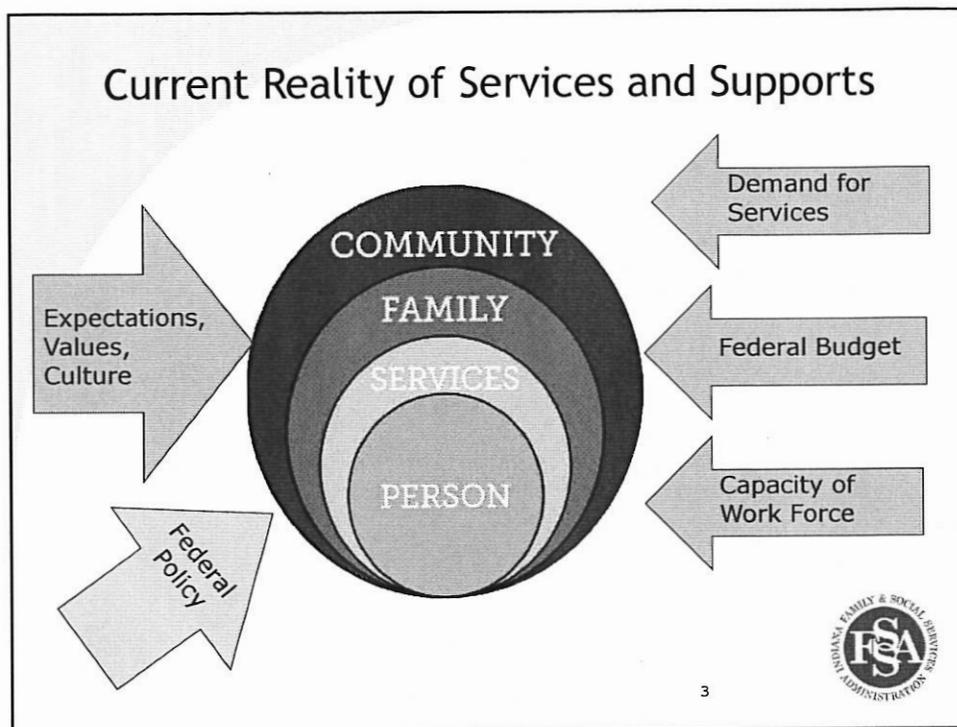


DDRS Family Listening Forums Fall 2016

Kylee B. Hope, Director
Division of Disability & Rehabilitative Services





Federal Policy Facilitating Change: Workforce Innovation and Opportunity Act

- **What does it do?**
 - Aligns Federal Investments to Support Job Seekers and Employers
 - Establishes unified strategic planning across “core” programs, Title I Adult, Dislocated Worker and Youth programs; Adult Education and Literacy programs; the Wagner Peyser Employment Service; and Vocational Rehabilitation.
- **What does that mean for Hoosiers with Disabilities?**
 - Increases access to high-quality workforce services to prepare them for competitive integrated employment.
 - Requires better employer engagement and promotes physical and programmatic accessibility to employment and training services for individuals with disabilities.
 - Students with disabilities receive extensive pre-employment transition services to obtain and retain competitive integrated employment.
 - Ensures all avenues for competitive integrated employment are explored before being employed at a sub-minimum wage



Federal Policy Facilitating Change: Home and Community Based Settings Rule

- What does it do?
 - Require states to design and implement Medicaid Home and Community Based Services (like those offered through the Family Supports and Community Integration and Habilitation Waivers) that are:
 - integrated in and supports full access to the greater community
 - in settings that are selected by the individual
 - Consistent with ensuring an individual’s rights of privacy, dignity and respect, and freedom from coercion and restraint.
 - Consistent with optimizing individual initiative, autonomy, and independence in making life choices
 - Facilitate individual choice regarding services and supports, and who provides them
- What does that mean for Hoosiers with Disabilities?
 - Likely, new or different service options
 - Greater emphasis on person-centered planning and supports
 - Future changes in state policy / practices consistent with the Rule



In Response Services and Supports are Evolving





Establishing a Framework for Transformational Change



LifeCourse Framework

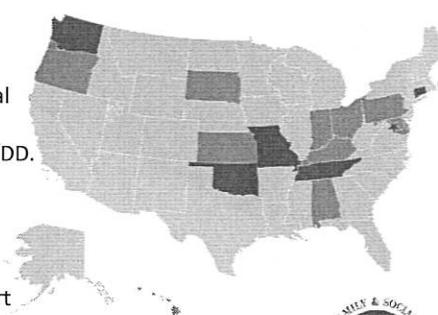


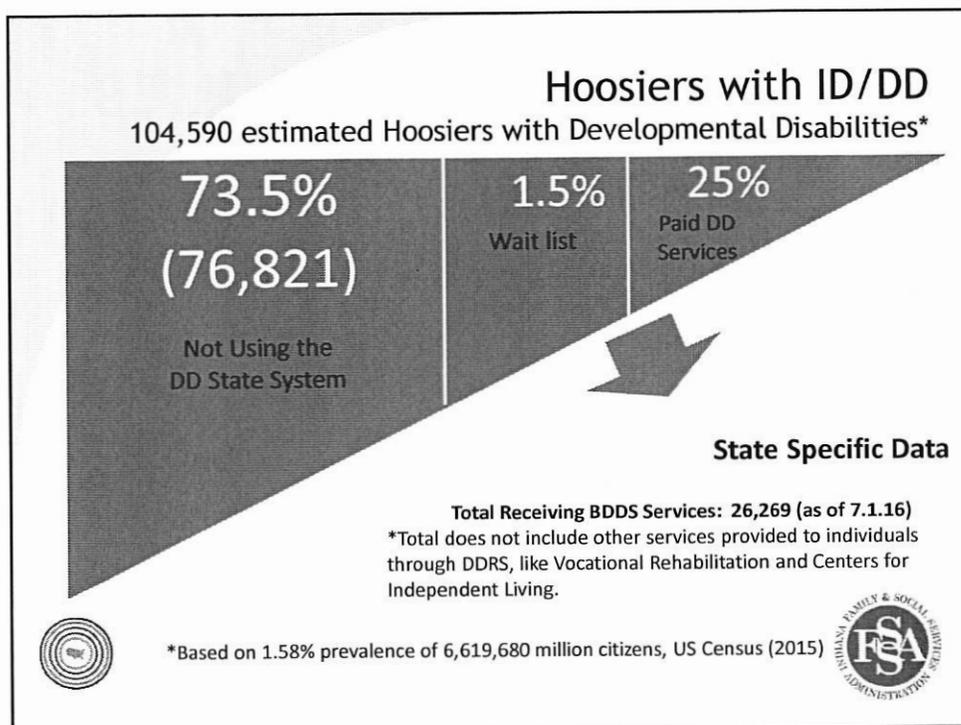
Project Goal

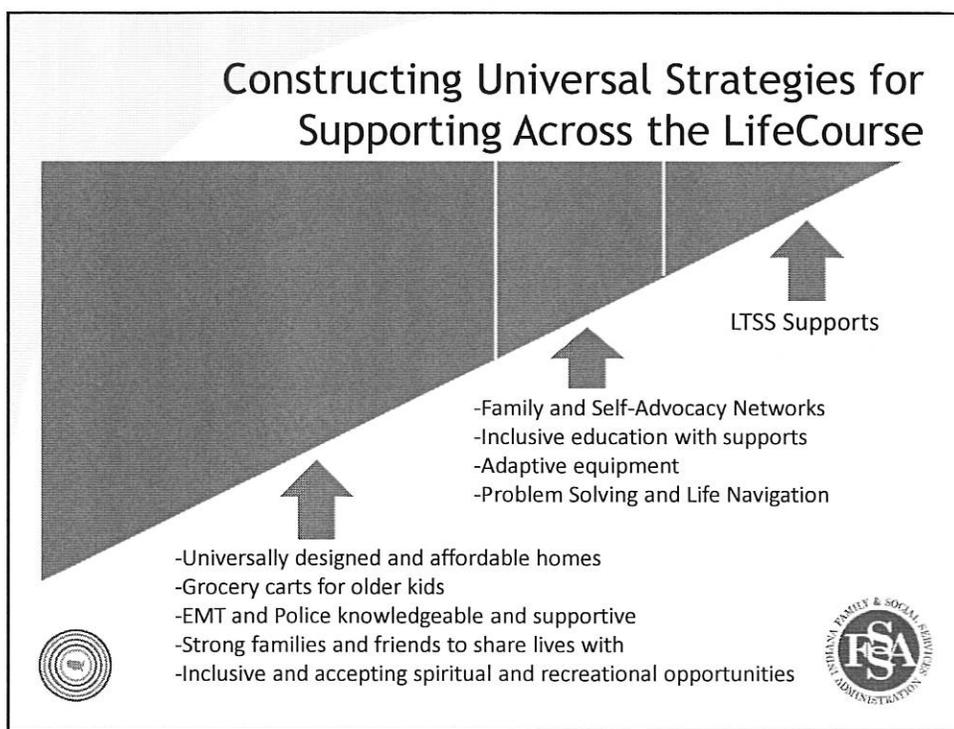
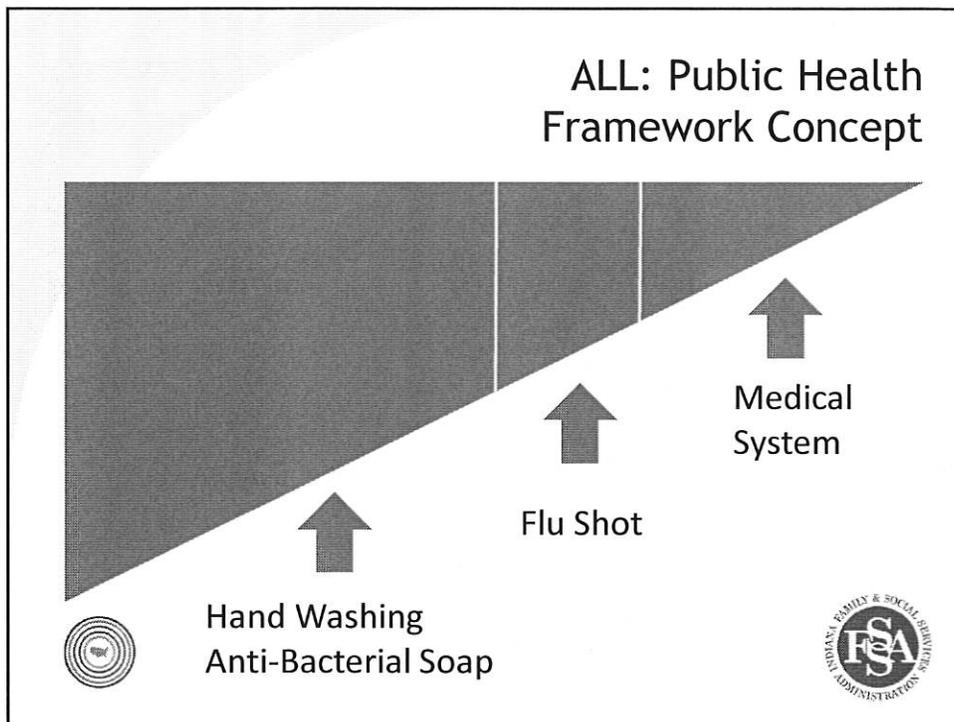
To build capacity through a community of practice across and within States to create policies, practices and systems to better assist and support families that include a member with I/DD across the lifespan.

Project Outcome

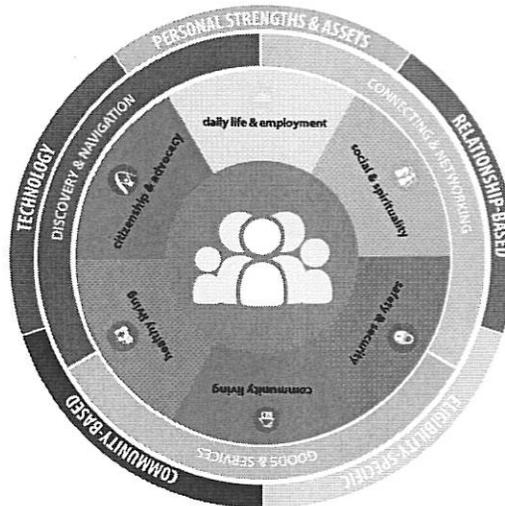
- State and national consensus on a national framework and agenda for improving support for families with members with I/DD.
- Enhanced national and state policies, practices, and sustainable systems that result in improved supports to families.
- Enhanced capacity of states to replicate and sustain exemplary practices to support families and systems.





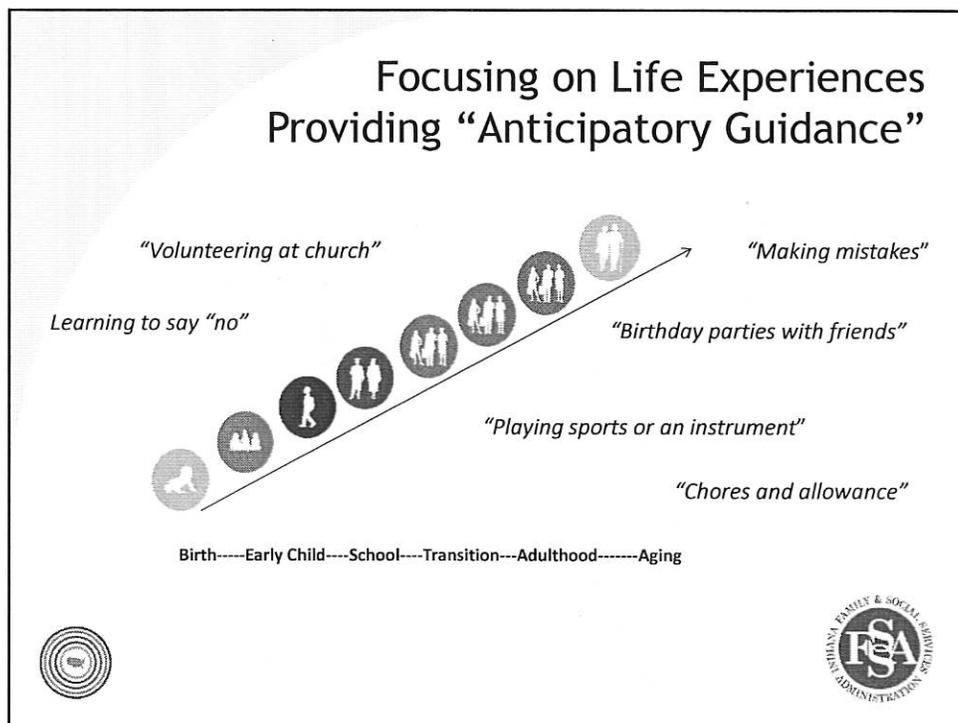
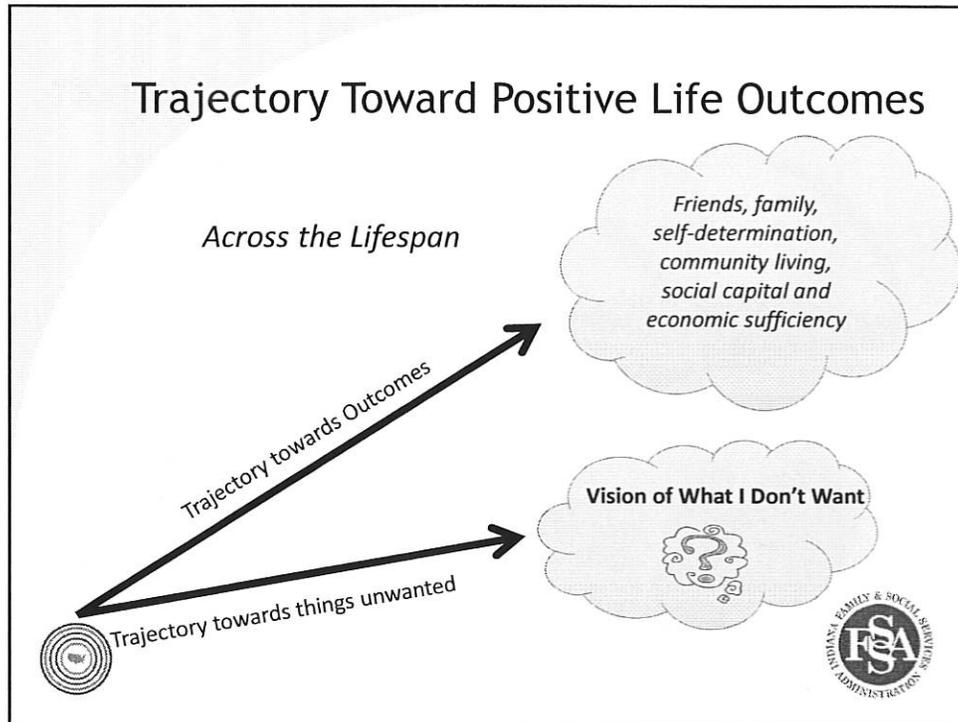


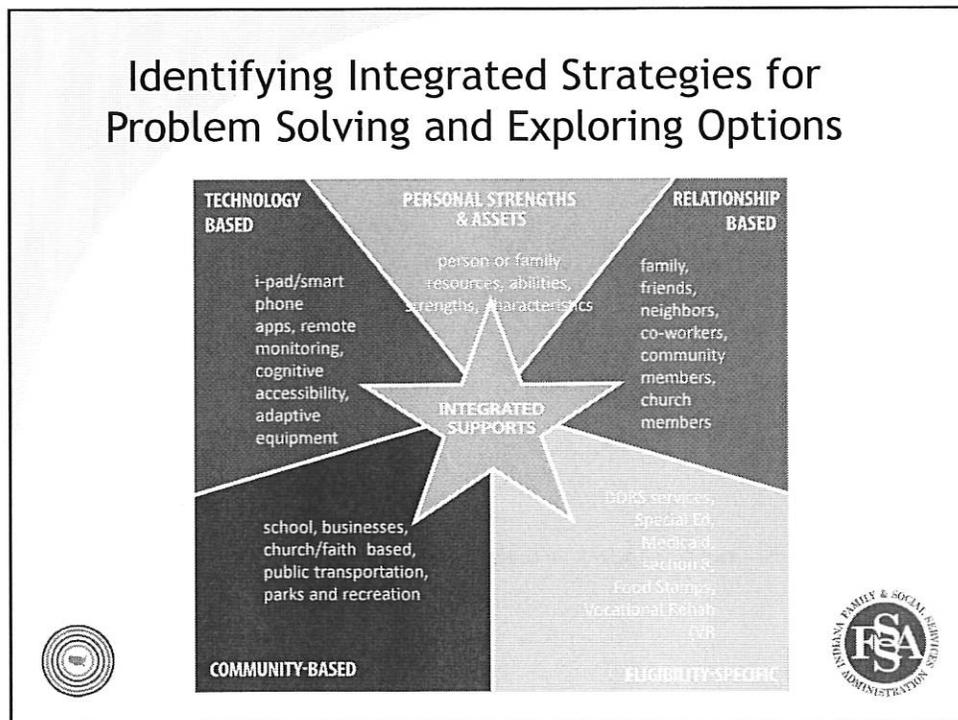
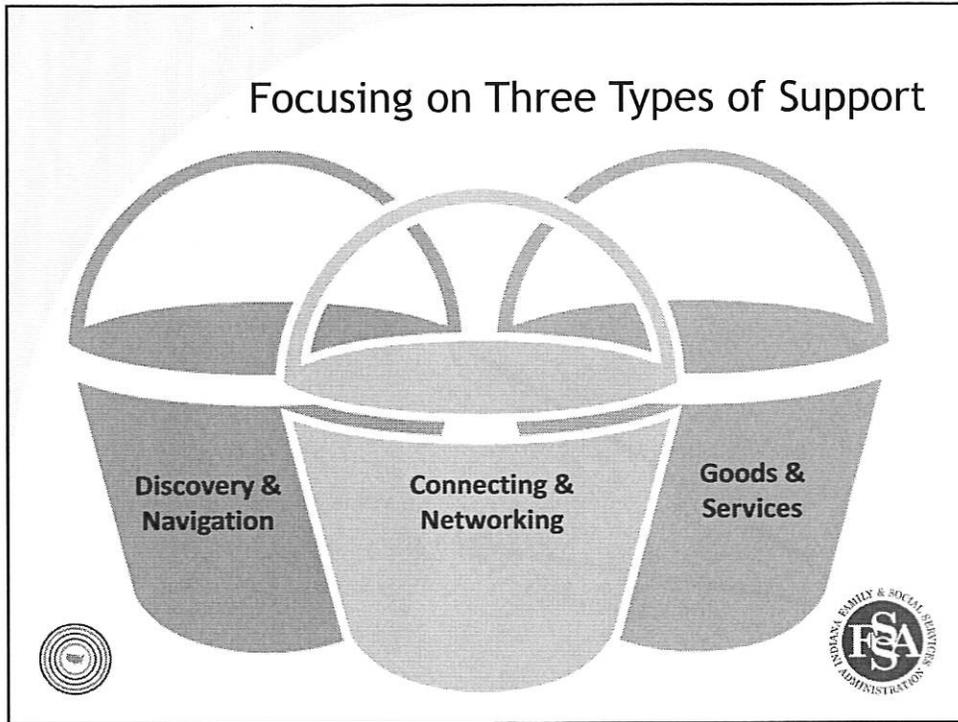
An Overview: The LifeCourse Framework



LIFE DOMAINS	LIFE STAGES
 <p>Daily Life & Employment What a person does as part of everyday life- school, employment, volunteering, communication, routines, life skills.</p>	 <p>Prenatal/Infancy Early years, wondering if meeting developmental milestones</p>
 <p>Community Living Where and how someone lives- housing and living options, community access, transportation, home adaptation and modification.</p>	 <p>Early Childhood Preschool age, getting a diagnosis</p>
 <p>Safety & Security Staying safe and secure- emergencies, well-being, guardianship options, legal rights and issues.</p>	 <p>School Age Everyday life during school years</p>
 <p>Healthy Living Managing and accessing health care and staying well- medical, mental health, behavior, developmental, wellness, and nutrition.</p>	 <p>Transition Transitions from school to adult life - Realizing school is almost over!</p>
 <p>Social & Spirituality Building friendships and relationships, leisure activities, personal networks, faith community.</p>	 <p>Adulthood Living life as an adult</p>
 <p>Citizenship and Advocacy Building valued roles, making choices, setting goals, assuming responsibility and driving how one's own life is lived.</p>	 <p>Aging Getting older and preparing for end of life (parent/family/individual)</p>
	<p>* Promotes self-determination</p>







Partnering with People with Disabilities & Their Families So They Can Engage, Lead, and Drive Policy and Systems Change



Charting a Trajectory for Supporting Families



Key Questions:

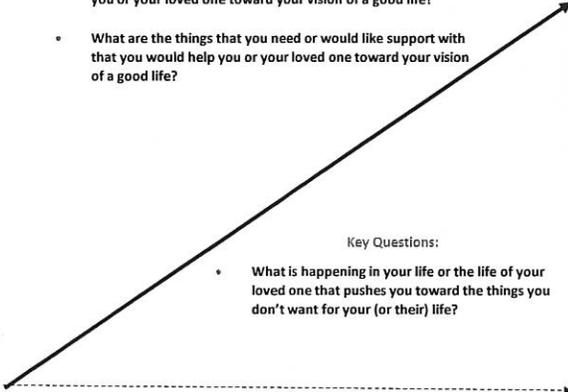
- What services and supports do you receive today that move you or your loved one toward your vision of a good life?
- What are the things that you need or would like support with that you would help you or your loved one toward your vision of a good life?

Vision for a Good Life for Me or My Loved One with Intellectual and Developmental Disabilities

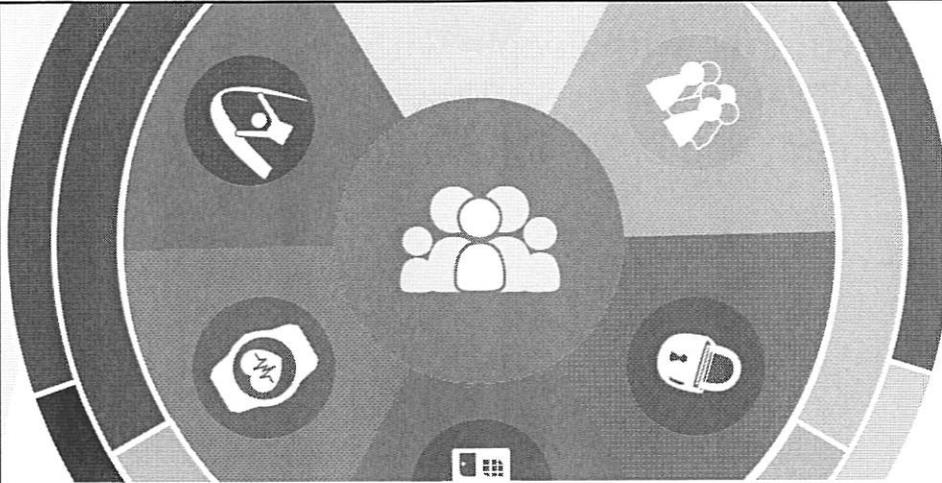
Key Questions:

- What is happening in your life or the life of your loved one that pushes you toward the things you don't want for your (or their) life?

What I Don't Want for Me or My Loved One with Intellectual and Developmental Disabilities

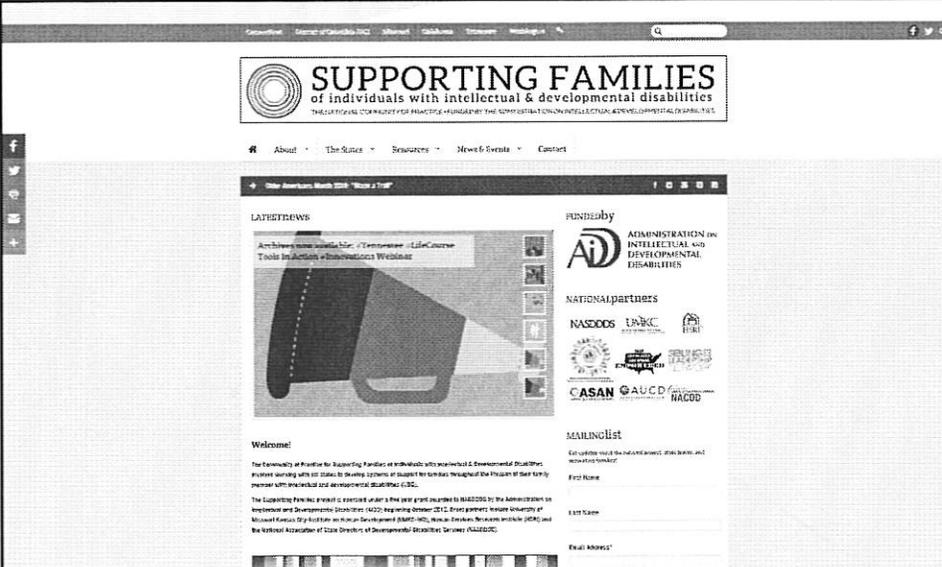


Developed by Missouri Family to Family at the UMKC Institute for Human Development, UCEDD mofamilytofamily.org



Next Steps: Indiana and the LifeCourse Framework





Explore and Learn More at www.supportstofamilies.org