

Building Meaningful Lives: Putting People on the Path to Success

Webinar #2: Setting Goals and Building Skills in
Community-based Settings

SARA MURPHY, TRANSCEN, INC.

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

*No more boxes.
What is needed is Braided,
Person-centered services*



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*

PERSON-DRIVEN Services



- Not based on “programs”, “classes” or “curriculumums”
- Support the individual to achieve his/her/their desired outcomes, whatever these might be
- Learn to listen- not lead
- Create a Network of support

Individualized Services vs. Programs

Services are integrated within the person's network of supports.

Home is home-base, not the center

Schedules designed around real life, not a M-F, 9 to 3 program day.

Hourly rates: Flexible supports that wrap around a job.

Services are based on what is important 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.

Meaningful (adj.):

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

- *Dictionary.com*

Positive Person Profile: What did you find out about yourself?

Positive Personal Profile

Name: Andrew

Dreams and Goals Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone	Interests 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.
Talents, Skills and Knowledge 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	Learning Styles 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.
Values Being respected by others. Being smart. Being popular- having friends.	Positive Personality Traits Punctual, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.
Environmental Preferences Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.	Dislikes Chaotic loud places, being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me
Work Experiences 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	Support System Family (mom and dad- very supportive)
Specific Challenges 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.	Solutions and Accommodations Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.
Career Ideas and Possibilities to Explore: 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 Hyatt, Music box, Stern Grove music festival, the SF opera, the SF symphony,	

When you profiled yourself, what interesting things popped out?

Does your life/job match your PPP?

Do people with I/DD ever get asked these questions or get to direct their lives?

Setting Goals and Building Skills

WHAT DOES A PERSON NEED TO LEARN TO BE A
SUCCESS?

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>
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<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>Career Ideas and Possibilities to Explore: Music School- community Music school, Blue Bear, Crowden Music school, SF conservatory Duplication houses—Olde 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 WorkLink Annual Assessment of Skills and Independence		Level of Independence				
		1	2	3	4	5
		Never (<25%)	Rarely (25%)	Sometimes (50%)	Usually (75%)	Always (near 100%)
	Direct support & instruction	Direct prompting	Indirect prompting	Spot check, occasional reminders	Independent	
Home, Health and Safety						
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		
Community						
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					
Social/Recreational						
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			
Behavior						
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					
Average Score		3.4				

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

Telling Time & Time Management

Weekly Schedules


Time cards for Volunteer sites

An Assigned *Time-keeper* for group


Time Card

Name: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date								
Clock In	___:___	___:___	___:___	___:___	___:___	___:___		
Clock Out	___:___	___:___	___:___	___:___	___:___	___:___		
Total	___ Hours	___ Hours	___ Hours	___ Hours	___ Hours	___ Hours		


Weekly Schedule
Julio
July 9-13th 2018

Day	Time	Activity	Staff
Monday	7:00-11:00	Work at IDEO	Matt
	11:30 – 3:00	Lunch/Sports @ Dolores Park	Jefferson
Tuesday	7:00-11:00	Work at IDEO	Matt
	11:30 – 3:00	Lunch/Work out with Danny	YMCA
Wednesday	7:00-11:00	Work at IDEO	Matt
	12:00-1:30	Lunch with friend?	CCSF
	2:00 – 4:00	CCSF Art Class	CCSF
Thursday	7:00-11:00	Work at IDEO	Matt
	1:00 – 3:00	Budgeting/Financial Literacy	Paul
Friday	7:00-11:00	Work at IDEO	Matt
		Do laundry, clean house	SVS
Saturday		Grocery shop (SVS)	
Suggestion		Giants vs. Cubs 12:30 (Jefferson)	
Sunday		Church with Mom	

Money and Budgeting Skills



- Counting money/worth
- “Dollar-over”
- Budgeting
- Paychecks - earnings
- Banking
- “Credit”
- Savings

Let's Get Lost:

Teach Problem-solving and Build Confidence in the Community

Navigation

Safety: Street crossing & *stranger danger*

Problem-solving

Reaching out for assistance

- Using cell phones
- Identifying people who can help
- Asking for help

Disaster training



Soft Skills (Sandbox skills)

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

Where to Teach?

What are you trying to teach? Where does this generally happen?

Map your community

Develop a range of diverse sites

Look for consistent opportunities, challenging tasks, different kinds of environments

Be strategic, not opportunistic (or lazy)

Follow DOL guidelines for volunteering

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*



Outcomes and Accountability

WE'RE NOT MESSING AROUND

Measurable Goals: Outcomes and Action Steps

- **Outcomes/goals** are broad (500 foot level) statements
Focus on the skills the person is learning, not the services being provided or what the person must “stop doing”
- **Objectives** are incremental steps to achieve the goal. Must be observable and measurable.
- Include a **criteria for success**. Put some numbers on it.
- **Action steps** are what needs to occur to teach the skill and then fade the instruction/support
- Lock in teaching strategies, collect **data** and summarize progress

Why Collect Data?

- Provide feedback to learner and document the supports provided
- Share competencies to others
- Determine if teaching strategies are working, small progress can be hard to see
- Determine when outcomes/goals are met and/or when it is time to fade support and services.
- Qualitative vs. Quantitative data- which is stronger? Log notes vs. hard numbers?

“That which gets measured gets done”

Task Analysis for Critical Skills

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	IDV	R	+	+	+
Identifies when signal changes to walk	DV	G	G	IDV	IDV	IDV
Looks both ways- waits for cars to stop	DV/G	DV	DV	G	G	G
When cars are stopped, makes eye contact with driver- “gives stop sign”	M	M	DV	IDV	IDV	IDV
Crosses street in crosswalk	+	+	+	+	+	+
Crosses street quickly- safely watching signal and for cars	DV	IDV	G	G	+	+
Hurries if light changes yellow osignal flashes	DV	DV	DV	IDV	IDV	IDV
Understands the dangers of Jaywalking, crosses only in crosswalks	N/A	DV	DV	N/A	M	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	IDV
Level of Independence	10%	18%	18%	30%	45%	45%

Prompts:

P= Physical

DV=Direct verbal

IDV=Indirect verbal

M= Model

G=Gestural

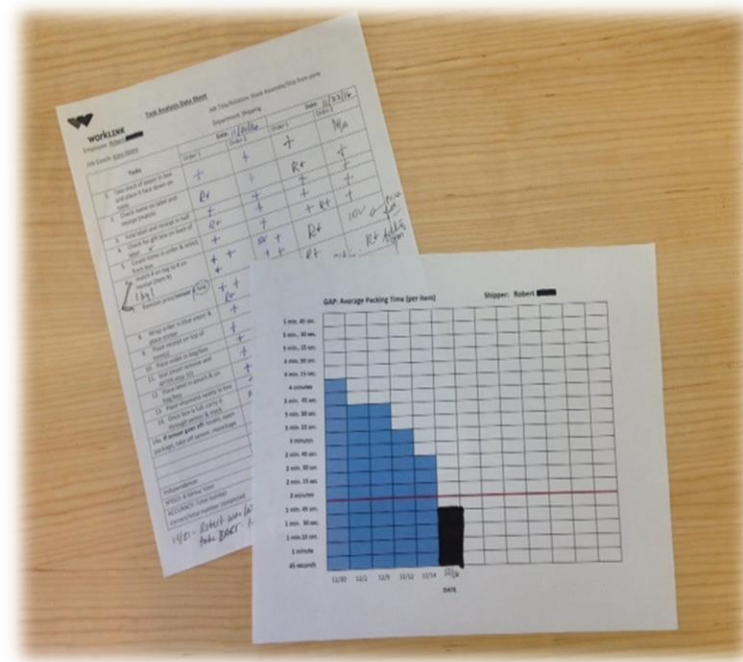
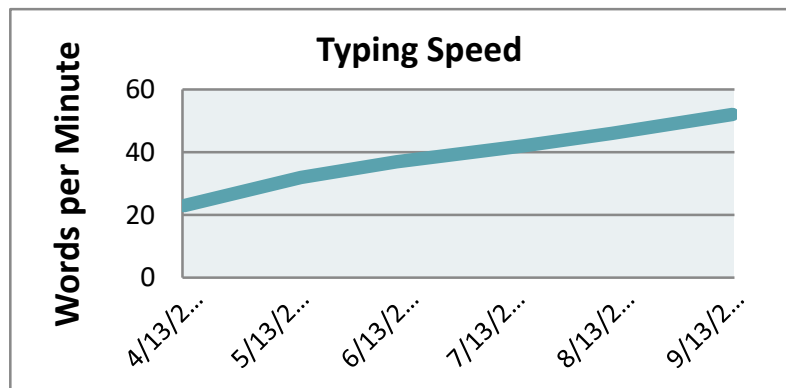
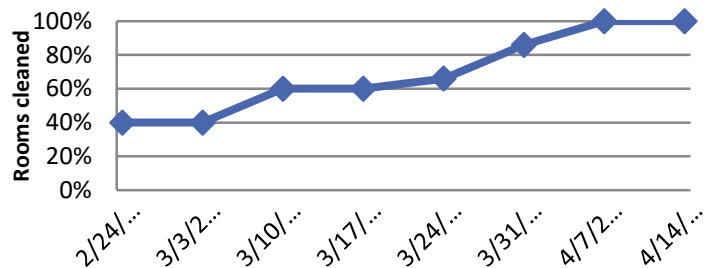
R=Reinforced after performed

+= completed independently

Collecting Data- Make it Visual

Intern: Allison

Objective: Wipes down 15 Exam rooms in Family Medicine



Keep it simple
and relevant

Cooking group: Data Sheet

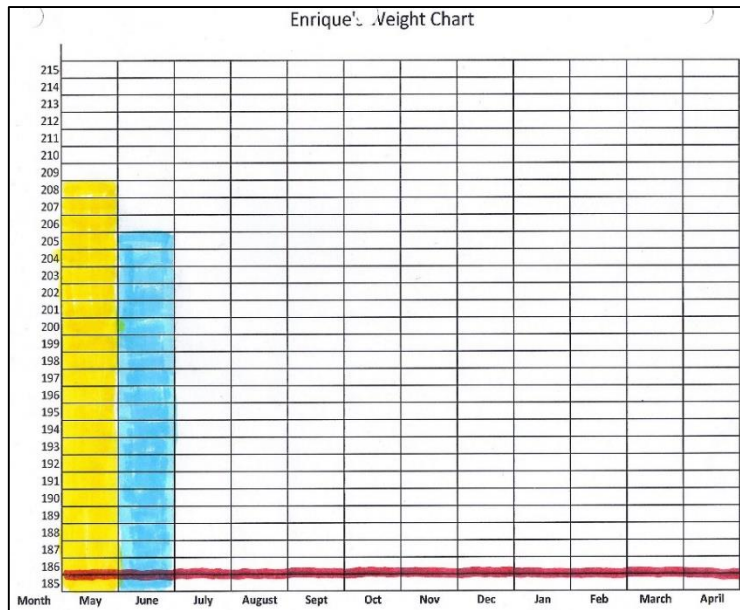



Cooking Group Data Sheet

Date

[illegible]

Working out at the Gym





Work Out Card

Name: _____ Date: _____

Weight: _____

CARDIO _____

Goal: 30 minutes circle which you did:

Treadmill
Bicycle
Elliptical

Speed: _____


Number of minutes today: _____

WEIGHT MACHINES _____









# of Rep's*	1	2	3	4
Leg Lifts:				
Weight:				
Squats:				
Weight:				
Pecks:				
Weight:				
Triceps bar:				
Weight:				
Pull-up Bar:				
Weight:				
Abdominals:				
(hang and curl)				

*a "Rep" is 5 times.

People collect data on their performance






Did you take the hangers?
Is there an empty rack?

2 MEN		<input style="width: 40px; height: 40px;" type="checkbox"/>		<input style="width: 40px; height: 40px;" type="checkbox"/>
2 BABY		<input style="width: 40px; height: 40px;" type="checkbox"/>		<input style="width: 40px; height: 40px;" type="checkbox"/>
G WOMEN		<input style="width: 40px; height: 40px;" type="checkbox"/>		<input style="width: 40px; height: 40px;" type="checkbox"/>
G BODY		<input style="width: 40px; height: 40px;" type="checkbox"/>		<input style="width: 40px; height: 40px;" type="checkbox"/>

Checklist for collecting Hangers

Social Interactions: Data Sheet

Name:
Date:
Instructor:

Observation	 STOP	 LISTEN	 Respond
1			
2			
3			
4			
5			

Notes:

Data sheet for Social Interactions

Pathways to Employment

VOLUNTEERING AND INTERNSHIPS


Volunteering

“This is not just about bagging rice”



It's about learning employability skills and “giving back”

Treat it Like a Job



Name: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date								
Clock In	__ : __	__ : __	__ : __	__ : __	__ : __	__ : __		
Clock Out	__ : __	__ : __	__ : __	__ : __	__ : __	__ : __	=====	=====
Total	__ Hours	__ Hours	__ Hours	__ Hours	__ Hours	__ Hours		

Timecard for Volunteer sites

- 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
- *Teamwork*, leadership skills

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

Stanford Research Institute

Build Soft Skills into Every Activity

Opportunities galore to teach social behaviors

- *Build bridges*- make friends wherever you go
- Use those “teachable moments”

Create opportunities to interact with others

- Greeting people, asking for assistance, conversational skills

Create opportunities to work with others

- Teamwork, Peer-mentoring, Leadership roles, learn to take direction from others (not paid staff)

Use “T-charts” to define social concepts and build a social vocabulary

Teaching with T-charts

TEAMWORK	
Looks Like:	Sounds Like:
Helping someone to do something.	"Do you need help with that?"
Carrying a heavy box with someone.	"You do this and I'll do that."
"Chipping in when I finish my work."	"Let's do this together."
We each do a part of a job- like folding and stuffing letters.	

- A discussion platform used to define social constructs and “concepts” (e.g. Teamwork, Love, initiative) for concrete thinkers
- Identifies what concepts look and sound like-
 - the behaviors and language, things you see and hear
- Can be used to draw distinctions between similar things (e.g. friends who are boys vs. Boyfriends)
- Or compare and contrast social constructs (e.g. respect vs. disrespect)
- Builds a *Social Vocabulary* (i.e. *dis/respect, professional, cooperation, consensus, responsibility, flexibility*)

Manners, Work Ethic, Initiative

Self-worth: I am the “Helper”

Responsibility: People rely on me

Professionalism: Inside voice, good hygiene, “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.”



Leadership, Time Management and Making *Decisions*



Assign a *Team Leader* to organize the day's project and assign tasks and report accomplishments

Assign a "timekeeper" to watch the clock

Crating onions or carrots:
Good vs. bad, you need to decide

Fostering Community Inclusion

*THIS IS NOT ABOUT “BEING IN THE COMMUNITY”,
IT IS ABOUT “BUILDING” COMMUNITY.*

Inclusion vs. Integration

- More than just buying a cup of coffee at Starbucks
- Requires routine opportunities to engage with others in meaningful ways
- Must “give back” and add value

Work, Volunteer, Help



Team: Muttville

What is “*Inclusion*?”

- Being accepted, respected and valued
- It is not just *physical proximity to people without disabilities*
- “*Being missed*”



Simon and his co-worker
eating garlic fries at the
Giants' game

Building Meaningful, Community Connections

- Map your community (identify resources)
- Assess each individual's hobbies and interests and community skills
- Group individuals according to commonalities, goals & skills to learn
- Create consistent weekly schedules based on meaningful goals for each person

Be the “Connector,” not the “Connection”

- Make friends everywhere
- *Again, home* is home base (not the center)
- Find commonalities between people
- Start conversations, and then step away
- Do not hover— or “over-help”
- *Weekend Suggestions* on schedules
- Finds ways “not to be needed” (technology, natural supports)

What Connections to Make?

- Starts with the person's interests, passions and personality
- MY neighbors/MY neighborhood
- Look at all aspects (domains) of life
- You are building a social/professional network for the person. Who should be in it?

Who is Julio?

- Takes pride in being his own man- loves his independence, lives with friends
- Athletic, basketball and bike riding, SF Giants fan
- Artistic, creative, loves to draw and paint
- Learning to live on his own
- Strong family ties, loving son/brother
- Great sense of humor- very social, likes to be busy
- Christian/faith is important

Julio's Weekly Schedule

A team effort



Weekly Schedule

Julio
July 9-13th 2018

Day	Time	Activity	Staff
Monday	7:00-11:00	Work at IDEO	Matt
	11:30 – 3:00	Lunch/Sports @ Dolores Park	Jefferson
Tuesday	7:00-11:00	Work at IDEO	Matt
	11:30 – 3:00	Lunch/Work out with Danny	YMCA
Wednesday	7:00-11:00	Work at IDEO	Matt
	12:00-1:30	Lunch with friend?	CCSF
	2:00 – 4:00	CCSF Art Class	
Thursday	7:00-11:00	Work at IDEO	Matt
	1:00 – 3:00	Budgeting/Financial Literacy	Paul
Friday	7:00-11:00	Work at IDEO	Matt
		Do laundry, clean house	SVS
Saturday	Grocery shop (SVS)		
Suggestion	Giants vs. A's 7:00pm (call Simon)		
Sunday	Church/Teach Sunday School		

Julio's "Meaningful" Life



Building Friendships

Teaching people to “reach out” and “hang out”

- How to be a good friend
- Cell phones, facebook
- Cooking group at homes
- Organizing “date night”
- *PotLuck Dinner Club*
- *PlayStation Saturdays & Football Sundays*
- Bowling leagues & basketball
- Attending work events



Building a Village

- Who is this person? What defines them?
- When and where do people socialize in your community?
- Actively facilitate conversations and interactions everywhere the person goes
- Goal is to fade “group services” to “me and my friend” (natural supports, normal times)
- May need to create opportunities if none exist

Rural, Suburban and Urban Communities

- Lifestyle, sense of community is different
- Where and when do people socialize?
- Family vs. tribe?
- What are the big events in your community?
- Public resources may be limited
 - May need to “create” opportunities or ways to connect

Building Community: “Get Creative”


- The *Purple Lady in Rhineland*
- The diaper drive in Utah
- Kiwanis club members in California
- Community gardens, neighborhood pot luck dinners and pop-up puppy parks in Ohio
- “Helping Hands” in Tennessee

Fostering *Independence*

THIS IS NOT A DUMP AND RUN

Life Skills Assessment

When is it time to start fading services?

		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
Home, Health and Safety						
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	
Community						
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					
Social/Recreational						
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		
Behavior						
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				
Average Score		3.4				

Actively Fading Services

- When people gain skills and confidence, it is time to start fading supports- based on data
- NOT a “dump and run”
- Teach people to initiate & organize events with their friends
- Foster natural supports, fade to “Just me and my friends”
- Transition to “normalized” times (evenings, weekends, non-program hours)



Teach People to use “Technology”

- Cell phones

GPS/Lifeline

Pictures/Communication tool

“Trip-tiks” for travel training

Alarms & virtual coaching

- APPS

Facebook for posting events, connecting friends

What’s APP (transportation networks, connecting support team)

- iPads/computers

Dynavox, communication tools

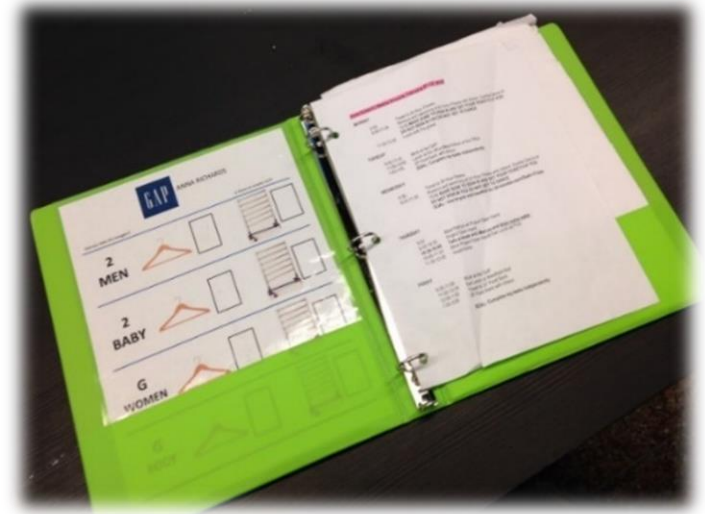
Checklists for day or work & Chore lists for home

Zooming with friends and family



Building Self-confidence and Self-reliance

- Give control and responsibility to the individual whenever possible
- Build-in *choice*, self-determination & self-monitoring
- Checklists, schedules, white boards, binders are great tools



Fade Support Slowly

- Do not overwhelm community sites: Small groups, support until no longer needed
- Teach problem-solving and finding help (*Let's Get Lost*)
- Tap peer-mentors
- When services fade: *sign-off and revise service plan*
- *Check-in's* to make sure things are continuing to go well



WorkLink's *Independent Travel Affidavit*

When appropriate, services fade.
Sign-off and revise service plans



workLINK

INDEPENDENT TRAVEL AFFIDAVIT

NAME:

DATE:

☐ I have been traveling independently throughout San Francisco, prior to entering the program. I do not need any support traveling in the community.

☐ I have been travel trained to various meeting locations in the community and feel confident in my ability to get to these places on my own.

Agreed Upon Sites:

☐ I am rated as a "5" on WorkLink's *Community Assessment Inventory* (street safety, travel)

☐ I am confident in my ability to travel independently to and from community sites without supervision.

☐ Independent on certain routes: (please list)

☐ Independent on all MUNI/BART routes

☐ I can cross streets safely without prompts (data- 100% independence 3 consecutive months)

☐ Marked intersections (lights)

☐ Stop signs, unmarked intersections

☐ I understand the dangers of "jay walking"

☐ I have successfully participated in "Let's Get Lost"

☐ I am able to lead the group to destination

☐ I can use cell phone or my emergency card to get assistance when needed

☐ Carries emergency card in wallet and is confident asking for assistance, able to identify appropriate people in the community to ask for support if needed.

By signing this, I, _____, am acknowledging that I have been trained in community safety and am confident in my ability to travel without supervision in the community. Worklink will no longer be responsible for supporting me to travel to and from program activities.

Signature

Date

Parent/Care Provider Signature

Date

WorkLink Staff Signature

Date

Let's give Person-driven Planning a Whirl

Using the PPP and Community Life Skills Assessment provided:

- 1) Identify 3 “purposeful activities” and meaningful “goals” for the individual
- 2) Using the Internet, pretend the person lives at your house. Find 3 potential places in your community where you can address the person's interests and/or teach the skills needed.

Activity: Things to Think About

- What are the individual's interests and unique characteristics? What jumps out from their profile?
- What does the *Life Skills Assessment* tell you? What does he/she need to learn?
- Where might you find his/her tribe? Who should be in this person's life?
- Where can you teach this in your community? Using the internet, find 3 local places you might use to teach needed skills or address an interest.

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

Sigmund Freud

Building Meaningful Lives

Tuesday, September 29th
2:00-4:00 MST

Webinar #3:

**Managing Community
based services and Teams**

MEANINGFUL
WORK
+
COMMUNITY
INCLUSIONTM

For More Information:



Sara Murphy

TransCen Inc./Worklink

785 Market Street, Suite 670

San Francisco, CA 94103

415.979.9520

smurphy@transcen.org

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