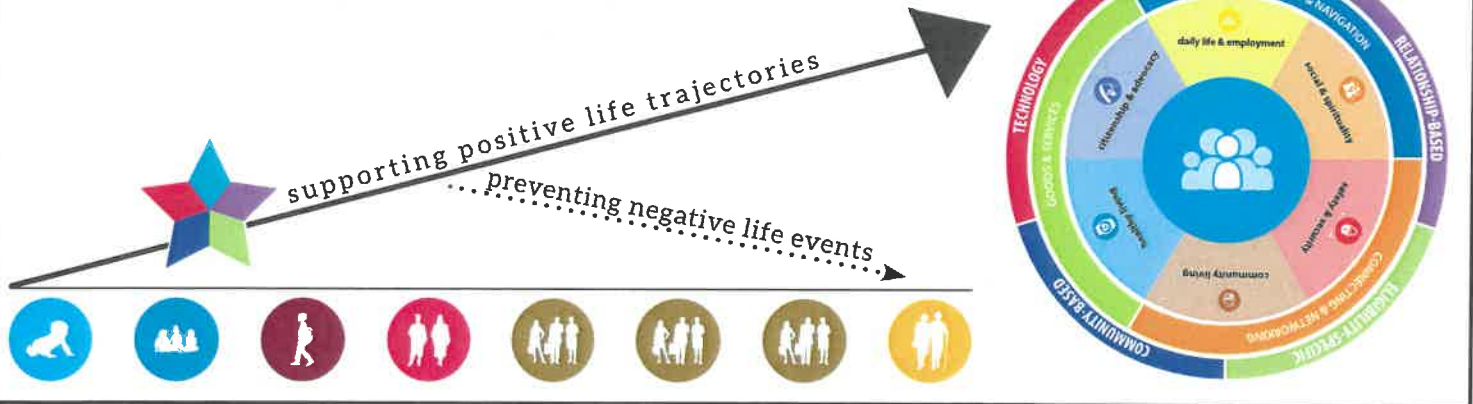


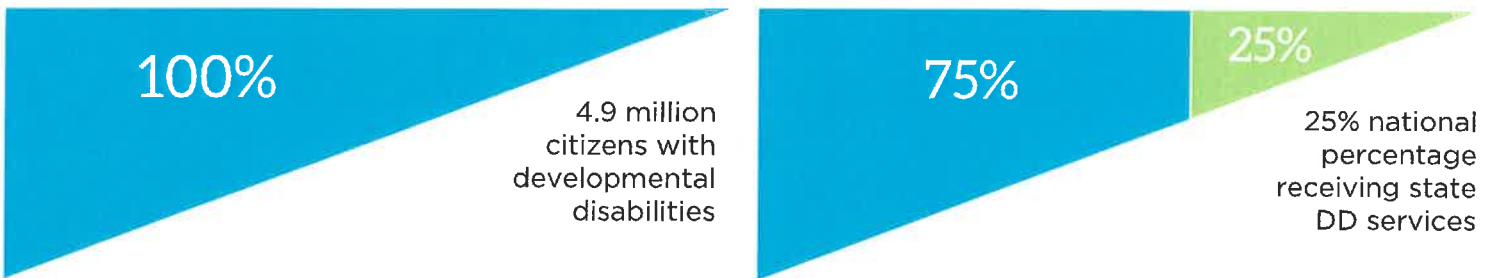
Charting the LifeCourse™

Guiding Principles

Core Belief: All people have the right to live, love, work, play and pursue their life aspirations just as others do in their community.



Focusing on ALL



Based on 1.49% prevalence, US Census 2013. Braddock et al, State of the State 2013

Life Stages and Life Domains



Meaningful Day & Employment:
What you do as part of everyday life– school, employment, volunteering, communication, routines, life skills.



Community Living
Where and how you live– housing and living options, community access, transportation, home modifications.



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



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



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



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



Prenatal/Infancy
Early years, wondering if meeting developmental milestones



Early Childhood
Preschool age, getting a diagnosis



School Age
Everyday life during school years



Transition
Transitions from school to adult life– Realizing school is almost over!

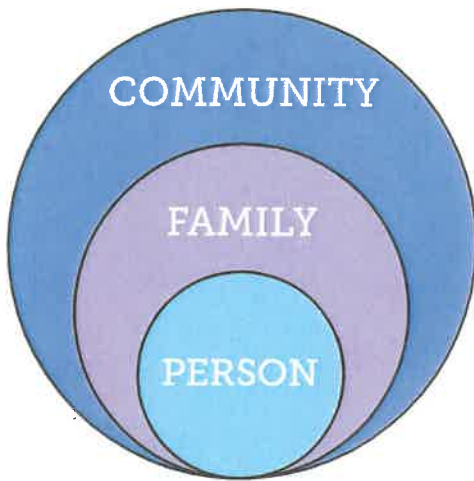


Adulthood
Living life as an adult

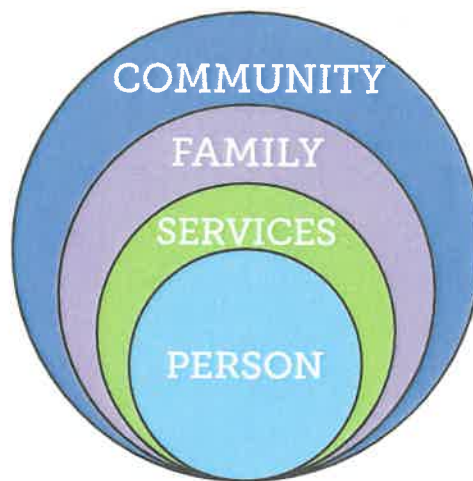


Aging
Getting older and preparing for end of life (parent/family/individual)

Person within the Context of Family & Community



People with disabilities are members of their families and communities

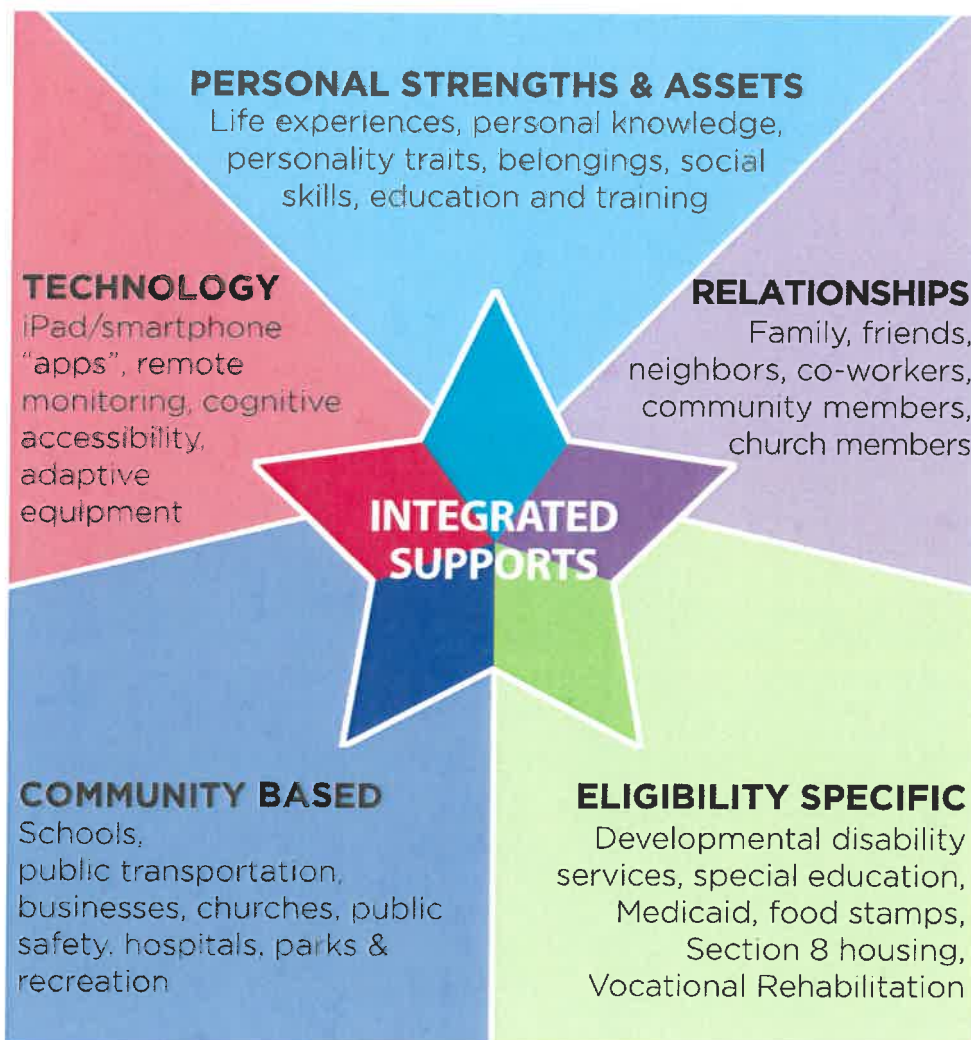


With the best of intentions



All people receive integrated services and supports

Integrated Supports for a Good Life



Strategies for Supporting Real Lives

Discovery & Navigation: Knowledge & Skills
<ul style="list-style-type: none"> • Information on disability • Knowledge about best practices and values • Skills to navigate and access services • Ability to advocate for services and policy change
Connections & Partnerships: Mental Health & Self-efficacy
<ul style="list-style-type: none"> • Parent-to-Parent Support • Self-Advocacy Organizations • Family Organizations • Sib-shops • Support Groups • Professional Counseling • Non-disability community support
Goods and Services: Instrumental Supports
<ul style="list-style-type: none"> • Self/Family-Directed services • Transportation • Respite/Childcare • Adaptive equipment • Home modifications • Financial assistance • Cash Subsidies • Short/Long term planning • Caregiver supports & training

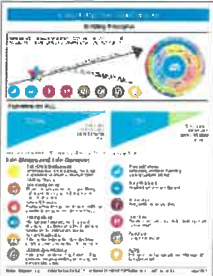
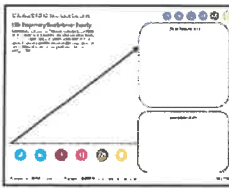
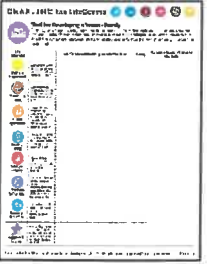
Access the Charting the LifeCourse™ tools and framework at lifecoursetools.com

CHARTING the LifeCourse



LIFECOURSE TOOLKIT

This is a menu of the LifeCourse Tools for individuals, families, and professionals. The column on the left lists tools for having conversations with individuals and families about a vision for a good life and how to achieve it. The corresponding handouts in the right hand column are intended to be used to supplement, further understand, and generate ideas when using the tools on the left.

Tools for Conversations		Supplemental Handouts
	<p>LifeCourse Infographic This handout is a visual representation to help with understanding the LifeCourse framework guiding principles. It highlights the key areas of the framework and presents the information concisely. This handout pairs best with a presentation or professional who knows the framework well and is able to answer any questions.</p>	<p>Foundation of the LifeCourse Framework This tool explains the main elements and core beliefs of the life course framework. It can be used to help someone who is unfamiliar with the LifeCourse framework or tools understand the basics and explain it to others.</p>
	<p>Life Trajectory Worksheet: Individual/Family Everyone wants a good life, and defines their good life in their own way. This tool can be used to help individuals and families think about what a good life means to them, and also identify what they know they don't want. The space around the arrows can be used to think about current or needed life experiences that help point the trajectory arrow in the direction of the good life vision.</p>	<p>Charting the LifeCourse: Experiences and Questions Booklet This booklet helps individuals and families know the questions to ask and things to think about throughout the life course, in order to have the experiences that help lead to the good life that they envision. Most of the questions and life experiences in this booklet could apply to anyone, whether they have a disability or not!</p>
	<p>Tool for Developing a Vision: Individual and Family Versions Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals of all ages and/or their families— from the very young child, an adult or somewhere in between - start to think about a more specific vision for life as an adult. This tool also helps individuals and families narrow down what life domain(s) they are focusing on by rating what is most important to them at this point in time.</p>	<p>Exploring Life Possibilities There are many options for living, working, and playing in the community. What might have been great 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families look at a variety of life options, some of which are traditional or historic and no longer preferred by many, some that are known and tried, but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.</p>

CHARTING the LifeCourse



	<p>Integrated Supports Star People often need support to lead good lives. Using a combination of many different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals brainstorm the supports that they already have or might need in order to work in partnership to make their vision for a good life possible.</p>		<p>Integrated Support Options People often need support to lead good lives. Using a combination of many different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.</p>
	<p>Long Term Service and Support Needs Template Once people have figured out the types of supports needed and/or existing, this template is a way to apply the supports to a daily/weekly schedule.</p>		<p>Long Term Service and Support Needs – Before and After Integrating Support This is an example of what the template looks like filled out for a particular individual in a more traditional systems model and in an integrated support model.</p>

ALSO AVAILABLE

<p>Charting the LifeCourse: Daily Life & Employment This 20-page guide is meant to help transition age youth and families figure out what daily life is going to look like after high school ends. It includes activities and resources to begin to think about jobs, careers, or continuing education in adult life.</p>	<p>Charting the LifeCourse: Focus on Transition This short, four page guide can be given to youth and parents of youth who are nearing or have reached transition age, to help them begin to think about things in each of the life domains that will be important in the transition from school to adult life. It includes questions to ask and options to consider and discuss with transitioning youth, to move toward a vision for a good life as an adult.</p>	<p>Charting the LifeCourse: Focus on Aging This short, four page guide can be given to aging individuals, caregivers, family members, and supporters to help them think about some of the questions to ask, options to consider, and conversations to have as they age. Choices and decisions individuals and family member make during this time can help to positively shape the future and the life they will live as they get older.</p>
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LifeCourse Tools and materials are available for download and printing at www.lifecoursetools.com.

CHARTING the LifeCourse



Exploring Life Possibilities

There are many options for living, working, and playing in the community. What might have been great 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families look at a variety of life options in each of the life domains, some of which are traditional or historic and no longer preferred by many, some that are known and tried, but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.







	Daily Life & Employment	Community Living	Social & Spirituality	Healthy Living	Safety & Security	Citizenship & Advocacy	Supports for Family Unit	Supports & Services
Innovative Life Options	<ul style="list-style-type: none"> • Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Work crews or enclaves • Job coaches • Volunteering • Special college programs 	<ul style="list-style-type: none"> • Co-op • Adapted living space • Environmental technology • Shared living • Public transportation • Independent Supported Living (ISL) • Home of Your Own (program) • Independent Living Center 	<ul style="list-style-type: none"> • Friendships • Dating/relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Special passes • Social skills classes 	<ul style="list-style-type: none"> • Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implement therapy • Special Olympics 	<ul style="list-style-type: none"> • Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal safety devices • Limited guardianship • Remote monitoring • Special Needs Trust • Power of Attorney 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Self-Advocacy • Visiting your legislator • People First/SABE • Disability Rights Day at the Capitol • Project STIR 	<ul style="list-style-type: none"> • Social Media • Technology • Blogs • Family & friends • Peer Support/P2P • Face-to-face local support groups • Online Support Groups • Sib-shops 	<ul style="list-style-type: none"> • Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/remote monitoring
Traditional Life Options	<ul style="list-style-type: none"> • Sheltered workshops • Day habilitation 	<ul style="list-style-type: none"> • Institutions • Intermediate Care Facility (ICF) • Group Homes 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities 	<ul style="list-style-type: none"> • Center-based therapies (PT, OT, Speech, etc) • Special or institutional medical care 	<ul style="list-style-type: none"> • Full guardianship • 24 hour supervision 	<ul style="list-style-type: none"> • Paid advocate or having someone else advocate on your behalf 	<ul style="list-style-type: none"> • Institution or center based support group • Intensive all-day parent training • Disability specific groups 	<ul style="list-style-type: none"> • Systems supports • Provider and agency staff

CHARTING the LifeCourse

Integrated Support Options





People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Support
 Daily Life Employment	<ul style="list-style-type: none"> • Work/volunteer experience • Summer jobs • Vision or dream for job or career • Responsibilities at home or school • Makes choices and decisions • Communicates ideas, needs, thoughts to others • Knowledge of a variety of different jobs/careers • Good social skills • Practices everyday living skills 	<ul style="list-style-type: none"> • Coworkers • Parents, siblings, spouse, children, grandparents, other family • Friends • Teacher • Mentors • Parents/family of friends • Business partner 	<ul style="list-style-type: none"> • Electronic reminders • Alarm clock • Cell phone • Ipad educational/life skills apps • Online resume builders • Online classes or training • Internet job search • Calculator • Computer • Iphone/smart phone • Ipad apps 	<ul style="list-style-type: none"> • Volunteering • Competitive employment/careers • Colleges, universities, tech school • Micro-enterprises • Self employment • Tutors • Parent/Teacher Association (PTA) • Summer Reading Program (library) 	<ul style="list-style-type: none"> • Work crews/enclaves • Job coaches • Supported employment • Special college programs • Special Education/IEP's • HeadStart • Vocational Rehabilitation • Case manager/support coordinator • Sheltered workshops • Day habilitation
 Community Living	<ul style="list-style-type: none"> • Knowledge of how to navigate community • Drives, rides bus, cab, or other public transportation • Housekeeping skills • Can prepare simple meals/snacks • Can spend time alone or away from family • Knowledge of different types of living options 	<ul style="list-style-type: none"> • Parents, siblings, spouse, children, grandparents, extended family • Friends • Roommates • Neighbors • Same age peers (college age, aging) 	<ul style="list-style-type: none"> • Adapted living space • Environmental technology • Remote monitoring • Ipad apps • Facetime/Skype • Electronic reminders 	<ul style="list-style-type: none"> • Home Ownership • Rental home/apartment • Co-op for housing or transportation • Public transportation (bus, train, taxi) • Universal design • Neighborhood Watch • Home Owner's Association • Food Pantries 	<ul style="list-style-type: none"> • Independent Supported Living (ISL) • Independent Living Center • Shared Living/host family • Institutions • Intermediate Care Facility (ICF) • Group Homes • Meals on Wheels • Section 8 Housing Vouchers
 Social & Spirituality	<ul style="list-style-type: none"> • Has hobbies and interests and needed supplies • Knowledge/experience playing games or other social activities • Outgoing, Friendly personality • Understands social cues and norms • Has money/budget for social activities • Interest in/belief in faith/higher power • Belongs to/has roles in a faith community • Exposure/experience going to weddings/funerals • Good conversation skills 	<ul style="list-style-type: none"> • Friendships • Dating/relationships • Members of your faith community • Friends of parents/siblings and other family members • People with a shared interest or hobby 	<ul style="list-style-type: none"> • Online social clubs • Social media (Facebook, Twitter, Instagram, Pinterest, etc) • Online games • Email • Texting 	<ul style="list-style-type: none"> • Parks and Recreation • Service/social club/groups • Inclusive faith community • Sports teams and clubs • Preschool • Playground • Community Centers • Churches/Places of Worship 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities • Special Olympics • Special passes • Social skills classes
 Healthy Living	<ul style="list-style-type: none"> • Communicates with doctors and other medical professionals • Knowledgeable about own disability or special healthcare needs • Knows how/when to seek help for health issues and has well woman/man checkups • Understands changes as body becomes adult, other healthcare needs • Manages (or helps manage) own medication and understands health risks associated with smoking, drinking, drug use, unprotected sex) • Knowledge and/or ability to plan/execute healthy meals; eats a healthy diet • Has health insurance • Gym membership/exercises regularly/hides bike • Medical home 	<ul style="list-style-type: none"> • Family member or school staff implement therapy • Parents, siblings, grandparents, other family members (help with meds, healthy eating, etc.) 	<ul style="list-style-type: none"> • Pill-minders • Chat with a nurse/nurseline • Tele-medicine • Web-MD • Fit-Bit/Nike Fuel Band • Exercise equipment (ie treadmill) • Health/fitness apps for Ipad • Smart Toothbrush 	<ul style="list-style-type: none"> • Gym membership • Community Centers • Neighborhood/City Pool • Community Health Centers • Health fairs • Family/General practice providers • YMCA • Neighborhood pharmacy 	<ul style="list-style-type: none"> • Center-based therapies (PT, OT, Speech, etc) • Special/institutional medical care • Home/community based therapies • Special Olympics Healthy Communities Initiative • Medical home • IHP

CHARTING the LifeCourse



LIFE DOMAIN	Personal Strengths & Assets	Relationship Based Supports	Technology	Community Resources	Eligibility Based Supports
 <p>Safety & Security</p>	<ul style="list-style-type: none"> • Home security/alarm system • Knows address, phone numbers, other contacts • Knows how to appropriately use 911 • Family/person has an emergency/disaster plan • Able to lock/unlock door (with key or code) • Carries identification or specific information in wallet or on person • Home is modified for safety • GPS tracking device • Reciprocal knowledge with First Responders • Has and knows how to use a debit card • Family/person has engaged in financial planning 	<ul style="list-style-type: none"> • Parents, siblings, grandparents, other family members • Friends • Neighbors • Familiar staff/workers at local stores, restaurants, etc. 	<ul style="list-style-type: none"> • Automatic bill pay/direct deposit • Limited/joint bank account • Personal safety devices • Remote monitoring • Ipad/smart phone apps 	<ul style="list-style-type: none"> • Powers of Attorney • Neighborhood watch • Local Police Department • Online banking • Living Trust • LifeLock (Identity theft protection) • Neighborhood Watch 	<ul style="list-style-type: none"> • Full guardianship • 24 hour supervision • Limited guardianship • Special Needs Trust
 <p>Citizenship & Advocacy</p>	<ul style="list-style-type: none"> • Registered to vote, has voter ID, and understands how to vote • Knowledge of and membership in advocacy groups or organizations • Volunteers • Political awareness and advocacy • Has had leadership training and/or experience • Understands right/wrong, importance of doing the right thing and being a law-abiding citizen • Is able to speak up for self- parents modeling, social experiences, group participation 	<ul style="list-style-type: none"> • Parents, siblings, grandparents, other family members • Self-advocate peers • Friends 	<ul style="list-style-type: none"> • Ipad advocacy apps • Communication devices • Online service group sites 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Visiting your legislator • Scouting/Camp Fire/Optimist Club 	<ul style="list-style-type: none"> • Paid advocate • Self Advocacy Groups • Disability Rights Day at the Capitol • Self Advocacy Training
 <p>Supports for Family Unit</p>	<ul style="list-style-type: none"> • Family is active and engaged in community, networks, support groups, or mentoring • Understands rights and responsibilities • Well organized, keeps track of things • Has end of life plan/plan for when parents can no longer fulfill their many caring for and caring about roles • Has and utilizes social capitol/community connections • Willing to share their story 	<ul style="list-style-type: none"> • Grandparents, aunts, uncles, extended family • Neighbors • Other parents/families • Church/worship community 	<ul style="list-style-type: none"> • Family calendar/schedule apps • Online support groups or facebook pages 	<ul style="list-style-type: none"> • Mom's Day Out programs • Preschool • Library • Counselors • Utility assistance programs • Child Care • After school programs 	<ul style="list-style-type: none"> • Respite • Sibshops • Face to Face support groups • Special after school care programs • Specialized child care centers
 <p>Supports & Services</p>	<ul style="list-style-type: none"> • Knowledge of different sources of support and how to navigate systems and organizations • Ability to integrate different kinds of support into family and individual's life • Knows who to contact for help or guidance • Has someone who can/will provide paid services (potential staff and networks to recruit) 	<ul style="list-style-type: none"> • Parents, siblings, grandparents, spouse, children, other family • Neighbors • Classmates/former classmates • Church/Worship community • Teachers 	<ul style="list-style-type: none"> • Smart Home • Remote Monitoring Devices • GPS Devices 	<ul style="list-style-type: none"> • Financial planner • Piggy bank • Free/Reduced school lunch • Bank • Community Centers • Community clubs (Elks, Eagles, Lions) • Pets • Service animals 	<ul style="list-style-type: none"> • Vocational Rehabilitation • Division Developmental Disabilities • Health and Senior Services • Medicaid/Medicare • Social Security • Food Stamps • Medicaid Waivers • Mental/Behavioral Health Centers • Independent Living Centers • Meals On Wheels



Integrated Supports: Transportation

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support their vision for a good life.

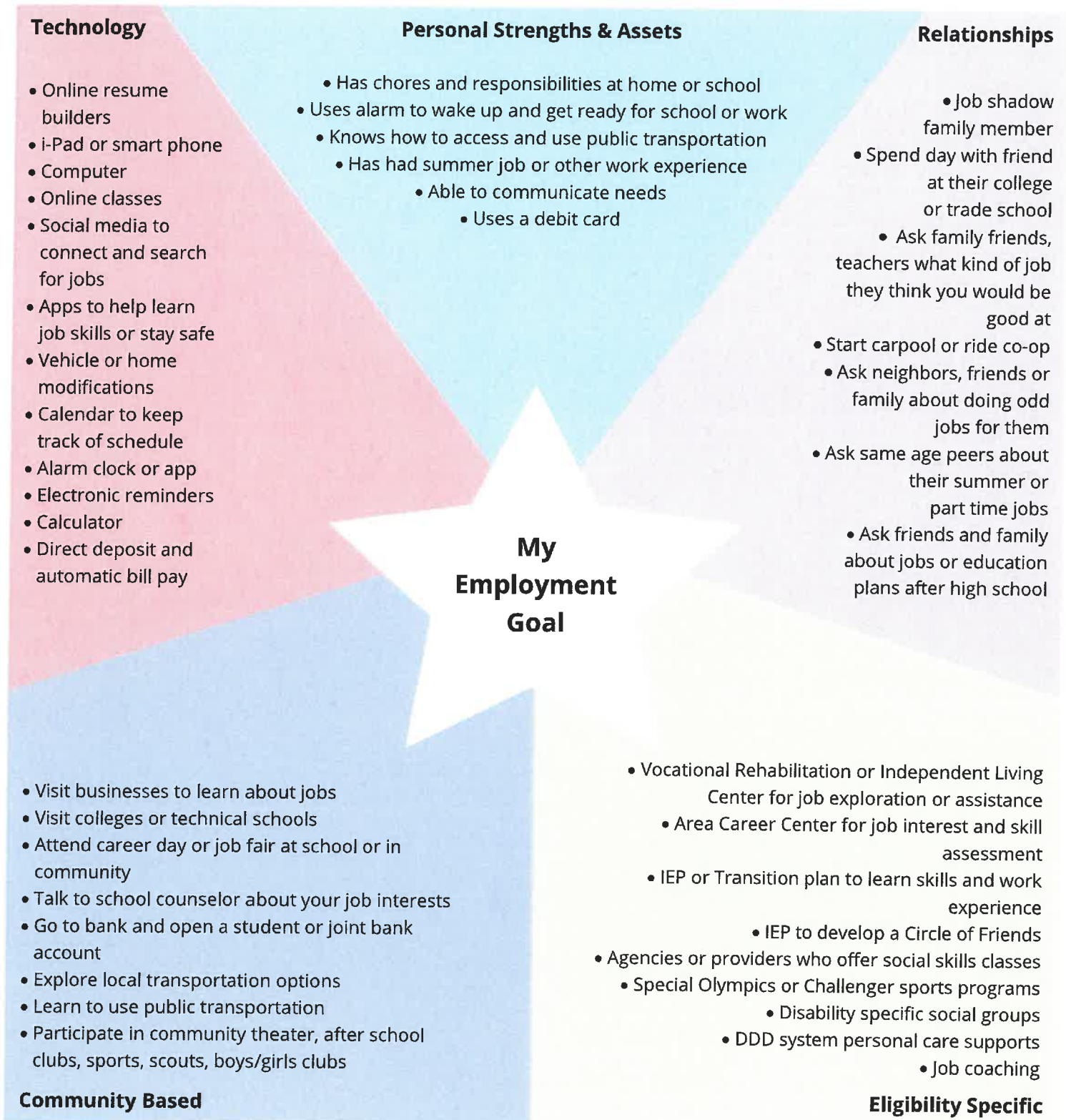


Access the LifeCourse framework and tools at lifecoursetools.com



Integrated Supports: Employment

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for employment.



Access the LifeCourse framework and tools at lifecoursetools.com



Integrated Supports: Daily Life

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Integrated Supports: Community Living

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Integrated Supports: Transportation

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Integrated Supports: Safety & Security

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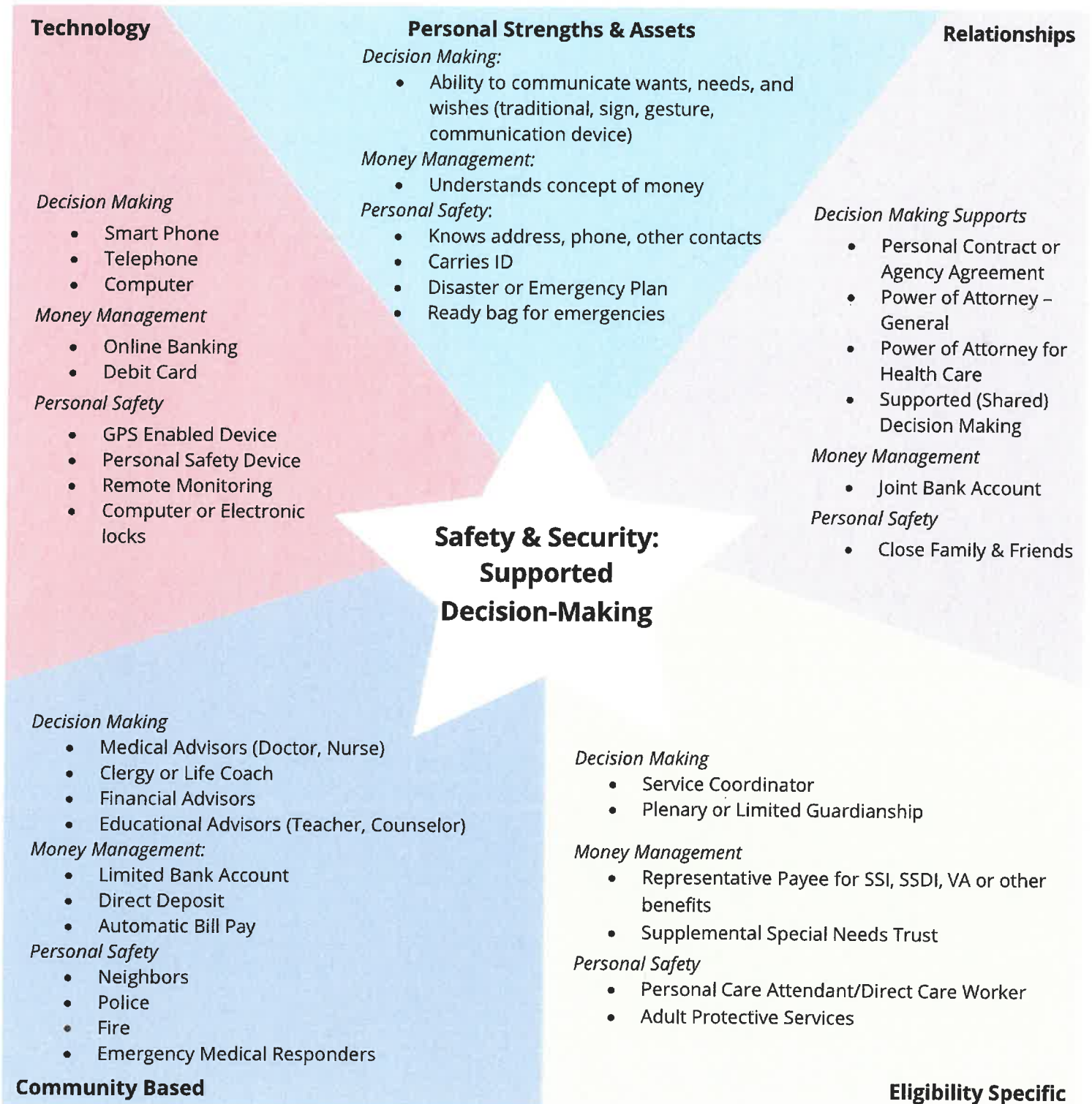


Access the LifeCourse framework and tools at lifecoursetools.com



LifeCourse Integrated STAR: Supported Decision-Making

When a person turns 18, they are presumed competent to make decisions about their life. Sometimes, a person might need help making decisions and staying safe. This star shows some of the ways people can be supported to be safe and secure while living an inclusive community life.



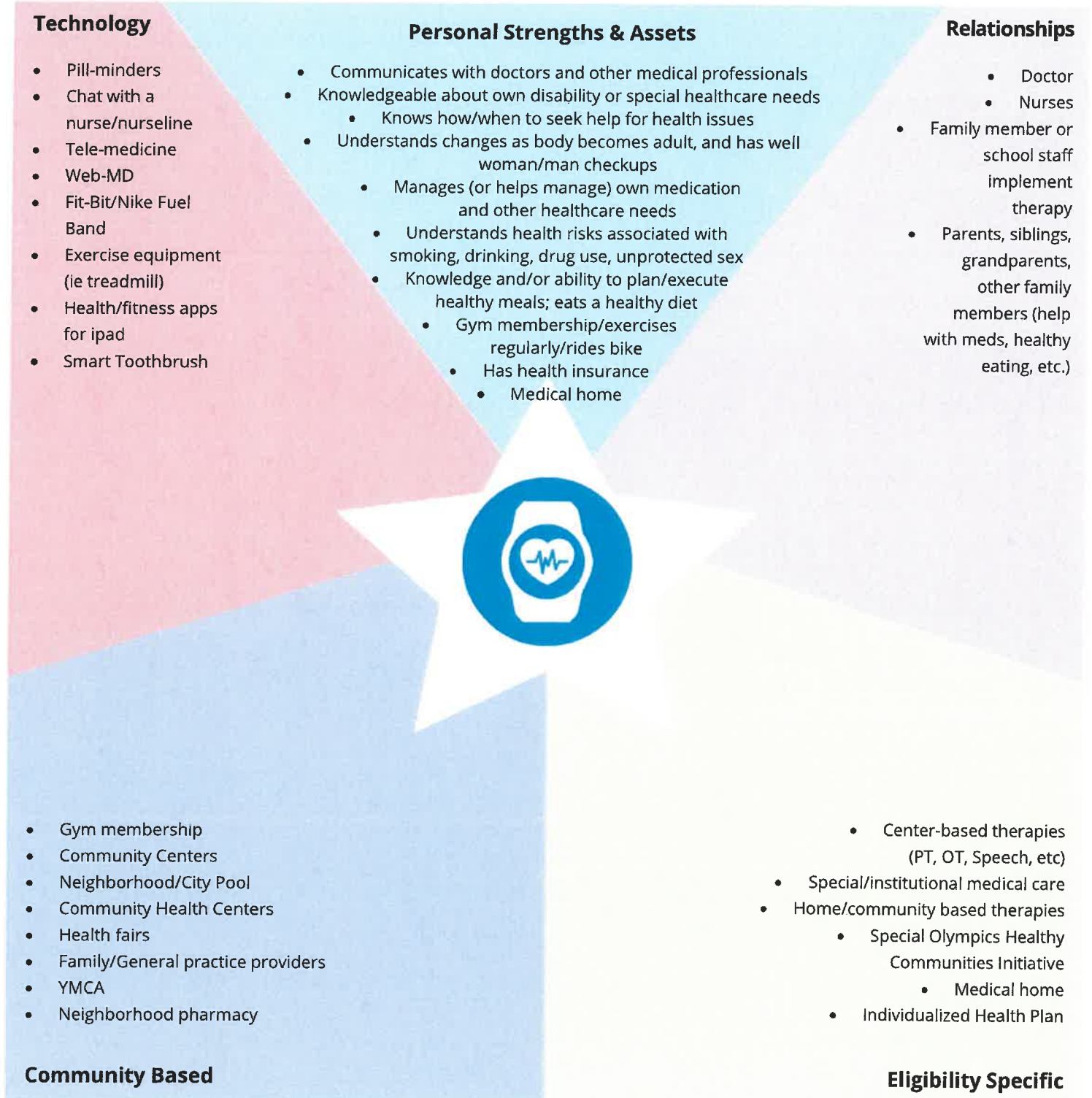
Access the LifeCourse framework and tools at lifecoursetools.com

CHARTING the LifeCourse



Integrated Supports: Healthy Living

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at lifecoursetools.com



Integrated Supports: Social & Spirituality

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support their vision for a good life.

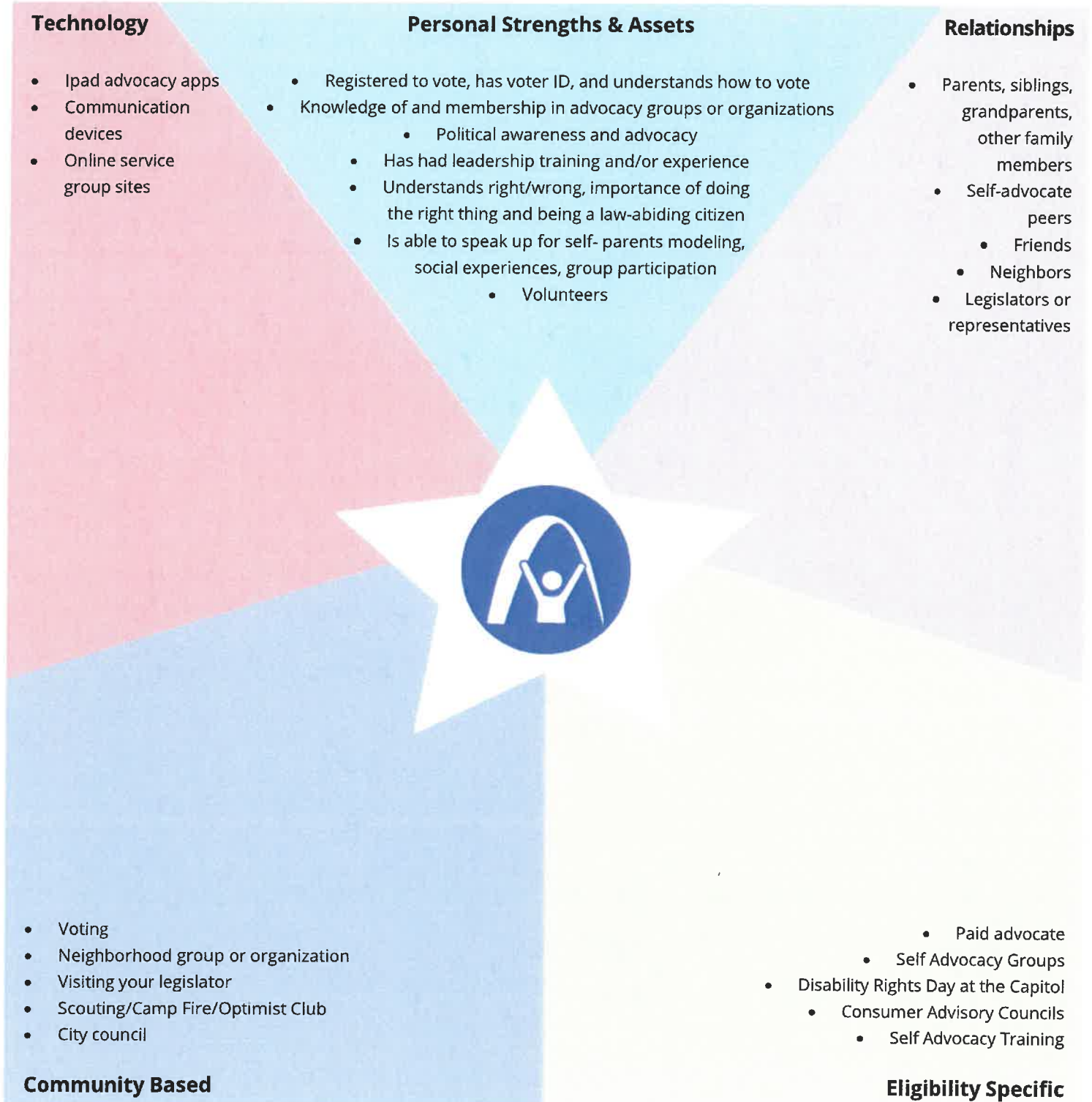


Access the LifeCourse framework and tools at lifecoursetools.com



Integrated Supports: Citizenship & Advocacy

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at lifecoursetools.com

CHARTING the LifeCourse



Tool for Exploring Decision Making Supports

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of Individual: _____

Name of person completing this form: _____

Relationship to individual (*circle one*): Self Family Friend Guardian Other: _____

How long have you known the individual? _____

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.



I can decide with no extra support



I need support with my decision



I need someone to decide for me

DAILY LIFE & EMPLOYMENT

Can I decide if or where I want to work?			
Can I look for and find a job (<i>read ads, apply, use personal contacts</i>)?			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? (<i>open bank account, make big purchases</i>)			
Do I make everyday purchases? (<i>food, personal items, recreation</i>)			
Do I pay my bills on time (<i>rent, cell, electric, internet</i>)			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			

HEALTHY LIVING

Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospitals, specialists or other health care providers I use?			
Can I make health/medical choices for my day-to-day well-being? (<i>check-ups, routine screening, working out, vitamins</i>)			
Can I make medical choices in serious situations? (<i>surgery, big injury</i>)			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors (<i>substance abuse, overeating, high-risk sexual activities, etc.</i>)?			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

CHARTING the LifeCourse











<p>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.</p>	 I can decide with no extra support	 I need support with my decision	 I need someone to decide for me
 SOCIAL & SPIRITUALITY			
Do I choose where and when (and if) I want to practice my faith?			
Do I make choices about what to do and who to spend time with?			
Do I decide if I want to date, and choose who I want to date?			
Can I make decisions about marriage (<i>If I want to marry, and who</i>)?			
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?			
 SAFETY & SECURITY			
Do I make choices that help me avoid common environmental dangers (<i>traffic, sharp objects, hot stove, poisonous products, etc.</i>)?			
Do I make plans in case of emergencies?			
Do I know and understand my rights?			
Do I recognize and get help if I am being treated badly (<i>physically, emotionally or sexually abused, or neglected</i>)			
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly (<i>police, attorney, trusted friend</i>)?			
 COMMUNITY LIVING			
Do I decide where I live and who I live with?			
Do I make safe choices around my home (<i>turning off stove, having fire alarms, locking doors</i>)?			
Do I decide about how I keep my home or room clean and livable?			
Do I make choices about going places I travel to often (<i>work, bank, stores, church, friends' home</i>)?			
Do I make choices about going places I don't travel to often (<i>doctor appointments, special events</i>)?			
Do I decide how to get to the places I want or need to go? (<i>walk, ask a friend for a ride, bus, cab, car service</i>)			
Do I decide and direct what kinds of support I need or want and choose who provides those supports?			
 CITIZENSHIP & ADVOCACY			
Do I decide who I want to represent my interests and support me?			
Do I choose whether to vote and who I vote for?			
Do I understand consequences of making decisions that will result in me committing a crime?			
Do I tell people what I want and don't want (verbally, by sign, device), and tell people how I make choices?			
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?			
Do I decide who I want information shared with (family, friends etc.)?			



Tool for Developing a Vision - Family









Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help families of all ages – those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an adult.

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think my family member will do during the day in his/her adult life?			
 Community Living	Where and with whom do I think my family member will live in his/her adult life?			
 Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?			
 Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?			
 Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?			
 Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?			
 Supports for Family	What will our family need to help support him/her to live a quality life as an adult?			
 Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?			



Tool for Developing a Vision – Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 Community Living	Where would I like to live in my adult life? Will I live alone or with someone else?			
 Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 Citizenship & Advocacy	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?			
 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?			



Integrated Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at lifecoursetools.com