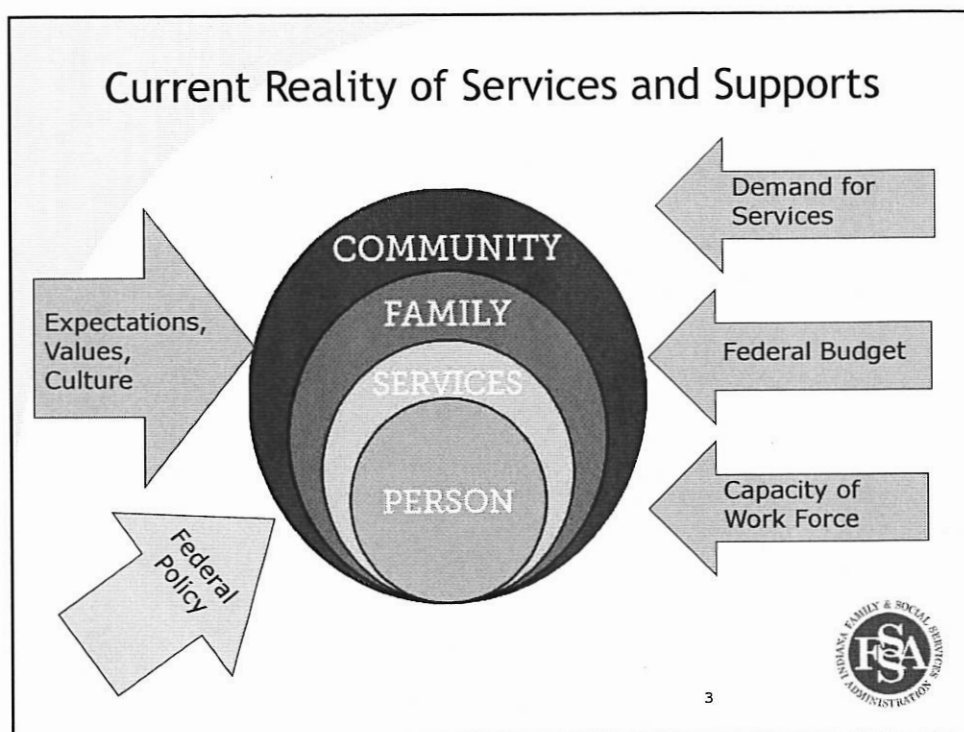


DDRS Family Listening Forums Fall 2016

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



We Have to Do a Lot of Things at Once



Transformational Change is Needed to Meet the Challenges Ahead

- Doing things because “we’ve always done them that way” won’t address our challenges
- “Nibbling around the edges” or continued “transitional” change is not the answer
- What is needed is Transformational Change – a concerted focus on:
 - Developing a Shared Vision for the Future
 - Investing in Cultural Change
 - Ensuring individuals with disabilities and their families inform decision making at all levels
 - Find ways to remove obstacles to ensure everyone can live and work to their greatest potential
 - Develop a solid foundation
 - Think beyond the norm!

Source: Creating Blue Space, Hanns Meissner, 2013



Establishing a Framework for Transformational Change






SUPPORTING FAMILIES
of individuals with intellectual & developmental disabilities
THE NATIONAL COMMUNITY OF PRACTICE • FUNDED BY THE ADMINISTRATION ON INTELLECTUAL & DEVELOPMENTAL DISABILITIES



LifeCourse Framework








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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

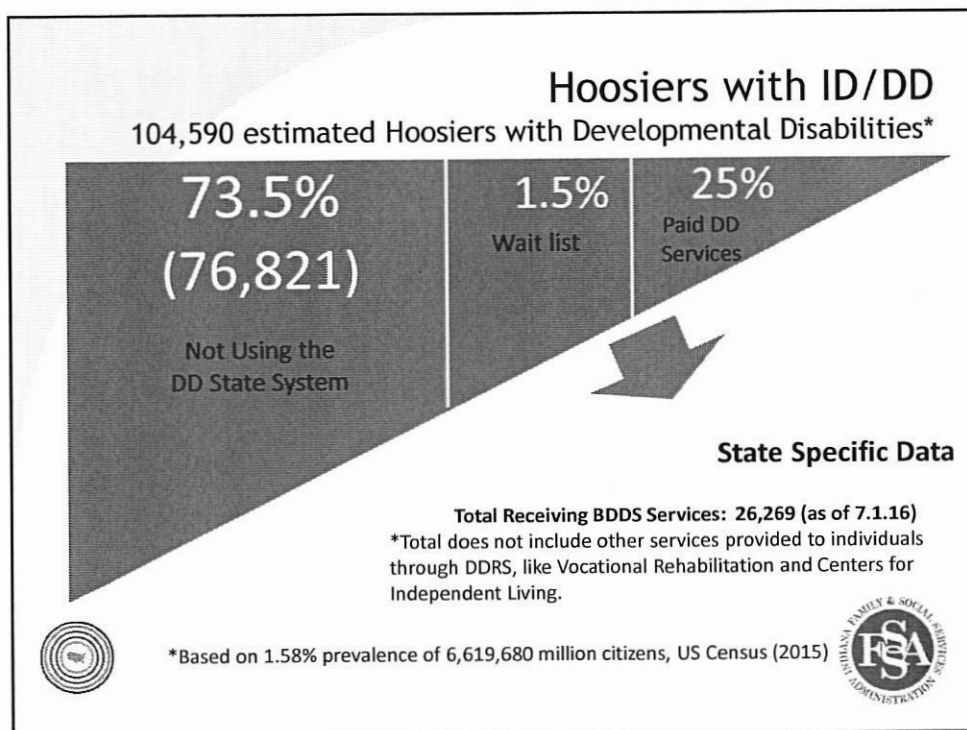
- State and national consensus on a national framework and agenda for improving support for families with members with I/DD.
- Enhanced national and state policies, practices, and sustainable systems that result in improved supports to families.
- Enhanced capacity of states to replicate and sustain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

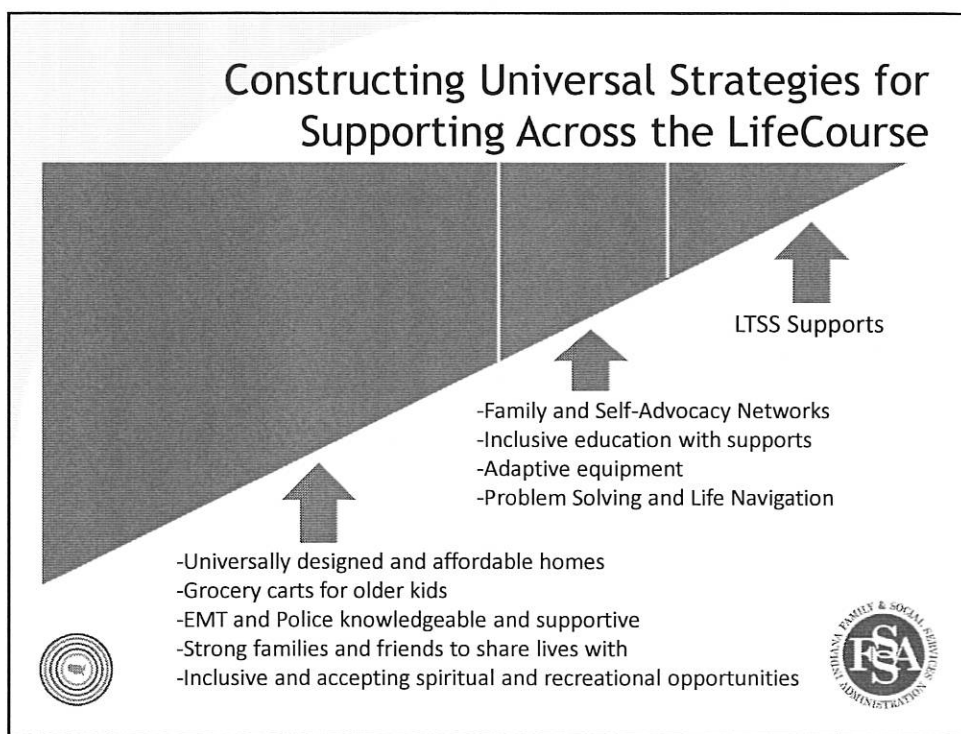
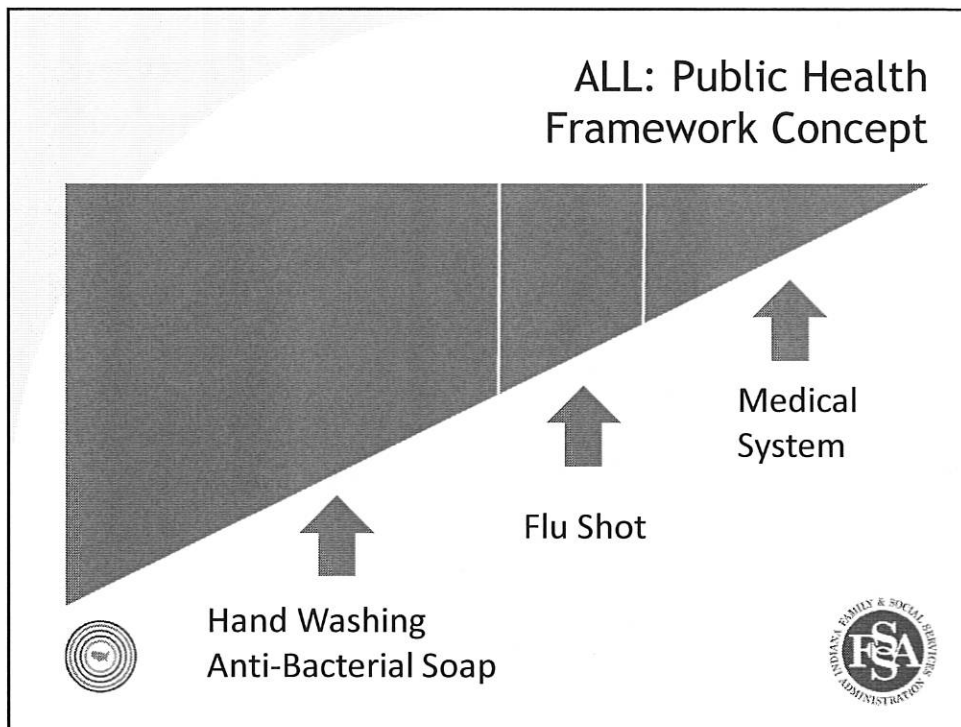




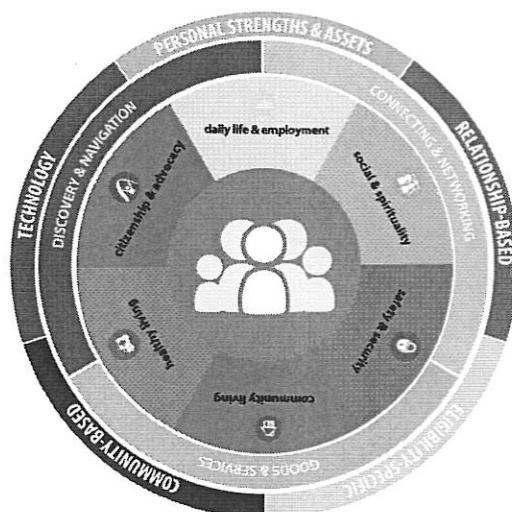














**All people
have the right to live,
love, work, play and
pursue their dreams in
their community.**



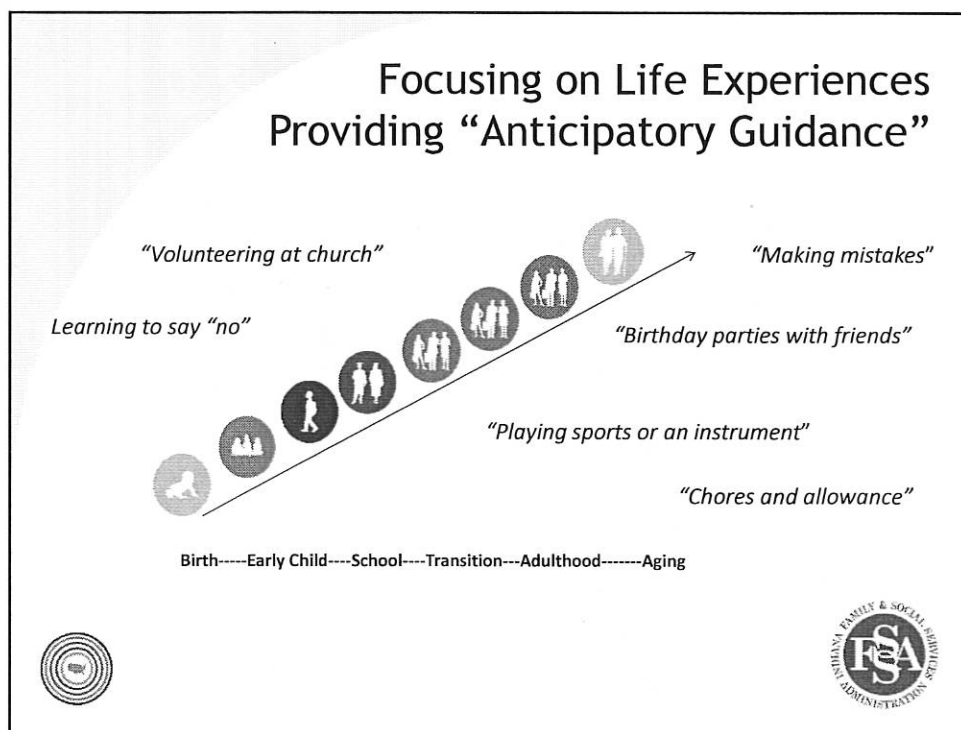
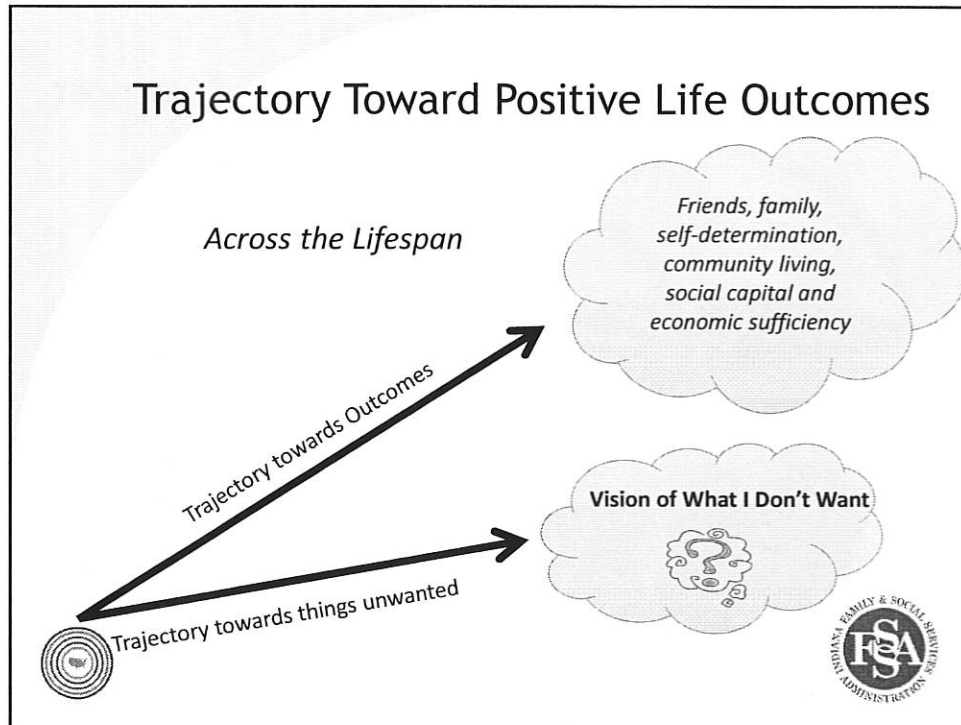


An Overview: The LifeCourse Framework

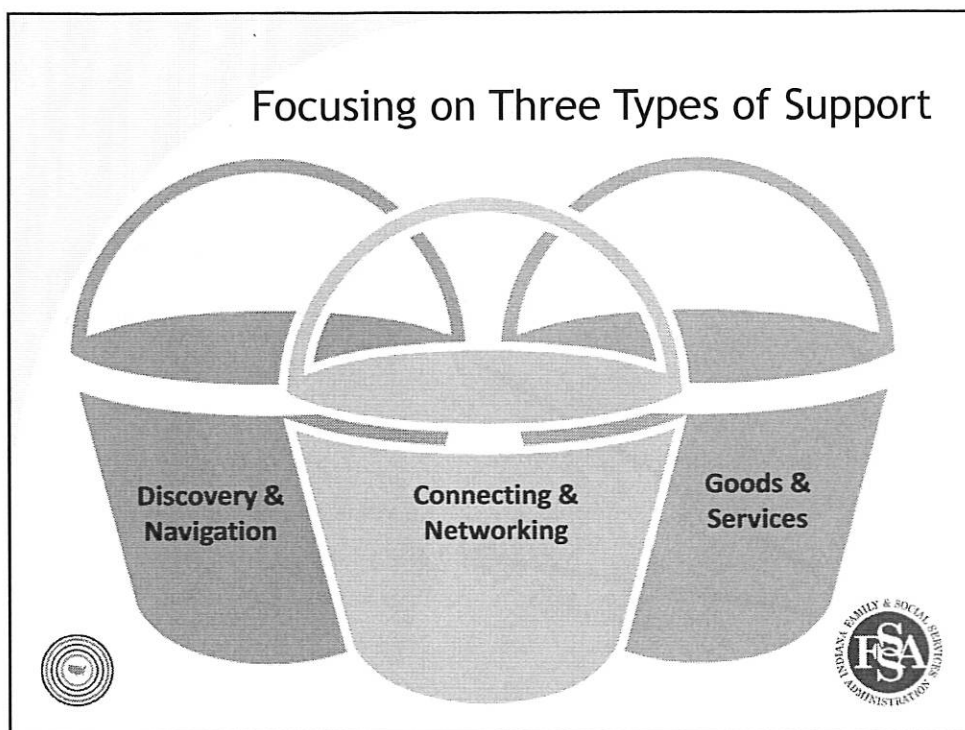


LIFE DOMAINS	LIFE STAGES
 Daily Life & Employment What a person does as part of everyday life- school, employment, volunteering, communication, routines, life skills.	 Prenatal/Infancy Early years, wondering if meeting developmental milestones
 Community Living Where and how someone lives- housing and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

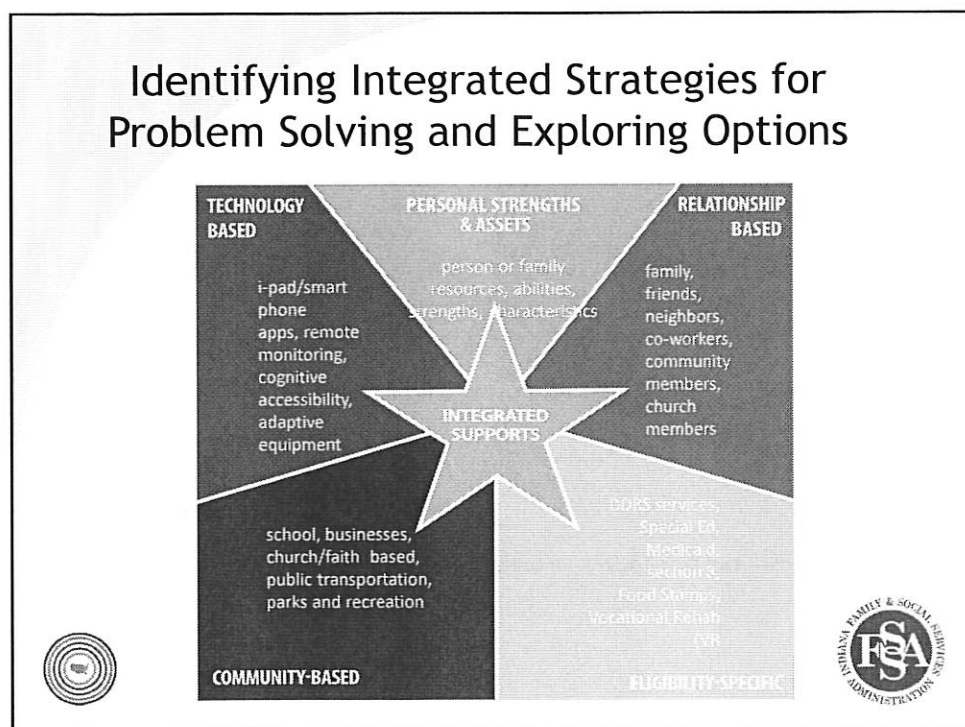




Focusing on Three Types of Support



Identifying Integrated Strategies for Problem Solving and Exploring Options



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

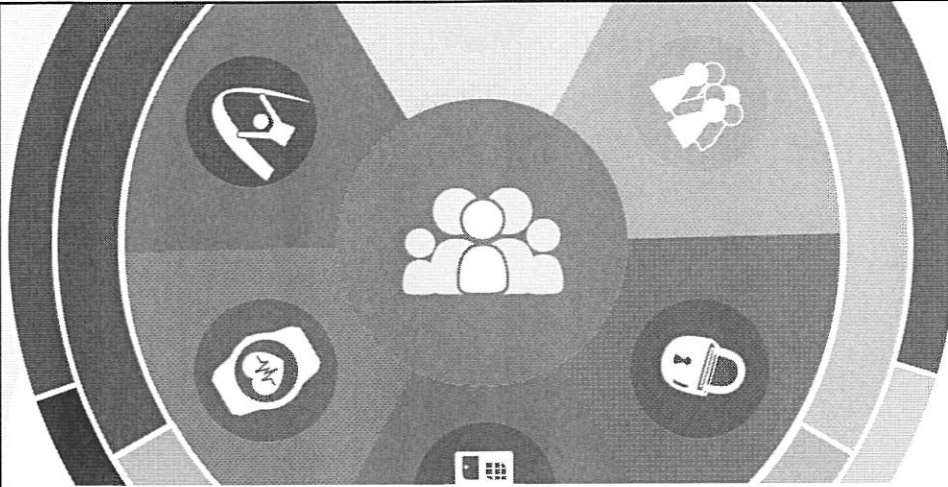
Key Questions:

- 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

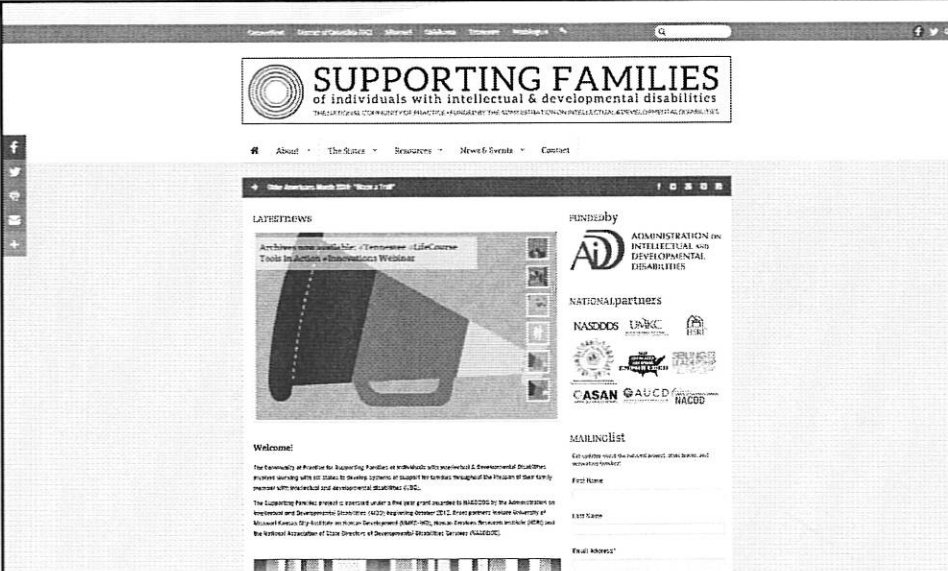


Developed by Missouri Family to Family at the UMKC Institute for Human Development, UCEDD mofamilytofamily.org



Next Steps: Indiana and the LifeCourse Framework



Explore and Learn More at www.supportstofamilies.org

