



# All Age Disability Strategies: Best Practice Review

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## 1 Introduction

- 1.1 In December 2022, Facilitate Consultancy were commissioned by Jean Stephens, Assistant Director from Wirral Council's Adult Social Care Directorate to conduct a comprehensive review of All Age disability services across Wirral, with a focus on preparing for adulthood. The recommendations for workstreams following this review were approved by the Adult Social Care and Public Health Committee in June 2023, and a programme plan developed.
- 1.2 Facilitate were recommissioned in July 2023 to lead the refresh of Wirral's All Age Disability strategy. This report summarises the findings of a review for best practice for All Age Disability strategies, including the accessibility of these strategies. These findings will inform the approach to the several planned coproduction engagements with people with lived experience and will be considered alongside the outcomes of these sessions when developing the strategy.
- 1.3 As set out in the scope of work, this review is to explore 3 best practice example strategies in depth. During the search process, we sought out strategies that ideally are:
  - produced after 2021 (this threshold was increased from 2022 due to limited results)
  - for people of All Ages, applying a whole-life approach
  - for all disabilities, not just learning disabilities (as many examples were)
  - coproduced with people with lived experience and key stakeholders
  - produced by a Wirral statistical neighbour, and/or an authority that emerged as having best practice during the research and discovery phase of the review.
- 1.4 The recommendations of this report do not consider the content of the previous All Age Disability Strategy for Wirral (2018-2020). Hence, Wirral's Strategy may already include some content that is discussed in these principles.
- 1.5 Based on the parameters listed above (section 1.3), few examples were to be found, with most accessible examples out of date (developed 2018 or earlier) or focused mainly on learning disabilities and special educational needs and disabilities (SEND), sometimes autism, and rarely physical disabilities and sensory impairments. This considered, the following strategies demonstrated good practice and some lessons to take forward:
  - Essex County Council's Disability Strategy (2023-26)<sup>1</sup>
  - South Gloucester's All Age Learning Disability Strategy (2022-27)<sup>2</sup>

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<sup>1</sup> Essex County Council Meaningful Lives Matter: Our plan for a more inclusive Essex  
[https://www.essex.gov.uk/sites/default/files/migration\\_data/files/assets.ctfassets.net/knkzaf64jx5x/1FpETmG6ul0nP3xDZ79Jmz/e42e660b7f8fc9ae2ca815a94a63fa47/Essex\\_County\\_Council\\_Disability\\_Strategy\\_-\\_Meaningful\\_Lives\\_Matter.pdf](https://www.essex.gov.uk/sites/default/files/migration_data/files/assets.ctfassets.net/knkzaf64jx5x/1FpETmG6ul0nP3xDZ79Jmz/e42e660b7f8fc9ae2ca815a94a63fa47/Essex_County_Council_Disability_Strategy_-_Meaningful_Lives_Matter.pdf)

<sup>2</sup> South Gloucester Council (2022) All Age Disability Strategy Final 2022 – 2027  
<https://beta.southglos.gov.uk/static/fa063a0857e5b55163c1999e768d6a45/All-Age-Learning-Disability-Strategy-2022-27-1.pdf>

- Blackpool's SEND Strategy (2022-25)<sup>3</sup>

1.6 Finally, it has become evident through this review that disability strategies are rarely truly-all age. Hence, an additional search was conducted upon broader parameters to gain some insight into best practice for producing all age approaches. Although from the USA, South Dakota's Department of Human Services produced a good guide to 'Supporting Real Lives Across the Lifespan'<sup>4</sup> that is discussed here. This guide was developed with the University Centre on Developmental Disabilities at the University of Missouri, thus is designed for the support of people with disabilities.

## 2 Essex County Council: Meaningful Lives Matter 2023-26<sup>1</sup>

- 2.1 The strategy for Essex is for all disabilities (learning, physical and sensory impairment) and is separate to their autism strategy. No explicit mention of age is given, although there is a section contextualising adults social care in Essex (p. 8), with no such section for children's, so it is presumed the strategy is for adults only.
- 2.2 Generally, this strategy is very well designed, with a good use of friendly language that is easy to understand. The easy read example is particularly well made<sup>5</sup>, a testament to the fact that the easy-read version was also coproduced (p. final). The strategy was easily accessible on the website, alongside large print, easy-read and audio version. Lastly, all versions included a note that the strategy can be translated and/or made in additional alternative formats on request (p. 28).
- 2.3 This introduction of this strategy begins with a definition of disability, clarifying the understanding that people are disabled by barriers created by society rather than their health or difference to other people (p. 4). This framing sets a strong tone for the remainder of the strategy and its guiding principles.
- 2.4 This example also includes an emphasised box that highlights that although this strategy is for the next 4 years, not everything can be done in that time, but it is a good start, ensuring readers remain realistic (p. 5; bottom right).
- 2.5 Four priorities are discussed (p. 10-19):
- Good relationships
  - Feels like home

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<sup>3</sup> Blackpool Council (2022) Blackpool SEND Strategy 2022 – 2025 [online] <https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Strategy-and-policies/Blackpool-SEND-strategy-2022-2025.aspx#:~:text=Welcome%20to%20the%20Blackpool%20Special,happy%2C%20healthy%20lives%20in%20Blackpool.>

<sup>4</sup> South Dakota Department of Human Services (2012) Charting the Life Course: A Guide for Individuals, Families, and Professionals First Edition. Developed with University of Missouri-Kansas City, Institute for Human Development, University Center on Developmental Disabilities <https://lifecoursetools.com/wp-content/uploads/sd-lifecourse-booklet.pdf>

<sup>5</sup> Essex County Council (2023) Easy Read Meaningful Lives Matter: A summary of our plan [https://www.essex.gov.uk/sites/default/files/migration\\_data/files/assets.ctfassets.net/knkzaf64jx5x/5IIWapGkhE3YJ1blizpjCZ/b33402fb0a09fe371891dcfab5cc98c1/Easy\\_Read\\_-\\_Essex\\_County\\_Council\\_-\\_Disability\\_Strategy\\_-\\_a\\_summary\\_of\\_our\\_plans.pdf](https://www.essex.gov.uk/sites/default/files/migration_data/files/assets.ctfassets.net/knkzaf64jx5x/5IIWapGkhE3YJ1blizpjCZ/b33402fb0a09fe371891dcfab5cc98c1/Easy_Read_-_Essex_County_Council_-_Disability_Strategy_-_a_summary_of_our_plans.pdf)

- Healthy, well and safe
  - Being active in the community
- 2.6 The section for each priority is broken down into
- ‘What you have told us’, including direct quotes from engagements.
  - ‘What else do we know?’, setting the wider content (offering statistics and links to other strategies)
  - ‘Where do we need to focus?’, describing what will be done in the future, how staff will practice social work to move towards the goal(s), how the council will work with the NHS.
- 2.7 This format is an example of how easy this strategy is to read: the language is not overly formal and minimised use of jargon. Furthermore, including ‘what else do we know?’ allows the Council to ensure the actions are informed by data and best practice examples.
- 2.8 The strategy includes a simply worded section on the next steps (p. 22-23) and some of the measures they will use to monitor progress (p. 24). The format of this section is particularly clear and will inform the refresh for Wirral.
- 2.9 Essex’s strategy ends on a statement of the budget, with some high-level numbers relating to various services over the next few years (p. 26). This appears to be included to highlight that actions are limited by fiscal constraints, and there is a statement that any investments needed to support their action plan will be subject to a separate governance decision.

### **3 South Gloucester: All Age Learning Disability Strategy 2022-27<sup>2</sup>**

- 3.1 South Gloucester’s strategy – although focused only on learning disabilities – is thorough example that sets out clear, measurable priorities for action, and additional content to the strategy that would be beneficial to Wirral. Many of the priorities also align with that of Wirral and can be broadened in scope to include people with all disabilities.
- 3.2 Generally, the strategy is well designed and easy to read and navigate through. There is also an easy read link available, although the link is currently broken.
- 3.3 The strategy was coproduced with people with a learning disability, their parents and carers, practitioners, commissioners, and schools (p. 20). At current, Facilitate have planned coproduction sessions with people with learning disabilities and their parents and/or carers, and moving forward the options to engage with practitioners, commissioners and schools should be explored.

- 3.4 Within the context section, this strategy includes two tables showing a population breakdown by severity of learning disability by age in the case of adults, and school type (primary or secondary) for young people (p. 14-16). This clearly demonstrates their need for the strategy to span across all ages. However, despite this demonstration, the strategy only explores services for younger people (e.g., via transition to adulthood services and increasing employment and education). This example does not appear to explicitly discuss the needs of older people (65+), although other priorities (e.g., relating to community building and health and wellbeing) would apply to this group. This focus on young people within South Gloucester may be because this was the outcome of their coproduction sessions. However, transitions for older people (around retirement) were raised during the sessions with Wirral residents. Moreover, we know from the research and discovery phase that transitions between services at all points in a person's life warrant attention. Hence, appropriate consideration should be given to older people and other types of transitions in Wirral to ensure the strategy is truly all age.
- 3.5 The strategy has 6 priorities, each broken down into 3-4 areas of focus (the specific ambitions; p. 22-35). These priorities are well aligned with Wirral's. They are:
- effective planning for smooth transitions for young people preparing for adulthood.
  - Increase employment and vocational education and training opportunities for people with a learning disability.
  - Provide a range of good quality housing and support options for people with a learning disability with a clear pathway on how to access them.
  - Promote independence - ensuring people are safe and connected to their community.
  - Promote support networks for family, friends and parents and carers who support people with a learning disability.
  - Work in partnership with health to deliver better health and wellbeing outcomes for people with a learning disability and their parents and carers.
- 3.5.1 Against each priority is a list of several key actions, and the measures that will be used to monitor progress. Throughout all sections are a series of speech bubbles with quotes from coproduction events and supporting statistics from various sources, which help situate the actions within the voices of those with lived experience and the current context.
- 3.6 Toward the end of the strategy (p. 36) is a section breaking down 5 “enabling actions”, that “underpin the strategy” and the measures to assess progress. These are:
- information and advice
  - better data
  - progression
  - development, and
  - resources.
- 3.6.1 This statement of enabling actions demonstrates a thorough consideration of what is required to ensure delivery against the strategy. A similar section ought to be included in the strategy for Wirral.

- 3.7 This example concludes with a statement on how South Gloucester will ensure the strategy “happens” (p. 42). This statement includes a description of the groups to be involved, the planning process, management and governance arrangements, as well as a list of how broader outcomes will be measured. Set out in this concise way engrains accountability into the strategy.

## 4 Blackpool SEND Strategy 2022-25<sup>3</sup>

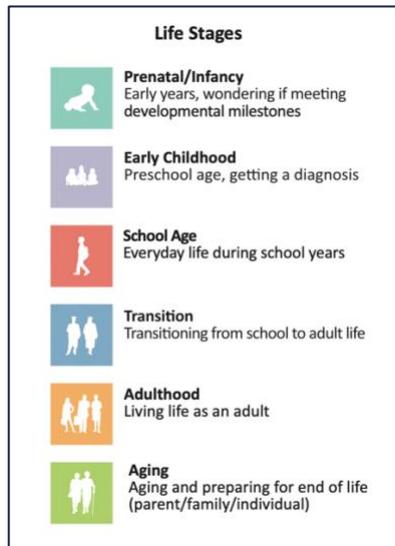
- 4.1 Blackpool’s strategy is the key priorities and actions for those ages 0-25 with SEND. The strategy is available online as a single text-heavy webpage, making it difficult to follow. Furthermore, no easy read version was advertised.
- 4.2 The strategy went through consultation via the SEND Partnership Board working with parents/carers, children and young people, and professionals across education, health and social care. The foreword includes a list of the things that were updated following this consultation, and there is limited discussion of the coproduction after this point. This dampens the impact of coproducing the strategy compared to South Gloucester, for example) who include quotes with each priority.
- 4.3 Before the statement of priorities, Blackpool set out how they intend to monitor general delivery of the strategy, ensuring the assessment of progress remains at the forefront and is considered throughout.
- 4.4 Four priorities and corresponding actions are described, summarised as:
- Timeliness and transitions
  - Expanding education in local settings
  - Leisure and social activities towards opportunities and friendships
  - Routes into further/higher education and employment.
- 4.4.1 While there is some overlap with the priorities of Wirral, there is an understandable strong focus on schools. Blackpool emerged during the research and discovery phase of the review due to their supported employment framework, so nonetheless, one feature of this strategy worth taking forward for Wirral is the strong focus on partnership working and the range of organisations involved in the life of a young person. This allows Blackpool to develop a holistic approach with a strong offer for place across education, health, and social care.
- 4.5 Finally, this example also includes a glossary of terms, a great addition to the strategy to explain any jargon that cannot be avoided. This will be adopted into the refresh of Wirral’s strategy and policy.

## 5 South Dakota: Supporting Real Lives Across the Lifespan Guide<sup>4</sup>

- 5.1 This tool is designed to be a starting point to help people who receive support, and their families think about the questions to ask and the choices and options to consider.

5.2 The guide includes definitions of Life Course phases (p. 9) that encourages you to think about life across 6 stages (see Image 1).

5.3 Image 1: Life Stages from South Dakota's Life Course Guide



5.4 This description of phases is followed by a table that exemplifies the questions an individual could ask at each stage of a person's life (see Appendix 1). Utilising this approach, or something similar, during development of the strategy will ensure all ages are understood.

## 6 Conclusions

6.1 This report has summarised a best practice review of three strategies from Essex, South Gloucester and Blackpool that are applicable to the All Age Disability strategy to be developed by Wirral during late 2023.

6.2 The review highlighted that many strategies are more specific to groups and/or ages, thus the strategy for Wirral will benefit from taking a holistic approach. Generally, when searching for examples, governance documents were more prevalent on council websites and through a browser search than the strategies themselves (which in many cases were not located), so Wirral needs to ensure the strategy is accessible.

6.3 To summarise the points discussed in this report, it is recommended the following 15 priorities are considered in refreshing the All Age Disability strategy for Wirral:

- (a) Ensure consideration is given to all disabilities.
- (b) Utilise the Life Course guide approach to ensure all ages are considered
- (c) Design the strategy as a graphic, paged documents, not text heavy.
- (d) produce the easy read version and make other version accessible and note further availability upon request.
- (e) Schedule regular health-checks on links to all versions of the strategy to ensure easily accessible to all.

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- (f) Consider engaging with key stakeholders such as practitioners and school in addition to people with lived experience as part of the coproduction process across the life course journey.
- (g) Enable a statement to frame disability, setting the tone for the strategy.
- (h) Follow a format similar to Essex's 'What you have told us', 'What else do we know?', 'Where do we need to focus?'
- (i) Discuss coproduction throughout the priorities, not solely in one section, including speech bubbles or something similar.
- (j) Consider the role of partnership working and other organisations aside from social care for all priorities.
- (k) List the measures and impact benefits to be used to monitor every priority.
- (l) Consider the 'enabling actions' for the strategy and develop a plan.
- (m) Include a statement that sets out accountability, e.g., group involvement, and management and governance oversight.
- (n) Highlight that not everything can be achieved within just a few years, possibly with discussion of budget.
- (o) Include a glossary of terms in the appendix.

6.4 In addition to the priorities raised from this review, there will be a number of priorities from existing Wirral policies and practice, such as:

- (a) Ensure the All Age Disability Strategy underpins and is linked to wider Wirral policies, plans and strategies, such as the Wirral Place Based Plan, the Wirral Plan, Wirral Health and Wellbeing Strategy and Wirral SEND Strategy.

**Appendix 1: Example Questions across Life Stages**  
from South Dakota's Life Course Guide

	 <b>Wondering if Meeting Milestones</b>	 <b>Getting the Diagnosis: Entering the World</b>	 <b>Every Day Life During the School Years</b>
Daily Life & Employment	<ul style="list-style-type: none"> <li>• Are you worried about how a diagnosis might affect my future?</li> <li>• Do you have a vision or plan in mind for me when I get older that will support my growth and development now? ★</li> <li>• Have you established a daily routine for me?</li> <li>• How can technology assist you in helping me with daily activities?</li> <li>• Are you playing with me and helping me to find ways to learn about and explore my environment? ★</li> <li>• Do you recognize and respond to my signs, signals, babbling, gestures, and words? ★</li> </ul>	<ul style="list-style-type: none"> <li>• What are the routines or strategies that will help you and me throughout the day?</li> <li>• Are there ways you can organize things differently to accommodate me better?</li> <li>• Are you exploring how technology can assist me with daily activities?</li> <li>• Are you sending me to preschool? ★</li> <li>• Who will provide any extra help I might need to attend preschool?</li> <li>• Do you know where/how to find a child care provider who can accommodate my needs?</li> <li>• Are you keeping a vision in mind for my future as I learn and grow? ★</li> <li>• Do you view me as being able to do what other children do, even if I need extra help to do so? ★</li> <li>• Do you parent me the same way as my siblings/other children? ★</li> <li>• Do you know where to find tips on parenting?</li> <li>• Are you giving me opportunities to make choices (between two or three options)? ★</li> <li>• Are you helping me learn from my mistakes? ★</li> <li>• If verbal communication is difficult for me, do I have other ways to make my wants, needs, ideas and thoughts known? ★</li> <li>• Are you helping me start to see myself as separate from you? ★</li> </ul>	<ul style="list-style-type: none"> <li>• What does my school day look like?</li> <li>• Am I in the least restrictive environment or neighborhood school? ★</li> <li>• With whom do I spend the majority of the school day?</li> <li>• How am I included at school with all classmates, including those without disabilities? ★</li> <li>• Am I learning social skills as well as daily living and academic skills in my school experience? ★</li> <li>• Is there technology to assist me with school activities?</li> <li>• Are you sending me to the school's "before/after school" program and what supports do I need to participate?</li> <li>• Do I have an after-school or evening routine?</li> <li>• Do you ask me what I want to be when I grow up? ★</li> <li>• Am I learning about lots of different jobs from my family, teachers and others? ★</li> <li>• Do you make sure I have responsibilities at home (like other family members) such as daily chores? ★</li> <li>• Am I expected to follow rules like any other child with consequences when I don't?</li> <li>• Are you giving me the opportunity to make choices and decisions about everyday things (like what I wear, what I eat for a snack)? ★</li> <li>• Are you helping me with ways to communicate to make my thoughts, ideas, and needs known to others? ★</li> <li>• Do I know when it's okay or appropriate to talk, who it's okay to talk to, or what to say? ★</li> <li>• Do I have opportunities to connect with friends after school hours, including weekends? ★</li> </ul>

 <b>Realizing School is Almost Over</b>	 <b>Living Adult Life</b>	 <b>Preparing for End of Life</b>
<ul style="list-style-type: none"> <li>• Have you helped me create a transition plan that is truly individualized and prepares me for adult life after school ends? ★</li> <li>• Does my transition plan include work or volunteer experience, and practicing how to look for a job, get a job and keep a job? ★</li> <li>• What daily/independent living skills am I working on as part of my transition plan? ★</li> <li>• Does my transition plan balance work experience, social skills and academics according to my needs, desires and abilities?</li> <li>• Are you helping me understand that doing my best at school and being responsible will help me get a job that I like someday? ★</li> <li>• Have you talked to me about post-secondary education? Taken me for college visits? ★</li> <li>• What are we doing at home to prepare for adult life? Are you teaching me everyday living skills such as preparing meals, doing laundry, etc.? ★</li> <li>• Do I have responsibilities at home, school, or in the community? ★</li> <li>• Am I learning about all the different roles people have in life and how they are interrelated? ★</li> <li>• Are you helping me learn how to apply for a job and start to gain experience in jobs that interest me? ★</li> <li>• Are you helping me explore assistive technology that would help with learning employment and adult living skills?</li> <li>• Have you talked with me about how I envision my life as an adult and what resources might be needed to help me accomplish that vision? ★</li> <li>• Has what's important to me and what's important for me been addressed in terms of finding a good balance between the two?</li> <li>• What does my ideal day look like? How about my week? ★</li> <li>• What makes a bad day for me? ★ (What we want to avoid)</li> <li>• How will I maintain friendships I have when school life is over? ★</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do during the day now that I am an adult?</li> <li>• What are the things I really like to do or want to do? ★</li> <li>• Are there classes or opportunities in the community to learn a new skill, develop a hobby, or further explore interests?</li> <li>• Will I have a full time job, part time job, volunteer, or go to some sort of program?</li> <li>• Where can I learn or improve my employment skills? ★</li> <li>• Can I turn an interest of mine into a way to earn income or start my own business? ★</li> <li>• Have we completed a Relationship Map to identify who is in my support network that might be able to help me find employment options I am interested in?</li> <li>• Who can help me to get a job or start my own business? ★</li> <li>• Do I know how to get a job, keep a job or change jobs and build a long-term career? ★</li> <li>• Do I know how to find ways to continue learning or try something new at my job, through volunteering, with friends, or in the community? ★</li> <li>• What adaptations and supports are available to help me with my daily activities or routine?</li> <li>• Do I know how, or is there someone to assist me with tasks such as meal planning, cooking, or grocery shopping? ★</li> <li>• Do I know how to find or who to ask for help when I need it in my daily life? ★</li> <li>• Is there assistive technology that can help me with my daily activities?</li> <li>• How might my life change if I had money to do the things I want? ★</li> <li>• Have we talked about the things that might be in the way of me getting the job I want, and do we have a plan to address those things? ★</li> <li>• Have we talked about what's worked well and what hasn't worked well for me in previous jobs and discussed what needs to stay the same and what needs to change? ★</li> </ul>	<ul style="list-style-type: none"> <li>• What supports do I need to continue living as independently as possible in my own home and community as I age?</li> <li>• Are there community resources for seniors I can utilize, such as Meals on Wheels or housekeeping assistance?</li> <li>• If I'm still living at home with my parents, what will happen when my parents die – where will I live, and with whom?</li> <li>• Can I afford to retire? ★</li> <li>• What will I do to keep busy if I retire?</li> <li>• How can technology assist me to live as independently as possible? ★</li> <li>• Is there something new I'd like to learn (hobby, special interest)? ★</li> <li>• Is there anything important to me about my routine that has to be present or absent? ★</li> <li>• What does my perfect day/week look like? ★</li> <li>• What contributes to a bad day for me? (Things we want to avoid) ★</li> </ul>

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	 <b>Wondering if Meeting Milestones</b>	 <b>Getting the Diagnosis: Entering the World</b>	 <b>Every Day Life During the School Years</b>
<b>Social &amp; Spirituality</b>	<ul style="list-style-type: none"> <li>• Are you taking me out to do typical social things as a family?</li> <li>• Is there a playgroup that I can join?</li> <li>• Are you helping me learn to play by spending time playing with me? ★</li> <li>• Are you finding ways to bond with me, even though you may be feeling stressed?</li> <li>• Do you know I am happier and more relaxed when you take time for relaxation and renewal for yourself?</li> <li>• If you enjoy church/worship, are you taking me along so I can become familiar with people and activities there? ★</li> </ul>	<ul style="list-style-type: none"> <li>• Are you helping me to learn and practice my social skills? ★</li> <li>• Are you helping me be included with other children in social activities, play dates, and parties? ★</li> <li>• Are you helping me find ways to do what other children in the community are doing for fun and recreation? ★</li> <li>• Are you getting me involved in play groups, Mom's day out, parks and recreation or other community activities? ★</li> <li>• Are you helping me learn and practice how to take turns and play with other children? ★</li> <li>• Are you taking me to new places and helping me try new things so I can figure out what I like to do? ★</li> <li>• Are you setting limits on my behavior so I can learn to self regulate and learn to get along with others? ★</li> <li>• Are you giving me the opportunity to be a part of children's groups or activities in our faith community? ★</li> </ul>	<ul style="list-style-type: none"> <li>• Am I learning how to make friends and maintain relationships? ★</li> <li>• Are there opportunities or strategies at my school to help me make friends? ★</li> <li>• Are you helping me to get involved and be included in extracurricular activities at school and in the community? ★</li> <li>• Have you helped me explore clubs or other school activities in which I might be interested? ★</li> <li>• Are there parks and recreation programs where I can meet and make new friends? ★</li> <li>• Are you encouraging me to explore organized activities such as scouts or 4H? ★</li> <li>• Are you encouraging me to try different activities so I can figure out what I like to do in my free time? ★</li> <li>• Are you teaching me about sex, healthy relationships, and boundaries? ★</li> <li>• Are you helping me explore spirituality and find a welcoming faith community? ★</li> <li>• Do I have opportunities to connect with friends after school hours, including weekends? ★</li> </ul>
<b>Citizenship &amp; Advocacy</b>	<ul style="list-style-type: none"> <li>• Is there someone you can talk to that will understand your concerns and feelings?</li> <li>• Are you telling loved ones or friends about your concerns for me and my health/development?</li> <li>• How do you respond to others' concerns about me?</li> <li>• How do you make sure your concerns about me are being acknowledged?</li> <li>• Do you know other parents who have been in a similar situation or had similar concerns?</li> <li>• Do you know how to connect with other parents?</li> <li>• Are you taking time to enjoy being my parent?</li> <li>• Are you trying to find a balance between your needs, the family's needs and mine?</li> </ul>	<ul style="list-style-type: none"> <li>• What supports are available to help our family?</li> <li>• Do you know if there are resources devoted to my specific disability?</li> <li>• Have you found places where you can connect with other families one-on-one or in groups?</li> <li>• What do you tell family and friends about my diagnosis/special needs?</li> <li>• What do you tell my siblings about my diagnosis/special needs?</li> <li>• Who can you talk to when our family and friends don't understand what you are experiencing or do not understand things about me?</li> <li>• Do you accept me as a child first, not just a child with a disability? ★</li> <li>• Do you make sure you are recognized by others as the expert on me and my needs?</li> <li>• What do you do for yourself and my siblings to help balance my needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you thought about connecting with other families that have children my age?</li> <li>• Are you taking a supporting friend or another parent with you to my IEP meetings?</li> <li>• Are you helping me learn to be part of school or person-centered planning meetings? ★</li> <li>• Have you joined the PTA at my school?</li> <li>• Are you making sure I am getting the extra support I need at school like an aide or personal assistant?</li> <li>• Are you helping me learn how to talk about my disability or healthcare needs with others? ★</li> <li>• Are you encouraging and helping me learn how to ask for accommodations for my learning and physical limitations when I need them? ★</li> </ul>

 <b>Realizing School is Almost Over</b>	 <b>Living Adult Life</b>	 <b>Preparing for End of Life</b>
<ul style="list-style-type: none"> <li>• What opportunities do I have for making new friends at school and in the community? ★</li> <li>• How are you helping me build relationships? ★</li> <li>• How will I maintain and make new friendships outside of school (especially if most of my friends have gone off to college and I have not)?</li> <li>• Are you helping me use social media to be included and make or keep in touch with friends? ★</li> <li>• Do I have opportunities to do what other young people do for fun? ★</li> <li>• What kind of extracurricular activities might I participate in or try (clubs, sports, etc.)? ★</li> <li>• Have you asked me if I want to be involved in other activities that are less inclusive, like Special Olympics? ★</li> <li>• Am I dating or starting to think about dating? ★</li> <li>• Are you teaching me about sex and intimacy? ★</li> <li>• Have you talked to me about safe sex/sexual boundaries? ★</li> <li>• Am I involved with a youth or young adult group in my faith community? ★</li> <li>• Am I learning what's involved in a healthy relationship, including dating? ★</li> </ul>	<ul style="list-style-type: none"> <li>• What can I do in the community for fun and friendship? ★</li> <li>• How will I maintain old friendships and make new ones?</li> <li>• How can I use social media to make and maintain friendships and relationships?</li> <li>• Do I have friends with and without disabilities?</li> <li>• Do I have friends who will share decision-making about what we talk about and do together? ★</li> <li>• Do I interact well with others by being a good listener and expressing myself?</li> <li>• How am I exploring or developing my interests or finding new ones? ★</li> <li>• Do I want to get involved in civic engagement or leadership? ★</li> <li>• Am I doing the same things as other same-age peers?</li> <li>• What kinds of relationships do I have in my life?</li> <li>• Where/how can I find someone to date? ★</li> <li>• Will I get married or have a family? ★</li> <li>• Will I go on vacation alone or with family or friends? ★</li> <li>• Do I have a supportive faith community, and what supports do I need to fully participate?</li> <li>• Do I have the information I need to date and have healthy, intimate relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• What opportunities do I have to make/maintain friendships? ★</li> <li>• Do I have age appropriate friends (same age friends) that share similar interests?</li> <li>• What hobbies or interests am I pursuing in my spare time? ★</li> <li>• Can I go to a nearby senior center for social activities? ★</li> <li>• Do I need extra support to fully participate in my faith community as I am aging?</li> <li>• Have I made my end of life wishes pertaining to my faith known to others? ★</li> </ul>
<ul style="list-style-type: none"> <li>• Are you helping me explore if I want to join a self-advocacy group? ★</li> <li>• Am I learning self-advocacy skills at home and school? ★</li> <li>• Am I making choices and decisions for myself with support from family, teachers and others in my life? ★</li> <li>• What steps are you taking to start shifting control of my life to me? ★</li> <li>• What skills/information do you need to help me learn to make decisions and take control of my own life? ★</li> <li>• What increasing levels of involvement can I assume (ie: IEP meetings) and what skills do I need? ★</li> <li>• Are you helping me learn how to share my goals, hopes and dreams at educational and other support meetings? ★</li> <li>• Are you beginning to view me as an adult? ★</li> <li>• Are you connected to other families that have experienced or are experiencing transition?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I find a self-advocacy group to join? ★</li> <li>• Are you stepping back and enabling me to make my own choices and decisions about my life (with support as needed)? ★</li> <li>• Am I making most of my own life decisions and taking responsibility for the outcomes? ★</li> <li>• Am I able to be assertive without being aggressive? ★</li> <li>• Do you and others understand what I want and what's important to me? ★</li> <li>• Have you helped me understand my choices, like moving out of the family home and other options? ★</li> <li>• How do we understand and mesh supports available to me and our family?</li> <li>• Do I know how to lead a support team, share my vision, life plan and goals and help identify objectives? ★</li> <li>• Are other family members getting older and in need of supports?</li> </ul>	<ul style="list-style-type: none"> <li>• Who will "be there" for me when both of my parents have died?</li> <li>• Are my extended family members and other supporters knowledgeable about the things that are important to me?</li> <li>• Have you left a "road map" on how to best support me when you are no longer able?</li> <li>• Who will emotionally support me when a close family member or friend passes away?</li> </ul>

## All Age Disability Review

	 <b>Wondering if Meeting Milestones</b>	 <b>Getting the Diagnosis: Entering the World</b>	 <b>Every Day Life During the School Years</b>
<b>Services &amp; Supports</b> 	<ul style="list-style-type: none"> <li>• Will you need to quit your job to stay home and take care of me? How will we deal with the loss of income?</li> <li>• Do you need help balancing paying for things I need with meeting our family financial obligations?</li> <li>• If I need testing or assessment, will insurance pay for it, or are there other funding sources?</li> <li>• What are you doing to get the help I need while waiting for a diagnosis and/or services?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have resources to help pay for my medical or other special care?</li> <li>• Will your health insurance cover my needs?</li> <li>• Do you need help balancing paying for things I need with meeting our family's financial obligations?</li> <li>• Do you know if I qualify for special healthcare or disability services?</li> <li>• Have you considered applying for services, such as Supplemental Security Income (SSI), Medicaid, Special Healthcare Needs, or Division of Developmental Disabilities?</li> <li>• Do you know the qualifications and income guidelines for the various programs?</li> <li>• Are you looking for community supports and resources?</li> <li>• Are you exploring assistive technology that would benefit me, and do you know how to get it?</li> <li>• Do you know where to find affordable childcare for me?</li> </ul>	<ul style="list-style-type: none"> <li>• What does my school provide or pay for?</li> <li>• Do you know what to do if my school district refuses a request or service solely on the basis of money?</li> <li>• Will my school district pay for an independent evaluation?</li> <li>• Does my school provide assistive technology to assist/support me?</li> <li>• What if I want to go to a private school—does my home district pay for anything?</li> <li>• Do I receive an “allowance” or have access to money? ★</li> <li>• Are you giving me opportunities to decide how to spend money? ★</li> <li>• Are you engaging in financial planning for my future?</li> </ul>
<b>Healthy Living</b> 	<ul style="list-style-type: none"> <li>• Are you keeping me healthy with well-baby visits and taking me to the doctor when I am sick?</li> <li>• Do your parental instincts tell you something isn't going quite right with my health, growth or development?</li> <li>• Do you know if I am hitting my developmental milestones on time?</li> <li>• Do you know what red flags to watch for?</li> <li>• Are you expressing your concerns about my health or development to my pediatrician?</li> <li>• Where are you taking me to find out about my health or development; what kind of testing do I need?</li> <li>• Has anyone else mentioned concerns about my health or development to you?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you finding or accessing medical and health personnel experienced in caring for children with my diagnosis?</li> <li>• Are you taking me to a pediatrician who understands and meets my needs?</li> <li>• Does our pediatrician refer me to specialists when needed?</li> <li>• Do you feel like you have to go along with everything the professionals tell you about me, even if your gut tells you otherwise?</li> <li>• Do you know what to do if we don't like or if you disagree with my medical professionals?</li> <li>• Will therapies help me to grow and develop?</li> <li>• Am I part of a “medical home”?</li> <li>• Have you invited local emergency personnel to our home to meet me and learn about my needs in case of an emergency?</li> <li>• Are you teaching me about healthy, nutritious food and how my body works? ★</li> </ul>	<ul style="list-style-type: none"> <li>• What do you need to tell the school nurse about my needs?</li> <li>• What if I need to take medications or treatments at school?</li> <li>• Do local emergency providers know our wishes if something happens to me at school?</li> <li>• Are you keeping me up to date with regular childhood checkups and immunizations?</li> <li>• Are you taking me to see specialists for specific issues?</li> <li>• Are you teaching me to greet and interact with doctors and other medical professionals? ★</li> <li>• Do I know how to ask for help or tell when I am sick or just don't feel well? ★</li> <li>• Are you helping me understand my disability or healthcare needs and how they affect me as I grow and change? ★</li> <li>• Do I know what is good (food, sleep, exercise) and bad (drugs, smoking) for my body? ★</li> <li>• How are you helping me prepare for and understand puberty?</li> </ul>

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 <b>Realizing School is Almost Over</b>	 <b>Living Adult Life</b>	 <b>Preparing for End of Life</b>	
<ul style="list-style-type: none"> <li>• What support or financial assistance is available for me as I become an adult? Will I be able to earn income?</li> <li>• Who will pay for my services and supports when I am no longer in school?</li> <li>• If applying for SSI at age 18, do I need a representative payee?</li> <li>• Will your health insurance cover me into adulthood? If not, how will I get insurance coverage?</li> <li>• Will I qualify for Medicaid or Medicare?</li> <li>• Do I have a supplemental special needs trust?</li> <li>• If I want to go to college, are you helping me find scholarships or other funding sources? ★</li> <li>• Can Vocational Rehabilitation help prepare me for college or a career?</li> <li>• Are you helping me to learn to take control of my money and manage my services and supports? ★</li> <li>• Would a limited or joint bank account, automatic bill pay or a debit card help me learn money management skills? ★</li> </ul>	<ul style="list-style-type: none"> <li>• Can I afford to pay for my own living expenses? ★</li> <li>• If not, where can I get assistance or make more money?</li> <li>• Does my income from employment or other sources exceed the limits for benefits?</li> <li>• How much money can I afford to spend on social and recreational activities?</li> <li>• Do I have a special needs trust in place for “extras” that benefits don't cover?</li> <li>• Do you know where to go to create my special needs trust? Do you have to put money into the trust right away?</li> <li>• Do you also need a living trust or will for yourself?</li> <li>• Would a limited or joint bank account, automatic bill pay or a debit card help me with managing my own money? ★</li> <li>• Do I understand my rights and responsibilities when it comes to dealing with providers, agencies, and other sources of support? ★</li> <li>• Who is in my life that knows me well and promotes success in my life?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I need help with budgeting or paying bills?</li> <li>• Can I afford to “retire”?</li> <li>• What kind of benefits do I have or could I qualify for to help support myself?</li> <li>• Do I have a burial plan or prepaid arrangements in place?</li> <li>• Who will make my final arrangements (especially if my parents or immediate family are already deceased)?</li> <li>• Who will handle my final expenses and settle my estate?</li> </ul>	<b>Services &amp; Supports</b> 
<ul style="list-style-type: none"> <li>• When should you help me start looking for practitioners who focus on adults?</li> <li>• What do I need to know about the process? ★</li> <li>• What health related tasks can I start to help with or do for myself? ★</li> <li>• Are you helping me to know the symptoms, triggers, and side effects of my disability or healthcare need and how to get help or interventions? ★</li> <li>• Are you helping me learn how to talk about my disability or healthcare needs with others? ★</li> <li>• Can some of my therapies be replaced with regular physical activities such as working out in a gym, using a treadmill or elliptical, or doing aerobics?</li> <li>• Are you helping me prepare for and understand puberty? ★</li> <li>• Do I feel comfortable asking you or trusted adults about the changes in my body as I become an adult? ★</li> <li>• Have you talked to me about birth control/reproductive health? ★</li> </ul>	<ul style="list-style-type: none"> <li>• Am I familiar with my doctor and know how to schedule appointments? ★</li> <li>• Do I know what to do in a medical emergency? ★</li> <li>• If I take medications, do I know what they are for, when to take them, how much I should take, and who to call if I make a mistake? ★</li> <li>• Do I know how to obtain support for my medical needs, including medication administration, filling prescriptions, budgeting for expenses? ★</li> <li>• Do I understand what promotes a healthy lifestyle specific to my needs, including healthy foods, physical activity, and mental well-being? ★</li> <li>• Do I know how to or who call to support me to menu plan, make a grocery list, shop, and prepare healthy foods? ★</li> <li>• Do I spend time with people who promote my happiness and well-being? ★</li> <li>• Is there technology that will help me live a healthy life, such as medication reminders, picture menus, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there things happening to me, such as dementia, adding to my health concerns?</li> <li>• Do I know how to or who to talk to about accessing medical devices that will minimize safety risks, such as falling or other hazards? ★</li> <li>• Am I working with my doctor to maintain a healthy lifestyle?</li> <li>• Is there technology that will help me to live an independently as possible?</li> <li>• Do I know how to access community resources that can support me to live as healthy and independently as possible? ★</li> <li>• Do I know who to call for support to live a healthy lifestyle? ★</li> </ul>	<b>Healthy Living</b> 

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## All Age Disability Review

	 <b>Wondering if Meeting Milestones</b>	 <b>Getting the Diagnosis: Entering the World</b>	 <b>Every Day Life During the School Years</b>
<b>Community Living</b> 	<ul style="list-style-type: none"> <li>• If things change regarding our family income or your ability to work, how will that impact our ability to continue to live in our current home?</li> <li>• Are there accessibility issues in our home that need to be addressed?</li> <li>• Are there ways you can structure where I live and other surroundings to give me opportunities to do typical activities that young children do? ★</li> </ul>	<ul style="list-style-type: none"> <li>• Have you explored adaptations to our home that will better accommodate my needs?</li> <li>• Is our home in a good school district that promotes inclusive education, so I can learn and grow with my siblings and other neighborhood children? ★</li> <li>• Am I able to get out and about to explore and learn about my community? ★</li> <li>• Do I need assistive technology for myself or our vehicle to be able to get around?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you provided a place in our home that takes into account my sensory or other needs, where I can do homework and other learning activities or go to be more calm and relaxed?</li> <li>• Are you helping me keep my room age appropriate?</li> <li>• Are there accessibility issues in our home that you need to address so I can begin to do things for myself and be as independent as possible? ★</li> <li>• Am I starting to learn to do things to maintain and upkeep a household? ★</li> <li>• Do I ride the regular school bus or use special transportation?</li> <li>• Is there a neighborhood carpool we could join to take me places and also help me with making new connections? ★</li> </ul>
<b>Safety &amp; Security</b> 	<ul style="list-style-type: none"> <li>• Are you childproofing and otherwise making sure that our home is safe for me?</li> <li>• Are there things in our home that could harm me (for instance lead paint, or sharp edges)?</li> <li>• Do you have local emergency numbers and poison control information easily accessible in case something happens to me?</li> <li>• If you go to work or do other things that you can't take me along, are you leaving me with someone reliable who will keep me safe?</li> <li>• Have you arranged for someone to care for me (and my siblings) if something happens to you?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you made our home childproof or adapted where we live for my safety?</li> <li>• Have you talked to police, Emergency Medical Services, or fire department about emergency response for me?</li> <li>• Are local emergency numbers and poison control information easily accessible in case something happens to me?</li> <li>• Are you leaving me with safe, reliable childcare when you need to go out?</li> <li>• Are you helping me learn who to trust and how to be safe? ★</li> </ul>	<ul style="list-style-type: none"> <li>• Do I feel safe at school and know who to tell if I am being bullied? ★</li> <li>• Do you know what to do or who to contact if you are concerned about my safety at school?</li> <li>• What are my family's rights and my rights regarding education? ★</li> <li>• Do you know about procedural safeguards and what it means for me and for you as my advocate?</li> <li>• If I am prone to wandering, have you educated others on how to keep me safe or what to do?</li> <li>• Are you helping me learn about stranger danger, and who I can trust? ★</li> <li>• Are you helping me learn when and how to call for help? ★</li> <li>• Are you helping me learn not to hurt myself or others?</li> <li>• Are you keeping local emergency providers updated as my needs change?</li> </ul>

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 <b>Realizing School is Almost Over</b>	 <b>Living Adult Life</b>	 <b>Preparing for End of Life</b>	
<ul style="list-style-type: none"> <li>• Have you talked with me about where I might want to live in the future (after school ends/when I am an adult)? ★</li> <li>• Will I continue to live in our family home after graduation?</li> <li>• Have you helped me begin to explore different living options? ★</li> <li>• Have you helped me figure out what kind of supports I will need to either continue living at home or move into my own place after I graduate? ★</li> <li>• Am I getting the opportunity to learn and practice skills I will need to live in other settings? ★</li> <li>• If I go to college, will I live in the dorms, at home, or someplace else?</li> <li>• What supports might I need to live away from home while attending college?</li> <li>• Am I learning how to get around in my community (learning to drive, ride the bus, take a cab, etc.)? ★</li> <li>• Am I learning about new people and places to widen my world and expectations for my life? ★</li> </ul>	<ul style="list-style-type: none"> <li>• Am I still going to live in my parents' home or move out?</li> <li>• What kind of supports do I need to live outside the family home?</li> <li>• What skills do I need to live as independently as I want, and how do I find/get help when I need it? ★</li> <li>• What kind of setting will I live in? (Who will help me figure out how to own or rent an apartment or house or if I need something provided by the service system?)</li> <li>• What kind of living options are possible? ★</li> <li>• What are the pros and cons of each option?</li> <li>• Do I want to live with a roommate or alone? Has anyone asked me if I prefer to choose my own roommate? ★</li> <li>• Do I need staff, or could a roommate be compensated to provide some of my supports?</li> <li>• Do I want to be in control of hiring/firing my staff? ★</li> <li>• What kind of accessibility issues should I consider when choosing my home or apartment?</li> <li>• How am I being supported to have valued roles in my community?</li> <li>• How do I get around to places I need or want to go?</li> </ul>	<ul style="list-style-type: none"> <li>• What home adaptations or other living options are available to help me stay in my home and community as I age?</li> <li>• What modifications need to be made to my home to accommodate barriers of aging?</li> <li>• How can I be supported to age in place?</li> <li>• Are there "senior citizen" resources in my community (senior center, transportation, Meals on Wheels, etc.)?</li> </ul>	<b>Community Living</b> 
<ul style="list-style-type: none"> <li>• Are you helping me to get training and knowledge on safety and security issues? ★</li> <li>• How are you making sure I am safe in diverse settings?</li> <li>• Do I know when and how to call for help at home or in the community? ★</li> <li>• Are you wondering if I will need guardianship when I turn 18?</li> <li>• Are you exploring alternatives to guardianship so I can retain my right to make my own choices and decisions? ★</li> <li>• Do you know about things you can do to help keep me safe without getting guardianship?</li> <li>• Does my transition plan include learning skills that will help me to "be my own person" and not need a guardian for decision-making support or protection? ★</li> </ul>	<ul style="list-style-type: none"> <li>• If I live in my own home or apartment, are there supports in place to help keep me safe?</li> <li>• Do I understand who I should and shouldn't let into my home (ie: strangers, repair/utility workers, etc.)? ★</li> <li>• Do I know who to call if I don't feel safe or need assistance? ★</li> <li>• Is there assistive technology that can help keep me safe in my home and in the community?</li> <li>• Can I be at home alone or access the community without help? If not, what kind of supports do I need?</li> <li>• What should I do if I am being abused by a significant other, support staff or someone with whom I live?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there things happening to me, such as dementia, adding to concerns for my safety?</li> <li>• Am I in danger of falling or other hazards?</li> <li>• Are there home modifications that will help me stay safe?</li> <li>• Is there assistive technology that will help me stay safe as I age?</li> <li>• What supports do I need to be in place to continue living in my own home/community setting? ★</li> <li>• What are my legal rights and protections as I age?</li> <li>• Do I have legal documentation of my end of life wishes? ★</li> </ul>	<b>Safety &amp; Security</b> 

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