

# Living Well In My Community

Part 2:

## Creating a Vision of a Good Life in My Community



## How to use Living Well In My Community

Feel free to download this guide to use and share with others. Living Well In My Community was created to help people with disabilities and service providers better understand the rights and roles for living well in the community. Part 1 explains what the Home and Community-Based Services Rule is and how it can help people with disabilities to live in the community like other people without disabilities.

In Part 2, resources from Charting the Life Course can be used to create a vision of a good life in the community. Part 3 describes each characteristic of quality home and community-based services with some reflective questions to assess progress and areas for continued development. Examples of some person-centered approaches are introduced to help individuals with disabilities and providers move in the direction of a person's vision of a good life. The person-centered approaches described in Living Well In My Community will also be helpful to providers in meeting the home and community-based settings requirements. Part 4 has useful tips for working with a planning team to support a vision of a good life through person-centered planning, as well as an array of resources for more information.

## HCBS Peer Partners Project Grant

The workbook is funded by a grant from the California Department of Developmental Services. UCP WORK, Inc. is the lead agency, representing a regional project reflecting efforts of multiple providers that support individuals and families in the Tri-Counties Regional Center catchment area. This includes UCP-LA and Villa

Esperanza in Ventura County, UCP WORK, Inc., CPES/Novelles, and Devereux in Santa Barbara and San Luis Obispo Counties. An ad hoc subcommittee of the TCRC Vendor Advisory Committee, comprised of service providers, regional center staff, and representation from the State Council on Developmental Disabilities (SCDD), implemented a survey of regional service providers. Upon reviewing results, the survey revealed a gap in getting HCBS information as well as Person-Centered Thinking resources to providers in outlying areas operating a small business which serve individuals and families.

The impetus for the efforts of the grant project is in aiding providers to understand how to meet the new HCBS Waiver Community Standards. The greater goal of the standards and this grant project is to support persons with developmental disabilities to have better lives, not just better paper. We endeavor to give the people we support more control over their services, receiving what is important to them: services supporting their own vision for the future and what is important for to be healthy, safe valued, members of their community.

## Acknowledgments

Thank you to the many contributors who helped in creating this guide

**HCBS Peer Partner Advisory Committee**  
Dave Mulvey, HCBS Peer Partners Project Coordinator  
Diva Johnson, Tri-Counties Regional Center  
Harry Bruell, PathPoint  
Judy Linares and Kathy Webb, UCP Work Inc.  
Mark O'Keefe, Tri-Counties Regional Center  
Mary Beth Lepkowsky, Helen Sanderson Associates USA  
Michele Ferrall, CPES/Novelles  
Nikisa Simmons UCP-LA  
Tina Calderaro-Mendoza, Tri-Counties Regional Center

**Living Well In My Community** was funded by a grant from the California Department of Developmental Services and includes principles and concepts developed by and used here with permission from The Learning Community for Person-Centered Practices. <http://tlccpcp.com/>  
Stories and examples were contributed by Sue Goss, Diva Johnson, Rebecca Martinez, David Mulvey, Valerie Nix, Michael Kaszycki, Derek Smith and Mary Beth Lepkowsky. Others were generous in giving permission to share a variety of person-centered resources.

Helen Sanderson Associates USA  
<https://helensandersonassociates.com>  
John O'Brien and Beth Mount  
<https://inclusion.com/product/make-a-difference-a-guidebook-for-person-centered-direct-support/>  
Line Plourde-Kelly Kapuskasing & District Association for Community Living (KDA CL)  
<http://www.kdacl.com>  
Charting the Lifecourse  
<https://www.lifecoursetools.com>

**Editors:** Mary Beth Lepkowsky, Dave Mulvey, Eugene Baldwin  
Translations: Inline Translation Services.  
Design: Julie Barclay  
May 2020

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# Having Choice and Control In My Life

HOW TO  
DO IT

SKILL: Important To and For

For someone to have more choice and personal control in life, it's helpful for them to think about what kind of life they want to have.

One way to think about what matters most is to consider what is Important to a person and what is Important for a person. Then look to find a balance between both.

## Important To

What is important to a person includes those things in life which help us to be satisfied, content, comforted, fulfilled, and happy. Discover what's important to someone by the way they respond, with their words or with their behavior, to these kinds of questions.

- Who are the important people in the person's life? How often do they see these people, and what do they do when they're together?
- What gives the person purpose and meaning? What helps them feel fulfilled?
- What are the person's routines and rituals?
- What are some favorite things, prized possessions that the person would not want to be without?
- What are this person's favorite places to go? Things to do?
- What helps someone have status and control in their life?
- How do they like to go about their day? What is their rhythm and pace of life?

# Having Choice and Control In My Life

## SKILL: Important To and For

### Important For

What is important for people includes those things that we need to be healthy, safe, and valued in our community.

Some ways to think about what's important for a person is to explore responses to these types of questions:

What does the person need to have, know, or do

- to prevent illness?
- to treat an illness or medical condition?
- to be safe in the community?
- to promote physical and emotional wellbeing?
- to be free from fear?

What do others see as necessary to help the person be a valued and contributing member of their community?

### Finding balance

Recognizing what's important to and important for a person and the balance between them is a core concept of person-centered practice. Supporting someone well depends on a solid foundation of understanding what is important to the person and what is important for the person.

Service providers do a very good job of paying attention to what is important for people to be healthy and safe. Sometimes providers may not know how to gather and respond to information about what is important to a person. People with disabilities may be healthy and safe, but they may also be unhappy. That's not a great way to live.

Home and community-based services are expected to do more than help people be healthy and safe. They are expected to help people to live in a way that reflects what is important to them, while also being healthy and safe according to what is important for them. That's what finding balance means.

# Having Choice and Control In My Life

SHARING  
STORIES

SKILL: Important To and For

## Maria

Maria is a good-natured person. She likes being outdoors and is very social. For a long time, Maria didn't like going to her planning and review meetings. It seemed all anyone wanted to talk about was her weight - how she failed to meet her weight loss goals, follow her diet, or was not using her treadmill to exercise. Her support team was equally frustrated in their lack of success in helping Maria manage her weight and keep her diabetes in check.

A new planner joined Maria's team who really listened to Maria. The planner asked Maria if those were the topics she wanted to be talking about during her planning team meetings. Maria said, "Absolutely not!"

So, the planner found a way to gather necessary health information outside of the planning team meetings, and instead, asked Maria to take the lead on what was discussed. The conversations started focusing on what was important to Maria, the things she really enjoyed. With this change of focus the team quickly learned that Maria really loved dogs. Maria was not able to have dogs where she lived, but she loved any opportunity to play with other people's dogs in the park or elsewhere. To support Maria in having the opportunity to be around dogs, the team found out that a local dog shelter was in need of volunteers.

Maria became a volunteer dog walker. She loved walking the dogs, though she still did not want to walk for exercise. Maria was so focused on her new volunteer work that she was less focused on food and snacking. She lost weight, and her overall health and outlook on life improved. Maria became a valued contributor at the animal shelter. And now Maria looks forward to her planning and review meetings. Maria's support staff have learned to actively look for opportunities to connect what is important for other people they support to what they have learned about what is important to them.

### What is Important TO Maria?

- Spending time with dogs.
- Being a helper.
- Being recognized for her volunteer efforts.

### What is Important FOR Maria?

- Maintaining a healthy weight.
- Regular exercise.
- Healthy diet.

### What else do you need to learn / know?

- How can we increase Maria's opportunities to work with dogs?
- Is there an opportunity for paid work (dog walker)?
- Is there an opportunity to build friendships?

# Having Choice and Control In My Life

## SKILL: Important To and For

What is Important TO me?

What is Important FOR me?

What else do you need to learn / know?

# Having Choice and Control In My Life

HOW TO  
DO IT

## SKILL: One-Page Profile

### What it does

What is a one-page profile? A one-page profile is a starting point to summarize what we know matters to a person (what is important to) and how to support them well (including what is important for). The experts on the content of a person's one-page profile is the person themselves and people who love and care most about them. The one-page profile also shares what others appreciate about the person.

### How it helps

Why do we have one-page profiles? So that we know what is important to each of us and how to best support one another. We all have gifts and qualities, and things that are important to us; and, we all require support that is individual to us. One-page profiles help us to share this information with others, our family, friends, direct supporters, managers and colleagues so that we can get to know each other better and support each other well.

### Michael's One-Page Profile

Michael is a strong advocate for himself and others. He's caring, funny and charming, and loves to socialize with friends. Michael gets help with personal care at home. When first meeting Michael, it can be hard to understand his speech, so he created this one-page profile to help his direct support staff get to know him better and learn how to provide good support.

### What One-Page Profile Sections Are, and Aren't

#### What people like and admire about me...



##### What this section isn't

A list of accomplishments or awards - instead it is a summary of your positive characteristics.



##### What this section is

What is good about you? What do others value about you? What are the positive contributions that you make?

#### What is important to me...



##### What this section isn't

Simply a list of things you like - instead it is a summary of what really matters to you.



##### What this section is

A summary of what matters to you. This tells people what is important to you. What your hobbies, interests and passions are. Who is important to you and what makes a 'good' day for you.

#### How best to support me...



##### What this section isn't

A list of general hints - instead it is the specific information that would be useful for other people to know about to make sure you feel supported.



##### What this section is

The specific information that would be useful for other people to know and do if they are to support you in the best possible way.

# Having Choice and Control In My Life

## SKILL: One-Page Profile

### Michael

#### What people appreciate about me

I am a good advocate for myself	Hard working, never gives up
Great sense of humor	Friendly, kind, outgoing
Great memory for details	Knowledgeable
Long friendships	



#### What's important to me

- My twin brother Bill who lives in Orange County. We talk by phone several times a week around 3pm.
- Diane and Jennifer, I see them once in a while, not on a regular basis.
- Leslie, who used to work with me for about a year, I text her periodically.
- Talking every other week with Mary Beth or Raquel to prepare the agenda for BDC.
- Deciding what to do each day. Sometimes I like to walk to the grocery store or to the donut shop near where I live. I'll buy a few candy bars, especially Hershey's without almonds, and Reese's peanut butter cups.
- I like to eat dinner at 3pm before my staff leaves. Some favorite meals are Eggo waffles, burritos and guacamole, or a plain tortilla with guacamole and hot sauce.
- I love watching sports on TV, my favorite teams are the Golden State Warriors, San Francisco Giants, San Francisco 49ers, and the San Jose Sharks. I have an MLB Pass for baseball and an NBA pass with the home and away guide for basketball. I like the home channel, not the away channel. And I use an Amazon Firestick to stream the games I want to watch.
- I try to travel to see a game at least once a year.
- It's important that people let me finish my own sentences and don't interrupt me. It's OK for people to try to figure it out, at meetings especially...people who've known me for a long time, like the people at the regional center or Manuel, they will get what I'm saying.
- I don't have a regular bedtime; I go to bed when I want. I'll let you know when I want help.

#### How to support me

- Be patient with my speech disability and hear me out. When I ask you to do something, do it. Repeat back what I've said to check for understanding. Do not talk over me, I am in charge.
- If you don't know me and don't know what I'm saying be patient and try to figure it out. Let me try to spell it out for people. If I go through the alphabet, sometimes people will figure it out, like people at the regional center.
- Place my phone as close as possible to me on my left side. If you are working with me at a meeting, or when you are helping me with meals, it's better if you sit on my left side. Let me know when you are behind me so I won't get startled. When I'm having a drink, let me know if you are right behind me or I might knock it out of your hands.
- Keep the TV tuned to the home channel at all times, especially when I'm waiting for a game. If I don't have on the right channel I get nervous.
- At night, pack the things I gather for the next day and please don't wait until the last minute. Make sure my cell phone is charged and packed, along with sunscreen, water and anything else I might need for the day.
- Learn how to program my communication device and operate my streaming device (Amazon Firestick)
- Don't watch my TV in the living room when I am not there.
- The best time for you to make your phone calls or check your phone/emails is while I am talking on the phone with others. If you are using your phone make sure you are interacting with me and not tuning me out, I may need your assistance.
- When I get mad, I raise my hands up and I can get mean. I will calm down on my own. It also helps a lot when I call my counselor. Hand me my phone and then give me space. What also really helps is to have a glass of wine or a beer. I'll ask for it if I want it.
- It's best if you show up for your overnight shift at 11pm, which is your start time. I'd prefer that you don't show up two hours before your shift and hang out on my couch waiting for your shift to start.



### How to use it

### Getting Started with One-Page Profiles

To create a one-page profile, have a conversation to discover what's important to the person. Almost any topic of conversation can help to discover information about what matters to someone and how they want to be supported. These questions are a good place to start.

### What's important to me...

1. Who are the most important people in your life? How often do you see them and what do you like to do together?
2. What would make a good day for you at work or at home? What would make a bad day for you at work or at home?— list three things for each.
3. What do you usually do each day or week that you would miss if you didn't do?
4. What makes you stressed, unhappy or upset? How would other people know and what can they do to help?

5. What are some of the things you can't do without, the possessions you value and treasure?
6. What are the beliefs, values or traditions that reflect your culture and identify that you would like others to understand?

Write brief responses to these questions in the section called "What's important to me..."

### How to support me well...

For each of the questions above, ask "What do others need to know or do to make sure the things you stated above are present in your day to day life at work, at home, or in your community?" Write the responses in the one-page profile under the heading of "How to support me well."

### What people like and admire about me...

7. How would you describe or introduce yourself? What are your skills, talents, things you are good at or want to be known for?

Invite friends and family to help answer the next question. If they aren't present, call or text them and ask them to answer the question. It will be nice to hear what people say.

8. What would your family and friends say they like and admire about you?

Add the responses to the section of the one-page profile called "What people like and admire about me..."

This will create an initial one-page profile that can change over time as priorities change or when used for different purposes.

# Having Choice and Control In My Life

## SKILL: One-Page Profile

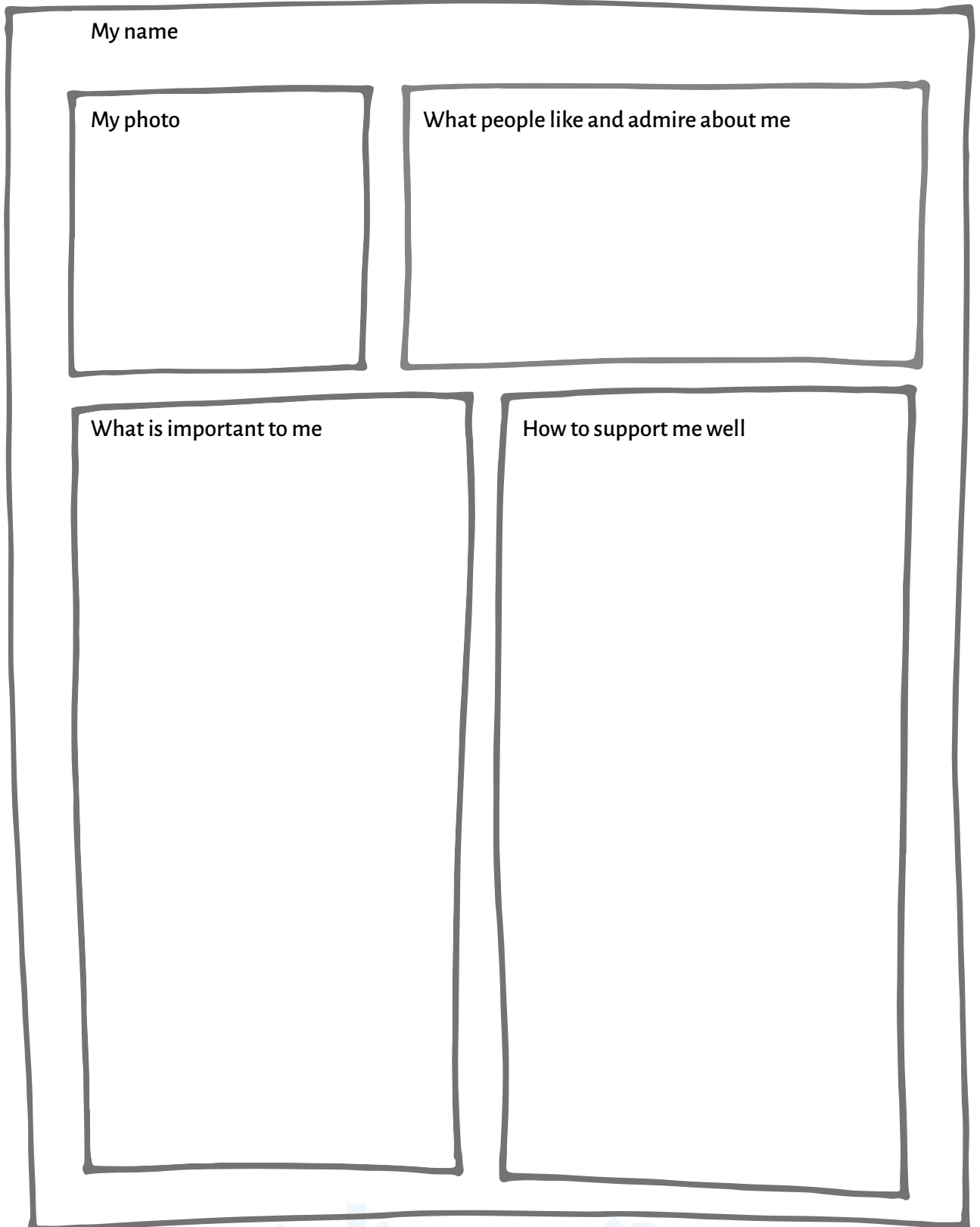
My name

My photo

What people like and admire about me

What is important to me

How to support me well



# My Vision of a Good Life In My Community

HOW TO  
DO IT

SKILL: Tool for Creating a Vision

## My vision of a good life in my community

Everyone wants to have a good life. Everyone defines a good life in their own way. People define their good life based on things that are important to them and important for them.

### What it does

The worksheets on the next few pages, called “Tool for Developing a Vision” can be helpful when creating a vision of the future. It can help service providers think about how to support someone to move closer to the life they DO want and avoid moving toward the life they DON'T want.

### How it helps

This resource can be shared with a person receiving supports, family members, and people who love and care about the person, to reflect on and contribute to a vision of the future. This is not intended to be a facilitated conversation, rather it includes a set of questions to think about.

### How to use it

To create a vision of the future for yourself or assist a person with thinking about and writing down their vision of their future:

- Take the time to carefully explore what is important to the person and their loved ones.
- Take the time to discover different ideas, and consider what future vision will work best for current circumstances.
- Use one or more of the different parts of life (called domains) to get started with your vision.

# My Vision of a Good Life In My Community









## SKILL: Tool for Creating a Vision

### CHARTING the LifeCourse



#### Tool for Developing a Vision - Individual

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages think about a specific vision in each life domain for how they want to live their adult life, and prioritize what they want to work on right now that will help move toward the life vision.

LIFE DOMAIN		My Vision for My Future	priority	Current Situation/Things to Work On
 <b>Daily Life Employment</b>	What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?			
 <b>Community Living</b>	Where would I like to live in my adult life? Will I live alone or with someone else?			
 <b>Social &amp; Spirituality</b>	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?			
 <b>Healthy Living</b>	How will I live a healthy lifestyle and manage health care supports in my adult life?			
 <b>Safety &amp; Security</b>	How will I stay safe from financial, emotional, physical or sexual harm in my adult life?			
 <b>Citizenship &amp; Advocacy</b>	What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?			
 <b>Supports for Family</b>	How do I want my family to still be involved and engaged in my adult life?			
 <b>Supports &amp; Services</b>	What support will I need to live as independently as possible in my adult life, and where will my supports come from?			

# My Vision of a Good Life In My Community









## SKILL: Tool for Creating a Vision

### CHARTING the LifeCourse



#### Tool for Developing a Vision - Family

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help families of all ages – those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an adult.

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On
 <b>Daily Life Employment</b>	What do I think my family member will do during the day in his/her adult life?			
 <b>Community Living</b>	Where and with whom do I think my family member will live in his/her adult life?			
 <b>Social &amp; Spirituality</b>	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?			
 <b>Healthy Living</b>	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?			
 <b>Safety &amp; Security</b>	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?			
 <b>Citizenship &amp; Advocacy</b>	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?			
 <b>Supports for Family</b>	What will our family need to help support him/her to live a quality life as an adult?			
 <b>Supports &amp; Services</b>	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?			

Developed by the UMKC Institute for Human Development, UCEDD. More tools and materials at [lifecoursetools.com](http://lifecoursetools.com)

MAY 2016



# My Vision of a Good Life In My Community









## SKILL: Tool for Creating a Vision

### CHARTING the LifeCourse



#### Tool for Supporting a Vision - Service Provider

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help HCBS service providers start to think about how they can support each person's vision to live their life as an adult.

LIFE DOMAIN		How we can support _____'s Future	priority	Current Situation/Things to Work On
 Daily Life Employment	What does this person want to do during the day in his/her adult life? How can we help make it happen?			
 Community Living	Where and with whom does this person want to live in his/her adult life?			
 Social & Spirituality	How does this person want to connect with spiritual and leisure activities; have friendships & relationships?			
 Healthy Living	What is our role in supporting How will him/her/they to live a healthy lifestyle and manage health care supports?			
 Safety & Security	How will we support him/her/they to be safe from financial, emotional, physical or sexual harm?			
 Citizenship & Advocacy	How can we make sure he/she/they have valued roles and responsibilities, and control of how his/her/their own life is lived?			
 Supports for Staff	What will our staff need to help support him/her to live a quality life as an adult?			
 Supports & Services	How will we support our team to help him/her/they to lead the kind of life he/she/they want as independently as possible?			

# My Vision of a Good Life In My Community

HOW TO  
DO IT

## SKILL: LifeCourse Trajectory

### What it does

A trajectory is a path. The LifeCourse Trajectory helps individuals and families think about the future. First think about the future that the person with a disability DOES want. Next, think about the future that the person DOES NOT want. Then use the space around the arrows to write down the actions and experiences that will help move toward that vision of a good life. It can also help to write down the actions and experiences that might keep the person on a path to the life they don't want, so those can be avoided when possible.

### How it helps

A vision of a good life can be for a long time in the future. Some people might choose to think about where they want to live in three years? Or what kind of future job would make them happy and fulfilled?

A vision of a good life can also be for a much shorter time in the future. In “Derek’s Trajectory for the Next Few Weeks”, Derek talked with his mother to create a vision of his good life for the next few weeks to help him feel happy, safe, and connected to friends and family while he had to stay home during the coronavirus pandemic. There were lots of sudden changes to his routine and Derek found that having a vision and a plan helped him get through a stressful time.

### How to use it

Look at Derek’s example on the next page. Use the blank worksheet to create your vision for your good life.

1. To get started, look at the blank Trajectory worksheet that follows Derek’s example.
2. Pick one or more areas of your life you want to plan for and write them down on the left side of the worksheet. You might pick areas from your completed Tool for Supporting a Vision worksheet. You might also pick different areas depending on what matters to you.

3. Next, write down what you do want and don't want in that part of your life on the right side of the Trajectory worksheet.

4. Share your vision for the future with your planning team. They can help you create an action plan to move in the direction of your vision.

5. The Tool for Creating a Vision and the LifeCourse Trajectory work really well with all of the other person-centered thinking skills. Here are some of their benefits:

- They add to your understanding of what's important to and important for a person.
- They can provide insights about who would be a good match for a person.
- They can offer information about someone's gifts and skills.
- They provide ideas for potential or different opportunities for building meaningful connections in the community.
- They can help the person and the planning team to think creatively about outcomes and supports that are needed to live a meaningful life defined by the individual.

# My Vision of a Good Life In My Community

## SKILL: LifeCourse Trajectory

### Derek's Trajectory for the Next Few Weeks

*What actions and experiences will help Derek over the next few weeks?*

Stay active by taking walks in the neighborhood, walking my dog, Jaxon  
Riding my bike when the weather improves, walking to get the mail, playing my Wi Fit

Participate in any online meetings for the DD Council and other groups

#### To Stay Healthy

- Eat healthy
- Cook at home
- Wash my hands
- Stay home
- Drink water
- Get sleep

#### To Keep Connected

- Call, text, **skype** or email family, members, neighbors, co-workers,
- Friends and Stoneybrooke residents

Practice "stranger danger", Talk to my parents/family

#### Participate in my Monday Bible Study

Watch church online – Celebrate, Embrace, Pastor Salem, First Lutheran

Listen to music, watch movies, board games, video games

Stay informed by asking my parents, updates by the Mayor or Governor

*Actions that might take him in the direction of what he doesn't want...*

- Overload of information
- Being around people who are upset and stressed
- People don't give me a heads up when there is a change in my plan or my day

#### VISION for a GOOD LIFE

- Stay healthy and feel safe
- Keep active and fit
- Listen to music
- Stay connected to my church
- Stay involved with my Bible Study Group
- Connect with family, friends, neighbors, co-workers, card group, coaches, Stoneybrook residents and staff
- Lose more weight
- Keep involved in my groups: DD Council, Toastmasters, Athlete Input Group for Special Olympics, Partners in Policymaking
- Stay busy
- Help others
- Be informed on what's happening at my work, the community and our state

#### What I DON'T Want

- People to be late
- Change my routine
- Drama
- Stress, anxiety, and/or depression
- To be around people who don't feel well



# My Vision of a Good Life In My Community

## SKILL: LifeCourse Trajectory

Life Trajectory Worksheet

VISION for a GOOD LIFE

What I DON'T Want

My LifeCourse Portfolio is a template of the UTKCC, HCS, UGEDD. More materials at: thecurriculum.org

OCTOBER 2016

**Things I  
want to  
remember**

**Things I  
want to  
remember**

