



# Charting the LifeCourse Trainings are provided by



**FAMILY RESOURCE  
NETWORK OF OHIO**

*Ohio's Official Hub for  
Charting the LifeCourse*

[www.frnohio.org](http://www.frnohio.org) Facebook-for stories of use

# Funding for this statewide effort is provided by



**Department of  
Developmental  
Disabilities**



**Department of  
Education &  
Workforce**

# Barb's Story

- Jim and Nick's sister
- Worked in the IDD field for over 50 years in the Cleveland, Ohio area
- Worked in a variety of settings including: schools, residential, employment, day program
- Variety of roles
- Family caregiver (unpaid)
- 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)



# Resources

- POWERPOINT
- CHARTING THE LIFECOURSE: Infographic
- CHARTING THE LIFECOURSE: Principles
- CHARTING THE LIFECOURSE PORTFOLIO
- FRNO Resources
  - Calendar of Events
  - Learning Center
  - Charting the LifeCourse
  - Videos
  - Training

You can find additional resources/information on:

[FRNOhio.org](http://FRNOhio.org)

[Lifecoursetools.com](http://Lifecoursetools.com)

# This session:

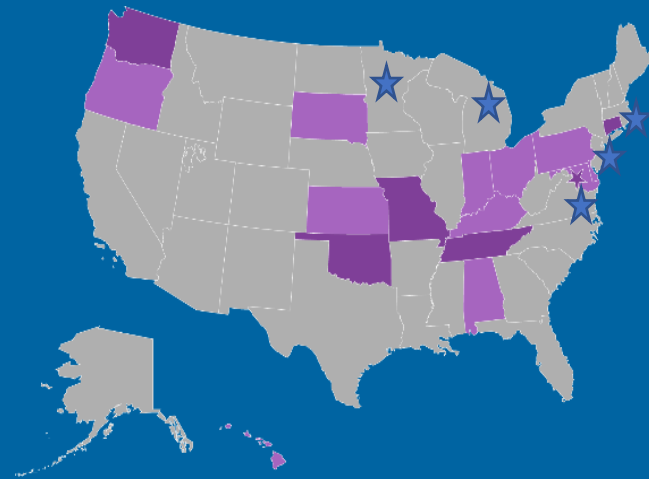
- Introduction to the principles and framework of Charting the LifeCourse
- Introduction to some commonly used tools of Charting the LifeCourse in Ohio to enrich the IEP and Transition processes
- Introduction to the Family Resource Network of Ohio (FRNO) and support provided to Ohio

# Charting the LifeCourse Framework



*Developed by and for people with disabilities and their families*

# National Community of Practice on Supporting Families



HOSTED BY  
NASDDDS  
&  
UMKC-IHD, UCEDD



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



# “Good Life Outcomes for ALL”



**The Individual** will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life



**Families** will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals

# Charting the LifeCourse.....

## **IS:**

- About having different conversations
- A different way of thinking
- Encouraging high expectations
- Having life experiences to move the trajectory in the desired direction
- Integrating LOTS of different kinds of support, and not just having a life of only Eligibility Specific Supports (“all green life”)



## **ISN'T:**

- JUST about the “tools”
- A “program”

***Is for ANYONE, regardless of AGE or ABILITY!  
(words and actions, gather info from person and  
people who know them well)***

# Charting the LifeCourse

## 7 Guiding Principles

- All People



- Person in Context of Family



- Trajectory of Life Experiences Across  
the Lifespan



- Achieving Life Outcomes in All Life  
Domains



# Charting the LifeCourse

## 7 Guiding Principles

- Supporting the Three Buckets of Need



- Integrated Services and Supports Across the LifeCourse



- Transformational Policy and Systems Change



# Charting the LifeCourse Portfolio for Planning

The image displays three components of the 'Charting the LifeCourse Portfolio for Planning' tool:

- Left Panel:** A conceptual diagram titled 'Personal Strengths & Assets'. It features a central white star surrounded by four colored quadrants: top-left (light blue), top-right (light purple), bottom-left (light green), and bottom-right (light yellow). The quadrants are labeled: 'Technology' (left), 'Eligibility Specific' (right), 'Community Based' (bottom-left), and 'Eligibility Specific' (bottom-right).
- Middle Panel:** A form for 'Personal Strengths & Assets' with three large, empty rectangular boxes for input, each preceded by a colored bar (light blue, orange, and dark blue).
- Right Panel:** A 'LIFE TRAJECTORY | PLANNING' form. It includes:
  - Past Life Experiences:** A box for listing past experiences that supported a vision for a good life, and a box for listing past experiences that pushed one away from a vision.
  - Moving Forward:** A box for listing current or future life experiences or goals that will continue to support a vision, and a box for listing things to avoid that could keep one from a vision.
  - Vision for What I Want:** A large box for listing what one wants their 'GOOD LIFE' to look like.
  - What I Don't Want:** A box for listing things one doesn't want or what is NOT a 'good life'.

# One Page Person Centered Description

LIFECOURSE PORTFOLIO | PLANNING

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME

WHAT'S IMPORTANT TO ME

HOW TO BEST SUPPORT ME

Developed by the Charting the LifeCourse Nexus - LifeCourse@tools.com  
© 2020 Curators of the University of Missouri | UMoC HD • March 2020

LifeCourse One Page Person Centered Description

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What People Like and Admire About Me:

What's Important to Me:

How Best to Support Me:

Developed by: helix foundation  
@ 2020 Curators of the University of Missouri (UMoC) HD, March 2020

- Shift the narrative, the way people with disabilities are talked about, from:
- Disability-based to person-centered/human centric
- Needs to support-based
- Written for a purpose-new people, new environment, new experiences, etc.
- **Not the same as the Introduction page of the Ohio ISP**

# One Page Person Centered Description

LIFECOURSE PORTFOLIO | PLANNING

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME

WHAT'S IMPORTANT TO ME

HOW TO BEST SUPPORT ME

Developed by the Charting the LifeCourse Network - LifeCourse@fsu.edu.com  
© 2020 Curators of the University of Missouri | UMRCHD • Mar-2020

LifeCourse One Page Person Centered Description

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What People Like and Admire About Me:

What's Important to Me:

How Best to Support Me:

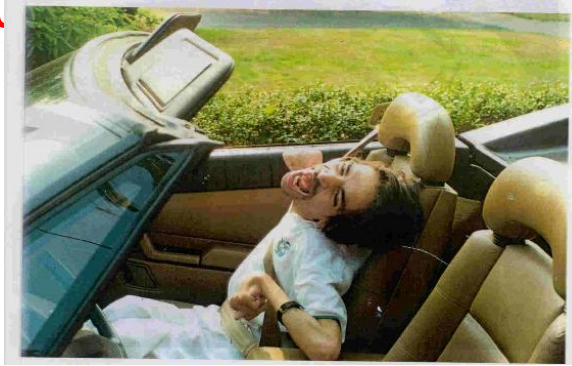
Developed by: helix foundation | helixfoundation.com  
Adapted for use by the Charting the LifeCourse Network LifeCourse@fsu.edu.com  
© 2020 Curators of the University of Missouri (UMRCHD) Mar-2020

- At least 3 sections
  - What people like and admire about me
  - What is important TO ME
  - How to best support ME
- Can also include photo
- Introduces us to WHO the person is
- Can be Word document with text boxes and graphics that the person wants

# Nick the Greek –only use quotes or “I” if person said it

## • Important TO:

- Chatting with sis, Barb, every night
- Going to family events
- Privacy
- Time alone at home and about
- Greek culture, traditions and religion
- Listening to my music- LOUDLY
- Hair styled, stylish comfortable clothing
- Going to the bar and having my 7-7, watching the Indians games



## Great things about Nick:

- Ornery
- Intuitive
- Sense of humor
- Trustworthy
- Loving
- Caring
- Devoted
- Honest

## How best to support:

- “use spoon to feed me, left side, between teeth”
- “do not read over my shoulder or listen to my conversations”
- “I can hear and understand you, do not yell, use a ‘parent’ voice; I could be old enough to be your father”
- “put me on my stomach in bed with a pillow between my knees”
- “DON’T give me fruit or juice”
- “I am most comfortable in my wheelchair”

## Maxwell (3 months)

### What is Important to me

- Be held upright like a big boy
  - Playing with people
- Cooing, smiling, and giggling with others
- Hitting the guys on my playmat and kicking my feet
- Looking out the window, or going outside
  - Tummy time
- Singing songs like head shoulders knees and toes
  - Listening to music
- Baby massage for relaxation
  - Playing with my feet
- Being with my Mommy and Daddy



### What others like about me

- Great big smile
- Cute laugh
- I give the best hugs
  - Big talker
- Always happy
  - Cutie Pie
- Mover and a Shaker

### How to support/comfort me

- When I am tired I like to chill with my nuk and be held
  - If I get fussy you can rub your hands across the front part of my hair
- Hold me upright and walk around a little, you may pat my back lightly or rub my back
  - Sing to me, or play music, its relaxing
- Always talk to me- I enjoy having a conversation with you
  - Talk with me and play when you change my diaper
- I will rub my eyes and yawn when I am tired. Sometime my eyes will look red. You can help me nap by holding me and have me use my nuk
- If I am napping and I wake up to early and fuss, please help me by giving me my nuk and rubbing my tummy lightly or running your fingers around the front of my hair. If I still don't go back to sleep, you may need to hold me and rock me.
  - I need a little time to get up from my nap. I may use my nuk.
- I do pace feeding with a bottle. Burp me and hold me upright after you give me a bottle

## Max toddler



### What's important to me

- Going outside and playing at the park
- Being with people I know, trust, and love
- Exploring and seeing what is going on
  - Being a part of the action
- Playing with cars, trains, and buses
- Reading books, playing blocks and puzzles
- Going for a walk or stroller ride
- Playing with my family and friends

### What others like about me

- Always Happy
- Great smile
- Contagious laugh
- Explorer- always on the move
- Loveable Cuddle bug
- Loves interacting with others
- Wild One

### How to support me with sleep

- I nap with my nuk and my blanket as my cover. If I need help going to sleep, please rub my back. Say "shhhh." I may want to hold your hand and rub your fingers.
- If I wake up to early from a nap (after only one hour) give me my nuk and rub my back to help me go back to sleep. I will lay on my cot for a while before I get up.
  - I named my nuk - by making a clicking sound.

### How to support me with Eating

- My Mommy and Daddy send me organic milk.
- I love to eat, but sometimes I am particular about what I want to eat and I will tell you.
- My favorite food is strawberries. If my friends have them and I don't, I may grunt.
  - I eat fast. My Mommy and Daddy tell me to eat "one at a time."
  - Remind me to use my words or signs (for more please)
- Give me my main dish first, then my veggies (which I sometimes don't eat) and my fruit last. I need encouragement to eat my veggies. Sometimes I will eat them with a fork.
  - I am learning to use a fork and spoon. I like using them to eat.

### Other ways to support me

- Tell me to put my bottom down when standing in places that are not safe.
  - Remind me to take turns and share; and to slow down when running.
- If there is a sub teacher- I may be shy and cling to my teacher for a little bit.
- I don't always like my hands dirty, like from art projects. Help me clean them off.

### What's important to my Mommy and Daddy

- To have great communication with the teachers who look after me
- To check in with his teachers at drop off (tell about morning) and pick up (hear about his day)
- To be kept involved of any changes in my routines
- To know Zachary is loved and cared for



# Liam's One Page Introduction

For **Medical** Appointments



## What people **love** and **admire** about Liam:

- Silly -Goes with the flow
- Eager to learn -A good hugger
- Bright, good, sweet, and loving boy
- Likes an adventure -Great memory



## **SUPPORT** Liam needs to help him stay happy, healthy, and safe:

- Liam needs help knowing his surroundings to get around. Assist him in new environments so he does not get hurt. Ex: watch so he does not hit his head, get 'into stuff' he shouldn't, hold his hand.

-Liam uses his hands to communicate. It is important to be attentive to what he is saying or he will become frustrated. He uses tactile American Sign Language. (feels signs with his hands).

-Liam needs to know what is happening first before any procedure or task begins. For example: before you listen to his heart, let him feel the stethoscope and touch his chest where you are going to listen. Another example: if you want to weigh him, allow him to feel the scale.

-If he seems to be getting frustrated he may need a break. A break may include the following: walking in the hallway (assisted), checking out new toys/books, or introducing him to new friends.

-Liam is happiest and most cooperative, when he is not kept waiting long.



## Things that are **IMPORTANT TO** Liam:

- Know where Mom and Dad are 😊
- Meeting new friends
- It is important to Liam to know who you are by feeling your identifier (a watch, ring, necklace, bracelet, name tag, etc..) and also letting Mom or Dad introduce you.
- Liam likes going to medical appointments. He likes to say hi to the doctors/nurses and feel new things.
- Liam likes to be heard and responded to. For example: if he signs something, he will expect an answer back.
- He enjoys toys that are cause and effect (push a button and they do something), shape sorter toys, a random collection of toys that are placed in a bin, books that have Braille or parts you can touch...
- snacks/drinks: Liam likes drinks of water (Dixie cups work great) and all different kinds of snacks or treats (crackers, cookies, suckers, fruit snacks, fruit etc.)





**Hi my name is TYLER**

**TYLER [redacted] IS A SWEET KID WITH AN INFECTIOUS SMILE. HE IS RESILIENT, CARING, AND A PEOPLE LOVER.**

**This Is Important TO Tyler:**

- Tyler likes physical activities such as wrestling with dad or running freely without restrictions
- Enjoys listening to Music –Coming Home by Diddy , Transformer Song New Divide, Travis Barber Soldier Boy and Show me what I'm Looking For by Carolina Liar
- Going outside to play is great especially on the trampoline
- Loves to watch Music Videos and YouTube – “the others” is the Land Before Time series or dinosaur thing.
- Dinosaurs, trains and action figures are some of Tyler’s favorite toys
- Tyler loves stuffed dogs
- Tyler is a great eater!
- He likes to be a big boy
- To have friends, to play and entertain others

**This is important FOR Tyler:**

- When away from mom and dad, people who support Tyler best are energetic, happy, loving, caring, and can give him 100% of their time and attention
- Being well supervised at all times
- Tell Tyler what he needs to do with minimal words, show him and then let him do it
- Give Tyler breaks when his legs get tired

**Things You Should Know to Best Support Tyler:**

**Tyler Cannot have MILK**

**If Tyler’s lips begin to swell- Call Mom ASAP on cell phone. Should he be struggling to breathe – immediately call 911**

- Sometimes when sitting, Tyler tends to sway side-to-side due to poor core strength and does not like sitting for more than 15 minutes at a time
- Tyler has trouble doing two tasks at once
- Tyler can remove his clothes independently, but requires assistance when putting them on
- If Tyler uses inappropriate words IGNORE him
- To make sure he is listening or to get his attention tell him “Quiet Hands” and wait until he clasps hands together

In the event of an emergency, until family is able to come, please call the following people who can best assist Tyler.

[redacted]

## What people appreciate about me

- I have a kind and loving heart
- I'm eager to be helpful and a hard worker
- When I am passionate about a subject, my joy is evident

## Important to me

- My family-Mom, Dad, and twin sister Tara
- My special kitty named Walker
- Having time to myself to decompress
- Video games: Kingdom Hearts, Mortal Kombat, super hero games, Starwars games
- Having foods that I enjoy: Candy, chicken tenders, French fries, apples, cereal
- Being able to go to the store and shop for things that I like
- Rocking chair and/or swing
- Watching my favourite TV shows and movies
- My future/ My job

Peter J. Manz III "Trey"  
One Page PCD for Work

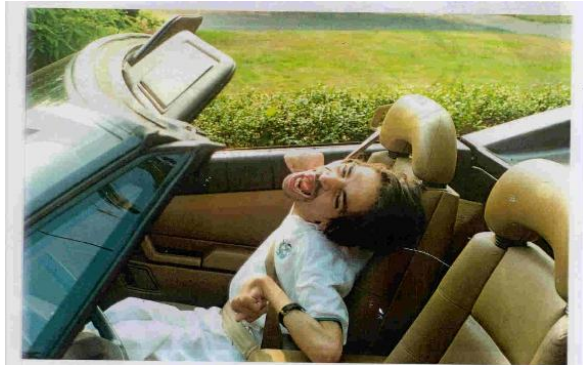


## How to Best Support me

- Know that I am very literal. When you speak to me, don't use sayings that don't sound like what they mean-like "hit the road".
- Be patient with me and explain things carefully.
- I respond much better to praise than criticism
- If I get upset, reassure me, talk with me and give me time to calm down.
- When teaching me to do things: Show me, watch me, tell me how to do it better.
- Help me know that things will get better.
- Writing things down for me helps me keep calm and organized.

# Nick the Greek-hospitalization

(pronoun 'I' is used because he said these things)



## Great things about

### Nick:

- Ornery
- Intuitive
- Sense of humor
- Trustworthy
- Loving
- Caring
- Devoted
- Honest

## How best to support:

- use spoon to feed me, left side, between teeth
- I can hear and understand you, do not yell
- ask me 'yes/no' questions, I will nod or move my eyebrows
- put me on my stomach in bed with a pillow between my knees, I am in pain when on my back, no pillow under my head
- I cannot feel pain on my right side
- I need a plate switch call button by my left hand
- put me in my wheelchair-that is where I am most comfortable
- you can give me pills in ice cream
- leave the TV or music on

## Important TO:

- Chatting with sis-Barb every day and talking over decisions with her (xxx-xxx-xxxx)
- Tell me who you are and what you are doing
- Greek Orthodox religion-will want to see the priest/chaplain



## LifeCourse One Page Person Centered Description

Name: Ella Neruda

Date: 11/21/24

### What People Like and Admire About Me:

- Intelligent
- Honest
- Funny
- Creative
- Joyful
- Driven
- Articulate
- Resourceful



### What's Important to Me:

- Advocating for myself and others
- Having stability and routines
- Having time alone
- Using my creativity
- Learning lots about topics that interest me
- Feeling deeply known and understood
- My mom, dad, sister, friends, and dog (Arthur)



### How Best to Support Me:

- Fully explain things before starting - give me time to process and ask questions.
- Give me a written summary of important information.
- Don't dismiss my concerns - give me your differential diagnosis (if applicable).
- Offer me a low-sensory environment with less light, noise, and smells.
- Acknowledge me as the expert of my own life, medical trauma, and health anxiety.
- Do not assume that physical symptoms are psychological.
- Let me lie down during blood draws - do NOT talk about or show me the needle - count down and then tell me when the needle is out. I will distract myself by watching a video.
- If I faint, don't let me fall, don't shout at me, lay me down and elevate my legs. It will pass.

Ella had learned about the One Page several years ago. In a class, this year, she started one to use during medical appointments.

Later that day, she had to go to the ER.

She shared it and staff read it and used the info to support her.

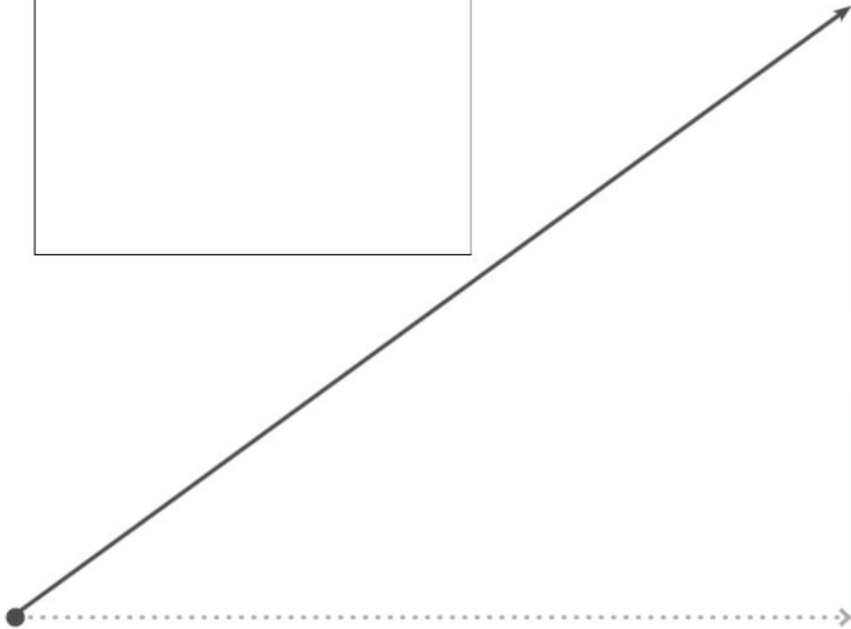
She realized she had to add more info and did. She added the picture of her dog.

Staff distracted her by talking about her dog and supported her as she requested.

# Uses of One Page Person Centered Descriptions- WHY?

- \*introductions
- \*summary
- \*self-esteem
- \*accommodations

- General (as part of plan)
- Developed for a purpose
- Any Life Transition (age, live, staff, respite, etc.)
- Health care appointments
- New staff or program/service (school, provider, day)
- Orientation for staff (onboarding, sub folder)
- Extended family
- Hospitalizations
- Employer
- Roommates
- Staff or teams (intro to others)
- Etc., etc., etc.
- **NEW people, environments, experiences**



Vision for What I Want



What I Don't Want



# Trajectory -Exploring



**Past Life Experiences**

List past life experiences and events that have supported your vision for a good life

**Moving Forward**

List current or future life experiences or goals that will continue to support your good life vision

**Vision for What I Want**

List what you want your "GOOD LIFE" to look like

**What I Don't Want**

List the things you don't want or what is NOT a "good life"

List past life experiences that pushed your trajectory toward things you don't want

List things to avoid that could keep you from your good life vision or lead to what you don't want

# Charting the LifeCourse Trajectory-Planning





# What is a GOOD LIFE?

- Have dreams
  - Without dreams, we don't have a life and all we get is what we are given
- Have people who believe in us
- Have what is important TO us
- Respected and valued as a contributing member of our community
- Have more good days than bad
- Feel healthy and safe
- Have control

# Trajectory

- Facilitates conversation about “personal outcomes” –is not a “team tool” or done in a meeting, belongs to person/family and should be done by them
- Others can provide input on a Trajectory from their perspective
- helps team focus on common outcome-person has life he/she values
- Keeps team on track

# Trajectory

- EI staff want to use this during EI and to support family to share vision during transition
- Need to review it when there is a life change
- Can be broad (whole life) or specific (domain)
- Can be long term (1 year, life in future) or short term (next month, summer, holiday season, etc.)



# Achieving Outcomes for Connected Life Domains



## Daily Life and Employment

What a person does as part of everyday life (school/education, employment, volunteering, routines, life skills)



## Community Living

Where and how someone lives (housing, living options, home adaptations and modifications, community access, transportation)



## Social and Spirituality

Building friendships and relationships (friends, relationships, leisure activities, personal networks, faith community)



## Healthy Living

Managing and accessing, staying well (medical, behavioral, nutrition, wellness, affordable care)



## Safety and Security

Staying safe and secure (emergencies, well-being, legal rights & issues, guardianship options & alternatives )



## Advocacy and Engagement

(valued roles, making choices, setting goals, responsibility, leadership, peer support)

# Life Domain Vision Tool

- Individual Perspective
- Family Perspective

Lifecoursetools.com

LifeCourse Library

Foundational Tools

Person Centered

## Life Vision

My Name:

Date:

Support (If Needed):

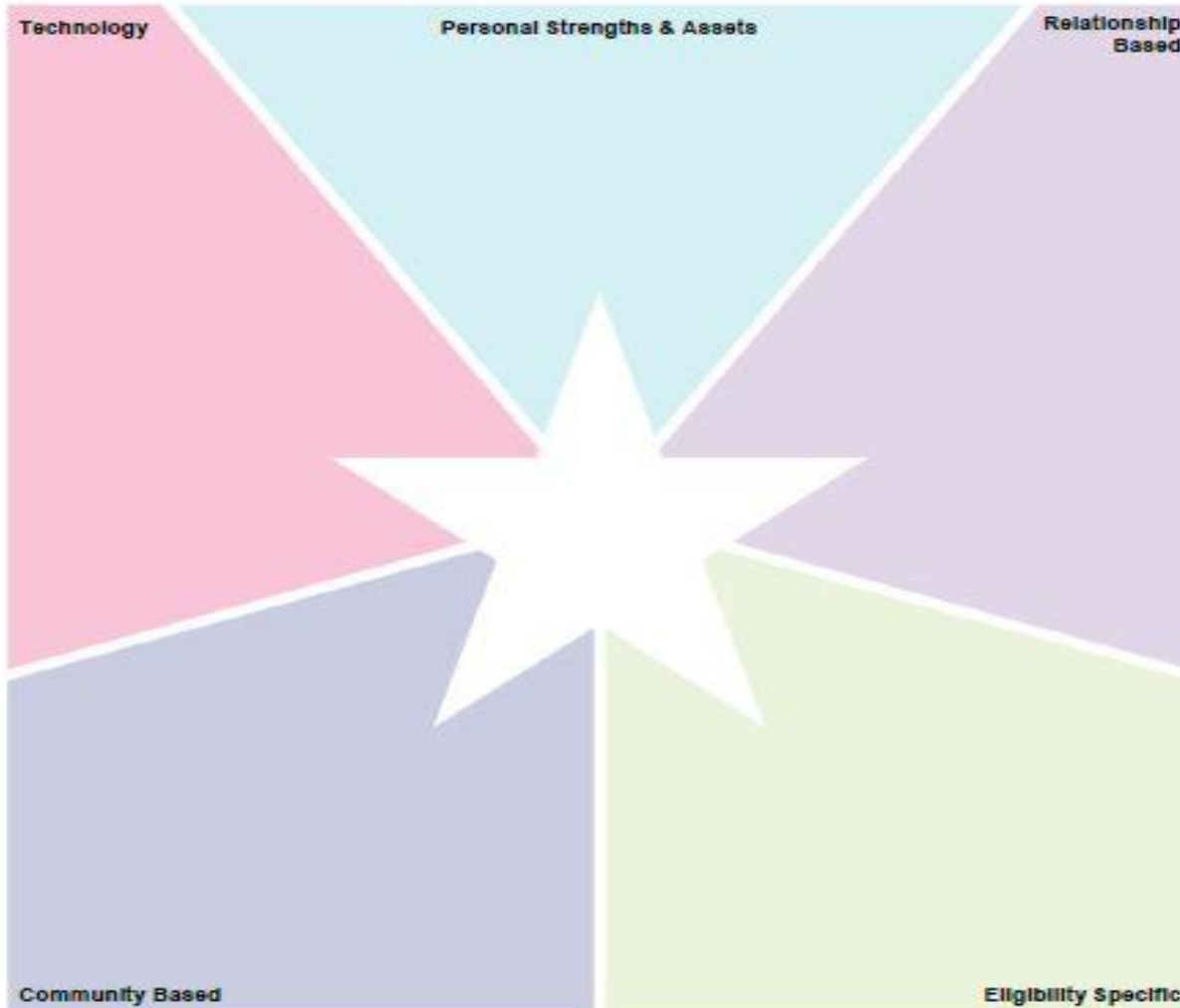
Life Domain	Description	My Vision for My Future	Priority
 <b>Daily Life &amp; Employment</b>	What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like?	<input type="text"/>	<input type="text"/>
 <b>Community Living</b>	Where would I like to live in my adult life? Will I live alone or with someone else?	<input type="text"/>	<input type="text"/>
 <b>Social &amp; Spirituality</b>	How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?	<input type="text"/>	<input type="text"/>
 <b>Advocacy &amp; Engagement</b>	What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own life is lived?	<input type="text"/>	<input type="text"/>

Continued on Page 2



### Integrated Services and Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at [lifecoursetools.com](http://lifecoursetools.com)

## Integrated Star

- *Put outcome/concern in the white star*
- *Brainstorm possible supports*
- *Start with Personal Strengths and Assets*
- *End with Eligibility Specific*

# Split Integrated Star

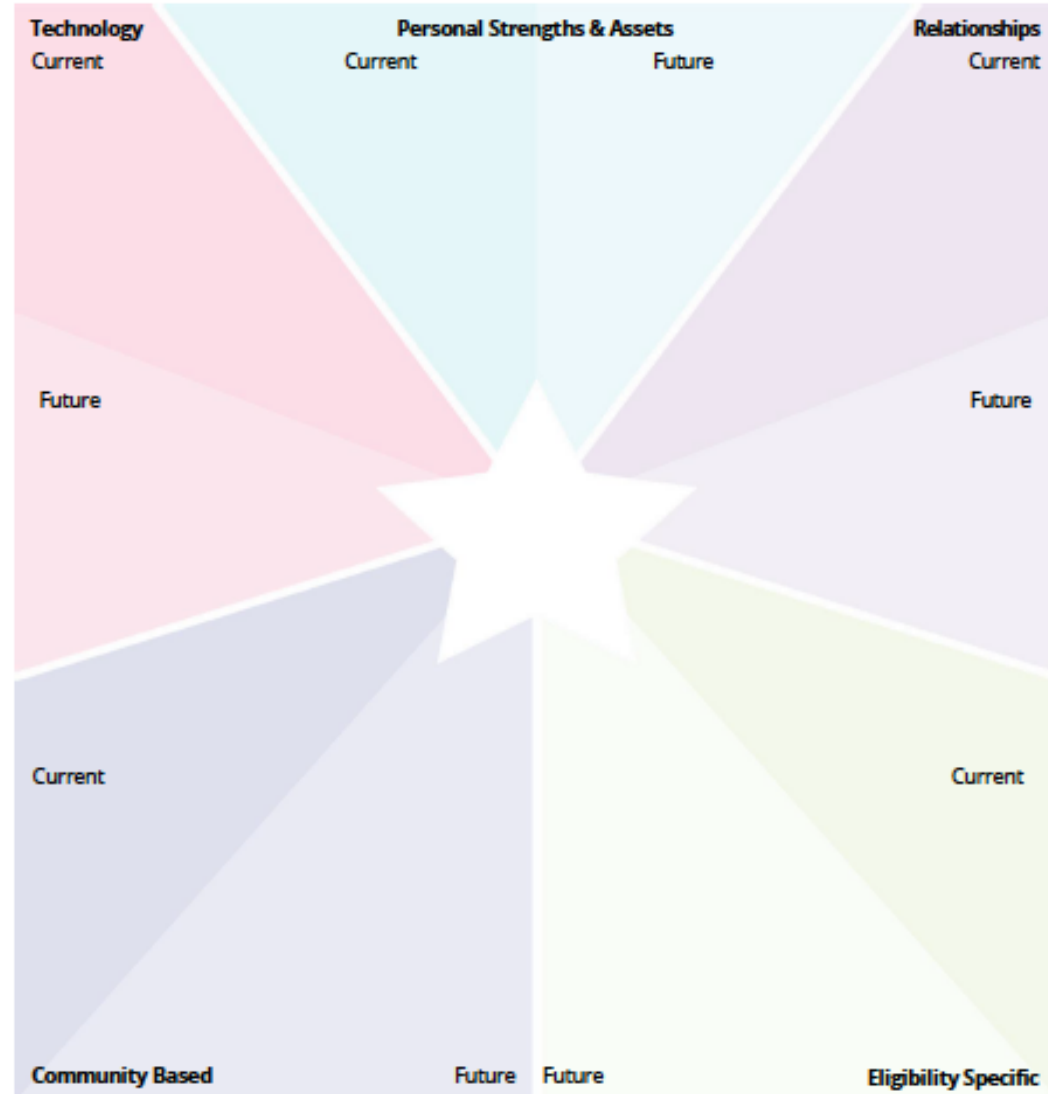
- helps you identify current supports and future supports
- helps problem solve, brainstorm, map resources, plan and review

## CHARTING the LifeCourse



### Integrated Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



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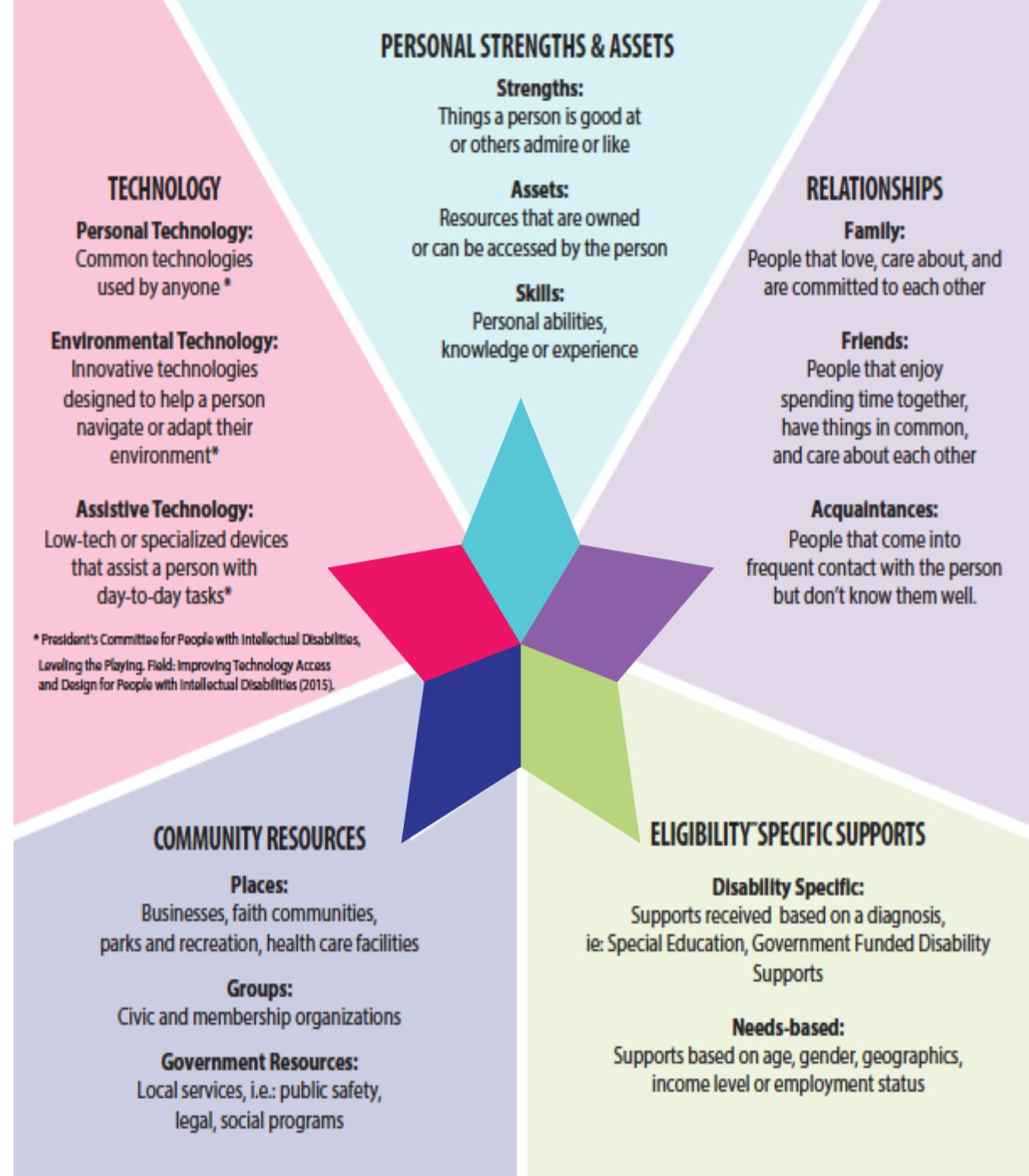
# Charting the LifeCourse Integrated Supports STAR



100%

## CMS Settings Rule:

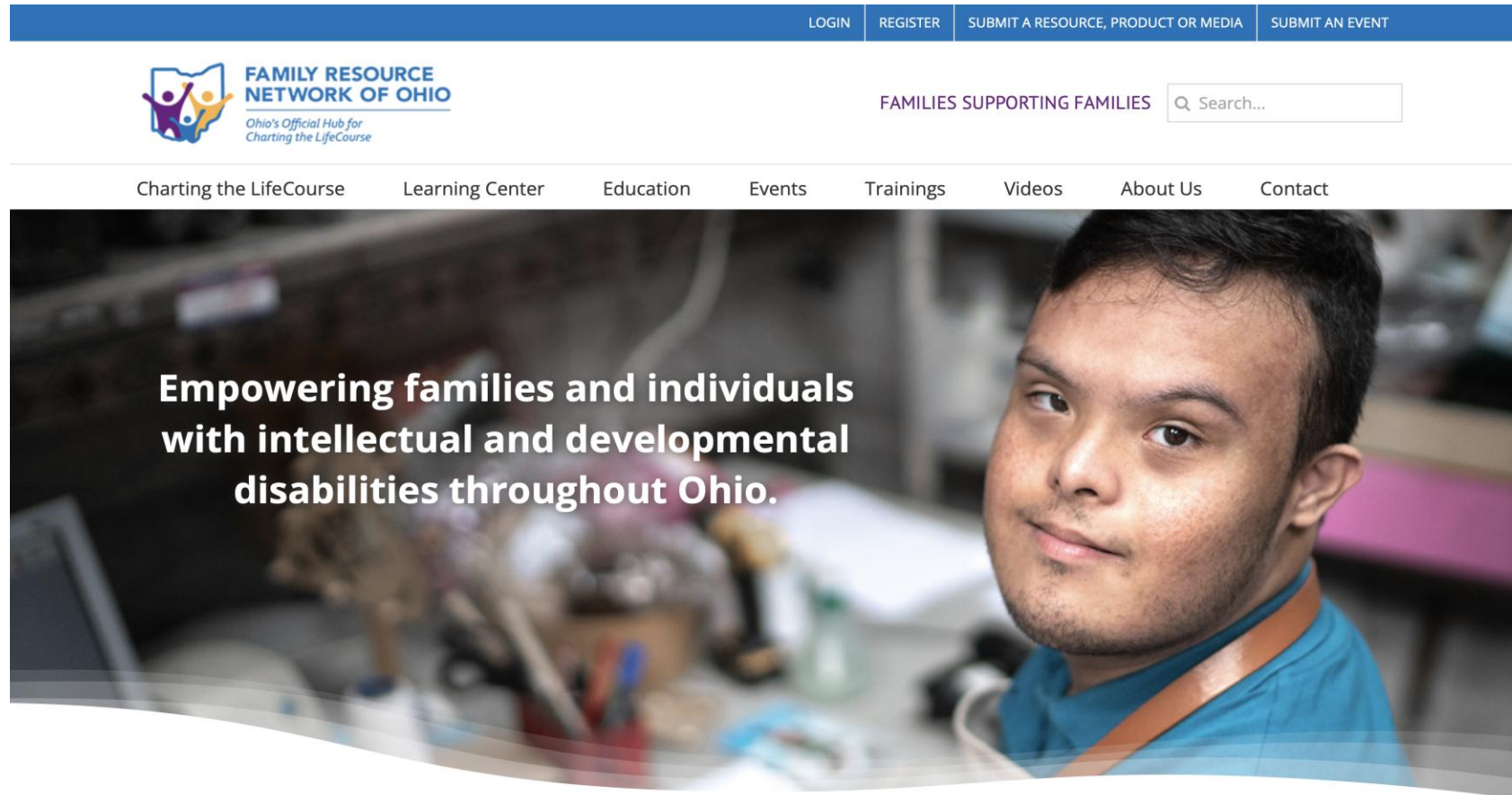
- Promote full access to community life
- Promote lives that people want to live



# FRNO and SUPPORT PROVIDED

- Website resources
- Monthly open presentations
- Personalized presentations to groups/organizations
- Individualized support
- Guided Implementation-service coordinators
- Side by Side presentations-providers and small group of people supported

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



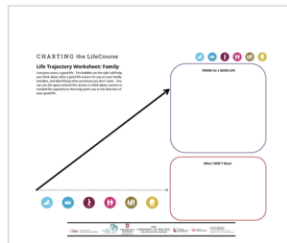
**When you get on the Home Page, you will see a Pop Up asking if you want to sign up for notices. You will get email notices of ALL free presentations on Zoom.**

# Home Page: Charting the Life Course

<http://frnohio.org/>

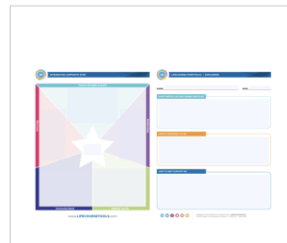
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## CtLC Tools



**Life Trajectory**

DOWNLOAD




**Portfolio**

DOWNLOAD




**Vision Tool**

DOWNLOAD




**Person Centered Description**

DOWNLOAD




**Person Centered Description with**




**What is Important to You**

DOWNLOAD



**Person Centered Life Vision**

DOWNLOAD



**Vision Tools**

DOWNLOAD



# 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



FAMILIES SUPPORTING FAMILIES

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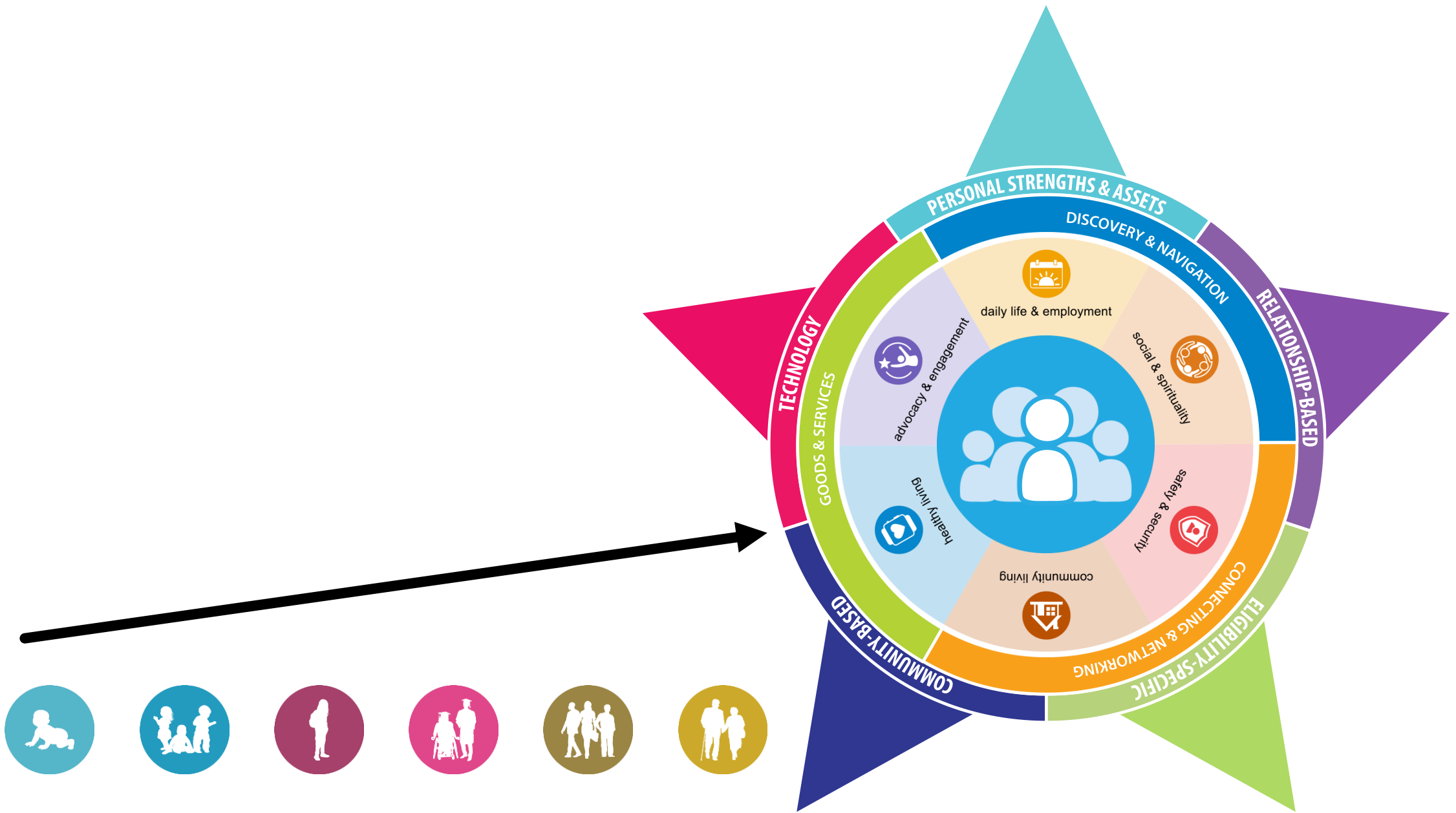
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## VIDEOS

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



Core Belief: Everyone has the right to live, love, work, play, learn and pursue their life aspirations in their community.



# Ohio Highlights-frnohio.org

**Community of Practice**-Feb. 25, 2026, in person

**Pre-Showcase Workshop**-Feb. 25, 2026, in person

**Ohio Showcase**-Feb. 26, 2026 in person

**Variety of presentations**-sign up on frnohio.org

***Guided Implementation***-series of 7 sessions, move from knowledge to **USE AND INTEGRATION**

- Sign up on frnohio.org to access events, get updates, resources, etc.
- Like our Facebook page-Family Resource Network of Ohio-FRNO
- Post/share on our FB page how you have used Charting the LifeCourse and the impact on you/your family/people you support
- Let us know if you know of any groups who would benefit from hearing about Charting the LifeCourse

FAMILY RESOURCE NETWORK OF OHIO PRESENTS...

## CHARTING THE LIFECOURSE



# Ohio Showcase

~ Celebrating 10 magical years of Charting the LifeCourse ~

### COMMUNITY OF PRACTICE MEETING

FEBRUARY 25 | 8:30 AM -11:30 PM (NO CHARGE)

### BEGINNER'S WORKSHOP (\$75)

FEBRUARY 25 | 1:00 PM -4:00 PM

Beginner's workshop designed for those new to Charting the LifeCourse (CtLC). This session will provide an overview of the CtLC framework, principles, and hands-on experience with some of our most commonly used tools  
-3 Hour DODD CPDU AVAILABLE UPON COMPLETION-

### OHIO SHOWCASE (\$150)

FEBRUARY 26 | 9:00 AM-3:00PM

Join us in celebrating 10 years of Charting the LifeCourse with keynote speaker Cody Clark. Through magic and personal storytelling, Cody shares what it's like to live with autism and how embracing differences builds confidence, life skills, and inclusive communities.

-6 Hour DODD CPDU AVAILABLE UPON COMPLETION-



Keynote Speaker:  
Cody Clark



[Click Here to Register](#)  
(Registration Closes 2/15/26)



LOCATION: GRAND EVENT CENTER  
820 GOODALE BLVD, GRANDVIEW HEIGHTS, OH 43121



Department of  
Education & Workforce  
Department of  
Developmental Disabilities

