

Transitioning Students to More Inclusive Placements

The **McGill Action Planning System (MAPS)** was developed by **Marsha Forest, Jack Pearpoint & Judith Snow** at the **Center for Integrated Education in Canada** in the late 1980s as a planning process to help children with significant disabilities experience more inclusion within their schools and communities.

It is not intended to take the place of the IEP. It helps to make the IEP more personal by exploring the student's dreams and wishes and inviting the student's circle of support—friends, family members and helping professionals—to identify needed supports, including natural supports.



- ▶ MAPS is still used by individual schools and teacher training programs like the UH College of Education.
- ▶ MAPS offers creative solutions for students who do not succeed in typical ways.
- ▶ The success of mapping depends on gathering the key people in a student's life, including his or her non disabled peers to visualize goals and dreams.
- ▶ The MAPS process can help make sure the student and his or her peers will have positive learning experiences in the classroom.
- ▶ MAPS is similar to other person-centered planning strategies that put the person with the disability in the center of the plan and work toward allowing him or her the ability to choose from the same range of options and experiences as persons without disabilities.

1. What is the student's history?

Family members share important information about the student's health, social and educational history.



2. What is your dream for the student?

Team members share what they want for the student's future and what they think the child wants. It's helpful to dream BIG.



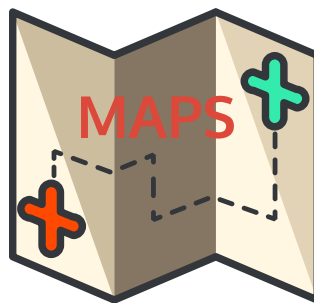
3. What is your nightmare?

Once team members, including the family, share their fears of what may happen to the student, they can commit to making sure the nightmare never happens.



7 Questions

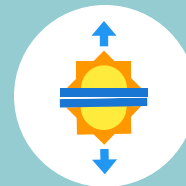
McGill Action Planning System



Team planning for school & community inclusion

7. What would an ideal day be like at school (or in the community)?

Start with a typical day for children the student's age who do not have disabilities. What supports are needed to achieve this vision?



6. What are the student's needs?

These include social-emotional, behavioral, physical, health and academic needs.



5. What are the student's gifts?

The focus of discussion is on what members believe the child CAN do—the child's contributions—rather than what they cannot do.



4. Who is the student?

Everyone talks about what comes to mind when they think about the student. When the list is complete, the team picks the top three descriptions to highlight.



Infographic by SPIN
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More information about MAPS can be found at:
https://education.rowan.edu/_docs/maps-doc.pdf

