Tools to Plan Support

Webinar #4 April 12, 2022
Brought to you by...

utah department of human services
SERVICES FOR PEOPLE WITH DISABILITIES

Emma Eccles Jones College of Education & Human Services
Institute for Disability Research, Policy & Practice
Utah State University
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 Exploring Decision-Making Supports
- **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.
- We have added a 5th session

- Upcoming Drop-In: April 26 10:00-11:00 AM
- Future Webinar Dates
  - May 10 with a drop-in on May 24
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
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.”

Developed for the Creating the Life Course, www.LifeCourseReboot.com
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Integrated Supports Star

Five Areas of Support

- Personal Strengths and Assets
- Relationships
- Eligibility-Specific Supports
- Community Resources
- Technology

Developed by the UMIK Institute for Human Development, UCEDD, July 2016
Relationship Map

Identify those in your “circle”

- Family Members Involved in My Life
- People and Organizations That Support Me at Home
- People and Organizations That Support Me at Work, School, Training
- Friends
Good Day/Bad Day

What is a good day like?
Good Day/Bad Day

- What makes it a Good Day?
- What makes it a Bad Day?
- Be prepared to address historical trauma this conversation may bring up
- Good starting point for a conversation
- Goal: More Good Days than Bad Days
Ways to Use Good Day/Bad Day

● What are the routines?
  ○ How to start their day?
  ○ Mealtime routines?
  ○ Routine daily activities?
  ○ Nightly routines?

● Missed routines can move a Good Day to Bad!

● What else makes a day Bad?

● Goal: Have more Good Days than Bad

<table>
<thead>
<tr>
<th>Good day?</th>
<th>Bad day?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up on my own</td>
<td>Mom waking me up before I’m ready</td>
</tr>
<tr>
<td>Poptart for breakfast</td>
<td>Being told what to do</td>
</tr>
<tr>
<td>Eat out for lunch</td>
<td>Having to rush around</td>
</tr>
<tr>
<td>Follow a schedule</td>
<td>Not knowing what to expect</td>
</tr>
<tr>
<td>Time to relax after work/program</td>
<td>Not getting breaks</td>
</tr>
<tr>
<td>Having choices and control of my day</td>
<td>Sudden, loud noises like sirens or alarms</td>
</tr>
</tbody>
</table>

What will it take to have more good days and less bad days?
Allow me to make choices about my schedule and activities. Give me time to transition. Prepare me if the schedule changes.
Another Sample Good Day/Bad Day

- Some “Bad Day” items are out of the person’s control
- Be Proactive
  - Plan ahead to make sure alarm is set and program recording is scheduled
  - Explore options for disliked class
  - Expand circle of friends
  - Practice calming techniques
  - Be aware of triggers

Good day?
- Hit the snooze button 3 times
- Listen to my music while dressing
- Watch cartoons at breakfast
- The bus is on time and I get my favorite seat
- My friend Sam is at school
- I earn computer time
- It is music class day
- I can listen to music while doing my chores
- Spaghetti for dinner
- Watch TV before bed

Bad day?
- It’s a rainy day
- I don’t hear my alarm and have to rush to get ready for school
- The bus is late or someone is already in my favorite seat
- Sam is not at school
- I have PE and not music class
- I miss my computer time
- I have homework
- Meatloaf for dinner
- Mom forgets to record my favorite shows
- Dentist appointments

What will it take to have more good days and less bad days?

Prepare ahead of time – check alarm clock and recording schedule. See about a different PE class. Make more friends.
Check In and Challenge

● How might the Good Day/Bad Day tool help you learn more about your loved one?

● What ideas do you have for using the Good Day/Bad Day tool?

● What concerns do you have about filling it out?

Challenge: Complete a Good Day/Bad Day with your loved one.
Charting the LifeCourse

Exploring Decision-Making Supports

Can you make decisions on your own?
Need some support?
Need someone else to make the decision?
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
Exploring Decision Making Supports

Three decision making areas

Mark the level of support needed in **making** and **communicating** decisions and choices

Uses the LifeCourse Domains:
- Daily Life and Employment
- Healthy Living
- Social and Spirituality
- Safety and Security
- Community Living
- Advocacy and Engagement
Get feedback from the individual AND others who support them in making decisions

Look for areas of strength as well as areas where decision-making skills can be built
Decision Making Supports Exercise

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.

<table>
<thead>
<tr>
<th>Question</th>
<th>I can decide with no extra support</th>
<th>I need support with my decision</th>
<th>I need someone to decide for me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I decide if or where I want to work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can I look for and find a job <em>(read ads, apply, use personal contacts)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I plan what my day will look like?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I decide if I want to learn something new and how to best go about that?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Decision Making Supports - Safety/Security

### Safety & Security

<table>
<thead>
<tr>
<th>Question</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I make choices that help me avoid common environmental dangers?</td>
<td>X</td>
</tr>
<tr>
<td>(traffic, sharp objects, hot stove, poisonous products, etc.)</td>
<td></td>
</tr>
<tr>
<td>Do I make plans in case of emergencies?</td>
<td>X</td>
</tr>
<tr>
<td>Do I know and understand my rights?</td>
<td>X</td>
</tr>
<tr>
<td>Do I recognize and get help if I am being treated badly?</td>
<td>X</td>
</tr>
<tr>
<td>(physically, emotionally or sexually abused, or neglected)</td>
<td></td>
</tr>
<tr>
<td>Do I know who to contact if I feel like I’m in danger, being exploited, or being treated unfairly? (police, attorney, trusted friend)</td>
<td>X</td>
</tr>
<tr>
<td>Question</td>
<td>Yes/No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Do I decide where I live and who I live with?</td>
<td>X</td>
</tr>
<tr>
<td>Do I make safe choices around my home? (turning off stove, having fire alarms, locking doors)</td>
<td>X</td>
</tr>
<tr>
<td>Do I decide about how I keep my home or room clean and livable?</td>
<td>X</td>
</tr>
<tr>
<td>Do I make choices about going places I travel to often? (work, bank, stores, church, friends’ home)</td>
<td>X</td>
</tr>
<tr>
<td>Do I make choices about going places I don’t travel to often? (doctor appointments, special events)</td>
<td>X</td>
</tr>
<tr>
<td>Do I decide how to get to the places I want or need to go? (walk, ask a friend for a ride, bus, cab, car service)</td>
<td>X</td>
</tr>
<tr>
<td>Do I decide and direct what kinds of support I need or want and choose who provides those supports?</td>
<td>X</td>
</tr>
</tbody>
</table>
Check In and Challenge

- How might the Tool for Exploring Decision-Making Supports help your loved be more independent?

- What concerns do you have about filling it out?

Challenge: Complete a Tool for Exploring Decision-Making Supports 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 - April 26, 2022 from 10-11 am via ZOOM
Next Webinar - May 10 with a drop-in May 24

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