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Jeffrey Popkin
April 24, 2024
HCBS Training

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Jeffrey Popkin
April 24, 2024
HCBS Training

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Continuing Education Credit



-  You must attend the entire Webinar/Community of Practice to obtain CEU Credit
-  You must identify yourself at the beginning of the presentation on screen or in the chat
-  If more than one person is on the screen/telephone call each person wanting credit must be identified.
-  An e-mail must be sent to Irene Arellano, iarellano@bakersfieldarc.org which identifies in writing three concepts that you learned from the presentation.
-  Credit request must be submitted within 30 days of the presentation

Unauthorized by Unknown Authority

Dr Tom Pomeranz



- June 10, June 11, June 12 Vendor
- June 12 Individuals and families
- Dr. Tom Pomeranz is a nationally recognized authority, trainer, clinician and consultant in the field of services for people with disabilities. Over the last fifty-seven years, Tom has conducted thousands of seminars and programs throughout the United States and Canada. His audiences praise his ability to combine information, humor, passion and storytelling into an informative whole that does not just present the information, but really communicates it in a memorable fashion.



CQL Trainings

- May 14th 9:00 - 1:00
- Everyone Has Rights!
- May 30th 9:00 - 1:00
- September 19th, 9:00am -1:00pm
- Community: Building Connections
- June 13th 9:00 - 1:00
- Embracing the Dignity of Risk
- June 25th 9:00 - 1:00
- September 10th, 9:00am - 1:00pm
- July 9, 2024, 9:00am -1:00pm
- Exploring Communication
- Aug 15, 9:00am -1:00pm
- Three E's: The Foundation Of Informed Choice
- Sept 10, 9am-1:00pm
- Person-Centered Thinking

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HCBS Waiver Compliance



HCBS Waiver Compliance

By December 31, 2024,
DDS must submit all
HCBS compliance
information to CMS

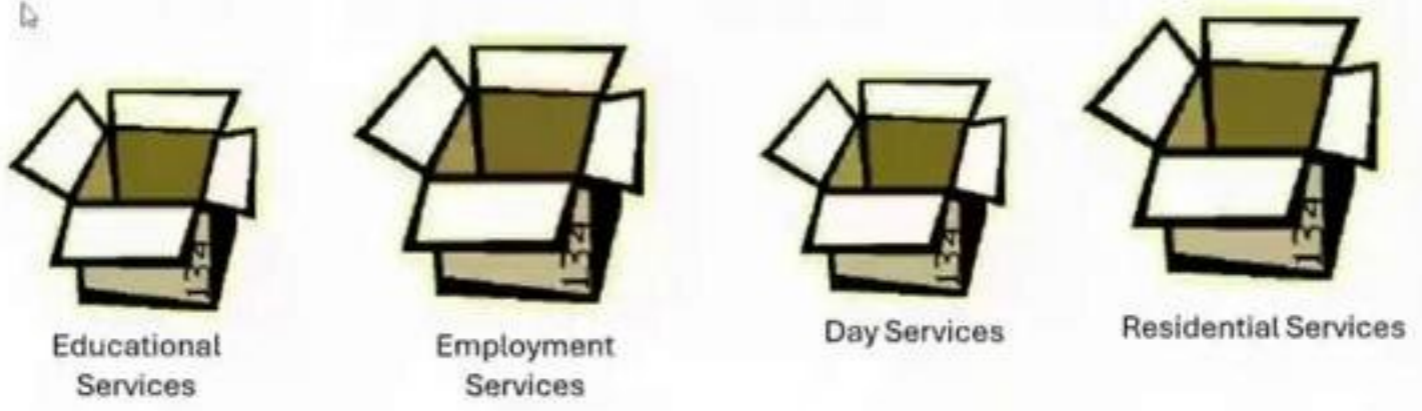
KRC milestones

- 25% of sites having an in-person assessment by February 29, 2024
- 50% by April 30, 2024
- 75% by June 30, 2024
- 100% by August 30, 2024

DDS has directed KRC authority to issue Corrective Action Plans and Sanctions for non compliance.

Our Disability Service System

- Disjointed, compartmentalized programs
- Programs are built around *funding*, not people
- Service plans are based on *openings, spots available*.
- Programs are focused on attendance, not outcomes or personal goals
- Programs/supports do not encourage independence.



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Educational Services



Employment Services



Day Services



Residential Services

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Person-Center Plan (PCP) Requirements

Lanterman Act (1992)
required PCP
Individual Program
Plans

Home and Community
Based Waiver (2014) is
based on all individual
planning being person
centered

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PCP Focus

PCP focuses on the individual's interests, capacities, and dreams.

This method is different from traditional system-driven plans and emphasizes the person's unique needs and aspirations

What is PCP

- PCP is a process that can be used with people of all ages, abilities, and backgrounds. It works for individuals with IDD

- Unlike other planning approaches, PCP focuses on the individual's interests, strengths, and what they do well. It shifts away from solely addressing needs or limitations.

- The process involves creating a vision for the future and identifying steps to work toward that vision. It's not about fitting into a system; it's about creating a plan that truly reflects the person.

- The planning group (often called a "circle of support") includes those who know the person best and are committed to exploring possibilities together.

- Common everyday language is used instead of technical jargon including a language that is understood

- The plan considers how to develop relationships, community connections, and individually tailored supports.

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Person-Centered Service Plan CMS

- The goal of person-centered service planning is to empower individuals to build the life they choose or aspire to at any age across their lifespan.
- It is a way to assist people who need HCBS to construct and describe what they want and need to bring purpose to their life.
- The person-centered service plan must reflect the services and supports that are important for the individual to meet the needs identified through an assessment of functional need, as well as what is important to the individual with regard to preferences for the delivery of such services and supports.



42 CFR §441.301(c)(2) 42 CFR §441.725(b) 42 CFR §441.540(b)

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Meaningful (adj.): full of meaning, significance, purpose, or value; purposeful; significant: *a meaningful wink; a meaningful choice*

- *Dictionary.com*

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What makes Life Meaningful?

- Employment (money & self-worth)
- Engagement in community
- Relationships (family & friends)
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom & Independence
- Playing a valued role
- Having a purpose



Person-centered, Person-driven

- Built around the individual:
 - What do they want to do/learn?*
 - What do they need to learn to be successful?*
 - Dreams and 3 yr-goals- what is the plan to get there?*
 - Home-based, in my neighborhood



Positive Personal Profile

What are my dreams and goals?

What are my life experiences?

What is important to me? What do I value?

What are my current skills and interests?

What do I WANT to learn?

Positive Personal Profile

Name: Andrew

Dreams and Goals Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone	Interests Plays the piano, loves music, Listens to the radio a lot, has a garden-trying to grow the biggest pumpkin in plover county. Uses the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the DVS dances.
Talents, Skills and Knowledge Knows a lot about music and genres (especially blue tones, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "teachers" and tests, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SFMOMA library), likes gardening- taking horticulture classes at city	Learning Styles Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.
Values Being respected by others. Being smart. Being popular- having friends.	Positive Personality Traits Punctual, Honest, Caring, Smart, detail oriented, a man of great resolve, strong self advocate, Good sense of humor, likes a good joke.
Environmental Preferences Clean, well organized. Cool, big places (but not too) - nothing too professional or boring. Quiet but friendly.	Dislikes Chaotic small places, being interrupted or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me.
Work Experiences Work/Life Interactions: 1) KIDCO flag, making labels in DEVO, 2) SFMOMA, shelving art books, 3) Music in schools today- data entry mailings. School jobs were cleaning/loading	Support System Family (mom and dad very supportive)
Specific Challenges Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.	Solutions and Accommodations Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.
Career Ideas and Possibilities to Explore Music School- community Music school, Blue Bear, Crocker Music school, SF conservatory Digitization houses- Old West, Music, Revolver Records Piano stores- Sherman City, Sheet music Plus, Byron Hyatt, Music box, Stem Grove music festival, the SF opera, the SF symphony.	

<p>Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone</p>	<p>Plays the piano, loves music, Listens to the radio- a lot, has a garden-trying to grow the biggest pumpkin in placer county, likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the SVS dances.</p>
<p>Talents, Skills and Knowledge Knows a lot about music and genres (especially show tunes, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SFMOMA library), likes gardening- taking horticulture classes at city</p>	<p>Learning Styles Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.</p>
<p>Values Being respected by others. Being smart. Being popular- having friends.</p>	<p>Positive Personality Traits Punctual, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.</p>
<p>Environmental Preferences Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.</p>	<p>Dislikes Chaotic loud places. being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me</p>
<p>Work Experiences WorkLink Internships: 1) KQED filing, making labels in DEVO, 2) SFMOMA, shelving art books, 3) Music in schools today= data entry mailings School jobs were cleaning/stocking</p>	<p>Support System Family (mom and dad-very supportive)</p>
<p>Specific Challenges Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.</p>	<p>Solutions and Accommodations Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.</p>
<p>Career Ideas and Possibilities to Explore: Music School- community Music school, Blue Bear, Crowden Music school, SF conservatory Duplication houses—Olde West, Mixonic, Revolver Records</p>	

Historically, *Community Activities* and *Day Services* were:

- An alternative for people not interested (or “able”) to work
- Seen as “outing” or field trips in large groups
- Activities to fill “down” time (no contracts)
- Special events
- Recreational opportunities or a chance to socialize with friends
- Planned and directed by staff

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Purpose of *Community Living Supports*

- Exploration and discovery
- Build new skills
- Develop social and professional connections
- Foster inclusion - engage in community a meaningful ways
- Gain independence, self-confidence in community settings
- Augment part-time work schedules with meaningful non-work activities
- Encourage the idea of working and create a pathway to *Community Integrated Employment*

Steps in PCP

Develop a Personal History: Share past events in the person's life (background, critical events, relationships).

Describe Quality of Life: Explore community participation, presence, rights, respect, and competence.

Identify Supports: Determine what supports are needed to achieve the person's vision.

Create an Action Plan: Define steps to turn dreams into reality.



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