Tools to Plan Support

Webinar #5 May 10, 2022
Why a Webinar Series on Person-Centered Planning?

- Want to connect waitlist families to resources and support OUTSIDE DSPD that can be accessed while waiting
- Provide information and practice on Person-Centered Planning, as it is a core element for those receiving DSPD services
- Focused on the needs and wants of the person
- Allows control over their own life by directing the process to the extent they can
- Shown to have positive outcomes
Person-Centered Planning Tools for Support

● **One-Page Profile**
● **Charting the LifeCourse tools**
  ○ *Life Trajectory*
  ○ *Life Domain Vision Tool*
  ○ *Integrated Supports Star*
  ○ Tool for Exploring Decision-Making Supports
  ○ *LifeCourse Portfolio: Family Perspective on Employment*
● **Relationship Map**
● Good Day/Bad Day
● **DSPD Employment Pathway Tool**
Webinar Series Format

- Last webinar to provide information today May 10th
- May 24th - Drop-in Session to get questions answered, 1:1 support, etc.
One-Page Profile

- Templates can be found online and the DSPD Person-Centered Planning page
- Can use written words, pictures, icons, symbols
- Can be used multiple ways
Integrated Supports Star

Five Areas of Support

● Personal Strengths and Assets
● Relationships
● Eligibility-Specific Supports
● Community Resources
● Technology

Developed by the UMC Institute for Human Development, UCEDD, July 2016
Trajectory Worksheet for Planning

**Past Life Experiences**
- List past life experiences and events that have supported your vision for a good life.

**Moving Forward**
- List current or future life experiences or goals that will continue to support your good life vision.
- List past life experiences that pushed your trajectory toward things you don’t want.
- List things to avoid that could keep you from your good life vision or lead to what you don’t want.

**Vision for What I Want**
- List what you want your “good life” to look like.

**What I Don’t Want**
- List the things you don’t want or what is NOT a “good life.”
Charting the LifeCourse

Family Perspective on Employment

2-page Portfolio which includes:
One-Page Profile
Integrated Supports Star
Life Trajectory Worksheet
LifeCourse Framework

Our Core Belief: All people have the right to live, love, work, play, and pursue their own life aspirations.

- Focuses on ALL people
- Within the context of family and community
- Across the lifespan and life domains
- Achieving life outcomes
- Integrated services and support
- www.lifecoursetools.com
Portfolio - Family Perspective on Employment
Family Perspective on Employment Example

- Skills, positive traits and interests
- Why is work important
- Strategies to support my family member
  - What works well? What does not?
  - How do they learn best?
  - What helps them stay motivated?
  - What is the best way to encourage them?

What are my family members’ skills, positive traits, and interests to help with employment:

- He is highly motivated to earn rewards
- He enjoys being mentally engaged in a task
- He likes to sort, clean, organize, etc.
- He can read, tell time, know numbers, use a calculator
- He can navigate a computer and learn new processes as needed for job – clocking in, printing pay stubs, etc.
- He gets satisfaction from a job well done

Why do I think it is important for my family member to work:

- To earn his own money, "unrestricted funds"
- To be a part of the community
- To get the self-esteem and satisfaction that comes from contributing to society
- To have a community outside his family
- To learn new skills
- To take on more responsibility and be more independent

What are the best strategies to support my family member with employment:

<table>
<thead>
<tr>
<th>What are supports that work well and what does not?</th>
<th>How do they learn best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Clear communication of expectations, offering choices where possible - like the order tasks are done, giving him control of as much as possible</td>
<td>Learn by demonstration, practice, and repetition, do with not for</td>
</tr>
<tr>
<td>What helps them stay motivated?</td>
<td>What is the best way to encourage them?</td>
</tr>
<tr>
<td>Remind of reward system, praise for doing well, setting the expectation for what completion looks like</td>
<td>Positive reinforcement, cheering him on, sometimes he likes it when you are silly with him, giving him words of support like &quot;you got this,&quot; or &quot;you can do it&quot;</td>
</tr>
</tbody>
</table>
Family Perspective on Employment
Example - Star

Resources for Reaching Job/Career Goals:
● Personal Strengths and Assets
● Relationships
● Eligibility-Specific Supports
● Community
● Technology
Family Perspective on Employment Example - Vision

- What is your vision for your family member’s job/career?
- What is your vision for their good life?
- What don’t you want for your family member’s job/career?
- What is not a good life for your family member?
Family Perspective on Employment Example - Goals

- What happened in the past will impact the future
- The impact can be positive or negative
- Moving Forward column - Steps to grow and barriers to progress
Check In and Challenge

- How do you think filling out the Portfolio can benefit you and your loved one?
- What concerns do you have about the Family Perspective on Employment Portfolio?

Challenge: Fill out the Family Perspective on Employment Portfolio
DSPD Employment Pathway Tool

Utah Department of Health & Human Services
Services for People with Disabilities
Why create **DSPD Employment Pathway Tool**?

- Guided conversation to reach informed choice
  - Competitive and Integrated Employment (CIE)
- Provide a guide for each working age person based on current situation
- Provide personalized plans and recommendations for each person
What Pathway is right for me?

The DSPD Employment Pathway Tool has 4 Pathways:

- Pathway A: The person is unemployed and expresses interest in work
- Pathway B: The person is unemployed and expresses they do not want to work right now
- Pathway C: The person is working, but desires a change
- Pathway D: The person would like to maintain their position and continue to grow in their career
Pathway Questions and Discussion

- Discuss what work could look like for you
- Matching interest, desires and preferences to a pathway
- Share your thoughts about your job or future job

Pathway D: The person would like to maintain their position and continue to grow in their career

Section 2: Exploring Pathway D: What support does the person need to maintain their job?

Suggested question and prompts for Pathway D:

- Tell me about the things you are good at.
- What is the best part of your job?
- What do you do at work that makes you feel proud or important?
- Do you enjoy working with your co-workers? Your supervisor?
- Do you want more hours? How many more hours are you interested in?
- Do you have enough money and support to do the things you want to do?
- Specific to your job, are there new tasks or responsibilities you would like to try?
- What other jobs do you know about?
- What is your dream job?
- What new activities would you like to try outside of work?
- Is there another company you would like to explore for the future?
  ➢ What another company would you like to do there?

Summarize the employment conversation (What are the relevant details?):

...
Pathway Questions and Discussion

- Describe your work options
- Discuss information connected your interests
- Other community activities

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Pathway A: The person is unemployed and expresses interest in work

Section 2. Exploring Pathway A: What can we do to gather information to identify the right job match?

Suggested questions and prompts for Pathway A:

- How will things change when you start working?
- What is important to you about work?
- Tell me about the things you are good at.
- What makes you feel most proud or important?
- Are there certain jobs or tasks you know you do not want to do?
- What relationships do you have in the community that could help you find the job you have chosen?
  - Are you interested in any of the jobs that your connections have?
  - If not, what types of jobs are interesting to you?
- What opportunities have you had for work experience?
- What do you think makes it hard to work?
- Do you have any fears about work?
- What did you like about working?
- Was there anything that you did not like about working?
- What type of job do you see yourself doing?
- What is your dream job?

Summarize the employment conversation (What are the relevant details?):

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What Happens Next?

- Experiences and Exposure to Work
- Employment goals
  - Align with interest and activities

**Section 3. Develop the Services and Supports for Pathway A**

Suggested Next Steps for Pathway A: The person is unemployed and expresses interest in work

<table>
<thead>
<tr>
<th>Person-Centered Planning</th>
<th>Vocational Rehabilitation (VR)</th>
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</thead>
<tbody>
<tr>
<td>- Identify if: 1) work is a written goal in all settings and 2) the scheduled activities support the work goal.</td>
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<tr>
<td>- Adjust current services to ensure PCSP employment goals promote:</td>
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<td>- Independence from paid supports,</td>
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<td>- Building skills that easily translate to a worksite,</td>
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<td>- Self-advocacy,</td>
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<td>- Community and vocational participation, and</td>
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<tr>
<td>- New or expanding social connections.</td>
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<tr>
<td>- Address any resistance from support team.</td>
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<tr>
<td>- Discuss how work will affect the person’s social security benefits.</td>
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<tr>
<td>- Use life domain sections in the PCSP to inform job goals and activities.</td>
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<tr>
<td>- Focus on strengths and address barriers to employment with an action plan as they surface.</td>
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<tr>
<td>- Discuss possible accommodations.</td>
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<tr>
<td>- Network with family, friends, neighbors, and other contacts to seek out job shadow opportunities in the person’s field of interest.</td>
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<tr>
<td>- Take classes to gain credentials, skills, education and training in a field of interest.</td>
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**Transition Age (14-24): Person-Centered Planning**

Youth who are transition age (14-24) should have a Support Coordinator attending Individualized Education Plan (IEP)

**VR Services for All People with Disabilities**

- Benefits Counseling
- Assistive Technology

**VR Services for Eligible VR Clients**

- Counseling and Guidance
- Diagnostic and Evaluation
- Restoration
- Assistive Technology
- Training
- Benefits Counseling
- Job Placement
- Life Skills and Travel Training
- Additional Services

https://jobs.utah.gov/user/vr/welcome.html

If after completing these questions you would like to learn more about supported employment, find your local VR office at [https://jobs.utah.gov/user/vr/contact.html](https://jobs.utah.gov/user/vr/contact.html)

- Prepare to discuss with VR:
  - Potential positions of interest, talents, and strengths;
  - Prior work experiences and volunteer opportunities;
  - Current PCSP goals;
  - Anticipated action steps for the position of interest; and
  - Any known barriers or accommodations.

https://jobs.utah.gov/user/vr/services/uwips.html

https://jobs.utah.gov/user/vr/services/ucat.html
What Happens Next?

- How will you use your resources?
- Update plan as needs change.
- Explore new or expand on interests and experiences.

Section 3: Develop the Services and Supports for Pathway D

Suggested Next Steps for Pathway D. The person would like to maintain their position and continue to grow in their career.

<table>
<thead>
<tr>
<th>Person-Centered Planning</th>
<th>Vocational Rehabilitation (VR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update work-based goals and review all existing supports.</td>
<td></td>
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<tr>
<td>- Address any changes needed to goals or supports.</td>
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<td>- Focus on maintaining the job, opportunities for advancement, and inclusive community activities.</td>
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<td>Discuss opportunities for progress such as:</td>
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<td>- Independence from paid supports,</td>
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<td>- Plan to fade direct job coaching;</td>
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<td>- Increases in wages and hours;</td>
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<td>- Expanded job duties or cross training;</td>
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<tr>
<td>- Opportunities to grow professional and personal social connections; and</td>
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<tr>
<td>- Continuing education opportunities to keep credentials current.</td>
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</tbody>
</table>

Transition Age (14-24): Person-Centered Planning
Youth who are transition age (14-24) should have a Support Coordinator attending Individualized Education Plan (IEP) meetings as part of the Transition Team. In addition, an effort should be made to:
- Align goals between VR, the school district, and the PCSP.

VR Services for All People with Disabilities
- Benefits Counseling
  - Utah Work Incentive Planning Services (UWIPS):
    - [https://jobs.utah.gov/udor/vr/services/uwips.html](https://jobs.utah.gov/udor/vr/services/uwips.html)
- Assistive Technology
  - Utah Center for Assistive Technology (UCAT):
    - [https://jobs.utah.gov/udor/vr/services/ucat.html](https://jobs.utah.gov/udor/vr/services/ucat.html)

Transition Age (14-24): VR
It is not recommended in this pathway to meet with VR. If you still want to discuss VR resources, please move to Pathway C:
"The person is currently working but desires a change"

Youth who are transition age (14-24) could speak with a VR counselor about:
- Aligning PCSP, and school district goals with VR;
- Pre-Employment Transition Services (Pre-ETS);
- Customized Employment;
Check In and Challenge

Check-in

- How can this tool help you and your family member to have the employment conversation?
- How might the Portfolio and the DSPD Employment Pathway Tool be used together?

Challenge

- Complete an Employment Pathway Tool for yourself or with a family member
Questions?
Resources

- DSPD Employment Pathway Tool Link; Pathway Tool Response Page
  - DSPD Webpage>
    individuals and families>
    Person-Centered Planning>
    Person-Centered Planning Tools

Charting the LifeCourse links:
- ?
- ?
DSPD Website: https://dspd.utah.gov/
DSPD Intake Information

Explanation of the DSPD intake process and link to apply online available at: https://dspd.utah.gov/intake-process/

or call 1-844-275-3773 and choose the "Apply for Services" option to speak with an intake worker

*Spanish speaking intake workers are available
Coming Up …

Drop in Session - May 24, 2022 from 10-11 am via ZOOM

For questions on Charting the LifeCourse tools:
Contact Lisa Wade (801) 272-1051 lisa@utahparentcenter.org or Aubrey Snyder aubrey.snyder@usu.edu