

A GOOD LIFE Dreams of Parents Hopes of Young People

Imagining the Possibilities

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Key Elements Needed To Access The Good Things Of Life

- 1. Understanding devaluation**
- 2. Positive mindsets and expectations**
- 3. Big Vision Of Good Life**
- 4. Allies**
- 5. Plan of action**

**Key Elements Needed To
Access The Good Things Of
Life**

1. Understanding devaluation

Definition of Devaluation

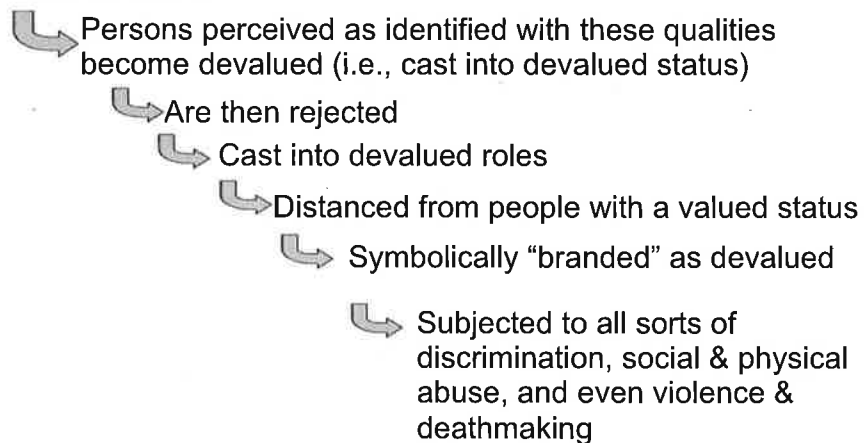
The attribution of low, or even no,
value to a person or group

By another person or group

On the basis of some characteristic
(usually a difference that is
perceived as a negative)

**UNIVERSAL NEGATIVE CONSEQUENCES OF
DEVALUATION TO DEVALUED PERSONS/GROUPS**

**Society devalues certain qualities &
conditions**



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OUR BELIEFS AND MINDSETS ARE IMPACTED BY:

- Our Upbringing
- Our Experiences
- Our Culture

OUR MINDSETS DETERMINE WHAT HAPPENS FOR OUR FAMILY MEMBERS

See person with lots of potential and value. See person as you would any peer. Believe person has own hopes & dreams as any peer does.

Believe person has some potential, but also see person as different from peers

Believe person has very limited potential.



In typical mainstream of life. In valued roles (e.g., student, volunteer, employee). In regular school, classes, extracurricular activities, work, etc..

Start on different life path than that of peers. Some, not much, challenge. Separate places, etc.

Not challenged much. Perhaps "warehoused"

Positive Expectancies And Mindsets

- “Can Do”
- Capacity, Gifts, and Contribution
- Age appropriateness
- The Good Life
- Competence of Community

Some Of Our Guiding Principles

1. Think positively - Mary is a gift to us and the community
2. Focus on her personhood first- disability second
3. Always help Mary to be in the typical pathways of life with needed adaptations
4. Look for specific intervention/therapies that would assist Mary -- apply these in as typical a way as possible
5. Trust our instincts as a family
6. Remember that what we are doing now leads and impacts on the future
7. VISION VISION VISION!

Exercise: Our Beliefs and Expectations

We Believe That:

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VISION IS:

- A Dream
- A Clear Picture
- A Commitment
to Make the Dream
Come True

Vision Is

Seeing what is not visible

Imagining what does not yet exist

“The ability to perceive something not actually visible through mental acuteness or foresight. It is the force of the power of imagination.”

(Webster's Dictionary)

Vision Is:

“It is the act of seeing things invisible” Jonathan Swift

“A clear mental picture of what could be fueled by the conviction that it should be” Andy Stanley

Vision Metaphors

NORTH STAR -- the destination

COMPASS -- for the journey

TELESCOPE-- to see far away
clearly

ANCHOR-- for the turbulent times

VISION IS IMPORTANT

"Without a vision, the people perish."

Vision:

- **Guides**
- **Motivates**
- **Transforms**
- **Safeguards**

Vision Of The Good Life

FULL

MEANINGFUL

INCLUSIVE

Developing A Personal Vision

The vision should be guided by:

- A. *What is available to the* culture for people who are a similar age of family member
- B. Valued Social Roles
- C. Personal Identity

A. Typical Pathways

A simple and powerful mindset that is often not used:

Think in terms of typical pathways to the “Good Life” instead of special programs that people are “slotted” into

KEY LIFE AREAS

1. **Work / Career / Volunteer**
2. **Personal growth and development:**
 - **School/study**
 - **Volunteer**
 - **Recreational / Leisure**
 - **Hobbies**
 - **Well being**
3. **Relationships:**
 - **Family**
 - **Work-related**
 - **Interest-related**
4. **Civic**
5. **Spiritual**
6. **Home**

B. Valued Social Roles

For example:

Employee
Student
Intern
Volunteer
Member of a sports team
Member of a gym
Photographer
Dancer
Artist
Etc..

SOCIAL ROLE

(as defined by sociologist Talcott Parsons)

A social role may be defined as a socially expected pattern of behaviors, responsibilities, expectations, and privileges.

ROLES

POWERFULLY IMPACT UPON:

- Reputation
- Image in own eyes - self-image
- Acceptance and belonging
- Associations and relationships
- Autonomy and freedom
- Personal growth and development
- Opportunities and lifestyle
- Material side of life

Valued Social Roles

- Valued Social Roles In Many Different Areas e.g.,
 - Work/Career
 - Education
 - Recreation/fun/leisure
 - Relationships
 - Civic
 - Spiritual/Well being
 - Home

C. Personal Identity – Some Important Aspects

- Age
- Interests and passions
- Life experiences to build on /life experiences to avoid
- Abilities, skills, competencies
- Personality
- Birthright gifts and talents
- Calling

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5. Plan Of Action

- **Who**
- **What**
- **Where**
- **How**

Some Strategies To Make The Plan A Reality

- *Keep developing and protect vision*
- *Find flexible resources that you can manage*
- **Use the vision to direct the use of resources**
- **Look to community**

Some Ideas To Help Us Stay Energized

- Remember how far you have already come
- If you are blocked in one area find an area of vision that you can move forward with
- Look to your family member and celebrate the impact your family member has had and will have in the world
- Celebrate the successes

“Of this I am certain,
**absolutely nothing great in
this world has been
accomplished without
passion.”**

George Wilhelm Friedrich Hegel
German Philosopher (1770-1831)

#2. DEVELOPING A VISION WITH AND FOR OUR FAMILY MEMBER

AS YOU WRITE DOWN YOUR VISION

1. Keep in mind the desires of your family member. Include your family member in discussions of vision.
2. Make sure that the vision honors your family member's interests, desires, passions, etc.
3. Think of vision in important life areas/ spheres:
 - Home
 - Education
 - Relationships
 - Work/Career
 - Recreation and leisure
 - Engagement in community/civic
 - Wellbeing –Physical, emotional, spiritual

Identify the life spheres that are the most important to think about at this point.

4. Use what is societally valued for a citizen of the same age as your family member as a reference point to develop the vision. Think of typical life within the community not programs. Focus on the "Good Life" in each life area/sphere e.g., What makes an education a good education? What are the students who are the same age as our family doing in school? What kinds of relationships are they engaging in and how? What are they studying? What are the opportunities for recreation? Etc.
5. Be as specific as you can
6. Dream BIG

7. **Brainstorm** – there are no “right” or “wrong” answers – just record what comes to mind. You can always change things. Use whatever helps you to write the vision down – words, phrases, pictures, etc.