



# The CASS REPORT

2020



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## SPEAKER'S CORNER

Greetings CASS Community,  
 We hope that you are all healthy, happy, and adapting well to the changes that have occurred as a result of the covid-19 pandemic. The CASS Senior Leadership Team is inviting all individuals who receive support from Calgary Alternative Support Services and their Guardians, Family Members, and Advocates to attend a virtual CASS Town Hall meeting via ZOOM. At the meeting, we will provide an update as to the current state of affairs at CASS and our plans moving forward followed by a question and answer session. The meeting will take place on Monday July 6<sup>th</sup> at 17:00 (5:00pm) over the meeting software ZOOM which is available on most devices and platforms. You can find information about how to download thy ZOOM software here: [https://zoom.us/download#client\\_4meeting](https://zoom.us/download#client_4meeting) Please send any questions that you would like for us to answer to [slt@c-a-s-s.org](mailto:slt@c-a-s-s.org) .For details on how to join the meeting, please contact your Coordinator or support provider.  
 Sincerely,  
 The CASS Senior Leadership Team

## **FAMOUS**★ BIRTHDAYS

Ashley Tisdale	July 2, 1985	Age 35
Kevin Bacon	July 8, 1958	Age 62
Jane Lynch	July 14, 1960	Age 60
Kristen Bell	July 18, 1980	Age 40
Mick Jagger	July 26, 1963	Age 77
Tom Hanks	July 9, 1956	Age 64

## **We want to hear from YOU!**

Send us your submissions for next month's issue to  
[sarah.clark@c-a-s-s.org](mailto:sarah.clark@c-a-s-s.org)

Sarah Clark

## QUOTE OF TTHEY MONTH

“The future belongs to those who believe in the beauty of their dreams.”

-Eleanor Roosevelt

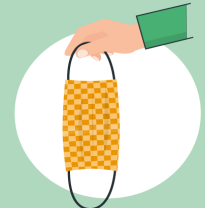
# HOW TO WEAR A NON-MEDICAL FABRIC MASK SAFELY

[who.int/epi-win](https://www.who.int/epi-win)

## Do's →



Clean your hands before touching the mask



Inspect the mask for damage or if dirty



Adjust the mask to your face without leaving gaps on the sides



Cover your mouth, nose, and chin



Avoid touching the mask



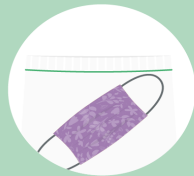
Clean your hands before removing the mask



Remove the mask by the straps behind the ears or head



Pull the mask away from your face



Store the mask in a clean plastic, resealable bag if it is not dirty or wet and you plan to re-use it



Remove the mask by the straps when taking it out of the bag

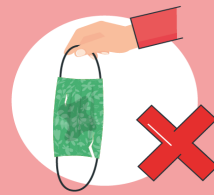


Wash the mask in soap or detergent, preferably with hot water, at least once a day



Clean your hands after removing the mask

## Don'ts →



Do not use a mask that looks damaged



Do not wear a loose mask



Do not wear the mask under the nose



Do not remove the mask where there are people within 1 metre



Do not use a mask that is difficult to breathe through



Do not wear a dirty or wet mask



Do not share your mask with others

**A fabric mask can protect others around you. To protect yourself and prevent the spread of COVID-19, remember to keep at least 1 metre distance from others, clean your hands frequently and thoroughly, and avoid touching your face and mask.**



**World Health Organization**

CET is back on! After being cancelled due to COVID-19, CASS has now rescheduled it for June 28 – 30<sup>th</sup>. CET stands for Creating Excellence Together. The accreditation program is the recognized benchmark in the Community Disability Services sector. It addresses aspects of life that are important to Albertans with developmental disabilities who need to access quality services. Below is one example of the standards:

## **Standards 5/17**

## **Personal Control**

### **Standard 5: *Individuals exercise personal control***

#### **Quality of Life Areas to Explore Questions**

- 1. The individual has control over his life given his personal circumstances**
  - In what ways do you feel in charge of your life?
  - How do you feel encouraged and supported to do things independently?
  - Do you feel satisfied with the level of independence that you have achieved? Explain.
  - Do you feel that you are living more independently this year than last year (if this is a reasonable expectation given that, etc.)?
  - In what areas? Be specific.
  - What choices have you made recently?
  - What choices would you like to make?
  - How are your personal needs paid for?
  - Where and how is your money kept?
  - How can you access your money?
  - How do you control what you buy with your spending money?
  - Who talks to you about decision-making and choices?
  - If you could change things, what would you want to be different?
  
- 2. The individual uses the information and support they receives to overcome barriers to personal control and to develop skills, which helps them to function more independently**
  - What training and/or information have you received to help you be more independent?
  - How has the information received and new skills developed helped you to be more independent?
  - What training and/or information would you like to have that hasn't been offered?
  - How do staff support you to live independently?
  - To manage your finances independently?
  - To manage your personal care independently?
  - To do your shopping with greater independence?
  - To arrange your own transportation?
  
- 3. The individual's personal care is done in a private place and in a manner that respects his dignity**
  - What private space do staff use to help you with personal care?
  - How does the person who helps you with personal care make you feel comfortable?
  - Have you ever been made to feel uncomfortable when they talk about your personal needs in front of other people?
  - What areas of personal care do you have control over?
  - What are some areas that you are able to do yourself?
  - What, if anything, would you change about the way your personal care is done?
  
- If support network is answering on behalf of the individual**
  - How do you know?
  
- 4. The individual accesses AT and/or EI as needed to support his independence and reduce his reliance on staff support**
  - Do you have the AT and/or EI that you need? Like what?
  - How do these AT and/or EI allow you to be more independent?
  - What AT and/or EI have staff helped you look into that might benefit you and help you to be more independent?

- Do you have the money or access to funding that you would need to purchase the needed supports?
  - Do you have staff that can help you with this? Explain.
- 5. The individual knows how or is supported to use and maintain his AT and/or EI**
- Do you know how to use your AT and/or EI? Explain.
  - Who helps you use your AT and/or EI if you need it?
  - Who would you talk to or what would you do if something wasn't working with your AT and/or EI?
- 6. The individual participates in their own person-centred planning to the greatest extent possible**
- What role do you play when planning things in your life?
  - What decisions or input do you have?
  - Are you happy with your involvement in the planning about your life? Explain.
  - What suggestions and changes have you made about this process?
  - What has been the outcome to these suggestions and changes made?
- 7. The individual participates in their own transition planning to the greatest extent possible**
- What areas in your life require transition planning?
  - What role do you play in your transition planning?
  - What decisions or input do you have?
  - Are you happy with your involvement in this part of planning about your life? Explain.
  - What suggestions and changes have you been able to make regarding to this process?

## **Standard 17: *Individuals are supported to exercise personal control***

### **Quality of Service Areas to Explore Questions**

- 1. Staff support the individual to have control over his life given his personal circumstances**
- How do you support the individual to have control over their life?
  - Do you feel that the individual is living more independently now than they was a year ago (if there is a reasonable expectation that they could be)?
  - If yes, what has contributed towards this success?
  - If no, what can be changed to increase his independence?
  - How does the individual indicate to you that they feels in charge of his life?
  - Give an example of how you encourage the individual to do things independently.
  - What choices have the individual made recently?
  - What information or guidance do you provide the individual with around decision making and choices?
- 2. Staff support the individual to overcome barriers to personal control and develop skills that allow them to function more independently**
- What supports are in place to encourage and help the individual to live as independently as possible?
  - What training and/or information is available to the individual to develop skills and function as independently as possible?
  - How does this information help the individual be in control of his life?
  - How do you determine if the individual is living more independently as a result of the supports and training?
  - What would you do if the supports, training and/or information given doesn't succeed in helping the individual live more independently?
  - What AT and/or EI have you helped the individual research that might benefit him to be more independent?
  - How do you support the individual to purchase and/or access needed supports?
  - How do you support the individual so they will have greater control in his life?
  - What barriers to achieving further independence and control in an area of the individual's life have been identified?
  - How do you help the individual to address these barriers?
- 3. Staff assist the individual with personal care in a private place and in a manner that respects his dignity**
- If you provide the individual with personal care, how do you ensure that his dignity is respected?
  - How is the area used for personal care set up to respect the individual's dignity?

- What areas of personal care do you ensure that the individual has control over even if that means the process is slowed?
- What personal care does the individual consistently do for himself? Give examples.
- What do you do if the individual says they are uncomfortable or embarrassed when receiving personal care?

**4. Staff ensure the individual accesses AT and/or EI as needed to support his independence and reduce his reliance on staff support**

- What AT and/or EI have you helped the individual research that might benefit him to be more independent?
- How do you support the individual to purchase and/or access needed supports?
- How do you know if an AT and/or EI is benefitting the individual?
- How does the individual express his satisfaction or dissatisfaction with an AT and/or EI?
- What process do you follow if the individual expresses isn't satisfied with an AT and/or EI?

**5. Staff provide or can request resources to help the individual know how to use and maintain his AT and/or EI**

- What training and/or information have you received to be able to support the individual to use his AT and/or EI?
- What training and/or information has the individual received to use the devices?
- What other support has been given to the individual to use the devices?
- How does this training, information and support help the individual use his AT and/or EI?
- What do you do if the individual has difficulty using his devices?
- How do you ensure that the individual's AT and/or EI is maintained and in good working order?
- How is this documented?
- How often does this happen and who oversees this process?
- What do you do if something needs to be fixed?
- How often are AT and/or EI checked for maintenance?
- What is the role of the individual in this process?

**6. Staff support the individual in his own person-centred planning by encouraging him to express his preferences or, if able, make decisions regarding his goals and supports**

- How do you support the individual to express his preferences and make decisions regarding their goals and supports?
- What is the process for ensuring that the individual is able to express his preferences and make choices or decisions?
- What role does the individual play in his person-centred planning process?
- Do you feel that the individual is involved at level they wish? Explain.
- What would you do if they wanted to be more or less involved?

**Indicator 5: question for the service provider**

- What training and/or information is given to the individual and staff about person-centred planning?

**7. Staff support the individual to participate in transition planning by encouraging him to make choices or express his preferences**

- How do you ensure that the individual is able to express his preferences and make decisions regarding the transitions in his life?
- What is the process for ensuring that the individual is able to express his preferences and decisions?
- What role does the individual play in his transition planning processes to ensure that any transitional times are included?
- What transition, if any, is coming up in the individual's life?

**Indicator 7: question for the service provider**

- What training and/or information is given to the individual and staff about transition planning?

# Staff Training

## Training is once again on track at CASS –

We appreciate that these are challenging times and that up until recently, it hasn't been possible to meet all training requirements. That is no longer the case!

Abuse Awareness Training, and Challenging Behaviours II are now available online as self-directed learning opportunities available on the CASS website after logging in. CASS is also offering a hybrid online and in-classroom Non-Violent Crisis Prevention and Intervention (CPI) training and First Aid classes are opening up. Medication Administration proficiency tests can also be completed remotely. So, it is now possible (and an expectation) to meet all mandatory requirements.

Go to the CASS Website and click on the STAFF button at the top right corner – log in and go to Training. Click on the course you require and complete it online.

If you require CPI, please choose a first and second choice of dates (listed below) for the in class portion of CPI and email them to reception @c-a-s-s.org **with a completed Payroll Deduction Form** found on the website with Forms & Docs. Please note that there is a \$20 fee for course materials, and a \$13 fee for the online course for a total of \$33. More dates will be scheduled soon.

Reception will then register you with the instructor who will pass on your name to CPI for the online portion. CPI will contact you directly for that. Reception will email you confirming your date for the class and giving further instructions on the safety protocols that CASS has initiated.

Classes will start promptly at 09:00 and will be hosted at the CASS Office at 2335 – 30th Avenue NE. Screening will be required, so please come about 10 minutes prior to start time.

- August 20<sup>th</sup>, 2020
- August 27<sup>th</sup>, 2020

You will need to complete the online portion before heading into the office for the in-class portion.

**Our accrediting body CET has provided us with new accreditation dates of July 28<sup>th</sup> – 30<sup>th</sup> so it is of critical importance that we ensure all mandatory training requirements are being met. You will have received notice regarding expiry dates of your training. CASS has a zero-tolerance policy to letting mandatory requirements lapse (granted the pandemic has made this difficult in some cases).**

**Please work with your coordinators if you need support in registering or getting cover off for the training.**

# What Have You Been Up To?

Mariya and Alison have been making a lot of crafts, this is just one example of something they made together!



## **HOLIDAYS** CANADA DAY – JULY 1<sup>ST</sup>, 2020

Why do we celebrate Canada Day?

Canada Day, observed on July 1<sup>st</sup>, is a national holiday marking the anniversary of Confederation in 1867, when the British North America Act came into effect. This act united three colonies into a single country called Canada within the British Empire.

