

National Community of Practice on Supports to families

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UMKC-Institute for Human Development, UCEDD

Barb Brent, Co-Project Director
NASDDDS

About Barb

- Director of State Policy, NASDDDS
- Co-Director of National Community of Practice on Supports to Families
- State Director of DD in 2 States



About Sheli

- Sibling of three brothers, one who is 32 years old with developmental disability
- Member, Presidents Committee for Persons with Intellectual Disabilities Appointed by President Obama
- Director of Individual Advocacy and Family Support, UMKC UCEDD
 - Supported the Self-Advocacy Movement for 12 years
 - Director of Mo Family-to-Family Health Info Center
 - Co-Director of National CoP on Supports to Families





SUPPORTING FAMILIES

of individuals with intellectual & developmental disabilities

THE NATIONAL COMMUNITY OF PRACTICE • FUNDED BY THE ADMINISTRATION ON INTELLECTUAL & DEVELOPMENTAL DISABILITIES



ADMINISTRATION ON
INTELLECTUAL AND
DEVELOPMENTAL
DISABILITIES

Project Goal

To build capacity through a community of practice across and within States to create policies, practices and systems to better assist and support families that include a member with intellectual and developmental disability across the lifespan.

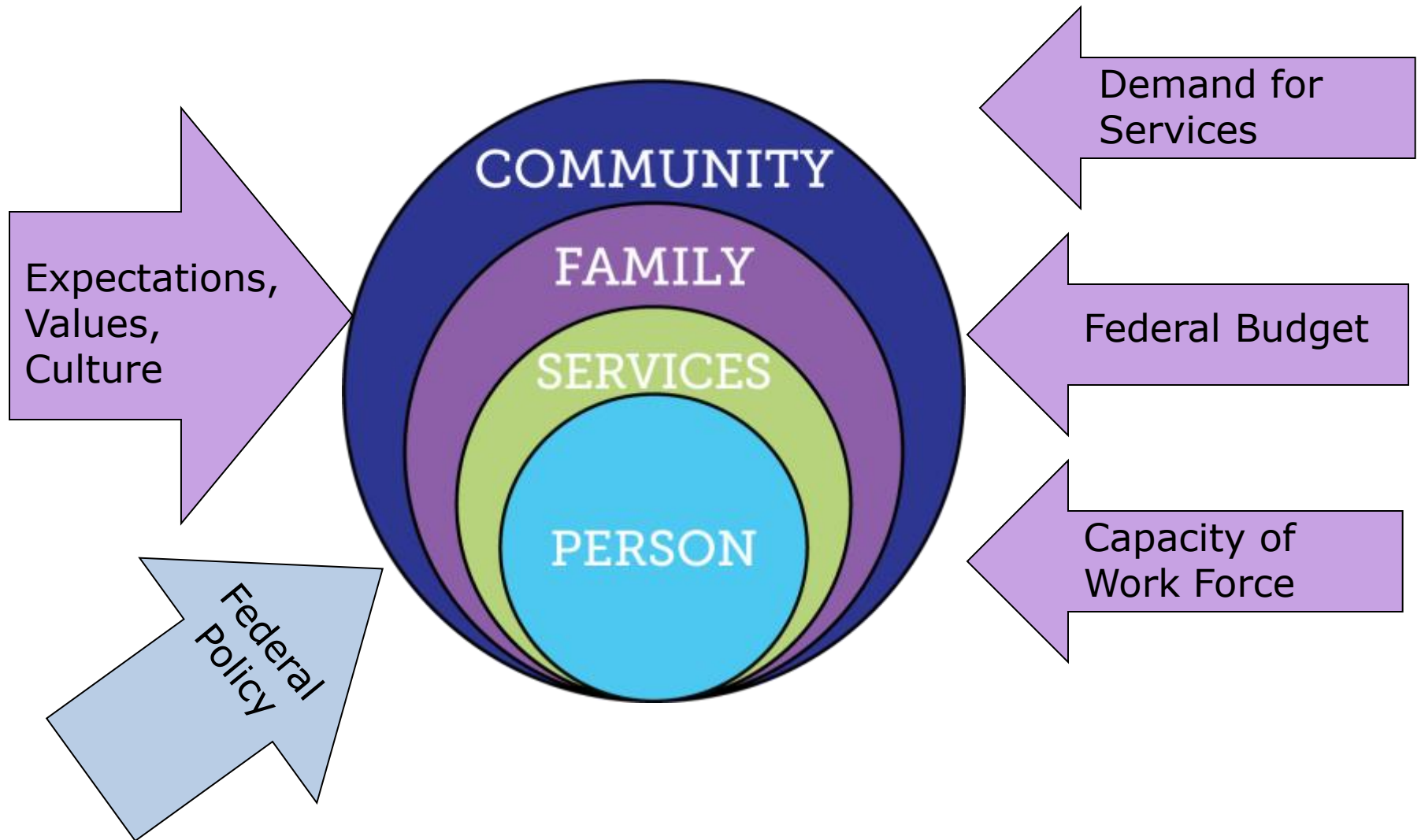


Project Outcomes

- State and national consensus on a national framework and agenda for improving support for families with members with I/DD.
- Enhanced national and state policies, practices, and sustainable systems that result in improved supports to families.
- Enhanced capacity of states to replicate and sustain exemplary practices to support families and systems.



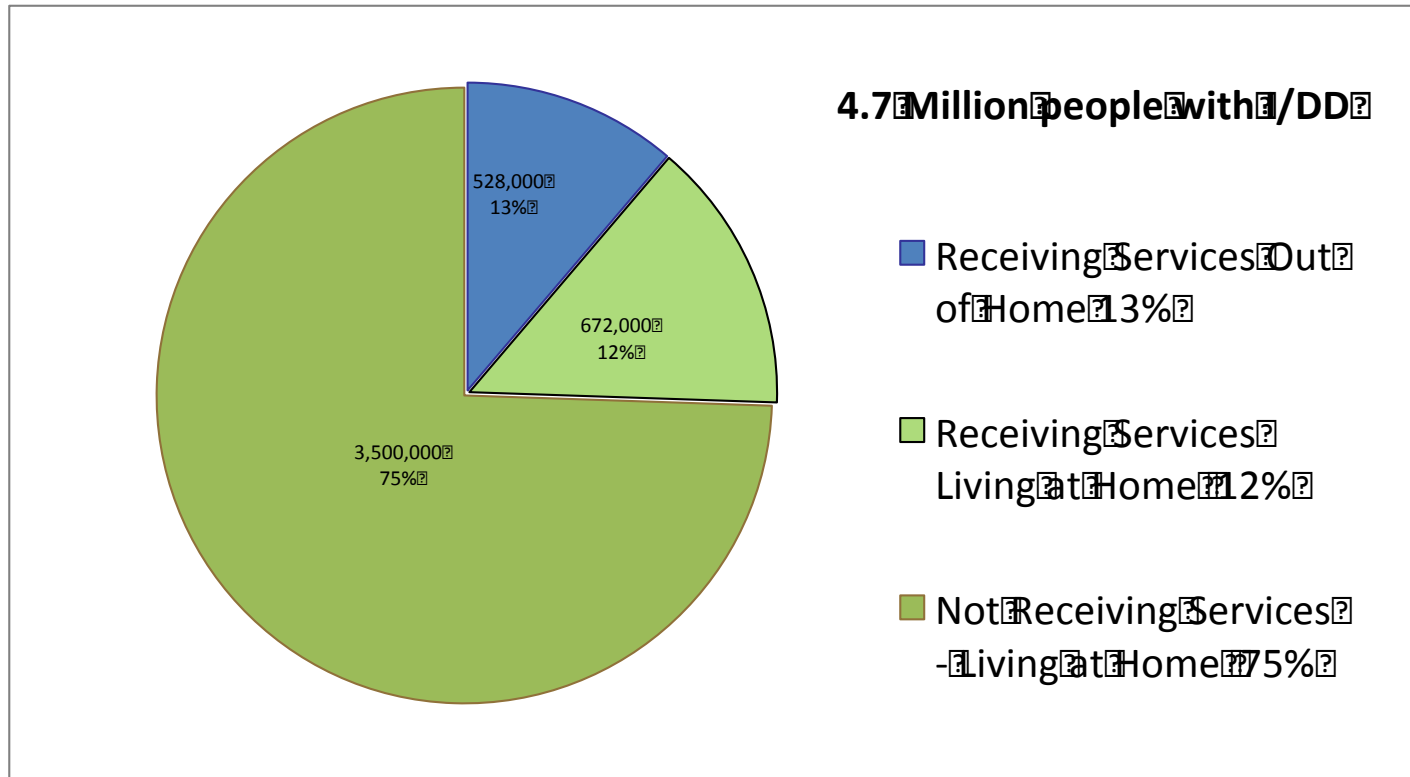
Current Reality of Service and Supports





Families Support Members with I/DD

89% of People I/DD receiving services are living outside of residential supports



Larson, S. A., Lakin, K. C., Anderson, L., Kwak, N., Lee, J. H., & Anderson, D. (2000).



Defining Supports to Families

GOAL



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 the individual to achieve their goal

Recognizing that individuals exist within a family system

DISCOVERY AND NAVIGATION

Knowledge & Skills

CONNECTING & NETWORKING

Mental Health & Self-Efficacy

GOODS & SERVICES

Day-to-Day & Caregiving/Supports

Moving to Supporting Families

Family Support	Supporting Families
Defined by eligibility, services or programs available, or funding	Not a program or based on eligibility, it is needs defined by the families across the lifespan regardless of service provision
Caregiver or parent	Family is defined functionally; inclusive of siblings, parents with disabilities, grandparents
Tension between self-advocacy and family support	Enhances opportunities for self-advocacy and self-determination
Crisis, immediate response	Preventative, long-term planning
Supporting caregiver in order to decrease demand on long-term services	Creates a quality of life for person with DD and their family by supporting their many roles

Type of Change that is Needed

TRANSITIONAL CHANGE

“Retooling” the system and its practices to fit the new model

Mergers, consolidations, reorganizations, revising systematic payment structures, creating new services, processes, systems and products to replace the traditional one

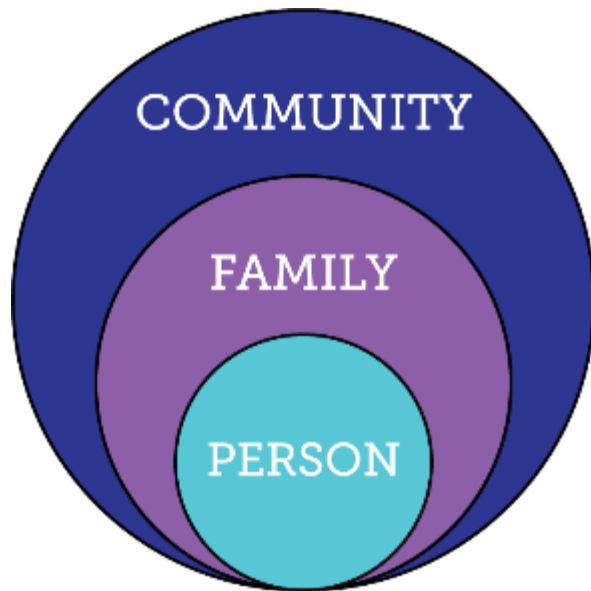
TRANSFORMATION CHANGE

Fundamental reordering of thinking, beliefs, culture, relationships, and behavior

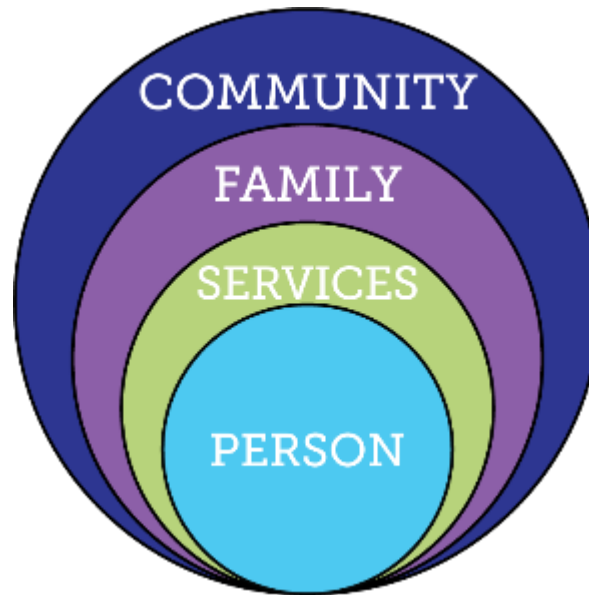
Turns assumptions inside out and disrupts familiar rituals and structures

Rejects command and control relationships in favor of co-creative partnerships

Services and Supports are Evolving



Everyone exists
within the context of
family and
community



Traditional
Disability Services



Integrated Services
and Supports within
context of person,
family and community



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



“Good Life for All”



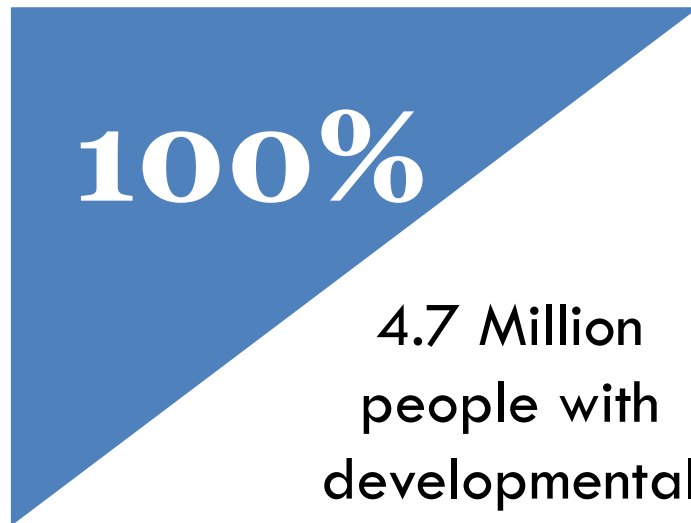
The Individual will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life



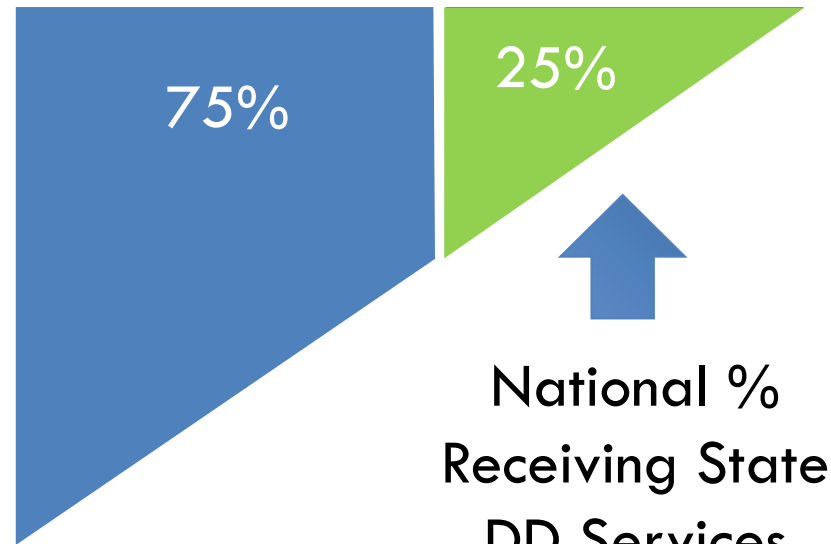
Families will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals



1 in 4 Persons with I/DD Receive Formal State DD Services



4.7 Million
people with
developmental
disabilities



75%

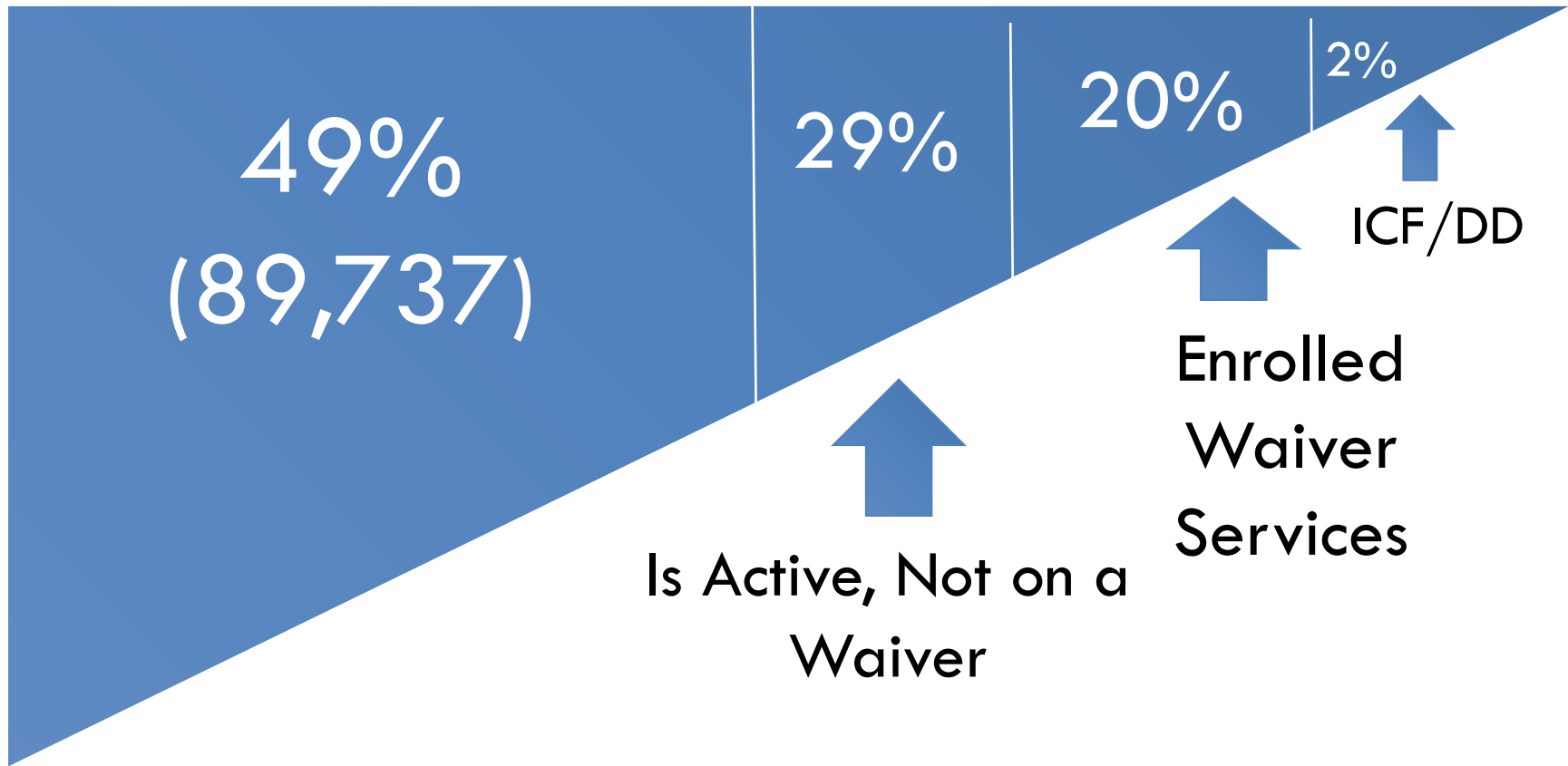
25%

National %
Receiving State
DD Services

** Based on national definition of developmental disability with a prevalence rate of 1.58%

Ohioans with Disabilities

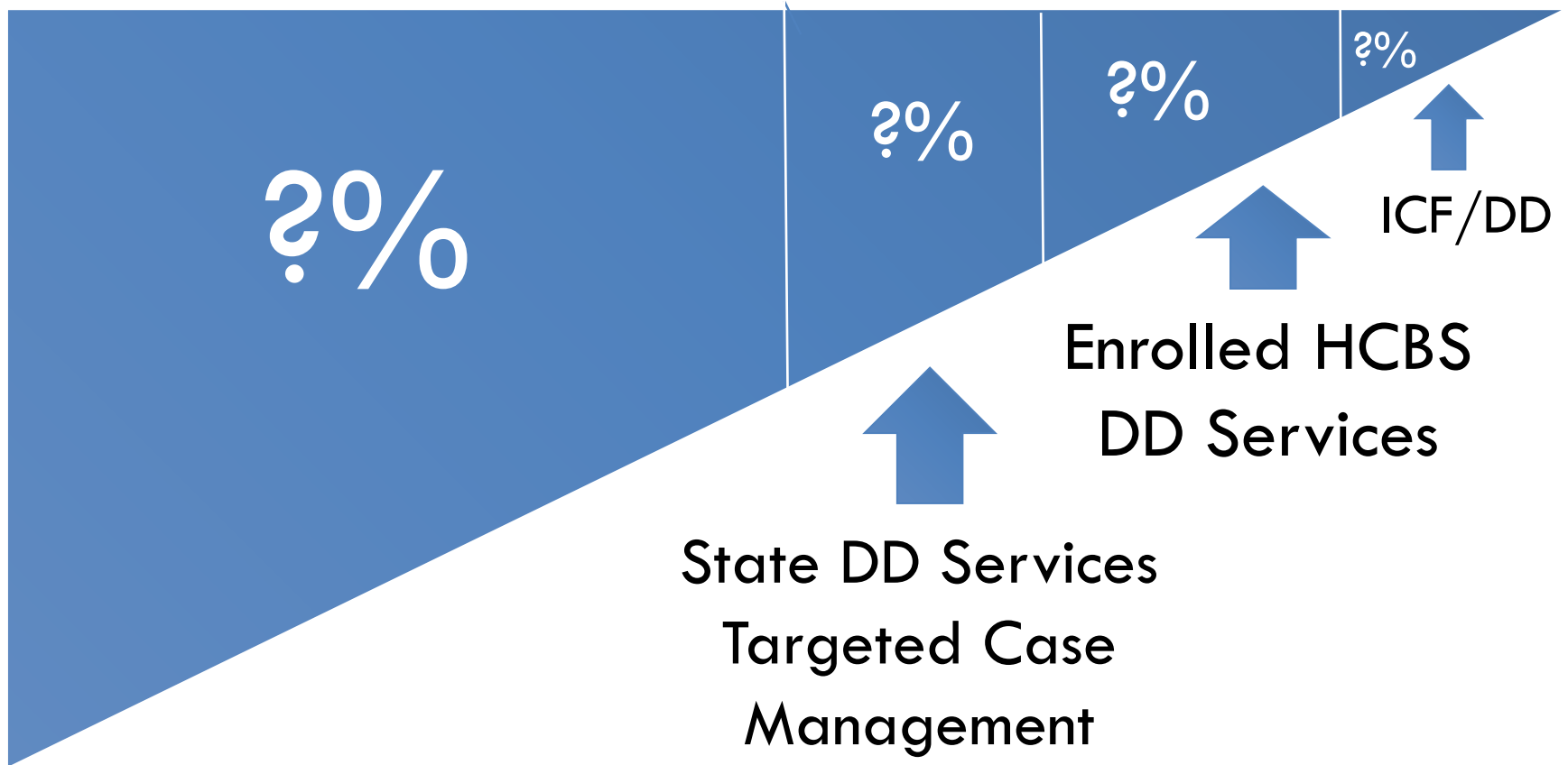
183,188 estimated Ohioans with Developmental Disabilities



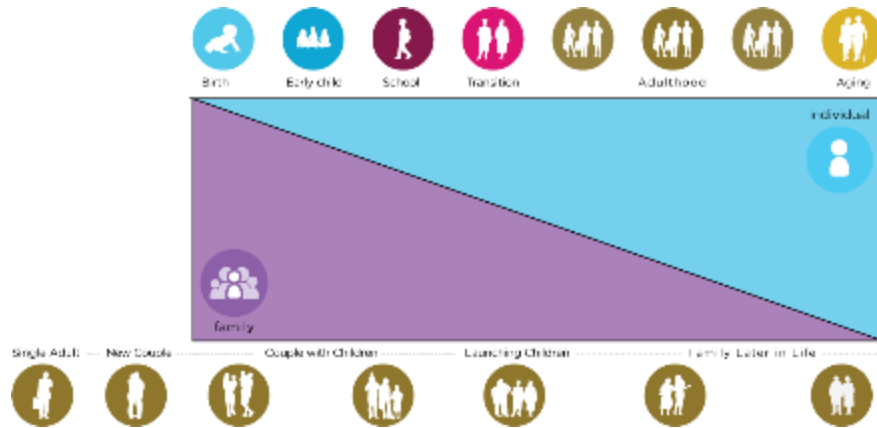
Based on 1.58% prevalence of 3.815 million citizens, US Census

Connecticut Data

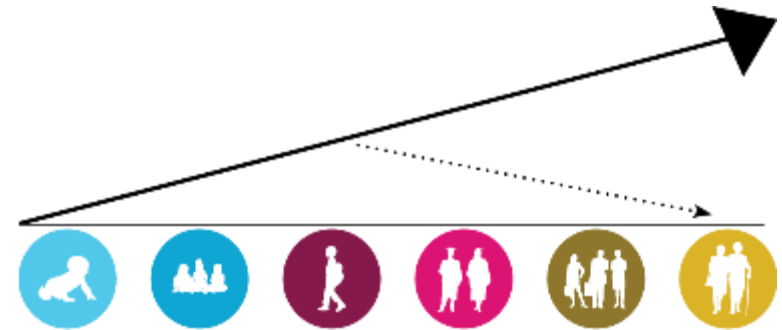
52,786 estimated Connecticut's with Developmental Disabilities



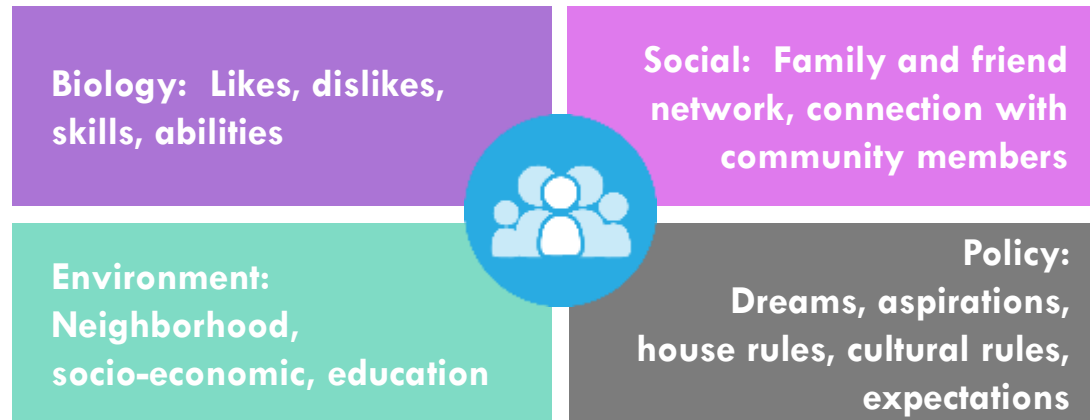
Based on 1.58% prevalence of 3.59 million citizens, US Census



Family Cycle Impacts Member Life Cycle



Family Life Experience Impacts Trajectory

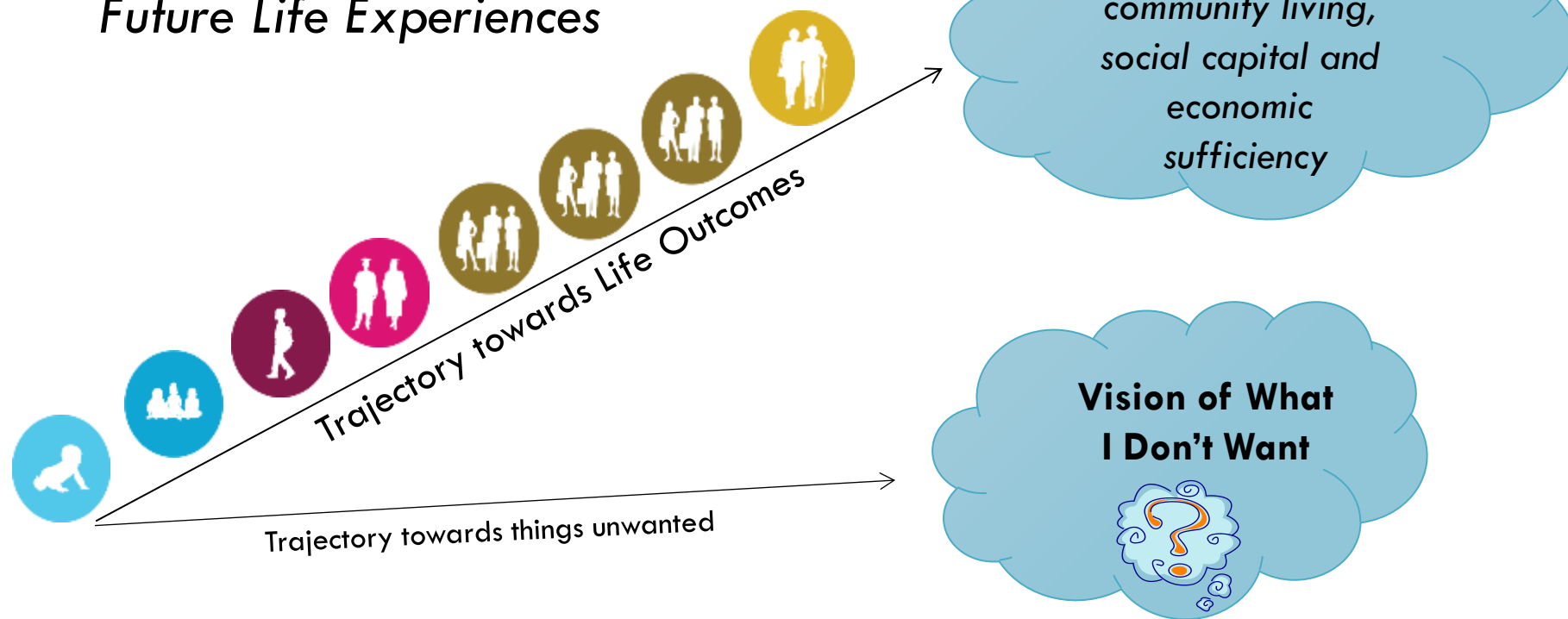


Family Unit Impacts Individual Level Characteristics

Recognizing Lifelong impact of Family:
 Person Centered Supports within the context of family

Trajectory towards Life Outcomes

Focusing on Past, Present and Future Life Experiences



- Adapted from “Life Course Theory” and *Rethinking MCH: The Life Course Model as an Organizing Framework*, HRSA, Maternal and Child Health Bureau

Achieving Outcomes for Connected Life Domains



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



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



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



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



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



Citizenship and Advocacy
(valued roles, making choices, setting goals, responsibility, leadership, peer support)

CHARTING the life course

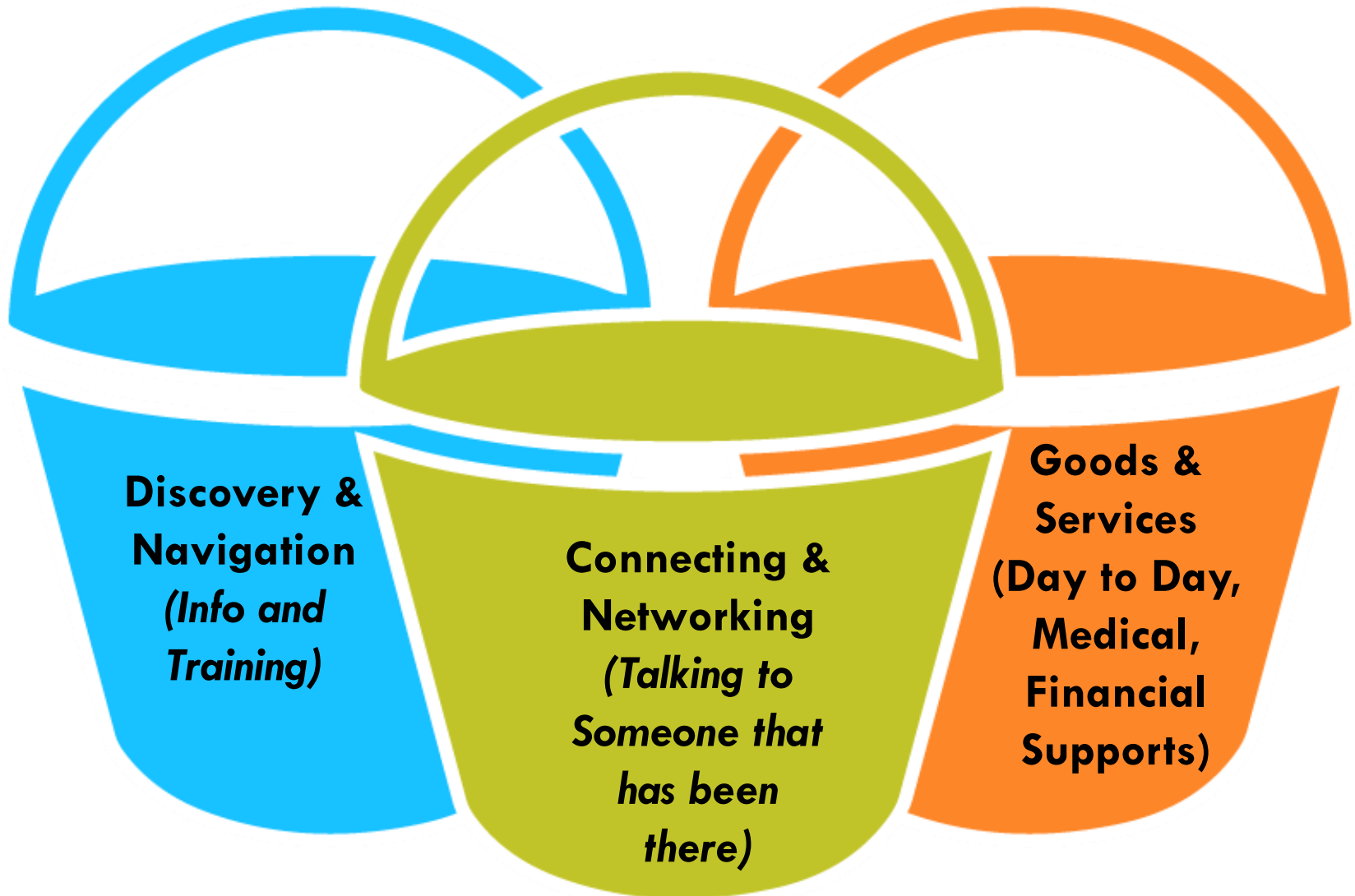
Exploring Life Possibilities

Charting the life course is a tool for exploring life possibilities and identifying potential barriers and supports. It is designed to be used by individuals, families, and professionals to explore and plan for a person's future. The tool is organized into seven domains, each with a set of questions and a corresponding icon.

Domain	Icon	Questions
Daily Life and Employment	Sun	What are your current and future goals for school/education, employment, volunteering, routines, and life skills?
Healthy Living	Watch	What are your current and future goals for medical, behavioral, nutrition, wellness, and affordable care?
Community Living	House	What are your current and future goals for housing, living options, home adaptations and modifications, community access, and transportation?
Safety and Security	Padlock	What are your current and future goals for emergencies, well-being, legal rights & issues, guardianship options & alternatives?
Social and Spirituality	People	What are your current and future goals for friends, relationships, leisure activities, personal networks, and faith community?
Citizenship and Advocacy	Arch	What are your current and future goals for valued roles, making choices, setting goals, responsibility, leadership, and peer support?
Future	Star	What are your current and future goals for the future?

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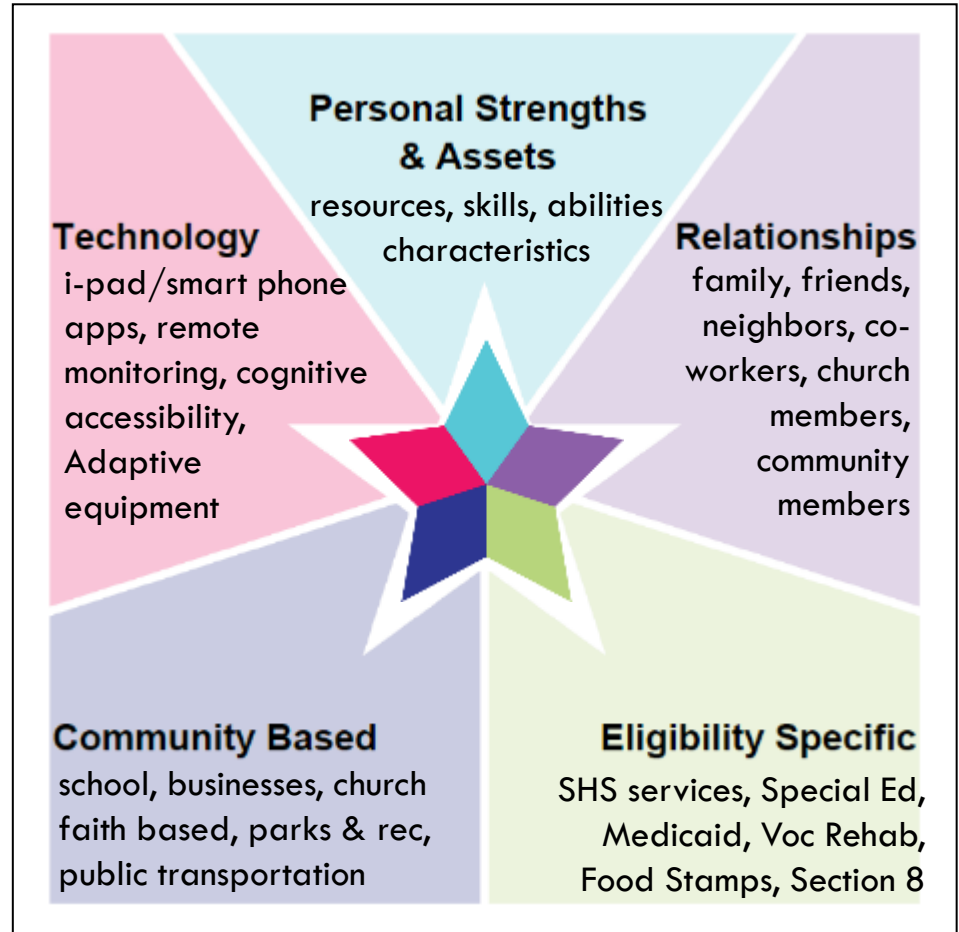
Three Types of Supports



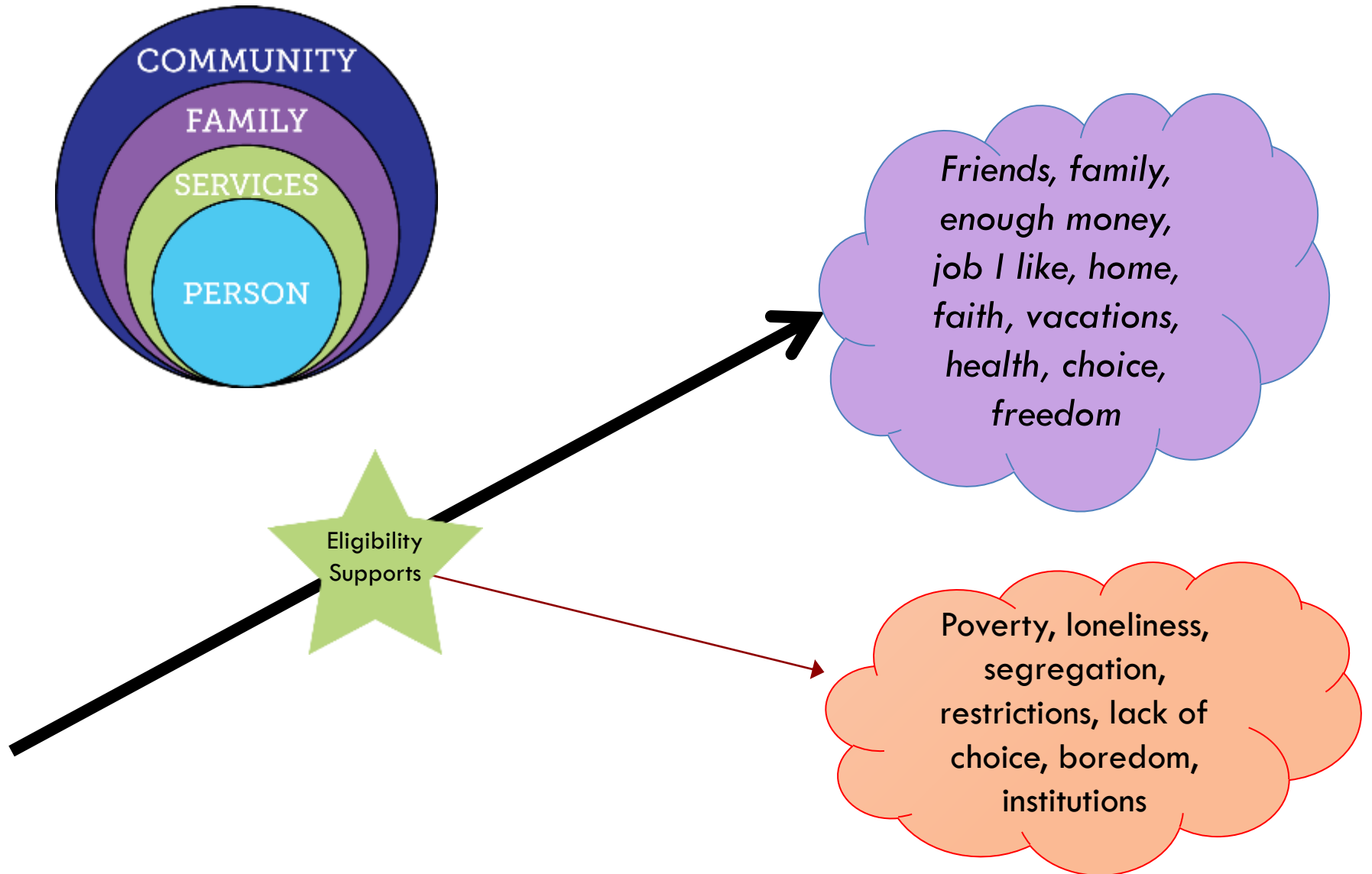
LifeCourse Integrated Supports STAR



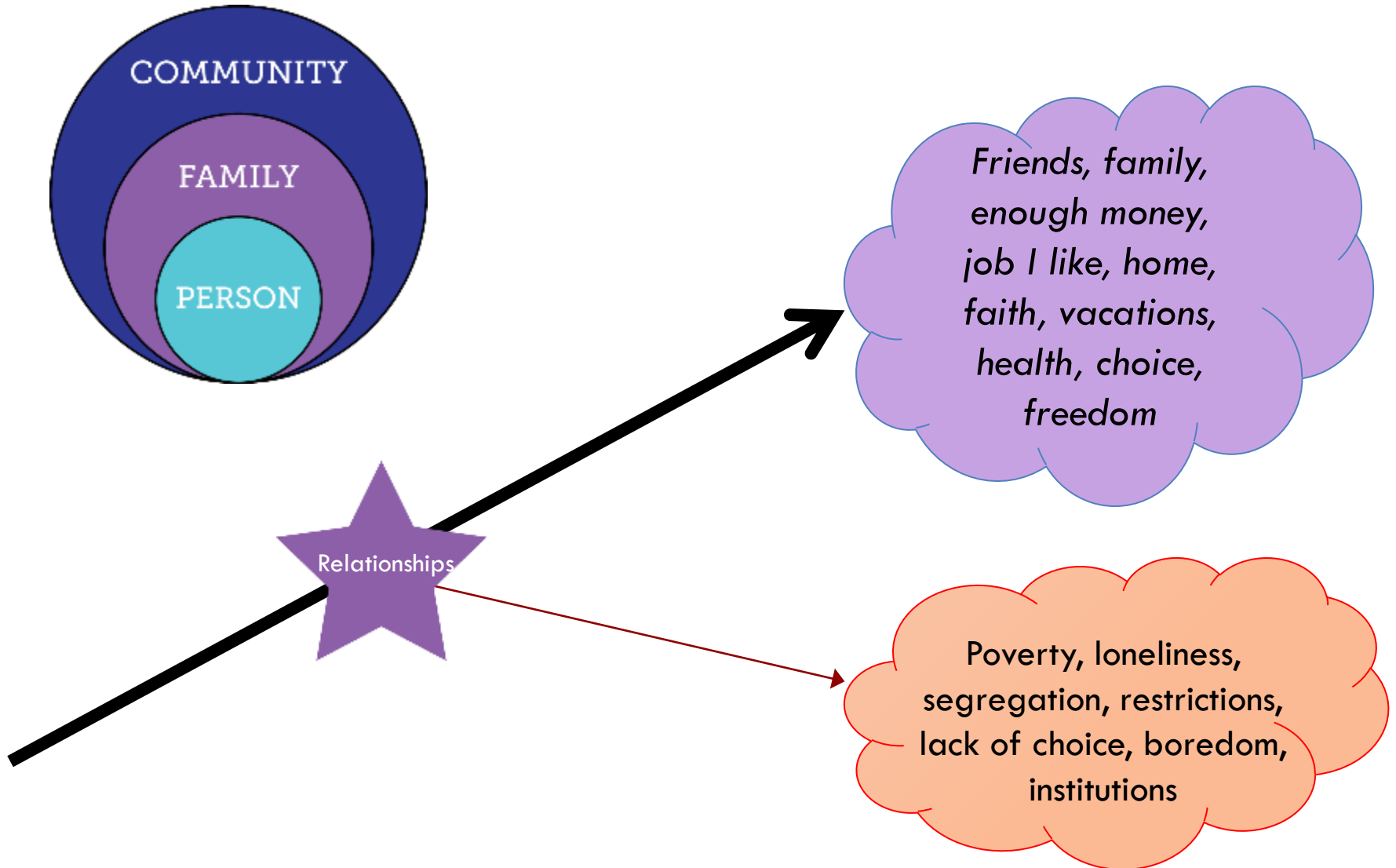
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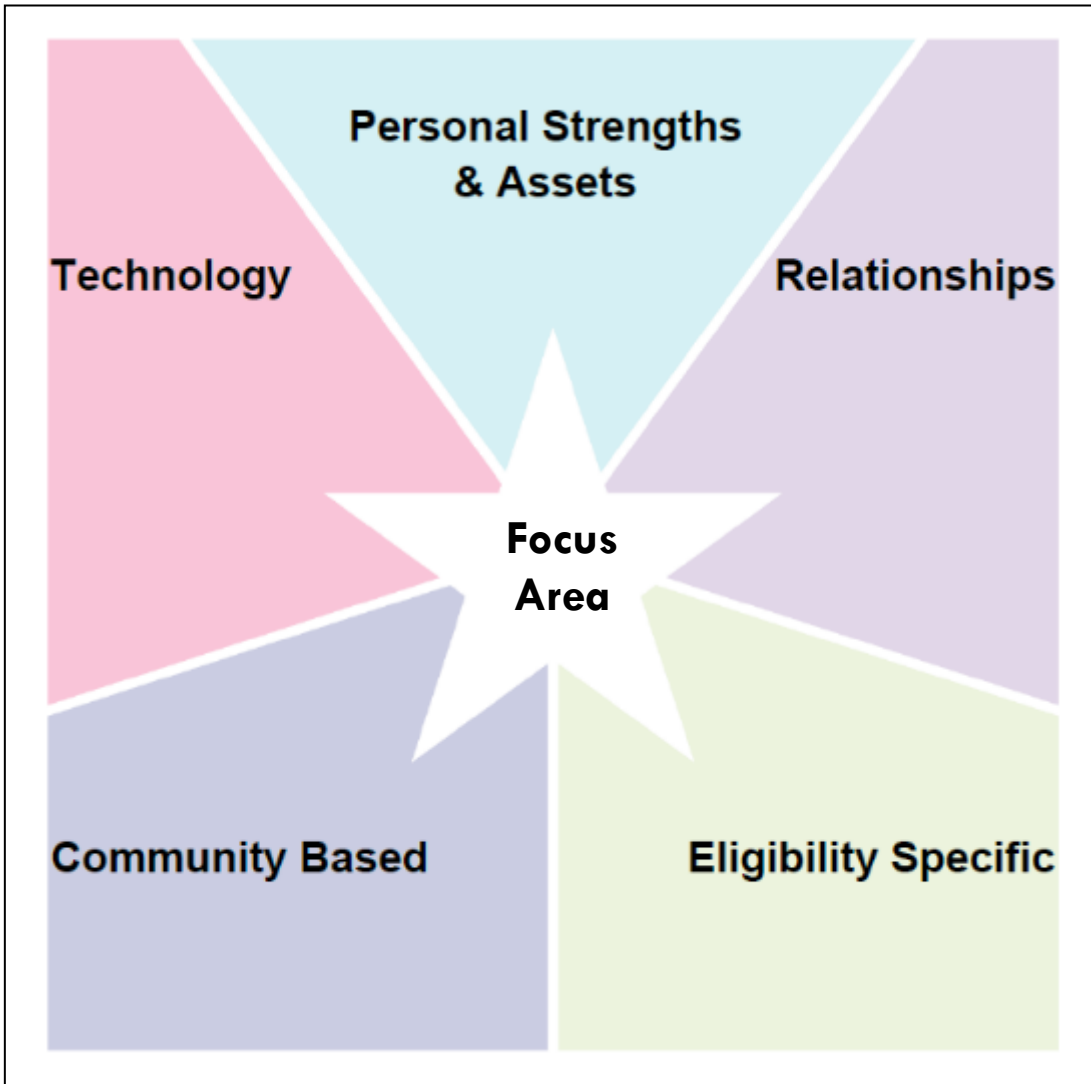


Focusing ONLY on Eligibility Supports



Relying ONLY on Family & Friends





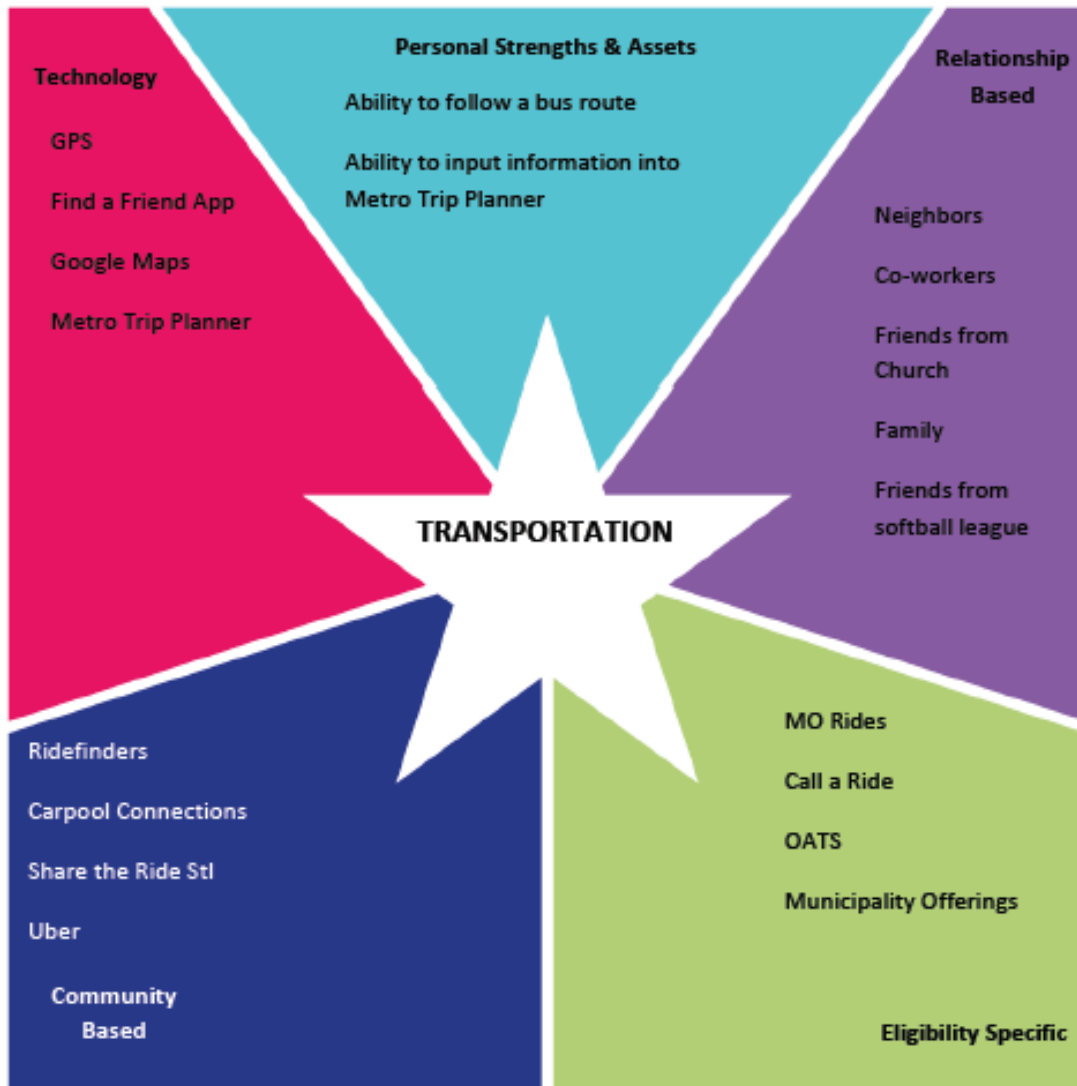
Daily Activity Problem Solving



Activity Scheduler

Activity	Day	Time	Location	Notes
Personal Strengths & Assets	Monday	9:00 AM - 10:30 AM	Community Center	Review progress and goals.
Technology	Tuesday	10:00 AM - 11:30 AM	Library	Learn new software skills.
Relationships	Wednesday	11:00 AM - 12:30 PM	Community Center	Meet with support group.
Eligibility Specific	Thursday	1:00 PM - 2:30 PM	Community Center	Attend eligibility workshop.
Community Based	Friday	2:00 PM - 3:30 PM	Community Center	Attend community meeting.

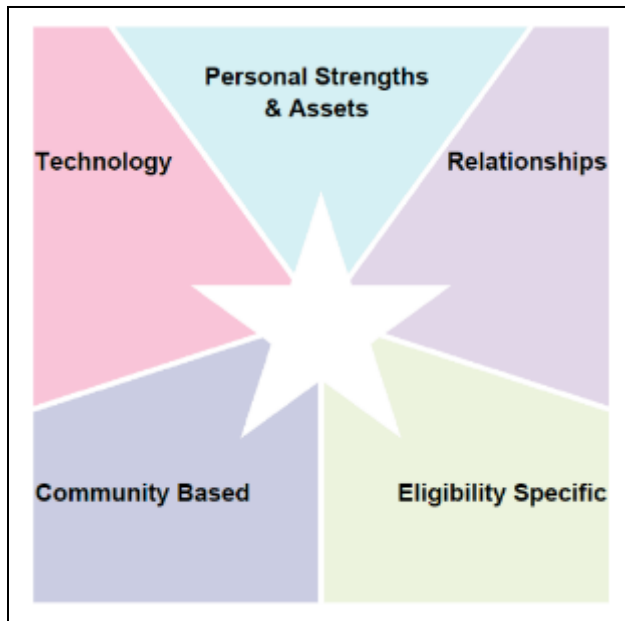
CHARTING the life course



The Arc StL

Problem Solving for Info and referral

Focusing on Services and Supports

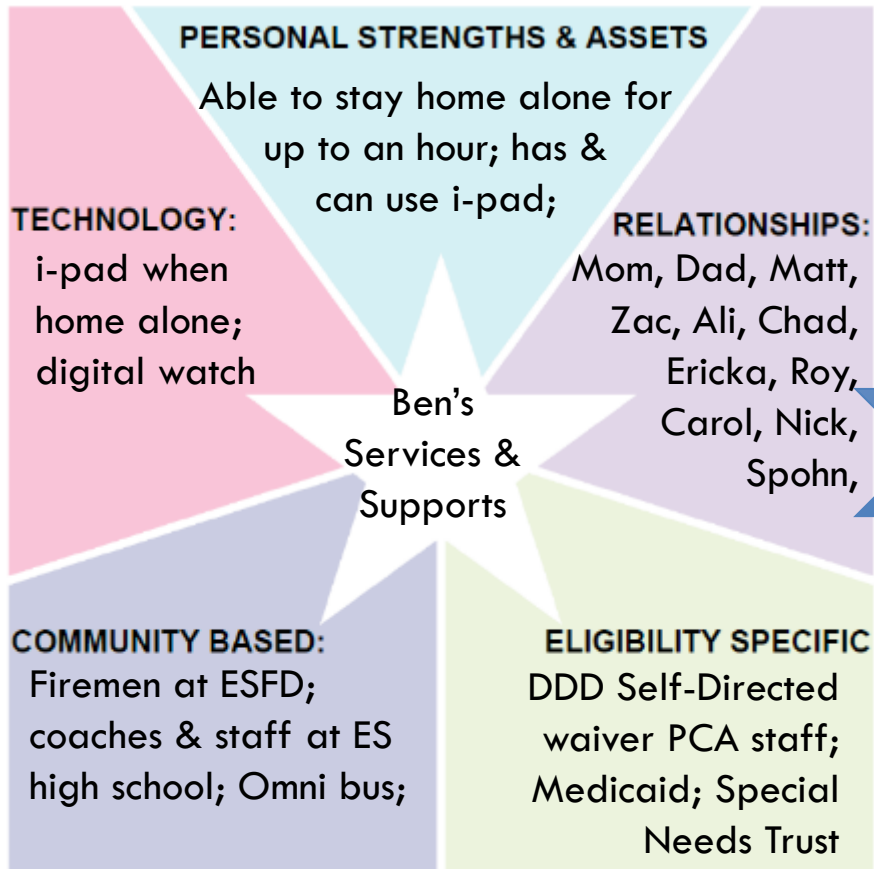


Long Term Service and Support Needs

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-8:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
6:30-7 AM							
7-7:30 AM							
7:30-8 AM							
8-8:30 AM	Waiver Self-Directed PCA					Parents are weekend support	
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM							
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.						
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
8:30-10 PM	Mom and Dad are overnight staff						
10 PM-6 AM							

Template by Missouri Family to Family © UHHC-HO, UCEED December 2014

Mapping Services and Supports




Long Term Service and Support Needs

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
6:30-7 AM	Parents support Ben						
7-7:30 AM	Parents support Ben						
7:30-8 AM	Parents support Ben						
8-8:30 AM	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA		
8:30-9 AM							
9-9:30 AM							
9:30-10 AM	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA		St. Ann's w/ mom
10-10:30 AM							
10:30-11 AM							
11-11:30 AM						Home alone while Mom walks	
11:30-12 PM						Home alone while Mom walks	
12-12:30 PM						Home alone while Mom walks	
12:30-1 PM						Home alone while Mom walks	
1-1:30 PM						Home alone while Mom walks	
1:30-2 PM						Home alone while Mom walks	
2-2:30 PM						Home alone while Mom walks	
2:30-3 PM	Volunteer at high school, supported by coaches and friends						
3-3:30 PM	Volunteer at high school, supported by coaches and friends						
3:30-4 PM	Volunteer at high school, supported by coaches and friends						
4-4:30 PM							
4:30-5 PM							
5-5:30 PM							
5:30-6 PM	Mom and/or Dad prepare meal and assist as needed						
6-6:30 PM	Mom and/or Dad prepare meal and assist as needed						
6:30-7 PM	Home alone while Mom walks						
7-7:30 PM	Dinner w/ Roy & Carol & family						
7:30-8 PM	WWE With Matt						Nick's Birthday Party with Matt and friends
7:30-8 PM		Horseback Therapy w/ Dad					
8-8:30 PM							
8:30-9 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri Family to Family @ UMKC-HD, UCEDD January 2015

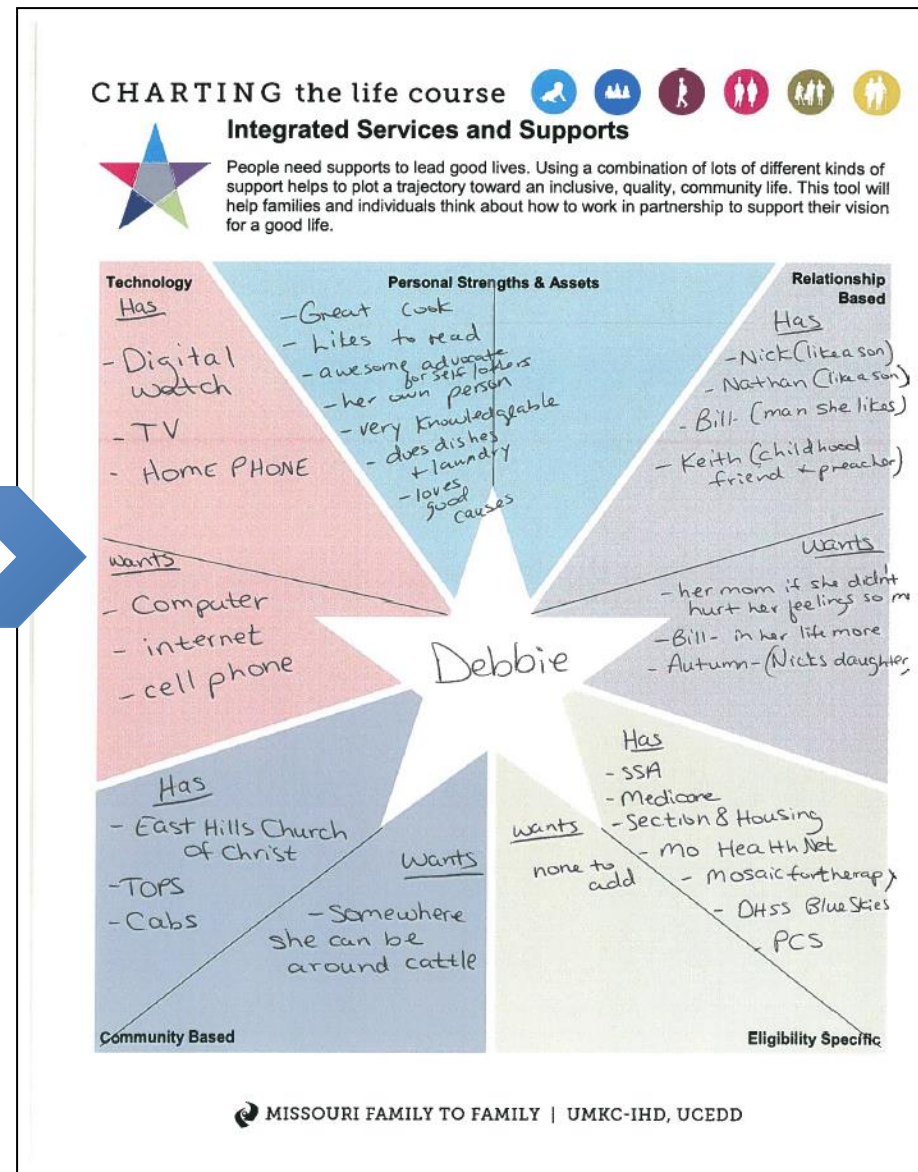
Calendar to Star/Planning

CHARTING the life course 

Long Term Support Needs

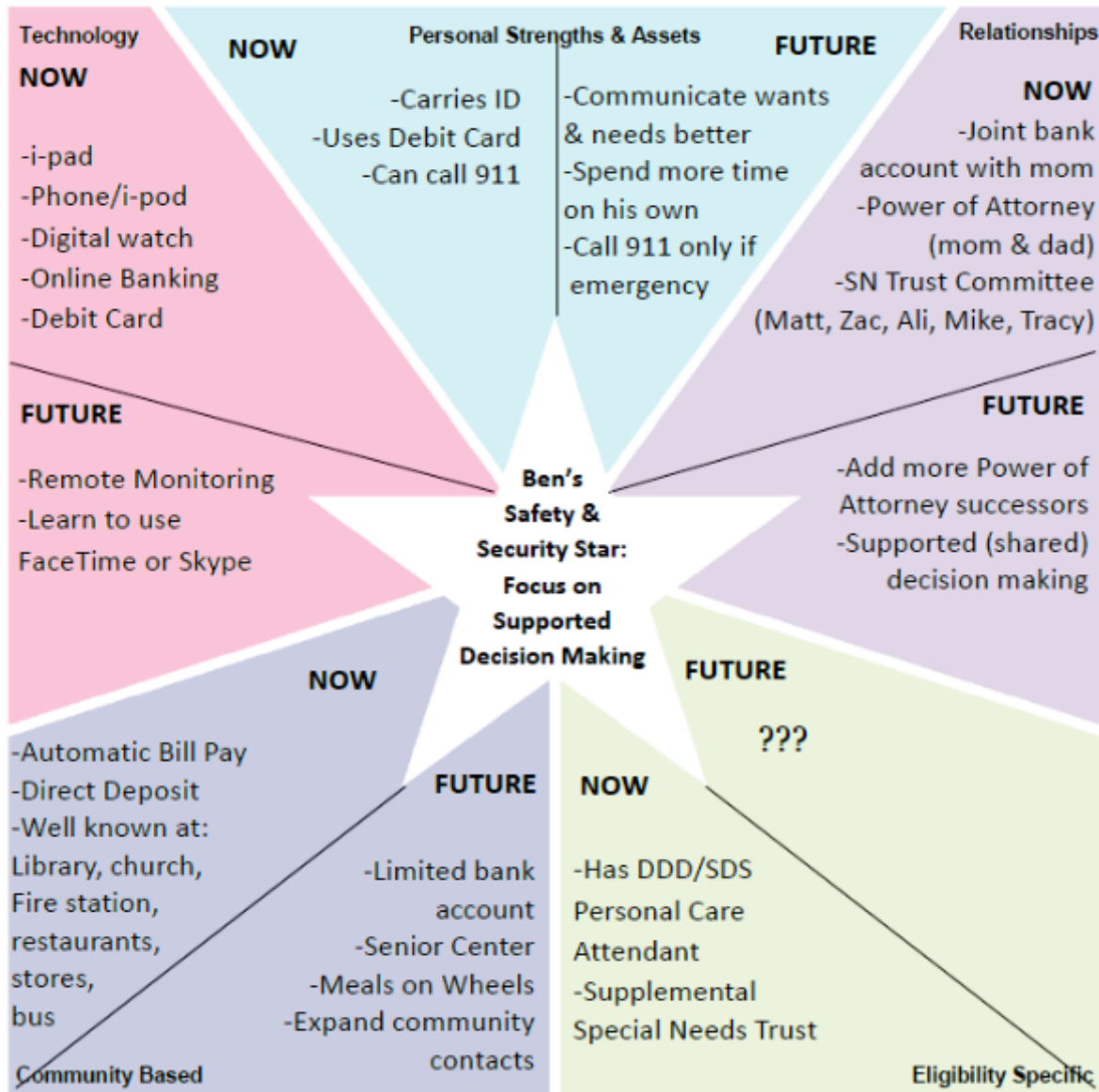
TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM						Up at 5:30	
6:30-7 AM	Up at 5:30 am						Up at 5:30
7-7:30 AM	Does laundry, dishes, &						dishes, hygiene
7:30-8 AM	Writes						Breakfast
8-8:30 AM							Keith
8:30-9 AM	DHSS Supports						East Hills Church
9-9:30 AM	Breakfast						Keith
9:30-10 AM	Shower						Keith
10-10:30 AM	House Cleaned						Keith
10:30-11 AM	Pay bills						Keith
11-11:30 AM	makes her own lunch						!!!
11:30-12 PM	NAPS						!!!
12-12:30 PM							!!!
12:30-1 PM							!!!
1-1:30 PM							!!!
1:30-2 PM							!!!
2-2:30 PM							!!!
2:30-3 PM	TV	SC visits	TV	TV	TV	TV	TV
3-3:30 PM	Read Newspaper						snack
3:30-4 PM	Read Books						Keith
4-4:30 PM	makes her own dinner						Keith
4:30-5 PM	Read Books						Keith
5-5:30 PM							Keith
5:30-6 PM							Keith
6-6:30 PM							Keith
6:30-7 PM							Keith
7-7:30 PM							Keith
7:30-8 PM							Keith
8-8:30 PM	Any sports on TV						Keith
8:30-9 PM							Keith
9-9:30 PM							Keith
9:30-10 PM							Keith
10 PM-6 AM	Bed at 12:30 am						Bed at 12:30

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD February 2015



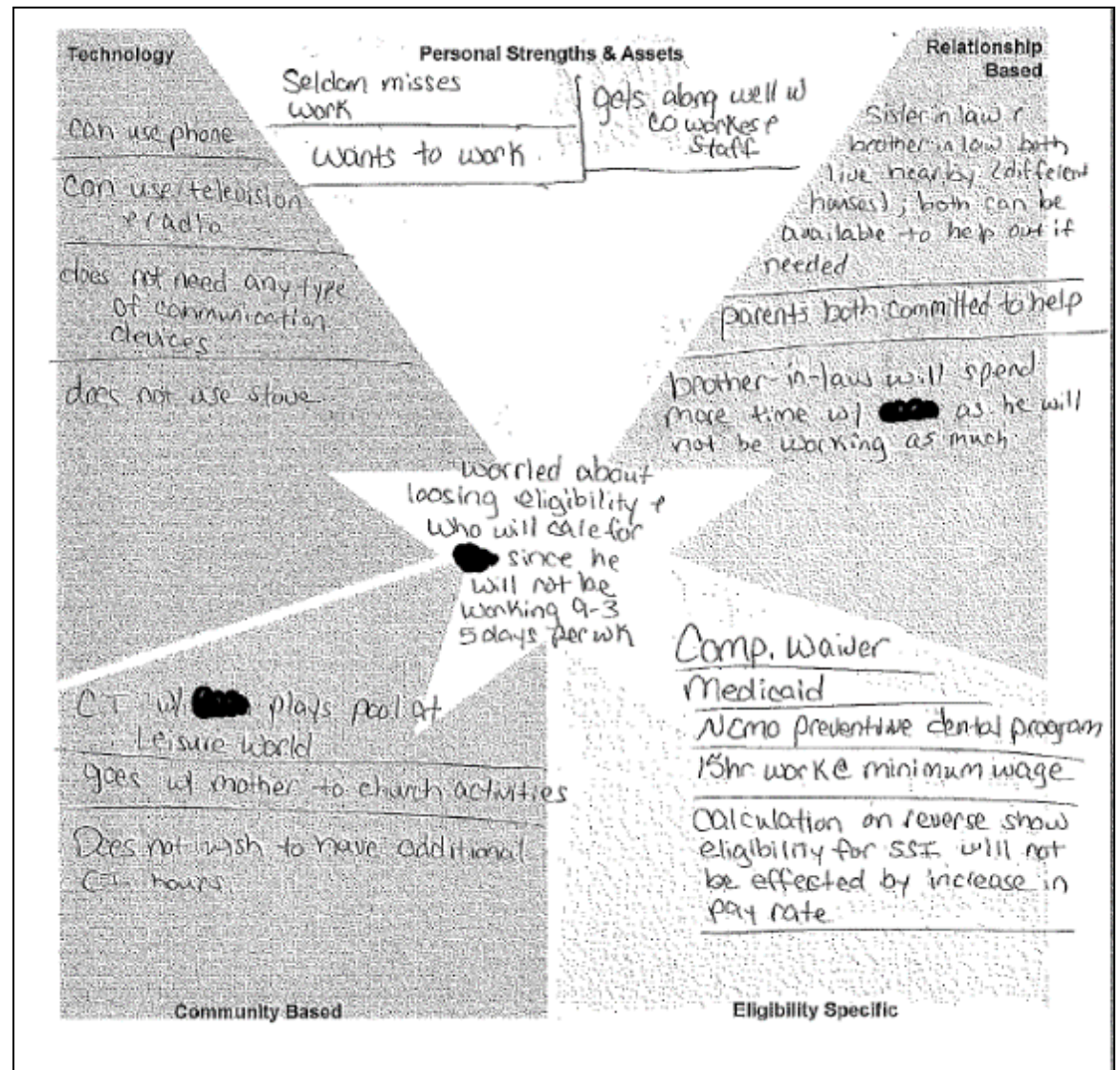
Ben's Safety & Security Star

Focus on Supported Decision Making



Problem Solving:

- Employment is decreasing from 30 to 15 hours a week
- Parents are worried about who will provide supports during 15 hours not working
- Concerned about losing eligibility of services



Partnering with People with Disabilities
and their Families so they can
Engage, Lead, and Drive
Policy and Systems Change







Supporting Families in Connecticut

What is Connecticut's Vision for Supported Families?

Vision for Strong and Supported Families



Write down your responses on your worksheet & discuss with your table

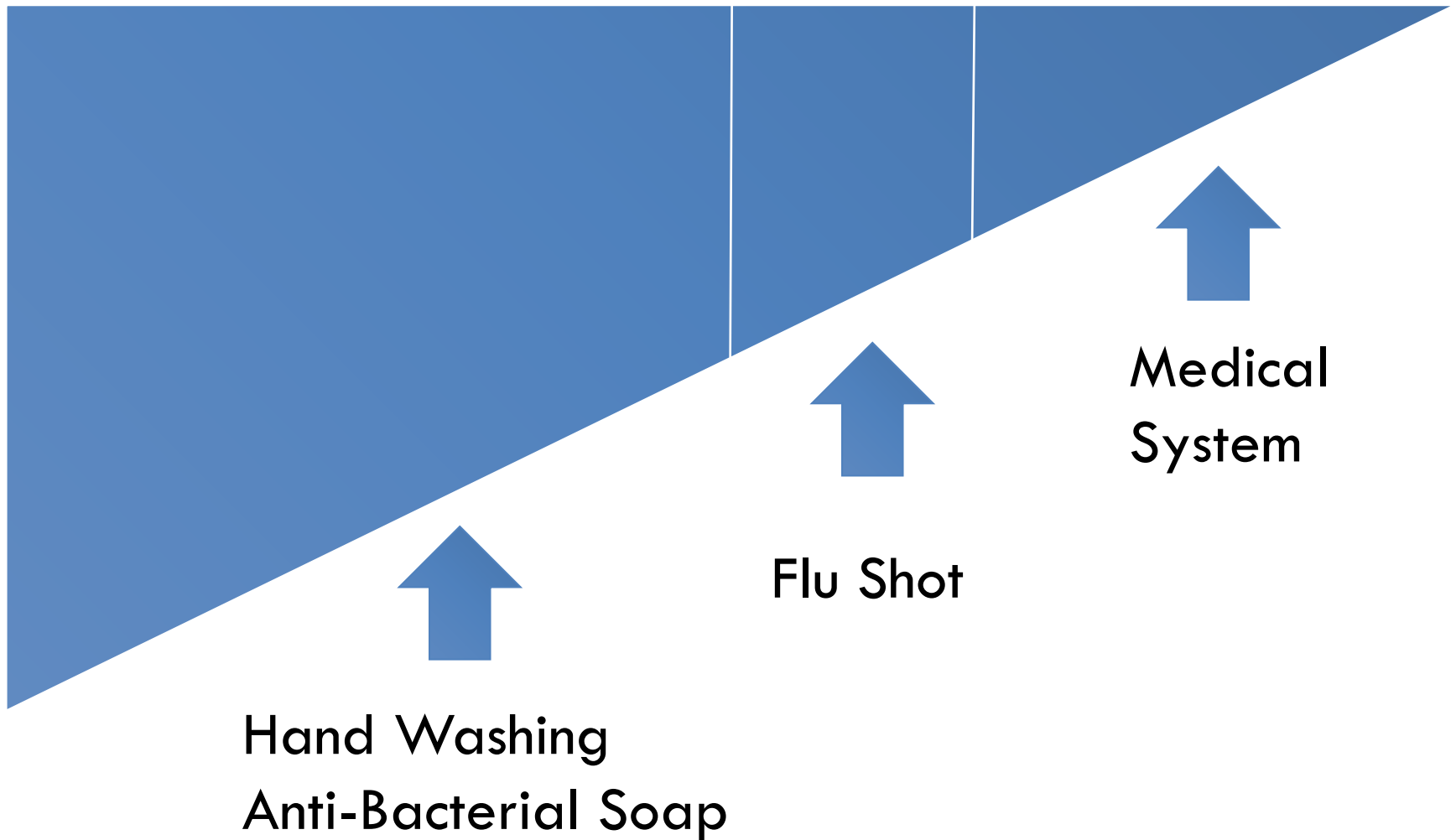
What DON'T you want??

**What happens
when families
aren't
supported?**

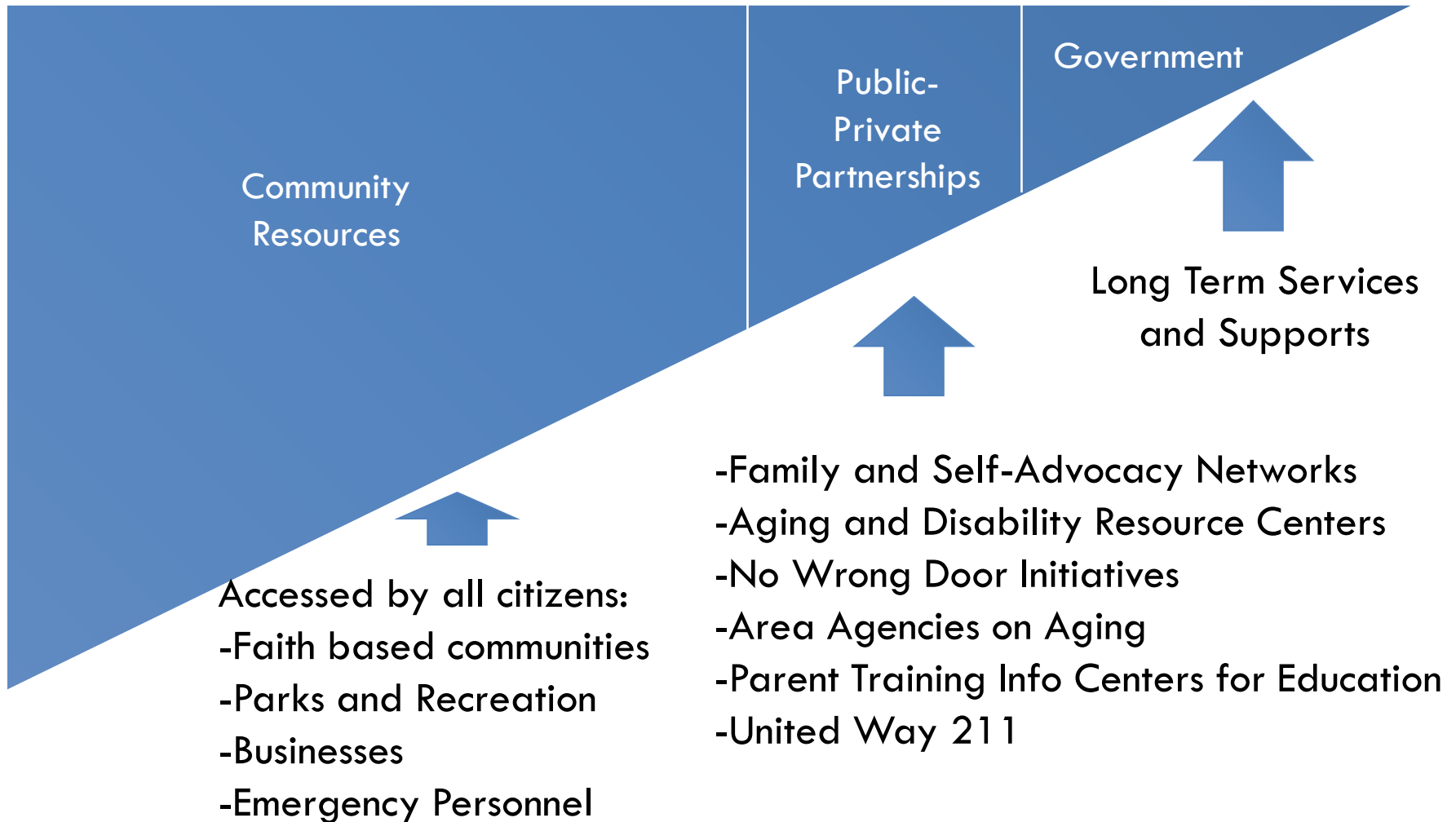


***Write down your responses on your worksheet
& discuss with your table***

ALL: Public Health Framework



Constructing Universal Strategies for Supporting Individuals with Disabilities and Families Across the LifeCourse



Comprehensive, Integrated & Coordinated Systems Across Life Domains & Stages

Pediatrician, Families and Friends,
Faith based

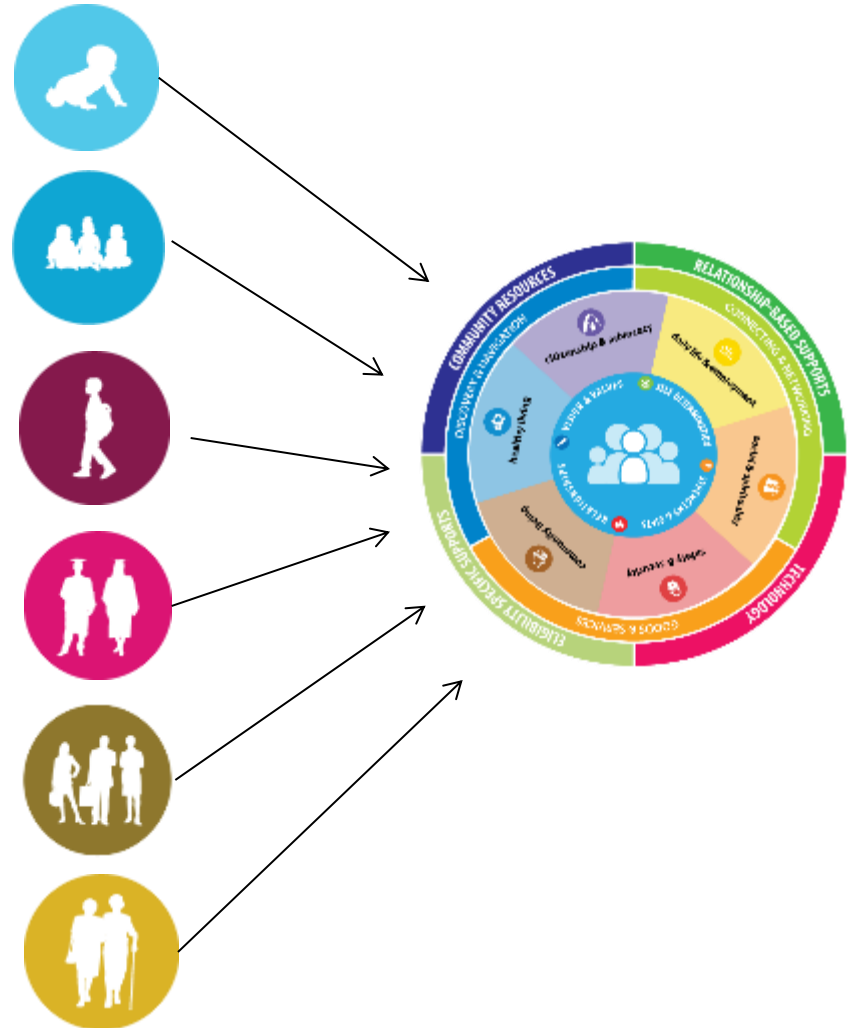
IDEA Part C, Parents as Teachers,
Health, Headstart

School, Special Education, Health,
Recreation

Vocational Rehab, Health Employment,
College, Military

Disability Services, Health, Housing,
College, Careers

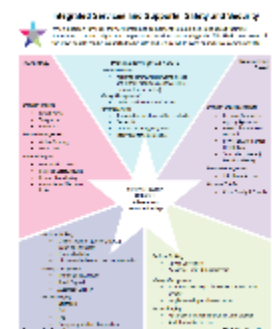
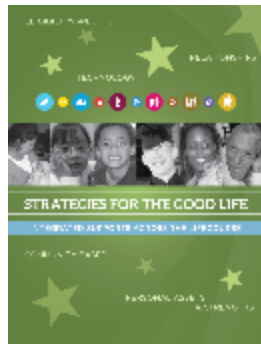
Retirement, Aging System, Health



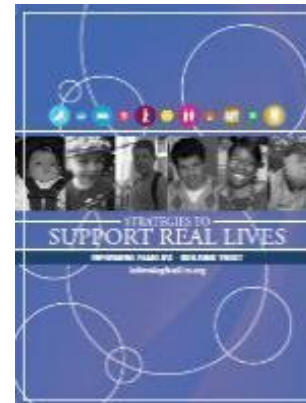
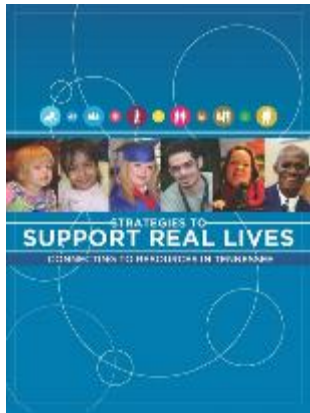
Reframing for All Stakeholders: Developing Materials



Family to Family at Missouri UCEDD
Early Childhood, Part C
School Districts, Special Education
PNS Show Me Career Grant Pilot Sites
State Division of Developmental Disability
Special Health Care Needs
Dept. Health and Senior Services
Vocational Rehabilitation



Reframing for All Stakeholders: Disseminating Broadly



Informing Families
Building Trust

Reframing for All Stakeholders: Focused Education and Training

- Self-Advocates and Families
- Partners in Policymaking Classes
- Person Centered Planners
- Teachers and School Professionals
- Employment Professionals

CHARTING the life course
Tool for Developing a Vision - Family

QUESTION	ANSWER
What do you want for your family in the future?	2 - Financial stability
What are your family's strengths?	3 - Supportive family
What are your family's challenges?	1 - Financial stability
What are your family's needs?	2 - Financial stability
What are your family's goals?	1 - Financial stability
What are your family's dreams?	2 - Financial stability
What are your family's hopes?	1 - Financial stability
What are your family's fears?	2 - Financial stability
What are your family's wishes?	1 - Financial stability
What are your family's desires?	2 - Financial stability
What are your family's aspirations?	1 - Financial stability
What are your family's ambitions?	2 - Financial stability
What are your family's dreams?	1 - Financial stability
What are your family's hopes?	2 - Financial stability
What are your family's fears?	1 - Financial stability
What are your family's wishes?	2 - Financial stability
What are your family's desires?	1 - Financial stability
What are your family's aspirations?	2 - Financial stability
What are your family's ambitions?	1 - Financial stability

CHARTING the life course
Integrated Services and Supports

Central star: **Goals**

- Financial stability
- Education and work
- Health and wellness
- Community and support
- Family and relationships
- Personal development
- Skills and training
- Employment
- Financial stability
- Health and wellness
- Community and support
- Family and relationships
- Personal development
- Skills and training
- Employment

CHARTING the life course
Life Trajectory Worksheet - Family Specific

Central arrow: **Goals**

- Financial stability
- Education and work
- Health and wellness
- Community and support
- Family and relationships
- Personal development
- Skills and training
- Employment
- Financial stability
- Health and wellness
- Community and support
- Family and relationships
- Personal development
- Skills and training
- Employment

State Structures

Connecting Families to Support at the Front Door



Missouri Department of
MENTAL HEALTH



State DD Agency

- Intake and Eligibility for State Division of DD and Medicaid Waiver services
- Person Centered Target Case Management and Support Coordination
- Provision and oversight of long term services and supports
- On-going quality enhancement and data collection of services and supports

Affiliation/
Partnership

Missouri F2F Resource Center

Parent-to-parent peer support for families of CYSHCN:

- Recruits and trains family mentors
- Maintains a pool of over 400 trained mentors
- Assists with creating timely and effective peer matches
- Provides follow-up support
- Evaluates outcomes
- Provides information on community resources



State Structures

Support Coordinator Training



Community

**Assistive
Technology**

**Eligibility
Services**


DDS Services

**Strengths &
Assets Planning**

Person Centered Planning

State Structures

Person Centered Planning and HCBS Rules



Learning Opportunities Quality Works, Inc
Initial and Annual Assessment


Consumer Name (first, middle initial, last name):

LOQW, Inc. Date of birth:

Instructions for use: Mark if this assessment is annual or initial assessment. Meet with the individual and support members of their choice, ask each question in succession. Answers should be recorded in full sentence form so that when they are read in succession the answers create a story, without need to summarize.

Initial Assessment Annual Assessment

Contributing staff or family:




Community Living

Living Arrangement:
Do you like where you live and who you live with? Are there any modifications in your home needed to (ramps, stairs, etc.)? Do you feel safe when you are at home?

Transportation and Community Access:
Are there nearby places you like/need to go and how do you get there? What support do you need, if any, to access your community?

Is there anything you would like to learn how to do as a hobby or a special interest to you?



Social and Spirituality

Communication:
Who are your family and friends that are most important to you and what do you enjoy doing together?

How do you communicate with your family and friends (Verbal/ Nonverbal, letters, phone, email, sign language, communication device) and is there a way you could make more frequent contact?

All Charting the Life Course category logos and graphics from the Missouri Family to Family Resource Guide, and can be found at: <http://mofamilytofamily.org/?catid=62>.

Missouri Quality Outcome Citizenship & Advocacy

People Have Opportunities to Advocate for Themselves, Others and Causes They Believe In, including Personal Goals and Dreams




ABOUT THIS OUTCOME
This outcome emphasizes the importance of self advocacy. Training and ongoing support are often time requires to assist an individual in developing their self-advocacy skills.


Icons*
Each MOQO has a correlating "Charting the Life Course" icon to assist in using the guides together.

-  Daily Life
-  Community Living
-  Social Spirituality
-  Healthy Living
-  Safety & Security
-  Citizenship & Advocacy
-  Supports to Families


Draft ISP Template




Integrated Services and Supports



My LifeCourse Portfolio



LOQM, Inc.



's ONE-PAGE PROFILE

What people like & admire about me (My contributions and talents)

What's important to ME
(My conditions, preferences, values)

How to Best Support ME
(Strategies for working together)

PERSONAL INFO			
Person name?	Date:	LOQM ID#?	Date:
Person's address	Date:	Additional Supporter	Date:

My Release of Information is a copy of the only release of information available. (2011) 101-1010-1. More information: [http://www.irsos.com](#)

Life Trajectory Worksheet


Fast Life Experience
Review last year's goals

Action Steps to the Future
List goals for the upcoming year

VISION for a GOOD LIFE

LIST what you want your "good life" to look like...

Review what didn't work last year




Write current age in star

List risks and obstacles that might push your trajectory toward what you don't want

What I DON'T Want

LIST the things you don't want in your life...



Integrating Systems and Initiatives: *Youth Transition and Employment*




**Statewide Employment
Leadership Network (SELN)**




**Employment First State
Leadership Mentor Program**

LifeCourse School Portfolio



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.



TURNING ABILITIES INTO OPPORTUNITIES
STRENGTHENING EDUCATION, CAREER AND
LIFE OPPORTUNITIES FOR ALL PEOPLE WITH DISABILITIES

...s **ONE-PAGE SCHOOL PROFILE**

What people like & admire about me


Technology

Personal Strengths & Assets

Relationship Based

Community Based

Eligibility Specific

DEVELOPED BY  MISSOURI FAMILY TO FAMILY | UMKC-IFED, UCEED | OCTOBER 2015


Journey through School

Past Life Experiences

LIST past life experiences and events that supported your vision for a good life.

Future Life Experiences

LIST current/future life experiences that continue supporting your good life vision.



We're currently here in the STAR

LIST past life experiences that pushed the arrow toward things you...


LIST life experiences to avoid because they push you toward things you...

VISION for a GOOD LIFE

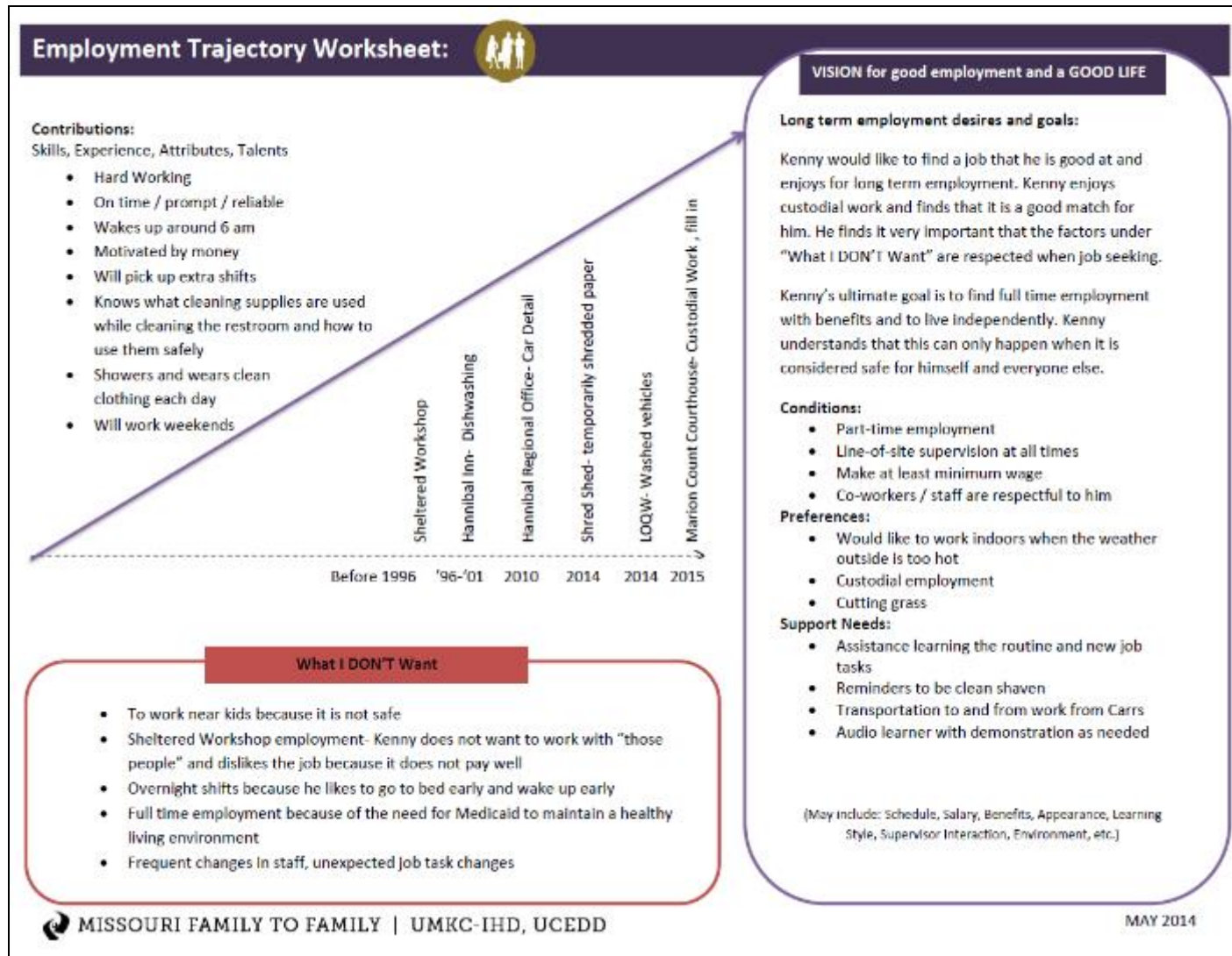
LIST what you want your 'good life' to look like at school...

What I DON'T Want

LIST the things you don't want in your life...



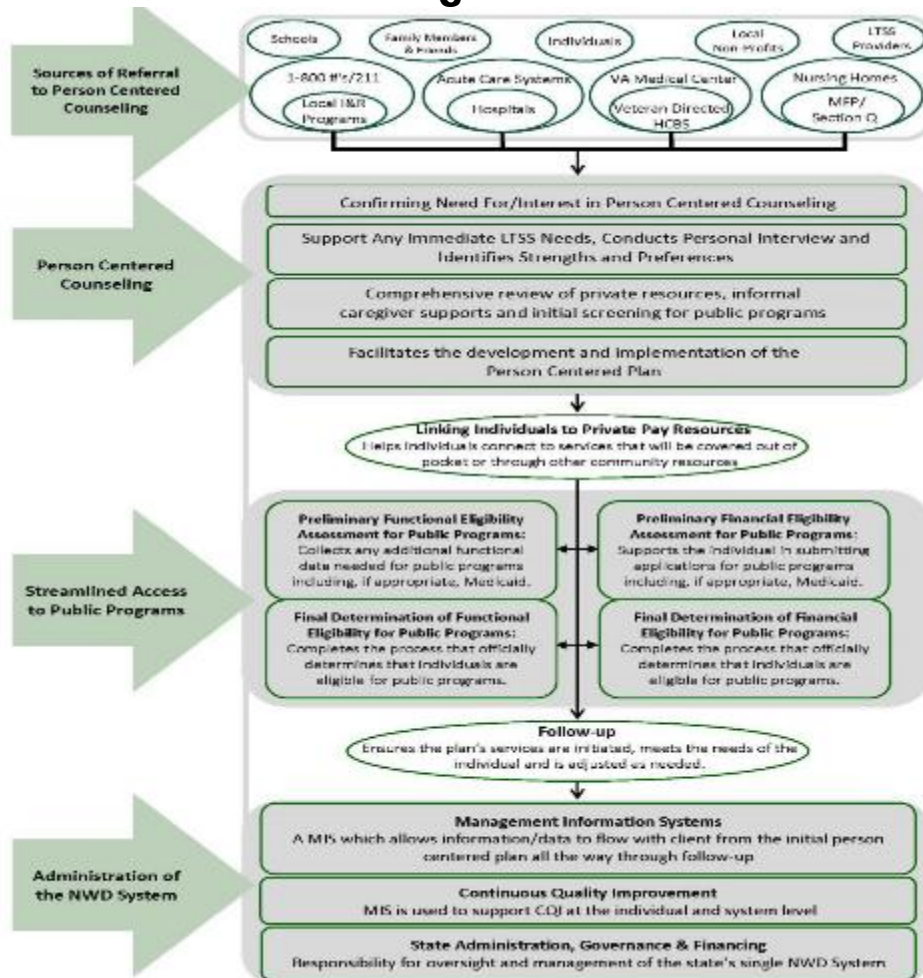
Adult Employment Trajectory





Integrating Systems and Initiatives: *No Wrong Door/ ADRC*

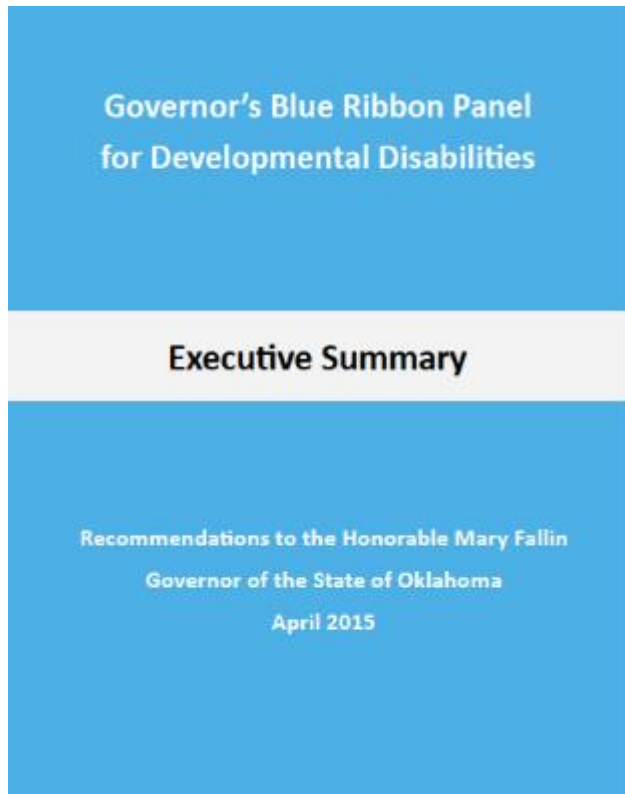
No Wrong Door SYSTEM



- Focus of CoP Supports to Families and DD System:**
- Support Coordination
 - Person Centered Thinking, Planning, and Facilitation
 - Family Navigation and Family Networks
 - LifeCourse Framework and Tools
 - Responding to new CMS HCBS rule
 - Focusing on Front Door of DD Services

State Structures

State Waitlists



Strategies:

1. Strengthen Information Access
2. Provide Resource Navigation and Improve Inter-Agency Service Coordination
3. Provide family-to-family support to individuals and families who are currently on the Waiting List or who apply for Waiver Services.
4. Assess needs of families currently on the Waiting List.
5. Build capacity of services and supports outside of those provided through DDS waivers.

Organizational Strategic Thinking: Evolving Day Habilitation Services

Community Center Trajectory Worksheet:

Organizational Contributions:
Skills, Experience, Attributes, Talents that contribute to the culture.

- 30 plus years providing services and supports
- Experience in Targeted Case Management (TCM)
- Experiences in networking and partnering
- Early adopters of new ideas!
- Active in the Community
- Embraces change!

Timeline: Early 2015 to Anticipated Opening of Community Center in January 2016.

What we DON'T Want

- Segregation
- Lack of Respect
- People idle, people sitting around doing nothing
- Staff congregating together and not engaging visitors to the Center
- Meaningless activities
- Activities that are not age appropriate
- Lack of Enthusiasm
- Lack of Motivation
- Inappropriate Activities, Supplies, etc.
- Boring... Same old, Same old activities and environment
- Lack of Planning

VISION for the New Community Center and its role in a GOOD LIFE for people in our community

Long term desires and goals:

It is our long term goal that the New Community Center be a hub for community life engagement activities in Monroe City. Promoting personal growth through opportunity, experience and exposure.

It is our vision that the Community Center will become part of the larger community... viewed as a resource and a valuable part of an inclusive diverse community that people engage in and promote to others.

Conditions:

- Good Leadership
- Talented Staff
- Training & Skill Development
- Access to Technology & Staff skilled to use it

Preferences:

- Wide variety of activities, classes, etc. to engage diverse group of people (ages, etc.)
- To access classes outside the center
- Engage volunteers to teach some classes in the Center and utilize talents in the Community
- Financial Support to assist in Center operation

Vision:

- Fun Activities!
- Participation by Individuals
- Participation by the Community
- Community Engagement
- Real Life Experiences!

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

Grand Opening January 2015!

Integrated Services and Supports for Community Center

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 define the search for the person to coordinate and guide the new Community Center. Ensuring that the Community Center operates with a culture that supports individuals and families think about how to work in partnership to support their vision for a good life. The Community Center should be a place that supports true community life engagement and enhances the culture of the community.

Technology

- Social Media: Facebook, Pinterest, YouTube Videos & TED Talks....
- Comfortable using laptops, iPad, Projectors, and other devices.
- Comfortable teaching others to utilize technology for learning, recreation, and building and maintaining connections with family and friends.
- Has the ability and creativity to make and distribute flyers, videos, and other products to promote the Center and provide outreach!
- Use tools like United Way's 211 directory to identify resources

Personal Strengths & Assets

- Enthusiastic & Motivated! Wants to have fun & likes others to have fun!
- Utilizes creative teaching strategies & technology easily.
- Communicates comfortably in difficult conversations.
- Connected with the Community. Resourceful.
- Organized & Resourceful!
- Is a self-starter!

Relationship Based

- Advocacy Skills
- Values Community
- Values relationships with community and others
- Support People First and Serve as local Chapter Advisor for Monroe City
- Recruit & Organize Volunteers
- Provide outreach and Motivate people to join in
- Assist with Program Services as needed when available

The Hub Be a Part of the Center!

Community Based

- Network with local groups.
- Outreach to Chamber of Commerce
- Represent LOQW & the Community Center at Monroe City Chamber of Commerce
- Know what's happening in and around the community and confident enough to join in!

Eligibility Specific

- Planning and Research for Center
- Identify needs and how to meet them
- Comfortable with a diverse group of people.
- Celebrates differences and diversity in a group.
- Comfortable utilizing Tools for Choice and other tools to support people with challenging behaviors
- Communicates in a comfortable way to all visiting.
- People who Need Support / Bring Support!

Community Center Culture and Expectations

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

LOQW, Inc.

Team within an Organization

2015 Outcome Trajectory

Staff who are having success:

Coley, Jan, Molly, & Suzanne- 100% LOC Completion
Jill- 100% ISP Implementation
Jill & Molly- 100% accuracy on Logging Audits
Judy was the only staff to bill 69% in a quarter
Suzanne, Jan, Jill, Molly, Judy & Amy got 100% satisfaction feedback from individuals served.



What's Working:

- Team work! (Google Chat) - We're a small team with many skills
- Our new ISP which focus more heavily on quality of life
- LifeCourse tools developing more valuable monthly visits
- Further connections with schools through Job Clubs
- Team meetings

Projected Outcomes for TCM

95% of ISP's will be approved by the consumer/guardian and SCS prior to implementation date
Met at 93.47%

69% of Service Coordination time will be directly with or for consumers
Met at 65.75%

100% of LOC's will be completed within 365 days of previous LOC.
Met at 93.98%

Logging entries will be completed within 72 hours of the time the activity was completed, 100% of the time.
Met at 99.01 % (July-Dec)

Obstacles/ What is not working

- Only 1 person met our goal of billing 69% in one quarter throughout the entire year
- Documenting indirect time
- Tracking to ensure individuals are seen regularly – need examples of what works
- Need to keep SC's updated on feedback from Satisfaction surveys
- SM form



State Structures

Medicaid State Plans and Waivers

Employment and Community First CHOICES Waiver for Tennesseans with I/DD (Amendment 2)

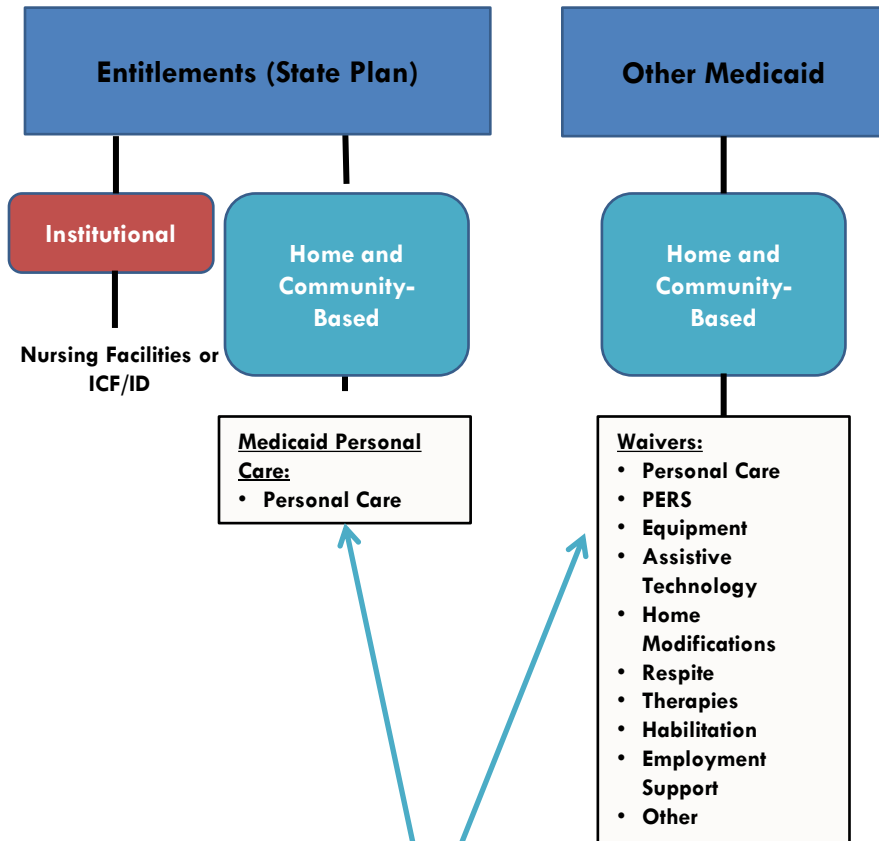
- Family Caregiver Education and Training
- Community Support Development, Organization and Navigation
- Peer-to-Peer Self-Direction, Employment and Community Support and Navigation





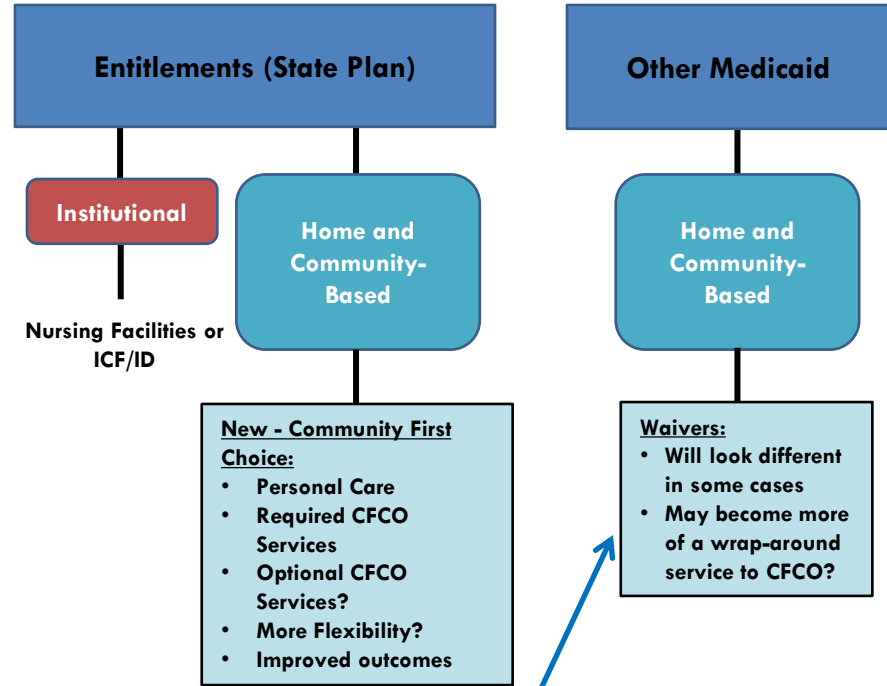
What does K Plan: Community First Choice change about our current system?

Current:



Current: client is eligible for one or the other

Future:



New: A client is potentially eligible for both



Connecticut Community of Practice

Celebrating the Last Four Years

ISSUE BRIEF

Overview of the LifeCourse Framework
March 2015 (Updated November 2015)



THE LIFECOURSE FRAMEWORK

INSIDE THIS ISSUE

BACKGROUND: SUPPORTING FAMILIES AND THE LIFECOURSE

- History of Family Support
- Life Course Theory
- The National Community of Practice & the LifeCourse Framework

RECOMMENDATION: REFRAMING THE CONVERSATION AT ALL LEVELS

- Constructing a Universal Strategy
- Applying the Trajectory to Policy, Practice and Planning
- Building Family & Self-Advocate Networks
- Integrating Supports at All Levels
- Partnering to Disseminate a Consistent Message

COMMUNITY OF PRACTICE LEARNING

RESOURCES

Connecticut Successes

- Promotion of use of Charting the LifeCourse materials and tools across systems and organizations
- LifeCourse Ambassadors
- Family members are disseminating LifeCourse materials to other families
- CT DDS Integrated Supports Options document
- IP Committee is working to incorporate LifeCourse materials in the DDS IP

ISSUE BRIEF

Front Door to Long-Term Services
and Supports, April 2015



INSIDE THIS ISSUE

THE NATIONAL COMMUNITY OF PRACTICE FRAMEWORK FOR
SYSTEMS CHANGE

INNOVATIVE STRATEGIES FOR SYSTEMS CHANGE

FOCUSING ON TENNESSEE

SEIZING THE MOMENT: THE LEAN EVENT

INFRASTRUCTURE: REFRAMING THE FRONT DOOR

FOCUSING ON MISSOURI

INFRASTRUCTURE: REFRAMING THE FRONT DOOR

PARTNERSHIPS: MEETING FAMILIES AT THE FRONT DOOR

COMMUNITY OF PRACTICE LEARNING

THE LIFECOURSE FRAMEWORK

RESOURCES

Connecticut Successes

Flyer on Transition Stages

CT Life Experience Booklet

CT Daily Life & Employment Booklet

Front Door Experiences: Eligibility
& HelpLine

ISSUE BRIEF

We're All in This Together: Uniting the Movements for a Good Life, July 2015



INSIDE THIS ISSUE

THE NATIONAL COMMUNITY OF PRACTICE FRAMEWORK FOR
SYSTEMS CHANGE

UNITING THE MOVEMENTS FOR A GOOD LIFE

CATALYSTS FOR CHANGE

PARTNERING TO LEAD THE CHANGE

THE TRIAD APPROACH: UNITING THE MOVEMENTS FOR
A GOOD LIFE

COMMUNITY OF PRACTICE LEARNING

THE LIFECOURSE FRAMEWORK

RESOURCES

Connecticut Successes

- Advocates Corner provides self-advocates with information about self-advocacy and self-determination
- The Family to Family Connections brochure provides information about family groups that can be useful allies to families.
- The Connecticut Sibling Connection is an organization with the mission to support siblings of individuals with disabilities.
- Peer to Peer Supports is a new waiver service offered to people served by CT DDS. This empowering service allows DDS consumers to get paid to help mentor and support their peers
- Family Mentoring Group formed to bring together family organizations for communication exchange

ISSUE BRIEF

Reframing the Conversation at All Levels,
September 2015



INSIDE THIS ISSUE

THE NATIONAL COMMUNITY OF PRACTICE FRAMEWORK FOR
SYSTEMS CHANGE

REFRAMING THE CONVERSATION AT ALL LEVELS: FOCUSING
REFRAMING STRATEGIES

THE LIFECOURSE FRAMEWORK

REFRAMING IN OKLAHOMA

REFRAMING IN TENNESSEE

REFRAMING IN WASHINGTON STATE

REFRAMING IN MISSOURI, CONNECTICUT, AND DC

RESOURCES

Connecticut Successes

- SERC is using LifeCourse materials in teacher trainings
- LifeCourse training has been provided at all of the CONNCASE regional meetings
- Teachers and transitional staff are beginning to use LifeCourse materials in schools
- LifeCourse trainings have been provided to DSS staff

ISSUE BRIEF

Technology & Supporting Families,
November 2015



INSIDE THIS ISSUE

THE NATIONAL COMMUNITY OF PRACTICE FRAMEWORK FOR
SYSTEMS CHANGE

UNIVERSAL STRATEGY FOR PROVIDING SUPPORTS:

FOCUSING ON TECHNOLOGY

TECHNOLOGY AND SUPPORTING FAMILIES

TIM, AARON, SANDRA AND BEN

SUPPORT AND FUNDING FOR TECHNOLOGY

TECHNOLOGY IN THE COMMUNITY OF PRACTICE STATES

THE LIFECOURSE FRAMEWORK

RESOURCES

- The DD Council, UCEDD, OPA, and CT Tech Act staff are partnering with DDS in implementing the DDS Good Life Technology Campaign
- SERC and the Tech ACT demonstration sites have expanded to include technology for people with IDD
- An AT lifespan brochure has been created to help people understand their rights regarding AT
- DDS has contracted with TYZE so that families can access this service free of charge

ISSUE BRIEF

LifeCourse in Action: Implementation
at All Levels in Missouri, January 2016



INSIDE THIS ISSUE

THE NATIONAL COMMUNITY OF PRACTICE FRAMEWORK FOR
SYSTEMS CHANGE

UNIVERSAL STRATEGY FOR PROVIDING SUPPORTS:
USING THE LIFECOURSE TO SUPPORT FAMILIES

THE LIFECOURSE FRAMEWORK

PEYTON'S PLAN FOR INCLUSION IN SCHOOL

FOCUSING ON SUPPORT COORDINATORS

MAKING SWEEPING CHANGES

CREATING TRANSFORMATIONAL CHANGE

ENHANCING SUPPORTS TO FAMILIES

RESOURCES

- A Positive Behavior Support brochure and PBS family video has been developed to help families understand how positive behavior supports can be beneficial across the lifespan
- A Respite Brochure has been developed to help families understand the variety of types of respite supports that are available to families
- An In-Home Supports COP committee has developed training materials for providers
- A recreation COP committee has developed a social skills pilot at a DDS respite center



Mapping Connecticut's Successes

Reframing at All Levels



Next Steps for Year 4/5

Reframing at All Levels

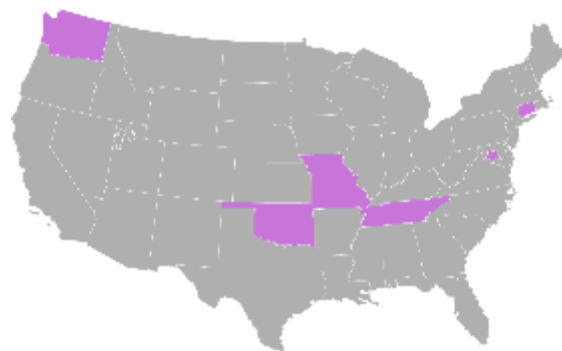
National CoP Next Steps: Supporting Families Focus Areas Year 4 & 5

Providers Partnering with Families

Self-Directed Supports and Families

Goods and Services Specific to Family or Caregiver

Building Capacity of Community to Support Families



Ways to Get involved!

NASDDDS June 2016 Conference

Website

State Updates

LifeCourse Framework Resources

Listserv for Project Highlights

Webinars (Quarterly Live and Archived)



supportstofamilies.org

LifeCourse Tools

LifeCourse Educational Materials



lifecoursetools.com

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