

Residential Services Facilitation Guide

Residential Services Scenario 1: Observing Discontentment

This video tells the story of Shawna, a young adult who has lived in a group home for the last three years and is receiving ODP services.

Prior to the COVID-19 pandemic, a large part of her socialization included going back to her parent's home for one weekend a month to visit her family and friends in her hometown.

Due to the COVID-19 restrictions in place, she has not been able to make this trip for quite a few months. This video shows how her staff notice her discontentment and how Shawna starts to express missing her friends and family.

Residential Services Scenario 2: Using Transition Planning to Connect with Loved Ones

This video continues the story of Shawna, a young adult who has lived in a group home for the last three years and is receiving ODP services.

It shows Shawna and her team using the Individual Transition Guide and the Charting the LifeCourse Integrated Supports Star to guide their conversation about connecting in new ways with her family and her friend, Sam.

Using technology, they include Sam in the transition discussion and create a list of resources on the LifeCourse Integrated Support Star for Shawna to revisit the ideas as she moves forward.

ACCOMPANYING DISCUSSION/FACILITATION QUESTIONS

These discussion questions are intended to be used to think about things to consider including available resources to help support transition discussions with individuals who receive residential services.

Questions about the resources

- Are you familiar with all the tools that were used during these discussions around transition? Do you know where you can find them?

- Do you know how to use the Charting the LifeCourse for Shawna's (or others like hers) specific situation? (Individual Transition Guide, LifeCourse Integrated Supports Star)
 - If you have, can you discuss your experience (i.e., what you have learned, gaps you have noticed, barriers you have experienced) with the group?
 - If not, consider the following resources to learn about the tools and how they are used:
 - Pennsylvania Family Network: <https://www.visionforequality.org/pa-family-network/>
 - ODP Supporting Families: <https://www.myodp.org/course/view.php?id=1173>
 - Charting the LifeCourse: www.lifecoursetools.com
 - Are there other tools that you use that would have been useful for Shawna and her team?

Questions about these Independent Living videos

- What was successful/what worked in each scenario?
- What could have been handled differently?
- Thinking about the team's use of the resources in the video:
 - How did the team support Shawna to develop her vision for transition?
 - How were the resources introduced?
 - What steps did the supporters take in using the resources?
- We know that these discussions are not once and done. What other, future conversations do you think Shawna and her team may have during this pandemic and other transitions?
 - What other tools could be utilized?
- What would these scenarios look like if Shawna was not verbal or had limited verbal skills or was differently abled perhaps needing additional support to understand and have a conversation like this one (e.g., observation of and respectful/thoughtful guessing by supporters)?
- What other ways could the team support Shawna for a safe return to the community and visiting family and friends?
- What other types of transitions could be supported using the tools referenced in these videos?