

Living Well In My Community

Part 3:

Characteristics of Quality in Home and Community- Based Services



How to use Living Well In My Community

Feel free to download this guide to use and share with others. Living Well In My Community was created to help people with disabilities and service providers better understand the rights and roles for living well in the community. Part 1 explains what the Home and Community-Based Services Rule is and how it can help people with disabilities to live in the community like other people without disabilities.

In Part 2, resources from Charting the Life Course can be used to create a vision of a good life in the community. Part 3 describes each characteristic of quality home and community-based services with some reflective questions to assess progress and areas for continued development. Examples of some person-centered approaches are introduced to help individuals with disabilities and providers move in the direction of a person's vision of a good life. The person-centered approaches described in Living Well In My Community will also be helpful to providers in meeting the home and community-based settings requirements. Part 4 has useful tips for working with a planning team to support a vision of a good life through person-centered planning, as well as an array of resources for more information.

Acknowledgments

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Being Part of the Community

Quality Requirements of HCBS Services

There are five quality requirements in the HCBS Rule, each described in three sections:

- The first section describes what the requirement means.
- The second section asks how well this requirement is being met and what needs to happen to improve.
- The third section lists helpful person-centered thinking skills, some of which will be featured with examples.

Being Part of the Community

Quality Requirement #1: Being Part of the Community

This means that people with disabilities have the same opportunity to be an active and included member of their neighborhood and community as someone without disabilities. People should have opportunities to:

- find competitive employment working alongside people without disabilities.
- participate in local activities.
- have services provided in the community just like people without disabilities.

How are you doing?

Does the provider support the person to spend time in places where other people living in your community go? (examples: stores, restaurants, bank, places of worship) Yes No

Does the provider support the person to do what they want in their community? (examples: go to a gym, visit the library, take a class) Yes No

Do individuals receive services in the same places as people without disabilities? Yes No

Does the provider support the person to do as much as they want in the community? Yes No

If answered “no,” what changes could be made so that people have more chances to be part of the community?

Person-centered thinking tools and practices that can help

Featured examples to achieve quality in this area

- Gifts and Capacities “Who am I?”
- Community Mapping
- Presence to Contribution
- What Happens Here

Other skills that can be useful in gathering and documenting information

- Important to / Important for
- Matching
- Routines & Rituals
- Good Day / Bad Day
- Working / Not Working
- Decision-Making Profile
- Decision-Making Agreement

Being Part of the Community

SKILL: Gifts and Capacities: “Who Am I?”

HOW TO
DO IT

What is does

Explores gifts, skills and capacities, what a person is good at and what qualities they have to contribute.

How it helps

Encourages us to think about situations where the person can make a contribution to others.

How to use it

Invite the person to talk about a time when something they did made a positive difference for others and gave the person a “good feeling.”

Build on this with stories, from others who know them well, about when the person is at their best.

Consider what this tells us about the person’s gifts, skills, and contributions.

Gifts of the hand (and feet and voice) are abilities and skills that a person can contribute. These might include:

- dancing, singing, acting.
- typing, drawing, arranging shapes and colors, decorating
- using a computer.
- composing music, sewing.
- working hard, using physical strength.
- ability to sign, ability to speak or understand another language.

Gifts of the head include the knowledge, questions, experience, and information that a person can contribute. These include:

- figuring people out, organizing and classifying things.
- travel routes, sports news, fan information, gossip.
- local history, trivia.
- creative thinking, math, solving puzzles.
- interest in politics, desire to think and talk about big questions.

Gifts of the hand (and feet and voice)

Gifts of the head

Gifts of the heart

Gifts of history and identity

Gifts of the heart are the interests, enthusiasms, personal passions, and the rewards of relationship that someone brings to others, such as:

- welcoming people, patience, courage, impatience to move from talk into action.
- sensitivity to others, high energy, desire for order, ability to listen.
- passion for justice, love of nature, ability to draw others out, spiritual gifts.

Gifts of history and identity include the experiences, knowledge, duties, responsibility concerns, types of belonging that come with membership in a family, religion, national or ethnic group, citizenship, or member of a club.

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Being Part of the Community

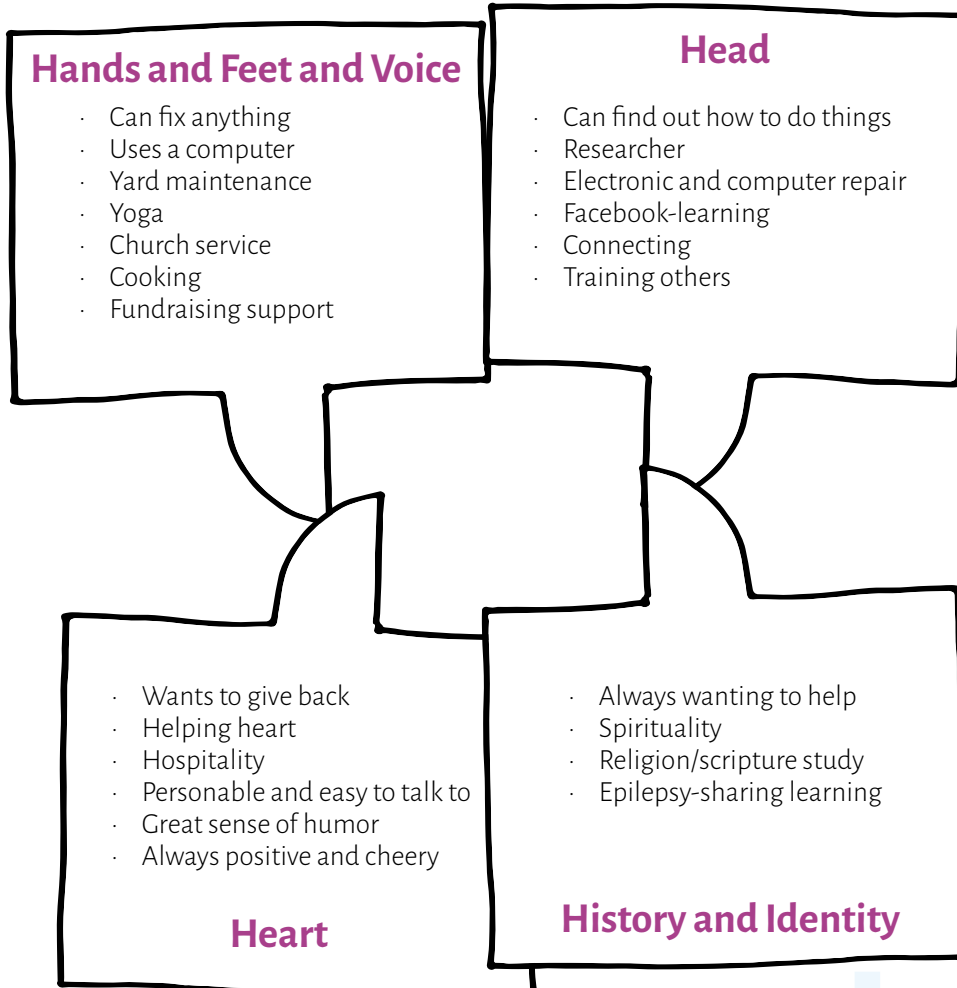
SHARING STORIES

SKILL: Gifts and Capacities: “Who Am I?”

Tyler

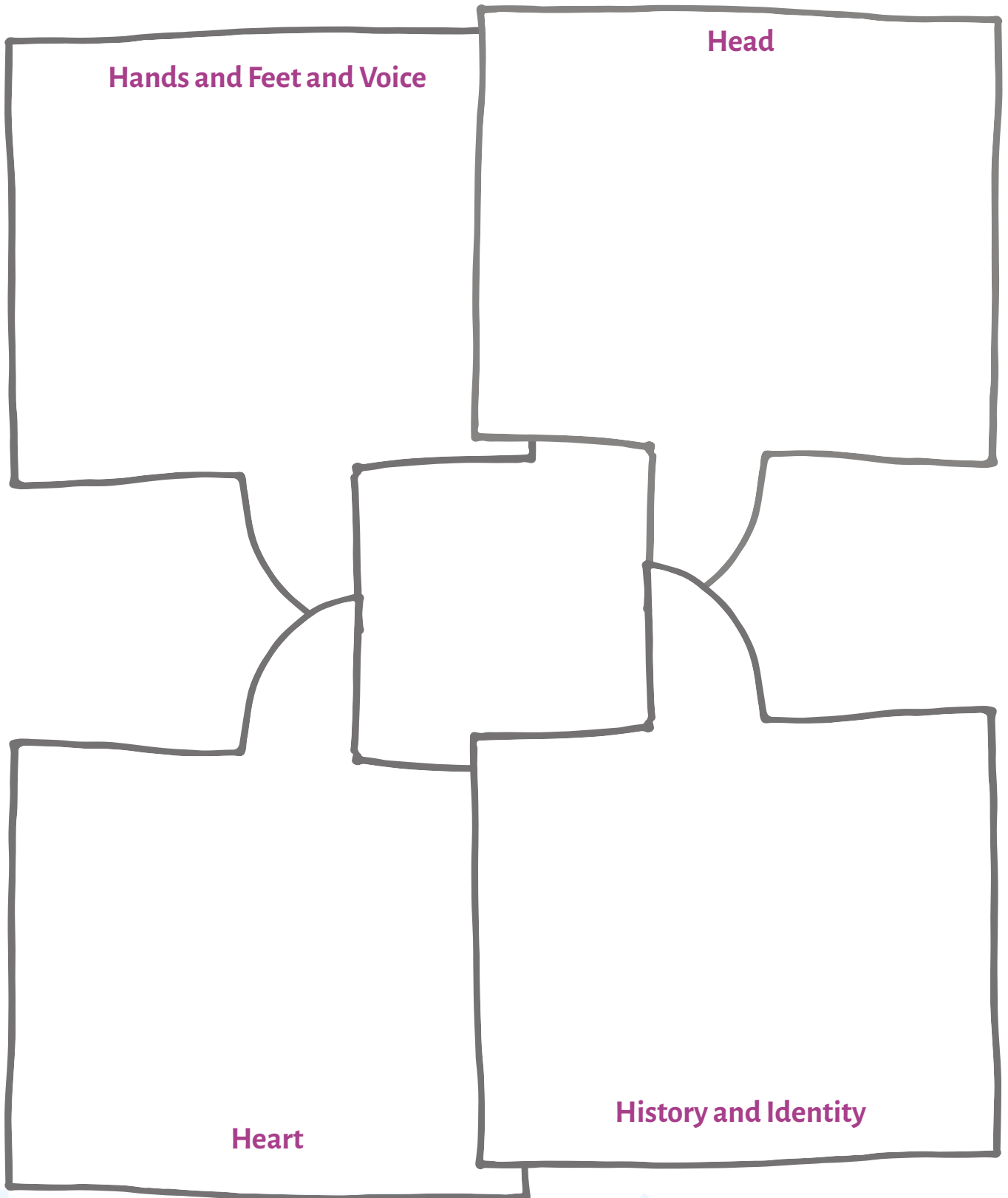
Tyler's support staff looked at great things about Tyler that might be useful in building connections with and supporting his local community. They learned that Tyler loves to be around people and loves to help.

His religion and spirituality are very important to him and he loves to share that. Tyler is a very handy guy to have around; he can fix almost anything. Tyler likes to be on the go, so make a plan and get going!



Being Part of the Community

SKILL: Gifts and Capacities: "Who Am I?"



Being Part of the Community

SKILL: Community Mapping

HOW TO DO IT

What it does

Community mapping gives a graphic representation of what is happening in the community - places and people. It is a way to learn about the possible associations in your community.

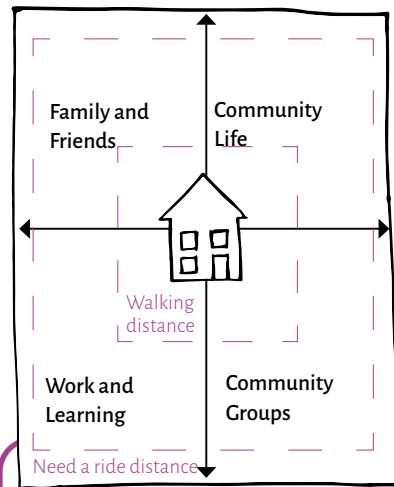
How it helps

It helps to discover what is unique about the community and common gathering places. It finds out what people do for fun, where people feel valued and welcomed. It identifies the various organizations and networks in your local community. It matches the person's interests, gifts and skills with what is present in the community.

How to use it

Invite people to create a map that includes significant places and people. Gather information by talking to others, checking out newspapers, newsletters, and the internet. Ask:

- What places don't require transportation?
- What places do require transportation?
- What are the major streets for shopping and entertainment?
- What are the public places (community centers) where people go?
- Where is the center of the community?
- What are favorite places to shop?
- What is unique to your community?
- Where are the informal places that people hang out?
- Who are helpful people and where can they be found?



New to a community? Check with your Chamber of Commerce, Welcome Wagon, or Parks and Recreation. Find a local resource person to help you build your map.

The template shown here looks at opportunities to build community connections and sorts them by those that do and do not require transportation.

Additionally, the template encourages you to look at different aspects of community life:

- Family and Friends,
- Community Life,
- Work and learning opportunities, and
- Community Groups.

Your map should focus on what is important to the individual you are supporting in addition to providing them with new opportunities to try.

Supporting people in becoming valued members of their community requires that we develop an understanding of where opportunities exist in the local community to build connections. There are many ways to develop community maps.

- You can pin flags to a paper map
- Use Google Maps or Google Earth to build custom map overlays.
- Choose a style of mapping and give it a try.

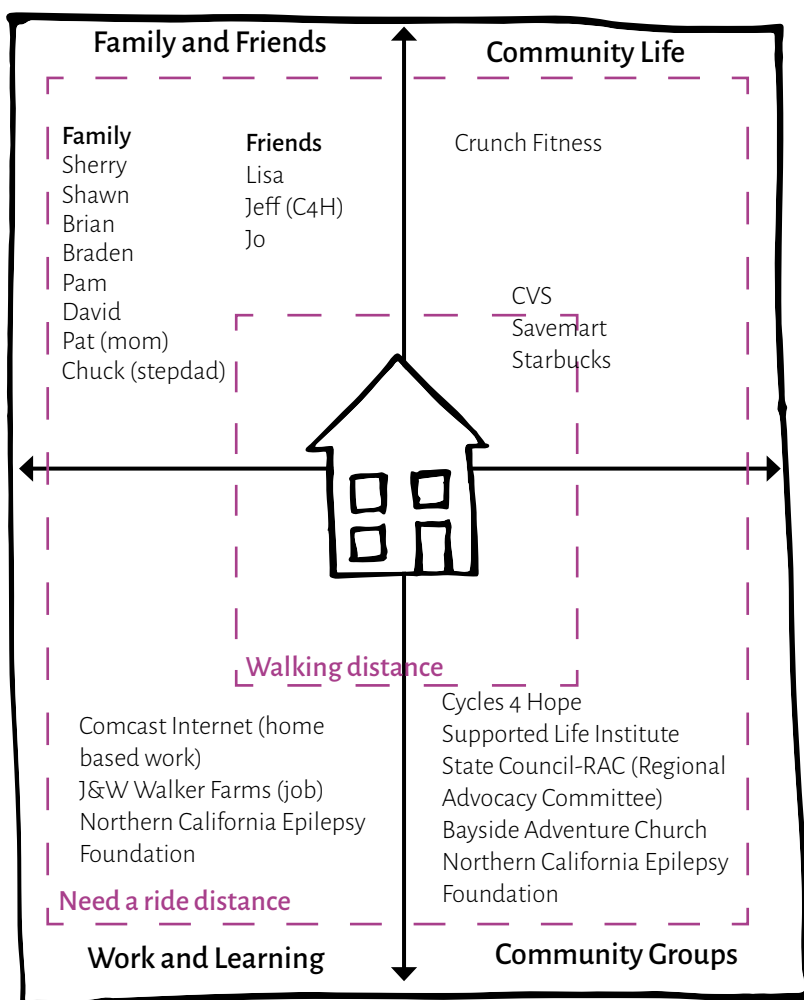
Being Part of the Community

SKILL: Community Mapping

SHARING
STORIES

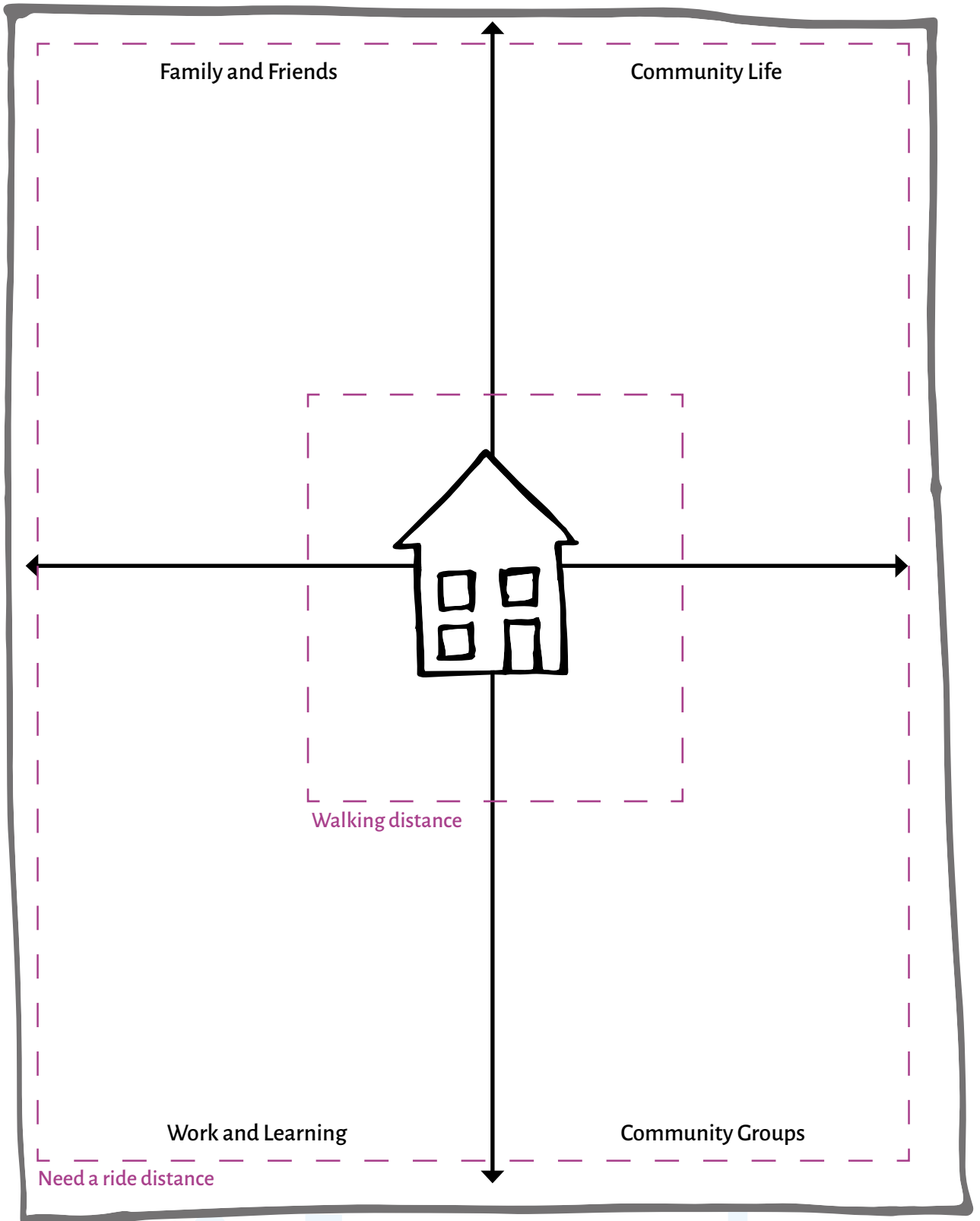
Tyler

Tyler's support staff worked on helping him achieve what is important to him in becoming a valued member of his community. They created a map of his community which captured people and places important to him. The map identifies places he can walk to and places that require transportation.



Being Part of the Community

SKILL: Community Mapping



Being Part of the Community

SKILL: What Happens Here?

HOW TO
DO IT

SHARING
STORIES

What it does

Helps us to learn about the characteristics, social rules and roles of a group.

How it helps

Identifies things to do to help the person fit in. It looks at what happens in different stages of interaction.

How to use it

Consider an activity that a person wishes to try out. Make a list of “need to know” information.

Ask questions that might include:

- What time do people arrive?
- How are they dressed?
- Do they take anything along?
- Are there any unwritten rules?
- Where do people sit?
- Do people have roles?
- Are there any individual or collective expectations?
- How do people leave?

Tyler

One of the things important to Tyler is using his gifts to be able to help others. He has the knowledge and ability to repair a variety of things. Staff have identified Cycles 4 Hope as a place in his community where he might enjoy sharing his skills. Tyler and his staff prepared the following “What Happens Here” analysis to help ensure Tyson has the information and support he needs to become a valued participant.

Being Part of the Community

SKILL: What Happens Here?

<h3>What Happens Here?</h3> <p>Cycles 4 Hope</p>	
<p>What time do people arrive? 6-9 p.m. Wed. and Thurs. Tyler goes on Wed. It is only open six hours per week (Wed. and Thurs. 6-9 p.m.)</p>	
<p>How are they dressed? Wear your Cycles 4 Hope t-shirt or your volunteer group t-shirt. Put on an apron; you will get greasy and dirty.</p>	<p>Do they take anything along? Bring a good attitude, willingness to learn and desire to help.</p>
<p>Are there any unwritten rules? Make sure all tools are put away at the end of your shift. Clean up after yourself. When stripping your bike, it is good to save all parts in case they can be reused. Ask anyone for help, we are a friendly bunch.</p>	<p>Where do people sit? If it is busy, they can still accommodate you. You might choose to work outside.</p>
<p>Do people have roles? Take your bike to a QA mechanic (Jeff, Ed). Have a snack if someone brought one—cookies seem to be a favorite (you may want to bring some to share)!</p>	<p>Are there any individual or collective expectations? The program is free. Cycles 4 Hope works on donations (you might want to donate a bike or supplies).</p>
<p>How do people leave? Help others finish. Tyler and his staff stay and help clean up the shop (sweep, make sure all tools are put away).</p>	<p>How do we make introductions? Keep an ear open for anyone that needs help, especially new volunteers. When your bike is done, some people leave, others work with someone else to help them finish.</p>
<p>What would it take to make connections within this group? Check in about the events that are upcoming so you have the info needed to participate. Leave with a joke and farewell: "See ya next week!"</p>	<p>What does good support for the individual you are supporting look like? If Tyler has a seizure make sure he is not injured; give him a few minutes and he will return to his task.</p>
<p>What does "over-support" look like? When you are supporting Tyler at Cycles 4 Hope, give him space; don't just follow him around. Don't hover over Tyler. He does not want to be stigmatized.</p>	<p>What resources or equipment are needed? You can bring your own bike tools, or borrow theirs.</p>

Being Part of the Community

SKILL: What Happens Here?

What Happens Here?	
What time do people arrive?	
How are they dressed?	Do they take anything along?
Are there any unwritten rules?	Where do people sit?
Do people have roles?	Are there any individual or collective expectations?
How do people leave?	How do we make introductions?
What would it take to make connections within this group?	What does good support for the individual you are supporting look like?
What does "over-support" look like?	What resources or equipment are needed?

Being Part of the Community

HOW TO
DO IT

SKILL: Presence to Contribution

What it does

This is a way of having a conversation with someone your team supports, to find ways to enable the person to be part of their community.

It enables you to record what the person is interested in (or copy from their one-page profile), what it means to be present for an activity and what they could do to contribute to it more fully.

How it helps

It provides a structure to think about what a person does on a day-to-day basis, so that we can see opportunities for them to make new connections, meet new people and contribute to the community.

How to use it

Identify activities that the person is already involved in, or wishes to be. Decide where on the graphic 'from Presence to Contribution' this is currently located. Then work together to move the activity from present to presence, active participation to connecting, connecting to contribution.

Questions to ask

- Which activities can be regarded as vehicles for developing relationships?
- What might we see happening if the person is truly connecting?
- What might we see happening if the person is making a contribution of investing in community?

Being Part of the Community

SKILL: Presence to Contribution

SHARING
STORIES

Tamara

Our community mapping identified church as a place in the community where Tamara had some connection. For a long time, Tamara came to church late, often leaving before the services were over. As she got more and more comfortable at church, her support staff decided to use the Presence to Contribution tool to look for ways Tamara could become a valued member of her church community. Her team has done a fabulous job of focusing on ways to go from Presence to Contribution at church. These efforts have brought many fabulous experiences for Tamara, her support staff and church community.

Activity

Going to church

Being Present

- Going to Church
- Showing up

Having Presence

- Shaking hands
- Singing Hymns
- Taking Sacrament

Actively Participating

- Trick or Treating
- Attending activities that happen on other days
- Visiting Teaching
- 4th of July flag raising
- Service projects

Connecting

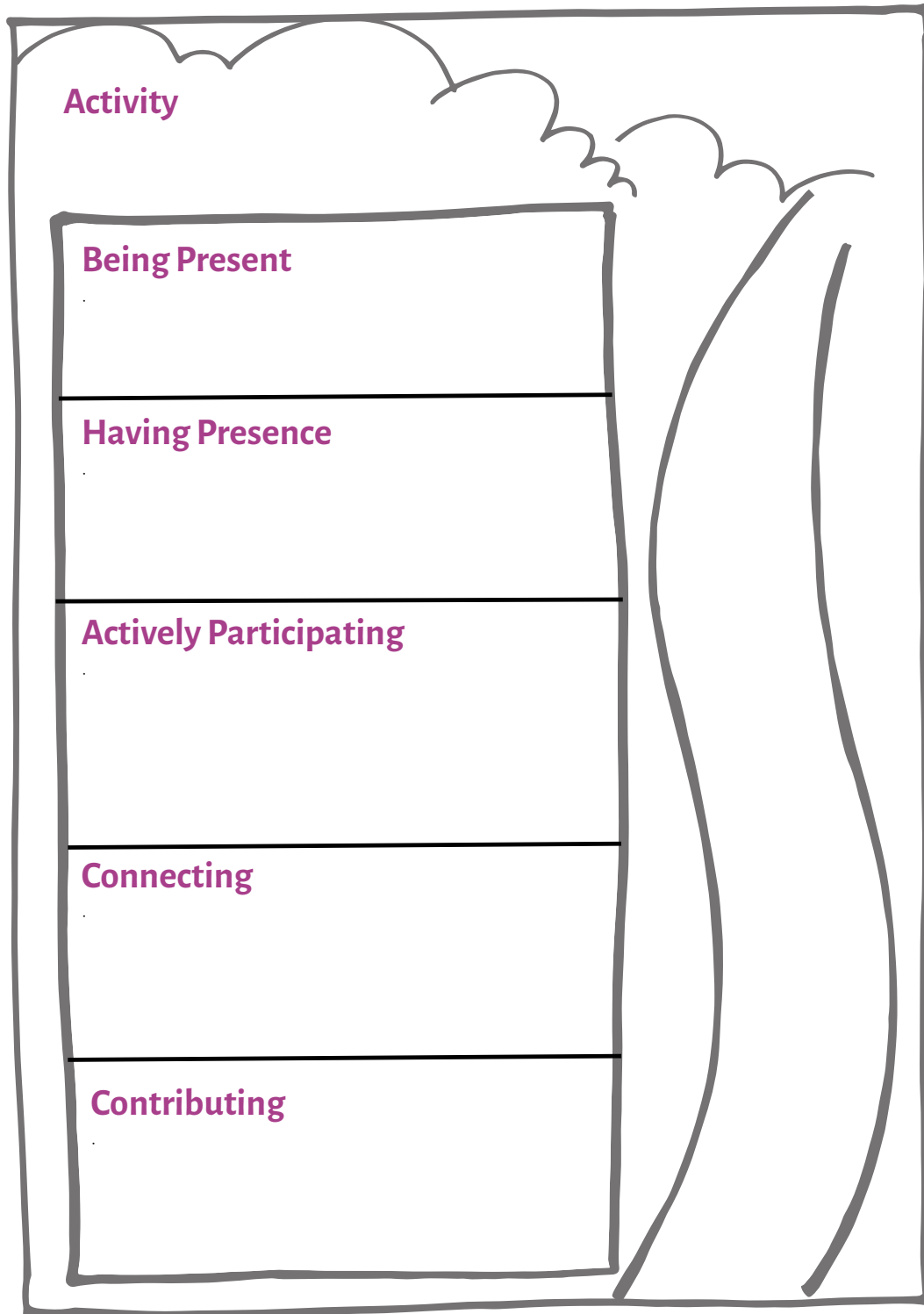
- Staff being open to others approaching Tamara
- Visiting in the foyer before & after the sacrament
- Arrive 10 min. early

Contributing

- Donating to DI / Goodwill
- Tithing
- Fast offerings
- Service Projects

Being Part of the Community

SKILL: Presence to Contribution



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Choosing Where and How to Live

Choosing Where and How to Live

Quality Requirement #2: Choice

This means that the setting supports a person with a disability to choose where and how they live from among options that include settings where people without disabilities live and spend their day. For residential settings, this includes having an option for a private room when available.

How are you doing?

Did the person choose where they live?	Yes	No
Did the person choose who they live with?	Yes	No

If answered “no,” what changes should be made so that people have choice?

Person-centered thinking tools and practices that can help

Featured examples to achieve quality in this area

- Decision-Making Profile
- Decision-Making Agreement

Other skills that can be useful in gathering and documenting information

- Important to / Important for
- Matching
- Routines & Rituals
- Good Day / Bad Day
- Working / Not Working

What it does

The decision-making profile creates a clear picture about how a person makes a decision and how they want to be supported in decision-making. It can be used alongside the decision-making agreement to help people to have choice and control in their lives.

It describes how to provide information in a way that makes sense to that person. This could be how they want you to structure your language, whether they want written words, symbols or pictures, or perhaps an audio format

How it helps

The sections of a decision-making profile help us to support a person to understand choices that are available to them and make informed decisions. This is invaluable when thinking about consent and capacity.

How to use it

Gather information from the person and those they know well to complete five sections of the decision-making process:

1. How I like to get information.
2. How to present choices to me.
3. Ways you can help me understand.
4. When is the best time for me to make decisions?
5. When is a bad time for me to make decisions?

When you are completing a decision-making profile with a person look at their one-page profile and communication chart. See what these tell you about the best times and ways to support the person to make a decision.

It might help to think about a decision the person has had to make in the past and then think about what worked and what did not work for them about how they were supported.

Choosing Where and How to Live

SKILL: Decision-Making Profile

SHARING
STORIES

Angie

Angie has a vibrant personality and can clearly let you know what she likes and doesn't like. She lives with three other women and she has direct support to help her throughout her day. Angie doesn't use a lot of words to communicate and relies on her actions to let others know how she is feeling. When Angie feels out of control of the things happening around her, like how she wants to spend her day, she might yell, throw things, or hit people to let you know she is frustrated.

The staff where Angie lives helped her to complete a decision-making profile and a decision-making agreement. Staff learned how to support Angie in making decisions and how to make sure she has control over important decisions in her life.

When Angie has more choice and control in her life, she doesn't yell, throw things, or hit others and is more likely to share her vibrant, cheerful disposition!

How Angie likes to get information.	How to present choices to Angie.	Ways you can help Angie understand.	When is the best time for Angie to make decisions?	When is a bad time for Angie to make a decision?
From favorite staff. Pointing. Photographs (line drawings don't work). Some signs.	Have staff who are a good match with Angie offer her a limited number of choices by pointing, showing photos or using signs she knows well. Be patient, give her time to process and make choices.	Be clear about time frame. Are you talking about now, or tomorrow? Show her the calendar.	One-on-One conversation. When things are quiet and calm. When Angie is not distracted by other activities.	When Angie is agitated. When her environment is chaotic and noisy. When other distracting activities are happening around her. When "Barney" is on TV.

Choosing Where and How to Live

SKILL: Decision-Making Profile

How I like to get information.	How to present choices to me.	Ways you can help me understand.	When is the best time for me to make decisions?	When is a bad time for me to make a decision?

Choosing Where and How to Live

SKILL: Decision-Making Agreement

SHARING
STORIES

Angie



Angie's Decision-Making Agreement is based on what was learned from her Decision-Making Profile.

Angie created a decision-making agreement based on what she shared in her decision-making profile. To support her in implementing her agreement, staff created a set of wallet size photos of people, friends and things that were important to Angie. Photos included pictures of family (staff would assist her in calling them), the doctor's office (to prepare for visits), her staff (when possible she could choose who to work with), and many of her favorite things including her stuffed animals and Barney. Having these photos facilitated Angie making choices about what she wanted to do in her day and with whom she wanted to spend time. Having that control in her life made it much easier for Angie to go about her day without yelling or harming herself or other, which is what she would often do when people were not listening to her.

Important decisions in my life...	How must I be involved?	Who makes the final decision?
<ul style="list-style-type: none"> · Whom do I spend time with (staff, friends)? · What activities do I participate in? · Eating (what, when, where). · Medications - Health Care. 	<p>Give Angie a few choices based on what you know is important to her. Point out or show her photos, be clear on the time frame. Use the Calendar.</p> <p>Be prepared to show Angie (pointing – photos) her choices when things are quiet. Know what helps Angie calm herself when needed (Barney video).</p> <p>Angie likes going to the Doctor but you must let her know well in advance. She likes apple sauce with her medications.</p>	<p>Angie.</p>
<p>What would it take for me to have more control of my life? Be prepared to show Angie (pointing – photos) her choices when things are quiet. Know what helps Angie calm herself when needed (Barney video)</p>		

Choosing Where and How to Live

SKILL: Decision-Making Agreement

Important decisions in my life	How must I be involved?	Who makes the final decision?

What would it take for me to have more control of my life?

Having Privacy, Dignity and Respect

Having Privacy, Dignity and Respect

Quality Requirement #3: Individual Rights

The setting supports individual rights including privacy, dignity and respect, and freedom from coercion and restraint. Some of the individual rights that a person with a disability has include:

- being able to lock your doors.
- using the phone when you want.
- coming and going as you please.

How are you doing?

Is the individual able to have personal space and time alone when receiving services?	Yes	No
Is the individual able to come and go as they please?	Yes	No
Is the individual able to have visitors where they live and receive services?	Yes	No
Do people listen when the individual speaks up for themselves?	Yes	No

If answered “no,” what changes should be made so that people have choice?

Person-centered thinking tools and practices that can help

Featured examples to achieve quality in this area

- Communications Tools
- Routines and Rituals
- Good Day / Bad Day

Other skills that can be useful in gathering and documenting information

- Important to / Important for
- Decision-Making Profile
- Decision-Making Agreement

Learning, Using and Recording Communication

What it does

The communication chart is a simple but powerful way to record how someone communicates with words and with behavior.

This tool helps us to focus on what someone is trying to communicate, whether they use words or not. It is also useful when the ways that people communicate with their behavior are clearer than the words that they use, or when what people say and what they mean are different.

How it helps

It is easy to assume that someone doesn't have much to say if they rarely speak, but it isn't the case. Everyone communicates. This person-centered thinking tool helps us to find other ways of communicating well together.

A communication chart ensures that people are understood. This is so important, especially for people who rely on others for support. Having the power to communicate and be understood is central to people having choice and control in their lives.

How to use it

As you start to build the communication chart, look for easy, simple, and clear expressions.

- How do you know if the person is happy, sad or angry?
- How do you know if the person likes or dislikes something?

It helps to start as soon as an opportunity presents itself and continue to update the chart as new insights are gained.

Make it available, both to those who are new in the person's life, and, as communication changes or becomes more complex, those who have experiences and learning that should be added.

1. Start with what you see or hear the person saying or doing.
2. Notice what is happening in the environment.
3. Write what you think it means; what you think the person is trying to communicate.
4. Write what others should know or do in response to what was communicated.

Having Privacy, Dignity and Respect

SKILL: Communication Chart

SHARING
STORIES

Lionel

Lionel lives in a home with three other men. He's popular at home because he's got great computer skills and loves to bake! Lionel decides he is going to Google a recipe for pumpkin muffins. He plans to bake a batch to share with his friends at home. After making a shopping list, he and his housemates, accompanied by staff, go to the grocery store to shop for the necessary ingredients to make muffins. Sometimes Lionel uses words to communicate, and other times he uses sounds and gestures to express what he wants and needs. His staff used this experience to add to Lionel's communication chart.

Future staff supporting Lionel will have a much better idea of how to provide good support to Lionel based on their access to his Communication Chart.

Note: Staff used the third person in this communication chart because they were filling this out on Lionel's behalf as the ones who know him best.

What's happening (or has just happened)...	Lionel does this...	We think it means...	And others should...
Lionel is in the den on the computer, searching the internet for pumpkin muffins recipes.	Furrows his brows and grunts loudly.	He's focusing intently.	Don't interrupt him—this interferes with his concentration. Wait for him to request assistance if needed.
Lionel is at the grocery store searching for flour.	Open handed, slaps his own face with force and loudly grunts.	He is frustrated that he can't find the flour.	Encourage Lionel to use a helpful coping skill (i.e. deep breaths). In order to encourage more autonomy, ask Lionel if he sees any aisle signs that will tell him where to find baking ingredients.
Lionel is at in the kitchen preparing the wet ingredients for his pumpkin muffins.	Rubs his hands together repeatedly.	He's unsure of the next step in the process of what he is planning to do.	Wait a few minutes to see if he is able to get back on task. If not, ask Lionel how he is doing.
Lionel is in the living room handing out the pumpkin muffins to his friends.	Loudly repeats a line from his favorite movie "What ain't no country I ever heard of! They speak English in 'What?'"	He's experiencing a less than enthusiastic response from his friends and feels disappointed and is starting to get angry.	Ask Lionel if there's anyone else he'd like to give some muffins to. Ask if he'd like to bring some to the neighbor.

Having Privacy, Dignity and Respect

SKILL: Communication Chart

What's happening (or has just happened)... does this...	We think it means...	And others should...

Having Privacy, Dignity and Respect

SKILL: Routines and Rituals

HOW TO
DO IT

What it does

A reminder that routines and rituals help others understand what matters to a person and what helps them to have good days. It looks at a variety of situations around which we often have personal routines and rituals.

How it helps

Understanding someone's routines and rituals is essential to providing quality person-centered support. Learning about the cultural traditions and rituals of someone you support is key to providing culturally appropriate supports.

How to use it

You can learn about these routines and rituals through conversation and observation of the individual you are supporting, as well as through conversations with those that know the individual well (consult your Relationship Map). Think about others who support you as well as the people you support. How important would it be to know the following?

Morning

Wake up to what (alarm, clock radio, multiple reminders, allow snooze alarm)? How much time is needed to get out the door? What is the morning hygiene routine? Are there any special products used? Pick out clothes the night before? Morning of? What are favorite breakfast foods? Is caffeine delivery required? If so, what type?

Bedtime

Do you need to check the door and windows before you go to bed?

Mealtimes

Do you eat dinner at the same time every Sunday? Do you have a particular way to set the table?

Transition

Do you have to organize your day before it starts?

Birthday

Should it be a "national holiday?" Do you hope that no one notices?

Cultural/Holiday Traditions

What is your favorite holiday? What food has to be on the table for it to be that holiday?

Not feeling well

How do you cope with not feeling well? Are you like a cave bear hiding when you are ill? Do you say leave me alone, or throw food in once in a while? Do you want to be taken care of, or want to be babied?

Spiritual

Are religious services, prayer, or meditation important?

Vacation

Are there things that need to be present in order for it to be a real vacation? When does it start—talking and planning in advance, or not until it actually begins?

Comfort

What helps you feel better when you are having a bad day? Would you find... exercise... shopping... chocolate... a drink... or something else comforting? Would you find cleaning comforting, or would you find it punishment?

Celebration

What do you enjoy or need to have happen to feel that you have celebrated?

Grief/Loss

What are the myriad rituals for coping with grief and loss? Methodist upbringing—service in the church sanctuary, luncheon in the church basement? Someone who is Catholic—sitting up late tell stories and have an adult beverage (or many)? Might it be Jewish—sitting Shiva for 7 days? Or other rituals like—cover the mirrors... stop the clock... bring comfort food when they visit... parade of callers... 24 hour candle light at anniversary of someone's death.

Juan

Juan has just moved to a new home where he lives with three other men. He likes the people at his new home and seems to be getting along well.

Then comes Christmas Eve. Everyone is excited; they go together to the beautiful ritual of Christmas midnight mass. Juan appears to enjoy the music and pageantry. On returning home from church, the staff tells Juan it is time to go to bed and get a good night's sleep. That way, he is ready for the big Christmas Day feast and celebration the next day. They are shocked by his reaction. Juan gets very upset; yelling, screaming and breaking Christmas decorations. He insists he will not go to bed. Staff are mystified—until they belatedly check with his family and the staff from his previous home. It seems that in Juan's home growing up, as well as in his most recent home, a different Christmas tradition was followed. His family, and later his housemates, would attend midnight mass then return home to enjoy a big celebration, presents and feasting. In his new home the men would attend midnight mass, come home and go to sleep, in anticipation of a party with presents and feasting at noon on Christmas Day.

This being an unfamiliar ritual, Juan thought he was being sent to bed and would not be allowed to participate in the festivities he expected upon returning from church. Recovering from the emotional trauma and rebuilding Juan's trust in the people at his new home took a lot of time and effort that could have been avoided by a little research into his important routines and rituals.

Use the Relationship Map to identify whom in addition to the individual you are supporting to interview about their Routines and Rituals. Be sure to record what you have learned so you can share it with others.



Having Privacy, Dignity and Respect

SKILL: Routines and Rituals

Morning

Not feeling well

Bedtime

Spiritual

Mealtimes

Vacation

Transition

Comfort

Birthday

Celebration

Cultural/Holiday Traditions

Grief/Loss

We never stop learning about the people we support. As new discoveries are made about what matters to a person, from their communication chart or routines and rituals, or from conversations about what makes a good day and a bad day, it's important to write down what is learned and share it with others who are also supporting that person.

Notes and files that are kept by people in support roles often record the facts about what is happening day-to-day, but not what we is learned. When supporting others, it is important to capture any learning as it happens, because this can be used to inform planning and shape the support that is given.

What it does

The Learning Log offers a process to record what a staff member is learning while supporting someone.

- It is most useful when people are trying out new activities or are being supported by a new team member.

How it helps

- By capturing this information and reviewing it, the whole team can keep learning how to give the best support.
- Learning Logs should be reviewed regularly by team leaders and shared with the people involved in the support.

How to use it

The Learning Log is organized to reflect on an activity or new set of circumstances using the following questions.

- Date
- What did the person do? (what, where, when, how long, etc.)
- Who was there?
- What did you learn about a strategy that worked well? What did the person like? What needs to stay the same?
- What did you learn about a strategy that did not work well? What did the person not like? What needs to change?

Review new insights with the broader team to figure out how support can evolve to build upon what is working and change what's not working.

Having Privacy, Dignity and Respect

SKILL: Learning Log

SHARING
STORIES

Lucas

Lucas has lived in a small residential home setting for the last 10 years. Lucas' life is currently going well. He has developed new ways to communicate. Lucas used to use mostly gestures, facial and vocal expressions, and now he also uses short sentences to express how he feels.

Although Lucas likes new places and people, sometimes he is uncomfortable in places with a lot of traffic, sound, and crowds. If it's a good day Lucas is willing to try almost anything. If the day has been challenging, his support staff need to get a little more creative to provide good support. Lucas loves trying new lunch places. He's a foodie, and eating gives him great joy. He particularly likes crunchy foods like chips, corn nuts, and all types of crunchy, fresh

veggies. Lucas has recently been supported by Maggie, a support professional at his home. Maggie recorded the information below on several lunch outings with Lucas.

Now, even if Maggie is not available to take Lucas out to lunch, other staff will have good information on how to provide quality support. Lucas and his support staff are much more likely to have a great time going out for lunch.

Date	What did the person do (what, where, when, how long etc.)?	Who was there (staff, friends, others, etc.)?	What did you learn about a strategy that went well? What did the person like about the activity? What needs to stay the same?	What did you learn about a strategy that did not work well? What did the person not like about the activity? What needs to be different?
02/01/19	Lucas and Maggie went out for lunch to North China Restaurant for 1.5hrs.	Lucas and Maggie.	North China has an aquarium with lots of fish, coral etc. near the booths. Lucas smiled the whole time they were there, and he stared at the fish often. He likes green beans, and he was happy the restaurant had many dishes with them.	Lucas did not eat much during this trip, which is extremely out of character for him. We took his lunch home.
04/18/19	Lucas and Maggie out for lunch to North China Restaurant 1.5hrs.	Lucas and Maggie.	Our favorite booth we like to sit at was available. While there, Lucas enjoyed telling me about his love of fish.	We were there during the lunch rush which appeared to make Lucas uncomfortable. He was flapping his hands often and became very quiet. He picked at his green bean dish and we ended up taking it home. We should avoid lunch rush next time.
05/03/19	Lucas and Maggie out for lunch to North China Restaurant 1.5hrs.	Lucas and Maggie.	Lucas was so happy to see the restaurant now has a frog in the aquarium. Also, we got our favorite booth nearest the aquarium. We arrived in the early afternoon, after the lunch rush.	Lucas only picked at his food today. Before we left, he actually told me, "Chinese food is yuck," and that he wishes he had an aquarium at home. Next time, we will talk some more about a menu for wherever we're considering eating, and also about what it would take to get him a fish tank at home.

Having Privacy, Dignity and Respect

SKILL: Learning Log

Date	What did the person do (what, where, when, how long etc.)?	Who was there (staff, friends, others, etc.)?	What did you learn about a strategy that went well? What did the person like about the activity? What needs to stay the same?	What did you learn about a strategy that did not work well? What did the person not like about the activity? What needs to be different?

Independence

How and With Whom I Spend My Time

Quality Requirement #4: Independence

The Independence means the individual is in charge of making decisions about their life and what they want to do. These decisions include their daily activities, their surroundings, and the people they interact with. Some examples of independence include when people are:

- Setting their own schedule.
- Choosing where they want to go.
- Controlling their own budget.

How are you doing?

Are they able to choose their own schedule?	Yes	No
Do people choose what they do for fun?	Yes	No
Do people choose how to spend their money?	Yes	No
Do people have a chance to make decisions about their life and what they want to do?	Yes	No

If answered “no,” what changes should be made so that people have choice?

Person-centered thinking tools and practices that can help

Featured examples to achieve quality in this area

- Routines and Rituals
- Good Day / Bad Day
- Perfect Week

Other skills that can be useful in gathering and documenting information

- Important to / Important for
- Relationship Map
- Working / Not Working
- Decision-Making Profile
- Decision-Making Agreement

HOW TO DO IT

SKILL: Good Days and Bad Days

What it is

Good Day and Bad Day is a way to learn about what matters to someone and what support they need to have good days and avoid bad days.

How it helps

Through conversations, it helps us learn what contributes to a typical day, what can make it a better day and what can make it a worse day.

It helps gather information about what is important to and important for someone related to their independence.

We need this information about everyone who receives support, and colleagues as well. This is a way to start or add to one-page profiles for colleagues and for those supported, and to decide together on actions.

Adhira's example was completed for work. It started with what might be a typical day—what usually happens—and then looked at what makes it a better or worse day. We looked at the entire day because many people have had things that happen before they get to work/school, that impacts how your day goes. And what about the end of the day and the impact it has on you?

How to use it

It helps to look at something specific for the good or bad day. What makes a Good/Bad day at home? At work? Weekend? With friends?

Start with getting up or whatever the person does to get ready to leave for work.

Do not write down any fantasies.

Make a composite of the worst days the person has had.

Leave space between the lines so that others can add what they know of the person's worst day/workday.

Record activities in the order they occur. Focus on the person's entire day or a portion of it: morning routine, work day, after work until bedtime, etc.

Only share what the person is comfortable sharing.

Use the Good/Bad Day chart to begin to understand what is important to that person. Begin to ask each other what we can do to help this person have more good days.

Remember: The person is the expert and has the final word. Consult with him/her during the exercise as much as possible and in setting goals at the end of this exercise.

Independence

SKILL: Good Days and Bad Days

SHARING
STORIES

Adhira

Adhira is witty and clever, and she loves to visit with family, friends and colleagues over a cup of coffee. Adhira's parents are the most important people in her life; she takes advantage of any opportunity to spend time with them. Adhira has impeccable comedic timing and tries to find humor in some of her own challenges as well as the challenges of others. She knows what she wants and how to get it, and she doesn't have much patience for people who insult her intelligence. She is very capable of making her own decisions and doesn't appreciate it when others try to take away her independence. Adhira lives with three other women in a specialized group home and attends a day program.

Nothing annoys Adhira more than when she has to tell her direct support staff the same thing over and over again. For example, she'd rather wear a hat than sunblock because she hates the smell, but she finds sunblock in

her backpack rather than the hat. Fruits and veggies for lunch are fine, but please no carrots because they hurt her teeth (two days out of five she finds only carrots in the fridge to pack for lunch). Repeatedly ignoring Adhira's likes and dislikes leads to frustration. Sometimes she throws things. Her support staff captured some of what they learned in the Good Day / Bad Day table. Having new staff oriented to this information greatly reduced Adhira's level of frustration and helped her to have more good days. And when Adhira is happy, her staff is happier too!

Time of Day	Typical	Better	Worse
Morning at Home	I get ready for the day, eat breakfast and have coffee.	Pancakes and eggs for breakfast, and time for at least two cups of coffee.	Cereal for breakfast. I'm rushed, so no time for coffee and only carrots to pack for lunch.
Commute	Van ride to program.	My mom and dad pick me up, drive through Starbucks then drop me at program. Staff packed my hat.	Van is late, other passengers are in a bad mood and hitting people, staff are on their cell phones, staff packed sunblock.
Morning	I meet my staff worker for the day and we discuss the day's activities.	I'm assigned my favorite staff member and we plan to be out the entire day at Adopt a Park.	I'm assigned a new staff member who I don't know, and who doesn't know me. They are new, so they don't want to go anywhere.
Lunch	Eat sack lunch I helped prepare from home.	McDonald's with my mom and dad.	Turkey sandwich with cheese (I hate cheese!), no chips, and water!

Independence

SKILL: Good Days and Bad Days

Time of Day	Typical	Better	Worse
Morning at Home			
Commute			
Morning			
Lunch			
Afternoon			
Commute			
Evening			
Overnight			

Independence

SKILL: Perfect Week

HOW TO DO IT

What it is

A perfect week describes a person's ideal week, which is both practical and possible within resources (e.g. personal strengths, assistive technology, friends, neighbors and family, community-based organizations, self-determination Individual Budget, and other eligibility-based supports)

It is a detailed description of how a person wants to live, not an unrealistic dream. It includes the important places, interests and people that matter to a person.




How it helps

The perfect week can become the basis of a personalized schedule, and you can use the matching support process to think with the person about who they want to support them for each element of their perfect week.

How to use it



Using the perfect week tool helps people to think about what they would like their life to look like, and can form the basis of an effective person-centered care and support plan. It can also be used to make sure that people are not overprotected or over supported and have choice and control wherever possible. This helps people to use paid support in the most effective way.

Darnell's Perfect Week

	Mornings 	Afternoons 	Evenings 
Mon	Photography on the river (with Anthony and Terrell) (All day, once a week)	Photography on the river (with Anthony and Terrell) (All day, once a week)	Evening in with Shanice (watching TV and downloading photos)
Tues	Shopping at Albertson's (with Jackie)	Check job postings (paper/internet/job center) (with Jackie)	Go to the pub with Shanice (every two weeks with Carmine)
Wed	Creating/building photography web-site (with Anthony)	Meet Shanice for lunch in town (every week) Teach photography at the day center, and see friends	Basketball (Every week with Nick, David and Pedro)
Thurs	Volunteering at animal shelter (with Jackie)	Volunteering at animal shelter (with Jackie)	Evening in with Shanice - TV, DVD, listen to music
Fri	Morning in. Update music collection. Physical therapy (every week)	Volunteering at the Zoo (with Phillip)	Night out with Shanice and friends. Meal or the pub (every other week)
Sat	Time with Shanice. Whatever we decide to do.	Meet with mom and dad (every week)	See live music (once a month) With uncle Pete or Pedro)
Sun	Go to church (Shanice is a practicing catholic) (with Shanice's mom)	Go to the gym with Shanice (with Anthony)	Night in with Shanice

Independence

SKILL: Perfect Week

	Mornings	 Afternoons	Evenings 
Mon			
Tues			
Wed			
Thurs			
Fri			
Sat			
Sun			

Choosing Supports and Who Provides Them

Choosing Supports and Who Provides Them

Quality Requirement #5: Choosing supports and who provides them

The provider setting supports you to choose your services and who provides them to you. Choice means that a person can choose what services and supports they need. The person can choose who provides those services and where they are provided. Like most things in life, our choices are based on our needs and preferences as well as the options and resources available to us.

How are you doing?

Does the person choose where services are provided? (for example: group home, own home, day program)	Yes	No
Did the person choose the services they receive?	Yes	No
Did the person choose who provides the services?	Yes	No

If answered “no,” what changes should be made so that people have choice?

Person-centered thinking tools and practices that can help

Featured examples to achieve quality in this area

- Matching
- Donut

Other skills that can be useful in gathering and documenting information

- Decision-Making Profile
- Decision-Making Agreement
- Important to / Important for

What it does

Getting a good match between the person supporting and the person being supported - whether paid or unpaid - is crucial.

The matching support tool is a simple way to record what is needed to create the best match.

How it helps

There are three reasons why every effort should be made to determine what a good match looks like, and why every effort should be made to act on the information.

A good match is:

- One of the most powerful determinants of quality of life for people dependent on others for support.
- The single greatest determinant of turnover among those paid to provide services.
- Related to the incidence of abuse and neglect – the better the match the fewer issues of abuse and neglect.
- Related to staff turnover – where there is a good match between a person needing support and existing staff, or when recruiting new staff there is less turnover.

When agencies look at skills needed to support someone, they typically limit themselves to the skills needed to address issues of health and safety and the general skills needed for the position. It is equally important to address the skills needed for someone to have what is important to them as well as what is important for them. While having the right skills is a minimum expectation, the match regarding personal characteristics is critical.

How to use it

Supports wanted/ needed

List here:

What supports do you need?

What do you need others to do for you, to support you in living the life you choose and being a valued member of your community?

Skills required

List here:

What skills must the person we recruit have?

Include those skills that must be taught and the recruits must agree to learn.

Personality characteristics needed (and to avoid)...

List here:

What are the characteristics of the people in your life who have the best relationship with you?

What characteristics do you think will best match you? What will be the purpose of the person who will serve in your recovery?

"Patience is a personality characteristic."

Shared common interests...

List here:

What interests do you want the person we recruit to share (have in common with you)?

Think about things you enjoy that, if better supported, could help you have a more fulfilling life, or make your recovery easier to bear.

Choosing Supports and Who Provides Them

SKILL: Matching

SHARING STORIES

Steve

Steve treasures his independence and being able to make his own decisions. He enjoys driving his own vehicle (preferably a truck or van) but can only afford a fixer upper. He likes watching old westerns. His mom and step-dad live locally and he has few other friends. He finds new social settings stressful. He struggles to live within his budget, particularly when he overspends on lottery scratchers.

Steve enjoys buying and selling at yard sales and flea markets. His old truck is frequently breaking down; he needs a working vehicle to continue this work. His purchases frequently clutter up his small apartment to the point that the space becomes unlivable.

Routine is very important to Steve. There are a few things he likes to eat, many of which he should avoid because of his diabetes. Steve is being treated with medications for diabetes, depression, anxiety disorder and OCD. He hates having to take the medications, because they leave him feeling sluggish and even more depressed.

Steve receives supported living services from a local provider. He has hired and fired multiple providers and provider agencies in the last few years. His supported living staff are often half his age, but he sees them as trying to take on the role of his parent, telling him what to do instead of helping him get things done. This rapid turnover in staff and the feeling like he's not being heard has contributed to Steve's declining health. His depression has worsened to the point he has considered suicide.

A new provider agency decided to figure out who would be a good match for Steve. They worked with Steve to interview candidates and selected Jose, a support worker who was Steve's age, someone who was patient and listened to Steve. Jose shares Steve's interest in repairing old cars and flea market buying and selling. Together, Steve and Jose began work on fixing up his old truck. They were able to build a relationship based on working together on a common goal. They later worked together on trading the truck for a van they could fix up, one that enabled Steve to store his purchases until he resold them. As their relationship grew, Steve worked with Jose on finding solutions to some of his challenges, including cleaning, budgeting and health care. To Steve, it felt like problem solving together, not being told what to do. Steve was able to control his diabetes with diet and exercise. He was able to wean off most of the medications prescribed by his psychiatrist. He started cleaning his apartment and bringing his budget under control. Steve summed up the experience by stating his new staff, Jose, "Saved his life." And Jose has never been happier in a job. He's doing things he loves to do with a great guy, Steve. Both lives enriched by a good match.

Choosing Supports and Who Provides Them

SKILL: Matching

Supports Wanted/ Needed

- Support with making healthy lifestyle decisions (foods, medications).
- Support maintaining a clean, uncluttered home.
- Support to learn how manage a budget.

Skills Required

- Patience.
- Understanding of health care needs (diabetes management).

Personality Characteristics Needed (and to avoid)

- Good listener (listen to both my words and my actions).
- Avoid (bossy, parental attitude, dismissive, know-it-all).

Shared Common Interests (* indicates important shared interests)

- Maintaining old cars.*
- Watching vintage westerns.
- Flea market and garage sale shopping.*

Choosing Supports and Who Provides Them

SKILL: Matching

Supports Wanted/ Needed

Skills Required

Personality Characteristics Needed
(and to avoid)

Shared Common Interests
(* indicates important shared interests)

What it does

The Donut Sort is a tool that helps staff to see what they must do (core responsibilities), where they can try things (judgment and creativity), and what is not their responsibility. Clear expectations about roles and responsibilities are critical to supporting someone well. This tool, referred to as the “Donut Sort” is based on the work of Charles Handy.

How it helps

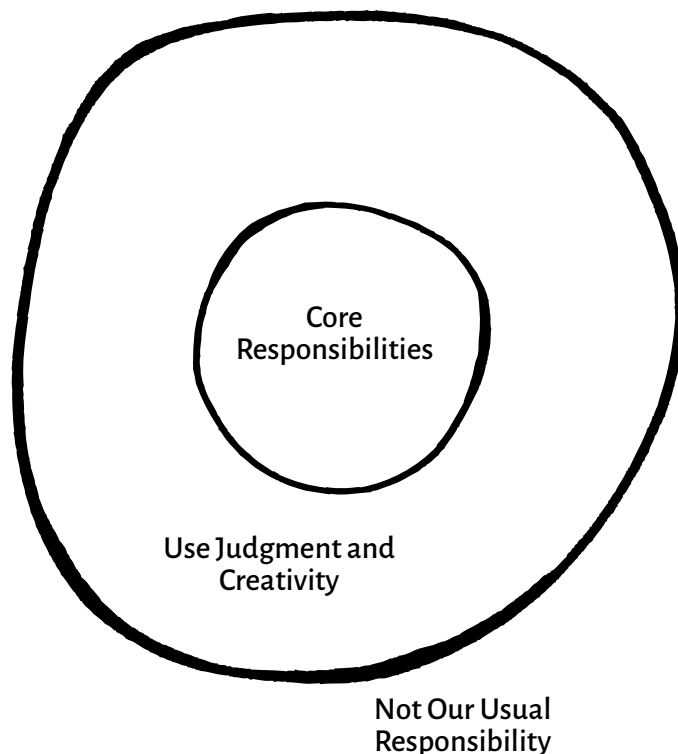
It can help to clarify the roles of the different professionals and agencies involved in supporting someone. This can feed into care and support planning, and can be used to sort roles and expectations in a team plan.

Do a Donut Sort:

- When people do not know their core responsibilities.
- When people do not know where creativity is needed and encouraged.
- When people do not know what is outside their area of responsibility.
- When changes are made in how someone is supported.
- When organizational changes are made that affect roles and responsibilities.

How to use it

1. Start with a specific role in a specific situation.
2. Before you begin the Donut Sort with those you are helping to learn, write down what you know about what is important to and important for the person, and what else you need to learn related to that specific situation.
3. Use the same technique of going from several specific situations to the general when doing a Donut Sort with a manager or a licensed professional.



Choosing Supports and Who Provides Them

SKILL: Donut

SHARING
STORIES

Dana

Dana is very independent and has made it known that she wants to have a boyfriend. She lives in a specialized community-based residential care setting that supports people who have both an intellectual/developmental disability and a mental health condition. Direct support staff at home learned that Dana, after disappearing from the house overnight on several occasions, had been calling in to a “chat room,” where people talked and arranged hook-ups. The residential providers notified Dana and her Service Coordinator of their plan to give her a discharge notice. This was due to the liability she posed to herself, and their inability to meet licensing requirements. When told, Dana was very upset; she did not want to leave.

Her service coordinator suggested to Dana and her team that they meet and use the Donut Sort tool to think in some more depth about the issues before moving to a decision on next steps. The table below shows some of what was learned.

Using the Donut Sort skill allowed the team to work with Dana and develop plans that used creativity around meeting their core responsibilities.

Dana and the staff talked frankly about dating and sexuality. Eventually, Dana still felt that staff were trying to exert too much control over her decisions.

Her team agreed to help her move into a shared apartment, where she could be more independent. She continues to live happily in the community in a shared apartment and independent living supports.

Core Responsibilities	Use Judgment and Creativity	Not Our Usual Responsibility
Adhering to Licensing regulations. Having a plan to keep Dana healthy and safe.	How to support Dana in learning safer ways to meet men and build relationships.	Dana's final choices regarding her relationships.

Choosing Supports and Who Provides Them

SKILL: Donut

Core Responsibilities	Use Judgment and Creativity	Not Our Usual Responsibility

Additional Considerations for Providers

Additional considerations for residential service providers

In addition to the quality requirements, provider-owned or managed residential settings must also ensure that these conditions are met.

Ensuring that people with intellectual/developmental disabilities are provided the protections that are afforded to all California tenants, commonly known as “Tenant’s Rights”.

A person with a disability must have the same rights and protections from eviction as other tenants. Provisions of this requirement are embedded in the TCRC Placement Agreement.

Ensuring that people you support are treated with respect and are afforded privacy.

Each person will have privacy in his/her room or living unit. Homes shall have entrance doors that are lockable by the person, and only appropriate staff will have keys as needed. People sharing rooms in the home will have a choice of roommates in that setting. People can furnish and decorate their rooms or living spaces within the terms of the lease or other agreement

Supporting people in creating schedules that meet their needs and promote the lives they want to live.

Providers will support people with disabilities to control their day-to-day lives in the same way people without disabilities do. This includes control over when they like to wake up and get ready for the day, as well as when and what to eat.

Ensuring the people have opportunities to have visitors.

People should have the opportunity to develop close, private and personal relationships without unnecessary barriers or obstacles. People with disabilities will be able to have visitors at any time without restriction. Providers should also not screen visitors. This does not mean that people can be inconsiderate of other’s rights or the need for quiet and safety in the home. People will be supported to work through these kinds of household agreements as would be expected in any home.

Ensuring that a person’s home is accessible to them throughout the day.

Providers will ensure that a person’s physical environment meets the person’s needs. People must be able to use common areas in the home, such as the kitchen, dining area, laundry area and shared living space, to the extent they desire.

Temporary Modifications – If People Need Extra Support

Sometimes people need extra support and may not be able to take part in all of the freedoms the new rules provide. When that happens, the provider has very strict rules they must follow:

- Base the modification on a specific need;
- Show that positive interventions have been tried, but haven’t worked (and document it);
Keep measuring if the modification is effective!;
- Show that any modification is TEMPORARY;
- Get informed consent!

In addition to learning what is important to and important for a person, the 4+1 Questions and Person-Centered Approach to Risk, found on the following pages, can help work through and document these kinds of situations.

Additional Considerations for Providers

HOW TO
DO IT

SKILL: 4 + 1 Questions

What it does

The 4+1 skill is powerful when used in meetings or reviews, or to look at a particular aspect of someone's life. It can help a service provider look at how to work through issues related to meeting the requirements of home and community-based services.

It can help people to think about a particular challenge or situation and plan for change. Because the 4 plus 1 questions are answered by more than one person, it groups together learning from different perspectives.

How it helps

It can be used to update a one-page profile or a person-centered plan, or to review a project or plan. It is a quick way to work out better ways of supporting people or working together.

- It prevents a dominant voice" from taking control of the meeting.
- It makes everyone feel that they were listened to.
- It brings forward issues that might have been overlooked.
- When it is time to move forward, the group has a picture of their collective learning to draw on.
- It reinforces planning as a process.

How to use it

Invite everyone to contribute answers to four main questions: What have you tried? What have you learned? What are you pleased about? What are you concerned about? The answers to these questions lead to ideas for the 'plus 1' question – based on what we know, what should we do next?



Additional Considerations for Providers

SKILL: 4 + 1 Questions

SHARING
STORIES

Dianne

Dianne, a Service Coordinator, had just been assigned to work with Cathy, who was receiving services through her agency. At her initial meeting with Cathy and the day services support team, Dianne asked Cathy to talk about what was important to her.

Cathy was very pleased to hear the question, enthusiastically sharing her frustration at not having paid work. Dianne noted that as Cathy was speaking about wanting a job, day program staff members rolled their eyes with a “here we go again” expression. Dianne asked about this later in a staff meeting.

She learned that Cathy always talked about wanting a paid job and had been set up repeatedly on paid jobs, each one quickly ending after Cathy refused the work she was assigned.

Dianne suggested that at their next meeting they use the 4 + 1 questions format to examine Cathy's request for paid employment. She encouraged staff members to support each other and Cathy, in considering each of these questions which would be discussed at her next meeting. With respect to finding paid work for Cathy: What has been tried? What has been learned? What are you pleased about? What are you concerned about?

At a follow up meeting, Dianne placed the four questions on the wall and encouraged Cathy (with support) and staff to write their comments on Post-it notes, to be placed on the 4 + 1 chart.

Dianne then facilitated a conversation about what was on the charts.

Following their discussion Cathy and her team agreed a following plan (see next page). The result was, Cathy felt an enhanced her sense of control and responsibility of her life. This allowed her to move beyond her view of herself as a service recipient and to accept more responsibility for choices in her life. Cathy found she loved and was proud of her volunteer work with children.

Additional Considerations for Providers

SKILL: 4 + 1 Questions

What have we tried?

Staff - Placing Cathy in a variety of different types of jobs.

What have we learned?

Staff - Cathy is excited about the idea of having a job but hates being told what to do at work - even with something she might otherwise be OK doing. Cathy will refuse assigned tasks and get fired.

Cathy - People are always telling me to do things I don't want to do.

What are we pleased about?

Staff - Cathy really enjoys helping others and being around kids.

Cathy - I enjoy being around kids and not being ordered around.

What are we concerned about?

Staff - Being unable to find work
Cathy is willing to accept direction to do.

Cathy - Not being able to work.

What should we try / do, based on what we have learned?

Staff will support Cathy in finding volunteer opportunities to work with children where she can maintain control of what she does.

Additional Considerations for Providers

SKILL: 4 + 1 Questions

What have we tried?

What have we learned?

What are we pleased about?

What are we concerned about?

What should we try / do, based on what we have learned?

Additional Considerations for Providers

HOW TO
DO IT

SKILL: Person-Centered Approach to Risk

Choice and Risk

Sometimes, although very well-intended, a service provider and/or service coordinator may limit the choices of a person with a disability because they are worried that the person may be harmed or taken advantage of. Or they might think that the person will make a “bad” choice if given the freedoms required by the HCBS rule.

It is important to remember that all community members, including people who receive home and community-based services, have the right to make choices, even when those choices result in poor outcomes.

People learn by making mistakes. Those in a support role must maximize a person's ability to make choices while minimizing the risk of endangering the person or others.

What it does

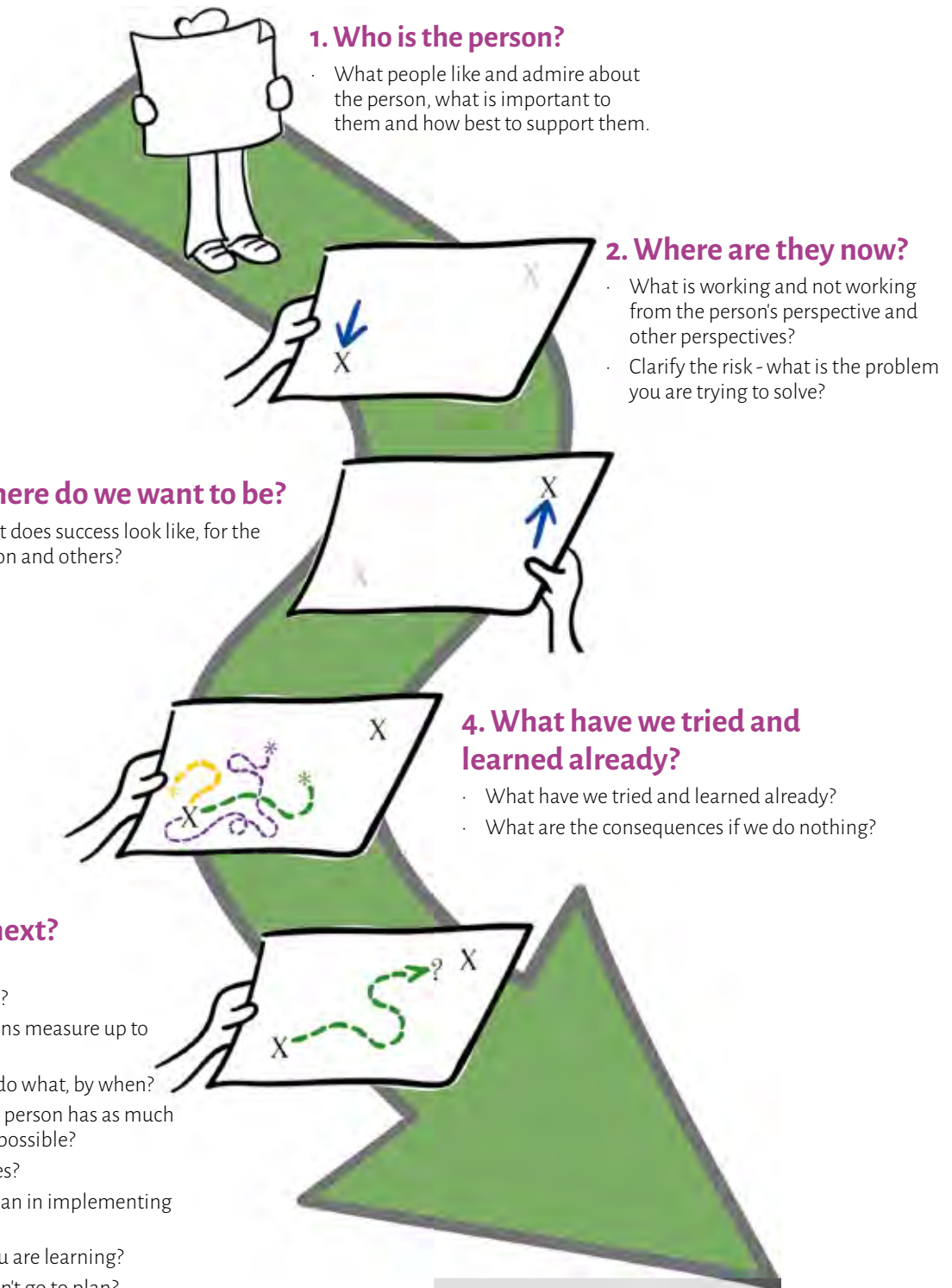
We all take risks – from getting a new job to trying a new hobby, going on vacation or just crossing the road. We evaluate the possible risk and then make a decision based on the potential benefits, while reducing the chance of something bad happening as a result. That's risk assessment. Person-centered risk management is the recognition that people in receipt of support are entitled to take risks to get the life that they want; to take advantage of opportunities even if they come with risk. A life without risk is a life without opportunities, without quality, without change.

How it helps

- Person-centered risk benefits organizations supporting people in all types of care situations – from people who are elderly, or who have dementia, to people with intellectual and developmental disabilities or mental health needs.
- It ensures that risk management starts from the point of view of what makes sense to the person. It is part of how support is delivered, rather than something separate from it.
- It puts the person firmly at the center of the process and starts by finding out what they want from life.
- It enables the person, and their circle of support, to work out how they can achieve what they want as safely as possible – rather than starting by questioning whether it can happen at all, just because they are in receipt of support.

Additional Considerations for Providers

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SHARING STORIES

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Oscar

Oscar, a 27-year-old “man’s man,” lives in a group home with three other men he considers to be friends. He calls them his “brothers from other mothers.” At home he often assumes the role of self-proclaimed “assistant” to staff, helping with daily tasks such as taking the trash out and grocery shopping for the house. He also likes advising his “brothers” how they too can become an “assistant.” He’s had a part time job at the local grocery store for the last two years, where many regulars know him by name. Oscar really loves his job there; he has been promoted from bagger to shelf stocker.

What Oscar enjoys the most is hanging out with “the guys” as often as possible, drinking and shooting pool at the bar around

the corner from his house. He likes meeting new people there, especially women. Oscar has never had a girlfriend; he feels that drinking and showing off his pool shooting skills (he learned his skills from guys at the bar) helps the ladies notice him more. He hopes one day he’ll be as lucky as some of men he knows—a lady will take him home after hanging out. Some of his co-workers from the grocery store have begun shooting pool there on the weekends. Oscar is embarrassed to bring friends over because he doesn’t want them to know he lives in a group home. The house manager asks people to respect the midnight quiet hours in order to not disturb others. Oscar routinely makes it home by midnight. However, he often forgets to charge his cell phone before going out, and, on occasion, he has been too hungover to make it to work. On one of those occasions one of the support staff, a woman, encouraged Oscar to only have one drink at the bar from now on or “just hangout somewhere else.” This infuriated Oscar, leading him to yell at her, “You are not the boss of me!” Unfortunately, he has spent time in jail for minor offenses such as bar fighting and public intoxication.

You provide support to Oscar. How would you evaluate various strategies to address risk and provide services in a safe and person-centered manner?

Additional Considerations for Providers

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Describe the activity / circumstance associated with risk			
Oscar likes to drink and hang out in bars almost every night.			
How is the activity / circumstance associated with what is important to / for the person?			
It's important to Oscar to make and maintain relationships, be as independent and typical as possible. At the bar, he has access to many different potential new male and female friends. Being one of "the guys" here makes him feel independent. He also loves to shoot pool and gets to do it here. Also having his co-workers to mingle with makes him feel included both there and at work. It's important for Oscar to remain out of jail, be addiction free, be safe from unprotected sex, and maintain attendance at work in order to keep his job. This activity is important for Oscar to maintain an emotional sense of acceptance and confidence.			
In supporting this person around this			
What have we tried?	What have we learned?	What are we pleased about?	What are we concerned about?
Encouraging him to drink only one drink at the bar.	Limiting the drinking makes Oscar angry and feel like he is being controlled.	Oscar respects the curfew and doesn't wake others when he arrives home drunk.	Oscar could become addicted to alcohol, end up in jail for public intoxication while walking home, overindulge and get into a bar fight, have unprotected sex contact.
Based on above what solutions might we will we try next? Where do these solutions place us on the table below?			
Safe (important for)	Happy (important to)		Unsafe (conflicts with important for)
	Ask Oscar if he's considered other activities he'd enjoy, where he can hang out with the guys and co-workers, that may not have as many safety concerns. Ask if he'd like any tips on ways to meet woman. Remind him to charge his phone in the afternoons. Ask if he feels having a friend to walk home with may help in avoiding police attention. Ask if he'd like tips to avoid a bar fight (to avoid possible jail resulting from the fight.) Remind Oscar to charge his phone more often so that when he goes out, if he needs a ride home or other help while walking home, he can call someone.	Don't address the risks at all. Tell Oscar he can do whatever he chooses to do.	
Unhappy (conflicts with important to)			
Tell Oscar he can have no more than two drinks. Ask the bartenders not to overserve Oscar. Encouraging other places to socialize, ask if he'd be interested in having his own pool table and inviting friends over to play. Talk about signs of alcohol poisoning and what to do if you experience them.		Don't even think of these strategies!	

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Describe the activity / circumstance associated with risk			
How is the activity / circumstance associated with what is important to / for the person?			
In supporting this person around this			
What have we tried?	What have we learned?	What are we pleased about?	What are we concerned about?
Based on above what solutions might we will we try next? Where do these solutions place us on the table below?			

**Things I
want to
remember**

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HCBS Peer Partners Project Grant

The workbook is funded by a grant from the California Department of Developmental Services. UCP WORK, Inc. is the lead agency, representing a regional project reflecting efforts of multiple providers that support individuals and families in the Tri-Counties Regional Center catchment area. This includes UCP-LA and Villa

Esperanza in Ventura County, UCP WORK, Inc., CPES/ Novelles, and Devereux in Santa Barbara and San Luis Obispo Counties. An ad hoc subcommittee of the TCRC Vendor Advisory Committee, comprised of service providers, regional center staff, and representation from the State Council on Developmental Disabilities (SCDD), implemented a survey of regional service providers. Upon reviewing results, the survey revealed a gap in getting HCBS information as well as Person-Centered Thinking resources to providers in outlying areas operating a small business which serve individuals and families.

The impetus for the efforts of the grant project is in aiding providers to understand how to meet the new HCBS Waiver Community Standards. The greater goal of the standards and this grant project is to support persons with developmental disabilities to have better lives, not just better paper. We endeavor to give the people we support more control over their services, receiving what is important to them: services supporting their own vision for the future and what is important for to be healthy, safe valued, members of their community.

