

MARYLAND DEPARTMENT OF HEALTH



Employment First Webinar

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Coordinator, Developmental Disabilities Administration**

April 20, 2018

Inclusion & Employment: *A new day for day services*

MARYLAND EFSLMP
SARA MURPHY
APRIL 20TH, 2018

Agenda

Changes in MD- new waivers,

Define *meaningful services*

Building connections and community- Inclusion not just integration

What to teach? How to use community sites and resources?

How to use *Day Services* to put people on a pathway to employment and support employment outcomes

Discuss ways to foster friendships, facilitate natural supports, encourage independence and fade supports

Integration and Employment

CMS settings rule: waiver services must be in integrated settings

MD's rewritten waivers, creating service categories that will build skills and confidence in community settings and put people on a pathway to Competitive Integrated Employment.

A New Day for “Day Services”

Integrated, community-based settings

Purposeful, goal-oriented

- Expectation is that everyone will work (direct hire, individual placements)
- Services will fade as independence and confidence increase

Individualized, person-centered

- Small ratios, 1:3- 1:4
- Heterogeneous small groups- 1/3, 1/3 & 1/3
- Hourly billing as of July 2019

Pathways to employment & Inclusion

- Community-based volunteer work sites
- Project SEARCH or other internship programs

Inclusion vs. Integration

More than just buying a cup of coffee at Starbucks

Building connections- a sense of community

Requires routine opportunities to engage with others in meaningful ways

Must “give back” and play a value role

Work, Volunteer, Help



Julio and his co-workers at
IDEO.org

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

- *Dictionary.com*

What Makes Life Meaningful?

Family & friends

Employment (money & self-worth)

Engagement in community

A happy home, a sanctuary

Health

Choices/options

Freedom &

Independence



Community Support Services

Person-centered, purposeful and goal-oriented

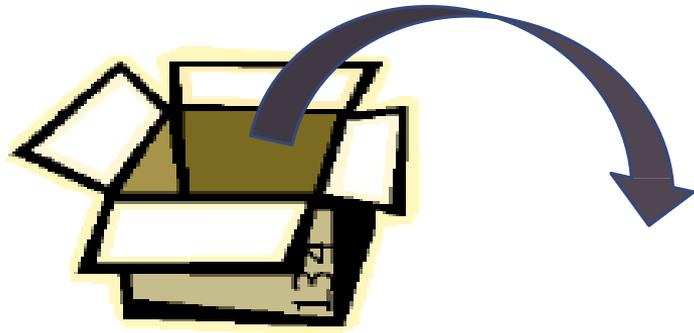
Address *Wants* and *Needs*, Dreams and 3 yr-goals- what is the plan to get there?

Focused on essential skills, both hard and soft

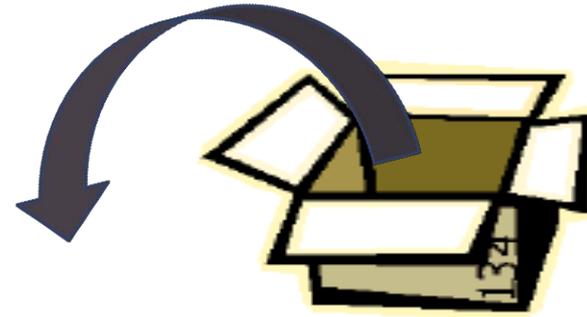
Goal should be independence or increased self-reliance- *build a village*, natural supports, fade services when appropriate

Encourage employment: exploration, discovery, skill building

People with significant disabilities don't always fit in a box- may need multiple services



Day Services



**Supported
Employment**

Flexible, Responsive Services

MD's new waivers create an array of service options

Hourly rates (*available July, 2019*) allow for braiding services

- DDA/Day Services and DORS/SE services on the same day-comprehensive, wrap around supports
- Use Community Day Services to explore employment options and build skills- and address needs beyond work
- Bring in DORS/SE services when a vocational goal is determined
- Blurs the lines- no more siloes

Priorities: 1) Maximize independence, 2) Build skills, 3) Employment

Now, Services can be *Built to Order*

NO PLANS/SCHEDULES LOOK THE SAME

Services vs. Programs

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

Flexible supports that can wrap around a job.

Service provided based on what is meaningful for that individual, not what is broken and needs to be fixed.

Activities (and groups) are not pre-determined by staff. , but instead are based on mutual interest in activity or building a necessary skill.

Purpose of Integrated *Community Support Services*

Exploration and discovery

Learn new skills

Develop social and professional networks and connections

Gain independence, self-confidence

Inclusion - engage in community in valued way

Encourage employment and support the placement process

Follow the Person

Where will he/she lead you?



Sue Austin, scuba diver & artist

Positive Personal Profile

Name: Andrew

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

Positive Personal Profile

What are their dreams and goals? what do people WANT to do?

What do people need to learn?



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

Assessment Tool for Community Skills

What do people “need” to learn?

Anna's Life



Employed at GAP 9 hrs a week. Earns \$14.52/hr. plus stock options

Learning to cook at *Project Open Hand*

Swimming & Zumba @ 24 Hour Fitness

Learning to clean at Korett House

Independently travels on bus/Metro all over town

Loves the Karaoke bars in Japantown

Church with friend on Sundays

Life Changes, Needs Change

SERVICES MUST BE FLEXIBLE AND RESPONSIVE

Braiding Services: Easily Adjusted

Shifts in employment status/schedules

- New job/changing schedules
- Job loss
- Seasonal fluctuations

Personal situations

Medical situations

Increased independence

Independence Increases, Services Decrease



Jennifer

In the last 8 years,

Work hours increased 47% (15 hrs/wk to 32 hrs)

Day services decreased 48% (16.5hrs/wk to 8 hrs/wk)

She has learned to “plan outings” w/ friends

Moved into her own apartment and has a boyfriend- and can make a mean spinach lasagna



Community-based Services

A WORLD OF OPPORTUNITY



It is about Skill Building

Not outings, activities or field trips



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

Person-driven schedules

Routine, weekly schedules

Multiple visits = opportunities to learn
(repetitive practice)

Error free learning and systematic instruction

Data collected/progress measured

Community-based Instruction



Real world experience: real people, teachable moments, real tools

HOME base: from home to sites, not the center to sites

Employment-focused: work-based learning

Individualized, weekly schedules

- Repetitive practice, systematic instruction
- Data collection

Consistent, Individualized Schedules

Karla's Weekly Schedule: June 5th – June 9th 2017

Day	Time	Activity	Staff
Monday	11:00 – 2:00	Work at Bi-Rite	
Tuesday	9:00 - 11:00	Family House	Allison
	1:00 – 3:00	Project Open Hand	Jefferson
Wednesday	9:00 – 11:00	24 Hours Fitness	Allison
	1:00 – 3:00	SF Walk	Paul
Thursday	10:00 – 2:00	Work at Bi-Rite	
Friday	9:00 – 2:00	Cooking Class	Jefferson
Saturday	11:00 – 2:00	Work at Bi-Rite	
Sunday Suggestion	2017 Haight Ashbury Street Fair – Haight Ashbury District		



Weekly Staff Schedule

Alfred

Sally

Jeff

Mary

	Alfred	Sally	Jeff	Mary
MONDAY	<p>AM Albert, Anna, Calvin, Jules, Desmond PM Calvin, Brian, Desmond, Stu 9:00 Meet Group 24 Hour Fitness 9:00-11:30 24 Hour Fitness 11:30-1:00 Travel to Westfield/ Eat Lunch/ Travel to Bernal Heights 1:00-3:00 Bernal Heights Community Center 3:00-5:00 Office Hours</p>	<p>Chuck 9:00 Meet Chuck at Church & Market 9:00-10:00 Travel to Reebok Store 10:00-1:00 Chuck at Reebok Store 1:00 Pick up Chuck at Reebok Store 1:30 Drop Chuck off at Church & Market 1:30-5:00 Office Hours</p>	<p>AM Ashton, Fanny, Brian, Mario, Mikael PM Albert & Don(reading), Ashton, DeShawn, Ramone, Mikael, Mey, Wilbur (computer) 9:00 Meet Group at Stonestown YMCA 9:00-11:30 Stonestown YMCA 11:30-1:00 Lunch and Travel to John Adams Campus 1:00-3:00 City College- Reading & Computer Class 3:00-4:00 Travel to Colma w/ Wilbur</p>	<p>AM Ramone, Jurgen, Joe, Don, Mark, Skippy, Wilbur PM Ashton, DeShawn, Ramone, Mikael, Mey, Wilbur (Computer) 8:30 Meet Wilbur at Colma 9:00 Meet Group at the Coffee Bean & Tea 9:30-12:00 American Conservatory Theater 12:00-1:00 Eat Lunch at Westfield and travel to City College 1:00-3:00 City College Computer Class 3:00-5:00 Office Hours</p>
TUESDAY	<p>AM Albert, Mario, Carol, Desmond, Wilbur PM Albert, Calvin, Jurgen, Mey 8:30 Meet Wilbur at Colma BART 9:30- 11:30 Family House (Cleaning) 12:00-1:00 Eat Lunch Westfield Mall 1:00-3:00 GreenPeace 3:00-5:00 Staff Meeting</p>	<p>PM Ashton, Fanny, Carol, Kim 9:00-11:30 Office hours 11:30-12:00 Travel to Project Open Hand 12:00-3:00 Project Open Hand 3:00-4:00 Office Hours 4:00-5:00 Staff Meeting</p>	<p>AM Calvin, Fanny, Jurgen, Joe, Don PM Don, Stu, Wilbur, Skippy, Anna 9:00 Meet Group at Starbucks on Bush & Van Ness 9:30-11:30 MDA 11:30-1:00 Westfield Mall/ Eat Lunch, Travel to SF Foodbank 1:00-3:00 SF Foodbank 3:00-4:00 Travel w/ Wilbur to Colma BART 4:00-5:00 Staff meeting</p>	<p>AM Ashton, Brian, Givi, Mikael, Kim PM DeShawn, Ramone, Brian, Mikael 9:00 Meet Group at Stonestown YMCA 9:00-11:30 Stonestown YMCA 11:30-1:00 Travel to Westfield Food Court/ Travel to Red Cross 1:00-3:30 Red Cross 4:00-5:00 Staff Meeting</p>

Skills to Teach- Hard Skills

Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)

Telling time

Money skills- financial literacy

Math and reading

Tech skills (computer, phones, internet)

Navigating from A to B

Vocational skills

Essential Soft Skills

Manners, manners, manners

Communicating (smile or a fist bump)

Conversation skills

Professional, situationally-appropriate behavior

Hygiene, personal appearance

Positive attitude

Initiative, independence

Teamwork/leadership/consensus

Following directions

Making judgments & problem solving

Teaching Soft Skills in Community Settings

Opportunities galore to teach social behaviors

- *Build bridges*- make friends wherever you go
- Grab those teachable moments

Create opportunities to interact with others

- Greeting people, asking for assistance, conversational skills

Create opportunities to work with others

- Teamwork, Peer-mentoring, Leadership roles, take direction from others

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

Teaching with T-charts

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

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

Where to Teach?

Start with “skills”– what are you trying to teach?
Where does this happen in the world?

Map your community

Develop a diverse/range of sites

Look for consistent opportunities, challenging tasks

Be strategic– not opportunistic

Follow DOL guidelines for volunteering (posted on
DDA EF website)



Community Sites & Resources

YMCA (health, hygiene, childcare, administrative tasks)

“Ronald McDonald” houses- ILS skills

Stores and restaurants (money/budgeting skills, communication, conversation skills, nutrition)

Park & Rec (landscaping, classes, swimming pools, tennis courts, basketball)

Religious & service organizations

Non-profits galore (environmental, community service, health, animals, cultural, education, art, music,..)

Transportation & safety - *getting there is a goal*

Discovery

BUILDING A PROFILE TO CREATE MEANINGFUL LIVES
AND TARGET EMPLOYMENT OPPORTUNITIES

Exposure, Verifying Interests



“I want to work with kids and babies.”

Set up Volunteer experience at Stonestown YMCA childcare- supported by community Instructor who also supported people working out.

Didn't like the crying and diaper part.

Limited exposure? Not enough information to complete a profile or make an “informed choice”? Trouble verifying skills? Big barriers to getting a dream job?

Day Services can be used to address these issues.

Strengthen Employability

WORK ETHIC, HARD AND SOFT SKILLS

Building Skills and Contributing Volunteering



Manners, Work Ethic, Initiative

Self-worth: I am the “Helper”. People rely on me.

Teach initiative: “I’m done- what’s next?”

“Can I help you with that?”

Responsibility: “Let’s get the job done.”

Teamwork: “Let’s do this together.”

Leadership skills, listening to directions from others



Punctuality, Attendance & Attitude



Not showing up for meetings or program - always late.

Used day services to assess “time management skills”

Completing tasks and taking direction from women supervisors problematic. Taught him teamwork “gotta get the job done”.

Successfully placed, now only receives SE services

Simon's Path to Success

Started in volunteer jobs learning hard & soft skills

Polished skills in professional setting (Project SEARCH KP)

Now employed as a clerk at PSA, 18 hrs a week, \$16/hr.

Day Services continue 10 hours/wk: Koret House (laundry & *cleaning*), *Let's Get Lost (problem solving)*, POH (initiation & communication)

Gym & lunch on Saturday with his friend



Building Community

CONNECTING PEOPLE TO FRIENDS, NEIGHBORS -- AND
THE WORLD

What is “*Inclusion*”?

Being accepted,
respected and valued

It is not just *physical proximity to people without disabilities*



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

Building Friendships

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

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



Building a Village

Individualized, person specific

- Based on interests, hobbies, preferences and values

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

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

Create ways for the person to engage/interact

Start conversations and step away



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

Encouraging Independence

Collect data on level of independence

hard numbers- not qualitative statements

Fade support slowly- No “dump and run”

Use technology as lifelines & communication tools

Use peer mentors, small steps

Celebrate “independence” – *Wall of Fame*

Volunteering

Let's Get Lost



Problem-solving

Navigation

Safety: Street crossing & *stranger danger*

Reaching out for assistance

Disaster training

The dignity of risk:

A ship in the harbor is safe- but that's not why ships are made.

- William Shedd

Self-advocacy and Supportive Decision Making

People don't want to be "programmed". They want to be supported

People want control over their lives

Focus on a major goal or interest – make it happen

May need to start small so people can find their voice – making little choices, "Like" or "Don't Like"

Remember: People learn to speak for themselves when others listen

Increasing Self-confidence and Self-reliance

Create opportunities for team building, leadership and problem solving

Taking control and responsibility for actions & progress

Checklists, printed schedules,
white boards, binders

Build-in *choice*, self-determination,
& self-monitoring



Challenges:

Not all Sunshine and Roses

Scheduling (a fine tuned ballet)

It's a constant flux- limited control

Transportation & other logistics

Complicates billing/accounting/tracking

Must be highly accountable to individuals and funders

Participants get demanding- all activities must be meaningful

Managing community-based teams and a three ring circus

Yes– more work. But so worth the effort!

Lessons Learned

The *goal* is not to “be in the Community”. It is to connect to it.

Our role is to build villages. Be the connector- not the connection.

We are teachers (not care takers)

Inclusion is not just being in the vicinity of others, it is being respected and valued by others



Lessons Learned (2)

Support people - but teach them to drive the bus

Skill building requires structure and repetition

Employment is the anchor of a meaningful life- services must be employment-focused

Services must be person-centered, and include work and non-work supports



Simon and his co-worker Albert at a Giants game

For More Information, Contact:



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Questions



Webinars coming up!

Next in this series:

- Webinar #2- **Friday, June 15**, 1pm-3pm ET (DSP role in Quality Community-Based Day Supports)
- Webinar #3- **Friday, July 20**, 1pm-3pm ET (DSP role in Quality Community-Based Day Supports cont).

Coming up in May:

- *Supported Decision Making*- **Friday, May 18th**, 10am-12noon (at regular time!)

Upcoming Webinars

Next in this series:

- Webinar #2 - Friday, June 15, 1p.m. – 3 p.m. EST, DSP role in Quality Community-Based Day Supports
- Webinar #3 - Friday, July 20, 1p.m. – 3 p.m. EST, DSP role in Quality Community-Based Day Supports cont.

Coming in May

- Supported Decision Making - Friday, May 18, 10 a.m. – noon, at our regular time!