



Charting the LifeCourse(CtLC)and Person Centered Thinking (PCT): An Overview



Barb Sapharas
bsapharas@aol.com

Ohio Ambassador-Charting the LifeCourse
Nisonger Center, The Ohio State University

Charting the LifeCourse Nexus Team-University of Missouri-Kansas City
Charting the LifeCourse Presenter



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Charting the LifeCourse Trainings are provided by



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Our Team



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Charting the LifeCourse



Tracey Manz
Nisonger Center- UCEDD
The Ohio State University
Family Resource Network of Ohio Project Manager
Aspirations Lead Parent Facilitator/ Project Manager
Ohio Ambassador-Charting the LifeCourse
Tracey.Manz@osumc.edu
Office: 614-293-2134



Erica Young
Family Resource Network Of Ohio Project Manager Coordinator
Nisonger Center- UCEDD
The Ohio State University

Erica.Young@osumc.edu
Office: 614-293-2134
Fax: 614-366-4709

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Our Team



FAMILY RESOURCE NETWORK OF OHIO

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Charting the LifeCourse



Barbara Sapharas
Consultant- Nisonger Center- UCEDD
The Ohio State University

Ohio Ambassador-Charting the LifeCourse
Charting the LifeCourse Ambassador Coach
Member of the National Charting the LifeCourse Nexus
Mentor Trainer in the Learning Community for Person Centered Practices (TLC-PCP)
bsapharas@aol.com



Celia Schloemer
Senior Specialist-Community Engagement, Cincinnati Childrens Hospital
University of Cincinnati Center for Excellence in Developmental Disabilities

Ohio Ambassador-Charting the LifeCourse
Charting the LifeCourse Ambassador Coach
Certified Charting the LifeCourse Foundations Presenter
Certified Charting the LifeCourse in Action Facilitator
Celia.Schloemer@rchmc.org

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Barb's Story

- Jim and Nick's sister
- Worked in the IDD field for over 45 years in the Cleveland, Ohio area
- Worked in a variety of settings including: schools, residential, employment, day program
- Variety of roles
- Family caregiver (unpaid)
- Ohio Ambassador-Charting the LifeCourse
- Member of the (National) Charting the LifeCourse Nexus
- Mentor Trainer in the Learning Community for Person Centered Practices (TLC-PCP)



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Setting the Stage

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HANDOUTS

- POWERPOINT
- CHARTING THE LIFECOURSE: Infographic
- CHARTING THE LIFECOURSE: Principles
- CHARTING THE LIFECOURSE PORTFOLIO
- One Page Person Centered Description with Guidance
- Vision Tool
- Integrated Support Options

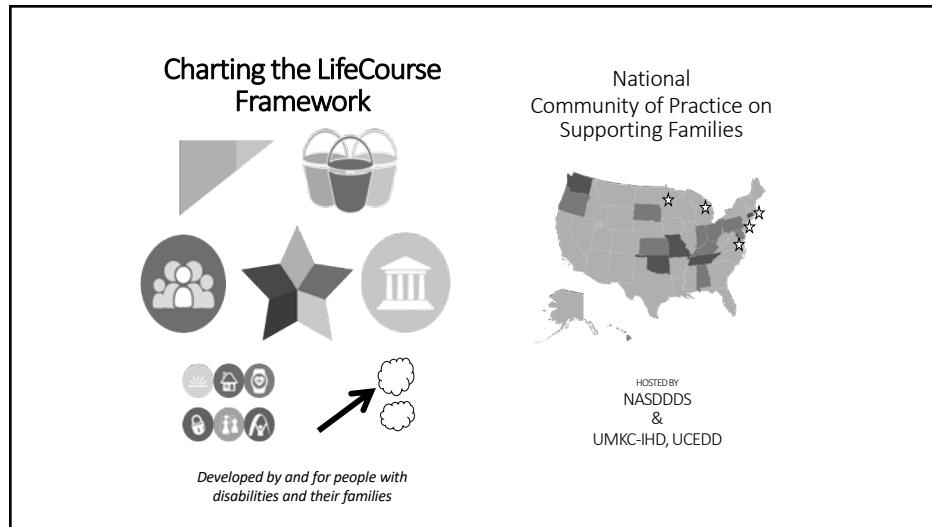


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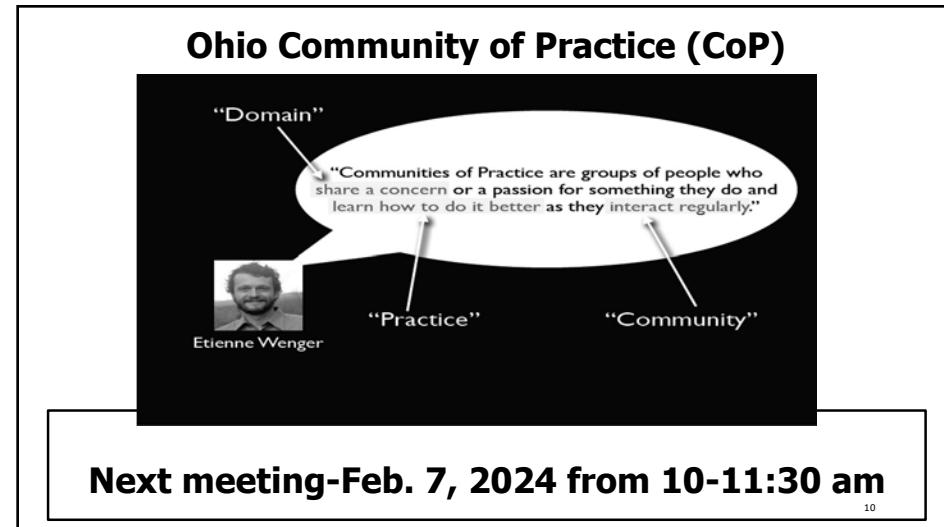
This session:

- Introduction to the principles and framework of Charting the LifeCourse
- Introduction to some of the tools of Charting the LifeCourse
- Share some common language in Charting the LifeCourse

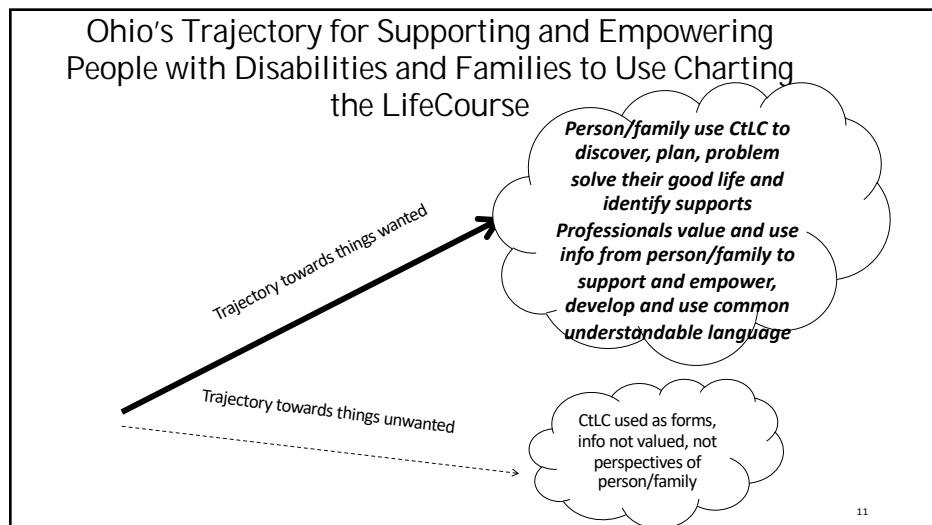
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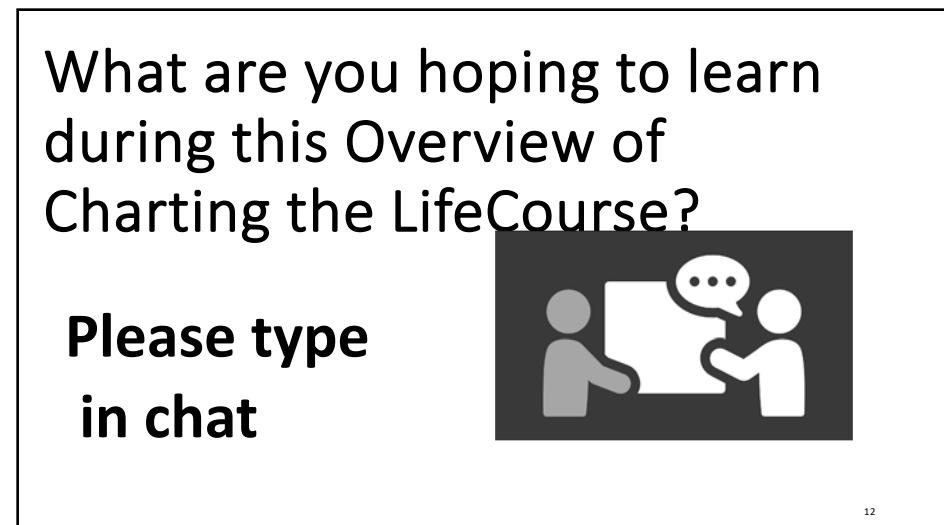
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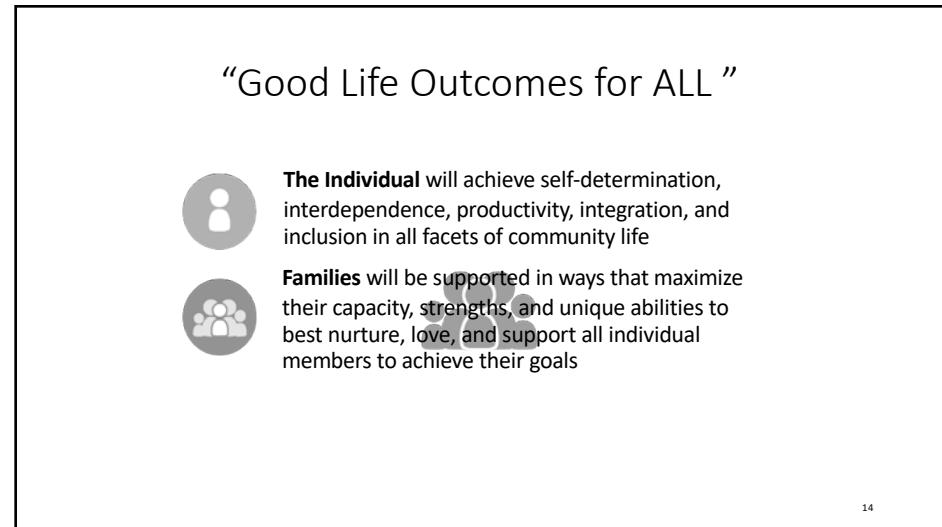
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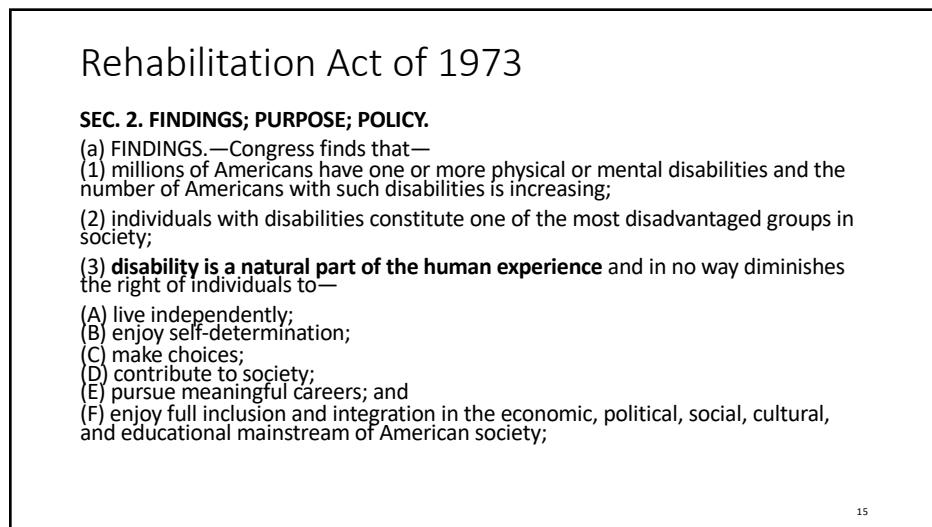
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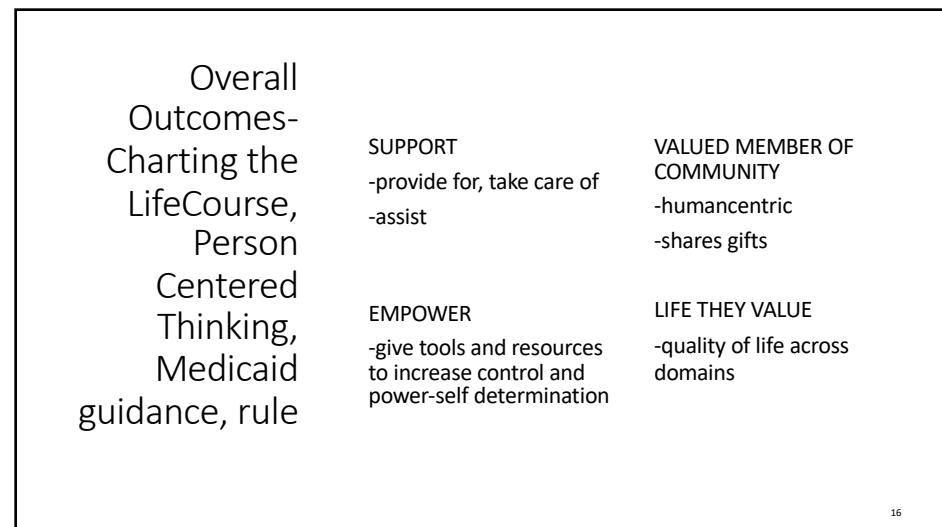
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Common Functions Across Systems

- Assess
- Plan
- Implement
- Review
- Find Resources/Services/Supports
- Authorize/Recommend- Supports/Services/Funding
- Problem Solve
- Facilitate, Communicate, Collaborate

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Charting the LifeCourse.....

IS:

- About having different conversations
- A different way of thinking
- Encouraging high expectations
- Having life experiences to move the trajectory in the desired direction
- Integrating LOTS of different kinds of support, and not just having a life of only Eligibility Specific Supports ("all green life")



ISN'T:

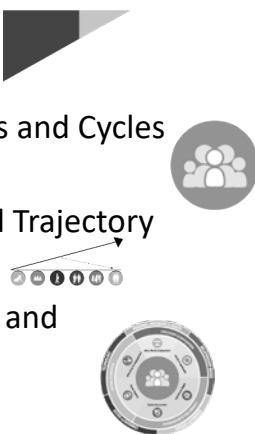
- JUST about the "tools"
- A "program"

***Is for ANYONE, regardless of AGE or ABILITY!
(words and actions)***

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Charting the LifeCourse 8 Guiding Principles

- All People
- Family Systems and Cycles
- Life Stages and Trajectory
- Life Outcomes and Experiences



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Charting the LifeCourse 8 Guiding Principles

- Life Domains
- Three Buckets
- Integrated Supports
- Policy and Systems



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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



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The focus is on the “person with a disability”
this does NOT mean that “Family Engagement”
supersedes the INDIVIDUAL

It is not.....
family involvement VS person centered

Family Engagement is a component of a
holistic approach to person centered
supports that recognizes the context and
impact of the family in practice and
policy implementation.



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Siblings: The 'Club Sandwich' Generation



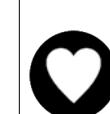
Siblings often juggle
multiple roles for support
and caregiving, which
can seem overwhelming

Sibling Leadership Network
FB Closed Group-SibNet

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Reciprocal Roles of ALL Members



Caring About

Affection & Self-Esteem
Repository of knowledge
Lifetime commitment
Provider of day-to-day care
Material/Financial
Facilitator of inclusion & membership
Advocate for support



Caring For

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How do we Support Families?

We ALL have these needs when we are planning in our lives



<https://dodd.ohio.gov/wps/portal/gov/dodd/your-family/all-family-resources/stay-connected>

As Professionals, we need to consider HOW we are filling the buckets with every encounter with people/families.

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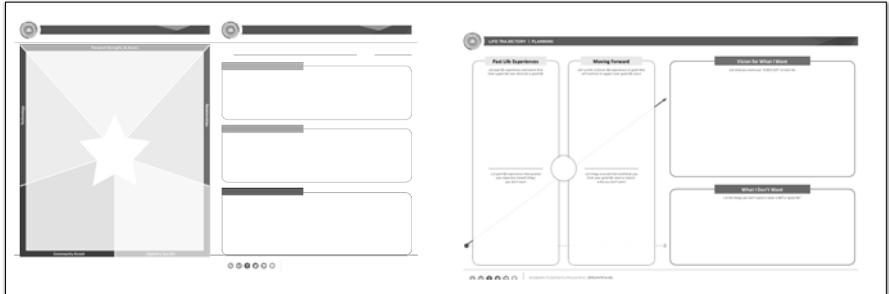


The Power of Words

- Convey our values and beliefs
- What words do we use?
 - Deficits v qualities
- What values do they convey?
 - Needy v. contributing
 - Independent v. interdependent
- What are we trying to communicate?
 - Needs v. support
- What words could we use to communicate to others the value of people?

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Charting the LifeCourse Portfolio for Planning



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One Page Person Centered Description

- Shift the narrative, the way people with disabilities are talked about, from:
- Disability-based to person-centered/human centric
- Needs to support-based
- **The One Page PCD is NOT the same as the Intro page of the OISP**

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One Page Person Centered Description



A template for a One Page Person Centered Description. It features a header with a circular profile picture and the text 'LIFECOURSE PORTFOLIO | PLANNING' and 'NAME _____ DATE _____. Below this is a section titled 'WHAT PEOPLE LIKE AND ADMIRE ABOUT ME' with a large empty box. Underneath is a section titled 'WHAT'S IMPORTANT TO ME' with another large empty box. At the bottom is a section titled 'HOW TO BEST SUPPORT ME' with a third large empty box. At the very bottom of the page are five small circular icons.

- At least 3 sections
 - What people like and admire about me
 - What is important TO ME
 - How to best support ME
- Can also include photo
- Introduces us to WHO the person is
- Can be Word document with text boxes and graphics that the person wants

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One Page Person Centered Description



A template for a One Page Person Centered Description, identical in structure to the one on slide 29. It includes a header with a circular profile picture and the text 'LIFECOURSE PORTFOLIO | PLANNING' and 'NAME _____ DATE _____. Below this is a section titled 'WHAT PEOPLE LIKE AND ADMIRE ABOUT ME' with a large empty box. Underneath is a section titled 'WHAT'S IMPORTANT TO ME' with another large empty box. At the bottom is a section titled 'HOW TO BEST SUPPORT ME' with a third large empty box. At the very bottom of the page are five small circular icons.

- Like and Admire
- What qualities people admire
- WHO the person is -not what they do
- Human qualities: artistic, helpful, musical, pleasant, enthusiastic, friendly, honest, generous, polite, compassionate, courageous, ambitious, warm-hearted, etc.

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LIKE AND ADMIRE-qualities (not what you do) What are 1 or 2 qualities that people like/admire about you?

- Artistic
- Musical
- Thoughtful
- Creative
- Helpful
- Organized
- Good listener
- Loyal
- Truthful
- Dependable
- Courteous
- Courageous
- Nice
- Friendly
- Honest
- Reliable
- Polite
- Generous
- Funny
- Hard-working
- Cheerful
- Trusting
- Clever
- Pleasant
- Warm
- Responsible
- Warm-hearted
- Reasonable
- Pleasant
- Kind
- Interesting
- Enthusiastic
- Resourceful
- Efficient
- Ambitious
- Polite
- Respectful

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One Page Person Centered Description



A template for a One Page Person Centered Description, identical in structure to the ones on slides 29 and 30. It includes a header with a circular profile picture and the text 'LIFECOURSE PORTFOLIO | PLANNING' and 'NAME _____ DATE _____. Below this is a section titled 'WHAT PEOPLE LIKE AND ADMIRE ABOUT ME' with a large empty box. Underneath is a section titled 'WHAT'S IMPORTANT TO ME' with another large empty box. At the bottom is a section titled 'HOW TO BEST SUPPORT ME' with a third large empty box. At the very bottom of the page are five small circular icons.

- What is important TO me
- Consider the life domains
- Consider: relationships, rituals/routines, things to do/places to go, rhythm and pace, status and control, things to have, purpose and meaning, culture and identity
- Consider
 - WHO-people, relationships, caring for/about
 - WHAT-to do, have
 - WHERE-places to go
 - WHEN-routines
 - WHY-have life they value and are valued member of community

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Important TO v Important FOR

- These terms are often included in plans-have been in Rule and Medicaid guidance for over 15 years
- Important **TO**-what the person tells us with their **words and actions**
- Important **FOR**-what **others say** is needed to support health, safety and what is needed to be seen as a valued member of community
- We **DO NOT** consider Important **FOR** when developing a One Page Person Centered Description

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Valued Contributing Member of Community Share our Gifts

Head



Heart



Hands



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COMMUNITY ?????



What is
community?

Program v belonging
Visit v contribute
Third place



What is your community?



How do you know what your
community is?

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Important TO

From the Learning Community for Person Centered Practices (TLC-PCP)

- What person tells us with words and actions
- What helps person feel satisfied, comforted, content, fulfilled and happy
- DETAILED-not generic
- Consider 8 categories: relationships/people to be with, status and control, things to do and places to go, routines and rituals, rhythm or pace of life, things to have, purpose and meaning, culture and identity

Type in CHAT-what is important TO you? Details so we will know when we
“see it”

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One Page Person Centered Description

- How to best support ME
- What others need to do
- Not just a description of needs but WHAT others need to do
 - When teaching me something new-tell me, show me, watch me, tell me how I am doing
 - Follow the behavior support guidelines
 - Don't tell me what to do, give me at least 2 choices.
 - Remind me to wear headphones in a noisy place.
 - Don't talk to me like I am a child.

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When developing a 1P PCD, remember.....

- WHY-what is the purpose
- WHO-will read it
- WHAT- do they need to know
- Someone can have several 1P PCDs, for different environments/purposes

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Nick the Greek –only use quotes or “I” if person said it

- Important TO:
 - Chatting with sis, Barb, every night
 - Going to family events
 - Privacy
 - Time alone at home and about
 - Greek culture, traditions and religion
 - Listening to my music LOUDLY
 - Hair styled, stylish comfortable clothing
 - Going to the bar and having my 7-7, watching the Indians games



Great things about Nick:

- Ornery
- Intuitive
- Sense of humor
- Trustworthy
- Loving
- Caring
- Devoted
- Honest

How best to support:

- "use spoon to feed me, left side, between teeth"
- "do not read over my shoulder or listen to my conversations"
- "I can hear and understand you, do not yell, use a 'parent' voice; I could be old enough to be your father"
- "put me on my stomach in bed with a pillow between my knees"
- "DON'T give me fruit or juice"
- "I am most comfortable in my wheelchair"

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Maxwell (3 months)

What is important to me

- Be held upright like a big boy
- Playing with my mom and dad
- Crying, smiling, and giggling with others
- Hitting the floor in my playpen and kicking my feet
- Looking out the window, or going outside
- Tummy time
- Singing songs like head shoulders knees and toes
- Listening to music
- Baby message For relaxation
- Playing with my feet
- Being with my Mommy and Daddy



What others like about me

- Great big smile
- Cute laugh
- Great big bear hugs
- Big hugs
- Always happy
- Cutie Pie
- Mover and a Shaker

What's important to me

- Going outside and playing in the park
- Being with people I know, trust, and love
- Eating healthy food and getting exercise
- Being a part of the action
- Playing with cars, trains, and trucks
- Reading books, playing blocks and puzzles
- Playing for a walk or another ride
- Playing with my family and friends



What others like about me

- Always Happy
- Great smile
- Cutie Pie
- Explorer-always on the move
- Loveable Cuddle bug
- Loves interacting with others
- Wild One

How to support/comfort me

- When I am tired I like to chill with my milk and be held
- If I get fussy you can rub your hands across the front part of my hair
- Hold me upright and rock me back and forth, or rub my tummy lightly or rub my back
- Sing to me, or play music, it's relaxing
- Always talk to me, I enjoy having a conversation with you
- Tummy Talk
- I will rub my eyes and yawn when I am tired. Sometimes my eyes will look red. You can help me nap by holding me and have me use my nap
- If I am napping and I wake up, I may cry. You can help me go back to sleep by holding me and rocking me
- My mommy lightly or running her fingers across the front of my hair. If I still don't go back to sleep, you may need to hold me and rock me.
- I need a little time to get up from my nap. I may use my nap.
- I do peace feeding with a bottle.

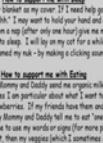


How to support me with sleep

- I nap with my mom and my blanket in my car seat. If I need help going to sleep, please rub my tummy, or sing to me. I may need to be held while I sleep.
- If I wake up from a nap, either after one hour, give me my milk and rock me back to sleep. I will lay in my car seat for a while before I get up.
- I need my milk - by making a clicking sound.

How to support me with Eats

- My Mommy and Daddy send me organic milk.
- I love to eat, but sometimes I am particular about what I want to eat and I will tell you.
- My favorite food is strawberries. If my friends have them and I don't I may cry.
- I eat a lot of fruits and vegetables. I like to eat them raw.
- Remind me to use my words or signs (for more please).
- Give me my momma's first veggie (which I sometimes don't eat) and my fruit last. I need encouragement to eat my veggies. Sometimes I will eat them with a fork.
- I am learning to use a fork and spoon. I like using them to eat.



What's important to me

- To have great communication with the teachers who look after me.
- To be in with my teachers at drop off (tell about morning) and pick up (hear about day).
- To be kept involved of any changes in my routines
- To know Zachery is loved and cared for

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Example Pg #4

Liam's One Page Introduction

For Medical Appointments

SUPPORT Liam needs to feel him stay happy, healthy, and safe:

- Liam needs to know his surroundings to get around. Assist him in new environments so he does not get lost. Ex. watch so he does not hit his head, get "into stuff" he shouldn't, head his hand.
- Liam needs to know what is important to be attentive to what he is saying or he will become frustrated. He uses Tactile American Sign Language. Thems signs with his hands.
- Liam needs to know what is happening first before he can react. For example, before you listen to his heart, let him feel the stethoscope and touch his chest where you are going to listen. This will help you want to weigh him, allow him to feel the scale.
- If he seems to be getting frustrated he may need a break. A break may include the following: walking in the hallway, playing with a toy, working out new toy/books, or introducing him to new things.
- Liam is happiest and most cooperative, when he is not kept waiting long.

What people love and admire about Liam:

- Silly – Goes with the flow
- Adorable – A good hugger
- Kind, gentle, and loving boy
- Likes an adventure - Great memory

What are IMPORTANT TO Liam:

Where Moms and Dad are!

Meeting new friends

Music – Liam loves to know who you are by hearing your instrument (x-wand, ring, necklace, bracelet, name tag, etc.) and also letting Moms or Dads sing to him.

Liam likes going to medical appointments. He wants to say hi to the doctors/nurses and feel more comfortable.

Liam likes to be heard and responded to. For example, if he says he is tired, he needs to be given an answer back.

Things that are cause and effect (push a button and they do something), shape sorter toys, a random collection of toys that are placed in a toy box that have buttons or parts that can touch.

snacks/foods: Liam likes drinks of water (these come in glasses and plastic bottles), kinds of snacks or treats (cookies, popcorn, pretzels, fruit snacks, fruit etc.)

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This is important To Tyler:

- Tyler likes physical activities such as wrestling with dad or running freely at the park.
- Enjoys listening to Music – Coming Home by Dido, Transformer Song New Divide, Train's Satchmo, and the list goes on.
- What I'm Looking For by Caroline Lavelle
- Going outside to play is great especially when it's sunny.
- Loves to watch Music Videos and YouTube – "The others" is the Lead Before Time series or diverse.
- Disorderly trains and action figures are some of Tyler's favorite toys.
- Tyler is a good brother
- He likes to be a big boy
- To have friends, to play and entertain others

Things You Should Know To Best Support Tyler:

Tyler Cannot have MILK:

- If Tyler's hair feels hot, cool him off with a cold cloth. If he starts to feel hot, cool him off with a cold cloth.
- Bringing him to the beach – immediately call 911.
- Swimming – If he starts to feel hot, cool him off with a cold cloth.
- Tyler tends to sit in the sun for long periods of time. If he starts to feel hot, cool him off with a cold cloth.
- When he is sitting for more than 10 minutes, cool him off with a cold cloth.
- Tyler can remove his clothes independently, but requires assistance when he is sitting.
- If Taylor uses inappropriate words, IGNORE him.
- If Taylor is talking to you, try to get his attention tell him "Quiet Hands" and wait until he stops talking together.

In the event of an emergency, until family is able to come, please call the following people who can best assist Tyler:

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Example Pg #5

IT'S ALL ABOUT ME Elizabeth & Kara

What I love about Elizabeth (see pages 4-5 for more info):

- She's a determined self-advocate – ask her about her rally
- A gutsy gal
- Talks about organized!
- A true blue friend
- Has a light up persona!
- She's a Fashionista

A Few Things That Are Important TO Me... (Please see pages 13-14 for more information)

- My independence
- A thriving social life
- Being organized and prepared
- Education – Graduation in May 2013!
- Taking good care of myself
- Having a support system
- Planning for the future – including a job, an apartment, and boyfriend
- Everything Michael Jackson
- Disney
- Singing at church
- Fun with friends & family
- Volunteering
- Avoiding conflict
- Fashion
- Cultivating relationships with Family & Friends

And A Few Things That Are Important FOR Me: (Please see pages 13-14 for more information)

- Crap machine, plenty of sleep (may include naps)
- Seizure medications
- Healthy diet and exercise
- VR
- Conflict free environments & relationships
- Avoiding a "freakout"

Here's How You Can Support Me: (Please see pages 12-14 for more information)

- Help me with time, money, cooking, shopping & some errands
- Help me find a job and job training
- Assist me to fix my hair & pick out cute outfit
- Help me with my medications and to exercise
- Understand if I'm upset, I'm probably tired.
- Talk to me nicely & quietly. No bad words.
- When I'm angry, if I'm angry or there is conflict, help me get away.
- Help me understand what's going on, what to expect.

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What's Important To Sophia During Her Recovery:

- Avoiding "scary hospital hall" always!
- Keep hair unfrayed and unknotted.
- Being included in aspects of her care and plans for recovery.
- Having someone to think about things; not having to make a commitment immediately.
- Planning things out after having the time to consider her decisions.
- Sleeping comfortably and comfortably – even if it's a hospital gown.
- Looking good – not in a vain kind of way, but in a stylish, lady-like way.
- Not being bored – she wants things to do and to think about.
- Maintaining her privacy and modesty protected even in the midst of necessary medical procedures.

How You Can Support Sophia During Her Recovery:

- Before you leave the room, make sure she has her "Security System" within reach:
 - her cell phone
 - her hair brush
 - her light
 - her telephone
 - her TV Remote
- ON THE TABLE TRAY:
 - her cell phone
 - her brush
 - her light
 - her telephone
 - her TV Remote
- Remember she is an expert in supporting other people. She knows a lot and when she doesn't know the answer she knows people who do. Ask for her suggestions about her own care.
- Ask her directly when you have a question. Listen, she is a good listener and she has time and assistance to look her best every day.
- Inform her about what you are doing and why. Let her tell you how she'd like it done.
- A sense of humor is always appreciated. Enjoy Sophia's

What We Love About Sophia:

She is quick to laugh, she helps us see the fun side of life. She wears really colorful and patterned clothing. She is graceful and kind, who can be gracefully dressed and straightforward. She's an amazingly creative problem-solver.

Her priorities are clear. Dan, Carter, Kara & Sue, and the Grand-Boys.

She's a very talented singer and has much expertise in supporting people. Sophia will crack you up!

She is generous and kind.

She loves sharks. Don't tell her sweet face that you eat them.

Sophia's glasses is always half full.

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Example Pg # 8

~ Ruth's One Page Description (at home) ~

What People Like and Admire about Ruth

- Such a "grandmother"
- A true lady
- Has the gift of gab - can hold a conversation with anyone!
- Always dressed so nice - everything always matches, right down to socks and earrings
- Very liberal thinker for her age

Supports Ruth Needs to be Happy, Healthy and Safe

- Needs people to ask frequently if she is warm enough and help her put on sweater/sweatshirt if she is not (she'll be cold when you're not)
- Must have assistance with her medications - knows them by color but you need to dole them out and keep track of times
- Needs assistance with bathing and dressing - will tell you what clothes she wants to wear for the day/event
- When bathing, no water on face - she will wash with cloth
- Must talk with daughter 2-3 times a week on the phone - will need you to dial for her
- Must see her doctor right away if she has cough, fever or is "off balance" - indications of systemic infection that will grow quickly!

What is Important to Ruth

- Living with granddaughter and grandson-in-law
- Being warm and feeling safe with caregivers
- Having "a little pour" before bed (rum and tea)
- Being a part of whatever is going on at home - being in the middle of it!
- Sweetest during the day!

People Who Support her Best

- Like to chat
- Are timely and stay busy
- Polite and mannerly
- Have a witty and dry sense of humor
- Can be reassuring and help Ruth feel safe

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One Page Description for Hospitalization

- Keep it simple, plain, and concise
- PHOTO
- Focus on what they need to know
- Several copies-post one or ask that it is above bed, plastic sheet
- "Best Support"-what they need to know and do, directions not list of needs or disabilities
- Focus on what is needed for comfort, safety, respect, and contentment
- Needed if you are present or not

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Important TO-hospitalization

- What is needed to make sure person feels safe, content, comfortable and valued/respected
 - Have cell phone to call _____ at _____
 - To be told what is happening
 - Introduce self
 - Have chaplain visit
 - Have their iPad, book, spiritual items, stuffed animal, blanket, etc.
 - Watch certain channel, music, etc.

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How to best support hospitalization

- What others need to know and do-not a list of needs but of ACTIONS OR DIRECTIONS
 - Show him/her how to use the call button
 - Position him/her _____
 - If he/she is anxious, call _____
 - Give medication with pudding, orange juice, etc.
 - Write info on white board (RN, Dr, tests, etc.)
 - Explain what you are doing in simple language
 - Contact my _____ at _____ so I can talk over a decision
 - Expresses pain _____

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Nick the Greek-hospitalization

(pronoun 'I' is used because he said these things)



Great things about

- Nick:
- Ornery
- Intuitive
- Sense of humor
- Trustworthy
- Loving
- Caring
- Devoted
- Honest

How best to support:

- use spoon to feed me, left side, between teeth
- I can hear and understand you, do not yell
- ask me 'yes/no' questions, I will nod or move my eyebrows
- put me on my stomach in bed with a pillow between my knees, I am in pain when on my back, no pillow under my head
- I cannot feel pain on my right side
- I need a plate switch call button by my left hand
- put me in my wheelchair—that is where I am most comfortable
- you can give me pills in ice cream
- leave the TV or music on

Important TO:

- Chatting with sis-Barb every day and talking over decisions with her (xxx-xxx-xxxx)
- Tell me who you are and what you are doing
- Greek Orthodox religion—will want to see the priest/chaplain

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Sam is severely hearing impaired. Speak loudly and slowly and make sure he can see your mouth



What you may like and admire about Sam

- He always wants to help others before he takes care of himself
- He is a jokester.
- He loves his family and friends

What's important to Sam about his support while in hospital ...

- Calls from and to each of his kids (Tina, Dixie)
- Tina R., 555-555-5555, daughter, HCPA
- -Dixie D., 444-444-4444, daughter.
- His connections with his kids
- Sam's phone and charger are on the bedside table.
- Tina and Dixie are Emergency Contacts 1 and 2

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Martin's One Page Profile in a Healthcare Setting



What is important to me

What is important to Martin in the covid health care setting

- His family, daily conversations with Mom (777-777-7777)
- Not being told to stop smoking
- Coffee and energy drinks as he wants
- Watching/talking sports
 - 49ers, Cubs, Warriors
- Listening to Christian rock

What people appreciate about me

- Great sense of humor
- Smart – quick learner
- Courageous and determined
- Observant

How to best support me

- Make sure is phone is charged and accessible, help him call Mom
- If he is upset, ask him if he wants to talk with Mario (555-555-5555) and help him call
- Ignore his speech impairment
 - Talk with him as a peer
- Ask don't order. Tell him what will happen before it happens, explain while it is happening
- Make sure his walker is in reach if it is OK to get out of bed
- No lectures

This one page profile was developed by Mario Gomez (agency director) with Marty's participation



Jim

What People Like and Admire About Me

- I am kind and gentle person
- I make everyone feel welcome
- I know what I want in life and will "grab life by the horns" to get it.
- Great speaker/presenter

What is important to me

- To be respected and asked about what I would like.
- Talking to Holly everyday (555) 555-5555
- Having Ted (my guardian) to help me with tough decisions in my life (444) 444-4444
- Talking to family and my friend Andrew – having my phone close by
- Having a large pop (Mountain Dew or Pepsi) close by always

How to best support me

- I am a smoker and I may need a nicotine patch
- I recently had all my teeth pulled. Soft foods work best. I like a lot of flavor.
- Be honest while talking to me about my condition, tell me what you are doing and why. Ted will help me make decisions.
- I move slowly and get out of breath easy. If you want me to do something tell me and give me time to do it.
- Tell me jokes and make me laugh
- When I get down in the dumps remind me how far I have come and why I want to work hard to get better. Help me remember the positives.
 - I have my own apartment
 - I have a job I love
 - I am engaged and getting married – ask me about it.
 - I am great at sports

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Tara's Hospital Tale

- 40 Year old nonverbal autistic woman
- Fell and knocked out all her front teeth, broken nose, broken eye socket
- Parents 2 hours away. Exhausted caregiver was with her
- Came up from ER:
 - No pain meds
 - Large dose of Ketamine
 - Zipped into a confining bed
 - Not cleaned up
 - Absolutely no clothing

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Uses of One Page Person Centered Descriptions- WHY?

*introductions
*summary
*self-esteem
*accommodations

- General (as part of plan)
- Any Life Transition (age, live, staff, respite, etc.)
- Health care appointments
- New staff or program/service (school, provider, day)
- Orientation for staff (onboarding, sub folder)
- Extended family
- Hospitalizations
- Employer
- Roommates
- Staff or teams (intro to others)
- Etc., etc., etc.

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“I know you have something that can help”

- Tara called me for help
- Sent her the One Page Person Centered Description and walked her through it.
- She went in and talked to the patient and the caregiver
- Discussed
 - Like and Admire
 - Important to
 - How to best support
- Put the paper on the wall above her bed

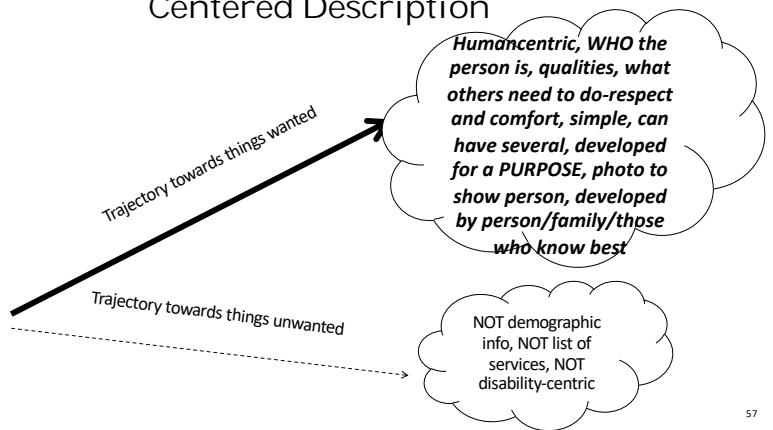
- Results:
 - Patient better cared for and happier
 - Caregiver able to step out and get food
 - Nursing staff better equipped to provide care
 - Doctor's on rounds loving the OPPCD and asking why they don't do it for everyone



55

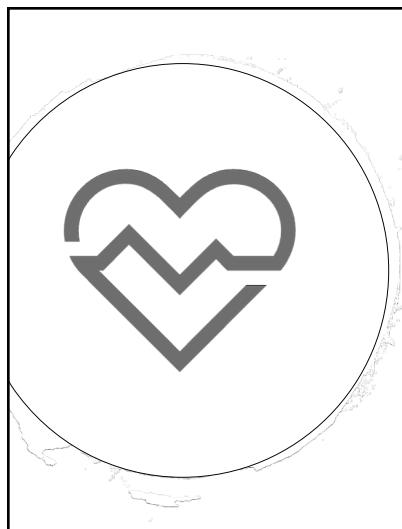
55

Trajectory for Supporting and Empowering People with Disabilities and Families Using a One Page Person Centered Description



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What is a GOOD LIFE?

- Have dreams
 - Without dreams, we don't have a life and all we get is what we are given
- Have people who believe in us
- Have what is important TO us
- Respected and valued as a contributing member of our community
- Have more good days than bad
- Feel healthy and safe
- Have control

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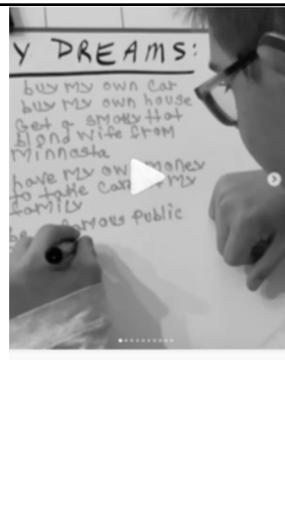
NICK

Good life:

- Dreams
- Important TO
- Respected and valued
- More Good Days than Bad
- Feel healthy and safe
- Have control over decisions affecting his life



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Chris Nikic-IRONMAN

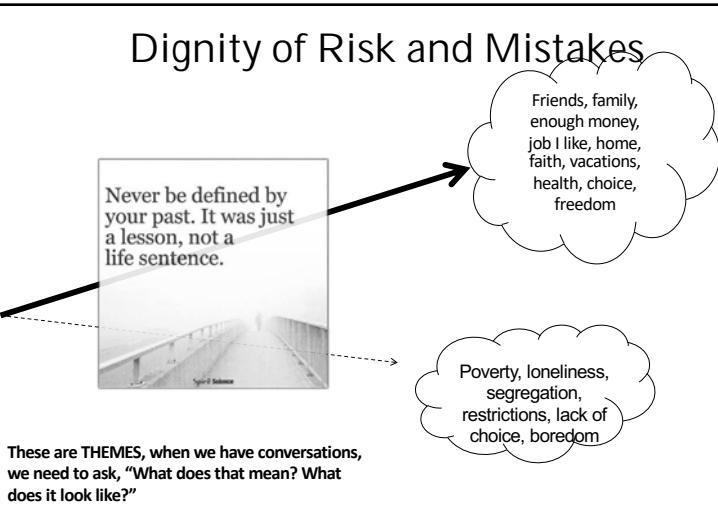
(2.4 mile swim, 112 bicycle ride, 26.22 mile run-completed in 16-17 hours)

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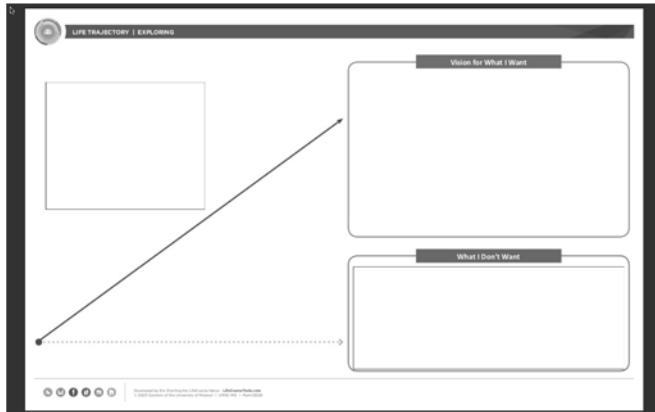
Dignity of Risk and Mistakes

Never be defined by your past. It was just a lesson, not a life sentence.



These are THEMES, when we have conversations, we need to ask, "What does that mean? What does it look like?"

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Trajectory-Exploring

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What is your good life? Type in Chat

- Be specific, not just “friends and family”
- What does it look like?
- What will we see?
- How will you know?

Consider:

- what is important TO you?
- your dreams
- respected and valued
- feel healthy and safe
- have control



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What do you want to avoid?

Type in chat

- What you do not want in your life?
- More than just the opposite of what you want



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INDEPENDENT-what does it mean?

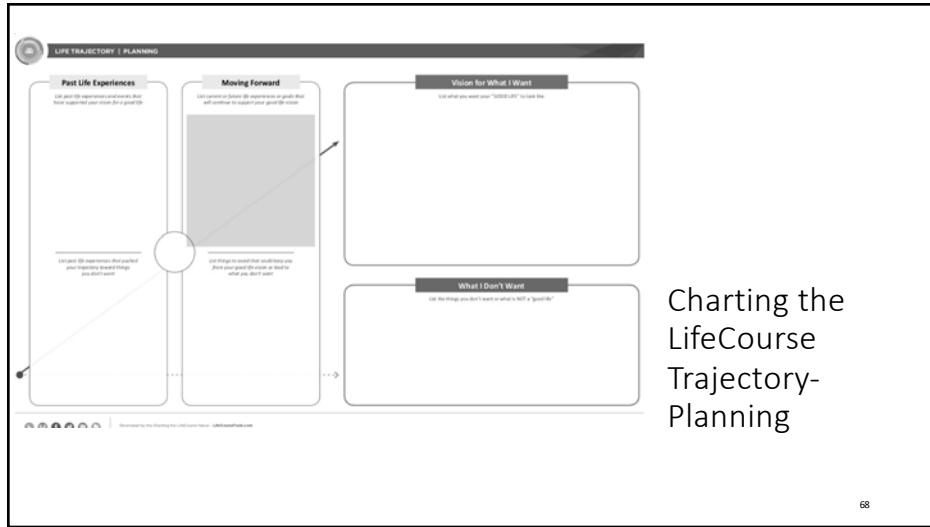
As Disability Rights advocate Judy Heumann put it, “Independent Living is not doing things by yourself; it is being in control of how things are done.”



1947-2023

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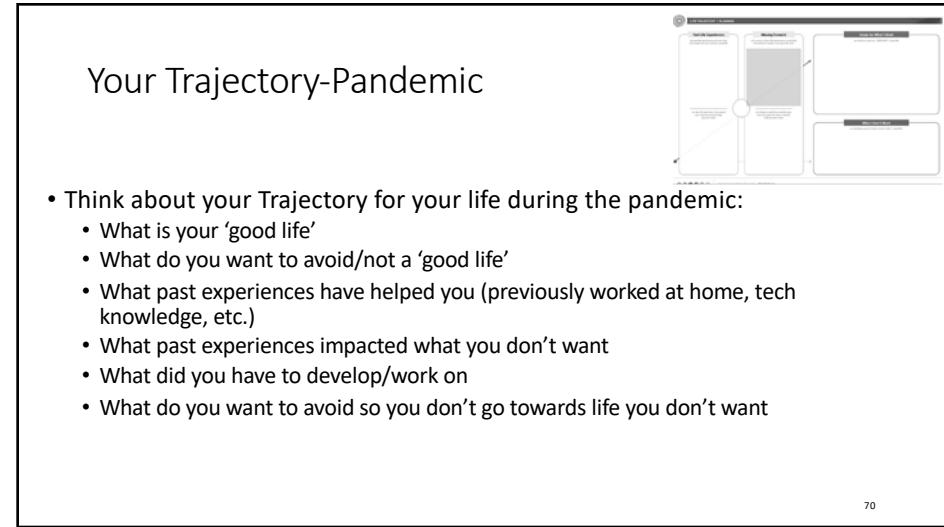
67



68

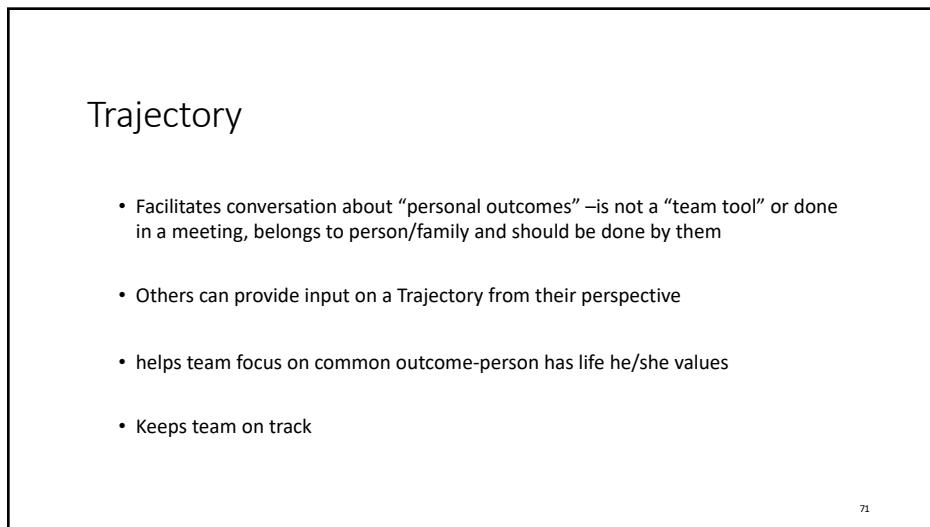
Charting the LifeCourse Trajectory-Planning

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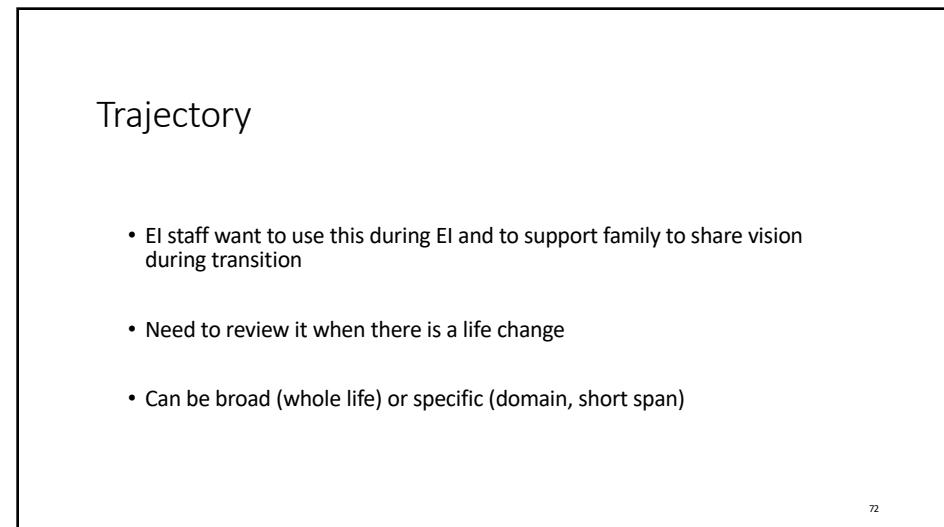


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Achieving Outcomes for Connected Life Domains



Daily Life and Employment
What a person does as part of everyday life (school/education, employment, volunteering, routines, life skills)



Community Living
Where and how someone lives (housing, living options, home adaptations and modifications, community access, transportation)



Social and Spirituality
Building friendships and relationships (friends, relationships, leisure activities, personal networks, faith community)



Healthy Living
Managing and accessing, staying well (medical, behavioral, nutrition, wellness, affordable care)



Safety and Security
Staying safe and secure (emergencies, well-being, legal rights & issues, guardianship options & alternatives)



Advocacy and Engagement
(valued roles, making choices, setting goals, responsibility, leadership, peer support)

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Life Domain Vision Tool

- Individual Perspective
- Family Perspective

Lifecoursetools.com
[LifeCourse Library](http://LifeCourseLibrary.com)
Foundational Tools
Person Centered

LIFE DOMAIN VISION TOOL PERSON CENTERED		
Name of Person Completing: _____	Date: _____	
On Behalf of: _____		
LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FUTURE
	Daily Life & Employment What do I want to do or want to be doing the day after my adult would die?	
	Community Living What do I want to be doing in my adult life? What do I want to do with someone else?	
	Social & Spirituality How do I want to be involved in spiritual and leisure activities, and have meaningful relationships in my adult life?	
	Healthy Living How will a healthy lifestyle support my physical and emotional well-being in my adult life?	
	Safety & Security How do I want to be protected from financial, emotional, physical and sexual harm in my adult life?	
	Advocacy & Engagement How do I want to be involved in my community and how can I take care of myself and how can I take care of others?	
	Supports & Resources How do I want to be supported and how can I be more and more independent as I move in my adult life? Who will be my support team?	
	Supports & Resources How do I want to be supported and how can I be more and more independent as I move in my adult life? Who will be my support team?	

Developed by the Sharing the LifeCourse Model - Lifecoursetools.com
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Vision Perspectives

- Provides opportunity for people to share their view and feel heard
- Helps identify common areas to address.
- Helps identify where there are differences and what needs to be clarified.
- Helps identify overlapping areas that can be addressed.

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Charting the LifeCourse

Experiences and Questions Booklet

Lifecoursetools.com

Library

Exploring Life Stage

Anticipatory Guidance-look at next stage to prepare

Also, look at previous stage to see if you missed any considerations, experiences or opportunities.



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DAILY LIFE & EMPLOYMENT	
Prenatal & Infancy	Early Childhood
Education	Education
<ul style="list-style-type: none"> Can you recognize and respond to my signs, signals, and demands? Are you playing with me? Are you reading to me? Are you teaching me about the world and about my environment? Are there adaptive devices like switch toys and other assistive technologies that help me explore my environment? 	<ul style="list-style-type: none"> Are you attending me to practice or "read" my signs or signals? Do you provide any extra help I might need to attend school? Are you helping me find a childcare provider who can respond to my needs? Are you giving me opportunities to make decisions between two or three options? Do I have the opportunity to make mistakes and learn from my mistakes? Do you help me, in other ways, to make decisions about my feelings and thoughts known?
Individual and Family Life	Employment
<ul style="list-style-type: none"> Have you established a daily routine? Have you technology assist your work or your family? Are you sharing information with your family or other members to feel comfortable spending time with me? 	<ul style="list-style-type: none"> Are you making a vision in mind for my future as I grow up? Do you see me as being able to make choices and decisions for myself if I need extra help to do so? Do you help me make decisions at home like cleaning my room or picking out my clothes?
Individual and Family Life	Individual and Family Life
	<ul style="list-style-type: none"> What are the routines/expectations you have for me throughout the day? Do you help me organize things differently to better support me? Are you exploring how technology can assist with daily activities? Can you assist me with daily activities in my sibling(s) other child(ren)? Do you provide me with tips and advice on parenting? Do you help me to see myself as separate from you?
	Education
	<ul style="list-style-type: none"> Does my school day look like: <ul style="list-style-type: none"> I am in the least restrictive environment possible I have a classroom aide I have a classroom aide who spends the majority of the school day supporting me I have a classroom aide with typical peers Does my school day include daily bus and academic aids with the purpose of supporting me to attend the classroom to assist with school activities? Does my school day include fully participating in school activities and services that my school or district provide for any child? Do you ask me what I want to be when I grow up? Do you provide me with different pieces from my family, culture, and community? Do I have responsibilities at home that support me to be successful?
	Individual and Family Life
	<ul style="list-style-type: none"> Do I have an advocate or someone who can speak for me? Am I expected to follow rules like other children in my classroom when I don't? Am I given the choices and decision about what I eat, what I wear, what I do, what I eat for a snack?

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Quick Guides in Life
Experiences-4 pagers
lifecoursetools.com
-LifeCourse Library
-Exploring Life Stages

2008-2009

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Focus on ADULTHOOD

Quick Guide in the *Life Experience Series*

Adulthood is the period from the time after we transition from school and childhood years through the time when we enter our golden years.

For most of us, adulthood is the longest stage of life. Even though the school years have ended, you can continue to learn and grow throughout your adult life.

ADULTHOOD Quick Guide

lifecoursetools.com
-Library
-Exploring Life Stages

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SOCIAL & SPIRITUALITY

Building friendships and relationships, leisure activities, spirituality, networks, and faith community

- gone are the days when everyone we care about, and even care about as an adult. It may be the time to reevaluate our relationships and the time to make new ones with other people. Having a network of people in your life can help with many other things in life, such as your job, staying safe, or just having someone to talk to. Some people want to be part of a faith community where they can have meaningful roles and connections.

- How am I maintaining friendships and making new ones?
- What kinds of relationships do I have or want in my life?
- How do I stay safe and make sure I have a support system for my friendships?
- How am I exploring or developing my interests or finding new ones?
- What do I need to participate in faith-based and spiritual practices of my choosing?
- Do I have a supportive faith community, and what extra supports do I need to fully participate?

HEALTHY LIVING

Managing and accessing health care and staying well with a focus on physical health, behavioral health, developmental, wellness and nutrition

- It is important to make sure our bodies are healthy, strong, and free of illness and injury so that we can do all the things we need and want to do in life. Making good choices about the foods we eat, getting enough sleep, and getting plenty of exercise and physical activities will help you to enjoy a long and healthy life. It is also important to understand your health and be an active part of your health care.

- What supports do I need to manage my own medications, talk to my doctors and other medical professionals, and participate in making medical and health decisions?
- Do I need regular checkups and other exams, such as mammograms, prostate checks, and blood pressure monitoring?
- What information do I need to understand my health care options with others about my disability and how it affects me and how it affects me?
- What do I need to eat healthy meals and snacks and stay physically active?
- What technology am I using to monitor my sleep patterns, exercise or activity and other health related things?

ADVOCACY & ENGAGEMENT

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

- Each of us has rights and responsibilities as citizens. We have the right to a good life and to be treated equally. At the same time, we have the duty to follow the rules and to educate others about the effects of our actions. We have the right to be heard and to have a voice to carry out our civic responsibilities if we want our voices heard. Getting involved in our communities helps us become leaders and gives us a sense of purpose and pride.
- What support do I need to lead a planning team, share my vision, life plan and goals, and help identify objectives?
- How do I make choices, determine what is important to me and what the consequences are?
- How am I encouraging my parents/family and others to step back and enable me to make my own choices and decisions about my life (with support as needed)?
- Who in my life knows me well and promotes my success?
- In what ways do I want to get involved in civic engagement or leadership?

ADULTHOOD

- Social and Spirituality
- Healthy Living
- Advocacy and Engagement

DAILY LIFE & EMPLOYMENT

What a person does as part of everyday life—school, employment, volunteering, communication, routines, life skills

As a child, you spent much of your day in school. Now that you are an adult, it's important to have an idea of how you want to spend your time. Do you work, work part-time, or are you a homemaker? Do you have a hobby? What are the things you like to do? What are the daily routines and activities that give your life meaning? Making choices and having activities that you feel good about will help lead you to the kind of life you want.

- What is something I've always wanted to learn more about, or what skills or interests would I like to explore?
- How do I find ways to continue learning at my job, through volunteering, in the community, or through hobbies?
- What are the things I really like or want to do?
- What kind of job or volunteer opportunity matches my passion or interests?
- What assistive technologies, adaptations and supports are available to help me with my daily activities or routines?

COMMUNITY LIVING

Where and how someone lives—housing and living options, accessibility, transportation, home adaptations and modifications

Having a roof over your head is a must have to be able to survive day-to-day life. Knowing your options and having a home you are comfortable in and proud of is key to the good life you want. Doing things you like and learning how to navigate it is an important part of being an adult. Being active in your neighborhood and community life is an important part of adulthood.

- What kind of living options do I know about or might want to try?
- What skills do I need to live as independently as I like, and how do I find help when I need it?
- How do I know I'm supposed to have valid roles in my community?
- What kind of accessibility issues should I think about when choosing my home or apartment?
- How do I get around to places I need or want to go?
- How do I pay for different transportation options, such as driving my own car, public transportation, or other options, like ridehailing or bike rental?

SAFETY & SECURITY

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

There are many layers to staying safe and secure. We have to be ready for an emergency and know what to do and who can help us if something goes wrong. We need to be able to make sure we have a safe place to live and a safe neighborhood. We also have to know when to ask for help and who we can count on. We also have to manage our money and assets so we can live comfortably well into our golden years.

- If I cannot be at home alone or access the community without help, what kind of supports do I need?
- What skills do I need to live as independently as I like, and how do I find help when I need it?
- How do I know I'm supposed to have valid roles in my community?
- What kind of accessibility issues should I think about when choosing my home or apartment?
- How do I get around to places I need or want to go?
- How do I pay for different transportation options, such as driving my own car, public transportation, or other options, like ridehailing or bike rental?

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SERVICES & SUPPORTS

Resources and strategies to promote the development, education, health, and personal well-being of a person and that enhances individual and family functioning

We all use a variety of supports to help us get through our daily lives, including using our own assets and capabilities. Most of us have people in our lives who do things for us or help us with our daily routines, as well as businesses, organizations and resources in the community. Even though you may need paid services, remember to consider other types of support as well.

- What strengths and assets do I bring to the table?
- Who can or should be there when I need a helping hand or a shoulder to cry on?
- What people do I have in my life that care for me and can support me?
- Who can I call for help if I'm not feeling well or need assistance, and do I know how to call for help?
- What am I doing to be ready in case of an emergency such as practicing safety drills, and how do I make a disaster that takes my needs into account?
- Who is partnering with me with its supported decision-making?
- What income sources do I have to cover my monthly expenses?

FAMILY UNIT

What the family unit needs to support and be a successful part of that family member's life. Supports that are directed to the family will ultimately benefit the individual

For many of us, family is central part of our lives. We are connected to our families throughout the life course, even though the roles of our family members may change as we age. Our family often has a key role in the helping and guiding us as adults. What does my family do to help you or are you the one who helps your family? Here are some things to think about and discuss with your family.

- What does my family need to understand my choices, like moving out of the family home and other options?
- Are other family members getting older and in need of supports?
- How do we understand and mesh supports available to our family?
- How can we help my family understand my wants and needs and what is most important to me?
- Do my family or key supports need information on how to partner with me in supported decision-making?

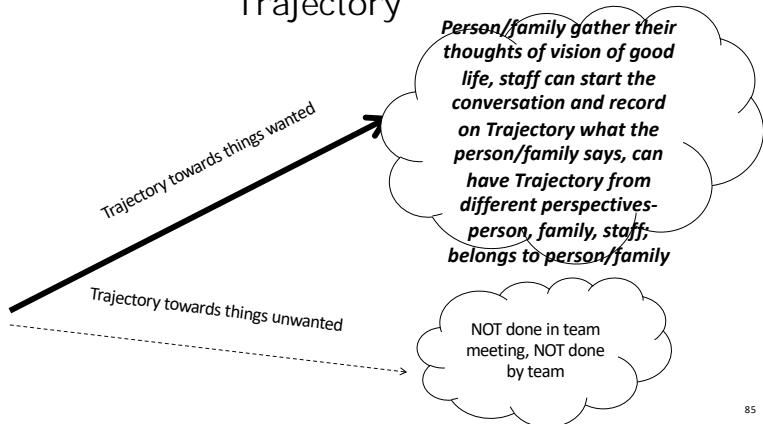
FOR MORE INFORMATION, CONTACT:

LINC Institute for Human Development, UCIID
215 W. Pershing, 5th Floor
Kansas City, MO 64108
lifecoursetools.com
info@lifecoursetools.com
800-777-8852

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Ohio's Trajectory for Supporting and Empowering People with Disabilities and Families to use The Trajectory



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- Put outcome/concern in the white star
- Brainstorm possible supports
- Start with Personal Strengths and Assets
- End with Eligibility Specific

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NATURAL SUPPORTS

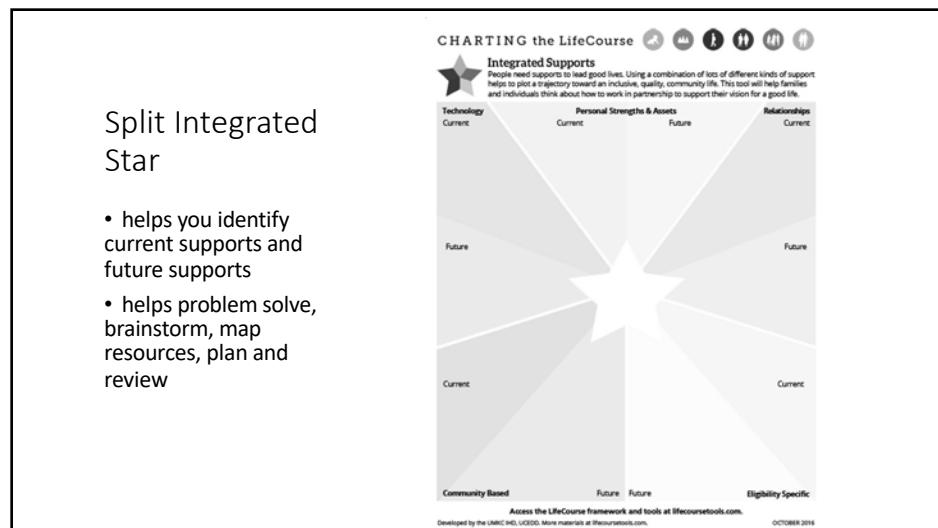
- Basically, natural supports are help and care that someone gets from their friends, family or community for **free**. This could include supports that family members provide, like basic personal care, transportation, attending social or recreational activities, laundry, meal preparation, or grocery shopping. It could also include supports that friends, neighbors and others in the community provide.
- The **Medicaid agency often assumes** (sometimes incorrectly) that family members or other people who live with an individual can and will provide natural support. But **federal law says that natural supports must be provided to someone voluntarily**. The federal regulation that says this is 42 C.F.R. § 441.301(c)(2)(v). In other words, **no one should be forced to provide natural support. Individuals who receive services should also have a choice about whether they want to receive natural support from a particular person.**

Disability Rights Ohio

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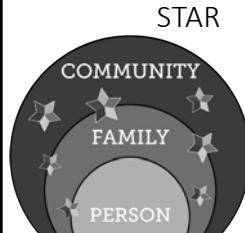
Split Integrated Star

- helps you identify current supports and future supports
- helps problem solve, brainstorm, map resources, plan and review



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Charting the LifeCourse Integrated Supports STAR



100%

CMS Settings Rule:

- Promote full access to community life
- Promote lives that people want to live

PERSONAL STRENGTHS & ASSETS

Strengths:
Things a person is good at or others admire or like

Assets:
Resources that are owned or can be accessed by the person

Skills:
Personal abilities, knowledge or experience

Friends:
People that enjoy spending time together, have things in common, and care about each other

Acquaintances:
People that come into frequent contact with the person but don't know them well

COMMUNITY RESOURCES

Places:

Businesses, faith communities, parks and recreation, health care facilities

Groups:

Civic and membership organizations

Government Resources:

Local services, i.e. public safety, legal, social programs

Disability Specific:

Supports received based on a diagnosis, i.e. Special Education, Government Funded Disability Supports

Needs-based:

Supports based on age, gender, geographics, income level or employment status

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Downloaded by the UNMC Institute for Human Development (IICDD) 3/6/2016

Charting the LifeCourse Integrated Supports STAR



100%

PERSONAL STRENGTHS & ASSETS

Strengths:
Things a person is good at or others admire or like

Assets:
Resources that are owned or can be accessed by the person

Skills:
Personal abilities, knowledge or experience

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Charting the LifeCourse Integrated Supports STAR



100%

I=information
C=connections
E=experience

RELATIONSHIPS

Family:

People that love, care about, and are committed to each other

Friends:

People that enjoy spending time together, have things in common, and care about each other

Acquaintances:

People that come into frequent contact with the person but don't know them well

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Charting the LifeCourse Integrated Supports STAR



100%

TECHNOLOGY

Personal Technology:
Common technologies used by anyone *

Environmental Technology:
Innovative technologies designed to help a person navigate or adapt their environment*

Assistive Technology:
Low-tech or specialized devices that assist a person with day-to-day tasks*



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Charting the LifeCourse Integrated Supports STAR



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Charting the LifeCourse Integrated Supports STAR



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CHARTING the LifeCourse

 Integrated Support Options

ng 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 life.

Integrated Star

- Start with Personal Strengths and Assets
- End with Eligibility Specific
- Facilitates conversation about other resources
- Assists staff to look at non-eligibility resources
- Supervisors use it to support staff when public funding is not available
- Broadens service coordinators knowledge
- Challenging-best done over time with practice and with practical examples

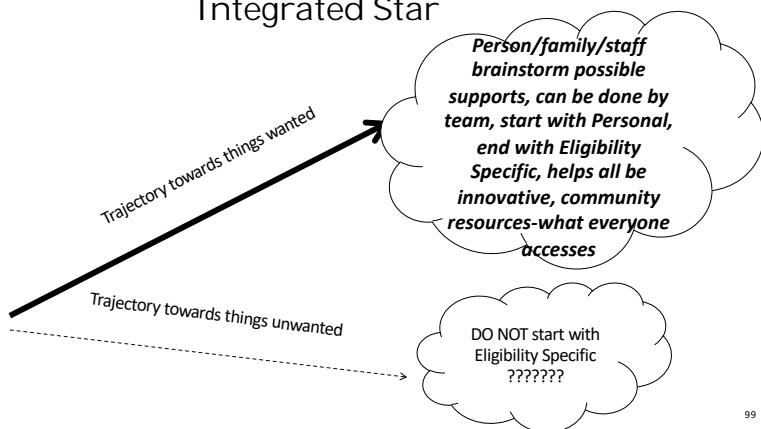




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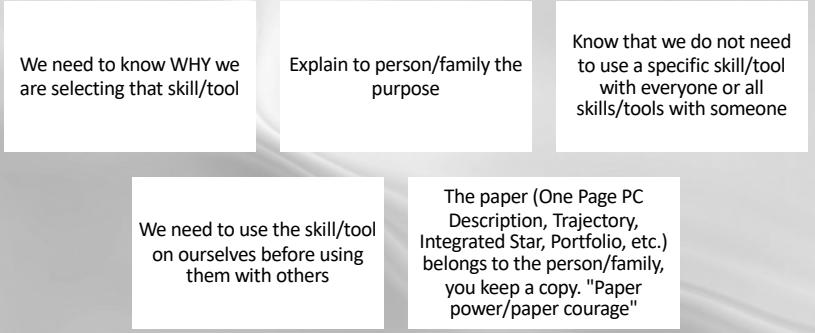
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Ohio's Trajectory for Supporting and Empowering People with Disabilities and Families to use The Integrated Star



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When we use a PCT skill or CtLC tool



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How can you use CtLC and PCT to support and empower?

FUNCTIONS

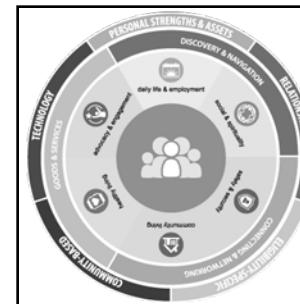
- Assess
- Plan
- Implement
- Review
- Find Resources/Services/Supports
- Authorize/Recommend-Supports/Services/Funding
- Problem Solve
- Facilitate, Communicate, Collaborate

RESOURCES

- 1P PCD (other than for ISP)
- Trajectory
- Vision Tool
- Integrated Star
- Integrated Support Options
- Experiences and Questions Booklet
- 4 Page Life Stage Quick Guides

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Ohio Highlights-frnohio.org

Annual Ohio Showcase-March 14 and 15, 2024 in Columbus

Variety of presentations-sign up on frnohio.org

Guided Implementation-series of 7 sessions, move from knowledge to USE AND INTEGRATION

- Sign up on frnohio.org to access events, get updates, resources, etc.
- Like our Facebook page-Family Resource Network of Ohio-FRNO
- Post/share on our FB page how you have used Charting the LifeCourse and the impact on you/your family/people you support
- Let us know if you know of any groups who would benefit from hearing about Charting the LifeCourse

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