



Charting Your Life Course

Michelle “Sheli” Reynolds, SIB, PhD
Snohomish County, WA
April 21, 2015

About me...

- Sibling of three brothers, one who is 32 year old with developmental disability
- Director of Individual Advocacy and Family Support, UMKC UCEDD
 - Supported the Self-Advocacy Movement for 12 years
 - Director of Mo Family-to-Family Health Info Center
 - Co-Director of National CoP on Supports to Families



About My Organization

Housed at UCEDD/LEND with longstanding focus on Family Support, Self-Advocacy and Self-Determination

State and National Systems and Policy Change

Statewide Family Resource Center for over 25 years with evolving and on-going statewide partnership





SUPPORTING FAMILIES

of individuals with intellectual & developmental disabilities

THE NATIONAL COMMUNITY OF PRACTICE • FUNDED BY THE ADMINISTRATION ON INTELLECTUAL & DEVELOPMENTAL DISABILITIES

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.



Funded by



National Partners



INSTITUTE FOR HUMAN DEVELOPMENT
A University Center for Excellence in Developmental Disabilities (UCEDD)



Table Introductions

- Introduce yourself to tablemates
- Share a few sentences describing your first job



Outcomes for Today

- Learn about and apply the LifeCourse framework and tools to assist with **Discovery and Navigation** for information and planning
- **Connect and Network** with others who are on a similar journey through interactive activities and discussions
- Identify **Integrated Supports** strategies for enhancing the trajectory towards a good life

**DISCOVERY &
NAVIGATION**
Knowledge & Skills

**CONNECTING &
NETWORKING**
Mental Health
& Self-Efficacy

**INTEGRATED SUPPORTS
& SERVICES**
Day-to-Day &
Caregiving/Supports

What is YOUR Vision for a Good LIFE?

**Vision of What
I Want for a Quality of Life**



Write down your responses on your worksheet & discuss with your table

What DON'T you want for your Focus Person??

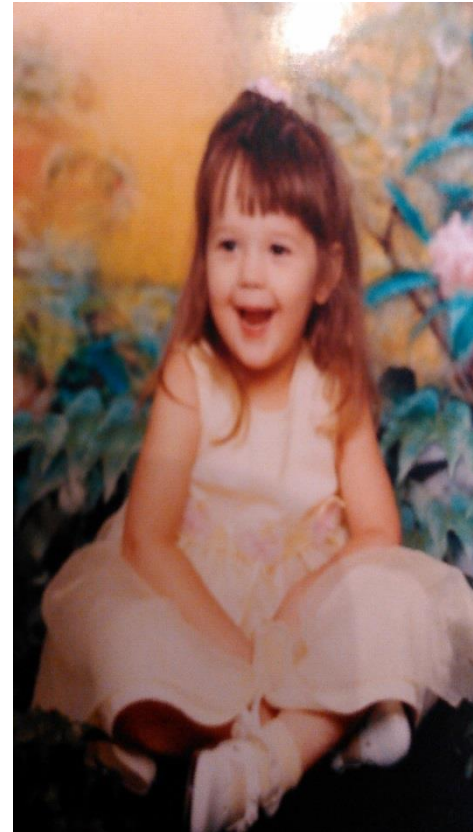


**Vision of What
I Don't Want**

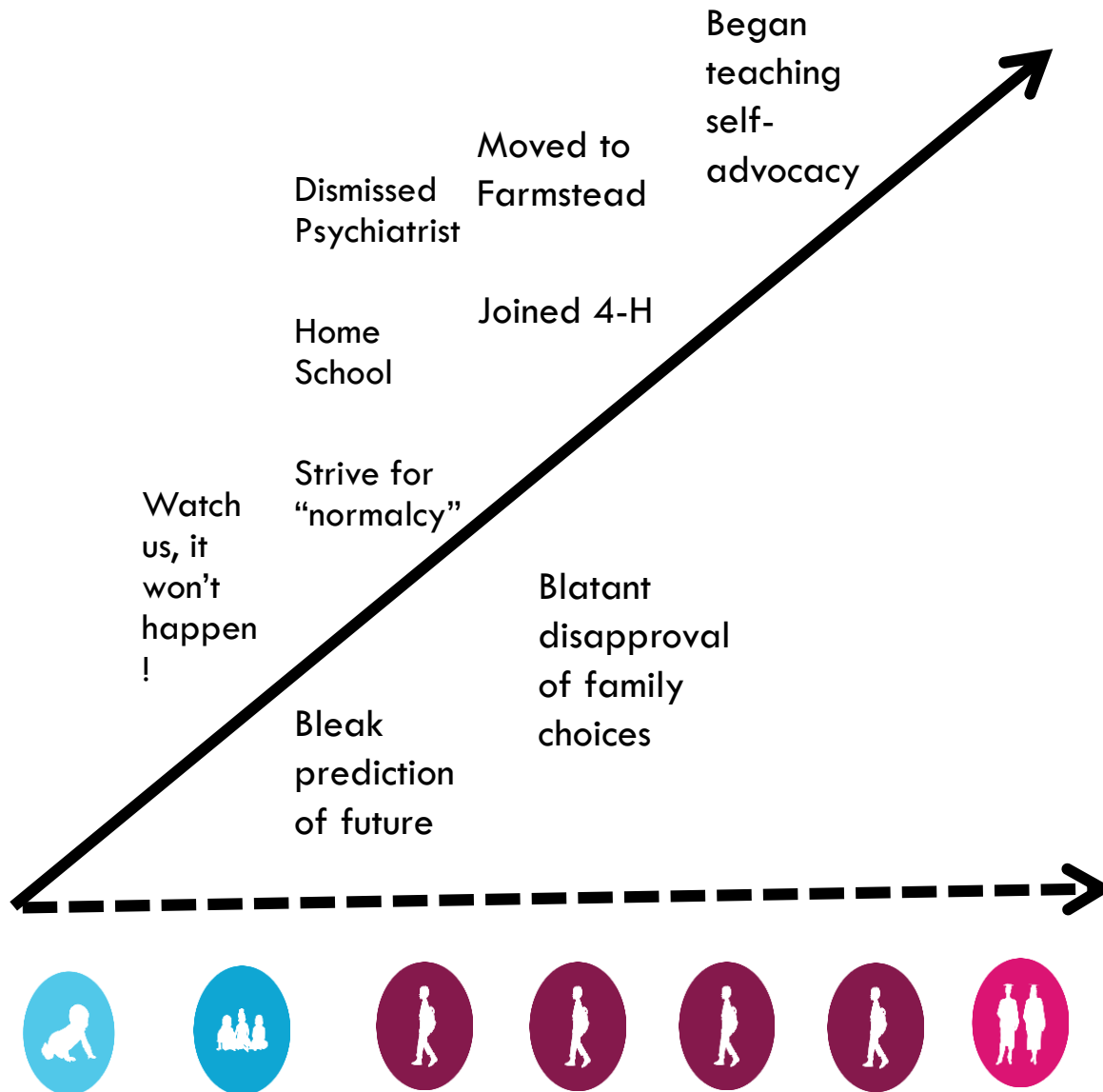
Write down your responses on your worksheet & discuss with your table

How the Story Began: Shaylee

- Fetal Alcohol Syndrome
- PTSD/Seizures/Learning Delays
- Autism/ADHD/ODD
- Expectancy of Institutionalization
- Foster/Adoptive care



Shaping the Rest of the Story: Shaylee



What We Want

- Live independently
- Work with animals
- Healthy self care
- Self-regulate behaviors
- Control over finances
- Access to transportation
- Strong supports in place as needed

What We DON'T Want

- Over-medicated
- Taken advantage of
- Institution or group home
- Others make all decisions choices for her.

TECHNOLOGY BASED

ID tag/jewelry
Cell phone alarm
clock microwave
Timer
computer kindle
or I-pad daily
schedule

PERSONAL STRENGTHS & ASSETS

curious, sense of humor,
friendly, loyal, ability to
focus, organized, stands
firm in her beliefs,
compassionate

RELATIONSHIP BASED

Family, Support group
families, neighbors, 4-
H club members,
Advocates, Librarian,
Pastor, Sunday School
Teacher and Youth
Leaders, Pharmacist,
Doctor and Nursing
staff, Homeschool
families, bowling
league members and
owners of the lane.

SHAYLEE'S INTEGRATED SUPPORTS

Church/Sunday School/Youth
Group, Parks and Recreation,
YMCA, Bank, Library, Grocery
Store, Pharmacy, Doctor Office,
Taxi, Bus or Oats Transportation,
Support and Advocate
Organizations, Homeschool
Support Groups

service coordinators,
insurance coverage,
diagnosis and testing, age,
location, living
arrangements, therapies,
income/SSI benefits or other
financial aid, doctors,
nursing, and specialists
working as a team WITH her

COMMUNITY-BASED

ELIGIBILITY-SPECIFIC

Mapping Shaylee's Good Life



Why is this
important Now?

1 in 5 Americans with Disability

9.4 million individuals have difficulties with activities of daily living (eating, bathing, dressing)

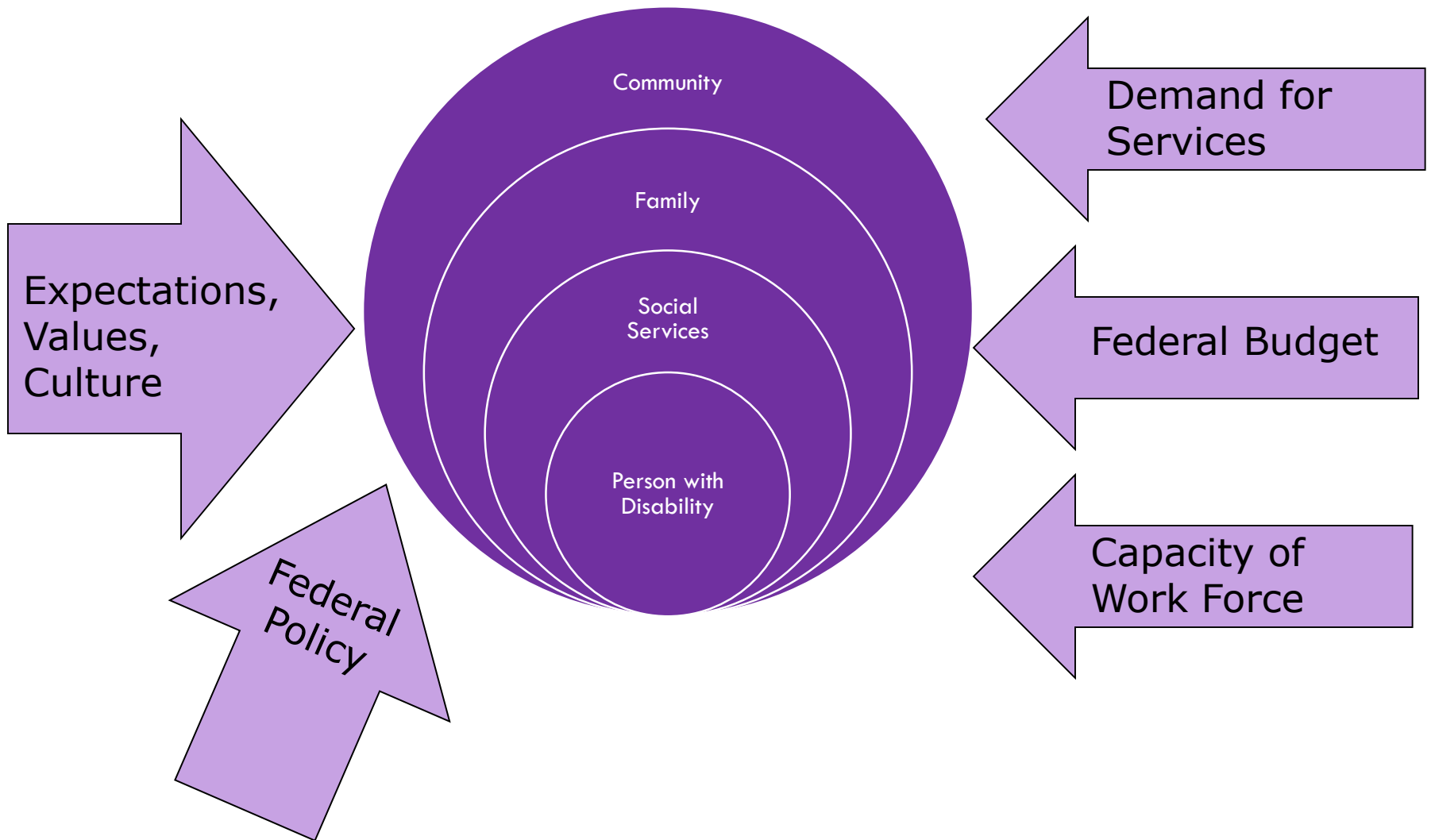
5 million required assistance

15.5 million individuals have difficulties with instrumental activities of daily living (housework, phone, meal preparation)

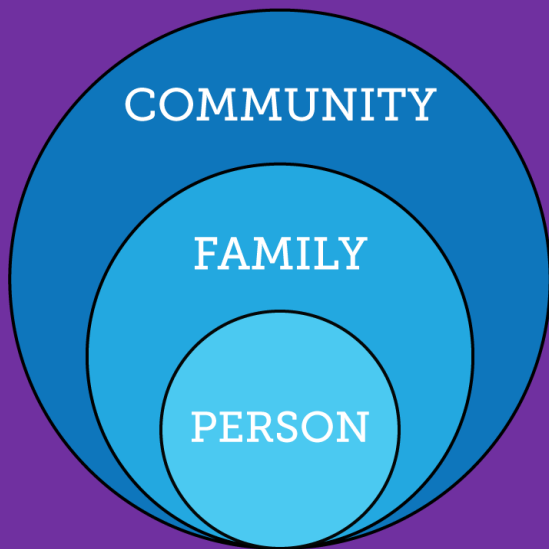
12 million required assistance

(Americans with Disabilities 2010, U.S. Census Bureau)

What we know about current realities?



Services and Supports are Evolving

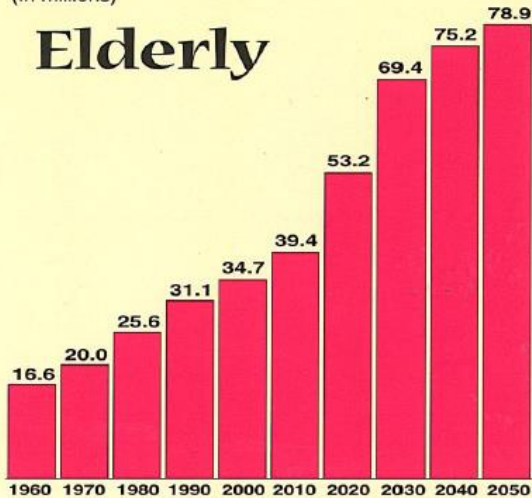


Baby-Boom Generation

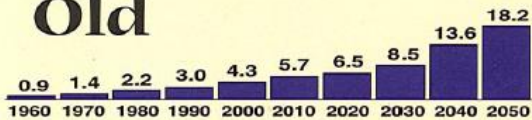
Population: 1960 to 2050

(In millions)

Elderly



Oldest Old



Source: U.S. Bureau of the Census.

70% of Americans who reach age 65 will need some form of long-term care for an average of three years.

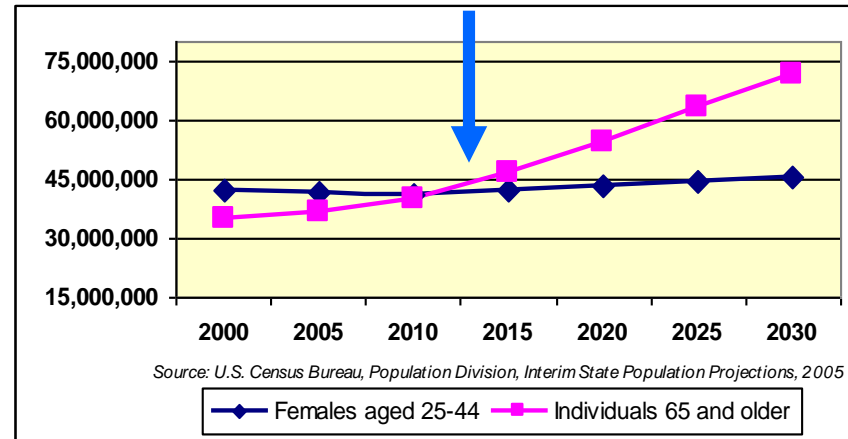
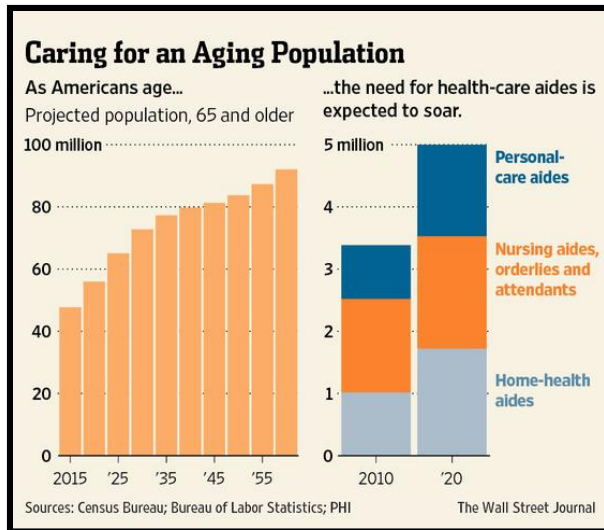


National Institute on Aging

Shortage of Caregivers

A labor shortage is worsening in one of the nation's fastest-growing occupations—taking care of the elderly and disabled—just as baby boomers head into old age.

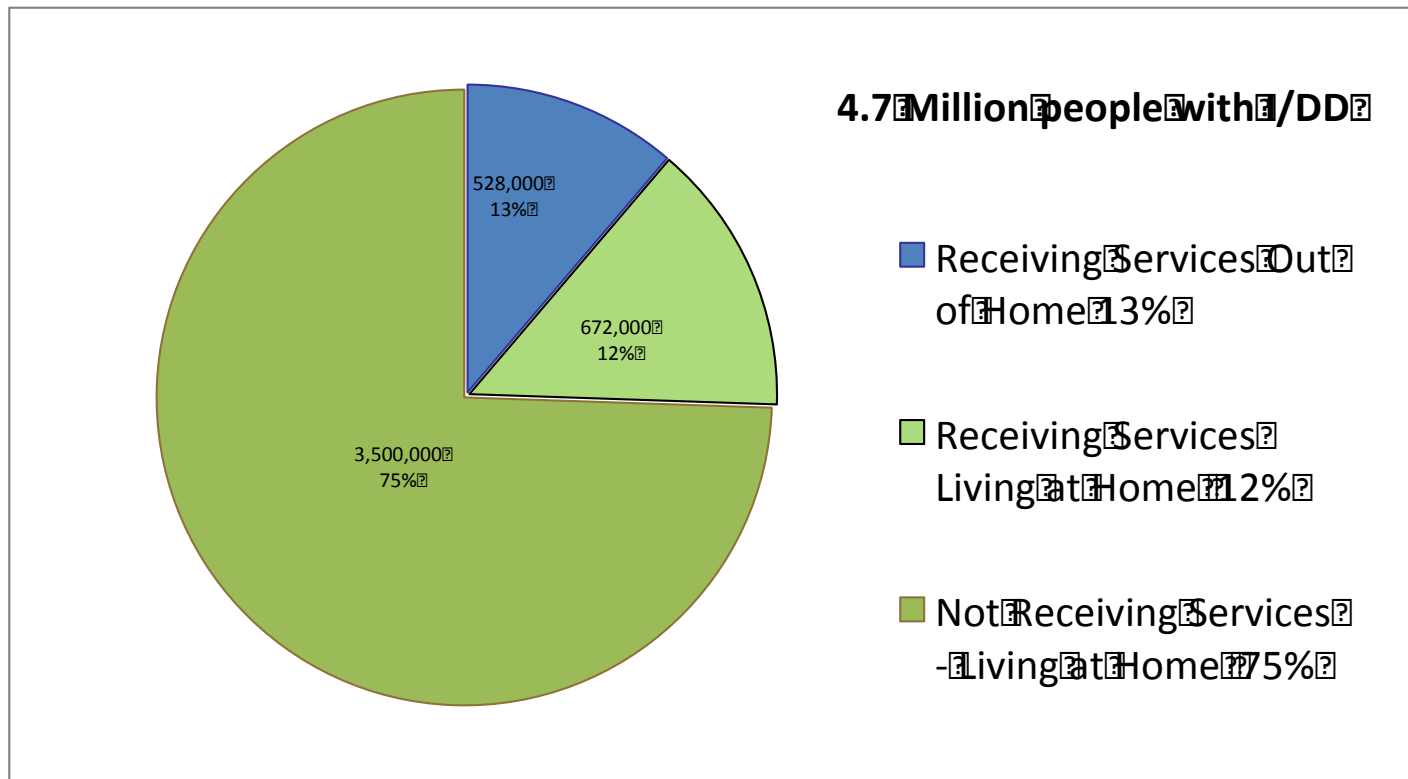
Wall Street Journal
April 15, 2013



Larson, Edelstein, 2006

Recognizing Families Role in LTSS

89% of People I/DD are Supported Outside of Formal Residential Supports



Larson, S. A., Lakin, K. C., Anderson, L., Kwak, N., Lee, J. H., & Anderson, D. (2000).

Joining Forces for a New Vision

1950s Mom-----Parent-----Family Movement

1970s Self-Advocacy and Independent Living Movements (Not about me, without me)

2000s Siblings Movement

1960s Medicaid and Medicare Established

1980s Medicaid Waiver (Community Supports)

2010s Affordable Care Act

1970s Rehab Act: 504 Plans

1975s Education for All Children

1990s IDEA and ADA

2000's Community
and Society





Reframing the Conversation at All Levels

GUIDING PRINCIPLES FOR THE FAMILY LIFECOURSE FRAMEWORK



People with disabilities and their families have the right to live, love, work, play and pursue their life aspirations just as others do in their community.



100%

Focus on “ALL”

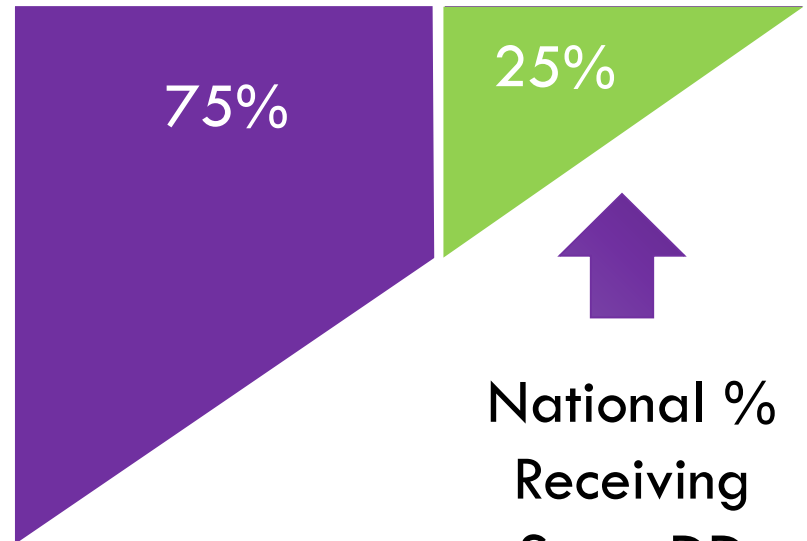
ALL individuals and their families are considered in our values and vision.



Focus on “ALL”



All 4.9 Million people with developmental disabilities

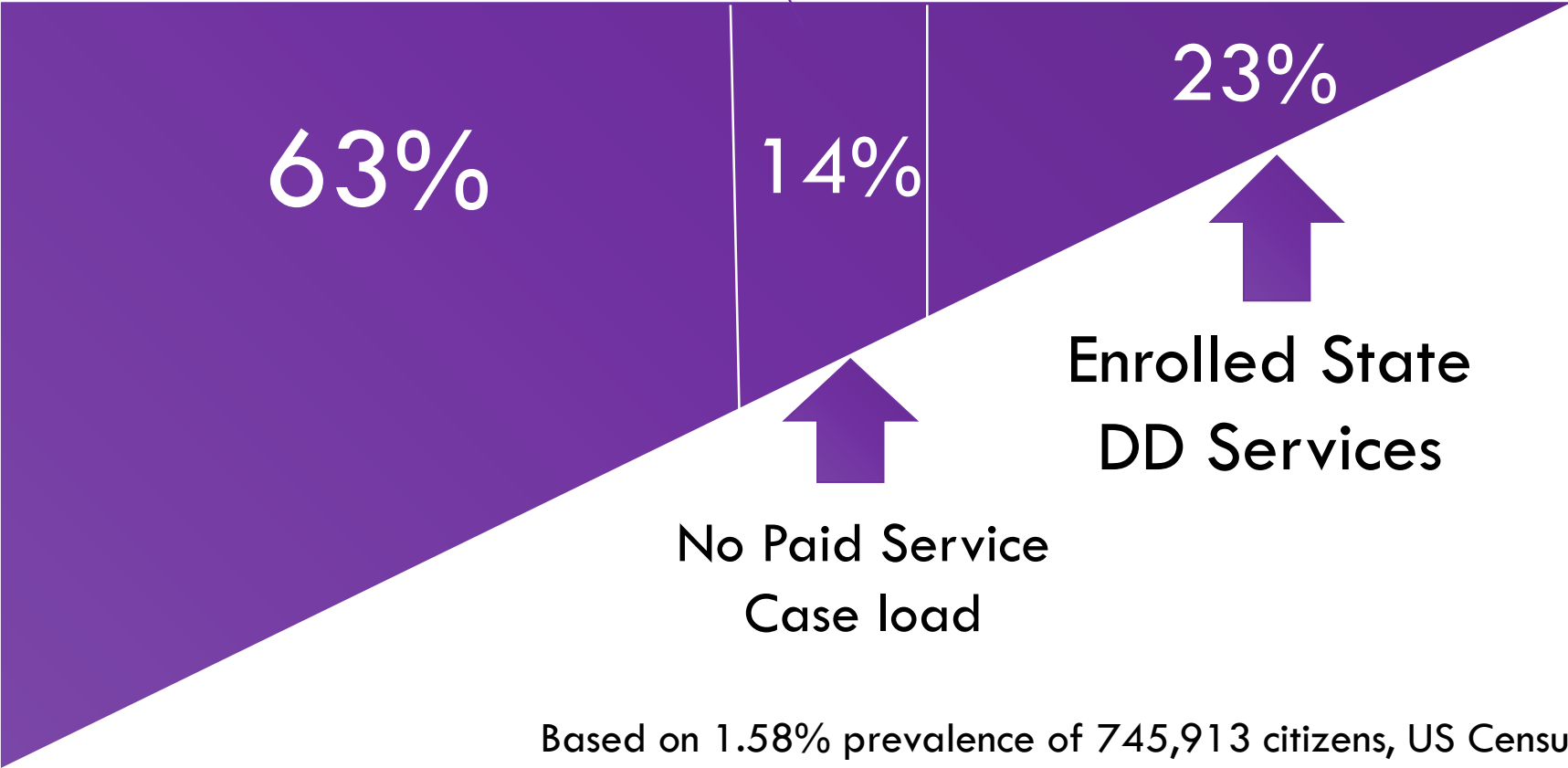


↑
National %
Receiving
State DD
Services

*** Based on national definition of developmental disability with a prevalence rate of 1.49%*

Snohomish County with I/DD

11,785 estimated Person with Developmental Disabilities



No Paid Service
Case load

Enrolled State
DD Services

Based on 1.58% prevalence of 745,913 citizens, US Census
No paid service case load- 1,651
Enrolled in services, 2,726 paid DDA service



All individuals live within the context of a family

*Family is defined by the person and
Includes members regardless of where they live*

Lifelong Impact of Family on Individual

Biologically: Likes, dislikes,
skills, abilities

Socially: Family and friend
network, connection with
community members

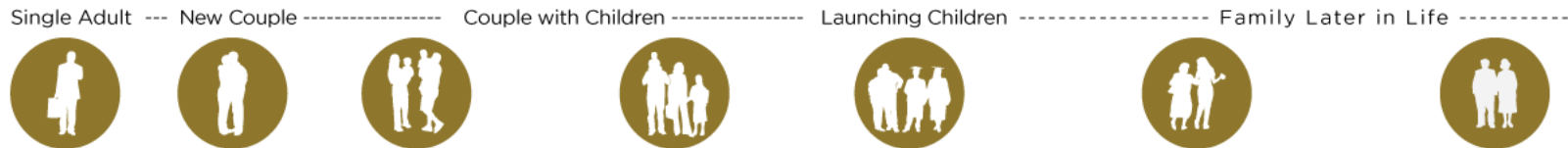
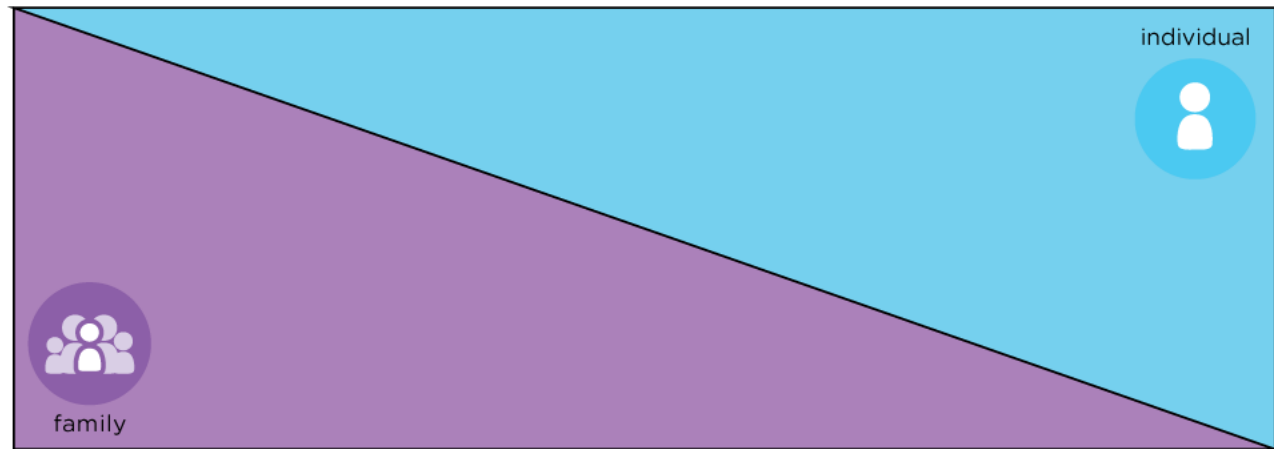


Environmentally:
Neighborhood, socio-economic,
education

Policy:
Dreams, Aspirations,
House rules, cultural rules,
expectations

Recognition of Individual and Family Cycles

Individual Life Cycle



Family Life Cycle

Reciprocal Roles of ALL Family Members

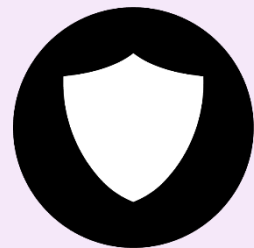


Caring About

Affection & Self-Esteem

Repository of knowledge

Lifetime commitment



Caring For

Provider of day-to-day care

Material/Financial

Facilitator of inclusion and membership

Advocate for support

**Adapted from Bigby & Fyffe (2012), Dally (1988), Turnbull et all (2011)*



Aging Parents

Siblings with
Disabilities

Children

Siblings: The 'Club Sandwich' Generation

Siblings often juggle multiple roles for support and caregiving, which can seem overwhelming



*Borrowed with Permission from Sibling Leadership Network

“Good Life for All ”



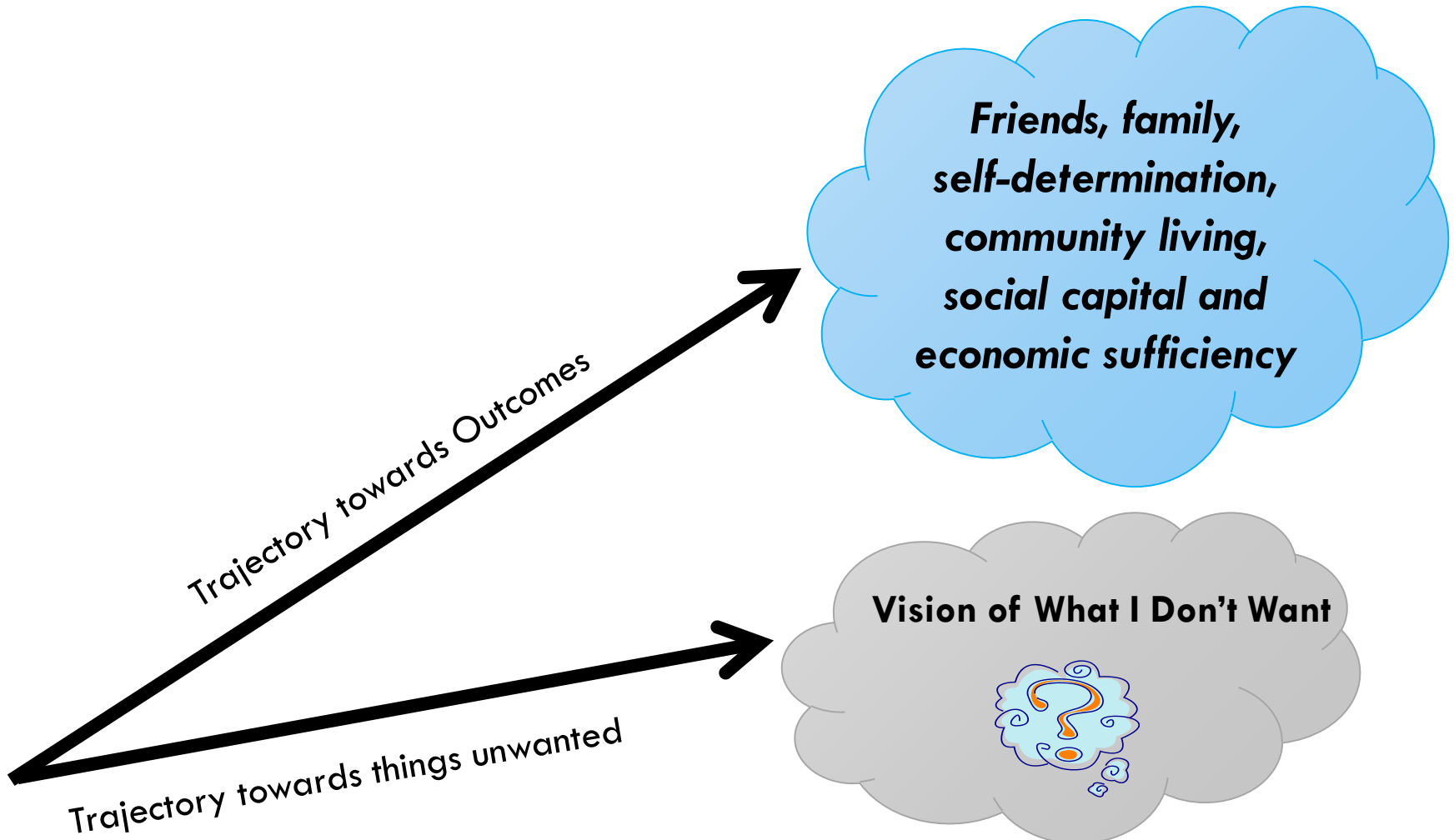
The Individual will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life



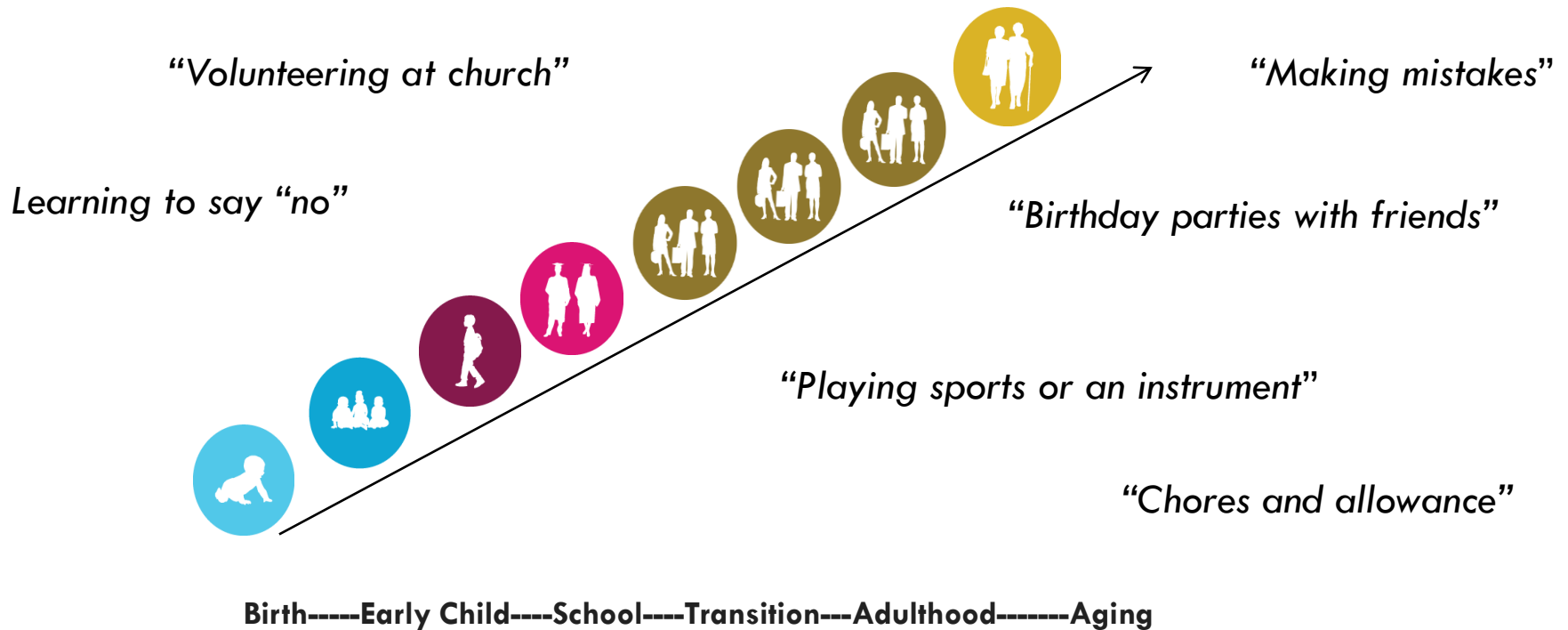
Families will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals



Trajectory towards Good Life



Focusing on Life Experiences

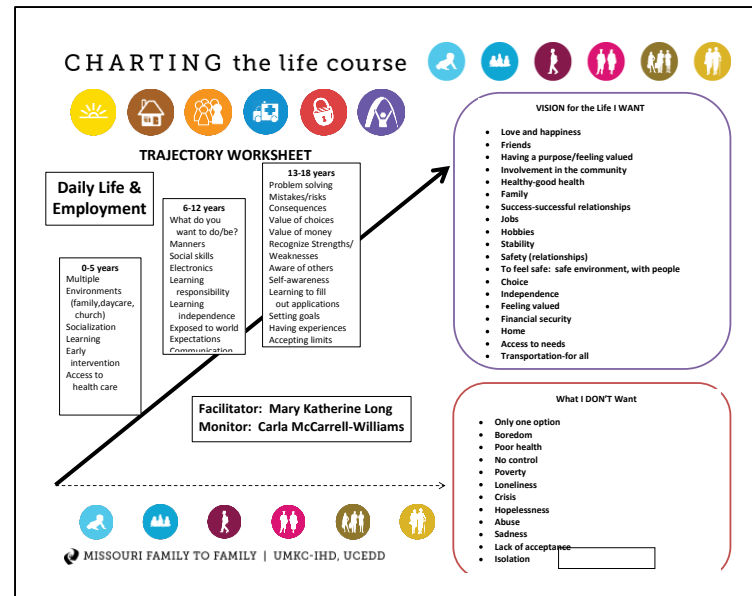


“Anticipatory Guidance for Life Experiences”

Think Across Life Stages and Generations

Age	0-5	6-18	19-64	65
WA Total Population	446,319 (6.4%)	1,150,667 (16.5%)	4,428,326 (63.5%)	948,428 (13.6%)
DD WA (1.58%)	7,096	18,295	70,410	15,080
Snohomish County	47,026 (6.3%)	127,642 (17.1%)	484,443 (64.9%)	87,334 (11.7%)
DD Sno. (1.58%)	747	2,029	7,702	1,388

Applying the Life Stage and Life Experience Concept



What did you do during that life stage?

What are you or others in that life stage doing?

Thinking Across all Life Domains



Daily Life and Employment
(education/employment, life skills)



Healthy Living
(medical, behavioral and mental health, wellness, nutrition)



Community Living
(housing, transportation, community access)



Safety and Security
(emergencies, legal, well-being, guardianship and alternatives)



Social and Spirituality
(friends, relationships and leisure activities)

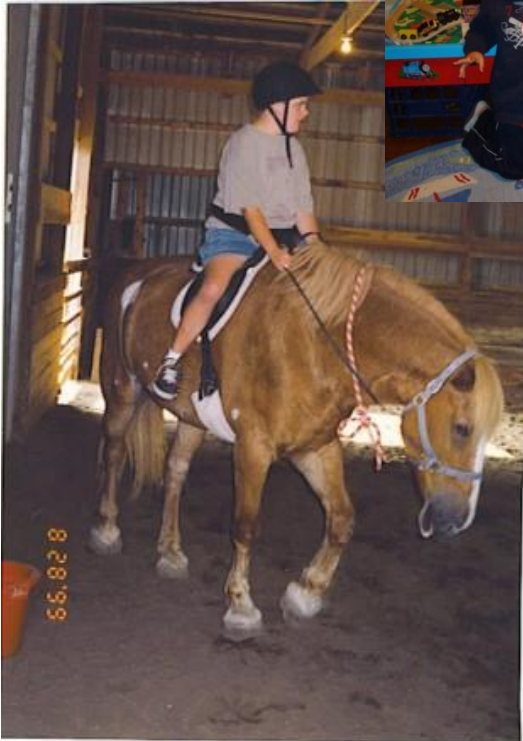


Citizenship and Advocacy
(leadership, peer support, making choices, setting goals)



Understanding Possibilities for Individuals with I/DD Through the Lens of My Life

Eric's Good Life





Community Living Possibilities



Vision for the Future

Innovative

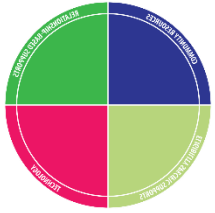
- Not Yet Discovered

Islands of Excellence

- Own home
- Shared Living Space
- Co-op
- Environmental Adaptations
- Independent Supported Living

Traditional Options

- Training Centers
- Intermediate Care
- Group Homes



Service & Support Possibilities



Vision for the Future

Innovative

- A new possibility

Islands of Excellence

- Remote Monitoring
- Assistive Technology
- Time banks
- Human-service coops
- Self-directed Services
- Respite
- Micro-boards
- Companion Model

Chartered

- Staff hired by Provider



Daily Life/ Employment Possibilities



Vision for the Future

Innovative

- New possibilities, needs discovery

Islands of Excellence

- Micro-enterprise
- College/Tech Schools
- Career
- Military
- Supported Employment
- Volunteerism
- AmeriCorps/VISTA

Chartered

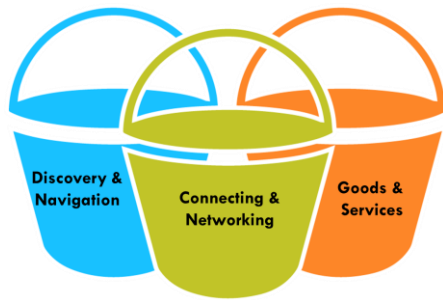
- Sheltered Workshops
- Day Habilitation

The road is not always easy.....





What do Persons with Disabilities and Their Families Need to Support their GOOD LIFE?



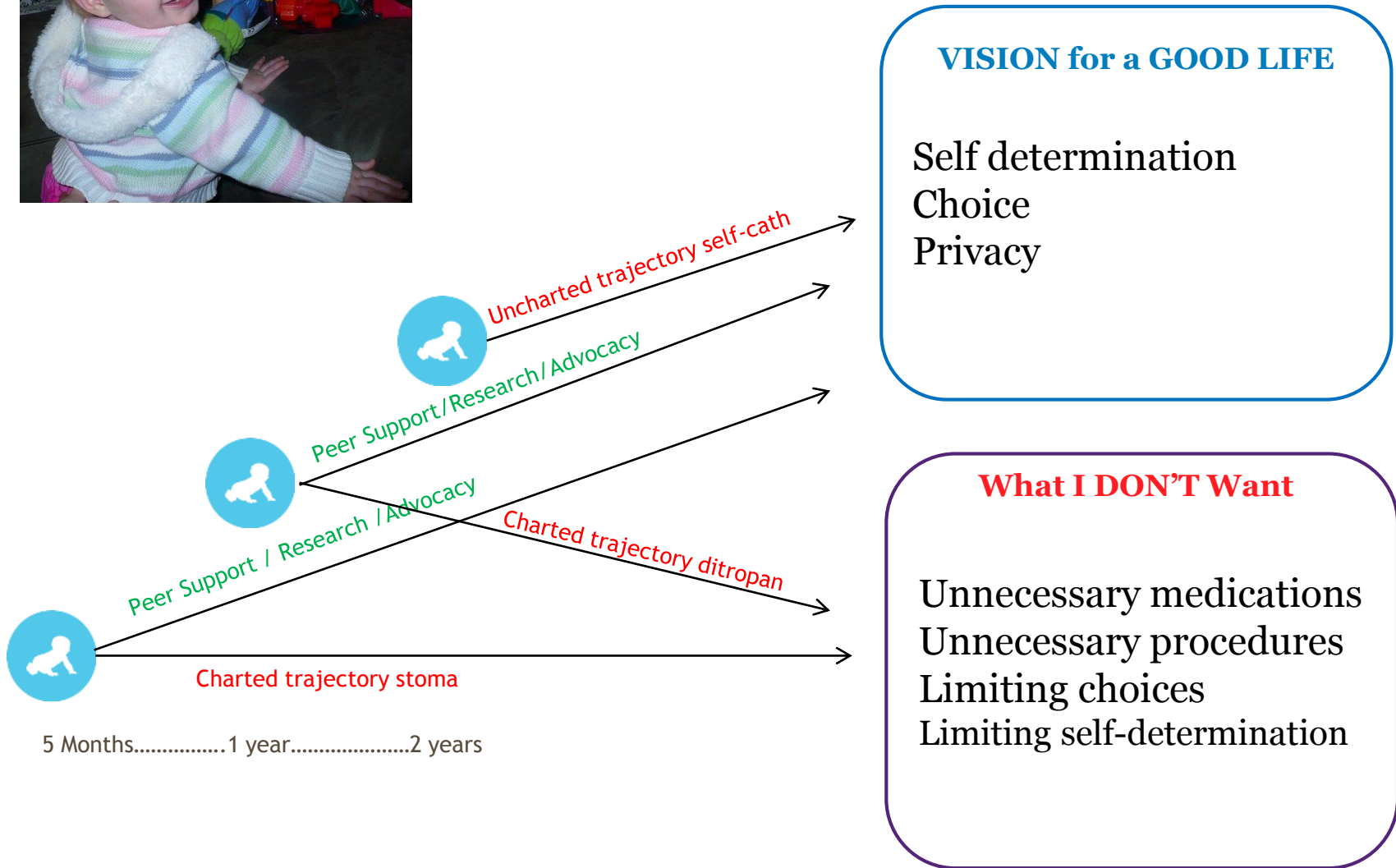
Three Types of Supports

Discovery & Navigation: Knowledge & Skills	Connecting & Networking Mental Health & Self-efficacy	Day-to-Day Services Instrumental Supports
<ul style="list-style-type: none"> • Information on disability • Knowledge about best practices and values • Skills to navigate and access services • Ability to advocate for services and policy change 	<ul style="list-style-type: none"> • Parent-to-Parent Support • Self-Advocacy Organizations • Family Organizations • Sib-shops • Support Groups • Professional Counseling • Non-disability community support 	<ul style="list-style-type: none"> • Self/Family-Directed services • Transportation • Respite/Childcare • Adaptive equipment • Home modifications • Financial assistance • Cash Subsidies • Short/Long term planning • Caregiver supports & training

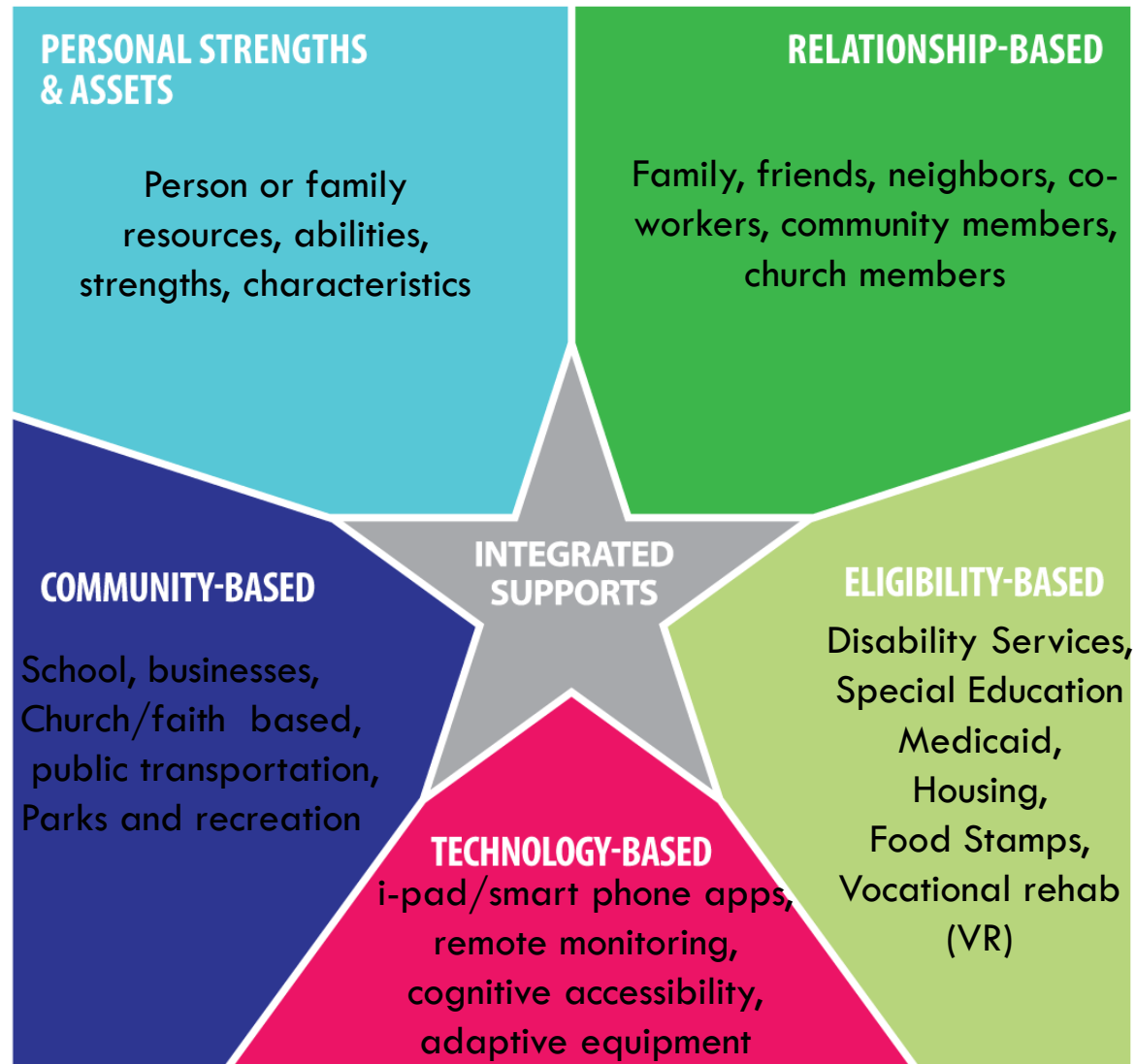


Elizabeth's Health Trajectory

As Told by Her Mother



Assistance in Developing and Integrating Supports and Services



Opportunities for
Self-Advocates and Families
to Engage, Lead, and Drive
their Own Supports and
Impact Policy and Systems Change



Putting the Framework Together!!





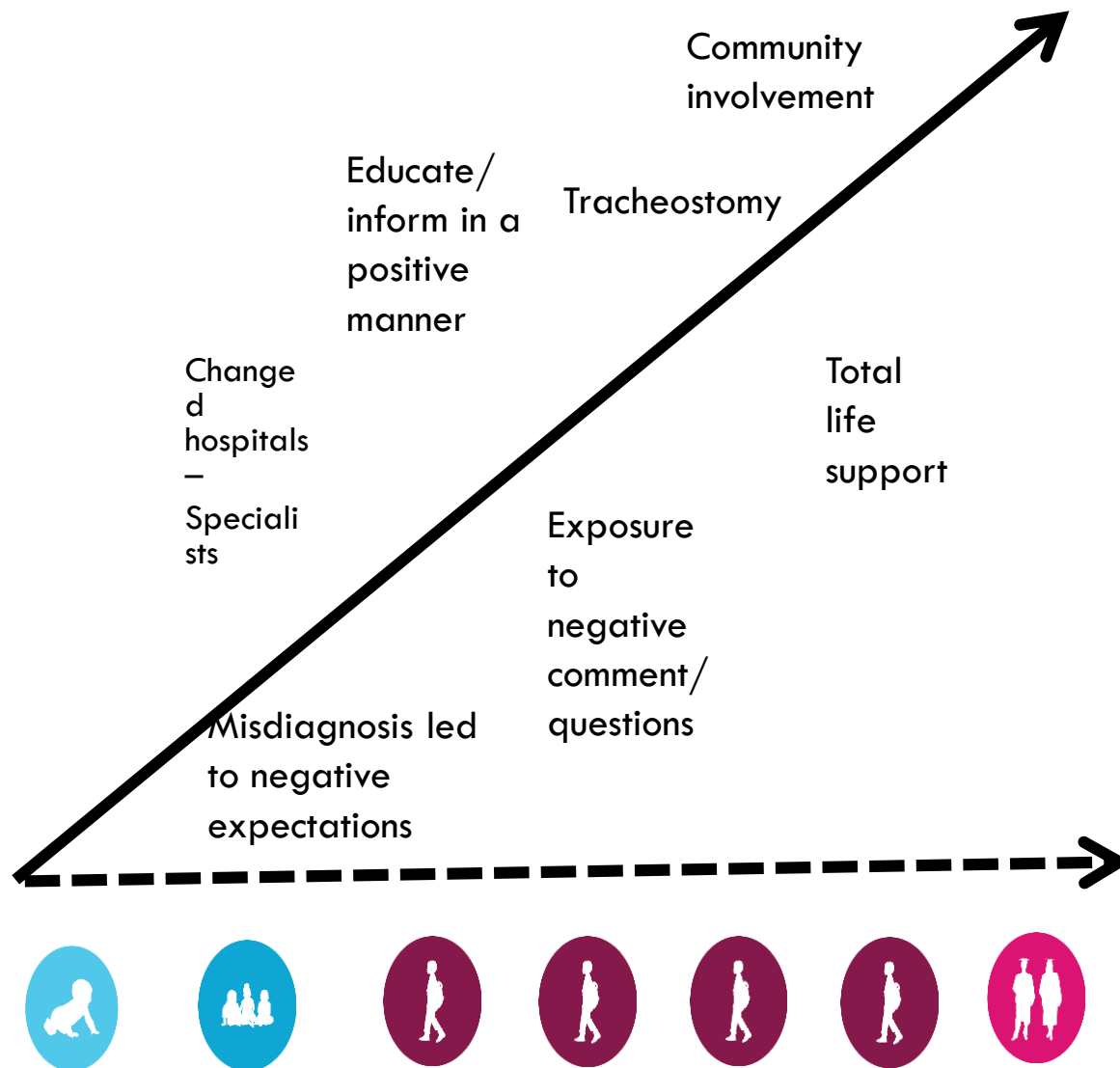
Putting the Family Life Course
Framework into Practice

How the Story Began: Izaac



- Achondroplasia
- Severe Sleep Apnea/O₂/Monitors
- Severe pneumonia/coded
- Multiple hospitalizations
- Trach/ventilator
- Delayed walking/talking

Shaping the Rest of the Story: Izaac



What We Want

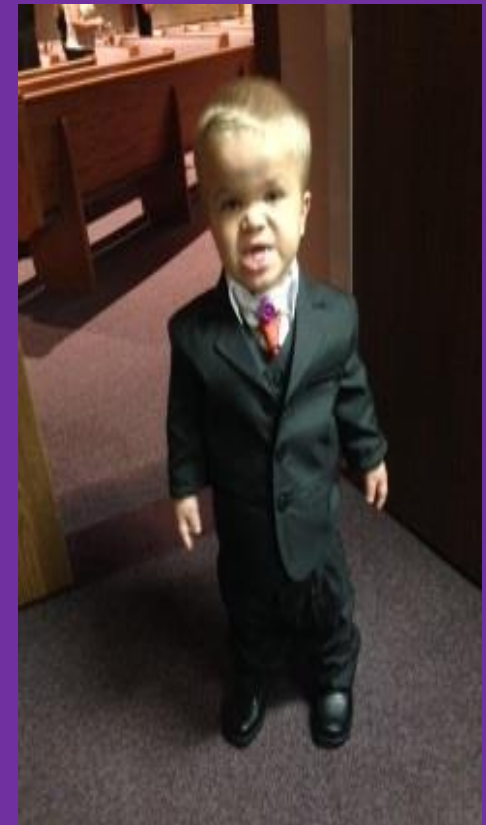
- Self-determination
- Participation in activities he likes
- Learn medical self-care

What We DON'T Want

- People always doing things for him
- Unnecessary medications
- Unnecessary procedures



Izaac's Integrated Services and Supports



Ben's GOOD LIFE



I PITY THE FOOL
WHO DOESN'T LIKE



BEN'S ONE PAGE
PROFILE!

WHAT PEOPLE LIKE & ADMIRE ABOUT ME

- I like to make other people feel good and be happy.
- I have a great smile and a contagious laugh. I frequently "get the giggles"!
- I'm fun, silly and friendly!
- I am a dedicated volunteer in my community
- I am an Eagle Scout and an adult leader in scouting - been involved in service through scouting since first grade.
- I am a man about town!
- My tattoo!!
- My great hugs!
- I am willing to try new things...
- I remember songs and who sings them
- I am not usually a complainer, even though sometimes I am in pain or uncomfortable

WHAT'S IMPORTANT TO ME

- My family and friends
- Volunteering at the Fire Station, wearing my uniform and badge
- Going to the library
- Going to church
- My TV, DVR, and radio/CD player (I like to play them all at once sometimes)
- My iPad
- WWE wrestling – I love when my brother Matt takes me to live shows
- Nascar Racing (Jeff Gordon is my favorite driver)
- Going to country music concerts
- Feeling like I belong
- Being like everybody else, not being treated differently
- Getting a tattoo (already planning my next tattoo)
- Having control over my life as much as possible
- My Excelsior Springs Tigers – especially football
- Riding horses at NTRC
- Facebook friends
- Having an occasional beer with friends
- Having a purpose and being productive

HOW BEST TO SUPPORT ME

- I need help remembering things, like what I did or who I saw today.
- I get confused easily so I need help not getting lost or turned around when I am out and about.
- I know what times I am supposed to take my meds, but I need help getting them out and getting refills.
- I get anxious sometimes, need to be reassured that people I care about will be there for me.
- I don't like to spend time alone, but I am working on it, help me not be so anxious when I am alone for short periods of time.
- I sometimes need someone to steady me if I get off balance.
- I need to rest or extra support if I have to do a lot of walking or standing. If I am shopping, it helps if I am the cart-pusher.
- I need support keeping in touch with friends and family and practicing having good conversations.
- I'm friendly even though I may not look you in the eye at first

Tools Used for Planning and Day-to- Day Supports for Self-Directed Waiver in Missouri

*(Ben's One
Page Profile)*

Ben's Life Trajectory

CHARTING the life course



Ben's Life Trajectory Worksheet

Chores
 Boy Scouts
 School Inclusion
 Riding bike
 Swimming
 Circle of Friends
 T-ball
 Shooting hoops
 Birthday parties
 Family vacations
 Brothers
 Cousins
 Music
 Going to brother's games

Football Manager
 Gen Ed Classes
 Inclusion
 Church group
 Volunteering
 Homecoming King
 Riding Omni bus
 Shopping at Walmart and PC
 Using Debit Card
 Fire Station
 Good Sam
 Hanging out with friends
 Graduation

SPED negativity & low expectations
 Segregated classes
 Scoliosis
 Seizures
 Physical barriers
 Surgeries
 Side Effects of Meds

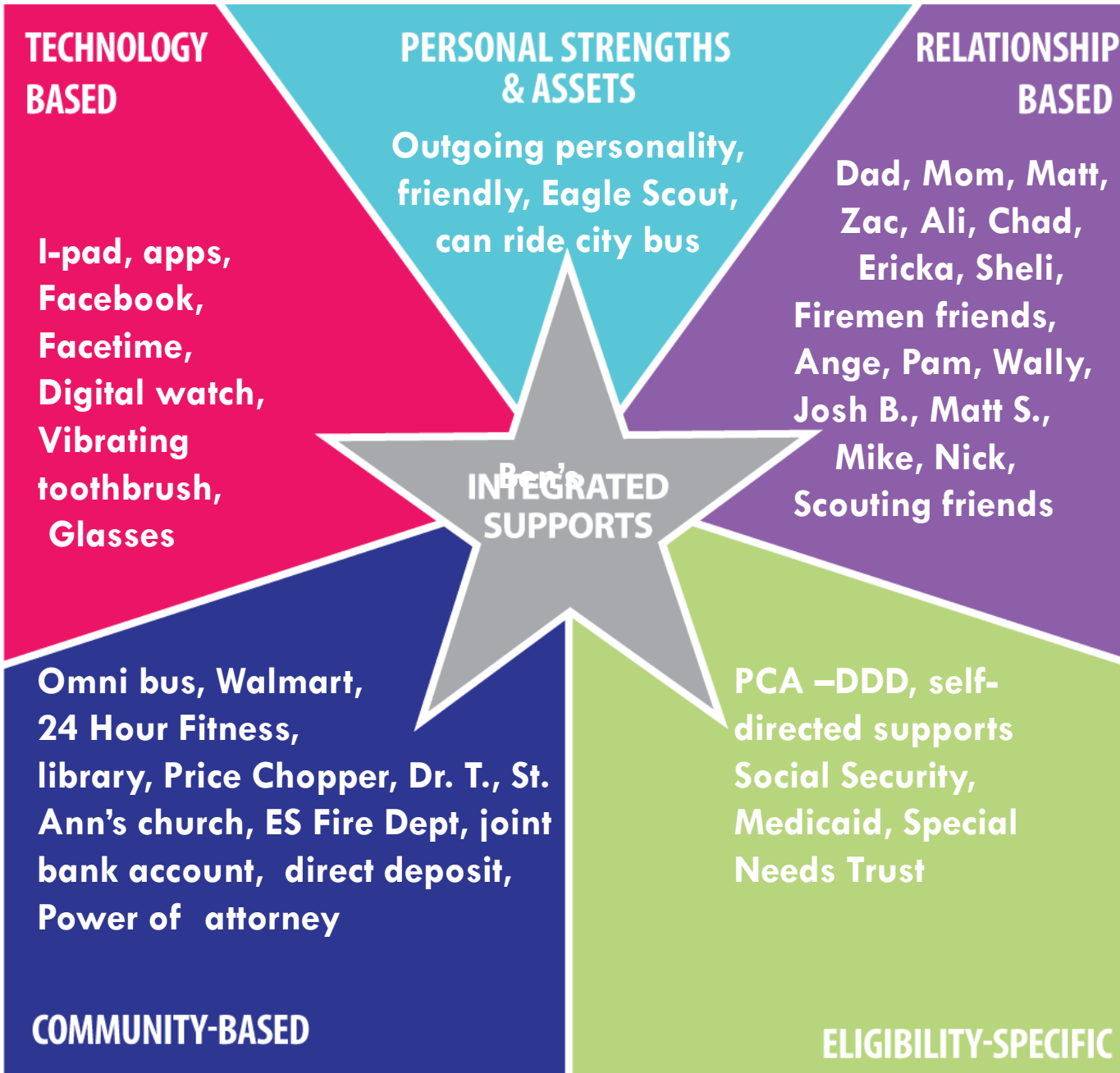
VISION for a GOOD LIFE

Friends
 Job/financial security
 Fun/interesting stuff to do
 Continue to learn new things
 Ben own his own home or condo
 Live on his own or with a friend
 Vacations
 Getting a Tattoo

What I DON'T Want

Sheltered Workshop
 Group Home or Institution
 Segregation or Isolation
 Loneliness
 Guardianship
 Poverty





Ben's Integrated Services and Supports



Ben's Integrated Week

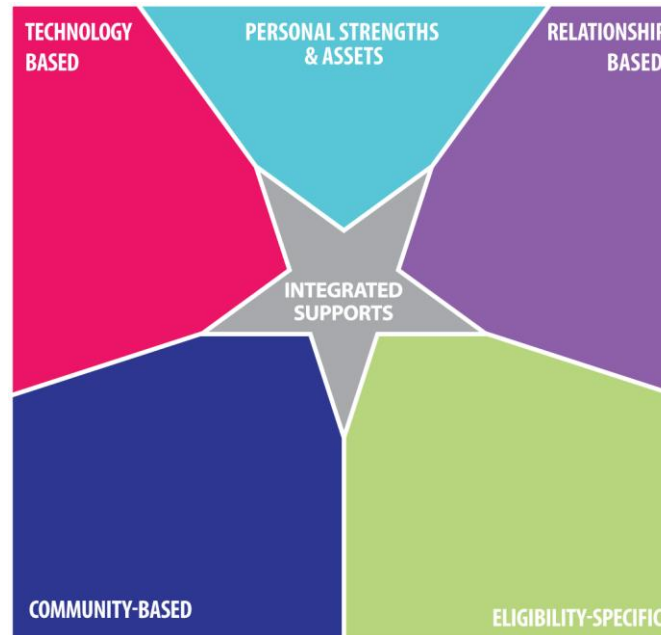
Long Term Service and Support Needs								
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day							
6:30-7 AM								
7-7:30 AM								
7:30-8 AM								
8-8:30 AM	Waiver Self-Directed PCA					Parents are weekend support		
8:30-9 AM								
9-9:30 AM								
9:30-10 AM								
10-10:30 AM								
10:30-11 AM								
11-11:30 AM								
11:30-12 PM								
12-12:30 PM								
12:30-1 PM								
1-1:30 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.							
1:30-2 PM								
2-2:30 PM								
2:30-3 PM								
3-3:30 PM								
3:30-4 PM								
4-4:30 PM								
4:30-5 PM								
5-5:30 PM								
5:30-6 PM								
6-6:30 PM								
6:30-7 PM								
7-7:30 PM								
7:30-8 PM								
8-8:30 PM								
8:30-9 PM								
9-9:30 PM								
9:30-10 PM								
10 PM-6 AM	Mom and Dad are overnight staff							

Template by Missouri Family to Family @ UMKC-IHD, UCEDD
December 2014

Long Term Service and Support Needs								
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day							
6:30-7 AM								
7-7:30 AM	Parents support Ben							
7:30-8 AM								
8-8:30 AM	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	Volunteers Fire Dept Supported as needed by firemen	Waiver Self-Directed PCA	St. Ann's w/ mom		
8:30-9 AM								
9-9:30 AM								
9:30-10 AM								
10-10:30 AM	Home alone while Mom walks							
10:30-11 AM								
11-11:30 AM								
11:30-12 PM								
12-12:30 PM								
12:30-1 PM								
1-1:30 PM								
1:30-2 PM								
2-2:30 PM								
2:30-3 PM								
3-3:30 PM	Volunteer at high school, supported by coaches and friends							
3:30-4 PM	Mom and/or Dad prepare meal and assist as needed							
4-4:30 PM								
4:30-5 PM								
5-5:30 PM								
5:30-6 PM								
6-6:30 PM								
6:30-7 PM								
7-7:30 PM								
7:30-8 PM								
8-8:30 PM								
8:30-9 PM	Dinner w/ Roy & Carol & family							
9-9:30 PM								
9:30-10 PM	Nick's Birthday Party with Matt and friends							
10 PM-6 AM			Mom and Dad are overnight staff					

Template by Missouri Family to Family @ UMKC-IHD, UCEDD
January 2015

Adapting, Accommodating and Integrating Supports: *Problem Solve Daily Routine*



Morning Routine.....Evening Routine



Eric's Focus on Social and Spiritual

PERSONAL STRENGTHS & ASSETS

Happy, Funny and loving
Likes to help people
Likes to try new things
Police cars, tow trucks,
fire engines and racecars
Golf Cart



RELATIONSHIP-BASED

See his girlfriend more
Connect with his family
Spend more time with
friends



COMMUNITY-BASED

Scouts
Red Robin
Race Tracks



INTEGRATED SUPPORTS

ELIGIBILITY-BASED

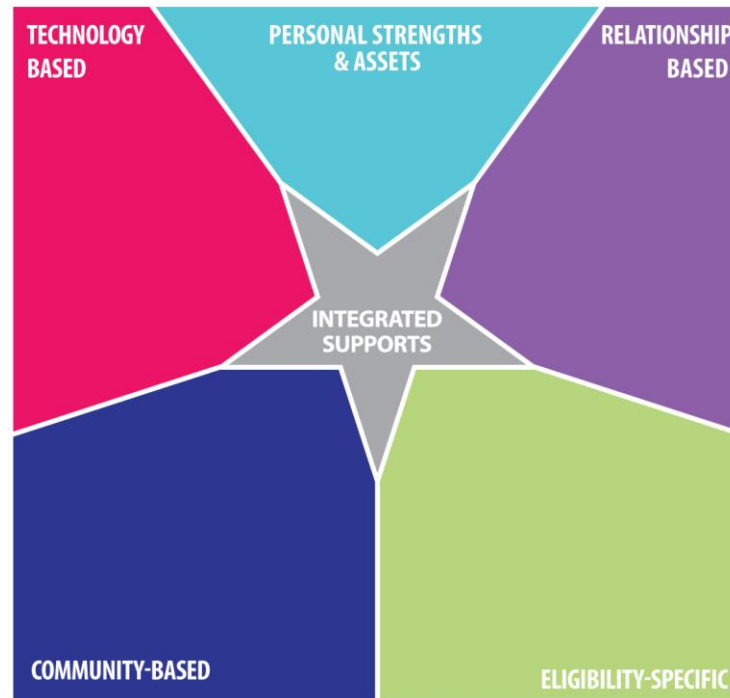
Companion
Supports
day-to-day

TECHNOLOGY-BASED

I-pad
Smart Phone



Adapting, Accommodating and Integrating Supports: *Specific Life Domain*



Life Domains



Safety and Security: Alternatives to Guardianship



Case Scenarios for Applying LifeCourse Framework and Tools

Your Turn to Try!!!

1. Identify a note taker and then read the “case scenario” out loud to your table
2. On the Good Life Trajectory worksheet:
 - *Fill out what you believe is the persons Good Life and What Wouldn't be a Good Life*
 - *Star the persons age and list a few life experiences for that stage*
3. Fill out the Integrated Star worksheet to assist the person to identify, develop or adapt the supports he/she needs to achieve the Good Life

Add the 3 scenerios



Applying the Framework to Transformational Change

“Creating Space for innovation in Washington”



Peyton's Integrated School Story

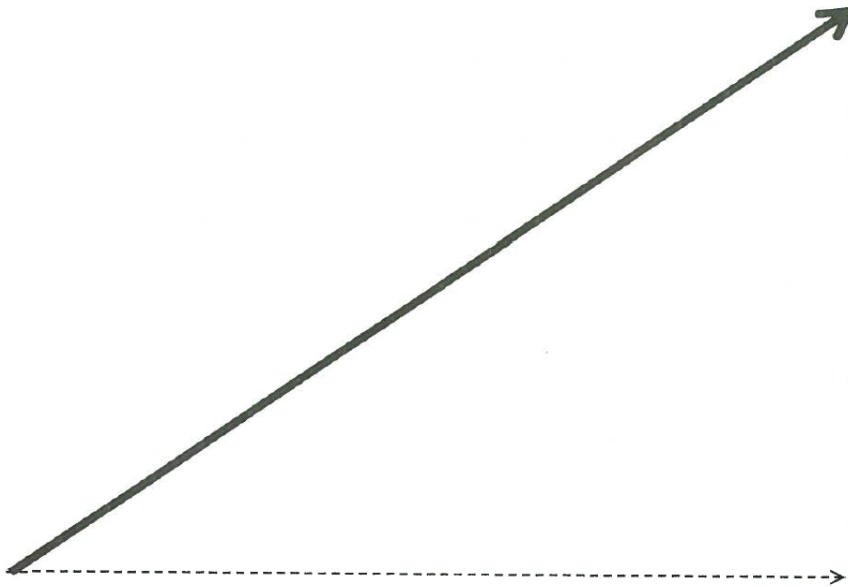
Using the
LifeCourse Tools
to Transform the
Way the School
Thinks about
Peyton

Peyton's Good "School" Life

CHARTING the life course *Peyton* Life Trajectory Worksheet: Family



Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



VISION for a GOOD LIFE

Friends
Family
Productive Employment
Happiness
Living Independently
meaningful Relationships
Love
Community Involvement
& Inclusion

What I DON'T Want

Sheltered workshop
Group home
isolation
Dependency on paid supports
lonely
unhappy
unproductive
Bored
Poverty



Change that is Needed

TRANSITIONAL CHANGE

“Retooling” the system and its practices to fit the new model

Mergers, consolidations, reorganizations, revising systematic payment structures,

creating new services, processes, systems and products to replace the traditional one

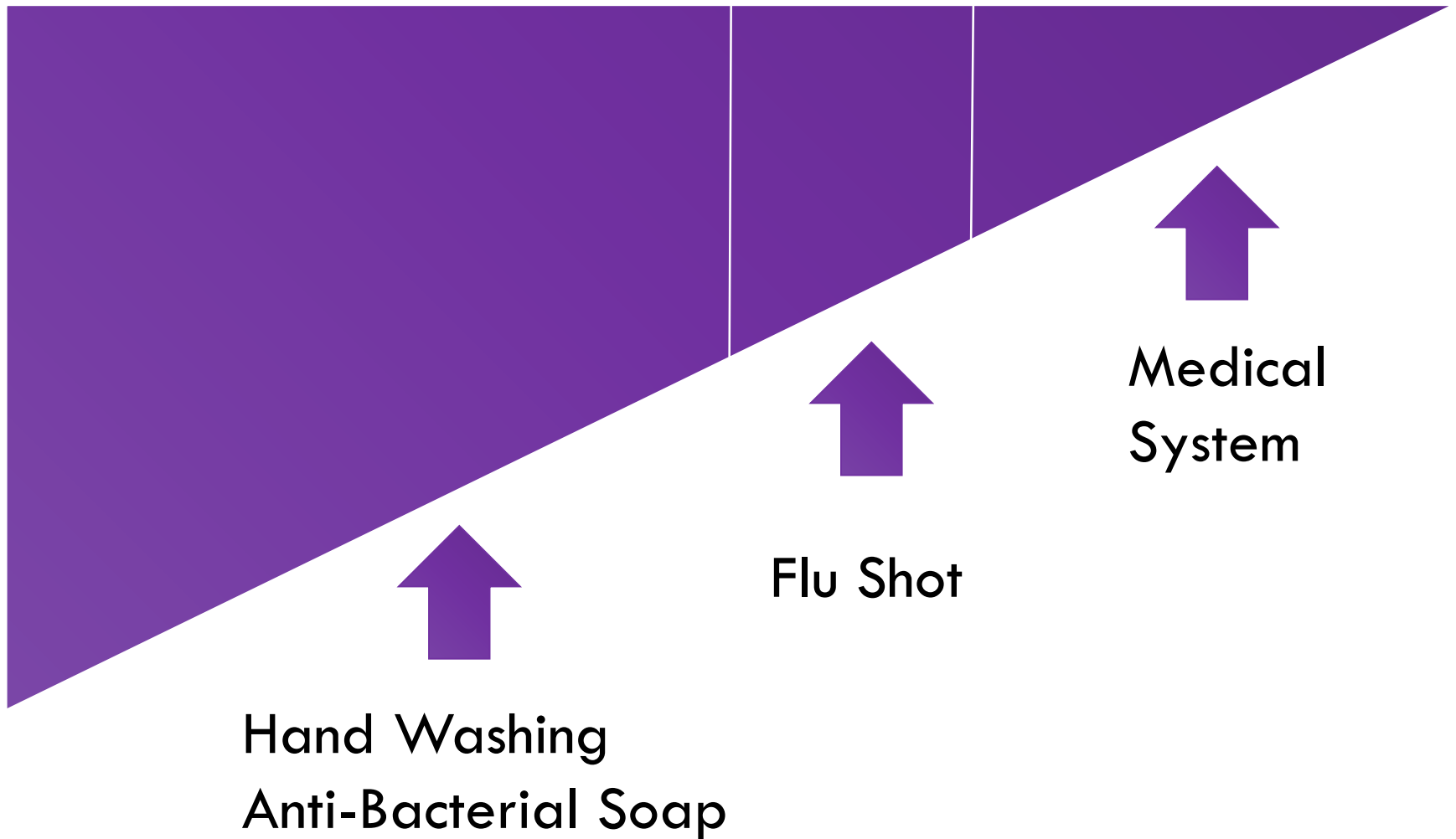
TRANSFORMATION CHANGE

Fundamental reordering of thinking, beliefs, culture, relationships, and behavior

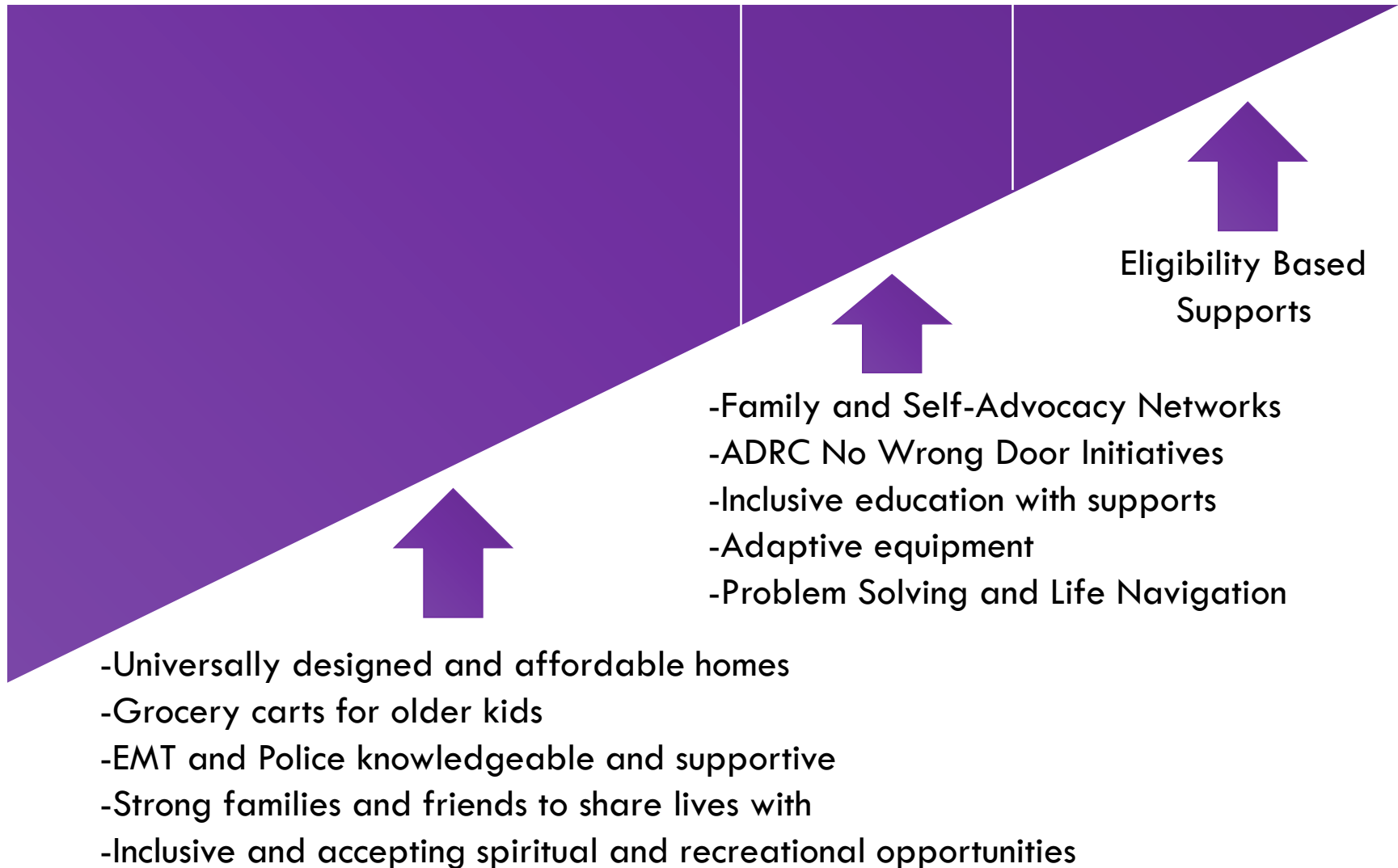
Turns assumptions inside out and disrupts familiar rituals and structures

Rejects command and control relationships in favor of co-creative partnerships

ALL: Public Health Framework



Developing Innovative Strategies for Transformation within and outside DD





Vision for Integrated Systems & Communities for Good Lives

Pediatrician, Families and Friends,
Faithbased

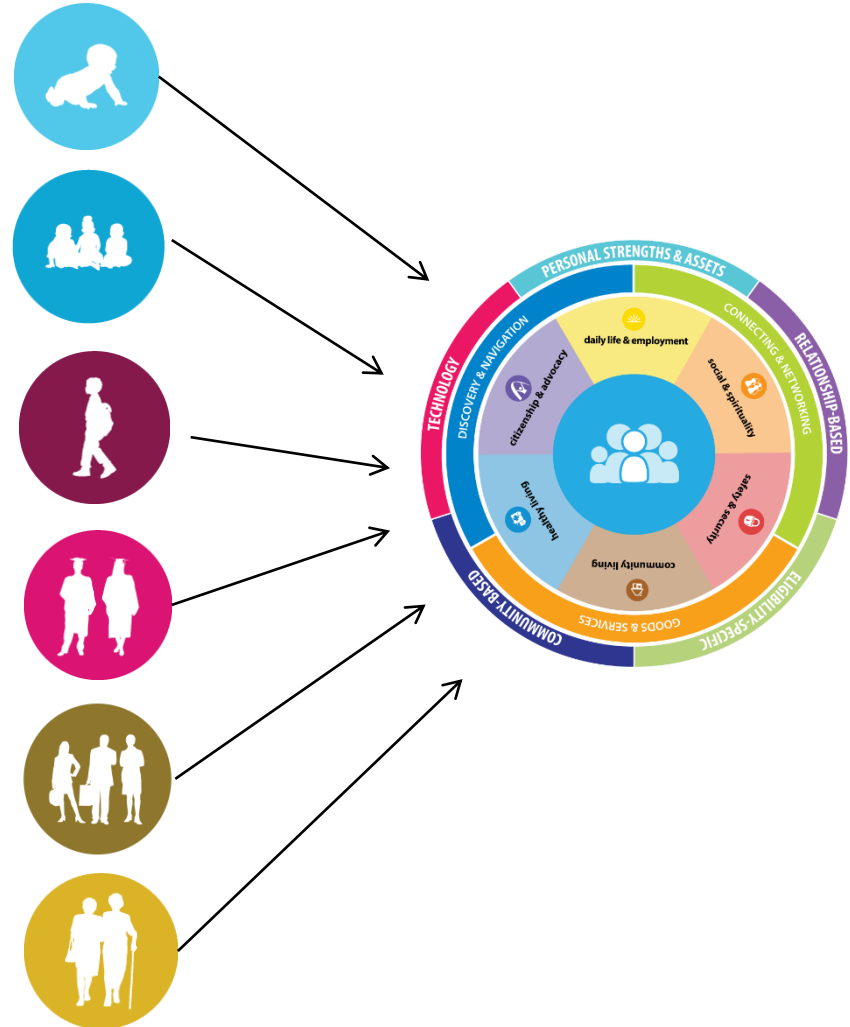
IDEA Part C, Parents as Teachers,
Health, Headstart

School, Special Education, Health,
Recreation

Vocational Rehab, Health Employment,
College, Military

Disability Services, Health, Housing,
College, Careers

Retirement, Aging System, Health

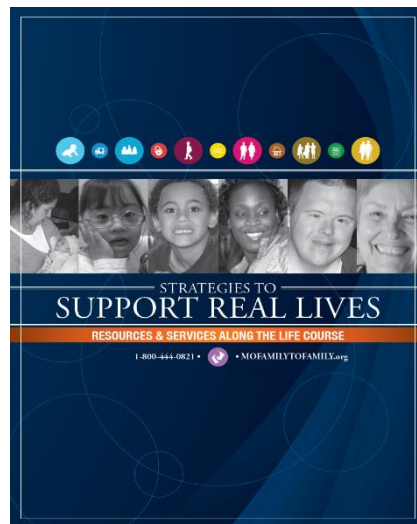




Putting Framework Into Action

Statewide Systems Partnering to Disseminate a Consistent Message

- *Early Childhood and Part C*
- *School Districts, Special Education*
- *PNS Show Me Career Employment Grant State*
- *Division of Developmental Disability*
- *Special Health Care Needs*
- *Missouri Family to Family Health Info Center*





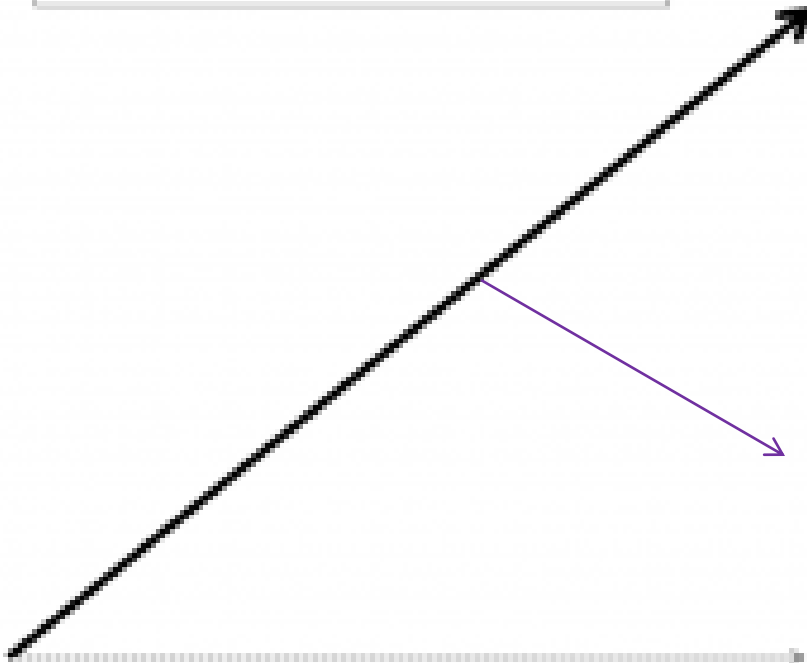
Trajectory Towards Employment

CHARTING the life course



Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identify what you know you don't want. You can use the space around the arrow to think about current or needed life experiences that help point you in the direction of your good life.



WORK for a GOOD LIFE

Education
Career
Job of Choice
Economic Sufficiency
\$ for Home & Fun

What I DON'T Want


Poverty
No opportunities
Sheltered Employment
Dependence on Govt







Developed Youth Transition Packet

- Identified the Need to get information into the hands of self-advocates and families transitioning from High School
- Committee of people who have experience at Transition Age developing a draft packet
- Using LifeCourse network and Show Me Career group for further review and suggestions

CHARTING the life course 





Focus on Transition


Your child is entering a point in time, filled with change, growth, excitement, and sometimes fear and confusion, called **TRANSITION**. Transition is defined as movement, passage, or change from one position, state, stage, subject, concept, to another. For you and your child, transition means that he/she is 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. This guide is to help you think about some of the questions to ask, options to consider, and things to talk about with your transitioning youth. Choices and decisions you and your son/daughter make during this time can help to positively shape the future and the life they will live as an adult.

This guide is based on *Charting the Life Course: A Guide for Individuals, Families and Professionals*. Charting the Life Course is a framework that was developed to help individuals with disabilities and families at any age or stage of life to:

- think about what they need to know
- identify how to find or develop supports
- discover what it takes to create the lives they want to live

Charting the Life Course presents questions to ask or consider in different life domains. Life domains are the different aspects and experiences of life that all people consider as they age and grow from childhood into adulthood and eventually the senior years of life.

Individuals and families can focus on their current situation and stage of life, but may also find it helpful to look ahead and start thinking about what they can do or learn now that will help build an inclusive, productive life in the future. It is also important to consider questions and options regarding supports and services, especially when considering adult living.

 MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD APRIL, 2014



Hosted Youth Leadership Academy and LifeCourse

Different Marketing Strategies

Materials focused less on “employment” and more on adult life outcomes

Included family members and other supporters to attend with you

Use LifeCourse Framework for Content

Adapted the tools and activities to be youth-focused, interactive and fun

Developed concrete “take home” tools with vision and plans

YOUTH LEADERSHIP ACADEMY

School won't last forever... What will a good life look like for you as an adult?

Bring a supporter (like your mom or dad, a teacher or friend) to this two-day retreat to plan your vision for a good life after high school! This is an interactive event full of fun and games. Sign up today!

Tuesday & Wednesday, July 29 & 30, 2014
10:00 a.m. to 2:00 p.m.

First Christian Church
806 Briggs Street
Macon, MO

Spent two days charting the course to a good life after high school and planning how to make it happen.

Make new friends & build social connections

Learn about self-determination, making choices, and being in control of your own future

Plan for a career and your life after high school

Bring a supporter—family, friend, special person in your life—to be part of the process.

At the end of the academy, your take away is YOUR vision and next steps for a good adult life!

FOR QUESTIONS OR TO RSVP, CONTACT **WILL HAYS**
wmhays@loqw.com
573-735-4282, ext. 103



Snohomish County

What's next in Snohomish County and Washington??

Specific Next Steps and Recommendations

Level I: What changes are you going to make in your **own life or job**, based on what you heard today?

Level II: What are some specific **organizational recommendations**, for where you work or where you receive supports? (Please name organization)

Level III: What are some specific **systems or policy** recommendations that must occur to achieve a “Good Life” for all in Snohomish County or Washington?

Our Good Life



***Life isn't
about how to
survive the
storm, but
how to dance
in the rain.***

-unknown



Questions, Reflections and Discussion

Contact Information

Sheli Reynolds
reynoldsmc@umkc.edu