

## **Making Action Plans (MAPs) or McGill Action Plan System**

MAPs, a widely used approach to person-centered planning, adheres to six central tenets (Pearpoint, Forest, & O'Brien, 1996):

- All students belong in the regular classroom
- General education teachers can teach all children
- Necessary supports will be provided when needed
- Quality education is a right, not a privilege
- Outcomes must be success, literacy, and graduation for all
- Creative alternatives will be made available for populations who do not succeed in typical ways

MAPs is a collaborative planning process that brings together key actors in a student's life. It involves a student and his or her peers, family, and teachers to aid in the identification of that student's goals and dreams and the educational and community resources for making them come to fruition. MAPs is comprised of seven essential elements:

- graphic recording
- hospitality
- key professional people (attend and take part in discussion, as do a student's parent(s) or guardian(s))
- a student, his or her siblings, and friends (attend and take part)
- key issues (are addressed)
- a next meeting (is scheduled)
- a concrete plan of action (is developed)

MAPs has been used effectively for supporting students in the general education classroom. Two facilitators—the MAPs recorder and the process facilitator—are employed to move the process through MAPs' eight essential questions:

- 1) What is a MAP?
- 2) What is the story?
- 3) What is the dream?
- 4) What is the nightmare?
- 5) Who is the person?
- 6) What are his/her gifts, strengths, talents?
- 7) What are his/her needs?
- 8) What is the plan of action?

In concluding a MAP meeting, the process facilitator asks one final question: *Will you give me one word or phrase to sum up your experience of this MAP?*

MAPs is not intended to take the place of an IEP. It can be a powerful way of personalizing an IEP so that it sets in motion a process for fully including a student in his or her school or community. In this sense, it is not merely an "academic exercise" or a "neutral tool" but is rather both "talk and action" (Pearpoint, Forest, & O'Brien, 1996).