



### Consent Decree Update

The Division of Developmental Disabilities is excited to announce that we will be posting 8 additional positions to assist us in meeting Consent Decree goals in order to meet substantial compliance by June 30, 2024. The positions will assist the Division in developing improved communication with the I/DD community and stakeholders, increasing our training capabilities, and enhancing our support for community access and the self-direction population.

The Division is working closely with HMA to release the final rate methodology recommendation report by the end of January.

Beginning this month, Brenda DuHamel will begin a new round of outreach to the Stakeholder community regarding the implementation of components of Conflict Free Case Management, prior to the full the full LTSS implementation, for adults with I/DD to better serve the community.

The State DSP Workforce Initiative held a Summit on December 13, 2022 with about 70 stakeholders to review progress to date and discuss next steps. At the event, national trends and system change models from Tennessee, New York, and California were presented. Interactive activities included sharing of positive experiences and accomplishments over past few years; revisions to vision statement; input on system change building blocks and existing barriers. A follow up meeting will be held on January 31 focused on various efforts underway in Rhode Island and to develop ideas to move forward in 2023. The Initiative is looking for additional DSPs to participate in the Summit, SWI workgroups, and advisory groups. See the next page of this newsletter for more information on advisory groups.

### “Disability News You Can Use!” Podcast



Join Deanne Gagne and Andrew McQuaide from The Sherlock Center as they discuss topics impacting Rhode Island’s Disability Community and share practical ways you can use information from each episode in your life.

Listen now on your favorite platform!

- [Apple](#)
- [iHeart](#)
- [Spotify](#)
- [STITCHER](#)
- [amazonmusic](#)

Episode 1 is now available on the BHDDH Technology Fund with Jennifer White, CEO of Able Opportunities.

## **Become a Member of a DD Advisory Group**

The Division of Developmental Disabilities is seeking members for three new advisory groups:

- Self-Directed Advisory Group
- Agency-Directed Advisory Group
- DSP Advisory Group

This will be a voluntary position that meets several times a year on Zoom to help with the Statewide Workforce Initiative. Volunteers who are selected and participate in an advisory group will receive Gift Cards to thank them for their time.

**[To Request to Be On An Advisory Group,](https://www.tinyurl.com/AdvisoryGroupInvitation)**  
**[go to www.tinyurl.com/AdvisoryGroupInvitation](https://www.tinyurl.com/AdvisoryGroupInvitation)**

If you're interested in serving in one of these groups to help our State support and expand its DSP workforce, and make a difference in the lives of Rhode Islanders who have an I/DD, please go to <https://tinyurl.com/AdvisoryGroupInvitation> to complete a short form and someone will contact you soon.

As a member of one of these groups, you'll be responsible for offering experience-based advice that will help RI develop, strengthen, and maintain a well-trained and diverse statewide DSP workforce to serve individuals who receive services from the Division of Developmental Disabilities, and their families.



For the **Self-Directed Advisory Group**, the members must be individuals who self-direct services through the Division of Developmental Disabilities.



For the **Agency-Directed Advisory Group**, members must be individuals who use an agency to direct services through the Division of Developmental Disabilities.



For the **DSP Advisory Group**, the members must be Direct Support Professionals, working either through a provider agency, or for an individual who self-directs the services they receive through the Division of Developmental Disabilities.

*Please note: DSPs must be recommended by at least one of the individuals or families they've worked for, or the Provider Agency they worked for.*

**Membership for each Advisory Group is limited  
to 6 members who have real-life experience.**

Please send any questions to [ri.workforce@sagesquirrel.com](mailto:ri.workforce@sagesquirrel.com)

## Supporting a Vision of Employment

BHDDH-DDD invites you to participate in “Supporting a Vision of Employment” e-learning course offered by the State Employment Leadership Network. This training is free and self-paced. Certificates of completion will be provided.

**Who should attend:** Anyone supporting individuals with I/DD receiving BHDDH-funded supports can participate.

### **3 sections are being offered:**

- January 9—February 17, 2023
- March 6—April 14, 2023
- May 1—June 9, 2023

The course can be done anywhere with internet access, on any device using any browser other than Internet Explorer (e.g. Chrome, Firefox, Edge, etc.). The total course will take about 6 hours and covers 4 modules for Employment Foundations, Employment Pathways, The Employment Process, and Collaborating with Vocational Rehabilitation.

**See the attached flyer for more information.**

Enroll using this link: <https://elearning.communityinclusion.org/browse/seln/courses/seln-ri-supporting-a-vision-for-employment>

## Family and Individual Needs for Disability Supports (FINDS) Survey

Caregivers of people with intellectual and developmental disabilities (I/DD) have unique experiences and needs in their roles compared to caregivers of other populations. **The Family and Individual Needs for Disability Supports (FINDS) survey seeks to understand these experiences and perspectives to better support families.**

This survey seeks information from caregivers to answer the following questions: What are the life experiences of caregivers and their family members with IDD? What are the most difficult or stressful aspects of caregiving? What is most rewarding about it? What would make life easier or better for caregivers, their families, and people with IDD they support across the life course?

The survey can be completed online and is available in English, Spanish, and French. Those who complete the survey will be entered into a drawing to win one of six \$250 gift cards.

[Click Here to Take the Survey](#)

Your perspective is important and can help create a future of better supports and opportunities for people with IDD and their families!

*The FINDS survey is conducted by the Research and Training Center on Community Living (RTC/CL) at the University of Minnesota, in collaboration with The Arc of the United States, and uses insights of family caregivers to shape better public policy and service delivery systems.*

## Advocates in Action Now Accepting Applications for the Next Leadership Series

**Deadline to Apply is Friday, January 20, 2023**

[Click Here to Apply for the Leadership Series](#)



Applications for the next Leadership Series are available NOW! The deadline to register is January 20th, 2023.

If you've already graduated the Leadership Series in a past year, then help spread the word to anyone you know that might be interested!

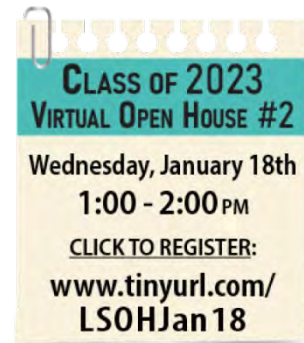
Forward this email to them! Tell them about your experience with the Leadership Series! Encourage them to check it out!

### **Virtual Open House for the Leadership Series** **Wednesday, January 18, 1:00 PM – 2:00 PM**

Attend the next virtual Open House session to learn more about the Series and hear from Leadership graduates.

To register for the Open House, go to  
[www.tinyurl.com/LSOHJan18](http://www.tinyurl.com/LSOHJan18)

For more information, visit the Leadership Series webpage at  
<https://www.advocatesinaction.org/leaders.php>



### **Leadership Series Kick Off Retreat** **Wednesday, February 8, 10:30 AM – 2:30 PM**

The Class of 2023 will begin with a Virtual Kick-Off retreat on Wednesday, February 8th. The retreat starts at 10:30 am and runs until 2:30 pm, with an hour-long break for lunch from noon to 1:00 pm. Everyone who joins our next Leadership Series must attend the full retreat.



## Art Classes

The Warwick Center for the Arts offers weekly 90-minute art classes that take place in the organization's classroom in Warwick, RI. Professional teaching artists provide instruction using diverse media.

The organization works with individuals to determine an affordable rate per class. They require a minimum of 4 and a maximum of 8 students per class. Private workshops for groups can be arranged. If an individual typically requires an aide they ask that that the staff person accompany the student (at no additional cost).

Classes are held in a six-week block of 90 minute sessions, with a final exhibition of the student portfolios at the end.

[Click here for more information](#) or contact Danielle Salisbury, [director@warwickcfa.org](mailto:director@warwickcfa.org) or at 737-0010 for more information.

## Naval Station Newport and GCE Name Team Member of the Year

Excerpted from [The Newport Buzz](#)

Global Connections to Employment has selected Antanika Doukkali as the 2022 Team Member of the Year.

Antanika Doukkali was born with a learning disability and experienced an unstable early childhood. It prompted her grandmother to raise her. She started working at Global Connections to Employment eight years ago. At first, she didn't think she couldn't do the job. Back then, she was a self-conscious, timid, scared new employee.



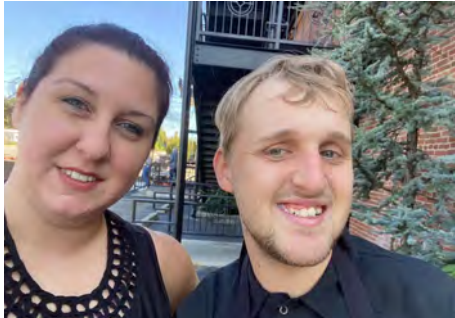
Today, she is adept at multiple jobs such as food serving line attendant, floor runner, salad bar attendant and skullery. She is known for proactively approaching other team members to ask how she can help or to teach them the ropes.

Antanika has been recognized as Team Member of the Month five times in eight years! She was also an asset in achieving the U.S. Navy Captain Edward F. Ney Memorial Award – the highest honor given to U.S. Navy food service operations to recognize food service excellence.

“Antanika impresses everyone – the food services officer, Navy sailors, coworkers and other customers,” said Rodney Novak, project manager. “They ask to go through her food line because she’s so friendly.”

## Shared Successes in Transition to Employment

*Author: Christelle Auger is a direct support professional/job coach at the Fogarty Center in North Providence, Rhode Island. Christelle can be reached at [cauger@fogartycenter.org](mailto:cauger@fogartycenter.org).*



*Christelle Auger and Ryan*

In 2021, the Fogarty Center, where I work, started developing Youth in Transition Services to address gaps in skills and supports that many students experience when leaving school and meeting their goals for adult life, including getting employment. We launched this mindfully and gradually, starting with a small number of students. We needed to build capacity and learn how to support young adults in our area. Personally, this was exciting. I had worked as a teacher in the past and saw it as an opportunity to bring value to the organization while exercising my experience and passion for working with younger people. Our collaborative team approach helps us lean on each other's strengths while coming together to support the job seeker.

That's when I met Ryan. He is a young man who is supported one-on-one by direct support professionals (DSPs) trained, like myself, through the Association of Community Rehabilitation Educators. With this, he sets his own expectations outside of congregate settings. We used person-centered planning to understand not only what he enjoys doing in his spare time, but also his community connections, strengths, and which skills or experiences he'd like to advance. We brought his team together. Many of us brought different knowledge from the ways we support Ryan, and we came together to better understand who he is becoming.

An avid golfer, Ryan had an emerging interest to work in food service in a sports setting. One of his goals involves culinary training. He wanted to gain "the skills to pay the bills." We leveraged a relationship with a community-based culinary and technology program through the Amos House in Providence. Instead of trying to teach cooking skills in-house at our center, we thought it best to have him learn with people who were also seeking careers in this area. This would be a higher caliber of training than we could provide at our center. In this case, as his DSP, I would support him when needed by adapting the curriculum or working with his instructor to understand how to support him. This really immersed him in what it takes to work in the industry. It gave him experience to make an informed choice about continuing down this career path. Ryan completed the eight-week culinary and food safety course. Through vocational rehabilitation funding, he received some assistive tools like a [fixed-board cutting setup](#). This helped him feel confident in learning the skills in class. He had some great times learning, and he graduated from the program. I was there with Ryan's family at his graduation when he received his chef's coat and hat. Ryan was clearly a natural with the knife and took great pride in his accuracy. I sure was proud of him, but I also realized that I had gained so much in my professional role alongside of Ryan's successes.

We wanted Ryan to keep momentum after graduation. Ryan was supported as far as he wanted to take these new skills. He has struggled with the "where." In curriculum planning team meetings, it was suggested that he complete tours and establish relationships with different types of restaurants and supermarkets. Through these tours, he has identified specific positions where he would like to be employed. He has also been able to ask questions of the workers to

get a true perspective of the position. Together, we have researched the history of the businesses that interest him, the skills and tasks required for a position, work hours required, and locations of open positions. We discussed what to wear in an interview and what to bring. We practiced mock interviews to help Ryan prepare.

Ryan has completed two interviews. Both supervisors commented on how they liked Ryan's upbeat personality and that he brought his own set of questions.



*Ryan at work preparing food.*

While he has not yet been offered a job, Ryan is now completing a work experience in food preparation in a restaurant in his community. This was developed in partnership with Skills for Rhode Island's Future. Ryan earns at least minimum wage for a 40-hour job trial. This also gives us at Fogarty a chance to establish a relationship with the business. This helps minimize the perceived risk of hiring someone with disabilities as the employer can "see and believe" that job seekers supported by the Fogarty Center have the right skills and can fit into the culture of a business. The business, IronWorks Tavern, prides itself on having nicely-plated dishes in a relaxed environment that routinely has golf and other sports games on television. During one of the trial shifts, the head

chef said that Ryan has been such a huge help. My coworker and I have alternated providing support for Ryan during these shifts. Ryan is independent in many ways, but he likes reassurance. Often, we encourage him, saying, "you've got this," or other words of encouragement. As he gains more skills and confidence at the work experience, we are scaling back our support from being beside him to being within vision. He will often look to see if we are still there. Another way we support Ryan is to write notes for him when he is given a new task. This helps him stay on task. When the way he was shown to complete a task doesn't work well, we step in to find another way.

Maybe it's the teacher in me, but I still celebrate the large and small successes of the people I support, like Ryan. This reflects my own growth as a professional, and it motivates me to do more with my career at the Fogarty Center. All things considered, we DSPs grow as we change the community to include and value people with disabilities, especially in the workforce. This is our story, and it's just beginning!

Resource: For more information on ACRE Training, see The Association of Community Rehabilitation Educators at <https://www.acreducators.org/>

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*This article was reprinted from [Frontline Initiative](#), a free series covering the issues important to direct support professionals and supervisors who support people with intellectual and developmental disabilities and other disabilities in a variety of community settings. Each feature issue contains resources, perspectives, and strategies to advance the profession of direct support. The publication is a collaboration between the [National Alliance for Direct Support Professionals](#) and the [Research and Training Center on Community Living](#).*

## Contacting DD Staff

See the full Division Contact List attached to this newsletter.

Monday-Friday 8:30-4:00  
for questions or support  
**(401) 462-3421**

Para español, llame  
**(401) 462-3014**

Send general questions to the  
AskDD email address.

[BHDDH.AskDD@bhddh.ri.gov](mailto:BHDDH.AskDD@bhddh.ri.gov)

Please do not email critical issues.

## Sign Up for Our Email List

If you aren't receiving email updates  
and newsletters from BHDDH, you can  
[sign up here](#) or on our website. Go to

<https://bhddh.ri.gov/developmentaldisabilities/events/newsandupdates/> to sign up or to see  
past quarterly newsletters and issues of DD News.

 **SIGN UP FOR THE BHDDH NEWSLETTER**

## **If you are experiencing a mental health crisis, BH Link is here for you**

BH Link's mission is to ensure all Rhode Islanders experiencing mental health and substance use  
crises receive the appropriate services they need as quickly as possible in an environment that  
supports their recovery. Call 911 if there is risk of immediate danger. Visit the BH Link website  
at [www.bhlink.org](http://www.bhlink.org) or for confidential support and to get connected to care:

**CALL (401) 414-LINK (5465) If under 18 CALL: (855) KID(543)-LINK(5465)**

Visit the 24-HOUR/7-DAY TRIAGE CENTER at 975 Waterman Avenue, East Providence, RI

## For Information on the Consent Decree

For information on the Consent Decree and BHDDH, see <https://bhddh.ri.gov/developmental-disabilities/consent-decree>.

## COVID-19 Information

### **Rhode Island Department of Health COVID-19 Resources**

Hotline (401) 222-8022 or 211 after hours;  
Email [RIDOH.COVID19Questions@health.ri.gov](mailto:RIDOH.COVID19Questions@health.ri.gov)  
Website <https://health.ri.gov/covid/>  
*Includes a link to ASL videos*

### **RI Parent Information Network (RIPIN)**

Website <https://ripin.org/covid-19-resources/>  
Call Center (401) 270-0101 or email [callcenter@ripin.org](mailto:callcenter@ripin.org)

### **Advocates in Action – for videos and easy to read materials**

Website <https://www.advocatesinaction.org/>  
*Website offers BrowseAloud, which will read the website to you*



## Division of Developmental Disabilities - All Staff Contacts

**Main Phone #:** (401) 462-3421    **TDD:** (401) 462-3226    **Website:** <https://bhddh.ri.gov/>  
**Fax:** (401) 462-2775    **Spanish Line:** (401) 462-3014    **BH Link:** 401-414-5465

**To report abuse/neglect:  
 (401) 462-2629**

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# BHDDH SPOTLIGHT

## JILL MURPHY



There are times when Jill Murphy will hang up the phone and say to herself, “I really didn’t do anything.”

Her colleagues, should they hear of it, are sure to disagree.

Among the social workers in BHDDH’s Division of Developmental Disabilities, Murphy is known as a problem solver who does whatever is needed when people need help, or perhaps, just someone to listen.

“She’s the person that when something comes up and you know it could be problematic, you breathe a sigh of relief,” said Meredith MacDonald, Murphy’s supervisor. “You know she’s going to be right there working with that person and working with you, trying to get to a positive resolution.”

Murphy entered state service 30 years ago this month. She started in the family service unit at the Department of Children, Youth and Families and worked there for 11 years. Then, Brenda Centracchio, a former DCYF coworker who had moved to BHDDH, told her of an opening.

The two went on to share an office in BHDDH’s Developmental Disabilities Division, which gave Centracchio the opportunity to “witness Jill’s dedicated work ethic” and “her resolve to assist her clients and families to the nth degree.”

“I could think of no one better,” Centracchio said.

They had fun together, but the work was not, and is not, easy. Like other social workers in BHDDH’s Division of Developmental Disabilities, Murphy manages about 180 cases. While most are routine at any given time, some are challenging. That’s when she is there to help.

“She’s kind and calm,” said Brenda DuHamel, Associate Director for Administrative Services in BHDDH’s Developmental Disabilities Division. “That’s what people need. She’s just very easy to get along with.”

Of course, social workers are expected to help with problems and crises and find solutions or answers that allow people to move forward. Perhaps that’s why Murphy, when asked about her work, downplayed any accolades directed at her.

Instead, she talked about what’s kept her going all these years.

“I work with great people,” she said. “The support system that’s around me has been outstanding.”

She also said she enjoys “making sure that people are receiving what they need.”

“Some people just need to vent. Sometimes we’re the only people that will answer the phone,” she said. “You follow through, and you do what you have to do.”



## **Able Opportunities, Inc.**

**Innovative, Person-Driven, Accommodation Tools**  
**www.ableopps.com 206.406.9900**

### **Innovative Person-Driven Technology Tools to Help You Thrive! with Jennifer White**

Jennifer White, CEO, Able Opportunities, Inc., is a Subject Matter Expert for the Office of Disability Employment Policy, a Corporate Disability Inclusion Specialist and National Technical Assistance Consultant. Her experience includes residential, community and work supports, university research, collaboration to honor and include the culture of first nation peoples, and cross agency projects serving people with intellectual developmental disabilities, mental health challenges, dual diagnoses, addiction history and veterans. Her drive to level the playing field with appropriate accommodations has resulted in decades of innovation. Her enthusiasm, based in functional solutions, is contagious.



#### **Please join us to learn more about how:**

- Film can be a great tool to tell people about yourself. You can learn to make, edit and share your films.
- Smart screen tablets like MS Surface, iPad & Galaxy and can help you do your job well! Apps can support you to do your best on your own!

#### **You can learn:**

- To take and print photos to:
  - Learn how to cook
  - Set your schedule
  - Order your coffee
- To make a video resume to show employers your job skills.

And more! We hope you can join us for this hands-on workshop!"

Please join us for an interactive day of presentation, hands-on activity and conversation.

**When:** February 2, 2023, 10:00 am – 1:00 pm. Light snack provided.

**Where:** Rhode Island College, Providence

**Questions or Special Requests:** Elaine Sollecito, [esollecito@ric.edu](mailto:esollecito@ric.edu), 401-456-2764

**Register Online:** <https://bit.ly/3FUrxye>



# PERSON-CENTERED THINKING FACILITATOR TRAINING

**Online Course  
January 18 – March 21, 2023**

This free course is available to those supporting persons with I/DD living in R.I.

**Register by January 13, 2023**

## Course Description:

Rhode Island is in the process of expanding and refining Person-Centered practices throughout the state. One of the most important components of Person-Centered Thinking is the facilitator who advises and assists the person to actively participate in developing a plan for all domains of their life.

This course focuses on the knowledge and skills a facilitator needs to help individuals to:

- Prepare for the plan
- Develop the plan
- Implement the Plan

To get the most from this course, it is recommended that learners identify an individual with whom they might engage in person-centered planning. The course will provide the opportunity to practice the skills and knowledge learned and to reflect on learner experiences.

## TIME COMMITMENT:

This time-intensive training takes place over 3 months and will require approximately a 40-hour commitment to successfully complete the course. Learners must complete 11 online modules, quizzes, 3 assignments, and participate in 4 instructor-led group sessions via Zoom (1.5 hours each).

## Course Details:

The Sherlock Center is now offering Person-Centered Thinking Facilitator Training as an online course. The next course runs from **January 18–March 21, 2023**.

Learners will use Moodle, an online platform, to independently access course materials and assignments. Learners will also participate in four (4) scheduled virtual group sessions with the instructor.

**The four (4) required group sessions will take place from 10:00 –11:30 AM on the following dates:**

- **January 24**
- **February 7**
- **February 21**
- **March 21**

Learners are required to complete an Orientation to Moodle and initial readings prior to the first group session on **January 24**. Details will be provided following registration.

## Technology Requirements:

To access Moodle and participate in the group sessions, learners will need a computer, laptop or tablet with internet access and a camera. We recommend using the latest version of **Chrome, Firefox, Internet Explorer, Microsoft Edge, or Safari** for the best Moodle experience.

Every effort has been made to create this course and course documents in an accessible format. All course materials will be provided electronically using Moodle and/or email. It is recommended that learners install a free version of Adobe Reader on the device that will be used for the course.

**Registration:** <http://bit.ly/2xeV6pT>

Register online by **January 13** using the link above. Priority registration will be given to support coordinators, managers and other front-line supervisors, as well as families and people with lived experience. You will receive a confirmation by email once your registration is processed. Registration and course information is also available on the Sherlock Center website at [www.sherlockcenter.org](http://www.sherlockcenter.org).

If you need a reasonable accommodation (e.g., ASL/close captions) to participate in this course, please indicate your request on the registration form as soon as possible.

For registration questions, contact Elaine Sollecito at [esollecito@ric.edu](mailto:esollecito@ric.edu) or Leave a message at 401-456-2764.



# Case Manager eLearning course for Rhode Island

**A SERVICE TO STATE EMPLOYMENT LEADERSHIP NETWORK MEMBER STATES**



## Supporting a Vision for Employment

### This course fits your busy schedule.

- ❖ Complete the course anywhere with internet access – at your desk or on the go with a mobile device.
- ❖ Finish the whole course at once or in smaller pieces. Save your work and pick up where you left off using the course navigation.

### This course is interactive and immersive.

- ❖ Take your time to reflect and analyze problems before answering the questions.
- ❖ Explore real-life scenarios, case studies, and stories and check your knowledge with quizzes.
- ❖ Download additional resources to continue studying over time.

## COURSE CONTENT

(approximate time for completion: 5-6 hours)

Our course emphasizes the critical role case managers play in ensuring opportunities to experience competitive integrated employment.

### Module 1: Employment Foundations

A positive vision for the future influences our desire to work. Learn about expectations, national perspectives, various types of paid employment, strategies for supporting families, and more.

### Module 2: Employment Pathways

Informed choice is key to successful decision making. Learn about dignity of risk, individual voice, guided conversations around integrated employment, job satisfaction, and more.

### Module 3: The Employment Process

Get to know the job seeker to help them find a good job match. Learn from self-advocates about advocacy, how to plan for job supports, customized jobs, employee retention, and more.

### Module 4: Collaborating with Vocational Rehabilitation

Partnering with VR is mutually beneficial. Learn about defining employment pathways, VR application and eligibility processes, long term supports after job placement, and more.

The SELN is a membership-based network of state intellectual and developmental disability (IDD) agencies committed to making changes in their service systems.

Our online course is for case managers and anyone responsible for advising, assisting, and advocating for individuals with IDD seeking employment.

Our course offers strategies to:

- » enhance your career path
- » increase your capacity to support individuals on an employment journey

**A limited number of students in SELN member states can enroll for free!**

*“The case studies and simulated videos of various scenarios were very helpful. Seeing scenarios back to back: one video demonstrating the incorrect way vs. a video showcasing a better way was really enlightening. It helped me analyze how I communicate with individuals and families and how to better engage in guided conversations.”*

**ENROLL:** <https://elearning.communityinclusion.org/browse/seln/courses/seln-ri-supporting-a-vision-for-employment>

### How to Participate

- ❖ Click on the ENROLL link to join on a first-come, first-served basis.
- ❖ Review the Frequently Asked Questions below.

### When does each course section begin?

Learners can only enroll in one section unless other arrangements are made with the state IDD agency. Course start and end dates by section are listed below.

### When can I enroll for a section?

Enrollment opens seven days before the section start date, and closes seven days before the section end date.

### When can I access course content?

Course content is available during the section dates noted below. The start date is the earliest learners can open and access all course content. All sections end at 11:59pm ET on close dates.

<b>SECTION 1—FALL A:</b>	September 12—October 21, 2022
<b>SECTION 2—FALL B:</b>	November 7—December 16, 2022
<b>SECTION 3—WINTER:</b>	January 9—February 17, 2023
<b>SECTION 4—SPRING A:</b>	March 6—April 14, 2023
<b>SECTION 5—SPRING B:</b>	May 1—June 9, 2023

### Frequently Asked Questions (FAQs)

#### ***Will I earn a certificate?***

Yes, learners must pass all four course quizzes with a score of 80% or better to receive a full course completion certificate. All learners have three attempts to pass each quiz.

#### ***Can I access this course on any device?***

Yes, with internet access and a browser other than Internet Explorer.

#### ***What is the course fee?***

A state's SELN membership covers the cost of a set number of students. Payment arrangements can be made for additional spaces. Please contact [seln.onlinelearning@umb.edu](mailto:seln.onlinelearning@umb.edu) for more information.

#### ***I can't get in the course, what's next?***

Make sure you are not using Internet Explorer. Contact IT support to make sure your system is not blocking access to [ici.instructure.com](http://ici.instructure.com), [wistia.com](http://wistia.com), and [umb.edu](http://umb.edu). Try using a different device, like a personal computer, tablet, or phone. If you are still having trouble, reach out to [seln.onlinelearning@umb.edu](mailto:seln.onlinelearning@umb.edu).

**For more detail and FAQs please visit:** [www.selnhub.org/elearning](http://www.selnhub.org/elearning)

*“Case managers serve a unique role in our system. Providing relevant and timely tools to sharpen your skills, build confidence, and address common challenges ensures you are better prepared for this role.”*

*“Relating my work experiences with the scenarios and information makes me feel like I am doing a good job, but there is always room for improvement to be the best case manager I can be. This should be a mandatory training for new case managers.”*



**State Employment  
Leadership Network**

UMass  
Boston



The SELN is a joint program of the Institute for Community Inclusion at UMass Boston and the National Association of State Directors of Developmental Disabilities Services.

**For additional information:** [seln.onlinelearning@umb.edu](mailto:seln.onlinelearning@umb.edu)

**[www.selnhub.org](http://www.selnhub.org)**