



**Office for  
the Aging**

# **Charting the LifeCourse for Respite (CtLC)**

**Person-Centered Tools and Techniques for Assisting Clients with Respite and Other LTSS Options**

Provided by the New York State Office for the Aging (NYSOFA)

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Charting the LifeCourse Framework and tools, iconography, and assets developed by the LifeCourse Nexus

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# NYSOFA CtLC Training Elements

- **Step 1:** Read and review the Charting the LifeCourse for Respite Guide: <https://www.lifecoursetools.com/lifecourse-library/exploring-the-life-domains/respite/>
- **Step 2: View NYSOFA Charting the LifeCourse Pre-Recorded Webinar**
- **Step 3:** Complete post-webinar survey including attestation of completion.



# Training Learning Objectives

- Gain knowledge about additional tools that can be used to help individuals navigate and strategically plan respite options.
- Think beyond traditional respite services.
- Learn how to utilize respite options that are outside of paid formal supports.
- Develop skills to assist families and caregivers in a person-centered way, and to build off their existing strengths, resources, assets, and skills to plan respite.



# Who may benefit from using the CtLC framework?

- NY Connects Person-Centered Options Counselors
- Caregiver Program Staff
- Other human services staff who assist individuals in navigating resources and service options.



# What is Respite Care?

- Services that provide the caregiver with a brief period of relief or rest by offering the care receiver with temporary, substitute supports or living arrangements.
- Services are available in and out of the home.



# Benefits for Caregivers

- Reduced stress and burnout
- Improved well-being
- Opportunity for personal tasks
- Enhanced caregiving skills
- Maintained relationships



# How can CtLC be used when planning for respite?

- Understand the meaning and importance of respite
- Identify possibilities and options for respite care
- Think about and plan for respite care



# Let's Practice!

# Scenario

- **Caregiver:** Louis, 60 years old, grandfather
- **Care Receiver:** Emma, 10 years old, Autism spectrum disorder
- **Situation:** Emma was removed from her parent's custody and now lives with her grandfather, Louis. Louis assists Emma with several tasks, including transporting her to and from school, cooking meals, and helping with homework. He expresses feeling overwhelmed with caregiving at the parent teacher conference. The school social worker recommended respite care, and that Louis contact NY Connects.

# Scenario

- Louis contacts NY Connects the next day and speaks to a Person-Centered Options Counselor.
- Louis states that he used to attend the senior center programming two nights a week but is no longer able to because he can't leave Emma alone.
- The NY Connects Person-Centered Options Counselor informs Louis of the LifeCourse Tools for Respite and they work together to complete the tools so that Louis can get a break from caregiving and return to the senior center.



# Helpful Details - Emma

- Emma enjoys spending time with friends from school as well as her extended family (her uncle and great uncles), swimming, going to the park, watching movies, and museums
- She attends an after-school program twice weekly
- Emma's best friend's parents take her once a week to the playground and cook her dinner
- She doesn't like to be away from home for long periods of time

# Helpful Details - Louis

- Louis works part-time driving a bus while Emma is at school, his coworkers are willing to help him
- Louis has experience using respite as his wife had Alzheimer's and he cared for her
- Louis hired a babysitter for Emma, but it didn't work out – she was not familiar with Autism spectrum disorders and unable to communicate with Emma
- Louis wants to continue being able to swim weekly at the YMCA, spend time with his friends, and volunteer and participate in programming at the senior center



# My LifeCourse Respite Portfolio

## One Page Description

**Portfolio for Exploring Respite**

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

**What is going on in my life?**

\_\_\_\_\_

**How would taking short breaks help?**

\_\_\_\_\_

**Making short breaks happen:**

What would do for it? / How is a break from caregiving? \_\_\_\_\_

Who would I spend time with during a break from caregiving? \_\_\_\_\_

What needs to be in place to help coordinate making the person I'm caring for? \_\_\_\_\_

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## Vision and Life Trajectory

**Life Trajectory | Exploring Respite**

**What's Working?**  
List your experiences or activities that are going well or that you enjoy.

**What's Not Working?**  
List your experiences or activities that are challenging or that you don't enjoy.

**What's Your Vision for a Good Life?**

For the care recipient: \_\_\_\_\_

For the caregiver: \_\_\_\_\_

**What We Don't Want**

For the care recipient: \_\_\_\_\_

For the caregiver: \_\_\_\_\_

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## Integrated Supports Star

**Integrated Supports Star | Respite**

My Name is: \_\_\_\_\_

**Personal Strengths & Assets for Supporting Respite**

**Technology in Supporting Respite**

**Community Based for Supporting Respite**

**Eligibility Specific for Supporting Respite**

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## Integrated Respite Schedule

**Integrated Respite Schedule**

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 a.m.							
8:30 a.m.							
9:00 a.m.							
9:30 a.m.							
10:00 a.m.							
10:30 a.m.							
11:00 a.m.							
11:30 a.m.							
12:00 p.m.							
12:30 p.m.							
1:00 p.m.							
1:30 p.m.							
2:00 p.m.							
2:30 p.m.							
3:00 p.m.							
3:30 p.m.							
4:00 p.m.							
4:30 p.m.							
5:00 p.m.							
5:30 p.m.							
6:00 p.m.							
6:30 p.m.							
7:00 p.m.							
7:30 p.m.							
8:00 p.m.							
8:30 p.m.							
9:00 p.m.							
9:30 p.m.							
10:00 p.m.							
10:30 p.m.							
11:00 p.m.							

[Link to LifeCourse Respite Portfolio Materials](#)





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

What is going on in my life?

Empty text box for describing current life events.

How would taking short breaks help?

Empty text box for describing how short breaks would help.

Making short breaks happen:

What would I do for if I had a break from caregiving?

Who would I spend time with during a break from caregiving?

Empty text box for activities during a break.

Empty text box for people to spend time with during a break.

What needs to be in place so I am comfortable leaving the person I am caring for?

Empty text box for needs for leaving the person being cared for.

# One Page Description



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# Let's Practice the One Page Description!

## Helpful Details - Louis

- Louis works part-time driving a bus while Emma is at school, his coworkers are willing to help him
- Louis has experience using respite as his wife had Alzheimer's and he cared for her
- Louis hired a babysitter for Emma, but it didn't work out – she was not familiar with Autism spectrum disorders and unable to communicate with Emma
- Louis wants to continue being able to swim weekly at the YMCA, spend time with his friends, and volunteer and participate in programming at the senior center

## Scenario

- Caregiver: Louis, 60 years old, grandfather
- Care Receiver: Emma, 10 years old, Autism spectrum disorder
- Situation: Emma was removed from her parent's custody and now lives with her grandfather, Louis. Louis assists Emma with several tasks, including transporting her to and from school, cooking meals, and helping with homework. He expresses feeling overwhelmed with caregiving at the parent teacher conference. The school social worker recommended respite care, and that Louis contact NY Connects.

## Helpful Details - Emma

- Emma enjoys spending time with friends from school as well as her extended family (her uncle and great uncles), swimming, going to the park, watching movies, and museums
- She attends an after-school program twice weekly
- Emma's best friend's parents take her once a week to the playground and cook her dinner
- She doesn't like to be away from home for long periods of time



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NAME: Louis

DATE: 10/10/2025

## WHAT IS GOING ON IN MY LIFE?

Louis's 10 year old granddaughter Emma was removed from her parent's custody and has been living with Louis for the last six months. Emma is diagnosed with autism spectrum disorder and Louis cannot leave her home alone. Louis is feeling overwhelmed now that he has had to take on a parenting role again. Louis had to go back to work part-time in order to support himself and Emma.

## HOW WOULD TAKING SHORT BREAKS HELP?

Taking a break would allow Louis to socialize with friends, take care of his own health, and do things he enjoys. It would also lessen his stress and anxiety.

## MAKING SHORT BREAKS HAPPEN:

*What would I do if I had a break from caregiving?*

Go to the senior center, go out to dinner with friends, go swimming at the YMCA

*Who would I spend time with during a break from caregiving?*

Himself, friends, and other family members.

*What needs to be in place so I am comfortable leaving the person I am caring for?*

Someone to look after Emma who Louis can trust; has experience working with children with autism spectrum disorder; has taken the respite care provider training; and will meet with Louis to learn more specific things about Emma. Someone who will take Emma out to do things she enjoys like going to the museum or park.

# One Page Description Example



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# Vision and Life Trajectory



## Life Trajectory | Exploring Respite

What's Working?	What Would It Take?
<p><i>List past experiences where taking a break was successful or helpful</i></p> <div data-bbox="146 390 413 685" style="background-color: #e6f2ff; height: 270px;"></div>	<p><i>List current or future life experiences or goals that will continue to support your good life vision</i></p> <div data-bbox="546 390 813 685" style="background-color: #e6f2ff; height: 270px;"></div>
<p><i>List past experiences where taking a break didn't work out well</i></p> <div data-bbox="146 762 413 1040" style="background-color: #e6f2ff; height: 255px;"></div>	<p><i>List what might make it hard to take a break from caregiving</i></p> <div data-bbox="546 762 813 1040" style="background-color: #e6f2ff; height: 255px;"></div>

Vision for a Good Life		
<p><i>For the care recipient</i></p> <div data-bbox="1012 339 1251 689" style="background-color: #e6f2ff; height: 320px;"></div>	<p><i>Vision for good respite</i></p> <div data-bbox="1271 339 1541 689" style="background-color: #e6f2ff; height: 320px;"></div>	<p><i>for the caregiver</i></p> <div data-bbox="1561 339 1810 689" style="background-color: #e6f2ff; height: 320px;"></div>

What We Don't Want		
<p><i>For the care recipient</i></p> <div data-bbox="1012 822 1251 1040" style="background-color: #e6f2ff; height: 200px;"></div>	<p><i>Not good respite</i></p> <div data-bbox="1271 822 1541 1040" style="background-color: #e6f2ff; height: 200px;"></div>	<p><i>For the caregiver</i></p> <div data-bbox="1561 822 1810 1040" style="background-color: #e6f2ff; height: 200px;"></div>

# Vision and Life Trajectory



## Life Trajectory | Exploring Respite

What's Working?	What Would It Take?
<p>List past experiences where taking a break was successful or helpful</p> <div style="background-color: #e6f2ff; height: 150px;"></div>	<p>List current or future life experiences or goals that will continue to support your good life vision</p> <div style="background-color: #e6f2ff; height: 150px;"></div>
<p>List past experiences where taking a break didn't work out well</p> <div style="background-color: #e6f2ff; height: 150px;"></div>	<p>List what might make it hard to take a break from caregiving</p> <div style="background-color: #e6f2ff; height: 150px;"></div>

Vision for a Good Life		
For the care recipient	Vision for good respite	for the caregiver
<div style="background-color: #e6f2ff; height: 150px;"></div>	<div style="background-color: #e6f2ff; height: 150px;"></div>	<div style="background-color: #e6f2ff; height: 150px;"></div>

What We Don't Want		
For the care recipient	Not good respite	For the caregiver
<div style="background-color: #e6f2ff; height: 150px;"></div>	<div style="background-color: #e6f2ff; height: 150px;"></div>	<div style="background-color: #e6f2ff; height: 150px;"></div>

Vision for a Good Life		
<i>For the care recipient</i>	<i>Vision for good respite</i>	<i>for the caregiver</i>
		

What We Don't Want		
<i>For the care recipient</i>	<i>Not good respite</i>	<i>For the caregiver</i>
		

# Vision and Life Trajectory



## Life Trajectory | Exploring Respite

What's Working?	What Would It Take?
<p><i>List past experiences where taking a break was successful or helpful</i></p> <div style="background-color: #e6f2ff; height: 200px;"></div>	<p><i>List current or future life experiences or goals that will continue to support your good life vision</i></p> <div style="background-color: #e6f2ff; height: 200px;"></div>
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Vision for a Good Life		
<p><i>For the care recipient</i></p> <div style="background-color: #e6f2ff; height: 300px;"></div>	<p><i>Vision for good respite</i></p> <div style="background-color: #e6f2ff; height: 300px;"></div>	<p><i>for the caregiver</i></p> <div style="background-color: #e6f2ff; height: 300px;"></div>

What We Don't Want		
<p><i>For the care recipient</i></p> <div style="background-color: #e6f2ff; height: 200px;"></div>	<p><i>Not good respite</i></p> <div style="background-color: #e6f2ff; height: 200px;"></div>	<p><i>For the caregiver</i></p> <div style="background-color: #e6f2ff; height: 200px;"></div>



## Life Trajectory | Exploring Respite

What's Working?	What Would It Take?
<p><i>List past experiences where taking a break was successful or helpful</i></p> <div data-bbox="573 285 882 627"></div>	<p><i>List current or future life experiences or goals that will continue to support your good life vision</i></p> <div data-bbox="1037 285 1346 627"></div>
<p><i>List past experiences where taking a break didn't work out well</i></p> <div data-bbox="573 717 882 1061"></div>	<p><i>List what might make it hard to take a break from caregiving</i></p> <div data-bbox="1037 717 1346 1061"></div>

A central circle is positioned at the intersection of the four quadrants. A diagonal arrow points from the bottom-left corner of the entire form towards the top-right corner.



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# Let's Practice the Vision and Life Trajectory!

## Helpful Details - Louis

- Louis works part-time driving a bus while Emma is at school, his coworkers are willing to help him
- Louis has experience using respite as his wife had Alzheimer's and he cared for her
- Louis hired a babysitter for Emma, but it didn't work out – she was not familiar with Autism spectrum disorders and unable to communicate with Emma
- Louis wants to continue being able to swim weekly at the YMCA, spend time with his friends, and volunteer and participate in programming at the senior center

## Scenario

- Caregiver: Louis, 60 years old, grandfather
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## Helpful Details - Emma

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- She doesn't like to be away from home for long periods of time

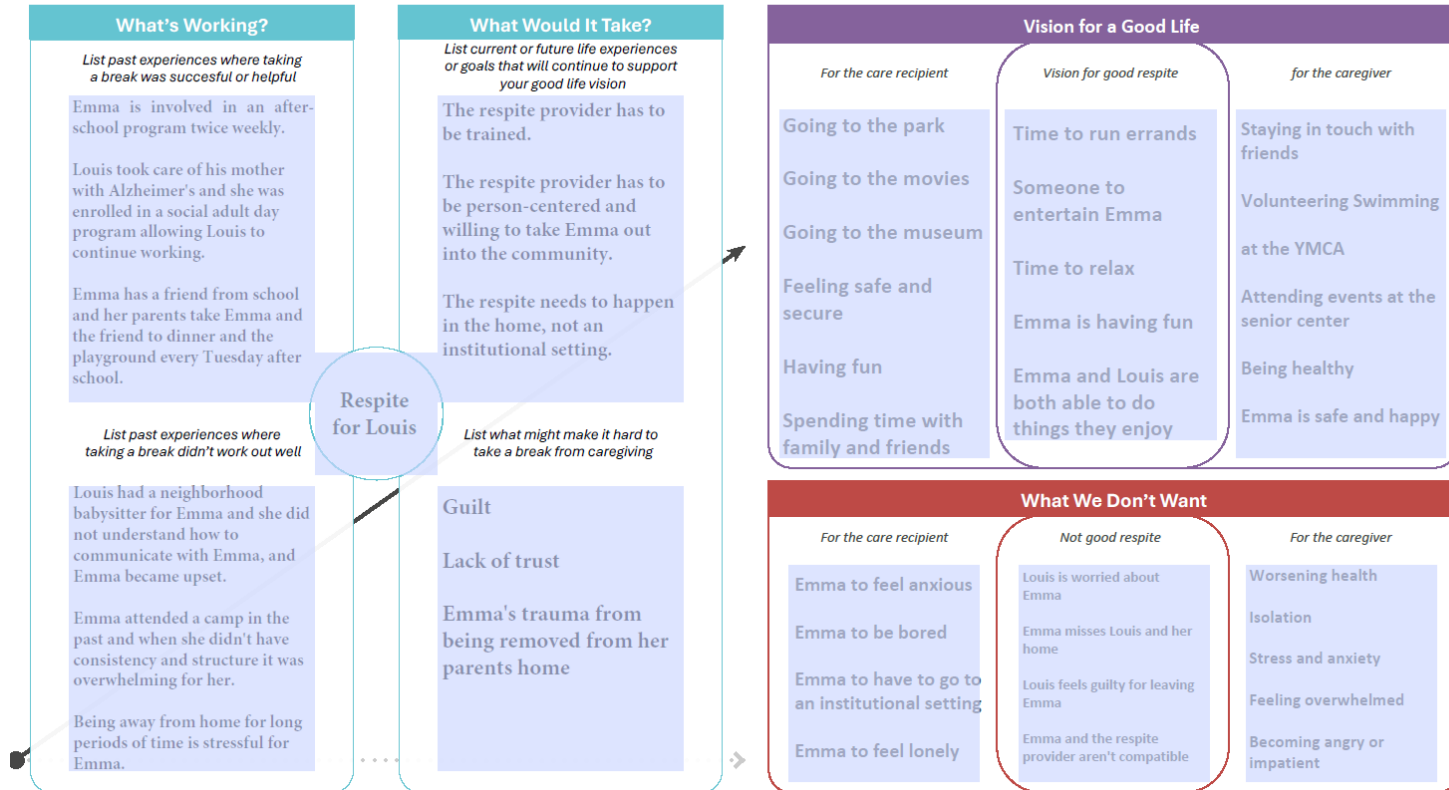


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# Vision and Life Trajectory - Example



Life Trajectory | Exploring Respite



# Integrated Supports Star

 **Integrated Supports Star | Respite**

My Name is:


**Personal Strengths & Assets for Supporting Respite**

**Technology for Supporting Respite**

**Relationships for Supporting Respite**

**Community Based for Supporting Respite**

**Eligibility Specific for Supporting Respite**

 **Chartering the LifeCourse**  
Framework and Tools

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# Let's Practice the Integrated Supports Star!

## Helpful Details - Louis

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## Scenario

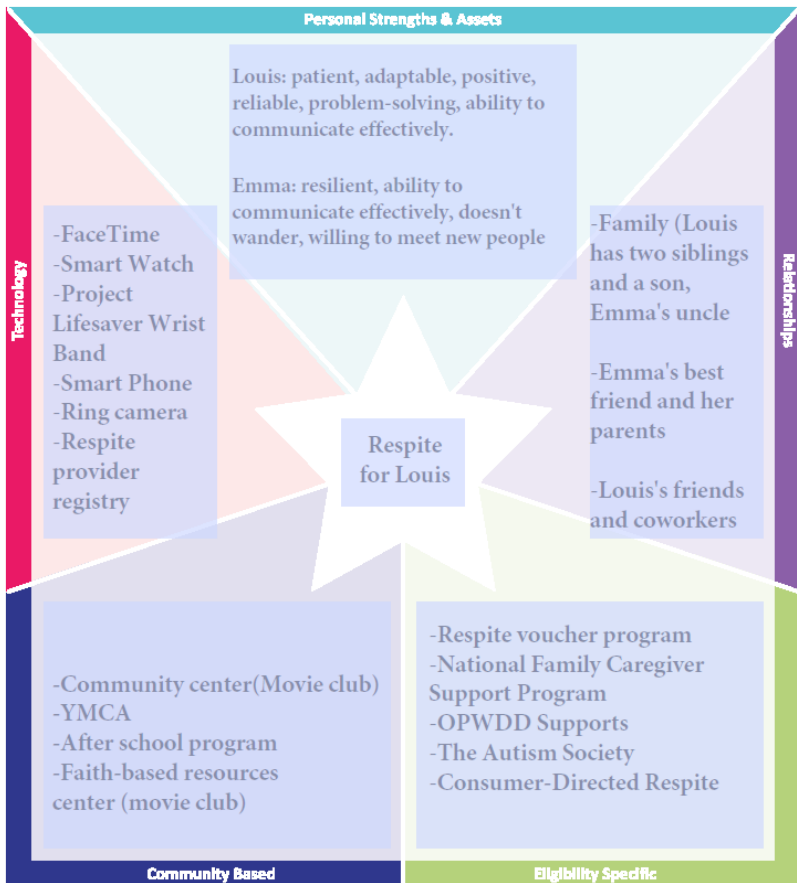
- Caregiver: Louis, 60 years old, grandfather
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- She doesn't like to be away from home for long periods of time



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# Integrated Supports Star Example



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Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00-6:30 a.m.							
6:30-7:00 a.m.							
7:00-7:30 a.m.							
7:30-8:00 a.m.							
8:00-8:30 a.m.							
8:30-9:00 a.m.							
9:00-9:30 a.m.							
9:30-10:00 a.m.							
10:00-10:30 a.m.							
10:30-11:00 a.m.							
11:00-11:30 a.m.							
11:30-12:00 p.m.							
12:00-12:30 p.m.							
12:30-1:00 p.m.							
1:00-1:30 p.m.							
1:30-2:00 p.m.							
2:00-2:30 p.m.							
2:30-3:00 p.m.							
3:00-3:30 p.m.							
3:30-4:00 p.m.							
4:00-4:30 p.m.							
4:30-5:00 p.m.							
5:00-5:30 p.m.							
5:30-6:00 p.m.							
6:00-6:30 p.m.							
6:30-7:00 p.m.							
7:00-7:30 p.m.							
7:30-8:00 p.m.							
8:00-8:30 p.m.							
8:30-9:00 p.m.							
9:00-9:30 p.m.							
9:30-10:00 p.m.							
10:00-6:00 a.m.							

# Integrated Respite (Supports) Schedule



Emma's Current Schedule								Louis's Current Schedule														
	Activities not dependent on Grandpa				Activities dependent on Grandpa				Activities independent of Emma				Activities with/for Emma									
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday							
6:00-6:30 a.m.	Wake up & get ready for school	Wake up & get ready for school	Wake up & get ready for school	Wake up & get ready for school	Wake up & get ready for school			6:00-6:30 a.m.	Help Emma get ready for school	Help Emma get ready for school	Help Emma get ready for school	Help Emma get ready for school	Help Emma get ready for school									
6:30-7:00 a.m.								6:30-7:00 a.m.														
7:00-7:30 a.m.	School	School	School	School	School	Various Activities with Grandpa	Various Activities with Grandpa	7:00-7:30 a.m.	Louis gets himself ready and commutes to the bus garage	Louis gets himself ready and commutes to the bus garage	Louis gets himself ready and commutes to the bus garage		Louis gets himself ready and commutes to the bus garage	Wake up/get ready/help Emma get ready	Wake up/get ready/help Emma get ready							
7:30-8:00 a.m.														7:30-8:00 a.m.								
8:00-8:30 a.m.														8:00-8:30 a.m.								
8:30-9:00 a.m.														8:30-9:00 a.m.	Church with Grandpa and Uncle Allen							
9:00-9:30 a.m.														9:00-9:30 a.m.								
9:30-10:00 a.m.														9:30-10:00 a.m.								
10:00-10:30 a.m.														10:00-10:30 a.m.								
10:30-11:00 a.m.														10:30-11:00 a.m.								
11:00-11:30 a.m.														11:00-11:30 a.m.	Louis at work (bus driver)	Louis at work (bus driver)	Louis at work (bus driver)		Louis at work (bus driver)	Various Activities with Emma		
11:30-12:00 p.m.														11:30-12:00 p.m.								
12:00-12:30 p.m.														12:00-12:30 p.m.								
12:30-1:00 p.m.														12:30-1:00 p.m.								
1:00-1:30 p.m.														1:00-1:30 p.m.								
1:30-2:00 p.m.														1:30-2:00 p.m.								
2:00-2:30 p.m.							2:00-2:30 p.m.															
2:30-3:00 p.m.							2:30-3:00 p.m.															
3:00-3:30 p.m.							3:00-3:30 p.m.															
3:30-4:00 p.m.	After School Program	Grandpa gets Emma at bus stop	After School Program	Grandpa gets Emma at bus stop	Grandpa gets Emma at bus stop			3:30-4:00 p.m.		Louis gets Emma off the bus		Louis gets Emma off the bus	Louis gets Emma off the bus									
4:00-4:30 p.m.				Homework/Play					4:00-4:30 p.m.													
4:30-5:00 p.m.									4:30-5:00 p.m.													
5:00-5:30 p.m.	Grandpa picks up Emma from After School Program	Weekly dinner at Selena's (Emma's best friend) house	Grandpa picks up Emma from After School Program	Homework/Play	Homework/Play			5:00-5:30 p.m.	Louis picks up Emma from After School Program		Louis picks up Emma from After School Program											
5:30-6:00 p.m.	Homework/Play					Homework/Play			5:30-6:00 p.m.	Make dinner	Drop off Emma at Selena's	Make dinner	Make dinner	Make dinner	Make dinner	Make dinner	Make dinner					
6:00-6:30 p.m.	Dinner with Grandpa					Dinner with Grandpa	Dinner with Grandpa	Dinner with Grandpa	Dinner with Grandpa	Dinner with Grandpa	6:00-6:30 p.m.	Dinner with Emma		Dinner with Emma	Dinner with Emma	Dinner with Emma	Dinner with Emma	Dinner with Emma				
6:30-7:00 p.m.								6:30-7:00 p.m.														
7:00-7:30 p.m.	Play time/Leisure time	Play time/Leisure time	Play time/Leisure time	Play time/Leisure time	Play time/Leisure time	Play time/Leisure time	Play time/Leisure time	7:00-7:30 p.m.	Clean up dinner	Pick up Emma from Selena's	Clean up dinner	Clean up dinner	Clean up dinner	Clean up dinner	Clean up dinner							
7:30-8:00 p.m.														7:30-8:00 p.m.	Leisure Time	Leisure Time	Leisure Time	Leisure Time	Leisure Time	Leisure Time	Leisure Time	
8:00-8:30 p.m.														8:00-8:30 p.m.								
8:30-9:00 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	8:30-9:00 p.m.	Help Emma get ready for bed	Help Emma get ready for bed	Help Emma get ready for bed	Help Emma get ready for bed	Help Emma get ready for bed	Help Emma get ready for bed	Help Emma get ready for bed							
9:00-9:30 p.m.	Bedtime	Bedtime	Bedtime	Bedtime	Bedtime	Bedtime	Bedtime	9:00-9:30 p.m.	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime							
9:30-10:00 p.m.								9:30-10:00 p.m.														
10:00-6:00 a.m.								10:00-6:00 a.m.														

Emma's Schedule After Integrating Respite Supports								Louis's Schedule After Integrating Respite Supports																												
	Activities not dependent on Grandpa				Activities dependent on Grandpa			Integrated supports		Activities independent of Emma				Activities with/for Emma			Integrated respite																			
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday																					
6:00-6:30 a.m.	Wake up & get ready for school	Wake up & get ready for school	Wake up & get ready for school	Wake up & get ready for school	Wake up & get ready for school			6:00-6:30 a.m.	Help Emma get ready for school	Help Emma get ready for school	Help Emma get ready for school	Help Emma get ready for school	Help Emma get ready for school																							
6:30-7:00 a.m.								6:30-7:00 a.m.																												
7:00-7:30 a.m.	School	School	School	School	School	Various Activities with Grandpa	Church with Grandpa and Uncle Allen	7:00-7:30 a.m.	Louis gets himself ready and commutes to the bus garage	Louis gets himself ready and commutes to the bus garage	Louis gets himself ready and commutes to the bus garage	Louis gets himself ready and commutes to the bus garage	Louis gets himself ready and commutes to the bus garage	Wake up/get ready/help Emma get ready	Wake up/get ready/help Emma get ready																					
7:30-8:00 a.m.								7:30-8:00 a.m.								7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.	7:30-8:00 a.m.								
8:00-8:30 a.m.								8:00-8:30 a.m.								8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.	8:00-8:30 a.m.							
8:30-9:00 a.m.																						8:30-9:00 a.m.														
9:00-9:30 a.m.																						9:00-9:30 a.m.														
9:30-10:00 a.m.																						9:30-10:00 a.m.														
10:00-10:30 a.m.																						10:00-10:30 a.m.														
10:30-11:00 a.m.																						10:30-11:00 a.m.														
11:00-11:30 a.m.																						11:00-11:30 a.m.	Louis at work (bus driver)	Louis at work (bus driver)	Louis at work (bus driver)	Louis at work (bus driver)	Louis at work (bus driver)	Various Activities with Emma	Louis uses this time catch up on household tasks, run errands, catch up with friends, leisure time, etc.							
11:30-12:00 p.m.																						11:30-12:00 p.m.														
12:00-12:30 p.m.								12:00-12:30 p.m.																												
12:30-1:00 p.m.								12:30-1:00 p.m.																												
1:00-1:30 p.m.								1:00-1:30 p.m.																												
1:30-2:00 p.m.								1:30-2:00 p.m.																												
2:00-2:30 p.m.								2:00-2:30 p.m.																												
2:30-3:00 p.m.								2:30-3:00 p.m.																												
3:00-3:30 p.m.								3:00-3:30 p.m.																												
3:30-4:00 p.m.	After School Program	Louis's co-worker gets Emma off the bus and watches her	After School Program	Grandpa gets Emma at bus stop	Five hours of weekly consumer-directed respite provided by one of Louis's two brothers who switch every other week	Various Activities with Grandpa	Louis gets Emma off the bus	3:30-4:00 p.m.	Louis volunteers to assist with helping to organize and coordinate programming at this Senior Center	Louis volunteers to assist with helping to organize and coordinate programming at this Senior Center	Louis volunteers to assist with helping to organize and coordinate programming at this Senior Center	Louis enjoys open-swim at the YMCA	Louis attends Bingo night at the Senior Center	Make dinner	Make dinner																					
4:00-4:30 p.m.				Homework/Play				Homework/Play								Homework/Play	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.	4:00-4:30 p.m.									
4:30-5:00 p.m.	Grandpa picks up Emma from After School Program	Weekly dinner at Selena's (Emma's best friend) house	Grandpa picks up Emma from After School Program	Swim Lesson at the YMCA				Dinner with Grandpa								Dinner with Grandpa	Dinner with Grandpa	4:30-5:00 p.m.	Louis picks up Emma from After School Program	Louis picks up Emma from After School Program	Louis picks up Emma from After School Program	Louis picks up Emma from After School Program	Louis picks up Emma from After School Program	Louis picks up Emma from After School Program	Louis picks up Emma from After School Program											
5:00-5:30 p.m.	Homework/Play		Homework/Play															Homework/Play								5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.	5:00-5:30 p.m.
5:30-6:00 p.m.	Dinner with Grandpa		Dinner with Grandpa															Dinner with Grandpa								6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.	6:00-6:30 p.m.
6:00-6:30 p.m.	Play time/Leisure time	Emma attends a community movie club with her best friend (supervised by the family)	Play time/Leisure time	Take-out dinner with Grandpa				Get ready for bed								Get ready for bed	Get ready for bed	6:30-7:00 p.m.	Dinner with Emma	Dinner with Emma	Dinner with Emma	Dinner with Emma	Dinner with Emma	Dinner with Emma	Dinner with Emma											
6:30-7:00 p.m.																		7:00-7:30 p.m.								7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.	7:00-7:30 p.m.
7:00-7:30 p.m.	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed				Get ready for bed								Get ready for bed	Get ready for bed	7:30-8:00 p.m.	Clean up dinner	Clean up dinner	Clean up dinner	Clean up dinner	Clean up dinner	Clean up dinner	Clean up dinner											
7:30-8:00 p.m.																		8:00-8:30 p.m.								8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.	8:00-8:30 p.m.
8:00-8:30 p.m.	Bedtime	Bedtime	Bedtime	Bedtime				Bedtime								Bedtime	Bedtime	8:30-9:00 p.m.	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime	Emma's Bedtime											
8:30-9:00 p.m.					9:00-9:30 p.m.	9:00-9:30 p.m.	9:00-9:30 p.m.		9:00-9:30 p.m.	9:00-9:30 p.m.	9:00-9:30 p.m.	9:00-9:30 p.m.	9:00-9:30 p.m.	9:00-9:30 p.m.	9:00-9:30 p.m.			9:00-9:30 p.m.								9:00-9:30 p.m.	9:00-9:30 p.m.	9:00-9:30 p.m.								
9:00-9:30 p.m.	10:00-6:00 a.m.							9:30-10:00 p.m.																												
9:30-10:00 p.m.								10:00-6:00 a.m.								10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.	10:00-6:00 a.m.								
10:00-6:00 a.m.								10:00-6:00 a.m.																												

# Versality of the Tools Outside of Respite

- Actual template of tool not needed, you may just apply the concepts
- Examples
  - Assisting other individuals in need of long term services and supports
  - Personal life planning and decision-making

# Resources

- LifeCourse Nexus Technical Assistance Center: <https://www.lifecoursetools.com/>
- Tools for Exploring Respite: <https://www.lifecoursetools.com/lifecourse-library/exploring-the-life-domains/respite/>
- Charting the LifeCourse for Respite Guide: <https://www.lifecoursetools.com/lifecourse-library/exploring-the-life-domains/respite/>



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# Questions?



NY Connects: [nyconnects@aging.ny.gov](mailto:nyconnects@aging.ny.gov)

Caregiver Program: [caregiver@aging.ny.gov](mailto:caregiver@aging.ny.gov)



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Please be sure to complete the post-training survey found under the link to this training on the NYSOFA website.

**The survey is a requirement of the training program and to receive your certificate.**

