



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



**FAMILY RESOURCE
NETWORK OF OHIO**
*Ohio's Official Hub for
Charting the LifeCourse*

www.frnho.org Facebook-for stories of use

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**Department of
Developmental
Disabilities**





**Department of
Education &
Workforce**

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Our Team

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




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@cchmc.org

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Barb's Story

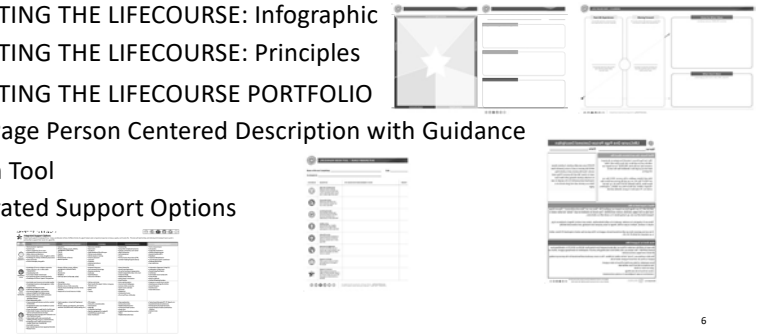
- Jim and Nick's sister
- Worked in the IDD field for over 45 years in the Cleveland, Ohio area
- Worked in a variety of settings including: schools, residential, employment, day program
- Variety of roles
- Family caregiver (unpaid)
- Ohio Ambassador-Charting the LifeCourse
- Member of the (National)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



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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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Setting the Stage

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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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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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Ohio Community of Practice (CoP)

“Domain”
“Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

“Practice”
“Community”

Etienne Wenger

Next meeting-Feb. 7, 2024 from 10-11:30 am

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Ohio’s Trajectory for Supporting and Empowering People with Disabilities and Families to Use Charting the LifeCourse

Trajectory towards things wanted

Trajectory towards things unwanted

Person/family use CtLC to discover, plan, problem solve their good life and identify supports

Professionals value and use info from person/family to support and empower, develop and use common understandable language

CtLC used as forms, info not valued, not perspectives of person/family

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What are you hoping to learn during this Overview of Charting the LifeCourse?

Please type in chat

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All people and their families have the right to live, love, work, play, learn and pursue their life aspirations in their community.



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“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

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Rehabilitation Act of 1973

SEC. 2. FINDINGS; PURPOSE; POLICY.

- (a) FINDINGS.—Congress finds that—
- (1) millions of Americans have one or more physical or mental disabilities and the number of Americans with such disabilities is increasing;
 - (2) individuals with disabilities constitute one of the most disadvantaged groups in society;
 - (3) **disability is a natural part of the human experience** and in no way diminishes the right of individuals to—
 - (A) live independently;
 - (B) enjoy self-determination;
 - (C) make choices;
 - (D) contribute to society;
 - (E) pursue meaningful careers; and
 - (F) enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society;

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Overall
Outcomes-
Charting the
LifeCourse,
Person
Centered
Thinking,
Medicaid
guidance, rule

SUPPORT

- provide for, take care of
- assist

VALUED MEMBER OF COMMUNITY

- humancentric
- shares gifts

EMPOWER

- give tools and resources
to increase control and
power-self determination

LIFE THEY VALUE

- quality of life across
domains

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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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Aging Parents

Siblings with Disabilities

Children

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

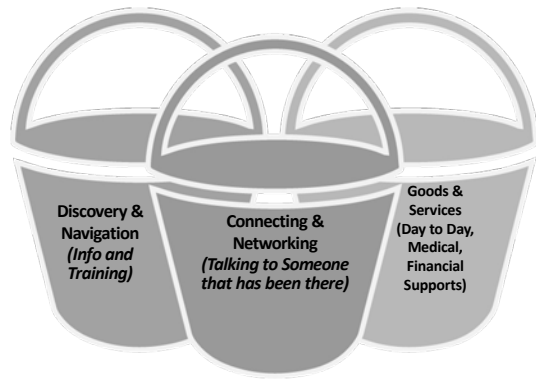
 Caring About	Affection & Self-Esteem
	Repository of knowledge
	Lifetime commitment
 Caring For	Provider of day-to-day care
	Material/Financial
	Facilitator of inclusion & membership
	Advocate for support

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How do we Support Families?

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



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

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

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The Power of Words

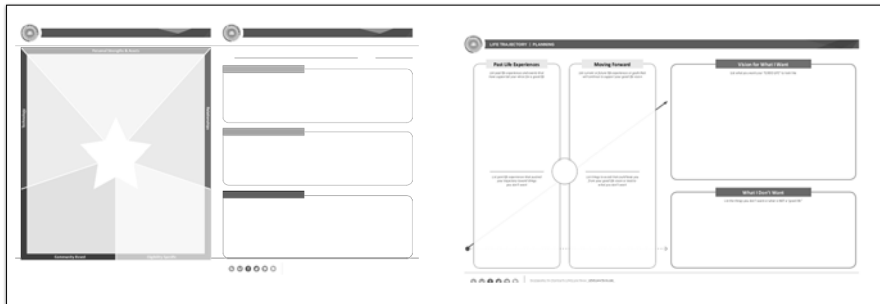


- Convey our values and beliefs
- What words do we use?
 - Deficits v qualities
- What values do they convey?
 - Needy v. contributing
 - Independent v. interdependent
- What are we trying to communicate?
 - Needs v. support
- What words could we use to communicate to others the value of people?

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Charting the LifeCourse Portfolio for Planning



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One Page Person Centered Description

The screenshot shows a form titled 'LifeCourse One Page Person Centered Description'. It includes fields for 'Name', 'Date', and 'Address'. There are also sections for 'What's Important to Me', 'What's Important to Me', and 'How Best to Support Me'.

- 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

- 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

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

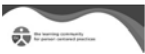
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One Page Person Centered Description

- 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 include 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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What is
community?

Program v belonging
Visit v contribute
Third place

COMMUNITY
?????



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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Liam's One Page Introduction

For Medical Appointments

What people love and admire about Liam:

- Silly - Goes with the flow
- Eager to learn - A good hugger
- Bright, good, sweet, and loving boy
- Likes an adventure - Great memory

SUPPORT Liam needs to help him stay happy:

Positive and safe:

- Liam needs help knowing his surroundings to get around. Assist him in new environments so he does not get hurt. Ex. watch so he does not let his head, get "into stuff" he shouldn't, hold his hand.

Liam uses his hands to communicate. It is important to be attentive to what he is saying or he will become frustrated. He uses tactile American Sign Language. (He'll sign with his hands).

Liam needs to know what is happening first before any procedure or task begins. For example, before you listen to his heart, let him feel the stethoscope and touch his chest where you are going to listen. Another example: if 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 to the hallway (outside), checking out new toys/books, or introducing him to new friends.

Liam is happy and most cooperative, when he is not kept waiting long.

Things that are important to Liam:

- Know where Mom and Dad are
- Meeting new friends
- It is important to Liam to know who you are by feeling your forehead (a watch, ring, necklace, bracelet, name tag, etc.) and also telling Mom or Dad introduce you.
- Liam likes going to medical appointments. He likes to say hi to the doctors/nurses and feel new things.
- Liam likes to be heard and responded to. For example: if he signs something, he will expect an answer back.
- He enjoys toys that are cause and effect (spin a button and they do something), shape sorter toys, a random collection of toys that are placed in a box, books that have braille or parts you can touch.
- Liam/Drinks: Liam likes drinks of water (like water with fruit) and all different kinds of soups or soups (broth, chicken, beef, pork, fish, etc.)

This is Important to Tyler

- Tyler likes physical activities such as wrestling with dad or running freely without restrictions
- Enjoys listening to Music - Gaming Home by Duke, Top Gunner Song from Duke, Travis Barker Soldier Boy and Show me what his Looking For by Cordelia Lier
- Going outside to play is great especially on the trampoline
- Loves to watch Music Videos and YouTube
- "The others" is the Last Before Time series or dinosaur film.
- Dinosaurs, trains and action figures are some of Tyler's favorite toys
- Tyler loves to feed dogs
- Tyler is a great eater!
- 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

It Tyler's last known to have - Call Mom 3-1-1 on cell phone. Should be in the hospital to be kept - immediately call 911

- Sometimes when Tyler is hungry, he will cry or scream. He will not eat if he is not hungry. Tyler needs to be fed every 2-3 hours. If he is not eating, call 911. Tyler needs to be fed every 2-3 hours. If he is not eating, call 911.
- Tyler has trouble doing his teeth off since he has a cleft palate. He needs to be fed every 2-3 hours. If he is not eating, call 911.
- Tyler can remove his clothes independently, but requires a cleft palate when putting them on
- If Tyler uses inappropriate words, ignore him
- To make sure he is thinking or to get his attention, tell him "Quiet Please" and wait until he stops making noise

In the event of an emergency, until family is able to come, please call the following number: 311 or 911

My name is TYLER

TYLER IS A SWEET KID WITH AN INFECTIOUS SMILE. HE IS RESILIENT, CARING, AND A PEOPLE PLEASER.

What we love about Elizabeth! (see pages 4-5 for more info)

- She's a determined self-advocate - ask her about her rally speeches
- A gutsy gal
- Talk about organized!
- A true blue friend
- She fights up a room!
- She's a Fashionista

A Few Things That Are Important to Me... (Please see pages 8-10 for more information)

- My independence
- A thriving social life
- Being organized and prepared
- School - Graduation in May 2015!
- Taking good care of myself
- Routine
- Planning for the future - including a job, an apartment, and a boyfriend
- Everything Michael Jackson
- Diet Coke
- Fun with friends & family
- Singing at church
- Writing in my journals
- Avoiding conflict
- Fashion
- Close relationships with Family & Friends

...And A Few Things That Are Important FOR Me: (Please see pages 11-13 for more information)

- CPAP machine, plenty of sleep (may include naps)
- Seizure medications
- Healthy diet and exercise
- Writing in my journals
- Conflict free environments & relationships
- Avoiding a "freedom"

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

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

What's Important to Sophia During Her Recovery...

- Avoiding "scary hospital hall" always! Keep her unattended and unattended.
- Being included in aspects of her care and plans for her recovery
- Having time to think about things: not having to make a commitment immediately
- Planning things out after having the time to consider her decisions
- Being dressed colorfully 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.
- Having her privacy and modesty protected even in the most 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:
 - IN HER LAP:
 - Her cell phone
 - Her cat light
 - The hospital phone
 - Her TV Remote
 - ON THE TABLE TRAY:
 - Her books
 - Her clips
- 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.
- Make sure 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 it all! She wears really cool jewelry on her wrist, stylish clothing.

She is a gracious southern lady who can be graciously direct and straightforward.

She is an amazingly creative problem solver.

Her priorities are clear. Dan, Cathy, Rex & Sue, and the Granddaddy.

Sophia will care who you are!

She is a generous and kind.

She is a sensible girl. Don't let her sweet face fool you!

Sophia's goals is always half full.

~ 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



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!
- Sweets during the day!

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!

People Who Support her Best

- Like to chit 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

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

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

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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, HCPOA
- 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

Things you can do to best support Sam as you care for him...

- Has feeding tube, distract him when assisting with the feeding tube.
- Tell Sam what is going to happen before you touch him or administer care...he may strike if startled.
- Call Tina if Sam becomes agitated.
- Distract Sam with conversation about feeding birds or growing plants when administering meds or therapies.
- Chocolate pudding or chocolate ice cream helps with swallowing pills.

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Martin's One Page Profile in a Healthcare Setting



What people appreciate about me

What people appreciate about Martin

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

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
 - o 49ers, Cubs, Warriors
- Listening to Christian rock

How to best support me

- Make sure 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

SDA

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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.
 - o I have my own apartment
 - o I have a job I love
 - o I am engaged and getting married – ask me about it.
 - o I am great at sports

SDA

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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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"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



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Uses of One Page Person Centered Descriptions- WHY?

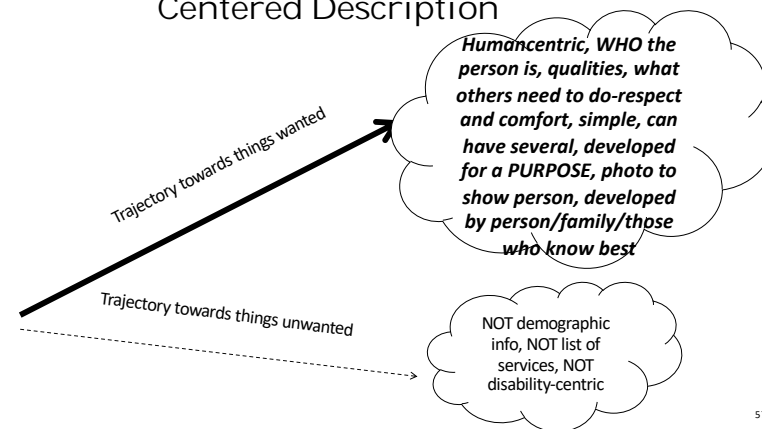
- *introductions
- *summary
- *self-esteem
- *accommodations

- 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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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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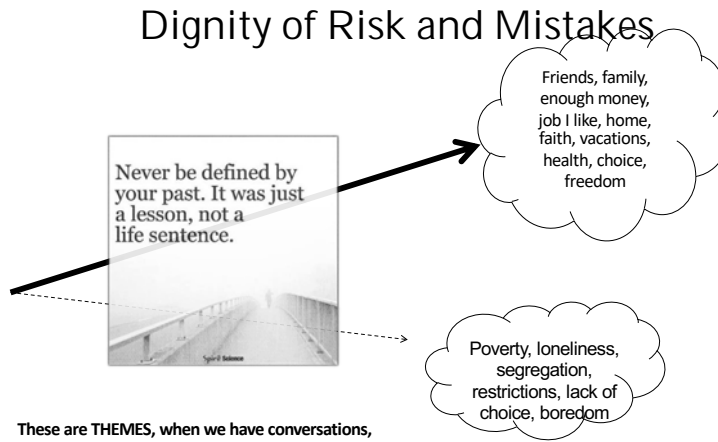



Chris Nikic-IRONMAN

(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



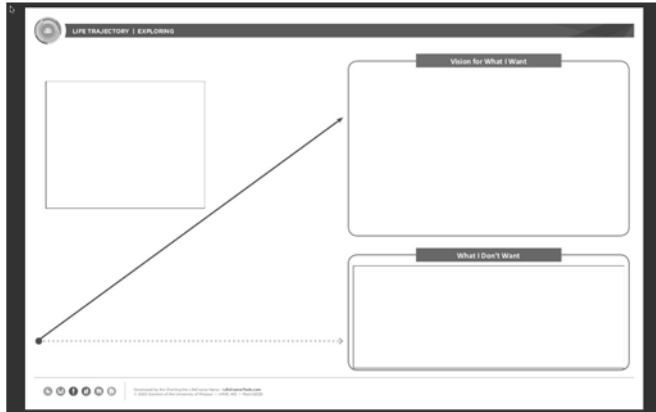
Never be defined by your past. It was just a lesson, not a life sentence.

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

Poverty, loneliness, segregation, restrictions, lack of choice, boredom

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?

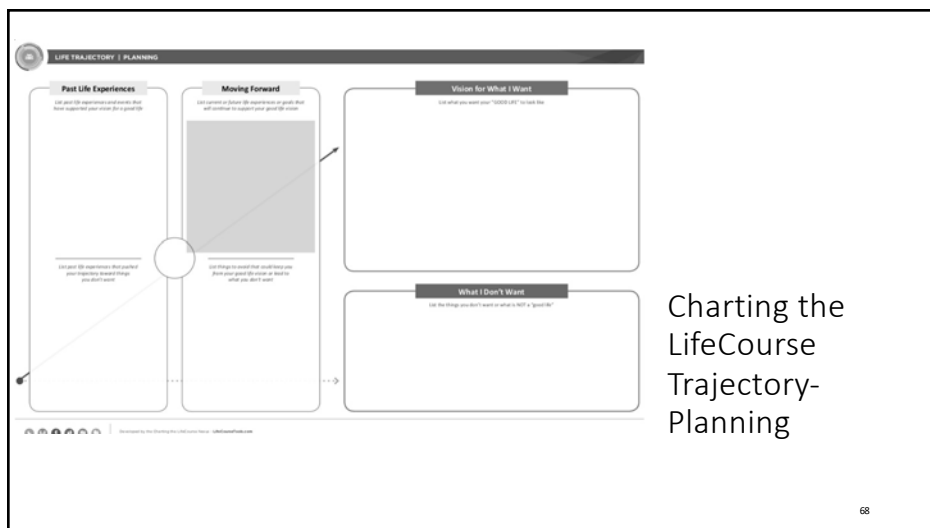
As Disability Rights advocate Judy Heumann put it, “Independent Living is not doing things by yourself; it is being in control of how things are done.”



1947-2023

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Your Trajectory-Pandemic

- Think about your Trajectory for your life during the pandemic:
 - What is your 'good life'
 - What do you want to avoid/not a 'good life'
 - What past experiences have helped you (previously worked at home, tech knowledge, etc.)
 - What past experiences impacted what you don't want
 - What did you have to develop/work on
 - What do you want to avoid so you don't go towards life you don't want

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Trajectory

- Facilitates conversation about "personal outcomes"—is not a "team tool" or done in a meeting, belongs to person/family and should be done by them
- Others can provide input on a Trajectory from their perspective
- helps team focus on common outcome-person has life he/she values
- Keeps team on track

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Trajectory

- EI staff want to use this during EI and to support family to share vision during transition
- Need to review it when there is a life change
- Can be broad (whole life) or specific (domain, short span)

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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
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	PROGRESS
	Daily Life & Employment What do I do, and what do I want to do? What level of job or career would I like?		
	Community Living Where do I want to live? What kind of place or place would I like?		
	Social & Spirituality How do I want to connect with others and share my life? What kind of relationships do I want?		
	Healthy Living How do I want to stay healthy? What kind of lifestyle do I want?		
	Safety & Security How do I want to stay safe? What kind of environment do I want?		
	Advocacy & Engagement How do I want to make a difference? What kind of impact do I want?		
	Support & Support How do I want to be supported? What kind of support do I want?		
	Support & Support How do I want to be supported? What kind of support do I want?		

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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 Stages

Anticipatory Guidance-look at next stage to prepare

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



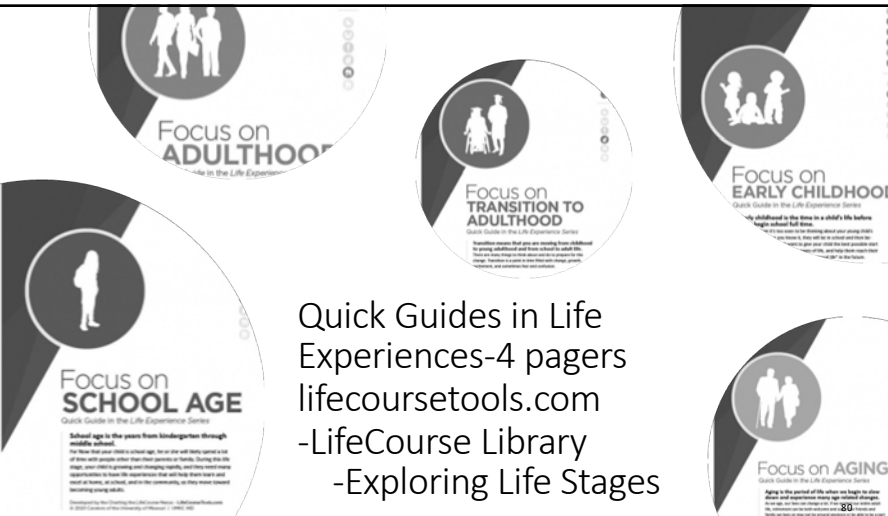
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DAILY LIFE & EMPLOYMENT		
Prenatal & Infancy		
Education <ul style="list-style-type: none"> Do you recognize and respond to my signs, signals, babbling, gestures, and words? Are you playing with me and helping me to find ways to learn about me explore my environment? Are there activities that are switch type and other activities that can help me explore my environment? Employment <ul style="list-style-type: none"> Did you need to quit your job to stay home and take care of me? Are you have a vision or plan to mind for me when I get older that will support my growth and development? 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 as they feed comfort table spending time with me? 		
Early Childhood		
Education <ul style="list-style-type: none"> Are you sending me to preschool or day care? Who will provide any extra help I might need to attend preschool? Do you know where I will go to find a child care 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? Is verbal communication difficult for me, do I have other ways to make my needs, needs, ideas and feelings 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 enter 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 you exploring how technology can assist me with daily activities differently to better help me? Are you exploring how technology can assist me with daily activities differently to better help me? Do you parent me the same way as my siblings or children? Do you know where to find tips and advice on parenting? Are you helping me learn to use myself as a person from past? 		
School Age		
Education <ul style="list-style-type: none"> What does my school day look like? Am I in the least restrictive environment or program for my school life? Who will provide any extra help I might need to attend preschool? Do you know where I will go to find a child care 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? Is verbal communication difficult for me, do I have other ways to make my needs, needs, ideas and feelings 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 enter 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 you exploring how technology can assist me with daily activities differently to better help me? Are you exploring how technology can assist me with daily activities differently to better help me? Do you parent me the same way as my siblings or children? Do you know where to find tips and advice on parenting? Are you helping me learn to use myself as a person from past? 		
Transition		
Education <ul style="list-style-type: none"> How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? Employment <ul style="list-style-type: none"> How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? Individual and Family Life <ul style="list-style-type: none"> How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? How you helped me create a transition plan that is truly individualized and prepare me for adult life after school work? 		
Adulthood		
Education <ul style="list-style-type: none"> Do I feel ways to continue learning at my job, through volunteering in the community, or with friends? Is there something I've always wanted to learn more about? Are there jobs or internships I would like to explore or develop? Do I need information or education about a diagnosis or medication? Do I need information or education about a diagnosis or medication? Do I need information or education about a diagnosis or medication? Employment <ul style="list-style-type: none"> Do I want to do during the day now that I am an adult? What are the things I really like to want to do? Can I find a job or volunteer opportunity that matches my passions or interests? Would I prefer to have a full time job, part time job, volunteer? Where can I learn or improve my employment skills? Can I learn an interest or new skill to help me in my career? Who can help me to get a job or start my own business? Do I know how to get a job, keep a job or change jobs and build a long term career? How might my life change if I had more money to do things I like? Do I have the opportunity to make mistakes and are you helping me learn from my mistakes? Is verbal communication difficult for me, do I have other ways to make my needs, needs, ideas and feelings known? 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 you exploring how technology can assist me with daily activities differently to better help me? Are you exploring how technology can assist me with daily activities differently to better help me? Do you parent me the same way as my siblings or children? Do you know where to find tips and advice on parenting? Are you helping me learn to use myself as a person from past? 		
Aging		
Education <ul style="list-style-type: none"> Do I want to learn a new skill to keep me busy or earn money in retirement? Are there senior classes nearby that I am interested in attending? Is there a hobby or new interest I would like to learn more about? Do I need information or education about a diagnosis or medication? Do I need information or education about a diagnosis or medication? Do I need information or education about a diagnosis or medication? Employment <ul style="list-style-type: none"> Do I want to do during the day now that I am an adult? What are the things I really like to want to do? Can I find a job or volunteer opportunity that matches my passions or interests? Would I prefer to have a full time job, part time job, volunteer? Where can I learn or improve my employment skills? Can I learn an interest or new skill to help me in my career? Who can help me to get a job or start my own business? Do I know how to get a job, keep a job or change jobs and build a long term career? How might my life change if I had more money to do things I like? Do I have the opportunity to make mistakes and are you helping me learn from my mistakes? Is verbal communication difficult for me, do I have other ways to make my needs, needs, ideas and feelings known? 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 you exploring how technology can assist me with daily activities differently to better help me? Are you exploring how technology can assist me with daily activities differently to better help me? Do you parent me the same way as my siblings or children? Do you know where to find tips and advice on parenting? Are you helping me learn to use myself as a person from past? 		


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

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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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DAILY LIFE & EMPLOYMENT

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 want to work, attend college or trade school, or volunteer? How will you make a living and stay busy? 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 with friends?
- 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 technology, adaptations and supports are available to help me with my daily activities or routines?



COMMUNITY LIVING

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. Living in a community you like and knowing 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 be as independently as I like, and how do I find help when I need it?
- How am I being supported to have valued 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 ride-sharing or bike rental?



SAFETY & SECURITY


There are many layers to staying safe and secure. We have to be ready for an emergency and know what to do and who to help us if something goes wrong. We need to be able to make responsible choices and decisions and take responsibility for our own lives. We need 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?
- Do I understand what I should and should not let into my home?
- Who can I call if I don't feel safe 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 plan that takes my needs into account?
- Who is partnering with me with in supported decision making?
- What income sources do I have to cover my monthly expenses?

ADULTHOOD

- Daily Life and Employment
- Community Living
- Safety and Security


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SOCIAL & SPIRITUALITY

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

- How am I maintaining friendships and making new ones?
- What kinds of relationships do I have or want in my life?
- What kinds of things can I do in the community for fun and 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 - medical, mental 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 each day. Making good choices about the foods you eat, what you put in your body, 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 get regular physicals and routine exams, such as mammograms, prostate checks, and blood pressure monitoring?
- What information do I need to understand and communicate with others about my disability or special healthcare needs and how it affects me?
- What support do I need to eat healthy meals and snacks and stay physically active?
- What technologies 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, assuming responsibility and doing 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 and be educated about the laws and rules that affect us so we can stand up for ourselves. We also have 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?
- Am I making most of my own life decisions and taking responsibility for the consequences?
- 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)?
- What in my life leaves 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

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SERVICES & SUPPORTS

Resources and strategies to promote the development, education, interests, and personal well-being of a person and that enhance 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 (and vice versa). We tap into technology, 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 I count on to 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?
- Where are the places I go where everyone knows my name?
- What technology do I have access to that could help support me?
- Do I have a basic understanding of public benefits I might qualify for, such as Supplemental Security Income (SSI), Social Security Disability Income (SSDI), Medicaid, Food Stamps, or other state and local eligibility-based sources?




FAMILY UNIT

What the family unit needs to support and be a successful part of their 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 your family need to help you on your journey to the good life? 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 me and to our family?
- How am I helping my family understand my wants and needs and what is most important to me?
- Do my family or my supporters need information on how to partner with me in supported decision-making?

FOR MORE INFORMATION, CONTACT:

 **charting the LIFECOURSE NEXUS**

① UMNIC Institute for Human Development, UCCSD
215 W. Pershing, 5th Floor
Kansas City, MO 64108

② lifecoursetools.com

③ info@lifecoursetools.com

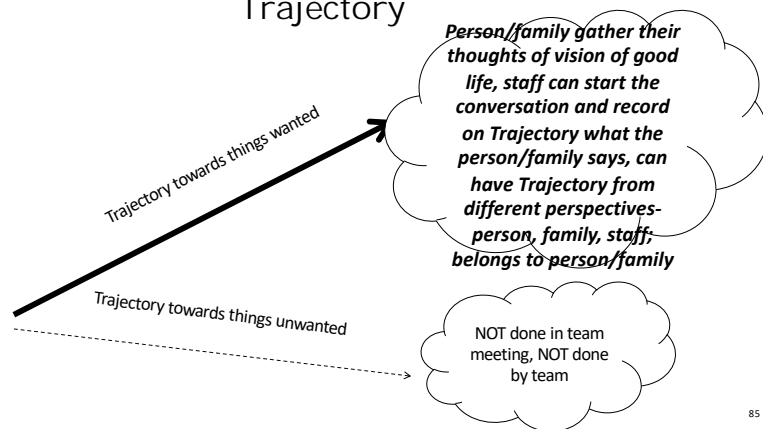
④ 800-775-8652

ADULTHOOD

- Services and Supports
- Family Unit

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



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CHARTING the life course

Integrated Services and Supports
People need supports to lead good lives. Using 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 in partnership to support their vision for a good life.

Access the LifeCourse framework and tools at lifecoursetools.com
Developed by Missouri Family to Family at the UMKC Institute for Human Development, UICSD: mofffamily.org | MAY 2016

Integrated Star

- 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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CHARTING the LifeCourse

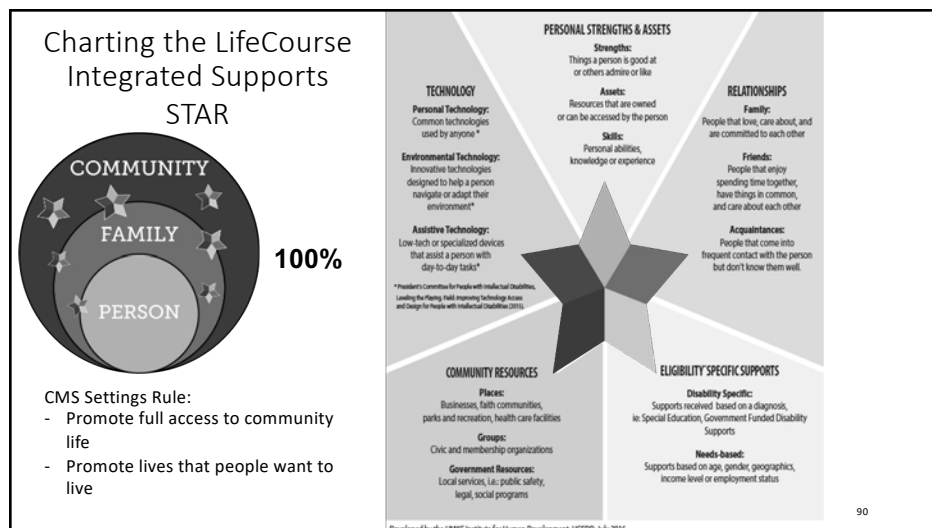
Integrated Supports
People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

Access the LifeCourse framework and tools at lifecoursetools.com
Developed by the UMKC IHD, UICSD. More materials at lifecoursetools.com. OCTOBER 2016

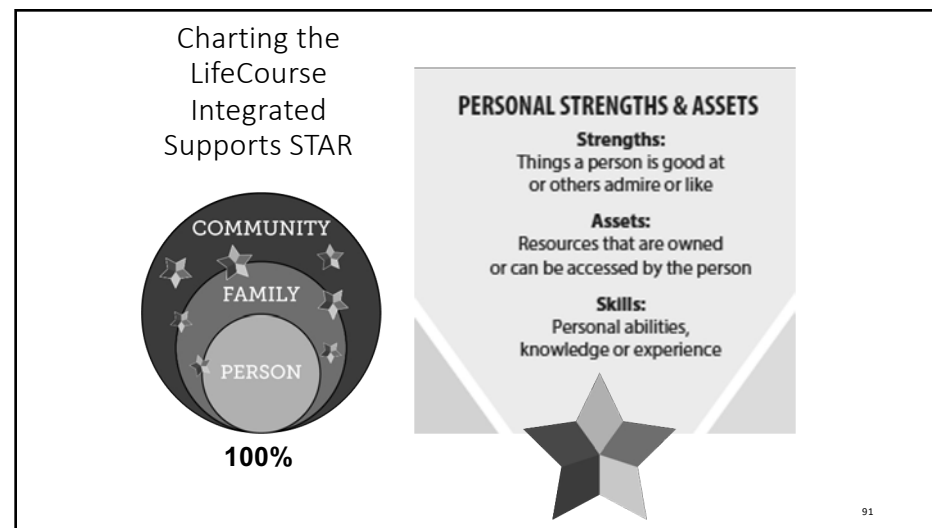
Split Integrated Star

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

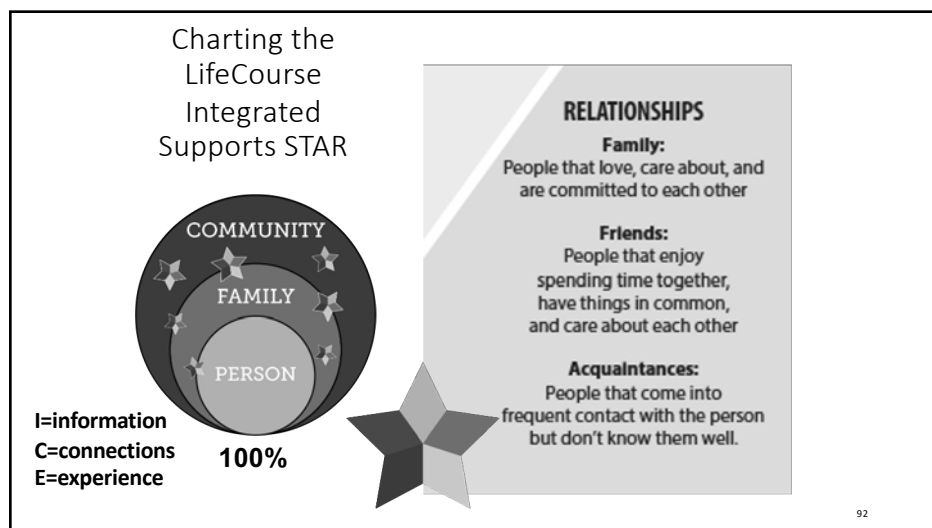
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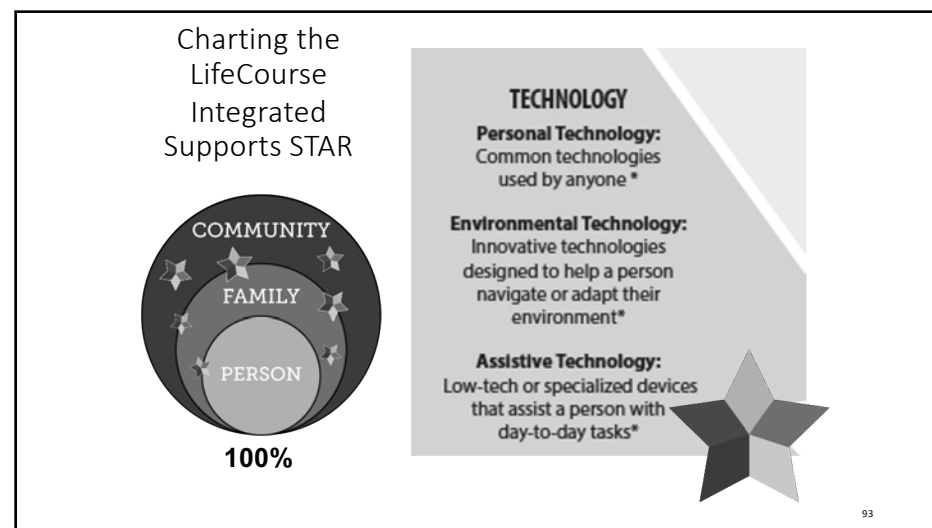
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Charting the LifeCourse Integrated Supports STAR



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Charting the LifeCourse Integrated Supports STAR



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CHARTING the LifeCourse

Integrated Support Options

People need supports to lead good lives. Using 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 in partnership to support their vision for a good life.

LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Supports
Daily Life Employment	<ul style="list-style-type: none"> Work/volunteer experience Summer jobs Vision or dream for job or career Responsibilities at home or school Make choices and decisions Communicates ideas, needs, thoughts to others Knowledge of a variety of different jobs/careers Good social skills Practices everyday living skills 	<ul style="list-style-type: none"> Coworkers Parents, siblings, spouse, children, grandparents, other family Friends Teacher Mentors Parents/Family of friends Business partner 	<ul style="list-style-type: none"> Electronic reminders Alarm clock Cell phone Used educational/life skills apps Online resume builders Online classes or training Internet job search Calculator Computer Tablet/smart phone Used apps 	<ul style="list-style-type: none"> Volunteering Competitive employment/careers Colleges, universities, tech school Micro-enterprises Self-employment Tutors Parent/Teacher Association (PTA) Summer Reading Program (Library) 	<ul style="list-style-type: none"> Work crews/contracts Job coaches Supported employment Special college programs Special Education (IEP's) HeadStart Vocational Rehabilitation Care manager/support coordinator Sheltered workshops Day habilitation
Community Living	<ul style="list-style-type: none"> Knowledge of how to navigate community Drives, rides bus, car, or other public transportation Housekeeping skills Can prepare simple meals/snacks Can spend time alone or away from family Knowledge of different types of living options 	<ul style="list-style-type: none"> Parents, siblings, spouse, children, grandparents, extended family Friends Roommates Neighbors Same age peers (college age, aging) 	<ul style="list-style-type: none"> Adapted living space Environmental technology Remote monitoring Used apps Facilities/Shape Electronic reminders 	<ul style="list-style-type: none"> Home Ownership Rental home/apartment Co-op for housing or transportation Public transportation (bus, train, taxi) Universal design Neighborhood Watch Home Owner's Association Food Pantries 	<ul style="list-style-type: none"> Independent Supported Living (ISL) Independent Living Center Shared Living/Host family Institutions Intermediate Care Facility (ICF) Group Homes Mile on Wheels Section 8 Housing Vouchers
Social & Spirituality	<ul style="list-style-type: none"> Has hobbies and interests and needed supplies Knowledge/experience playing games or other social activities Outgoing, friendly personality Understands social cues and norms Has money/budget for social activities Interest in/active in both/higher power Belongs to/has roles in a faith community Exposure/experience going to weddings/funerals Good conversation skills Communicates with doctors and other medical professionals Knowledgeable about own disability or special healthcare needs Knows how/when to seek help for health issues Understands changes as body becomes adult, and has well-woman/teen checkups Manages (or helps manage) own medication and other healthcare needs Understands health risks associated with smoking, drinking, drug use, unprotected sex Knowledge and/or ability to plan/execute healthy meals, safe & healthy diet Has health insurance Gym membership/exercises regularly/rides bike Medical home 	<ul style="list-style-type: none"> Friendships Dating/relationships Members of your faith community Friends of parents/siblings and other family members People with a shared interest or hobby 	<ul style="list-style-type: none"> Online social clubs Social media (Facebook, Twitter, Instagram, Pinterest, etc) Online games Frisbees Tweaking 	<ul style="list-style-type: none"> Parks and Recreation Service/social club/groups Inclusive faith community Sports teams and clubs Health fairs Playground Community Centers Churches/Places of Worship 	<ul style="list-style-type: none"> Separate or special church service Special group outings & activities Special Olympics Special games Social skills classes
Healthy Living	<ul style="list-style-type: none"> Good conversation skills Communicates with doctors and other medical professionals Knowledgeable about own disability or special healthcare needs Knows how/when to seek help for health issues Understands changes as body becomes adult, and has well-woman/teen checkups Manages (or helps manage) own medication and other healthcare needs Understands health risks associated with smoking, drinking, drug use, unprotected sex Knowledge and/or ability to plan/execute healthy meals, safe & healthy diet Has health insurance Gym membership/exercises regularly/rides bike Medical home 	<ul style="list-style-type: none"> Family member or school staff implement therapy Parents, siblings, grandparents, other family members (help with meds, healthy eating, etc.) 	<ul style="list-style-type: none"> FitB-minders Chat with a nurse/nutritionist Parents, etc) Web MD Exercise equipment (ie treadmill) Healthy/fitness apps for iPad Smart Toothbrush 	<ul style="list-style-type: none"> Gym membership Community Centers Neighborhood/City Pool Community Health Centers Health fairs Family/General practice providers YMCA Neighborhood pharmacy 	<ul style="list-style-type: none"> Center-based therapies (PT, OT, Speech, etc) Special/institutional medical care Home/Community based therapies Special Olympics Healthy Communities Initiative Medical home ICF

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Integrated Star

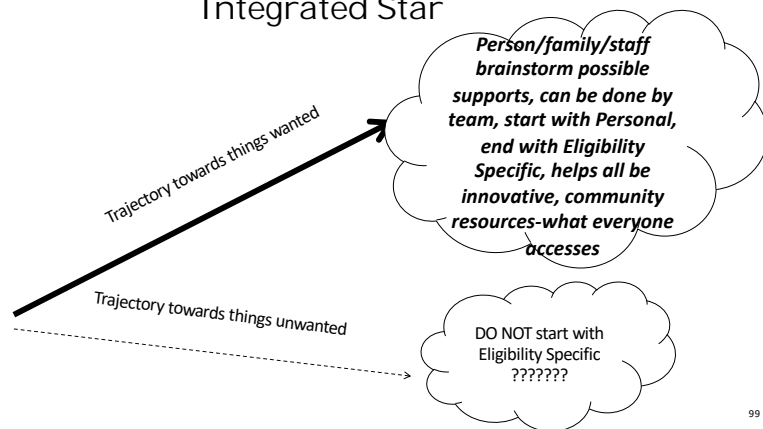
- Start with Personal Strengths and Assets
- End with Eligibility Specific
- Facilitates conversation about other resources
- Assists staff to look at non-eligibility resources
- Supervisors use it to support staff when public funding is not available
- Broadens service coordinators knowledge
- Challenging-best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



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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

We need to know WHY we are selecting that skill/tool

Explain to person/family the purpose

Know that we do not need to use a specific skill/tool with everyone or all skills/tools with someone

We need to use the skill/tool on ourselves before using them with others

The paper (One Page PC Description, Trajectory, Integrated Star, Portfolio, etc.) belongs to the person/family, you keep a copy. "Paper power/paper courage"

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

FUNCTIONS

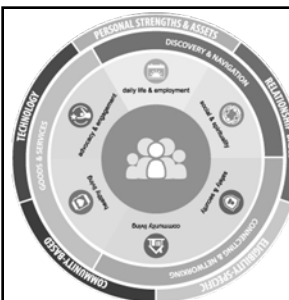
- Assess
- Plan
- Implement
- Review
- Find Resources/Services/Supports
- Authorize/Recommend-Supports/Services/Funding
- Problem Solve
- Facilitate, Communicate, Collaborate

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-frn ohio.org

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

Variety of presentations-sign up on frn ohio.org

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

- Sign up on frn ohio.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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