



MD Community of Practice for Supporting Families Webinar Series

Webinar #23 – May 26, 2021

Using Charting the LifeCourse (CtLC) with Teachers & Families



Hosted by the Developmental Disabilities Administration

Facilitated by Mary Anne Kane-Breschi

Director of Family Supports



CHARTING the LifeCourse



lifecoursetools.com



Special Guests

Gregory Knollman, Ph.D., Assistant Professor

College of Education, Department of Special Education /
Towson University

CtLC Ambassador, Member /MD CoP Statewide Leadership
Team

Donne Allen, Director of Special Projects

SEEC

CtLC Ambassador – Coach, Member /MD CoP Statewide
Leadership Team

Using CtLC with Teachers & Families

May 26, 2021

Person Centered Planning

A systematic way to generate actions around a person's goals and how to achieve them.

Core features include:

- A support team
- A focus on a strengths, abilities, capacities and gifts
- Emphasizes active involvement by the focal person
- A facilitator to guide the process
- A team willing to reconvene to share progress and make corrections when needed
- A process that values personal strengths and the efforts of families and advocates.

(Morgan & Reisen, 2016)

Presentation Objectives

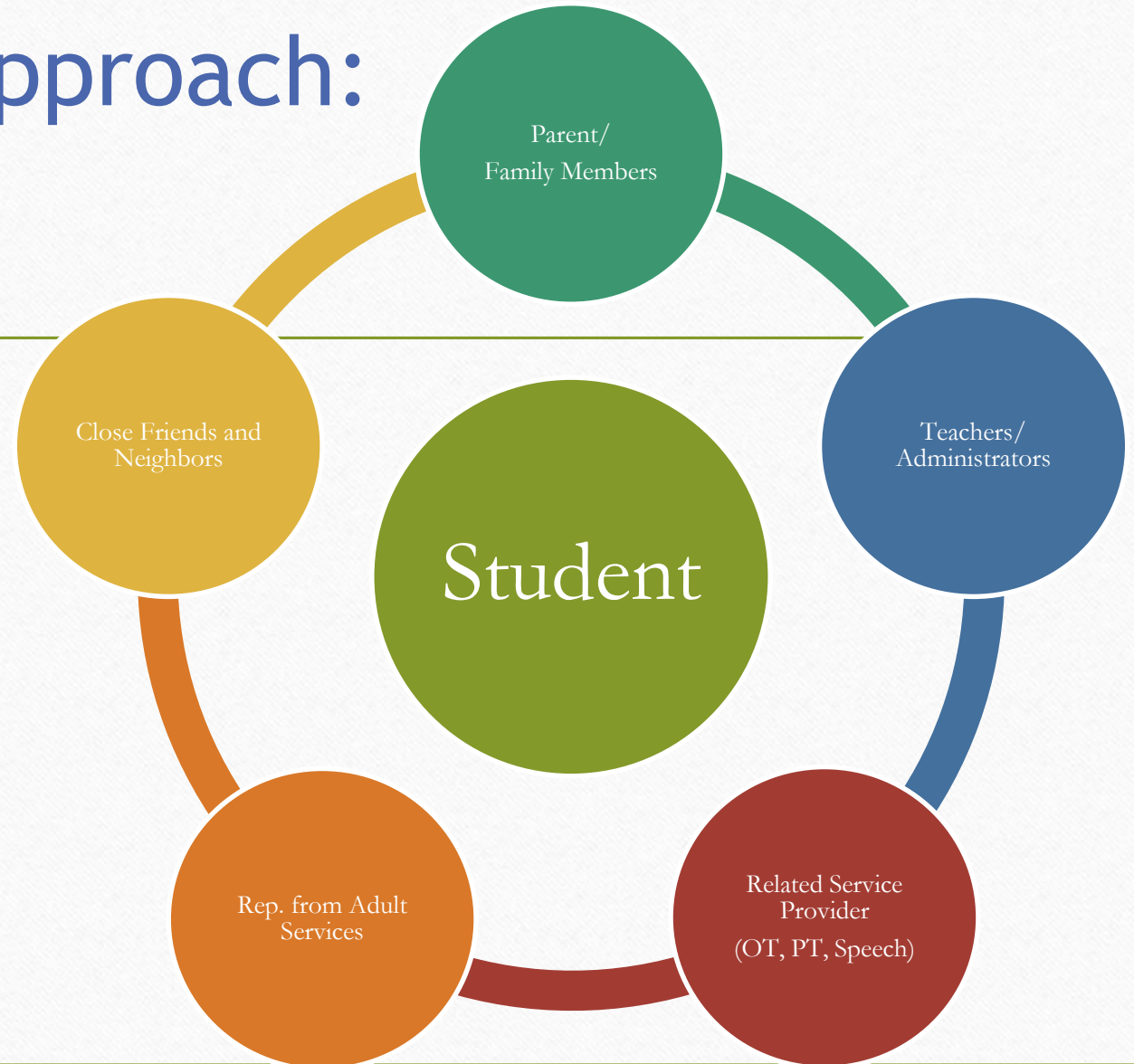
1. Identify how person centered approaches are discussed within personnel preparation among pre-service teachers and current practitioners preparing to be school leaders
2. Share examples of how a person centered framework supports exploration, planning, decision-making and problem solving for students with autism and intellectual disabilities and their families
3. Gather information on how person centered approaches and student directed planning is incorporated into practice, as teachers, parents, or students involved in transition planning or IEP development.

Considering What We Know.

“The emphasis on person-centered planning approaches is ensuring that the focus is on the person with a disability when identifying valued life outcomes (e.g. where to live, work, learn, and play) and creating systems of support that actualize these outcomes, rather than allowing currently available services to dictate what is possible and what are ‘reasonable’ goals for the future” (p.167).

(Shogren, Wehmeyer & Thompson, 2017)

A person centered approach: Who is involved?



**PATH-Planning
for Alternative
Tomorrows
with Hope**

**Circles of
Support**

Approaches

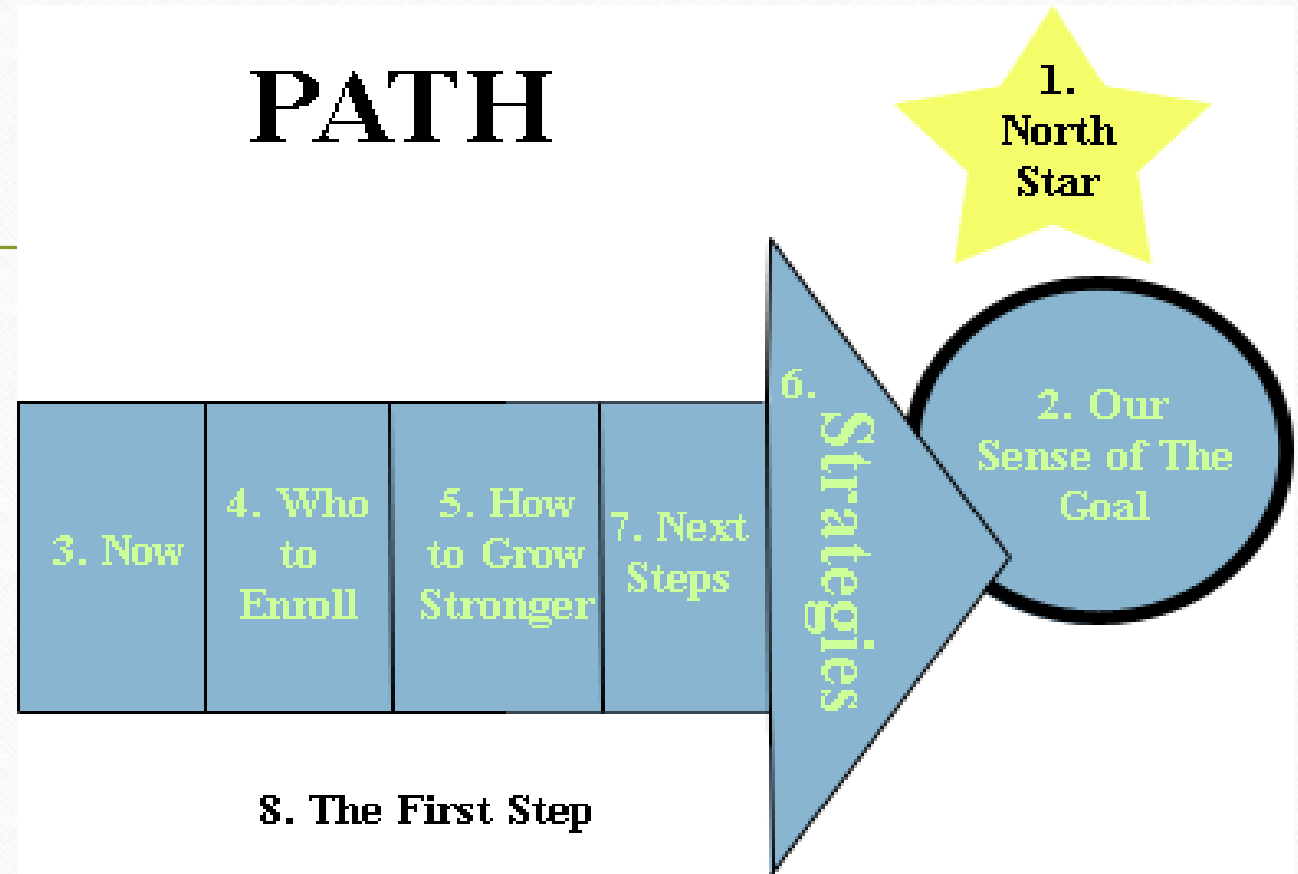
**MAPS-Making
Action Plans**

**CtLC-Charting
the Life
Course**

THE PATH

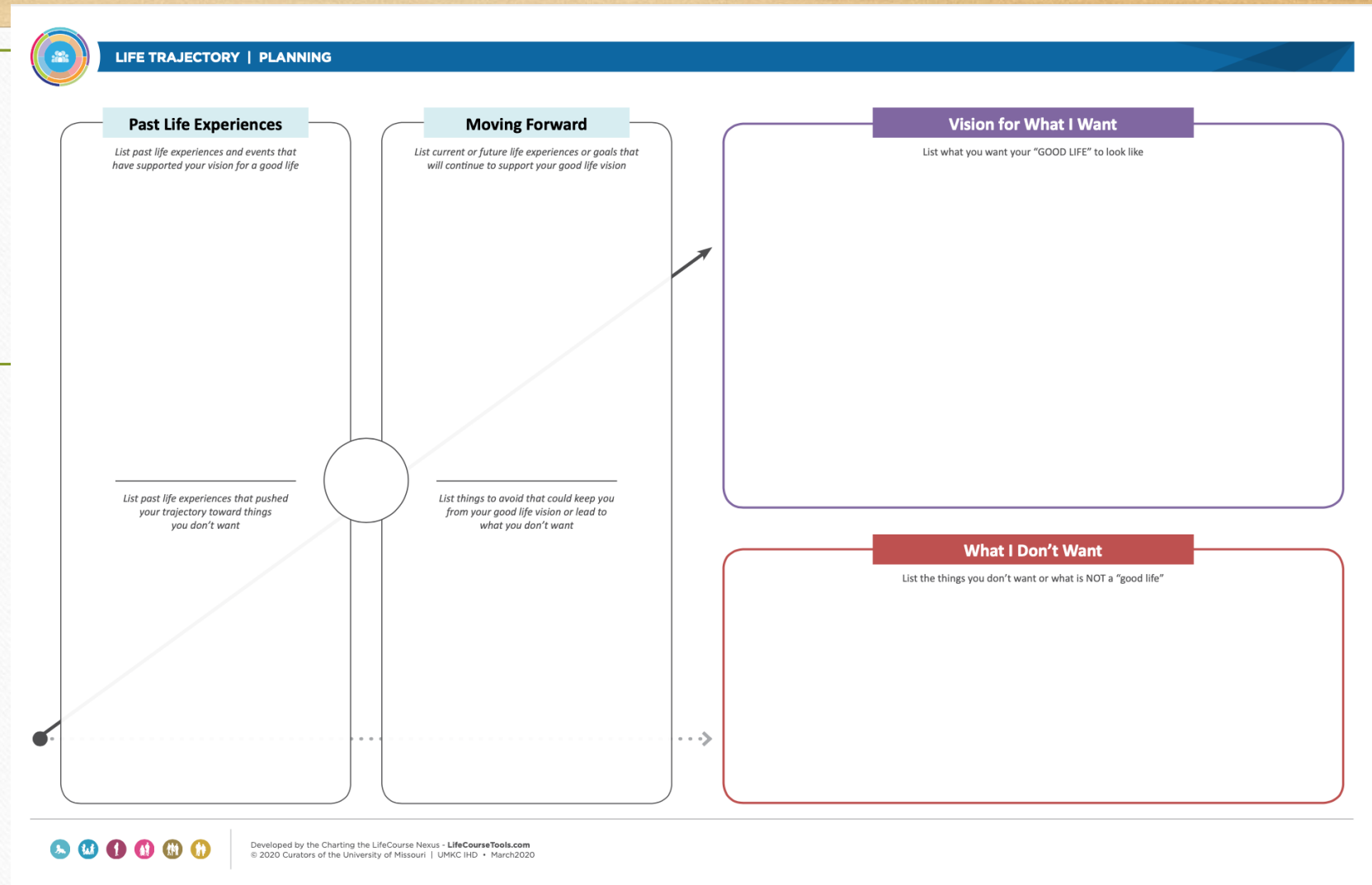
INCLUDES 8 STEPS:

1. Touching the DREAM
2. Sensing the GOAL
3. Grounding in the NOW
4. Identifying people to ENROLL
5. Recognizing ways to BUILD STRENGTH
6. Charting action for the NEXT FEW MONTHS
7. Planning the NEXT MONTH's work
8. Committing to the FIRST STEP



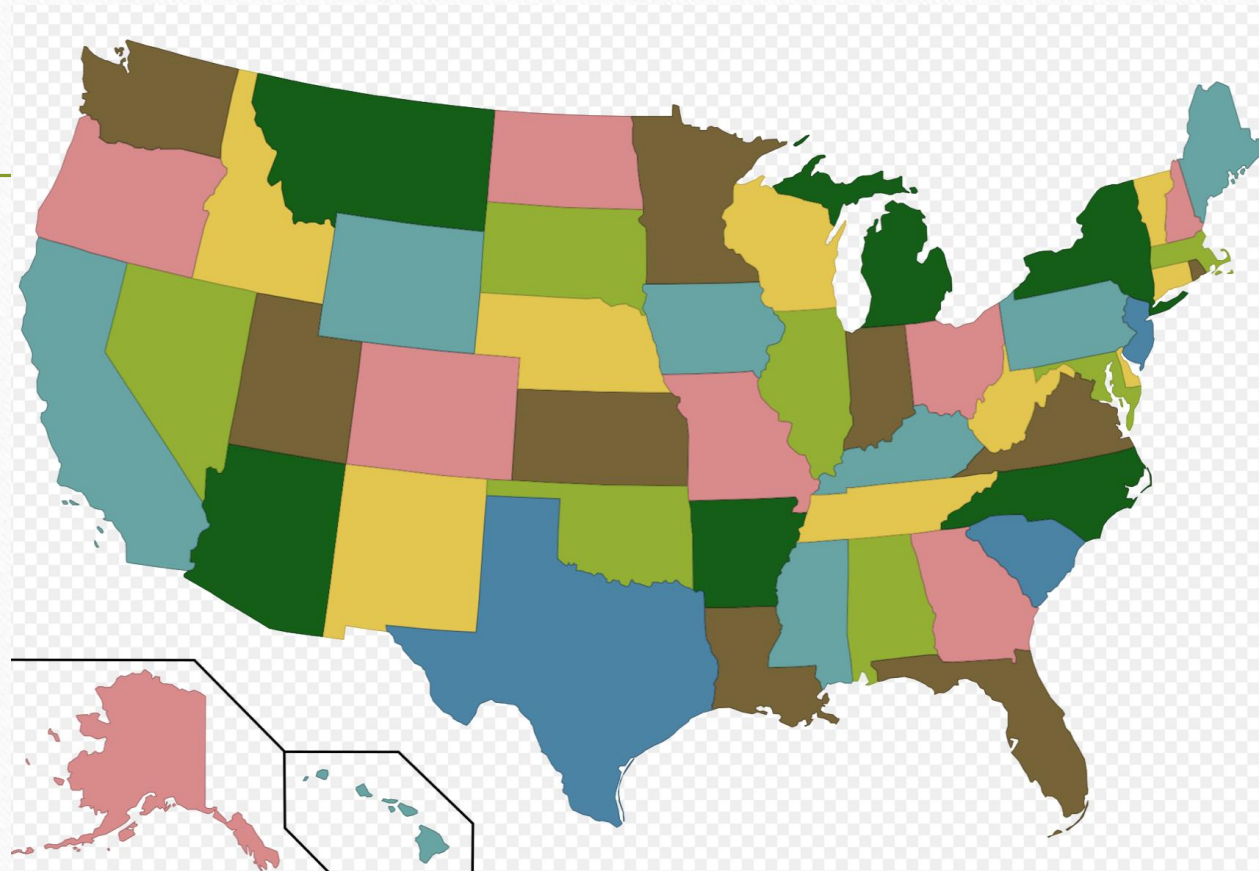
CtLC

- Communicate Needs
- Advocate for Supports
- Setting Goals
- Celebrating Accomplishments



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What's Happening Around the Country.



Use of CtLC in Pre-Service Teacher Preparation Instruction

Use of CtLC in Pre-Service Instruction

Curriculum & Methods of Instruction for Middle & Secondary Students /
Working with Self-Advocates and Families

1. Pre-Assessment on prior experience with transition planning
2. Exposure to national, state and local data on the transition outcomes of youth with ASD and I/DD and connection to the ITP/IEP
3. Tutorial on the use of CtLC tools including the life course trajectory, integrated support star and life domain vision tool on themselves
4. Post-Assessment reflecting on application to future practice

Translating the work of the COP to Pre Service Instruction.

- Develop new opportunities for collaboration
- Include information in school-wide professional practice
- Value the student's strengths and recognize efforts of family and self-advocates
- Reinforce opportunities for students to focus on self-advocacy
- Remain open-minded about what students envision for a good life and what they don't want in life

Use of CtLC Among Parents, Youth & Families



Integrated Services and 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.



4th Grade Life Vision



Asante 's ONE-PAGE PROFILE

What people like & admire about me

Asante is **funny**
 Asante is **determined and works hard**
 Asante is **tenacious and doesn't give up**
 Asante can **have a conversation with anyone**
 Asante is **confident**
 Asante is a **caring friend, son, brother and classmate**
 Asante is **empathetic**
 Asante is **adventurous**
 Asante is **helpful**

Asante is **multifaceted**
 Asante is **enthusiastic**
 Asante **makes progress**
 Asante is **stylish**
 Asante is **amenable**
 Asante is **responsible**
 Asante is **trustworthy**
 Asante is a **peacemaker**
 Asante is **imaginative**
 Asante is **laid back**

What's Important to ME

Listen to me
 Respect me
 Give me opportunities to contribute.
 Recognized my contributions.
 Family.
 Making and keeping friends.
 New experiences!
 Honesty
 Give me leadership opportunities.
 Hair and Personal style
 Free time to play
 SPORTS (playing and watching)
 Dwarfism pride
 Black culture
 Singing and dancing

How to Best Support ME

Give me clear and simple, one-step directions with my full attention.
 Be consistent with my schedule.
 Have me repeat back what I heard for clarity.
 ENCOURAGE me with positivity.
 Believe in me.
 Laugh with me.
 Help me set BIG goals.
 Help me accomplish my goals.
 Be patient with me.
 Be strong with me.
 Show me how to advocate for myself.
 Let me fail so I can improve on my own.

Use of CtLC as a Form of Collaboration between Teachers, Youth & Families

A conversation...





Resources

Technology

MD Technology Assistance Program

<http://mdod.maryland.gov/mdtap/Pages/MDTAP-Home.aspx>

Connect Using

- ZOOM Call/Web Conferencing
- Google Hangouts
- Messenger
- Portal
- Facebook

APSE Remote Supports -

<https://apse.org/wp-content/uploads/2020/04/Remote-Supports-FAQ.pdf>

Griffin Hammis Associates Resources on Transition, Technology, and Customized Employment

<https://www.griffinhammis.com/resources/past-webinars/>

Community Based

Charting the LifeCourse Person Centered Planning Tools

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

MD Public Libraries (check out online learning through local libraries)
•Online Library

Contact Local Businesses through your Local Chamber of Commerce

https://mdchamber.org/resources_trashed/maryland-chamber-federation-2/

MDOD Job Seeker Fact Sheet Library

•<http://mdod.maryland.gov/employment/Pages/jsfactsheets.aspx>

Maryland ABLE Accounts

<https://mdtransitions.org/maryland-able-accounts/>

MD ONESTOP <https://onestop.md.gov/>

Think College Family Resources

<https://thinkcollege.net/family-resources>

Eligibility Specific

- **MD Developmental Disabilities Administration (DDA)**
<https://dda.health.maryland.gov/Pages/TY.aspx>
- **Appendix K**
https://dda.health.maryland.gov/Pages/DDA_Appendix_K.aspx
- **MD Division of Rehabilitation Services (DORS)**
dors.Maryland.gov
- **MD Department of Disabilities**
<http://mdod.maryland.gov/>
- **Social Security Administration**
<https://www.ssa.gov/>
- **National Collaborative on Workforce + Disability** <http://www.ncwd-youth.info/>
- **School to Work**
<https://dda.health.maryland.gov/Pages/Developments/2015/School%20to%20Work1.pdf>
- **Parent's Place Maryland**
https://www.ppmid.org/resource_category/transition
- **Ticket to Work** <https://www.ticket2workmd.org/>
- **MD Benefits Counseling**
<https://www.mdbenefitscounseling.org/>



Questions?



Thank You!
Our next webinar:
To Be Announced



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