



Meaningful Community Participation

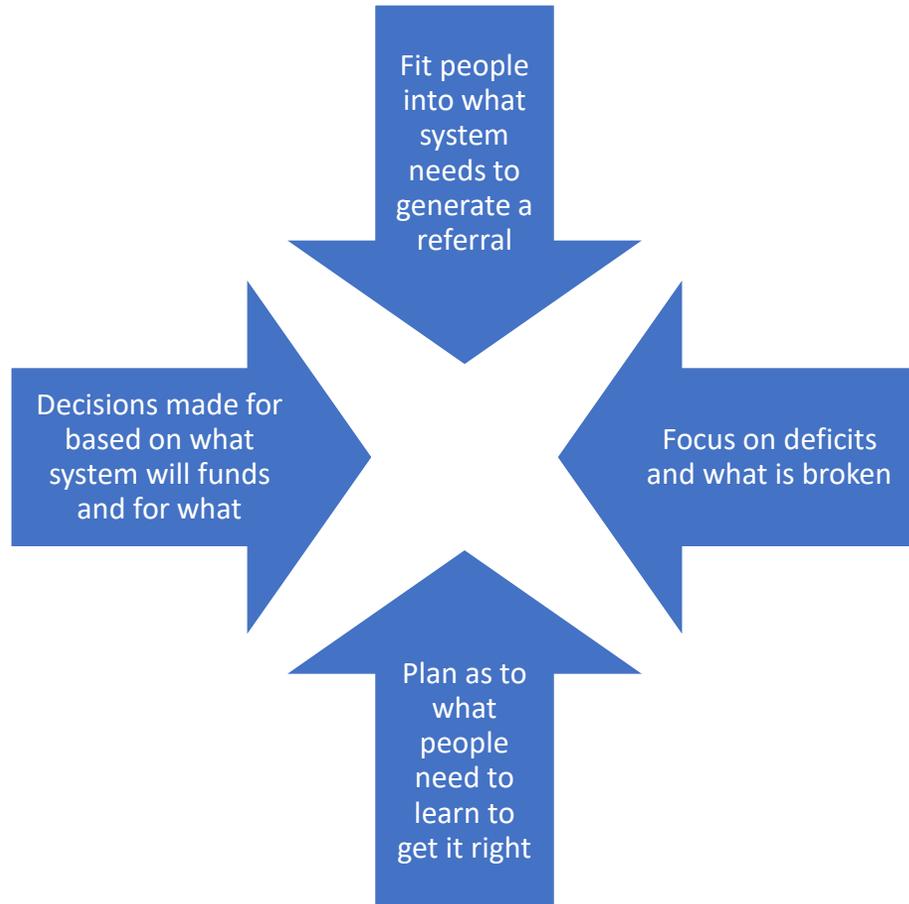
How to Support "The Good Life"

Which box to choose?

Current Service System



System Centered vs Person Centered



- People do not belong to systems
- Focus on what people can bring to their community
- Services are used not to treat, but to enhance
- How does each person feel satisfied, content, fulfilled and happy.



Decades in the Making

- Olmstead Decision and Department of Justice Rulings
- Home and Community Based Services Settings Rule
- Employment First
- Workforce Innovation and Opportunity Act (WIOA)
- Phase out of 14c Certificates
- Rates being looked at to support people in the community

Despite this the majority remain isolated and impoverished

If you have a disability in the U.S., you're twice as likely to be poor as someone without a disability. You're also far more likely to be unemployed. And that gap has widened in the 25 years since the landmark Americans with Disabilities Act was enacted.

Being dependent on public benefits leaves people vulnerable.

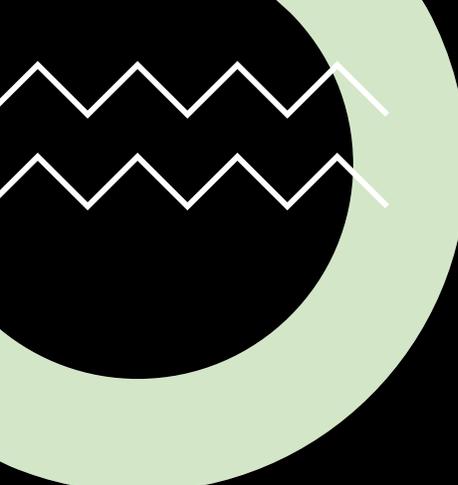
Being dependent on paid staff leaves people even more vulnerable.





What Does a Meaningful Life Look Like?

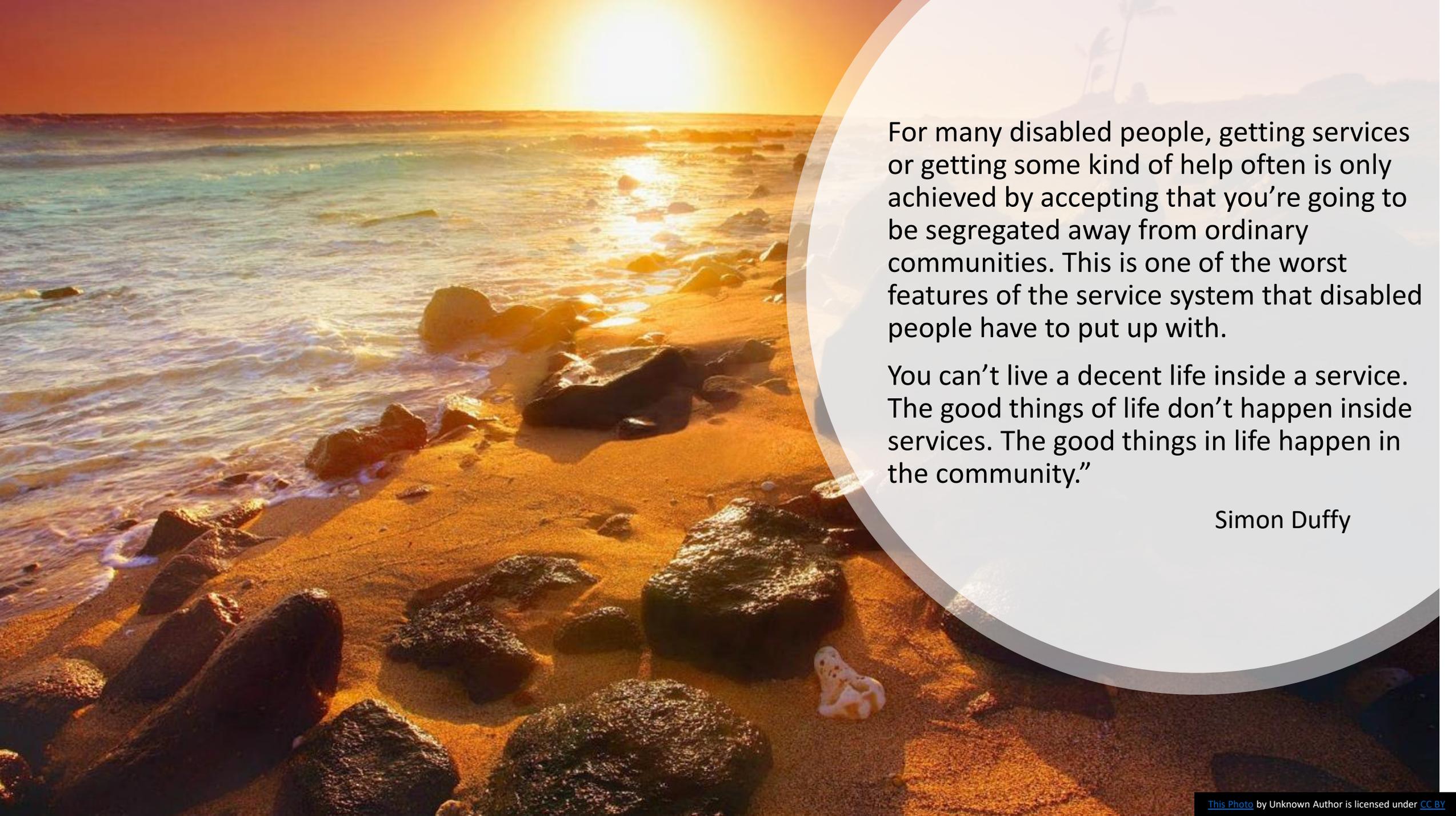
- Friends
- Family
- Passion
- Purpose
- Time well spent
- Sharing commonality
- Spirituality
- Opportunities to learn
- Relationships/Intimacy



Social Role Valorization

- When people have valued social roles they have more opportunities to live “the good life.”
- Normalization = authentic, typical life experiences in ordinary, typical places...not practice, simulations, or separate places.
- Disability Systems have *wounded* people:
 - Loss of individualism dealing with bureaucratic systems
 - Inauthentic experiences and relationships
 - Always helped, never a helper
 - Loss of control over life’s choices
 - Marginalization, separation and segregation
- Takes a major systems change to support “the good life.”





For many disabled people, getting services or getting some kind of help often is only achieved by accepting that you're going to be segregated away from ordinary communities. This is one of the worst features of the service system that disabled people have to put up with.

You can't live a decent life inside a service. The good things of life don't happen inside services. The good things in life happen in the community."

Simon Duffy



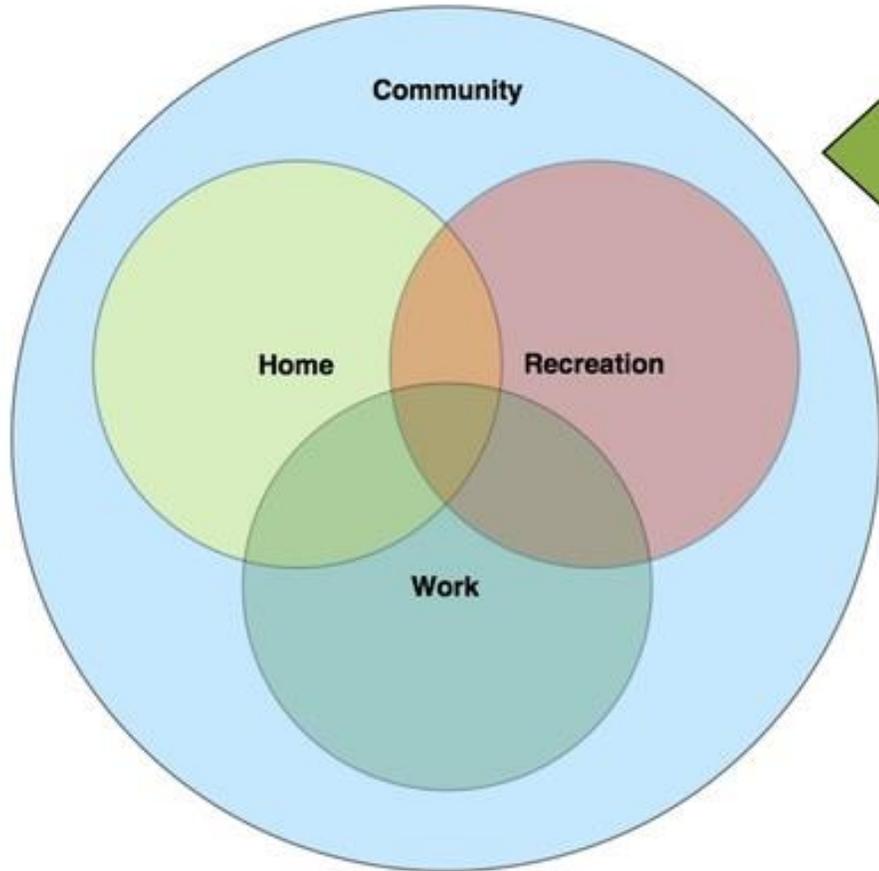
THEY ARE VERY LONELY



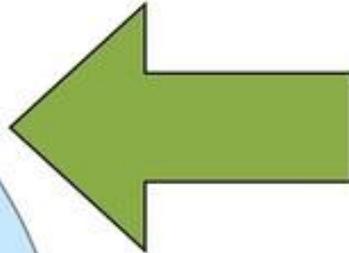
Taking it to the Next Level

- Integration vs Inclusion
- Activity vs Contributing

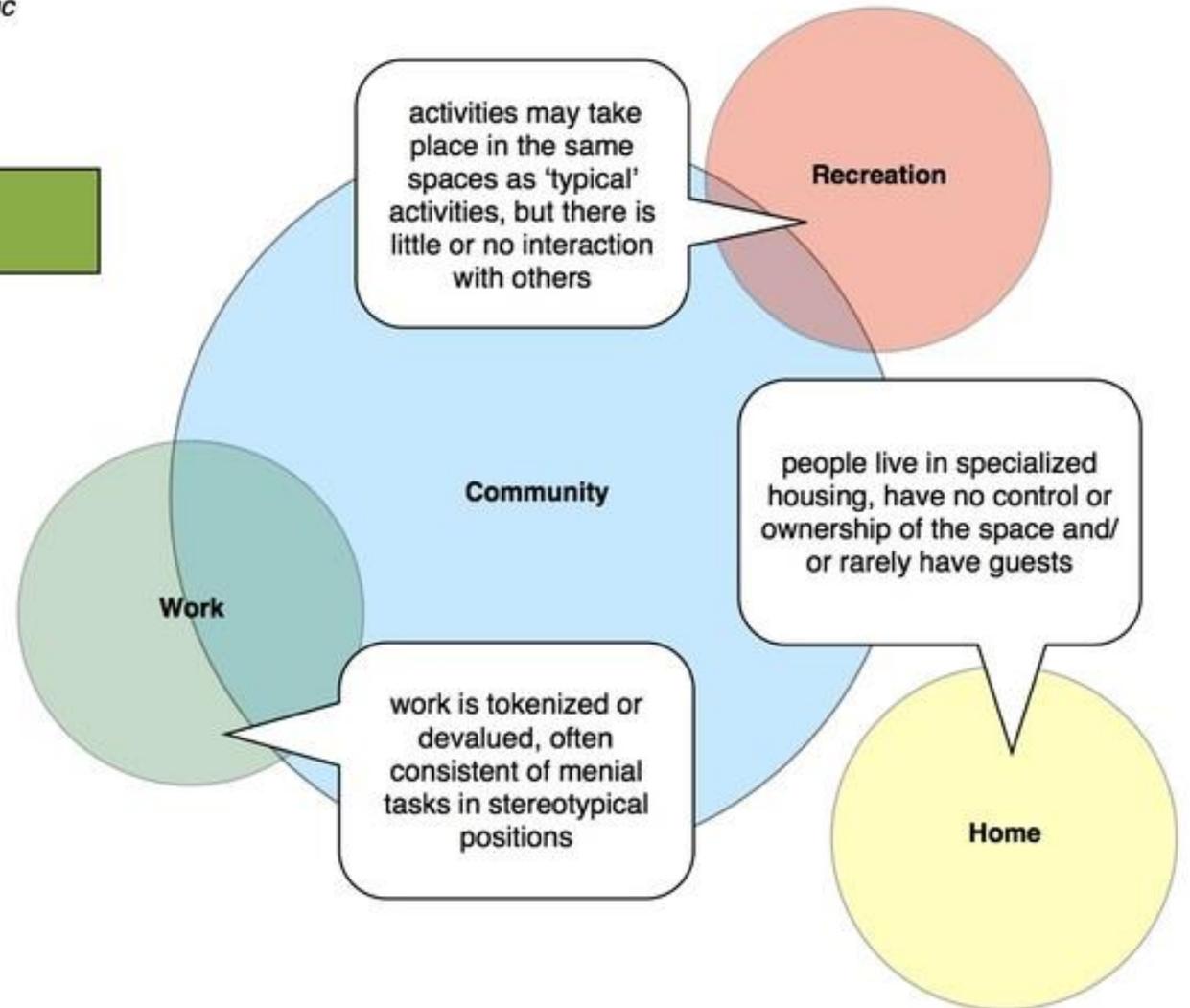
Life for Well Included People



"integrated" lives attempt to mimic real lives, but in false and inauthentic ways



Life for "Integrated" People



Hierarchy of Best Practices





FUTURE

Changing How We Do Business

- Aiming for 100% Community-Based
- Finding what is meaningful: no programs, outings, “going into the community,” day wasting, or supported loitering
- Guide on the side. Connector. Building services designed to fade - when and as much as possible as independence increases
- Creating a pathways to employment by learning, exploring, connecting and contributing
- Supporting more people, possibly for fewer hours each day, in a variety of ways - breaking the 9am to 3pm service mold
- Impacts on residential services
- Tapping into transportation options – bus and taxi training, ride share, walking and biking, community meeting up hubs, etc.

Ambivalence is an opportunity.

- Culture of low expectations
- Deficit-based thinking
- Limited life experiences
- Fears

Exposure precedes interest. Interest precedes motivation.





- “It’s the repetition of affirmations that leads to belief. And once that belief becomes a deep conviction, things begin to happen.”

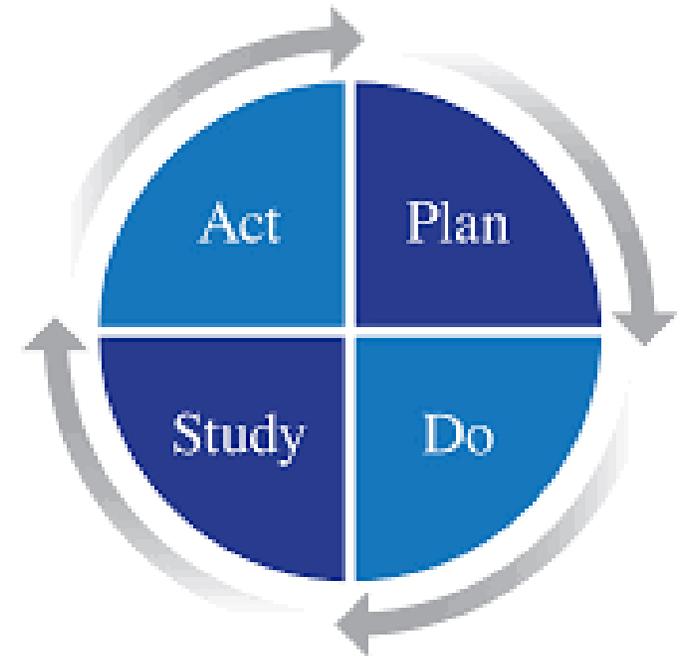
- –Muhammad Ali

Where to Start?

- Develop a Pilot
- Identify interests (arts/crafts, fitness, politics, cooking, etc.)
- Think in themes and explore: “Let’s find everything in our town about _____.”
- Get to know your community/Public Works tour (Fire Dept, Police Dept, library, Job Center, Rec Center, Town Hall/Municipal building bus depot, museums, airport, powerplant, colleges)
- Try Volunteer tasters
- Take Business Tours

How to Get Involved in Your Community:

<https://www.youtube.com/watch?v=MtOXxlUE2Zg&t=1s>



Mapping People, Places, and Associations

Community Asset Mapping Workbook: <https://naaee.org/sites/default/files/assetmappingworkbook2013.pdf>



VOLUNTEERING AND
CONTRIBUTING



LEARNING AND
PERSONAL GROWTH



SPECIAL INTERESTS
GROUPS



MEMBERSHIP AND
BELONGING

Relationship Maps

Searchable Databases

Kanban Boards

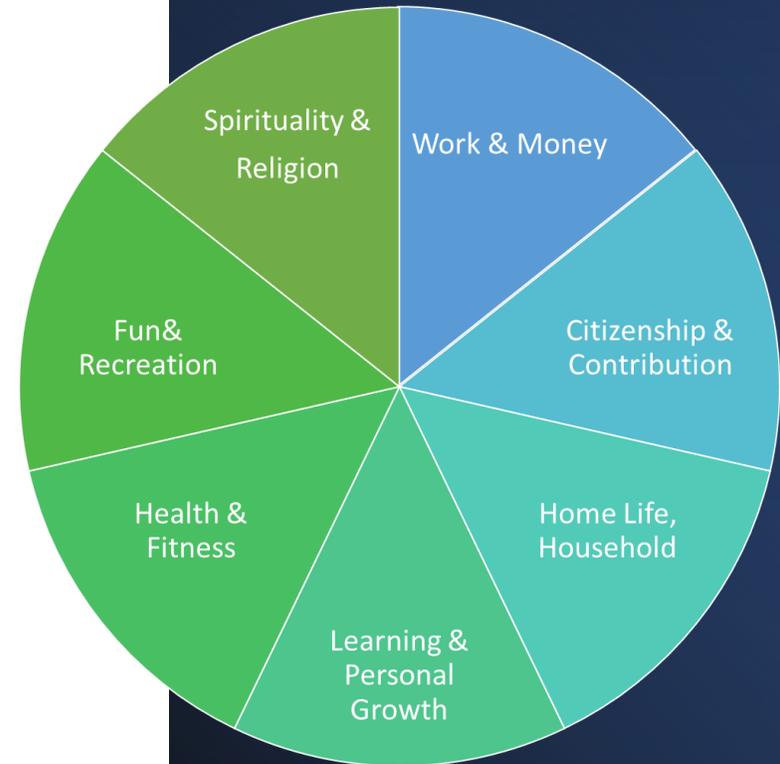
Google Maps

From Caregiver to Skill Builder and Connector



Meaningful Day “Tools”

- Community & Relationship Mapping: general mapping and person specific.
- Positive Personal Profile: completed through exploration, discovery and reflection. Updated on a rolling basis.
- Life Domain visuals
- Partnership documentation. “Nothing about me without me.”
- Skills Assessment (For Independence or Self-Reliance): updated every 3-6 months
- 2-3 goals based on “What do you want to do? What do you need to learn?”
- Regular team meetings: strengths-based and person-centered. Person leads meetings whenever possible.
- Scatter Plotting to show progress: 1) experiences related to employment (which is one of the most valued social roles) and 2) skills assessment score.



How Do We Do This?

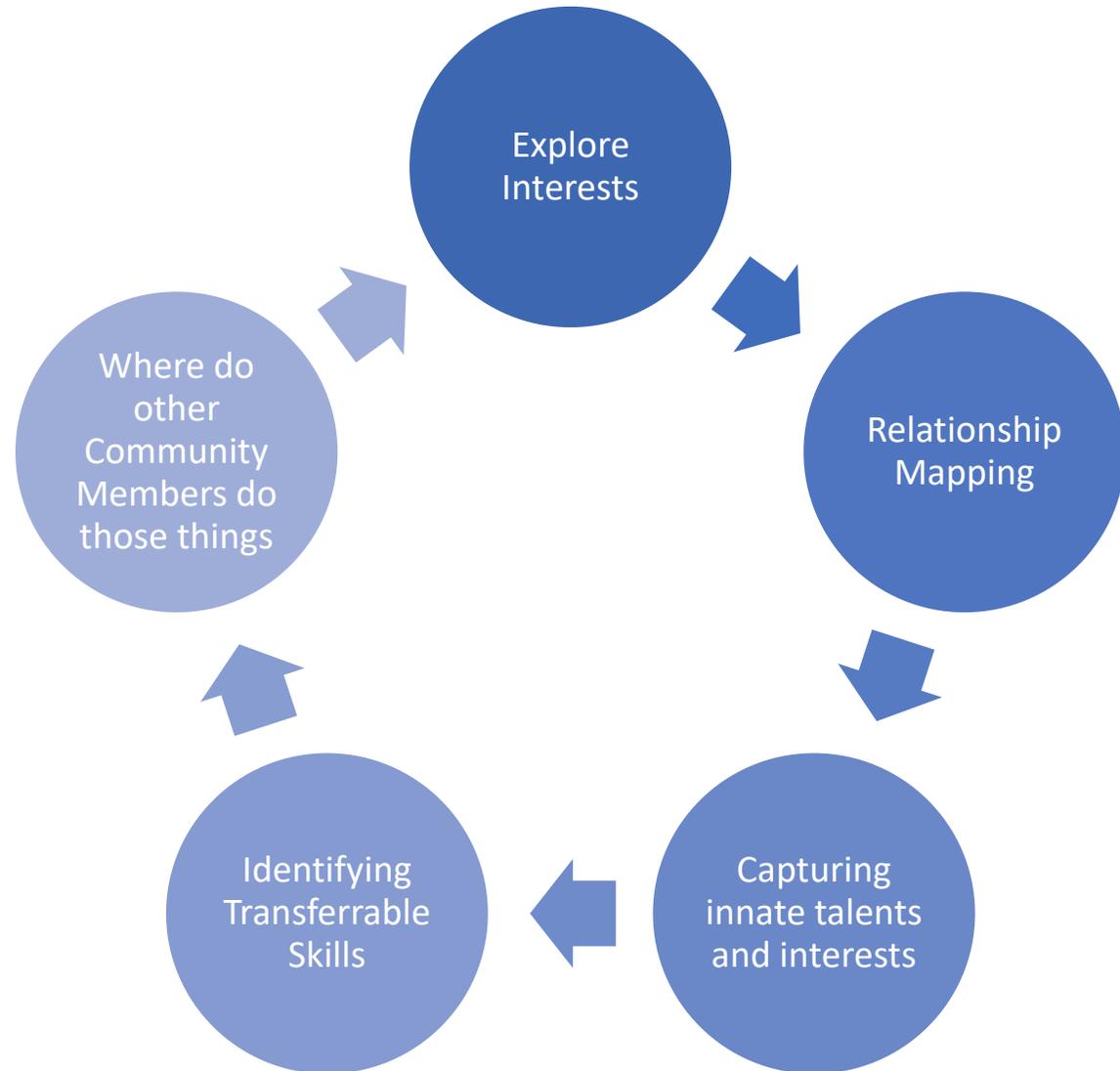
It is always about the person

Choices and support around self determination and advocacy

One size does not fit all

Understanding frame of reference for each individual – Who's lens are you looking through?

High and positive expectations



EMBRACE
SUCCESS

Large and
small



For some, the first step of discussing a career they have interest in exploring is as **important** to a person getting hired into a position

Always consider "interest through exposure creates capacity for informed choice"



Get Stuck in Excuses

- Safety Concerns
- Fear of Rejection
- “Not quite ready” - Fear of Failure
- Staffing
- Transportation
- Sustainability
- Unconscious low expectations
- Happy doing what they are doing
-

Career Pathways

Opportunity is less about "doors" and more about "paths", which so long as there is forward movement, will always have progress.

- Yes, you can **"meet someone where they're at"** ... but are you **supporting where they want to be going?**



When every action has a purpose,
every action has a result.

Greg Plitt

quoteancy

Discovering Interests and Skills



- Relationship Mapping

- Identify people known to the job seeker

- Identify people known to the team who have influence

- Identify your go to

- Identify Interests

- What do individuals do in their spare time?

- What do they talk about?

- What environments do they feel more comfortable in?

About Me

I am good at...

I am not so good at...

I like doing...

What I don't like doing...

What I have learned
about myself...

I learn best when...

These are the ways I have
already become
independent.

I enjoy doing these things
on my own...

I would like people to
know that ...

These people are some of
my friends...

These are the ways I have
already become
independent.

Transferrable Skills

- I can work with my hands:

- I fix things (repair)
- I use tools

- I can work with numbers:

- I can make a budget
- I conduct money transactions

- I can solve problems:

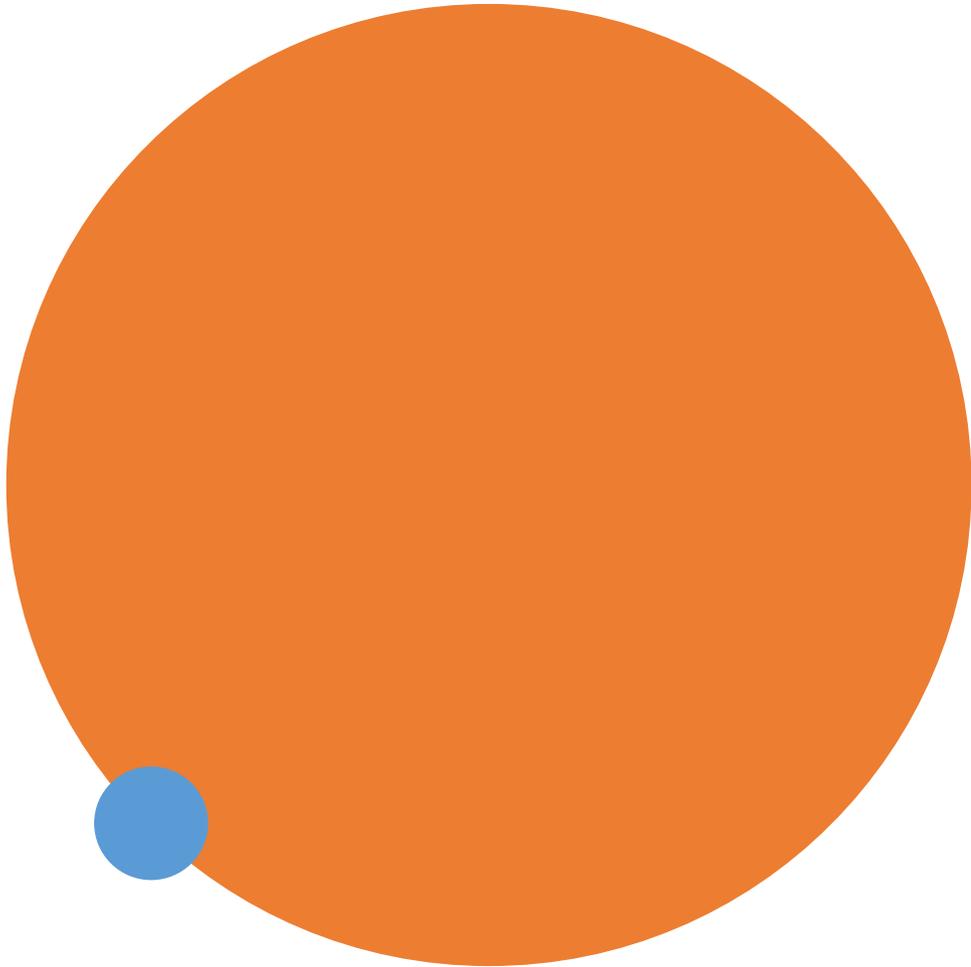
- I identify problems (troubleshoot)
- I improve things (adjust; change)

- I work well with people:

- I like to help others (cooperate)
- I enjoy meeting new people (outgoing)

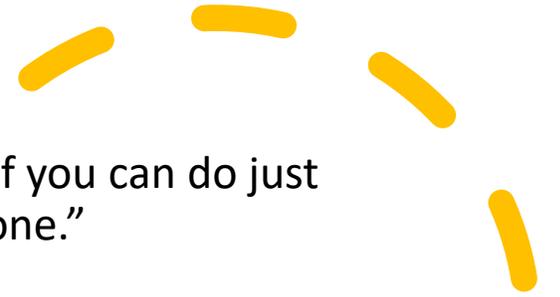
- I am a creative person:

- I like to try new things
- I like to draw (paint; design)
- I am a leader:
- I make decisions
- People ask me for help (advice)
- I communicate well:
- I ask a lot of questions (curious)
- I enjoy talking with people
- I am a good organizer:
- I plan events or parties
- I schedule activities



• “Disability is a matter of perception. If you can do just one thing well, you’re needed by someone.”

• -Martina Navratilova



Essential Service Model Elements

<https://wi-bpdd.org/index.php/building-full-lives/>

Go to Tools for Grantees>BFL Model Toolkit

BUILDING FULL LIVES Essential Elements for the Building Full Lives Service Model

Building Full Lives (BFL) is an individualized community-based day service model that creates pathways to competitive integrated employment (CIE) by supporting people in small group activities, usually involving 3-4 people and one staff, to explore their communities, identify their preferences and goals, develop life skills and contribute to/be involved in their communities in meaningful ways. BFL services can also be a wraparound option that expands social lives and well-being and helps sustain employment for people already working in CIE. Additionally, it can be an HCBS compliant service option for people who do not want to work in CIE.

BFL services embrace an Employment First philosophy by supporting working-age people to consider, learn about, and make progress toward CIE - not forcing them to work in CIE but keeping CIE 'on the table' as an option, should they so choose at some point in their lives. The types, length, and frequency of exploration/exposure and skill building activities are based on individualized goals and preferences.

BFL supports are very different than traditional day and prevocational services models. Staff providing BFL supports have had to shift their paradigm about people with disabilities and learn new approaches for supporting people to become genuinely involved in what their communities have to offer. These service providers take on a high level of accountability and strive to see people gain independence and succeed in every way possible.



A. BFL services happen in the community.

1. All supports occur in typical/natural places in the community.
2. The agency has "meet up" and "drop off" locations in the community, so people do not have to be transported to a facility-based program to access services.
3. Staff engage in initial and ongoing Community Mapping - both broadly/generally and on an individualized basis.
4. Staff are given initial and regular opportunities to learn how to provide person-centered, meaningful supports in the community.
5. Schedules focus on a mix of volunteerism and community contribution, cultural and enrichment activities, health and wellness, and activities of daily life.
6. People are taught to learn how to safely navigate and use transportation to get around the community.

BUILDING FULL LIVES Service Model Self-Assessment Tool



A. BFL services happen in the community.

Indicator	Score	Notes
1. All supports occur in typical/natural places in the community.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	
2. The agency has "meet up" and "drop off" locations in the community, so people do not have to be transported to a facility-based program to access services.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	
3. Staff engage in initial and ongoing Community Mapping - both broadly/generally and on an individualized basis.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	
4. Staff are given initial and regular opportunities to learn how to provide person-centered, meaningful supports in the community.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	
5. Schedules focus on a mix of volunteerism and community contribution, cultural and enrichment activities, health and wellness, and activities of daily life.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	
6. People are taught to learn how to safely navigate and use transportation to get around the community.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	

B. People are engaged in discovery and exploration opportunities to learn about themselves and the community.

Indicator	Score	Notes
1. Staff get to know people in both familiar and novel community environments.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	
2. Staff actively look for and highlight people's strengths and skills.	<input type="checkbox"/> To a great extent <input type="checkbox"/> Sometimes <input type="checkbox"/> Not at all	

1.