



Consumer Guide
Employment Services

Table of Contents

FORWARD-----Page 1

THE PLANNING PROCESS-----Page 2

- TCADD Board Philosophy
- Rights of Persons with Developmental Disabilities
- Individual Life Quality Outcomes
- Person-Centered Planning
- Activities to Achieve Objectives in the IPP
- Considerations When Purchasing Services

EMPLOYMENT SERVICES SECTION -----Page 8

Glossary of Terms

Vendored Day programs-----Page 11

- What Do They Do?
- Commonly Asked Questions
- Important Questions to Ask Staff
- Examples of Service Outcomes

Work Activity Centers-----Page 13

- What Do They Do?
- Commonly Asked Questions
- Important Questions to Ask Staff
- Examples of Service Outcomes

Supported Employment-----Page 16

- The Lanterman Act
- What is It?
- Commonly Asked Questions
- Important Questions to Ask Staff
- Examples of Service Outcomes

Forward

This Consumer Guide is one of a series of booklets about the kinds of services available in the community for children and adults with developmental disabilities. Consumers and parents, like yourself, have asked for this kind of information because they want to know their options. They also want to better understand the regional center decision-making process. That is why every booklet contains important background material beginning with a statement of the agency's philosophy.

The regional center Board approved its Philosophy and Working Principles after much public debate. Along with the Lanterman Act, the Principles encourage us to consider the supports and services most likely to promote normal lifestyles for persons with developmental disabilities. The list of consumer rights in the Guide, contained in the Lanterman Act, offers a similar reminder--persons with disabilities have the same rights as every other citizen. These rights should act as a beacon as we listen to the hopes and dreams of individuals and families. Supporting these ambitions is a tremendous responsibility. The Department of Developmental Services (with the help of people with developmental disabilities, family members, service coordinators, advocates, other professionals and community members), has developed 26 individual life quality outcomes which further define that commitment. You'll find the outcomes listed in the guide.

Also presented in every booklet is a review of the Individual Program Plan (IPP) process. It tells who should attend a person-centered planning meeting, the purpose of assessment, and the importance of the IPP document. Next comes a summary of the kinds of activities the Lanterman Act considers important to meet the goals and objectives in an IPP. Finally, every booklet tells what consumers and parents need to keep in mind when they select a service provider.

Bernie Schaeffer
Director of Training and Information
December 18, 1995

TCADD Board Philosophy and Working Principles

Information

TCRC will work with the Area Board to provide consumers with good, useable and timely information about options. Consumers cannot make informed choices without current and complete information. This means making consumers aware of generic as well as vendored support services.

Advocacy

TCRC will work with the Area Board to advocate for other publicly-funded agencies to meet their legal obligations to serve consumers. Consumers must receive those options which are needed and are the responsibility of other publicly-funded agencies. This requires that TCRC employ due diligence to demand or provide needed services in a timely manner.

Options

TCRC will facilitate the creation of better options for consumers. Consumers cannot make good choices unless there are a sufficient number of quality options available. TCRC will work with the community to assure the monitoring and continuing improvement of options. Better options are those which enable persons with developmental disabilities to:

- Achieve a pattern of everyday living available to non-disabled persons of the same age with emphasis on community and school integration, natural supports, stable and healthy environments, meaningful involvement with people without disabilities.
- Avoid dislocation from the home or community.
- Be assured of protection of their constitutional and statutory rights.
- Experience more positive outcomes including creation of more independent, productive and normal lives.

These principles will guide TCRC's efforts in development and implementation of service plans with consumers.

Consumer Choice and Responsibility

TCRC will respect the choices of consumers and expect them to accept that responsibility. With useable information and a wide range of supports and services available, TCRC presumes that consumers know best. Except where consumer choices jeopardize health and safety, these choices will be respected. TCRC also respects and will be responsive to the cultural differences which are reflected in those choices.

Excellence

TCRC will promote excellence in support by the Board, staff, vendors and family members. TCRC will collaborate with community members to assure excellence through the provision of support, technical assistance and training needs. The TCADD Board of Directors accepts its responsibility for adoption of policy which assures that TCRC is effectively and efficiently

managed. Accordingly, the Board assures that services will be purchased within the framework of the law and service standards as set forth by the Board.

The Lanterman Act Rights of Persons with Developmental Disabilities

- A right to treatment and habilitation services and supports in the least restrictive environment. Treatment and habilitation services and supports should foster the developmental potential of the person and be directed toward the achievement of the most independent, productive and normal life possible. Such services shall protect the personal liberty of the individual and shall be provided with the least restrictive conditions necessary to achieve the purposes of the treatment, services, or supports.
- A right to dignity, privacy, and humane care. To the maximum extent possible, treatment, services and supports shall be provided in natural community settings.
- A right to participate in an appropriate program of publicly supported education, regardless of degree of disability.
- A right to prompt medical care and treatment.
- A right to religious freedom and practice.
- A right to social interaction and participation in community activities.
- A right to physical exercise and recreational opportunities.
- A right to be free from harm, including unnecessary physical restraint, or isolation, excessive medication, abuse, or neglect.
- A right to be free from hazardous procedures.
- A right to make choices in their own lives, including, but not limited to, where and with whom they live, their relationships with people in the community, the way they spend their time, including education, employment, and leisure, the pursuit of their personal future, and program planning and implementation.

State of California

Department of Developmental Services

Individual Life Quality Outcomes

People with developmental disabilities will be provided with opportunities to participate in valued ways with their friends, neighbors and co-workers in all areas of community life, with supports being provided which enable them to have real choices in where they live, work and spend their leisure time. The Department of Developmental Disabilities has developed the following 26 individual life quality outcomes which further define that commitment.

Choice

1. Individuals identify their needs, wants, likes and dislikes.
2. Individuals make major life decisions.
3. Individuals make decisions about everyday matters.
4. Individuals have a major role in deciding what services and supports they need.
5. Individuals have a major role in choosing the providers of their services and supports.
6. Individuals' supports and services change as wants, needs and preferences change.
7. Individuals experience continuity in their services and supports.

Relationships

8. Individuals have friends and caring relationships.
9. Individuals build community supports which may include family, friends, service providers/professionals and other community members.

Lifestyle

10. Individuals are independent and productive.
11. Individuals are comfortable where they live.
12. Individuals' lifestyles reflect their cultural preferences.
13. Individuals are provided opportunities for participation in integrated home, work and leisure settings.
14. Children live in homes with families.

Health and Well-Being

15. Individuals are safe.
16. Individuals have the best possible health.
17. Individuals know what to do in the event of threats to health, safety and well-being.
18. Individuals have access to needed health care.

Rights

19. Individuals exercise rights and responsibilities.
20. Individuals are free from abuse, neglect and exploitation.

21. Individuals are treated with dignity and respect.
22. Individuals receive appropriate generic services and supports.
23. Individuals have advocates and/or access to advocacy services.

Satisfaction

24. Individuals achieve personal goals.
25. Individuals are satisfied with services and supports.
26. Individuals are satisfied with their lives.

The Individual Program Planning (IPP) or Person-Centered Planning Process

What is an IPP?

The outcome of the planning process is a written document called the IPP. The IPP is like a blueprint showing what needs to happen to support the individual or family.

Who should participate in the planning process?

Individual program plans are prepared together by one or more representatives of the regional center, including the service coordinator, the person with developmental disabilities and, where appropriate, the person's parents, legal guardian, or conservator. Often the person or family may choose other people to join them including friends, neighbors and co-workers. Service providers also regularly attend.

Why do assessments?

The purpose of collecting information is to learn about the abilities and positive qualities of the person with developmental disabilities. In the case of a child, the purpose is to review the needs, strengths and capabilities of the child and the family unit as a whole. Information about what is needed comes from a variety of people--including family members, friends and service providers. The wishes and desires of the person and family, however, should be given the highest priority. "Person-centered planning" is the commonly used term to describe such a planning approach.

What should the IPP contain?

The IPP is a list of goals and objectives based on what the person or family needs and wants. The goals and objectives often involve community participation, housing, work, school and leisure activities. For families, the goals and objectives may describe the help needed to allow a child to remain in the home.

Activities to Achieve Objectives in the Individual Program Plan

Services and Supports in the Natural Community

The Lanterman Act states that the planning team should first think about arranging services and supports in the natural community, home, work and recreational settings. This means considering supports and services which occur away from segregated programs serving only children or adults with developmental disabilities. Sometimes these natural supports and services--such as friends, neighbors and co-workers--may be unpaid.

The Use of Generic Resources

According to the Lanterman Act, regional center funds cannot be used when suitable generic service agencies already exist which have a legal responsibility to serve all members of the general public. Examples of such services are County Mental Health services, California Children's Services and the public schools. That is why the planning team has an obligation to advocate for services from these agencies when they have identified a need.

Purchase of Services

After other possibilities are talked over and ruled out, the regional center may purchase cost-effective services from vendors or contracted providers. A regional center may also issue a voucher to families for certain kinds of services.

Considerations When Purchasing Services

Regional Center Service Standards

The TCRC Board, following public input, has adopted service standards which regional center staff use as guidelines. These guidelines are required in the regional center's contract with the Department of Developmental Services. The guidelines help in making decisions about the kinds and amounts of supports and services which may be helpful in different situations. The guidelines do allow for exceptions. The Service Standards are also important because regional centers receive limited purchase of services budgets from the State of California. Regional center boards, therefore, are responsible for making certain that the money is spent fairly and responsibly.

A Provider's Ability

The planning team must consider the provider's ability to deliver quality services or supports which can accomplish all or part of the consumer's IPP.

A Provider's Success

The planning team must consider a provider's success in achieving the goals and objectives listed in the IPP.

A Provider's Cost-Effectiveness

The planning team must consider the cost of providing services or supports of comparable quality by different providers, if available.

Consumer Choice

The planning team must consider the consumer's or, where appropriate, the parents', legal guardian, or conservator's choice of providers.

Consumer and Regional Center Satisfaction

No service or support provided by any agency or individual shall be continued unless the consumer or, where appropriate, his or her parents, legal guardian, or conservator, is satisfied. The regional center and the planning team must also agree that all requested services and supports have actually been provided and reasonable progress has been made.

Introduction to Employment Services

Having a satisfying job is extremely important to most of us. The reason has to do with the pay but also the friendships we make at work and the feeling of contributing something back to the community. That is why we hear about people who win millions in the lottery yet return to work as if nothing had changed. Work is a chance to learn new skills, face new challenges and meet new people. It is a chance to be independent, a chance to feel good about oneself. Isn't that what we all want?

Individuals with disabilities are no different. They share the same dreams and desires about careers and employment as the rest of us. In the past, though, that vision often failed because persons with disabilities lacked the information or training or support resources they needed to be successful in real jobs. That is beginning to change. Expectations are higher and the opportunities greater than ever before. Planning for the transition to employment is beginning while individuals are still attending public school. Assistive technology is offering new hope to employees with severe physical disabilities. And the Americans with Disabilities Act is demanding that employers provide "reasonable accommodation" to people who in the past have faced serious discrimination.

This Guide contains descriptions about three different kinds of employment related supports and services for adults: regional center funded adult day programs, work activity centers and supported employment. Each kind of service is somewhat different as far as the degree that employment training is emphasized, the kinds of work experience available and the job skills taught, the location of work training, and the opportunities for competitive employment.

While the choices of supports and services may at times be confusing, one important point is not: solid planning always begins with an open discussion about the person's dreams and desires about employment. When that happens, the chances increase significantly that supports and services truly will respond to the unique interests, strengths and wishes of the individual.

Glossary of Terms

Adult Development Center--means a community-based program that serves 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 development center programs focus on the development and maintenance of the functional skills required for self-advocacy, community integration, employment, and self-care.

Behavior Management Program--means 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.

Community Integration--means presence, participation and interaction in natural environments.

Day Training and Activity Center--means 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.

Enclave--A small group, not more than eight, representing a minority of the work force, engaged in paid work at an employer site

External Situational Assessment--means providing the person with real competitive work experience to learn likes and dislikes as well as how the person adjusts and integrates into the job situation.

Functional Skills--means those skills which enable an individual to communicate, interact with others and to perform tasks which have practical utility and meaning at home, in the community or on the job.

Habilitation Services--means services that enable individuals to achieve their highest level of vocational functioning. The Habilitation Services Program (HSP) is the division of the California Department of Rehabilitation that is responsible for the funding of Work Activity Programs and Supported Employment Programs for Regional Center eligible clients.

Individual Placement--A single consumer placed on a job site.

Job Coach--means a trainer at the job site who helps the person meet job standards.

Job Exploration--means providing the person with information about different jobs to help decide employment goals.

Job Placement--means those activities that help a person to know what kinds of jobs there are and learn ways to get a job.

Mobility Training--means individually planned activities and instruction which enable adults with developmental disabilities to utilize the most normalizing independent transportation modes possible.

Occupational Skills Training--means classroom instruction and hands-on training to learn the actual skills necessary to succeed in a chosen job or occupation.

Self-Advocacy--means the awareness, motivation and ability of an individual to represent and communicate his or her interests, to exercise personal choice, to exert control over his or her environment, and to avoid exploitation and abuse.

Self-Care--means meeting one's physical and personal needs, such as dressing, grooming and hygiene without dependence on others or having the ability to direct others to meet those needs.

Supported Employment--means a competitive job situation where individuals or small groups receive intensive support from a job coach who helps smooth each person's transition into the work environment.

Transition Services--means a coordinated set of activities for a student which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The Individualized Education Program (IEP) must contain a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual, beginning at age 14 or younger).

Work Activity Center--means services including work, work adjustment and supportive habilitation services in a sheltered work setting. Paid work based on productivity is a major part of the program. Work adjustment services may include tool care and use, safety practices and money management. Supportive habilitation services may include social skill and community resource training as long as the services are necessary to achieve vocational objectives.

Work Adjustment Training--means opportunities to learn the positive attitudes, values and behaviors necessary to succeed in a real job.

Work Crews--a group, not more than eight, engaged in paid work on service contracts in the community.

Work Evaluation--means individual testing and interviewing to determine a person's current skill levels, job interests, and possible careers.

Regional Center Vended Day Programs

What do they do?

Day Training and Activity Centers

- Serve persons 18 years or older.
- Provide a direct care staff-to-consumer ratio of 1:8.
- Offer training in at least one of the following: self-advocacy, employment training, community integration, self-care.
- Conduct training in either center-based or natural environments.

Adult Development Centers

- Serve persons 18 years or older.
- Provide a direct care staff-to-consumer ratio of 1:4.
- Offer training in at least one of the following: self-advocacy, employment training, community integration, self-care.
- Conduct training in either center-based or natural environments.
- Are more likely to serve persons requiring "constant assistance," for example direct physical aid or help with self-care needs.
- Are more likely to serve persons who use wheelchairs.

Behavior Management Programs

- Serve persons 18 years or older.
- Provide a direct care staff-to-consumer ratio of 1:3.
- Offer training in at least one of the following: self-advocacy, employment training, community integration, self-care.
- Conduct training in either center-based or natural environments.
- Are more likely to serve persons who are physically aggressive, self-injurious, cause severe property damage, run or wander away, smear feces, display inappropriate sexual behavior.

Commonly Asked Questions About Regional Center Vended Day Programs

How often do most people attend adult day programs?

They usually attend five days a week from approximately 8:30 to 9 a.m. in the morning to sometime in the mid-afternoon.

How do people get to and from adult day programs?

They usually ride the bus or take transportation funded by the regional center. The Center encourages persons who are capable to receive mobility training. Mobility training focuses on the skills necessary to successfully use public transportation services.

To what extent do regional center funded adult day programs emphasize employment related skills?

It varies from program to program. Higher priority is often on self-care skills, arts and crafts, getting along with others, and community integration training including shopping, and attending social and recreational activities. Some adult day programs do, however, provide work adjustment and vocational skills training through programs like food service at the program site or community work crews under the supervision of a staff member.

Important Questions to Ask Staff at Regional Center Funded Day Programs

1. At what point is a person-centered plan developed with the consumer?
2. On the average, how many hours each week do consumers receive community integration training in natural environments away from the program site?
3. What are examples of the kinds of activities they participate in?
4. In what different ways are individuals encouraged to make responsible choices and decisions?
5. Does the program have an active consumer self-advocacy group?
6. What are examples of the kinds of job opportunities offered persons attending the program?
7. How many of these job opportunities occur in the community?
8. Does the program hire extra staff to support community integration or employment training in natural sites?
9. If persons with behavior disorders attend the program, what precautions are taken to protect the health and safety of others?

Also, you may use the list of Quality Life Outcomes, at the beginning of this booklet, as a guide to evaluate the adult day programs you are visiting.

Examples of Service Outcomes in Regional Center Funded Day Programs

The person will be able to:

1. Feed himself without assistance.
2. Ride a bus independently to and from the adult day program.
3. Participate in group activities without wandering away.
5. Using a list, select, check-out and pay for at least three personal hygiene purchases.
6. Learn all the job duties for salad preparation.
7. Ask for toileting help prior to having an accident.
8. Write a letter to a legislator.
9. Give a five minute presentation about a favorite hobby or activity.
10. Open and manage a savings account.

Listing of Regional Center Funded Day Programs

See your service coordinator for a current listing of regional center funded day programs in the Tri-Counties.

Work Activity Centers What do they do?

- **Work evaluation**--to assess the needs, interests and goals of individual consumers.
- **Work adjustment training**--to develop appropriate work behavior, attitudes and skills.
- **Work services**--to reinforce positive work attitudes and behaviors and to establish work histories.
- **Occupational skills training**--to teach individuals the necessary skills for a particular job.
- **Job placement**--to give consumers the skills and support they need to obtain employment in their chosen careers.

Commonly Asked Questions About Work Activity Centers

What types of jobs do people do at work activity centers?

Work activity centers often contract with local businesses to carry out various kinds of assembly-line work.

What other kinds of skills are taught?

It varies, but food service, janitorial, and clerical skills training are examples of typical programs.

Are consumers attending work activity centers paid for work they do?

Yes, work activity centers must provide paid work in accordance with Fair Labor Standards. Individuals are paid at the wage commensurate with their measured level of productivity.

Who funds persons attending Work Activity Centers?

Funding is provided by the State of California, Department of Rehabilitation.

What is the schedule of attendance at work activity centers?

Normally, people attend five days a week, Monday through Friday.

How do consumers get to and from work activity centers?

They usually use public transportation.

Important Questions to Ask Staff About Work Activity Centers

1. Do person-centered planning meetings held at the work activity center address a wide range of individual needs and lifestyle preferences?
2. How are a person's current skill levels and job interests assessed by the work activity center?
3. Does the work activity center teach the basic life skills people need to successfully adjust as members of the work force?

4. Does the work activity center provide a wide variety of work experiences for the consumer?
5. What are the ways the work activity center familiarizes people it serves with the different choices of employment in the community?
6. Do individual career choices have priority over the needs of the work activity center to fulfill existing contract services?
7. How many people each year are placed in competitive employment ?
8. What are examples of the types of jobs graduates are working at in the community?

Also, you may use the list of Quality Life Outcomes, at the beginning of this booklet, as a guide to evaluate the work activity center you are visiting.

Examples of Service Outcomes in Work Activity Centers

The person will be able to:

1. Use a floor polisher.
2. Arrive on time every day to the work activity center.
3. Ask questions to clarify instructions which are not understood.
4. Wear clean clothes to work every day.
5. Prepare trays of rolls for baking.
6. Initiate friendly conversation with co-workers.
7. Stay at the assembly work station except for regular breaks or when permission is granted.
8. Open and maintain a checking account.
9. Route incoming telephone calls or take messages with 100 percent accuracy.
10. Handle anger and frustration on the job appropriately.

Listing of Work Activity Centers

See your service coordinator for a current list of service providers offering work activity services in the Tri-Counties

Supported Employment

What is it?

The Supported Employment Program is paid work in regular, integrated employment settings for persons with developmental disabilities. There are a variety of Supported Employment options: individual placements, enclaves and work crews. Support is provided by a job coach, person who helps the person learn the necessary skills and behaviors to work independency on the job.

Commonly Asked Questions About Supported Employment

Who funds persons receiving supported employment services?

Supported employment services are funded by the Department of Vocational Rehabilitation.

What are examples of the kinds of jobs adults are successfully performing in the community?

People are working successfully in offices, retail stores, food outlets and gardening services--to name just a few settings.

What does a job coach actually do?

The job coach visits the employment site and provides the support and training necessary to enable the person to perform a job competitively.

How long can a coach be available to support a person or group on the job?

A job coach can be available long-term if the employee is successfully working at the job.

What is the difference between an enclave and a work crew.

A work crew is a small group performing contract work in the community, for example cleaning buildings. An enclave is a small minority group of persons with disabilities employed in a company, for example doing assembly work.

What if someone decides they really don't like a job after they have been working awhile?

This is a personal decision which should be thoughtfully discussed by the individual and planning team.

Important Questions to Ask Staff About Supported Employment

1. Do you provide
 - a. Individual job sites only?
 - b. Group and individual sites?
 - c. Group job sites only?
2. What is the average number of months from time of referral to job placement?
3. If you have group sites, what types of jobs are these?
4. How many job placement sites do you have for each of the following types of employment?
 - a. Service?
 - b. Manufacturing?
 - c. fast food?
 - d. Retail sales?
 - e. Other?
5. What is the range of hourly wages
 - a. For persons employed in group employment?
 - b. For persons in individual employment?
6. How many people do you have employed
 - a. In individual employment?
 - b. In group employment?

Also, you may use the list of Quality Life Outcomes, at the beginning of this booklet, as a guide to evaluate the supported employment programs you are visiting.

Examples of Service Outcomes in Supported Employment

A person will be able to:

1. Use the check-out register at a video rental store.

2. Increase hours worked at a grocery chain from 20 hours a week to 30 hours a week.
3. Appropriately greet each new customer entering her service area.
4. Graduate from a stock clerk to a sales job in a men's shoe department.
5. Work without the assistance of a job coach except when new responsibilities are added.
6. Listen to the supervisor's full instructions without interrupting.
7. File charts and records alphabetically.
8. Prepare and bring a nutritious bag lunch to work five days a week.
9. Keep the parking lot clear of all empty shopping carts.
10. Get a haircut once a month without being reminded.

Listing of Agencies Providing Supported Employment Services

See your service coordinator for the current list of service providers in the Tri-Counties.

