



Moving Forward: Supporting Students to Move Toward Their Adult Good Life

OSSPEAC-Oct. 13, 2026

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Barb's Story



- Jim and Nick's sister
- Worked in the IDD field for over 50 years in the Cleveland, Ohio area
- Variety of roles-Speech Language Pathologist, Service Coordinator
- Member of the (National) Charting the LifeCourse Nexus
- Mentor Trainer in the Learning Community for Person Centered Practices (TLC-PCP)



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Today:

- Brief introduction to the Core Concepts and 6 Domains of:
 - Charting the LifeCourse (CtLC)
- Introduction to some skills and tools from Person Centered Thinking and Charting the LifeCourse
- Identification of how to use the skills and tools to:
 - Support and empower students and families to identify their life outcomes
 - Use the skills and tools to support SLPs to identify strategies/interventions to support students

There is more detailed training available in these areas.

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Charting the LifeCourse Trainings are provided by



FAMILY RESOURCE NETWORK OF OHIO

Ohio's Official Hub for
Charting the LifeCourse

www.frn ohio.org Facebook-for stories of use

Funding for this statewide effort is provided by



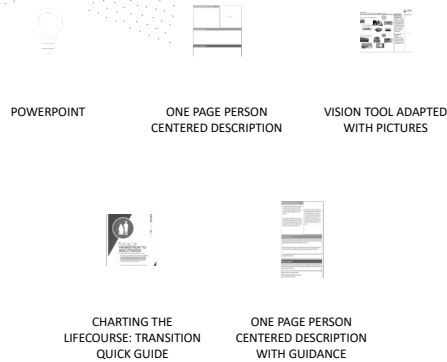
Department of
Education & Workforce

Department of
Developmental Disabilities

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Handouts



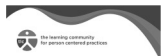
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Opening Round

Who has heard of Charting the LifeCourse?

Who has used any of the Charting the LifeCourse tools?

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Person Centered Thinking

➤ underlies and guides respectful listening which leads to actions, resulting in people who:

- Have positive control over the life they desire and find satisfying;
- Are recognized and valued for their contributions (current and potential) to their communities; and
- Are supported in a web of relationships, both unpaid and paid, within their communities

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OSSPEAC

Mission: Removing communication barriers for Ohio's children

Vision: Providing support for all of Ohio school-based professionals delivering speech, language and hearing services.

Values: Collaboration, excellence, professionalism and leadership

DEW

MISSION: supports students, families and educators to ensure every student gains knowledge and life skills needed for the future

VISION: students are prepared for success in real world

PRIORITIES: literacy, accelerating learning, student wellness, workforce readiness, and organizational effectiveness

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



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“Good Life Outcomes for ALL ”



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



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



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INDEPENDENT-what does it mean?

As Disability Rights advocate Judy Heumann put it, “Independent Living is not doing things by yourself; it is being in control of how things are done.”



1947-2023

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One Page Person Centered Description-from both PCT and CtLC

- Shift the narrative, the way people with disabilities are talked about, from:
- Disability-based to person-centered/human centric
- Needs to support-based
- Written for the READER, specific situation

WHY?

- new people, new environment, new experiences
- introduction, self esteem
- simple, concise, 1 Page

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One Page Person Centered Description-from both PCT and CtLC

- At least 3 sections
 - What people like and admire about me
 - What is important TO ME
 - How to best support ME
- Can also include photo
- Introduces us to WHO the person is
- Can be Word document with text boxes and graphics that the person wants

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One Page Person Centered Description-from both PCT and CtLC

- Like and Admire
- What qualities people admire
- WHO the person is -not what they do
- Human qualities: artistic, helpful, musical, pleasant, enthusiastic, friendly, honest, generous, polite, compassionate, courageous, ambitious, warm-hearted, etc.

What would co-workers say that they like and admire about you? Your qualities.....

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LIKE AND ADMIRE-qualities (not what you do)

- | | | |
|-----------------|----------------|----------------|
| • Artistic | • Nice | • Warm |
| • Musical | • Friendly | • Responsible |
| • Thoughtful | • Honest | • Warm-hearted |
| • Creative | • Reliable | • Reasonable |
| • Helpful | • Polite | • Pleasant |
| • Organized | • Generous | • Kind |
| • Good listener | • Funny | • Interesting |
| • Loyal | • Hard-working | • Enthusiastic |
| • Truthful | • Cheerful | • Resourceful |
| • Dependable | • Trusting | • Efficient |
| • Courteous | • Clever | • Ambitious |
| • Courageous | • Pleasant | • Polite |
| | | • Respectful |

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LIKE AND ADMIRE: High School students (with and without disabilities) shared:

- Make people laugh
- Cheer people
- Hard worker
- Respectful to teachers
- Leader
- Up front with you
- Coachable
- I am worth something

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One Page Person Centered Description-from both PCT and CtLC

- What is important TO me
 - Consider the life domains
 - Consider: relationships, rituals/routines, things to do/places to go, rhythm and pace, status and control, things to have, purpose and meaning, culture and identity
 - Consider
 - WHO-people, relationships, caring for/about
 - WHAT-to do, have
 - WHERE-places to go
 - WHEN-routines
 - WHY-have life they value and are valued member of community
- What is Important TO you at work? What has to happen or be present for you to feel happy, comfortable or satisfied?**

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IMPORTANT TO: High School students (with and without disabilities) shared:

- Going on a run when I am stressed
- Alone time
- Making mother and father proud
- Relive situations with humor
- Support ones who support me
- Doing my best
- Health
- Being successful after High School
- Little blankie

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One Page Person Centered Description-from both PCT and CtLC

- How to best support ME
- What others need to do
- Not just a description of needs but WHAT others need to do
 - When teaching me something new-tell me, show me, watch me, tell me how I am doing
 - Follow the behavior support guidelines
 - Don't tell me what to do, give me at least 2 choices.
 - Remind me to wear headphones in a noisy place.
 - Don't talk to me like I am a child.

What can co-workers do to support you at work?

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HOW TO BEST SUPPORT ME: High School Students (with and without disabilities)shared:

- Help me when I need it
- Listen when I talk
- Give me time to recharge
- Don't shove off my goals or say I am too ambitious, give me info to do research
- Make classes more interesting
- Don't get mad when we are not happy, I have bad days
- Be there for me

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HOW TO BEST SUPPORT ME: High School Students (with and without disabilities) shared:

- Please encourage me that its okay to stop pushing myself too hard or to stop trying to please everyone
- Be there to check on me sometimes
- Let me come to you about the problem, don't force me to talk about it

As part of the Transition process, students can also learn about the accommodations they will need at a job, in further education, or in the community.

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This is Important to Tyler:

- Tyler likes physical activities such as wrestling with dad or running freely without restrictions
- Enjoy listening to Music -Coming Home by Dixie, Trans-Siberian Orchestra, Train, Backstreet Boys and Show me what I'm Looking For by Carolina Liar
- Going outside to play is great especially on the trampoline
- Love to watch Mike Vickers and YouTube - "the others" is the Last Before Time series or dinosaur film.
- Dinosaur, train and action figures are some of Tyler's favorite toys
- Tyler loves stuffed dogs
- Tyler is a great eater!
- He likes to be a big boy
- To have friends, to play and entertain others

Things You Should Know to Best Support Tyler:

- Tyler Cannot hear M.I.L.K!
- If Tyler has trouble hearing, he needs to be told what he is doing or what he is saying.
- Sometimes when talking, Tyler tends to say the same words over and over again.
- Tyler has trouble doing two tasks at once
- Tyler can remove his clothes independently, but requires to be dressed when putting them on
- If Tyler uses inappropriate words, IGNORE him
- To make sure he is listening or to get his attention tell him "Quiet Hands" and wait until he stops hands together
- In the event of an emergency, until family is able to come, please call the following people who can help him: [Redacted]

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Liam's One Page Introduction

For Medical Appointments

What people love and admire about Liam:

- Silly -Goes with the flow
- Eager to learn -A good hugger
- Bright, good, sweet, and loving boy
- Likes an adventure -Great memory

SUPPORT Liam needs to help him stay happy, healthy, and safe:

- Liam needs help knowing his surroundings to get around. Assist him in new environments so he does not get hurt. Ex. watch so he does not hit his head, get "into stuff" he shouldn't, hold his hand.
- Liam uses his hands to communicate. It is important to be attentive to what he is saying or he will become frustrated. He uses tactile American Sign Language. (feels signs with his hands).
- Liam needs to know what is happening first before any procedure or task begins. For example: before you listen to his heart, let him feel the stethoscope and touch his chest where you are going to listen. Another example: if you want to weigh him, allow him to feel the scale.
- If he seems to be getting frustrated he may need a break. A break may include the following: walking in the hallway (assisted), checking out new toys/books, or introducing him to new friends.
- Liam is happiest and most cooperative, when he is not kept waiting long.

Things that are IMPORTANT TO Liam:

- Know where Mom and Dad are!
- Meeting new friends
- It is important to Liam to know who you are by feeling your identifier (a watch, ring, necklace, bracelet, name tag, etc.) and also letting Mom or Dad introduce you.
- Liam likes going to medical appointments. He likes to say hi to the doctor/nurse and feel new things.
- Liam likes to be heard and responded to. For example: if he signs something, he will expect an answer back.
- the engine toys that are close and effect (push a button and they do something), shape sorter toys, a random collection of toys that are placed in a bin, books that have Braille or parts you can touch.
- snacks/drinks: Liam likes drinks of water (Glace rope work great) and all different kinds of snacks or treats (crackers, cookies, pocky, fruit snacks, fruit etc.)

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Nick the Greek –(only use 'i' if it is a quote)

• Important TO:

- Chatting with sis, Barb, every night
- Going to family events
- Privacy
- Time alone at home and about
- Greek culture, traditions and religion
- Listening to my music- LOUDLY
- Hair styled, stylish comfortable clothing
- Going to the bar and having my 7-7, watching the Indians games



Great things about Nick:

- Ornery
- Intuitive
- Sense of humor
- Trustworthy
- Loving
- Caring
- Devoted
- Honest

How best to support:

- "use spoon to feed me, left side, between teeth"
- "do not read over my shoulder or listen to my conversations"
- "I can hear and understand you, do not yell, use a 'parent' voice; I could be old enough to be your father"
- "put me on my stomach in bed with a pillow between my knees"
- "DON'T give me fruit or juice"
- "I am most comfortable in my wheelchair"

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What people appreciate about me

- I have a kind and loving heart
- I'm eager to be helpful am a hard worker
- When am passionate about a subject, my joy is evident

Peter J. Manz III "Trey"
One Page PCD for Work



Important to me

- My family-Mom, Dad, and twin sister Tara
- My special kitty named Walker
- Having time to myself to decompress
- Video games: Kingdom Hearts, Mortal Kombat, super hero games, Starwars games
- Having foods that I enjoy: Candy, chicken tenders, French fries, apples, cereal
- Being able to go to the store and shop for things that I like
- Rocking chair and/or swing
- Watching my favourite TV shows and movies
- My future/ My job

How to Best Support me

- Know that I am very literal. When you speak to me, don't use sayings that don't sound like what they mean-like "hit the road".
- Be patient with me and explain things carefully.
- I respond much better to praise than criticism
- If I get upset, reassure me, talk with me and give me time to calm down.
- When teaching me to do things: Show me, watch me, tell me how to do it better.
- Help me know that things will get better.
- Writing things down for me helps me keep calm and organized.

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Nick the Greek-hospitalization

(pronoun 'I' is used because he said these things)



Great things about Nick:

- Ornery
- Intuitive
- Sense of humor
- Trustworthy
- Loving
- Caring
- Devoted
- Honest

How best to support:

- use spoon to feed me, left side, between teeth
- I can hear and understand you, do not yell
- ask me 'yes/no' questions, I will nod or move my eyebrows
- put me on my stomach in bed with a pillow between my knees, I am in pain when on my back, no pillow under my head
- I cannot feel pain on my right side
- I need a plate switch call button by my left hand
- put me in my wheelchair-that is where I am most comfortable
- you can give me pills in ice cream
- leave the TV or music on

Important TO:

- Chatting with sis-Barb every day and talking over decisions with her (xxx-xxx-xxxx)
- Tell me who you are and what you are doing
- Greek Orthodox religion-will want to see the priest/chaplain

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Ella had heard several times about a One Page, then she was in a class and had to develop one for herself. She has many medical appointments and is uncomfortable at them.

She developed one for medical appointments.

Later, that day, she had to go to the ER and shared her One Page.

She learned that she needed to add more info.

LifeCourse One Page Person Centered Description

Name: Ella Neruda Date: 11/21/24

What People Like and Admire About Me:

Intelligent
Honest
Funny
Creative
Joyful
Driven
Articulate
Resourceful

What's Important to Me:

Advocating for myself and others
Having stability and routines
Having time alone
Using my creativity
Learning lots about topics that interest me
Feeling deeply known and understood
My mom, dad, sister, friends, and dog (Arthur)

How Best to Support Me:

Fully explain things before starting - give me time to process and ask questions.
Give me a written summary of important information.
Don't dismiss my concerns - give me your differential diagnosis (if applicable).
Offer me a low-sensory environment with less light, noise, and smells.
Acknowledge me as the expert of my own life, medical trauma, and health anxiety.
Do not assume that physical symptoms are psychological.
Let me lie down during blood draws - do NOT talk about or show me the needle - count down and then tell me when the needle is out. I will distract myself by watching a video.
If I faint, don't let me fall, don't shout at me, lay me down and elevate my legs. It will pass.

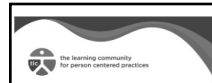
Developed by: Adapted for use by the Ontario Health Services (OHS) in 2020. © 2020 Ontario Health Services (OHS) in 2020.

IMPACT:

- medical staff read it and followed "how to best support"
- info in writing
- distracting
- not saying "needle"
- talked about her do
- Ella felt heard, respected and supported



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One Page Description NEW people, experiences, environments

- *intro
- *self-esteem
- *summary
- *accommodations

Points to remember

- can be Word doc with text boxes
- a person can have several One Pages for different purposes
- some people like to personalize with icons, symbols, etc.
- simple, concise
- can refer to other docs-see current med list, follow behavior supports in ISP, etc.
- keep multiple copies, make sure one is easily seen, in plastic sheet protector; frame, refrig, door
- PHOTO
- info so caregiver can help person throughout the day : good day, safe, content
- NEW people, NEW environments, NEW experiences

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What is a GOOD LIFE?

- Have dreams
 - Without dreams, we don't have a life and all we get is what we are given
- Have people who believe in us
- Have what is important TO us
- Respected and valued as a contributing member of our community
- Have more good days than bad
- Feel healthy and safe
- Have control

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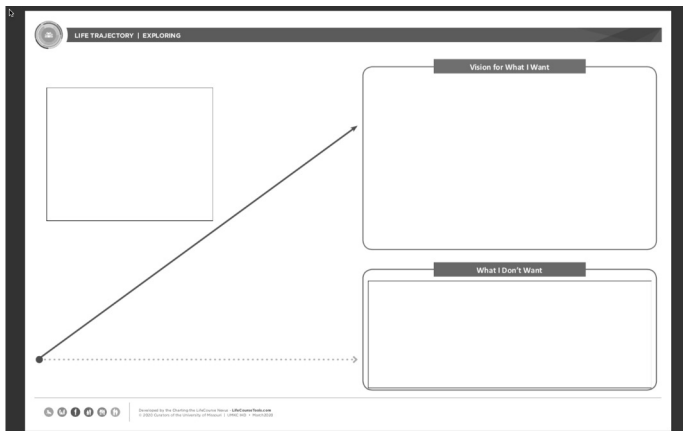
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Chris Nikic-21
-IRONMAN
(2.4 mile swim, 112
bicycle ride, 26.22 mile
run-completed in 16-
17 hours)

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Trajectory-
Exploring

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Achieving Outcomes for Connected Life Domains



Daily Life and Employment
What a person does as part of everyday life
(school/education, employment,
volunteering, routines, life skills)



Community Living
Where and how someone lives
(housing, living options, home
adaptations and modifications,
community access, transportation)



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



Healthy Living
Managing and accessing, staying well
(medical, behavioral, nutrition,
wellness, affordable care)



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



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

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Life Domain Vision Tool

We will talk about these 6 Domains and have you think about them.

You can write your Vision/dreams on this tool.

Think about what you want:

*to STAY the SAME

*to be DIFFERENT

*to TRY (something new)

VISION TOOL FOR _____

Think about what you want to stay the SAME and what you want to be DIFFERENT. Adapted by FRMO

Daily Life and Employment VOLUNTEER	Daily Life & Employment: What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like? What do I want to learn? Volunteer?
Community Living	Community Living: Where would I like to live in my adult life? Will I live alone or with someone else?

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Daily Life and Employment



TRANSITION

- post secondary ed
- work/volunteer opportunities
- how to apply for job
- life skills at home
- ideal day/bad day



ADULTHOOD

- skills and interests to develop/business
- income and benefits

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Daily Life and Employment



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Community Living



TRANSITION

- where-family, dorm at college, someplace else
- what to learn and practice skills
- getting around in neighborhood/city
- identify options

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Community Living



ADULTHOOD

- where-family, alone/roommate, city, rural, etc.
- pros/cons for options
- cost
- supports-staff, others, etc.
- valued role in community

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Community Living



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Social and Spirituality

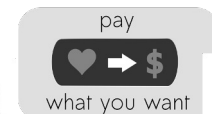


ADULTHOOD

- maintain old relationships/form new
- friends with/without disabilities
- dating, marriage, children
- explore interests
- participate/valued role-faith community
- civic engagement and leadership
- money-social/rec

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Social and Spirituality



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Healthy Living



TRANSITION

- healthcare practitioners who focus on adults
- health related tasks to help/do
- info about changes in body
- share health care concerns with others
- good food choices
- activities replace therapies
- technology-FitBit, Smart Watch, Apps
- know symptoms, triggers, side effects

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Healthy Living

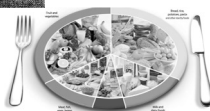
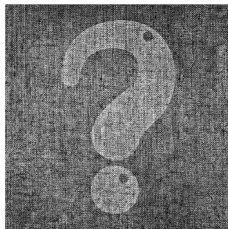


ADULTHOOD

- health insurance
- medications-knowledge, manage
- talking to healthcare professionals
- healthy foods
- physically active
- regular exams PLUS specific to disability

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Healthy Living



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Safety and Security



TRANSITION

- bullying, in neighborhood, with friends, etc.
- supported decision making, POAs, guardianship, etc.
- bank accounts
- safety drills
- how to interact with law enforcement

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Safety and Security



ADULTHOOD

- who to call and when
- supported decision making, POAs, guardianship, etc.
- bank accounts
- safety drills
- how to interact with law enforcement
- abuse, victimization-what and how to react
- income/finances-job, benefits, trusts, ABLE

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Safety and Security



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Advocacy and Engagement



TRANSITION

- learn to share goals and vision
- make decisions and problem solve
- vote
- expert on self and needs
- volunteering, give back



ADULTHOOD:

- understand choices and rights
- make decisions and take responsibility
- know how to find help and ask for it

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Advocacy and Engagement



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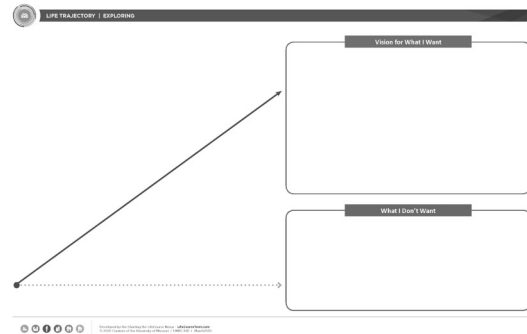


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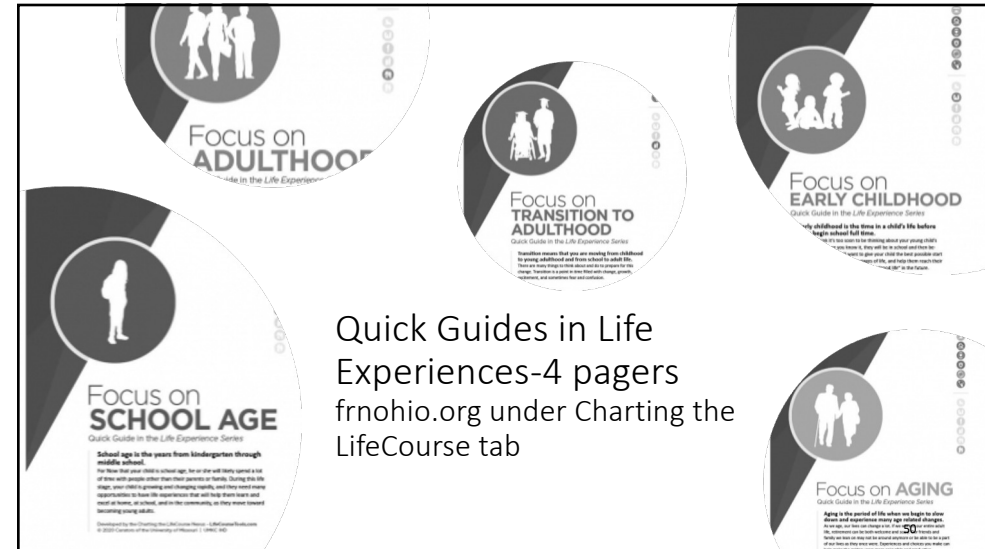
Exploring Trajectory

We can think about what we want in our life and what we DO NOT want and share with others on the Exploring Trajectory.

First let's talk about the 6 Domains or Areas of our life.



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TRANSITION

Available on Family Resource Network of Ohio website under "Charting the LifeCourse" tab

www.frnhoio.org

Focus on TRANSITION TO ADULTHOOD
Quick Guide in the Life Experience Series

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 time filled with change, growth, excitement, and sometimes fear and confusion.

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TRANSITION

3 Domains

Daily Life and Employment
Community Living
Safety and Security

DAILY LIFE & EMPLOYMENT

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

It may seem like it is a long way off, but sooner than you think, the bus will stop coming, and you will no longer be going to school during the day. Have you thought about what you will do during the day when school ends? Have you talked about what you want to do with your parents/family? What kind of changes might this mean for your family?

- Who is helping me create a transition plan that is truly individualized and prepares me for life after school ends?
- How does my transition plan include work or volunteer experience, as well as practicing how to look for, get and keep a job?
- What kind of job do I think I would like to try (what do I like to do or want to learn more about)?
- What supports will I need for either work or other daytime activities, and who will provide those supports?

COMMUNITY LIVING

Where and how someone lives- housing and living options, community access, transportation, home adaptations and modifications

Have you thought about where you might live as an adult? There are many options to consider- some are more traditional (for instance, a group home), but more and more, there are many "non-systems" community options emerging (like co-living your own home). Anything is possible if you plan ahead, think creatively and believe!

- Where do I think I might want to live in the future (after school ends/when I am an adult)?
- How am I learning about different living options for when I am an adult?
- What technology or home modifications would help me function better or be more independent in my home?
- What supports will I need to either continue living in my family home or move into my own place after graduation?
- How will I get around in the community as an adult (drive, public transit, family, cab, car service, etc)?

SAFETY & SECURITY

Staying safe and secure- emergencies, self-defense, guardianship options, legal rights and issues

Parents and other supporters often worry their loved one with a disability will be taken advantage of or harmed if they don't have a guardian. You may have been told by your school, doctor, or friend that you need a guardian when you turn 18. However, it is important to understand how guardianship may affect your life, as well as the many options and alternatives that exist before making a decision.

- What skills and abilities can I learn and practice how to prepare me to "be my own person" so I will not need a guardian to keep me safe when I turn 18?
- What are some supported decision making practices that will keep me safe without restricting my basic rights?
- Which life areas concern my parents and loved ones most in terms of my safety?
- What are my parents and others doing to help me be able to stay at home or be in the community alone or without additional support?
- What am I doing to know what to do in case of an emergency or disaster?

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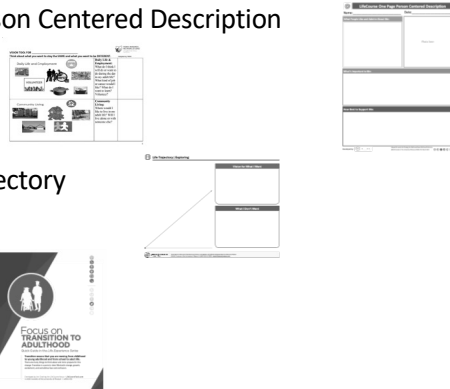
YOUR THOUGHTS.....

- One Page Person Centered Description

- Vision Tool

- Exploring Trajectory

- Quick Guide



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Home Page <http://frnohio.org/>

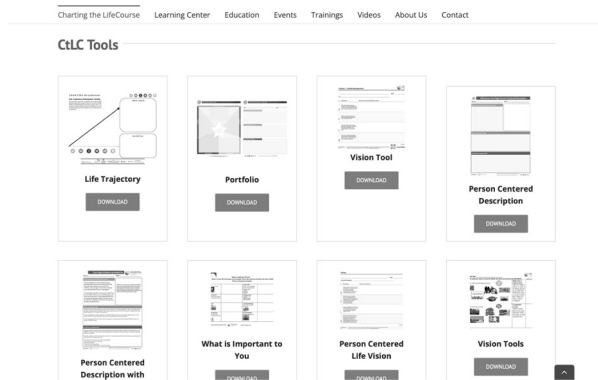


When you get on the Home Page, you will see a Pop Up asking if you want to sign up for notices. You will get email notices of ALL free presentations on Zoom.

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Home Page: Charting the Life Course <http://frnohio.org/>



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Education: Videos

Charting the LifeCourse Learning Center Education Events Trainings Videos About Us Contact

Videos

Join us in exploring the dynamic intersection of education and the LifeCourse framework, empowering learners of all abilities to navigate their unique pathways to success. From personalized goal-setting to fostering inclusive environments, each video in this library equips educators and family members with practical tools and insights to elevate every learner's journey.

View Videos



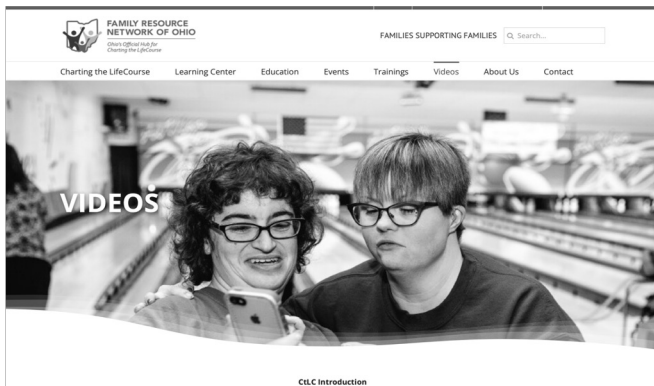
Videos of varying lengths on various topics. Some can be watched by students/professionals .

Also, some for families.

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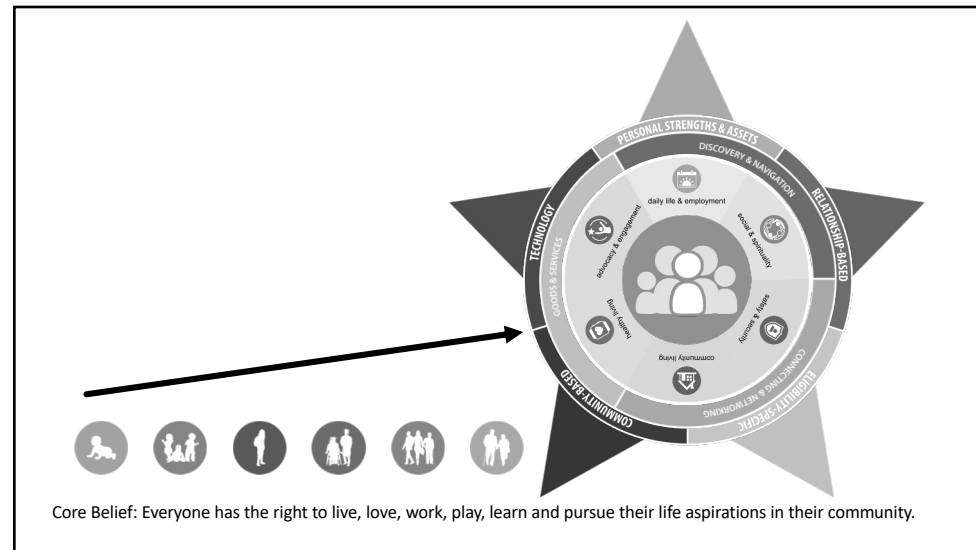
Frnohio.org Home Page: Videos



Videos of varying lengths for all audiences on a variety of topics: Intro to CtLC, Transition, School Age, Employment, individual tools, etc.

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Thank you!

Barbara Sapharas, MA,
CCC-SLP (Retired)

Ohio Ambassador-Charting
the LifeCourse
Nexus Team Member-
Charting the LifeCourse-
UMKC

Mentor Trainer-The
Learning Community for
Person Centered Practices
(TLC-PCP)

bsapharas@aol.com



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LifeCourse One Page Person Centered Description

Name: _____

Date: _____

What People Like and Admire About Me:

Photo here

What's Important to Me:

How Best to Support Me:



Name: _____

Date: _____

What People Like and Admire About Me:

The One Page Person Centered Description is developed with the person and those who know him well. Older versions may use the term "PROFILE"-we no longer use that term as people have identified that the term is derogatory.

Like and Admire-qualities of the person, WHO they are not WHAT they do, we can ask the person and those who know them. If they identify WHAT they do, eg. Special Olympics athlete, ask them if they are athletic, competitive, social, etc. We may have to guess, identify and ask.

PHOTO: You can add a photo. A photo shows WHO the person is and is more powerful than words. Have the person pick a photo they want to share. We ask the person if they want to include a photo, sharing with them how important and powerful it is for people to see them as a person and not just words on page

What's Important to Me:

IMPORTANT TO are things that impact our quality of life. These are not "likes and preferences". They are things that help us feel happy, satisfied, content and fulfilled. They should be detailed-not just "family" but what needs to happen/what will we see, eg. having dinner 2x a week with no electronics.

There are 8 categories to consider: people to be with/relationships, status and control, things to do/places to go, ritual or routines, rhythm or pace of life, things to have, purpose and meaning, and culture and identity.

If we are too general, then we will not know how to support or if the person has what is important TO them, which is an indicator of QUALITY OF LIFE.

How Best to Support Me:

We want to shift the narrative of how we talk about people from listing their NEEDS or DEFICITS to identifying how to best SUPPORT. This means our info shifts from describing the person's disabilities to identifying support, which we all need to be happy and successful.

The info is written as a "to do" list for others to follow. This is more practical and functional for the person providing support as they do not have to guess what to do.

Some examples to help you think of how to state support:

- be on time or tell me if you will be late
- give me time to think
- show me how to do new things
- remind me to wear headphones in a noisy environment



VISION TOOL FOR _____

Think about what you want to stay the **SAME** and what you want to be **DIFFERENT**.

Adapted by FRNO

Daily Life and Employment 	Daily Life & Employment: What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like? What do I want to learn? Volunteer?	
Community Living 	Community Living: Where would I like to live in my adult life? Will I live alone or with someone else?	

Social and Spirituality



Social & Spirituality:

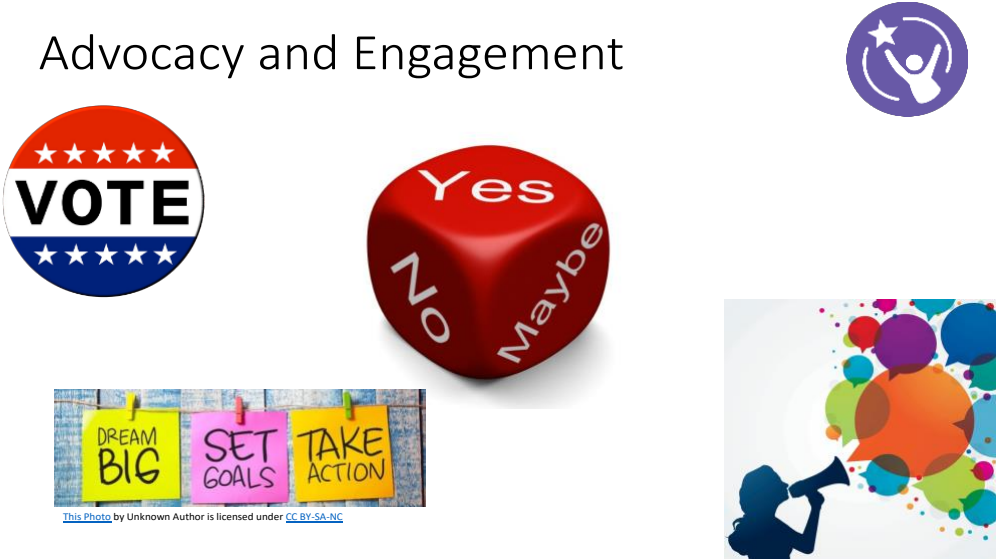
How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?

Healthy Living



Healthy Living:

How will I live a healthy lifestyle and manage health care supports in my adult life?

Safety and Security 	Safety & Security: How will I stay safe from financial, emotional, physical or sexual harm in my adult life?	
Advocacy and Engagement 	Advocacy & Engagement: What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own live is lived?	



Focus on **TRANSITION TO ADULTHOOD**

Quick Guide in the *Life Experience Series*

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 time filled with change, growth, excitement, and sometimes fear and confusion.

Developed by the Charting the LifeCourse Nexus - LifeCourseTools.com
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FOCUS ON TRANSITION TO ADULthood



DAILY LIFE & EMPLOYMENT

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

It may seem like it is a long way off, but sooner than you think, the bus will stop coming, and you will no longer be going to school during the day. Have you thought about what you will do during the day when school ends? Have you talked about what you want to do with your parents/family? What kind of changes might this mean for your family?

- Who is helping me create a transition plan that is truly individualized and prepares me for life after school ends?
- How does my transition plan include work or volunteer experience, as well as practicing how to look for, get and keep a job?
- What kind of job do I think I would like to try (what do I like to do or want to learn more about)?
- What supports will I need for either work or other daytime activities, and who will provide those supports?



COMMUNITY LIVING

Where and how someone lives— housing and living options, community access, transportation, home adaptations and modifications

Have you thought about where you might live as an adult? There are many options to consider— some are more traditional (for instance, a group home), but more and more, there are many “non-systems” community options emerging (like owning your own home). Anything is possible if you plan ahead, think creatively and believe!

- Where do I think I might want to live in the future (after school ends/when I am an adult)?
- How am I learning about different living options for when I am an adult?
- What technology or home modifications would help me function better or be more independent in my home?
- What supports will I need to either continue living in my family home or move into my own place after graduation?
- How will I get around in the community as an adult (drive, public transit, family, cab, car service, etc)?



SAFETY & SECURITY

Staying safe and secure— emergencies, well-being, guardianship options, legal rights and issues

Parents and other supporters often worry their loved one with a disability will be taken advantage of or harmed if they don't have a guardian. You may have been told by your school, doctor, or friend that you need a guardian when you turn 18. However, it is important to understand how guardianship may affect your life, as well as the many options and alternatives that exist before making a decision.

- What skills and abilities can I learn and practice now to prepare me to “be my own person” so I will not need a guardian to keep me safe when I turn 18?
- What are some supported decision making practices that will keep me safe without restricting my basic rights?
- Which life areas concern my parents and loved ones most in terms of my safety?
- What are my parents and others doing to help me be able to stay at home or be in the community alone or without additional support?
- What am I doing to know what to do in case of an emergency or disaster?





FOCUS ON TRANSITION TO ADULthood



SOCIAL & SPIRITUALITY

Building friendships and relationships, leisure activities, personal networks, and faith community

Relationships and networks you build during the school years can play an important role in your adult life. These connections, sometimes referred to as “social capital,” may one day end up being your friends, neighbors, roommates, staff or employers. Most importantly, having friends and relationships is key to quality of life and happiness.

- What kinds of extracurricular activities at school or in the community (clubs, social outlets) could I participate in to help build friendships?
- How am I being supported or encouraged to start dating?
- Who is helping me learn about safe sex, intimacy and boundaries?
- What social media could I use safely and responsibly (Facebook, Twitter, Instagram, Snapchat, etc.) to connect with and maintain contact with friends?
- What am I doing for fun that other people my age do?
- What opportunities do I have to be involved with a youth or young adult group in a faith community?



HEALTHY LIVING

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

Healthy living is an often overlooked, yet very important part of transition to adulthood. Steps you can take now will help you become more knowledgeable about your health, medical needs and disability, and start to take control of making decisions and choices about your own health. It is also time to think about who will provide your health care once you are an adult.

- What steps should I be taking to begin to take control of my own health care, including finding adult healthcare providers?
- How am I learning about the importance of healthy eating and regular exercise?
- Who is helping me understand the changes in my body and my reproductive health?
- What regular physical activities such as working out at the gym, using a treadmill or elliptical or doing aerobics, could replace some of my formal therapies?
- How am I learning to talk about my disability or healthcare needs with others?



ADVOCACY & ENGAGEMENT

Building valued roles, making choices, setting goals, assuming responsibility and driving how one's own life is lived

People learn responsibility and citizenship by having chores at home and participating in opportunities to give back to their community. During transition, it is important you find ways to be valued and a contributing member of society. You need opportunities for making choices, learning new skills, building community connections, increased responsibility, and communicating your wants and needs as you transition to adult life.

- How am I being supported to share my life vision (goals, hopes, dream) at educational and other support meetings?
- What steps are my parents and others taking to shift control of my life to me?
- How are family, teachers and others supporting me to make my own choices and decisions?
- How does my transition plan help me and others around me to focus more on what I CAN do rather than limitations of my disability?
- Who is helping me learn about policy issues and what I need to know to register and vote in elections?





FOCUS ON TRANSITION TO ADULthood



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

We all use a variety of sources to help us get through our daily lives. We rely on 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. Even though you might need support or access paid services, remember to consider your personal strengths and other supports that are available.

- 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)?
- Should I/our family apply for benefits (Social Security, Medicaid, state DD services)? What are the pros and cons of each and how might it affect my future ability to earn income?
- What kinds of community (non-eligibility based) supports might help me now and as an adult (for example, public transportation)?
- 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?



FAMILY UNIT

What the family unit needs to support and be a successful part of their family member's life. Supports that are directed to the family will ultimately benefit the individual

For many of us, family is a central part our lives. We are connected to our families throughout the life course, even though the roles of our family members may change as we age. Our parents and family often have a key role in helping and guiding us as we grow into adults. What does your family need to help you on your journey to the good life? Here are some things to think about and discuss with your family:

- What supports does our family need in order to be able to continue working and maintain our lifestyle?
- How do you see your role as the parent/family member of an adult?
- How are we shifting control of my life to me as I become an adult?
- What are our hopes and dreams for our family's future?
- What future planning have we completed, such as a will, living trust, durable power of attorney for healthcare, and/or a special needs trust?

FOR MORE INFORMATION, CONTACT:



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