
Permanent Supportive Housing Training Series Session Two

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Welcome & Reminders

- Housing Innovations
 - Suzanne Wagner
 - Andrea White
- Goals for the Session
- Housekeeping
 - PLEASE TURN YOUR CAMERAS ON AS MUCH AS YOU CAN
 - Put your name as you would like to be addressed as your screen name
 - We love interaction – please raise hand, use emojis, type comments in the chat box or just unmute and talk!
 - CEU's reminder
 - Put in the chat box your name, your agency and whether you prefer a pool, the ocean, lake, river, babbling brook or something else (if you want to share that).
 - Record



Series Overview

- Session One - Housing First and Engagement Techniques
- **Session Two - Assessment and Housing Planning**
- Session Three - Working with Landlords/Property Managers toward Housing Stability
- Session Four - Connecting to Community Resources
- Session Five – Creating a Culture to Promote Moving on
- **CEU's will be available for Social Workers and Counselors—**
 - **Must attend all 5 sessions**
 - **Must complete training evaluation form at the end of the series**
 - **If you are interested in receiving CEU's, please send an email to Suzanne Wagner at swagner@housinginnovations.us with your full name, discipline – SW or Counseling, and license number**



Review of Session One

- Housing First for PSH Programs
 - Critical elements
- Creating expectations for PSH
 - Goals
 - Using the lease to structure services
 - Creating the expectation for Housing
 - Environmentalizing the Housing goal
- Engagement
 - Warm Handoff from Shelter
 - Establishing the relationship
 - Engaging around the person's housing goal
 - Understanding what's important to people
 - Building Motivation



Poll: Warm Handoffs and Engagement

Agenda



Housing-Focused Assessment

Building Motivation and Setting Goals

Developing a Housing Stabilization Plan

Engage in the Process

Get a Homeless and Housing History

Ask what their plan is to maintain their housing

Start establishing long term and short-term goals: I want housing so that.....

- Long term goals are something people can feel – this keeps people motivated
- Short term – time limited goals provide momentum, confidence and an opportunity to reevaluate

Begin process to review options, asking people to think critically about each and how it relates to their experience

Reach an agreement on what to pursue

Think about this as skill building to maintain housing based on past success and challenges



Understand Housing and Homeless History and **Goals**

Housing History –

- Places lived, with whom (last 5 years)
- Experience as a leaseholder
- Roles and responsibilities
- What worked/what didn't
- Housing goal(s)



Homelessness History -

- Cause of initial episode
- Length of time homeless
- Places stayed
- Routine
- Supports

The Assessment and Plan Forms

Documentation can help guide and structure staff's work

Examples are “CTI Informed” Assessment and Plan

Can adapt forms currently in use

Recommended Frequency

- Develop assessment and housing plans before within a couple of weeks of PSH entrance and update at least every three months during the first year
- See: [CTI Assessment Form](#), [CTI Informed Service Plan](#)



Assessment and Planning Domains

Areas of Focus for Assessment and Planning

- Housing and homelessness history and barriers to stability
- Income and financial literacy, education/training and employment
- Life skills
- Family, friends, and other supports
- Psychiatric and substance abuse issues
- Health and medical issues



Assessment looks at history, current, strengths, barriers, motivation and GOALS

Service plans reflect the participant's goals and connect housing success to personal goals

Process for Assessment



- Get the information you can: knowing it takes time and relationship for elements to unfold
- Use the information from previous programs, any HMIS and clinical records
- Update regularly and as new information emerges
- Use your observation skills as well as discussions with participants
- Focus most on issues that most effect housing: homeless and housing history and income
- Update plan and assessment every three months the first year and every six months after.
- Remember asking the question is a commitment to offer services and supports

Discussions on Assessment

- **PLEASE TURN ON YOUR CAMERAS**
- Introduce yourselves to one another
- Discussion Prompts:
 - What kind of housing and homelessness histories are you seeing?
 - What kind of income do people have?
 - Do the people you work with have experience as leaseholders before?
 - What kind of roles did people have while homeless?



Motivation and Goals:



In order for people to maintain motivation they have to identify something they want that is real to them.

Often stable housing is often too abstract for people to find it motivating, housing may also be something they have failed at before, so it is mixed for people

Housing both to get it and keep it is often a lot of work with tasks that are difficult and discouraging

The “so that” question gets at what they want once they get housing: a girlfriend / boyfriend, money to do something with their kids, cooking favorite meals, whatever means something to people

Some people may not be able to identify anything: look for things they like: to do art, food from their culture, clean bathrooms, privacy, see family, anything people can feel



Creating a plan-refer to long term goals

Start establishing long term and short-term goals: I want housing so that.....

- Long term goals are something people can feel – this keeps people motivated
- Short term – time limited goals provide momentum, confidence and an opportunity to reevaluate

Begin to review options for goals

Reach an agreement on what to pursue

Think about this as skill building to access and maintain housing and develop their own network of care

Components of the Housing Plan - Goals

- Goals set as a team of client and worker
- “So that” principle – connect to housing stability
- Focus on the issues that affect stability in the community – base on the current crisis and previous episodes of homelessness/housing instability
- Immediate and longer-term goals clear
 - Focus on housing access and sustainability
 - Use the plan for the intervention
- Steps to reach goal clearly defined and measurable
- Longer term needs require connections to other resources.



Focus Areas for Housing Stabilization Plan

Everything is through the lens of housing

- Learning skills to maintain the housing and work the program
- Including working with the case manager
- Skills in working with landlord and lease compliance
- Using resources to meet program requirements and move forward on goals

Focus on Long-Term Stability

- Use person's goals and housing stability focus
- Help people understand role and meet expectations of tenancy and community
- Hands on teaching rather than doing for

Strong Expectation that Person becomes Integral Part of Community

- Work on structure purpose and activity
- Transition and recovery of valued life roles



Focused Service Planning



Limit the areas of intervention – no more than 3 goals

Focus on the most pressing needs that impact housing

Relate all interventions to the tenant's long term goals

Be aware this may not be a linear process

Be mindful about moving from crisis

“So that” Goals Discussion



- One person will share an example of something a tenant wants to set as a personal goal or give an example of a goal of your own (simple, not too personal)
- One person is the staff member and has the “so that” conversation to find out:
 - What are the reasons behind this goal?
 - “So that” what?
 - Try to elicit from the participant, “I want to so that
- The third person is the observer and gives feedback to the other two and reports back on the conversation
 - If there are only two people, proceed without the observer.

Planning Scenario One

- Identify areas of goal plan, incorporate what you know from the assessment questions and what resources may be helpful to move forward.
- Rosa is twenty-eight and she has never had a lease in her name. She is coming into your PSH program. She really wanted to live with her mother, but it is too crowded, and they refused. She took PSH because she wanted out of the shelter but is not happy about another case manager. Her CM at the shelter was alright but now she has housing. She had some problems with drugs in the past, but she says now she is not homeless she is giving all that up. The shelter case manager describes her as moody. She wants no help with all of that. She wants money and says she is sick of being broke. She really wants a bigger apartment so she can live with her family. Rosa does hair sometimes for a little money and would like to do something like that. She does her family's hair and helped the women in the shelter, she is good at it.



Planning Scenario Two



- Identify areas of goal plan, incorporate what you know from the assessment questions and what resources may be helpful to move forward
- Marco is thirty-two and been in the housing for four months. His plan had been to get a new job and work on getting a landlord reference so he could get a bigger apartment. He had trouble getting a job as his references were not good. He refuses to settle and will not consider a lower paying job. He wants no part of a job program because he doesn't need training all he needs is someone to hire him. He is angry and fed up. He does not meet with his worker; he sleeps all day and goes out at night. He does not have any money and sells his food and supplies, that the building provides, to other tenants to get what he can.
- He wants his old life back, if you can't help him with that, go away. He is beginning to have problems with other tenants and the building about his behavior at night and his persistence in getting people to buy his supplies.

Planning Scenario Three



- Identify areas of goal plan, incorporate what you know from the assessment questions and what resources may be helpful to move forward.
- Mia has two small children. One is in kindergarten and the youngest gets some in-home services for some developmental delays. Mia had been going to a community college to get certified as a home care worker. Mia has a lot of anxiety, and she was having problems managing the schedule. She has been in housing for three months and the case manager was providing support. She wants a better life for her children.
- The school reported that her 5-year-old was often absent and the last couple of times the in-home treatment provider for the baby reported that Mia has cancelled. Mia has stopped going to school. The apartment is a mess, and the children look like they are eating largely snack food and do not seem to have real meals.
- Mia's family has largely moved in, her brother and sister always seem to be there. The situation is not improving, and Mia just wants you to go away. The children are clean and look happy, but missing school and the in-home program is concerning. TANF won't last long term, how will she support her family? The threat of losing housing is a worry as the landlord has written Mia a letter of lease violation for visitors. Mia just wants everyone to leave her alone.

Wrap up



Next Week:

Session 3: Working with Landlords
and Property Managers toward
Housing Stability

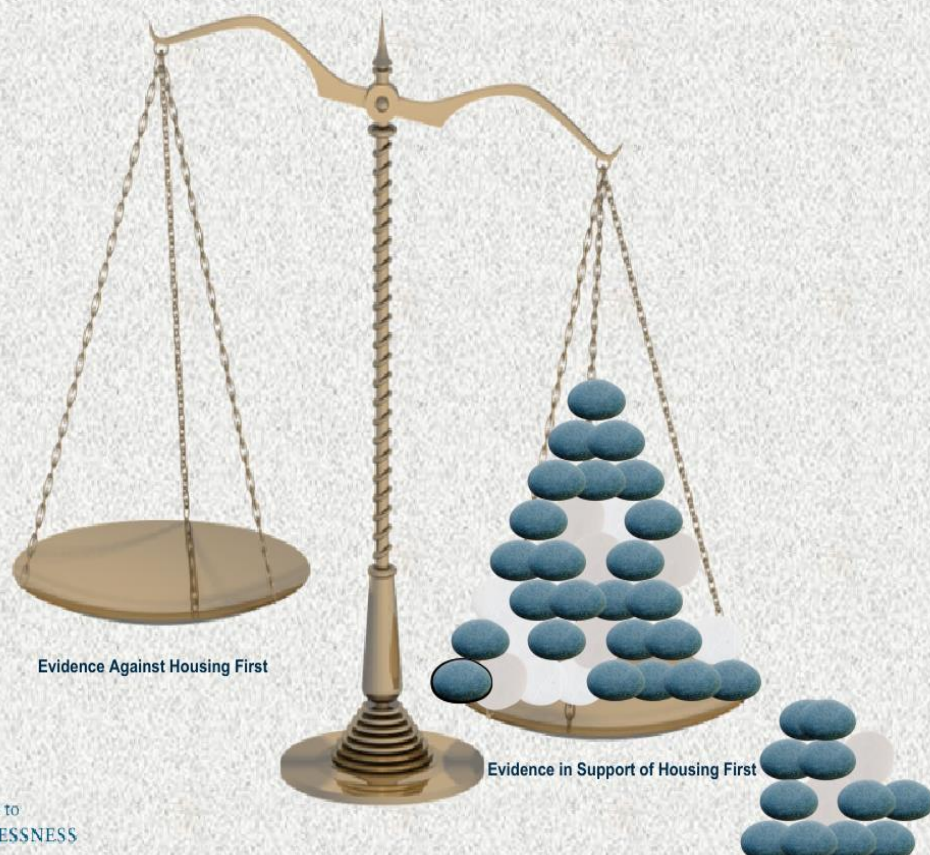
Many thanks!

PLEASE TURN ON YOUR CAMERAS
TO SAY GOOD-BYE

The Evidence is Clear: Housing First Effectively Ends Homelessness

Hover over pebbles to see study links. Click a pebble to view the study in a separate window.
Click on a category in the legend to highlight all pebbles in the category.
Please note this is not a comprehensive list of all Housing First Studies.

● Domestic Studies



Resources

Basic Information on Housing First

- <https://endhomelessness.org/resource/housing-first/>

NAEH Interactive Tool to Access Research on Housing First

- <https://endhomelessness.org/resource/data-visualization-the-evidence-on-housing-first/>

Summary of Research on Housing First

- <https://nlihc.org/sites/default/files/Housing-First-Research.pdf>

Comprehensive Review of Research on Housing First Outcomes

- <https://www.thecommunityguide.org/media/pdf/he-jphmp-evrev-housing-first.pdf>

Motivational Interviewing Website

- <http://www.motivationalinterviewing.org/>

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Additional Resources

HUD: Case Management curriculum

- <https://files.hudexchange.info/resources/documents/SHPCaseManagement.pdf>

SAMHSA PSH EBP Tool Kit

- <https://store.samhsa.gov/product/Permanent-Supportive-Housing-Evidence-Based-Practices-EBP-KIT/SMA10-4509>

Study Finds Permanent Supportive Housing is Effective for Highest Risk Chronically Homeless People

- <https://www.ucsf.edu/news/2020/09/418546/study-finds-permanent-supportive-housing-effective-highest-risk-chronically>

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