



# Building Meaningful Lives: Putting People on the Path to Success

*Webinar I: A New Day for Day Services*

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SARA MURPHY, TRANSCEN, INC.

09.15.2020

How do we help people with I/DD to become active, contributing members of our communities?



# Things are Changing Quickly

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*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. Partnerships are now expected

And now, the Coronavirus: An opportunity to reimagine and restructure our services

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

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WHAT IS HOLDING PEOPLE BACK?

# Our Disability Service System

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Based on disjointed, compartmentalized programs

Programs are built around *funding*, not people

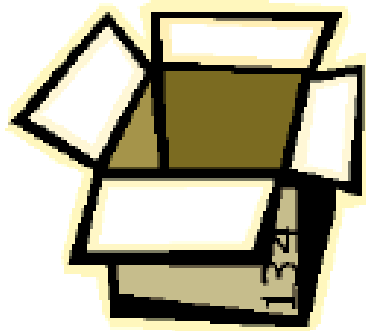
Service plans are based on *openings, spots available*.

Programs focus on attendance, not outcomes or personal goals

Programs do not encourage independence or self-sufficiency.



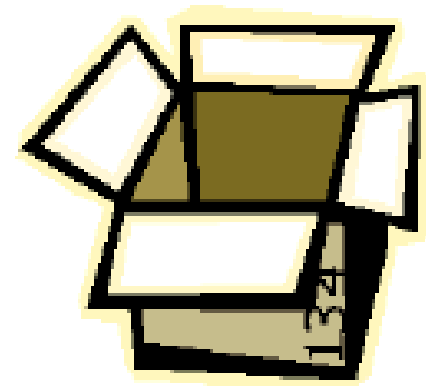
Educational Services



Employment Services



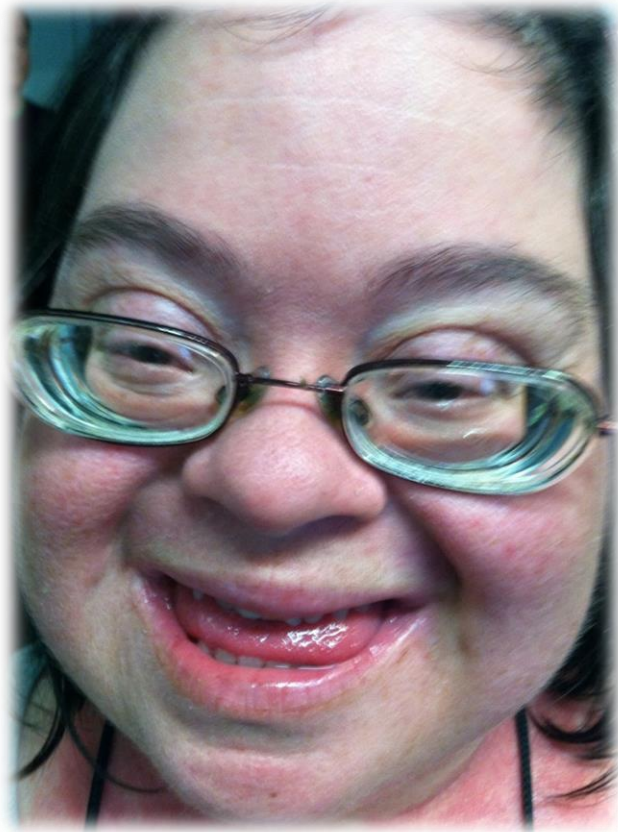
Day Services



Residential Services

# Learning the hard way: Anna

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Graduated from Transition Program

Placed in job at AMB, 3 hrs a day

Sat home with mom the rest of the time- no contact with friends

Lost job because she would spend time socializing, not working

# It is time to “re-frame” how we support people with disabilities

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*It is about PEOPLE, not programs.  
No more boxes.*



# WorkLink's Approach

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Braided, hourly services: Employment and Community Supports Services

Integrated, 100% community-based services

Services start and end at HOME

Focused on pathways to CIE and building skills

Individualized, customized, person-driven

- 1:1 services and/or small group ratios, 1:3- 1:4
- Heterogeneous enrollment - 1/3, 1/3 & 1/3
- All services must be *Meaningful- provided for a reason*

*Customized Employment* placement methods

Services, not a program. Expectation is that services will fade as independence and confidence grows



# Benefits of a Braided, Hourly Supports

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- Built to Order (tailored & individualized service plans)
  - Addresses service gaps
  - Makes *Employment* more manageable and viable for people with complex needs

Services can be more flexible and responsive:

- Adjust to changing lives & circumstances
- Fade as person gains confidence and skills

Encourages collaboration and maximizes use of our limited resources

- Making stone soup
- Minimizes duplication of services

# Improves Employment Outcomes

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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

Don't have to scramble group services to support job placements.

# 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

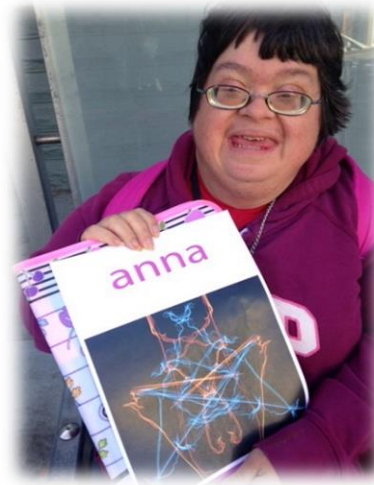
Learning to clean at UCSF Family House

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



# Braiding Services is not enough

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SERVICES MUST BE MEANINGFUL.

**Meaningful** (adj.): full of meaning, significance, purpose, or value; purposeful; significant: *a meaningful wink; a meaningful choice*

- *Dictionary.com*

*What makes your  
life “meaningful”?*

Type your answers in the chat box.

# What makes Life Meaningful?

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Employment (money & self-worth)

Engagement in community

Love & Relationships (family & friends)

A happy home, a sanctuary

Health

Faith and Spirituality

Choices/options

Freedom & Independence

Playing a valued role

Having a purpose



# Person-centered, Person-driven

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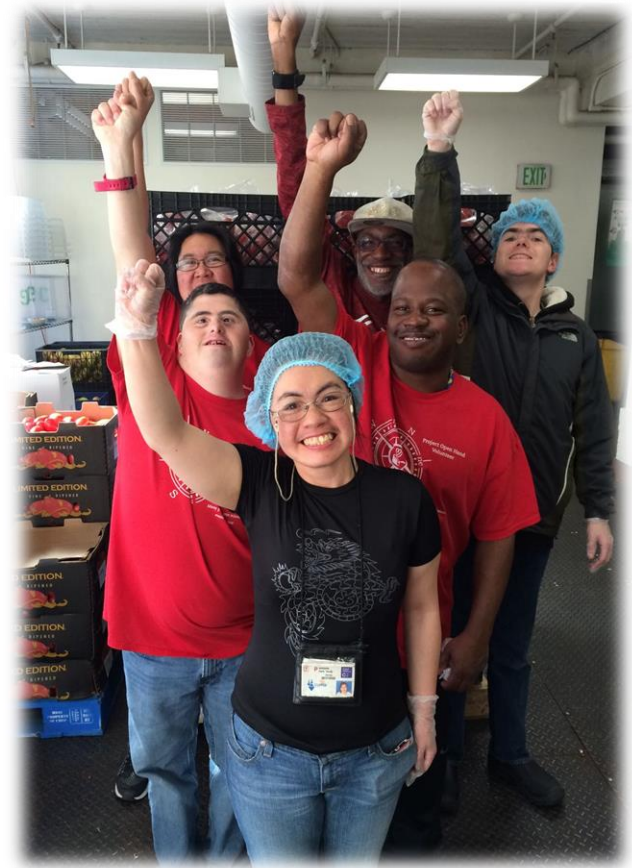
Built around the individual:

*What do they want to do/learn?*

*What do they need to learn to be successful?*

Dreams and 3 yr-goals- what is the plan to get there?

My house, my neighborhood is Home-base





# 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?

## Positive Personal Profile

Name: Andrew

<p><i>Dreams and Goals</i></p> <p>Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone</p>	<p><i>Interests</i></p> <p>Plays the piano, loves music, Listens to the radio- a lot, has a garden-trying to grow the biggest pumpkin in placer county, likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the SVS dances.</p>
<p><i>Talents, Skills and Knowledge</i></p> <p>Knows a lot about music and genres (especially show tunes, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SFMOMA library), likes gardening- taking horticulture classes at city</p>	<p><i>Learning Styles</i></p> <p>Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.</p>
<p><i>Values</i></p> <p>Being respected by others. Being smart. Being popular- having friends.</p>	<p><i>Positive Personality Traits</i></p> <p>Punctual!, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.</p>
<p><i>Environmental Preferences</i></p> <p>Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.</p>	<p><i>Dislikes</i></p> <p>Chaotic loud places. being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me</p>
<p><i>Work Experiences</i></p> <p>WorkLink Internships: 1) KQED filing, making labels in DEVO, 2) SFMOMA, shelving art books, 3) Music in schools today= data entry mailings School jobs were cleaning/stocking</p>	<p><i>Support System</i></p> <p>Family (mom and dad-very supportive)</p>
<p><i>Specific Challenges</i></p> <p>Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.</p>	<p><i>Solutions and Accommodations</i></p> <p>Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.</p>
<p><b>Career Ideas and Possibilities to Explore:</b>            Music School- community Music school, Blue Bear, Crowden Music school, SF conservatory            Duplication houses—Oldie West, Mixonic, Revolver Records            Piano stores- Sherman Clay,            Sheet music Plus, Byron Hyott, Music box,            Stern Grove music festival, the SF opera, the SF symphony,</p>	


# What do people NEED to learn?



# Assessment Tool for Community Skills

What do people  
“need” to learn?

Used to identify  
meaningful goals  
and track progress

		Staff: Sam & Jenny		Date: 2/22/14		
Client: Amanda Bartlett		Level of Independence				
WorkLink Annual Assessment of Skills and Independence		1 Never (<25%)	2 Rarely (25%)	3 Sometimes (50%)	4 Usually (75%)	5 Always (near 100%)
		Direct support & instruction	Direct prompting	Indirect prompting	Spot check, occasional reminders	Independent
<b>Home, Health and Safety</b>						
Does household chores (cleaning, dishes, laundry)				3		
Able to buy own groceries	1					
Can prepare a meal safely		2				
Prepares own meals	1					
Makes healthy food choices	1					
Exercises regularly		2				
Maintains good hygiene		2				
Controls bodily functions		2				
Appears clean and appropriate in public				3		
Prepares for the day effectively					4	
Can tell time or has a functional sense of time					4	
Aware of weekly schedule						5
Can say and/or write own name						5
Knows fire safety					4	
<b>Community</b>						
Is punctual				3		
Maintains consistent attendance						5
Crosses the street safely						5
Aware of safety on public transportation						5
Travels independently on preset routes						5
Problem solves effectively if lost						5
Carries ID card, Clipper Card and emergency info						5
Carries and uses cell phone appropriately	1					
Can complete a transaction at a store						5
Responsibly monitors spending	1					
<b>Social/Recreational</b>						
Interpersonal skills (greet others, eye contact, etc.)						5
Learns names of others				3		
Engages in appropriate conversations						5
Exhibits age appropriate behavior						5
Knows and adheres to pleasant manners				3		
Has a positive attitude; friendly, likeable disposition					4	
Has friends and cares about/shows interest in others					4	
Makes plans outside of program				3		
<b>Behavior</b>						
Accepts feedback and instruction			2			
Communicates wants and needs						5
Asks for help when needed			2			
Controls temper / manages frustration					4	
Flexible when unexpected changes occur		1				
<b>Average Score</b>		3.4				

Limited exposure? Not enough information to answer questions or make “informed choices”?

Trouble verifying interests or current skills?

Big barriers to getting that dream job or reaching my goals?

*Supported Community Connection Services* can be used to address these issues.

It's a New Day for *Day Habilitation*

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TEACH, CONNECT, SUPPORT

# Historically, *Community Activities* and *Day Habilitation* were:

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An alternative for people not interested (or “able”) to work

Seen as “outings” or field trips in large groups

Activities to fill “down” time (no contracts)

Special events

Recreational opportunities or a chance to socialize with friends

Planned and directed by staff

# Purpose of *Supported Community Connection Services*

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- 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*



# Discovery, Verifying Interests

“I want to work at a garden Center.”

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...Hates **Dirt.**



*Now- We use  
Supported Community  
Connection Services  
and public resources to  
try “gardening”*



# It is about Teaching Skills

Not “Outings” or “Field Trips”

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Person-centered, individual schedules

Goal-oriented: what does the individual want to learn? And need to learn?

Routine, pre-planned weekly schedules

Multiple visits, an opportunity to practice and make friends

Systematic instruction

Data collected/progress measured



# Building Connections and Building a Village

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Individualized, person specific

- Based on interests, hobbies, preferences and values

Focus on person's neighborhood.  
Where else? Work? Church? Actively  
facilitate connections and friendships  
in these locations

Requires routine opportunities to  
engage with others in meaningful,  
productive ways



Anna and John, her  
manager -and neighbor,  
at GAP

# Strengthening Employability

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## Volunteering and Internships

Discovery: Identifying interests and skills

Exposure proceeds interest

Trying new things, making informed choices

Building confidence, employability skills and a professional network



# Building Meaningful Lives

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*WE LIVE IN A WORLD OF OPPORTUNITY*

# Inclusion vs. Integration

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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



Julio and his co-workers at  
IDEO.org



# Community-based Instruction

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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



# Building Confidence in the Community and Encouraging Independence

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Teaching “social self-sufficiency”

Building stamina & endurance

Safety skills



# As Confidence and Skills Increase, Service Hours Decrease

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Jennifer/Office Assistant/Prologis

In the last 10 years,

Work hours increased 86% (15 hrs/wk to 28 hrs)

Non-work support services decreased 53%  
(17hrs/wk to 8 hr/wk)

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





# Individualized Services vs. Programs

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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.

## Weekly Schedule

Jane Doe  
January 20<sup>th</sup>-26<sup>th</sup> 2020

# Consistent, Individualized Schedules

Day	Time	Activity	Staff
Monday	11:00-3:00	Work at Bi-Rite Market	Marc
Tuesday	9:00-11:30	Budgeting & Financial Literacy/SFPL	Danita
	11:30 – 3:00	Lunch @POH, POH Kitchen	Jefferson
Wednesday	9:00-11:30	24hr Fitness	Allison
	1:00-4:00	Work at Bi-Rite Market	Marc
Thursday	11:00-3:00	Work at Bi-Rite Market	Marc
	3:30?	Coffee with Stephen?	
Friday	9:00-3:00	Cooking Group@ Tim's House	Jefferson
Saturday	11:00-3:00	Work at Bi-Rite Market	
Sunday Suggestion	Get nails done with Jennifer? Call her.		

# *Services are Tailored to the PERSON*

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Sue Austin, Artist and  
Scuba Diver

- Starts 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.
- Services incorporated into the person’s network of support

# Charting the LifeCourse™

## University of Missouri/KC UCEDD

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Sees the person within the context of family & community

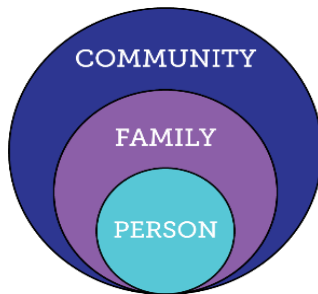
Looks at Life Stages and Life Domains.

*Integrated supports:* personal strengths, relationships, community resources, eligibility specific resources, technology

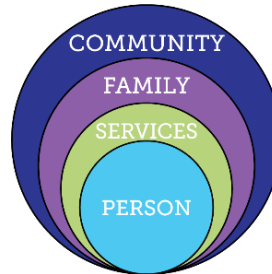
Creates connections and partnerships to support an individual's goals and life

# UM/KC UCEDD: LifeCourse Integrated Services & Supports

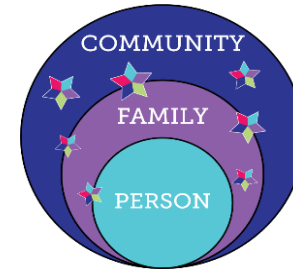
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Person - Family  
- Community



Traditional Disability  
Services



Integrated Services and Supports  
within context of person,  
family and community.

*LifeCourse Family Circles product of F2F LifeCourse Network/ UMK, UCEDD*

# Traditional Program Supports and Services

Before:

Personal Strengths (independent)

Community-based, Public resources

→ Eligibility Specific Services

→ Relationships (aka families)

Technology

*Schedule courtesy  
of LifeCourse™*

Long Term Service and Support Needs							
Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-6:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
6:30-7 AM							
7-7:30 AM							
7:30-8 AM	Waiver Self-Directed PCA						
8-8:30 AM							
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM							
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.						
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Template by Missouri Family to Family @ UMHC-HQ, UCCSD

December 2011

# Goal: Integrated, Normalized Lives and Normalized Supports/Services

After:

Personal Strengths (independent)

Community-based, Public resources

Eligibility Specific Services

Relationships (families, friends and neighbors)

Technology

*Schedule courtesy  
of LifeCourse™*

CHARTING the life course 

Integrated STAR Activities

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		Spend
6:30-7 AM	I-pad while	I-pad while	I-pad while	I-pad while	I-pad		Night with
7-7:30 AM	Mom walks	Mom walks	Mom walks	Mom walks	Mom walks		Matt
7:30-8 AM							
8-8:30 AM		Volunteer		Volunteer	Workout		
8:30-9 AM		Fire Station		Fire Station	@ Gym		
9-9:30 AM	Go for walk	S-Noon	Buy food	S-Noon	Get ready		
9:30-10 AM			& take to		& go to IHD		
10-10:30 AM	Workout		Good Sam.		Volunteer		Church @
10:30-11 AM	@ Gym		Center		At IHD		St Ann's
11-11:30 AM	Watch TV		Watch TV		with PCA		
11:30-12 PM			Lunch with				
12-12:30 PM	Lunch with	Lunch with	PCA help	Lunch with	Lunch @		
12:30-1 PM	PCA help	Firemen @	Workout	PCA help	Crown Cntr		
1-1:30 PM	Library	El Maguary	@ Gym	Wal-Mart			
1:30-2 PM		Watch TV		With PCA			
2-2:30 PM	Watch TV	& chill until	Sonic drink	Watch TV	Get ready		
2:30-3 PM	& chill	Football	Chill time	& chill	for game		
3-3:30 PM	Football	Football	Football	Football	ESHS		
3:30-4 PM	Practice	Practice	Practice	Practice	Tigers		
4-4:30 PM					Football		
4:30-5 PM					Game		
5-5:30 PM						Dinner with	
5:30-6 PM		Go visit				Matt (twin)	
6-6:30 PM		Twins, Chad	McDonalds				Watch
6:30-7 PM		& Ericka in				Music	PayPerView
7-7:30 PM		Lawson				Concert	with
7:30-8 PM	I-pad when	I-pad while	Northland	I-pad while		with Matt	Firemen
8-8:30 PM	Mom walks	Mom walks	Therapeutic	Mom walks			friends
8:30-9 PM			Horseback				
9-9:30 PM			Riding				
9:30-10 PM							
10 PM-6 AM						Spend night with Matt at his apartment	

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

February 2015

# A Strengths (not- Deficits) Approach

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## What Jeff's File said:

- Down's Syndrome
- Can only read/write simple words.
- 2<sup>nd</sup> 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
- Loves to help others
- Cancer survivor



# Jeff's Weekly Schedule

Jeffrey  
May 14<sup>th</sup>-18<sup>th</sup> 2018



Day	Time	Activity	Staff
Monday	9:00 – 11:00	KALW	Paul
	12:30- 3:30	Work at Equinox	
Tuesday	9:00 – 11:00	Let's Get Lost	Allison
	12:30 – 3:30	Work at Equinox	
Wednesday	9:00 – 11:00	Elva's Garden	Paul
	12:30- 3:30	Work at Equinox	
Thursday	9:00 – 11:00	Family House	Jefferson
	12:30- 3:30	Work at Equinox	
Friday	11:00- 1:30	Jewish Contemporary Museum	
Saturday Suggestion	Call Tim and Jacky—shoot hoops?		
Sunday	Gym with dad		

# Positive Person Profile: Give this a whirl

## Positive Personal Profile

Name: Andrew

<b>Dreams and Goals</b> Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone	<b>Interests</b> Plays the piano, loves music, Listens to the radio- a lot, has a garden-trying to grow the biggest pumpkin in placor county, likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the SVS dances.
<b>Talents, Skills and Knowledge</b> Knows a lot about music and genres (especially show tunes, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SFMOMA library), likes gardening- taking horticulture classes at city	<b>Learning Styles</b> Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.
<b>Values</b> Being respected by others. Being smart. Being popular- having friends.	<b>Positive Personality Traits</b> Punctual, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.
<b>Environmental Preferences</b> Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.	<b>Dislikes</b> Chaotic loud places, being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me
<b>Work Experiences</b> WorkLink Internships: 1) KQED filing, making labels in DEVO, 2) SFMOMA, shelving art books, 3) Music in schools today- data entry mailings School jobs were cleaning/stocking	<b>Support System</b> Family (mom and dad-very supportive)
<b>Specific Challenges</b> Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.	<b>Solutions and Accommodations</b> Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.
<b>Career Ideas and Possibilities to Explore:</b> Music School- community Music school, Blue Bear, Crowden Music school, SF conservatory Duplication houses-Oldie West, Mixonic, Revolver Records Piano stores- Sherman Clay, Sheet music Plus, Byron Hyott, Music box, Stem Grove music festival, the SF opera, the SF symphony,	

*Take a minute to profile yourself.*

Then look at your  
life...current job

*Is it meaningful?*

*Why (or why not)?*

# Building Meaningful Lives

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**Wednesday, September 23<sup>rd</sup>**  
**2:00-4:00 MST**

**Webinar #2:**

**Setting Goals and Building  
Skills in Community-based  
Settings**

**MEANINGFUL**  
**WORK**  
+  
**COMMUNITY**  
**INCLUSION**<sup>TM</sup>

# For More Information:



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**MEANINGFUL**  
**WORK**  
+  
**COMMUNITY**  
**INCLUSION**<sup>TM</sup>