COMMUNITY-BASED SERVICES

Setting goals, teaching skills and managing your team

Sara Murphy
TransCen, Inc.
May 22nd, 2018
Community-based Services

• What are the differences between teaching in a “classroom” vs. in a “community-based site”?
• How do you set goals for community based services? How do you define what’s meaningful?
• How do measure an individual’s progress and success?
• What are the biggest challenges of providing services in community-based settings?
Agenda

• Defining Meaningful services
• Determining goals (what people need to learn) and how to use community settings in effective ways
• Measuring success in community settings
• Supporting, connecting and managing your community based team
COMMUNITY SERVICES

Building meaningful lives
Meaningful (adj.): full of meaning, significance, purpose, or value; purposeful; significant: a meaningful choice
What Makes Life Meaningful?

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

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

Julio and his co-workers at IDEO.org
COMMUNITY-BASED TRAINING

Setting meaningful goals, building skills, measuring success
Purpose of Integrated Community Support Services

• Exploration and discovery
• Learn new skills
• Develop social and professional networks
• Gain independence, self-confidence
• Inclusion - engage in community in valued way
• Encourage employment and support the placement process
High Quality Support Services

• Person-centered, purposeful and goal-oriented
• Addresses *wants* and *needs*, dreams and 3 yr-goals- what is the plan to get there?
• Focused on **essential skills**, both hard and soft
• Teach and fade- goal should be independence, and/or increased self-reliance
It is about Teaching Skills
Not “Outings” or “Field Trips”

Goal-oriented: what does the individual need to learn?
Routine, weekly schedules
Multiple visits provide opportunities to learn (repetitive practice)
Error free learning and systematic instruction
Data collected/progress measured
## Consistent, Individualized Schedules

**Karla’s Weekly Schedule: June 5th – June 9th 2017**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>11:00 – 2:00</td>
<td>Work at Bi-Rite</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:00 - 11:00</td>
<td>Family House</td>
<td>Allison</td>
</tr>
<tr>
<td></td>
<td>1:00 – 3:00</td>
<td>Project Open Hand</td>
<td>Jefferson</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9:00 – 11:00</td>
<td>24 Hours Fitness</td>
<td>Allison</td>
</tr>
<tr>
<td></td>
<td>1:00 – 3:00</td>
<td>SF Walk</td>
<td>Paul</td>
</tr>
<tr>
<td>Thursday</td>
<td>10:00 – 2:00</td>
<td>Work at Bi-Rite</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>9:00 – 2:00</td>
<td>Cooking Class</td>
<td>Jefferson</td>
</tr>
<tr>
<td>Saturday</td>
<td>11:00 – 2:00</td>
<td>Work at Bi-Rite</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td>2017 Haight Ashbury Street Fair – Haight Ashbury District</td>
<td></td>
</tr>
</tbody>
</table>
## Positive Personal Profile

**Name:** Andrew

### Dreams and Goals
Get a ride and move into my own apartment. Meet a girlfriend. Learn to play the saxophone.

### Interests
Plays the piano, loves music. Listens to the radio a lot, has a garden—tries to grow the biggest pumpkin in placer county. Likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art—sculpture especially. Wants to learn a second language. Likes attending the Symphony shows.

### Talents, Skills and Knowledge
Knows a lot about music and games (especially show tunes, current pop artists and country), very strong—likes lifting weights (but does not like sweat). Taken lots of computer classes, familiar with lots of office equipment (computer, fax, copiers). Likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SF/ONZ library), likes gardening—taking horticulture classes at city college.

### Learning Styles
Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change—introduce and explain any changes—may need reminders if expected to do things differently.

### Values
Being respected by others, Being smart, Being popular, Having friends.

### Positive Personality Traits
Punctual, Honest, Cautious, Smart, detail-oriented, a man of great reserve, strong self-advocacy, Good sense of humor, likes a good joke.

### Environmental Preferences
Clean, well organized, Casual, not noisy (but not loud) - nothing too professional or pleasing. Quiet but friendly.

### Dislikes
Noisy, loud places, being interrupted, or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me.

### Work Experiences
WorkLink Internships: 1) KQED taping, making labels in DEVO, 2) SF/ONZ, shelving art books, 3) Music in schools tutoring—data entry, Sausalito. School jobs were cleaning/cleaning.

### Support System
Family (mom and dad—very supportive).

### Specific Challenges
Needs assistance when he has to be "flexible," Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.

### Solutions and Accommodations
Structural tasks, consistent routine. Conveys, conveys instruction. Direct feedback.

### Career Ideas and Possibilities to Explore:
Music School—community Music school, Blue Bear, Crownin Music school, SF conservatory
Duplication houses—Clive West, Music, Revolver Records
Piano stores—Sherman Clay, Sheet music Plus, Byron Hстоя, Music box
Stamp Grove music festival, the SF opera, the SF symphony.
What do people need to learn?
### Assessment Tool for Community Skills

What do people “need” to learn?

<table>
<thead>
<tr>
<th><strong>Home, Health and Safety</strong></th>
<th><strong>Level of Independence</strong></th>
<th><strong>Direct support &amp; instruction</strong></th>
<th><strong>Indirect prompting</strong></th>
<th><strong>Spot check, occasional reminders</strong></th>
<th><strong>Independent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does household chores (cleaning, dishes, laundry)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Able to buy own groceries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Can prepare a meal safely</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Prepares own meals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Makes healthy food choices</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Exercises regularly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Maintains good hygiene</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Controls bodily functions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Appears clean and appropriate in public</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Prepares for the day effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Can tell time or has a functional sense of time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Aware of weekly schedule</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Can say and/or write own name</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Knows fire safety</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Community</strong></th>
<th><strong>Level of Independence</strong></th>
<th><strong>Direct support &amp; instruction</strong></th>
<th><strong>Indirect prompting</strong></th>
<th><strong>Spot check, occasional reminders</strong></th>
<th><strong>Independent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is punctual</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Maintains consistent attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Crosses the street safely</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Aware of safety on public transportation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Travels independently on preset routes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Problem solves effectively if lost</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Carries ID card, Clipper Card and emergency info</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Carries and uses cell phone appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Can complete a transaction at a store</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Responsibly monitors spending</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social/Recreational</strong></th>
<th><strong>Level of Independence</strong></th>
<th><strong>Direct support &amp; instruction</strong></th>
<th><strong>Indirect prompting</strong></th>
<th><strong>Spot check, occasional reminders</strong></th>
<th><strong>Independent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills (greets others, eye contact, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Learns names of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Engages in appropriate conversations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Exhibits age appropriate behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Knows and adheres to pleasant manners</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Has a positive attitude; friendly, likeable disposition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Has friends and cares about/shows interest in others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Makes plans outside of program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Behavior</strong></th>
<th><strong>Level of Independence</strong></th>
<th><strong>Direct support &amp; instruction</strong></th>
<th><strong>Indirect prompting</strong></th>
<th><strong>Spot check, occasional reminders</strong></th>
<th><strong>Independent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts feedback and instruction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Communicates wants and needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Asks for help when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Controls temper / manages frustration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Flexible when unexpected changes occur</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Average Score**: 3.4
Building Schedules

• Scheduling is a weekly, not a one-time event.
• Air traffic controller
• Activities are based on goals & interests— not pre-set options (white board with ideas- “blow your mind board”) Groups are based on commonalities
• Match staff to activities/sites
• Start with Jobs and important goals- plug in times
• Add other activities based on skill building or balance based on domains
• Build a book of Plan “B” activities
Skills to Teach - Hard Skills

- Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)
- Telling time
- Money skills (cash, worth, paychecks, budgets)
- Math and reading
- Tech skills (computer, phones, internet)
- Navigating from A to B
- Vocational skills
“85% of employers surveyed said “soft skills”, not technical skills, are the critical factor in job success”

Stanford Research Institute
Volunteering: learn important skills and build social and professional connections
Teaching Soft Skills

• Opportunities galore in community settings to teach social behaviors
  • Grab those moments- or create those moments
  • *Build bridges*- make friends wherever you go

• 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
Not Just About “Bagging Rice”

- Manners/sharing/caring about others
- Independence/initiative
- Endurance/stamina
- Speed/productivity
- Organization & time management
- Work ethic and motivation (attitude)
- Problem-solving skills
- Responsibility
Teaching with T-charts

• 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)

<table>
<thead>
<tr>
<th><strong>TEAMWORK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looks Like:</strong></td>
</tr>
<tr>
<td>Helping someone to do something.</td>
</tr>
<tr>
<td>Carrying a heavy box with someone.</td>
</tr>
<tr>
<td>“Chipping in when I finish my work.”</td>
</tr>
<tr>
<td>We each do a part of a job—like folding and stuffing letters.</td>
</tr>
<tr>
<td><strong>Sounds Like:</strong></td>
</tr>
<tr>
<td>“Do you need help with that?”</td>
</tr>
<tr>
<td>“You do this and I’ll do that.”</td>
</tr>
<tr>
<td>“Let’s do this together.”</td>
</tr>
</tbody>
</table>
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 other
Building Friendships and Connections

• 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-centered services
  • Every hour is based on goals, interests and preferences
• Pull in existing network and personal resources-augment where needed
• Requires routine opportunities to engage with others in meaningful, productive ways
• Actively facilitate conversations and interactions
• Focus on person’s neighborhood
• Do not hover or over-help, get out of the way
Where to Teach?

• Start with “skills”—what are you trying to teach? Where does this happen in the world?
• Develop a diverse/range of sites
• Look for consistent opportunities, challenging tasks
• Be strategic—not opportunistic
• Follow DOL guidelines for volunteering
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
MEASURING SUCCESS
Setting goals and data collection
How do you measure “meaningful”?
What outcomes are important?

- A job, financial security (hours worked, $ earned)
- Independence (hours of service, accomplishment of goals, SIS score, level of assistance)
- Friends & connections (activities w/o paid staff)
- Health (exercise graphs, weight, insulin)
- A comfortable, happy home (skill checklists, satisfaction surveys)
Why Collect Data?

• To provide feedback to learner
• To demonstrate competencies to others- small progress can be hard to see
• To determine if teaching strategies are working
• To determine when it is time to fade support. Shows the employer that employee has learned the job— and a high degree of coaching is no longer needed.
• Qualitative vs. Quantitative data- which is stronger?
Collecting Data

• Collect only relevant data and what is needed
  Probe once a week vs. every minute/every day

• Keep it simple
  Spend your time teaching, not counting

• Make it visual
  Graphs and numbers vs. log notes (yeech)

• Critical goal= collect data
  Street crossing vs. greeting co-workers

• Who collects it?
  • Self-monitoring is a very effective strategy
  • Binder for each participant

• No more log notes 😊
Make it Visual

• Use graphs to show progress and expectations
Intern: Allison  
Objective: Wipes down 15 Exam rooms in Family Medicine

# of Packets Completed:
- Monday: IIII
- Tuesday: IIII  III
- Wednesday: IIII
- Thursday: IIII IIII
- Friday: IIII

Weekly total: 30

Keep it simple and relevant
# Work Out Card and Weight Chart for Gym

**Work Out Card**

- **Name:**
- **Date:**
- **Weight:**
- **Cardio**

  | Goal: 30 minutes | circle which you did: |
  | Treadmill | Bicycle | Elliptical |
  | Speed: | |

  **Number of minutes today:**

**Weight Machines**

<table>
<thead>
<tr>
<th># of Reps*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leg Lifts:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squats:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pecks:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triceps Bar:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull-up Bar:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdominals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(hang and curl)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A "Rep" is five times.

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**Enrique's Weight Chart**

![Weight Chart Diagram](image-url)
# Street Crossing

<table>
<thead>
<tr>
<th>Street Crossing- Lighted intersection</th>
<th>Date</th>
<th>2/6</th>
<th>2/8</th>
<th>2/11</th>
<th>2/13</th>
<th>2/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops at corner</td>
<td>DV</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Watches signal (Light and/or walk sign)</td>
<td>DV/G</td>
<td>IDV</td>
<td>R</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Identifies when signal changes to walk</td>
<td>DV</td>
<td>G</td>
<td>G</td>
<td>IDV</td>
<td>IDV</td>
<td></td>
</tr>
<tr>
<td>Looks both ways- waits for cars to stop</td>
<td>DV/G</td>
<td>DV</td>
<td>DV</td>
<td>G</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>When cars are stopped, makes eye contact with driver— “gives stop sign”</td>
<td>M</td>
<td>M</td>
<td>DV</td>
<td>IDV</td>
<td>IDV</td>
<td></td>
</tr>
<tr>
<td>Crosses street in crosswalk</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Crosses street quickly- safely watching signal and for cars</td>
<td>DV</td>
<td>IDV</td>
<td>G</td>
<td>G</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Hurries if light changes yellow or signal flashes</td>
<td>DV</td>
<td>DV</td>
<td>DV</td>
<td>IDV</td>
<td>IDV</td>
<td></td>
</tr>
<tr>
<td>Understands the dangers of Jaywalking, crosses only in crosswalks</td>
<td>N/A</td>
<td>DV</td>
<td>DV</td>
<td>N/A</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Looks for curb cuts- drives in middle</td>
<td>DV</td>
<td>DV</td>
<td>G</td>
<td>G</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Does not follow others into street before light changes</td>
<td>DV</td>
<td>DV</td>
<td>DV</td>
<td>IDV</td>
<td>IDV</td>
<td></td>
</tr>
</tbody>
</table>

| Level of Independence | 10% | 18% | 18% | 30% | 45% |

**Prompt/Cue:**
- P = Physical
- DV = Direct verbal
- IDV = Indirect verbal
- M = Model
- G = Gestural
- R = Reinforced after performed
- + = completed independently
Why use “Task Analysis”

• Creates a consistent, systematic approach and common language for teaching
• Documents progress/level of instruction
  • You can see “small” improvements
• Demonstrates if teaching is effective and where additional support or assistance may be needed
• Determines where accommodations may be necessary
Keeping People Moving Forward

Scatter plot for an Individual Level of Community Engagement & Independence

Graph showing employment levels over time with points for 2012 and 2013.
Measures of Programmatic Success

- Balancing needs of program with needs of individuals can be difficult (get a job vs. getting the right job). Be careful not to measure the wrong thing- and force staff to do the wrong thing.
- Reported number of friends (not paid staff)
- Customer satisfaction
- % of people working
- Wages/hours
- Average number of months from enrollment to placement; placement to stabilization; retention.
FADING SERVICES

Teaching “independence”
Goal is to Fade Service Hours

Jennifer/Office Assistant/Prologis

In the last 8 years,
• Work hours increased 47% (15 hrs/wk to 32 hrs)
• Day services decreased 48% (16.5hrs/wk to 8 hr)
• She has learned to “plan outings” w/ friends
• Moved into her own apartment and has a boyfriend- and can make a mean spinach lasagna
Teaching Problem Solving Skills

- New learners vs. “masters” – Coaching shifts from teaching to “messing things up”
- Build-in problem solving to work activities
  - Set up task/work process “how do we do this?”
  - Running out of materials
  - Jam the copier
- Let them fail (“Oh no! Now what? Who do we tell?”)
- “Lifeline” (need help? Call your coach)
Let’s Get Lost

- Problem-solving
- Navigation
- Safety: Street crossing & stranger danger
- Reaching out for assistance
  - Using cell phones
  - Identifying people who can help
  - Asking for help
- Disaster training
Increasing Self-confidence and Self-reliance

• Taking control and responsibility for actions & progress
• Checklists, printed schedules, white boards, binders
• Build-in choice, self-determination, & self-monitoring
• Create opportunities for team building, leadership and problem solving
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
• Time to fade – get consensus and sign-off

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
• *Consumer Advisory Council*: People want control over their lives and services
• *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
New Approach/Policies and Training

• Policy revisions
  • Cell phones
  • Travel reimbursement
  • Job requirements
  • Safety procedures (essential service?)

• Training needs
  • Teaching in community settings: hard/soft skills
    • Positive instructional strategies
    • Systematic instruction/task Analysis
    • Behavior modification methods
    • Networking skills
Get and Stay Organized

• Structure, structure, structure: starts to run like a well oiled machine

• DSP’s job is more than just a “care taker”
  • Teacher
  • Resource development
  • Case management-lite

• Program Manager: Writes weekly schedules, Air traffic control, attendance/billing

• Cloud based software: daily documentation, emergency procedures/releases, information sheets

• Emergency Procedures: Plan B & C
Keep Your Team Connected

• What’sAPP is a god send
• Weekly all-hands staff meetings
• Wall of Fame
Promoting Community Engagement

- Celebrate successes
  - Wall of Fame
  - Awards for staff
- Lunch-Learns
- Job shadowing people who are employed
- Write up/Distribute success stories (newsletter, website)
Lessons Learned

• “Community Training” is about building skills & independence
• We are teachers (not care takers)
• Structure, structure, structure
• Inclusion is not just being in the vicinity of others, it is being respected and valued by others
• Our role is to teach people to connect and help build their village
• Support people in their lives - but teach them to drive the bus
The greatest danger may not be that our aim is too high and we miss it, but rather that it is too low and we reach it.

-Michelangelo
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