

8. Glossary



Conservatorship

A conservator helps you by making financial decisions on your behalf about your money or property.

Developmental disability

A developmental disability is defined in Oregon as a condition that begins before you are 22 years of age or 18 years of age for an intellectual disability. This type of disability begins in your brain, directly affects your brain and is expected to continue throughout your life. A developmental disability may also affect things such as your ability to communicate, clean and take care of your body, get dressed, and develop social skills.

Guardianship

Guardianship is a formal legal process where a judge appoints another person called a guardian to act on your behalf. If you have a guardian, that person is required by Oregon law to help you take charge of your life and make decisions as independently as possible.

Individual education plan, or IEP

If you receive special education services, you will develop an individual education plan, or IEP, with your planning team. Your IEP describes what specialized instruction and related services you will receive to help you learn and achieve your goals.

Individual support plan, or ISP

If you receive developmental disabilities services, you will develop an individual support plan or ISP that describes your goals and which support services you will access to achieve your goals. It also identifies who is on your support team and how they will support you.

Individual plan for employment, or IPE

If you receive employment services from Vocational Rehabilitation (VR), you will develop an individual plan for employment or IPE. Your IPE is a written

plan that describes your employment goal, the steps you will take to achieve your goal and other people or resources that can help you get the job you want.

Pre-Employment Transition Services or Pre-ETS

Pre-ETS are individualized services for students with disabilities ages 14–21 that focus on preparing you to enter the workforce based on your work or career interests. These services include job exploration, work-based learning, workplace readiness, self-advocacy and post-secondary counseling.

Post-secondary education

Post-secondary education refers to any formal education you receive after completing high school. This can include attending an apprenticeship program, a trade school, an online college, or a four-year college or university.

Power of attorney

A power of attorney is a legal document that gives another person the right to act on behalf of your financial decisions only. This authority can be limited, such as over a bank account, or be broad and include your bank accounts, assets and property.

Representative payee

A representative payee is a person who can manage your government benefits such as SSI or SSDI payments.

Supported decision making

Supported decision making is a process you can use with friends, family members or others that support you to help you understand situations or choices. This will help you make your own decisions with good information and support.

Supports

A broad term used to describe the help you receive to reach your goals.

Transition plan

Your transition plan describes your goals for life after high school and includes specific school, community and work-based experiences you need to accomplish to get there.

9. Appendix



Resources

Personal strengths and resources

One-page profile video

<https://www.youtube.com/watch?v=fnaKnVWFh44>

This video describes one-page profiles, how to use them and why they are important (5:14 minutes).

What is person-centered planning?

<https://www.youtube.com/watch?v=ECcH5SR4KzM>

This video describes what happens during a facilitated person-centered plan and why they are important (3:06 minutes).

Person-centered one-page profile

<https://factoregon.org/person-centered-plan-samples/>

Family & Community Together (FACT) empowers Oregon families experiencing disability in their pursuit of a whole life by expanding awareness, growing community and equipping families. This page includes several one-page profile examples and templates in multiple languages.

Facilitation

<https://thearcoregon.org/gaps/personal-planning-services/>

The Arc Oregon can help you explore person-centered tools that help with planning for the future. While facilitation of a planning process is an option, many tools, such as those in this workbook, can be explored without facilitation.

The Best Me I Can Be – Module 1

<https://www.youtube.com/watch?v=aRWvu-Jovs8>

This video explains the benefits of student-led IEPs from the perspective of students, parents, teachers and other school staff (9:41 minutes).

The Best Me I Can Be – Module 5

https://www.youtube.com/watch?time_continue=148&v=DGaazxPIgt0

This video is about the impact of student-led IEPs from the perspective of students, parents, teachers and other school staff (11:08 minutes).

I'm Determined

www.imdetermined.org

This site includes tools and opportunities for students and parents to practice and teach skills associated with self-determined behavior.

Supported Decision Making: Your Support, My Decisions

https://www.youtube.com/watch?time_continue=27&v=dGJe5KyflxM

This video describes supported decision making and other alternatives to guardianship from the perspectives of people experiencing disability, parents and supporters (7:54 minutes).

Relationships

Meetup: The Real World Is Calling

<https://www.meetup.com/>

This website helps you build social connections with people in your community by joining a local group, trying something new or creating your own group to do activities you love.

12 Signs You're in a Healthy Relationship

<https://www.youtube.com/watch?v=kCQIDvEnrTg>

This video describes qualities of healthy relationships including mutual respect, trust, honesty, support, fairness, equality, good communication and much more (4:51 minutes).

Services and resources you may be able to get

What services may I be able to receive?

Section 7 of this guide describes eligibility-based services offered by your school district, the Office of Developmental Disabilities Services, Vocational Rehabilitation, Social Security and the Oregon Health Plan.

~~Oregon ABLE Savings Plan~~

<https://oregonablesavings.com/>

An Oregon ABLE Savings Plan is an easy way to save for the future while keeping your federal and state benefits. You can set up an ABLE account online in as little as 10 minutes.

Oregon Individual Development Account (IDA) Initiative

<https://oregonidainitiative.org>

Individual development accounts, or IDAs, are matched savings accounts that change the financial futures of qualifying Oregonians with lower incomes. IDAs allow you to save for the future while keeping your federal and state benefits.

Housing and Urban Development (HUD) approved housing counseling agencies

<https://apps.hud.gov/offices/hsg/sfh/hcc/hcs.cfm?webListAction=search&searchstate=OR>

HUD counseling agencies are available around the state. They offer information and programs to help low-income families, the elderly and people experiencing disability to rent or buy a home.

Oregon Housing and Community Services (OHCS)

www.oregon.gov/ohcs/Pages/index.aspx

OHCS is a state agency with programs to prevent homelessness, assist with utilities, finance affordable housing and encourage homeownership. The OHCS website has additional rental and home ownership resources you may find useful.

Community Developmental Disabilities Program: Group homes and adult foster care homes

<https://www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Pages/county-programs.aspx>

You may be eligible to live in a group home or adult foster care home with other people with disabilities. Contact your local community developmental disability program (CDDP) to find out if you are eligible for services.

Career Information System

<https://portal.cis.intocareers.org/>

If your high school has access to the online Oregon Career Information System, or CIS, you can ask to log in and create your own account. Once logged in, you can explore assessment, career and college planning, and financial aid resources.

Oregon Promise aid

<https://oregonstudentaid.gov/oregon-promise.aspx>

Oregon Promise is a state grant that helps cover tuition costs at any Oregon community college for recent high school graduates and GED® test graduates. Learn [when seniors and/or recent graduates must apply](#).

Free Application for Federal Student Aid (FAFSA)

<https://studentaid.ed.gov/sa/fafsa>

FAFSA is a national resource for students looking for financial aid in the form of scholarships, grants, loans, work study jobs and other financial resources to help pay for college.

Oregon Department of Education K-12 procedural safeguards

<https://www.oregon.gov/ode/rules-and-policies/pages/procedural-safeguards.aspx>

The procedural safeguards describe your rights and options for resolving disputes with the school district, if necessary. You will receive a copy at least once per year at an IEP meeting.

Oregon online voter registration

<https://sos.oregon.gov/voting/Pages/registration.aspx?lang=en>

Here you can get information about voting and register to vote online.

Social Security Disability Benefits

<https://www.ssa.gov/benefits/disability/>

This website provides information about how to apply for disability benefits or manage your benefits online if you are already receiving them.

Oregon Health Plan

<https://one.oregon.gov/General/OneUserGuides>

This website includes links to guides in English and Spanish to help you apply for the Oregon Health Plan.

Community resources

The GO! Project

<https://ocdd.org/legislative-advocacy-the-go-project/>

The “go” in GO! Project stands for Grassroots Oregon. The GO! Project provides information about issues that affect people with developmental disabilities. It also connects advocates to each other and their legislators to address concerns in communities across Oregon.

RentWell

www.rentwell.org

RentWell believes that everyone deserves the right to live well, be well and rent well. They provide a tenant (renter) education program in Oregon and Washington, which covers key information and skills for becoming a responsible, successful and stable renter.

Fair Housing Council of Oregon (FHCO)

www.fhco.org

FHCO educates renters about their housing rights. FHCO also protects fair housing rights and expand housing opportunities for all regardless of race, color, national origin, religion, gender, familial status, disability, marital status, source of income, etc. per the letter and spirit of federal, state and local fair housing laws.

Homebuyer education

<https://www.oregon.gov/ohcs/HD/SFF/brochures/home-buyer-education-programs-oregon.pdf>

These programs help first-time home buyers learn the basics of buying a home. They are taught by experienced professionals who specialize in helping first-time homebuyers.

Taking Charge of My Health Care

<https://www.ohsu.edu/oregon-office-on-disability-and-health/taking-charge-my-health-care>

The toolkit was developed by people with disabilities for other people with disabilities. It includes videos and workbooks with information, resources and skill-building strategies for people to advocate for their health and health care.

Oregon Apprenticeship and Training Division

https://www.oregon.gov/boli/ATD/Pages/A_StatewideOpportunities.aspx

This website lists links to available Oregon apprenticeship opportunities by trade.

Trade schools, colleges and universities

<https://www.trade-schools.net/locations/oregon-schools-directory.asp>

This website allows you to search for training programs by trade or ZIP code.

Oregon Goes to College

<http://oregongoestocollege.org/colleges>

This website provides information, applications and more for more than 100 Oregon community colleges, public universities and private, not-for-profit colleges located around the state.

Supported decision making

<http://www.supporteddecisionmaking.org/state-review/oregon>

This Supported Decision Making website describes supported decision making and how it works.

The Arc Oregon infographics about supported decision making

<https://thearcoregon.org/projects/sdm-train-the-trainer/>

This website includes resources for young people turning 18, parents and supporters to help explain legal decisions for an adult and how to make or support someone to make decisions.

Managing Someone Else's Money: Help for court-appointed guardians of property and conservators

https://files.consumerfinance.gov/f/documents/cfpb_msem_court-appointed-guardians_guide.pdf

This guide will help you understand what you can and cannot do as a guardian.

Managing Someone Else's Money: Help for agents under a power of attorney

https://files.consumerfinance.gov/f/documents/cfpb_msem_power-of-attorney_guide.pdf

This guide will help you understand what you can and cannot do as an agent.

Managing Someone Else's Money: Help for representative payees and VA fiduciaries

http://files.consumerfinance.gov/f/201310_cfpb_lay_fiduciary_guides_representative.pdf

This guide will help you understand what you can and cannot do as a representative payee or VA fiduciary.

Options in Oregon to Help Another Person Make Decisions

<http://bit.ly/2WF2jLR>

This booklet summarizes tools available in Oregon designed to help a person make decisions.

Technology

Apple – Accessibility - Sady

<https://www.youtube.com/watch?v=XB4cjbYywqg&feature=youtu.be>

This video shows how people with disabilities use different types of technology to do what they love (1:42 minutes).

Technology is most powerful when it empowers everyone

<https://www.apple.com/accessibility/>

This website shows accessibility features of Apple technology.

Assistive Technology (AT) Lab

<http://cv-atlab.org/>

The Assistive Technology (AT) Lab serves Oregon and Southwest Washington. Services include onsite and off-site consultations for children and adults, as well as weekly open lab hours and a free call/email resource line for information about AT. AT is any tool or strategy used to improve or maintain the functional capabilities of individuals who experience disability. Examples range from adaptive pencil grips, to iPads, to augmentative and alternative communication devices (AAC), to wheelchairs and more.

Access Technologies

<https://www.accesstechnologiesinc.org/>

Access Technologies serves Oregon communities statewide. Services include an AT demonstration and lending library, access to AT and durable medical equipment and assessments and trainings to help you gain or maintain independence at home, work, school, or in your community.

Employment Road Map

<https://road2work.oregon.gov/>

This website creates a customized road map to a job using available services and supports based on your responses to questions.

Transition vignettes

Story 1: Jose

Jose is 14 years old. He loves art and animals. He especially loves to draw animals and wants to help them in some way when he gets older. Jose lives in a pretty big town in Oregon, and has 30 kids in his class at school. He likes living with his mom, his older sister and his two cats. He does not like how loud their upstairs neighbors are and would love to have a yard because he wants to get a dog. He has a friend, Ann, who got a support animal that helps her feel calm when she gets overwhelmed, and he thinks that would be great. Until he can get a dog, he loves going to the animal rescue in his neighborhood. Jose benefits from routines and does not use words to communicate. It is very frustrating when people don't understand him. He does not like when people assume he doesn't understand things or when other people make decisions for him.

Jose's trajectory for a leading his own IEP

Past life experiences

Positive: People had high expectations for Jose. He visited the zoo, raised two cats from kittens, visited dogs at the humane society and took care of his neighbor's dog. Jose's drawing was put on display at school. He took swimming classes and loved it, , is very expressive with his body, and easily picks up on using technology.

Not positive: Jose had a hard time in school until he got to use an iPad to communicate. He doesn't have a good way to communicate when not at school. Jose gets bored after school, causing his parents to struggle with his behavior when he is bored and sometimes punishing him for "bad behavior."

Future life experiences

Positive: Visit Wildlife Safari, see the ocean, learn how to play "Magic the Gathering," take dogs for walks by himself, learn more about whales, go to college, go to a Ducks football game, join the swim team, volunteer at the humane society, develop his own presentation about what he wants and doesn't want in his IEP, share that presentation with his team to start the meeting.

Not positive: Missing field trips and school events, spending too much time bored at home, people telling Jose what to do, no tools at home to communicate, IEP goals he doesn't like.

Vision for the future

Wants: Have a cool job, help animals, live near mom and sister, get around town by himself, have a big yard with a dog and chickens, live with his friends, eat pizza every day, have his own phone, go to University of Oregon and be a Duck, have a girlfriend.

Does not want: To live with mom forever, wash dishes, get up early, have upstairs neighbors, be lonely, not be in charge of himself.

Integrated supports star

Personal strengths: Compassionate, gentle with animals, great with text messaging, physically strong, loves water, strong-willed, benefits from iPad for communication and organization, start creating own presentations using iPad or text messaging.

Relationships: Sister, mom, friend Ann (could learn about how she got a service dog), classmates, art teacher (could connect with local art classes), Jim who works at the humane society (good source of information on how to volunteer), PSW Tom (could help Jose connect with more fun after school activities based on his interests), neighbors with dogs who need to be walked (could be done with PSW at first). Any connections to swim team?

Technology: iPad (has access at school, needs access at home), smart phone (has access to mom's but does not have own), text to speech apps (downloaded on iPad at school), ways to order pizza online without having to call, PowerPoint or Keynote to make presentations, YouTube videos about how to make presentations.

Community: Humane society, community pool, art classes, comic/game stores where people play "Magic the Gathering," parks where dogs can be walked, public library with computer access, Apple Genius Bar appointments to learn how to use Keynote to make presentations.

Eligibility: Consider service animal, PSW services through ODDS, IEP goals and diploma option to pursue college, pre-employment services, ABLE account to start saving money for college or further education.

Story 2: Emily

Emily is 16 years old. She loves to sing and act on stage. She has two best friends. She also loves to read, especially Harry Potter. Emily lives in Southern Oregon and loves to visit California, especially the Redwoods and Universal Studios. She dreams of performing at the Shakespeare Festival. Emily lives with her mom and dad and her grandmother. Emily uses hearing aids and a wheelchair to get around. She benefits from speech to text technology as she has a hard time controlling the movements of her left hand. She wishes she could do more things on her own at home. She gets frustrated that she can't visit her best friends because their front doors have a step to get in.

Emily's trajectory for her good life

Past life experiences

Positive: Inclusion in general education classrooms with her two best friends, theatre club members who know and value Emily, opportunities to try new things (like singing, performing on stage with Children's Theatre, going to a play at the Shakespeare Festival, going to Universal Studios), going into the doctor's office without her mom or dad for her last checkup.

Not positive: Missing out on sleepovers hosted at her friends' houses, seclusion in special education classrooms without her two best friends, no privacy from mom or dad, getting detention for talking too much with her friends in class, missing out on driver's education when her friends went, adults trying to help her with everything.

Future life experiences

Positive: Be able to get around town by herself, participate in HS graduation with her two best friends, apply for internships at the Shakespeare Festival, host sleepovers at her house, cook dinner by herself, practice making own decisions and asking for help when needed, start earning some money and save for theatre camp, go to prom.

Not positive: Feeling left out, being bored over the summer, not graduating with her two best friends, missing out on prom.

Vision for the future

Positive: Go to college, perform on a big stage in front of a lot of people, have a job she loves (be a director), live with her two best friends in California, get married, make a lot of money.

Not positive: Get left behind, have other people do everything for her, not have enough money to do the things she cares about, not get to make her own decisions.

Integrated supports star

Personal strengths: Determined, friendly, great smile, works hard in school, beautiful voice, brave, adventurous, wants to learn how to write a play, creative.

Relationships: Mom, dad, grandmother, two best friends (Maria and Lisa), singing teacher, theater club members, theatre teacher, mom's co-worker who volunteers at the Shakespeare Festival, grandmother's friend who used to act.

Technology: Laptop or iPad with speech to text apps, toaster oven and microwave, adaptive kitchen tools, portable ramp, more modern motorized chair.

Community: Children's Theatre, school choir, public transportation, Parks and Rec theatre groups, theatre groups for little kids looking for volunteer support.

Eligibility: PSW services through ODDS who can help Emily learn to prepare meals by herself, home/vehicle modifications to increase independence, IEP goals and diploma option to pursue college, pre-employment services, ABLE account to start saving money.

Story 3: Liz

Liz is 20 years old. She wants to work in a hospital and help take care of people. Liz spent a lot of her early life in and out of hospitals and developed strong relationships with some of her nurses. She has a passion for helping people heal and loves books with pictures and diagrams of the inside of the body. She can point to the parts of the heart where she has had surgery and

enjoys spending time visiting little kids in the hospital. Liz has low muscle tone and wears glasses. Liz benefits from people who understand her speech. She enjoys helping others when needed.

Liz's trajectory for her good life

Past life experiences

Positive: Liz made strong relationships with the nurses who supported her during her time in the hospital, Liz learned early on how to advocate for what she needed while in the hospital, Liz was given books about whatever she was interested in. Liz volunteered in the hospital one day a week since she turned 16 and has many friends through volunteering at the hospital.

Not positive: First heart surgery was at 3 days old. Liz missed many early childhood experiences because she was often in the hospital. Many professionals had low expectations for her future. Liz was bullied some in school and didn't make many friends her age because she missed so much school early on.

Future life experiences

Positive: Getting a paying job in the health care field, making friends who share her passion for helping people, turning 21 and getting to go to the bar for happy hour with friends after work, graduating from school, learning more about nursing.

Not positive: Continued low expectations others have for her, lack of transportation to work, missing doctor's appointments, lack of exercise.

Vision for the future

Positive: Work in the hospital and help people, live in her own apartment, get married, go to happy hour with friends, make her own money.

Not positive: Live with mom and dad forever, not feel proud of herself, not make her own money, get sick a lot.

Integrated supports star

Personal strengths: strong advocate, knows a lot about the body and health, connects with kids really easily, careful about taking care of herself and staying healthy (washing hands, visiting doctor, exercising, eating healthy food), patient with people, compassionate.

Relationships: Mom, dad, nurse Amy, other volunteers at the hospital, next door neighbors

Technology: Smart phone for schedule and reminders, apps to use public transportation, mobile banking and budget support.

Community: local hospital, local community college, library, public transportation.

Eligibility: PSW through ODDS, transition services at school, IEP/ISP, ABLE account, mom's health insurance and Medicaid.



Community Living Trajectory Worksheet

Past life experiences

What experiences have you had in the past that support your vision?

Future life experiences

What current or future experiences do you need to support your vision?

Past life experiences

What past experiences have pushed you toward things you don't want?

Future life experiences

What experiences do you need to avoid because they push you toward things you don't want?



Trajectory Worksheet (*continued*)

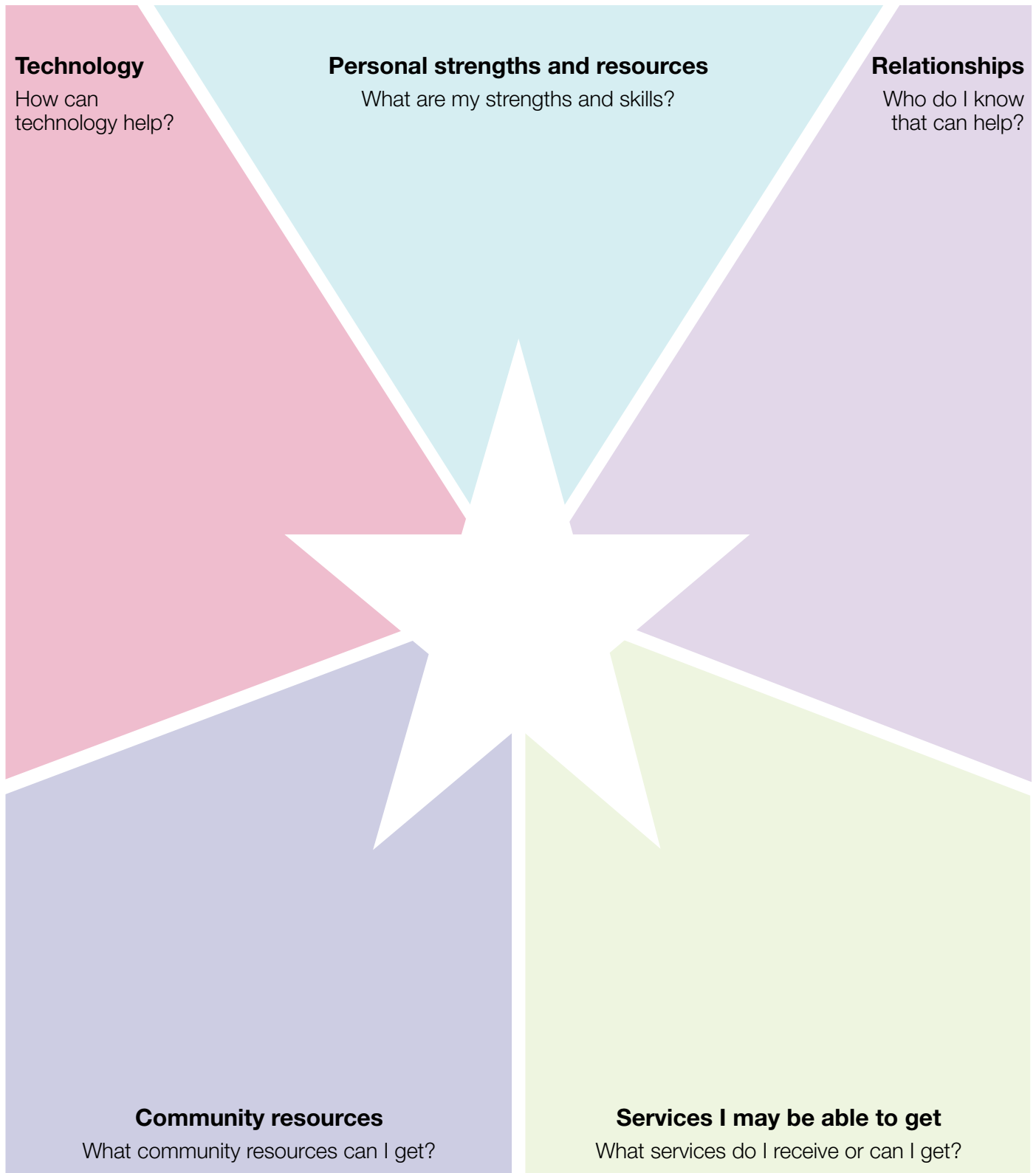
What I want my life to be like after high school?

What I don't want in my life



Star Worksheet: Mapping My Community Living Resources

People use a combination of resources to have a good life. This star is a tool to help you and your family identify resources to for your good life.





My One-page Profile

What people like and admire about me

What's important to me

How best to support me

CHARTING the LifeCourse



Tool for Exploring Decision Making Supports

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of Individual: _____
 Name of person completing this form: _____
 Relationship to individual (*circle one*): Self Family Friend Guardian Other: _____
 How long have you known the individual? _____

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me



DAILY LIFE & EMPLOYMENT

Can I decide if or where I want to work?			
Can I look for and find a job (<i>read ads, apply, use personal contacts</i>)?			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? (<i>open bank account, make big purchases</i>)			
Do I make everyday purchases? (<i>food, personal items, recreation</i>)			
Do I pay my bills on time (<i>rent, cell, electric, internet</i>)			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			



HEALTHY LIVING

Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospitals, specialists or other health care providers I use?			
Can I make health/medical choices for my day-to-day well-being? (<i>check-ups, routine screening, working out, vitamins</i>)			
Can I make medical choices in serious situations? (<i>surgery, big injury</i>)			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors (<i>substance abuse, overeating, high-risk sexual activities, etc.</i>)?			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

CHARTING the LifeCourse



For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with no extra support



I need support with my decision



I need someone to decide for me



SOCIAL & SPIRITUALITY

Do I choose where and when (and if) I want to practice my faith?			
Do I make choices about what to do and who to spend time with?			
Do I decide if I want to date, and choose who I want to date?			
Can I make decisions about marriage (<i>If I want to marry, and who</i>)?			
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?			



SAFETY & SECURITY

Do I make choices that help me avoid common environmental dangers (<i>traffic, sharp objects, hot stove, poisonous products, etc.</i>)?			
Do I make plans in case of emergencies?			
Do I know and understand my rights?			
Do I recognize and get help if I am being treated badly (<i>physically, emotionally or sexually abused, or neglected</i>)			
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly (<i>police, attorney, trusted friend</i>)?			



COMMUNITY LIVING

Do I decide where I live and who I live with?			
Do I make safe choices around my home (<i>turning off stove, having fire alarms, locking doors</i>)?			
Do I decide about how I keep my home or room clean and livable?			
Do I make choices about going places I travel to often (<i>work, bank, stores, church, friends' home</i>)?			
Do I make choices about going places I don't travel to often (<i>doctor appointments, special events</i>)?			
Do I decide how to get to the places I want or need to go? (<i>walk, ask a friend for a ride, bus, cab, car service</i>)			
Do I decide and direct what kinds of support I need or want and choose who provides those supports?			



CITIZENSHIP & ADVOCACY

Do I decide who I want to represent my interests and support me?			
Do I choose whether to vote and who I vote for?			
Do I understand consequences of making decisions that will result in me committing a crime?			
Do I tell people what I want and don't want (verbally, by sign, device), and tell people how I make choices?			
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?			
Do I decide who I want information shared with (family, friends etc.)?			

CHARTING the LifeCourse



Tool for Developing a Vision - Family

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help families of all ages – those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an adult.

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
Daily Life Employment	What do I think my family member will do during the day in his/her adult life?			
Community Living	Where and with whom do I think my family member will live in his/her adult life?			
Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?			
Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?			
Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?			
Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?			
Supports for Family	What will our family need to help support him/her to live a quality life as an adult?			
Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?			

CHARTING the LifeCourse



Tool for Developing a Vision – Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.








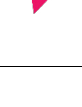

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 Community Living	Where would I like to live in my adult life? Will I live alone or with someone else?			
 Social & Spirituality	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 Healthy Living	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 Safety & Security	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 Citizenship & Advocacy	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 Supports for Family	How do I want my family to still be involved and engaged in my adult life?			
 Supports & Services	What support will I need to live as independently as possible in my adult life, and where will my supports come from?			

CHARTING the LifeCourse



Exploring Life Possibilities

There are many options for living, working, and playing in the community. What might have been great 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families look at a variety of life options in each of the life domains, some of which are traditional or historic and no longer preferred by many, some that are known and tried, but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.

	 Daily Life & Employment	 Community Living	 Social & Spirituality	 Healthy Living	 Safety & Security	 Citizenship & Advocacy	 Supports for Family Unit	 Supports & Services
Innovative Life Options	New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven't been thought of yet or tried.							
	<ul style="list-style-type: none"> • Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Work crews or enclaves • Job coaches • Volunteering • Special college programs 	<ul style="list-style-type: none"> • Co-op • Adapted living space • Environmental technology • Shared living • Public transportation • Independent Supported Living (ISL) • Home of Your Own (program) • Independent Living Center 	<ul style="list-style-type: none"> • Friendships • Dating/relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Special passes • Social skills classes 	<ul style="list-style-type: none"> • Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implement therapy • Special Olympics 	<ul style="list-style-type: none"> • Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal safety devices • Limited guardianship • Remote monitoring • Special Needs Trust • Power of Attorney 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Self-Advocacy • Visiting your legislator • People First/SABE • Disability Rights Day at the Capitol • Project STIR 	<ul style="list-style-type: none"> • Social Media • Technology • Blogs • Family & friends • Peer Support/p2p • Face-to-face local support groups • Online Support Groups • Sib-shops 	<ul style="list-style-type: none"> • Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/remote monitoring
Traditional Life Options	<ul style="list-style-type: none"> • Sheltered workshops • Day habilitation 	<ul style="list-style-type: none"> • Institutions • Intermediate Care Facility (ICF) • Group Homes 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities 	<ul style="list-style-type: none"> • Center-based therapies (PT, OT, Speech, etc) • Special or institutional medical care 	<ul style="list-style-type: none"> • Full guardianship • 24 hour supervision 	<ul style="list-style-type: none"> • Paid advocate or having someone else advocate on your behalf 	<ul style="list-style-type: none"> • Institution or center based support group • Intensive all-day parent training • Disability specific groups 	<ul style="list-style-type: none"> • Systems supports • Provider and agency staff

