

Individualized Planning and Services

Gail Fanjoy and Dale Verstegen
EFSLMP National Subject Matter Experts

EFSLMP PILOT PROVIDER TRANSFORMATION WEBINAR #4

JULY 13, 2017 1:00P – 2:30P EASTERN

Gail Fanjoy



- 41 years in the field
- CEO of Katahdin Friends, Inc. (KFI)
- Subject Matter Expert with EFSLMP for 3 years working on provider transformation
- Helped to guide KFI's transformation beginning in the early 80's
- Former President Maine APSE, 2 term national TASH Board member, Maine Employment 1st Coalition
- Grandmother of Isiah!

Dale Verstegen



- 30 years in the field
- Senior Research Associate, TransCen
- Subject Matter Expert with EFSLMP for 4 years working on provider transformation and capacity building
- Helped over 40 organizations with provider transformation
- President of the National Association of Community Rehabilitation Educators (ACRE)
- Grandfather of Adelind and Athena!

Two Steps Forward, One Step Back...

TRANSFORMATIONAL CHANGE



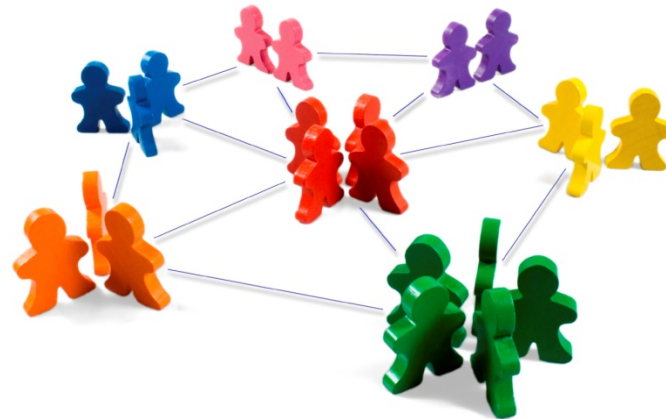
Quote

“Our world is determined by the size of our world. It’s not so much the dimensions of that world, but the mental, emotional, spiritual, and physical opportunities we are exposed to.”

Glenn Van Ekeren, Speaker’s Sourcebook II, quoted by Leslie L. Wilson, M.S. in the article: *Why Are We Reinstitutionalizing People During the Day?*, *TASH Newsletter*, Volume 23, Issue 6/7, June/July 1997

PLANNING STRATEGIES:

Discovery and Personal Asset Inventory



PLANNING STRATEGIES (2)

Person-Centered Planning

- Growing in relationships
- Increasing community presence & participation
- Increasing choice & control
- Contributing to community through employment
- Developing more valued roles & competencies



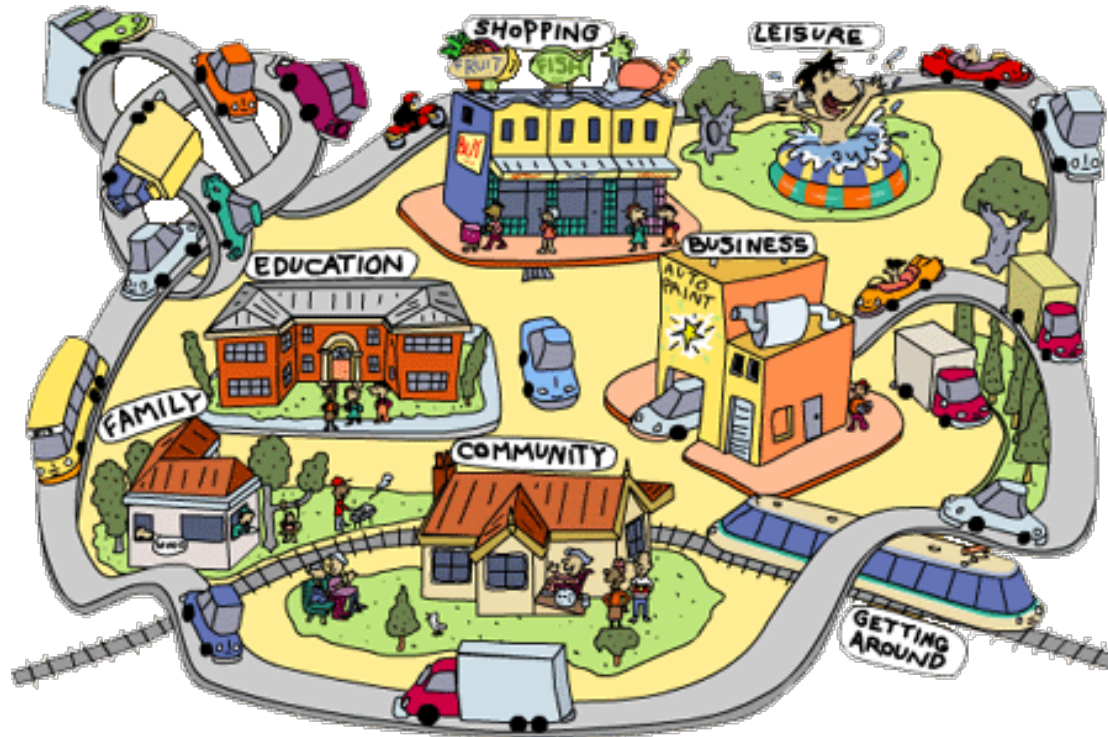
Poll Question #1

Based upon your Person-Centered Planning process, how would you rate your effectiveness on increasing a person's choice and control?

1. Never (the planning process does nothing to increase people's control in any aspect of their lives)
2. Rarely (10% - 25% of the time the planning process will result in people having increased choice and control in one or more aspects of their lives)
3. Sometimes (30% – 50% of the time the planning process will result in people having increased choice and control in one or more aspects of their lives)
4. Often (60% - 80% of the time the planning process will result in a person having increased choice and control in one or more aspects of their lives)
5. Always (90% - 100% of the time, the planning process results in people having increased choice and control in one or more aspects of their lives)

PLANNING STRATEGIES (3)

Community Asset Inventory



This isn't just about "WHERE", but more importantly, "WHO WILL YOU MEET THERE?"

Discussion Questions:

What strategies are you using to learn about a person's interests, preferences, and skills?

How are you assisting people to “expand their world” by exposing them to “mental, emotional, spiritual, and physical opportunities”?

SETTING THE STAGE FOR EMPLOYMENT

- Using Discovery in place of traditional assessments.
- Mining for skills and interests based on people's gifts and capacities, not deficits.
- Sharing ordinary spaces in relationship with others (not field trips, outings)
- Determining what works and what doesn't work in terms of environment, learning style, stamina, etc.
- Developing activities that “test your theories” for skills and interests. (Jeannette)

SETTING THE STAGE FOR INCLUSIVE COMMUNITY SUPPORTS

- A unit of service is an hour not a day.
- Schedules of support designed around real life needs and desires, not artificial times of day. Flexible supports that can wrap around a job.
- Service provided based on people's gifts, interests, and capacities, not deficits.
- Shared supports based on interests and preferences, personalities, geography, and support needs.
- Staff schedules and duties around their preferences, skills, and interests (Creative Scheduling).
- Emphasis on Employment First!

BASE OF OPERATIONS...

People's HOMES not
agency facilities



BASIC PREMISE OF SOCIAL ROLE VALORIZATION

People are much more likely to experience “the good life” if they hold socially valued roles.

It's not just about where people go and what they do, it's helping them to develop valued roles.

Experiencing Respect by Having Valued Roles

How can we turn an interest or a skill into a socially valued role in addition to paid employment?

- Jenny is a gardener
- Melissa is a baker
- Lenny is a public speaker/trainer
- Robert is a member of the Knight of Columbus



Operationalizing Employment Supports

- Individualized, competitive integrated employment
- Customized through Discovery
- Entrepreneurial (Self-employment)
- Job coaching and long term supports if necessary (Supported Employment)
- Nurture natural supports

Corey



Owens a recycling business; VR paid for supplies at start-up; Waiver pays for job coaching

Receives 24/7 home supports with a roommate

Volunteers at a food bank

Member of the local snowmobile club

Seeing the Person as Their Interests and Gifts...

Courtney

- High School graduate
- Home owner
- Friend
- Volunteer
- Church member
- Kayaker
- Credit builder
- Business owner



Not Their Labels

- Profound cognitive impairment
- Autistic disorder
- Cerebral palsy
- Seizure disorder
- Static encephalopathy
- Ataxia with low tone
- Nonverbal
- Does not have self-protective reflexes
- No reliable communication system

Meet Robert



Home Owner



Employee

Wage employment 15 hrs/wk

Self-employment 6 hrs/wk

Volunteers 15 + hrs/wk;

Home and community paid supports 25 hrs/wk



Volunteer

Other Valued Roles...



Member Knights
of Columbus



Member of Lifestyle Fitness Center



Devout Catholic



Good Neighbor

Robert's Schedule of Supports

Monday:

- 7:00 – 8:30 Fitness Center
- 9:00 - 12:30 Volunteers at senior meal program
- 1:00- 3:00 Self-employment
- 3:00 – 5:00 Volunteers at a church

Tuesday:

- 7:00 – 8:00 Fitness Center
- 8:30 – 10:30 Home supports (meal planning, shopping, paying bills, etc.)
- 11:00 – 1:00 Volunteers at a church thrift store (paired with another person supported)
- 1:00 – 2:30 Volunteers at a different church food pantry
- 3:00 – 8:00 Wage employment

Wednesday:

- 7:00 – 8:30 Fitness Center
- 9:00 – 1:00 Volunteers at senior meal program
- 1:00 – 3:00 Self-employment
- Rest of the day – Connects with friends or volunteers

Thursday:

- 7:30 – 8:30 Fitness Center
- 9:00 – 11:00 Self-employment
- 1:00 – 3:00 Home supports
- 3:00 – 8:00 Wage employment

Robert's Schedule of Supports (2)

Friday:

- 7:00 – 8:30 Fitness Center
- 8:30 - 10:00 Meal prep with another person supported
- 10:00- 12:00 Employment support group with 2 others supported
- 12:00 – 2:30 Home and community supports (run errands, support with laundry and other household tasks, etc.)
- Rest of the day – Connects with friends or volunteers

Saturday:

- Morning – Does household tasks by himself
- Early afternoon – Goes to a restaurant for coffee
- 4:00 – 5:30 Attends church

Sunday:

- 8:30 – 1:30 Wage employment

He also attends community suppers, goes to Knights of Columbus events, spends time with friends.

Phases of Discovery and Assessment



Source:
Assess for
Success, 2007



What should work experiences include?

Discovery: talents, likes, dislikes, skills, support needs, where I fit in, interests (Positive Personal Profile)

Exploration: where can I do the things I like and am good at?

Trial and error: the ability to learn by doing

The real world: learn it where you do it...no simulations in fake environments

Meaningful experiences: related to discovery, realistic expectations, personal development

Business partnerships: who recognizes and needs the students' talents to improve their business?

Types of Work Experiences

Less Intensive

Career Exploration/Work Site Tours

Job Shadowing

Informational Interviews

Work Sampling

Mentoring

Types of Work Experiences

More Intensive

Service Learning

Volunteering

On-the-Job Training

Internships – Paid and Unpaid

Apprenticeships

Competitive, Paid Employment

Career Exploration

Examples

Work Site Tours

Talks with Employers

Field Trips

When to Consider

As youth begin awareness of adult occupational opportunities

Function

Initial Exposure to jobs and careers

Volunteering/Service Learning

Examples

Volunteer for community and social programs

Formal volunteer service in a structured community service program

When to Consider

As adjuncts or alternatives to other work experiences

Function

Learning the responsibility of following through

Taking directions

Community involvement

Internships

Examples

Formal arrangement with an employer to learn identified work skills

Formal time limited work experience paired with course instruction

Paid or unpaid student co-op

When to Consider

As adjuncts to a specific course of study, most commonly during late high school or in post secondary education or training

Marketing “Preparation” or the Work Experience

- OFFERS LOW RISK TO EMPLOYERS WHO CAN PREVIEW YOUTH WORKERS
 - OFFERS YOUTH LOW RISK OPPORTUNITY TO EXPLORE CAREERS
 - FEARS, CONCERNS, ACCOMMODATIONS, ISSUES CAN BE WORKED THROUGH DURING THE LOW-RISK PERIOD
-
- MEETS THE NEEDS OF BOTH YOUTH AND EMPLOYER

Poll Question #2

How often are you recommending a strategy or service with employers in advance of job placement?

- ☐ Never
- ☐ Very little
- ☐ Sometimes
- ☐ Most of the time
- ☐ Always

Benefits to Employers for taking on a job seeker for a work experience

They can get an early view of the upcoming workforce

They can try out a job seeker in a time-limited trial

When a job seeker works out, they can now hire a new employee that is fully trained, eliminating the training costs

They are collaborating with their community in a very public way – which will be recognized by customers

They receive value-added support through the employment services provider

Best Practices in Community Employment Services



Supported Employment

Customized Employment

Evidence-based Practices

Transition and School-to-Work
Practices

Motivational Interviewing

Use of Natural Supports

Supported Employment



Meet the needs of individuals with severe disabilities

Alternative to traditional sheltered and competitive employment models

Assumes that all individuals, regardless of the nature or extent of their disabilities, should have the opportunity and support to work in the community

Identify and/or modify meaningful jobs in the community, provide training and support on the job

Customized Employment



Individualizing the employment relationship to meet the specific needs of both:

- Employers
- Employees

Employment development may include different types of workplace flexibility:

- Flexing Job Tasks
- Flexing hours and staffing
- Job restructuring
- Reasonable accommodations

Use of Natural Supports



Key Factors:

Supports typically available in the workplace
and not provided but facilitated by a Job Coach

May include a ride to work, a word of praise, a quality control check or a
reminder to go to lunch by a co-worker

Advantages:

Minimizes the need for direct Job Coach intervention

Greater opportunities for assistance

Enhanced integration

Increased socialization

More resources to choose from
(co-worker or technology)

ANDREW's file said...

Autism & significant verbal processing delay

22 – just completed h.s.

Work experiences: stocking and cleaning

6th gr. reading & 8th grade math skills

Impulsive & inflexible

Inappropriate behaviors (aggressive)



What we said:

What we said...

Passion is Music

Plays the piano and saxophone

Good clerical and computer skills
— fast typist

Loves gardening and lifting weights

Needs verbal information
presented slowly

Likes clean, organized environments —
hates noisy, chaotic places

Likes structured, consistent tasks

Hates to be interrupted



Andrew is employed at Rock River

Registers CD's by genre and recording label

Shelves CD's, maintains library

Downloads songs into database

Files prospecting letters and collates mailings for Business Development



Discussion Question:

What strategies are you using to engage job seekers in discovery and assessment out in the community?

Survey Reminders

Complete Pre/Post Surveys for Webinar #4:

- Pre: <https://www.surveymonkey.com/r/ZNYTFCM>
- Post: <https://www.surveymonkey.com/r/ZNGG3NT>

Webinar #5: Reorganizing Staff for Transformative Change (Workforce Focus)

- **August 2, 2017, 1:00 – 2:30pm ET**
- **Facilitators:** Dale Verstegen; Rick McAllister
- **Reading Assignment:** “Module 6: Reorganizing Staff for Transformative Change”
- **Topics:** Determining Staffing Needs; Dispersed Cluster Approach; Revisiting Job Descriptions; Filling Staff Positions: Recruiting, Interviewing, Orienting, Training, Evaluating, Supporting, Empowering and Retaining Staff; Team Building and Self-Directed Teams

Surveys

- Pre: <https://www.surveymonkey.com/r/ZFWZW8F>
- Post: <https://www.surveymonkey.com/r/ZFG3QX2>