

**Building Meaningful Lives:
Putting People on the Path to
Success in 2021**

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**MEANINGFUL
WORK
+
COMMUNITY
INCLUSION**

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In Today's World, Things are Changing Fast

- *Employment First* gaining ground across the country
- CMS Settings Rule: Home and Community-Based Services must be in integrated settings, person-centered, promote full access to benefits of community living
- States are revising waiver services and rate structures to support community engagement and integrated employment
- Increased collaboration between state agencies, schools and community providers
- Self-determination, increased expectations of inclusion and employment
- And now, the Coronavirus: An opportunity to reimagine and restructure our services

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**Yet, people with I/DD continue to
be isolated and impoverished**

What is holding people back?

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Our Disability Service System

- Based on disjointed, compartmentalized programs
- Programs are built around funding, not people
- Service plans are based on openings, spots available.
- Programs focus on attendance, not outcomes or personal goals
- Programs do not encourage independence or self-sufficiency.



Educational Services



Employment Services



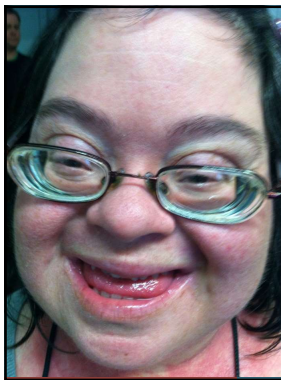
Day Services



Residential Services



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Learning the Hard Way: Anna

- Graduated from Transition Program
- Limited skills in community- required lots of support/training
- Placed in job, 3 hours a day, M-F
- Sat home with mom the rest of the time – lost all contact with her friends
- Lost job because she would spend time socializing, not working

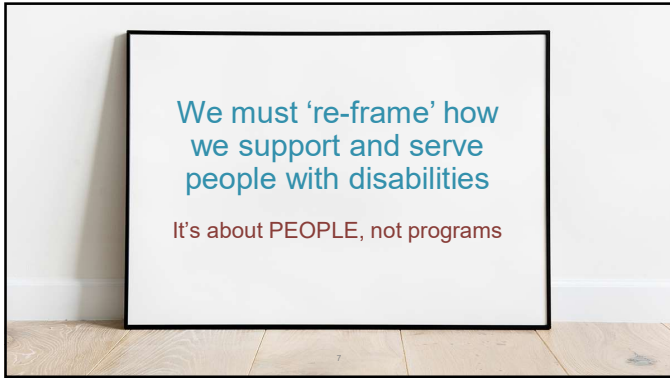


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How can we
prepare people to
lead productive,
meaningful,
adult lives?




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No More Boxes

- Braided Approach, work and non-work services
- Hourly services
- Community-based instruction, not classrooms
- Focus is on building skills, social self-sufficiency and creates a pathway to Community Employment
- Utilizes public resources, not special services whenever possible
- Positive instructional strategies, error-free learning and systematic instruction
- *Customized Employment* placement methods
- Services, not a lifelong program. Expectation is that services will fade as independence and confidence grows



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Benefits of a Braided, Hourly Supports


<p>Built to order (tailored & individualized service plans)</p> <p>Addresses service gaps</p> <p>Makes <i>employment</i> more manageable and viable for people with complex needs</p>	<p>Services can be more flexible and responsive</p> <p>Adjust to changing lives and circumstances</p> <p>Fade as person gains confidence and skills</p>	<p>Encourages collaboration and maximizes use of our limited resources</p> <p>Making stone soup</p> <p>Minimizes duplication of services</p>
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Improves Employment Outcome


- Use Community Day Services to explore interests, employment ideas and build confidence in community settings & employability skills
- Open DRS/Supported Employment case only when vocational goals and skills are identified (1:1 service)
- Can address barriers or skill deficits prior to placement
- Unpredictability of placements was difficult to manage, budget and staff
- Creates a "specialties" within teams (community & employment services)
- Allows for 1:1 coaching for Employment. Don't have to scramble "Day" schedules or groups to support an individual on the job

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Anna's Life Today



- Employed at GAP 9 hrs a week. Earns \$16.46/hr. plus stock options
- Learning to cook at Project Open Hand
- Swimming & Zumba @ 24 Hour Fitness
- Learning to clean at UCSF Family House
- Independently travels on bus/Metro all over town- the *Mayor of the Mission*
- Sundays: church with her friend Iris, then has lunch with her brother
- Loves the Karaoke bars in Japantown
- Taking a computer class at CCSF: learning to use her new computer, tablet and cell phone

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Building Meaningful, Adult Lives

Braiding services is not enough.

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Meaningful

[mēniNGfəl] adjective

full of meaning, significance, purpose, or value; purposeful; significant
a meaningful wink; a meaningful choice



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What Makes Your Life "Meaningful"?

purpose
 choices
 love
 friends
 employment
 family

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Positive Personal Profile *About People, Not Programs*

- Starting point: determining what is meaningful for the person and building a "person-driven" service plan
- Simple one-page form
- Focused on strengths, values and interests. An encouraging, empowering document
- Reframes how we see the people we support- and how they see themselves
- A living document, updated annually and never done



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Positive Personal Profile



What are my dreams and goals?

What are my life experiences?

What is important to me?

What do I value?


What are my current skills and interests?

What do I WANT to learn?

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Positive Personal Profile: Jeff *A Strengths (Not-Deficits) Approach*



What Jeff's File Said:

- Down's Syndrome
- Can only read/write simple words.
- 2nd grade math
- Difficult to understand, Stutters
- Endocardial cushion deficit
- Stubborn
- Unemployable

What We Discovered:

- Sports/fitness fanatic
- Loves musicals, singing dancing & playing his guitar
- Gregarious, Outgoing, great sense of humor
- Takes pride in his Jewish heritage
- People-person, Loves to help others
- Cancer survivor


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Jeff's Meaningful Life

Jeffrey
May 14th 1987 2018

Day	Time	Activity	Staff
Monday	8:00 - 11:00	NAACP	Paul
	12:00 - 3:00	Work at Equinox	
Tuesday	8:00 - 11:00	Let's Get Lost	Alison
	12:00 - 3:00	Work at Equinox	
Wednesday	8:00 - 11:00	Elora's Garden	Paul
	12:00 - 3:00	Work at Equinox	
Thursday	8:00 - 11:00	Family House	Jeffrey
	12:00 - 3:00	Work at Equinox	
Friday	11:00 - 1:00	Jewish Contemporary Museum	
Saturday	Call Tim and Jerry - about home?		
Sunday	Open with dad		



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What do you think is the best thing about being an *ADULT*?

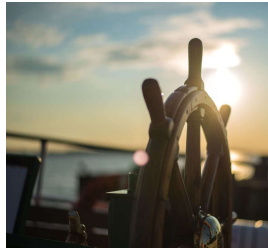
Type your answer in the chat box.

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Being an Adult means...

- Freedom
- Independence
- Self-sufficiency
- Making my own decisions



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But it takes some skill....


BEING AN ADULT:	
PROS	CONS
I CAN EAT 28 EASTER EGGS AND NOBODY CAN STOP ME.	I ATE 28 EASTER EGGS AND NOBODY STOPPED ME.

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Hard Skills

- Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)
- Telling time
- Money skills, financial literacy, Benefits management
- Math and reading
- Tech skills (computer, phones, internet)
- Navigating and traveling in community
- Vocational skills




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Soft Skills (Sandbox skills)

- Manners
- Managing time & prioritizing responsibilities
- Making judgments & solving problems
- Communicating & professional behaviors
- Focus, concentration
- Physical stamina and endurance (wellness)
- Work ethic and motivation (attitude)
- Taking initiative, able to work independently
- Speed and/or Quality
- Teamwork



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What do People **Need** to Learn?



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Assessment Tool for Critical Life Skills

What do people “need” to learn to be successful adults?

Looks at Social competencies and “Life Domains”

Used to identify/set goals, track annual progress and determine when/if services can fade

Life Skills Assessment	Self		Parent		Other	
	1	2	3	4	5	6
Basic Skills						
1. Knows how to use a telephone						
2. Knows how to use a calendar						
3. Knows how to use a clock						
4. Knows how to use a ruler						
5. Knows how to use a pencil						
6. Knows how to use a pen						
7. Knows how to use a stapler						
8. Knows how to use a hole punch						
9. Knows how to use a paper shredder						
10. Knows how to use a scanner						
11. Knows how to use a copier						
12. Knows how to use a fax machine						
13. Knows how to use a printer						
14. Knows how to use a computer						
15. Knows how to use a mouse						
16. Knows how to use a keyboard						
17. Knows how to use a scanner						
18. Knows how to use a copier						
19. Knows how to use a fax machine						
20. Knows how to use a printer						
Life Domains						
Personal						
1. Knows how to use a calendar						
2. Knows how to use a clock						
3. Knows how to use a ruler						
4. Knows how to use a pencil						
5. Knows how to use a pen						
6. Knows how to use a stapler						
7. Knows how to use a hole punch						
8. Knows how to use a paper shredder						
9. Knows how to use a scanner						
10. Knows how to use a copier						
11. Knows how to use a fax machine						
12. Knows how to use a printer						
Community						
1. Knows how to use a telephone						
2. Knows how to use a calendar						
3. Knows how to use a clock						
4. Knows how to use a ruler						
5. Knows how to use a pencil						
6. Knows how to use a pen						
7. Knows how to use a stapler						
8. Knows how to use a hole punch						
9. Knows how to use a paper shredder						
10. Knows how to use a scanner						
11. Knows how to use a copier						
12. Knows how to use a fax machine						
13. Knows how to use a printer						
Work						
1. Knows how to use a telephone						
2. Knows how to use a calendar						
3. Knows how to use a clock						
4. Knows how to use a ruler						
5. Knows how to use a pencil						
6. Knows how to use a pen						
7. Knows how to use a stapler						
8. Knows how to use a hole punch						
9. Knows how to use a paper shredder						
10. Knows how to use a scanner						
11. Knows how to use a copier						
12. Knows how to use a fax machine						
13. Knows how to use a printer						

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It's a New Day for Day Services

Teach, Connect, Support

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Historically, Community Activities and Day Habilitation Were...

- An alternative for people not interested (or “able”) to work
- Focused on what was “wrong” or “broken”
- Often were site-based, program services, with “outings” or field trips in large groups for special events
- Activities were developed to fill “down” time (no contracts)
- Recreational opportunities or a chance to socialize with friends
- Planned and directed by staff

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**We must see
Community Day
Services as more than
a Calendar of Events**

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Purpose of Community Day Services

- Exploration and discovery
- Build new skills (hard and soft)
- Develop social and professional connections
- Foster inclusion - engage in community a meaningful ways
- Gain independence, self-confidence in community settings
- Augment part-time work schedules with meaningful non-work activities
- Encourage the idea of working and create a pathway to Community Integrated Employment

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Person-Driven Services

- What do people want to learn?
- What do people need to learn?
- Individual dreams and goals- What is the plan to get there?
- Home-base: my house, neighborhood and family

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Services Must be Tailored to the Person

- Start with the person, not "programs" or "classes"
- Support the individual to achieve his/her desired outcomes, whatever these may be.
- Follow the person, Learn to listen-not lead.
- Provider Services are incorporated/integrated into the person's network of support




Sue Austin, Artist and SCUBA Diver

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Individualized Services vs. Programs


- Services are integrated within the person's network of supports.
- Schedules designed around real life, not a M-F, 9 to 3 program day.
- Small Units/Hourly rates: Flexible services that wrap around a job.
- Service provided based on what is meaningful for that individual, not focused on what is broken.
- Individualized, but not necessarily 1:1
- Activities (and groups) are based on a mutual interest or building a critical skill, not pre-determined classes, set by the program staff or a curriculum.
- Services are expected to fade as the person gains skills and confidence.




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Community-Based Day Services

We're not messing around



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It is About Building Skills Not "Outings" or "Field Trips"

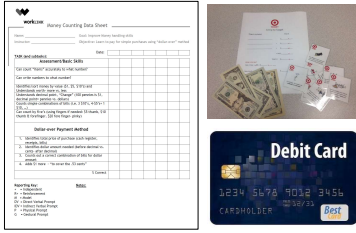
- Person- driven schedules, "individualized" groups
- Goal-oriented: What does the individual want to learn? Or need to learn?
- Routine, pre-planned weekly schedules
- Multiple visits, an opportunity to practice and make friends
- Systematic instruction
- Measure progress, collect data

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Money and Budgeting Skills

- Counting money/worth
- "Dollar-over"
- Budgeting
- Paychecks - earnings
- Banking
- Credit/Debit cards
- Savings




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"Technology" Skills

- Cell phones are a critical tool
 - Lifeline/GPS
 - Pictures/Communication tool
 - "Trip-tiks" for travel training
 - Alarms & virtual coaching
- APPS
 - Linked in, Facebook
 - What's APP (transportation networks, connect a support team)
- iPads/computers
 - Dynavox picture lists or other communication tools
 - Sending emails/attachments
 - Checklists for day or work & Chore lists for home
 - Zooming with friends and family
- Social rules/responsibility



The Wayfinder App; AbleLink Technologies & Smart Columbus


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Independence and Confidence in the Community

Let's Get Lost

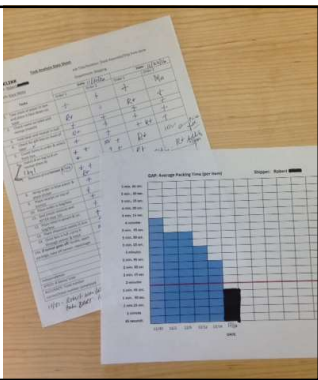
- Navigation
- Safety: Street crossing & *stranger danger*
- Problem-solving
- Reaching out for assistance
 - Using cell phones
 - Identifying who can help
 - Asking for help
- Disaster training



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Measure Progress, Collect Data

- Keep it simple: Want to spend time teaching, not counting
- Numbers vs. log notes
- How much data?
 - Daily data vs. weekly probe
 - Depends on the skill being learned
- Make it visual, share it with everyone



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Cooking Group: Data Sheet

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Working Out at the Gym

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Teaching Critical Skills: Use a Task Analysis – Street Crossing

Street Crossing- Lighted Intersection	Date	2/6	2/8	2/11	2/13	2/20
Stops at corner	DV	+	+	+	+	+
Watches signal (light and/or walk sign)	DV/G	DV	R	+	+	+
Identifies when signal changes to walk	DV	G	G	IDV	IDV	
Looks both ways- waits for cars to stop	DV/G	DV	DV	G	G	
When cars are stopped, makes eye contact with driver- "glance stop sign"	M	M	DV	IDV	IDV	
Crosses street in crosswalk	+	+	+	+	+	
Crosses street quickly- safely watching signal and for cars	DV	IDV	G	G	+	
Hurries if light changes yellow signal flashes	DV	DV	DV	IDV	IDV	
Understands the dangers of jaywalking, crosses only in crosswalks	N/A	DV	DV	N/A	M	
Looks for curb cuts- drives in middle	DV	DV	G	G	+	
Does not follow others into street before light changes	DV	DV	DV	IDV	IDV	
Level of Independence	10%	15%	18%	30%	45%	

Prompts:

- P= Physical
- DV= Direct verbal
- IDV= Indirect verbal
- M= Model
- G= Gestural
- R= Reinforced after performed
- += Completed independently

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Community-Based Instruction

- Real world: real people, real tools, "teachable moments"
- HOME BASE: home to sites, focus on neighborhoods
- What is the skill we are trying to teach? Where does this happen in the real world?
- Repetition and multiple visits: practice/learn skills, make friends, gain confidence

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Consistent, Weekly Schedules: No Two Look the Same

Day	Time	Activity	Staff
Monday	7:00-11:00	Work at St. Mary's Market	Walt
Tuesday	9:00-11:00	Budgeting & Financial Literacy @ CCLP	Paul
Tuesday	11:30-3:00	Lunch @ Park, Park Activities	Jefferson
Wednesday	8:00-11:00	Work at St. Mary's Market	Walt
Wednesday	12:00-1:30	Lunch with friends?	CCLP
Wednesday	2:00-4:00	CCLP Art Class	CCLP
Thursday	7:00-11:00	Work at St. Mary's Market	Walt
Thursday	1:00-3:00	Budgeting/Financial Literacy	Paul
Friday	7:00-11:00	Work at St. Mary's Market	Walt
Saturday	11:00-1:00	Work at St. Mary's Market	Walt
Sunday		Get ready alone with Jennifer & Carl Lee	
Preparation			

Day	Time	Activity	Staff
Monday	7:00-11:00	Work at St. Mary's Market	Walt
Tuesday	7:00-11:00	Lunch/Sports @ Delaney Park	Jefferson
Tuesday	11:30-3:00	Lunch/Work out with Danny	SMCA
Wednesday	7:00-11:00	Work at St. Mary's Market	Walt
Wednesday	12:00-1:30	Lunch with friends?	CCLP
Wednesday	2:00-4:00	CCLP Art Class	CCLP
Thursday	7:00-11:00	Work at St. Mary's Market	Walt
Thursday	1:00-3:00	Budgeting/Financial Literacy	Paul
Friday	7:00-11:00	Work at St. Mary's Market	Walt
Saturday	11:00-1:00	Work at St. Mary's Market	Walt
Sunday		Get ready alone with Jennifer & Carl Lee	
Preparation			

- Person-driven
- Based on interests and goals
- Groups/instructors shift during the day
- Not necessarily 9:00-3:00 M-F
- Not necessarily every day

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Julio's Meaningful Life: A Team Effort!



Day	Time	Activity	Staff
Monday	7:00-11:00	Work at St. Mary's Market	Walt
Monday	11:30-3:00	Lunch/Sports @ Delaney Park	Jefferson
Tuesday	7:00-11:00	Work at St. Mary's Market	Walt
Tuesday	11:30-3:00	Lunch/Work out with Danny	SMCA
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Thursday	7:00-11:00	Work at St. Mary's Market	Walt
Thursday	1:00-3:00	Budgeting/Financial Literacy	Paul
Friday	7:00-11:00	Work at St. Mary's Market	Walt
Saturday		Do Laundry - clean house	Walt
Saturday		Community Workshop	
Saturday		Shanks vs. A's 7:00pm (Lafayette)	
Sunday		Church/Team Sunday School	

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Fostering Community Inclusion

It is not about "being in the community".
It is about "building community".

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Inclusion vs. Integration



Julio and his co-workers at IDEO.org

- More than just buying a cup of coffee at Starbucks
- Requires routine opportunities to engage with others in meaningful ways
- Must "give back" Work, Volunteer, Help
- *Inclusion* is not just physical proximity to others. It means being accepted, respected, valued -- and missed

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Building Connections



- Who is this person? Interests? Passions? Values?
- What defines your community?
- You are building a social and professional network for the person. Who needs to be in it?
- Neighbors and neighborhood



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Community Sites & Public Resources

- YMCA (health, hygiene, childcare, administrative tasks)
- "Ronald McDonald" houses - ILS skills
- Stores and restaurants (money/budgeting skills, communication, conversation skills, nutrition)
- Park & Rec (landscaping, classes, swimming pools, tennis, basketball), Community events/celebrations
- Religious & service organizations
- Non-profits galore (environmental, community service, health, animals, cultural, education, art, music...)
- Transportation & safety - *getting there is a goal*



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Rural, Suburban, and Urban Communities

- Lifestyle, sense of community is different
- Where and when do people socialize?
- Family vs. tribe?
- Build social value through community organizing (Starfire in Cincinnati)
- Help at community events
- May need to create opportunities if public resources/services are limited

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Building Community: Get Creative

- The *Purple Lady in Rhinelander*
- The diaper drive in Utah
- Kiwanis club members in California
- Making Lunch for Firemen
- Community gardens, neighborhood pot luck dinners and pop-up puppy parks in Ohio
- "Helping Hands" in Tennessee



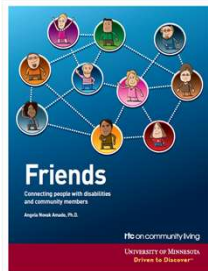
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A Great Resource for building friendships

Angela Novak Amado, PhD
RTC on Community Living
University of Minnesota

https://cci.umn.edu/products/ldocs/Friends_manual.pdf



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Strengthening Employability

Building skills and professional connections

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Pathways to Employment Braided Services: A Team Approach



Community Day Services

- Exploration/discovery
- Skill building
- Addressing barriers
- Building stamina, independence and a work ethic
- Encouraging the idea of employment

Supported Employment Services

- Enables us to provide 1:1 coaching
- Coaches support/sub for day services
- Tap Community Services for non-work needs

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Volunteering and Internships

"This is not just about bagging rice"



It's about learning employability skills and "giving back"

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Use community Day services to *Explore* and *Verify* Interests

Exposure proceeds *Interest*
Interest proceeds *Motivation*

“I want to work at a garden Center.”
 ...Hates **Dirt**



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Treat it Like a Job

- Consistent schedule, time each week, same group
- Use volunteer sites to teach “time management skills”
- Completing tasks and taking direction, “gotta get the job done”.
- Reporting to a supervisor

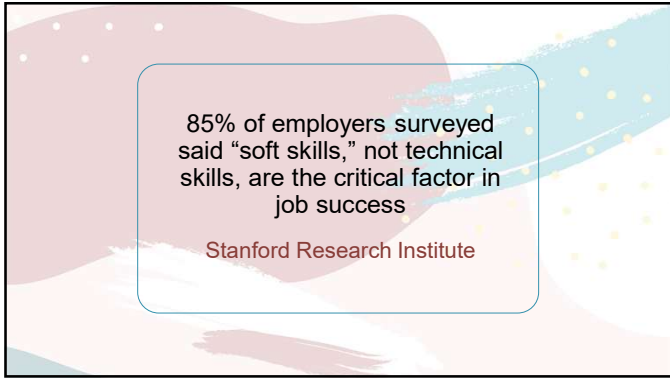


Timecard for Volunteer sites

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85% of employers surveyed said “soft skills,” not technical skills, are the critical factor in job success

Stanford Research Institute



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Teach Social Skills and Self-advocacy

- Teach self-regulation and *responsibility*
- Teach manners and kindness
- Give participants a voice
Blow Your Mind Board
- Teach people to listen to each other
Peer mentors and peer leadership

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Telling Time and Time Management

- Weekly Schedules
- Time cards for Volunteer sites
- An Assigned *Time-keeper* for groups

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Work Ethic, Attitude, and Initiative

- The "Helper" vs. the one being helped
- Responsibility: People rely on me
- Professionalism: Inside voice, good hygiene, fist bump, "Are you busy?"
- Teach initiative: "I'm done- what's next?"
- Work Ethic: "Let's get the job done."
- Teamwork: "Can I help you with that?" "Let's do this together."
- Checklists & Chore lists

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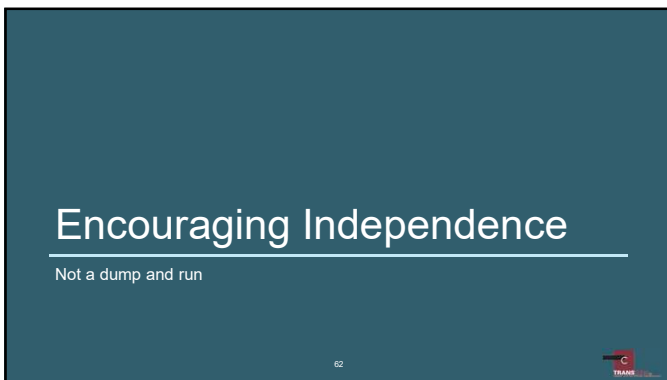
Making Decisions, Leadership Skills and Teamwork

- Crating/bagging onions or carrots: *Good or bad?*
- Assign a *Team Leader* to organize the day's project, assign tasks and report accomplishments to supervisor

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Encouraging Independence

Not a dump and run

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As Confidence and Skills Increase, Services Fade

Jennifer / Office Assistant / Prognosis: In the last 10 years:

- Work hours increased 86% (15 hours/week to 28 hours)
- Non-work support services decreased 53% (17hrs/week to 8 hours/week)
- She is learning to plan outings with friends and how to throw a Superbowl party
- Moved into her own apartment and has a boyfriend- and can make a mean spinach lasagna

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Life Skills Assessment

How do you know when someone is independent?

Skill	Level of Performance				Date (MM/DD/YY)
	1	2	3	4	
Client: Amanda Bartlett					
WorkLink Annual Assessment of Skills and Independence					
Name, Date of Birth:					
Assessment Period:					
Assessment Location:					
Assessor:					
Assessment Date:					
Assessment Time:					
Assessment Notes:					
Assessment Results:					
Assessment Summary:					
Assessment Conclusion:					
Assessment Recommendations:					
Assessment Signatures:					
Assessment Date:					

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Actively Fade Services

- NOT a "dump and run" - based on data
- Teach people to initiate & organize social events with their friends
- Teach problem-solving (*Let's Get Lost*)


- Transition to "normalized" times (evenings, weekends, non-program hours)
- When services fade: *sign-off and revise service plan*
- *Check-in's* to make sure things are continuing to go well

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Worst Case Scenario: What is the plan to mitigate Risk?

Be prepared for minor issues and major disasters

- Annual safety trainings for staff and participants that include what to do if you need help
- "Rescue plan"- cross-train managers and admin staff to support DSP's during a crisis situation
- Access to medical information/releases
- Pre-determined "escape routes" & quiet spots
- Medical ID bracelets, "Emergency Cards" in wallet, Smart Soles in shoes
- "Family Disaster Plans", reviewed annually at ISP



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Building Confidence and Encouraging Independence

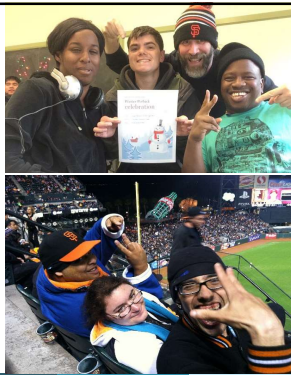
- Community instructors role shifts from teaching to causing problems
- *Lunch-n-Learns*
- *Wall of Fame*
- Encourage "Self-Advocacy" & "social self-sufficiency"
- Build a personal "network of support"



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Our Goal: Social Self-Sufficiency

- Teach people to "reach out and hang out"
 - How to be a good friend
 - Cell phones,
 - Facebook and Instagram
 - Cooking group at homes
 - "Date nights or *Dinner parties*
 - *PlayStation* & Football Sundays
 - SF Hike
 - Join bowling/basketball leagues
 - How to attend work & community events



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Who is in Control?

- Give control and responsibility to the individual whenever possible
- Peer-mentors, Peer-led trainings & events
- Build-in *choice*, self-determination & self-monitoring
- "*Blow your mind board*"



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“Nothing About Us, Without Us”

Consumer Advisory Council (CAC)

- Elected representatives
- Advise leadership regarding program services
- Act as Program Ambassadors, Peer Mentors and advocates
- Input on Staff evaluations
- Plan events and fundraise
- Annual Safety Training for peers

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Supporting People with more Significant Support needs




Think How, not Can't

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Supporting People with Significant Needs to do Significant Things

- Think *HOW*, not *CAN'T*
- Stay focused on Skills, not deficits
- Focus on increasing *self-reliance*, not necessarily *independence*
- Ease people into community settings, Partial days, short activities
- Supplement staffing as needed
- Unexpected situations or issues: What is the plan?



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Independence vs. Self-reliance

For individuals with more significant disabilities, the *Life Skills Assessment* can be "recalibrated"



Category	Sub-category	1	2	3	4	5
Personal Care	Washing and drying hair					
	Washing and drying face					
	Washing and drying hands					
	Washing and drying feet					
	Washing and drying back					
	Washing and drying chest					
	Washing and drying arms					
	Washing and drying legs					
	Washing and drying neck					
	Washing and drying torso					
Dressing	Choosing appropriate clothing					
	Choosing appropriate accessories					
	Choosing appropriate footwear					
	Choosing appropriate weather-appropriate clothing					
	Choosing appropriate weather-appropriate accessories					
	Choosing appropriate weather-appropriate footwear					
	Choosing appropriate weather-appropriate clothing and accessories					
	Choosing appropriate weather-appropriate clothing and footwear					
	Choosing appropriate weather-appropriate clothing, accessories, and footwear					
	Choosing appropriate weather-appropriate clothing, accessories, and footwear for different occasions					

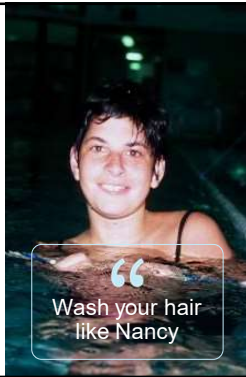
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Gaining Buy-In and Support from Families/Caregivers

- Remember: *Learn to listen- not lead*
- Start with goals that will impact the family/caregiver's quality of life
- Provide services in the person's house (cooking groups, cleaning skills, personal hygiene)
- Demonstrate competence, use videos to share successes with family/caregivers



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Addressing Medical Needs

- Portable massage tables in Vans
- Respite hubs or locations in Community sites
- DSP's trained on care techniques by nursing staff
- *Personal Care Vehicle*, staffed with nurses



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Reticent or Scared?

- Start with highly *motivating* activities in *forgiving* environments
- Introduce trips with pictures, videos
- Desensitize people: quick visits, short tasks, slowly increase time and expectations (grocery shopping)
- Give the person a way to say "time to go"/"need a break" or know when the job will be finished
- Refusing to leave the site? Start the day in the community- Donuts at a café



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Managing Behavioral Needs

- Determine the individual's interests (and triggers)
- Behaviors are a form of communication- Are you listening? Create ways to communicate appropriately
- Safety may require 1:1, or double staffing to start
- Community sites- previewed, identify a quiet room, staff prepped
- Develop a Quick Response team and an "exit strategy"- prior to Day 1

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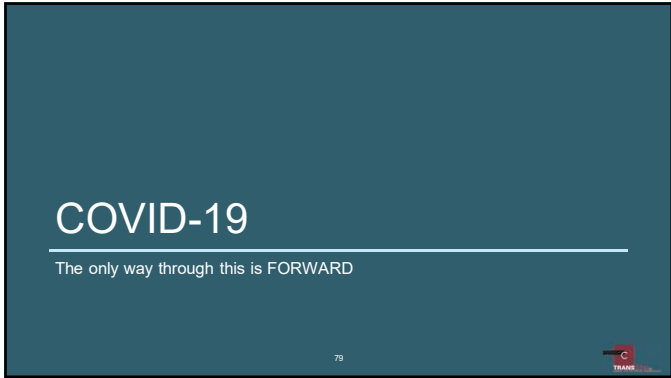
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Piano Lessons



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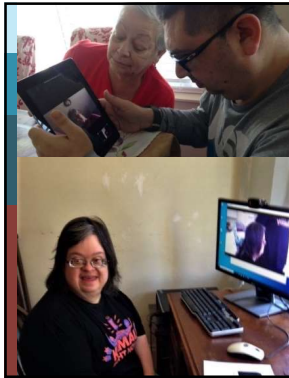
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The Internet is our *New Best Friend*

- **Zoom classes:** Café Quarantine, *Workout with WorkLink*, current events, Money Matters, cultural tours, Cooking/Nutrition
- **Zoom get-togethers** with friends: dinner parties, movie night, dance parties, board games, birthday celebrations, or check-in calls with people you miss...
- **On-line 1:1 lessons or small group classes:** language classes, music lessons, hobbies, Discovery/job exploration, Job support class
- **Virtual Volunteering**
- **Working from home**

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Support and Services in 2021

Virtual and Face to Face

workLINK Classes and Fun: November 23rd - 27th, 2020

Day	Time	LINK
Monday, November 23 rd	10:00-11:00	https://worklink.zoom.us/j/9202022222
Zoom Get-together with PenPals	11:00-11:30	https://worklink.zoom.us/j/9202022222
UK Support Group with Helen	1:00-1:30	https://worklink.zoom.us/j/9202022222
Workout with Sandra and Michaela	2:00-2:30	https://worklink.zoom.us/j/9202022222
Monday, November 24 th	10:30-11:30	https://worklink.zoom.us/j/9202022222
Café Quarantine with Helen	11:00-11:30	https://worklink.zoom.us/j/9202022222
Workshop: How to Write a Book	2:00-3:00	https://worklink.zoom.us/j/9202022222

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Café Quarantine

- Meet-n-Greet Tuesdays
 - Reunions (friends who have moved, old staff)
 - Zoom PenPals: CEO, WL
- "Bring your pet" day
- In-home Scavenger hunts
- Peer-led, Dance-party Wednesdays
- Talent contest/karaoke Fridays
- The Birthday Committee

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Cultural Tours / Virtual Travel


- Museum docent tours, art exhibits
 - <https://www.artic.edu/visit-us-virtually>
- World Cities and/or Countries
 - Culture, language, food, holidays
 - Led by peers who have been there
- Jogging our way around the world
- Disneyland, amusement parks (360); virtual roller coasters
 - <https://www.youtube.com/watch?v=nwX9LTvwapp>



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Money Matters / Financial Literacy

- Budgeting/Paying Bills/Saving
- Dollar-over, "do you have enough money"
- Counting, "skip counting" by 5's 10's
- Bank accounts
- Working, wages and paychecks
- Debit cards, credit cards, gift cards
- Shopping wisely



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Current Events



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Ramping up Community Services


- Train staff on safety procedures
- Designated instructor/Social Pods
- Near neighborhoods (when possible)
- Alternative transportation
- Partial days (2 to 4 hrs.)
- Maximum of 2 face to face activities per week
- OUTDOORS for now
- Teach COVID safety: masks, social distance and hand sanitizer.

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Revise and Roll up Employment Supports

- New ways to work
- Virtual coaching using *FaceTime*
- On-line Job Club for people who were furloughed or lost jobs: support around benefits, COVID safety protocols, discovery
- Maintain contact/connections with employers/coworkers
- Opportunities to *Work from Home*
- "It's an employee's market". Ramp up for reopening



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What the Coronavirus Taught Us

- Services must be nimble and responsive tailored to individual needs
- Get Creative!
- Technology is a great tool and a critical skill
- Collaborating and engaging with families/caregivers is essential
- Virtual services work -and should continue
- Do what's right by any means necessary
- Ask for forgiveness, don't wait for permission


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Lessons Learned


- There is more to life than work
- Get rid of the "program boxes", create a flexible, responsive array of services and supports
- Build a network of supports, family engagement is key
- Services must be person-driven and outcome-oriented
- Think SERVICES, not PROGRAMS
- Our goal is independence and social self-sufficiency
- It is not about "BEING in the community". It is about "BUILDING community".

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Questions?

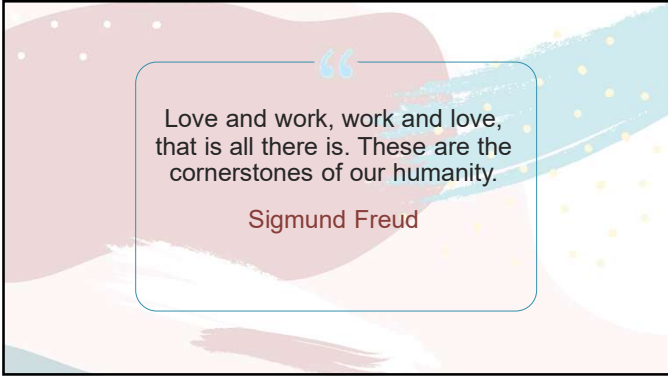


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“
Love and work, work and love,
that is all there is. These are the
cornerstones of our humanity.”
Sigmund Freud



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Look What's Possible!

Starfire – Cincinnati, OH



ARC Industries – Columbus, OH



Building Full Lives – WI BPDD




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Thank You!



Sara Murphy
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 415-225-2187

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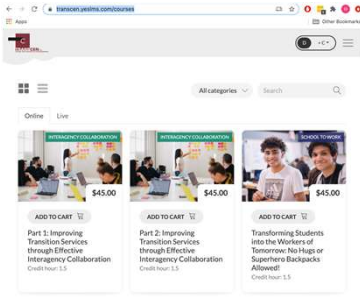


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About TransCen

TransCen, Inc. is a national organization offering web-based and in-person training for state agencies, school districts, provider organizations, and others interested in meaningful work and community inclusion for individuals with disabilities.

Learn more about our work: www.transcen.org

Contact us at inquiries@transcen.org for more information!



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