



Community Life Engagement

AAIDD Annual Meeting
June 7, 2016

A project of

ThinkWork!

at the Institute for Community Inclusion, UMass Boston





What is Community Life Engagement?

- ❖ Supports for people with intellectual and developmental disabilities (IDD) to access and participate in their communities outside of employment


Why is it important now?

Recent federal guidance

- ❖ Department of Justice: in order to comply with ADA, states must provide day and employment supports in integrated settings
- ❖ CMS: new home and community-based settings rules

"The Home and Community-Based setting... Provides opportunities to seek employment and work in competitive integrated settings, **engage in community life**, and control personal resources." (CMS 2014)

	<i>Work</i>	<i>Non-Work</i>
<i>Community</i>	Integrated Employment	Community-Based Non-Work/Community Life Engagement
<i>Facility</i>	Facility-Based (Sheltered) Work	Facility-Based Non-Work (Day Habilitation)





Jen's Perspective: ICI Community Life Engagement Project

2014-2015 SELN Community of Practice
Expert Interviews
Promising Practices series
Provider case studies

2015-2016 Develop and pilot guideposts and toolkits

2016-2017 Refine and disseminate guideposts and toolkits
State IDD agency survey



Debbie's Perspective: Community Life Engagement

2007-2010 Six State Real Choice Systems Change
Person Centered Thinking
Engaged Leadership
Development of PCT Coaches
Use of Value Based Skills

2010-2016 Hiring and Matching Staff
Strategic Planning
Continuous Learning
Building Capacity-Identifying Potential
Nurturing and Building Social Capital
Community Life Engagement

Community Life Engagement: Four Guideposts

- 1. Individualize supports for each person**
- 2. Promote community membership and contribution**
- 3. Use human and social capital to decrease dependence on paid supports**
- 4. Ensure that supports are outcome-oriented and regularly monitored**

Guidepost 1: Individualize supports for each person

- ❖ **Show understanding of personal preferences, goals, interests, and skills**
- ❖ **Emphasize person-centered planning and discovery**
- ❖ **Consider creative grouping, staffing, and scheduling**

Individualize support for each person



Thinking about what's important to Angelica in the future about work...

What support would I need? I don't like... I don't like... I don't like... I do like... I do like... I do like... I would like... I would like... I would like...	What am I good at? I am good at... I am good at... I am good at... I am good at... I am good at... I am good at...	What have I found? I have found... I have found... I have found... I have found... I have found... I have found...
What work am I interested in? I am interested in... I am interested in... I am interested in... I am interested in... I am interested in... I am interested in...	What do I not want to do? I do not want to do... I do not want to do... I do not want to do... I do not want to do... I do not want to do... I do not want to do...	What do people like and admire about me? People like... People like... People like... People like... People like... People like...
Who can help? My parents... My parents... My parents... My parents... My parents... My parents...	Where would I want to be in the future? I would like to work... I would like to work... I would like to work... I would like to work... I would like to work... I would like to work...	

Partnerships - Project Search

Who: CPEP, School System, Voc Rehab, Business, Community, Families, Governor's Council

What: Develop relationships, Identify needs, Identify strengths, Identify barriers, Identify solutions

Where: Business, College, Local Hospital, Manufacturing, Voc Rehab, Transition Funding, School System, Teacher, CPEP, Job Coach, Governor's Council, Architect Building

When: Schedule, Identify, Identify, Identify, Identify, Identify, Identify, Identify, Identify, Identify

Community Outcomes: Project Search... Identify... Identify... Identify... Identify... Identify... Identify... Identify... Identify... Identify... Identify...

George Learning Community

Learning Community for Person-Centered Practices

Identify... Identify... Identify... Identify... Identify... Identify... Identify... Identify... Identify... Identify...

Guidepost 2: Promote community membership and contribution

- ❖ Start with inclusive settings and activities**
- ❖ Ensure staff presence does not limit connections with other community members**
- ❖ Place value on not just presence, but membership in the community**
- ❖ Consider an individual's preferences**

Promote community membership and contribution



Guidepost 3: Use human and social capital to decrease dependence on paid supports

- ❖ **Use social capital to create natural supports**
- ❖ **Teach skills to build human capital**

Use human and social capital to decrease dependence on paid support



Guidepost 4: Ensure that supports are outcome-oriented and regularly monitored

- ❖ **Emphasize goals rather than processes**
- ❖ **Hold CLE supports to clear state and federal expectations and guidance**
- ❖ **Lead to or complement employment**

Ensure that supports are outcome orientated and regularly monitored



For more information

- ❖ CommunityLifeEngagement.org
- ❖ ThinkWork.org
- ❖ Jennifer.sulewski@umb.edu