



## CONNECTICUT BROCHURES



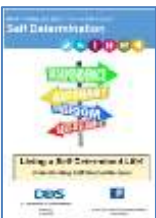
**Family Connections:** Families greatly benefit from the help and support that other families can provide and from shared information about their child's disability and knowledge of available resources. With this information, families can make informed decisions about services and support. [Family Connections Brochure](#)



**Respite:** The development of successful respite, like most good things that happen in our lives, requires planning and thoughtful action. The greater the variety of respite strategies that families choose to explore, the greater the likelihood that they are able to create the healthy lifestyle that work best for them. [Respite Brochure](#)



**Assistive Technology (AT)** refers to any item or piece of equipment used to increase, maintain, or improve the functional capabilities of individuals with disabilities in all aspects of life, including at school, work, home, and in the community. [Assistive Technology Brochure](#)



**Self-Determination** is a national movement about rights and personal freedom. It is an approach to service delivery that supports people with disabilities to live as desired. Self-determination helps people with disabilities, with input from their family and friends, determine their future. They design their own support plans, choose the assistance they need to live full lives and control a personal budget for supports. [Self-Determination Brochure](#)



**Positive Behavior Supports** are strategies designed to teach and encourage people to use socially appropriate skills. Positive Behavior Support also provides humane ways to decrease behaviors of concern and to increase an individual's quality of life. [Positive Behavior Support Brochure](#)

## CONNECTICUT GUIDES



**CT LifeCourse Experiences and Questions Booklet:** This booklet helps individuals and families know what questions to ask and things to think about throughout the course of their life. Asking the right questions helps families ensure that their loved one has the experiences that 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! [CT LifeCourse Experiences and Questions Booklet](#)



**Daily Life and Employment Guide** is intended to help you, your family, or the people who support you think about what you like and want to do as you grow from childhood into young adulthood and beyond. This guide will help you think about questions to ask, things to do, and resources to access that lead to a job, career, volunteer position, or continuing education of your choice. [CT Daily Life and Employment Guide](#)

## CONNECTICUT HANDOUTS



**Why Plan? Planning for Individuals with Disabilities Across the Lifespan** - Planning for a child throughout their lifespan is full of challenges. For families of children with disabilities it can be even more difficult to envision what the future might hold. Comprehensive planning should begin as early as possible in your child's life. You can review your plan and change it as your child grows older and circumstances change. By planning early, you can better assure that your child's personal and financial future is what your child desires and needs, and is what you want for him or her. Planning will help maximize your child's independence and dignity and the control they have over their own life. [Why Plan?](#)



**Time for Transition** - We experience a multitude of transitions throughout our lives. Some important transition points include exiting from birth to three services, starting school for the time, going to middle and high school, graduation, employment, college, moving, or getting married. 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.

[Time for Transition](#)



**A STEP AHEAD** – Assisting Families to Prepare for Transitions Across the Lifespan (*bookmark*)

*Our Vision* - All Connecticut citizens with intellectual and developmental disabilities are valued contributors to their communities as family members, friends, neighbors, students, employees, volunteers, members of civic and religious associations, voters and advocates.

[A Step Ahead](#)

**Integrated Services and Supports Chart** – 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. [Integrated Services and Supports Chart](#)

## National Brochures



**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 you and family member make during this time can help to positively shape the future and the life they will live as they get older. [Charting-the-LifeCourse-Focus-on-Aging](#)



**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. [Charting the LifeCourse Focus on Transition](#)