Independence, Relationships, and Community Participation

Outcome: Individuals live as independently as possible, have relationships, and participate in the life of the community.

Overview: The Lanterman Act recognizes that people with developmental disabilities have, among many rights, the right to: (1) develop relationships, marry, be part of a family, and to parent if they choose; and (2) participate in the community alongside individuals with and without disabilities.

Provider Expectation:

12. Provides opportunities for individuals to participate in the life of the community.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Interpretive Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a. Individuals are supported to explore their community and recreational interests.</td>
<td>Interviews with staff indicate a knowledge of individual preferred activities and how they are supported. Activity logs indicate community and recreational activities that reflect individual preferences. Or, if preferences are not well known, logs indicate a list of activities that the individual has explored.</td>
</tr>
<tr>
<td>12b. Individuals are involved in activities that connect them with other members of the community.</td>
<td>Activity logs indicate ‘typical’ community and recreational activities that other community members are likely to attend.</td>
</tr>
<tr>
<td>12c. Individuals participate in chosen social, community and recreational activities.</td>
<td>There is documentation in the individual file of an updated (within the last six months) assessment of individual preferences. There is a summary of those preferences in the ISP and goals and objectives are included as appropriate. Progress reports from the provider include a summary of individual preferred activities and how they are supported.</td>
</tr>
</tbody>
</table>
Commendable and/or Innovative Practices

Commendable and/or Innovative Practices are exceptional ways that service providers use to meet a Measure. They are identified as such in the Certification Report. Guidelines for determining a commendable and/or innovative practice for Service Provider Expectation #12 (Provides opportunities for individuals to participate in the life of the community) are as follows:

<table>
<thead>
<tr>
<th>Commendable and/or Innovative Practices</th>
<th>Partially Met</th>
<th>Met</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partially Met</td>
<td>If the Measures for Expectation #12 are present, but not for everyone receiving services. Interviews and documentation indicate that preferred activities for all individuals are known and documented in the individual file. However, activity logs and periodic progress reports do not reflect community and recreational activities that reflect the preferences of all individuals.</td>
<td></td>
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</tr>
<tr>
<td>Met</td>
<td>If the Measures for Expectation #12 are present for everyone receiving services. Interviews and documentation indicate that preferred activities for all individuals are known and documented in the individual file. Activity logs and periodic progress reports reflect community and recreational activities that reflect the preferences of all individuals.</td>
<td></td>
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</tr>
<tr>
<td>Exceeded</td>
<td>If the Measures for Expectation #12 are present for everyone receiving services (as indicated in Score M above) and ISPs include goals and objectives for exploring new community and recreational activities. This level of service provider activity is considered a commendable practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Indicators from QSR Reports and Interviews*

<table>
<thead>
<tr>
<th>Measure</th>
<th>QSR Indicators</th>
</tr>
</thead>
</table>
| 12a. Individuals are supported to explore their community and recreational interests. | **Staff Interview Q17**
How do you help individuals participate in social, community, and recreational activities of their choice? Would you please give me an example or two? |
| | **Snapshot Q4**
The person I visited is busy, active. |
| | **Service Coordinator Review Q6**
Do community activities observed or reported, reflect individual choice and preferences? |
## Measure

### 12b. Individuals are involved in activities that connect them with other members of the community.

<table>
<thead>
<tr>
<th>QSR Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Interview Q17</strong></td>
</tr>
<tr>
<td>How do you help individuals participate in social, community, and recreational activities of their choice? Would you please give me an example or two?</td>
</tr>
<tr>
<td><strong>Individual Interview Q12</strong></td>
</tr>
<tr>
<td>Do you choose things like how to spend your free time?</td>
</tr>
<tr>
<td><strong>Snapshot Q4</strong></td>
</tr>
<tr>
<td>The person I visited is busy, active.</td>
</tr>
<tr>
<td><strong>Service Coordinator Review Q6</strong></td>
</tr>
<tr>
<td>Do community activities observed or reported, reflect individual choice and preferences?</td>
</tr>
</tbody>
</table>

### 12c. Individuals participate in chosen social, community and recreational activities.

<table>
<thead>
<tr>
<th>QSR Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service Manager Q4</strong></td>
</tr>
<tr>
<td>How are individuals supported to participate in activities in the community of their choice?</td>
</tr>
<tr>
<td><strong>Service Manager Q9</strong></td>
</tr>
<tr>
<td>Since moving here, have you seen individuals show greater independence or more involvement in personal care, daily activities, going places, participating in community life? Please give me an example or two.</td>
</tr>
<tr>
<td><strong>Family Interview Q2</strong></td>
</tr>
<tr>
<td>Does your family member get out in the community as often as you would like? What kinds of activities?</td>
</tr>
<tr>
<td><strong>Staff Interview Q7</strong></td>
</tr>
<tr>
<td>How do you support individuals to do as much as they can for themselves? Have you seen greater independence in personal care activities, community participation, or going places outside the home?</td>
</tr>
<tr>
<td><strong>Staff Interview Q17</strong></td>
</tr>
<tr>
<td>How do you help individuals participate in social, community, and recreational activities of their choice? Would you please give me an example or two?</td>
</tr>
<tr>
<td><strong>Service Coordinator Review Q6</strong></td>
</tr>
<tr>
<td>Do community activities observed or reported, reflect individual choice and preferences?</td>
</tr>
</tbody>
</table>
4. Independence, Relationships, and Community Participation

Questions and observations to guide technical assistance and training on this Provider Expectation:

12. Provides opportunities for individuals to participate in the life of the community.

- Ask service managers about how preferred activities for individuals are assessed and documented.

- Ask staff for examples of how preferred activities are supported.

- Look for written documentation of preferred activities and a log of activities that reflect those preferences.

- Has the QMS Specialist accompanied the staff and individuals on activities in the communities (or met them in the community)? If so, what are his or her observations?

- Does community participation include visits to clubs and organizations that might interest individuals?

- Are there opportunities to try new community activities?

- Do preferred activities include people with and without disabilities?

- How are decisions made about planning community activities?
Provider Expectation:

13. Supports individuals to have relationships.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Interpretive Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a. Individuals are supported in forming and maintaining relationships with family and friends.</td>
<td>Interviews, progress reports, and activity logs indicate that staff provide support for individuals in forming and maintaining relationships (e.g., family or friends visit individual at home, transportation is provided for visits to individuals identified as friends and family, e-mail or phone contact is provided).</td>
</tr>
<tr>
<td>13b. Individuals have relationships with family and friends.</td>
<td>Interviews with staff indicate that they are knowledgeable about individual relationships both long-standing and new. Activity logs corroborate opportunities for socializing with friends and visiting with relatives. Staff support individuals in maintaining relationships as needed.</td>
</tr>
</tbody>
</table>

Commendable and/or Innovative Practices

Commendable and/or Innovative Practices are exceptional ways that service providers use to meet a Measure. They are identified as such in the Certification Report. Guidelines for determining a commendable and/or innovative practice for Service Provider Expectation #13 (Supports individuals to have relationships) are as follows:

| Partially Met | If the Measures are present, but not for everyone receiving services. For example, the agency has a method for facilitating and supporting relationships. However, documentation and interviews indicate that this has only occurred for some individuals, family members, and friends. |
| Met | If the Measures are present for all individuals receiving services. Documentation and interviews indicate that this has occurred for all individuals, family members, and friends. |
| Exceeded | If the Measures are present for all individuals receiving services (as indicated in Score M above) and there are goals and objectives in all ISPs that support new or maintain ongoing relationships with family members and friends. |
**Indicators from QSR Reports and Interviews**

<table>
<thead>
<tr>
<th>Measure</th>
<th>QSR Indicators</th>
</tr>
</thead>
</table>
| 13a. Individuals are supported in forming and maintaining relationships with family and friends. | **Service Manager Q8**  
How do you and your staff encourage and assist individuals in forming and maintaining quality relationships with family and friends?  
**Staff Interview Q16**  
How do you support individuals in developing or maintaining personal relationships with family and friends? How about an example?  
**Individual Interview Q8**  
Do you get to visit your friends and family?  
**Service Coordinator Review Q5**  
Have there been any contact or visits with family or friends? |
| 13b. Individuals have relationships with family and friends. | **Service Manager Q8**  
How do you and your staff encourage and assist individuals in forming and maintaining quality relationships with family and friends?  
**Staff Interview Q16**  
How do you support individuals in developing or maintaining personal relationships with family and friends? How about an example?  
**Individual Interview Q8**  
Do you get to visit your friends and family?  
**Service Coordinator Review Q5**  
Have there been any contact or visits with family or friends? |
Questions and observations to guide technical assistance and training on this Provider Expectation:

13. Supports individuals to have relationships.

- Ask managers and staff if, and how, relationships with family members (when appropriate) and friends are supported.

- Ask service coordinators if, and how, relationships with family members (when appropriate) and friends are supported.

- Ask family members (when appropriate), and friends if staff are supportive of getting together with individuals.

- Ask individuals if they get together with family and friends as often as they like. If not, what gets in the way?

- Written documentation (e.g., ISP goals, activity logs) of support for relationships between individuals, family members and friends.

- What efforts have been made to help individuals make new friends?

- What efforts have been made to help individuals connect with family members?
4. Independence, Relationships, and Community Participation

Resources for Training and Technical Assistance

Direct Service Professional (DSP) Curriculum
The modules that cover these Expectations and Measures include:

Year 1:
Module 1, The Direct Support Professional
http://www.dds.cahwnet.gov/DSPT/Student/StudentYear1_1.pdf

Module 2, The California Developmental Disabilities Service System
http://www.dds.cahwnet.gov/DSPT/Student/StudentYear1_2.pdf

Year 2:
Module 1, Making Choices
http://www.dds.cahwnet.gov/DSPT/Student/StudentYear2_1.pdf

Module 2, Person-Centered Planning
http://www.dds.cahwnet.gov/DSPT/Student/StudentYear2_2.pdf

Module 11, Life Quality
http://www.dds.cahwnet.gov/DSPT/Student/StudentYear2_11.pdf

Resources; where and how to learn more
On the one of the following pages, is an easy-to-use relationship map. With the help of the individual, family and friends and others who know the person best, this can be used to help figure out who is important to the individual. This information can help you plan for ways to support individual social relationships. If there are very few individuals on the map, you can use the individual's support team (family, resource developer, staff) to you develop relationship goals for the ISP. You'll also find several excerpts from The Consumer's Guide to the Lanterman Act (Department of Developmental Services) about individual rights and community participation. Finally, an excerpt from Looking at Service Quality (see the reference below for more information).
Here are some additional resources about community participation, relationships, and life quality satisfaction:


  A manual for anyone interested in supporting a person with disabilities to widen his or her circle of relationships and develop deeper relationships. Describes the Friends Project, strategies and methods that are effective and observations based on the experiences of the Friends Project. Amado, A.N., Conklin, F., & Wells, J. (1990) Available from the Planning Council, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155, (612) 296-4018.


  *Looking at Service Quality* offers service providers a way to look at their services and to identify opportunities to improve service and life quality for each individual they support.

- Consumer Advisory Committee. [http://www.dds.ca.gov/Consumer/CAC.cfm](http://www.dds.ca.gov/Consumer/CAC.cfm)

  The Director of the Department of Developmental Services (DDS) created the Consumer Advisory Committee (CAC) in 1992 to give consumers a voice at DDS. The CAC gives DDS information about important issues that effect consumers in California and provides consumers information about things that DDS is doing. The CAC makes decisions from information they receive from the community about DDS issues and community priorities.

- Best Buddies California. [http://www.bestbuddiescalifornia.org/site/c.frKUl1PzEoE/b.1289925/k.BE84/Home.htm](http://www.bestbuddiescalifornia.org/site/c.frKUl1PzEoE/b.1289925/k.BE84/Home.htm)

  Best Buddies® is a nonprofit 501(c)(3) organization dedicated to enhancing the lives of people with developmental disabilities by providing opportunities for one-to-one friendships and integrated employment.
4. Independence, Relationships, and Community Participation

Family

Work/Day Services/School

Home and Other Paid Supports

Friends and Non-paid Relationships

from The ELP Learning Community
Families Planning Together
Many people like to have friends including boyfriends and girlfriends. Many people like to go out in the community.

The Lanterman Act says that YOU have a right to:

- Choose the people you spend time with
- Spend time with people you like and who like you
- Choose where you want to go in your free time
- Go to places where you can work, do business, buy things, help other people, learn things, meet and be with other people

Tip
If you need help making friends, having relationships, getting a job, or being part of your community, talk to your service coordinator.
**SATISFACTION**

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

<table>
<thead>
<tr>
<th>Things You Know About Your Services</th>
<th>Things to Consider When Looking At Your Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some things that each person has done in the last year that he/she is proud of?</td>
<td></td>
</tr>
<tr>
<td>Have the people I serve reached any personal goals in the last year? If not, what would help most?</td>
<td></td>
</tr>
<tr>
<td>Do I have any ways of knowing that the people I serve are satisfied with the services and supports I provide? Am I satisfied with them? What could be better?</td>
<td></td>
</tr>
<tr>
<td>Is each person happy with his/her life right now? If not, what changes would make things better?</td>
<td></td>
</tr>
</tbody>
</table>

**Things That Need Follow-Up**
Everyone is entitled to pursue activities that bring meaning to their life rather than simply pass time.

A meaningful activity is one that is interesting and has purpose. How do we decide if an activity is interesting and has purpose or simply passes time?

No activity is always meaningful or meaningless. Because one person finds an activity interesting and purposeful doesn't mean that everyone, or even that anyone else, will agree.

Some people find hitting a small white ball toward a hole in the ground fascinating. Other people will actually follow these people around just to watch them or sit in front of a tv for hours to watch this activity.

Others would rather watch grass grow. Some of these grass watching people prefer to nurture small seeds into tall plants, plants that bear flowers or fruit.

Work activities aren't always meaningful or meaningless. Being paid for an activity doesn't make it more interesting or more purposeful than doing that same activity as a volunteer.

Much has already been written about supported employment and work activities in other books. So much has been written about these topics that they aren't addressed in this book.

This book addresses special interest, artistic, hobby or social activities that bring meaning to a life.
Schabarum Regional County Park

DURATION 60 minutes, plus travel time

STAFFING driver, plus 1:2

CONTACT INFORMATION parks.co.la.ca.us
Colima Road
Rowland Heights, CA 91748
(bus stop) Azusa and Colima
626/854-5560
May – Sep., Mon. – Fri., 06:00 am – 08:00 pm,
Sat. And Sat., 08:00 am – 08:00 pm
Oct., – Apr., Mon. – Fri. 06:00 am – 06:00 pm,
Sat. – Sun., 08:00 am – 08:00 pm

ACCESSIBILITY fully accessible

COSTS free admission, plus transportation
$3 per vehicle on weekends and holidays

EQUIPMENT no special equipment needed

FEATURES: 650 acres with lots of rolling green hills; picnic tables, barbecue pits, shady trees, and a playground with a pirate ship; paved walking/hiking trails along a creek; 20 miles of dirt hiking and equestrian trails; Ray’s Equestrian Center (call for rates)

PREPARATION:
1. Obtain a state ID card for each participant who selects this activity, involving parents and care providers.
2. Obtain a bus pass for each participant who selects this activity.
3. Plan the bus route, contact Dial-A-Ride, or schedule your agency van.
4. Contact the museum to inquire about any special exhibits or any accessibility considerations.5.
5. Visit the web-site with the participants who plan to go.
6. Discuss what they can expect to see and ask each participant to identify one thing they particularly want to see.
7. Encourage participants who chose this activity to wear/bring comfortable walking shoes and a hat on the designated date.
**PODCAST**

Positive Behavioral Supports in Traumatic Brain Injury

**UNIVERSAL LIFESTILES** is a nationally acclaimed company that provides cutting edge training, technical assistance and consultation to organizations that offer supports and services for individuals with disabilities.

**UNIVERSAL LIFESTILES** develops and markets best practice training materials that enhance the skills, competencies and sensitivities of staff, family members and significant others.

**LEARN MORE ABOUT UNIVERSAL LIFESTILES, L.L.C.**

Dr. Tom Pomeranz is a nationally recognized authority, trainer, clinician and consultant in the field of services for people with disabilities. He is the highly acclaimed creator of Universal Enhancement, which teaches strategies promoting community participation and supporting

**CALENDAR OF TRAININGS**

View a calendar of Dr. Pomeranz trainings that are available for the public to attend.

The Principles and Practices of Building Community

To request training information or to ask a question, send an email to Dr. Pomeranz at tpomer@aol.com.