

## SOCIAL MAPPING AND PLANNING FOR COMMUNITY MEMBERSHIP

*A Process to Identify and Plan Social, Recreation/Leisure, & Independent Living Goals for 18+ Students*

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. It may also consist of relationships and activities that are planned and initiated by the student and/or the student's natural or paid support system. The design will vary by student, the characteristics of the disability that impact community participation, the level of support needed, and the ever-present adult barrier, transportation. Most social relationships occur within the context of recreation/leisure, so the following Transition Assessment and Social Mapping tool uses that context to identify community participation and relationships.

<b>Personal/ Social Needs Related to Transition</b>	<b>Guiding Questions</b>	<b>List the Specific Activities, Matching Environments, and Support Persons for each Activity Listed</b>
	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 a network of age-appropriate friends?	
	6. Does the student socialize with the friends outside of school and that is not affiliated with public school?	
	7. Does the student participate in any types of organized church activities, with or without family?	
	8. Does the student participate in summer camps?	
	9. Is the student able to conduct him/herself appropriately in social situations? If not, why not?	
	10. Does the student participate in the IEP planning process to address "Independent Living" and social needs?	
	11. Does the student need on-going support from adult service providers related to social and/or recreation/leisure?	
12. Does the student have self-determination skills related to Social and Rec/Leisure participation?		

## Individualized Planning for 18+ Social and Recreation/Leisure Needs

*In the table below, consider each category in Column #1. Identify and list specific information in Columns' #1 and #2, that can be used to plan, teach, and implement, as part of Transition Services within the 18+ ATS. For example, in the "Circle of Friends" category, does the young adult have friends he/she socializes with outside of school? The friend is Mary and they go to the movies. The support is Mom who transports them or Sun Metro if they use the local bus. Does mom stay or leave? This shows the level of support. If the student participates in "Adult Special Olympics" place that in the "Adult Sport Team" column.*

Category	Names of Individuals & Activities	Non-School Support System (Natural or Paid)
Circle of Friends		
Family		
Adult Sport Team		
Non-Civic Clubs/Organizations		
Civic Clubs/Organizations		
Camps		
Respite		
Other		

### Identifying the Baseline for Existing Community Membership

*A Weekly Schedule to list EXISTING Days and Times of Community Participation*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 a.m.						
9:00 a.m.						
10:00 a.m.						
11:00 a.m.						
12:00 p.m.						
1:00 p.m.						
2:00 p.m.						
3:00 p.m.						
4:00 p.m.						
5:00 p.m.						
6:00 p.m.						
7:00 p.m.						
8:00 p.m.						

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### *The Guide to 18+ IEP Planning for Recreation/Leisure and Relationships*

Don't go overboard, this is not high school! You do not have to fill in every box! If this were your schedule of community participation that displayed your social life, there would probably be a few boxes that were completed and the markings would probably be in the evening and on weekends. If this was your retired grandmother's schedule, there would probably be more activities during the week and daylight hours because she did not want to be out at night or fight the weekend traffic. The Social Map must be individualized and based on Transition Service needs that were identified in the Transition Assessment.

Remember, that it must be sustainable after exiting public school. This means the 18+ staff helps to plan, teach, support, and then begin to fade from the activity. It is not the role of the 18+ to provide the activity. If the activity would only exist if provided by the public school then it is not a Transition needs as it would not exist after exiting public school. The 18+ IEP is based on the postsecondary goals and transition needs to post-school life.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 a.m.						
9:00 a.m.						
10:00 a.m.						
11:00 a.m.						
12:00 p.m.						
1:00 p.m.						
2:00 p.m.						
3:00 p.m.						
4:00 p.m.						
5:00 p.m.						
6:00 p.m.						
7:00 p.m.						
8:00 p.m.						

### Drafting the Proposed IEP Goals and Objectives

Goal #1: \_\_\_\_\_

Objective #1: \_\_\_\_\_

Objective #2: \_\_\_\_\_

Goal #2: \_\_\_\_\_

Objective #1: \_\_\_\_\_

Objective #2: \_\_\_\_\_