Today:

- National Community of Practice: Supporting Families throughout the Lifespan – Focusing on the Post-Secondary Education and Training uses
- Foundational beliefs of the LifeCourse Framework and how they support the transition journey
- LifeCourse tools – Applicability when helping a student envision and plan for their post-secondary dreams and goals.
- Resources by the Life Domains
Core Belief:
All people have the right to live, love, work, play and pursue their life aspirations in their community.
**Everyday Lives: our framework for change**

1. Ensure Effective Communication
2. Promote, Sustained, Choice, and Control
3. Strengthen Employment
4. Support Families Throughout the Lifespan
5. Promote Health, Wellness, and Safety
6. Support People with Complex Needs
7. Develop and Support Qualified Staff
8. Simplify the System
9. Improve Quality
10. Expand Options for Community Living
11. Increase Community Participation
12. Provide Community Services to Everyone

**Supporting Families Throughout the Lifespan**

4. SUPPORT FAMILIES THROUGHOUT THE LIFESPAN
   - The vast majority of people with disabilities in Pennsylvania live with their families. Families need support in order to make an everyday life possible. Families need information, resources, and services. They need connections with other families and support services. Listening to people with disabilities and their families is key to providing support that helps them achieve an everyday life.

**Community Access**

10. EXPAND OPTIONS FOR COMMUNITY LIVING
   - Expanding the range of learning options in the community so all people can live where they wish and where they want to live. Listening to people with disabilities and their families, providers, and support services will help people make affordable and accessible housing. Find housing, and identify housing resources/supports and other community binding that makes involved with natural supports will promote an everyday life.

11. INCREASE COMMUNITY PARTICIPATION
   - Being involved in community life creates opportunities for new experiences and directions. For people to develop friendships, and the ability to make a contribution to the community. In an interconnected life, when people with and without disabilities are connected, enriches all of our lives.
The most powerful force in changing transition outcomes for young people with significant disabilities is not ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, or the systems we build, but rather in the expectations and aspirations individual parents hold for their sons and daughters. All of these other efforts are no doubt essential, but absent families equipped with a clear and compelling vision for a “good life” after high school, we are missing something utterly essential.

- Erik Carter
  “What Matters Most: Research on Elevating Parent Expectations”
LifeCourse can help us have **high expectations** and envision the kind of life that will be fulfilling and where we can make a difference.

**Barriers**
- Historically, people with disabilities did not have many chances to work in their communities.
- Low expectations and focus on limitations rather than strengths.
- Low employer expectations – subminimum wage.

**Moving Forward**
- The LifeCourse framework and tools breakdown these barriers – beginning with a **dream**.
- Empowering the person and their family.

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**The Lifecourse Framework:**
- Starts with the LifeCourse principles
- Conversation starters
- Problem solvers
- Encouraging creation and ownership of a vision for an everyday life
- Can be used by anyone in any setting
- Focused on all stages of the lifespan

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**The Life Course Framework**
Life Experiences and Life Transitions

- Getting a new diagnosis
- Leaving early childhood/entering school
- Transition planning
- Living adult life

My parents have passed away, what do I do?

Turning 18. Leaving school at 18 or 21

Chores and allowance
Learning to say "no"
Making mistakes
Playing sports or an instrument
Birthday parties with friends

Making Mistakes
Learning to say "no"

The Three Buckets

- Everyday Lives: Recommendation 4
- The vast majority of people with disabilities in Pennsylvania live with their families. Families need support in order for their adult lives to be as fulfilling as possible throughout the person’s lifetime.

Families need information, resources, and training.

Discovery & Navigation (Info and Training)

Connecting & Networking (Talking to someone that has been there)

Listening to people with disabilities and their families is key to providing support that will help them achieve an everyday life.

Families need connections and peer support opportunities with other families.

Goods & Services (Day to Day, Medical, Financial Supports)

Community Mapping and Life Domains

- Community Mapping
- Life Domains

Enjoying family and friends
Volunteering
Finding a job
Medicare & SSDI
Leaving home before age 18
Finding a job
Chore and allowance
Scouts, 4-H, faith groups
Playing sports or an instrument
Birthday parties with friends

"Anticipatory Guidance for Life Experiences"
Everyday Life Domains

- **Daily Life and Employment**
  - School/education, employment, volunteering, routines, life skills
- **Community Living**
  - Housing, living options, home adaptations and modifications, community access, transportation
- **Social and Spirituality**
  - Friends, relationships, leisure activities, personal networks, faith community
- **Healthy Living**
  - Medical, behavioral, nutrition, wellness, affordable care
- **Safety and Security**
  - Emergencies, well-being, legal rights & issues, guardianship options & alternatives
- **Citizenship and Advocacy**
  - Valued roles, making choices, setting goals, responsibility, leadership, peer support

Resources

- Your IEP for Transition
- Office of Vocational Rehabilitation
- Employment services – job coaching, job training, Discovery (ADEPT)
- Career Link
- Works for Me
- Post secondary school – College, technical schools
- Home and Community Based Waivers
- Centers for Independent Living
- Social Security Administration: SSI and SSDI
- PA Family Network – Workshops and Mentoring

Daily Life & Employment

- What a person does as part of everyday life – school, employment, volunteering, routines, life skills

Community Living

- Where and how someone lives – housing and living options, community access, transportation, home adaptations and modifications
Resources
- PA Secondary Transition Guide
- Got Transition
- National Youth Transition Center
- PA Medical Home Project:
- Transition Healthcare Checklist: (search for Transition to Adult Living in PA)
- Your Local Hospitals and Medical Community
- PA Family Network: Workshops and Mentoring

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

Resources
- Special Needs Registry – emergency responders
- Yellow Dot – information notice to look in the glove compartment
- PA Assistive Technology Foundation
- APPs and other GPS technology
- Legal Decision Making – Power of Attorney, Guardianship, and Supported Decision Making
- Self Advocacy Skill development – IEP goals and other resources
- PA Family Network: Workshops and Mentoring

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

Resources
- Community Centers
- Volunteer groups
- Social Media
- Library
- Faith Communities
- Fire Department
- Hobbies and Clubs
- Link to Friendship Circle
- Link to Meetup, a social website to find others with similar interests.
- Home and Community Based Waivers
- PA Family Network: Workshops and Mentoring

Social and Spirituality
Building friendships, leisure activities, personal networks, and faith communities.
DDTT Directors’ Summit

Resources
- Participate in your Transition IEP and your other planning meetings
- Register to Vote, Carry a state ID
- Join local Civic Associations
- Neighborhood Watch groups
- Volunteering, Involved in local politics
- Self Advocacy groups – PYLN, SAU1, Speaking for Ourselves
- Centers for Independent Living
- Arc of PA and their chapters
- Disability advocacy groups
- PA Family Network - Workshops and Mentoring

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

PA OVR
Pennsylvania Office of Vocational Rehabilitation

Pennsylvania Youth Leadership Network
OVR’s Mission

To assist Pennsylvanians with disabilities to secure and maintain employment and independence.

Pennsylvania Office of Vocational Rehabilitation

OVR Services (1 of 2)

OVR services are available to individuals who:

- Have a disability.
- The disability causes substantial problems in preparing for, obtaining, or maintaining a career.
- Want to work.

Pennsylvania Office of Vocational Rehabilitation

OVR Services (2 of 2)

Services available to OVR Customers:

- Diagnostic Services
- Vocational Evaluation
- Counseling & Guidance
- Pre-Employment Transition Services
- Restoration Services
- Placement Services
- Supported Employment
- Financial Aid for Training
- Assistive Technology
- Business Services

Pennsylvania Office of Vocational Rehabilitation
Funding for Training

It is OVR’s policy to provide for the reasonable financial support of customers in their attendance at colleges and universities. Costs allowable for consideration of support include tuition, fees, books, supplies, room and board, and transportation.

Types of Training

- College/University – any program offered by an accredited college or university that results in the awarding of an associate’s, bachelor’s, master’s, doctoral, law or medical degree.
- Business Trade or Technical (BT) – any program offered in the facilities approved by the Dept. of Ed or Dept. of State that results in the awarding of a certificate, diploma or associate degree.
- Non-Traditional Training – includes correspondence, distance learning/online, or other traditional methods of training.

Training Guidelines

- The student must have graduated from high school and/or successfully completed secondary education under an IEP.
- OVR requires all customers to maintain full-time status in order to graduate within the expected time limits established by the school.
- OVR customers must maintain at least a 2.0 cumulative GPA (or a higher GPA if required by their school or major).
- Students must maintain federal academic progress to be eligible for federal and OVR aid. The institution makes this decision.
- All customers seeking OVR sponsorship for training must complete and submit a FAFSA yearly.
Agency Involvement: IEP Process

Special Education Transition Planning - Assessments: Interest/Preference, Academics Activities to Support: Postsecondary Education, Employment, Independent Living

OMHSAS - County Based Mental Health Services

OVS - Work-Based Learning

Special Education Transition Services

Before, during, and after high school

OVR - Early Reach Initiative

Pre-Employment Transition Services (beginning age 16)

Before High school and early High school career

ODP - ID/A Waivers

Based on capacity and eligibility

Before, during, and after high school

ODP - Adult Autism Waiver (AAW) and Adult Community Autism Program (ACAP) - Age 21 and Older

After High school

OMHSAS - County Based Mental Health Services (Adult)

After High school

The importance of having a vision of a good life

Having a vision sets the dream, the positive expectation for the future.

But without a vision, there is no expectation of what the future might look like.

Life Course can help us plan and prepare for life’s transitions and beyond by charting the way.
Life Course Tools

Life Stages and Trajectory
Toward the Good Life

What is my vision of an everyday life?

What do I know I DON’T want?

Incidents shouldn't become life sentences

Getting back on track

Trajectory Isn’t Always Straight
LifeCourse Focuses on *day-to-day* experiences, relationships, supports, and resources that will keep us moving toward our vision.

- What happens everyday is important. Questions to consider:
  - Are the experiences we are having today following the trajectory toward our dreams?
  - What relationships and opportunities can help make this happen?
  - Where can we be involved in community and build those contacts and experiences?
  - What skills or training may be helpful in keeping me moving toward my vision of an everyday life?

The LifeCourse Tools lead people to think creatively and anticipate what’s next.

Transition Planning and Resources

Link to Life Course Tools Planning
A Pennsylvania-Specific Daily Life and Employment Booklet is in development.
Anticipated for release in Spring 2019. Stay tuned!

We can help students and their families feel empowered, heard and learn in a supportive inclusive environment together. All students should feel like they not only belong but have value...because it's the path to a good life.
QUESTIONS?

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PENNSYLVANIA COMMUNITY OF PRACTICE FOR SUPPORTING FAMILIES

Link to Support Families
Link to Life Course Tools
Link to MY ODP

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