



Personal Outcomes Manual



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Introduction

Personal Outcomes Measures were established by the Council on Quality and Leadership (CQL) in 1991 after years of interviews with people with disabilities, their families and non-disabled people about what would constitute a full and meaningful life. People defined the outcomes that were most important to them. CQL modified the Personal Outcome Measures in 1997.

Personal Outcomes is significantly different from traditional quality systems in that the focus is on measuring quality of life. The measures are different as well as the process of gathering information. Personal interviews with participants are the foundation of the data gathering process. The measures are applied and evaluated based on the unique characteristics, needs, and desires of each participant. Personal Outcomes are what participants expect from the services and supports they seek. For the ABLED, Inc. staff, Personal Outcomes is about listening and exploration into what people want out of their lives.



21 Personal Outcome Measures

The 21 Personal Outcome Measures are organized in three factors:

My Self: Who I am as a result of my unique heredity, life experiences and decisions. In order to make choices we need to have personal, concrete experiences related to the possible choices.

My World: Where I work, live, socialize, belong or connect. Most people seek advice from family, friends, and peers when faced with significant or difficult choices. All of us need support networks to assist us at times.

My Dreams: How I want my life (self and world) to be. Choices are rarely either-or decisions. Instead people often attempt to find a creative compromise for decisions they make. This search for compromise between apparent "givens" contributes to our personal esteem and satisfaction.

To work towards a personal outcome requires that we know what is desired. Hence the term "outcome" describes the desired result. We find out where we want to go and then plan to get there. The journey toward the desired outcome may at times take on a new direction as the person we support has new experiences which support new choices.

Therefore, we must continuously listen for what is important to the person we are supporting. If we become focused on the plan and stop listening to the desire to reach the goal, then it becomes about us and the plan we developed and not about the person we are supporting.

ABLED, Inc.'s mission is to serve Jesus Christ by enabling developmentally disabled individuals to creatively explore and live full meaningful lives in their communities. ABLED, Inc. seeks to empower people with intellectual disabilities to creatively explore all possible avenues of freedom, education, and skills to live and enjoy their lives to the fullest extent possible. Accomplishing our mission requires us to listen, on an ongoing basis, to what the people we support feel would constitute a full, meaningful and productive life.

So, the measure of how well we are listening is the number of people we serve who are working at having the kind of life they desire.

The remainder of this guide addresses the universal themes that make a participant's life full, meaningful and productive. It is a guide for thinking about these issues in your own life and in the lives of the people you support.

Many of the people we serve do not communicate in traditional ways; they may not use words to communicate. We then need to rely on our observation skills noting how one reacts in a given situation to determine what is important to him or her. In addition, family, friends and past and present staff can be a wealth of information regarding likes and dislikes, choices and involvement as well as communication patterns. Remember, you as a new staff person will soon be asked questions regarding people you are supporting.



Personal Outcome Measures

A. People are connected to natural support networks

1. Family & Friends
2. Security and Safety

B. People have intimate relationships

1. People care and feel deeply about each other
2. Trust, no fear of rejection

C. People are safe

1. Free from danger
2. Non-threatening environment
3. No lack of supports or special equipment

D. People have the best possible health

1. Freedom from serious illness
2. Simply feeling healthy
3. Determined by the participant and his/her healthcare provider

E. People exercise rights

1. Constitutional rights
2. Personal freedoms
3. Participants have same rights as everyone else

F. People are treated fairly

1. Fair and impartial treatment when total freedom is not possible
2. Right to be fully informed of options

G. People are free from abuse and neglect

1. Includes verbal, physical, self, sexual, and psychological aspects
2. Abuse is measured according to the participant's experience of the action
3. Neglect is failure to provide necessary services
4. All suspected abuse and neglect must be reported to APS/CPS and ABLED, Inc. Administrators



H. People experience continuity and security

1. Change may lead to happiness or discontentment with life
2. Minimize change unless requested by/for participant
3. Recognize emotional impact of change

I. People decide when to share personal information

1. Participant's records and information are personal and confidential
2. Participants have the right to decide how their information is shared
3. Providers must be knowledgeable about confidentiality laws

J. People choose where and with whom they live

1. Where participants live and the people they live with are fundamental to their satisfaction with their lives
2. Staff must listen to what participants are saying either directly or indirectly through their actions about where they might like to live and with whom

K. People choose where they work

1. Work provides a source of income, and opportunity to meet other people, a sense of accomplishment, and self-esteem
2. Staff must not prejudge a participant's desire to have a particular job as being unrealistic
3. Staff must provide the participant with the experiences and the technological assistance they need to make an informed decision

L. People use their environments

1. Where we live, work, and spend our spare time
2. Modify or adapt environment to help participants access resources

M. People live in integrated environments

1. Participants work, live, and recreate in environments with people without disabilities
2. Exposure to, and acceptance of, the wide diversity in people, including racial and ethnic background, religious expression, and mental and/or physical disability

N. People interact with other members of the community

1. Participants are encouraged to interact with a variety of people in the community as do people without disabilities
2. Participants should have opportunities to transact their business in the community



O. People perform different social roles

1. Social roles define the expectations we have for ourselves and that others have for us
2. Without support, people may be severely limited in the variety of roles they can choose to assume
3. Supports assist people to overcome barriers by providing access to opportunity, information, technology, and skill development

P. People choose services

1. Participants are entitled to the same level of choice as everyone else
2. Assist participants to understand options, gather information, and visit service settings
3. Provided to bring about achievement of participant's desired outcomes

Q. People choose personal goals

1. Participant's goals change as they grow and learn
2. Goals are directly related to life experiences
3. Staff must listen to what is important to participants and provide experiences that lead to more options and choices

R. People realize personal goals

1. Provide support and training to target the skills needed to achieve goals
2. Provide experiences and technical support needed

S. People participate in the life of the community

1. Community offers activities and experiences where participants develop interests, meet personal needs, and enjoy leisure activities
2. Participants are encouraged to experience what the community has to offer

T. People have friends

1. Support participants in forming and maintaining friendships with neighbors, coworkers, and peers including people who do not have disabilities
2. Supports must not interfere with a participant's ability to have and develop friendships



U. People are respected

1. Each participant is a valued person
2. Interactions that promote respect do not draw undue attention to a participant's disability or differences
3. Supports must reflect concern for enhancing the status and competency
4. Positive regard and respect are demonstrated by meaningful work and activities, privacy, and advocacy
5. Participants are challenged by the service activities and encouraged to try new things



Staff Development Form

Please complete this form in its entirety and return it to the trainer or supervisor. It will be placed in your personnel file to document that you have completed the training and have acquired the necessary information to competently perform your job.

Name: _____.

Position: _____.

ABLED, Inc. Date of Training: _____.

Title of Training: Personal Outcomes: The Framework for Services.

Name of Presenter(s): _____.

Organization Sponsoring Training

Location: _____ Total hours of training: _____

Objectives of training:

To present the basics of the Outcomes philosophy

To acquaint staff with the 21 Outcomes measures used by ABLED, Inc.

What are three things you will do differently in your job as a result of this training?

Is there any additional information you now realize that you need as a result of this training?

Signature: _____ Title: _____

This section to be completed for ABLED, Inc. required competency based training only.

_____ has satisfactorily completed the required work and has demonstrated competency as defined by ABLED, Inc.

Signature of Trainer: _____

Title: _____ Date: _____