Transition from High School to the Good Life: Using the Life Course Framework, Trajectory and Integrative Supports Star

May 23, 2016
AIRS
St Louis, Mo.
About Susan

• Parent of Elizabeth, Marcus and Connor
• Outreach Coordinator
• AMCHP Family Scholar
• AMCHP Leadership Lab Mentor
About Jenny

Parent of Joseph

Family Information and Resource Specialist

Focus: Faith and Inclusion

C.I.R.S. Certified since 1997
About Georgia

- Parent of Caleb
- Family Information and Resource Specialist—MoF2F
- Benefits Specialist
- Partners in Policymaking Graduate
- C.I.R.S. Certified
About Our Organization

• Housed at UCEDD/LEND with longstanding focus on Family Support, Self-Advocacy and Self-Determination
• State and National Systems and Policy Change
• Statewide Family Resource Center, Family-to-Family HIC, for over 25 years, with evolving and on-going statewide partnerships
What does a good life mean for you?
Workshop Objectives

• Understand the Life Course Framework concepts
• Explore a Vision for a Good Life – and how to get there
• Discuss the integrated supports and trajectory
• Learn how to apply integrated supports in everyday life
GUIDING PRINCIPLES FOR THE SUPPORTING FAMILIES LIFE COURSE FRAMEWORK
Current Reality of Service and Supports

- Expectations, Values, Culture
- Federal Policy
- Demand for Services
- Federal Budget
- Capacity of Work Force
Services and Supports are Evolving

Everyone exists within the context of family and community

Traditional Disability Services

Integrated Services and Supports within context of person, family and community
Type of Change that is Needed

**TRANSITIONAL CHANGE**

“Retooling” the system and its practices to fit the new model

Mergers, consolidations, reorganizations, revising systematic payment structures,

creating new services, processes, systems and products to replace the traditional one

**TRANSFORMATION CHANGE**

Fundamental reordering of thinking, beliefs, culture, relationships, and behavior

Turns assumptions inside out and disrupts familiar rituals and structures

Rejects command and control relationships in favor of co-creative partnerships

Creating Blue Space, Hanns Meissner, 2013
Policy, Systems & Community Change: Person-/Family- Centered and Driven
Partnering with People with Disabilities and their Families so they can Engage, Lead, and Drive Policy and Systems Change
Comprehensive, Integrated & Coordinated Systems Across Life Domains & Stages

- Pediatrician, Families and Friends, Faith based
- IDEA Part C, Parents as Teachers, Health, Headstart
- School, Special Education, Health, Recreation
- Vocational Rehab, Health Employment, College, Military
- Disability Services, Health, Housing, College, Careers
- Retirement, Aging System, Health

[Diagram showing relationships between different life domains and stages]
National Community of Practice on Supporting Families

Project Goal
To build capacity through a community of practice across and within States to create policies, practices and systems to better assist and support families that include a member with I/DD across the lifespan.

Project Outcome
• State and national consensus on a national framework and agenda for improving support for families with members with I/DD.
• Enhanced national and state policies, practices, and sustainable systems that result in improved supports to families.
• Enhanced capacity of states to replicate and sustain exemplary practices to support families and systems.
Core Belief:
All people and their families have the right to live, love, work, play and pursue their life aspirations in their community.
What is YOUR Vision for a Good LIFE?

Vision of What I Want for a Quality of Life

Write down your responses on your worksheet & discuss with your table
What DON’T you want??

Vision of What I Don’t Want

Write down your responses on your worksheet & discuss with your table
What is a good life for your family member with a developmental disability?

Discuss at your table and record your responses on your worksheet.
“Good Life 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.
ALL People
Focus on “ALL”

100%
All 4.9 Million people with developmental disabilities

75%  25%
National % Receiving State DD Services

** Based on national definition of developmental disability with a prevalence rate of 1.49%
Person Within Context of Family & Community
All individuals exist within the context of family

- Family is defined by the individual
- Individuals and their family may need supports that adjust as roles and needs of all members change
- Not dependent upon where the person lives
## Relationships and Roles of Family in a Person’s Life

<table>
<thead>
<tr>
<th>Caring About</th>
<th>Caring For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affection &amp; Self-Esteem</td>
<td>Provider of day-to-day care</td>
</tr>
<tr>
<td>Repository of knowledge</td>
<td>Material/Financial</td>
</tr>
<tr>
<td>Lifetime commitment</td>
<td>Facilitator of inclusion and membership</td>
</tr>
<tr>
<td></td>
<td>Advocate for support</td>
</tr>
</tbody>
</table>

*Adapted from Bigby & Fyffe (2012), Dally (1988), Turnbull et all (2011)*
Families Support Members with I/DD

89% of People I/DD receiving services are Supported by Family

4.7 Million people with I/DD

- Receiving Services Out of Home 13%
- Receiving Services Living at Home 12%
- Not Receiving Services - Living at Home 75%

Life Trajectory, Experiences and Life Stages
The future is not something we enter.
The future is something that we create.
And creating that future requires us to make choices and decisions that begin with a dream.

-Vision for a Good Life

-Leonard L. Sweet
Trajectory towards Good Life

Vision of What I Don’t Want

Friends, family, enough money, job I like, home, faith, vacations, health, choice, freedom
The road is not always easy..... and the trajectory isn’t always straight.
Life Stages and Individual and Family Cycles

**Individual Life Stages**

- Birth
- Early child
- School
- Transition
- Adulthood
- Aging

**Family Life Cycle**

- Single Adult
- New Couple
- Couple with Children
- Launching Children
- Family Later in Life
# Life Stages: Think Across Generations

<table>
<thead>
<tr>
<th>Age</th>
<th>0-5</th>
<th>6-18</th>
<th>19-64</th>
<th>65</th>
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</thead>
<tbody>
<tr>
<td>Total MO Population</td>
<td>362,650 (6%)</td>
<td>1,045,641 (17.3%)</td>
<td>3,747,386 (62%)</td>
<td>888,537 (14.7%)</td>
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<tr>
<td>Approx. DD (1.58%)</td>
<td>5729</td>
<td>16,521</td>
<td>59,209</td>
<td>14,038</td>
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</table>
Life Experiences

Volunteering

Chores and allowance

Learning to say “no”

Birthday parties with friends

Playing sports or an instrument

Scouts, 4H, church groups

Making Mistakes

Getting New Diagnosis

Transition planning

Leaving Early Childhood/enter school

Turning 18. Leaving school at 18 or 21

Living Adult Life

Parents Turn 65 Medicare & SSDI

My parents have passed away, what do I do?
Life Experiences = Life Outcomes

What We WANT

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

What We DON’T WANT

Experiences at age 5

Experiences at age 13

Experiences at age 65
Adapting and Accommodating Life Experiences

What adaptations can you make for a 13-21 year old?

What I Want

What I DON’T Want

Discuss at your table and record your responses on your worksheet.
Joe’s Life Trajectory

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

- Very busy as a little person
- Very active and wanted to see/explore everything—curious
- Often wandered away from secure surroundings
- LOVED Batman
- LOVED anything related to Ghostbusters—the movie or the cartoons
- LOVED Star Wars
- Imaginative play was important
- Made friends easily
- Had “Tom Sawyer” traits—could easily convince others to do things (+ and -)
- Loved to take things apart
- Very curious about guns and weaponry
- Needed structure, routine, and rules to be comfortable in daily life
- Age 3—wanted to be Batman
- Age 5—wanted to be a Ghostbuster
- Age 10 wanted to be a policeman or firefighter

**Future Life Experiences**
LIST currently future life experiences that continue supporting your good life vision.

- Continued ability to be imaginative
- Wanted to own and handle firearms
- Wanted to serve others
- Large need for friends, especially those that shared similar interests (military, video games, WWE wrestling and roller hockey)
- Learn more about serving in the military
- Understanding the importance of being responsible and having responsibilities
- Join the US Naval Sea Cadet Program
- Study enough in school to keep GPA necessary to be a Sea Cadet
- Participate in Community Activities that will strengthen my understanding of things that are required of US Service Personnel
- Share my appreciation of the US Armed Forces with others
- Begin to Study for the ASVAB
- Successfully completing my study of the Navy BMR or any of the tests at Sea Cadets
- Participating in church and youth group
- Doing fun things with my friends
- Playing video games
- Get my drivers license

**Vision for a Good Life**
LIST what you want your “good life” to look like...

- To be in the US Navy or Marine Corps
- To be a Master of Arms, or Gunners Mate, or work in EOD in the military
- To do well in the military and advance in rank
- To be happy with what I am doing
- To make new friends and keep my old friends
- To have fun
- To be able to have my Play Station or X-Box where ever I am stationed
- To live someplace fun and exciting
- To be able to handle firearms
- To make enough money to buy the things I want
- To be happy
- To have a girlfriend
- Someday, to fall in love and get married
- To have more than one child
- To live near the ocean
- To have my own car
- Someday, to go to college
- Someday, after I retire from the military, to own a gun shop and be my own boss

**What I Don’t Want**
LIST the things you don’t want in your life...

- Live at home with my mother in Kansas City
- Work at a job I don’t like
- Not have enough money
- To be in trouble with the law or go to jail
- To be without friends
- To not be able to go where I want to go and do what I want to do
Never be defined by your past. It was just a lesson, not a life sentence.
Life Domains, Life Outcomes and Life Possibilities
Achieving Outcomes for Connected Life Domains

Daily Life and Employment
(school/education, employment, volunteering, routines, life skills)

Healthy Living
(medical, behavioral, nutrition, wellness, affordable care)

Community Living
(housing, living options, home adaptations and modifications, community access, transportation)

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

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

Citizenship and Advocacy
(valued roles, making choices, setting goals, responsibility, leadership, peer support)
## Tool for Developing a Vision - Family

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is designed to help families of all ages — those with a very young child, an adult, or somewhere in between, think about a specific vision in each life domain for how their family member will live their life as an adult, and prioritize what they want to work on right now that will help move toward the life vision.

<table>
<thead>
<tr>
<th>LIFE DOMAIN</th>
<th>My Vision for My Family Member’s Future</th>
<th>priority</th>
<th>Current Situation/Things to Work On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Living</td>
<td></td>
<td></td>
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<tr>
<td>Community Living</td>
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<tr>
<td>Social &amp; Spirituality</td>
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<tr>
<td>Healthy Living</td>
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<tr>
<td>Safety &amp; Security</td>
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</tr>
<tr>
<td>Citizenship &amp; Advocacy</td>
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<tr>
<td>Supports for Family</td>
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<tr>
<td>Supports &amp; Services</td>
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</tr>
</tbody>
</table>

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**MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD**

August 2015
Individualized Supports to Achieve a Good Life
Three Types of Supports

Discovery & Navigation
(Info and Training)

Connecting & Networking
(Talking to Someone that has been there)

Goods & Services
(Day to Day, Medical, Financial Supports)
Shaping Elizabeth’s Trajectory

VISION for a GOOD LIFE
- Self determination
- Choice
- Privacy

What I DON’T Want
- Unnecessary medications
- Unnecessary procedures
- Limiting choices
- Limiting self-determination

Charted trajectory stoma
- 5 Months
- 1 year
- 2 years
- 4 years

Peer Support / Research / Advocacy
- Uncharted trajectory self-cath
- Bowel Program
Integrated Star for Problem Solving & Exploring Options
Integrating Services and Supports

75%
People with I/DD not receiving formal DD services

25%
People with I/DD receiving formal DD services

100%
People with I/DD receiving integrated services and supports
Focusing ONLY on Eligibility Supports

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

Poverty, loneliness, segregation, restrictions, lack of choice, boredom, institutions
Relying ONLY on Family & Friends

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

Poverty, loneliness, segregation, restrictions, lack of choice, boredom, institutions
Life Course Integrated Supports STAR

- **Personal Strengths & Assets**: resources, skills, abilities, characteristics
- **Technology**: i-pad/smart phone apps, remote monitoring, cognitive accessibility, Adaptive equipment
- **Relationships**: family, friends, neighbors, co-workers, church members, community members
- **Community Based**: school, businesses, church faith based, parks & rec, public transportation
- **Eligibility Specific**: SHS services, Special Ed, Medicaid, Voc Rehab, Food Stamps, Section 8
Daily Routine

- Morning or Evening
- Personal Strengths & Assets
- Technology
- Relationships
- Community Based
- Eligibility Specific
Problem Solving: Life Domain
Eric’s Focus on Social and Spiritual

PERSONAL STRENGTHS & ASSETS

Happy, Funny and loving
Likes to help people
Likes to try new things
Police cars, tow trucks, fire engines and racecars
Golf Cart

RELATIONSHIP-BASED

See his girlfriend more
Connect with his family
Spend more time with friends

COMMUNITY-BASED

Scouts
Red Robin
Race Tracks

INTEGRATED SUPPORTS

TECHNOLOGY-BASED

I-pad
Smart Phone

ELIGIBILITY-BASED

Companion Supports
day-to-day
Domain Specific Daily Life

Focus on Employment
Caleb’s Career Planning Star

Personal Strengths & Assets
- I can accurately choose from lists of activities.
- I have definite preferences for what I like to do.

Skills:
- I have a very positive attitude. People like to be around me.
- I will try to do any activity that I am challenged to do.
- I like to do anything outside and I work hard.
- I have been working outside all my life.

Money Management:
- I can use a debit card and cash.

Personal Safety:
- I follow directions well.
- I can tell a person of authority who I am, where I live and who my parents are.
- I might get bored but will get back on task with reinforcement.

Future Career Planning
Caleb

Decision Making:
- Caleb needs substantial support in regards to public sector resources.

Money Management:
- Substantial family involvement and planning
- Financial Planner
- Can use traditional savings to pay for school/career
- Tax status – can I get tax deductions and credits?

Personal Safety:
- Lawyer - Special Needs Trust, Alt. Guardianship tools, Living Will
- I have private health insurance as well as Medicaid

Relationship Based

Decision Making:
- Caleb’s family farms
- Caleb can express his preferences.

Caleb needs support to understand the situation to make choices.
There are some situations he will not comprehend and will need more input from trusted family or friends.

Skills:
- Caleb has been trained to understand how to pick and handle produce in the garden.
- He is interested in learning more about animals.
- Caleb has support to try new opportunities.

Money Management:
- Caleb is learning more about money.
- He needs help with significant monetary decisions.

Decision Making:
Use a CWIC to understand my SS/SSDI benefits options.
Use Vocational Rehabilitation for job readiness planning.
Use CSW to understand community options of all kinds.

Money Management:
Determine how to use Student Earned Income Credit benefit
Medicaid – access waiver, medical insurance, support, job coach, equipment, PCA
Determine how my services will be effected and eventually replaced as my income increases?
Determine what financial tools are available based on my eligibility ABLE, PASS, IDA, grants,
Increase cash flow and keep/get private insurance - HIPP

Personal Safety:
Good relationships with family, providers and case managers learn about P&A/DHSS rights to protection

Eligibility Specific
Domain Specific Safety and Security focus on Supported Decision Making
Ben’s Safety & Security Star

Focus on Supported Decision Making

- Carries ID
- Uses Debit Card
- Can call 911

- Communicate wants & needs better
- Spend more time on his own
- Call 911 only if emergency

- Joint bank account with mom
- Power of Attorney (mom & dad)
- SN Trust Committee (Matt, Zac, Ali, Mike, Tracy)

- Add more Power of Attorney successors
- Supported (shared) decision making

- Remote Monitoring
- Learn to use FaceTime or Skype

- Automatic Bill Pay
- Direct Deposit
- Well known at: Library, church, Fire station, restaurants, stores, bus
- Community Based

- Limited bank account
- Senior Center
- Meals on Wheels
- Expand community contacts

- Has DDD/SDS
- Personal Care Attendant
- Supplemental Special Needs Trust

Eligibility Specific
PROBLEM SOLVING FOR A SPECIFIC ISSUE OR GOAL

PERSONAL STRENGTHS & ASSETS:
What skills or abilities do I have, can I learn or improve upon; what “things” do I have access to that might help the situation?

TECHNOLOGY:
Can I use a smartphone, computer, electronic device, remote monitoring, or other form of high or low tech to help solve the problem or make it better?

RELATIONSHIPS:
Do I have family, friends, co-workers, classmates or other people in my life that can do something to help me solve this problem or issue?

COMMUNITY BASED:
What are the resources, places, organizations, or people in the community, available to anyone, that could help me with problem solving this issue?

ELIGIBILITY SPECIFIC:
What services based on age, ability, socio-economic status, or other factors could I use along with supports from other parts of the STAR to solve this problem?
PROBLEM SOLVING FOR A SPECIFIC ISSUE OR GOAL

Healthy Living
The Arc St Louis

Problem Solving for Information and Referral
Putting the Framework Together!
LifeCourse Real Life Examples
Introducing Ben

WHAT'S IMPORTANT TO ME

My family and friends
Volunteering at the Fire Station, wearing my uniform and badge
Going to the library
Going to church
My TV, DVR, and radio/CD player (I like to play them all at once sometimes)
My iPad
WWE wrestling – I love when my brother Matt takes me to live shows
Nascar Racing (Jeff Gordon is my favorite driver)
Going to country music concerts
Feeling like I belong
Being like everybody else, not being treated differently
Getting a tattoo (already planning my next tattoo)
Having control over my life as much as possible
My Excelsior Springs Tigers – especially football
Riding horses at NTRC
Facebook friends
Having an occasional beer with friends
Having a purpose and being productive

HOW BEST TO SUPPORT ME

I need help remembering things, like what I did or who I saw today.
I get confused easily so I need help not getting lost or turned around when I am out and about.
I know what times I am supposed to take my meds, but I need help getting them out and getting refills.
I get anxious sometimes, need to be reassured that people I care about will be there for me.
I don’t like to spend time alone, but I am working on it, help me not be so anxious when I am alone for short periods of time.
I sometimes need someone to steady me if I get off balance.
I need to rest or extra support if I have to do a lot of walking or standing. If I am shopping, it helps if I am the cart-pusher.
I need support keeping in touch with friends and family and practicing having good conversations.
I’m friendly even though I may not look you in the eye at first

WHAT PEOPLE LIKE & ADMIRE ABOUT ME

I like to make other people feel good and be happy.
I have a great smile and a contagious laugh. I frequently "get the giggles!"
I’m fun, silly and friendly!
I am a dedicated volunteer in my community
I am an Eagle Scout and an adult leader in scouting - been involved in service through scouting since first grade.
I am a man about town!
My tattoo!!
My great hugs!
I am willing to try new things…
I remember songs and who sings them
I am not usually a complainer, even though sometimes I am in pain or uncomfortable

I PITY THE FOOL WHO DOESN’T LIKE

·

BEN’S ONE PAGE PROFILE!
Moving to Integrating Supports
Ben’s Life Activities

Personal Strengths & Assets
- Technology: I-pad to watch WWE network and music videos; facebook
- Relationships: Mom, Dad, Matt, Zac & Ali; firemen friends; Nick, Spohn, Mike, Ange, Chad, Ericka & twins
- Community Based: Fire Station, Wal-Mart, movies, bowling, Sonic, Price Chopper, Church, High School, IHD
- Eligibility Specific: Paid staff thru SD waiver help with activities, ADL’s & access community; therapeutic riding

Can stay home alone for up to one hour

CHARTING the life course

<table>
<thead>
<tr>
<th>TIME</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
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<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td></td>
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</tr>
<tr>
<td>8:30 AM</td>
<td>I-pad while</td>
<td>I-pad while</td>
<td>I-pad while</td>
<td>I-pad while</td>
<td>I-pad</td>
<td>Night with</td>
<td></td>
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<tr>
<td>7:30 AM</td>
<td>Mom walks</td>
<td>Mom walks</td>
<td>Mom walks</td>
<td>Mom walks</td>
<td>Mom walks</td>
<td>Matt</td>
<td></td>
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<tr>
<td>7:39 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:39 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Go for walk</td>
<td>B Noon</td>
<td>Buy food</td>
<td>B Noon</td>
<td>Get ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10:19:30 AM</td>
<td>Workout</td>
<td>Good Sam.</td>
<td>Volunteer</td>
<td></td>
<td></td>
<td>Church</td>
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<tr>
<td>10:30-11 AM</td>
<td>@ Gym</td>
<td></td>
<td>Center</td>
<td>At IHD</td>
<td></td>
<td></td>
<td>St Alv's</td>
</tr>
<tr>
<td>11:15 AM</td>
<td>Watch TV</td>
<td>Watch TV</td>
<td>Watch TV</td>
<td>with PCA</td>
<td></td>
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</tr>
<tr>
<td>11:30-12 PM</td>
<td>Lunch with</td>
<td></td>
<td>Lunch with</td>
<td>Lunch with</td>
<td>Lunch @</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-12:30 PM</td>
<td>Lunch with</td>
<td>Lunch with</td>
<td>PCA help</td>
<td>Lunch with</td>
<td>Lunch with</td>
<td>Lunch @</td>
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</tr>
<tr>
<td>12:30-1 PM</td>
<td>PCA help</td>
<td>Firemen @</td>
<td>Work out</td>
<td>PCA help</td>
<td></td>
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<tr>
<td>1:15 PM</td>
<td>Library</td>
<td>Gym</td>
<td>Gym</td>
<td>Wal-Mart</td>
<td></td>
<td></td>
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<tr>
<td>1:30-2 PM</td>
<td>Watch TV</td>
<td></td>
<td></td>
<td>With PCA</td>
<td></td>
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<tr>
<td>2-2:30 PM</td>
<td>Watch TV</td>
<td>&amp; chill until Sonic drink</td>
<td>Watch TV</td>
<td>Get ready</td>
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<td></td>
<td></td>
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<tr>
<td>2:30-3 PM</td>
<td>&amp; chill</td>
<td>football</td>
<td>chill time</td>
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<td>for game</td>
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<tr>
<td>3:30-4 PM</td>
<td>Football</td>
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<td>EHS</td>
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<tr>
<td>3:39-4 PM</td>
<td>Practice</td>
<td>Practice</td>
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<td>Practice</td>
<td>Tigers</td>
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<td>&amp; Ericka</td>
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<td>with Matt</td>
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<td>10 PM-6 AM</td>
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<td></td>
<td></td>
<td>Spend night</td>
<td>Matt at his apartment</td>
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Elizabeth, age 6
Elizabeth’s Life Trajectory
Elizabeth’s Integrated Star: Mapping Supports
Peyton’s Plan for Inclusion in School

Using the LifeCourse Tools to Transform the Way the School Thinks about Inclusion for Peyton
Peyton’s Good Life Trajectory

CHARTING the life course

Peyton
Life Trajectory Worksheet: Family

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don’t want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

Friends
Family
Productive Employment
Happiness
Living Independently
Meaningful Relationships
Love
Community Involvement & Inclusion

What I DON’T Want

Sheltered Workshop
Group Home
Isolation
Dependency on paid supports
Lonely
Unhappy, unproductive, bored
Poverty
Peyton’s Integrated Supports

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.

Technology
- iPad
- Electric Toothbrush
- Nanny Cam
- Water Dispenser
- Timer on TV
- Computer
- Microwave

Personal Strengths & Assets
- Sociable
- Helpful
- Strong
- Loves to Run & Play
- Wants to Communicate
- Silly
- Wants to make others laugh
- Reads others emotions well
- Routine oriented
- Imaginative

Relationship Based
- Mom
- Conner
- Scott
- Grandparents
- Dad & Kristy
- Perry

Peyton Bell

Long Term Support Needs

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Community Based
- Church
- Boy Scouts
- Bowling
- Parks & Recreation
- Drum Station
- Playgrounds
- YMCA

Eligibility Specific
- PCA/Home Health
- Consumer Directed Services
- OT
- Speech
- Medicaid

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

February 2015
Adult Employment Trajectory

**Employment Trajectory Worksheet:**

**Contributions:**
Skills, Experience, Attributes, Talents
- Hard Working
- On time / prompt / reliable
- Wakes up around 6 am
- Motivated by money
- Will pick up extra shifts
- Knows what cleaning supplies are used while cleaning the restroom and how to use them safely
- Showers and wears clean clothing each day
- Will work weekends

**Long term employment desires and goals:**
Kenny would like to find a job that he is good at and enjoys for long term employment. Kenny enjoys custodial work and finds that it is a good match for him. He finds it very important that the factors under “What I DON’T Want” are respected when job seeking.

Kenny’s ultimate goal is to find full time employment with benefits and to live independently. Kenny understands that this can only happen when it is considered safe for himself and everyone else.

**Conditions:**
- Part-time employment
- Line-of-site supervision at all times
- Make at least minimum wage
- Co-workers / staff are respectful to him

**Preferences:**
- Would like to work indoors when the weather outside is too hot
- Custodial employment
- Cutting grass

**Support Needs:**
- Assistance learning the routine and new job tasks
- Reminders to be clean shaven
- Transportation to and from work from Carrs
- Audio learner with demonstration as needed

(May include: Schedule, Salary, Benefits, Appearance, Learning Style, Supervisor Interaction, Environment, etc.)

**MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD**

MAY 2014
Max's School Portfolio
Cognitively Accessible Trajectory
LifeCourse Tools

LifeCourse Educational Materials

Lifecoursetools.com
Integrated Options Support Stars
Focus on.... Life stages
Life Domain & subtopic guides
Charting the LifeCourse
Questions, Conversations, and Reflections for Caregivers

Throughout our lives, we face questions and search for answers that will help us on our journey to a full and meaningful life. This is true for everyone, especially when you or someone you care about experiences a disability or special health care need.

Charting the LifeCourse is a tool to assist you in creating a vision for the future. It is designed to help you think about the questions to ask as well as the choices, options and life experiences to consider as you "plot a course" to a full and meaningful life. It is intended to be a starting point no matter where you are in your life journey.

We hope this LifeCourse Experiences and Questions booklet helps you realize that even when your child is very young, and wherever you are on the journey as he or she ages and grows into adulthood, their life experiences and environment can shape how they will live life in the future.

Guide focused on supporter/caregiver
Ways to Get Involved:
- Webinars
- CoP Listserv
- Website Links

supportstofamilies.org
lifecoursetools.org
mofamilytofamily.org
Life isn’t about how to survive the storm, but how to dance in the rain.

-unknown
Questions, Reflections and Discussion
Contact Information

Susan Bird
birdsk@umkc.edu
Jenny Hatfield-Callen
hatfieldcallenj@umkc.edu
Georgia Mueller
muellergl@umkc.edu

800-444-0821
Thank You!

Please complete your evaluations.