

Person Driven Planning for Life after High School – Meeting the Needs of All

Part 2: Tools for Person Driven Planning



Why RENEW and What is RENEW

RENEW Facilitator Training Institute

© Institute on Disability, University of New Hampshire

What is RENEW?

“RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.”



University of
New Hampshire

Institute on Disability/UCED

**RESILIENCE, EMPOWERMENT,
NATURAL SUPPORTS,
EDUCATION, AND WORK
(RENEW)**

Definition of RENEW, cont'd.

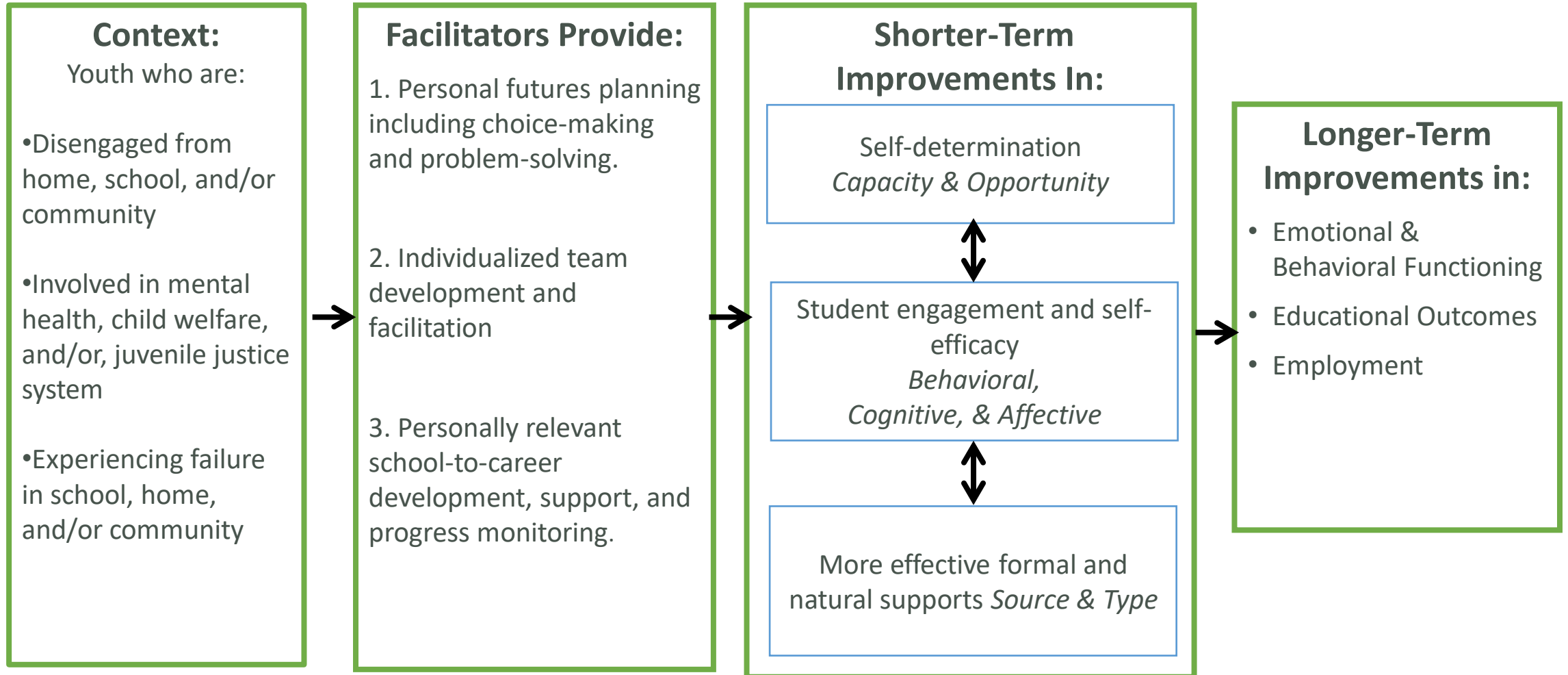
RENEW IS...

- A flexible, person-centered planning and support service
- Driven by the student's expressed needs, interests, and goals
- Designed to foster competence by creating supported educational and career-related experiences in which the youth can be successful
- Designed to be flexible and individualized
- Designed to build social resources for the youth

RENEW IS NOT...

- A program
- A course, a classroom, or a school

Theory of Change - RENEW



RENEW Goals and Values

RENEW GOALS

p. 11 Facilitator Manual

- ✓ High School Completion
- ✓ Employment
- ✓ Postsecondary Education
- ✓ Community Inclusion

RENEW CORE VALUES

p. 7-8 Facilitator Manual

- ✓ Self-Determination
- ✓ Natural Supports | Community
- ✓ Unconditional Care
- ✓ Strengths-based Planning and Service Provision
- ✓ Flexible Resource Planning Development

8 RENEW Strategies (p. 9-10)

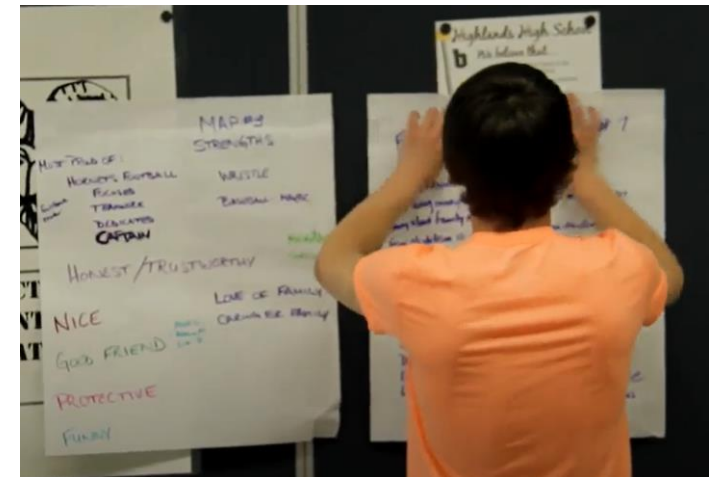
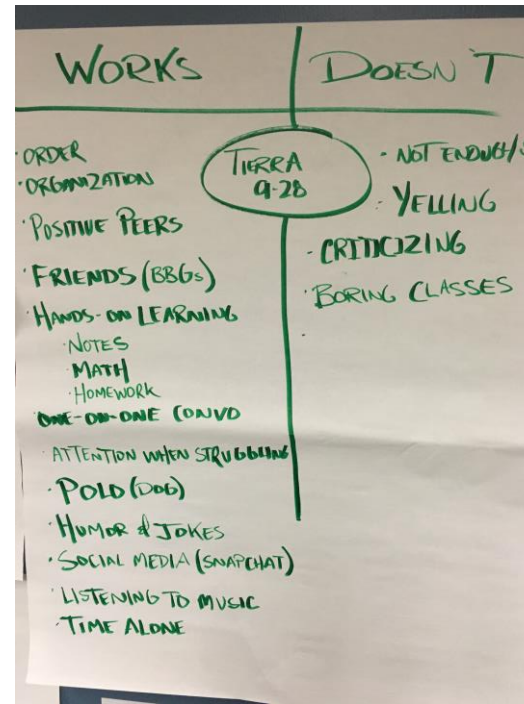
1. Personal Futures Planning
2. Individualized Team Development & Facilitation
3. Braided (individualized) Resource Development
4. Flexible, or Alternative Education Programming
5. Individualized School-to-Career Planning
6. Naturally Supported Employment
7. Mentoring
8. Sustainable Community Connections

Futures Planning Meetings: The MAPS

1. History or Story
2. Who You are Today
3. Strengths and Accomplishments
4. People and Resources
5. Preferences: What Works and What Doesn't Work
6. Dreams
7. Fears, Concerns, Barriers
8. Goals
9. Prioritize Goals & Next Steps

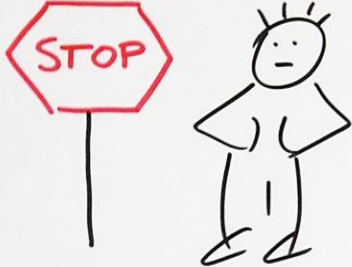
**GO BROAD
NOT DEEP**

Examples of Youth RENEW Maps




My Fears, Challenges, & Barriers

Fears, Barriers, Concerns





- license
 - Driver's Ed \$
 - Pay license \$
 - Rides back & forth
- CAR
 - needs repairs
 - inspection
 - ~~no~~ registration


 - Turn 18 May 17 dropping out - ?
 - Grades (ok now)

HACTC - 10th Grade

- Grades
- Attendance

Problems in the past:

- Dad getting sick 
- Custody problems 
- Losing Grandpa

 Fears & Concerns



TRUSTING



others...



Family Support

Love...



others



Hating me

Stress...



My Goals



Overview of Training Sequence for LEAs

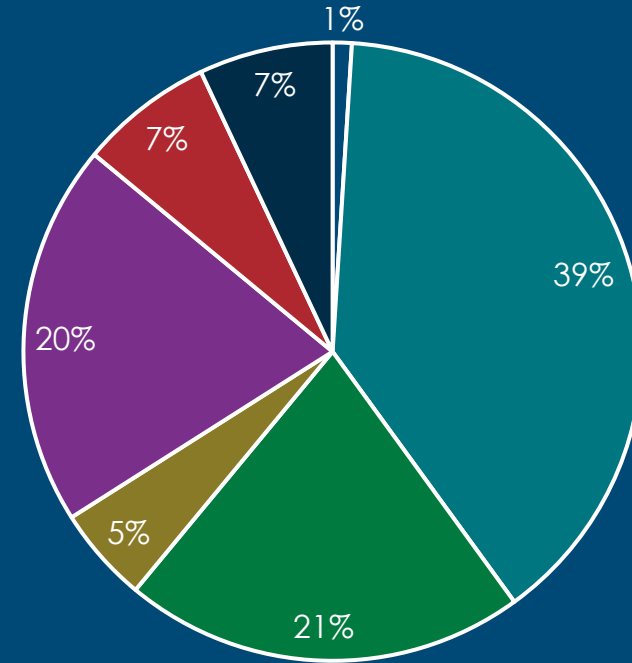
RENEW Agendas by Day | 2020-2022

RENEW Readiness and Implementation Team Training	RENEW Facilitator Day 1	RENEW Facilitator Day 2	RENEW Facilitator Day 3 (.5 day)
<p>Principles of RENEW</p> <ul style="list-style-type: none"> • RENEW in PA • Two Youth • Building RENEW Core Team • Systemic Implementation • RENEW Process and Person-Centered Mapping • The Role of RENEW in Youth • Materials and Next Steps 	<p>RENEW Orientation</p> <ul style="list-style-type: none"> • Case Example • PHASE 1 – Personal Futures Mapping • PHASE 1 – Practice and Skill Building • Reflections and Resources 	<p>Phase 2 – Team and Initial Plan Development</p> <ul style="list-style-type: none"> • Phase 3 – Plan and Implementation and Refinement Phase 4 – Transitioning from RENEW • Summary and Review 	<p>Progress and Share Fair</p> <ul style="list-style-type: none"> • RENEW Phase 2: Team and Initial Plan Development • RENEW Phase 3: Plan Implementation and Refinement • RENEW Phase 4: Transitioning from RENEW

2014-2019
Youth who
have left
RENEW

Youth and RENEW

n = 75 PA Youth



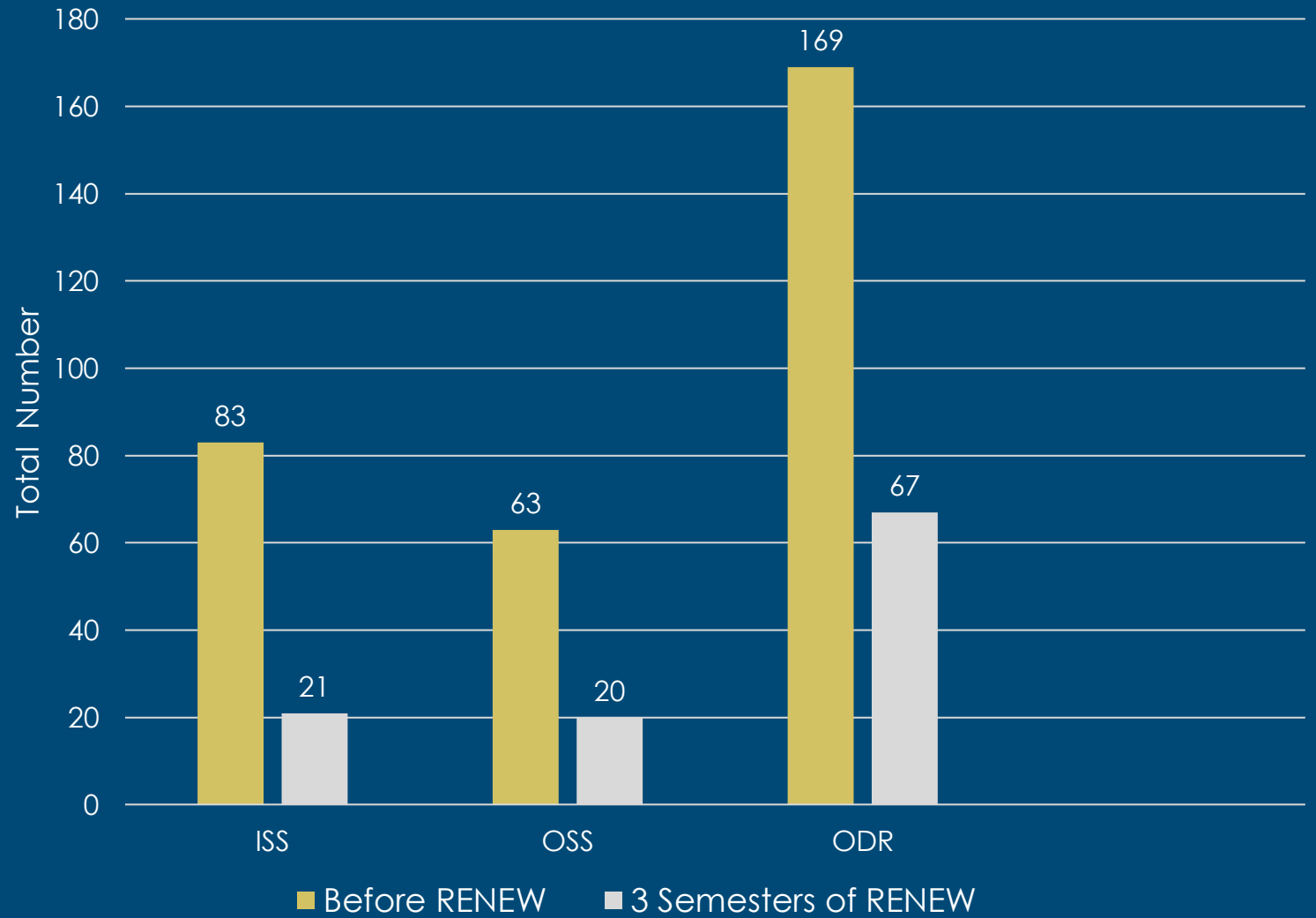
- Dropped Out
- Graduated
- Went to another Program
- Met Goals
- Moved
- Staff Choice
- Student Choice

Impact of RENEW

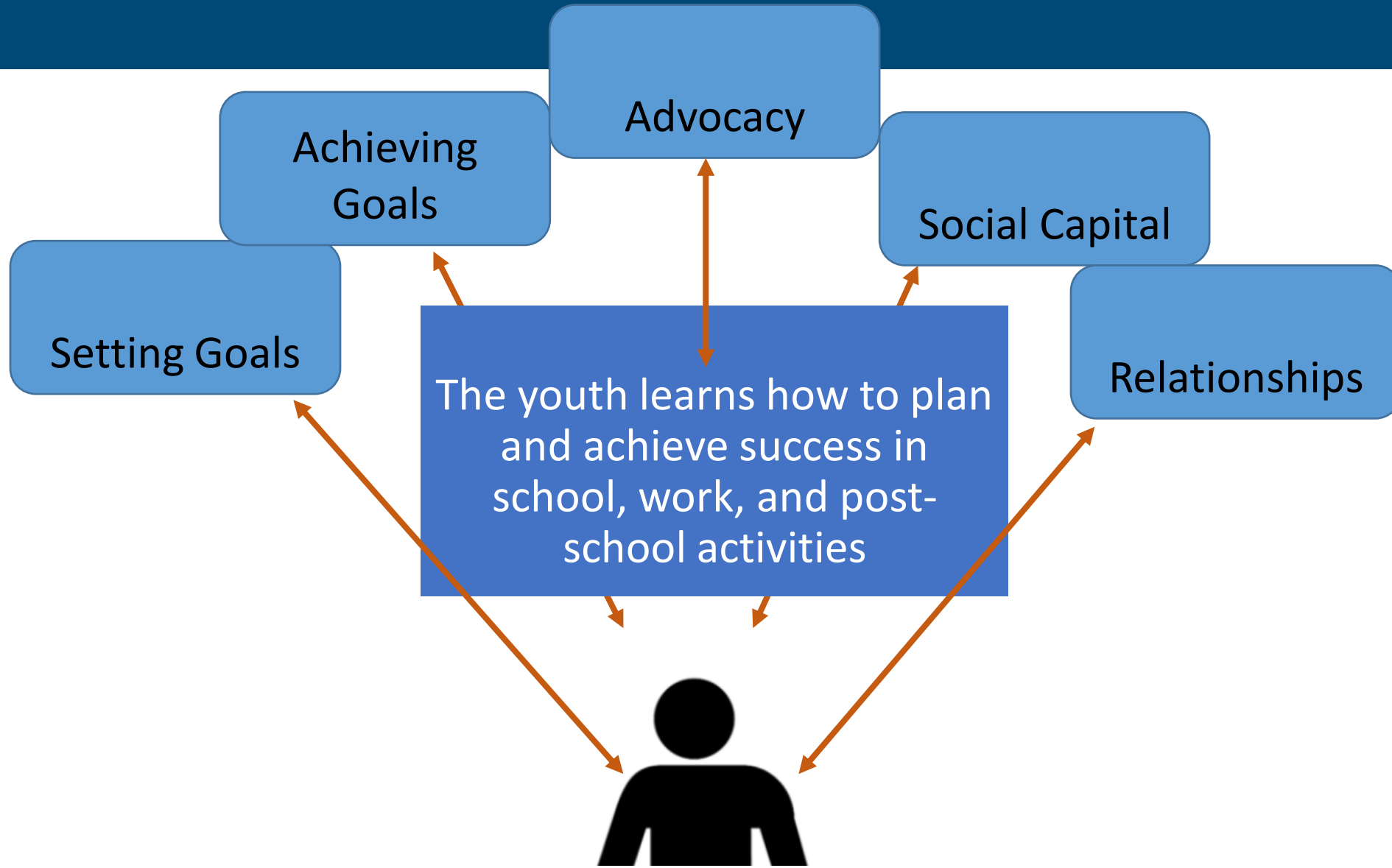
2014-2019

n = 55

PA Youth



Skills Gained by Students through RENEW



Want to know more? Link in Chat

1. <https://www.pattan.net/Multi-Tiered-System-of-Support/Behavior/Featured-Topics/RENEW/RENEW-Voices>

PaTTAN | RENEW Voices Videos



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THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON

Sonoran Center for
Excellence in Disabilities

Planning for Our Futures: Who What When Where How?

PaTTAN

Tools for Person Driven Planning
December 15, 2020

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Futures planning is led by the person with a disability and involves family, communities, and persons who provide support. It requires open communication about difficult topics. Clear and honest communication and planning involves building a network of support that will:

- Seek direction from the individual with IDD
- Focus on abilities and opportunities
- Adjust support needs
- Minimize risks and harm



We will discuss and share:



- WHO is leading and involved in the planning process?
- WHAT topics or pieces of the plan need to be explored?
- WHEN is the right time to start planning?
- WHERE do I start?
- HOW do I use tools to start planning?



Who What When Where How?



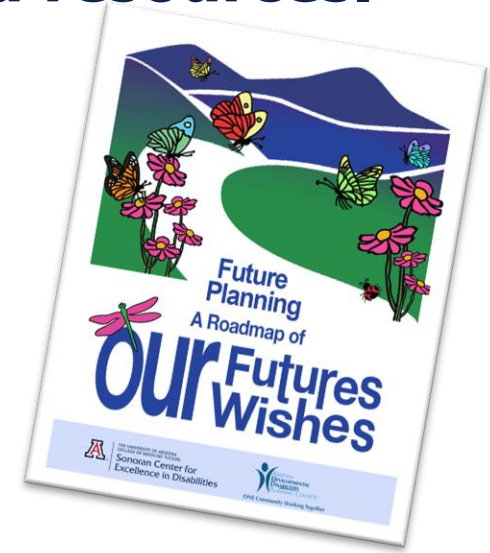
- WHO: Person with I/DD is leading and guiding the discussion with/among family and their team
- WHAT: Topics include living arrangements, decision making supports, health care, employment, education, social relationships, recreation, finances, etc.
- WHEN: Start “Now” - don’t wait until an emergency



Who What When Where How?

- WHERE do I start – Pick a topic or area that is most comfortable or important to the person with I/DD
- **HOW do I start – Use available tools and resources.**

We will talk about this workbook today -

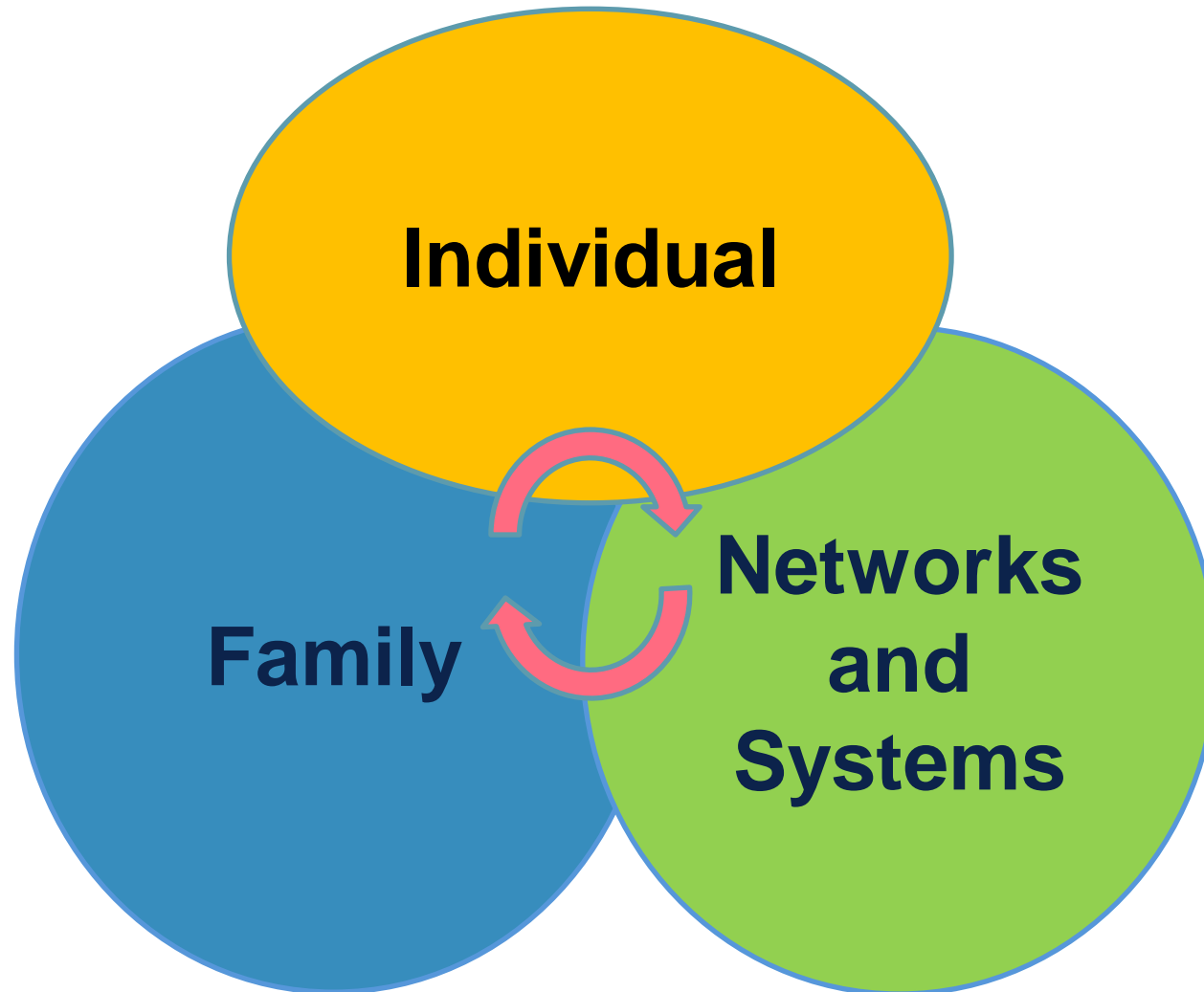


Why Is It Important to Plan?

- Share what is “important to” person with I/DD
- Include significant person
- Reduce unexpected chaos, crisis, stress
- Clarify expectations and levels of support
- Try new approaches and experiences
- Learn and practice new skills
- Expand networks of support



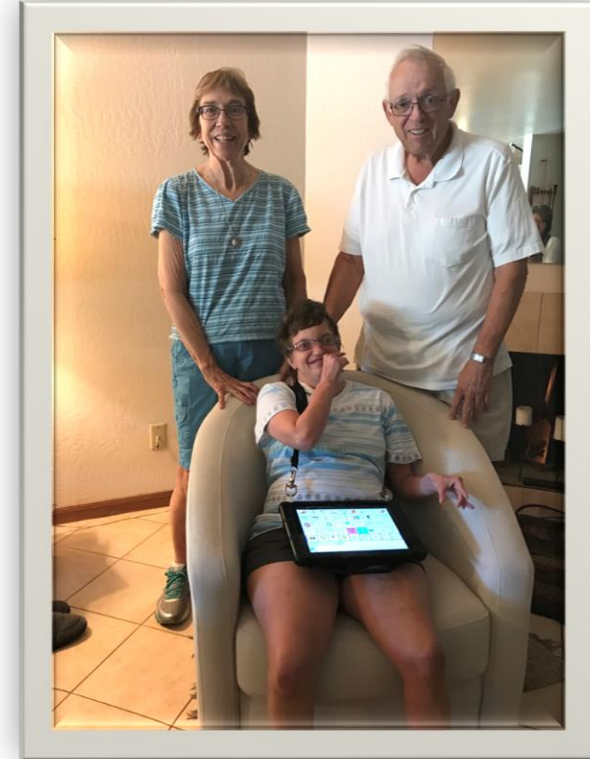
Persons and Systems Involved in Planning



Lessons Learned from Individuals with IDD and Families

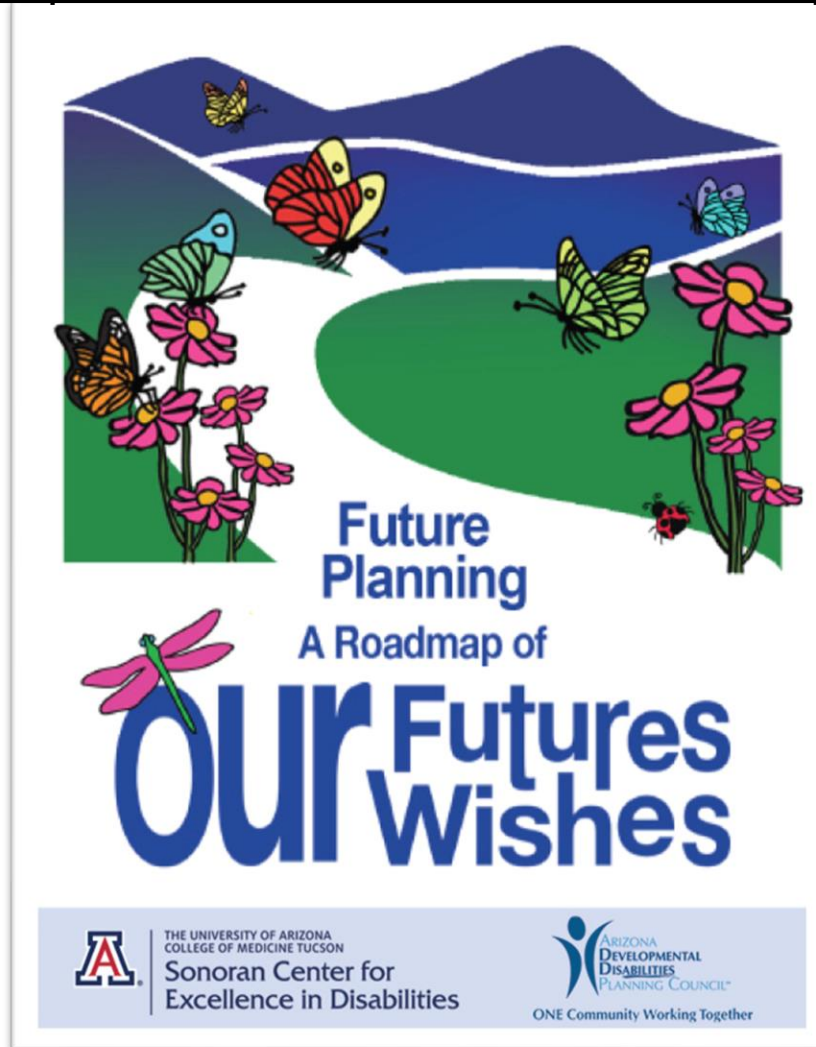
Future Planning Project 2006-2018

- Thinking about planning is not enough
- Person-centered planning is central
- Family members' roles will evolve/change
- Social relationships are important
- Planning takes time and perseverance
- Plans will and do change over time
- Planning is an emotional journey – families need support too!



Sonoran Center for Excellence in Disabilities (UCEDD)

<https://sonoranucedd.fcm.arizona.edu/publications/OurFuturesOurWishes>



Planning is a Process

Based on our research, individuals with disabilities and families are in different stages of their planning process. Many are "stuck" or have stopped planning for various reasons. There will be times when your plan changes, and that is "okay." You will need different options and scenarios to think through.

There are different transition points in a person's life, but each point can bring new opportunities to communicate with each other about goals, wishes, and concerns. At some point in the planning process, families have shared:



Chapter One
Future Planning: What is it all about?



Our Futures, Our

Chapter Two
Worksheets to Guide
Communication and Planning



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Chapter Three
Important Considerations



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Chapter Four
Relationships and the
Human Connection



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Chapter Two: Worksheets

- Shows the life and desires of the individual
- Starts communication among family members
- Clarifies roles and expectations
- Expands networks of support
- Reminds us to stay person-centered
- Looks at quality of life and social connections



Know Me, Know Us

This is Me and My Life

My name is: _____

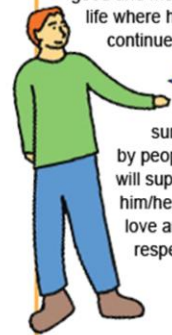
On this page, I will tell you about ME. It shows things I like, words that I use, body movements that show what I feel, what I like to do, and what makes me special. I want to tell you what is "important to me, my family, and my friends." You can write something on it too!



This is Me and Our Lives

I am the _____
of _____

Here are some examples of our life together so you can understand what is important to us. Use this information to help _____ continue to have a good and meaningful life where he/she continues to be



surrounded by people who will support him/her with love and respect.



My Life, My Good Life



Things or Activities

That Bring Me Joy and Make Me Feel Good

There are different parts of a person's life. In the following boxes, write down things, activities, or behaviors that make your life a "good life." Fill in as many boxes as you can. Talk about what you wrote down with people who know you now and people who want to know more about you.

Where I Live

Where I Work or Spend a Lot of Time

My Health



My Wellbeing: Fun and Good for Me

My Friends, Close Relationships

Money and Resources

Other



My Abilities and Daily Routine

Checklist of Daily Activities

This checklist has many of our daily activities. It includes both simple and more difficult behaviors. Not all the activities may apply to you and where you live. This checklist is useful when you talk about what "You" (individual) can do and how much support is needed to live more independently. You can work on it separately at first. It is best to share and talk about it with family, friends, and people who provide help and support.

Here is a description of what the words mean.

- **Can Do It Alone:** "I" (Individual) can do it without any cues or direction. If I live alone, I do not need any assistance. I may not complete the task like others would, but I can do it safely alone.
- **Need Some Help:** "I" (Individual) need cues, reminders, or guidance. Guidance means that I may need help getting started but can complete more than half or 50% of the behavior by myself.
- **Need a Lot of Help:** "I" (Individual) need another person with me to complete the task or behavior. If alone, he/she is not able to start and finish. It is not safe for the person to try it themselves.



TIP

How to Complete:

Place a "mark" in the box that best describes the person's abilities. You can make copies and share it with your family and others to see if they agree.



Behavior or Task	Can do Alone	Need Some Help	Need a lot of Help
SHOPPING AND FINANCES			
Know how to pay with money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know how to count money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can count change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a shopping list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know about food groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose foods that are healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Push a grocery cart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know the size of clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know when to ask for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can make a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can pay bills on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Activities/Behaviors:

The support or assistance that would be helpful:

My Abilities and Daily Routine

Behavior or Task	Can do Alone	Need Some Help	Need a lot of Help
COMMUNICATION			
Use technology to communicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk using short sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use sign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a letter or note	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take part in an online community (social media like Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Call friends to do something together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Request help by dialing "911"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Activities/Behaviors:			
The support or assistance that would be helpful:			

Behavior or Task	Can do Alone	Need Some Help	Need a lot of Help
SOCIAL ACTIVITIES			
Go to restaurants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to movies, plays, concerts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to church, mosque, synagogue, or temple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at a paying job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk around the block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to exercise class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do exercise at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Activities/Behaviors:			
The support or assistance that would be helpful:			




Circle of Support

Circle of Support Self-Assessment Checklist

This checklist is for siblings, relatives, friends, and other people who give direct care and support to the person with a disability. There are a lot of different ways to provide support and each way is valuable.

This checklist was designed to open up communication and increase collaboration among family members and individuals in the network of support. The goals are to identify strengths, individual comfort levels with different tasks, and the skills and knowledge needed to participate in caregiving. Fill out the form by yourself and then **share it with each other or those in the "circle of support."**




TIP


For each behavior/ task, think about what you need to do or have before you can help out and write it down in the space provided.

For example:

1. Do you need to learn something about the person?
2. Do you have all the information you need to help?
3. Do you have to change something in your life before you can help (move, retire, or something else)?



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I can provide this much help and support with the following:

Behavior or Task	None	Some	A Lot	To do this, I need to:
Advocacy: Support Self Advocacy for the individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advocacy: Help with Systems and Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Companionship: Provide Respite or a Break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emotional Support: Be there to listen, provide input, provide comfort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Find Services and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Friendship: Be available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Friendship: To give and to receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Friendship: Do things together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Circle of Support

I can provide this much help and support with the following:

Behavior or Task	None	Some	A Lot	To do this, I need to:
Medication Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Career/Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Financial				
• Provide money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Budget money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationships				
• Develop Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Teach Intimacy Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Talk about Sexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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I can provide this much help and support with the following:

Behavior or Task	None	Some	A Lot	To do this, I need to:
Legal Role				
• Healthcare POA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• General POA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Payee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Conservator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Supportive Decision Maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Person-Centered Planning



Important To and Important For

Important To:

What hopes, dreams, likes, dislikes, places, and special interests are important?

Important For:

What is needed to ensure health and safety and become a valued member of the community?

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Important To and Important For

Next Steps

Sometimes what is important to the person does not always match what is important for them. Here are some questions to think about and share with each other. Involve other people that play important and supportive roles.



How do we know what is important to the person?

How does _____ express him or herself through words or behaviors?

Finding a balance between "Important To" and "Important For" requires tradeoffs. What are we willing to give up?

What information do we need to make informed choices?

What experiences do we need to explore or try in order to identify what may be a risk?

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Relationships in My Home

Roommates

Making it Work

Having a roommate can make life happier or it can make it very frustrating. This worksheet lists things you can think about as you look for a roommate or roommates to help assure that you will find a compatible match.

You will hear many say that "communication is key." Look at ways to make communication easier and clearer. This means finding ways to make the other person feel like they can speak openly about what is on their mind. Open communication and sharing ideas will help roommates get along better. Find ways to allow your roommate to relax and be thoughtful about what you can do to help. If you don't know just ask.

Are there habits that annoy you or annoy your roommate? Talk about things that bother you right away and don't wait until you get more upset because it happens over and over again. Good communication goes a long way when living with someone and making it work well.

On the following pages are some suggestions of things to think about that can help roommates interact with each other in a more positive and successful way. By considering these questions you will learn a lot about yourself and your roommate. This is important for the success of living together in harmony.



TIP

Good communication with your roommate will help to promote a more comfortable living arrangement.

- Be willing and open to hear suggestions and accept criticism
- Communicate openly from the very beginning
- Be willing to talk about things that might be uncomfortable
- Remain calm when having a difficult conversation



Things to Think About



Use of Space

- Be reasonable when space is limited
- How much of your belongings or things will fit in the space you will have?
- Give your roommates enough space so that you don't get in the way of their daily routine
- Be as neat as you can
- How will cleaning chores be shared?
- How would you like to decorate your space?

Daily Routine and Lifestyle

- How much social activity do you enjoy?
- Do you like to have people over? If so how often and for how long?
- How much time do you spend at home?
- What type of activities do you enjoy doing at home and how often?
- How much quiet time do you need?
- How do you like to use your quiet time?

Write down your thoughts

Relationships in My Home

Things to Think About

Sleep Patterns

- Do you go to sleep early and get up early?
- Do you go to bed late and wake up late?
- Are you a light sleeper who wakes up easily or needs earplugs to sleep?
- Are you a heavy sleeper?
- What kind of alarm do you use to get up in the morning? Do you need more than one alarm?

Eating Habits

- Do you prefer to eat alone or with someone?
- Who cleans up after eating?
- Do you eat three meals a day?
- What kinds of snacks do you enjoy?
- Is food shared or bought and eaten separately? **If shared:**
 - How will the cost be shared?
 - Who will do the shopping?
 - Who will decide what to buy?

Write down your thoughts

Other Considerations

- Some people like roommate agreements as a way to talk about boundaries and expectations
- Who needs to be involved in the discussion about choosing roommates, responsibilities, and how space will be shared?
- How often will agreements be reviewed for changes
- What does compromise mean
- Don't expect your roommate to change every part of their lifestyle or daily routine

Being Understanding of Emotions

Everyone has stress in his or her life at one time or another. When people are stressed or feeling anxious or have something on their mind that is bothering them they may act in a different way. It can be very helpful when roommates can notice and understand when their roommate is upset or having a bad day.

When people are having a bad day or don't feel good they can also withdraw or want to stay by themselves. They can do this by getting quiet, by moving to a different corner of their space, or not talking or interacting with others. When this happens it is helpful to know what they want you to do or not do. Knowing these things about your roommate in advance will help everyone to get through what might be a hard time for someone.

Adapted from Melinda Delkic's "Learn from my mistakes and avoid these common roommate problems" in The New York Times, August 2, 2017. Enhanced with ideas from individuals with disabilities and their families.



TIP

After you have thought about your own habits, patterns and lifestyle, consider writing down important topics to you that you would like to talk about to current or potential roommate(s).



Communication

Helpful Communication Strategies

New situations or sudden changes can be stressful for everyone. Write down and share what you and your loved one with a disability can teach others in hopes of clear communication and support during a stressful event.

What would you like others to know when your loved one with a disability:

Faces a sudden change: _____

Meets someone new: _____

Finds him or herself in a new situation: _____

Does a particular task: _____

Wants to share an idea: _____

Wants to express an emotion: _____

In other situations? _____

Describe and explain what some common behaviors or gestures can mean and how to communicate and respond in a supportive way.

What others should know about helpful communication strategies:

1. Behavioral Communication: behaviors, gestures, or physical movements that are used to communicate wishes, wants, and emotions:

Ways to Respond: _____

2. Verbal Communication: words, sounds, use of voice, use of body with language:

Ways to Respond: _____

3. Manual signs: writing, drawing:

Ways to respond: _____



Employment: The Right Fit

Employment

Finding the Right Job That Fits You (Me)



TIP

Finding a job involves many steps. Here are things to do as you and your family prepare to find a job that "fits" well with your abilities and your interests.



Exploring the Possibilities

A discussion about the following topics may be helpful in knowing where to look, how to prepare for the job, and what steps can be taken to make a plan of action. Talk about these things with the individual with a disability, family, friends, and other important people in one's life.

- What is a job?
- Why do people work?
- Why do you want to work?
- What are some jobs you know about?
- What kind of work do people do on these jobs?
- What jobs do your family and friends have?
 - What do they like about their jobs?
 - How did they prepare for their jobs?
- What hobbies do you have that can help you get a job?

It is hard to know what a job is really like until you see others do it or do it yourself. Look for opportunities to:

- a) Volunteer at the job site or a similar place
- b) Try it for a short period of time like a summer job
- c) Shadow or follow someone at the work site
- d) Visit several times with a mentor or coach who can explain how things work

Your Dream Job

What kind of job do you want? What do you dream about doing?


What type of work setting does the individual or "I" want to try? (check the boxes)

A place where:

- Few or not too many people work (small business or employer)
- A lot of people work (big business or employer)
- Everyone moves fast or works fast
- Everyone moves slower and works carefully
- People work alone
- People work in a team
- People stay indoors
- People stay outdoors
- People work with their hands or with tools
- People use computers or machines
- People use their minds to solve problems
- People stay both indoors and outdoors
- People hang out together during lunch or after work
- There is a lot of contact with other workers or people
- There is not too much contact with other workers or people
- There is a lot of noise or different sounds (speakers, music, machines, etc.)
- It is quiet and peaceful (not many sounds or talking)
- Food is provided
- Parking is there for my bike, motorcycle, or car



Employment: The Right Fit



Getting Started

Now is the time to look at the person's (My) abilities and skills. There may be other skills that are needed before I get my dream job. Complete the following sentences.

Other people tell me I would be good at doing:

1. _____
2. _____
3. _____
4. _____

I feel I am good at doing:

1. _____
2. _____
3. _____
4. _____

I feel happiest when I can:

1. _____
2. _____
3. _____
4. _____

I need more practice doing:

1. _____
2. _____
3. _____
4. _____

Write down other thoughts


Our Futures, Our Wishes | 51

Finding The Right Fit

How do I know if this job is the right fit? When you first start a new job, it may not be as much fun as you would like. Give it a good effort and see what happens.

You Can Ask

1. Do you like to go to work?
2. Do you like seeing the people there?
3. Are your supervisors (boss) nice to you?
4. Are you learning new things?
5. Do you feel like they enjoy seeing you?
6. Do you get the supports needed to do your job well?



Write down your thoughts

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Employment: Belonging & Practice

Job Coaching and Mentoring



TIP

In some cases Coaching and Mentoring may be paid for
OR
you may need to find a volunteer or friend.



Look for a Job Coach or Mentor

Talk with your support coordinator or Vocational Rehabilitation program staff about finding a job coach. Some of this is paid for or you may need to find a volunteer or friend. Also talk and work with advocacy groups, independent living centers, The Arc, and other organizations to find out what is available. The employee is the person who just got a job. The employer is the person who hired the person for the job. Communicate clearly what is expected from the job coach and when they are no longer needed.

Contributions for Employment, Training and Education, Job Coaching and Mentoring from Sonoran UCEDD staff:
Susan Voirol, MSW, Laura Schweers, BS, Melissa Kushner, MSW.

Questions To Ask Your Job Coach

Ask if he or she can help with all or some of the following:

- Help find natural supports at the job site to assist the employee
- Help clarify and understand job responsibilities and employer expectations
- Identify how the environment can change or adapt to support the employee
- Develop a sense of belonging among other employees and the job site
- Find ways to integrate and include the employee in job related social activities. Develop social connections
- Look for ways to increase safety on the job site
- Translate or explain in simpler language the culture of the organization or job site
- Ensure that appropriate job training is provided
- Serve as a resource finder
- Provide encouragement and emotional support
- Check in with the employee to see how things are going and what is needed to move forward
- Encourage employee to get feedback from boss or supervisor
- Practice positive ways to communicate with others
- Help look for assisted technology that may help make the job easier or more comfortable
- Provide prompting or cues at the job site until they are not needed anymore
- Work with the employee so that the job coach or mentor slowly does less and less



TIP

Communicate clearly what is expected from the job coach and when they are no longer needed.



Planning

<https://futureplanning.thearc.org/>

The Arc Center for Future Planning®

About Contact Us Login En Español

Learn
about future planning

Build
your future plan

Find
resources

See
how others have planned

Get
help for urgent needs



About The Arc and the Center for Future Planning®

For more than 65 years, The Arc has been supporting individuals with intellectual and/or developmental disabilities (I/DD) and their families. Learn more about The Arc and about how the Center for Future Planning® is supporting and encouraging families to plan for the future.

[About](#)

Learn About Future Planning

Planning ahead can help guide a person with an intellectual or developmental disability (I/DD) to lead a good life as independently as possible. A plan is important throughout all stages of life and especially in the future after the parent or caregiver is no longer able to provide support.

[Learn More](#)

Build Your Future Plan

To better serve families and individuals with I/DD in future planning, "Build Your Plan"® is a tool that enables families to create accounts and begin to build their plans within the Center.

[Build Your Plan®](#)

Find a Professional

Find professionals in your community that will enable you to identify professionals that can help you in creating and implementing a future plan. These professionals include lawyers, financial planners, and insurance companies.

[Search Now](#)

See How Others Have Planned

Planning for the future can be challenging, but it's possible and necessary. Learn more about how families have planned for the future.

[See Their Stories](#)

Urgent Help

Do you know a person with an intellectual or developmental disability (I/DD) who has an immediate need for temporary or permanent support because a parent or primary caregiver can no longer provide that help? Learn how you can help.

[Get Help](#)



Acknowledgement

- Future Planning Roadmap Project (2016-2018)

Funded by the

Arizona Developmental Disabilities Planning Council





MAPS

What is MAPS?

- MAPS (Making Action Plans) is a planning process used by teams to help students plan for their futures.
 - Person-centered approach
 - Built upon the student's dreams, fears, interests, and needs
 - Directed and guided by the student and family and facilitated by other team members
 - 5 main steps

Why MAPS?

- A structured format that helps with gathering information for a transition plan, an integral part of the IEP
- A new way of thinking about assessment, providing a much broader view of the student's life than a perspective of outlining deficits in specific skill areas
- Helps to build trusting and positive relationships among team members

MAPS Steps

Step 1: History

- Briefly describe the student's personal history

Step 2: Dreams

- Discuss the possibilities for the student's short and long term future

Step 3: Fears

- Talk about fears for the student, especially those that may be barriers to realizing dreams

Step 4: Who is...

- Describe the student in as many ways as possible: their strengths, skills, likes/dislikes, personal qualities, favorite activities, friends, etc.

Step 5: Needs

- Review and prioritize information for the IEP/transition plan, review the key ideas from the other steps, consider the student's hopes, strengths, and interests as you list activities, opportunities, and supports that the student will need now and in the future

Next Steps

- Begin prioritizing the information to develop goals and activities for the student's IEP/transition plan
- In moving toward a more focused plan, the facilitator may ask team members to identify one need that they believe is most critical for the student.
- Another strategy may be to have the MAP transcribed onto regular-sized paper and sent to each team member prior to the next meeting.
- In this way, MAPS participants will be reminded of their discussions and have an opportunity to think about the next steps.

Resources

- https://inclusion.com/path-maps-and-person-centered-planning/maps_planning/
- <https://www.crporegon.org/cms/lib/OR01928264/Centricity/Domain/45/Documents/2015%20jorgensen%20maps%20for%20school%20to%20adult%20life%20planning.pdf>
- <https://inclusive-solutions-school.teachable.com/p/making-action-plans-maps>

Using Charting the LifeCourse (CtLC) for Person Driven Planning in Transition Activities



Presenter: Candida Walton, Supporting Families Statewide Initiative Coordinator, Office of Developmental Programs (ODP)

Defining Supports to Families



pennsylvania
DEPARTMENT OF HUMAN SERVICES



<http://supportstofamilies.org/wingspread-final-report/>

GOAL



Individual

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



Families

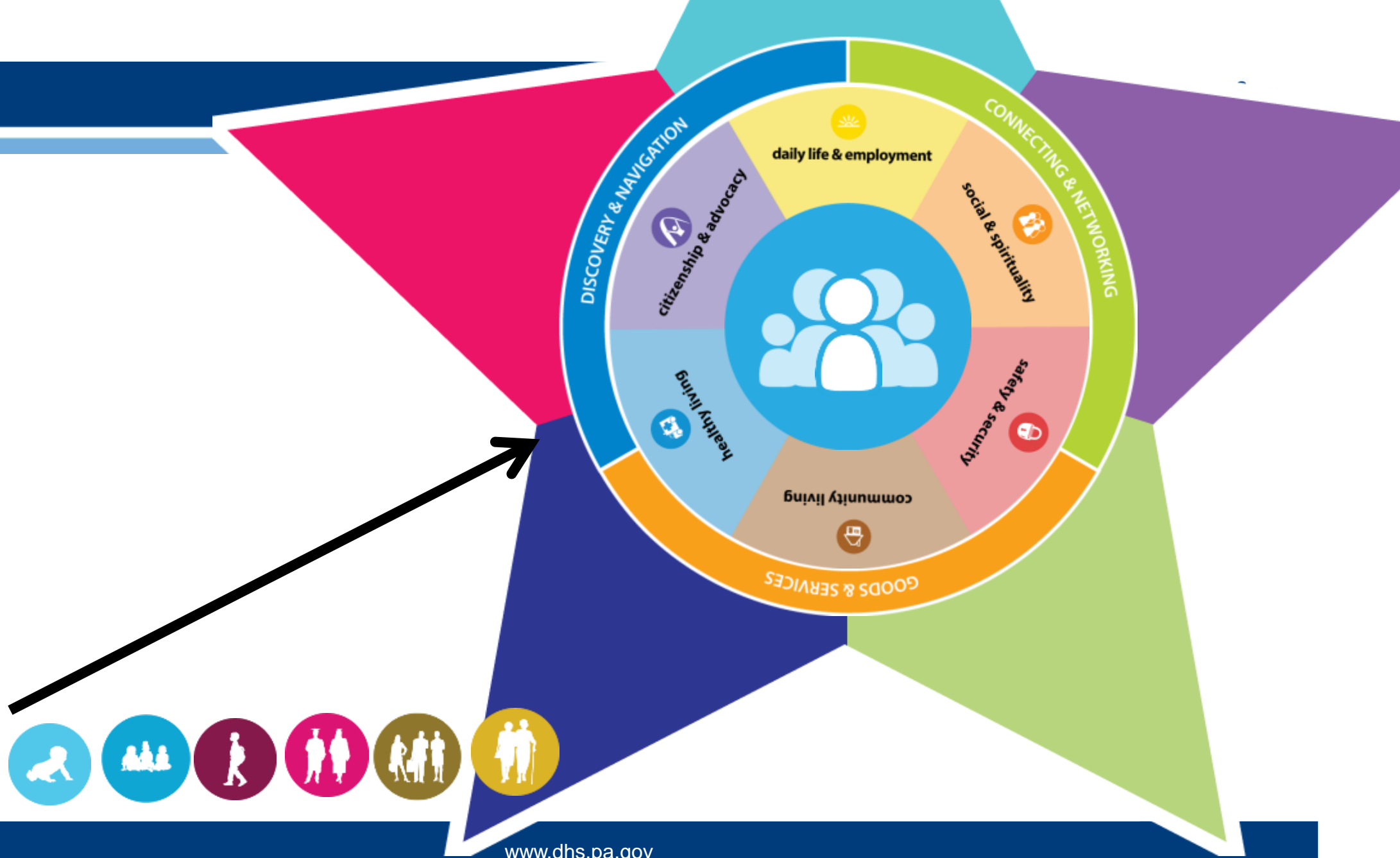
Will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support the individual to achieve their goal

Recognizing that individuals exist within a family system

**DISCOVERY
AND NAVIGATION**
Knowledge & Skills

**CONNECTING
AND NETWORKING**
Mental Health
& Self-Efficacy

GOODS AND SERVICES
Day-to-Day
& Caregiving/Supports





You can use LifeCourse with your family or for yourself

- Learn more about yourself or your family
- Organize your thoughts and speak out for what you or your family wants and needs
- Problem-solve and plan for taking action in your life or on behalf of a family member
- Direct services and supports
- Advocate for change



**Professionals use
LifeCourse in the work
that they do every day**

- Educating others on possibilities
- Facilitating planning for now and the future
- Problem-Solving
- Coordinating Integrated Services and Supports
- Conflict Resolution and Advocacy





Transition to Adulthood

Moving from childhood to young adulthood and from school to adult life.


In the LifeCourse framework, we use the term “life trajectory” to describe **the path your journey takes...**

The **higher your expectations**, the more opportunities and experiences you will have, and the closer you will get to achieving your goals and dreams...

The **life experiences** in each stage build upon one another and prepare a person for the future life stages.

Trajectory



 LIFE TRAJECTORY | EXPLORING


Vision for What I Want

What I Don't Want

Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com
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Trajectory for Exploring Employment

 LIFE TRAJECTORY | EXPLORING EMPLOYMENT

What has helped?
List things that have happened in the past that have helped you get closer to your good life and job/career visions.

What has gotten in the way?
List things that happened in the past that stopped you or got in the way of your good life or job/career visions.

My Vision for a Good Life and Job/Career

My vision for a job or career

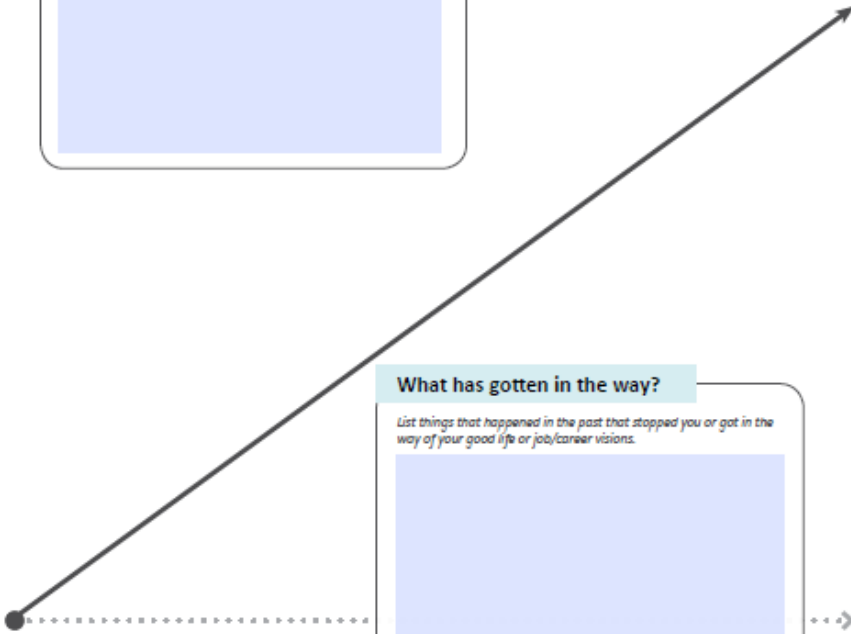
My vision for a good life

Dislikes

What I don't want for my job or career

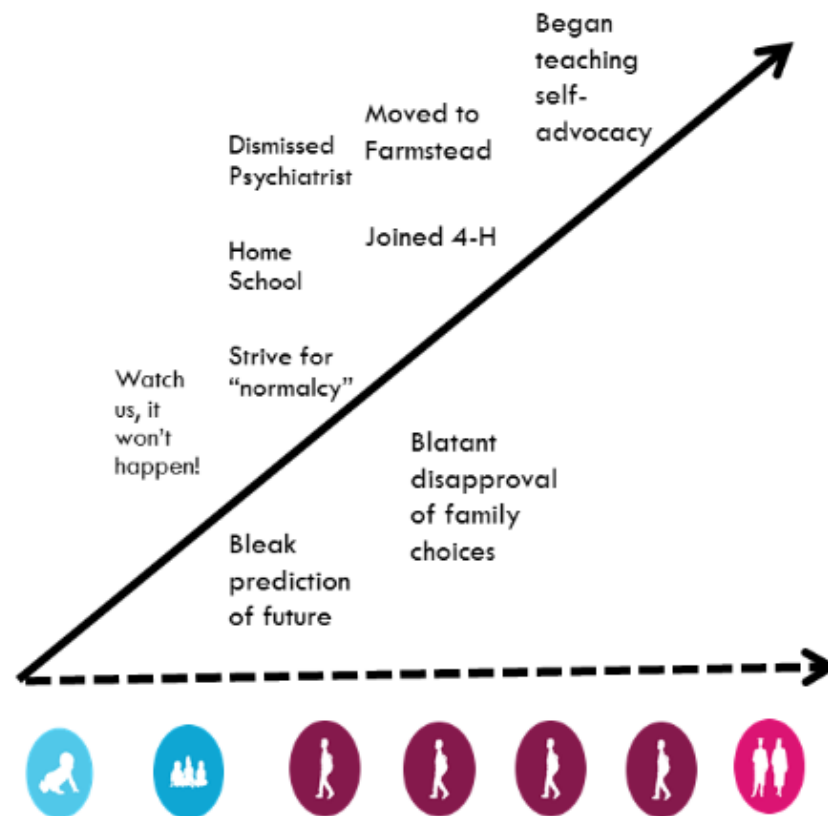
What I don't want in my life

Activ



Trajectory Example

Shaylee's Good Life Trajectory



What We Want

- Live independently
- Work with animals
- Healthy self care
- Self-regulate behaviors
- Control over finances
- Access to transportation
- Strong supports in place as needed

What We DON'T Want

- Over-medicated
- Taken advantage of
- Institution or group home
- Others make all decisions choices for her.





We all use a variety of sources to help us get through our daily lives.

- Our own assets and capabilities
- Most of us have people in our lives who do things for us (and vice versa)
- We tap into technology
- as well as businesses, organizations and resources in the community
- You might need support or access paid services

SERVICES & SUPPORTS

Resources and strategies to promote the development, education, interests, and personal well-being of a person and that enhances individual and family functioning

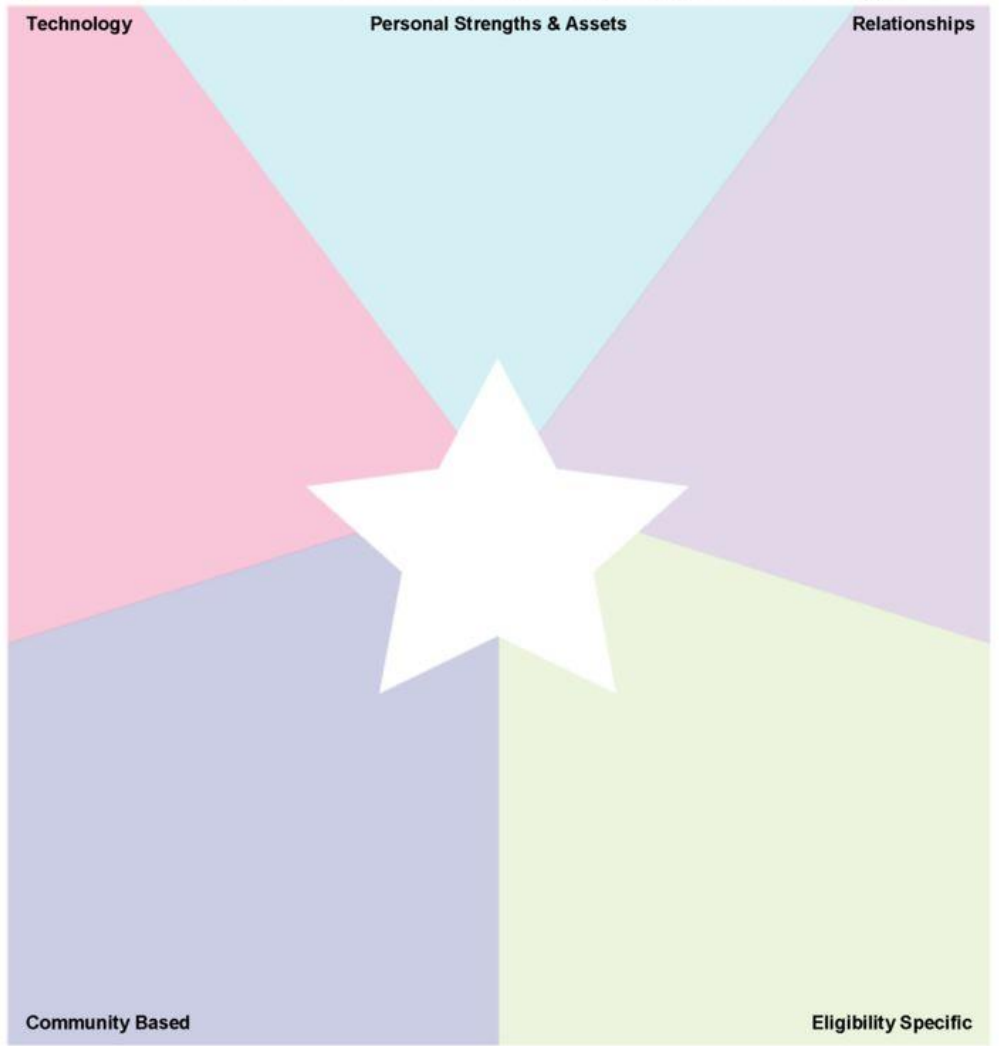


CHARTING the LifeCourse



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

Integrated Supports Star



The tool can be used to guide a conversation over the phone or facilitate an in-person planning meeting with one person or a group of people.





Integrated Supports Star Example





INTEGRATED SUPPORTS STAR | DAILY LIFE

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 daily life.

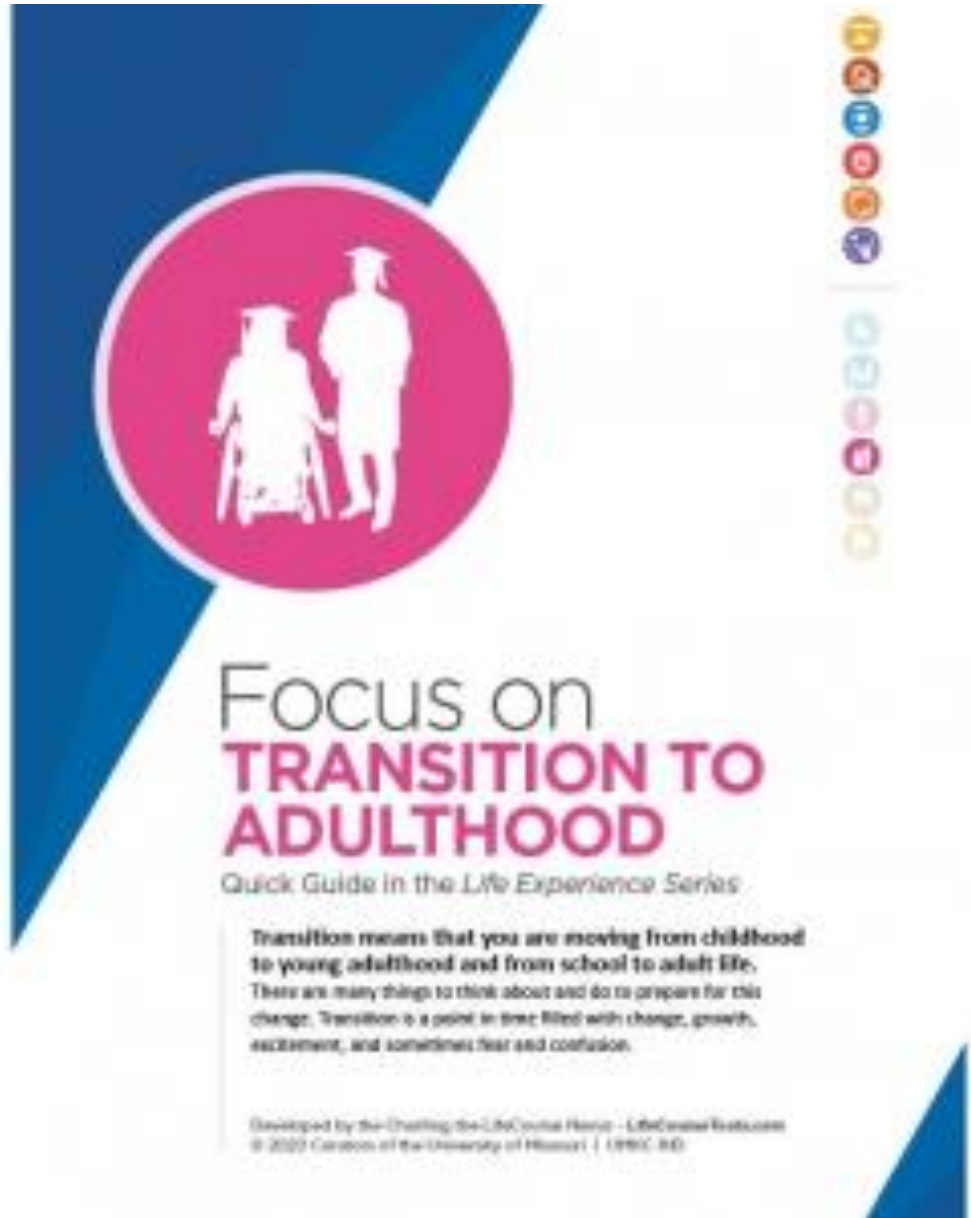


Daily Life/ Employment “Starter Star”

“Starter Stars” will help you get started brainstorming integrated supports in the life domains and related topics.

<http://www.lifecoursetools.com/lifecourse-library/integrated-supports-star/>





Transition means that you are moving from childhood to young adulthood and from school to adult life.

There are many things to think about and do to prepare for this change. Transition is a point in a time filled with change, growth, excitement, and sometimes fear and confusion. It is helpful to explore life experiences to have and questions to ask during this transformative life stage.

<https://umkc.box.com/shared/static/j63qcleorfleosdjk3iiaoi7p8jjqfbv.pdf>





What am I doing for fun that other people my age do?

How am I being supported to share my life vision (goals, hopes, dream) at educational and other support meetings?

What kind of job do I think I would like to try (what do I like to do or want to learn more about)?





Should I/our family apply for benefits (Social Security, Medicaid, state DD services)?

Am I learning about the supports and benefits I receive or could receive; how to manage my money, services and supports; and lead my various planning meetings (IEP, IFSP, health, etc)?

Will I graduate/leave school at age 18 or continue until I am 21, and will I receive a high school diploma or a certificate of completion?



Charting the Life Course



Daily Life & Employment

Before you know it, school will be ending and adult life beginning. Transition is a time to think about what adult life will look like and explore what you will be doing as part of daily life when the school bus stops coming! You will likely make choices based on what you like and what you want to do. This guide is designed to help you and your family think about questions to ask, things to do, and resources to lead you to a job, career, volunteering, college or continuing education, and ultimately, the life you want.

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LIFE DOMAIN



Daily Life & Employment

What a person does as part of everyday life— school, employment, volunteering, communication, routines, life skills.

LIFE STAGE



Transition

Transitioning from school to adult life (14-22)

DEVELOPED BY

MISSOURI
FAMILY TO FAMILY
UMKC INSTITUTE FOR HUMAN DEVELOPMENT | UCEDD

IN PARTNERSHIP WITH

SHOW-ME-CAREERS

Employment Guide

This interactive booklet includes activities and resources to help adults and transition age youth begin to think about jobs, careers, or continuing education.

<https://umkc.box.com/shared/static/86r60jx948kkr49ando4suzxe9oyvqv6.pdf>

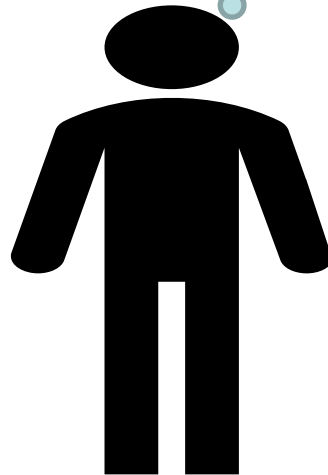
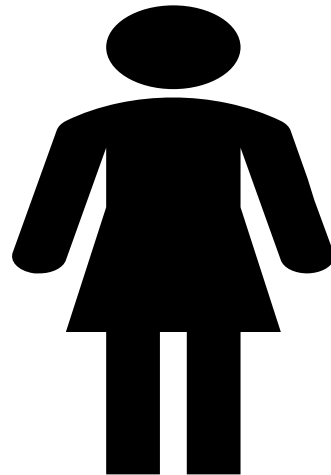




Do I want to work for an already existing business?

Would I prefer to create my own business?

Do I want to continue my education?



Homepage

<http://www.lifecoursetools.com/>

Daily Life/Employment Page

<http://www.lifecoursetools.com/lifecourse-library/exploring-the-life-domains/daily-life-and-employment/>

Person Centered Planning Page

<http://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>

Videos

<https://www.youtube.com/user/lifecoursetools>

Charting the LifeCourse Nexus

The Charting the LifeCourse framework was developed by families to help individuals with disabilities and families at any age or stage of life develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.





PENNSYLVANIA
COMMUNITY  PRACTICE
FOR SUPPORTING FAMILIES



PA Family Network

Connect with other families, Receive Mentoring on Charting the LifeCourse for you or your loved one's good life, get information and participate in a workshop!

- PAFamilyNetwork@visionforequality.org or 1-844-723-2645
- <https://www.visionforequality.org/pa-family-network/>

Self-Advocates United as 1 (SAU1)

Participate in a workshop: Let's Talk about Your Vision

- info@sau1.org or 1-877-304-7730
- <http://sau1.org/>



The Pennsylvania Developmental Disabilities Council (PA DDC) is proud to collaborate with the Office of Developmental Programs, PA Family Network and The Self Advocacy Power Network for All (SAPNA) on this initiative. Check out our social media and website for more information
Twitter: [@PaDDCouncil](https://twitter.com/PaDDCouncil), Facebook: facebook.com/PADDDC, Web Site: paddc.org

ODP Resources for Supporting Families



- PA's Community of Practice for Supporting Families pages
<https://www.myodp.org/mod/page/view.php?id=25542/>
- ODP's Supporting Families listserv
http://listserv.dpw.state.pa.us/Scripts/wa.exe?SUBED1=odp-supporting-families-cop&A=1_ – link to subscribe/unsubscribe to the ODP-Supporting-Families Listserv

ODP Contacts for Supporting Families



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SAU1
info@sau1.org

PA Family Network
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