

Charting the LifeCourse Tools for Transition

Transition Summer Institute 2020

Presented by:

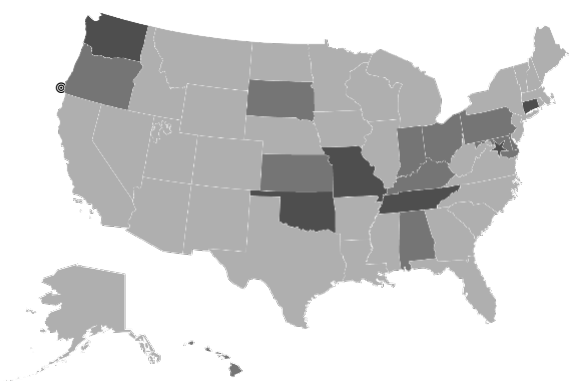

Brenda Smith, LifeCourse Ambassador

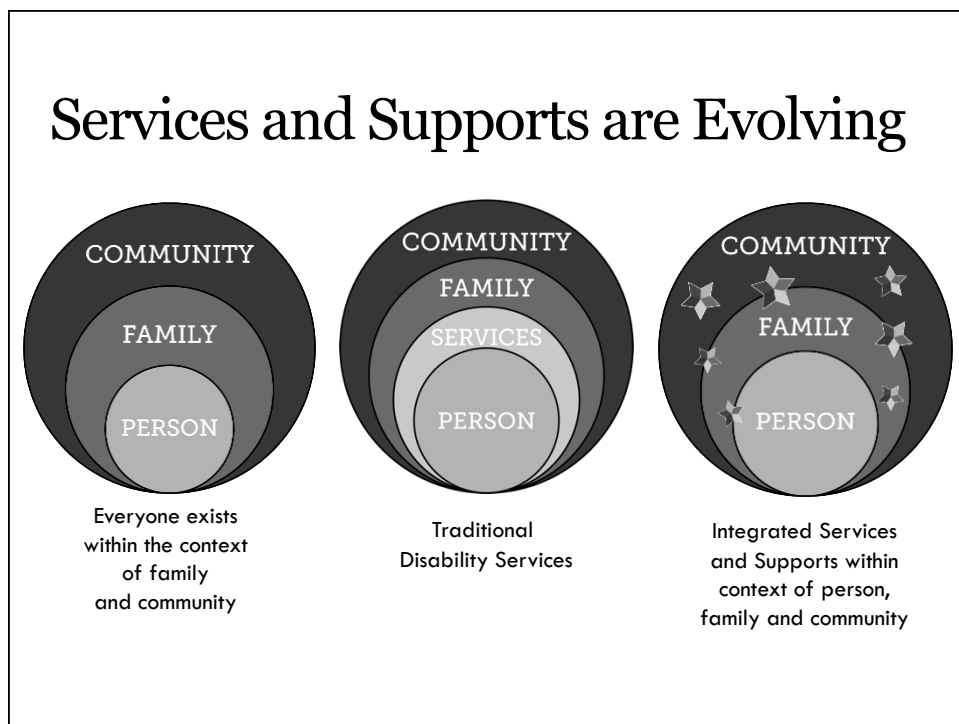
SOUTH DAKOTA
COMMUNITY OF PRACTICE
FOR SUPPORTING FAMILIES



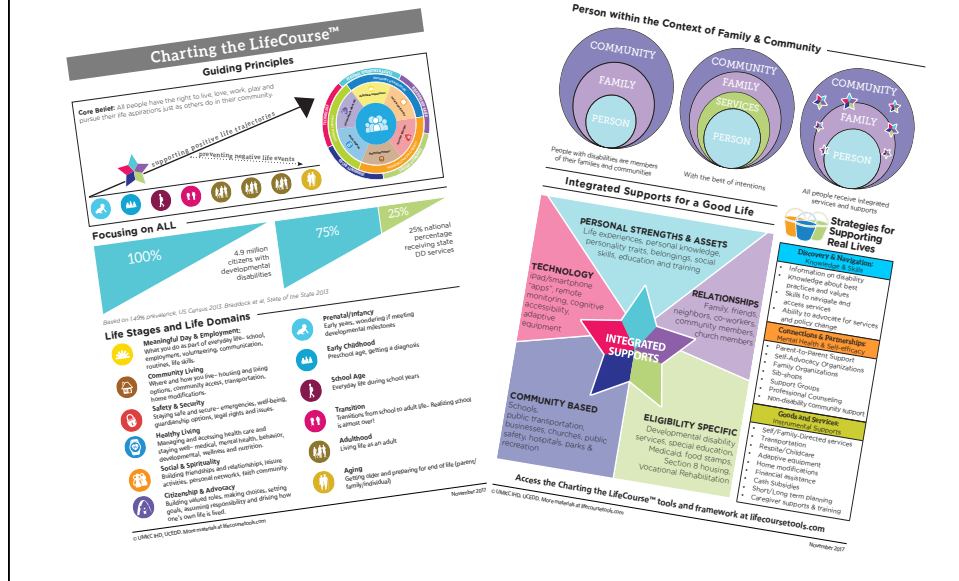
Charting the LifeCourse

- ◎ 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>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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Charting the LifeCourse Guiding Principles and Tools



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.*

◦ -Leonard L. Sweet

Trajectory towards Good Life

“Life Experiences”

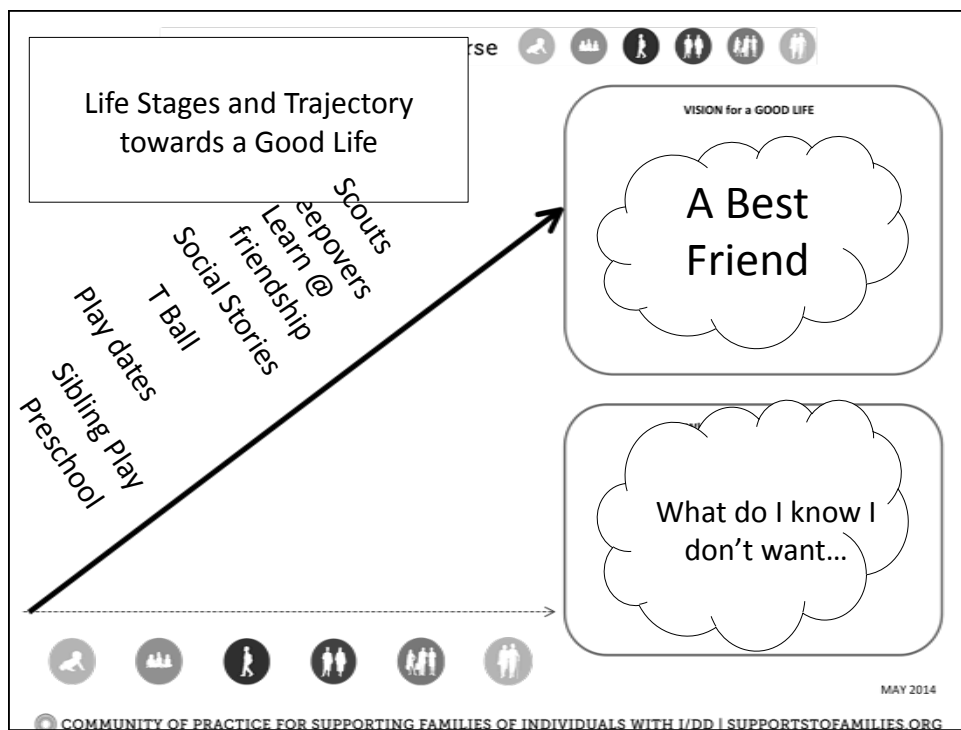
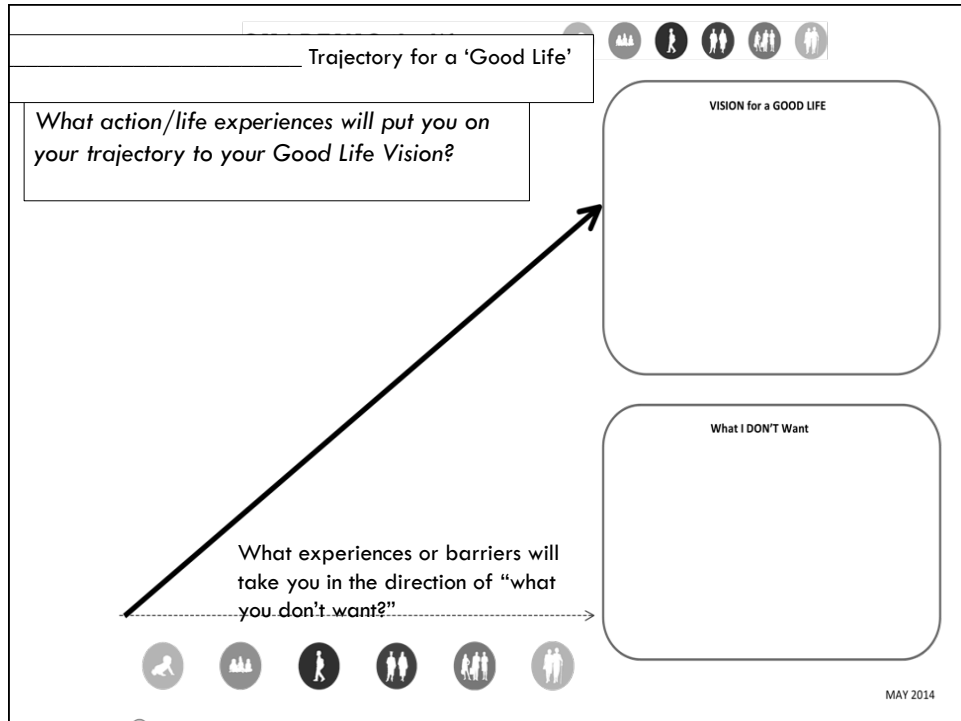
Trajectory towards Life Outcomes

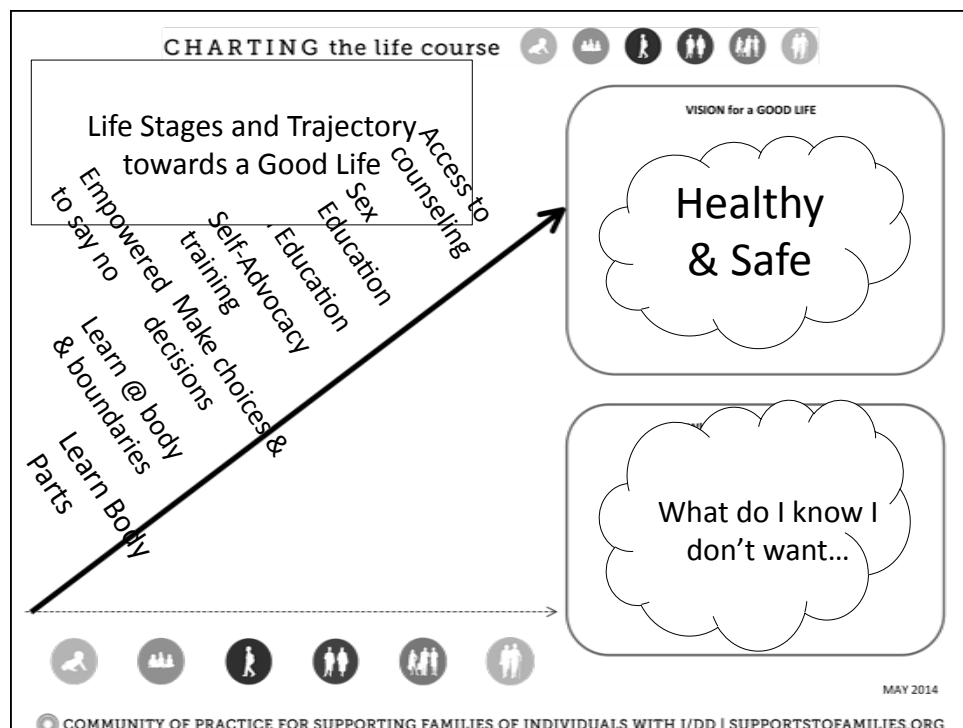
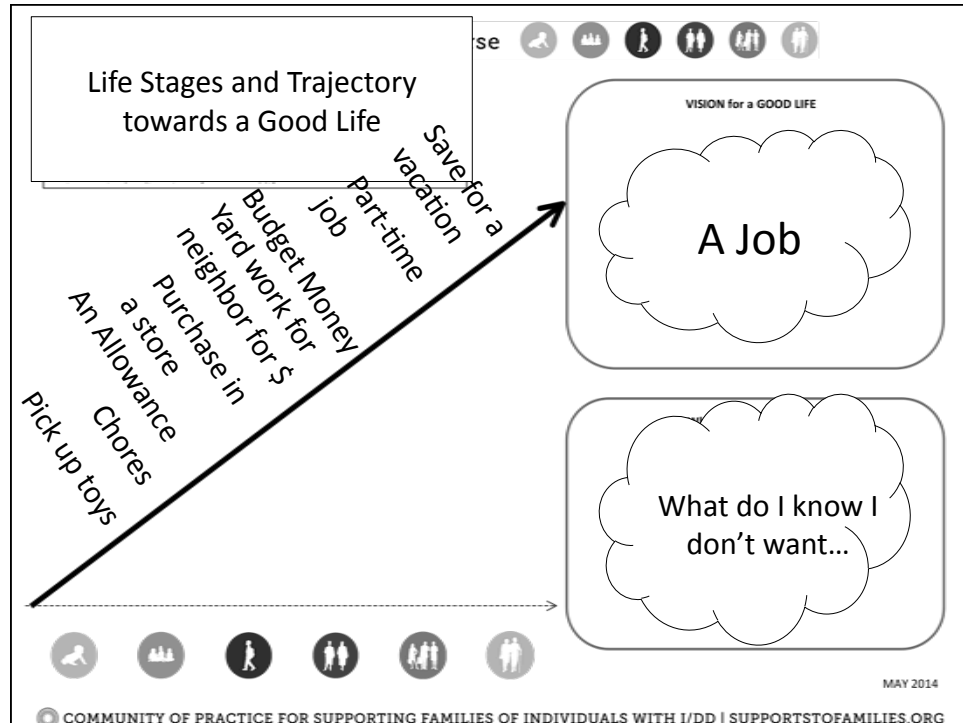
*Friends, family,
enough money,
job I like, home, faith,
vacations, health,
choice, freedom*

Trajectory towards things unwanted

Vision of What I Don't Want

*Loneliness, isolation, seen only by a
label, bullied, no friends, no job,
poor, Others make decisions for me*





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

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

What I DON'T Want

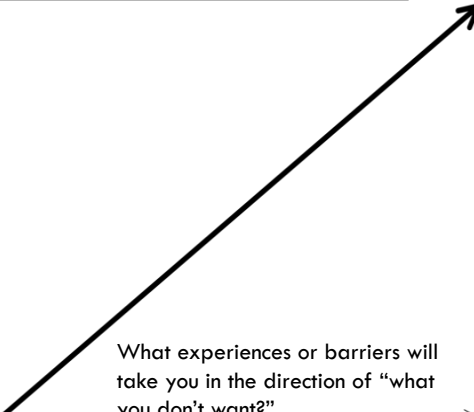
What experiences or barriers will take you in the direction of "what you don't want?"

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?




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

VISION for a GOOD LIFE

What I DON'T Want

MAY 2014

Employment Trajectory Worksheet: 

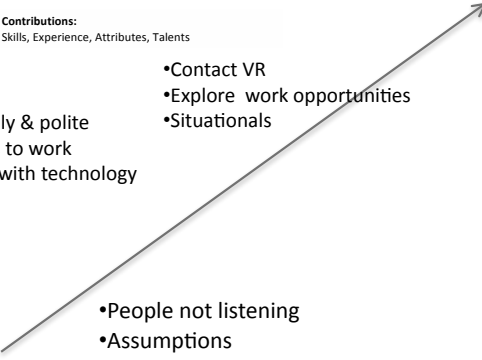
Contributions:
Skills, Experience, Attributes, Talents

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

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



•People not listening
•Assumptions
•Low Expectations

What I DON'T Want

Full time Work
Work in isolation
A job that includes cleaning

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

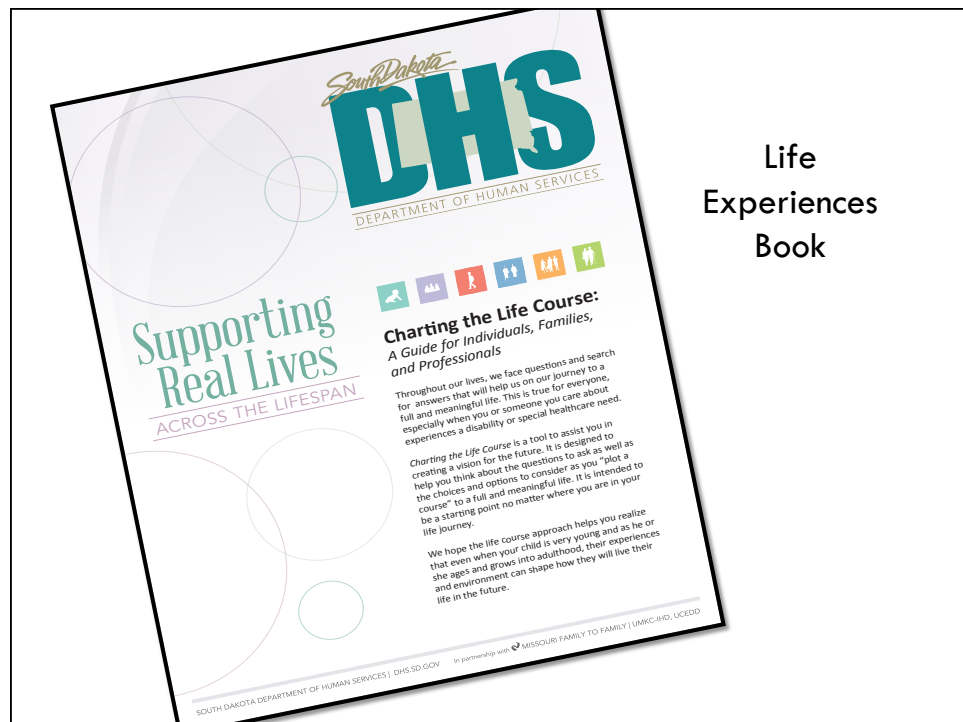
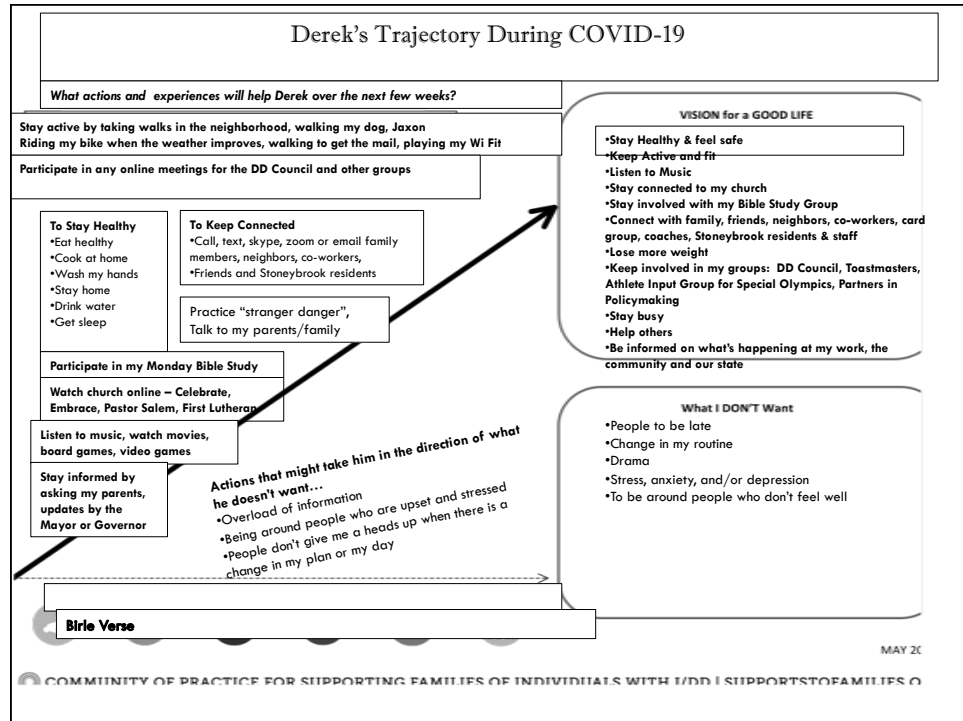
Support Needs:

- 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




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 the 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...

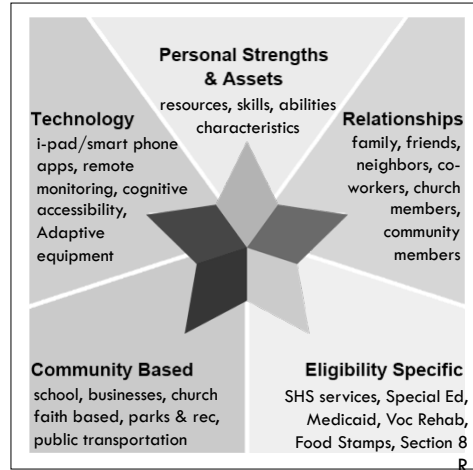
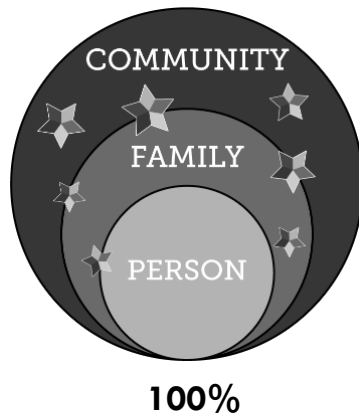
- Lonely
- Isolated
- Unsafe (crossing busy streets)

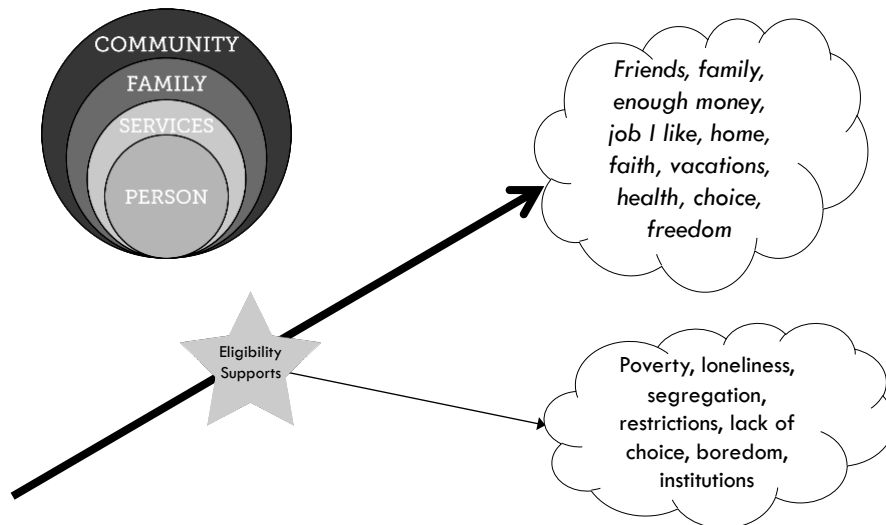
My Life Course Portfolio is a template of the IMC/HC/UCSD. More materials at lifeskills.org

OCTOBER 2016

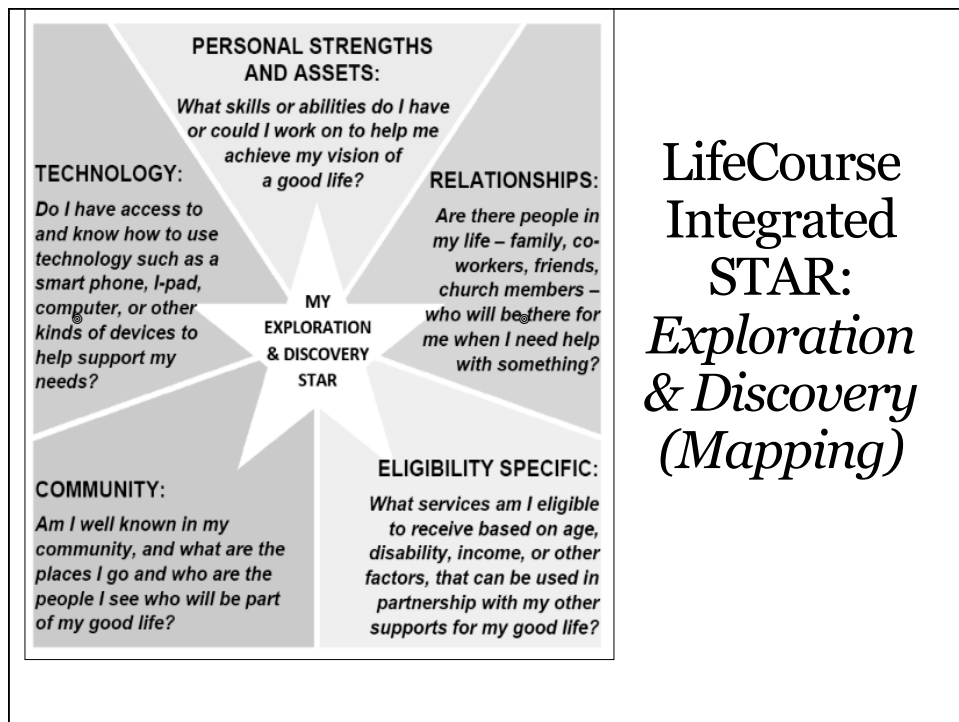
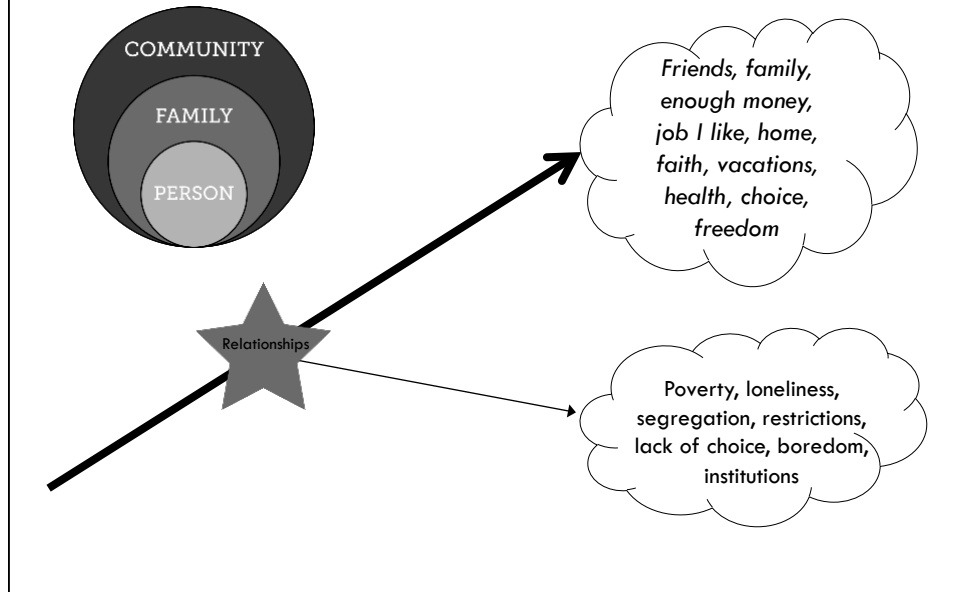
LifeCourse Integrated Supports STAR



Focusing ONLY on Eligibility Supports



Relying ONLY on Family & Friends



★ Mapping Supports for Respite

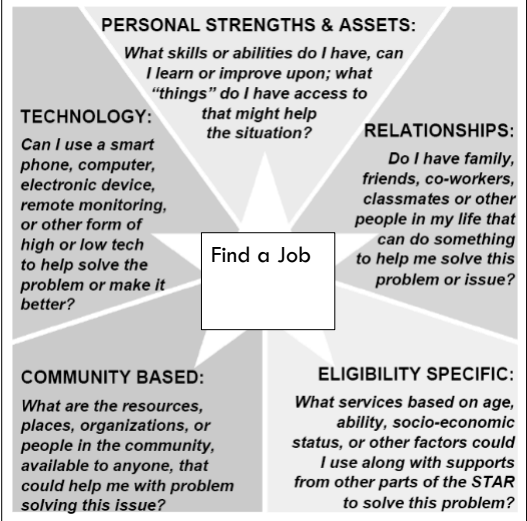
Access the LifeCourse framework and tools at lifecoursetools.com

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


LifeCourse Integrated STAR

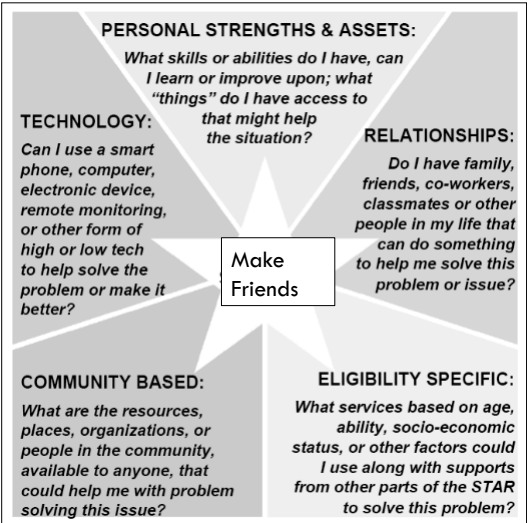
Problem Solving



LifeCourse Integrated STAR


Problem Solving

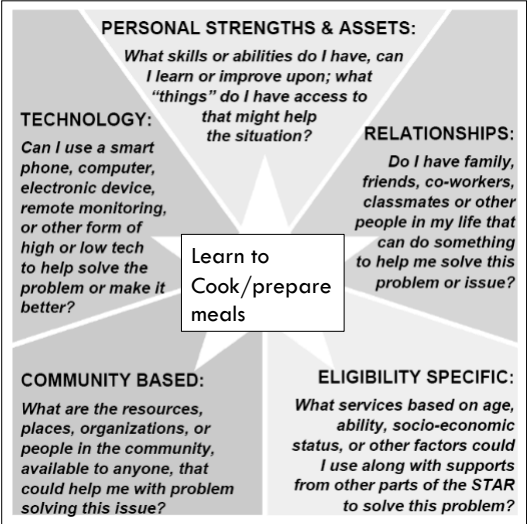




LifeCourse Integrated STAR

Problem Solving





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?


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?

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?

**Learn to
Cook/prepare
meals**

LifeCourse Integrated STAR

Problem Solving



lifecoursetools.com

Tool Documents, Examples, Videos and More!

Facebook: SD Charting the LifeCourse

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