Reflecting on PATH in Education

Using PATH as a Tool to Develop Quality of Life Educational Outcomes for Students with Significant Disabilities

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Provincial Inclusion Outreach Program
Outline

• Provincial Inclusion Outreach Program
• Quality of Life as a Foundation for Inclusive Education
• PATH – The Process
• PATH in Inclusive Education
• Reflections of using PATH in Inclusive Education
• What’s Next?
Provincial Inclusion Outreach Program

www.inclusionoutreach.ca

This website is designed to assist school teams and families in developing meaningful and functional supports for B.C. students with severe cognitive and multiple physical disabilities within inclusive school environments. Learning modules and other resources in this website are provided to maximize student outcomes.
Quality of Life as a Foundation for Inclusive Education

✓ Community Presence
✓ Choice
✓ Competence
✓ Respect
✓ Inclusion

O’Brien, 1989
Community Presence

The sharing of ordinary places that define community life

O’Brien, 1989
Choice

The experience of autonomy in everything from small everyday matters to larger decisions that can define life

O’Brien, 1989
Competence

The ability to perform functional and meaningful activities with whatever level of support is required

O’Brien, 1989
Respect

Having a valued role and a valued place in society

O’Brien, 1989
Inclusion

Having a network of relationships that includes friends

O’Brien, 1989
How can we build an educational program with a foundation based on a quality of life framework?
Person-Centered Planning

Future-oriented planning approach that focuses on what is important to an individual to identify the opportunities, accommodations, and assistance that will give them the best chance at a meaningful life.

O’Brien, Pearpoint, & Khan, 2010, p. 15
Planning Alternative Tomorrows with Hope

“A group process for discovering a way to move toward a positive and possible goals, which is rooted in life purpose, by enrolling others, building strength and finding a workable strategy”

www.inclusion.com

O’Brien, Pearpoint, & Khan, 2010, p. 16
Who Comes to a PATH?

- Focus Person – person who is finding their PATH
- Planning Circle – people who care for and play an important role in the focus person’s life, who offer support through the PATH planning process, add their voices, and may choose to take action to support the focus person on their PATH
- Facilitators – skilled team that guides the planning circle through the PATH planning process

O’Brien, Pearpoint, & Khan, 2010, p. 23
PATH Process

Now, Who? Stay Strong, Bold Steps

Possible & Positive

O’Brien, Pearpoint, & Khan, 2010
PATH in Inclusive Education
Meaningful Participation

Act of taking part

Feelings of belonging and contribution

Eriksson & Granlund, 2004; King, 2004; Skinner, 2018
Meaningful Routines

Beginning
- Task
- How does it look?
- IEP Objective

Middle
- Task
- How does it look?
- IEP Objective

End
- Task
- How does it look?
- IEP Objective
# PE Warm Up

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Student’s Active Role</th>
<th>IEP Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clean up – put dice, spinner &amp; switch in basket</td>
<td>• Choose a student to hold basket</td>
<td>• I will choose between two objects or people by looking at the object or person I want</td>
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<tr>
<td>• Kids come back to sit in the center of the gym and listen for next instruction</td>
<td>• Say ‘Hi’ to student</td>
<td>• I will respond to greetings of others within 5 seconds</td>
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<tr>
<td></td>
<td>• Put dice in basket</td>
<td>• I will use my hands to participate in activities in my school or classroom</td>
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<tr>
<td></td>
<td>Press a Switch</td>
<td>Respond to Greeting</td>
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<tr>
<td>PE Warm Up</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Band Class</td>
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<td>X</td>
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<tr>
<td>Science Project</td>
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</tbody>
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Adapted (and used with permission) from Burnaby School District, 2017
Reflections

• Dream vs Goals
• Empowers families
• Supports families
• Builds positive relationships
• Brings hope
• Leads to unexpected opportunities
• Support the development of meaningful IEP
Reflections

• Focus person not present
• Unbalanced planning circle
• Addresses social inclusion, but not always academic inclusion
• Facilitator dynamics
What’s Next?

• Focus Person participation
• Action Research
• Academic inclusion
References


