Transition Planning

A three part series for direct support professional's to help meet the complex needs related to transition planning.

Day 2: Adult Transitions
Thursday February 23, 2017

COMMUNITY NETWORKS OF SPECIALIZED CARE
RÉSEAUX COMMUNAUTAIRES DE SOINS SPÉCIALISÉS

dsto
developmental services
toronto

ConnectABILITY.ca

PARTICIPANTS GUIDE

Introduction

OVERVIEW

The Toronto Networks of Specialized Care in partnership with the DSTO Shared Learning Forum and ConnectABILITY.ca will develop a 3 part Certificate Series for direct support professional's to help meet the complex needs related to Transition Planning. It will be 3 training modules (Day 1: youth; Day 2: adult; Day 3 aging) that will cover a 3 month period and will include DS sector agencies as well as our community partners from Health, Education and Justice. The presentations will be available on video and access to the videos and supporting resources can be found on ConnectABILITY.

LEARNING OUTCOMES

With respect to transitions across the lifespan and sectors, this 3-day event will help participants to:

1. Identify effective strategies to improve system access and navigation for clients and families
2. Use effective planning and decision-making to improve client wellbeing
3. Support client needs relating to their rights and lifestyles
4. Construct a network of individuals who can provide expertise and support

AGENDA

Time	Activity
8:30 am	Breakfast, Registration
9:00 am	Welcome and Introductions
9:30 am	Opening Activity
10:00 am	Presentation D
11:00 am	Break
11:15 am	Presentation E
12:15 pm	Lunch
1:00 pm	Review of Case Study
1:30 pm	Break
1:45 pm	Presentation F
2:45 pm	Closing Activity

WORKING AGREEMENT

In order to ensure all participants have a safe and enjoyable learning experience, it is important that everyone agrees to some basic working principles for the next two days, including:

- Confidentiality will be respected; what is said in the room stays in the room.

- Diversity will be respected; everyone has different levels of knowledge and experience and is entitled to their point of view.

- Everyone will work to create a safe environment so people can feel comfortable sharing their thoughts; disrespectful language or actions will not be tolerated.

- We acknowledge that one approach often does not fit all and that the diversity that both informal and formal helpers bring to a situation can be a strength and an asset.

- Active participation will help to ensure an effective learning experience; however, individuals have the right to decline providing feedback if they are uncomfortable.

- Everyone will make every effort to arrive on time, return from breaks/lunch on time, and to stay until the end of the session.

- Everyone will turn mobile devices off or set on vibrate throughout the day; any calls that must be answered will be taken outside the room.

SESSION EVALUATION AND KNOWLEDGE TRANSFER

- Your feedback is critical to help ensure the continued quality and effectiveness of this session. At the end of the day, please complete the evaluation form provided.

- Around three to six months after the course has been completed, we will e-mail you a brief online survey asking for your feedback about how you have applied the knowledge you acquired from the course and how you are doing on your personal commitments

Welcoming Activity

SELF-REFLECTION

What do you hope to get out of this session?

_____

_____

_____

If you were to describe to a fellow participant the work you do in two to three sentences, so that they could understand what kind of help or assistance you could give them in the future, what would you say?

_____

_____

_____

TABLE DISCUSSION

At your tables, take turns introducing yourself (name, title, agency); briefly mention the kind of work you do and/or services you provide and share what you hope to get out of the session.

Kyle

Kyle is 33 and has limited verbal skills but able to communicate using a notebook he writes in and gestures. His formal diagnosis is developmental disability and schizophrenia. He used to attend a sheltered workshop 5 days a week but no longer attends due to its closure. Kyle also is 1:1 in the community since obtaining charges relating to theft and inappropriate touching of himself in public.

He lives in a group home with 3 other men. He is friendly and well liked by his housemates. He would like to live with a roommate and have a part time job.

He has no other social or recreational activities in his life beyond the group home. They attend movies and sporting events with staff. Kyle likes being active and finds those outings 'boring'. He's happiest outdoors even on cold days.

How would we plan with Kyle? What supports would he need to move forward with some of his identified dreams and goals? What resources can you access in the community and what supports would he be eligible for? What are some ways your agencies current programs and services could assist Kyle?

Notes

Approaching our work through the Lens of Equity and Diversity (day 2)

Presented by

Ilaneet Goren, Harmony Movement

Slide 1

Harmony Movement
Be the Change

Approaching our Work through the Lens of Equity and Diversity

PART 1

Presentation by

Harmony Movement

Ilaneet Goren,
BSW, MSW, RSW, Life Skills (Cert.)

Slide 2

About Harmony Movement

Harmony Movement is a leading provide of equity, diversity and inclusion training and leadership development in Ontario.

We work with a diverse range of clients in the public, private and government sectors.

Visit us at: harmony.ca

Slide 3

We're going out for lunch!

Understanding Our Filters

"Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone."

– George Dei

Are we considering the full range of our human experience?

Physical Abilities

Ethnicity, Ancestry, Racial Identity

Neurodiversity

Age

Language and Culture

Socioeconomic Status and Access to Resources

Mental Health

Citizenship, Immigration or Refugee Status

Sexual Orientation

Gender and Gender Identity

Faith, Religion, Spiritual Practice

Your Equity Challenge:

- Pay attention to the ways in which we communicate to others that we are inclusive of diversity.

- Consider:
  1. What **visual symbols** send the message of diversity and inclusion?
  2. How does the **language** we use communicate respect for diversity?
  3. How do people with diverse needs know the space is **accessible**? Consider physical and **attitudinal** barriers.

Harmony Movement

Harmony Movement
Be the Change

THANK YOU

Questions? Comments?
Connect with us:

igoren@harmony.ca

416-385-2660

@harmonymovement

Check out our resource for educators: www.harmony.ca/resources

Harmony Movement

Developmental Disabilities Awareness in the Criminal Justice System Project

Presented by

Lisa Holmes, Manager, Eastern CNSC Project Lead

Developmental Disabilities Awareness in the Criminal Justice System Project

February 2017

Lisa Holmes
Manager, Eastern CNSC
Project Lead

COMMUNITY NETWORKS
OF SPECIALIZED CARE
RÉSEAUX COMMUNAUTAIRES
DE SOINS SPÉCIALISÉS
EASTERN ONTARIO - EST DE L'ONTARIO

Learning Objectives

Participants will:

1. Learn about a new initiative to improve awareness of developmental disabilities for those working in the justice system
2. Have a better understanding of the profile of individuals with DD most likely to come into contact with the justice system
3. Be aware of the resources and tools developed for professionals in the justice system
4. Learn how to improve the justice experience for those with a developmental disability

Goal

- The goal of this initiative is to build capacity and share knowledge within the justice sector about people with developmental disabilities (DD) in order to foster a better understanding on identifying, and effectively communicating and interacting with these individuals who come into contact with the law.

Something to consider...

- In Ontario, 3% of the population has a developmental disability (DD)
- It is estimated that approximately 10% of those individuals will come into conflict with the law (*Southern Network of Specialized Care, 2012*)

Project Background

- Originated with the Inter-ministerial Mental Health and Justice Committee
- Ministry of Community and Social Services is the lead ministry for the initiative
- Community Networks of Specialized Care was requested to submit a proposal to carry out the project provincially
- Project proposal approved December 2014

Knowledge Gap Analysis

- MCSS along with other ministry partners conducted a knowledge gap analysis on "Individuals with a Developmental Disability and Interactions with the Justice Sector"
- Three key gaps identified:
  - A lack of awareness of developmental disabilities
  - Challenges in identification
  - Challenges in communication

Impact of knowledge gaps

- Individuals with DD are at risk of not being:
  - Identified for pre-arrest diversion or court diversion for which they are eligible;
  - Linked to the tailored supports and services that they need including post-incarceration programs (Orlando, 2011; Southern Network of Specialized Care, 2012); and,
  - Communicated with in a way that they can understand and comprehend.

Addressing the gap

- Development of a variety of educational and awareness materials on DD specifically developed for professionals working in law enforcement and the justice system

Target audiences

- Police

- Courts: Judges, Crown, Duty Council, Legal Aid, Mental Health Court Workers

- Probation/Parole/ Youth Probation Officers

- Correctional Services / Youth Justice officers

Three components

- Research

- Training Video

- Tool-kit & Resource Guide

Research

- Comprehensive literature review to develop a profile of individuals with DD who come into contact with the justice system
- Analysis of RAI-MH database
- Research team comprised of:
  - Dr. Ron Hoffman, Ontario Police College
  - Dr. Lynn Martin, Lakehead University
  - Dr. Greg Brown, Nipissing University

Prevalence

- The prevalence rates range between 2 - 40% of adult offenders with a DD in the justice system (Jones 2007)

- Prevalence of youth with DD may be higher (Hoffman et al, 2014)

- FASD

- ASD

Risk Factors – Youth with DD

Similar to the general population
- Family disruption, violence, abuse
- Substance abuse
- Delinquency
- School problems
- History of impulsive aggressive behaviour
- Low self esteem
- Poor social skills

Risk Factors – Adults

- Similar to the general population (Jones, 2007):
  - Youth
  - Male
  - Psychosocial disadvantage
  - Familial offending
  - History of behaviour problems
  - Impulsivity
  - Unemployment/lack of structured daily activities
  - Co-morbid mental health and substance issues

DD and specific offences

- The link between developmental disability and particular types of offences is a controversial issue

- Most often misdemeanors, public nuisance

- Verbal and physical aggression as a reaction to a situation rather than premeditated

- Over reporting of sexual and arson offences

(Jones 2007)

Contact with Police

- Individuals with DD have frequent contacts (2.89) per week because vulnerable, at risk, or in need of assistance (Henshaw & Thomas, 2012)

- Police have difficulty differentiating between mental illness and developmental disability (Gendle & Woodhams, 2005)

- Police tend to rely on physical appearance, odd/inappropriate behavior, communication deficits and prior police contact to identify DD (Douglas & Cluskelly, 2012; Spivak & Thomas, 2013)

Courts

- Half (53%) of those with DD involved in the court system are found unfit to stand trial (Hoffman, 2015)

- Once found unfit, more likely to found unfit in a second trial ((Sakdalan and Egan, 2014)

- Defendants with DD abused substances more than defendants without DD, but less likely to receive related treatment (Burke et, al, 2012)

Corrections

- Individuals most likely to be found in the correctional system:
  - Individuals functioning in the Mild to Borderline range
  - Unlikely to have previously been tested or diagnosed
- Compared to the other offenders are likely to:
  - Have a history childhood abuse, trauma (Lindsay et al, 2010)
  - Lack adaptive life-skills
  - Have a minority group status, particularly aboriginal
  - Have a history of behaviour problems & substance abuse
  - Have co-morbid mental health problems, including high frequency of personality disorder

(Crocker et al 2007; Jones, 2007, Rose et al 2008; Sondenna et al, 2008, Mannynsalo et. al., 2009, Haysom et al., 2014)

Focus groups & key informant interviews

- Identification

- Communication

- Education Tools and Resources

- Community Resources/System Issues

Training Video

- 15-20 minute training video for use by law enforcement and other professionals working in the criminal justice system
- Vignettes using law enforcement officers and individuals with DD illustrate situations and strategies
- Topics include: identification, communication, de-escalation strategies and referral to community supports
- Available in English & French
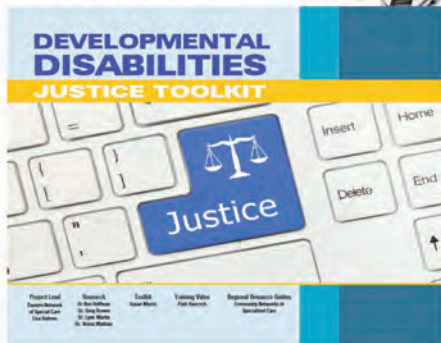- Video team comprised of Patti Hancock (Video Project Coordinator) & Omni Video with guidance from OPTVA

Video

Online Tool-kit
- Interactive pdf
- Easy to navigate
- Will be located at www.community-networks .ca, but can be downloaded, emailed or shared on a memory stick

Online Tool-Kit

DEVELOPMENTAL DISABILITIES JUSTICE TOOLKIT

Justice

Resource Guides
- Regional guides, based on geography of Community Networks of Specialized Care
- Focus is on system/service entry points
- Resource Guide team comprised of representatives from each of the Networks

Case Study - Joe

- You have just received a call from the local police that Joe Smith, a 25-year-old male that you are supporting in the community, has been arrested and charged with the theft of a bicycle. He is being held at a local detention centre and will appear in court next week.

Question: What would you do to support Joe before, during and after his court appearance?

Case Study - Kyle

Kyle is 33 and has limited verbal skills but able to communicate using a notebook he writes in and gestures. His formal diagnosis is developmental delay and schizophrenia. He used to attend a sheltered workshop 5 days a week but no longer attends due to its closure. Kyle also is 1:1 in the community since obtaining charges relating to theft and inappropriate touching of himself in public.

Question: What can we do to assist Kyle in relation to this charges?

Desired Outcome

- Increased awareness of the vulnerabilities and special needs of individuals with DD who have contact with the justice system
- Professionals working in the justice system will have tools and resources to assist them in interacting with this target population
- Individuals with DD will benefit from the increased capacity of those working in the justice system to understand their needs and vulnerabilities
- Individuals with DD will not bear more burdensome penalties due their DD
- Building relationships across sectors

Next Steps

- MCSS approval
- French translation and piloting with provincial HSJCC members
- Hosted on CNSC site and linked to Provincial HSJCC site
- Distribution through related ministries
- Launch through Provincial HSJCC webcast

How can we use this tool-kit and video?

- Raise awareness with justice professionals in your community
- Ensure awareness with others in your agency

Lisa Holmes – lholmes@ongwanada.com

QUESTIONS

Notes

Planning for Complex Situations

Presented by

Erin Lemcke and Liza Deir,
Geneva Centre

TRANSITION PLANNING FOR INDIVIDUALS WITH COMPLEX NEEDS

Leah Adam
Liza Deir
Erin Lemcke

geneva centre for autism

GCA Adult Services

- Erin Lemcke, Supervisor of Adult Services
- Liza Deir, Community Options Facilitator
- Leah Adam, Community Options Facilitator

geneva centre for autism

Complex Needs

Autism + …

What is Autism Spectrum Disorder?

- Life-long developmental disorder
- The range and intensity of the disability varies widely
- Presentation of symptoms may change over time
- All people with ASD have difficulty with communication, learning and social skills
- Definitive cause or cure not yet known

Diagnostic Criteria of ASD

A. Social Communication

Must demonstrate 3 out of 3 criteria

B. Restricted, Repetitive Behaviour (Includes Sensory)

Must demonstrate at least 2 out of 4 criteria

DSM-5 (2013)

Associated Features

- Anxiety
- Disrupted Sleep
- Intellectual Delay
- Challenging Behaviour
- ADHD/Impulsivity
- Bipolar disorder

A Typical Day in ASD

Transition Planning

"The fundamental goal is to enable people to live and participate in their communities as independently and fully as possible, and to make their own decisions to the fullest extent possible"

~ Facilitating Person Directed Planning for Persons on the Autism Spectrum~

HOW
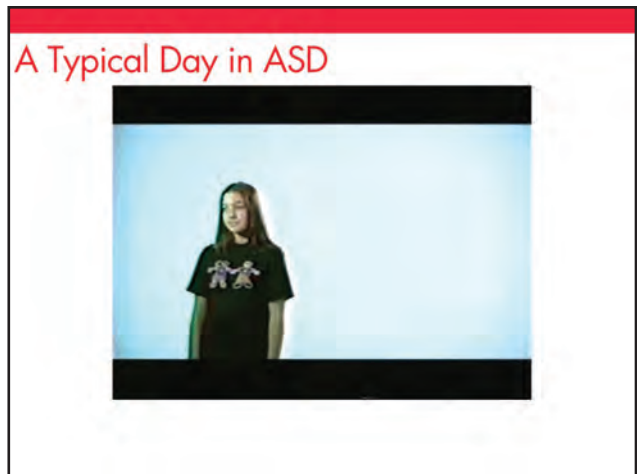
Considerations

- Executive functioning
- Language and communication
- Social interaction
- Emotional self-regulation
- Behaviour
- Sensory needs

Don't fall in love with your plan; you're going to have to make changes!

Communication Systems

Sign Language

Picture Symbols

Voice Output
Communication Aids

Building rapport

- Get to know the person
- Learn the client's strengths and interests
- Learn what is important to the person
- Prepare for the transition planning process

Goal Identification

- Type of goal
- Strengths based goals
- Steps to get there

SMART Goals

S	• Specific
M	• Measurable
A	• Attainable
R	• Relevant + Realistic
T	• Trackable

Identifying Barriers

Barriers: An obstacle that prevents or challenges participation, communication and/or progress

- You can't fully identify all barriers before the plan is put in place
- Expect an adaptation time
- Common Barriers

Supports

- Placing supports where needed:
  - job coach
  - community referrals
  - referring to mental health agency
  - ABA strategies

Why Use Visual Supports?

- An individual with ASD may have difficulties processing information that is only auditory
- Visual cues clarify information by making it permanent
- Some describe being able to see pictures (or videos) in their head when they think about something
- Visuals should be of specific pictures rather than general ideas
- Verbal and visual language will usually be interpreted literally and concretely

Timers

Choice Board Examples

CHOICE BOARD

How Do Visual Aids Help?

- Individuals with ASD show difficulties shifting and establishing attention → A visual helps redirect focus and allows for more time to process new info

A visual clarify expectations by being concrete and to the point

- Some individuals with ASD can't filter out background noise and don't know what to listen to →

Visuals can assist with transitions, or remind an individual of strategies to stay calm

Visuals encourage independence by decreasing dependency on prompts

(Hodgdon, 1995)

Visual Resources

- Google search – images

- Boardmaker Software – mayer-johnson.ca

- Pinterest

- Magazines and Flyers

- AppStore

Task Analysis

Breaking a larger task down into smaller tasks

What are the steps involved in getting to work on time?

JOB

What is Reinforcement?

- An effective reinforcer is anything that when linked to a certain behaviour, is motivating enough to maintain/increase that behaviour

- In other words, if a behaviour is occurring, it is being reinforced
  - Natural reinforcement/consequences
  - Planned reinforcement

Examples of Reinforcement

- Snacks
- Beverages
- Technology

- Skiing
- Listening to music
- Swimming

- Taking a break
- Power nap
- Exclusion from Responsibility

- Paycheque
- Thumbs up
- Pat on the back

Individualize: Find out what the person really enjoys!

Reinforcement Continued…

- Pick a reinforcer that is unique to the individuals interests

- Colleagues, instructors, the environment all deliver reinforcement

- Everyone thrives on being reinforced (paycheque, vacation, being thanked for helping out, etc.)

Evaluate Effectiveness of Accommodations

- Are we capturing whether our plan was successful?

- Did the client follow through?

- How do we evaluate success?

- What should be modified for next time?

Case Study: Jane

- Mid-thirties
- Female
- Autism, Generalized Anxiety Disorder, Developmental Delay

High ratio day support program ⇨ Community volunteering

Building Rapport

Interests:
- Food preparation
- Word searches
- Card games

Strengths:
- Receptive communication
- Written expressive language
- Counting and numbers
- Able to request breaks

Goal Setting + SMART Goals

- **S** — Transition from day support program to 1 day per week of supported volunteering
- **M** — Time based (within 2 months/8 sessions) + 4wks supervision
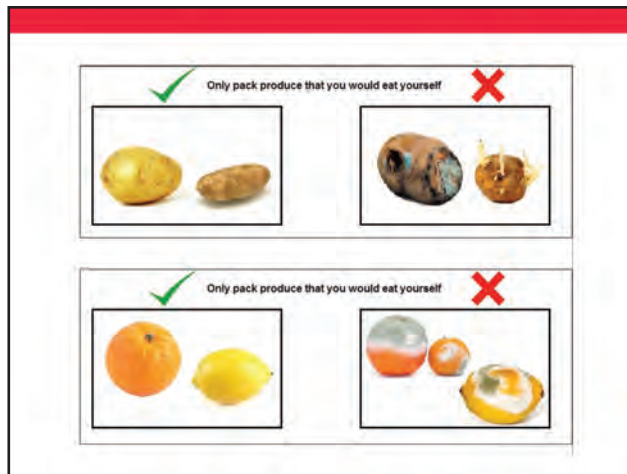- **A** — Skills required for success were assessed and within JB's skill set
- **R** — Relevant to JB interest
- **T** — Frequency, tally, permanent product data

Barriers

- Communication (expressive)
- Social skills
- Task management
- Time management
- Temperature sensitive
- Some anxiety (looks like vocalizing, pacing)

Supports

- Task analysis
- Visuals
- Sensory considerations
- Workplace education
- Support worker
- Natural reinforcers

Task/Tally

volunteer tally sheet

Task	Tally

Total

---

volunteer tally sheet

Task	Tally
Put 3 apples in each bag.	|||| |||| |||||||||||||
Then tie a knot in the bag.	|||| |||| ||||
Place the tied bag in the bin.	
TALLY 40 bags.	

Total: 40

Evaluation of Plan + Outcome

- JB was successfully transitioned out the day program for 1 day a week and maintained a volunteer placement from 10 am- 3 pm with the supervision of a private CHAP (Community Helpers for Active Participation) worker.
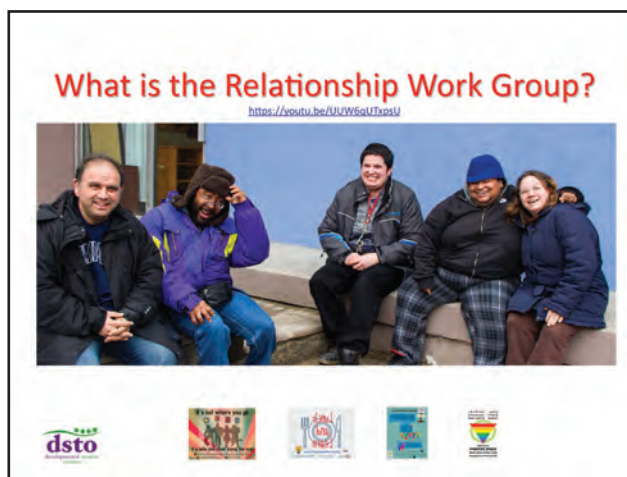
Workshop Case Study

See handout

References

Notes

Relationship work group

Presented by

Deanna Djos, Linda Ger-Walters, Kevin John Head and Brandon Hibbs

Guiding Principles and Values

- ☝ We believe that relationships offer safety, support, value, purpose and a sense of belonging
- ☝ We believe that human development is a lifelong process
- ☝ We respect, value and learn from diversity
- ☝ We believe that we have a responsibility to inspire the development of relationships
- ☝ We believe that relationships are a right to all human beings

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Sex-Esteem:
Developing Sexuality Confidence
Trainer the Trainer
April 4, 2014

SEX-ESTEEM
developing sexuality confidence
OUTWIT OUTPLAY OUTLAUGH

Sexual Health and Developmental Disabilities
Committee of Waterloo Region

Lunch and Learn

Look at this hand out in your binder

Lunch and Learn

dsto Hosted by the Relationship Work Group

Deanna Djos   847.728.1217   deanna.djos@cltoronto.ca

dsto

Notes

Wrap up

EVALUATION/FEEDBACK

Please take a few minutes to complete the feedback form if you haven't already done so.

PERSONAL COMMITMENT ACTIVITY:

Self-Reflection

Based on what you have learned today, identify two or three things that you are going to make a personal commitment to do or try in the next three to four months.

_____
_____
_____

What supports will you need to help enable you to be successful in achieving your commitments?

_____
_____
_____

Table Discussion

What are some things you are already doing well regarding supporting people through transitions?

_____
_____
_____

What are some "quick wins" around transitions that would be manageable with the current resources you and/or your agency have?

_____
_____
_____

We hope you have found the day useful and enjoyable.
Thank you for attending!

Self Reflection

We encourage you to use this page to keep track of key points, action items, and connections you make at today's event and hope that you will refer to it once you are back on the job to help reinforce your learning.

KEY POINTS: Use the space below to make note of key points, insights, or take-aways that stand out for you during the day

_____

_____

_____

_____

_____

CONNECTIONS: Use the space below make note of any new people you meet today that you may want to connect with in the future

_____

_____

_____

_____

_____

ACTION ITEMS:

a) Use the space below to make note of key actions you want to take to apply what you learned once you are back at your job

_____

_____

_____

_____

_____

b) What are some of the challenges you anticipate in trying to carry out your action items? How might you address these?

_____

_____

_____

_____

Transition Planning

A three part series for direct support professional's to help meet the complex needs related to transition planning.

SESSION EVALUATION
Day 2: Adult Transitions – Thursday February 23th, 2017

1. Overall, I found today's session to be:

1	2	3	4	5
Poor		Average		Excellent

Please explain why you chose that number:

2. The overall relevance of today's session to my practice was:

1	2	3	4	5
Poor		Average		Excellent

Please explain why you chose that number:

3. What will you do to apply your learning in your work?

4. What I found most useful about the session:

5. One message to the organizers:

6. Other comments?

Thanks for your participation! Your comments will be collated.

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