

Seven Essential Elements of Building Careers and Community:

Combining person-centered planning with informal support and community network self-assessment guides

Introduction

What did we do? Through Washington’s *Building Careers and Community* (BCC) federally funded project, we developed and used person-centered planning and community inclusion practices to support 35 individuals with developmental disabilities in three counties across the state— two of these counties consist of both urban and rural areas, while the third is largely rural with smaller towns. We involved countless numbers of community members, families, neighbors, and individual citizens.

What difference did the project make? Individuals with developmental disabilities were able to develop and rely on their personal and community networks to become rooted in their communities through employment, active involvement, and the establishment of meaningful relationships.

What did we learn? Through the experiences of these individuals, their families, and their networks, we learned that a holistic perspective and approach benefits planning and action practices. We learned that it takes commitment and meaningful action to create communities in which all people participate in work and careers, are welcome and invited to recreate, and are encouraged and able to contribute to the health and vitality of their neighborhoods. We learned that everyone must be involved and everyone’s perspective must be taken into account.

To best depict what we learned, this report is framed as *The Seven Essential Elements of Building Careers and Community* and provides an overview of the elements needed for a successful person-centered planning and community inclusion action model.

The intent behind the Building Careers and Community (BCC) project’s Seven Essential Elements is to put the planning back into its full context and to give planners, individuals, families, and groups a useful self-assessment tool, including a variety of indicators that point toward success in building better lives. The indicators were taken from many sources, including the BCC project planners’ experiences working intensively with individuals and their personal and community networks. Accompanying each indicator are links to resources that will assist people to learn more.

“It is not about making better plans, but better lives.”
Michael Smull

It is important to note that **this is not a checklist** or a tool to be used by someone other than the individuals or groups who choose to use these guidelines to evaluate their performance. Simply, it is a series of indicators that lead to a greater potential for successful outcomes. It is also not a tool that points out what is wrong, but a tool that lays out ideas about how to enhance the possibility of success by

reflecting on what is working, what can be improved, and how to improve it. We believe that if there is continuing effort to build success throughout these essential elements, there will be more opportunities for people to have rich lives in their communities.

The Seven Essential Elements are: 1) Individual Focus, 2) Planning and Action Facilitator, 3) Personal Vision and Action Planning, 4) Personal Networks and Action Teams, 5) Community Networks and Connections, 6) Welcoming Community Places, and 7) Systems Collaboration and Change.

We hope you find it useful!

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Seven Essential Elements for **BUILDING CAREERS AND COMMUNITY** Guidelines, Tools, Strategies

Based on the **Vision/Purpose**: To engage local communities to welcome and support more naturally citizens with developmental disabilities, thereby helping those citizens to get and keep great jobs that build careers, to have positive relationships, and to be involved in their communities. To build communities that welcome and utilize the gifts, talents, and skills of all citizens.*

Seven Essential Elements for Building Careers and Community:

Element 1: Individual Focus	Element 2: Planning and Action Facilitator	Element 3: Personal Vision and Action Planning	Element 4: Personal Networks and Action Teams	Element 5: Community Networks and Connections	Element 6: Welcoming Communities	Element 7: System Support Collaboration and Change
It's all about the person.	CLICK HERE FOR THE GUIDELINE CLICK HERE FOR RESOURCES	CLICK HERE FOR THE GUIDELINE CLICK HERE FOR RESOURCES	CLICK HERE FOR THE GUIDELINE CLICK HERE FOR RESOURCES	CLICK HERE FOR THE GUIDELINE CLICK HERE FOR RESOURCES	CLICK HERE FOR THE GUIDELINE CLICK HERE FOR RESOURCES	CLICK HERE FOR THE GUIDELINE CLICK HERE FOR RESOURCES

* Washington State County Guidelines state: *These guidelines provide a vision for promoting the inclusion of people with disabilities into community life and establishing a framework for partnerships between citizens with disabilities and their families, the state, counties, and local communities. In other words, our new role is to create and support opportunities for people with disabilities and other community citizens to come together and share common experiences.*

When the above essential elements are in place, the Building Careers and Community (BCC) vision is more likely to be realized. BCC has developed guidelines describing six of the seven elements based on the experiences, lessons learned, and information collected. The first essential element, Individual Focus, is described through individual stories and outcome data. We believe that the more the quality indicators of the other six elements are in place, the more individuals will experience a life rooted in their local community, instead of surrounded by a system of paid services.

Element 1: Individual Focus

Indicators of success were not developed for this element, as the Building Careers and Community vision and person-centered planning process starts and continues with each person defining how and what he/she would like to do to enhance his/her life. Each person’s vision, dreams, and goals direct this process, and the person, along with his/her family if appropriate, leads the way. How each person decides to plan and carry out goals is unique. The following guidelines provide indicators of success that enhance this planning-and-action process and facilitate opportunities for developing personal and community networks that can help a person accomplish individual goals and create a community that embraces the contributions of every citizen.

Element 2: Planning and Action Facilitator

This element describes the indicators of success for the critically important *planning and action facilitator*: the person who, guides another person, along with his/her personal and community networks, to reach the dreams and goals outlined in his/her Personal Action Plan. This tool can be used as a self-assessment guideline for someone who would like to reflect on and develop the qualities and skills of an accomplished facilitator. This element can also be used by individuals and/or their personal networks to determine what qualities they would like to see in the person who helps them develop and take action on their plan.

Indicators of Success	What’s Working	What Changes Can Be Made to Improve	Action Steps to Improve
Qualities and Beliefs			
Holds a personal core belief that every person has unique qualities of value, the ability to determine what he/she wants to do in life, and contributions and talents that are needed to make the community whole.			
Holds a vision that a community is a place where everyone belongs and services support people only as needed.			
Believes wholeheartedly in the willingness and ability of community members and businesses to welcome, employ, and include all citizens.			

Respects different points of view, cultures, and beliefs without judgment.			
Listens deeply and carefully to what people say and don't say.			
Is flexible and willing to adjust.			
Is curious about people, builds positive relationships with all kinds of people, and willingly asks others for advice or to do something.			
Has patience to wait for the answers and listens to what is being communicated "beneath" silence or non-verbal responses.			
Thinks creatively and outside the box.			
Is hopeful and encouraging when others may feel hopeless, discouraged, or disappointed.			
Has a positive influence by seeing and encouraging positive contributions from everyone.			
Meeting Facilitation Skills			
Meeting Logistics and Organization			
Has a plan and is prepared, whether the meeting is informal or formal.			
Is thoughtful about logistics: Ensures that the room is welcoming and set up so everyone can see each other and that necessary supplies are available (e.g. flip charts, pens, agendas, name tags).			
Is the first to arrive and the last to leave; respects people's time (e.g. meetings start and end on time).			
Meeting Process			
Explains the purpose of the meeting and desired results.			
Clarifies what is most important to the person/family and gets everyone on the same page.			
Individualizes the process—Recognizes that each person and plan is unique; focuses on the person's vision and desires.			

Ensures that all ideas count and are recorded in ways that are meaningful to the group (e.g. graphics, pictures, words, electronic formats, photos, video).			
Manages the meeting's structure, not its content: Focuses on the task at hand and keeps the meeting on track.			
Is observant—Knows when to ask a question and when to allow silence.			
Asks leading questions and listens carefully to answers; uses questions to develop and encourage individual involvement.			
Keeps the energy of the group alive and moving forward.			
Works through conflicts; points out differences as well as agreements.			
Helps the group think creatively to achieve desired goals and deal with any roadblocks.			
Helps to create a doable and positive action plan with realistic steps for completion, including who will do what and by when.			
Knowledge and Use of Planning Tools and Community Resources			
Has a working knowledge of a variety of planning tools and knows what will work well for a particular person and situation (e.g. Personal Futures Planning, MAPS, PATH, Essential Lifestyle planning; creates useful new formats).			
Has personal knowledge of the local community, including community leaders, employers, local government and nonprofit resources, and community organizations and groups; and/or knows people who are connected with vital community resources.			
Has knowledge of the service system's resources and how they can be used to enhance the person's goals (e.g. employment providers, case managers, DVR, housing resources, health care, public transportation, recreation facilities and groups).			

Knows strategies and techniques (such as communication systems, skill development, building connections, co-worker supports, and universal design) that individuals can use to be successful with their goals.			
Taking Action: Collaboration, Commitment, Advocacy, and Follow Through			
Advocates for and moves the plan forward by building collaborative relationships among those who will act on the plan: continually focuses on the person's vision and goals and the commitments made for taking action and finds ways for those involved to be accountable to each other.			
Models accountability by diligently following through with his/her own commitments.			
Provides problem-solving support to address any barriers encountered and acknowledges accomplishments.			
Regularly and frequently communicates plan and action updates, accomplishments, and issues encountered.			
Reliably brings people together to review the plan and to determine next steps in the time and manner desired by the person and family.			
Routinely engages community leaders, members, organizations, businesses, and other resources to enhance and accomplish goals and build collaborative relationships.			
Engages and advocates for appropriate paid resources as needed to accomplish goals (as directed by the person/family).			
Navigates successfully between the networks of the service system and community; knows how to build complimentary collaborations among services and community.			
Encourages people to think outside the box and use their own personal connections.			
Helps people to develop their own leadership skills and to advocate for themselves; encourages people to try things			

out and do things for themselves.			
Is flexible with time and works whenever needed to help the person and family accomplish goals.			

Element 3: Personal Vision and Action Planning

This element provides a guideline for an individual and members of his/her personal network who have decided to come together to help create a personal action plan. The guideline can help this group of people determine what is working well, changes they think could improve the **person-centered action planning process**, and specific actions they might want to take to be more effective. This is a guideline, not a checklist. It can be used in many different ways. For example, the focal person, his/her family, and/or the plan facilitator could use it to reflect personally on the effectiveness of the plan, or they could ask other people involved in the planning process about specific indicators of success and how to improve them.

Indicators of Success	What's Working	What Changes Can Be Made to Improve	Action Steps to Improve
Good Pre-planning Is in Place			
The person has decided he/she wants to plan for the future and bring people together to create an action plan.			
The person reviews any past plans as a starting point and determines what is helpful to move forward.			
The person chooses who he/she wants to invite to his/her action planning process and personally extends an invitation in a way that works best.			
The person meets informally with the plan facilitator to determine what life changes he/she wants, what he/she desires from the planning action process, and how to best proceed			
A variety of potential planning processes (e.g. Futures Planning, MAPS, PATH, Vocational Profiling) are reviewed, and the process is customized (including graphics/alternate displays easily understood by everyone) to fit the needs of the person.			

The person determines the best time and place to get the most people to attend the initial meeting and how to make the meeting welcoming and comfortable for those who have been invited.			
The Planning Process Is Engaging, Revitalizing, and Hopeful			
The planning process begins with where the person is NOW and builds on his/her capacities, interests, gifts, and past accomplishments.			
The planning process develops a deep and detailed understanding of what works for the person, what doesn't work, what the person would like to see happen, and what supports are needed for the person to be successful.			
The planning process allows the person and others to be comfortable with not knowing the answer to a question, but determined to figure things out.			
The planning process is creative and leads the person toward a positive personal life vision by including realistic and positively stated goals.			
The planning process continually seeks flexible solutions and opportunities based on the person's culture and local community.			
The planning process continuously works around barriers and toward possibilities, innovation, and potential for growth.			
The planning process provides the direction and foundation for service system plans (i.e. residential, schools, DVR, and employment), if needed, so that the person's plan provides consistency, continuity, and collaboration with any engaged paid service providers.			
The planning process includes a clear <i>Next Steps Action Plan</i> (stating who will do what by when) and identifies the person who is responsible for checking on progress.			

The Action Plan Is Followed Through and Regularly Reviewed and Updated			
The action plan is shared with others in a way that is understandable (e.g. in words, graphics, pictures).			
The action plan is followed through by people who made commitments to take action on the plan.			
The action plan includes, if needed, ways the person can clarify his/her vision/goals, such as trying out activities to discover and develop new skills, talents, and potential jobs.			
The action plan is reviewed to determine what is successful. If something doesn't work, the plan is revised to move on to the next idea.			
The action plan includes small doable steps that result in immediate action and accomplishment toward goals. These "small" accomplishments are acknowledged.			
The action plan is updated and shared with others when changes are made. This keeps people informed and motivated to take action, and it keeps the plan moving forward.			
The action plan clarifies the person's vision and goals as his/her life changes overtime.			

ELEMENT 4: Personal Networks and Action Teams

This element describes actions and success-indicators for *the personal network and action team*—the people who come together to develop and collaborate to accomplish a shared vision and goals. These indicators help the team identify what is working well, any changes required for improvement, and specific actions needed to make the team’s contributions more effective. This is a guideline, not a checklist. It can be used in many different ways. For example, a team leader could use it to reflect personally on the effectiveness of the team and, at a following meeting, ask members how to improve specific indicators. A team member could ask the group to reflect on one or two indicators that may need attention. The guideline could also be used in its entirety as a way for team members to review and reflect on how well they are doing.

Indicators of Success	What’s Working	What Changes Can Be Made to Improve	Action Steps to Improve
The Right People Are Involved			
We have the right people on our planning action team: They are hopeful, give ideas, and take action. The team includes family members, friends, neighbors, and community members.			
Build and Utilize Personal, Community, and Paid Networks			
We use our own personal networks, including neighbors, co-workers, and acquaintances who give us further ideas, provide resources, or take specific action when asked.			
We use paid resources (such as career counselors, health providers, and book keepers) as needed to reach specific goals.			
We know who to ask and how to find and engage community members, organizations, groups, and businesses when team members lack personal knowledge or connections.			
Available Community Resources Are Known and Used			
We are knowledgeable about and use resources in our community (e.g. transportation, libraries, neighborhood groups).			
We know how to advocate and work for change if these community resources are inadequate or nonexistent.			

Goals and Agreements Are Clear and Acted on			
We have a vision and clear goals that we are working toward. This vision guides what we do together.			
We each take action and follow through on agreements we made to each other.			
We review these goals regularly and make changes as desired and as we learn what works and what doesn't.			
We meet at times, days, and places that work for everyone. We are flexible to accommodate each other.			
We have clear ways to communicate with each other so we all know who is doing what and what has happened as a result.			
Creative Thinking and Problem Solving			
If we get stuck, we find ways to think "outside the box."			
If we get stuck, we know where to ask for help and how to get it.			
Trust and Commitment to Each Other			
We have built trust with each other by doing what we said we would do—our words, promises and actions match.			
We share responsibility for the leadership of the group.			
We celebrate our accomplishments and have fun together.			
We take care of ourselves and each other by asking "What do I need to do for myself in order to be helpful to the other people in the group?"			

ELEMENT 5: Community Networks and Connections

This element describes indicators needed for the person or group to participate more fully and build a community that welcomes all citizens. This is a guideline, not a checklist. It can be used in many different ways. For example, an individual can reflect on the extent to which he/she has successfully connected to the community in ways that could lead to employment opportunities, increased involvement, or new relationships. A group could reflect on these indicators of success and share ideas with each other about what is working well and ways to build connections to the community. Depending on the desired improvements, the person or group can then prioritize action steps to take.

Indicators of Success	What's Working	What Changes Can Be Made to Improve	Action Steps to Improve
Knowledge of the Community			
I/We am/are knowledgeable about my/our community and can identify and/or know how to find people, places, groups, organizations, and businesses of interest (community mapping).			
I/We know people in my/our community (friends, family, neighbors, coworkers, acquaintances, etc.) who are willing to use their personal knowledge and connections to connect others to job contacts, community places, and people (relationship mapping).			
I/We am/are continually curious about my/our community and build knowledge of community resources as the community changes and grows.			
Building Community Relationships			
I/We know how to find and build relationships with community members who are knowledgeable about their community and willing to help connect others (<i>community connectors</i>).			
I/We know how to ask community members to help in specific ways, such as: "Could you introduce me to a well connected community leader? Could you introduce me to someone in the			

organization you belong to? Could you meet to talk about potential job contacts? Would you join our community building effort in this specific way?"			
I/We follow through on the contacts, resources, and ideas that are given by these community members and let them know what happened as a result.			
Joining Community Efforts			
I/We develop reciprocal relationships in and make contributions to my/our community by joining community efforts, organizations, and groups of interest (employment networking groups, interest groups, churches, political groups, community task forces, neighborhood organizations, etc.) where I/we can contribute skills and talents.			
I/We build collaborative relationships with community members, business organizations, and leaders to identify common issues that are important and find mutual ways to address them (e.g. employment practices, housing, transportation, education, citizen involvement, and recreation).			

ELEMENT 6: Welcoming Community Places

This is a guideline to help communities and organizations determine the degree to which they are ‘welcoming’ and to give them ideas for promoting and achieving welcoming environments. This is a guideline, not a checklist. It can be used in many different ways. For example, a parks and recreation department could use it to reflect on how welcoming their center and programs are, and how they might become even more inclusive of all citizens. A neighborhood group could use it to think about ways to involve more people in their events and activities. A city planner could use it to determine the inclusiveness of his/her neighborhoods or city. This guideline borrows heavily from Washington State DDD’s “Building Welcoming Communities: A Collaborative Tool for Assessment, Planning and Action” document

Indicators of Success	What’s Working	What Changes Can Be Made to Improve	Action Steps to Improve
Our Community or Organization Is Organized and Active			
We have stated values (mission and vision) about welcoming and including the contributions of all individuals.			
We have leadership dedicated to working towards inclusion.			
We have regular, informal and organized activities in which all people feel welcome and can become involved.			
We have a small group or committee of people dedicated to figuring out how to expand inclusivity. This group follows through on its plans by means of clear actionable next steps.			
We Make an Effort to Get and Keep People Involved			
We actively reach out to and respectfully welcome people of diverse ages, races, ethnicities, sexual orientations, physical and cognitive limitations, religions, etc.			
We have established networks that consist of diverse people and groups, and we keep people informed about how they can be involved.			
We spend time listening to people to get to know them and find out how they would like to contribute and be involved.			
We have a variety of things for people to do that utilizes			

diverse interests, skills, and abilities in meaningful ways.			
We find ways to have fun together, for people to meet others, and to do things they enjoy.			
We remind people about the times and places of activities.			
We make efforts to reach new people who are not involved.			
We make our locations, facilities, and activity sites look and feel welcoming.			
We are able to assist participants in conflict to resolve their issues calmly, clearly, respectfully, and effectively.			
We talk to people directly and with respect, not to their caretaker or interpreter.			
We find ways that people can take on more responsibility and leadership roles if desired.			
Physical Access and Accommodating Everyone's Needs			
Our locations can be reached by means of public transportation or alternative modes of transportation, such as ride-sharing, walking, or biking.			
Our activities are held at times that are convenient for our participants.			
Our facilities, activity locations, websites, and restrooms are accessible to and navigable by those with mobility issues, including those who use wheelchairs and walkers.			
We Find Ways for People to Participate and Make Contributions			
We find ways to help each person contribute his/her skill or interest as needed.			
We are able to seek out and find the support needed by people experiencing functional limitations, such as communication issues, physical limitations, and visual and auditory challenges, in order to help them participate fully.			
We actively involve and seek the input of all participants in all activities.			
We do not segregate or group people based on particular			

characteristics.			
We encourage people to choose whether or not to take part in specific activities.			
We are flexible and encourage people to choose HOW they participate; for example, allowing someone just to watch, or step into an activity when they feel comfortable.			
We have members who, through informal positive interactions, encouragement, or formal mentorships, help new members to be successful.			
We have ways to show and tell people how their contributions made a difference.			
Evaluating What Works and Celebrating Together			
We come together on a regular basis so as to become more welcoming and inclusive by sharing stories and determining what is working and not working.			
We solicit input and ideas from new participants to determine how they can be more successful.			
We make modifications and changes to be more successful.			
We find ways to celebrate accomplishments both formally and informally.			

ELEMENT 7: Guideline for Systems Collaboration and Change

This is a guideline to help service systems* to reflect on their ability to enhance the lives of people who rely on the service system for support and to give them ideas for improvement. This is a guideline, not a checklist. It can be used in many different ways. For example, a government social service agency could use it to assess how well it serves the needs of its users (as indicated by the users’ stated choices and requests). This guideline was built from many conversations with Building Career and Community staff, stakeholders, participants, community members, and experts such as Connie Lyle O’Brien, John O’Brien, and Jim Diers.

(*service system refers to DDD, county and residential providers, DVR, and Social Security, both as individual government entities and collaborative systems)

Indicators of Success	What’s Working	What Changes Can Be Made to Improve	Action Steps to Improve
Our Systems Support a Person-Centered Approach			
Service options are based on each person’s unique needs, not on a standardized list of service options, and are flexible and customized.			
Person-centered practices are embedded in all service delivery models, and a process is in place to review progress on action plans.			
Service providers are trained and skilled in person-centered planning techniques and have access to technical assistance if needed.			
Communication systems are established to share information across service types and with individuals/families (e.g. residential, employment, mental health)			
Service providers assist people to develop teams of support that assist with life planning activities and taking action.			
People make their own decisions; the system supports these decisions and doesn’t make them for people.			

The System Encourages Relationship Building and Community Connections			
Service providers are trained and skilled at facilitating the development of community connections and new relationships, instead of acting as the 'go-between.'			
System practices open opportunities to mobilize people, their families and allies, and other citizens and encourage and support their positive action.			
Systems open space for families and citizens to find their own ways to create opportunities and supports for economic and civic contribution.			
Systems encourage people and their families to take responsibility for pursuing meaningful lives in which they make contributions.			
Systems reduce barriers to engagement with other citizens and joining with other families and allies.			
Systems network and develop collaborative relationships with local community organizations and government agencies to identify and build community-wide inclusive practices.			
Systems Constantly Strive to Become More User-Friendly			
Systems continuously try to reduce their own complexity and the burden on their users.			
Service providers strive to reduce for people and their families the cost and time of receiving services (e.g. by avoiding unneeded meetings and by providing services and transactions efficiently and quickly).			
Systems teach people how to navigate and coordinate the different parts of the service system and pay attention to user-friendliness, customer service, and assistance.			
Systems clearly establish roles, responsibilities, and accountability.			
System providers recognize and value respectful and			

continuing relationships; they follow through on actions and learn what works for the person.			
Systems invest in resources that help providers learn better ways to support the people and families who seek to organize and extend their network of allies.			
Systems recognize the corrosive effect of fear and strive to drive it from the system and from the relationship between the system and those who rely on the system for support.			

Conclusion:

The three communities piloting these techniques during Washington’s Person-Centered Planning Implementation Grant provided all of Washington’s citizens with a valuable foundation for building welcoming and inclusive communities statewide. It became abundantly clear that by starting with a clear focus on the individual and by responsibly facilitating effective networking and relationships, each community could better provide the resources and opportunities needed to fulfill the desires of each citizen to work, live, and play as contributing members.

SOME USEFUL RESOURCES

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Facilitator

<http://rtc.umn.edu/docs/pcpmanual1.pdf>

A Manual for Person-Centered Plan Facilitators from the Institute of Community Inclusion at the University of Minnesota

Action Planning

<http://www.ilr.cornell.edu/edi/PCP/courses.html>

How-to person-centered planning tools from Cornell University (read 'Introductions' under each course), including Introduction to Person-Centered Planning, Community Membership: Opportunities for Meaningful Involvement, Self-Determination, Common Threads Between Different Person-Centered Tools, and Popular Person-Centered Tools, including Essential Lifestyle Planning, PATH, MAPS, Personal Futures Planning, and more

<http://trninc.com/>

link to Training Resource Network, Inc.: books, videos, downloads, on-demand online training and facilitated online training

<http://inclusion.com/planningtools.html>

link to Inclusion Press: planning tools, including books, DVDs and videos

<http://www.inclusion.com/path.html>

link to PATH planning books and videos

http://ruralinstitute.umt.edu/transition/art_usingvocprof.asp

link to article: Using Discovery and the Vocational Profile Strategy as the Foundation for Employment Planning and as an Alternative to Traditional Evaluation, Michael Callahan & Employment For All

<http://ruralinstitute.umt.edu/transition/careerplanning.asp>

link to customized employment components, including articles and downloadable forms

<http://www.learningcommunity.us/home.html>

<http://www.helensandersonassociates.co.uk/>

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Team Building

<http://rtc.umn.edu/docs/pcpmanual1.pdf>

A Manual for Person-Centered Plan Facilitators from the Institute of Community Inclusion at the University of Minnesota

Community Connections

<http://www.abcdinstitute.org/>

link to Asset-Based Community Development Institute, NW University

<http://ourblocks.net/neighborhood-based-community-building-handbooks-recommended-by-jim-diers/>

link to handbooks suggested by Jim Diers

<http://www.diversityshop.com/store/beyondtext.html>

link to Beyond Traditional Job Development: The Art of Creating Opportunity. Author: Denise Bissonnette

http://www.diversityworld.com/Denise_Bissonnette/free.htm

link to FREE Monthly Newsletter and Pre-Employment Retention Guide, both written by Denise Bissonnette

<http://www.sesp.northwestern.edu/docs/abcd/hiddentreasures.pdf>

Building a Welcoming Community

<http://www.communitycollaboration.net/index.htm>

<http://www.communityactivators.com/>

<http://www.abcdinstitute.org/>

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<http://www.mike-green.org/>

http://www.welcomebc.ca/wbc/communities/becoming_informed/partnerships/index.page
British Columbia Community Partnerships for Building Welcoming Communities

<http://www.abundantcommunity.com/home/home.html>

<http://www.bettertogether.org/>

System Collaboration and Change

<http://www.rwjf.org/reports/npreports/sdpdd.htm>

Link to Robert Wood Johnson Foundation's Report "Self Determination for People with Developmental Disabilities," system change strategies