



# Life Map



Follow the Journey of People  
Served by County Boards of DD

T H I R D   E D I T I O N



# 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 with a developmental disability who receives support from 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 people's lives.

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

## SYMBOL KEY



### Person

Every person who has a developmental disability 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 a person during the life stage in question. Also listed are suggested steps to prepare a person 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 with disabilities. This symbol denotes what role the family of a person should play at a given point in his or her life and what responsibilities they must undertake at that time.

---



### Specialized Service Providers

People with developmental disabilities (and their families) choose specialized service providers with the help and support of county boards of DD. These services can include adult day habilitation, employment, medical care, transportation, and other similar functions. The employees of these providers are specially trained to work with people with developmental disabilities. Service providers may be privately owned companies or non-profit agencies.

---



### 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 with disabilities and their families. This symbol denotes the various sources of funding for people in need of services during 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. 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).

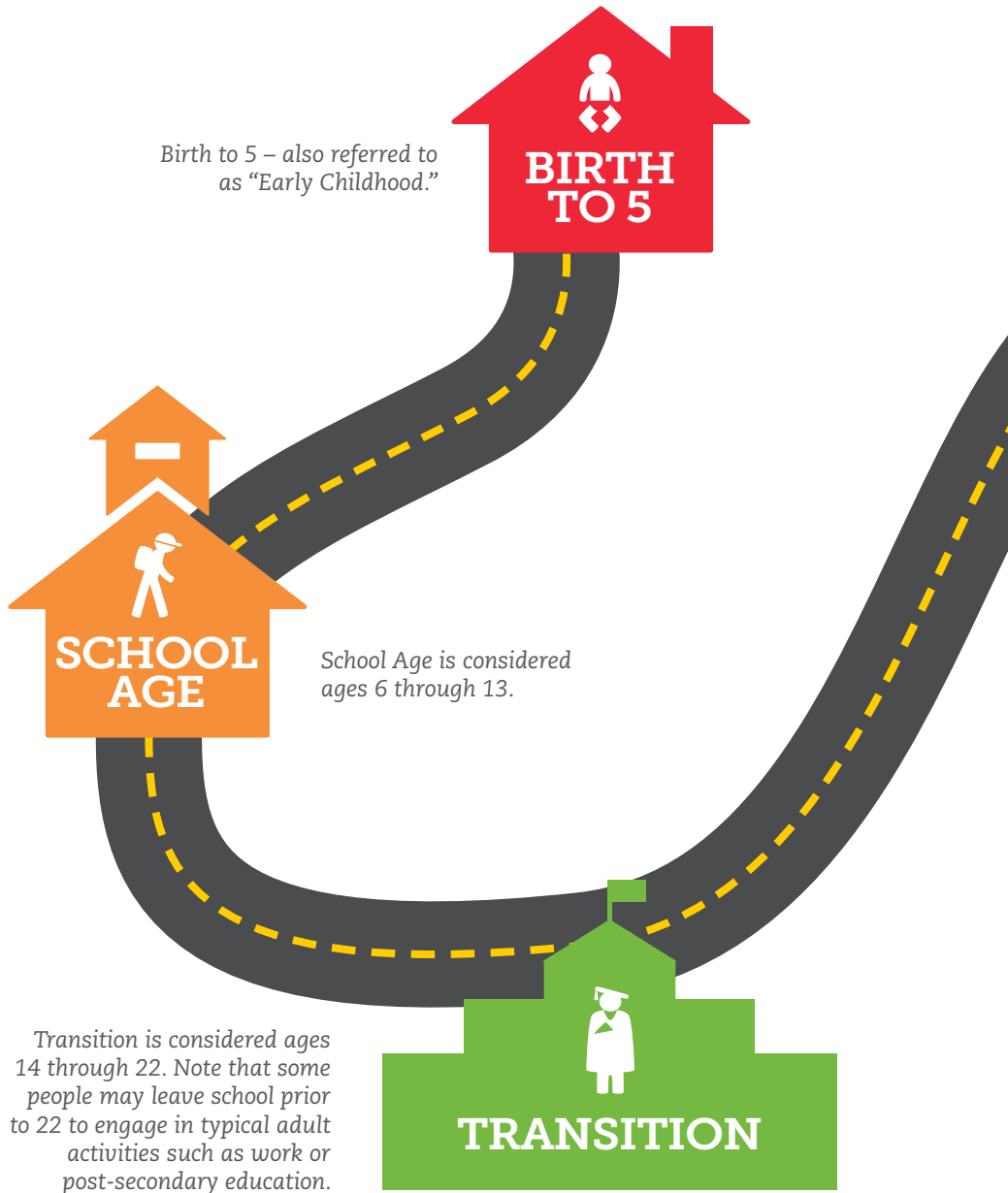


### Benchmarks for Success

This symbol shows what goals should be met for a person 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





*Adulthood is considered age 23 through the age at which a person retires. Depending on a person's abilities and disabilities, retirement may take place before or after the age of 65.*

*Retirement is the transition period after a person 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 a person's disabilities begin to require a higher level of care and when a person and his or her family may begin end-of-life planning.*





# BIRTH TO 5



## PERSON

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

Increase caregiver confidence and competence

Develop and work toward a positive future for the family member

Build social and emotional resilience within the family



### Specialized Service Providers

County board early intervention staff

Child care providers

Preschools

Respite care providers

Behavioral support consultants who assist the family at home

Medical providers and specialists

Occupational, speech, and physical therapists

Developmental specialists



### Service Partners

Ohio Department of Developmental Disabilities

Help Me Grow (HMG)

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 levy dollars

Medicaid/Medicaid waivers

Local school districts

Private insurance

Family-generated income

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



## County Board

### Critical Functions

Protect a person's health and safety

Identify needs of a person 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

Provide evidence-based early intervention services and supports

Coach family members on caring 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

Lead agency changes/requirements

### Other Influences

Changing expectations of families

Changes at the U.S. Department of Education

Health care and technology advancements



## Benchmarks for Success

Families and county boards can identify children who need of services

Transition into kindergarten meets the needs of a child

Children's accomplishments and progress made can be measured

Developmental goals for a person are clearly defined

Family member outcomes and goals are clearly defined



# SCHOOL AGE



## PERSON

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 a person's 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 consultants who assist the family at home  
Medical providers and specialists  
Occupational, speech, and physical therapists  
Developmental specialists



### Service Partners

Ohio Department of Developmental Disabilities  
Local public schools  
Public children services agencies  
State/local mental health agencies  
Family and Children First Councils  
Advocacy organizations (Such as the Ohio Self Determination Association, DD Council, APSI, and more)



### Funding Sources

County board levy dollars  
Local school districts  
Medicaid/Medicaid waivers  
Family-generated income  
State of Ohio (Department of Education, Department of Developmental Disabilities)





## County Board

### Critical Functions

Protect a person's health and safety

Identify changing needs of a person and modify the support plan to meet new needs

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

Offer continuous family support throughout a person's lifetime

### Special Objectives

Continue to coach family and teachers

Help people 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

Lead agency changes/requirements

### Other Influences

Changing expectations of families

Changes at the U.S. Department of Education



## 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 outcomes and goals are defined

Students advance through K-12 system



# TRANSITION



## PERSON

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 a person develops a social network outside the family.



### 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 (within Opportunities for Ohioans with Disabilities)

Benefits analysts

Employers

Colleges and universities

Adult education providers, including GED resources

Career centers

State/local job and family services agencies

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



### Funding Sources

County board levy dollars

Local school districts

Medicaid/Medicaid waivers

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

Individual/family-generated income

Specialized STABLE savings accounts



## County Board

### Critical Functions

Protect a person's health and safety

Identify changing needs of a person and modify the support plan to meet new needs

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

Offer continuous family support throughout a person's lifetime

### Special Objectives

Empower a person and his or her family members to choose benefits and supports appropriate for adults

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

Help people 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



## 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

Ohio Employment First policies

Federal requirements under the Workforce Innovation and Opportunity Act (WIOA)

### Other Influences

Choices made by a person

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 a person's future with increasing individual control over life, work, leisure, and general competency development

Plans and goals for family are in place to support a person in achieving his or her goals



# ADULTHOOD



## PERSON

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

Help broaden a person's social network to include parts of the wider 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

Employment and integrated day program providers

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 (within Opportunities for Ohioans with Disabilities)

Benefits analysts

Colleges/universities

Adult education providers, including GED resources

Career centers

State/local Job and Family Services agencies

Public transportation providers

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



### Funding Sources

County board levy dollars

Medicaid/Medicaid waivers

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

Employer-provided benefits

Individual/family-generated income



## County Board

### Critical Functions

Protect a person's health and safety

Identify changing needs of a person and modify the support plan to meet new needs

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

Offer continuous family support throughout a person's lifetime

### Special Objectives

Empower a person and his or her 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

Help people who do not have family support plan their lives

Identify supports needed to enable a person to remain at home or in his or her chosen setting

Help a person and his or her family plan for the 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 a person

Changing expectations of families

Number of jobs available in a community

Housing and transportation access



## 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 a person in achieving his or her goals



# RETIREMENT



## PERSON

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 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

Integrated senior/aging and day habilitation 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

Public transportation providers

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



## Funding Sources

County board levy dollars

Medicare/Medicaid (PASSPORT)

State of Ohio

Individual/family-generated income

Retirement benefits

Trust fund income



## County Board

### Critical Functions

Protect a person's health and safety

Identify changing needs of a person and modify the support plan to meet new needs

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

Offer continuous family support throughout a person's lifetime

### Special Objectives

Empower a person and his or her family members to choose benefits and supports appropriate for retirees

Encourage self-determined decision-making

Establish a plan for people 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

Overall cost-reduction efforts

State of Ohio funding changes

Limited access to new revenue

### Other Influences

Choices made by a person

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 a person'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

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 will help a person 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

Integrated senior/aging and day habilitation 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 levy dollars

Medicare/Medicaid (PASSPORT)

State of Ohio

Individual/family-generated income

Retirement benefits

Trust fund income





## County Board

### Critical Functions

Protect a person's health and safety

Identify changing needs of a person and modify the support plan to meet new needs

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

Offer continuous family support throughout a person's lifetime

### Special Objectives

Help a person and his or her 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

Increases in projected lifespan for people with disabilities

Choices made by a person

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 a person'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

## ACKNOWLEDGEMENTS

The following Superintendents of County Boards of Developmental Disabilities spent more than a year analyzing Ohio's developmental disability service delivery system as members of the Future Systems Transformation Committee. Their contributions to this document were invaluable and much appreciated.

**Steve Oster (Chair)**  
*Superintendent, Knox/Coshocton DD*

**Michael Pelcic**  
*Superintendent, Pickaway DD*

**Kellie Brown**  
*Superintendent, Guernsey DD*

**Elizabeth Prather**  
*Superintendent, Richland/Crawford DD*

**Charles Frobose**  
*Superintendent, Crawford DD (retired)*

**Nancy Richards**  
*Executive Director, Clearwater COG*

**Brian Green**  
*Superintendent, Miami DD (Riverside)*

**Sharon Woodrow**  
*Superintendent, Clermont DD (retired)*

**William Green**  
*Superintendent, Stark DD*

**Dr. Dee Zeffiro-Krenisky**  
*Superintendent, Huron DD (retired)*

**Rick Marriott**  
*Superintendent, Ross DD (retired)*

**Laura Zureich**  
*Superintendent, Champaign/Shelby DD*

**Alice Pavey**  
*Superintendent, Hamilton DDS*

Members of the Future Systems Transformation Committee were facilitated and assisted by consultants and staff from the Ohio Association of County Boards of Developmental Disabilities throughout their deliberations. The following professionals contributed significantly to this document – their efforts were also appreciated.

**Mel Marsh, Facilitator**  
*Acorn Consulting*

**Erich Hiner**  
*Communications Coordinator, OACB*

**Bridget Gargan**  
*Executive Director, OACB*

**Joe Russell**  
*Policy and Advocacy Director, OACB*

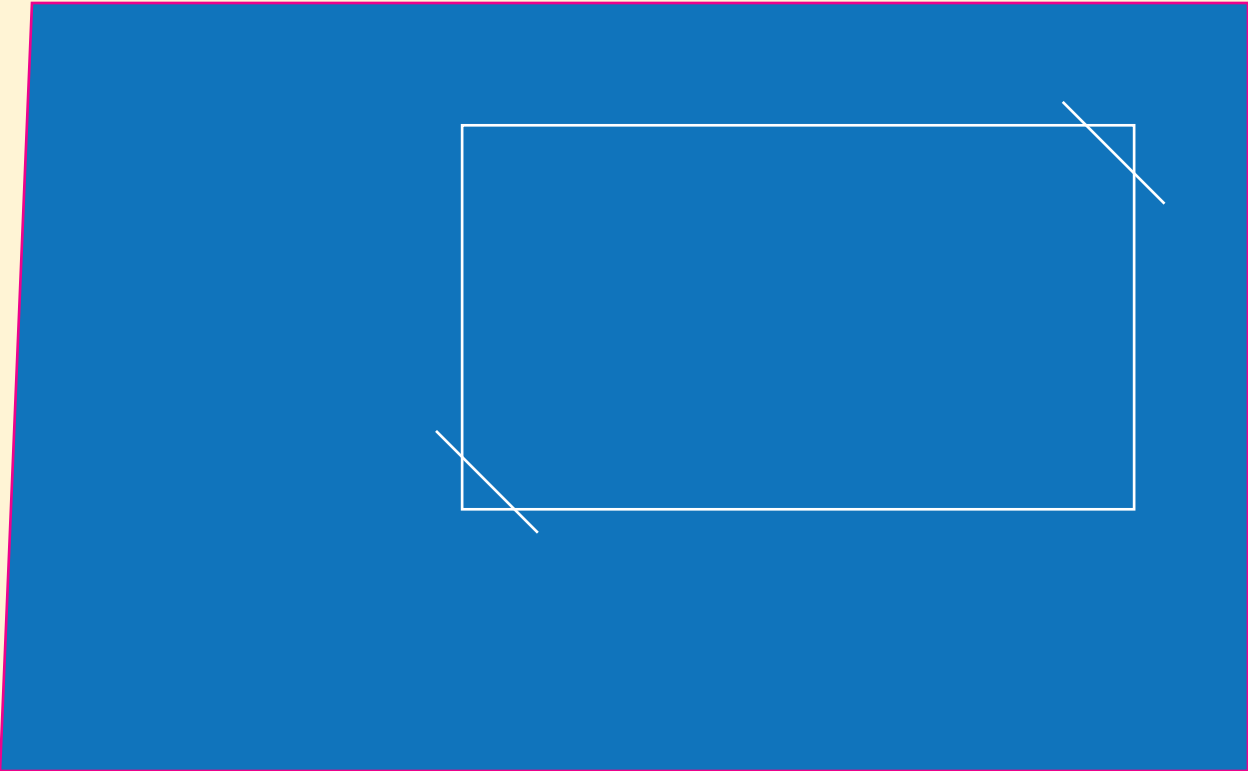
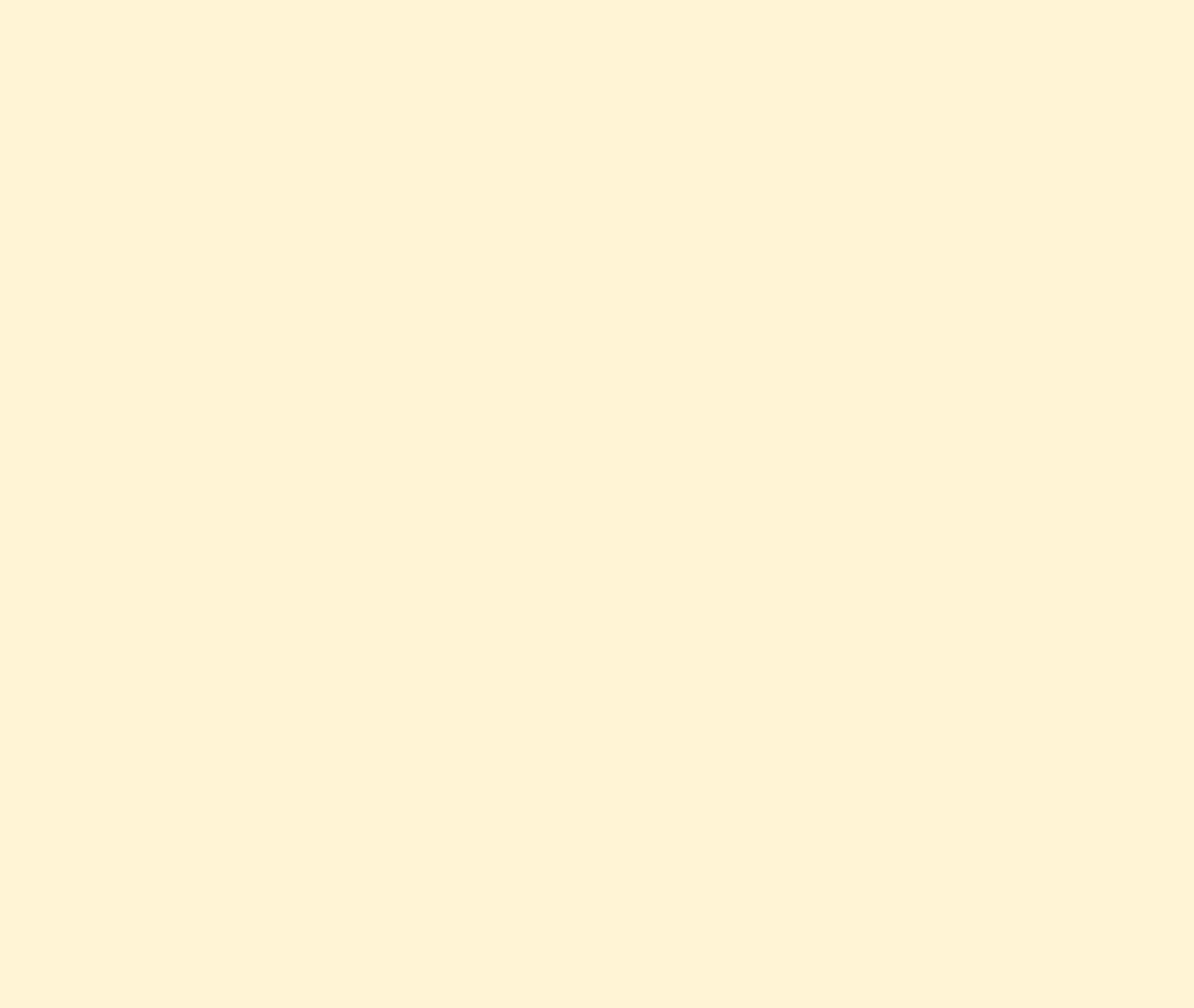
**Adam Herman**  
*Communications Director, OACB*

**Susan Jones**  
*Children and Families Consultant, OACB*

## 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](http://www.oacbdds.org).

*Third Edition: Updated November 2016*





**Ohio Association of County Boards**  
*Serving People with Developmental Disabilities*  
73 E. Wilson Bridge Rd., Suite B1  
Worthington, OH 43085  
T (614) 431-0616  
F (614) 431-6457

[www.oacbdd.org](http://www.oacbdd.org)  

T H I R D   E D I T I O N