Introductions and Questions for You

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- How did you decide where you wanted to live?
- How did you decide where you wanted to work?
- How did you decide on your career path?
- How do you decide on your plans for the weekend?
- How do you make decisions on the clothes you wear or what you eat for lunch?
What is Charting the LifeCourse?

• The Charting the LifeCourse framework helps organizations to assess, enhance, develop, and evaluate policies, practices and procedures to ensure person and family centered supports that lead to good lives.

• The CtLC principles and tools can be integrated into existing processes with individuals, families, and staff, and can also be used for supporting organizational strategic thinking and planning.
What is **Charting the LifeCourse?**

**Charting the LifeCourse IS:**
- About having different conversations
- A different way of thinking
- Encouraging high expectations
- Having life experiences to move the trajectory in the desired direction
- Integrating multiple types of support

**Charting the LifeCourse IS NOT:**
- Only for professionals to use
- Just about the “tools”
- A “program”
- Designed for just one specific age group
- Solely for people with disabilities and their families
Charting the LifeCourse™

Guiding Principles

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

Focusing on ALL

100%
4.9 million citizens with developmental disabilities

75%

25%
25% national percentage receiving state DD services

Introduction to LifeCourse Framework Video (18 min)
https://youtu.be/hWrGklhIkgA
LifeCourse Key Principles

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

1. Focusing on 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 access to the supports they need.

2. Recognizing the person within the context of their family: Roles adjust as individual members in the family system change and age. The entire family needs supports to ensure they are all able to successfully live their good life.

3. Trajectory of life experiences across the Lifespan- focus on life stages we all go through and important to have a vision of a good, quality opportunities and experiences throughout the Trajectory of life.
LifeCourse Key Principles


• 5. Holistic Focus Across the Life Domains: ways to be connected, integrated to have a good quality of life. Example: Safety and Security.

• 6. Supporting the Three Buckets of Need:
  1. Discovery and Navigation
  2. Connecting and Networking
  3. Goods and Services
Life Course Key Principles

7. Integrated Services and Supports Across the LifeCourse: individuals and families access array of integrated supports to achieve their envisioned good life.

**Examples**: public, privately funded, eligibility determined, community-based supports, technology and personal strengths and assets.

8. Transformational Policy and System Change- being involved in policy making to influence planning, policy implementation, research and revisions to practices that affect them.
Charting the LifeCourse...
- Is about having different conversations
- Is a different way of thinking
- Is about encouraging high expectations
- Is about having life experiences to move the trajectory in the desired direction
- Is about integrating lots of different kinds of support, and not just having an “all green life”
- Isn’t JUST about the “tools”
- Isn’t a “program”
Services and Supports are Evolving

1. Everyone exists within the context of family and community

2. Traditional Services

3. Integrated Services and Supports within context of person, family and community
Helping families articulate what they need - Video

https://youtu.be/lRHg4P27zWo
Intergrated Support Star

• The Integrated Support Star principle and tool can be used by anyone (individuals, families, or professionals) to guide their thinking about supports.

• It can be used for mapping current services and supports, problem-solving for a specific need, or planning the next steps.

• Identifies the Supports you are using and also think about other supports that might be helpful in your community and life.

• The right supports can help you ensure you overall quality of life.

• Some supports are centered around relationships, your personal strengths and assets you have which with a combination --can help consumer achieve a vision for a good life!
PERSONAL STRENGTHS & ASSETS

Skills, personal abilities, knowledge or life experiences; Strengths, things a person is good at or others like and admire; Assets, personal belongings and resources

TECHNOLOGY

Personal technology anyone uses; Assistive or adaptive technology with day to day tasks; Environmental technology designed to help with or adapt surroundings

RELATIONSHIPS

Family and others that love and care about each other; Friends that spend time together or have things in common; Acquaintances that come into frequent contact but don’t know well

COMMUNITY BASED

Places such as businesses, parks, schools, faith-based communities, health care facilities; Groups or membership organizations; Local services or public resources everyone uses

ELIGIBILITY SPECIFIC

Needs based services based on age, geography, income level, or employment status; Government paid services based on disability or diagnosis, such as special education or Medicaid
https://youtu.be/ubRIPqUl4Ag

Intergrated Support Star Video

Origin of the Intergrated Support Star (2 min)
Life Trajectory for Exploring and Planning

• This is used to help determine how to create a vision for a good life!
• Provides space to explore the things are going well in consumer's life or the things that are stopping a consumer from reaching their good life.
• This is taught in a strengths-based concept to think about the consumer's life: both short and long term.
• The higher the expectations, the more opportunities and experiences will be possible and lead towards achieving goals and dreams.
Life Trajectory Worksheet

- Participated in Girl Scout Young Life + other organizations
- Boyfriend Manny
- Had my own house for a while
- Previous jobs @ daycares + animal shelters
- Going to counseling
- Job @ the mail

Vision for a Good Life
- Get married & maybe have kids
- Have my own house
- Have a job with a schedule that lets me spend time with my family
- Get along with my sisters
- Spend more time with friends

What I Don’t Want
- More surgery + hospitalizations
- Have no money
- Be bored at home alone

Medical issues that may mean I can’t have kids
- Stomach pain & headaches
- Severe acid reflux
- Constipation
- Sensitivity issues

My LifeCourse Portfolio is a template of the UMBC HSD, UCEDD. More materials at lifecoursebook.com
Past Life Experiences
List past life experiences and events that have supported your vision for a good life.

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

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”.

List past life experiences that pushed your trajectory toward things you don’t want.
Life Domain Vision Tool

• This tool describes the what the consumer's vison looks like in the following areas:
  • Social and Spirituality
  • Healthy Living
  • Daily Life and Employment
  • Safety and Security
<table>
<thead>
<tr>
<th>LIFE DOMAIN</th>
<th>DESCRIPTION</th>
<th>MY VISION FOR MY FUTURE</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Life &amp; Employment:</td>
<td>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?</td>
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<tr>
<td>Community Living:</td>
<td>Where would I like to live in my adult life? Will I live alone or with someone else?</td>
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<td></td>
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<tr>
<td>Social &amp; Spirituality:</td>
<td>How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?</td>
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<td>Healthy Living:</td>
<td>How will I live a healthy lifestyle and manage health care supports in my adult life?</td>
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<td><strong>Safety &amp; Security:</strong></td>
<td>How will I stay safe from financial, emotional, physical or sexual harm in my adult life?</td>
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<tr>
<td><strong>Advocacy &amp; Engagement:</strong></td>
<td>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?</td>
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<tr>
<td><strong>Supports for Family:</strong></td>
<td>How do I want my family to still be involved and engaged in my adult life?</td>
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<tr>
<td><strong>Supports &amp; Services:</strong></td>
<td>What support will I need to live as independently as possible in my adult life, and where will my supports come from?</td>
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Using Charting the Life Course for Providers

• How might you apply them to your work with consumers?
• As a provider, could you use these tools to support the consumers we serve?
• Do you see your staff using some of these tools to assist in problem solving with consumers?
• Do you think that staff would be able to talk with consumers about Integrated Support Star, Life Trajectory or a Vision Tool?
Review and Questions

- **Website:** lifecoursetools.com- access tools—please explore!
- Charting the Life Course tools plan to be posted on the provider page under Training.

- We are working to ensure that our CMHCM staff are trained in this practice and each county should have trained staff on each team.
- Upcoming trainings for CMHCM staff- all case holders in March 2024; future trainings for case holders in April 2024.

- QUESTIONS?