

ALTERNATIVES UNLIMITED, INC.
Redefining Community

AGENCY MISSION
Skills + Supports = Success

AGENCY VISION
Real Jobs + Real Homes + Real Relationships
= Satisfaction

RECOVERY/DISCOVERY VISION
Human Resilience + Opportunities for Meaningful
Roles = A New Life Purpose

CONTENT OUTLINE

REHABILITATION TEACHING APPROACH

Definition:

A person-centered approach which assures for each individual those critical skills and supports to successfully live, work, socialize and learn in the setting of his or her choice with maximum use of community networks.

Benefits:

This Rehabilitation Teaching Model enables the practitioner to:

1. Motivate each individual to take an active part in his/her own rehabilitation.
2. Establish personalized and meaningful goals with each individual that are mutually agreeable.
3. Monitor individual progress through a step-by-step plan of interventions.

Skill Behaviors:

1. Diagnosis: Develop a clear understanding of the individual's skill strengths and deficits and needed resources as they relate to the chosen environment.
2. Planning: Identify and prioritize the specific interventions to be used and who is responsible for implementing and monitoring them.
3. Intervention: Reach the target goals by direct skill teaching, reinforcement programs, and/or resource development activities.
4. Outcome: Determine if the interventions contribute to helping the individual become more successful and satisfied in the setting of their choice.

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THE REHABILITATION TEACHING APPROACH

DIAGNOSIS

1. Readiness
2. Overall Rehabilitation Goal
 - A. Stabilize
 - B. Transition
3. Functional Skill Assessment
4. Resource Assessment

PLANNING

1. Prioritize critical needs
2. Select best interventions
3. Determine responsibility for the intervention
4. Set time frames

INTERVENTIONS

1. Skill development
 - A. Teach critical skills (acquisition)
 - B. Reinforce skill use (application)
2. Resource development
 - A. Link supports
 - B. Mobilize supports
 - C. Create supports

Name: Leesa Assisted by: Mary Jones Date: 6/10/99 Environment: Walnut Street House

PART I: Rating Need For Change

Directions: Explore the individual's relative satisfaction with his/her current environment. Identify the person's feelings and reasons for his/her feelings about the people, the place and the activities in that setting. Next, assist the person to rate his/her overall Need For Change Note: The more dissatisfied, the greater the need for change. Therefore, assign the following values: High Need = 75-100%; Mixed or Medium = 40-74%; Low = 0-39%

Characteristics	Feelings	Reasons for Feelings
People: Roomate Sue Mary, staff Other Housemates	Annoyed Pleased Angry	b/c she is very sloppy & always leaves her dirty clothes all over b/c she supports me when I feel down and teaches me how to cook better b/c they never do their part cleaning up & they eat too much without sharing
Place/Equipment/Setting: My Room House location The downstairs area	Frustrated Disappointed Upset	b/c it's too small and not enough windows b/c it's not close enough to town to be able to walk, staff have to drive you b/c it's too smokey, even though there's a smoking room
Activities/Routines/Services: Group meeting Mealttime Meetings with Case Manager	Bothered Unhappy OK	b/c people always get on your case and try to make me talk b/c it's too chaotic, people yell and fight over the food b/c she talks to me about how frustrated I get with things around here and helps me calm down when I'm angry

Overall Need for Change Rating: High - 90%

PART II: Rating Overall Pressure to Move

Directions: Assist the person to rate the degree of pressure to move that s/he feels from the people in the environment either because of his/her lack of success or the transitional nature of the program. Score High Pressure: 75-100%; Moderate Pressure: 40-74%; Low Pressure: 0-39%.

Overall Pressure Rating: Moderate - 50%

Rationale for Rating: Leesa is a successful member of Walnut Street House. She fulfills all the daily requirements, but doesn't get along particularly well with the majority of her housemates and would probably be happier in her own place.

READINESS RATINGS AND DEVELOPMENT STRATEGIES

Directions: Rate the strength of each readiness element with a “3” for High; “2” for Medium; or “1” for Low, then list relevant strategies to further develop readiness.

COMMITMENT: Degree to which the person wants to change, sees the benefits, believes in self and is confident in available supports

<i>Rating</i>	<i>Definition</i>
3	person wants to make a change (new home)
2	person is confident in his/her ability to make the change (“can do”)
3	person feels that support will be provided to help him/her reach the goal
3	person believes that the outcome of the change will be positive (sees the benefits)
3	person is willing to invest time to work on a change goal
Sum: <u>14/15</u> = <u>93</u>% Strategies for development: None Needed	

PERSONAL CLOSENESS: Degree to which person feels connected to others, especially case manager

<i>Rating</i>	<i>Definition</i>
2	person meets regularly with case manager
2	person is comfortable when interacting with case manager
2	person likes to spend time with others
2	person requests assistance from case manager
1	person is able to merge his/her perspectives with those of staff
Sum: <u>9/15</u> = <u>60</u>% Strategies for development: Meet case mgr once/wk for hanging out/cooking & once/wk to focus on goals	

SELF AWARENESS: Degree of person’s clarity about values, interests, preferences and approach to making decisions

<i>Rating</i>	<i>Definition</i>
2	person is able to describe his/her past interests (likes/dislikes)
1	person is able to identify his/her present interests (likes/dislikes)
1	person is able to identify his/her personal skill strengths & deficits
1	person is able to describe how s/he goes about making decisions
1	person is able to identify his/her personally relevant values
Sum: <u>6/15</u> = <u>40</u>% Strategies for development: 1) <i>Keep a Journal on up & down moods & coping strategies used</i> 2) <i>Attend “What’s it to you?” Values/Preferences/Choices Group</i>	

ENVIRONMENTAL AWARENESS: Degree of person’s knowledge about residential options (location, characteristics, responsibilities)

<i>Rating</i>	<i>Definition</i>
3	person is able to describe the physical settings of previous homes
3	person is able to describe his/her responsibilities in previous homes/apts
2	person is able to name some of his/her potential future living options
2	person is able to describe the physical settings of potential future homes
2	person is able to describe the responsibilities in potential future homes

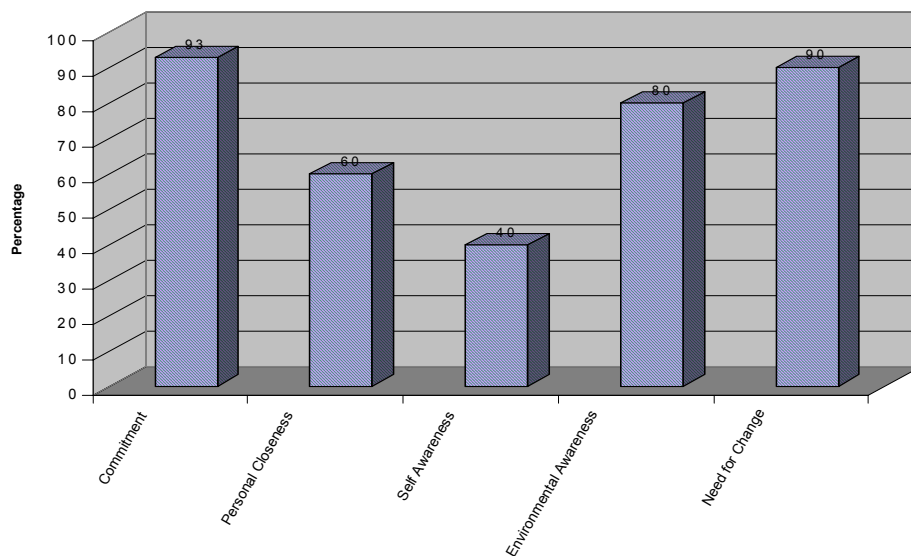
Sum: 12/15 = 80 %
Strategies for development: Attend “House Calls” group to explore future living options

NEED FOR CHANGE: The degree of internal pressure (dissatisfaction) and/or external pressure (lack of success) that the person feels to leave their current residential setting.

<i>Rating (H-M-L)</i>	<i>Definition</i>
H	Person is dissatisfied with his/her current residential setting OR
L	Person is unsuccessful meeting the demands of the residential setting
M	Staff in the current residential setting encourage the person to leave
L	Gatekeepers in the residential setting indicate that the person must leave

SUMMARY RATING: Need for Change = HIGH

Profile of Leesa's Readiness to Change



SETTING AN OVERALL GOAL
Options Rating Worksheet

Name: Leesa Assisted by: Mary Jones Date: 7/11/99

Directions: Write down criteria for choosing in left column and the name of each option across the top. Based on the research information on the Research Worksheet, rate each option “5” for “High”, “3” for “Medium” or “1” for “Low” as you judge the degree to which each criteria is met in each option. Total and compare scores to determine choice of environments. Note: The highest option should score at least two thirds of available points to be considered a favorable option. Next have the individual rate the degree of support from people who are important to him or her. Consider whether their support will have any impact on the individual’s goal. Finally, state the overall rehab goal including the preferred timeline below.

Personal Criteria	Researched Options			
	Apt. in Milford	Apt. in Worcester	Apt. in Bellingham	Apt. in Medway
1. Liberal Pet Policy	5	1	3	5
2. Affordable Rent	5	1	1	3
3. Walkable to Stores	5	5	3	3
4. Near Family	5	1	5	3
5. Full Kitchen	3	3	3	3
6. Commuting Distance to Friends	5	1	3	3
7. Ample Natural Lighting	3	3	3	5
8. Friendly Neighbors	5	3	5	5
(Sub) Totals	36/40=90%	18/40=45%	26/40=65%	30/40=75%

Support for Goal Rating: (High/Medium/Low/Mixed) High

Overall Rehabilitation Goal: Leesa will live in her own apartment in Milford by January 1st

ANALYZING THE EXPLICIT, IMPLICIT AND PERSONAL REQUIREMENTS OF THE TARGETED ENVIRONMENT

Name: _____ Leesa _____ Assisted by: __ Mary Jones _____ Date: ____ 11/28/99 ____

Overall Goal: Leesa will live in her own apartment in Milford by January 1st _____

Directions: On the chart below, identify the explicit and implicit requirements of the targeted goal environment. Explicit requirements are found in house rules, lease agreements, job descriptions, company or program policies, etc. Implicit requirements are found by understanding cultural or group norms, unspoken expectations, unwritten policies, general rules of conduct, etc. Also list the individual's personal requirements. These are necessary supports, special accommodations, and other personal considerations that the individual (or you) believes s/he needs to have or to do to be successful in the targeted environment. Next, rate each item using the rating scale provided below.

EXPLICIT REQUIREMENTS	RATING	IMPLICIT REQUIREMENTS	RATING	PERSONAL REQUIREMENTS	RATING
Pay rent 3 rd of the month	P-	Be nice to neighbors	P+	Ride to volunteer work	R-
Smoke safely	P+	Keep apartment clean	BAR	Assistance with banking	R+
Shovel walk when it snows	BAR	No loud parties	P+	Assistance paying bills	P-
Put trash in the barrels	P+	Share trash barrels	P+	Menu planning	R+
Always lock foyer door	P+			Rides to friends' houses	R+
Keep fresh batteries in smoke detector	BAR	Keep noise down after 9:00 pm	P+	Help expanding number of meals I can cook	R+
Report any damage to landlord within 24 hours	P+	Take meds as prescribed	BAR	Assistance with weight management & exercise	BAR
No large or noisy pets	P+			Help getting up on time	BAR
		Call appropriate place when I need assistance	BAR	See my doctor and therapist as scheduled	R+
				Join Lutheran Church	R+
				Visit my mother in the Nursing Home	R+
				Make new friends in Milford	R-

RATINGS: **P+** = Performance Strength, can do as often as needed. **P-** = Cannot do without instruction. **BAR** = Can do, but Barriers prevent follow through **R+** =Resource available, ready to be linked

R- = Resource needs to be developed or modified

CONTENT OUTLINE

Direct Skills Teaching

- WHAT IT IS: Direct Skills Teaching is the practitioner's ability to lead the learner through a systematic series of instructional activities that results in the learner's use of a new competency.
- WHY IT'S IMPORTANT: Direct Skills Teaching prepares the practitioner to develop new learner skills for use in a living, learning, working, or socializing environment.
- HOW TO DO IT:
- Outline the Skill Content
 - Plan the Lesson
 - Coach the Learner
 - Program Skill Use
- WHEN TO DO IT: When a learner cannot perform a skill needed to achieve an Overall Rehabilitation Goal.

Developing A Lesson Plan (R-O-P-E-S)

1. What Is A Review?

The teacher's ability to elicit from the learner previous experience with the skill, to motivate the learner and to involve them in the learning process.

How to do it:

1. Elicit learner's image of the skill by asking facilitative questions.
2. Elicit learner's feelings (+,-). of the skill.
3. Summarize learner's motivation to learn the skill (why it's important).

2. What Is An Overview?

The teacher's ability to explain and demonstrate the whole skill.

How to do it:

1. Tell definition, benefit and skill behaviors (content outline) .
2. Provide a demonstration of the whole skill.
3. Tie overview to review (combine learners and teachers image).
4. Preview the lesson activities.

3. What Is A Presentation?

The teacher's ability to instruct the learner on each of the skill steps/behaviors necessary to do the whole skill.

How to do it:

1. Tell the learner how to do the skill. Elaborate the content. (EAR)
2. Show the learner how to do the skill. Create examples. (EYE)
3. Have the learner do the skill. Arrange practice opportunities. (HAND)
4. Provide feedback on each skill behavior.

4. What Is An Exercise?

The teacher's ability to have the learner put the skill steps/behaviors together by practicing the entire skill in an integrated fashion.

How to do it:

1. Arrange for practice of the skill.
2. Critique the strengths and deficits of the exercise.
3. Develop future practices. (Homework)

5. What Is A Summary?

The teacher's ability to help the learner verbally demonstrate that they have acquired the skill.

How to do it:

1. Have learner summarize their skill knowledge in their own words.
2. Consolidate learning through a discussion of using the skill in the environment of need.
3. Define next step in learning.

CONTENT OUTLINE

Laundering Clothes

- WHAT IT IS: Your ability to use a washing machine to remove dirt from your garments.
- WHY IT'S IMPORTANT: It helps you have clean clothes to wear.
- HOW TO DO IT:
1. Load the machine
 2. Add cleaning agents
 3. Operate the machine
- WHEN TO DO IT: When your hamper gets full, at least once a week.

LAUNDERING CLOTHES

I. REVIEW

1. Tell learner we will learn the skill of laundering clothes.
2. Explore learner's prior experience by asking what she remembers about this skill. Ask what happens when laundry doesn't get done.
3. Ask learner how she currently gets her clothes clean.
4. Ask learner how she feels about learning this skill. Ask her if it will be useful, and if so, in what way.
5. Ask learner how learning this skill will help her to achieve her goal.
6. Summarize the learner's comments and orient to the Overview.

II. OVERVIEW

1. Tell what the skill is: laundering clothes is using a washing machine to remove dirt from your clothes.
2. Give a step-by-step demonstration in the laundry room as learner watches.
3. Discuss the benefits the learner will receive from laundering her clothes. Be sure to include that laundering clothes helps her to have clean clothes to wear.
4. List how to launder clothes:
 1. Load the machine
 2. Add cleaning agents
 3. Operate the machine
5. Ask learner to repeat the steps on the chart.
6. Summarize the Overview and preview the Presentation

III. PRESENTATION

Skill Step 1: Load the machine

TELL learner that loading the machine means placing the right amount of dirty clothes into the tub so they are distributed evenly.

TELL learner proper loading will help the machine to clean more thoroughly

TELL learner loading the machine involves moving small quantities of clothing from the basket to the tub and arranging them evenly below the rim of the tub.

TELL learner to load the machine first before adding the soap.

SHOW learner how to load the machine, loading small quantities of clothes at a time and placing them evenly around the agitator and below the machine rim.

DO Have learner load clothes. Observe if she loads small amounts and spreads them evenly around agitator and below the rim. Give feedback. Repeat SHOW and practice if necessary

Skill Step 2: Add cleaning agents

TELL learner that adding cleaning agents means putting the correct soap liquid in the machine at the right time.

TELL learner this is important to get the clothes clean and to prevent oversudsing and spotting.

TELL learner adding the cleaning agents means measuring the right amounts and following the directions on the machine lid.

SHOW learner how to add the right amount of soap and when to add it.

DO Have learner measure out soap and tell you when it should be added. Give feedback. Repeat SHOW and practice if necessary.

Skill Step 3: Operate the machine

TELL learner operating the machine means making the correct adjustment on the machine dial to start it working.

TELL learner this is important so that her clothes will get washed.

TELL learner that operating the machine involves turning the dial to the correct wash cycle and pulling it out to start the machine.

Make the Point: Different clothing weights require varying types and durations of the wash cycle.

SHOW learner how to set the cycle for different types of clothes and starts the machine by pulling out the dial.

DO Have learner start machine for each type of clothing cycle. Observe and give feedback. Repeat if necessary.

IV. EXERCISE

Have learner wash a load of clothes as you observe. Give feedback. Practice again with different types of clothes.

V. SUMMARY

1. Ask learner to tell you how to launder clothes.
2. Ask learner how they think they did and to give themselves feedback on their performance.
3. Ask how she feels now about laundering clothes.
4. Assign practice and determine follow-up.

ALTERNATIVES' ORGANIZATIONAL OUTCOMES

I. PEOPLE GOALS

- Satisfaction:*** The individual's positive feelings about their life situation as a result of services.
- Success:*** The individual's achievement of a real job, a real home, or a real relationship.
- Recovery/Discovery:*** The individual's commitment to carry out a new life purpose.
- Health and Wellness:*** The individual's attainment of optimal health and personal well-being.

II. PROGRAM GOALS:

- Modification:*** Convert program models or service approaches to improve individual outcomes and community solutions.
- Expansion:*** Increase the units of service of targeted programs.
- Efficiency:*** Decrease resource use (money or staff time) to achieve the same outcomes, or increase service units using the same resources.

III. SYSTEM GOALS:

- Satisfaction:*** Alternatives' engagement and the individuals' contributions are valued by the community.
- Success:*** Meeting outside constituents' performance expectations and receiving their explicit support (community, families, employers, funders).
- Interdependence:*** Developing social networks that build trust and motivate people for joint action.

SERVICE MISSION

To help individuals with disabilities increase their functioning so that they are successful and satisfied in the settings of their choice with maximum use of community networks.

SERVICE VALUES

Functioning:	A focus on performance of everyday activities.
Success:	A focus on meeting the requirements of other people in the individual's world.
Satisfaction:	A focus on the individual's feelings of happiness.
Environmental Specificity:	A focus on the specific context of where an individual lives, learns, socializes or works.
Choice:	A focus on self-determined goals.
Outcome Orientation:	A focus on evaluating rehabilitation in terms of the impact on service outcomes.
Support:	A focus on providing assistance for as long as it is needed and wanted.
Growth Potential:	A focus on the improvement in the individual's functioning and status.

