

HOW TO USE CHARTING THE LIFECOURSE TOOLS FOR TRANSITION PLANNING

The Postsecondary Transition Planning Process

As an individual member plans for their good life, it is important for them to be able to express their own vision, ideas, and understanding of life experiences and events. However, families often have valuable information, perspective, and opinions, and need a way to express and organize ideas and information as they support and plan with their family member. The family perspective materials are designed to help families articulate their vision of what they want/don't want for their family members, identify and access key supports, and have conversations with their family members and supporters about planning for a good life now and in the future.

As your family member plans for their good life, it is important for them to be able to express their own vision, ideas and understanding of life experiences and events. However, families often have valuable perspective and opinions and this section will assist you in expressing and organizing your ideas as you support and plan with your family member.

The Integrated Support Star and the Family Perspective tools from the Charting the LifeCourse can be used by anyone (individuals, families, or staff) for mapping current services and supports, problem-solving for a specific need or planning next steps. It can be used to explore current needs, identify gaps, or plan how to access supports for the future. The tool can be used to guide a conversation over the phone or facilitate an in-person planning meeting with one person or a group of people.

Information about Using the Integrated Supports Star and Family Perspective Tools:

- The tools help organize and generate ideas and guide conversations in meetings with your student's IEP team. It is important to invite all members for the IEP team to meetings including your student's SSA from the Geauga County Board of Developmental Disabilities.
- The tools can be used for making day-to-day decisions or for planning for the future. It can also help when having conversations with other support team members about new ideas or hard to talk about topics.
- The tools are designed to expand ideas and to explore how to leverage and connect the different types of support.

For more information and resources, see the Charting the LifeCourse Family Perspective Tools Library at: <https://www.lifecoursetools.com/lifecourse-library/foundational-tools/family-perspective/>



Life Trajectory:

Like the Integrated Support Star tool, the Trajectory Planning Tool is used to create a vision for your family member's good life. The Trajectory Planning Tool highlights the past life experiences that are leading or moving your family member away from their vision and then provide space for current goals and things to avoid moving forward.

Suggested Steps and Examples on How to Use the Integrated Supports Star/Family Perspective Tools:

Decide the Purpose:

These tools can be used to explore many different situations. Decide if you are mapping supports or using it to work on a specific goal or situation and then use the center part of the Star to write that purpose.

Explore Each Part of the Star:

During this step, you are learning more about the person or situation and what supports they are currently using that might be available to achieve the goal.

Identify Specific Resources per Each Section of the Star:

You can now begin identifying additional resources or ideas for each part of the Star to address the specific issue or support need. The idea is to explore options that can support their needs right now and in the future. The supports identified during this step can be written on the original Star or another worksheet can be started that is used to define the next steps based on the discussion.

On-going Use of the Star and Family Perspective Tools:

These tools are designed to be repeated for each situation that needs to be addressed. The completed tools can be used at meetings to add or delete items as needed. It is designed to become a set of problem-solving, planning, or progress tracking tools to organize information.



Life Trajectory Worksheet

Parents Completed with son, Justin

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

Per Justin:

- Loving family who supported my interests.
- 2 best friends who were always there for me and did not judge me when I got upset/frustrated.
- Always did extra therapy and saw my doctors regularly to make sure I was doing okay.
- Parents who helped me with medicine and making sure I was eating well, getting plenty of sleep, and took care of me.
- Went to fun activities with friends and cousins and spent a lot of quality time with them.

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

Per Justin:

- Being at a school for students with behavioral and developmental needs - did not like to feel different and separated from peers.
- Having teachers who weren't patient.
- Having teachers who did not support my needs and made me feel bad about self.
- Having friends who were mean to me.
- Teachers who did not expect I could do anything so they did not push me to do better or try new things.

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

- Graduated with academics magna cum laude
- maybe go to college one day
- Started vocational training
- Worked 25 hours a week in the summer at local grocery store without job coach and independently with little assistance.
- Discovered I am really good and enjoy customer service jobs.
- Started working at a cafe stand in a hospital and is really enjoying it. Learning new skills and discovering this might be what job I would like to pursue.
- Spending more time with friends and started going to a weekly Pokemon/Yu Gi Oh League; meeting new people w/similar interests.
- Weaning off some of medicines and now is more in control

Write current age here:
Justin - 19

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

- avoid stressful situations when possible
- not have a stressful job
- don't focus on people who don't accept me
- don't put myself in situations where I know I cannot manage myself
- work part time 5 days a week until I build up the stamina to work more hours

VISION for a GOOD LIFE

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

- live as independently as possible - would like own apartment with a roommate
- be able to navigate transportation on my own so I can do what I want when I want to
- Be healthy and feel good about myself
- always be in control and act appropriately, no matter how hard the situation is.
- Have friends who support me and a significant other
- have a job that is enjoyable, that is not stressful, and where the focus is customer service and helping others
- Continue to make new friends who are similar so they can all relate to each other and feel accepted
- To not be treated as a person who has a disability but to be accepted
- Continue to have close relationships friends and family
- Be able to manage more things on own and not rely on parents as much
- Feel confident about abilities and not focus on needs or diagnosis.
- Feel happy in all aspects of life
- Able to help my sister more
- maybe go to college

What I DON'T Want

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

- to live my parents my entire life
- to have a job where I am not accepted as I am and where I am treated as if I cannot do anything.
- rely on others for everything
- work in a job I don't enjoy
- never try to learn to drive










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

OCTOBER 2016

For questions and further assistance, please contact your student's intervention specialist or your student and support administrator (SSA) at the GCBDD.



Charting the LifeCourse Domain Taxonomy

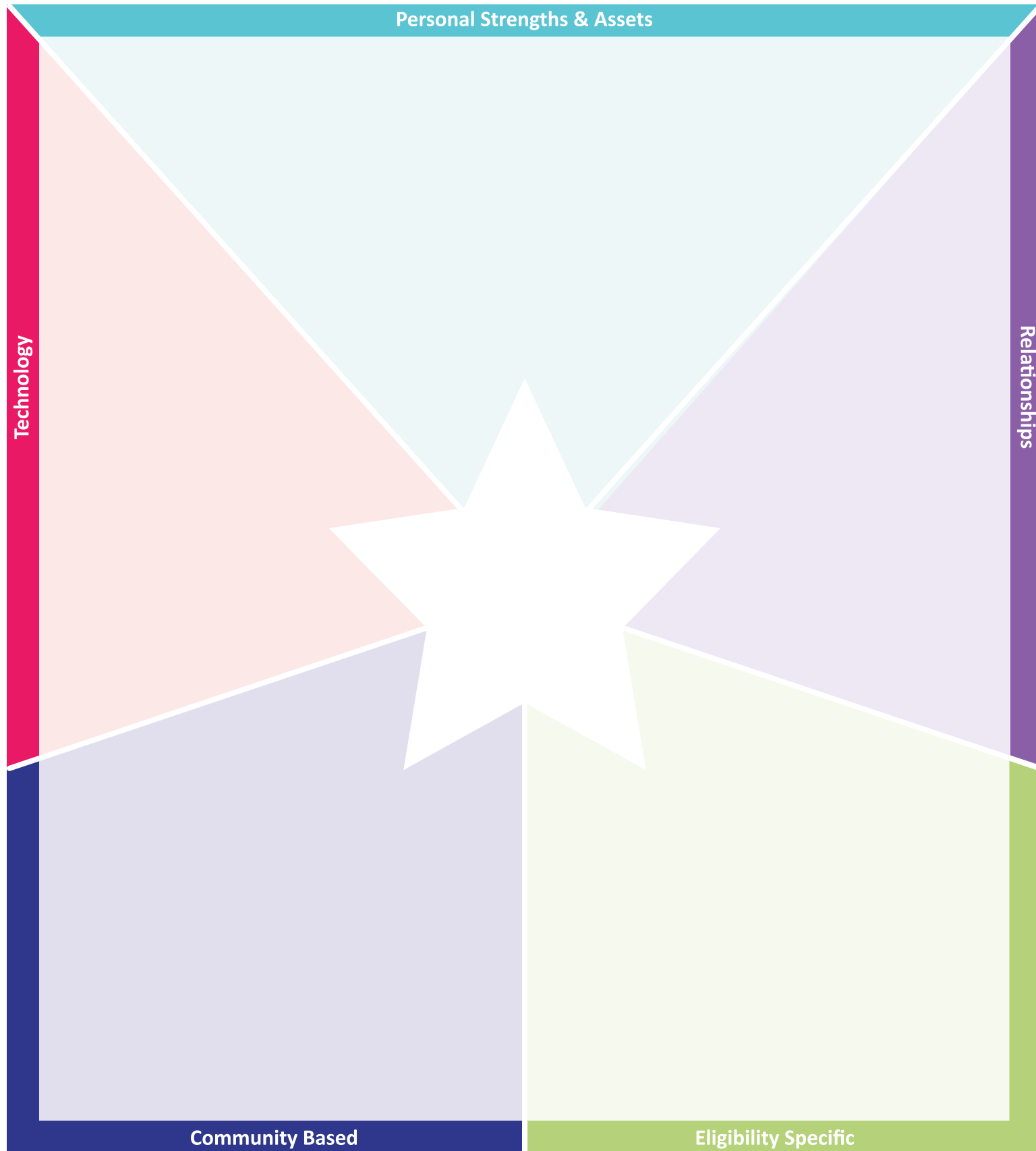
LIFE DOMAINS	SUB-DOMAINS	TOPICS
Daily Life & Employment What a person does as part of everyday life – education and training, employment, volunteering; routines, responsibilities and skills for individual and family life.	 Education	<ul style="list-style-type: none"> • Childcare, Camps and Afterschool Programs • School (general ed, special ed/504, honors) • Higher Education/Vocational Training • Lifelong Learning (senior center, continuing ed) • Language and Literacy
	 Employment/ Meaningful Day	<ul style="list-style-type: none"> • Career Exploration and Pre-vocational • Job and Career Path • Meaningful Day (volunteer, stay-at-home, caregiver, day program) • Personal Finance (budgeting, income, expenses, debt) • Retirement
	 Individual & Family Life	<ul style="list-style-type: none"> • Accommodations and Everyday Technology • Home Life and Routines • Financial Literacy, Income, Budgeting and Paying Bills • Parenting and Intergenerational Supports • Family Traditions and Culture
Community Living Where and how someone lives - housing and living options, universal design, and modifications; transportation options, neighborhood considerations and community access.	 Living Options	<ul style="list-style-type: none"> • Housing Options and Quality of Housing • Universal Design • Living Expenses • Home Modifications and Environmental Technology • Housing Stability and Aging in Place
	 Transportation	<ul style="list-style-type: none"> • Accessible and Affordable Transportation • Walkability • Mass Transit Lines/Stations • Vehicle Modification • Driving and Driver's License
	 Neighborhood & Community	<ul style="list-style-type: none"> • Parks, Walking Trails and Nature • Internet and Other Utility Access • Environmental Conditions • Neighborhood and Build Environment • Businesses, Banks and Retail Outlets
Social & Spirituality Having friendships, social and personal relationships, leisure and recreational activities; exploring faith or spiritual aspects of life.	 Personal Relationships	<ul style="list-style-type: none"> • Close Family and Friends • Peers, Co-workers and Casual Relationships • Virtual Connections (social media, groups, chat) • Dating/Intimate Relationships • Pets and Other Animals
	 Leisure & Recreation	<ul style="list-style-type: none"> • Extra-curriculars, Clubs, and Groups • Service, Civic or Social Clubs • Hobbies, Sports and Entertainment • Vacation and Travel • Rest and Relaxation
	 Spiritual Enrichment	<ul style="list-style-type: none"> • Meditation, Self-reflection and Prayer • Personal Growth for Meaning of Life • Rituals and Practices Focusing on Higher Powers • Places of Worship (temple, synagogue, church, mosque) • Faith-based Community or Organizations





Charting the LifeCourse Domain Taxonomy

LIFE DOMAINS	SUB-DOMAINS	TOPICS
Healthy Living Managing and accessing health care – medical, mental, and behavioral health, sexual and reproductive health; long-term health needs; wellness, fitness, nutrition and selfcare.	 Wellness & Self-Care	<ul style="list-style-type: none"> Preventive Care and Lifestyle Choices Fitness, Physical Activity and Inactivity Healthy Food (access, options, nutrition) Sexuality, Reproductive and Gender Health Managing Stress and Mental Health
	 Comprehensive Health	<ul style="list-style-type: none"> Primary Care, Specialty Care and Rehabilitation Hearing, Vision, Oral, Home Health and Behavioral Services Management of Chronic Conditions, Disability and Transitions Health Costs, Benefits and Insurance Coordinating Health Care Needs and Services
	 Long-Term Supports	<ul style="list-style-type: none"> Navigating Resources and Options (choice, care/supports planning) Supports for Instrumental and Other Activities of Daily Living Home and Community-based Services (personal assistance, technology) Long-term Care (supported or assisted living, skilled nursing) Palliative or End of Life/Hospice Care
Advocacy & Engagement Determining how one's own life is lived, making choices, setting goals, speaking up, leading and partnering; Building valued roles, having meaningful experiences, and participating in community.	 Self-Determination	<ul style="list-style-type: none"> Marking Informed Decisions (problem-solving, goal setting) Understanding and Communicating One's Needs Directing Life and Speaking Up for Self Taking Control and Responsibility of One's Life Building Relationships and Connections
	 Advocacy & Leadership	<ul style="list-style-type: none"> Supporting Others to Voice Views, Wishes and Protect Rights Leading a Group, Organization or Other Change Volunteering, Community Service or Philanthropy for Causes or Others Standing Up Against Discrimination or Disadvantage Partnering with Professionals to Enhance Services and Organizations
	 Community Action	<ul style="list-style-type: none"> Participating and Having Meaningful Roles in the Community Fostering Inclusion and Belonging of Other Community Members Service Learning or Community-wide Change Voting and Civic Engagement in Politics Advocating for Policy or Legislative Changes
Safety & Security Staying safe from abuse, exploitation and injury; Preparing for emergency or disaster situations; legal rights with regard to decision making, end of life, and other legal issues.	 Personal Safety	<ul style="list-style-type: none"> Free from Threat, Harm or Crime Internet, Social Media and Technology Safety Preventing Personal Injury (falls risks, hazards, self-harm) Awareness and Prevention of Bullying, Abuse, Neglect and Exploitation Accessing Child and Adult Protective Services and Elder Justice
	 Public Safety	<ul style="list-style-type: none"> Safe Housing, Roads, Communities and Environments Law Enforcement and First Responders (911, fire fighters, EMTs) Crime, Violence and Social Disorder Prevention Emergency and Disaster Preparedness (planning, registries) Weather, Flooding and Fires
	 Legal & Financial	<ul style="list-style-type: none"> Criminal and Legal Justice (rights, discrimination) Legal Services and Protections Advance Planning and Decision-making Support Financial Literacy (budgeting, investing, savings) Personal Finance (income, benefits, wills/trusts, ABL accounts)



NAME OF PERSON COMPLETING: _____ DATE: _____

ON BEHALF OF: _____

WHAT PEOPLE LIKE AND ADMIRE ABOUT MY FAMILY MEMBER:

Empty text box for notes on family member likes and admirations.

WHAT I BELIEVE IS MOST IMPORTANT TO MY FAMILY MEMBER:

Empty text box for notes on what is most important to the family member.

WHAT ARE THE BEST STRATEGIES TO SUPPORT MY FAMILY MEMBER:

Empty text box for notes on best strategies to support the family member.





Past Life Experiences

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

Moving Forward

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

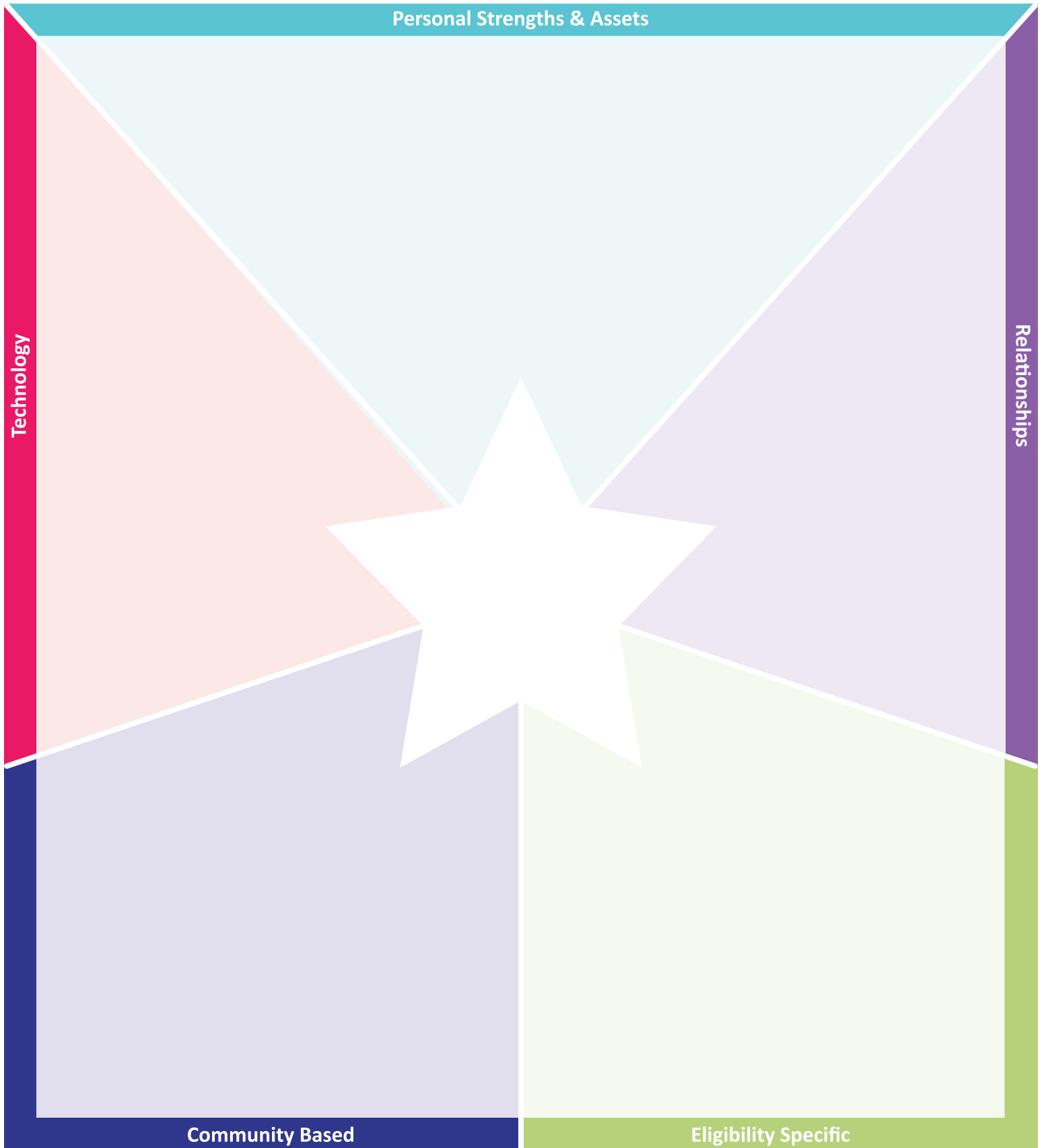
My Vision for My Family Member's Good Life

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

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

What I Don't Want







INTEGRATED SUPPORTS SPLIT STAR

