IMPLEMENTING OR STRENGTHENING EFFECTIVE CORE SERVICES IN IL SKILLS TRAINING.

PRESENTERS: DARREL CHRISTENSON AND AMINA DONNA KRUCK

DARREL CHRISTENSON: ALL RIGHT, EVERYBODY. WELCOME BACK.

AMINA DONNA KRUCK: SO, I AM GOING TO GIVE YOU A GREAT

EXAMPLE OF A GREAT TRAINING TOOL TO USE WITH ADULT

EDUCATION SO JUST TURN TO THE PERSON NEXT TO YOU. PICK AN

A OR A B PERSON. SO, DO THAT RIGHT NOW. AND RAISE YOUR

HAND WHEN YOU HAVE GOT AN A PERSON. DON'T TAKE IT PERSONALLY

WHETHER YOU ARE AN A OR B, NUMBER ONE. I AM SPLITTING YOU UP.

THIS IS WHAT I CALL A THINK AND LISTEN. SO, THE B PEOPLE

ARE GOING TO TALK FIRST AND THE A PEOPLE ARE GOING TO LISTEN.

OKAY? AND WHO ARE THE TALKERS IN THE ROOM? ME.

WHO ARE THE LISTENERS? NATURALLY IN THE ROOM. NATURAL LISTENERS?

I AM TALKING NATURAL TALKERS, NATURAL LISTENERS.

YOU HAVE TO LET GO OF YOUR NATURAL INSTINCTS.

IT'S ONLY GOING TO BE FOR A MINUTE. SO, WHAT YOU ARE GOING

TO DO. THE B’S ARE GOING TO TALK AND THE A’S ARE GOING TO LISTEN

AND YOU ARE GOING TO LOOK AT THEM LIKE THEY ARE A

TREASURE BOX OPENING UP IN FRONT OF YOU, BECAUSE THEY ARE.

SO THAT’S YOUR ROLE AS A LISTENER. YOU ARE GOING TO LOOK

AT THEM LIKE WHAT?

AUDIENCE: TREASURE BOX.

AMINA: LIKE THEY’RE A TREASURE BOX. GREAT. NO COMMENTS NOTHING.

JUST LOOK AT THEM LOVINGLY WHILE THEY ARE TALKING. THEN WE

WILL SWITCH AND A WILL TALK AND B WILL LISTEN AND THEN B’S

YOU ARE GOING TO LISTEN LIKE WHAT?

AUDIENCE: TREASURE BOX.

PRESENTER: THANK YOU. YOU ARE QUICK LEARNERS. OKAY.

SO, THE TOPIC THAT YOU ARE GOING TO

TALK ABOUT IS WHAT WAS THE HIGHLIGHT ABOUT WHAT YOU HEARD

ABOUT THE PEER MENTOR PROGRAM? OKAY. SO, B’S ARE GOING TO

TALK FIRST. A’S ARE GOING TO LISTEN. GO.

OKAY. STOP AND SWITCH. NOW A’S ARE THE TALKERS

AND B’S ARE THE LISTENERS AND B’S HOW ARE YOU GOING TO

LISTEN.

AUDIENCE: WITH OUR EARS.

AMINA: THANK YOU VERY MUCH. GO.

OKAY. STOP. STOP. THANK YOU. THANK YOU VERY MUCH. THAT’S CALLED A

THINK AND LISTEN. THIS IS A GREAT THING TO DO WHEN YOU

ARE HAVING LONG TRAININGS. ADULTS, JUST LIKE CHILDREN, HAVE

TROUBLE TAKING IN INFORMATION IN LONG CHUNKS. SO THIS IS A

REALLY GOOD WAY TO HELP YOU THINK BETTER AND PROCESS

BETTER, HELP PEOPLE CONNECT. YOU JUST HAVE TO GET THEM

TO -- AND SO YOU CAN DO IT FOR ONE MINUTE. THAT WAS JUST

A MINUTE. YOU CAN DO IT FOR TWO MINUTES. IT'S A GREAT

WAY TO HELP PEOPLE PROCESS THE INFORMATION THAT THEY ARE

GETTING. NO, THIS ISN'T IN THE SLIDES. SORRY. ONE REASON

THAT SOME OF YOU MIGHT GET BORED THE WAY WE FOLLOW THE

SLIDES WE DO THAT FOR PURPOSES OF ACCOMMODATION. BUT ALSO

I JUST WANTED TO DEMONSTRATE THAT WITH YOU. BECAUSE IT'S

EASY TO THINK AND LISTEN. JUST TRADE TIME, EXPLAIN TO

PEOPLE WHAT THEIR ROLES ARE. YOU DON'T HAVE TO USE A B.

YOU COULD USE L M, WHATEVER YOU WANTED. SO, YOU GUYS DID A

GREAT JOB. GIVE YOURSELF A HAND [APPLAUSE]. I LOVE HEARING

THE ROOM BE REALLY TALKATIVE AND I LOVE CONTROLLING GROUPS,

SO, IT WORKED GOOD FOR BOTH OF US.

SO, ADULTS RETAIN ABOUT TEN PERCENT OF WHAT

THEY SEE, 30 TO 40 PERCENT OF WHAT THEY SEE AND HEAR AND

90 PERCENT OF WHAT THEY SEE, HEAR, AND DO. SO THAT GIVES

YOU SOME INFORMATION ABOUT WHY YOU NEED TO INCLUDE

ACTIVITIES AND POWERPOINTS AND ALL KINDS OF THINGS BECAUSE

ALL OF US LEARN DIFFERENTLY. HOW MANY OF YOU KNOW THAT

YOU ARE AUTO VISUAL LEARNERS? IF YOU CLOSE YOUR EYES, YOU CAN

PICTURE SOMETHING. I ADMIRE YOU SO MUCH. I WISH I COULD.

HOW MANY OF YOU ARE AUDITORY LEARNERS?

DON'T HAND ME AN INSTRUCTION BOOKLET?

JUST TELL ME HOW TO DO IT. I HAVE ONE FRIEND, SHE WENT THROUGH

GRADUATE SCHOOL. SHE FINALLY FIGURED OUT SHE NEEDED A

SPEECH OUT COMPUTER SYSTEM, BECAUSE SHE LEARNED MUCH BETTER

LISTENING THAN READING. AND SOME OF US ARE TACTILE OR

KINESTHETIC LEARNERS. WHO ARE THESE PEOPLE? WE ARE THE

PEOPLE WHO HAVE TO MOVE AROUND. DON'T GET UPSET IF WE ARE

WIGGLING AROUND IN OUR CHAIRS. THESE CHAIRS ARE GREAT FOR

TRAINING. WE HAVE TO MOVE AROUND AND WE HAVE TO GET THINGS BY

EXPERIENCE. YOU NEED TO KNOW YOUR OWN LEARNING STYLE AND

YOU NEED TO BE AWARE WHEN YOU ARE TEACHING OTHERS THAT

EVERYBODY DOESN'T LEARN THE SAME WAY SO TRYING TO PROVIDE

THAT VARIETY SO YOU’LL CATCH EVERYBODY AND HELP EVERYBODY ABSORB THE

INFORMATION. VISUAL LEARNERS ARE LIKE SHOW ME. SO, USING

LANGUAGE LIKE SEEING WHAT I AM SAYING, WATCHING THINGS,

WATCHING VIDEOS. SOMEBODY ASKED US CAN WE SEE A VIDEO OF

THE PEOPLE DOING THE MOTIVATIONAL INTERVIEWING. THAT

PERSON IS GOING TO LEARN – THAT PERSON PROBABLY WILL LOVE YOU TOO,

BECAUSE YOU CAN GET INSTRUCTIONS ON HOW TO DO ANYTHING

INCLUDING THROWING WATERMELONS --I AM LIVING PROOF -- ON

YOU TUBE. SO THEY LIKE GRAPHS, THEY LIKE DIAGRAMS, THEY LIKE

ILLUSTRATIONS. SO YOU WANT TO MAKE SURE THEY CAN SEE YOU.

AND IF YOU ARE A VISUAL LEARNER YOU WANT TO BE WHERE YOU

CAN SEE WHAT'S GOING ON RIGHT? BECAUSE YOU ARE GOING TO

ABSORB IT MUCH BETTER. SEE WHAT I MEAN?

AUDITORY LEARNERS ARE TELL ME. THEY LEARN BY LISTENING.

BY SPEAKING ALSO, BECAUSE WE LIKE TO HEAR OUR OWN VOICES.

WE REMEMBER THINGS. SOME OF US LIKE TO READ THINGS OUT LOUD.

IT IS A BETTER WAY FOR US TO LEARN IF WE’RE

AUDITORY. SO THAT'S IMPORTANT AND THEREFORE IT'S

ESPECIALLY IMPORTANT FOR AUDITORY LEARNERS THAT THEY CAN

HEAR WHAT'S GOING ON, THAT THEY ARE UP FRONT. AND YOU CAN

IMAGINE FOR THIS GROUP AS THEY ARE LOSING HEARING, THAT'S

ESPECIALLY TRAUMATIC FOR THEM IN TERMS OF THEIR ABILITY TO

INTERACT AND ABSORB INFORMATION. SO, THEY LEARN BY

LISTENING TO TALKS ABOUT THINGS AND BY BRAINSTORMING

AND DISCUSSING WITH EACH OTHER — THINK AND LISTEN IS

VERY GOOD. AND BY MAKING SURE THAT THEY CAN HEAR YOU

CLEARLY AND LOUDLY. SO, IF YOU ARE A SOFT-SPOKEN PERSON,

YOU NEED TO MAKE SURE YOU HAVE THE AMPLIFICATION YOU NEED

SO THEY ARE ABLE TO HEAR YOU. BECAUSE GETTING THE NOTES

ISN'T HOW THEY ARE GOING TO LEARN. THEY ARE GOING TO

LEARN FROM YOUR VOICE. SO, THE KINESTHETIC LIKE I SAID.

BEING PHYSICALLY ACTIVE, GETTING TO DO SOMETHING.

THEY ALSO – WE ALSO (I AM ONE OF THEM) -- ANCHOR

INTO FEELINGS AND EMOTIONS ABOUT THINGS AND I THINK THAT'S

WHY IT REALLY RESONATED WITH ME WHEN I LEARNED ABOUT

DISABILITY LIBERATION THEORY TO REALLY GIVE RECOGNITION TO

EMOTIONS THAT ARE SET IN WITH THESE STEREOTYPES NOT JUST

INTELLECTUAL. BECAUSE FOR SOME OF US IT'S A VERY

EMOTIONAL EXPERIENCE AND WE HAVE TO BE ABLE TO DISCHARGE

OFF EMOTIONS IN ORDER TO PROCESS IT. SO THEY ACTUALLY

WANT TO TOUCH WHAT THEY ARE LEARNING. THEY LIKE

ACTIVITIES WHERE THEY GET TO EXPLORE THINGS AND THEY HAVE

DIFFICULTY SITTING FOR LONG PERIODS OF TIME. SO YOU

NOTICE I AM WALKING AROUND. I CANNOT SIT STILL FOR A LONG

PERIOD OF TIME. THEY WILL GET UP. THEY LIKE TO HELP

VOLUNTEER AND HELP YOU OUT. THEY LIKE ROLE PLAYING KINDS

OF WAYS TO LEARN. AND SO THEY WILL RESONATE WITH THINGS

LIKE THE TERM, “HOW DO YOU FEEL ABOUT WHAT'S GOING ON?”

ADULT LEARNING PRINCIPLES. THIS PERSON MALCOLM

KNOWLES DEVELOPED SOME CORE LEARNING PRINCIPLES FOR ADULTS. BY

OBSERVING – NOT BY SAYING THIS IS HOW THEY SHOULD LEARN -- AND

CREATING AN OPPORTUNITY FOR AN ENVIRONMENT WHERE THERE IS

MUTUAL TRUST AND MUTUAL EXPECTATIONS BECAUSE ADULTS ARE

HERE THROUGH THEIR VOLUNTEER EFFORTS AS OPPOSED TO

CHILDREN WHO ARE FORCED TO BE SOMEWHERE. A LOT OF THESE THINGS

ARE VERY RELEVANT FOR WORKING WITH CHILDREN TOO. IT HAS TO BE

RELEVANT AND MOTIVATIONAL AND INTERACTIVE. WHAT LEARNING

SHOULDN'T BE, RIGHT? SO RELEVANCE IS WHAT IS IN IT FOR

ME? SO, HELPING PEOPLE DRAW THE CONNECTION BETWEEN WHAT IT IS

YOU ARE SHOWING THEM HOW TO DO OR TEACHING THEM HOW TO DO

AND HOW IT RELATES TO THEM IS GOING TO BE HOW THEY WILL

ABSORB IT. AND THAT'S WHY BRINGING IN A DISABILITY PANEL

MAKES SUCH A DIFFERENCE FOR PEOPLE BECAUSE THEY ARE

ACTUALLY SEEING REAL HUMAN BEINGS THAT ARE DEMONSTRATING THE

PRINCIPLES YOU ARE TALKING ABOUT. AND IT’S BEING ROLE MODELED

TO THEM BY THE WHOLE GROUP. SO, THEY WANT TO APPLY WHAT

THEY ARE LEARNING. I HEARD THAT THE

MOTIVATIONAL TRAINING THAT ROBBIE HAD THEY DID ONE DAY OF

TRAINING AND THEN CAME BACK TWO WEEKS LATER FOR ANOTHER DAY SO

THEY HAD TIME TO PRACTICE IN BETWEEN. SO SETTING YOUR

TRAININGS UP SO THERE'S THAT OPPORTUNITY TO GO OUT AND

HAVE ASSIGNMENTS TO TRY THINGS OUT IN BETWEEN CLASSES ARE

REALLY IMPORTANT.

AND LETTING THEM KNOW WHAT THE BENEFITS OR THE

COSTS OF THAT LEARNING IS. AND THEN RELEVANCE

DEMONSTRATES YOUR PRACTICAL APPLICATION, PROBLEM SOLVING

AND ACTION PLANS -- ABOUT HOW THEY ARE GOING TO TAKE THIS

WITH THEM. SO I AM HOPING THAT THROUGHOUT THIS YOU ARE LOOKING

AT THAT PAGE AT THE BACK OF YOUR BINDER AND STARTING TO

MAKE SOME NOTES TO YOURSELF ABOUT WHAT YOU WANT TO BE

TAKING BACK. I HEARD SOMEONE IN THE BACK, I WON'T IDENTIFY

WHO YOU ARE BECAUSE I DIDN'T SEE WHO YOU ARE, SAY I AM SO

WRAPPED UP. I HAVE GOT SO MUCH. THEN WHEN YOU GO BACK TO WORK

AND IT'S LIKE A TRAIN GOING 100 MILES AN HOUR, RIGHT? SO

YOU WANT TO WRITE SOME OF THESE THINGS DOWN SO THAT YOU

CAN TAKE IT WITH YOU.

SELF DIRECTION. SO, THE TEACHERS ARE MORE OF A

FACILITATOR, A GUIDE. SO, WE HAVE TO REALLY INCORPORATE

WHAT THE GROUP WANTS TO GIVE US IN THAT LEARNING

EXPERIENCE AS MUCH AS WHAT WE WANT TO GIVE THEM. AND SO, I

WILL ALWAYS PUT OUT OKAY THESE ARE SOME GOALS I HAVE FOR

YOU. I WANT TO KNOW WHAT YOUR GOALS ARE FOR THE TRAINING

AND I PUT THEM DOWN AND THEN CAN CHECK IN AND SEE.

BECAUSE I KNOW WHAT I WANT TO GIVE YOU, BUT I WANT TO MAKE

SURE YOU GET WHAT YOU HAVE OR YOU KNOW RIGHT AT THE

BEGINNING THAT THIS IS NOT WHAT WE ARE GOING TO TALK ABOUT

TODAY. SO, YOU ARE NOT DISAPPOINTED. MAKING THINGS AS

INTERACTIVE AS POSSIBLE, GIVING THEM RESPONSIBILITY AND

CHOICES. AND OPPORTUNITIES TO ASSESS THEIR OWN LEARNING.

SO, DOING SOME BEFORE AND AFTER KIND OF EXAM THINGS ARE REALLY

NICE TO HELP PEOPLE NOTICE WHAT THEY ARE LEARNING OR TO GO

BACK THE NEXT WEEK AND THEN GO BACK OVER AND CHECK IN

ABOUT WHAT HAPPENED LAST WEEK. WHAT WAS THE HIGH POINT?

WHAT DID YOU LEARN? WHAT DIDN'T WORK FOR YOU BEFORE YOU

GO INTO SOMETHING NEW IS REALLY POWERFUL FOR THEM. AND

THEN OF COURSE OPPORTUNITIES TO DISCOVER THINGS ON THEIR

OWN. SO, THIS NEXT WEEK WHAT WILL YOU NOTICE THAT RELATES

TO WHAT YOU LEARNED THIS WEEK? AND THEN CHECKING IN WITH

THEM. RESPECTING AND VALUING THEIR EXPERIENCES. SO, IT'S

SO IMPORTANT -- WE WERE GIVEN THIS CURRICULUM FOR TRAINING

PEOPLE HOW TO BE ON BOARDS AND COUNCILS, WHICH WAS REALLY

GOOD. AND IT SAYS BE INTERACTIVE, BUT THEN THEY DIDN'T

PLAN ENOUGH TIME FOR THAT INTERACTION. AND YET THERE WAS SO

MUCH LEARNING GOING ON, WHICH WE SEE ALL THE TIME IN

CENTERS FOR INDEPENDENT LIVING, AMONGST PEOPLE IN THE

GROUP. SO, YOU HAVE TO BE REALISTIC ABOUT TIME. THAT THERE

IS ENOUGH TIME FOR THAT INTERACTION TO GO ON AND

THAT’S AS VALUED AS WHATEVER YOU THINK

YOU ARE GIVING THEM. SO, SHOW THEM ROLE MODELS.

BRING IN COMMUNITY SPEAKERS WITH DISABILITIES.

THAT’S, YOU KNOW, I THINK THAT’S. I THINK YOU KIND OF KNOW THAT,

RIGHT? AND ONE THING I REMEMBER -- ONE OF THE EARLY

VOLUNTEER COORDINATORS I HAD DID NOT HAVE A VISIBLE

DISABILITY. IT TURNED OUT OVER TIME THAT SHE DID HAVE A

DISABILITY THAT SHE FINALLY DISCLOSED. THIS WAS 25 YEARS

AGO. AND THERE WAS A LOT OF NEGATIVE STEREOTYPES ABOUT

MENTAL HEALTH DISABILITIES, SO SHE WASN'T FORTHCOMING FOR

QUITE A LONG TIME. BUT SHE ALWAYS KNEW TO TAKE SOMEBODY

WITH HER THAT HAD A VISIBLE DISABILITY WHEN SHE WAS DOING

PRESENTATIONS AND HAVING THEM DO PART OF THE PRESENTATION.

WHICH WAS REALLY VALUABLE. INCORPORATE SELF AWARENESS.

THIS IS TALKING ABOUT EXPERIENCE AS A SOURCE

OF ADULT SELF IDENTITY. AND SO THAT'S ALWAYS SOMETHING

I MIGHT -- YOU MIGHT FORGET THAT PEOPLE ARE COMING IN

WITH AN IDENTITY ALREADY. AND SO THE LEARNING THEY ARE

HAVING MAY HAVE TO CAUSE THEM TO CHANGE THEIR SELF IDENTITY.

AND THAT'S A PROCESS. IT'S NOT AN INSTANTANEOUS THING.

FOR SOME PEOPLE, IT'S AN INSTANTANEOUS THING,

BUT FOR SOME PEOPLE IT'S A PROCESS.

AND THEY MAY NOT HAVE BEEN AWARE OF PREVIOUS BIASES UNTIL

THEY CAME IN THERE. I HAD A STAFF PERSON WHO HAD BEEN

THROUGH MY LIBERATION CLASS AND STUFF. AND THEN ONE DAY --

SHE WAS ACTUALLY A VOLUNTEER COORDINATOR FOR ME –

AND ONE DAY SHE SAID, NOW I GET IT WHY I HAVE ALWAYS BEEN

UNCOMFORTABLE AROUND PEOPLE WITH MENTAL HEALTH DISABILITIES.

AND I SAID TELL ME. SHE WAS A LONG TIME ADVOCATE IN THE

COMMUNITY AND SHE HAPPENED TO BE A CHAIR USER. AND SHE SAID,

WELL, I HAD AN AUNT WHO HAD A MENTAL HEALTH DISABILITY

AND WHEN SHE WAS COMING TO VISIT THE HOUSE, MY MOM WOULD

PUT ALL US KIDS IN THE CLOSET. WOW. THAT EXPLAINED A LOT.

THAT WAS A BIG DEAL. OKAY, NOW SHE KNOWS THAT. AND THAT'S

RIPPLING THROUGH HER FOR THE NEXT SEVERAL MONTHS ABOUT

WHAT THAT’S MEANT FOR HER AND FEELINGS WERE INVOLVED. OKAY?

SO, TAKE TIME TO ADDRESS ANY ERRONEOUS OR PRECONCEIVED IDEAS

THAT COME UP AND ACKNOWLEDGE THAT THEY MAY BE THERE,

BUT ARE UNSPOKEN AS YOU ARE GIVING THEM NEW INFORMATION.

THEY ARE THERE BY CHOICE. SO, THEY DON'T WANT TO JUST SIT

THERE AND LISTEN TO YOU. THEY WANT TO BE INVOLVED. THINK

AND LISTEN – OH GOOD, I DID SAY IT IN HERE. SO, THIS THINK

AND LISTEN IS A GREAT WAY TO BREAK UP TRAININGS JUST TO

GIVE EVERYBODY A BREAK FOR A MINUTE AND HELP PEOPLE ABSORB

THE INFORMATION AND COME BACK FRESH. IT'S NOT JUST

A LEARNING PROCESS. I AM A COUNSELOR BY TRADE. FEELINGS

ARE INVOLVED. WHETHER THEY KNOW IT OR NOT. TIME. GET

TIME TO KNOW YOUR AUDIENCE. ADULTS ARE BUSY. THEY HAVE

MANY RESPONSIBILITIES. SO THAT'S SOMETHING THAT I REALLY

HAD TO LEARN IN THIS LAST TRAINING I DID, WHICH IS

REMEMBERING THAT PEOPLE HAVE OTHER THINGS BESIDES WHAT YOU

ARE GIVING THEM TO DO. SO BE CAREFUL ABOUT HOMEWORK AND

THINGS LIKE THAT AND DON'T THINK THAT PEOPLE ARE JUST

SLOUGHING OFF. YOU DO NOT KNOW WHAT IS GOING ON IN THEIR

LIFE AND YOU MAY NOT HAVE TIME TO KNOW. I WOULD SAY GIVE

THEM THE BENEFIT OF THE DOUBT AND DON'T THINK THAT THEY

ARE UNNECESSARILY BEING SLOUCHY ABOUT IT. IT’S LIKE A DOCTOR ASSUMES

SOMEONE IS TREATMENT RESISTANT, BUT THEY DON'T REALLY KNOW WHY

THEY ARE NOT DOING THE TREATMENT THAT WAS RECOMMENDED. WHY IT'S NOT

REALLY FITTING FOR THEM OR THEIR LIFE-STYLE OR THEIR FINANCES

OR THEIR TRANSPORTATION OR ANY OF THOSE THINGS. SO,

RESPECT THEIR TIME. BUT WE, AS YOU KNOW, ALWAYS HAVE

TO BE FLEXIBLE FOR THEM. WE WANT THEM TO RESPECT OUR TIME,

BUT IF THEY ARE USING PUBLIC TRANSIT, THEY HAVE LIMITATIONS

THAT ARE BEYOND THEIR CONTROL.

MAKING LEARNING CONVENIENT FOR THEM AND DON'T PUT

TOO MANY BURDENS ON THEM WITH HOMEWORK. AND GIVE THEM

INFORMATION IN MANAGEABLE CHUNKS. SO, TASK CENTERED

LEARNING IS REALLY HELPFUL FOR PEOPLE. HAVE CLEAR

EXPECTATIONS AND LEARNING OUTCOMES TO TELL THEM IN THE

BEGINNING WHAT IT IS AND SAY DID WE GET THERE? ARE YOU

GETTING IT? AT THE END OF A CLASS. IF THERE'S ANOTHER

CLASS, THEN IN THE NEXT CLASS -- WHETHER THIS IS INDIVIDUAL

MEETING WITH THEM OR WHETHER YOU ARE IN A GROUP. BUT YOU

GOT TO GIVE TIME FOR IT, IF YOU ARE INTO A GROUP FOR THIS

KIND OF CHECKING IN. BREAKING THINGS DOWN INTO STEPS AND

DOES ONE THING -- LETTING THEM KNOW DOES ONE THING NEED

TO COME BEFORE ANOTHER? ONE OF THE FIRST THINGS I

LEARNED WHEN I CAME TO WORK AT THE CENTER

IS WE DON'T BELIEVE IN A CONTINUUM OF CARE HERE. YOU

KNOW. AND SO THAT WORKED REALLY GOOD FOR ME BECAUSE I

LIKE TO KNOW WHAT PEOPLE'S HEARTS AND DESIRES ARE FIRST

AND THEN WORK BACKWARDS. LIKE WAS PRESENTED THE OTHER

DAY. AND BECAUSE THEN NOW YOU KNOW WHAT LIGHTS THEIR FIRE

AND THAT'S WHAT'S GOING TO MOTIVATE THEM. AND IF THEY SAY --

WE USED TO HAVE A JOKE -- I WANT TO BE A PRINCESS,

GREAT, I KNOW SEVERAL PEOPLE WHO HAVE BECOME MISS

WHEELCHAIR ARIZONA AND WERE FABULOUS ADVOCATES WHILE THEY

WERE MISS WHEELCHAIR ARIZONA. IT FULFILLED THAT DESIRE AND THEY

WERE ALSO BEING POWERFUL ADVOCATES IN THE COMMUNITY. THAT'S

PRETTY COOL, RIGHT? AND, OF COURSE, HELPING THEM IDENTIFY

THE SKILLS THAT ARE NEEDED TO GET TO THAT PLACE. TO GET TO THAT

TASK. THE GOAL IS TO JOIN A BOARD -- IF THIS IS A GOAL,

THEN YOU HAVE TO BREAK IT DOWN INTO THOSE STEPS FOR THEM.

SO, THINKING ABOUT THAT IS ALWAYS HELPFUL. AND IF YOU ARE

NOT A PERSON THAT THINKS ABOUT THE PROGRESSION OF STEPS

VERY WELL, THEN YOU MIGHT HAVE TO GET HELP FROM SOMEBODY

ELSE. LIKE I AM NOT A LINEAR THINKER. YOU MAY HAVE

NOTICED THAT ABOUT ME. SO SOMETIMES I NEED HELP FROM

STAFF LIKE APRIL, WHO IS A GOOD LINEAR THINKER FOR

PLANNING THINGS. AND THEN TEACH THAT TO THE PEOPLE THAT

YOU ARE WORKING WITH, TOO. SHARE WITH THEM WHAT

YOU HAVE LEARNED THAT HELPED YOU LEARN, SO THAT IT SPURS

THEIR – THAT’S WHAT I LOVE ABOUT CROSS DISABILITY GROUPS.

BECAUSE PEOPLE'S CREATIVITY IS SPURRED TO LIVE THEIR OWN

LIFE THE BEST WAY THEY CAN BY MEETING PEOPLE WITH A LOT

OF DIFFERENT DISABILITIES. RIGHT? THAT'S WHAT'S SO FABULOUS.

IF I MEET SOMEONE WITH ARTHRITIS AND PSORIASIS, I AM

JUST A LITTLE BIT COMPARING. ARE YOU DOING ARTHRITIS

BETTER THAN ME? SO, THERE'S SOME THINGS WE SHARE ABOUT THAT.

LIKE DO YOU LOVE BEING IN A 90-DEGREE WATER POOL LIKE I DO?

BUT THERE'S ALSO THINGS I LEARN FROM MY FRIEND WHO IS BLIND OR

MY FRIEND WHO IS A WHEELCHAIR USER THAT I SEE THEM DOING

THEIR LIFE AND IT INSPIRES ME TO DO THE BEST ME LIFE I CAN

IN WHATEVER CREATIVE WAY THAT IS. SO, WE WANT TO POINT

THAT OUT TO EACH OTHER. SO, THIS IS JUST AN EXAMPLE ON THE

SLIDE OF IF YOU WANT TO BE ON A BOARD OR COMMISSION, YOU

HAVE TO IDENTIFY WHAT YOU HAVE TO OFFER. YOU WANT TO

IDENTIFY WHAT ORGANIZATION YOU ARE INTERESTED WITH. YOU

WANT TO GET TO KNOW ABOUT THE ORGANIZATION. SKILLS THAT

YOU NEED ARE TO UNDERSTAND PARLIAMENTARY PROCEDURE,

ROBERT'S RULES OF ORDER, TO UNDERSTAND HOW IMPORTANT

NETWORKING IS, TO UNDERSTAND SELF ADVOCACY AND HAVE GOOD

COMMUNICATION SKILLS SO THAT WHEN YOU GO IN THERE, YOU ARE

ABLE TO SPEAK UP INSTEAD OF JUST SITTING THROUGH THE WHOLE

THING AND THINKING THESE GUYS ARE SCREWED AND THEY DON'T

KNOW IT. YOU HAVE TO SPEAK UP. EXCUSE ME. I HAVE SOMETHING

TO BRING UP. AND THEN BACKGROUND IN DISABILITY HISTORY,

CULTURE, CIVIL RIGHTS. WHY DO I WANT TO HAVE THAT?

BECAUSE IF I AM ON A BOARD OR COMMISSION, I AM JUST NOT

REPRESENTING ME. I AM REPRESENTING OTHER PEOPLE WITH

DISABILITIES AND I NEED TO KNOW MORE THAN JUST ABOUT MY

OWN LIFE AND MY OWN DISABILITY. SO THOSE ARE HOW TO CHUNK

IT DOWN.

INTRODUCING INTERACTIVITY WHEREVER POSSIBLE. SO, LIKE

CASE STUDIES, BRAINSTORMING EXERCISES AND YOU’RE SEEING

THAT'S WHAT WE DO HERE. FACILITATED DISCUSSIONS,

ROLE PLAYING, PROBLEM SOLVING. THINGS TO GET PEOPLE UP AND

INTERACTING. THEY WILL THEN ABSORB THIS AS PRACTICAL

INFORMATION. ADULTS NEED PRACTICAL INFORMATION.

AND THEN TO CHECK TO SEE IF THEY ARE UNDERSTANDING.

COGNITIVE ACCESSIBILITY IS THE PRACTICE OF ENSURING

THAT THE CONTENT IS ACCESSIBLE TO EVERYONE, INCLUDING

PEOPLE WITH COGNITIVE OR INTELLECTUAL DISABILITIES.

I JUST DID THIS LAST LEADERSHIP CLASS AND I HAD SOMEONE

IN THERE WHO WAS DEAF AND ALSO HAD SOME LOW VISION.

AND IT WAS REALLY NEAR THE END OF THE CLASS THAT SHE

STARTED EXPLAINING MORE THAT WE WERE GOING TOO FAST

FOR HER WITH THE INTERPRETER AND THAT WE NEEDED TO SLOW DOWN.

AND I REALLY PRAISED HER FOR TELLING US THAT.

BECAUSE I NEEDED TO KNOW IT. AND, THEREFORE,

WHEREVER SHE GOES, IF SHE ASKS FOR WHAT SHE NEEDS,

SHE IS TEACHING EVERYBODY SHE IS WITH ABOUT HOW THAT

WORKS. AND SHE HAD NEVER THOUGHT OF IT THAT WAY.

SHE WAS EMBARRASSED BECAUSE SHE IS ASKING FOR HERSELF

AS IF… WE HAVE ALL HAD TO DO THIS WHEN WE HAVE TO

ASK FOR AN ACCOMMODATION -- LIKE IT'S TOO MUCH TROUBLE, RIGHT?

WHEREAS WHAT SHE IS REALLY DOING IS ROLE MODELING FOR

EVERYBODY WHEREVER SHE GOES FOR THE ENTIRE DEAF COMMUNITY

ABOUT WHAT'S NEEDED TO WORK WITH SOMEBODY WHO HAS AN INTERPRETER.

AND OVER TIME SHE STARTED TO GET THAT. AND ME, WHO IS

SPEEDY GONZALES HERE, STARTED TO BE ABLE TO SLOW THINGS DOWN.

SO, THE ACCOMMODATION I MADE FOR HER WAS I INVITED HER TO

COME IN OR CALL ME ANYTIME THAT SHE NEEDED HELP TO CATCH UP

TO WHAT WAS BEING DISCUSSED. AND SHE DID. SHE CAME

IN AND WE HAD AN INCREDIBLE CONVERSATION ABOUT WHAT

NETWORKING REALLY MEANT. AND SHE HAD TAKEN -- SHE WAS THE

ONE OUT OF THE GROUP THAT ALREADY DURING THE CLASS TOOK ON A

LEADERSHIP ROLE. AND, OF COURSE, WHAT WAS THE HARDEST PART ABOUT

THAT? PERSONALITIES ON THE BOARD. RIGHT. ANYBODY BEEN

ON A BOARD? THAT'S ONE OF THE HARDEST THINGS, RIGHT? I

SEE SOME SMILES. SO YEAH. SO, USING EASY, PLAIN LANGUAGE.

SO, SHE DIDN'T HAVE A COGNITIVE DISABILITY, BUT BECAUSE OF

HER NEEDING TO USE INTERPRETERS, SHE NEEDED INFORMATION

SLOWED DOWN. SHE NEEDED THINGS REPEATED; SHE NEEDED EASY

LANGUAGE. MORE THAN ONE POPULATION NEEDS THIS. IT DOESN'T

INVOLVE SIMPLIFYING THE CONCEPTS. IT DOES MEAN CONVEYING

THE INFORMATION AS DIRECTLY AND AS CLEARLY AS POSSIBLE.

AND THEN CHECKING IN TO MAKE SURE PEOPLE ARE GETTING

IT. AND YOU HAVE TO CHECK IN MORE THAN ONCE, BECAUSE

PEOPLE WHO ARE NOT GETTING IT, ARE EMBARRASSED TO TELL YOU

THAT. SO, WHENEVER ANYBODY DOES SAY IT, PRAISE THEM IN THE

CLASS, BECAUSE THAT ROLE MODELS FOR THE OTHERS THAT THEY CAN DO

IT. SO IMPORTANT. WHETHER YOU ARE WORKING WITH PEOPLE

WITH DISABILITIES OR NOT. AVOID ACRONYMS AND JARGON. I

HAVE THAT PROBLEM ALL THE TIME. DES, SRC, BLAH, BLAH,

BLAH BLAH, SO AGAIN, PRAISE PEOPLE THAT CALL YOU ON IT, SO

THAT THEY WILL CALL YOU ON IT MORE. AND PEOPLE WILL KNOW

THEY HAVE PERMISSION TO DO IT. RIGHT? THIS IS EVERYTHING I

HAVE LEARNED FROM ALL THE MISTAKES I HAVE MADE. HA HA.

STRUCTURING INFORMATION. FROM THE BIG TO SMALL, FROM

WHOLE TO PARTS. SO, BEGIN LETTING THEM KNOW WHERE YOU ARE

GOING, BUT THEN BREAK IT ALL DOWN. AND THEN SHOW THEM

AGAIN WHERE YOU HAVE BEEN. THIS IS MY COMMON LANGUAGE FOR THAT.

BUILDING ON WHAT’S KNOWN. SO, YOU TRY TO TIE INFORMATION INTO

THINGS, EXAMPLES THAT THEY CAN ALREADY RELATE TO.

AND BUILDING ON YOUR PRESENTATION INCREMENTALLY.

REFERRING BACK FREQUENTLY TO PREVIOUS STEPS AND

THE UNDERLYING CONCEPTS. SO ROTATING INFORMATION,

GOING OVER INFORMATION IS ALWAYS REALLY GOOD

AND CHECKING IN WITH YOUR AUDIENCE TO SEE HOW THEY ARE

DOING. VISUAL SUPPORTS ARE HELPFUL. I LIKE THEM.

PICTURE SYMBOLS, PHOTOS AND SO HERE IS ONE OF MY EXAMPLES.

IT'S A CARTOON CALLED PROGRESS BY SCOTT CHAMBERS WHO IS

HILARIOUS IN MY MIND. AND IT HAS A PERSON SITTING IN FRONT OF A RAMP

IN A WHEELCHAIR. AND THE RAMP GOES UP TO A GUILLOTINE WITH

A MAN WITH A SACK OVER HIS HEAD, A HANGMAN, AND THIS IS PROGRESS,

RIGHT? PEOPLE USUALLY LAUGH AT THIS CARTOON. WHAT’S WRONG

WITH YOU GUYS? AND THEN THIS CARTOON, WHICH I GOT MANY YEARS

AGO BY SCOTT CHAMBERS. THESE ARE ALL FROM THE MOUTH, THE OLD DISABILITY

MOUTH – THIS BRAIN HAS A MOUTH FROM LUCY GWINN.

SO, THIS CARTOON IS CALLED THE VICTIM CHANNEL AND THERE'S

A TV SCREEN WITH A WEATHER WOMAN POINTING TO CLOUDS AND

RAIN COMING DOWN AND THE NUMBER 35 AND THE CAPTION READS

THE WEATHER TODAY WILL BE REALLY UNFAIR. I USE THIS ONE

WHEN WE ARE TALKING ABOUT THE PITY IDEA.

GOAL DEVELOPMENT. THE PURPOSE OF GOALS IS FOR

THE CONSUMER TO IDENTIFY WHAT OUTCOME THEY WANT.

EMPOWERING THEM BY CREATING ACCOUNTABILITY AND OWNERSHIP AND

INVESTMENT ON THEIR OWN PART. HOW DOES THIS RELATE TO

YOU? WHY ARE YOU HERE? WHY ARE YOU STAYING HERE? WHAT

ARE YOU GETTING OUT OF THIS? DOES IT MATTER TO YOU? AND

WITH SKILL INSTRUCTION, BEST PRACTICES INCLUDE SETTING AND

WRITING GOALS THAT ARE CLEAR TO ALL PARTIES IF OR WHEN

THE GOALS HAVE BEEN MET. SO, DID WE GET THERE? DO WE KNOW

HOW WE GOT THERE? AND THAT ARE EASY TO MEASURE.

EXAMPLE TRANSPORTATION GOAL. “CONSUMER WILL MASTER

TAKING THE BUS TO AND FROM THE DESIRED DESTINATION.”

BETTER: “CONSUMER WILL MASTER TAKING THE BUS FROM THE CORNER OF

MARKET STREET AND FIRST TO THE CORNER OF MARKET STREET AND

24TH.” BECAUSE THEN THEY KNOW THEY HAVE GOTTEN SOMETHING DONE, OKAY?

AND THEN THAT GIVES THEM A SENSE OF ACCOMPLISHMENT.

HOUSING GOAL EXAMPLE. GOOD EXAMPLES ARE EASY TO MEASURE. CONSUMER

WILL GET HER NAME ON THE PARK CITY SECTION EIGHT WAITING

LIST. CONSUMER WILL SECURE HOUSING WITHIN TWO HUNDRED FEET

OF A SUBWAY STATION OR BUS ROUTE. CONSUMER WILL SECURE

SAFE, AFFORDABLE HOUSING. HARDER TO MEASURE, RIGHT?

SOMETIMES THIS IS AS SPECIFIC AS THE CONSUMER CAN GET.

THEN WE HAVE TO UPDATE THE GOAL WAS ACHIEVED OR UPDATE THE

GOAL WHEN THEY CAN BE MORE SPECIFIC. ANY QUESTIONS?

DARREL CHRISTENSON: I WANT TO JUST SAY THAT WHEN I AM GOING

TO TALK ABOUT INDEPENDENT LIVING SKILLS INSTRUCTION, MY

COMMENTS ARE INTENDED TO REALLY HELP IN BEING GENERAL

ENOUGH THAT YOU CAN TAKE THE INFORMATION AND USE IT AND

APPLY IT IN YOUR PART OF THE WORLD. I DON'T WANT MY

COMMENTS TO MEAN THIS IS THE WAY THAT WE DO IT IN PHOENIX

AND THIS IS ABILITY 360 AND SET OURSELVES UP ON A BIG

PEDESTAL BECAUSE THAT'S THE WAY WE DO LIFE HERE. THAT'S

NOT THE INTENT AT ALL. BUT RATHER HOW CAN WE WORK

TOGETHER. THESE ARE SOME IDEAS THAT WE HAVE HAD.

INCORPORATE WHAT YOU CAN USE, TOSS AWAY THE REST. LEARN FROM

EACH OTHER. OKAY? SO, IF WE CAN DO THAT.

ALSO, WITH THIS, I THINK IT'S VERY IMPORTANT TO

DOVETAIL ONTO WHAT AMINA JUST SAID AS FAR AS

LEARNING STYLES. WHEN WE ARE DOING INDEPENDENT LIVING

SKILLS INSTRUCTION, PEOPLE LEARN SO MANY DIFFERENT WAYS

LIKE AMINA SAID. AND WE REALLY NEED TO BE COGNIZANT OF

THAT AND FIND OUT FROM THE CONSUMER WHAT RESONATES BEST

FOR THEM. ARE THEY THE AUDITORY, ARE THEY THE TACTILE,

VISUAL? WHAT WORKS FOR THEM?

THIS CAN BE DONE ON A ONE-TO-ONE BASIS AND/OR

GROUP INSTRUCTION. MANY TIMES, THE I & RS THAT WE TALKED ABOUT

ALREADY THIS WEEK AND OTHER SERVICES CAN BE GOOD SOURCES

FOR IL SKILLS INSTRUCTION. AND ADDITIONAL CONSUMERS

IN THIS SERVICE AREA CAN MEAN MORE SERVICE RECORDS,

CONSUMER SERVICE RECORDS. AND WITH MORE SERVICE RECORDS,

THAT'S MORE MONEY. BECAUSE AGAIN YOU ARE PROMOTING AN

OPEN CASE. AND WITH OPEN CASES YOU CAN GO BACK TO YOUR

FUNDERS AND SAY LOOK. HERE ARE OUR NUMBERS.

THE REFERRALS CAN COME FROM ANYBODY. YOU KNOW,

YOU CAN HAVE THE INDIVIDUAL THEM SELF. IT CAN IT BE A FAMILY

MEMBER, AGENCIES. IT DOESN'T REALLY MATTER. THE

TERMINOLOGY OF NO WRONG DOOR OR WHATEVER. IT'S A TRICKY TERM

OF SAYING WE ACCEPT REFERRALS. AND REALLY WHEN YOU ARE

TALKING ABOUT FAMILY REFERRALS, I THINK MOST PEOPLE IN THE

ROOM WILL AGREE BE VERY, VERY CAUTIOUS WHEN YOU HAVE A

FAMILY MEMBER REFERRING SOMEONE FOR IL SKILLS. BECAUSE IF

YOU HAVE AN ADULT CHILD OR 22-YEAR OLD AND THE PARENT IS

SAYING I THINK MY KID CAN REALLY BENEFIT FROM IL SKILLS

TRAINING FROM YOUR AGENCY. GREAT INTENTION, GOOD INTENTION, GOD BLESS

THEM, RIGHT? BUT IF THAT 22-YEAR OLD CHILD SAYS THANKS

BUT NO THANKS. RIGHT? YOU GOT TO LISTEN TO THE 22-YEAR

OLD. YOU DO. SO, YOU CAN TALK ABOUT FAMILY DYNAMICS --

WHAT'S THE INTENT? AND THEN MAYBE HAVE THAT CONVERSATION, YOU

KNOW, IT'S BEEN BROUGHT TO OUR ATTENTION THAT PERHAPS GOAL

SETTING OR FINANCIAL MANAGEMENT MIGHT ENHANCE YOUR LIFE.

YOU KNOW? AND SHOW THEM THE BENEFITS. THAT LIFE IS GOOD, BUT

MAYBE SERVICES CAN HELP MAKE IT BETTER. AND THIS IS MAYBE

WHAT YOUR MOM HAS RECOMMENDED. BUT BOTTOM LINE IS, IF YOU

WANT OUR SERVICES WE ARE HERE FOR YOU. AND IF YOU DON'T,

HERE IS MY NUMBER AND GIVE US A CALL, WHEN YOU ARE READY.

THE MEETINGS THAT CAN HAPPEN IN THEIR HOME, THE

OFFICE, THE COMMUNITY. AND AS I MENTIONED EARLIER, IT

DEPENDS ON THE PERSON, THE NEEDS AND THE CAPACITY. SO

AGAIN, IN THAT HOME ENVIRONMENT DEPENDS ON THE GOAL, THE

OBJECTIVE, THE CONTENT. BUT ALWAYS BE IN A SAFE AND

APPROPRIATE PLACE FOR MEETINGS. I THINK A LOT OF TIMES

STAFF GOES OUT TO A PUBLIC LIBRARY AND THOSE ARE GREAT

PLACES. PERFECT. THOSE LITTLE MEETINGS ROOMS OR

WHATEVER. RIGHT? BUT BE CAREFUL AND – I GUESS NOT CAREFUL.

BUT BE AWARE OF THE LOCATION IN WHICH YOU ARE MEETING

WITH SOMEONE. HOW PUBLIC IS THAT AREA? AND WHAT TYPE

OF TOPICS MIGHT YOU BE TALKING ABOUT THAT MORNING?

ARE YOU TALKING ABOUT SOME ISSUES THAT POTENTIALLY

COULD BE VERY, VERY PERSONAL? AND IF YOU ARE GOING TO DO THAT,

YOU DON'T WANT TO HAVE THEIR BUSINESS OUT IN PUBLIC.

AND AGAIN, IT DOESN'T MATTER –- I DON'T THINK -- IT

DOESN’T MATTER IF YOU ARE IN A SMALL TOWN WHERE

EVERYBODY KNOWS YOUR BUSINESS, OR IF YOU ARE IN A BIG CITY.

IT DOESN'T MATTER. IF I AM PROVIDING SKILLS TRAINING

TO AMINA, AND WE ARE IN A PUBLIC LIBRARY, YOU KNOW BRIAN

OR SHANNON OR MOLLY OR ANYBODY CAN JUST HEAR WHAT WE ARE

TALKING ABOUT AND AMINA IS SHARING HER BUSINESS. DO YOU

WANT THAT OUT THERE? SO BE CAREFUL.

ONE ON ONE WORK REACHES THE PERSON “WHERE THEY ARE AT.”

AND ALWAYS BE WHERE THEY ARE AT. IF YOU COME IN WITH A

PRECONCEIVED IDEA OF WHERE THIS THING IS GOING,

YOU ARE NOT LISTENING. YOU ARE NOT LISTENING WELL.

WE TALKED ABOUT IT EARLIER THIS WEEK.

REMEMBER YOU ARE WORKING OFF FROM THEIR PERSPECTIVE, THEIR

LIFE EXPERIENCE. MAYBE IT'S DIFFERENT FROM YOUR BELIEFS

ON A RELIGIOUS BASIS, FROM AN EXPERIENTIAL BASIS. MAYBE

YOU AGREE. MAYBE YOU DISAGREE, BUT ALWAYS FOCUS AND

LISTEN. YOU HAVE TWO EARS. LISTEN TO WHAT THE PERSON IS

SAYING. AND REALLY TUNE INTO THEIR PERSPECTIVE. AND

RESPECT THEM. WE FIND THAT THE GROUP INSTRUCTION CAN SAVE

TIME AND TRAVEL. A NUMBER OF YEARS AGO, WE STARTED TO

REALIZE THAT SO MANY OF OUR CONSUMERS WITH INDEPENDENT

LIVING SKILLS WERE WANTING AND NEEDING FINANCIAL

MANAGEMENT. AND HOW MANY REALLY FIND THAT AS A PRIORITY

FOR PEOPLE? HANDS? OKAY. A LOT OF YOU, RIGHT? WE

THOUGHT THAT RATHER THAN DOING 20 DIFFERENT ONE-ON-ONES FOR FINANCIAL

MANAGEMENT, LET'S GET A GROUP GOING. AND HAVE A CLASS.

AND IT REALLY CAN SAVE TIME. FROM A STAFFING STANDPOINT, IT'S

EFFICIENT TO DO A CLASS WITH 20 CONSUMERS TALKING ABOUT

BUDGETING, BALANCING A CHECKBOOK, SETTING UP A CHECKING

ACCOUNT. THOSE TYPES OF THINGS. GOING THROUGH A BUDGET.

AND IF YOU ARE ON SOCIAL SECURITY, SOCIAL SECURITY

DISABILITY, DOESN'T MATTER, FIXED INCOME, WHATEVER. HOW

DO YOU SET UP A BUDGET THAT'S GOING TO FIT FOR YOUR NEEDS?

IF WE CAN DO THAT WITH ONE SESSION OF 90 MINUTES FOR 20

PEOPLE, AS A MANAGER I AM SAYING OKAY. WE ARE DOING GOOD.

WE ARE MAXIMIZING OUR TIME HERE. THE CHALLENGE THAT WE

ALL SOMETIMES SEE IS WITH DIFFERENT ABILITY LEVELS. SOME

ARE UP HERE AND THEY ARE READY TO TALK TO A FINANCIAL

PLANNER IN THEIR ABIL ACCOUNTS. OTHERS ARE

AT THE STARTING POINT. SO, THEN YOU HAVE TO CHALLENGE

YOURSELF IN BEING ABLE TO ADAPT TO ALL THOSE LEVELS WITHIN

THE CLASS. JUST SOMETHING TO THINK ABOUT.

THE CLASS WORK CAN CERTAINLY COMPLEMENT THE ONE ON ONES.

SO, IT'S NOT AN EITHER/OR SITUATION AT ALL.

SOME USEFUL IL SKILLS. GOAL SETTING, SELF ADVOCACY,

FINANCIAL MANAGEMENT, HOME SAFETY. BOY I TELL

YOU, MORE AND MORE PEOPLE ARE COMING ACROSS OUR OFFICE

WHO ARE HOARDERS. OH, MY GOSH.

AMINA: HAVE YOU WALKED INTO ONE OF THOSE HOUSES?

DARREL: YOU PROBABLY ALREADY HAVE GONE INTO A

HOME THAT HAS A HOARDER. HOW DO YOU RESPECTFULLY SAY

(INDICATING THROW IT OUT)? AND WITHOUT HURTING ANYONE'S FEELINGS OR

OFFENDING FOLKS. ASSERTIVENESS VERSUS AGGRESSIVENESS.

SOCIALIZATION, RELATIONSHIPS, INTERPERSONAL SKILLS AND

THIS DOVETAILS TO A PEER MENTOR. STRESS MANAGEMENT. WE

DO THIS OVER THE HOLIDAYS. BECAUSE YOU KNOW IN NOVEMBER,

DECEMBER, WITH THE HOLIDAYS, THERE'S A LOT OF STRESS.

EXPECTATIONS BY SOCIETY ABOUT WHAT THE HOLIDAYS SHOULD

LOOK LIKE. NORMAN ROCKWELL. THAT'S THE STANDARD. HAPPY

FAMILY. GETTING TOGETHER AROUND THE TREE. HAVING GIFTS.

THAT'S THE STANDARD. WELL, IF THAT'S NOT YOUR REALITY,

THEN THERE'S A LOT OF STRESS. FINANCIAL STRESS. I NEED

TO GET EVERYBODY GIFTS. I CAN'T AFFORD IT. SEXUALITY. WE

DID A CLASS ABOUT A YEAR AGO FOR THE FIRST TIME IN

QUITE AWHILE. AND FROM A MANAGEMENT STANDPOINT, I WAS PRETTY

NERVOUS. BECAUSE I KNEW THAT THERE WERE GOING TO BE SOME

FOLKS WITH DEVELOPMENTAL DISABILITIES, COGNITIVE

IMPAIRMENTS AND A WIDE VARIETY. I DIDN’T WANT TO HAVE

CONSUMERS LEAVING THE CLASS THINKING OKAY, GREAT. WE ARE

GOING TO GET SOME CONDOMS AND GO AT IT TONIGHT. RIGHT? YOU KNOW?

OR EVEN SKIP THE CONDOMS, WE ARE JUST GOING TO GO AFTER

IT, BECAUSE WE JUST WENT TO THE SEXUALITY CLASS.

TO HAVE SOMETHING MISINTERPRETED. I WANTED TO MAKE SURE.

SO, I HAD AN INSTRUCTOR FROM ANOTHER AGENCY COME IN AND GIVE THE

PRESENTATION TO MY INDEPENDENT LIVING SKILLS STAFF AND MYSELF.

I WANTED TO PREVIEW IT. I WAS THINKING THAT WAS DOING DUE

DILIGENCE. SHE DID A FABULOUS JOB. WE HAD A HUGE TURNOUT.

WE RECENTLY DID IT AGAIN AND SHE CAME BACK ANOTHER TIME

AND PRESENTED FOR US AGAIN. BECAUSE, YOU KNOW WHAT FOLKS?

FOLKS WITH DISABILITIES DO HAVE SEX.

I KNOW -- SHOCKING TO THE WORLD OUT THERE. (LAUGHTER)

THE WORLD OUT THERE AND IF PEOPLE WITH DISABILITIES HAVE SEX,

IT'S ONLY WITH OTHER PEOPLE WITH DISABILITIES. RIGHT?

AMINA: IF THEY WANT TO. RIGHT?

DARREL: THE NUTRITION AND COOKING SKILLS.

ANOTHER PART OF IT. I TELL MY WIFE THAT BACK IN THE DAY

WHEN I WAS DOING ONE-ON-ONE WORK WITH CONSUMERS I ACTUALLY

TAUGHT COOKING SKILLS. AND MAYBE TEACHING SOMEONE TO COOK

ONE-HANDED IF THEY HAD A STROKE OR SOMETHING. AND SHE WAS

LIKE REALLY? YOU DON'T COOK AT HOME. WHAT DO YOU MEAN

YOU TAUGHT PEOPLE? WHAT'S THE OLD SAYING IF YOU CAN'T DO,

THEN TEACH? NO. BUT COOKING SKILLS IS IMPORTANT FOR

SELF RELIANCE AND INDEPENDENCE.

ATTENDANT MANAGEMENT AND USING PUBLIC TRANSPORTATION.

THESE ARE JUST SOME AREAS. A LOT OF CURRICULUMS OUT THERE.

A LOT OF INFORMATION. YOU CAN DEVELOP YOUR OWN WHATEVER IT IS.

GROUP INSTRUCTION AND PEER MENTORING. GROUP CLASSES ALLOW FOR

PEER MENTORING TO HAPPEN ORGANICALLY. IT IS SO COOL TO SEE WHEN

YOU HAVE A GROUP OF 20 CONSUMERS OR SEVEN CONSUMERS OR

WHATEVER THE NUMBER, AND YOU HAVE THOSE TEACHABLE MOMENTS

THAT AS STAFF YOU DON’T EVEN PLAN FOR. AND THEY JUST KIND OF

HAPPEN ON THEIR OWN. AND YOU WALK OUT OF THE CLASS AND YOU SAY OH MY GOD,

THAT WAS SO COOL BECAUSE THESE TWO PEOPLE CONNECTED

AND THEY MENTORED EACH OTHER. WE DIDN’T EVEN PLAN FOR

THAT TO HAPPEN, BUT HOW COOL WAS THAT? THAT'S ANOTHER

SIDE BENEFIT OF DOING THE SERVICE IN A GROUP SETTING.

LEARNING THE SKILLS IN THE COMMUNITY. FOR EXAMPLE,

PLANNING AN OUTING. IF YOU TAKE A TRIP TO THE ZOO

OR SOMETHING, A TRIP UTILIZES MULTIPLE SKILLS, SUCH AS

PLANNING, TRAVEL SKILLS, MONEY MANAGEMENT, COMMUNICATION

SKILLS, ESTABLISHING A COMFORT LEVEL OF BEING OUT AND

ABOUT. THERE'S SO MANY THINGS THAT ARE INVOLVED. IT'S

NOT JUST ONE PIECE, BUT SO MANY PIECES COMING TOGETHER

AND INTERWOVEN AMONGST THE DIFFERENT PARTS.

AMINA: CAN I JUST SAY, BECAUSE I HAVE OBSERVED YOUR

UNIT DOING THIS, TOO. AND THEY DON'T DECIDE WHAT IT IS.

THE GROUP COMES TOGETHER WITH WHAT IT IS THEY

MAKE PLANS ABOUT WHAT KIND OF THINGS THEY WANT TO DO OUT

IN THE COMMUNITY. JUST LIKE THEY MAKE PLANS ABOUT WHAT

THEY ARE GOING TO DO FOR THE NEXT COOKING CLASS. AND THE

TEACHERS IN THAT CLASS ARE PEER MENTORS, ARE PEOPLE WITH

DISABILITIES THEMSELVES THAT ARE PART OF THE GROUP THAT JUST

HAPPEN TO HAVE BEEN CHEFS AND IT SMELLS REALLY GOOD AT OUR

PLACE WHEN THEY ARE HAVING THAT GROUP.

DARREL: LEARNING OUT IN THE COMMUNITY ALSO GIVES THE

STAFF PERSON A CHANCE TO SUPPORT THE INDIVIDUAL AND

ASSESS WHAT SKILLS NEED TO BE TAUGHT. SO, YOU KNOW AGAIN

WITH THE SOCIALIZATION PART OF INDEPENDENT LIVING SKILLS,

IT'S GREAT WHEN SOMEONE COMES -- I THINK THERE'S A COUPLE

OF WAYS THAT PEOPLE CAN KIND OF GET THEIR TOE WET WITH A

CENTER AND ONE IS COMING TO A SOCIAL REC EVENT. THEY CAN SIT

BACK IN A CORNER, OBSERVE THE GROUP AND GET A FEEL

FOR IT AND DON'T HAVE TO REALLY ENGAGE. MAYBE THEY GET MORE

COMFORTABLE BECAUSE THEY REALIZE IT'S OKAY.

AND THAT GETS PEOPLE INVOLVED WITH THE SKILLS TRAINING TOO.

IT'S ALL WORKING TOGETHER.

TEACHING THE SKILLS. UTILIZE SITUATIONS THAT

ARISE ORGANICALLY AS MUCH AS POSSIBLE. PRIORITIZE WITH

THE PERSON WHAT SKILLS THAT THEY WANT TO LEARN FIRST.

UTILIZE OPEN-ENDED QUESTIONS AND FORMALIZED CHECKLISTS.

ONE THING I WOULD CAUTION IS DO NOT HAVE THE CONSUMER SET

TOO MANY GOALS AT ONCE. THERE IS A FINE LINE WHEN YOU DO

AN INTAKE AND YOU GIVE THEM THE SHEET AND THERE'S LIKE 20

DIFFERENT CATEGORIES THAT THEY CAN CHOOSE TO SET GOALS ON.

YOU KNOW, AND YEAH, YOU HAVE A CONSUMER WHO JUST CHECKS OFF

ALL 20. AND THAT'S GREAT, BECAUSE IT'S CONSUMER CHOICE.

YOU SET YOUR GOALS. HERE’S THE FORM, RIGHT? BUT WHEN

YOU SEE ALL 20 OF THEM CHOSEN, OKAY, THAT'S NOT REALLY

REALISTIC. MAYBE WE CAN SET TWO OR THREE RIGHT NOW. WHAT

ARE YOUR PRIORITIES? HELP TALK THROUGH BASED ON THEIR

BELIEF SYSTEM, ON THEIR EXPERIENCE, WHERE ARE THEY AT.

WHAT ARE TWO OR THREE THINGS THAT YOU WANT TO WORK ON RIGHT NOW?

OR EVEN LET'S GO WITH ONE RIGHT NOW. YOU DON'T WANT TO SPREAD

YOURSELF TOO THIN. YOU KNOW WHAT? IF YOU ACCOMPLISH THAT

ONE, WE CAN GO ONTO THE SECOND AND THIRD ONE LATER. WE ARE

ALWAYS HERE FOR YOU. GOOD WAY OF DOING THAT.

ACKNOWLEDGING THAT THE SKILLS THAT YOU MAY WANT TO TEACH

MAY NOT BE WHAT THEY WANT TO LEARN. YOU NEED TO RESPECT

THAT. CONSUMER CHOICE. AND YOU NEED TO -- I WILL SAY IT

AGAIN. THEY MAY WANT TO LEARN SKILLS THAT YOU DON'T THINK

ARE A PRIORITY RIGHT NOW. YOU NEED TO RESPECT THAT. YOU

NEED TO ZIP IT AND ACCEPT IT. TEACH IN THE MOMENT WHEN

YOU DON'T HAVE THE LUXURY OF PRIORITIZING. AND AS NEEDED

SKILLS BECOME MORE OBVIOUS, TAKE TIME TO TEACH OR RETEACH

THE SKILLS. REPETITION. BASED ON A LOT OF DIFFERENT

VARIABLES, REPETITION IS A GOOD THING. SOMETIMES IT'S VERY

HELPFUL AND VERY NECESSARY.

INDEPENDENT LIVING SKILLS TRAINING AND LEARNING

TO BE A SELF ADVOCATE FIT HAND AND GLOVE. PROVIDE THE

CONSUMER WITH SUPPORT IN MAKING THEIR OWN PHONE CALLS, WRITING

E-MAILS ET CETERA FOR RESOLVING PERSONAL SITUATIONS. USE

THE APPLICATION PROCESS AND SNAFUS WITH BENEFITS OR

HOUSING APPLICATIONS AS TEACHABLE MOMENTS. YOU KNOW THERE

AGAIN, IT WOULD BE REALLY EASY TO PICK UP THE PHONE AND

SAY I AM GOING TO CALL MY GOOD FRIEND SHANNON OVER AT THE

PUBLIC HOUSING AUTHORITY AND I AM GOING TO GET YOU HELP.

BECAUSE YOU KNOW I KNOW SHE IS A GREAT PROFESSIONAL AND I

AM GOING TO GIVE HER A CALL AND SHE IS GOING TO HELP US

OUT. IT WOULD BE EASIER FOR ME TO DO THAT WITH MY

CONSUMER SITTING HERE. BUT THAT DOESN'T DO THE JOB. YOU

ARE NOT BEING A GOOD STAFF PERSON BY DOING IT THAT WAY.

YOU ARE NOT. THE BETTER WAY IS TO SAY LOOK. AMINA, HERE

IS SOME QUESTIONS THAT YOU MIGHT WANT TO ASK SHANNON WHEN

YOU TALK TO HER OVER AT THE HOUSING AUTHORITY. AND I AM

RIGHT HERE. LET'S PUT HER ON SPEAKER PHONE. LET'S PUT

HER ON SPEAKERPHONE AND I AM RIGHT HERE. WE ARE HERE IN

MY OFFICE. LET'S GIVE SHANNON A CALL. I AM RIGHT HERE TO

SUPPORT YOU. I HAVE GOT MY POM-POMS. MY STAFF LAUGHS AT

ME. HE KEEPS TALKING ABOUT HIS POM-POMS, BUT YOU HAVE TO BE

A CHEERLEADER. THAT'S PART OF IT IS BEING A CHEERLEADER

SAYING YOU CAN DO THIS. BUT SHE WORKS AT THE HOUSING

AUTHORITY AND THEY HAVE SO MUCH RESPONSIBILITY OVER MY

HOUSING. YOU KNOW WHAT? YOU CAN DO IT. LET'S MAKE AT

THAT CALL. I AM RIGHT HERE TO SUPPORT YOU. THAT MAY TAKE

A LITTLE BIT MORE TIME, BUT IT'S SO MUCH MORE EFFECTIVE AND

EMPOWERING FOR THE CONSUMER. AND THAT MAY BE A NEW

TECHNIQUE FOR SOME OF YOU. BUT USE IT. TRY IT. YOU MIGHT

LIKE IT. SUPPORT THEM IN ARRANGING THEIR OWN

TRANSPORTATION. I TELL YOU. I KNOW AMINA AND I HAVE GONE

OVER THIS SO MANY TIMES WHERE WE LIKE TO HAVE ONE OF OUR

ACCESSIBLE VANS AVAILABLE TO PICK SOMEONE UP TO COME TO

ONE OF OUR EVENTS AS AN INTRO TO BRING THEM INTO THE

CENTER. IT'S A GREAT ENTREE. MAKE IT EASY FOR THEM. COME ON IN. WE

HAVE GOT A VAN THAT WILL PICK YOU UP. THAT'S A GOOD

INTENTION, BUT YOU KNOW WHAT? NOW WE HAVE SET THE BAR

REALLY HIGH. WE HAVE A REALLY FRIENDLY DRIVER THAT'S

GOING TO COME TO YOUR DOOR AND BRING YOU STRAIGHT TO OUR

CENTER. AND TO THINK NOW AFTER A BIT WE ARE ASKING YOU TO

TAKE DIAL A RIDE. OR THE PUBLIC BUS OR LIGHT RAIL.

THAT'S NOT AS NICE AS HAVING YOUR FRIENDLY DRIVER COME

RIGHT TO MY DOOR ON A TIMELY BASIS. AND SO, WE HAVE GONE

BACK AND FORTH ABOUT THIS OVER SO MANY YEARS. BUT DO YOU

DO THAT SERVICE RIGHT UP FRONT TO BRING THEM IN, BRING

THEM IN. REEL THEM IN OR NOT. AND A LOT OF TIMES, YOU

DON'T HAVE THE OPTION. WE HAVE THE LUXURY OF HAVING A COUPLE OF

ACCESSIBLE VANS. NOT EVERYBODY DOES. BUT ENCOURAGE AND

GUIDE THE PERSON IN REGISTERING TO VOTE. OH, MY GOSH. IS

THERE NOT A BETTER, STRONGER MORE VOCAL ADVOCATE TO GET

PEOPLE TO VOTE THAN THIS WOMAN RIGHT HERE? I'M SERIOUS.

I MEAN SHE HAS HAD CONTESTS EVERY MONTH FOR STAFF.

AMINA: I WILL BRIBE PEOPLE TO DO IT.

DARREL: TO BRIBE PEOPLE TO SIGN UP AND

REGISTER. I HAVE LEARNED SO MUCH FROM THIS WOMAN IN THAT

REGARD.

AMINA: LET ME BE CLEAR. I BRIBE STAFF. THERE IS A CONTEST TO

SEE WHO GETS THE MOST PEOPLE REGISTERED. I DON'T PAY

PEOPLE TO ACTUALLY REGISTER TO VOTE. (LAUGHTER).

DARREL: THE ELECTION GOES COMMISSION WILL BE

CONTACTING US.NO. BUT ENCOURAGE PEOPLE TO VOTE AND

THAT'S THE STRONGEST WAY TO GET INVOLVED. CONNECT THE

DOTS IN BECOMING A PEER ADVOCATE AND GETTING INVOLVED IN

SYSTEMS ADVOCACY. THAT'S PART OF IL SKILLS TRAINING AS WELL.

THE NATURAL CONNECTION TO TRANSITION AND DIVERSION. WE

WILL TALK ABOUT TRANSITION AND DIVERSION LATER, BUT I WANT

TO SAY, THAT IL SKILLS ARE USUALLY NOT TAUGHT AND ARE

OFTEN LOST IN AN INSTITUTION. IT DOESN'T USUALLY HAPPEN

REAL WELL. MORE SO YOU WANT TO HAVE PEER MENTORS

COME TO A NURSING HOME. IT HELPS TO LIGHT THAT LIGHT

BULB.

QUICK EXAMPLE. WE HAD A TRANSITION STAFF PERSON YEARS AGO

TALK TO A GAL WHO WAS IN A NURSING HOME. SHE IN AN ACCIDENT,

IS THE MOTHER OF TWO YOUNG DAUGHTERS, COMING OUT FROM REHAB

TO AN INSTITUTION AND SHE HAD BEEN THERE FOR LIKE THAT

TRANSITION PERIOD, LIKE SEVEN YEARS NOW. YEAH, I KNOW, RIGHT?

AND HER TWO DAUGHTERS WERE LIVING WITH GRANDMA, HER MOM. AND

OUR TRANSITION PERSON COMES INTO THE NURSING HOME AND SAYS

HEY HOW WOULD YOU LIKE TO LIVE ON YOUR OWN, GET YOUR OWN

PLACE, MOVE OUT OF HERE? FOLKS WE COULD HAVE JUST AS WELL

BEEN DESCRIBING LIFE ON MARS. IT WAS SUCH A FOREIGN CONCEPT

TO HER. HAD NO CONCEPT THAT SHE WITH A NEW DISABILITY, NOW

SEVEN YEARS LONG, COULD ACTUALLY LIVE OUT IN THE COMMUNITY.

HE CAME BACK A SECOND TIME. ALL OF A SUDDEN, YOU COULD KIND

OF TELL THAT THE LIGHT BULB STARTED TO FLICKER. I HAD A PEER

MENTOR COME IN AND TALK TO HER ABOUT IT. EVENTUALLY SHE

MOVED OUT. GOT HER OWN PLACE. WENT BACK TO COMMUNITY

COLLEGE. HER DAUGHTERS ARE LIVING WITH HER. LIFE IS

GOOD. BUT IT WAS HAVING THAT SUPPORT AND NATURAL FLOW

STARTING IN THE NURSING HOME. BUT TO TEACH IL SKILLS,

COOKING SKILLS AND STUFF – IT DOESN’T HAPPEN.

SOME PEOPLE ARE FAST TRACKED INTO AN INSTITUTION BECAUSE

THEY ARE PERCEIVED AS NOT HAVING THE SKILLS TO LIVE

INDEPENDENTLY. WE HAVE SEEN THAT, RIGHT? AND NOT ONLY

DO WE ASSIST THE PERSON IN GETTING OUT OF THE INSTITUTION,

PARTLY THROUGH DEVELOPING IL SKILLS TO LIVE IN THE

COMMUNITY, BUT BY BUILDING THOSE SKILLS. WE CAN HELP

PEOPLE AVOID REINSTITUTIONALIZATION OR GOING INTO AN

INSTITUTION IN THE FIRST PLACE. AND THAT'S DIVERSION THAT

WE WILL TALK ABOUT TOMORROW. AS FAR AS PROGRAM EVALUATIONS, YOU

HAVE THE ONE TO ONE AND GROUP PROGRAM EVALUATIONS AND CHECK IN.

HOW DO YOU MEASURE SUCCESS? YOU CAN SAY THIS PERSON

ATTENDED FIVE IL CLASSES. GREAT. FIVE IS A GOOD NUMBER BUT

WHAT WAS THE IMPACT? WHAT DID THEY LEARN? HOW DO YOU

MEASURE THAT? SO, IT'S SIMPLY NOT A NUMBER OF CLASSES OR

NUMBER OF ATTENDEES OR NUMBER OF CONSUMERS. SIMPLIFY

YOUR SURVEY QUESTIONNAIRES, SO THE CONSUMER UNDERSTANDS IT.

AND WHAT'S BEING ASKED? AND HOW HAS SERVICE INCREASED THE

LEVEL OF YOUR INDEPENDENCE? THAT'S THE CORE QUESTION. HOW DID

THE CLASS INCREASE YOUR LEVEL OF INDEPENDENCE?

AND HERE WE HAVE IL SKILLS TRAINING RESOURCES.

SO, WE HAVE ALL OF FOUR MINUTES REMAINING FOR QUESTIONS

OR COMMENTS OF EITHER ONE OF US.

AUDIENCE: DO YOU SEE THAT YOU PREDOMINANTLY HAVE –- WITH YOUR

PEER GROUPS – DO YOU FIND THAT THERE'S PREDOMINANTLY

ONE GROUP THAT ATTENDS EITHER BY DISABILITY OR AGE THAT IS

PREDOMINANT IN YOUR PEER GROUPS?

AMINA: NO. IT’S COMPLETELY ACROSS DISABILITY. WE HAVE SEEN

OVER THE YEARS MORE PEOPLE WITH INTELLECTUAL DISABILITIES,

LEARNING DISABILITIES AND MENTAL HEALTH DISABILITIES

COMING TO OUR CENTER. EVEN THOUGH THERE'S A LOT OF

PROGRAMS OUT THERE, THEY WANT TO COME TO OUR CENTER

IN AN INTEGRATED ENVIRONMENT.

DARREL: AND I THINK PART OF THAT HAS BEEN BECAUSE

SOME OF THESE SERVICES HAVE BEEN CUT STATEWIDE FOR

PEOPLE WITH MENTAL ILLNESS AND SUCH. SO, WHILE

OTHER SERVICES WERE CUT, NOW THEY ARE COMING OVER.

SO THAT GROUP HAS GONE UP.

AMINA: WE’RE FREE.

DARREL: YEAH, AND WE ARE FREE.

AUDIENCE: THANK YOU. ON THE CHECKLIST I AM FASCINATED

WITH THAT IDEA. HOW DO YOU KEEP THAT FROM BEING LIMITING?

DO YOU JUST HAVE AN OTHER CATEGORY AND HOW UNIVERSAL IS IT?

HOW DO YOU STRUCTURE IT? OBVIOUSLY, I CAN LOOK AT WHAT YOU DO.

BUT I WOULD JUST BE GRATEFUL FOR KIND OF A BROADER --

AMINA: ARE YOU TALKING ABOUT THE GOAL LIST WHERE THEY

PICK A MILLION GOALS?

AUDIENCE: YES.

AMINA: YOU SAY THAT'S REALLY NICE. NOW, LET'S START OFF

WITH TWO, ONE OR TWO. SO, THEY ARE THERE. AND SOMETIMES

THEY WILL COME BACK AND WILL HAVE DONE THE GOAL OVER HERE

ALONG THE SIDE, BECAUSE THE OPPORTUNITY OPENED UP

BECAUSE LIFE ISN'T LIKE THAT. IT'S NOT LINEAR.

BUT YOU HAVE TO GET THEM TO SETTLE DOWN. THAT'S PART OF

THE PROBLEM IN THEIR OWN LIFE IS LEARNING HOW TO SET A

GOAL THAT'S ACCOMPLISHABLE AND GETTING IT DONE. SO, YOU

ARE BUILDING SELF CONFIDENCE, AS WELL AS GETTING THAT SKILL

LEARNED, OR WHATEVER IT IS -- THAT RESOURCE ACQUIRED.

DARREL: YES, I THINK WHAT WE DO, OR WHAT WE HAVE DONE,

IS WHILE THEY MIGHT BE ENTHUSIASTIC TO DO ALL 20, JUST

SAY OKAY GREAT. I LOVE THE ENTHUSIASM, BUT LET'S

BREAK IT DOWN AND LET’S BREAK IT DOWN INTO SMALLER BITES.

AND AGAIN, TALK IT THROUGH SO THAT THEY CAN SELF IDENTIFY

ONE OR TWO.

AUDIENCE: AWESOME.

AMINA: BECAUSE THAT'S EITHER A PERSON WHO IS GOING TO

REALLY GO FAR OR NOT GO ANYWHERE.

AUDIENCE: GOTCHA. CAN I ASK ANOTHER QUESTION?

DARREL: NO. ONE PER CUSTOMER (LAUGHTER). OF COURSE.

AMINA: FOR YOU, JERRY, ANYTHING.

AUDIENCE: THANK YOU. SO, IF YOU HAVE STAFF THAT

YOU ARE WORKING WITH THAT HAVE AN ORIENTATION THAT MIGHT

BE TOWARDS CASE WORK, HOW DO YOU KIND OF HELP THEM SHIFT

INTO THAT IL PHILOSOPHY? WHAT'S THE SECRET SAUCE TO THAT?

HOW WOULD YOU DO THAT?

AMINA: WE OFTEN HAVE TO RETRAIN PEOPLE. THAT'S TRUE. YOU’VE

HAD TO DO THAT.

DARREL: YEAH. I THINK IT OFTEN COMES BACK TO MAYBE

WHAT WE TALKED ABOUT EARLIER, YESTERDAY, I THINK. WHEN YOU

ARE HIRING FOLKS, I ALWAYS LOOK AT THE FIT ABILITY. CAN

YOU REALLY PICTURE THIS PERSON FITTING INTO YOUR CULTURE?

BECAUSE SOMEONE WITH TREMENDOUS ACADEMIC BACKGROUND OR

MAYBE A LOT OF STATE GOVERNMENT, WHATEVER. THEY MAY HAVE A

GREAT RESUME, BUT DOES THAT PERSON FIT? CAN YOU SEE THEM

FITTING INTO YOUR IL CULTURE? THAT'S PART OF IT. AND

THEN SOME OF IT, LIKE AMINA SAID, IS SIMPLE RETRAINING.

AUDIENCE: I AM NOT SURE IF THIS IS THE APPROPRIATE PLACE

FOR THE QUESTION BUT IT'S BEEN GOING THROUGH MY MIND

FOR A COUPLE OF DAYS NOW. WE, LIKE IT SOUNDS

LIKE EVERYBODY ELSE, HAVE A REAL HOUSING CRISIS WHERE WE

ARE FROM. AND IT SEEMS LIKE I AM HEARING PEOPLE ARE GOING

OUT AND ACTIVELY RECRUITING PEOPLE TO GET OUT OF

NURSING HOMES AND I UNDERSTAND THAT'S OUR JOB, BUT IT SEEMS

A LITTLE CRUEL TO GO IN AND ASK SOMEBODY DO YOU WANT TO

GET OUT? DO YOU WANT TO LIVE IN THE COMMUNITY AND WE

HAVE NO PLACE TO PUT THEM. THERE IS NO OPPORTUNITY. SO

HOW DO YOU MANAGE THAT?

DARREL: RIGHT. AND I THINK WE COULD ALL BUST OUT ABOUT

FOUR TIMES AS MANY PEOPLE AS WE DO IF THE HOUSING

WAS AVAILABLE. I THINK PART OF IT IS HAVING REALISTIC

EXPECTATIONS. FOR US ANYWAY WE HAVE A FEW PROPERTIES THAT

HAVE A LOT OF TURNOVER. AND SO, WE CAN TAP INTO THOSE.

AND BY EDUCATING THE PROPERTY MANAGERS THAT WE ARE HERE AS

A RESOURCE TO HELP FILL THEIR UNITS WHEN THEY BECOME

AVAILABLE. AND I HAVE A REALLY COOL THING COMING UP OVER

THE NOON HOUR WITH HOUSING, SO STAY TUNED.

AMINA: I ALSO WANT TO SAY SOMETHING ABOUT THAT.

I DON'T KNOW WHICH REINTEGRATION STAFF HE WAS

TALKING ABOUT, BUT WE HAD ONE GUY WHO WAS A NATIVE AMERICAN

WHO WE HELPED GET OUT OF A NURSING HOME AND INTO A SHARED

LIVING EXPERIENCE WHO EVENTUALLY WENT BACK TO SCHOOL ABOUT

FOUR DIFFERENT TIMES. THIS WAS ONE OF OUR FIRST PEER MENTORS.

WE ENDED UP CREATING THE REINTEGRATION PROGRAM AROUND HIM,

ACTUALLY. BUT HE WAS BRINGING A VOLUNTEER TO WORK IN MY UNIT

FOR MONTHS BEFORE I REALIZED SHE WAS LIVING IN A NURSING HOME.

IT WAS ONE OF THOSE SITUATIONS OF HER GETTING READY, BUT ALSO

HAVING NO PLACE TO MOVE TO. SHE WAS OUT AND COMPLETELY

INVOLVED. SHE WAS USING THE PUBLIC TRANSPORTATION SYSTEM.

SHE WAS A DOUBLE AMPUTEE, AS WAS HE. SHE LEARNED SYSTEM

AND IN THE END HELPED US CREATE THE AMERICAN INDIAN SUMMIT

THAT WE HAVE ANNUALLY. THAT'S WHAT PEOPLE USED TO DO.

THEY USED TO LIVE IN NURSING HOMES AND GO OUT TO WORK.

SO, YOU GET THEM OUT AND GET THEM MOVING AND DOING THINGS.

DARREL: BUT BACK TO YOUR QUESTION ABOUT NOT HAVING A

FALSE CARROT OUT THERE. THAT YOU CAN MOVE OUT IF YOU DON'T

REALLY HAVE A PLACE TO MOVE TO. I THINK THAT'S A VERY

FAIR QUESTION. AND I THINK AGAIN IT'S EDUCATION TO PEOPLE

IN THE HOUSING INDUSTRY THAT YOU ARE A RESOURCE TO HELP

THEM FILL THEIR UNITS.

AMINA: TO ME GETTING MARRIED WAS A FALSE CARROT FOR A

LONG TIME, BUT IT HAPPENED EVENTUALLY. (LAUGHTER).

TIM FUCHS: ALL RIGHT. THANKS SO MUCH, YOU ALL. [APPLAUSE].