Our Journey from Forcing Work to Working with Force

Person Centered Champions Create System Change

HCBS Conference 2017
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- Person-Centered Thinking
- Supporting Families Community of Practice
- No Wrong Door LTSS Implementation Grant
- Employment First: EFSLMP, Vision Quest, Partners in Employment
- HCBS Transition Plan
- Olmstead Compliance

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Timeline for Systems Change

2012-2013
- Launched PCT Initiative
- PCT Training, TA & coaching
- Changed employee orientation
- Applied for SF CoP

2013-2014
- PCT trainers
- PCT Phase II Training: PCT tools in practice
- Trained SF CoP in PCT
- Stipend Authority

2014-2015
- Changes to waiver, regulations, & ISP
- Families & Self-Advocates become PCT trainers
- Providers become PCOs
- Family Support Council
- NWD Planning Grant

2015-2016
- DC PCT CoP
- PCT & LifeCourse Training for Families
- Mentor Trainers
- PCT at DDA Intake
- More changes to ISP
- PCT Trainers across LTSS Agencies
- NWD Implementation

2016-2017
- New Waiver
- Peer Supports
- LifeCourse Trainers
- Quality Measures
- Changes to Job Descriptions
- Common PCT approach at intake across LTSS
- And more...
Levels of Change

From individual to system change

Implementing Person Centred Practices

Level 1 changes
Should create more opportunities for

Level 2 changes
Should create more opportunities for

Level 3 changes

Credit: The Learning Community for Person Centered Practices
Becoming a Person Centered Organization

RCM’s Journey
Our Drivers To Become a Person Centered Organization

• To continue to be leaders in our field, we need to be change agents
• Stay relevant and up to date in the field
• Always looking to implement best practices
• RCM’s foundation is designed around people and we, always pride ourselves in providing the best quality of care for those supported
Lessons Learned

• Change is hard to accept
• Practices do not always match the vision/ideal
• Balancing Compliance vs. Person Centered Outcomes
• Challenges in sparking creativity for Staff
  – Everyone thinks differently
  – Staff is sometimes stuck in their ways (safety vs. risk)
  – Stuck in routine and convenience
• Staff’s own difficulty in finding new activities and making connections
  – How do they teach and assist others in building connections?
  – Work is never done
Lessons Learned Continued

• Industry Turnover creates challenges
  – Loss of knowledge
  – Loss of quality and relationships built between staff and person
  – Cost of time training new hires

• Humbled by reality
  • Challenges in conflicting schedules with roommates
  • Especially in larger homes, we get stuck in routines and schedules
Key Elements Needed for Success to Bring about Workforce Change

- Life long learning process
- Needs to be part of organization’s core values (RCM does this)
  - Philosophy
  - Vision
- Enthusiasm starts at the top with upper management buy in and priority
  - Need an army of employees to support this
- Good Practices need to be embedded from the beginning
- Willing to try new things
Key Elements Needed for Success (Cont)

• Follow up on Implementation
• Practice, Practice & Revisit
• Patience
• Willing to “fail” until we find the right path
• Realizing that the PCT tools are there to guide and assist you
• Sharing of Information
  – New practices can be learned from others
  – Success stories!
Measurable Outcomes

• Recruitment – Matching Staff
  – Revised Hiring Process
  – Person Specific Ads
  – Family and person involvement in hiring

• New Hire Orientation – PCT starts at the beginning
  – HR discusses RCM’s role as a PCT organization

• Development of Emerging Leaders

• Community Inclusion Specialist role and observation sheet
### Observation Sheet

#### Date: March 8, 2017

<table>
<thead>
<tr>
<th>Location</th>
<th>Working/not working?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Resources

<table>
<thead>
<tr>
<th>Item</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book bag</td>
<td>Yes</td>
</tr>
<tr>
<td>First Aid Kit</td>
<td>Yes</td>
</tr>
<tr>
<td>Health Passport</td>
<td>Yes</td>
</tr>
<tr>
<td>Laptop</td>
<td>Yes</td>
</tr>
<tr>
<td>Emergency Plan</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Adaptive Equipment

<table>
<thead>
<tr>
<th>Item</th>
<th>YES</th>
<th>NO</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUNCH</td>
<td>YES</td>
<td>NO</td>
<td>OTHER</td>
</tr>
</tbody>
</table>

#### Programming/IPP Goals

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment Activities</td>
<td>Will participate in enrichment activities one day a week with assistance of a CNP, puzzles, board games, community integration, etc.</td>
</tr>
<tr>
<td>Community Integration</td>
<td>Twice a month attend various performances, museum visits</td>
</tr>
</tbody>
</table>

#### Behavior Supports

<table>
<thead>
<tr>
<th>Targeted Behavior</th>
<th>Interventions</th>
<th>Documentation</th>
</tr>
</thead>
</table>
Success Stories

– Robert holds a key position within RCM
– RCM has set hiring goals for people with disabilities within its diversity plan
– We have a turnover rate of 28% (of which about half is our choice)
What’s Next

• A specialized training program that prepares people with disabilities to become Direct Support Professionals
• Using a mentorship model in the implementation of this program
• Continue to use Social Media to highlight success stories, like us at FaceBook/RCMofWashingtonInc
Discovery Led by People with I/DD

We are Peer Trainers for People Planning Together

We live in DC. We helped to update this training and will continue to train people in DC.
My Dream Job
(What is important to me in a job)
DC Government Internship Program

- For people with all kinds of disabilities
- At all levels of government
- Real possibility of leading to a job
- Partnership between DC Rehabilitation Services Administration (Vocational Rehabilitation) and DC Human Resources
Redesigning the Front Door

• Person-Centered Planning & Discovery starting at DDA intake
  – *Like and Admire* to determine strengths
  – *Trajectory* to identify goals
  – Guided conversation on Employment

• Working towards joint application with Vocational Rehabilitation

• Will pilot with transition age students at a school
Talking to Families About Employment

**CHARTING the life course**

**Life Trajectory Worksheet: Family Focus on Employment**

Families discussed, what works to support employment?
Believe, Encourage, Be Creative

- Being a part of the discovery process – communicate to professionals what a person’s interests and skills are.
- Find things in the community to stay busy – volunteer as a family.
- Staying connected – have a social network, talk with people you know about jobs.
- Find a mentor.
- Learn about disability rights and parent rights.
- Exposure: bring children to work, go to different places of business and talk about work, etc.
- Advocating at school meetings to focus on employment.
- Talking about money.
- Teaching interview skills.
- Asking, “what do you want to be when you grow up?”
- Giving ALL children chores, including those with disabilities.
- Reading to children from an early age.

**VISION for the Life I WANT**

- Employment – a good job that creates meaning and economic self sufficiency
- Independence – doing as many things independently as possible and as desired
- Self-determination – making one’s own decisions
- To have a mentor- someone to look up to who understands each person’s experience.
- To contribute to other family members

**What I DON’T Want**

- To be discouraged by professionals
- To give Up Hope
- Boredom
- To not have a social network of friends or employment contacts
- Negativity and low expectations

This tool was adapted by the DC Department on Disability Services, from tools developed by University of Missouri-Kansas City Institute for Human Development, University Center for Excellence in Developmental Disabilities (2015). (Last revised 01/17)
E1stin HCBS waiver & regulations

- Service definitions and scope of activities emphasize community exploration, discovery, integration, and self-advocacy
- Provider qualifications require provider executives to attend training in PCT and Discovery
- All day services require:
  - Customized Employment Discovery Positive Personal Profile
  - Job Search and Community Integration Plans
  - Individualized schedules: “All activities must be based upon what is important to and for the person as documented in the ISP and reflected in PCT and Discovery tools.”
- All DDA Supported Employment & Employment Readiness Providers must become RSA providers
- Limits on use of Day Habilitation and Employment Readiness
- Peer Supports for Family Training and Parenting Supports – will add to other services at next amendment
People Want Paid Jobs

This graph illustrates that among respondents without a paid job in the community, 74% from Washington DC and 49% across NCI states reported they’d like a paid job in the community.

States ranged from 24% to 74%.

Up from 37% last year!
People Have Employment Goals

- Guided conversation on employment at Intake & ISP
- Everyone has a goal to advance on the Pathway to Employment
- PIE Grant to improve outcomes

- Compare: 30% national average (2015-16)

People Are Volunteering

This graph illustrates that 49% of respondents from Washington DC and 34% across NCI states reported that they volunteer. States ranged from 18% to 52%.

Up from 32% last year!
Questions and Discussion