

Charting the LifeCourse: Supporting a Good Life

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Michigan Developmental Disabilities Council





Charting the LifeCourse: Supporting a Good Life



Outcomes for Today

Overview of Charting the LifeCourse Framework

Using LifeCourse tools to support choice and control

See 'real life' examples on how to use the tools to support the life you want

Explore how LifeCourse tools help support individual decision-making



What is Charting the LifeCourse

Framework created for all people and families of all abilities and ages to:

- *Develop a vision for a good life (share ideas, hopes & fears)*
- *Explore possibilities*
- *Have difficult conversations*
- *Set higher expectations*
- *Navigate the future*
- *Problem-solve, plan and communicate*
- *Explore a variety of supports*

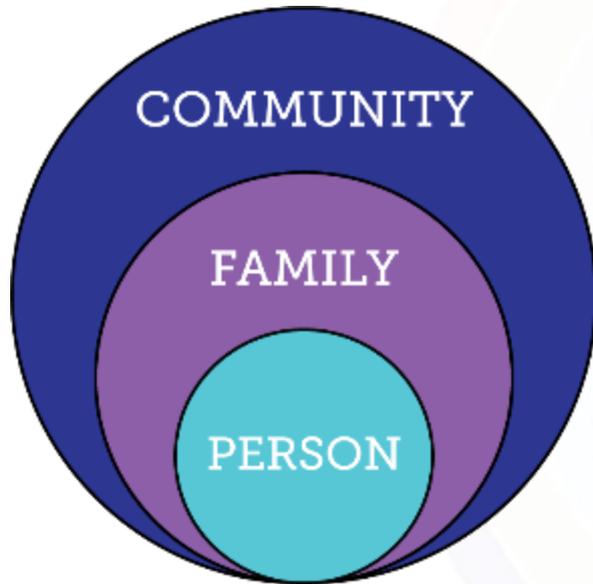




Core Belief:
All people and their families
have the right to live, love, work,
play
and pursue their life aspirations
in their community.



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





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



Reciprocal Roles of Family Members

Caring About



CARING ABOUT

Share Love, Affection, and Trust	Trusted people that you may or may not spend a lot of time with but you care about and love each other. These are people such as immediate or extended family, close friends, significant others.
Spend Time and Create Memories Together	Friends and acquaintances that you spend time with and are important to you. You have shared experiences and memories that bring you both joy and laughter.
Know About Personal Interests, Traditions, and Cultures	People you trust to explain to others what is important to you, such as what makes you happy or sad, who is important to you, and your likes and dislikes. They also know about your habits, important family culture and celebrations.

Caring For



CARING FOR

Supports Day-to-Day Needs	People that provide for or make sure your self-care needs are met. People who make sure you have support for your safety, health and quality of life, such as helping with meals, dressing, medications and daily activities. This could be parents, family caregivers or paid staff.
Ensures Material and Financial Needs are Met	People that help you manage such things as your finances, housing, healthcare, transportation or technology needs. This could be a family member or someone in a formal role.
Connects to Meaningful Relationships and Roles	People that help you stay connected or develop new friendships. They may help you find and participate in hobbies, recreational or spiritual activities. This could be friends, family, community members, clergy or paid staff.
Advocates and Supports Life Decisions	People that help you with speaking up for yourself or that you trust to speak and advocate for you. They might also help you with making decisions by helping you understand choices, communicate what you decide, or following through with your decisions. c





Mapping Relationships



MAPPING RELATIONSHIPS

 CARING ABOUT	Who serves in this role now?	Looking Ahead	Next Steps
Shares Love, Affection and Trust	Mary Shehan Tyler Shehan Patty Beranek Jessica Shehan Tom Beranek Beverly Skrobe +	Working on relationship with "Special friend Lisa"	Kevin to discuss with Lisa, what she wants in their relationship Set up time to spend together
Spends Time and Creates Memories Together	Tom Beranek Patty Beranek Tom Shehan Mary Shehan Brenda Shehan Tyler Shehan +	I want more time to spend with Lisa I want Lisa to meet the whole family	Set up date nights Plan sporting events with guys Set visit schedule with Beverly +
Knows about Personal Interest, Traditions, Cultures	Mary Shehan Patty Beranek Tyler Shehan Lisa Beranek Sister in Law, Beverly Skrobe +	Beverly Skrobe Mary Shehan knows everything Tom Shehan knows birding +	Set up visual schedule for 2023. Get help to clean and organize room to view schedule

 CARING FOR	Who serves in this role now?	Looking Ahead	Next Steps
Supports Day-to-Day Needs	Homecrest Manor Staff Ashley home manager Special Friend Lisa +	Explore other daily/weekly supports	Get statement from doctors
Ensures Material and Financial Needs are Met	Tom Beranek Mary Shehan Patty B +	Get an ABLÉ Debit Card for easy ac +	Order and get card sent to home
Connects to Meaningful Relationships and Roles	Mary Shehan	Finding time to get to know more pe +	Work out weekly church attendance +
Advocates and Supports Life Decisions	Mary Shehan Tyler Shehan	If something happen to sibs., I want +	Discuss power of attorney & patient +





Vision of a Good Life

What I Want for Quality of 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



What is YOUR Vision for a Good LIFE?

Vision of What I Want



What DON'T you want??

**Vision of What
I Don't Want**



What's a Good Life?

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

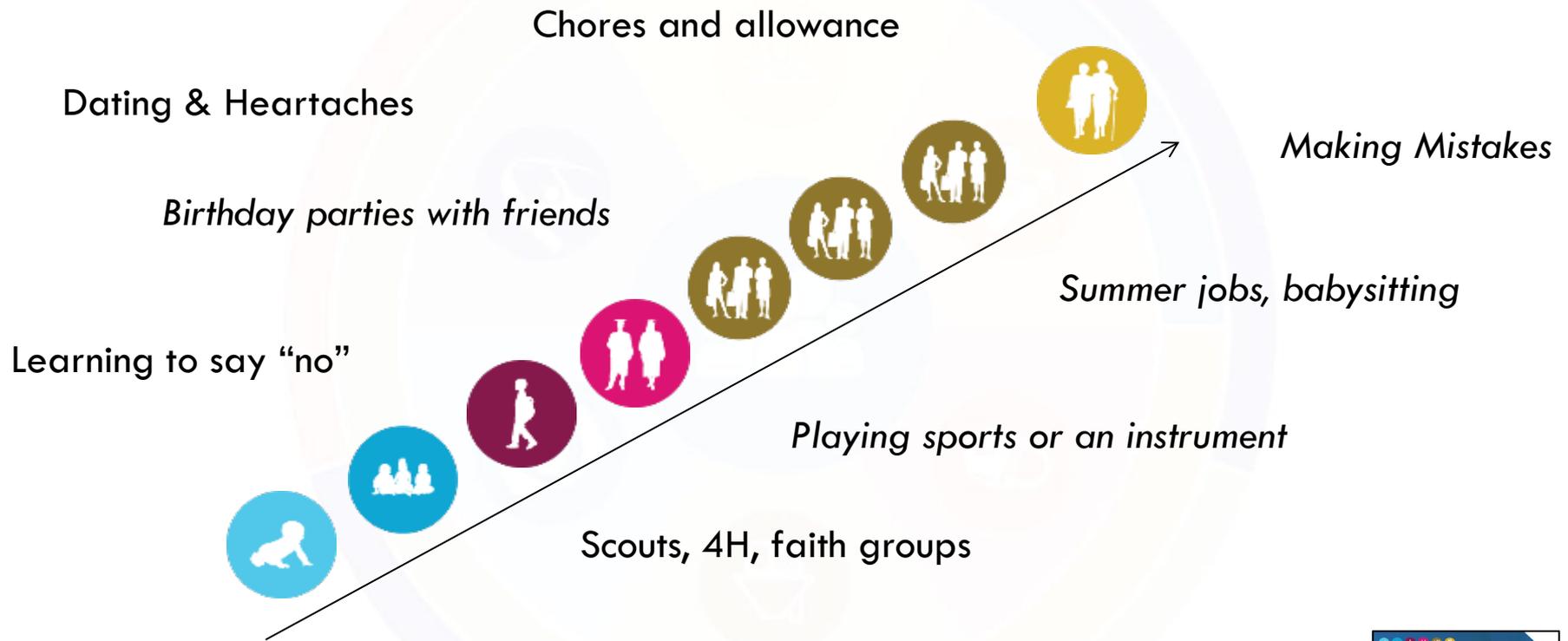
Trajectory towards Life Outcomes

Trajectory towards things unwanted

Vision of What I Don't Want



Trajectory Across Life Experiences

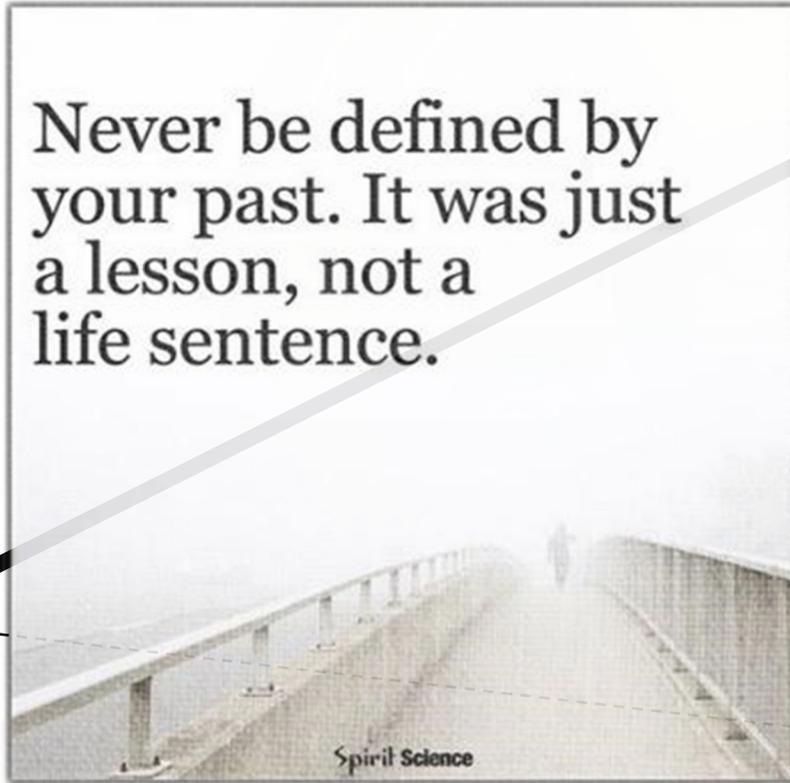


“Anticipatory Guidance for Life Experiences”



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*

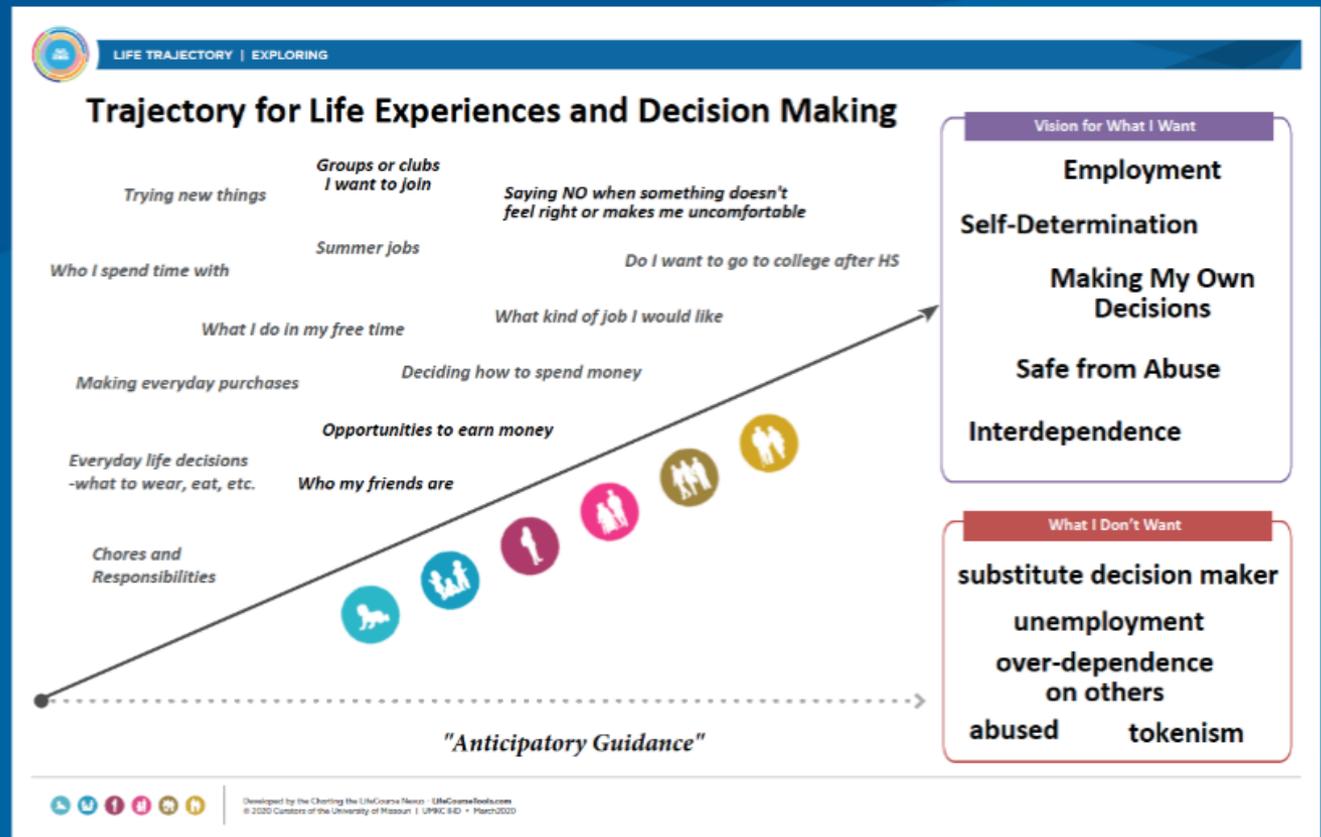


What is the Purpose of the Trajectory?

- ⊙ Problem Solving
- ⊙ Working towards goals
- ⊙ Planning day-to-day activities
- ⊙ Being clear about what you want/don't want
- ⊙ Understanding life experiences that either helped or were barriers
- ⊙ Strategic planning and implementation



Planning for Decision Making



www.lifecoursetools.com





T's Family – One Year Later

Possible Solutions Discussed:

- ♥ SDS to help with personal hygiene/cleanliness, remote monitoring, PA
- ♥ Accessing the Weston community with support to learn how to get around on her own
- ♥ Building friendships in Weston
- ♥ Learning small skills for improve independence
 - Hygiene
 - Taking care of personal items
 - Housekeeping
 - Increasing alone time
 - Give Taylor more responsibilities around the house
 - Encourage small meals and meal planning to decrease binge eating
 - Involve Taylor in making grocery list and shopping trips, talk to her about money

Family roles/responsibilities when Taylor moves

- ♥ Set up pill planner weekly/monthly
- ♥ Schedule and take Taylor to all doctor appointments
- ♥ Remain Payee, pay bills, help with budgeting
- ♥ Regular check-ins to see how things are going
- ♥ Pick Taylor up for family functions, shopping
- ♥ Request some paid services through SC
- ♥ Family members possibly taking turns staying with Taylor during the first week or so of living on her own to decrease anxiety about being alone

VISION

- ♥ “I want Taylor to be happy with her life and have her own purpose.”
- ♥ Taylor to continue going to the Farmer’s House because it is so important to her
- ♥ Taylor to feel independent but know her family is still here when she needs them

WHAT WE DON'T WANT

- ♥ Stranger’s helping Taylor with her personal care
- ♥ To be Taylor’s chauffeur for the rest of her life
- ♥ For Taylor to continue to be dependent on me for everything but living in a town 20 miles away
- ♥ Taylor to continue to binge eat when she is alone



Trajectory for Employment Planning

Employment Trajectory Worksheet:

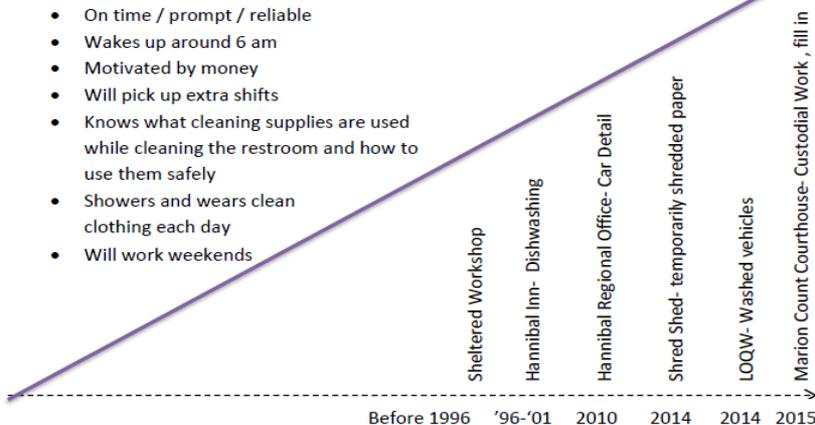


VISION for good employment and a GOOD LIFE

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.)

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



MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

MAY 2014



Hiring Self Directed Staff

CHARTING the life course



NOW HIRING: Self-Directed Services staff

Around 8 hours a week

Contact Stephanie: 573 248 4110

VISION for a GOOD LIFE

Pat wants to move into his own apartment

Pat will live in a community that he chooses, with whom he chooses and in homes and environments designed to meet his needs:



Pat wants to move into his own home and has skills of:

- Staying alone for 24 hours without being considered at risk
- Practicing appropriate hygiene
- Making financial transactions
- Keeping himself entertained
- Cooking
- Cleaning

- ✓ **Knows how to cook and will do so independently but will need:**
 - Assistance going to grocery stores and shopping
 - To attend the food bank
- ✓ **Knows how to clean but will need:**
 - Assistance with setting up a cleaning routine
 - Reminders to clean & Encouragement of follow-through
- ✓ **Knows how to practice appropriate hygiene but may need:**
 - Simple cues and encouragement to ensure he has showered, shaved, brushed his teeth, etc.
- ✓ **Can make independent transactions but will need:**
 - To budget his monthly income by deducting bills, household expenses, and making his monthly last from check to check.
 - Encouragement to reduce impulse purchasing
- ✓ **Knows how to respond to a fire or tornado but will need:**
 - to develop a planner with medications and their effects, doctors- contact info., preventative planning, coping skills, emergency planning skills, contact information of others



We will know the goal has been reached when: Pat can independently manage his day to day routines without the need of support, cues, and reminder.



Trajectory for Planning Meetings

Life Trajectory Worksheet

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

- Inclusion in Gen Ed Learning
- Education of support staff and students to provide understanding
- Exposure to various activities
- Riding the Reg Ed Bus
- Providing schedules and set expectations
- Help building friendships
- Educating my peers
- Letting me advocate for myself

LIST past life experiences that pushed the arrow toward things you don't want.

- Seclusion in Special Education Classrooms
- Aids helping me in every situation
- Riding the Special Education Bus
- Low expectations
- Being punished for bad behaviors
- Making excuses for my behavior



Conner

Write current age here
2016-2017
6th Grade

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

LIST life experiences to avoid because they push you toward things you don't want.










VISION for a GOOD LIFE

LIST what you want your "good life" to look like ...

- Have a job (Gainfully Employed)
- Make Friends (Have Quality Relationships)
- Make Money (Be Financially Independent)
- Have a Girlfriend (Find Love)
- Have Kids
- Live on My Own (Independently)
- Go Bowling (Participate in Community)
- Build things in the forest next to New York City (Have hobbies he enjoys)

What I DON'T Want

LIST the things you don't want in your life...

- No Friends (Unhealthy Relationships)
- Get fired (Unstable Employment)
- No Girlfriend (Isolation)
- No Kids
- Stigmatized

LifeCourse Tools: Life Trajectory Planning



LIFE TRAJECTORY | PLANNING

Past Life Experiences

List past life experiences and events that have supported your vision for a good life

- Selling Avon
- Started job at OCHN
- Becoming a Peer Mentor
- Becoming a trainer for self-advocacy

List past life experiences that pushed your trajectory toward things you don't want

- Having a public guardian
- Having a conservator
- Being told that I couldn't get a new van

Moving Forward

List current or future life experiences or goals that will continue to support your good life vision

- Working my jobs as a Peer Mentor and trainer for self-advocacy
- Got new staff that I like and trust

List things to avoid that could keep you from your good life vision or lead to what you don't want

- Losing my transportation
- Losing my source of income
- Losing my Medicaid services

Vision for What I Want

List what you want your "GOOD LIFE" to look like

- Continue to be my own payee
- Have my own van for transportation
- Be self-determined
- Be in good health
- Have independence to live my life how I want to
- Continue with my current staff

What I Don't Want

List the things you don't want or what is NOT a "good life"

- I don't want to have a guardian or conservator
- Not having a van for transportation
- Not having my current staff that I trust
- I don't want to feel underestimated



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Holistic Focus across All Life Domains

People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life. Life domains are the different aspects and experiences of life that we all consider as we age and grow.



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)



All Life Domains are Connected!!!



Balance
Health &
Safety with
All Domains



LifeCourse Tools: Exploring Decision-Making Supports



CHARTING THE LIFECOURSE | EXPLORING DECISION-MAKING SUPPORTS

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of Individual: Amie Kupovits

Name of person completing this form: Amie Kupovits

Relationship to individual (circle one): Self Family Friend Guardian Other: _____

How long have you known the individual? _____

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me

Daily Life & Employment

Can I decide if or where I want to work?	X		
Can I look for and find a job? (read ads, apply, use personal contacts)	X		
Do I plan what my day will look like?	X		
Do I decide if I want to learn something new and how to best go about that?	X		
Can I make big decisions about money? (open bank account, make big purchases)	X		
Do I make everyday purchases? (food, personal items, recreation)	X		
Do I pay my bills on time? (rent, cell, electric, internet)	X		
Do I keep a budget so I know how much money I have to spend?	X		
Am I able to manage the eligibility benefits I receive?	X		
Do I make sure no one is taking my money or using it for themselves?	X		



CHARTING THE LIFECOURSE | EXPLORING DECISION-MAKING SUPPORTS

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me

Social & Spirituality

Do I choose where and when (and if) I want to practice my faith?	X		
Do I make choices about what to do and who to spend time with?	X		
Do I decide if I want to date, and choose who I want to date?	X		
Can I make decisions about marriage? (If I want to marry, and who)	X		
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?	X		

Safety & Security

Do I make choices that help me avoid common environmental dangers? (traffic, sharp objects, hot stove, poisonous products, etc.)	X		
Do I make plans in case of emergencies?	X		
Do I know and understand my rights?	X		
Do I recognize and get help if I am being treated badly? (physically, emotionally or sexually abused, or neglected)	X		
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly? (police, attorney, trusted friend)	X		

Community Living

Do I decide where I live and who I live with?	X		
Do I make safe choices around my home? (turning off stove, having fire alarms, locking doors)	X		
Do I decide about how I keep my home or room clean and livable?	X		
Do I make choices about going places I travel to often? (work, bank, stores, church, friends' home)	X		
Do I make choices about going places I don't travel to often? (doctor appointments, special events)	X		
Do I decide how to get to the places I want or need to go? (walk, ask a friend for a ride, bus, cab, car service)	X		
Do I decide and direct what kinds of support I need or want and choose who provides those supports?	X		

Advocacy & Engagement

Do I decide who I want to represent my interests and support me?	X		
Do I choose whether to vote and who I vote for?	X		
Do I understand consequences of making decisions that will result in me committing a crime?	X		
Do I tell people what I want and don't want? (verbally, by sign, device), and tell people how I make choices?	X		
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?	X		
Do I decide who I want information shared with? (family, friends etc.)	X		



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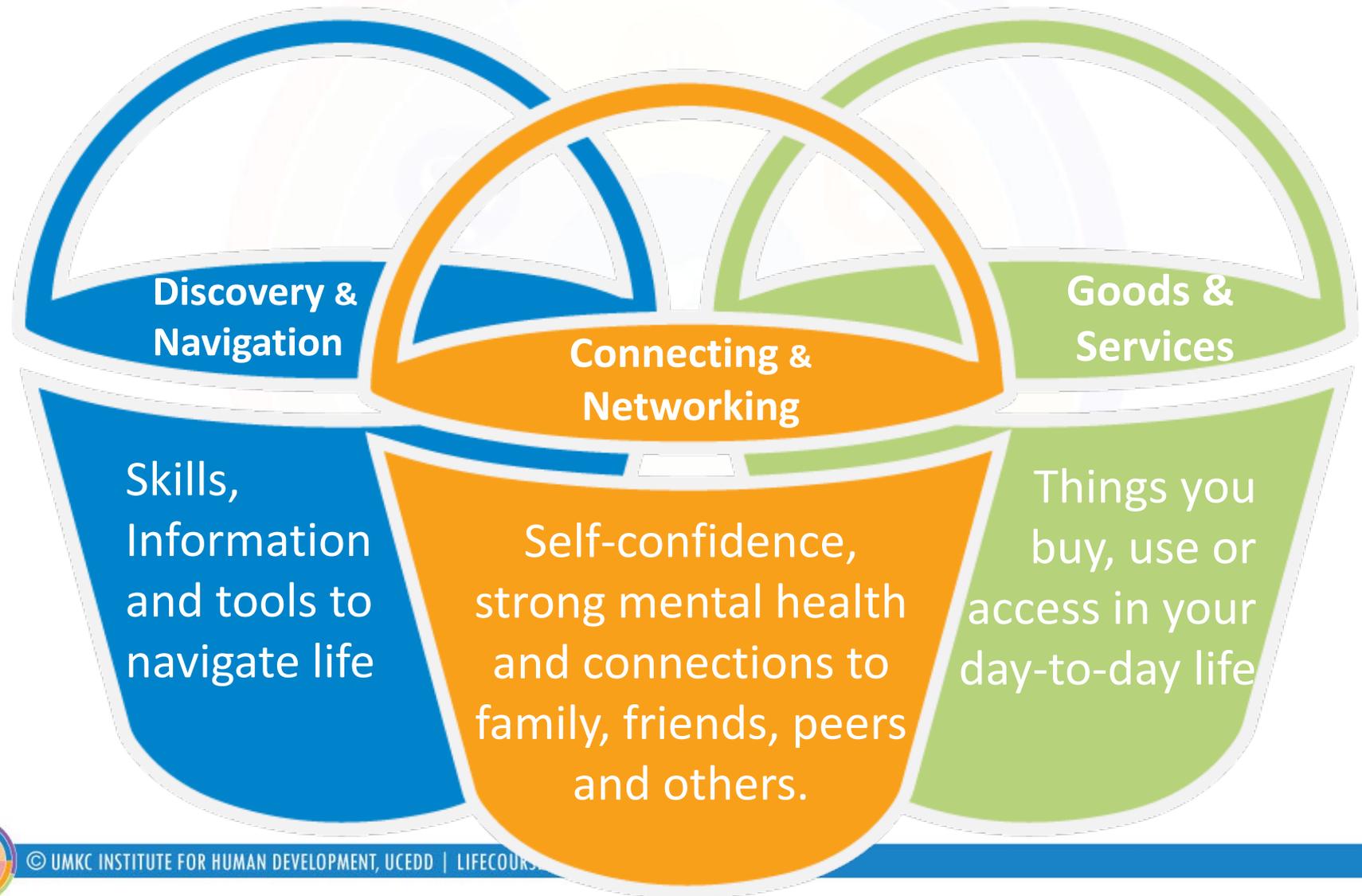


Individualized Supports and Services

Individual and family supports address all facets of life and adjust as roles and needs of all family members change.



Supporting The Person's Three Buckets of Needs



Discovery and Navigation

OVERARCHING AREA (3 BUCKETS)	SPECIFIC FOCUS OF SUPPORT AND/OR OUTCOME AREA
 <p>Discovery and Navigation: Information, education and training on best practices within and outside of formal services, accessing and coordinating community supports, and advocacy and leadership skills.</p>	<p>Informational/Educational Support</p> <ul style="list-style-type: none">• Knowledge on disability and/or aging best practices, values and life expectations; information to understand a diagnosis• Education about human development, risk factors and impact, intervention options, service systems, and other resources <p>Instructional Skills Development</p> <ul style="list-style-type: none">• Skill building directed towards effective ways to address physical, cognitive or behavioral needs, as well as preventive measures• Skill building directed at addressing caregiver's personal well-being (e.g., communication, problem solving, crisis management, anger/anxiety/stress management skills.) <p>Navigation and Advocacy Skills</p> <ul style="list-style-type: none">• Provision of specific information about rights and resources (e.g., legislation, entitlements), coaching on ways to effectively negotiate for services, or participation in direct advocacy to obtain services/supports• Leadership skill building to enhance advocacy at policy and service system levels



Connecting and Networking



Connections and Partnerships:

Connections and networks of family members connected with other family members with similar lived experiences and mutual partnerships with professionals that lead to empowerment

Emotional Support

- Assistance related to improving psychosocial functioning in terms of reducing stress and improving a positive orientation of feelings

Affirmational Support

- Shared communication among families or between providers and families to promote the caregiver's feelings of being affirmed, understood, and appreciated

Relationships and Social Capital

- Assistance with identifying and developing reciprocal relationships that bond, bridge and link to others, within and beyond current social circle, that enhance personal well-being, opportunities and day-to-day life



Goods and Services



Goods and Services:

Services and goods that are specific to the daily support and/or caregiving role for person with disability or who is aging.

Physical Support

- Assistance related to maintaining or improving physical health or daily living skills

Financial

- Assistance related to improved access to adequate financial resources and flexible funds for emergencies.

Material (Instrumental)

- Concrete services such as respite care, transportation, assistive technology, and home modifications for the completion of necessary day-to-day tasks





Integrated Supports and Services

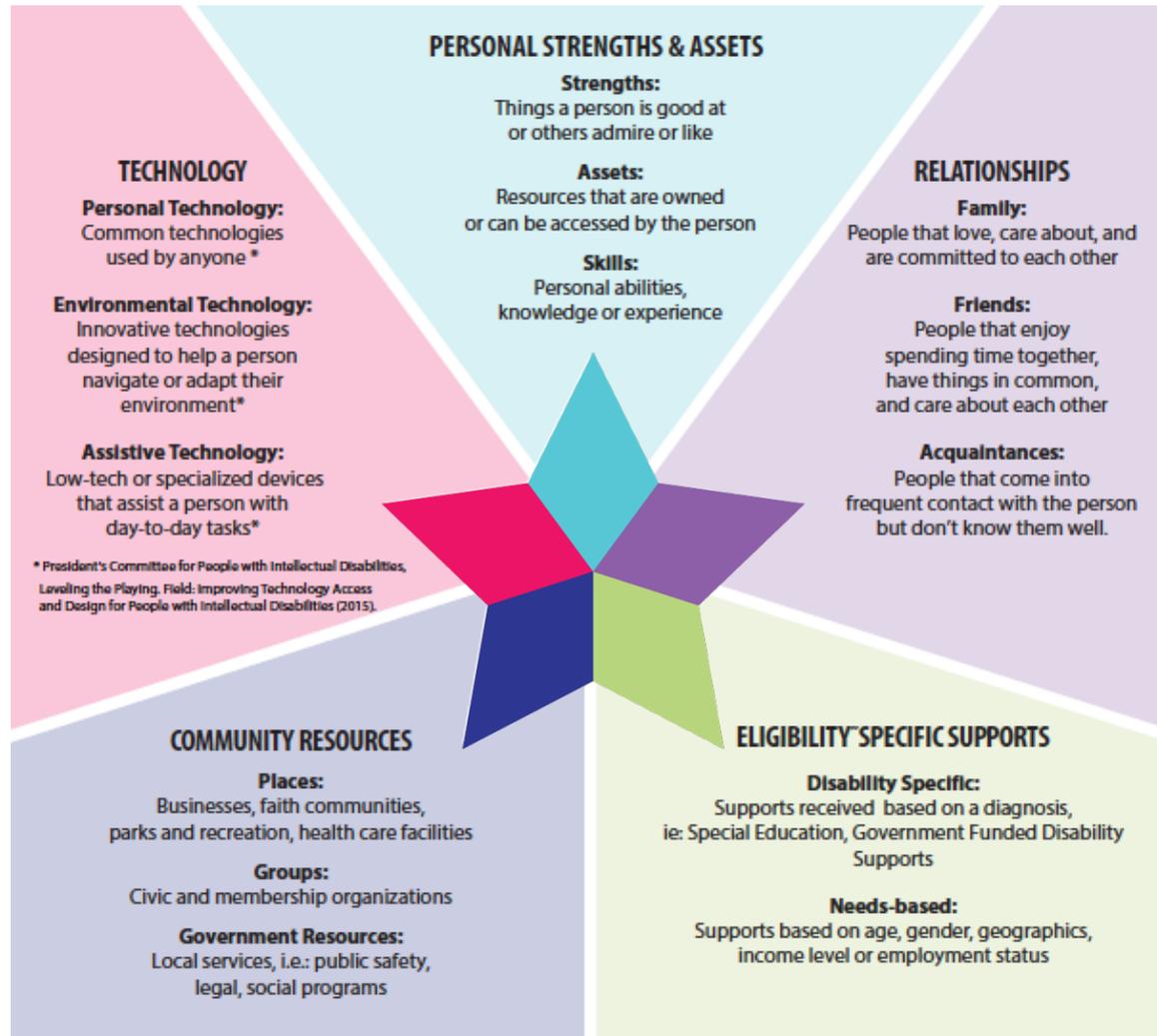
Individuals and families access an array of integrated supports to achieve their vision for a good life.



Charting the LifeCourse Integrated Supports STAR



100%



Developed by the UMKC Institute for Human Development, UCEDD, July 2016

Charting the LifeCourse Integrated Supports STAR



100%



RELATIONSHIPS

Family:

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

Friends:

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

Acquaintances:

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

Charting the LifeCourse Integrated Supports STAR



100%



PERSONAL STRENGTHS & ASSETS

Strengths:

Things a person is good at
or others admire or like

Assets:

Resources that are owned
or can be accessed by the person

Skills:

Personal abilities,
knowledge or experience



Charting the LifeCourse Integrated Supports STAR



100%



TECHNOLOGY

Personal Technology:
Common technologies
used by anyone *

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

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



Charting the LifeCourse Integrated Supports STAR



100%



COMMUNITY RESOURCES

Places:

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

Groups:

Civic and membership organizations

Government Resources:

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

Charting the LifeCourse Integrated Supports STAR



100%



ELIGIBILITY-SPECIFIC SUPPORTS

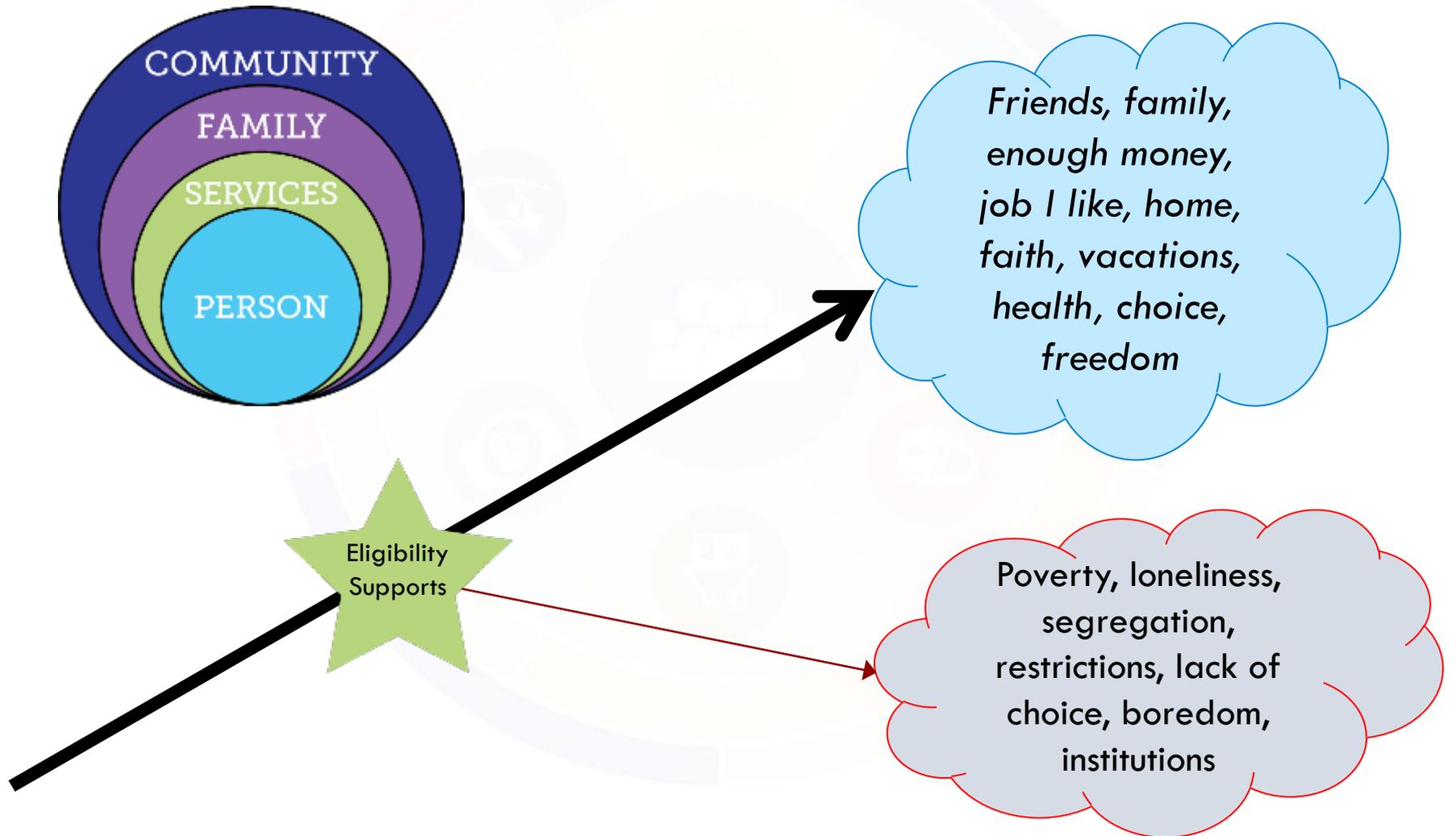
Disability Specific:

Supports received based on a diagnosis,
ie: Special Education, Government Funded Disability
Supports

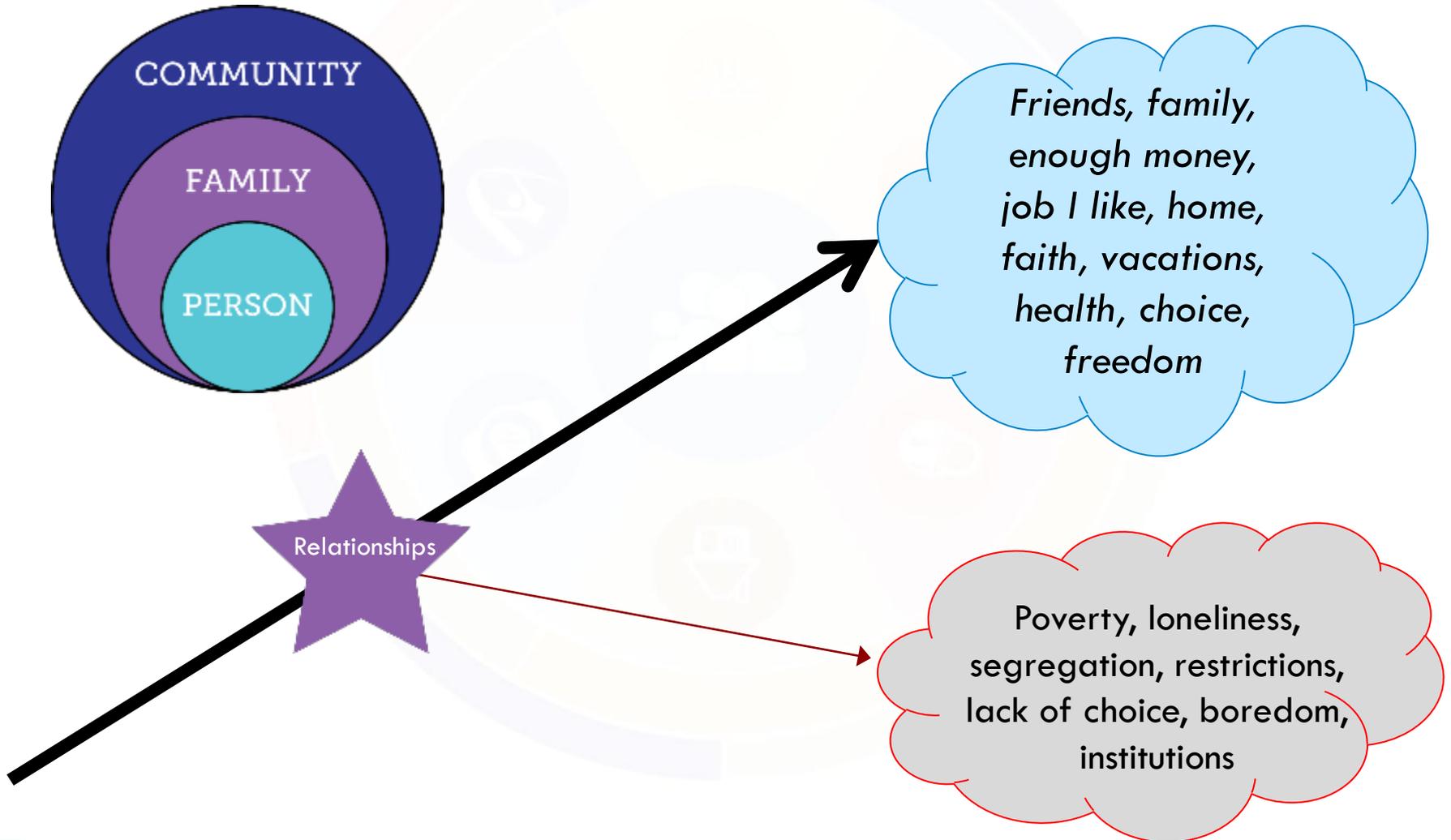
Needs-based:

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

Focusing ONLY on Eligibility Supports



Relying ONLY on Family & Friends



LifeCourse Tools: Integrated Support Star



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CHARTING the LifeCourse



Everyone uses a variety of resources and supports to get through their day-to-day routines and everyday lives. The Long Term Support Needs Template can be used to visualize the supports an individual currently receives, figure out needed where supports may be needed, or plan a weekly schedule.

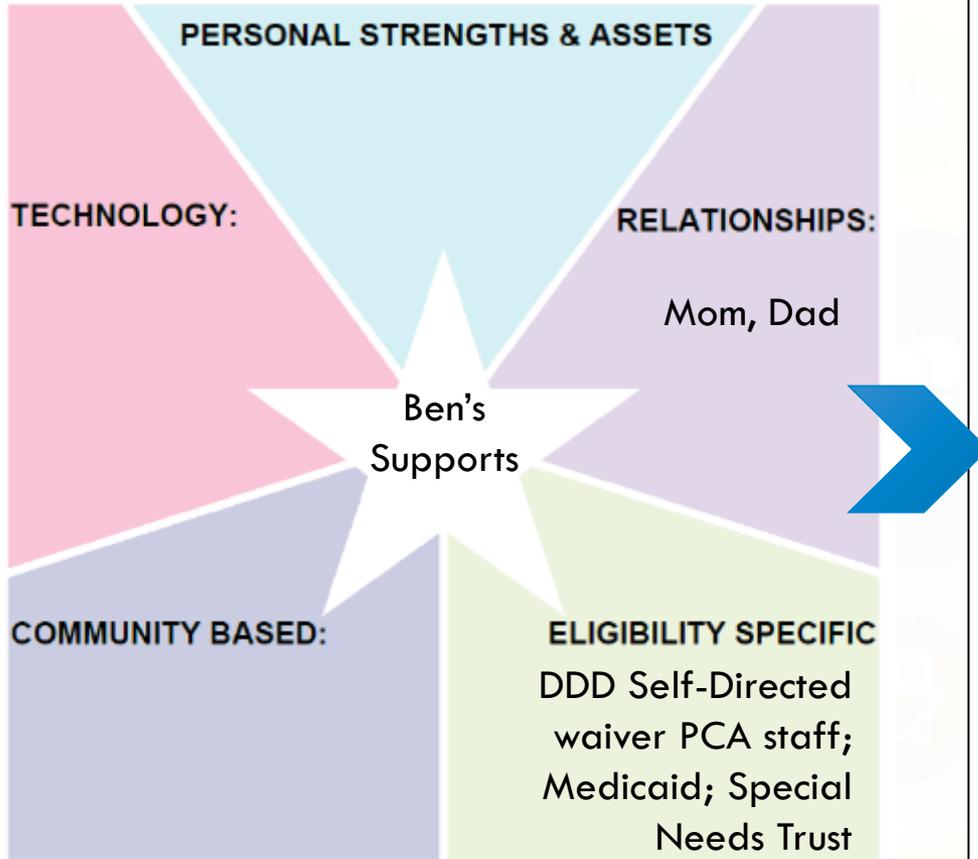
INSTRUCTIONS

Using the color key below, shade in each time slot with the type of support utilized. **Tip:** Use the supports you listed in your **Integrated Supports Star Worksheet** to help you fill out your schedule.

Personal Assets & Strengths	Color the space in light blue if the individual spent the time alone.
Relationship Based Primary caregiver	Color in the space darker purple if the individual was supported by the primary caregiver .
Relationship Based	Color in the space light purple if the individual was supported by person(s) that they know (ie: a family member, friend, neighbor, worker friend).
Technology	Color in the space pink if the individual used technology as a support.
Community Based	Color in the space dark blue if the individual was supported by community members (ie: coworker, business staff, congregation member).
Eligibility Based	Color in the space green if the individual was supported using a formal service (ie: residential supports, PCA, community integration, day habilitation).



Ben - BEFORE Integrated Supports



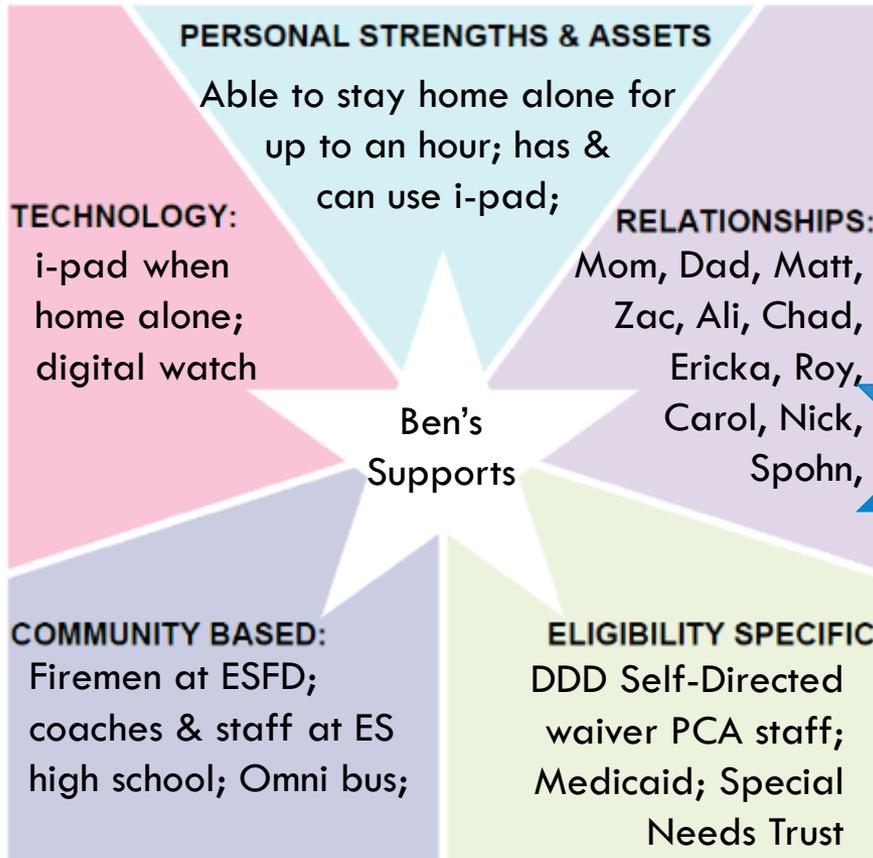
Long Term Service and Support Needs

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun							
6-8:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day													
8:30-7 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	Mom and Dad provide all support, including meals, transportation and support for activities, etc.													
1:30-2 PM														
2-2:30 PM														
2:30-3 PM														
3-3:30 PM														
3:30-4 PM														
4-4:30 PM														
4:30-5 PM														
5-5:30 PM														
5:30-6 PM														
6-6:30 PM														
6:30-7 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.													
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-HD, UCEDD
December 2014



Ben - AFTER Integrating Supports



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	Parents support Ben						
7-7:30 AM	Parents support Ben						
7:30-8 AM	Parents support Ben						
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	Waiver Self-Directed PCA						St. Ann's w/ mom
9:30-10 AM							
10-10:30 AM	Waiver Self-Directed PCA						Home alone while Mom walks
10:30-11 AM							
11-11:30 AM	Waiver Self-Directed PCA						Home alone while Mom walks
11:30-12 PM							
12-12:30 PM	Waiver Self-Directed PCA						Home alone while Mom walks
12:30-1 PM							
1-1:30 PM	Waiver Self-Directed PCA						Home alone while Mom walks
1:30-2 PM							
2-2:30 PM	Waiver Self-Directed PCA						Home alone while Mom walks
2:30-3 PM							
3-3:30 PM	Volunteer at high school, supported by coaches and friends						
3:30-4 PM	Volunteer at high school, supported by coaches and friends						
4-4:30 PM	Volunteer at high school, supported by coaches and friends						
4:30-5 PM	Volunteer at high school, supported by coaches and friends						
5-5:30 PM	Volunteer at high school, supported by coaches and friends						
5:30-6 PM	Mom and/or Dad prepare meal and assist as needed					Dinner w/ Roy & Carol & family	
6-6:30 PM	Home alone while Mom walks						
6:30-7 PM	Home alone while Mom walks					Dinner w/ Roy & Carol & family	
7-7:30 PM	WWE With Matt		Horseback Therapy w/ Dad				
7:30-8 PM							
8-8:30 PM	WWE With Matt		Horseback Therapy w/ Dad			Nick's Birthday Party with Matt and friends	
8:30-9 PM							
9-9:30 PM	WWE With Matt		Horseback Therapy w/ Dad			Nick's Birthday Party with Matt and friends	
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri Family to Family @ UMKC-HD, UCEDD
January 2015



“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



What can Charting the LifeCourse do for You?

- Helps individuals communicate their needs.
- Advocate for the supports needed to accomplish goals.
- Helps parents set higher expectations for their children.
- Students learn how life experiences impact their career goals.
- Families are exploring the services and supports they need.
- Family members can share their ideas, hopes, and fears for the future.
- Case managers are using the tools in planning meetings.
- Teachers are improving social skills at school, at home, and in the community.
- Employment specialists are enhancing discovery and exploration that support career planning.



The wrap-up

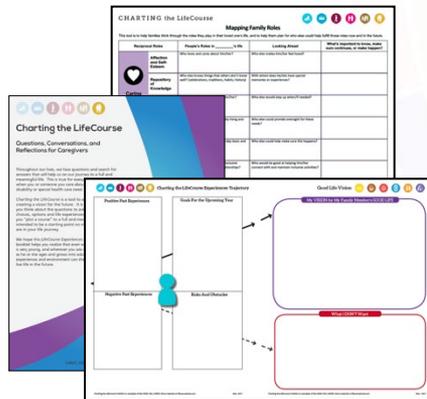
Charting the LifeCourse can be utilized in creative ways to meet the many challenges people and families face such as:

- Individual Education Plan (IEP)
- Person-centered Planning Prep
- Transitions from high school to adult life
- Even planning for an accessible family vacation

When applied, CtLC offers hope, direction, resolution and connection to and through community making a “Good Life” a possibility for ALL!



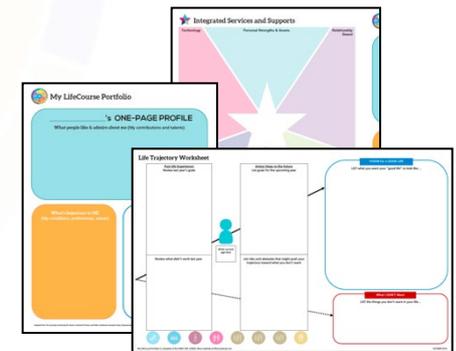
Planning for Life Outcomes and/or Service Planning



Family Perspective
Tools



Self-Advocate
Tools & Resources



Formal Planning
Tools and Forms



Contact Information

- ◎ Tracy Vincent
 - ★ MI Developmental Disabilities Council
 - ★ Email: Vincentt1@michigan.gov

- ◎ Amie Kupovits
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We are here to support you!

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In collaboration with



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