Personal Outcomes Across the Life Course

About me…

- Sibling of three brothers, one who is 32 year old with developmental disability
- Director of Individual Advocacy and Family Support, UMKC UCEDD
  - Supported the Self-Advocacy Movement for 12 years
  - Director of Mo Family-to-Family Health Info Center
  - Co-Director of National CoP on Supports to Families

About UMKC-IHD

UCEDD/LEND has 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 partnership

SUPPORTING FAMILIES

of individuals with intellectual & developmental disabilities

THE NATIONAL COMMUNITY OF PRACTICE • FUNDED BY THE ADMINISTRATION ON INTELLECTUAL & DEVELOPMENTAL DISABILITIES

ADMINISTRATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

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 than include a member with intellectual and developmental disability across the lifespan.

Funded by

National Partners

Outcomes for Today

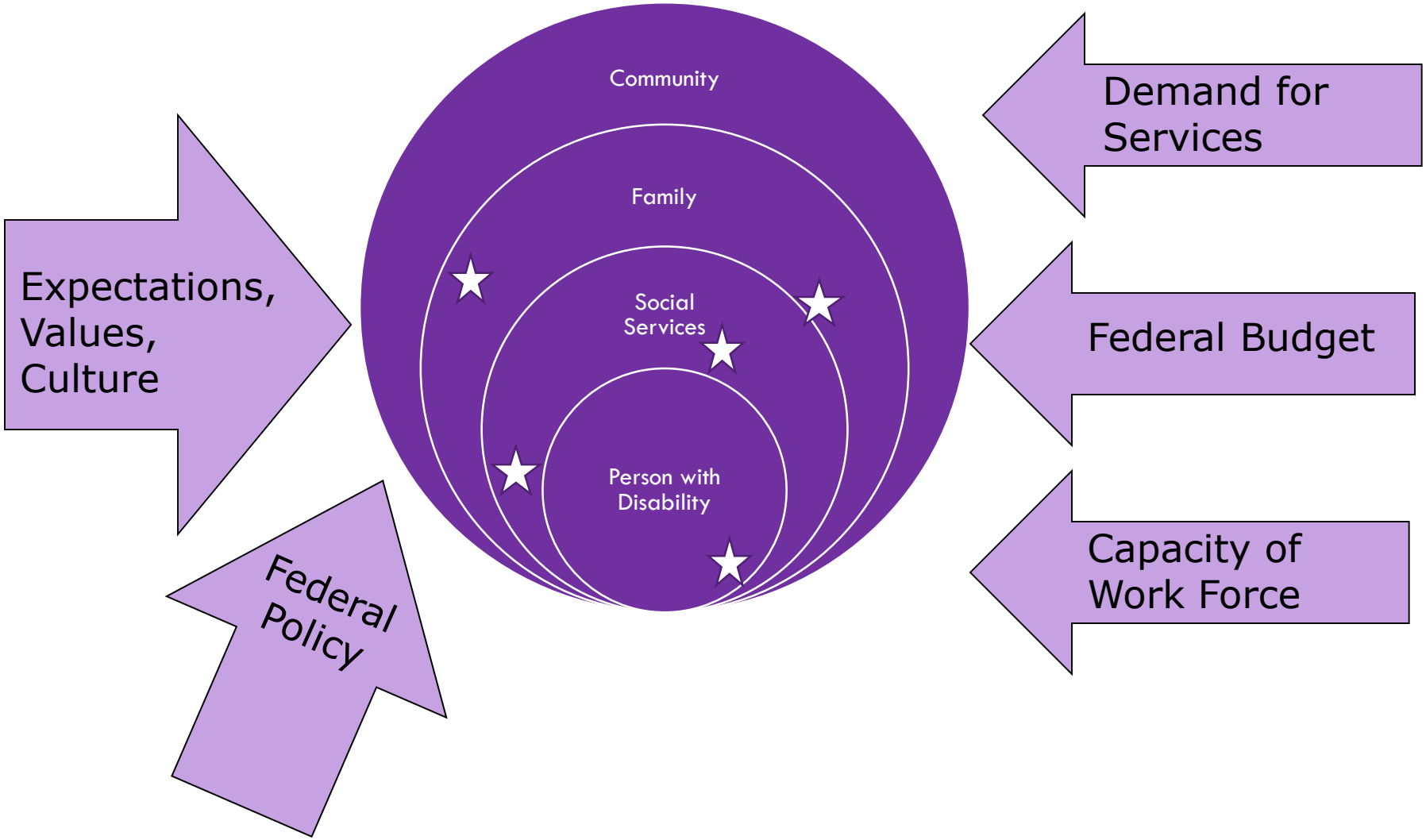
Overview of the LifeCourse framework guiding the work of the National Community of Practice on Supports to Families

Connections between Personal Outcomes and LifeCourse principles

Introduction to LifeCourse tools and resources with concrete examples for how to use

Setting the Stage

What we know about current realities?



Services and Supports are Evolving

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

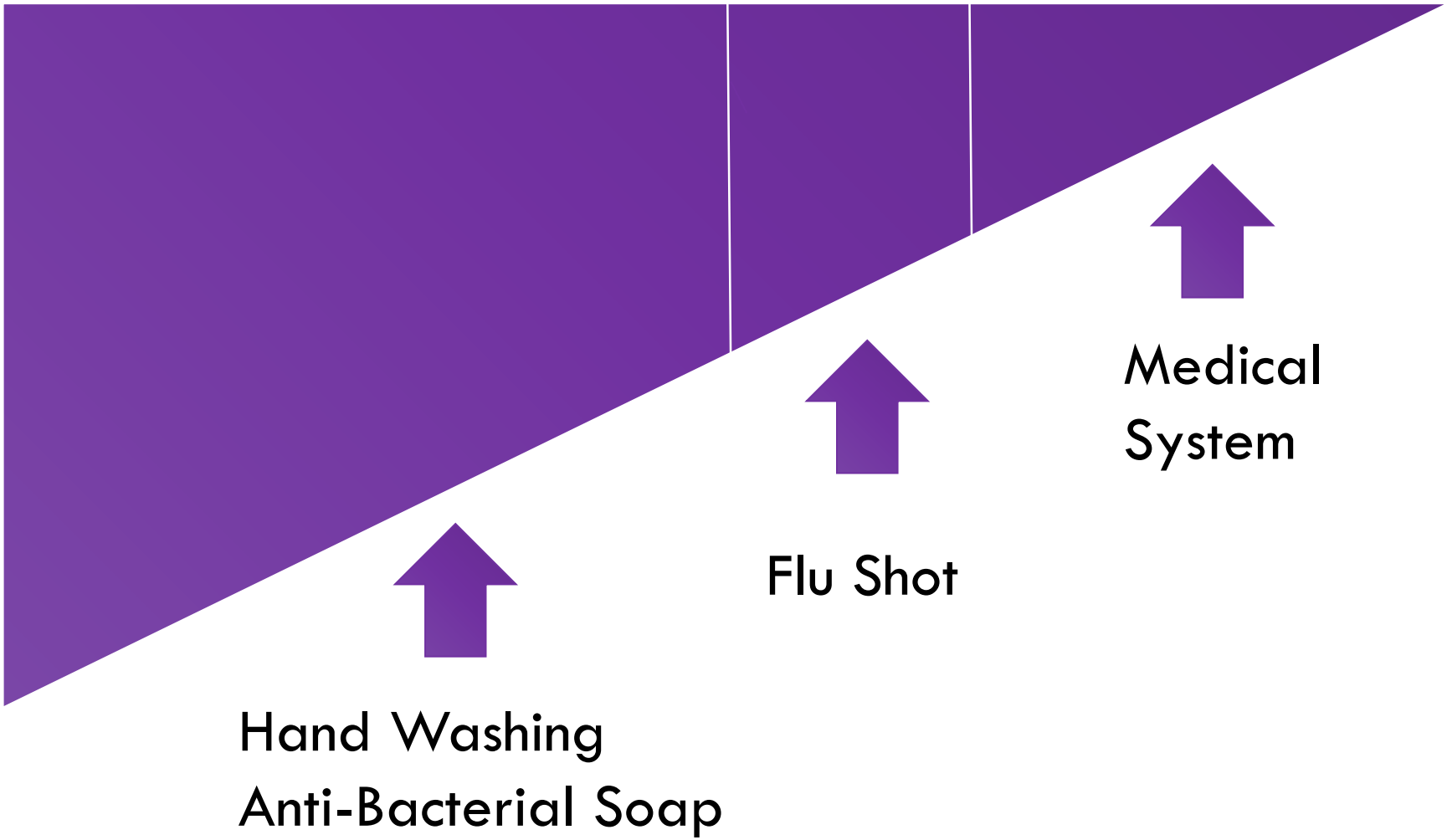
Fundamental reordering of thinking, beliefs, culture, relationships, and behavior

Turns assumptions inside out and disrupts familiar rituals and structures

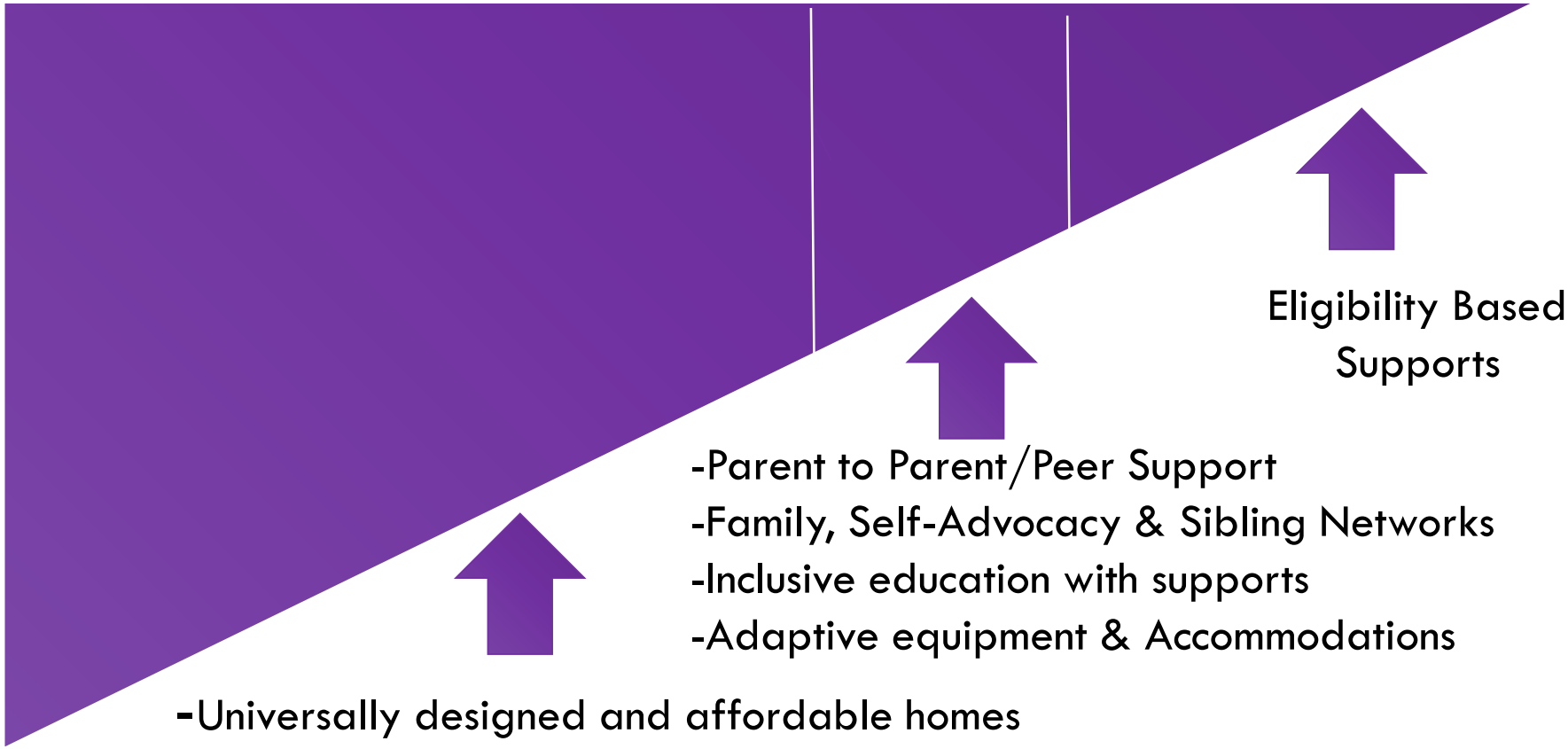
Rejects command and control relationships in favor of co-creative partnerships

Creating Blue Space, Hanns Meissner, 2013

ALL: Public Health Framework



Universal Strategies for Change



LIFECOURSE FRAMEWORK AND TOOLS

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

“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

100%

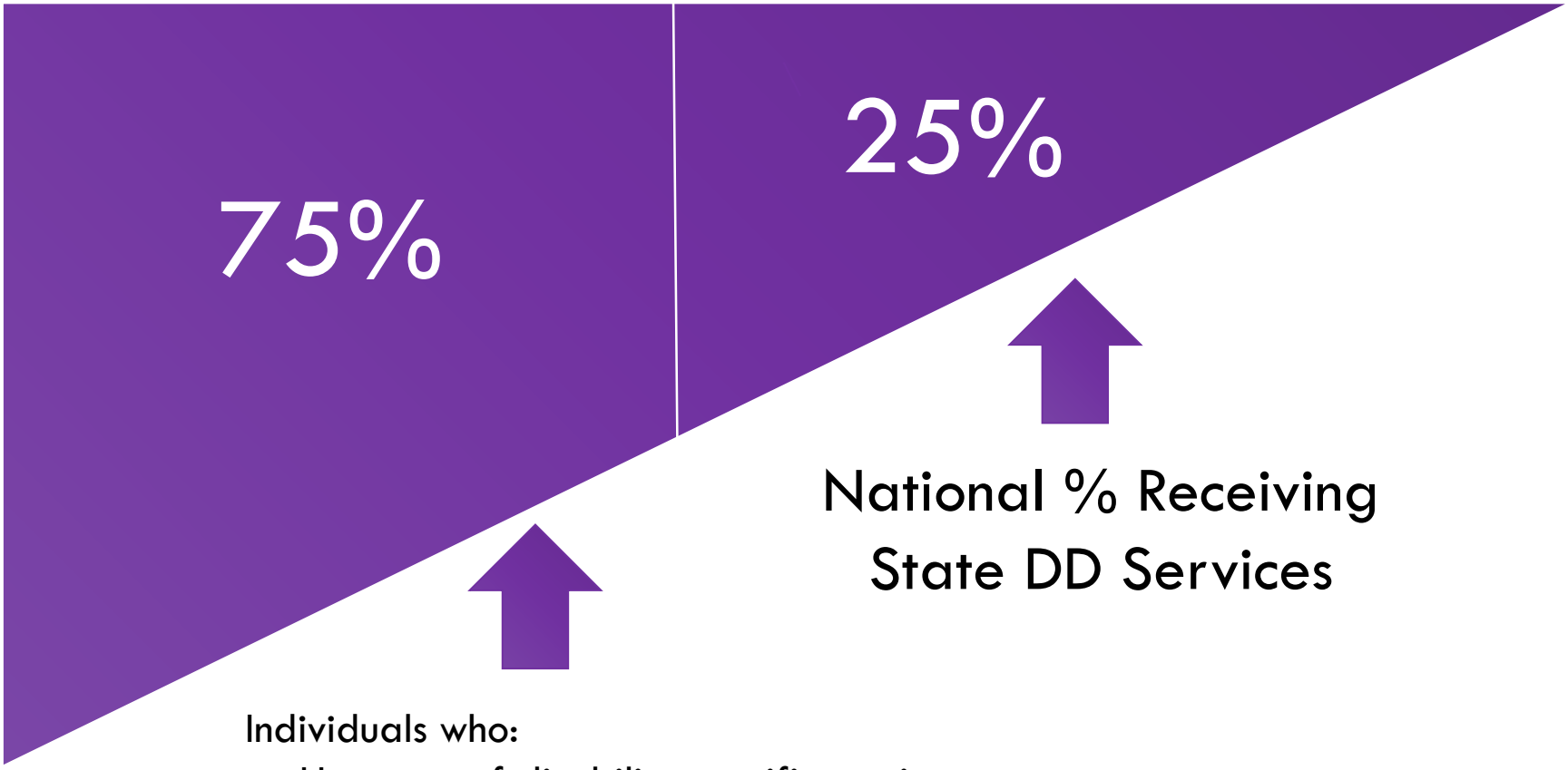
Focus on "ALL"

ALL individuals *(including those with intellectual and developmental disabilities or special health care needs)* ***and their families are considered in our values and vision.***

(Family is defined by the individual)

Focusing on ALL

ALL 4.9 Million people with developmental disabilities

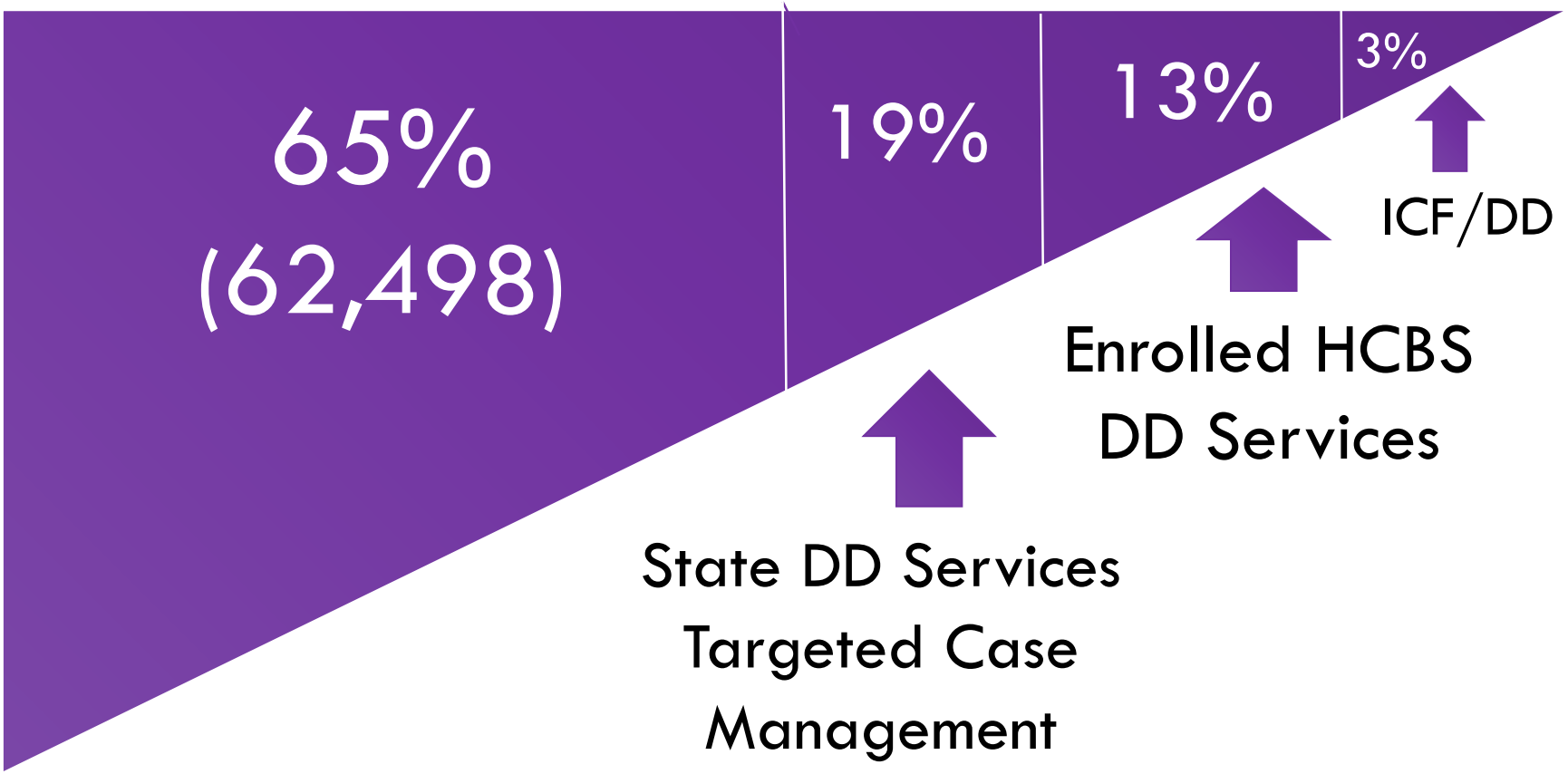


Individuals who:

- Unaware of disability specific services
- Do not want disability specific services
- Have a diagnosis but don't meet "eligibility criteria"

Missourians with Disabilities

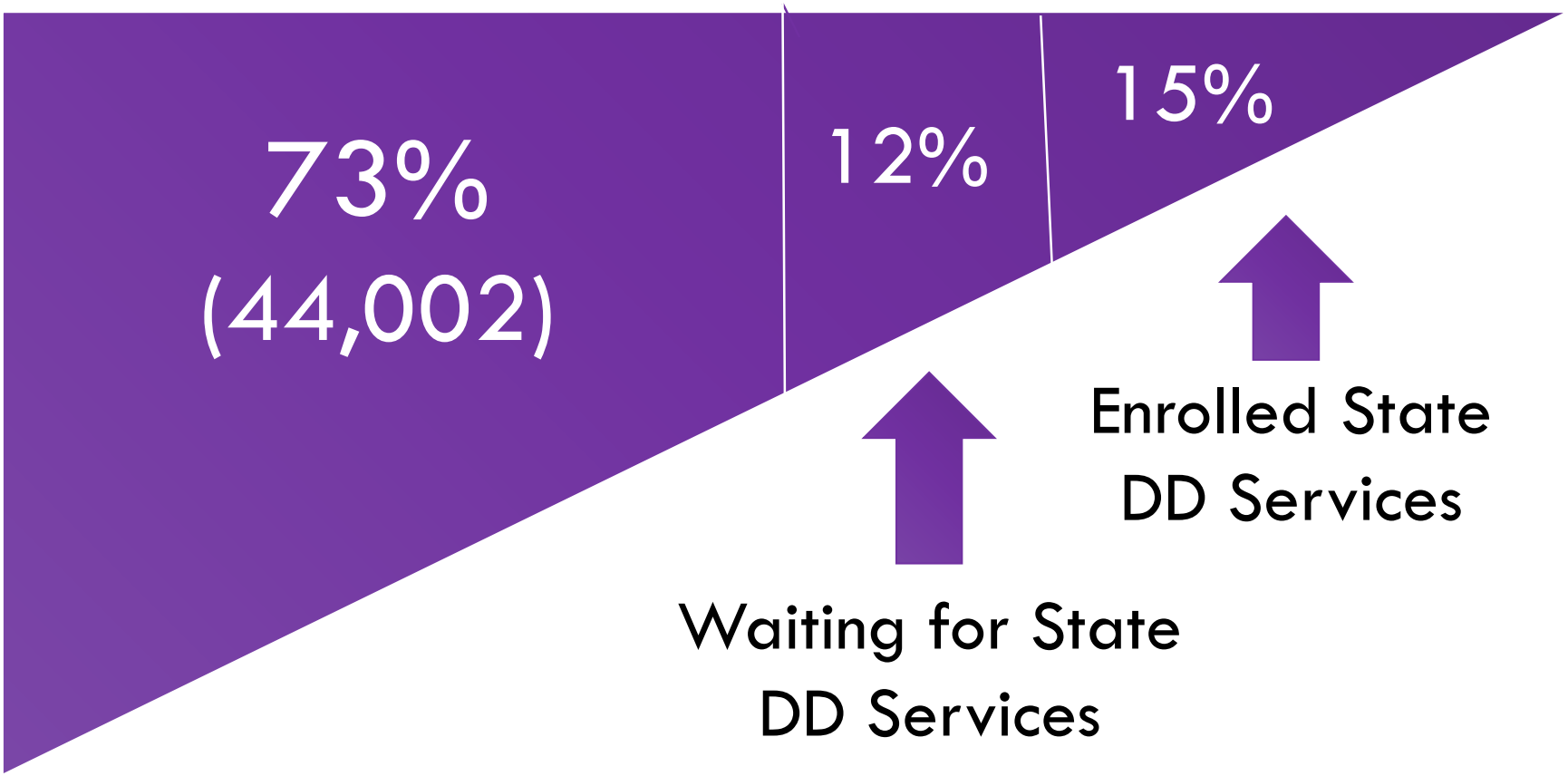
95,498 estimated Missourians with Developmental Disabilities



Based on 1.49% prevalence of MO citizens, US Census

Oklahomans with I/DD

60,277 estimated Oklahomans with Developmental Disabilities



Based on 1.49% prevalence of OK citizens, US Census

Person Within Context of Family & Community

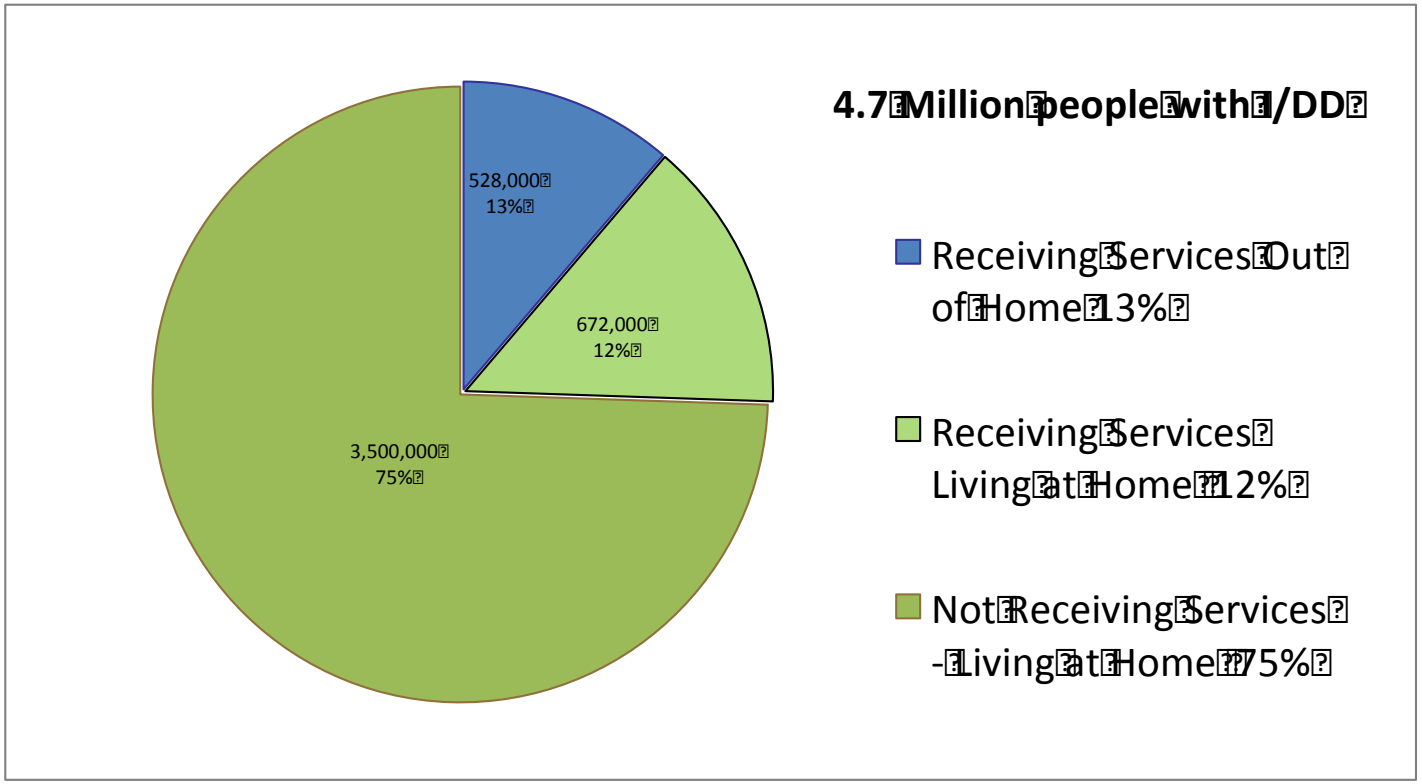
All individuals exist within the context of family

Individuals and their family, as a whole, may need supports that address different facets of life and that adjust as roles and needs of all members change through both the life cycle and the family cycle.

(Regardless of where a person lives)

Where Do People with Disabilities LIVE and Receive Services?

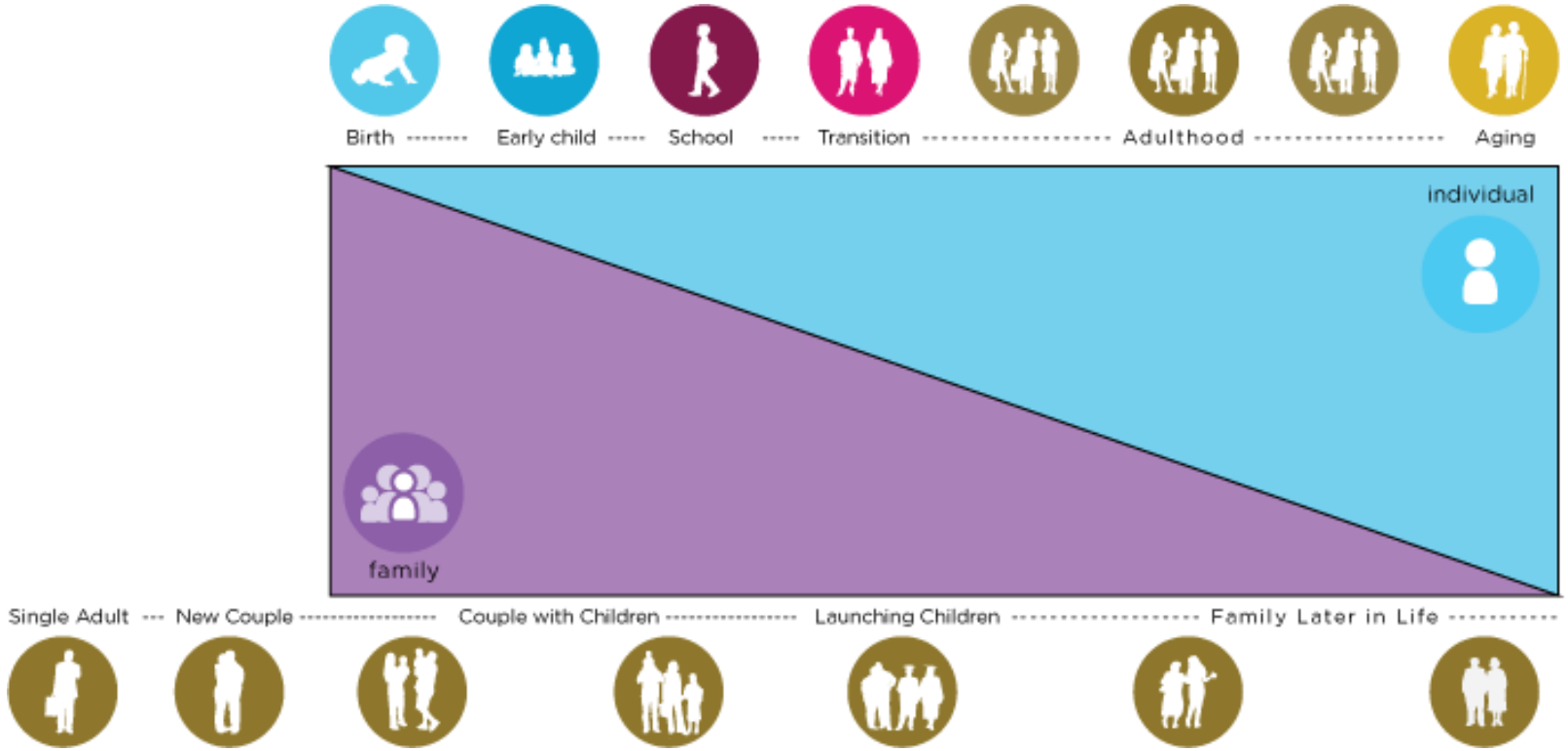
89% of People I/DD receiving services are Supported by Family



Larson, S. A., Lakin, K. C., Anderson, L., Kwak, N., Lee, J. H., & Anderson, D. (2000).

Recognition of Individual and Family Cycles

Individual Life Cycle



Family Life Cycle

Siblings: The 'Club Sandwich' Generation

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

Reciprocal Roles between All Family Members

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

**Adapted from Bigby & Fyffe (2012), Dally (1988), Turnbull et all (2011)*

Lifelong Impact of Family on Individual

Biologically: Likes, dislikes, skills, abilities

Socially: Family and friend network, connection with community members

Environmentally: Neighborhood, socio-economic, education

Policy: Dreams, Aspirations, House rules, cultural rules, expectations

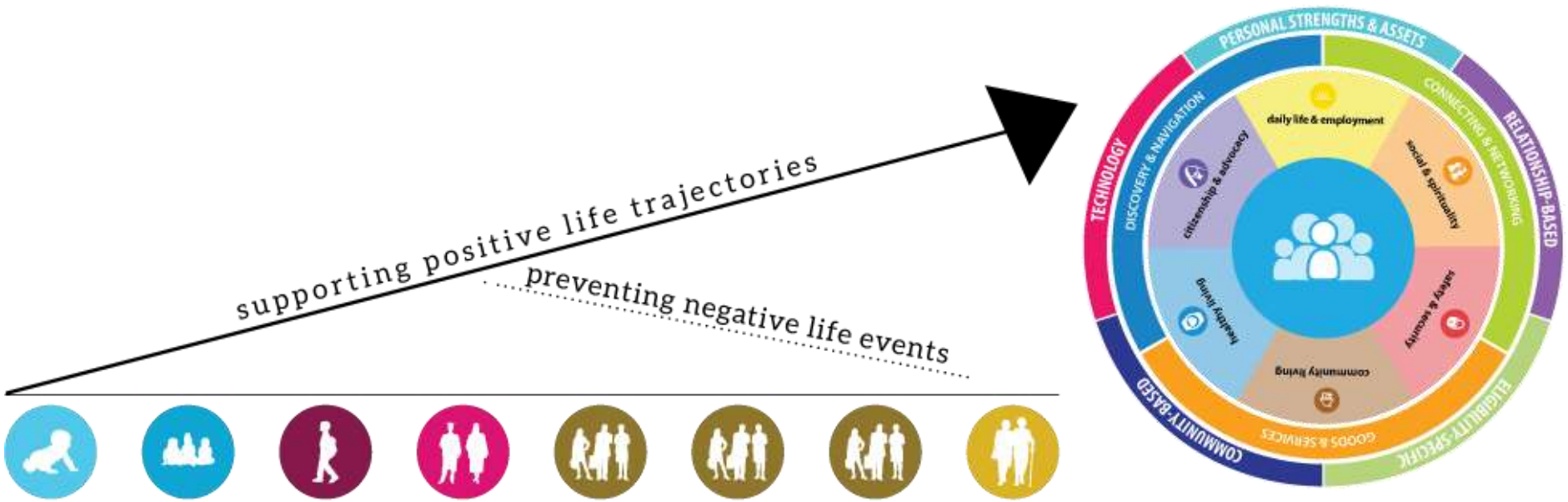
Life Trajectory, Experiences and Life Stages

Vision for a Good Life

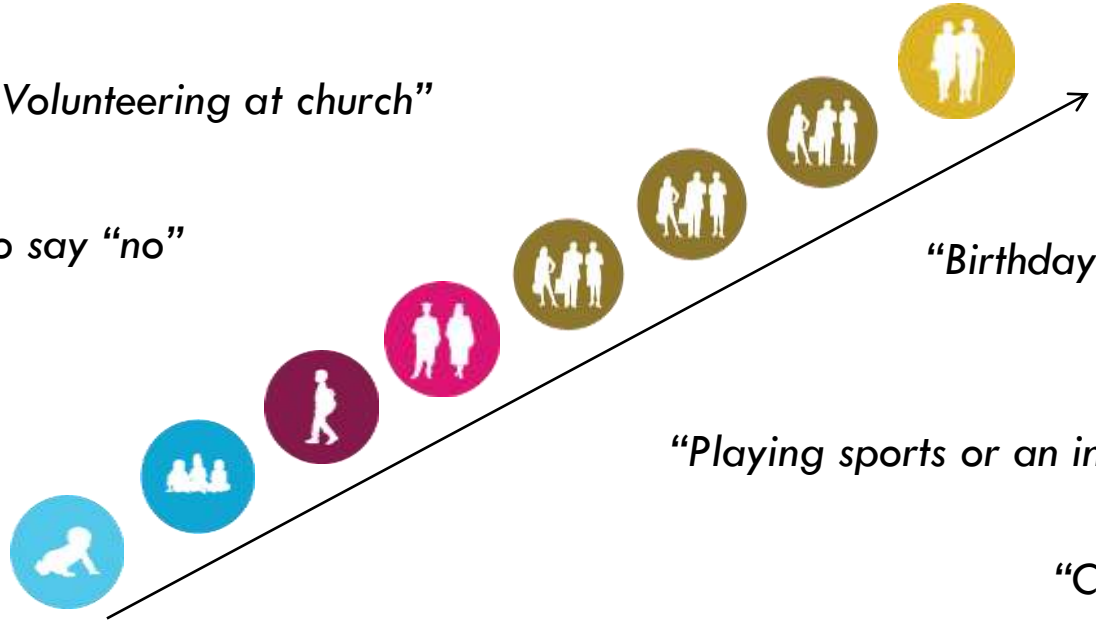
The future is not something we enter. The future is something that we create. And creating that future requires us to make choices and decisions that begin with a dream.

-Leonard L. Sweet

Vision and Trajectory



Focusing on Life Experiences



"Volunteering at church"

"Making mistakes"

Learning to say "no"

"Birthday parties with friends"

"Playing sports or an instrument"

"Chores and allowance"

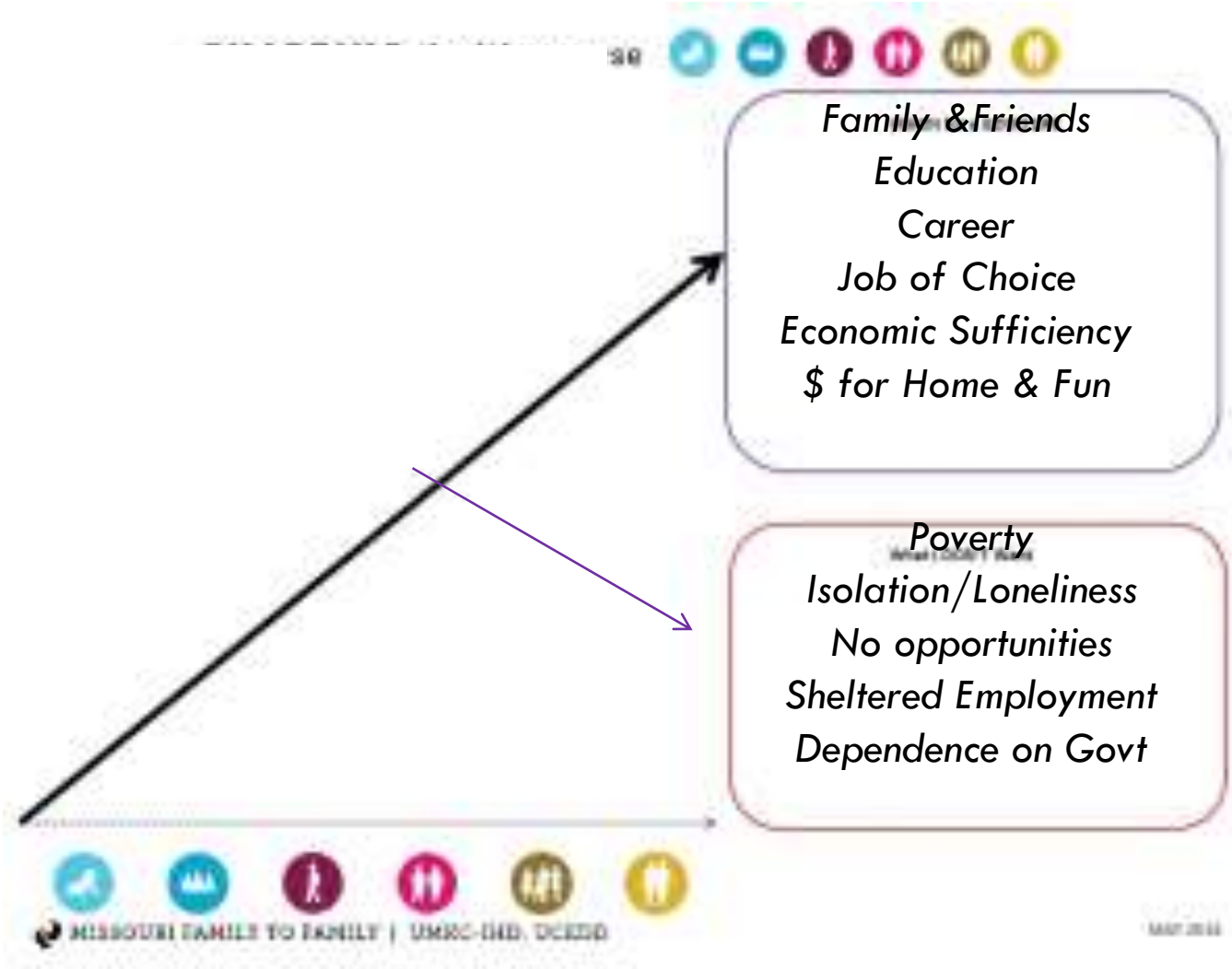
Birth-----Early Child----School----Transition---Adulthood-------Aging

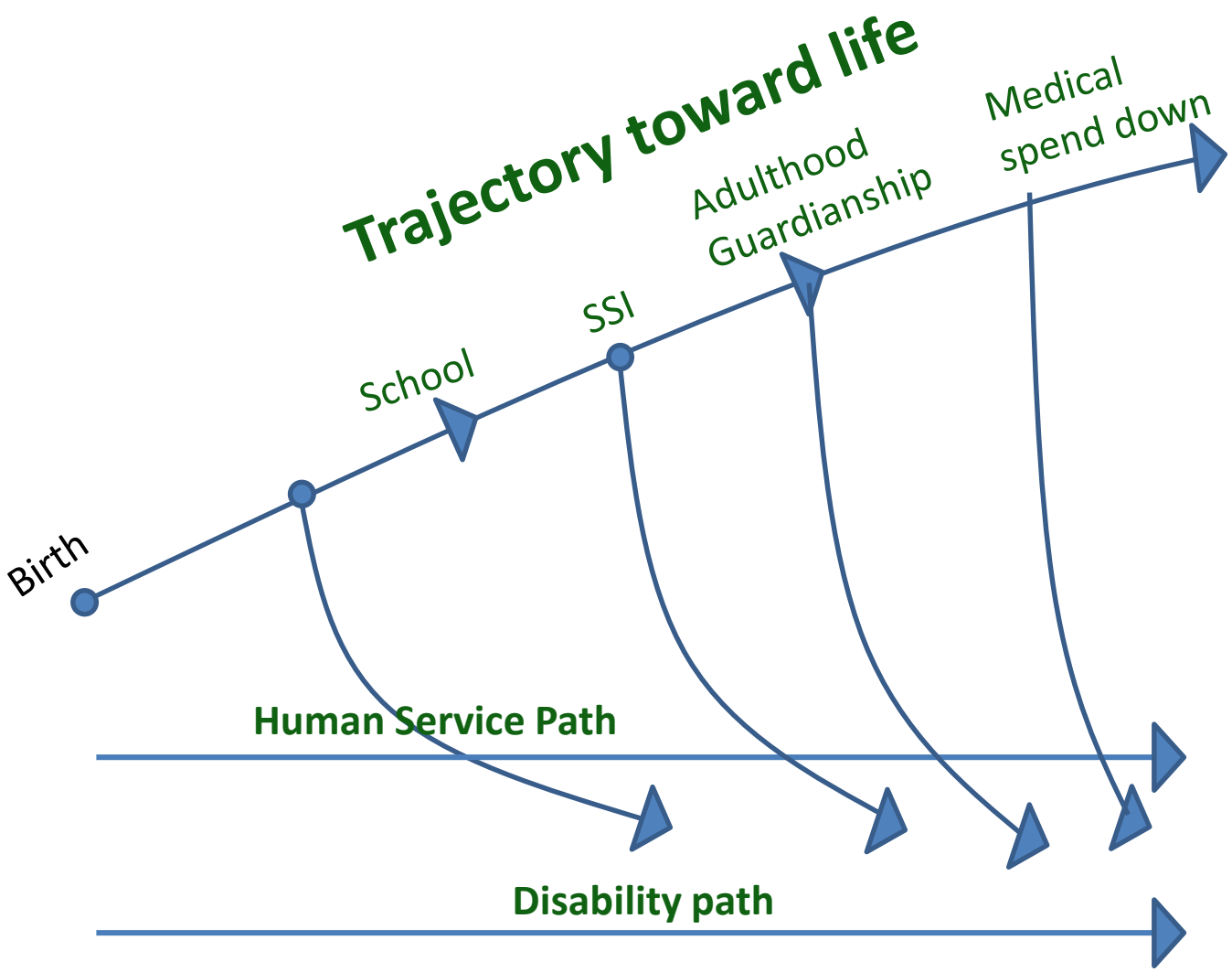
"Anticipatory Guidance for Life Experiences"

Life Stages: Think Across Generations

Age	0-5	6-18	19-64	65
Total MO Population	362,650 (6%)	1,045,641 (17.3%)	3,747,386 (62%)	888,537 (14.7%)
Approx. DD (1.58%)	5729	16,521	59,209	14,038

ACTIVITY:
Charting Life Experiences





Washington Community of Practice Adapted from National CoP Supports to Families, 2015

Life Domains and Outcomes

Thinking Across All 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)

Trajectory toward Positive Life Outcomes

Friends, family, self-determination, community living, social capital and economic sufficiency

Trajectory towards Outcomes

Vision of What I Don't Want

Trajectory towards things unwanted

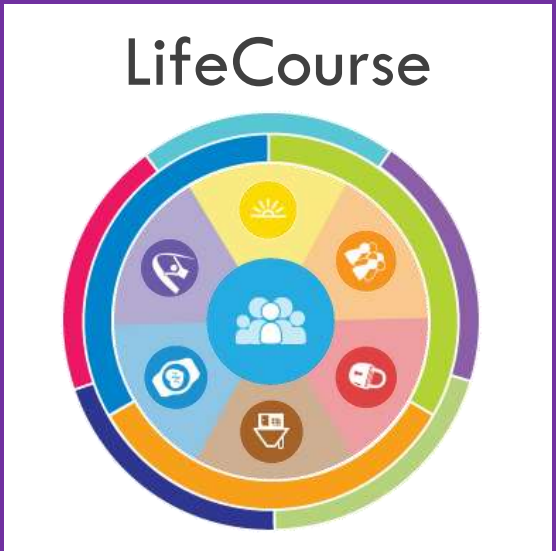
Across the Lifespan

Individualized Supports to Achieve a Good Life

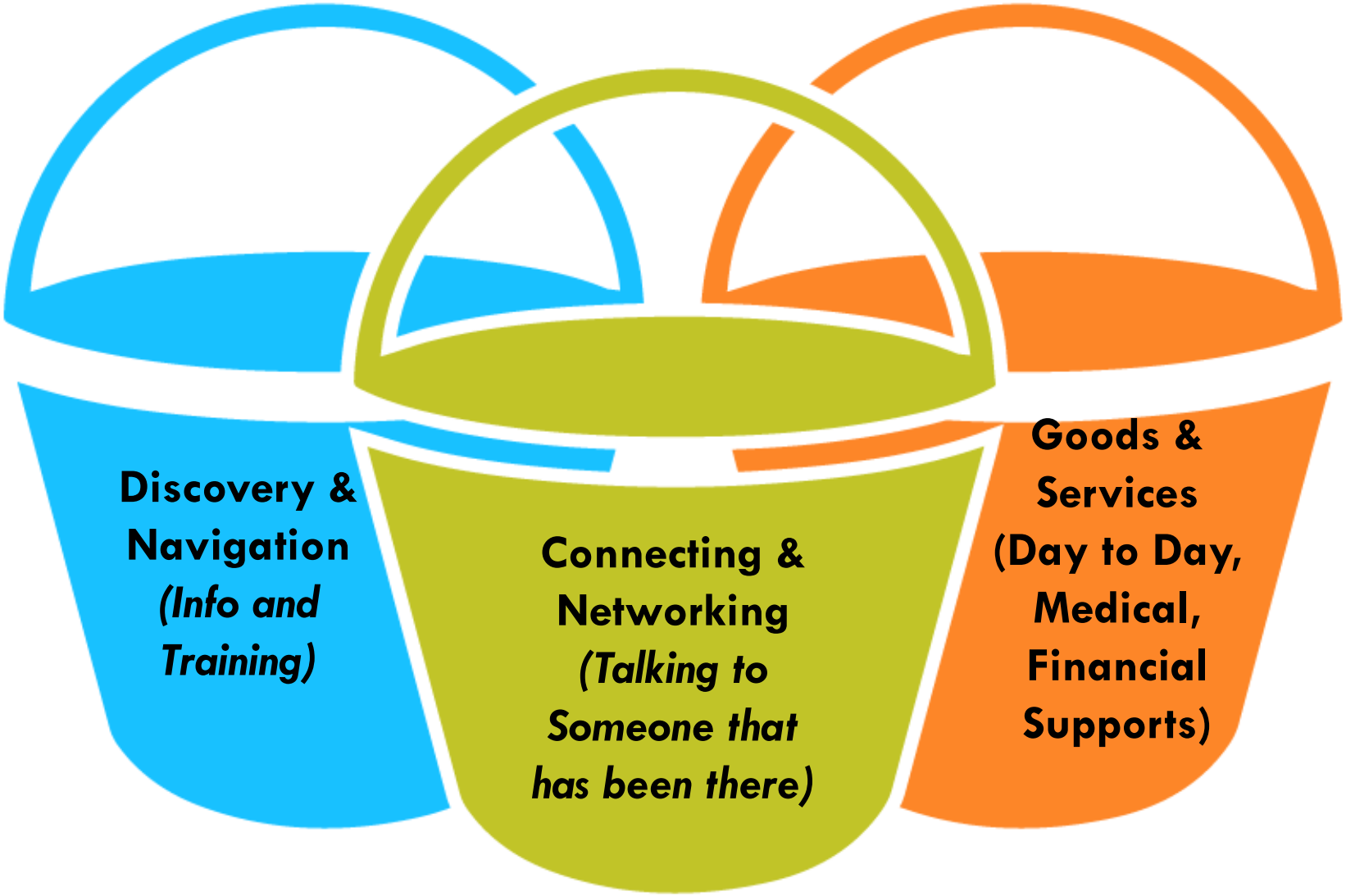
What People Need to be Supported

People with disabilities and their families…

have **access to resources and supports**, that are person and family centered and directed, that **enhance individual lives and maintain the family well-being**.



Three Types of Supports

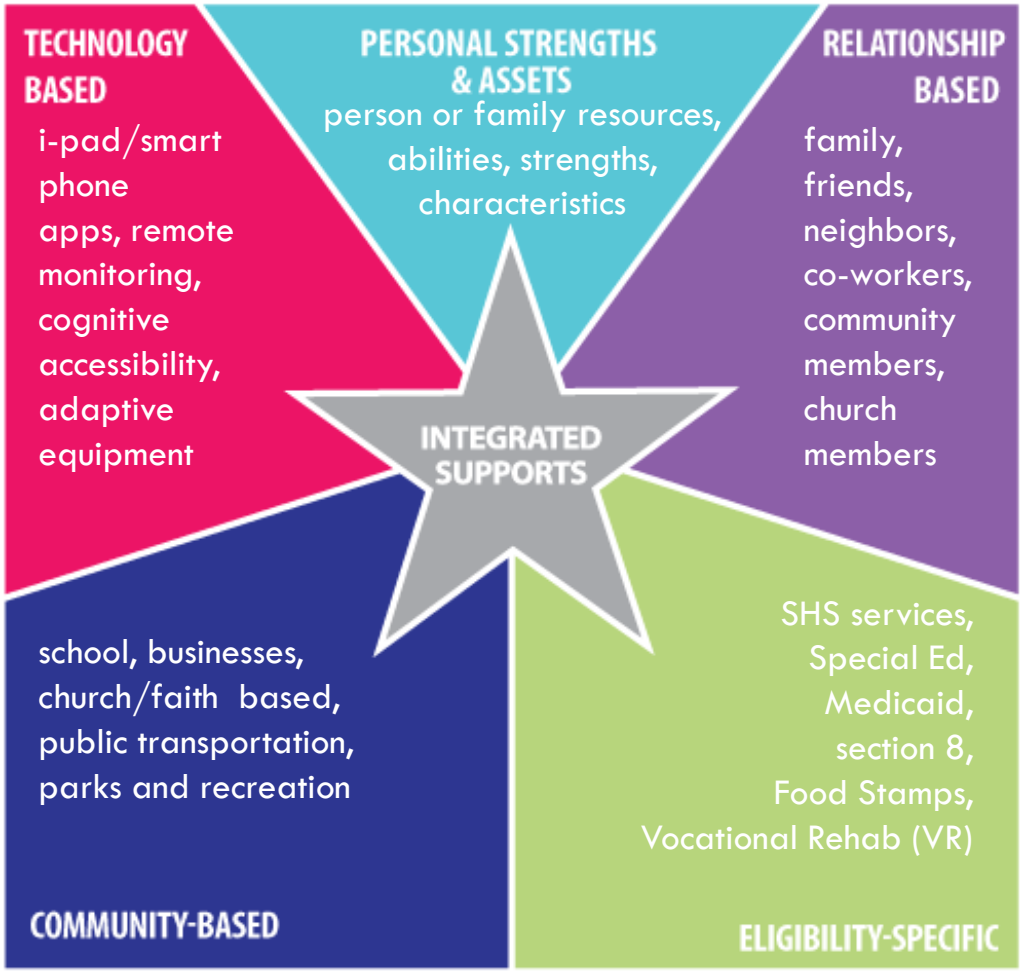


Types of Supports

Discovery & Navigation: Knowledge & Skills	**Connecting & Networking** Mental Health & Self-efficacy	**Day-to-Day Services** Instrumental Supports
• Information on disability • Knowledge about best practices and values • Skills to navigate and access services • Ability to advocate for services and policy change	• Parent-to-Parent Support • Self-Advocacy Organizations • Family Organizations • Sib-shops • Support Groups • Professional Counseling • Non-disability community support	• Self/Family-Directed services • Transportation • Respite/Childcare • Adaptive equipment • Home modifications • Financial assistance • Cash Subsidies • Short/Long term planning • Caregiver supports & training

Integrated Star for Problem Solving & Exploring Options

Identifying, Developing and Integrating Supports & Services



LifeCourse Framework and Tools in Action

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

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 Good Life

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

Community Based
- Church
- Boy Scouts
- Bowling
- Parks + Recreation
- Union Station
- Playgrounds
- YMCA

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

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

CHARTING the life course

Long Term Support Needs

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM							
6:30-7 AM			mom				
7-7:30 AM			provides				
7:30-8 AM				support			
8-8:30 AM							
8:30-9 AM	School providing supports						
9-9:30 AM	through various means:						
9:30-10 AM	- Social support from peers						church
10-10:30 AM	- Tech support through AT device						
10:30-11 AM	- Aid supports in Reg Ed and						
11-11:30 AM	special ed classrooms						
11:30-12 PM							
12-12:30 PM							
12:30-1 PM						PCA /	
1-1:30 PM							
1:30-2 PM						Home	
2-2:30 PM						Health	
2:30-3 PM							
3-3:30 PM							mom
3:30-4 PM							provides
4-4:30 PM	PCA /	PCA /	PCA /	PCA /	PCA /		support
4:30-5 PM	Home	Home	Home	Home	Home		
5-5:30 PM	Health	Health	Health	Health	Health		
5:30-6 PM							
6-6:30 PM	mom		provides			Sports	
6:30-7 PM			support				
7-7:30 PM	Boy	Sports			Parks		
7:30-8 PM	Scouts						
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM							

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

February 2015

Ben's GOOD LIFE

I PITY THE FOOL WHO DOESN'T LIKE

BEN's ONE PAGE PROFILE!

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

.

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

Tools Used for Planning and Day-to-Day Supports for DMH Division of DD

(Ben's One Page Profile)

Ben's Life Trajectory

CHARTING the life course

Ben's Life Trajectory Worksheet

Chores
Boy Scouts
School Inclusion
Riding bike
Swimming
Circle of Friends
T-ball
Shooting hoops
Birthday parties
Family vacations
Brothers
Cousins
Music
Going to brother's games

Football Manager
Gen Ed Classes
Inclusion
Church group
Volunteering
Homecoming King
Riding Omni bus
Shopping at Walmart and PC
Using Debit Card
Fire Station
Good Sam
Hanging out with friends
Graduation

SPED negativity & low expectations
Segregated classes
Scoliosis
Seizures
Physical barriers
Surgeries
Side Effects of Meds

VISION for a GOOD LIFE

Friends
Job/financial security
Fun/interesting stuff to do
Continue to learn new things
Ben own his own home or condo
Live on his own or with a friend
Vacations
Getting a Tattoo

What I DON'T Want

Sheltered Workshop
Group Home or Institution
Segregation or Isolation
Loneliness
Guardianship
Poverty

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

MAY 2014

Ben's Integrated Services and Supports Star

TECHNOLOGY BASED

I-pad, apps, Facebook, Facetime, Digital watch, Vibrating toothbrush, Glasses

PERSONAL STRENGTHS & ASSETS

Outgoing personality, friendly, Eagle Scout, can ride city bus

RELATIONSHIP BASED

Dad, Mom, Matt, Zac, Ali, Chad, Ericka, Sheli, Firemen friends, Ange, Pam, Wally, Josh B., Matt S., Mike, Nick, Scouting friends

Ben's INTEGRATED SUPPORTS

COMMUNITY-BASED

Omni bus, Walmart, 24 Hour Fitness, library, Price Chopper, Dr. T., St. Ann's church, ES Fire Dept, joint bank account, direct deposit, Power of attorney

ELIGIBILITY-SPECIFIC

PCA –DDD, self-directed supports Social Security, Medicaid, Special Needs Trust

Integrating Supports into Real Life

Long Term Service and Support Needs

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
6:30-7 AM							
7-7:30 AM							
7:30-8 AM							
8-8:30 AM	Waiver Self-Directed PCA					Parents are weekend support	
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM							
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.						
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri Family to Family @ UMKC-IHD, UCEDD

December 2014

Long Term Service and Support Needs

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
6:30-7 AM							
7-7:30 AM	Parents support Ben						
7:30-8 AM							
8-8:30 AM	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA		
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							St. Ann's w/ mom
10:30-11 AM							
11-11:30 AM							
11:30-12 PM						Home alone while Mom walks	
12-12:30 PM							
12:30-1 PM		Waiver Self-Directed PCA		Waiver Self-Directed PCA			
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM	Volunteer at high school, supported by coaches and friends						
3-3:30 PM							
3:30-4 PM							
4-4:30 PM							
4:30-5 PM							
5-5:30 PM							
5:30-6 PM	WWE With Matt	Mom and/or Dad prepare meal and assist as needed					
6-6:30 PM							
6:30-7 PM		Home alone while Mom walks				Dinner w/ Roy & Carol & family	
7-7:30 PM							
7:30-8 PM			Horseback Therapy w/ Dad				
8-8:30 PM							
8:30-9 PM						Nick's Birthday Party with Matt and friends	
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri Family to Family @ UMKC-IHD, UCEDD

January 2015

CHARTING the life course

Integrated STAR Activities

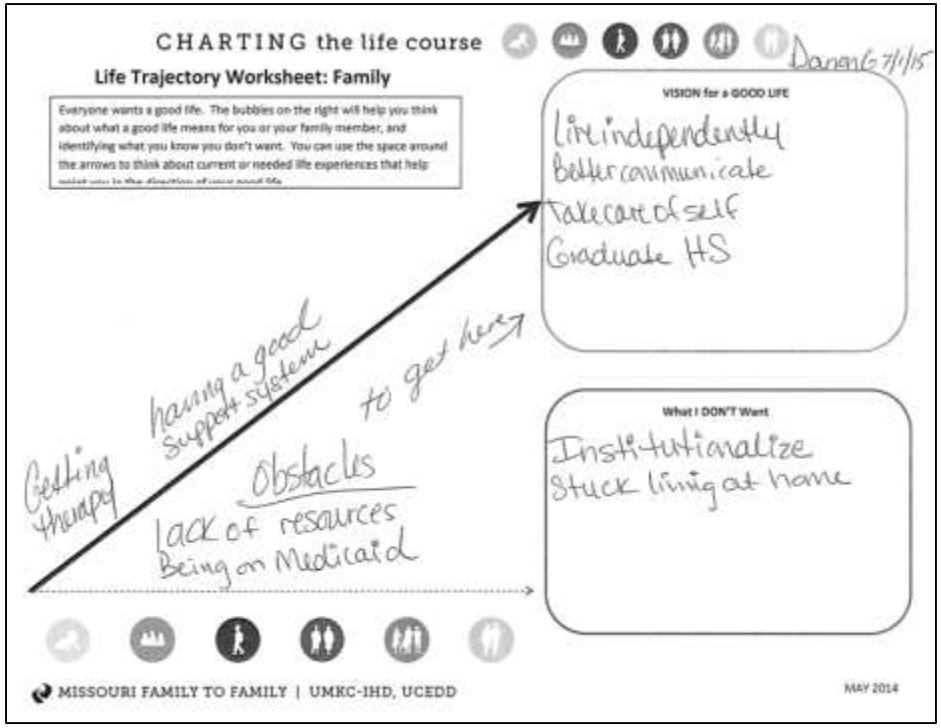
TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		Spend
6:30-7 AM	I-pad while	I-pad while	I-pad while	i-pad while	I-pad		Night with
7-7:30 AM	Mom walks	Mom walks	Mom walks	Mom walks	Mom walks		Matt
7:30-8 AM							
8-8:30 AM		Volunteer		Volunteer	Workout		
8:30-9 AM		Fire Station		Fire Station	@ Gym		
9-9:30 AM	Go for walk	8-Noon	Buy food	8-Noon	Get ready		
9:30-10 AM			& take to		& go to IHD		
10-10:30 AM	Workout		Good Sam.		Volunteer		Church @
10:30-11 AM	@ Gym		Center		At IHD		St Ann's
11-11:30 AM	Watch TV		Watch TV		with PCA		
11:30-12 PM			Lunch with				
12-12:30 PM	Lunch with	Lunch with	PCA help	Lunch with	Lunch @		
12:30-1 PM	PCA help	Firemen @	Workout	PCA help	Crown Cntr		
1-1:30 PM	Library	El Maguey	@ Gym	Wal-Mart			
1:30-2 PM		Watch TV		With PCA			
2-2:30 PM	Watch TV	& chill until	Sonic drink	Watch TV	Get ready		
2:30-3 PM	& chill	football	Chill time	& chill	for game		
3-3:30 PM	Football	Football	Football	Football	ESHS		
3:30-4 PM	Practice	Practice	Practice	Practice	Tigers		
4-4:30 PM					Football		
4:30-5 PM					Game		
5-5:30 PM						Dinner with	
5:30-6 PM		Go visit				Matt (twin)	
6-6:30 PM		Twins, Chad	McDonalds				Watch
6:30-7 PM		& Ericka in				Music	PayPerView
7-7:30 PM		Lawson				Concert	with
7:30-8 PM	I-pad when	I-pad while	Northland	I-pad while		with Matt	Firemen
8-8:30 PM	Mom walks	Mom walks	Therapeutic	Mom walks			friends
8:30-9 PM			Horseback				
9-9:30 PM			Riding				
9:30-10 PM							
10 PM-6 AM						Spend night with Matt at his apartment	

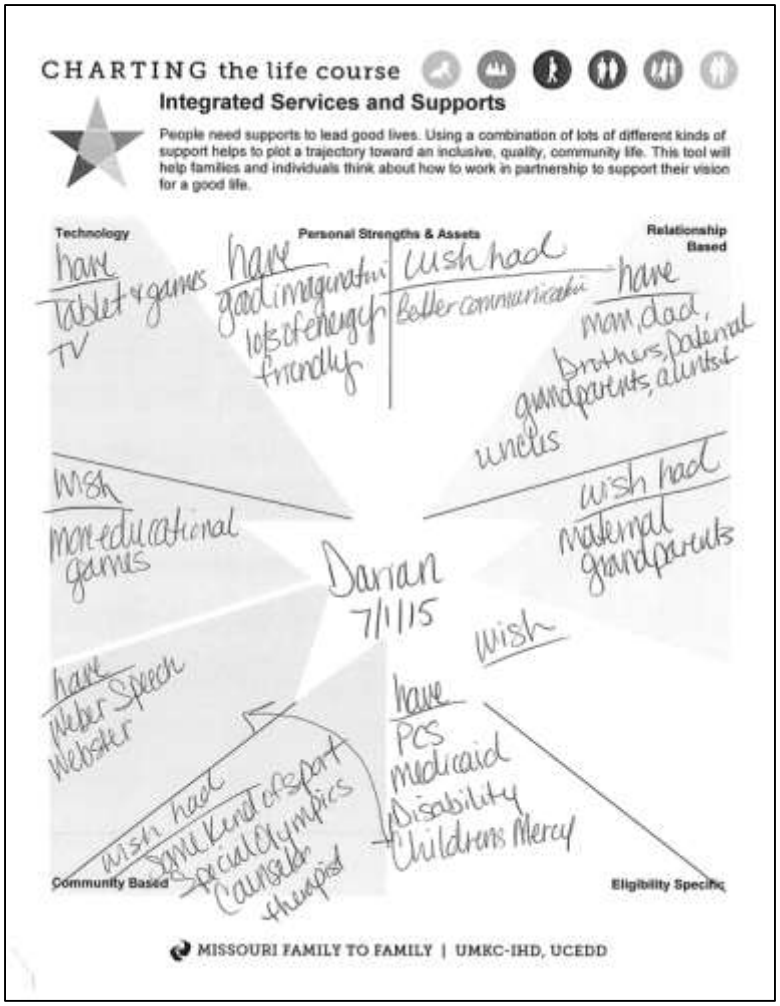
MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

February 2015

Ben's Integrated Activities

Darien – age 3


CHARTING the life course
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
Darian 7/1/15
VISION for a GOOD LIFE
Live independently
Better communicate
Take care of self
Graduate HS
What I DON'T Want
Institutionalize
Stuck living at home
Getting therapy
having a good support system
to get here
Obstacles
lack of resources
Being on Medicaid
MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD
MAY 2014


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
Personal Strengths & Assets
Relationship Based
Community Based
Eligibility Specific
have
tablet & games
TV
have
good imagination
lots of energy
friendly
wish had
Better communication
have
mom, dad,
brothers, paternal grandparents, aunts & uncles
wish
more educational games
wish had
maternal grandparents
Darian
7/1/15
wish
have
Weber Speech
Webster
wish had
some kind of sport
Special Olympics
Counselor
therapist
have
PCS
Medicaid
Disability
Childrens Mercy
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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.

Technology that she has
- Digital watch
- TV
- Home phone

Personal Strengths & Assets
- Great cook
- Very knowledgeable about everything
- Awesome advocate for herself and others
- Her own person
- loves promoting good causes
- Does laundry dishes
- Likes to read

Relationship Based that she has
- Nick - like a ~~grandson~~
- Nathan - like a ~~grandson~~
- Bill - man she likes
- Keith - childhood friend & preacher
- Her mom if she didn't hurt her feelings so much
- Bill - in her life more
- Autumn - Nick's daughter - like a grandchild

Debbie T

Community Based that she has
- Computer
- Internet
- Cell phone

That she wants
- somewhere she can be around cattle

- East Hills Church of Christ
- TOPS
- Cabs

Eligibility Specific that she has
- SSA
- Medicare
- Section 8 housing
- PCS
- DHSS Blue Skies
- Mo health net
- primary doc
- eye doc
- Mosaic for legs therapy

That she wants
- None to add

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

CHARTING the life course

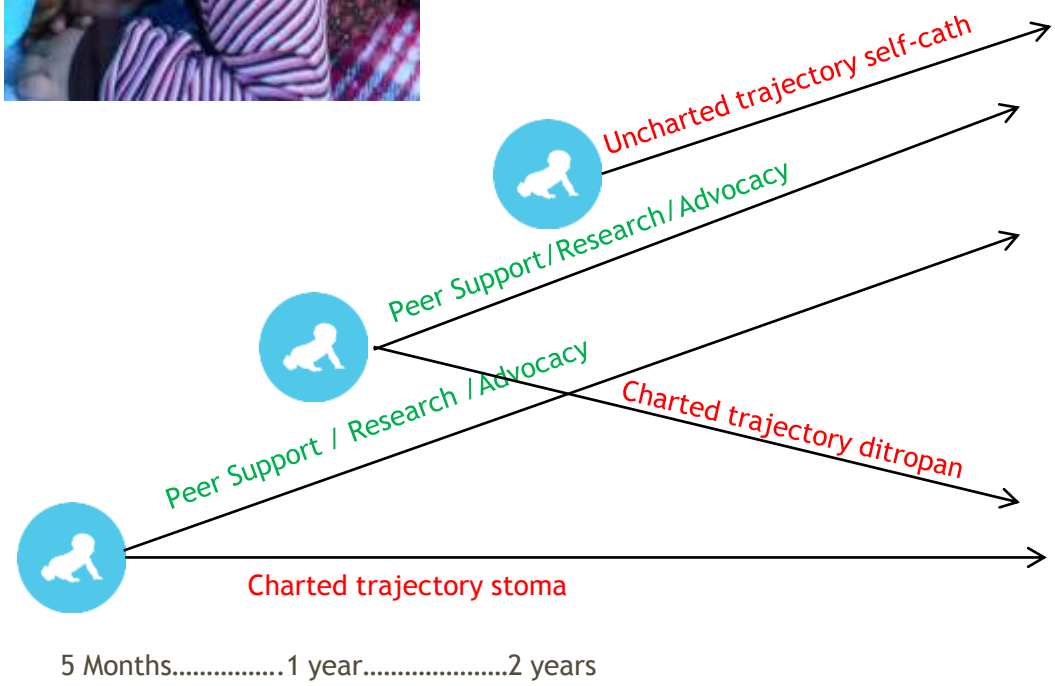
Long Term Support Needs

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM	Up at 5:30 am					Up at 5:30	
6:30-7 AM						laundry, dishes, hygiene	
7-7:30 AM	Does laundry, dishes, &						
7:30-8 AM							
8-8:30 AM	Writes						
8:30-9 AM						breakfast	Kerin
9-9:30 AM	DHSS Supports			Dr.			
9:30-10 AM							East Hills Church
10-10:30 AM		Breakfast		cash check			
10:30-11 AM		Shower				watch	
11-11:30 AM							
11:30-12 PM	House Cleaned			grocery shop		news	
12-12:30 PM		Pay bills					Keith
12:30-1 PM	makes her own lunch					! !	! !
1-1:30 PM							
1:30-2 PM							
2-2:30 PM	NAPS				! !	! !	! ! !
2:30-3 PM	TV	SC visits	TV			TV	
3-3:30 PM							
3:30-4 PM							
4-4:30 PM	Read		newspaper				
4:30-5 PM			Books				snack
5-5:30 PM						Get ready	Keith
5:30-6 PM	makes her own dinner						
6-6:30 PM							East Hills Church
6:30-7 PM	Read Books					pudding	
7-7:30 PM							
7:30-8 PM						in	Keith
8-8:30 PM							
8:30-9 PM	Any sports on TV					Des Moines	
9-9:30 PM							TV
9:30-10 PM							
10 PM-6 AM	Bed at 12:30am						Bed at 12:30

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

February 2015

Elizabeth's
Health and Wellness Trajectory



VISION for a GOOD LIFE

Self determination
Choice
Privacy

What I DON'T Want

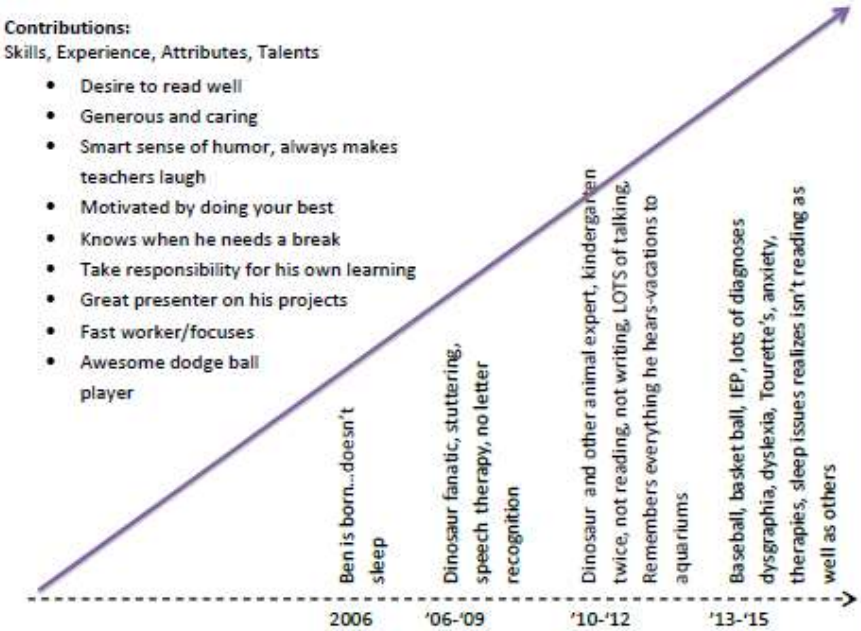
Unnecessary medications
Unnecessary procedures
Limiting choices
Limiting self-determination

Elementary School Trajectory

Elementary School Trajectory Worksheet:

Contributions:
Skills, Experience, Attributes, Talents

- Desire to read well
- Generous and caring
- Smart sense of humor, always makes teachers laugh
- Motivated by doing your best
- Knows when he needs a break
- Take responsibility for his own learning
- Great presenter on his projects
- Fast worker/focuses
- Awesome dodge ball player



What I DON'T Want

- To be bullied
- For other kids to know I am below grade level in reading
- Not be able to be a marine biologist or paleontologist
- A teacher that corrects my reading and tells me I can read better if I just try harder, a teacher that tells me to stop doing a tic, but I can't stop it

VISION for successful school experience and a GOOD LIFE

Long term education desires and goals:

Ben is currently considering a career as a marine biologist or paleontologist. He wants to meet people that have dyslexia and Tourette's that have chosen these careers.

Educate his classmates on Tourette's

He is determined to be able to read on grade level

Conditions:

- Access to de-stressing supports (ball pit, alone time, talking it through with trusted teacher)
- Modification for reading assignments and home work
- Having a teacher that "gets" Tourette's, dyslexia and anxiety
- LOTS of activity at recess

Preferences:

- Teacher – nice, not a lot of home work, funny
- Loves social studies and science best!
- Recess!!!!!!

Support Needs:

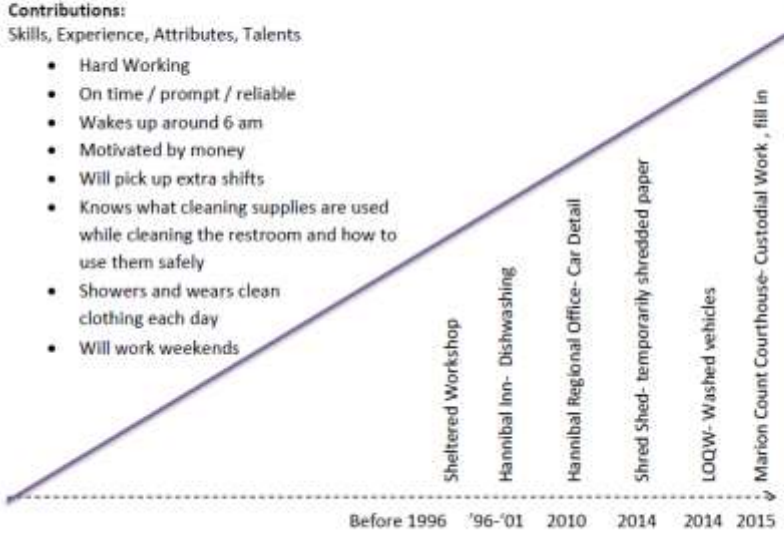
- Visual schedule
- Regular routine
- Opportunities to explore his passions in projects
- Audio learner with demonstration as needed

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



What I DON'T Want

- To work near kids because it is not safe
- Sheltered Workshop employment- Kenny does not want to work with "those people" and dislikes the job because it does not pay well
- Overnight shifts because he likes to go to bed early and wake up early
- Full time employment because of the need for Medicaid to maintain a healthy living environment
- Frequent changes in staff, unexpected job task changes

VISION for good employment and a GOOD LIFE

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

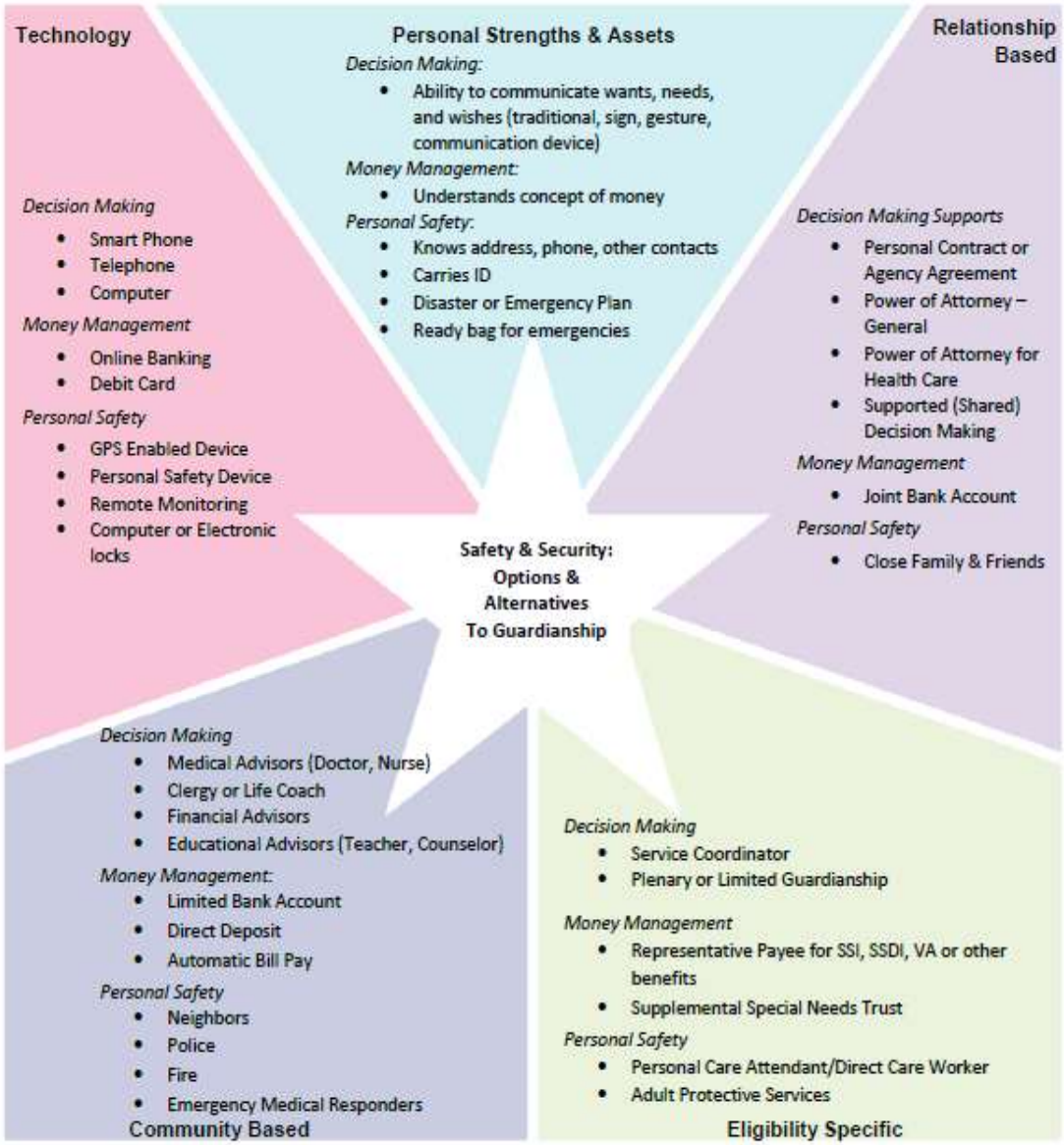
Preferences:

- 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.)



Domain Specific

Safety and Security:

Focusing on Supports Beyond Legal Guardianship

Eric's Focus on Social and Spiritual

TECHNOLOGY BASED

I-pad
Smart
Phone

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

INTEGRATED SUPPORTS

COMMUNITY-BASED

Scouts
Red Robin
Race Tracks

ELIGIBILITY-SPECIFIC

Companion Supports day-to-day

Community & Person/Family Centered & Driven Policy & Systems

Comprehensive, Integrated & Coordinated Systems Across Life Domains & Stages

Pediatrician, Families and Friends, Faith based

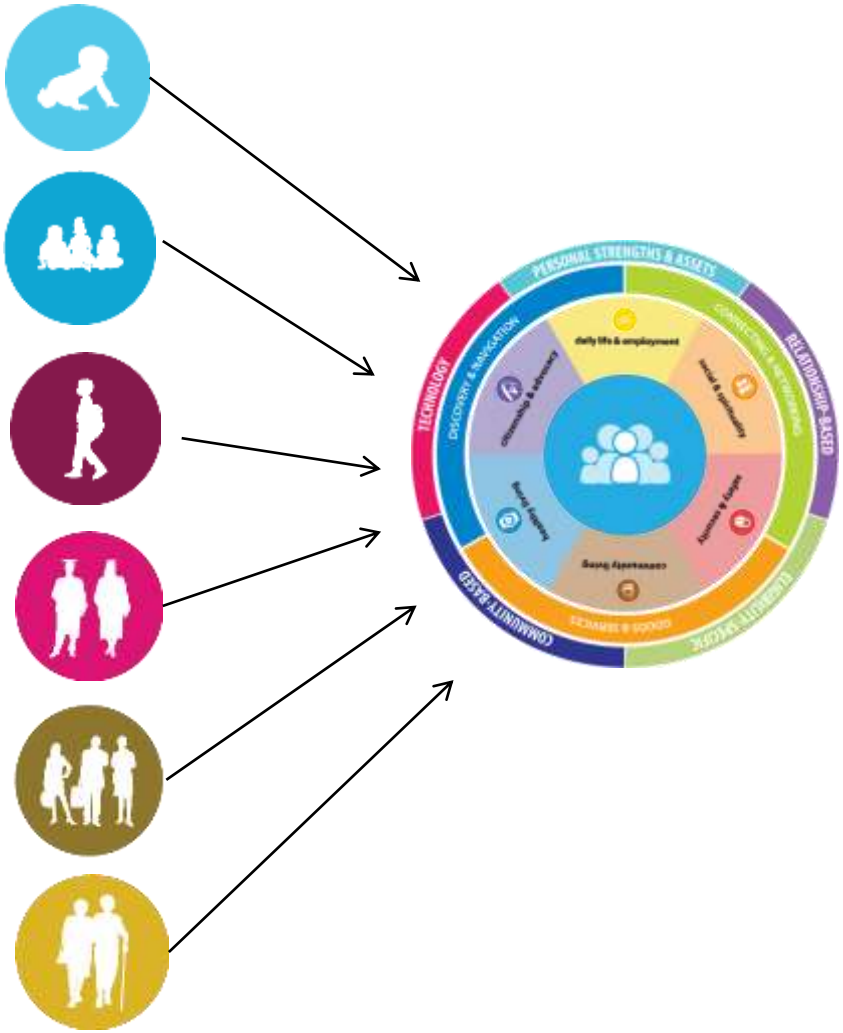
IDEA Part C, Parents as Teachers, Health, Headstart

School, Special Education, Health, Recreation

Vocational Rehab, Health Employment, College, Military

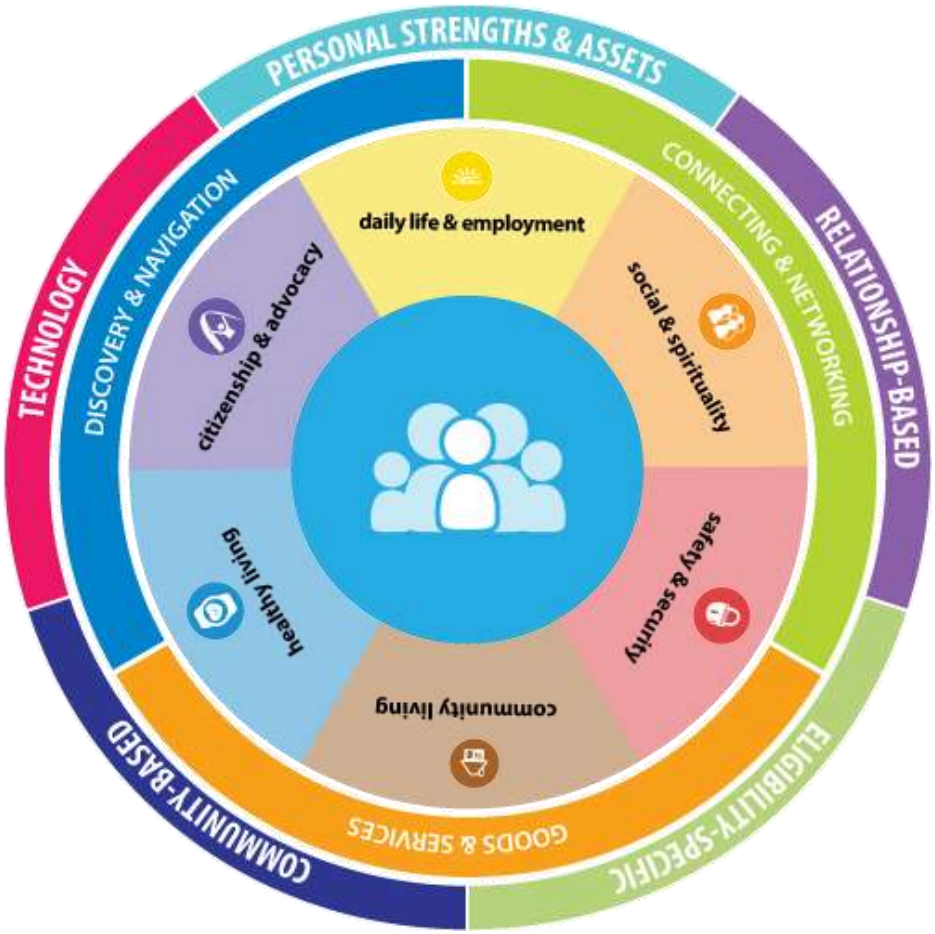
Disability Services, Health, Housing, College, Careers

Retirement, Aging System, Health



Partnering with People with Disabilities and their Families so they can Engage, Lead, and Drive Policy and Systems Change

Putting the Framework Together!



Questions, Reflections and Discussion

Contact Information

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