

PATH

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

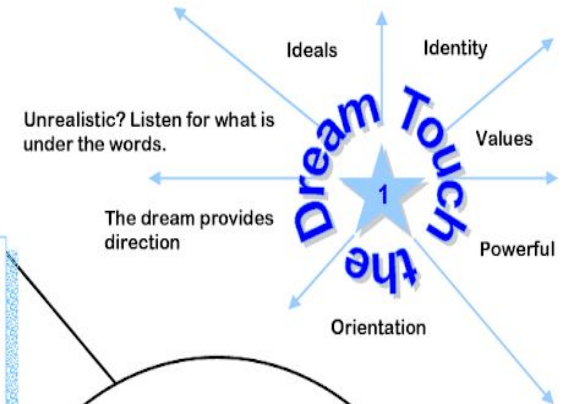
<p>The energy to follow a path comes from the tension between where you are now & where you want to be in the future.</p>	<p>Who controls the resources necessary for success? Who do you need to help you?</p>	<p>What do you need to get strong & stay strong as you work toward creating what you want? What knowledge do you need?</p>	<p>Moving from THINKING to ACTION requires commitment to a clear 1st step. What is the biggest barrier to taking the step?</p>	<p>Focus the process on action. What will you have to do? By what day? Who does what, when?</p>
<p>3 Grounding in the Now</p> <p>Describe where you are now. What is the present like? "Now" versus the image of success in the future.</p>	<p>4 Identifying People to Enroll</p> <p>Negotiate an exchange with those who will not enroll or...find a way around them! Be specific!</p>	<p>5 Ways to Build Strength</p> <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>8 Committing to the First Step</p> <p>Who will support you in this step? How will you ask for their support? Check for blocks.</p>	<p>7 Planning the Next 3 Months</p> <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>

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



PATH planning starts by looking at the future and then works backwards to identify the first steps towards the life you want.

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

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

**2. Aspirations/Dreams/
Hopes from 4.03.2020
to 31.12.2023**

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:**

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

Healthy lifestyle
Positive relationships with friends and teachers
Part-time work.
Open to new opportunities and receptive to advice
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
Managing time and self

Developing sense of self through cultural identity
Showing leadership in Small Group
Overseas Travel - passport, savings, spending plan, journal/blog
\$ Bank Account with savings

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/>