Ohio Family to Family

Amy Clawson
Northern Ohio Family Support Specialist
Direct: 513-814-0674
Amy.Clawson@cchmc.org

www.ohiof2f.org
(844) 644-6323
www.facebook.com/OhioFamily2Family
Thank you to our CLE Transition Booster planning team:
Mark your calendars!

2021 CLE Virtual Transition Boosters:

• Sept. 30, 2021 – Backwards Planning
• Oct. 21, 2021 – Employment & Beyond

To Register, go to: [https://www.ohiof2f.org/training/](https://www.ohiof2f.org/training/)

Booster session materials and recordings:

[https://www.ohiof2f.org/cleveland-transition-bootcamp-booster-sessions](https://www.ohiof2f.org/cleveland-transition-bootcamp-booster-sessions)
Charting the Life Course

Transition to Adulthood Tools For a Good Life
The LifeCourse Framework was created to help individuals and families of all abilities and all ages:

- develop a vision for a good life,
- think about what they need to know and do,
- identify how to find or develop supports,
- and discover what it takes to live the lives they want to live

Individuals and families may focus on their current situation and stage of life but may also find it helpful to look ahead to think about life experiences that will help move them toward an inclusive, productive life in the future.
INTEGRATED SUPPORTS STAR

Personal Strengths & Assets
- Ability to quick read and answer questions.
- Strong ability in key ideas and details.
- Able to maintain a topic of conversation.
- Ability to focus and learn with visual support.
- Able to listen and understand more than one step directions.
- He likes to collaborate with others if he feels they need it.
- Willing to make jokes as a way of interaction with people.

Technology
- Smartphone and tablet: timer, educational apps, alarm clock
- Internet - computer: educational websites, searching resources, educational games
- Virtual learning

Relationships
- Parent
- Teacher
- Therapist
- Specialist doctor

Community Based
- Library
- YMCA
- Autism Assistance Dog

Eligibility Specific
- IEP
- Hamilton County Disability Department
- Family Support Coordinator, UCEDD CCHMC
- ABC pediatric

Gabriel (12 years)
**Name of Person Completing:** Gabriela  
**Date:** 09/26/2020

**On Behalf of:** Gabriel (next 5 years)

<table>
<thead>
<tr>
<th>LIFE DOMAIN</th>
<th>DESCRIPTION</th>
<th>MY VISION FOR MY FUTURE</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Life &amp; Employment:</td>
<td>What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like?</td>
<td>I graduated from a school that gave me the support I needed to get the academic knowledge for college or I found a tutor who supported me to achieve it. I learned organizational and social skills at school that help me to move forward to a college environment.</td>
<td></td>
</tr>
<tr>
<td>Community Living:</td>
<td>Where would I like to live in my adult life? Will I live alone or with someone else?</td>
<td>If I need to live in the college I will have the necessary skills to do it (make and follow my own routine, make my own foods and take care my personal healthy life)</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Spirituality:</td>
<td>How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?</td>
<td>I feel more confident to establish and keep friends. I have one social group that I like to participate in. I learned boundaries and better way to communicate my ideas to avoid misunderstanding.</td>
<td></td>
</tr>
<tr>
<td>Healthy Living: How will I live a healthy lifestyle and manage health care supports in my adult life?</td>
<td>I understand my health diagnosis and work together with my family and health provider to improve it. I found one sport that I like to practice. I have a better diet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety &amp; Security: How will I stay safe from financial, emotional, physical or sexual harm in my adult life?</td>
<td>I learned financial skills: saving and expenses planning. I have my college or university financial plan. I learned boundaries and keep healthy relationship with my peers. I know who are my guardians if something happen with my parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy &amp; Engagement: What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own life is lived?</td>
<td>I learned to explain to others what needs to be improved so that I can do my activities better in the classroom or any other environment. I learned the importance of following the rules, respecting others, and the values necessary to be a better citizen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports for Family: How do I want my family to still be involved and engaged in my adult life?</td>
<td>I want my parents to continue supporting me to be more independent and advising me to better analyze the decisions that I will make.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports &amp; Services: What support will I need to live as independently as possible in my adult life, and where will my supports come from?</td>
<td>IEP at school. AHDH or Autism Specialist Services. Academy Tutor. Primary Doctor. Ohio Disability Department. Medical Insurance or Medicaid. Cincinnati Childrens - Teen clinic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com © 2020 Curators of the University of Missouri | UMKC IHD • March2020
Life Trajectory Worksheet

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

> CTLC (Identifying what we/he wants)
> Followed through with "Job" comment
> Asked for job shadowing opportunities
> Filled out job applications
> Grass cutting

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

> Listening to what Nate wants
> Now pet to gain/learn responsibility and animal care.
> Job at Back 2 the Dipper (B2D)
> Will be shadowing at B2D this fall to identify strengths and practice skills.

NATE: PRE-EMPLOYMENT

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

> A typical teen life.
  - Friends
  - Job
  - Connection @ School + Community
  - Confidence
  - Work set skills improvement
  - Know/learn what his passions are.
> Learn through experience what he likes (Job, animals, club)
> School and aid will understand him better (introvert)

Not asking what Nate wants
Not having what Nate wants
Not working or volunteering
Not having aid during lunch (dissatisfaction with school aids)

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

> Not listening to his wants; not considering who he is.
> Not projecting the needs and wants of others on him.
> School team not seeing/hearing Nate.
> Being on the wrong path for Nate.
> School seeing no social skills or friends.
## Life Trajectory Worksheet

**Past Life Experiences**
- Down Syndrome Association of Greater Cincinnati (DSABC)
- Special Olympics
- Building family relationships (inviting cousins to family events)
- Planning birthday celebrations
- Greeting family and friends at social functions
- Create/Practice skills on hiking trail during vacation
- Reconnect with old peers

List past life experiences that pushed the arrow toward things you don't want.
- Not creating opportunities for social skills to be practiced
- Not allowing Nate to voice what he would like to do for his birthday
- Not keeping up with good/healthy relationships (even if they moved away)

**Future Life Experiences**
- Joining a club(s) in an area of interest for Nate
- Continue playing golf at First Tee and join a typical golf class
- Being intentional in identifying healthy relationships/connections in the community

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

What I DON'T Want
- Relationships where he is vulnerable or can be taken advantage of
- Connections that are ingenuine
- Friends who are not safe

**VISION for a GOOD LIFE**
- List what you want your "good life" to look like...
  - Gaining meaningful connections especially w/ peers
  - Independence in managing and participating in friendships with typical and non-typical peers
  - Appropriate Social Interaction (greeting, inquiring, engaging)
  - Connection in ALL SPACES
    - Disability, typical, school, community, and family

**My LifeCourse Portfolio** is a template of the UWMC-IDS, UCDD. More materials at HC.org/teams.com
Upcoming Transition Events

Your Transition Checklist:

Central Ohio transition bootcamp - Your Transition Checklist
Tickets, Thu, Sep 16, 2021 at 7:00 PM | Eventbrite

CtLC Live: Domains Across the Life Stages
September 17, 2021
9:00 am -10:00 am
https://osu.zoom.us/meeting/register/tJMrc-6qpzopGdUqQDZ5pEB49G12pwVdE2fV
Thank you!
Please give us your feedback.