

Building Full Lives

Presented by Shannon Webb
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Overview

1. Introduction to the Building Full Lives (BFL) Project
2. BFL Project Outcomes so far
3. Best Practices and The BFL Service Model
4. Addressing the Challenges
5. Questions and Discussion

BPDD and the Building Full Lives Project

- BPDD = Advocacy, Public Policy, and Systems Change
- BFL Project Started in 2016
- Technical assistance and training grant
- Pilot Project and Evaluation
- Part of BPDD's 5-year state plan (2017 – 2021)
- RFA's each year for more service providers interested in transformation
- Statewide learning collaborative and tools for change



BFL Service Providers in Wisconsin

Round 1

- Goodwill of SE Wisconsin
- ODC Inc
- Headwaters Inc
- Bridge for Community Life

Round 2

- VIP Inc
- Threshold
- Easterseals
- Green Valley Enterprises
- Bethesda

Round 3

- RCS Empowers
- Paragon Community Services
- Opportunity Center of Crawford Co.
- Ventures Unlimited

BFL Project Goals

For the Organizations Involved:

- Greater capacity to provide high quality, individualized community-based day and employment services
- Increased integrated employment rates

For the Individuals Involved:

- Increase in skills and level of independence
- Increase in self-determination, community participation, and integrated employment

- Lean Value Stream Mapping
- Action Plan Development
- Pilot groups

Planning

- Webinars
- Face to Face Training
- Coaching and Technical Assistance

Guidance

Accountability

- Project evaluation
- Individual assessment and reporting tools

Collaboration

- Learning Collaborative
- Service proposal development
- DHS/MCO/ICA involvement



Participant Experiences



Dustin Before BFL Involvement

Monday	Tuesday	Wednesday	Thursday	Friday
AM: Credit Union 9am – 11am Job Coaching as Needed	AM: Goodwill 9am- 11am Job Coaching as Needed	AM: Credit Union 9am – 11am Job Coaching as Needed	AM: Goodwill 9am- 11am Job Coaching as Needed	AM: Credit Union 9am – 11am Job Coaching as Needed
PM: Work Center Pre-Vocational Services 1:8 Support Ratio	PM: Work Center Pre-Vocational Services 1:8 Support Ratio	PM: Work Center Pre-Vocational Services 1:8 Support Ratio	PM: Work Center Pre-Vocational Services 1:8 Support Ratio	PM: Work Center Pre-Vocational Services 1:8 Support Ratio

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Volunteering at St. Vinnies with 1:4 Support Ratio	Hang out with Wes with 1:2 Support ratio for 2 months then fade to 0	Kiwanis until 1:30 then to the Library near home - Independent	Free time or go to the YMCA - Independent	Currently Phasing out 1:8 support at Work Center to Free time or Bowling group - Independent

Influencing Service Changes

- Olmstead Decision and Department of Justice Rulings
- Employment First (32 states with formal policy)
- Home and Community Based Services Settings Rule (March 2019)
- Workforce Innovation and Opportunity Act (WIOA)
- WI Department of Health Services Guiding Principles
- MCO policy changes
- Personal experiences and outcomes



Findings from WIOA Interviews in WI

- Nearly one-third reported interest in working in the community (32.1%) and another 12% would consider it.
- 17% reported to be at pre-vocational workcenter for 6-10 years, 19% for 11-20 years and 18% for more than 21 years

Source: www.uww.edu/Documents/csd/WIWIOA/Annual%20Interview%20Report%20FY2017.pdf



BFL Service Model: Addressing the Barriers to Expanding IE & Community-Based Services

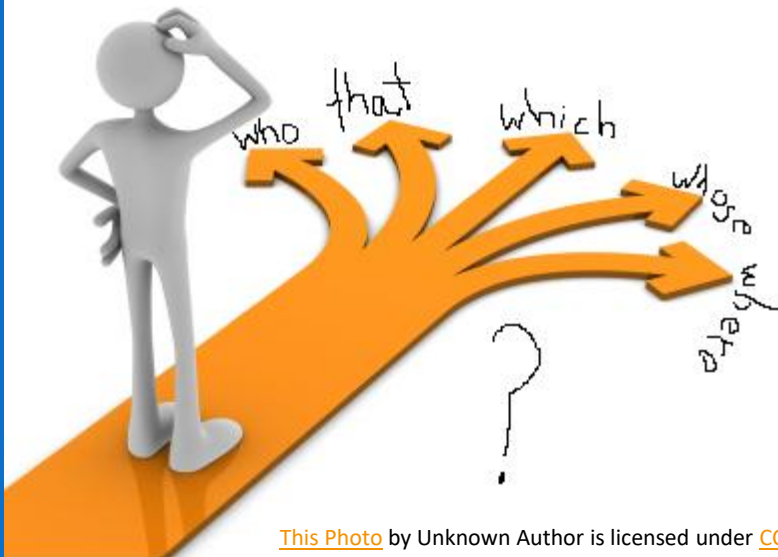
What has been getting in the way?

- Facilities offering predictable schedules
- History of funding high member-to-staff ratios as cost effective option
- Day service “non-work” activities *for people who choose not to work*
- Lack of focus on time-limited skill building with Prevoc services
- Little-to-no incentive or accountability for outcomes
- Inadequate training for job development, customized employment, systematic instruction and coaching
- Unfamiliarity in supporting members with complex support needs in the community
- Lack of worthwhile community based service options people who need “wrap around” support during non-work hours
- Risk - of losing services, risk of losing funding

Connecting People to Different Options

- Center-based day services
- Community-based day services (aka Community Connect)
- Community-based pre-vocational training (aka Career Connect)
- Community Employment

You can mix and match. Services do not have to be 9am to 3pm Monday through Friday.



BFL Impact – Service Provider Responses

All sites report they agree or strongly agree that BFL pilot participants are:

- Significantly increasing their skills and ability to be more independent in the community;
- Spending significantly more time in paid employment in the community;
- Expressing more happiness/satisfaction while participating in the program;
- Making more choices about how they spend their day;
- Significantly increasing the number of unpaid connections they have in the community.

BFL Impact – Service Provider Responses

All sites report they strongly agree as a result of participating in the BFL grant their organization is:

- Experiencing significant changes in philosophy, culture and values;
- Increasing expectations for paid work in the community for individuals with disabilities;
- Increasing the number of policies/practices that support integrated employment in the community;
- Better supporting individuals with disabilities to develop connections in the community;
- Better supporting individuals to make informed choices;
- Better supporting individuals to develop skills to be more independent in the community.

Reported Project Highlights:

- “Staff are more skilled in developing community connections for individuals with disabilities.”
- “My organization is now having significant open conversations about the difference between community “outings” and community engagement and life skills training.”
- “We have been having meaningful conversations with all individuals participating in our program about how they want to spend their day.”
- “Increased community connections for 77 individuals.”
- “We have had an organizational mind shift that has people thinking and talking about getting more involved in the community through work and non-work connections.”
- “The work we have done with our current pilot participants is already getting other folks we serve (i.e., that are not in the pilot) excited about what they might be able to do in the community.”

Reported Project Highlights (continued):

- “Our biggest accomplishment is seeing the growth in self-confidence of all of the individuals in the pilot and the positive results of each person getting a job along the way.”
- “There has been a change in staff attitude. They are seeing things/people changing in a positive way and actually hearing it from the people they serve.”
- “Staff listening skills have improved dramatically –they are listening, threading and making change happen for individuals.”
- “Staff are working with the whole person—not separate silos—i.e., one for work and one for community day services.”
- “We are seeing major changes in people’s lives—whole different kind of life—whole different conversations. Other people are saying ‘I want to do that’.”

A New Approach to “Day” Programming

- Purposeful and Goal-Oriented (Assessment of Skills, Independence and Self-Reliance results in 2-3 specific goals that are tracked and reported on every 6 months)
- Aim for 100% Community-Based
- Focused on creating a pathway to employment and community involvement by learning, exploring, and connecting people to community (majority of time is spent in learning experiences, contributing and volunteering)
- Small ratios (1:3 or 1:4)
- Expectation that services fade – when and as much as possible - as independence increases

What Makes Life Meaningful to Us?

- Family & friends
- Employment (money & self-worth)
- Engagement in community
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom &
Independence



Anna



- Graduated from Transition Program
- Placed in job at AMB, 3 hours 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

Building *Meaningful* Lives

- Exploration and discovery
 - Verify interests & skills
 - Encourage the idea of work
- Strengthen employability skills
 - Motivation, work ethic, hard & soft skills
- Build community & address non-work needs
 - Connect to friends and neighborhood
 - Augment part-time work hours

Foundational Concepts

Exposure
Precedes
Interest

Interest
Precedes
Motivation

Community-Based Daily Living Skills Services (CBDLS)

- Intended to increase a person's independence and participation in community life.
- Instructional and focused on skill development in a variety of areas including (but not limited to):
 - routine daily activities,
 - skills needed to access and use of community resources,
 - money management,
 - home care maintenance,
 - food preparation,
 - mobility training, and
 - self-care skills.

Best Practices in Supporting Full Lives with CBDLS Services

- Services occur in integrated settings - in typical places other community members without disabilities use to learn, exercise, volunteer, socialize, recreate, and contribute to the community.
- Services are based on participant goals. Not program “offerings.”
- Services support informed decision making and create a pathway to employment through discovery and the development of a positive personal profile.

Best Practices in Supporting Full Lives with CBDLS Services - Continued

- Supports are focused on developing skills related to community living and employment (i.e. knowing one's community, contribution and belonging, growing or maintaining friendships and connections, communication/social skills, self-care/responsibility).
- Goals are individualized and specific to the member. Progress is tracked regularly and reported to the team every 6 months.
- Services are designed to support independence and are “built to fade” as much as possible.
- Resources are maximized through collaboration and braiding with other services and programs (i.e. schools, DVR, Work Incentives, etc.).

Skills to Teach- Hard Skills

- Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)
- Telling time
- Money skills
- Math and reading
- Tech skills (computer, phones, internet)
- Navigating from A to B
- Vocational skills



Soft Skills and Performance Issues

- Generalizing skills
- Managing time & prioritizing responsibilities
- Making judgments
- Taking initiative, able to work independently
- Solving problems
- Communicating & interacting
 - Manners/sharing/caring about others
- Focus, concentration and/or physical stamina
- Speed and/or Quality
- Work ethic and motivation (attitude)



Community Connect:

Initial Discovery:

To validate information provided, explore and learn about the person to establish purposeful goals

Skill Building & Connecting:

To build skills, find interests and potential, raise expectations, teach and fade

Customized Job Development:

To use what has been learned through community-based services to find a successful job match in the community

Ongoing Support:

When needed to maintain employment and continue to learn, connect and contribute in personally meaningful ways

Service Model Components: *Intake & Discovery*

Intake and Initial Discovery:

*To validate information
provided, explore and
learn about the person
to establish purposeful
goals*

- Meetings in a person's home or community location
- Gather "baseline" skills assessment and Positive Personal Profile from family and team members
- Meeting to review initial information and develop "sampler" schedule to validate, explore, and learn
- 30-day meeting to review initial discovery findings

Positive Personal Profile

Name: Robert H.

Dreams and Goals Get a job and move into my own apartment. Have some friends.	Interests Music, like hip hop, rap and heavy metal. Listens to the radio a lot. (KMOI and the 5040), WWF, comics. Sports he enjoys, like basketball and baseball. Wants to meet cool people. Loves computer/video games (Playstation) – action games “killing people” Reads his comics like, like watching/reading.
Talents, Skills and Knowledge Knows a lot about music (current artists), very athletic – good coordination, worked in restaurants familiar with USPS, worked at Virgin Megastore (seasonal), familiar with lots of office equipment (computers, fax, copiers), likes working with “machines” and tools, learns quickly, good memory	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 changes – mistakes and explain any changes – may need reminders if expected to do things differently.
Values Being respected by others. Being popular – having friends.	Positive Personality Traits Friendly, honest, confident, smart, detail-oriented, a man of great resolve, doing well adequate.
Environmental Preferences Clean, well organized. Casual, hip places (but not too) – nothing too professional or boring. Quiet but friendly.	Dislikes Kids, chaotic work places. Special Ed and disabled seniors, will not ride the bus at night, change, people talking about him, being interrupted or being told what to do, being patronized, condescending, people asking questions or interrupting me
Work Experiences No steady jobs – order fulfillment/shipping, like this entry Virgin Megastore (seasonal job) answering call (liked this job best because of the people and music, didn't like helping customers) Garden center – hated it. Does not like dirt or helping customers. Thrift store – collecting items/shopping – hated customers, did not like cleaning (swept and mopped volunteer), job was in afternoon – hated that.	Support System Family (Patricia, Anthony and his brothers. T.J. still at home)
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 routines. Concrete, concise instruction. Direct feedback.
Career Ideas and Possibilities to Explore Musician – play/turn down (seasonal) KMOI, (Clear Channel) The 5040 Virgin Megastore (seasonal/playing) Q&A/Pro Magazine B2B Mailman or Capitalist's sports Garden newspaper/SF WEEKLY COMPLEX (garden section) Playstation games – Old West, Madden, Revolution	

A simple,
one-page
form

TRANSCEN

Client: Amanda Bartlett
WorkLink Annual Assessment of Skills and Independence

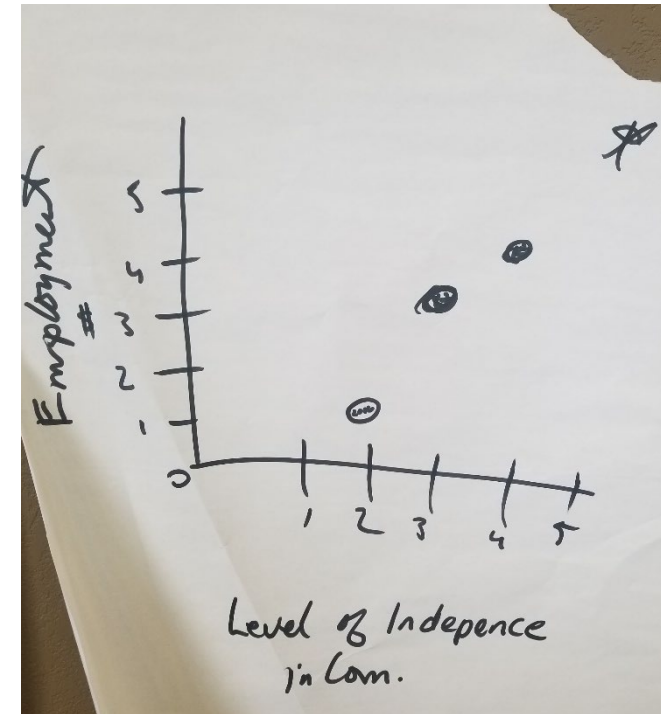
Staff: Sam & Jenny Date: 3/22/14

	Level of Independence				
	1 (None) (none)	2 (Little) (little)	3 (Some) (some)	4 (Most) (most)	5 (All) (all)
	Direct support & instruction	Direct prompting	Indirect prompting	Self-directed, occasional reminders	Independent
Home, Health and Safety					
Does household chores (laundry, dishes, laundry)			3		
Able to keep own grounds	1				
Can prepare a meal safely		2			
Prepares own meals	1				
Makes health/food choices	1				
Exercises regularly		2			
Maintains good hygiene		2			
Controls bodily functions		2			
Applies clean and appropriate to public			3		
Prepares for the day effectively				4	
Can tell time or has a functional sense of time				4	
Knows of weekly schedule					5
Can say and/or write own name					5
Knows fire safety				4	
Community					
Is present			3		
Maintains consistent attendance					5
Crosses the street safely					5
Knows of safety on public transportation					5
Travels independently on preset routes					5
Problem solves effectively if lost					5
Carries ID card, Driver's Card and emergency info					5
Carries and uses cell phone appropriately	1				
Can complete a transaction at a store					5
Responsibly manages spending	1				
Social/Interpersonal					
Interpersonal skills (greet others, eye contact, etc.)					5
Leaves others of others			3		
Engages in appropriate conversation					5
Exhibits age appropriate behavior					5
Knows and adheres to personal manner			3		
Has a positive attitude, friendly, likable disposition				4	
Has friends and takes about/does 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	1.4				

Assessment Tool for Community Skills

What does A job developer need to Place Someone?

- Skills (Current) • SS card
• Wild.
- Interests • Strengths
- Past exp. • Supports
- What motivates them
- geographic Range
Transportation options
- Support Needs. • deal Breakers



Use simple, yet concrete tools to capture information and measure progress =
Positive Personal Profile and Assessment
of Skills and Independence

Service Model Components: *Skill Building & Connecting*

Skill Building & Connecting:

To build skills, find interests and potential, raise expectations, teach and fade

- Establish 2-3 meaningful goals for skill building
- Develop new schedule based on the goals
- Regularly track data on goals
- Update Positive Personal Profile
- Use Skills Assessment tool every 3-6 months to assess progress
- Maximize natural supports and independence
- Use systematic instruction to teach specific skills

Service Model Components: *Customized Job Development*

Customized Job Development:

To use what has been learned through community-based services to find a successful job match in the community

- Venn Diagrams to brainstorm ideas with team and job developer
- Up-to-date Positive Personal Profile, Skills Assessment and Transferable skills list
- Braid in DVR Services
- Continue Skill Building & Connecting while job seeking with DVR
- Systematic Instruction, Maximize natural supports

Service Model Components: *Long-Term Support*

Long Term Support:

To maintain employment and continue to learn, connect and contribute in personally meaningful ways

- Determine service needs and goals for “the rest of the week” once employed
- Update skills assessment form, goals, schedule and positive personal profile
- Team review every 6 months

Addressing the Challenges

- More complicated billing and service tracking
- Developing individualized activities, not just offering what's available
- Getting enough referrals to designate staff and have enough small groups and options going in the community to make services engaging and meaningful
- Finding and developing community partnerships and locations for engagement/learning
- Managing constantly changing schedules
- Building in flexibility with services and funding
- Accountability - being held to higher standard
- Attitudinal barriers to embracing employment as the anchor of citizenship and a meaningful life
– *Not whether a person can work, but where.*
- Transportation – establishing community hubs, supporting people in their own communities rather than transporting to the facility

Questions and Discussion

