



Housing: First Steps to Independent Living

This webinar will address:



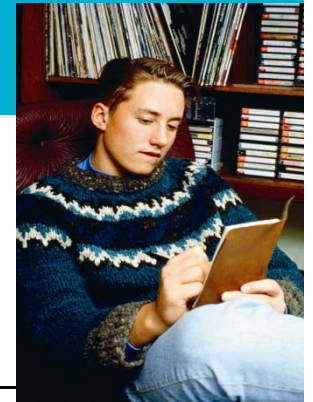
- How can you help your son/daughter develop Independent Living Skills?
- How is Olmstead driving change in housing and services?
- What is Person-Centered Thinking and Planning?
- How can the Person-Centered Thinking & Planning process provide information and direction for independent living options?
- What are the current housing options?



Developing Independent Living Skills



Developing Independent Living Skills



- Meal Planning & prep
- Shopping, money management and budgeting
- Personal medications, first aid, health care
- Use of telephone and other utilities
- Personal appearance hygiene
- Apartment/home maintenance
- Personal safety and use of community/emergency resources
- Self Advocacy
- Rights and responsibilities of community living
- Social, recreation and mobility skills
- Transportation
- Coping skills and behavioral management

Developing Independent Living Skills



Independent Living Skills Training

- What daily skills are you working on with your son or daughter to increase their skill development?
- What support are they getting from the school or community to increase their skill development?

The Transition IEP

Independent Living



IDEA 2004 Regulations: 34 CFR 300.43(a)

“Transition Services” means a coordinated set of activities for a child with a disability that:

Is designed to be within a *results-oriented process*, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adults services, **independent living**, and/or community participation...

The Transition IEP

Independent Living

IEP team identifies present levels
strengths, needs, interests



IEP: Measurable postsecondary goals



Transition services



Annual goals

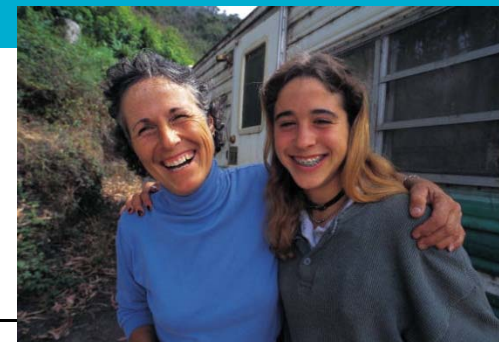


Courses of study



Other activities

Independent Living Skills



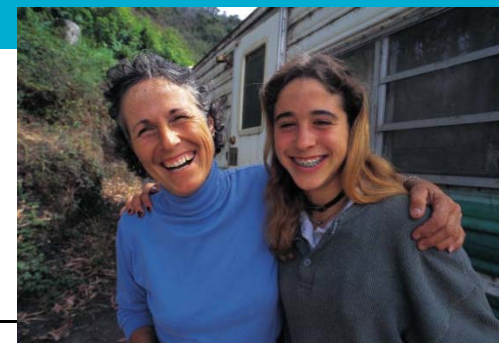
Home Living IEP Goals

Future Goal: After Graduation, I (Sarah) plan to live with a roommate in an apartment in the city

Transition Needs: Sarah needs to develop skills in food preparation, **budgeting**, personal health care, housekeeping, and personal development (specifics identified in present levels of performance). **Sara will explore options for apartment living.**

From "Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities" R. Miller, R.Lombard, S.Corbey © 2007

Independent Living Skills



Transition Services/Activities:

- Sarah will access an online apartment search engine (www.housinglink.org) to begin to identify what options are available in the price range and location she desires.
- Sarah will contact the local **Center for Independent Living (CIL)** to find out what resources/services are available to support her future goal.
- Sarah will register for “Money Management and Budgeting” as an elective course for one semester during her senior year.

From “*Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities*” R. Miller, R.Lombard, S.Corbey © 2007

Independent Living Skills



IEP Annual Goal:

- **Sarah will increase her home living skills from partial competence to competent.**

Instructional objectives/benchmarks include:

- Sarah will reconcile her checkbook 2 months in a row with minimal assistance and no errors as recorded by her special education teacher.
- Given a list of 5 household emergencies, Sarah will identify the steps to take to respond to the emergency in each of the five situations as measured by the special education teacher...

MN Secondary Transition Toolkit for Families:

www.pacer.org/publications/MDE-Toolkit-2013.pdf

Independent Living Skills



Centers for Independent Living (CILS) Advocacy Resource & Referral Organizations

- Information and Referral
- Independent Living Skills Training
- Peer Counseling & Support
- Advocacy/Self-Advocacy
- Other Services: recreation, equipment repair, housing resource/referral
- Disability related resources, Assessment resources
- Assistive Technology

Self-Determination



Self-Determination is about:

- Empowerment and self-advocacy
 - Having a vision and being able to dream about what we want our lives to be like
 - Choice and the right to make decisions for ourselves
 - Power and control over resources that are needed to make our choices and decisions
 - Relationships and being our own person in relationship with others
- ...regardless of the type or severity of the disability.*

www.centerforself-determination.com

The Olmstead Decision



Self-Determination, Person-Centered Planning and the rise of Consumer Directed Services

- The Olmstead Decision, 1999
 - Court ruled that integration is fundamental to the purposes of ADA and that states may be required to provide **community-based services** rather than institutional placement for individuals with disabilities.
 - <http://www.pacer.org/housing/gettingstarted>
>Minnesota's Olmstead Plan

Minnesota's Olmstead Plan: **The Vision**

Minnesota will be a place where people with disabilities are living, learning, working and enjoying life in the most integrated setting

- Employment
- **Housing**
- Transportation
- **Supports & Services**
- Lifelong learning & Education
- Healthcare & Health Living
- Community Engagement

www.pacer.org/housing/gettingstarted > Minnesota's Olmstead Plan



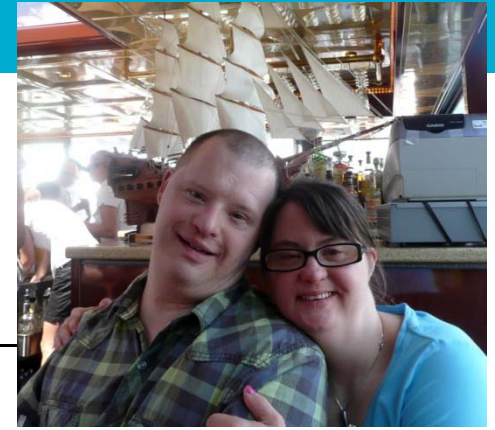
What is Person Centered Thinking & Planning?

Person-Centered Thinking & Planning



- Focuses on **outcomes, dreams,** and **visions** of the individual.
- Is a set of tools that focus on persons and families rather than programs
- Is a process driven by the individual's and the families' unique vision, likes and dislikes.
- Brings together all the people who are important to the person: family, friends, neighbors, support workers and other professionals.
- Is an ongoing journey that requires people to think about how to do things differently.

A Person-Centered Plan can:

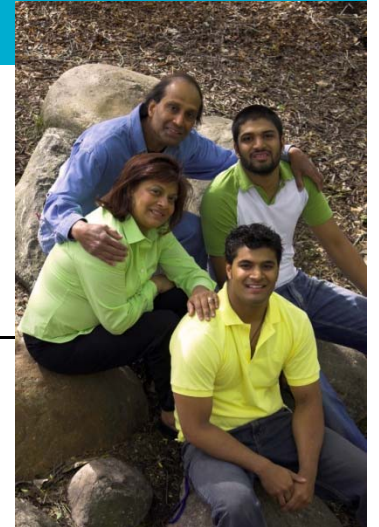


- Identify hopes and dreams
- Help a young adult link current learning with identified goals
- Help a young adult identify his supports
- Aid the process of developing self-determination
- Support decisions
- Help motivate Team members
- Provide information and direction for your Transition IEP, County Coordinated Service and Support Plan (CSSP)

Person Centered Planning Tools

Formal with facilitator

- Essential Lifestyle Planning
- Personal Futures Planning
- MAPS
- PATHS
- Circles of Support





Using Person-Centered Thinking to start your housing plan

How can we use the One Page Profile to plan for services/supports?

The one page profile captures what is important to the person, important for for the person and how they want to be supported.

It can be used for:

- For housing providers, support staff
- For family members and friends
- For case managers
- For medical providers

one page profile

What people like and admire about me...

About me...

What's Important to Me...

How best to support me...

Templates courtesy of Helen Sanderson and Associates www.helensandersonassociates.co.uk

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

How can we use the One Page Profile to plan for services/supports?

- **Photo(s)**
- **Appreciations:** List the positive qualities, strengths, and talents of the person. Also called what we “like” and “admire” about the person.
- **Important to the person:** What matters to the person from their perspective
- Important people in the person’s life, when and how they spend time together

one page profile

What people like and admire about me...

About me...

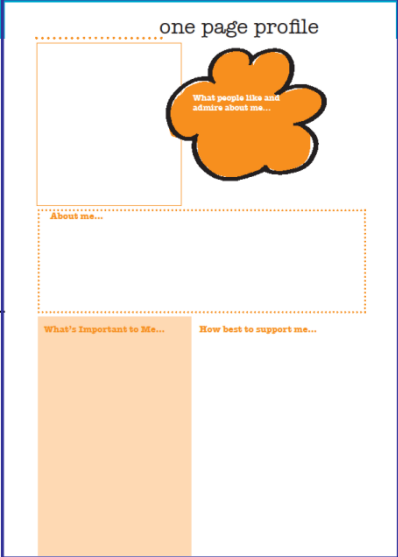
What's Important to Me... How best to support me...

Templates courtesy of Helen Sanderson and Associates www.helensandersonassociates.co.uk

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

How can we use the One Page Profile to plan for services/supports?

- **Important to the person:** Important activities and hobbies, when, where and how often these take place.
- Any routines that are important to the person (“rituals, routines”)
- **How to support the person:** What people need to know, and what people need to do.
- What is helpful? What is not?



The image shows a template for a 'one page profile' form. It is titled 'one page profile' at the top right. The form is divided into several sections: a large empty box at the top left; a cloud-shaped box on the right containing the text 'What people like and admire about me...'; a dashed-line box below the cloud containing the text 'About me...'; and two vertical columns at the bottom. The left column is shaded orange and contains the text 'What's Important to Me...'. The right column is white and contains the text 'How best to support me...'. The entire form is enclosed in a blue border.

Templates courtesy of Helen Sanderson and Associates www.helensandersonassociates.co.uk

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

Amanda's Profile

This one page description includes additional information on what is working, not working and current goals.

Amanda's one page profile

What people like and admire about me...

- My laugh, adventurous, energetic, perky
- I'm passionate, generous, helpful, gracious, kind
- Focused, resilient, patient

How best to support me...

- Dan knows I'm not happy if I haven't laughed during the day. He can make me laugh -Godzilla works.
- Respect my body, its mine. I'll listen to you if you have ideas, but what happens with my body is my decision.
- Understand, that I can be angry, sad, frustrated, soared...I can't heal unless I go through these emotions. They are catalysts for empowering, growing, healing.
- I need my doctor to know my name.
- I need the same nurse each time I come in for treatment - these are traumatic experiences - I need a relationship.
- Clear written instructions for anything you want me to do is essential or I will forget. I keep all this in a binder.

What's important to me...

- Community - reliance and trust, knowing someone will be there when you fall. I will be there for them too. Loyalty and trust.
- Close relationships - open NO MANIPULATION. If you manipulate you get the "junk" sticker.
- I have clear boundaries about my responsibilities - my health is my responsibility.
- I am an organizer, because I have to be.

What	Who	By When
Keeping medications at my house	Amanda	Done
Taking medications on a regular basis - 3 medications can be taken in the morning.	Amanda	7/28/07
Raise money for the foundation that is helping pay medical bills	John, Rae, Susan, Amanda, Bill	10/07

What is working
Exercising.
Eating well.
Settled into my image of my body now, prosthetics belong in my life.
Best pharmacy - they delivered Tamoxifen to my house!

What isn't working
Forgetting to take meds, calcium etc...long list, 5 per day. I know I need to take meds!
Finished treatment, but hope beyond three years from now. I'm afraid I won't know what to do.
Having to worry about medical bills - so stressful.
Being a healthy survivors costs money in our society.
Expectation from medical professionals that I can lose weight if I just tried harder.

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

Sarah's Profile

~ Sara's One Page Description ~

What People Like and Admire about Sara (Pg 5)

- She has a passion and zest for life
- Friendly and fun
- Positive energy in wanting to advocate for others
- Likes to help and is protective of others
- Very independent
- Knows what she wants to do and is resourceful



What is Important to Sara (Pg. 6-8)

- Being respected and people not breaking their promises
- Being social, joking and doing things with friends
- Making a difference for people
- Being able to smoke without being bugged
- People not messing with her things

Supports Sara Needs to be Happy, Healthy and Safe (Pg. 10-15)

- One person to provide clear directions and expectations
- Give her choices to keep her from getting bored. Always have a "plan B" in case things don't work out
- To be supported unconditionally so she can gain trust in you to help when she moves
- Must have people be consistent with her and talk with her when she get upset or starts self-diagnosing herself
- Have consistent respite for Sara and others to relax and recharge
- ASK Sara to do something, rather than tell her.
- Always follow through with a promise or give an explanation of what is going on and when you can keep the promise if something comes up

Sara's Picture Of A Life (Pg. 20-24)

- Live in a Host Home where she can have her own living space and be able to smoke outside
- Have an active community that has good public transportation and advocacy opportunities
- Have a GED class that can lead to paid work for her
- Have mental health services to support Sara and her new provider

Rachel's Profile



Rachel

What others like and admire about Rachel

Her 'model-looks': she is a stunner!
wicked sense of humour
Her ability to make friends and connect with people
Her taste in men, music and DVD's!
Her long eye lashes and expressive eyes
She is a funky babe!

Important To Rachel

Contact with her family, especially her mum
and sister Lindsay.
Listening to pop music, especially boy bands and hunky
gorgeous male artists
(favourites at the minute –Mc Fly; Shayne Ward; Westlife)
Having people around her who she can
have a laugh and a giggle with.
Having fun and getting messy –
like water fights in the bath;
being nibbled by Button her hamster.
Looking stylish in trendy clothes and accessories
in her favourite colour – pink.
Loves having her hair and nails done –'girlie pampering'
Her mobile phone to keep in touch (calls and texts)
with what is happening!
Being supported by people who know her
well and who she likes
Not to be in her chair any longer than she has to be –
must get out of it as soon as possible, prefers to lie on the floor or on her tummy on her bed
That everyone who supports Rachel understands
her communication (see communication charts)

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

How can we use the One Page Profile to plan for services/supports?

- One Page Profile
- **Person-Centered Description**
 - Working, Not working
 - Communication Chart
 - Matching Supports
 - Learning Log

one page profile

What people like and admire about me...

About me...

What's Important to Me... How best to support me...

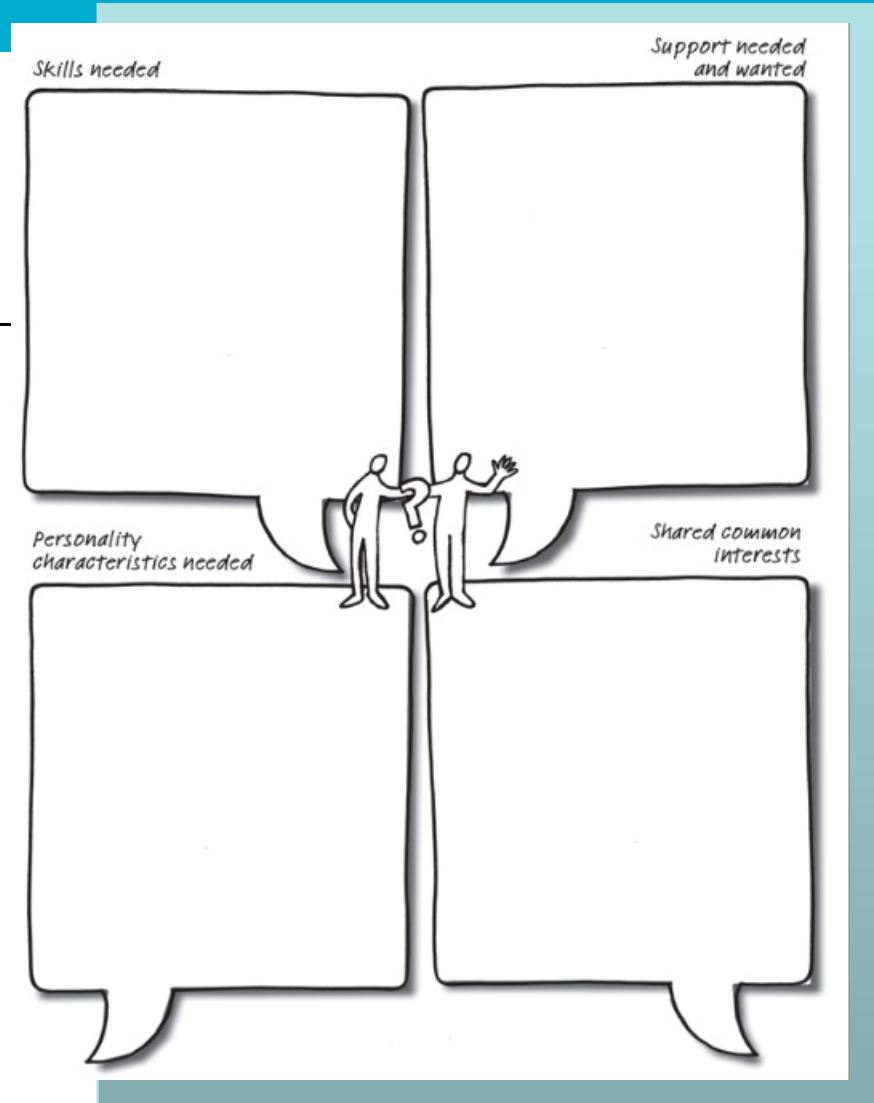
Templates courtesy of Helen Sanderson and Associates www.helensandersonassociates.co.uk

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

Supports

Matching Tool:

- Skills needed
- Support needed & wanted
- Personality characteristics of people who support the person best
- Shared Common Interests



Templates courtesy of Helen Sanderson and Associates www.helensandersonassociates.co.uk

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

Communication Chart

- A way to focus on people's communication whether they use words to speak or not.
- Clarify communication when a person's actions are different from what they say.
- How a person communicates with their behavior.

The chart is a hand-drawn template with four vertical columns. At the top, a small box contains the text "What am I communicating to you?". Below this, the columns are labeled: "At this time", "When this happens", "We think it means", and "We need to do this". A large arrow at the bottom points to the right, with the text "What do we need to do next?" written inside it.

At this time	When this happens	We think it means	We need to do this

What do we need to do next?

Templates courtesy of Helen Sanderson and Associates www.helensandersonassociates.co.uk

Used with permission - The Learning Community for Person-Centered Practices www.learningcommunity.us

Alex's Housing Profile

The information gathered for this one page description conveys what is important to this person when looking for a housing provider and a roommate.



Looking For an Awesome Roommate!

Do you like to be active: working out, biking, and walking around the lakes? Do you like Xbox 360 and going to card club? I am 20 yr. old with Autism Spectrum Disorder and Bipolar who is looking to live in an apartment with, ideally, one other roommate.

I currently live in my parent's home in Bloomington with CADI waiver supports (ILS, Respite). My parents and I are looking for another young adult to partner with a housing provider to provide individualized supports in an apartment. Please review the profile below. If you are interested, please call my parents Bud or Kathy at 952-838-9242 or my case manager Jane at 612-560-6768.

What People Like and Admire About Me:

- I am very verbal, I love humor.
- I have a good rote memory (great long-term memory for numbers, people's names/information about them and "quirky" details).
- I love Xbox 360, most games and am GOOD!
- When you get to know me, I am a good friend.

What is Important to Me:

- I like being on the computer.
- I enjoy working out at the health club, Frisbee golf, music, books, movies, board games, and participating socially one-to-one or with a small group.
- I can clean and cook some of my favorite meals like spaghetti and pan-fried fish
- To earn money. I am a motivated worker and have held several jobs in my interest area, shipping and receiving, clerical, data entry, with varying levels of support (enclave and supported employment + natural supports).
- To have freedom to come and go.
- I can ride Metro Mobility independently, but need support initially to learn new routes
- I am pretty good at handling my money, but I need help budgeting.
- Getting out to eat at Buffalo Wild Wings or Davannis.

How to Best Support Me:

- I am able to remain active in the community. I like to be "on-the-go" and need flexibility in my programming and staffing.
- I would like to find another person age 18 to 25 yrs. with similar interests.
- I would like to live with others who are kind and compassionate. I become anxious and fearful around outwardly aggressive behaviors.
- I live in a physical environment that meets my sensory needs: ample space, not noisy with a lot of commotion.
- I need staff that has training in Autism Spectrum Disorders.
- I have staff that will continue to help me "systematize routines" to provide structure in the home to offer an appropriate level of predictability to increase my ability to navigate transitions.
- I need staff that can implement organizational and behavioral strategies that have been developed for me so I can process information when I am anxious
- I need staff that is easy-going, good sense of humor.
- I need staff of different age groups and level of experience. I cannot have all "young, new staff".
- I need support to help me expand my social networks and grow spiritually.

Building your support networks



Natural supports are:

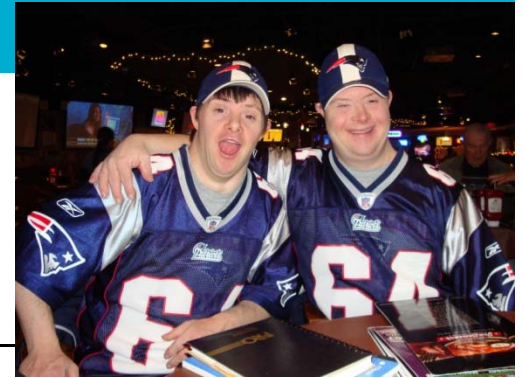
- Friends
- Family
- Acquaintances
- Co-workers
- Volunteers
- Mentors & Peer mentors
- Faith Community members

That promote the involvement in:

- Programs, activities, projects, volunteer experiences, employment



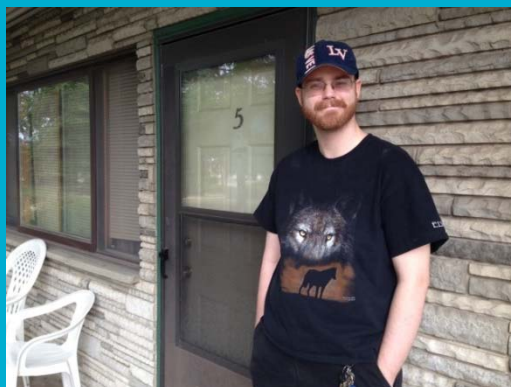
Community Inclusion Strategies



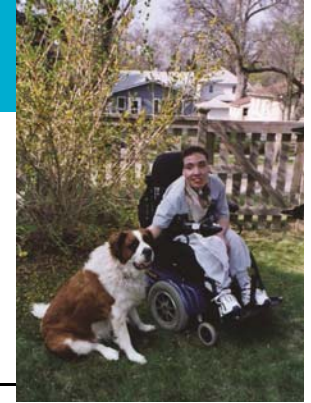
- Develop a daily routine that involves contact with person's without disabilities in their community
- Get to know the neighbors
- Meet other people who share similar interests
- Become a member of civic and other local organizations, clubs...
- Encourage volunteering
- Get on the mailing list of different community agencies to receive program schedules and information
- Become familiar with local businesses - bank, post office, grocery store, coffee shops, bakery, faith community...



What are the Housing Options?



Why is Housing evolving?



- Parents and individuals with disabilities are demanding housing and services that are integrated and based on person-centered thinking principals.
- The federal governments directive to implement the Olmstead Decision
- More cost effective ways of serving individuals
- State moratorium on the development of "group homes" (Adult Corporate Foster Care)
- Separating housing from services

New Definition of what a “Community Living Setting” is



A Community Living Setting must allow:

- The individual to have a lease or other legally enforceable agreement providing similar protections
- The Individual has privacy in their unit- lockable doors, choice of roommates and freedom to furnish or decorate the unit
- The Individual controls his/her own schedule including access to food at any time
- The Individual can have visitors at any time
- The setting is physically accessible
- Any modification must be supported by a specific assessed need and justified in the **person-centered plan**.

New 245D Rules & Requirements

Why the change?



- 245D is the MN Statute that provides the rules and requirements for Home and Community Based services.
- There have been major changes to the law which include changes to the assessment, eligibility and planning process, rate setting and housing services and supports.
- The changes need to provide more consistent administration across Minnesota.
- More information can be found on PACER's Housing Projects page: www.pacer.org/housing

What housing options does my son or daughter want?



- Family home, Friend's or Relatives Home
- Apartment, Condominium, Townhome, Home
 - Other Provider Controlled
 - Participant Controlled
- Coop Housing
- Co-Housing
- Community Residential Settings
- Adult Family Foster Care Settings
 - Institutions Intermediate Care Facilities for Individuals with Developmental Disabilities (ICF/DD)
 - Nursing Homes

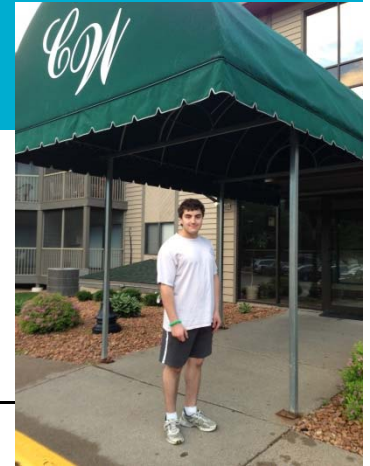
Planning for Housing Services & Supports

What level of supports are needed?



- Personal Care Attendant (PCA)
- In-home Family Support Services
- Homecare Services
- Private Duty Nursing Services
- Respite
- HCBS Waiver
- Independent Living Skills (ILS)
- Behavior Specialist Services
- Semi-Independent Living Services (SILS)
- Supported Living Services (SLS)
- Housing Access Coordination
- Twenty four hour emergency assistance
- Natural Supports
- Community First Services and Supports (CFSS)- Coming Soon

Home & Community-Based Waivers (HCBS)



What is a waiver?

- Medical Assistance programs allow the state to “waive” or ignore the typical requirements of MA.
- Called **Home and Community-Based Service (HCBS) waivers**.
- Used to provide services in Home and Community Based settings instead of restrictive settings like ICF/DD’s or nursing homes.
- Can be used to pay for additional services beyond MA
- Target specific populations
- Wait lists



Individualized Housing Options (IHO)

Apartment/Condominium, Townhome, Home Rental/Ownership

BIG CHANGE! Shift in expectations!

- People to live in their own homes, not necessarily in “group settings”
- Residents should hold the lease
- Receiving services is not a condition of housing
- Residents may choose services from any provider or from multiple providers
- Residents must be able to lock their own home
- Residents choose roommates and are free to accept visitors
- Settings must have living, sleeping, bathing and cooking areas
- Concentration of person’s with disabilities is low

Apartment, Condominium, Townhome, Home Rental or Ownership - Unlicensed



- **Participant controlled housing**
- Apartments (participant holds the lease)
- Person Chooses the roommate
- Home ownership

- **Other Provider Controlled Housing**
 - Apartment Programs
 - Unlicensed Provider Owned or Leased Homes

Community Residential Settings - Licensed



- Formerly known as **Adult Corporate Foster Care** homes or “**group homes**”
- Licensed & registered by the MN Department of Human Services to receive state & federal funding
- Provides sleeping accommodations and services for 1 to 4 adults or 5, if the residents are elderly.
- The home **is not the primary residence of the license holder**
- Up to 24-hour supervision and oversight
- Moratorium on development since 2009, are costly
- Receives Group Residential Housing (GRH) funding
- Provides "supportive services" and "health-related services" in a family home environment
- Transportation, socialization, assistance with meetings, medical appointments/med administration, dressing, grooming, bathing.

Community Residential Settings - Licensed



Adult Family Foster Settings

- “Host family homes”
- The home **is the primary residence** of the foster care license holder **who is also the primary caregiver**.
- Same provisions as Community Residential Settings
- Son/Daughter can rent or own their own home and may rent out a portion of the home to the foster care provider.

Institutions - Licensed

Intermediate Care Facility for Persons with Developmental Disabilities (ICF/DD)



- Residential facility **licensed as a health care institution** and certified by the MN Department of Health to provide **health or rehabilitative services** for persons with developmental disability or a related condition who require active treatment.
- Have developmental disability or a related condition
- Need a 24-hour plan of care
- Need continuous active treatment
- Cannot apply skills learned in one environment to a new environment without aggressive and consistent training

Institutions - Licensed

Nursing Homes



Nursing homes are long-term care facilities that offer a full array of personal, dietary, therapeutic, social, spiritual, recreational, and nursing services to residents.

Nursing level of care is needed for one or more of the following:

- Cognitive or behavioral condition
- Existence of complicating conditions
- Frailty or vulnerability
- Functional limitation
- Need for complex care management
- Need for restorative and rehabilitative or other special treatment
- Unstable health

Cooperative “Coop” Housing



- People come together to form a special kind of corporation called a “Cooperative”
- Cooperative members own a share in a corporation that owns or controls the building(s)
- Each shareholder is entitled to occupy a specific unit
- Coop is eligible for financial assistance or low cost loans from government
- Nationally, visit <http://www.coophousing.org>

Co-Housing



- A relatively new movement in the U.S.
- Co-housing communities balance the traditional advantages of home ownership with the benefits of shared common facilities.
- Creates cross-generational communities
- Opportunities for participation in the planning, design and ongoing management and development
- Co-housing developments do not receive government support
- Nationally [visit http://www.cohousing.org](http://www.cohousing.org)

Subsidized Housing and the Section 8 Program



- Federal rental assistance-housing program
- Government pays a percentage of the rent for low and moderate income persons
- Individuals who qualify pay 1/3 of their income for rent
- Waiting lists are long

Section 8 Housing

Two kinds of housing:



Project based – buildings that are primarily privately owned but have been built with federal funds

- A list is available from your local public housing agency (PHA)
- Go to: www.housinglink.org

Tenant based – provided through “vouchers” or “certificates”

- An individual can use them in any community in any state

Next Steps....



- Start the conversation with your son/daughter about where they want to live when they grow up.
- Plan time to begin the person-thinking and planning process with your son/daughter.
- Start networking early.
- **Visit PACER Center's Housing Projects page for updated information and dates for our Three-Part Housing Workshop Series and Annual Housing Resource and Information Fair.**

Resources

PACER's Housing Project:

www.pacer.org/housing

Contact Person: Susan Shimota

Phone: 952-838-9000

Email: susan.shimota@pacer.org

PACER's National Parent Center on Transition & Employment:

www.pacer.org/tatra

MN Secondary Transition Toolkit for Families:

www.pacer.org/publications/MDE-Toolkit-2013.pdf

"Mapping Dreams: The Transition to Adulthood", PACER Center publication

Full Life Ahead Foundation: www.fulllifeahead.org

"Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities" R. Miller, R.Lombard, S.Corbey © 2007



Resources



Person Centered Planning:

The Learning Community for Person Centered Practices

www.learningcommunity.us

Helen Sanderson & Associates

www.helensandersonassociates.co.uk

www.onepageprofiles.wordpress.com

U of MN Research & Training Center on Community Living:

www.rtc.umn.edu>Areas of focus>Person Centered Planning & Practices

www.qualitymall.org

MN Governor's Council on Developmental Disabilities

"Its My Choice":

www.mnddc.org/extra/publications/choice/Its_My_Choice.pdf

Resources



Find Choose & Keep Great DSPs (Direct Support Professionals) Toolkit

www.rtc.umn.edu/publications

Inclusion Press

www.inclusion.com/inclusionpress

Minnesota's Olmstead Plan

www.pacer.org/housing/gettingstarted >Minnesota's Olmstead Plan

"Guidebook on Consumer Controlled Housing for Persons with Developmental Disabilities" <http://www.rtc.umn.edu/guide/index.html>

Resources



Housing Link

Housing Rental Listings, Public Housing, Section 8, Waitlists & Newsletter

www.housinglink.org

Metropolitan Center for Independent Living, Inc.

www.mcil-mn.org 651.646.8342

Disability Linkage Line 1.866.333.2466

The ARC of MN Housing Access Services Program

www.arcofminnesota.org>[HousingAccess Services](#)

Contact Person: Scott Schifsky, Housing Director

Phone: 651-523-0823, ext. 102

Email: scotts@arcmn.org