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

School Age is considered ages 6 through 13.

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

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.

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.
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)
Drivers of Change

<table>
<thead>
<tr>
<th>County Board</th>
<th>Benchmarks for Success</th>
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<tbody>
<tr>
<td><strong>Critical Functions</strong></td>
<td><strong>Policy Drivers</strong></td>
</tr>
<tr>
<td>Protect a person’s health and safety</td>
<td>The Americans with Disabilities Act (ADA) and Olmstead v. L.C.</td>
</tr>
<tr>
<td>Identify needs of a person and create a plan to meet those needs</td>
<td>Overall cost-reduction efforts</td>
</tr>
<tr>
<td>Regularly evaluate how effectively plan is meeting needs, adjust as necessary</td>
<td>Changes to federal Medicaid (CMS) regulations</td>
</tr>
<tr>
<td>Offer Early Intervention services to foster key development (sometimes in conjunction with Help Me Grow)</td>
<td>State of Ohio funding changes</td>
</tr>
<tr>
<td>Offer continuous family support throughout lifespan</td>
<td>Expanded eligibility for Medicaid under the Affordable Care Act</td>
</tr>
</tbody>
</table>

**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

**Other Influences**

- Changing expectations of families
- Changes at the U.S. Department of Education
- Health care and technology advancements

**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

**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
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)
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

**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

**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
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.

<table>
<thead>
<tr>
<th><strong>Family Members</strong></th>
<th>Begin understanding the needs and capabilities of their loved one in adulthood</th>
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<tbody>
<tr>
<td></td>
<td>For the first time, a person’s “family” includes other formal and informal social relationships, such as friends, teachers, neighbors, etc.</td>
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<table>
<thead>
<tr>
<th><strong>Specialized Service Providers</strong></th>
<th><strong>Service Partners</strong></th>
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<tbody>
<tr>
<td>Job coaches/trainers</td>
<td>Ohio Department of Developmental Disabilities</td>
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<tr>
<td>Career exploration programs</td>
<td>Local public school system</td>
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<tr>
<td>Private employment and vocational rehabilitation service providers</td>
<td>Public children services agencies</td>
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<tr>
<td>County board employment and vocational rehabilitation service programs</td>
<td>State/local mental health agencies</td>
</tr>
<tr>
<td>Medical providers and specialists</td>
<td>Bureau of Vocational Rehabilitation (within Opportunities for Ohioans with Disabilities)</td>
</tr>
<tr>
<td>Occupational, speech, and physical therapists</td>
<td>Benefits analysts</td>
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<tr>
<td></td>
<td>Employers</td>
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<tr>
<td></td>
<td>Colleges and universities</td>
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<td></td>
<td>Adult education providers, including GED resources</td>
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<td></td>
<td>Career centers</td>
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<tr>
<td></td>
<td>State/local job and family services agencies</td>
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<tr>
<td></td>
<td>Advocacy organizations (Such as the Ohio Self Determination Association, DD Council, APSI, and more)</td>
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<td>Medicaid/Medicaid waivers</td>
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<tr>
<td>State of Ohio (Department of Education, Opportunities for Ohioans with Disabilities, Department of Developmental Disabilities)</td>
</tr>
<tr>
<td>Individual/family-generated income</td>
</tr>
<tr>
<td>Specialized STABLE savings accounts</td>
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### County Board

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<td>Offer continuous family support throughout a person’s lifetime</td>
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<table>
<thead>
<tr>
<th>Special Objectives</th>
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</thead>
<tbody>
<tr>
<td>Empower a person and his or her family members to choose benefits and supports appropriate for adults</td>
</tr>
<tr>
<td>Help families prepare for a person becoming an adult and gaining independence</td>
</tr>
<tr>
<td>Help people develop skills necessary for self-determined decision-making</td>
</tr>
<tr>
<td>Create plan for adulthood to help people who do not have family support</td>
</tr>
<tr>
<td>Coordinate a smooth transition into adulthood by working with teachers and children’s service providers</td>
</tr>
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</table>

### Drivers of Change

<table>
<thead>
<tr>
<th>Policy Drivers</th>
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<tbody>
<tr>
<td>The Americans with Disabilities Act (ADA) and <em>Olmstead v. L.C.</em></td>
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<tr>
<td>Local school district priorities</td>
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<tr>
<td>Changes to federal Medicaid (CMS) regulations</td>
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<tr>
<td>Heightened federal scrutiny on sub-minimum wage laws</td>
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<td>Overall cost-reduction efforts</td>
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<tr>
<td>State of Ohio funding changes</td>
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<tr>
<td>Limited access to new revenue</td>
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<tr>
<td>Ohio Employment First policies</td>
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<tr>
<td>Federal requirements under the Workforce Innovation and Opportunity Act (WIOA)</td>
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<table>
<thead>
<tr>
<th>Other Influences</th>
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<tbody>
<tr>
<td>Choices made by a person</td>
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<tr>
<td>Changing expectations of families</td>
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<tr>
<td>Number of jobs available in a community</td>
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<table>
<thead>
<tr>
<th>Benchmarks for Success</th>
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<tbody>
<tr>
<td>An increased number of students are in integrated learning environments</td>
</tr>
<tr>
<td>Students are ready for transition to adulthood</td>
</tr>
<tr>
<td>Students are able to secure a job</td>
</tr>
<tr>
<td>Students are able to attend college</td>
</tr>
<tr>
<td>A plan exists for a person’s future with increasing individual control over life, work, leisure, and general competency development</td>
</tr>
<tr>
<td>Plans and goals for family are in place to support a person in achieving his or her goals</td>
</tr>
</tbody>
</table>
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
### 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
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
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Superintendent, Stark DD

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Alice Pavey
Superintendent, Hamilton DDS

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Superintendent, Pickaway DD

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Superintendent, Richland/Crawford DD

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Superintendent, Huron DD (retired)

Laura Zureich
Superintendent, Champaign/Shelby DD

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Policy and Advocacy Director, OACB

Susan Jones
Children and Families Consultant, OACB

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.oacbdd.org.
