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AMANDA PURCHASE:

Awesome. I can see people are joining us.

BETH WIKE:

Good morning, folks. We have just opened the webinar. We will wait a few moments before we get started. You will notice that we are in webinar mode, so you will not be able to see your video or anyone else's, but feel free to head to the chat and introduce yourself if you would like to. We would love to see who is here today.

We will get started in just a few moments and I will put that message in the chat for folks as well.

AMANDA PURCHASE:

Good morning, good morning. Hi Rory, Emily, Kaylee, lots of people check -- popping up. Travis, Kristin, Amy. Good morning. Or afternoon now. It just at 12 PM. (Laughs) Brian, good morning, Amy, Donna. Nice to "See" everyone in the chat.

ELLEN KILICARSLAN:

We will get started, I think. Hi, everybody. Welcome to our life course in action series, this is our virtual educational forum where people are hearing about inspiring stories and learning first-hand how to use the tools and resources that may benefit you, your family or organization.

Before I introduce today's presenter, I just want to put a plug in for next month's session. It is on April 10. We are having Kayla Torres come back. She did a session last fall on supportive decision-making. The session and next month will be in Spanish, so just want to encourage you all to share that information and just know that.

So today, we have Amanda Purchase. She is going to... She is from our Central West office. She is a TCPA and one of our training technicians there. Today, she will talk about Charting the LifeCourse tools and she will discuss how you can use frameworks together to strategize, plan, set goals and more. Welcome, Amanda.

AMANDA PURCHASE:

Thank you. Thank you. Good to be here. Thank you for having me.

Alright, I am just going to bring up my slides. Can everyone see? Perfect. Alright. So as Ellen said, my name is Amanda Purchase and I work at DDS as a training technician. I am also a behavior analyst and charting the LifeCourse -- Charting the LifeCourse ambassador. Today is about integrating positive behavior support and Charting the LifeCourse. I will introduce both of these concepts and frameworks in this presentation as well.

Our session objectives for today is to explore the intersection between positive behavior support and Charting the LifeCourse. Two independent frameworks that have a lot in common. And they demonstrate secondarily how these frameworks can be used together to support individual goals and aspirations.

First, before we get started, I just want to get a feel for who is in the room and the knowledge that already exists here. We have a poll that will come on the screen and ask you what is your familiarity? Have you heard of both of these? Have you heard of neither?

We will give a few minutes here for people to respond to this. Now, I do see the poll but I don't see any responses upon my screen.

BETH WIKE:

I can see on my end. I don't know how to make it appear on your screen. We have about six folks that have heard of positive behavior support. We have about 58% say that they are familiar with both Charting the LifeCourse and positive behavior supports. That number climbed a little bit. And then, we have about 11% of folks with us today that are not familiar with either Charting the LifeCourse or positive behavior supports.

AMANDA PURCHASE:

Awesome. Thank you for that summary. Good.

BETH WIKE:

We may have some responses in the chat, so we can take a look there as well.

AMANDA PURCHASE:

There it is! Ok, good. So most of the room has heard of both or at least one of these frameworks, but some of us have not so it is good that we included an introduction in our presentation. No worries if you are in the realm of people who haven't heard of it. We will talk about introducing both.

So that just helps me know how long to spend on each slide and how to orient the presentation to who is in the room a little bit more than not knowing at all the law -- knowledge that exists here. So thank you for that.

I did anticipate that there would be some people who had not heard of either. Like I said, we included an introduction. For those who have heard of PBS or have some knowledge of it, I would like to drop in the chat -- I would like you to drop in the chat something that you already know about it. This is for PBS, not Charting the LifeCourse at this point. I would just like to gauge the knowledge in the room and then we will refer back to some of these chats in our discussion. So something you know about positive behavior support.

Yes, Donna started us off and said all behavior is community thing -- communicating something. Beautiful. Roxanne said focus based on positive behaviors as opposed to -ones. Rachel says reinforcing positive behaviors. Amy says person centered, proactive emphasis on universal support. Thomas is positive, not negative responses.

Yes, Emily, good point. Emily says chances are you already do it but don't have a name for it. Very true. Rachel says it should not be reactive. Good.

This raises many good points that we can refer back to. A couple more. Person-first communication, function aware, prevention, preventing negative behaviors. Trying to improve quality of life. Yes! Good. Great. Preventative. Awesome. We have some reward based things, prevention, quality of life. Yes. Focus on the positive. Good. Ok, I will move on from here, but thank you so much for doing that. We will refer back to some of those points in our discussion.

For those of you who have been -- haven't heard of PBS, I will get into a little bit of introduction here. The positive behavior support framework or standard of practice. This is a brief introduction. It is the established standard of practice in the field of intellectual and developmental disabilities. So in keeping with this, Massachusetts Department of developmental services has adopted positive behavior supports as a regulatory framework in February 2020.

So here is a definition pulled from our regulations of what positive behavior supports is. I will read this awful for us. Positive behavior supports, also known as PBS is a systematic, person centered approach to understanding the reasons for behavior, also known as the function, which someone mentioned. And applying evidence-based practices for prevention, proactive interventions, which was also dropped in the chat, teaching and responding to behavior with the goal of achieving meaningful social outcomes, increasing learning and enhancing quality of life across the lifespan. Quality of life was something else that was dropped in the chat, so kudos to all of you.

So that, in summary, is what it is. I will break this down further and identify some characteristics of positive behavior supports.

INGRID FLORY:

Someone in the chat is asking, "I achieved -- assume PBS's equipment with the ABA."

AMANDA PURCHASE:

Thank you for that question. PBS is derived from ABA. ABA is a main pillar of PBS. It is, historically speaking, PBS was born from ABA. They are not exactly the same, but there is a significant amount that is the same in those two frameworks but there is slight differences in language and approach and PBS and ABA. Awesome. Thank you for that question.

Alright. Some characteristics of PBS. PBS has a continuum of support for all people. On the next slide, I will show a triangle and talk more about what the continuum looks like. There is a focus on function and behavior as communication, which again, was dropped in the chat earlier. So awesome. Pulling from our knowledge together.

It relies on proactive environments, prevention overreaction. So we are not very reactive, a very preventative approach about creating change ahead of time.

It includes a range of evidence-based and -- interventions and strategies. It uses a strengths-based person centered approach and is data-driven in its decision-making. I will talk more about each of these points as we go along, but these are characteristics of positive behavior supports. All are essential to the framework as a whole.

On this slide is where I will just briefly talk about this triangle that we will often see when we talk about positive behavior supports. So the title here is the importance of creating healthy, responsive environments and, again, it is about being proactive and preventative and ensuring that the environment, meaning everything around the person. It is the physical space, the people in the room, the temperature, the colors, the sounds, all of that is in the environment for the person. Everything that surrounds the person.

In the importance that PBS relies on the environment, meaning how they respond to people, again, how often we interact with people. The way we interact with people. All of that is important in the universal tier. So when I said continuum of supports, we have these different levels of support, but it is not so much like you move from one to another. These levels all interact with each other. The focus is on the universal supports because these things are built upon each other. No one would have any intensive supports, for example, which is at the top of this triangle without having universal supports. Universal supports never go away. They are always there to support the person.

Some people need more supports than the universals and there is room in the strategy to have things like targeted and intensive support. I will not break this down much more than that because when we have targeted and intensive supports, there is more of a process involved. But the focus here is that you see the universal tier is the biggest section of the triangle, and that is because the universal supports are in place for all people in all places at all times. And when I say I know I have used that phrase so many times. If you haven't heard of PBS before you are probably wondering what is a universal support.

There are things like making sure the environment is suitable for the person, the environment represents the goals of the person and helps them reach their goals. It is supportive, pleasant to be in, people have a lot of choices. That is what I mean by universal supports.

If we do those really well and the research shows us that most people do not need targeted or intensive supports but there is room in this standard of practice for those as well and it is ok, because again, this is a continuum of supports that all interact together.

Hopefully that makes sense. Again, this is a brief introduction so that we are oriented to what I am talking about when I say PBS.

Moving on, again, just another introduction to Charting the LifeCourse. I want to do the same activity which is drop something in the chat something that you know about Charting the LifeCourse. Donna says, "Can be used for anybody or anything at any time." Rachel says it focuses on where the individual sees themselves and their future. Teresa says it listens to the individual and sees what they would like to do. Roxanne says the individuals in the driver seat. Person centered goals. Yes. Pat says it reminds her of perjured -- person centered planning. Yes, that is embedded into the framework.

Several tools, yes. Utilize to focus on the person and family. Yes. Good. Good. Helping individuals make their goals. Kristin says it is about relationship. Amy says person centered planning tools and framework. Good. Brian has a question. He says PBS is the same as PBIS, correct? Yes. Very similar. PBIS is positive behavior intervention unsupported and is typically the true -- framework seen in schools. It is based on the same thing. It also has a pillar of behavior analysis, but it just looks slightly different or is applied differently in the world of children versus what we are talking about, the world of adults.

So yes. A lot of overlap there. A lot of overlap in approach and framework and way of thinking, but the strategies are different. Awesome. I don't see anything else here about Charting the LifeCourse, so we will move on. But thank you for dropping stuff in the chapter on participating. That helps a lot.

I am going to do the same thing here and we will move into an introduction about Charting the LifeCourse for those in the room who hadn't heard about it, or for those who have, it is always a good reminder.

I have the definition which I pulled the sign from life course tools of Charting the LifeCourse. So CtLC is a framework developed to help individuals of all abilities at any age or stage of life develop a vision of a good life. Think about what they need to know and do, identify how to find or develop supports and discover what it takes to live the lives they want to live.

Individuals and families may focus on their current situation and stage of life but may also find it helpful to look ahead and start thinking about life experiences now that will help them move forward towards an inclusive productive life in the future. The framework is designed to help any citizen think about their life. So that I pulled right from life tools.com. It is all about Charting the LifeCourse and has the tools we will be talking about today. That is the definition of Charting the LifeCourse from there.

Next, from this definition, I will list characteristics of Charting the LifeCourse. So it has a focus on all people, recognizes the person within the context of their family, has a trajectory of life experiences across the lifespan. There is a focus on achieving life outcomes related to goals. It is holistic, has a focus across all life domains. When I say life domains, I mean different stages of life. There is a life domain tool. It integrates services and supports across the life course, which is something we will talk about, and it is transformational in its policy and systems change. So those are characteristics of Charting the LifeCourse.

Again, these things will come up again as we move forward with the presentation, but this was about an introduction to get us all on the same page.

With that in mind, I will show you one tool here from Charting the LifeCourse. This is called the integrated support star. The title here is the importance of living a good life. Spoiler alert, it is about what the framework of positive behavior support is about.

I will talk more about this later and go over an example, but this is what it looks like period Beth sent out an email with all the tools and you can find them on life course tools.com.

I won't spend too much time here again because I will go over an example of this in a few moments. With all of that said, again, this was just a brief introduction. I would like to turn to you all to see if you have noticed any overlap now that we have introduced positive behavior support and introduced Charting the LifeCourse and talked about characteristics of both. Is there anything you notice that they have in common? I would like you to write in the chat what you noticed about how they may relate or share things in common.

Bonnie started us off and said to us... Sorry, go ahead.

ELLEN KILICARSLAN:

I'm shaking my head at the answers. That's all.

AMANDA PURCHASE:

Person centered in. Yes. Ding ding thing. Absolutely. Donna also says person centered. And Karina. Yes. Can you please put the definition back up? I can. Of which one? Let me know.

Nancy also says positive behavior supports. Amy says person centered. It is all about living someone's best life. Yes. Good. Rachel says least restrictive. Yes. Both are least restrictive. Awesome. Good observations to everyone. And I would say you are all correct. Beautiful. (unknown name) says focus on strengths. Yes. Enhancing someone's life. Yes, Karina. Good.

Pam says Charting the LifeCourse definition. Yes. I can put that up for a couple minutes while I continue to look at the chat here. Leah says they are person centered. Yes. And they build on themselves. Yes. Scaffolded in a way to help the individual connect. Natural consequences and outcomes. They are empowering and help the individual recognize the impact of choices. I love that. Good. No problem, Pamela. Beautiful. If anyone else wants this definition, it is on life course tools.com. The slides will come out to you as well. If anybody needs me to go back and repeat something, feel free to drop it in the chat that Pam did and I'm happy to accommodate.

Seek other alternatives to best support someone, yes. Accurate. Good. We are noticing already with that brief introduction how these things relate to each other and they have a lot of things in common. Awesome. No one is making choices for the person. Good. Built into both frameworks is when we say person centered, we mean literally the person is at the center of all treatment, all planning, all goalsetting. We are deferring to them and saying, "What do you want to work on?" We are not setting rules for people in both of these approaches. Good.

Leah says the other observation she makes is that these tools help people in a position of support and empower the person at the center of the plan to be in the driver's seat.

That is what both of these frameworks is about. Both are literally about making sure the person is in the driver's seat of their life from start to finish. Great observation.

I will just leave the chat up for just another minute, just another second to see if anyone else has anything. But this is a really good start. Awesome. I will spend the rest of the time highlighting more things they have in common. But you have already mentioned a few things. There is a lot of overlap here which is fantastic.

Ok, I will close that down. Let me know if anything else pops up, Ellen, Beth or Ingrid. So yes, there is a lot of overlap. Let's change gears and I will tell you things that they have in common. Both positive behavior supports and Charting the LifeCourse has an individual quality-of-life outcome focus. Great. We already noted that. And they rely on the principles of person centered planning. That is why I gave all those ding ding ding's, you hit it right on the money there. A person centered approach, in case you are wondering what that is. It's an approach that seeks to understand the individual's unique needs, preferences and strengths and encourages individuals to take the lead in planning their lives, focusing on what matters the most to them. And this is true of both approaches, positive behavior supports and Charting the LifeCourse. Both are strength-based perspectives or have a strengths-based perspective, which means that they recognize and build on the strengths the individual has rather than focusing on challenges or deficits. We are not looking at the skills people do not have we are not focusing on bad behaviors. We are working on shaping good behaviors. We are putting the person in the driver's seat, looking at what skills they have and how they can help live someone that might help somebody live a better life. Awesome.

Both approaches, collaboration is key for both. There is collaborative decision-making and collaboration is a central aspect of both frameworks. So individuals, families, service providers and community resources create comprehensive life plans that reflect the individual's values and preferences.

So again, the person is in the driver's seat and everyone is deferring to them and what they want, but there is collaboration involved, and we work together to build these plans that really hit every mark of a person's life, and all the places they need to be. I will talk more about this when we talk about the integrated support star in a bit. Next, we have long-term planning and goal setting. Both positive behavior supports and Charting the LifeCourse take a broad perspective and encompass the entire life of a person.

By integrating these strategies, because they are to individual frameworks but have a lot in common and they work really well together, they are very complementary. So by integrating positive behavior support strategies within the Charting the LifeCourse framework, it can be ensured that all plans align with the life term goals of the individual. Again, person centered.

Monitoring and evaluation. Both frameworks emphasize the importance of ongoing monitoring and evaluation to track process, adjust strategies as needed and ensure that goals are being met. Regular review meetings can evaluate the effectiveness of interventions, make adjustments and celebrate achievements. So Charting the LifeCourse actually has... I don't talk about it here, but if you end up on the website, it even has a great tool that is meant for planning and goal setting, and it has a way to break it down and sort of track process with -- progress with stars on a sheet. I'm sure Beth can send that out with her follow-up email.

But that is not the only tool that can be used to monitor progress. But it is something that is one of the tools. I'm positive behavior supports has a lot of focus on data collection, and again, just evaluating the progress and evaluating that the strategies are effective. It's another thing that they have in common.

So in summary, PBS and CtLC are complementary frameworks that share common principles of person centeredness, strengths-based perspective, collaboration, holistic support and databased monitoring.

Awesome. Drop in the chat, thumbs up if you are with me so far. Any questions at this point? I will take a quick pause and see if I'm making sense or if there is any feedback. Awesome. A couple of thumbs up. Beautiful. Good. Thank you. I love the interaction. Thumbs up. Good.

It's ok to give a thumbs down to. Or ask any questions that you have. I just want to make sure I am hitting the mark. Gail asks, "What if the person does not know what is best for himself?" A good question. There is a lot of room in both frameworks to work this out. I would defer to some Charting the LifeCourse tools such as may be the trajectory, which is one we will talk about that might be good for problem solving and brainstorming through that process. So that's a good question. Hopefully it gets answered for their -- through the course of the presentation.

At the end, if there is time, I can address any questions then and I'm sure if not, someone can write to me and I can address it at a later time. But there are frameworks to sell through something like that. Good question.

Did I miss anything?

INGRID FLORY:

Someone is asking if you could give an example of holistic support.

AMANDA PURCHASE:

That's another thing we are going to answer when we talk about the example of the integrated support star. Briefly, now I can say that holistically, both of these frameworks look at all areas of life and integrate that strength-based approach to say where are the strengths of each of these categories? And then where in each of these areas does a person need additional support?

I think that might be addressed more with the integrative support star. The star itself, to introduce it now, it has five points. A five point star. It addresses different categories of need.

For example, eligibility supports or eligibility services are just one point of that star. The star orients us to look at other areas of life holistically where the person may have needs or may be doing really well and have a lot of strengths. Relationships is another point. Personal strengths and assets. Technology and community. I think that's a good example of what we mean when we say holistic. It looks at all areas of life.

For PBS, again, that universal tier or that bottom level of the triangle is holistic in itself because it is really looking at all areas of this person's life and ensuring that the environment is representative of what they need and they have supports where they needed.

Hopefully that makes sense. Yeah? Ok, good. Awesome. And then lots of thumbs up. Beautiful.

Alright. Since we are all on the same page so far, why integrate? By integrating PBS on CtLC, support teams can develop comprehensive and individualized plans. So plans that look at everything for the person but are specific to what that person needs. Again, very person centered. Can develop these components of an individualized plans that promote positive behavior change enhanced quality of life and empower individuals to pursue their life goals and aspirations.

So essentially, the bottom line of this presentation is that these frameworks work really well together. They are come from entry. -- Complementary.

Here is that CtLC integrated support star. A five point star that usually looks like this. I just want to make sure we are all looking at this the same way. This is the same star that was on the worksheet that I showed before. I will just go back to it quickly so that we can look.

When you have the worksheet, if you pull the worksheet from life course tools. It looks like this so that in each of the sections you can address that area. I think on the next slide I have an example of this worksheet filled out. I just want to make sure that we are all on the same page. I wanted to make sure that this star was the same we are looking at.

That's one of the things that's beautiful. All of the tools have different forms. If you pull one worksheet and find that it doesn't work for you, it is more about the concept of the worksheet or the concept of the tool than the actual worksheet itself.

So some of them look different but it is about the concept that is important. And the concept of the integrative support\*is that it looks at the person's life and helps us to identify areas of need. So the purpose is to ensure that all areas of needs are addressed and the person has support where they want support and to identify areas of need.

In the past, a lot of emphasis would be placed on the eligibility support tier. That's not the only place where a person can get support. That is one of the ways in which the star helps us to oriented selves -- orient ourselves or highlight things for us. We might be focused on transportation. Somebody needs to get somewhere. If we are stuck on thinking of eligibility based supports, how to get through XYZ service. But maybe the person has a relationship in their life that they can pull on to help with transportation. Maybe it doesn't need to be through eligibility services. It can be somebody that they met at church that they can carpool together with. Maybe a neighbor can help fill in the gap.

That is the concept of the star. It helps us to make sure we are looking at all areas of life. Again, this blue part is the personal strengths and assets. Green's eligibility. The dark blue is community and the red or pink is technology. Purple is relationships.

On the next slide I will go over what it looks like. I know no one will be able to read this but I wanted everyone to see what it looks like filled out. What is on the screen is a starter star. It can be pulled from the website and it is a wonderful resource because there are other starter stars too. If you find yourself stuck looking at the blank worksheet that I showed before and saying, "What do I put where?" Or having no idea what to identify in terms of community or in terms of technology, then the starter stars can help get your brain juices flowing.

Another resource is a grid or table that is the integrated support star options and it does a good job of breaking down each category and then specific things that can be used to fill in a star. So some examples here. Usually, and again, you don't have to fill it out that way, but to put your topic in the middle of the star. This starter star is daily life support options.

Some examples of what it would look like in practice if you were filling this out is under personal strengths and assets, you might put

something like somebody's past experience, their communication needs, I would put talents or hobbies here.

These are things with ordinary mastered skills that we can capitalize on or that we can use to get them where they want to be. You just kind of brain dump here and that is one of the things the bullet points on the slide... This is a great tool for brainstorming. You fill it out and then you use it to plan in the future.

Also, in doing this, it can highlight areas of need because if you find that you have 4/5 points filled out and you do not have any resources in the last point, whatever that is, it might be an area of need for the person.

So other examples as to how to fill this out, and relationships, you might put coworkers, friends, family, teachers here. Any relationship that the person has in their life. Under eligibility supports that might be supported employment, case management, day habilitation or something like head start.

Under community based resources we could have library based resources, groups or summer breeze -- reading programs. There could be colleges, tech programs, universities, anything University base. Lastly, under technology, this tends to be eye-opening for people because we are surrounded -- surrounded by technology and there are ways to capitalize on it. Things like electronic reminders to prompt people for a routine or remind somebody to finish a certain task. Alarms, the alarm on your cell phone is an example of the use of technology. Thinking -- simply having a cell phone is a great technology resource to have that can open up doors for people. With that comes a lot of applications. There are applications for everything, on cell phones and iPods can be used to help people fill in gaps.

A calculator, for example, is a form of technology that helps us in our day-to-day lives.

Online classes, anything online really. Anything like that is the use of technology. It is ok if there is some overlap between the points on the star. In an online class or online group somebody should also gain additional relationship supports and it is a good used to be integrated in the community or things like that. Sometimes there might be something in all the points or multiple points and that is also fine. An online resume building -- builder could be an example that would go under technology.

I know you cannot read what is on the screen here, those are examples of what we would put in each section. You can do that example with anything. Other stars exist for advocacy and engagement, for spirituality, there is one for spite. -- Respite. You can pull from them when you're completing for yourself or your loved one.

The way this can be overlapped with PDS is it can highlight these areas of need, it highlights strengths. From here, you can brain dump into it and figure out what exists already and what do we want in the future? And then, we can build our plans off that. And make sure that the person has the support where they needed and where they want it as well.

Awesome. The next thing I want to talk about is the trajectory which is a different tool. This is just the concept, but I will show you the tool on the next slide. But the concept here is that your past experiences and current experiences are putting you on the path or on the trajectory for your future life. The tool, which again, I will show in a minute, is always displayed as an upward facing arrow. An upward trajectory.

The purpose here is it can help facilitate discussions about what a person wants and does not want, which is a really important key to this tool here, because sometimes people have a difficult time answering the question, "What do you want?" Especially when talking about the future. What do you want to tomorrow? A year from now? Five years from now? 10 years from now? What is your vision of a good life in the future?

It is a big difficult to swallow concept sometimes. But people usually have an easy time answering the question, "What do you not want?" Sometimes that can be a good prompt to start the conversation. How do we make sure what you don't want doesn't happen. What you want is to have the skills so you don't end up there. So that is a really good key to the trajectory, or a concept of the trajectory. It orients us to both. What you want and not one? How do we create a vision for a good life out of that? In identifying the vision, it ensures the person is supported and accesses more experiences that puts them on their path or trajectory. It is all about experiences leading you to where you will be in the future. This is one way that it looks, but again, there are many different tools that you can use that focus on the contract? a concept of the trajectory.

The other thing I want to mention is that you don't have to use these worksheets. You can draw a star on a piece of paper and use the concept of this five-point star to fill it out. You control an upward facing arrow on a napkin and just brainstorm. If you like tools and filling out worksheets, or some. But if you do not, it doesn't need to be that formal which is one of the great things about CtLC.

We see that above, we would put past and current experiences happening that will lead us on our path.

Let's say a vision of a good life is that we work and contribute to society. Then you would put any past or current volunteering experience or work experience on the top of this arrow. And then a vision of what you don't want, you put experiences that you do not want to happen on the bottom, or things that have happened in the past or are happening in the present that you do not want period and those would continue to lead you towards your vision of a not -- of a good life.

The reason I wanted to talk about these tools is they are both really great brainstorming tools and they are complementary in that they work together. I did a presentation at a family leadership series where we started with the star, with this integrated support star. And just rain dumped into it all the things happening now, but also, things that we want in the future.

Then we pulled from the stars we made to fill out this trajectory in a way to identify what needs to happen first for each point of the start to lead us towards that vision of what we want. And how this all relates to positive behavior supports is that, I would say, the

access to Charting the LifeCourse is a universal support for people. Everyone can use this in a way that works well for them to plan, strategize, identify their needs, identify areas that need more support, highlight strengths for the individual, which again, is foundational to positive behavior supports as well.

So everything that PBS and Charting the LifeCourse have in common is something that these tools can be used to capitalize on. Awesome. And we have ended with enough time to have some questions here.

Actually, I will take my slides down while we answer any questions we have. I will bring the chat backup.

BETH WIKE:

Folks can use the chat, but you can also use the raise hand option and we are able to unmute you as well.

AMANDA PURCHASE:

I see a couple of things. Elia said we also acknowledge obstacles when engaged with this as well, so we can mindfully approach them. Yes, absolutely. And it helps us with both frameworks. Donna needs to leave but says thank you very much. You are welcome. Awesome.

BETH WIKE:

Leah has her hand up so I will allow her to talk.

AMANDA PURCHASE:

Beautiful.

SPEAKER:

I jokingly referred to these forms as

WALT CATLETT:

Because people look at them and they don't want to fill them out. It's overwhelming. We try to break it down into a series of micro sessions so that people don't get overwhelmed because fission making is exhausting. Paperwork is exhausting. So we try to be mindful of the bandwidth that each individual has when talking about these things as well as being mindful of talking about how to hear about what you don't want can be triggering.

My point was that much like taxes, how you fill out a form and then you know where to take the answer from the end of that form. It will say, "Go to page 3 and put it on line 17." I wish that these forms functioned in that way.

Because the beauty is that each decision you help somebody may, that then builds into the next informed choice that they can make. If we were able to stack these forms in a way that we knew how they would build into each other, I think it would become even more powerful. I don't know if that is a statement as much as something I want to throw in.

AMANDA PURCHASE:

Awesome. I think that one of the good things about the forms, like you said, yes, it can be taxing and overwhelming to look at a form and start with how to fill it out. What is important to keep in mind, there are a lot of tools, and if you go to the website, there are a lot of handouts or worksheets but the emphasis is always on the concept behind it or the function of the worksheet or the concept of the tool, not the worksheet itself, you know?

If people find the paperwork overwhelming, which I agree it can be, it doesn't have to be a formal sitdown process. You don't have to fill out all of the forms. You use what resonates with you the most, when I say "You" I mean the person. Whichever one the person will find helpful is the one we would want to capitalize on.

Or if they like all of the tools, we would use all of them. But it also doesn't have to be the worksheet.

It can be just throwing it out on a piece of paper. You don't even have to do paper, you can ask the questions from the tool. Maybe a support person or parent could have the tool in front of them and use it as a casual interview process. Like hey, what are some things going on for you right now that you really like? And then the support person can add that in on the trajectory. Or people that know the person really well can help them to fill in the points of the star and things like that. I agree that some people find worksheets very overwhelming but it doesn't have to be used for the Charting the LifeCourse framework to be effective.

SPEAKER:

To that point, for some people, just depending on what their entry level is and how they communicate, we have used some vision boarding give people the opportunity to use these tools as a guide to then be able to represent their vision or what they want in the pictures and using that idea of the picture. That has been a great guideline.

AMANDA PURCHASE:

That is a great example of a person centered approach. If someone does well with pictures or just preferred them, everything can be done.

BETH WIKE:

Thank you, Leah. Did I lose... Hold on. I apologize. Alright, Lori. You should be able to...

SPEAKER:

Hi. I just want to say I'm very mindful of folks you don't use language to communicate. We tend to communicate for them and (unknown name) has a great presentation she does about how she does Charting the LifeCourse for her son because he doesn't use language. And I absolutely love it because she goes through family photos and says, "Where is he happiest? Where is he crying? Where do I see joy? Is it when we go to my mother and everyone has dinner there? When we drive by horses? Where is it?" And that helps her Camino, identify what his idea of a great life should be. And everyone else can talk talk talk about how to get there.

The other good point that she made he's a YouTube user. She goes through his YouTube history and finds the things she had no idea that he loved. One of them was a building app, but he has never played with Legos. She went on a search to figure out what she can get for him that would feed that desire where he just watches and watches and watches the app built things. She was able to find these magnetic things. He is in gross. He absolutely loves it. He will do anything for time with these magnetic building toys.

So I just want to say that I am mindful that a lot of these presentations don't really emphasize that category of folks who aren't able to sit in a meeting or necessarily express things and there is definitely ways that their wants and dreams and things that matter to them can be captured and everyone else can do the talk talk stuff.

AMANDA PURCHASE:

That's a beautiful example. I liked looking through the pictures to see where are they happiest and translating this into where the joy exists and what are the experiences they want more of to represent their vision of a good life. Beautiful. And using that technology point of the star, the YouTube history, to find other things as well. That's again why collaboration is important and looking at things holistically is important. Thank you for bringing that up and sharing examples with us. I think that was really good to highlight.

BETH WIKE:

We are going to check in with Gail and see if Gail still had a question. You can unmute.

SPEAKER:

Hi, everybody. Thank you so much. I am an old timer with all this PBS stuff and whatnot. I think I should have known all this stuff. I have been using support for a while and it doesn't work because frustration is there and you have to be mindful with keeping it at bay. I know with my son, if I am in a good mood and kind of agree with him, things are better.

He does get very stubborn. He has had a behaviorist for a short time and I think he could use another one. What I wanted to say, and I liked what the other person said before me about magnetic... I know what those are. That was fabulous. What a great idea.

My son's ISP is coming up in a couple of months. The person that is himself could use these tools and then I could use the same thing and that we could kind of discuss it together and see if we are sort of on the same page, which sometimes we are and sometimes we are not, especially for the future, which is hard to think about.

And even family members might think about what is good for Josh and what is in because they are going to be taking my place at some point. I just want to bring that up and I think it is a great tool for ISPs coming. So thank you for this and I look forward to going on the website and getting whatever information is on the website. Thanks so much.

AMANDA PURCHASE:

Thank you, Gail. I do agree. All the concepts that we talked about on the tools are great for ISP planning and great for having those discussions. Beautiful. Good. Thank you, Gail.

I see there has been some discussion in the chat. We also will be following up with the slides on the tools that were also mentioned today, so they will be coming to you in addition. Larry said (Reads chat), I think both of these frameworks agree with you that both of these have strengths. I would call that strengths that exist in the person, and the integrated support we have that personal strengths and assets point which is all about whatever talents that person already has and identify where they do and do not need support. Beautiful. Great question there. I think that is important and integrated into both of these things.

I just want to scan and see if there is anything else here.

INGRID FLORY:

Some of these comments are making me think of a story I heard from a service coordinator about a young adult they were working with who is about to enter adult services from the school and wasn't communicating clearly what she wanted but was very clear about what environment specifically did not work for her. Once they were able to identify, she didn't like to be in a large group, she didn't like to be doing activities that maybe other people would choose that maybe weren't her preferred activities? Once they realize that are more able to communicate that, it change the conversation.

Maybe a traditional day program is not a good setting for her. So reflecting on Amanda talking about PBS and thinking about the environments that allow people to thrive and to show their gifts that they have and, you know, in thinking about using that trajectory to help identify what are the environments where that person thrives and where they can show all their gifts most easily so that we can maybe eliminate some options that we know will not be a good fit for them.

AMANDA PURCHASE:

Beautiful. I think that's a great summary and a good example of how we use these tools to identify settings and environments that do not work. The bottom tier, one of the find additional things is that the environment is supportive of the person. Great summary there. Yes, awesome.

I don't see questions in the chat and I think we are at times. If there is any follow-up, please let someone here know and I'm sure we



can get back to you. You will be hearing from Beth with follow-up information. Thank you so much for being here and thank you for your interaction, engaging in the pools -- poles, and to chat. I really appreciate it.

ELLEN KILICARSLAN:

Thank you, Amanda. That was great.

Live captioning by Ai-Media.