NEW YORK STATE OF OPPORTUNITY.

Office for People With Developmental Disabilities

Workforce and Talent Management

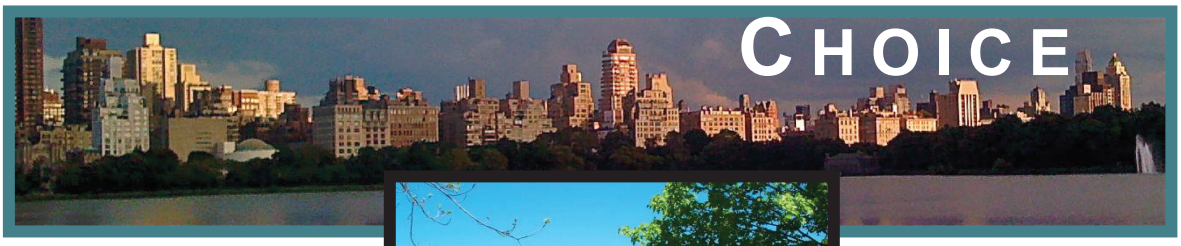
Training Curriculum Series

Informed Choice

Participant's Manual

Education and Training Online Resource Library

THE POWER OF INFORMED CHOICE



OBJECTIVES:

AT THE CONCLUSION OF THIS TRAINING, PARTICIPANTS WILL BE ABLE TO:

- UNDERSTAND THE BENEFITS FOUND IN PROVIDING INFORMED CHOICE.
- DEFINE THEIR ROLE AS A LEADER IN PROVIDING INFORMED CHOICE.
- CREATE SOLUTIONS THROUGH IMPLEMENTING INFORMED CHOICE.
- DRAW ON RESOURCES TO BUILD AND SUSTAIN INFORMED CHOICE.
- WORK THROUGH THE CHALLENGES OF DELIVERING INFORMED CHOICE.
- TAKE NEXT STEPS TO IMPLEMENT INFORMED CHOICE.

PROGRAM AGENDA:

NOTE: THIS PROGRAM IS DESIGNED AS A SIX-HOUR; FULL DAY TRAINING

- INTRODUCTIONS AND WELCOME
- OVERVIEW: THE POWER OF INFORMED CHOICE
- YOUR ROLE IN PROVIDING INFORMED CHOICE
- BREAK
- CREATING SOLUTIONS THROUGH INFORMED CHOICE
- BREAK
- TOOLS FOR SUPPORTING INFORMED CHOICE
- BREAK
- THE CHALLENGES IN DELIVERING INFORMED CHOICE
- CONCLUSION: TAKING NEXT STEPS

"Success is a journey, not a destination."
--Ben Sweetland

OVERVIEW: THE POWER OF INFORMED CHOICE

INFORMED CHOICE: THE CONCEPT

A PERSON HAS MADE AN INFORMED CHOICE WHEN HE OR SHE HAS MADE A DECISION BASED ON A GOOD UNDERSTANDING OF THE OPTIONS AVAILABLE AND A GOOD UNDERSTANDING OF HOW THAT CHOICE MAY AFFECT HIS OR HER LIFE.

A PERSON CAN MAKE AN INFORMED CHOICE ON HIS/HER OWN OR MAY ASK FAMILY MEMBERS, FRIENDS OR OTHERS FOR ASSISTANCE IF THE INDIVIDUAL NEEDS HELP MAKING A GOOD DECISION. INFORMED CHOICES CAN BE ABOUT EVERYDAY THINGS, LIKE WHAT TO WEAR, OR BIG LIFE CHANGING THINGS LIKE WHERE TO LIVE, WHAT KIND OF WORK TO DO, OR WHO TO BE FRIENDS WITH. THESE DECISIONS CAN ALSO BE ABOUT WHAT KINDS OF SERVICES OR SUPPORTS SOMEONE WANTS OR NEEDS, AND WHERE AND HOW TO GET THEM.

WHEN MAKING AN INFORMED CHOICE, A PERSON SHOULD UNDERSTAND THE POSSIBLE RISKS INVOLVED AND WHAT CAN BE DONE TO REDUCE THE RISKS. A PERSON SHOULD ALSO REALIZE THAT HIS/HER ABILITY OR DESIRE TO MAKE CHOICES MAY CHANGE OVER TIME, OR MAY BE DIFFERENT FOR DIFFERENT KINDS OF DECISIONS.

PERSONAL CHOICES SHOULD BE RESPECTED AND SUPPORTED BY OTHERS INVOLVED IN THE PERSON'S LIFE.

UNDERSTANDING "INFORMED CHOICE": BEYOND THE BASICS

WHAT IS THE DIFFERENCE BETWEEN "CHOICE" AND "INFORMED CHOICE?"

WHAT METAPHORS SERVE AS A COMPARISON BETWEEN "CHOICE" AND "INFORMED CHOICE?"

WHY IS THERE POWER IN INFORMED CHOICE?

WHAT ARE THE BENEFITS OF INFORMED CHOICE?

PARTICIPANT INTRODUCTIONS: BINGO

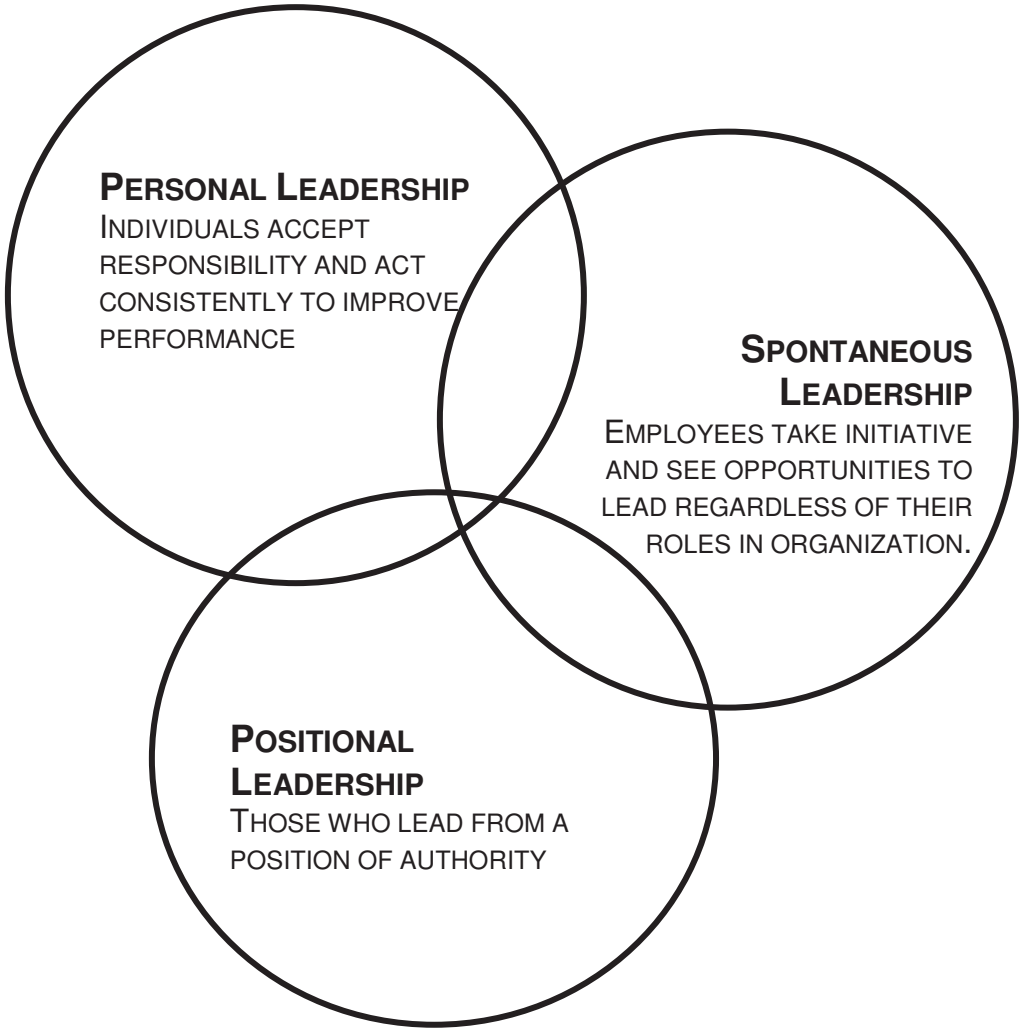
Assisted someone to purchase a home through the "Home of Your Own" program	Supported an individual or family who never had Service Coordination (SC) before	Facilitated a formal Person Centered Planning Process for an individual	Have a personal family member who uses these services	Assisted an individual to transition into an IRA (Individual Residential. Alternative)
Worked in this field outside of New York State.	Assisted an individual to attend college.	Attended Circle of Support meetings as an individual's Service Coordinator	Assisted an individual to obtain their driver's license	Is an unpaid member of a person's Circle of Support
Assisted an individual to access ISS (Individual Supports & Service) funding	Assisted an individual to gain and maintain competitive employment	Identify something unique about this person.	Assisted an individual to obtain a GED.	Has been working as a service coordinator professionally for more than 20 years
Supported an individual to apply for & be hired through OPWDD's "Employment Training Program"	Received a Master's or PhD degree in this field	Assisted a couple to get married	Assisted an individual to move into their own apartment	Assisted an individual to move to or from a different state
Supported an individual or family through their first time accessing supports & services thru OPWDD	Assisted in the Transition Planning on a student's IEP, transitioning from educational to an adult system	Attended an annual SANYS (Self Advocacy Association of NYS) Conference	Helped individuals to create and have a PASS (Plan to Achieve Self Support) approved through Social Security	Supported an individual who has an approved CSS (Consolidates Supports & Services) Plan

PROMOTING INFORMED CHOICE WORKS FOR EVERYONE

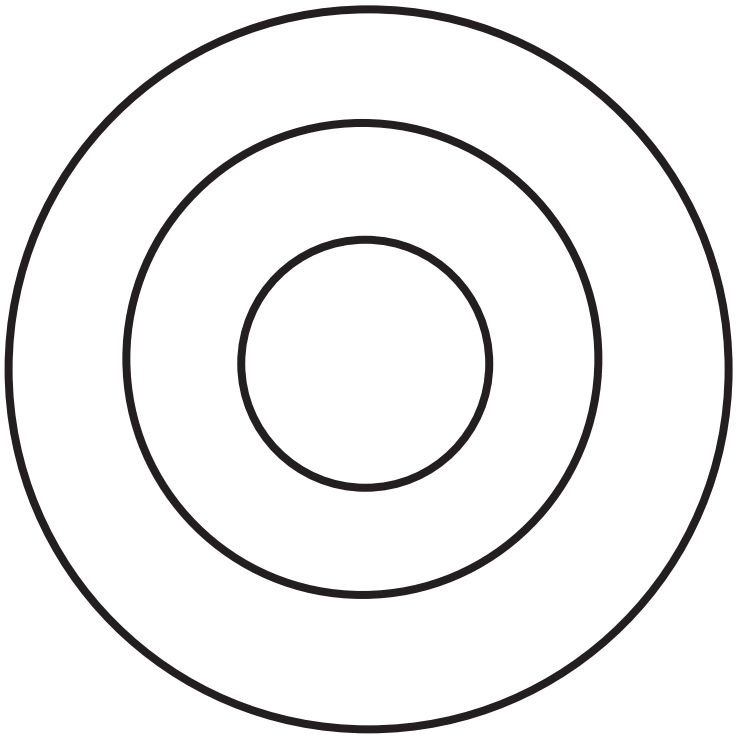
WHAT MAKES A GREAT MSC? LIST THOSE ATTRIBUTES BELOW:

YOUR ROLE AS A LEADER

EVERY MSC CAN, AND IS EXPECTED TO, EXERCISE SOME FORM OF LEADERSHIP. THERE ARE THREE TYPES OF LEADERSHIP. WHERE DO YOU FIT?



THE POWER OF INFLUENCE IN PROVIDING INFORMED CHOICE



BASED ON STEPHEN R. COVEY'S *SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE*.

THINK ABOUT:

a) WHAT CAN YOU CONTROL AS AN MSC IN PROVIDING INFORMED CHOICE?

b) WHAT MAY YOU HAVE INFLUENCE OVER AS AN MSC?

c) WHAT CAN WE DO TO ENHANCE OUR INFLUENCE AS AN MSC?

"Choice, not circumstances, determines your success."
--Anonymous

ARE MSCS OFTEN EXPECTED TO BE LIKE SUPERHEROES?? WHAT IS YOUR ROLE?

IN WHAT WAY ARE MSCS EXPECTED TO BE LIKE SUPERMAN?

IN WHAT WAY ARE MSCS EXPECTED TO BE LIKE MRS. INCREDIBLE?

WHAT OTHER SUPERHEROES DO MSCS RELATE TO?

NOW THINK OF MARY POPPINS (OR NANNY MCPHEE), IN WHAT WAY CAN MSCS EMULATE THESE 'HEROES'?

Ultimately MSCs should use their 'power of influence' to support people when they need it. Once the tools are given, the MSC go on to help someone else in need.

THREE STRATEGIES FOR PROVIDING INFORMED CHOICE

1. LISTEN EMPATHICALLY

THERE ARE THREE LEVELS OF LISTENING:

LEVEL I: PASSIVE LISTENING. THIS IS SIMPLY NOT TALKING WHILE OTHERS SPEAK. IT'S FOUNDATIONAL, BUT IT'S SELDOM ENOUGH.

LEVEL II: ACTIVE LISTENING. THIS SUGGESTS GIVING VERBAL AND NON-VERBAL CUES THAT SUGGEST THAT YOU UNDERSTAND WHAT THEY ARE SAYING. IT INCLUDES DOING THE FOLLOWING:

- Removing distractions that interrupt. Keeping one's self from interrupting.
- Taking notes as needed.
- Sorting out main ideas as they are heard.
- Giving verbal cues that suggest you are hearing what they are saying.
- Verifying key facts.
- Summarizing main messages.

LEVEL III: EMPATHIC LISTENING. THIS SUGGESTS GIVING VERBAL AND NON-VERBAL MESSAGES THAT SUGGEST THAT YOU UNDERSTAND HOW THEY FEEL. IT IS THE HIGHEST FORM OF LISTENING AND INCLUDES THE FOLLOWING:

- Verifying feelings—and not just facts.
- Being positive and supportive about how they feel.
- Avoiding judgment and critical feedback.
- Providing empathic feedback that suggests similar feelings.
- Hypothesizing around the idea that you would feel similarly.
- Building rapport and common ground around their feelings.
- Continuing to listen until they feel heard.

2. FOCUS ON THE REAL NEED

WHAT IS A VIP?

BASIC INDIVIDUAL NEEDS:

1. THE NEED TO BE HEARD AND BE UNDERSTOOD

2. THE NEED TO BELONG AND CONTRIBUTE

3. THE NEED TO FEEL STABLE AND IN CONTROL

4. THE NEED TO FEEL SIGNIFICANT AND SPECIAL

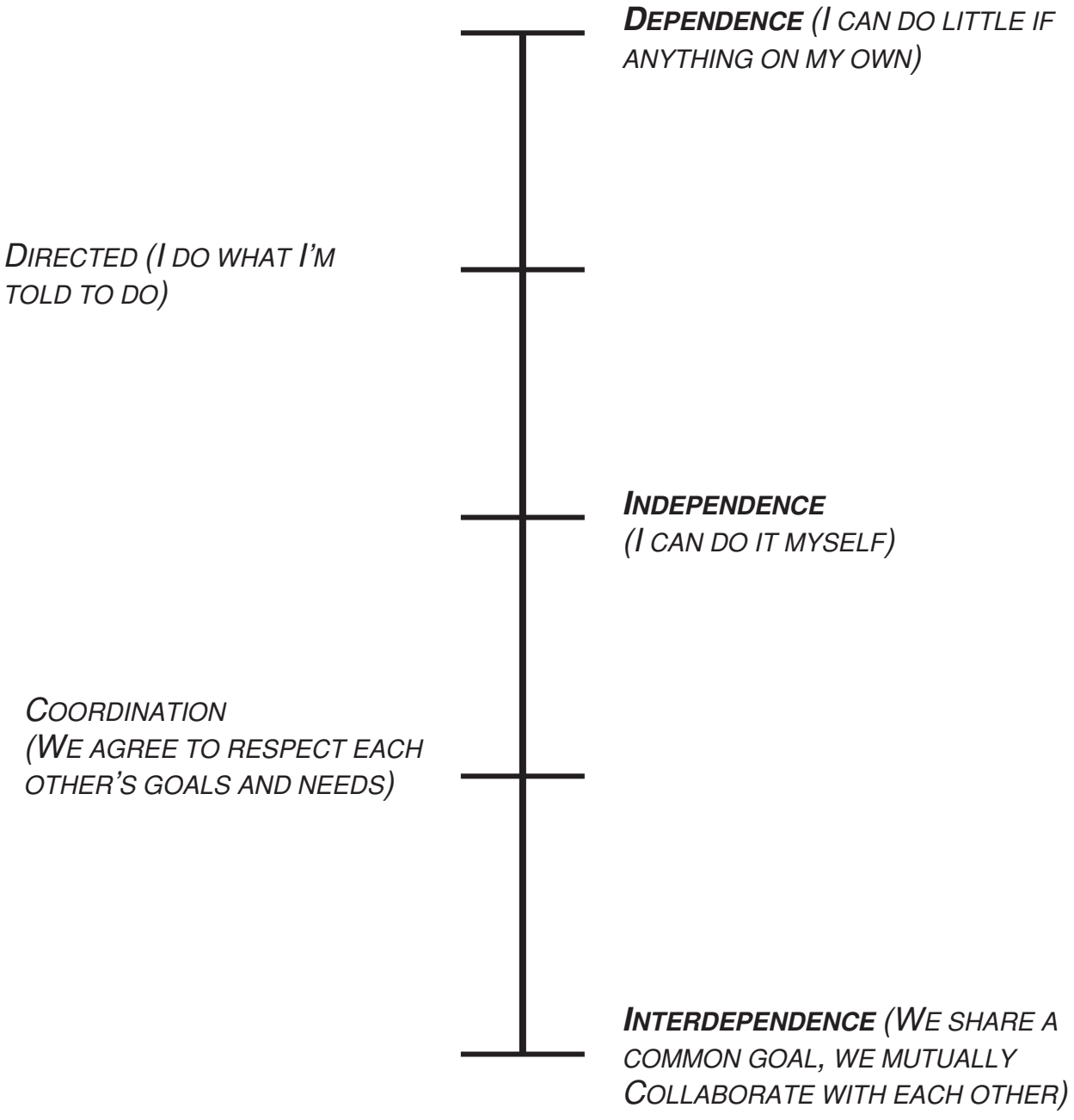
5. THE NEED TO BE SUCCESSFUL AND REACH ONE'S POTENTIAL

THINK ABOUT THE INDIVIDUALS WE SUPPORT.
WHAT ARE THEIR NEEDS?

3. BUILDING FOR INTERDEPENDENCE

MOVING FROM DEPENDENCE TO INTERDEPENDENCE

ALONG THIS CONTINUUM, WHERE ARE THE INDIVIDUALS YOU SERVE? WHERE ARE YOU?



BEST PRACTICES IN HELPING PEOPLE MAKE INFORMED CHOICES

"I CHOOSE" IS ONE OF THE MOST POWERFUL STATEMENTS WE CAN MAKE INDEPENDENTLY.

"WE CHOOSE" IS ONE OF THE MOST POWERFUL STATEMENTS WE CAN MAKE INTERDEPENDENTLY.

EXAMPLES OF BEST PRACTICES IN HELPING PEOPLE MAKE INFORMED DECISIONS

TOOLS FOR SUPPORTING INFORMED CHOICE

WHAT ARE SOME TOOLS FOR SUPPORTING INFORMED CHOICE? LIST THOSE BELOW:

THE CHALLENGES IN DELIVERING INFORMED CHOICE

1. THE ETHICS OF SERVING THE BEST INTERESTS OF OTHERS

IN SERVING THE NEEDS OF INDIVIDUALS, CONSIDER THE FOLLOWING:

1. WHAT ARE THE PREFERRED BEHAVIORS OR ETHICS WE WOULD DO WELL TO FOLLOW?

2. WHAT ARE THE ETHICAL CHALLENGES WE FACE AS WE MEET THE NEEDS OF THE INDIVIDUALS WE SERVE?

3. HOW CAN WE AVOID THESE ETHICAL DILEMMAS IN THE FIRST PLACE?

4. HOW IS AN ISSUE MADE MORE ETHICAL OR LESS ETHICAL THROUGH COLLABORATION?

5. HOW CAN YOU GET PEOPLE TO DO THE RIGHT AND ETHICAL THING?

6. WHAT DO YOU DO WHEN THERE IS A GAP BETWEEN THE AGENCY'S POLICIES AND WHAT THE INDIVIDUAL WANTS OR WHAT WILL HELP THE MSC GET THE JOB DONE?

2. CREATING SUPPORT IN PROMOTING INFORMED CHOICE

IN CREATING SUPPORT, HOW COULD WE

1. BE MORE FLEXIBLE IN THE ROLES PEOPLE PLAY?

2. CREATE MUTUAL ACCOUNTABILITY?

3. BUILD ON THE STRENGTHS AND DIFFERENCES OF OTHERS?

4. BE MORE COLLABORATIVE IN COMMUNICATING WITH OTHERS?

ROLE PLAYS

WORK TOGETHER TO IDENTIFY A ROLE PLAY THAT DEMONSTRATES THE WRONG WAY AND RIGHT WAY TO PROVIDE INFORMED CHOICE. YOU MAY USE YOUR OWN SCENARIOS OR DRAW FROM THE EXAMPLES BELOW:

SCENARIO #1: AMANDA GROWING UP

AMANDA IS 26 YEARS OLD AND LIVES IN HER OWN APARTMENT. HER PARENTS ARE HER LEGAL GUARDIANS AND TRY TO WORK CLOSELY WITH HER TO HELP HER MAKE DECISIONS, MAINTAIN HER HEALTH, AND LIVE SAFELY. AMANDA WOULD LIKE TO EXPLORE THE NEIGHBORHOOD AROUND HER APARTMENT BY TAKING WALKS AFTER WORK AND ON THE WEEKENDS. SHE WOULD LIKE TO TAKE A CAB TO PARTICIPATE IN SOME OF THE EVENTS THAT HER WORK COLLEAGUES ATTEND IN THE EVENINGS. HER PARENTS DO NOT WANT HER TO DO THIS BECAUSE THEY ARE AFRAID THAT SHE WILL GET LOST OR BE TAKEN ADVANTAGE OF BY PEOPLE SHE MEETS. THEY HAVE DIRECTED HER TO RETURN TO HER APARTMENT AFTER WORK WHERE SHE CAN TALK TO PEOPLE ON THE PHONE OR ON THE INTERNET, COOK HER DINNER, AND WATCH TV. THEY ARE HAPPY TO DRIVE HER TO WEEKEND ACTIVITIES WITH FAMILY MEMBERS. AMANDA DOES NOT WANT TO ARGUE WITH HER PARENTS BUT SHE DISAGREES WITH THEIR GUIDELINES.

SCENARIO 2: GEORGE'S LIFE PLAN

GEORGE IS 30 YEARS OLD AND HAS LIVED IN A BEHAVIOR-BASED IRA SINCE GRADUATING FROM HIGH SCHOOL AT AGE 21. HE WORKS AT A NEARBY SHELTERED WORKSHOP. WHEN HE WAS YOUNGER, GEORGE HAD GREAT DIFFICULTY MANAGING HIS FRUSTRATIONS AND WAS, AT TIMES, AGGRESSIVE AND ASSAULTIVE. AS HE HAS MATURED, HE HAS BECOME MORE COMPETENT IN EXPRESSING HIS ANGER AND FRUSTRATION MORE APPROPRIATELY, BUT THIS IS STILL AN AREA OF CHALLENGE FOR HIM. OVERALL, HOWEVER, GEORGE DOES WELL BOTH IN THE IRA AND AT WORK, MANAGING HIS FRUSTRATIONS BY TALKING WITH STAFF OR SPENDING TIME ALONE IN HIS ROOM. GEORGE REPORTS THAT THE THINGS THAT AGITATE HIM THE MOST ARE DISAGREEMENTS AND BEHAVIORAL ISSUES THAT OCCUR AMONG THE OTHER PEOPLE WHO LIVE IN THE IRA.

GEORGE WOULD VERY MUCH LIKE TO MOVE OUT OF THE IRA AND INTO HIS OWN APARTMENT AND DEVELOP MORE INTERESTING JOB OPPORTUNITIES USING INDIVIDUALIZED & SELF-DIRECTED SUPPORTS AND SERVICES. HE FEELS CERTAIN THAT HE WILL EXPERIENCE LESS AGITATION AND FRUSTRATION IF HE IS LIVING IN HIS OWN PLACE, WHERE HE WILL NOT NEED TO NEGOTIATE THE PERSONALITIES OF VARIOUS OTHER HOUSEHOLD MEMBERS. GEORGE BELIEVES THAT THIS ARRANGEMENT WILL GIVE HIM THE CHANCE TO ACCOMPLISH HIS PERSONAL GOALS AND DEVELOP MEANINGFUL RELATIONSHIPS IN HIS NEIGHBORHOOD. HE HAS A SMALL CIRCLE OF SUPPORT WHO WANTS TO SUPPORT HIS PERSONAL GOALS.

SCENARIO #3: ARTHUR AND HIS FAVORITE STAFF PERSON

ARTHUR HAS LIVED ON HIS OWN FOR SEVERAL YEARS USING VARIOUS INDIVIDUALIZED SUPPORTS. USING A CO-EMPLOYMENT MODEL, HE COLLABORATES WITH AN FMS AGENCY TO HIRE HIS OWN STAFF. ARTHUR'S STAFF ASSIST HIM IN PURSUING HIS COMMUNITY AND VOCATIONAL INTERESTS, AND HE HAS HAD POSITIVE EXPERIENCES IN HIRING AND SUPERVISING THEM. MOST OF HIS STAFF HAVE WORKED WITH ARTHUR SINCE HE INITIALLY MOVED OUT ON HIS OWN.

OF ALL HIS STAFF, ARTHUR FINDS BEN TO BE THE ONE WHO BEST UNDERSTANDS HIS PERSONAL GOALS AND WHO IS ABLE TO HELP HIM WHEN HE IS TRYING TO MAKE AN IMPORTANT DECISION OR COMPLETE A DIFFICULT TASK. BEN IS NOT MUCH OLDER THAN ARTHUR, AND BEN HAS HELPED ARTHUR TO MAKE MANY FRIENDS IN HIS NEIGHBORHOOD AND TO BECOME ACTIVELY INVOLVED IN A VARIETY OF COMMUNITY EVENTS.

LAST WEEK, BEN WAS DRIVING ARTHUR TO A MEETING AT THE LOCAL FIREHOUSE. IT WAS AT THE END OF THE DAY AND BOTH OF THEM WERE QUIET. SUDDENLY, ARTHUR REALIZED THAT THE CAR HAD VEERED OUT OF CONTROL AND WAS GOING TO HIT A PARKED CAR. HE LOOKED OVER AT BEN AND DISCOVERED THAT HE HAD FALLEN ASLEEP AT THE WHEEL!

LUCKILY NO ONE WAS INJURED IN THE ACCIDENT, BUT THE FMS WITH WHOM ARTHUR WORKS IS CONCERNED ABOUT BEN'S ABILITY TO CONTINUE TO PROVIDE TRANSPORTATION FOR ARTHUR. IN FACT, THE FMS CONTACTED ARTHUR TO RECOMMEND THAT BEN BE FIRED! ARTHUR DISAGREES WITH THE FMS' RECOMMENDATION BECAUSE HE HAS CONFIDENCE IN BEN AND HE FEELS THAT BEN IS AN IMPORTANT STAFF PERSON FOR HIM. HE DOES NOT WANT TO FIRE BEN.

SCENARIO #4: MARIAN IN THE KITCHEN

MARIAN IS A 17 YEAR OLD WHO LIVES AT HOME WITH HER PARENTS AND RECEIVES COMMUNITY HABILITATION LARGELY IN HER HOME. MARIAN IS CURRENTLY IN HIGH SCHOOL, AND SHE DREAMS OF BEING ABLE TO MOVE INTO HER OWN APARTMENT AFTER SHE GRADUATES. SHE UNDERSTANDS THAT SHE WILL NEED ASSISTANCE IN HER APARTMENT, BUT SHE WANT TO LEARN HOW TO TAKE CARE OF MANY HOUSEHOLD ACTIVITIES ON HER OWN. IN PARTICULAR, MARIAN WANTS TO LEARN TO COOK.

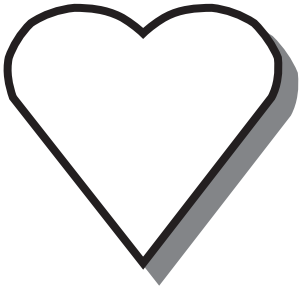
MARIAN'S MOTHER IS A STRONG ADVOCATE FOR MARIAN, AND SHE USUALLY SUPPORTS HER DAUGHTER IN IDENTIFYING AND ACHIEVING HER PERSONAL GOALS. IN THIS CASE, HOWEVER, SHE IS WORRIED THAT MARIAN SHOULD NOT LEARN HOW TO COOK BECAUSE SHE MAY HURT HERSELF IN THE KITCHEN (BY BURNING HERSELF ON THE STOVE OR CUTTING HERSELF WHILE PREPARING VEGETABLES) OR THAT SHE MAY NOT HANDLE FOOD PROPERLY AND BE AT RISK FOR FOOD POISONING. MARIAN'S COMMUNITY HABILITATION WORKER UNDERSTANDS MARIAN'S MOTHER'S WORRIES, BUT SHE SUPPORTS MARIAN'S GOAL TO LEARN TO COOK.

3. ACTING WITH COURAGE

AN IMPORTANT WAY FOR US TO MEET OUR FEARS IS TO TAKE COURAGE.

COURAGE = _____

THE WORD COURAGE IS DERIVED FROM THE FRENCH WORD "COUER", WHICH MEANS "TO TAKE HEART".



WHAT DO YOU FEAR?

MOST FEARS RELATE TO UNCERTAINTIES OR DOUBTS THAT WE MAY HAVE.

FEARS CAN BE DEFINED AT THREE LEVELS:

A. THE EVENT

B. EMOTIONS

C. "I CAN'T HANDLE IT!"

I CHOOSE

"COURAGE IS NOT THE ABSENCE OF FEAR, BUT RATHER THE JUDGMENT THAT SOMETHING ELSE IS MORE IMPORTANT THAN FEAR."
--AMBROSE REDMOON

REMEMBER:

IN TIMES OF CHANGE, COURAGEOUS PEOPLE TAKE OWNERSHIP, OR PERSONAL RESPONSIBILITY, FOR ACHIEVING IMPROVED RESULTS.

"I CHOOSE" IS ONE OF THE MOST POWERFUL STATEMENTS ONE CAN MAKE INDEPENDENTLY.

"WE CHOOSE" IS ONE OF THE MOST POWERFUL STATEMENTS ONE CAN MAKE INTERDEPENDENTLY.

WHAT DOES THIS MEAN TO YOU IN YOUR VARIOUS ROLES AS YOU SUPPORT PEOPLE WITH DEVELOPMENTAL DISABILITIES IN MAKING INFORMED CHOICES ABOUT THEIR LIVES?

"I have made some bad choices, I have made some so-so choices, and I have made some good choices. The most important thing about all of them is that they are mine--all of them."

-Anne Wilson Schaef

UFOs

UNBELIEVABLE FLASHES OF THE OBVIOUS