

LET'S TALK ABOUT COMMUNITY INTEGRATION, PLACES ON THE PATH TO EMPLOYMENT, AND OUTCOMES



OHIO DEPARTMENT OF DEVELOPMENTAL DISABILITIES EMPLOYMENT AND COMMUNITY LIFE ENGAGEMENT TEAM

The Community Life Engagement Project Manager primary focus is to ensure that individuals eligible for DD services in Ohio have as many opportunities as possible to work and thrive in their communities, through state-of-the-art planning and supports that focus on their talents, interests and skills.



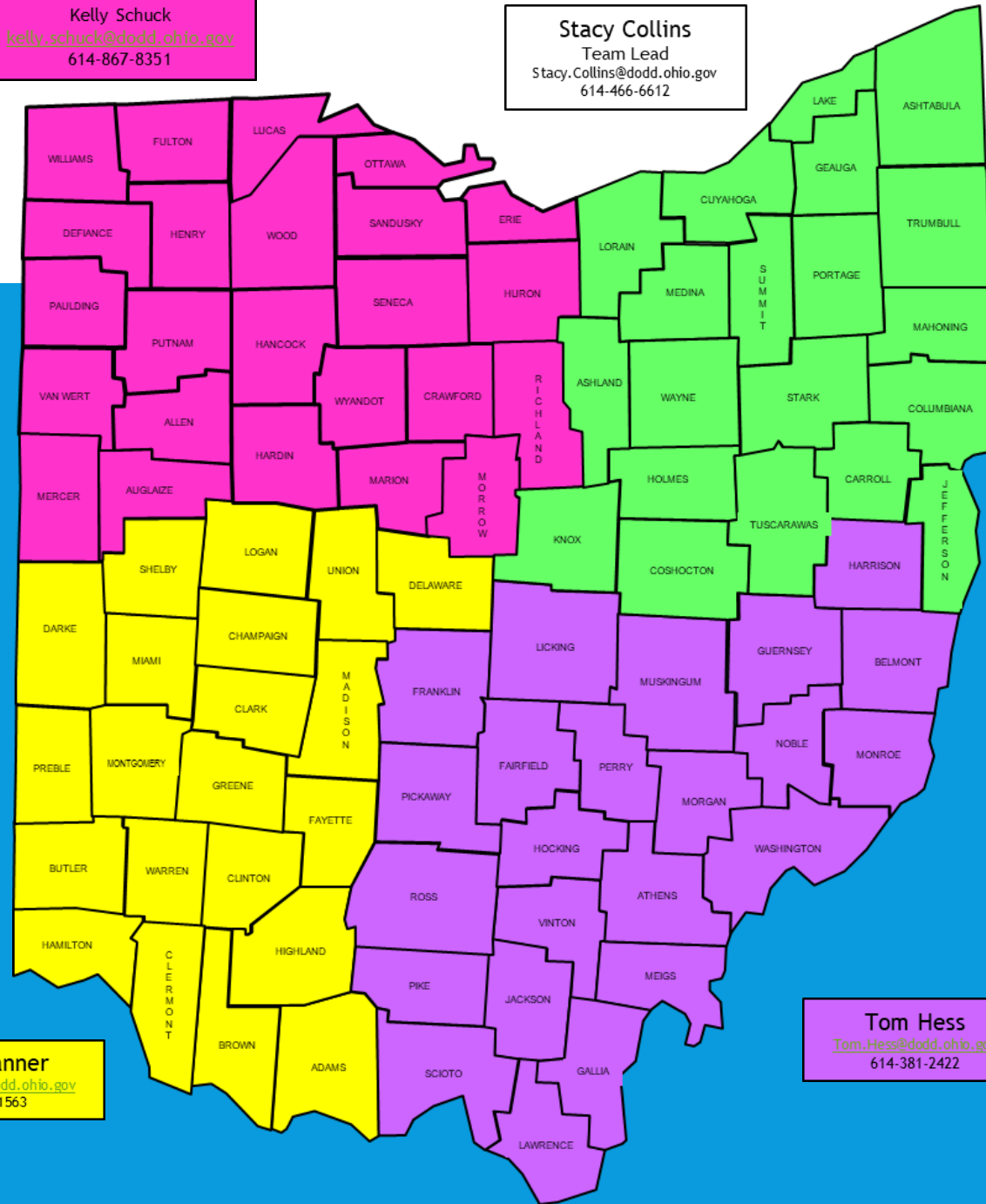
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COMMUNITY INTEGRATION: WHY?



**DOING SOMETHING
THAT IS DRIVEN BY
MEANING**

[OPENFUTURELEARNING.ORG](https://openfuturelearning.org)

COMMUNITY INTEGRATION: WHY?

Community, noun. A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

Integration, noun. An act or instance of combining into an integral whole.

COMMUNITY INTEGRATION: WHY?

Think about how you yourself live, work, play, contribute, worship, develop relationships, connect, do what you want to do, as well as what you have to do, in the community.

Let's make a list...

COMMUNITY INTEGRATION: WHY?

What is on your list?

How do all the activities and interests you have help define you, and also help you connect with other people?

What's your story?

COMMUNITY INTEGRATION: WHY?

“Social Role Valorization”

Valued social roles and the positive status that go with them are a key to obtaining the benefits inherent in any given culture.

COMMUNITY INTEGRATION: WHY?



Supports we authorize and provide should help people with developmental disabilities connect in the same way all of us connect, and should also help in establishing those valued social roles...

COMMUNITY INTEGRATION: WHY?



Authentically, with an emphasis on helping to make good things happen, as well as paying attention to the meaning of what we're doing and how we're doing it...

COMMUNITY INTEGRATION: WHY?



In order to increase the likelihood that we will decrease isolation and loneliness.

Which is the one of the best ways to justify the funding, as well as the time spent.

COMMUNITY INTEGRATION: WHY?



GOOD THINGS include:

- A job
- Relationships with people, with and without disabilities, who share similar interests and ambitions
- Learning
- Growing
- Accomplishing goals

COMMUNITY INTEGRATION: WHY?



*HOWI: “Hanging out with
Intention”*

Supporting people to be more integrated in their communities is often about hanging out with them and intentionally trying to figure out what inspires them – what interests, talents, and skills they have to contribute.

COMMUNITY INTEGRATION: WHY?



It's also about getting to know the community in a new way. Looking for opportunities that we haven't looked at before, based on the interests, ambitions, and talents of the people we support.

COMMUNITY INTEGRATION: WHY?

Ohio's Priorities

- **Person-centered planning:** Ohio requires person-centered planning to be used in developing all Individual Service Plans (ISP). ISPs should include outcomes and services and supports that reflect a balance of what is important to and for people
- **Community Employment:** Through Executive Order and Administrative Rule, Ohio has established community employment as the priority service and preferred outcome for working-age adults. Employment must be addressed in every person-centered plan
- **Community Membership:** Ohio has established standards to ensure that home and community-based services waivers administered by the Ohio department of developmental disabilities maximize opportunities for enrolled individuals to access the benefits of community living and receive services in the most integrated setting.

COMMUNITY INTEGRATION: WHY?

Ohio is building a system that supports people who use waiver-funded home and community-based services (HCBS) to have opportunities to fully access community life through waiver settings in the community, expanded day service options, and assurance of privacy and rights at home.

Recognizing that community life is not simply the absence of an institution, the Centers for Medicare & Medicaid Services implemented regulations to ensure that people receiving services and supports through HCBS waivers are assured full opportunity to participate in their community.

All state governments are developing plans to comply with federal settings regulations for waiver recipients.

COMMUNITY INTEGRATION: WHY?

Ohio's vision: working-age adults...working. And to achieve this, an array of services and supports that help people get jobs, keep jobs, get better jobs, get to and from jobs, and have meaningful lives outside their jobs.

Ohio recognizes there are times people don't or won't work: people retire, get sick, get fired, quit, have setbacks, and even times when the people supporting them just can't figure out what kind of job they could do. Services and supports are available during those times as well, to help people understand their options, discover ways to contribute, connect and participate meaningfully in their communities.

COMMUNITY INTEGRATION: WHY?

HCBS Settings Suitability Rule

- The purpose of HCBS waivers is to support full community participation and achievement of individual-specific outcomes.
- Ohio's transition plan indicates that "integration" is determined through the experiences of individuals, rather than by a setting location (individual-specific)
- An individual receiving HCBS services shall have opportunities to:
 - Access age-appropriate activities
 - Engage in meaningful employment and non-work activities
 - Pursue activities with persons of his or her choosing and in settings not created exclusively for individuals with disabilities.

COMMUNITY INTEGRATION: WHY?

- ☐ More than being physically located in the community
- ☐ More than a schedule of activities to fill someone's day
- ☐ More than simply fun and/or recreational activities
- ☐ Involves active participation and membership
- ☐ Connection with other people
- ☐ Having a valued role
- ☐ Making a contribution



COMMUNITY INTEGRATION: WHY?

- ❑ People are empowered to decide and control their future
- ❑ Stresses what people can do rather than can't do
- ❑ Places an emphasis on experiences
- ❑ All people can learn and contribute to their community
- ❑ Supports people to follow their own interests
- ❑ Success looks different for everyone



4 PLACES ON THE PATH TO EMPLOYMENT

Place 1: I have a job but would like a better one or to move up.

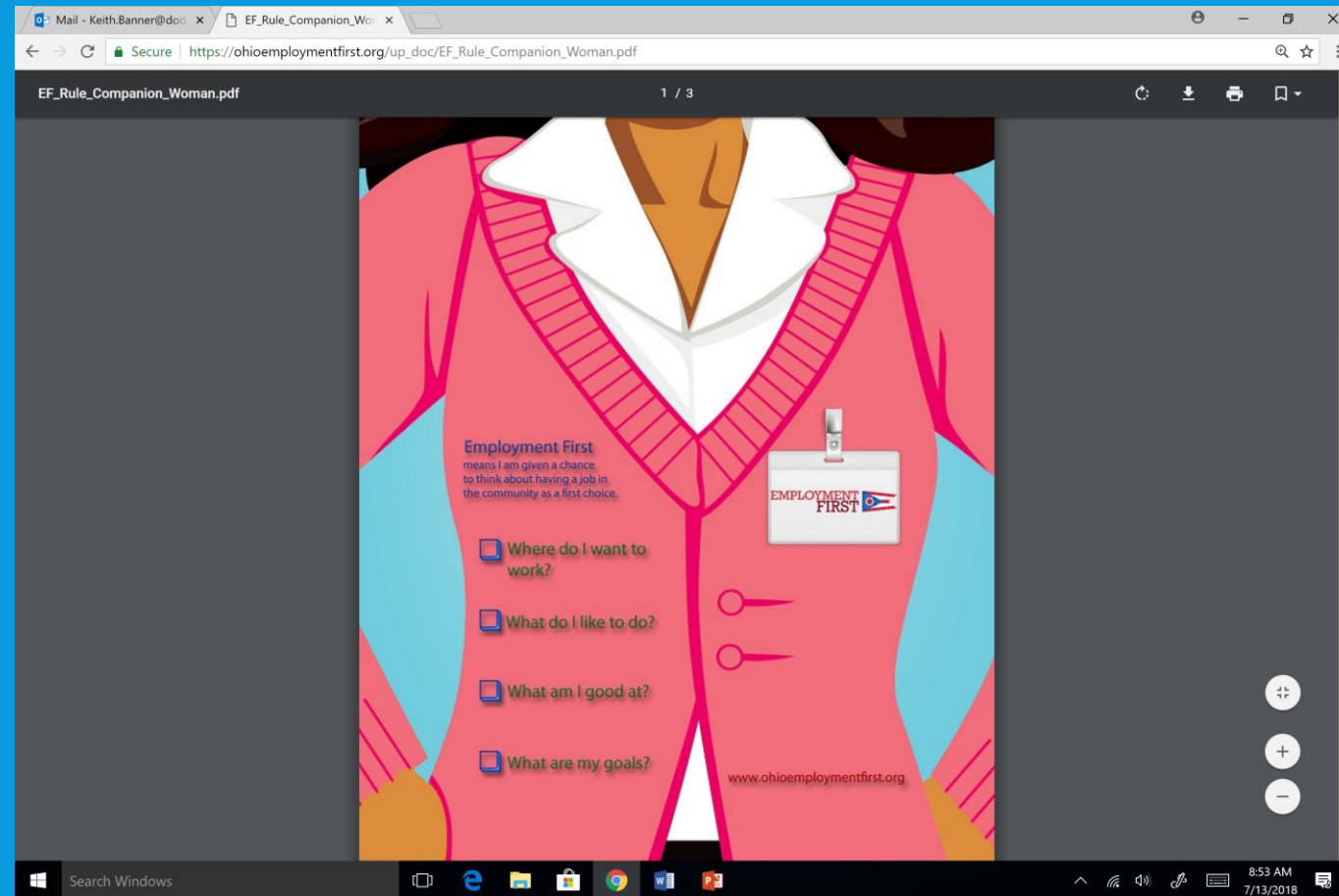
Place 2: I want a job! I need help to find one.

Place 3: I'm not sure about work; I need help to learn more.

Place 4: I don't think I want to work, but I may not know enough about it.



4 PLACES ON THE PATH TO EMPLOYMENT: EMPLOYMENT FIRST RULE COMPANION



https://ohioemploymentfirst.org/view.php?nav_id=63

4 PLACES ON THE PATH TO EMPLOYMENT: EMPLOYMENT FIRST RULE COMPANION

Person-Centered Planning Process

This is a meeting led by me with a team of people who are important to me. I can choose who I want to be at my meeting. During this planning meeting, my team and I will write a plan to help me figure out what I am good at, what I like, and what my job goals are. During this planning meeting, I can share my thoughts about what I want, and figure out what I might need to know in order help me make my own choices. I should get information about how working may change my benefits, and I should get a list of providers who can help me with this. This is my chance to speak up, ask questions, and tell others what I really want!

As part of my person-centered planning process, I can choose my job goal and where I am on the path to employment.

There are four (4) places on the path to employment:

- 1 I have a job but would like a better one or to move up.
- 2 I want a job! I need help to find one.
- 3 I'm not sure about work. I need help to learn more.
- 4 I don't think I want to work, but I may not know enough about it.

This planning meeting will help me choose my job goal and what I need to help me reach my goal, and will guide the services chosen to support me in my ISP. This planning meeting will take place every year or more often if my job goal or support needs change.

1

2

3

4

"Community employment" means a regular job where I work alongside people without disabilities and earn at least minimum wage or the same pay as people without disabilities. I do the same kind of work as people without disabilities. A full-time job is 40 hours per week. A part-time job is less than 40 hours per week. How many hours I work per week is a choice I make based on my wants and needs.

"Prevocational services" should help me learn the skills I need to get a job in the community. They may take place in the community or at a sheltered workshop. These services are not meant to go on forever. They are meant to be short-term and help me better my skills to move on to a job in the community.

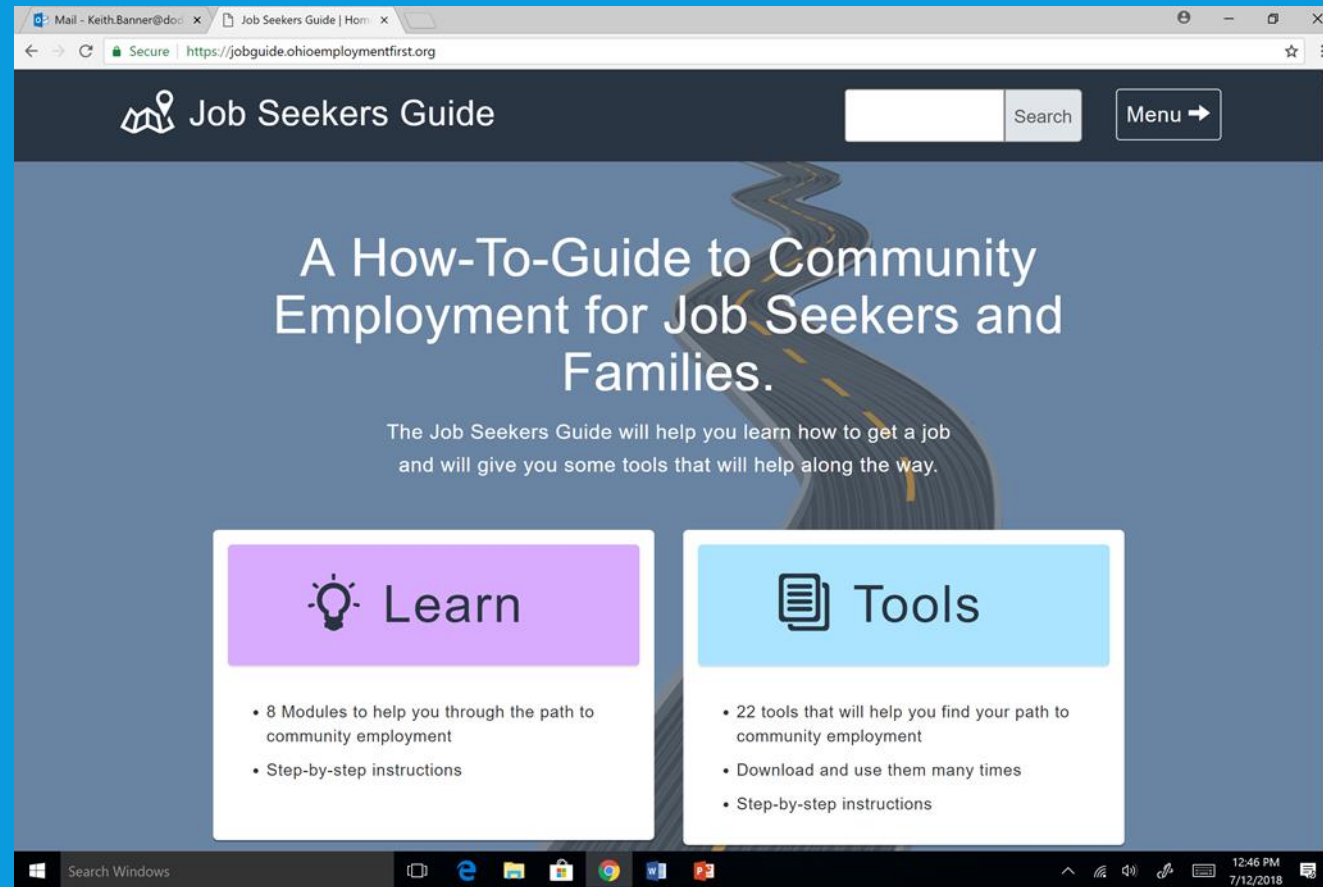
"Supported employment" services can help me figure out what job I might like or help me train for a job. They can also help me get a job or learn how to do a new job. Supported employment does not mean work in a sheltered workshop.

"Provider" means the person or agency I have chosen to work with. My SSA can help me choose a provider from a list of approved providers.

A **"benefits analysis"** is a service that can help me understand the changes that might happen to my benefits if I have a job in the community. Benefits can be things like my SSI or SSDI check, Medicare or Medicaid (medical card), food stamps and money I may get to help pay for housing.

https://ohioemploymentfirst.org/view.php?nav_id=63

4 PLACES ON THE PATH TO EMPLOYMENT: JOB SEEKER'S GUIDE



<https://jobguide.ohioemploymentfirst.org/>

WHAT ARE OUTCOMES?

Outcomes are changes a person wants to achieve in his/her life.

They are the ultimate result or impact of services and supports or what the person gains from the services in which they participate.

Outcomes directly relate to what is important to the person and balance what is important for the person.

Everyone deserves to have a life they find meaningful and fulfilling.

7 Elements of a Person-Centered Plan:

<http://dodd.ohio.gov/7elements/Pages/default.aspx>

WHAT ARE OUTCOMES?

Outcomes should be written and communicated in simple, everyday language.

WHAT ARE OUTCOMES?

Outcomes should include “what” the person wants to accomplish and “why” they want to accomplish it.

The “what”= Clear expectation of the result of the service, focused on what will be different for someone as a result of the supports they receive.

The “why”= The reasons this outcome are important to the person receiving support. “Whys” should be person-centered and individually driven, based on continuing conversation, dialogue and discovery.

WHAT ARE OUTCOMES?

If the outcome wouldn't make sense for a person without developmental disabilities, don't include it.

DISCOVERING OUTCOMES

Dig deeper when people tell you what outcomes they are interested in exploring.

Say things like, “Tell me more about that” and “What is it about it that interests you?” This will help uncover the true desires of the person.

Be on the lookout for “important tos” and “important fors” that haven’t been discovered yet. These make great outcomes.

Outcomes should build on or enhance people’s strengths.

DISCOVERING OUTCOMES

Important to

- What makes the person happy?
- What is the person interested in doing?

Important for

- What health considerations are needed?
- What does the person need to stay safe?

What is working
+ not working?

- What is the reality of how things are now versus where the person wants them to be?

OUTCOMES, ACTION STEPS, SERVICES

1. Outcomes should flow from what we know about the person, his/her interests/talents/ambitions/needs
2. We need information to create outcomes – real information based on exposure and experience – so the outcomes are authentic
3. Action steps emerge from authentic outcomes
4. Services and supports are the last part of the conversation
5. Knowing which supports fit with which action steps is key
6. Where the person is on the Path to Employment helps supports the whole process from the beginning

OUTCOMES, ACTION STEPS, SERVICES

THE MEETING:

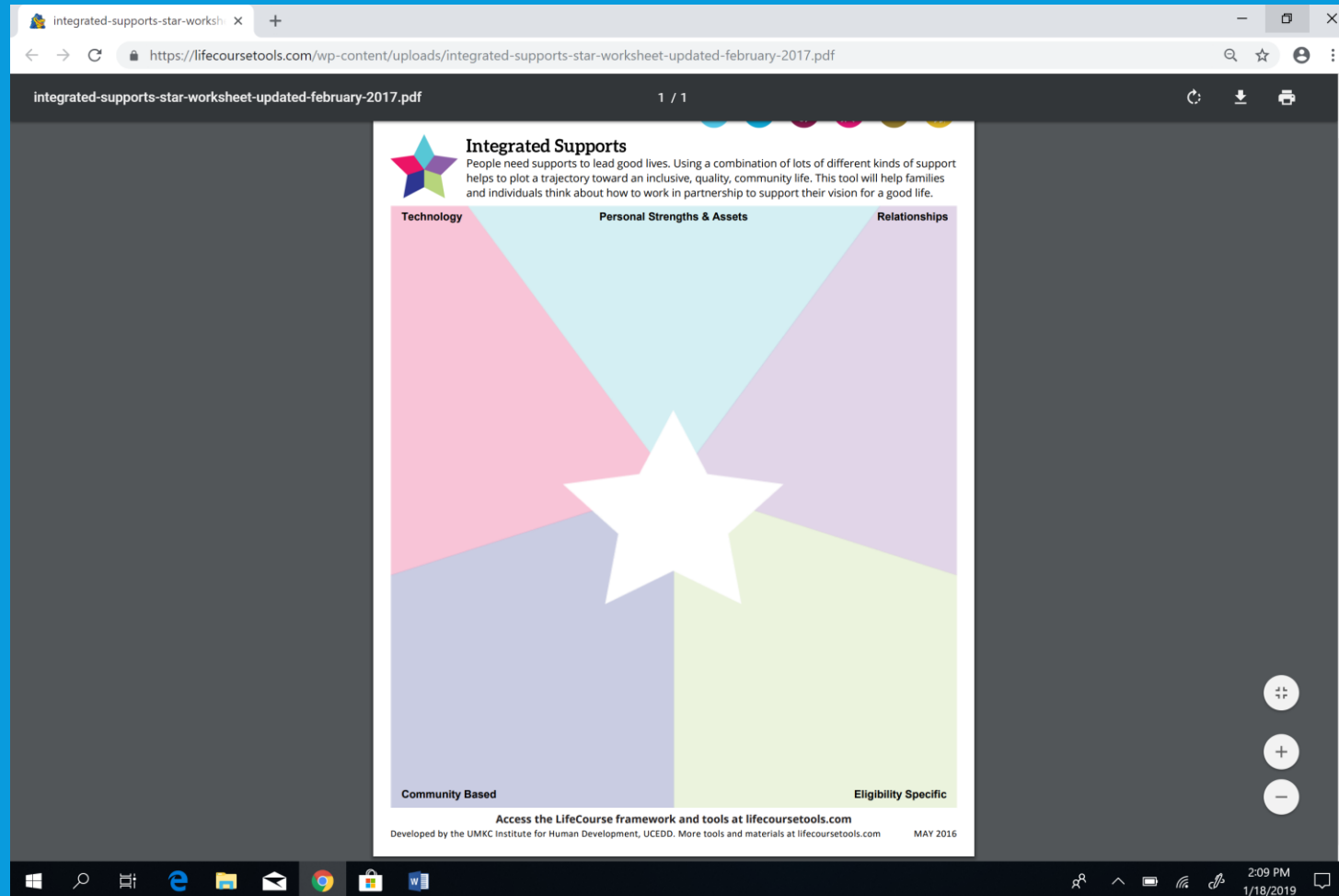
1. Allow formal time at the ISP meeting to discuss outcomes first, intentionally not going to service right away.
2. Developing a vision of where the person wants to get to will help you define action steps: the outcome helps you decide what's needed, what story we're telling, and action steps are needed to tell it.
3. After drafting action steps go ahead and discuss what help might be needed, including natural supports, other services, etc.
4. Then take a look at the waiver and what supports can be connected to the action steps to create momentum toward the outcome(s) you initially helped create...

OUTCOMES, ACTION STEPS, SERVICES

Charting the Life Course:

<https://vimeo.com/okylf/agoodlife>

OUTCOMES, ACTION STEPS, SERVICES



OUTCOMES, ACTION STEPS, SERVICES

Life-Trajectory-Worksheet-individual-only-updated-february-2017-2.pdf

1 / 1

CHARTING the LifeCourse

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

What I DON'T Want

2:58 PM 1/18/2019

WHAT IS THE STORY WE'RE TRYING TO TELL?



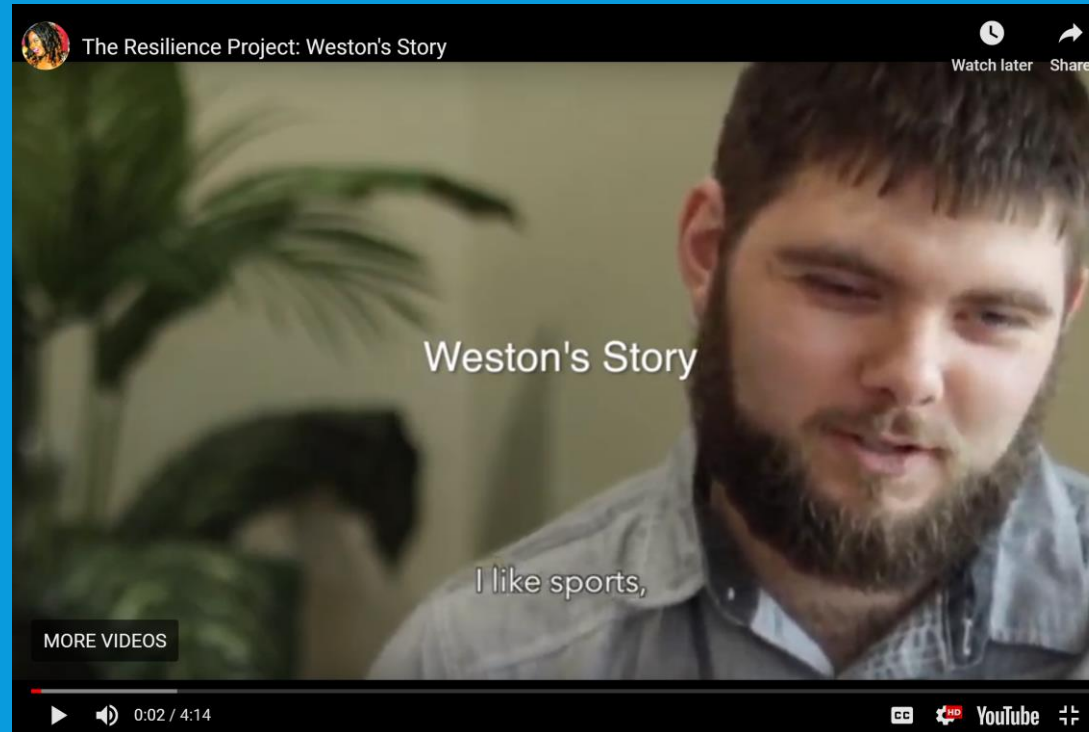
Nancy's Story:

<https://youtu.be/A3AtCUlauUg>

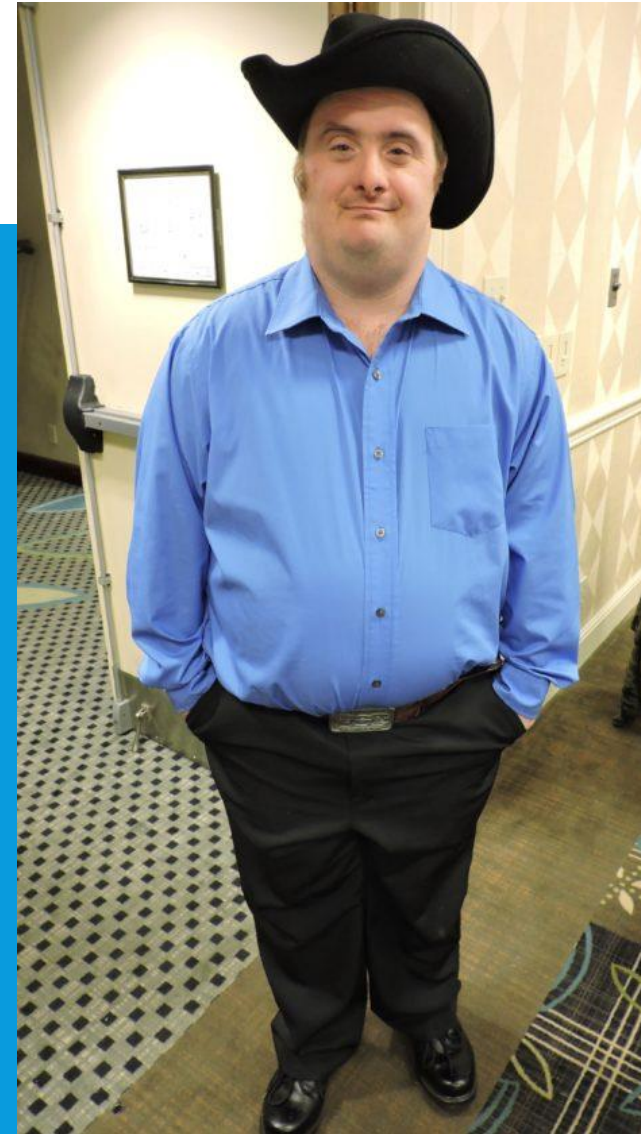
WHAT IS THE STORY WE ARE TRYING TO TELL?

Weston's story:

<https://youtu.be/hmOJrS6ppPg>



ALAN'S STORY



ALAN IS ON PLACE 3 ON THE PATH TO EMPLOYMENT...

Alan has been attending a sheltered workshop for several years. He's 40. Unfortunately he hasn't gotten a lot of community-based work experience there, and what he did get was sporadic, mostly assembly-type tasks. He did not like that kind of work at all, so he often opted out of doing it in favor of other activities at the site. He loves going to the movies and playing video games, but doesn't have enough money most of the time to do these things.

He now says he might be interested in looking into a part-time job. He lives with his parents. He doesn't really have a lot of ideas of where he would like to work, or where to get started. Both he and his mom are afraid of breaking their current routine, but are willing to see...

ALAN'S OUTCOME

- “Alan is a 40 year old man who lives with his parents. He loves to go to the movies and play video games. He has never had a community job and his current specialized employment services do not afford him enough money to live independently, or the ability to go to the movies, Gamestop or pay for transportation. He has never wanted to work in the community, but is beginning to recognize he needs more money to do the things he enjoys.”
- “Alan will learn more work skills and look into possible careers so he can have money to do things he enjoys, such as going to movies and buying video games.”

ACTION ITEMS INTO SUPPORTS

Given the outcome “Alan will learn more work skills and look into possible careers so he can have money to do things he enjoys, such as going to movies and buying video games,” what could be some action steps and possible services?

- Alan will explore what he is good at, and the skills he has that are well matched to jobs in the community. (Career Discovery)
- Alan will work on vocational skills that will help him get a job. (Voc Hab)
- Alan will explore careers in the community. (Career Planning and Voc Hab)
- Alan will research jobs and explore opportunities in his community (HPC)
- Alan will apply for jobs he is interested in. (OOD)

RON'S STORY



RON IS ON PLACE 4 ON THE PATH TO EMPLOYMENT...

Ron has been attending an adult day program for a while. He's 29. He likes the people at the program, and especially enjoys when he's able to be out in the community. At this time, he says he's not interested in working, but he says he may not know enough about it to make a decision.

He also loves attending First Methodist Church with his mom, is a big time country music fan, loves horses, and loves being around his nieces and nephews.

He has met a person in his church who runs a daycare center, and she says there may be some opportunities for him to volunteer at her center. He says he might be interested. He lives with his mom and has HPC support there as well. He says he might like to teach a class at the daycare center. He doesn't really have a lot of ideas on what he might teach or do there at the center.

RON'S OUTCOME

“Ron is a 29 year old man who lives with his mom with HPC and other supports. He attends an adult day program. He loves also attending First Methodist Church with his mom, is a big time country music fan, loves horses, and loves being around his nieces and nephews. He has met a fellow church-member who might be interested in having him volunteer at her daycare center. He says he might like to do this but doesn't know what he would do.”

“Ron will learn about what it takes to be a good volunteer/teacher so he can develop and maintain connections and opportunities he is making in his life.”

ACTION ITEMS INTO SUPPORTS

Given the outcome “Ron will learn about what it takes to be a good volunteer/teacher so he can develop and maintain connections and opportunities he is making in his life,” what could be some action steps and possible services?

- Ron will work on skills needed to volunteer in the community. (Adult Day Supports)
- Ron will work on self advocacy skills that will help him be a better public speaker. (Adult Day Supports)
- Ron will maintain and explore connections in his community. (Adult Day Supports and HPC)
- Ron will discover and explore interests and opportunities in his community (HPC)
- Ron will develop a list of topics he is comfortable in talking about (Adult Day Supports and HPC)
- Ron and his mom will maintain the connection with their church and pursue the volunteer opportunity (Ron and his mom)

ADULT DAY SUPPORTS...

Adult Day Supports are provided in a non-residential setting, and are HCBS waiver services and supports that enhance skills, community membership and independence, as well as personal choice, all in order to attain or maintain maximum potential and community engagement.

The expected outcome is development of skills that lead to greater independence, community membership, relationship-building, self-direction, and self-advocacy.

CLOSER LOOK: <http://dodd.ohio.gov/Training/Pages/Adult-Day-Supports.aspx>

ADULT DAY SUPPORTS...

- ☐ Supports to participate in community activities, including recreational and leisure
- ☐ Supports to develop and maintain a meaningful social life
- ☐ Supports to increase problem solving skills
- ☐ Personal care
- ☐ Skill reinforcement
- ☐ Education in self-determination
- ☐ Assistance with self-medication or medication administration

VOCATIONAL HABILITATION

Vocational Habilitation services are time limited and provide opportunities to learn and gain new experiences, including volunteering, in order to develop general and transferrable employment-related skills.

The expected outcome of vocational habilitation is the advancement of an individual on his or her path to community employment and the individual's achievement of competitive integrated employment.

CLOSER LOOK: <http://dodd.ohio.gov/Training/Pages/Vocational-Habilitation.aspx>

VOCATIONAL HABILITATION

- ☐ Supports the individual's membership in the community
- ☐ Enhances general, transferrable employment-related skills
- ☐ Requires annual, individualized progress reports
- ☐ A step toward community integrated employment
- ☐ Can include volunteer opportunities

VOCATIONAL HABILITATION

What activities can be included in Vocational Habilitation?

- Developing a systematic plan of instruction and support
- Providing assistance to increase social integration
- Support and training for individualized or community-based transportation services
- Support to increase problem solving skills and meet job expectations
- Assistance using natural supports and community resources
- Education to maintain current skills (including hygiene, work skills, etc.)
- Developing and implementing a transition plan
- Assistance with self-medication or medication administration

CAREER PLANNING

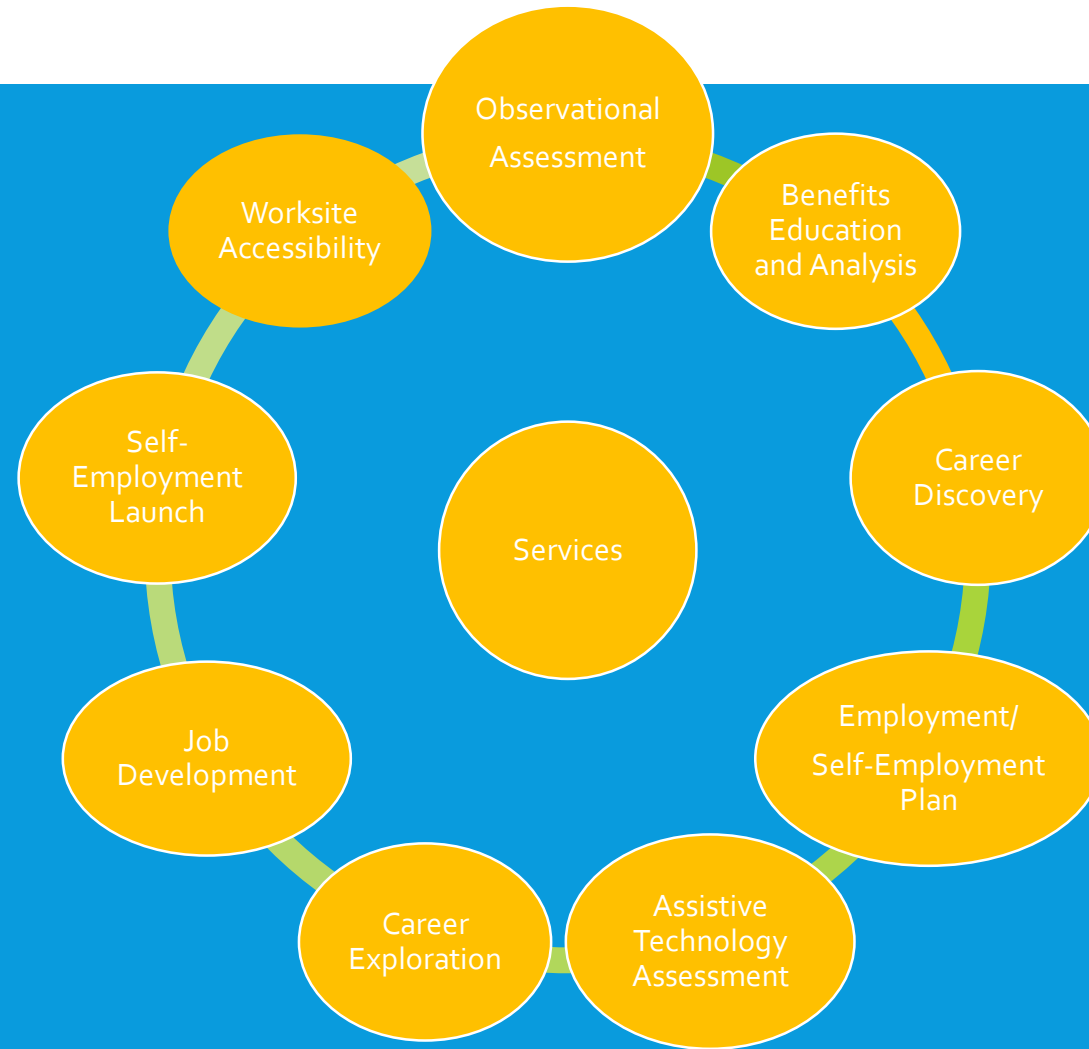
The expected outcome of Career Planning is the individual's attainment of competitive integrated employment and/or career advancement in competitive integrated employment. This service is intended to be time-limited and personalized to support people in reaching their community employment goals.

CLOSER LOOK: <http://dodd.ohiox.gov/Training/Pages/Career-Planning.asp>

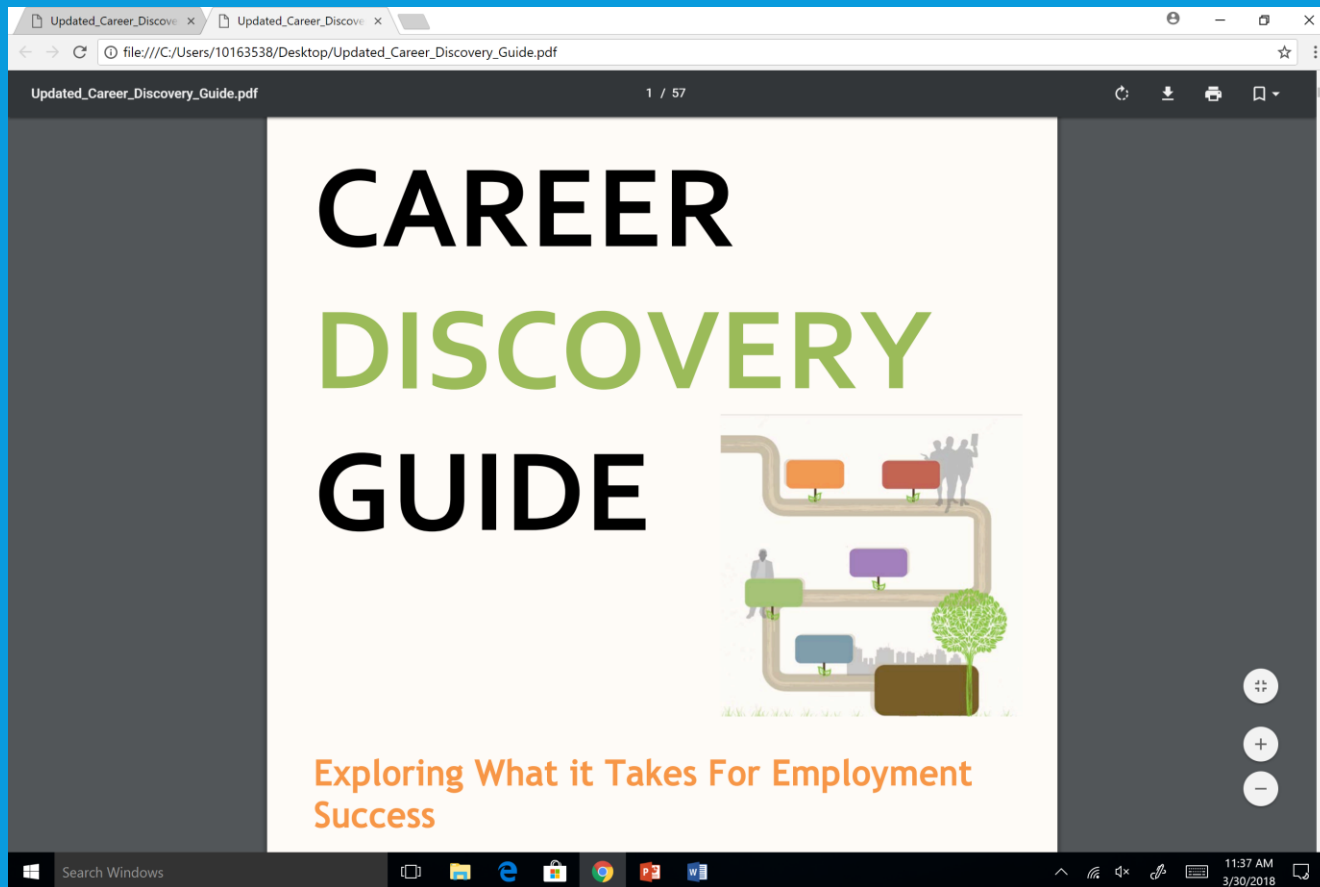
CAREER PLANNING

- ☐ Services that support comprehensive employment planning
- ☐ Time limited
- ☐ Personalized
- ☐ Provided in 1 to 1 ratio
- ☐ Leads directly to individualized employment through job development
- ☐ Can be provided in conjunction with other services
- ☐ Services are not limited to Monday-Friday during normal business hours

CAREER PLANNING



CAREER DISCOVERY



The Career Discovery Guide walks you through the whole process.

file:///C:/Users/10163538/Desktop/Updated_Career_Discovery_Guide.pdf

CAREER DISCOVERY

Career Discovery is an individualized, comprehensive process to help a job seeker in pursuit of competitive integrated employment. This documented process reveals how interests and activities of daily life may be translated into possibilities for a job in the community.

An HCBS Waiver Service, one of 9 under “Career Planning.”

Unlike many HCBS Waiver services, Career Discovery is “outcome-based.” The provider of this service is paid once the written report of Career Discovery is submitted and approved by the SSA/EN. It is community-based, and cannot be provided in a facility.

MICHAEL CALLAHAN

“ESSENCE OF DISCOVERY”

<https://youtu.be/BpyPdNoid2E>

Michael Callahan's 3 Main Points Concerning Discovery:

- CONDITIONS FOR SUCCESS
- INTERESTS FOR EMPLOYMENT
- POTENTIAL CONTRIBUTIONS

CAREER DISCOVERY

- An integral part of a process
- A solid, agency-neutral, revisable document
- Community-based
- Essential information
- Connecting a person's reason to wake up in the morning with vocational possibilities
- Sometimes a DODD HCBS Waiver support

CAREER DISCOVERY IDENTIFIES:

- The individual's interests in one or more specific aspects of the job market
- Skills, strengths, and other contributions likely to be valuable to employers or valuable to the community if offered through self-employment
- Conditions necessary for the individual's successful employment or self-employment.

THE CAREER DISCOVERY PROCESS RESULTS IN A PROFILE THAT INCLUDES:

- The process and activities undertaken
- Insights and information gained through the process
- Recommendations for next steps.

RESOURCES: VIDEOS

- <https://youtu.be/DaJz-RW9Cjg> Self Determination, Discovery and the Customized Employment Process by VCU
- <https://youtu.be/SgyBnecXrul> Pathway from Discovery to Job Development by VCU/Cary Griffin
- <https://youtu.be/BpyPdNoid2E> Customized Employment by Michael Callahan
- <https://youtu.be/rqNwt3FAhl8> Employment For Persons With Disabilities: Building a Culture of Employment First by Cesilee Coulson
- https://youtu.be/8kld_-EUNpo Meaningful Writing: Capturing Strengths and Ideal Conditions of Employment by VCU/Doug Cranda

RESOURCES: LIVEBINDERS



<http://www.livebinders.com/play/play?id=2237644>

INDIVIDUAL EMPLOYMENT SUPPORTS

Individual Employment Supports are provided in a way that matches the individual's interests, strengths, priorities and abilities, and meets the individual's personal and career goals. The expected outcome of IES is to support sustained competitive, integrated employment including customized and self-employment.

This is the service someone would receive to help them maintain competitive, integrated employment.

CLOSER LOOK: <http://dodd.ohio.gov/Training/Pages/Individual-Employment-Supports.aspx>

INDIVIDUAL EMPLOYMENT SUPPORTS

- ☐ Are provided one on one
- ☐ Support an individual in maintaining or advancing in current competitive employment
- ☐ Promote interactions between participants and people without disabilities in an integrated setting

GROUP EMPLOYMENT SUPPORTS

Group Employment Supports are provided in a community setting for groups of workers with disabilities who have paid employment and work experiences. The expected outcome of group employment supports is experience to further career development with the outcome of individual competitive, integrated employment.

CLOSER LOOK: <http://dodd.ohio.gov/Training/Pages/Group-Employment-Supports.aspx>

GROUP EMPLOYMENT SUPPORTS

- ☐ Supports the individual's community employment goals
- ☐ May be one larger group that separates in to many small groups at one location
- ☐ May be one small group that travels to many different locations
- ☐ Promotes interactions between participants and people without disabilities in an integrated setting

HOME MAKER PERSONAL CARE (HPC)

This service advances the individual's independence within his or her home and community and helps the individual meet daily living needs.

These services include:

- ☐ Self-advocacy training to assist in the expression of personal preferences, asserting individual rights, etc., self-direction to initiate decision making over life choices and respond to life events, and support in accessing community activities and participation.
- ☐ Daily living skills that may include but are not limited to, routine household tasks, meal preparation, personal care, self-administration of medication, assistance with personal finances and other areas of day-today living
- ☐ Training and assistance in behavioral support strategies that facilitate appropriate expressions of emotions or desires
- ☐ Medical and health care services integral to meeting the daily needs of the individual
- ☐ Emergency response planning and training to access help in emergency situations

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES (OOD)

OOD oversees the Bureau of Vocational Rehabilitation.

BVR provides individuals with disabilities services and supports necessary to help them attain and maintain employment. Disabilities may include physical, intellectual, mental health, or sensory disabilities. Vocational Rehabilitation (VR) services are customized for each individual through assessments and one-on-one meetings with professional VR Counselors.

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES (OOD)

VR services are available in all 88 counties and include:

- ☐ Evaluation and treatment of an individual's disability
- ☐ Information and referral services
- ☐ Vocational counseling and training
- ☐ Job search and job placement assistance
- ☐ Educational guidance (tuition resources and other support)
- ☐ Transportation services
- ☐ Occupational tools and equipment
- ☐ Personal attendant services (reader, interpreter, etc.).

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES (OOD)

Let's start with...

Ohio Department of Developmental Disabilities (DODD) and Opportunities for Ohioans with Disabilities (OOD) Joint Guidance on Referrals for Vocational Rehabilitation Services:

http://www.ohioemploymentfirst.org/up_doc/OOD_DODD_Joint_Guidance_11_2017.pdf

OPPORTUNITIES FOR OHIOANS WITH DISABILITIES (OOD)

OOD Works

<https://oodworks.com/>



_____'S STORY

- How can we tell the person's story to come to a better understanding of what the person is all about, what he/she needs and wants?
- How do we communicate all of that without resorting to services from the get-go?
- Can we use video or pictures?
- Can we help the person tell their story?
- Who else in the person's life has a way to tell the person's story?



_____'S OUTCOME

- What place on the Path to Employment is he/she on?
- What is important to her/her?
- What is important for him/her?
- Why does he/she wake up in the morning? What gives him/her joy?
- What makes the person just plain happy?
- What social roles might the person investigate?
- What is the person interested in doing?
- What is the reality of how things are now versus where the person wants them to be?
- What are the action steps, and the supports, needed to help this person achieve what they want to achieve?

_____'S MEETING

1. Discuss discovery outcomes first. What's the story we're telling? Do not go to service right away.
2. Develop a vision of where the person wants to get to, based on the story being told. Start defining action steps: the outcome(s) help you decide what's needed, exactly how story will unfold, the action steps needed to tell it.
3. Go ahead and discuss what help and support the person already has, what might be needed, including natural supports, other services, etc.
4. Take a look at what supports can be connected to the action steps to create momentum toward the outcome(s) you initially helped create...

QUESTIONS?

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