What is Charting the LifeCourse?

The Charting the LifeCourse (CtLC) framework was created to help individuals and families of all abilities and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live. The framework is the keystone for supporting a community of learning that champions transformational change through knowledge exchange, capacity building and collaborative engagement.

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

Trajectory to a Good Life

Vision for What I Want: Supporting Positive Life Experiences

What I Don't Want: Preventing Negative Life Experiences

Life Domains and Life Stages

**Daily Life & Employment**
What a person does as part of everyday life—school, employment, volunteering, communication, routines, life skills.

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

**Community Living**
Where and how someone lives – housing and living options, community access, transportation, home adaptations and modifications.

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

**Healthy Living**
Managing and accessing health care and staying well – medical, mental health, behavioral health, developmental, wellness and nutrition.

**School Age**
The years from kindergarten through middle school.

**Safety & Security**
Staying safe and secure – emergencies, well-being, guardianship options, legal rights and issues.

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

**Social & Spirituality**
Building friendships and relationships, leisure activities, personal networks, and faith community.

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

**Advocacy & Engagement**
Building valued roles, making choices, setting goals, assuming responsibility and driving how one’s own life is lived.

**Aging**
The golden years are when we begin to slow down and experience many age-related changes.
Its important that services do not become a barrier to relationships and community life.

All people and their families receive integrated supports and services for a “good life.”

**Person within the Context of Family & Community**

**Reciprocal Roles**

**CARING ABOUT**
- Share Love, Affection, and Trust
- Spend Time and Create Memories Together
- Know About Personal Interests, Traditions, and Cultures

**CARING FOR**
- Supports Day-to-Day Needs
- Ensures Material and Financial Needs are Met
- Connects to Meaningful Relationships and Roles
- Advocates and Supports Life Decisions

**Three Support Buckets**

**DISCOVERY & NAVIGATION: Knowledge & Skills**
- 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

**CONNECTING & NETWORKING: Socio-emotional Well-being**
- Friendships and social capital
- Peer Support
- Support Groups
- Professional Counseling

**GOODS AND SERVICES: Day to Day Supports**
- Transportation and Housing
- Financial Assistance
- Adaptive equipment or home modifications
- Short and Futures Planning
- Childcare and/or respite
- Caregiver Supports

**Integrated Supports 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