BDS Provider, Care\Case Manager Monthly Webinar

October 24, 2024

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Webinar Agenda

- Leadership Introduction

- IPP Project Guest Speaker:
  Amanda Vandewege,
  Southern Indiana Resource Solutions

- IPP Project Guest Speaker:
  Spencer Booth, PsyD, HSPP
  Booth & Company, Inc.

- Provider Updates for all HCBS Waiver Providers

- Provider Updates for HW/TBI Waiver Providers

- Provider Updates for CIH/FSW Waiver Providers

- Future Webinar Topics Invitation

Innovation Pilot Projects

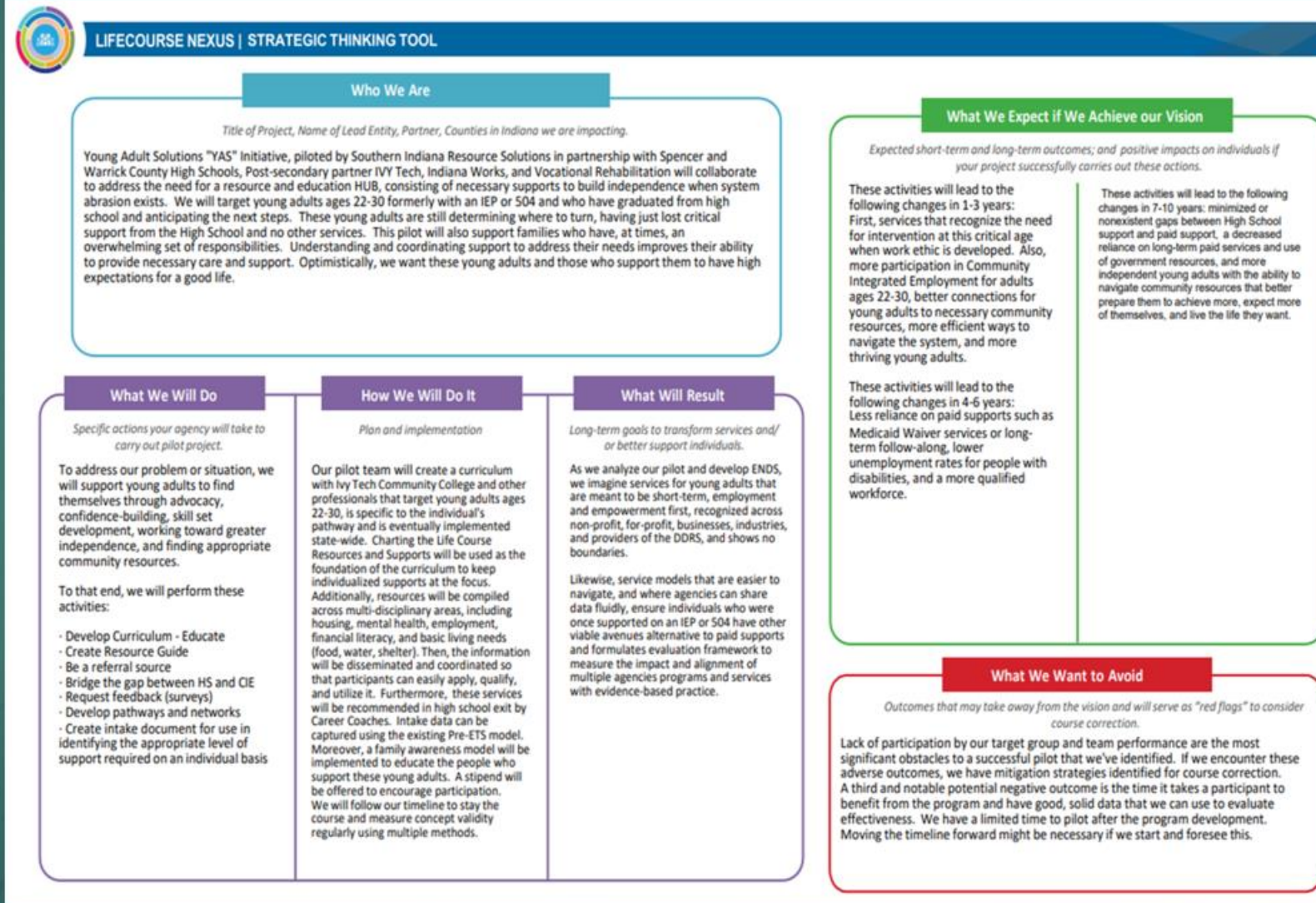**Guest Speaker: Amanda Vandewege**
Southern Indiana Resource Solutions (SIRS)

What is **Young Adult Solutions?**

Through Young Adult Solutions (YAS) Initiative, young adults with disabilities and family supports should be equipped with the **knowledge, tools,** and **local community networks** to effectively plan their post- high school life trajectory and pursue goals specific to **education, career, and enrichment**.

LIFECOURSE NEXUS | STRATEGIC THINKING TOOL

Who We Are

Title of Project, Name of Lead Entity, Partner, Counties in Indiana we are impacting.

Young Adult Solutions "YAS" Initiative, piloted by Southern Indiana Resource Solutions in partnership with Spencer and Warrick County High Schools, Post-secondary partner IVY Tech, Indiana Works, and Vocational Rehabilitation will collaborate to address the need for a resource and education HUB, consisting of necessary supports to build independence when system abrasion exists. We will target young adults ages 22-30 formerly with an IEP or 504 and who have graduated from high school and anticipating the next steps. These young adults are still determining where to turn, having just lost critical support from the High School and no other services. This pilot will also support families who have, at times, an overwhelming set of responsibilities. Understanding and coordinating support to address their needs improves their ability to provide necessary care and support. Optimistically, we want these young adults and those who support them to have high expectations for a good life.

What We Will Do

Specific actions your agency will take to carry out pilot project.

To address our problem or situation, we will support young adults to find themselves through advocacy, confidence-building, skill set development, working toward greater independence, and finding appropriate community resources.

To that end, we will perform these activities:

- Develop Curriculum - Educate
- Create Resource Guide
- Be a referral source
- Bridge the gap between HS and CIE
- Request feedback (surveys)
- Develop pathways and networks
- Create intake document for use in identifying the appropriate level of support required on an individual basis

How We Will Do It

Plan and implementation

Our pilot team will create a curriculum with Ivy Tech Community College and other professionals that target young adults ages 22-30, is specific to the individual's pathway and is eventually implemented state-wide. Charting the Life Course Resources and Supports will be used as the foundation of the curriculum to keep individualized supports at the focus. Additionally, resources will be compiled across multi-disciplinary areas, including housing, mental health, employment, financial literacy, and basic living needs (food, water, shelter). Then, the information will be disseminated and coordinated so that participants can easily apply, qualify, and utilize it. Furthermore, these services will be recommended in high school exit by Career Coaches. Intake data can be captured using the existing Pre-ETS model. Moreover, a family awareness model will be implemented to educate the people who support these young adults. A stipend will be offered to encourage participation. We will follow our timeline to stay the course and measure concept validity regularly using multiple methods.

What Will Result

Long-term goals to transform services and/ or better support individuals.

As we analyze our pilot and develop ENDS, we imagine services for young adults that are meant to be short-term, employment and empowerment first, recognized across non-profit, for-profit, businesses, industries, and providers of the DDRS, and shows no boundaries.

Likewise, service models that are easier to navigate, and where agencies can share data fluidly, ensure individuals who were once supported on an IEP or 504 have other viable avenues alternative to paid supports and formulates evaluation framework to measure the impact and alignment of multiple agencies programs and services with evidence-based practice.

What We Expect if We Achieve our Vision

Expected short-term and long-term outcomes; and positive impacts on individuals if your project successfully carries out these actions.

These activities will lead to the following changes in 1-3 years: First, services that recognize the need for intervention at this critical age when work ethic is developed. Also, more participation in Community Integrated Employment for adults ages 22-30, better connections for young adults to necessary community resources, more efficient ways to navigate the system, and more thriving young adults.

These activities will lead to the following changes in 4-6 years: Less reliance on paid supports such as Medicaid Waiver services or long-term follow-along, lower unemployment rates for people with disabilities, and a more qualified workforce.

These activities will lead to the following changes in 7-10 years: minimized or nonexistent gaps between High School support and paid support, a decreased reliance on long-term paid services and use of government resources, and more independent young adults with the ability to navigate community resources that better prepare them to achieve more, expect more of themselves, and live the life they want.

What We Want to Avoid

Outcomes that may take away from the vision and will serve as "red flags" to consider course correction.

Lack of participation by our target group and team performance are the most significant obstacles to a successful pilot that we've identified. If we encounter these adverse outcomes, we have mitigation strategies identified for course correction. A third and notable potential negative outcome is the time it takes a participant to benefit from the program and have good, solid data that we can use to evaluate effectiveness. We have a limited time to pilot after the program development. Moving the timeline forward might be necessary if we start and foresee this.

SIRS — Southern Indiana Resource Solutions | WARRICK COUNTY | IVY TECH COMMUNITY COLLEGE | South Spencer

Project Design

- Committee Meetings

- Transition Fairs (regional and at orientation)

- Orientation courses (in-person and hybrid)

- Individualized Community-Based Transition Plan for Successful Adulthood

- Trail Head Resource Maps (Career, Education, and Enrichment)

- Online Resource Hub

Our Impact

Regional and community-based Transition Fairs, orientation courses, and online YAS Resource Hubs will leverage the Charting the Life Course Framework and existing national resource models to **build independence, bridge the attainment gap,** and **improve access** to services and training.

Purpose:

- ✓ Community connections and awareness
- ✓ Family and Peer relationships
- ✓ Resource information sharing
- ✓ Efficient and Productive
- ✓ Impacting over 60 families in our community

Successes:
Implementation and Impact

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2023:

- ✓ Ongoing committee engagement for idea generation, resource reviews, planning, and the committee's positive impact on productivity

- ✓ Transition Fair development in a school district, for orientation, and at a county level

- ✓ Identified topics for "buckets" and build connections for networks

2024:

- ✓ Implementing the partnership with Warrick School Corporation for data sharing, communication, and Transition Fairs and the partnership's impact on the community for engagement and resource distribution

- ✓ Reviewed existing frameworks through the framework of available resources
  - ✓ By not only focusing on regional impact, resource selection and project design can be implemented on a statewide level

- ✓ Attempted to implement pilot project twice and realized impact of timing and marketing

Sustainability

► Trail Head Maps for Education, Career, and Enrichment with local, national, and Charting the Life Course resources
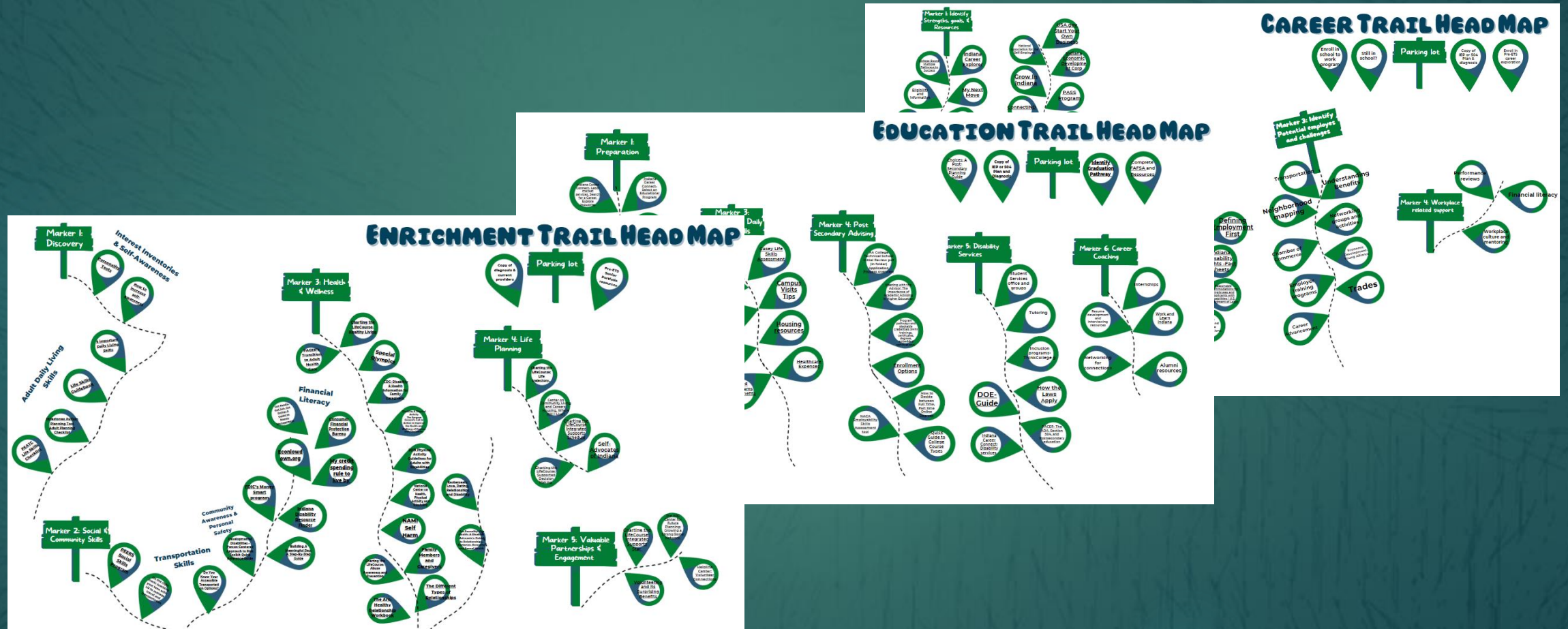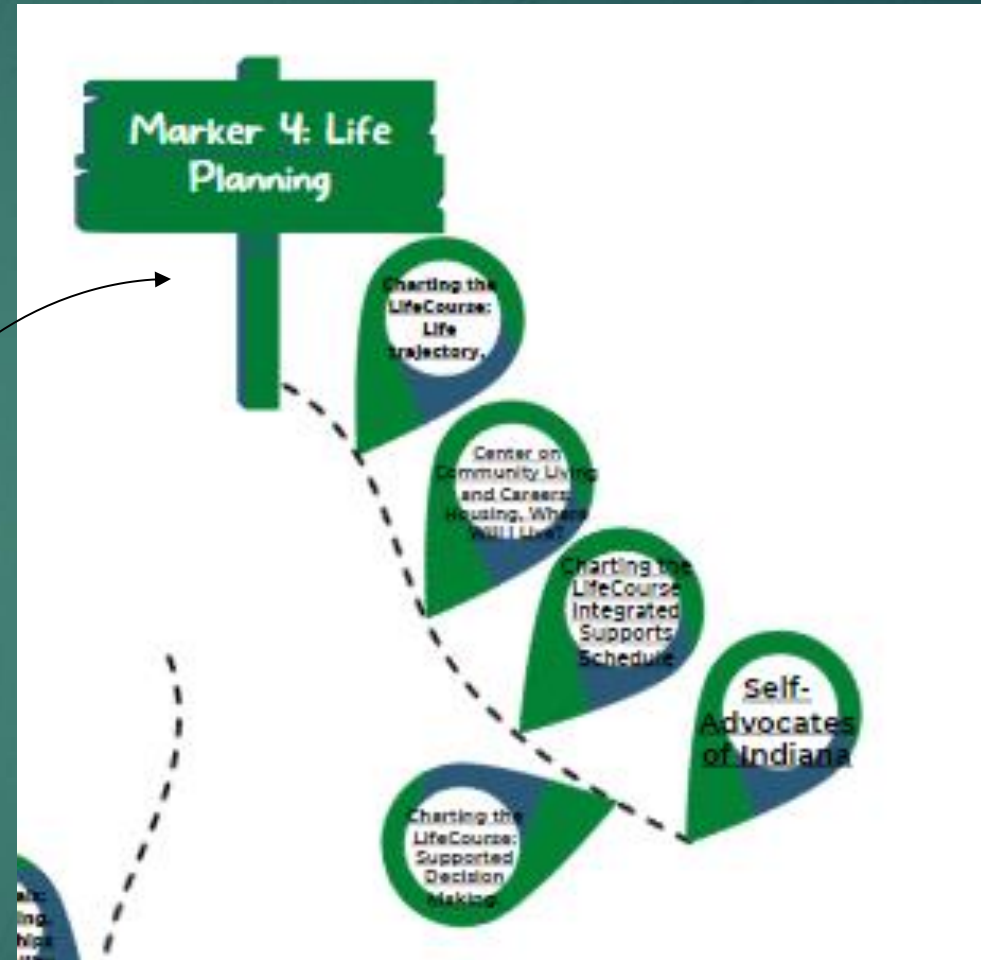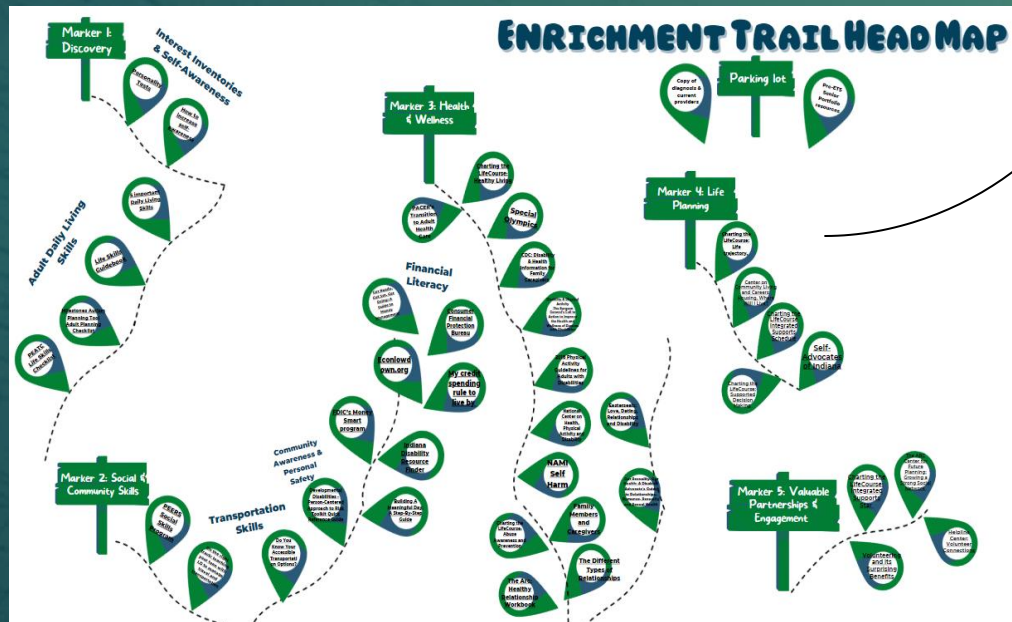
EXPLORING YOUR TRAIL

Where can your trail take you and resources for your selected trail

Education

The Arc's Self Determination Scale

Career & Technical Education Report

Transition Assessment Student & Parent Interview

College/Technical School Init

Study Habits Questionnaire

Planning for Community Living

EXPLORING YOUR TRAIL

Where can your trail take you and resources for your selected trail

Enrichment

Life Skills Assessment

The Arc's Self Determination Scale

Subscale Interpretive Guide

Community Service/Volunteer Experience

Transition Assessment

Know your Network

EXPLORING YOUR TRAIL

Where can your trail take you and resources for your selected trail

Career

This is What I Know: Career in the Military

PERC Self-Advocacy Checklist

Know your Network

Employability Skills Framework

Job Shadow Feedback/Reflection

Employability Skills: Measuring and Reflecting Student Learning

Employability Skills Self-Assessment

Employability/Life Skills Assessment (ELSA)

O*NET Interest Profiler

Youth Transition Services Plan

Kansas Work-Based Learning: Personalized Learning Plan

Job Seekers Toolkit

Interviewing for Employability Skills

Career and Technical Education Report

Toolkit for Community Assessment

Transition Assessment

Career Cluster Survey

Evaluation:
Metrics from the Logic Model and Time Line

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Project Goals:

➢ Best practice frameworks and community based services that can be replicated or expanded

➢ Identification of target audience trail heads and alignment to "buckets" for purpose

Outcomes Achieved:

➢ Organized existing frameworks and resources into a "Choose your own adventure" and "Trails" for a purposeful life after high school

➢ Engage key stakeholders and community partners in the community

➢ Compiling resources across multi-disciplinary areas for dissemination

➢ Use of pilot program in counties as a self-directed case plan when ineligible for Waiver or on a wait list

➢ Successful completion of two Transition Fairs within Warrick County

Innovation Pilot Projects

Guest Speaker:

Spencer Booth, PsyD, HSPP

Booth & Company, Inc.

Finding and Developing Strengths

Benefits of Identifying Strengths

Improved Self-Esteem: Recognizing and celebrating a person's strengths can boost their self-esteem and confidence. This can help them feel more empowered and capable, leading to a more positive outlook on life.

Increased Independence: By focusing on what a person can do rather than what they cannot, we can help them develop greater independence. This can foster a greater sense of control over their lives.

Benefits of Finding Strengths

- **Stronger Relationships:** Focusing on strengths can help build stronger relationships with family and friends.

- **Greater Opportunities:** By identifying and nurturing an individual's strengths, we can help them access more opportunities for education, employment, and community involvement.

Benefits of Finding Strengths

- **Enhanced Quality of Life:** When people are able to utilize their strengths, they can experience a higher quality of life. This may include increased social participation, greater job satisfaction, and improved overall well-being.

Strength Assessments: Values In Action Inventories of Strengths

The VIA online questionnaire has 120 questions

It utilizes a Likert scale for individuals to rate items from 1 (very much not like me) to 5 (very much like me)

It has been found to be reliable with diverse populations including people with disabilities

Ages 13 to 17, and 18 and older

The report we are using provides 5 top strengths and descriptions of each

CHARACTER STRENGTHS PROFILE

CHARACTER STRENGTHS PROFILE

Your Character Strengths

- HUMOR
- BRAVERY
- CREATIVITY
- ZEST
- LOVE
- SOCIAL INTELLIGENCE
- HONESTY
- KINDNESS
- SPIRITUALITY
- LOVE OF LEARNING
- GRATITUDE
- FAIRNESS
- PERSEVERANCE
- HOPE
- JUDGMENT
- FORGIVENESS
- CURIOSITY
- PERSPECTIVE
- SELF-REGULATION
- LEADERSHIP
- HUMILITY
- APPR OF BEAUTY/EXCL
- TEAMWORK
- PRUDENCE

1 = Very much unlike me   3 = Neutral   5 = Very much like me
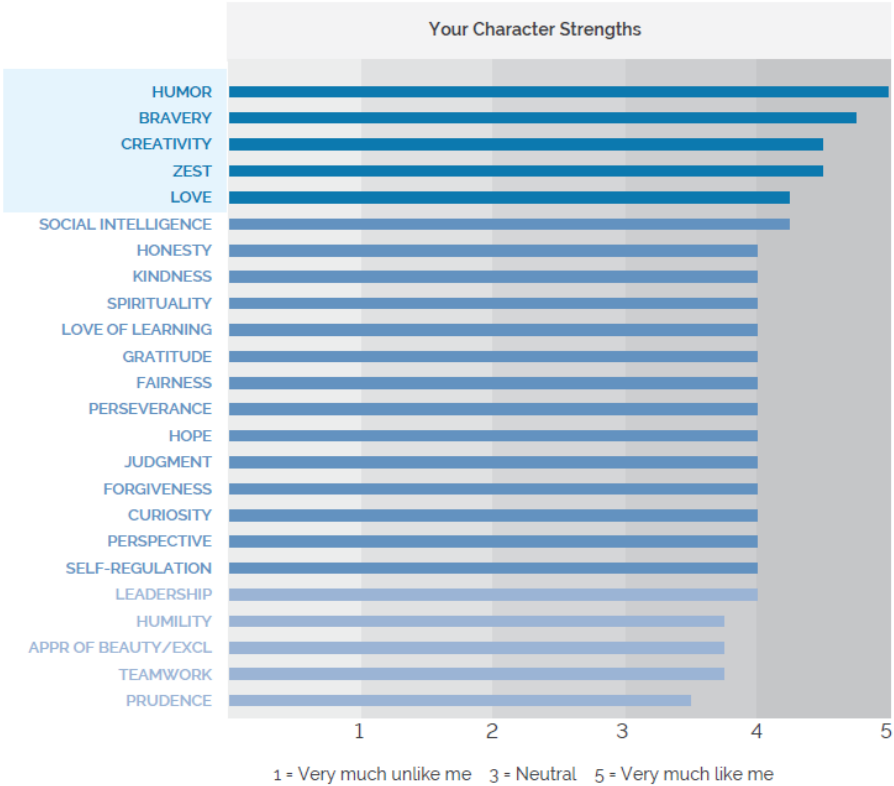
1. HUMOR

What is Humor?

Humor means to recognize what is amusing in situations by pointing out what is funny or inconsistent. It involves lifting the moods of others with jokes, stories, or funny observations.

What does this mean about you?

With your signature strength of humor, you are good at putting people at ease through gentle teasing, playful comments, joking, or funny storytelling, and you don't take yourself too seriously. Other people look to you to break the seriousness of the moment, to lighten a heavy situation, or to give perspective on the relative importance of things. At times, you may be the life of the party and at other times, you bring pleasure and joy to an intimate relationship. You may not always tell jokes or try to be funny, but you bring words and expressions to what other people are feeling or thinking or what might be "just out of reach" for them.

Humor gives a certain magic to social interactions and can contribute to team building or helping a group move toward its goals. You look for opportunities to share your humor with others. You've probably noticed that your humor is contagious in many situations as laughter and lightheartedness, when socially appropriate, can light up the room.

When you give constructive feedback with humor it sometimes softens the negative aspect of it. This is one of your important communication tools. Humor is a strength that helps others and brings joy to you.

How others describe you

Playful
You are perceived as the person who will start something fun or join in with games.

Good-natured
You are someone who fits in well and is easy for others to be around, putting them at ease.

Lighthearted
People see you as someone who does not take life too seriously and treats difficult situations as something that will pass.

Funny
You are probably described as funny and fun-loving. You may seem to know or say the right joke or story for every situation.

Strength Assessments: Assessment Scale for Positive Character Traits– Developmental Disabilities

- Developed by Dr. Cooper Woodard in 2009

- This is a 26-item questionnaire

- Assesses 10 positive traits: empathy, optimism, forgiveness, kindness, humor, gratitude, self-efficacy, courage, self-control, and resilience

- Designed as a proxy assessment, but we encourage the participant to complete it with someone who knows them well

- Works for any age

- A 2017 study published in *Education and Training in Autism and Developmental Disabilities* found this to be an effective tool.

Strength Assessments: Looking Through a List of Strengths

A list of 43 Strengths with examples

Provides exposure to a variety of strengths

We encourage people to pick a strength that they would enjoy working on

Strength Assessments: Finding a Strength through an Unusual Event

- Remembering how the participant responded to an unusual event is a way to identify individual strengths

- Examples include:
  - Forgave someone who wronged them
  - Helped others during emergency
  - Shared lunch with someone who forget their's
  - Thought of a creative solution to a problem

Strength Assessments: Asking a friend to think about what they know about you

- Family and Friends who know us well can help identify strengths

- They might miss something as they might be limited by familiarity with daily routines, schedule limitations, etc.

Using and Developing Strengths

Steps for Using and Developing Strengths

Pick one or two strengths to use and develop

Define how it is shown, where it is used, and who has seen it

Think about how your strengths can be developed

Set a goal for today, next week, and for the month to use and develop your strengths

Steps for Using and Developing Strengths Reflect on progress

1

Once a week look at the use and development of the strength

2

Celebrate successes

3

Create new goals

4

Identify barriers

Steps for Using and Developing Strengths
Seek encouragement

Ask someone who knows you well and that you see frequently to encourage you by noticing when you use your strength.

This helps supporters encourage the person and develop a strengths mindset

Impact of Strength Assessment

Impact of Strengths Assessments

Facilitators are trained to look for strengths that the person will enjoy developing

Gets everyone into a strength mindset, what strengths do you have? What else can you do?

By focusing on strengths, we can overlook weaknesses more easily

Sustainability

Sustainability of the Project

We are revising the assessment to make it easier to use

We will distribute the assessment to everyone we can think of

We will post the assessment on our website for easy download

DDRS will have a copy of the assessment to use however they'd like

Thank you

That's it!

For Additional IPP Project Updates

❑ Visit our IPP Webpage for additional information! [IPP Webpage](#)

❑ Follow BDS on Facebook! [BDS Facebook](#)

❑ Subscribe here for DDRS Updates! [DDRS Updates](#)

❑ Email bds.help@fssa.in.gov if you have any questions or thoughts!

Provider Updates:
All Providers

Provider Environmental Requirements

It is the policy of BDS that a provider shall maintain a safe and secure living environment for individuals within its services.

a. Providers designated in an Individual's Service Plan shall ensure that an Individual's physical environment includes modifications and adaptations in compliance with the individual's PCISP and BDS Policy (BDDS 460 1216 039).

Provider' Environmental Requirements

- b. An individual's living areas shall meet Indiana Code and local building ordinances for single family dwellings or multiple family dwellings as applicable.

  c. Providers shall maintain specific written safety and security policies and procedures for an individual in both the Provider's office and the individual's home and ensure all staff are trained on the policy.

For a full listing of provider responsibilities related to environmental/biohazard/safety concerns:

https://www.in.gov/fssa/ddrs/files/Environmental_Requirements.pdf

Provider Updates:
H/W and TBI Providers

Provider Profile Changes

For active providers of the Health & Wellness (H&W) and/or Traumatic Brain Injury (TBI) Waiver who need to update their Provider Profile by adding services, counties, or changing a physical address it is necessary to complete an updated certification with OMPP:

> https://omppproviders.fssa.in.gov/ProviderEnrollmentApplication/s/

Once this is completed, you will need to update your Medicaid certification. When this has been updated/approved, BDS will be notified and will update your Provider record in CaMSS.

BDS is notified automatically of changes by OMPP and Indiana Medicaid will update your information once all required information is obtained. It is NOT necessary to contact BDS to initiate these updates.

Provider Profile Changes

For active providers of the Health & Wellness (H&W) and/or Traumatic Brain Injury (TBI) Waiver who need to change contact information or other demographics, you will need to update your Medicaid certification. When this has been updated/approved, BDS will be notified and will update your Provider record in CaMSS.

It is not necessary to contact BDS to initiate these changes.

Provider Updates:
CIH and FSW Providers

PCISP Requirements

It is the responsibility of the residential provider to ensure an individual's PCISP is in the individual's home or, for non-residential providers, the primary location where the individual receives services. This PCISP must meet the documentation requirements set forth in 460 IAC 6-17-3 and 460 IAC 6-17-4 and be available to staff working with the individual.

Incident Reporting

We have seen an increase in incident reports that have been filled out but not submitted.

As a reminder: After all information for the Initial Incident Report has been entered, a PDF of the individual's report will display in a grid. You must click submit to finalize the report.

PCISP Agreements

- The BDS Signature Page is a single document that can be used to capture agreement and acknowledge choice.

- Every time a PCISP is created or updated, the BDS Signature page should include the signatures of the Individualized Support Team (IST) members responsible for implementing the finalized PCISP.

- When using the signature page for this purpose, the meeting date of the annual planning meeting, the effective date of the PCISP, and the PCISP serial number must be included.

- BDS Signature Pages must be uploaded within thirty (30) calendar days following the team meeting where changes were made. Note, when a PCISP or service plan is updated to include more than minor changes, a new signature page is required.

Maintenance of Personnel Records

As a reminder, per 460 I.A.C. 6-15-2, a provider shall maintain in the provider's office for each employee or agent a limited criminal history that meets the requirements of 460 I.A.C. 6-10-5 with the information updated **at least every three (3) years**

Future Provider Webinar Topic Ideas?

The BDS Provider Webinar primarily offers an opportunity for BDS to share current news, updates, and to offer brief training opportunities. We want to hear your ideas about additional webinar topics that would be helpful to you across the H&W, TBI, CIH, or FSW waivers. This webinar is a monthly opportunity to discuss updates and issues impacting Indiana's HCBS Waiver providers and other providers of services administered by DDRS.

Share your topic ideas at:
BDSProviderServices@fssa.in.gov