

Charting the LifeCourse Tools for Transition

Transition Summer Institute 2020

Presented by:

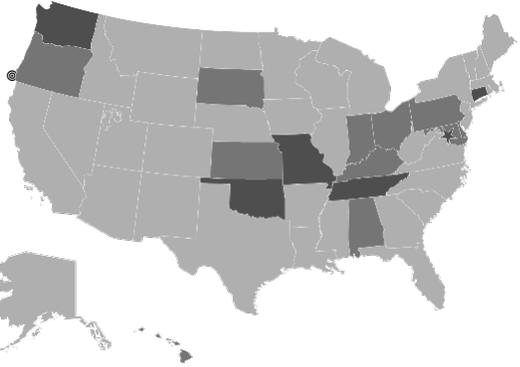
Brenda Smith, LifeCourse Ambassador

SOUTH DAKOTA
COMMUNITY OF PRACTICE
FOR SUPPORTING FAMILIES



Charting the LifeCourse

- ◎ Learn a framework for thinking in a different way, having different conversations, new ways to plan, problem-solve, and do transition planning.
- ◎ Learn how to develop a vision with a student for their future using a Trajectory.
- ◎ Learn to think about a student's supports and resources to achieve their desired future.

 <p>Project Outcome</p> <ul style="list-style-type: none"> • 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. 	<h2 style="text-align: center;">National Community of Practice for Supporting Families</h2> <p style="text-align: center;">Project Goal</p> <p style="text-align: center;">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.</p> 
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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

Charting the LifeCourse Guiding Principles and Tools

Charting the LifeCourse™
Guiding Principles

Core Belief: All people have the right to live, love, work, play and pursue their life aspirations just as others do in their community.

Guiding Principles: Supporting positive life outcomes, Maximizing relative life years.

Focusing on ALL: 100% (4.9 million citizens with developmental disabilities), 75% (20% national percentage receiving state DD services).

Life Stages and Life Domains:

- Meaningful Day & Employment:** When you do it every day (ie- school, employment, volunteering, communication, leisure, life skills).
- Community Living:** Where and how you live- including and living options, community access, transportation, home modifications.
- Safety & Security:** Staying safe and secure- emergencies, well-being, guardianship options, legal rights and needs.
- Healthy Living:** Staying well and seeking health care and playing with- medical, mental health, behavior, developmental, medical and nutrition.
- Social & Spirituality:** Building friendships and relationships, leisure activities, spiritual services, faith community.
- Citizenship & Advocacy:** Building valued roles, making voices, letting speak, assuming responsibility and doing how they's than life is lived.
- Perinatal/Infancy:** Early years, wondering if feeding, developmental milestones.
- Early Childhood:** Preschool age, getting a diagnosis.
- School Age:** Everyday life during school years.
- Transition:** Transition from school to adult life- Building school is a smart start!
- Adulthood:** Living life as an adult.
- Ageing:** Getting older and preparing for end of life (leave) family/individual.

Person within the Context of Family & Community: Three concentric circles: PERSON (inner), FAMILY (middle), COMMUNITY (outer).

Integrated Supports for a Good Life:

- PERSONAL STRENGTHS & ASSETS:** Life experiences, personal knowledge, personality traits, belongings, social skills, education and training.
- TECHNOLOGY:** iPad/iPhone/iPad "apps", remote monitoring, cognitive accessibility, adaptive equipment.
- RELATIONSHIPS:** Family, friends, neighbors, co-workers, community members, church members.
- COMMUNITY BASED:** Schools, public transportation, businesses, churches, public safety, hospitals, parks & recreation.
- ELIGIBILITY SPECIFIC:** Developmental disability services, special education, Medicaid, food stamps, Section 8 housing, vocational rehabilitation.

Strategies for Supporting Real Lives:

- Discovery & Navigation:**
 - Information on disability
 - Knowledge about best practices and values
 - Skills for research and access services
 - Ability to advocate for services and policy change
- Options & Personalization:**
 - Parent Agreement/Support
 - Self-Advocacy Organizations
 - Family Organizations
 - Support Groups
 - Professional Consulting
 - Non-disability community support
- Goals and Services:**
 - Self-Family-Directed services
 - Transportation
 - Respite/Childcare
 - Assistive equipment
 - Home modifications
 - Financial assistance
 - Cash Subsidies
 - Specializing term planning
 - Carer/Inn services & training

Access the Charting the LifeCourse™ tools and framework at lifecoursetools.com

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



8

“Good Life Outcomes 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

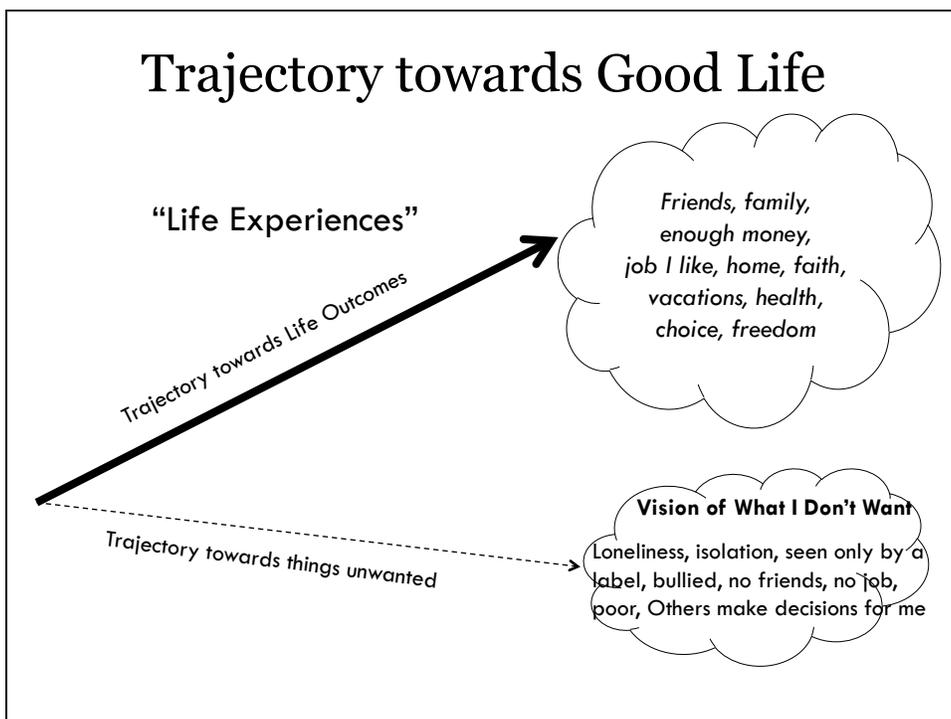


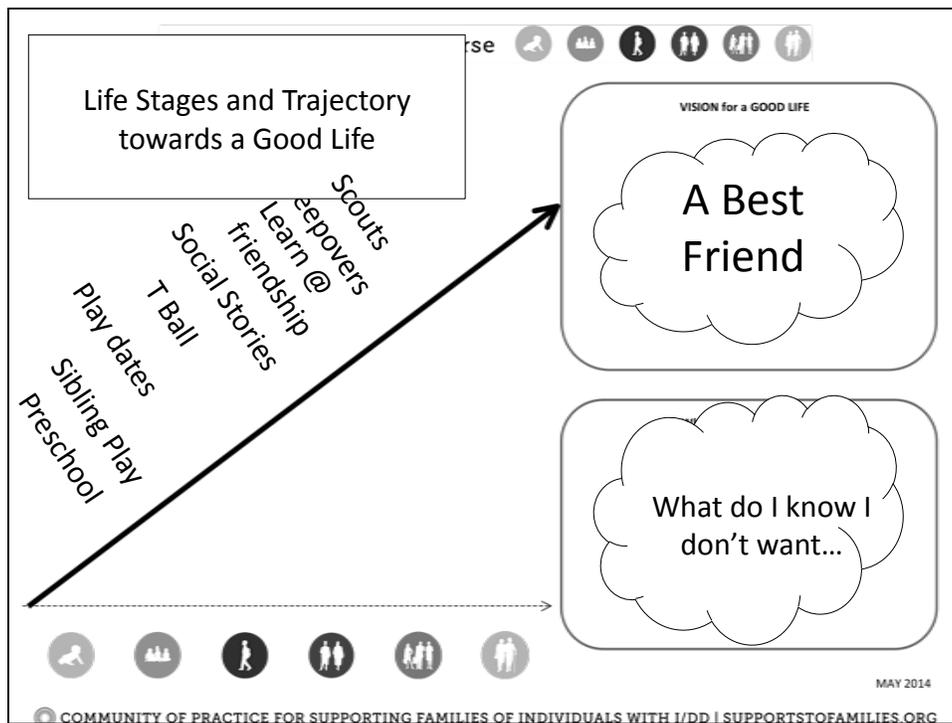
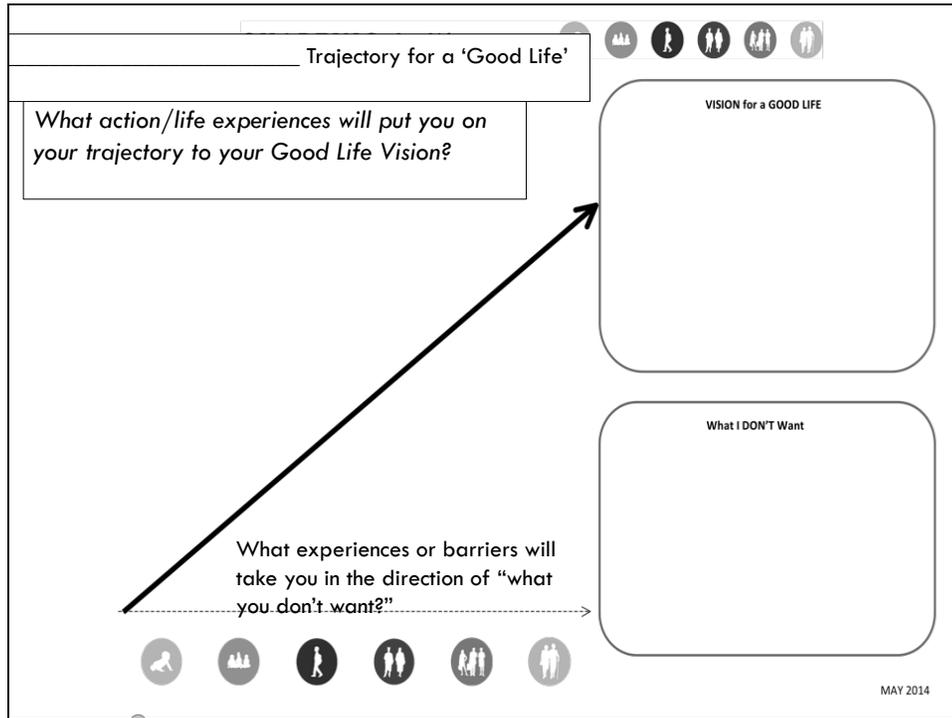
Vision for a Good Life

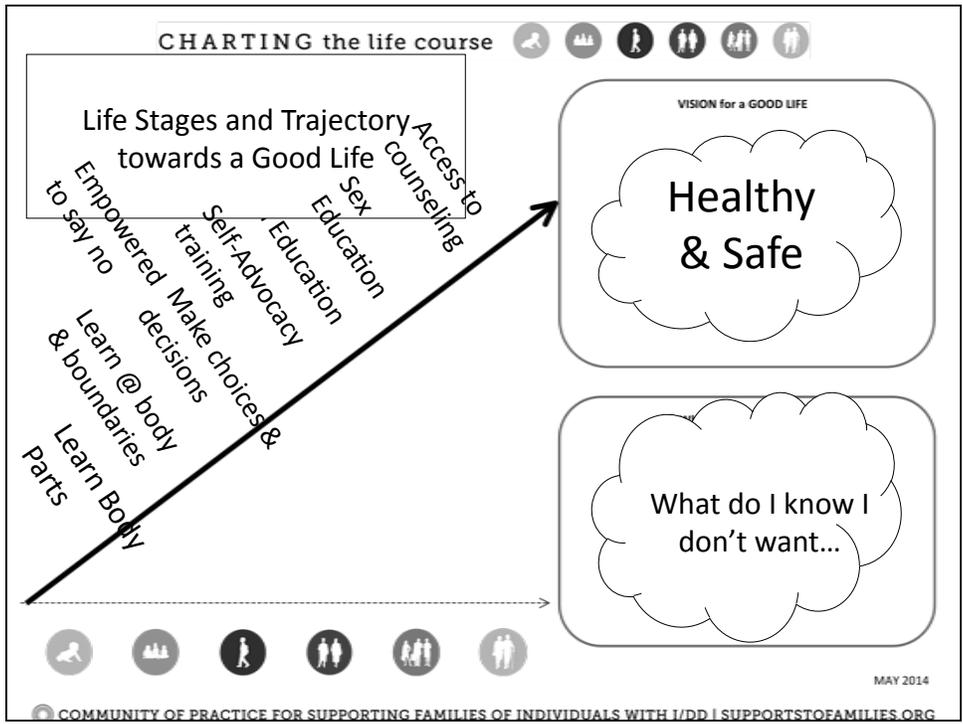
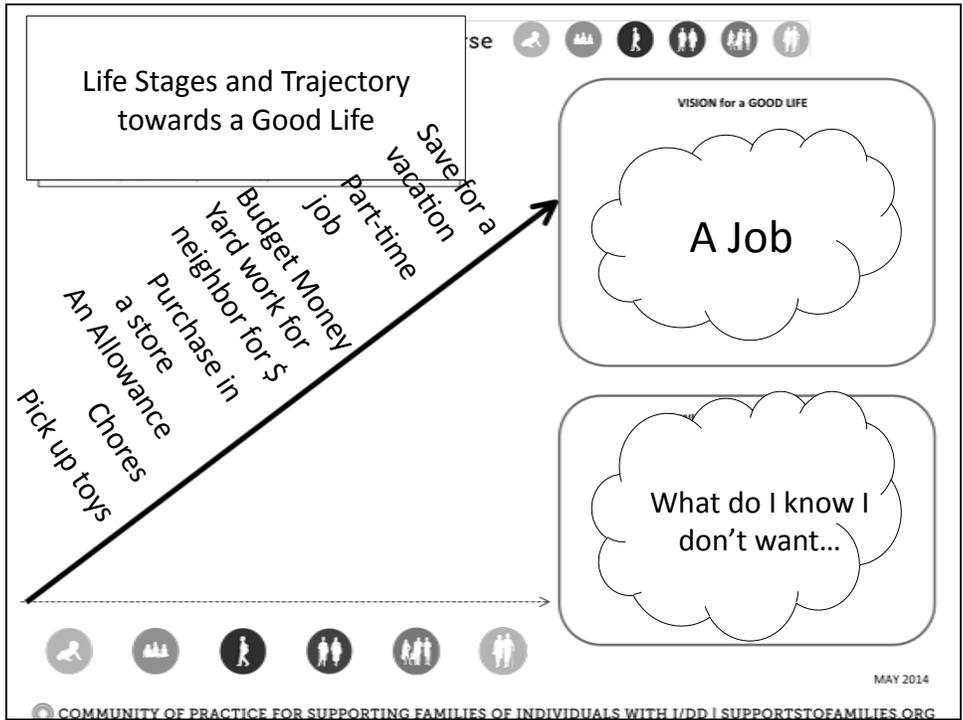


*The future is not something we enter.
The future is something that we create.
And creating that future requires us to
make choices and decisions that begin
with a dream.*

o -Leonard L. Sweet







CHARTING the life course      

Life Trajectory Worksheet: Individual

What action/life experiences will put you on your trajectory to your Good Life Vision?

VISION for a GOOD LIFE

Next 6 Months	Future
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What I DON'T Want

What experiences or barriers will take you in the direction of "what you don't want?"

MAY 2014

CHARTING the life course      

Life Trajectory Worksheet: Individual

What action/life experiences will put you on your trajectory to your Good Life Vision?

VISION for a GOOD LIFE

Student's	Family
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What I DON'T Want

What experiences or barriers will take you in the direction of "what you don't want?"

MAY 2014

CHARTING the life course

Life Trajectory Worksheet: Individual

What action/life experiences will put you on your trajectory to your Good Life Vision?

VISION for a GOOD LIFE

What I DON'T Want

What experiences or barriers will take you in the direction of "what you don't want?"

MAY 2014

Employment Trajectory Worksheet:

Contributions:
Skills, Experience, Attributes, Talents

- Friendly & polite
- Wants to work
- Good with technology
- Contact VR
- Explore work opportunities
- Situationals

What I DON'T Want

- People not listening
- Assumptions
- Low Expectations

Full time Work
Work in isolation
A job that includes cleaning

VISION for good employment and a GOOD LIFE

Long term employment desires and goals:

- Part-time work
- Work 5 days per week
- Job that has a uniform
- Work at a job without ongoing support

Conditions:

- Not a fast paced environment
- Not a job that involves being around k

Preferences:

- Likes to be around people
- Within 5 miles of my home

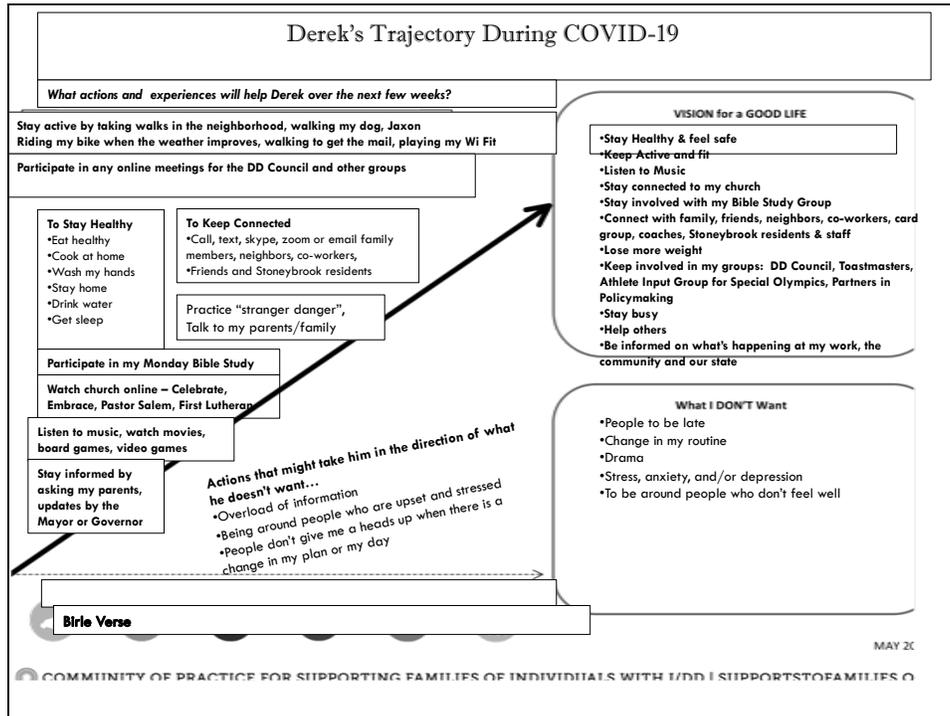
Support Needs:

- Demonstrate work tasks with verbal instruction
- Give no more than 2 step instructions

(Style, Supervisor Interaction, Environment, etc.)

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

MAY 2014



Supporting Real Lives
ACROSS THE LIFESPAN

Charting the Life Course:
A Guide for Individuals, Families, and Professionals

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 healthcare need.

Charting the Life Course 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 and options 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 the life course approach helps you realize that even when your child is very young and as he or she ages and grows into adulthood, their experiences and environment can shape how they will live their life in the future.

SOUTH DAKOTA DEPARTMENT OF HUMAN SERVICES | DHS.SD.GOV | partnership unit | MISSOURI FAMILY TO FAMILY | UNKCC-IHD, UCCEDD

Life Experiences Book

Impact of Life Experiences

Life Trajectory Worksheet

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

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



Write current age here

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 ...

What I DON'T Want

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

Life Trajectory Worksheet

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

- Using the bus on his own to get to places
- Staying home on alone for a period of time
- Learn to prepare a few simple meals
- Involvement in Special Olympics
- Some General Education Classes/Project Skills
- Working at his job
- Volunteering
- Chores at home (Takes the garbage & recycling out daily)

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

- Low Expectations
- Team Disagreements
- No friends beyond the school day
- Few activities on the weekends



Age: 17

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

- Gain more independence
- Continue to work on daily living skills – i.e. cooking, laundry, grocery shopping, etc.
- Explore new experiences, interests, and opportunities.
- Practice making purchases
- Managing medication & how to reorder prescriptions
- Meet new people

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

- Everyone not on the same page
- Low Expectations
- No opportunities to practice new skills - safety



VISION for a GOOD LIFE

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

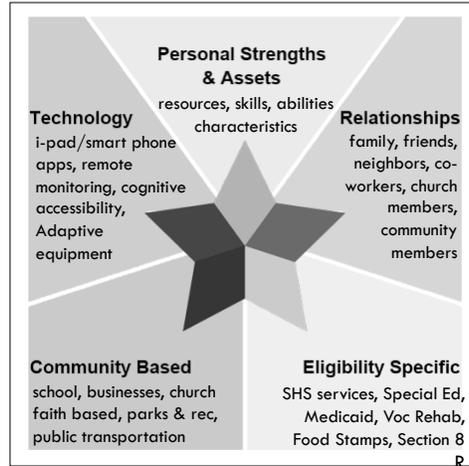
Noah	Family
<ul style="list-style-type: none"> •Get my own apartment •Have a routine •Having a dog – Lab •Going to Goodwill •Special Olympics sports •My Job •Watch hockey •Swimming & bowling •Favorite TV •Activities – <ul style="list-style-type: none"> •Movies •Out to eat •Bingo •And More! 	<ul style="list-style-type: none"> •More Independence •Live on his own with a roommate with daily support •Having a dog – Companionship •Continued employment at his job– maybe more hours in the summer •Someone to facilitate his daily activities •A good schedule/ routine •Have help with his finances & money

What I DON'T Want

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

- Lonely
- Isolated
- Unsafe (crossing busy streets)

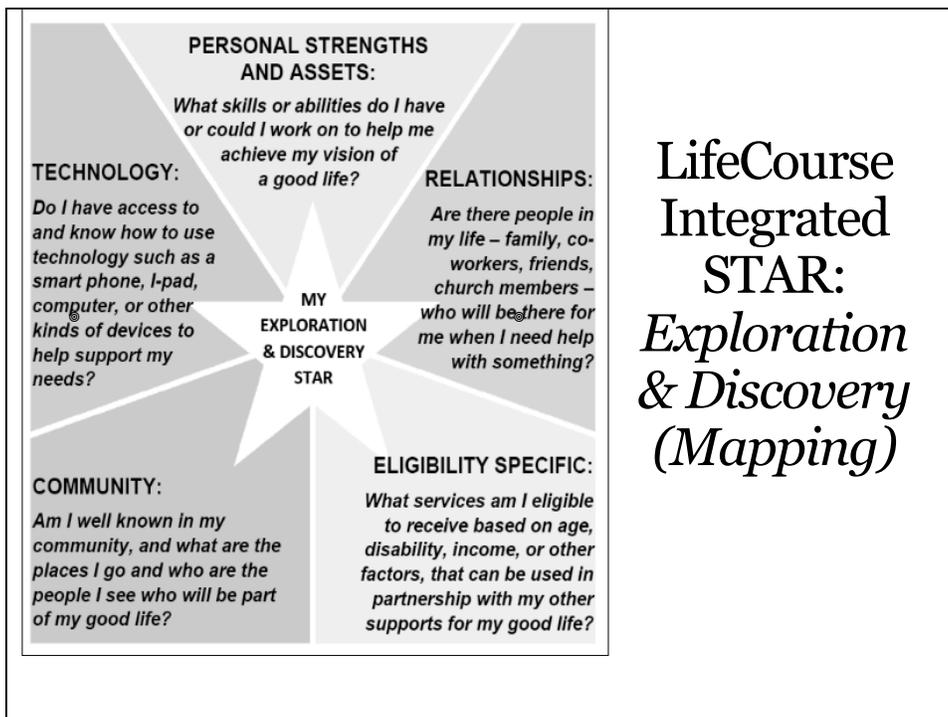
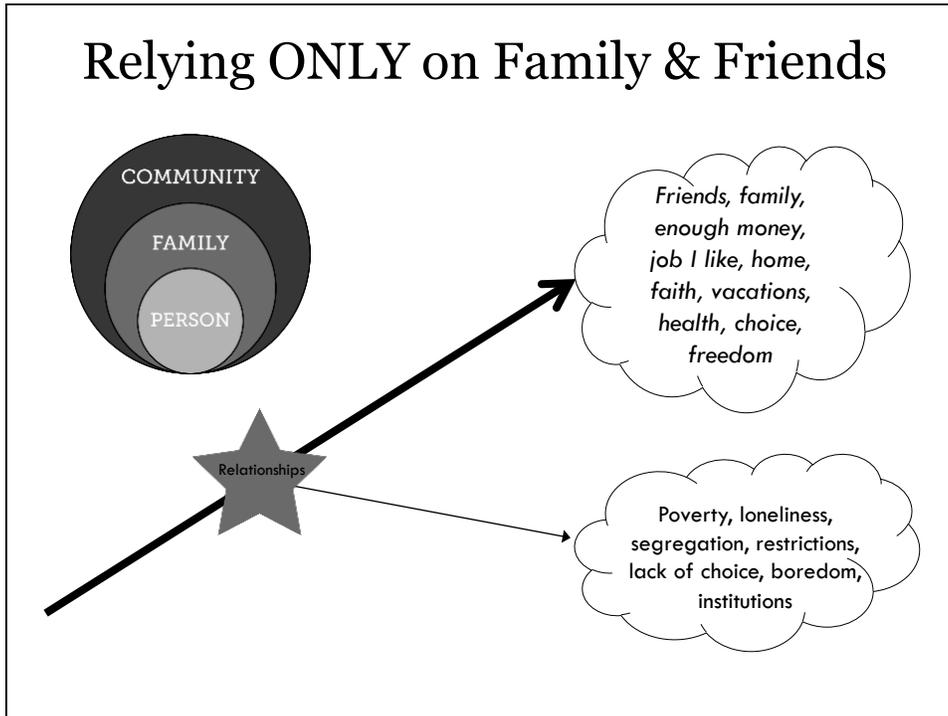
LifeCourse Integrated Supports STAR



Focusing ONLY on Eligibility Supports



Relying ONLY on Family & Friends



★ Mapping Supports for Respite

Access the LifeCourse framework and tools at lifecoursetools.com

My LifeCourse Portfolio is a template of Missouri Family to Family | UMKC HD, UCEDD. More materials at lifecoursetools.com AUGUST 2016

Thinking about What you Currently Have and What you Want to Work on



PERSONAL STRENGTHS & ASSETS:
What skills or abilities do I have, can I learn or improve upon; what "things" do I have access to that might help the situation?

TECHNOLOGY:
Can I use a smart phone, computer, electronic device, remote monitoring, or other form of high or low tech to help solve the problem or make it better?

RELATIONSHIPS:
Do I have family, friends, co-workers, classmates or other people in my life that can do something to help me solve this problem or issue?

ELIGIBILITY SPECIFIC:
What services based on age, ability, socio-economic status, or other factors could I use along with supports from other parts of the STAR to solve this problem?

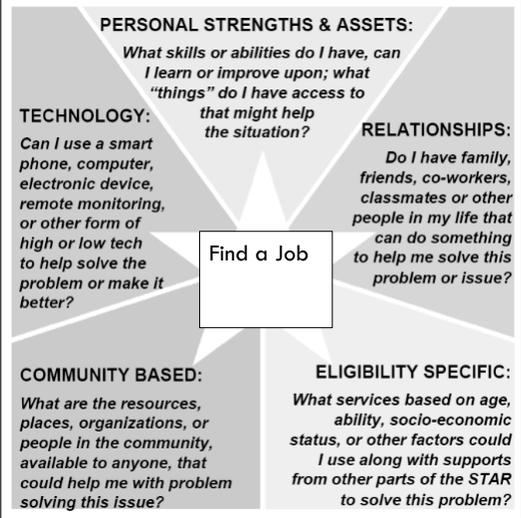
COMMUNITY BASED:
What are the resources, places, organizations, or people in the community, available to anyone, that could help me with problem solving this issue?

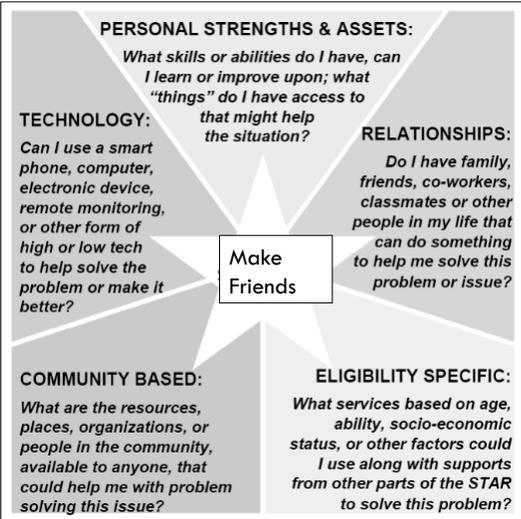
My Problem Solving STAR

LifeCourse Integrated STAR

Problem Solving



		<h1>LifeCourse Integrated STAR</h1> <h2>Problem Solving</h2> 
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<p>PERSONAL STRENGTHS & ASSETS: <i>What skills or abilities do I have, can I learn or improve upon; what "things" do I have access to that might help the situation?</i></p> <p>TECHNOLOGY: <i>Can I use a smart phone, computer, electronic device, remote monitoring, or other form of high or low tech to help solve the problem or make it better?</i></p> <p>RELATIONSHIPS: <i>Do I have family, friends, co-workers, classmates or other people in my life that can do something to help me solve this problem or issue?</i></p> <p>COMMUNITY BASED: <i>What are the resources, places, organizations, or people in the community, available to anyone, that could help me with problem solving this issue?</i></p> <p>ELIGIBILITY SPECIFIC: <i>What services based on age, ability, socio-economic status, or other factors could I use along with supports from other parts of the STAR to solve this problem?</i></p> <p>Learn to Cook/prepare meals</p>	<p>LifeCourse Integrated STAR</p> <p>Problem Solving</p> 
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lifecoursetools.com
Tool Documents, Examples, Videos and More!

Facebook: SD Charting the LifeCourse

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<https://dhs.sd.gov/developmentaldisabilities/lifespan.aspx>