

# NAVIGATION GUIDE FOR ADULT DAY AND WORK SERVICES

*Assisting you with making the best choices*

ALTA CALIFORNIA  
REGIONAL CENTER



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*Taking into consideration all that we value as a Regional Center, Community Services and Supports (CSS) strives to ensure access to supports and resources to meet your life goals.*

### **Vision of ACRC:**

- A future where all individuals are valued members of their communities.

### **Mission of ACRC:**

- Alta California Regional Center creates, and maintains partnerships to support all persons with developmental disabilities, children at risk, and their families in choosing services and supports through individual lifelong planning to achieve satisfying lifestyles in their own communities.

### **Consumer Choice:**

- Resource Development efforts are set forth in a systematic fashion:
  - Geographic disposition
  - Consumer/family input on new and creative ideas
  - Smaller, individualized services
  - An array of services for true choice
  - Services have measurable outcome goals
  - Continuum of care – quality set from beginning stage of the vendorization process

### **We Value:**

- ***Quality Services*** – We value an accountable and engaged Board and staff who strive for continuous quality improvement based on best practices in the provision of services and supports for people with developmental disabilities.
- ***Health, Safety, and Well-Being*** – We are committed to advocating for the overall wellness of consumers by promoting access to quality health care, safe and appropriate housing, safe environments, and healthy choices.
- ***Individual Rights, Dignity and Respect*** – We value the ethnic and cultural diversity of people and commit to treating all people honestly, ethnically and with dignity and respect.

We are committed to enabling each person to develop by recognizing their unique strengths and needs, and by treating each individual with fairness, equality, and consideration.

- ***Access to Life Activities and Experiences*** – We value and promote access so that individuals can fully and actively participate in all aspects of life in their own communities, including housing, education, employment, and recreation.
- ***Lifestyle – Inclusion in Community Life*** – We value the sharing of knowledge through education and outreach to the community to ensure that all individuals are welcomed and fully included in community life.

We recognize and value the importance of family, friends, and community, and commit to promote family unity, acceptance of individuality in relationships, and full inclusion within our community.

- ***Choice and Self-Determination*** – We are committed to promoting the self-sufficiency of consumers and do this in a manner that values, respects, and honors individual choice, self-determination, and self-advocacy.

### **Considerations for Service Plans:**

- W & I 4659 (a): The regional center shall identify and pursue **all** possible sources of funding for consumers receiving RC services.

#### ***Natural Supports***

- W & I 4648 (a)(2): In implementing individual program plans, regional centers, through the planning team shall first consider services and supports in natural community, home, work, and recreational settings.

#### ***Generic Resources***

- W & I 4648(a)(8): Regional Center (RC) funds shall not be used to supplant the budget of any agency which has a legal responsibility to serve all members of the general public and is receiving funds for providing those services.

### **CMS Principles:**

- People leave the State Developmental Centers (SDC) to appropriate, less restrictive community settings and services
- Minors live with their families with Services and Supports (SAS) that maintain the family's health and well being
- Adults live in their own homes with SAS that maintain their health and well being

- People who are placed in residential facilities live with less than 6 people
- People have:
  - Earned income
  - Increased wages
  - Access to supported employment
  - Access to competitive employment
- People have:
  - Access to medical/dental services
  - Decreased incidence of abuse/neglect
- Services are person centered and outcome focused
- Services are effective and efficient
- People are satisfied with services they receive
- People participate in services that have a plan for continuous quality improvement

## National Core Indicators

- **Work:** People have support to find and maintain community integrated employment
- **Community Inclusion:** People have support to participate in everyday community activities
- **Choice and Decision-Making:** People make choices about their lives and are actively engaged in planning their Supports and Services (SAS)
- **Self-Determination:** People have authority and are supported to direct and manage their own services
- **Relationships:** People have friends and relationships
- **Satisfaction:** People are satisfied with the SAS they receive
- **Service Coordination:** SC's are accessible, responsive, and support the person's participation in service planning
- **Family and Individual Planning:** Families and individuals are involved in provider-level decision making

# Types of Day Programs

## **055 – Community Integration Training Program**

Typically a variable ratio, community based (no licensed site), day program that may have a program emphasis on serving consumers with very specialized need who may not be an appropriate match for service options provided via Service code 505, 510, or 515.

## **505 – Activity Center**

An adult 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. Typically supervised at a staff: consumer ratio of 1:6 (with provision within regulation for approval to staff at 1:7 or 1:8).

## **510 – Adult Development Center**

An adult day 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. Typically supervised at a staff:consumer ratio of 1:4 (with provision within regulation for approval to staff at 1:3).

## **515 – Behavior Management Program**

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. Supervised at a staff:consumer ratio of 1:3.

## **063 – Community Activities Supported Services**

Typically a variable ratio, time limited, community based adult service that may have a program emphasis on serving consumers with very specialized need. CASS programs may or may not be structured to provide adult day program services (ex Transitional housing programs, Wraparound services, etc).

## **Resource**

WarmLine Family Resource Center offers several publications for families and professionals to use to help them understand how systems and processes for children with special needs work. Below is the link to the Transition Workbook for Parents that has valuable information regarding transitioning to adult services.

[http://warmlinefrc.org/documents/TransitionWorkbookforParents2008\\_000.pdf](http://warmlinefrc.org/documents/TransitionWorkbookforParents2008_000.pdf)

## QUESTIONS TO ASK

Use this questionnaire while visiting the different adult day services to learn about the different adult day and work services available.

*Write the vendor names on the vertical lines to compare which services you think will meet your needs. Check off the boxes that best matches what you're looking for.*

Four vertical lines for writing vendor names.

I live in \_\_\_\_\_ (area), what communities does your program serve?

### Program Demographics:

- What is the average age of participants in the program?
- What percentage of your participants live at home with family?
- What percentage of your participants live in care homes?
- What percentage of your participants live independently?
- What languages are spoken at the program?
- What type of clientele does your program accommodate? (i.e., employment, education, community access, behaviors, self-care, forensic, etc.)

### Notes:

Three horizontal lines for writing notes.

### Program Characteristics:

- How long have you been in business?
- What do you think the most important goals for your organizations are?
- What is the size of your program?
- Do you plan to expand?
- How do you communicate change to care takers, as applicable?
- What physical restrictions are you able to serve? Do I need to be able to walk, use a walker, use a wheelchair, be able to transfer by myself?
- What self care abilities are required for a person to attend: feeding, toileting, changing clothes, opening doors?
- Do you administer medications during program time?
- Is the program going to collect money for activities? How will my money be kept safe?

### Notes:

Three horizontal lines for writing notes.

**Program Curriculum and Activities:**

- Does the program offer community integrated activities?
- Does the program have a site in which activities are offered?
- Does the program offer employment training?
- Does the program offer employment in which participants are making at least minimum wage?
- Is the program able to work with participants with various levels of developmental disabilities?
- Does the program offer a variety of activities throughout the day that are interesting and engaging?
- How do you decide what activities are going to be offered?
- What types of things do participants like to do? Will I fit in?
- What methods are used to communicate – pictures, adaptive sign?

**Notes:**

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**Program Staff:**

- What are the staff qualifications and experience requirements?
- What is the program manager/director's qualifications and experience requirements?
- How do you prepare new staff to work with program participants?
- Is there on-going training to staff on a regular basis?
- How will staff be trained to meet my individual needs?
- What is the staffing ratio?
- How are participants grouped together?
- Does staff work with the same participants on a daily basis?

**Notes:**

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**Accessibility:**

- Is there transportation to and from this program available from where I live?
- Are there bus routes nearby for participants to get to and from program if they rode Regional Transit public transportation?
- Will the program offer to train participants on how to ride public transportation?
- How do you monitor the maintenance of vehicles used for transportation?

**Notes:**

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**Program Requirements:**

- What is required to enroll? Do I meet this requirement?
- Do the attendance requirements seem fair?
- What are the hours of service?
- Is transportation included in hours of service?
- If this is an employment program, what are the employer's expectations?
- How does this program evaluate its own performance?
- How does this program use my feedback and input?

What behavioral interventions and techniques does the program follow:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Notes:**

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After visiting the different booths, take a moment to think about the things you liked best about the program, areas that you would like to follow up on, or questions you have for your Planning Team to consider. Please write down your notes below to help you remember:

Program 1: \_\_\_\_\_

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Program 2: \_\_\_\_\_

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Program 3: \_\_\_\_\_

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Program 4: \_\_\_\_\_

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# WHAT SHOULD I LOOK FOR WHEN CHOOSING A PROGRAM?

HERE ARE 10 THINGS TO LOOK FOR WHEN TOURING PROGRAMS:

1. What is the priority of the program: academics, employment, organized recreational activities, pre-employment preparedness?
2. Does the program have a welcoming environment? Are individuals following structured and organized training activities?
3. What is the average age of consumers already in the program?
4. How are consumer rights taught and built into the program? Are the rights and grievance procedures posted in a place where I can see them?
5. What are the hours of service? What are the attendance requirements?
6. Does this program help prepare individuals for adulthood? How?
7. If this program helps secure employment, what is the earning's potential?
8. Is confidential information kept in a secure place so that my information is safe?
9. What communication styles are used at this program? Are staff using them with others during the tour?
10. Does the staff seem trained and equipped to do their job? When you speak with them, are they willing to work as a team and help find solutions?