

Room Set Up

- If possible, you want your audience sitting at tables, preferably at rounds. If rounds are not available, you can set up tables so people are sitting in "pods". Ideally, you want 6-8 people per table.
- If you are doing the table activities, you will need an 11x17 star and trajectory at each table.
- If you have handouts, you can decide whether to have them on the tables, hand them out as people arrive and sign in, or hand them out as you go.
 - * Infographic per person is a key handout; 11x17 Star & Trajectory
 - * Other optional handouts include Exploring Life Possibilities; Portfolio; "Cheat Sheet"

Time considerations...

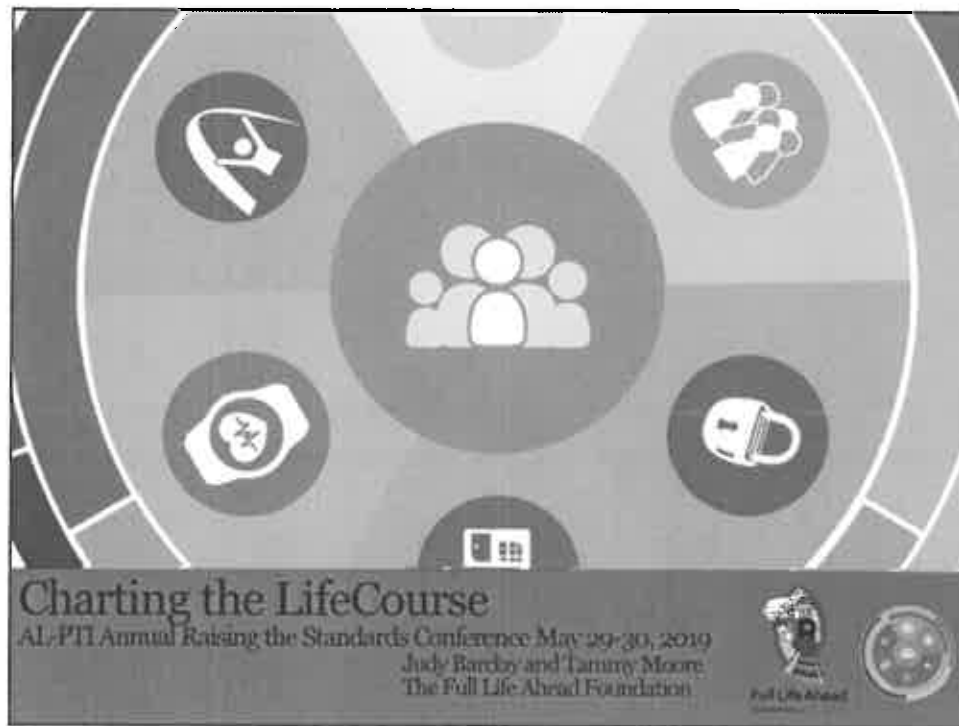
- What are your start/stop times? Taking breaks? Lunch in house or people leaving/coming back?
- How much time you have will determine what you are able to cover in your presentation. For example:
 - * If you have 4-5 hours, you will be able to add lots of examples, and stories, and have plenty of report out after activity and discussion time.
 - * If you have 2-3 hours, you can do the slides "as-is" and have plenty of time.
 - * If you only have an hour you will need to decide if there are slides you can cut or shorten.

Your audience...

- Think about who is in your audience. Is it a mixed group (parents, advocates, support coordinators, educators, providers, etc.), or is it a very specific target audience.
- You should adjust your examples and stories based on who is in the audience. You want to make it as relevant to your audience as possible.
- Share your own learning experiences. Say things like: *when I was first learning about CtLC, this really stuck out for me, or this was my AHA moment.*


Evaluation...

- We encourage you to always do an evaluation. You can determine if you want to do a pre/post evaluation or just a post.
- We will provide examples of both.





Outcomes for Today

- Basic overview of the Charting the LifeCourse Framework
- Practice using the Charting the LifeCourse Framework and tools



Setting the Stage


National Community of Practice for Supporting Families

Project Goal

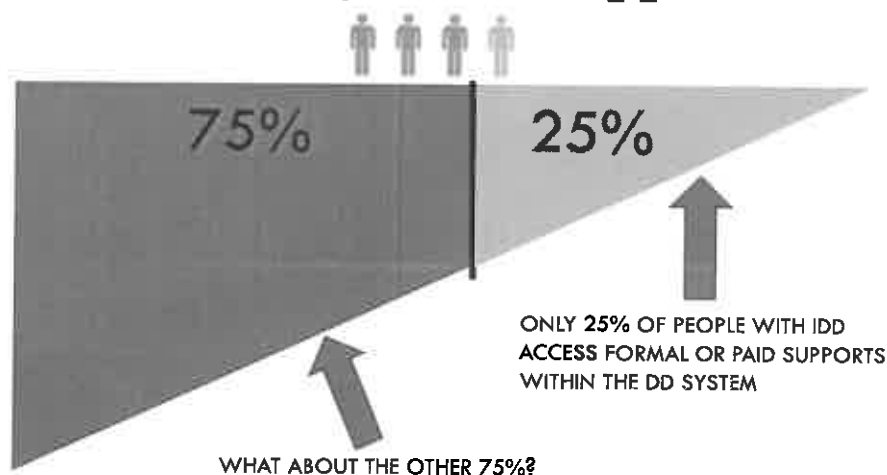
To build capacity through a community of practice across and within States to create policies, practices and systems to better assist and support families that include a member with I/DD across the lifespan.

Project Outcome

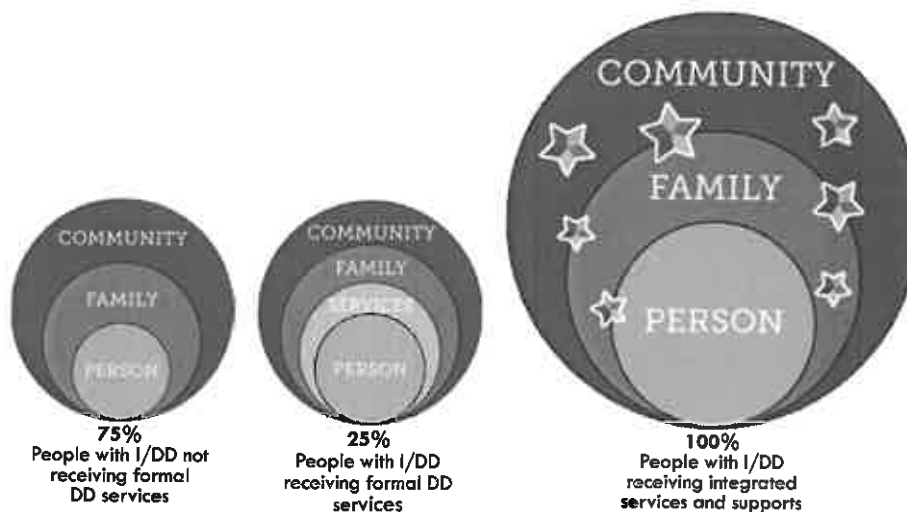
- State and national consensus on a national framework and agenda for improving support for families with members with I/DD.
- Enhanced national and state policies, practices, and sustainable systems that result in improved supports to families.
- Enhanced capacity of states to replicate and sustain exemplary practices to support families and systems.



WHY We Must Think Differently About Supports



What We Want to See...



Charting the LifeCourse.....

- **IS:**

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

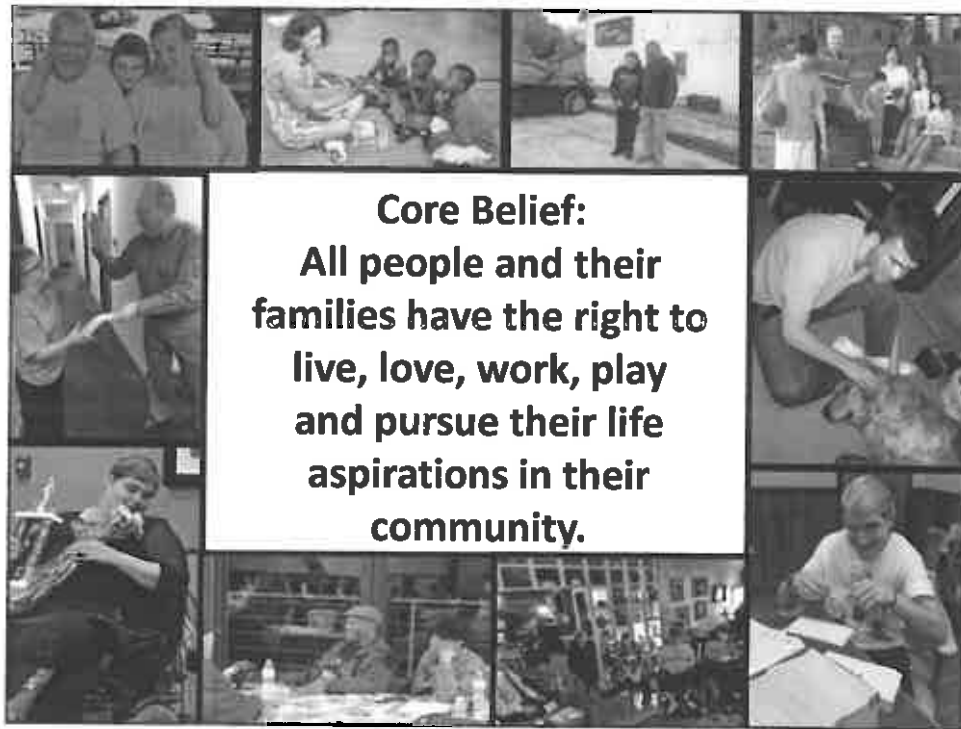
- **ISN'T:**

- JUST about the "tools"
- A "program"
- *Is for ANYONE, regardless of AGE or ABILITY!*



**GUIDING PRINCIPLES OF THE
CHARTING THE
LIFECOURSE FRAMEWORK**





**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



Where do People with I/DD Live?

TOTAL 4.7 MILLION PEOPLE WITH IDD

■ Own or With Family ■ Residential Supports



Anderson, L.L., Larson, S.A., Kardell, Y., Hallas-Muchow, L., Aiken, F., Hewitt, A., Agosta, J., Fay, M.L., & Sowers, M. (2015). Supporting Individuals with Intellectual or Developmental Disabilities and their Families: Status and Trends through 2013. Minneapolis: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration.



Reciprocal Roles of ALL Family Members



Caring About

Affection & Self-Esteem

Repository of knowledge

Lifetime commitment



Caring For

Provider of day-to-day care

Material/Financial

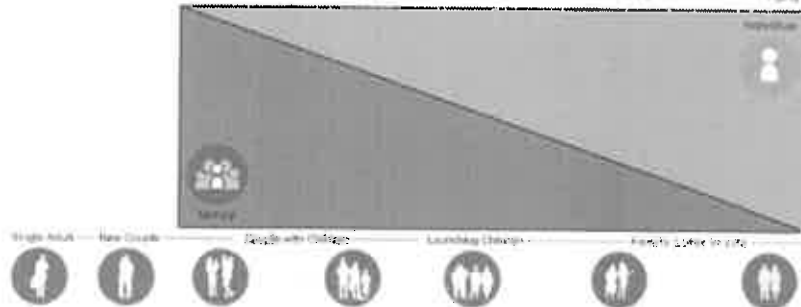
Facilitator of inclusion and membership

Advocate for support

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

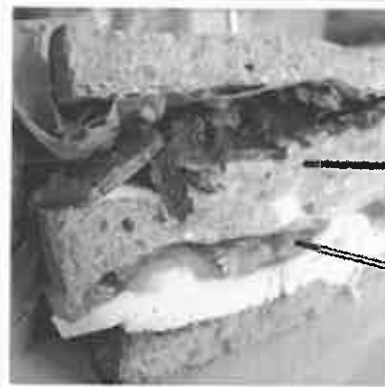
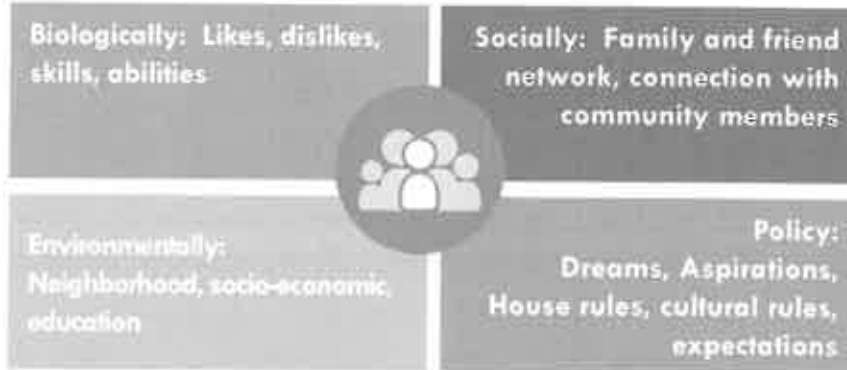
Life Stages and Individual and Family Cycles

Individual Life Stages



Family Life Cycle

Lifelong Impact of Family on Individual



Siblings: The 'Club Sandwich' Generation

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



“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

Supporting All Team Members





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**



Life Trajectory, Experiences and Life Stages



**What is YOUR Vision
for a Good LIFE?**

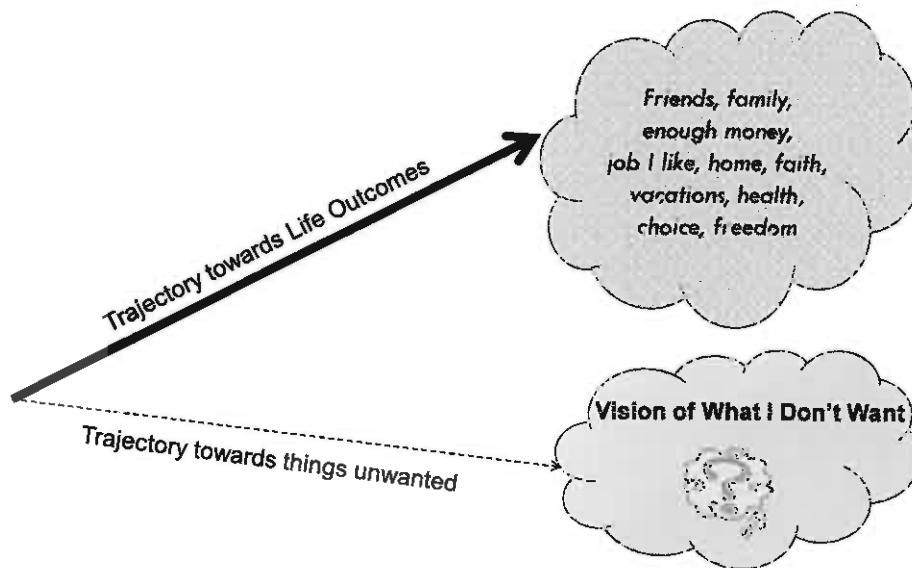
Vision of What I Want

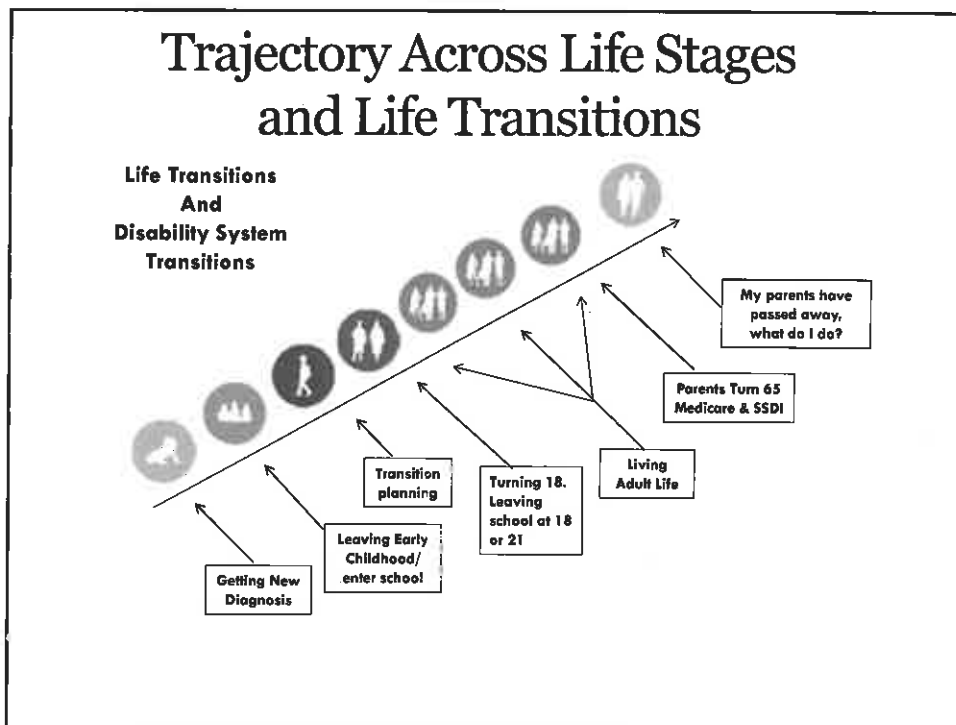
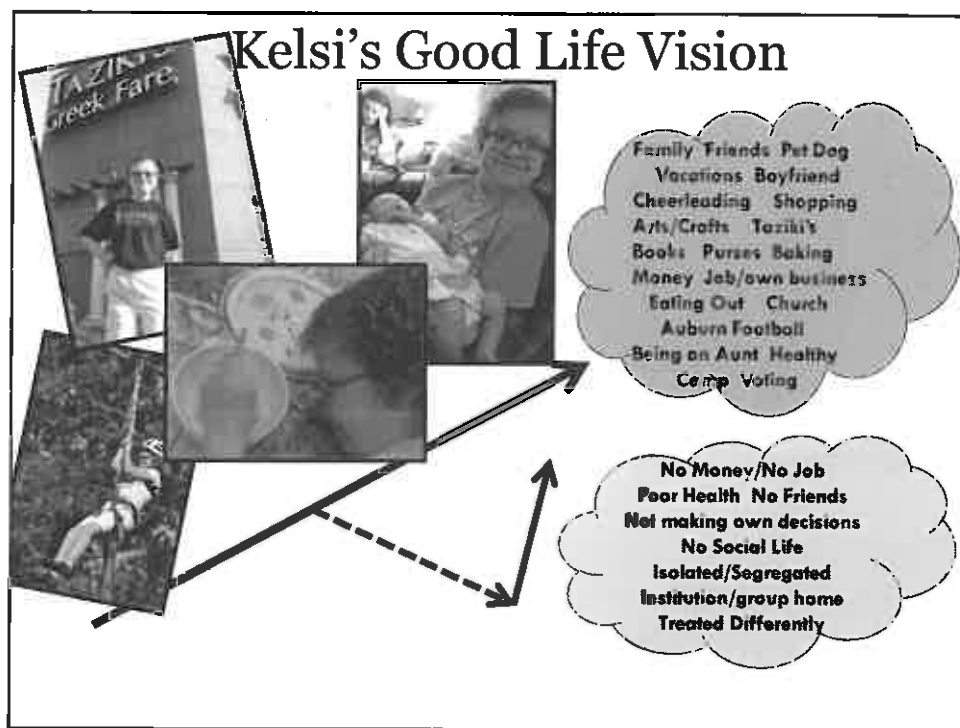


What DON'T you want??

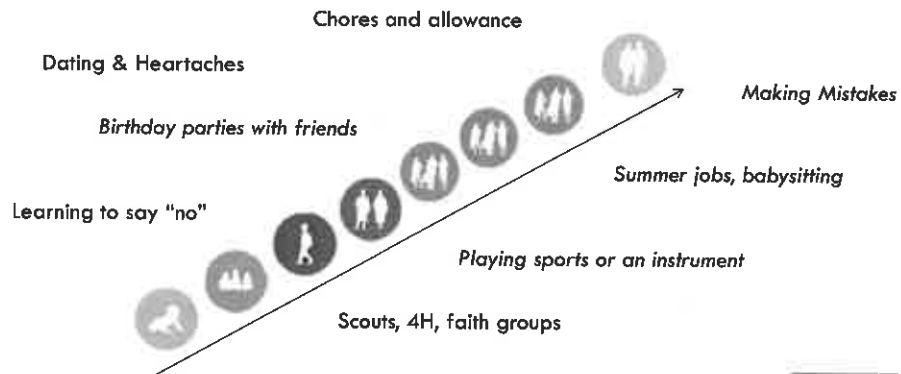


Vision & Trajectory for a Good Life





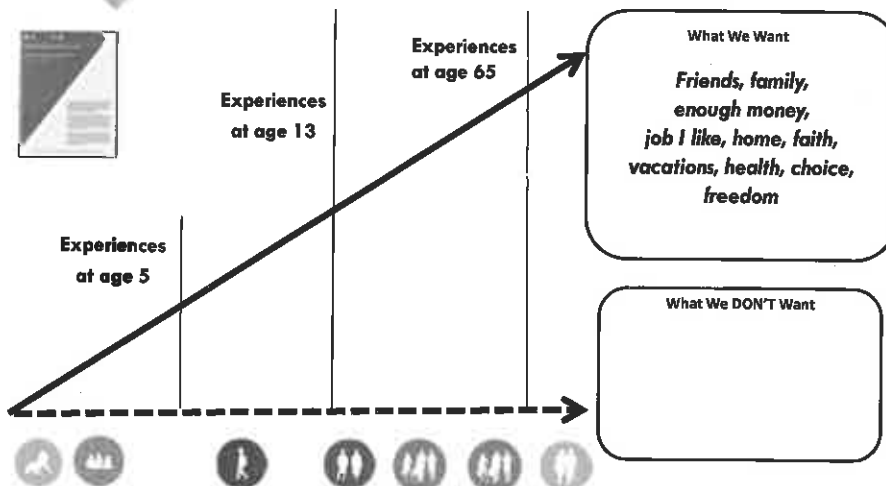
Trajectory Across Life Experiences



"Anticipatory Guidance for Life Experiences"

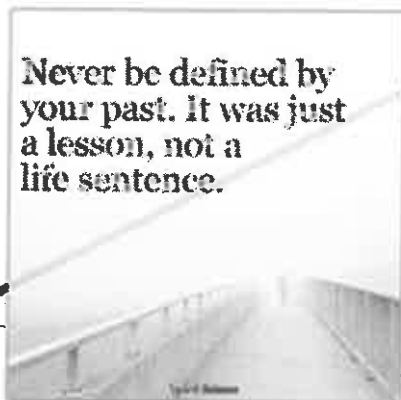


Life Experiences = Life Outcomes



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*



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)

Looking at Life Possibilities

<i>Innovative</i>	<i>Very new or undiscovered</i>
Islands of Excellence	<i>Exists in a lot of places but not everywhere</i>
Traditional Options	<i>Services that have existed for a long time</i>





Individualized Supports to Achieve a Good Life

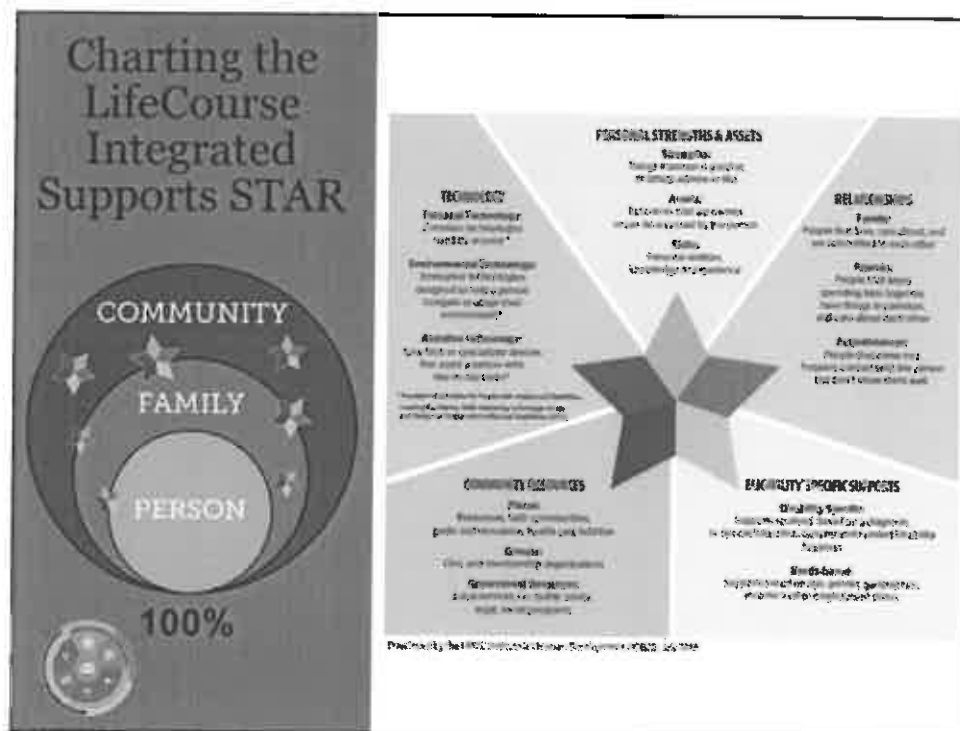


Types of Support The “3 Buckets”






Integrated Star for Problem Solving & Exploring Options



Charting the LifeCourse Integrated Supports STAR




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



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



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



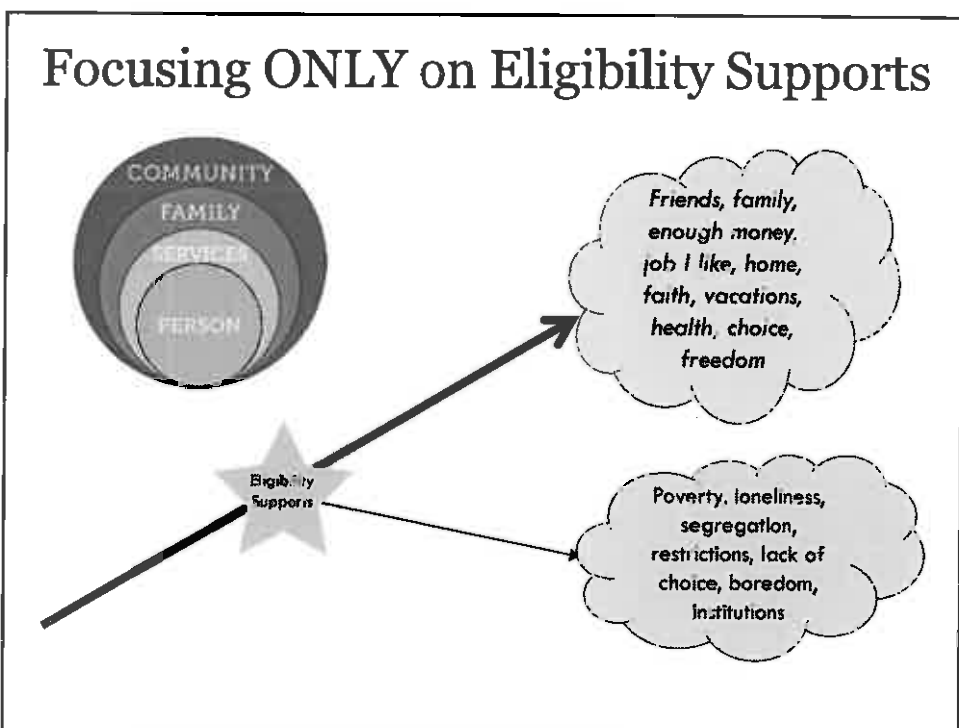
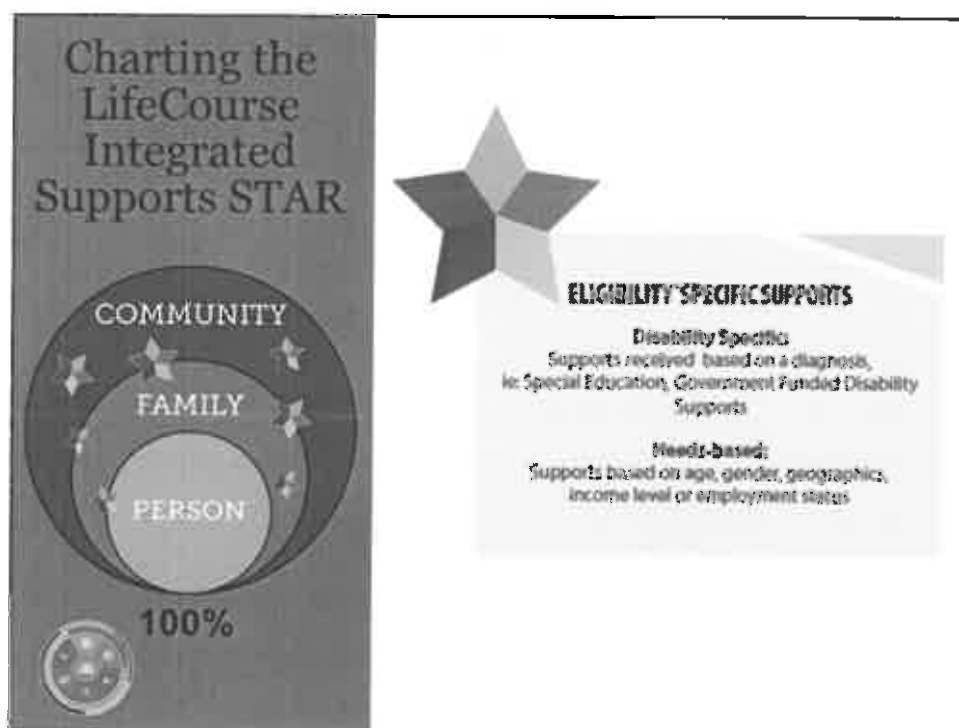
COMMUNITY RESOURCES

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

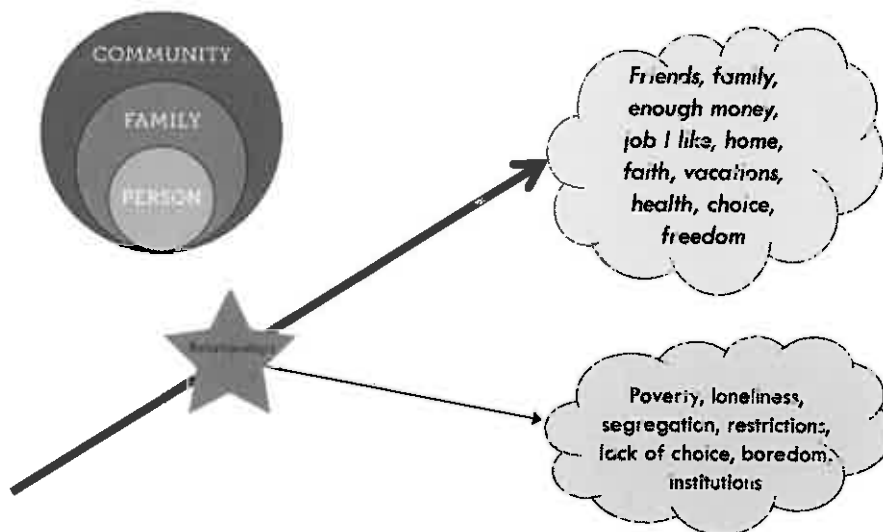
Groups:
Civic and membership organizations

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





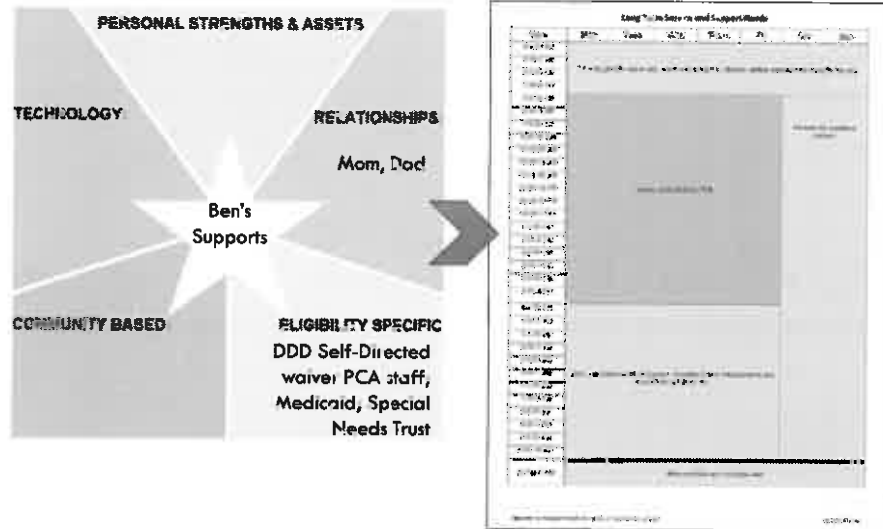
Relying ONLY on Family & Friends



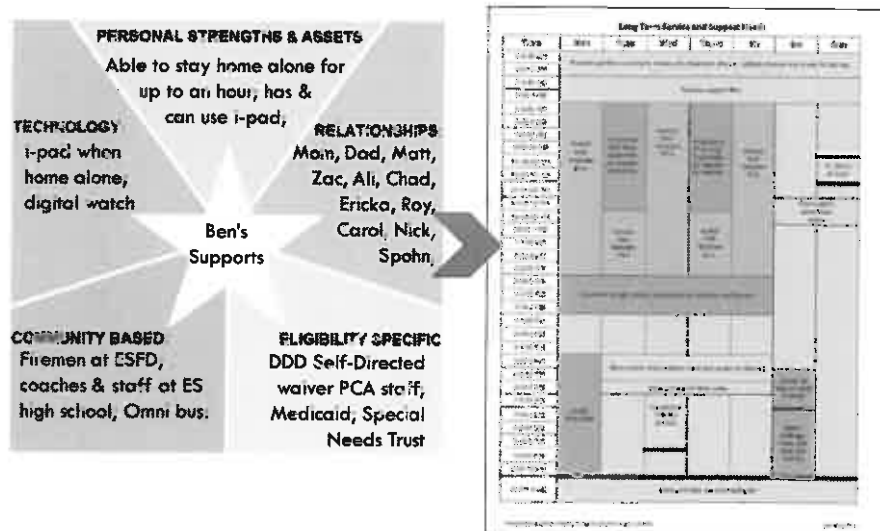
LifeCourse Star to Calendar

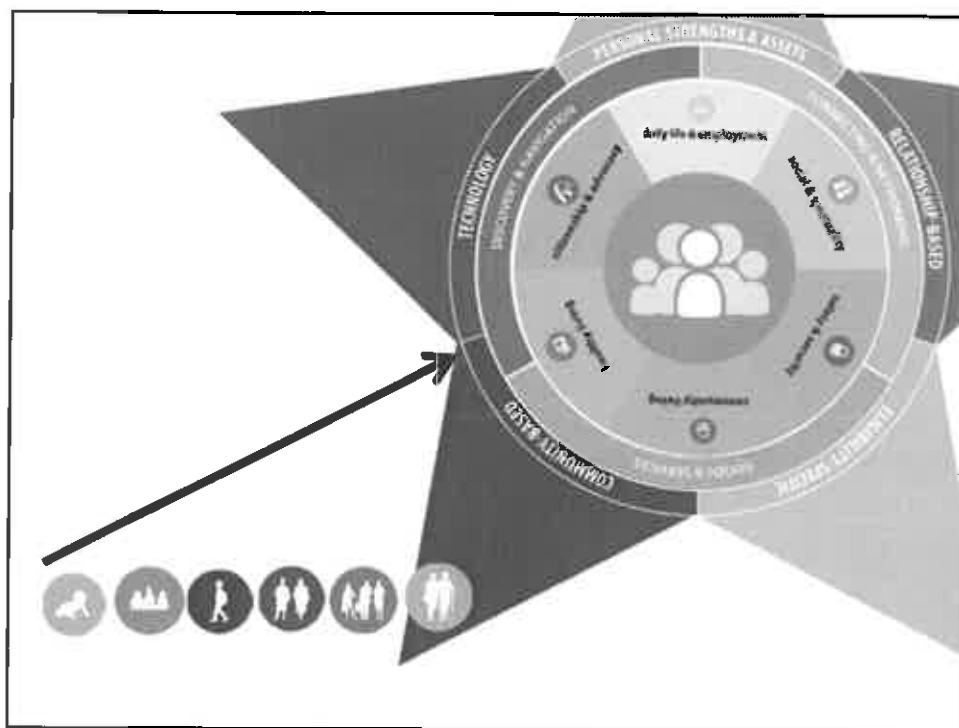


Ben - BEFORE Integrated Supports



Ben - AFTER Integrating Supports





lifecoursetools.com

**Planning for Life Outcomes
and/or
Service Planning**

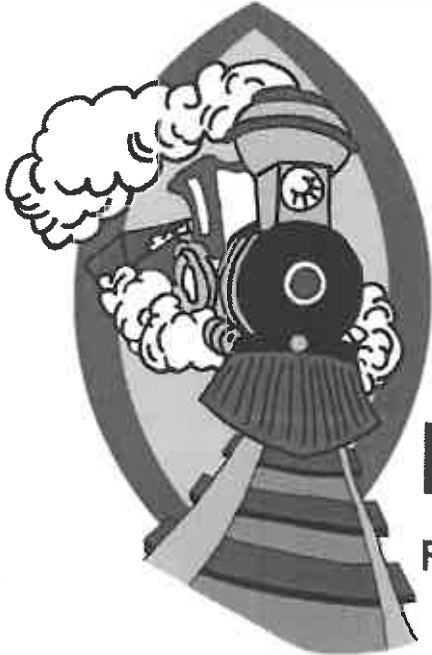
**Family Perspective
Tools**

**Self-Advocate
Tools & Resources**

**Formal Planning
Tools and Forms**

800-444-0821





Full Life Ahead

FOUNDATION OF H.O.P.E.

Tammy Moore, Executive Director 205-261-1235 TammyMoore@FullLifeAhead.org ► Judy Barclay, Founding Board Member 205-222-1969 JudyBarclay@FullLifeAhead.org



Camp
Catch the Vision!


Meet:

- 1. Other Services
- 2. Provider
- 3. Recipient

Be Inspired
Be Encouraged
Realize
Possibilities



Camp Basics: Group Picture




Camp
Catch the Vision!


Meet:

- 1. Other Services
- 2. Provider
- 3. Recipient

Be Inspired
Be Encouraged
Realize
Possibilities



Camp Basics: Children's Harbor Lodge Conference Center



Camp
Catch the Vision!

Step 1: 1. Call a leader
2. Plan the
3. Prepare
4. Practice

Be Inspired
Be Encouraged
Be a
Possibility




Camp Basics: Children's Harbor Lodge Conference Center




Camp
Catch the Vision!

Step 1: 1. Call a leader
2. Plan the
3. Prepare
4. Practice

Be Inspired
Be Encouraged
Be a
Possibility



Camp Basics: Children's Harbor Lodge Cabin



Camp
Catch the Vision!

- 1. Catch the Vision!
- 2. Be Inspired
- 3. Be Encouraged
- 4. Be Inspired
- 5. Be Encouraged

Camp Basics: Children's Harbor Lodge Cabin

Full Life Ahead
Campers - H.O.P.E.

Camp
Catch the Vision!

- 1. Catch the Vision!
- 2. Be Inspired
- 3. Be Encouraged
- 4. Be Inspired
- 5. Be Encouraged

Camp Basics: Volunteers are Peers

Full Life Ahead
Campers - H.O.P.E.

Camp
Catch the Vision!

- 1. Other Families
- 2. Parents
- 3. Volunteers

Be Inspired
Be Encouraged
Realize
Possibilities

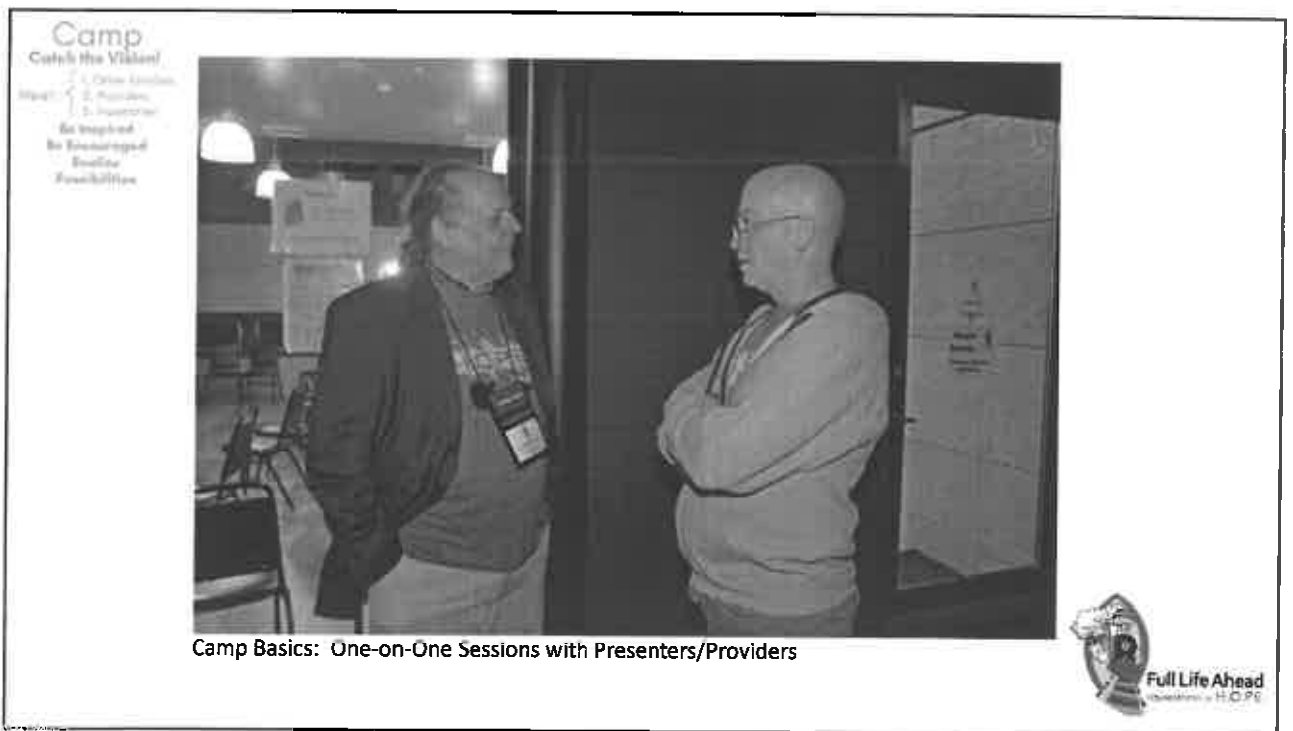
Camp Basics: One-on-One Assistance (really 2:1)

Camp
Catch the Vision!

- 1. Other Families
- 2. Parents
- 3. Volunteers

Be Inspired
Be Encouraged
Realize
Possibilities

Camp Basics: Camp Safety



Camp
Catch the Vision!

What?

- 1. Other Services
- 2. Resources
- 3. Information

Be Inspired
Be Encouraged
Realize
Possibilities





Full Life Ahead
HOPE is a H.O.P.E.

Camp Workshop Tracks: Parents & Caregivers

Camp
Catch the Vision!

What?

- 1. Other Services
- 2. Resources
- 3. Information

Be Inspired
Be Encouraged
Realize
Possibilities





Full Life Ahead
HOPE is a H.O.P.E.

Camp Workshop Tracks: Parents & Caregivers

Camp
Catch the Vision!

- 1. Observe
- 2. Practice
- 3. Visualize

Be Inspired
Be Encouraged
Build on
Possibilities

Camp Workshop Tracks: Young Adults 18 & Older - Out of School

Camp
Catch the Vision!

- 1. Observe
- 2. Practice
- 3. Visualize

Be Inspired
Be Encouraged
Build on
Possibilities

Camp Workshop Tracks: Young Adults 18 & Older - Out of School

Camp
Catch the Vision!

- 1. Other Services
- 2. Recreation
- 3. Transportation

Be Inspired
Be Encouraged
Facilitate
Possibilities

Camp Workshop Tracks: Young Adults 18 & Older - Out of School

Full Life Ahead
A Division of N.O.P.L.

Camp
Catch the Vision!

- 1. Other Services
- 2. Recreation
- 3. Transportation

Be Inspired
Be Encouraged
Facilitate
Possibilities


Camp Workshop Tracks: Teens 13 Years to 21 Years Old - In School


Full Life Ahead
A Division of N.O.P.L.

Camp
Catch the Vision!

Meet - 1. Group Member
2. Facilitator
3. Volunteer

Be Inspired
Be Encouraged
Realize
Possibilities






Full Life Ahead
SUPPORTING HOPE


Camp Workshop Tracks: Teens 13 Years to 21 Years Old - In School

Camp
Catch the Vision!

Meet - 1. Group Member
2. Facilitator
3. Volunteer

Be Inspired
Be Encouraged
Realize
Possibilities






Full Life Ahead
SUPPORTING HOPE


Camp Workshop Tracks: Teens 13 Years to 21 Years Old - In School

Camp
Catch the Vision!

1. Catch the Vision!
2. Inspire
3. Encourage
4. Realize Possibilities

Be Inspired
Be Encouraged
Realize Possibilities






Full Life Ahead
FOUNDED BY H.O.P.E.


Camp Workshop Tracks: Children 5 to 12 Years Old

Camp
Catch the Vision!

1. Catch the Vision!
2. Inspire
3. Encourage
4. Realize Possibilities

Be Inspired
Be Encouraged
Realize Possibilities





Full Life Ahead
FOUNDED BY H.O.P.E.

Camp Workshop Tracks: Children 5 to 12 Years Old

Camp
Catch the Vision!

MAST: ☒ 1. Other Services
☒ 2. Children
☒ 3. Volunteers

Be Inspired
 Be Encouraged
 Realize
 Possibilities



Camp Workshop Tracks: Children 5 to 12 Years Old




Full Life Ahead
volunteering is FUN!


Camp
Catch the Vision!

MAST: ☒ 1. Other Services
☒ 2. Children
☒ 3. Volunteers

Be Inspired
 Be Encouraged
 Realize
 Possibilities



Camp Free Time: Bullseye! Archery!



Full Life Ahead
volunteering is FUN!

Camp
Catch the Vision!

Meal: 1. Other Activities
2. Preparation
3. Transportation

Be Inspired
Be Encouraged
Realize
Possibilities



Camp Free Time! Bonfires and s'mores!



Full Life Ahead
Celebrating in HOPE

Camp
Catch the Vision!

Meal: 1. Other Activities
2. Preparation
3. Transportation

Be Inspired
Be Encouraged
Realize
Possibilities



Camp Free Time! Boating!



Full Life Ahead
Celebrating in HOPE

Camp
Catch the Vision!
Step 1: 1. Offer services
2. Prepare
3. Communicate
Be Inspired
Be Encouraged
Realize
Possibilities




Camp Free Time! Ice Cream from Nibblers Float Thru Grill!




Full Life Ahead
CHANGING LIVES... H.O.P.E.

Camp
Catch the Vision!
Step 1: 1. Offer services
2. Prepare
3. Communicate
Be Inspired
Be Encouraged
Realize
Possibilities



Camp Free Time! Water trampoline!



Full Life Ahead
CHANGING LIVES... H.O.P.E.

Camp
Catch the Vision!

Step 1: 1. Camp location
2. Facilities
3. Transportation

Be Inspired
Be Encouraged
Realize
Possibilities

Camp Free Time! Volleyball by the lake!

Camp
Catch the Vision!

Step 1: 1. Office location
2. Facilities
3. Transportation

Be Inspired
Be Encouraged
Realize
Possibilities

Camp Free Time! Enjoy the park!

Camp
Catch the Vision!

1. Vision
2. Inspiration
3. Motivation
4. Transformation

Be Inspired
Be Encouraged
Be the Possibilities



Camp Free Time! Putt-Putt!

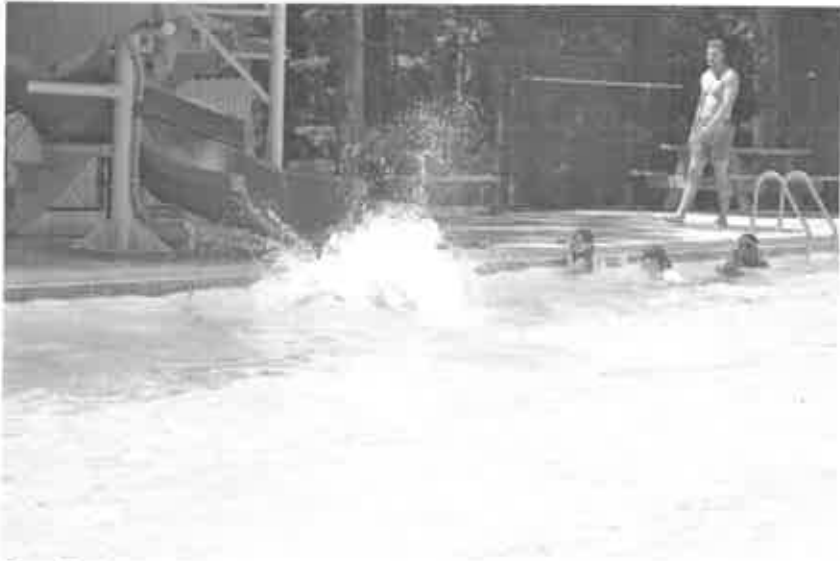


Full Life Ahead
UNLEASHING THE HOPE


Camp
Catch the Vision!

1. Vision
2. Inspiration
3. Motivation
4. Transformation

Be Inspired
Be Encouraged
Be the Possibilities



Camp Free Time! Fun in the pool!

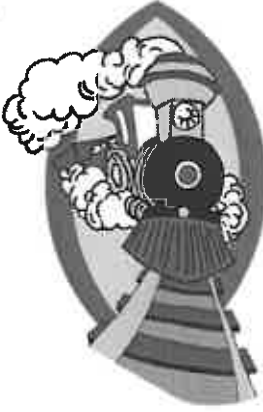


Full Life Ahead
UNLEASHING THE HOPE


Camp
Catch the Vision!


1. Discover
2. Understand
3. Implement

Be Inspired
Be Encouraged
Be Able
Be Successful



Camp Free Time! Famous Dance Party!



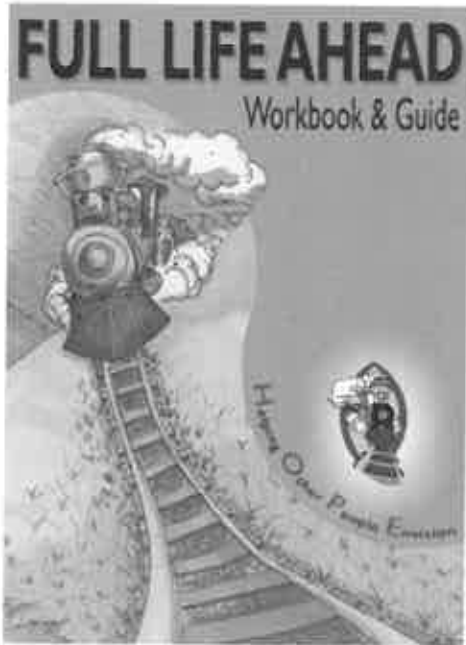



Camp Free Time! Famous Dance Party!

Workbook

Framework for Success

1. Uncover
2. Evaluate
3. Plan
Implement





Full Life Ahead
WORKBOOK - H.O.P.E.

Workbook
Framework for Success

- 1. Uncover
 - 2. Ex-plate
 - 3. Plan
- Implement**

Things to Think About

Received 27 May 2003; accepted 10 June 2003

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- ☐ Study how engineers and scientists work
- ☐ Maintaining records and equipment
- ☐ Identifying future conditions
- ☐ Applying ethics
- ☐ Personal responsibility
- ☐ Social skills
- ☐ Safety
- ☐ Site selection
- ☐ Management of the operation
- ☐ Equipment and equipment used
- ☐ Time of testing
- ☐ Procedures for testing
- ☐ Troubleshooting
- ☐ Cleanup
- ☐ Safety management
- ☐ Time of the test conditions
- ☐ Other

Howling Cuckoo

1. ☐ All of them
2. ☐ The way of thinking
3. ☐ The way of speaking
4. ☐ The way of feeling
5. ☐ All of them
6. ☐ None
7. ☐ The way of thinking and feeling
8. ☐ The way of speaking
9. ☐ The way of feeling
10. ☐ None

செய்து கொடுக்கப்பட்டது.

- [illegible]

مجلس شورای اسلامی

- ☐ Accounting principles and theory
- ☐ Financial accounting and reporting
- ☐ Taxation
- ☐ Auditing and assurance
- ☐ Management accounting
- ☐ Corporate governance
- ☐ International business and finance
- ☐ Business law
- ☐ The business environment
- ☐ Business ethics and corporate social responsibility
- ☐ Business strategy

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- ☐ A. Selection of appropriate materials
- ☐ B. Understanding the need for a computer and its role in the work unit
- ☐ C. Design and development of the system
- ☐ D. Application development
- ☐ E. Training and acceptance
- ☐ F. Monitoring and maintenance of the system
- ☐ G. None



Full Life Ahead
 1-800-368-7222

Workbook
Framework for Success

- 1. Uncover
 - 2. Evaluate
 - 3. Plan
- Implement**

Am I Ready to Live On My Own?

A list of things for young adults to consider:

A lot of things for young adults to consider

[illegible]

Full Life Ahead
www.full-life.com

Workbook

Framework for Success

1. Uncover
2. Evaluate
3. Plan

Implement

Important Records and Papers

**Keep Records Together! Document Everything!
Include Phone Calls!**

(Keep these records together in one place)

Some of the records which you may need are:

Personal records including:

- ☐ Birth Certificate
- ☐ Social Security Card
- ☐ Family Information Guide to complete in case of emergency
- ☐ Records from Agencies who provide services for you

Medical records including:


- ☐ Medical Insurance Card
- ☐ Name and Address of Doctors, Dentists and Therapists
- ☐ Insurance Claim Report
- ☐ Discharge Results of any Hospital or Medical Procedures
- ☐ Analyses and Therapist Reports
- ☐ Prescription History

Educational records including:

- ☐ Copies of IEPs
- ☐ Educational Testing Reports
- ☐ School Progress Reports and Report Cards

Vocational Information including:

- ☐ Reports from Vocational Assessments
- ☐ Vocational Learning Plans
- ☐ Work Record including Dates, Contact Persons, & Phone Numbers
- ☐ Letters of Reference
- ☐ Your Resume
- ☐ Job Portfolio



Full Life Ahead
FOUNDATION OF H.O.P.E.

Discovery

Dig Deeper

1. Use Workbook
2. Q&As
3. Interview
4. Networking
5. Community

Explore





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FOUNDATION OF H.O.P.E.

Discovery

Dig Deeper

1. Use Workbook
2. OSLAs
3. Interview
4. Networking
5. Community

Explore

A black and white photograph of a young woman with short dark hair, smiling and holding a small white bowl with both hands. She is standing in a kitchen with white cabinets and a refrigerator in the background. The refrigerator is covered with many small photos or magnets.

The logo for Full Life Ahead, featuring a circular emblem with a person's silhouette and the text "Full Life Ahead" and "A COMMITMENT TO HOPE" below it.

Discovery

Dig Deeper

1. Use Workbook
2. OSLAs
3. Interview
4. Networking
5. Community

Explore

A black and white photograph of a young man with short light-colored hair, sitting at a desk and looking down at some papers or a book. He is wearing a light-colored t-shirt.

The logo for Full Life Ahead, featuring a circular emblem with a person's silhouette and the text "Full Life Ahead" and "A COMMITMENT TO HOPE" below it.

Discovery

Dig Deeper

1. Use Workbook
2. O&A
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4. Networking
5. Community

Explore



Full Life Ahead
to achieve a H.O.P.E.

H.O.P.E. Teams

Bring Together Friends,
Family, Community, Resources

1. Engage
2. Empower
3. Action Plan

Move Toward
Dreams



Full Life Ahead
to achieve a H.O.P.E.

H.O.P.E. Teams
 Bring Together Friends,
 Family, Community, Resources
 1. Vision
 2. Brainstorm
 3. Action Plan
**Move Toward
 Dreams**

H.O.P.E. Teams
 Bring Together Friends,
 Family, Community, Resources
 1. Vision
 2. Brainstorm
 3. Action Plan
**Move Toward
 Dreams**

Family Empowerment

See Aspirations Become Reality
Contribute to Community

1. Live
2. Work
3. Have Relationships

Achieve!





Full Life Ahead
Empowering People

Family Empowerment

See Aspirations Become Reality
Contribute to Community

1. Live
2. Work
3. Have Relationships

Achieve!





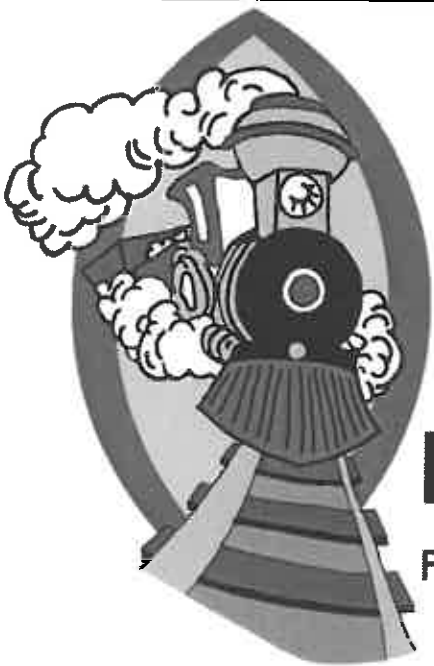


Full Life Ahead
Empowering People

Family Empowerment

See Aspirations Become Reality
Contribute to Community

1. Live
2. Work
3. Have Relationships

Achieve!



Full Life Ahead

FOUNDATION OF H.O.P.E.

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CHARTING the LifeCourse



Integrated Long Term Support Needs - Before and After Integrated Supports

This is a visual representation of a particular individual's long term supports "before" - when all support was provided through the disability system and the parents, and "after" when the Integrated Support Star was applied to the individuals support needs and life.

| 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 the day | | | | | | Parents are weekend support |
| 6:30-7 AM | | | | | | | |
| 7-7:30 AM | | | | | | | |
| 7:30-8 AM | | | | | | | |
| 8-8:30 AM | | | | | | | |
| 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 | Waver Self-Directed PCA | | | | | | |
| 4:30-5 PM | | | | | | | |
| 5-5:30 PM | | | | | | | |
| 5:30-6 PM | | | | | | | |
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| 6:30-7 PM | | | | | | | |
| 7-7:30 PM | | | | | | | |
| 7:30-8 PM | | | | | | | |
| 8-8:30 PM | | | | | | | |
| 8:30-9 PM | | | | | | | |
| 9-9:30 PM | Mom and Dad provide all support including meals, transportation and support for activities, etc. | | | | | | |
| 9:30-10 PM | | | | | | | |
| 10 PM-6 AM | | | | | | | |
| 6-6:30 PM | Mom and Dad are overnight shift | | | | | | |
| 6:30-7 PM | | | | | | | |
| 7-7:30 PM | | | | | | | |
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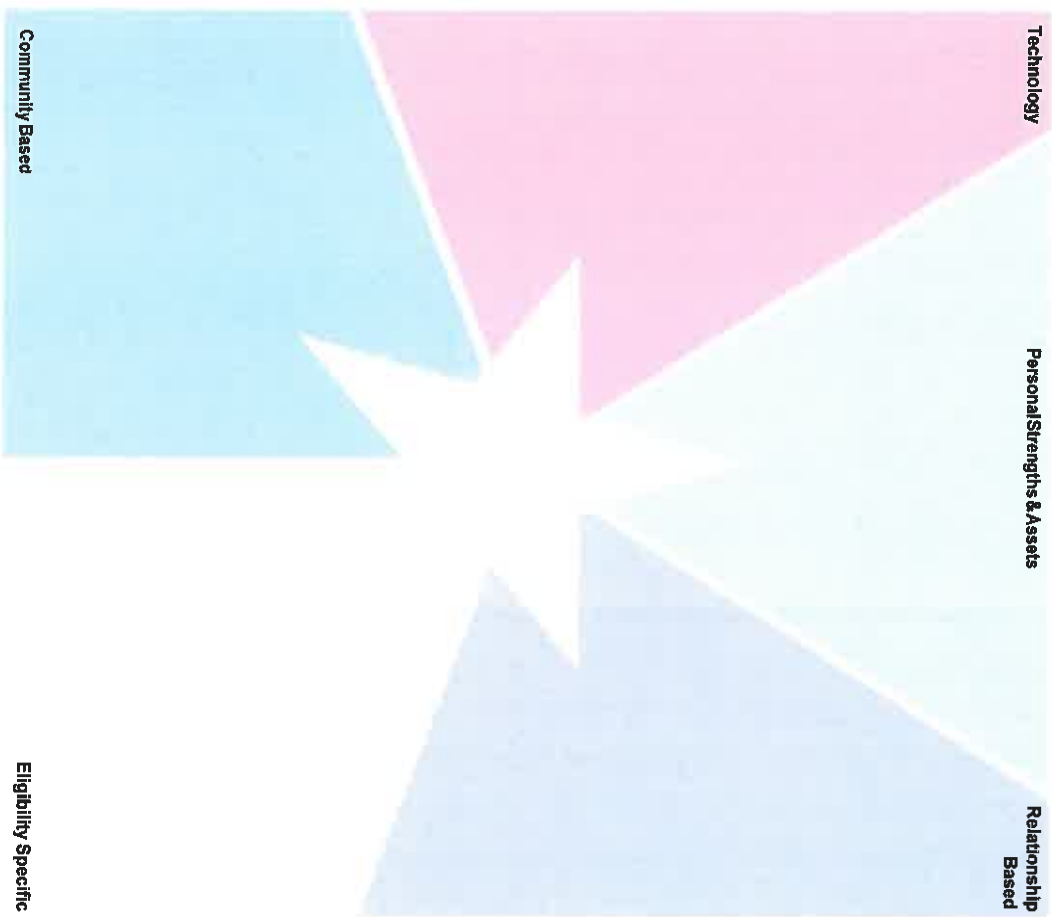
| Time | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|-------------|--|------|-----|-------|-----|-----|-----|
| 6-6:30 AM | Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for the day | | | | | | |
| 6:30-7 AM | | | | | | | |
| 7-7:30 AM | Parents support Ben | | | | | | |
| 7:30-8 AM | | | | | | | |
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| 2-2:30 PM | | | | | | | |
| 2:30-3 PM | | | | | | | |
| 3-3:30 PM | Volunteer at Ben's school, supported by coaches and friends | | | | | | |
| 3:30-4 PM | | | | | | | |
| 4-4:30 PM | | | | | | | |
| 4:30-5 PM | | | | | | | |
| 5-5:30 PM | | | | | | | |
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| 9:30-10 PM | | | | | | | |
| 10 PM-6 AM | Mom and Dad are overnight shift | | | | | | |
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Download the Integrated Long Term Service and Support Needs Template at lifecoursetools.com/planning



Integrated Services and Supports

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



Access the LifeCourse framework and tools at lifecoursetools.com

My LifeCourse Portfolio is a template of the UMKC IRP, UCEED. More materials at lifecoursetools.com

OCTOBER 2016



My LifeCourse Portfolio

'S ONE-PAGE PROFILE

What people like & admire about me

What's Important to ME

How to Best Support ME

Adapted from The Learning Community for Person Centered Practice and Health Services Association. <http://healthservicesassociation.org/what-is-person-centered-care/>

Life Trajectory Worksheet

The diagram illustrates a life trajectory. A solid line starts at the top left and slopes down to the right, ending with an arrow pointing into a large, rounded rectangular box. This box is divided into two sections: the top section is labeled 'VISION for a GOOD LIFE' in a blue header, and the bottom section is labeled 'What I DON'T Want' in a red header. A dashed line starts from the top left, curves down and to the right, and ends with an arrow pointing into the 'What I DON'T Want' section of the box. To the left of the box, there is a vertical row of ten circular icons representing different life stages or themes: a baby, a person, a couple, a family, a person, a couple, a family, a person, a couple, and a family.

Camp

Catch the Vision!

Meet: {
1. Other families
2. Providers
3. Visionaries

Be Inspired
Be Encouraged
Realize
Possibilities

Workbook

Framework for Success

1. Uncover
2. Evaluate
3. Plan

Implement

Discovery

Dig Deeper

1. Use Workbook
2. Q&As
3. Interviews
4. Networking
5. Community

Explore

H.O.P.E.

Teams

**Bring Together Friends,
Family, Community, Resources**

1. Envision
2. Brainstorm
3. Action Plan

**Move Toward
Dreams**

Family Empowerment

See Aspirations Become Reality
Contribute to Community

1. Live
2. Work
3. Have Relationships

Achieve!

*Full Life Ahead
Plan for Success*

*Encourage
Others*





Judy (left), Jan (center) and her daughter Amanda at FLAF camp

Our Founders

Judy Barclay and Jan Cobb met on a softball field in 1994 where their daughters Dine and Amanda met and became friends. Like most young women the girls made plans for the future. Their parents smiled never really thinking much about that future because both young women had disabilities. Judy was experienced in working the school system and had been an advocate for her daughter for many years. Jan was a novice in this arena. She had worked with her daughter's school counselors, but never thought much about the future. The two were brought closer together after Judy became employed by the State Department of Education as a Parent Support Specialist. She was assigned to create a guidebook on transitioning school-aged children with disabilities. This assignment would eventually lead to the Full Life Ahead's current workbook. Today, both women and Judy's husband Henry continue to advocate for families and young adults with disabilities. They want to share all that they have learned over the years and help families in need.

Resources

The Full Life Ahead Foundation has a wealth of information available online at our website FullLifeAhead.org. Our workbooks are also available for purchase online and special discounts are available for those that want to order the books in bulk.

Full Life Ahead: Workbook and Guide



Cost is \$25 + \$6.95 shipping and handling. For orders of more than 4 workbooks, please call 205-439-6534.

If you have questions about the **Full Life Ahead Foundation**, please contact our office 205-439-6534. We are always happy to talk to families and answer any questions.

FullLifeAhead.org

Who We Are

What We Do
The Full Life Ahead
Foundation Story

...Helping Other People Envision



Full Life Ahead
FOUNDATION OF H.O.P.E.

2908 Clairmont Ave. South
Birmingham, AL 35205
205-439-6534

FullLifeAhead.org



**"In our world today...
situations change,
management
changes, people lose
jobs, people find
jobs. These facts are
true for those who
may have a disability
and for those who
do not."**

Resources

There are a number of organizations that can help in your employment journey.

- **Alabama Department of Rehabilitation Services (ADRS)** 800-441-7607 rehab.state.al.us
- **Alabama Council for Developmental Disabilities (ACDD)** – 800-232-2158 acdd.org
Alawin Wanda Berry – 205-408-8778
- **Social Security Administration**
Pass Cadre – 800-254-9489
WorkSupport.com – 804-828-1851
- **Griffin Hammis Associates**
Corey Smith 267-221-8041
Cary Griffin 406-273-9181
griffin-hammis.com
- **Tango Consulting**
Tangoresults.com
Katherine Carol 303-861-5256
- **AL-APSE**
Byron White – 334-353-7713
- **Full Life Ahead Foundation**
Tammy Moore – 205-439-6534
FullLifeAhead.org

FullLifeAhead.org

The Benefits of Work *Aranda's Guide to Success*

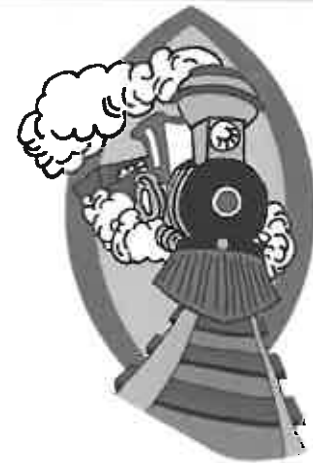


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H.O.P.E. Team Community Success



Full Life Ahead
FOUNDATION OF H.O.P.E.

Examples of H.O.P.E. Team Success

The power of one's own community is awesome! The untapped resources are unlimited! When one has a methodology to involve their community around an individual with a disAbility, the possibilities are endless.

The Full Life Ahead Foundation of Hope uses a process called H.O.P.E. (Helping Other People Envision). There are other methods by other names, but this is the process we follow and find that it produces consistent positive results. What is a H.O.P.E. Team? A H.O.P.E. Team is formed by bringing together family, friends, service providers and community to brainstorm and power think of possibilities for the individual once they have gone through a learning process with a facilitator (not a parent) to get to know the individual. The focus can be literally anything... from road blocks in school, to social situations, to finding a job or career, locating funding to start a business, or a way to live in the community with support... like I said, literally anything.

Jurdy's Story

Jurdy is a delightful young lady with Cerebral Palsy who also happens to have visual impairments. She truly wanted to work, but the "system" had lost her and she had been sitting at home since she left school at 21. Her family made every connection they could; but Jurdy needed some support they couldn't provide on the job, so success eluded them.

A H.O.P.E. Team was formed when Jurdy was 26, her strong interest in animals rose to forefront. Through this process, she visited the Birmingham Humane Society where asked if they needed any volunteers. They were thrilled and she started right away. Ten days later, she was hired full time to be the receptionist and greeter. ClasTran (our para transit) picked her up and took her home each day freeing her mother from that responsibility – for the first time in 26 years.



the
she

Vocational Rehabilitation Services also contributed in numerous ways during the H.O.P.E. Team process. One of the unit supervisors stated that if a team had been assigned from Vocational Rehabilitation Services, it would have taken three years instead of three months to achieve this result. Next on Jurdy's goals is her own log cabin on her parent's acreage in Leeds. She also has participated in Partners in Policy Making in Alabama and was empowered by the knowledge she has gained about self-advocacy.

Full Life Ahead Foundation

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Birmingham, AL 35205

205 439 6534
FullLifeAhead.org

Charting the LifeCourse Event Evaluation

Date/Location: _____

Anticipated Outcome of Today's Event (Please respond BEFORE the meeting)

Please tell us about what you are hoping to gain from today's event:

| Complete After the Meeting | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I feel that this session met my above anticipated outcome. | 4 | 3 | 2 | 1 |

About You. Please tell us about yourself (check all that apply)

- ☐ I am a self-advocate with a disability, special health care need, mental health needs, etc.
- ☐ I am a family member
- ☐ I am a professional; Please Specify: _____

Satisfaction: Please mark one best response for each feature of today's event.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I am satisfied with the knowledge and skills gained from this presentation | | | | |
| As a result of this presentation, my knowledge of FAMILY & ADVOCATE LEADERSHIP has increased | | | | |

| | Excellent | Good | Fair | Poor |
|---------------------------------|-----------|------|------|------|
| Presenter Skills | | | | |
| Information in Presentations | | | | |
| Handouts and Other Materials | | | | |
| Opportunities for Participation | | | | |
| Overall Quality of the Event | | | | |

What is something new you learned as a result of this presentation (A-HA moment)?

What are your next steps as a result of what you learned?