

# Charting the LifeCourse for Respite

## Training Scenario

**Caregiver:** Louis, 60 years old, grandfather

### Helpful Details:

- 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

**Care Receiver:** Emma, 10 years old, autism spectrum disorder

### Helpful Details:

- 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

### The 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.

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.