Workforce and Talent Management

Training Curriculum Series

Informed Choice

Instructor's Manual

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EDUCATION & TRAINING
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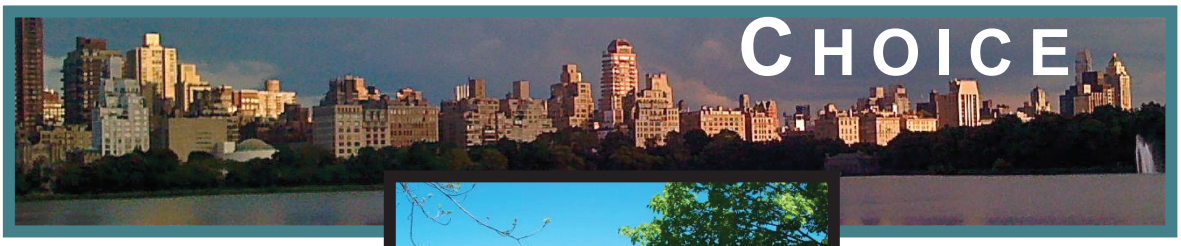
THE POWER OF INFORMED CHOICE



Agency Requirements for MSC Course Delivery

The MSC curricula found on OPWDD's website 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

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 the Informed Choice, instructors must have a minimum of two years experience with people with developmental disabilities and 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 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.

THE POWER OF INFORMED CHOICE
INSTRUCTOR MANUAL

Agenda

Modules:

TOPIC	ANTICIPATED TIME LINE
WELCOME AND INTRODUCTION OF THE DAY	10 MINUTES
THE POWER OF INFORMED CHOICE	1 HR
YOUR ROLE IN PROVIDING INFORMED CHOICE	30 MINUTES
BREAK	10-15 MINUTES
CREATING SOLUTIONS THROUGH INFORMED CHOICE	75 MINUTES
BREAK	DISCRETIONARY
TOOLS FOR SUPPORTING INFORMED CHOICE	75 MINUTES
BREAK	10-15 MINUTES
THE CHALLENGES IN DELIVERING INFORMED CHOICE	70 MINUTES
CONCLUSION: TAKING NEXT STEPS	20 MINUTES
END OF PROGRAM	
APPENDIX – OPTIONAL ACTIVITIES	DISCRETIONARY

TRAINER NOTES:

PRIMARY & SECONDARY TRAINING COMPETENCIES:

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

- UNDERSTAND THE BENEFITS FOUND IN PROVIDING "INFORMED CHOICE"
  - UNDERSTAND THE DIFFERENCE BETWEEN "CHOICE" AND "INFORMED CHOICE".
  - COLLABORATE WITH OTHERS PROVIDING INFORMED CHOICE.
- DEFINE THEIR ROLE AS A LEADER IN PROVIDING INFORMED CHOICE
  - IDENTIFY LEADERSHIP OPPORTUNITIES THAT ARE POSITIONAL, SPONTANEOUS, AND PERSONAL AS A WAY TO OFFER INFORMED CHOICE.
  - IDENTIFY WAYS TO BUILD INFLUENCE AS A LEADER IN DELIVERING INFORMED CHOICE.
  - UNDERSTAND THE BALANCE IN TIME AND RESOURCES REQUIRED AS A MEDICAID SERVICE COORDINATOR IN CREATING INFORMED CHOICE.
- CREATE SOLUTIONS THROUGH IMPLEMENTING INFORMED CHOICE
  - BUILD SOLUTIONS FOUNDED ON REAL NEEDS—NOT SIMPLY WANTS.
  - ACTIVELY LISTEN TO IDENTIFY THE REAL NEEDS OF THOSE THEY WORK WITH.
  - USE COLLABORATIVE MEANS IN CREATING SOLUTIONS.
- DRAW ON RESOURCES TO BUILD AND SUSTAIN INFORMED CHOICE
  - IDENTIFY NATURAL AND COMMUNITY NETWORKING CONNECTIONS THAT BUILD ON PROVIDING INFORMED CHOICE.
  - IDENTIFY PARTNERSHIP OPPORTUNITIES WITH SISTER AGENCIES AND GENERIC COMMUNITY ORGANIZATIONS.
  - IDENTIFY KEY POINTS FOR ENHANCING COLLABORATION THROUGH NETWORKING AND PARTNERSHIPS.
- WORK THROUGH THE CHALLENGES OF DELIVERING INFORMED CHOICE.
  - UNDERSTAND THE ETHICS ASSOCIATED WITH INFORMED CHOICE DECISION MAKING.
  - FIND COURAGE IN ASSESSING RISK AND THE FEAR OF FAILURE.
  - BUILD SUPPORT IN PROMOTING INFORMED CHOICE.
- TAKE NEXT STEPS TO IMPLEMENT INFORMED CHOICE.

MATERIALS NEEDED

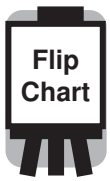
- € INFORMED CHOICE WORKBOOK FOR EACH PARTICIPANT
- € INFORMED CHOICE POWERPOINT (OPTIONAL)
- € FLIP CHART OR WHITE BOARD
- € INFORMED CHOICE WORKBOOK FOR EACH PARTICIPANT
- € MARKERS
- € MASKING TAPE
- € DVD – *We Have Choices* (Note: Available at www.wehavechoices.org) or see back page of this manual)
- € Two Copies of the Story at the End of Manual (*The Worth of What We Do*)
- € For optional activities (in Appendix)
    - Paper Sculpture: several sheets of paper (one per group)
    - Tennis Ball Activity: Tennis Balls (for each team); Ropes, Bands and Bandanas

AV HARDWARE/SOFTWARE

- € LAPTOP
- € LCD PROJECTOR
- € TV/DVD SETUP (IF USING YOUR LAPTOP FOR THIS FUNCTION YOU MAY NEED EXTERNAL SPEAKERS)
- € EXTENSION CORD FOR MULTIPLE ELECTRICAL CONNECTIONS

NOTE: THIS TRAINING WAS DESIGNED AS A FULL-DAY COURSE WITH BREAKS WRITTEN IN.

NOTE: IF TIME PERMITS OR TO REINFORCE CONCEPTS, THERE ARE ADDITIONAL OPTIONAL ACTIVITIES FOR SEVERAL TOPICS. THESE OPTIONAL ACTIVITIES CAN BE FOUND IN THE APPENDIX.

ICON	DESCRIPTION
	WORKBOOK The page you will need to refer to will appear with the icon.
	POWER POINT SLIDE The title and number of the power point slide will appear with the icon.
	PRESENTATION Facilitator/Trainer text is presented here.
	VIDEO PRESENTATION Video footage should be shown here via either an LCD or Laptop setup.
	DISCUSSION These are opportunities to discuss topics or ideas using open-ended questions. There is no "set" answer.
	QUESTIONS These are opportunities to ask close-ended questions. There is a "set" answer in this instance.
	KEY MESSAGES These are emphatic points that should be covered during a given section.
	**FLIP CHART** Opportunities to capture ideas shared by participants.

	BRAINSTORMING Opportunities during the program to generate ideas.
	ACTIVITIES Opportunities during the program to engage participants in an activity.
	TRAINER NOTE Specific knowledge intended for the trainer.

WELCOME AND INTRODUCTION OF THE DAY	10 MINUTES
WELCOME participants to "The Power of Informed Choice," a program developed by the New York State Office for People with Developmental Disabilities. **INTRODUCE** yourself as the facilitator(s).	PP Slide #1
INTRODUCE participants to their Informed Choice workbook. **INFORM:** This workbook is a resource we anticipate you will use not just for the training today but as you continue your work in supporting individuals and families. **INVITE** participants to turn to page 3 in their workbooks. **OUTLINE** the objectives of this program, which are that 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. **OVERVIEW** the agenda. Today we will discuss: ***a) The Power of Informed Choice.*** It is the purpose of this program for you to see that in providing greater informed choice, we could move the lives of the people we serve forward in a way that we have never had the opportunity to do before. ***b) Your Role in Providing Informed Choice***. We each play an important part in ensuring informed choice happens. As such, you have the capacity to be a leader in making informed choice a reality in the lives of many. We'll discuss what that means in this section. ***c) Creating Solutions Through Informed Choice.*** We will talk about three key strategies to use that will help make informed choice a reality. Those three things include: 1. Listening empathically 2. Focusing on the real need 3. Building for interdependence ***d) Tools for Supporting Informed Choice.*** We'll do a brainstorming activity that will surprise you as to the number and variety of resources out there to help us provide informed choice. ***e) The Challenges in Delivering Informed Choice.*** After a break, we will discuss three critical opportunities we have for improving our ability to deliver informed choice:	**WB Page 3** OBJECTIVES & AGENDA PP Slides #2&3

1. Acting ethically in serving the best interest of the person. 2. Creating support in promoting informed choice. 3. Acting with courage. *f)* ***Taking the Next Steps.*** When we finish today, we want you to identify what you will do to take next steps in better offering and supporting informed choice for people you work with. **ASK** participants if they have any questions about the program agenda. **TRAINER NOTE:** If running a full day session, build in time for breaks.	
SAY At the core of today's program is this concept of **Informed Choice**. We have labored long to articulate what that means, working with Medicaid Service Coordinators, Supervisors, as well as individuals and families we serve. Let's start by reviewing this statement as it is the foundation that this training is built upon. **INVITE** a participant in the room with a good, strong voice to read the description of Informed Choice. **INFORM** them that this concept of Informed Choice is also highlighted on page 3 in the workbook.	**PP Slide #4:** **WB Page 3** INFORMED CHOICE

THE POWER OF INFORMED CHOICE — 1 HR

ASK participants to turn to page 4 of their workbooks. Say: Let's try to understand this concept further. Many of us have been offering people we serve choices for quite some time now. Based on the concept of informed choice we just read, is there a difference between "choice" and "informed choice?"

WB Page 4
INFORMED CHOICE: BEYOND THE BASICS

INVITE participants to share their thoughts. **Look for** responses.
Responses may look like the following:

- *I know what choice is—it's my son's choice vs. my choice as a parent who holds greater insight.*
- *It's having a better understanding of your options.*
- *It's the difference between someone who wants to move out on their own (choice) versus knowing the pros and cons of doing so (informed choice).*

PP Slide #5

SHARE the following. Here are a couple of examples or metaphors that may help to more clearly differentiate between the concepts of 'choice' and 'informed choice'. For instance, one way you could think of this difference is like being at a French café. The menu would give you plenty of choices. But if the menu is in French and you don't know how to speak the language, it can be fairly difficult to make an informed choice that would help lead to a satisfying meal.

Another analogy could be that of going to the beach. The weather would be a great indicator as to whether to make a choice to go swimming or not. As you head to the beach, you could see the blue ocean which may offer additional signs of what it would be like to go for a swim. Sticking your toe in the water may further help you make a choice to swim or not to swim.

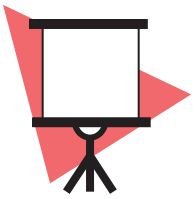
Now imagine that the water is warm and tranquil. Does that mean that it's safe to swim? You may not know that there are jelly fish in the ocean and you may risk being severely stung if you step into the water. How can you make an informed choice about the jellyfish that will help you determine whether you will go swimming or not?

There may be signs posted along the shore that warn you of the presence of the jelly fish.
There may be flags on the beach indicating how safe it is to swim.
There may be a lifeguard there to caution that there may be a problem?

The more information you have the more informed your choice is.

Note that even under the most optimal conditions—great

PP Slide #6:

weather, few waves, no jellyfish, and a lifeguard on hand—there is still some inherent risk. But at least you should be as informed about the risks as possible. **ASK:** Can anyone think of any other metaphors or examples that may help define the difference between the concepts of "Choice" and "Informed Choice?" **Discuss** any responses. OPTIONAL ACTIVITY ONE: ICEBREAKER – PAPER SCULPTURE	
EXPLAIN the following: We're going to view the first part of a new video entitled, "We Have Choices". The video highlights personal stories of individuals who used to reside in certified residences with supports 24-hours a day/7 days a week and how they are now living in more community-based settings with paid and natural supports that are less than 24/7. **ASK:** How many of you have seen this video? Note hands. **EXPLAIN** the following: As you watch this video, we want you to consider the two remaining questions found on page 4 in your workbook: Why is there power in Informed Choice? What are the benefits of Informed Choice? **SHOW** the first clip of the *We Have Choices* video. **TRAINER NOTE:** You may opt to show the video in its entirety here and reference back to it throughout the day.	 **VIDEO PRESENTATION** ***WE HAVE CHOICES***
At the conclusion of the video, **ASK** participants how the video demonstrated that there is power in informed choice? **DISCUSS** responses such as the following: ▪ *It helps people to be agents unto themselves.* ▪ *Gives the individual more control over their decisions.* **ASK** participants to identify some benefits of Informed choice. **DISCUSS** responses such as the following: ▪ *People can be accountable for their own actions.* ▪ *It gives them control—if not, they may take control and make decisions that are not best suited for them when made on their own.* ▪ *It allows them the dignity of risk to make certain choices in their lives.*	 **PP Slides #7 & 8:**

UNDERSTANDING U F Os	
INVITE participants to turn to page 20 in their workbook. **ASK:** Has anyone heard of a U F O? What do you think it stands for? **Allow** responses. This is one more thing for you to think about as we move deeper into our subject. From time to time, you're going to get an idea about something you already kind of knew about but may suddenly see differently. Something that will come to your mind as an "aha". We refer to these as UFOs which stand for "Unbelievable Flashes of the Obvious." You can write these down on page 20 in your workbook. We will check in with you periodically throughout the day to see what UFOs you have come up with.	**WB Page 20** UFOs
EMPHASIZE the importance of everyone participating as we go through this program. Since one of the big benefits is being able to share and learn from each other, let's learn a little more about ourselves.	
PARTICIPANT INTRODUCTIONS-BINGO ACTIVITY	**10 Minutes**
INVITE turn to page 5 their workbook. **SAY:** To start our experience today, we're going to begin with an activity. Perhaps you are familiar with Bingo. As an effort to better get to know our colleagues in the room, we are going to play a Bingo game. The rules are as follows: • You are to mingle – speak with others besides those who may be seated at your table. Introduce yourself and interview your colleagues to get information from them that will help fulfill the requirements of one of the squares on your Bingo card. Once you find that person, ask them to sign their name in the appropriate square • The goal is to get five signatures in a row. • You may get five across, five down, or five diagonally. • An individual's name can only be used once on each card. • The space in the center of the card can be filled with anything unique that someone might share about themselves with you. • Once you get 5 signatures in a row, identify yourself by calling out "BINGO". **ASK** if there are any questions. **Start** the Bingo activity. **Encourage** participants to get up and mingle. **INVITE** the first 3 Bingo winners to the front of the room. **INTRODUCE** the first of the 3 Bingo winners.	**WB Page 5** BINGO **PP Slide #9** **BINGO** **BINGO ACTIVITY**

INVITE those participants to introduce the five people they met who composed their winning Bingo row and the space on the Bingo board each of them identified with. Invite the other two winners to do the same. **TRAINER NOTE:** This is optional, but trainer may choose to introduce the remaining participants who were not mentioned.	
ASK participants what they got out of this activity. **Emphasize** any of the following: ▪ Our success often depends on our ability to work effectively with others. ▪ Please use this opportunity today to get to know every participant in this program.	

YOUR ROLE IN PROVIDING INFORMED CHOICE	30 MINUTES
WHAT MAKES A GREAT MSC?	

TRANSITION: Let's learn more about taking ownership in providing Informed choice.

INVITE participants to turn to page 6 in their workbook.

SAY: Think about the role of an MSC. Identify what quality makes an MSC successful. Write those qualities down in your workbook.

ALLOW participants a minute or so to identify those qualities that make an MSC successful, then to share some of these qualities with the group at large.

Use **FLIP CHART** to capture the experience shared by listing a sampling of a dozen or more of the qualities identified. Post that flip chart on the wall for later reference. It could include qualities such as:

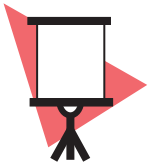
- *Demonstrating courage*
- *Modeling correct behaviors*
- *Taking the time for others*
- *Communicating a vision*
- *Being persistent*
- *Create credibility.*
- *Build relationships of trust.*
- *Listen to what others are saying.*
- *Be passionate about the business you're in.*

EMPHASIZE that great MSCs are the backbone of the entire agency and that the agency looks to them as leaders.

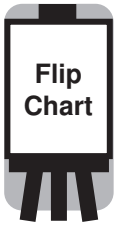
TRANSITION: Let's talk about what a leader is, and what makes a person successful as a leader.

PP Slide #10

WB Page 6
PROMOTING INFORMED CHOICE WORKS FOR EVERYONE



PP Slide #11



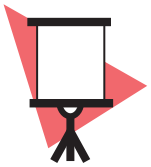
FOR
QUALITIES THAT MAKE A GREAT MSC

POSITIONAL, PERSONAL, AND SPONTANEOUS LEADERSHIP

EXPLAIN the following: As mentioned before, every employee can, and is expected to, exercise some type of leadership. There are three types of leadership:

1) *Positional Leadership.* Obviously all managers and supervisors fall into this area. As we mentioned prior, we would hope that our managers all demonstrate leadership, but that is not always the case. More often leadership excellence emerges from two other types—Spontaneous and Personal.

2) *Spontaneous Leadership*. We also have an opportunity each and every day to take initiative. That might mean taking the lead by being the first to:
   - Initiate action
   - Take ownership of any circumstance that might come up
   - Accomplish the work
   - Hang in there when others give up



PP Slide #12

- Defend that which must be defended
- Get on board to change when needed

We might recall *The Miracle on the Hudson,* when Captain Chesley "Sulley" Sullenberger landed US Airways 1549 safely on the Hudson after a flock of geese had prevented the plane from flying. He was a leader, but we could consider all of the crew on that plane leaders as well as the many that spontaneously came in their boats to help with the rescue.

and

On 9/11, many came rushing out of the buildings as planes attacked. But some leaders stepped forward courageously and entered the buildings; uncertain of their own fate, but knowing they needed to help others.

3) *Personal Leadership*. Every employee should practice personal leadership. In other words, we should practice what we preach. This means we should accept responsibility and act consistently to be our best each and every day. It can look like any of the following:
   - Taking pride and ownership in the work we are assigned to do and that others expect of us.
   - Taking on an extra load.
   - Remembering someone's birthday.
   - Focusing their time on getting the work done.
   - Not participating in rumors.
   - Still doing the job when others have gone home early.

EMPHASIZE that not only are each of these three types of leaders important, but at times, these circles overlap. That convergence suggests that there are opportunities where all three aspects of leadership come together for greatest influence. This overlap also recognizes the role an MSC has in personally helping others to make informed choices and to become personal leaders themselves. But remember that, as an MSC dealing with the choices of others, you are also acting **positionally** as a leader, especially when support those who are unable to clearly articulate their feelings, wants, needs and desires. As such, these circles may expand and contract depending on who you are working with.

TRANSITION: Let's discuss how we approach being a leader in those three different arenas.

POWER OF INFLUENCE IN PROVIDING INFORMED CHOICE

INVITE participants to turn to page 7 in their workbook.

ASK: How many of you are familiar with this model from Stephen R. Covey? **LOOK FOR** confirmation.

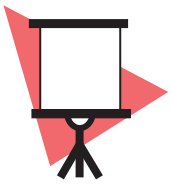
Let's discuss these circles. In the center are those things we can control. We may not control much, but whatever it is we control, that inner circle defines it.

The next circle defines what we cannot control, **but what we can influence**. There are many things we can influence, even though our ability to make the decision is not ours.

The third circle is related to those things we can neither control nor influence. An example of this might be the weather or a war somewhere on the other side of the globe.

Covey conveys this model to get across the importance of paying attention to those things you can control and/or influence as opposed to those things you cannot. In our work, we must expand our circles of influence. This is a valuable concept.

WB Page 7
THE POWER OF INFLUENCE IN INFORMED CHOICE



PP Slide #13

ASK: There have been great leaders in the past that not only influenced but also had considerable control. For example, when you think of a great U.S. President, who comes to mind?

LOOK FOR examples like:

- *Washington*
- *Lincoln*
- *Kennedy*
- *Reagan*
- *Obama*

SAY: By a show of hands, did anyone consider...

- *Franklin Pierce*
- *Andrew Johnson*
- *Millard Fillmore*

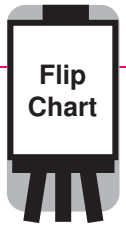
ASK: Why don't we generally think of these individuals when we think of great U.S. Presidents?

Answer: While by U.S. Constitutional law all U.S. Presidents essentially carry the same very large circle of control, only certain individuals carry the influence.

ASK: And what do leaders do to create greater influence? **Look for** the very responses put on the flip chart listing *Qualities of a Great MSC*.

Question with set answer

FOR QUALITIES THAT MAKE A GREAT MSC



SAY: You're impressed by the presidents you named because of the leadership attributes they possessed, which was what created their larger circle of influence. While all presidents had the same circles of control they were not all considered great leaders.

On the other hand, some of the greatest leaders ever had little if any formal control. Those leaders might include Martin Luther King and Mother Teresa. Their legacy was not created by their control, but by their influence.

Let's look at another example of exercising influence.

ASK: Who here is familiar with Robben Island? **Look for response** that related to where Nelson Mandela was imprisoned.

INFORM: For the better part of 28 years, Nelson Mandela was imprisoned on an island off of Capetown. This island was a barren limestone piece of rock, where he and other prisoners were forced to work to mine limestone deposits.

If you walked into Nelson Mandela's prison cell, you would see that for the better part of 28 years, his circle of control was no greater than a ten by ten foot cell. And yet his influence was enormous. He helped end Apartheid. He changed Africa. He has influenced the world.

That is the power of influence. It is much greater than one's ability to be in control.

RELATE back to the Bingo exercise and discuss how that exercise could be used to increase one's circle of influence.

SAY: At your tables, discuss the following questions:

- What can you control as an MSC in providing Informed Choice?
- What may you have influence over as an MSC?
- What can we do to enhance our influence as an MSC?

PROVIDE participants a few minutes to discuss.

SHARE key insights participants had during the discussion.

Trainer Note: This can be an optional activity.

EMPHASIZE that we need more leaders (not managers) for your organization to succeed. The way to create greater leadership is for everyone to focus on building influence through the kinds of connections we have already reviewed.

TRANSITION: Let's translate our ability to lead in terms of our ability to accomplish results and effectively work with others.

PP Slide #14

MSCS AND SUPERHEROES	10 MINUTES

INVITE participants to turn to page 8 in their workbook.

ASK **Are MSCs often expected to be like Superheroes??** Allow for responses.

ASK In what way is the MSC expected to be like Superman?

DISCUSS responses such *as the strength that Superman brings to a critical situation, the speed in which he gets things done, his ability to leap over impossible odds/heights.....*

ASK In what way is the MSC expected to be like Mrs. Incredible or Elasti-Girl as she was referenced in the movie *The Incredibles*?

DISCUSS responses such as *the ability to hold it everything together, to stretch and continue to stretch herself around more and more people to make sure nobody gets dropped...*

ASK What other superheroes do you relate to as MSCs?

SAY Now think of Mary Poppins (or Nanny McPhee) - in what way **can** MSCs emulate these 'heroes'?

DISCUSS responses like *come in calmly when things are in crisis and help set them right; provide training and tools so individuals and/or families feel functional again.*

WB Page 8
IS THE MSC EXPECTED TO BE LIKE A SUPERHERO

PP Slides: # 15 & 16

ASK: Using Informed Choice, with which "Superhero" pattern should we more closely align?

EMPHASIZE the following:

- As Superman, you can't always be there in the hour of need. No one can.
- When you set up yourself to always be there when they need you, you will ultimately disappoint.
- Moreover, with greater case loads and lesser resources, you can't be like Mrs. Incredible, stretched in all directions. Sooner or later the elasticity will give out. There is a limit to what you can do.

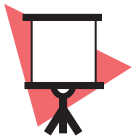
Mary Poppins was magical in many ways, making even the hard things seem like a spoonful of sugar. But the real work of Mary Poppins was not in fixing the children, but rather fixing the family so that they were there for the children. And when that occurred, she was on her way to others who needed her more.

The same thing is true with you. Your role is not to fix every problem that comes your way. Rather, your role is to organize all of the necessary pieces so they can fix themselves.

It's a little bit like the old Sears Roebuck catalog. In these they would list choices on a page as good, better, best. So it is with you. It is good to help those in need. It is better to help them learn how to help themselves, It is best to inspire them in a way that they will have a desire to figure out what they need to do to help support themselves in the days, months, and years to come.

INVITE PARTICIPANTS TO TAKE A 10-15 MINUTE BREAK

When we come back we will talk about Creating Solutions Through Informed Choice



PP Slide #17

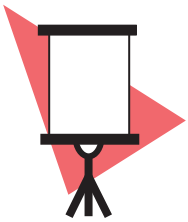
CREATING SOLUTIONS THROUGH INFORMED CHOICE — 75 MINUTES

LISTENING EMPATHICALLY

Having defined our role as leaders, we're going to talk about three important strategies for providing informed choice.

1. Listening Empathically
2. Focusing on the Real Need
3. Building for Interdependence

OPTIONAL ACTIVITY TWO: IMPROV ACTIVITY



PP Slides #18 & 19

Now let's talk about listening.

ASK: "Why is communication important?" **Allow** for answers. Then ask: "Why is communication difficult?" Some responses may be:

- *It requires staying focused.*
- *It involves listening to what others are saying.*
- *You can't jump to a conclusion about what others are saying or impose your own feelings into what is being said.*

ASK participants to turn to page 9 of their workbook.

WB Page 9
THREE STRATEGIES FOR PROVIDING INFORMED CHOICE

EXPLAIN that 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. The reality is that we have to be more intent in our listening skills.

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.

PP Slide #20

Beyond this level however, there is still another level of listening:

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 you feel the way they do.
- Hypothesizing around the idea that you would feel/respond the same way.
- Building rapport and common ground around their feelings.
- Continuing to listen until they feel heard.

ASK the following:

- What impact does empathic listening have in terms of how another individual considers the information or choices you provide to him or her?
- What is the difference between being heard but not listened to? How is that reflected by these various listening skills?
- How do you feel when someone has really empathized with you? How do you feel when someone goes through the motions but still doesn't seem to understand you?

DISCUSS responses.

EMPHASIZE that empathic listening isn't achieved until you have reached some sense of true empathy for how a person feels in their situation.

FOCUSING ON THE REAL NEED

EXPLAIN that if we can truly listen empathically, you can then begin to focus on understanding what their real needs are.

INVITE participants to turn to page 10 in their workbook.

ASK What is a VIP?
Most will respond Very Important Person.

SAY That's true, but there's another way to look at that. It also means a **Very Individual Person**. This means catering to what people really need.

ASK How many of you have heard of the Platinum Rule? **Note** responses.

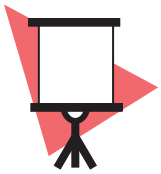
and

What is the Golden Rule? **LOOK FOR** "do unto others as you would have them do unto you."

SAY The platinum rule is similar, but better. It means "do unto others as you would have done unto yourself. In other words, the way you treat others is to treat them in the same way you would treat yourself

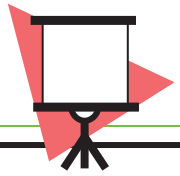
To apply the Platinum rule and treat individuals as VIPs, we have to really understand their needs.

WB Page 10
FOCUS ON THE REAL NEED



PP Slides: 21&22

EXPLAIN Beyond the most basic needs for food, water, and shelter, people express a variety of fundamental needs in their life. Individuals have needs that are most relevant to them and



PP Slide #22

are often hidden—but still drive their day-to-day decisions. These needs are also the cornerstone of person-centered principles and include the need to:

1. Be heard and be understood
2. Belong and contribute
3. Feel stable and in control
4. Feel significant and special
5. Be successful and reach one's potential

REVIEW each in more detail.

1) **To Be Heard and Be Understood.** The first and fundamental need people have is to be heard and understood. Indeed, being understood is an umbrella need that encompasses all of the other needs people have. If we don't understand each other, we probably won't understand how the remaining needs apply.

ASK Is there a difference between being heard and understood? If so, what is it? **Look for** responses such as the following:

- *Being heard means that someone has listened to you. Being understood means someone is sympathetic or empathic to your situation.*
- *Either way the solution is to listen purposefully for understanding.*

SAY We want you to listen to another section of the "*We Have Choices"* video (or reflect back to Erwin's story, if you opted to see the video in its entirety earlier). As you listen to Erwin's story, see if you can hear and understand what Erwin's real need is.

SHOW (if applicable) the video segment of Erwin Schmidkuntz.

ASK participants what real needs they heard Erwin articulate.

VIDEO PRESENTATION
WE HAVE CHOICES

2) **To Belong and Contribute** - our next need is in the category of belonging and contributing.

SAY A fundamental human truth is the need to belong. Belonging can happen in many ways. We belong in families. We develop friendships. We create memberships in associations. We function as teams in an organization. We become part of a community. Even national pride. You see it occur as part of examples as diverse as the following:

- Joining a street gang.

- Cheering on your team masked with face paint.
- Losing weight in order to regain the lost romance in a marriage.
- Workaholism—Spending too many hours a week at work.
- Dressing in faddish clothing.
- Signing up for the armed services.
- Joining Kiwanis or Rotary.

These examples, as diverse as they are, simply paint the picture that we all act in a variety of ways in order to feel like we belong. Belonging gives people the courage to do something they might not do on their own. Conversely, it may cause them to behave in some foolish way they would have never considered on their own. Understanding an individual's needs to belong gives us perspective in better meeting the needs of those individuals.

ASK In what ways did Erwin express his need to belong and contribute? **Look for** responses such as:

- *He knows everyone at the taxi company around the corner.*
- *He has a favorite tavern he hangs out at.*
- *He petitions everyone at the end of the segment about his desire to find his parents.*

Trainer Note: When filming this segment with Erwin, the video team spent the whole day with him. At the very end of the day they asked him if there was anything else he wanted to say before they stopped filming. It was at that point he voiced his desire to find his parents.

3) **To Feel Stable and In Control**. People have a need to feel confident that their personal foundation isn't going to fall out from underneath them. People want to feel like they have some control, perhaps some say about what is going on in their lives. There are a couple of key points that refer back to the circles of control and influence we spoke about earlier: Wanting to be in control is natural. Provide as many opportunities for control (or the perception of control) as possible.
   a. Allow people to influence the things they can't control. This may be as simple as providing feedback through a satisfaction survey or comment card.
   b. Build trust so that when circumstances occur where you can't provide control for others, they will accept and trust you to handle the situation and look out for their best interests.

ASK In what ways did Erwin express his need to belong and

contribute? **Look for** responses such as:

- *He took control to be in his own home and not have to share it with someone he didn't necessarily connect with.*
- *He is very organized in his finances.*

4) To Feel Significant and Special. While stability and certainty are needed, people also want to find fulfillment through variety. To some degree or another, everyone needs variety, or a challenge to feel fully alive and experience life to its fullest. Otherwise we become bored. A fundamental way to do this is to help others feel unique and special.

ASK What are some ways to do this? **Look for** responses such as the following:

- *By taking additional time to hear someone's concern.*
- *Acknowledging specific things they have done well in writing.*
- *Keeping "difficult-to-keep" commitments.*
- *Bypassing given policies and procedures to take care of their need.*
- *Rewarding and recognizing their contribution in a way that's meaningful to them.*
- *Giving credit to those who normally don't receive the credit.*
- *Sacrificing your will or opinion on a matter.*
- *Building on the strengths of others.*

ASK In what ways did Erwin express his need to feel significant and special? **Look for** responses such as:

- *He went about working for a number of companies like J.C. Penny, Lord and Taylor, and Nathan's Famous.*

5) To Be Successful and Reach One's Potential. Growth equals life. On this planet, everything that is alive is either growing or dying. We want to attain our goals, hopes and dreams. Otherwise we are regressing.

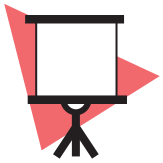
ASK How do people develop and gain growth? **Look for** responses such as the following:

- *They try new things*
- *They get a better job*
- *They try to live independently*
- *They go to new places and try new things*
- *They read about interesting topics*
- *They enjoy hobbies*

ASK In what ways did Erwin express his need to be successful and to reach his potential? **Look for** responses such as:

- *He seeks to obtain and maintain a job.*
- *He feels he's part of his community.*

Questions with set answers



PP Slide #23

ALLOW participants to take a few moments to address the following:

- Think of an individual you provide support to.
- What are his or her needs?
- What are your needs?

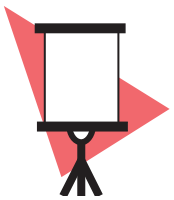
These answers should parallel.

BUILDING FOR INTERDEPENDENCE

ASK participants to turn to page 11 in their workbook.

WB Page 11
BUILDING FOR INTERDEPENDENCE

SAY Having discussed the importance of empathic listening, and having focused on the needs of those we serve, we now need to discuss building for interdependence.



PP Slide #24

People go through three phases in life:

1. **Dependence**: We have no control. We are dependent on others for what we need.
2. **Independence**: We are in control. We make decisions and determine our destiny.
3. **Interdependence**: We collaborate with others to create a greater destiny.

Between these three points are others levels:

a. Directed is a point between Dependence and interdependence where you are capable of doing, but usually only when you are told.

b. Coordination is where we agree to respect what each other is doing.

Before interdependence can occur, we must experience independence. We must feel that we are in control of something before we can yield that control back over to others through interdependence. One phase ultimately leads to another.

Teenagers are about seeking independence. We all went through that in one form or another. Mature adulthood is about interdependence, which is a wonderful state of belonging. It's also a stepping stone to reaching our destiny—recognizing that on our own independently, we can only do so much. But it's difficult to experience considerable fulfillment in these other categories, if you haven't felt like you were first in control. Independence (control) comes before Interdependence. And we're at different levels with different areas of our life. What does all this mean:

- Wanting control is natural. Provide people as many opportunities for control as possible. This may be as simple as letting them choose from a menu at a restaurant, to changing

their itinerary mid way during a trip.

- Allow people to provide their influence to the things they can't control. This may be as simple as acknowledging their responses to a survey card.
- Build trust so that when moments arrive that you can't provide control or influence for others, they will understand and trust you.

ASK participants to turn to page 12 in their workbook.

SAY

- "**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.

ASK participants to identify some personal examples of best practices they have used in helping people make Informed Choices.

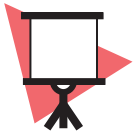
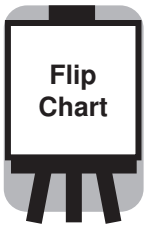
ENCOURAGE participants to write down in their workbook ideas they hear from colleagues that may be useful to their efforts to help individuals with disabilities have lives of meaning and distinction.

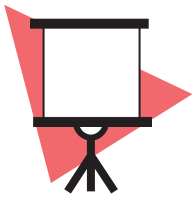
WB Page 12
BEST PRACTICES

PP Slide #25 & 26

***** INVITE PARTICIPANTS TO TAKE A BREAK *****

TOOLS FOR SUPPORTING INFORMED CHOICE	75 MINUTES
WELCOME participants back to the program after their break. **INVITE** participants to share any UFOs they may have discovered. **DISCUSS** any UFOs participants have had during the morning portion of the program.	**PP Slide #27**
BRAINSTORMING ACTIVITY	
Trainer Note: Trainer will make sure the flip charts/white boards and markers are accessible (appropriate number depending upon the size of the class). **INVITE** participants to count off to three at each table (for a smaller group, count by two; larger group, count by 4). **ASK** participants to turn to page 13 in their workbook.	**WB Page 13** **Flip Chart**

INVITE participants to stand by a flip chart, according to their assigned number. • In each group, identify a recorder. The recorder will write down the tools the group comes up with during brainstorming. **EXPLAIN** the following: In your groups you are going to list as many specific tools you can think of for supporting informed choice. You are going to be as specific as possible and make sure those tools are available in your region. **PROVIDE** participants time to complete their lists.	 **PP Slides #28 & 29**
INVITE participants to stop at the appointed time (15 minutes). **INVITE** the first group to share the tools they have listed. Invite the other groups to compare the tools the first group lists with their own lists. The other groups should mark off the tools listed that correspond to or mirror their own ideas, unless their tool is more specific. **INVITE** the second group to list any other specific tools that were not listed by the first group. The other three groups should continue to mark off the tools that correspond to or mirror their own list of ideas, unless their tool is much more specific. **INVITE** the next groups to do the same, until all groups have shared what they have come up with. **SHARE** additional insights as those groups are sharing. **INVITE** participants back to their seats.	
INVITE participants to turn to their workbook. **DISCUSS** any of the following resources not shared earlier (other resources). They many include any of the following or others not thought of previously. Include in discussion that they now have an extensive list of tools and resources available to them in their region for supporting informed choice.	 **WB Page 13**

Other Resources	10 MIN
Literature/Media Newspapers Radio and Television Programs Books and Magazines **Events/Meetings/Classes/Education:** Support Team Meetings Individualized Services Plan (ISP) reviews Parent to Parent of NYS Meetings Individualized Education Program (IEP) meetings Person Centered Planning Meetings College Courses Webinars Conferences General Education Diploma (GED) Options Driver's Education Human Sexuality Classes YMCA Other Adult Education Opportunities **Technology:** iPad iPods Cell Phones Cameras Computers Alarm Clocks Watches Telephones Televisions Radios Internet TTY Devices **Facilities:** Library Colleges/Universities/Schools Employment Centers Grocery Stores Post Offices Laundromats **Supporting Individuals:** The Individual Him or Herself Parents	 **PP Slide #30**

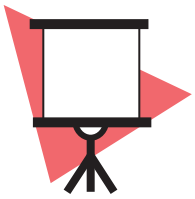
Siblings Extended Family Volunteer Mentors Neighbors Spouses Children Church Members/Clergy Service Organizations Peers/Peer Mentors Guardians Paid Caretakers Habilitation Workers Lawyers/Attorneys Teachers School Officials/Administrators Medicaid Services Coordination (MSC) Direct Support Professionals (DSPs) Politicians The Commissioner **Transportation/Travel:** Bus Schedules One Stop Travel Center Vacation brochures **Health/Nutrition/Wellness:** Planned Parenthood Health Care Providers Dentists Fire Safety Medicaid Medicare Food Stamps Parks Pools Bike Trails Med Awareness YMCA/Gyms Pharmacy **Pets:** Animal Equine Therapy Veterinarians Pet Therapy **Emergency Services:** Fire Police Occupational Safety & Health Administration (OSHA) Lifeline, SafeLink, Telemed	

Lists:
- Shopping
- Emergency Providers
- What to Wear/Not to Wear
- Personal Phone List

Government/Volunteer Organizations:
- Self Advocacy Association of NYS (SANYS)
- Adult Career Continuing Education Services (ACCES) - formerly known as VESID
- Meals on Wheels
- Boy Scout
- Literacy Volunteers
- Life Coat
- Circle of Support
- Lesbian, Bisexual, Gay, and Transgendered (LBGT) Community
- Weight Watchers
- American Association of Retired Persons (AARP)
- After School Programs
- Carriage Arts Program
- Care at Home
- Section 8/HUD
- Surrogate Court
- Hospice
- Mental Hygiene Legal Service (MHLS)
- NYS Commission on Quality of Care and Advocacy for Person with Disabilities (CQCAPD)
- Developmental Disabilities Service Office (DDSO)
- NY Makes Pay
- Family Education & Training (FET)
- Think Tanks
- Centers for Medicare and Medicaid Services (CMS) – formerly known as HCFA
- Americans with Disabilities Act (ADA)
- Westchester Institute for Human Development (WIHD)
- Foundations
- Consolidated Supports and Services (CSS)
- Grant Giving Organizations
- Centers for Excellence
- Pathways to Employment
- Other Advocacy Groups

Other Tools:
- Interest surveys
- Person's Maps
- Surveys
- Appropriate Valued Outcomes
- Needs Awareness

THE CHALLENGES IN DELIVERING INFORMED CHOICE	70 MINUTES
1. Acting Ethically in Serving the Best Interest of the Person	**20 MINUTES**
EXPLAIN the following: Before the break, we spoke of the resources available in delivering Informed Choice. In this next section, we're going to deal with the challenges in delivering Informed Choice. In particular, we are looking at a couple of issues: 1. Acting ethically in serving the best interest of the person. 2. Creating support in promoting informed choice. 3. Acting with courage. Let's look first at the ethics in the work that we do daily. We define **ethics** as "doing the right thing." Too often we are forced into the gray. Because of limited resources, because of politics, because of disagreement as to what is ethical, we end up compromising what we view as the right thing to do.	**PP Slide #31** **PP Slide #32**
INVITE participants to turn to their workbook. **ASSIGN** the questions on this page of the workbook to participants. **Provide** them a few minutes to discuss the questions at each table. **Share** responses as you debrief, such as the following: 1. What are the preferred behaviors or ethics we would do well to follow? ▪ Respect for all ▪ Don't force your opinions on others ▪ Be open minded ▪ Stay within the limits of the law ▪ Believe in what you are doing. ▪ Everyone can reach their potential ▪ Respect the choices of others.	**WB Page 14** **PP Slide #33**
2. What are the ethical challenges we face as we meet the needs of the individuals we serve? ▪ Consenting with others ▪ Allowing someone to make that choice	

▪ Putting your own interests aside ▪ Dealing with policies and procedures that stand in the way. ▪ Getting families on board ▪ Trusting that through the system it will all work out. ▪ Dealing with a diverse set of opinions. ▪ The system keeps us from doing the right thing. ▪ Following the letter of the law versus the spirit of the law. ▪ Trusting the individual making the choice. ▪ Dealing with the hierarchy in managing the process. ▪ Unwritten rules of conduct, like don't refer people to those outside the agency.	
3. How can we avoid these ethical dilemmas in the first place? ▪ Be clear about whether it is a law, policy, or procedure. ▪ Get agreement up front. Get it in writing. ▪ Be transparent up front. ▪ Don't wait until it gets into the gray. ▪ Don't be a Superman who guarantees you will fix it. ▪ Invite others to find out what they need to do to be more ethical. ▪ Focus on meeting the need in a better way.	 **PP Slide #34**
4. How is an issue made more ethical or less ethical through collaboration? ▪ Get everyone focused on what is best for the person. ▪ Be more transparent. ▪ Seek out the opinion and input of others. ▪ Create a culture that allows you to learn from your experiences. ▪ Build your own knowledge around the other parts of the organization ▪ Organize yourselves so that someone isn't off doing their own thing.	
5. How can you get people to do the right and ethical thing? ▪ Build influence ▪ Emphasize what the law is. ▪ Build out from their own moral compass. ▪ Be clear and transparent about what is required ▪ Make it easier to do the right thing. ▪ Provide support in doing the right 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?

   - Get clarity about where you yourself are drawing the line
   - Help people see all sides of the picture.
   - Brainstorm ways to find a win/win within the box.
   - Champion those causes that need resolve.
   - Build influence with those who shape or influence policy.
   - Build venues and safe places to discuss outstanding issues/challenges.

.

ASK How much time do you spend dealing with the ethical challenges?

DISCUSS responses… **Emphasize** how critical it is for all of us to move in the same direction in providing informed choice. When we're not in unity, we often end up in a number of ethical dilemmas.

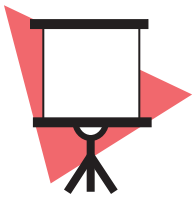
2. Creating Support in Promoting Informed Choice — 35 min

INVITE participants to turn to their workbook.

WB Page 15

SAY In order to create greater support in promoting informed choice, we need to find ways of being more collaborative, rather than directive in our words and in our actions toward others.

There are four wonderful ways we could build support in promoting informed choice. Let's look at each.



PP Slide #35

Determining Roles. When we are directive, we tend to say, "you do this, and you do that". When we are more collaborative, we tend to respond in a more flexible manner by making such expressions as, "What role can each of us play to address this matter?"

Holding Accountable. If we want to create support, we must hold ourselves as accountable as we want to hold others. So we're looking for expressions like, "If you are going to do such and such, I'm more than happy to do this and that."

Appreciating Differences. This is a wonderful opportunity to build on differences and strengths. Some are more people focused, others are more analytical, while others are more goal oriented. People will be more supportive if you let people do what they do best.

Communicating with Others. People tend to be more supportive when you use words like "we and us" as opposed to "you and I." It's simply better to use communication that suggests joining together rather than simply telling people what to do.

Trainer Note: Role plays are in the workbook.

Role plays

- One of the biggest issues faced promoting real Informed Choice has to do with the risks associated (often real, sometimes just feared).
- People often view these risks differently based on their roles.
- Only through collaboration can we create the support needed to promote true Informed Choice.

INVITE participants to turn to pages 16 & 17 in their workbook.

PP Slides #36 & 37

WB Page 16 & 17

In these upcoming role plays you will all assume various roles
We will assign the groups. Each group will have an individual being served, an MSC, and an agency representative.
Some groups will have parents and/or quality management agency staff.
Each team will review its assigned scenario and address the situation. Keep in mind the following:

1. Who gets to determine the role each of you play?
2. What are each of you accountable for?
3. What strengths and supports does each person bring to the situation?
4. How can you communicate in a way that is supportive of your different roles and invites a solution for the person you are trying to support?

Role Play Activity

PP Slide #38

Emphasize how critical it is for all of us to move in the same direction together.

3. Acting With Courage **15 min**

SAY We've looked at two challenges for delivering Informed Choice. Now we'll look at the third, and perhaps, the most difficult, acting with courage.

INVITE participants to turn to their workbook.

EXPLAIN Our first task is to define courage. What is courage? We define this as follows:

Courage comes from the French word "cœur" which means to take heart. To have heart means to believe in something totally.

ASK In your own experience, do you know of individuals who have chosen to act in the face of fear for a purpose?

INVITE responses from the participants. Reward those who respond.

SAY What do you believe in? What gives you courage?

Look for

- Believe in the people you are serving.
- Believe in the dignity of choice
- Believe that people should get to choose what they can do.
- Believe in the ability in people to do what they choose to do.
- Believe in my ability to really make a difference in their lives.

PP Slide #39

WB Page 18

EXPLAIN When we talk about fears, we are really talking about concerns, challenges and issues we face. We describe them as fears only because they create hesitation in us to take action. But think of them from any of those titles.

We talk about three types of fears or concerns:

1. *Fear of Events*: These are actual situations that occur to us. "I just lost my job" might be such an event. But there could be others such as:
   - Health care crisis
   - Loss of a loved one
   - Divorce
   - Organizational Change at Work
   - Catastrophe

ASK As an MSC, what do you fear?

- That someone will get hurt.
- That they will do something that will get them fired.
- That they will get the agency or program in trouble.
- That they will jeopardize the future for others.

2. *Fear of Emotions*: This is how we feel as a result of an event

PP Slide #40

in our lives. In the example of losing a job, it might include feelings like:

- Embarrassment
- Failure
- Ridicule
- Helplessness
- Sadness

ASK As an MSC, What do you fear?

Look for

- That they were a failure.
- That they will lose trust and confidence of others.
- That they will lose confidence in themselves.

3. *Fear that "I Can't Handle It"* - This is another way of expressing our ultimate fear – that life will be completely altered, that it will never be the same again, and that the earth may possibly open up and swallow us whole.

For an MSC, it's a fear that the worst case scenario may concern leading to tragedy.

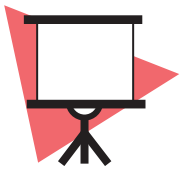
To some degree, no matter what challenge we face, we feel these three types of fears to one degree or another.

SAY So far we have discussed fears and beliefs. In this illustration you can see how we totter back and forth between these two. How do you get past your fears? Some people feel you get past your fears by waiting for them to go away. But they don't go away. The only way to get past your fears is to go through them. This is done by feeling stronger about our purpose and beliefs then we have less space for fear.

When we do this, we are then in the position of choosing to take action. Let's talk about the power of ***"I Choose".*** This is a statement that empowers us to take action. At some point we have to feel so strongly about our beliefs that we will choose to take action despite our fears.

INVITE participants to turn to workbook page 19. Reiterate

"Courage is not the absence of fear, but rather the judgment that something else is more important than fear." –Ambrose Redmoon



PP Slide #41

WB Page 19
I Choose

EXPLAIN the following: ***"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. We want to empower others and ourselves to choose. And we want to be informed in those choices. That's why we've spoken about the power of informed choice. What does that mean to an MSC? Given the fear that an individual may make the wrong choice, hurting themselves or others; Our role is to provide them with the information which will help them make the most informed choice possible, with the necessary resources and support available. **Trainer Note:** Read quote from page 19 of workbook.	
SAY We've covered a lot of materials today. Let's summarize the highlights **INVITE** participants to turn to their workbook. **Share** any UFOs participants have heard during the day. OPTIONAL ACTIVITY THREE: POST CARDS FOR SUCCESS	**WB Page 19**

CONCLUSION: TAKING NEXT STEPS	20 MINUTES
SAY We are in the home stretch, and want to conclude with a short story. **Note**: You may want to choose to have two facilitators share in the following story. Have one read the traditional story lines and the second read the version that represents the purpose of an MSC.	**PP Slide #42 - 44**

Story: *The Worth of What We Do* 5 minutes

In Maine they tell the story of an old man walking along the beach early one morning with his grandson.

In Western New York they tell a story of an MSC supervisor talking to a new MSC.

The night before there had been an intense storm, and the sea in all its power had left its own casualties in its wake. Scattered as far as the eye could see were thousands, perhaps tens of thousands of starfish all left stranded too far in to be picked up by a returning tide.

Both the MSC supervisor and the new MSC knew of the many caseloads and the people in need.

The boy looked out, and seeing the plight of these silent jewels, picked one up, looked at it, then tossed it back into the ocean. Turning back toward the shore and looking down, he picked up yet another starfish, and gently threw it towards the sea. Then another, and still another.

The new MSC spent extra time for a week working on a very specific issue for one of her people on her caseload, at the end of the week, they were both exhausted, but the individual was successfully enrolled in a scrapbooking class at the local community center.

Not long afterwards, an old man came to that same stretch of sand. He observed the boy in his focused effort to save the helpless starfish. Obviously he thought the boy had no scope of understanding behind his pale efforts. There were so many starfish, such an effort could hardly make a dent. Clearly anyone with wisdom could see this.

The MSC could have just told the person that there was no openings at the DD program or no such community opportunities that would meet her special needs, but she decided to do a little research and see what is available out there for people who don't have disabilities and found a teacher who was willing to give it a try.

"Young man, why do you persist in this task? You can hardly make an effect. Just look at how many starfish lie about. With so many lying about on the sand, how can you even think to make a difference?"

The MSC Supervisor scoffed and said – "sooner or later you will learn you can't change the system and you really can't change the world, sooner or later you will just stick to your paperwork responsibilities."

The boy was stopped in his tracks. He thought about the words of the old man. He stared at the starfish held in his hands. Then looking up at the old man he replied, "it will make all the difference in the world to this one." He then tossed the starfish into the sea, and continued his work.

The MSC meekly shook her head and said, "but this person's world has already changed… and the whole world can't possibly stay the same if the lives of the people in it are richer."

Are you the old man, or the young boy?

OPTIONAL ACTIVITY FOUR: POINTING NORTH	
SAY It's critical that we not leave here today to merely do the same thing we were doing yesterday. We need to behave differently. **ASK** people to identify how they will use the tools learned today. **ALLOW** participants a few moments to think about it. **INVITE** participants to share. **CONGRATULATE** participants on the work they did today and encourage them to continue the valuable work they do supporting individuals in making Informed Choices. **THANK** all for their participation.	 **PP Slide #45** Thanks

End Of Program

APPENDIX – OPTIONAL ACTIVITIES

Optional Activity #1: Paper Sculpture (10 minutes)

Present this activity after "Metaphors of Choice/Informed Choice).

Materials/Preparation:

You will need several sheets of paper for the paper sculpture activity (one per participant).

NOTE: One pre-completed Paper Sculpture per table should be prepared in advance and stored out of sight of the attendees. The facilitator should distribute the paper sculptures during this time after stating the "no touching" rule (tell participants not to touch the model paper sculpture on the table).

SAY: To start our experience today, we're going to begin with an activity.

SAY: There are several blank sheets of paper at the head of each table. We invite you to take one of the sheets. While you do so, I will be distributing what we call a Paper Sculpture to each table around the room. Please do not touch the sculpture in any way. Once everyone has a sheet of paper, we would like to invite you to take a few minutes and replicate that sculpture as is, without touching the model in front of you.
Take the next few minutes to do so.

PROVIDE participants a few minutes to replicate the sculpture. Observe their activity as they are working:

Verbally **REWARD** anyone who completes the activity ahead of the others.

INVITE participants to get a fresh sheet of paper.

PROVIDE the following instructions:
1. Take the paper and fold it in half lengthwise.
2. Tear down the center on one side of the paper.
3. Turn the paper around and place tears a third of the way on each end.
4. (If the paper is too thin, you may want to tear a portion of the paper between the third cuts so that it stands upright).
5. Twist the paper so that the fold is facing down on one side, and facing up on the other. This will allow the center between the third folds to stand upright.

SAY So, what does this activity have to do with providing informed choice?

Discuss the following:
1. Some things are not too obvious—the "twist" of the paper made it work.
2. Some things you don't see—you need more information to make an informed choice.
3. We were given a project and we all did it in our own way—there's choice in how you approach it.
4. Even with a choice you may not be able to do it unless you have more information.
5. Sometimes we have to put a little "twist" on how we approach our work with others.
6. It helps if others can demonstrate what we're trying to accomplish (and that's the purpose of our training today).
7. It helps to look from a different perspective (In this case, the perspective is that of those we are ultimately serving).
8. It really is nothing more than just a little "twist" (we're not trying to reinvent ourselves, rather than put a different "twist" that helps us to take it to the next level).

EMPHASIZE any of the following:

- We all need to be on the "same page" as we discuss Informed Choice.
- We all see things from different angles.
- Our intent is not to "fix" or to "start over" and do something different.
- We simply want to help you in raising the bar in meeting the needs of those we serve.
- Our hope is that you will learn a few new "twists" in improving your own work.

Optional Activity #2: Improv Activity (15 minutes)

Present this activity upon introducing three important solutions for providing informed choice (listen empathically, focus on the real need, building for interdependence).

SAY Let's talk about listening first. To do that we have a little activity.

INVITE one table to come to the front of the room.

ACKNOWLEDGE your volunteers and reward them for their support.

Line them up in a semi-circle.

SAY How many of you have been to a comedy improv club?
Our volunteers are going to be improv stars.

PROVIDE the following instructions:
• You will provide them a question: "Why is Communication Important?" (Provide this question two or three times before allowing them to answer).
• The group must answer the question providing one word each at a time and moving from left to right.
• Listen carefully to the individuals ahead of you in order to know what word to offer.
• You must keep going until you come to a logical answer to the question.

RESOLVE any questions the volunteers may have.

Move on to next section: Why is Communication Important?

Optional Activity #3: Postcards for Success

Present this activity after "I choose/we choose.

Materials/preparation: postcards

SAY We are in the home stretch, and want to conclude our activities.

READ the following form Aristotle: "We are what we repeatedly do. Excellence, therefore, is not an act but a habit."

ASK What does this mean?

LOOK FOR the following:
We have to keep at it. We have to set goals and establish habits if we want to see something carried out well.

SAY It's critical that we not leave here today to merely do the same thing we were doing yesterday. We need to behave differently and that requires setting goals.

HAND OUT the postcards.

EXPLAIN the following:
Please select a post card from those we are handing out. Based on what we discussed today, we want you to identify a goal for yourself and write it down on the back of the post card. Take a couple of minutes to do so, and then we will resume.

ALLOW participants a few moments to identify a goal.

INVITE participants to share what they wrote in the time remaining.

DIRECT participants to write their name and division/worksite on the back of the card, then leave the card in the center of the table. It will be sent to them as a personal reminder to hold themselves accountable for results.

Optional Activity #4: Pointing North (5 minutes)

Present *this activity after the story of the old Man and the MSC.*

PROVIDE concluding remarks such as the following:

We experience service every day. It may consist of whether buses or trains are running reliably on time. It may be the quality of television programming we view. It may be the expiration date on the milk we just brought home from the store. It may come from a family member who helped do the dishes last night. When's the last time someone at work asked you how you were doing? Every day we experience service in some form or another from others. Our very entry into this world via a nurse and doctor, and our exit out of this life via a funeral and burial all involve service at some level. We can't escape life without being daily served by others. Likewise, you can't go far without being of service to others. As mentioned previously, you have the opportunity to connect in some way with the individuals you serve. You also have the privilege of connecting with your colleagues at work. And through those two venues, we provide service in either direct or indirect ways. Even if we don't see the person, we often impact them in some way. Your duty is to identify opportunities to provide exceptional service every day. You may encounter barriers: you may not have enough labor or money. You may not have the time, or be able to interact with them, but your job is to reach out and find a way to provide that service.

INVITE participants to stand.

SAY Earlier in the program we invited you to stand and point in the direction of North. Let's see what the direction of North is really. [Refer to a compass pointing to magnetic North]

DIRECT participants to point North based on the compass reading.

SAY Now, look at everyone pointed in the same direction. Consider the difference when everyone is pointed in the same direction. Consider the power we generate when everyone is focused on what inspires the people we serve. We have an opportunity, and a choice – every day – to make the effort to work together and consistently exceed expectations. That is what always creates ultimate success.

A Statement about the We Have Choices Video From The SANYS Board

The Board of the Self-Advocacy Association of New York State, Inc. (SANYS) is very proud of our ***We have Choices*** video. We made this video in partnership with OPWDD and many other people and organizations, including DDPC, the Developmental Disabilities Planning Council, which, along with OPWDD supported our efforts at developing some of the original ideas about choice that we call Wheel Power. There is a short section on the DVD extras that talks about wheel power and choices.

We created We Have Choices because we wanted to show people with developmental disabilities living their lives as full and contributing citizens of their communities. Here is what we wrote on the back of the DVD:

We Have Choices is a documentary exploring the full lives people with developmental disabilities experience when they are supported to live in a place they have chosen to call home, in the community of their choice, with supports they, their family, and their friends have helped create. This is a film about history, self-advocacy, family, community, relationships, love, respect, challenges and opportunities.

The film focuses on people who are living in their own apartments and homes, for the most part without 24-hour support. But it is important that you know that people can live with choice and individualized services no matter how much support they need, as many do now in New York.

We want to thank our good friend Jerry Smith, from the University of Minnesota, the filmmaker, who helped us tell the story of choices on this great video.

SANYS Board of Directors

Some questions for discussion:

From the stories in the film, what is different about the relationship that people have with staff who provide support for people who live in their own place compared to people who live in group homes?

What is different about the relationships that people have with members of their community compared to more traditional group living arrangements?

What are some of the choices people who are profiled in the film make on a daily basis?

If you would like a copy of the film, please send a free will donation to cover the cost of mailing to:

Self-Advocacy Association of NY State
Building 12
500 Balltown Rd.
Schenectady, NY 12304

You can also view the film by going to the following internet site: www.wehavechoices.org