

**Life Course:  
Planning  
The Path to a Good  
Life**

1

---

---

---

---

---

---

---

---

**WHAT DOES IT  
TAKE TO BUILD  
A GOOD LIFE?**

2

---

---

---

---

---

---

---

---

**Core Belief**

**All people have the right to  
live, love,  
work, play and pursue their life  
aspirations in their community**

3

---

---

---

---

---

---

---

---

**Life Course Planning:  
Building a Vision for the Future**

- A vision for living independently in the community
- A vision for having friends
- A vision for a job
- A vision that you or your son or daughter will make contributions to their community
- A vision that you or your son or daughter will be valued for who they are.

4

---

---

---

---

---

---

---

---

**Family System and Cycles**

- People exist and have give-and-take roles within a family system.
- Roles adjust as the individual members change and age.
- Individuals and families need supports that address all facets of life and adjust as the family ages through family cycles and the roles and needs of members change.

5

---

---

---

---

---

---

---

---

**Life Stages**



- Prenatal/Infancy
- Early Childhood
- School Age
- Transitions to Adult Life
- Adulthood
- Aging

6

---

---

---

---

---

---

---

---



**Recognize that individuals exist within a family where:**

- 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, strength and unique abilities to best nurture, love and support the individual to achieve their goal.

7

---

---

---

---

---

---

---

---

**Life Course Domains**

People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life.

Daily Life and Employment



Community Living



Safety and Security



Healthy Living



Social and Spirituality



Citizenship and Advocacy



8

---

---

---

---

---

---

---

---

**Life Course Planning Outcomes**

*Individuals and families plan for present and future life outcomes that take into account all facets of life and have life experiences that build self-determination, social capital, economic sufficiency and community inclusion.*

9

---

---

---

---

---

---

---

---

## Individual and Family Supports

Supports address all facets of life and adjust as roles and needs of all family members change.

Types of support might include:

- Discovery and navigation (information, education, skill building)
- Connecting and networking (peer support)
- Goods and services (daily living and financial supports)

10

---

---

---

---

---

---

---

---

## WHAT DOES IT TAKE to get to the good life?

From a young age, children dream about what they want to be, where they want to live, if they will get married and have a family, and what their life will look like when they are grown. Parents often encourage their children to dream big, even when it might seem like the dream is out of reach. **It should be no different for a child with a disability.**

As the child becomes a teenager, it is even more important for the youth and the family to have a vision of what the future might look like.

Even as an adult, it is important to keep a vision of the future in mind into adulthood and senior years.

*The best gift a parent can give a child is optimism  
and **high expectations**, offering encouragement, support,  
and experiences to prepare for the road ahead.*

11

---

---

---

---

---

---

---

---

## QUESTIONS TO THINK ABOUT Self-Advocate

1. What are other people my age doing (for work, fun, etc.) and what adaptations or accommodations are needed so I have similar life experiences?
2. Am I learning how to create or maintain community connections and social capital?
3. How could assistive technology, adaptations or accommodations assist me in living the life I want?
4. Am I learning how to access and integrate a variety of types of support (relationships, community assets, technology) in addition to any paid supports I receive?
5. Do you have someone to talk to about your feelings, emotions, and concerns, so that you don't feel alone?

12

---

---

---

---

---

---

---

---

### QUESTIONS TO THINK ABOUT Family

1. Do you assist your family member to ask questions or disagree with professionals, and to know questions to ask and how to assert their wishes/opinions to professionals and supporters?
2. Are you helping your family member create a vision for their own life and to have the life experiences to get them there?
3. How are you encouraging self-determination at all ages, stages, and aspects of your family member's life?
4. Are you always keeping an eye to the future or the next stages of their life and helping them learn to do the same?

---

---

---

---

---

---

---

---

13

### General Planning Principles

Planning is helpful to everyone at any age.

**You can plan at any time.**

People with disabilities may need to plan for accommodations and supports to help them to succeed. The timing for the delivery of these supports is often critical.

**People with disabilities benefit from planning early and often.**

It is important that planning is both person-centered and life-course oriented.

**Person-Centered Life Course Planning!**

---

---

---

---

---

---

---

---

14

### Person Centered Life Course Planning

Strategy: **S..t..r..e..t..c..h** people's thinking!




---

---

---

---

---

---

---

---

15

# Person Centered Life Course Planning

Strategy: Help support high expectations at every age!

Expose people to positive role models



16

---

---

---

---

---

---

---

---

# Planning starts early and occurs at key transition points



17

---

---

---

---

---

---

---

---

# Strategy: Start Early!

Great Expectations: Preparing Your Child with Developmental Disabilities for Employment Success



18

---

---

---

---


---

---

---

---

Planning should be led by the person to the greatest degree possible



If the person does not increase **Self Advocacy** & **Self Determination** skills over time it is **NOT** Person Centered Life Course Planning

19

---

---

---

---

---

---

---

---

Strategies for Increasing Communication & Participation, Self Advocacy & Self Determination

- Reviewing materials ahead of time
- Buddies
- Collages
- Photographs
- Videos
- Taped Recordings
- Addressing Sensory Needs-Rocking Chairs
- Addressing Behavior Needs-Intercom
- No! paddles
- Food!
- Meeting at Fun Places



Your Ideas???

20

---

---

---

---

---

---

---

---

Planning occurs for **both** the person and “loved ones”

All individuals exist within the context of family and loved ones.




(Regardless of where a person lives)

21

---

---

---

---

---

---

---

---

## Person Centered Life Course Planning

**Strategies: Help ensure that the person and their loved ones are on the same trajectory.**

**CHARTING the life course**

**Life Trajectory Worksheet: Individual**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

What I DON'T Want

---

---

---

---

---

---

---

---

---

---

22

**Integrated Services and 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.

**Personal Strengths & Assets**

**My LifeCourse Portfolio**

ONE-PAGE PROFILE

What people like & adore about me

What's Important to ME

How to Best Support ME

---

---

---

---

---

---

---

---

---

---

23

**Life Trajectory Worksheet: Family**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

What I DON'T Want

DEVELOPED BY THE U.S. BUREAU OF HUMAN DEVELOPMENT, LEADS, MARRIAGE & LIFE COURSE TOOLS.COM  
May 2016

---

---

---

---

---

---

---

---

---

---

24



**Life Trajectory Worksheet: Individual**  
Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family members, and identifying what you know you don't want. You can use the space around the arrows to think about current or desired life experiences that help point you in the direction of your good life.

DEVELOPED BY THE JAMES HAYES INSTITUTE FOR HUMAN DEVELOPMENT, ©2006. WORK MATERIALS BY JESSICA HARTWOOD.COM  
May 2016

25

---

---

---

---

---

---

---

---

---

---

**Planning should result in enhanced relationships with others**

Who cares enough about the person to "give a hand"?

26

---

---

---

---

---

---

---

---

---

---

**Strategy: Build teams to achieve success**

SUCCESS

27

---

---

---

---

---

---

---

---

---

---

Strategy: Help the person and their loved ones build upon personal strengths.



---

---

---

---

---

---

---

---

28

Planning should create a Positive Vision of the Future



---

---

---

---

---

---

---

---

29

Strategy: Different tools or strategies produce different results

Types of Person-Centered Planning



All planning processes have different strengths and weaknesses. It's important to select the right tool for your needs.

---

---

---

---

---

---

---

---

30

Effective planning facilitates  
Creative out-side of the box solutions



31

---

---

---

---

---

---

---

---

Strategy: Creativity can be learned!

Inform & Educate



Learning something new is a good thing!

32

---

---

---

---

---

---

---

---

Planning considers ALL types of supports



33

---

---

---

---

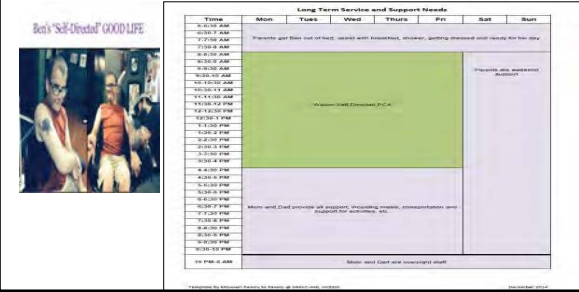
---

---

---

---

#10 Effective planning creates an Action Plan that leads to a "A Good Life" from the person's perspective




---

---

---

---

---

---

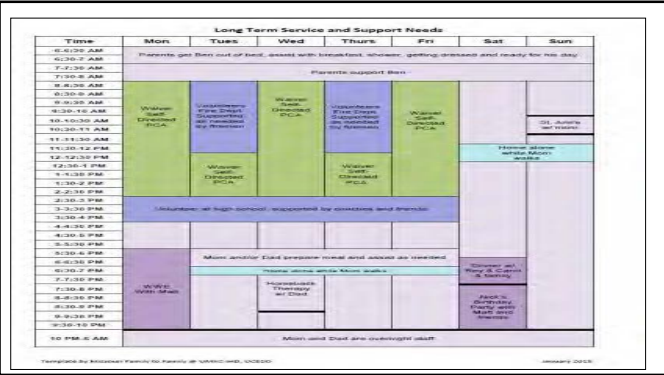
---

---

---

---

34




---

---

---

---

---

---

---

---

---

---

35

**Person Centered Life Course Planning SUMMARY**

1. Planning can occur at any age
2. Planning starts early and occurs at key transition points
3. Planning should be led by the person to the greatest degree possible
4. Planning occurs for both the person and "loved ones"
5. Planning should result in enhanced relationships with others
6. Planning should build upon team member strengths
7. Planning should create a Positive Vision of the Future
8. Effective planning facilitates Creative out-side of the box solutions
9. Planning considers (by age) ALL available types of supports
10. Effective planning creates an Action Plan that leads to a "A Good Life" from the person's perspective

---

---

---

---

---

---

---

---

---

---

36

Person Centered Life Course Planning  
<https://www.lifecoursetools.com>

Positive Results Occur  
When Continuous Improvement is Expected



---

---

---

---

---

---

---

---