**Medicaid Alternative Pathways to Independence (MAPs) Virtual Services Resource Guide**

**Purpose:**
The purpose of this resource guide is to equip MAPs provider agencies with the necessary knowledge, tools, and strategies to navigate the realm of virtual service delivery innovatively and effectively. It is the intention that this guide will be a collaboration between DDA and MAP provider Agencies.

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12. **Virtual Services Introduction**

Welcome to the Virtual Services Resource Guide designed to support provider agencies in delivering effective services to individuals with intellectual and developmental disabilities (IDD). In an increasingly digital world, the utilization of virtual services has become not only advantageous but also essential for ensuring equitable access to support and resources.

The purpose of this resource guide is to equip provider agencies with the necessary knowledge, tools, and strategies to navigate the realm of virtual service delivery effectively. As the landscape of service provision continues to evolve, agencies must adapt and leverage virtual platforms to meet the diverse needs of individuals with IDD.

Virtual services play a pivotal role in enhancing accessibility, promoting independence, and fostering community engagement for individuals with intellectual and developmental disabilities. By embracing virtual service delivery, provider agencies can overcome geographical barriers, expand their reach, and offer personalized support tailored to the unique preferences and abilities of each individual.

1. **Understanding Virtual Services**

Virtual services represent a dynamic approach to delivering support, therapy, education, and other forms of assistance to individuals with intellectual and developmental disabilities (IDD) through digital platforms. Unlike traditional in-person services, virtual services leverage technology to facilitate remote interactions, enabling individuals to access support from the comfort of their own homes or other preferred environments.

1. **Definition of Virtual Services:**

Virtual services refer to the delivery of support, care, and various forms of assistance through digital and online platforms, allowing individuals to access services remotely. This method leverages technology to connect participants with service providers without the need for physical presence, thereby offering flexibility and convenience. Within the MAPs program, virtual services encompass a wide range of activities, including digital coaching sessions, virtual meetings, online educational programs, and digital social activities.

Digital coaching sessions are a significant component of virtual services, providing participants with access to healthcare professionals via video calls. This enables real-time consultations, therapy, and follow-up appointments, ensuring that individuals receive timely medical advice and mental health support from the comfort of their homes. Virtual meetings facilitate interactions between participants and their service providers or peers, supporting ongoing communication and engagement through platforms like Zoom or Microsoft Teams. These meetings can be used for individual sessions, group activities, or support groups, fostering a sense of community and continuity of care.

Online educational programs are another crucial aspect of virtual services, offering a diverse array of learning opportunities tailored to the needs of participants. These programs can include vocational training, life skills workshops, and academic courses, all delivered through e-learning platforms. This approach not only makes education more accessible but also allows for personalized pacing and learning styles, enhancing the overall effectiveness of the educational experience.

Digital social activities are designed to promote social interaction and recreational engagement among participants. These can range from virtual game nights and social clubs to art classes and fitness sessions conducted online. Such activities help in maintaining social connections, reducing feelings of isolation, and improving overall well-being.

The essence of virtual services lies in their ability to provide consistent, accessible, and adaptable support to individuals, regardless of their geographical location or physical limitations. By harnessing technology, the MAPs program can deliver a comprehensive range of services that meet the diverse needs of its participants, ensuring that they receive the necessary support to thrive in their daily lives.

1. **Definition of Hybrid Services:**

A Hybrid Service within the MAPs program is a comprehensive and adaptable model that blends virtual, in-person, and various other service delivery methods to cater to the individual needs and preferences of participants. This approach is rooted in a person-centered framework, ensuring that the services provided are tailored to each participant’s unique circumstances.

In a hybrid service model, virtual services play a significant role. These services utilize technology to deliver a wide range of activities remotely, including telehealth sessions, virtual meetings, online educational programs, and digital social activities. This method offers flexibility and convenience, allowing participants to access services from the comfort of their own homes and accommodating those who may face geographical or mobility barriers.

In-person services, on the other hand, are essential for interactions that require physical presence. These include direct coaching sessions, community outings, and hands-on activities that benefit from face-to-face engagement. In-person services are crucial for building personal connections, providing direct support, and engaging in activities that cannot be effectively replicated in a virtual environment.

Additionally, the hybrid model incorporates other methods of service delivery to ensure inclusivity and accessibility. This might involve phone calls, mailed/electronic modes of communication resources, and other non-digital formats, particularly for participants who have limited access to technology or prefer traditional means of communication and interaction.

By integrating these diverse service delivery methods, the MAPs program can offer a more personalized and effective support system. The hybrid approach ensures that participants receive the right mix of services that best suit their needs, enhancing their overall experience and outcomes within the program. This flexibility allows for continuous adjustment and responsiveness to the changing circumstances and preferences of each participant, truly embodying a person-centered approach to service delivery.

1. **Benefits of Delivering Virtual Services**

Virtual services offer numerous benefits that enhance the overall experience and effectiveness of service delivery, particularly within programs like MAPs. One of the primary advantages is increased accessibility. Virtual services allow participants to access care and support from the comfort of their homes or other preferred environments, eliminating the need for travel. This is especially beneficial for individuals with mobility issues, those living in remote areas, or those who have limited access to transportation. By removing geographical barriers, virtual services ensure that a broader range of participants can receive the support they need.

Another significant benefit is the flexibility that virtual services provide. Participants can schedule sessions at times that are most convenient for them, accommodating varying personal schedules and reducing the stress associated with fixed appointment times. This flexibility also extends to the type of services offered, as virtual platforms can host a wide variety of activities, from telehealth consultations and educational programs to social and recreational activities.

For provider agencies, cost-effectiveness is another notable advantage. Virtual services can reduce or eliminate costs associated with travel, physical infrastructure, and in-person staffing. These savings can be redirected towards enhancing the quality and scope of services provided, ultimately benefiting participants. Additionally, virtual services can facilitate more frequent interactions between participants and providers, enabling more continuous and responsive care. This ongoing engagement can lead to better health outcomes and a more personalized support experience.

Furthermore, virtual services promote a higher degree of personalization and adaptability. Technology enables the customization of services to meet the specific needs and preferences of each participant. For example, educational programs can be tailored to individual learning styles, and telehealth sessions can be scheduled as needed rather than waiting for traditional in-person appointments. This level of personalization can significantly enhance the effectiveness of the services provided.

The integration of technology in service delivery also encourages the development of digital literacy skills among participants. As individuals engage with virtual platforms, they become more comfortable and proficient with technology, which can have positive spillover effects in other areas of their lives, such as employment opportunities and social interactions.

In summary, virtual services within the MAPs program offer increased accessibility, flexibility, cost-effectiveness, continuous engagement, personalization, and opportunities for digital literacy development. These benefits collectively enhance the quality of care and support provided to participants, ensuring that their diverse needs are met effectively and efficiently.

1. **Challenges of Delivering Virtual Services**

Delivering virtual services comes with its own set of challenges, including (please note that additional challenges are likely, this is not an inclusive list):

* **Technical Issues**: Connectivity problems, software glitches, and hardware malfunctions can disrupt the delivery of virtual services.
* **Security Concerns**: Virtual services may be vulnerable to data breaches, hacking, or unauthorized access, especially if sensitive information is being exchanged.
* **Communication Barriers**: Without face-to-face interaction, miscommunication can occur due to a lack of visual cues and tone of voice. Language barriers and cultural differences may exacerbate this issue.
* **Engagement and Attention Span**: Keeping participants engaged and focused during virtual sessions can be challenging, as distractions are more prevalent in remote settings.
* **Accessibility**: Ensuring that virtual services are accessible to all participants, including those with disabilities or limited access to technology, requires careful planning and implementation.
* **Training and Support**: Participants may require additional training or technical support to effectively use virtual platforms and tools, which can strain resources and time.
* **Maintaining Collaboration and Team Dynamics**: Building and sustaining team cohesion and collaboration can be difficult in a virtual environment, where spontaneous interactions are limited.
* **Cultural and Time Zone Differences**: Virtual services may involve participants from different backgrounds and time zones, requiring careful consideration of cultural norms and scheduling challenges.
* **Participant Engagement and Satisfaction**: Delivering virtual services that meet the needs and expectations of participants can be challenging, as personal connections and rapport may be harder to establish.

Addressing these challenges requires a combination of technological solutions, effective communication strategies, and a commitment to adaptability and continuous improvement.

1. **Participant Virtual Services Assessment**
DDA will conduct a virtual services assessment to determine new MAPS participants’ interest in virtual services. The assessment will include questions regarding previous experience with virtual services, access to the internet and a computer, phone, and/or tablet, and comfortability of the MAPS participant with using virtual platforms.

The Participant Virtual Services Assessment is designed to evaluate the interest and readiness of participants entering the MAPs program to engage in virtual services. This initial assessment helps determine the suitability of virtual services for each individual and identifies any support or accommodations needed to facilitate their participation.

#### **Objectives**

* + Assess the participant's interest in virtual services.
	+ Evaluate the participant's technological readiness and access.
	+ Identify any potential barriers to participation.
	+ Determine necessary supports and accommodations for successful engagement in virtual services.

The Participant Virtual Services Assessment is a critical first step in ensuring that individuals entering the MAPs program are adequately prepared and supported to engage in virtual services. By thoroughly assessing interest, readiness, and support needs, providers can tailor their approach to enhance participant engagement and success in virtual service delivery.

**It may be determined by preference of the participant, or through evaluation of the effectiveness of virtual services, that more in-person supports are needed. Provider agencies should have a backup plan for when these in-person supports may be best for increasing the effectiveness of MAPs services and milestone completion.**

1. **Organizational Virtual Services Readiness Assessment**
Before embarking on the delivery of virtual or hybrid services, Provider Agencies are recommended to conduct a thorough organizational readiness assessment. This assessment serves as a vital step in ensuring that the agency has all the necessary resources, infrastructure, and capabilities to effectively deliver services in a virtual or hybrid format. By conducting this assessment, Provider Agencies can identify potential challenges, gaps, and areas for improvement, thus enabling them to develop tailored strategies and plans to address these issues proactively.

**Benefits of Conducting a Readiness Assessment:**

1. **Identifying Strengths and Weaknesses**: The assessment allows Provider Agencies to identify their strengths, such as existing technological infrastructure or staff expertise, as well as weaknesses, such as insufficient training or outdated equipment, in delivering virtual or hybrid services.
2. **Risk Mitigation**: By identifying potential risks and challenges beforehand, Provider Agencies can develop mitigation strategies to minimize disruptions and ensure the smooth delivery of services.
3. **Resource Allocation**: The assessment helps Provider Agencies allocate resources effectively by identifying areas where additional investments or support may be needed, whether it's in technology upgrades, staff training, or process improvements.
4. **Person-Centered Approach**: Understanding organizational readiness enables Provider Agencies to adopt a person-centered approach by assessing their ability to meet the diverse needs and preferences of service users in a virtual or hybrid environment.
5. **Enhanced Collaboration and Coordination**: Through the assessment process, Provider Agencies can foster collaboration and coordination among different departments or teams involved in delivering virtual or hybrid services, ensuring alignment of goals and resources.

 **Utilizing Assessment Results to Identify Internal Plans:**

Once the organizational readiness assessment is complete, Provider Agencies can leverage the findings to develop internal plans for meeting identified needs and challenges. This involves:

1. **Setting Priorities**: Based on the assessment results, Provider Agencies can prioritize areas that require immediate attention or investment, such as upgrading technology infrastructure, enhancing staff training, or revising service delivery protocols.
2. **Developing Action Plans**: Provider Agencies can develop detailed action plans outlining specific steps, timelines, and responsible parties for addressing identified gaps and implementing necessary changes or improvements.
3. **Allocating Resources**: The assessment results inform resource allocation decisions, enabling Provider Agencies to allocate budget, staffing, and other resources strategically to support the implementation of their action plans.
4. **Monitoring and Evaluation**: Provider Agencies should establish mechanisms for monitoring progress and evaluating the effectiveness of their internal plans in addressing identified findings from the assessment. This allows for ongoing refinement and adjustment as needed.

By conducting an organizational readiness assessment and using the results to inform internal planning processes, Provider Agencies can enhance their capacity to deliver virtual or hybrid services effectively, ultimately improving outcomes for service users, participants, staff, and stakeholders.

1. **Considerations and Protocols for Ensuring Safety, Privacy and Well-Being**

When providing virtual services for individuals with Intellectual and Developmental Disabilities (ID/DD), there are several important considerations that providers must take into account to ensure the safety, privacy, and well-being of these individuals:

1. **Privacy and Confidentiality**: Providers must uphold strict standards of privacy and confidentiality when delivering virtual services. This includes ensuring that all communication platforms and technologies used are secure and compliant with relevant laws and regulations, including HIPAA (Health Insurance Portability and Accountability Act). Additionally, providers should obtain informed consent from individuals or their legal guardians (if applicable) regarding the use of virtual platforms and the sharing of personal information.
2. **Accessibility**: Providers must ensure that virtual services are accessible to individuals with ID/DD, taking into consideration their unique communication and accessibility needs. This may involve providing accommodations such as captioning, sign language interpretation, or alternative formats for materials.
3. **Informed Consent and Capacity**: Providers must obtain informed consent from individuals with ID/DD or their legal guardians (if applicable) before delivering virtual services. It's essential to ensure that individuals be provided information the nature of the services being provided, the potential risks and benefits of the services, and their rights as participants prior to obtaining consent from the individuals.
4. **Risk Management**: Providers should conduct thorough risk assessments to identify potential risks associated with virtual service delivery, such as the risk of exploitation, abuse, or inappropriate conduct. They must implement safeguards and protocols to mitigate these risks, including regular monitoring and supervision of virtual interactions.
5. **Training and Supervision**: Providers should ensure that staff members who deliver virtual services receive appropriate training on ethical guidelines, professional boundaries, and best practices for working with individuals with ID/DD in a virtual setting. Supervision and support should be available to staff to address any ethical dilemmas or challenges that may arise during service delivery.
6. **Emergency Response and Crisis Management**: Providers should have protocols in place for responding to emergencies or crises that may occur during virtual sessions, such as medical emergencies, behavioral crises, or safety concerns. Staff should be trained to recognize signs of distress and to take appropriate action to ensure the safety and well-being of participants.
7. **Documentation and Record-Keeping**: Providers should maintain accurate and detailed documentation of virtual sessions, including participant attendance, session content, interventions provided, and any significant observations or incidents. This documentation serves as a record of the services delivered and may be used for monitoring, evaluation, and quality improvement purposes.

By addressing these considerations, providers can ensure that virtual services for individuals with ID/DD are delivered in a manner that upholds their rights, dignity, and well-being. Regular review and evaluation of practices are essential to identify areas for improvement and to ensure ongoing compliance with these standards.

1. **Technology Requirements and Accessibility**

	1. **Recommended Devices**

Virtual support services require access to technological devices that can access the internet for video calls and training resources.

 The following is a list of devices recommended for virtual service delivery:

* **Computer, Tablet or Smartphone:** A device with internet access and video conferencing capabilities is essential for virtual communication and support sessions.
* **Webcam**: A built-in or external webcam for video calls, allowing for face-to-face interaction during virtual support sessions.
* **Microphone**: A built-in or external microphone for clear audio communication, ensuring participants can hear and be heard effectively.
* **Headphones:** Optional but helpful for individuals who may benefit from reduced background noise or improved audio clarity during sessions.
* **Assistive Technology:** Depending on individual needs, specialized assistive devices such as adaptive keyboards, switches, or communication aids may be necessary.
* **Software and Apps:** Depending on the services provided, relevant software and apps for communication, scheduling, or remote support should be installed and accessible.
	+ These apps include, but are not limited to, Microsoft Teams, Google Meet, and Zoom.

* 1. **Internet Connectivity**
	Reliable internet connection is necessary for the delivery of virtual support services. Reliable internet will allow participants and provider agencies to seamlessly communicate via video conferencing, and for the participant to access online training videos, resources, and activities.
	2. **Accessibility Considerations**

	When considering accessibility for video conferencing for people with intellectual and developmental disabilities, it's crucial to focus on making the virtual environment as inclusive and supportive as possible. Here are some key considerations:

		+ **Simplified Interface:** Use video conferencing platforms with intuitive and straightforward interfaces. Avoid cluttered layouts and complex settings that can be overwhelming.
		+ **Visual Supports:** Provide visual supports such as pictograms, symbols, or visual schedules to help individuals understand the sequence of activities during the video call.
		+ **Clear Instructions**: Offer clear, step-by-step instructions for joining a video call, muting/unmuting, and using other essential features. Consider using both visual and verbal cues.
		+ **Adjustable Settings:** Ensure that participants can adjust settings like volume, screen brightness, and contrast to accommodate sensory sensitivities or preferences.
		+ **Communication Aids:** Support individuals who use augmentative and alternative communication (AAC) devices by ensuring compatibility with the video conferencing platform. This might involve testing beforehand and providing guidance.
		+ **Closed Captioning:** Use platforms that support real-time closed captioning to enhance accessibility for individuals who are deaf or hard of hearing.
		+ **Flexibility:** Allow flexibility in participation, such as offering breaks or alternative ways to engage (e.g., via chat if speaking is challenging).
		+ **Consistency:** Establish a consistent routine and format for video calls to help individuals feel more comfortable and confident in participating.
		+ **Feedback and Evaluation:** Seek feedback from participants and caregivers to continuously improve accessibility and effectiveness of video conferencing sessions.
		+ **Privacy:** Utilize a platform that meets the standards for confidentiality and privacy of participants, as required under law and regulations.

By incorporating these considerations, virtual support services via video conferencing can be more inclusive and supportive for individuals with intellectual and developmental disabilities, fostering meaningful engagement and communication.

The following resources can assist with learning the accessibility features for commonly used video conferencing software:

* [Microsoft Teams](https://support.microsoft.com/en-us/office/accessibility-tools-for-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5)
* [Zoom](https://www.zoom.com/en/accessibility/)
* [Google Meet](https://support.google.com/meet/answer/7313544?hl=en)

	1. **Utilization of MAPs Cell Phone**

	Persons enrolled in the MAPs program have the option to receive a mobile device equipped with T-Mobile cellular service. The device will be pre-loaded with applications for successful participation in the MAPs program, including AbleLink’s suite of independence applications (Wayfinder, Visual Impact, and Endeavor).

	The MAPS cell phone can be utilized for virtual MAPs services including access to video conference apps (Teams, Zoom, Google Meet), email, text messaging, and phone calls.
1. **Training and Professional Development**

DDA encourages provider agencies delivering virtual MAPs services to conduct training and professional development sessions regarding virtual service delivery platforms, enabling technology, and internet safety and security.

1. **Best Practices for Virtual Service Delivery**

The following best practices will help guide effective and meaningful virtual service delivery within the MAPs Program.

* Person Centered Approach: Virtual services should be tailored to the unique needs, preferences, and abilities of each individual.

**It may be determined by preference of the participant, or through evaluation of the effectiveness of virtual services, that more in-person supports are needed. Provider agencies should have a backup plan for when these in-person supports may be best for increasing the effectiveness of MAPs services and milestone completion.**

1. **Utilization of Enabling Technology**

**Enabling Technology** is equipment and/or methodologies that, alone or in combination with associated technologies, provides the means to support the individual’s increased independence in their homes, communities, and/or workplaces.

MAPs participants have an annual budget of $2500 to cover approved Enabling Technology equipment and associated services to support the accomplishment of their independence goals.

* 1. **Enabling Technology Plan**

	Each MAPs participant that utilizes Enabling Technology will have an Enabling Technology plan developed in collaboration between the Circle of Support, Provider Agency, and a DDA Enabling Technology Champion. The Enabling Technology Plan (ETP) is a comprehensive outline of each ET device used by the participant, as well as backup plans and plans for maintenance of each device.
1. **Virtual Service Delivery Back-Up Plan**

When delivering MAPs virtual services, having a backup plan is crucial to ensure continuity and quality of service. Here is a comprehensive backup plan, covering technical, accessibility, and service delivery challenges.

	1. **Internet Connectivity Issues**

**Primary Plan:** Ensure that service providers and participants have access to a stable internet connection. The primary means of internet connection will likely be a traditional WiFi network. If a Wired (Ethernet) connection is available, that may be used as well.

**Backup Solutions:**

* + 1. **Mobile Hotspots:** Have mobile hotspots (i.e.: MAPs phone) or portable Wi-Fi devices available for use in case of home network failures.
			1. **NOTE:** All devices provided through the MAPs program are equipped with hotspot connectivity. The data plans of these devices are unlimited, however, if the data reaches a certain usage, the access to the hotspot connectivity may experience delays.
		2. **Recorded Sessions:** Record key parts of virtual sessions (with permission) that can be accessed later if a live session is interrupted.
		3. **Phone-Based Communication:** Use telephonic support for sessions if internet-based methods are unavailable. Audio-only support may still be effective for certain activities.
	1. **Platform Failures**

	**Primary Plan:** Use a reliable video conferencing platform (i.e.: Zoom, Microsoft Teams)

	**Backup Solutions:**
		1. **Alternate Platforms:** Be prepared with secondary platforms (Google Meet, Skype, FaceTime) that the participant and staff are familiar with.
		2. **Asynchronous Communication:** If all platforms fail, shift to asynchronous communication (e.g., emails, pre-recorded videos, or chat-based messaging).
		3. **Pre-recorded Sessions:** In case of an extended platform outage, pre-record essential activities or tutorials that can be shared with participants.
	2. **Sensory Overload/Frustration**

**Primary Plan:** Keep virtual sessions short and structured, providing breaks when needed.

**Backup Solutions:**

* + 1. **Pre-Recorded Content:** Offer pre-recorded content that can be paused or reviewed at the client’s pace.
		2. **Multiple Modalities:** Have both visual and auditory elements available to engage different senses and prevent overstimulation from a single mode.
		3. **Sensory Kits:** Provide sensory tools to individuals (fidget toys, stress balls, etc.) that they can use during sessions to reduce anxiety or overstimulation.

###  **Final Considerations**

* + 1. **Regular Testing:** Test backup systems regularly (e.g., alternate platforms, devices) to ensure they are functional, and that staff and participants are familiar with them.
		2. **Participant Training:** Provide participants, circle of support, and staff with simple, accessible instructions on how to switch to backup plans if something goes wrong.
		3. **Feedback Loop:** Maintain open lines of communication to get feedback from participants and COS on what is and isn’t working with virtual service delivery.

**It may be determined by preference of the participant, or through evaluation of the effectiveness of virtual services, that more in-person supports are needed. Provider agencies should have a backup plan for when these in-person supports may be best for increasing the effectiveness of MAPs services and milestone completion.**

1. **Implementing PSCP Plans Virtually**

	1. **Virtual Delivery of MAPs Services and Milestones**
	This section of the resource guide aims to be a reference for provider agencies in delivering virtual MAPs services including community navigator, employment innovation, independence coaching, and enabling technology. The guide will lay out strategies and resources for virtual service delivery to reach specific milestones within the MAPs program. The strategies and resources are a collaboration between DDA, Provider Agency, and Innovation Coordination Agency representatives.

		1. **Independence Coaching**

			1. **Home Safety**

			**Preparation to deliver Home Safety coaching virtually may include**
				1. Assessment of the home environment which can include asking the participant to take the staff on a virtual tour of the home or creating a visual map of the home and areas where participant needs support.
				2. Determining current technology in the home, including internet access, mobile devices, tablets, and more.

**Examples to implement Home Safety milestones virtually include:**

* + - * 1. Utilization of Visual Impact for step-by-step tutorials for completing home safety tasks.
				2. Education and training on how to effectively use a Ring or other video doorbell.
				3. Virtual role-playing scenarios that help the participant practice what to do in case of a fire, medical emergency, or kitchen accident.
				4. Creating an Emergency Plan with participant and their household. This could include contacting the local emergency personnel and first responder agencies to fill out paperwork regarding any assistance needed during an emergency.
				5. YouTube Videos (FEMA Natural Disaster Videos, Cooking Safety Videos, Videos about First Responders).
				6. Boom Cards- interactive flash cards that can be used for training on different home safety skills.
				7. Kitchen and cooking safety online videos or courses. Examples include:

[Accessible Chef](https://accessiblechef.com/): A collection of free visual resources and other resources to help teach cooking skills.

* + - * 1. Home Safety Apps for Phone or Tablet:

[Smart 911](https://www.smart911.com/): Smart 911 allows users to set up a profile that can be accessed by first responders during a 9-1-1 call.

[Rescu](https://www.rescusaveslives.com/): Rescu allows for emergency contacts to instantly be alerted during an emergency, as well as information and a profile for first responders.

* + - 1. **Personal Hygiene**

			**Preparation to deliver Personal Hygiene coaching virtually may include**
				1. Baseline questionnaire/survey to determine the starting point.
				2. Walk through of current routine to determine how to best support independence.

**Examples to implement Personal Hygiene milestones virtually include:**

* + - * 1. Hygiene reminders through AbleLink’s Endeavor app or any similar cellular/tablet apps that provide prompting or hygiene routine tracking. Hygiene reminders can also be set up on Alexa or Google Home Smart Speakers.
				2. Role-play scenarios to teach how to dress for weather, temperature, and desired career/educational path.
				3. Resources and guidance on how to use online platforms to create a weekly food menu or grocery shopping list.
				4. Pedometer, Map My Walk apps, set up accountability partners, encourage participant to take pictures while on a walk in their community.
			1. **Health Management**

			**Preparation to deliver Health Management coaching virtually may include**
				1. Identify medical professionals that are involved in participants’ care.
				2. Familiarize yourself with how to communicate with medical professionals (what extensions, how their appointment setting works).
				3. Complete a medical questionnaire with participant that may include any medications, diagnoses, specialists, and medical insurance information.

**Examples to implement Health Management milestones virtually include:**

* + - * 1. Utilization of automated medication dispenser systems.
				2. Role-play over a video call to practice making a doctor’s appointment, asking for medical help, and applying medical insurance coverage at a medical appointment.
			1. **Financial Management**

			**Preparation to deliver Financial Management coaching virtually may include**
				1. Assessment and survey of current level of financial management skills, and current bank and financial accounts.
				2. Research banks and financial centers in the participants’ area that may be beneficial for them.

**Examples to implement Financial Management milestones virtually include:**

* + - * 1. Online training on budgeting, paying bills on time, opening a checking and/or savings account, and understanding financial exploitation and how to avoid it. Examples include:

[National Disability Institute Financial Empowerment Resource Page](https://www.nationaldisabilityinstitute.org/financial-wellness/financial-capability/#:~:text=FDIC's%20Money%20Smart%20program%20provides,Better%20Money%20Habits%20%E2%80%93%20Next%20Steps)

[The Arc Financial Planning Resources](https://thearc.org/financial-planning-resources/)

[Transition TN Banking Basics](https://transitiontn.org/student/lifestyle/banking-basics/)

[StudyMoney.US](https://www.studymoney.us/)

[Banks Never Ask That](https://www.banksneveraskthat.com/)

[Hands on Banking](https://handsonbanking.org/)

* + - * 1. Training participant to utilize apps or websites for their personal banking and credit cards.
				2. Set up meeting/appointment for participant to meet with their personal bank (fiduciary). Utilize the tools that the bank already has for financial/budget training.
				3. Role-Playing Exercises: Simulate shopping, banking, or paying bills virtually.
				4. Financial Management Apps

[Fortune City](https://sparkful.app/fortune-city): A fun, interactive budgeting app that combines budgeting with a city simulation game.

[Every Dollar](https://play.google.com/store/apps/details?id=com.everydollar.android&hl=en_US): Budget management app available for Android and iOS.

[Rocket Money](https://www.rocketmoney.com/): Budget management app.

* + - * 1. YouTube Videos

Financial Literacy for Kids

Scams to Watch out For

* + 1. **Employment Innovation**

			1. **Pre-Employment**

			**Preparation to deliver Pre-Employment coaching virtually may include**
				1. Completion of Pre-Employment surveys and assessments to determine baseline levels.

**Examples to implement Pre-Employment milestones virtually include:**

* + - * 1. Virtual Reality vocational training on Reality Garage and HoloPundits.
				2. Video call to work on building a resume and using online apps and software to assist with creating a resume.
				3. Virtual Reality and/or AI software for interview and job skills practice. Examples include:

[Body Swaps](https://bodyswaps.co/): Body Swaps is a Virtual Reality/AI program that empowers job seekers with interview skills and helps learners to grow more confident with job interviews and job skills.

[Virtual Speech](https://virtualspeech.com/): Virtual Speech is an E-Learning program that provides courses on job interviewing, body language, active listening skills, and more. Virtual Speech utilizes Virtual Reality, AI, and online in-browser exercises.

* + - * 1. Software and websites for job exploration and discovery. Examples include:

[Create Ability Employment Pathfinder](https://www.createabilityinc.com/employment-pathfinder/): Employment Pathfinder is a tool for career exploration and discovery that provides helpful data, assessments, and job coaching strategies.

[Career One Stop Assessment](https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx): This assessment sponsored by the U.S. Department of Labor has 30 quick questions to help job seekers learn about careers that may be a good fit for them.

[Transition TN](https://transitiontn.org/student/work/): Transition TN has free online courses that help transition-aged students and beyond prepare for work.

* + - 1. **Employment Innovation Milestone**

			**Preparation to deliver Employment Innovation coaching virtually may include**
				1. Determine what supports, if any, are needed for participants’ job**.**
				2. Meet with participants’ employer to determine best way to provide supports collaboratively.

**Examples to implement Employment Innovation milestones virtually include:**

* + - * 1. Utilization of a work journal for participants to check in about their work experience and request areas in which they may need additional support from their provider agency.
				2. Creation of a personalized calendar to assist participant with managing their work schedule. Calendars can be created utilizing the app, website, or paper calendar that works best for the individual person and their needs and preferences.
			1. **Career Development**

			**Preparation to deliver Career Development coaching virtually may include**
				1. Determine individualized goals for career advancement and/or post-secondary education.

**Examples to implement Career Development milestones virtually include:**

* + - * 1. Researching potential post-secondary education options (apprenticeship, four-year university, community college, trade/vocational school) with participant, which may include setting up tours, determining financial aid options, and completing applications.

Post-Secondary Options may include [Tennessee Believes Programs](https://tnihealliance.org/) statewide**,** which are inclusive higher education programs for students with intellectual and developmental disabilities.

* + 1. **Community Navigator**

		Community Navigator services are designed to strengthen individuals’ socially valued roles in their communities and assist them to identify, connect, participate, and fully engage in integrated community activities and resources of interest in accordance with their goals. Community Navigator services emphasize, promote, and coordinate the use of community resources and natural supports as alternatives to paid services**.**

		Preparation to deliver virtual Community Navigator services may involve assessing an individual’s current chosen activities, interests, and preferred places to travel within their community.

			1. **Independent Travel**

			**Preparation to deliver Independent Travel coaching virtually may include**
				1. Assessment of current independent travel skills, and available means of transportation within the participants’ community.

 **Examples to implement Independent Travel milestones virtually include:**

* + - * 1. **Online Travel Training Curriculum for Participants**
				A Travel Training Curriculum is available for participants in the MAPs program that provides self-directed online and cognitively accessible training that covers an array of important travel-related skills. The training also teaches the participant how to utilize the AbleLink Wayfinder application to safely navigate their community. Participants can register for Travel Training by following this link: [Travel Training Registration](https://forms.office.com/pages/responsepage.aspx?id=v75F83ENN0OSgSS5QWFsNrPc1X6NmilBh17CCiDPKaNUQURORkY4UFZRVkpPVkJOQURIWjYyRlJWWi4u&route=shorturl)
				2. **Utilization of Wayfinder Application**AbleLink’s Wayfinder application, combined with the Travel Training Curriculum, provides customizable routes for travel within an individual’s community. The routes can be utilized for prompting and directions when walking or using public transportation. Within Wayfinder, GPS-based tracking is used to provide step-by-step visual and audio instructions for safe community navigating. The MAPS support person may assist the participant by helping to set up routes, training on how to utilize routes for community navigation, and making sure the participant and their COS are comfortable using the app.
				3. **Online Driver’s Training**

[Next Door Driving](https://nextdoordriving.com/tennessee/tn-permit-test-simulator): Learner’s permit practice tests

Review of [TN Driver License Manual](https://www.tn.gov/content/dam/tn/safety/documents/DL_Manual.pdf)

* + - 1. **Community Relationships**

			**Preparation to deliver Community Relationships coaching virtually may include**
				1. Survey and assessment of current community relationships and review individual goal for increasing relationships.

**Examples to implement Community Relationship milestones virtually include:**

* + - * 1. Facilitation of a virtual Teams or Zoom call with a group of MAPs participants to allow for relationship building.
				2. Virtual social groups, which may include book clubs, cooking classes, gaming meet ups, and more.
				3. Social media/internet safety trainings that will teach necessary skills for safe relationships on the internet. Some examples of these trainings can be found at:

[DigCit Landing Page | Common Sense Education](https://www.commonsense.org/education/digital-citizenship)

[AT&T Digital Learning](https://att.digitallearn.org/)

* + - 1. **Community Activities**

			**Preparation to deliver Community Activities coaching virtually may include**
				1. Survey and assessment of community activities that participant is currently involved with.
				2. Research local community events in participants’ area

**Examples to implement Community Activities milestones virtually include:**

* + - * 1. Assisting participant with finding community events on websites such as Meetup.com, Facebook, or local community websites.
				2. Training and ongoing support in adding activities that are of interest to the participant’s Virtual Community Resource Map, including the logistics of attending the activity (when, where, cost, transportation).
				3. Assisting participant with developing a calendar of community events to help them with independent management of their schedule and to increase their community participation. Digital calendars such as Google Calendar or Apple Calendar can be utilized, as well as a digital smart calendar such as Skylight.