

Building the foundation of Charting the LifeCourse for the young child

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Ohio Charting the LifeCourse Ambassadors



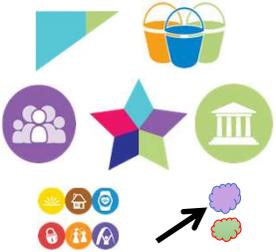
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Charting the LifeCourse Framework



Developed by and for people with disabilities and their families

National Community of Practice on Supporting Families



HOSTED BY
 NASDDDS
 &
 UMKC-IHD, UCEDD

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Charting the LifeCourse Trainings are provided by



FAMILY RESOURCE NETWORK OF OHIO
Families Supporting Families

Funding for this statewide effort is provided by



Department of Developmental Disabilities

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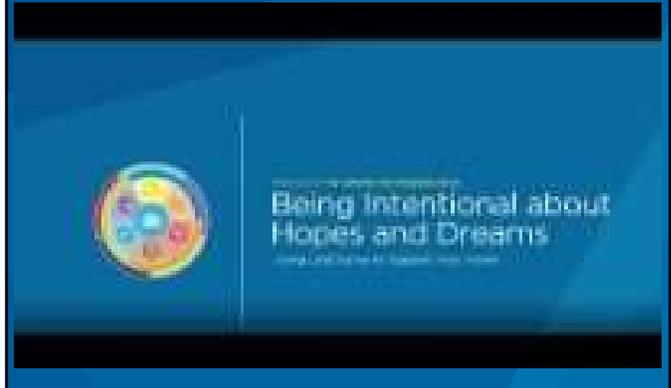
What is the LifeCourse Framework

The LifeCourse Framework was created by **families** 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**.

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Giving families the power to dream...



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Encourage young families to imagine and plan

- It is never too early to use CtLC
- Visions can be simple and short-term to help young families to avoid being overwhelmed
- Support families to see a point beyond here, and now
- Professionals need to hold a personal vision of how they can empower young families
- Help families develop the knowledge and language to share their child's strengths, needs and the family vision
- Let the family's vision guide collaborative efforts throughout the child's educational journey.

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What we're going to touch upon today...

- Review of the LifeCourse principles
- Understanding how to support young families through the lens of the CtLC Buckets
- Vision, planning and integrating supports for families of young children
- Examples of how the tools have been used by Early Childhood families and the impact they have had.
- Simple things you can do to begin to get families thinking to align with the framework

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Why is family vision important for a young child?

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All People Exist Within the Context of Family

“Family members play key roles in identifying and securing opportunities for their family members to participate in meaningful ways within their community and ensuring access to self-determined lives.”

Wingspread Report 2012

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When Families Truly Feel Supported

- Connecting & Networking**
(Talking to someone that has been there)
- Discovery & Navigation**
(Info and Training)
- Goods & Services**
(Day to Day, Medical, Financial Supports)

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Three Strategies for Providing Supports to Families in Early Childhood

Discovery & Navigation Knowledge and Skills	Connecting & Networking Mental Health and Self-efficacy	Day-to-Day Services Instrumental Supports
<ul style="list-style-type: none"> County Boards Medical Providers Help Me Grow Ohio Act Early Website Ohio Bold Beginnings website UCEDD's State Agencies and organizations Parent/Family Support Groups, Family organizations Preschool, daycare or school groups SPARKS CAP4Kids 	<ul style="list-style-type: none"> Parent and Family Support Groups Community programs for infants, toddlers and younger children Grass roots family organizations Church community groups Regional and local parent Groups, PTA, school groups Family advisory councils Activity groups (gym, YMCA) 	<ul style="list-style-type: none"> Help Me Grow EI Supports from their County Board IFSP/IEP Transition Evaluation SSI BCMH Community Therapies Medical providers and specialists Jobs and Family Services WIC/SNAP Ohio Department of Health Parent Consultants

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Charting the LifeCourse Trajectory

Life Trajectory Worksheet

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

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

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

What I DO Want
LIST when you want your "good life" to look like...

3.5

- Grow in his independence
- Participation in things he likes with his peers at school and in his community
- Learn self care and self medical care as he grows
- Consistent and clear expectations for all
- Positive and genuine relationships

Not being included
Not having friends
Not being invited
People always doing everything for him

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Trajectory for a better morning

Life Trajectory Worksheet

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

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

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

What I DO Want
LIST when you want your "good life" to look like...

Better Morning Routine

- Identified places where he can feel success (Putting on his clothes, brushing teeth)
- Always have identified goals or steps for him doing parts of MR with increasing independence (Breakfast, dressing, Sippy cup etc)
- Mornings without tears or "I can't"
- Eating Breakfast with out fuss or mess
- Identified spaces where he is helping others in the house, or with meeting their needs
- Clear positive behavior system in place that works

Needing to build my day so that I do everything for him
Constant tantrums so by the time I get to work I am spent
Mom never getting to step away
Asking his siblings to do everything, causing resentment

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Consider Current and Past Life Experiences

Increase and Encourage Positive Life Experiences

Avoid or Mitigate Negative or Traumatic Experiences

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Vision for all aspects of life

- Participation in things he likes with his peers at school
- Participation in things he likes with his peers in his community, being included or invited, spaces where he is helping others
- Learn self-care and self medical-care as he grows
- Grow in his independence behavior system in place that works,
- Positive and genuine relationships, having friends
- Consistent and clear expectations for all, doing things for himself, always have identified goals or steps

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Visioning and balancing life across all domains is key for families

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Why is telling a child's story important, no matter their age?

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Anticipating the Trajectory

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Prenatal & Infancy	Early Childhood	School Age
Education <ul style="list-style-type: none"> Do you recognize and respond to my signs, signals, babbling, gestures, and words? * Are you playing with me and helping me to find ways to learn about and explore my environment? * Are there adaptive devices like switch toys and other assistive technology that can help me explore my environment? * Employment <ul style="list-style-type: none"> Will you need to quit your job to stay home and take care of me? How will we deal with the loss of income? * Are you worried about how a diagnosis might affect my future? * Do you have a vision or plan in mind for me when I get older that will support my growth and development now? * Individual and Family Life <ul style="list-style-type: none"> Have you established a daily routine for me? * How can technology assist you with helping me with daily activities? * Are you sharing information with extended family members so they feel comfortable spending time with me? * 	Education <ul style="list-style-type: none"> Are you sending me to preschool or daycare? * Who will provide any extra help I might need to attend preschool? * Do you know where/how to find a childcare provider who can accommodate my needs? * Are you giving me opportunities to make choices (between two or three options)? * Do I have the opportunity to make mistakes and are you helping me learn from my mistakes? * If verbal communication is difficult for me, do I have other ways to make my wants, needs, ideas and thoughts known? * Employment <ul style="list-style-type: none"> Are you helping a vision in mind for my future as I learn and grow? * Do you view me as being able to do what other children do, even if I need extra help to do so? * Do I have chores or responsibilities at home like cleaning my room or picking up my toys? * Individual and Family Life <ul style="list-style-type: none"> What are the routines/strategies that will help you and me throughout the day? * Are there ways you can organize things differently to better accommodate me? * Are you exploring how technology can assist me with daily activities? * Do you know where to find tips and advice on parenting? * Are you helping me start to see myself as separate from you? * 	Education <ul style="list-style-type: none"> What does my school day look like? * Am I in the least restrictive environment or neighborhood school? * With whom do I spend the majority of the school day? * How am I included at school with typical peers? * Am I learning social skills as well as daily living and academic skills in my school experience? * Is there technology to assist me with school activities? * Are you sending me to the school's "after school" program and what supports do I need to fully participate? * What supports and services does my school provide or pay for? * Do you know what to do if my school district refuses a request or service? * Will my school district pay for an independent evaluation? * Does my school provide assistive technology to assist/support me? * What if I want to go to a private school--does my home district pay for anything? * Employment <ul style="list-style-type: none"> Do you ask me what I want to be when I grow up? * Am I learning about lots of different jobs from my family, teachers and others? * Do I have responsibilities at home such as daily chores? * Individual and Family Life <ul style="list-style-type: none"> Do I have an after-school or evening routine? * Am I expected to follow rules like any other child with consequences when I don't? *

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Anticipating the Trajectory

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Focus on EARLY CHILDHOOD: Quick Guide to the LifeCourse Stage. Early Childhood is the time from birth to age 5. This stage is critical for laying the foundation for a child's future. Focus on EARLY CHILDHOOD provides information on how to support your child's development during this time.

Focus on SCHOOL AGE: Quick Guide to the LifeCourse Stage. School Age is the time from age 6 to age 18. This stage is critical for laying the foundation for a child's future. Focus on SCHOOL AGE provides information on how to support your child's development during this time.

Focus on ADULTHOOD: Quick Guide to the LifeCourse Stage. Adulthood is the time from age 19 to age 65. This stage is critical for laying the foundation for a child's future. Focus on ADULTHOOD provides information on how to support your child's development during this time.

Focus on AGING: Quick Guide to the LifeCourse Stage. Aging is the time from age 66 to age 100. This stage is critical for laying the foundation for a child's future. Focus on AGING provides information on how to support your child's development during this time.

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One Page Description

- Young children are often entering new spaces
- The young child's success often is determined by their ability to adapt
- Snap shot of support and needs specific to an environment and supports success
- Is strength based, person-centered and describes how to best support the child

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Sample tools with an Early Childhood focus

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Sample tools with an Early Childhood focus

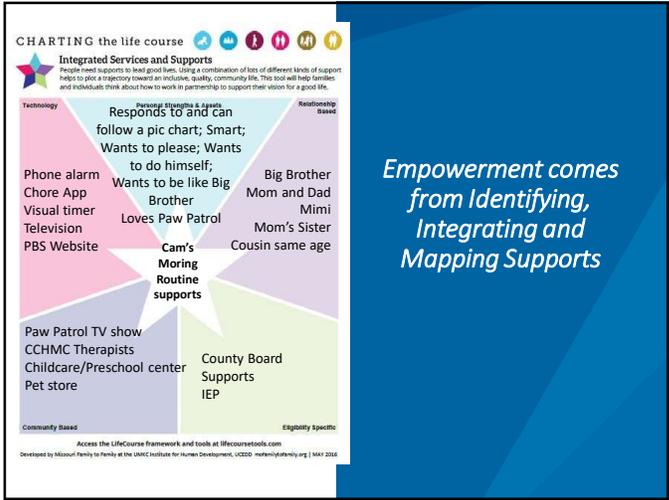
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But is it worth it?

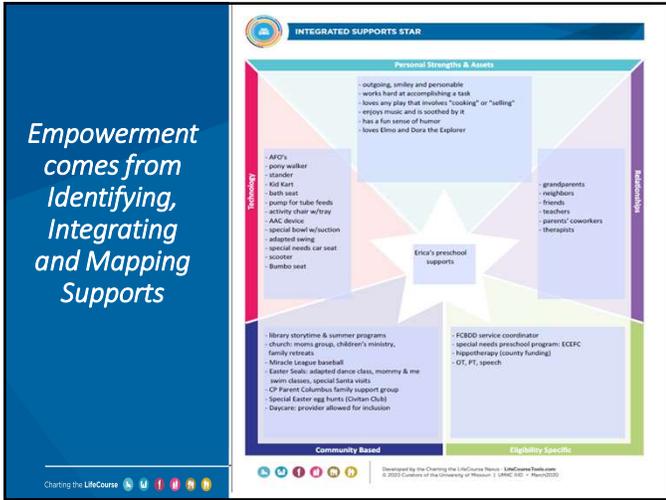
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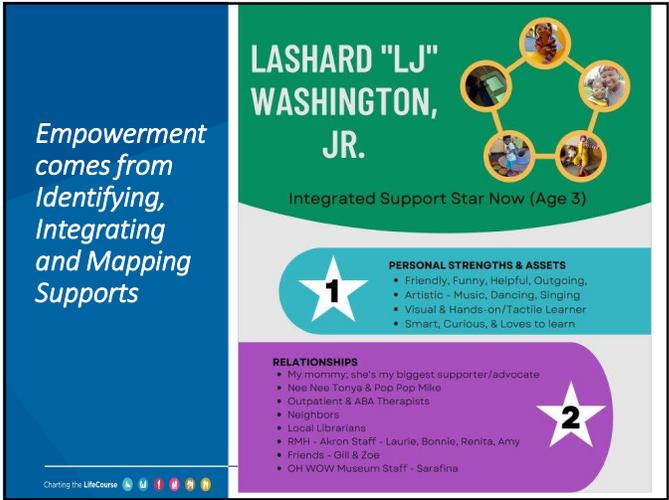
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Empowerment comes from Identifying, Integrating and Mapping Supports

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- Board of DD
- EI/IFSP → IEP
- SSI
- Medicaid
- SNAP
- WIC
- A Kid Again
- Ronald McDonald House - Akron
- TMHA - Special Accommodations Unit
- Unique membership - Rare Chromosome Duplication Disorder
- Kindergarten Readiness Program
- Outpatient Therapies
- National Park Access Pass Holder

TECHNOLOGY

- Blink Mini camera
- Morcam Doorbell Camera
- Glasses - 2 Pairs
- Speech Assistance Apps/Visual Aids/ASL
- Disability Parking Placard
- Autism Car Decal
- Launchpad
- Therapy Equipment
- Sensory Supports
- Pediatric Ambulatory Devices
- LED Dimmable Color Changing Lights
- Emotional Regulation Apps/Visual Aids & Calming Bear
- Visual Schedule/Calendar Binder
- Mobile Stepstool
- Real Photo ID Card
- Elopement Safety ID Stickers

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5 COMMUNITY BASED

- Autism Society of Mahoning Valley
- Local Libraries
- Eastern Seals
- OH WOW Museum
- Local parks/playgrounds

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While typically developing children have everyday experiences that get them ready for their future, children with disabilities have fewer chances to practice these skills.

Families need to be intentional about planning for our children's future, including dreaming broadly about possibilities.

-FAMILY VOICES

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Simple steps to help families get started

- Encourage a lens of strengths and possibility
- Incorporate the vocabulary of Charting the LifeCourse tools
- Help them express and share what they want and what they don't want
- Share the tools and the Experiences and Questions Book
- Walk along side them as they try

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ODE FY 2024 CHARTING THE LIFECOURSE EVALUATION





Thank you, please complete our evaluation



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