Individualized Planning and Services

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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

SCOPING OUT THE TERRAIN

WHACKING THE BUSH

DISCOVERING A WAY

ARRIVING AT OUR DESTINATION
And a vantage point to scope out the next journey

LOCATING A VANTAGE POINT
(Increasing Awareness)

PREPARING FOR THE JOURNEY
“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)
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
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

Owns 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

Awareness of Self → Awareness of the World

- Exploration
- Preparation
- Employment

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](https://www.surveymonkey.com/r/ZFWZW8F)
- Post: [https://www.surveymonkey.com/r/ZFG3QX2](https://www.surveymonkey.com/r/ZFG3QX2)