

INNOVATIONS IN SUPPORTING FAMILIES
COMMUNITY OF PRACTICE FRAMEWORK FOR SYSTEMS
CHANGE WEBINAR SERIES

LifeCourse Tools in Action:
Implementation at All Levels
in Missouri



NASDDDS

UMKC
INSTITUTE FOR HUMAN DEVELOPMENT
A University Center for Excellence in Developmental Disabilities (UCEDD)

HSRI



SUPPORTING FAMILIES

of individuals with intellectual & developmental disabilities

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

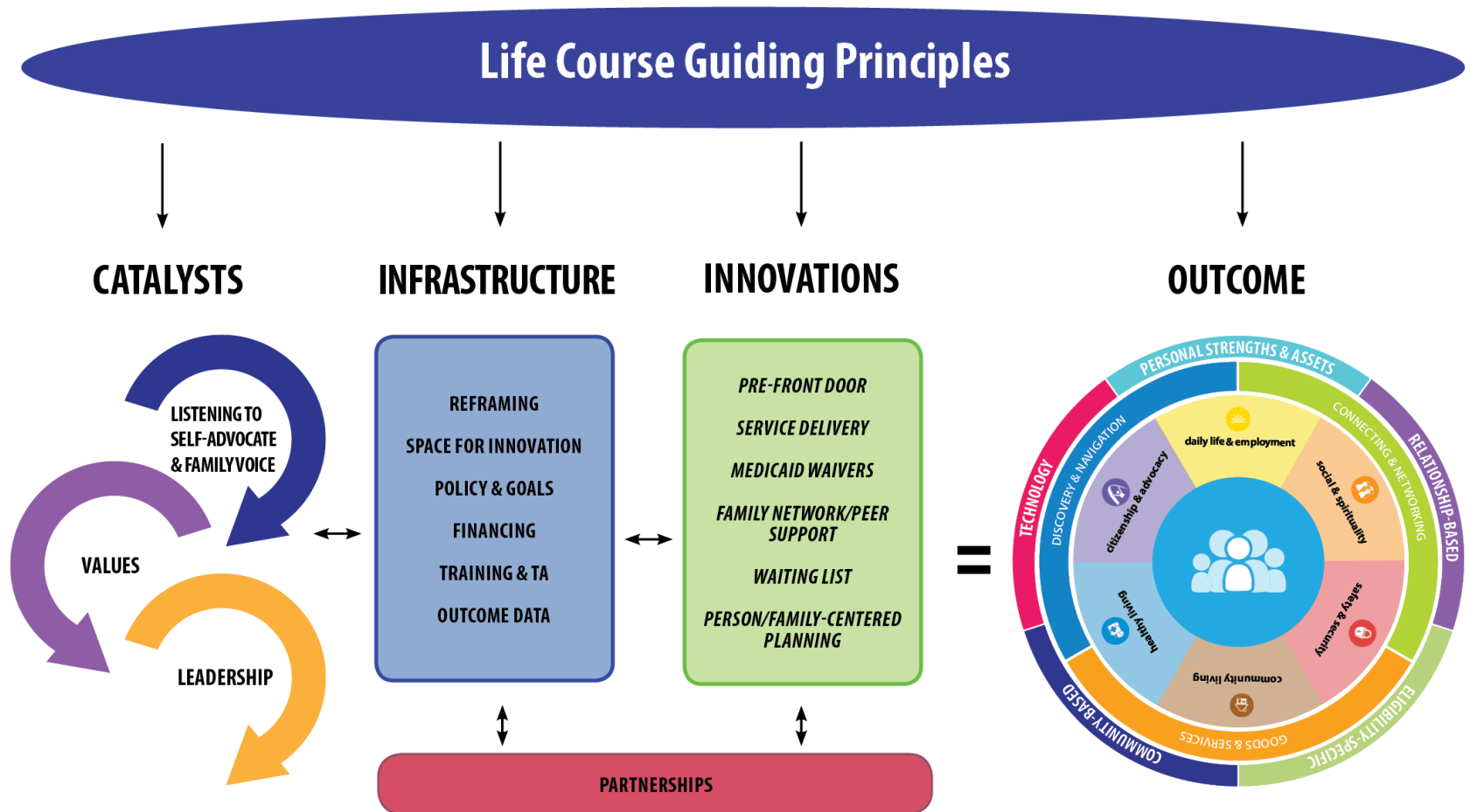
Project Goal

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



ADMINISTRATION ON
INTELLECTUAL AND
DEVELOPMENTAL
DISABILITIES

National CoP for Supporting Families Framework for Systems Change





The LifeCourse Framework



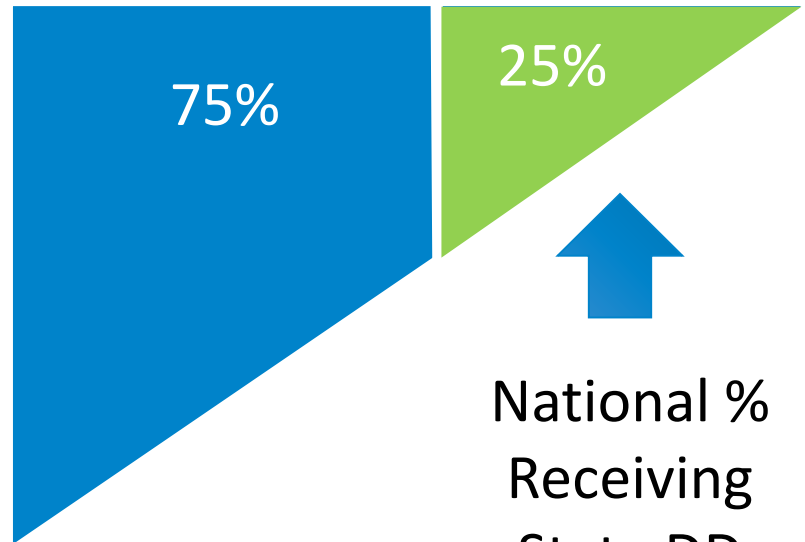
All people have the right to live, love, work, play and pursue their dreams in their community.



Focus on “ALL”



All 4.9 Million people with developmental disabilities



National %
Receiving
State DD
Services

** Based on national definition of developmental disability with a prevalence rate of 1.49%



LifeCourse Framework



LifeCourse Framework



LifeCourse Framework



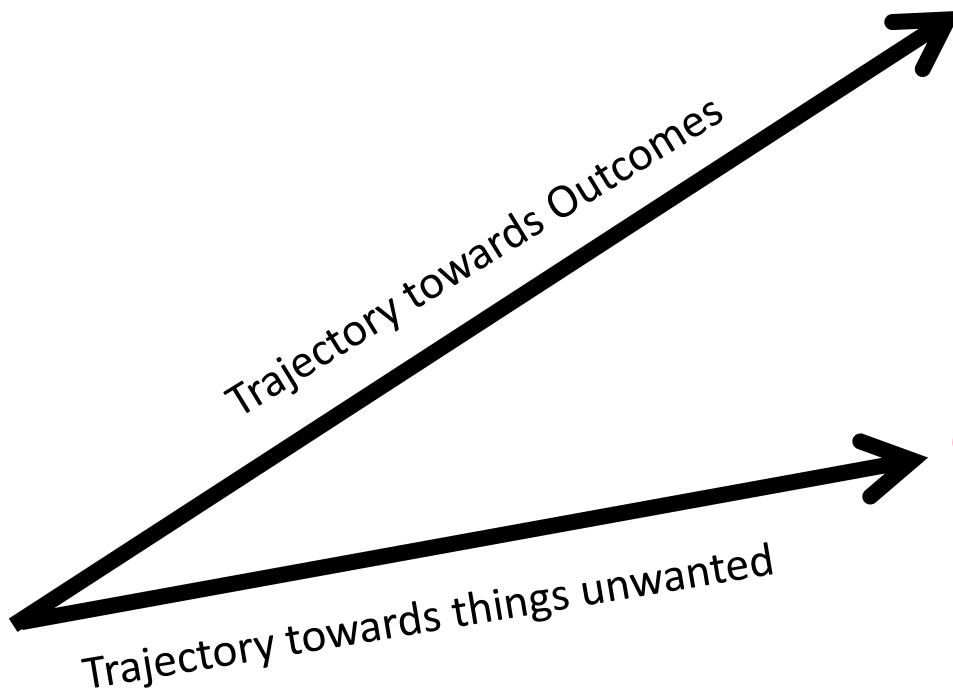
LifeCourse Framework



LifeCourse Framework



Trajectory towards Life Outcomes



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

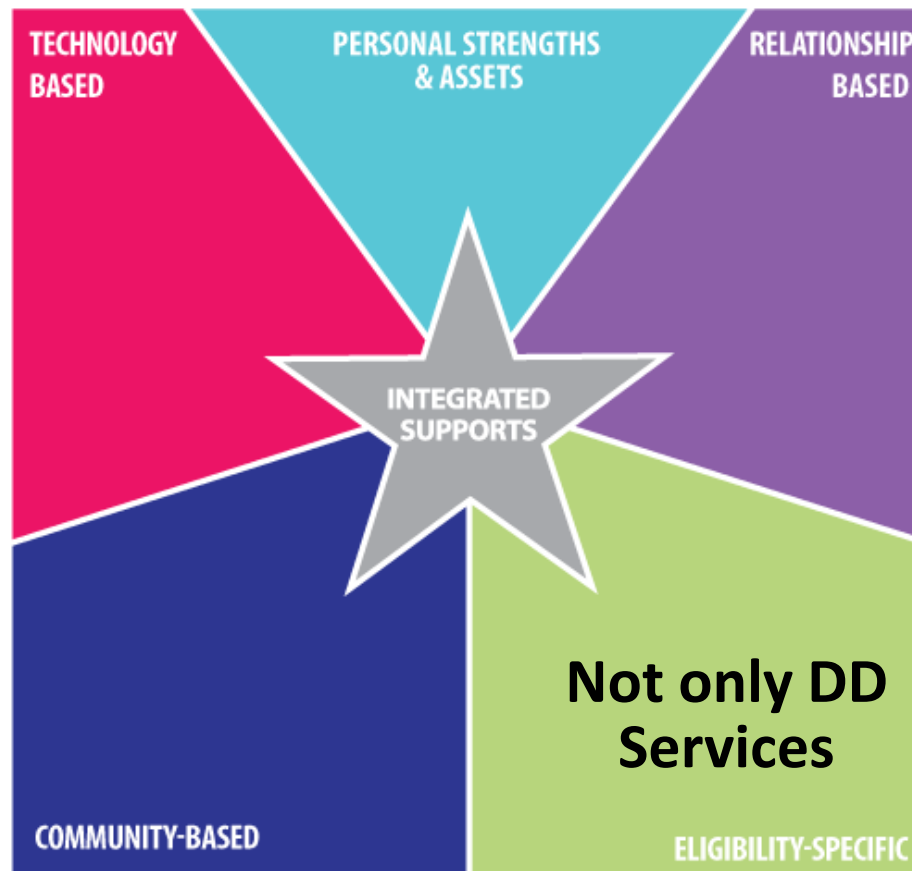
Vision of What I Don't Want



*Both in practice with individuals and
in policy changes for systems*



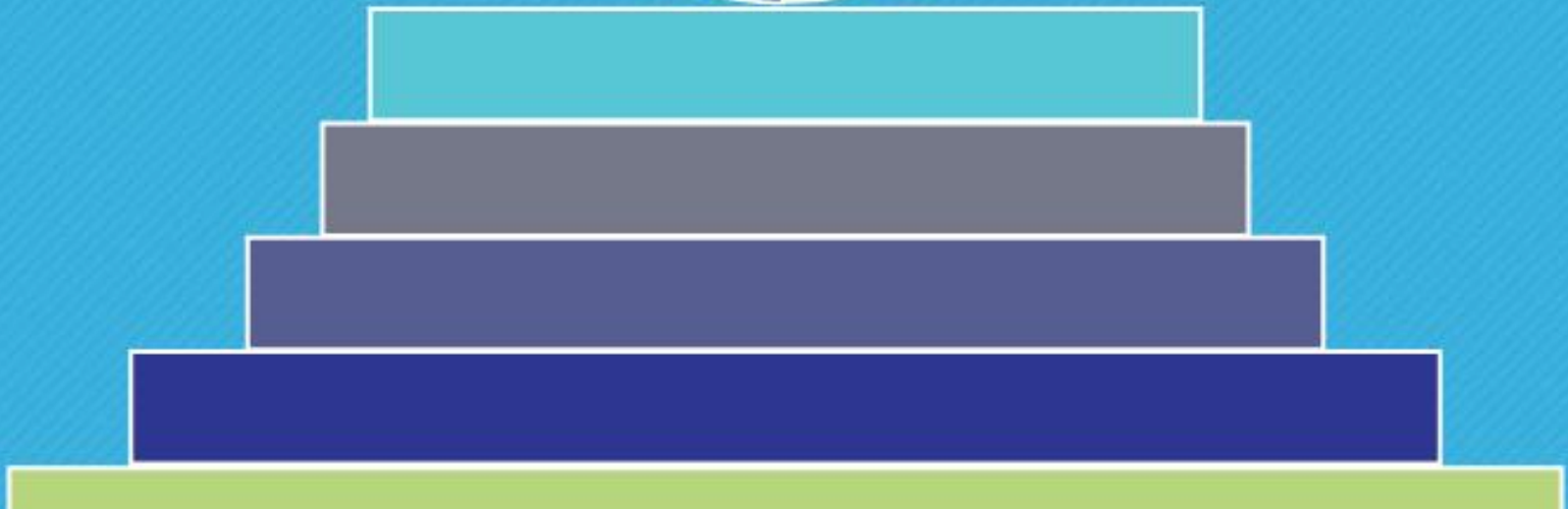
Identifying Integrated Strategies for Delivery Supports



Outcomes for Today's Webinar

1. Understand the principles of the LifeCourse framework,
2. See concrete examples of how the LifeCourse framework and tools are being used by individuals and families as well as professionals to solve problems, troubleshoot life, and plan for the future, and
3. Discover how the LifeCourse is being applied at the organizational, community, and systems level to improve supports to individuals and their families.





LIFECOURSE TOOLS IN ACTION

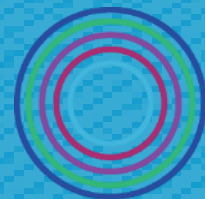
Implementation at All Levels





PEYTON'S GOOD LIFE

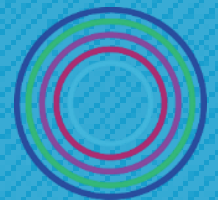
LifeCourse at the Individual & Family Level





Peyton's Plan for Inclusion in School

Using the LifeCourse Tools
to Transform the Way the
School Thinks about
Inclusion for Peyton



Peyton's Good Life Trajectory

CHARTING the life course



Peyton
Life Trajectory Worksheet: Family



VISION for a GOOD LIFE

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

What I DON'T Want

Sheltered workshop
Group home
isolation
Dependency on paid supports
lonely
unhappy
unproductive
Bored
Poverty

Peyton's Integrated Supports

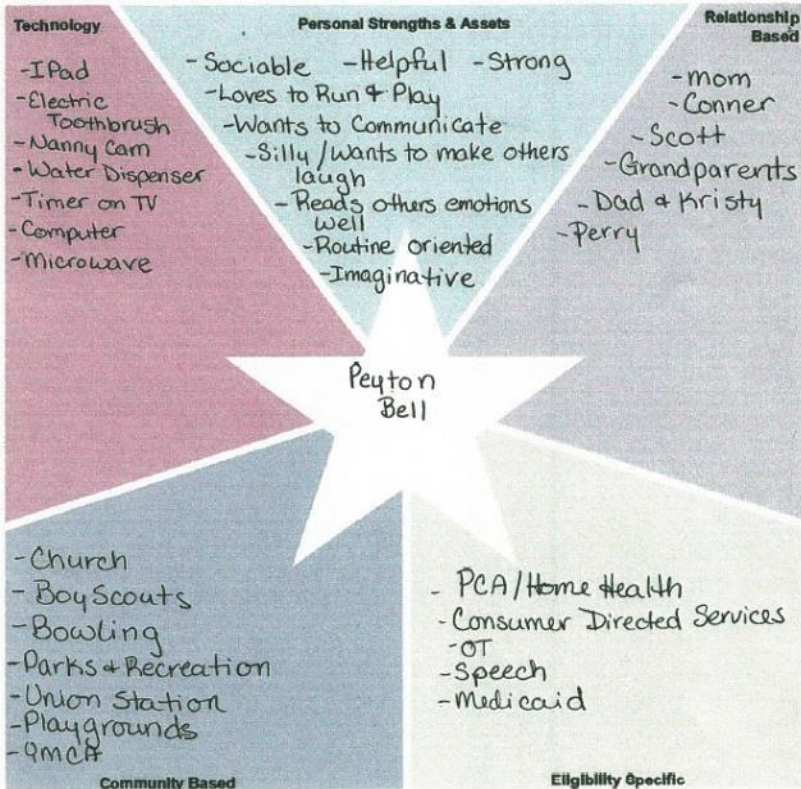
CHARTING the life course



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

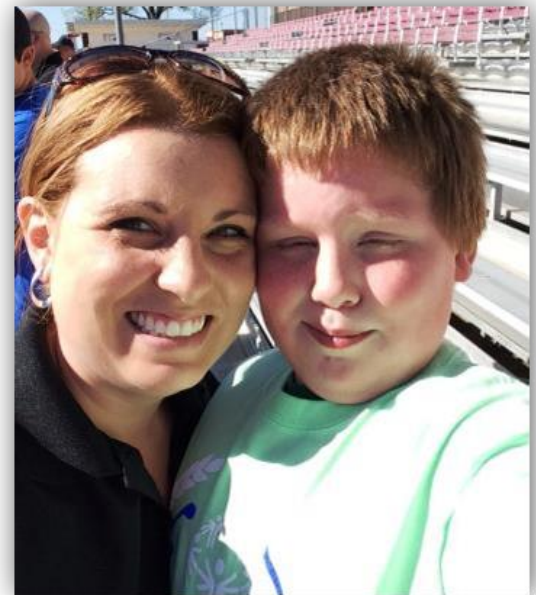


Long Term Support Needs

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

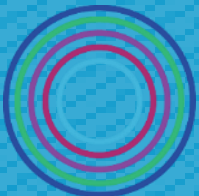
One Year Later: What Has Changed?

- Peyton included in general ed classes and activities much more this year
- Conner (Peyton's brother) used the LifeCourse tools to lead his own IEP meeting
- School is interested in all students having access to the LifeCourse tools



FOCUSING ON SUPPORT COORDINATORS

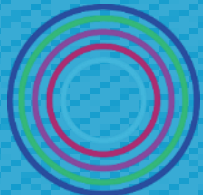
LifeCourse at the Professional Level





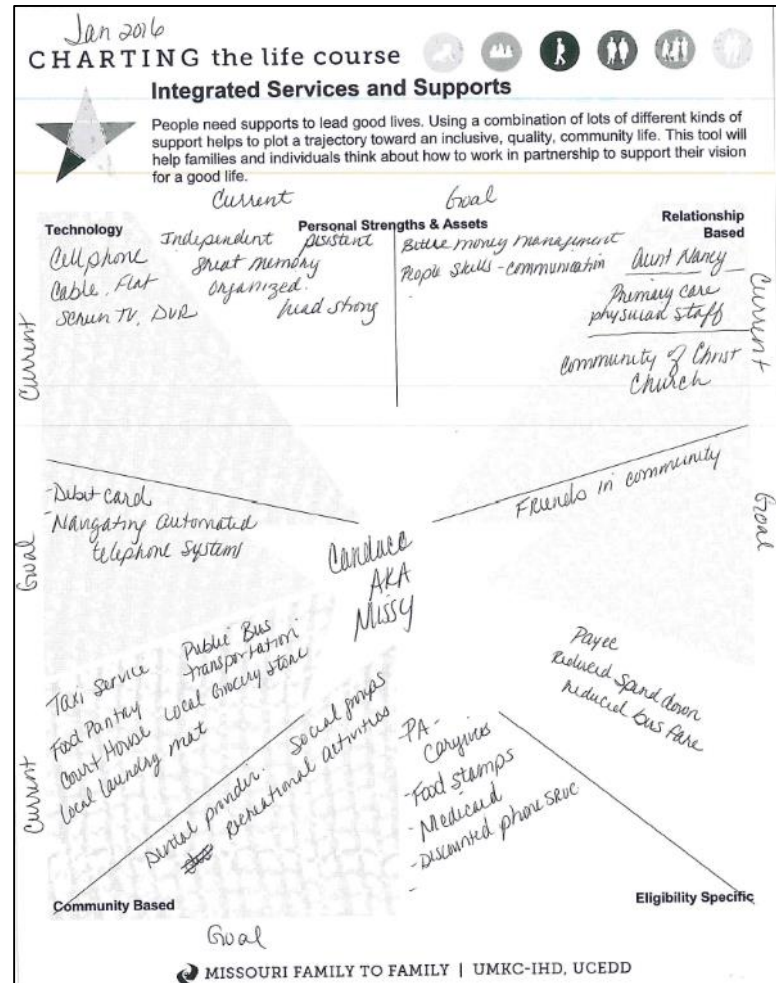
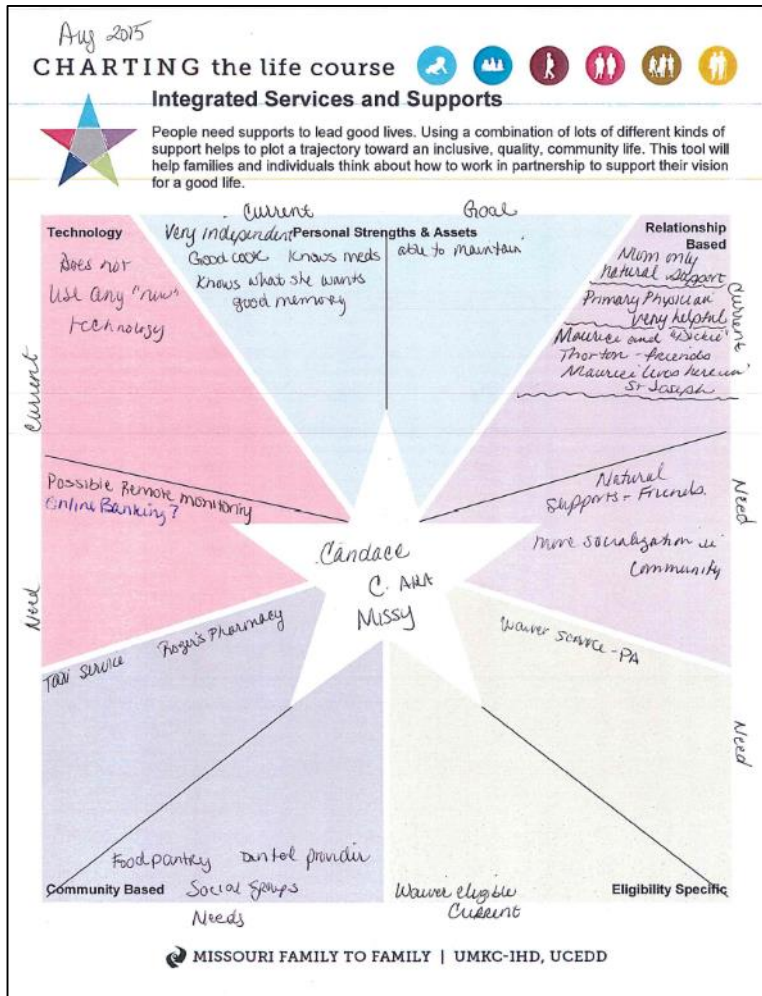
PROGRESSIVE COMMUNITY SERVICES

- Buchanan County, headquarters in St. Joseph, MO
- SB40 Board- funded by County tax dollars. PCS began providing Service Coordination in 2008.
- PCS is also provides Residential supports and Personal Assistant Services.



Shay, Support Coordinator

Integrated Supports Star Worksheet



Shay, Support Coordinator Vision Tool

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 to help individuals with disabilities of all ages start to think about a vision for how they want to live their life as an adult.

May 2015

LIFE DOMAIN	My Vision for My Future	rank	Current Situation/Things to Work On	rank
Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career do I think I might like? Unable to work. Disability income controlled seizures		1	
Community Living	Where would I like to live in my adult life? Will I live alone or with someone else? Currently w/mom	#1	- Needs to find affordable housing w/ utilities for apts. wants apartment w/ older. PA services or else needed. Need introduced to community services and groups	
Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life? Alone at this time.			
Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life? Has primary physician - no activities w/o mom			
Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life? Mom manages bills. No paper copies. Has checking account (w/mom)	#2	Fearful of family stealing money payee?	
Citizenship & Advocacy	In my adult life, what kind of valued roles and responsibilities do I want to have, and how do I want to make sure I have control of how my own life is lived?		consider Guardianship w/ Pub Admin.	
Supports for Family	How will my family still be involved and engaged in my adult life? Mom family not involved picks at that way			
Supports & Services	What types of support will I need to live as independently as possible in my adult life, and where will my supports come from?	#3	Need support w/ pay bills, transportation	

Candace C.

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD MAY 2014

CHARTING the life course

Tool for Developing a Vision - Individual

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Jan 2016

Beginning of Sexes *Now*

LIFE DOMAIN	My Vision for My Future	rank	Current Situation/Things to Work On	rank
Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career do I think I might like? Feels unable to work b/c of seizures. Currently work part-time to keep benefits	9	1	listens to court hearings on most days. Shop for food, house hold items and clothes Need more activities that he can do w/ no cost. Does not want to work.
Community Living	Where would I like to live in my adult life? Will I live alone or with someone else? Does not want to live near a lot of kids. Does not want roommate. No group homes	1	1	lives in 1 bedroom apartment - alone. Currently happy but has never lived alone
Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life? Went to church w/mom - no contact w/ church members. No natural supports in town or state. Isolated	6	3	attending Community of Christ Church near home. Doing w/ another pair fr. wants more friends
Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life? Good rapport w/ physician. Schedules w/ appointments on ER when ill - panic attacks	5	2	Dr's office staff check on her regularly. Meds consistent. Easy w/ doctor. No a lot of activities, could benefit from meal planning. Need support in self-feeding appropriately. Mental health care
Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life? paying mom bills, overdrawn account, doesn't balance ledger or track spending correctly. Fear of not paying bills on time.	2	1	has bank account, knows monthly income and bills Probably needs payee, resources on available learn to balance ledger/ track expenses. Medicaid spend down not paid
Citizenship & Advocacy	In my adult life, what kind of valued roles and responsibilities do I want to have, and how do I want to make sure I have control of how my own life is lived? no roles, daughter - mom. Phased daily	8	7	Does not want public admin. involved. Can't person currently. Meets all decisions but will ask SL, PA, or aunt for guidance.
Supports for Family	How will my family still be involved and engaged in my adult life? Aunt Nancy only family she trusts.	4	4	Aunt Nancy picks her up for weekend visits w/ family. Also picks her up for holiday events. Person can occasionally work or needing anything. Calls several times a day.
Supports & Services	What types of support will I need to live as independently as possible in my adult life, and where will my supports come from? Currently has PA help - bus. Service on hold due to spend down case	3	5	PA goals - budgeting, community integration Needs to be open and honest about & review daily for tracking.

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD February 2014

Becky, Support Coordinator

Vision Tool: Family

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.	

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.

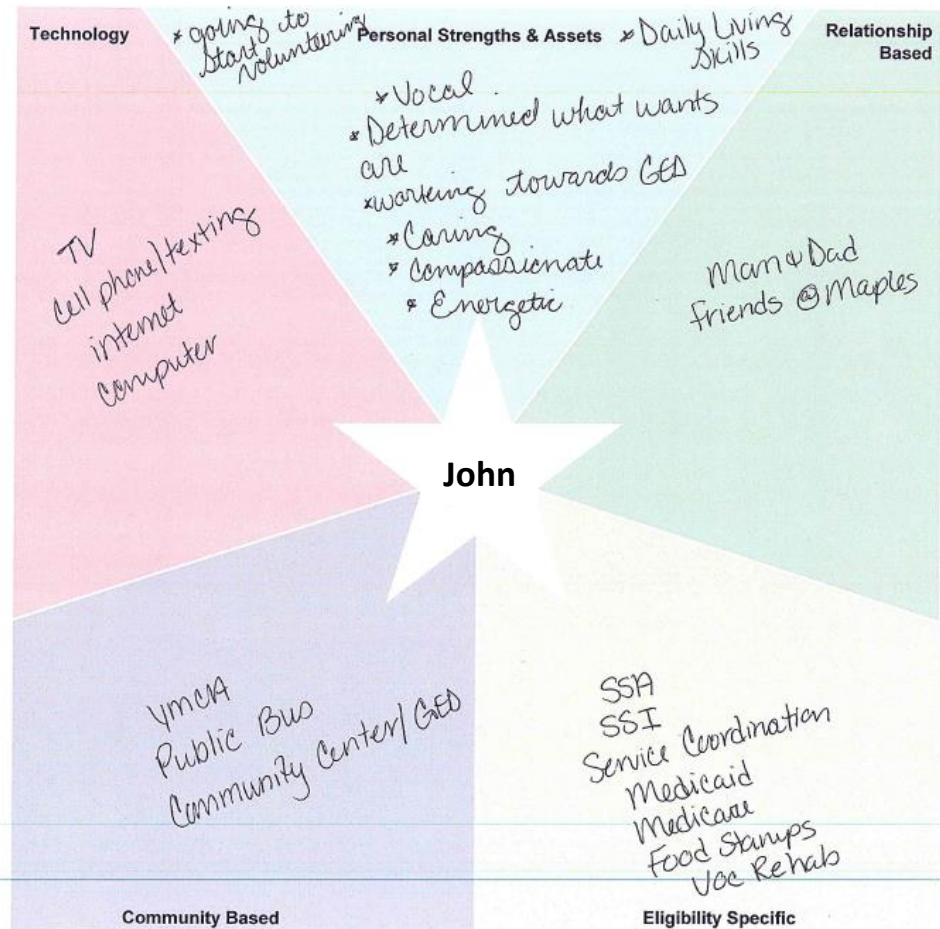
LIFE DOMAIN	My Vision for My Family Member's Future	rank	Current Situation/Things to Work On	rank
 Daily Life Employment	What do I think my child will do during the day in his/her adult life?			
 Community Living	Where and with whom do I think my child will live in his/her adult life?			
 Social & Spirituality	How will my child connect with spiritual and leisure activities; have friendships and relationships in his/her adult life?			
 Healthy Living	How will my child live a healthy lifestyle and manage health care supports as his/her adult life?			
 Safety & Security	How will I ensure the safety of my child from financial, emotional, physical or sexual harm in his/her adult life?			
 Citizenship & Advocacy	How will my child use or obtain his/her education and responsibilities and his/her rights? How will he own his life as an adult?			
 Supports for Family	When will my child be able to receive supports my child needs as an adult?			
 Supports & Services	How will my child be supported in his/her adult life to lead the kind of life he/she wants to independently as possible?			

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.



Lisa, Support Coordinator

Integrated Supports Star

Lisa, Support Coordinator

Life Trajectory Worksheet

CHARTING the life course



Life Trajectory Worksheet: ~~Family~~ Staff

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

- involved in Community
- Job
- Active
- Have closer relationships with family.
- * Alone time
- Health

What I DON'T Want

- Not being cared for / supported
- Not having anything to do
- Not seeing family / Aunt
- Not going to UCP
- Sick

- going to UCP
 - participating in activities in the community
 - going to church

*work on safety for alone time
 *Voc Rehab for employment
 *Building relationship w/ family.



SCALING IT UP: AGENCY WIDE

- Strategic Plan
- Website
- Hiring Practices

Enriching the lives of individuals with developmental disabilities

PROGRESSIVE COMMUNITY SERVICES

Home Our Services Human Resources Informative Resources Who We Are

Charting the Life Course

VISION for a GOOD LIFE

What I DON'T Want

Life Trajectory : 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.

PROGRESSIVE COMMUNITY SERVICES

Strategic Plan 2015 to 2018

MISSION:
Build relationships to inspire social change, empower people and challenge the status quo.

VISION:
An inclusive community where all people have value.

VALUES:

- Person-centered supports.
- Embracing innovation to empower individuals and employees.
- Ethically driven decisions and actions.*
- Enabling meaningful lives through integrated supports, inclusion and relationships.
- Ensuring health and safety while promoting freedom of choice.

*Pursuant to Personnel Policy 232, available upon request.

SCALING IT UP: EMPLOYEE TRAJECTORY

Trajectory Worksheet for Employees

Use this sheet to talk about goals the employee should be working towards for the year. Use the steps on the arrows and the attached sheet to list a couple of steps to reach the goal. Use the obstacles to identify issues that are keeping the employee from the Vision and Goals.

Consider these areas when identifying goals:

- More meaningful lives for the people we support
- Competencies and requirements of the job
- Attitude, attendance and professionalism
- Philosophy and Actions
- Development through training and coaching

Name of Employee: _____ Hire Date: _____

Supervisor Signature: _____ Date: _____

Employee Signature: _____ Date: _____

VISION and GOALS for the Year

Obstacles / What We Don't Want

GOAL 4 STEPS

GOAL 3 STEPS

GOAL 2 STEPS

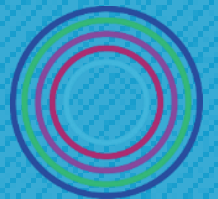
GOAL 1 STEPS

PCS Vision
An inclusive community where all people have value.

PCS Mission
Build relationships to inspire social change, empower people and challenge the status quo.

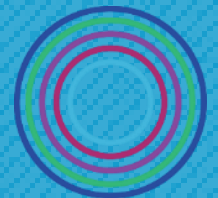
MAKING SWEEPING CHANGES

Organizational Level





- Springfield, Missouri
- 5 programs under Abilities First: The Next Step, Missouri First Steps, Art Inspired, Art Inspired Boutique and Art Inspired Academy
- Provides Support Coordination and Targeted Case Management to Greene and Webster Counties through the Springfield Regional Office





Maggie – Educational Liaison

Educational Liaison – Educates and supports Greene County Support Coordinators and families to better navigate the special education system in schools. (Intensive Supports)



GETTING STARTED

Getting familiar with LifeCourse:

- Regularly attended F2F/LifeCourse Stakeholders
- Participated in LifeCourse Tools and Practices Workgroup
- LifeCourse intensive training with UMKC-IHD, UCEDD

After the One Day Intensive:

Abilities First Leadership:

- Leadership team self-use of LifeCourse Tools
- Met to discuss how tools helped in their own lives



CRITICAL COMPONENTS

1. Language – The LifeCourse concepts and principals have to become part of the language. We have to model using the language.

**IE: “A Good Life”

2. Benefit – Projecting and exemplifying the benefit of the Tools. IE: Problem solving, Developing a Plan, Answering Questions and Assisting Families in Crisis

**We have to reflect the benefit in as many ways possible.

3. Workability – How can this tool work with ease while not being viewed as “just another document required?”

**Prove that the tools will solve problems by training with them and putting the tools into action.

4. Excitement – Educational LifeCourse Launch

**Excitement gets team members on board.

SCALING IT UP

- Kick off with ALL staff
 - Support Coordinators, Directors, Seniors, Mentors, Janitors, Admin Assistants and more
- Informative and FUN event
- Potluck
- Public Service Announcement
- Shout Outs – positive bombardment



REFRAMING

LifeCourse Life Stage Focused Materials



Prenatal & Infancy
Early years, wondering if meeting developmental milestones

Dear Families and Individuals,

I hope that this letter finds you well. If you are new to our services, let me welcome you to the creative and beneficial world of support coordination.

Here at Abilities First and Missouri First Steps we are working hard towards assisting in the planning process for individuals with developmental disabilities.

As you know, throughout the life course each stage of development effects the stages to come. This perspective enables us, as a support team, to address the stage that we are in now as well as think of the stages to come.

Enclosed is a packet of questions to assist you in thinking about the planning process. *Please review the questions and highlight the ones that you would like to focus on.* There is also space to jot down notes as needed. Please have this document at the next meeting with your Support Coordinator. This will guide a discussion for planning in order to assist in making certain that you or your loved on have the best chance at a good life.

Support Coordinator Name

Support Coordinator



1370 E. Primrose, Suite A
 Springfield, MO 65804
 Phone: 417-886-0407
 Cell #: 417-000-0000
 Fax: 417-886-0405
[name@abilitiesfirst.net](mailto:aname@abilitiesfirst.net)



Prenatal & Infancy

Early years, wondering if meeting developmental milestones

DAILY LIFE

Are you worried about how a diagnosis might affect my future?

Do you have a vision or plan in mind for me when I get older that will support my growth and development now?

Have you established a daily routine for me?

How can technology assist you with helping me with daily activities?

Are you playing with me and helping me to find ways to learn about and explore my environment?

Do you recognize and respond to my signs, signals, babbling, gestures, and words?

COMMUNITY LIVING

If things change regarding our family income or your ability to work, how will that impact our ability to continue to live in our current home?

Are there accessibility issues in our home that need to be addressed?

WHAT'S DIFFERENT NOW?

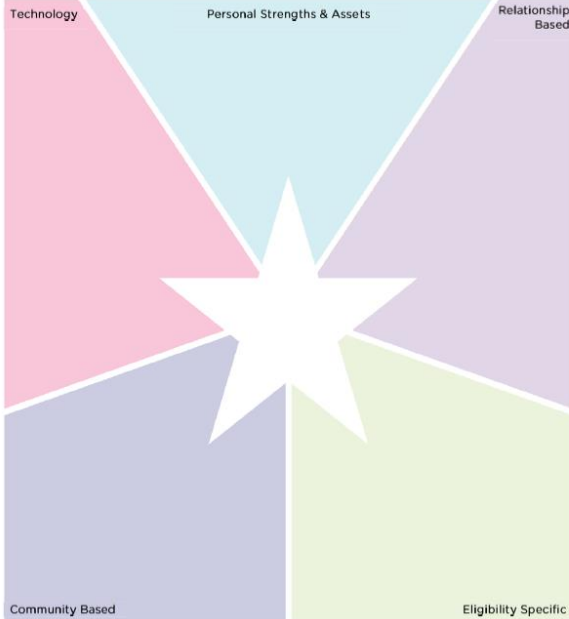
- Each ISP has a Tool Integrated or Attached annually
- Tools are used for resolution of problematic situations, planning, clarification, etc.
- Cross Agency Trainings are based off of the Framework
- In-Service Title: Successfully Navigating an Early Referral Process with One Team and One Mission.”
- All Teams of Support Coordinators are trained by Mentors on the LifeCourse and Tools
- Educational Liaison utilizes School Profile to provide intensive case management and training

LIFECOURSE SCHOOL PORTFOLIO



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.



DEVELOPED BY MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD OCTOBER 2015



TURNING ABILITIES INTO OPPORTUNITIES
GREENE COUNTY RESOURCE BOARD FOR
PEOPLE WITH DEVELOPMENTAL DISABILITIES

_____ 's ONE-PAGE SCHOOL PROFILE

What people like & admire about me

Journey through School

Past Life Experiences

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

LIST past life experiences that pushed the arrow toward things you



Write current age in the STAR

Future Life Experiences

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

LIST life experiences to avoid because they push you toward things you

VISION for a GOOD LIFE

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

What I DON'T Want

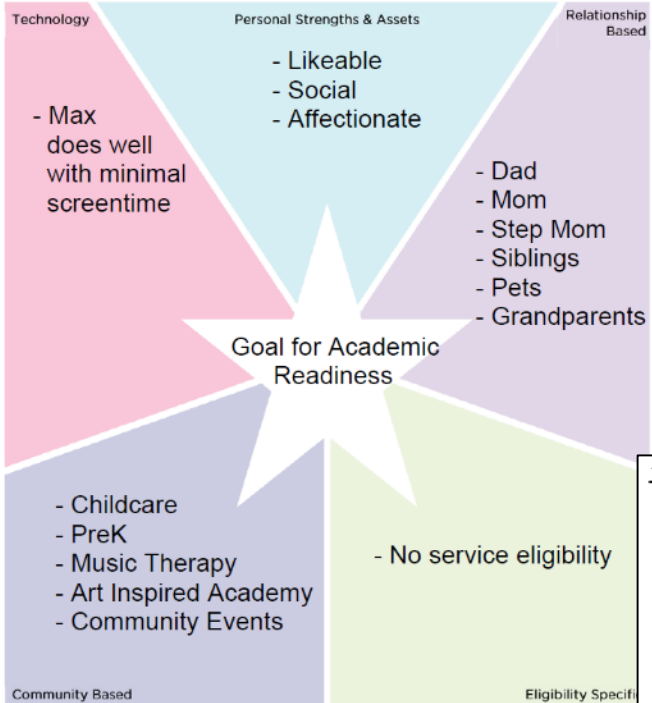
LIST the things you don't want in your life...





Integrated Services and Supports

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DEVELOPED BY MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD OCTOBER 20



TURNING ABILITIES INTO OPPORTUNITIES
GREENE COUNTY RESOURCE BOARD FOR
PEOPLE WITH DEVELOPMENTAL DISABILITIES

MAX'S ONE-PAGE SCHOOL PROFILE

What people like & admire about me

- Funny
- Cute
- Little
- Complimentary
- Affectionate
- Energetic



What's Important to ME

How to Best Support ME

Journey through School

Past Life Experiences

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

- Separated parents improved relationship
- Appropriate sleep
- Universal expectations
- Time with family
- Appropriate time with family

Future Life Experiences

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

- Starting school when Max is ready
- Supporting and teaching self control
- Consistent Parenting
- Good Communication

VISION for a GOOD LIFE

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

- School success
- Friends
- Happiness
- Appropriate behavior and social functioning
- Positive relationships
- Consistent expectations

LIST past life experiences that pushed the arrow toward things you

- Inappropriate amount of screen time
- Mixed signals
- Lower expectations due to birth order (the baby)
- Lack of consistency
- Poor communication with PreK



Write current age in the STAR

LIST life experiences to avoid because they push you toward things you

- Pushing Max to do things that he isn't ready for
- Encouraging an inflated sense of self
- "babying" him
- Mixed expectations, inconsistency

What I DON'T Want

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

- Aggression
- Different conflicting expectations
- Behavioral struggles (particularly in school)



Max's School Portfolio



Coming this summer: Making an Impact in Education

- Agency Conference in conjunction with Springfield Public Schools
- Collaborative event with school system, community and select agencies
- All attendees will complete a School Profile!





Lessons Learned

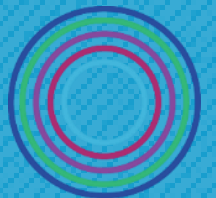
Before: Dictating mandatory use of one specific tool without the preparation = resistance

After: Choice of what tools to use to benefit families in their unique situations



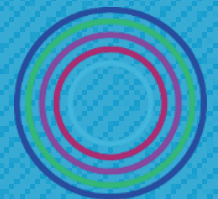
CREATING TRANSFORMATIONAL CHANGE

LifeCourse at the Organizational & Community Levels





- Northeast Missouri
- County board of services for developmental disabilities
- Provides Targeted Case Management, Direct Supports and Services




John's Vision For Good Life: Developed At Annual Person Centered Planning Meeting With Support Coordinator

Vision for a Good Life

* Visit Mom / spend time as she gets older

* Making good \$, job I Love

* Moving forward → , Internet

Being my own guardian - don't want to rush, being in control of \$, not having

* Living alone - no roommate - ^{lots of} growing staff
- transportation + check

* Doing more lawn/snow blowing business

* Not getting bored - ever!

Getting support on my own terms

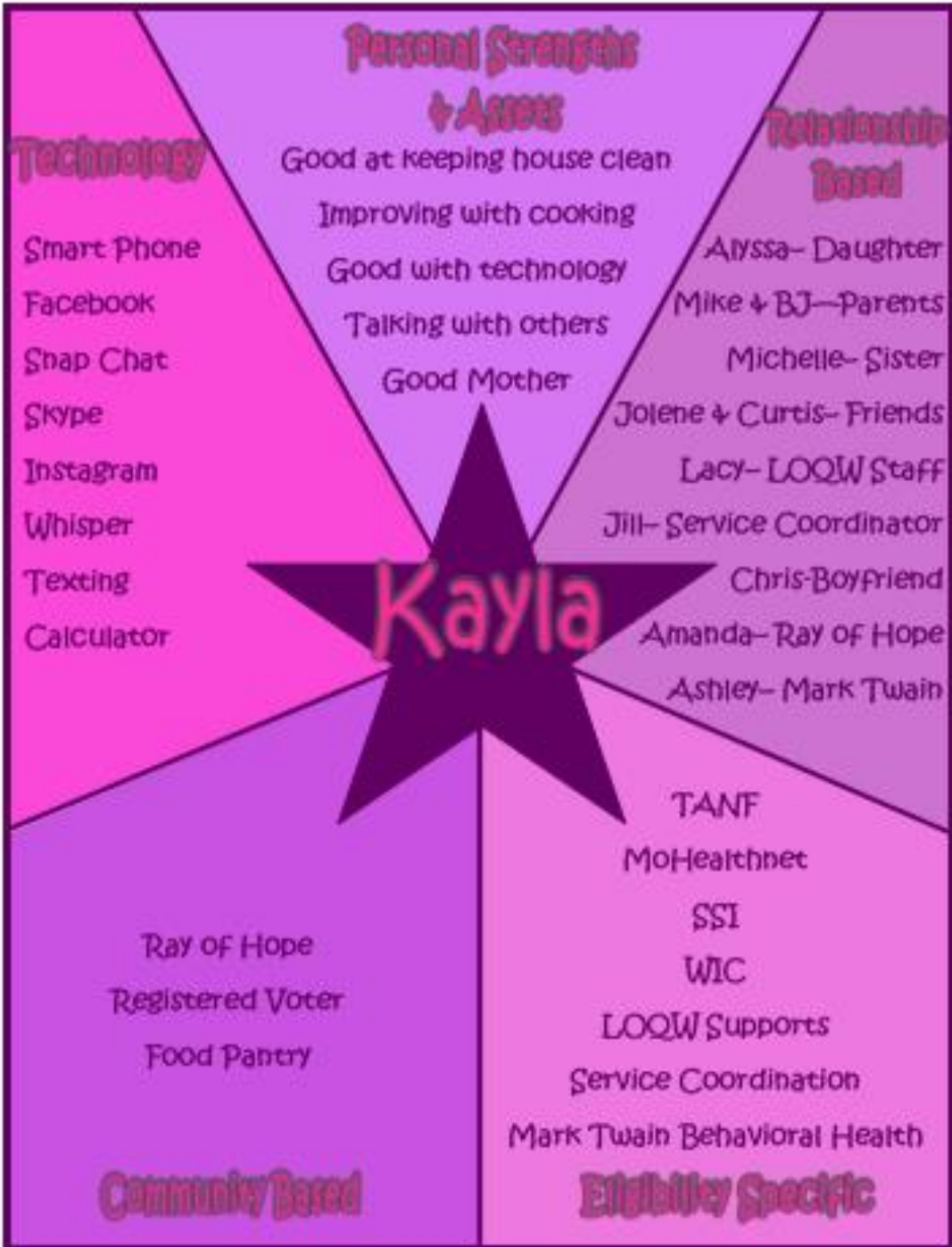
What I DON'T Want

Lose job

Not having reliable transportation
not feeling trapped, restricted, stuck

Not being in placement ^{→ staff} rest of your life.

Others making the rules/decisions



INTEGRATED SUPPORTS STAR

Developed During Annual Person Center Planning Meeting With Support Coordinator

LIFE TRAJECTORY WORKSHEET

Using the trajectory for career planning

Employment Trajectory Worksheet:

Contributions:
Skills, Experience, Attributes, Talents

- Hard Working
- On time / prompt / reliable
- Wakes up around 6 am
- Motivated by money
- Will pick up extra shifts
- Knows what cleaning supplies are used while cleaning the restroom and how to use them safely
- Showers and wears clean clothing each day
- Will work weekends

What I DON'T Want

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

VISION for good employment and a GOOD LIFE

Long term employment desires and goals:

Kenny would like to find a job that he is good at and enjoys for long term employment. Kenny enjoys custodial work and finds that it is a good match for him. He finds it very important that the factors under “What I DON’T Want” are respected when job seeking.

Kenny’s ultimate goal is to find full time employment with benefits and to live independently. Kenny understands that this can only happen when it is considered safe for himself and everyone else.

Conditions:

- Part-time employment
- Line-of-site supervision at all times
- Make at least minimum wage
- Co-workers / staff are respectful to him

Preferences:

- Would like to work indoors when the weather outside is too hot
- Custodial employment
- Cutting grass

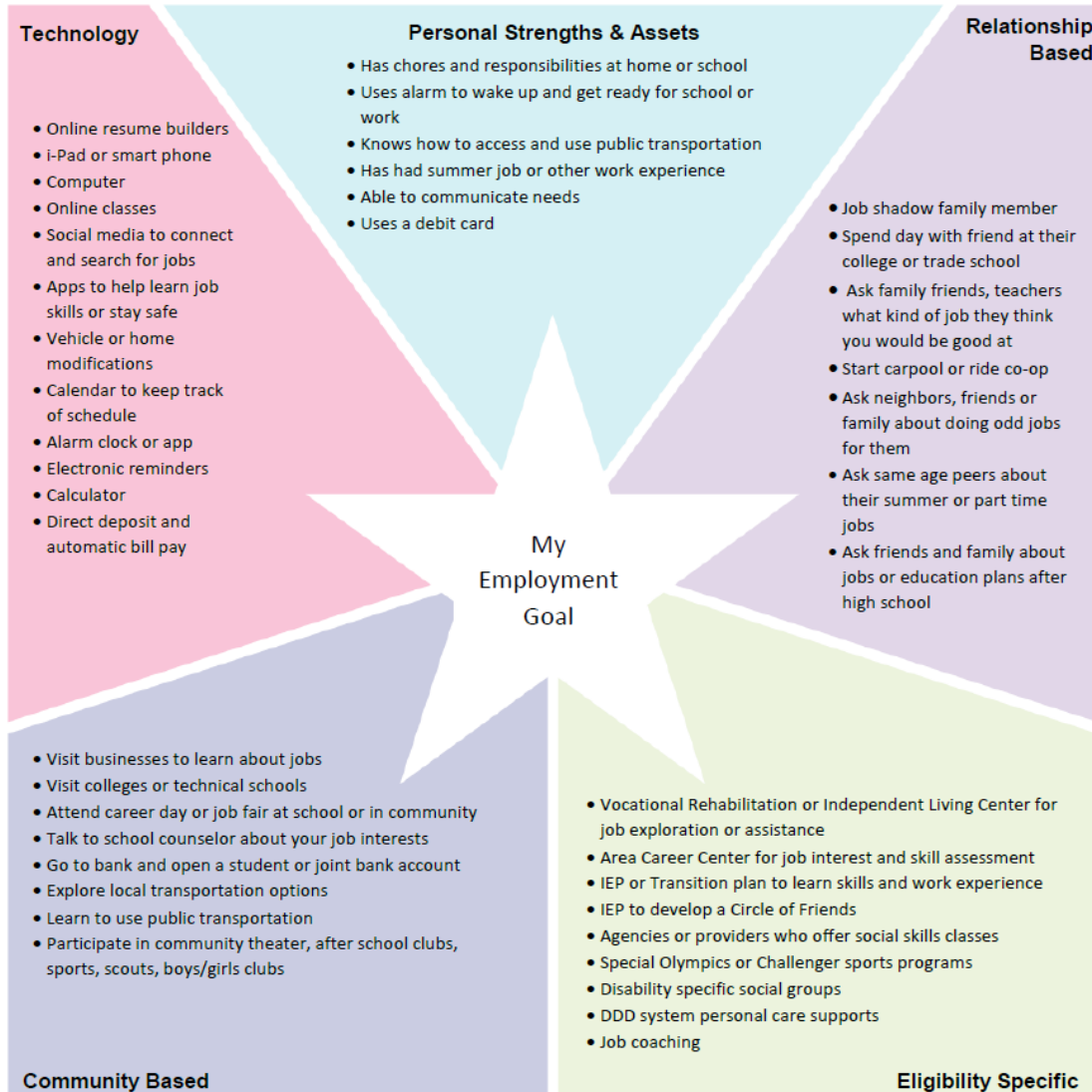
Support Needs:

- Assistance learning the routine and new job tasks
- Reminders to be clean shaven
- Transportation to and from work from Carrs
- Audio learner with demonstration as needed

(May include: Schedule, Salary, Benefits, Appearance, Learning Style, Supervisor Interaction, Environment, etc.)

MISSOURI FAMILY TO FAMILY | UMRC-IHD, UCEDD

MAY 2014



INTEGRATED SUPPORTS STAR

for Career Planning & Problem-solving

Changing Process & Practice


Expectations of Persons Served

Our consumers are our livelihood. LOQW must provide quality services and always strive to exceed the expectations of persons served.

Objective	Goal	Responsible Parties	Resources Needed	Timeline	Status	Comments
LOQW consumers will remain satisfied with services	Input regarding services will be gathered on the consumer's monthly review as well as random monthly quality assistance calls	Managers, Records Technicians	Computer, phone	Ongoing	I	
	Provide employment, community, personal, and social opportunities to LOQW consumers that meet their needs and reflect their choices and social capital	Director of Community Services, Managers, All direct care staff	Funding, community resources & connections	Ongoing	I	
LOQW consumers will receive services in a safe & healthy environment	Staff will receive specialized training on specific medical needs of consumers with whom they work	Dir. of Community Services, HR, Managers, All	\$, computer/Internet, access to basic information	Ongoing	I	
	safety drills will be held with consumers living in their own homes at least annually	Managers, Direct care staff	SetWorks	1.2015		
LOQW will maintain a safe and adequate fleet of vehicles to support the daily operations of the organization	Continue to complete monthly vehicle safety checklists on each vehicle	Managers, Safety Director, All staff	\$	Ongoing	I	
	Report all needed repairs or staff concerns & follow up for compliance	Managers, All staff, Safety Director	Communication opportunities	Ongoing	I	
	Report vehicle problems, accidents, etc. to the business office within 24 hours	Managers, All Staff	Messaging system	Ongoing	I	



Learning Opportunities Quality Works, Inc Initial and Annual Assessment

 Consumer Name (first, middle initial, last name):
Date of birth:

Instructions for use: Mark if this assessment is annual or initial assessment. Meet with the individual and support members of their choice, ask each question in succession. Answers should be recorded in full sentence form so that when they are read in succession the answers create a story, without need to summarize.

Initial Assessment Annual Assessment

Contributing staff or family:

Community Living

Living Arrangement:

Do you like where you live and who you live with? Are there any modifications in your home needed to (ramps, stairs, etc.)? Do you feel safe when you are at home?

Transportation and Community Access:

Are there nearby places you like/need to go and how do you get there? What support do you need, if any, to access your community?

Is there anything you would like to learn how to do as a hobby or a special interest to you?

Social and Spirituality

Communication:

Who are your family and friends that are most important to you and what do you enjoy doing together?

How do you communicate with your family and friends (Verbal/ Nonverbal, letters, phone, email, sign language, communication device) and is there a way you could make more frequent contact?

All Charting the Life Course category logos and graphics from the Missouri Family to Family Resource Guide, and can be found at: <http://mofamilytofamily.org/?catid=62>.

LifeCourse Planning Portfolio


Life Trajectory Worksheet

Past Life Experiences
Review last year's goals









Review what didn't work last year


Action Steps to the Future
List goals for the upcoming year

List risks and obstacles that might push your trajectory toward what you don't want




Write current age in star



Integrated Services and Supports




My LifeCourse Portfolio

_____ 's ONE-PAGE PROFILE

Technology

Personal Strengths & Assets

Relationship Based



Community Based

Eligibility Specific

SIGNATURES

Person served	Date	LOQM Staff	Date
Parent/Guardian	Date	Additional Supporter	Date

My LifeCourse Portfolio is a template of the Family LifeCourse Network | UMMC HD, UCEDD. More materials at lifecoursebooks.com December 2015

What I DON'T Want

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

What people like to admire about me (My contributions and talents)

What's Important to ME (My conditions, preferences, values)

How to Best Support ME (Strategies for working together)

Adapted from the Learning Community for Person-Centered Practices and Skills Support. Adapted from: <http://www.randersonline.com/learn/center/learning-community/one-page-profile-sample/>

Youth Leadership Academy

Reorganized
the Youth
Leadership
Academy
using the
LifeCourse



Organizational Strategic Thinking: Evolving Day Habilitation Services

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

Visions:

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

Grand Opening January 2015!

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

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	Personal Strengths & Assets	Relationship Based
Social Media: Facebook, Pinterest, YouTube Videos & TED Talks....	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.	Advocacy Skills Values Community Values relationships with community and others
Comfortable using laptops, iPad, Projectors, and other devices.	Organized & Resourceful! Is a self-starter!	Support People First and Serve as local Chapter Advisor for Monroe City Recruit & Organize Volunteers
Comfortable teaching others to utilize technology for learning, recreation, and building and maintaining connections with family and friends.		Provide outreach and Motivate people to join in Assist with Program Services as needed when available
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		
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 tools to support people with challenging behaviors Communicates in a comfortable way to all visiting: People who Need Support / Bring Support!
Community Based		Eligibility Specific

The Hub Be a Part of the Center!

Community Center Culture and Expectations

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

LOQW, Inc.

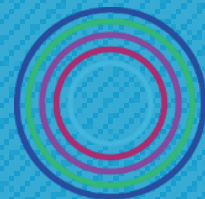
Lessons Learned

- Flexibility with tools
- Relax
- See how they work for your particular situation



ENHANCING SUPPORTS TO FAMILIES

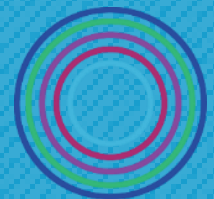
LifeCourse at the Systems Level



DIVISION OF DEVELOPMENTAL DISABILITIES



- State Developmental Disabilities Service System
- Established 1974
- Operates five HCBS Waivers including Comprehensive, Support, Children with Developmental Disabilities, Partnership for Hope, and Autism Waiver.



BACKGROUND

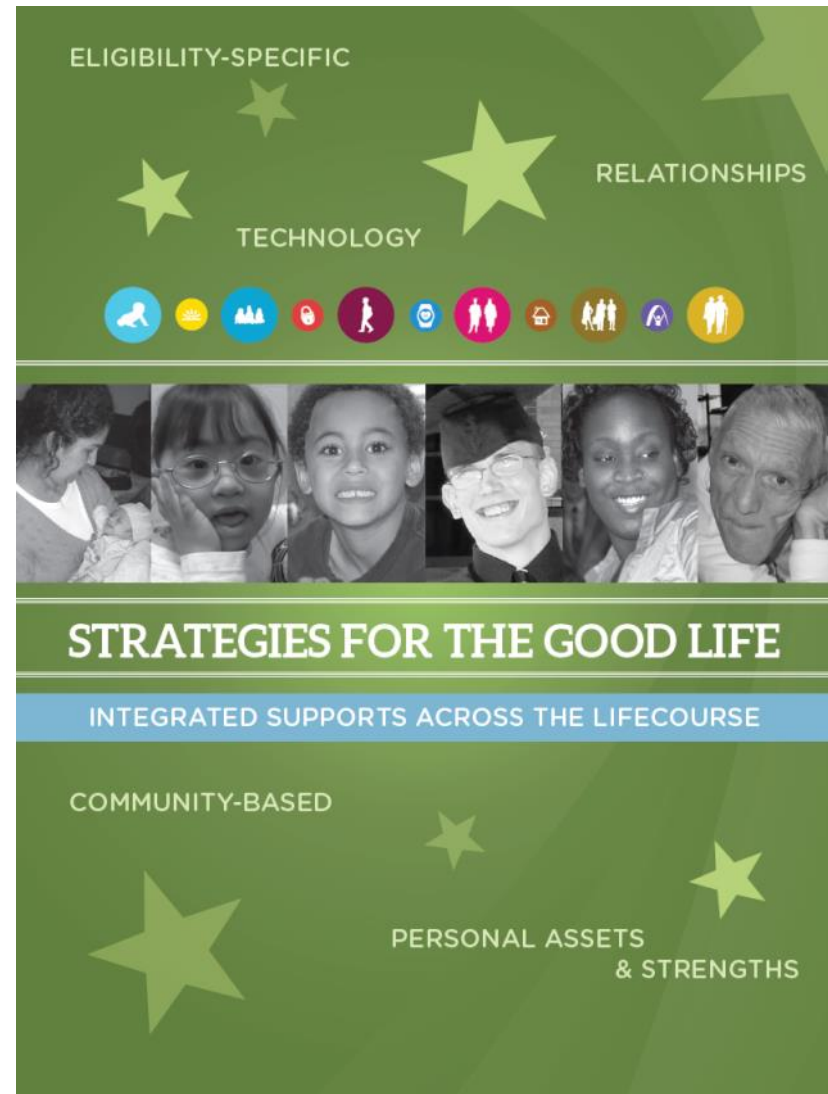
- Strong commitment to supporting families at the leadership level
- LifeCourse aligned with their priorities (vision & values)
- Division contracted with UMKC IHD, UCEDD 6 years ago prior to establishing Community of Practice
- Started out focused on Family Support, expanded to a systems change initiative



REFRAMING: Inside DDD

Inside the Division:

- Intake
- Service Coordination
- Self-directed Supports (Planning)
- Employment Planning
- Advocacy
- Regional Office Directors



REFRAMING across Systems & Projects

Family to Family at Missouri UCEDD
 Early Childhood, Part C
 School Districts, Special Education
 PNS Show Me Careers Pilot Sites

Special Health Care Needs
 Dept. Health and Senior Services
 Vocational Rehabilitation
 Pre-Employment Transition Specialists (PETS)
 Regional Transition Networks

ELIGIBILITY-SPECIFIC
 TECHNOLOGY
 RELATIONSHIPS
 PERSONAL ASSETS & STRENGTHS
STRATEGIES FOR THE GOOD LIFE
 INTEGRATED SUPPORTS ACROSS THE LIFE COURSE
 COMMUNITY-BASED

Charting the LifeCourse
 Experiences and Questions Booklet
 A Guide for Individuals, Families, and Professionals
 MISSOURI FAMILY TO FAMILY CENTER, MISSOURI INSTITUTE FOR RESEARCH AND DEVELOPMENT, UCEDD

Charting the LifeCourse
Transition
LIFEDOMAIN
LIFE STAGE


Charting the LifeCourse
Daily Life & Employment
LIFEDOMAIN
LIFE STAGE
 DEVELOPED BY MISSOURI FAMILY TO FAMILY CENTER, MISSOURI INSTITUTE FOR RESEARCH AND DEVELOPMENT, UCEDD
 IN PARTNERSHIP WITH SHOW-ME CAREERS

Integrated Services and Supports: Safety and Security
 Technology
 Personal Strengths & Assets
 Relationships Based
 Safety & Security
 Missouri Family to Family Center, Missouri Institute for Research and Development, UCEDD

NEXT STEPS: Community Wide Events

- Partnering with SB40 Boards and F2F to host 5 LifeCourse Community-wide events across the state
- March – May 2016

LifeCourse Community Wide Events



ADDITIONAL WORKSHOPS

If you can't attend this workshop, please consider one of the others being hosted across Missouri.

Southeast Missouri
March 22, 2016

Central Missouri
May 5, 2016

St. Louis area
May 10, 2016

Kansas City area
May 18, 2016

Details at mofamilytofamily.org/CWE

Charting the Course to a "Good Life" for All

Join us to learn about the "LifeCourse Framework" and the roles we hold in our day-to-day lives to support individuals with intellectual and developmental disabilities. We will learn about new tools that can be used to enhance a person-centered approach to a full life.

This interactive, hands-on workshop will:

- Explore the effect of past and current policies and practices of the disability service system on available supports
- Highlight the significant role families play in their members with disabilities lives across the lifespan.
- Introduce the LifeCourse Framework as a foundation for working with individuals with disabilities and their families to achieve a "good life"
- Provide real life examples and strategies that can be used to impact the trajectory towards a "good life".

Who should attend:
Self-advocates, family members, support coordinators, providers, early intervention and health care providers, family groups, planners, teachers, recreation programs, state/county staff and general community.


WHEN: March 1, 2016
10am-3pm

WHERE: Executive Conference Center/910 Ballroom
910 W. Battlefield
Springfield, MO 65807

RSVP to: Kim Ward, Abilities First,
417-633-9075 or kward@abilitiesfirst.net


Admission and materials are free; however, there is a cost for lunch (\$10.00 per person). Please contact host for details.

LED BY






MOF2F LifeCourse Network at UMKC IHD
Statewide network, staffed by family members of people with disabilities, that provides information, peer support, leadership opportunities and training for people with disabilities, their families and supporters.

HOSTED BY



Abilities FIRST

in partnership with



SPECIFIC CHANGES:

Updated Quality Outcomes

LifeCourse Framework Life Domain	DMH Division of Developmental Disabilities (DDD) Missouri Quality Outcomes (MOQO)
 Daily Life & Employment	People Participate in Meaningful Daily Activities of Their Choice
 Community Living	People Live in Communities They Choose, with Whom They Choose an in Homes and Environments Designed to Meet Their Needs
 Safety & Security	People are Educated about Their Rights and Practice Strategies to Promote Their Safety and Security
 Healthy Living	People Are Able to Choose Health/Mental Health Resources and Are Supported in Making Informed Decisions regarding their Health and Well-Being
 Social & Spirituality	People Are Active Members of Their Communities While Determining Valued Roles and Relationships through Self-Determination
 Citizenship & Advocacy	People Have Opportunities to Advocate for Themselves, Others and Causes They Believe In, including Personal Goals and Dreams

SPECIFIC CHANGES:

Culture of Front Door & Intake Staff



State DD Agency

- Intake and Eligibility for State Division of DD and Medicaid Waiver services
- Person Centered Target Case Management and Support Coordination
- Provision and oversight of long term services and supports
- On-going quality enhancement and data collection of services and supports

Affiliation/
Partnership

Missouri F2F Resource Center

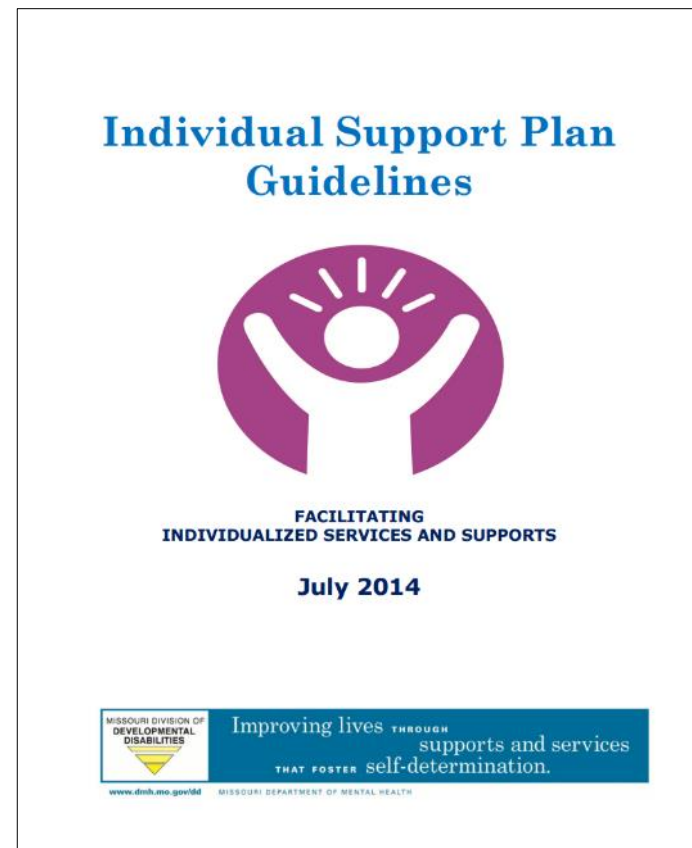
Parent-to-parent peer support for families of CYSHCN:

- Recruits and trains family mentors
- Maintains a pool of over 400 trained mentors
- Assists with creating timely and effective peer matches
- Provides follow-up support
- Evaluates outcomes
- Provides information on community resources

SPECIFIC CHANGES:

Enhanced Service Coordination

- New Individual Service Plan (ISP) Guidelines based on CMS HCBS Rules
- Updating Service Coordinator Manual to include LifeCourse framework and principles
- Hosted educational and training workshops for support coordinators on the framework and how to use the tools



LESSONS LEARNED

- Top-down, then bottom up
- Offering the use of tools as opposed mandating them

Questions, Reflections & Discussion

LIFECOURSE TOOLS

LIFECOURSE TOOLS

LIFECOURSE PRINCIPLES

LIFECOURSE IN ACTION ▾

CONNECT ▾

ABOUT



LifeCourseTools.com



Innovations Webinar Series

Next webinar:

March 24, 2016

Topic TBA

Archived webinars:

- Overview of the LifeCourse Framework
- Focusing on the Front Door of Long Term Services & Supports
- We're All in This Together: Uniting the Movements for a Good Life
- Reframing the Conversation at All Levels: Tools for Change
- Technology & Strategies for Supporting Families





SUPPORTING FAMILIES

of individuals with intellectual & developmental disabilities

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

LATEST NEWS

Technology & Strategies for Supporting Families
CoP #Innovations Webinar October 29, 2015



FUNDED by



ADMINISTRATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

NATIONAL partners



Welcome!

The Community of Practice for Supporting Families of Individuals with Intellectual & Developmental Disabilities involves working with six states to develop systems of support for families throughout the lifespan of their family member with intellectual and developmental disabilities (I/DD).

The Supporting Families project is operated under a five year grant awarded to NASDDDS by the Administration on Intellectual and Developmental Disabilities (AIDD) beginning October 2012. Grant partners include University of Missouri Kansas City-Institute on Human Development (UMKC-IHD), Human Services Research Institute (HSRI) and the National Association of State Directors of Developmental Disabilities Services (NASDDDS).

MAILINGlist

Get updates about the national project, state teams, and supporting families!

First Name

Last Name

Email Address*

Visit us online at supportstofamilies.org