

intouch

Promoting Independence, Productivity and Integration for All People

An Endeavor for Excellence

Communities of practice help people with disabilities enjoy the good things in life



Respect. Friends. Family and loved ones. Home. Fair and just treatment. Access to places of everyday life. Having a say. Being treated as an individual. Opportunities to discover and develop talents. Having something important to contribute and being acknowledged for contributions. In his 1996 paper, “The Universal Good Things of Life,” Wolf Wolfensberger took a stab at naming the things that all people want, regardless of socioeconomic status, race, or culture.

Dr. Wolfensberger wrote about these life qualities, things that most of us take for granted, because countless people with disabilities have lives characterized by the opposite. Many are profoundly lonely and lack a real home. Placed with others having the same socially devalued characteristics, people are kept apart and away from typical aspects of everyday life. Adults are treated as though they are children, thought of as a group (of 3 or 8 or 20), sometimes entertained, and typically unchallenged. People are often bored and offered few opportunities to contribute.

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Addressing disparities and asking the right questions

Last summer six organizations, each having a team of four people, began gathering to study and examine the “us and them” life discrepancies described above. What should be the place of people with disabilities in society? What do people deserve? What should be offered? What’s possible?

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A Word from Harold...

Greetings from the Human Development Institute!

Welcome to our Winter 2015 Newsletter! Once again, we have sampled just a few of the projects at HDI, including our Endeavor for Excellence Initiative, our Dartmouth Supported Employment Project, our Family Mentorship Program, and our “Tech for Trainers” series, a part of our Early Childhood Training into Practice Project.

Our lead article, Endeavor for Excellence, describes an exciting initiative we have created with the KY Division of Developmental and Intellectual Disabilities and six provider organizations to fundamentally re-think how to best support people to live the lives that they choose. We are also working to create a family version of this course that we hope to launch in the fall.

Our Dartmouth Supported Employment Project is beginning its fifth year, and has taken tremendous steps in achieving its vision of providing high-quality, supported employment services to individuals with serious mental illness who live throughout our state. One of our participating sites has been recognized nationally for its work in making this vision a reality!

Our Early Childhood Training Into Practice Project (TIPP) has launched an exciting series for early childhood trainers statewide, including sessions on the use of both low-tech and advanced technology applications to better engage adult learners in advancing their own skills. See page 5 for more information.

Through our Center's Core Grant, funded through the U.S. Administration on Intellectual and Developmental Disabilities, we have recently expanded our Family Mentorship experiences to include Physical Therapy students in the College of Health Sciences. Family Mentorships provide an ideal way for students across a broad array of disciplines to experience first-hand the perspectives, challenges, and rewards of families of children and youth with significant disabilities, and to do so outside of their typical pre-professional settings. Read about what some of these students said about their Family Mentorship experiences on page 6.

Finally on page 7, check out the news from our Consumer Advisory Council, as well as our Spring 2015 HDI Seminar Series – we will offer 3 statewide seminars this spring, all at no cost to professionals, self-advocates, and families, with a minimal charge for those who wish to obtain Continuing Education Credits (CEUs).

A handwritten signature in black ink, appearing to read 'H Kleinert', written in a cursive style.

Harold Kleinert
Director, Human Development Institute

What's most important? Why? We call our community of practice Endeavor for Excellence. All are involved in seeking personalized expressions of the question: How can we work in partnership with people who often find themselves sitting on life's sidelines, so they instead have access to the good things of life?

Endeavor for Excellence and its evolution

In 2012, Ireland's Genio Foundation sponsored Kentuckian Hope Leet Dittmeier's development of Endeavor for Excellence. Irish human service providers, struggling with the same problems we have throughout the U.S., needed another way of understanding people and their needs, discerning actions to be taken and then moving forward. Benefitting from four iterations of Hope's course development and work in Ireland, the Kentucky Division of Developmental and Intellectual Disabilities, our Human Development Institute, and participating organizations funded a July through February pilot marking our first Kentucky community of practice

Moving from theory to practice

Team members (including implementers, managers, and executive leadership) invite a learning partner, someone receiving services from their organization who desires a different kind of support than what is currently received. Learning partners do not attend the 16 days of course work (four four-day weeks), but engage cooperatively with their course participant around practical application of content studied. Between the weeks of professional development, course leaders, Hope Leet Dittmeier and Milton Tyree, travel to participating organizations and meet with team members discussing translation of principles, successes, and challenges.

Characteristics of the course

- **Valid:** Teaches and applies an empirically based theory of practice derived from Wolf Wolfensberger's Social Role Valorization theory.
- **Contemporary:** Marries many coherent best-practice strategies, borrowed from leaders in the field including Judith Snow, Michael Callahan, John O'Brien, Beth Mount, John Lord, David Pitonyak, Janet Klees, Jane Sherwin, Tom Kohler, Darcy Elks, Michael Kendrick and others.
- **Practical:** Employs a learn-by-doing approach that relies on each participant engaging a partner whose life will be positively impacted as a result of the journey.

- **Systematic:** Relies on a logical, step-by-step sequential process that starts with learning the theory of practice derived from SRV. Subsequent steps explore establishing a productive partnership, gaining clarity about the complexity of choice, getting to know people from a different perspective, identifying people's most fundamental needs and life-giving visions, determining relevant planning considerations, and implementing new service responses to match people's visions.
- **Reflective:** Teaches and models routine reflective practice, including the use of critique, to encourage clarity, creativity, and accountability.
- **Ambitious:** Aims for high-quality services designed to support people to obtain a home of one's own, valued social roles (including adult and contributing roles), and meaningful relationships.
- **Robust and Influential:** Provides sufficient training, feedback and support to significantly enhance the professional capacity of participants to apply the learning in the lives of others.

What's next

While progress has been made with our pilot course, we realize that changing practices of isolation and segregation that are deeply rooted in our society will not be resolved by an eight-month workshop involving 24 people. Especially now, given the new SCL2 (Supports for Community Living 2 Medicaid waiver) service definitions for "community access" and "shared living," we need many examples of positive possibilities facilitated by Kentucky service providers with people they serve. Our Endeavor for Excellence community of practice needs to be expanded and sustained with a new course offered annually. A separate and complementary course, "A Vision for Families: Social Value and Inclusion for People With Disabilities," is being developed with international SRV teacher Darcy Elks.

Many Kentuckians providing and receiving services are ready for new ways of understanding and engaging with one another – a deepening of balanced reciprocal relationships that offer qualities of belonging, contribution, and citizenship. Other citizens outside of human services benefit, too, from opportunities to know people who would otherwise remain unknown. After all, who would turn down more of the good things of life?

For additional information about Endeavor for Excellence, please contact Milton Tyree, mtyree@uky.edu.

Putting People to Work

Dartmouth Supported Employment Project helps individuals find (and keep) good jobs

In 2010, the Kentucky Division of Behavioral Health in partnership with the KY Office of Vocational Rehabilitation received a four year grant from Dartmouth University-Johnson & Johnson to implement Individual Placement and Support (IPS) Supported Employment. That grant led to the Dartmouth Supported Employment Project here at HDI, with Lori Norton as Project Director.

IPS refers to the evidence based practice of supported employment. Kentucky was the 12th state to receive this grant. IPS Supported Employment helps people with serious mental illness get **and keep** the jobs of their choosing. IPS is an evidence based practice proven to help people get jobs. IPS focuses on people's strengths and uses a team approach that includes the client, Employment Specialist, Vocational Rehabilitation Counselor, family, case manager, therapist, and any other important people in the person's life. Services are individualized and ongoing. IPS also has a fidelity scale that measures the key ingredients of evidence based supported employment.

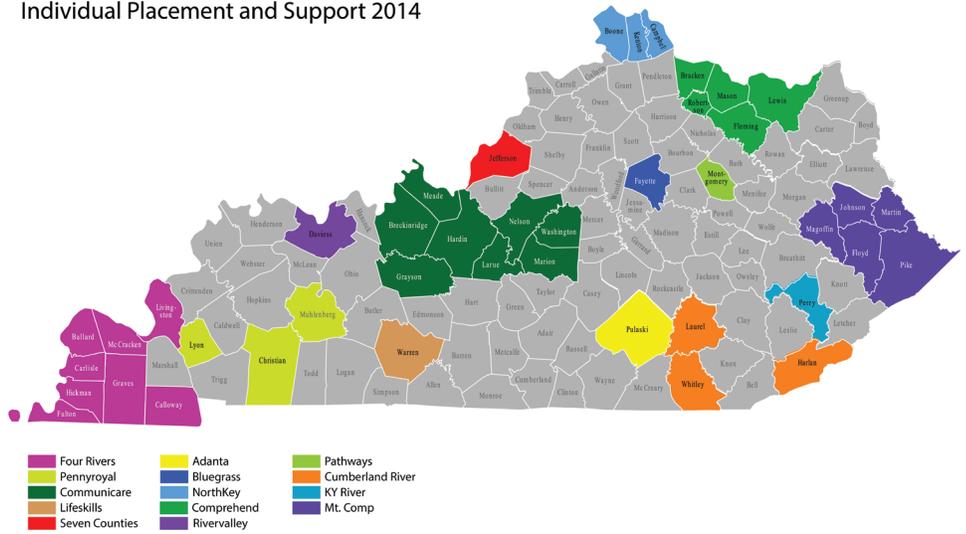
The IPS approach changes the way mental health services are delivered. In the past, the focus was on promoting stabilization and maintenance. IPS promotes recovery and wellness. Any person who has a serious mental illness and says he or she wants to work is eligible for the IPS program, regardless of past work history, personal decisions about medications, substance use, or justice involvement. It honors client preferences and builds on what works for the person.

Some may wonder "Is work too stressful? Will it cause more symptoms?" Joe Marrone, employment trainer, once said, "if you think work is stressful, try unemployment." When people begin to think about going to work, there may be some fears that come up from the person, the family, or the practitioners. For many people, work is a big part of the recovery process. Work promotes hope (to be such a small word, it has such a huge impact), gives a sense of purpose, and is a place to meet new people and friends. In fact, the research has shown that improvements may occur in symptoms, self-esteem, and

satisfaction with finances. Pat Deegan, Ph.D., psychologist and advocate of the mental health recovery movement, once said, "what most people want is a job, a car, and a date on Friday night."

When implementation of IPS began in Kentucky in 2010, it started with four Community Mental Health Centers, Communicare in Elizabethtown, Comprehend in Maysville, Northkey in Covington/Florence, and Four Rivers in Paducah. IPS started out in six counties with six employment specialists

Dartmouth Supported Employment Project
Individual Placement and Support 2014



and four Supported Employment supervisors. Over the past four years, the program has expanded to all fourteen Community Mental Health Centers in Kentucky. IPS is now in forty-nine counties, with thirty-five employment specialists, seventeen SE supervisors and thirty-eight VR liaisons.

HDI also hired an additional Supported Employment Trainer, Lindsey Emberton, to provide training and technical assistance to the sites and VR counselors. There are new goals for the upcoming 2015 year; one goal is to expand IPS into new counties, with the long term goal of having services in all 120 counties. We also learned through a recent survey that the average age of a client who received IPS is 37 years old; therefore, we would like to promote awareness and access of IPS to transition-aged youth as another goal for 2015.

This year, Kentucky was chosen by Dartmouth to host their annual conference. All states and countries that are a part

of the collaborative were invited to come to Kentucky. One of our exemplary sites, Communicare, received the 2014 Transformation award at this event! Last year our Kentucky NAMI Family Advocates received the Family Advocacy Award. The family advocates educate IPS teams on the important roles that family can play in the employment process. They educate other families and community members about the benefits of work. They also promote expansion of services by advocating with the state legislature for policy and budgetary supports for IPS.

Most importantly, over the past four years, many lives have been changed. Since January of this year through September 30th, there have been 209 job starts. One person from the IPS program was the first recipient of the Goodwill Cars to Work Program. Another person was able to live out her dream of

owning her own candy making business called Marble Top Candy Shop.

Here is what a few people have said about their jobs and what going to work has meant to them:

“Over the past five years I have been disabled. Living day to day. Without purpose in life, I was depressed. I also felt anxious when thinking about my life. I was then referred to employment services and Denise Jones. She showed me what a worthwhile person I was. I am now working as a Peer Support Specialist with Cumberland River Behavioral Health”
Daniel, Cumberland River

“There is hope. It takes dedication and effort, but change is possible despite many obstacles. I am living proof of that.”
Shannon, Lifeskills

Presentations with Power

Tech for Trainers program helps presenters incorporate technology into their work

The Training into Practice Project recently began a new training series “Tech for Trainers,” which explores exciting new ways for trainers to add interest to their professional development.

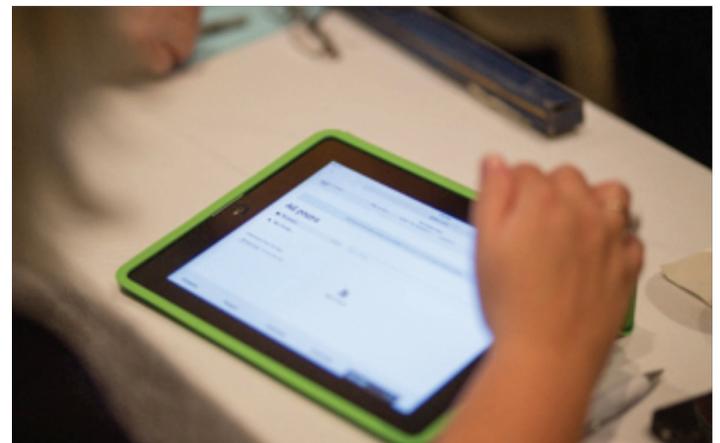
The first training session, “Incorporating Low-Tech and Easy Videos into your Professional Development” is a one hour course. Learners will gain a better understanding of what low-tech and free or low cost options are available to trainers to enhance their professional development and increase retention of content.

The second training session, “Put More Power in your Point with PowerPoint: is a three hour course. Learners will explore advanced features in PowerPoint they have dared not tried but wished they knew how to use.

Additional training sessions will address topics such as Using Talking Pictures, Using Web 2.0 Tools to Develop a Personal Learning Network, and Presenting Beyond PowerPoint (using programs like Prezi, Haiku Deck, Google Slides and SlideShare).

The Training into Practice Project (TIPP) seeks to support the development of training transfer partnerships by providing support to four key players in the training process: the trainer, the trainee, the trainee’s workplace, and the training organizations that organize and sponsor early childhood training throughout Kentucky.

More information is online www.kentuckypartnership.org/techfortrainers.



Participants at the 2014 Trainers Institute session on Incorporating Low Tech Technology.

Learning from experience

HDI's Family Mentorship Program continues to grow and educate

The Human Development Institute has a family mentorship program where we match individual students with a family of a child or adolescent with a significant disability, so that they can learn first-hand from the family's perspective. As a University Center for Excellence in Developmental Disabilities, HDI's family mentorship program meets a specific mandate to prepare students in their future work as professionals and clinicians with individuals with developmental disabilities.

The family mentorship program at HDI developed a partnership with the Physical Therapy Program at the University of Kentucky during the fall semester 2014. After preliminary discussions with Physical Therapy professor Patrick Kitzman, Dr. Harold Kleinert and Dr. Walt Bower were invited to present a proposal for a family mentor experience with the Physical Therapy students at their September faculty meeting. Professors Janice Kuperstein and Claire Davies agreed to participate and selected the PT 834 Introduction to Physical Therapy and Bioethics course as a good match within the curriculum for the family mentorship program. The class is an introductory level course and required for first year students enrolled in the Physical Therapy program. Family mentors were matched with 30 students in the course.

Mentor families were recruited through the University Center for Excellence Consumer Advisory Council and local parent organizations (e.g., Autism Society of the Bluegrass). HDI provided the name and contact information for each mentor family willing to share their personal stories and perspectives with the students. The student was then responsible for the initial contact with the family and for setting up two meeting times with his or her mentor —usually a visit with the family at home and another visit with the family in the community.

During the last two weeks of semester classes, students made a 25 minute in-class presentation describing their family mentor experience followed by a question and answer session. The student presentations also included an assessment of potential safety hazards in the home environment and recommendations (i.e., using a shower chair for bathing, adding a handrail to the stairs) to increase accessibility in the home. The students reported enjoying the experiential learning opportunities by being able to get outside the classroom setting and learn from actual families living with disabilities. The students also further

developed their interviewing skills – a valuable skill set that will improve their work as future professional and clinicians.

After completing the visits with their family mentor, each student wrote a journal entry reflecting on his or her experiences with the families. One student wrote, "I appreciated their [parents of a family member with a disability] desire to educate us on the ins and outs of Autism Spectrum Disorder in order to improve the understanding of the healthcare provider's approach to individuals that may be different from the norm." Another student had this to say, "Overall, this experience is one that I will not forget! I am grateful for the new perspective my mentor family has given me – an understanding and realization of the obstacles that families with autism and other lifelong disorders face...I will use what I have learned as a future physical therapist to make a difference in others' lives through understanding, knowledge and compassion."

HDI hopes to further its partnership with the Physical Therapy program in upcoming semesters. For questions, comments or suggestions regarding the Human Development Institute's family mentorship program, contact Walt Bower by email at walt.bower@uky.edu or by phone at 859-257-3360.

Earn a Graduate Certificate in Developmental Disabilities

As a student in HDI's Graduate Certificate program, you will acquire foundational knowledge in specific topical areas relating to developmental disabilities, including advocacy, specialized healthcare services and financing, inclusive education, legislation, community living, behavioral supports, organizational development and theory, group facilitation, employment options, aging with a disability, assistive technology, and research proposal development.

This certificate is available both on-campus and online!

For more information, visit

<http://hdi.uky.edu/graduate-certificate/about>

NOW ACCEPTING APPLICATIONS!

Spring 2014 Seminar Series

Unless otherwise noted, all seminars will be held from 1:00pm - 3:00pm at the HDI Coldstream training room located at 1525 Bull Lea Rd. in Lexington and will be teleconferenced to other approved sites. For more info, updates, or to register, visit www.hdi.uky.edu.

February 6, 2015

Understanding the Role of Occupational Therapy in Early Childhood and Middle School Transitions

Christine Meyers and Shirley O'Brien

This presentation will provide an overview of current research on transition planning. Attendees will gain an understanding of how federal policy, recommended practices in early childhood and special education, and a family-centered approach provide the foundation for supporting positive transition outcomes.

March 6, 2015

Individual and Systems Advocacy

Harold Kleinert, Jeff Edwards, Marylee Underwood, Mark Newton, Karen Ricci, Traci Brewer

This session will address a brief history of developmental disabilities in our state since 1970, with a particular focus on the power of individual and systems advocacy to create sustained change. Key successes and significant challenges to creating fully inclusive communities will be discussed.

April 10, 2015

Endeavor for Excellence

Milt Tyree and Hope Dittmeier

This seminar will describe the principles and practices from the Endeavor for Excellence initiative as a way of relating to people receiving services, better understanding their needs, and building a partnership for developing more and better life opportunities.

Consumer Advisory Council Updates



by Shannon Caldwell, HDI-CAC Liaison

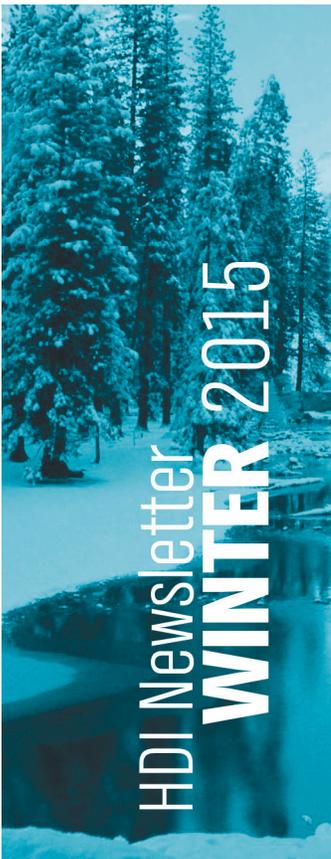
As this year closes, I look back on what has been an eventful year for me and for our CAC. This year has brought so many experiences I probably can't and don't have enough space to list them all, but I wanted to share a bit of our progress! We have begun work on improving our HDI website, which will more closely reflect our current work and give us a clearer connection with our University's website. Our HDI website will be more accessible and redesigned to take us into the foreseeable future. The CAC recently provided feedback and ideas into the redesign of the HDI website, including our CAC page, where we want to have a more formal member recruiting process for finding new self-advocates and family members to serve on our CAC. Also this year has brought significant work on HDI's Committee on Engaging Underserved Populations. We have given significant time to learning about and implementing cultural and linguistic competence, not only on our CAC, but throughout HDI as

a whole. We want to include as diverse and cross-cultural representation on our CAC as we can — to represent as much of the diversity of our state as we can.

At AUCD, we always have a wonderful annual meeting, but this year was extra special as I completed a three year term as Co-Chair on our COCA Council on Community Advocacy and on the AUCD Board. During my last three years, I have learned much about how a huge organization and network works, about financing and grants. I find myself excited to be part of a network that is at work on much innovation and change for individuals who have intellectual and other developmental disabilities.

So what is next? Well, this coming year marks monumental birthdays for our landmark ADA and IDEA legislation. We have much to celebrate and much work to do. Let me encourage you get out and get involved in our disability community if you aren't already. I look forward to this next coming year and what we can do together to make Kentucky and the world a better place for all of us to live, work, and play in.

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The Human Development Institute (HDI), a University Center for Excellence in Developmental Disabilities Education, Research and Service, is about people and the belief that we all deserve the opportunity to be valued, active members of our communities. The Institute's mission is to promote the independence, productivity, and integration of people with disabilities and their families throughout the life span.

HDI is a unit of the Office of the Vice President for Research at the University of Kentucky and part of a nationwide network of University Centers for Excellence. The Centers were established by federal legislation to promote team-based approaches to providing services for individuals with disabilities and their families.

The Institute operates projects in areas such as:

- Technology development and training
- Early identification of children at risk of disabilities
- Promotion and development of school programs that meet the needs of all children in primary through secondary levels
- Employment and living opportunities for individuals with disabilities
- Life-span educational opportunities for individuals with disabilities
- Personal futures planning to identify individual interests and goals for individuals with disabilities
- Training programs to improve the provision of human services for individuals with disabilities and their families.