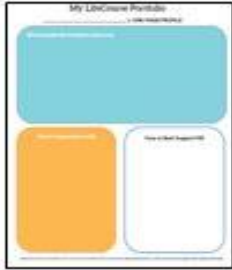


# Charting the LifeCourse Tip Sheet



## The Profile

The Profile works best when individuals and families are able to successfully communicate to others about what is most important in the person's life. Use of the [One-Page Profile](#) provides an at-a-glance way of knowing what really matters to the person, and can be taken with them as they move through services and come into contact with different people. The Personal Profile helps others understand what to pay attention to and what works best to create positive change for the person.

**Purpose of the Profile Form:** The [Profile Page](#) is designed to create an "at-a-glance" description about what is most important to know about the person. *Successful use of the document occurs when the person initiates use of the completed form to help communicate a "Pay Attention to This!" message that is easily shared with others.*

**Personalization of the Profile Form:** It is important that the Profile form is personalized in the manner that best conveys what the person wants to say about him or herself. Some individuals may choose to use colors and pictures to convey a message, while others may choose to use words or other forms of communication (e.g. embedding a video). There is no right or wrong way to complete this form. *You'll know the document has been well done, when the person takes pride in their completed document and willingly and happily shares it with others.*

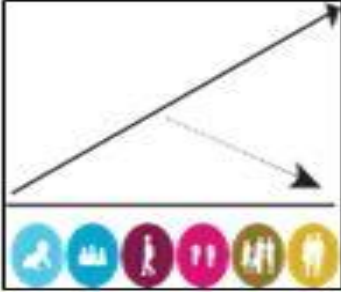
**Practice using the Profile Form:** Not everyone has an easy time of communicating their needs to others. Some people will need help identifying and relaying their message and others may need practice to become more independent in sharing this information on their own. Peer role modeling and mentoring is an effective strategy to help people become more confident in communicating needs. *It is important that each individual receives the individually tailored supports so that s/he can confidently convey what is most important for others to know about the past, about their current situation and about a desired future.*

You can also Learn More about Creating Effective Personal Profiles at

<http://lifecoursetools.com/> or

<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/>





## The Vision Plan

LifeCourse Planning helps individuals and families to envision what matters most. The "[Charting the LifeCourse Experiences and Questions Booklet](#)" can help families to make sure that the right questions are asked on behalf of their loved one. *Use of the LifeCourse "[Tools for Developing a Vision](#)" form and the "[Life Stages Trajectory](#)" form can help both the person and his or her loved ones to prioritize what is most important and to help guide decisions about current and future life experiences that will help move the person toward an inclusive, productive life in the future.*

**Purpose of the Life Stage Vision Form:** Everyone wants a good life, and defines their good life in their own way. This tool can be used to help individuals and families think about what a good life means to them, and also identify what they know they don't want. The space around the arrows can be used to think about current or needed life experiences that help point the trajectory arrow in the direction of the good life vision.

**Creating a Vision of the Future is not Always Easy!** The resources below can be used to help the individual and their family to envision a desired future. *It is important to take the time to carefully explore what is important to the person and his or her loved ones; to take the time to discover alternate futures and to consider what future vision will work best for current circumstances.*



**Asking the Right Questions:** This booklet helps individuals and families know what questions to ask and things to think about throughout the life course. Asking the right questions help families make sure that their loved one has the experiences that help lead to the good life that they envision. Most of the questions and life experiences in this booklet could apply to anyone, whether they have a disability or not!

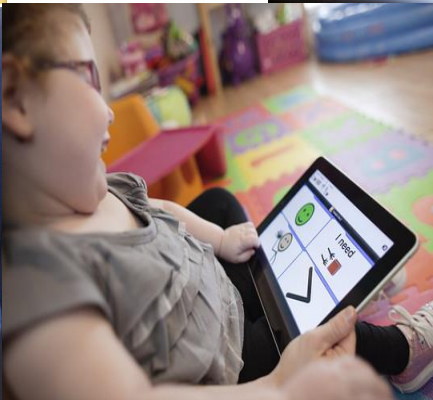


**Prioritizing what is MOST IMPORTANT:** Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals of all ages and/or their families– from the very young child, an adult or somewhere in between – start to think about a more specific vision for life as an adult. This tool also helps individuals and families narrow down what life domain(s) they are focusing on by rating what is most important to them at this point in time.



Exploring Life Possibilities: There are many options for living, working, and playing in the community. What might have been new and exciting 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 explore variety of kinds of options for where they might live or do during the day to earn money or have fun. Some may be more 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.

You can learn more about how to help a person create a vision for the future at <http://www.shift-it-coach.com/-=UPLOADS=-/magnetism-map.pdf> The **Shift-It-Coach** website provides a nice step-by-step process for helping individuals and families do their own planning and vision work.\*Inclusion of this website is not an endorsement for Shift-It-Coach.



*The planning team will know that the vision conversation has been successful when the person increases participation and is enthusiastic about sharing their vision document with others!*



## The Integrated Star

In the past, conversations about supports for people with disabilities mainly revolved around the supports offered by the disability system. LifeCourse Planning helps individuals and families access an array of integrated supports to achieve an envisioned good life, including those that are publically or privately funded and based upon eligibility; community supports that are available to anyone; relationship-based supports; technology, and supports that take into account the assets and strengths of the individual and family. LifeCourse Planning helps everyone realize that we ALL need an array of supports in our lives daily.

**Purpose of the Integrated Service Form:** All people need support to lead good lives. Using a combination of many different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals brainstorm the supports that they already have or might need in order to work in partnership to make their vision for a good life possible.



**Brainstorming Made Easy!** This form has been filled in with ideas that adults with intellectual disabilities can consider when planning for a wide array of support services. Individuals are encouraged to try supports that they may not have considered in the past. Individuals and families are encouraged to add their ideas and to share this information with other families.



**Integrated Long Term Service and Support Needs – Before and After Integrating Support:** This is an example of what the template looks like filled out for a particular individual in a more traditional systems model and in an integrated support model.

You can listen to Ben's LifeCourse Tools for Employment video and hear how his life changed using LifeCourse planning.

<https://www.youtube.com/watch?v=IX6afvIAm78> and additional videos can be found at [www.lifecoursetools.com/videos](http://www.lifecoursetools.com/videos)



Once people have figured out the types of supports needed and/or existing, this template is a way to apply the supports to a daily/weekly schedule. The worksheet includes instructions and an example on the back.

[https://www.ct.gov/dds/lib/dds/lifecourse/ct\\_lifecourse\\_planning\\_before\\_and\\_after.pdf](https://www.ct.gov/dds/lib/dds/lifecourse/ct_lifecourse_planning_before_and_after.pdf)