



Transition from High School to the Good Life: Using the Life Course Framework, Trajectory and Integrative Supports Star

May 23, 2016

AIRS

St Louis, Mo.

About Susan

- Parent of Elizabeth, Marcus and Connor
- Outreach Coordinator
- AMCHP Family Scholar
- AMCHP Leadership Lab Mentor



About Jenny

Parent of Joseph

Family Information and Resource
Specialist

Focus: Faith and Inclusion

C.I.R.S. Certified since 1997



About Georgia

- Parent of Caleb
- Family Information and Resource Specialist— MoF2F
- Benefits Specialist
- Partners in Policymaking Graduate
- C.I.R.S. Certified



About Our Organization

- Housed at UCEDD/LEND with longstanding focus on Family Support, Self-Advocacy and Self-Determination
- State and National Systems and Policy Change
- Statewide Family Resource Center, Family-to-Family HIC, for over 25 years, with evolving and on-going statewide partnerships



What does a good life
mean for you?



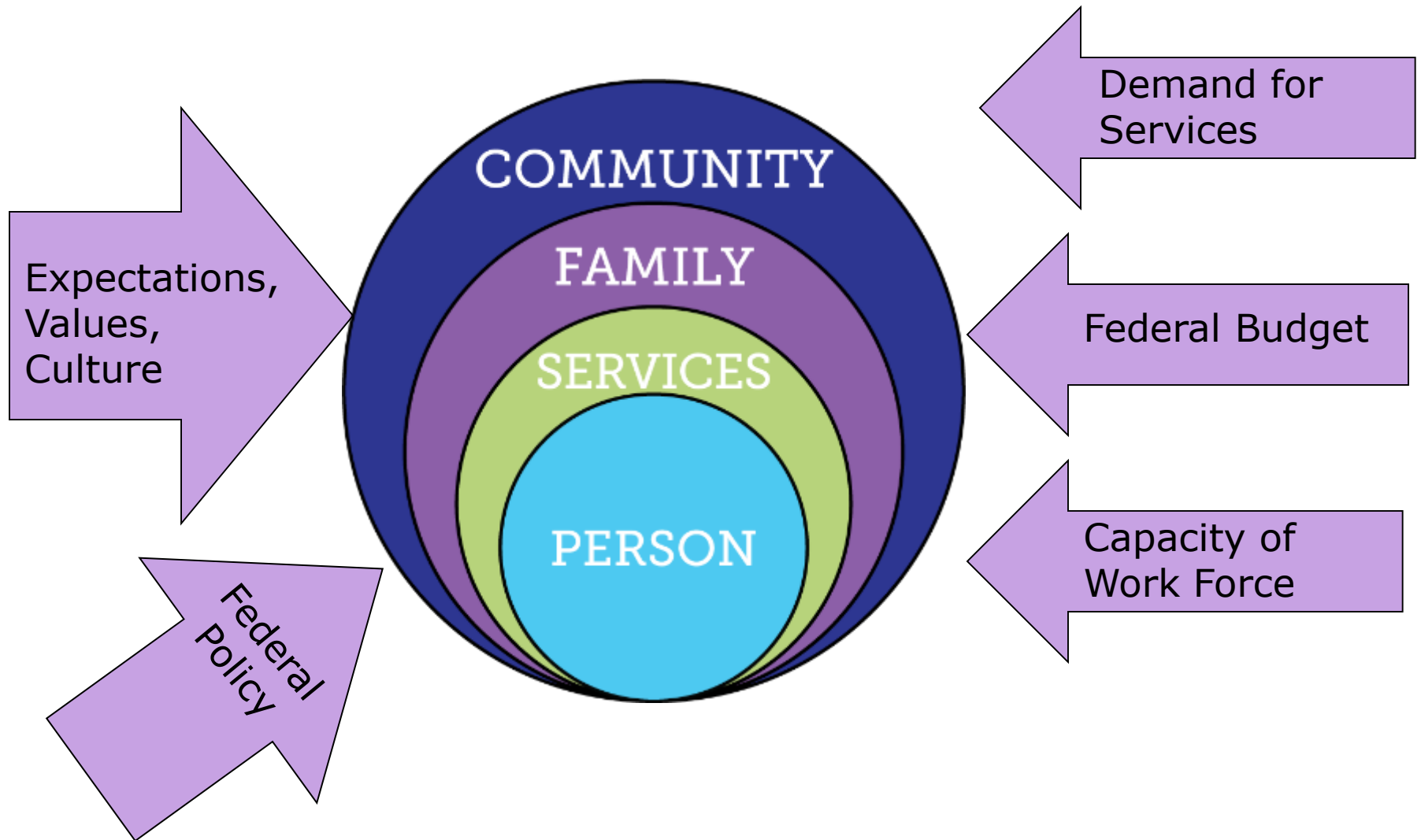
Workshop Objectives

- Understand the Life Course Framework concepts
- Explore a Vision for a Good Life – and how to get there
- Discuss the integrated supports and trajectory
- Learn how to apply integrated supports in everyday life

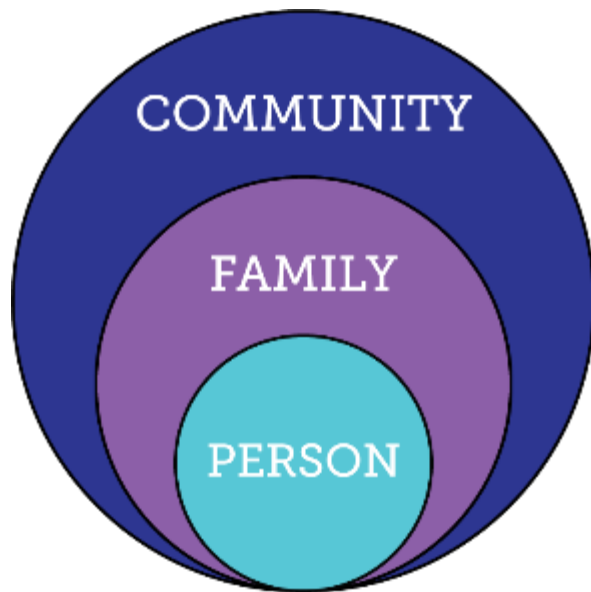


**GUIDING PRINCIPLES FOR THE
SUPPORTING FAMILIES
LIFE COURSE FRAMEWORK**

Current Reality of Service and Supports



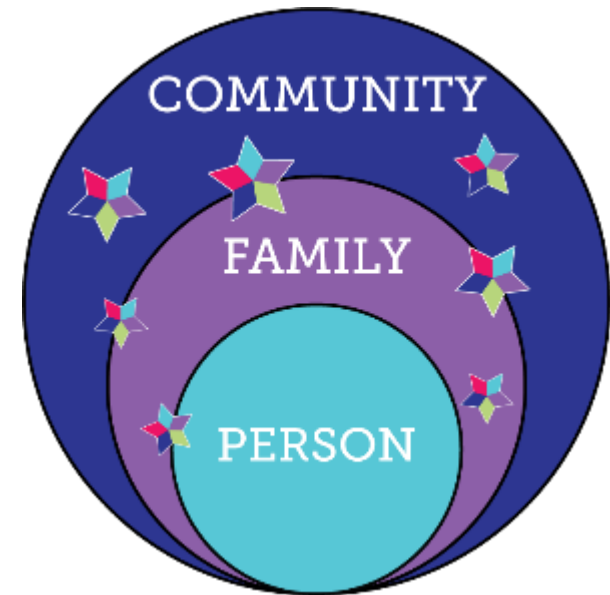
Services and Supports are Evolving



Everyone exists
within the context of
family and
community



Traditional
Disability Services



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

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



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



Comprehensive, Integrated & Coordinated Systems Across Life Domains & Stages

Pediatrician, Families and Friends,
Faith based

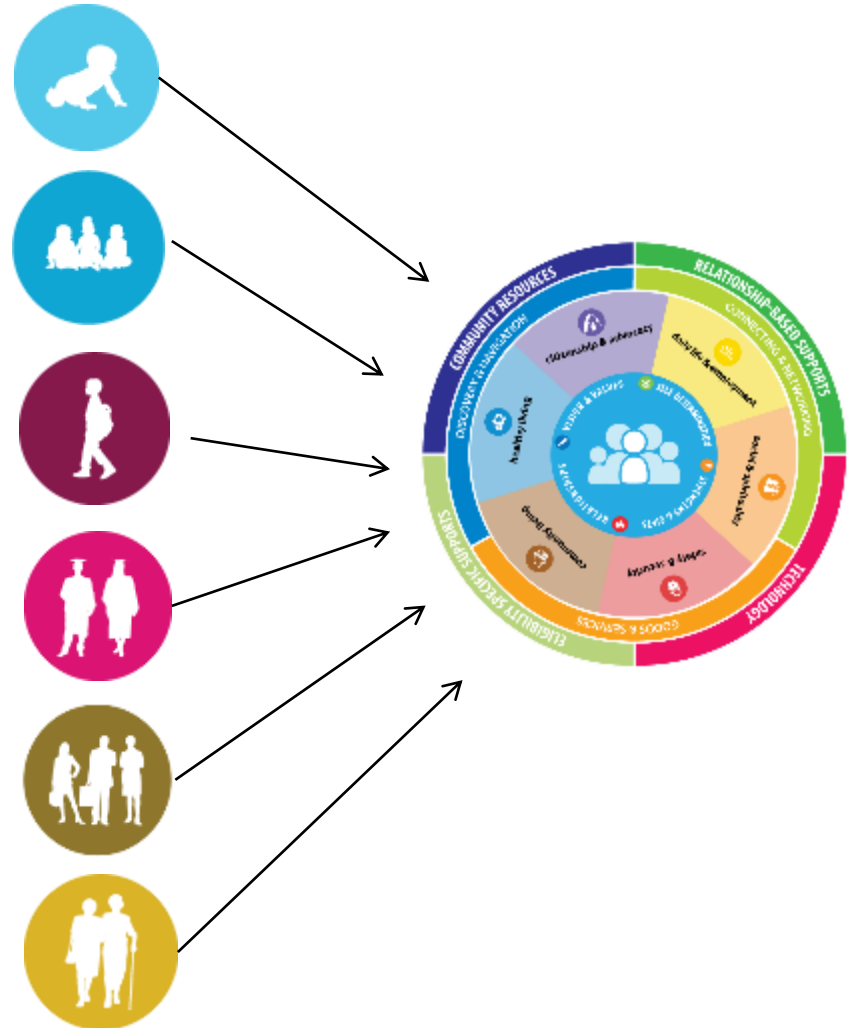
IDEA Part C, Parents as Teachers,
Health, Headstart

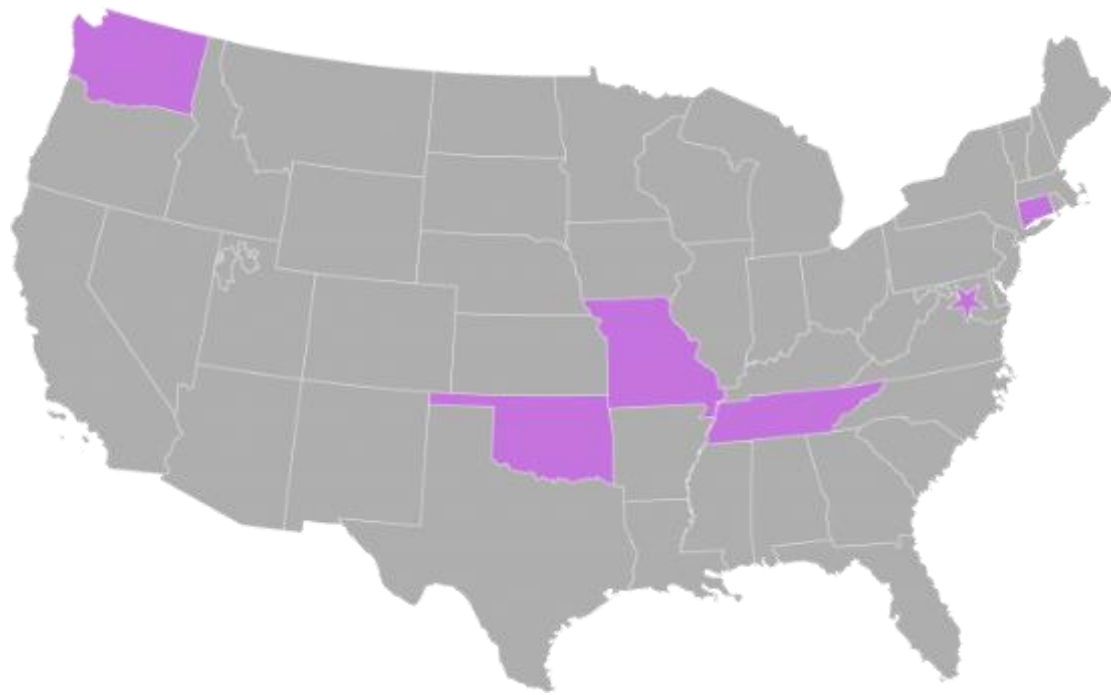
School, Special Education, Health,
Recreation

Vocational Rehab, Health Employment,
College, Military

Disability Services, Health, Housing,
College, Careers

Retirement, Aging System, Health





National Community of Practice on Supporting Families

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.

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.

Funded in 2012 by



National Partners





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



What is YOUR Vision for a Good LIFE?

**Vision of What I Want
for a Quality of Life**



***Write down your responses on your worksheet &
discuss with your table***

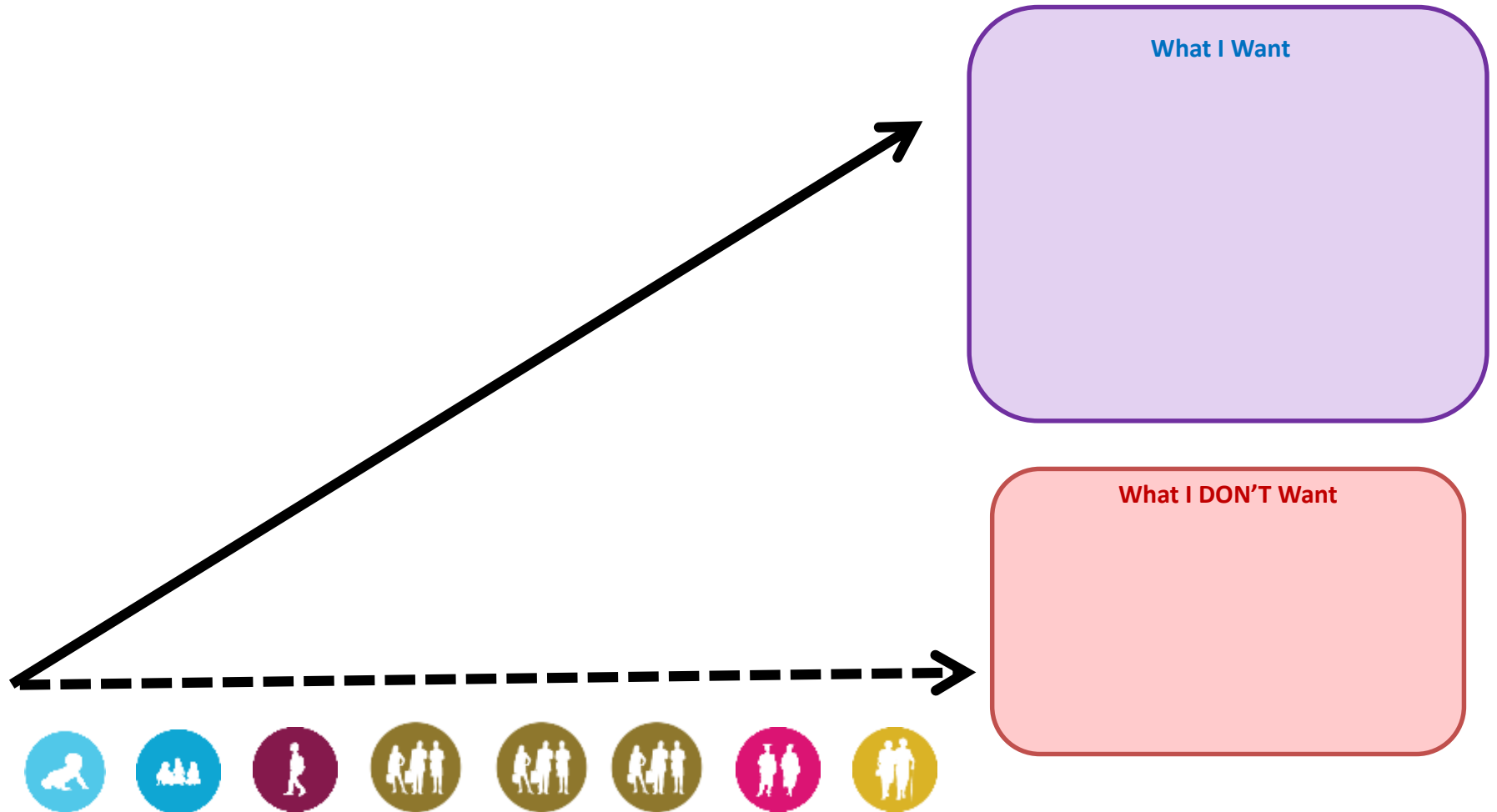
What DON'T you want??

**Vision of What
I Don't Want**



***Write down your responses on your worksheet
& discuss with your table***

What is a good life for your family member with a developmental disability?



Discuss at your table and record your responses on your worksheet.

“Good Life for All ”



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



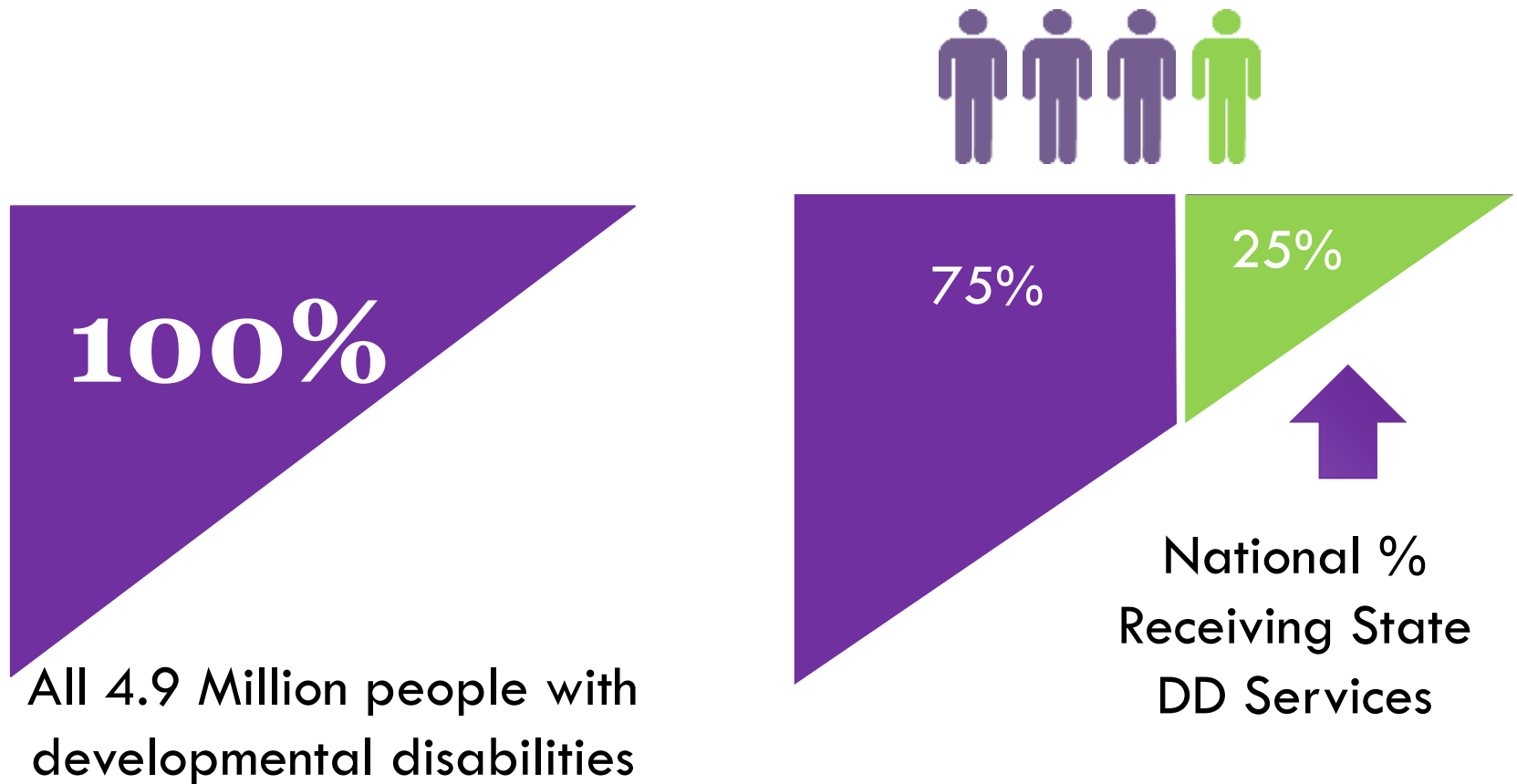
Families will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals





ALL People

Focus on “ALL”



** 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





Relationships and Roles of Family in a Person's Life



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

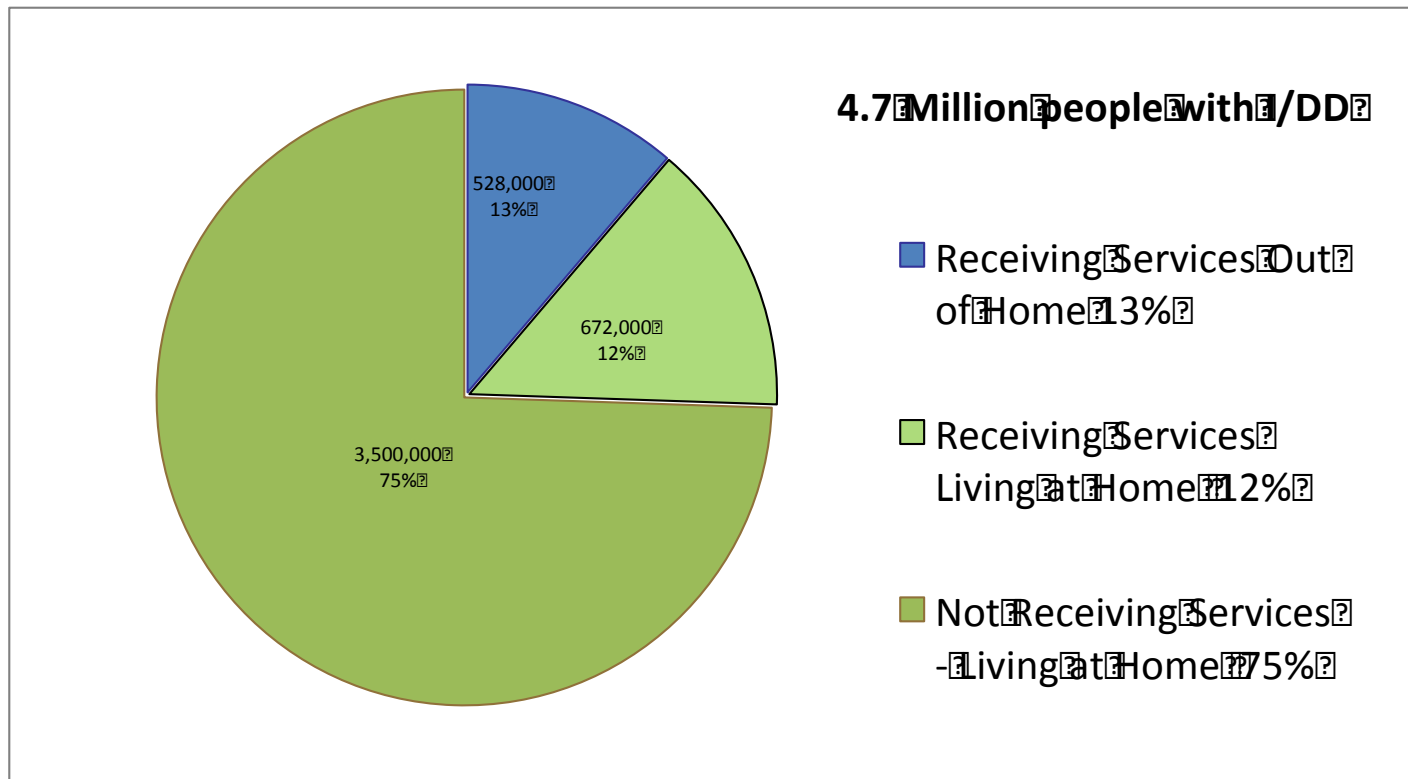
Advocate for support

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



Families Support Members with I/DD

89% of People I/DD receiving services are Supported by Family





Life Trajectory, Experiences and Life Stages

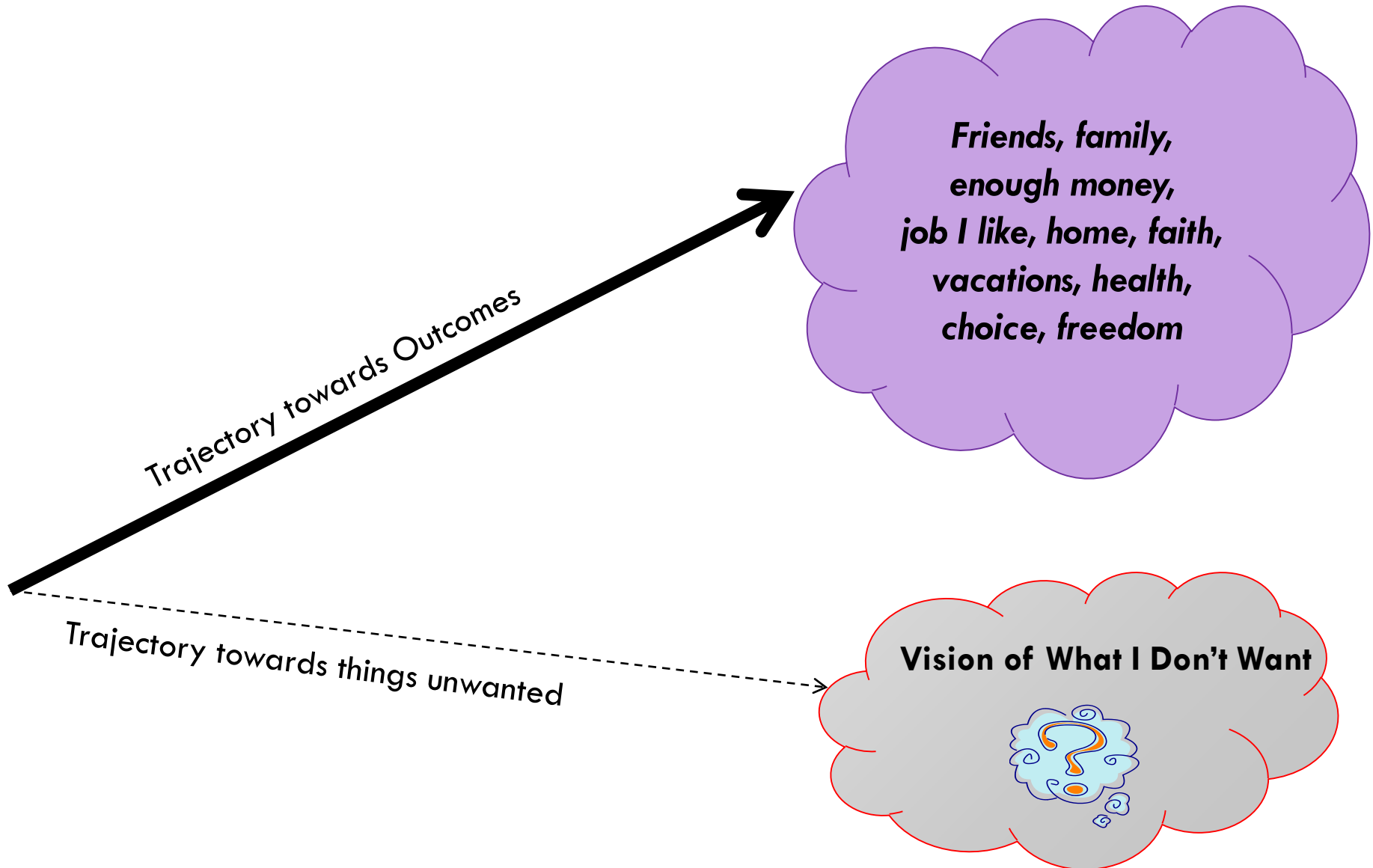
Vision for a Good Life



*The future is not something we enter.
The future is something that we create.
And creating that future requires us to
make choices and decisions that begin
with a dream.*

-Leonard L. Sweet

Trajectory towards Good Life

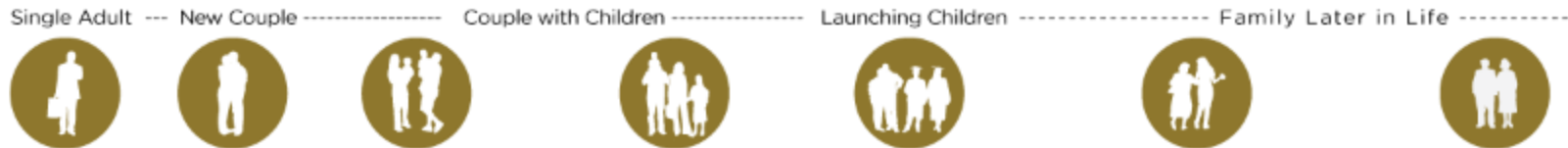
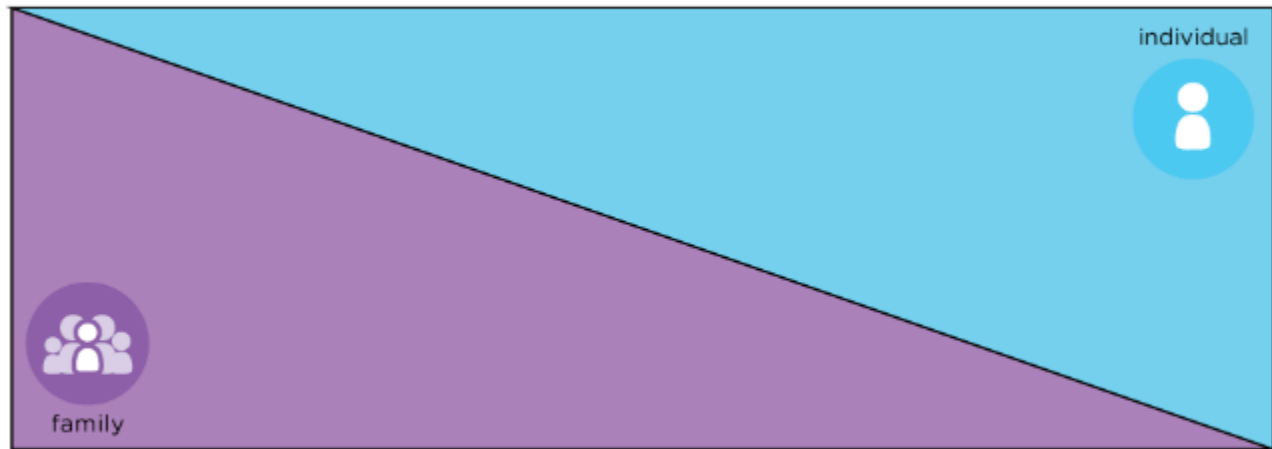




The road is not always easy.....
and the trajectory isn't always straight.

Life Stages and Individual and Family Cycles

Individual Life Stages



Family Life Cycle

Life Stages: Think Across Generations

Age	0-5	6-18	19-64	65
Total MO Population	362,650 (6%)	1,045,641 (17.3%)	3,747,386 (62%)	888,537 (14.7%)
Approx. DD (1.58%)	5729	16,521	59,209	14,038



Life Experiences

Volunteering

Chores and allowance

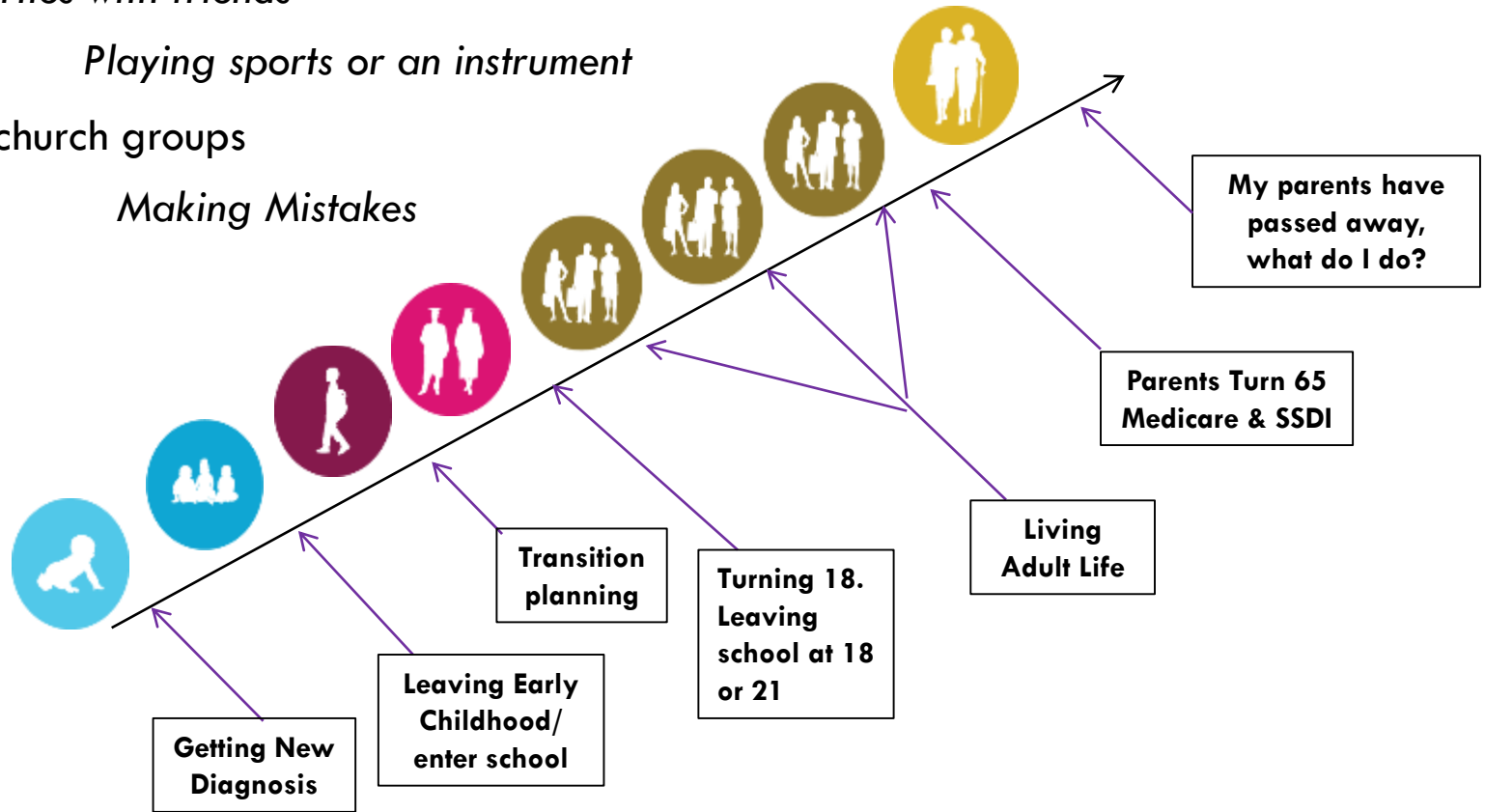
Learning to say "no"

Birthday parties with friends

Playing sports or an instrument

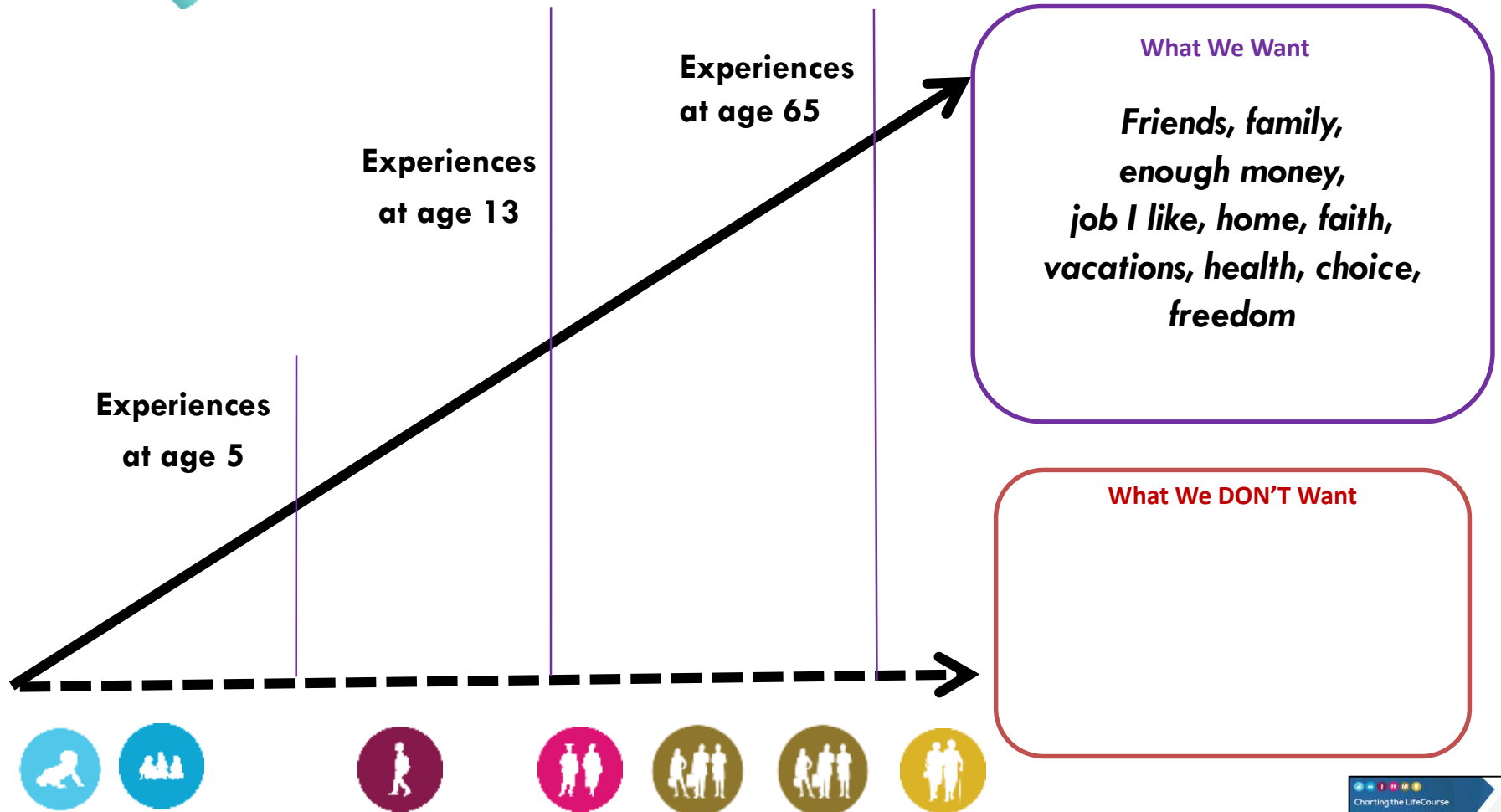
Scouts, 4H, church groups

Making Mistakes





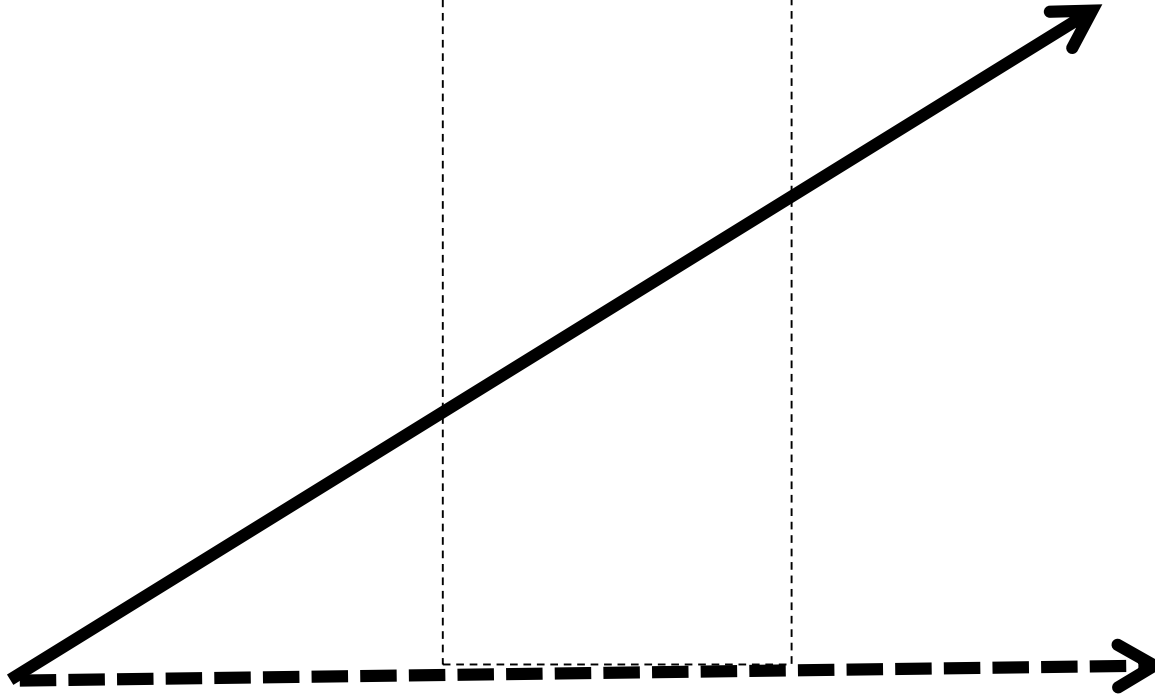
Life Experiences = Life Outcomes



Adapting and Accommodating Life Experiences



What adaptations
can you make for
a 13-21 year old?



What I Want

What I DON'T Want



Discuss at your table and record your responses on your worksheet.

Joe's Life Trajectory

Life Trajectory Worksheet

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

Very busy as a little person
Very active and wanted to see/explore everything-curious
Often wandered away from secure surroundings
LOVED Batman
LOVED anything related to Ghostbusters-- the movies or the cartoons
LOVED Star Wars
Imaginative play was important
Made friends easily
Had "Tom Sawyer" traits- could easily convince others to do things (+ and-)
Loved to take things apart
Very curious about guns and weaponry
Needed structure, routine, and rules to be comfortable in daily life
Age 3--wanted to be Batman
Age 6--wanted to be a Ghostbuster
Age 10 wanted to be a policeman or fireman

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

Very short attention span often got him in trouble at school-
His creative and imaginative play was often "too much" for the teachers-
Thought in "pictures" which is difficult for traditional education settings- he needed often to see a picture (even in his mind) to understand what you were talking about-being able to touch or hold something to learn it was better, but not many people understood this
Often had recess removed due to behavior



Write current age here

14

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

Continued ability to be imaginative
Wanted to own and handle firearms
Wanted to serve others
Large need for friends, especially those that shared similar interests (Military, video games, WWE wrestling and roller hockey)
Learn more about serving in the military
Understanding the importance of being responsible and having responsibilities
Join the US Naval Sea Cadet Program
Study enough in school to keep GPA necessary to be a Sea Cadet
Participate in Community Activities that will strengthen my understanding of things that are required of US Service Personnel
Share my appreciation of the US Armed Forces with others
Begin to Study for the ASVAB
Successfully completing my study of the Navy BMR or any of the tests at Sea Cadets
Participating in church and youth group
Doing fun things with my friends
Playing video games
Get my drivers license

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

Getting into trouble at school
Getting into trouble with law enforcement
Getting into trouble at Sea Cadets
Failing to keep my GPA high enough to remain in the Sea Cadets
Not getting a high enough score on my ASVAB
Failing any part of the Sea Cadet Training, such as Boot Camp, the BMR, shooting skills, fire suppression training, etc.
Not passing the driver's license test
Not graduating from high school

VISION for a GOOD LIFE

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

- To be in the US Navy or Marine Corps
- To be a Master of Arms, or Gunners Mate, or work in EOD in the military
- To do well in the military and advance in rank
- To be happy with what I am doing
- To make new friends, and keep my old friends
- To have fun
- To be able to have my Play Station or X-Box where ever I am stationed
- To live someplace fun and exciting
- To be able to handle firearms
- To make enough money to buy the things I want
- To be happy
- To have a girlfriend
- Someday, to fall in love and get married
- To have more than one child
- To live near the ocean
- To have my own car
- Someday, to go to college
- Someday, after I retire from the military, to own a gun shop and be my own boss

What I DON'T Want

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

- Live at home with my mother in Kansas City
- Work at a job I don't like
- Not have enough money
- To be in trouble with the law or go to jail
- To be without friends
- To not be able to go where I want to go and do what I want to do



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



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

Vision of What I Don't Want





Life Domains, Life Outcomes
and Life Possibilities









CHARTING the life course



Tool for Developing a Vision - Family



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, think about a specific vision in each life domain for how their family member will live their life as an adult, and prioritize what they want to work on right now that will help move toward the life vision.

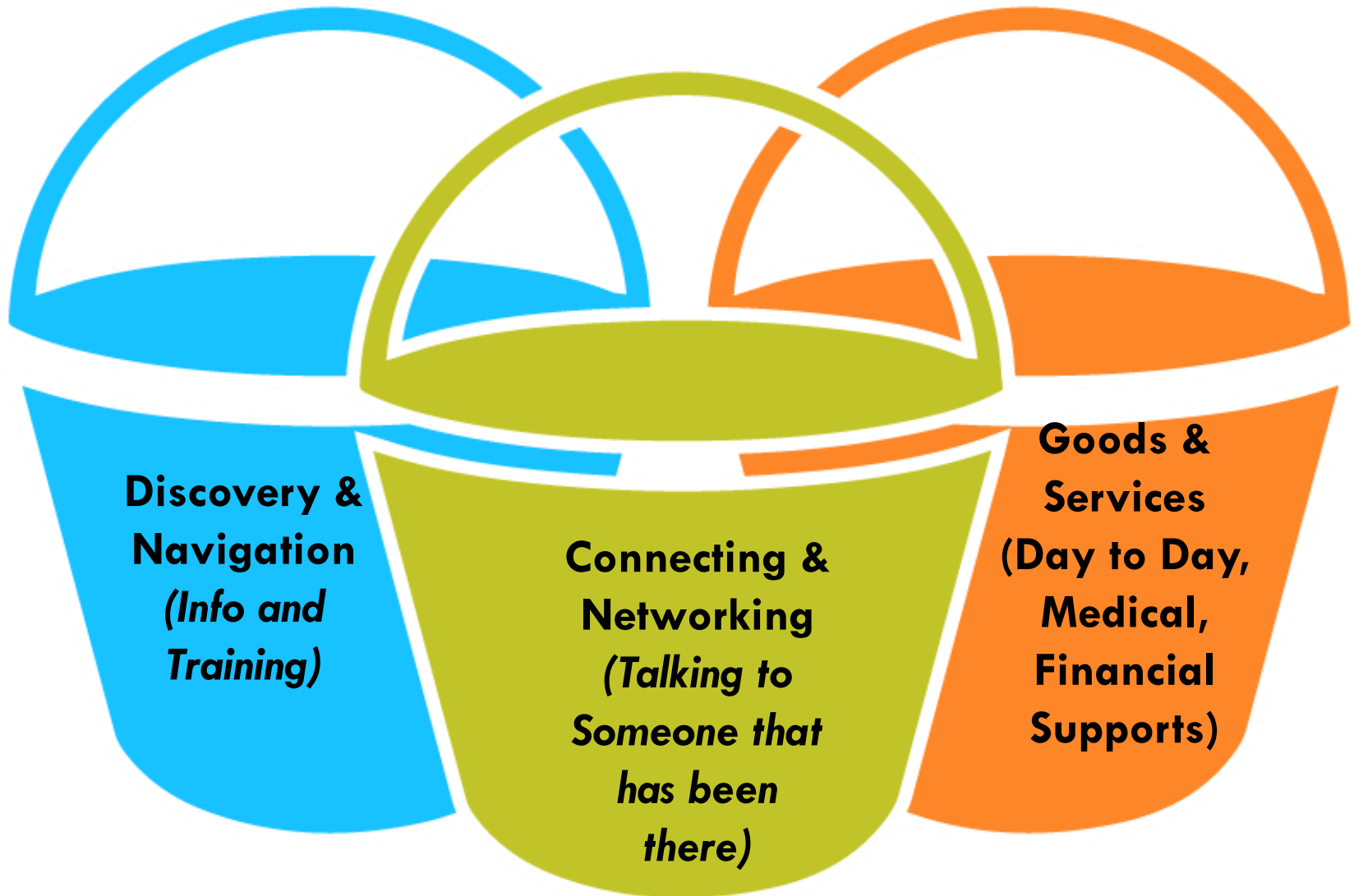
LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think my family member will do during the day in his/her adult life?			
 Community Living	Where and with whom do I think my family member will live in his/her adult life?			
 Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?			
 Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?			
 Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?			
 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?			
 Supports for Family	What will our family need to help support him/her to live a quality life as an adult?			
 Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?			

Tool for Developing a Vision



Individualized Supports
to Achieve a Good Life

Three Types of Supports



Shaping Elizabeth's Trajectory



VISION for a GOOD LIFE

Self determination
Choice
Privacy

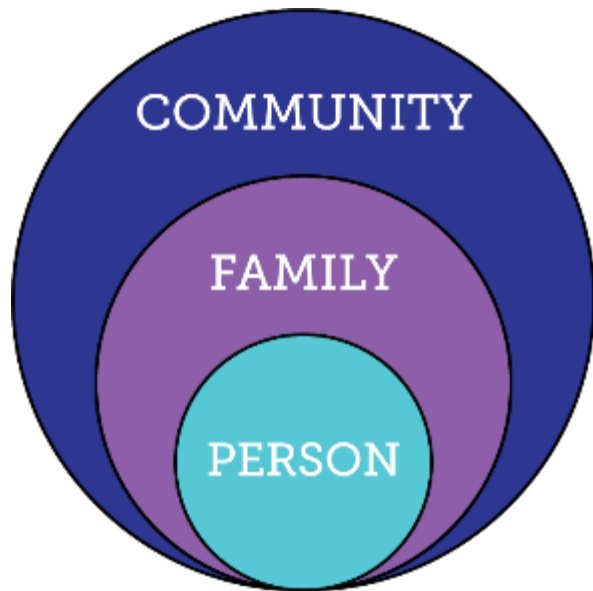
What I DON'T Want

Unnecessary medications
Unnecessary procedures
Limiting choices
Limiting self-determination

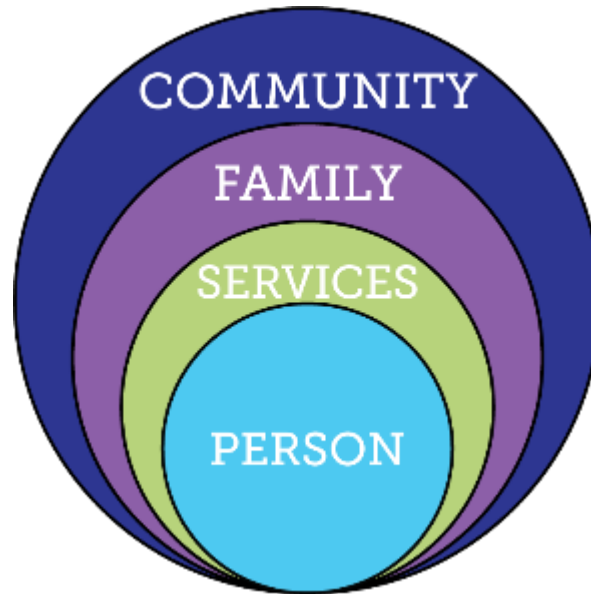


Integrated Star
for Problem Solving & Exploring Options

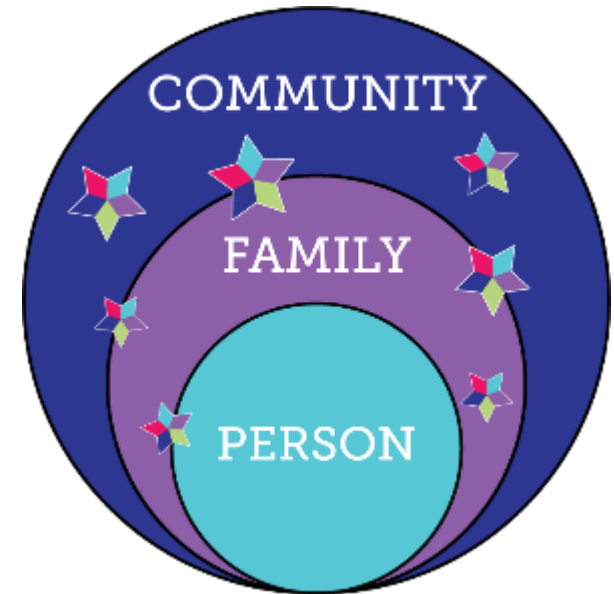
Integrating Services and Supports



75%
People with I/DD not
receiving formal
DD services

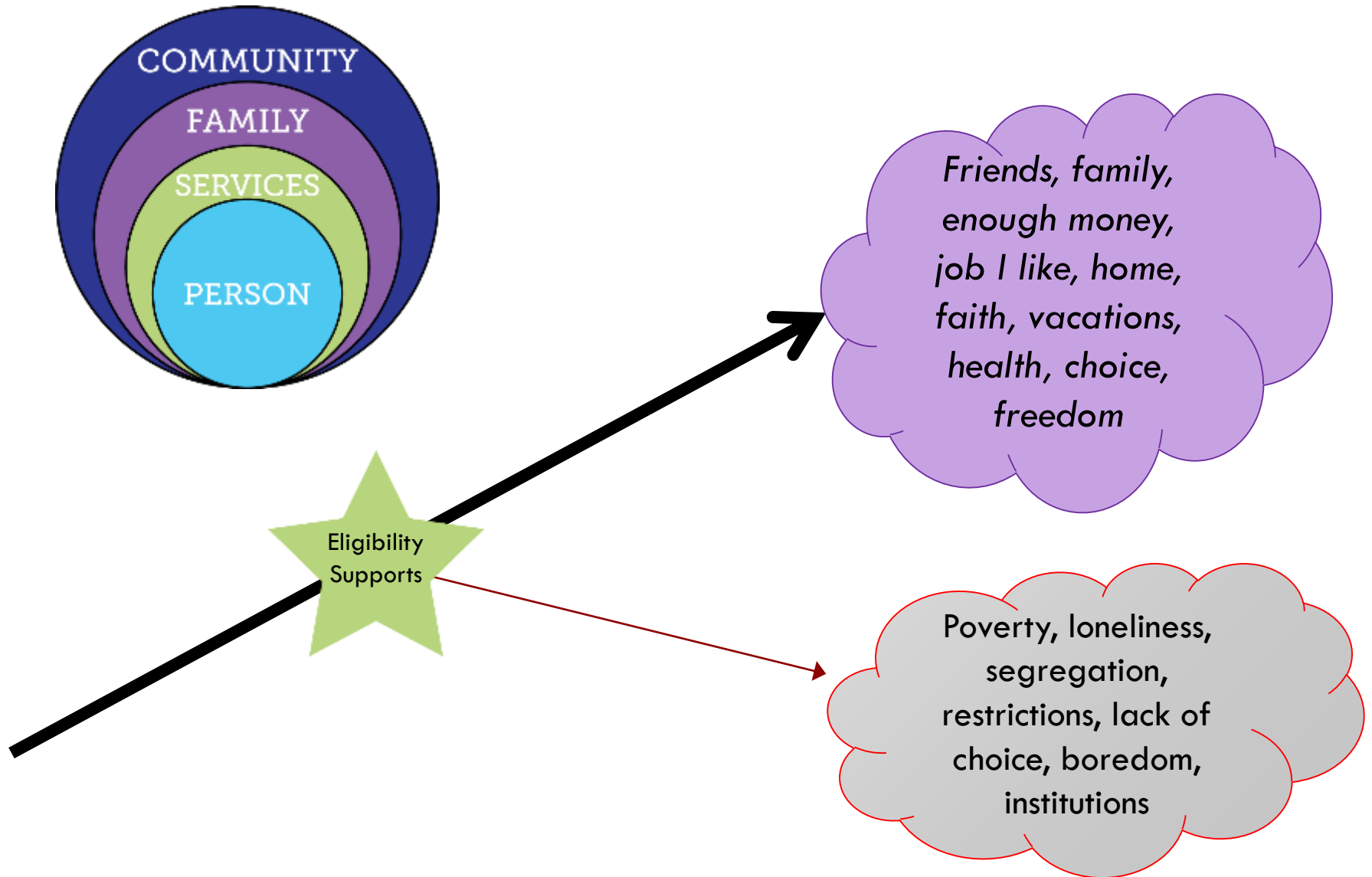


25%
People with I/DD
receiving formal
DD services

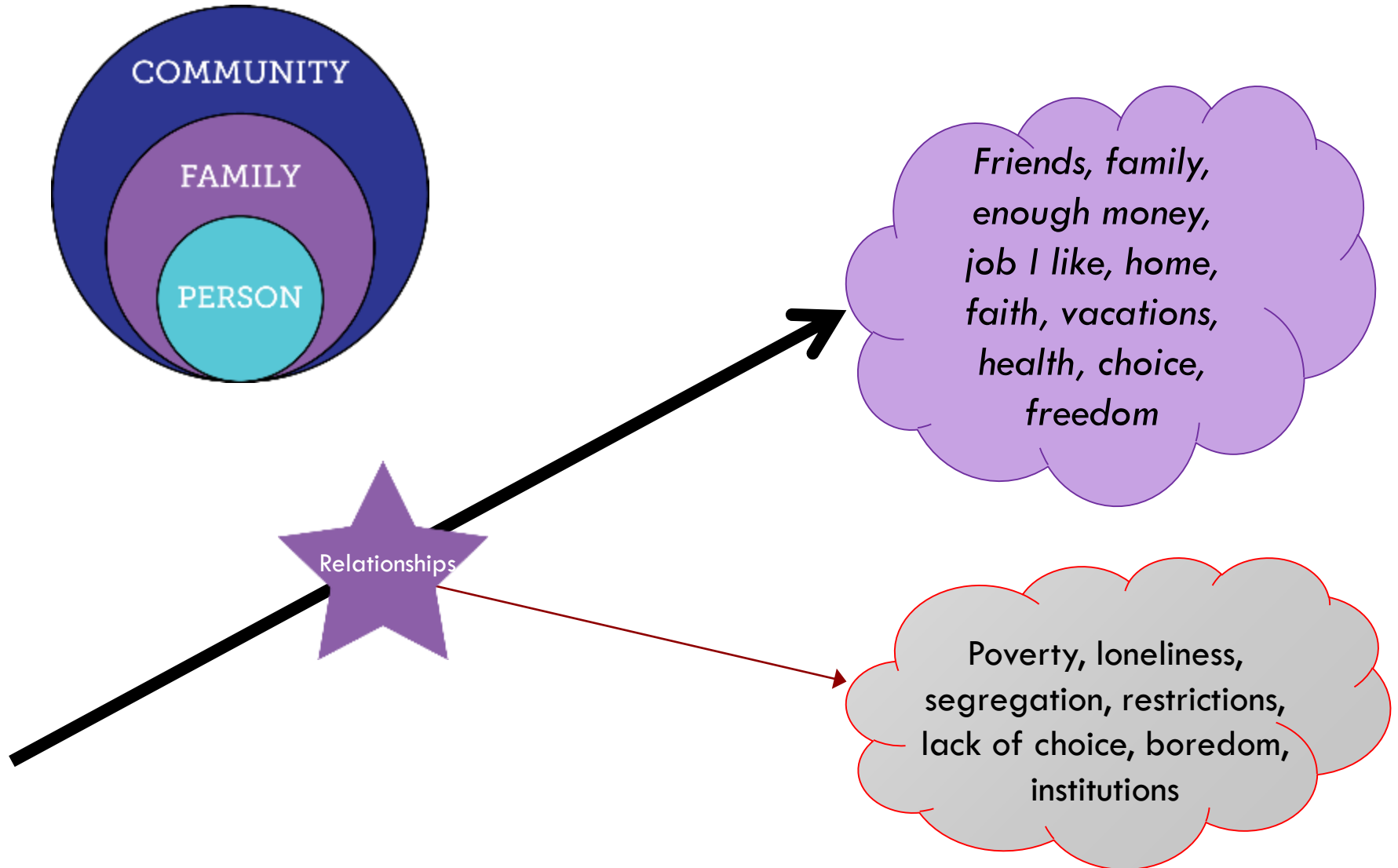


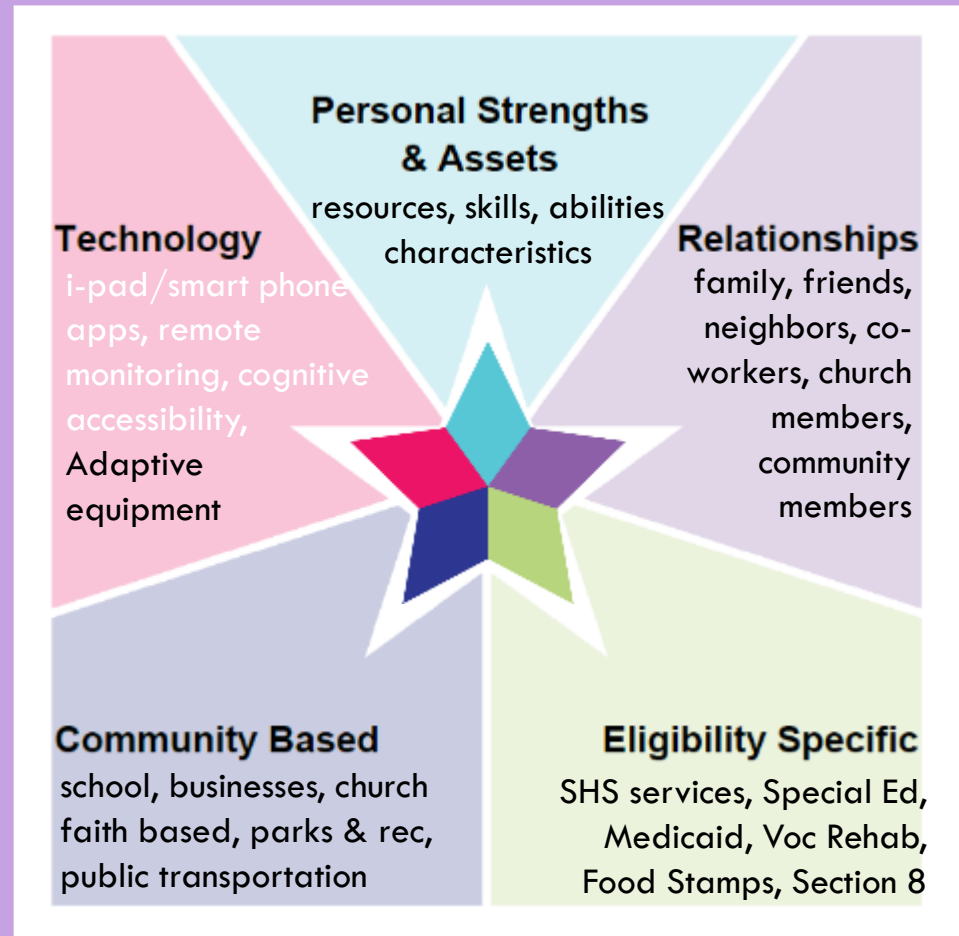
100%
People with I/DD
receiving integrated
services and supports

Focusing ONLY on Eligibility Supports

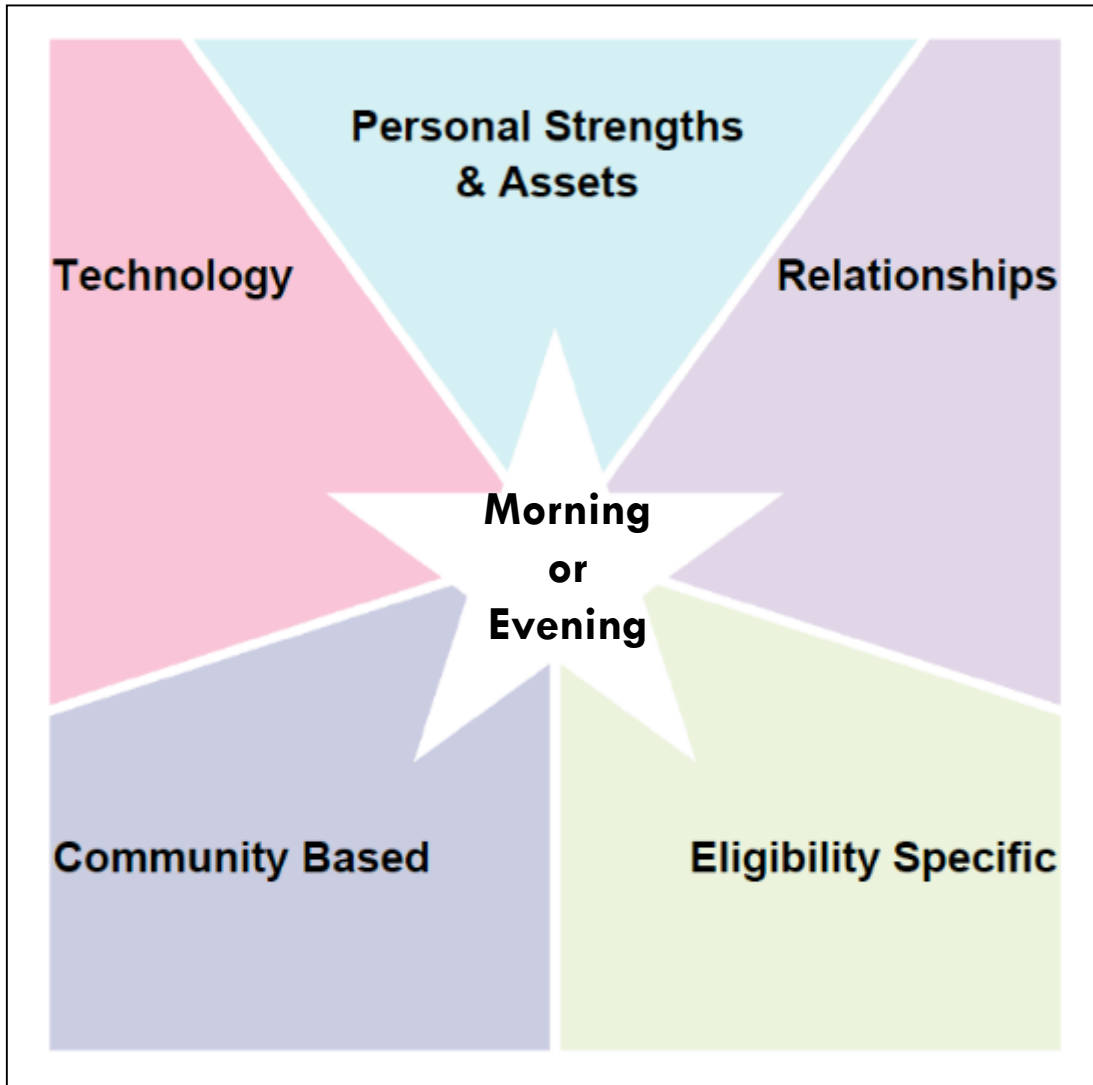


Relying ONLY on Family & Friends





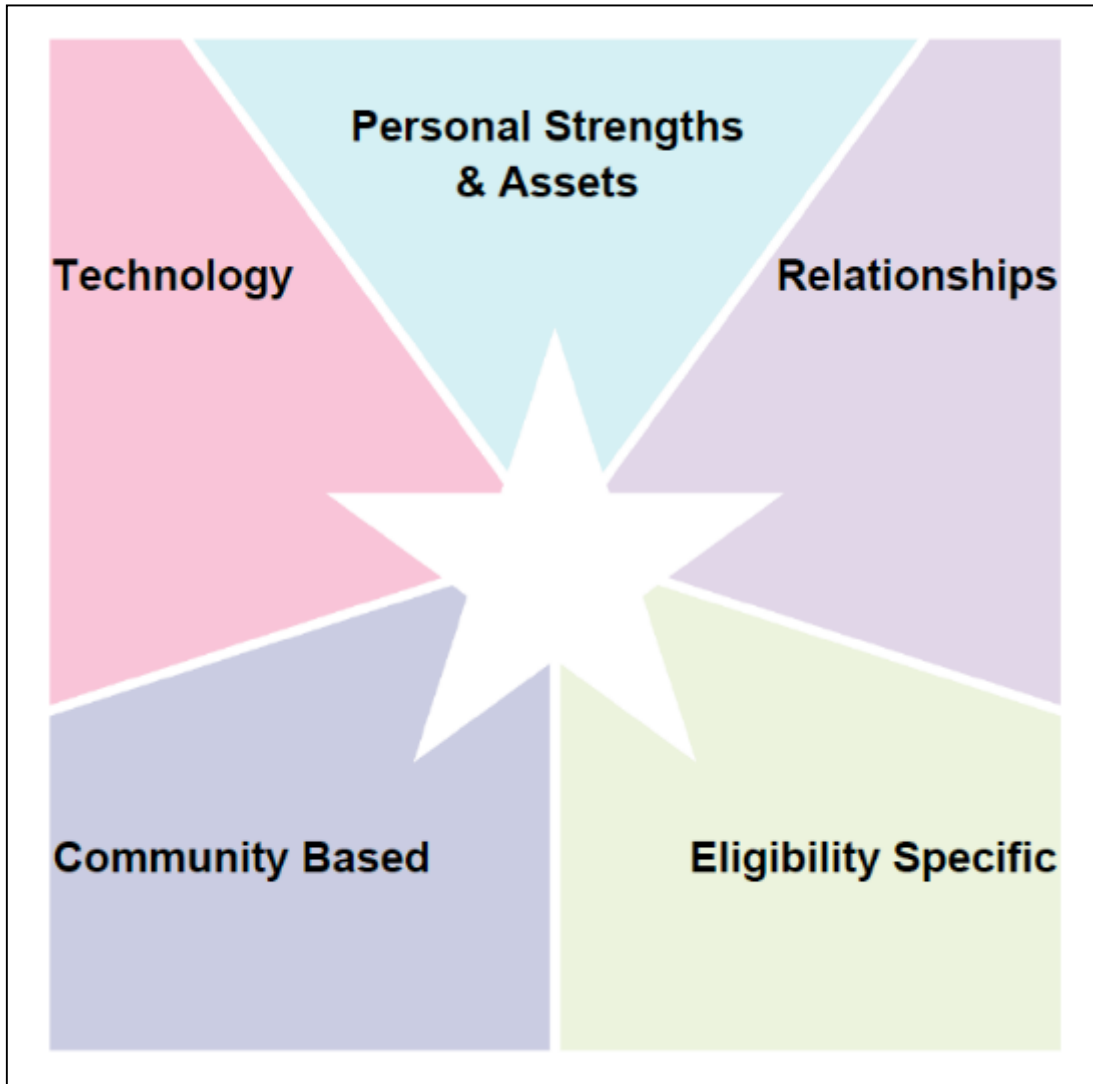
Life Course Integrated Supports STAR



Daily Routine



Activity	Start Time	End Time	Location	Notes
Wake up	6:00 AM	6:15 AM	Home	Check phone, get up
Personal Hygiene	6:15 AM	6:45 AM	Bathroom	Brush teeth, shower
Breakfast	6:45 AM	7:15 AM	Kitchen	Eat breakfast, get dressed
Commute	7:15 AM	7:45 AM	Car	Drive to work
Work	7:45 AM	12:00 PM	Office	Attend meetings, complete tasks
Lunch	12:00 PM	12:30 PM	Cafeteria	Eat lunch
Work	12:30 PM	5:00 PM	Office	Continue work tasks
Commute	5:00 PM	5:30 PM	Car	Drive home
Evening Routine	5:30 PM	8:00 PM	Home	Change clothes, relax
Dinner	6:00 PM	6:30 PM	Kitchen	Eat dinner
Personal Time	6:30 PM	7:30 PM	Living Room	Watch TV, read
Bedtime	8:00 PM	8:30 PM	Bedroom	Get ready for bed, sleep



Problem Solving: *Life Domain*



Category	Item	Value	Status
Item 1	Item 1.1	100	Active
Item 2	Item 2.1	200	Inactive
Item 3	Item 3.1	300	Pending
Item 4	Item 4.1	400	Completed
Item 5	Item 5.1	500	On Hold



Eric's Focus on Social and Spiritual

PERSONAL STRENGTHS & ASSETS

Happy, Funny and loving
Likes to help people
Likes to try new things
Police cars, tow trucks,
fire engines and racecars
Golf Cart



RELATIONSHIP-BASED

See his girlfriend more
Connect with his family
Spend more time with
friends



COMMUNITY-BASED

Scouts
Red Robin
Race Tracks



INTEGRATED SUPPORTS

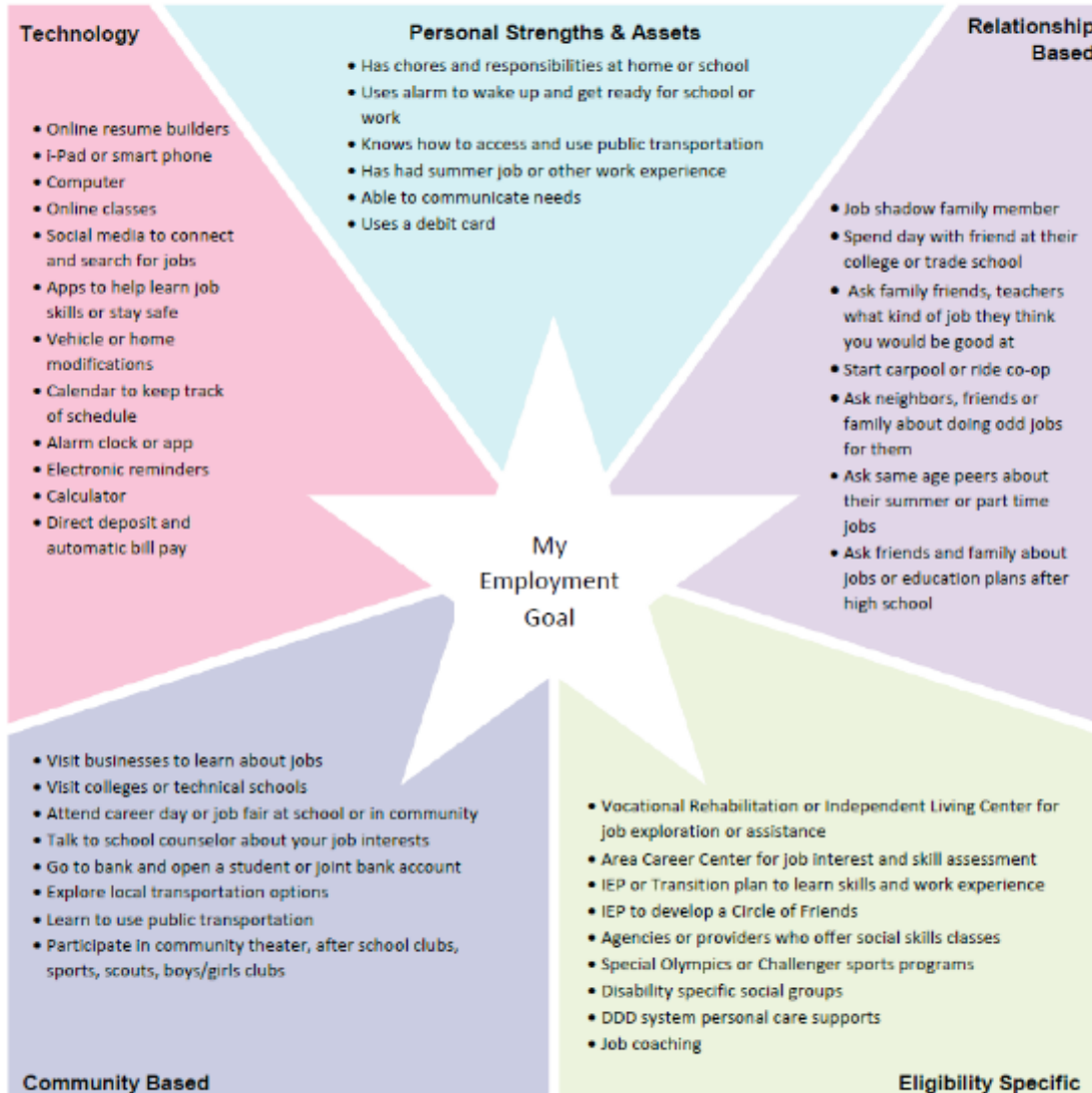
ELIGIBILITY-BASED

Companion
Supports
day-to-day

TECHNOLOGY-BASED

I-pad
Smart Phone

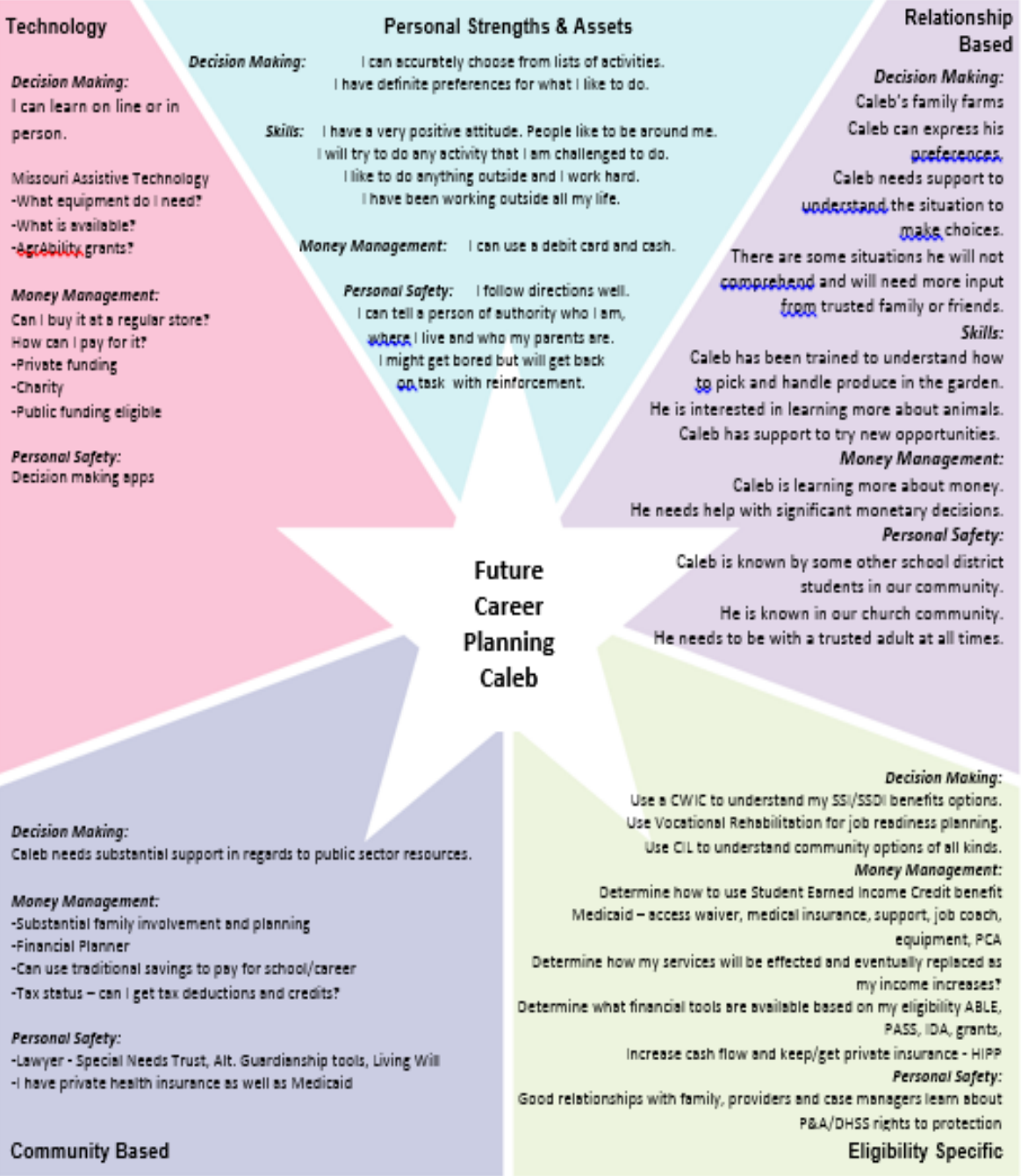


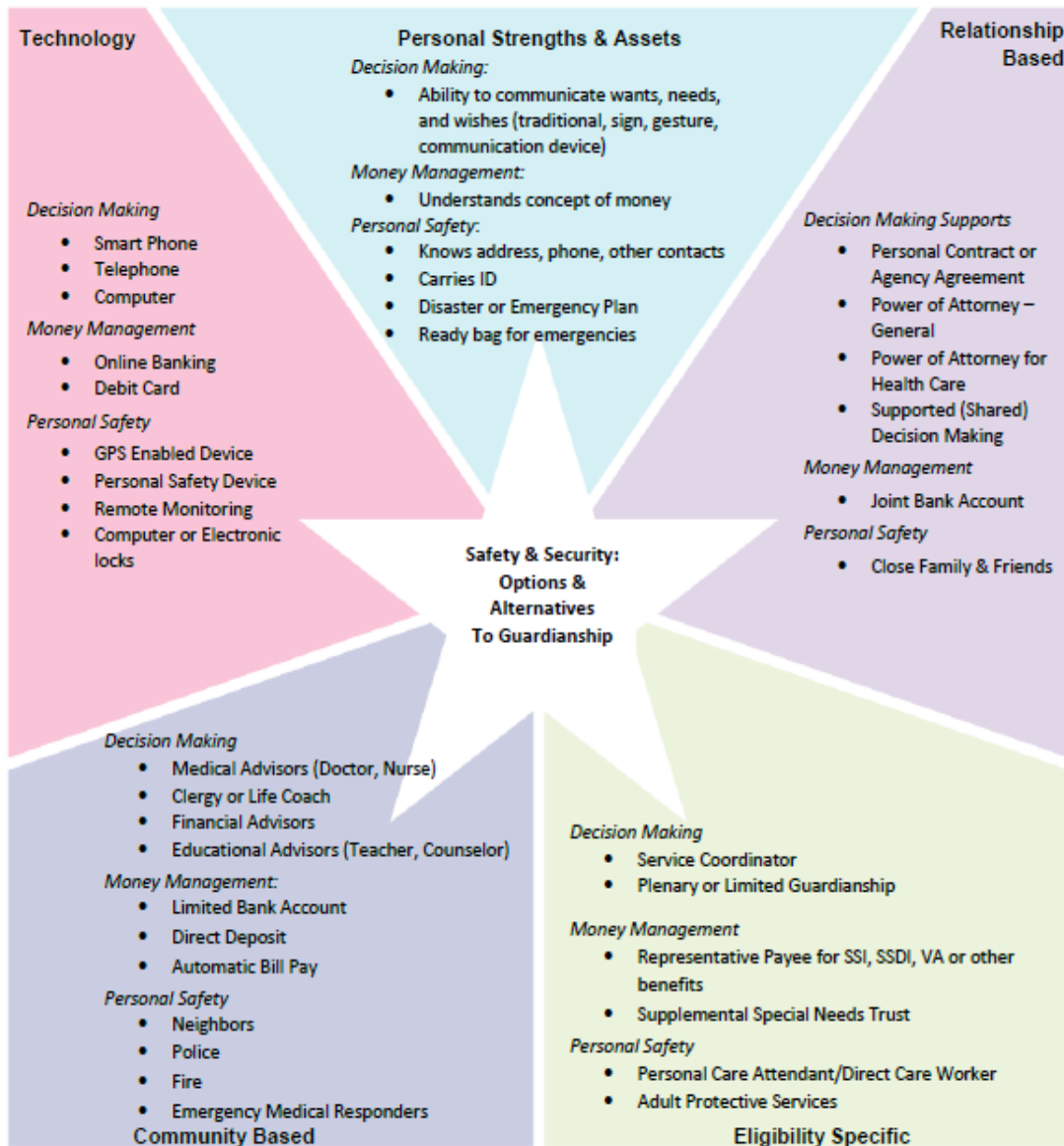


Domain Specific Daily Life

Focus on Employment

Caleb's Career Planning Star





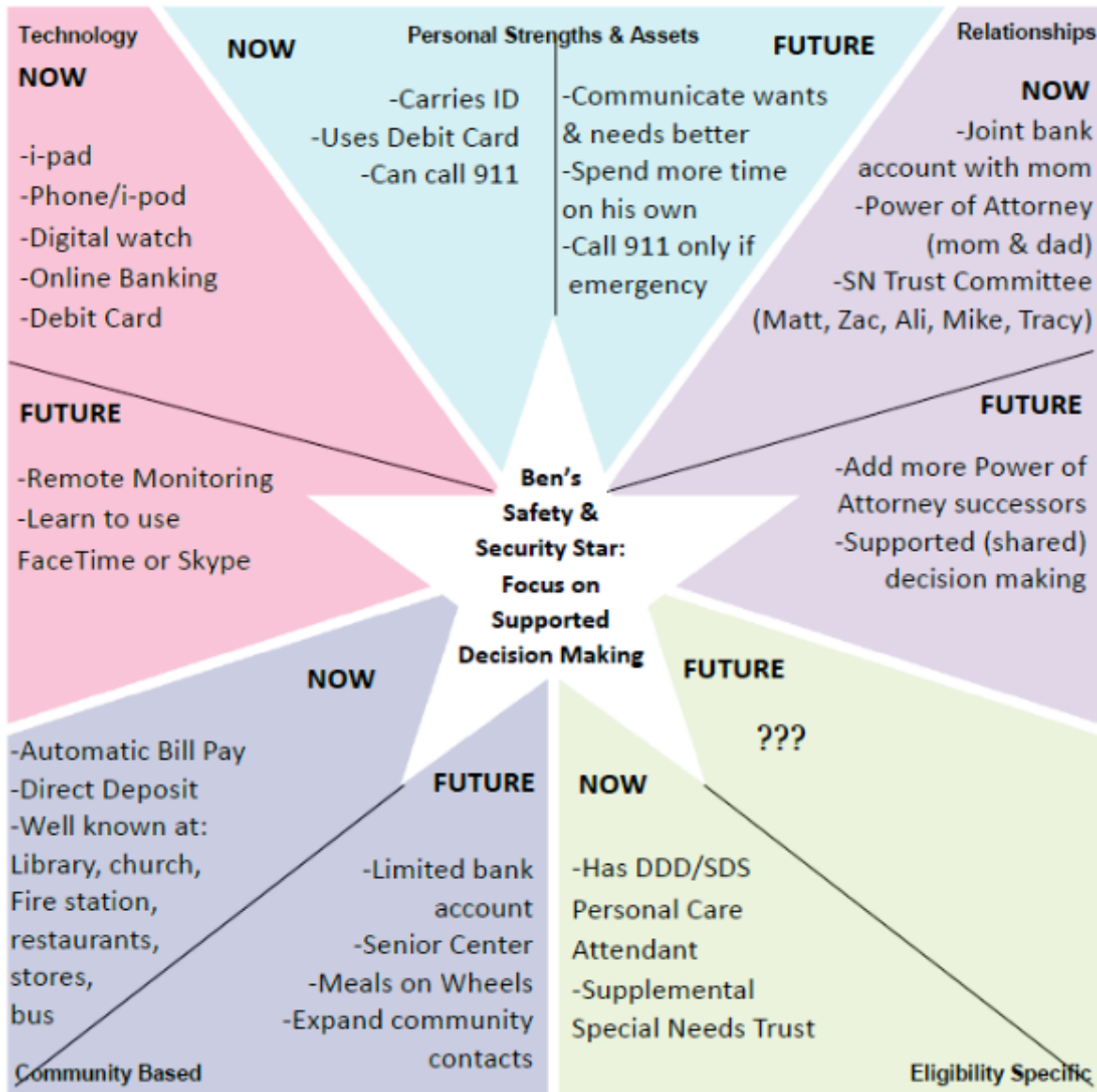
Domain Specific

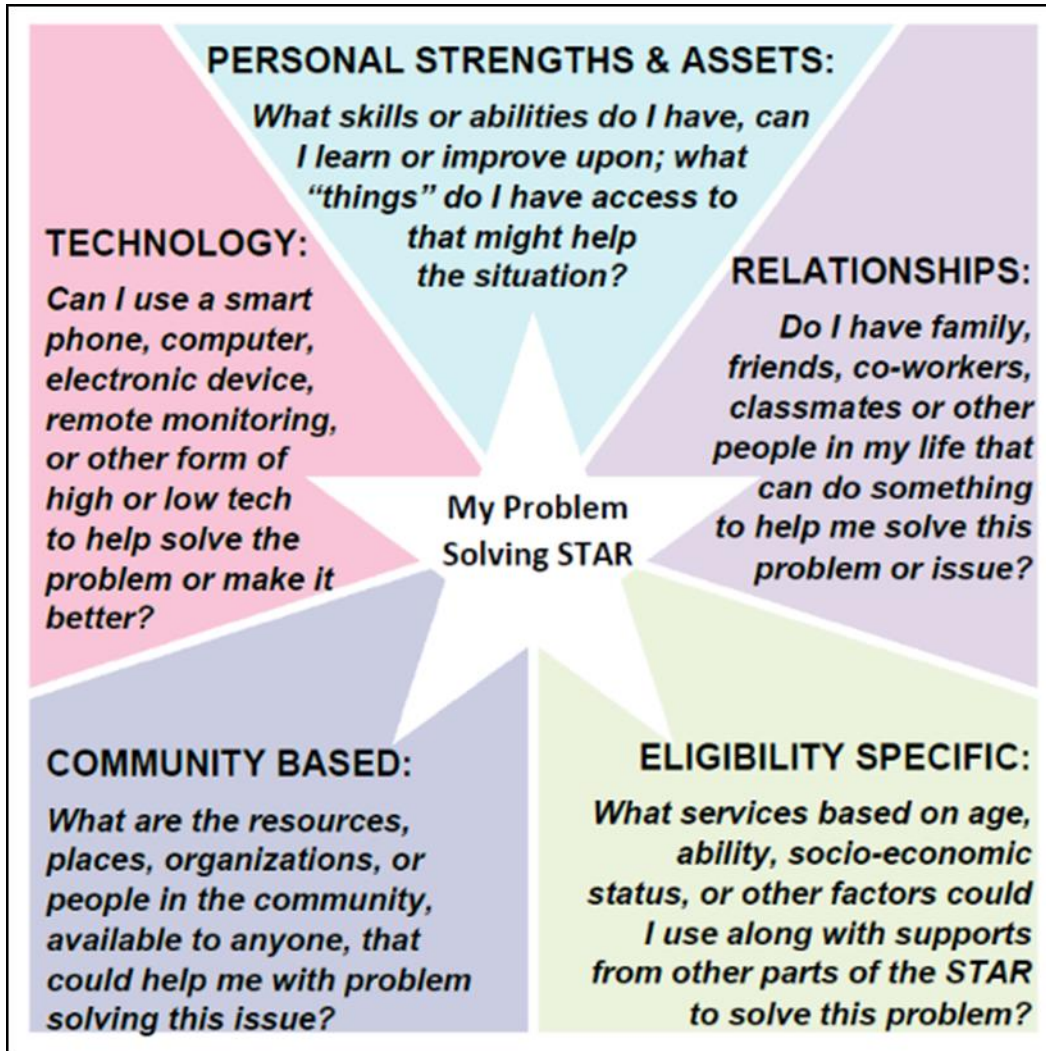
Safety and Security

focus on Supported Decision Making

Ben's Safety & Security Star

Focus on Supported Decision Making





PROBLEM SOLVING FOR A SPECIFIC ISSUE OR GOAL

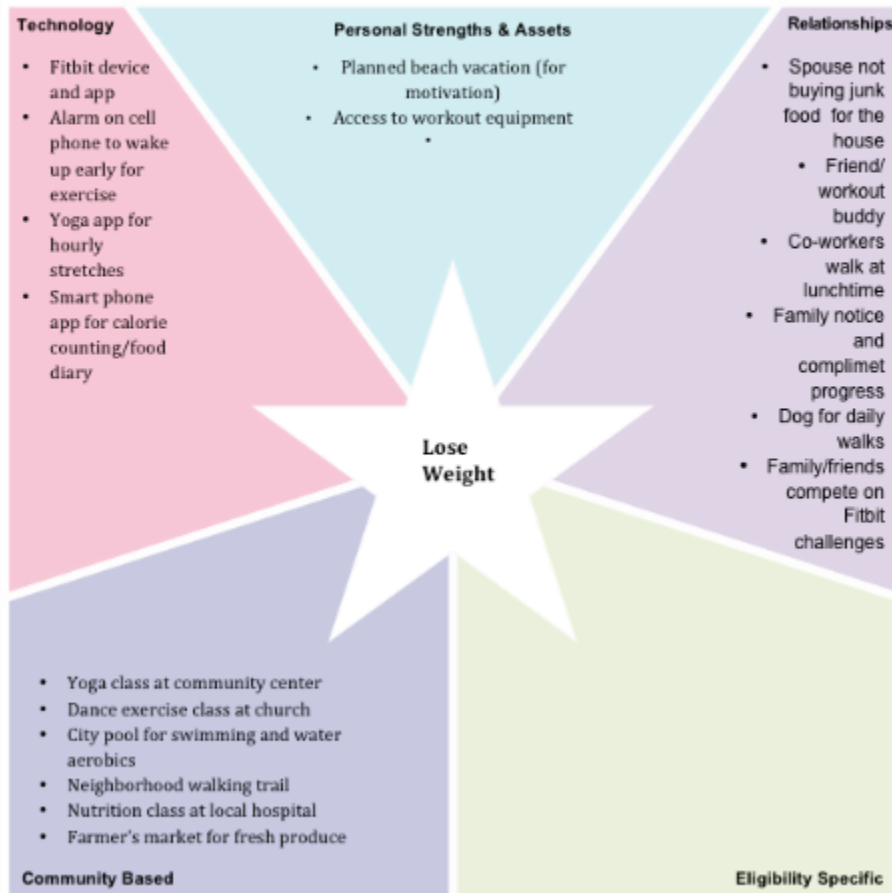
CHARTING the life course



Integrated Services and Supports:

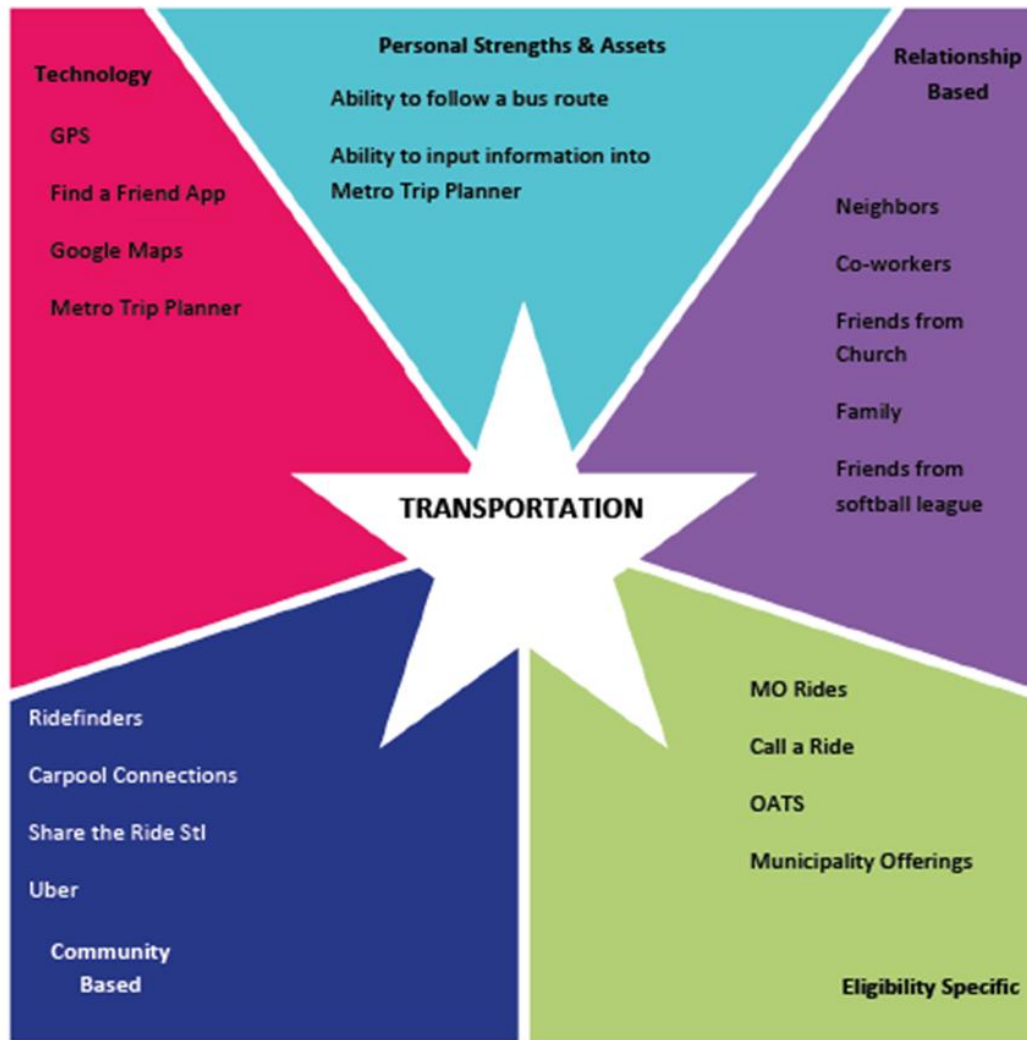
People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision

for a good life.



PROBLEM SOLVING FOR A SPECIFIC ISSUE OR GOAL

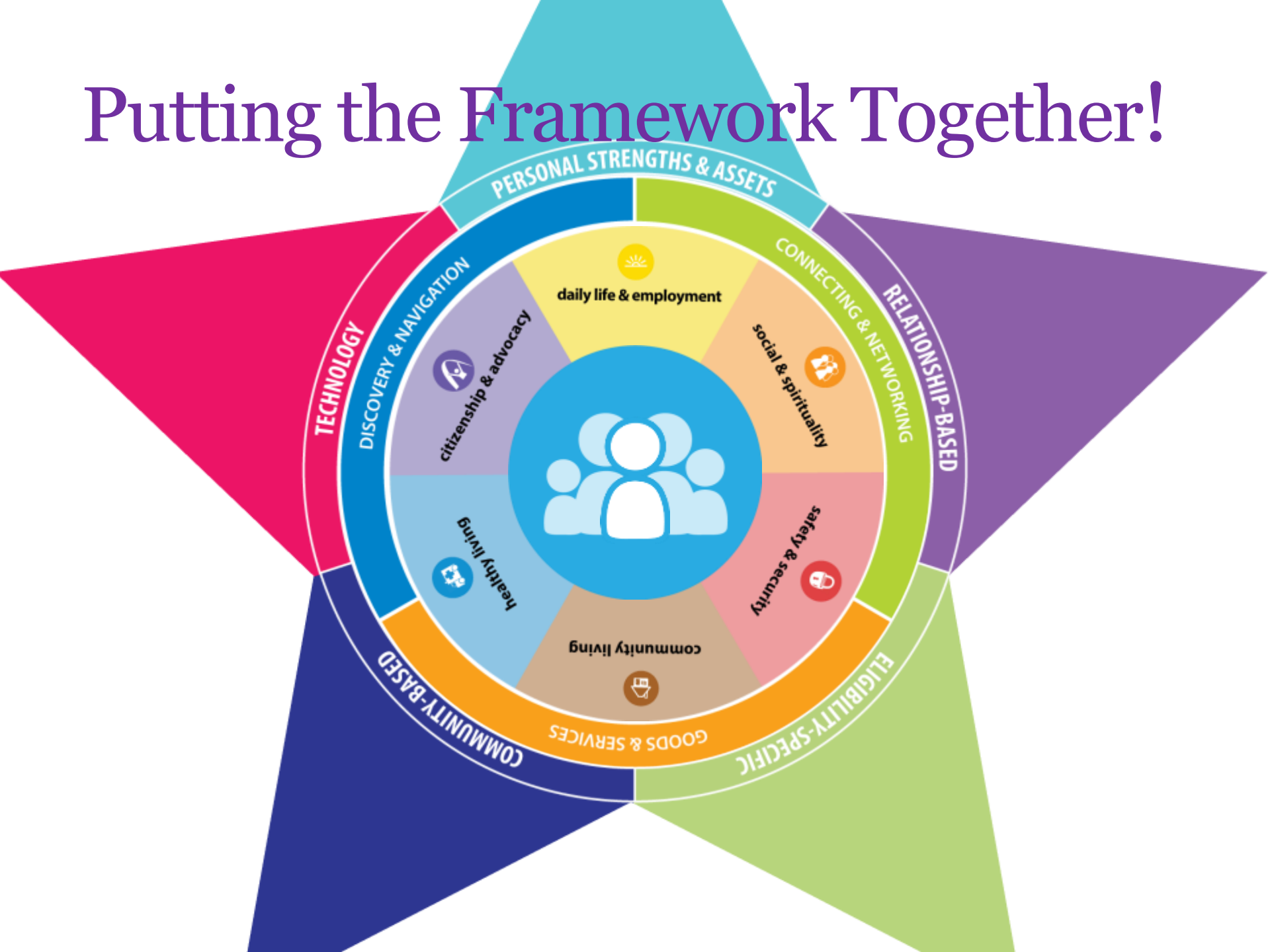
Healthy Living



The Arc St Louis

*Problem
Solving
for
Information
and Referral*

Putting the Framework Together!





LifeCourse Real Life Examples

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



Ben's Life Trajectory

CHARTING the life course



Ben's Life Trajectory Worksheet

Chores
Boy Scouts
School Inclusion
Riding bike
Swimming
Circle of Friends
T-ball
Shooting hoops
Birthday parties
Family vacations
Brothers
Cousins
Music
Going to brother's games

Football Manager
Gen Ed Classes
Inclusion
Church group
Volunteering
Homecoming King
Riding Omni bus
Shopping at Walmart and PC
Using Debit Card
Fire Station
Good Sam
Hanging out with friends
Graduation

SPED negativity & low expectations
Segregated classes
Scoliosis
Seizures
Physical barriers
Surgeries
Side Effects of Meds

VISION for a GOOD LIFE

Friends
Job/financial security
Fun/interesting stuff to do
Continue to learn new things
Ben own his own home or condo
Live on his own or with a friend
Vacations
Getting a Tattoo

What I DON'T Want

Sheltered Workshop
Group Home or Institution
Segregation or Isolation
Loneliness
Guardianship
Poverty



Ben's STAR for Exploration and Discovery (mapping)

Personal Strengths & Assets

Outgoing personality, friendly,
Eagle Scout, can ride city bus,
Well known all over town

Relationships

Dad, Mom, Matt, Zac,
Ali, Chad, Ericka,
Twins, Sheli, Ange,
Pam, Wally, Josh,
Firemen friends,
Spohn, Buford, Mike,
Nick, Scout friends

Ben's Integrated Supports

PCA-DDD,
self-directed supports,
Social Security, Medicaid,
Special Needs Trust

Eligibility Specific

Technology

i-pad, apps, Facebook,
facetime, digital watch,
vibrating toothbrush,
glasses

Omni bus, Wal-mart, Library,
24 Hour Fitness, Price
Chopper, St Ann's Church, ES
Fire Dept., joint bank account,
direct deposit

Community Based



Moving to Integrating Supports

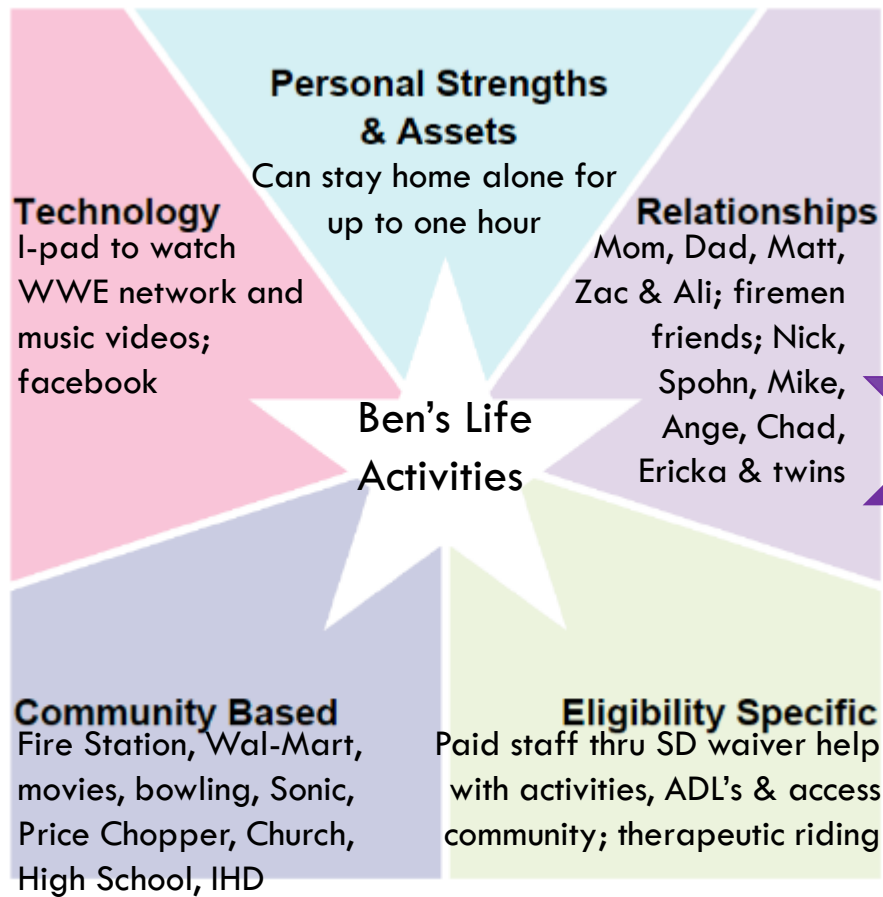
Long Term Service and Support Needs								
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day							
6:30-7 AM								
7-7:30 AM								
7:30-8 AM								
8-8:30 AM	Waiver Self-Directed PCA					Parents are weekend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

Template by Missouri Family to Family © UNKC-HD, UCEDD December 2014

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								
7-7:30 AM								
7:30-8 AM								
8-8:30 AM	Parents support Ben							
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								
2-2:30 PM								
2:30-3 PM	Volunteer at high school, supported by coaches and friends					Home alone while Mom walks		
3-3:30 PM								
3:30-4 PM								
4-4:30 PM								
4:30-5 PM								
5-5:30 PM								
5:30-6 PM	Mom and/or Dad prepare meal and assist as needed					Dinner w/ Roy & Carol & family		
6-6:30 PM								
6:30-7 PM								
7-7:30 PM								
7:30-8 PM	WWE With Matt		Homeback Therapy w/ Dad		Nick's Birthday Party with Matt and friends			
8-8:30 PM								
8:30-9 PM								
8:30-10 PM								
10 PM-6 AM	Mom and Dad are overnight staff							

Template by Missouri Family to Family © UNKC-HD, 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 Mageuy	@ 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	

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
 - Bball, Tennis, Dance, Skate park, Park Church, School, Skiing
 Media exposure
 - Bathroom giveaway
 - Ability expo
 Public Speaking
 - Fundraiser
 Birthday Parties
 Family Activities
 - Fk, Wk, Wk
 - Caring

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

Assumptions of medication
 inability
 dependence



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
 Fe

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...

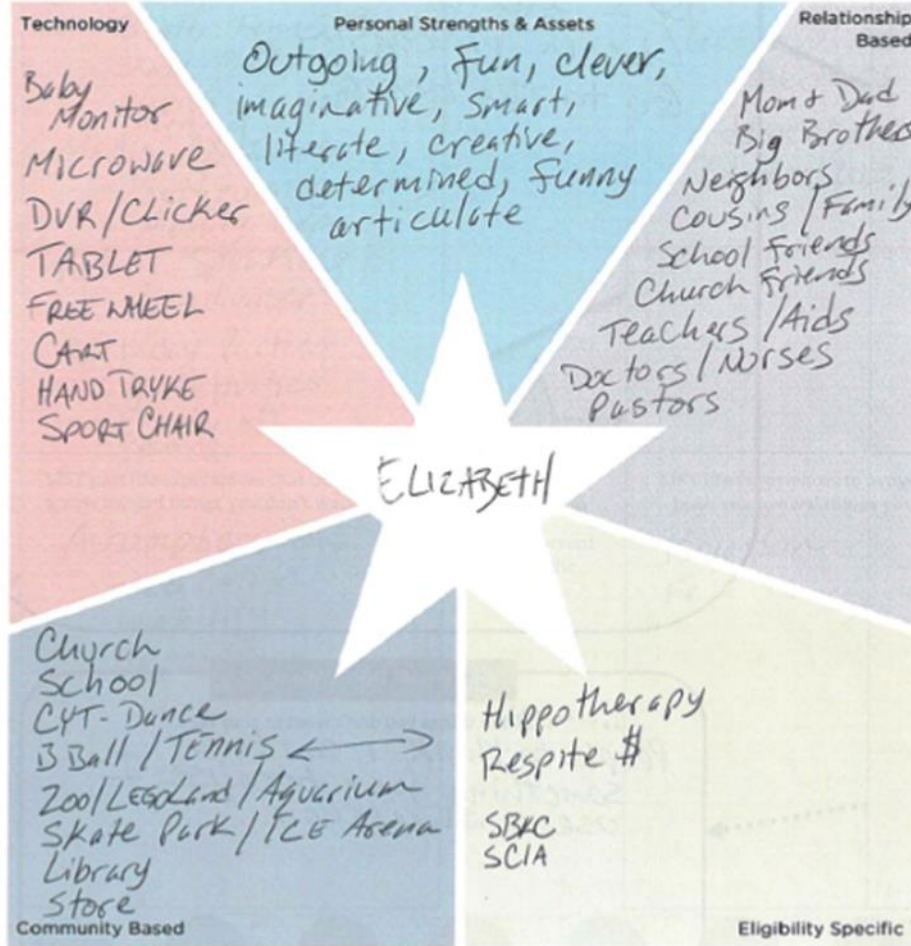
People to think I can't do something just because I use a wheelchair





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





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

- Friends
- 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

MISSOURI FAMILY TO FAMILY | JAMES HED JORDAN

Peyton's Integrated Supports

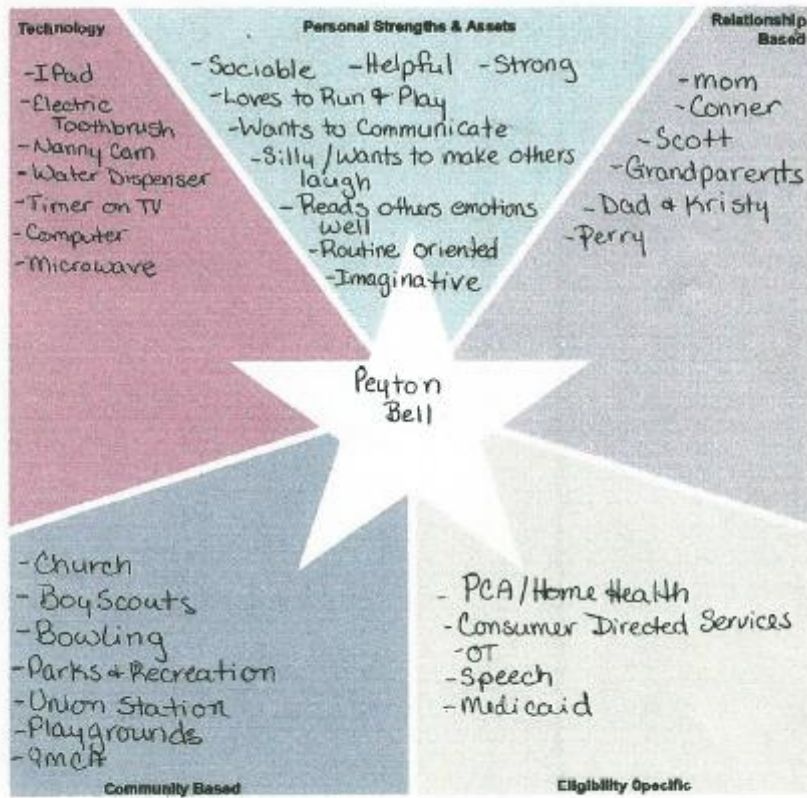
CHARTING the life course



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.



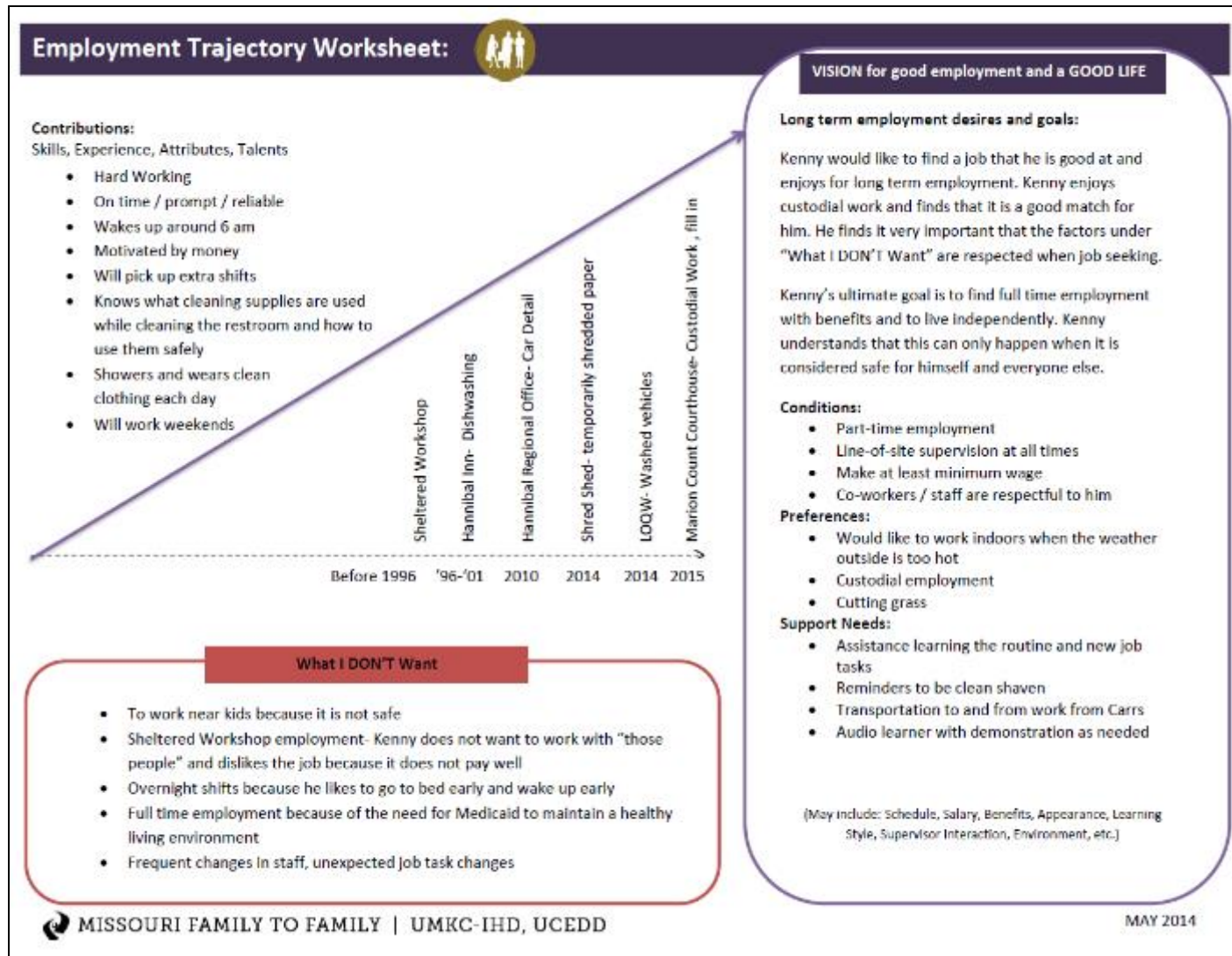
CHARTING the life course



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 providing supports through various means:						
9-9:30 AM	- social support from peers:						
9:30-10 AM	- Tech support through AT device						Church
10-10:30 AM	- Aid supports in Reg Ed and special ed classrooms						
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM						PCA / Home Health	PCA / Home Health
12:30-1 PM							
1-1:30 PM							
1:30-2 PM						Home Health	
2-2:30 PM							
2:30-3 PM							Home Health
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	Home Health	Home Health	Home Health	Home Health	Home Health		Home Health
5-5:30 PM	Health	Health	Health	Health	Health		Health
5:30-6 PM							
6-6:30 PM							
6:30-7 PM			mom provides support				Sports
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							

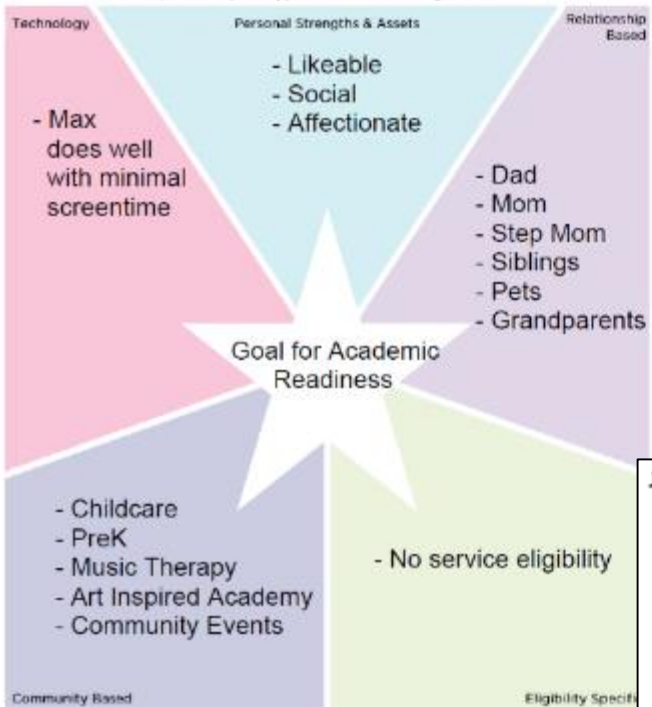
Adult Employment Trajectory





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.



DEVELOPED BY MISSOURI FAMILY TO FAMILY | UMKC-DID, UCEDD | OCTOBER 2018



TURNING ABILITIES INTO OPPORTUNITIES
KANSAS 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

Journey through School

Past 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

LIST past life experiences that pushed 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



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

LIST 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)



Max's School Portfolio

Cognitively Accessible Trajectory

CHARTING the life course

Life Trajectory Worksheet: Family 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.

VISION for a GOOD LIFE

Live Independently
Find A Career

What I DON'T Want

To Get Angry
Not Stay Safe

Care For Others
Graduate
Get A Home
Career Training
Have Fun
Learn Life Skills
Go To School

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

MAY 2014

The diagram illustrates a life trajectory starting from a dashed arrow at the bottom left and moving up and right to a solid arrow that points to a rounded rectangular box labeled 'VISION for a GOOD LIFE'. Along the path, several life goals are represented by images and text: 'Go To School' (school bus), 'Have Fun' (Call of Duty game box), 'Learn Life Skills' (babies in cribs), 'Graduate' (graduation cap), 'Care For Others' (dog), 'Get A Home' (house), and 'Career Training' (laptop and food). To the right of the path are two rounded rectangular boxes. The top one, 'VISION for a GOOD LIFE', contains 'Live Independently' (water tower) and 'Find A Career' (chef). The bottom one, 'What I DON'T Want', contains 'To Get Angry' (red devil face) and 'Not Stay Safe' (safe). At the top and bottom of the worksheet are rows of icons representing different groups: a person, a family, a person with a cane, a family with a cane, a group of people, and a group of people with a cane.

LifeCourse Tools

LifeCourse Educational Materials



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

Integrated Options Support Stars

CHARTING the Life course

Integrated Services and Supports

Individuals with intellectual disabilities need a combination of services and supports to live the life they want. This tool will help them and individuals who care about them to work in partnership to support their vision for a good life.

Life Stage	Individual's Needs	Individual's Goals	Individual's Interests	Individual's Values	Individual's Preferences
Childhood	<ul style="list-style-type: none"> Physical health & safety Emotional well-being Education Community participation Family relationships 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence
Adolescence	<ul style="list-style-type: none"> Physical health & safety Emotional well-being Education Community participation Family relationships 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence
Young Adulthood	<ul style="list-style-type: none"> Physical health & safety Emotional well-being Education Community participation Family relationships 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence
Adulthood	<ul style="list-style-type: none"> Physical health & safety Emotional well-being Education Community participation Family relationships 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence
Older Adulthood	<ul style="list-style-type: none"> Physical health & safety Emotional well-being Education Community participation Family relationships 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Play Learning Communication Relationships Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence 	<ul style="list-style-type: none"> Family Community Education Health Independence

Integrated Services and Supports Daily Life

People need supports to lead good lives. Living a combination of one of different kinds of support will be a trajectory toward an individual's quality of life. This tool will help them and individuals who care about them to work in partnership to support their vision for a good life.

Personal Goals & Assets

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Needs

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Goals

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Interests

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Values

- Family
- Community
- Education
- Health
- Independence

Individual's Preferences

- Family
- Community
- Education
- Health
- Independence

Integrated Services and Supports Community Living

People need supports to lead good lives. Living a combination of one of different kinds of support will be a trajectory toward an individual's quality of life. This tool will help them and individuals who care about them to work in partnership to support their vision for a good life.

Personal Goals & Assets

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Needs

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Goals

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Interests

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Values

- Family
- Community
- Education
- Health
- Independence

Individual's Preferences

- Family
- Community
- Education
- Health
- Independence

Integrated Services and Supports Safety and Security

People need supports to lead good lives. Living a combination of one of different kinds of support will be a trajectory toward an individual's quality of life. This tool will help them and individuals who care about them to work in partnership to support their vision for a good life.

Personal Goals & Assets

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Needs

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Goals

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Interests

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Values

- Family
- Community
- Education
- Health
- Independence

Individual's Preferences

- Family
- Community
- Education
- Health
- Independence

Integrated Services and Supports Community Living

People need supports to lead good lives. Living a combination of one of different kinds of support will be a trajectory toward an individual's quality of life. This tool will help them and individuals who care about them to work in partnership to support their vision for a good life.

Personal Goals & Assets

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Needs

- Physical health & safety
- Emotional well-being
- Education
- Community participation
- Family relationships

Individual's Goals

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Interests

- Play
- Learning
- Communication
- Relationships
- Independence

Individual's Values

- Family
- Community
- Education
- Health
- Independence

Individual's Preferences

- Family
- Community
- Education
- Health
- Independence

Life Domain & subtopic guides





Charting the LifeCourse

Questions, Conversations, and Reflections for Caregivers

Throughout our lives, we face questions and search for answers that will help us on our journey to a full and meaningful life. This is true for everyone, especially when you or someone you care about experiences a disability or special health care need.

Charting the LifeCourse is a tool to assist you in creating a vision for the future. It is designed to help you think about the questions to ask as well as the choices, options and life experiences to consider as you "plot a course" to a full and meaningful life. It is intended to be a starting point no matter where you are in your life journey.

We hope this *LifeCourse Experiences and Questions* booklet helps you realize that even when your child is very young, and wherever you are on the journey as he or she ages and grows into adulthood, their life experiences and environment can shape how they will live life in the future.

Coming
soon...

Guide
focused on
supporter/
caregiver



INNOVATIONS IN SUPPORTING FAMILIES

COMMUNITY OF PRACTICE FRAMEWORK FOR SYSTEMS CHANGE WEBINAR SERIES

FOCUSING ON THE FRONT DOOR OF LONG-TERM SERVICES TO ENHANCE SUPPORTS TO FAMILIES

Reaching out to find information or to get necessary services and supports can be a hard first step for many families. Two of the Community of Practice states, Missouri and Tennessee, have been working to make this initial contact with the state developmental disability systems a more person- and family-centered experience. Staff from the state Intellectual and Developmental Disabilities (I/DD) agencies will provide an overview of the changes they are making to the front door of services to better meet the needs of persons with I/DD and their families and to serve as a no wrong door to other supports.

PRESENTERS

Key staff from the state I/DD agencies in



MISSOURI
DMH Division of
Developmental
Disabilities



TENNESSEE
Department of
Intellectual &
Developmental Disabilities



LOG IN AT

<https://nasddds.adobeconnect.com/familynetworks/>

CALL INTO

(888) 407-5039

MARCH 26, 2015

2PM Eastern / 1PM Central / 12PM Mountain / 11AM Pacific / 10AM Alaska / 9AM Hawaii

Webinar will last approximately one hour and a half.

This webinar is part of a series focused on innovative strategies to enhance the systems that support families of individuals with intellectual & developmental disabilities.

For more details about the series, please visit supportstofamilies.org.

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A University Center for Excellence in Developmental Disabilities

NASDDDS



Human Services
Research Institute

The Innovations Webinar Series is brought to you by the National Community of Practice for Supporting Families of Individuals with Intellectual & Developmental Disabilities. This project is funded by the Administration on Intellectual & Developmental Disabilities, grant number ACF 90DN0298. AIDD is dedicated to ensuring that individuals with developmental disabilities and their families are able to fully participate in and contribute to all aspects of community life in the United States and its territories.

Ways to Get
Involved:
-Webinars
-CoP Listserv
-Website Links

supportstofamilies.org
lifecoursetools.org
mofamilytofamily.org

***Life isn't
about how to
survive the
storm, but
how to dance
in the rain.***

-unknown



Questions, Reflections and Discussion

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Thank You!

Please complete your evaluations.