

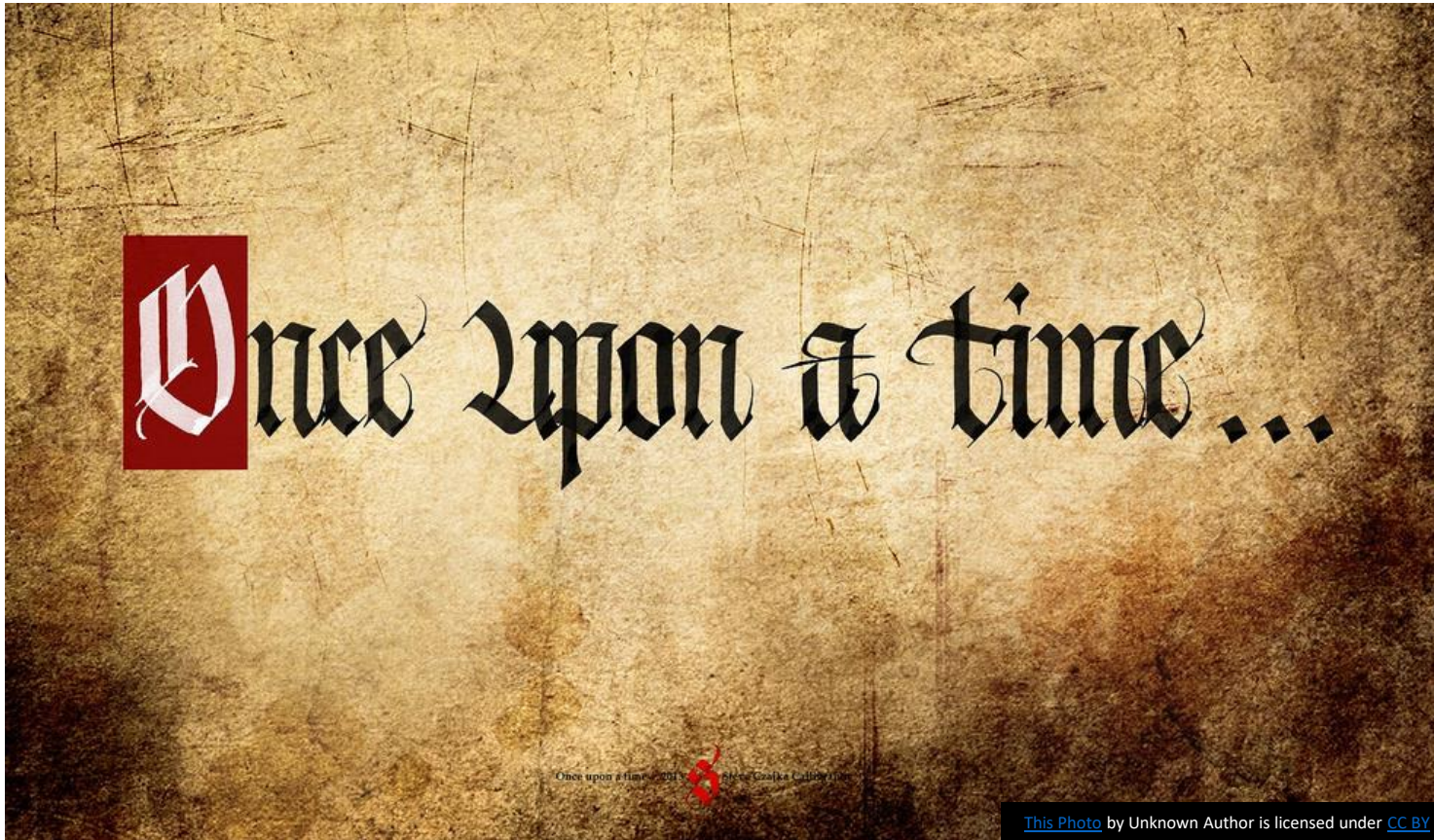
Using Community-Based Service as an Effective Pathway (though not a prerequisite!) to Work

Genni Sasnett, SME

2020 WI EMPLOYMENT FIRST CONFERENCE

May 19, 2020

POLL 1



My Story of Agency Transformation

**SJCS - traditional agency
providing the following
segregated services:**

Early intervention

School

Sheltered Workshop

Day program

Residential services

Transformed to CIE & Other Community Integrated Services

100% in community – no facilities, administrative offices only

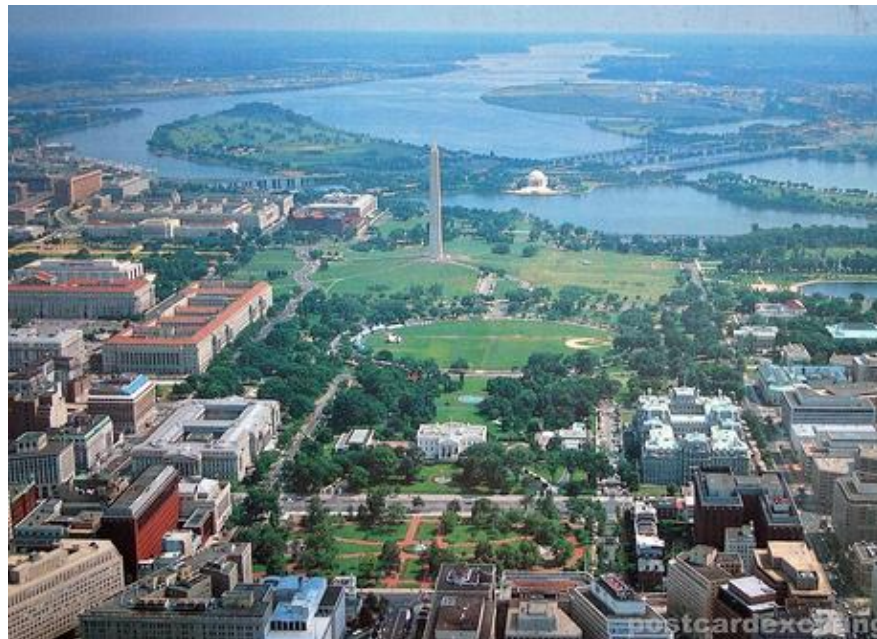
Early intervention in typical day care centers or home

School students to public schools

Adult day services to community integrated settings and activities

Sheltered workshop closed, focus SE/CE

Group homes transitioned to Supported Living



Urban Settings Philly & DC



Rural Setting - Leesburg, VA & Martin, TN



Reframing Community Based Day Services

- **Begin to think differently about this service**
- **Great preparation for future employment**
- **Good companion to employment (part-time workers)**
- **Retirement Support**

Community Based Day Services Defined

Supports designed to enable an individual to enrich his or her life and enjoy a full range of community activities by providing opportunities for developing, enhancing, and maintaining competency in personal, social and community activities. Services include, but are not limited to, the following service options:



CBDS Definition continued

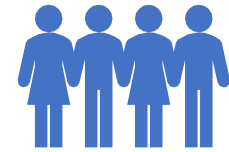
- Career exploration including assessing of interests through volunteer experiences or situational assessments
- Community integration experiences to support fuller participation in community life
- Skill development and training
- Development of Activities of Daily Living and Independent Living Skills
- Socialization experiences and support to enhance interpersonal skills
- Pursuit of personal interests and hobby



CBDS Definition continued

This service is intended for:

- **Individuals of working-age who may be on a 'pathway' to employment;**
- **A supplemental service for individuals who are employed part-time and need a structured and supervised program of services during the day when they are not working, which may include opportunities for socialization and peer support.**
- **Individuals who are of retirement-age and who need and want to participate in a structured and supervised program of services in a group setting**



Using CBDS as a Pathway to Employment

*Person is undecided about
employment or wants to work but
doesn't know what they would like to
do*

What do we do next?

*Let's learn more about work through
CBDS*





This Photo by Unknown Author is licensed under CC BY

Career Exploration Activities

- Workplace Visits/Tours
- Job tours
- Job shadowing
- Volunteering in organizations connected to potential career interest
- Situational assessments
- Informational interviews with employers and/or employees
- Job clubs

**Building Skills
through
Participation
in Activities
&
Performance
of Tasks**



- **Learning by viewing and doing**
- **Employment skill development for specific occupations through volunteerism, internships**
- **Classes/workshops for special tasks/skills**
- **Job seeking skills (interviewing, resume writing, etc.)**

Soft Skills Training in Natural Settings



- Travel training
- Dressing for work
- Communication & social interaction at work
- Schedule management, time management, etc
- Making/keeping commitments
- Understanding natural consequences

Relationship Development

- One-time visits to places, events or activities doesn't provide opportunities for relationships to develop
- Relationships are vital to satisfaction with one's life
- Support staff need training on how to facilitate the development and cultivation of relationships



Getting Started in CBDS

- **Make clear the manner in which CBDS is being used to everyone involved – person served, support coordinator, family, staff providing the service**
- **Conduct Community Mapping activities – have an abundance of activity options available**
- **Think carefully about what you are trying to accomplish in this service and stay focused**



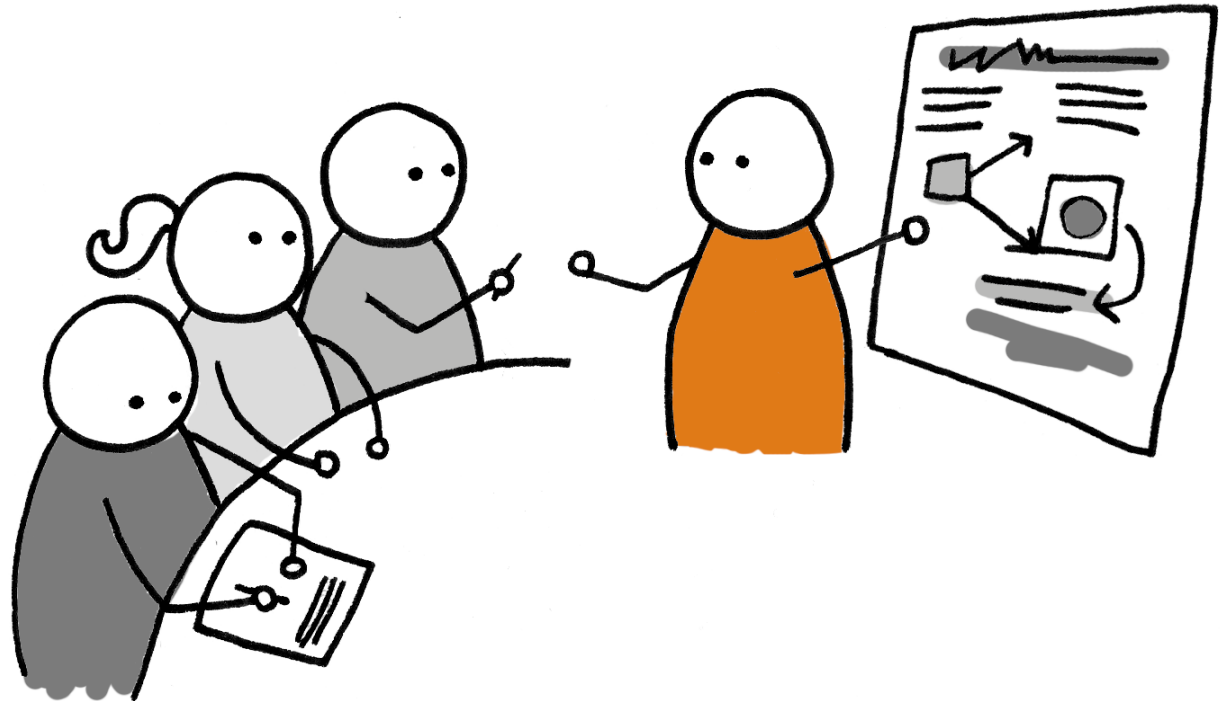
Preparing Staff

- Identify the competencies staff need to be successful in their work
- Determine desired qualities and characteristics in staff
- Develop job descriptions that reflect both
- Development recruitment strategies to attract desirable staff
- Retrain existing staff and provide new job descriptions
- Develop orientation and training for new staff
- Develop mentor/mentee relationships between staff

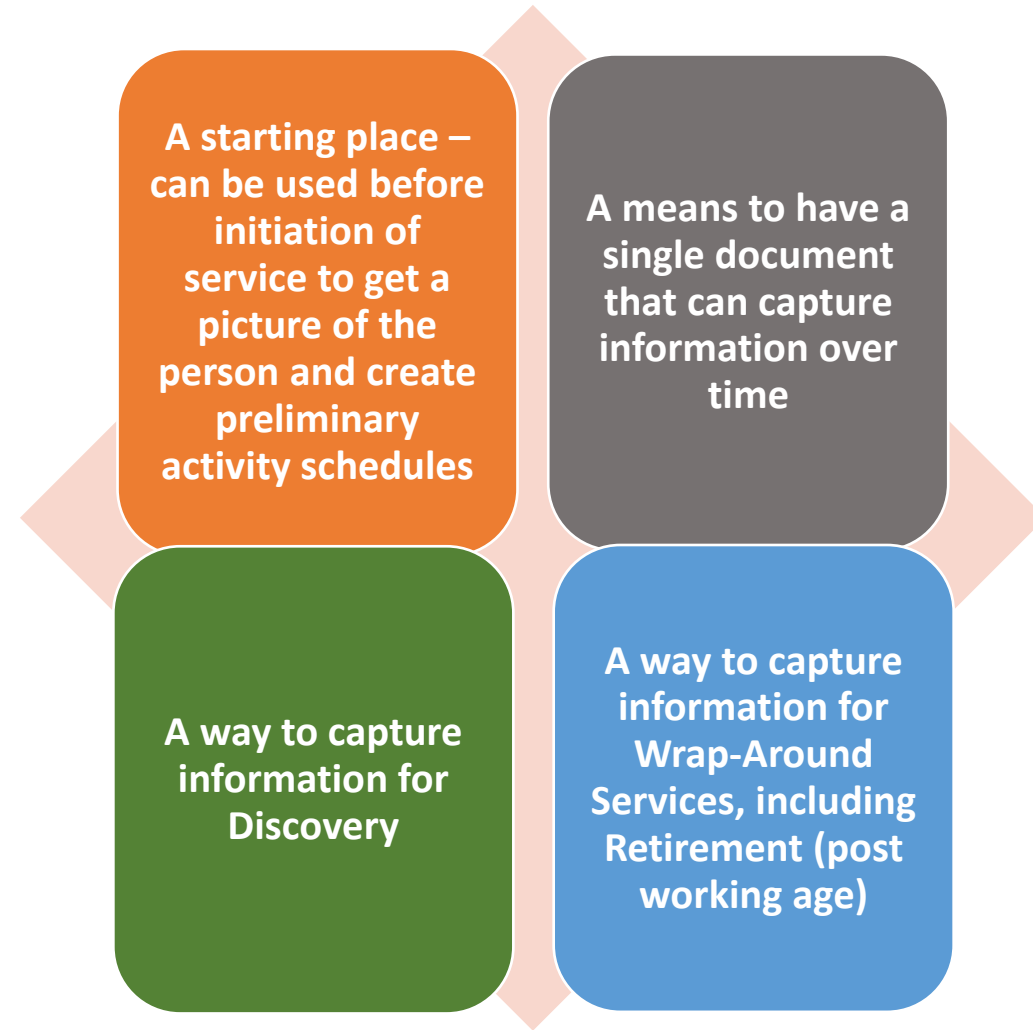


Staff Orientation and Training

- Philosophy is critical – if you can't embrace the concepts, you can't do the job
- Emphasize the importance of the staff's role and what is expected of them (staff as change agents)
- Train on "how tos" – program manuals, policies, procedures, etc.
- Provide field based training/mentoring
- Focus on teaching in natural environments – "teachable moments"
- Base performance evaluations on ability to demonstrate command of competencies from training – retrain as needed



Positive Personal Profile in CBDS



Positive Personal Profile (PPP)

- Tool to record information from Discovery
 - Positive attributes
 - Interests and preferences
 - Skills
 - Support needs
- Information will be used to create job search plans
- Can also be used to develop resumes & prepare for interviews



Positive Personal Profile

Positive Personal Profile

Name:

Date Completed:

<i>Dreams and Goals</i> <input type="text"/>	<i>Interests</i> <input type="text"/>
<i>Talents, Skills and Knowledge</i> <input type="text"/>	<i>Learning Styles</i> <input type="text"/>
<i>Values</i> <input type="text"/>	<i>Positive Personality Traits</i> <input type="text"/>
<i>Environmental Preferences</i> <input type="text"/>	<i>Dislikes, Pet Peeves, Idiosyncrasies</i> <input type="text"/>
<i>Work Experiences</i> <input type="text"/>	<i>Support System</i> <input type="text"/>
<i>Specific Challenges</i> <input type="text"/>	<i>Specific Accommodations</i> <input type="text"/>
<p>Given the information on the profile, what ideas do you, the job seeker, and his/her supporters have for potential jobs, job tasks, types of companies, and/or actual businesses you plan to target?</p> <input type="text"/>	

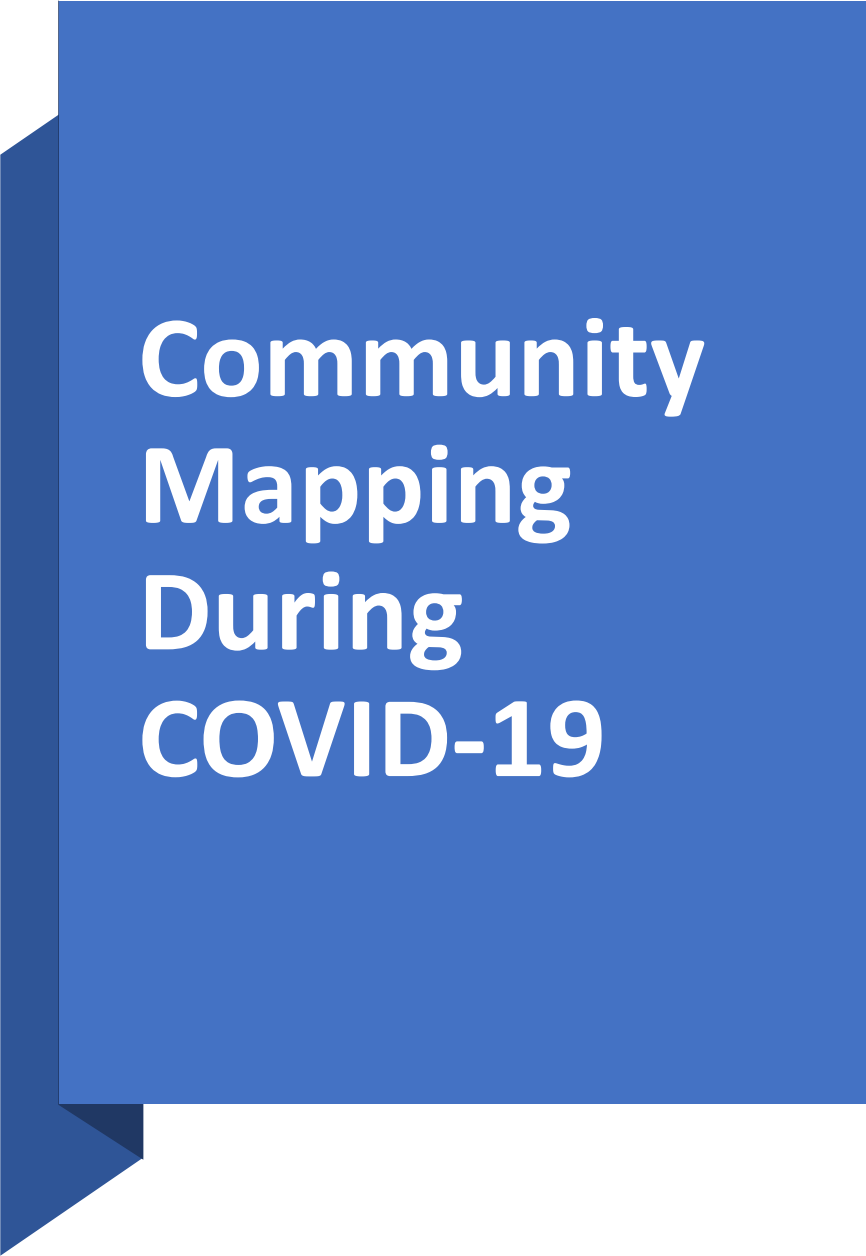
PPP Sample

<p>Dreams and Goals</p> <p>Live with friends in a group home or in an apartment Get a job to make money Go out on a date Travel to places like the Baltimore Aquarium and to London</p>	<p>Interests</p> <p>Computer games Watching dvds Playing his keyboard Being with family for bbq's and holidays Doing Internet searches on topics of interests (mostly images)</p>
<p>Talents, Skills, and Knowledge</p> <p>Computer skills; data entry; basic Word documents with model or text to transcribe present Reading comprehension at 3rd grade level with text present Fast, accurate basic computation skills w/ a calculator; is able to do basic addition, subtraction w/out a calculator; able to count in multiples of 2, 5, 10, and 20 Good personal hygiene and personal behavior management Great attention to detail Fishing, bowling, swimming DART Paratransit use; Fixed Route experiences/with staff support</p>	<p>Learning Styles</p> <p>Best in small groups Structured, direct instruction Minimal distraction available Modalities; movement; music; visual (i.e. pictures, video footage or movies, samples); social</p>
<p>Values</p> <p>Family Religion Spending time with friends and family Sense of fairness</p>	<p>Positive Personality Traits</p> <p>Friendly, polite Good sense of humor Wants to do well; likes to learn new things Empathetic Willingness to help others Generally easy going Seems to enjoy nature</p>
<p>Environmental Preferences</p> <p>shows a preference for worksites that are quiet, with a small co-worker ratio, and minimal need for expressive/social communication (i.e. answering customer questions) Prefers a warm vs a cold environment but is willing to work within either; prefers indoors vs outdoors, sitting vs. standing</p>	<p>Dislikes, Pet Peeves, Idiosyncrasies</p> <p>Does not like people to yell at him or to see others being reprimanded Tends to be overly meticulous leading to compulsive nail picking, finger cleaning, ear scratching Engages in delayed echolalic speech (i.e. phrases or dialogue from a movie or computer game complete with sound effects) Very slow eater</p>
<p>Work Experiences</p> <p>Job coach supported volunteer work skills acquisition opportunities through high school and post-high school educational programming (specific experiences list available) Office: Collating, basic filing, mail sorting, simple photo copying; stamping, addressing, placing labels on mailings Retail: pricing, zoning, shelving goods; stock room Janitorial: Light cleaning, mopping, sweeping, vacuuming, windows Food svc: Front end condiment replacement, wiping tables/chairs; sweeping floors without customers present</p>	<p>Support System</p> <p>Family (Mother has guardianship) Church community DDDS FSS Transition teacher</p>
<p>Specific Challenges</p>	<p>Solutions and Accommodations</p>

Community Mapping

- Establishing a broad knowledge of opportunities for:
 - Community Involvement
 - Membership (formal and informal)
 - Volunteering
 - Learning (through instruction or by doing)
 - Exploring and pursuing specific interests
 - Meeting like-minded people
- Looking for opportunities that are not specifically for people with disabilities
- Beware of Too Much Focus on One-Time Events





Community Mapping During COVID-19

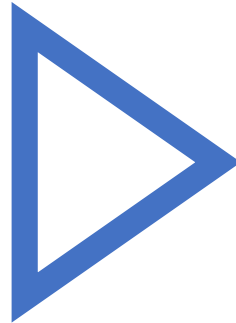
Question 1

If you are developing community participation sites or returning to old ones, what questions will you be asking and what assurances you will be offering?

Community Mapping Data Elements

Name	Address	Phone	Contact	Type*	Activities	Days	Hours	Fees?	Lunch/Snack Area?	On public transportation?	# people	Safety requirements
American Heart Association	45 Main St. Woburn	234 567-8910	Mary Smith	Volunteer	Assemble packets, Place materials in racks,	Mon. and Wed.	10-12	no	yes	Yes Red line station, Dupont Circles stop	4 max plus staff	PPE (Masks and gloves)
ASPCA	10 Downing St.	801 485 6798	Bo Jones	Internship	Water cats Exercise dogs Assemble adoption packets	Mon-Friday	10-2	no	no	no	3 max plus staff	

Activity Schedule Development for CBDS as a Pathway to Employment



- Learning about travel options and travel training
- Observing people doing various jobs and tasks
- Trying tasks out
- Learning new skills
- Doing things routinely, to learn commitment and to gain “a feel” for a task or job
- Learning new workplace expectations and behaviors
- Seeing positive role models
- Developing relationships
- Soft skills development

Sample Schedule – Pathway to Employment

DAY	Monday	Tuesday	Wednesday	Thursday	Friday
DATE ⇒⇒					
TIME ∩∩					
9:00-9:15am Arrive @ meet-up	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)
9:15-9:45 Travel to first activity	Take bus M-5 to Logan Circle, walk to Red Cross (focus on travel skills, safety in the community, point out jobs and positive role models	Use van to drive to Thomas Circle. Take blue line to McPherson Square. Walk to animal shelter.(focus on travel skills, safety in the community, point out jobs and positive role models	Use van to drive to Thomas Circle. Take blue line to McPherson Square. Walk to animal shelter. (focus on travel skills, safety in the community, point out jobs and positive role models	Take bus M-5 to Logan Circle, walk to Red Cross (focus on travel skills, safety in the community, point out jobs and positive role models. (focus on travel skills, safety in the community, point out jobs and positive role models	Take bus M12 to Foggy Bottom. Take subway red line to the Observatory. Walk to Literacy Council (focus on travel skills, safety in the community, point out jobs and positive role models
9:45–12noon	Red Cross (focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Animal Shelter(focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Animal Shelter(focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Red Cross (focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Literacy Council – participate in self-directed computer-based training. Staff to provide support to all participants as needed.
12:00-12:30pm	Lunch in Red Cross staff break room	Lunch in volunteer break room	Lunch in volunteer break room	Lunch in Red Cross staff break room	Travel to Monroe park – lunch before free concert

Schedule with Wrap Around Supports for PT Workers

INDIVIDUALS NAME: Group 4 GS (pt), CT (pt), MVG, DH, TW

DAY	Monday	Tuesday	Wednesday	Thursday	Friday
DATE ⇒⇒					
TIME ⇓⇓					
9:00-9:15:am	Meet at meet-up location	Meet at meet-up location	Meet at meet-up location	Meet at meet-up location	Meet at meet-up location
9:15-10:30	Visit the art museum to see special exhibit	Tour botanical gardens	Volunteer at the nursing home	Attend art class	Attend health fair
10:30	GS leaves with coach for work (11-3)		GS leaves with coach for work (11-3)		GS leaves with coach for work (11-3)
10:30–12noon	Visit G. St galleries to study paintings	Learn to use camera to take photos of the plants	Go to library to review art books and discuss museum visit	Volunteer at food bank	Go to \$1 movie at the Bijoux
12:00-1:00pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00p	CT joins for the afternoon		CT joins for the afternoon		CT joins for the afternoon
1:00-3:00pm	Volunteer @ Food Bank	Meet with volunteer photographer/learn about photography	Visit Gallery with photo exhibit – talk with director about photography	Attend free concert on the Mall	Join walking club for walk around Rock Creek Park Close out the week with discussion of activities and plans for next week

Implementation & Recording Information for Pathway

Staff must understand the objectives of CBDS – what they are trying to accomplish

Staff need training on implementation - its not fair to them or the people they support to assume they know what to do

Accurate and routine recording of data is critical to making the CBDS experience valuable for both training and assessment purposes



Name	Date	Activity	Staff	Staff to individual ratio
Environmental Reaction – briefly describe environment (noisy, quiet, few people, many people, bright lights, dim lights, high traffic, low traffic, etc.)				
Activity Volunteering Red Cross Preferred overall? Yes <input type="checkbox"/> No <input type="checkbox"/>		Comment:		
Task 1 – Assembling informational packets				
Skill successfully demonstrated (list)		Preferred task? Enter below: Yes/ No/unsure	Comment:	
a.				
b.				
c.				
Skill emerging (list)				
a.				
b.				
Support Required (list)		Training provided	Comment	
a.			.	
b.				
Task 2 – Assembling informational packets				
Skill successfully demonstrated (list)		Preferred task? Enter below: Yes/ No/unsure	Comment:	
a.		yes		
b.		yes		
c.		yes		

Skill emerging (list)		
-----------------------	--	--

Name	Date	Activity	Staff	Staff to individual ratio
Genni Sasnett	5/30/18	Volunteering – Red Cross	Cindy Thomas	1:3
Environmental Reaction – briefly describe environment (noisy, quiet, few people, many people, bright lights, dim lights, high traffic, low traffic, etc.)				
Activity Volunteering Red Cross Preferred overall? Yes <input type="checkbox"/> No <input type="checkbox"/>		Comment:		
Task 1 – Assembling informational packets				
Skill successfully demonstrated (list)		Preferred task? Enter below: Yes/ No/unsure	Comment:	
a. Gathered materials independently		yes		
b. Laid materials out correctly for assembling		yes		
c. Selected items in correct order for packet		yes		
Skill emerging (list)				
a. loading information packet stand		Unsure	Difficulty placing packets in correct slots. Trying to learn, training targeted to these skills. Could be distracted by increased traffic in lobby.	
b. remembering how often to check stand				
Support Required (list)		Training provided	Comment	
a. Properly interacting w/ co-workers		Reminded Genni to stay on task and to refrain from talking too much w/ others except for break times	Co-workers buy-in to chatting when she wants to. Will discuss privately with co-workers to enlist their help.	
b. Returning promptly from break		Reminded her it was time to get back to work – pointed out all other workers were back	An accommodation like a simple watch with alarms may be most effective in helping Genni with this issue.	

Don't Forget to Collect Information for Visual Resumes

1

Be sure to take photos of individuals as they are engaged in the community (get all needed permissions)

2

Get names, titles and contact information of potential references

3

Note how positive attributes lend themselves to the person's success

Visual Resumes

- People may not interview well, and you need to make a good first impression
- Shows what the person can do and has done
- Photos can be staged to capture important visual messages such as:
 - Good appearance
 - Actively working or volunteering in a public business or non-profit
 - Engaged in setting with non-disabled co-workers
 - Working independently



Video Resume Resources

https://www.google.com/url?sa=i&url=https%3A%2F%2Fohioemploymentfirst.org%2Fview.php%3Fnav_id%3D120&psig=AOvVaw2RSF98du5nQEzhQ1EsOt8g&ust=1587759136520000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCICNhe6t-gCFQAAAAAdAAAAABAH

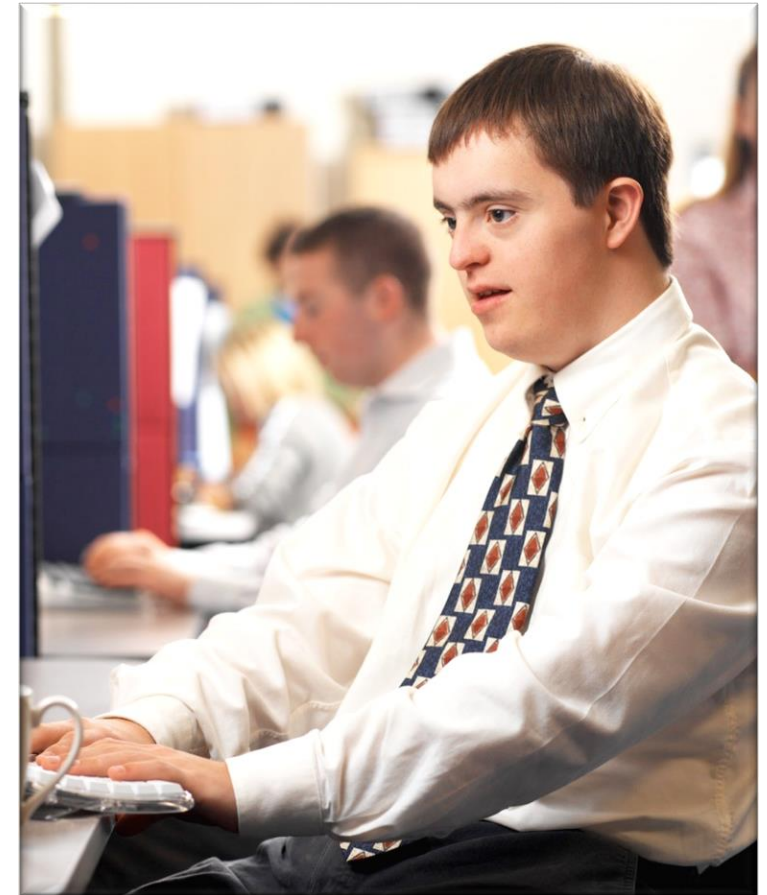


A working interview may also be a part of the hiring process – a CBDS site may be a great place to practice

The working interview should include as many of the tasks cited in the job proposal and future job description as possible

Prepare well before the interview. Make sure the job coach understands the tasks that should be performed

Job coach should carefully instruct the job seeker but not hover or give the impression that the person is not competent

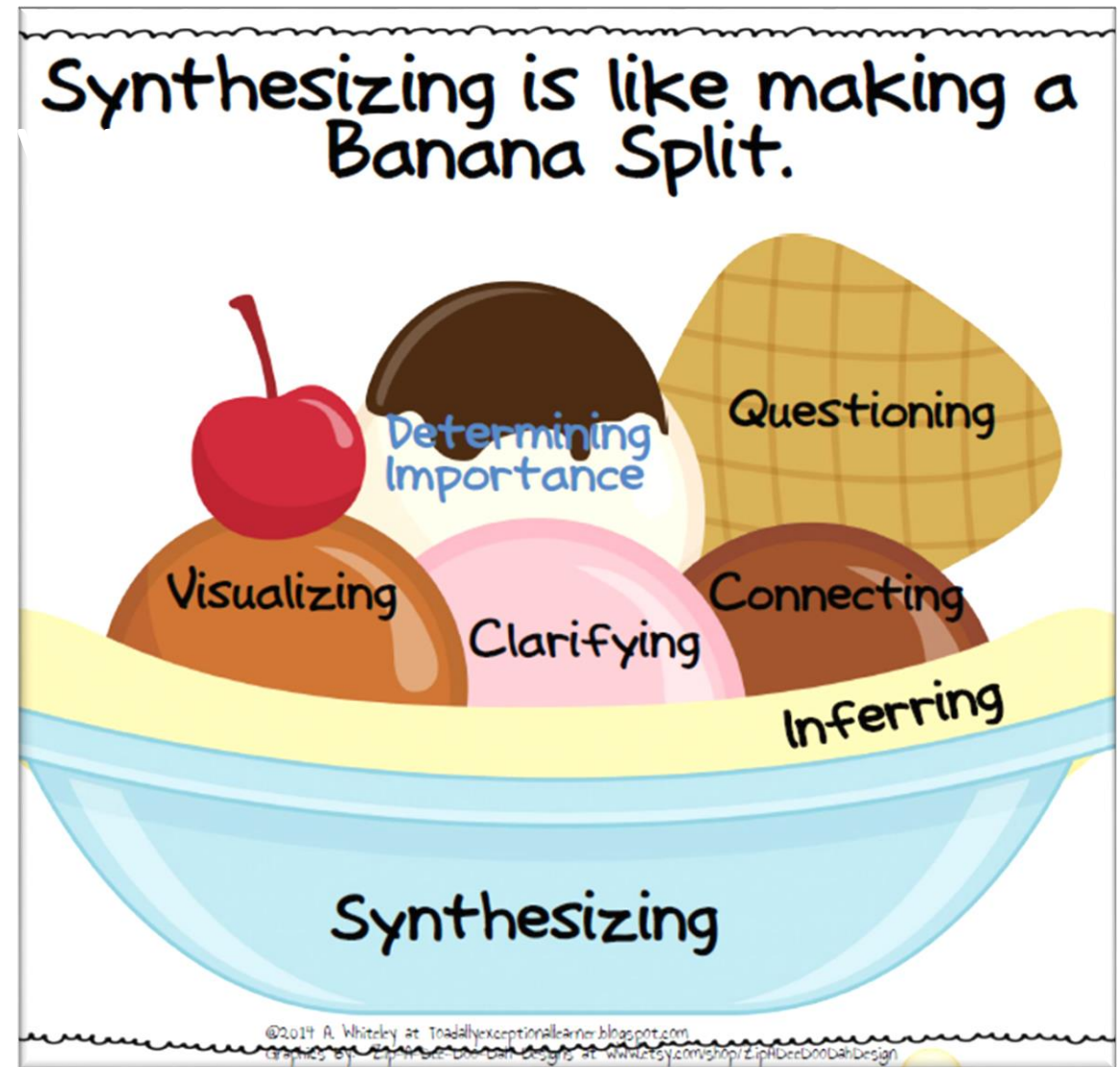


Working Interviews

POLL 2

Synthesizing Data/Updating PPP

- Develop standard data collection schedules
- Ensure routine collection of data
- Determine how data will be transmitted and stored
- Identify who will update PPP, the procedures to be used and schedule for updates



Internal Mechanism for Prioritization for Employment



- Determine how people will move smoothly to referral for employment
- Departments can become siloed with little communication between
- Must have a body (reps from CBDS, employment services, case management, residential services) that considers prioritization
- Must have a process for prioritization

What Meaningful Activities Can I Do IF My Community Participation Options Have Become Limited?

<https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

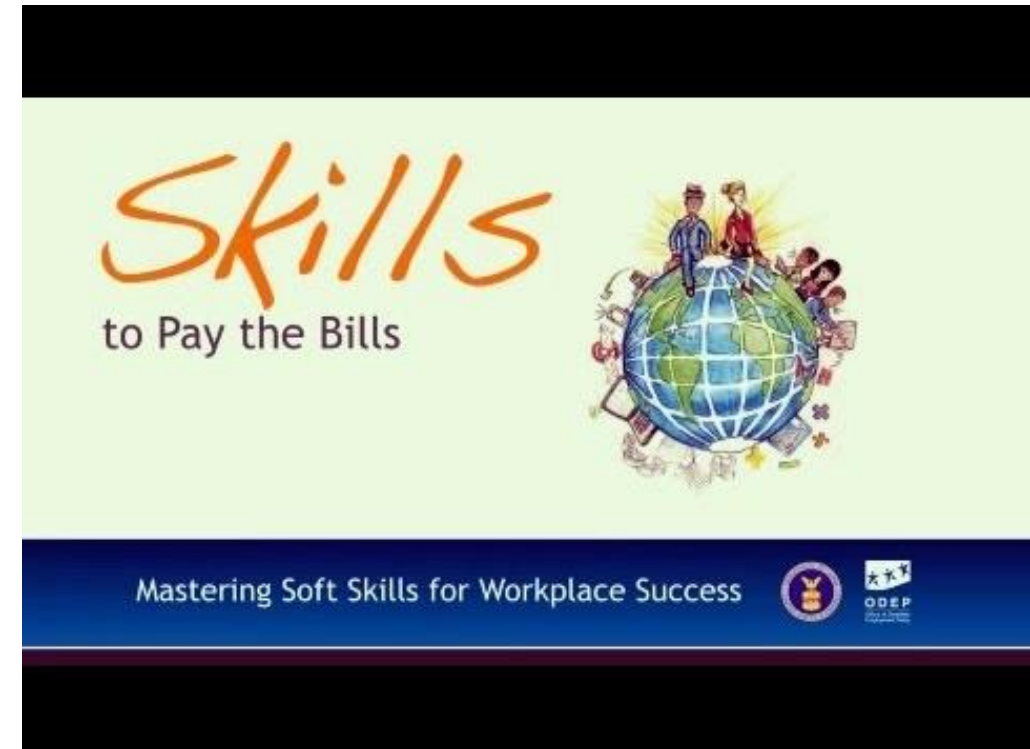
Communication

Enthusiasm and Attitude

Teamwork

Problem solving and Critical Thinking

Professionalism



Virtual Educational and Cultural Experiences

- <https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>
- <https://naturalhistory.si.edu/visit/virtual-tour> -
- <https://airandspace.si.edu/stories/editorial/your-tour-through-national-air-and-space-museum>
- <https://www.jpl.nasa.gov/video/details.php?id=1611>

Summary

- **Community integrated employment is the outcome we are striving to achieve**
- **CBDS can be a great pathway to CIE, if used effectively**
- **Documentation and communication are critical to prevent siloing and people getting stuck in training mode**
- **It takes the entire team working together to make the dream of working and living fully integrated into the community a reality**

Questions?

Genni Sasnett

2617 E Franklin Street

Richmond, Va 23223

202 812 4504

sasnettsara@outlook.com