



## **Table of Contents**

### **Building Full Lives - Assessment and Planning Resources**

1. Positive Personal Profile Template
2. Developing a Positive Personal Profile (by TransCen)
3. Discovery Options (by TransCen)
4. Life Skills Assessment (by WorkLink)
5. Annual Review of Skills and Self-Reliance Assessment (by WorkLink)
6. Community Coach Manual (shared courtesy of Headwaters, Inc.)

# Positive Personal Profile

**Name:**

<p><i>Dreams and Goals: What do you really want to do? What is your dream job? What would be fun to do?</i></p>	<p><i>Interests: What activities are you enthusiastic about? Do you have hobbies?</i></p>
<p><i>Talents, Skills and Knowledge: What are you good at? What are your natural gifts?</i></p>	<p><i>Learning Styles: How do you learn best? Tell me about a thing you had learnt successfully</i></p>
<p><i>Values: What is most important for you in life?</i></p>	<p><i>Positive Personality Traits: What have you done successfully? Why do you think you had succeed in it?</i></p>
<p><i>Environmental Preferences: Do you prefer to work alone? With people? Outdoor or indoor? In a silent place or noisy?</i></p>	<p><i>Dislikes: What type of jobs would you not like to do.</i></p>
<p><i>Work Experiences: Tell me about your previous work places – what have you learnt there?</i></p>	<p><i>Support System: Who helps you when you face difficulty? Who might give you an advice?</i></p>
<p><i>Specific Challenges: Do you have specific difficulties that might impact your process?</i></p>	<p><i>Solutions and Accommodations: Have you tried to deal or overcome these difficulties?</i></p>
<p><b>Career Ideas and Possibilities to Explore:</b></p>	

# Developing a Positive Personal Profile

by Dr. George Tilson, TransCen, Inc.

A Positive Personal Profile (PPP) is a way to “take inventory” of all the attributes of youth that will be relevant to their job search, employability, job match, retention and long-range career development. It is a mechanism for collecting information from a variety of sources, including assessments, observations, interviews, and discussions with the job seekers - and people who know them well.

## How can the PPP be used?

The PPP actually has a number of practical uses. It can be a worksheet to help in the development of resumes, or to assist the youths in preparing for interviews. When the prospective employer asks the youth to “Tell me about yourself” the youth can recall the highlights from his/her profile. The PPP can form the basis for developing goals on IEPs and transition plans (or IPEs in the case of vocational rehabilitation services). Further, this profile is a means of ensuring that the employer representative and others have a clear picture of the youth’s positive attributes, as well as areas where they may need support or accommodations.

## What are the components of the PPP?

### 1. *Dreams and Goals*

What do I really want out of life? Who am I? Who can I be? How do I picture my life in the future? Where and with whom would I like to be living? What would I like to be doing for fun? For work? What would I like to accomplish? What activities would be fulfilling to me? When it comes to dreams and goals, the sky’s the limit; however, many of us are reluctant to express these to anyone, lest they criticize our aspirations, or accuse us of being unrealistic. Unfortunately, many people, especially individuals with

disabilities and other life barriers, are discouraged from identifying and talking about their life dreams and goals, out of concern that they will be disappointed if they fail to achieve these goals. Yet dreams and goals are what propel us to take action in our lives.

Dreams and long-term goals enable us to think of the “big picture” of our lives. “Dream careers” of most people fall into six primary categories: (1) caring for others; (2) being a performer (including public speaking, singing, broadcasting); (3) leading or working for an organization that makes a difference; (4) owning a business; (5) generating ideas (planning, training/teaching, organizing, and/or writing); or (6) any job that you are competent to perform, meets your needs, and has a minimum of negative factors for you. For every person out there seeking a “dream job” - opportunities are often found by being “the right hand assistant” to someone else in that dream occupation.

Bear in mind, also, that many people want a well-balanced and complete life - which may mean they are willing to compromise somewhat on their career aspirations, as long as they are able to fulfill other life dreams and pursue their natural interests and talents.

As an employer representative you may have times when a participant expresses a career dream that seems unattainable, or even unrealistic. What do you do when a youth, for example, says “I want to play professional basketball” or “my goal is to become a doctor” or “I’d like to be a movie star”? A strategy that works well is to acknowledge the stated interest. “So one of your career dreams is to do\_\_\_\_\_.” Then turn it into a statement about a career field. “At this point in time, your goal is to work in the field of (professional sports, health care, entertainment/the arts).” At this stage, your job is not to determine whether a career goal is realistic or not, but to acknowledge the individual’s expressed interests. During their participation in the program, you will be helping them learn more about their career interests and helping them find a job that will be one of the stepping stones. Ideally, you will help the youth find a job that has some relation to their long-term career interest. Sometimes that involves helping them find work in the setting (for example, sports arena, hospital, TV studio).

## **2. Interests**

These are things that grab and hold your attention; things that energize you physically, mentally, emotionally, and/or spiritually. Interests are frequently expressed through hobbies, leisure-time pursuits, recreation, and avocations - as well as through occupations. You can tell when someone has a particular interest, because you can observe them engaging enthusiastically in that activity, or intently focusing on an event or object. Interests are usually cultivated over time, and require that a person first be exposed to that activity or object of interest. For instance, a young child starts playing catch with her brother. Soon that activity intensifies. Every chance she gets, the girl plays ball. That early exposure leads to a lifetime passion for playing volleyball and other sports. A young boy watches his grandfather baking cakes - and finds he enjoys doing the same. A boy who uses a wheelchair, sees a show about spaceflight on TV. He delves into science and math, ultimately becoming an aerospace engineer. A woman with autism does not speak to anyone, but is able to calm and treat injured animals. She volunteers five days a week at a wild life rescue facility. A teenage boy from a disadvantaged family sees his first play and is hooked on theater from then on.

Exposure precedes interest. Often people with disabilities and other life barriers have a narrow set of interests, or no expressed interests simply because there has never been a chance to get out in the world and see what exists. Many people have not explored the world of possibilities enough to have had an interest “sparked.” And in many cases, people have cultivated unhealthy or socially unacceptable interests because these are the areas in which they have been primarily exposed. People who have identified areas that interest them are usually highly motivated to pursue those interests. Interests are what fuel a person’s actions. Also, bear in mind that people also have things that they really have no interest in - or things they dislike. In getting to know another person, it is just as important to identify those “non-interests” as well as interests.

Often a person’s hobbies and leisure-time pursuits can give you ideas of job areas to pursue with them. Further, consider the skills that youth have in order to perform their interests and hobbies - these may often be generalizable to work settings. For example, someone who is athletic and strong may enjoy a job where physical strength and endurance are required on the job.

## **3. Talents, Skills, and Knowledge**

Everyone has certain abilities with which they seem to have been born; sometimes these are referred to as “natural gifts.” These talents might be in the arena of athletics, music, art, creative writing, and other forms of expression. But they can also be represented by a warm smile and ability to get along with others, an aptitude for taking things apart and putting them back together again, a knack for noticing small details, curiosity, and ability to express empathy.

Skills and knowledge are acquired over time through exposure, life experience, education, and training. They include abilities in the areas of academics (example: languages, mathematics, science), mechanics, daily living, creative arts, physical activity, communication (written, oral, and gestural), use of equipment, tools, devices, and computers, and analyzing and synthesizing data. Most career resources talk about work-related skills in terms of “people, data, and things.” If you ask someone “what have you

always had the knack for?” you are likely to get at their skills and knowledge. Ask job seekers to think of times in their lives when they have been complimented. What skill were they mainly using?

#### ***4. Learning Styles***

Sometimes called “multiple intelligences,” learning style refers to the manner in which an individual naturally prefers receiving, processing and expressing information. Psychologist and researcher Howard Gardner and others have identified the following learning styles: bodily kinesthetic, musical, visual-spatial, intrapersonal, interpersonal, verbal-linguistic and mathematical-logical. In his book, *Seven Kinds of Smart* (1993), Thomas Armstrong, a protégé of Gardner, refers to people with these learning styles or intelligences as being “body smart, music smart, picture smart, self smart, people smart, word smart, and logic smart.” The notion of learning style has significant implications for how we acquire and use skills, perform tasks, relate to others, and approach life. It certainly has tremendous impact on our life and career development. Not infrequently, the learning styles/intelligences of people with disabilities and other life barriers are overlooked or discounted.

#### ***5. Values***

Values may be thought of as our life philosophies; our unique perspective on what is important to attain in life and in our careers. Often it is the values we hold that motivate us to take particular actions. For example, someone may have a value that says having material wealth is of utmost importance. That person then may devote a significant amount of energy in this pursuit. He would likely expect a career that would be aligned with this value, dream of winning the lottery, or hope to otherwise become independently well-off. Compare this with the person who does not value material wealth, but instead values simplicity and tranquility. Other values include such things as having many friends - or living a solitary life; wanting to apply acquired skills and knowledge; wanting to help others; making the world safer, cleaner, healthier; fame and recognition - or quiet contribution; passing on skills and knowledge to others; being conventional - or being non-conformist; and so forth. What we value in life may be reflected in what we do, say, and think. It

is closely related to our personality and temperament.

In terms of careers, values may be reflected in such things as a person’s desire for high status, a minimum annual income, an easy job, casual (or formal) dress code, wearing a uniform, a specific geographic location or working at home, short training time, making a difference, performing a variety of tasks, recognition, adrenaline rush (competition, risk-taking activities), working alone (or with people), being their own boss, being on the cutting edge, little or no supervision, working indoors (or outdoors), an aesthetically pleasing workplace, opportunities for self-expression, and so forth.

#### ***6. Positive Personality Traits***

What are the things about a person’s character that are genuinely recognized and appreciated by others? Beautiful smile? Ability to stay focused on a detailed task? Willingness to learn new things? Triumph over hardship? Frankness? Talent for listening to others? Sense of humor? There are people who believe that the gift of a sense of humor usually indicates the ability to keep things in perspective, even in the face of adversity - a leadership trait valued in many organizations. True, each of us has certain personality traits that are less than ideal. Maybe we are hyper-critical of certain people, or we get tired and grumpy in the afternoon, or we talk too much. These are examples of normal human behavior; but they are certainly not traits that will win us points in the working world. Part of getting to know someone is discovering the positive aspects of their personality.

#### ***7. Environmental Preferences***

These go hand-in-hand with temperament, values and personality. To use an earlier example, suppose you are the unflappable type. You are more likely than your flustered friend to be well-suited to life activities, career areas and jobs that are high-pressure in nature; that demand clear-headed thinking in emergencies and perhaps dangerous situations, such as firefighting or child protective services. If you are the type who thrives in being outside most of the time, an indoor job with no windows would probably not be a good setting for you. If you do your best work in a quiet

setting, alone - being employed in a factory would likely be a poor environmental match for you. If you have a strong need to make a lot of money, you are unlikely to find satisfaction over the long haul in a low-paying occupation. Think about the implications for the person who craves routine, schedules, and predictable tasks, landing a job in a setting where the duties shift daily if not hourly. Or vice versa, the worker whose temperament is one characterized by high energy, love of risks, and a fear of boredom - working hours on end in a routine position. Of course, people can have a combination of preferences.

Consider the attorney for a very formal, conservative law firm who does stand-up comedy in her spare time. Or the highway construction worker who likes to read classic novels, the dentist that drives a dirt bike, the statistician who likes to throw a good party. Some people derive tremendous satisfaction when they can spend significant amounts of time using tools and equipment, using their hands. Others prefer to use their intellectual skills to conduct investigative tasks. Imagine an individual who thrives in an open, unstructured and free-flowing environment in which to express her artistic temperament - working on an assembly line. Or vice versa, the person who feels most at home in settings that require structure and systematic processes - in a job where he is expected to come up with spontaneous solutions to problems. What about the social worker who lives to interact with people and see the direct impact his work has on the well-being of others - being assigned primarily to administrative tasks. Some people can concentrate on tasks with hip hop music blaring, others only when it's classical music - and still others who can only concentrate in totally quiet settings.

When people get to spend a good portion of their lives in settings that match their temperaments, they feel energized. The opposite is also true: if they find themselves spending too much time in environments that are contrary to their natural temperaments, they are likely to feel drained, stressed out, and beaten down.

Another aspect of personality is called "temperament." Temperament might be thought of as a person's unique rhythm for responding to different environments, people, and events. Think

about people you know who are unflappable - they seem to exude a sense of calm in even the most dire of circumstances. Compare them to others who are easily flustered at the merest suggestion of a problem situation. Of course there are people that fall into many spots on this continuum. Some of us express our feelings openly; others of us prefer to keep our feelings private. Some are always serious when focusing on a particular task; others seem to work best when they can express their sense of humor. Perhaps you are a person who has a perennial optimistic perspective on life, while your best friend tends towards a more cynical view. Some people are extremely detail-oriented and have a difficult time stepping back and looking at the bigger picture - and the big picture person has a hard time with the nitty-gritty. Consider those who are natural risk-takers and adventurers, and those who take a very cautious approach to most activities in their lives. There are "charge ahead people" and reticent people; fact-driven folks and emotion-driven folks. Some people are perpetual motion machines, while others prefer a leisure pace to most of their activities. Some of us are contemplative and thrive when we can deliberate and process information, while our counterparts love nothing better than to be thrust in situations that require quick decisions.

Temperament is more than simple mood; rather it is an outlook or attitude, or even philosophy about life. Often a person's temperament is an outward expression of his or her self concept; and self concept is considered to play a major role in one's career development. Can a person's temperament change over time? Her self concept? Some will argue that temperament is as fixed as the DNA that comprises a person, while others take the stand that often new life experiences (both positive and negative) can in fact alter a person's self concept. Consider temperament to be our energy type, energy level, and the manner in which each of us uses our store of personal energy.

### **8. Dislikes**

To one extent or another, all of us have dislikes - things in which we have no interest, or would prefer to avoid if possible, or things that make us uncomfortable for a variety of reasons. As an effective career specialist, the employer representative must help Bridges youth identify

those dislikes. A good question to ask each youth is “What is a job, or a job setting, or type of work task that you know you do NOT want to do?” If someone has had previous work experience and tell you they didn’t like the job, ask them “What was it about the job you didn’t like?” Too often people are encouraged to take jobs that really go against their core dislikes - and this is usually a recipe for failure, when it comes to job performance and retention.

### ***9. Life and work experience.***

This is one of the most overlooked areas in getting to know job seekers, particularly those individuals who may have had very limited, or no, previous job experiences. Employers want to know that a candidate has specific skills to accomplish specific company goals. How the individual job seeker acquired certain skills may be less important than the fact that he or she has them - and can demonstrate them. People acquire skills in many ways: primarily through formal education and training; previous volunteer or paid jobs, and community service. However, we must also recognize the skill acquisition that comes from informal training (example, a neighbor who teaches a teenager to repair a car engine; a teenager showing a senior citizen how to use the internet); and self-training (the inmate who studies for the law school entrance examination; the young man with quadriplegia who teaches himself to cook using adaptive equipment; the youngster who learns how to play tennis by watching it on television).

Further skill acquisition occurs through hands-on experiences. Consider all of the skills you may have attained and developed through trial and error (negotiating an on-ramp on the freeway for the first time; taking public transportation in a strange city; making a cake in too-small a pan; writing grant-proposals; giving a customer correct change). Some of us are fortunate to have learned many skills through on-the-job experiences (preparing budgets; selling products; detailing cars; bagging groceries; taking blood samples). Does this mean that those without job experience cannot acquire skills? No. This is where other life experiences come into play (entertaining young children; building a model airplane; sorting laundry; cleaning up a campsite; learning how to use a computerized speaking device; rescuing an

animal; raising children; composing music; organizing parties; surfing the internet; manipulating a motorized wheelchair; and so forth).

Often it is through our hobbies and recreational activities that we acquire specific skills. When getting to know job seekers, try to ascertain what they --and/or people who know them well - have accomplished in their lives. What are they proud of? Have they received any special recognitions or awards? Even people with the most significant disabilities have achieved specific milestones in their lives. The degree of complexity of those achievements varies from person to person; what matters most is that, for the individual, it represents a life accomplishment. And this bit of information may prove very valuable as you assist this person in finding a satisfying job.

### ***10. Support System***

This refers to the unique “circle of support” each of us has around us. For some of us this support system might be quite extensive while for others the circle may be very small - or even non-existent. Who might be in our circle of support? It might include family members, significant others, friends, acquaintances, neighbors, co-workers, and classmates. We may even consider ourselves to be in that circle. These are all people who are not paid to provide support to us. Then there are supporters who may receive payment for being in our support circle, such as teachers, counselors, therapists, medical personnel, personal assistants, social workers, job coaches, human service organization personnel, government agency representatives, and so forth.

For many people with disabilities and other significant life barriers, their support systems tend to be overly represented by “paid supporters” and underrepresented by volunteer supporters. This may primarily be due to society’s tendency to shelter, protect, “take care of” - and intentionally or inadvertently isolate people with disabilities. The challenge to those who advocate for and support people with disabilities, then, is to help individuals build their social networks, hence their network of supporters.

### ***11. Specific Challenges***

The word “challenge” may be synonymous with the words barrier, limitation, deficit, weakness, idiosyncrasy, pet peeve, shortcoming, roadblock, hindrance, problem, barricade, difficulty, or obstacle - but it can also refer to risk and adventure. In fact, life may be thought of as a series of opportunities and challenges. We can be born with certain challenges (for example, with a physical or cognitive disability, a medical condition, a propensity for behaviors that go against the norm, or anomalies in physical appearance), or into challenging life circumstances (such as poverty, membership in an ostracized religious, ethnic group, or other demographic group). And certainly, we will encounter numerous and diverse challenges as we progress through life. Some of us are better equipped, or have adequate support systems to handle these challenges; others of us seem to collapse under the pressure of the challenges we face.

Sometimes people face challenges because of opportunities they have never had, such as when people cannot read because they have never been taught how to read; or individuals who cannot articulate the kinds of jobs they would like because they have had little exposure to the work world. And some people encounter a lifetime of challenges because of poor choices they have made (for example people with criminal records, or those who are in abusive relationships). People with disabilities face a unique situation: often their disabilities are considered their primary challenges, when in fact, each person is affected by his/her disability in different ways. The disability itself is not the challenge, rather it is the specific effects of the disability. For example, mental retardation is not a specific challenge, but not being able to read is. Having severe cerebral palsy is not a specific barrier; however, having unintelligible speech is a definite challenge. Not having access to public transportation might be the specific barrier for one blind person; while her counterpart has access to transportation but is not permitted by her family to use the bus, out of fear for her safety. The challenge of learning disabilities may be, for one person, the inability to write a coherent sentence - for another it might be difficulty in picking up social cues and building friendships. A critical part of developing a positive personal profile is to identify those specific

challenges that may get in the way of a person’s pursuit of his/her life dreams and goals.

### ***12. Creative Solutions and Accommodations***

Once we have identified the specific challenges in our lives can we begin to think of creative solutions and accommodations. An accommodation may be thought of as any strategy that effectively alleviates, or lessens the impact, of a specific challenge. Here are some examples. Suppose you have been born into a family that lives in a high crime, high poverty neighborhood. One of your siblings dropped out of school, joined a gang, and was incarcerated for selling drugs. You developed a relationship with a mentor through Boys and Girls Club and went on to college and a successful career. Both siblings faced challenges; yet you found an accommodation: in this case, a mentor who had a positive influence on you. Here’s a common scenario: one person can read a book, but cannot clearly see the signs on the highway. Common accommodation: glasses for nearsightedness. A tall person grabs a book from a high shelf; his wife needs the accommodation of a step stool. A college student studies with music blaring; her roommate needs the accommodation of total quiet. An elderly man falls and breaks both his arms. His neighbor provides an accommodation – by writing his checks for him. Consider the young blind man whose family would not let him ride the city bus for fear of his safety. What might happen if a mobility specialist took his family with him on the bus, to demonstrate the young man’s skill at getting around? This is another example of an accommodation.

Accommodations are creative solutions to specific challenges or barriers. They range from the commonsense to the highly technological. They fall into three primary categories: (1) physical accommodations, such as equipment, devices, and modified spaces and buildings; (2) special services, such as those provided by interpreters, translators, personal assistants, job coaches, medical personnel, therapists, parole officers, and so forth; and (3) creative thinking and common sense problem-solving (by far, the most frequently needed and used category of accommodation!).



### ***13. Creative Possibilities and Ideas***

Have you ever been doing something mundane and ordinary, like the laundry or walking down the street - when suddenly an idea pops into your head? Possibly you get a spark of insight into a solution for a problem with which you have been grappling. Or you come up with an activity or project you would like to take on. As you assist Bridges youth develop their own Positive Personal Profile, you are likely to find yourself thinking of all kinds of ideas, such as job possibilities, things to explore, actions to take, people to meet -- and other “What-ifs.” Rather than waiting to brainstorm these ideas at a later time, we would encourage you to record all thoughts and ideas, regardless of how random or unrealistic they might seem, at the time you think of them. There will be plenty of opportunity to sift through all the ideas later (and to generate additional ones); however, these initial thoughts are often gems to be polished. Therefore, we have included “possibilities and ideas” as a component of the Positive Personal Profile.

*Fact: For every human being there are an infinite number of possibilities and ideas for living a meaningful life and meeting life's challenges - to be discovered through imagination, creativity, and determination.*

***An important note:*** For every one of these components of the positive personal profile, it is important to recognize and be sensitive to diverse cultural, familial, ethnic, and religious traditions of the individuals you are getting to know. Factors such as personality, values, temperament, dreams and goals, and interests are likely to be influenced by these diverse traditions; and characteristics, behaviors and rituals valued by one culture/society may in fact be the antithesis of those valued by other cultural sub-populations.

<b>Jobseeker:</b>	<b>Date:</b>
<b>Career Specialist:</b>	<b>Interviewee:</b>
<b>Relationship to jobseeker:</b> <input type="checkbox"/> Self <input type="checkbox"/> Family member <input type="checkbox"/> Friend/peer <input type="checkbox"/> Service provider <input type="checkbox"/> Other: _____	<b>For how long has the interviewee known the jobseeker?</b> <input type="checkbox"/> 0-3 years <input type="checkbox"/> 3-5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> more than 10 years <input type="checkbox"/> N/A (self)
<b>Has the jobseeker met with a benefits specialist?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	

### Interests and Preferences

<i>What are some activities the individual enjoys?</i>	
<i>What are preferred leisure time activities? (sports, hobbies, etc.)</i>	
<i>In what environmental conditions does he/she thrive? (indoors/outdoors, noisy/quiet, many people/few people, slow/quick pace, time of day, etc.)</i>	
<i>What are some of his/her talents?</i>	
<i>How does he/she best learn a new task?</i>	
<i>Other comments (interests/preferences)</i>	

### Life and Work Experiences

<i>Please describe any paid or unpaid work experiences (including volunteer activities) – focus on the tasks completed rather than the place.</i>	
<i>What types of household chores are completed regularly (both assigned and voluntary)</i>	
<i>In what community activities does he/she participate?</i>	

<i>Other comments (life and work experiences)</i>	
<b>Skills and Knowledge</b>	
<i>Has the individual been involved in any specific vocational training?</i>	
<i>Can you describe his/her academic skills (reading, math, time, money)?</i>	
<i>Other comments (skills and knowledge)</i>	
<b>Dislikes, etc.</b>	
<i>Are there particular activities he/she is "known" to dislike?</i>	
<i>Are there particular situations you recommend we avoid when searching for job opportunities?</i>	
<i>Other comments (dislikes, etc.)</i>	
<b>Accommodation and Support Needs</b>	
<i>What services are currently provided?</i>	
<i>What accommodations should be in place for the job seeker to meet with success (i.e, physical accessibility, technological, personal care, etc.)</i>	
<i>What supports might need to be maintained?</i>	
<i>Other comments (accommodation and support needs)</i>	

<b>Transportation Resources</b>	
<i>How does the individual currently get around in the community?</i>	
<i>What transportation resources will be necessary in order for the jobseeker to maintain a job?</i>	
<i>Other comments (transportation)</i>	
<b>Other General Observations</b>	
<i>How would you describe his/her temperament?</i>	
<i>What characteristics do you most admire in the jobseeker?</i>	
<i>Please explain a "dream" job for the jobseeker.</i>	
<i>Can you describe any "habits," routines or idiosyncrasies the individual demonstrates?</i>	
<i>Is there any additional information you would like to share regarding this jobseeker?</i>	
<b>NOTES</b>	



# DISCOVERY OPTIONS

## What are ways to collect information about someone who needs a job?

Check off the different ways in which you chose to gain information about a jobseeker, and then describe the process you went through after each option.

*One-on-one interview with the jobseeker.* This process works best with people who are verbal, enjoy talking about themselves, and can clearly express thoughts. This process can also be used with someone who is nonverbal if picture cues or effective communication devices are available. Having a key stakeholder who understands the subtleties of his or her nonverbal cues and reactions may be helpful to have participate.

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*Observe in a group or classroom.* This process is helpful to see how someone interacts with other people and authority figures, how she or he follows directions, focuses on tasks, deals with frustration and confusion, and contributes to the class or group as a whole. In terms of employment, this gives you insight into learning styles, social behavior, and information gathering which will tell you what types of work environments might be most suitable, how he or she could learn a new task on the job, and how he or she might interact with a supervisor.

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*File review.* This method of gaining information allows you to see a person's history, understand medical needs, review behavior plans, see general testing scores, etc. This information alone is good background, but not all that useful in selling someone to an employer!

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*Observe on a job or doing job tasks.* If a person has some sort of job experience – whether in-school, within an agency, or community volunteer work – it is important to observe how he or she functions, i.e. how tasks were learned and are completed, what happens during down-time, speed, accuracy, etc. It is also very important to observe how he or she fits into the environment to see if that work culture matches personality.

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*Interview professionals (aides, case managers, teachers, etc.)* Those people who spend much time with a person have helpful information about consistency of behaviors, triggers of positive and negative behaviors, personality traits and quirks, and a general history. If you are just meeting a jobseeker or have not known him or her for very long, the behaviors may be different for you; it is important to know what occurs over time.

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*Interview family and friends.* For the same reason you interview professionals, family and friends have even that much more information. Keep in mind during interviews of key stakeholders that you are recording PERSPECTIVES of facts and to always balance this information with your own actual observations and experiences.

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*Observe at home.* People act differently in different environments. Get an idea of behavior trends at home, and it gives you insight into family dynamics that will be helpful later as you are working through job interviews and work schedules.

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*Standardized tests.* This type of assessment can gain useful information, especially about career interests. Keep in mind that not everyone is actually successful with standardized test taking, and make sure you are aware of all the supports that need to be provided for someone – such as having questions and answers read or even rephrased for someone, using pictures instead of words, and separating the test out into sections over time.

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*Observe in the community.* Again, people act differently in different environments – we all do! We act differently on a Saturday night out with friends than we do at work on Monday morning. Because the jobseeker will be finding a job out in the community, it is important to observe behaviors and skills that occur outside of school /agency and home. It is amazing what you will see people do out in the world that they wouldn't even attempt – whether it is because they don't need to or are not encouraged to – in the protected world of school, special education, and adult service agencies.)

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*Work simulations.* Although it is often difficult for people with Intellectual Disabilities to transfer skills they learn in one environment to another, it is still helpful to get a basic skill baseline, even if in a simulated setting. If you are at least aware of what someone is capable of in one environment, you have a better chance of creating a different way for him or her to do a similar task on a real job.

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*Other.* You may find other creative and interesting ways to gather information about a jobseeker not listed here already. Please describe what you've tried and how it worked here.

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Client:

Staff:

Date:


 <b>Life Skills Assessment</b>	Level of Independence				
	1	2	3	4	5
	Never	Rarely	Sometimes	Usually	Always
Home, Health and Safety	Total assistance & instruction	Direct prompting & instruction	Minimal prompts, little instruction	Spot check, occasional reminders	Independently
Does household chores (cleaning, dishes, laundry)					
Able to buy own groceries					
Can prepare a meal safely					
Cleans home (i.e. vacuum, dishes, laundry)					
Makes healthy food choices					
Exercises regularly					
Maintains good hygiene (toileting, showering, cleanliness)					
Appears clean and appropriate in public					
Prepares for the day effectively					
Has a functional sense of time (uses a calendar/clock)					
Aware of weekly schedule					
Can communicate name, phone number & address					
Understands fire safety					
Community					
Is punctual					
Maintains consistent attendance					
Crosses the street safely					
Aware of safety in public and with strangers					
Travels using public transportation					
Problem solves effectively if lost					
Carries ID card, Clipper Card and emergency info					
Carries and uses cell phone appropriately					
Can complete a transaction at a store (use dollar up)					
Responsibly monitors spending/budget money					
Social/Recreational					
Interpersonal skills (greeted others, eye contact, etc.)					
Has hobbies & interests					
Engages in appropriate conversations					
Exhibits age appropriate behavior					
Knows and adheres to pleasant manners					
Has a positive attitude; friendly, likeable disposition					
Has friends and cares about/shows interest in others					
Makes plans outside of program					
Behavior					
Accepts feedback and instruction					
Communicates wants and needs					
Asks for help when needed					
Controls temper / manages frustration					
Flexible when unexpected changes occur					
<b>Average Level of Independence</b>	<b>0.0</b>				



Client:

Staff:

Date:

 <b>Annual Review of Skills and Level of Self-Reliance</b>	Level of Independence				
	1	2	3	4	5
	Total assistance & support (Never)	Direct prompting & instruction (Rarely)	Minimal prompts, little instruction (Sometimes)	Spot check, occassional reminders (Often)	Independently (Always)
<b>Home, Health and Safety</b>					
Helps with household chores (cleaning, dishes, laundry)					
Makes choices about what he/she likes to eat					
Can prepare a snack or simple meal safely					
Can manage toileting/personal hygiene needs (wipes chin, brushes hair/teeth)					
Able to eat/drink independently					
Good stamina, range of motion- Exercises regularly					
Maintains good hygiene (wash hands, brush hair/teeth, showering)					
Appears clean and appropriate in public					
Prepares for the day effectively, aware of weekly schedule					
Has a functional sense of time (days of the week, uses a calendar/clock)					
Chooses appropriate clothing for day/weather					
Gets dressed, (puts on coat, uses buttons, zippers)					
Can use appliances/machines (TV, Playstation, blender, toaster)					
Can communicate name, phone number & address					
Knows fire and household safety					
<b>Community</b>					
Can navigate to familiar places					
Attends to tasks for 30 minutes					
Crosses streets safely					
Aware of safety issues in community (i.e. cars, strangers, theft)					
Able to drive chair or walk on sidewalks and uneven terrain safely					
Engages in age appropriate activities (interests/hobbies identified)					
Carries ID card, cell phone and emergency info, manages belonging					
Can walk/drive a quarter mile without tiring					
Can count and use numbers					
Can read or use site words, symbols					
Understands concept of money					
Will seek help (communicate need) from others					
Complete a money transaction/ understand concept of money					
<b>Social/Communication</b>					
Able to greet others (smiles, waves, hand shake, fist bump, hello)					
Able to express needs in an appropriate manner					
Able to make choices between objects, activities, people					
Able to have a conversation with friends					
Demonstrates good manners: please, thank you, is patient, does not interrupt, respects others					
Has a positive attitude					
Has friends and cares about/shows interest in others					
Understands the concepts of "helping" and work					
<b>Behavior</b>					
Accepts feedback and instruction, changes behavior					
Is courteous and smiles when engaging with others					
Adapts behavior to setting (ie public, casual, professional, social)					
Is flexible and transitions from one activity to the next easily					
Controls temper / manages frustration					
Is able to deal with unexpected changes					
<b>Average Level of Self -Reliance</b>	0.0				



**Headwaters, Inc.**

**Community Coach  
Manual**

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## Table of Contents

Community-Based Day Services Marketing Sheet.....	Pg. 1
Community Based Day Services Overview.....	Pg. 2
General Information for Staff.....	Pg. 3
General Incident Plans.....	Pg. 4
Seizure Incident Plans.....	Pg. 5
How to Use VNS Magnet.....	Pg. 6
Bathroom Incident Plans.....	Pg. 7
Plastic Bin Supply List.....	Pg. 8
Tips for Documentation.....	Pg. 9
Steps for Planning an Activity.....	Pg. 10
Ideas for Meaningful Community Involvement.....	Pg. 11- 13
Discovery.....	Pg. 14
Five Valued Experiences.....	Pg. 15
Tablet Usage Policies.....	Pg. 16
Basic Daily Living Skills Ideas.....	Pg. 17
Advanced Daily Living Skills Ideas.....	Pg. 18
Examples of People First Language.....	Pg. 19
You and I by Elaine Popovich.....	Pg. 20
Community Mapping Web Tool.....	Pg. 21
Glossary of Common Terms.....	Pg. 22- 26



# COMMUNITY-BASED DAY SERVICES

## OVERVIEW

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Headwaters, Inc. Community-Based Day Services supports people in a wide range of meaningful opportunities to address individual needs, goals, and interests.

## PURPOSE

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Community-Based Day Services are designed to maximize a person's ability to manage everyday life activities in their community. Through this program individuals grow to become more active members of their communities, and gain

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*Our Mission: We believe all people deserve the right to achieve their fullest potential. Therefore, we exist for the purpose of providing individualized services that are designed to maximize each person's daily living and employment skills.*

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## Skill and Independence Building

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- Personal Hygiene and Health Skills
- Safety Skills and Travel Training
- Daily and Independent Living Skills
- Interpersonal Skills
- Skill Assessments

## Career Exploration and Readiness

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- Job Interest Assessments
- Internships
- Information Interviews
- Job Shadows
- Job Tours
- Resume Writing
- Interview Preparation
- Employment Skill Building

## Community Connecting

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Headwaters, Inc. strives to help the people we support to become as connected to their community as possible. We also want the people we support to be valued members of their community. To achieve this goal, we assist people in finding;

- Volunteer Opportunities
- Social Clubs and Groups
- Relationships with Others That Have Similar Interests

# Headwaters, Inc. Community-Based Day Services Overview

## What is the Purpose of Community Day Services?

- Help people learn new skills
- Build community membership and help facilitate interactions and friendships
- Enhance independence and self-reliance
- Expand personal choice
- Develop social connections
- Encourage the idea of employment and earning money

## What is The Role of the Support Staff?

- Use Exploration and Discovery Methods too:
  - Identify skills and interests
  - Encourage the idea of work
  - Encourage participation in the community (volunteering, clubs, ect...)
- Support Participants in learning new skills (hard and soft)
- Help Participants build confidence, independence, and a sense of community
  - Connect to friends and neighbors
  - Develop professional networks
- Help make each Participants life meaningful to them

## What Does Meaningful Mean?

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

-Dictionary.com

## What Makes Life Meaningful?

- Employment (money and self-worth)
- Engagement in community and with friends
- A happy home, a sanctuary
- Health
- Choices/Options
- Freedom and independence
- Playing a valued role (neighbor, volunteer, leader, etc...)

## General Information for Staff

- When we visit businesses or restaurants we need to be purchasing items or we shouldn't be there.
- Make sure that you are not falling into the trap of “supported loitering” – (going to places just to look around.)
- Make sure that people are acting appropriately in public, and when a teaching moment appears, always make sure that you are respectful and do not embarrass the person.
- Always remember that everything we do should be perceived by others as natural.
- When out with participants, you should be engaging with them and helping them connect to other community members. **You should not be on your cellphone unless it is work related.**
- The people we support are adults and should be treated like so. Therefore, we should be doing age appropriate activities, and be having adult interactions. (Toys, children's activities, and playground equipment are not adult, and should be avoided.)
- Some of the people we support bring stuffed animals and toys to Headwaters. If these are brought in, they should be left at the building or left in vehicle. (Nobody should be walking around with or using a child's toy while in the community.)

# General Incident Plans

## Behaviors

- If someone is exhibiting a behavior that may be seen as disruptive to other members of the community, refer to the strategies in their Customized Support Plan.
- If behavior continues or is appearing to be dangerous call Headwaters: **(XXX) XXX-XXXX** immediately and ask to page your Supervisors; if neither are available, ask for a Case Manager.
- If possible, take everyone back to Headwaters.

## Illness

- If someone becomes ill while out in the community, call Headwaters: **(XXX) XXX-XXXX** and see if someone can pick the person up.
- If no one is available to pick-up, take everyone back to Headwaters.
- Make sure that there is no mess left in the community: (vomit, BM, etc...) (This means clean up the mess if possible or alert the employees of the mess.)

## Injury

- If someone gets hurt in the community, figure out if injury is urgent or manageable.
- Manageable injuries include:
  - Small cuts or scrapes with little to no blood (something that can be treated with a Band-Aid)
  - An injury that would only cause a small bruise
  - An injury that could wait to be treated until the group gets back to Headwaters
- If injury is manageable, participant may choose to stay out or go back to Headwaters.
- If participant chooses to go back to Headwaters, call for a pick-up or drop participant off depending on location and activity.
- If injury is urgent call Headwaters: **(XXX) XXX-XXXX** and ask to page your Supervisors; if neither are available, ask for a Case Manager.
- **If injury is very serious or life-threatening, immediately call 911 and then alert Headwaters: (XXX) XXX-XXXX as soon as possible.**



## Seizure Incident Plans

**Always remember to keep a person having a seizure as safe as possible, you can do this by moving obstacles away from the person having a seizure, and by protecting their heads. Never try to hold someone down or put anything in their mouths. Some of the people we support have instructions to call 911 if they have a seizure (Listed Below), others usually do not need medical support for a seizure. If you feel that there is a reason to call 911 for a seizure (life threatening injury, not breathing or very abnormal breathing, etc..), please do so. If anyone is injured during a seizure, alert Headwaters (XXX)XXX-XXXX immediately. Instructions for participants with seizure histories are listed below. For any questions on VNS Magnet usage, refer to the instructions in this manual or ask a supervisor. When going out the community with someone who has a VNS, please remember to bring a magnet with you.**

Participant 1- Frequent Seizures, has VNS Magnet and PRN medication. If Participant is having a lasting seizure, use VNS Magnet. If the Magnet does not help or seizure is lasting more than 5 minutes, call Headwaters and notify Supervisors or Case Manager. If Participant is having cluster seizures, use VNS Magnet. If VNS does not work and clusters are lasting more than 20 minutes give Participant PRN. Notify Headwaters if she is having long lasting cluster seizures.

Participant 2- Frequent seizures, has VNS Magnet and PRN medication. Use VNS magnet for any lasting seizure. Use PRN medication for any cluster seizures.

Participant 3- Use VNS Magnet for any lasting seizure.

Participant 4- Use PRN medication for any lasting cluster seizures.

Participant 5- Notify Supervisors or Case Manager of any seizure. **If seizure is lasting longer than five minutes call 911.**

Participant 6- Frequent seizures, please be aware that Participant can unknowingly grab onto you while she is having a seizure. She is very strong and could accidently injury you or herself during a seizure. So please use caution when tending to her and try to stay out of arms reach.

Participant 7- Notify Supervisors or Case Manager of any seizure. **If seizure is lasting longer than five minutes call 911.**

Participant 8- **Call 911 Immediately for any seizure.**

Participant 9- History of seizures.

Participant 10- History of seizures.

Participant 11- History of seizures.

Participant 12- History of seizures.



When you feel a seizure is about to start or during a seizure, you or a caregiver can place the magnet over the chest area where the generator is implanted.



Swipe the magnet over the generator **for less than 3 seconds**.

## How to use the Patient Magnet

Patients, family members, caregivers, teachers, and school nurses can use the magnet to initiate an extra dose of stimulation when a seizure happens.

Two magnets are provided along with a wristband and a belt clip. When worn with the wristband, the magnet should be on the inside of your wrist.

The magnet can be used more than once during a seizure. Using the magnet more than once will not harm the patient or the generator.

When you want to control side effects by temporarily stopping stimulation, hold or tape the magnet over the generator. When the magnet is removed, stimulation will restart.

If patients experience troublesome or painful side effects from VNS Therapy for an extended period of time, they should contact their physician.



# Bathroom Incident Plans

## **Bathrooms That Are Easy for Personal Cares:**

- Hodag Park (Summer Only)
- Pioneer Park (Summer Only)
- Buck Lake Park (Summer Only)
- Rhinelander Public Library (Downstairs)
- Nicolet College (Welcome Center and Café)
- Trigs Mall

## **Bathrooms to Avoid for Personal Cares (If Possible)**

- Small businesses
- Stores where you are not purchasing items
- Very busy bathrooms
- Restaurants

## **What to do if Someone is Incontinent:**

- See if you have enough supplies to handle situation
- If you do not have enough supplies, take your group back to Headwaters.

**Always remember to leave the bathrooms in clean condition, and if the bathroom needs more attention than you can provide, make sure to alert staff.**

**Always remember to be as discrete as possible when providing any personal cares, and make sure to use the bathroom closed sign anytime you are providing personal cares in public.**

## Plastic Bin Supply List

- Personal Wipes (1 package at least half full)
- Trash Bags (3)
- First Aid Kit (fully stocked)
- Gloves (1 package at least half full)
- Disposable Clothing Protectors (3)
- Extra Briefs (1 small, medium, and large)
- Pair of Large Sweatpants
- Cleaning Wipes (1 package at least half full)
- Disinfectant Spray (1 bottle at least half full)
- Feminine Pads (3)
- Hand Sanitizer (1 bottle at least half full)
- Chuck Pads (3)
- Bathroom Closed Sign
- Medications (Keep meds with you at all times)
- VNS Magnet (When applicable, don't let magnet touch your phone, computer, or tablet)
- Personal Briefs (Depending on persons in group)
- Personal Clothes (Depending on persons in group)

### Bin Stocking Procedure:

- When there is tape on both handles of the bin it means the bin is fully stocked
- If you need to use something out of the bin, break the tape on handles
- **Do not replace tape on the handles if the bin is not stocked**
- If possible replace the item you took out of the bin when you get back to Headwaters
- Whenever you fully stock the bin, replace the tape on each handle
- Only take bins with tape on them for use in the community

## Tips for Documentation

- Make sure you have the correct form for the Participant
- Fill in all lines/blanks/boxes thoroughly
- If you make a mistake, start a new sheet; messy sheets look unprofessional
- Make sure that you are expressing the Participants activities properly. Instead of saying “Person went shopping” use more descriptive words; “Person worked on budgeting, money, and meal planning skills by shopping for groceries at the store.”
- Keep comments positive and professional
- If you have concerns about something a co-worker or yourself wrote, always ask a supervisor or case-manager to review it
- Use as much detail as possible
- Always have a supervisor review your writing if you need to document a behavior
- When describing a video or iPad use; make sure that you state the purpose of why the person was using an iPad or watching a video.

Do not use words like:

Played  
Toys  
Refused  
Disruptive  
Uncooperative  
Loud  
Screamed  
Colored  
Can't  
Won't  
Unable  
Never  
Always

## Steps for Planning Activity

- Check calendar to see if there are any activities already planned on the dates you want to plan your activity, and make sure they don't conflict with your plans.
- Once you have picked a date you can begin to set-up your activity.
- If there is a cost to your activity or a wavier that needs to be signed, always check with a Supervisor before you set anything up.
- Make sure you get approval before planning something that is over an hour away.
- If your activity is free, continue with making plans and setting-up your activity.
- Once you have your activity set-up, make sure you fill out an Activity Information and Plan Form.
- **Also make sure to write your activity on the calendar and put a copy of your Activity Information and Plan Form in the binder.**
- Once you have done these steps, you should fill out your activity invites and make sure to hand them out a week before your activity. (If there is no cost to your activity and no special instructions, you do not need to handout invites.)

\*Any staff receiving money from Participants needs to fill out the sheet on the clipboard by the lock box, and needs to make sure the money put in the lockbox is in an envelope with **PARTICIPANTS NAME and the ACTIVITY NAME.**

## Ideas for Meaningful Community Involvement

- Take community recreation classes
- Communication Development
- Activities that encourage and support honesty
- Develop and pursue a hobby
- Seek out library activities
- Activities that enable compassion
- Give or take music lessons
- Explore religious affiliation activities
- Activities that include respect
- Become a member and participate in informal clubs and organizations in your community
- Develop skills to find out what is happening in your local community
- Activities that support courage to try new things
- Plan and go to movies with friends
- Shop for food, clothing, presents, etc.
- Activities that promote responsibility
- Join exercise clubs/activities
- Make social connections with people i.e., person who cuts your hair, person who bags your groceries, librarian, etc.
- Participate in community service projects
- Participate in sports activities/leagues e.g., bowling, golf, Frisbee, softball, tennis, running, biking etc.
- Discover interests and passions Learn about candidates and the voting process
- Develop vacation plans to travel locally, regionally/abroad etc.
- Connect to people without disabilities in communities
- Learn how to get from one place to another in your community
- Create or join and participate in a coffee clutch
- Map organizations, associations and resources that may interest a person

- Create or join a book club, supper club, regularly listen to music together with a group, etc.
- Join associations. (The average person belongs to five associations.)
- Take classes in areas of interest i.e., art, crafts, martial arts, cooking etc. Develop Dimensions of Human Flourishing (John O'Brian)
  - Belonging
  - being respected
  - contributing
  - sharing ordinary places
  - choice
- Join and participate in formal organizations, e.g., Elks, Jaycee's, Jaycett's, Sierra Club, etc.,
- Interpersonal and social skills training (e.g., making good impressions, listening, personal care, interacting with coworkers, identifying skills, self-esteem building)
- Volunteering (un-paid work for non-profit agencies)
- Peer mentoring/ discussions with peers who are working in the community
- In small groups - talking with employers about work, job shadows, and Informational interviews with various local businesses
- Wellness awareness
- Developing effective verbal and written communication skills
- Universal workplace safety training
- Mobility training
- Wellness awareness
- Developing effective verbal and written communication skills
- Money Management e.g., learn how to save money for a vacation, write a check, transfer money from one account to another etc.
- Communication Skill Development
- Learn how to make a gift for someone
- Home Care Maintenance e.g., learn how to change the batteries on the smoke detector, wash the windows, plant flowers in the spring etc.
- Learn how to manage anger and impulses
- Learn what about how to become a volunteer in an organization that you are interested in or are passionate about



- Food Preparation e.g., learn how to prepare a meal for company, prepare foods you like, learn about nutritional components of foods etc.
- Learn to identify feelings and talk about them in appropriate ways
- Learn how to do “random acts of kindness” for people
- Mobility Training e.g., learn to take a bus, order a cab, ask a neighbor for a ride
- Develop friendship skills
- Serve your community by participating in charitable work
- Self-Care Skills e.g., learn how to wash and style your hair, to bath thoroughly, to put on makeup etc.
- Learn how to act and react in public
- Learn how to respect yourself and others
- Skills to access and use community resources e.g., learn how to use a cell phone or a computer to know where things are located, learn about rules of the activities you want to participate in, to call a friend to go with you on an activity etc.
- Learn how to media messages and be able to monitor media for yourself.
- Learn how to be polite and have manners in public
- Learn how to be social with your sexual preference
- Learn how to make a plan and carry it out.
- Learn how to make healthy choices
- Learn how to solve problems
- Learn how to vote
- Learn how to participate in your local community in activities of your choosing.

# Discovery

**Discovery** is the foundation of everything we do in Community Integration Services. Discovery is a process we use to help us get to know our participants and learn their interests through methods like motivational interviewing.

**Motivational Interviewing:** attempts to move an individual away from a state of indecision or uncertainty and towards finding *motivation* to making positive decisions and accomplishing established goals.

The reason we use motivational interviewing is because this method focuses on **listening**. Listening is a key part of discovery, and when you are trying to get information about someone they should be doing more of the talking than you.

Some of the participants may not be open to or understand a question like: “What are your hobbies?” Instead you could start off with a question like “What is your favorite sport?” Their answer should give you a direction to go with your other questions. Such as, if the person answers “Football”. You can then ask, “Do you play football or watch football?” “What is your favorite team?” “Do you watch or play any other sports?” and so on. It will be helpful to get the person talking about something they like right away because they will usually be more open to other questions and give you more thoughtful answers.

Always be writing down the answers that the participant is telling you, because this may be the only time this participant may share this information with you.

The information that we get from discovery is very important to us. We use the information to help participants get involved in activities and become members of groups that are important and **meaningful** to them.

An example of this would be: Through discovery we found out that a participant’s father served in the Army. The person’s father passed away, but supporting the troops and patriotism are still very important to this person. How would you use the information from discovery to help this participant become involved in the community in a way that is important and meaningful to them?

Most towns have a VFW or some type of veteran’s association; so, you could start with exploring volunteer opportunities with those associations. Are any of your co-worker’s veterans? These would be the first people you should ask about ways to get involved in the veterans’ community. After a little bit of questioning and research, opportunities should start to appear.

## Five Valued Experiences

Ask any group of people what makes life worth living and what makes for a good life and they tend to say the same things.

John O'Brien outlined the 'five service accomplishments' or the 'five dimensions of inclusion'. These attempt to capture what makes a good life under five headings:

**Contributing-** We all have gifts and capacities. But as John McKnight says "gifts aren't gifts until they are given." Giving our gifts, and using our capacities, are important parts of living a full life. Being someone we all want to be noticed, to be valued by others. We want people to notice if we're missing, to want to know our opinions, to see us as equals. We want people to care what we think of them.

**Belonging-** We all want to belong. To have friends, to be loved, to have people want to have us around. Belonging is about who we want to be around, and who wants us around. It isn't what happens when we learn to cope with having been put with others (because they are seen to be like us). And belonging is about personal, not professional relationships.

**Sharing Ordinary Places-** None of us like to be put away, kept apart from the real world. It is in ordinary places that belonging and contributing matter to us. We want to be free, not locked away, or put aside.

**Being Someone-** We all want to be noticed, to be valued by others. We want people to notice if we're missing, to want to know our opinions, to see us as equals. We want people to care what we think of them.

**Choice and Control-** We all want to be allowed to strive for our own unique identity and future. We want to have as much power over our destiny as other people, not to have others taking decisions for us – and when we need help we want to be in control of what happens not to be carried along in the current. Our individuality, our personhood, is not made up of just big things but also of our many tiny and seemingly insignificant decisions and preferences.

Of course, these 5 dimensions of inclusion are all tightly interrelated. We get to be 'someone' because we're giving our gifts or bringing something individual to an ordinary place. By doing this we get to belong there, or we meet people who become friends or more. It's our individual dreams or ambitions that drive us to want to be known, or to belong somewhere. And our dreams and interests are influenced by our gifts and capacities.

## Tablet Usage Policies

- No using the tablets for personal use (Facebook, personal emails, etc..)
- Always check with a supervisor before downloading any apps or content.
- Taking pictures with the tablet is encouraged, but please delete any photos that didn't turn out or are duplicates.
- Participant use of the staff tablets is discouraged, but if the need does arise, always make sure the participant is supervised while using the tablet.
- Always remember to return the tablets to the charging station, and make sure they are plugged in.
- **Do Not Bring the Tablets Home**

## Basic Daily Skills Ideas

- Hygiene Skills
  - Deodorant
  - Brushing Teeth
  - Toilet Skills
  - Bathing
- Safety Skills
  - Identifying Danger
  - What Items Are Dangerous
- Daily Living Skills
  - Sweeping, Mopping, and Vacuuming
  - Laundry
  - Dishes
  - Other General Cleaning Skills
- Soft Skills
  - Communication
  - Attitude
  - Relationships
- Sensory Development
  - Helping Participants Explore Their Sensory Needs
  - Intensive Interaction (assisting participants in interacting with the people around them and encouraging appropriate interactions)
- Discovery
  - Hobbies
  - Interests
  - Likes and Dislikes
- Non-Verbal Communication
  - Find Ways for People Who are Non-Verbal to Communicate
  - Using Assistive Technology
- Independence Building
  - Help to Become More Independent with Cares (Eating, Bathroom Skills, Etc...)

## Advanced Daily Living Skills Ideas

- Hygiene Skills
  - Deodorant
  - Brushing Teeth
  - Toilet Skills
  - Bathing
- Safety Skills
  - What to Do If There Is an Emergency
  - Types of Emergencies
  - How to Get Help
  - Interacting with People You Don't Know
  - What to Do If You Feel Unsafe
- Daily Living Skills
  - Sweeping, Mopping, and Vacuuming
  - Laundry
  - Cooking
  - Bed Making
  - Kitchen Safety
  - Other General Cleaning Skills
- Soft Skills
  - Communication
  - Attitude
  - Teamwork
  - Relationships
- Discovery
  - Hobbies
  - Interests
  - Likes and Dislikes
  - Jobs of Interest
  - Activities of Interest
- Accommodations
  - What Are Accommodations
  - Assistive Technology

# EXAMPLES OF PEOPLE FIRST LANGUAGE

BY KATHIE SNOW; VISIT [WWW.DISABILITYISNATURAL.COM](http://WWW.DISABILITYISNATURAL.COM) TO SEE THE COMPLETE ARTICLE

Remember: a disability descriptor is simply a medical diagnosis;  
People First Language respectfully puts the person before the disability;  
and a person with a disability is more *like* people without disabilities than different!

SAY:	INSTEAD OF:
People with disabilities.	The handicapped or disabled.
He has a cognitive disability/diagnosis.	He's mentally retarded.
She has autism (or a diagnosis of...).	She's autistic.
He has Down syndrome (or a diagnosis of...).	He's Down's; a mongoloid.
She has a learning disability (diagnosis).	She's learning disabled.
He has a physical disability (diagnosis).	He's a quadriplegic/is crippled.
She's of short stature/she's a little person.	She's a dwarf/midget.
He has a mental health condition/diagnosis.	He's emotionally disturbed/mentally ill.
She uses a wheelchair/mobility chair.	She's confined to/is wheelchair bound.
He receives special ed services.	He's in special ed.
She has a developmental delay.	She's developmentally delayed.
Children without disabilities.	Normal or healthy kids.
Communicates with her eyes/device/etc.	Is non-verbal.
Customer	Client, consumer, recipient, etc.
Congenital disability	Birth defect
Brain injury	Brain damaged
Accessible parking, hotel room, etc.	Handicapped parking, hotel room, etc.
She needs... or she uses...	She has problems with...has special needs.

***Keep thinking—there are many other descriptors we need to change!***

Excerpted from Kathie's People First Language article, available at [www.disabilityisnatural.com](http://www.disabilityisnatural.com).

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## You and I

### By Elaine Popovich

I am a resident. You reside.

I am admitted. You move in.

I am aggressive. You are assertive.

I have behavior problems. You are rude.

I am noncompliant. You don't like being told what to do.

When I ask you out for dinner, it is an outing. When you ask someone out, it is a date.

I made mistakes during my check-writing program. Some day I might get a bank account. You forgot to record some withdrawals from your account. The bank called to remind you.

I wanted to talk with the nice-looking person behind us at the grocery store. I was told that it is inappropriate to talk to strangers. You met your spouse in the produce department. Neither of you could find the bean sprouts.

I celebrated my birthday yesterday with five other residents and two staff members. I hope my family sends a card. Your family threw you a surprise party. Your brother couldn't make it from out of state. It sounded wonderful!

My case manager sends a report every month to my guardian. It says everything I did wrong and some things I did right. You are still mad at your sister for calling your Mom after you got that speeding ticket.

I am learning household skills. You hate housework.

I am learning leisure skills. Your shirt says you are a "Couch Potato."

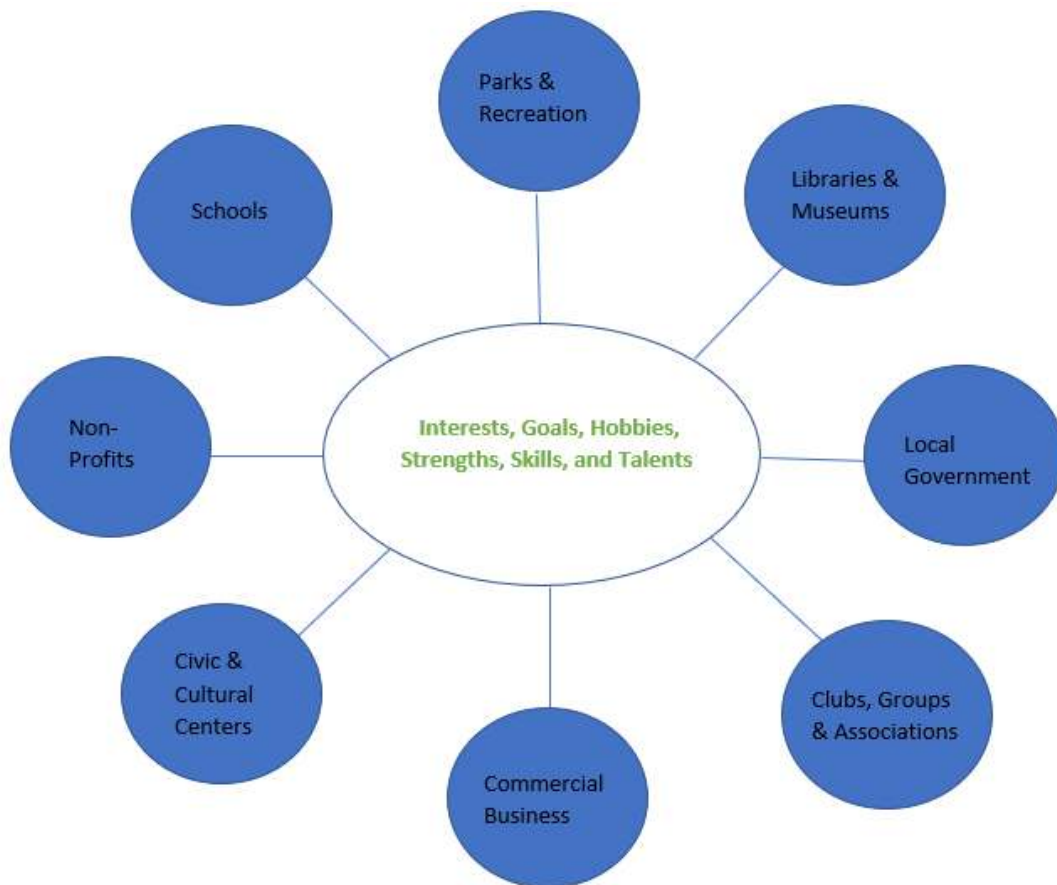
After I do my budget program tonight, I might get to go to McDonald's if I have enough money. You were glad that the new French restaurant took your charge card.

My case manager, psychologist, R. N., occupational and physical therapist, nutritionist and house staff set goals for me for the next year. You haven't decided what you want out of life.

Someday I will be discharged . . . maybe. You will move onward and upward.



# Community Mapping Web Tool



## Glossary of Common Terms

<b>Terms</b>	<b>Definitions</b>
100% healed policies	100% healed policies are when an employer requires an employee with a disability to have no medical restrictions when they return to work.
Ableism	Discrimination in favor of able-bodied people; discrimination or prejudice against people with disabilities.
Affirmative Action	An action or policy favoring those who tend to suffer from discrimination, especially in relation to employment or education.
Benefits Counseling and Benefits Analysis	Benefits Counseling and Benefits Analysis: Services provided to assist an individual in understanding the options and possibilities in order to make an informed choice about going to work. These services result in a report that reviews a person's assets and income to make an informed choice about employment.
Career Seeker Portfolio	A job-hunting tool that developed to provide employers a complete picture of the job seekers experience, education, accomplishments, skill sets, and potential.
Competitive Job	A competitive job is one that exists within a community-based business or organization, is obtained via a competitive application process, and pays minimum wage or better.
Custodialism	Custodialism is the belief that people with disabilities cannot fully self-govern, and must have a non-disabled person (or a system) to act as a guardian or protector.
Customized Employment	Customized Employment is a flexible process designed to personalize the employment relationship between a job candidate or employee and an employer in a way that meets the needs of both. It is based on identifying the strengths, conditions, and interests of a job candidate or employee through a process of discovery.
Disability Management	Disability and absence management is a specific set of human resource practices designed to help people who acquire a disability or illness, return to work or stay at work.

Discovery	Discovery is a substitute to comparison-based testing procedures that utilizes already-existing information rather than information developed through formal assessment methods. Discovery is used as a guide for customizing an employment relationship for an applicant with an employer. This process takes into account the applicant's entire life experiences rather than single instances of performance. (A larger description of discovery, and how we use it can be found in this manual on the page titled "Discovery")
Economic Development Organizations	An organization that suggests, promotes, and sometimes funds policies and strategies to improve economic conditions within a specific region.
Employment	Competitive employment is work performed in the integrated labor market in which the individual is compensated at or above minimum wage, but not less than the customary wage and benefits paid for the same or similar work performed by individuals who do not have a disability.
Employment First	<p>The philosophy that presumes employability of all people in the community regardless of disability. Components include:</p> <ul style="list-style-type: none"> <li>• Being the first and preferred outcome for working-age youth and adults with disabilities, including those with complex and significant disabilities, for whom working in the past has been limited, or has not traditionally occurred.</li> <li>• Using typical or customized employment techniques to secure membership in the workforce, where employees with disabilities are included on the payroll of a competitive business or industry or are self-employed business owners.</li> <li>• Where the assigned work tasks offer at least minimum or prevailing wages and benefits.</li> <li>• Where typical opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public.</li> </ul>
Employment Supports	A set of services that are used to introduce, prepare, monitor, and facilitate individuals with disabilities to seek and maintain employment. These may also include supports provided to or by an employer.

Employment Support Professional (ESP)	A professional who assists individuals in obtaining and maintaining integrated employment by meeting the needs of businesses in the community. There are three levels of certification to become an ESP.
Essential Functions	Essential functions are the job responsibilities the person who fills the job must be able to perform with or without reasonable accommodation. They are the reason the job exists.
Extrinsic Motivation	Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.
Federal Contractors or Subcontractors	An employer holding a federal contract of 10,000 or more has to comply with affirmative action rules for people with disabilities. This includes the mandate to request information about applicant and employee disability using a form provided by the Office of Federal Contract Compliance Programs (OFCCP).
Industry Clusters	Groups of businesses within a region that share common markets, technologies, and worker skill needs.
Integrated Work Environment	An integrated work environment is one where people with and without disabilities work side by side in the community
Intrinsic Motivation	The undertaking of an activity, such as a hobby, without external incentive. Also, personal satisfaction derived through self-initiated achievement.
Job Carving	The process of listing the key components of jobs and employment needs to develop a written proposal for an employer on how those needs can be met. A proposal typically includes language identifying job tasks for increased work efficiencies and the matching of an individual's skills with workplace needs. This process can result in either job restructuring or job creation.
Job Coach/Trainer	A professional who provides necessary supports during the initial employment period to assist the employee to perform their job tasks to the employer's specifications and then facilitates the transition to natural workplace supports while reducing his or her role.

Job Developer	Professional who matches employers to employees through pairing targeted business needs with an individual’s transferable skills.
Learned Helplessness	A mental condition in which one becomes unable to help oneself due to previous failed attempts at controlling one's life; also, a condition in which a person establishes and maintains contact with another by adopting a helpless, powerless stance.
Marginal Functions	Marginal job functions are tasks that while important, may be removed as a form of accommodation. Removing them does not fundamentally alter a position.
Mitigating Measures	Mitigating measures are things like medication that control the symptoms of a disability, assistive or medical technologies that minimize the impact of disability, or behavioral strategies that people adopt over time to address challenges associated with their disability.
Natural Supports	Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by employers for all employees. These natural supports may be both formal and informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker) and co-workers socializing with employees with disabilities at breaks or after work.
Person-Centered Planning	Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

People First Language	People First Language (PFL) represents more respectful, accurate ways of communicating. People with disabilities are not their diagnoses or disabilities; they are people, first. (For more information on ways to describe a disability while using people first language, please see the page titled "People First Language by Kathie Snow" included in this manual.)
Positive Personal Profile	A way to assess the attributes that will be relevant to a job search, job match, retention and long-term career development. It is a way of collecting information from a variety of sources, including assessments, observations, interviews, and discussions with the job seekers and with people who know them well.
Quota	"Quotas" in affirmative action refer to the mandatory minimum number people with certain diversity characteristics, that must be hired or included in an educational program.
Segregated Settings	Environments where people with disabilities primarily interact with other people with disabilities.
Self-Determination Theory	Self-determination theory is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference.
Sheltered Workshop	A place where people with disabilities do contracted work with support and supervision from a human service agency. These workers usually earn below minimum wage.
Significant Disabilities	Although there is no set definition, a person with a cognitive disability, a severe persistent mental health condition, or a severe physical disability might be considered "significantly" disabled.
Social Capital	A set of relationships and social ties, with organizations and to individuals, that can expand one's choice-making opportunities, increase one's options, and lead to a more enriched quality of life.
Systematic Instruction	Materials and instruction are organized to follow the logical order of the language. The sequence of the instruction proceeds methodically from the easiest and most basic elements to more difficult and complex material.

Task Analysis	The process of breaking down a job into smaller steps for the purpose of teaching the job tasks to an employee in achievable parts over time.
Vocational Assessment	Formal and informal processes used to explore an individual’s interests, abilities, and aptitudes in order to identify vocational assets, barriers, support needs and career potential.
Workplace Culture	Workplace culture can be defined as the “way of life” for those in a particular workplace. This has many elements including: laws, language, fashion, authorities, power relationships, conventions, conflict management processes, dispute resolution processes.