



# MOVING BEYOND THEORY: BUILDING VOICE AND CHOICE INTO CARE AND SERVICES

PRESENTED BY:

*MICHELE BOGUSLOFSKI ~ EXECUTIVE DIRECTOR, TFA*

*PENINA BLANK ~ B.A., PSYCHOLOGY*

*& PENINA'S STORY*

# A BIT ABOUT US

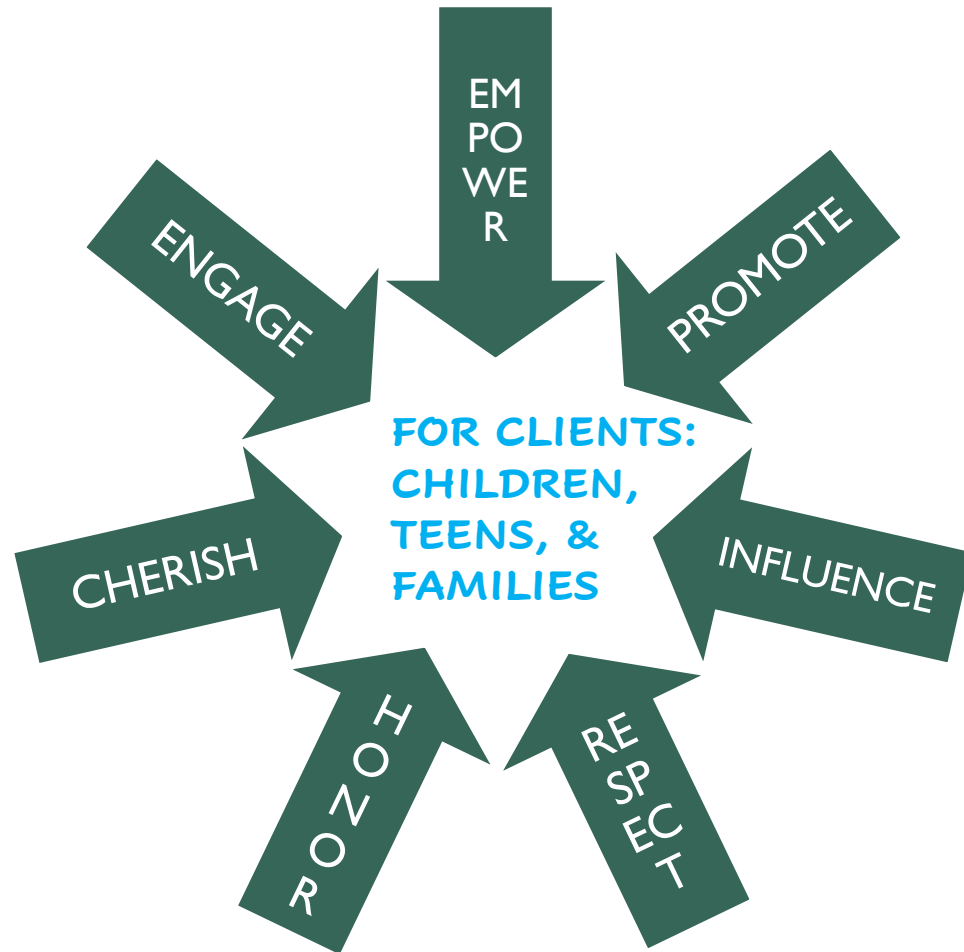
## **Michele:**

- Working on behalf of children, youth, and families since 1987
- With my husband, lived in-home (program) as Family Teachers with youth for six years at four organizations
- Leadership and administrative roles including trainer, supervisor, executive director, talent manager, culture changer, quality improvement and assurance, consumer relations, risk manager, and other roles as necessary
- Passionate about high quality, professionalized care and services that promote relationships, consistency, respect, honor, and support for all persons and families

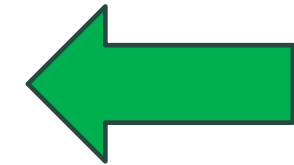
## **Penina:**

- Bachelor's Degree in Psychology
- Starting Master's in Social Work in September 2021
- Volunteer on Crisis Line (currently and for two+ years)
- Family plays a large role in my life
  - Big family
  - Five siblings
- Religion is most important in my life; every single aspect of my life is lead by my Jewish faith and practice

# PREMISE



- PURPOSEFUL
- CONSISTENT
- TRANSPARENT
- ACCOUNTABLE
- STRATEGIC
- COMPREHENSIVE
- AUTHENTIC



REQUIRED  
FROM  
PROGRAMS  
AND STAFF

# OVERVIEW



NECESSARY FOUNDATION

CULTURE

ORGANIZATIONAL COMPETENCY

CONSUMER FOCUS

FEEDBACK

SELF PURPOSE

CREATING SPACE

IMPACT

PENINA'S JOURNEY

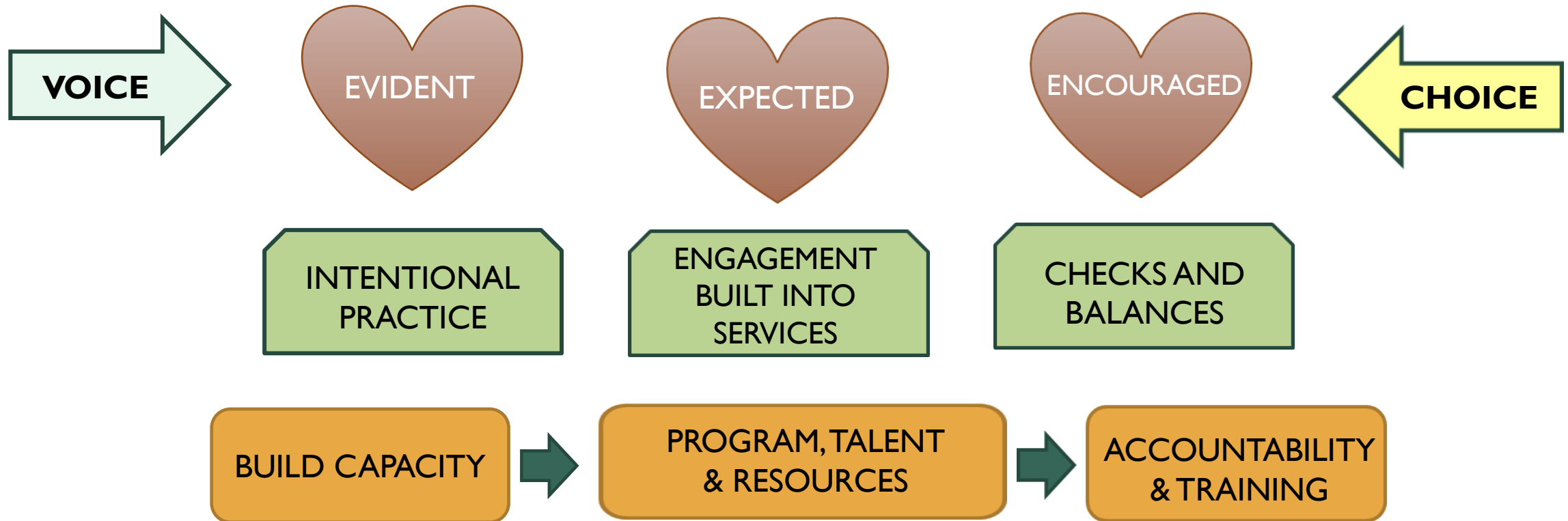
GUIDING PRINCIPLES

KEY ELEMENTS

NEXT STEPS



# FOUNDATIONAL PRINCIPLES



**ORGANIZATION: FOCUS AND INTENT**



# CULTURE: *INTENTIONALITY*

ASSESSMENT

EXCELLENCE IN  
THE ORDINARY

RESPONSIBILITY

EXPECTATIONS

**PARTNERSHIPS**  
WITH CLIENTS

COMMUNICATION



TRAINING

SUPPORT

MANAGEMENT

QUALITY ASSURANCE AND EVALUATION

PROFESSIONALIZED STAFF AND SERVICES

360

FIDELITY

# ORGANIZATIONAL COMPETENCIES



# CONSUMERISM

- Penina interviewed the program just as the program interviewed her.
- Penina was very direct and clear on what she needed.
- Penina met with her family Rabbi who told her that trying (the program and Penina doing what they could) would be enough.
- While her mother and the Rabbi were more flexible, Penina was not.
- Requirements included:
  - No writing, riding in a vehicle, or work on any kind during Shabbat
  - Kosher foods
  - Kosher kitchen (sink, cooking, dishes, utensils, etc.)
  - Clothing
- Program administrators and the residential team committed to making this work for Penina.
- Several staff made shopping with and for her - so she did not have to worry - a priority.
- When Penina transitioned to the independent living home, the same requirements were met. She continued to be in control of her needs and wishes.

*Penina was clear in her expectations and needs. Her voice was heard and heeded; her choices validated and supported.*





# CONSUMERISM CONT'D

CLIENTS AND CONSUMERS ARE PROVIDED ONGOING, REGULAR OPPORTUNITIES TO SHARE FEEDBACK AND RATE THEIR OVERALL SATISFACTION WITH THE PROGRAM AND SERVICES.

**VOICE**

**CHOICE**

**MEANINGFUL  
INPUT**

**REAL  
CHANGE**



Report back on how feedback was implemented.

- Scheduled and spontaneous surveys and questionnaires designed to solicit feedback and identify strengths, areas for improvement, trends, concerns, red flags, and overall satisfaction.
- Establish criteria scales to ensure consistency and reliability.
- Compile data, discuss. Celebrate positives. Make program adjustments and improvements as indicated.
  - Include clients and seek input when making program adjustments.

# FEEDBACK

*The communication of evaluative, positive or corrective information about an action, event, or process to the original or controlling source.*

- Purpose: To provide opportunities for clients, consumers, and staff to share affirmations and concerns.
- Goal: To improve staff, training, services, and satisfaction (staff, clients, partners, other consumers). To understand others' perceptions.
- Receiving: Objective, sincerely interested.
- Implementing: Committed to indicated changes, best practice, and follow-up.

1. Nurture a **Growth Mindset**
2. Provide **Feedback** Training
3. Set **the Tone** From the Top
4. Create a **Feedback-Safe Environment**
5. Set **Clear Expectations** Around Feedback
6. Make it **Routine**
7. Use Different **Feedback** Channels
8. Nurture **Positive and Corrective** Feedback



# FEEDBACK

Make it a **part of the process**

*(Start during interviews)*

Educate **why** it is important

Explain the **how**

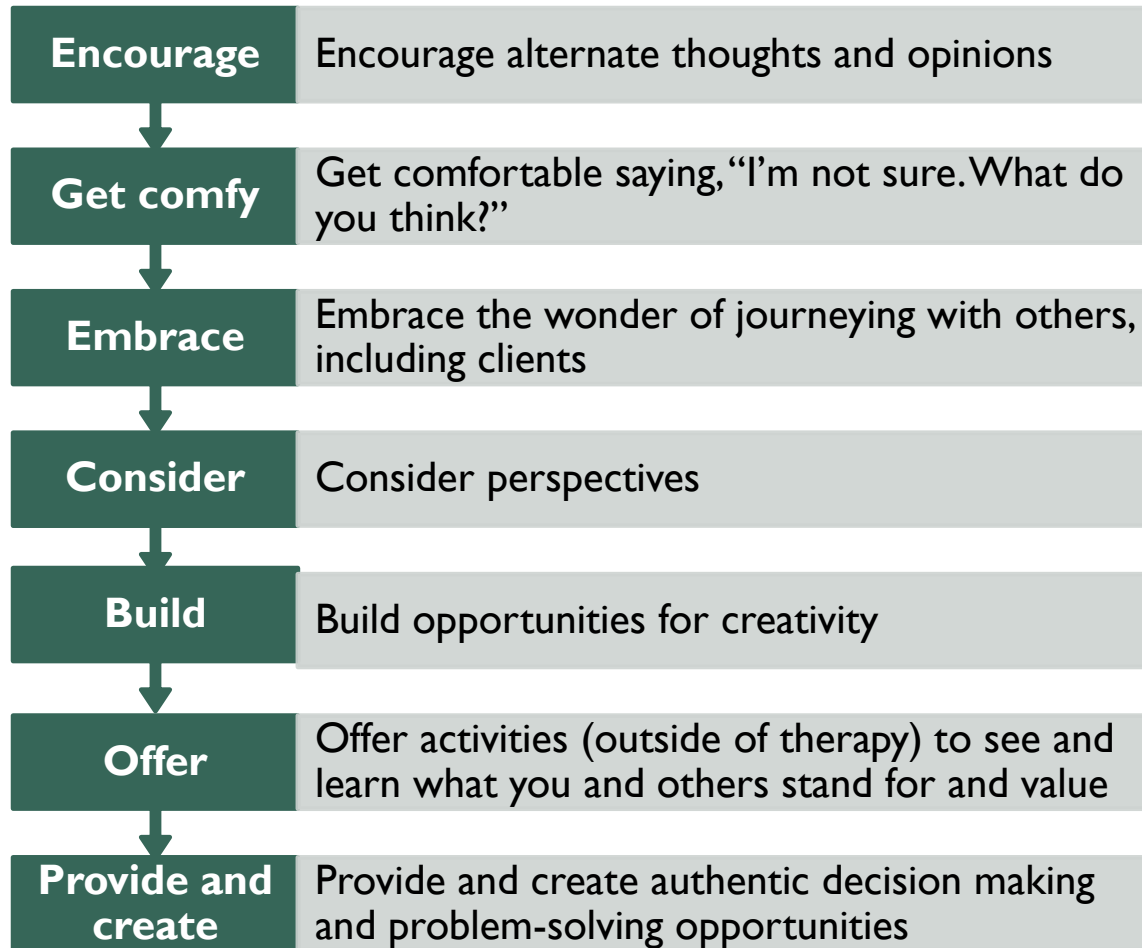
**Model** what is expected

**Safe, fair and consistent**

*(Expectations, systems and practice)*



# SELF PURPOSE: IMPROVING SELF



# SELF PURPOSE: LIFTING OTHERS

## United power and control-

- Clients know and understand how to progress
- Program/Model is implemented in a fair, individualized, consistent manner
- Clients sign their documents and plans

## Self advocacy

- Clients are encouraged to share thoughts and concerns in healthy ways (generalizable)

## Leadership

- Administrators know clients by name and spend time saying hello and being engaged
- Involve direct care staff in treatment decisions

Clients are active participants, members of their team

- Treatment
- Personal goals
- Availability to express and participate in interests

*Challenge yourself to be a better version of yourself today than you were yesterday.*

# CREATING SPACE

## Identify What is Not Negotiable...

- Examples of non-negotiables:
  - Attending school
  - Participating in treatment/service/care plan
  - Treating self and others with respect
  - Having a schedule

## ...And What Is

- Examples of Negotiables:
  - Make standing desks an option
  - Choosing one or more goals/skills on plan
  - Being able to serve in a leadership role
  - What time things are done

*Communicate · Share Why (how this benefits them) · Be Consistent*



# IMPACT



## EFFECTIVENESS

Client progress; Staff performance and growth



## DATA

Outcomes and goals – percentage met



## CRITICAL INCIDENTS

Reduced – especially runs, restraints; Manage risk

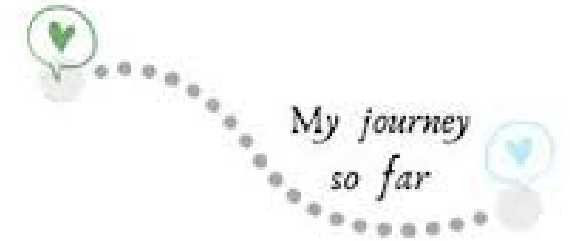


## COLLECTION

Frequent assessment of trends –good and bad; Assess and address

- TRAIN
  - Initially and ongoing
  - To competency
  - As a tool to assess and improve
  - More than do just meet licensing requirements
- RESPOND *to observations and reports*
  - Pull data
  - Talk with others
  - Study available information
- LEAD
  - Fair, Pleasant, Caring, Respectful
  - Consistent
  - Develop direct care staff





# PENINA'S STORY



# GUIDING PRINCIPLES

## ATTITUDES

- PURPOSEFUL
- COMMITTED
- CLIENTS ARE PRIORITY
- HUMBLE
- HEART AND HEAD
- FLEXIBLE

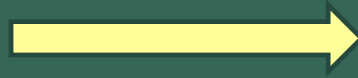
## TANGIBLES

- STRATEGY
- PRACTICE
- EXPECTATIONS
- ACCOUNTABILITY
- FEEDBACK
- RESULTS



# KEY ELEMENTS

PROGRAM STRUCTURE



VOICE AND CHOICE



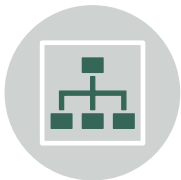
SYSTEMS



TRAINING



SUPPORT



MANAGEMENT



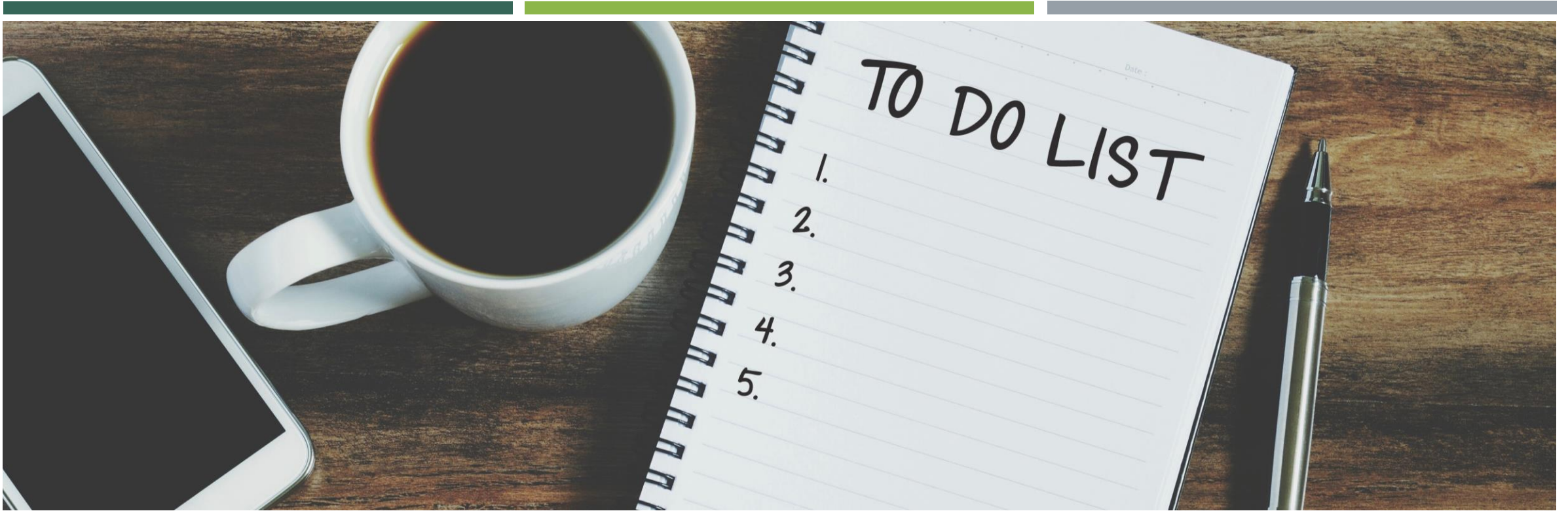
QUALITY  
ASSURANCE

LEADERSHIP

SELF PURPOSE

CLIENT  
GOVERNANCE

REGULAR INPUT

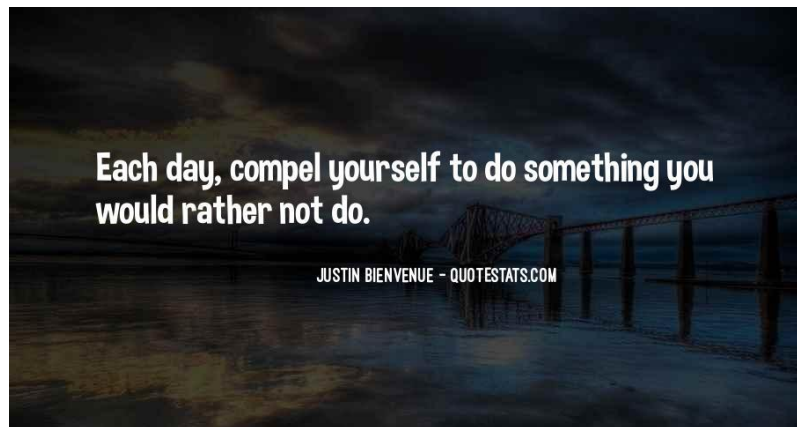


# NEXT STEPS

TAKE A FEW MINUTES AND JOT DOWN THE FIRST 3 THINGS YOU WILL DO  
TO IMPROVE VOICE AND CHOICE

# CONTACT INFORMATION

- PENINA BLANK
- EMAIL: [blapenin@gmail.com](mailto:blapenin@gmail.com)



- MICHELE BOGUSLOFSKI
- TEACHING FAMILY ASSOCIATION
- [WWW.TEACHING-FAMILY.ORG](http://WWW.TEACHING-FAMILY.ORG)
- [MICHELE@TEACHING-FAMILY.ORG](mailto:MICHELE@TEACHING-FAMILY.ORG)

