te Reo Kori – PE focus
 Would consider captain/vice-captain in sports team
 Fun but staying safe
 Building relationships and confidence in key curriculum areas

Developing sense of self through cultural identity
 Happy at school
 Continuing sports
 Achieved NCEA L1
 Reflecting & Self-evaluating. Setting Goals
 Self-confident
 Growing Leadership Skills in various areas
 Thinking critically
 Strong sense of identity & self-belief
 Next steps after Secondary School
 Enjoying subjects at school at 5/10 or more
 Working towards Learner's licence
 Passports/Travel
 \$ Bank Account with savings
 Managing time and self

4. NOW: NOW: NOW: NOW: NOW:
 Art – not good now
 Themes – generally bad, especially the book work
 Don't like 3 of the teachers

5. Barriers
 Relationships with teachers
 Time on social media
 Lack of self-belief
 Understanding the purpose of the learning
 Not wearing glasses
 Peer Influence
 Non-receptive – fixed mindset

6. Support People
 Student, Mum and Dad, Friends, Miss Jepson, Miss Brown, Miss Apple, Mrs Cat, Ms Down, LSC

7. Short term Goals
 Plan IEP format
 Key Competencies
 Additional FOCUS areas e.g self-efficacy, cultural identity, student

9. Review of Plan:
 Term 4, week 6
 Tweaking of IEP goals

1. STRENGTHS: STRENGTHS: STRENGTHS: STRENGTHS:

Warm and friendly **SPORTY** *STRONG/BRAVE* **Bubbly** Adaptable
CHEEKY AND FUN! **Confident in the ocean – good at swimming** **Artistic and**
Creative **CONFIDENT** Good at making and keeping friends **DRIVEN**
 Determined *Socially confident* **RESPECTFUL** Giving **Tenacious** **Lovely Smile**
Outgoing **Clean – loves showers** **Talkative** **INTELLIGENT** Will put her
 point across **POLITE** **Can remember and understand movies** **Beautiful** **RESILIENT**
IN THE CLASSROOM **Loyal** Competitive **A GOOD FRIEND** **Assertive** **SMART**
Attractive Inquiring Loves music

10. VALUES:

Additional PATH links:

Pipi, K. (2010)[The PATH planning tool and it's potential for whānau research](https://inclusion.com/path-maps-and-person-centered-planning/path/) , MAI Review, 2010,
<https://inclusion.com/path-maps-and-person-centered-planning/path/>