Rethinking Day Services: The Without Walls Approach

ACL and CMS 2022 HCBS Technical Assistance Webinar Series
March 24, 2022 3:00-4:30 p.m. ET

Administration for Community Living

CENTERS FOR MEDICARE & MEDICAID SERVICES
CENTER FOR MEDICAID & CHIP SERVICES

Agenda

- **Welcome (CMS)**
- **Introductions**
- **Presentation**
- **Q&A/Interactive Discussion**

Welcome

Michele MacKenzie
Technical Director
Division of Long Term Services & Supports, Disabled & Elderly Health Programs Group

Centers for Medicare & Medicaid Services

Presenters

David Hoff
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Without Walls Approach: An Overview

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Institute for Community Inclusion
University of Massachusetts, Boston
www.communityinclusion.org

Institute for Community Inclusion
PROMOTING THE INCLUSION OF PEOPLE WITH DISABILITIES
UNIVERSITY OF MASSACHUSETTS BOSTON · BOSTON CHILDREN'S HOSPITAL

“Never let a good crisis go to waste.”

Without Walls: *The Basic Concept*

- Providing day and employment services without use of the organization building

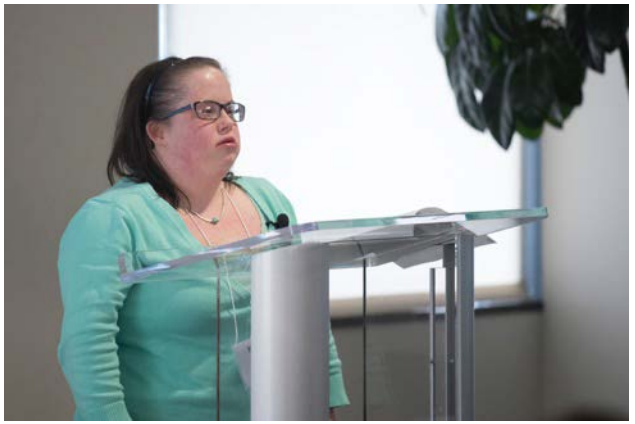
1. Stronger **integration/inclusion** in the community
2. More **typical/natural approach** to how people live
3. **Leveraging of existing community resources** rather than creating “special” programming
4. Reduce **facility costs**
5. Reduce **transportation costs**
6. More efficient/effective **use of staff**
7. Better for **individual & community**

Core Values of Without Walls

- Goal-oriented activities with a deliberate purpose
- Flexible supports customized to individual needs
- Engagement in a rich and diverse group of activities
- Participation in activities with other community members in ways that are fully inclusive
- Maximum participation in mainstream, non-disability specific activities

Identifying Activities:

It Starts with the Person…



…And Should be Driven by the Person

Examples of Types of Activities

Volunteering

Classes

Community Activities

Civic Groups & Participation

Job exploration

Personal Enrichment

Skill development

Health & Wellness

EXAMPLES OF SKILLS TO BE DEVELOPED

JOB SEEKING

SOFT SKILLS

MONEY MANAGEMENT

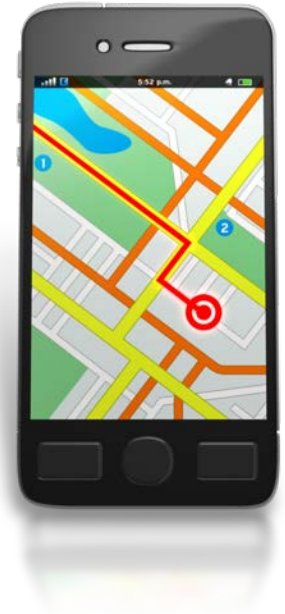
TRANSPORTATION

SELF-ADVOCACY

TECHNOLOGY

Core Question:

What already exists in the community that can support this interest or activity?



Keys:

Community Mapping & Networking

- Providing services & supports remotely
- Participating in activities online

Staff facilitating groups/classes:
what's appropriate?

BIGGEST **Mistakes** of Without Walls

Staff identifying activities and **"plugging" individuals in**

Activities not **person-driven**

Narrow set of activities

Everyone does the same activity

Same schedules every day/week

Participating as a **group separately** from others in the community

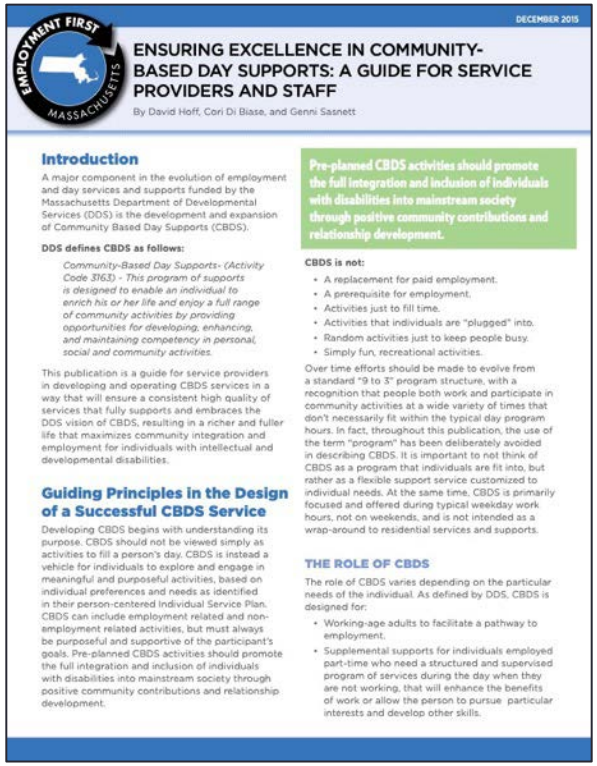
Activities not **goal-oriented**

WHERE'S THE LINE?

"Without Walls"
vs.
"Fun/Recreation"

Resources

PUBLICATION:
ENSURING EXCELLENCE IN COMMUNITY BASED DAY SERVICES



DECEMBER 2015

EMPLOYMENT FIRST MASSACHUSETTS

ENSURING EXCELLENCE IN COMMUNITY-BASED DAY SUPPORTS: A GUIDE FOR SERVICE PROVIDERS AND STAFF

By David Hoff, Cori Di Biase, and Genni Sasnett

Introduction

A major component in the evolution of employment and day services and supports funded by the Massachusetts Department of Developmental Services (DDS) is the development and expansion of Community Based Day Supports (CBDS).

DDS defines CBDS as follows:

Community-Based Day Supports- (Activity Code 3163) - This program of supports is designed to enable an individual to enrich his or her life and enjoy a full range of community activities by providing opportunities for developing, enhancing, and maintaining competency in personal, social and community activities.

This publication is a guide for service providers in developing and operating CBDS services in a way that will ensure a consistent high quality of services that fully supports and embraces the DDS vision of CBDS, resulting in a richer and fuller life that maximizes community integration and employment for individuals with intellectual and developmental disabilities.

Guiding Principles in the Design of a Successful CBDS Service

Developing CBDS begins with understanding its purpose. CBDS should not be viewed simply as activities to fill a person's day. CBDS is instead a vehicle for individuals to explore and engage in meaningful and purposeful activities, based on individual preferences and needs as identified in their person-centered Individual Service Plan. CBDS can include employment related and non-employment related activities, but must always be purposeful and supportive of the participant's goals. Pre-planned CBDS activities should promote the full integration and inclusion of individuals with disabilities into mainstream society through positive community contributions and relationship development.

Pre-planned CBDS activities should promote the full integration and inclusion of individuals with disabilities into mainstream society through positive community contributions and relationship development.

CBDS is not:

- A replacement for paid employment.
- A prerequisite for employment.
- Activities just to fill time.
- Activities that individuals are "plugged" into.
- Random activities just to keep people busy.
- Simply fun, recreational activities.

Over time efforts should be made to evolve from a standard "9 to 3" program structure, with a recognition that people both work and participate in community activities at a wide variety of times that don't necessarily fit within the typical day program hours. In fact, throughout this publication, the use of the term "program" has been deliberately avoided in describing CBDS. It is important to not think of CBDS as a program that individuals are fit into, but rather as a flexible support service customized to individual needs. At the same time, CBDS is primarily focused and offered during typical weekday work hours, not on weekends, and is not intended as a wrap-around to residential services and supports.

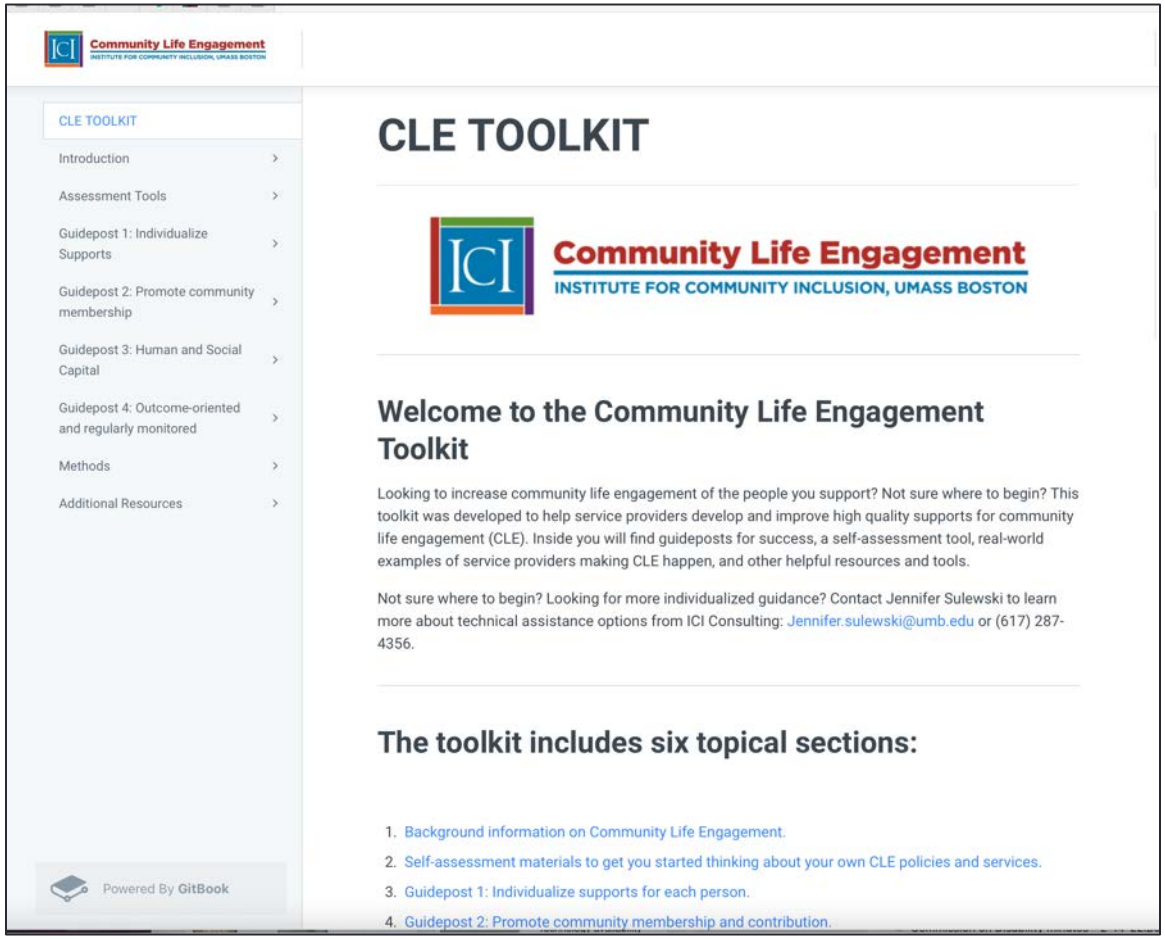
THE ROLE OF CBDS

The role of CBDS varies depending on the particular needs of the individual. As defined by DDS, CBDS is designed for:

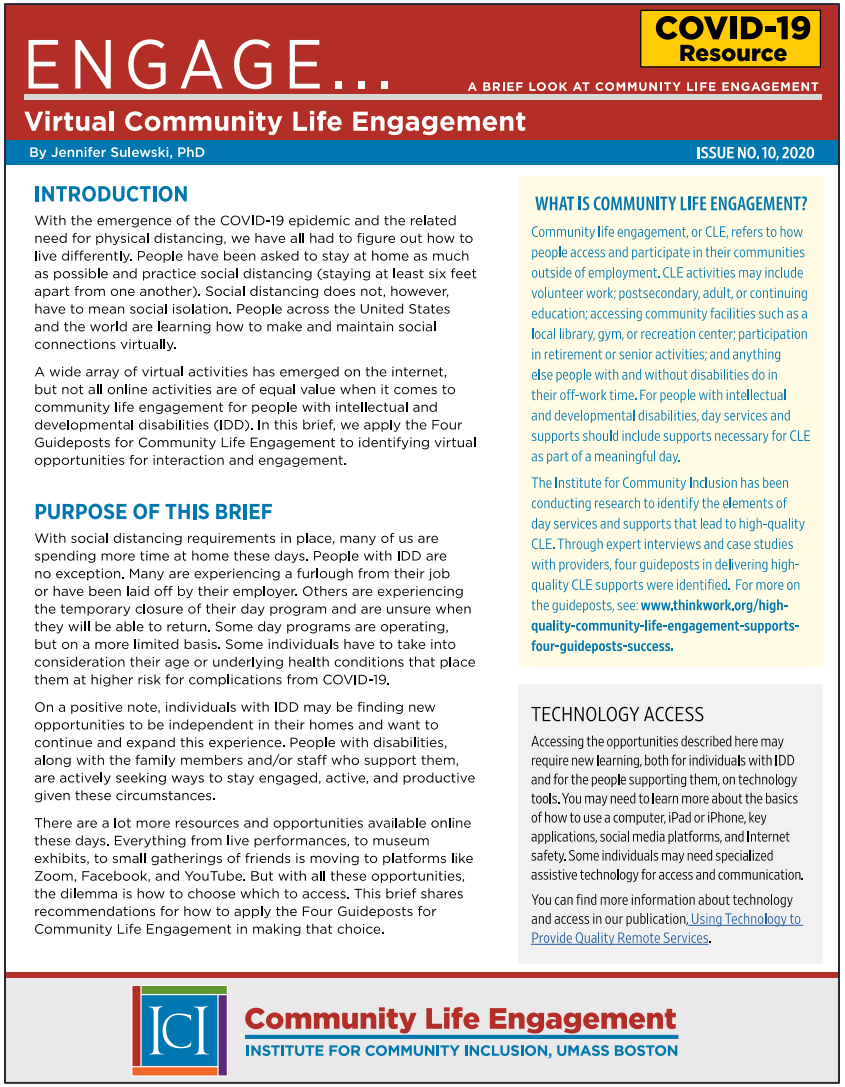
- Working-age adults to facilitate a pathway to employment.
- Supplemental supports for individuals employed part-time who need a structured and supervised program of services during the day when they are not working, that will enhance the benefits of work or allow the person to pursue particular interests and develop other skills.

https://employmentfirstma.org/files/DDS_CBDS_web_F.pdf

Community Life Engagement Toolkit: https://cletoolkit.communityinclusion.org



PUBLICATION: *VIRTUAL COMMUNITY LIFE ENGAGEMENT*



ENGAGE...

COVID-19 Resource

A BRIEF LOOK AT COMMUNITY LIFE ENGAGEMENT

Virtual Community Life Engagement

By Jennifer Sulewski, PhD

ISSUE NO. 10, 2020

INTRODUCTION

With the emergence of the COVID-19 epidemic and the related need for physical distancing, we have all had to figure out how to live differently. People have been asked to stay at home as much as possible and practice social distancing (staying at least six feet apart from one another). Social distancing does not, however, have to mean social isolation. People across the United States and the world are learning how to make and maintain social connections virtually.

A wide array of virtual activities has emerged on the internet, but not all online activities are of equal value when it comes to community life engagement for people with intellectual and developmental disabilities (IDD). In this brief, we apply the Four Guideposts for Community Life Engagement to identifying virtual opportunities for interaction and engagement.

PURPOSE OF THIS BRIEF

With social distancing requirements in place, many of us are spending more time at home these days. People with IDD are no exception. Many are experiencing a furlough from their job or have been laid off by their employer. Others are experiencing the temporary closure of their day program and are unsure when they will be able to return. Some day programs are operating, but on a more limited basis. Some individuals have to take into consideration their age or underlying health conditions that place them at higher risk for complications from COVID-19.

On a positive note, individuals with IDD may be finding new opportunities to be independent in their homes and want to continue and expand this experience. People with disabilities, along with the family members and/or staff who support them, are actively seeking ways to stay engaged, active, and productive given these circumstances.

There are a lot more resources and opportunities available online these days. Everything from live performances, to museum exhibits, to small gatherings of friends is moving to platforms like Zoom, Facebook, and YouTube. But with all these opportunities, the dilemma is how to choose which to access. This brief shares recommendations for how to apply the Four Guideposts for Community Life Engagement in making that choice.

WHAT IS COMMUNITY LIFE ENGAGEMENT?

Community life engagement, or CLE, refers to how people access and participate in their communities outside of employment. CLE activities may include volunteer work; postsecondary, adult, or continuing education; accessing community facilities such as a local library, gym, or recreation center; participation in retirement or senior activities; and anything else people with and without disabilities do in their off-work time. For people with intellectual and developmental disabilities, day services and supports should include supports necessary for CLE as part of a meaningful day.

The Institute for Community Inclusion has been conducting research to identify the elements of day services and supports that lead to high-quality CLE. Through expert interviews and case studies with providers, four guideposts in delivering high-quality CLE supports were identified. For more on the guideposts, see: **www.thinkwork.org/high-quality-community-life-engagement-supports-four-guideposts-success.**

TECHNOLOGY ACCESS

Accessing the opportunities described here may require new learning, both for individuals with IDD and for the people supporting them, on technology tools. You may need to learn more about the basics of how to use a computer, iPad or iPhone, key applications, social media platforms, and Internet safety. Some individuals may need specialized assistive technology for access and communication.

You can find more information about technology and access in our publication, Using Technology to Provide Quality Remote Services.

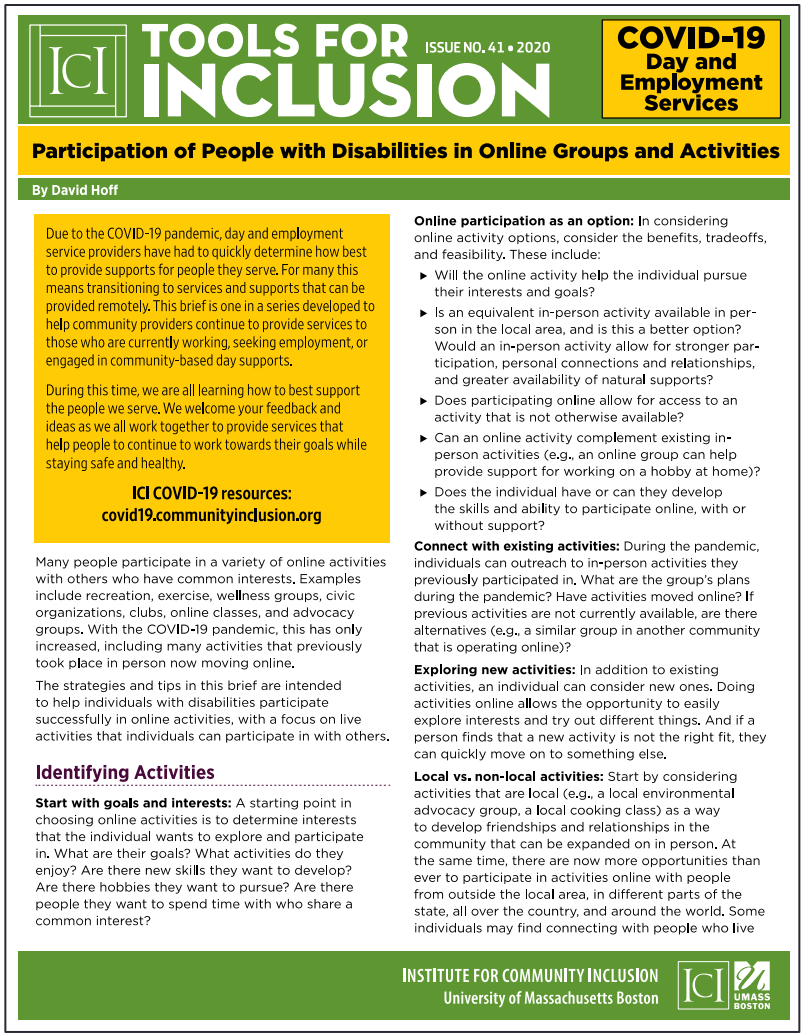
ICI

Community Life Engagement

INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

Available at:
https://covid19.communityinclusion.org

PUBLICATION: *Participation of People with Disabilities in Online Groups and Activities*



TOOLS FOR INCLUSION ISSUE NO. 41 • 2020

COVID-19 Day and Employment Services

Participation of People with Disabilities in Online Groups and Activities

By David Hoff

Due to the COVID-19 pandemic, day and employment service providers have had to quickly determine how best to provide supports for people they serve. For many this means transitioning to services and supports that can be provided remotely. This brief is one in a series developed to help community providers continue to provide services to those who are currently working, seeking employment, or engaged in community-based day supports.

During this time, we are all learning how to best support the people we serve. We welcome your feedback and ideas as we all work together to provide services that help people to continue to work towards their goals while staying safe and healthy.

ICI COVID-19 resources: covid19.communityinclusion.org

Many people participate in a variety of online activities with others who have common interests. Examples include recreation, exercise, wellness groups, civic organizations, clubs, online classes, and advocacy groups. With the COVID-19 pandemic, this has only increased, including many activities that previously took place in person now moving online.

The strategies and tips in this brief are intended to help individuals with disabilities participate successfully in online activities, with a focus on live activities that individuals can participate in with others.

Identifying Activities

Start with goals and interests: A starting point in choosing online activities is to determine interests that the individual wants to explore and participate in. What are their goals? What activities do they enjoy? Are there new skills they want to develop? Are there hobbies they want to pursue? Are there people they want to spend time with who share a common interest?

Online participation as an option: In considering online activity options, consider the benefits, tradeoffs, and feasibility. These include:

- Will the online activity help the individual pursue their interests and goals?
- Is an equivalent in-person activity available in person in the local area, and is this a better option? Would an in-person activity allow for stronger participation, personal connections and relationships, and greater availability of natural supports?
- Does participating online allow for access to an activity that is not otherwise available?
- Can an online activity complement existing in-person activities (e.g., an online group can help provide support for working on a hobby at home)?
- Does the individual have or can they develop the skills and ability to participate online, with or without support?

Connect with existing activities: During the pandemic, individuals can outreach to in-person activities they previously participated in. What are the group's plans during the pandemic? Have activities moved online? If previous activities are not currently available, are there alternatives (e.g., a similar group in another community that is operating online)?

Exploring new activities: In addition to existing activities, an individual can consider new ones. Doing activities online allows the opportunity to easily explore interests and try out different things. And if a person finds that a new activity is not the right fit, they can quickly move on to something else.

Local vs. non-local activities: Start by considering activities that are local (e.g., a local environmental advocacy group, a local cooking class) as a way to develop friendships and relationships in the community that can be expanded on in person. At the same time, there are now more opportunities than ever to participate in activities online with people from outside the local area, in different parts of the state, all over the country, and around the world. Some individuals may find connecting with people who live

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Available at:
https://covid19.communityinclusion.org

EMPLOYMENT
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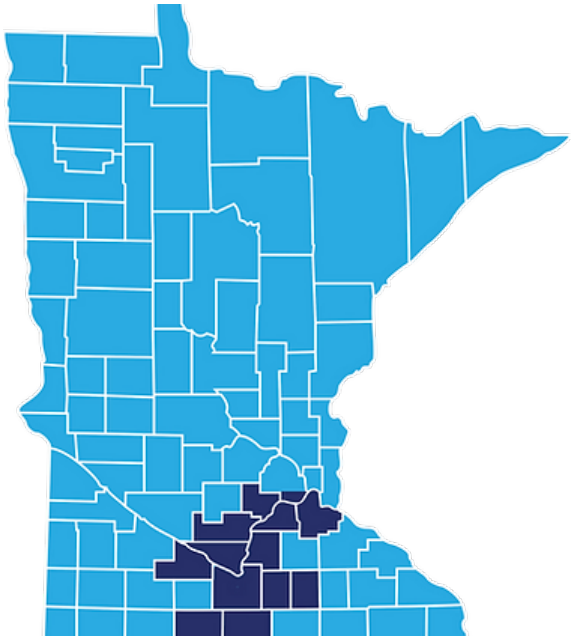
COMMUNITY LIFE

Shifting to Community-Based Day Supports

MRCI

Background: MRCI



- Very large provider: supported about 5000 people in 2021, including 350 people in day supports
- Service area is south-central Minnesota

Technical Assistance: MRCI

- Staff training guides, presentation, and videos
- “Lesson” guides for program implementation

Challenges & Considerations

Aligning with State Standards

Challenges & Considerations cont.

Finding Community Locations

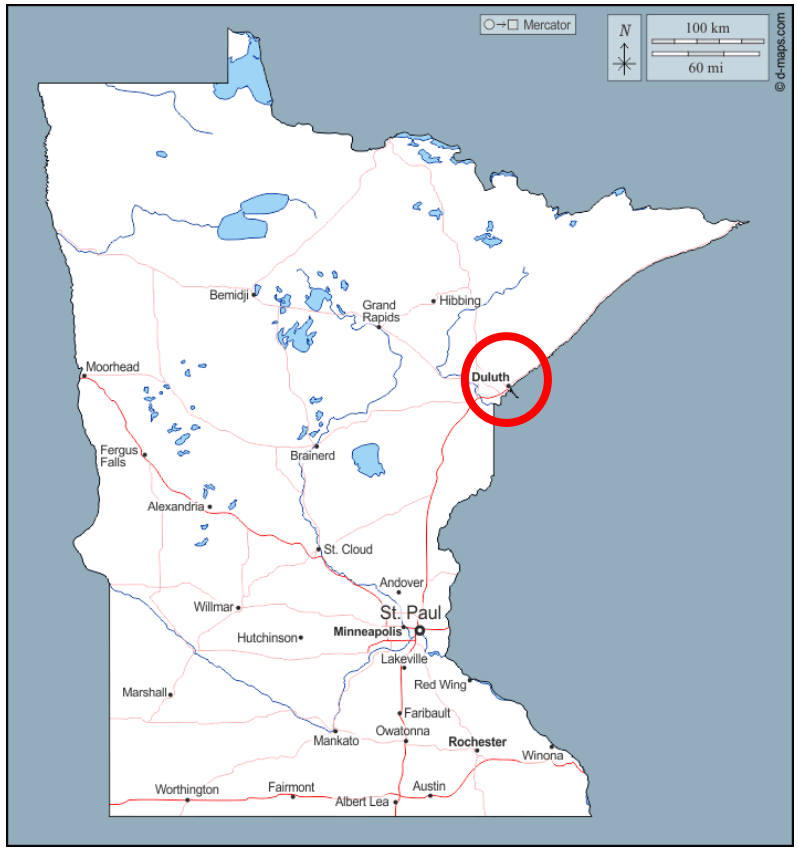
Challenges & Considerations cont.3

Staff Training

Udac

CHALLENGE. CREATE. CULTIVATE.

Background: Udac



- Small provider: currently serving 23 people in day supports
- Serve people in and around the city of Duluth

Technical Assistance: Udac

- Technical assistance for comprehensive organizational transformation
- Monthly technical assistance meetings since October 2020

Challenges & Considerations cont.4

Focus on Skill-Building

Challenges & Considerations cont .5

Transportation

Challenges & Considerations cont.6

Working with Funders

Contact Information

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University of Minnesota

ACL/CMS Promising Practices Series: Rethinking Day Services, The Without Walls Approach

March 24, 2022

Presenters cont.

- Jessica Clark
- Kathy Perry
- Pamela Price
- Dorinda Clark
- Robert Zotynia
- Pamela Zotynia
- Marian Frattarola-Saulino

Values into *Action*

Offers individualized support to people with disabilities and their families, exclusively in their own homes and communities.

Believes that a person's strengths and aspirations defines who they are and that every human being has the right to self determination

Demonstrates that the more complex and significant one's support needs, the more compelling the reason to direct one's own services, and hence their lifecourse

Values into action

OUR VALUES UNDERPIN EVERYTHING WE DO:

Adapting with you to live your life, your way

Respecting you and your choices

Dedicated to you and your ambitions

Kind to you without exception

Transforming services with you

Open minded to you

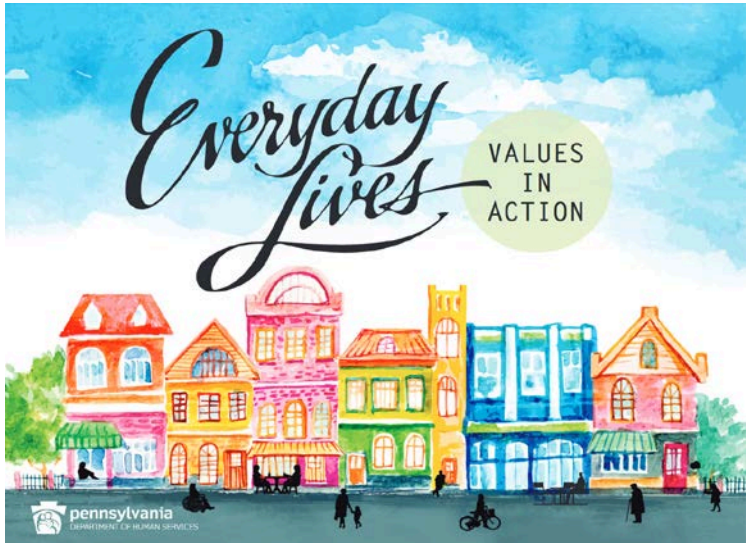
Accountable to you and yours

The Future
NEXT EXIT

Hand holding a stick

Support
Just Ahead

Got Choice?



- We value what is important to people with disabilities and their families, who are striving for an everyday life.

- People with disabilities have a right to an everyday life; a life that is no different than all other citizens.

PA Office of Developmental Programs (2016)
https://www.dhs.pa.gov/Services/Disabilities-Aging/Pages/Everyday-Lives.aspx

Everyday Lives: Values in Action

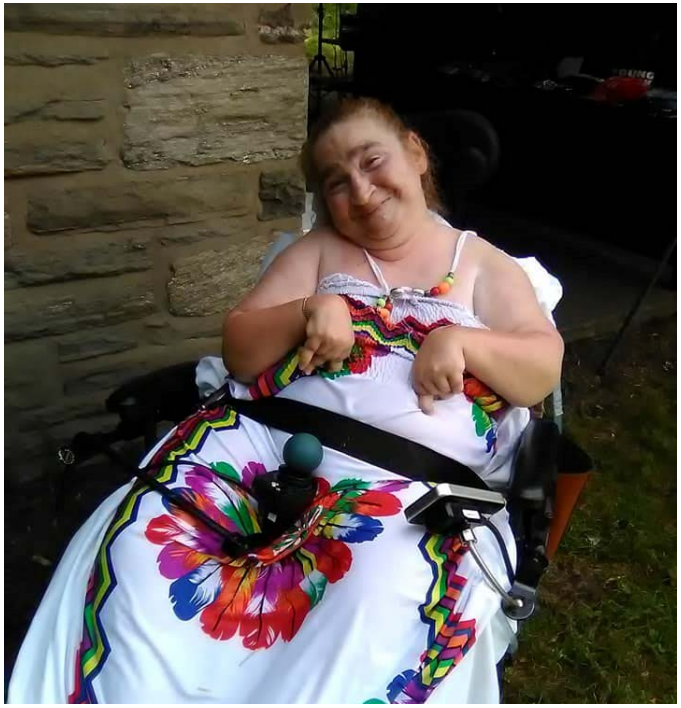
Recommendations to make Everyday Lives a Reality

Promote Self-Direction, Choice, & Control

This happens when people:

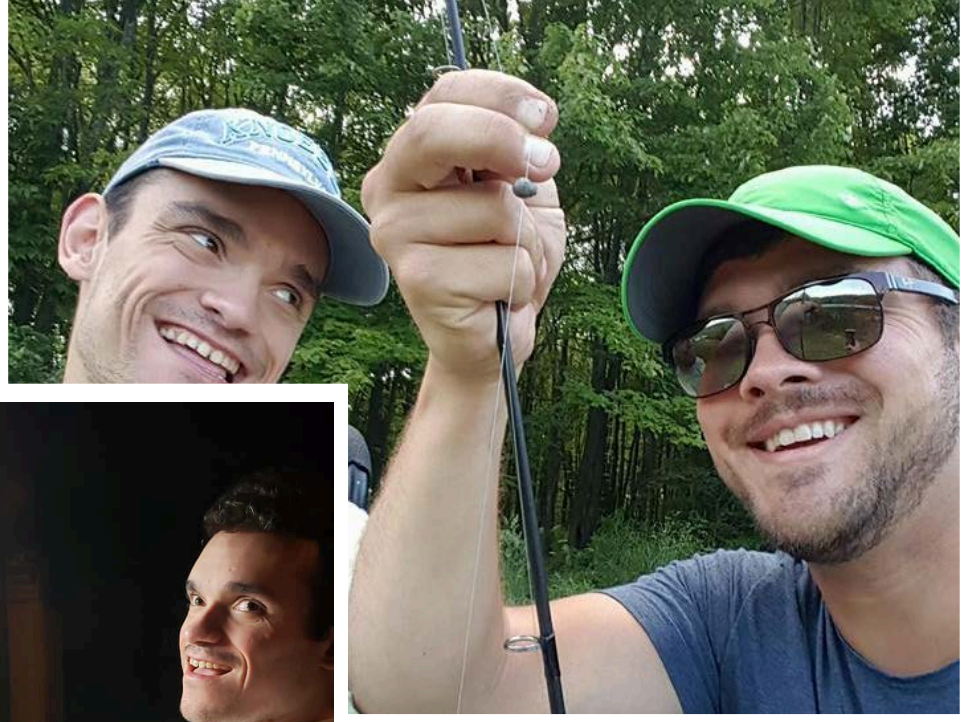
- Have support to have choice and control over all aspects of their life
- Trust and be respected by the people who provide assistance
- Have clear and understandable information
- Have their preferences and rights to make mistakes respected by others
- Are supported to make their decisions become a reality

Citizens Bank Park
1980



PAM

PAMELA PRICE



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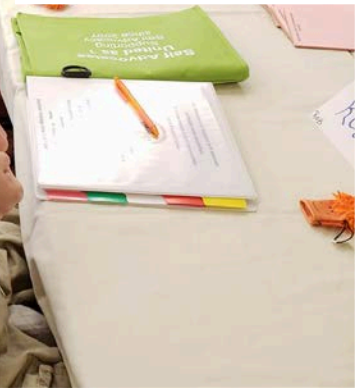
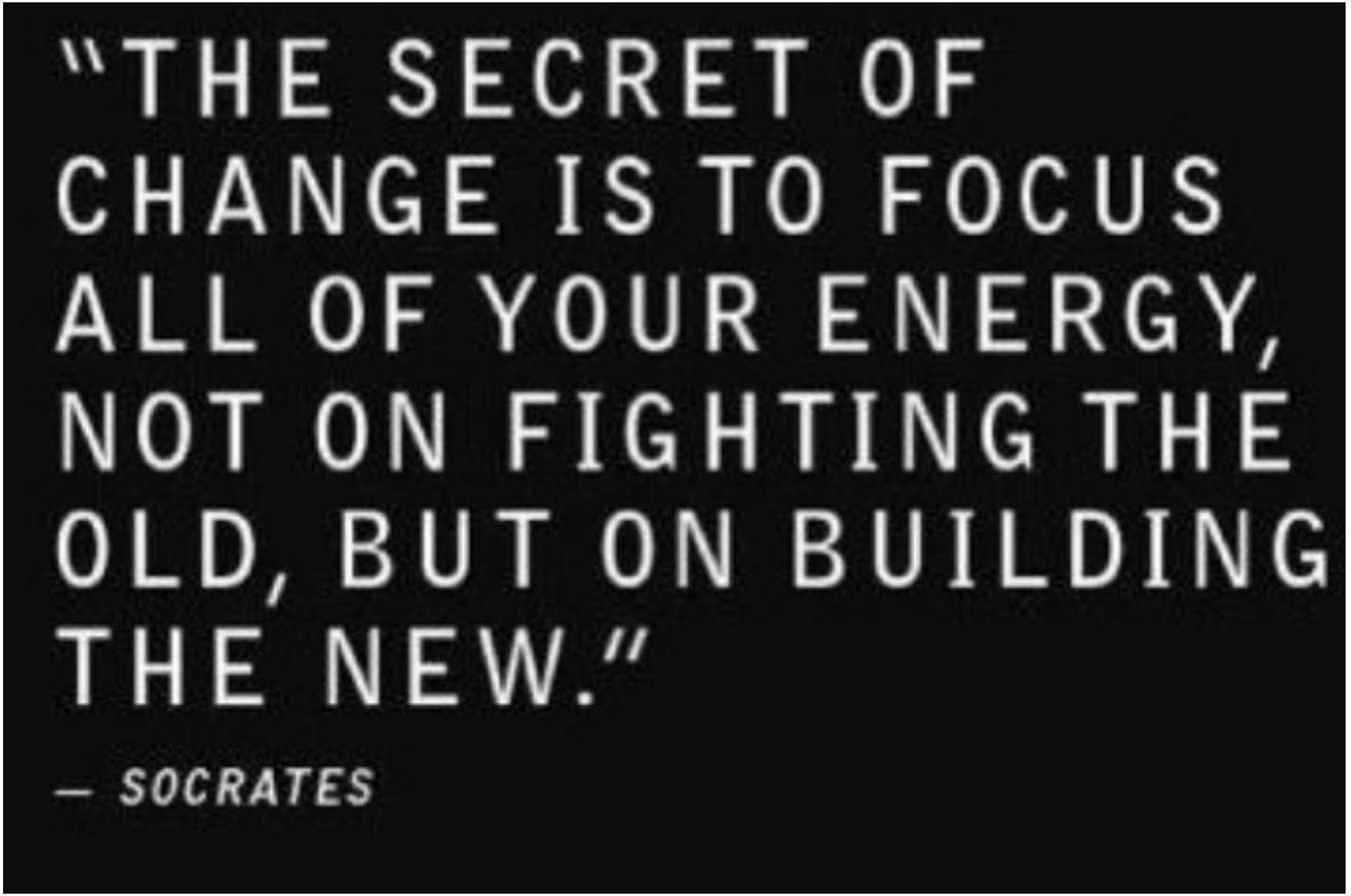
ENROLL
START SERVICE



"THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW."
— SOCRATES

Values into action

Contact Us!

Jessica, Pamela and Robert

Q&A

Thank you!

Administration for Community Living