



**SERVICE REVIEW
MEETING PROTOCOL**

- **We request that all guests sign in and we ask that you to leave your contact information where indicated if you would like to receive follow up information that may be available**
- **We encourage those interested in the service under review to attend all review sessions that are planned in order to get a comprehensive understanding of the policies and practices currently in place**
- **As we have a large amount of material to cover, we request that participants hold their questions to the end of each session; please know that we will make every effort to provide responses for all questions at some point in the review process**
- **We understand there may be some guests who have questions related to themselves or their family member's circumstances; please be assured we would like to address these questions or concerns with you but will need to do so privately and not as part of these service reviews**



**REVISIÓN DE SERVICIO
PROTOCOLO DE REUNIÓN**

- **Solicitamos que todos los invitados se registren y le pedimos que deje su información de contacto donde se indique si desea recibir información de seguimiento que haya disponible.**
- **Animamos a los interesados en el servicio analizado a asistir a todas las sesiones de revisión que están planeadas con el fin de obtener una comprensión integral de las pólizas y prácticas que están actualmente vigente.**
- **Como tenemos gran cantidad de material para cubrir, solicitamos que los participantes hagan sus preguntas al final de cada sesión; Por favor, sepa que haremos todo lo posible para proporcionar respuestas a todas las preguntas en algún momento del proceso de revisión.**
- **Entendemos que puede haber algunos invitados que tienen preguntas relacionadas con ellos o con las circunstancias de su miembro de familia; Por favor, entienda de que no gustaría abordar estas preguntas o preocupaciones con usted, pero tendrá que hacerlo en privado y no como parte de estas revisiones de servicio.**

Harbor Regional Center
Service Review Schedule
Adult Day Services

Meetings are scheduled for the first Thursday of each month

First Meeting- -August 3, 2017

During the first meeting our objective is to present a brief overview of HRC transition coordination activities with the schools. We will also describe the various types of day programs that are available in our service area and the protocol used by our Adult Resources Team to create lists of potential programs for clients to visit. We hope to share information about the government regulations which have an impact on the design of day programs. And finally, we will review HRC's current policy on Adult Day Supports as well as the policies of the other regional centers in Los Angeles County.

Second Meeting-September 7, 2017

During this meeting we will share information on the number and demographics of HRC clients who participate in each type of day program. We will share detailed information about the service providers themselves. We will review with those present the HRC Expectations for Adult Day Activities and the Quality Review Format HRC uses when conducting periodic reviews of the programs. We will share the various materials that service providers use to implement their programs and that are available to them from our HRC Resource Center. We will hear from a client who participates in one of the HRC day programs.

Third Meeting-October 5, 2017

This meeting will be dedicated to presentations from two of the service providers with programs in the HRC service area. They will each present detailed information about their programs including the typical activities offered and the service provider staff who create, supervise and provide the services. At this meeting we will hear from a client who participates in one of the programs.

Fourth Meeting-November 2, 2017

In this meeting we will facilitate a discussion among those who have attended and participated in the prior three meetings. Based upon the HRC policies and practices (including service provider policies and practices) we hope to identify those things that are working well and those areas where we might recommend modifications. We hope to have a robust discussion which will form the basis for our draft report.

Fifth Meeting- January 4th, 2018

A draft report which summarizes the material presented and is based upon the discussion held at the fourth meeting will be produced and posted prior to the fifth meeting. We will review the draft, have further discussion and seek feedback on the draft which will be revised accordingly and presented to the Board.

Please Note: HRC will arrange for day program site visits for those who are interested. The visits will be available between September and November for those who sign up. Sign up will be available at the review meetings.

Additional Note: The agenda for each review meeting is very full and we recognize that there may need to schedule additional review sessions in order to complete a comprehensive review. We will remain flexible and add sessions as needed.



Harbor Regional Center
Programa de Revisión de Servicio
Servicios de Día para Adultos

Las Reuniones están programadas para el primer jueves de cada mes.

Primera Reunión- 3 de Agosto de 2017

Durante la primera reunión nuestro objetivo es presentar un breve resumen de las actividades de coordinación de la transición de HRC con las escuelas. También describiremos los diversos tipos de programas de día que están disponibles en nuestra área de servicio y el protocolo utilizado por nuestro Equipo de Recursos para Adultos para crear listas de programas potenciales para que los clientes visiten. Esperamos compartir información sobre las regulaciones gubernamentales que tienen un impacto en el diseño de los programas de día. Y finalmente, revisaremos la póliza actual de HRC sobre Apoyos de Día para Adultos, así como las pólizas de los otros centros regionales en el Condado de Los Ángeles.

Segunda Reunión- 7 de Septiembre de 2017

Durante esta reunión compartiremos información sobre el número y la demográfica de los clientes de HRC que participan en cada tipo de programa de día. Compartiremos información detallada sobre los proveedores de servicios. Revisaremos con los que estén presentes, las Expectativas de HRC para Actividades de Día de Adultos y el formato de revisión de calidad que HRC utiliza cuando realiza revisiones periódicas de los programas. Compartiremos los diversos materiales que los proveedores de servicios usan para implementar sus programas y los que están disponibles para ellos en nuestro Centro de Recursos de HRC. Vamos a escuchar a un cliente que participa en uno de los programas de día de HRC.

Tercera Reunión- 5 de Octubre de 2017

Esta reunión estará dedicada a presentaciones de dos de los proveedores de servicios con programas en el área de servicio de HRC. Cada uno presentara información detallada sobre sus programas, incluyendo las actividades típicas ofrecidas y el personal del proveedor de servicios que crean, supervisan y proporcionan los servicios. En esta reunión escucharemos a un cliente que participan en uno de los programas.

Cuarta Reunión- 2 de Noviembre de 2017

En esta reunión facilitaremos una discusión entre los que han asistido y participado en las tres reuniones anteriores. Con base en las pólizas y prácticas de HRC (incluyendo las pólizas y prácticas de proveedores de servicios) esperamos identificar aquellas cosas que están funcionando bien y aquellas áreas en las que podríamos recomendar modificaciones. Esperamos tener una discusión sólida que constituirá la base de nuestro proyecto de informe.

Quinta Reunión- 4 de Enero de 2018

Antes de la quinta reunión, se elaborara y publicara un Proyecto de informe que resume el material presentado, y se basara en la discusión que se llevó a cabo en la cuarta reunión. Revisaremos el primer proyecto, discutiremos más y buscaremos comentarios sobre el primer proyecto que será revisado y presentado a la Junta.

Por Favor Note: HRC se encargara de las visitas al sitio del programa de día para aquellos que estén interesados. Las visitas estarán disponibles entre septiembre y noviembre para aquellos que se inscriban. La inscripción estará disponible en las reuniones de revisión.

Nota adicional: La agenda de cada reunión de revisión está muy llena y reconocemos que puede ser necesario programar sesiones de revisión adicionales para completar una revisión complete. Seguiremos siendo flexibles y agregaremos sesiones según sea necesario.

Planning for your future

A ROADMAP TO YOUR GOALS



Planning for your future

PLANNING FOR YOUR FUTURE. Soon your Harbor Regional Center Counselor will meet with you and the important people in your life. This meeting is a chance for you and your family and friends to sit down and think about where you are now, where you want to be in the future, and what support you might need to help you get there. If you fill out this form, or even if you just think about some of the questions it asks, you will be better prepared for your planning meeting. You can fill out this form by yourself, or you can ask a family member or friend to help you fill it out or just think about it together. If you don't want to fill out this form, that is okay too.

However, we think that you will find it useful and fun too!

This is about you. What is your name? _____

Who is on your team? Who helps or supports you? Who are your friends? Whom do you turn to for help when you need it? Whom do you want to invite to your planning meeting? _____

THINGS ABOUT YOU

About you

1. What are some great things about you? What do people like about you?

What can you do well? _____

2. What things do you like to do? Around town? At home? For fun? _____

3. What NEW things would you like to do? Around town? At home? For fun? _____

4. What makes you happy? _____

5. What makes you mad or sad or frustrated? _____

6. Who is your favorite person to talk to and do things with? (You can name more than one person if you want to.) _____

THINGS ABOUT WORK. If you are not interested in working, please turn to page 4.

If you have never worked before, please skip to question #8. If you are already working, please skip to question #10.

7. If you have worked in the past, what jobs did you like best? _____

8. If you are interested in working, what kinds of jobs interest you? _____

9. Do you need help in getting a job? Yes No

Does it take you a long time to learn a job? Yes No

Do you get SSI? Yes No

Do you need help in using money or in using transportation to get to work? Yes No

If you answered “yes” to any of these questions, you may need some help in getting and keeping a job.

Already Working? How's Your Job?

10. Is it the kind of job you like? Yes No

Are the hours and days okay? Yes No

Do you get the support you need? Yes No

Are you satisfied with the amount of pay you get? Yes No

Do you get benefits from your job? Yes No

Is your job close enough to where you live? Yes No

Is there anything you need more help with? Yes No

How do you get along with the people at work? Great Okay Not very well

When you think about your job (check the one that shows how you feel most of the time)

You are glad that you got it It's okay that you got it You are sorry that you got it

THINGS ABOUT DAYTIME ACTIVITIES.

If you work during the daytime, skip to question #16.

11. If you are not working now, what do you do during the day? _____

12. What do you like best about what you do during the day? _____

13. What are the things you don't like about what you do during the day? _____

14. If you go to a day program with other people with disabilities:

Do you like what you do at the day program? Yes No

If no, would you like a different day program? Yes No

15. If anything were possible, what would you most like to do during the day? _____

THINGS ABOUT WHERE & WITH WHOM YOU LIVE

16. How do you live now?

- Alone? With one or more roommates? With your parents?
 With other relatives? In a group home?

Other? _____

17. What do you see as the best things about where you live right now? _____

18. What are the things that you don't like about where you live right now? _____

19. What kind of help do you need where you live right now? _____

20. Are you living where you want to live and with whom you want to live? Yes No

If no, explain: _____

If you are living where you want to live for now, please go to question #24.

21. If anything were possible, where would you like to live and with whom? _____

THINGS ABOUT YOUR HEALTH

22. How are you feeling? Do you have any health problems that concern you or your family?

23. Do you have a doctor and, if so, when did you last see him or her? What for?

24. Is the doctor treating you for something? Do you take any medications? If so, what are they?

25. Do you have a dentist and, if so, when did you last see him or her?

26. Do you need help going to the doctor or dentist, and if so, who helps you?

27. How tall are you and how much do you weigh? Do you think you weigh too much or too little? Are you on a special diet?

THINGS ABOUT YOUR SPIRITUAL LIFE

28. Do you go to a church or synagogue or other place of worship? Yes No
29. Do you need assistance in getting to your place of worship and, if so, who helps you?
 Yes No

30. If you do not go to church or another place of worship, is this something you would like to do? Yes No

THINGS ABOUT YOUR HELPERS

31. If you have a job, do you have someone like a “job coach” who helps you when you work? Yes No
If you have a job coach, is it someone that you feel is helpful? Yes No
If no, would you like a different job coach? Yes No
32. Do you have someone who helps you at home? Someone like a “supported living coach” who helps you budget your money, shop, cook and things like that? Yes No
If you have a supported living coach, is it someone that you feel is helpful? Yes No
If no, would you like a different supported living coach? Yes No
33. Do you have enough contact with your Harbor Regional Center Counselor? Yes No
When you call your Harbor Regional Center Counselor, does he or she call you back in a reasonable time? Yes No
Are you satisfied with your Harbor Regional Center Counselor? Yes No

34. Do you have any other helpers? If so, who are they and how do they help you? Are you satisfied with how they help you? Would you like help in finding someone different to assist you with these things?

THINGS ABOUT YOUR FUTURE

35. What are your hopes and dreams for the future? Think about what you want for yourself in the next year. What about three or four years from now?

36. What kinds of support will you need from your family, friends, neighbors, and others in the community who can help you reach your goals?

37. What kinds of support will you need from Harbor Regional Center to help you reach your goals?

38. What worries you most about your future?

39. If your family is not available, whom would you turn to for support? _____

OTHER THINGS THAT ARE IMPORTANT TO YOU. You can use this space to write about any other things that you think are important for the people who will help you plan for your future to know. _____



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**WORKING WITH THE
SCHOOLS ON TRANSITION**
A BOOKLET FOR PARENTS OF YOUNGER TEENS



This booklet was written to help parents understand the Individualized Transition Planning (ITP) Process through which a young adult with a disability prepares for and makes the transition from high school to adult life. It also discusses how the regional center and your regional center Counselor can give you the help and support you may need for your son or daughter to get the most out of Transition.

THE IEP AND TRANSITION

Transition occurs in the context of the Individualized Educational Program (IEP) process, something with which you are most likely already familiar. Because it is part of the IEP, all of the rights and responsibilities accorded in the IEP process by the Individuals with Disabilities Education Act (IDEA) also apply to Transition. We do not deal with those issues in this booklet. Instead, we discuss the unique things that the Transition component brings to the IEP.

For parents who want more specific information on the IEP, we suggest you ask your regional center Counselor or go to the HRC Resource Center for a copy of the HRC booklet, *Team up with your school! Making special education work for your child*. The regional center also offers parent education sessions on the IEP process. Information on these sessions can be found in the *Training and Events Catalog* on the HRC Web site, www.harborrc.org.

YOUR HRC COUNSELOR: AN ADVOCATE FOR YOU AND YOUR CHILD

As you approach Transition, we encourage you to think of your Harbor Regional Center Counselor as a partner in the process. Your Counselor can be a valuable asset in her role as an advocate for you and your child. She can help you prepare for the Transition IEP by gathering information that can allow you to be a more active and empowered participant. She can also get together with you in advance to plan for the meeting, identify potential problems, and come up with possible solutions.

Keep in mind, however, that the Counselor may not attend the Transition meeting without an invitation. For this reason, you should invite her far enough in advance so she can ensure her availability. Advance notice will also allow her to adequately prepare herself to support you at the meeting and to effectively advocate for you with the school and other agencies involved in the Transition process.



PREPARING FOR YOUR CHILD'S TRANSITION

Now that your child is a teenager, the IEP team will, through the Transition process, begin to focus special attention on the things he needs to do to prepare for adult life. The law states that at the latest, a Transition component must be included in the IEP that is in effect when the student reaches age 16. It may be included as early as 14 if the IEP team thinks that is appropriate.

The ITP focuses specifically on the kinds of things the student needs to learn or achieve to maximize his independence as an adult. The process allows the family to give advanced thought to what his future will be like and what he needs to do to achieve his desired future.

The Transition planning process helps your son or daughter answer questions such as:

Do I want to get more education or training after high school?

Do I want to have a job? If so, what kind?

What can I do during the day instead of work or until I find a job?

Do I want to live with my family, with someone else, or on my own?

Whom do I want to spend time with and what do I want to do for fun?

How am I going to get around in the community?

How am I going to ensure that I have access to the health care I will need as an adult?

The responsibility of the planning team is to help you and your child answer those questions and help him develop the skills and knowledge he needs to achieve his life goals.



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HOW MANY YEARS WILL MY CHILD HAVE TO COMPLETE THE TRANSITION PROCESS?

Most children finish high school at around age 18, after 13 years of schooling. A student with a disability has the option of remaining in school until age 22. Part of Transition planning is deciding how long your child will need before he is ready to move on from high school.

Parents sometimes express surprise that Transition can consume so many years, believing that the process could be completed in much less time for

their child. However, once involved they see how much can be gained by their son or daughter from the extra years of participation in a wide array of activities while still in the supportive environment of the school. Every experience – from joining a school club to being involved in community service to gaining work experience – helps the child master new skills, learn what he likes and what he does well, and gives him a basis for deciding what kind of life he wants to have as an adult.

There are three options for completing Transition. The one that you and your child decide will best meet his needs should be written into the ITP.

Option 1: Diploma. The young person completes all academic requirements and passes the California high school exit exam. He graduates and the school district no longer has a responsibility to provide him with services.

Option 2: Certificate. The student does not meet or is not likely to meet the requirements for graduation. He may continue attending school until he reaches age 22 and the school has a responsibility to continue providing services.



Option 3: A Combination. The student delays graduation to obtain vocational training or other services needed to become a more independent adult. The end result may be either a diploma or a certificate. Sometimes school districts do not present this option to students and their parents, but it is a viable option and you may select it if you believe it will best meet your child's needs.

WHAT IS A TRANSITION PLAN?

As we have said, the ITP is part of the IEP that outlines Transition goals as well as the services and supports needed to achieve those goals. The ITP is based on the student's needs and takes into account his strengths, preferences and interests. It prepares him to achieve his desired post-school goals such as continuing his education, finding a job, living on his own, making new friends, and learning new skills that will make him more independent.

Because it is part of the IEP, the Transition Plan has all of the required components of the IEP, including assessment of performance, measurable goals and objectives, classroom placement, related services, and evaluation and review. The law mandates, however, that ITP goals specifically address four areas:

- Living independently in the community
- Meaningful employment
- Further educational opportunities
- Recreation and leisure activities in the community

As with the IEP, the ITP component should be based on a **comprehensive evaluation** that may include: personal history, daily living skills, vocational aptitudes and interests, learning style, academic skills, motivation, physical skills and social skills.





Services that may be required to address the Transition goals and objectives include: vocational assessment, functional academics, vocational training and counseling, daily living skills training, job placement and support, social skills development and mobility training.

The ITP must also identify other agencies that will be involved in implementing the plan and their responsibilities. These agencies must be invited to the planning meeting, either by you or by the school. If one of these agencies is not able to send a representative, the school is required to take other steps to ensure that the agency participates appropriately in carrying out its role in Transition.

Agencies that may play a role in Transition include the Department of Rehabilitation, the Employment Development Department, Regional Occupational Programs, and community colleges. Your regional center Counselor can help you find out about these agencies, what they do, and how they can help your child achieve his goals.

The regional center is, of course, an additional resource for Transition. We can help you learn about services such as independent living skills training, housing options, day activities, and supported employment – all of which will be important resources for your child as he enters adulthood.

The Transition meeting. The law requires that in all cases families receive a written notice that an IEP meeting will be held and that the notice include certain information. In addition to the information required for the IEP, the notice the school sends about a Transition meeting must include: a statement that the purpose of the meeting is to discuss Transition, a statement that the student is invited to attend the meeting, and the names of any other agencies that will be invited.

THE PARENTS' ROLE IN TRANSITION PLANNING

Obviously, parents have an important role as members of the IEP team, advocating for their child and providing information about him and about the values and priorities of the child and family. You should not hesitate to tell the team about the plans and ideas you and your child have discussed about his future, and about his life and experiences outside of school (for example, what he does particularly well and what he likes to do). You should encourage your child to participate in these discussions to the extent he is able, advocate for what he wants rather than only what may be offered, and take responsibility for following through with activities included in the Transition Plan.

You also have an important role in personally helping your child develop the kinds of skills he will need as an adult. For example, you can become directly involved in helping him develop skills that he will need in the workplace, independent living skills, social and communication skills, and the ability to advocate for himself.

When considering options, you should try to think creatively about how your child's interests and skills might be realized in adult life. For example, a young man who loves motorcycles might be happy working in any capacity in a place where motorcycles are sold or repaired. A young woman who would like to be a nurse but is unable to master the academic requirements might think about becoming a nurse's assistant or working in a hospital or other environment where medical services are delivered.

Involvement after your child's 18th birthday. When your child reaches age 18 he is regarded as an adult under the law. As an adult, he is responsible for making his own decisions about many things, including his education. Your child may be able to make his own educational decisions or he may want or need your help. You should discuss this with him and if you and he decide that you should continue to be involved in





his educational planning, you should ask him to sign an *Assignment of Educational Decision-making Authority*. When signed by the student, this document assigns to the parent the right to make “any and all decisions... regarding [the child’s] entitlement to a Free Appropriate Public Special Education.” A copy of that document is included at the end of this booklet.

Conservatorship. Another way of maintaining authority for educational decisions for your child is through a conservatorship. This is a legal process that gives one person the power to make decisions in specific life areas for another person who is unable to make decisions for himself. One of these areas is education. Obtaining a conservatorship is a legal process that takes some time, has associated costs, and may require a lawyer. The regional center does not normally encourage that parents take this step, but you should be aware that this is an option. Some parents do decide that this option is the best way to ensure the safety and welfare of their son or daughter. You can find more information about conservatorships in the HRC *Making it Happen* booklet, *Conservatorship: A Guide for Families*.

GENERIC SERVICES IMPORTANT TO TRANSITION

An important part of the parents’ role is to learn about the generic supports and services that adults with disabilities can access when living and working in the community. The most essential of these are financial and health supports. It is important to find out whether your child will be eligible for these programs and if so, to ensure timely applications so he can begin benefiting from the programs as soon as he is eligible. Below are thumbnail descriptions of the programs most often used by regional center clients.

- **Supplemental Security Income (SSI).** Supplemental Security Income (SSI) is the primary source of income for people with disabilities. Your child may now be receiving SSI, but even if he is not he will probably be eligible for this program when he reaches age 18. You should begin the application for SSI the month your son or daughter reaches age 18. In general, the individual must have reached age 18 by the first of day of the month that the application is filed.
- **Medi-Cal.** Medi-Cal is California's version of Medicaid, the joint federal-state program that covers medical care for people of low income. Medi-Cal is the major source of medical support for people with developmental disabilities in California. A person is automatically eligible for Medi-Cal if he receives SSI.
- **In-Home Supportive Services (IHSS).** This program provides personal care and other assistance in their homes for people with a disability. Many regional center clients living on their own in the community receive help through this program. Families may also be eligible for IHSS services under certain circumstances if they have a son or daughter of any age with a disability living with them.

There are several additional medical programs that can be accessed by regional center clients under certain circumstances. You can get information about these and other benefit programs from your regional center Counselor. In addition, your Counselor can arrange for you to meet with HRC's Benefits Specialist who can answer your questions about medical, income support and other programs for which your child may be eligible.



WHERE TO FIND HELP AND INFORMATION

In the HRC Resource Center you can find additional information about Transition, about generic services and supports, and about a wide range of other subjects that can help you and your child successfully navigate Transition. Among the resources is a series of booklets produced by Harbor Regional Center for parents and clients. This *Making it Happen* series is available in the Resource Center or on the HRC Web site, www.harborrc.org. References for some of the *Making it Happen* booklets are provided at the end of this document.

Harbor Regional Center also offers a variety of educational sessions and workshops where parents can learn about services and supports that are important for adults with disabilities. For example, we offer sessions on employment and other daytime activities, living options, and estate planning. Information about these programs can be found in the *HRC Training and Events Catalog* that is available in the Resource Center or online at www.harborrc.org.

Finally, we remind you again that your HRC Counselor is a valuable resource and willing partner who can support you and help you find the kinds of information and services your son or daughter will need to live a more satisfying life as a productive member of the community.



REFERENCES

These and many other books, videos and DVDs are available in the HRC Resource Center.

Making it Happen booklets:

- Facing Transition: A Look at Your Adolescent's Future
- Team up with your school! Making special education work for your child.
- Supplemental Security Income (SSI) for Adults
- What is Medi-Cal? A Booklet for Families
- In-Home Supportive Services
- Conservatorship: A Guide for Families

Transition to Adult Living: An Information and Resource Guide

www.calstat.org/transitionGuide.html

This comprehensive handbook, revised in 2008 and including changes as related to the regulations of the Individuals with Disabilities Education Improvement Act (IDEA 2004), is written for students, parents and teachers. It offers practical guidance and resources in support of transition efforts for students with disabilities as they move from their junior high and high school years into the world of adulthood and/or independent living.

ASSIGNMENT OF EDUCATIONAL DECISION-MAKING AUTHORITY

California Education Code Section 56041.5

I, _____, having reached the age of 18 years, having never been determined to be incompetent for any purpose by a court of competent jurisdiction, and having received, at the age of majority, all educational decision-making authority pursuant to California Education Code Section 56041.5, hereby authorize my parent, _____, to make any and all decisions for me regarding my entitlement to a Free Appropriate Public Special Education. Such authority shall include, but is not limited to:

Filing complaints with any public agency, such as the California Department of Education and U.S. Department of Education, Office for Civil Rights;

Initiating and pursuing special education due process proceedings pursuant to Cal. Education Code Sec. 56500, et seq. and any judicial appeals thereof;

Attending IEP meetings and due process mediations and pre-due process mediations and signing IEP documents and mediation agreements with the same legal effect and authority as I would have absent this assignment;

Authorizing or refusing to authorize assessments, services, or placements;

Obtaining copies of any of my educational, psychological, medical, behavioral, or juvenile justice records, or any other materials and information related in any way to my special education, related services, supplementary aids and services, or transition services;

Receiving information orally from any individual or agency (public or private) regarding my special education rights or services;

Exercising any other right or action on my behalf concerning my education with the same authority as I would have absent this assignment.

A photocopy or facsimile of this document shall have the same effect as the original.

Dated: _____

Source: http://www.pai-ca.org/pubs/505001.htm#_Toc122236172





HARBOR DEVELOPMENTAL DISABILITIES FOUNDATION, INC.

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FACIN
A LOOK AT YOUR
ADOLESCENT'S FUTURE
FACING
TRANSITION
TRANSIT



If your son or daughter is an adolescent, an important life transition is just ahead. This is the transition from adolescence to adulthood – from school into the world. The move to adulthood is an exciting time that will provide new opportunities for your son or daughter.

Transition also presents challenges. As the parent of a teenager with a developmental disability, you may be dealing with the usual challenges of adolescence as well as additional challenges related to your child's disability.

Transitions require decisions. We encourage you to start thinking about transition long before it is time for your child to leave school. Age 12 or 13 is not too early. To make good decisions, you and your family need to have enough information about all of your options. Gathering the information, thinking things through, making decisions and trying out options – all these things take time. Now is a good time to begin.

This booklet was designed to help you and your child prepare for transition. In it, we answer questions most often asked by parents about this stage of their child's life. We also tell you where to get additional information that adolescents and their families frequently ask for. We hope that this information, as well as the help and support you get from your regional center Counselor, will make this transition go smoothly.

FACING TRANSITION: OPPORTUNITIES AND CHALLENGES TRANSITION



WHAT WILL MY CHILD'S FUTURE BE LIKE?

If you are like other parents of children with developmental disabilities, you have probably often wondered what your child's life will be like when he is an adult. Parents of teenagers often have conversations with themselves that sound like this:

I'm worried about my child's future. He'll soon be an adult but he's not like other adults. Up until now we've depended a lot on the schools. What happens when he's no longer in school?

All my child's friends have been at school with her. How will she find new friends or keep her old friends when she no longer goes to school?

What if my child wants to move out on his own? How will he find a place to live or a roommate? How will he be able to look after himself if he lives in his own place?

My child's friends are talking about getting jobs. What if she wants to get a job? How will we even know what jobs are available for her?

What if my child does not want to have a job? What will I do if she doesn't have something to keep her busy during the day?

Who will look after my child after I die? How will he support himself when I'm no longer here?

This booklet is for all parents who have had these kinds of conversations with themselves. In it, we answer five questions frequently asked by parents of adolescents:

Question 1: How will we get services and supports after my child leaves school?

Question 2: How will my child make friends after leaving school?

Question 3: How will my child find a job or something else to do during the day?

Question 4: Where will my child live as an adult?

Question 5: What legal and benefit issues will I need to deal with as my child gets older?

Before we address these five questions, take a moment to ask yourself how you will know which of the options are right for your child. For example, once you know what kinds of jobs or living arrangements are possible, how will you know which one will be best? The answers to such questions lie within your child. Answers will depend upon his strengths and preferences. So, a first step for you and your child is to begin finding out what he likes or doesn't like and what he does well.



People are happiest when they are doing things they like and things they do well. Your teenager is no different. Help him find greater success and happiness by identifying these strengths and preferences now and helping him find activities that will let him take advantage of them.

People cannot know what they do well or what they like to do without being exposed to different options. Options include places to live, jobs, recreational activities, hobbies, or anything else. It is very important for you to help your child learn what options exist in the world. This means taking him into the community to see how people live, how they work, and how they spend their time.

Whenever you go out with your child, pay attention to jobs or other activities that you see people doing. It may be especially helpful for your adolescent to see people with disabilities who have already made the transition from school. Ask your child if he knows what the person is doing and what he likes or does not like about that particular activity. This will allow you to gather information that you can use in the future to make decisions.

In the back of this booklet is a simple form that will help you and your child begin to identify what he likes and what he does well. It has sections to write observations about your child and to rate how much he likes different activities and places. There is also a second form you can use to record how your child reacts to things that he sees in the community.

RECOGNIZING YOUR CHILD'S STRENGTHS AND PREFERENCES



FACING TRANSITION

QUESTION 1



HOW WILL WE GET SERVICES AND SUPPORTS AFTER MY CHILD LEAVES SCHOOL?

One of the biggest challenges of transition is finding the supports and services you need after your son or daughter leaves the public school system. You may have wondered what's out there for an adult with developmental disabilities who has left school.

The good news is that many supports and services already exist, and new options are opening up all the time. This is especially true now that people with disabilities are taking a more active part in the community. Many of the social and physical barriers that in the past kept people with a disability from making full use of the community are being broken down. The emphasis now is on giving people the support they need to live as active, involved members of the community. When your child becomes an adult, the chances are very good that he will live in the community, have a job, and have access to community resources just like his non-disabled peers.

Your son or daughter will have opportunities for:

- continuing his or her education at a university, community college, trade school or specialized training programs
- paid or volunteer work, with special supports as needed
- living in their own home or apartment, with or without roommates, and with supports as needed – or living in a licensed group home
- learning new skills, such as how to manage money, how to get around on the public buses, how to cook, and how to take care of a home
- socializing with friends and making new friends

So, the services are there. Now, how do you find out about them?

Your Harbor Regional Center Counselor Will Help

The primary responsibility for providing your child with most services while he remains in school rests with the school. An Individual Educational Plan (IEP) has been guiding your child's academic progress since he first began to attend school. Starting at age 14, the child's annual IEP will have an Individual Transition Plan (ITP) component which then becomes the driving force of the IEP. The ITP addresses the knowledge and skills that you decide your child will need once he leaves school.

Your Harbor Regional Center Counselor will work with you, the schools, and service providers in the community to help smooth the transition from school. He or she will help you and your child learn about the different education, work, recreation, and community living options.

Before your child leaves school, your HRC Counselor can suggest programs that you and your child can visit to see which ones might best meet his or her needs. Your Counselor can also give you a tool that will help you know what questions to ask when you visit the programs. If you find a program that you believe may meet your child's needs, you may be able to have someone from the program attend your child's ITP meeting near the time of graduation. If you find a specific service that would be right for your child, your Counselor may help you find funding for that service. In these ways, your Counselor will be your guide through the transition years.



FACING TRANSITION

QUESTION 2

HOW WILL MY CHILD MAKE FRIENDS AFTER LEAVING SCHOOL?

When your child leaves school, he may choose to be involved in some type of daily activity where he will be able to make friends, just as he did in school. He may want more education or training (for example, at a community college), he may want to get a job, or he may choose to get involved in some other kind of organized day activity. In any case, he will probably be doing it with his peers.

To help prepare your child to make friends in these new settings, you can give him opportunities to practice meeting people while he is still in school. A good way to do this is to involve him in community recreational activities. Local communities sometimes offer social and recreational activities designed for young people with developmental disabilities. Sometimes other programs, such as regular youth sports leagues, can be adapted to support a boy or girl with special needs. This is particularly true if a family member, friend, or non-disabled peer is available to give the child extra help.

Getting involved in social activities with non-disabled peers is a good way for your adolescent to develop behaviors that are appropriate for his age. Teenagers have a great need to be accepted by their peers, and looking and acting like their peers is a sure road to acceptance. If your child has opportunities to interact with non-disabled peers, he is more likely to understand the norms in behavior and dress and want to adopt them. This may make it more likely that he will be accepted by non-disabled peers. It also makes it less likely that he will be exploited by people who would take advantage of someone who appears different.

Your child may also benefit from having a “special friend” who can take him into the community or go with him to particular activities. This special friend might be a brother or sister, a neighbor of the same age, or a volunteer from the community. Ask your HRC Counselor about the Best Buddies program or other ways that your child may find a special friend.



For some teenagers, being with non-disabled peers, having a special friend, or other typical social or recreational interactions may not be enough to help them learn the social behaviors they will need to get along with others. These adolescents may need extra help. Inappropriate or immature behavior can be a barrier to social acceptance. It can also interfere with the child's ability to be successful in school or other settings. Your Harbor Regional Center Counselor can help you find out about activities aimed at helping young people develop social skills. Activities may range from structured socialization training in a group setting to individual behavior intervention for behaviors that are more disruptive.

Helping your child deal with sexuality

As your teenager approaches adulthood, you may want help teaching him about human sexuality. Training in human sexuality involves learning about one's own body, how it functions, and how it changes as a person ages. This training helps adolescents understand their feelings about themselves and how they relate to others. It teaches them about grooming, nutrition, and health needs. Finally, it helps them learn to take more responsibility for themselves and to make good, safe decisions so they can avoid exploitation. Your Harbor Regional Center Counselor can help you identify the right training in human sexuality for your son or daughter.



FACING TRANSITION

QUESTION 3

HOW WILL MY CHILD FIND A JOB OR SOMETHING ELSE TO DO DURING THE DAY?

More and more people with developmental disabilities are entering the job market. Employers are hiring them because they have found that people with disabilities make good employees. They are reliable, they work hard, and they take pride in their work. Often these people may need extra support to learn a job, learn to get along with others in the work setting, and learn related skills such as using public transportation to get to the job. Once they've learned these things, they are excellent employees.

Special services, called supported employment services, help people with disabilities find a job, learn the skills required to do the job, and provide the direct support they need to be successful on the job. This support may be time limited or it may continue as long as the person keeps the job. Jobs are available in a wide variety of settings. HRC clients work in many different places, including Target Stores, Home Depot, Honda Motor Company, Hilton Hotels, TRW, and the Bagel Factory. For more information on supported employment, see the HRC booklet, "A Partnership That Works: Supported Work At Harbor Regional Center." Pick up a copy in the Family Resource Center or ask your Counselor.

If employment is not the best option for your son or daughter, there are other formal and informal opportunities for things to do during the day. The most common one is an organized day activity. Most day activity services offer clients a variety of things to do during the day, both in the community and at a central location. They range from purely recreational activities to activities that allow clients to increase their skill levels. Your Counselor can give you information on the kinds of day activities that are available.



WHERE WILL MY CHILD LIVE AS AN ADULT?

Most parents expect their children to move into homes of their own when they become adults. The age at which a son or daughter with a disability actually makes a move will depend on things such as what the young person wants to do and what is common in the family's culture.

A number of living options are available for individuals with developmental disabilities. These options differ in how much independence and self-determination they offer clients. The two most common types of arrangements are licensed homes and supported living.

Licensed Homes

Licensed homes are residences for a small group of people with developmental disabilities. Usually between 2 and 6 people live in these homes. Residents receive 24-hour supervision from trained staff according to their individual needs. Adults living in licensed homes receive training in self-care, in activities required to look after a home (cooking, cleaning, etc.), and in a range of other skills they need to be more independent at home and in the community. Some licensed homes are designed for people who have special needs, for example, those who are technology dependent, have other serious medical needs, or have challenging behaviors.

Supported Living

Supported living offers the most freedom and self-determination for adult clients. Clients live in apartments, condos, or houses in the community. They live alone or with roommates. They receive training in the skills they need to live on their own. They also receive ongoing support in those areas where it is needed. Skills training can help adults learn things such as cooking, cleaning, shopping, menu planning, personal hygiene and health care, money management, and use of public transportation and other community resources.


For more information on supported living visit the HRC Family Resource Center or ask your Counselor for a copy of the brochure, "You're In Charge: Supported Living at HRC." For more information on licensed homes, ask for "It's All About Options: A Guide to Living Arrangements for Children and Adults with Developmental Disabilities."

Options for Family Support

Having a son or daughter with a disability move from the family home can be difficult for parents. Your Counselor understands that planning for such a move may be stressful for your family. He or she will help you prepare long in advance

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for the move so that when it does occur, you can feel confident that your young adult will be able to deal with the challenges he will face. Your Counselor can also help you find other resources that can support you and your family as you work through the transition process.

Parent Support

Sometimes the best source of support for parents going through a stressful period comes from other parents who have already dealt with the same situation with their own son or daughter. Parents of Harbor Regional Center have organized a large number of support groups that reach out to families having similar concerns and interests. Two of specific interest to parents of teenagers and young adults are the Living Options Support Group and the Transition Support Workshops. The regional center also maintains a roster of parents (called Parent Mentors) who are trained to offer emotional support and information to other parents on a one-to-one basis. Just ask your Counselor if you would like to talk with another parent or join a support group.

Respite

Family stress may make the road to transition more rocky for you and your family. If so, you may want to consider some period of respite during which you and your son or daughter can have time away from one another. You may ask a friend or relative to help out so you can take time for yourself. If your friends and family are not available to help you, you may talk to your regional center Counselor about respite services. Respite agencies provide trained attendants who come into your home to provide supervision while you take a needed break. Respite care may also be provided out of the home, in a licensed residential setting.

A Final Note

Parents and clients often tell us that one of the most difficult things about transition for clients is leaving friends that they may have had for many years. This is especially true when clients leave school. Often they express sadness or signs of loss when they are no longer surrounded by the school structure they have enjoyed since age three. To help lessen the impact of this type of loss, you may want to limit the number of changes that your son or daughter makes at any one time. For example, if he or she is moving from school to a day activity or supported employment, you may want to delay any change in his or her residence until he or she is used to the new environment and has made friends there. Making changes gradually will help ensure that your son or daughter always has a circle of support made up of people he or she knows, trusts, and can talk to.

WHAT LEGAL AND BENEFIT ISSUES WILL I NEED TO DEAL WITH AS MY CHILD GETS OLDER?

When they turn 18, individuals with developmental disabilities gain the same rights and responsibilities as other adults. Many of these adults routinely make decisions on their own behalf with guidance from their family, Counselor, advocate, or trusted friends. We at Harbor Regional Center encourage families to involve their sons or daughters in decision-making, allowing them to practice self-determination to the extent they are able.

Some adults with developmental disabilities have limited ability to make informed decisions. Often, families tell us that their biggest concern is that their son or daughter will be unable to provide informed consent for medical care. For families who have concerns about their child's ability to make decisions, there are several legal arrangements that allow them or a third party to retain responsibility for some or all aspects of their child's life. Arrangements that families most often use are conservatorships, trusts, and powers of attorney.

Conservatorship

A conservatorship takes away some of an adult's basic rights and gives those rights to another individual, often either a family member or a professional conservator. A conservator may make decisions about things such as the conserved person's health care, his living arrangement, and his finances. A conservatorship can only be established in a court of law, and it is the court that decides what the conservator will be allowed to make decisions about. Because it takes away a person's basic rights, a conservatorship should be used only when a less restrictive arrangement does not give the disabled person enough protection.

Trust

A trust is a legal arrangement that gives an independent person, called a trustee, control of a disabled person's assets such as money and property. A trustee may be a relative, family friend, or independent agent. He or she is responsible for making sure the assets are handled responsibly and in the best interests of the person with a disability.

A trust is particularly useful if parents or other relatives wish to leave a person with a disability money or other things of value in their will. The assets are placed under the control of the trustee, who gives payments to the disabled person at regular periods. The payments can be adjusted so they provide financial support over the client's lifetime. They may also be limited so they do not affect the person's government benefits.

FACING TRANSITION

QUESTION 5





Social Security

Once a person turns 18 years of age, he becomes eligible for Supplemental Security Income (SSI) and Medi-Cal. Whether or not an adult qualifies for these programs depends on two things: his personal income and the severity of his disability. When your son or daughter turns 18, you should contact your local Social Security Office to begin the process of applying for SSI and Medi-Cal. Be sure to let them know that your son's or daughter's records are available from Harbor Regional Center. With your signed consent, we will forward these records to the Social Security Office so they can be used in determining eligibility.

Until recently, people receiving SSI and Medi-Cal who went to work risked losing one or both of these benefits once they began to get a paycheck. The government recently changed this to give people more of an incentive to work. Under the new rules, a person may earn \$85.00 in a month and still receive his full SSI check. For every two dollars a person earns over \$85.00, the government deducts \$1.00 from the person's SSI check. The person remains eligible for Medi-Cal to pay for doctor visits, hospital care, and medicines even when he earns too much money to receive cash SSI benefits. This is true as long as the person's savings do not go over a certain level (currently \$2,000). People working under these new rules may go back to receiving regular SSI payments if they stop working or if they don't earn enough income.

Harbor Regional Center has written a booklet, "Supplemental Security Income (SSI) Benefits for Adults," to help families understand SSI. Ask your Counselor for a copy or stop by the Family Resource Center and pick one up.

In-Home Supportive Services

The In-Home Supportive Services (IHSS) program, operated by the California Department of Social Services, helps provide care and supervision for people with disabilities in their homes. It is intended for people who need care to remain safely in their own homes. Your son or daughter could receive IHSS support while living with you or while living on his or her own in an apartment, condo, or house.

To qualify for IHSS, your son or daughter must be a lawful resident of California with low income and limited resources (such as would make him or her eligible for SSI) and must need care to remain safely in his or her home. Minor children may be eligible to receive IHSS when their parents are out of the home working or going to school. Children may also be eligible if they are living at home with parents who cannot provide assistance because of their own disability or when they are sleeping.

You can get more information on the IHSS program from the Harbor Regional Center booklet called “In-Home Supportive Services.” Ask your Counselor about it, or visit the Family Resource Center and pick up a copy.

Where Can We Find Additional Information?

We know you want to help your child make the best choices. Notice that we say the “best” choice, not the “right” choice. No one can tell you what is the “right” choice. Only you and your son or daughter can decide that. The best choice for another family may not be the best choice for your family, even when your circumstances are similar.

We also encourage you to get to know the Family Resource Center (FRC), located at the Harbor Regional Center offices in Torrance. The FRC is staffed by family members, just like you, who can direct you to the many written, audio, video, and online resources available on a wide range of topics, including those mentioned in this booklet. At the FRC you can also get a list of parent support groups that meet in the HRC and greater Los Angeles/Orange County areas. Finally, you can pick up a copy of any of the large number of other HRC publications that have been written especially for our clients and families.

Remember that you and your child are not alone as you face transition. Your regional center Counselor and other staff are here to assist you and your family. We will continue to provide you with the information you need to make good choices and support you in those choices. We encourage you to call your Counselor at any time and begin planning the transition years ahead of time.



FACING
TRANSITION
LOOKING AT MY
CHILD



1. My child's greatest strength is: _____

2. My child truly loves to: _____

3. My child tries to avoid: _____

4. My child's favorite class(es) and hobbies are : _____

5. My child's chores at home include: _____

Circle the number that best describes how true each statement is.

My child:	Always True	Often True	Not True
Prefers to be outdoors	1	2	3
Prefers to work as part of a group	1	2	3
Prefers to work with people	1	2	3
Prefers to work with animals	1	2	3
Prefers to work with plants	1	2	3
Prefers to work with things	1	2	3
Prefers to keep neat and clean	1	2	3
Can repeat a task without losing interest	1	2	3
Enjoys learning new things	1	2	3

(Any other strong preference) _____



LEARNING ABOUT WORK AND LEISURE OPTIONS

Complete the following items for each type of work you discuss with your child:

Kind of job: _____

Understanding of job duties: _____

Likes about this job: _____

Doesn't like about this job: _____

Complete the following items for each social, leisure, or creative activity you explore with your child:

Social, leisure or creative activity: _____

Previous experience with this activity: _____

Likes about this activity: _____

Doesn't like about this activity: _____





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Harbor Regional Center

Work and Day Activity Services





HARBOR REGIONAL CENTER
Work and Day Activity Services

Harbor Regional Center is committed to make available an array of day service options for adults who have completed secondary school services. From post-secondary education to employment to therapeutic interventions, HRC continues to expand and enhance opportunities for adults through its partnerships with local colleges, service providers, community organizations and businesses.

ADULT WORK & DAY ACTIVITY SERVICES GOALS:

POST-SECONDARY EDUCATION:

To offer support for clients, as needed, who choose to pursue educational opportunities after they leave high school.

WORK SERVICES:

To assist clients to find and maintain jobs and provide support, as needed, for any client who chooses to work.

COMMUNITY-BASED INCLUSION SERVICES:

To offer individualized, meaningful day activities for adults who choose not to work or to work less than full time and who prefer participation in activities and events in the community.

THERAPEUTIC SERVICES

To offer individualized, meaningful day activities for adults who need therapeutic services to promote health, independence, overall functioning and quality of life



POST-SECONDARY EDUCATION



GOAL:

To offer support for clients, as needed, who choose to pursue educational opportunities after they leave high school

SERVICE DESCRIPTION:

- attending college or university to pursue a specific course of study and a bachelor's or master's degree;
 - Harbor Regional Center may assist clients in accessing services offered through a campus disabled student resources program
 - Harbor Regional Center may assist clients with various additional supports, including personal care supports, needed to promote successful participation in their studies
 - Harbor Regional Center may assist clients who are living away from home and attending college or university with any supported living assistance that may be identified in their individual plans.

- attending community college to pursue an AA degree or a certificate in a chosen field or individual courses of interest;
 - Harbor Regional Center may assist clients in accessing services offered through a campus disabled student resources program
 - Harbor Regional Center may assist clients with various additional supports, including personal care supports, needed to promote successful participation in their studies
 - College 2 Career - A special program in partnership with Long Beach City College; students live in a supported living environment and receive educational coaching as identified in their individual plans

- attending area adult education classes offered through local school districts or regional occupational programs



WORK SERVICES

GOAL:

To assist clients to find and maintain jobs and provide support, as needed, for any client who chooses to work



SERVICE DESCRIPTION:

■ Job Preparation

- Classes designed to assist those clients seeking employment prior to engaging in career exploration and job development services
- Career Exploration Services/Internships
 - time-limited services offered for those who have completed the job preparation classes and are involved in a job search; activities include opportunities to learn actual job skills in local businesses and gaining an understanding of the career possibilities in various industries
 - may be paid or non-paid

■ Competitive Employment

Clients work in typical jobs with prevailing wages and benefits without supports;

- May be full or part-time hours each week
- Harbor Regional Center or Department of Rehabilitation may provide assistance with finding a job

■ Supported Employment

Clients work in typical jobs for prevailing or not less than minimum wages and also have a level of support customized to their needs;

- Individualized Setting:
 - A client works alongside non-disabled co-workers in a typical work setting
- Work Crew (or enclave)
 - A small group of clients work together alongside non-disabled co-workers in a typical work setting

COMMUNITY-BASED INCLUSION SERVICES



GOAL:

*To offer individualized, meaningful day activities for adults who choose not to work or to work less than full time and prefer **frequent** participation in community-based activities and events.*

SERVICE DESCRIPTION:

Community Inclusion Services offer each client a large range of activities and events to participate in and around the community individually or in small groups, as well as a well-equipped site to utilize when they need a break from the active community calendar. Work and volunteer opportunities are developed as the choices and interests of participants are identified

ACTIVITIES:

- A wide range of activities are offered to participants in order to promote independent living skills, to expose individuals to new opportunities and experiences and to develop and accommodate interests.
- On average, two-thirds of the service time occurs in the community participating in a wide variety of activities.

SITE:

- Accessible to wide range of community resources & public transportation;
- Maximum occupancy (licensed) of 18; maximum enrollment is 45 individuals (at least 30 individuals expected to be engaged in community-based activities while the others engage in individualized, meaningful activities at the site);
- Comfortable site with multiple programming rooms which encourage client flow & movement;
- Programming rooms include, at minimum, a fully equipped kitchen, computer room, music, art, game and activities room.

STAFFING:

- One (1) staff available/assigned to not more than three (3) individuals; plus
- Two (2) floater staff available for back-up and enriched staffing for participants who may require such.





PARTIAL COMMUNITY-BASED INCLUSION SERVICES

GOAL:

*To offer individualized, meaningful day activities for adults who choose to work less than full time and prefer a **moderate level of participation** in community activities*

SERVICE DESCRIPTION:

Partial community inclusion services are offered for adults who choose to work less than full-time and prefer a **moderate level of participation** in activities and events in the community. A participating client may have physical, medical and/or behavioral needs related to endurance and/or tolerance. Each client may need moderate to substantial assistance in ambulation, personal care and and/or intermittent medical care.

ACTIVITIES:

- A wide range of activities are offered to participants in order to expose individuals to new opportunities and experiences and to develop and accommodate interests.
- All activities are tailored to each participant to promote maximum participation and inclusion.
- On average, one-third of the service time occurs in the community participating in a wide variety of activities.

SITE:

- Accessible to wide range of community resources & public transportation;
- Maximum occupancy (licensed) of 21; maximum enrollment is 30 individuals with at least 9 individuals expected to be engaged in community-based activities while the others engage in individualized, meaningful activities at the site;
- Comfortable site with multiple programming rooms;
- Programming rooms include, at minimum, a fully equipped kitchen, computer room, arts area, and game and activities room.
- Physically modified and equipped to promote client movement, involvement and safety.

STAFFING:

- One (1) staff available/assigned to not more than two (2) clients; plus
- Full-time consultant/specialist services (behaviorist and/or LVN) depending on clients' needs.

THERAPEUTIC SERVICES

GOAL:

To offer individualized, meaningful day activities for adults who need therapeutic services to promote health, independence, overall functioning and quality of life



SERVICE DESCRIPTION:

Therapeutic adult day services are offered for adults who need maximum assistance in ambulation and other activities of daily living, as well as intermittent medical care; are fragile and may tolerate participation in day services on only a limited or part time basis. Program focus on sensory stimulation activities

ACTIVITIES:

- A wide range of activities are offered to participants to support individuals to optimize health, communication, social/interpersonal relationships, and interests.
- All activities are tailored to each participant to promote maximum participation and inclusion.
- A participating client is not expected to engage in community-based activities, but may choose to do so periodically.

SITE:

- Comfortable site, large rooms (accommodate oversize wheelchairs and gurneys), multiple rooms which encourage client flow & movement;
- Safe outdoor space
- Maximum occupancy (licensed) of 24; maximum enrollment is 27 individuals;
- Include, at minimum, a fully equipped kitchen, computer room, arts area, private changing area, and game and activities room.
- Physically modified and equipped to promote client movement, involvement and safety.

STAFFING:

- One (1) staff is assigned to not more than three (3) clients; plus
- Three (3) float staff available to assist clients with personal care and full participation in activities; plus
- Two (2) Certified Occupational Therapy Assistants as well as full time specialist services (LVN, Speech, PT, etc) on site daily. Participant needs determine the type and amount of such services, including LVN.



FOR CONSUMERS AND FAMILIES:

People with intellectual and developmental disabilities are provided many services because of the Lanterman Act. Many services people receive are paid for with state and federal money from the federal Centers for Medicare and Medicaid Services (CMS). Therefore, California must comply with what is called the Home and Community-Based Services (HCBS) Final Rule. This rule sets requirements for HCBS settings, which are places where people live or receive services. Each state has until March 2019 to help providers comply with the HCBS Final Rule.

The HCBS Final Rule Applies to:

- Residential and non-residential settings; including certified and licensed homes
- Day programs, and other day-type services
- Employment options and work programs

The HCBS Final Rule Does NOT Apply to:

- Nursing homes
- Hospitals
- Intermediate Care Facility for Individuals with Intellectual Disabilities (ICF/IID)
- Institutions for mental diseases (IMD)

What is the Goal of the HCBS Final Rule?

To enhance the quality of services provided by:

- Maximizing opportunities and choices for individuals
- Promoting community integration by making sure individuals have full access to the community
- Making sure individuals have the opportunity to work and spend time with other people in their community who do not have disabilities
- Ensuring individual preferences are supported and rights are protected
- Establishing person-centered service planning requirements, which includes a process driven and directed by the individual to identify needed services and supports.

All Settings

The Final Rule requires that you can:

- Spend time in, and being a part of, your community
- Work alongside people who do not have disabilities
- Have choices regarding services and supports, and who provides them
- Have control of your schedule and activities

Residential Settings

Provider Owned or Controlled

In addition to the requirements applicable to all settings, the Final Rule requires that you have:

- Choice about your roommates
- Privacy in your room, including a lock on your door
- Control of your schedule and activities
- The ability to have visitors of your choosing, at any time
- Freedom to furnish and decorate your room
- A lease or other legal agreement, protecting you from eviction

PARA CONSUMIDORES Y FAMILIARES:

Se ofrecen distintos servicios a las personas que tengan discapacidades intelectuales y del desarrollo en virtud de la Ley Lanterman. Los diferentes servicios que reciben las personas se pagan con fondos federales y estatales que provienen de los Centros de Servicios de Medicare y Medicaid (CMS) a nivel federal. En consecuencia, California debe cumplir con lo que se llama la Norma definitiva de los Servicios domiciliarios y comunitarios (HCBS). Esta norma establece requisitos para los entornos de los HCBS, que son lugares en donde las personas viven o reciben servicios. Hasta el mes de marzo de 2019, cada estado tiene que ayudar a los proveedores a cumplir la Norma definitiva de los HCBS.

La norma definitiva de los HCBS se aplica a:

- Entornos residenciales y no residenciales, incluidos hogares certificados y con licencia
- Programas de día, y otros tipos de servicios de día
- Opciones y programas laborales

La norma definitiva de los HCBS NO se aplica a:

- Asilos de ancianos
- Hospitales
- Centros de atención intermedia para personas con discapacidades intelectuales (ICF/IID)
- Instituciones para enfermedades mentales (IMD)

¿Cuál es el objetivo de la norma definitiva de los HCBS?

Mejorar la calidad de los servicios prestados mediante:

- Maximización de oportunidades y opciones para las personas
- Fomento de la integración asegurándose de que las personas tengan acceso total a la comunidad
- Garantía de que las personas tengan la oportunidad de trabajar y dedicar tiempo a otras personas de su comunidad que no tengan discapacidades
- Garantía de que las preferencias de las personas tengan respaldo y se protejan sus derechos,
- Establecimiento de los requisitos de planificación de servicios orientados a las personas, lo que comprende un proceso impulsado y dirigido por la persona con el fin de identificar los servicios y asistencias necesarias

Todos los entornos

La norma definitiva exige que usted pueda:

- Dedicar tiempo y forme parte de su comunidad
- Trabajar junto a personas que no tengan discapacidades
- Tener opciones con respecto a los servicios y asistencias y quiénes las prestan
- Tener el control de su programa y sus actividades

Entornos residenciales

de propiedad o controlado por el proveedor

Además de los requisitos aplicables a todos los entornos, la norma definitiva exige que usted tenga:

- Poder de elegir a sus compañeros de cuarto
- Privacidad en su cuarto, lo que incluye una cerradura en la puerta
- Control de su programa y sus actividades
- Capacidad de tener las visitas que usted elija en cualquier momento
- Libertad para amoblar y decorar su cuarto
- Un alquiler u otro acuerdo legal que lo proteja de un desalojo

HARBOR REGIONAL CENTER
Adult Resource Team (ART)

TEAM MEMBERS:

- HRC Employment/Day Program Specialist
- Designated HRC Community Services Manager
- Designated HRC Client Services Manager

PURPOSE:

- To provide support and assistance for the identification of employment/supported employment resources, internships, post-secondary opportunities and other day program options for adults who have graduated or are about to graduate secondary school with a diploma or a certificate of completion;
- Emphasis is on identifying several appropriate options which are consistent with the preferences indicated by the adult, which are located in reasonable proximity to the residence of the adult and which have current capacity to provide supports and services for the adult;
- The Adult Resource Team (ART) keeps a data base of all adult resources and new requests for resources and therefore serves as a key source of data for future adult program development initiatives

PROCESS:

- The Adult Resource Team meets weekly and any service coordinator seeking assistance in identifying resources for his/her client may select an available time for consultation
- The typical ART consultation requires approximately 15 minutes.
- The service coordinator should be prepared to present a brief description of the adult, his strengths, interests, goals and preferences for continuing education, work or day activity. Providing information related to any medical or behavioral challenges of the adult will ensure that the Adult Resource Team can identify services that are best staffed and designed to provide necessary support.
- The team will identify as many options as available for the adult and his/her family to explore.
- The service coordinator will work with the adult and his/her family to apply for or visit the recommended resources and may return to the Adult Resource Team or seek consultation from the HRC Employment/Day Program Specialist for additional support if needed.

Harbor Regional Center Supported Adult Day Activity

Definition:

Adult day programs offer a structured, comprehensive, community-based service for persons with developmental disabilities who are no longer eligible for public schools and who are unable to pursue continuing education through the university or community college system or to become employed in a competitive environment.

Philosophy:

For clients for whom it is appropriate, day activities should provide training in skills leading to employment and/or other meaningful community-based activities. Others will profit from development of self-care and functional skills or from services/supports for seniors who have chosen to retire from work.

All day activities serve the underlying purpose of giving persons with developmental disabilities the opportunity to have a pattern of life similar to non-disabled persons by providing them with planned activities to do for a portion of one or more days per week. As appropriate, there should be close communication between the adult day activity staff and the primary paid or non-paid caregiver to assure coordination of their efforts in assisting the client to achieve his/her desired outcomes.

Participation in day activities may be limited by an individual's decision not to participate or his/her inability to tolerate such activity. Some clients may benefit from participation in structured day activities only several hours per day or only several days per week. Frequency and duration of participation in a structured day activity should be determined as part of the Individual Person-Centered Planning process.

Policy:

Harbor Regional Center may purchase adult day activity services for clients only if the following criteria are met:

- 1) the adult is at least 18 years of age and is ineligible for an appropriate public secondary school program; and
- 2) the adult is ineligible for a Department of Rehabilitation funded program; and
- 3) the adult client's desired outcomes cannot be achieved through participation in adult school or community classes or such classes are not available; and
- 4) the client's desired outcomes can best be achieved by a purchased adult day activity as determined as part of the Individual/Family Service Planning process; and
- 5) the client, and his/her family where appropriate, indicate a willingness to attend and participate in a structured day activity

The Individual Person-Centered Planning process shall recommend a day activity based on the client's need for regular, structured activity; the availability of alternative training and socialization experiences; the need to increase self-help or other skills which allow the client to reside in the least restrictive living arrangement; and any other factors identified by the Planning Team as relevant to the client's needs and desired outcomes. When appropriate, preference will be given to supported employment and day activities which make maximum use of community inclusion opportunities.

Integrative Employment Services

Definition

Integrative Employment service models provide highly individualized support that leads to meaningful paid work in natural work environments. These models have proven extremely successful for employment placement of persons with developmental disabilities, including those with severe and multiple challenges. Agencies providing this service tend to be innovative, and gear their approaches to individual circumstances. Therefore, not all aspects of this service category are fixed or defined.

Commonly recognized *best practice* characteristics of Integrative Employment Services include:

1. Placement of individuals in meaningful jobs in which they are in proximity to persons without disabilities. Jobs are in natural work settings in the community.
 2. Work is for prevailing wages. Preference is given to full-time work, but opportunities for part-time employment are included to enable persons with more severe challenges to work. Employees with developmental disabilities receive the same benefits as other employees in their work place.
 3. Employees are involved in the decision-making concerning choice of jobs.
 4. Assistance provided is as non-intrusive as possible. The ultimate objective is that support and assistance be provided by other employees within the work place, and that outside assistance from program staff be removed or minimized as quickly as possible. However, long-term minimal follow-up may be provided to assure maintenance of employment and to assist with job changes or crisis situations.
 5. Employees are accepted, included, and involved in the social fabric of the work place.
 6. Service agencies employ a positive, business-oriented approach, and strive to locate jobs that enhance the status and image of the employees.
 7. Service agencies are outcome oriented, with innovative, flexible approaches to achieve results. Creativity in selection of jobs, in use of support, and use of adaptive technology are employed to remove barriers to employment. Vital statistics are compiled to show effectiveness.
 8. Integrative Employment agencies offer services inclusively to people with severe and multiple disabilities. *Readiness* is not a pre-requisite for employment. The model is not a *continuum* of services through which
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consumers move to the next step. It offers a range of opportunities and approaches so as to meet individual needs and desires.

9. Service agencies are strong advocates for the rights of persons with disabilities to have access to the community, to be fairly compensated, etc.

Some of the Integrative Employment opportunities currently available are as follows:

1. **Individual Competitive Employment.** Individual placement in full or part-time work for which minimum wage or better is earned. On-site support is not intensive, and time-limited follow-up may be provided.
2. **Supported Employment.** Individual placement in full or part-time work that may involve intensive on-site support initially, and may require ongoing follow-up. Earnings may be at or below minimum wage.
3. **Group Supported Employment.** A group of persons (maximum of eight) with developmental disabilities work in close proximity to each other (sometimes called *enclaves*, or *work crews*). Earnings are often less than minimum wage, although they may be above the minimum. Work can be either full-time or part-time.
4. **Transitional Employment.** Time-limited support leading to employment. It may include on-the-job training, apprenticeship training, work/training stations, and at times, enclaves. Pay is typically less than the minimum wage. Like other integrative options, it occurs in regular employment settings.

Note that all Integrative Employment Services take place in integrated settings, and individuals are paid prevailing wages for their work. Service agencies may vary in approaches to job development. Some teach self-directed job search skills. Some may also offer assistance with money management and budgeting, social skills related to the job, and setting employment goals. Some also provide travel/mobility training. Because Integrative Employment is a cutting edge, innovative, and growing service area, new models may develop over time.

Policy

Westside Regional Center believes strongly that most people with developmental disabilities can work, regardless of the severity of their challenges. The Center has given strong support to Integrative Employment models in the past, as the workability of these has been fully demonstrated. The Center also promotes participation by employers within its service area by conducting public relations and dissemination activities designed to inform and attract employers. An employer advisory committee has been established for this purpose.

Westside Regional Center believes that individuals can begin at an early age to establish basic employment goals and gain experiences that lead to a greater likelihood of future employability. Therefore the staff of the Center will make every effort to advocate for

expansion of integrative employment and employment orientation opportunities within the public school system.

Innovative approaches that achieve the outcomes of employment in natural work settings alongside members of the general public are encouraged. Priority will be given to those services that follow the *best practices* principles delineated above.

Consumers may be offered volunteer service opportunities under Integrative Employment Services, in order to learn job related skills and interact with others on the job. However, Westside Regional Center highly discourages volunteer work if there is the possibility that the consumer could be working for pay. Volunteer placements should only be made if they are temporary, or if it can be shown that the volunteer job will lead to a paid position within a short period of time (no longer than six months). Consumers should not be placed in volunteer jobs if the employer would normally pay wages for the work, as this violates federal labor laws.

All consumers who express the desire to work, or who choose to explore the possibility that they may be able to work, will be referred for an Integrative Employment assessment. All adult consumers leaving the public school system will be offered the opportunity to receive Integrative Employment Services.

Westside Regional Center will not pay Integrative Employment service agencies to provide supervision during non-work hours. Integrative work opportunities will most likely involve time to research and make decisions about potential job opportunities, to go through the interview process, to prepare for travel, clothing requirements, etc. These are considered part of Integrative Employment Services. However, supervision of activities while waiting for a job, or during non-work hours if the employee is working part time, will be provided under other categories of daytime activities services.

The Department of Rehabilitation, and its sub-divisions of Habilitation Services and Vocational Rehabilitation, provide funding for some Integrative Employment Services. However, consumers funded under that department must meet certain criteria. Westside Regional Center will pay for Integrative Employment Services only for those who do not qualify for similar services funded by the Department of Rehabilitation. Furthermore, the Center will continue to advocate for inclusion of all consumers, regardless of the level of challenges, in services offered by the Department of Rehabilitation. If the Department of Rehabilitation will pay for a portion of service for a consumer, for example, for hours on the job only, then the Center will purchase other portions of the service in a blended funding arrangement.



TITLE: Employment and Adult Day Services

DOCUMENT: Service Standard

DATE REVISED: Approved by the Board of Directors on February 24, 2010.
Approved by the Department of Developmental Services on July 23, 2010

Typically, clients become eligible for employment and adult day services through the regional center at age 22.

Employment

There is a strong societal value placed on employment. Further, the California legislature, through the **Employment First** policy (California Government Code Section 19230), has identified employment as the primary goal for working age adults with developmental disabilities. Therefore, the regional center actively promotes supported or competitive employment and clients who are able to work are expected to work.

Work opportunities for people with a developmental disability, in order of their level of integration, include competitive employment, individual supported employment, group supported employment, and workshops. The regional center assists clients in gaining employment at the highest level of integration consistent with their abilities and interests.

Adult Day Services

Clients who need a greater level of support than is available in a work setting, who retire from work, or who are not eligible for employment may participate in a day activity. For clients who are employed part-time, the regional center may provide funding for a day activity to supplement the hours of employment.

Day services are intended to provide clients who do not work with the opportunity to have a pattern of life similar to non-disabled individuals by providing them with planned activities for up to 30 hours per week.

In selecting a day option, the planning team gives preference to services that offer clients the opportunity to engage in meaningful, age appropriate activities in the community. People are engaged in meaningful activities if they enjoy the activity, if they achieve something through their participation, or if they gain knowledge or skills. The planning team also selects the least costly program that meets the client's needs. The cost of a program is defined to include the cost of the program itself and the cost of transportation to and from the program. The client will not be required to accept the least costly program if it is provided in a more restrictive or less integrated setting than other options.



PURCHASE OF SERVICE GUIDELINE

07/05/2011	ADULT DAY PROGRAMS	FINAL
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I. DEFINITION

Day Program Services are intended for consumers who have graduated or are no longer eligible for school services (over age 22). Adult Day Programs provide training in the areas of pre-vocational skills, community integration, adaptive skills and behavior management. Each day program will have a program design defining the program and services provided. Some programs may be center-based or community-based. Effective July 1, 2009, WIC 4688.2 subd. (a) was added to require day program providers to include an alternative customized program to focus on a consumer's individualized needs or interests to develop or maintain employment or volunteer activities in lieu of their current program. In most cases, Adult Day Programs are funded by the regional center when consumers are not eligible for habilitation funded programs. These programs generally operate five days per week.

II. CRITERIA

- A. 18 years or older and are no longer receiving school or habilitation funded services.
- B. Program is able to meet the consumer's needs and appropriate for the consumer's choice.
- C. Program is able to operate within parameters of the licensing and vendorization requirements.
- D. Consumer's eligibility for day program services has been identified in the IPP.

ELARC will purchase day programs in compliance with Welfare and Institutions Code section 4648 subd. (a)(6)(D) which was amended to require the IPP planning team to review the cost of providing services or supports of comparable quality by different providers and to choose the least costly available provider, including transportation, who is able to accomplish all or part of the consumer's IPP

consistent with the particular needs of the consumer and family as identified in the IPP. In determining the least costly vendor, the availability of federal financial participation shall be considered. The consumer is not required to use the least costly provider if it will result in the consumer moving from an existing provider of services or support to more restrictive or less integrated services and supports.

III. AMOUNT OF SERVICE

In most cases, day programs operate five days per week for approximately 25-30 hours per week. Different staffing ratios may apply depending on the specific needs of the consumers and type of program services. The need for closer supervision should be based on review of consumer assessments and information to determine the appropriateness of these services.

IV. ALTERNATIVE FUNDING

Department of Rehabilitation/Habilitation, school districts (transition services/job training), private trusts, other sources of public funding available to the general must first be explored prior to the consideration of regional center funding.

Effective July 1, 2009, WIC 4659 subd.(c) regional centers shall not purchase any service that would otherwise be provided through generic resources. ELARC shall first explore these resources including but not limited to: private insurance, private trusts, Medi-Cal, Medicare, California Children's Services, EPSDT, CHAMPUS, private health plans, HMOs, Veteran's Benefits, Department of Rehabilitation, Ability to Pay programs at county medical facilities, the Convalescent Aid Society and clinics, etc.

V. PROCESS FOR PURCHASE OF SERVICE

- A. Alternative funding sources have been exhausted.
- B. Upon request and decision of the planning team Service Coordinator completes 1-11 and then reviews with the Supervisor.
- C. ELARC Fiscal/Administration process 1-11.

VI. EVALUATION OF SERVICE EFFECTIVENESS

Progress reports must be developed by the day programs and submitted to the regional center on a timely basis, as designated by Title 17. The progress reports should indicate progress on the consumer's objectives.

The day program should be able to meet the consumer's needs. In some cases, the day program may be needed in order to maintain the consumer's progress (i.e., behavior management programs).

SCLARC POS Funding Standards

FUNDING STANDARDS

Adult Day Programs

ADULT DAY PROGRAMS

Service Code: 510 - Adult Development Center
515 - Behavior Management Program
505 - Activity Center

I. Definition and Criteria

Adult day programs are structured community based services that develop, enhance or maintain a variety of skills that enable adults to maximize their independent functioning. Depending upon the needs of the individual and service focus, program objectives can range from maintenance of self-help skills to job training and supported employment.

Service Code 505 - "Activity Center" denotes a community-based day program that serves adults who generally have acquired most basic self-care skills, have some ability to interact with others, are able to make their needs known, and respond to instructions. Activity center programs focus on the development and maintenance of the functional skills required for self-advocacy, community integration and employment.

Activity Centers offer a senior program component for consumers over 50 years of age. The service is designed for eligible consumers who want to transition to a program specifically designed for seniors. At the time of the development, review or modification of the consumer's IPP, information about this alternative service will be provided.

Activity Centers also offer an alternative customized program component with staffing ratios appropriate to meet individualized consumer needs. The "Customized Endeavors Option" is offered to eligible consumers who want to focus on their individualized needs and interests to develop or maintain employment or volunteer activities in lieu of their current program. Service hours are limited between 20 and 80 hours per month for each participant. At the time of the development, review or modification of the consumer's IPP, information about this alternative service will be provided.

Service Code 510 - "Adult Development Center" denotes a community based day program for adults who are in the process of acquiring self-help skills. Individuals who attend adult development centers generally need sustained support and direction in developing the ability to interact with others, to make their needs known, and to respond to instructions. Adult

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development center programs focus on the development and maintenance of the functional skills required for self-advocacy, community integration, employment, and self-care.

Adult Development Centers offer a senior program component for consumers over 50 years of age. The service is designed for eligible consumers who want to transition to a program specifically designed for seniors. At the time of the development, review or modification of the consumer's IPP, information about this alternative service will be provided.

Adult Development Centers also offer an alternative customized program component with staffing ratios appropriate to meet individualized consumer needs. The "Customized Endeavors Option" is offered to eligible consumers who want to focus on their individualized needs and interests to develop or maintain employment or volunteer activities in lieu of their current program. Service hours are limited between 20 and 80 hours per month for each participant. At the time of the development, review or modification of the consumer's IPP, information about this alternative service will be provided.

Service Code 515 - "Behavior Management Program" denotes a community--based day program that serves adults with severe behavior disorders and/or dual diagnosis who, because of their behavior problems, are not eligible for or acceptable in any other community-based day program. These programs are required to develop behavioral treatment plans and to provide SCLARC with quarterly progress reports.

Behavior Management Programs offer a senior program component for consumers over 50 years of age. The service is designed for eligible consumers who want to transition to a program specifically designed for seniors. At the time of the development, review or modification of the consumer's IPP, information about this alternative service will be provided.

Behavior Management Programs also offer an alternative customized program component with staffing ratios appropriate to meet individualized consumer needs. The "Customized Endeavors Option" is offered to eligible consumers who want to focus on their individualized needs and interests to develop or maintain employment or volunteer activities in lieu of their current program. Service hours are limited between 20 and 80 hours per month for each participant. At the time of the development, review or modification of the consumer's IPP, information about this alternative service will be provided.

Service Code 702 - "Adult Day Health Center" programs may be purchased for adult consumers for the purpose of maximizing

SCLARC POS Funding Standards

opportunities for community integration, interaction with non-handicapped peers and productive work. Up to five days per week of adult day programming may be purchased depending upon consumer assessment and need as well as the consumer's and legal representative's choice. Service Coordinators, in addressing the day programming needs of adult consumers should consider the program's proximity to the residence of the consumer as a priority whenever there is a choice of programs as well as access to or availability of reasonable transportation to and from the program of choice. In those instances where the primary focus is maintenance of skills, fewer hours or days of service may be needed to achieve objectives as cited on the consumer's IPP. Support services for working adults should gradually decrease to the minimum needed for stabilization of employment.

II. Procedure

The Service Coordinator shall obtain a review with recommendations for selecting an appropriate adult day program. Behavioral Management Day Programs require behavior specialist review and approval upon entry and must include a timeframe or designated phasing out period (criteria for transition to another setting) as part of the total plan.

III. Alternatives To Purchase of Adult Day Programs

The availability and appropriateness of generic adult day programs should be explored by the Planning Team. The Planning Team should consider the use of community colleges, public education programs for consumers under the age of 22 and programs funded by the Department of Rehabilitation (Vocational Habilitation or supported employment services) whenever these programs are available and appropriate to the needs of the consumer. Los Angeles Unified School District runs twenty-six (26) Exceptional Adult School Programs that are associated with regular high school campuses. The Adult School system is an enriching program that has a variety of curricula at various locations throughout the district. Private facilities such as Exceptional Children's Foundation, United Cerebral Palsy, etc. also have Adult School programs on site. The programs teach basic life skills and practical skills development, including body dynamics for physically impaired, lip reading, finger spelling, etc. A teacher from the school district is provided for these classes.

Los Angeles Unified School District also operates Regional Occupational Training Centers. Students that are Hearing Impaired, Physically Handicapped and Learning Handicapped may enroll in approximately 100 different occupational courses at five Regional Occupational Centers.

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Related services are generally not provided in the Adult Education classes (i.e., speech, therapy, transportation and counseling).

Adult education catalogues are available through the Adult Education offices of individual school districts. This service is free of charge for eligible adults 18 years and over. Additionally, adult programs such as Exceptional Adult Center are located in our catchment area and constitute five days a week, eight hours a day programs.

ADULTS

DEFINITION

NLACRC funds adult day services and supports that are structured community or site-based programs NLACRC offers these services to consumers who are no longer eligible for public schools (usually age 22 years and older)

The following range of options (usually funded by the NLACRC) may be available as site-based or supported/community-based training and programming Training and other activities should be based on a person-centered plan and take place in natural environments Instruction should be based on a critical skills model

- Skills Training

Skills training programs are designed to develop, maintain, increase, or maximize an individual's independent functioning in areas that may include self-care, physical development, emotional growth, socialization, self-advocacy, communication, functional academics, cultural development, pre-vocational skills and employment They are designed to enable adults to engage in productive work or other meaningful activities

- Socialization and Community Training

Socialization and community-based training programs are designed for those consumers who may prefer an alternative learning experience to a vocational or educational type of program The programs provide planned activities that may be community-based and promote social interaction and participation in the community They focus on the consumer's use of skills necessary for activities of daily living, socialization, recreation, and community integration

- Behavioral Training

Behavior management day programs serve consumers who exhibit behaviors that require more intensive supervision than is available in day activity centers, adult development centers, and some vocational day services A behavior management day program may serve consumers who are dually diagnosed with both developmental and mental illness These programs may provide services through a combination of therapeutic interventions

- Basic Self-Care Training

Basic self-care programs focus on developing, maintaining, or improving functional skills such as toileting, eating, basic cleanliness and communication In addition, the programs provide opportunities for practical skill development, socialization, vocational activities and community integration

- Vocational Training Services

The California Department of Rehabilitation offers a variety of vocational and employment services for eligible persons that include occupational training and individual supported employment. Paid work is offered in a variety of settings with supervision and/or support. The Department of Rehabilitation funds these services.

- Adult Education

The community offers a variety of adult education and training opportunities through such generic resources as community colleges and the state university system.

NLACRC places a high priority on opportunities for adults with developmental disabilities to choose and customize day services to meet their individualized needs, have opportunities to further the development or maintenance of employment and volunteer activities, direct their services, pursue postsecondary education, and increase their ability to lead integrated and inclusive lives. To further these goals, a consumer may choose a tailored day service or vouchered community-based training service, in lieu of any other regional center vouchered day program, look-alike day program, supported employment program, or work activity program.

Tailored Day Service

A tailored day service shall do both of the following:

- Include an individualized service design, as determined through the IPP and approved by NLACRC, that maximizes the consumer's individualized choices and needs. This service design may include, but may not be limited to, the following:
 - a. Fewer days or hours than in the program's approved day program, look-alike day program, supported employment program, or work activity program design.
 - b. Flexibility in the duration and intensity of services to meet the consumer's individualized needs.
- Encourage opportunities to further the development or maintenance of employment, volunteer activities, or pursuit of postsecondary education, maximize consumer direction of the service, and increase the consumer's ability to lead an integrated and inclusive life.

The type and amount of tailored day service shall be determined through the IPP process.

The IPP shall contain, but not be limited to, the following:

- A detailed description of the consumer's individualized choices and needs and how these choices and needs will be met.

- The type and amount of services and staffing needed to meet the consumer's individualized choices and needs, and unique health and safety and other needs

Effective July 1, 2011, and prior to the time of development, review, or modification of a consumer's IPP, NLACRC will provide information about tailored day service to eligible adult consumers. A consumer may request information about tailored day services from NLACRC at any time and may request an IPP meeting to secure those services.

Vouchered Community-Based Training Service

A vouchered community-based training service is defined as a participant-directed service that assists the consumer in the development of skills required for community integrated employment or participation in volunteer activities, or both, and the assistance necessary for the consumer to secure employment or volunteer positions or pursue secondary education. Vouchered community-based training services shall be provided in natural environments in the community, separate from the consumer's residence.

A consumer, parent, or conservator vouchered as a vouchered community-based training service must utilize the services of a financial management services (FMS) provider. NLACRC will provide information about available FMS and will assist the consumer in selecting a FMS vendor to act as co-employer. A parent or conservator cannot be the direct support worker employed by the vouchered community-based training service vendor.

If the direct support worker is required to transport the consumer, the vouchered community-based training service vendor will verify that the direct support worker can transport the consumer safely and has a valid California driver's license and proof of insurance. A consumer vouchered as a vouchered community-based training service may also be eligible for a regional center-funded bus pass, if appropriate and needed.

Vouchered community-based training services are limited to a maximum of 150 hours per quarter. The services to be provided and the service hours will be documented in the consumer's IPP.

A direct support worker of vouchered community-based training service must be an adult who possesses the skill, training, and experience necessary to provide services in accordance with the IPP.

Effective July 1, 2011, and prior to the time of development, review, or modification of a consumer's IPP, NLACRC will provide information about vouchered community-based training service to eligible adult consumers. A consumer may request information about vouchered community-based training service from NLACRC at any time and may request an IPP meeting to secure those services.

The type and amount of vouchered community-based training service is determined through the IPP process. The IPP will contain, but not be limited to, the following:

- A detailed description of the consumer's individualized choices and needs and how these choices and needs will be met
- The type and amount of services and staffing needed to meet the consumer's individualized choices and unique health and safety and other needs

POLICY

It is the policy of NLACRC to advise, advocate and help adult consumers (usually age 22 years and older) to access adult education, employment opportunities, vocational services, or adult day services to meet their individual needs and preferences. It is the intent of the Lanterman Developmental Disabilities Services Act that appropriate generic resources need to be explored and utilized. For individuals capable of paid work, NLACRC will advocate for and refer them to the Department of Rehabilitation for vocational, pre-vocational, and employment services.

It is the responsibility of the planning team, through the IPP process, to identify the appropriate day service for a consumer. The team must consider the consumer's preferences and the ability of the service provider to meet the consumer's IPP goals and objectives. With the exception of tailored day program services, the regional center shall set forth in the IPP the length of the consumer's program day. The regional center may change the length of the declared and approved program day in order to meet the needs of the consumer upon the recommendation of the IPP planning team. The regional center shall set forth in the IPP the reasons for the change in the length of the declared and approved program day. The team must also assess the effectiveness and cost-effectiveness of the service when NLACRC funds are to be used.

Adult day services and supports may be provided in many settings and service formats to attain desired goals and objectives. Therefore, periodic IPP meetings must be scheduled to determine if the desired outcomes are being accomplished.

Finally, adult day services and supports should provide maximum opportunity for valued activities, meaningful work and learning in integrated settings within a framework for a pattern of life similar to non-disabled persons of the same age. There should be close communication between the adult day service and primary care giver and/or others designated by the consumer to assure continuity.

SENIORS

DEFINITION

Generic programs for seniors are offered by agencies funded by Area Agencies on Aging under Title III of the Older Americans Act and are available to anyone 60 years of age and older.

Inland Regional Center

Services Available to All Consumers

The Individual Program Plan team planning and decision process will identify supports and services for each consumer to achieve the greatest self-sufficiency possible based on the needs and preferences of the consumer, the consumer's representative or the consumer's family, taking into consideration a range of service options proposed by the Individual Family Service Plan / Individual Program Plan Team, the effectiveness of each option in meeting the Individual Family Service Plan / Individual Program Plan goals, and the cost effectiveness of each option

These services may include, but not be limited to

Behavior Modification Services

Behavior modification services are intended to provide interventions that result in changes that will assist the consumer to adapt, or alter the occurrence or performance of his or her behavior

Behavior modification services may be provided for children and adults on a case by case basis as determined by the Interdisciplinary Team process

Applied Behavioral Analysis (ABA) services may be authorized for those consumers with intensive behavioral intervention needs and parent(s)/guardian are required to participate in the training Funding of these services by Inland Regional Center will not exceed 40 hours per week across all settings (school and home) and will be re-evaluated every six (6) months

Conferences

Parents, legal guardians, conservator or surrogates are eligible for reimbursement by Inland Regional Center Conferences reimbursement is up to \$500 00 per family, per fiscal year All requests must be supported by an Individual Program Plan objective for conferences

Day Program for Adults

After graduating or receiving a certificate of completion from public or private education, consumers will be supported in determining the program services of their choice Preference is given to those program services which constitute the least restrictive option, emphasize community integration and critical skills development, in addition, preference is given to the closest, most appropriate and cost-effective program that meets the consumer's needs Funding through the Department of Rehabilitation, enrollment in Adult Education and Regional Occupational Programs may be utilized to maximize consumer integration in the community

SGPRC
Adult Day Services and Supports

Adult day services and supports purchased by the regional center are designed to develop, maintain or increase self-care, self-advocacy, employment training, community integration, and social, mobility, and behavior skills. The types of programs include activity centers, adult development centers, behavior management programs, and adult day health care centers. Priority will be given to services and supports that utilize natural environments for training, empowerment, encourage the development of natural supports, and work toward the ultimate goal of employment.

Adults should first be considered for referral to the Department of Rehabilitation for employment training or supported work, and then a work activity program before an adult day program is explored. When purchasing services and supports, the regional center will consider the cost effectiveness of these services. Cost effectiveness shall include the combined cost of transportation and the adult day program and supports.

The regional center may purchase day services and supports if all of the following criteria are met:

- 1 The adult is not eligible for an appropriate public school program

AND
- 2 The adult is not eligible for supported work, work activity programs, or a Medi-Cal funded program

AND
- 3 The needs of the individual can best be met by purchasing day services and supports

AND
- 4 The individual is willing to attend and participate in the services and supports (if the individual is capable of indicating his/her preference)

The adult, legal guardian, conservator chooses services and supports based on the recommendations from regional center staff and the person's needs, the availability of alternative training and socialization experiences in natural settings, the need to increase self-care or other skills which allow the person to reside in the least restrictive living arrangement, and any other factors identified.

12/09