

SOCIAL MAPPING AND PLANNING FOR COMMUNITY MEMBERSHIP

A Process to Identify and Plan Social, Recreation/Leisure, & Independent Living Goals

Being a member of the community implies relationships and activities that occur outside the family unit. The relationships and activities may occur with or without support. The design will vary by student, the disability, family dynamics, the level of support needed, and transportation. Most social relationships occur within the context of recreation/leisure, so the following mapping tool uses that context to identify community participation and relationships.

Guiding Questions	List the Specific Activities, Matching Environments, and Support Persons for each Activity Listed
1. What specific activities does the student participate in, at home, with family?	
2. What specific activities does the student participate in, in the community, with family?	
3. What young adult/adult sports, clubs or organizations does the student belong to and currently participate in?	
4. Is a support system needed to participate in the areas listed in Question #3? If so, who provides the support?	
5. Does the student have any age-appropriate friends? In school? Outside of school?	
6. Does the student participate in any types of organized church activities, with or without family?	
7. Does the student participate in summer camps?	
8. Is the student able to conduct him/herself appropriately in social situations? If not, why not?	
9. Does the student participate in the IEP planning process to address "Independent Living" and social needs?	
10. Does the student need on-going support from adult service providers related to social and/or recreation/leisure?	

Drafting the Proposed IEP Goals and Objectives

Goal #1: _____
 Objective #1: _____
 Objective #2: _____

Goal #2: _____
 Objective #1: _____
 Objective #2: _____