Tools to Plan Support

Webinar #2 Feb. 8, 2022
Why a Webinar Series on Person-Centered Planning?

- Want to connect waitlist families to resources and support OUTSIDE DSPD that can be accessed while waiting
- Provide information and practice on Person-Centered Planning, as it is a core element for those receiving DSPD services
- Focused on the needs and wants of the person
- Allows control over their own life by directing the process to the extent they can
- Shown to have positive outcomes
Person-Centered Planning Tools for Support

● One-Page Profile
● Charting the LifeCourse tools
  ○ Life Trajectory
  ○ Life Domain Vision Tool
  ○ Integrated Supports Star
  ○ Tool for Supported Decision-Making
● Relationship Map
● Good Day/Bad Day
Webinar Series Format

- Webinar to provide information
- 2 weeks later - Drop-in Session to get questions answered, 1:1 support, etc.
- 4 Total Webinars
- 4 Drop-in Sessions
- Option to continue after 4 planned sessions

- Upcoming Drop-In: February 22 6:30-7:30 PM
- Future Webinar Dates
  - March 8 with a drop-in on March 22
  - April 12 with a drop-in on April 26
One-Page Profile

- Templates can be found online and the DSPD Person-Centered Planning page
- Can use written words, pictures, icons, symbols
- Can be used multiple ways
One-Page Profile Examples

**mgs The Manchester Grammar School**

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**If I were to ask a friend they would say this about me**

I am hard working, organised and motivated, and this helps me do well in my work. Outside of the curriculum, I am sporty, getting involved in many after-school clubs, and reliable. I am also confident in my abilities.

**Name:** Alan Manford  
**Form:**

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**What's important to me**

- If I set out to do something, I will look at doing everything possible to achieve it.
- The more exercise I do the better, so I try to do at least 2 sports clubs after school (e.g., harriers, hockey).
- I always want good grades, so I will revise hard and work hard for all tests and homeworks.
- I like having fun in the day, and look to have a good time in my lessons.
- I try to get involved in as many extra-curricular activities as possible, such as music and sport (e.g., I play piano and am doing Young Enterprise this year).

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**I may need support with**

- I work best when challenged, so don’t just let me get by doing nothing, and push me to do more.
- Give me as many opportunities to do sport as possible, since I feel better and achieve more afterwards.
- Always try to question what I say, so I can find better ways of doing things, and know for the future that this is the best way to do it.

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**Emmerdale**

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**What people like and admire about me**

- Always happy.
- Warm and gentle.
- Complimentary and observant.
- Stylish.
- Appreciative.
- Caring and thoughtful.
- Helpful.

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**WHAT'S IMPORTANT TO ME...?**

- Seeing my brother Ben as his family meet weekends. I love it when they visit me at my flat and we enjoy a chat and sometimes a meal.
- Being part of the at Bradbury Court. I have lived here for over 10 years and know all my neighbours and the staff and consider them my friends and family.
- Spending time with my great friend Alan. We eat together most days.
- Chatting daily with Lisa and Michelle who also live at Bradbury Court.
- Watching my soap on my 50" screen TV (not Eastenders). I don’t like it when they are cancelled for the football!!
- I love shopping for clothes, especially when I am complemented on my outfit. I shop at least once a month and love a bargain.
- Baking and cooking, especially with Tony in the evenings.

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**HOW BEST TO SUPPORT ME...?**

- I am very chatty, especially first thing in the morning when I wake up. Let me know if you need me to be quiet while you concentrate on a task and I’ll wait until you finish what you are doing. I may need reminding again.
- When I am half way through my cup of tea, I like it to be topped up with hot water. I detest luke warm drinks.
- I must to know what I am doing or if arrangements have changed, such as if my day centre outing has been cancelled due to an appointment. Don’t spring it on me at the last minute or I will feel quietly disappointed.
- Know that I am very easy going and will never complain, especially if I don’t know you well. Don’t ask me how I am, ask me more specific questions such as, "Is your back hurting today?" Remind me not to forget to buy my TV magazine when I go for my weekly grocery shop on either Tuesdays or Thursdays.

- Involve me in all household tasks. It might take me a while, but I love to be involved, especially.
Charting the LifeCourse Overview
LifeCourse Library

LifeCourse Framework

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

- Focuses on ALL people
- Within the context of family and community
- Across the lifespan and life domains
- Achieving life outcomes
- Integrated services and support
- www.lifecoursetools.com
Charting the LifeCourse

Trajectory Worksheet

Two Versions
- For Exploring
- For Planning

Two Options for each
- Individual
- Family
Trajectory Worksheet for Exploring
Trajectory Worksheet for Planning

**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.”
Ways to Use the Trajectory

- Use pictures, symbols, icons, etc. instead of words
- Start with what you DON’T want
- Consider it across life stages
- Use it to show the impact of decisions
- Use to train (remind) caregivers of what the desired outcome(s) is
- Can be for any time frame - vision of a great day, week, month, etc.
- Create a family vision
- Use it for one life domain - ex. daily living and employment
- Use it to inform the IEP
Sample Vision of a Good Life

Vision for What I Want

- List what you want your "GOOD LIFE" to look like

Movies - I want to watch them in theaters, and own them, and talk about them
Be in charge of my life
People that help support me
Challenges and trying new things
Have a job and volunteer - things to do with my time
Have my own space
Be around my family and have time with my family.
Go to Disneyland AND Disneyworld AND Universal Studios Orlando in 2021
GOOD! - Eat out at fast food places and restaurants, pizza, cheeseburgers, french fries, Coke, cheese puffs, cupcakes, chocolate chip cookies.

What I Don't Want

- List the things you don't want or what is NOT a "good life"

Not feel like a little kid
Constantly changing routines and schedules
Bossy people
Loud places
To have to do things I don't want to do
Having to go places I don't want to because I can't stay home alone.
Vision via Choice Cards

- Things I want in my life
- Things I don’t want in my life
- Things I’m not sure about
- Things I want to learn
Sample Trajectory

CHARTING the life course

Ben’s Life Trajectory Worksheet

Chores
Boy Scouts
School Inclusion
Riding bike
Swimming
Circle of Friends
T-ball
Shooting hoops
Birthday parties
Family vacations
Brothers
Cousins
Music
Going to brother’s games

Football Manager
Gen Ed Classes
Inclusion
Church group
Volunteering
Homecoming King
Riding Omni bus
Shopping at
Walmart and PC
Using Debit Card
Fire Station
Good Sam
Hanging out with friends
Graduation

VISION for a GOOD LIFE

Friends
Job/financial security
Fun/interesting stuff to do
Continue to learn new things
Ben own his own home or condo
Live on his own or with a friend
Vacations
Getting a Tattoo

What I DON’T Want

Sheltered Workshop
Group Home or Institution
Segregation or isolation
Loneliness
Guardianship
Poverty
Sample Trajectory

**LIFE TRAJECTORY | EXPLORING**

**STAY HEALTHY/ACTIVE**
- Walk outdoors when it's nice weather
- Avoid contact with anyone other than Mom or Dad (social distancing)
- Get a list of other exercise ideas from Matt and Adam (weights, push-ups, etc.), use ZOOM
- Clean up the driveway basketball goal
- Healthy but yummy food choices
- Good and frequent hand washing
- Purell
- Wipe down surfaces daily
- Cover coughs and sneezes
- Check temperature regularly

**STAY BUSY/NOT BORED**
- iPad (WWE, music)
- Remote control truck
- **see stay connected**
- Golf in basement
- Family Movie time
- Explore e-books

**DAILY LIFE/ROUTINE**
- Somewhat consistent wake/sleep times
- Shower daily
- Help with housework/cooking/etc.
- Daily “schedule” of things to do such as exercise, physical activity, get outdoors, etc.

**POSSIBLE OBSTACLES/BARRIERS**
- Dad still has to work - potential exposure
- COVID on the news and other media all the time
- Other people not complying with social distancing
- Cabin fever is real
- Crappy weather/can’t get outside

**WHAT WE WANT FOR BEN DURING THE COVID19 CRISIS**
- Keep busy
- Keep working on fitness while he isn’t able to access his trainer or the community center
- Stay Connected with:
  - Fire department friends
  - Valued staff
  - Family who don’t live with us (especially Matt)
  - St Ann friends
  - Coffee friends & other community acquaintances
- Stay healthy and active
- Dad and Mom stay healthy too
- Keep a positive outlook on life - BE HAPPY

**WHAT WE DON’T WANT TO HAPPEN DURING THE CRISIS**
- Boredom
- Get COVID19 or any other sickness
- Stress and worry
- Ben scared he will get sick
- Ben worried for parent’s health
- Seizures or other diagnosis related health complications
- Sadness
- Missing family and friends
- Gaining weight/out of shape

**VISION FOR WHAT I WANT**
- What I Don’t Want
Sample Trajectory

Life Trajectory Worksheet: Good Life - Family Perspective

Things that happened in the past that helped them get closer to good life goals:
- Participating in Gen Ed classes and after-school programs
- Immediate consequences for his actions
- Having opportunities to make his own choices
- Finding different ways to help him learn
- Riding the regular Ed bus with his brother and later by himself

Things I would like my family member to work on to move toward good life goals:
- Give him time to warm up to new people
- Help others learn to have patience with him and give him time to communicate in his own way
- Help him know what is expected of him in various situations
- Help him have a routine
- Figure out how he can start to get summer work experiences
- Increased responsibility

Peyton
Age 13

Things that might keep my family member from getting their good life?
- People having low expectations
- Learned helplessness/dependency
- Riding the Special Ed bus
- Having no accountability for his actions
- Being segregated and secluded
- Not being given enough time to warm up to a situation before it was abandoned
- Not being allowed to take risks in order to learn

My Vision

What do I think my family member's good life should look like?
What would make them happy or give their life meaning?

I want him to have friends.
Be able to play sports, especially basketball.
I want him to be happy and healthy.
Have stable and gainful employment when he is an adult.
To have real choice in adult living situations.
 Able to negotiate transportation in his community.
To know how to stay safe.
Have a loving relationship/his own family.
Feeling of accomplishment.
Belonging and acceptance.

Dislikes

What would make my family member unhappy in life?
What are the things I don't want to see happen to them in their life?

- No employment or a sheltered workshop.
- Group home/no choice in where to live or with who.
- Predetermined schedules/no choice.
- Unhealthy/sickness.
- Dependence on only paid supports.
- Loneliness.
- Boredom.
- Being controlled or having choices made for him.
Check In and Challenge

● How do you envision using the Life Trajectory Worksheet with your loved one?

● What concerns do you have about filling it out?

● How could a Life Trajectory Worksheet help your loved one?

Challenge: Complete a Life Trajectory with your loved one.
Charting the LifeCourse
Life Domain Vision Tool

Domains include:
- Daily Life & Employment
- Community Living
- Healthy Living
- Safety & Security
- Social & Spirituality
- Advocacy & Engagement
- PLUS
  - Supports for Family
  - Supports and Services
# Life Domain Vision Tool

## LIFE DOMAIN VISION TOOL | INDIVIDUAL

<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>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy Living:</td>
<td>How will I live a healthy lifestyle and manage health care supports in my adult life?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Safety & Security:** How will I stay safe from financial, emotional, physical or sexual harm in my adult life?
- **Advocacy & Engagement:** What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own life is lived?
- **Supports for Family:** How do I want my family to still be involved and engaged in my adult life?
- **Supports & Services:** What support will I need to live as independently as possible in my adult life, and where will my supports come from?
# CHARTING the LifeCourse

## Life Domain Vision Tool: Family Perspective

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

Developed by Missouri Family to Family at the UMKC Institute for Human Development, UCEDD mofamilytofamily.org | MAY 2017
## Sample Life Domain Vision Tool by Domain

<table>
<thead>
<tr>
<th>Daily Life Employment</th>
<th>I want to have a job and make money. We would like to see him working in a job he enjoys.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Living</td>
<td>I want to live where my favorite football teams play. I think I will continue to live with my parents. We would like to explore having a basement apartment for him.</td>
</tr>
</tbody>
</table>
Sample Life Domain Vision Tool by Domain cont.

**Social & Spirituality**
How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?

I don't know.
We hope he can have friendships through work and community activities. He makes friends easily. He will most likely need support from us or others in maintaining friendships and finding community activities to engage in.

**Healthy Living**
How will I live a healthy lifestyle and manage health care supports in my adult life?

My mom or wife will do it for me. I will make sure I shower everyday. He needs to learn more about his medical conditions and medications he takes. We are working on teaching the importance of his medications and avoiding food allergies. We are also making sure he is involved in all of his medical appointments and helping to make decisions in his care.
<table>
<thead>
<tr>
<th>Safety &amp; Security</th>
<th>Citizenship &amp; Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will I stay safe from financial, emotional, physical or sexual harm in my adult life?</strong></td>
<td><strong>I have no idea.</strong> At this time we think we will obtain limited guardianship to help in these matters. He is easily exploited and does not understand money. He also is very immature emotionally and needs a lot of support. He will need supports to help him navigate all of these areas. We are not sure what will happen when we are no longer able to support him.</td>
</tr>
<tr>
<td><strong>What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?</strong></td>
<td><strong>I will make decisions.</strong> We are working on teaching him about roles and responsibilities in our home. We focus on having him make as many decisions as possible and involve him in decisions that affect him. We talk about why certain decisions are made and the possible consequences of decisions.</td>
</tr>
</tbody>
</table>
### Sample Life Domain Vision Tool by Domain cont.

<table>
<thead>
<tr>
<th>Supports for Family</th>
<th>What support will I need to live as independently as possible in my adult life, and where will my supports come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I don't know. He will need someone to help guide him in all of his supports. Right now we don't have a plan when we are no longer able to provide that support. We are hoping family will be able to offer supports in the future but no one has been identified at this time. He does have DSPD services which will be helpful in providing supports. We are hoping this will continue to evolve as he grows, but know it needs to be a priority.</td>
</tr>
<tr>
<td></td>
<td>I want my parents to see me all the time. We would like him to still be involved with us and our extended family. We are working on nurturing relationships to help him have the support and relationships he will need.</td>
</tr>
</tbody>
</table>
# Developmental Disability-Specific Life Domain Ideas

<table>
<thead>
<tr>
<th>Innovative Life Options</th>
<th>Traditional Life Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Micro-entreprises</td>
<td>• Institutions</td>
</tr>
<tr>
<td>• Co-ops</td>
<td>• Intermediate Care Facility (ICF)</td>
</tr>
<tr>
<td>• Adapted living space</td>
<td>• Group Homes</td>
</tr>
<tr>
<td>• Environmental technology</td>
<td>• Independent Supported Living (ISL)</td>
</tr>
<tr>
<td>• Shared living/ host family</td>
<td>• Center-based therapies (PT, OT, Speech, etc)</td>
</tr>
<tr>
<td>• Companion living</td>
<td>• Full or limited guardianship</td>
</tr>
<tr>
<td>• Public transportation</td>
<td>• 24 hour paid staff and supervision</td>
</tr>
<tr>
<td>• Home ownership</td>
<td>• Separate or special church service</td>
</tr>
<tr>
<td>• Independent Living Center</td>
<td>• Special group outings &amp; activities</td>
</tr>
<tr>
<td>• Gym membership</td>
<td>• Paid advocate or having someone else advocate on your behalf</td>
</tr>
<tr>
<td>• Community Health Centers</td>
<td>• Institution or center based support group</td>
</tr>
<tr>
<td>• Health fairs</td>
<td>• Intensive all-day parent training</td>
</tr>
<tr>
<td>• Family practice providers</td>
<td>• Disability specific groups</td>
</tr>
<tr>
<td>• In-home or community based therapies</td>
<td>• Systems supports only</td>
</tr>
<tr>
<td>• Family member or school staff implements therapy</td>
<td>• Provider and agency staff</td>
</tr>
<tr>
<td>• TeleHealth</td>
<td>• Social Media</td>
</tr>
<tr>
<td>• Personal fitness devices or apps</td>
<td>• Technology</td>
</tr>
<tr>
<td>• Change and_hope</td>
<td>• Blogs</td>
</tr>
<tr>
<td>• Voting</td>
<td>• Family &amp; friends</td>
</tr>
<tr>
<td>• Neighborhood group or organization</td>
<td>• Parent-to-parent/Peer Support</td>
</tr>
<tr>
<td>• Self-Determination</td>
<td>• Face-to-face support groups</td>
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<tr>
<td>• Visiting your legislator</td>
<td>• Online Support Groups</td>
</tr>
<tr>
<td>• Self-Advocacy groups</td>
<td>• Sib-shops</td>
</tr>
<tr>
<td>• Advocacy training</td>
<td>• Sibling networks</td>
</tr>
<tr>
<td>• Legislative advocacy events</td>
<td>• Technology/ Doorbell or home security camera</td>
</tr>
<tr>
<td>• Trusteeship</td>
<td>• Able Accounts</td>
</tr>
<tr>
<td>• Abuse/neglect hotline</td>
<td>• Exchange networks</td>
</tr>
</tbody>
</table>

New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven’t been thought of yet or tried.
Check In and Challenge

- How might the Life Domain Vision Tool help you and your loved one?

- What concerns do you have about filling it out?

Challenge: Complete a Life Domain Vision Tool with your loved one.
Questions?
DSPD Intake Information

Explanation of the DSPD intake process and link to apply online available at: https://dspd.utah.gov/intake-process/

or call 1-844-275-3773 and choose the "Apply for Services" option to speak with an intake worker

*Spanish speaking intake workers are available
Coming Up …

Drop in Session - February 22, 2022 from 6:30-7:30 pm via ZOOM
Next Webinar - March 8 with a drop-in March 22

For questions on Charting the LifeCourse tools:
Contact Lisa Wade (801) 272-1051 lisa@utahparentcenter.org or
Aubrey Snyder aubrey.snyder@usu.edu