



# Workforce and Talent Management Training Curriculum Series



# Self-Advocacy/ Self-Determination

Instructor's Manual



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## Agency Requirements for MSC Course Delivery

The MSC curricula found on OPWDD's website [www.opwdd.ny.gov](http://www.opwdd.ny.gov) may be delivered by provider agencies that meet certain specified conditions.

For information, please go to:

[http://www.opwdd.ny.gov/opwdd\\_careers\\_training/training\\_opportunities/documents/msc\\_agency\\_requirements\\_train](http://www.opwdd.ny.gov/opwdd_careers_training/training_opportunities/documents/msc_agency_requirements_train)

If you have any questions, please contact OPWDD Talent Development and Training at (518) 473-1190.





## **Instructor Requirements for MSC Delivery**

Instructors must be an employee of, or affiliated with, an approved Agency/Provider Association operated or certified by OPWDD or other organization associated with the OPWDD service system.

In order to present training in Self-Advocacy/Self-Determination, instructors must have a minimum of two years experience with people with developmental disabilities, who self-advocate and are self-determined, and with providers of developmental disabilities services.

Instructors must have a minimum of two years of Medicaid Service Coordination work experience, or in another title with comparable working knowledge of Medicaid Service Coordination. Instructors must also have experience working with individuals who are self-advocating and self-determined.

Instructors must be permitted by their agency sufficient time to participate in the requirements of this role.

Instructors must regularly monitor OPWDD's online curriculum for updates. The Instructor or the Instructor's agency is responsible for retaining the signed, original sign-in documents for a period of six years from the date of training.

**If you have any questions, please contact OPWDD Talent Development and Training at 518-473-1190.**





# Table of Contents

*Suggested duration for this course is 3.5 Hours*

## **Overview and Course Introduction**

Course Outline ..... page 1

Purpose ..... page 2

Course Objectives..... page 2

Format..... page 2

Materials..... page 2

Introduction to course ..... page 3

OPWDD Mission, Vision, Values and Guiding Principles ..... page 4-6

## **Section One: Self-Advocacy**

Introduction ..... page 7-8

Structure of SANYS and self-advocacy in NYS..... page 8

Definition of Self-Advocacy ..... page 9

Benefits of Self-Advocacy ..... page 10

## **Section Two: Self-Determination**

What is Self-Determination ..... page 11-13

The Principles of Self-Determination ..... page 13-14

Personal Outcomes ..... page 15

## **Section Three: Elements of Self-Determination**

Topic One: The Person ..... page 16-17

Topic Two: Service Coordinator ..... page 17-18

Topic Three: Circle of Support ..... page 18-19

Topic Four: The Person Centered Plan (Planning with a person using self-determination). page 19-20

Topic Five: Broker (Start-Up and Support) ..... page 20-24

Topic Six: Money..... page 25

Topic Seven: Choosing Supports and Services (developing the plan) ..... page 25-26

Topic Eight: Individual Budget..... page 26-27

Topic Nine: Financial Management Services (FMS) ..... page 28-29

Topic Ten: Quality, Satisfaction and Oversight ..... page 29-30

Conclusion/Wrap-up ..... page 30-31

### **Symbol Legend:**



Prepare for next slide



Activity



## Overview and Introduction

### Course Outline:

- Overview and Introductions
  - Housekeeping
  - Training Objectives
  - OPWDD Mission, Vision, Values and Guiding Principles
  
- Section One: Self-Advocacy
  - Self-Advocacy Association of New York State (SANYS)
  - Definition of Self-Advocacy
  - Why is Self-Advocacy Important?
  
- Section Two: Self-Determination
  - What is Self-Determination
  - Principles of Self-Determination
  - Personal Outcomes
  
- Section Three: Elements of Self-Determination
  - The Person
  - Service Coordinator
  - The Circle of Support
  - Person Centered Plan
  - Broker (Start-up & Support)
  - Money
  - Choosing Supports and Services (developing the plan)
  - Individual Budget
  - Financial Management Services (FMS)
  - Quality, Satisfaction and Oversight

**Purpose:**

This course is an introduction to Self-Advocacy and Self-Determination for individuals with developmental disabilities. The philosophy of Self-Determination provides people with developmental disabilities the opportunity – with the help of a “Circle of Support” to have:

1. The **freedom** to develop a personal life plan.
2. The **authority** to control a targeted amount of resources.
3. The **support** needed to obtain personal goals.
4. The **responsibility** for contributing to one’s community and using public dollars wisely.

**Course Objectives:**

- To enhance understanding of the background of Self Advocacy and Self-Determination.
- To discuss philosophy of Self-Determination and changing roles in the service system.
- To provide knowledge of the principles of Self-Determination.
- To understand importance of self-advocates as leaders in this process.
- To provide knowledge about the role of the service coordinator in Self-Advocacy and Self-Determination.
- To help support staff working with a person interested in Self-Determination. This is an opportunity to share creative experiences.
- To share knowledge of the importance and role of the "Circle of Support."
- To be introduced to the concept and role of Start-up Broker.
- To be introduced to the concept and role of Support Broker and how similar or different it is from the Service Coordination function.

**Format:**

Presentation and interactive discussion

**Materials:**

- PowerPoint (optional)
- DVD “Self-Advocacy: Freedom, Equality, Justice for All.”
- SA/SD Participant Manual (set up as PowerPoint slide handout pages)

**Additional Information:**

**Include information on self-advocates; provide information on DVD needed and how to obtain from OPWDD.**

## Introduction:

- Personal introduction by instructor (name, background, experience) and Self-Advocates (co-training).
- “Welcome and thank you for coming.”
- Course introduction, purpose, objectives.
- **Discuss:** This is a required MSC course. The format is discussion and interaction, so please ask questions as we go along and share information generously. **Encourage participants to ask questions as you go along with the training. Answer questions throughout or direct participants that a particular question will be answered later in the session.**
- **Discuss:** At the end of this session you will have information about Self-Advocacy and Self-Determination which will enhance your ability to work with individuals whom you serve.
- **Present the following:** Further information about Self-Advocacy/Self-Determination can be found on the OPWDD website at: [www.opwdd.ny.gov](http://www.opwdd.ny.gov) and The Self-Advocacy Association of New York State, Inc. at: [www.sanys.org](http://www.sanys.org)
- Review logistics/ground rules
  - The session will end at \_\_\_\_\_ with a break in-between.
  - Please be sure you signed in on the sign-in sheet.
  - Rest rooms are located \_\_\_\_\_.
  - Everyone should have a copy of the participant manual. It is put together as “slides” with a section for taking notes.
  -
- Icebreaker (optional)

## Icebreaker:

You may want to start with participants introducing themselves (name, agency, position). This gives the trainer and others an idea of the audience for the day. To get an idea of the participants’ background with the topic, you might ask participants to discuss (briefly) their experience with Self-Advocacy and/or Self-Determination.



**Refer to slides #2 through #5**

- Give time for participants to review the information.

Provide a transition to topic areas:

**You might say:** “Before we get into specifics we’ll first review the OPWDD Mission, Vision, Values, and Guiding Principles. This is important in understanding Self-Advocacy and Self-Determination.



## **OPWDD Mission, Vision, Values and Guiding Principles**

Refer to participant materials (slides x, x, x, x 4 slides) and give time for participants to review the information.

Briefly discuss OPWDD's Vision, Mission, Values and Guiding Principles.

### **Mission Statement:**

We help people with developmental disabilities live richer lives.

### **Vision Statement:**

People with developmental disabilities enjoy meaningful relationships with friends, family and others in their lives, experience personal health and growth and live in the home of their choice and fully participate in their communities.

**OPWDD Values:** Describes how we interact with the individuals we serve, families, staff, the community and each other:

- **Compassion:** The capacity to appreciate what others think and feel.
  - Elaborate:
    - Avoid depending on professional's opinion.
    - The first time someone is given a chance to make a choice, they may need to be asked several questions to get them started.
    - Keep positive.
    - Try not to use leading questions.
- **Dignity:** The recognition of the worth of each person and the treatment of individual rights and preferences with respect, honor and fairness.
  - Elaborate:
    - Avoid focus on labels.
    - It is a personal process.
    - Allow the option of passing on a question.
    - Emotional.
    - Provide a respectful environment.
- **Diversity:** The celebration, respect and embracing of the differences among us because these differences strengthen and define us.
  - Elaborate:
    - Avoid emphasizing deficits and negatives.
    - Focus on a person's uniqueness.
- **Excellence:** The continual emphasis on innovation, increasing knowledge, and delivering the highest quality supports and services.



- Elaborate:
  - Avoid limiting the number of program options.
  - Avoid thinking that everyone would get the same bundle of services.
  - “Think outside the box”
  - Go beyond the “comfort zone”
  - Push for what the person wants to do
  - Create the supports/services to fit the person, not change the person to fit the supports.
- **Honesty:** The foundation on which trust is built and truth is communicated.
  - Elaborate:
    - Require honesty.
    - Keep discussions real.
    - Person-centered planning process needs to be kept confidential. If someone’s goal is to be a pilot...is this realistic? What is it that they like about pilots? Pull these characteristics out to help the person develop valued outcomes.

### Guiding Principles That Frame How OPWDD Conducts Its Business

**Put the person first** - People with developmental disabilities are at the heart of everything we do. This person-first ethic is embodied in the way we express ourselves, and in the way we conduct our business.

- **Elaborate:** Person-first approach toward self-direction and giving individuals more control over the services they receive in a fiscally sound manner.

#### **Maximize opportunities**

- **Elaborate:** Need to create opportunities and support people’s access to the supports and services they want and need.

#### **Promote and reward excellence**

- **Elaborate:** Quality and excellence are highly valued aspects of our services. Competency is a baseline. We find ways to encourage quality, and create ways to recognize and incentivize excellence to improve outcomes throughout our system.

#### **Provide equity of access**

- **Elaborate:** Access to supports and services is fair and equitable; a range of options is available in local communities to ensure this access, regardless of where in New York State (NYS) one resides.

#### **Nurture partnerships and collaborations:**



- **Elaborate:** OPWDD must work with its various stakeholders and sister State agencies to ensure that people have meaningful roles in society.

**Require accountability and responsibility:**

- **Elaborate:** Everyone shares accountability and responsibility including individuals with disabilities, their families, and the public and private sector. OPWDD and all its staff and providers are held to a high degree of accountability in how they carry out their responsibilities. We strive to earn and keep the individual trust of people with developmental disabilities and their families, as well as the public trust. Creating a system of supports that honors the individual's right to be responsible for their own life and accountable for their own decisions is of paramount importance.

**Discuss how Self-Advocacy/Self-Determination fits with the OPWDD mission, vision, values and guiding principles and then transition to the section on Self-Advocacy.**

## SECTION 1: Self-Advocacy



Refer to slides #9 through #13

- Give time for participants to review the information.

Information about the Self-Advocacy Association of New York State, Inc. (SANYS) and some of their projects will be presented. **The trainer or training organizer should ensure that a self-advocate is present to co-facilitate the course and present on the Self-Advocacy information.**

**Introduction:** Introduce self-advocate(s) if they were not introduced during the course introduction. **You might say:** Today we have (Self-Advocate's name) here to speak to you about Self-Advocacy.

Ask the Self-Advocate these questions to ensure that he/she addresses the following information:

- **Ask the Advocate:** Please briefly describe your background, present living situation, work/daytime activities, and supports and services that you now receive. (If the Self-Advocate has slides or separate presentation, insert here.)
- **Ask the Advocate:** What is Self-Advocacy in New York State? (SANYS = Self Advocacy Association of New York State, Inc.)
  - **Elaborate: SANYS Mission Statement:**
    - **SANYS is an organization run by and for people with developmental disabilities.**
    - **We help people with developmental disabilities speak-up for themselves and others.**
- What is the role of SANYS and the self-advocates? (see below for information on the slide)

“A community’s strength is measured by its ability to include the gifts and contributions of all of its members.”

- Grassroots regional organizing
- Teaching about self-advocacy
- Starting and supporting self-advocacy groups
- Sponsoring state and regional conferences and leadership activities
- Supporting SA Board of Director’s system advocacy

- Self-Determination/CSS
- We Have Choices//Beyond Choices
- “Nothing About Us without Us”- member of numerous coalitions of groups working for system change
- Americorps - “ Experienced, accomplished speakers sharing personal experiences of living with developmental disabilities” administered this project for 13 years
- For more information, visit <http://sanys.org/>

Structure of SANYS and self-advocacy in New York State

*Discuss:*

## The *grassroots* of Self-Advocacy in NYS



Statewide Board



SA Regions



Self-advocacy Groups



Individual Self-advocates

Provide a transition to the next section. **You might say:** We’re now going to look at the definition of Self-Advocacy and why Self-Advocacy is important for the people we serve. We will be also view a section of a DVD, either **“Self-Advocacy: Freedom, Equality, Justice For All: Tool for Change” Part 1, and/or “We Have Choices”**

## Definition of Self-Advocacy



Refer to slides #14 through #15

- Give time for participants to review the information.

**Review** the definition of Self-Advocacy:

“Self-Advocacy by people with developmental disability means that individually or in groups (preferably both) they speak or act on behalf of themselves, or on behalf of issues that affect people with developmental disabilities”

Discuss elements of Self-Advocacy:

- Self-Advocacy means:
  - The person decides what he or she wants.
  - The person finds out how to go about getting what he or she wants.
  - The person seeks assistance from others to help achieve goals and desires.
  - The person learns new skills necessary to successfully advocate for him or herself.
- Advocating for another person means:
  - The person speaks out on behalf of another person who is less able to speak for him/her self
- System Advocacy means:
  - The person speaks out on behalf of him/her self and others to ensure that the system and system change reflect the needs and interests of those it serves

**Make the point:** A major goal of Self-Advocacy is to empower people to speak for themselves and participate in decisions affecting their lives.

**Show the DVD:**

- “Self-Advocacy: Freedom, Equality, Justice For All: Tool for Change” Part 1, **and/or**
- “We Have Choices” – show first part of full length version including history and a couple of personal stories – (10 minute version and full length version are both available on-line at [http://sanys.org/news/?page\\_id=50](http://sanys.org/news/?page_id=50) )

After the DVD, facilitate discussion on what was viewed, what was said, and what it means.

**Transition to the next topic:** Now that we’ve discussed what Self-Advocacy is, we’ll discuss why Self-Advocacy is important.

## Benefits of Self-Advocacy



Refer to slide#16

- Give time for participants to review the information.

This section includes a discussion by the self-advocate(s) co-facilitating this course. Self-Advocates should cover what Self-Advocacy has meant in their life and the importance of choice in their life, including the information on the slide.

### Benefits of Self-Advocacy: Why is Self-Advocacy Important?

- Refer to #1: **Increases knowledge of Self-Advocacy**
  - **Elaborate:** No one knows better than a person with a disability what it is like to have a disability.
- Refer to #2: **Develops self-identity and pride**
  - **Elaborate:** Self-Advocacy helps to strengthen identity and develops a sense of pride for the individual
- Refer to #3: **Builds competence, changes images**
  - **Elaborate:** Self-Advocacy builds competence and changes negative images of people with disabilities.
- Refer to #4: **Impacts on quality of human services**
  - **Elaborate:** Self-Advocacy allows providers and parents to hear about the quality of human services.
- Refer to #5: **Increases knowledge of rights and responsibilities**
  - **Elaborate:** Self-advocates should know their basic human and legal rights; stand up for them; take responsibility for their lives; and ask for help when they need it or want it.
- Refer to #6: **Promotes the ability to ask for help when needed**
  - **Elaborate:** Self-Advocacy provides valued roles for people with disabilities.

*Please give credit to: From: We Can Speak for Ourselves, Williams and Schults 1982. Indiana University Press, p. 87-88.*

Provide a transition to the next section. **You might say:** We've discussed Self-Advocacy and why it is important. Now we'll further elaborate and discuss Self-Determination. **Explain** that in recent years the service system has undergone major shifts from a system-centered approach where everyone received the same services regardless of their abilities, needs or interests to a more person-centered approach where services are more individualized – a move from a restrictive/protective model where decisions were made by professionals to a more self-determined model where decisions may be made by the person.

## SECTION 2: Self-Determination

### What is Self-Determination?



Refer to slide #17

- Give time for participants to review the information.

What is Self-Determination?

- Refer to **1<sup>st</sup> bullet**: A concept reflecting the belief that all individuals have the right to direct their own lives
  - Elaborate: Self-Determination is a national movement started by self-advocates that puts people with developmental disabilities at the center of service planning and typically gives them increased control over their own individualized budget.
- Refer to **2<sup>nd</sup> bullet**: Self-Determination “encompasses concepts such as free will, civil and human rights, freedom of choice, independence, personal agency, self-direction, and individual responsibility” (University of Illinois at Chicago National Research & Training Center, 2002).

Give a little history:

- Began in 1993 in New Hampshire
- Quickly expanded to 19 states
- Early efforts funded by Robert Wood Johnson Foundation (RWJF)
- 1997 RWJF provided a grant to create a “learning community”
- 1998 NYS Self-Determination Pilot Project started (27 people were selected to participate)
- In 2000, there were more than 40 states involved in Self-Determination
- December 2000, more than 80 people participating (NYS) (**continues on next page**)
- November 2001 – NYS had approval for expansion using Consolidated Supports and Services (CSS), part of the Home and Community Based Services Waiver (HCBS).
  - Elaborate:
    - CSS is a self-directed service option under OPWDD’s HCBS waiver that empowers people with disabilities and their families to design and manage a CSS plan and budget based on their individual needs and goals.
    - The person and their family direct the service, meaning they make all of the decisions about how the service will work, including hiring their own staff, managing their own staff and deciding how they want their budget to look.

- They decide how to spend their service funding and they keep track of what they spend and that the budget is spent on approved and appropriate items and services.
- CSS is a way to turn the person's dreams and goals into reality.
- CSS plans and budgets allow participants to access the supports necessary to live at home or in a home of their of their choosing; pursue interesting and meaningful employment, volunteerism, or other community service activities; engage in satisfying, productive relationships with community members; and enjoy rewarding and active family and peer relationships.



### Activity/Discussion:

**Ask:** "Using what you have learned about Self-Determination, define what your goal is and how you, as a person who is self-determined, would make it happen?"

Give participants a few minutes to think about this question. Solicit a few responses by asking for a few people to share something they determined to do in life (i.e., their dreams and goals.) Engage the class in discussion.

- Have they done it?
- How did they develop those dreams and goals?
- Did they get support from others?
- What would have happened if they did not do it?

**Ask:**

- Can you give any examples of a work related experience when a person with disabilities was determined to do something that was not supported by others? What happened?
- Have discussion.

Provide a summary/transition to the next section. **You might say:** We've discussed that Self-Determination involves a person going after the life that they want with the supports they choose. CSS is an option used to create individualized services through person-controlled, portable budgets.

Relate this back to OPWDD's Mission and Vision. **You might say:** CSS provides an additional opportunity for people with developmental disabilities to lead richer lives with a continued focus on four basic person-centered outcomes:

- Develop and maintain meaningful relationships with friends, family and others in their lives.
- Maintain good health.
- Live in the home of their choice

- Work or engage in activities that contribute to personal growth and community participation.

Conclude by saying: Next we're going to look at a set of principles that Self-Determination is based upon. These principles were developed by the Robert Wood Johnson Foundation.

## The Principles of Self-Determination



Refer to slides #18

- Give time for participants to review the information.

Principles of Self-Determination:

- Refer to **1<sup>st</sup> bullet: Freedom**
  - **Elaborate:** The ability of a person with freely chosen family and/or friends to plan a life with necessary support, rather than purchase a program.
    - **Example:** The person, along with their freely chosen family and/or friends, will create their own life with the support they want. Instead of going to a day service or living in a group home, the person chooses where they want to live and how they want to spend their day.
- Refer to **2<sup>nd</sup> bullet: Authority**
  - **Elaborate:** The ability of a person with a disability (with social support network or circle if needed) to control a certain sum of dollars to purchase these supports.
    - **Example:** The person makes decisions on how the money for their supports is spent. The person decides who works for them and how they want to be part of the community.
- Refer to **3<sup>rd</sup> bullet: Support**
  - **Elaborate:** The arranging of resources and personnel – both formal and informal – that will help an individual with a disability to live a life in the community rich in community association and contributions.
    - **Example:** Support and assistance are required by all people. While some people require more support, or different kinds of support, no one is self-sufficient. People give and get support from the people in their community.
- Refer to **4<sup>th</sup> bullet: Responsibility**
  - **Elaborate:** The acceptance of a valued role in a person's community through employment, organizational affiliations, spiritual development and general caring of others in the community, as well as accountability for spending public dollars in ways that are life-enhancing for persons with disabilities.

- **Example:** For the person, this is their life. They will have to work hard to make good decisions about their life. As they take control over their life, they also take on the responsibility to give something back to the community. The reward of freedom is the responsibility to share and contribute.
- Refer to **5<sup>th</sup> bullet: Confirmation**
  - **Elaborate:** The important leadership role of self-advocates in promoting the concepts of Self-Advocacy and Self-Determination, both with other people with disabilities and with those who do not have a disability, in the community and in the redesign of the service system.
- Refer to **6<sup>th</sup> bullet: Self-Advocacy**
  - **Elaborate:** People with disabilities speaking up for themselves; expressing their needs, wants and goals; doing as much for themselves as they can do; taking the lead and making it happen for themselves.



### Activity:

This will be done in small groups with someone from each group reporting back to the whole group.

Ask each group to discuss the following two questions amongst themselves:

- What does each of the four top principles mean to you?
- Is there any difference in what they mean to people with disabilities?

Bring the group back together for discussion on the above two questions.

- Note: You want to make the point that there is no difference.

Provide a transition to the next topic area. **You might say:** We discussed the principles to keep in mind when talking about Self-Determination. Next we will look at some personal outcomes of Self-Determination that self-advocates have expressed.

## Personal Outcomes



Refer to slides #19

- Give time for participants to review the information.

Personal Outcomes (expressed by people interested in Self-Determination):

- Refer to 1<sup>st</sup> bullet: **Good health or physical well being**
- Refer to 2<sup>nd</sup> bullet: **Adequate income, housing and transportation**
- Refer to 3<sup>rd</sup> bullet: **Community involvement**
- Refer to 4<sup>th</sup> bullet: **Valued relationships**
- Refer to 5<sup>th</sup> bullet: **Opportunities for education, employment and leisure**
- Refer to 6<sup>th</sup> bullet: **Control of the physical environment**
- Refer to 7<sup>th</sup> bullet: **Opportunities for decision making**

**Discuss and reiterate** the previous section on principles of Self-Determination by reviewing that these outcomes are no different for us than for the individuals we serve.

**Add:** Self-Advocates have expressed simply, “We want what you got!”

Transition to the next topic area. **You might say:** We’ll go into this further in the following sections, which talk about the elements of Self-Determination. One of those elements is the “Circle of Support” which is a group of people dedicated to working with the individual on planning services and supports that meet the needs and fulfill the personal ambitions and goals of the individual with developmental disabilities. The Circle of Support helps to focus on creative ways people can achieve these outcomes.

## SECTION 3: Elements of Self-Determination



Refer to slides #20

- Give time for participants to review the information.

Say: These are the common elements of Self-Determination. Explain that you will be elaborating on each of these elements within the next set of slides.

- Refer to 1<sup>st</sup> bullet: **The Person**
- Refer to 2<sup>nd</sup> bullet: **Service Coordinator**
- Refer to 3<sup>rd</sup> bullet: **The Circle of Support (COS)**
- Refer to 4<sup>th</sup> bullet: **Person Centered Plan**
- Refer to 5<sup>th</sup> bullet: **Broker (Start-up & Support)**
- Refer to 6<sup>th</sup> bullet: **Money**
- Refer to 7<sup>th</sup> bullet: **Choosing Supports and Services (developing the plan)**
- Refer to 8<sup>th</sup> bullet: **Individual Budget**
- Refer to 9<sup>th</sup> bullet: **Financial Management Services (FMS)**
- Refer to 10<sup>th</sup> bullet: **Quality, Satisfaction and Oversight**

Trainer note: The bullets refer to the sections covered under this topic.

### Topic One: The Person



Refer to slides #21

- Give time for participants to review the information.
- The Person:
  - Everything begins and ends with the person!
  - “Nothing about us without us!”
  - Person chooses Circle of Support (COS) members.

Ask and solicit responses to the question, “What does this mean?”

Examples of responses (trainer will elaborate on responses given by participants and also make sure the following is covered during the discussion):

- Self-Determination is a life changing experience.
- People who are Self-Determined experience an increase of a sense of power and control.
- The person is not just the center or the focus of activity; the person directs the actions and activities.
- Experience has shown that the concept of Self-Determination is natural for some people, particularly people who have ideas and goals that require supports and funding outside the traditional system.

Ask participants to give examples from their own experience (personal goals and dreams).

## Topic Two: Service Coordinator



Refer to slides #22

- Give time for participants to review the information.

At this time, everyone using Self-Determination has a service coordinator through either Medicaid Service Coordination (MSC) or Plan of Care Supports and Services (PCSS). The service coordinator helps the person access necessary services and supports.

- Refer to **1<sup>st</sup> bullet: Key to success in Self-Determination**
  - **Elaborate:** Center for Medicare and Medicaid services (CMS) considers service coordination as “A Key” to self-determination
- Refer to **2<sup>nd</sup> bullet: Medicaid Service Coordination (MSC)** – required service for CSS participants
  - **Elaborate:** MSC is the most common service coordination program for individuals with developmental disabilities in New York State. MSC is required for individuals in CSS. Plan of Care Supports Services (PCSS) a Home and Community Based Waiver (HCBS) service is also a service coordination program available to individuals in NYS.
- Refer to **3<sup>rd</sup> bullet: Responsibilities of the MSC**
  - For OPWDD services, the role of the service coordinator includes developing, implementing and monitoring the ISP; advocacy; documentation.
  - Elaborate:** The service coordinator is responsible for:
    - developing, implementing, and monitoring the person’s ISP,
    - providing advocacy for the individual, and
    - making sure that documentation activities occur. Some of these activities include: the ISP, Service Coordination Agreement, MSC Monthly Notes,

Level of Care Determination and Re-determination, and enrollment and discharge paperwork.

Refer participants to: “MSC Checklist & MSC Tips” in participant materials.

### Topic Three: Circle of Support



Refer to slides #23

- Give time for participants to review the information.

**Ask:** What is a Circle of Support?

**Say:** The Circle of Support is a group of people, usually family members, friends and community members, who come together to help a person to visualize, express and accomplish his/her valued outcomes.

- **Elaborate:** When working to identify people to join their Circles of Support, CSS participants usually look to family, friends, neighbors and their community, including:
  - people with whom they or their family members work or volunteer,
  - cultural or religious organizations they or family members are active in,
  - other community activities and organizations they or family members participate in and, sometimes,
  - favorite staff.
- Refer to **1<sup>st</sup> bullet: The PERSON as decision-maker**
  - **Elaborate:** The person decides who will (or will not) be included in the circle. OPWDD requires participation of the Medicaid Service Coordinator (MSC). The remainder of the COS may be a balance of paid and/or unpaid people, including family and friends. Except for the MSC, composition of the COS is decided by the participant.
- Refer to **2<sup>nd</sup> bullet: Roles and expectations of circle members**
  - **Elaborate:** The Circle works well when it has a “driver”, (not necessarily the Service Coordinator) to schedule gatherings (meetings), motivate and energize, keep the momentum, take minutes, track activities and accomplishments. Roles and expectations of COS members should be clear and understood by all.
- Refer to **3<sup>rd</sup> bullet: Balancing the Circle**

- **Elaborate:** The involvement and activities of the Circle of Support must balance to accommodate the support needs of the person. The circle is always evolving depending on the task or goal at hand.
- Refer to **4<sup>th</sup> bullet: Key to safeguards**
  - **Elaborate:** Circle of Support is one of the keys to safeguarding the person.
- Refer to **5<sup>th</sup> bullet: COS is required for CSS participants**
  - **Elaborate:** CSS participants are required to have a COS; COS has to meet regularly (at least quarterly but may be more often). A member of the Circle of Support may be designated to sign the Individualized Service Plan (ISP).
- Refer to **6<sup>th</sup> bullet: Legal Guardian must be included in the COS**
  - **Elaborate:** If the person has a legal guardian, he/she is included in the COS.

**Note:** The concept of Circle of Support (COS) does not belong to any one author.

## Topic Four: The Person Centered Plan -Planning with a Person Using Self-Determination



**Refer to slides #24**

- Give time for participants to review the information.
- Refer to **1<sup>st</sup> bullet: Process is person-driven**
  - **Elaborate:** The planning process is active and ongoing and starts with the person.
- Refer to **2<sup>nd</sup> bullet: Start from the person's hopes and dreams and vision for the future**
  - **Elaborate:** Planning builds on the person's hopes and goals for the future, not on current service menus or available programs. It's based on a person's interests, preferences, abilities and goals.
- Refer to **3<sup>rd</sup> bullet: Build safeguards into the plan**
  - **Elaborate:** Plans should include a plan for backup and emergency service. The plan is the ISP with added elements of a vision, a detailed safeguards section, and signatures.
- Refer to **4<sup>th</sup> bullet: Products:**
  - Personal Centered Plan,
  - Identification of preferred way to access services and supports,
  - Development of ISP and service plan (CSS Plan/Budget)

- **Elaborate:** Planning results in the individual's own unique Person Centered Plan that acts as a map to formal and informal services and supports specific to that person, including the ISP and the CSS Plan, and a Budget to make things happen for the person.

**Summarize/elaborate:** Planning begins with the person and is ongoing. Individualized services, including CSS, are an option for many people. People who are good fits for self-directed services include those who can maintain a strong COS, who are able and willing to submit documentation that is required by OPWDD and their Financial Management Services agency (FMS); and who are able and willing to responsibly manage their staff, either with or without help from their COS or FMS. We'll go further into detail on the FMS a little later.



### Activity/Discussion

Ask participants to share ways the planning process can become more individually directed.

## Three Types of CSS Plans



Refer to slides #25

- Give time for participants to review the information.
- Refer to **1<sup>st</sup> bullet: Residential Only**
  - **Elaborate:** A Residential Only Plan focuses primarily services that emphasize development and support of skills associated with living in the community, and includes any housing subsidy, respite, and FSS type services.
- Refer to **2<sup>nd</sup> bullet: Other than Residential**
  - **Elaborate:** An Other than Residential Plan focuses primarily services outside the home, with an emphasis on development and support of skills associated with participating in meaningful activities in the community, volunteering, and employment.
- Refer to **3<sup>rd</sup> bullet: Both**
  - **Elaborate:** All services an individual receives must be contained in the Both Plan, except for e-mods/adaptive equipment and Intensive Behavioral Services.

## Topic Five: Broker (Start-Up and Support)

**Introduction to section:** Discuss that there are two types of Brokers (Start-Up and Support) and the next two slides will go into detail.

## Start-Up Broker (SUB):



Refer to slides #26

- Give time for participants to review the information.

**Say:** Everyone who qualifies for OPWDD services may request broker services and a CSS Plan. Once the person has chosen CSS, the individual and his/her Circle access the list of brokers providing services in that DDSO, and interview and hire a Start-Up Broker. When the broker is chosen, the individual, the Circle and the broker work together to develop the Broker Agreement and submit it to the DDSO for approval.

Once a Start-Up Broker Agreement is approved, they can begin to work together to develop the individual's person centered plan, and the CSS Plan and Budget, based on the funding that the DDSO has indicated is available for the individual's plan. The Start-Up Broker may be independent or may work for an agency, and is paid using 100% State dollars.

The Start-Up Broker (SUB) may assist the person with:

- Refer to **1<sup>st</sup> bullet: Circle development and maintenance**
  - Elaborate: Includes helping the person to identify the people who will be positive contributing members of his/her Circle of Support, to organized the Circle and Circle meetings, to work with the Circle to define roles of Circle members
- Refer to **2<sup>nd</sup> bullet: Person centered planning**
  - Elaborate: Works with the individual and the Circle to develop and modify the individual's person centered plan
- Refer to **3<sup>rd</sup> bullet: Defining service and support needs and interests**
  - Elaborate: Works with the individual and the Circle to identify and develop the supports, services and activities the individual is interested in pursuing – based on the person centered plan
- Refer to **4<sup>th</sup> bullet: Planning for health and safety**
  - Elaborate: Works with the individual and the Circle to identify and develop the safeguards, supports and services essential to ensuring or improving the individual's health and safety – based on the person centered plan
- Refer to **5<sup>th</sup> bullet: Planning for quality and satisfaction**
  - Elaborate: Works with the individual and the Circle to ensure that they have an understanding of how to ensure that the individual's supports, services and activities are meeting the individual's needs and helping the individual work toward achieving his/her valued outcomes
- Refer to **6<sup>th</sup> bullet: Developing individualized service plan and budget**

- Elaborate: Works with the individual and the Circle to identify and develop the supports, services and activities the individual is interested in pursuing and the costs associated with each based on the person centered plan, and to make the choices about which supports, services and activities are most important to the individual and may be funded through the plan and budget
- Refer to 7<sup>th</sup> bullet: **Brokering individual support agreements**
  - Elaborate: Assists the individual and Circle to identify the specific expectations associated with each staff position or contractor/vendor and to negotiate agreement with staff or contractor/vendor being hired
- Refer to 8<sup>th</sup> bullet: **Working with generic community resources**
  - Elaborate: Assists the individual and Circle to identify the generic community resources that the individual may access to meet his/her needs and help him/her work toward achieving his/her valued outcomes
- Refer to 9<sup>th</sup> bullet: **Assisting with hiring and firing support staff**
  - Elaborate: Assists the individual and Circle to identify appropriate characteristics for staff, advertise for staff, develop staff agreements, monitor staff performance and to address problems and issues with staff if they arise

Refer participants to: “Start-Up Broker Checklist” in participant materials.

### Support Broker (SB):



Refer to slides #27

- Give time for participants to review the information.

**Say:** The support broker assists individuals who self-direct their services and actively manage their own budgets that authorize payments for the supports and services they choose. Individuals whose services and supports are funded through CSS are required to designate someone as their support broker; this person may be either paid or unpaid. The support broker may be independent or may work for an agency. Any cost for this service is included in the participant’s approved CSS Plan/Budget.

- Refer to 1<sup>st</sup> bullet: **Separate and distinct from service coordination**
  - Elaborate: Support broker service may not duplicate MSC activities and responsibilities. Support broker activities and responsibilities must be listed in the Support Broker Agreement in order to be compensated. The MSC Checklist and the Support Broker Checklist delineate the responsibilities of each service provider.

- Refer to **2<sup>nd</sup> bullet: Primary responsibility – to keep CSS Plan/Budget current**
  - Elaborate: The primary function of the Support Broker is to assure that the CSS Plan/Budget is reviewed every six (6) months and updated as needed so that it remains current and eligible for Medicaid funding.
- Refer to **3<sup>rd</sup> bullet: Person may also hire broker with specific expertise**
  - Elaborate: A person may hire a “broker” to perform a specialized function necessary to assist the individual in working toward achieving a valued outcome. This “expert” service must be delineated in an agreement between the “broker” and the individual and may not duplicate support broker or MSC activities and responsibilities. More typically, this type of “expert” service would be purchased through a “contractor” or “vendor.”
- Refer to **4<sup>th</sup> bullet: Broker role clearly defined and result oriented**
  - Elaborate: The Support Broker teaches and assists the participant and the Circle of Support to be as independent as possible in the management of the self-directed services. As a result, Support Broker service hours may be reduced over time as the participant and the Circle of Support learn the skills necessary to manage the services. Support broker activities and responsibilities must be listed in the Support Broker Agreement in order to be compensated.

**Go to next slide (#28) listing support broker activities and say:** As you see when you read this slide, the support broker’s activities are focused on supporting the individual and his/her CSS Plan. In most cases, the support broker will be continuing the supports that were begun by the start-up broker.

**Refer participants to: “Support Broker Checklist” in participant materials.**

## Service Coordinator, Support Broker....What’s the Difference?

**Discuss:** Service Coordinators and Support Brokers are two distinct services. We’ll now look at the differences between them.



**Refer to slides #29**

- Give time for participants to review the information.
- Refer to **1<sup>st</sup> bullet: Employer**
  - **Elaborate:** The MSC and the broker may work for the same agency or different agencies. The MSC may NOT be the broker for a person for whom he/she provides MSC services. State employees may NOT be paid to provide broker services.

- Refer to **2<sup>nd</sup> bullet: Qualifications**
  - **Elaborate:** There are different qualifications. MSCs have a qualification standard that includes specific educational requirements. Brokers can come from service agencies or other professions, or can be parents, friends, or other relatives. There are not currently specific educational requirements for brokers; however, brokers must meet the broker training standards in order to provide broker services in NYS regardless of whether or not they are paid.
- Refer to **3<sup>rd</sup> bullet: Experience**
  - **Elaborate:** MSCs work for agencies. Brokers can work for agencies or be independent contractors.
- Refer to **4<sup>th</sup> bullet: Training**
  - **Elaborate:** The standard training requirements are different. Although some trainings do overlap, brokers are currently required to take the following OPWDD trainings: Broker Training Institute (BTI), Circle of Support, Self-Advocacy/Self-Determination, and Introduction to Person Centered Planning prior to providing broker services, and are required to obtain twelve (12) hours of professional development training annually after the first year of brokerage.
- Refer to **5<sup>th</sup> bullet: Supervision**
  - **Elaborate:** MSCs or brokers who work for agencies have supervisors who monitor their employees' work. Independent contractor brokers have no supervisor except for the individual, the Circle of Support and the family.
- Refer to **6<sup>th</sup> bullet: Duties**
  - **Elaborate:** The MSC designs, implements and oversees the Individual Service Plan (ISP). The broker facilitates the individualized service plan development process (prepares and updates the CSS Plan/Budget).
- Refer to **7<sup>th</sup> bullet: Cost**
  - **Elaborate:** The MSC is paid a standard monthly rate, and is paid outside of the CSS price. The broker's rate is individual based on the type of broker (agency or independent) and level of experience, is funded through the CSS Plan/Budget, and is paid for through the CSS price.
- Refer to **8<sup>th</sup> bullet: Regulations**
  - **Elaborate:** MSC service is governed by regulation. There are currently no regulations for brokers. They do, however, have expectations and standards of performance.

## Topic Six: Money

Introduce the section:



Refer to slides #30

- Give time for participants to review the information.
- Refer to 1<sup>st</sup> bullet: **“Money Follows the Person!”**
  - **Elaborate:** funding for the CSS participant’s budget IS individual and portable
- Refer to 2<sup>nd</sup> bullet: **Money is for supports and services, NOT for personal spending**
  - **Elaborate:**
    - Funding for the CSS Plan is not intended to enhance a person’s social and economic status
    - Must meet applicable laws, regulations and policies
    - Prices/salaries are within community & program standards
    - CSS does NOT pay for anything that is purely diversionary
    - CSS does not pay for participant’s recreational activities
    - CSS does NOT pay for anything that is illegal
- Refer to 3<sup>rd</sup> bullet: **Financing for individual budgets based on PRA** (Personal Resource Allocation)
  - **Elaborate:**
    - Based on needs identified in DDP2
    - Provides maximum budget authorization; actual amount allocated may be determined by DDSO

## Topic Seven: Choosing Supports and Services (developing the plan)

Introduce the section:



Refer to slides #31

- Give time for participants to review the information.
- Refer to 1<sup>st</sup> bullet: **First step in developing the plan is choosing supports and services**
  - **Elaborate:** Based on information gathered in Person Centered Planning process

- Refer to **2<sup>nd</sup> bullet: Funding is limited**
  - **Elaborate:** Person may have to make choices:
    - In developing the Person Centered Plan, the individual may have indicated need for several services and interest in pursuing a variety of experiences in the community but the budget may not be sufficient to support all of these needs and interests.
    - Checking account concept – can only spend up to amount there
- Refer to **3<sup>rd</sup> bullet: Services and supports requested must be reasonable and fiscally prudent**
  - **Elaborate:** Participant and COS are responsible for appropriate expenditure of the approved budget

## Topic Eight: Individual Budget

Introduce the topic:



Refer to slides #32

- Give time for participants to review the information.
- Refer to **1<sup>st</sup> bullet: Money is for supports and services, NOT for personal spending**
  - **Elaborate:**
    - Participant and COS should be responsible and only ask for services that are NEEDED
    - If needs change, participant is responsible for amending plan to reflect change
    - “Prudent buyer” techniques should apply
- Refer to **2<sup>nd</sup> bullet: Personal income & entitlements/benefits may be considered**
  - **Elaborate:** Person may have to make choices:
    - If supports other than waiver services are requested

Elaborate: There is a separate training just on this topic.

Refer to participant materials (slide #>>>) and give time for participants to review the information.



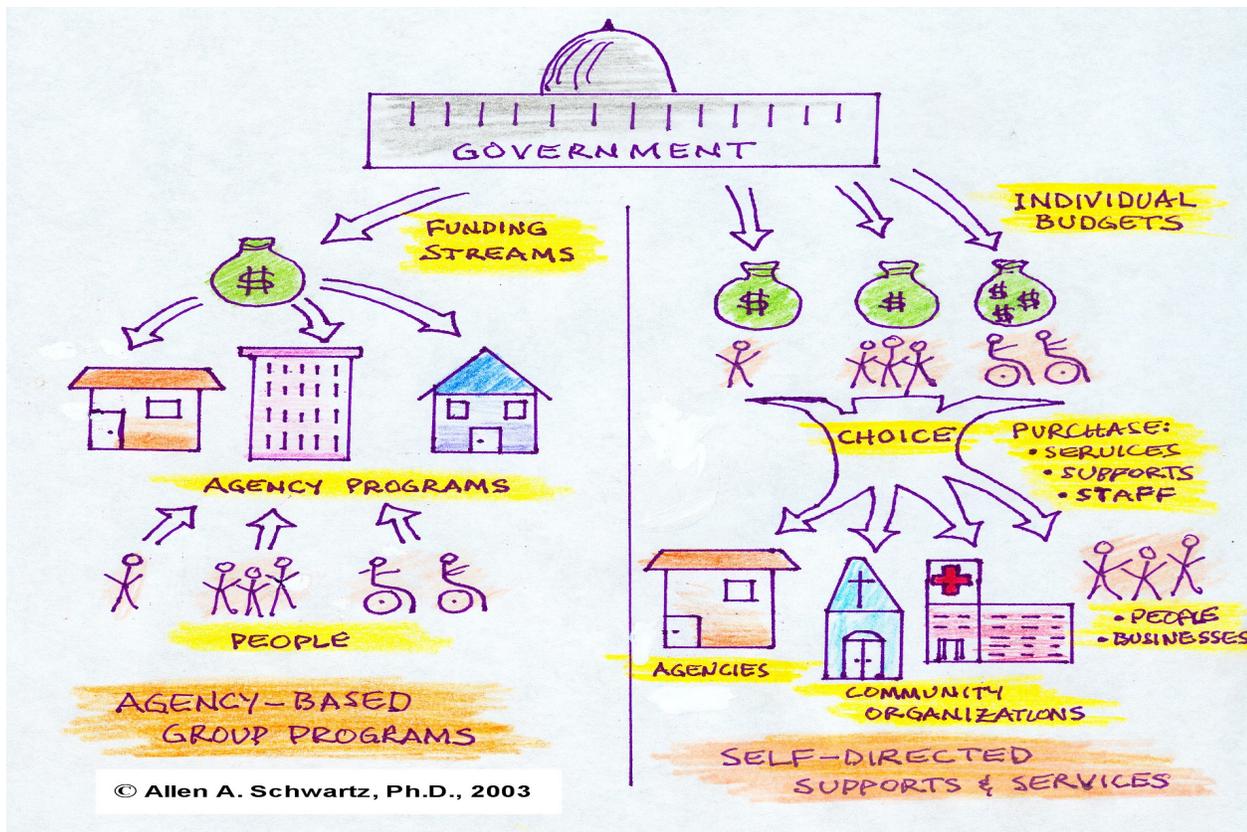
## Budget Breakdown

**Discuss:** how the flow of money has worked in the past with OPWDD and agencies:

- Funding channeled to and controlled by agencies
- Agencies establish programs
- Agencies determine who fills program slots

**Explain** the different options with Self-Determination:

- Funding flows through individualized, portable budget – Money Follows the Person!
- Person chooses whether to self-hire staff, purchase services through agency or do some of each



## Topic Nine: Financial Management Services (FMS)

Introduce the topic. Financial Management Services (FMS) provide the fiscal and human resources supports participants need to manage their own service funds and staff in individualized services, for example, CSS. Now we'll discuss the FMS further.



Refer to slides #34

- Give time for participants to review the information.

### Financial Management Services Agency (FMS) Slide 1

- Refer to 1<sup>st</sup> bullet: **Manages the portion of the budget that is for supports and services – pays approved budget expenses for the person**
  - Elaborate:
    - Medicaid dollars are not paid directly to individuals receiving services (CMS regulations)
    - FMS manages Medicaid HCBS waiver and 100% state dollars, not State Plan Medicaid
    - Billing
    - Individual budget function: FMS receives individual budget and sets up account on behalf of person
    - Receives bills; verifies service authorized in ISP & CSS Plan/Budget; verifies service provision with participants; pays bills;
    - Provides participant with regular accounting of revenue and expenditures
    - Keeps copy of participant's plan with all service providers listed, and all other required service documentation
    - Keeps copies of individual agreements that detail the services to be provided and payment agreed upon
    - Service providers submit bills to the FMS, FMS submits claims to OPWDD and eMedNY
- Refer to 2<sup>nd</sup> bullet: **Handle human resources functions**
  - Elaborate:
    - Must make sure that all OPWDD & Department of Labor requirements are met
    - Helps with hiring, training, managing staff as requested by participant
    - Completes all payroll functions

## Financial Management Services Agency (FMS) Slide 2

- Refer to 1<sup>st</sup> bullet: **In NYS, FMS is a not-for-profit agency**
  - Elaborate:
    - Must have a Provider Agreement with OPWDD and Department of Labor
    - Must be approved to provide “CSS” (HCBS waiver service)
    - In other states, Fiscal Intermediary may look different and perform different functions.

## Topic Ten: Quality, Satisfaction and Oversight



**Refer to slides #35**

- Give time for participants to review the information.
- Refer to 1<sup>st</sup> bullet: **Quality begins with the person and his/her CIRCLE**
- Refer to 2<sup>nd</sup> bullet: **Focus on personal satisfaction**
- Refer to 3<sup>rd</sup> bullet: **Emphasis on health and safety**
- Refer to 4<sup>th</sup> bullet: **Existing regulations apply**
- Refer to 5<sup>th</sup> bullet: *Everyone has a role to play in quality*

**Discuss:** The person, COS, Service Coordinator, FMS, DDSO Director and OPWDD DQI (Division of Quality Improvement) are in partnership to promote quality. The system has responsibility for oversight but that responsibility differs for individuals who are Self-Determined – it is shared with the individual, his/her family and his/her Circle of Support. Sometimes it can be difficult for systems to allow more flexibility or develop new ways of determining quality.

**Elaborate** with an example from your own experience or use the following:

Person has an apartment, DQI says it's too small and doesn't meet the standard; person wants to keep apartment. With assistance of the service coordinator the person appealed and was able to keep the apartment.

## Quality Process for New York State

**Introduce the section:**

Ensuring that individuals are receiving quality services is essential regardless of whether individuals are getting services from a traditional provider in a certified setting or living in the community and working with self-directed staff.



Refer to slides #36

- Give time for participants to review the information.
  
- Refer to **1<sup>st</sup> bullet: Quality and Safeguarding Committee**
- Refer to **2<sup>nd</sup> bullet: “Safeguards” section of CSS Plan/Budget**
- Refer to **3<sup>rd</sup> bullet: ISPs & Monthly MSC Notes**
- Refer to **4<sup>th</sup> bullet: CSS Monthly Summary Notes**
- Refer to **5<sup>th</sup> bullet: MSC Survey Protocol** (this tool will be used by DQI staff to interview staff and individuals with individualized portable budgets who self-direct their services).

## Conclusion/Wrap-up

In this section the trainer will give a summary of the material presented for the training and wrap-up with the following:

## Implications for the Future



Refer to slides #37

- Give time for participants to review the information.

### Roles are changing:

- Refer to **1<sup>st</sup> bullet: Individuals**
  - **Elaborate:**
    - How service is provided will depend on what people ask for.
    - Individuals want more “individualized” and “customized” supports.
    - Self-Advocates have visibility and an important role, and are spreading this message clearly
- Refer to **2<sup>nd</sup> bullet: Circles of Support**
  - **Elaborate: Will continue to have a vital role in** helping the person to visualize, express and accomplish his/her valued outcomes.
- Refer to **3<sup>rd</sup> bullet #3: FMS Agencies**



- **Elaborate:** Will likely be taking on a bigger role in working cooperatively with individuals to define services.
- Refer to **4<sup>th</sup> bullet #4: Brokers**
  - **Elaborate:** Exact role brokers will play is not yet determined, but their role will be a vital one.
- Refer to **5<sup>th</sup> bullet #5: OPWDD**
  - **Elaborate:** OPWDD's organizational change (DDSOs and Central Office)
- Refer to **6<sup>th</sup> bullet #6: Other Agencies**
  - **Elaborate:** Although there is a continued need for provider agencies, they may have new roles

**End of Course:**

Thank participants for coming.

End with a personal story about helping a person meet their goals and dreams using CSS.