

Charting the LifeCourse (CtLC): Practical Tools for all ages

For Parents & Educators •
Family Matters Parent
Training & Information
Center (FMPTIC)



What is a Parent Training & Information Center (PTIC)?

- Federally funded centers that support families of children/youth with disabilities (birth–26).
- Help families understand IDEA rights and partner effectively with schools.
- Provide training, resources, and individualized assistance across each state.
- Collaborate with educators and systems to improve outcomes for students with disabilities.

- www.fmptic.org

About FMPTIC: Programs & Services

- 1:1 support (coaching & problem-solving) for families and professionals.
- Education on special education navigation (webinars, workshops, resources).
- Resource & referral to community, state, and federal supports.
- Assistance with IEP reviews & preparation for meetings.
- Educational Surrogate Parent (ESP) Program training (in partnership with ISBE).
- Self-advocacy programs for youth and families.
- Secondary Transition support.
- Comprehensive online resources for parents & educators.

Learning Objectives

- Identify and describe three key CtLC principles
- Participants will learn how to complete a One-Page Description using a sample or personal example.
- Participants will identify two ways to use a CtLC tool in their work with students and families.

<https://www.lifecoursetools.com/>

Why Charting the LifeCourse (CtLC)?

- Designed by families to create a vision for a “good life” across the entire life span.
- ***Universal, person & family-centered tools that work for any age, ability, or context.***
- Builds a shared language for students, families, and educators.
- Complements (and can strengthen) traditional person-centered planning.
- Can be used as a partner tool in the IEP process.

Note, FMPTIC is not an expert in CtLC, and we cannot certify you in the use of the framework. We find the tools and framework very useful in our work with students and families and encourage you to visit their programs:

here: <https://www.lifecoursetools.com/lifecourse-learning/ambassador-series/>

CtLC Framework & Principles

- Whole Life: plan across life stages and domains (not just services).
- Person & Family Centered: elevate student and family voice.
- Trajectories: map “what we want” and “what to avoid”, across the lifespan.
- Integrated Supports: blend personal, relationship-based, community, technology, and eligibility-specific supports.

CtLC Methodology—How It Works

- Start with a “good life” vision; identify what to avoid.
- Map experiences & steps that move toward the vision (Trajectories).
- Identify supports across all buckets (Integrated Supports Star).
- Document student voice (One-Page Description / Profile).
- Repeat over time; align with IEP/transition steps.

How would you answer if someone asked you, "What makes a good life for you?"

Life Domains (Whole Life View)

- Daily Life & Employment
- Community Living
- Social & Spirituality
- Healthy Living
- Safety & Security
- Citizenship & Advocacy
- Education is woven across domains for ages 3–21; post-school for 18–26.

Three Buckets of Support

Three Support Buckets



DISCOVERY & NAVIGATION: Knowledge & Skills

- Information about topics and issues
- Knowledge about best practices or interventions
- Skills to navigate and access services
- Ability to advocate for services and policy change



CONNECTING & NETWORKING: Socio-emotional Well-being

- Friendships and social capital
- Peer Support
- Support Groups
- Professional Counseling



GOODS AND SERVICES: Day to Day Supports

- Transportation and Housing
- Financial Assistance
- Adaptive equipment or home modifications
- Short and Futures Planning
- Childcare and/or respite
- Caregiver Supports

Life Stages (Early Childhood → Adulthood)

- Early Childhood (3–5): routines, play, communication, inclusion.
- School Age (6–13): learning, friendships, participation in school/community.
- Transition (14–22): work experiences, independent living skills, self-advocacy.
- Young Adulthood (18–26): postsecondary options, employment, community life.

Download the Charting the LifeCourse Life Stages


Guides: <https://www.lifecoursetools.com/lifecourse-library/exploring-the-life-stages/>

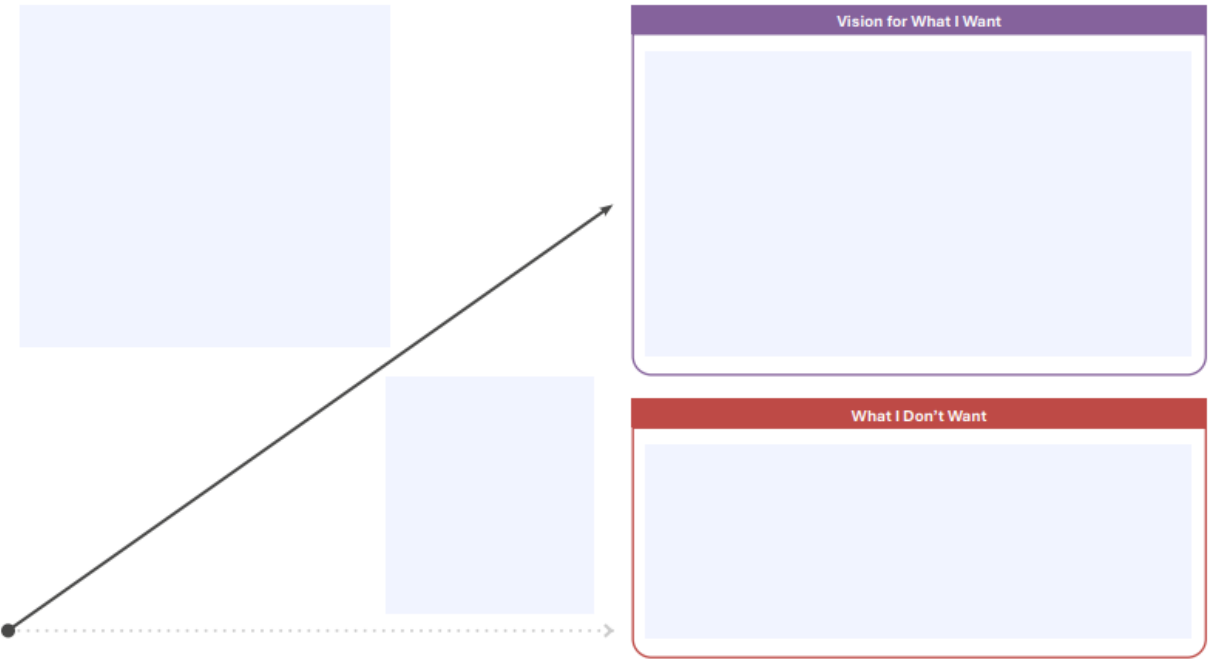
CtLC Tools—At a Glance

- Life Trajectory (individual & family).
- Integrated Supports Star.
- One-Page Description / Profile.
- Relationship Map (building social capital).
- Planning Portfolios & Life Domain visioning worksheets.

Tools take time to learn. Watch videos from CtLC, explore the website and work through all of the tools yourself before you expand your use – build confidence and comfort.


CtLC Trajectory Tool - Explore

 Life Trajectory | Exploring



Vision for What I Want

What I Don't Want

 Chartering the LifeCourse
Framework and Tools

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Tool: Life Trajectory (Early Childhood Example)

- Student: 'Maya', age 6, autistic; strengths in puzzles & music.
- Good life: joyful school days, friends, plays in inclusive soccer, communicates needs.
- Avoid: isolation, unsafe wandering, frequent meltdowns from unmet sensory needs.
- Experiences: morning visual schedule, peer buddy at recess, music time before reading.

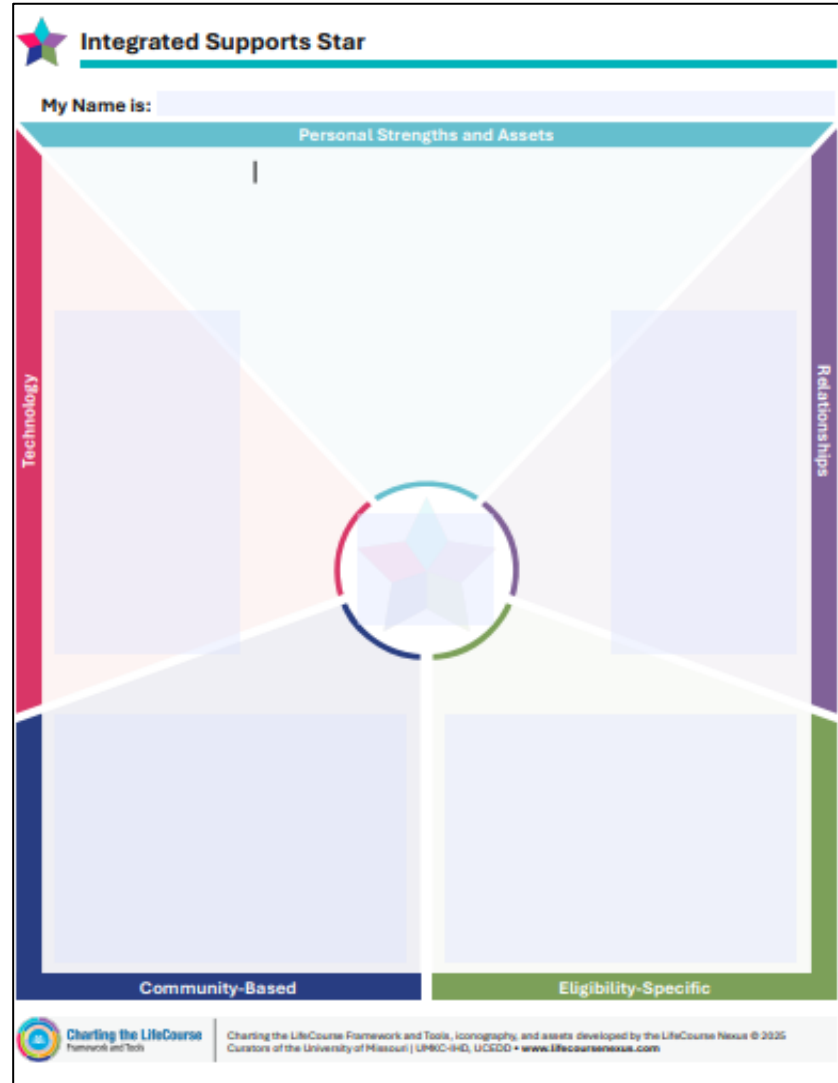
Tool: Life Trajectory (Transition Example)

- Student: 'Diego', 18, loves bikes & fixing things.
- Good life: paid work at a bike shop, community college certificate, rides with friends.
- Avoid: unemployment, staying home all day, losing contact with friends.
- Experiences: CTE internship at local shop, travel training, resume building.

Tool: Integrated Supports Star (School Example)

- Personal strengths: persistence, interest in coding.
- Relationships: peer mentor, sibling homework partner.
- Community: library maker space, coding club.
- Technology: text-to-speech, calendar reminders, visual timers.
- Eligibility-specific: IEP SLP minutes, DRS pre-ETS, Medicaid therapy.

Integrated Supports Star



The form is titled "Integrated Supports Star" and features a central star icon. It is divided into several sections: a top header with a name field, a large central area for notes, and four colored corner sections labeled "Technology", "Relationships", "Community-Based", and "Eligibility-Specific". A footer contains logos and copyright information.

Integrated Supports Star

My Name is: _____

Personal Strengths and Assets

Technology

Relationships

Community-Based

Eligibility-Specific

Charting the LifeCourse
Framework and Tools

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Tool: One- Page Description (Middle School Example)

- What people like about me: creative, kind, loves animals.
- What's important to me: quiet reading time after lunch; knowing schedule changes ahead of time.
- How to support me: show written steps; check-in after group work; give choices for projects.
- My goals: join art club; present in class using slides.

The image shows a screenshot of a web form titled "LIFECOURSE PROFILE PAGE" from the "Disability HUB MN" website. The form includes a header with a logo and the text "LIFECOURSE PROFILE PAGE" and "Disability HUB MN". Below the header are fields for "NAME:" and "DATE:". The main body of the form consists of three large, empty text boxes with colored headers: "WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:" (teal), "WHAT'S IMPORTANT TO ME:" (orange), and "HOW TO BEST SUPPORT ME:" (blue). At the bottom, there is contact information: "1-866-333-2466 disabilityhubmn.org" and a small footer: "Developed by the Charting the Lifecourse Team • Lifecourse@hubs.com • © 2020 Curators of the University of Missouri | UMKC IQD, UCEDD • Dec. 2020".

Disability
HUB
MN

LIFECOURSE PROFILE PAGE

NAME: _____ DATE: _____

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:

WHAT'S IMPORTANT TO ME:

HOW TO BEST SUPPORT ME:

1-866-333-2466 disabilityhubmn.org
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CtLC One Pager

- https://disabilityhubmn.org/media/u5nncvnhub_lifecourse_myprofilepage_fillable.pdf

Tool: Relationship Map (Building Social Capital)- Caring about/Caring for

- Identify people in: family, friends, school, community, and services.
- Spot gaps: few peers outside class; limited adult mentors.
- Action: connect with youth group, neighborhood sports, or volunteer site.
- IEP tie-in: social skills goals; peer supports; extracurriculars.

Mapping Relationships | Family Perspective

Name: _____ Date: _____

Supporter's Name (If Needed): _____

 Caring About	Who serves in this role now?	Looking Ahead	Next Steps
Shares Love, Affection and Trust			
Spends Time and Creates Memories Together			
Knows about Personal Interest, Traditions, Cultures			
 Caring For	Who serves in this role now?	Looking Ahead	Next Steps
Supports Day-to-Day Needs			
Ensures Material and Financial Needs are Met			
Connects Meaningful Relationships and Roles			
Advocates and Supports Life Decisions			



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CtLC Mapping Relationship Tool: <https://www.lifecoursetools.com/lifecourse-library/lifecourse-framework/mapping-relationships/>

Tool: Planning Portfolio & Domain Worksheets

- Collect trajectories, stars, and one-pagers in a simple portfolio.
- Use domain worksheets to set short-term targets (e.g., Daily Life & Employment).
- Share with IEP team before meetings to center student voice.

Early Childhood (Ages 3–5): Using CtLC

- Focus on routines (arrival, play, snack, transitions).
- Trajectory: joyful participation; avoid meltdowns from unexpected change.
- Star: embed visuals, peer modeling, family coaching, therapy minutes.
- One-Page: “what helps me” for new staff & substitutes.

School Age (6–13): Using CtLC

- Trajectory: academic engagement + friendships; avoid disengagement.
- Star: after-school clubs, peer buddies, reading apps, SLP/OT supports.
- One-Page: clear directions, options for showing learning, checklists.
- IEP: align accommodations and progress monitoring with the tools.

Transition (14–22): Using CtLC in Illinois

- Begin by 14½ in IL; set measurable postsecondary goals.
- Use Trajectory to plan experiences (work-based learning, travel training).
- Use Star to blend: family & community supports + DRS (VR) + Medicaid/DDD.
- Document student voice with One-Page Description & portfolios.

Embedding CtLC in IEPs: Examples

- Parent Input: paste key Trajectory/One-Page insights.
- Goals: link to experiences on the Trajectory.
- Services: reflect Integrated Supports (not just minutes).
- Transition: align to paid work/postsecondary living & learning; consider how all supports overlap.

CtLC for Behavior & Mental Health Supports

- Trajectories clarify what we want more of (replacement behaviors).
- Star maps proactive supports across people, places, and tech.
- One-Page guides consistent adult responses & de-escalation.
- Pairs well with FBA/BIP; emphasizes dignity & belonging.

Implementation— Schools & PTICs

- Start small: one grade level or program; build staff champions.
- Train teams on the three anchor tools (Trajectory, Star, One-Page).
- Create sample portfolios and share ahead of IEP season.
- Collect stories & short data to show impact.
- Have school team use the tools to problem solve and connect to one another.
- Train families on the tools and bring them into planning discussions using the tools.

Using CtLC to Support Students with Medical Complexity

- **CtLC Framework** helps families and professionals plan across life stages and domains
- Life Trajectory – identify vision for a good life while acknowledging challenges (short and long-term).
- Integrated Supports Star – map formal services, technology, relationships, and community supports.
- One-Page Description – share essential health, communication, and support information.
- **Applications:**
 - Planning for medical transitions (pediatric → adult care).
 - Coordinating IEP and healthcare goals.
 - Supporting student voice in daily routines and health decisions.

Stories: Elementary & Transition

- Elementary: Third grader with ADHD & dyslexia; Trajectory tied reading practice to volunteering; Star added librarian mentor, buddy reading, audiobooks, OG;
 - Outcome: more reading, confidence, fewer referrals.
- Transition: Senior with ID; Trajectory aimed at horticulture job + community class; Star blended family/community garden, smartphone prompts, DRS support;
 - Outcome: paid job with fading job coaching; increased independence.

CtLC vs. Traditional Person- Centered Planning

- CtLC is universally designed: useful across ages, contexts, and systems.
- Visual, lightweight tools: easier for families/educators to use routinely.
- Emphasizes trajectories & integrated supports (beyond services).
- Strengthens—not replaces—person-centered thinking & IEP processes.

References & Links

Key sources:

LifeCourse Nexus (Framework & Tools): <https://www.lifecoursetools.com/>

Integrated Supports Star: <https://www.lifecoursetools.com/lifecourse-library/integrated-supports-star/>

Life Trajectory Worksheet (example): https://disabilityhubmn.org/media/42lkr3uv/lifecourse_lifetrajectory.pdf

One-Page Description Tip Sheet (2024): https://www.lifecoursetools.com/wp-content/uploads/2024/06/CtLC-Tip-Sheet_One-Profile_Caregiver-Supports_2024.pdf

Parent Centers (CPIR): <https://www.parentcenterhub.org/find-your-center/>

U.S. Dept. of Education—Parent Training & Information Centers: <https://www.ed.gov/.../parent-training-and-information-centers>
FMPTIC: <https://fmptic.org/>

ISBE—Educational Surrogate Parent Program: <https://www.isbe.net/Pages/Special-Education-Surrogate-Parent-Program.aspx>

IDHS—DRS Vocational Rehabilitation: <https://www.dhs.state.il.us/page.aspx?item=29737>

IDHS—DRS Home Services Program: <https://www.dhs.state.il.us/page.aspx?item=29738>

IL DDD—PUNS: <https://www.dhs.state.il.us/page.aspx?item=41131>

CtLC Videos

Helping Families Get What They Need – CtLC

<https://youtu.be/IRHq4P27zWo>

A LifeCourse Spotlight

<https://youtu.be/YMdxN2XJCuw>

FMPTIC Legal Disclaimer

- Information provided is for general educational purposes only and is not legal advice.
- Families should consult their own attorneys or advocates regarding specific situations.
- FMPTIC is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP).
- The contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.
- Project Officer: Dr. Anna Macedonia

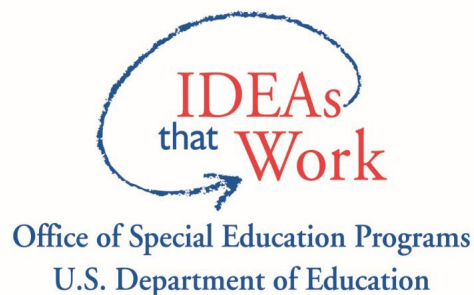
Thank you!

- Please help us by completing this follow-up survey:



Contact & Next Steps

- Visit www.fmptic.org for resources, trainings, and 1:1 support.
- Try the three anchor tools with one student this month.
- Bring tools to IEP meetings—attach One-Page & Trajectory.



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