



# Charting the LifeCourse 2018 Alliance Summit

June 21, 2018



- Director Training & TA Pennsylvania Retired
- CtLC Framework Facilitator & Coach
- PCT Mentor Trainer
- UMKC/NASDDDS
- Family Member
- Mom, grandmother



# About Lisa





# Setting the Stage





Wingspread Conference Center Racine, WI  
Sunday, March 6, 2011 - Tuesday, March 8, 2011

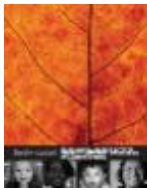
**BUILDING A NATIONAL AGENDA FOR SUPPORTING  
FAMILIES WITH A MEMBER WITH INTELLECTUAL AND  
DEVELOPMENTAL DISABILITIES**



# Wingspread

A group of diverse national and state family support leaders and stakeholders met during a three-day intensive conference held on March 6-8, 2011 at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin. The purpose of the conference was to generate recommendations for a National Agenda on Family Support for families of people with intellectual and developmental disabilities (I/DD).





# Moving to Supporting Families

Family Support	Supporting Families
Defined by eligibility, services or programs available, or funding	Not a program or based on eligibility, it is needs defined by the families across the lifespan regardless of service provision
Caregiver or parent	Family is defined functionally; inclusive of siblings, parents with disabilities, grandparents
Tension between self-advocacy and family support	Enhances opportunities for self-advocacy and self-determination
Crisis, immediate response	Preventative, long-term planning
Supporting caregiver in order to decrease demand on long-term services	Creates a quality of life for person with DD and their family by supporting their many roles

\*National Agenda on Supporting Families





# Supporting Advocates & Families

## GOAL



### Individual

Will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life



### Families

Will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support the individual to achieve their goal

Recognizing that individuals exist within a family system

**DISCOVERY  
AND NAVIGATION**  
Knowledge & Skills

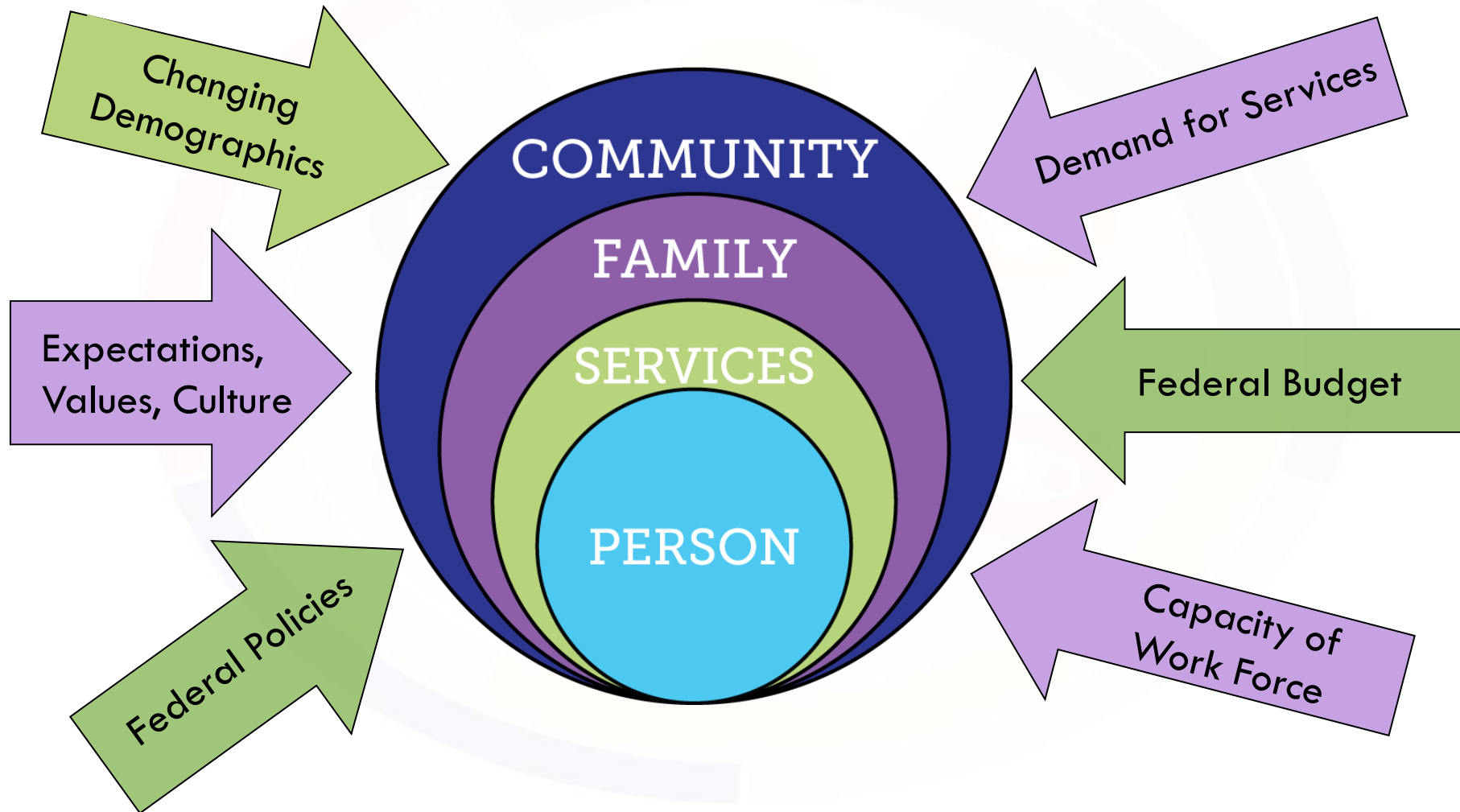
**CONNECTING  
AND NETWORKING**  
Mental Health  
& Self-Efficacy

**GOODS AND SERVICES**  
Day-to-Day  
& Caregiving/Supports

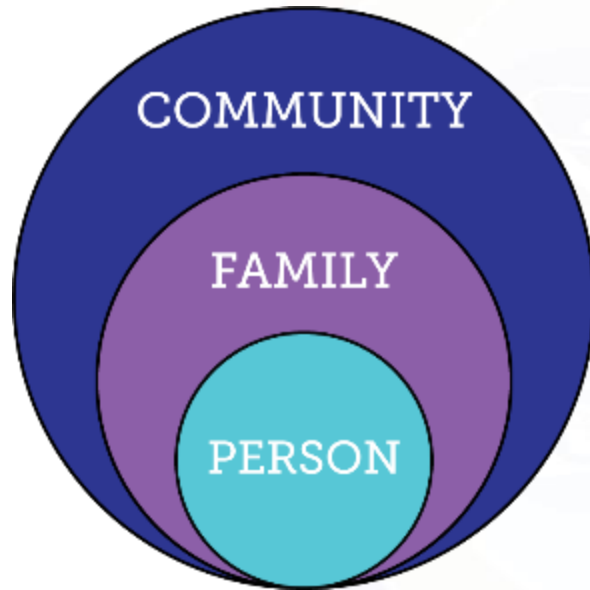
\*National Agenda on Supporting Families, 2011



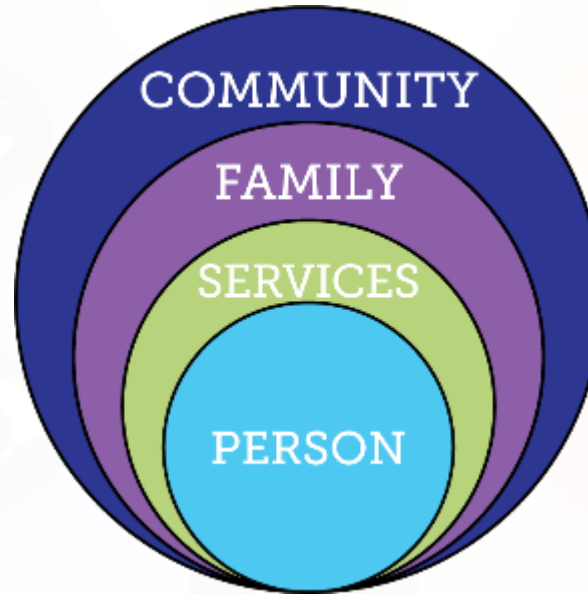
# Current Reality of Services and Supports



# Services and Supports are Evolving



Everyone exists within the context of family and community



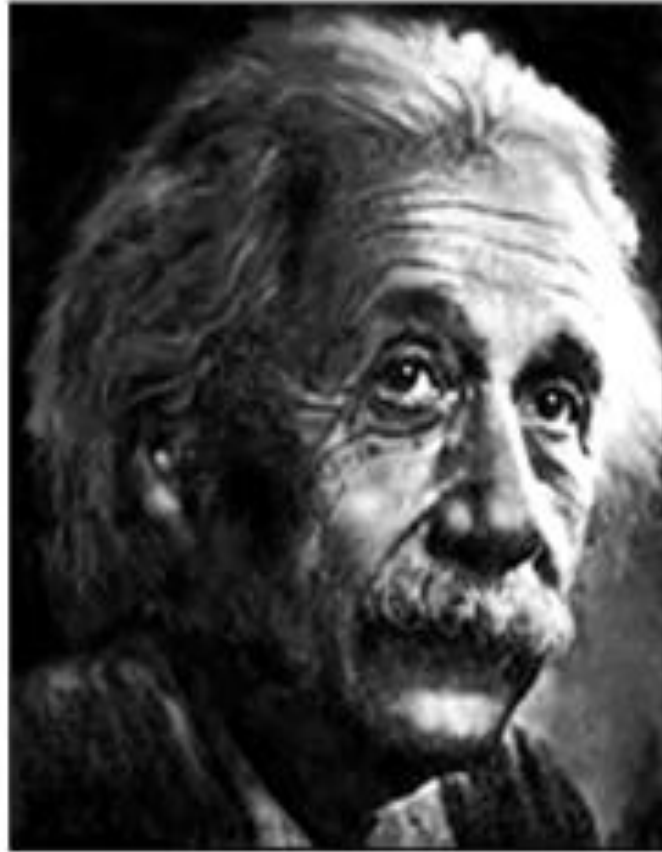
Traditional Disability Services



Integrated Services and Supports within context of person, family and community







*The significant problems  
we face can not be solved  
at the same level of  
thinking we were at when  
we created them.*

Albert Einstein



# Type of Change that is Needed

## Transitional Change

- ⊙ “Retooling” the system and its practices to fit the new model
- ⊙ Mergers, consolidations, reorganizations, revising systematic payment structures,
- ⊙ Creating new services, processes, systems and products to replace the traditional one

## Transformation Change

- ⊙ Fundamental reordering of thinking, beliefs, culture, relationships, and behavior
- ⊙ Turns assumptions inside out and disrupts familiar rituals and structures
- ⊙ Rejects command and control relationships in favor of co-creative partnerships

Creating Blue Space, Hanns Meissner, 2013



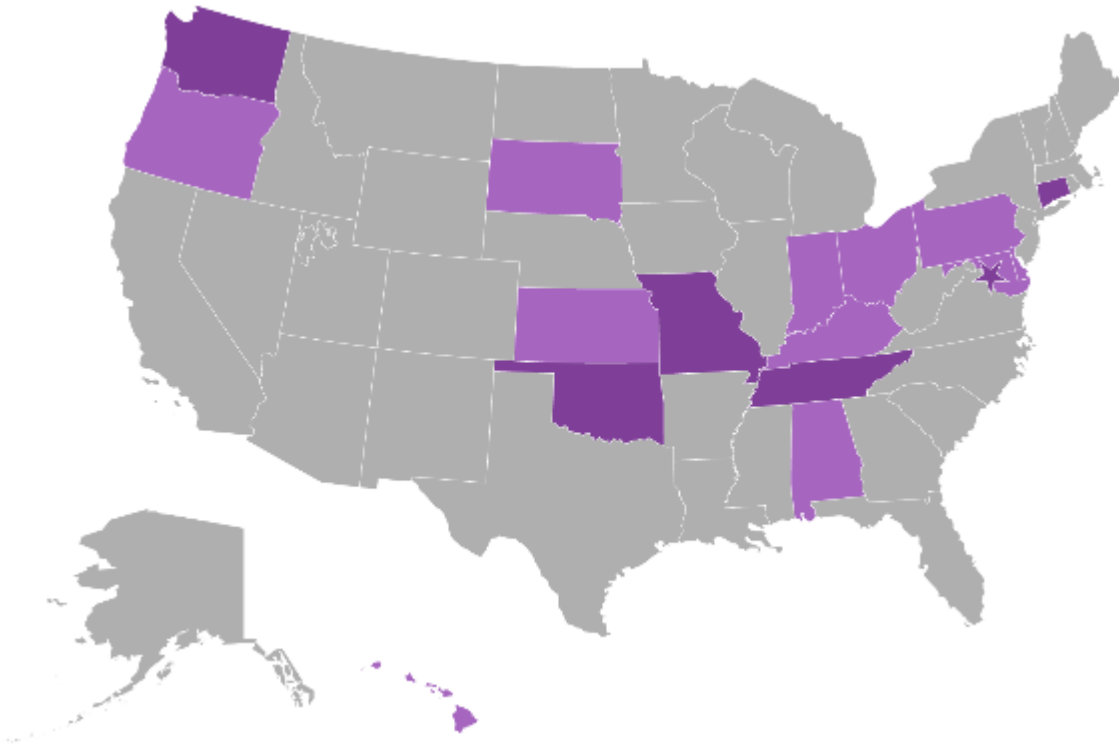
# National Community of Practice for Supporting Families

## Project Goal

To build capacity through a community of practice across and within States to create policies, practices and systems to better assist and support families that include a member with I/DD across the lifespan.

## Project Outcome

- State and national consensus on a national framework and agenda for improving support for families with members with I/DD.
- Enhanced national and state policies, practices, and sustainable systems that result in improved supports to families.
- Enhanced capacity of states to replicate and sustain exemplary practices to support families and systems.





# GUIDING PRINCIPLES OF THE CHARTING THE LIFECOURSE FRAMEWORK





***Core Belief:  
All people and their  
families have the right to  
live, love, work, play  
and pursue their life  
aspirations in their  
community.***



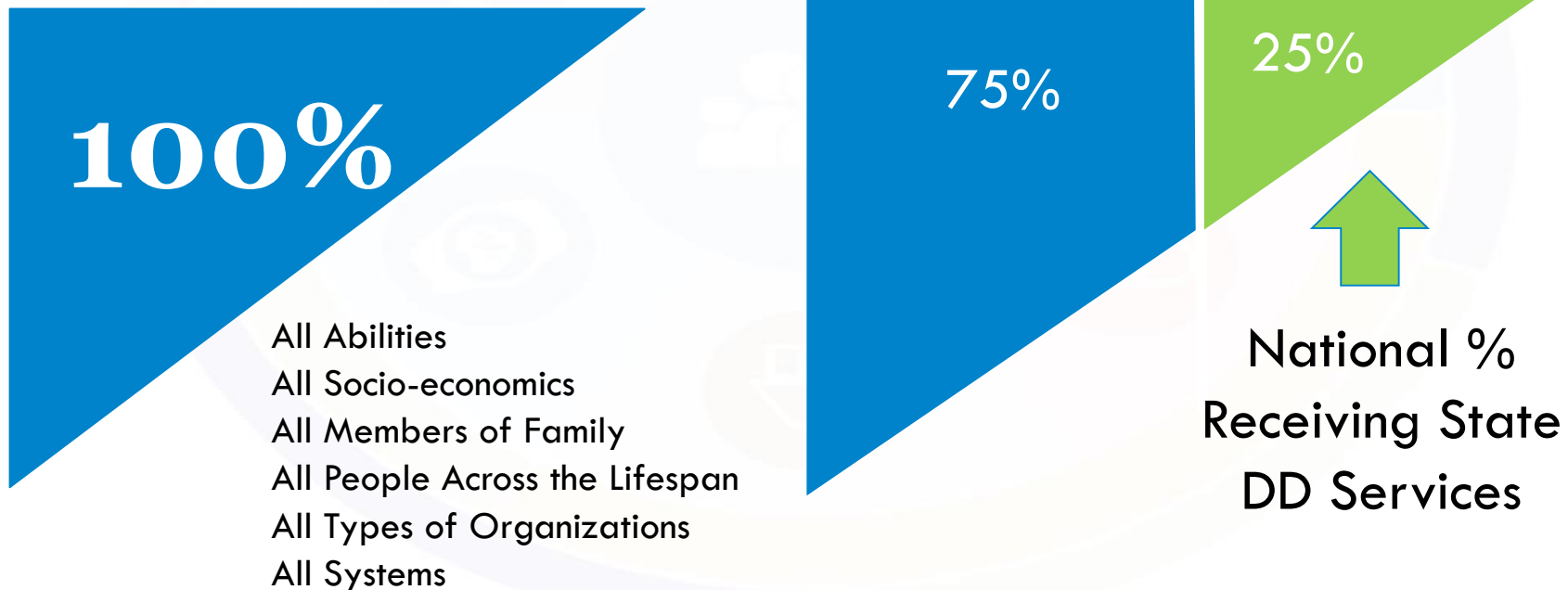
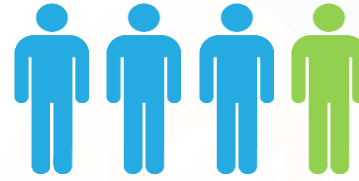


ALL People



# United States “All” People with I/DD

4.7 million People with I/DD  
1 in 4 Persons with I/DD Receive  
Formal State DD Services



\*\* Based on national definition of developmental disability with a prevalence rate of 1.49%





# Person Within Context of Family & Community







# ALL individuals Exist within the Context of Family

- Family is defined by the individual
- Individuals and their family may need supports that adjust as roles and needs of all members change
- Not dependent upon where the person lives



# Where do People with I/DD Live?

**TOTAL 4.7 MILLION PEOPLE WITH IDD**

■ Own or With Family   ■ Residential Supports



Anderson, L.L., Larson, S.A., Kardell, Y., Hallas-Muchow, L., Aiken, F., Hewitt, A., Agosta, J., Fay, M.L., & Sowers, M. (2015). Supporting Individuals with Intellectual or Developmental Disabilities and their Families: Status and Trends through 2013. Minneapolis: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration.





# Reciprocal Roles of ALL Family Members

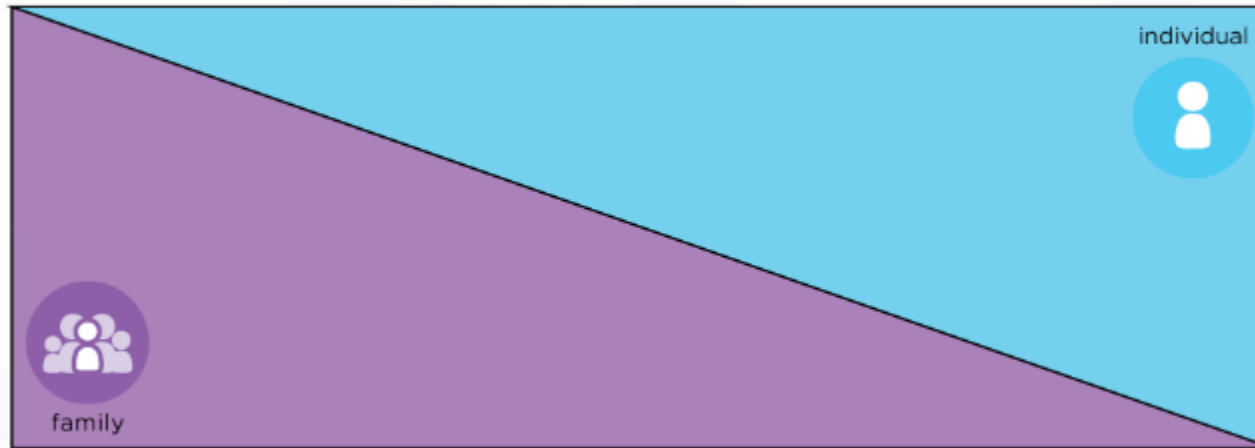
 Caring About	Affection & Self-Esteem
	Repository of knowledge
	Lifetime commitment
 Caring For	Provider of day-to-day care
	Material/Financial
	Facilitator of inclusion and membership
	Advocate for support

*\*Adapted from Bigby & Fyffe (2012), Dally (1988), Turnbull et al (2011)*



# Life Stages and Individual and Family Cycles

## Individual Life Stages



## Family Life Cycle



# Lifelong Impact of Family on Individual

**Biologically:** Likes, dislikes, skills, abilities

**Socially:** Family and friend network, connection with community members



**Environmentally:** Neighborhood, socio-economic, education

**Policy:** Dreams, Aspirations, House rules, cultural rules, expectations



# Aunt Cleo





# Life Trajectory, Experiences and Life Stages



# “Good Life for All”



**The Individual** will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life



**Families** will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals





I PITY THE FOOL  
WHO DOESN'T LIKE



BEN'S ONE PAGE  
PROFILE!

### WHAT PEOPLE LIKE & ADMIRE ABOUT ME

- I like to make other people feel good and be happy.
- I have a great smile and a contagious laugh. I frequently "get the giggles"!
- I'm fun, silly and friendly!
- I am a dedicated volunteer in my community
- I am an Eagle Scout and an adult leader in scouting - been involved in service through scouting since first grade.
- I am a man about town!
- My tattoo!!
- My great hugs!
- I am willing to try new things...
- I remember songs and who sings them
- I am not usually a complainer, even though sometimes I am in pain or uncomfortable

### WHAT'S IMPORTANT TO ME

- My family and friends
- Volunteering at the Fire Station, wearing my uniform and badge
- Going to the library
- Going to church
- My TV, DVR, and radio/CD player (I like to play them all at once sometimes)
- My iPad
- WWE wrestling – I love when my brother Matt takes me to live shows
- Nascar Racing (Jeff Gordon is my favorite driver)
- Going to country music concerts
- Feeling like I belong
- Being like everybody else, not being treated differently
- Getting a tattoo (already planning my next tattoo)
- Having control over my life as much as possible
- My Excelsior Springs Tigers – especially football
- Riding horses at NTRC
- Facebook friends
- Having an occasional beer with friends
- Having a purpose and being productive

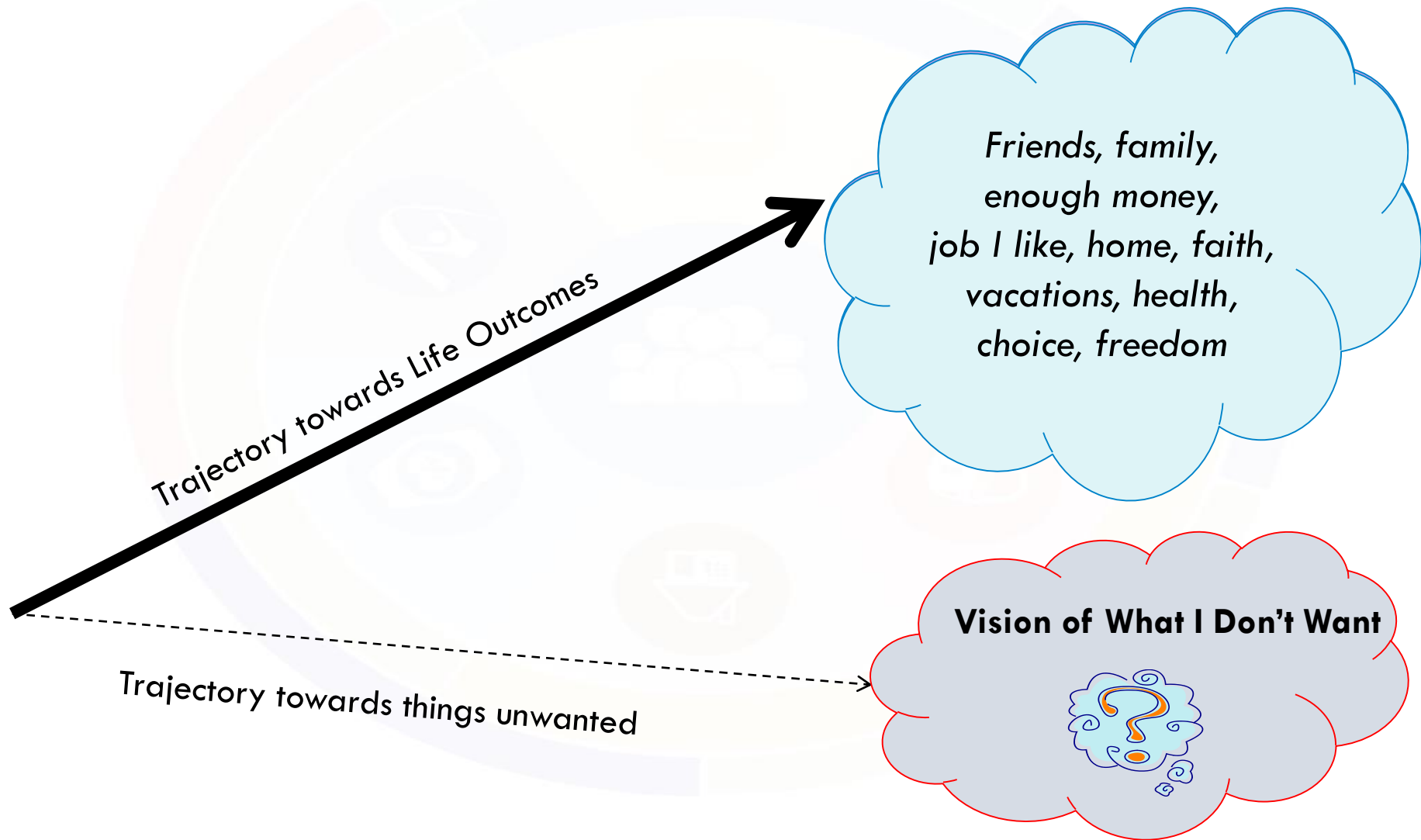
### HOW BEST TO SUPPORT ME

- I need help remembering things, like what I did or who I saw today.
- I get confused easily so I need help not getting lost or turned around when I am out and about.
- I know what times I am supposed to take my meds, but I need help getting them out and getting refills.
- I get anxious sometimes, need to be reassured that people I care about will be there for me.
- I don't like to spend time alone, but I am working on it, help me not be so anxious when I am alone for short periods of time.
- I sometimes need someone to steady me if I get off balance.
- I need to rest or extra support if I have to do a lot of walking or standing. If I am shopping, it helps if I am the cart-pusher.
- I need support keeping in touch with friends and family and practicing having good conversations.
- I'm friendly even though I may not look you in the eye at first

# Introducing Ben



# Trajectory towards Good Life



# Ben's Good Life Vision



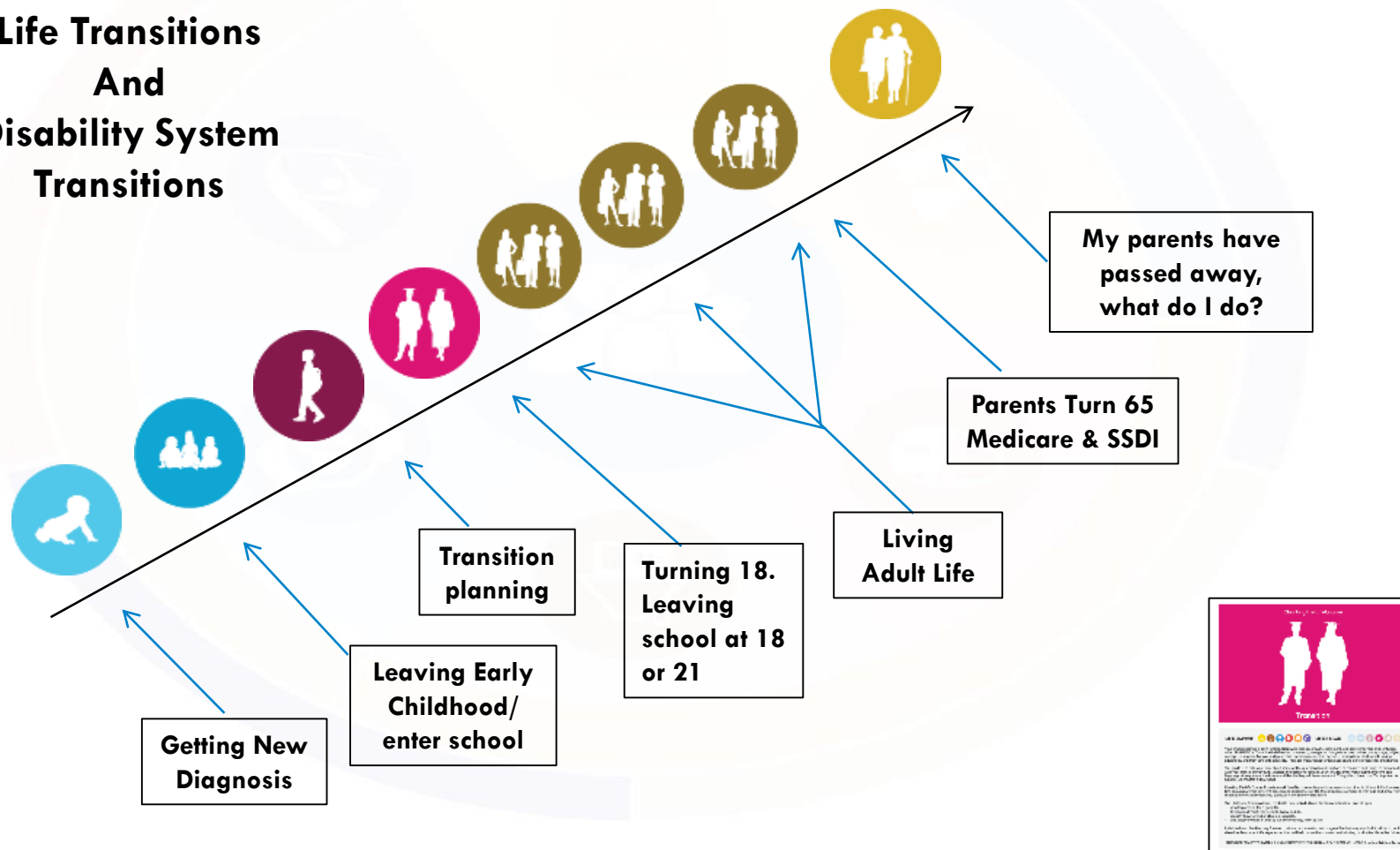
**Family Friends TATTOOS**  
**Vacations Girlfriend**  
**Concerts WWE Nascar**  
**Money Job/own business**  
**Fire Station Church**  
**Tiger Football Royals**  
**Good Food Pepsi Beer**  
**Active Healthy & Fit**

**Poverty/No Money**  
**Poor Health Diabetes**  
**Heart Disease Guardian**  
**Isolated/Segregated**  
**Institution/group home**  
**Treated Differently**

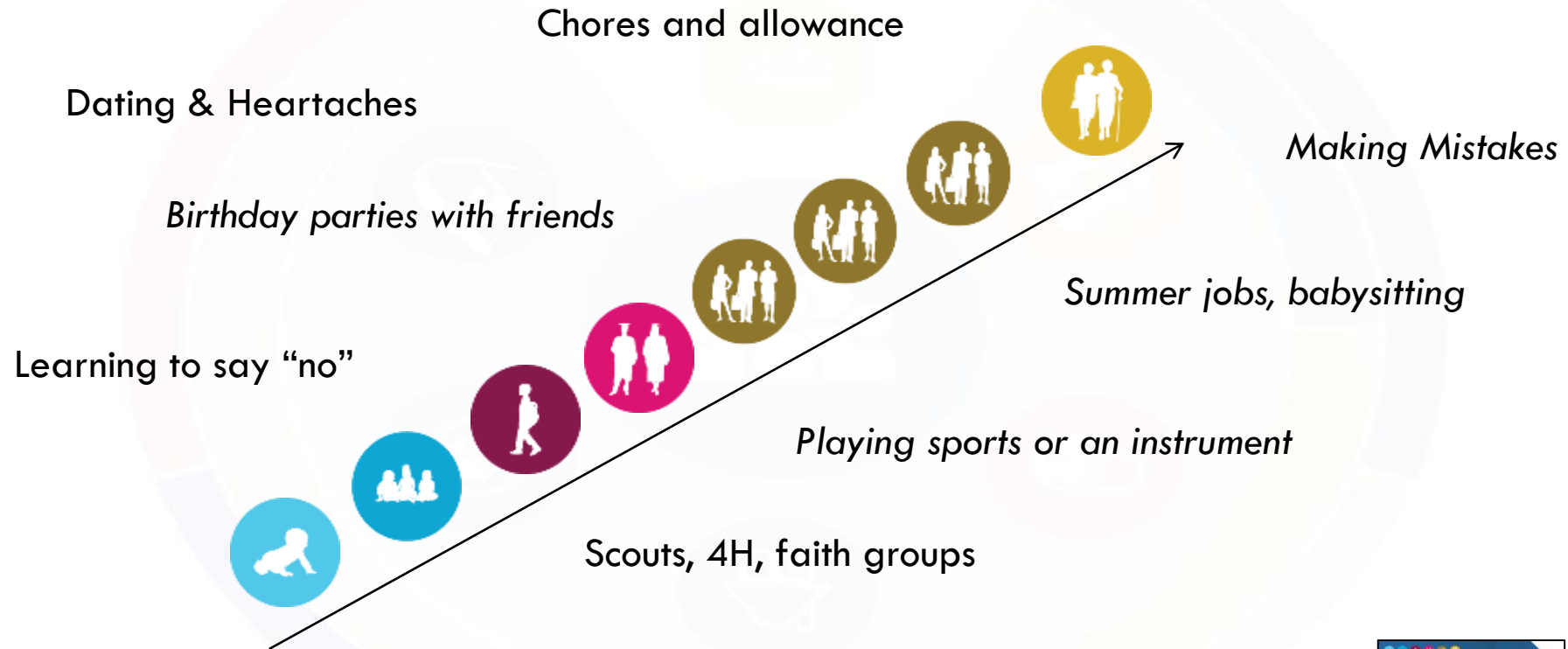


# Trajectory Across Life Stages and Life Transitions

## Life Transitions And Disability System Transitions



# Trajectory Across Life Experiences

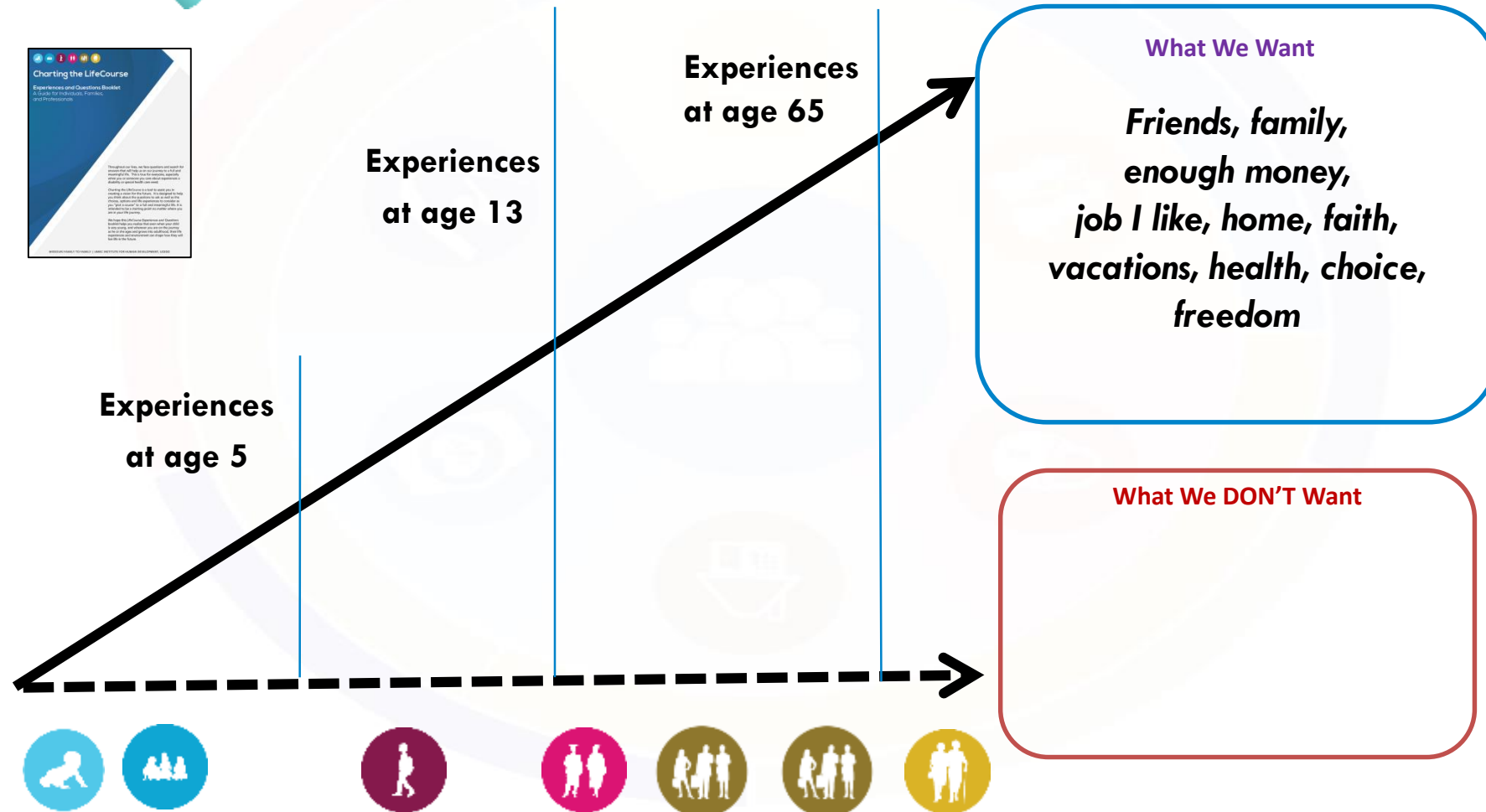


**“Anticipatory Guidance for Life Experiences”**





# Life Experiences = Life Outcomes



# Ben's Life Trajectory


**Life Trajectory Worksheet**

**Past Life Experiences**  
LIST past life experiences and events that supported your vision for a good life.

Chores; Boy Scouts;  
School Inclusion/Circle of Friends; Birthday parties;  
Riding bike; Debit card;  
Family Vacations;  
Church youth group;  
Football manager;  
Homecoming king;  
Volunteering;  
High School Diploma

LIST past life experiences that pushed you toward things you don't want.

Special Education low expectations;  
Para glued to Ben's side;  
Pressure to segregate;  
Medication side effects;  
Scoliosis;  
Seizures;  
Physical barriers











Write current age here  
**26**

**Future Life Experiences**  
LIST current/ future life experiences that continue supporting your good life vision.

Volunteer at fire station;  
Find more volunteer ops;  
Work out regularly;  
Keep in touch w/ friends;  
Increase home alone time;  
Go out with friends;  
Spend daytime hours out of the house;  
Explore micro-enterprise

LIST life experiences to avoid that push you toward what you don't want.

Sitting at home watching TV all day;  
Relying only on paid supports;  
Gaining weight;  
Eating unhealthy foods or drink too much Pepsi (caffeine)

My LifeCourse Portfolio is a template of the Family to Family LifeCourse Network | UMKC IHD, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com)  
May 2016

**VISION for a GOOD LIFE**

LIST what you want your "good life" to look like ...

Family and friends  
Girlfriend  
Vacations  
Concerts, WWE, Nascar  
Tattoos  
Money; Job or my own business  
Volunteer at Fire Station  
Being Tiger football manager  
Church  
Healthy and fit  
Good food; Pepsi  
Basketball  
Royals baseball  
Chiefs football  
Staying active

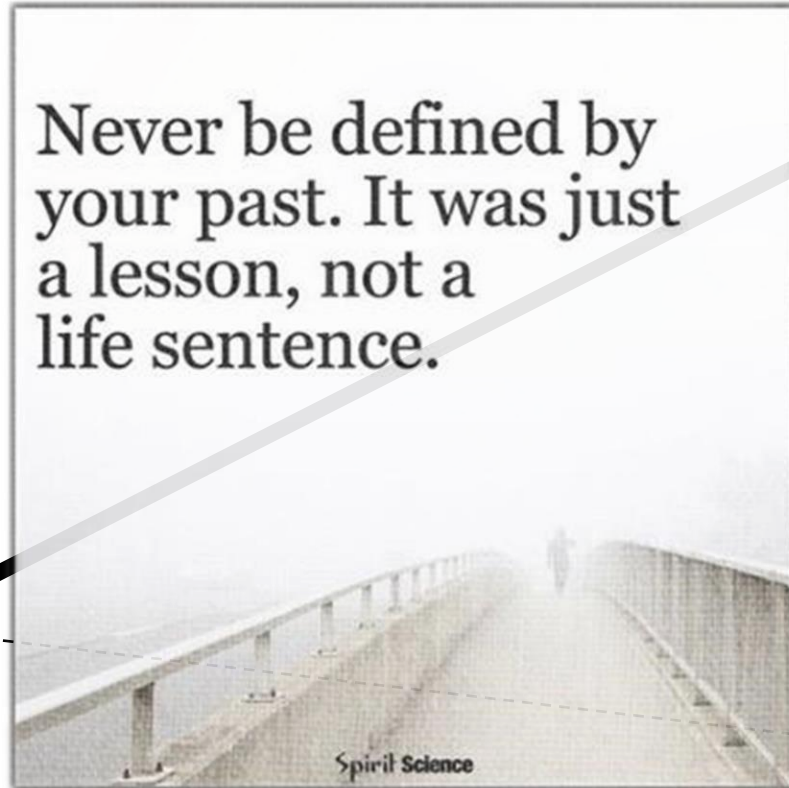
**What I DON'T Want**

LIST the things you don't want in your life...

Poor health, heart disease, diabetes;  
Poverty/no money;  
Guardianship; Institution/Group home;  
Segregation/Isolation; Being lonely;  
Being treated differently than peers;



# Dignity of Risk and Mistakes



Never be defined by  
your past. It was just  
a lesson, not a  
life sentence.

Spirit Science

*Friends, family,  
enough money,  
job I like, home,  
faith, vacations,  
health, choice,  
freedom*

Poverty, loneliness,  
segregation, restrictions,  
lack of choice, boredom







Life Domains, Life Outcomes,  
and Life Possibilities



# Achieving Outcomes for Connected Life Domains



**Daily Life and Employment**  
(school/education, employment, volunteering, routines, life skills)



**Healthy Living**  
(medical, behavioral, nutrition, wellness, affordable care)



**Community Living**  
(housing, living options, home adaptations and modifications, community access, transportation)



**Safety and Security**  
(emergencies, well-being, legal rights & issues, guardianship options & alternatives )



**Social and Spirituality**  
(friends, relationships, leisure activities, personal networks, faith community)



**Citizenship and Advocacy**  
(valued roles, making choices, setting goals, responsibility, leadership, peer support)



# Looking at Life Possibilities

***Innovative***

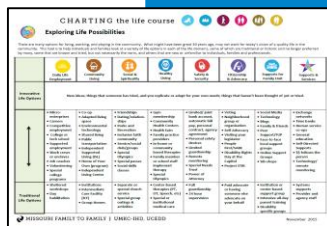
***Very new or undiscovered***

**Islands of Excellence**

***Exists in a lot of places but not everywhere***

**Traditional Options**

***Services that have existed for a long time***





# Where I Live



**CHARTING the life course**  
Exploring Life Possibilities

From the Missouri Department of Social Services, Division of Community Care and Supportive Services. Missouri's Division of Community Care and Supportive Services is committed to providing a continuum of services that support the life course of individuals with developmental disabilities. This chart is a tool to help you explore your options and plan for the future. It is not intended to be a checklist or a prescription. It is a guide to help you explore your options and plan for the future.

Life Course Stage	Community	Family	Supportive Services	Intermediate Care	Traditional Care
Early Childhood	• Early Childhood Home Visitation	• Family Support	• Supportive Services	• Intermediate Care	• Traditional Care
Adolescence	• Community-Based Programs	• Family Support	• Supportive Services	• Intermediate Care	• Traditional Care
Young Adulthood	• Community-Based Programs	• Family Support	• Supportive Services	• Intermediate Care	• Traditional Care
Adulthood	• Community-Based Programs	• Family Support	• Supportive Services	• Intermediate Care	• Traditional Care
Later Adulthood	• Community-Based Programs	• Family Support	• Supportive Services	• Intermediate Care	• Traditional Care
Older Adulthood	• Community-Based Programs	• Family Support	• Supportive Services	• Intermediate Care	• Traditional Care

MISSOURI FAMILY TO FAMILY | UMKC-HHS, UCEDD | November 2011

## Housing Options

### Innovative

- Not Yet Discovered

### Islands of Excellence

- Own home
- Shared Living Space
- Co-op
- Environmental Adaptations
- Independent Supported Living

### Traditional Options

- Training Centers
- Intermediate Care
- Group Homes





# How I am Supported



**CHARTING the life course** Exploring Life Possibilities

There is a long history for long planning, particularly in the community. What might have been great 50 years ago may not work for today's vision of a quality life in our community. The chart on this page identifies and describes a variety of life options in order to assist in the process, some of which you may not be familiar with. Larger versions of this chart are available for download and can be found on the website at [www.umkc.edu/ucedd](http://www.umkc.edu/ucedd).

	Family Life Options	Community Living	Shared Living	Respite	Home & Family Care	Respite & Family Care	Respite & Family Care	Respite & Family Care
<b>Non-traditional Life Options</b>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>
<b>Traditional Life Options</b>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life Options</li> <li>• Community Living</li> <li>• Shared Living</li> <li>• Respite</li> <li>• Home &amp; Family Care</li> <li>• Respite &amp; Family Care</li> <li>• Respite &amp; Family Care</li> </ul>

MISSOURI FAMILY TO FAMILY | UMKC-IND, UCEDD | November 2011

## Long Term Services & Supports

### Innovative

- A new possibility

### Islands of Excellence

- Remote Monitoring
- Assistive Technology
- Time banks
- Human-service coops
- Self-directed Services
- Respite
- Micro-boards
- Companion Model

### Traditional Options

- Staff hired by Provider





# What I do During the Day



## Daily Life and Employment

### Innovative

- A new possibility

### Islands of Excellence

- Micro-enterprise
- College/Tech Schools
- Career
- Military
- Supported Employment
- Volunteerism
- AmeriCorps/VISTA

### Traditional Options

- Sheltered Workshops
- Day Habilitation





## Tool for Developing a Vision - Family

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
Daily Life Employment	What do I think my family member will do during the day in his/her adult life?	Continue to volunteer at Fire Station because he loves it and he belongs. We want to help Ben start his own small business, based on his interests, using the Micro-Enterprise model. We want him to be active /not sit home all day.	1	<p>Priority #1: We need to help Ben figure out how one of his interests can be used to help him start a small business and make money. We also need to explore how to do this and maintain his eligibility for Medicaid. We also need to work with his daytime staff and help them with ideas on ways to get him out of the house more.</p> <p>Priority #2: We need to take a more active role to help Ben invite friends to do things with him, especially the firemen outside the station.</p> <p>Priority #3: Explore buying a medication dispenser that he can start learning how to use while we are around to supervise and help him. We also think it is a good idea for him to start a small container garden to grown some of his own vegetables.</p> <p>Priority #4: We would like to finish our basement as a possible apartment for Ben or at least a hangout space where he can spend time with friends away from mom and dad.</p>
Community Living	Where and with whom do I think my family member will live in his/her adult life?	Ideally, we want Ben to either rent or own an apartment, condo or house, and have a roommate or live-in companion. For now, we are looking at options for him to be more independent within our family home.	4	
Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?	Ben loves going to weekly mass and a lot of people there talk to him. The fire department also is a source of friendships for him. We want him to keep in touch with friends via social media and invite friends over or out and about with him. We would like him to have a girlfriend and maybe get married.	2	
Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?	Ben would work out at least 3-5 times/week, eat healthy food choices, and limit caffeine (Pepsi). We want to get a pill dispenser so he can be more independent taking his meds. We want him to be able to talk to his health care providers and be supported to make choices about his medical care.	3	
Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?	We want Ben to have lots of friends and family members who keep in touch with him regularly and will notice if something is wrong. He has a trust committee for his SN Trust, and he has family who are his Powers of Attorney. Use available banking options for financial security.		
Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?	We would like to see Ben have more active roles at church – maybe ushering or joining the men's group. Maybe find some other volunteer opportunities. Ben should be supported by family and trusted friends to make his own decisions and choices.		
Supports for Family	What will our family need to help support him/her to live a quality life as an adult?	Helping Ben self direct his services is helpful so we can continue to work while still being able to hire people we know or that are highly recommended. We need coaching and mentoring for future options.		
Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?	By using a combination of technology, family and friends, community options, paid supports, and building on Ben's own skills and abilities, we think he can have the good life he wants.		

# Ben's Tool for Developing a Vision

*Getting more specific in each life domain*



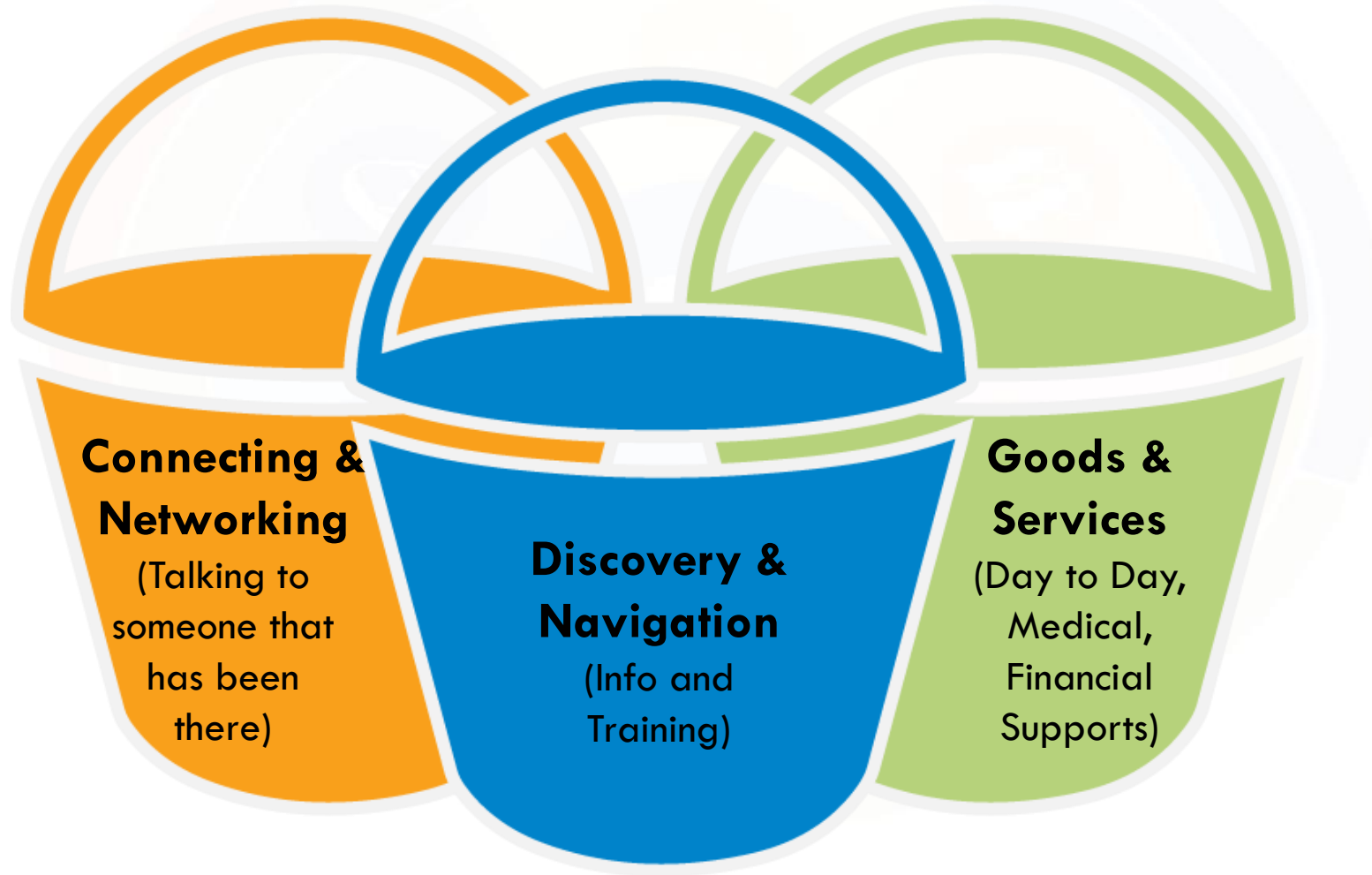


# Individualized Supports to Achieve a Good Life





# Supporting the Needs of All Family Members





# Types of Supports-the 3 buckets

## Discovery & Navigation

Knowledge and Skills

- Knowledge on disability best practices, values and life expectations
- Skills for problem-solving and planning for now and future
- Skills to advocate and navigate access services and supports

## Connecting & Networking

Mental Health and Self-efficacy

- Parent-to-Parent Support
- Self-Advocacy Organizations
- Family Organizations
- Sib-shops
- Support Groups
- Professional Counseling
- Non-disability community support

## Day-to-Day Services

Instrumental Supports

- Self/Family-Directed services
- Transportation
- Respite/Childcare
- Adaptive equipment
- Home modifications
- Financial assistance
- Cash Subsidies
- Short/Long term planning
- Caregiver supports and training

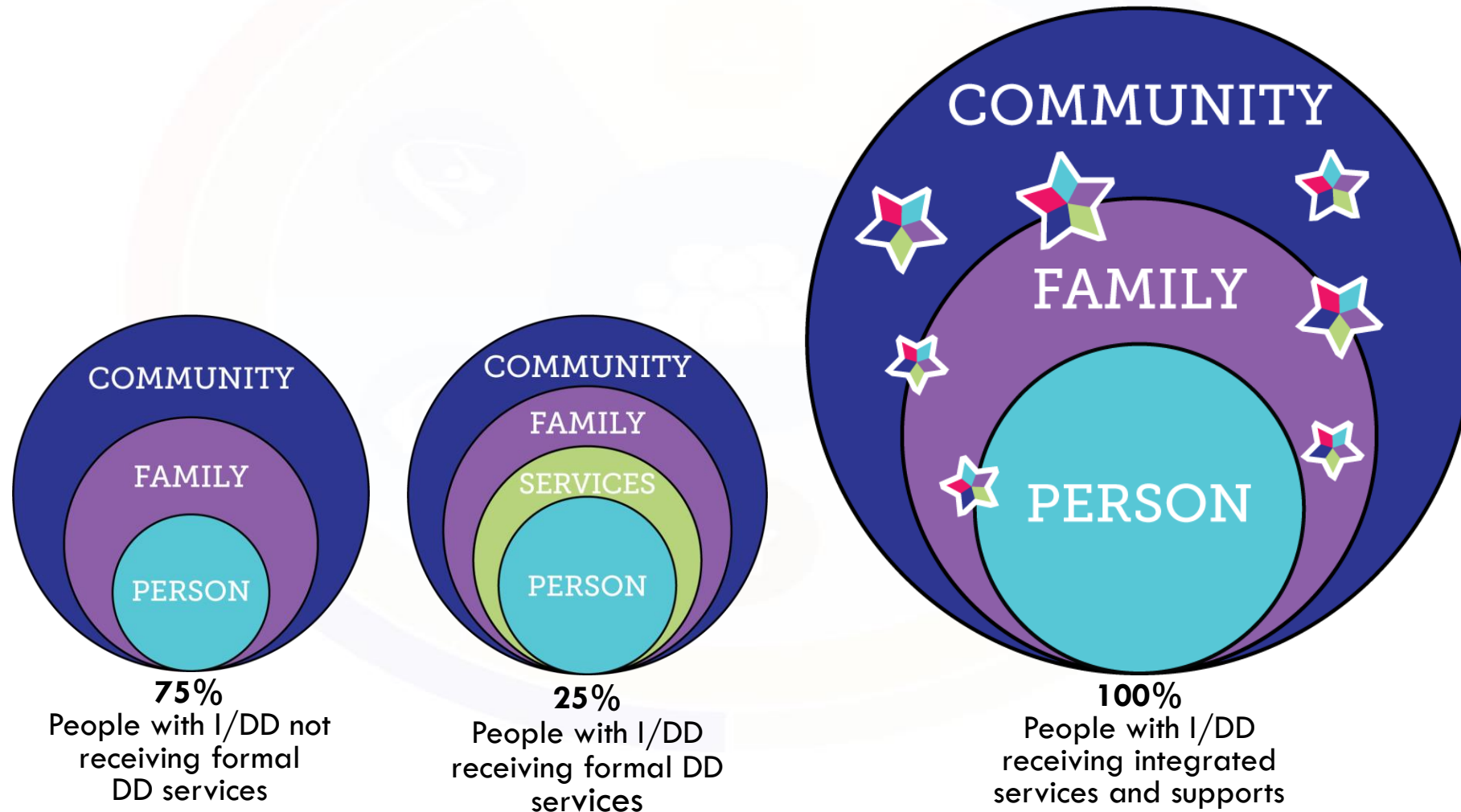




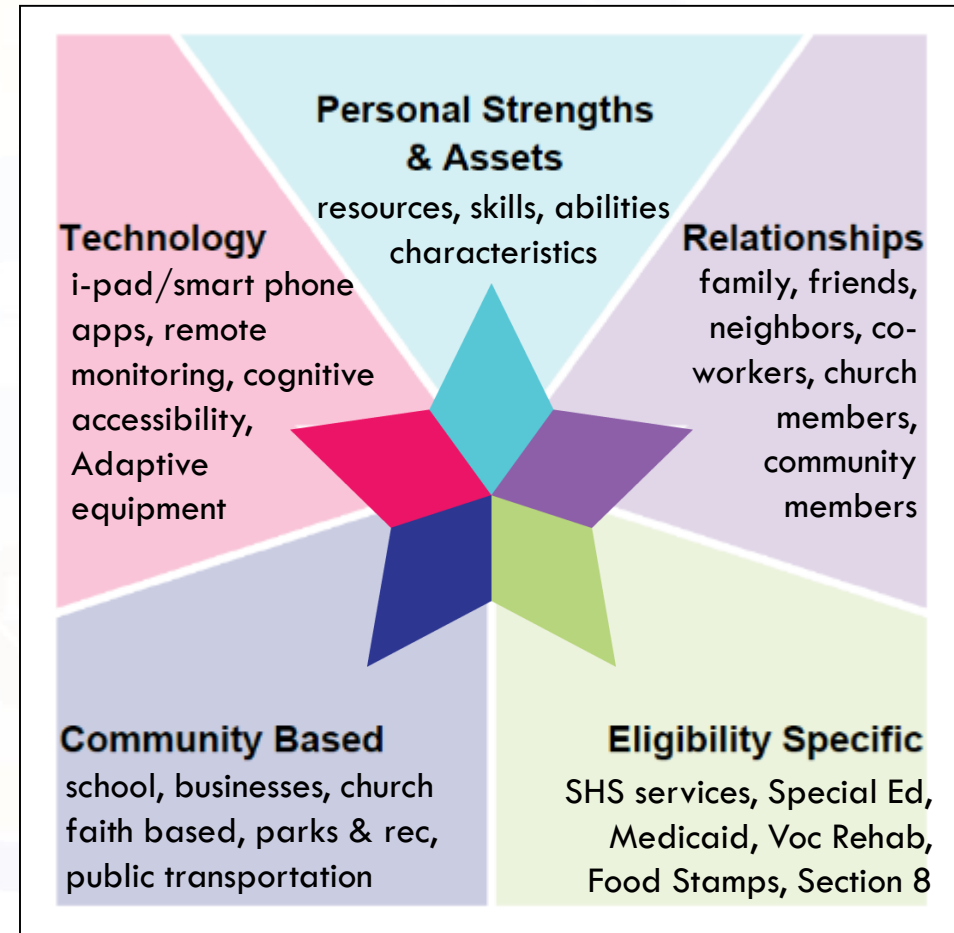
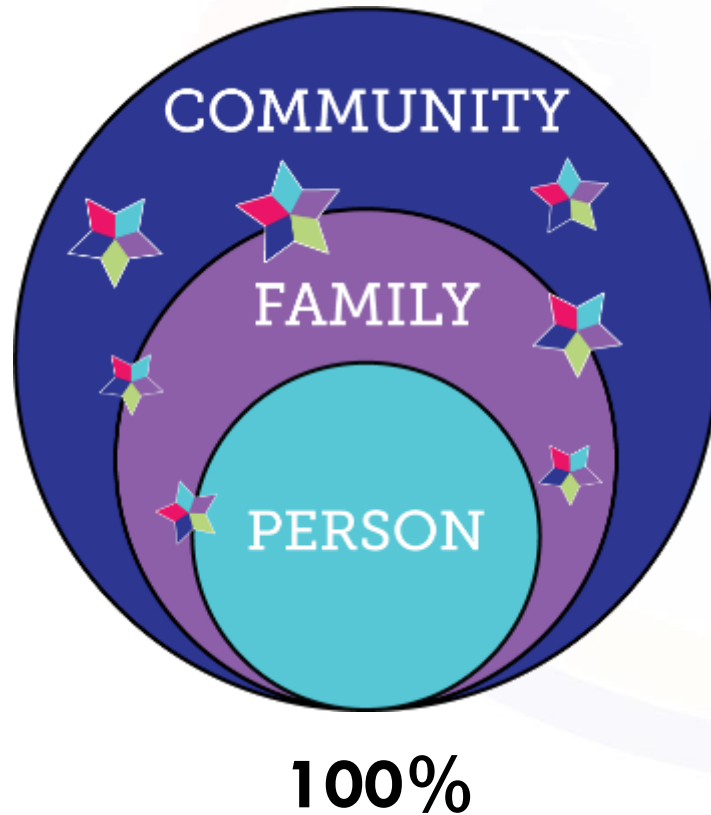
# Integrated Star for Problem Solving & Exploring Options



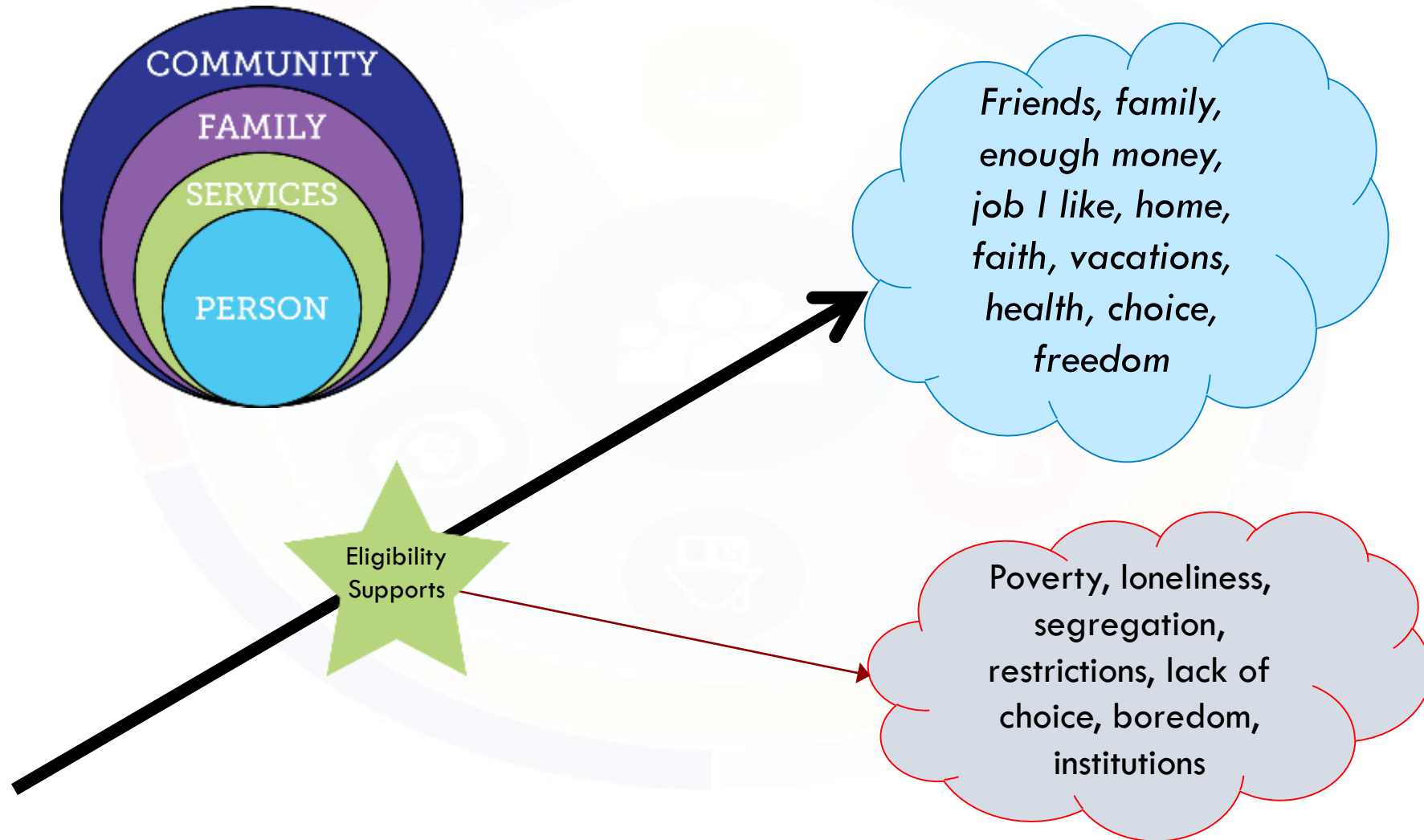
# What We Want to See...



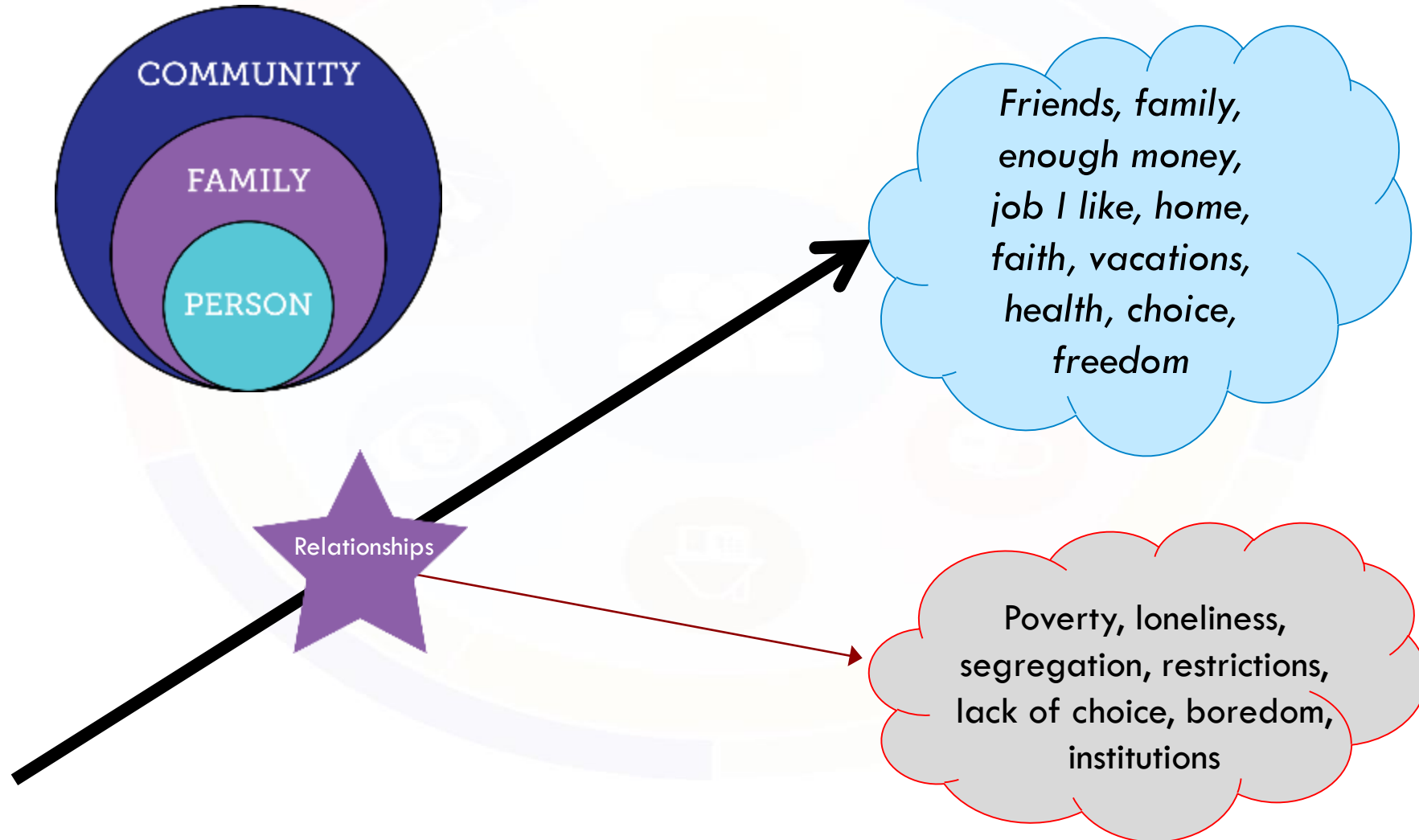
# LifeCourse Integrated Supports STAR



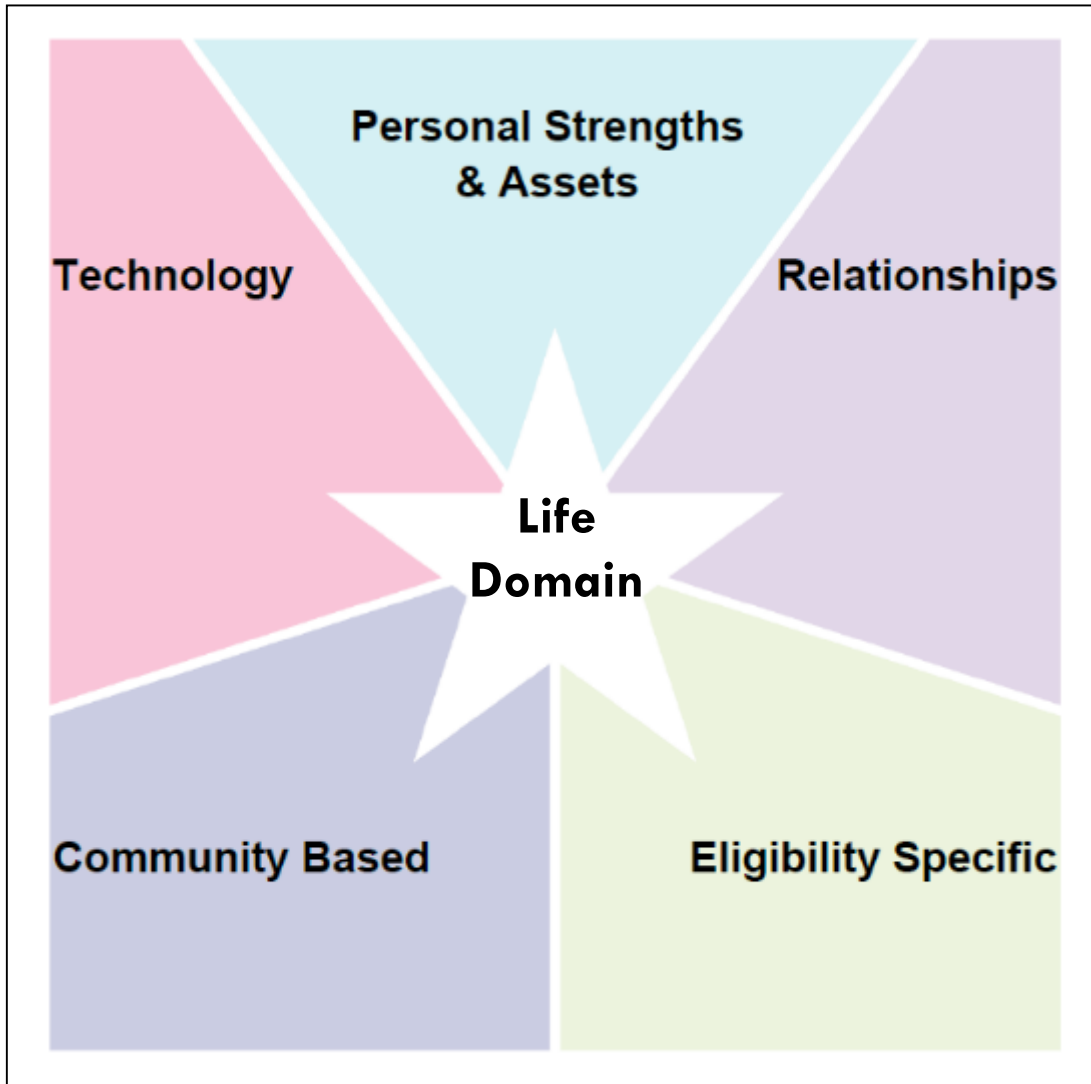
# Focusing ONLY on Eligibility Supports



# Relying ONLY on Family & Friends



©

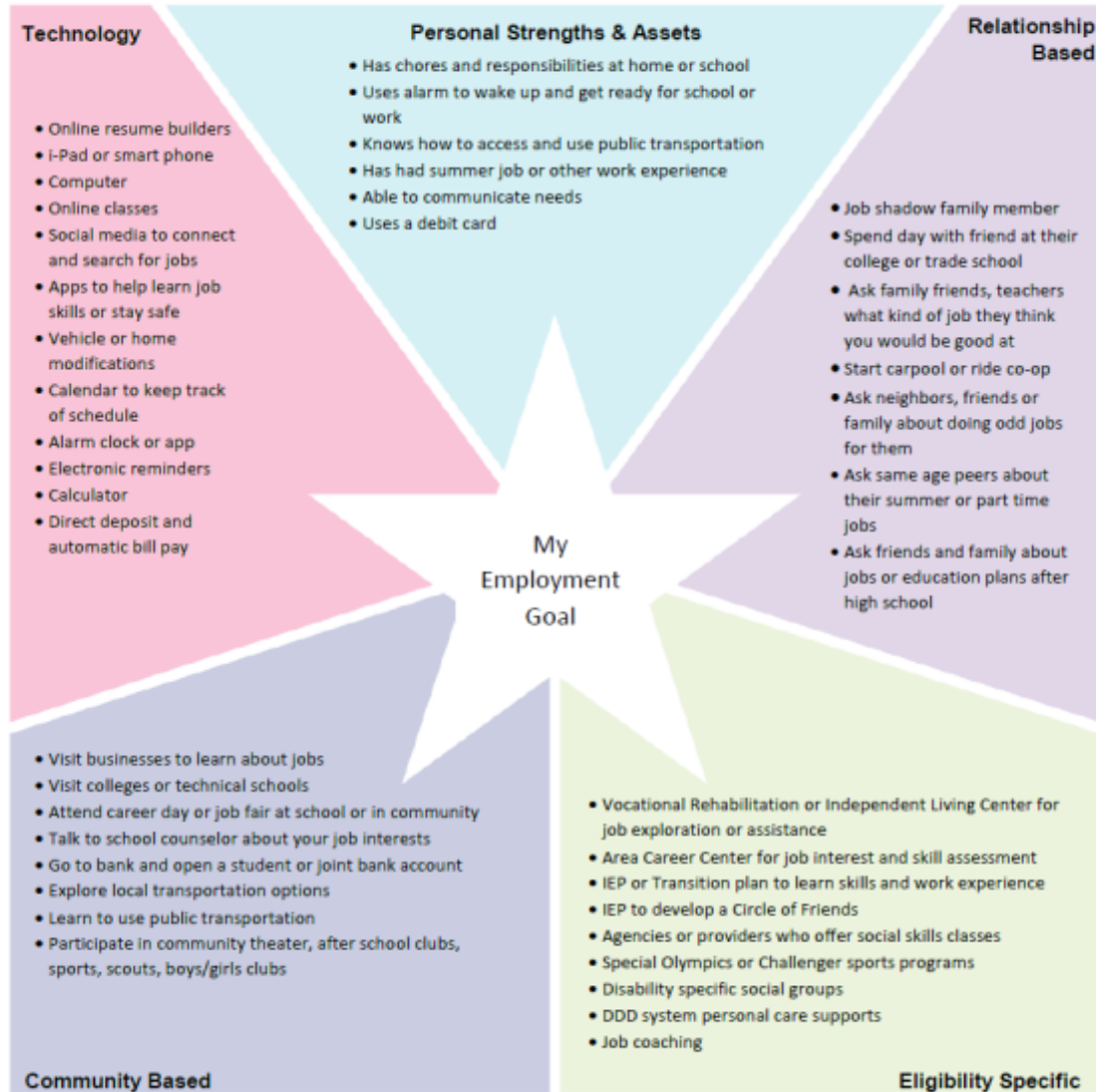


# Problem Solving: *Life Domain*

The screenshot shows a table titled "CRATIPB Evaluation" with columns for "Area", "Strengths", "Weaknesses", and "Recommendations". The table contains several rows of data, including sections for "Personal Strengths & Assets", "Relationships", "Eligibility Specific", and "Community Based".



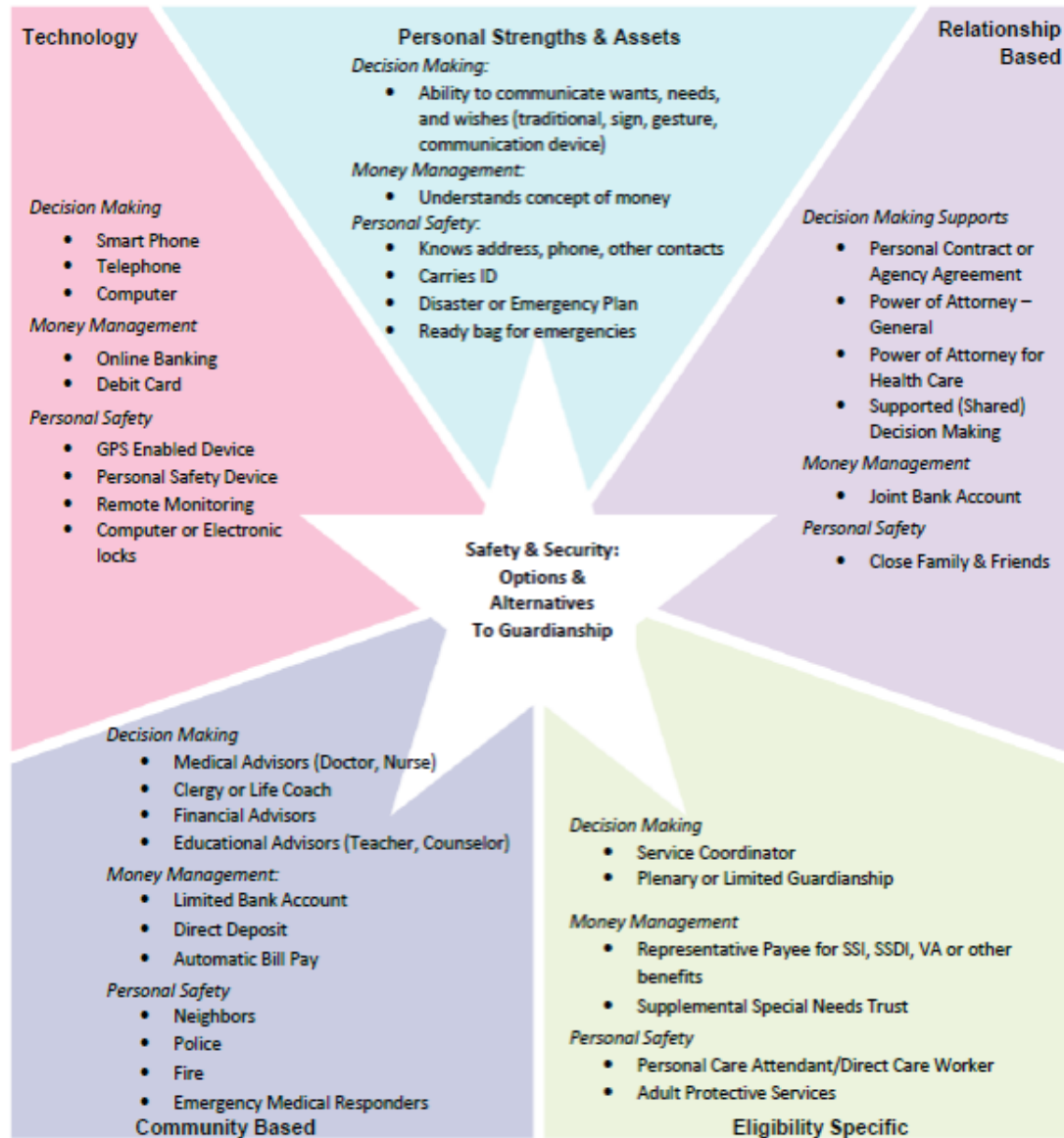




# Domain Specific

## Daily Life: *Focus on Employment*

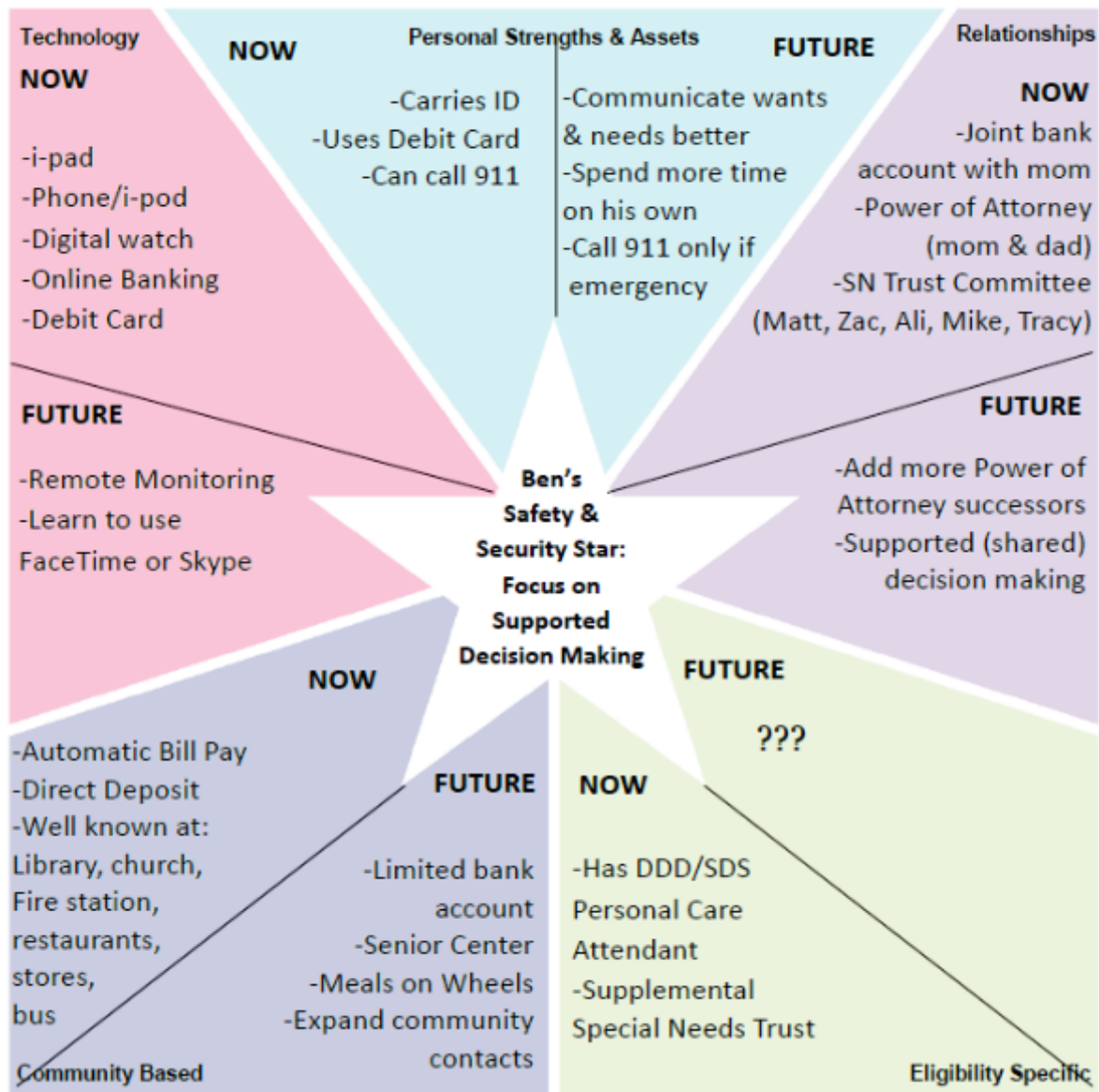




# Safety and Security

Focus on Supported Decision Making





# Ben's Safety & Security Star

Focus on Supported Decision Making

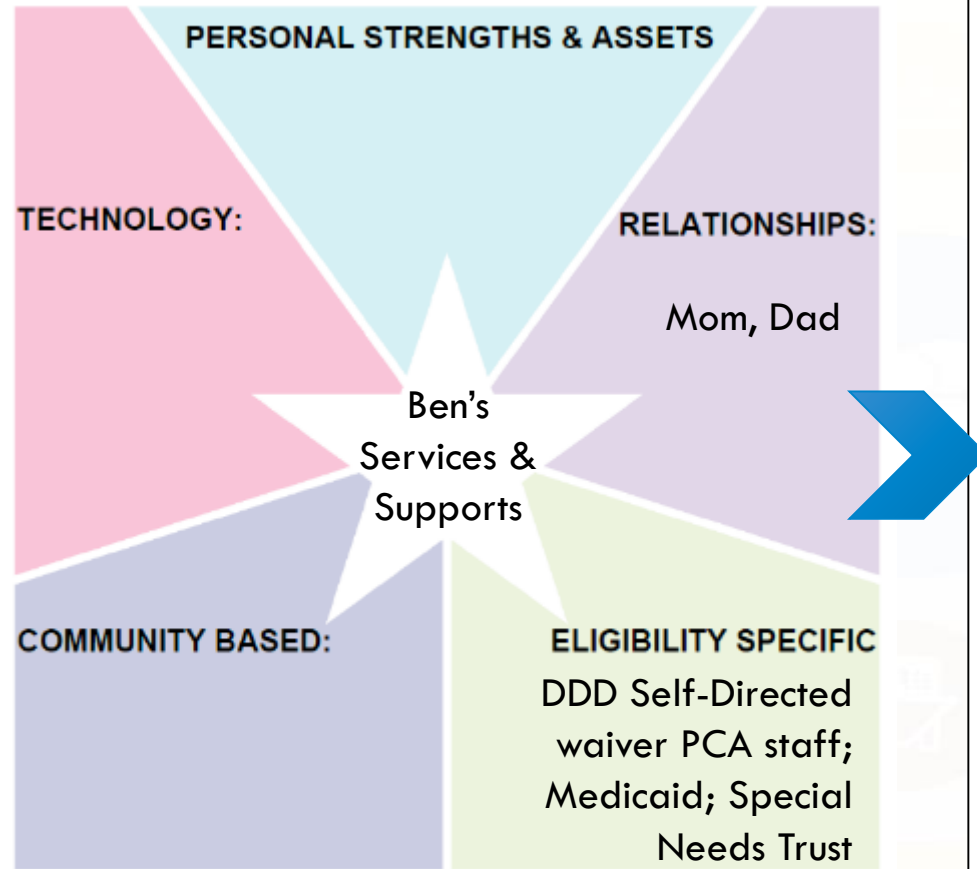




# LifeCourse Star to Calendar



# BEFORE: Integrated Supports



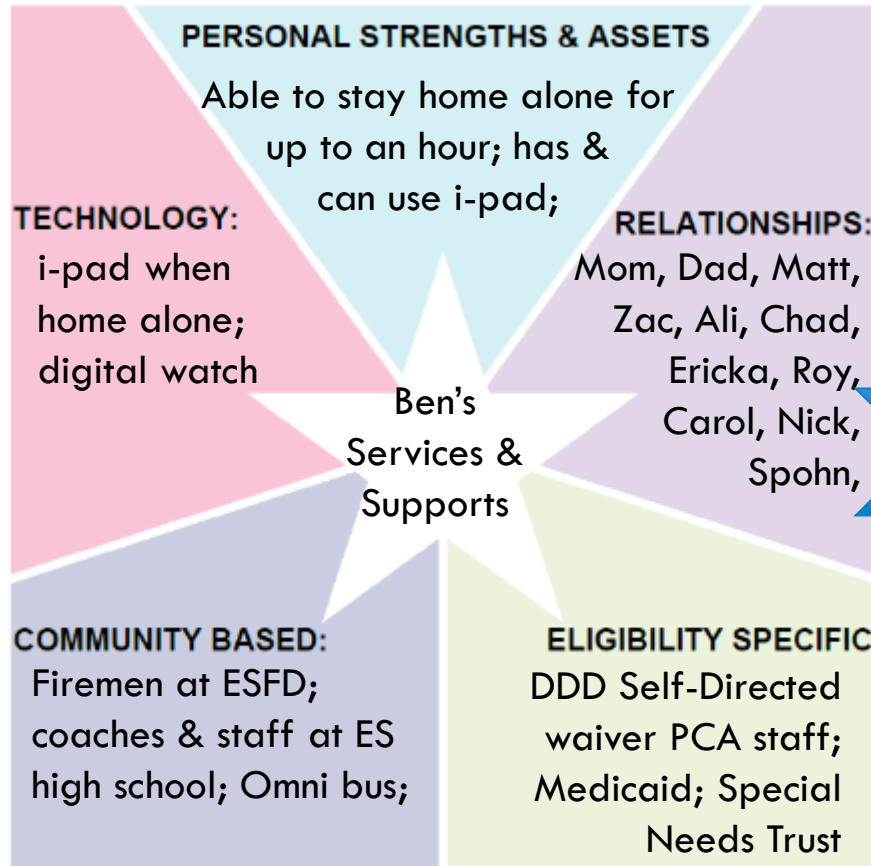
**Long Term Service and Support Needs**

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-8:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
8:30-7 AM							
7-7:30 AM							
7:30-8 AM							
8-8:30 AM	Waiver Self-Directed PCA					Parents are weekend support	
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM							
1-1:30 PM							
1:30-2 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.						
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM							
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri family to family @ UMKC-HD, UCEDD  
December 2014



# AFTER Integrating Supports



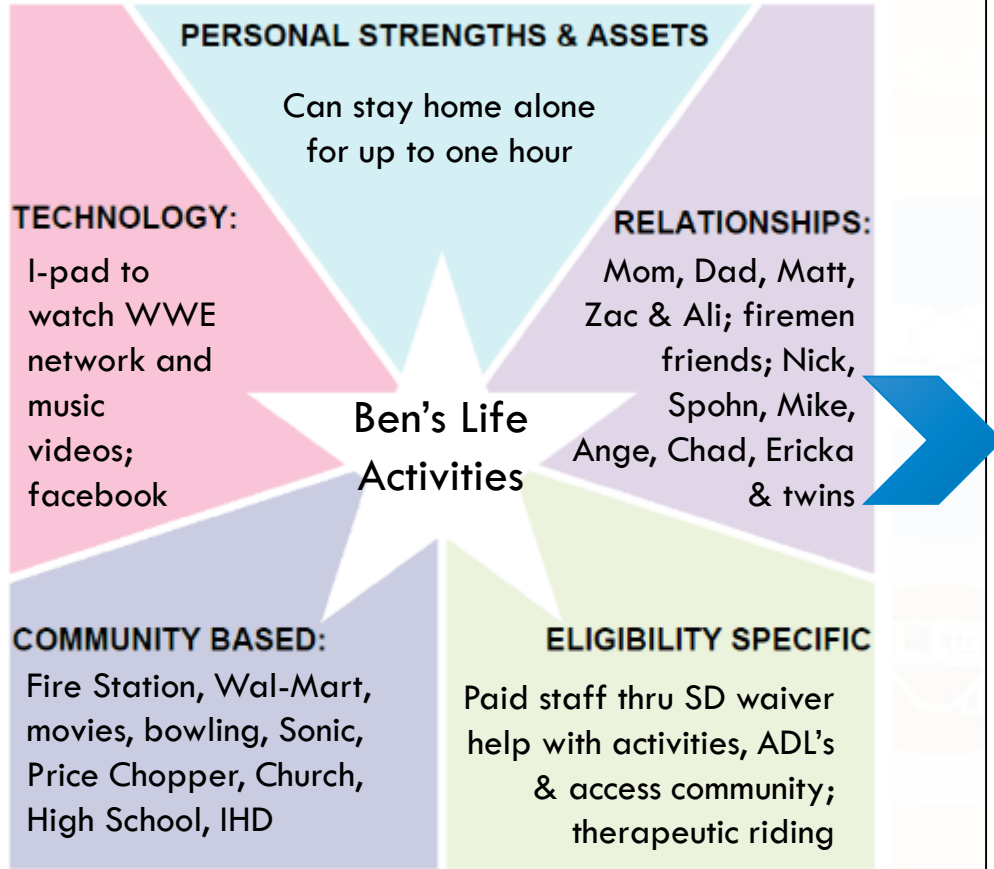
**Long Term Service and Support Needs**

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
6:30-7 AM	Parents support Ben						
7-7:30 AM	Parents support Ben						
7:30-8 AM	Parents support Ben						
8-8:30 AM	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA		
8:30-9 AM							
9-9:30 AM	Waiver Self-Directed PCA						St. Ann's w/ mom
9:30-10 AM							
10-10:30 AM	Waiver Self-Directed PCA						
10:30-11 AM							
11-11:30 AM	Waiver Self-Directed PCA						Home alone while Mom walks
11:30-12 PM							
12-12:30 PM	Waiver Self-Directed PCA						
12:30-1 PM							
1-1:30 PM	Waiver Self-Directed PCA						
1:30-2 PM							
2-2:30 PM	Waiver Self-Directed PCA						
2:30-3 PM							
3-3:30 PM	Volunteer at high school, supported by coaches and friends						
3:30-4 PM	Volunteer at high school, supported by coaches and friends						
4-4:30 PM	Volunteer at high school, supported by coaches and friends						
4:30-5 PM	Volunteer at high school, supported by coaches and friends						
5-5:30 PM	Volunteer at high school, supported by coaches and friends						
5:30-6 PM	Mom and/or Dad prepare meal and assist as needed						
6-6:30 PM	Mom and/or Dad prepare meal and assist as needed						
6:30-7 PM	Home alone while Mom walks						
7-7:30 PM	WWE With Matt		Horseback Therapy w/ Dad				Dinner w/ Roy & Carol & family
7:30-8 PM							
8-8:30 PM	WWE With Matt		Horseback Therapy w/ Dad				Nick's Birthday Party with Matt and friends
8:30-9 PM							
9-9:30 PM	WWE With Matt		Horseback Therapy w/ Dad				
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Mission Family to Family @ UMKC-IND, UCEDD  
January 2015



# Ben's Life Activities



CHARTING the life course

Integrated STAR Activities

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		Spend
6:30-7 AM	I-pad while	I-pad while	I-pad while	I-pad while	I-pad		Night with
7-7:30 AM	Mom walks	Mom walks	Mom walks	Mom walks	Mom walks		Matt
7:30-8 AM							
8-8:30 AM		Volunteer		Volunteer	Workout		
8:30-9 AM		Fire Station		Fire Station	@ Gym		
9-9:30 AM	Go for walk	8-Noon	Buy food	8-Noon	Get ready		
9:30-10 AM			& take to		& go to IHD		
10-10:30 AM	Workout		Good Sam.		Volunteer		Church @
10:30-11 AM	@ Gym		Center		At IHD		St Ann's
11-11:30 AM	Watch TV		Watch TV		with PCA		
11:30-12 PM			Lunch with				
12-12:30 PM	Lunch with	Lunch with	PCA help	Lunch with	Lunch @		
12:30-1 PM	PCA help	Firemen @	Workout	PCA help	Crown Cntr		
1-1:30 PM	Library	El Maguey	@ Gym	Wal-Mart			
1:30-2 PM		Watch TV		With PCA			
2-2:30 PM	Watch TV	& chill until	Sonic drink	Watch TV	Get ready		
2:30-3 PM	& chill	football	Chill time	& chill	for game		
3-3:30 PM	Football	Football	Football	Football	ESHS		
3:30-4 PM	Practice	Practice	Practice	Practice	Tigers		
4-4:30 PM					Football		
4:30-5 PM					Game		
5-5:30 PM						Dinner with	
5:30-6 PM		Go visit				Matt (twin)	
6-6:30 PM		Twins, Chad	McDonalds				Watch
6:30-7 PM		& Ericka in				Music	PayPerView
7-7:30 PM		Lawson				Concert	with
7:30-8 PM	I-pad when	I-pad while	Northland	I-pad while		with Matt	Firemen
8-8:30 PM	Mom walks	Mom walks	Therapeutic	Mom walks			friends
8:30-9 PM			Horseback				
9-9:30 PM			Riding				
9:30-10 PM							
10 PM-6 AM						Spend night with Matt at his apartment	





Policy, Systems & Community Change:  
Person-/Family- Centered and Driven

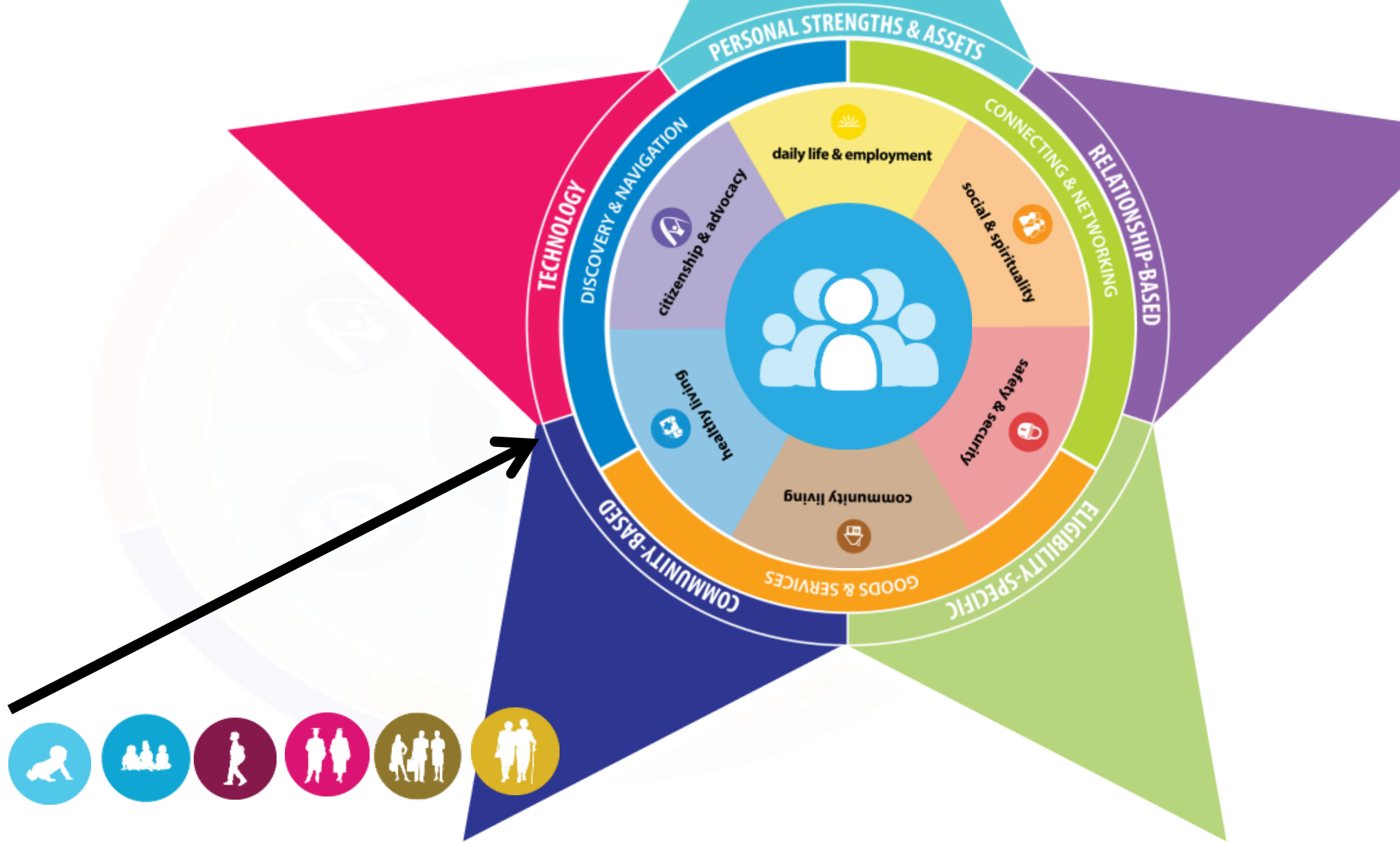


# Partnering with People with Disabilities and their Families



So they can Engage, Lead, and Drive  
Policy and Systems Change







# Charting the LifeCourse Tools in Action

# Where do you “plan” with professionals and others?

- ⦿ Schools
- ⦿ Doctors
- ⦿ Lawyers
- ⦿ Support Coordinators
- ⦿ Vocational Rehabilitation
- ⦿ Family Members
- ⦿ Community Settings



# Using with Students

- Prepare for IEP meetings
- Presentation or speaking event
- Working on self-directing or self-determination skills
- Exploration (ie about me exercise)



# Joshua 3 years old

## CHARTING the life course

### Life Trajectory Worksheet: Family

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

This is Joshua's "short-term" trajectory within the next 6 – 12 months.

Joshua's trajectory was developed by his grandmother (Lisa)

after a conversation she had with (her son Larry)

Joshua's father, shortly after the family was

told that Joshua has characteristics

similar to a child with Autism



#### VISION for a GOOD LIFE

I want Joshua to be able to talk to us

To tell us what he wants without throwing a tantrum

I want Joshua to have friends

I want to hear him call me daddy

#### What I DON'T Want

I don't want Joshua stigmatized

I don't want people treating him differently

I don't want him excluded from what other kids get to do

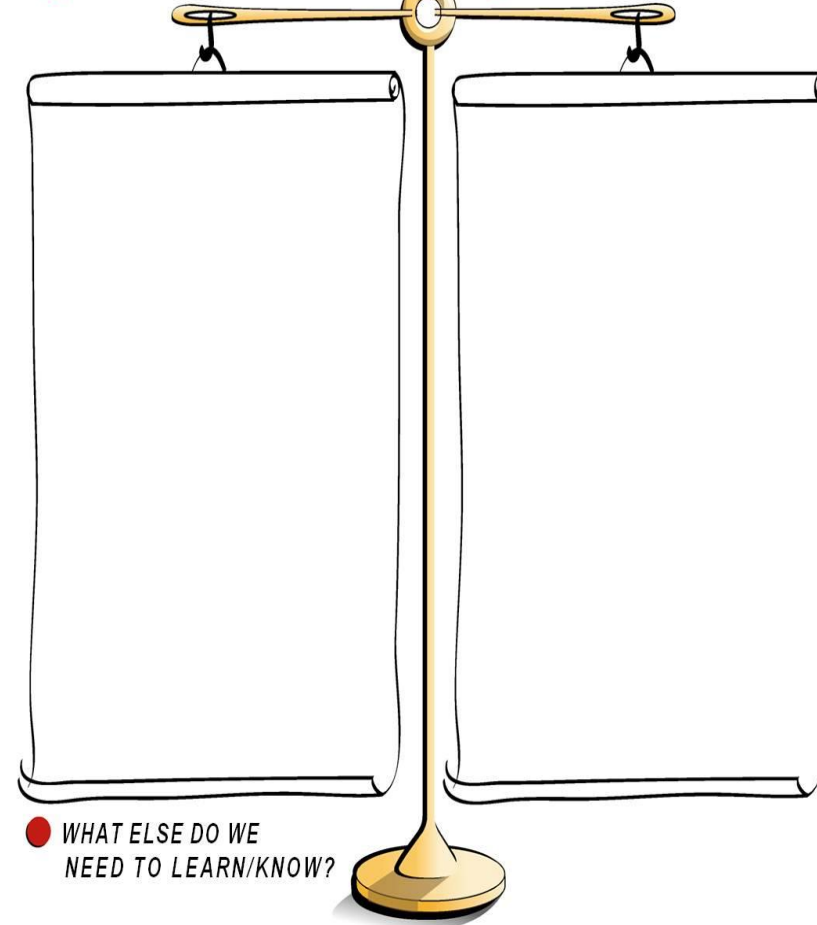
I don't want him labeled



- What's Important TO and FOR Joshua?
- What's the Best Way to Support Him?

## SORTING IMPORTANT TO/FOR

● IMPORTANT TO? IMPORTANT FOR?



● WHAT ELSE DO WE NEED TO LEARN/KNOW?

© 2010 Anderson Associates/FL C&LP  
Created by The Grove Consultants International



## Important To Joshua

- ⊙ Mommy & Daddy and especially Daddy
- ⊙ Time for water play
- ⊙ Jumping
- ⊙ Running
- ⊙ Halos/ Macaroni & Cheese
- ⊙ Mikey Mouse Club House

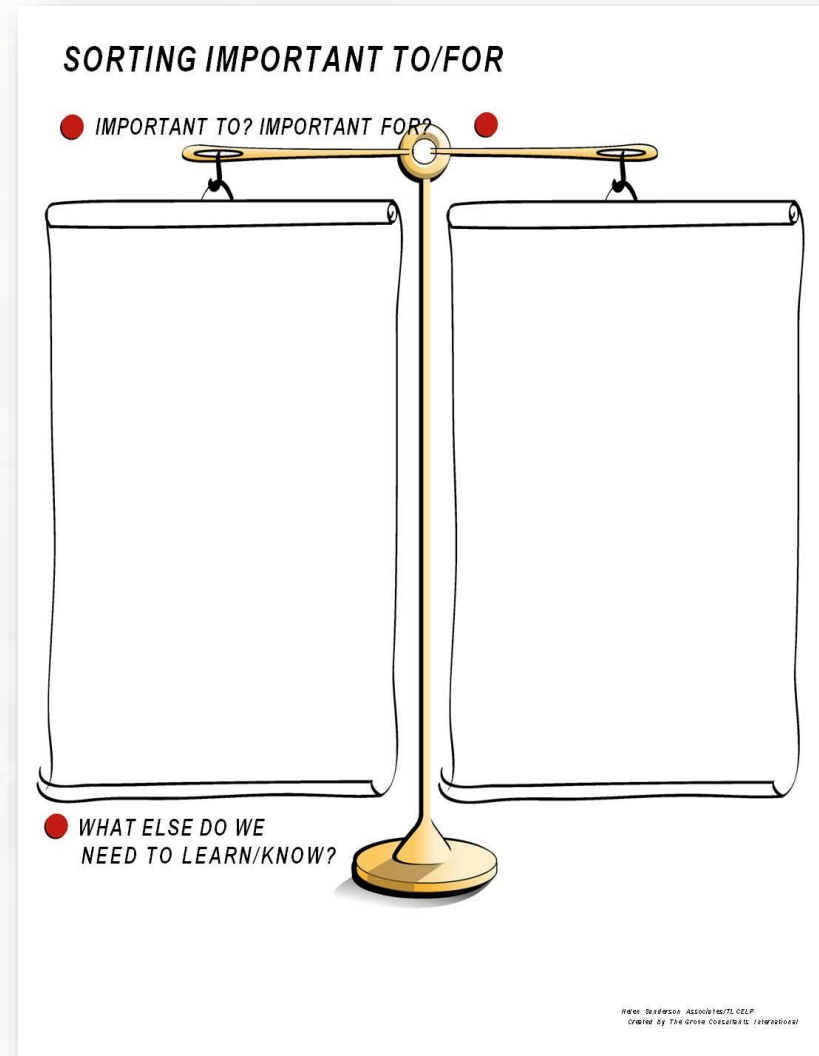
## How Best to Support Joshua

- ⊙ Locked doors
- ⊙ Hold hands when out and about
- ⊙ He's great at distracting adults be alert
- ⊙ Be prepared to chase him if he gets away from you. Calling out to him won't work. He won't stop running.
- ⊙ He's not aware of dangerous things, fire, traffic, falling etc.
- ⊙ Speech therapy
- ⊙ Occupational therapy for Mom & Dad





- What's Important TO Mom & Dad
- From Mom & Dad's Perspective What's Important for Joshua?



# Important to Mom & Dad

- ⦿ Joshua's safety
- ⦿ Want Joshua to communicate with others using words
- ⦿ To be able to anticipate Joshua's needs
- ⦿ Understand him
- ⦿ Social acceptance
- ⦿ Tiernan getting lost because all eyes and ears on Joshua





Aging Parents

Siblings with  
Disabilities

Children

## Siblings: The 'Club Sandwich' Generation

Siblings often juggle multiple roles for support and caregiving, which can seem overwhelming



# Impact on ALL Family Members



# Thinking about what's important to Joshua in the future around work?

- ⦿ What is Joshua good at?
- ⦿ What work might Joshua be interested in?
- ⦿ What support will he need?
- ⦿ Who can help?
- ⦿ Where do his parents want him to be in the future?



# Life Experiences...Possibility

- ⊙ Pool Guy
- ⊙ Landscaper
- ⊙ Water Park
- ⊙ Lifeguard



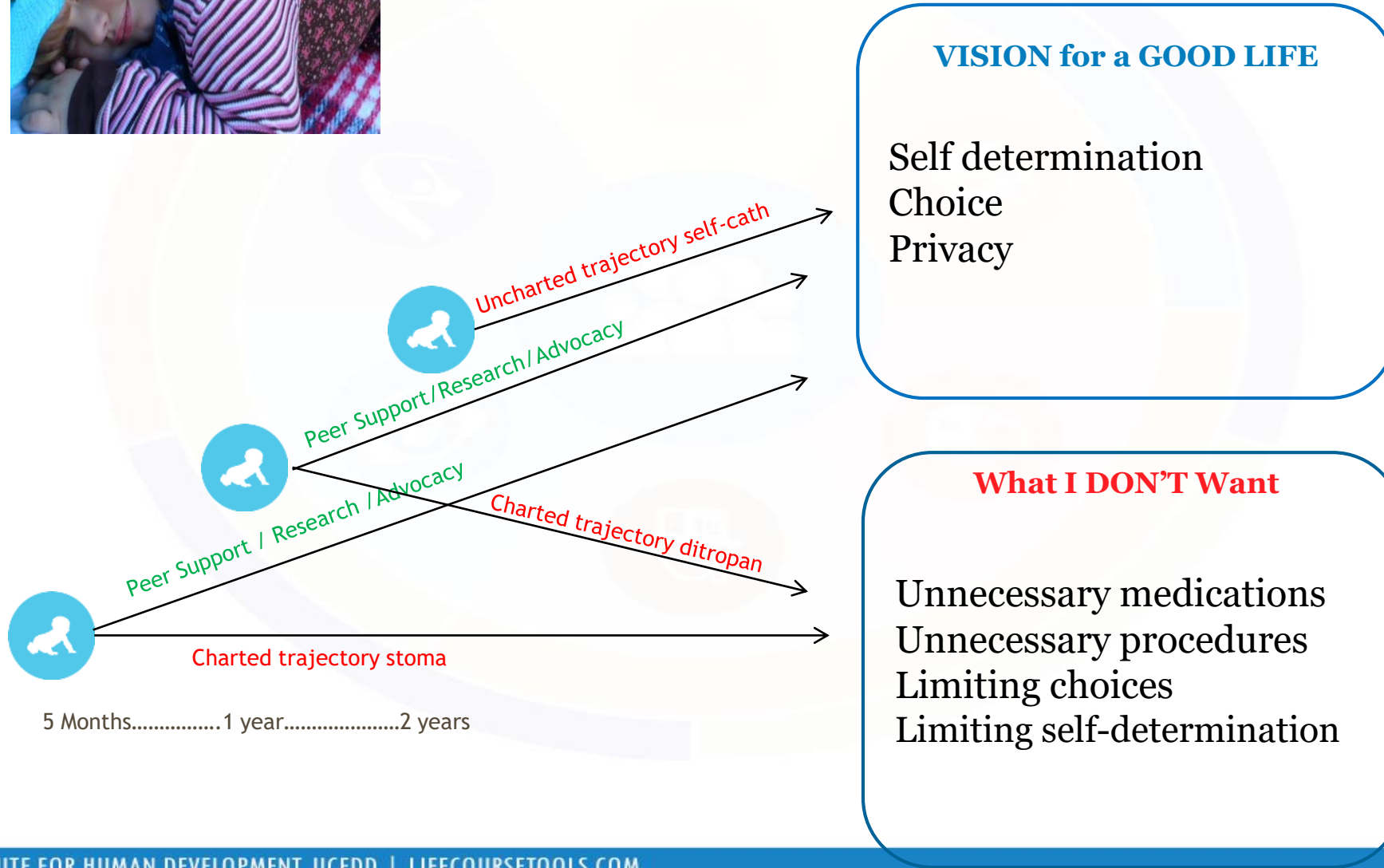
# Life Experiences... Possibility

- ⊙ Acrobat
- ⊙ Gymnast
- ⊙ Professional Dancer
- ⊙ Actor





# Elizabeth's Health Trajectory As Told by Her Mother





## ELIZABETH's ONE-PAGE PROFILE

### What people like & admire about me

I cheer people up. People think I am cute - and smart. I help others be good friends. I like to try new things.

### What's Important to ME

Jesus  
Going to Church  
My family  
Having good friends  
Being a good friend  
Going to WI  
Going to the park  
School  
Becoming a scientist

### How to Best Support ME

Don't push my chair without asking  
Be patient when I try to explain what I want or mean.  
Be patient when I try to figure out how to do something on my own



Elizabeth,  
age 6



# Elizabeth's Life Trajectory

**Life Trajectory Worksheet**

**Past Life Experiences**  
LIST past life experiences and events that supported your vision for a good life.

Community Involvement  
- Ball, Tennis, Dance, Skate park, Park Church, School, skiing

Media exposure  
- Bathroom giveaway  
- Ability expo

Public Speaking  
- Fundraiser

Birthday Parties  
Family Activities  
- Fl, WI, WY  
- Cousins

---

LIST past life experiences that pushed the arrow toward things you don't want.

Assumptions of medication inability dependence

5

Write current age in the STAR

**Future Life Experiences**  
LIST current/ future life experiences that continue supporting your good life vision.

Go to college  
Get involved in robotics  
Advocacy opps  
Leadership

---

LIST life experiences to avoid because they push you toward things you don't want.

Isolation  
Feeling left out

**VISION for a GOOD LIFE**  
LIST what you want your "good life" to look like ...

Be a mom  
Be a scientist  
Live in Wisconsin  
Go to the beach

---

**What I DON'T Want**  
LIST the things you don't want in your life...

People to think I can't do something just because I use a wheelchair

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

Oct 2015

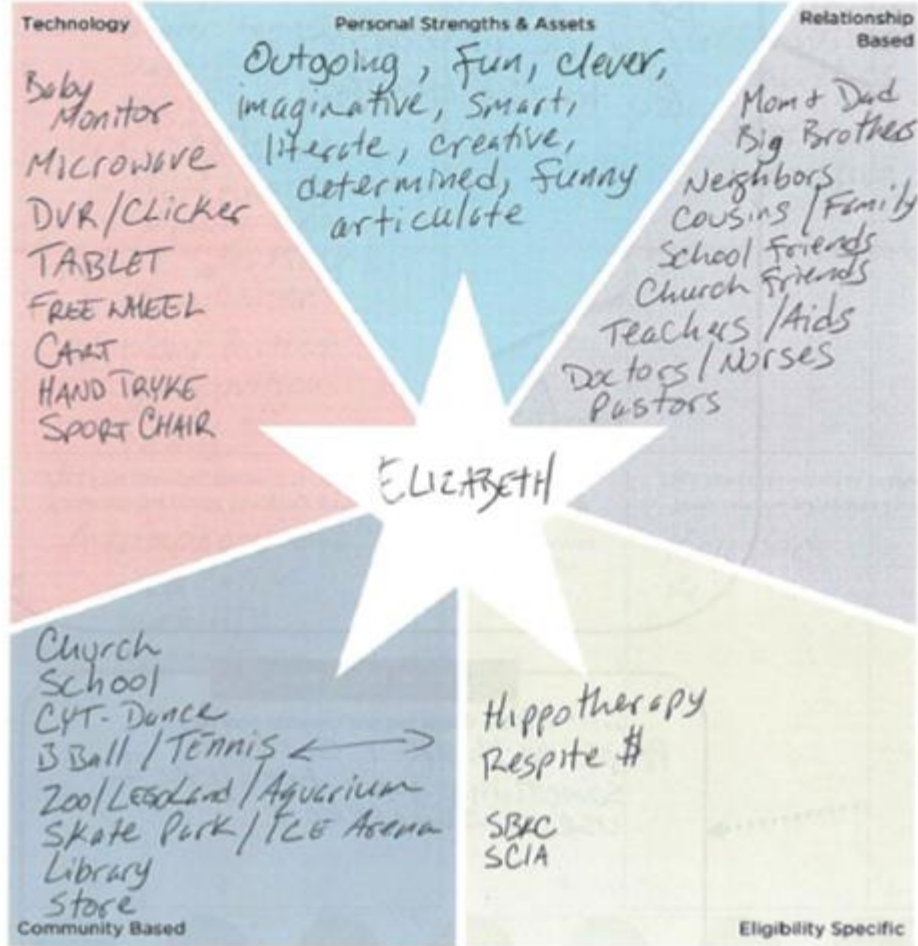
August 2015





## Integrated Services and Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



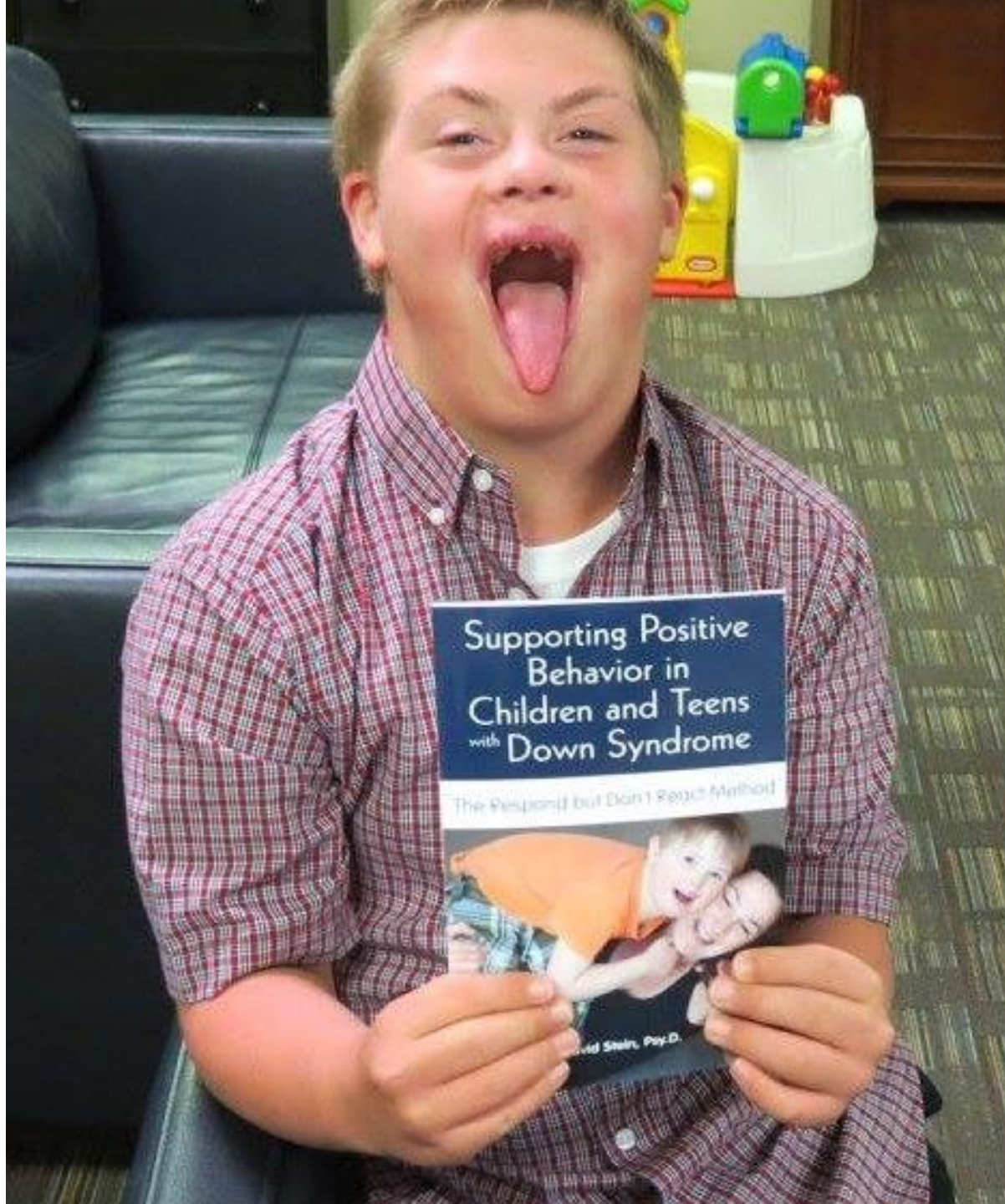
# Elizabeth's Integrated Star: Mapping Supports



# Parent Using LifeCourse to Prepare for IEP Meeting

- Advocating
- IEP meetings





# Peyton's Plan for Inclusion in School

Using the LifeCourse Tools  
to Transform the Way the  
School Thinks about  
Inclusion for Peyton



# Peyton's Good Life Trajectory

**CHARTING the life course**  
*Peyton*  
**Life Trajectory Worksheet: Family**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

**VISION for a GOOD LIFE**


- Family
- Productive Employment
- Happiness
- Living Independently
- Meaningful Relationships
- Love
- Community Involvement & Inclusion

**What I DON'T Want**

- Sheltered Workshop
- Group Home
- Isolation
- Dependency on paid supports
- Lonely
- Unhappy, unproductive, bored
- Poverty

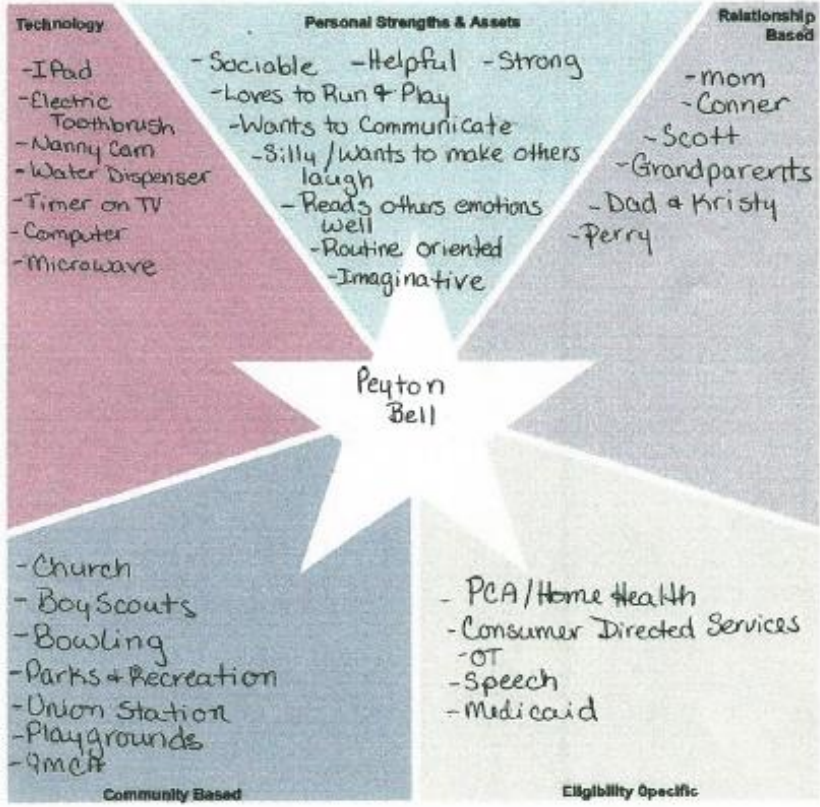


# Peyton's Integrated Supports

**CHARTING the life course** 

**Integrated Services and Supports**

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



**Technology**

- iPad
- Electric Toothbrush
- Nanny Cam
- Water Dispenser
- Timer on TV
- Computer
- Microwave

**Personal Strengths & Assets**

- Sociable
- Loves to Run & Play
- Wants to Communicate
- Silly / wants to make others laugh
- Reads others emotions well
- Routine oriented
- Imaginative

**Relationship Based**

- mom
- Conner
- Scott
- Grandparents
- Dad & Kristy
- Perry

**Community Based**


- Church
- Boy Scouts
- Bowling
- Parks & Recreation
- Union Station
- Playgrounds
- qmca

**Eligibility Specific**

- PCA / Home Health
- Consumer Directed Services
- OT
- Speech
- Medicaid

**Peyton Bell**

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

**CHARTING the life course** 

**Long Term Support Needs**

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM							
6:30-7 AM			mom				
7-7:30 AM			provides				
7:30-8 AM			support				
8-8:30 AM							
8:30-9 AM	School						
9-9:30 AM	providing supports						
9:30-10 AM	through various means:						Church
10-10:30 AM	- social support from peers						
10:30-11 AM	- Tech support through AT device						
11-11:30 AM	- Aid supports in Reg Ed and special ed classrooms						
11:30-12 PM							
12-12:30 PM							
12:30-1 PM						PCA /	Home Health
1-1:30 PM							
1:30-2 PM						Home Health	
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							Home Health
3:30-4 PM							Home Health
4-4:30 PM	PCA / Home Health	PCA / Home Health	PCA / Home Health	PCA / Home Health	PCA / Home Health		Home Health
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM		mom	provides			Sports	
6:30-7 PM		support					
7-7:30 PM	Boy Scouts	sports					
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM							




# Student/Family Using to LEAD IEP (and other) Meetings

- ISP meetings
- IEP meetings
- Doctor's appointments
- Presentation or speaking event
- Person advocating
- Self-directing supports






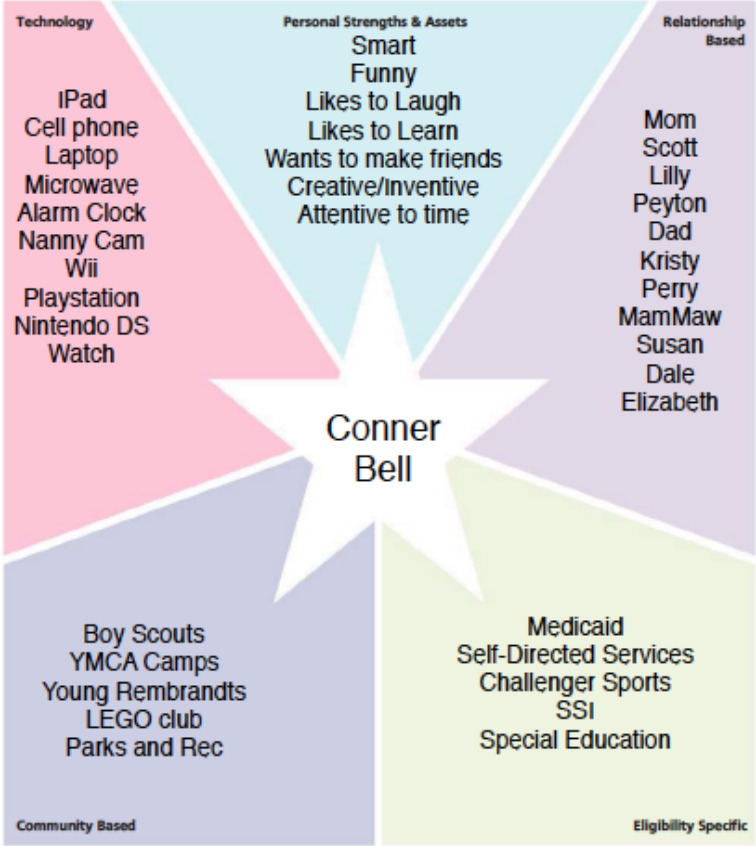
# Conner – Leading His IEP Meeting



**Integrated Services and Supports**  
People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



**My LifeCourse Portfolio**  
Conner \_\_\_\_\_'s ONE-PAGE PROFILE



**Conner Bell**

Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com)

My LifeCourse Portfolio is a template of the Family to Family LifeCourse Network | UMKC IHD, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com) February 2016

What people like & admire about me

- I like to laugh
- I'm inventive and very creative
- I like to go places
- I want to learn about things
- I love my sister
- I'm honest
- I'm very attentive to detail
- I'm a good artist
- I love racing and cars

What's Important to ME

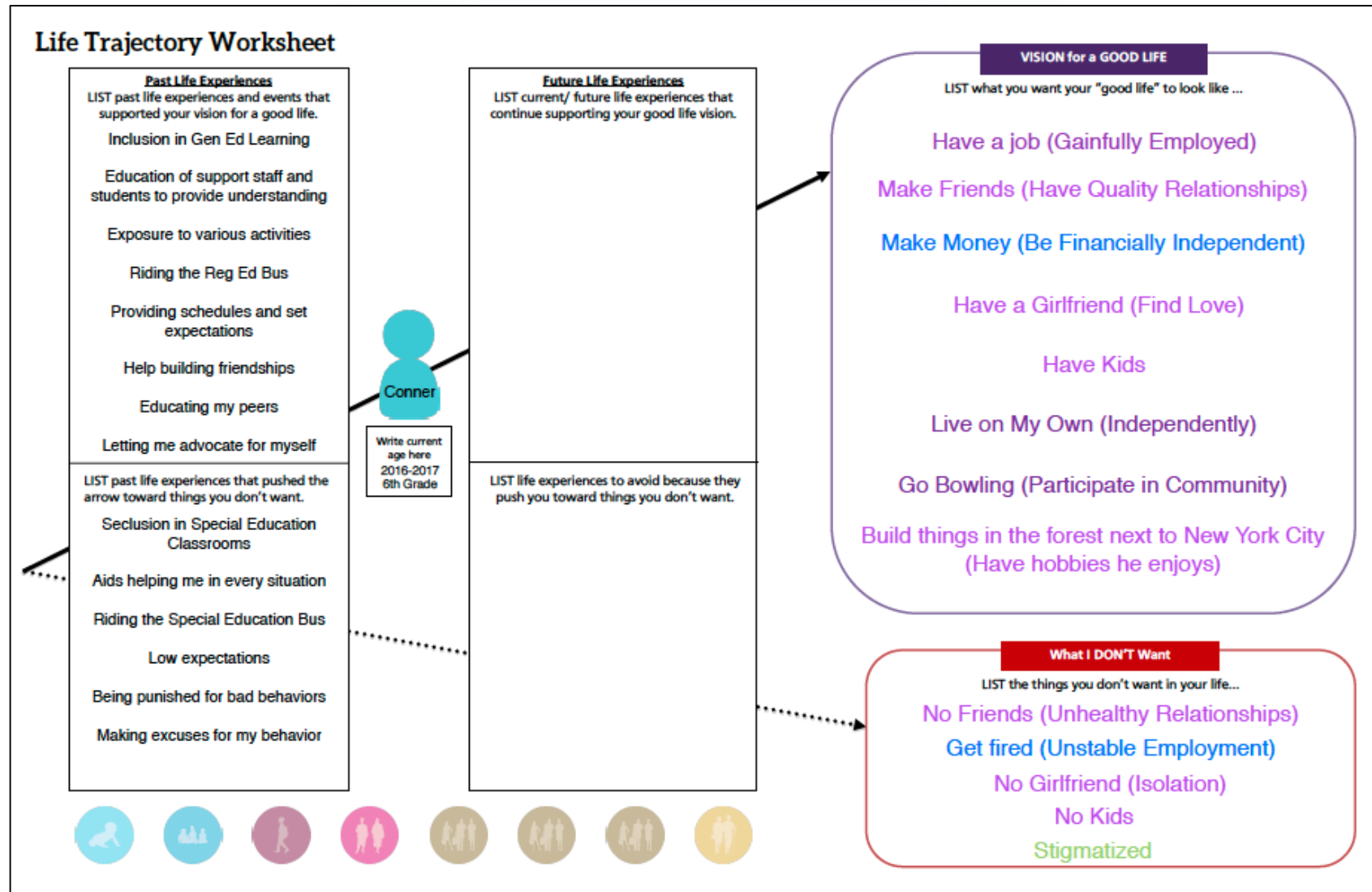
- Toy cars
- Racing video games
- LEGOs
- Stuffed Animals
- Drawing
- Cheese pizza
- Pretzels
- Goldfish crackers
- Swinging
- Building things
- Kickball
- Basketball
- Soccer
- Cats
- The Library
- Computer

How to Best Support ME

- Get me to a safe, quiet place
- Give me a short explanation of the situations and resolutions then give me time to calm down
- Listen when I say I've had enough
- Let me take a break and come back when I'm calm
- Have me write/type a letter about how I feel or what's wrong when I'm upset
- Give me clear expectations



# Conner's Trajectory for IEP Meeting



# Peyton 2016-17

## Integrated Services and Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

**Technology**

- IPad
- DVD Player
- IPhone
- Computer
- TV
- Wii
- Nintendo
- Microwave
- Radio
- Toaster
- Vacuum

**Personal Strengths & Assets**

- Funny
- Good Dancer
- Determined
- Routine-Oriented
- Playful
- Helpful
- Strong
- Reads emotions well

**Relationship Based**

- Dad
- Mom
- Kristy
- Scott
- Susan
- Dale
- Grandpa Ralph
- Grandma Kathy
- Conner
- Lilly
- Perry
- Abi
- MamMaw
- PapPaw
- Grandpa
- Granny
- Trey
- Elizabeth

**Community Based**

- Movies
- Grocery Store
- Restaurants
- School Bus
- After School Programs
- Parks and Rec
- YMCA
- Library

**Eligibility Specific**

- YMCA Challenger Sports Program
- DSG STARS Program
- Medicaid Waiver
- Self-Directed Services
- SSI
- DMH
- BSHCN
- Speech Therapy
- Special Education

**Peyton**

Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com)

My LifeCourse Portfolio is a template of the Family to Family LifeCourse Network | UMKC IHD, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com) February 2016

## My LifeCourse Portfolio

### Peyton's ONE-PAGE PROFILE

What people like & admire about me

- Funny
- Determined
- Good Dancer
- Imaginative
- Good Basketball Player
- Compassionate
- Forgiving

What's Important to ME

- Movies
- Big Bird & Woody Dolls
- Wii
- Basketball
- Football
- Playing Sports
- Family
- Friends (Abi, Trey, Logan)
- Being included
- Joking

How to Best Support ME

- Give Clear Expectations
- Keep the mood light/joking with me
- Give lots of praise and encouragement
- Respect my space
- Let me approach you
- Give me time to warm up to you/ new situations
- Prepare me for transitions
- Using "reverse psychology" can often convince me to cooperate in difficult situations

Adapted from The Learning Community for Women-Centered Practice and Model Assessment Activities | <https://www.wanderinnovations.com/person-and-religion/one-page-profile/one-page-profile-templates/>



# Peyton 2016-17

## Life Trajectory Worksheet

**Past Life Experiences**  
LIST past life experiences and events that supported your vision for a good life.

- Being included in areas that work for me
- Being given time to warm up to people/situations
- Trying different ways to help me learn
- People having patience giving me time to communicate in my own way
- Riding the Reg. Ed. bus with my brother and now on my own
- Participating in gen. ed. classes and after school programs
- Giving me chores so I can feel successful and a part of a team
- Immediate consequences/rewards for my actions
- Giving me choice over things in my life
- Learning how to take care of my own needs

LIST past life experiences that pushed the arrow toward things you don't want.

- Seclusion
- Low expectations
- No accountability
- Riding Spec. Ed Bus
- Learned Helplessness
- My opinions/wants not being valued
- Not being part of decisions that affect me
- Not being given enough time to warm up to a situation before it was abandoned
- Always having an adult/caregiver looking over my shoulder
- Not being allowed to take risks in order to learn

Peyton

18-17  
school  
year

Write current  
age here

13

**Future Life Experiences**  
LIST current/ future life experiences that continue supporting your good life vision.

LIST life experiences to avoid because they push you toward things you don't want.

**VISION for a GOOD LIFE**

LIST what you want your "good life" to look like ...

- Friends
- Watching movies
- Playing sports, especially basketball
- Having a routine
- Knowing what's expected of me
- Being given time to play with my favorite toys
- Feeling like I have accomplished something
- Being treated like my peers/being one of the group
- Having people value my conversation

---

- Stable and gainful employment
- Independence
- Real choice in living situations
- Happiness
- Good Health
- Ability to negotiate transportation within my community
- Knowing how to stay safe
- Loving relationship/my own family
- Seeing my family

**What I DON'T Want**

LIST the things you don't want in your life...

- Unfulfilling/underpaid employment/sheltered workshop
- Group home/no choice in living
- Predetermined schedules/ no choice
- Unhealthy/sickness
- Dependence on paid support
- Poverty
- Loneliness
- Boredom
- Being controlled/choices made for me



My Good Life Peyton Bell

Challenger Sports

Basketball

Swimming

Being Healthy

Cheerleaders

Woody and Big Bird

# Peyton self-leading IEP



# Daniel

## Shaping Daniel's Future

### CHARTING the life course

**Life Trajectory Worksheet: Family**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identify what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

**What I DON'T Want**

- I don't want to be on unnecessary medications.
- Taken advantage of
- I don't want to be in any institution or group home or sheltered work shops. Other people make all decisions or choices for me.
- I don't want anyone limiting my self-determination.
- I don't want my disability to impact how I'm treated by anyone.
- I don't want to be left out of academic functions with my peers after working hard to accomplish this achievement.
- Unnecessary testing

**VISION for a GOOD LIFE**

- Be a Train Conductor / Simulator
- Increase my communication skills.
- Increase appropriate social interactions.
- I want strong supports in place as needed.
- Control over my money
- Live independently / or with my brother
- Self-determination and help making and change laws for everyone with disabilities.
- Make my own decisions and choices.
- Go to College
- Have a girlfriend and having friends
- Finishing
- Be highly employable / personal development
- Social inclusion / Normalization / Meaningful

**What I DON'T Want**

- I don't want to be in any institution or group home or sheltered work shops. Other people make all decisions or choices for me.
- I don't want anyone limiting my self-determination.
- I don't want my disability to impact how I'm treated by anyone.
- I don't want to be left out of academic functions with my peers after working hard to accomplish this achievement.
- Unnecessary testing

Submitted 4/5/16 (AK)

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

## School life

4/5/16

### CHARTING the life course

**Worksheet: Family**

The bubbles on the right will help you think about what a good life means for you or your family member, and identify what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

**What I DON'T Want**

- Take on laws
- To be in a sheltered workshop.
- To be in a group home.
- To be isolated
- To be bored
- To be Unproductive
- To be Poor
- To be told that I can't participate in social activities because of my disability.

**VISION for a GOOD LIFE**

- Understand and manage my disability
- Happiness - Emotional well being.
- Friend and meaningful relationships.
- Self-determined
- Love
- Community involvement and inclusion.
- Personal development
- Be healthy and safe
- Social inclusion
- Normalization - Same as everybody else.
- Advocate for my self.
- To be in Concert choir and get patches
- To learn about the bugs that protect animals

**What I DON'T Want**

- To be in a sheltered workshop.
- To be in a group home.
- To be isolated
- To be bored
- To be Unproductive
- To be Poor
- To be told that I can't participate in social activities because of my disability.

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

MAY 2014

Barriers with "systems" that destroy vision for the future. (Policy and Culture, Practices, and Social Stigma) • Low expectations from school staff or any one providing services and support. • Blatant disapproval of my choices or my qualities as a person. • Not fostering my strengths. • Not including me in my life decisions. • Not being inclusive in all aspects of my education especially award ceremonies when I've earned academic achievement.

Preventing Negative Life Events

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD



# Shaping David's Future

## CHARTING the life course

### Life Trajectory Worksheet: Family

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

- Enable parents support using a combination of different types of supports on center for me to be able to live the life I would like!
- Having my own home
- Being able to vote and drive
- Attend Adult Support Groups
- Insurance coverage
- Attend teaching / advocacy classes
- Have my own car
- Educate and inform in a positive manner
- Prayer and family
- Be in college
- Travel
- Community involvement
- Speech therapy
- Attend social classes
- Low expectations from staff or anyone providing services
- Blatant discrimination
- Not having equal rights!
- Discrimination
- Not being inclusive!
- Blank prediction of future

- VISION for a GOOD LIFE**
- Be a computer game maker
  - Increase my communication skills
  - Increase appropriate social interactions
  - I want strong supports in place as needed
  - Control over my money
  - Live independently or with my brother
  - Self-determination and help making change laws for everyone with disabilities
  - Make my own decisions and choices
  - Going to college
  - Have a girlfriend and having friends
  - Financial
  - Be vocal and safe - Personal development
  - Social inclusion - Normalization of my life

- What I DON'T Want**
- I don't want to be an unnecessary medication
  - Taken advantage of
  - I don't want to be in any institution or group home or sheltered work shops
  - Other people make all decisions or choices for me
  - I don't want anyone waiting my self-determination
  - I don't want my disability to impact how I'm treated by everyone
  - I don't want to be left out of academic questions with my peers or for working hard to accomplish this achievement
  - Unnecessary testing

# David

4/12/15

### Charting the life course

#### Life Trajectory Worksheet: Family

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

**VISION for a GOOD LIFE**

- Happiness - emotional well being
- Friends and meaningful relationships
- Self-determined
- LOVE
- Community involvement and inclusion
- Personal development
- Be healthy and safe
- Social inclusion
- Normalization same as every body else
- To be in concert choir and get patch
- To learn about the laws that protect me

**What I DON'T Want**

- To be unhappy
- To be a sheltered work shop
- To be in a group home
- To be isolated
- To be bored
- To be unproductive
- To be poor
- To be told that I can't participate in school activities because of my disability

**What I DON'T Want**

- Blatant discrimination
- Not fostering my strengths
- Not including me in my life decisions
- Not being inclusive to all aspects of my education especially award ceremonies where preventing negative life events
- I've earned academic achievements

MISSOURI FAMILY TO FAMILY | UMRC-IHD, UCEDD  
MAY 2014

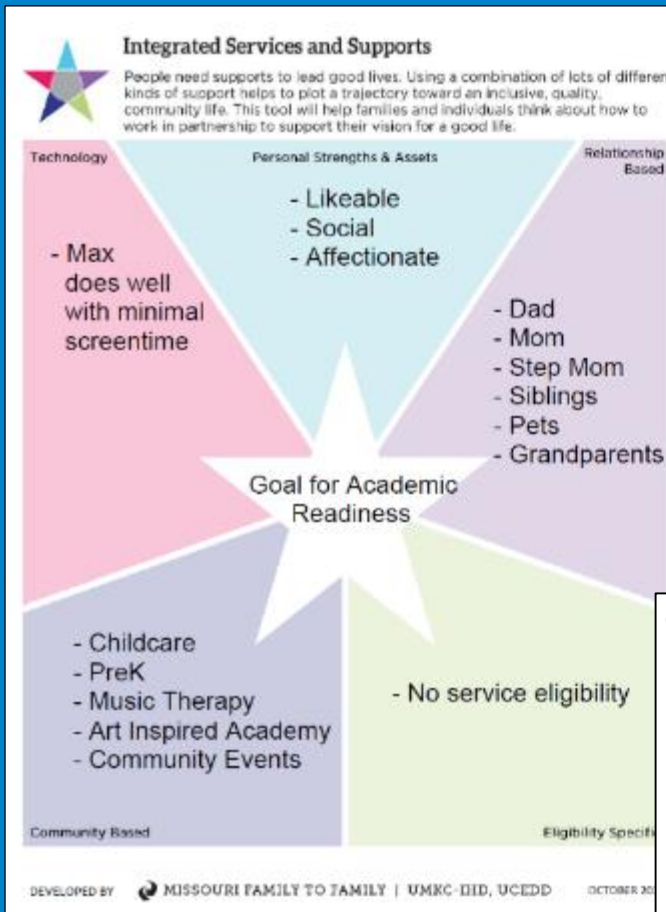


# 3<sup>rd</sup> Party Using LifeCourse for Conflict Resolution

- Pre-IEP meetings
- Refocusing during conflict







TURNING ABILITIES INTO OPPORTUNITIES  
HAWKINS COUNTY SPANISH BOARD FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

## MAX'S ONE-PAGE SCHOOL PROFILE

What people like & admire about me

- Funny
- Cute
- Little
- Complimentary
- Affectionate
- Energetic

What's Important to ME

How to Best Support ME

# Max's School Portfolio

### Journey through School

**Best Life Experiences**  
LIST past life experiences and events that support your vision for a good life.

- Separated parents improved relationship
- Appropriate sleep
- Universal expectations
- Time with family
- Appropriate time with family

**Future Life Experiences**  
LIST current/future life experiences that continue supporting your good life vision.

- Starting school when Max is ready
- Supporting and teaching self control
- Consistent Parenting
- Good Communication

Write current age in the STAR

**Life Experiences that created the arrow toward things you want**

- Inappropriate amount of screen time
- Mixed signals
- Lower expectations due to birth order (the baby)
- Lack of consistency
- Poor communication with PreK

**Life Experiences to avoid because they push you toward things you want**

- Pushing Max to do things that he isn't ready for
- Encouraging an inflated sense of self
- "babying" him
- Mixed expectations, inconsistency

**VISION for a GOOD LIFE**  
LIST what you want your "good life" to look like at school...

- School success
- Friends
- Happiness
- Appropriate behavior and social functioning
- Positive relationships
- Consistent expectations

**What I DON'T Want**  
LIST the things you don't want in your life...

- Aggression
- Different conflicting expectations
- Behavioral struggles (particularly in school)

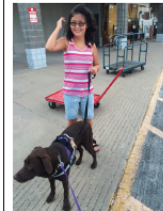
# Cary's School Trajectory

## Cary's Journey through School

### Past Life Experiences

**LIST past life experiences and events that supported your vision for a good life.**

- ★ Cary is supported by school staff that are aware of her unique needs and listen to mom in regard to how to address those needs.
- ★ Cary is redirected when her behavior is inappropriate. (Inappropriate behaviors are not expressed out loud as this leads to a greater frequency of non-preferred behaviors.)
- ★ School staff communicated frequently and regularly about Cary's challenges and progress.
- ★ Cary has been supported to utilize her assistive technology (IPAD and Communication Devise)



Cary Cantrell and her Service Dog Belle:

**LIST past life experiences that pushed the arrow toward things you don't want.**

- ★ Cary having an education professional that does not understand how to be preventative of "melt downs" and who does not implement strategies recommended by ABA professionals and the family.
- ★ Cary was not treated with dignity and respect when she had an accident on a field trip – wearing a trash bag in public is unacceptable
- ★ Speaking about inappropriate behaviors within a distance that Cary can hear

### Action Steps to the Future

**LIST current/future life experiences that continue supporting your good life vision.**

- ★ Communication is regular and frequent between the school and mom (Cynthia)
- ★ Both the family and school will work together to develop supports and strategies to meet Cary's needs in the school environment to be successful
- ★ Cary will continue to attend IEP meetings
- ★ Cary will be given opportunities to interact with neuro-typical peers
- ★ Cary will be given opportunities to make self-determined choices
- ★ Cary will be supported to graduate with her

**LIST life experiences to avoid because they push you toward things you don't want.**

- ★ Discussion of inappropriate behaviors around Cary
- ★ Using words like, "hit," "kick," "spit," etc.
- ★ Failing to consider Cary and her mother as valued members of the IEP team

### VISION for a GOOD LIFE

**LIST what you want your "good life" to look like ...**

- ★ Cary will be supported through hormonal changes, puberty, etc and mom will be an active team member in deciding how these supports are formulated.
- ★ Cary will be in an academic placement that meets her needs as least restricted as possible – learn more, speak more and be able to answer questions
- ★ Cary will have friends and good happy days working with her teachers and paraprofessionals
- ★ Cary will utilize technology that she is comfortable with and that assists her in communication, academic progress and reward
- ★ Cary will have teachers that consider the family as equal partners in Cary's education



### What I DON'T Want

**LIST the things you don't want in your life...**

- ★ Cary will not be in any academic placement that does not listen to the family's wishes and preferences in regard to her support needs, as the Cantrell's believe that the family should be valued team members
- ★ Cary to be treated as if she is aware of her surroundings, social norms nor as though she is less than any other student
- ★ Isolated – Singled Out – Humiliated if she has an accident
- ★ Behaviors – Failing to Communicate – Be Unhappy



My LifeCourse Portfolio is a template of the Family to Family LifeCourse Network | UMKC IHD, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com)

May



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# Using LifeCourse for Transition Planning

- Federal mandates and guidelines
- Supported Decision Making
- Employment Focus

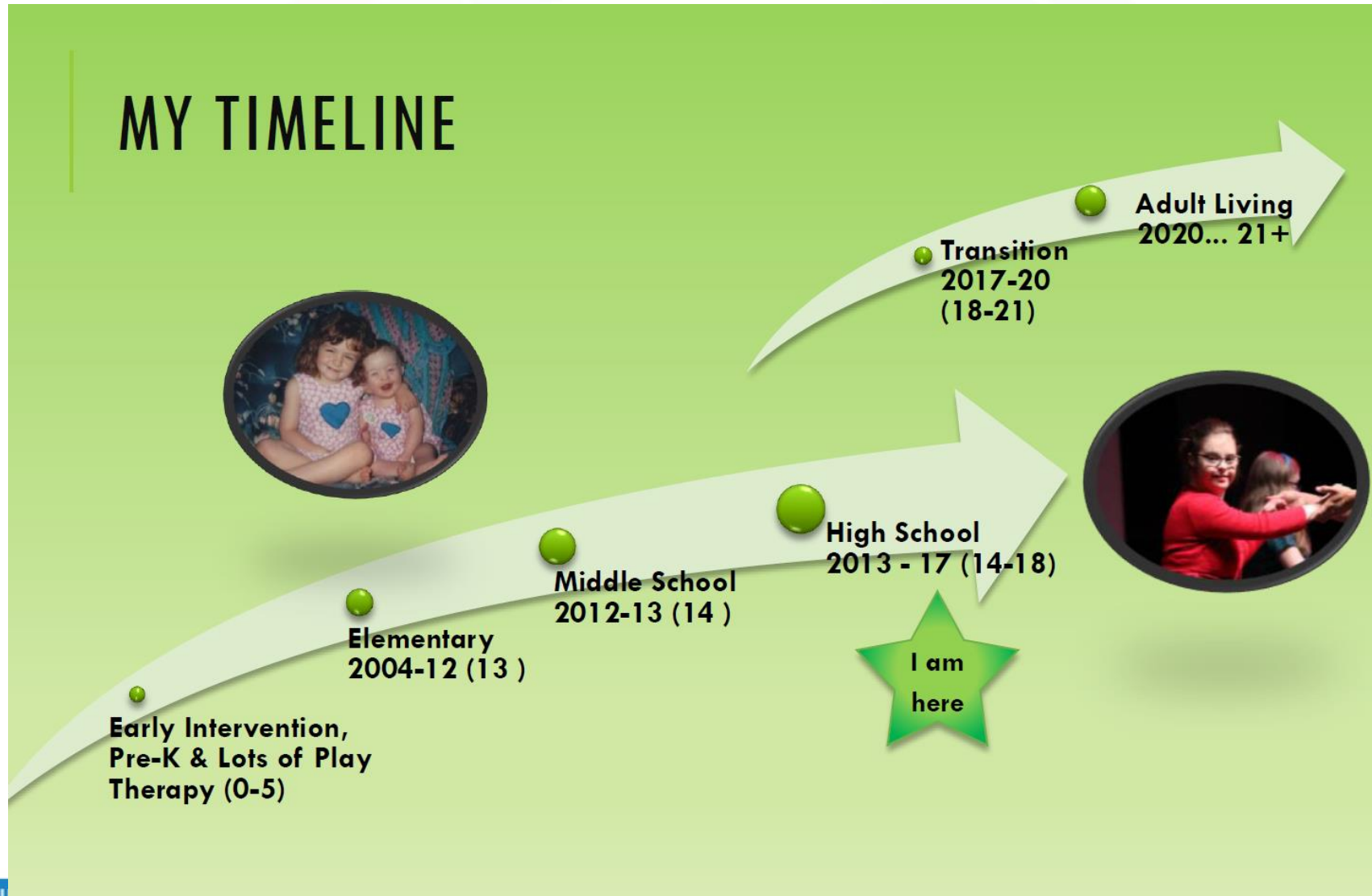




# Jessica's Transition Plan: *Self-led IEP Meeting*

# Jessica's Trajectory

## MY TIMELINE



# Vision for a Good Life

## MY PLANS AS AN ADULT

- ❖ I want to be independent and make good choices for myself.
- ❖ After I graduate, I want to:
  - Go to college
  - Live in my own home with a friend
  - Work at a good job like the movie theater or Starbucks like my big sister!
  - Go to church
  - Have fun with my friends and family
- ❖ I need caregivers and staff to help me.
- ❖ I want to have a boyfriend and then some day get married in a wedding too.



# What Jessica Doesn't Want

## WHAT I DON'T WANT

- ❖ I don't want to work in a sheltered workshop or in some boring place making less than minimum wage.
- ❖ I don't want everyone else to assume they know what I want and make all my choices for me.
- ❖ I don't want to live in a group home or an institution with a whole bunch of other people.
- ❖ I don't want to be lonely, isolated, or "lumped in" either with everyone else with a disability.



### My life goals are...



Hang out with my buddies from the Fire Station more.



Stay fit and healthy like Stone Cold.

Continue to go on Family Vacations



### What is important to me?



Graduating with my High School class and getting my diploma!



Hanging out with my friends and having things in common with others.

### Ways to support me...



Provide transportation to my activities



Encourage me to go to the gym at least 3x a week



Assist me in making the best decisions and ensure my safety.

Encourage me to make healthy food choices.



### What bothers me?



Not having money or forgetting my wallet



Izzi on my bed!



Being sick or having a family member in the Hospital.

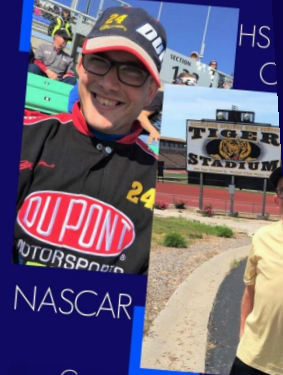
Being treated differently than others.



Being lost or confused



### What is important to me?



Going to country music concerts



Go to more concerts with Matt.

Going to the Library and other places around town.







NASCAR



Going to country music concerts



What is important to me?

HS Football Coach



Eagle Scout Leader

Going to the Library and other places around town.



# The Good Life

's Life



By: Ben St John



# Ben's Cognitively Accessible Tools



# What is important to me?



Graduating with my High School class and getting my diploma!

Hanging out with my friends and having things in common with others.



Working at the Fire Station and being an important part of my community.

Spending time with my family



# Ben's Good Life



# What bothers me?



Not having money or forgetting my wallet



Izzi on my bed!

Being sick or having a family member in the Hospital.



Being treated differently than others.



Feeling lost or confused



# What is NOT a Good Life For Ben



# My life goals are...



Hang out with my buddies from the Fire Station more.



Stay fit and healthy like Stone Cold.

Continue to go on Family Vacations



My own space to watch tv, read magazines, and listen to my music.



Go to more concerts with Matt.

## Ben's Current Goals for Achieving the Good Life



# Ways to support me...



Provide transportation to my activities



Encourage me to go to the gym at least 3x a week



Encourage me to make healthy food choices.



Assist me in making the best decisions and ensure my safety.



## Ways Ben Needs to be Supported to Stay on His Trajectory Toward the Good Life



# How BEN Uses LifeCourse to Self-Direct His Supports

- ⊙ Meeting and getting to know new staff
- ⊙ Self-Leading ISP Meeting
- ⊙ Directing staff for desired activities
- ⊙ Thinking about what kind of staff he wants to hire as PCA



## My LifeCourse Portfolio

Caleb's ONE-PAGE PROFILE

### What people like & admire about me

I love life, the zoo, ~~pets~~ + Elmo.  
I like to volunteer. I love animals.  
School is fun.  
I love my church!  
I can cook my meats.

### What's Important to ME

My technology  
- iPad, iPhone  
My family  
choices  
To do my chores  
Friends

### How to Best Support ME

Learn my language.  
Feed me good food.  
Teach me to make  
safe + healthy choices.  
Respect me!  
Acknowledge me!

# Introducing Caleb





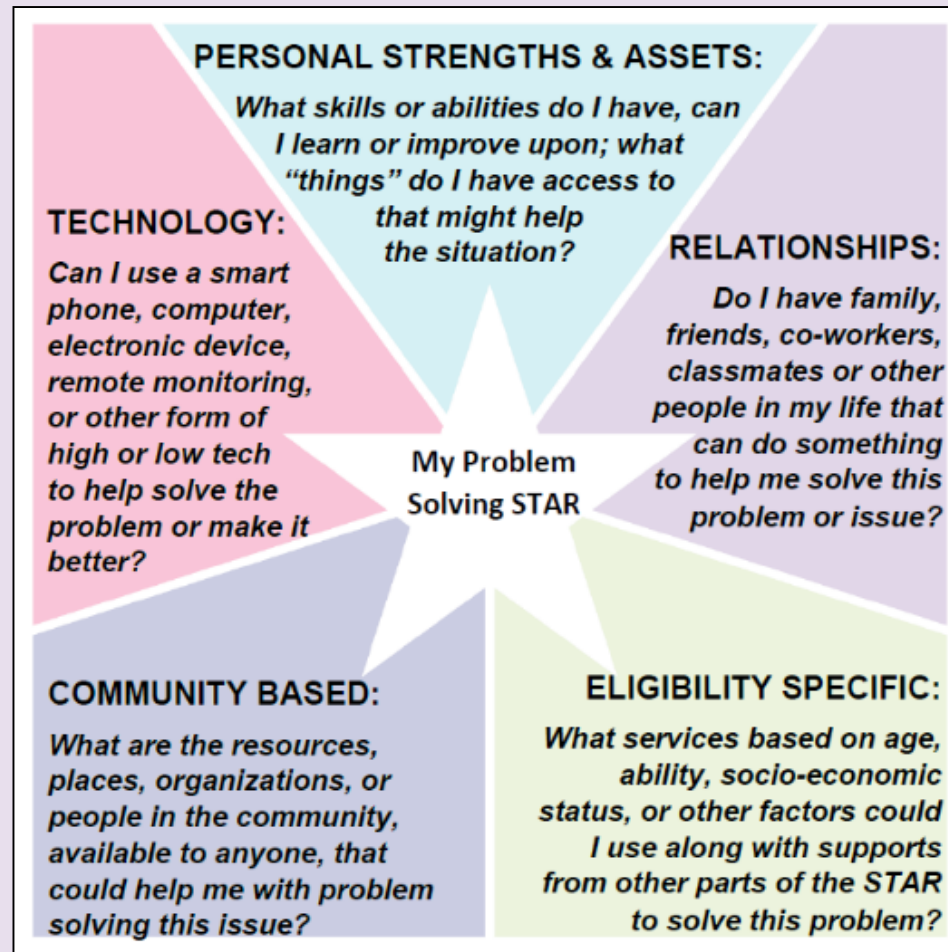
# Caleb's Career Planning Star





# Using LifeCourse for Day-to-Day and Problem Solving

- Long term
- Short term
- Individual Issues
- Trajectory or Star



# JOHN

# AND LIFE COURSE FRAMEWORK



# A Little Background on John

- ◎ 26 years old
- ◎ “homeless” – couch hops
- ◎ Received Support Coordination since June 23, 1997.
- ◎ Hopes/Wants/Dreams from 2010 – 2015:
  - ★ Get his own place, get a job and drive
- ◎ Outcomes for 2010 – 2015
  - ★ Link to resources, advocacy, get an apartment, and get a job
- ◎ No Progress in at least 7 years...

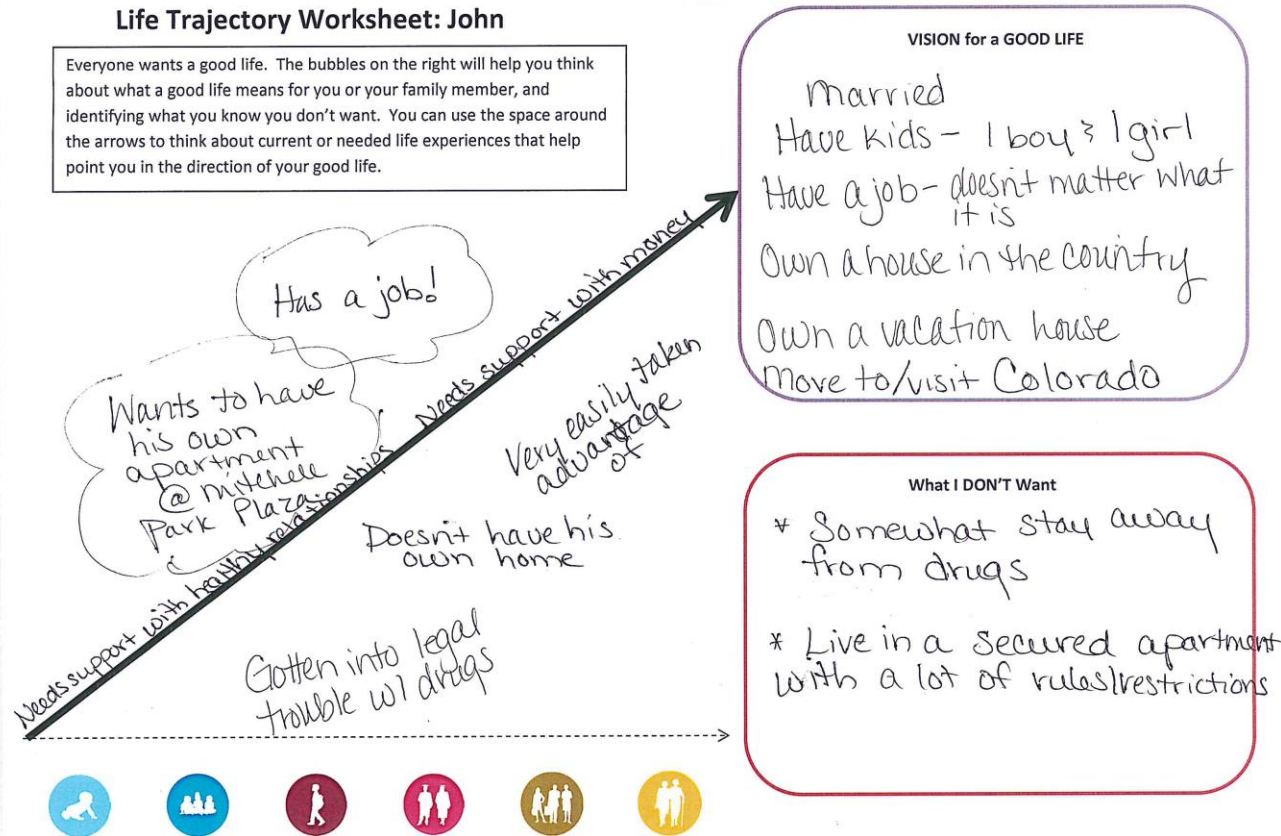


## CHARTING the life course



### Life Trajectory Worksheet: John

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



- Completed with just John.
- Had no direction on how to help John get to where he wants to be
- Knew very little about John and what he really wants for himself.
- These give direction.

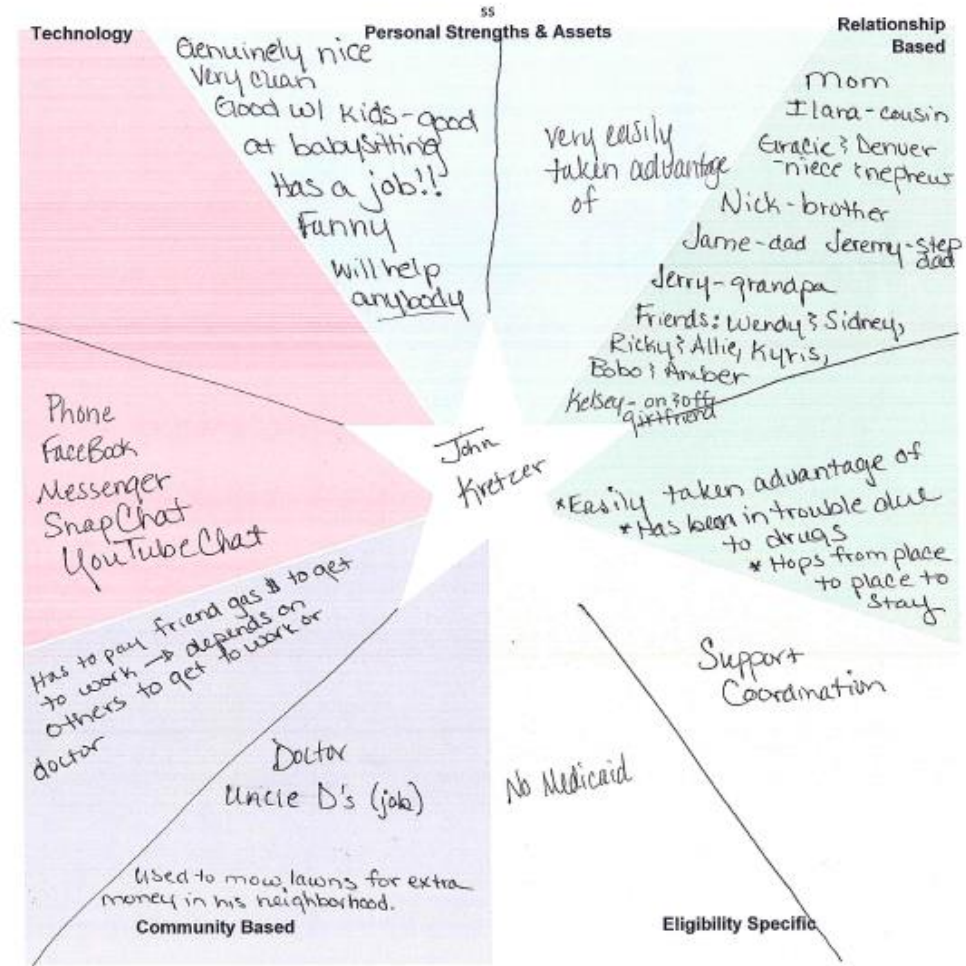


# CHARTING the life course



## Integrated Services and Supports

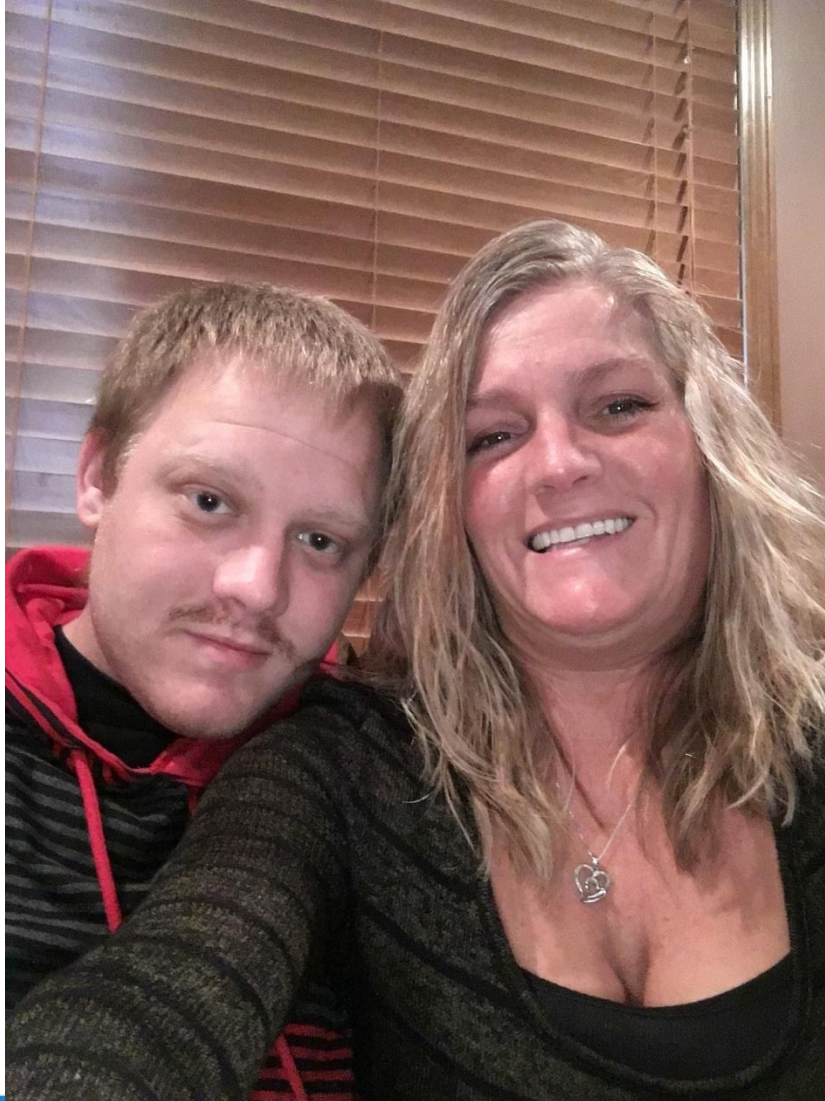
People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



- Completed with John and Lorraine together
- What John currently has and what roadblocks he might have to getting to where he wants to be.



# The Journey



**“The tools helped me understand John’s point of view, by asking him the questions and he answering for himself, that way I know how and what he is thinking.” The tools help me plan John’s future. I try to help John with idea’s but most of the time he has his own.**

**“I would like to get him in a good spot, place to live, a good environment for himself, but he seems determined to do it himself, so therefore his future he is planning himself. I am there for him when he needs help. I want John to have the life he wants and be good with it, but until I know he is stable and doing good for himself , I will always worry, of course you always want the best for your kids.**




# Meet Taylor!











# Taylor - 2015

## Taylor's Vision

CHARTING the life course 


**Tool for Developing a Vision - Individual**

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages start to think about a vision for how they want to live their life as an adult.

LIFE DOMAIN	My Vision for My Future	rank	Current Situation/Things to Work On	rank
 <b>Daily Life Employment</b>	What do I think I will do/want to do during the day in my adult life? What kind of job/career do I think I might like?		work part time play on iPad go swimming	
 <b>Community Living</b>	Where would I like to live in my adult life? Will I live alone or with someone else?		wants to live in a house w/ a roommate	
 <b>Social &amp; Spirituality</b>	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?		mom & dad will help her	
 <b>Healthy Living</b>	How will I live a healthy lifestyle and manage health care supports in my adult life?		mom will take her to appt.	
 <b>Safety &amp; Security</b>	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?		unsure	
 <b>Citizenship &amp; Advocacy</b>	In my adult life, what kind of valued roles and responsibilities do/will I have, and how do/will I make sure I have control of how my own life is lived?		- wants to have job working w/ cooking or animals - wants a roommate/friend	
 <b>Supports for Family</b>	How will my family still be involved and engaged in my adult life?		- They will take her new places, help w/ everything	
 <b>Supports &amp; Services</b>	What types of support will I need to live as independently as possible in my adult life, and where will my supports come from?		- hygiene making some meals - shopping - money - transportation	









## Taylor's Mom's Vision

Taylor Wolfe preoccupation - awesome hygiene - needs help showing legs

CHARTING the life course 

**Tool for Developing a Vision - Family** wants to move 5 years

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help families of all ages - those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an adult.

LIFE DOMAIN	My Vision for My Family Member's Future	rank	Current Situation/Things to Work On	rank
 <b>Daily Life Employment</b>	What do I think my child will do during the day in his/her adult life?		would like her to have a job if possible	
 <b>Community Living</b>	Where and with whom do I think my child will live in his/her adult life?		Mom thinks she will always live w/ them, sister when they are gone	
 <b>Social &amp; Spirituality</b>	How will my child connect with spiritual and leisure activities, have friendships and relationships in his/her adult life?		- mom supports w/ driving - hope Taylor will make friends through work	
 <b>Healthy Living</b>	How will my child live a healthy lifestyle and manage health care supports in his/her adult life?		- will need support w/ tracking Dr. visits, health needs - good w/ medications	
 <b>Safety &amp; Security</b>	How will I ensure the safety of my child from financial, emotional, physical or sexual harm in his/her adult life?		- mother will remain payee - sister will take care for mother	
 <b>Citizenship &amp; Advocacy</b>	How can I make sure my child has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?		- stay connected to family	
 <b>Supports for Family</b>	What will our family need to help support my child to live a quality life as an adult?		someone they trust working w/ Taylor - especially sister needs so much help w/ hygiene	
 <b>Supports &amp; Services</b>	How will my child be supported in his/her adult life to lead the kind of life he/she wants as independently as possible?		Mom would do whatever to help Taylor have a meaningful life.	







# Taylor – One Year Later

COMMUNITY SERVICES

Taylor's Vision

## What do I need to do to reach my goals?

- ✿ Building my stamina (walking, stationary bike)
- ✿ Increase the use of my hands (through writing, kneading bread, washing dishes, peeling stickers, etc..)
- ✿ Improve my hygiene
- ✿ Take on more responsibilities at home
- ✿ Learn better eating habits
- ✿ Be more comfortable staying alone
- ✿ Talk with friends

## What I'm working on now?

- ✿ I am walking up to a mile now and participated in Sophie's Run.
- ✿ Natalie is teaching me portion control and healthy food options
- ✿ Helping mom with grocery list/shopping
- ✿ Taking baths on my own
- ✿ Has increased alone time in the home to a few hours

## VISION

I want to live and work in Weston.

I want to go to the Farmer's House every day.

I want to have friends and have some fun on my own.

I want to cook more.

## WHAT WE DON'T WANT

I don't want my mom around all of the time.

I don't want to be by myself all the time or to be bored.





# T's Family – One Year Later

COMMUNITY SERVICES

## Taylor's Families Vision

### Possible Solutions Discussed:

- ♥ SDS to help with personal hygiene/cleanliness, remote monitoring, PA
- ♥ Accessing the Weston community with support to learn how to get around on her own
- ♥ Building friendships in Weston
- ♥ Learning small skills for improve independence
  - Hygiene
  - Taking care of personal items
  - Housekeeping
  - Increasing alone time
  - Give Taylor more responsibilities around the house
  - Encourage small meals and meal planning to decrease binge eating
  - Involve Taylor is making grocery list and shopping trips, talk to her about money

### Family roles/responsibilities when Taylor moves

- ♥ Set up pill planner weekly/monthly
- ♥ Schedule and take Taylor to all doctor appointments
- ♥ Remain Payee, pay bills, help with budgeting
- ♥ Regular check-ins to see how things are going
- ♥ Pick Taylor up for family functions, shopping
- ♥ Request some paid services through SC
- ♥ Family members possibly taking turns staying with Taylor during the first week or so of living on her own to decrease anxiety about being alone

### VISION

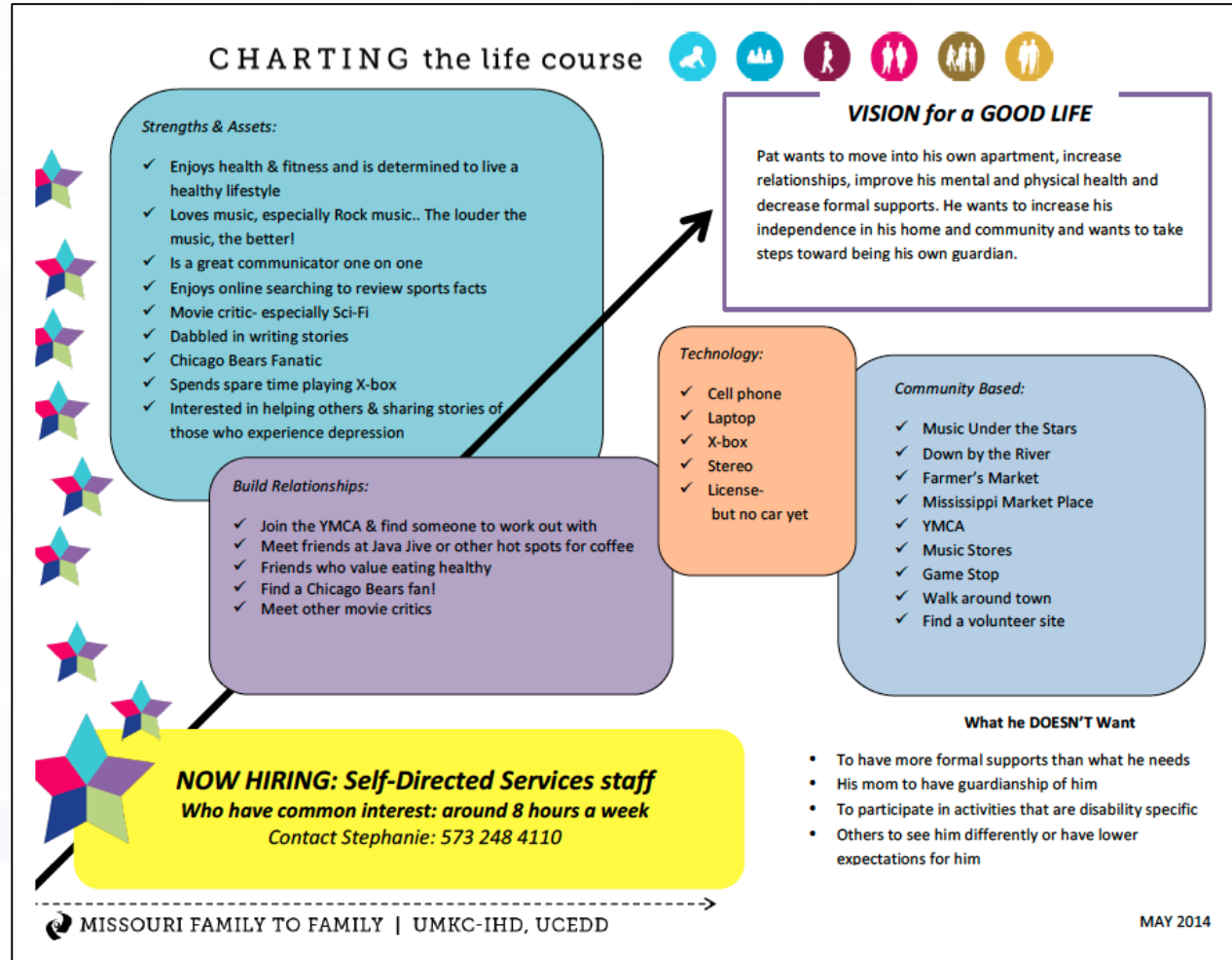
- ♥ "I want Taylor to be happy with her life and have her own purpose."
- ♥ Taylor to continue going to the Farmer's House because it is so important to her
- ♥ Taylor to feel independent but know her family is still here when she needs them

### WHAT WE DON'T WANT

- ♥ Stranger's helping Taylor with her personal care
- ♥ To be Taylor's chauffeur for the rest of her life
- ♥ For Taylor to continue to be dependent on me for everything but living in a town 20 miles away
- ♥ Taylor to continue to binge eat when she is alone



# Pat Self-Directed Supports



Pat

CHARTING the life course



Long Term Support Needs

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM							
6:30-7 AM							
7-7:30 AM	Alarm &/Or Rest Assured ADL reminders						
7:30-8 AM							
8-8:30 AM							
8:30-9 AM							
9-9:30 AM	Employment						
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM	Transportation- Oat's Public/ walking/ bike/ car/ cab/ co-worker						
12:30-1 PM							
1-1:30 PM						Home with family or Spend time with Mike	
1:30-2 PM	Home Manage.	Community Home Man.	Community Home Man.	Home Manage.			
2-2:30 PM							
2:30-3 PM			Recreation- YMCA				
3-3:30 PM	MTBH- BEN			MTBH- BEN			
3:30-4 PM							
4-4:30 PM					Community/ Recreational/ Out to eat		
4:30-5 PM							
5-5:30 PM	Cook	Cook	Cook	Cook			
5:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM	Remote Monitoring						
9:30-10 PM							
10 PM-6 AM							



# Quarterly service Monitoring

## CHARTING the life course

### Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

SCANNED  
169-1740



#### VISION for a GOOD LIFE

Able to verbally communicate with others, hold a conversation  
Have friendships, improve social skills  
Be successful w/ school  
Know and use manners

Progress Made:

#### Steps To Take:

Look into ABA therapist for home  
Research social activities to engage w/ other kids more  
Talk to doctor/therapist about other tools/resources/services that will be beneficial for Jane

Find resources for potty training and introducing new foods  
School is linking to ABA therapist for school  
Enjoying school! seems to want to go  
\* He is using more words to request things, not just echolalia  
IEP in place - 1hr of speech therapy, 5 days a week  
Began preschool w/ Camden Point Elementary  
Completed Hippotherapy - posture and task follow through improved

#### What I DON'T Want

In a segregated classroom  
Not able to talk at all, regression in skills  
Bullied or taken advantage





# Using Integrated Star Strategic Planning

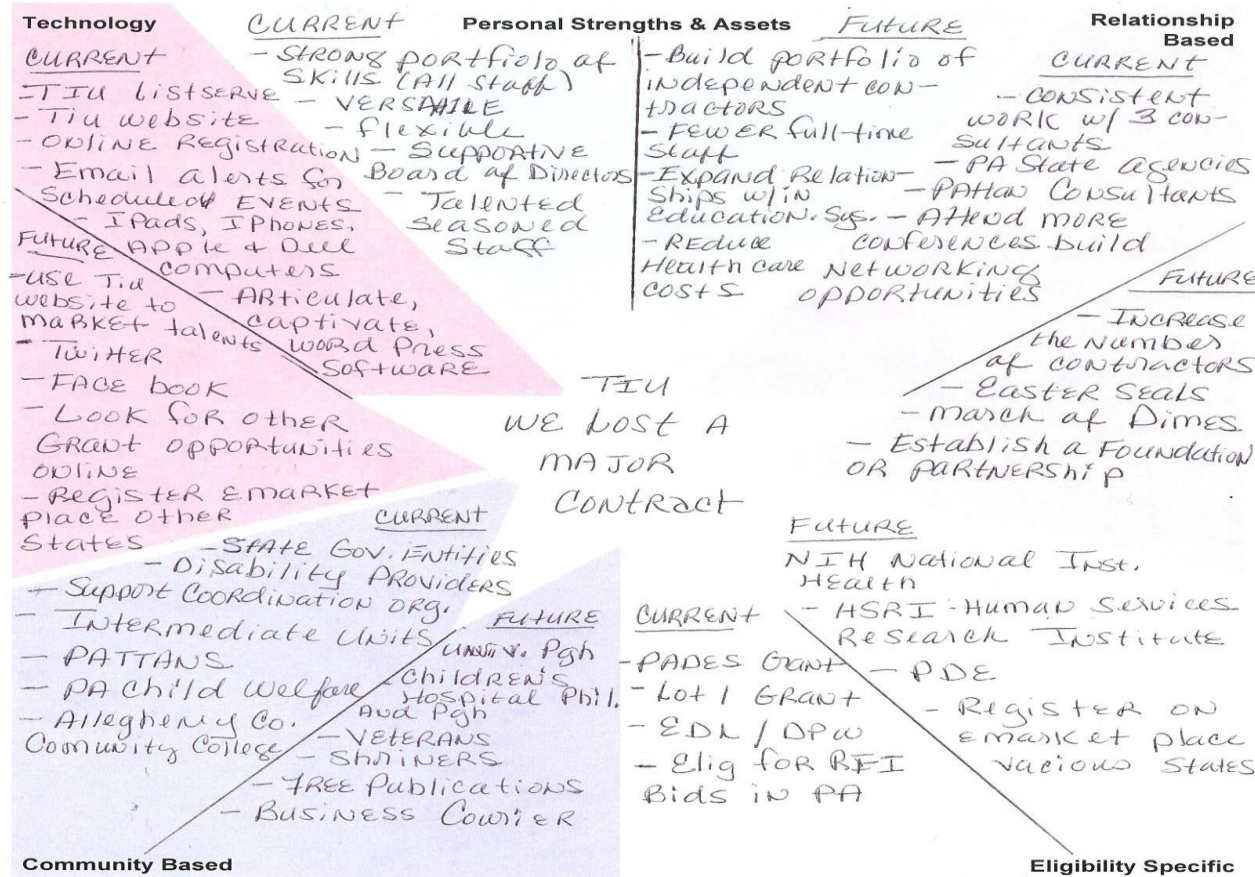
## CHARTING the life course



### Integrated Services and Supports

Lisa Meyer

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com)

Developed by Missouri Family to Family at the UMKC Institute for Human Development, UCEDD [mofamilytofamily.org](http://mofamilytofamily.org) | MAY 2016



# Lisa Meyer's Life Trajectory Worksheet

## Past Life Experiences

LIST past life experiences and events that supported your vision for a good life.

- My mom who worked outside of the home and also owned her own business. She was fearless.
- My grandparents raised me and my sister while my mom worked. I shared a bedroom with my mom's sister Cleo. Cleo had significant physical disabilities and Autism. Cleo was like my big sister.
- My grandparents were BIG dreamers and my family stressed that getting a good education was the key to a good life, the key to survival. We always had books and read out loud to each other
- The bar was always high
- Graduating from college, buying & selling homes, having kids and grandkids
- Wonderful work related opportunities all my life. I've been very fortunate.

LIST past life experiences that pushed the arrow toward things you don't want.

- Mother's unexpected death
- Loss of job through layoff
- Loss of income
- Divorce
- Single parent

## Future Life Experiences

LIST current/ future life experiences that continue supporting your good life vision.

- Engaging with all types of professionals from various walks of life
- Doing contract work as an independent contractor inside and outside of PA
- Continued travel inside and outside of the US
- New experiences, opportunities, cultures and people are a must in supporting my vision for a good life
- I'm working on succession planning and subtly beginning to train others to take on some of my Director responsibilities

LIST life experiences to avoid because they push you toward things you don't want.

- Assuming & feeling responsible for my siblings as the oldest child
- I'm told I'm good at lots of things - so I have to be mindful of taking on things that I'm really not interested in doing.
- Boredom
- Sedentary



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## VISION for a GOOD LIFE

LIST what you want your "good life" to look like ...

- Spending unlimited time with our grand kids
- Spending time with people (friends, colleagues, family and others) who are like minded, mentally stimulating and who challenge me intellectually and professionally
- I love to write in my spare time. I would love to have time to write and finish some of the stories I've started
- More opportunities to do more curriculum development and design
- 50 pounds lighter. Regular exercise, good but practical food. Better sleeping habits
- Good health care and health coverage
- Within the next 2-3 years retired from my full-time job and working as an independent contractor
- Living with hubby somewhere other than Pennsylvania, some place with a lot more warm days, less snow -- and closer to our grandkids
- Physically independent and able to drive and care for myself
- Financially Independent
- Mentally competent and able to make my own decisions
- Fulfilling and loving relationships with all of our adult children
- I want to be treated as an equal and respected by our adult children - never talked down to or treated as if I don't matter
- Ability to continue training pro bono families of children with disabilities, provider staff and others about PCT and the LifeCourse Framework. This ongoing connection is very important to me

## What I DON'T Want

LIST the things you don't want in your life...

- Uncertainty
- Lack of compromise
- Naysayers
- Surrounded by negativity
- Live without hope
- To be controlled, not supported
- Live in personal care home/nursing home



My LifeCourse Portfolio is a template of the UMKC IHD, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com)

OCTOBER 2016





# Within the Context of my vision for retirement when I need extra support

## Important to Lisa

- ⦿ Include me in all discussions decisions about my life
- ⦿ Control
- ⦿ Not having to prove myself to anyone
- ⦿ Age gracefully and with dignity, choice & respect

## How Best to Support Lisa

- ⦿ Respect my wishes
- ⦿ Avoid making assumptions. Ask me.
- ⦿ As I continue to age, remember me as I am now. My opinions, desires, beliefs won't likely change



## Using Person Centered Planning strategies to discover a deeper understanding of what's Important To Lisa

- **What's important to Lisa in the context of living with hubby some place with a lot more warm days, less snow and closer to grand kids?**
- Low humidity
- No gated communities, no condos
- 1/2 acre of land, must have 3 bedrooms, wood floors
- Not too close to grandkids don't want to become a full-time baby sitter
- A home with lots of windows and direct sunlight
- A place to sit outdoors/privacy



# LifeCourse Tools

# LifeCourse Educational Materials



[Lifecoursetools.com](http://lifecoursetools.com)



# Life Domain & Subtopic Guides



# Daily Life & Employment Guide Video Series

Debuted on Tax Day



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LifeCourse Tools

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## Daily Life & Employment Video Series

This video series is based on the Charting the LifeCourse: Daily Life and Employment Guide, which was developed by Missouri Family to Family in partnership with the Division of Family Support and based on the 2014 Survey for Positive Experiences Missouri University Center for Excellence in Developmental Disabilities. This video series is designed to help individuals seeking employment and those who support them to think through the questions to ask, things to do, and resources that can help with the job search, interviewing, job offer, and starting the job. The video provides guidance to ask, think about, and strategize to get the most out of the job search process. For more information, visit the website at [www.life-course.org](http://www.life-course.org).

LifeCourse Tools

The video series includes:

- Chart Series
- Portfolio
- Modules
- LifeCourse in Action Supplemental Video

### WHAT YOU WILL NEED

To follow along with the series, you will need the Charting the LifeCourse: Daily Life & Employment guide, and a LifeCourse Employment Portfolio, which are available for you to download below.

Charting the LifeCourse: Daily Life & Employment Guide | My LifeCourse Employment Portfolio

### Modules

The Charting the LifeCourse: Daily Life & Employment Video Series is a six-module series that walks viewers through the major sections of the guide. What time you will take to complete all the modules is dependent on the viewer.

After you have downloaded the materials you will need, start by clicking on the first module to get started.

- 1 Overview of Charting the LifeCourse (1:14)
- 2 Transition Towards the Search for Employment for People with Developmental Disabilities (1:28)
- 3 Introduction to Daily Life & Employment for People with Developmental Disabilities (1:57)
- 4 Discovering Who (1:54)
- 5 Discovering What (1:54)
- 6 Discovering How (1:51)

### HOW LIFE EXAMPLES OF PEOPLE SHOW THE LIFE COURSE IN ACTION

#### LifeCourse in Action

The LifeCourse in Action videos are supplemental to the series and were designed to provide individuals and families, as well as professionals, real life examples of how the LifeCourse materials are being used to help people build careers for employment and take steps to achieve their goals related to employment.

Here's LifeCourse Tools for Employment: Charting the Life... | Tools in Action: Using the Employment Guide to Help Find...

Charting the LifeCourse | Focusing on: Employment | Tools in Action: Using the Employment Guide to Help Find... | Focusing on: Employment

Read from your peers about how they have used the Charting the LifeCourse Profile, LifeCourse Tools, and Employment Guide to help them find their dream employment for themselves.

Learn how life and life employment professionals who share how they have used the LifeCourse Tools and Employment Guide to help them find their dream employment for themselves.

LifeCourse Tools

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***Thank You!***

Ways to  
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*-Website Links*

[supportstofamilies.org](http://supportstofamilies.org)

[lifecoursetools.org](http://lifecoursetools.org)

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