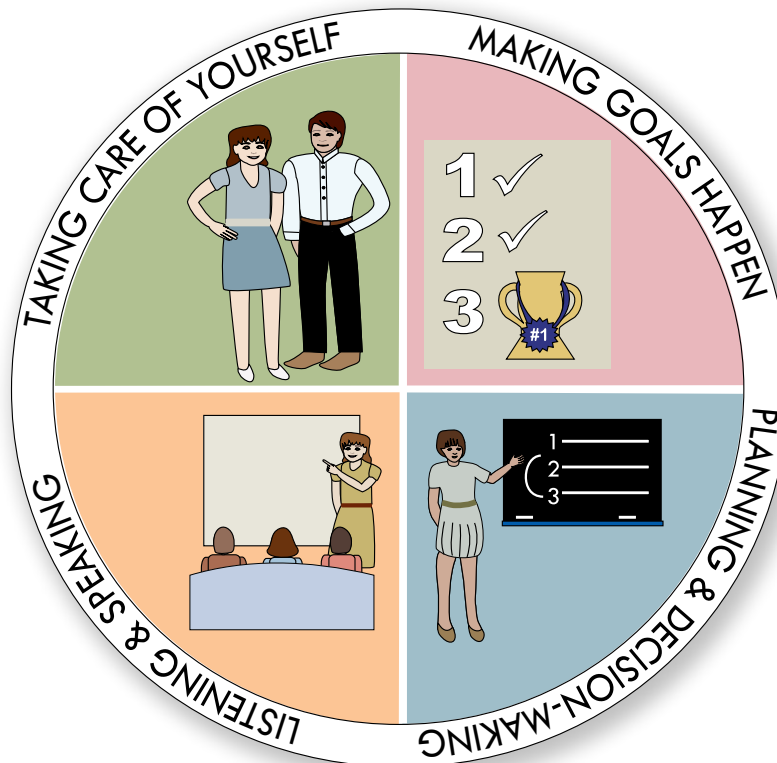




The Board Resource Center
Making Complex Ideas Simple™

Department of Developmental Services
Consumer Advisory Committee

Leadership Through Personal Change My Life, My Way



Leadership—Jobs—Empowerment—Community Inclusion



Department of Developmental Services
Office of Human Rights & Advocacy Services
1600 9th Street, Room 240, Sacramento, CA 95814



The Board Resource Center
Making Complex Ideas SimpleSM

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California Department of Developmental Services
Consumer Advisory Committee

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Project Significance



Carol Risley, Chief

Office of Human Rights and Advocacy Services
California Department of Developmental Services

Leadership – Going Forward

The Department of Developmental Services (DDS) recognizes that Californians with developmental disabilities continue to encounter barriers to gainful employment, community

inclusion and active participation in policy making that affects their lives.

Acknowledging that practical leadership skills are central to meaningful advocacy and lives of self-determination, DDS engaged its Consumer Advisory Committee (CAC) to undertake a path of learning and leading for themselves, their peers and their service system to better reflect its vision – My Life, My Way.

In addition to advising DDS on policies and programs affecting service delivery and supports to people with developmental disabilities, the CAC's *Leadership Through Personal Change* project advanced a personal leadership focus of CAC members who represent all regions of California. The project supported the CAC to build personal and professional plans that increased personal wellness, employment opportunities, skillfulness in advocacy and community connections.

Members learned, created, practiced and made notable advances in their own lives in order to lead by example. Because the CAC was involved in development and assessment of all project materials in accessible formats — using them in their own lives and conducting learning sessions across the state and at national conferences — many others with disabilities and their service providers discovered *Leadership Through Personal Change* could advance self-direction for anyone interested in giving voice to their dreams and enhancing the quality of their lives.



Human rights belong to all persons, simply because they are human.

All people should enjoy guaranteed equal opportunities for life, liberty and the pursuit of happiness. The cornerstone belief underlying *Leadership Through Personal Change* is that independent, informed decision-making, with quality service delivery and administrative support, will enhance inclusion of people with disabilities in community life.

About Board Resource Center



The Board Resource Center
Making Complex Ideas SimpleSM

BRC believes all people are entitled to understandable information on issues important to them, their lives and communities: health, legal rights, government activities, self-protection and consumer services.

BRC's activities are guided by principles of independent decision-making and inclusion. What underscores this work is direct involvement of persons who rely on the human service system in the development and dissemination of tools that encourage the exercise of fundamental freedoms.

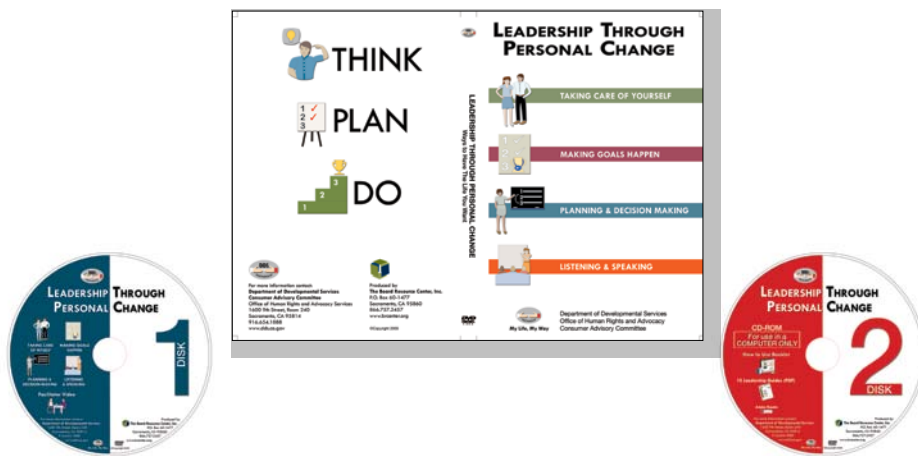
The BRC team has produced numerous curricula, guides and companion videos in easy-to-understand and accessible formats for widespread utility. BRC established a library of adapted materials and media developed under the guidance of individuals with disabilities for use by individuals with disabilities, their families and organizations who provide services and supports.

These BRC publications, presentations and videos are available on our website (http://brcenter.org/lib_library.html).

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Consumer Advisory Committee



Consumer Advisory Committee members.



Sam Durbin, Chair
California Department of
Developmental Services
Consumer Advisory Committee

Leadership Through Personal Change is our gift to you. We want to show what we have done to have self-determined lives and help others be successful. Our CAC believes we should first try new strategies ourselves before asking others. We gained experience and now lead by example. I didn't want to put myself out there at first, but decided to try the steps our advocacy and self-direction tools teach, **Think–Plan–Do**. I found I wasn't so afraid. All of us have dreams, we just have to go after them.

CAC Vision: *My Life, My Way*

People with developmental disabilities in California will live their lives, the way they want.



The Consumer Advisory Committee (CAC) of the California Department of Developmental Services (DDS) is comprised of advocates who use developmental services. Fifteen members represent

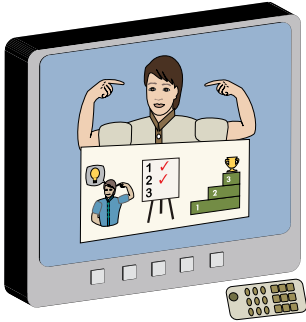
all regions of the state and advise DDS on a range of issues that impact people with disabilities. CAC membership reflects diverse backgrounds, all to represent a cross section of persons served by DDS and many with limited self and peer advocacy experience. To support their work, DDS recognizes that CAC members are more successful with carrying out committee responsibilities when provided systematic training and individualized facilitation.

CAC members serve a three-year term and are charged with helping other persons with disabilities develop practical leadership skills that lead to successful self, peer and systems advocacy. The CAC meets quarterly in Sacramento to advise DDS and share information with other self-advocates upon return to their home communities around the state. They share information with People First, self-advocacy and local advisory committees. The CAC is founded on a clear vision, acquired experience and consistent facilitation support. Once members are oriented, they embark on journeys of both personal and service system change. After success with personal advocacy and leadership goals, they expand their influence by developing accessible learning tools and teaching peers, providers and families to do the same. The CAC demonstrates leadership by example and is committed to sharing strategies for success to activate peers.

Guiding Principles:

- People want to have a voice.
- People want to live in the community using natural support.
- People want information provided to them in ways they can understand.
- People want to live their lives, their way.

Project Overview



KEY LEADERSHIP THROUGH PERSONAL CHANGE ELEMENTS:

- Quarterly committee and leadership training meetings
- Facilitation and support at committee meetings and in the community
- Adapted materials and digital media
- Development and “community tested” leadership products
- Public presentations and workshops
- Community building, natural supports development and professional mentorship

In 2001 CAC members began to consider what was important to their futures as advocates and community members, and inaugurated a practice of creating easy-to-use advocacy tools about basic rights and strategies for living more independently. They initiated the development of a series of accessible publications for advocates and families about the California Lanterman Act. They also surveyed advocates throughout the state to ascertain what is meaningful to quality of life. This led to numerous easy-to-use and field-tested publications to help “take charge” at team meetings and make informed decisions.

With a commitment to spur more individuals with disabilities to acquire practical leadership skills, the CAC decided to lead by personal example and create advocacy tools that inspire their peers to live self-determined lives. *Leadership Through Personal Change* provided the framework, methodology and tools to do so. It extended the CAC vision and personal investment of members to advance personal capacities and the CAC’s advocacy reach to the California service system and beyond.

The CAC’s earlier work and publications helped lead to establishing a signature decision-making and transformation process called:

Think–Plan–Do. Members used these field-tested steps to advance self-determination in their own lives, then shared the strategy and multi-media tools with advocates and service providers statewide to encourage people to “live the lives they want.” After meeting regularly for several years with customized support, members became more fluent about disability issues, more confident in policy discussions and asked to represent peers on many committees.

Transition Curriculum

A Call to Action

Employment First

A growing movement to establish Employment First policies is underway to advance gainful integrated employment as a desired outcome or the *first option* for persons with intellectual and other developmental disabilities.

Advancing Employment Connecting People (APSE) has established a nation-wide campaign to support and promote effective state and local initiatives found successful around the country. Employment First policies and implementation practices are on the rise with 12 states actively involved and others pursuing development of their own Employment First coalitions.¹

California's legislature passed additional legislation in 2009 that charges state and local agencies with enhancing integrated and gainful employment opportunities for persons with developmental disabilities by:

- Identifying strategies and best practices, including but not limited to ways to improve transition planning process for students 14 years and older, and increase participation by public and private employers and job developers.
- Identifying existing sources of employment data and recommending goals for, and approaches to measuring progress.



¹ Niemiec, Bob; Lavin, Don & Owens Laura A., *Establishing a National Employment First Agenda*, Advancing Employment Connecting People. (2010).

- Recommending legislative, regulatory, and policy changes to increase number of people in integrated employment, self-employment, microenterprises, and who earn at or above minimum wage, including ways to improve transition planning and services for students 14 years and older and development of an Employment First policy.

Employment Perception



The World Institute on Disability in Oakland, California, developing youth content and tools related to employment, conducted focus groups among youth with disabilities and their support circles in 2010.² Discussion topics included attitudes toward work and benefits, challenges in adapting to work, resources to help make decisions, and reactions to WID's new CA School to Work Calculator. Some major findings included:

- High interest in work and tools to assist with a range of considerations, from supporting aspirations and rights, to transportation, finding an appropriate job, and managing budgets.
- Desired practical advice and information to support aspirations, rights and finding a job.
- Very limited knowledge of benefits, deferring to parents to handle this.
- Parents discouraged work, fearing impact on benefits or experience as too stressful.
- Employers and schools often failed to make reasonable accommodations.

² Centralis, *DB101 School and Work Focus Groups Report* for the World Institute on Disability. (2010).

- Enthusiasm about a central clearinghouse for benefits information, advice and resources.

Employment Strategies

The Pacer Center, the Minnesota Parent Training and Information Center, funded by the U.S. Department of Education's Office of Special Education Programs³ also identified needs and promising strategies to enrich the futures of youth and young adults with disabilities. These included meeting information needs of youth and families, work-based learning and active vocational rehabilitation in schools, youth empowerment, benefits counseling, system linkages and transition training.

Leadership Through Personal Change Strategies and Tools

Given the call to tackle employment needs and meaningful support desires of persons with disabilities and their families, success of the California Department of Developmental Services Consumer Advisory Committee's *Through Personal Change* project demonstrates a ready fit for innovative policy and practice. Because their work offered clear strategies and accessible multi-media tools, its results-oriented methods may be easily applied by schools and service agencies to advance employment first options and community inclusion.

After three years of development and implementation, CAC members increased personal well-being, participation in their local communities and, as important, employment outcomes, using their straightforward decision



³ Pacer Center, National Council on Rehabilitation Education Conference. (2009).



making process **Think–Plan–Do** and testing numerous learning tools. Their project work came to reflect the fundamental rights of all people to clear information on issues important to their lives and to take part accordingly. The project transformed CAC members into effective advocates who counseled peers, young and old, to sample this leadership approach and pursue their lives, their way.

By field testing to evaluate the effectiveness of their teaching and learning booklets, DVDs and curricula, the CAC collected input from approximately 2,400 individuals, including youth and families, across California during project years. Consequently, CAC members settled on two priorities for sharing leadership project outcomes in the future:

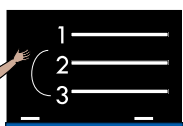
- They believe *Leadership Through Personal Change* offers essential learning and decision-making tools that assist people to plan for meaning support, training and employment.
- They believe *Leadership Through Personal Change* should be elements of transition activities for young adults and incorporated in school curricula.

Now more than ever, current data from the U.S. Department of Labor tells the story of high rates of unemployment and underemployment of persons with disabilities. Given the eager response from young adults and school programs, CAC members continue their peer to peer outreach with demonstrations at transition classes in local schools, community groups, case management organizations and family support groups to share how **Think–Plan–Do** empowers responsible decision-making at all ages.



Wanting to make a difference, the CAC first developed a vision for their advocacy efforts and learned about committee governance and service system organization.

To guide their work, the CAC created a statement: “My Life, My Way: People with developmental disabilities in California will live their lives the way they want,” along with goals to direct their leadership development.



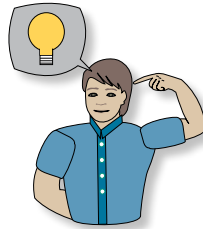
The CAC expanded its scope of work from single day quarterly meetings to add a training day to learn leadership skills, practice advocacy in their communities and impact the service delivery system. With group and individualized facilitation at quarterly meetings and at home, members initiated personal and peer leadership

that led to consumer empowerment publications and media. CAC members volunteered to take on follow-up assignments and conduct presentations in their communities. They continued to build on their earlier work and publication “Consumer Guide to the Lanterman Act” to create an easy- to-use series of materials addressing Individual Program Plan meetings, team building and decision making.



CAC members learned about inspirational leadership and what notable leaders had in common. They researched ways successful leaders inspired others and what they did to accomplish their goals. Drawing

on their own experience, members chose four important leadership themes to tackle: *Taking Care of Myself*, *Listening & Speaking*, *Making Goals Happen* and *Planning & Decision Making*. After conducting surveys, members selected several focus areas under each theme significant to advocates across the state. These extended from “Managing my Money” and “Finding a Job” to “Leading My Team Meeting.”

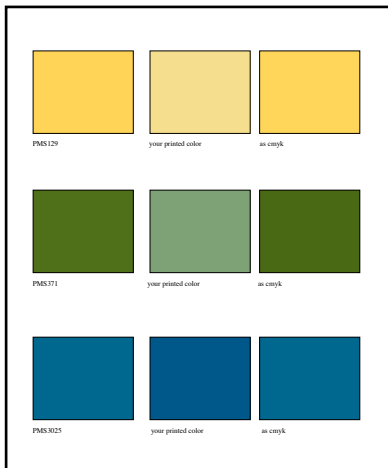


Over three years CAC members were engaged in production of all project materials, including graphics selection and design, plain language, font, color pallet and logo, video script development, acting and narration to comprise the “CAC Look.” Members field tested

their learning tools with hundreds of Californians with disabilities, service providers and families. In 2009 the CAC completed the *Leadership Through Personal Change* project after producing 15 DVDs and Guides, all of which incorporate their **Think–Plan–Do** methodology.

CAC members gained experience with:

- Committee leadership and governance
- Field testing materials and tools
- Identifying best practice facilitation support
- Conducting public meetings and trainings
- Networking and community building



Tommy's Story

THINK: Tommy had a goal to do volunteer work with the elderly in a hospital. He wanted to help out by bringing them coffee and magazines or walking with them. Tommy was not sure how to get started and wanted advice from a trusted friend.

PLAN: Tommy decided to meet with his trusted friend for advice. He had questions about volunteering. Tommy knew he needed to listen carefully and accept advice. He wanted to be ready to talk about his volunteer goal and questions.

DO: Tommy met with his friend and had his questions ready. His friend gave Tommy lots of good ideas. He took some of the advice and found a hospital to be a volunteer. Tommy is now ready to carry out his goal to do volunteer work with the elderly.

2

DVD Story Development

Draft video stories were previewed at CAC meetings to review ease of use, clarity and focus. Each digital story used photographs, graphics, narration, video and music to create an educational tool that employs **Think–Plan–Do**. All storylines mirror personal developments by members in their journeys to accomplish leadership goals. Key to the success of the DVD formula was simplifying a storyline to focus on one goal, a limited number of people involved, and illustrating steps, plans and the final outcome. Companion guides were also developed to provide written worksheets that outline steps used to accomplish a goal in the same focus area on which the DVD story concentrates.

Method

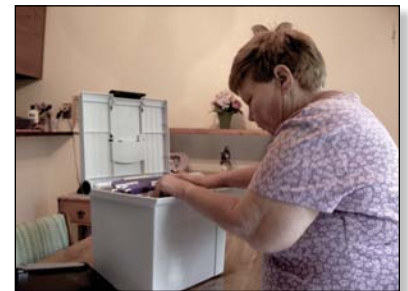
The CAC inspires others by example and believes demonstrating change in personal lives can influence change in others. Members developed personal mission statements that identified what was important to them and directed their leadership process. Using these as foundations, it was easy to next identify a significant leadership goal and develop a personal plan of action to achievement.

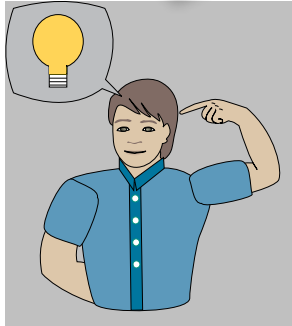
As CAC members worked on their plans, they received life and wellness coaching that helped with sustaining focus and carrying out individualized strategies. They used facilitation support to assist in their home communities with community mentoring to connect with experts in a field of their interest.

The CAC's quarterly leadership training schedule focused on themes identified by members. Content experts were employed to provide state-of-the-art information in adapted easy-to-access formats. Facilitators provided interactive assistance and members engaged in hands-on experiences that were reinforced with community assignments. Over the course of the project, the CAC developed its own training agenda, collaborate with guest experts and coaches, and help conduct portions of their leadership trainings. All statewide field testing of the new leadership tools and **Think–Plan–Do**, was done by CAC members and their facilitators, if needed.

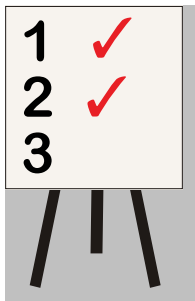


It was discovered that by using **Think–Plan–Do** much was accomplished: finding a job, cooking a meal, organizing for meetings, saving money, joining a board of directors and moving into supported living arrangements.

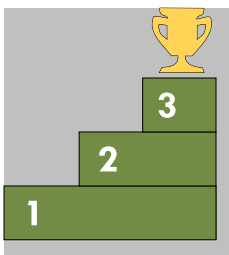




THINK



PLAN



DO

Think–Plan–Do

The foundational strategy for change and leadership accomplishment is **Think–Plan–Do**. It is a tested process to make decisions and take thoughtful steps to achieve success. As an easy-to-use planning process in an adapted format, advocates and support teams identify natural supports, minimize use of “staff,” and engage more deeply in community life.

Think–Plan–Do is the platform on which all the CAC DVDs and Guides are built. The DVD video stories and Guides are divided into four themes. These themes reflect significant topics the CAC wanted to learn about to become empowered and successful in their personal and vocational lives. Each theme has supporting stories to illustrate a particular focus area.

Field Testing

Field testing the leadership materials statewide provided input from approximately 2,400 individuals across California to evaluate the effectiveness of the strategies. Community outreach demonstrated the tools at schools, advocacy groups, conferences, training sessions and with families. Responses from advocates and service providers were gathered and leadership DVDs and guides were finalized after incorporating this input. Information collected indicated **Think–Plan–Do** enabled individuals to make changes in their home activities, expand community inclusion, inspire goal achievement and enrich personal relationships. With practical experience



and these finished products, CAC members were underway to increasing not only their personal advocacy and peer leadership, but contributing to their communities in many ways.

Facilitation and Coaching Support

Facilitation is customized support to carry out responsibilities of CAC membership by means of respectful partnerships. Facilitators were chosen by members to provide individualized support in preparation for and during CAC meetings along with follow-up committee activities. Together the CAC and facilitator team evaluated approaches and increased the effectiveness of this support strategy. Their experience helped develop effective facilitation approaches and accountability standards easily replicated by others.

Members and facilitators worked together for a limited time period each month to focus on enhancing members' natural community supports and carrying out CAC leadership assignments and plans. With ongoing training and technical assistance, facilitators guided members on innovative ways to be active in their communities, develop relationships and obtain gainful employment. The support design for members also included monthly phone calls with a healthy living coach and life coach to encourage reflection and personal growth. The CAC developed the following to guide new facilitators.



- Be clear and consistent in how you talk with us.
- Use **Think–Plan–Do** yourself.
- Use **Think–Plan–Do** to help us prepare for an IPP.
- Wait for me to ask for help.
- Ask us questions in a slow manner, using plain language.
- Work with me on my own terms (I will let you know what I need).
- Be an example, model what you plan to facilitate.
- Divide goals into small parts so I can be successful.
- Prepare before meeting with me so our time is focused.



Life Coaching provided by a certified Life Coach assisted CAC members to focus on personal leadership goals most important to them. Members had telephone support once a month to discuss plans and steps to achieving what they wanted.

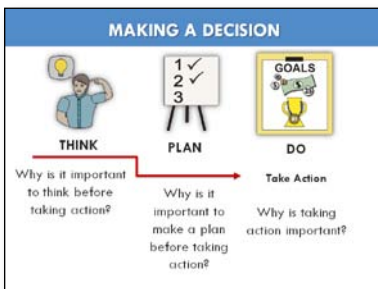


Wellness Coaching assisted members to use **Think–Plan–Do** as the method to identify important health goals and their plans to accomplish them. Members realized having good health afforded them the energy and sustained interest in reaching leadership goals.



Career Mentoring was supplied by a community professional who provided guidance on career goals. Identified by CAC members, mentors had expertise in fields of interest related to members' leadership goals. Coaching calls provided feedback and stimulated members on new ways to carry out their plans.

Project Tools



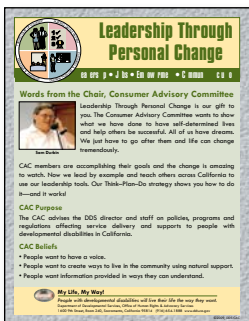
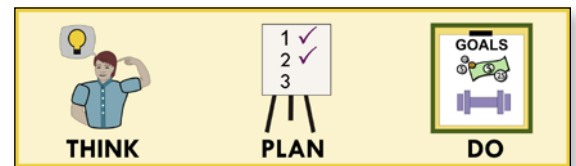
Informational project materials –

Literature that communicated project values, components and outcomes.

Produced in an easy-to-read and use format that CAC members used to share project components with self and peer advocates

throughout the state.

Think–Plan–Do Magnets –Reminder magnets highlighting the project decision-making strategy **Think–Plan–Do** and distributed at conferences and presentations.

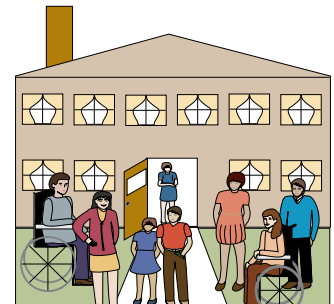
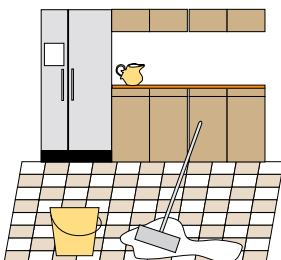


Quarterly Newsletters –

Newsletters summarized project developments, members' **Think–Plan–Do** accounts and information about project outreach. All newsletters delivered a message from the CAC Chair about My Life, My Way.

Graphic Icons –

Developed through CAC evaluation with a graphics specialist, icons are for permanent use by the CAC to highlight their work and illustrate publications and media.



Outcomes

Board Resource Center's Role

Establishing standards of accommodation and best practice meeting organization

BRC coordinated the three year *Leadership Through Personal Change* project and published more than 20 advocacy videos and guidebooks that helped activate “consumer” voices and enable the service delivery system to listen to people it serves. The BRC team designed quarterly leadership trainings, facilitated committee governance meetings and guided facilitation support and coaching for all CAC members. *Leadership Through Personal Change* demonstrated that CAC members and countless advocates could identify goals, advance leadership and pursue employment and career opportunities.

In partnership with the CAC, BRC created curricula, conducted trainings, developed adapted multi-media learning tools and promulgated best practices in individualized support services. Specializing in media, instruction and facilitation focused on universal access and utility, BRC assisted the CAC with establishing standards of accommodation, best practice meeting organization and support that transformed both its membership and the expectations for leadership on the part of persons with developmental disabilities.

The CAC learned, created, practiced and made notable personal and professional changes in their own lives using **Think–Plan–Do** and the project leadership tools. At the end of the three years, they increased their well-being, accomplishment and greater participation in their local communities.

Building first on personal capacities and committee governance, CAC members promoted the significance of adaptations to complex information for individuals with limited literacy skills to be engaged decision makers, at their own team meetings and in policy making arenas. Their work reflected the fundamental right of all people to understandable information on issues important to their lives and communities. It transformed the CAC from a group of self-advocates to able peer and system-wide advocates who were sought for inclusion in governance boards, statewide committees and as presenters at conferences.

Project Outcomes:

- Personalized success strategies used in daily life, health and self-advocacy.
- Increased decision making, personal goal setting and accomplishment.
- Personalized leadership, organization, professional presentation.
- Establishment of **Think–Plan–Do** as successful learning/teaching process application by advocates, families and service providers.
- Increased expertise in media adaptations and accessible format design.
- Multi-level project information delivery system – newsletters, dedicated webpage on the DDS website, YouTube play of CAC videos, conference presentations and training sessions.

Leadership Through Personal Change Tools



The CAC provides these advocacy tools and strategies to increase community inclusion, professional growth and employment opportunities for people with developmental disabilities and their families.

TAKING CARE OF MYSELF

Being Calm & Relaxed



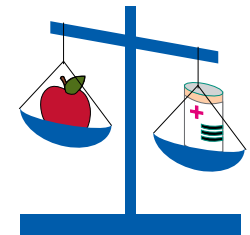
Learning new techniques to be calm in stressful situations helps you feel in control. Krisi used a new way to help her feel relaxed and calm during tense times. “It helped me at the dentist when I used to get very nervous — now I use the thumb technique and I am calm.”



Being Healthy



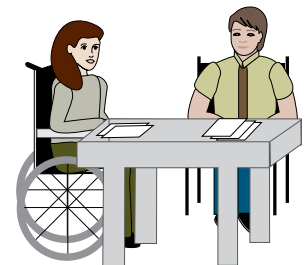
Taking charge of your health, eating good food and exercising helps you be active and involved in your plans for the future. Nyron carried out plans to be healthier so he could do more and enjoy his community. “I keep track of what I eat and I see a difference — I lost weight and it is easier to stand up now.”



Professional Image



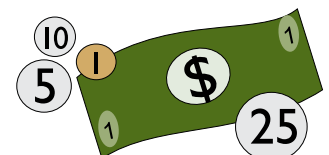
Being prepared and looking professional is important. You are seen as a leader and in charge. Sam created a professional image and gained confidence as a leader. “When I look good, I know I will do good, I know I am good.”

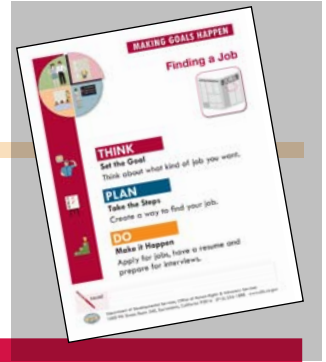


Managing My Money



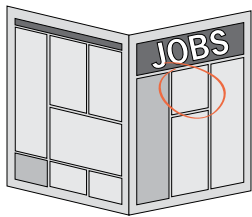
Budgeting money is hard to do especially if you do not have a goal. Betty created her own money savings plan to buy something she wanted. “It can make big changes in how much money you save when you use **Think–Plan–Do.**”





MAKING GOALS HAPPEN

Finding a Job



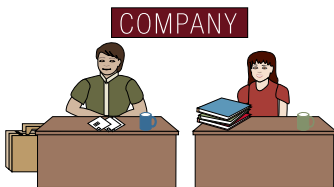
Looking for a job can be a challenge. Following **Think–Plan–Do** makes looking for the right job easier. Cindy created her plan to get the job she wanted with good pay and benefits. She spent time talking with her family, created her resume and met with people in her community. Cindy went on interviews at local businesses. She learned about taking the bus to make sure she could be independent. “I thought about what was important to me and my family, got support and didn’t give up — now I have my dream job”.

Building A Career

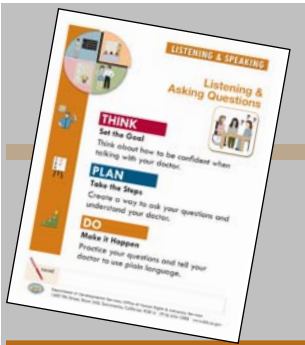


There are many steps involved in creating a career. It takes research, time and willingness to learn new things. Michelle took steps to build her career as a massage therapist. She used **Think–Plan–Do** and put her plan together. She knows it will take time and her support person is helping her find out about conferences and workshops she can go to and meet people. “I looked into schools and met people doing what I want to do — I am motivated now.”

Having My Own Business



Many people want to start their own business but don’t understand that there are many steps involved. With a plan and support it is achievable. Danielle took the steps to start her own jewelry business. She found a business mentor who is helping to get a license, learn about inventory and ways to let people know about her jewelry. By creating flyers and meeting people in her community she found gift stores that started selling her jewelry. “I am now selling my jewelry at conferences and fairs; I am enjoying myself and making money too.”

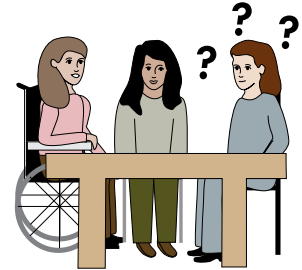


LISTENING AND SPEAKING

Listening & Asking Questions



Being a good listener and getting answers to your questions in a way that makes sense is important. Lisa took steps to feel confident when talking with her doctor. “I listen and communicate better with my doctor.”



Accepting Advice



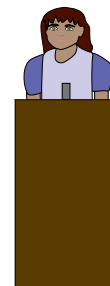
Choosing a trusted person to ask advice can give a person greater confidence. Tommy met with his trusted friend to ask advice on where and how to get a volunteer job. “I took the advice — and now I am a volunteer!”



Public Speaking



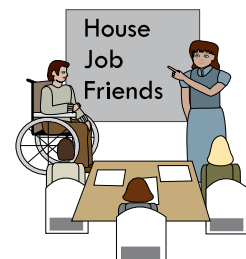
Taking time to prepare for a public speaking event helps you deliver a processional speech. “I took time to organize my speech and it was great.”

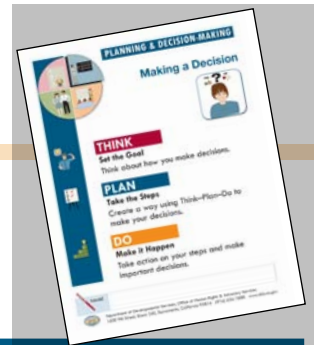


Leading My Own Team Meeting



Sometimes people are left out at their own meetings. Practicing to lead your team meeting and using an agenda and notes helps you be in control. “I was prepared and had a good IPP meeting.”





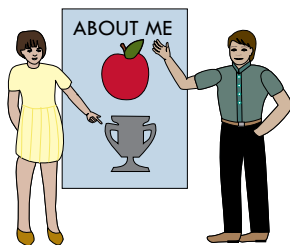
PLANNING AND DECISION MAKING



Making a Decision



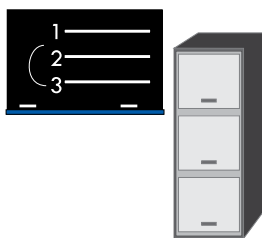
Learn about **Think–Plan–Do** from Tommy, Cindy, Lisa and Cindy. “I learned that I am in control of my decisions.”



Mission Statement



A Mission Statement is about what is meaningful to a person. It has key words that guide a person toward a goal. Donald created his Mission Statement and it helped him succeed at making his goal happen. “A Mission Statement reminds us of who we are and where we are going.”



Organizing & Planning



Being organized for meetings and following up with assignments is an important characteristic of being seen as a professional. Debbie used strategies to help her be an organized leader and prepared for her meetings. “I begin by thinking about what leaders do to be organized and professional.”



Finding a Mentor



A Mentor is someone who helps advise on personal or professional goals. They have expertise in the area a person wants to learn about. Kim took steps to find a Mentor who could help her reach her goal of being a Life Coach. “I talk often with my Mentor, she is helping me find a coaching school.”

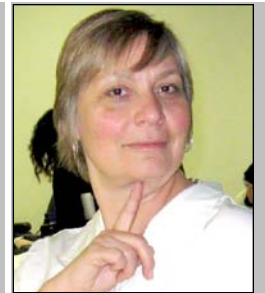
Facilitation

To ensure continuity and consistency, project facilitators created a 16th video to provide coaching and tips on how to deliver support. Over the three years, facilitators and project coaches learned and practiced new skills to increase each member's ability to successfully navigate their community, develop professional mentors and become leaders for their peers.

Project facilitators were an important link between learning about leadership and accessing community benefits. They assisted members in identifying generic community services and natural supports such as neighbors, interest groups and faith-based organizations. All facilitators demonstrated a commitment to a community philosophy working to insure members have access to learn about and participate in typical community supports.

An important element of successful project facilitation and coaching was use communication skills that facilitate increased decision-making using **Think–Plan–Do**. They checked for understanding, used questions to seek clarification and summarize what was agreed. Examples were provided to increase application and plain language was learned and practiced (short, simple sentence structure with drawings, photographs, gestures, or role play as needed).

The facilitator team learned alongside members about project values and strategies. The team consisted of professional service providers and interested community members who had little or no experience working with persons with developmental disabilities.

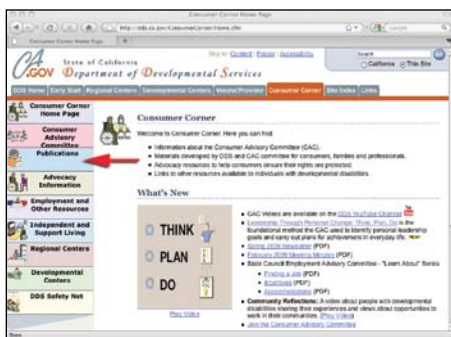


Dissemination

The *Leadership Through Personal Change* materials and tools offer clear strategies and enable outcomes for people with developmental disabilities to pursue the life they dream and contribute to their communities. Because of its wide and easy utility, the project's accessible materials can be employed by a range of service agencies and schools to address the needs of diverse populations in many communities.

Availability of Leadership Tools

While supplies last, DDS has 10,000 sets for distribution to individuals, case managers and transition programs. Please contact DDS at 916-654-1888 for more information.



The Leadership videos and guides are available for viewing and download on the internet. The guides can be viewed and downloaded using a PDF reader. An additional feature includes being able to type answers in the “white boxes,” save to a computer and print completed forms.

Available sites to access leadership tools and “How To Use” Booklet

DDS Consumer Corner Web Page:

<http://dds.ca.gov/ConsumerCorner/ThinkPlanDo.cfm>

Board Resource Center Library:

<http://www.brcenter.org/library.html>



Provider Community

The California service provider community offered insight into the application of **Think–Plan–Do** and the leadership tools. Provider field test groups, led by CAC members and BRC project leaders, included day activity program, residential community staff, case managers and large community facilities team managers. The purpose was to explore use and practicality of the tools and **Think–Plan–Do**. Support staff participants learned how to use **Think–Plan–Do** by applying the strategy to a leadership topic selected

for themselves. After completing the exercise, they identified an interested person they served and guided them through the process using the draft videos and guides. Outcomes confirmed the importance of exploring the tools first before engaging with a person served. **Key learning:** Know the materials well enough to explain to non readers and be knowledgeable about good facilitation practices.

Conference Workshops: Community, State and National

BRC created a customized presentation template that CAC members used at community and conference workshop presentations. Members made more than the 24 workshop presentations each year with peers and at local conferences. All members presented to local advocacy groups and/or consumer advisory committees. A few members were more at ease making informal presentations at small gatherings in their homes or community rooms. Among the audiences members addressed and trained were individuals (peer-to-peer), psychologist groups, staff at state developmental centers, agency governance boards, day programs, sheltered workshops, independent living agencies and regional People First or advocacy gatherings.



During the project and continuing today, CAC members and facilitators are taking the leadership tools to transition classes in local school districts, community groups, case management organizations and family support groups to demonstrate how **Think–Plan–Do** empowers responsible decision making at all ages. BRC and the CAC have made presentations at more than 200 venues in at state, national and international conferences.

Outreach & Training

Ongoing community and state advocacy training and conference workshops are being provided by CAC members and project facilitators. The foundation of the Leadership work, **Think–Plan–Do** is used in all CAC advocacy publications and media from emergency preparedness (*Feeling Safe, Being Safe*) to community inclusion planning for families. Venues the CAC have found successful for presentations include local advocacy groups, parent support groups and conferences and presentations for transition youth in classrooms and seminars.



Next Steps

The CAC has a two-fold priority for their publications and **Think–Plan–Do**.

1st they believe the tools are essential pre-employment learning tools that assists people in planning about what type of employment or business they would like to do and then the preparation needed for both. Members and DDS will continue to provide workshops and local training to encourage use of the tools and application of **Think–Plan–Do**.

2nd they believe the Leadership tools should be essential elements of transition planning for young adults and incorporated in school curricula and teacher education.

CAC members reflect on their own school experience and not being prepared for the world of work believe their tools address some of the core areas in an easy to use format. The tools encourage personal independence and choice, with opportunities to enhance all aspects of community life. DDS and regional case management agencies are providing the tools to transition units of Local Education Agencies and adult education centers.

Final Statements

CAC Members Speak Out

Think–Plan–Do and Leadership

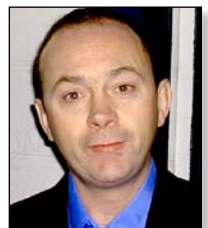
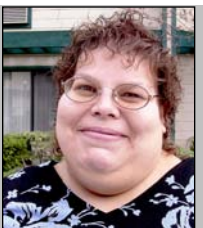
- ◆ I am starting to speak up for myself now.
- ◆ I have less stress; I am less worried about what others think.
- ◆ I am teaching others how to stand-up for their rights.
- ◆ I show other people what I have accomplished.
- ◆ It is a good tool to help teach people how to make decisions.
- ◆ I will use **Think–Plan–Do** in different parts of my life.
- ◆ The guides give me easy steps to follow.
- ◆ I learned how to be flexible and compromise.
- ◆ Now my peers come to me for advice

How is Your Life Different Today?

- ◆ My parents look at me as an adult; people don't walk on me
- ◆ I am in control of my decisions.
- ◆ I understand about trust and feelings of being confident.
- ◆ I have real financial security today!

Making Goals

- ◆ People did not know about my goals but now they do!
- ◆ I have tools now for making goals; I use **Think–Plan–Do** to set my goals.
- ◆ I realize my goals are attainable.
- ◆ I set goals with the help of others.
- ◆ My thoughts didn't have any organization before; today I know how to use **Think–Plan–Do**.



EASY-TO-USE PRODUCTS AND PUBLICATIONS

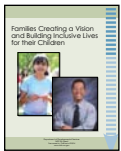
CAC TOOLS

The CAC has a rich history of developing advocacy media that provide insight into legal rights and suggest strategies for people with developmental disabilities to live the life they want.

The Committee's products have been distributed statewide and are a catalyst to bring the voice of the consumer to DDS, providers and the community to increase the quality of life for people with developmental disabilities.

The following products are used in California Regional Centers and large service provider agencies as orientation materials for case managers, staff, consumers and board leaders. Additionally, copies have been requested by people around the United States, as well as, are represented on the department's website.

FAMILIES CREATING A VISION AND BUILDING INCLUSIVE LIVES FOR THEIR CHILDREN

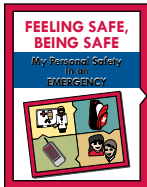


(English | Spanish | Chinese) For families who want to create visions that lead to inclusive lives for the children with developmental disabilities, read about Nick and Brissa. Learn about creating a vision, building community connections and making meaningful futures happen.

LEADERSHIP THROUGH PERSONAL CHANGE: THINK-PLAN-DO

This guide is to help people with developmental disabilities to have self-determined lives. To learn simple ways, using supports, everyone can participate in directing their futures.

FEELING SAFE, BEING SAFE



(English | Spanish | Video) This workbook will help you make a plan that you can use in case of an emergency. The DVD demonstrates how to complete the workbook and put together a home emergency kit.

THINKING AHEAD: MY WAY, MY CHOICE, MY LIFE AT THE END

(English | Spanish | Chinese | Video) This is a consumer friendly workbook to assist people in making decisions about the end of their life. This workbook and DVD were funded by a 2006-07 DDS Wellness grant.

BOARDSMANSHIP—INCLUSIVE AND ACCESSIBLE



(English | Spanish) This book will help consumers to understand how to become better members of boards. It was developed by People First of California, Inc. who is offering to provide training in the use of the book. If you would like this training, contact People First at 916-552-6625.

FACILITATION TIPS

This publication is to help individuals with developmental disabilities.

GUIDE TO HEALTHY LIVING

(English | Spanish | Chinese) This guide can help you create your own healthy living goals and a plan for action.

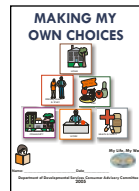
WAYS TO MAKE COMPLEX INFORMATION SIMPLE

This publication is to help individuals with developmental disabilities be prepared and to understand what is being said at meetings and be able to vote.

SATISFACTION GUIDE

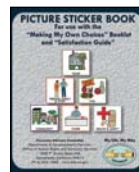
The Satisfaction Guide assists people to think about quality and satisfaction in their lives and assists them to communicate their preferences with others.

MAKING MY OWN CHOICES



(English | Spanish) This booklet has been developed to help people choose things that are important to them in their life.

PICTURE STICKER BOOK



This booklet has been developed to be used with the "Satisfaction Guide and Making My Own Choices." This can also be used with other projects that will enhance persons' independence and choice. Please note: Pages of the Picture Sticker Book can be printed using 2 1/2 x 2 1/2 inch square label sheets.

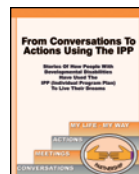
SENATE BILL 1270

(English | Spanish) It asks the State Council on Developmental Disabilities (SCDD) to bring different people together in a Work Group and think about different ways people with developmental disabilities spend their time in paid work and other activities.

SPEAKING FOR A BETTER TOMORROW, A GUIDE TO MAKING AN EFFECTIVE SPEECH

This guide is to help individuals with developmental disabilities give a speech about something that will make their life, or the lives of others, better.

FROM CONVERSATIONS TO ACTIONS USING THE IPP



This booklet shares the real life stories of how consumers can set their goals and objectives and work through the IPP process to achieve them.

COMMUNITY CONVERSATIONS WITH PEOPLE WITH DEVELOPMENTAL DISABILITIES

A book developed from conversations with 400 consumers about what choices they make in their life today and what choices they would like to make.

RECOMMENDATIONS FOR SATISFACTION SURVEYS

A guide developed by CAC members for anyone in the developmental disabilities field conducting surveys with people with developmental disabilities.