

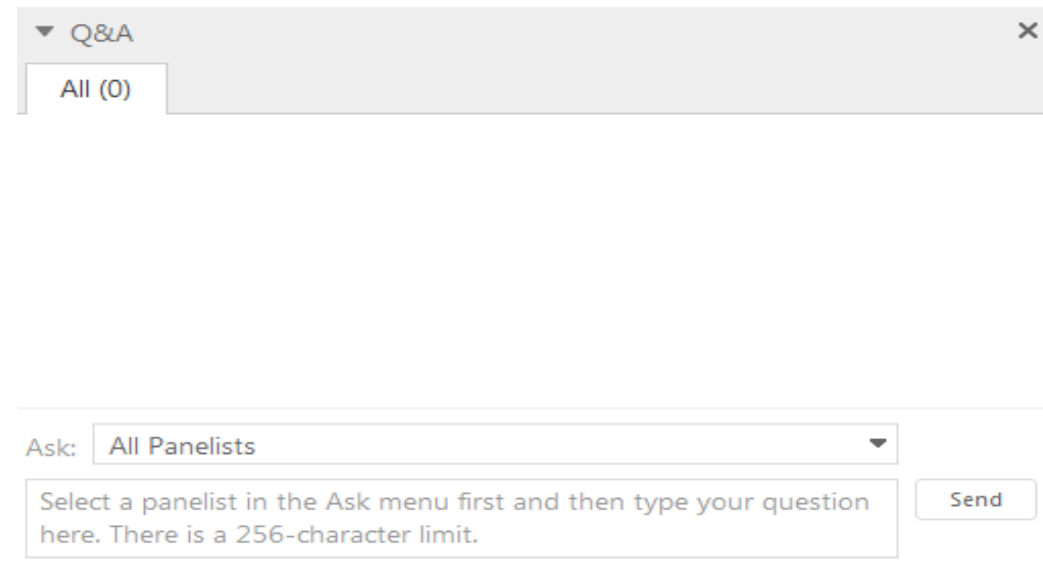


Support Planning Professional Learning Community (SPP LC)

October 25, 2017

Welcome

To ask a question during the presentation use the Q&A Panel in WebEx



The screenshot shows a window titled "Q&A" with a close button (X) in the top right corner. Below the title bar, there is a tab labeled "All (0)". The main area of the window is empty. At the bottom, there is a section labeled "Ask:" with a dropdown menu currently set to "All Panelists". Below the dropdown is a text input field containing the instruction: "Select a panelist in the Ask menu first and then type your question here. There is a 256-character limit." To the right of the text input field is a "Send" button.

Select “All Panelists”, type your question, and click Send.

Announcements

Alex Bartolic, MN Department of Human Services

Stacy Roe, Mains'l Services

Laura Birnbaum & Dani Dunphy, St. Louis County

Long-Term Services and Supports (LTSS) Improvement Tool

- The tool is a set of questions asked at the person's mid-year visit with their case manager or at their annual reassessment for those who do not have a case manager (PCA only).
- The goal of the tool is to better understand people's experiences with their services and improve service responsiveness and to standardize data sources for the purpose of federal reporting requirements.
- Location: MnCHOICES Support Plan application
- Webinar: November 1, 2017

Minnesota Gathering for Person-Centered Practices

- November 7 – 8
- Edinburgh Golf Course in Brooklyn Park

Minnesota Association of Resources for Recovery and Chemical Health (MARRCH)

- October 30 – November 1
- St. Paul RiverCentre

Using Person-Centered Practices in Support Planning

Additional dates and locations for this training workshop:

- November 6th, 2017: Grand Rapids
- November 16th, 2017: Worthington
- December 1st, 2017: St. Paul
- December 8th, 2017: St. Cloud



DEPARTMENT OF
HUMAN SERVICES

Daring Greatly: Transformation to a Person-Centered System in Minnesota

Alex Bartolic, Director, DHS Disability Services Division

Service Planning Professionals Learning Community webinar

October 25, 2017

Planning plays a pivotal role, and, it takes more than planning

Person centered planning – *by itself*
results in **better paper** more often than it results in
better lives.

©SDA Associates



We're all in this together!

We talk a lot about the roles of assessors and case managers but the move to a person-centered system is bigger than that.

- Americans with Disabilities Act and the Olmstead Decision
- Centers for Medicare and Medicaid Services
- Workforce Innovations Opportunities Act
- Substance Abuse and Mental Health Services Administration



Who else is adopting a person-centered approach?

- School personnel
- Vocational rehabilitation counselors
- Other disability service providers
- Families
- Organizations that touch the lives of people with disabilities
- Similar people in other fields, such as substance abuse and drug treatment



Minnesota's Olmstead Plan

A blueprint that brings together multiple state agencies to effect broad systems change

- Department of Corrections
- Department of Education
- Department of Employment and Economic Development
- Department of Health
- Department of Human Rights
- Department of Human Services
- Department of Transportation
- Minnesota Housing Finance Agency



Minnesota's Olmstead Plan

- Vision: People with disabilities are living, learning, working, and enjoying life in the most integrated setting.

- Opportunities and freedom for
 - meaningful choice, self determination and increased quality of life
 - economic self sufficiency and employment options
 - choices of living location and situations
 - participation in community life

- Having supports to allow for these choices



Minnesota's Olmstead Plan

Person-centered practice and quality of life are the cornerstones of the Olmstead Plan

- If adapted and practiced across of system, will result in people being able to make informed choice for themselves and having a higher quality of life



What CMS requires of plans

- Driven by the person receiving services; includes people chosen by the individual
- Person has the necessary information and support to help them direct the process
- Written plan reflects cultural considerations and use plain language
- Recognizes guardian's legal responsibility to make decisions on behalf of the person, when indicated in the person's guardianship papers, but must take into account the person's preferences



What CMS requires of plans

- Process includes strategies for solving disagreements
- Identify opportunities to seek employment and work in competitive, integrated settings
- Identify the settings a person is choosing to receive services in, and how that setting supports full access to the greater community
- Identify opportunities to engage in community life and control personal resources
- Includes risk plan, including the person's strategies to minimize risk and the role others will play



Not everyone needs the same intensity of support



Person-Centered Practices & Planning

Tertiary Intervention

- In-depth, formal Person-Centered Plans
- Integrated plans (PCP, PBS, Trauma-informed therapy)
- Teams monitor plan progress

Secondary Intervention

- Monitor plans and outcomes
- Additional quality of life strategies
- Increase strategies supporting independence and community involvement
- Mental health and wellness interventions

Primary Intervention

- Universal person-centered strategies
- Embedded in MnCHOICES assessment and support planning
- Encourage self-expression
- Self-determination and choice-making
- Meaningful participation in the community



How do we transition our thinking AND our systems to support a person-centered approach?

“What programs do you qualify for?”

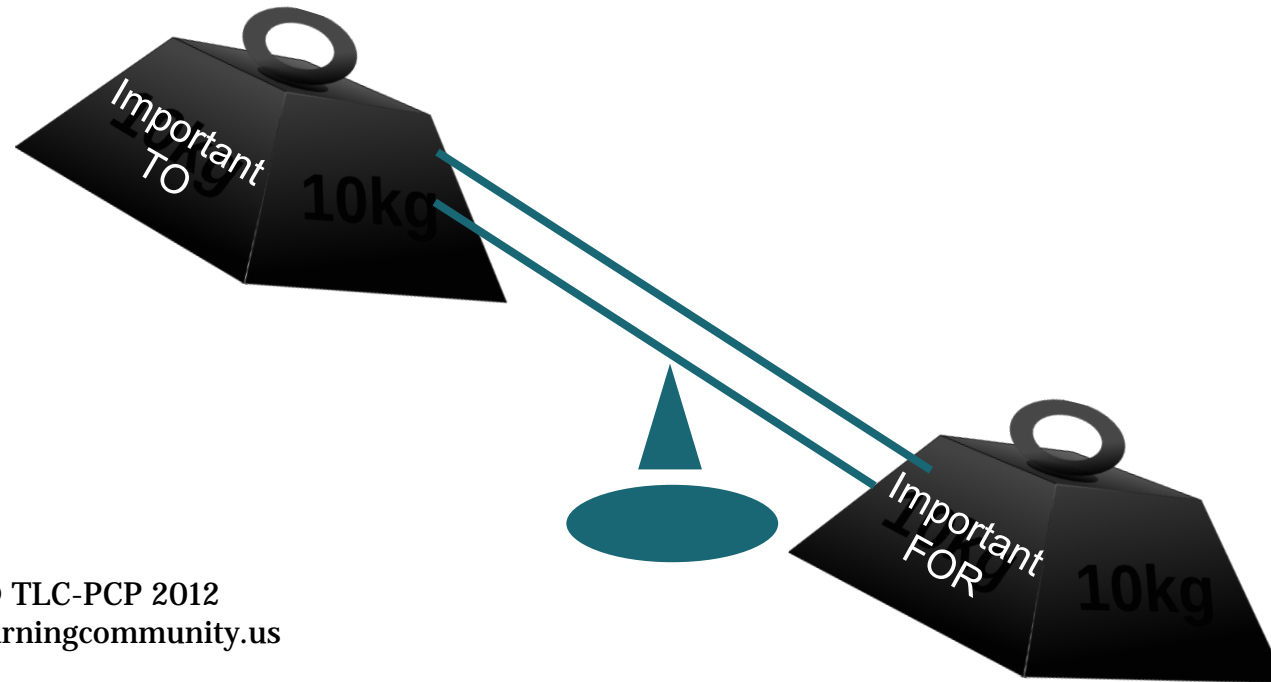


“What do you need to meet your goals?”

Giving people meaningful options to lead their best life



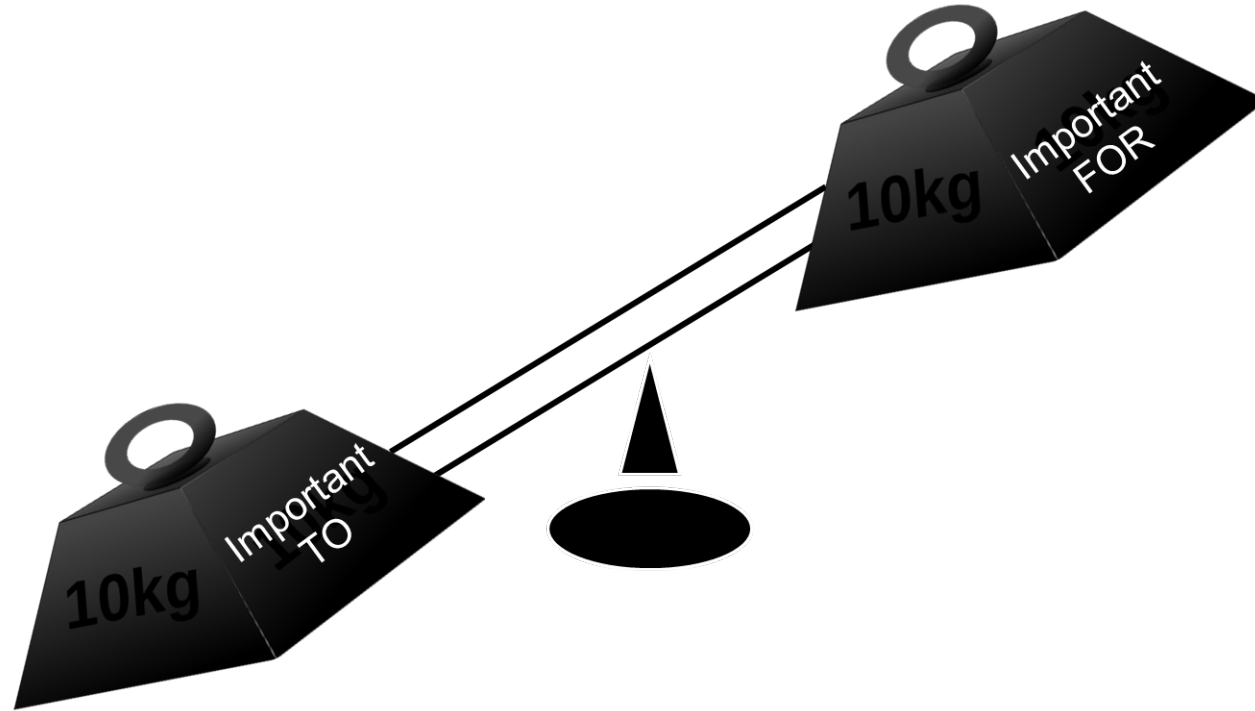
When health and safety are prioritized



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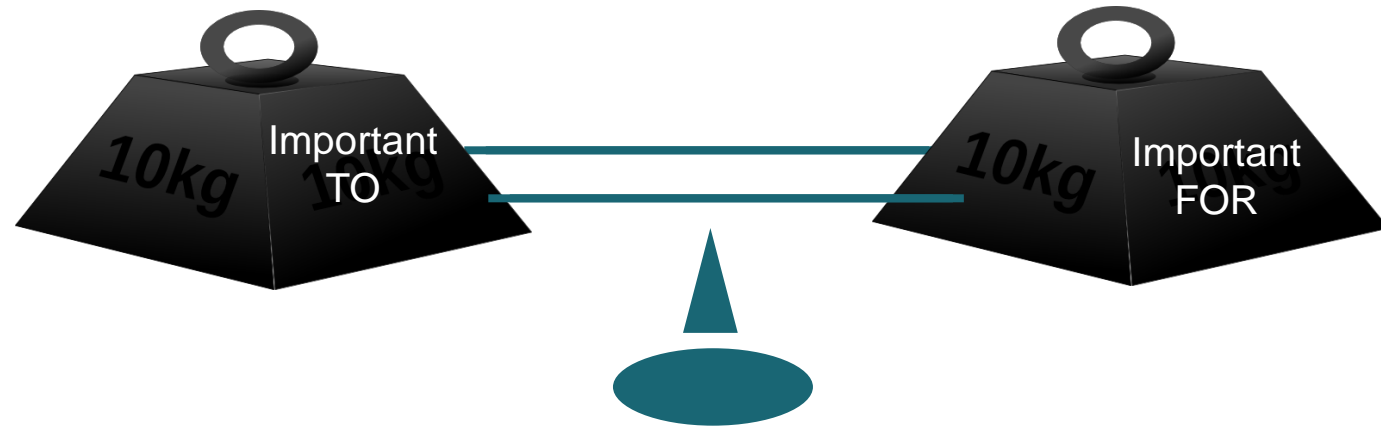
When preferences have no boundaries



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Balance



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Informed choice

- Informed choice does not mean a person can do anything they want
- *Everyone* has limits on their choices
 - Imposed by law
 - Imposed by personal values
 - Ripple effect – one choice creates boundaries on other choices
 - Resource driven
 - Risk involved



Informed choice

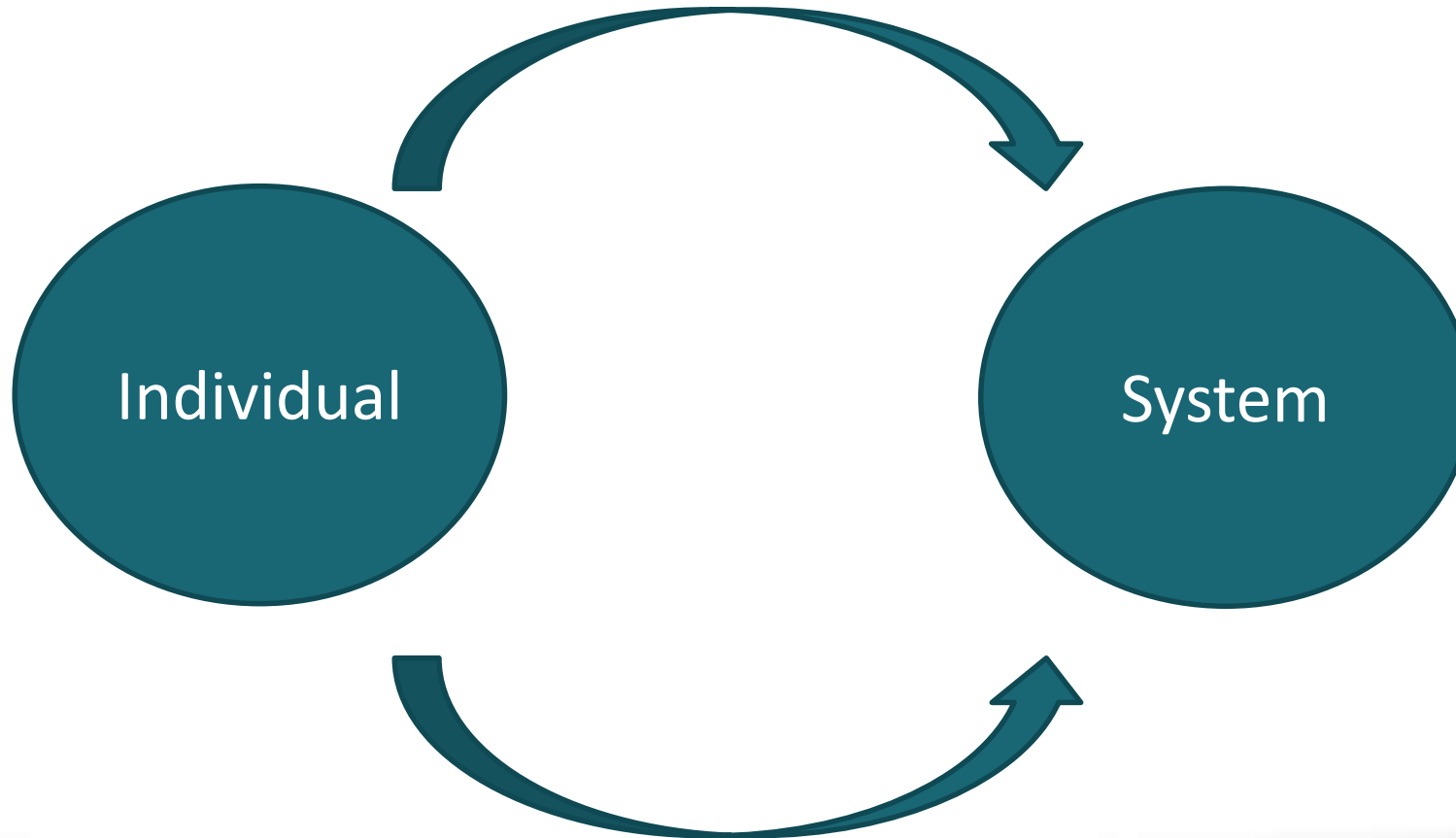
Informed choice does mean that people have real options to pursue the life they want to live.

Informed choice in services, housing and employment

- Who provides my services and supports
- Where I live
- Who I live with
- What I do with my time (including being offered employment)
- What I do with my resources

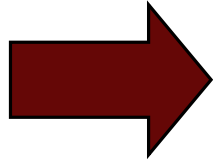


Individuals and systems are connected



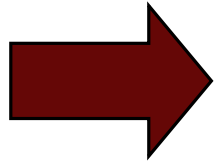
Change happens at different levels

Level 1



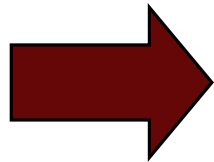
Any changes that results in a positive difference in the lives of people who use services or in your own work life.

Level 2



Any changes an organization makes to its practices, structure or rules that result in positive differences in the lives of people.

Level 3

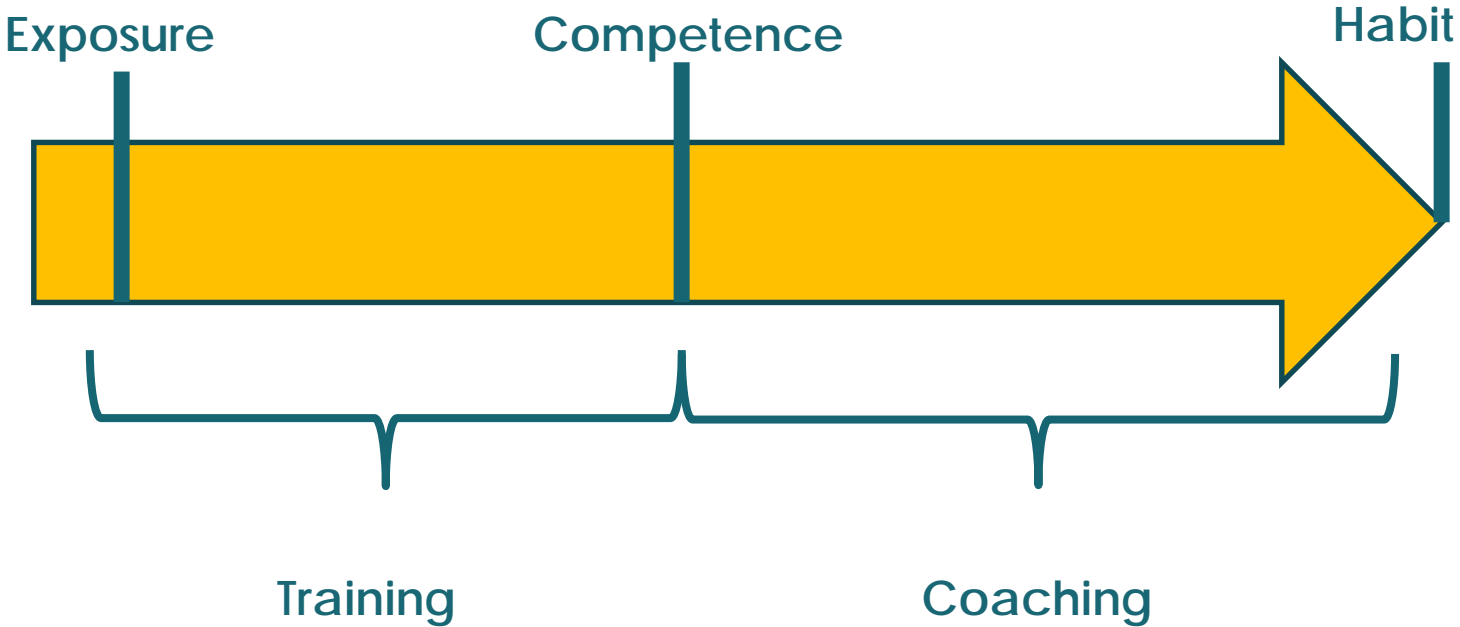


Any change in practice, structure and rules made at the system level. These changes have an effect on many organizations, and therefore many peoples' lives.



Supporting change at Level 1: individual practices

It takes more than training!



Supporting change at Level 1: What's happening?

- Training on basic person-thinking concepts and tools (in-person, on-line)
- Training on individual topics, such as supported decision-making
- Communities of practice; mentors and coaches
- Tools



Examples of Level 1 changes

Individuals decide to:

- Use person-centered language in documentation, emails and conversations
- Avoid using acronyms
- Work on improving plain language skills
- Use active listening skills
- Share information only as needed
- Use one or more person-centered practices tool in planning meetings



Supporting change at Level 2: Organizational change

- DHS has been supporting three cohorts of lead agencies and provider organizations to go through multi-year organizational change process
- Other organizations are going through their own processes
- DHS is starting its own organizational change process, starting with Licensing and Disability Services Divisions



Examples of Level 2 changes

- Weaving person-centered practices into performance management and employee development
- Using one page profiles in supervisor/supervisee relationship and team descriptions
- Written values that specifically include risk tolerance and innovation
- Adjusting internal forms to reflect person-centered language
- Using person-centered tools to improve communication and identify process improvements
- Examining balance between need for strong processes (important for) and empowering professional judgement and creativity (important to)



Supporting Level 3 changes

Examples of changes made or in process

- Minnesota Statutes 245D
- Positive Supports rule
- Person-centered, Informed Choice, Transition protocol
- Improvements to crisis response
- New services that allow more flexibility and choice
- Self-directed options
- MnCHOICES
- HCBS Rule Transition Plan
- Disability Hub and associated tools (DB101)
- New measures and evaluation tools



Supporting Level 3 changes

Beginning

- DHS person-centered organizational change process (beginning this multi-year process with Disability Services Division and Licensing 245D and maltreatment sections)
- DHS self-assessment
- DHS listening to what other organizations have learned and their recommendations for level 3 changes as we develop our action plans



Examples of Level 3 recommendations

- More flexibility in service options
- Align licensing approaches and implementation with person-centered plans that allow for more risk
- Assess waiver regulations for opportunities to increase community inclusion and quality of life
- Improve communication between state and lead agencies
- Review paperwork requirements
- Systemic plan to support people in less restrictive settings



Resources

- [DHS Person-Centered Practices web-page](#)
- [Minnesota Disability Hub](#)
 - [Disability Benefits 101](#) and employment informed choice toolkit (on-line resource for planning and learning about how work and benefits go together)
 - [Housing Benefits 101](#) (on-line resource for exploring housing options and making plans)
 - [My Best Life](#) (see also a brochure version of similar information: [*What does Person-Centered Mean for Me?*](#))
- [Support Planning Professionals Learning Community](#) (monthly webinars and [archived materials](#))



Resources, cont.

- [Person-Centered Thinking training](#) (offered by University of MN Institute on Community Integration)
- [Introduction and Guide to Supported Decision Making](#) (series of ten short videos)
- [Positive Supports website](#)
 - Positive Supports manual (on the website)
- [College of Direct Supports](#) (on-line curriculum)
- [Person-Centered Counseling](#) (on-line curriculum)





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Questions?

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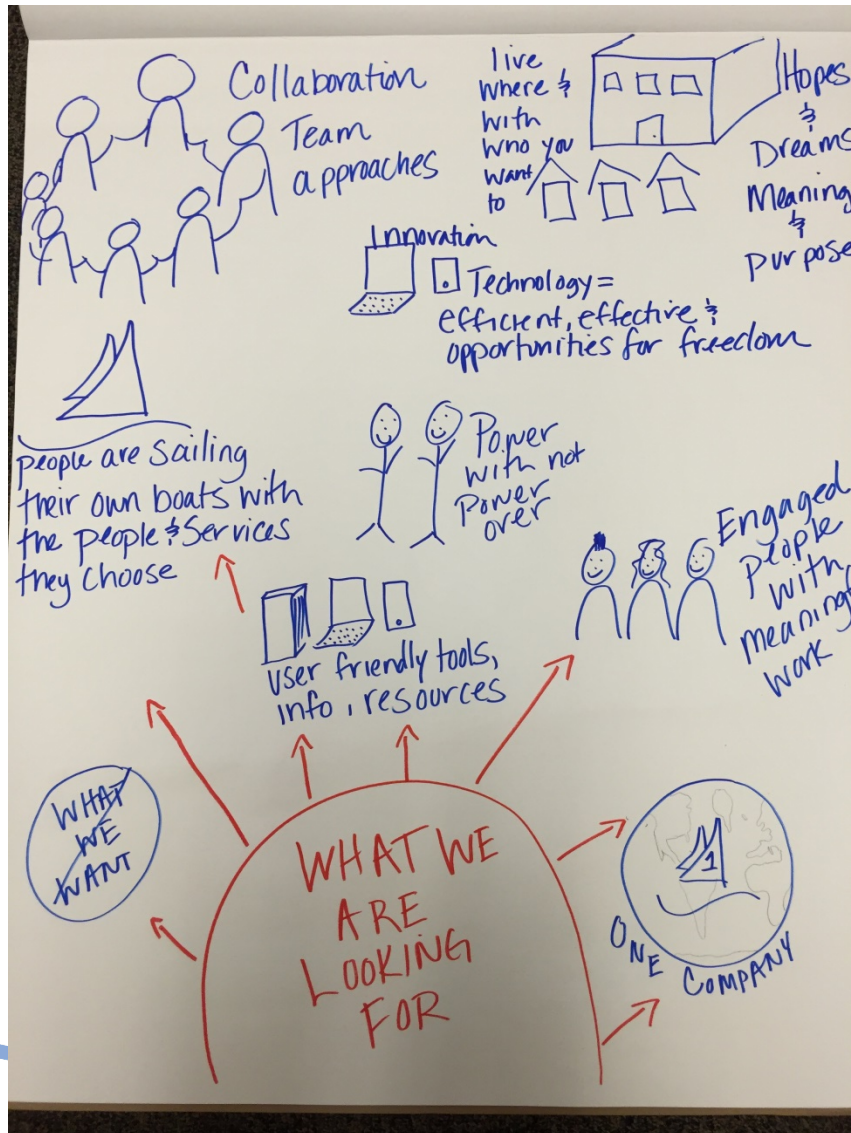
Mains'l Services

Stacy Roe

Vice President of Services

Mains'l Services

It starts with a vision, mission and values



Our vision is a world where people live with meaning and purpose.

We want to see:

- People sailing their own boats with the people and services they choose
- Engaged people doing work that has meaning and purpose
- All we do is aligned to fulfill our vision, mission and values

What is your vision, mission and values?

- A lifelong journey of self discovery
- Our role in being an explorer on the journey of discovery with others. What value do we add to being on the journey with them? Are we trying to take them where we want to go, or where they want to go?
- Mapping the voyage so others can learn from it, so we can learn from it.
- Try new routes and re-visit old favorites.

A New Journey

- It all starts with a desire to go from here to there. A belief that there is something or somewhere better to go to.
- Chose a direction and go!
- Bring people on the journey with you who want to go where you are headed.

Keys to Successful Change

VISION	SKILLS	INCENTIVES	RESOURCES	ACTION PLAN	CHANGE
LACK VISION	SKILLS	INCENTIVES	RESOURCES	ACTION PLAN	CONFUSION
VISION	LACK SKILLS	INCENTIVES	RESOURCES	ACTION PLAN	ANXIETY
VISION	SKILLS	LACK INCENTIVES	RESOURCES	ACTION PLAN	GRADUAL CHANGE
VISION	SKILLS	INCENTIVES	LACK RESOURCES	ACTION PLAN	FRUSTRATION
VISION	SKILLS	INCENTIVES	RESOURCES	LACK ACTION PLAN	FALSE STARTS

Source for Keys to Successful Change: SDA

It's The Little Things In Life

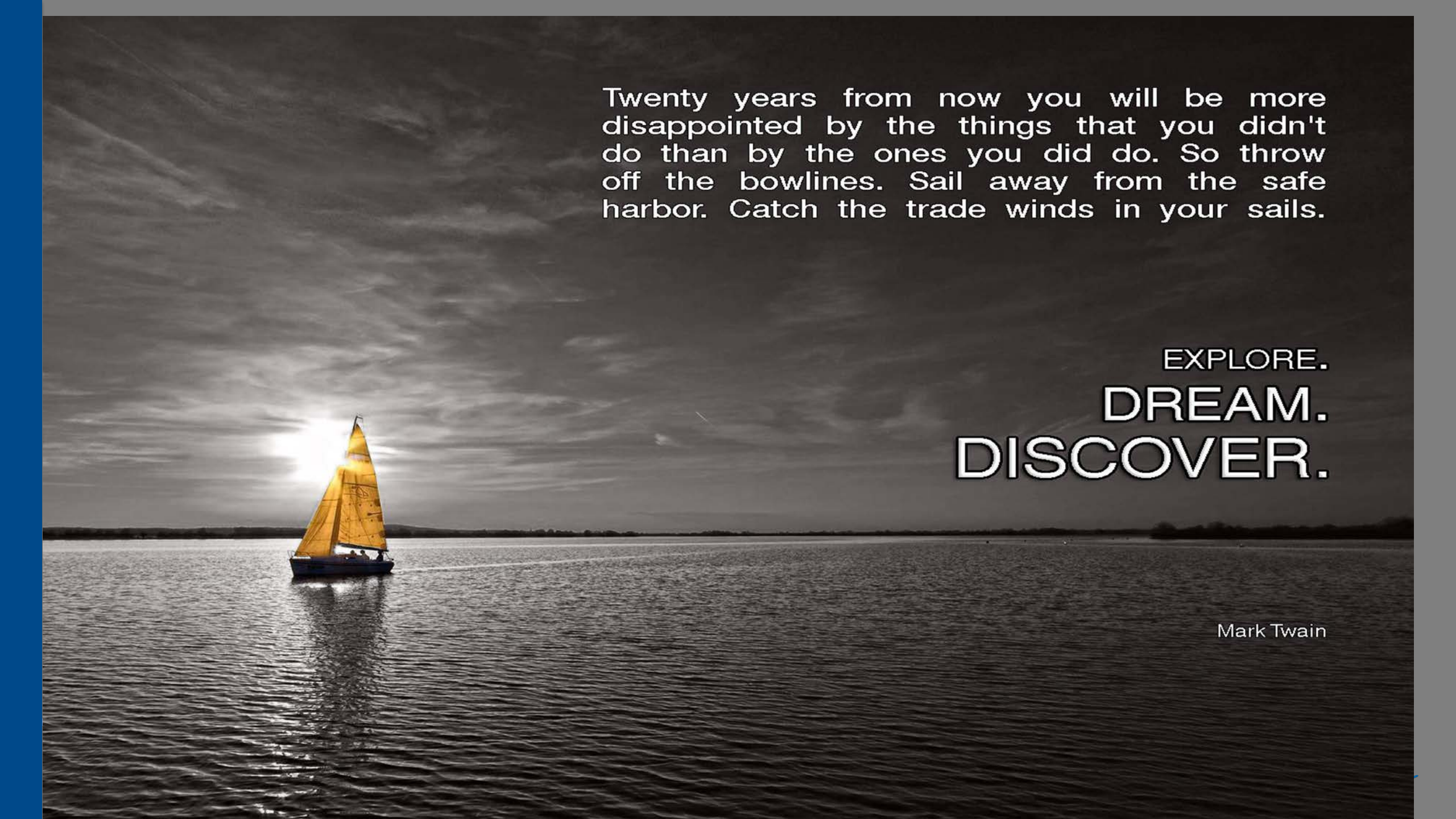
- Asking questions
- Listening to understand
- Checking assumptions
- Setting judgement to the side
- Sharing ideas and advice through stories
- Using what is created and adapting along the way
- Practice, practice, practice= new habits
- Honoring our commitments
- Forgiveness

Ultimate Impact

Words of wisdom from Patrick Lencioni...

It is certainly worth acknowledging that the impact of organization health goes far beyond the walls of a company, extending to customers and vendors, even spouses and children. It sends people to work in the morning with clarity, hope and anticipation and brings them home at night with a greater sense of accomplishment, contribution, and self-esteem. The impact of this is as important as it is impossible to measure.

At the end of the day, at the end of our careers, when we look back at the many initiatives that we poured ourselves into, few other activities will seem more worthy of our effort and more impactful on the lives of others, than making our organizations healthy.



Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails.

EXPLORE.
DREAM.
DISCOVER.

Mark Twain

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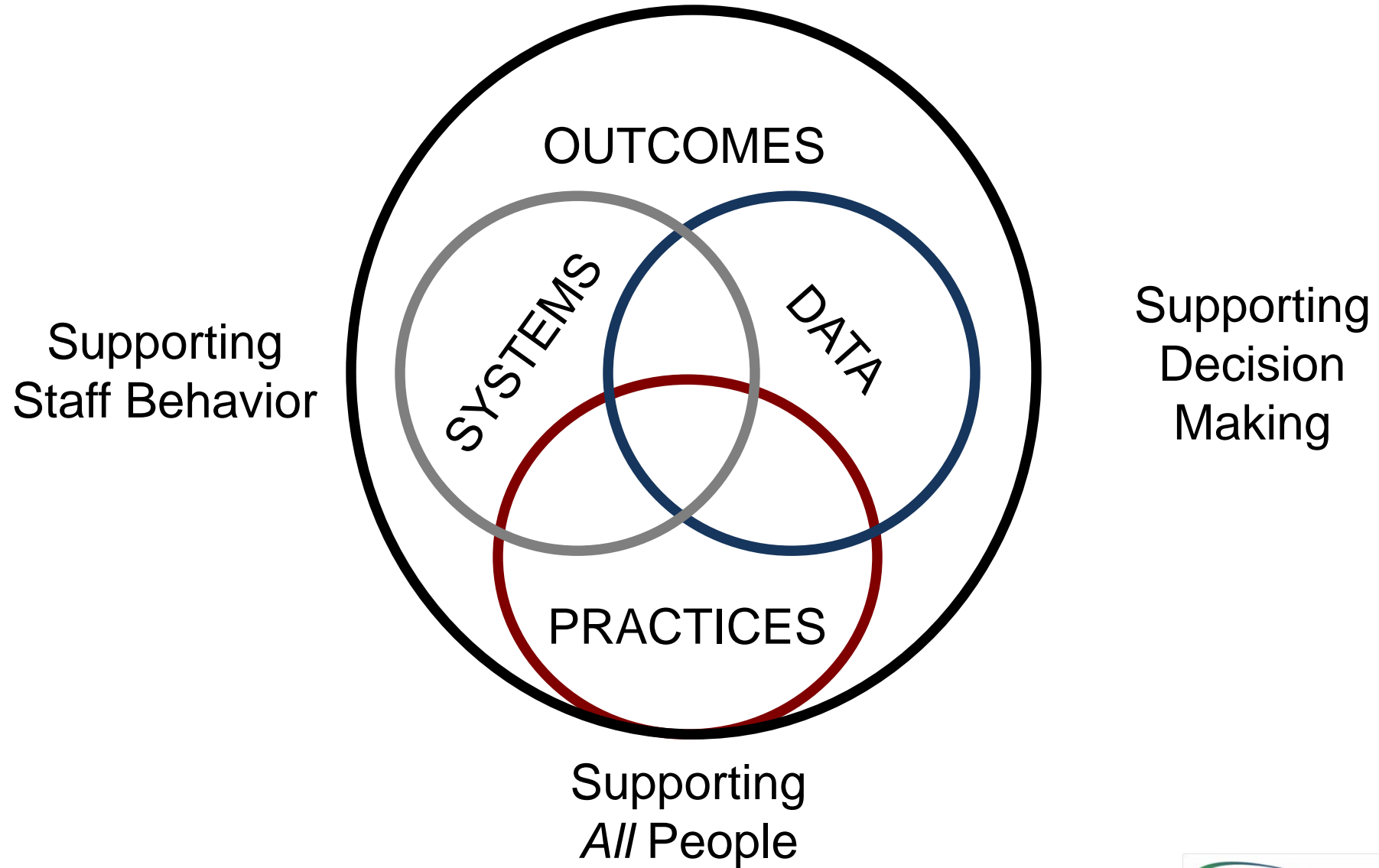
Using a Team Approach to Implement Person-Centered Practices

October 2017

Laura Birnbaum
Dani Dunphy
Saint Louis County

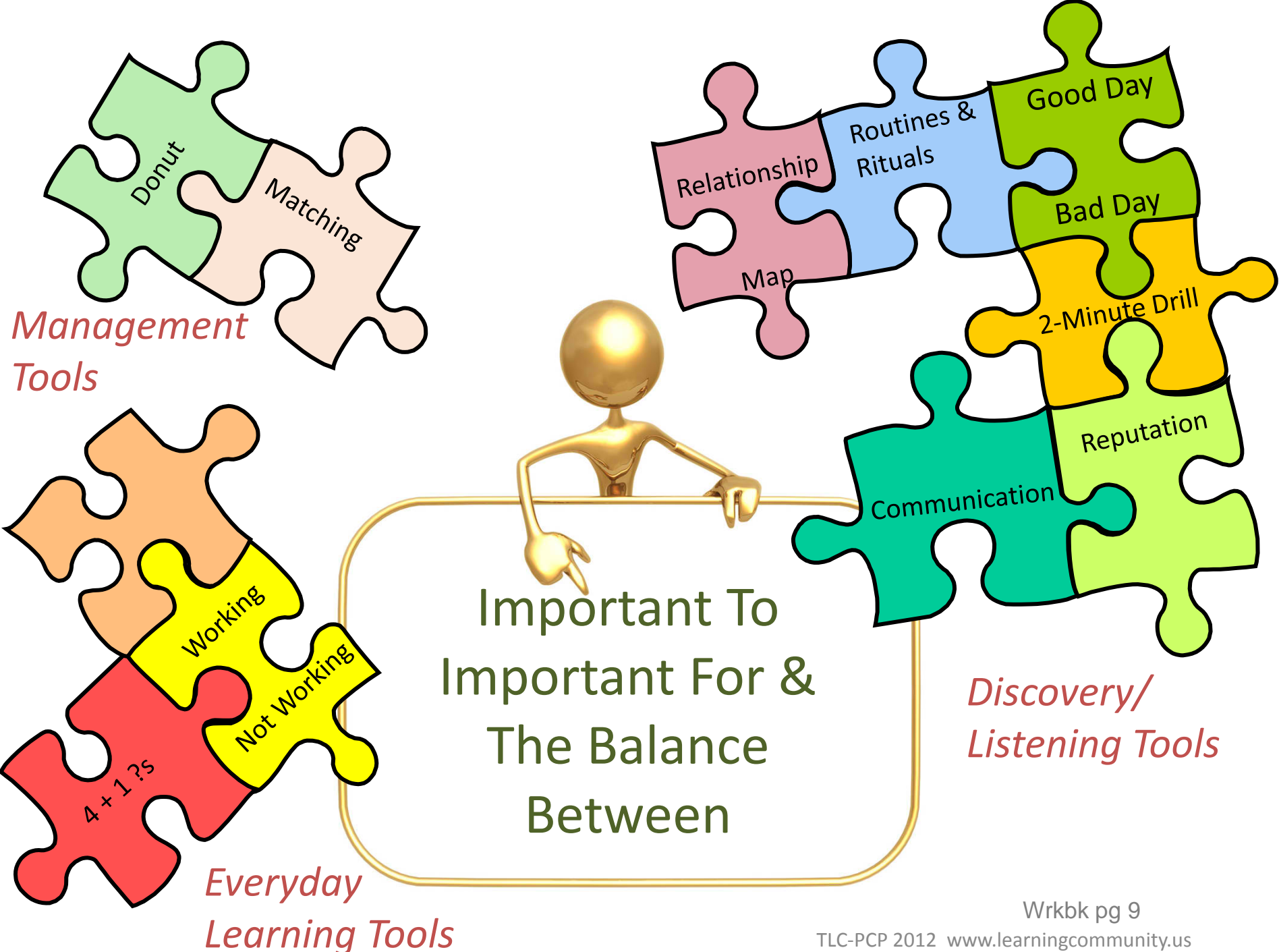


Improving Quality of Life



Team-Based Decision Making: Getting Started

- Form an Organization-wide Team That Represents All Stakeholders
- Assess Readiness and Buy in
- Complete a Self-Assessment
- Create an Action Plan
- Use Data for Decision Making
- Make Changes to Improve Outcomes



Universal Person-Centered Practice Examples

- **Changing Documents and Reports**
 - Edit of Language to be More Person-Centered
 - Paperwork/Documents Reflect Important To/For
 - Length of Report
- **Implementing PCT Tools**
 - 2-Day Training for Targeted Staff
 - Coaches Introduce Tools in Meetings
 - Included in Performance Evaluations
 - Tools Used While Supporting People
 - Coaches Support Staff
- **Universal PCT For People We Support**
 - Person-Centered Description for People Receiving Support
 - Action Plans Connected to Descriptions
- **Integrating Person-Centered Approaches and Tools in Training**
 - New Staff Orientation
 - Ongoing Mentoring

Implementing Person-Centered Practices and Positive Behavior Support in a County Setting



Main Universal Activities – Year 1

Person-Centered Practices

- Self-Assessment/Action Plan Items
- Vision – Now and In Future
- Outcome Statements
 - People Supported
 - Employees
 - Organization
 - Community
- 3-Year Backward Planning
- History Map
- Applied Coach Activities



Positive Behavior Support

- Self-Assessment/Action Plan
- Consensus-Based Sharing and Problem Solving
- Social Skills Matrix
- Strategies for Reinforcing Social Skills
- Observations of Implementation
 - Person-Centered
 - Social Skills and Engagement
- Introduction to Data-Based Decision Making

Person-Centered and PBS Self-Assessment and Action Planning—A County Example

Team Roles

- 26 Organization-wide Team Members
- 4 Key Contacts
- 10 Coaches
- 2 PBS Facilitators (in training)
- 1 Person-Centered Thinking Trainer (in training)

Monthly Team Meetings

Implementation Areas Targeted

- Developing Person-Centered Plans for People Receiving Services
- Improving Interactions Between Team Members
- Integrating Cultural Awareness into Organization Development Process

Outcomes for People Who Receive Support:

- I make meaningful contributions to my community.
- I am who I want to be, not who others expect me to be.

Outcomes for Employees/Staff:

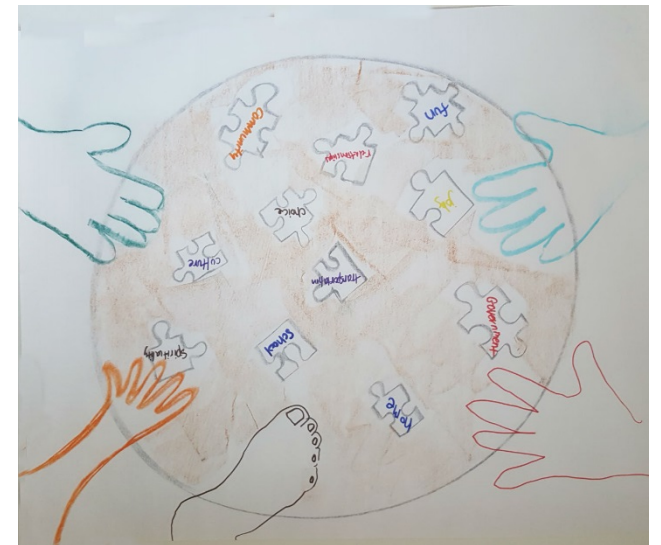
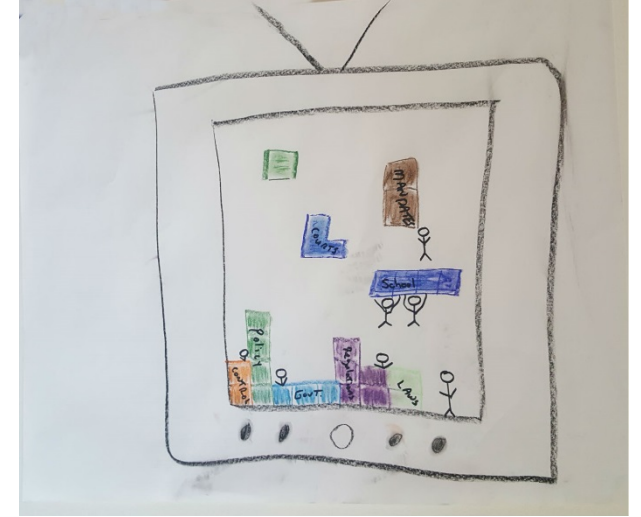
- We are honest, have integrity, and are respectful of others.
- We have time to spend with people to really listen and intentionally engage with the people and partners.

Outcomes for Organization:

- People are our priority and we value and take time to see and understand others' perspectives.
- People are our priority.

Outcomes for Community:

- Inclusive collaborative community campaign.
- There are no “those” people. No more us and them.



Action Plan Implementation Examples

- Completed 10 Person Centered Plans
- Using Person-Centered Thinking (PCT) Tools With People Receiving Case Management Services
- Awareness Presentations and Discussions Across Other Units
- Integrating PCT Across Meetings
- Training PBS Facilitators (2)
- One PCT Trainer Selected for State Funded Training
- Tools Available to Employees
- Planning to Make a “Skit” Showing How to Complete a Personal Description and Action Plan for Co-Workers
- Adding PCT Tools to Adult Services Portal
- Ready to Start Observations

Team Activity – Integrating Cultural Awareness

Cultural Awareness Item	Action	Date	Person Responsible
Assess diversity of organization and the local community	Review staff data from previous survey.	11/23/16	Dani
Work with staff to create strategies for increasing cultural awareness across the organization aligned to team’s outcome statements	Invite Diversity Action Team (DAT) to share information between both groups-share outcome areas with DAT.	10/27/16	Dani
Integrate cultural awareness into staff development and competency-based training	Provide training to org-wide team about cultural variety Complete training throughout agency on PBS and Matrix (senior managers and supervisors)	1/2017	Dani Dani and Laura
Identify as a team the dominant cultures within the organization and whether there are subcultures that team needs to learn more about	Start survey with org wide team and develop questions for survey to assess current standing.	6/2017	Dani
Reach out to community members to increase natural supports, recruit diverse staff members, etc.	Autism respite grant connecting with tribal support and NAACP to look at gaps analysis.		
Team evaluates impact of cultural awareness (surveys, disparities related to incidents, 911 calls, diversity of staff, staff turnover, etc.)	Education on broadening cultural definition, noting variety of values as well as race and ethnicity. Review bias in how people do there work with Decision Point Mapping – start in intake	Ongoing End of 2017	All team

Person-Centered Community Supports – County Meeting

Values	Before Meetings	At the Beginning of Meeting	While Sharing Person's Information	Supporting Other Team Members
Use Person-Centered (PC) Language	Use PC Language in Documents (Emails, Handouts)	Provide Reminders Before Meeting (Be Sensitive to Acronyms Too)	Be Receptive and Aware of Language Used	Celebrate Use of PC Language as Team
Show Your Respect for People	Use Active Listening During Conversation	Attend Meetings on Time Cell Phones to Vibrate	Share Only Information Needed Provide Feedback to Others	Listen to Others and Ask if Feedback is Invited
Demonstrate Appreciation of Culture	Review Plans and Discuss Role and Identity & Culture	Review Possible Cultural Bias and Assumptions	Share Thoughts on the Role of Culture in Person's Life	Discuss How Culture Can be Incorporated Into Plan

Personal Description & Action Plan

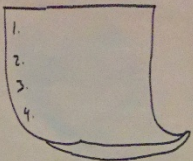
[Flo's Profile and Plan](#)

[Shirley's Profile and Plan](#)

The Beginning



Key Events



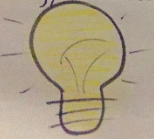
People



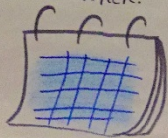
Results/Accomplishments



Learning/Discoveries



When?



Community partners
people we support
administrators
staff super users

Administrative support
Motivation
Passion
Training
PBS + PCT technical assistance

People we Support

Key contacts
Coaches
Trainers
PBS facilitators
Community
PHHS



we where I want to live.

I choose my friends.

I am valued

I am heard and understood.

- Person 1st language
- Mission + Vision
- Celebrating successes
- Person centered plans, profiles + action plans!
- Sharing

“We’re Person-Centered Already” (How do you Know?)

Using Data for Decision Making

(Person-Centered Work is a Process – Not a
Destination)



County Self-Assessment Examples

- County Vision and Mission Statement
- Expertise in Person-Centered Planning and Positive Behavior Support
- Readiness and Buy-In for Implementation
- Policy Reviews
- Fidelity of Implementation: What is Already Being Implemented at a Systems Level
- Organizational Data
 - Related to Services
 - Satisfaction/Stress/etc.
 - Cultural Responsiveness
 - Staff Retention/Tenure
- Person-Centered Organizational Development Tool

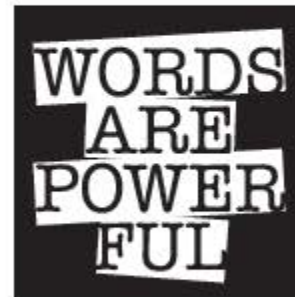
Examples of Outcome Measures

- Direct Observation of Universal Interventions
- Satisfaction with Services
- Cultural Responsiveness Survey
- Quality of Life Data for People Supported
- Fidelity and Outcome Data for:
 - Person-Centered Plans
 - Positive Behavior Support Plans



"That's so [R-WORD]."

The word [Retarded] puts down people with disabilities and using it to describe something you dislike is hurtful.



"You know how all [those people] are...."

Negatively generalizing a whole group indicates
that everyone [in that group] is the same.

WORDS
ARE
POWER
FUL



"That's so [gay]."

Comparing someone's [sexual orientation] to something you don't like creates a negative correlation to who I am. I'm proud to be gay.

WORDS
ARE
POWER
FUL





"Let's have a [Pow Wow] to discuss."

Using a [cultural gathering] to describe a meeting diminishes its significance. A Pow Wow is an important part of my heritage.



OUCH! THAT STEREOTYPE HURTS!

Recommendations for how to effectively speak up/respond to microaggressions/indignities

1) Assume Good Intent and Explain Impact

- a. I know you mean well (assume the best and that the person is a good human being), but that hurt
- b. 1st state that you acknowledge the person's good intent, 2nd describe how it impacts you

2) Ask a Question

- a. Choose a simple non-blaming question such as
 - i. What do you mean?
 - ii. What did you say?
- b. Sincere and open-ended questions invite conversation

3) Interrupt and Redirect

- a. Changes the discussion abruptly and takes you down another path
 - i. Whoa! We aren't going down that road
 - ii. I'd really like to talk about something else

4) Broaden to Universal Behavior

- a. I don't think it's a "gay thing," I think it applies to everyone
- b. I don't think that "all women" are like that, I think many people can be like that
- c. I don't think that "all _____" are that way, many people can be

5) Make it Individual

- a. Do you mean all (fill in the blank), or are you referring to a particular person?
- b. When you say that, or are you talking about all " _____", or someone in particular?

6) Say, "OUCH!"

- a. what do you say when someone unintentionally steps on your toe
 - i. "ouch" is an effective word that carries a lot of meaning and demonstrates that what they said has a negative impact on you or someone you care about

Online Resources

MN Positive Supports Website:

mnpsp.org

Organization-Wide Training Materials

<https://mnpsp.org/training-materials/>

Impact Newsletter

<https://ici.umn.edu/index.php?products/view/876>

Make a List of 3-5 Things Your County Can Do to Move Forward

Steps for Moving Forward	Who is Involved	Targeted Completion Date
Form a County Team		
Identify an Area Within County to Start		
Complete the Person-Centered Organizational Development Tool		
Assess Strengths and Needs		
Identify Plan for Building Capacity for Training		

Additional Tools Are Available!

County Implementation Example

<https://mnpsp.org/wp-content/uploads/2017/02/MNCCultureAPBS-FINAL.pdf>

Additional Tools and Resources

<https://mnpsp.org/training-materials/>



Preparation of this training material was supported, in part, by cooperative agreement JPK%50470 from the Minnesota Department of Human Services. The University of Minnesota undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.



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Questions?

DSD.ResponseCenter@state.mn.us

Where to find help now

- Person Centered Thinking 2-day Trainings
 - <http://rtc3.umn.edu/pctp/training/newdates1.asp?training=1>
- Person Centered Practices Webpage
 - <http://mn.gov/dhs/partners-and-providers/continuing-care/provider-information/person-centered-practices/>
- Olmstead Plan Webpage
 - <http://mn.gov/dhs/general-public/featured-programs-initiatives/olmstead-plan/>
- DHS Training Archive page
 - http://www.dhs.state.mn.us/main/dhs16_143138
- Bulletins
 - http://www.dhs.state.mn.us/main/id_000305
- Lead Agency Review Website
 - <http://www.minnesotahcbs.info/>
- E-List Announcements
 - http://www.dhs.state.mn.us/main/id_000677#
- CBSM Main Page
 - http://www.dhs.state.mn.us/main/id_000402
- Disability Hub MN
 - <http://disabilityhubmn.org/>

Where to find help now

- Person Centered Thinking 2-day Trainings
 - <http://rtc3.umn.edu/pctp/training/newdates1.asp?training=1>
- Person Centered Practices Webpage
 - <http://mn.gov/dhs/partners-and-providers/continuing-care/provider-information/person-centered-practices/>
- Olmstead Plan Webpage
 - <http://mn.gov/dhs/general-public/featured-programs-initiatives/olmstead-plan/>
- DHS Training Archive page
 - http://www.dhs.state.mn.us/main/dhs16_143138
- Bulletins
 - http://www.dhs.state.mn.us/main/id_000305
- Lead Agency Review Website
 - <http://www.minnesotahcbs.info/>
- E-List Announcements
 - http://www.dhs.state.mn.us/main/id_000677#
- CBSM Main Page
 - http://www.dhs.state.mn.us/main/id_000402
- Disability Hub MN
 - <http://disabilityhubmn.org/>

Please take a moment to let us know your thoughts.

- Take our [Survey](#):
- <http://surveys.dhs.state.mn.us/snapwebhost/s.asp?k=150893835060>

Audio from today's session will be available beginning tomorrow morning by dialing:

855-859-2056

Conference ID:

99463130

If you have questions following the session, email to
DSD.responsecenter@state.mn.us

Thank you for attending!