



Life Map



Follow the Journey of People
Served by County Boards of DD



HOW TO USE THE LIFE MAP

The **Life Map** is a quick-reference guide designed to let you see through the eyes of a person served by Ohio's county boards of developmental disabilities (DD). It will introduce you to the support networks that county boards create and how those support networks are used throughout the lives of people served.

Each life stage section of this guide will include short explanations of the roles that people served, county boards, and private service providers should play throughout the life of someone served by Ohio's county boards of DD. The sections will also include lists of policy tools and progress markers for any successful life plan.

SYMBOL KEY



Person Served

The person served has a central role to play in his or her own life stages. This symbol denotes the considerations that must be made by and for the person served in the life stage in question. Also listed are suggested steps to prepare the person served for the next stage of life. Each section will also include guidance for measuring how the person's life journey is going thus far.



Family Members

Family members are often the most in tune with the needs and desires of people served. This symbol denotes what role the family of the person served should play at a given point in his or her life and what responsibilities they must undertake at that time.



Specialized Service Providers

Specialized service providers offer services in a specific subject area that is not in the expertise of the county board of DD. People served (and their families) choose specialized service providers with the help and support of county boards of DD. These services can include supervision, medical care, transportation, or other similar functions. The employees of these providers are specially trained to deal with individuals with developmental disabilities. Many providers are privately owned companies.



Service Partners

This symbol denotes public, private, and non-profit entities that are separate and distinct from the day-to-day operations of a county board of DD. These entities either play a direct role in the lives of people with developmental disabilities or play an indirect (but important) role in the greater community in which people with developmental disabilities live. These entities must be taken into account as possible partners in any person's Individualized Service Plan in order to increase chances for long-term success.



Funding Sources

Financial support is essential for people served and their families. This symbol denotes the various sources of funding for those in need of services for a specific stage of life.



County Board

This symbol shows what roles Ohio County Boards of DD should play at the life stage being discussed. It is divided into two sections – critical functions that a board must fulfill and special objectives that are unique to that stage of a person's life.



Drivers of Change

This symbol denotes the list of internal and external factors that can influence how county boards of DD perform their duties, from planning and monitoring services to direct service delivery. These include both policy drivers (such as state and federal regulations) as well as less clearly defined influences (such as shifts in social attitudes among families).

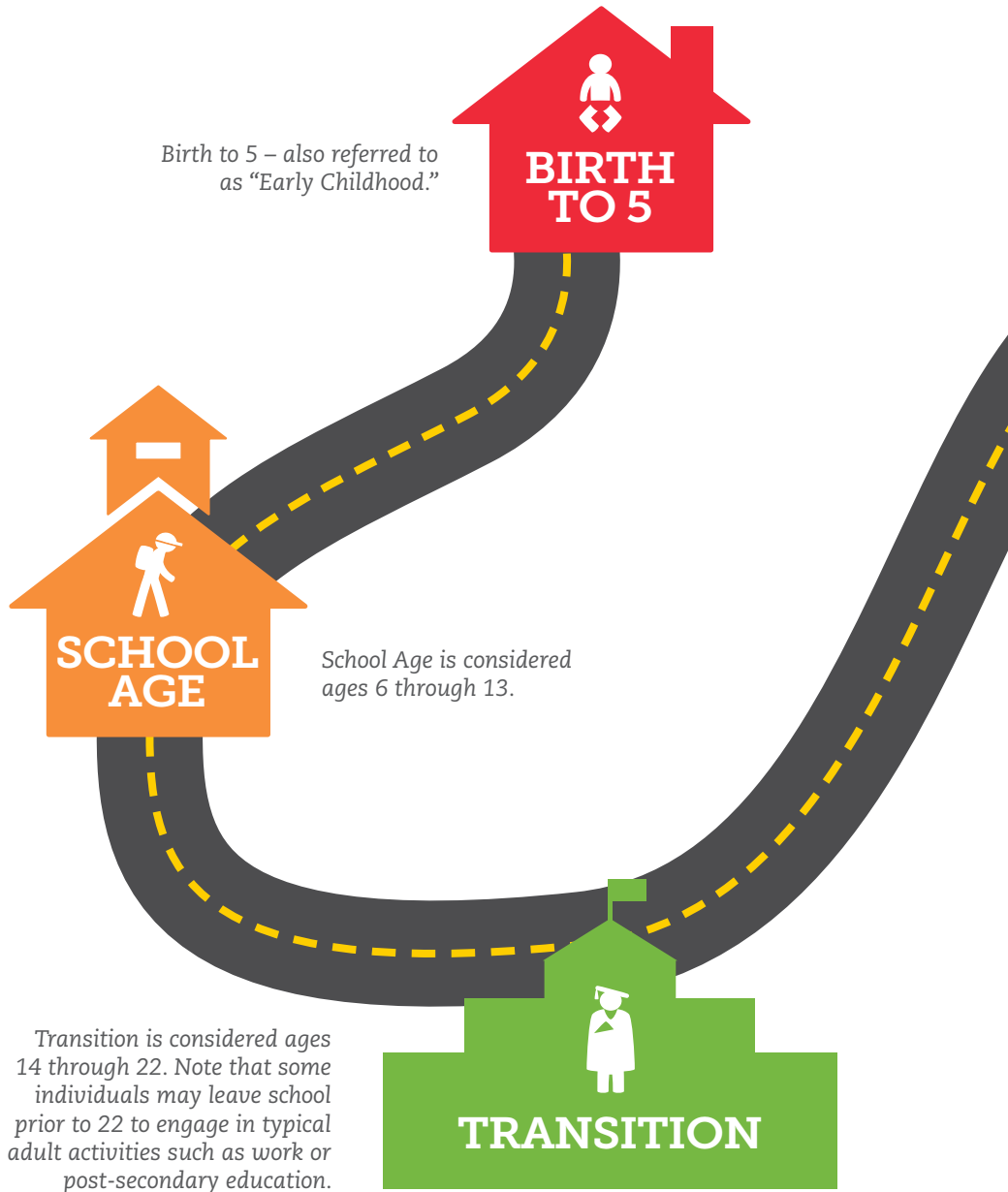


Benchmarks for Success

This symbol shows what goals should be met for the person served in the life stage in question. Essential progress markers are listed, as well as ways to measure whether or not those markers have been achieved.



LIFE MAP



Birth to 5 – also referred to as “Early Childhood.”

**BIRTH
TO 5**

**SCHOOL
AGE**

School Age is considered ages 6 through 13.

Transition is considered ages 14 through 22. Note that some individuals may leave school prior to 22 to engage in typical adult activities such as work or post-secondary education.

TRANSITION



Adulthood is considered age 23 through the age at which the individual retires. Depending on the individual's abilities and disabilities, retirement might be needed before or after the age of 65.

Retirement is the transition period after an individual stops working and while he or she still has enough health and wellness to be active with friends, family, and the community.



Aging is when an individual's disabilities begin to require a higher level of care and when the individual and family may begin end-of-life planning.





BIRTH TO 5



PERSON SERVED

The most important developmental period of every person's life takes place from birth to age 5. During this time, people grow quickly and meet many developmental milestones in a short time. In addition to mental and physical development, people with disabilities establish their health and wellness needs during this period. They also begin to form the emotional and social resilience necessary to effectively navigate life with a disability.



Family Members

Reinforce capacity-building exercises

Develop and work toward a positive future for the family member

Build social and emotional resilience within the family



Specialized Service Providers

Day care providers

Private pre-schools

County board-operated pre-schools

Respite care providers

Behavioral support trainers who assist the family in their home

Medical providers and specialists

Occupational, speech, and physical therapists



Service Partners

Ohio Department of Health

Help Me Grow

Ohio Department of Developmental Disabilities

Local public schools

Public children services agencies

State/local mental health agencies

Advocacy organizations (Such as the Ohio Self Determination Association, DD Council, APSI, and more)



Funding Sources

County board property taxes

Medicaid/Medicaid waivers

Local school districts

State of Ohio (Department of Health, Department of Developmental Disabilities, Department of Education)



County Board

Critical Functions

Protect person's health and safety

Identify needs of person served and create a plan to meet those needs

Regularly evaluate how effectively plan is meeting needs, adjust as necessary

Offer Early Intervention services to foster key development (sometimes in conjunction with Help Me Grow)

Offer continuous family support throughout lifespan

Special Objectives

Coach family members on how to live with and care for their loved one

Coach and support local school districts and teachers

Introduce families to their possible future as the child grows up

Help to access other services/local connections where appropriate



Drivers of Change

Policy Drivers

The Americans with Disabilities Act (ADA) and *Olmstead v. L.C.*

Overall cost-reduction efforts

Changes to federal Medicaid (CMS) regulations

State of Ohio funding changes

Expanded eligibility for Medicaid under the Affordable Care Act

Limited access to new revenue

Other Influences

Changing expectations of families



Benchmarks for Success

An increased ability for boards to identify children in need of services

Larger numbers of children who enter school without needing services or an Individual Education Plan

Transition into kindergarten meets the needs of a child

Ability to measure individual accomplishments and progress made

Developmental goals for an individual are clearly defined

Family member benchmarks and goals are clearly defined

An increased number of county boards are using evidence-based practices



SCHOOL AGE



PERSON SERVED

At this stage of life, formal schooling prepares children with developmental disabilities for future challenges. School becomes part of children's daily routines, helping them build emotional resilience, develop social skills, and establish healthy habits. Basic tasks are mastered at a pace appropriate for a child's abilities. Goals are established via Individualized Education Plans (IEPs) which are the responsibility of local school districts.



Family Members

Continue building social and emotional resilience in the family and with a widening social circle
Support friendships and general social well-being



Specialized Service Providers

County board-operated schools
Day care providers
Need-specific schools (such as those for children with autism)
Respite care providers
Behavioral support trainers who assist the family in their home
Medical providers and specialists
Occupational, speech, and physical therapists



Service Partners

Ohio Department of Developmental Disabilities
Local public schools
Public Children Services Agencies
State/Local Mental Health Agencies
Juvenile Court System
Family and Children First Councils
Advocacy organizations (Such as the Ohio Self Determination Association, DD Council, APSI, and more)



Funding Sources

County board property taxes
Local school districts
Medicaid/Medicaid waivers

State of Ohio (Department of Education, Department of Developmental Disabilities)



County Board

Critical Functions

Protect person's health and safety

Identify changing needs of person served and modify plan to meet new needs

Regularly evaluate how effectively plan is meeting needs, adjust as necessary

Offer continuous family support throughout person's lifespan

Special Objectives

Continue to coach family and teachers

Help individuals develop the skills necessary for self-determined decision-making

Help families understand world of adulthood and what is needed to support independence

Coach families on creating a life for their child outside the family and promoting community involvement



Drivers of Change

Policy Drivers

Individuals with Disabilities Education Improvement Act (IDEA)

Priorities of local school districts

The Americans with Disabilities Act (ADA) and *Olmstead v. L.C.*

Overall cost-reduction efforts

Changes to federal Medicaid (CMS) regulations

State of Ohio funding changes

Limited access to new revenue

Other Influences

Changing expectations of families



Benchmarks for Success

Students are welcomed and valued in school, not just tolerated

Students participate in school activities – being *of* the school, not just *in* the school

Students' accomplishments and progress made can be measured

Developmental goals for students are clearly defined

Family member benchmarks and goals are defined

Students advance through K-12 system



TRANSITION



PERSON SERVED

When children with disabilities enter their teenage years, they begin to consider the future. What sort of work should they do as adults? Will they be able to work? What skills will they need to live independently? What living situation is best? What steps must be taken to achieve the desired outcome? It is critical at this point that the person develops a social network outside of family and the support system offered by a county board of DD.



Family Members

Begin understanding the needs and capabilities of their loved one in adulthood

For the first time, a person's "family" includes other formal and informal social relationships, such as friends, teachers, neighbors, etc.



Specialized Service Providers

Job coaches/trainers

Career exploration programs

Private employment and vocational rehabilitation service providers

County board employment and vocational rehabilitation service programs

Medical providers and specialists

Occupational, speech, and physical therapists



Service Partners

Ohio Department of Developmental Disabilities

Local public school system

Public children services agencies

State/local mental health agencies

Bureau of Vocational Rehabilitation (Opportunities for Ohioans with Disabilities Agency)

Benefits analysts

Employers

Colleges

Adult education providers, including GED resources

Career centers

State/local Job and Family Services agencies

Law enforcement and the juvenile court system

Chambers of commerce

Advocacy organizations (Such as the Ohio Self Determination Association, DD Council, APSI, and more)



Funding Sources

County board property taxes

Local school districts

Medicaid/Medicaid waivers

State of Ohio (Department of Education, Opportunities for Ohioans with Disabilities Agency, Department of Developmental Disabilities)

Individual/family-generated income



County Board

Critical Functions

Protect person's health and safety

Identify changing needs of person served and modify plan to meet new needs

Regularly evaluate how effectively plan is meeting needs, adjust as necessary

Offer continuous family support throughout person's lifespan

Special Objectives

Empower person served (and family members) to choose benefits and supports appropriate for adults

Help families prepare for a person becoming an adult and gaining independence

Help individuals develop skills necessary for self-determined decision-making

Create plan for adulthood to help people who do not have family support

Coordinate a smooth transition into adulthood by working with teachers and children's service providers

Develop an effective transition plan in cases where delinquent or otherwise criminal behavior has arisen in partnership with juvenile court system



Drivers of Change

Policy Drivers

The Americans with Disabilities Act (ADA) and *Olmstead v. L.C.*

Local school district priorities

Changes to federal Medicaid (CMS) regulations

Heightened federal scrutiny on sub-minimum wage laws

Overall cost-reduction efforts

State of Ohio funding changes

Limited access to new revenue

Other Influences

Choices made by people served

Changing expectations of families

Number of jobs available in a community



Benchmarks for Success

An increased number of students are in integrated learning environments

Students are ready for transition to adulthood

Students are able to secure a job

Students are able to attend college

A plan exists for an individual's future with increasing individual control over life, work, leisure, and general competency development

Plans and goals for family are in place to support an individual in achieving his or her personal goals



ADULTHOOD



PERSON SERVED

Adults with developmental disabilities often prefer to be as independent as possible. Some will enter the workforce. Others will choose to spend their days in non-work environments. While independent living is ideal, some people with disabilities might require family or county board support due to the limitations caused by their disabilities. Making friends and being active in the community are essential throughout this period.



Family Members

Build social and emotional resilience in family

Expand a person's community exposure to support adult activities

Broaden "family member" to include many different aspects of the greater community

Offer knowledge of resources to help adults make decisions



Specialized Service Providers

Direct support professionals for home and personal care needs

Job coaches/trainers

Private employment and integrated day program providers

County board employment and integrated day habilitation programs

Medical providers and specialists

Occupational and physical therapists



Service Partners

Ohio Department of Developmental Disabilities

Employers

State/local mental health agencies

Bureau of Vocational Rehabilitation (Opportunities for Ohioans with Disabilities Agency)

Benefits analysts

Colleges/universities

Adult education providers, including GED resources

Career centers

State/local Job and Family Services agencies

Public transportation providers

Criminal justice system

Chambers of commerce

Advocacy organizations (Such as the Ohio Self Determination Association, DD Council, APSI, and more)



Funding Sources

County board property taxes

Medicaid/Medicaid waivers

State of Ohio (Department of Developmental Disabilities and Opportunities for Ohioans with Disabilities Agency)

Employer-provided benefits

Individual/family-generated income



County Board

Critical Functions

Protect person's health and safety

Identify changing needs of person served and modify plan to meet new needs

Regularly evaluate how effectively plan is meeting needs, adjust as necessary

Offer continuous family support throughout person's lifespan

Special Objectives

Empower the person served (and family members) to choose benefits and supports appropriate for adults

Help families understand the world of adulthood for people with developmental disabilities and what is needed to support independence

Encourage self-determined decision-making

Plan for individuals who do not have family support

Identify supports needed to enable family member to remain at home or in chosen setting

Help individual and family plan for individual's future when family situations change

Coordinate supports for people who engage in criminal behavior in partnership with adult justice system



Drivers of Change

Policy Drivers

The Americans with Disabilities Act (ADA) and *Olmstead v. L.C.*

Changes to federal Medicaid (CMS) regulations

Heightened federal scrutiny on sub-minimum wage laws

Overall cost-reduction efforts

State of Ohio funding changes

Limited access to new revenue

Other Influences

Choices made by people served

Changing expectations of families

Number of jobs available in a community



Benchmarks for Success

A person feels he or she has a high quality of life with opportunities to interact with all community members as desired

Happiness at work, including type of job, hours worked, income/benefits, and stability

A person has a healthy life, including safe and affordable housing, meaningful social relationships, access to transportation, access to medical and preventative care, and opportunities for recreation/fun

A person has control of his or her own plan for the future

Plans and goals for family are in place to support an individual in achieving his or her personal goals



RETIREMENT



PERSON SERVED

As a person ages, he or she must think about how to spend the day and live on what will likely be a reduced income. This includes establishing a timeline for retirement, finding post-employment daytime activities, and determining the best long-term housing arrangements for one's needs. Many people served opt for volunteer activities or take advantage of senior social programs. As always, community bonds are important in this life stage.



Family Members

Help locate and coordinate resources to assist senior citizens with daily needs

May choose to help people with disabilities enroll in the same senior services as parents and relatives



Specialized Service Providers

Direct support professionals for home and personal care needs

County board integrated senior/aging and day habilitation programs

Community senior centers/programs

Medical providers and specialists

Occupational and physical therapists

Senior living or nursing facilities



Service Partners

Ohio Department of Developmental Disabilities

Ohio Department of Aging

Local senior services agencies

State/local mental health agencies

Hospice care providers

Public transportation providers

Advocacy organizations (Such as the Ohio Self Determination Association, DD Council, APSI, and more)



Funding Sources

County board property taxes

Medicare/Medicaid (PASSPORT)

State of Ohio

Individual/family-generated income

Retirement benefits

Trust fund income



County Board

Critical Functions

Protect person's health and safety

Identify changing needs of person served and modify plan to meet new needs

Regularly evaluate how effectively plan is meeting needs, adjust as necessary

Offer continuous family support throughout person's lifespan

Special Objectives

Empower the person served (and family members) to choose benefits and supports appropriate for retirees

Encourage self-determined decision-making

Establish a plan for individuals who do not have family support

Help families identify supports needed to enable family member to remain at home or in chosen setting (which may include a PASRR assessment)

Help a person's support system plan for the future when family situations change



Drivers of Change

Policy Drivers

The Americans with Disabilities Act (ADA) and *Olmstead v. L.C.*

Changes to federal Medicaid (CMS) regulations

Heightened federal scrutiny on sub-minimum wage laws

Overall cost-reduction efforts

State of Ohio funding changes

Limited access to new revenue

Other Influences

Choices made by people served

Changing expectations of families



Benchmarks for Success

A person feels they have a high quality of life with opportunities to interact with all members of the community as desired

A person has a healthy life, including safe and affordable housing, meaningful social relationships, access to transportation, access to medical and preventative care, and opportunities for recreational and volunteer activities.

A plan exists for individual's future with individual control of the plan, including the present and issues associated with end of life

Plans and goals for family are in place to support a person



AGING



PERSON SERVED

Old age brings new challenges for a person with a developmental disability, including physical limitations, general health problems, and end-of-life decisions. Often, a person's family and social network are reduced, making it more difficult to live independently if he or she requires personal support. It is important that a plan for end-of-life decisions is made well before reaching this stage of life. Family and community ties remain very important.



Family Members

Identify who would like to help individuals with aging and end-of-life decisions
Assist with living wills, guardianship agreements, and final arrangements



Specialized Service Providers

Direct support professionals for home and personal care needs
County board integrated senior/aging and day habilitation programs
Community senior centers/programs
Medical providers and specialists
Occupational and physical therapists
Senior living or nursing facilities



Service Partners

Ohio Department of Developmental Disabilities
Ohio Department of Aging
Local senior services agencies
Hospice care providers
Public transportation providers
Nursing facilities
Therapists
State/local mental health agencies
Advocacy organizations (such as OSDA, DD Council, and more)



Funding Sources

County board property taxes
Medicare/Medicaid (PASSPORT)
State of Ohio
Individual/family-generated income
Retirement benefits
Trust fund income



County Board

Critical Functions

Protect person's health and safety

Identify changing needs of person served and modify plan to meet new needs

Regularly evaluate how effectively plan is meeting needs, adjust as necessary

Offer continuous family support throughout person's lifespan

Special Objectives

Help person served (and family members) understand effects of aging on physical and mental health

Encourage self-determined decision-making

Assist people who do not have family support with end-of-life decisions

Work with family to identify supports needed to enable a person to remain at home or in his or her chosen setting (which may include a PASRR assessment)

Help a person's support system plan for the future when family situations change



Drivers of Change

Policy Drivers

The Americans with Disabilities Act (ADA) and *Olmstead v. L.C.*

Changes to federal Medicaid (CMS) regulations

Overall cost-reduction efforts

State of Ohio funding changes

Limited access to new revenue

Other Influences

Large increases in projected lifespan for people served

Choices made by people served

Changing expectations of families



Benchmarks for Success

A person feels they have a high quality of life with opportunities to interact with all members of the community as desired

A person has a healthy life, including safe and affordable housing, meaningful social relationships, access to transportation, access to medical and preventative care, and opportunities for recreation/fun

A plan exists for individual's future with individual control of the plan, including the present and issues associated with end of life

Plans and goals for family are in place to support a person

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MORE INFORMATION

For additional information about the contents of this document, or if you have questions about Ohio's developmental disability service delivery system, please contact the Ohio Association of County Boards of Developmental Disabilities at (614) 431-0616 or learn more by visiting us online at www.oacbdds.org.



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