



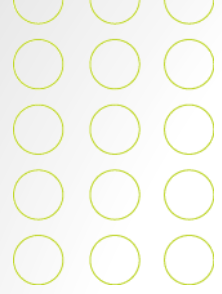
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Crossing the Finish Line with LifeCourse

Presented by:

Carolyn Underwood, IPMG Assistant Director



Getting to Know You





The CORE of a Good Life: Guided Conversations with Parents on Raising Young Children with Disabilities

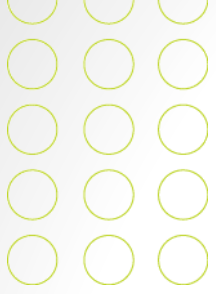
“When we talked with parents and providers, they said that many of their conversations focused on finding professional services and resources. They were seeking therapies and interventions to fix the problems their children faced. Both parents and providers spoke of the pressure, stress and frustration this created.”



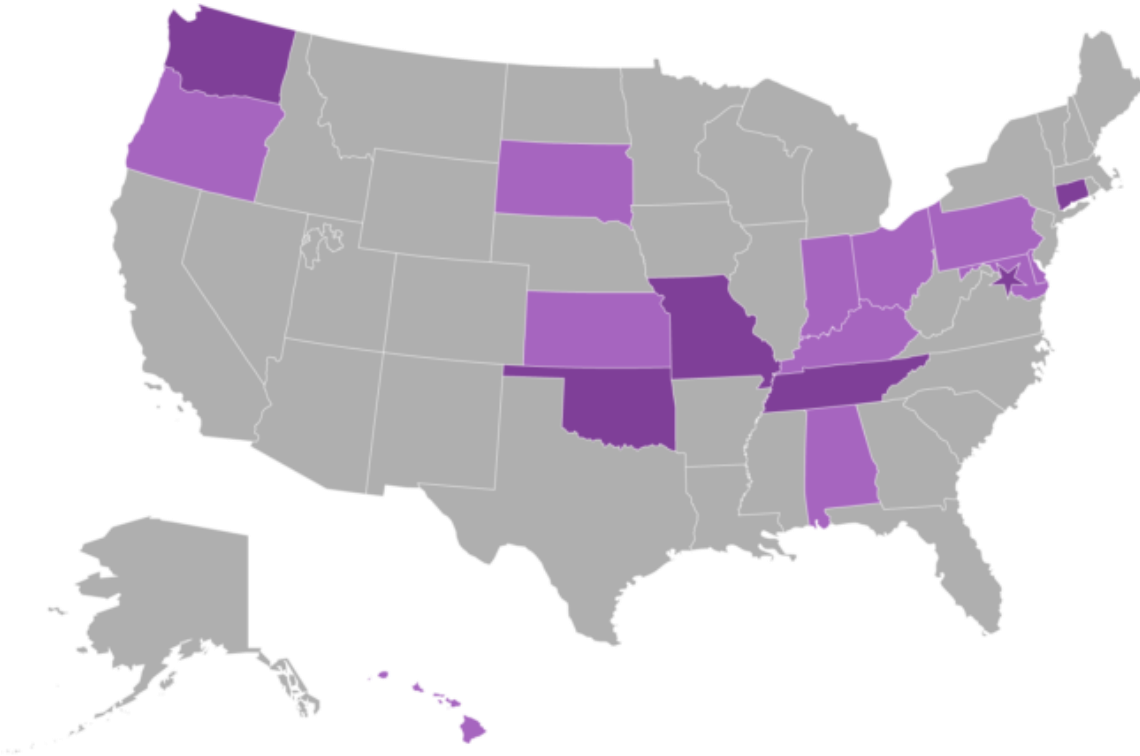
Strategies for Supporting Families

- Education and training
- Connections to other
- Collaborative
- Navigating and accessing services and supports





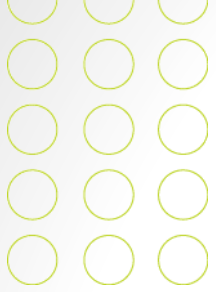
The Supporting Families Project



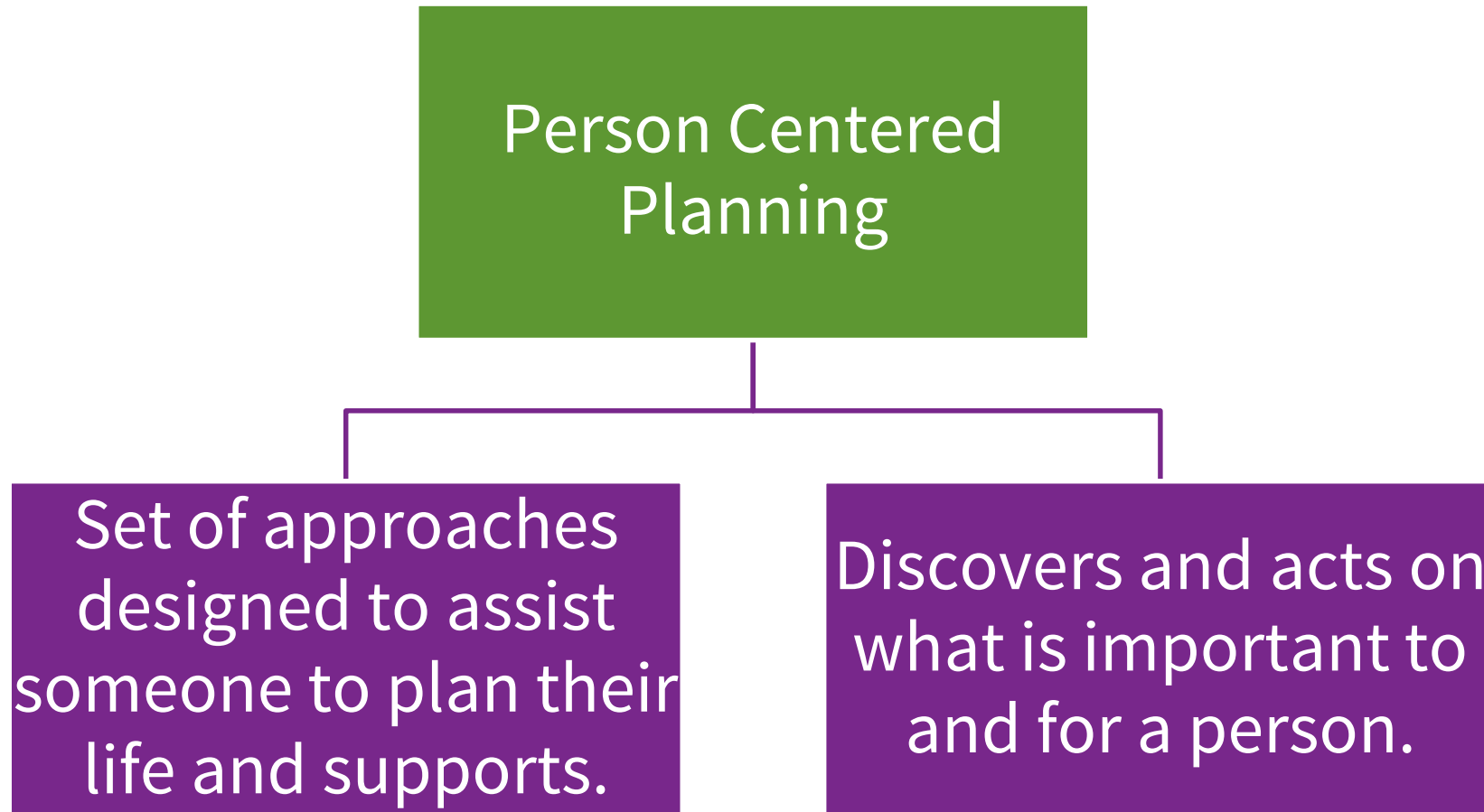
The *Supporting Families* project is operated under a five year grant awarded to NASDDDS by the Administration on Intellectual and Developmental Disabilities (AIDD) beginning October 2012.

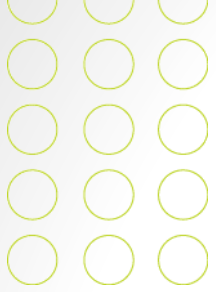
What is LifeCourse and Who is it for?





Person Centered Planning





Key Values



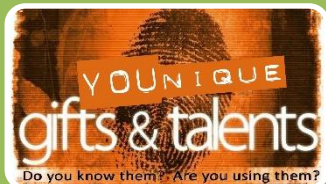
Treating individuals and family members with dignity and respect



Helping individuals become empowered to set and reach their personal goals



Recognizing the right of individuals to make informed choices, and take responsibility for those choices and related risks



Building on the strengths, gifts, talents, skills, and contributions of the individual



Key Values



Fostering community connections in which individuals can develop relationships, learn, work and produce income, actively participate in community life, and achieve their full potential.



Promising to listen and act on what the individual communicates.



Seeking to understand individuals in the context of their age, gender, culture, ethnicity, belief system, social and income status, education, family, and any other factors that make them unique.



About Me



My LifeCourse Portfolio



**FAMILY RESOURCE
NETWORK OF OHIO**
Families Supporting Families

_____'s **ONE-PAGE PROFILE**
What people like & admire about me

What's Important to ME

How to Best Support ME

Adapted from The Learning Community for Person Centered Practices and Helen Sanderson Associates <http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>

Life Stages and Life Domains

Life Stages and Life Domains



Meaningful Day & Employment:

What you do as part of everyday life– school, employment, volunteering, communication, routines, life skills.



Community Living

Where and how you live– housing and living options, community access, transportation, home modifications.



Safety & Security

Staying safe and secure– emergencies, well-being, guardianship options, legal rights and issues.



Healthy Living

Managing and accessing health care and staying well– medical, mental health, behavior, developmental, wellness and nutrition.



Social & Spirituality

Building friendships and relationships, leisure activities, personal networks, faith community.



Citizenship & Advocacy

Building valued roles, making choices, setting goals, assuming responsibility and driving how one's own life is lived.



Prenatal/Infancy

Early years, wondering if meeting developmental milestones



Early Childhood

Preschool age, getting a diagnosis



School Age

Everyday life during school years



Transition

Transitions from school to adult life– Realizing school is almost over!



Adulthood

Living life as an adult

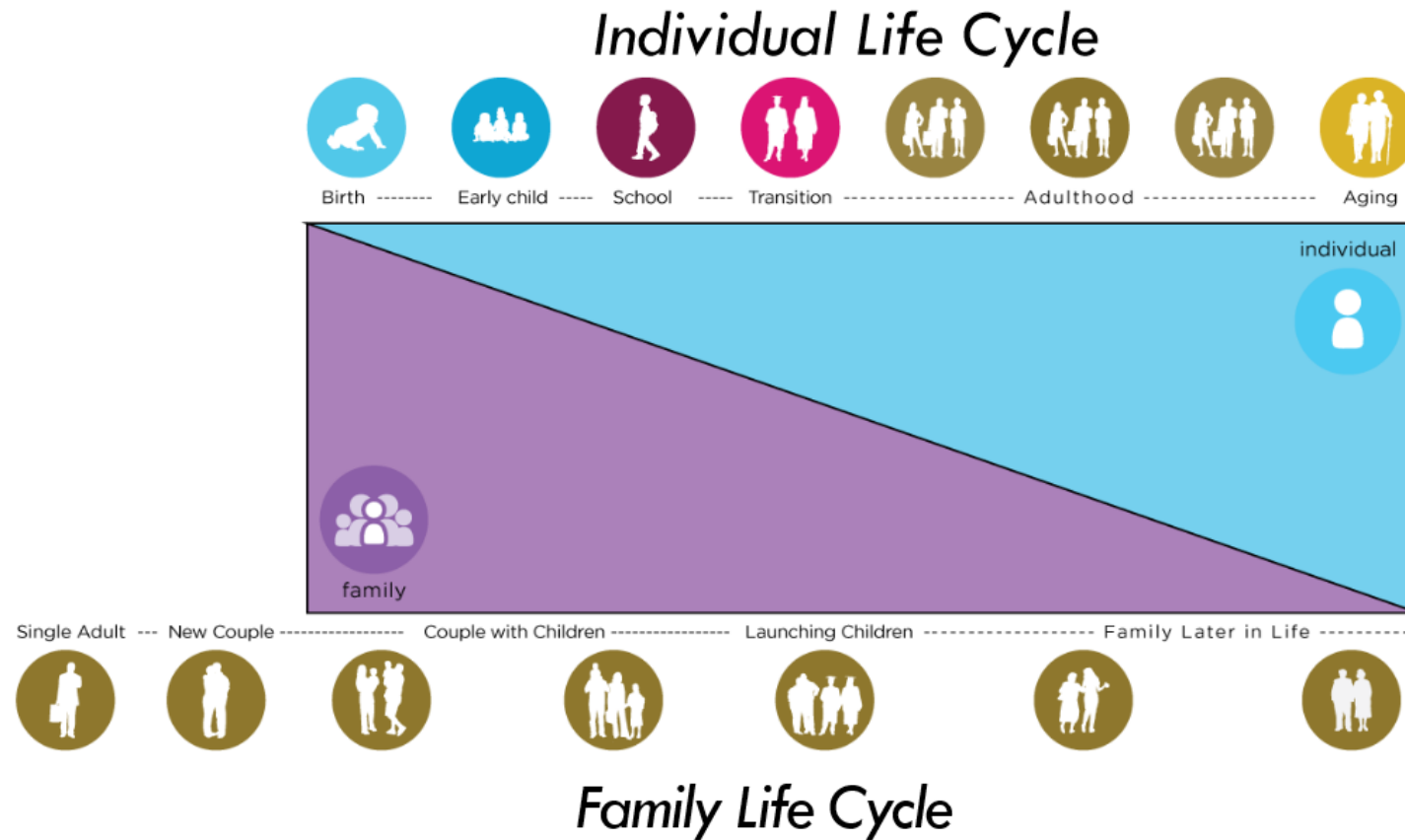


Aging

Getting older and preparing for end of life (parent/family/individual)



Recognition of Individual and Family Cycles





Lifespan Supports

- Different supports are needed across each life stage
- Each period of life comes with it's own rewards and challenges
- Link to more than just paid services



Starting a New Family Journey Infancy 0-3

When a child is identified with a disability families should:

Receive accurate information about the diagnosis

Have an opportunity to meet with other families

Obtain information and receive training for their extended family (sibling support groups, etc.)

Meet youth, and adults with disabilities who can help them begin to shape a positive vision for the future

Get connected with advocacy and family organizations to learn advocacy skills that can help them along the way



Building A National Agenda For Supporting Families With A Member With Intellectual And Developmental Disabilities

Early Childhood

Ages 4-6

Beginning in early childhood, families want:

Training and information to become an empowered advocate who can positively express hopes for their child's future

Access to integrated inclusive experiences

Early education services and supports



Building A National Agenda For Supporting Families With A Member With Intellectual And Developmental Disabilities

School Years (Elementary and Middle) Ages 6-13

During school years, families want:

Help and assistance as they navigate:

- Individuals with Disabilities Education Act (IDEA)
- Medical providers
- School districts
- State disability systems

Advocacy and training in best practices (inclusion, self-determination, future planning etc.)

Community contacts inside and outside of the disability world

Increased relationships and networks that provide natural supports.



Transition To Adulthood (High School Transition) Ages 14-21

“It is never too early to address planning for the future, including financial savings, post-secondary education plans and employment while children are still in school.



Adult Life Ages 22- 62

“The adult family member moves toward a self-determined life on his or her own, that includes beginning to search for work, find a place to call home, choose friends, including sexual partners, and maybe decide to start his or her own family.



Golden Years (Retirement) Ages 62 and Older

“When life-span education and supports to families are in place – and when that education includes future planning, including financial planning and planning for the life and supports the person needs – these fears can be lessened and planful rather than crisis driven transition can happen.”



Building A National Agenda For Supporting Families With A Member With Intellectual And Developmental Disabilities

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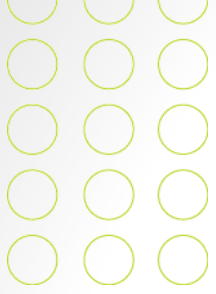
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Living life as an adult



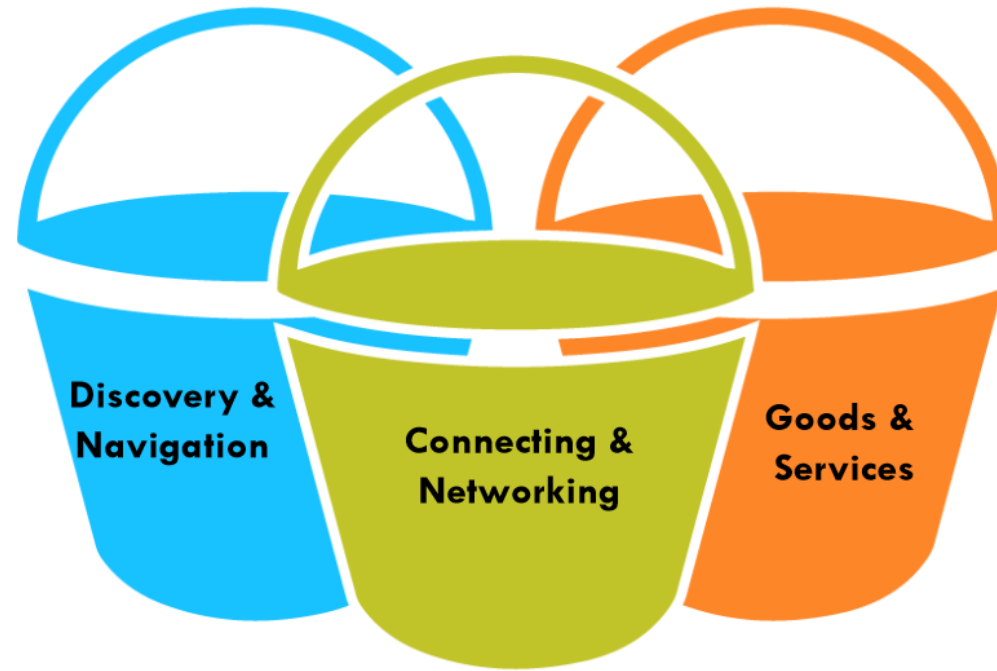
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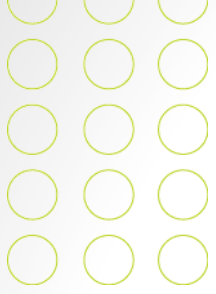


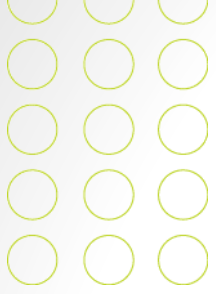
THREE BUCKETS

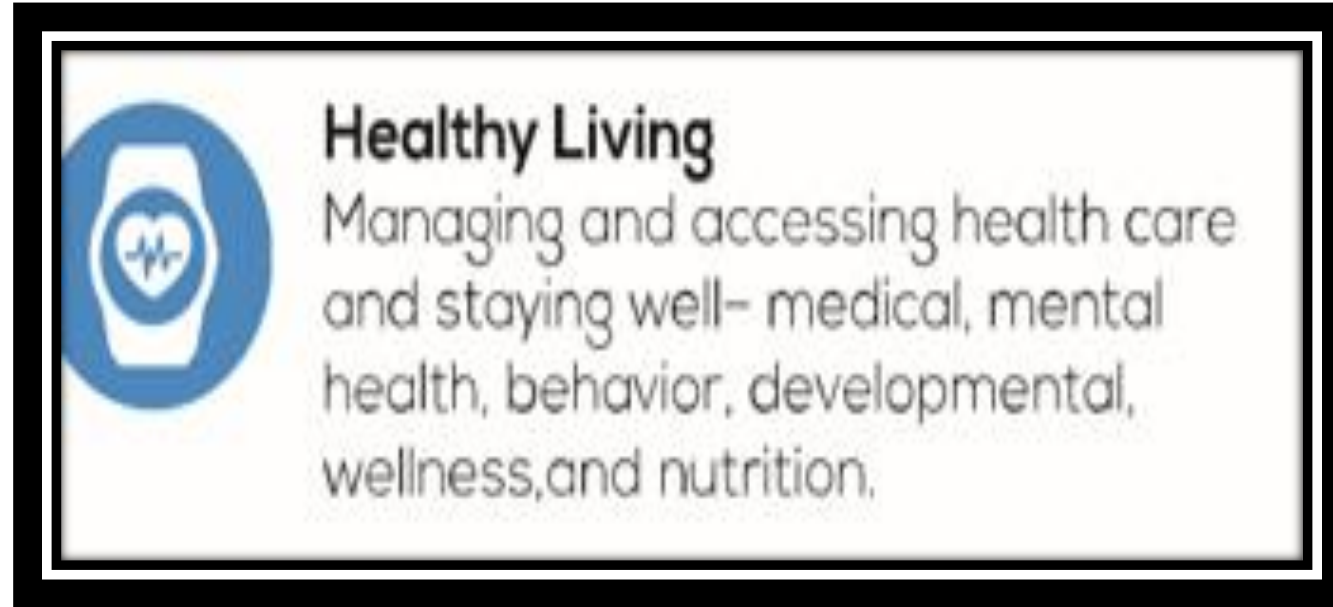
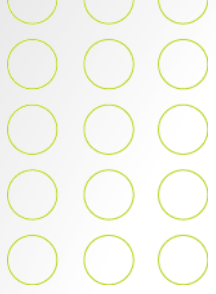
Three Types of Supports

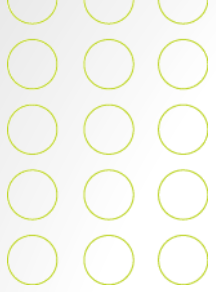






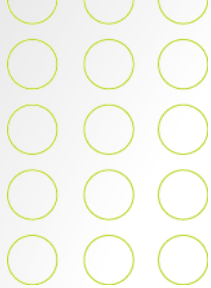


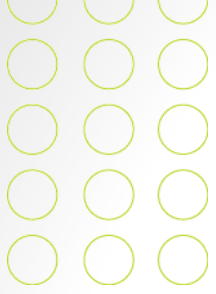




Social & Spirituality

Building friendships and relationships,
leisure activities, personal networks,
faith community.





Life Course Tools

- Tool for developing a Vision
- Integrated Star
- About Me
- Trajectory



CHARTING the LifeCourse

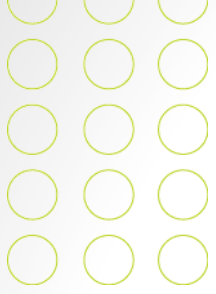


Tool for Developing a Vision – Individual

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

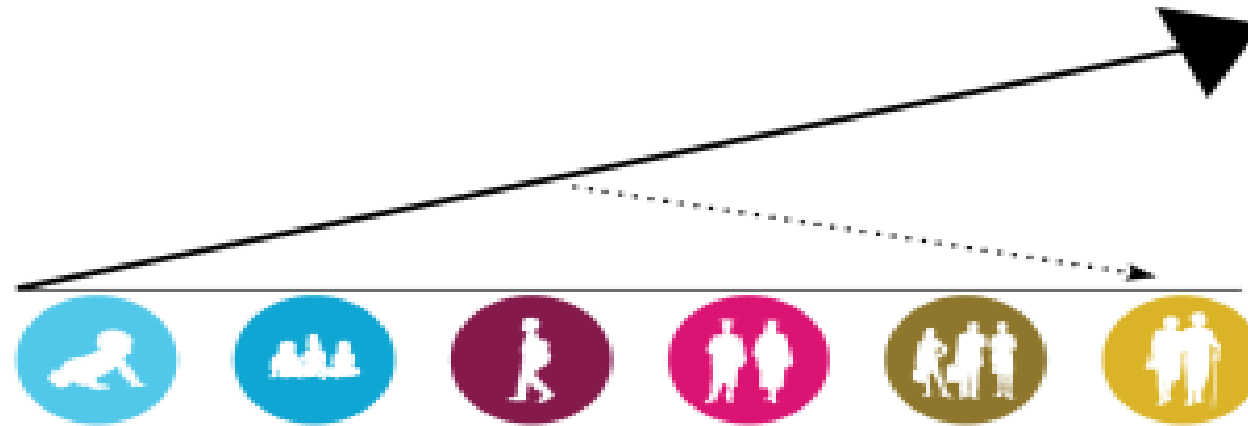
LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 Community Living	Where would I like to live in my adult life? Will I live alone or with someone else?			
 Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 Citizenship & Advocacy	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 Supports for Family	How do I want my family to still be involved and engaged in my adult life?			
 Supports & Services	What support will I need to live as independently as possible in my adult life, and where will my supports come from?			





LifeCourse Framework

Life Stages and Trajectory





Trajectory

CHARTING the LifeCourse

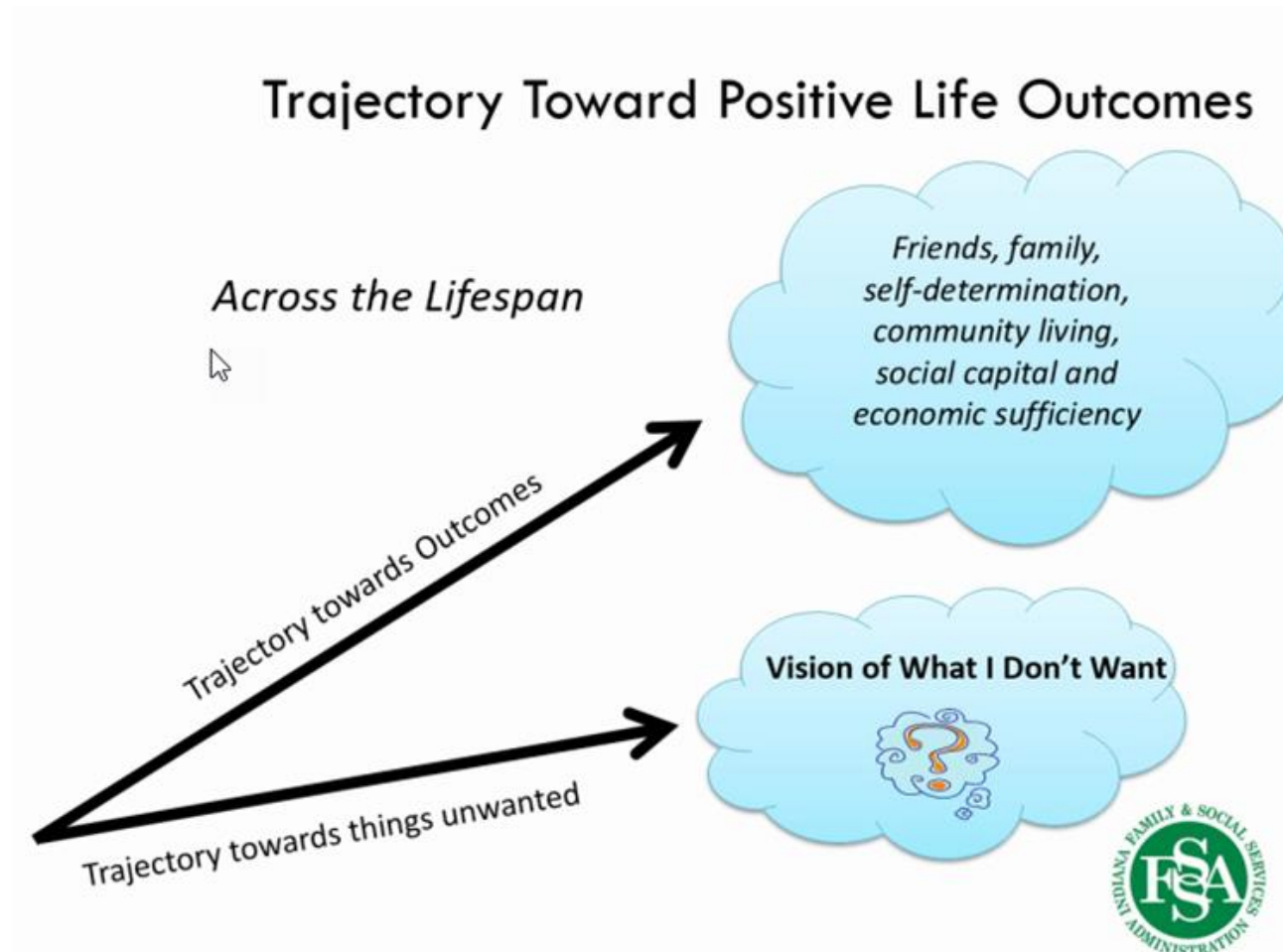
Life Trajectory Worksheet: Individual

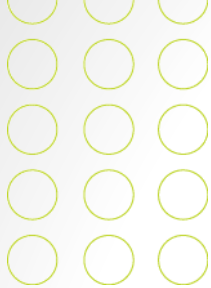
Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction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

The diagram illustrates a life trajectory. A solid black arrow starts from a dashed horizontal line and points diagonally upwards to a large rounded rectangle labeled "VISION for a GOOD LIFE". Below the dashed line is another large rounded rectangle labeled "What I DON'T Want". Above the top bubble and below the bottom bubble are rows of six icons each, representing different life stages or groups: a single person, a family, a couple, two people, a group of four, and a group of six. The icons are colored in a gradient from blue to yellow.

Developed by the UMKC Institute for Human Development, UCEDD. More materials at lifecoursetools.com

May 2016





CHARTING the LifeCourse

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.

The diagram features a large black arrow pointing from a starting point on the left to a large rounded rectangle on the right. The top rectangle is purple and labeled "VISION for a GOOD LIFE". Below it is a red rectangle labeled "What I DON'T Want". A dashed horizontal arrow points from the starting point to the right. Above and below the main diagram are rows of six circular icons each, representing different life stages or groups: a single person, a family, a person walking, two people, a group of people, and a group of people.

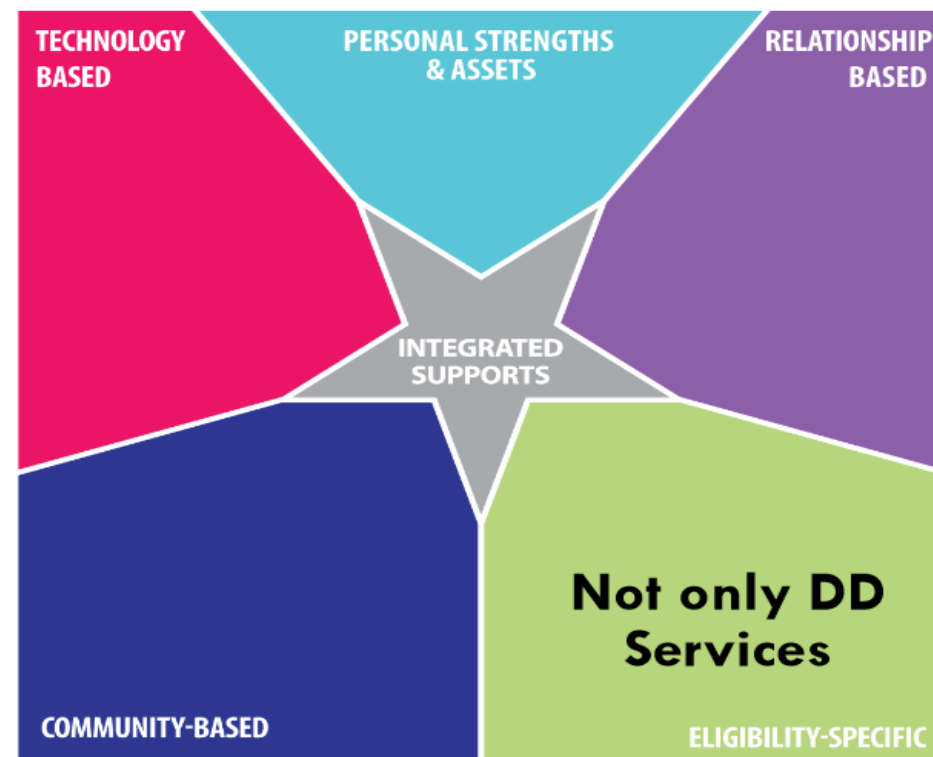
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INTEGRATED SUPPORTS

Identifying Integrated Strategies for Delivery Supports





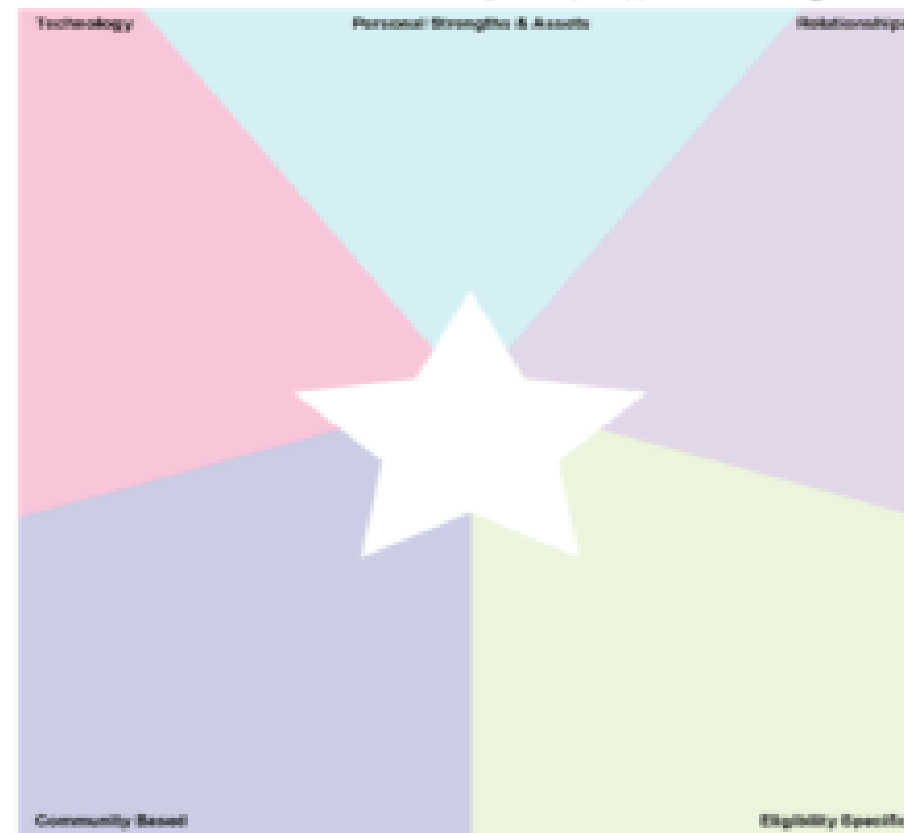
Integrated Star

CHARTING the LifeCourse



Integrated Supports

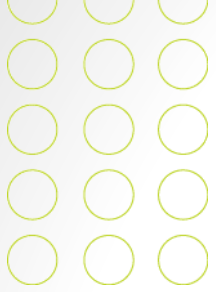
People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at lifecoursetools.com

Developed by the (UAB) Institute for Human Development, ©2018. More tools and resources at lifecoursetools.com

10/27/2018



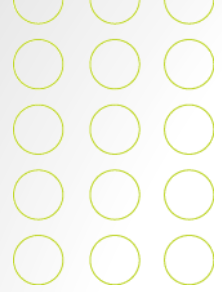
LifeCourse Core Belief

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

CHARTING the LifeCourse™



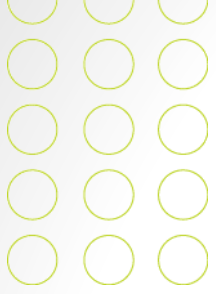
*Charting the LifeCourse graphics and content from
lifecoursetools.com © UMKC Institute for Human Development*



Resources

- [IPMG Website: GoToIPMG.com](http://GoToIPMG.com)
- [DDRS Waiver Manual](#)
- [DDRS Website](#)
- Life Course Tools





Questions

