



A “Good Life” For the Whole Family

Person Centered Planning with Charting the LifeCourse

National Community of Practice for Supporting Families

March 9, 2022

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Welcome from Director Green



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Meet Jenny Turner, LCSW

- Sibling of two sisters, one who is in her 30s with a disability & one who is 16 and adopted
- Licensed as a Clinical Social Worker
- Formerly a Support Coordinator and Director of a Provider Agency
- Co-Director of the National Community of Practice for Supporting Families
- Lead for Organizational and System Change Initiatives at UMKC IHD



Setting the Stage

History of the CoP for Supporting Families



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Evolution of Person-Centered and Family-Centered Services and Supports

1800s Exclusion---Segregation---Specialized---Inclusion---Self-Determination



1800s Blame---Damaged---Over-Burdened---Coping---Supported---Resilient



Moving from Family Support to Supporting Families

Family Support	Supporting Families
Defined by eligibility, services or programs available, or funding	Not a program or based on eligibility, it is an approach to supporting families across the lifespan regardless of service provision and where a person lives
Caregiver or parent	Family is defined functionally by the person; inclusive of siblings, parents with disabilities, grandparents, friends who provide supports
Tension between self-advocacy and family support	Enhances opportunities for self-advocacy and self-determination
Crisis, immediate response	Preventative, long-term planning
Supporting caregiver in order to decrease demand on long-term services	Creates a quality of life for person with DD and their family by supporting their many reciprocal roles

Achieve “Good Life for All”

GOAL



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 the individual to achieve their goal



Recognizing that individuals exist within a family system

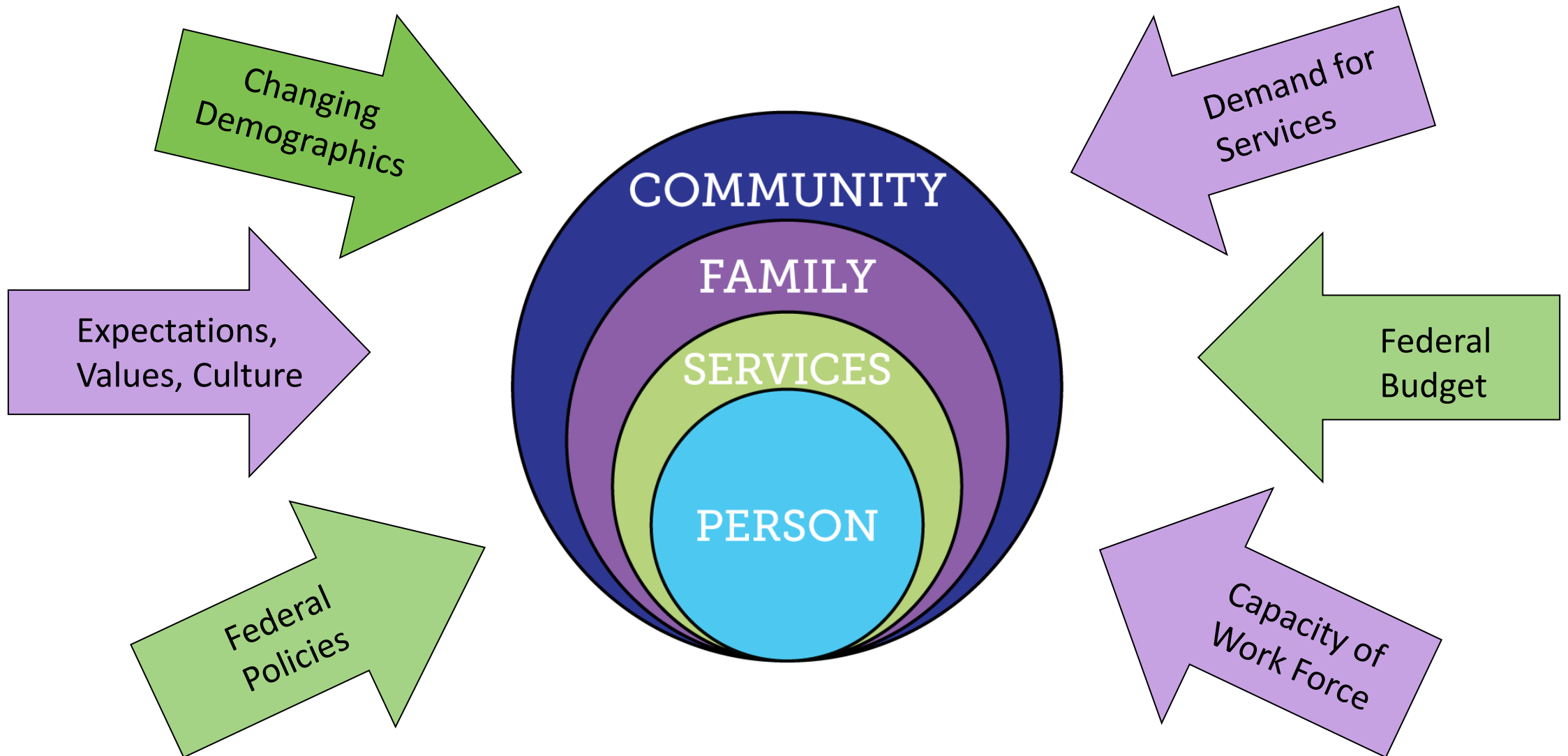
**DISCOVERY
AND NAVIGATION**
Knowledge & Skills

**CONNECTING
AND NETWORKING**
Mental Health
& Self-Efficacy

GOODS AND SERVICES
Day-to-Day
& Caregiving/Supports

** Hecht, E., Reynolds, M., Agosta, J., & McGinley, K. (2011). Building an agenda for supporting families with a member with intellectual and developmental disabilities. Report of the Wingspread Conference on building a family support agenda, March 6-8, 2011. Racine, Wisconsin: Johnson Foundation.*

Current Reality of Services and Supports



Center for Medicaid Services - HCBS Final Rule: Settings

Federal
Policy

Individuals have the right to receive services in the community to the same degree as those not receiving home and community based waiver services:

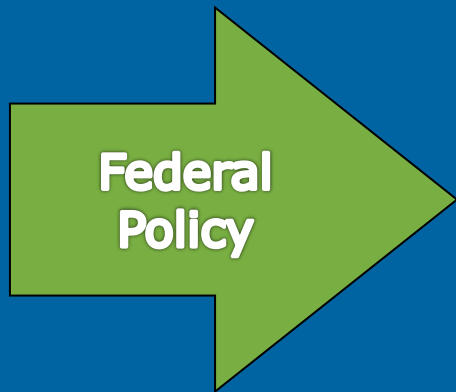
Individuals must be allowed to select the services they receive, where they live among available options, and the providers of those services.

Individuals have the freedom to control their own schedules, personal resources, and other aspects of their living arrangement.

Individuals must be treated with dignity and respect and be free from coercion or restraint.

Home and Community Based Services (HCBS) Final Federal Rule Presentation, 11/10/18

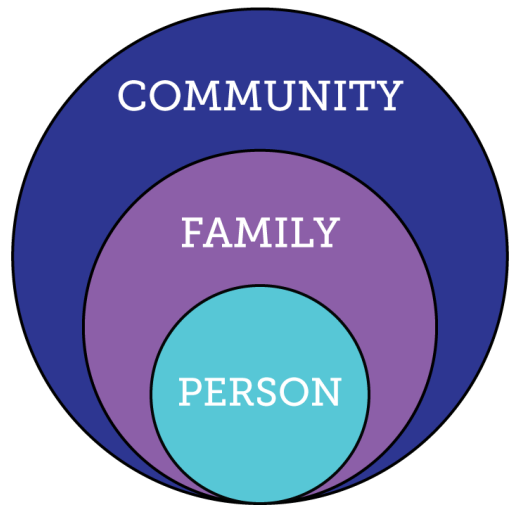
Center for Medicaid Services- HCBS Final Rule: Person Centered



- Service plans for HCBS must be developed through a person-centered planning process that provides necessary information and support so that the individual can direct the process and make informed choices.
- The process must be directed by the individual and the individual's freely chosen representative and must reflect individual preferences and goals.
- The plan must be written so that the individual can understand the plan.

From The Arc. National Policy Matters. The 2014 Federal Home and Community-Based Services Regulation: What You Need to Know <http://www.thearc.org/document.doc?id=4596>

Transforming Services and Supports



People not receiving formal services



People with receiving formal services



People receiving integrated services and supports

National Community of Practice on Supporting Families

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 intellectual and developmental disability across the lifespan.

Outcomes

- 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

Forming a National Community of Practice

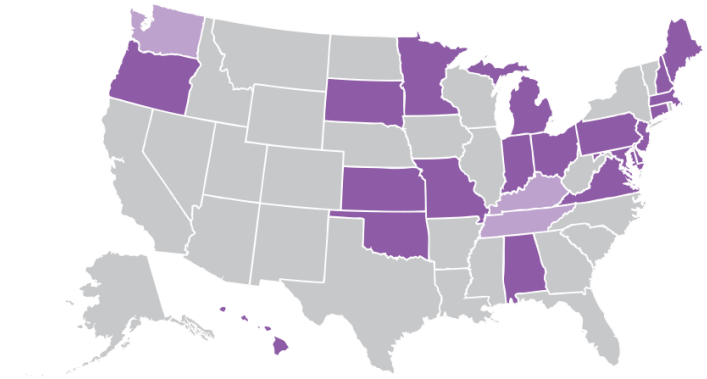
A community of practice is a **learning environment** for an intensive exploration into current policy, practices, trends, and barriers.

The key to a community of practice is understanding that **the sum of the community knowledge is greater than the sum of individual knowledge.**



What Drives the Framework?

National Stakeholders and Best Practices



National Community of Practice on Supports to Families

Family Systems Theory

Life Course Theory Social Capital
Person-Centered Practices
Socio-ecological Model
Family-Centered Practices
Community Integration Public Health Model
Anticipatory Guidance
Self-Determination



Charting the LifeCourse



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What is Charting the LifeCourse ?

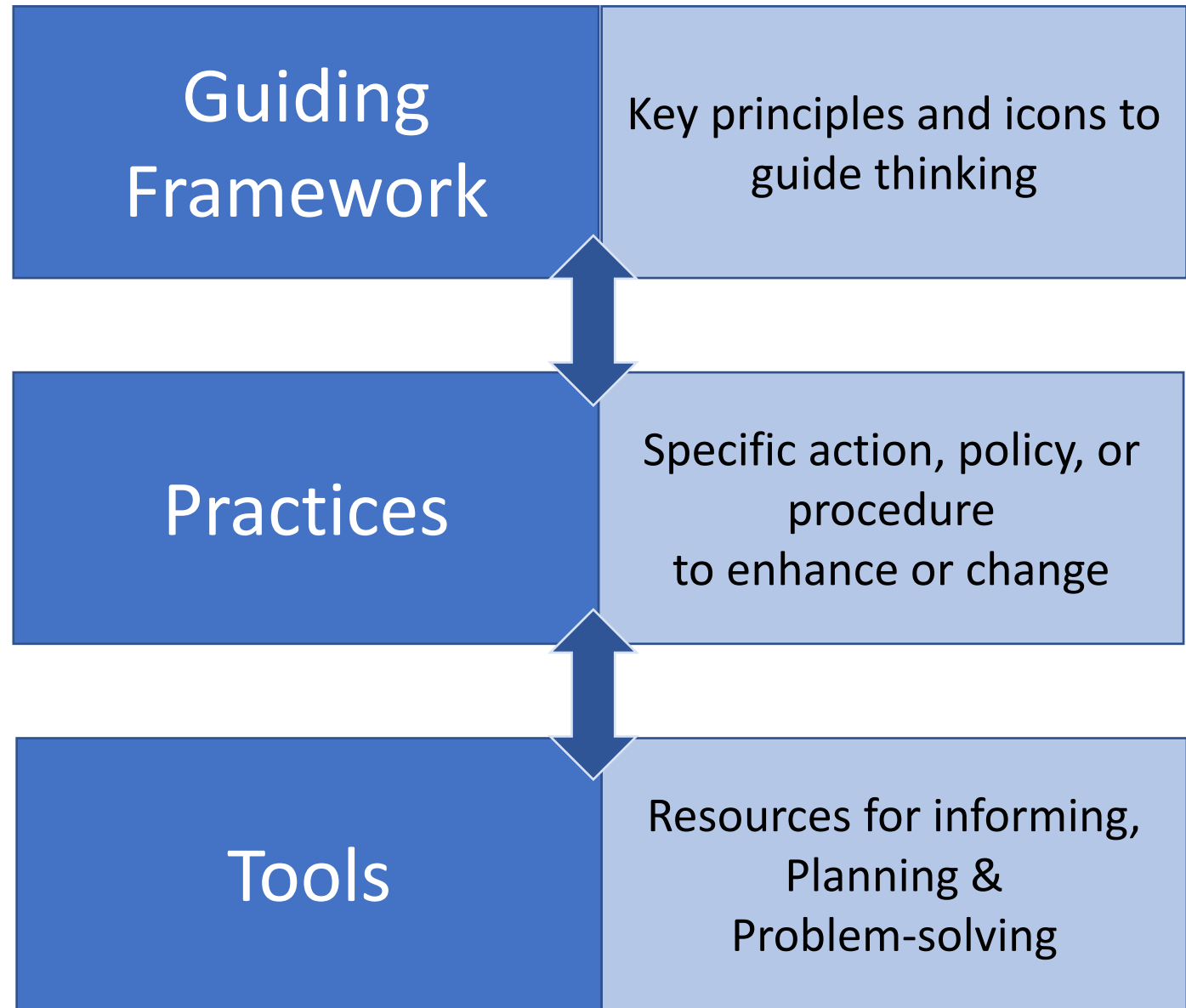
Created for people and families of all abilities and all ages to:

- Explore life possibilities
- Share ideas, hopes, and fears
- Set higher expectations
- Navigate Future
- Advocate for Vision
- Problem-Solve and Plan

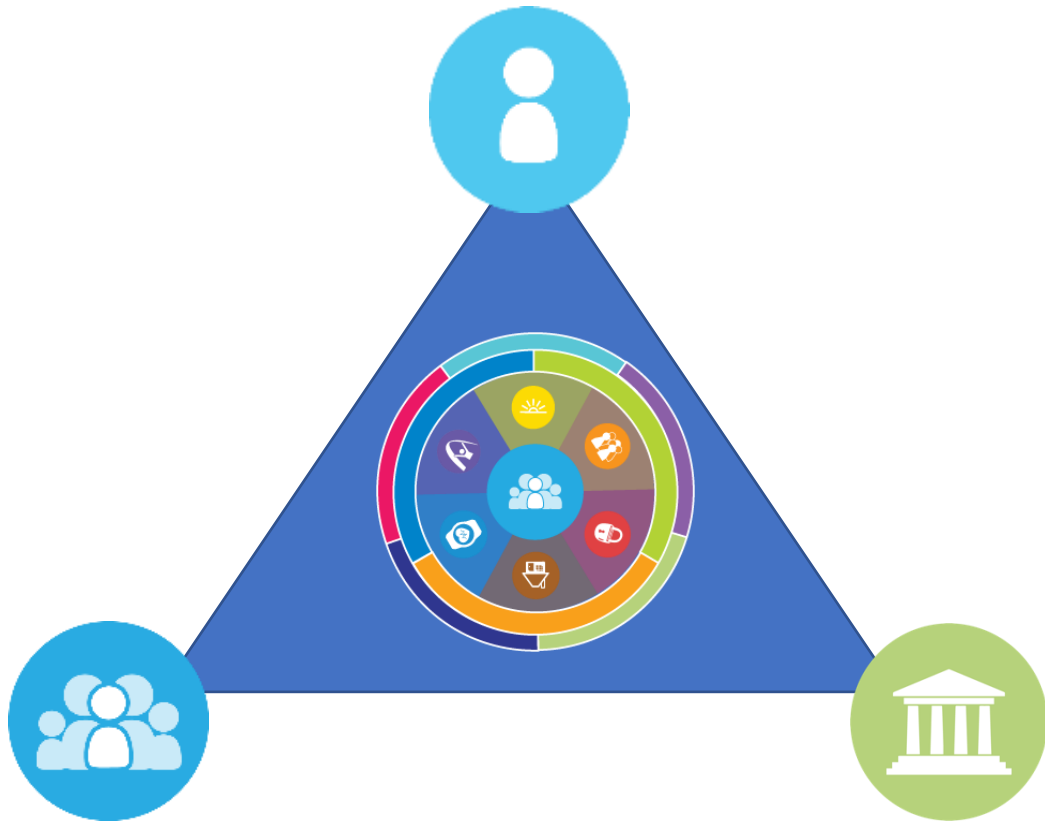




What is Charting the LifeCourse



CtLC Supports All Team Members



- **Individuals** 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
- **Professionals and Other Support Team Members** will have the capacity to provide person-centered services to support the individual and their family to achieve their good lives

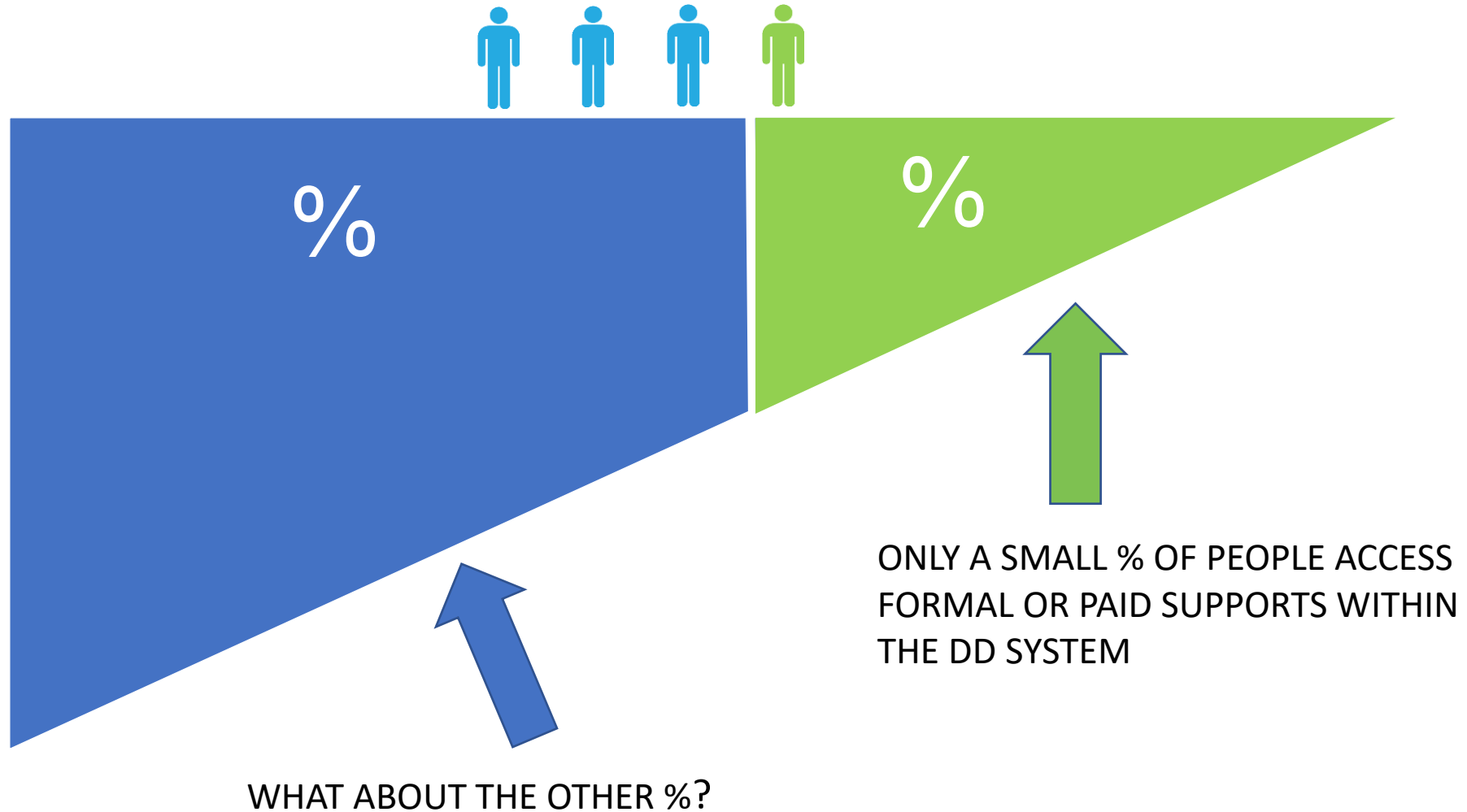
ALL People

All people, regardless of age, ability or family role, are considered in our vision, values, policies and practices for supporting individuals and families. All families have choices and should have access to the supports they need.

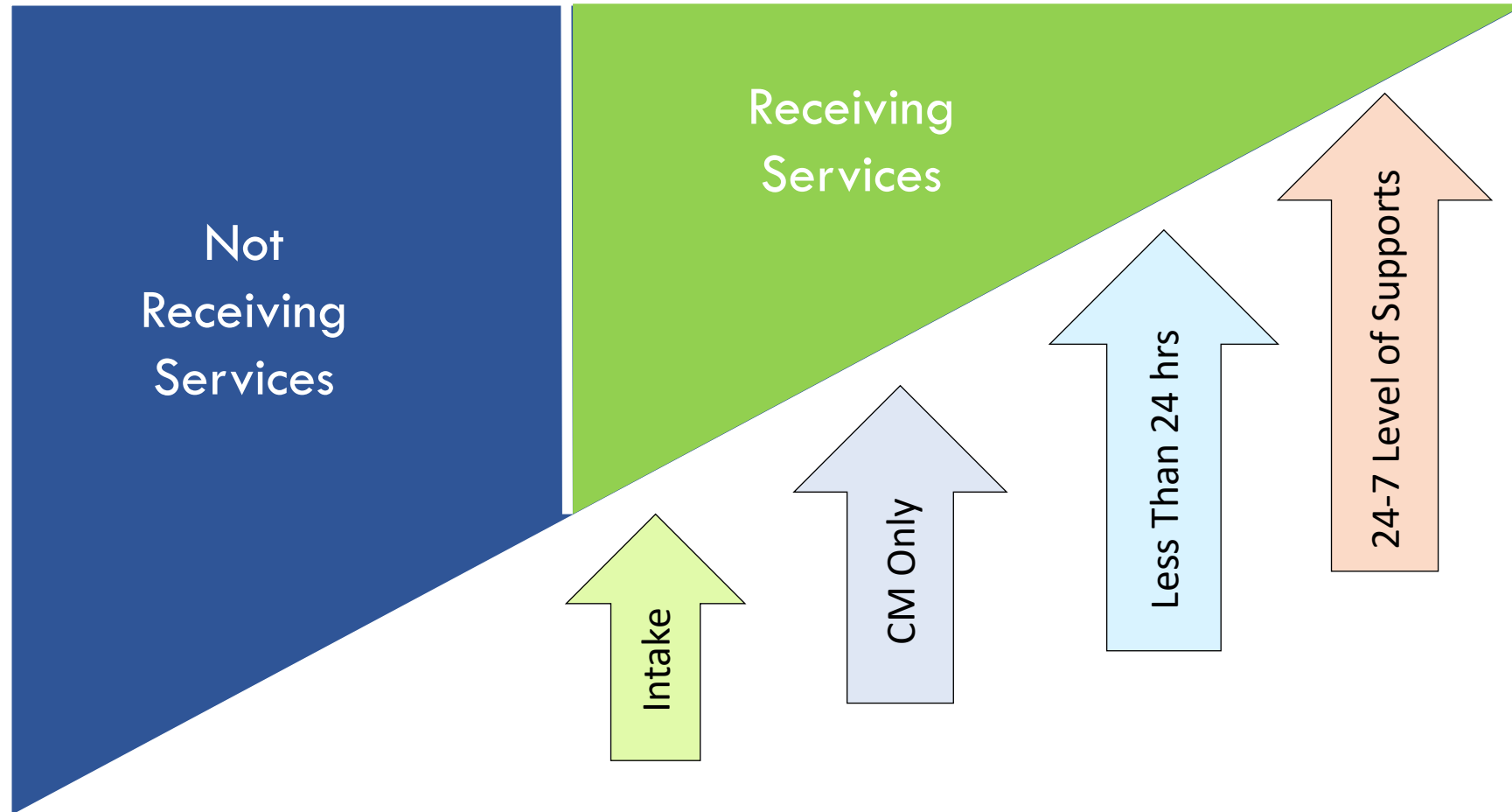


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WHY We Must Think Differently About Supports

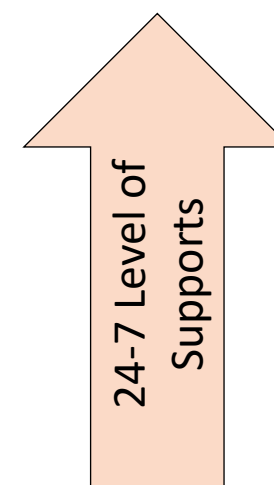
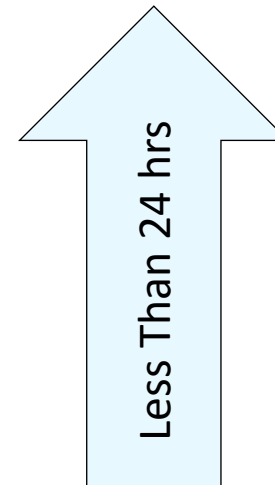
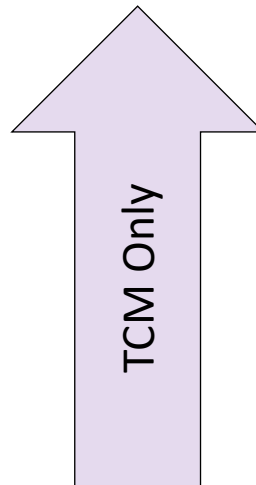
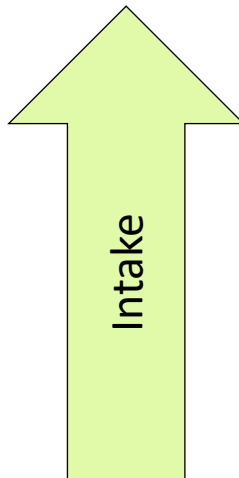


Enhancing Practices: Support Coordination



Matching Practices to Needs of Group

Intake	TCM only	Limited Services	24-7 level of supports
<ul style="list-style-type: none"> • Begin process of assisting person to identify the specific integrated supports they need to achieve their vision for a good life • Start to educate on services and supports, including how DDD specific supports can be integrated with other supports to achieve outcomes. 	<ul style="list-style-type: none"> • Identify services, supports, resources needed to support and maintain person or families vision. (support where they are in life, prevent crisis, respond to crisis) • Help set expectations for the future, focus on building integrated supports, focus on life experiences 	<ul style="list-style-type: none"> • Build on services and supports being accessed through community. • Problem solve beyond paid services to achieve a good life. • Help person and their family learn how to adapt, accommodate and integrate an array of service and supports for day to day as well as long term planning. 	<ul style="list-style-type: none"> • Help the person move towards integrated supports that fits their vision of a good life. • What life experiences need to be supported? • Help the person experience life possibilities beyond only traditional supports. (begin adding "color" to their life")





Person in Context of Family & Community

People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members of the family system change and age. The entire family, individually and as a whole, needs support to ensure they all are able to successfully live their good life.



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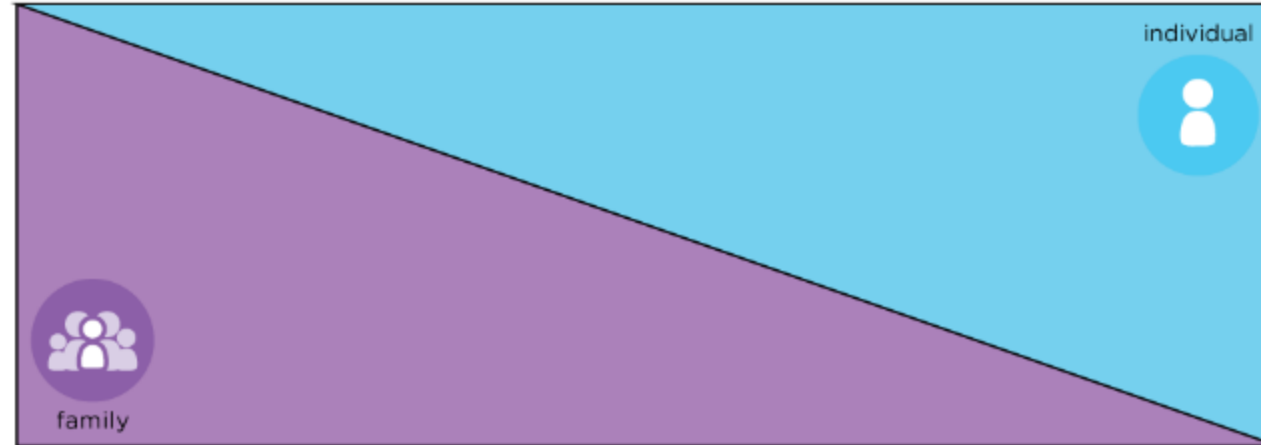
ALL Individuals Exist within the Context of Family

- Family is defined by the individual
- Not dependent on where a person lives
- Includes the uniqueness of our relationships, culture, and family norms



Life Stages and Individual and Family Cycles

Individual Life Stages



Family Life Cycle

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

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.





Mapping Family Roles

This tool is to help families think through the roles they play in their loved one's life, and to help them plan for who else could help fulfill those roles now and in the future.

Reciprocal Roles	People's Roles in <u>Sarah</u> 's life	Looking Ahead	What's important to know, make sure continues, or make happen?
 Caring ABOUT	Affection and Self-Esteem Who loves and cares about him/her? Mom, Dad, Sisters, Boyfriend, Boyfriend's family	Who else makes him/her feel loved? Aunts/Uncles/Cousins, Friends Alisha and Marissa, some of her sister's friends (Andrea and Leia)	One on one /quality time is very important to Sarah. Building more relationships with friends will be important for the future, as well as making sure she has time with future nieces/nephews, etc.
	Repository of Knowledge Who else knows things that others don't know well? (celebrations, traditions, habits, history) Sarah, Mom, Dad, Big Sis Jenny	With whom does he/she have special memories or experiences? Aunts/Uncles/Cousins;	We need to write down all of Sarah's medical history and needs. This would be the piece that others would not know if something were to happen. Sarah knows and can communicate traditions/habits.
	Lifetime Commitment Who has a lifetime bond with him/her? Mom, Dad, sisters, Friend Marissa, longtime boyfriend/future husband Manny	Who else would step up when/if needed? Aunt Carol, Uncle Jim, Uncle Gary, Uncle Charlie, Cousin Ginny, Cousin Leigh, Manny's family	Emily & Sarah don't get along well now, but Emily would be there for her if she was needed. Working on their relationship is important, as Emily is significantly younger than Jenny
 Caring FOR	Provider of day-to-day care Who makes sure activities of daily living and healthcare needs are met? Sarah, Mom, Dad, Arc staff	Who else could provide oversight for these needs? Manny/Manny's family, Jenny's friends Andrea and Leia	Sarah is very independent with ADLs, but needs help with medical appointments/prescriptions, etc. Setting up automatic reorders and delivery may help.
	Material and Financial Needs Who makes sure his/her day-to-day basic and quality of life needs are met? Sarah, Mom, Dad, Jenny, Arc staff	Who else could help make sure this happens? Manny, Uncle Harvey, Uncle Jim, Uncle Gary, Jenny's friends Andrea and Leia	Managing money is an area where Sarah may be able to develop skills to become more independent, but financial support will always be important.
	Facilitator of Inclusion and Membership Who helps connect him/her to inclusive opportunities and maintain relationships? Sarah, Mom, Dad	Who would be good at helping him/her connect with and maintain inclusive activities? ??	Sarah wants to be involved in other organizations with more opportunities to meet people. Her current work schedule makes that really difficult – need to explore more opportunities for her to make connections.
	Advocate for Support Who helps him/her advocate in planning meetings? Sarah, Mom, Jenny	Who else could help advocate for/with him/her? Manny	Need to do an Integrated Support Star (divided) to explore this further. Not sure of options at this point.

Developed by the UMKC Institute for Human Development, UCEDD. More tools at lifecoursetools.com

MAY 2017



Tools for Exploring Roles and Relationships



MAPPING RELATIONSHIPS

CARING ABOUT	Who serves in this role now?	Looking Ahead	Next Steps
Shares Love, Affection and Trust			
Spends Time and Creates Memories Together			
Knows about Personal Interest, Traditions, Cultures			

CARING FOR	Who serves in this role now?	Looking Ahead	Next Steps
Supports Day-to-Day Needs			
Ensures Material and Financial Needs are Met			
Connects to Meaningful Relationships and Roles			
Advocates and Supports Life Decisions			



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RECIPROCAL ROLES | FAMILY PERSPECTIVE

CARING ABOUT	People's Roles in _____'s life.	Looking Ahead.	What's important to know, make sure continues, or make happen?
Share Love, Affection, and Friendship	Who loves and cares about them? _____	Who else makes them feel loved? _____	
Spend Time and Create Memories Together	Who else knows things that others don't know well? (habits, history, celebrations) _____	With whom do they have special memories or experiences? _____	
Know About Personal Interests, Traditions, and Cultures	Who has a lifetime bond with them? _____	Who else would step up when/if needed? _____	

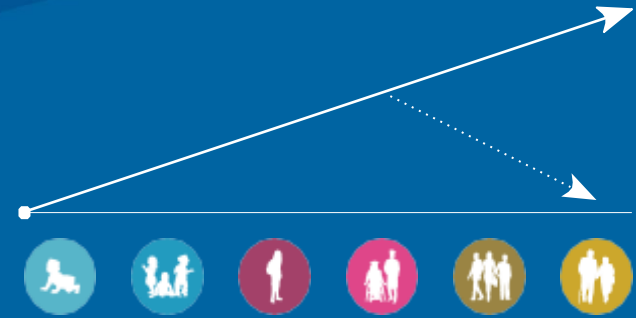
CARING FOR	People's Roles in _____'s life.	Looking Ahead.	What's important to know, make sure continues, or make happen?
Day-to-Day Needs	Who makes sure activities of daily living and healthcare needs are met? _____	Who else could provide oversight for these needs? _____	
Material and Financial Needs	Who makes sure day-to-day basic and quality of life needs are met? _____	Who else could help make sure this happens? _____	
Meaningful Relationships and Roles	Who helps connect them to inclusive opportunities and maintain relationships? _____	Who would be good at helping them connect with and maintain relationships and valued roles? _____	
Advocacy and Life Decisions	Who supports them in planning meetings and with decision making? _____	Who else could help with making decisions and advocating? _____	



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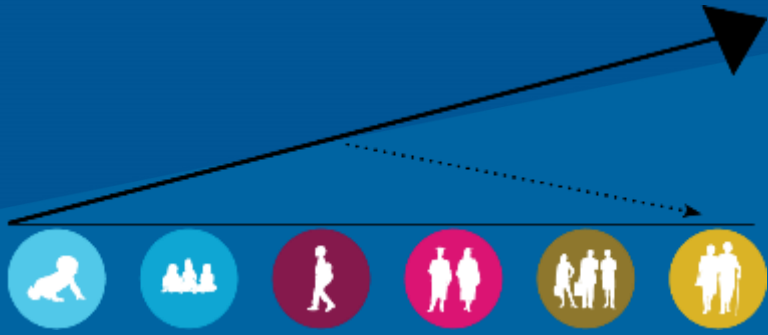


Life Trajectory, Experiences and Life Stages

Individuals and families can focus on a specific life stage, with an awareness of how prior, current, and future life stages impact and influence their trajectory. It is important to have a vision for a good, quality life and have opportunities, experiences, and support to move the life trajectory in a positive direction.



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Vision of 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*

What is your vision of a good life?

Vision of What
I Want

Go to [menti.com](https://www.menti.com)

- Type in the code on your screen
- Answer the question by typing in your response

What DON'T You Want??

Vision of What
I Don't Want



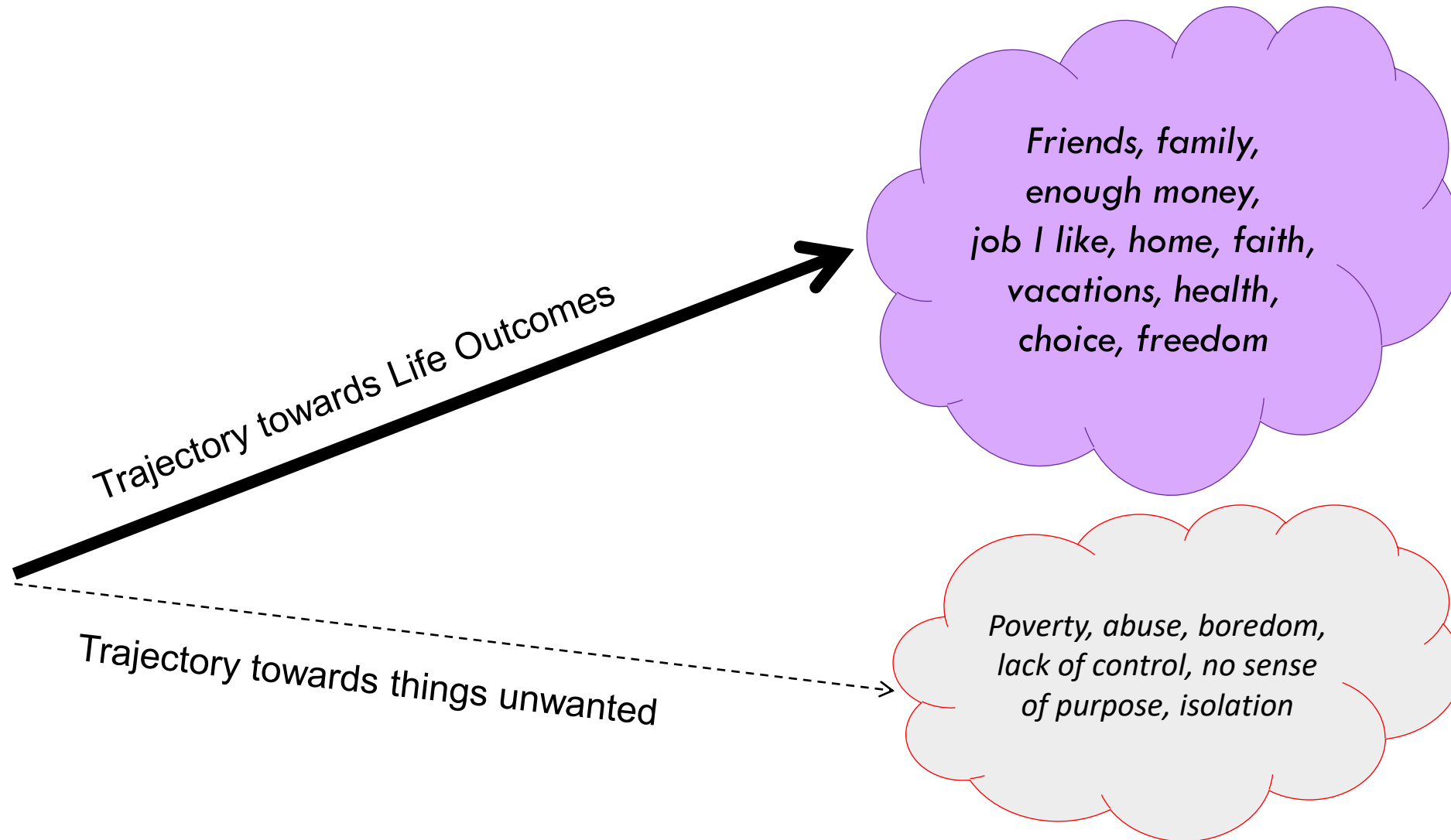
What DON'T you want?

Vision of What
I Don't Want

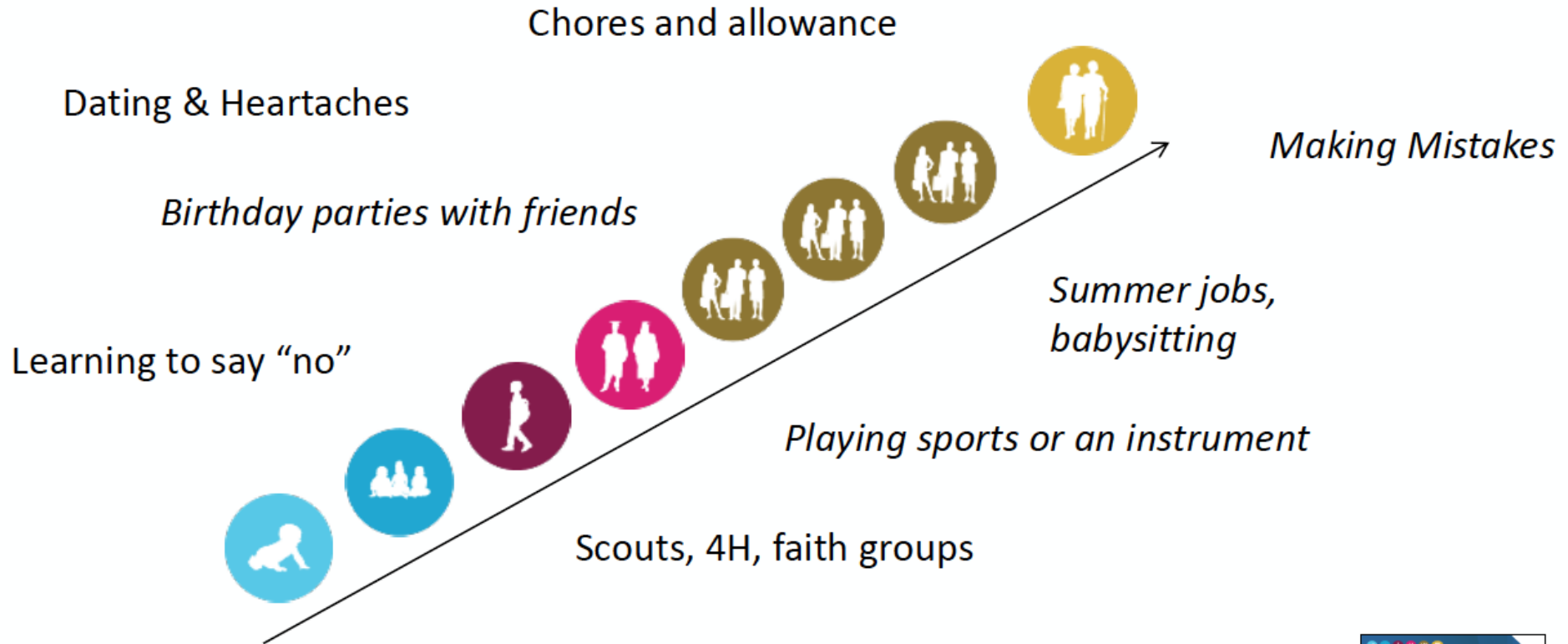
Go to [mentimeter.com](https://www.mentimeter.com)

- Type in the code on your screen
- Answer the question by typing in your response

Vision & Trajectory for a Good Life



Trajectory Across Life Experiences



“Anticipatory Guidance for Life Experiences”

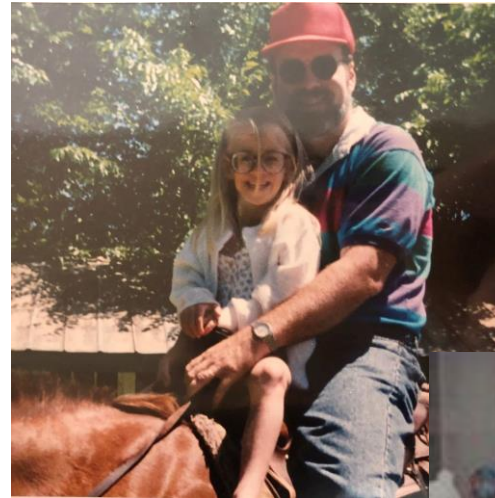


How the Story Began: Sarah

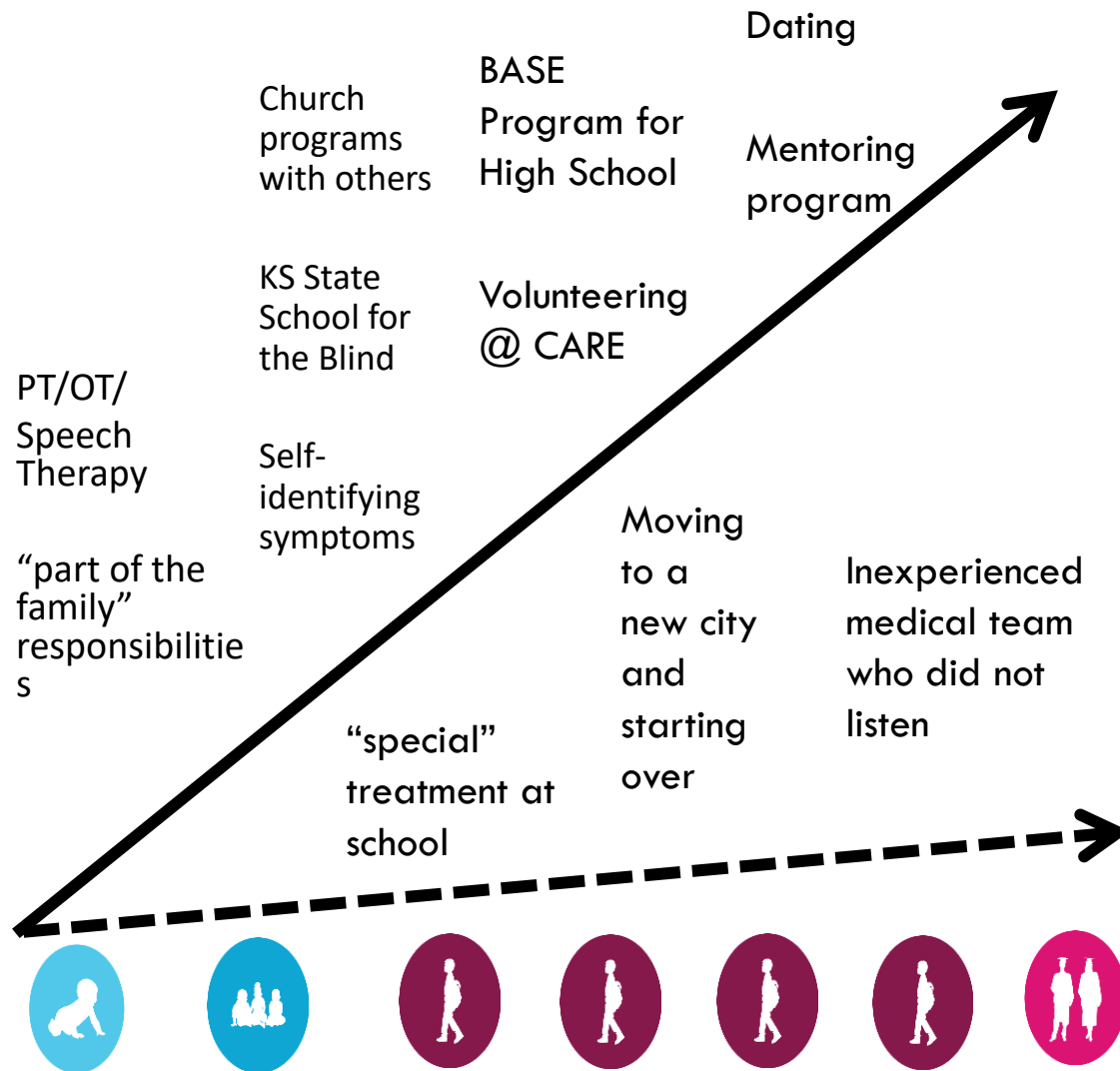
How Others Described Sarah

- Cerebral Palsy: “mobility issues”
- Moderate Intellectual Disability: “requires significant support”
- Chronic Hydrocephalus with multiple shunts: “medically fragile”
- Low vision/hearing: “can’t navigate independently”

Sarah’s Family’s View



Shaping the Rest of the Story: Sarah



What We Want

- Live independently
- Get married and have kids
- Work with animals or kids
- Close relationships with friends and family

What We DON'T Want

- Reliant on others for medical care
- Taken advantage of
- Bored, low self-esteem
- Others make all decisions choices for her.

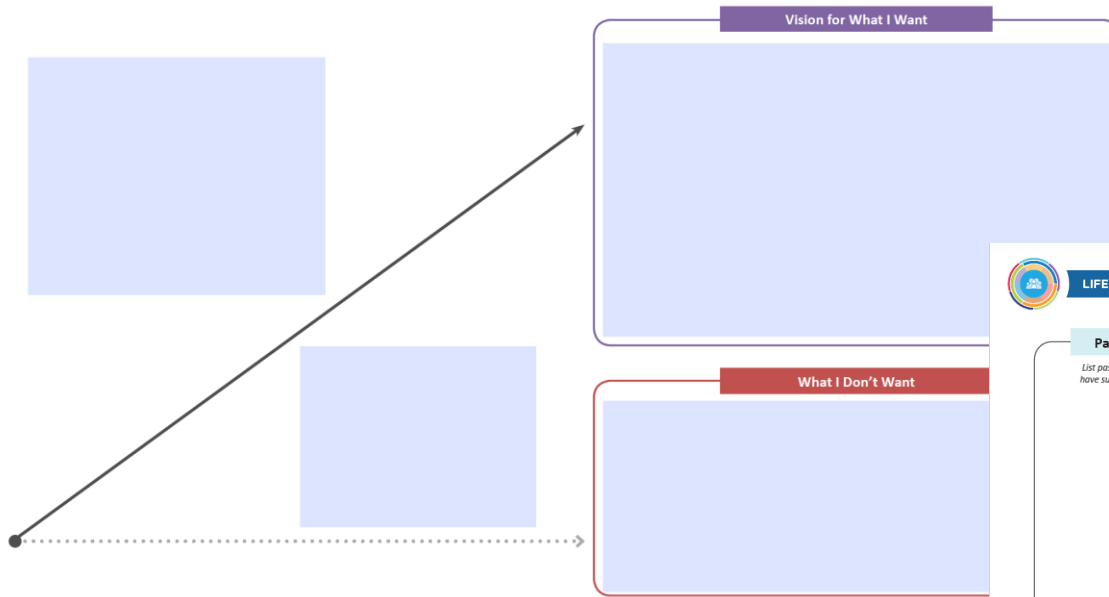
Life Experiences = Life Outcomes = Good Life



Tools for Exploring and Planning



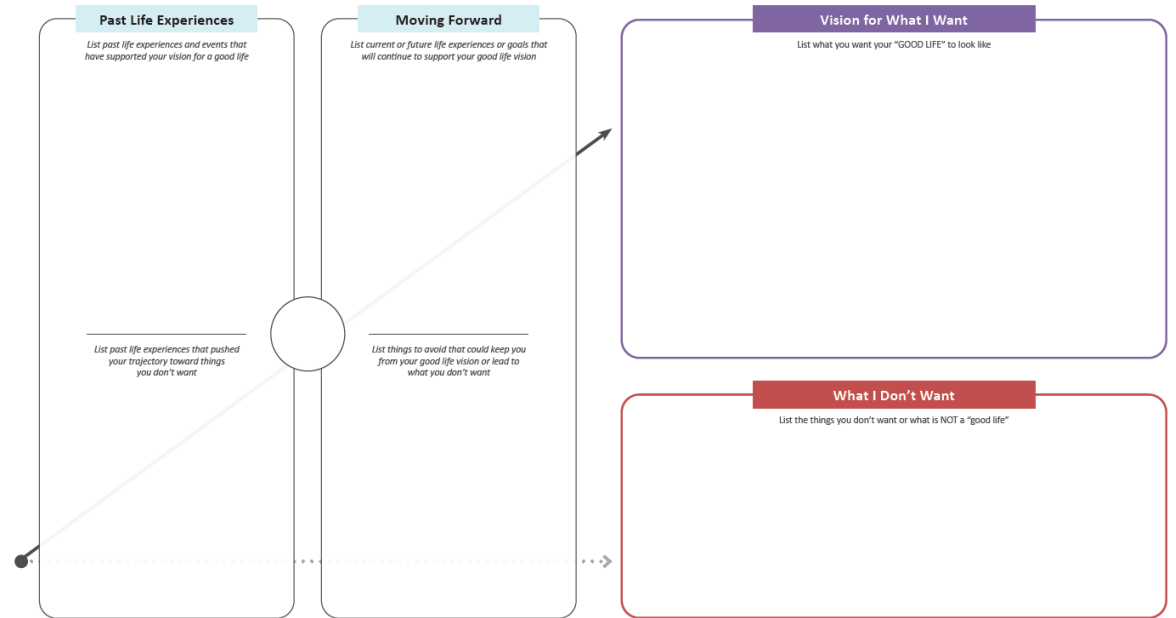
LIFE TRAJECTORY | EXPLORING



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LIFE TRAJECTORY | PLANNING



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Distinguishing the Voice of All Family Members

LIFE TRAJECTORY | PLANNING

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

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

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

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

Vision for What I Want
List what you want your "GOOD LIFE" to look like

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

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LIFE TRAJECTORY | FAMILY PERSPECTIVE

Past Life Experiences
List past life experiences and events that have prepared or supported my family member to move towards a vision for a good life

List past life experiences that pushed my family member's trajectory toward things they did not want or I did not want for them

Moving Forward
List current or future life experiences or goals that will continue to support my family member to move towards a vision for a good life

List barriers or things to avoid that might get in the way of my family member taking steps to reach their goals

My Vision for My Family Member's Good Life

What I Don't Want

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Planning for a Good Retirement


Life Trajectory Worksheet

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

Seeing my parents retire
Seeing my friends that that already retired enjoying this time of their life
Travel and vacation experience
Volunteering

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

Observing the lifestyle of my family members and slightly older friends that were not / have not been able to retire
Powdered Milk
Unable to pay bills
Unable to afford medical insurance



Write current age here
52

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

Enjoy working, enjoy current work
Vacation is inspiring
Value insurance, healthcare, and income
Appreciate time to be able to support my community
Hope to be able to spend some time with my folks while they still live

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

Being a burden to my kids
Unable to support self and assist others when in need
Over-spending on non-necessities

VISION for a GOOD LIFE

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

- Retire... not sure when, might be 80...
 - Have medical insurance
 - Able to afford some travel
 - Able to pay all bills, and assist others in the family if needed
 - Able to stay healthy and relatively pain free
 - Time to volunteer and help others
 - Time to care for pet/s

What I DON'T Want

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

- To be dependent on others
- Lack of insurance
- Unable to pay bills
- A burden
- Unhealthy
- Unhappy
- Hungry
- Lonely



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

OCTOBER 2016



Joshua's Trajectory

Meeting With His Waiver & Transition Teams

Fixing the Broken CDCS Waiver Team for Joshua **Life Trajectory Worksheet**

Past Life Experiences

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

I have been able to use the CDCS option of my CAC waiver to complement the wages of my nursing and family DSP staff, so that they have a sustainable, competitive wage for my complex care needs.

This helps to mitigate some of the structural flaws inherent in home care, such as poor medical and dental benefits, weak, if any retirement options, and the risk of missed work if I am hospitalized.

The extra incentive has meant continuity of care for me, with safe staff who know the nuances of my cares, assessment and treatments. I have not had an unplanned hospitalization in 5 years!

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

I was forced to have a personal care planner by the county. However, the person has a very poor work ethic and her lack of effort has greatly damaged my coordination of care.

My family has had to do a lot of extra work to advocate for my needs, often re-writing parts of my plan, which were supposed to have already been included.

This has caused delays for many things I need for safety and comfort, and my family has had to carry the burden of the cost.

Outsourcing of case management has been a problem, too. Turnover, and lack of communication has meant that few get to know me and my needs, then make assumptions that impair my care. The results are stressful and cause my family so much anxiety, as well as put me at risk in so many ways. Too often, rules are capricious, petty, and not backed by DHS standards. This causes inequities in the delivery and quality of services I receive.

Future Life Experiences

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



amy stock photo

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

I want to have a team that works efficiently, but sees me as a person first. I want them to know the DHS rules, so my family is not made to fight for things on a Tuesday that were allowed on Monday, simply because of turnover in case management. I want a team that realizes how hard my family has worked to give me a good life, so that they don't try to make it more difficult for them, just because they have the power to do so, or because they simply don't do the work. They must realize that my life, my safety, my joy, depends, in large part, upon their cooperation, and upon their respect.



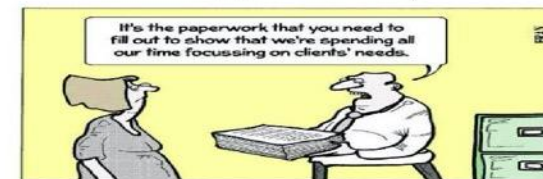
VISION for a GOOD LIFE

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



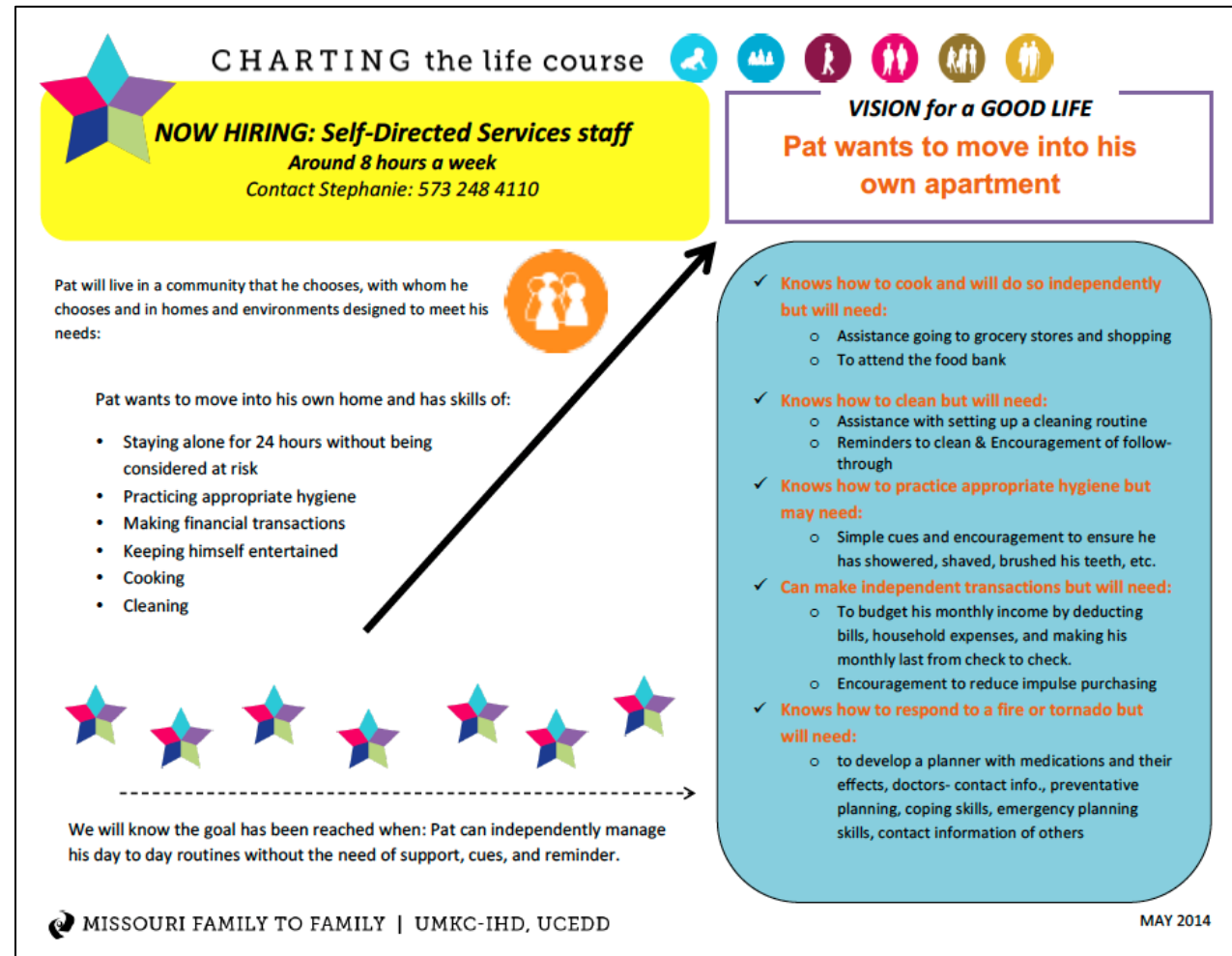
What I DON'T Want

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



As well as the notion that Josh is simply a document on someone's desk. He can be transferred as easily as a file, and disregarded in the same manner.

Hiring for Self Directed Supports



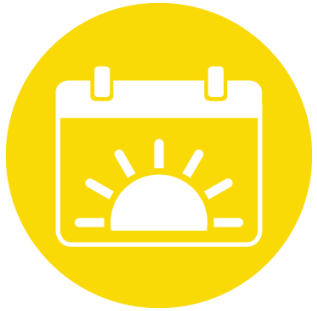
Life Domains, Outcomes and Possibilities

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.



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Focusing on 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)



Advocacy and Engagement
(valued roles, making choices,
setting goals, responsibility,
leadership, peer support)

Interconnected Domains for Overall Well- Being

LifeCourse Domains	Social Determinants of Health Domains (Healthy People 2020)	
	Education: <ul style="list-style-type: none"> • High School Graduation • Enrollment in Higher Education • Language & Literacy • Early Childhood Education & Development 	Economic Stability: <ul style="list-style-type: none"> • Poverty • Employment • Food Security • Housing Stability
	Neighborhood & Built Environment: <ul style="list-style-type: none"> • Quality of Housing • Environmental Conditions • Access to Healthy Foods 	
	Neighborhood & Built Environment: <ul style="list-style-type: none"> • Crime & Violence • Social & Community Context • Discrimination 	
	Health & Health Care <ul style="list-style-type: none"> • Access to Health Care • Access to Primary Care • Health Literacy 	Economic Stability: <ul style="list-style-type: none"> • Food Security Neighborhood & Built Environment: <ul style="list-style-type: none"> • Access to Healthy Foods
	Social & Community Context <ul style="list-style-type: none"> • Social Cohesion • Incarceration 	
	Social & Community Context <ul style="list-style-type: none"> • Civic Participation 	

Using Life Domains to Understand, Narrow, Pinpoint the Vision



Life Domain Vision Tool: Person Centered

LIFE DOMAIN VISION TOOL | PERSON CENTERED

Name of Person Completing: _____ Date: _____

On Behalf of: _____

LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FUTURE	PRIORITY
	Daily Life & Employment: What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like?		
	Community Living: Where would I like to live in my adult life? Will I live alone or with someone else?		
	Social & Spirituality: How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?		
	Healthy Living: How will I live a healthy lifestyle and manage health care supports in my adult life?		
	Safety & Security: How will I stay safe from financial, emotional, physical or sexual harm in my adult life?		
	Advocacy & Engagement: What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own life is lived?		
	Supports for Family: How do I want my family to still be involved and engaged in my adult life?		
	Supports & Services: What support will I need to live as independently as possible in my adult life, and where will my supports come from?		

Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com
 © 2020 Curators of the University of Missouri | UMKC IRD • March 2020

Life Domain Vision Tool: Family Perspective

LIFE DOMAIN		My Vision for My Future	priority
 Daily Life Employment	What do I think my family member will do during the day in his/her adult life? What kind of job/career might they have?	I would like Sarah to work in a job that she enjoys, where she has co-workers who are supportive and friendly –not “taking care of her,” but really letting her be part of the team. I think working full time may be too tiring for her.	
 Community Living	Where and with whom do I think my family member will live in his/her adult life?	I would like Sarah to live in a home or apartment with her future husband, hopefully somewhere relatively close to me or to mom/dad in case of emergency.	
 Social & Spirituality	How do I think my family member will connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?	I want Sarah to find a group of friends who enjoy similar things – maybe a horse riding group, or a church Bible Study.	1
 Healthy Living	How do I think my family member will live a healthy lifestyle and manage health care supports in his/her adult life?	Sarah should learn her medical history a little bit better - she knows some things, but doesn't know the full picture. She is able to distinguish her symptoms. I think eating healthier/exercising would be helpful to her.	2
 Safety & Security	How do I think my family member will be safe from financial, emotional, physical or sexual harm in adult life?	Sarah has decent boundaries, and does a good job to talk to her family/friends about situations that make her uncomfortable. She tends to think the best of people and be somewhat naïve... we should continue to remind her about being aware of herself and her surroundings, and not trusting people too quickly.	
 Citizenship & Advocacy	How do I think my family member will have valued roles, responsibilities, and control of how his/her own life is lived as an adult?	Sarah is an important member of our family, and has a valued role. I think having opportunities to volunteer and be more connected in the community are important for her to feel greater value/control overall	
 Supports for the Family	What supports do I think our family unit needs now or will need in the future?	Assistance with transportation so that she can go where she wants/when she want; medical oversight for our peace of mind.	3
 Supports and Services for Individual	What do I envision for long term services and supports for my family member in the future?	I think she has a pretty integrated support system now... but I would like to do a trajectory with Sarah to make sure we are all working toward the same vision.	

Developed by Missouri Family to Family at the UMKC Institute for Human Development, UCEDD mofamilytofamily.org | MAY 2017

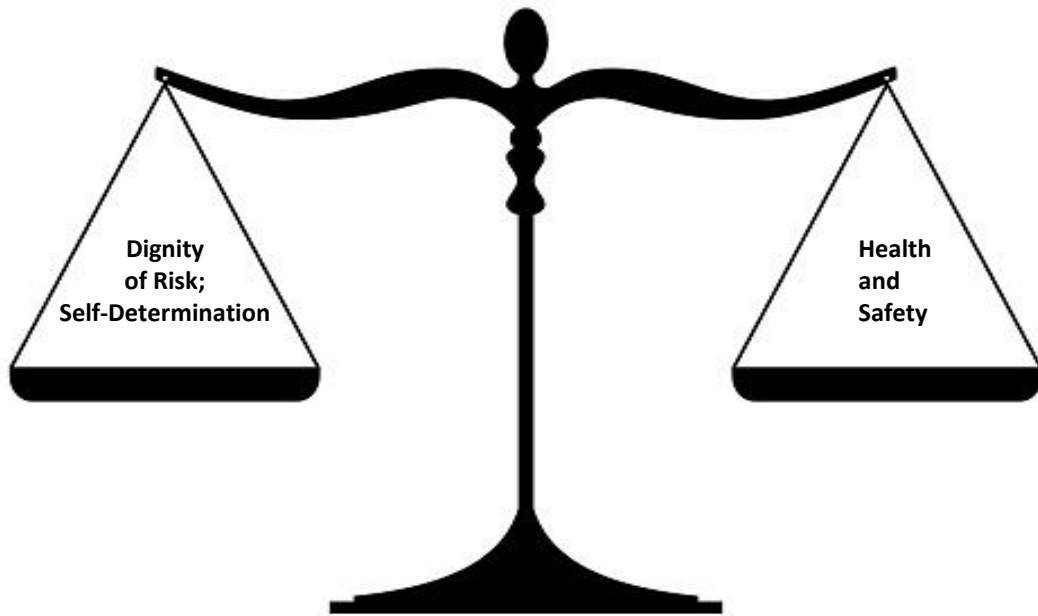
Life Domain Vision Tool: Sarah's Example



Balance Health/Safety with All Domains



Life Experiences = Dignity of Risk



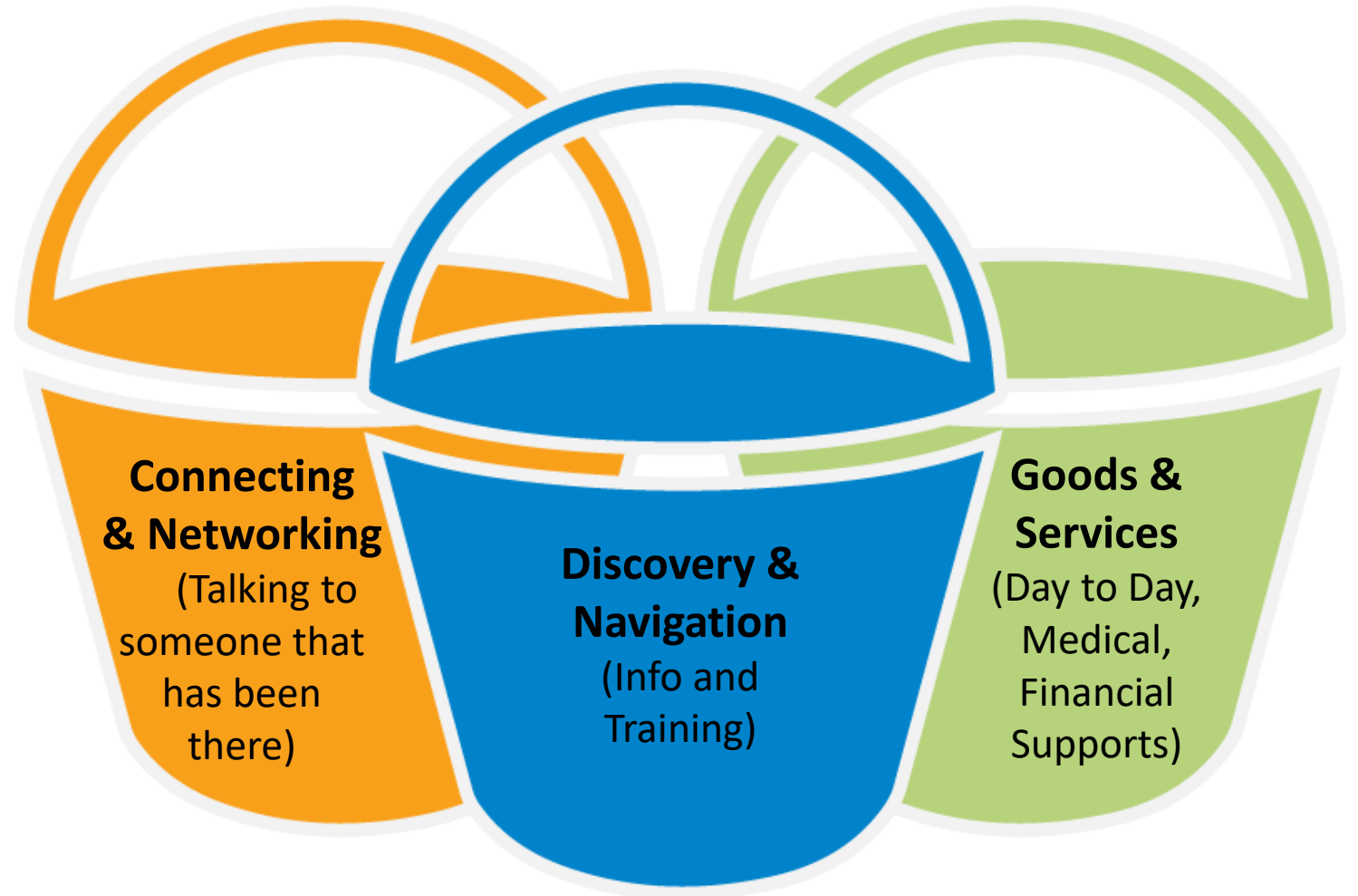
- Dignity of risk is the right to take risks when engaging in life experiences, and the right to fail in those activities.
- Lack of experiences and over-protection can result in lowered expectations, learned dependency, low self-esteem and underachievement

Individualized Supports to Achieve a Good Life



www.lifecoursetools.com

Supporting the Needs of ALL People The “3 Buckets”



The Three Buckets and Antarctica



How do
you fill your
buckets?



Go to [mentimeter.com](https://www.mentimeter.com)

- Type in the code on your screen
- Answer the question by typing in your response

Filling All Three Buckets



Information, education and training on best practices within and outside of formal services, accessing and coordinating community supports, and advocacy and leadership skills.



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



Services and goods that are specific to the daily support and/or caregiving role for person

Further Defined Family Supports

Discovery & Navigation Knowledge and Skills	Connecting & Networking Mental Health and Self-efficacy	Day-to-Day Services Instrumental Supports
<ul style="list-style-type: none"> • Knowledge on best practices, values and life expectations • Skills for problem-solving and planning for now and future • Skills to advocate and navigate access services and supports 	<ul style="list-style-type: none"> • Parent-to-Parent Support • Self-Advocacy Organizations • Family Organizations • Sib-shops • Support Groups • Professional Counseling • Non-disability community support 	<ul style="list-style-type: none"> • Self/Family-Directed services • Transportation • Respite/Childcare • Adaptive equipment • Home modifications • Financial assistance • Cash Subsidies • Short/Long term planning • Caregiver supports and training

*National Community of Practice on Supports to Families, initiative of NASDDDS and UMKC-IHD, UCEDD originally funded by Administration on Community Living.

How do you
fill your
buckets?



Go to [mentimeter.com](https://www.mentimeter.com)

- Type in the code on your screen
- Answer the question by typing in your response

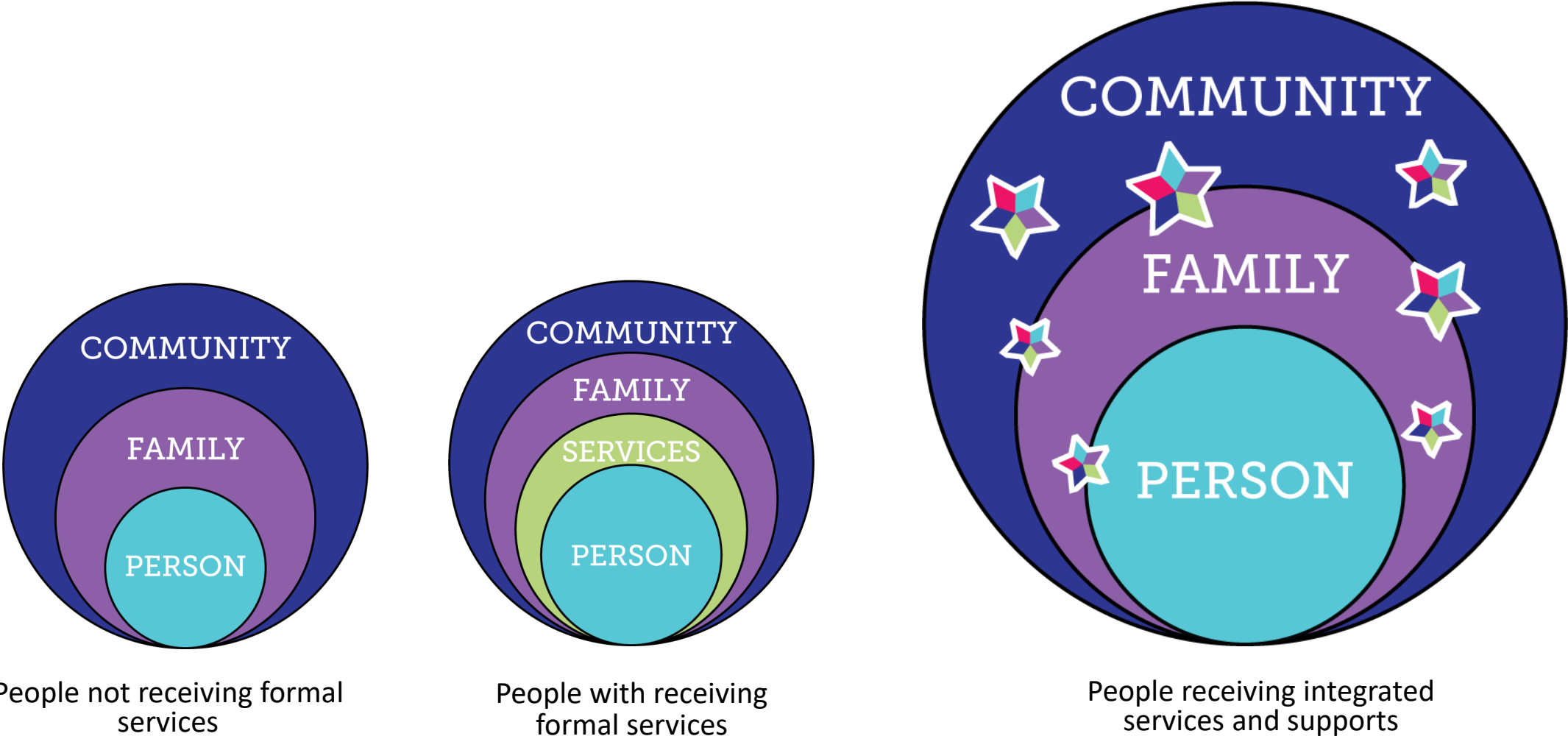
Integrated Supports Star

Individuals and families access an array of integrated supports to achieve their envisioned good life.



www.lifecoursetools.com

Transforming Services and Supports



Charting the LifeCourse Integrated Supports Star



Personal Assets and Strengths



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



Relationship Supports



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.



TECHNOLOGY

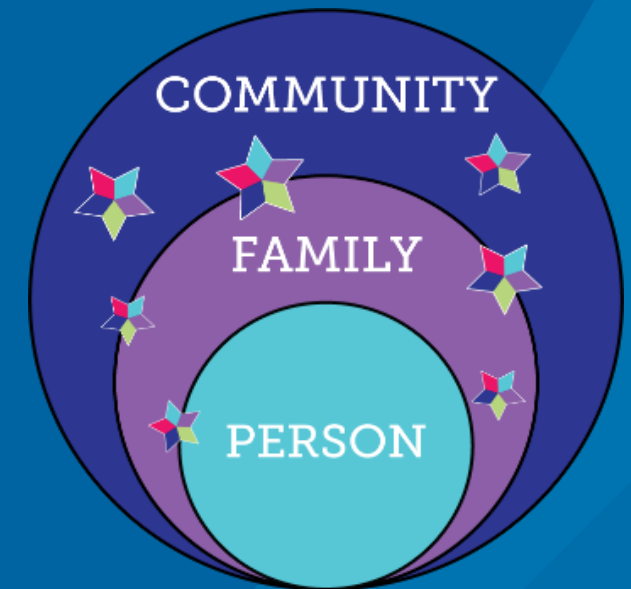
Personal Technology:
Common technologies
used by anyone *

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*



Technology Supports





COMMUNITY RESOURCES

Places:

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

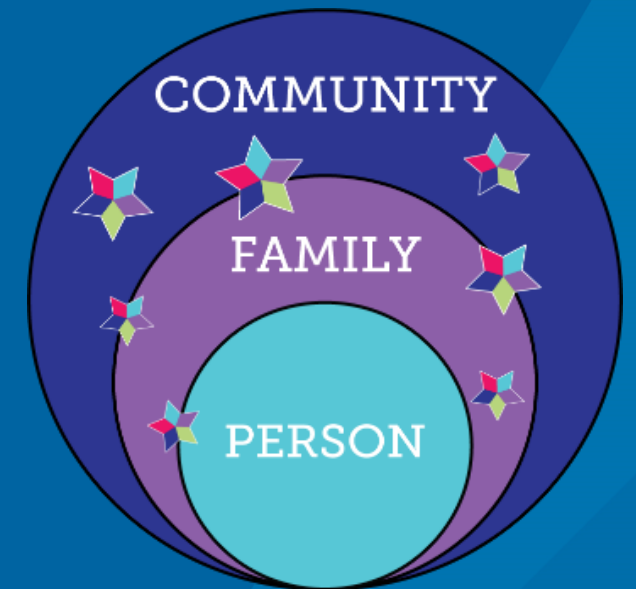
Groups:

Civic and membership organizations

Government Resources:

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

Community Supports



Eligibility Supports



100%



ELIGIBILITY-SPECIFIC SUPPORTS

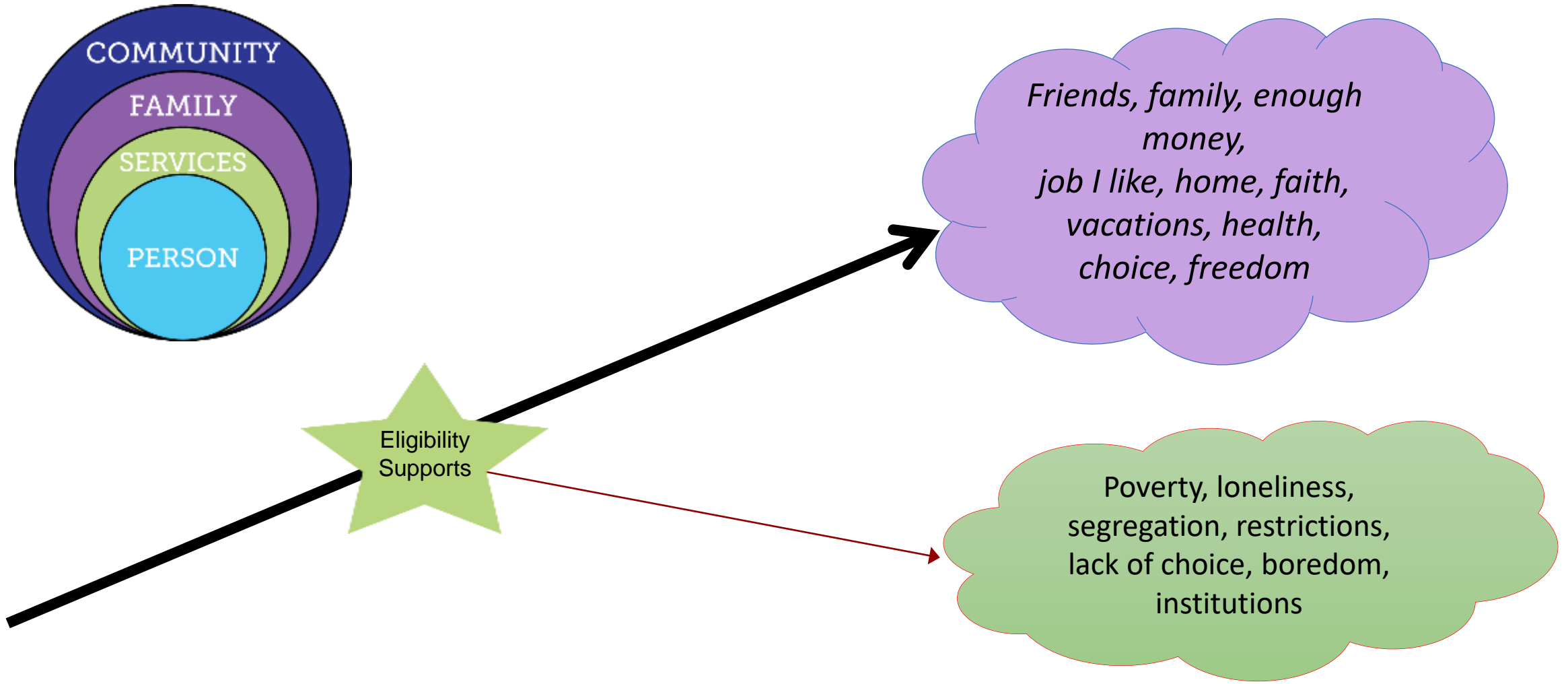
Disability Specific:

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

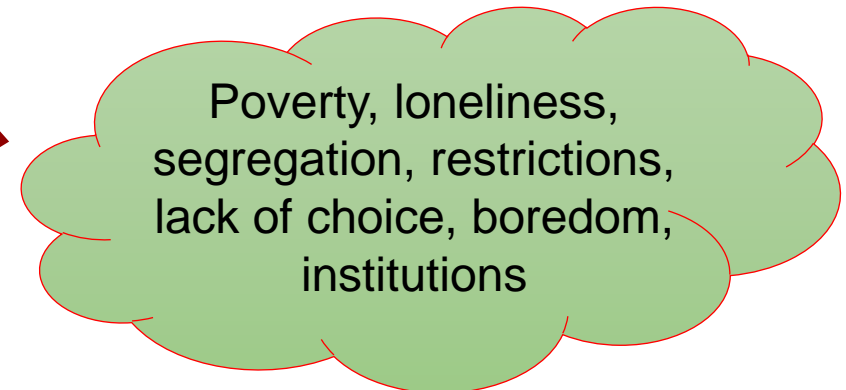
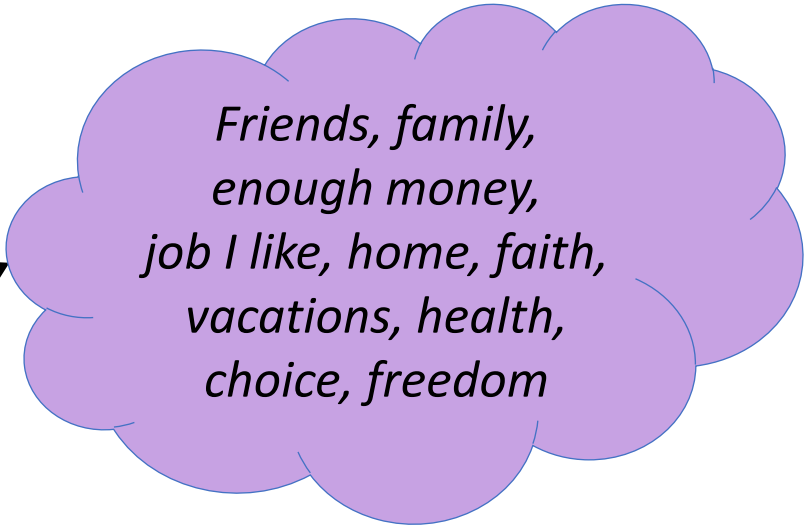
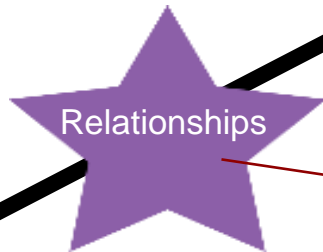
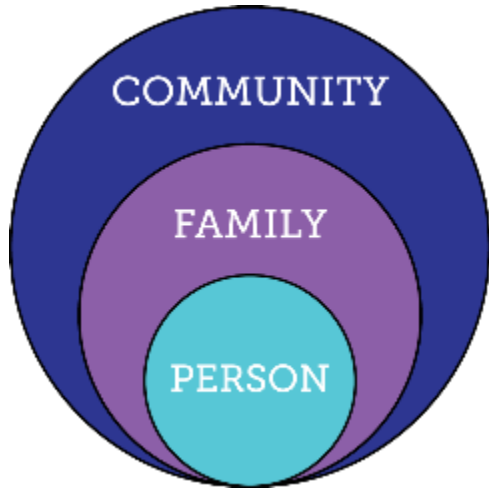
Needs-based:

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

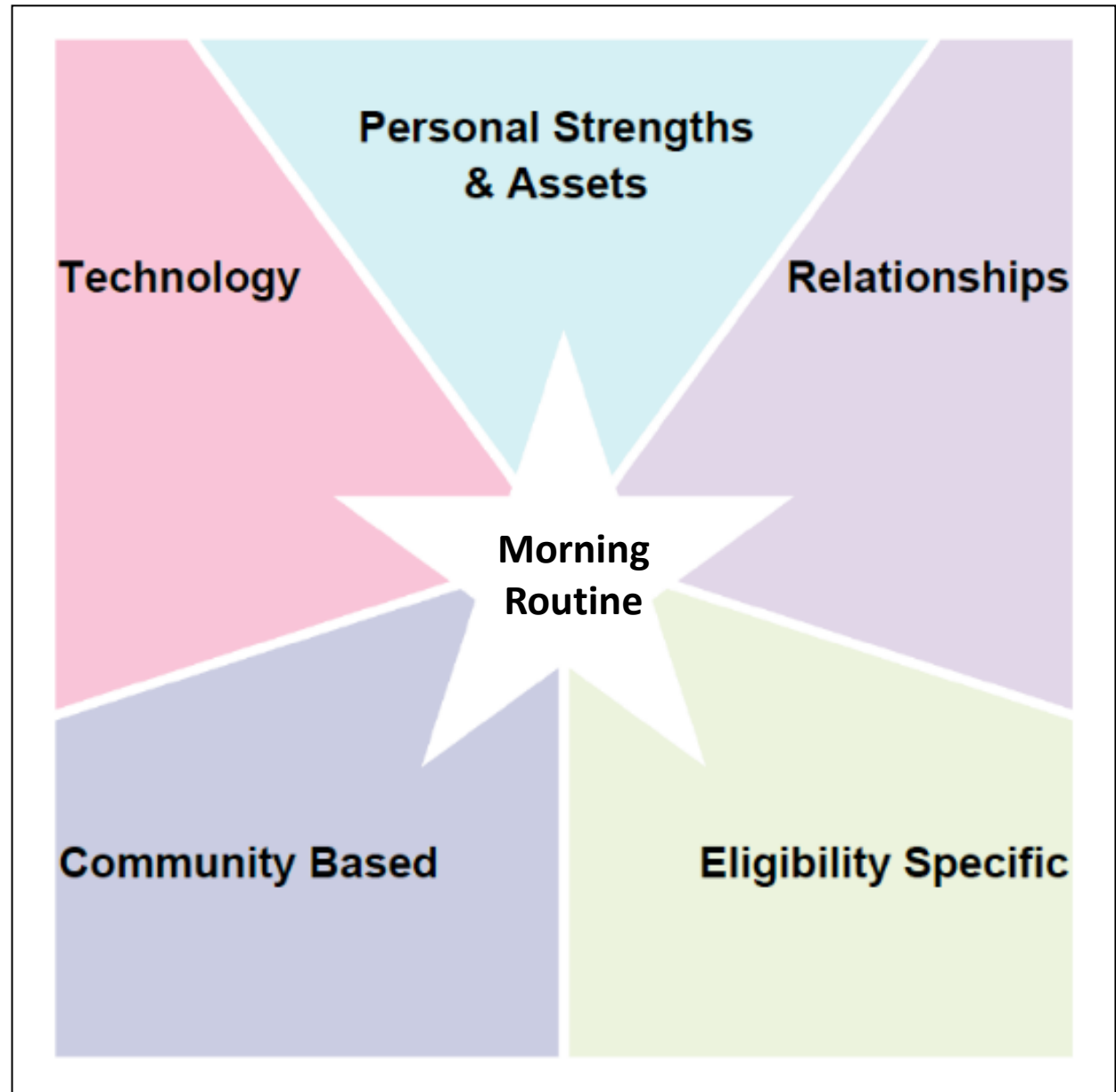
Relying ONLY on Eligibility Supports



Relying ONLY on Family & Friends



Daily Routine



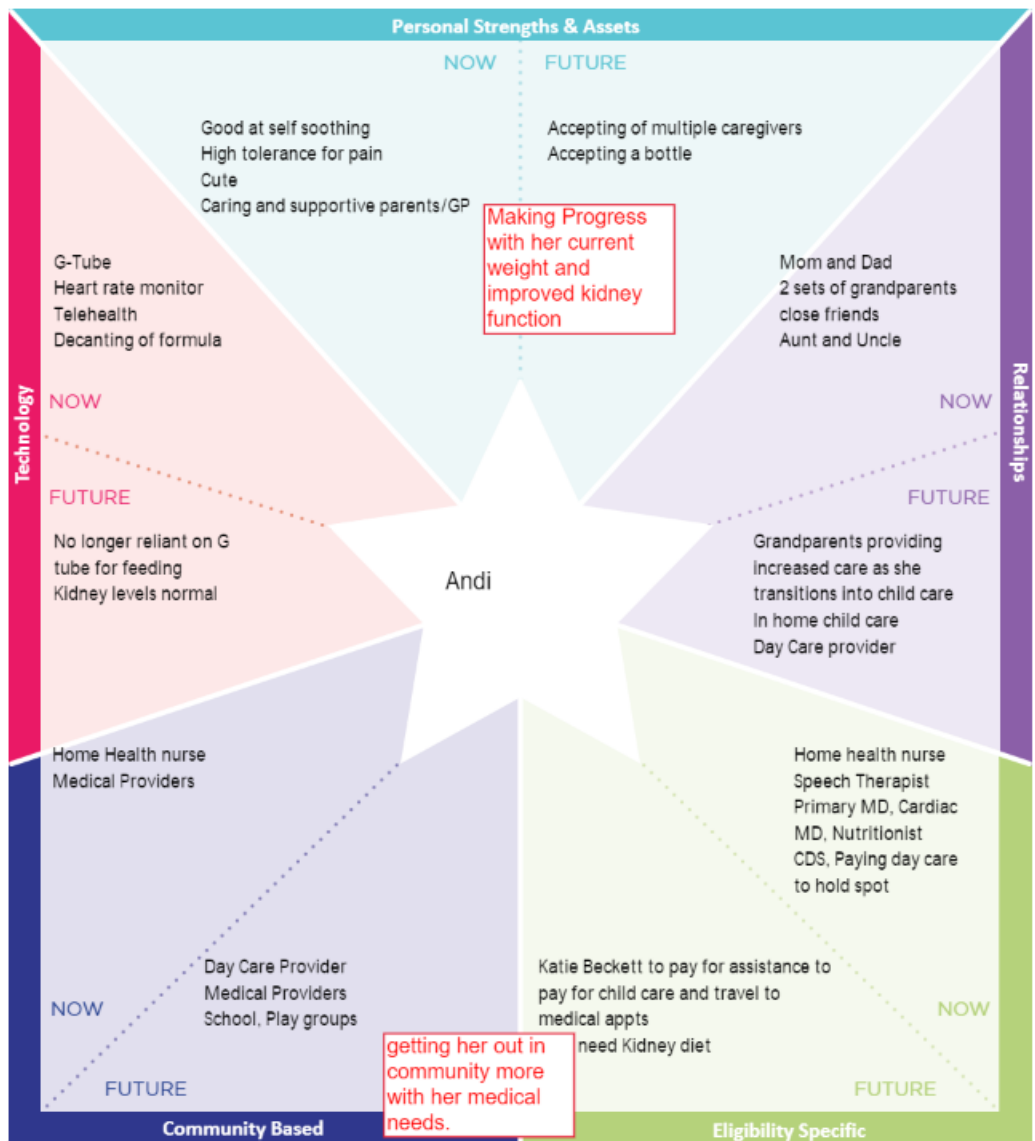
Mapping Supports: Starter Stars for Life Domains



INTEGRATED SUPPORTS STAR | HEALTHY LIVING

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





Identifying Supports for Now and the Future



Mapping Supports if a Caregiver is Not Available



Person and Family Driven Systems

Individuals and families are truly involved in policy making so that they influence planning, policy, implementation, research, and revision of the practices that affect them. Every program, organization, system, and policy-maker must think about a person within the context of family and community.



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Small Group Discussion

In Your Breakout Room

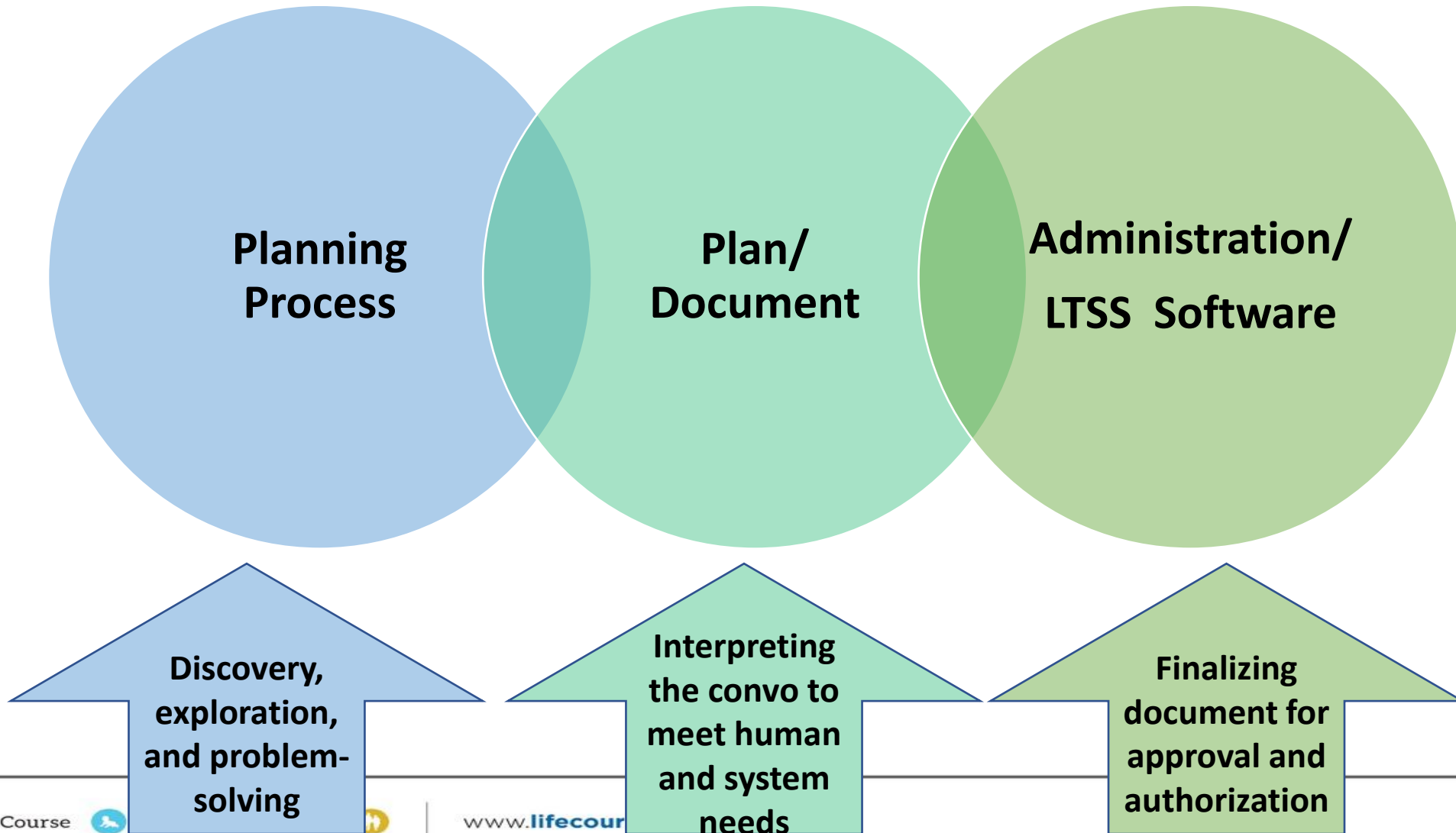
- What principles or tools stood out to you the most?
 - Which did you like the most or which seemed the most helpful or useful for you?
- What is one way you think you might use CtLC in your life or work?
 - How can it help you with planning, problem-solving, or decision making?
- What more would you need or want to know about CtLC to feel confident in using the framework or tools?

Examples of CtLC in Person-Centered Planning

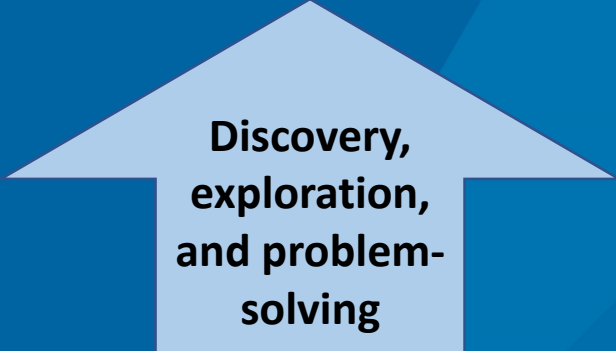


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Intersecting Processes to Meet the Needs of the Person and the Needs of the System




Maryland: CtLC to Identify Focus Areas and Outcomes



<p>What's Working for Me? <i>(abilities, strengths, preferences, contributions, etc.)</i></p>		<p>What's Not Working for Me? <i>(unmet needs, dislikes, etc.)</i></p>	
<p>What Supports Do I Need?</p>			
<p>Important To Me</p>		<p>Important For Me</p>	
<p>Risks and How Addressed</p>			
Risk	Description	How Addressed	Rights Restriction

South Dakota: Using Tools and Documenting in the Plan

LEGISLATORS | SESSION | INTERIM | LAWS | ADMINISTRATIVE RULES | BUDGET | STUDENTS | R

 SOUTH DAKOTA
LEGISLATURE
LEGISLATIVE RESEARCH COUNCIL

Administrative Rules
Process (PDF)

46:11:05:03. ISP. The ISP shall include documentation of the following:

- (1) The participant's vision of a good life, including:
 - (a) People, places, experiences, and possessions, which bring satisfaction, joy, and contentment to the participant; and
 - (b) Supports that promote the participant's health, safety, and role as a valued member of the community;
- (2) The participant's goals that include;
 - (a) Identification of quality of life outcomes for the participant;
 - (b) Consideration of desired employment outcomes;
 - (c) Evaluation of past and future life experiences, which will promote the participant's vision for a good life; and
 - (d) Specific action steps that will assist the participant in attaining the goal;
- (3) Consideration of information gathered through person-centered discovery;
- (4) Consideration of integrated supports and resources available to the participant;



Indiana: Planning for Each Life Domains

Life Domain Section Descriptions	
Section	Description
Personal Focus	<p>Each life domain section of an individual's PCISP starts with identifying what is important to and what is important for the individual within that domain. What's <i>important</i> to the individual is usually related to comfort, happiness, contentment, fulfillment and satisfaction. <i>Important for</i> generally includes what is necessary to maintain the individual's health and safety. The PCISP combines and balances the two. Keep in mind, people usually don't do what is important for them unless there is also a reason it is important to them. If the individual is an adult with a guardian, viewpoints may differ and both should be included, however it should be easy to distinguish the difference between what is important to the individual from what is important to others.</p> <p>The question "What others need to know to support me" also crosses all domains. The support information in the PCISP is a crucial component to ensure assessed needs are met consistently. This area identifies how supports need to be provided day to day based on the individual's preferences.</p> <p>Additional questions appear within the Daily Life & Employment and Healthy Living domains. Guidance for those questions appears within the specific life domains.</p>
Vision of a Preferred Life	<p>Everyone wants a good life, and defines their good life in their own way. Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full inclusive, quality life in the community. A person's vision may include aspects of their current life which they want to preserve and continue. LifeCourse Framework tools are not required in development of the PCISP, but Case Managers may find the Tool for Developing a Vision and the Life Trajectory Worksheet, individual or family versions, helpful in defining the individual's vision for a preferred life.</p>
Team Discussion on Outcomes	<p>The PCISP must be central to all team meetings, with IST members continuously evaluating progress and successes and be recorded with</p>
Actions/Activities for My Safety	<p>Exposure to risk judgement that and the develop to manage unreasonable risk competency and include those with cultural and linguistic applicable.</p>
HCBS Required Questions	<p>The CMS HCBS annually but as owned or content domains. If any be discussed at that domain. Guidance domains.</p>



Supports and Services	<p>All people need support to lead good lives. Using a combination of many different kinds of support helps to plot a trajectory toward an inclusive, quality, community life.</p> <p>Again, while the use of LifeCourse tools is not required, the Integrated Supports Star Worksheet, Integrated Support Options Guide, and Integrated Long Term Service and Support Needs Template may assist the individual, guardian and team to consider a broader range of options and determine the natural supports and paid services needed to achieve their good life.</p>
Supports and Services: Natural Supports	<p>Natural supports are those personal associations and relationships developed in the community that enhance the quality of life of the individual. They may include family, friends, neighbors, community associations, clubs, etc. Technology (e.g. smart phone apps) may also be a potential natural support for the individual and should not be overlooked. The availability and utilization of natural supports should be considered before paid services.</p>
Supports and Services: HCBS Waiver Services	<p>HCBS waiver services will automatically populate on the PCISP Service Plan page based on the Cost Comparison Budget (CCB) selected for the PCISP. The CCB and PCISP should be developed in tandem, however the CCB must be finalized first to be selectable in the PCISP.</p>



Connecticut: Requiring Tools in the Plan

DDS State of Connecticut
 Department of Developmental Services
<http://ct.gov/dds>
 Da Person Centered Plan DDS# 12345 Meeting Date: 3/19/19

What steps would YOU want to take to get to YOUR vision for a good life?

Vision for a Good Life
List what you want your good life to look like

What is your dream job?
Dream home? Living with who?
If you could have anything you want, what would it be?
If you could travel anywhere where would it be?
For Non verbal people: Show pictures of items/places/jobs, have person choose.

What makes you mad?
What kind of things don't you like about where you live or where you work?
What makes a bad day?
Are there things that you are afraid of?
What would be a "bad" thing about staff?

List what you don't want your life to look like

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DDS State of Connecticut
 Department of Developmental Services
<http://ct.gov/dds>
 Da Person Centered Plan DDS# 12345 Meeting Date: 3/19/19

Technology

Team should list ways any technology, new or older, that can be used to help person toward their Vision, improve independence and quality of life. Could be simple or advanced technology.

Personal Strengths & Assets

Whole team can add their thoughts on a person's strengths & assets. How can these be used to help the person progress toward their vision, increase independence and quality of life?

Relationships

Important people in their life. What people can assist them on their path toward their Vision? Are there other people that can be sought out to help or for the person to meet?

Community Based

Any resources available in the person's home town or area. Doesn't have to be specific resources for disabled individuals but for anyone.

Eligibility Specific

Entities that provide support based on the person meeting a specific criteria (DDS, DSS). Teams should look to make sure this isn't the only area marked on the STAR. Best way to assist toward Vision is to include the many other areas noted within the star.

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Small Group Discussion

In Your Breakout Room

- What excited you about what was shared today (either the framework principles, the examples, etc.)?
- What did you like about the examples we heard from other states' use of CtLC as part of their planning process?
- How would you like to see CtLC integrated into our planning process?

THE
NATIONAL
COMMUNITY
OF PRACTICE





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