Introduction to Charting the LifeCourse

For Parent Information Center
“PIC Chat” Transition Series
December 16, 2021

Presented By:
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Plan for Tonight

- Provide a brief overview of the Charting the LifeCourse Framework
- Share real life examples of how students, families and planning teams applied Charting the LifeCourse
- Share resources and opportunities for you to learn more
A Brief History:

Where did Charting the LifeCourse Get Its Start?

The National Community of Practice for Supporting Families
http://supportstofamilies.org

UMKC Institute for Human Development
A University Center for Excellence in Developmental Disabilities

Charting the LifeCourse | www.lifecoursetools.com
What is Charting the LifeCourse FRAMEWORK?

The framework is built around:

- Core Belief
- Key Principles
- Foundational Tools

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

...was created for people and families of all abilities and all ages to:

• Explore life possibilities
• Share ideas, hopes, and fears
• Set higher expectations
• Advocate for Vision
• Navigate Future
• Problem-Solve and Plan
Key Principles
The Person Within the Context of Family
A “Good Life” for All

**The Individual** will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life.

**Families** will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals.
Supporting the Needs of ALL People
The “3 Buckets of Support”

Connecting & Networking
- Friendships and social capital
- Peer Support
- Support Groups
- Professional Counseling

Discovery & Navigation
- Information about topics and issues
- Knowledge about best practices or interventions
- Skills to navigate and access services
- Ability to advocate for services and policy change

Goods & Services
- Transportation and Housing
- Financial Assistance
- Adaptive equipment or home modifications
- Short and Futures Planning
- Childcare and/or respite
- Caregiver Supports
All Life Stages

Prenatal & Infancy
From conception through the earliest years of life or babyhood.

Early Childhood
The time in a child’s life before they begin school full time.

School Age
The years from kindergarten through middle school.

Transition to Adulthood
Moving from childhood to young adulthood and from school to adult life.

Adulthood
Period of time after we transition from school years through the time we begin entering our golden years.

Aging
The golden years are when we begin to slow down and experience many age-related changes.
Achieving Outcomes Across All Life Domains

Healthy Living (medical, behavioral, nutrition, wellness, affordable care)

Community Living (housing, living options, home adaptations & modifications, community access, transportation)

Social and Spirituality (friends, relationships, leisure activities, personal networks, faith community)

Safety and Security (emergencies, well-being, legal rights & issues, guardianship options & alternatives)

Daily Life and Employment (school/education, employment, volunteering, routines, life skills)

Advocacy and Engagement (valued roles, making choices, setting goals, responsibility, leadership, peer support)
Foundational Tools

TRAJECTORY of Life Experiences Toward a Good Life

Life Domain Vision Tool

Integrated Supports Star

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Trajectory Toward The Vision of a “Good Life”

NOW

Trajectory of experiences toward desired life outcomes

VISION FOR WHAT I WANT:
Supporting Positive Life Experiences

WHAT I DON’T WANT:
Preventing Negative Life Experiences

Trajectory of experiences toward unwanted life circumstances

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“Good Life”

Vision of What I WANT
Friends, family, purpose, enough money, hobbies, job I like, home, faith, vacations, health, choice, freedom, meaning

Vision of What I Don’t Want, Want to AVOID

Trajectory towards Life Outcomes

Trajectory towards things unwanted
Trajectory Across Life Stages & Life Transitions

Life Transitions And Disability System Transitions

- Getting New Diagnosis
- Leaving Early Childhood/enter school
- Transition planning
- Turning 18. Benefits, Leaving school at 18 or 21
- Parents Turn 65 Medicare & SSDI
- Living Adult Life
- Getting older and preparing for end of life
- My parents have passed away, what do I do?
Trajectory Across Life Stages & Life Transitions

- **First job**
- **Birthday parties with friends**
- **Scouts, 4H, faith groups**
- **Chores and allowance**
- **Summer jobs, babysitting**
- **Making Mistakes**
- **Learning to say “no”**
- **Dating & Heartaches**
The Integrated Support Star

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
In Review and Summary

The Charting the LifeCourse Framework
For more information, I invite you to take the time to go to the Charting the LifeCourse website at

http://www.lifecoursetools.com/

For Example
Resources for Supporting Conversations and Planning for Meaningful Life Experiences at all life Stages

Charting the LifeCourse
Experiences and Questions Booklet
A Guide for Individuals, Families, and Professionals

Throughout our lives, we face questions and search for answers that will help us on our journey to a full and meaningful life. This is true for everyone, especially when you or someone you care about experiences a disability or special health care need.

Charting the LifeCourse is a tool to assist you in creating a vision for the future. It is designed to help you think about the questions to ask as well as the choices, options and life experiences to consider as you “plot a course” to a full and meaningful life. It is intended to be a starting point no matter where you are in your life journey.

We hope this LifeCourse Experiences and Questions booklet helps you realize that even when your child is very young, and whenever you are on the journey as he or she ages and grows into adulthood, their life experiences and environment can shape how they will live life in the future.

www.lifecoursertools.com
High School Transition Planning using Charting the LifeCourse Principles, Tools and Resources

Balancing Transition Education Compliance and High Quality
Charting the Lifecourse Portfolio
High School Transition – “the coordinated set of activities designed within a collaborative results-oriented process designed to help the student make a successful transition to his or her goals for life after high school”

- Age-appropriate transition assessment; present level of performance
- Based on the individual student’s needs, taking into account the student’s strengths, preferences and interests
- Appropriate measurable postsecondary goals updated annually
- Annual IEP goals related to the student’s post-secondary vision and transition services needs
- Goals that cover education or training, employment and, as needed, independent living
- Developed with students and parents as active participants.
- Evidence that the student was invited to the IEP Team meeting? Evidence of student participation at IEP meeting
- Reflect involvement and connections with general and career and technical education programs as well as post-school supports and programs.
- Focused on improving the academic and functional achievement of the student with a disability to facilitate transition to postsecondary life.
- A course of study that will reasonably enable the student to meet his or her postsecondary goal(s)
**Requirement**

- Based on the individual student’s needs, taking into account the student’s strengths, preferences and interests

- Appropriate measurable postsecondary goals updated annually, related to the student’s post-secondary vision and transition services needs

- Goals that cover education or training, employment and, as needed, independent living

- Reflect involvement and connections with general and career and technical education programs as well as post-school supports and programs.

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**What are the Related CtLC Tools?**
Partnering with People with Disabilities and their Families So they can Engage, Lead, and Drive Policy and Systems Change

Charting the LifeCourse Promotes Transformational Change at All Levels