We create opportunities for independence for people with disabilities through research, education, and consultation

IL-NET

**IL-NET, a project of ILRU —
Independent Living Research Utilization**

Independent Living Skills Training for Transition to the Community

Presenters:

Jane Schiele

Rebecca Payton

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What You Will Learn

- How IL philosophy and CIL staff support a successful transition process by reinforcing the peer-to-peer approach.

- Skills and services most often needed by individuals who are transitioning out of an institution and into the community.

- The process for assessing an individual's training needs prior to and after the transition.

- How to assist individuals to develop a personalized independent living skills training plan to ensure their successful transition and integration into community living.

Our Focus: Identify, Learn (or Relearn) Independent Living Skills

- This is *one piece* of the entire transition process – not a global training on the entire transition from institution to community process.

Our Focus

- Not only do we assist the person getting out of the institution, but *by building independent living skills, we can help get the institution out of the person.*

- Everyone has the right to the dignity of risk.

Peer-to-Peer Approach

- Peer-to-Peer – Non-Hierarchical

  - Start to rid the person of the hierarchy that was imposed since day one in the institution.

  - Empowerment – Listen to the individual's experience as a peer and mentor.

- Identify Independent Living Skills together for best success in the community.

- Start (re)building skills while in facility.

- Remember – Some of these much needed Independent Living Skills were not taught or were lost in the facility.

Assessment – A Non-Judgmental Approach

- A non-judgmental approach is critical to success.
- People who feel that disclosing information will prevent them from transitioning will not share critical information.
- Empathy creates understanding.
- Consider when consumers are assessing your needs rather than their own.

Assessment– Get Curious

- Get to know the person in a "curious sense" not clinical.

- Questions to ask—
    - What were your interests before entering the facility?
    - What hobbies/activities have you kept up while in the facility?
    - What are your passions/dreams?

Assessment – Questions to Ask

- If the person had a disability prior to entering the facility, did she or he enter the facility not knowing important independent living skills?

  - If so, it may be important as the transition facilitator to teach these essential skills or to support the person in finding the right resources.

Assessment – Questions to Ask, cont'd.

- Did the person go into the facility because of acquiring a disability?

    - If the individual did not have experience living in the community with a disability, peer support and modeling are critical to a successful transition back into the community.

Assessment – Getting Back into the Community

- Plan an outing. The trip will utilize multiple skills such as planning the trip, travel skills, money management, communication skills, establishing a comfort level of being in the community and offer you a chance to support the individual and assess what skills need to be taught.

- Meet with a home health agency and ask the individual to identify and talk about his or her precise daily needs over a 24-hour period.

Teaching Independent Living Skills

Utilize situations that arise organically as much as possible.

- Prioritize with the individual which skills she or he would like to learn first. Utilize open-ended questions and formalized checklists.

- Acknowledge that the skills you want to teach may not match up to what the person wants to learn.

- Teach in the moment when you don't have the luxury to prioritize.
  - As the needed skills become obvious, take the time to teach or re-teach the skills.

Use What Services your Center is Already Offering

- IL Skills Classes
- Peer Groups
- Individual Peer Mentoring

Peer to Peer Support/Mentoring

- Overcoming Learned Helplessness
- Empathy
- Excellent Listening Skills
- Problem Solving Together

Approaches to IL Skills

- One-on-One
- Modeling/doing it together
- Bring a class to the facility
- Work with the facility

Questions & Answers

IL Skills Commonly Useful for Community Living

- Self-Advocacy

- Mobility/Travel Training

- Money Management

- Socialization

- Interpersonal Skills (Re)Building

Useful Skills, cont'd.

- Attendant Management

- Organization and management of priorities and schedule.

- Safety and survival

- Household Management

Self-Advocacy

- Put a voice to one's needs.

- Keep asking "What do you need here?"

- Identify medical needs, housing, and benefits.

- Identify durable medical equipment, assistive technology, and accessibility needs in the community

- Support the individual in self-health education.

Self-Advocacy, cont'd.

- Provide support in making their own phone calls, writing emails, etc. for resolving personal situations. Use application processes and snafus with benefits, housing applications, etc. as teachable moments.

- Support them in arranging their own transportation.

- Encourage the person to register to vote.

- Introduce them to ADAPT.

- Offer advocacy classes at the Center.

Mobility/Travel Training

- Travel together, or meet in the community.

- Make a stop at the facility and bring a person along from there.

- Teach or refer for vehicle transfer skills.

Money Management

- Teach skills in putting together a budget.

- Support the person in opening a bank account.

- Teach skills in online banking, autopay and more!

Socialization

- Offer a Peer Support Group for individuals wanting to transition out and those who have left facilities.

- Invite facility residents to Center for home cooked meal.

- Hold classes and parties at your Center.

- Match up with individual peer mentor, someone who transitioned out or has a similar disability.

- Seek out churches, old friends, or community classes.

- Share volunteer opportunities.

- Once moved, support person in meeting the neighbors.

Interpersonal Skills (Re)Building

- Acknowledge grief of leaving facility.

- When relevant, refer for substance abuse/support groups before leaving facility.

- Suggest person invite friends from facility to new home.

- Talk about the adjustment of living alone.

- Discuss family integration or lack of integration issues.

Attendant Management

- Offer the person a real life opportunity to learn and take control of attendant management before the transition.

- Offer skill building in how to:
  - Communicate needs in a way that's respectful to self and caregivers.
  - Set appropriate boundaries.
  - Identify the difference between assertiveness vs. aggression.

Organization and Management of Priorities and Schedule

- Offer skill building in how to:
  - Order and pick up prescription medications.
  - Keep appointments or call if consumer can't make appointment.
  - Maintain a calendar for medical appointments and attendant care.

Community Resources

- Share information and resources on:
  - Practical Resources: Social Security office, bank, food banks.

  - Community Engagement Resources: churches, library, clubs.

Skills for Safety and Survival

- Offer skill building in how to:
  - Obtain weather and disaster alerts.
  - Create an evacuation plan.
  - Create an emergency list.
  - Communicate with first responders.
  - Identify and access disaster shelters.

Household Management—Safety Routines

- Maintain smoke and carbon monoxide alarms.
- Keep a fire extinguisher easily accessible.
- Store knives in a block or sheaths.
- Keep clutter to a minimum.
- Unplug appliances that are not in use.
- Turn on burners only after pots or pans are in place, etc.
- Secure online banking and other cyber accounts.

Household Management

- Offer skill building in how to:
  - Cook and organize a kitchen
    - Organize the pantry and refrigerator.
    - Store food properly in containers or plastic wrap.
    - Clean vegetables, fruits, fish, and meat before eating or cooking.
    - How to find and follow recipes.
    - How to use the stove, oven, microwave, or similar tools to prepare food
  - Do laundry.

Household Management, cont'd.

- Get rid of trash – Where do the garbage and recycling go?
- Take care of floors. (sweeping, mopping, vacuuming, and shampooing rugs as needed)
- Take care of furniture. (dusting and polishing as needed)
- Clean the bathroom. (scrubbing bathtub or shower stall, disinfecting toilet bowl, cleaning sink and counter space)
- Manage general tasks. (organizing and storing household goods and cleaning supplies)

Starting Anew

- Not only assisting the person to get out of the institution, but also *getting the institution out of the person.*

What If?

- How do I do all this if our Center is not doing a lot of transition?
    - Develop a peer support group and invite people from the institutional facility.
    - Ask facility social workers for referrals to your IL skills program.
    - Offer to do a group at the local facility.
    - Ask your local ombudsperson program for referrals.

Questions & Answers

Final Questions & Answers and Evaluation

Any final questions?

Please click the link below to complete the evaluation survey:

http://www.surveygizmo.com/s3/3281707/CIL-NET-Webinar-IL-Skills-Training-in-Institutional-Facility-Transition-January-11-2017

Contact Info for Our Presenters

Center for Disability Rights

Rebecca Payton – rapayton@rcil.org

Center for People with Disabilities

Jane Schiele – jane@cwpd.org

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