

ISSUE BRIEF

LifeCourse in Action: Implementation at All Levels in Missouri, January 2016

All people have the right to live, love, work, play and pursue their life aspirations in their communities.

The Community of Practice for Supporting Families of Individuals with Intellectual and Developmental Disabilities (I/DD) holds the core belief that all people have the right to live, love, work, play and pursue their life aspirations in their communities. Across the country, our culture is embracing this belief. It is necessary to change not only our conversations, but the way we think about people with I/DD and their families and the supports they need to live a good life.

The Community of Practice (CoP) is working on discovering integrated, flexible, and innovative strategies for supporting the entire family, rather than focusing solely on formal services.

This issue brief focuses on how the LifeCourse framework is being used:

- at the individual and family level to help them troubleshoot issues that arise as well as create and articulate a vision for the future,
- at the professional level to build human service professionals' capacity to educate and inform families as well as help them plan and access supports,
- at the organizational level to provide an organizing framework for programming and activities,
- at the community level to facilitate transformational change and bring together stakeholders, and
- at the systems level to influence the implementation and compliance with new CMS Home and Community Based Services rules and person-centered guidelines.

Read on to see real life examples of how the LifeCourse is being implemented at all levels in the state of Missouri. 



INSIDE THIS ISSUE

THE NATIONAL COMMUNITY OF PRACTICE FRAMEWORK FOR SYSTEMS CHANGE

UNIVERSAL STRATEGY FOR PROVIDING SUPPORTS:

USING THE LIFECOURSE TO SUPPORT FAMILIES

THE LIFECOURSE FRAMEWORK

PEYTON'S PLAN FOR INCLUSION IN SCHOOL

FOCUSING ON SUPPORT COORDINATORS

MAKING SWEEPING CHANGES

CREATING TRANSFORMATIONAL CHANGE

ENHANCING SUPPORTS TO FAMILIES

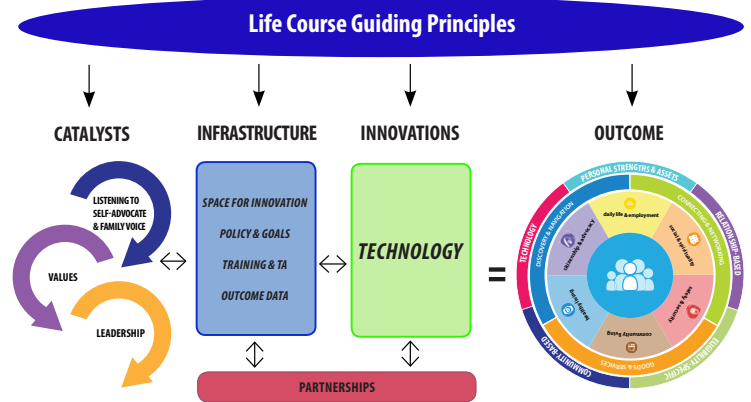
RESOURCES



INNOVATIONS IN SUPPORTING FAMILIES
COMMUNITY OF PRACTICE FRAMEWORK FOR SYSTEMS SERIES

THE NATIONAL COMMUNITY OF PRACTICE FRAMEWORK FOR SYSTEMS CHANGE

The CoP uses a framework for systems change adapted from the State Employment Leadership Network (SELN) (see right). The outcome of systems change is supports that help individuals and families achieve a good quality of life. Systems change is driven by innovations in supports offered to families, changes in infrastructure that make it more effective and flexible, and partnerships with organizations and the community. Family and self-advocate voices, values, and leadership are the catalysts that add fuel to the fire and make systems change more personal. Finally, all of this change is happening under the umbrella of the LifeCourse framework (see page 7), which promotes the idea that all people have the right to live, love, work, play and pursue their life aspirations in the community. Learn more about the framework for systems change at supportstofamilies.org.



Michelle "Shell" Reynolds, PhD. UMKC Institute for Human Development, UCEDD. Revised June 2014. Adapted from Hall et al, 2007

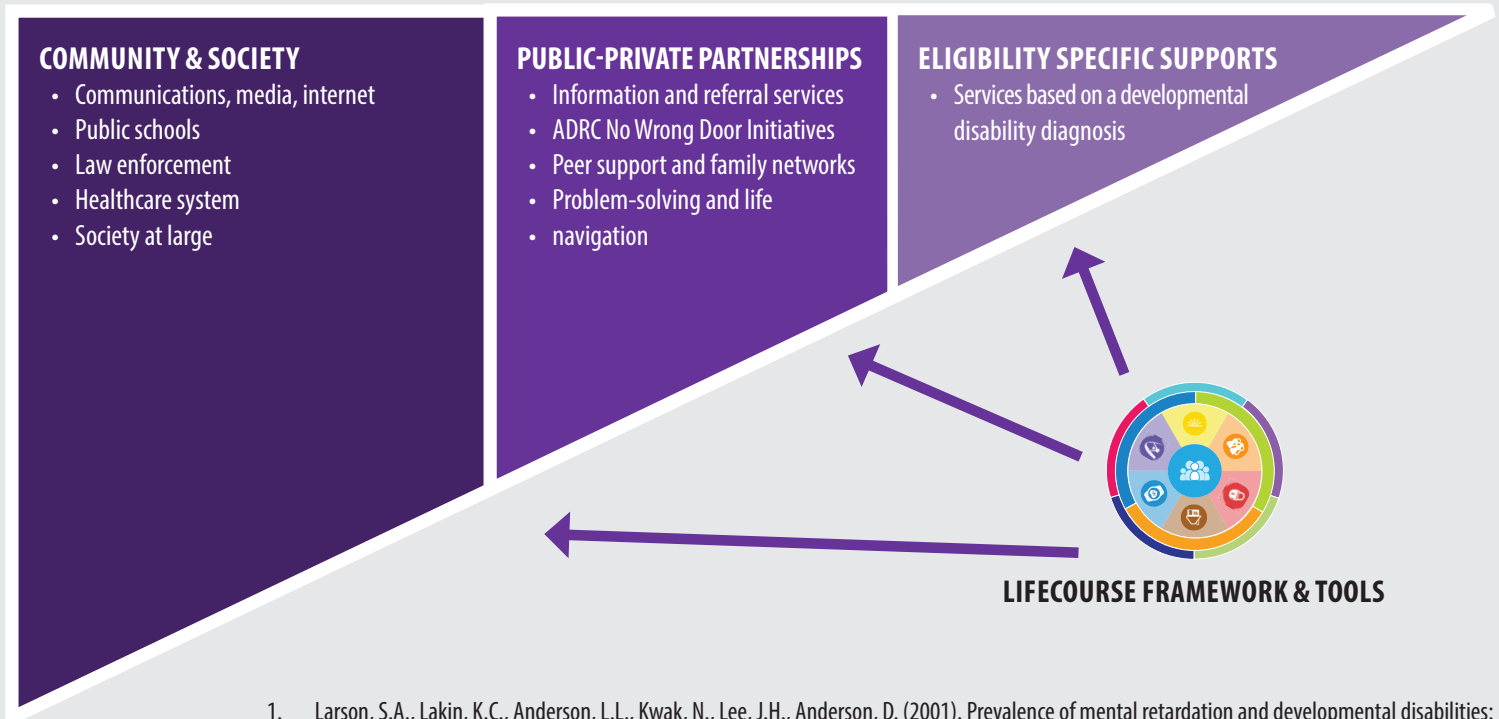
UNIVERSAL STRATEGY FOR PROVIDING SUPPORTS: USING THE LIFECOURSE TO SUPPORT FAMILIES

The CoP has developed a universal strategy for providing supports based on thinking that emerged from the public health field (see below). The left region of the triangle lists 'interventions' that can be implemented on a community-wide scale to improve access for all people. The middle region shows policies and practices frequently used in the partnerships between public and private entities. Finally, the right region portrays paid, formal service systems.

Currently, only 25% of people with I/DD access paid supports from the DD service system.¹ Federal and state budgets do not allow systems to serve all people with disabilities, so innovative strategies which acknowledge the changing paradigm calling for real jobs, relationships, and lives in the community are needed.

The LifeCourse Framework developed by families FOR individuals and families to help guide them while thinking about the future and trouble-shooting every day life. The LifeCourse Framework originally began as a set of tools and educational materials; however, it has since grown to foster professional development, support job functions of human service professionals, facilitate organizational and cultural change, and enhance systems of supports to families.

Read on to find out how the LifeCourse framework and tools are helping individuals and families in their everyday lives, while at the same time changing entire systems to enhance support to all families. 🌐



1. Larson, S.A., Lakin, K.C., Anderson, L.L., Kwak, N., Lee, J.H., Anderson, D. (2001). Prevalence of mental retardation and developmental disabilities: Estimates from the 1994/1995 National Health Interview Survey Disability Supplements. American Journal on Mental Retardation, 106, 231-252.



The LifeCourse Framework

REFRAMING OUR THINKING TO ENHANCE SUPPORTS TO FAMILIES

The LifeCourse framework was developed by families to help individuals with disabilities and families at any age or stage of life develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live. Individuals and families may focus on their current situation and stage of life or may find it helpful to look ahead to start thinking about what they can do or learn now that will help build an inclusive productive life in the future. It was developed with individuals with developmental or intellectual disabilities and their families in mind. The framework is designed to help any person with a disability think about their life, not just individuals known by the service system. Although the framework was developed for people with disabilities, it is designed universally, and could be used by any family making a life plan, whether they have a member with a disability or not.

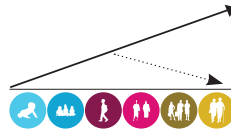
LIFECOURSE FRAMEWORK/PRINCIPLES

ALL INDIVIDUALS AND FAMILIES



ALL individuals and families, whether they are known to the DD system and/or receive formal services or not, are considered in our vision, values, policies and practices for supporting people with intellectual and developmental disabilities.

LIFE STAGES AND TRAJECTORY



Individuals and families can focus on a specific life stage, with an awareness of how prior, current and future life stages and experiences impact and influence life trajectory.

FAMILY SYSTEM AND CYCLES



People exist and have reciprocal roles within a family system, which adjust as the individual members change and age; individuals and families need supports that address all facets of life and adjust as roles and needs of all family members change as they age through the family cycles.

INDIVIDUAL AND FAMILY SUPPORTS



Supports address all facets of life and adjust as roles and needs of all family members change. Types of support might include discovery and navigation (information, education, skill building); connecting and networking (peer support); and goods and services (daily living and financial supports).

LIFE OUTCOMES



Individuals and families focus on life experiences that point the trajectory toward a good quality of life. Based on current support structures that focus on self-determination, community living, social capital and economic sufficiency, the emphasis is on planning for life outcomes, not just services.

INTEGRATED DELIVERY OF SUPPORTS



Individuals and families utilize an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility, community supports that are available to anyone, relationship based supports, technology, and that take into account the assets and strengths of the individual and family.

LIFE DOMAINS



People lead whole lives made up of specific and integrated life domains that are important to a good quality of life, including daily living/employment, safety and security, community living, healthy lifestyle, social and spirituality, and citizenship and advocacy.

POLICY AND SYSTEMS



Individuals and families are satisfactorily involved in policy-making so that they influence planning, policy, implementation, evaluation and revision of the practices that affect them. Individuals and families design and direct the supports they receive to the extent possible with sufficient public funding allocated in ways that are fair to all individuals and families.



PEYTON'S PLAN FOR INCLUSION IN SCHOOL

Peyton's family moved to a new school district. He was in fifth grade and had been in a completely segregated setting at school. His mother, Crystal, had several unproductive meetings with the school, so she decided to try a different approach.

She filled out the Life Trajectory and the Integrated Supports Star Worksheet, as well as a weekly schedule showing Peyton's supports outside of school. She left the time he was at school white but color-coded the other hours of his week with the colors of the star. She shared these tools with the team at the next IEP meeting, explaining what Peyton and his family wanted and what they didn't want for him when he was an adult. She shared she felt his current placement seemed to be a pathway to the things he didn't want.

She explained the schedule to them. She said the reason she left the school part of his week blank was because it would only be green. He had no other colors in his school day. She shared that her goal was to make sure that he had a colorful life during his school day just like he did outside of school hours.

Last year, the school took a few small steps by including Peyton in homeroom and art. This year, a new teacher has responded to the way the family used the tools for Peyton, and he is included in many more parts of the day and activities with the general education students. The teacher has even taken the position that he would learn best in full inclusion!

To hear Crystal tell the story about how she used the LifeCourse tools to push Peyton's trajectory toward their vision of a good life, watch the archived webinar at supportstofamilies.org

CHARTING the life course

Peyton
Life Trajectory Worksheet: Family

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

VISION for a GOOD LIFE

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

What I DON'T Want

- Sheltered workshop
- Group home
- Isolation
- Dependency on paid supports
- Lonely
- Unhappy
- Unproductive
- Bored
- Poverty

CHARTING the life course

Long Term Support Needs

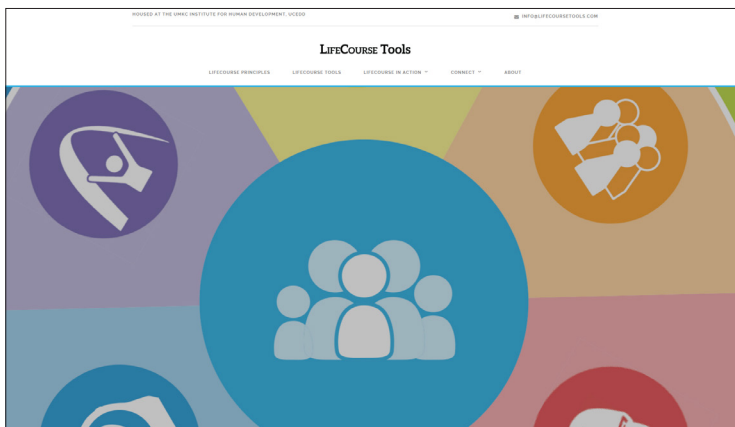
TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6:30 AM							
6:30-7 AM							
7:30 AM			Mom provides				
7:30-8 AM			Support				
8:30 AM							
8:30-9 AM							
9:30 AM	School providing supports						
9:30-10 AM	through various means:						
10:10-10 AM	- Social support from peers						
10:30-11 AM	- Tech support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

CHARTING the life course

Integrated Services and Supports

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

- Technology:** iPad, Electric toothbrush, Manny Cam, Water Dispenser, Computer, Flushable Wipes
- Personal Strengths & Assets:** -Sociable, -loves to run + play, -wants to communicate, -silly/naive to make others laugh, -routine oriented, -loves sports, -Imaginative
- Relationship Base:** -mom, -cousin, -Grandparents, -Sasha, -Dad + Kristy, -brother
- Eligibility Specific:** -PCA / Home Health, -Consumer Directed Services, -OT, -Speech, -Functional Classroom, -medicaid/SSI
- Community Based:** -Church, -Boy Scouts, -Bowling, -Parks + Recreation



Visit lifecoursetools.com to view examples of how individuals and families from all different walks of life and points in their journey are using the LifeCourse framework and tools to help them learn and explore, advocate, plan for the future, and more!



FOCUSING ON SUPPORT COORDINATORS

Progressive Community Services (PCS) is the Senate Bill 40 Board entity in Buchanan County. PCS began providing Service Coordination in 2008; however, they have also been a provider of residential supports and personal assistant services. Two years ago, staff from Missouri Family to Family (MOF2F) at the University of Missouri-Kansas City institute for Human Development (UMKC IHD), UCEDD, were invited to PCS to kick off the piloting of the LifeCourse framework and tools. The partnership began with a kickoff, when MOF2F staff provided support coordinators and staff with a notebook that included all of the tools and examples of how they could be used.

PCS staff were given the liberty and flexibility to use the tools in ways that worked for them and helped them provide support coordination to individuals. Over the past two years, MOF2F staff have provided regular technical assistance through phone calls and meetings, and PCS staff have regularly attended both the quarterly MOF2F Stakeholder's Meeting and the Missouri LifeCourse Tools & Practices Workgroup. Support coordinators have been using the tools actively to help them work with individuals and their families. Now, the support coordinators who have been using the tools are serving as mentors to support coordinators who are just beginning to use the tools, as the LifeCourse continues to expand and develop at PCS.

CHARTING the life course

Tool for Developing a Vision - Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is for help families and individuals think about how to work in partnership to support their vision for a good life.

LIFE DOMAIN	My Vision for My Future	rank	Current Situation/Things to Work On	rank
Daily Life Employment	My vision is to work full time during the day in his/her adult life. No parents, no plans. No writing back stories, just comic books.	1	Needs to finish school, needs to find a job.	6
Community Living	Where and with whom do I think my child will live in his/her adult life?	1	Needs to finish school, needs to find a job.	8
Social & Spirituality	How will my child connect with spiritual and leisure activities, have friendships and relationships in his/her adult life?	2	Needs to finish school, needs to find a job.	3
Supports & Services	What support will my child need to live independently in his/her adult life?	3	Needs to finish school, needs to find a job.	5

CHARTING the life course

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Social & Spirituality	How will my child connect with spiritual and leisure activities, have friendships and relationships in his/her adult life?	2	Needs to finish school, needs to find a job.	3
Supports & Services	What support will my child need to live independently in his/her adult life?	3	Needs to finish school, needs to find a job.	5

CHARTING the life course

Integrated Services and Supports

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

CHARTING the life course

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SHAY, Support Coordinator

Shay has been using LifeCourse tools with the individuals she supports. Pictured above are examples of the Vision Tool, which Shay used, along with the Integrated Supports Star Worksheet, to help work with an individual who was in crisis. Pictured above on the left are the tools she used when the crisis first took place, then on the right are the tools she's used now that the situation has stabilized. Shay noted that in the midst of crisis, the tool helped her prioritize the individual's needs at that time; however, the Vision tool (as well as the star) are even more complete now, because they were able to triage the concerns. Now that everything has calmed down, they have a clearer picture of the individual's vision for the future and available supports.

BECKY, Support Coordinator

Becky used the Tool for Developing a Vision with a young man to whom she provides support coordination and his family. She reported that in the past planning years, Becky would sit down with the family to create his person-centered plan for that year and, previously, only the mother would provide input and insight for the plan. However, when Becky began using LifeCourse tools to drive their planning conversations, the young man began chiming in and expressing his own vision for the future. The tool allowed him to have his own ideas and vision for the future that were different from his parents while at the same time, allowing the parents to have input and feedback on his vision for the future and his person-centered plan.

To hear Shay and Becky share more about how they used the LifeCourse tools to work with the individuals and families in their roles as support coordinators, and to hear more about how the LifeCourse was rolled out at PCS, watch the archived webinar at supportstofamilies.org

CHARTING the life course

Tool for Developing a Vision - Family

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help families of all ages – those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an adult.

RS age 15

LIFE DOMAIN	My Vision for My Family Member's Future	rank	Current Situation/Things to Work On	rank
Daily Life Employment	What do I think my child will do during the day in his/her adult life? Parents: Job in the community R.S.: Job writing back stories for video games or author of science fiction comic books		Currently attends private school through their Church. Begins writing stories but does not finish them. Is very detailed and creative. Going to take a creative writing class next school year	
Community Living	Where and with whom do I think my child will live in his/her adult life? Parents: Live independently in his own home with supports as needed with finances and decision making. RS: With parents until he graduates from college then maybe he will move in with some of the friends he meets in college or his girlfriend.		Currently lives in family home with parents and younger sister.	
Social & Spirituality	How will my child connect with spiritual and leisure activities, have friendships and relationships in his/her adult life? Parents: Family will encourage him to continue his strong relationship with his Church and Church family. RS: I will visit my family on weekends and go to Church with them. I will invite my friends to come to Church with me and meet my Church family.		Currently attends Church weekly with family and if active in Church activities. Attends private school supported/ran by the Church. Does not interact with many young men his age at this time – more with adults.	



MAKING SWEEPING CHANGES

Learning Opportunities Quality Works (LOQW)/ County Connections serves approximately 600 individuals annually and employs over 100 staff. LOQW provides community skills training, employment services and service coordination in 14 counties Northeast Missouri.

The leadership of the organization quickly embraced the LifeCourse framework and began using it to offer tools to help staff plan with individuals and provide targeted case management. Then, LOQW began using the LifeCourse as framework for organizing their day-to-day and programmatic activities. As LOQW has continued to apply the LifeCourse framework to their work with individuals and families, it has seeped into their organizational culture, which can be evident not only in how LOQW has changed the way they provide services but also in how staff are thinking in a different way about providing supports in the community.

LOQW used the Trajectory worksheet to help them plot out a course to an inclusive center that brings cohesion to their community and offers individuals and families opportunities to explore new things, build skills, and enhance their role in the community. They listed the activities and outcomes they wanted for the community center, outlined what they didn't want for the center, and then they coupled the organizational contributions with a timeline to plot their trajectory to the transformation. LOQW then used the Integrated Supports Star Worksheet to plot out the skills and competencies of the ideal leader for the community center.

To hear Cyndi, from LOQW/County Connections explain how they have used the LifeCourse as an organizing framework for their mission, vision, values, and everyday programming and have taken LifeCourse tools to a new level to facilitate change within their organization and in their community, watch the archived webinar at supportstofamilies.org ©

Community Center Trajectory Worksheet:

Organizational Contributions:
Skills, Experience, Attributes, Talents that contribute to the culture.

- 30 plus years providing services and supports
- Experience in Targeted Case Management (TCM)
- Experiences in networking and partnering
- Early adopters of new ideas!
- Active in the Community
- Embraces change!

What we DON'T Want

- Segregation
- People idle, people sitting around doing nothing
- Staff congregating together and not engaging visitors to the Center
- Meaningless activities
- Lack of Enthusiasm
- Inappropriate Activities, Supplies, etc.
- Boring... Same old, Same old activities and environment
- Lack of Planning
- Lack of Respect
- Activities that are not age appropriate
- Lack of Motivation

VISION for the New Community Center and its role in a GOOD LIFE for people in our community

Long term desires and goals:

It is our long term goal that the New Community Center be a hub for community life engagement activities in Monroe City. Promoting personal growth through opportunity, experience and exposure.

It is our vision that the Community Center will become part of the larger community... viewed as a resource and a valuable part of an inclusive diverse community that people engage in and promote to others.

Conditions:

- Good Leadership
- Talented Staff
- Training & Skill Development
- Access to Technology & Staff skilled to use it

Preferences:

- Wide variety of activities, classes, etc. to engage diverse group of people (ages, etc.)
- To access classes outside the center
- Engage volunteers to teach some classes in the Center and utilize talents in the Community
- Financial Support to assist in Center operation

Wish:

- Fun Activities!
- Participation by Individuals
- Participation by the Community
- Community Engagement
- Real Life Experiences!

MISSOURI FAMILY TO FAMILY | UMRC-IHD, UCEDD Grand Opening January 2015!

Integrated Services and Supports for Community Center

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 define the search for the person to coordinate and guide the new Community Center. Ensuring that the Community Center operates with a culture that supports individuals and families think about how to work in partnership to support their vision for a good life. The Community Center should be a place that supports true community life engagement and enhances the culture of the community.

Technology

- Social Media: Facebook, Pinterest, YouTube Videos & TED Talks....
- Comfortable using laptops, iPad, Projectors, and other devices.
- Comfortable teaching others to utilize technology for learning, recreation, and building and maintaining connections with family and friends.
- Has the ability and creativity to make and distribute flyers, videos, and other products to promote the Center and provide outreach!
- Use tools like United Way's 211 directory to identify resources

Personal Strengths & Assets

- Enthusiastic & Motivated! Wants to have fun & likes others to have fun!
- Utilizes creative teaching strategies & technology easily.
- Communicates comfortably in difficult conversations.
- Connected with the Community. Resourceful.
- Organized & Resourceful!
- Is a self-starter!

Relationship Based

- Advocacy Skills
- Values Community
- Values relationships with community and others
- Support People First and Serve as local Chapter Advisor for Monroe City
- Recruit & Organize Volunteers
- Provide outreach and Motivate people to join in
- Assist with Program Services as needed when available

Planning and Research for Center

- Network with local groups.
- Outreach to Chamber of Commerce
- Represent LOQW & the Community Center at Monroe City Chamber of Commerce
- Know what's happening in and around the community and confident enough to join in
- Planning and Research for Center
- Identify needs and how to meet them
- Comfortable with a diverse group of people.
- Celebrates differences and diversity in a group.
- Comfortable utilizing Tools for Choice and other

The Hub
Be a Part of the Center!



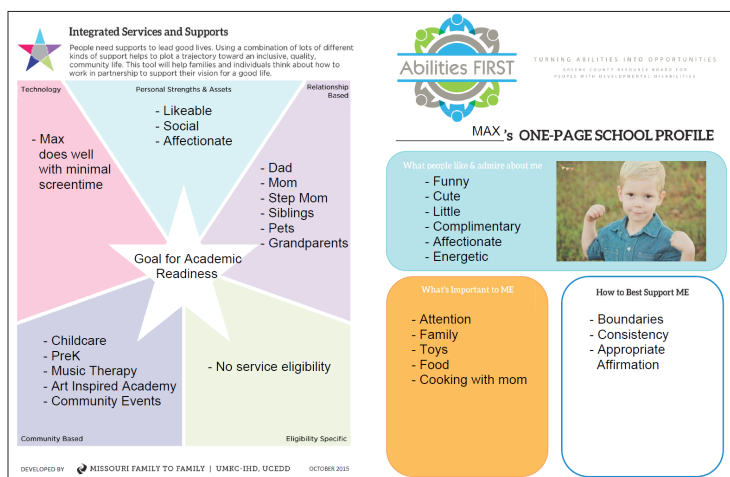
CREATING TRANSFORMATIONAL CHANGE

Abilities First (AF), in Springfield, Missouri, provides supports to individuals with I/DD and their families. They operate five programs, including early intervention (IDEA, Part C), employment and art programs, as well as support coordination and Targeted Case Management to Greene and Webster Counties through the state developmental disabilities agency.

The AF leadership team has sent team members regularly to the Stakeholders Meetings and Tool and LifeCourse Work Group meetings for several years. In September 2015, leadership attended an independent intensive training with Missouri Family to Family. Realizing that excitement is contagious, they began implementation of the LifeCourse framework and tools by first applying them in their own lives, then coming together to discuss how they could help any person.

Then, AF held an agency-wide launch to kick off the implementation of the LifeCourse at their organization. Believing that everyone should be familiar with the framework and way of thinking, they invited everyone—from directors and leadership to custodial staff and everyone in-between to attend.

Once they had agency buy-in and everyone was on the same page, AF began sharing the LifeCourse with families. First, they created worksheets with questions from each life stage of appropriate questions from *Charting the LifeCourse: Experiences & Questions* as well as a letter that can be sent by support coordinators to families in preparation for planning meetings. Then, AF worked with Missouri Family to Family to customize the LifeCourse portfolio for families



with school-age children to use while developing Individualized Education Plans (IEPs) and working with staff at school. Future plans for further implementation of the LifeCourse include hosting a mini-conference with the public school system, community and selected agencies in Springfield, and hosting educational workshops for parents using the LifeCourse.

To hear Maggie, Educational Liason at AF, describe how her organization implemented the LifeCourse framework in Greene County and how it resulted in not only major changes in the local school district for students with disabilities and their families, watch the archived webinar at supportstofamilies.org ©

ENHANCING SUPPORTS TO FAMILIES

The Missouri Department of Mental Health Division of Developmental Disabilities, Missouri's state developmental disabilities agency, has been making many changes to make services and supports to individuals with I/DD and their families more impactful. Recently, the Missouri Quality Outcome, used to help individuals and their planning teams identify the goals they want to work on in the person-centered planning process, were revised. The LifeCourse framework was instrumental in the revision of the Outcomes, which hadn't been updated since 2000.

Additional initiatives the Division is working on are outlining new Individual Service Plan (ISP) guidelines based on the new CMS Home and Community-Based Services Rules, updating the service coordinator manual to include the LifeCourse framework and principles, and hosting workshops for support coordinators on the framework and how to use the tools.

To hear more about how the Division has used the LifeCourse framework and specific changes they made to enhance supports to families, watch the archived webinar at supportstofamilies.org ©

Improving lives THROUGH supports and services THAT FOSTER self-determination.

Missouri Quality Outcomes

A GUIDE FOR INDIVIDUALS AND FAMILIES

Icons*
Each MOQO has a correlating "Charting the Life Course" icon to assist in using the guides together.

- Daily Life
- Community Living
- Social Spirituality
- Healthy Living
- Safety & Security
- Citizenship & Advocacy
- Supports to Families

5

Watch the archived *Innovations* webinar, **LifeCourse In Action: Implementation at All Levels in Missouri**, to hear in depth how the LifeCourse is being rolled out at all levels across the CoP demonstration state.



RESOURCES

INNOVATIONS IN SUPPORTING FAMILIES

COMMUNITY OF PRACTICE FRAMEWORK FOR SYSTEMS CHANGE WEBINAR SERIES

The *Innovations in Supporting Families* is a FREE webinar series focused on innovative strategies to enhance the systems that support families of individuals with intellectual & developmental disabilities. The series includes presentations from national experts about innovative strategies related to the experience of individuals and families as they navigate through their life course and use supports to assist them.

This webinar series is for stakeholders interested in enhancing the systems and policies that impact individuals with intellectual and developmental disabilities and their families, including:

- self-advocate and family leaders,
- leaders of community organizations and disability services, and
- state and federal policymakers.

Webinars are hosted live every other month beginning January 2015 and archived for later viewing at nasddds.org and supportstofamilies.org.

Learn more about the series at supportstofamilies.org

The screenshot shows the website for Supporting Families of individuals with intellectual & developmental disabilities. The header includes a navigation bar with state names (Connecticut, District of Columbia (DC), Missouri, Oklahoma, Tennessee, Washington) and a search bar. The main logo features a circular graphic with the text 'SUPPORTING FAMILIES of individuals with intellectual & developmental disabilities'. Below the logo is a navigation menu with 'About', 'The States', 'Resources', 'News & Events', and 'Contact'. The main content area is titled 'Innovations in Early Childhood Programs Webinar' and features a 'LATEST NEWS' section with a graphic of a staircase and a circular diagram. To the right, there is a 'FUNDED by' section with the logo for the Administration on Intellectual and Developmental Disabilities, and a 'NATIONAL PARTNERS' section with logos for NASDDDS, UMKC, HSRI, CASAN, AUCD, and NACDD. At the bottom right, there is a 'MAILINGLIST' sign-up form with fields for 'First Name', 'Last Name', and 'Email Address*'. Social media icons for Facebook, Twitter, and YouTube are visible on the left side.

VISIT THE
COMMUNITY OF PRACTICE
ONLINE AT
supportstofamilies.org
to get the latest updates
about what we're learning
about supporting families
in your email inbox.

Project Leadership



This project is funded by the Administration on Intellectual & Developmental Disabilities, grant number ACF 90DN0298. AIDD is dedicated to ensuring that individuals with developmental disabilities and their families are able to fully participate in and contribute to all aspects of community life in the United States and its territories.