



COMMUNITY-BASED SERVICES:

Setting goals and measuring successes

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TransCen, Inc.
May 20th , 2015

Agenda

- Define meaningful, community-based services
- Using community settings and resources to teach skills
- Strategies for determining goals
- Writing observable, measurable goals for community-based services
- Measuring success
 - Individuals
 - Programs

What People Want in Life

- Employment (money & self-worth)
- Engagement in community & friends
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom &
Independence



Purposeful, Meaningful Community-based Services

- Increase independence
 - Tailored to an individual's level of need
- Person-centered discovery
 - Encourage the idea of work (not such a bad thing)
 - Explore and verify interests
- Build skills and self-confidence
- Build community and personal network
- Address “non-work” support needs

Services Must Address Needs

- All services are goal-oriented, purposeful
- Based on an individual profile
- Set 5-year goals- what is the plan to get there?
- Focus on essential skills (hard and soft)
- Goals is **independence**
 - Teach don't "expect" it will just happen
- Schedules based on goals and profile
- Be accountable
 - collect data to demonstrate outcomes

Determine Essential Skills

Domains

- Home
- Health
- Love and happiness
- Work
- Community

- ★ Teach for independence
- ★ Teach hard and soft skills in each environment



Skills to Teach- Hard Skills

- Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)
- Telling time
- Money skills
- Math and reading
- Tech skills (computer, phones, internet)
- Navigating from A to B
- Vocational skills

“85% of employers surveyed said
“soft skills”, not technical skills, are
the critical factor in job success”

Stanford Research Institute

Soft Skills and Performance Issues

- Generalizing skills
- Managing time & prioritizing responsibilities
- Making judgments
- Taking initiative, able to work independently
- Solving problems
- Communicating & interacting
 - Manners/sharing/caring about others
- Limited focus/concentration or physical stamina
- Speed and/or Quality
- Work ethic and motivation (attitude)

WHAT DO PEOPLE KNOW? WHAT DO PEOPLE WANT? WHAT DO PEOPLE NEED?

Profile skills and interests

What makes up a PPP?

- Dreams and goals
- Talents
- Skills and knowledge
- Learning styles
- Interests
- Personality traits
(Remember: quirks can be assets)
- Environmental preferences
- Dislikes
- Work experiences
- Support system
- Challenges
- Solutions
(accommodations)
- Values
- Temperament

Positive Personal Profile

Positive Personal Profile

Name: Andrew

<p><i>Dreams and Goals</i> Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone</p>	<p><i>Interests</i> Plays the piano, loves music, Listens to the radio- a lot, has a garden-trying to grow the biggest pumpkin in placer county, likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the SVS dances.</p>
<p><i>Talents, Skills and Knowledge</i> Knows a lot about music and genres (especially show tunes, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SFMOMA library), likes gardening- taking horticulture classes at city</p>	<p><i>Learning Styles</i> Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.</p>
<p><i>Values</i> Being respected by others. Being smart. Being popular- having friends.</p>	<p><i>Positive Personality Traits</i> Punctual!, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.</p>
<p><i>Environmental Preferences</i> Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.</p>	<p><i>Dislikes</i> Chaotic loud places. being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me</p>
<p><i>Work Experiences</i> WorkLink Internships: 1) KQED filing, making labels in DEVO, 2) SFMOMA, shelving art books, 3) Music in schools today= data entry mailings School jobs were cleaning/stocking</p>	<p><i>Support System</i> Family (mom and dad-very supportive)</p>
<p><i>Specific Challenges</i> Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.</p>	<p><i>Solutions and Accommodations</i> Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.</p>
<p><i>Career Ideas and Possibilities to Explore:</i> Music School- community Music school, Blue Bear, Crowden Music school, SF conservatory Duplication houses—Ole West, Mixonic, Revolver Records Piano stores- Sherman Clay, Sheet music Plus, Byron Hyott, Music box, Stern Grove music festival, the SF opera, the SF symphony,</p>	

What do people need to learn?





WORKLINK

Individual Service Plan (ISP) Cover Sheet

Persons Attending Meeting:

Date March 12, 2013

Jules Markward
Individual

Janice Marchward
Parent/Advocate

Sly Leeverman
Worklink staff

Maxine Fernwood
DR Counselor (if applicable)

Betty Smith
RC Social Worker

Other:

Employment Services

Employer: Advent Services Work Hours/week: 28 hours/wk Wage: \$10.60/hr
Position/Duties: Office Clerk Employment Specialist: Sam Gunderson
Total Service Hours Needed/DR/HAB per week: 8 hours

Non-work Activities and Service Needs (Community Day Services)

Level of Satisfaction with current schedule: Love it / It's o.k. / It's not so good / Would like to do new things
Favorite Activities: Work and Zumba Class
Aspects of your schedule that you do not enjoy: I do not see my friends enough- I want them to come to my house.

Strengths	Support Needs
1. <u>Great work ethic</u>	1. <u>Communicating my feelings, thoughts and plans</u>
2. <u>Great memory</u>	2. <u>Budgeting my money is hard</u>
3. <u>Outgoing, very personable and loves to stay busy</u>	3. <u>Change can be difficult for me</u>
4. <u>Able to read and write simple notes</u>	4. <u>Assistance in organizing my calendar and making plans</u>

New Goals

- 1. Learn to cook my favorite foods (chicken and rice, tamales)
- 2. Stay healthy, lose weight
- 3. Learn new tasks at work/improve my computer skills
- 4. Have my friends come over to my house
- 5. Plan outings with my friends
- 6. Learn to add "contacts" to my phone

Total Service Hours Needed/GGRC per week: 10 hours

Signature:

Consumer Name

Date

Setting Goals

- Use Profile. What are goals? What information is needed? More Discovery?
- Build new skills and/or improve old ones (speed & accuracy)
- Look for ways to increase independence in all environments/domains
- Don't forget about soft skills (communication, problem solving, initiative)

Where to Teach?

- Get creative
- Use the internet to locate potential sites
- Look for inexpensive/free opportunities
- Develop diverse sites with consistent, challenging tasks
- Be strategic– not opportunistic
- Follow DOL guidelines for volunteering
 - Non-profits
 - Volunteer coordinators and processes

Community Sites & Resources

- YMCA (health, hygiene, childcare, administrative tasks)
- Ronald McDonald houses- ILS skills
- Park & Rec (landscaping, classes, swimming pools, tennis courts, basketball)
- Churches (cooking group)
- Non-profits galore (environmental, community service, health, animals, cultural, education, art, music,..)

It is all about Teaching Skills

Not just “Outings” or “Field Trips”



Teaching in Community Environments

- Environmental inventory
- Skills assessment
- Task analysis & baseline of individual's skills
- Repetitive practice
- Consistent schedules
- Data collection

Systematic Teaching is Crucial

Preparing to Teach

- Environmental Analysis
- Identify skills to teach (curriculum)
- Job Analysis
- Task Design/ Standard Work
- Task Analysis (specific to the learner)

Teaching

- Delivering and fading assistance
- Identifying and teaching to cues
- Utilizing reinforcement
- Assessing progress
- Addressing difficulties
- Collecting data

Systematic Instruction

- Standardize the job- task analysis
- Assess current skills (baseline performance)
- Determine instructional strategy (chaining vs. whole task, language and prompts)
- Prompt fade hierarchy (cues)
- Reinforcement
- Build in or fade to natural/available supports & reinforcements

Filing A/P for the SF/MOMA

SF MOMA	Date	2/6	2/8	2/11	2/13	2/20
Accurately types labels for files	DV	+	+	+	+	+
Creates file if three or more invoices	DV	IDV	R	+	+	+
Creates file for blue forms (employees)	DV	IDV	R	+	+	+
Places checks in date order (newest on top)	DV	DV	DV	IDV	R	R
In miscellaneous files, places checks in ABC order	DV	M	DV	IDV	R	R
Able to file folders into proper spot in drawer	+	+	+	+	+	+
Files checks correctly (person-last name, Business-1st letter)	DV	IDV	R	+	+	+
Able to file according to fiscal year (July 1st-June 30th)	DV	DV	DV	IDV	IDV	IDV
Files checks carefully-1 at a time	+	+	R	+	+	+
Quality checks name before putting in check file	+	R	+	+	+	+
Removes misplaced checks and refiles	DV	DV	DV	IDV	IDV	IDV
Able to pull checks requested by accountants	M	DV	+	+	+	+
Level of Independence		25%	33%	66%	66%	83%

Prompt/Cue:

P= Physical

DV=Direct verbal

IDV=Indirect verbal

M= Model

G=Gestural

R=Reinforced after performed

+ = completed independently

Goals/Objectives

- Goals are broad (500 foot level) statements, objectives are components of the goal.
- Must be observable, measurable focused on what you want to see happening or skill performed.
- Include a criteria for success. Put some numbers on it.

Writing Goals/Objectives

- Goals are based on assessments/evaluations
- Start by defining situation
 - *Given a clipboard and laminated checklist*
- Action or outcome we want to see
 - *Anna will independently collect hangers from 3 sections of the store and replace place rolling racks*
- Criteria (performance level that makes sense)
 - *4 consecutive days worked.*
 - *85% independence not OK for street crossing*

Examples of Bad Objectives

- Betty will learn to cook.
- Harry will improve his interview skills.
- John will attend employment training class two times a week and will participate in 3 community outings per year.
- Yvette will not bug her co-workers.
- Sam will do a good job at work and will work quickly.

So ...Good Objectives

- Given picture recipes, Betty will independently prepare 3 balanced (healthy) meals for breakfast, lunch and dinner.
- At cooking group, Betty will use the pot holders correctly and independently to remove hot trays/baking dishes from the oven 5 consecutive occasions.

More Good Objectives....

- Given an assigned project (i.e. create labels and folders for 50 documents), John will independently gather his materials and set up a work process that is efficient 3 out of 4 jobs.
- Sam will independently greet his manager with a smile or wave/hand shake 3 out of 4 work days.
- Carol will independently drive her chair throughout the office safely (without hitting walls or cubicles) 3 consecutive occasions.

***That which is measured,
gets done.***

- Michael Le Bouef

Collecting Data

- Collect only relevant data and what is needed
 - Probe once a week vs. every minute/every day
- Keep it simple
 - You want to spend your time teaching, not counting
- Make it visual
 - Graphs vs. log notes
- Critical goal= collect data
 - Street crossing vs. greeting co-workers
- Who collects it?
 - Self-monitoring is a very effective strategy

Date:

Recipe:

Delmy G.

Jonathan.

Karla Y.

Jason L.

Nickr M.

Cooking Skills Inventory

Finds items in grocery store					
Washes hands					
Identify appropriate cookware					
Uses measuring utensils					
Uses can opener					
Washes fruits and vegetables					
Uses stove					
Uses oven					
Uses toaster					
Uses microwave					
Identifies when food is cooked					
Uses kitchen timer					
Sets the table					
Washes dishes					
Manners					
Waits for others before eating					
Says "please" & "thank you"					
Says "Pass the ____, please"					
Places napkin on lap					
Offers to others before seconds					
Says "excuse me"					
Uses utensils properly					

Notes (following recipes, safety, details)

Client:

Client:

Client:

Client:

Client



No prompts



Less than 3 prompts



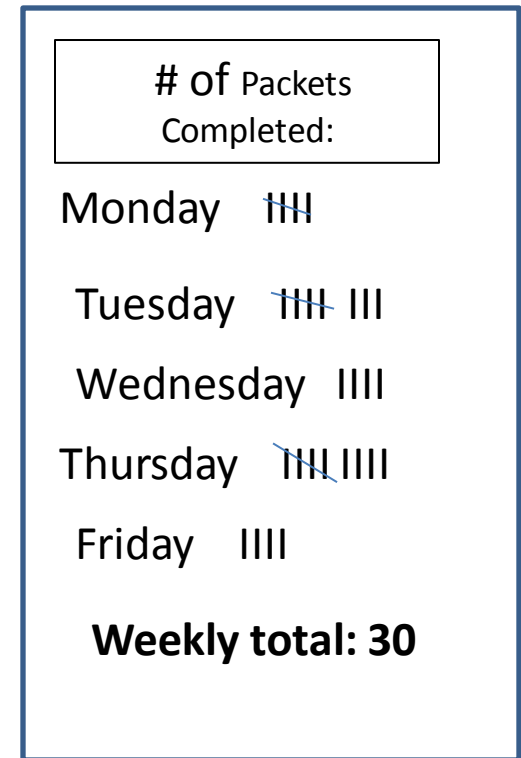
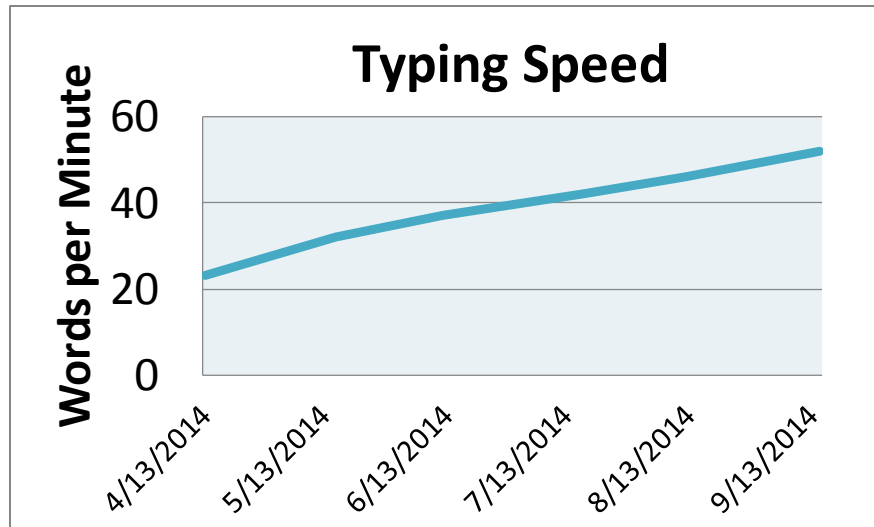
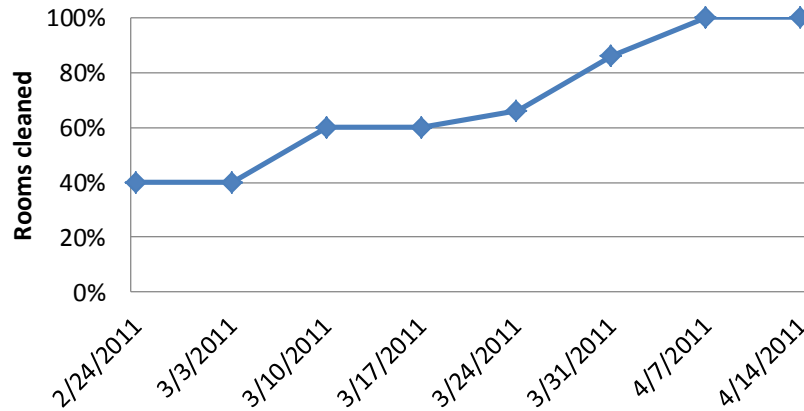
More than 3 prompts

Track Progress, Collect Data

Intern: Allison

Objective: Wipes down 15 Exam rooms in Family

Medicine



Keep it simple and relevant

Performance Summary



workLINK

NAME:

Dates attended:

	Date:	Date:	Date:	Date:
Employability Skills	Baseline	1st Rotation	2nd Rotation	3rd Rotation
Appearance				
Attendance/Punctuality				
Initiative/ Can work independently				
Interpersonal Skills				
Work Quality				
Work Pace				
Accepts feedback/ Follows direction				
Motivation/Work Ethic				
Problem solving skills				

KEY

Limited skill/Needs assistance	
Some competence but needs reminders and support	
Advanced, able to perform with only limited assistance	
Independent/professional	

Comments:

DATA COLLECTION

Critical data?

Probe vs. Daily?

Measurement—
inter-rater
reliability?

Data is Summarized Quarterly

CONSUMER OBJECTIVES: Jules Markward		STAFF: Sly Leeverman	3/13-3/14
<p>Domain: Domestic Educational Health Social-Recreational Vocational Funding Source: DR / GGRC</p> <p>Goal: To learn prepare health foods and to cook safely</p> <p>Objective: Jules will use the stove top, oven (and microwave) to prepare 4 breakfast and 4 dinner items safely and independently. She will plan healthy meals and also use a knife to chop vegetables and meat.</p> <p>Current Performance: Jules will prepare some meals at home, but they are very basic and usually come in a box.</p>		Quarter 1: 03/13	
<p>Action Plan: Frequency of support: 2 x week Jules will attend Project Open Hand 1x week, and will work in the kitchen, where she will learn basic food preparation skills such as using a knife properly, using a peeler, de-seeding produce, and making meatballs. 1x week she will participate in a meal planning/grocery shopping/cooking group.</p> <p>Jules will compile a recipe book of her favorite meals so she can learn to make these items.</p>		Quarter 2: 07/13	
<p><i>START DATE REVIEW DATE TARGET DATE</i> 03/13 quarterly 03/14</p>		Quarter 3: 10/13	
<p>Domain: Domestic Educational Health Social-Recreational Vocational Funding Source: DR / GGRC</p> <p>Goal: Learning how to arrange dates and outings with her boyfriend and friends</p> <p>Objective: Jules will go on at least 2 outings/activities with her boyfriend/friends each month. Jules will collaborate with people to coordinate/organize these activities, and will inform her family/roommate of her plans.</p> <p>Current performance: Jules currently tries to organize dates with Phillip, but forgets to include him in the planning process or telling him about them in advance. This leads to Jules being very angry in general. Jules needs to work on making plans with the person she wants to spend time with and not assuming that they will be joining her.</p>		Quarter 4: 01/14	
<p>Action Plan: Frequency of support: at least 1 x month</p> <ul style="list-style-type: none"> A. Staff will work on getting Phillip and Jules together so they are able to make plans together. B. Staff will support Jules in arranging dates before the dances so they can have more 1-on-1 time. C. Staff will work with Jules to call and remind her friends of their plans the night before. 			
<p><i>START DATE REVIEW DATE TARGET DATE</i> 03/13 quarterly 03/14</p>			

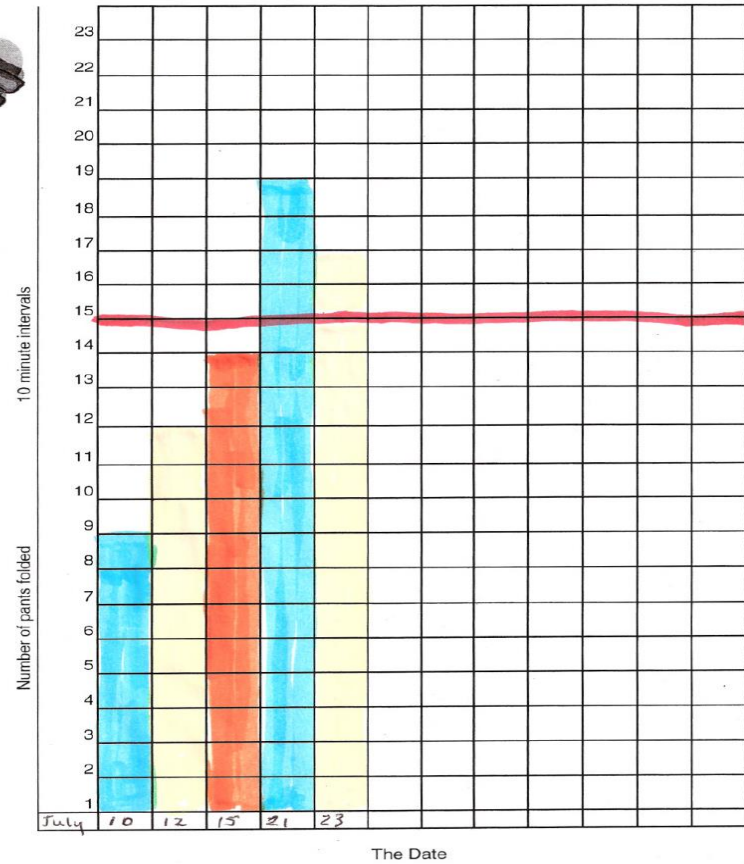
Make Process & Expectations are Clear

- How much, by when (bar graph)
- How fast (model, clap a speed)
- Quality, accuracy more important than speed—measure this
- Self –monitoring the best of all worlds
 - Gives immediate feedback
 - Gives individual a sense of control
 - Builds independence, requires less job coaching

Self-monitoring Productivity by Graphing



Nick at Nike



PROGRAMMATIC GOALS

How do you measure success for programs that are community-based and individualized?

A Panscofar's Scatterplot

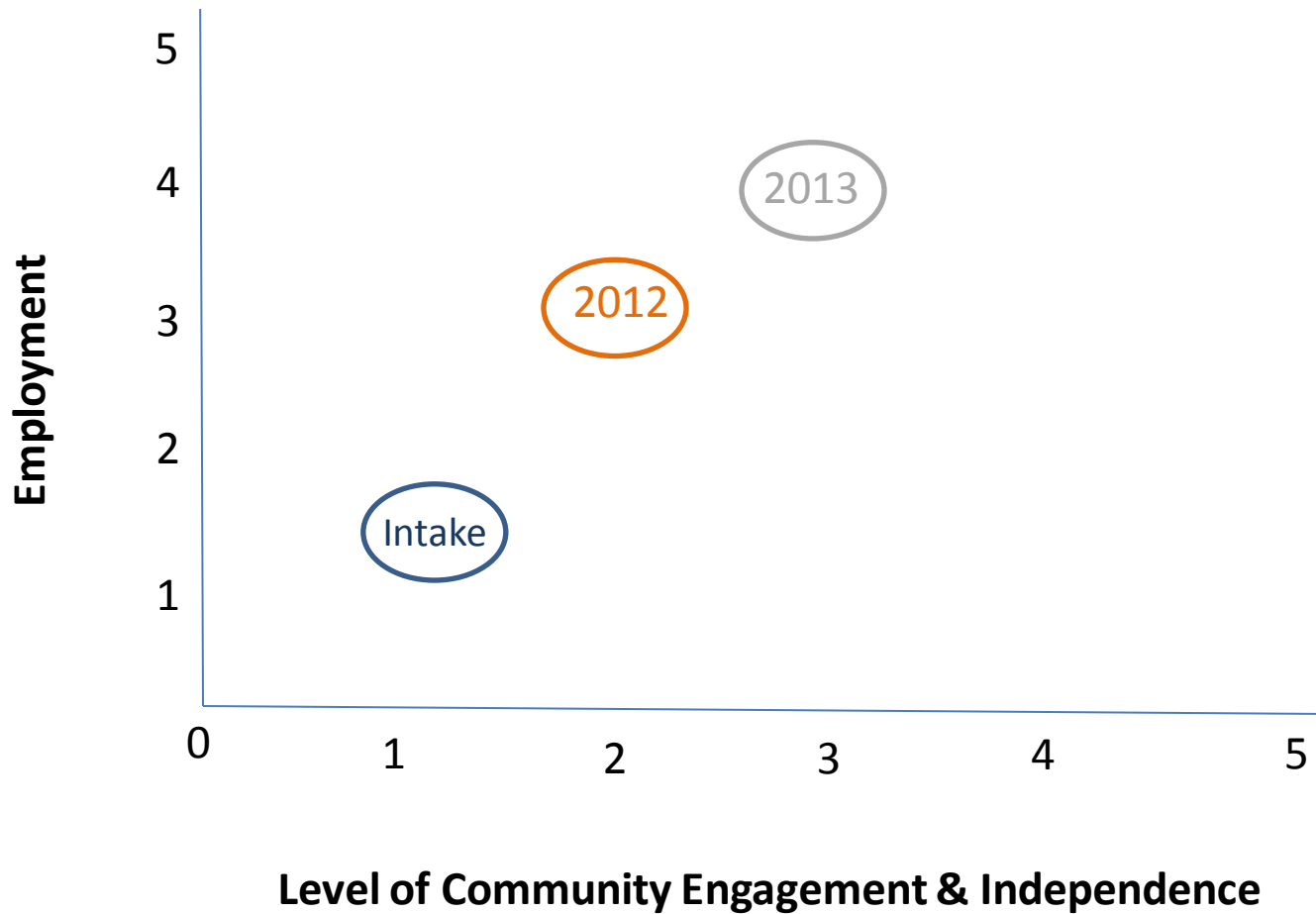
- WorkLink uses it to measure and visually represent the progress of individuals enrolled in our program on two factors: employment and community engagement
- Not to show a correlation between employment and community engagement- but to plot two measures of success in one graph for the people we serve
- To motivate the individuals and program staff
- To help individuals develop more purposeful goals and better service plans

Two Scatter Plots are done

- An Assessment of an individual's "levels of independence" is done prior to the annual planning meeting. Each year the individual plots his/her progress on a personal graph.
- A Scatter plot is also done for the entire program and is used to determine overall effectiveness of services and keep staff focused on promoting *Independence*.

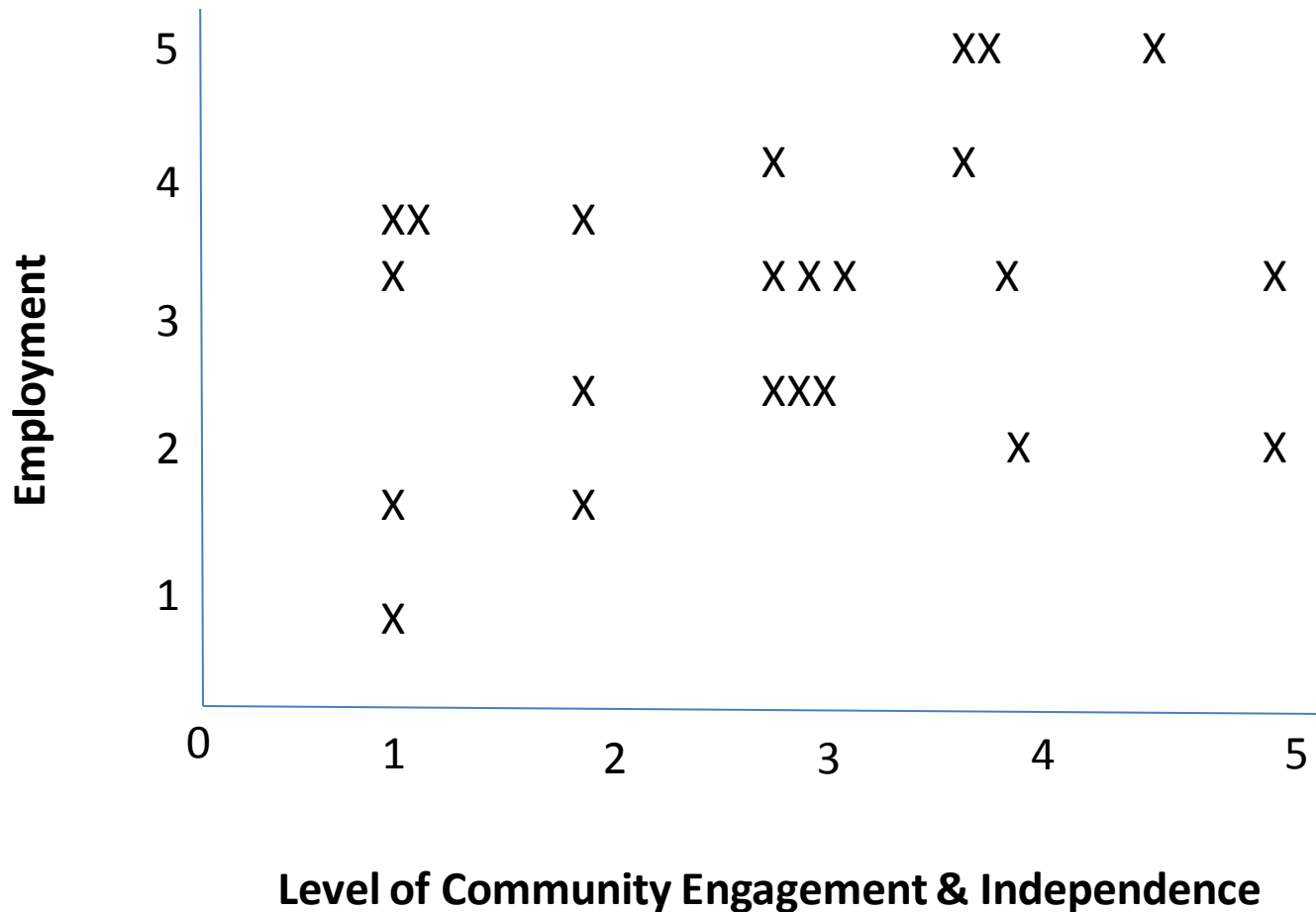
Keeping People Moving Forward

Scatter plot for Anna



Keeping People Moving Forward

Scatter plot for WorkLink



Levels of Independence: Employment

Level 1- 100% support at community-based volunteer sites, Community Instructor provides high level of instruction and support, hand-over-hand instruction, partial participation

Level 2- Able to work 2-3 hour stretch, building stamina, developing an understanding of responsibility and work ethic, able to complete tasks with some indirect assistance

Level 3- Employed in a paid position, Able to use tools to work (charts, checklists), Job Coach support is needed 75% of the time.

Level 4- Takes initiative to find new tasks when done with assignments, problem-solving independently or with help from natural supports on site, Job Coach support has faded to 50% of the time.

Level 5- Able to work very independently, earns a livable wage, financially stable, needs just follow-along support 25% or less (check in's & random situations). Able to advocate effectively for self, attends work events with co-workers with little or no support from staff

Levels of Independence: Community Engagement

Client: Amanda Bartlett WorkLink Annual Assessment of Skills and Independence	Staff: Sam & Jenny		Date: 2/22/14		
	Level of Independence				
	1 Never (<25%)	2 Rarely (25%)	3 Sometimes (50%)	4 Usually (75%)	5 Always (near 100%)
	Direct support & instruction	Direct prompting	Indirect prompting	Spot check, occasional reminders	Independent
Home, Health and Safety					
Does household chores (cleaning, dishes, laundry)			3		
Able to buy own groceries	1				
Can prepare a meal safely		2			
Prepares own meals	1				
Makes healthy food choices	1				
Exercises regularly		2			
Maintains good hygiene		2			
Controls bodily functions		2			
Appears clean and appropriate in public			3		
Prepares for the day effectively				4	
Can tell time or has a functional sense of time				4	
Aware of weekly schedule					5
Can say and/or write own name					5
Knows fire safety				4	
Community					
Is punctual			3		
Maintains consistent attendance					5
Crosses the street safely					5
Aware of safety on public transportation					5
Travels independently on preset routes					5
Problem solves effectively if lost					5
Carries ID card, Clipper Card and emergency info					5
Carries and uses cell phone appropriately	1				
Can complete a transaction at a store					5
Responsibly monitors spending	1				
Social/Recreational					
Interpersonal skills (greet others, eye contact, etc.)					5
Learns names of others			3		
Engages in appropriate conversations					5
Exhibits age appropriate behavior					5
Knows and adheres to pleasant manners			3		
Has a positive attitude; friendly, likeable disposition				4	
Has friends and cares about/shows interest in others				4	
Makes plans outside of program			3		
Behavior					
Accepts feedback and instruction		2			
Communicates wants and needs					5
Asks for help when needed		2			
Controls temper / manages frustration				4	
Flexible when unexpected changes occur	1				
Average Score	3.4				

Other Program Measures

- Balancing needs of program with needs of individuals can be difficult (quick placements vs. right job)
- Customer satisfaction
- Number of people served
- % of people working
- Wages/hours
- Number of day service hours
- Average number of months from enrollment to placement; placement to stabilization; retention.

Other Ideas?

- Make it visual– post it for all too see.
- What has worked for your organizations?
- Any tools or ideas to share?

For More Information:

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