Overview of the LifeCourse Framework Video Transcript

Good morning everybody! My name is Abigail from DDD's training unit, and I have the honor of introducing today's speaker.

Today's speaker is Michael Higa. He is from the Developmental Disabilities Division Training Unit. And, he actually started here with DDD back in 2019.

As a former case manager, he has utilized the LifeCourse Framework within his daily practices.

And today, we have the honor of having him present about the Overview of the LifeCourse Framework (Part Two).

It is with my honor that I turn today's present presentation over to Mr. Mike Higa.

Mike: Good morning everybody!

Yeah sorry... to get started I'm gonna just share my screen.

I hope everybody's having a nice morning.

Here we go. Okay!

So... as Abby said... my name is Mike, and I started in the Developmental Disabilities Division as a Case Manager.

And so... I've had a little bit of experience being able to implement some of these in the yearly ISPs. So I hope today that I can help share and spread some information about (you know) the Overview of the LifeCourse Framework.

I must apologize. I am still suffering a little bit from a little long COVID so if I... start to cough, or if I sound short of breath, I'm sorry. But it's getting better.

It's getting better.

Okay. So, we can get started.

So, the first thing that we'll be going over is (you know) today's agenda, right? So, what we'll be doing is-- we'll be going over the LifeCourse principles.

We'll be going over the integrated support star for life domains (and if there's any questions).

Because what we want to do... is by the end of today's presentation, I'd like to be able... you guys to be able to recall the guiding principles of the LifeCourse Framework, as well as recall the different life domains and describe the concepts of the integrated lifestyle.

So, we have the Developmental Disabilities Division.

We have this model that we want all people (and we believe that all people) should have the right to live, love, work, play and pursue their dreams in their community-- because it is (and this is the core belief)... because we feel that (you know) everybody, every individual should be able to live in their... live in their... communities... surrounding communities.

Okay!

So, first we have... these are our guiding principles.

So, we have... eight of them.

All people, family systems and cycles, life outcomes, life domains, life stages and trajectory, individual and family supports, integrated delivery of supports, and policy and systems.

So, the first guiding principle that we have is "all people".

So...in 2015... 4.9 million Americans were... had a developmental disability, but only 25 percent of that 4.9 million people received state services.

The other 75 percent (you know) could be either... they were unaware of the disability-specific services, do not want disability-specific services, or in some cases the diagnosis didn't meet the eligibility criteria in the state system.

The second guiding principle...

But just to make sure that I be concise...

But then, we want to make sure that the principle is that this framework is for everyone (right?)-- not just people who receive services.

It's also for people who don't, right? We want to make sure that we incorporate and provide support to anyone and everyone that we need.

And that this framework has the ability to do that-- has the ability to provide services, and to provide support (whether they receive the state DDD services or not)-- that this framework is capable of being able to help.

And, as we go along throughout the process, you'll be able to see the kinds of things that are kept track of... to be able to kind of get a holistic understanding of the kinds of supports that people make.

Okay.... moving on!

So, guiding principle number two is the family systems and cycle.

So... we always start with the individual, right?

So... the goal is to have the individual achieve things like self-determination, interdependence, productivity integration, and inclusion in the surrounding communities.

And, it's very important-- because we want to make sure that when we're thinking about person-centered planning-- that we place the individual at the center, right?

And so... this individual at the center will be surrounded by... their families.

So... and in families, it can be in a whole... it can mean different things, right?

It could be blood related, but it's also-- we want to make sure that it's... identified by the individual.

And, that (you know)... these families are the ways in which our individuals are able

To gain and have the support to be able to achieve the self-determination, achieve the interdependence, and the goals that we want for them (and that they want for themselves).

And so... interconnectedly, we have the individual and the family life cycles, right?

Because they work together, and everybody... and they move with each other, right?

So, if you're looking at our little chart here (you know) it shows that the individual through birth through aging (you know)-- they have that say, they have that... moving along with the life... family life cycle of (you know) having a couple of children, launching children, and family later in life.

So, we get to see that (you know), there is a... a growing kind of... a growing kind of... is a growth with each other throughout the life course, right?

And now, we get to see that we grow together, and while we have these interconnectedness to help each other progress throughout their lives... to the goals that... hopefully that they can achieve, right?

The next guiding principle is the life outcomes.

So... we want to make sure that we focus on life outcomes (not just service outcomes, right?). Everyone is different.

Everybody's new point of his/her whole world (and the ability to manage it) should be trusted.

And, that we have the power for the best solutions for ourselves to make appropriate changes in their lives.

And so, we want to make sure that when we... focus on the life outcomes and what is desired, and the kinds of goals that we have—but those are the kinds of things that we want to focus on (not just on the health outcomes).

Our fourth guiding principle is the life domain.

So, when we think about our lives... there's so many different domains, and so many different segments of our lives that... (you know) make up everything, right?

You have daily life and employment (you know)... sorry-- every day whether it be going to school, work, what have you. Also, the routines that we experience throughout the day-- community living, having access. Because, (you know) we want to make sure that everyone lives an integrated life.

And, the social and spirituality to make sure that everyone (you know)... that people aren't isolated.

No individual is an island. So we want to make sure that there is support-- whether it be through social aspects or also even spiritual, right?

And of course, we cannot... I know that we were talking about focusing a lot on the life outcomes, but there's no... we cannot neglect healthy living, right? We want to make sure that everybody has the access and the ability to manage a healthy life through medical...medical supports, mental health (as well as behavioral health), their wellness, nutrition supports, and staying safe and secure in our homes / in our communities (in case that dinner is an emergency)-- or the kinds of options that we might have... in order, when dealing with things like legalities or any kinds of issues.

And, as well as the citizenship and advocacy-- because we want to make sure that everybody... this is another kind of integrated (very important for civil integration) because (you know) it takes responsibility-- it's integrating our lives into... not just our surroundings, but the society as well.

Our fifth guiding principle is the life stages and trajectory.

As we've shown a little bit earlier (with that arrow)-- is that (you know) everybody has different life stages throughout their lives, right? Being... going from prenatal (from being a baby) to getting into early preschool age to school age, and transitioning into adulthood (as well as into aging).

Seeing as how... (you know) because it's very different, right-- what the goals are, what's happening, the kinds of changes that are occurring during these different times. They're different between each life stage.

[Clears throat] So, if we look at our little chart here, and we see this upward trajectory of our life course. And, it shows the different life transitions (right?) and what it might look like-- whether it be as getting the diagnosis in (you know) early childhood or infancy, and then leaving into school, and then the transitional planning (right?) and seeing if on the left and the upper side of our trajectory you get to kind of see how the goals and the circumstances and the things that are occurring in our lives are changing, right?

Going from things like learning to say "no" to enjoying birthday parties to making friends to getting jobs (you know).

So...it's a way to help chart and kind of understand and see how (you know) an individual's life is progressing, and what kinds of ways in [inaudible] we can address whatever new change occurs.

Our guiding principle number six is the individual and family supports.

So, we call this the buckets of support.

So, there's three... there's discovery navigation, connecting and networking, as well as goods and services.

So, it's important that we look at things that are available to thread the supports that are able to be given-- whether it be information and education, skill building and training, right? So

that we have the understanding and having... knowing what's around us (what kind of information and training is around us).

But the connecting and networking... again, we want to make sure that nobody is isolated, and that they have their peers and have the support to come together, and learn from other people's mistakes, and learn from other people's goals and successes, right?

As well as, goods and services-- the things that help you get by to daily living and financial support.

So... we want to make sure that if we're looking at a support in a holistic manner-- these are three buckets of support that are able to provide (you know)... what... our individuals need to not only... have success, but to really thrive in our surroundings and within our communities.

And, I know that you know it's it... it's easy... it's easy to get caught up on just (you know) the goods and services but we want to make sure that we're having a holistic idea of the kind of opportunities and the kinds of supports that are out there-- because (you know) it's not just about every day, it's also more broad thinking about bigger ways in which that we can provide supports.

Our seventh guiding principle is the integrated delivery of support.

And, so we call this the integrated support star. And what it does is... it helps us to re-frame the conversation about what supports look like, right?

So we have our five-pointed star with technology, personal strengths and assets, relationships, community resources, as well as the eligibility-specific supports.

Like... these are the things that we have available to us. And sometimes, it's really easy to kind of get lost (maybe), and not recognize the kinds of supports that we actually have in our lives.

So, when using the integrated support star, it's a way to kind of keep track, and to have an understanding of what's available to us.

And lastly, our guiding principle number eight is of course the policy and systems, right? But using the life course and applying the framework can help to provide transformational change, right?

Because...it's not just about the eligibility specific supports. It has other options as well, right? So, we have policy and systems change to need to focus on the transformational shifts in our approach to not only the individual but the family supports as well.

And we can do that through things like public and private partnerships (you know)-- which could be my family, self-advocacy,... vocational rehabilitation, but... and the community and society as a whole for the adaptations to help, right? You know... things like... even grocery carts for older kids, or EMT and police that are knowledgeable and supportive of our individuals. And to be inclusive-- accepting spiritual and recreational activities to ensure that (you know) integration, right? And ensure that this...kind of... having this framework will help to provide this kind of transformation.

So, that was a brief overview of our guiding principles. And, due to time today, we'll be focusing only on two. But the two that we'll be going over are two that I feel are very exciting-- because

they're very flexible, and they're very...they're good ways to kind of get an understanding of the individuals in our lives.

And of course, you know, being... having the pleasure of having the opportunity to try and do these things myself-- it's been really interesting to see the kinds of information and understanding I get to see (just in practicing by... you know playing with the things like the integrated life... the integrated support star).

So, the... the integrated support star.

So, again, as we said (you know) it helps to re-frame the conversation about natural supports, and you can start to think about (you know) what is available to us.

And so, one of our main focuses here, and one of the main questions that surround... the DDD is we have... is this idea... of what is the good life? What does a good life look like?

And, in regards to this integrated support star-- who or what can help me, right?

What does that look like? What does help look like?

Help and support-- there's so many... there's different kinds of ways that we receive help and support (right?)-- and two main ways that we can develop these natural and paid supports.

So, realistically, what does natural or paid supports look like?

So, our natural support could be family and friends, and paid supports could be agencies and organizations.

So... services and supports are evolving right?

So... and as we talked about earlier—when we're thinking about person-centered planning, the person is at the center, right?

And, if everyone exists within the context of the family and community.

But, traditionally, what may have happened was for the traditional disability services, the person might be placed in an institution that's kind of isolating them from their families and their communities right?

So, we want to make sure... that we transition away, and into integrated support for everyone.

And when we say everyone we also mean... the supporters right? We want to make sure that there are ways that that we can support the supporters. Everyone be able to benefit from the kinds of supports that come from the star, right?

This recognition that we get to see as to what we have available to us, and what we have that we can use to help provide that best good life that... for our individuals and even for ourselves, right?

[Clears throat] So the integrated support staff... like any other we are (you know)... our... most stars we have five points and each of those five points we have personal strengths and assets, relationship based supports, eligibility specific supports, community-based supports, and technology.

So, for the first part we have personal strengths and support.

So, when we think about this section, what it's... what it... what I've found is that it really helps to kind of keep track of things that you know-- the kinds of skills and trainings that we have (right?) and the kinds of things that we can bring to the table into whatever situation that we have.

And, sometimes it can be... tricky, right? Sometimes... oh we get a little bit too focused on maybe the things we need to get better at, or the things that we need to change or (you know) maybe get a little bit too negative. Sometimes (at least for myself), it's really easy to focus on that kind of stuff.

So, when... we get to put on paper, or we get to use the star, we get to see this (you know) with our own eyes. The kinds of things that we are able to bring, right? The kinds of strengths that we have-- whether it be being able to figure out problems... whether it be able to speak in front of people... but even something like (you know) being able to (you know) being happy. You know, even something as simple as (you know) having a good smile or something like that, right?

Because sometimes, our individuals (you know)... individuals sometimes maybe don't get or think about the things that they're able to bring, and the things that are good about themselves, right?

And so, seeing it on paper, and having in ISP meetings talk about good things that... It helps them to feel good. It's a very esteem-building activity actually.

And, you also get to see the kinds of personality traits that you're able to... that a person might have, right? And you get to see... they get to hear about themselves being likable and being good people, right?

It's very important and that's it's a very esteemable... activity (actually).

Secondly, we have technological support, right?

Technology is everywhere.

You know... whether it be simple machines like toasters or alarm clocks to assistive technology to help individuals be mobile and do (you know) get around in life, to communicate—as well as internet and community computers to be able to gather information.

So, to learn more about life.

But one that I'd like to point out is the smartphone, right?

So... for me, my smartphone-- it's a technological support stat.

It's a technological support that goes across multiple different uses, right?

Not only is it my main form of communication to people (like my family or my friends)-- it's also my alarm clock to make sure that I can wake up and get to work on time.

It's also my calendar—so I know what.. what's happening throughout the day or what I have coming up.

It's my source of recreation. I can access social media.

I can contact my mom in Las Vegas, or my brother in New Zealand.

So, this... one piece of technological support is... I'm able to use, and [is] so flexible across all different types of... or it's so flexible across so many mounds, right?

And that... it's... I'm able to use it to help my life in all kinds of different ways.

And so... when thinking about technological supports... (you know)--sometimes it's simple (you know), kind of simple (right?)-- like we have TVs or whatever. But then you also get to see how other things are... be able to use in multiple different ways to help... (you know) help us have or help our individuals have that best life.

[Clears throat]

Next one is relationship support.

So, we all have... (you know as we talked about earlier) no individual is an island, right?

And, we want to make sure that there's integration. But there's also (you know)... when moving through our lives (whether dealing with problems or even having successes)--people having relationships with our friends, their families, their close personal people around us (like our neighbors, our boss, pastors, co-workers)-- these are the kinds of relationships that help us to achieve that good life, right?

Because when we're in times of need-- we have people to... lean on.

In times of success, we have people to celebrate with us... and (you know) we get to learn and work with each other to be able to have and achieve that good life. Because...sometimes...what will end up (you know)... sometimes... maybe [you'll] come across a problem that's new to you-- that maybe you've never had to deal with before.

But (you know)... maybe you had a friend that maybe had to deal with something similar.

In regards to families with individuals with disabilities-- sometimes, this is a good way to kind of navigate and traverse (you know) the tricky landscape right? Because sometimes... problems occur [that]-- yeah, maybe we don't have... quite the answer to.

But then, we have... there's people out there where we have these kinds of relationships that allow us to be able to move forward, and to move past whatever kinds of issues that... that might occur.

And of course (you know)... we have supports in the community, right?

We have places like schools and libraries where we can go to learn.

We have places like... parks and churches to make us (you know)... places that we like to go to help us make this for recreation or for spiritual ...kinds of benefits.

But also things for safety-- like police stations and hospitals, right?

But for me like... I like the grocery store-- because that's where the cookies are.

That's where I get to eat all the good food that I want to get.

But these are the parts in the community that are there to help us, and that we can use to help provide and to have that good life (right?)-- and to ensure that we're progressing and learning, and being integrated, and also being safe.

And lastly, we have our eligibility-specific services, right?

So (you know), eligibility specific services or paid supports are things that (you know) that... you have to have a diagnosis, a certain income, or other qualification for it.

But (you know), and... these are examples of the kinds of services that maybe.... individuals might qualify for. And it's... important because (you know)... I mean... I know there's been some emphasis on (not focusing specifically on this), but it is a very important part of life, right? It's a very important support-- because this is where things like... waiver services, and all of that kind of stuff come in. So that there's... (you know) housing, day programs, CLSI-- so community learning service / individual community learning service groups.

So, it's... another way to provide support.

But, I guess the main thing is that there's other kinds of supports also too--because we want to make sure that we have a whole picture of the kinds of supports that we have and how the supporting... life course framework is able to kind of... show... and kind of... bring to light the different kinds of supports that maybe wasn't thought of before.

 [Clears throat] So, going back to our guiding principles... the next one that we will be going over is the life domain.

And you know every... in our life domains, we have different parts, right? Our life is not just one thing, right?

It's more than just health and safety.

We want to make sure that we parse out the... different domains to be able to live a full life-- because if we're only thinking... of honing in on just one part, the rest of our lives (you know) are... is being unexamined right? And, we want to make sure that we have examined life-- see the kinds of things that... kinds of supports that might be needed in order to be successful in... participating in whatever domain... that we have.

So, in the Supporting Families LifeCourse Framework that outlines six different life domains-- we have healthy living, safety and security, citizenship and advocacy, daily life and employment, community living, and social and spirituality.

[Coughing]

So... for healthy living (you know)—this would be like managing and accessing healthcare / staying well.

So again, just to support the medical, mental health, behavioral health, wellness, and nutritional supports (right?)-- the kinds of supports that one might need in order to accomplish, and to be able to live healthily... in our lives, right?

And, with the safety and security, it's a way-- what kind of supports is needed to stay safe during an emergency?

Or even for things like guardianship and other alternatives... to when (you know) in case that certain kinds of decisions might need to be made. And we want to make sure that you know the legal rights and issues are being... addressed for our individuals and participants.

 [Coughing]

A big one that I feel is that (you know)... the citizenship and advocacy—because this is participation, right? And this is engagement, right?

Setting goals, taking responsibility,... being able to advocate for themselves and have... [their] voices heard-- to make sure that we (you know)... we as providers and people who are helping and supporters kind of know what they... what our individuals want.

And, to make sure that we're able to provide active support rather than to kind of just... oh this is what needs to happen, right?

So... it's kind of a listening and being able to... the kinds of supports that our individuals need to be able to have their voices heard.

And also, to participate in things like voting and civic engagement-- if that's something that (you know) people want to participate in. Because... again, we want to make sure that it's not just... existing (right?)... it's about participation and integration into our community.

[Coughing]

And, then we have daily life and employment.

So it's a (you know) this is our daily life (right?)... whether it be school, volunteering...

But it's also things like teaching life skills-- kinds of supports that an individual (a person) might need to be able to be successful in participating in school-- the routines, the life skills, the kinds of things that they might need in their daily life to be able to have and accomplish that good life.

As well as community living...

So, the kinds of supports to... about where someone lives and how the kinds of supports that they might need-- whether it be housing and living options to live at home or to live in the community... or to live on their own.

Whatever is the best option, right?

And, what kind of supports that is available to them to be able to accomplish that.

As well as community access-- make sure that there is integration and that there is... participation into the community, right?

And how they're able to... have access to the supports in the community that we talked about earlier--that community supports in the integrated... lifestyle.

And then call it home adaptations-- the kinds of supports that maybe might be needed inside of the home to be able to have that successful life and be safe and successfully integrate into whatever (into the community).

And lastly, we have social networks and natural supports.

So, what kind of supports would a person need to be able to maintain friendships, to have relationships, to go out and to have... participate in whatever leisure activity they might want to participate in-- as well as to have social valued roles to be a part of (right?) to not be isolated away from their peers)?

And if (you know) this... if it's a goal to have... be a part of a faith-based community-- because again this is another avenue of support that a person might have to help them achieve... and to help them achieve and participate in their best life.

 [Clears throat]

So, looking at the life domains and thinking about the different ways that our lives (our individual's lives) can be broken up into six different parts-- to kind of look at what kind of supports would a person need?

And when we keep... and I know I keep mentioning like a holistic and complete view of an individual's life-- that these are aspects that... are very important to achieve the good life, right?

Because we want to make sure that we have everybody... our individuals and participants are safe and secure-- that they have... their daily life is... being supported within whatever activity that they might have.

Community living is... supported--so nobody is isolated and we're not talking about institutions anymore.

And then we have social and spirituality to ensure that... our individuals and people in our lives and people that we support have the ability to have these friendships and relationships and be able to have fun, do leisure activities, and also have socially valued roles or access to faith-based communities.

And that their health-- that they're healthy and receiving the kinds of supports for whatever they might need (whether it be medical, mental health, behavior health, or even wellness and nutrition).

And that they're... being able to be a citizen in their surroundings (like to advocate for themselves).

So, again (you know), going back to this idea of focusing on life outcomes and not service outcomes.

I hope that (you know)... through the process of this presentation, I was able to show that through the LifeCourse Framework, that there are ways that we can kind of shift the focus away from the health outcome and into a life outcome-- which, of course, incorporates the health outcome (right?), which incorporates the service outcome.

But... looking at it from a support standpoint and seeing how we can provide support in all of our... in the whole...aspect of life.

So again, when we're thinking about the individual-- the individual comes first, right? The individual is at the center.

And what are they surrounded by?

They're surrounded by their families.

And, with their families-- the supports that they provide to help move along into and gain and achieve their good life.

And, a way to do that is through our different supports (right?) and the different ways to identify what we have (the kind of different...life domains that we have brought their lives, broken up into all of these different little parcels and domains). And how the service buckets are able to provide support holistically throughout this whole picture.

[Clears throat]

Whether it be connecting and networking, whether it be goods and services, or discovering & navigation-- we have our three buckets that will be able to help and provide supports (hopefully throughout our entire... our life domains).

And, a way to achieve that is... we can look at the integrated support stars, right?

The kinds of things that we have access to in our lives that are able to move us and promote us towards achieving a good life.

Whether it be personal strengths and assets-- the kinds of things that we're able... that we have... that we're able to bring to the table, and the kinds of skills that we have.

As well as technology-- the kinds of things that we have access to that we can help... that will help us... help propel us to our good life). As well as relationships (right?)-- the kinds of relationships that we have-- that we're able to use and... participate in so that we're able to achieve the good life.

Because again, as I keep repeating (you know), no individual is an island, right?

And, we want to make sure that we have... we know the kinds of access and that (you know) our individuals are allowed in that people are supported.

As well as community-based support-- so the kinds of things out in the community that we have access to (our individual's have access to)-- whether it be fun things (like the parks or the beaches or the malls), things to help us stay healthy and safe (like hospitals and police stations and fire departments), or to help us feel integrated and loved (like things... like faith-based communities).

And, of course, we have our eligibility-specific services that we have... that will allow us supports to have things like health care or DDD supports (or things like that).

And, we also want to make sure that... what the LifeCourse Framework does is that it allows the opportunity to kind of see... the different types of supports, and the ways in which... that these supports can be used as we traverse the life course, right?

As we've talked about previously, (you know) everybody has (you know)... as we progress through the life course from birth to early childhood to school transitioning into adulthood and then aging, is that things change, right?

So the kinds of supports that are needed are going to change.

So by having... these kinds of records (and kind of having... a tracking document), or having a way to understand and figure out and keep track of what kind of problems was faced previously as well as maybe what might be coming up that... we're able to see the kinds of supports and the ways in which that these supports can be used.

And so... hopefully (you know), as we see the life course moving upwards-- that these supports will help move us towards or move individuals towards a positive life trajectory.

And that... if our arrow does... [Coughing] (sorry)... take a turn down-- that we have the supports to be able to right side up.

I do want to thank everyone for coming and listening and... if you guys have any additional (or want any additional information), you can reach me at the email provided.

And... thank you so much.

And, I appreciate you guys listening to my presentation.

Thank you!

Abigail: Okay... thank you Mike!

That was... some fun presentation there. Thank you Mike for all those information and... as you know we have dropped some links in the chat box for any of the tools that you might want to try for this life course... framework.

So, the floor is now open for questions.

And... I don't see anyone who type on the question. So... any questions on the floor?

No? Okay.

So, I guess that's it for this morning's presentation.

And we do hope...

Again, we... put down our contact information... for any... questions about the LifeCourse Framework.

If you happen (like after this presentation)... you're able to... (you know) able to like finally... had a question, and we're done with the presentation, but...

Hey, there is one here. So... there is one question though for Mr. Mike Higa.

For a high school student, will they use the life course?

Mike: Sorry...yes!

So... the great thing about the life course is that it's... you're able to use it-- it's a very flexible tool that can be used for anyone.

And, it doesn't have to be for people with... for individuals with disabilities, right?

Like... I've done it myself.

I've been able to use the life course materials, and have been able to put my life down on paper. And It's helped me.

So, I've... (as a case manager), I've... done ISPs and filled out the life course for... adolescents, teenagers, and even all the way up (I had a client who was in her 90s).

So, this LifeCourse Framework has the ability and the flexibility to be used... across the entire life course.

So, whether it be child... high school student... adult, they... even into their aging years, the LifeCourse Framework is very flexible.

And you're able to use it to see... whatever kinds of goals and supports that anyone might need.

Abigail: Okay... I hope that answers your question.

Thank you! It's nice to know that the LifeCourse Framework (the tool itself) is... very flexible.

You don't usually use it for... any person-- but you can also use it for anything else. So...

So there is another question here.

So... "Who should be the best person on the IEP team to integrate into transition program. Do you have any recommendations?

Mike: So... for (on our side)... like the... as a case manager, this was the tool that was being used.

So, I mean... if the interest is in using the life course, that's where (you know) you can see the case manager of... whatever... of the individual.

Abigail: Yeah.

So, I believe... the IEP is in the Department of Education, right?

So... I guess the best person is (to ask)... is for your care coordinator... or your transition counselor (if you have one at the school).

Umm

Yes... okay!

Okay... thank you! thank you so much for whoever is that. Thank you!

We appreciate all your questions.

And, these are good stuff (you know).

This is very useful-- and it's something that you can use for anyone-- not only for our participants... but also for even your family members... your loved ones.

There's another question here: "How old should I apply my child for DDD?"

Mike: Umm

I think... (because I've personally)... you might want to check the DDD website to see what age... the qualifications are... I don't want to misspeak.

So, if you go to the DDD website, and you look under "How Do I Apply"... there's information as to (you know) the kind of qualifications that a participant may need.

Abigail: Thank you. Thank you. Thank you for... so (you know) keep it coming [laughing] all your questions here.

Mr. Higa is on a roll.

Yes. So...

Yes. So as doc... Mr. Mike Higa has said, you can just visit the DDD website. They probably... we will have information there about eligibility criteria, requirements, qualifications.

Yeah...

Anything else?

So... Let's see...

I guess that's it for this morning.

So, we would like to thank you all for... attending... this... first Tuesday's... DDD training series.

And, I hope you'll be... able to come back and attend for our next month.

Yeah... we do this every month (every first Tuesday).

So, if you don't have any more questions, I... we are all signing off, and thank you again for attending. Mahalo!