




Exploring Relationships: Value and Impact

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Barb's Story

- Jim and Nick's sister
- Daily Care Partner/Caregiver
- Worked in the IDD field for over 45 years in the Cleveland, Ohio area
- Variety of roles
- Ohio Ambassador-Charting the LifeCourse
- Member of the (National) Charting the LifeCourse Nexus
- Mentor Trainer in the Learning Community for Person Centered Practices (TLC-PCP)





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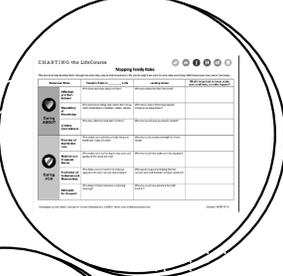
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PREVIOUSLY.....

- Barb presented a session on Oct. 9, 2025 from 10-12 noon, titled "Using Charting the LifeCourse Framework and Tools to Support and Empower People and Families"
- Shared the Portfolio, consisting of 3 Tools: One Page Person Centered Description, Trajectory and Integrated Supports Star
- This session builds on the Charting the LifeCourse principles and previously shared info and resources

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Handouts

- Powerpoint
- Relationship Map sheet
- Reciprocal Roles
- Mapping Family Roles

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Handouts

- * Interest Inventories
 - Right On and No Way
 - Leisure Interest Assessment
 - Career Interest Inventory
- * Social and Spirituality Starter Star



RIGHT ON! NO WAY!

LEISURE INTEREST SURVEY



CAREER INTEREST INVENTORY

SOCIAL/SPIRITUALITY STARTER STAR

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OBJECTIVES

- the importance of relationships and impact on quality of life
- the distinction of “caring **about**” and “caring **for**” and how to identify people who do and can care **about** and **for**
- resources from Charting the LifeCourse and other sources that support conversations to help individuals and families identify people in their lives that do and can care about and for them

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All people and their families have the right to live, love, work, play, learn and pursue their life aspirations in their community.



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RELATIONSHIPS

- **Reciprocity**
- **Communication**
- **Trust**
- **Listening and Feeling Heard**
(listen to hear and understand not react and respond)
- **Honesty**
- **Respect**

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VALUE OF RELATIONSHIPS

- Impacts our QUALITY OF LIFE
- Emotional well-being
- Companionship v loneliness
- Shared experiences
- Strengthens immune system
- Any others? Share in chat.

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The “Relationship Map”

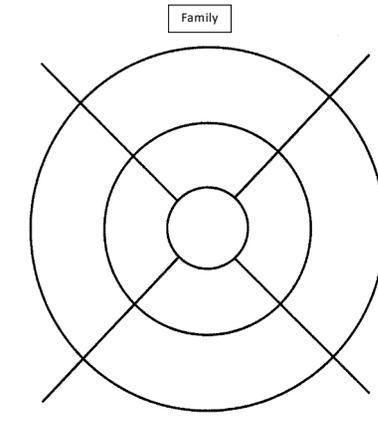


People Map for:

Consider people who support them in places they go to-in person and virtually.

The Learning Community for Person-Centered Practices

People who support me at work or school



Identify people by name and role, if possible. Only put a person on the Map once.

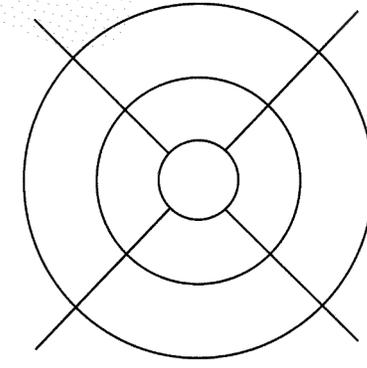
People whose job is to support me at home and other places

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WHY? -Relationship Map

- Identify who the person feels close to in the 4 quadrants-family, friends, people who support at school/work, people who support at home
- Visual of types of relationships people have-paid/unpaid
- Visual of where most relationships are
- Help identify ‘natural supports’
- Support person to identify who can help them



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Relationship Map Tip Sheet

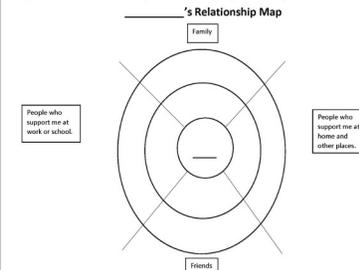
- Commonwealth of Virginia
- “Supporters”
- Trust
- Help
- Talk to

Commonwealth of Virginia:
Supported Decision-Making Discovery Tool

Who do I want to support me? Supported Decision-Making Agreements are made up of Supporters and Decision Makers. You are the Decision Maker and the people you choose to help you are the Supporters. You can choose anyone you want to be your Supporter and you can choose to have many supporters. Some Supporters might help you in one area of life and others might help you in several areas. The decision is up to you.

When thinking about who you want as a Supporter, think about people that you trust and talk to them to see if they will agree to be your Supporter.

You can use this form to help you think about the different people who already help you in your life. Your name goes in the center circle. Write the names of the people who help you in the category that best fits them. People who you feel closest to will go in the circle closest to your name. People that you do not feel as close to or that you do not look to for help as often can go in the outer circle.



The Relationship Map is a Person-Centered Thinking tool developed by The Learning Community for Person-Centered Practices.

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”Natural Supports”

- System term
- Assumes a ‘job description’
- Is not clear or clarified
- Sets up expectations that are not identified leading to judgements
- Sends message that person/family will not get help
- National thought to NOT use this term

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”Natural Supports”-NY OPDD 2018

Natural Supports occur when people build relationships that are based on mutual interests and compatibility as part of community living. Typical examples of Natural Supports include family members, co-workers, and community members. Through these natural and supportive relationships, individuals are empowered to develop and pursue their goals and interests.

Natural Supports are NOT paid supports.

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Reciprocal Roles of ALL

 Caring About	Affection & Self-Esteem
	Repository of knowledge
	Lifetime commitment
 Caring For	Provider of day-to-day care
	Material/Financial
	Facilitator of inclusion & membership
	Advocate for support

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CARING ABOUT

Caring About



Share Love, Affection, and Trust	Trusted people that you may or may not spend a lot of time with but you care about and love each other. These are people such as immediate or extended family, close friends, significant others.
Spend Time and Create Memories Together	Friends and acquaintances that you spend time with and are important to you. You have shared experiences and memories that bring you both joy and laughter.
Know About Personal Interests, Traditions, and Cultures	People you trust to explain to others what is important to you, such as what makes you happy or sad, who is important to you, and your likes and dislikes. They also know about your habits, important family culture and celebrations.

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Caring For



CARING FOR	
Supports Day-to-Day Needs	People that provide for or make sure your self-care needs are met. People who make sure you have support for your safety, health and quality of life, such as helping with meals, dressing, medications and daily activities. This could be parents, family caregivers or paid staff.
Ensures Material and Financial Needs are Met	People that help you manage such things as your finances, housing, healthcare, transportation or technology needs. This could be a family member or someone in a formal role.
Connects to Meaningful Relationships and Roles	People that help you stay connected or develop new friendships. They may help you find and participate in hobbies, recreational or spiritual activities. This could be friends, family, community members, clergy or paid staff.
Advocates and Supports Life Decisions	People that help you stay connected or develop new friendships. They may help you find and participate in hobbies, recreational or spiritual activities. This could be friends, family, community members, clergy or paid staff.

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Reciprocal Roles- WHY

- *helps person identify the reciprocal roles they have
- *helps identify gaps or relationships to develop
- *can be emotional to see
- *as I go through the sections, make notes about YOUR relationships
- *do not use this with others until you use this on yourself

RECIPROCAL ROLES			
CARING ABOUT	Who serves in this role now?	Who are you doing this for?	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?	Who are you doing this for?	Next Steps
Supports Day-to-Day Needs			
Ensures Material and Financial Needs are Met			
Connects to Meaningful Relationships and Roles			
Advocates and Supports Life Decisions			

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Reciprocal Roles-Caring ABOUT

CARING ABOUT	Who serves in this role now?	Who are you doing this for?	Next Steps
Shares Love, Affection and Trust			
Spends Time and Creates Memories Together			
Knows about Personal Interest, Traditions, Cultures			

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Reciprocal Roles-Caring FOR

CARING FOR	Who serves in this role now?	Who are you doing this for?	Next Steps
Supports Day-to-Day Needs			
Ensures Material and Financial Needs are Met			
Connects to Meaningful Relationships and Roles			
Advocates and Supports Life Decisions			

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BREAK OUT ROOMS

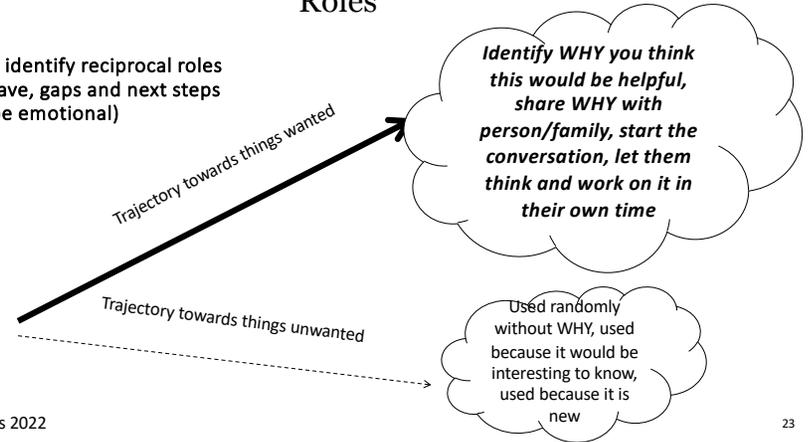
Share how it was to look at your **RECIPROCAL ROLES**.

What was it like to **SEE** the info on the chart?

Thoughts?

Ohio's Trajectory for Supporting and Empowering People with Disabilities and Families to Use Reciprocal Roles

Why?
*helps identify reciprocal roles they have, gaps and next steps (may be emotional)



Mapping Family Roles-WHY

- *helps family plan ahead
- *organizes thoughts
- *can be very emotional
- *identify possible relationships to develop
- *identify what others need to know/do to make sure person has their good life

CHARTING the LifeCourse

Mapping Family Roles

This tool is to help families think through the roles they play in their loved one's life, and to help them plan for who else could help fulfill those roles now and in the future.

Reciprocal Roles	People's Roles in _____'s life	Looking Ahead	What's important to know, make sure continues, or make happen?
 Affection and Self-Esteem Repository of Knowledge Lifetime Commitment	Who loves and cares about him/her?	Who else makes him/her feel loved?	
	Who else knows things that others don't know well? (celebrations, traditions, habits, history)	With whom does he/she have special memories or experiences?	
 Material and Financial Needs Facilitator of Inclusion and Membership Advocate for Support	Who has a lifetime bond with him/her?	Who else would step up when/if needed?	
	Who makes sure activities of daily living and healthcare needs are met?	Who else could provide oversight for these needs?	
	Who makes sure his/her day-to-day basic and quality of life needs are met?	Who else could help make sure this happens?	
	Who helps connect him/her to inclusive opportunities and maintain relationships?	Who would be good at helping him/her connect with and maintain inclusive activities?	
	Who helps him/her advocate in planning meetings?	Who else could help advocate for him/her?	

Developed by the UMKC Institute for Human Development, UCEDD. More tools at Hecoretools.com Updated: 9/5/2019 1.0

Mapping Family Roles-Caring ABOUT

Reciprocal Roles	People's Roles in _____'s life	Looking Ahead	What's important to know, make sure continues, or make happen?
 Affection and Self-Esteem Repository of Knowledge Lifetime Commitment	Who loves and cares about him/her?	Who else makes him/her feel loved?	
	Who else knows things that others don't know well? (celebrations, traditions, habits, history)	With whom does he/she have special memories or experiences?	
	Who has a lifetime bond with him/her?	Who else would step up when/if needed?	

Mapping Family Roles-Caring FOR

Reciprocal Roles	People's roles in _____ life	Looking ahead	What is important to know make sure continues/happens
 Caring FOR	Provider of day-to-day care Who makes sure activities of daily living and healthcare needs are met?	Who else could provide oversight for these needs?	
	Material and Financial Needs Who makes sure his/her day-to-day basic and quality of life needs are met?	Who else could help make sure this happens?	
	Facilitator of Inclusion and Membership Who helps connect him/her to inclusive opportunities and maintain relationships?	Who would be good at helping him/her connect with and maintain inclusive activities?	
	Advocate for Support Who helps him/her advocate in planning meetings?	Who else could help advocate for/with him/her?	

BREAK OUT ROOMS

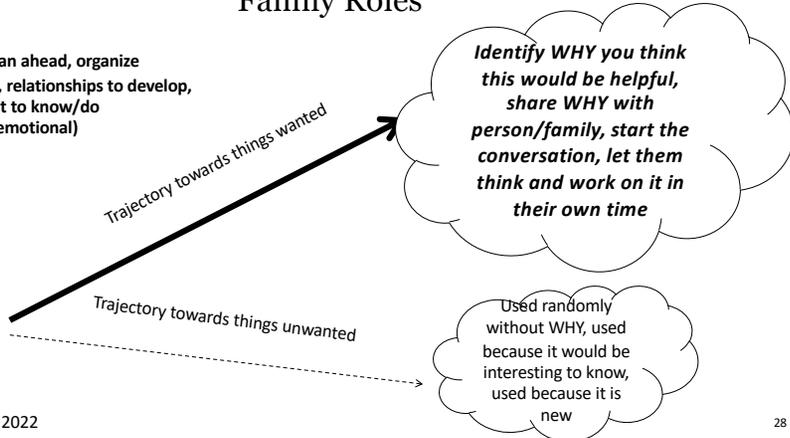
Share how it was to look at your MAPPING FAMILY ROLES.

What was it like to SEE the info on the chart?

Thoughts?

Ohio's Trajectory for Supporting and Empowering People with Disabilities and Families to Mapping Family Roles

WHY?
*helps plan ahead, organize thoughts, relationships to develop, important to know/do (may be emotional)



SOCIAL CONNECTIONS-HOW?

We know:

- social connections are important
- HOW do we support social connections?
- identify interests
- supports and resources that support connection and belonging
- resources and tools from Charting the LifeCourse that support conversations, visioning, and planning
- resources/tools to support and empower professionals, students, and families

WHY SOCIAL OPPORTUNITIES ARE IMPORTANT

- Social connections are a basic human need that affect our happiness and health.
- Social connection is widely acknowledged to be a fundamental human need, linked to higher well-being, safety, resilience and prosperity, and to longer lifespan.
- Social connection is one of the strongest predictors of survival, both early and later in life

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PERSON CENTERED THINKING

- OUTCOMES
 - People have the **life they value (their good life)**
 - People have **positive control over their life** and the support to make informed decisions
 - People are viewed as **valued members of their community**

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COMMUNITY AND BELONGING

- Ray Oldenburg, 1989, The Great Good Place
 - We have **3 places**:
 - **First**-home
 - **Second**-where we spend our days: school, work, volunteer, etc.
 - **Third**-where we socialize, build community and share ideas
 - Informal and accessible-no strict rules
 - Community oriented-hub to meet and socialize
 - Neutral ground-comfortable and feel belonging
 - Promotes social interaction-conversations, laughter
- Coffee shops, libraries, bars, parks, centers, barber shops/beauty salons, places of worship

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WHAT IS COMMUNITY AND BELONGING

- 3rd place
- Where you belong and contribute NOT a program or where you visit
- A Space:
 - of **shared interests**
 - you engage with on a **regular basis**
 - in which you will be **missed** if you are not there
 - where you share your **gifts**

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COMMUNITY AND BELONGING

- Al Condeluci
 - Community-group of people who regularly come together for a common cause or celebration
 - Connections and relationships form-social capital
- Robert Putnam-Bowling Alone (2000)
 - Connections
 - Trust
 - Reciprocity

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Valued Contributing Member of Community Share our Gifts

Head



Heart

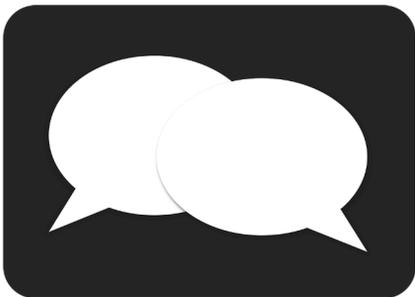


Hands



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YOUR COMMUNITY



Type in chat

- What is your **third place**?
- Where do you share your gifts?

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WHERE AND HOW DO WE SHARE OUR INTERESTS AND PASSIONS

- Clubs, hobbies, collections, events, personal brands (clothing, home, jewelry), virtual
- What are some ways you share your interests?

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INTEREST VS HOBBY

- **An interest** is something you want to learn more about or something you want to share. Interests may help you discover the types of hobbies you may want to try.
- **A hobby** is an enjoyable leisure activity you take part in regularly when you're free from other responsibilities.
- Hobbies can lead to interests and interests can lead to hobbies

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COLLECTIONS

- Age appropriate?
- Consider things we like as COLLECTIONS
- What are some (age inappropriate?) COLLECTIONS that you or other adults you know have?

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DISCOVER INTERESTS-INVENTORIES

- How do I discover my interests?
 - Talk to others
 - Virtually or in person
 - Engage in new experiences or opportunities
 - Take a class, go to a new church, join a club
 - Think about what you like (or liked at some point) to do in your spare time
 - Take a survey
 - Interest Inventories

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INTEREST INVENTORIES

- Help us facilitate conversations:
 - To discover interests
 - To learn about what they like/want and don't like/don't want
 - To learn about past and possible future experiences and opportunities
- Do not need to be used for what title says (Employment, Career, Leisure, etc.)
- Do not need to 'score'

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INTEREST INVENTORIES

RIGHT ON AND NO WAY!

List of activities

RIGHT ON AND NO WAY!

Name: _____ Date: _____

Directions: Write a ✓ next to the activities that you like. Write an X next to the activities that you do not like.

✓ = Right On!		X = No way!	
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<input type="checkbox"/> Camping	<input type="checkbox"/> Baking
<input type="checkbox"/> Hiking	<input type="checkbox"/> Cooking
<input type="checkbox"/> Horseback Riding	<input type="checkbox"/> Ice Skating
<input type="checkbox"/> Swimming	<input type="checkbox"/> Roller Skating
<input type="checkbox"/> Walking	<input type="checkbox"/> Gymnastics
<input type="checkbox"/> Jogging	<input type="checkbox"/> Chess/Checkers
<input type="checkbox"/> Riding Bicycles	<input type="checkbox"/> Playing Cards
<input type="checkbox"/> Golfing	<input type="checkbox"/> Collecting Things (stamps, coins, dolls)
<input type="checkbox"/> Tennis	<input type="checkbox"/> Sewing
<input type="checkbox"/> Baseball	<input type="checkbox"/> Painting
<input type="checkbox"/> Football	<input type="checkbox"/> Pottery
<input type="checkbox"/> Soccer	<input type="checkbox"/> Gardening
<input type="checkbox"/> Hockey	<input type="checkbox"/> Watching TV/Movies
<input type="checkbox"/> Fishing	<input type="checkbox"/> Singing
<input type="checkbox"/> Car Racing	<input type="checkbox"/> Dancing
<input type="checkbox"/> Having Pets	<input type="checkbox"/> Writing stories/songs/poems
<input type="checkbox"/> Going to Church	<input type="checkbox"/> Visiting with friends
<input type="checkbox"/> Babysitting	<input type="checkbox"/> Hair Care and Make-up

Now, circle the three things you like the most.

Please list any other activities that you like: _____

Created by STB (Stages Talent Independence and Responsibility) and the Self-Determination Resource Center for Development and Learning (SDRCD), University of North Carolina, Chapel Hill, NC 27596

INTEREST INVENTORIES

LEISURE INTEREST ASSESSMENT

List Photos

Leisure Interest Assessment

© 2014 K&N Assessments, Inc. 1020 10th St. Tappan, NJ 07645
www.knassessments.com

Description & Purpose: Developing an understanding of leisure interests for each client. Both career interests and personal leisure interests are important aspects of a client's program and activities that clients will engage and participate in both during treatment and continuing care in the future. The purpose of this assessment is to determine their leisure interests and to also develop new interests that the client can enjoy during their treatment and also upon their discharge, ensuring a greater quality of life throughout their lifetime.

Instructions: This assessment is divided into two sections. For both sections, clients will have a pairing of photos, or a pairing of words, when they will choose one that best fits their interest. In each section, there are 7 items to be chosen that they would like to participate in. In the activity they would like most, they will circle the item that they are most interested in. For Section 1, participants will choose the picture of the activity that they are most interested in. For Section 2, participants will choose the word that best describes the activity that they are most interested in. Each section will have a corresponding letter (A, B, C, D, E, F, G). The letter that corresponds to the picture they chose, when it comes to the letter that corresponds with the group. (Example: Group A1, picture C was chosen. Write: C.)

Result: Your client has been able to identify 14 right answers from their interest based on their initial reaction towards the pairing of words or photos. Often, the longer it takes for clients to choose, the greater chance of a wrong or incorrect result. It is important to note that activities that they have never participated in, remind them to choose the activity that they would most likely participate in if they had the option.

Scoring: Once all questions have been answered, total up the number of these eight letter words for each section.

Example:

A	B	C	D	E	F	G
12	5	9	11	8	8	7

INTEREST INVENTORIES

CAREER INTEREST INVENTORY

Words and pictures
Conversation
Do not need to select one in each line or score

Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

Step 1: Mark the items within each category that describe you. **Step 2:** Tally the number of items checked for each category.

Realistic: The Doer

Total Checked _____

Investigative: The Thinker

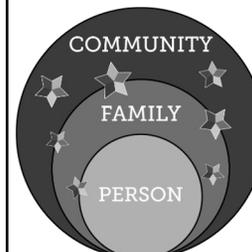
Total Checked _____

Artistic: The Creator

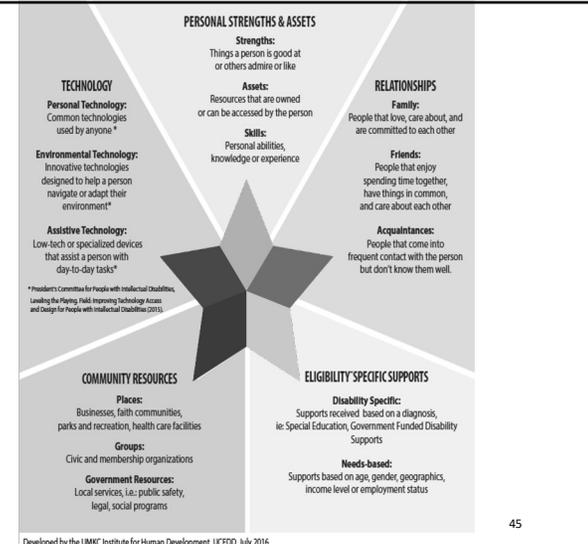
Total Checked _____

© by Shasta Twenty-first Century Career Connections Page 1 of 2

Charting the LifeCourse Integrated Supports STAR



Can use the Integrated Supports Star to brainstorm supports to identify how to help someone **contribute** and **belong**.



INTEGRATED SUPPORTS STAR | SOCIAL AND SPIRITUALITY

Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support social and spirituality.

Personal Strengths & Assets for Supporting Social & Spirituality

- Has hobbies and interests and needed supplies
- Knowledge/experience playing games or other social activities
 - Outgoing, friendly personality
 - Understands social cues and norms
 - Has money/budget for social activities
 - Interest in/belief in faith/higher power
 - Belongs to/has roles in a faith community
 - Exposure/experience going to weddings/funerals
 - Good conversation skills

Technology for Supporting Social & Spirituality

- Online social clubs
- Social media (Facebook, Twitter, Instagram, Pinterest, etc.)
- Online games
- Email
- Texting

Approaches to Group Participation

- Friendships
- Dating/relationships
- Members of your faith community
- Friends of parents/ siblings and other family members
- People with a shared interest or hobby
- Neighbors

SOCIAL AND SPIRITUALITY SUPPORT OPTIONS

Community Resources for Supporting Social & Spirituality

- Parks and Recreation
- Service/social organizations
- Inclusive faith community
- Sports teams and clubs
- Preschool
- Playground
- Community Centers
- Churches/Places of Worship

Eligibility Supports for Supporting Social & Spirituality

- Separate or special church service
- Special group outings & activities
- Special classes
- Special passes
- Social skills classes

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SOCIAL AND SPIRITUALITY STARTER STAR

A resource to help you think of possible supports in each of the 5 areas of the Star .

Integrated Supports Star

We can build on social connections by identifying a person's interests or passions

Put the INTEREST or PASSION in the center.

Brainstorm possible supports in each point of the Star-start with PERSONAL STRENGTHS, end with ELIGIBILITY.

Use the Integrated Support Star to find ways to use a specific passion to build social connection



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BREAK OUT ROOMS

- Identify an interest or passion
- Use the Star to identify supports to share your interest/passion
- Pick one of the examples, or someone in the group can name one
 - loves trains
 - loves a Disney/Avenger/etc. movie,
 - loves a character, Harry Potter, comics, or history

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POINTS TO REMEMBER

- Having an **interest is valuable** for a good life
- Sharing** an interest is how we form relationships/have a valued role
- Explore possibilities** to share interests or be exposed to new ones
- Value of belonging and relationships** on our quality of life

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When we use a PCT skill or CtLC tool

We need to know WHY we are selecting that skill/tool

Explain to person/family the purpose

Know that we do not need to use a specific skill/tool with everyone or all skills/tools with someone

We need to use the skill/tool on ourselves before using them with others

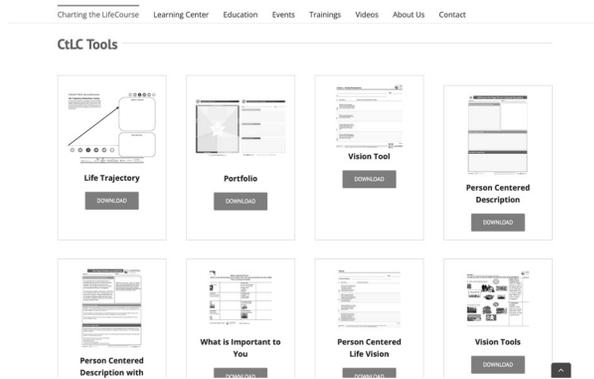
The paper (One Page PC Description, Trajectory, Integrated Star, Portfolio, etc.) belongs to the person/family, you keep a copy. "Paper power/paper courage"

Home Page <http://frnohio.org/>



When you get on the Home Page, you will see a Pop Up asking if you want to sign up for notices. You will get email notices of ALL free presentations on Zoom.

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Education: Videos

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Videos

Join us in exploring the dynamic intersection of education and the LifeCourse framework, empowering learners of all abilities to navigate their unique pathways to success. From personalized goal-setting to fostering inclusive environments, each video in this library equips educators and family members with practical tools and insights to elevate every learner's journey.

View Videos



Videos of varying lengths on various topics. Some can be watched by students/professionals .

Also, some for families.

Frnohio.org Home Page: Videos



Videos of varying lengths for all audiences on a variety of topics: Intro to CtLC, Transition, School Age, Employment, individual tools, etc.

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What do you appreciate about our time together today?

Please type in the CHAT
1 or 2 things you appreciated

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