The Community Support Waiver – Section 29

A Toolkit for Individuals with Disabilities and their Families

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December 2015

Section 29 Community Support Waiver Toolkit

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Introduction

This toolkit was written by and for parents and guardians. We have been through the complex and often overwhelming process of transitioning a child with a disability from school to adult services. We've applied for services, been on waitlists and eventually received the Section 29 waiver. We've interviewed and selected providers before we completely understood the services they offered.   We've wondered if our children's days are spent constructively or if this new phase marks the end of their development.

As a result, we've identified the need for better tools for choosing providers and determining whether or not our children are continuing to learn and grow the way we hope they will. Through our experiences, we've learned how to make the best use of the community support waiver and want to share our insights with other families.

You can begin using the toolkit by reviewing the brief *Steps To Take When Planning for Life After High School*. When you are ready to learn more about Section 29, you can turn to *Part One*, which contains descriptions of key services, guidelines for choosing those services and frequently asked questions. *Part Two* offers tools for evaluating services and references to additional resources. At the back is a survey so you can give us feedback to help us improve the toolkit for other families.

Whether you have just received the waiver or had services for a while, we hope the enclosed tools can help you make informed choices about covered services, assess their quality and ensure services are actually effective.

Throughout the toolkit the terms Section 29 and Community Support Waiver are used interchangeably and refer to the same program. Your son or daughter might be referred to as your child, the individual to be served, or as the consumer.

Steps to Take When Planning for Life After High School

- ✓ At age 14, begin Transition Planning through the IEP.
- ✓ Ensure school makes a referral to Vocational Rehabilitation Services two years before graduation.
- ✓ By age 18, decide about Guardianship.
- ✓ Social Security benefits are not automatic. It's best to reapply for benefits if your son or daughter received them as a child. If s/he is not receiving them, apply at age 18.
- ✓ At age 18, get an Adult or Transition case manager who knows the adult system and who can help you apply for the waiver that best meets your child's needs. In children's services a case manager is not always necessary. However, your child can only access adult services with help from an Adult or Transition case manager.
- ✓ The fact that your child has services in the children's service system or through an IEP does not guarantee a continuation of those services in the adult system.
- ✓ If necessary, get on waitlists for services.
- ✓ Become or remain a strong advocate. It can be frustrating and tiring but it may be the most important thing you can do.

If there is a gap between school and adult waiver services you can:

- ✓ Private pay for a day program (expensive option).
- ✓ Help your child get a volunteer job.
- ✓ Help your child expand his skills by taking classes, using public transportation, and increasing responsibilities at home.
- ✓ Help your child foster relationships with peers, neighbors and other members of the community.
- ✓ Help your child understand his/her disability and learn to self- advocate.

Section 29 Waiver

When you receive the Section 29 Waiver, it's time to visit programs and interview service providers.

Section 29 covers many services including:

- ✓ Work Support
- ✓ Community Support
- ✓ Home Support
- ✓ Assistive Technology

Programs and service providers are different. Don't be afraid to ask lots of questions.

Always make employment a goal, even if you start with a few hours each week.

If necessary, get on waitlists for the programs or services.

Person Centered Plan

Your Case Manager will help you develop a Person Centered Plan (PCP) which describes your child's goals and the services needed to reach them. Having a PCP is a DHHS requirement.

❖ Create and hold on to an optimistic vision of your child's future.

❖ The Section 29 waiver can be used to build a meaningful life for your child.

❖ The Section 29 waiver is not intended to meet all of your child's needs.

❖ You can choose and change any of your services.

❖ You can work with providers to ensure services yield the desired results.

If you have any assets such as a life insurance policy, consider talking to a lawyer about a Special Needs Trust. When you pass away, you may want to know that your child remains financially eligible for government support.

Helpful Links

Guardianship	http://www.maine.gov/dhhs/oads/aps-guardianship/documents/qabook.doc

Social Security	http://www.disabilitybenefitscenter.org/state-social-security-disability/maine

Adult Case Management	www.**maine**.gov/dhhs/**oads** or https://211**maine**.communityos.org

Advocacy Efforts	✓ Maine Coalition for Housing and Quality Services: www.maineparentcoalition.org ✓ The Autism Society of Maine: www.asmonline.org ✓ Maine Developmental Disability Council (MDDC): www.maineddc.org ✓ Disability Rights Maine: www.drme.org

http://supportmydecision.org/ - Stacey Converse suggestion

Glossary

Direct Support Professional – A direct support professional (DSP) works directly with one or more individuals with a disability to improve their skills at home, at work or in the community**.** The number of individuals being supported by a DSP depends on the service being provided, where the service is offered and the individual's Individual Service Plan (ISP)**.** For example, a DSP generally supports several individuals at the same time when working at a community support program. At home or work, a DSP generally supports one individual at a time.

Entitlement versus Eligibility - A student with a disability who is receiving special education services is **entitled** to a free and appropriate public education through the school year in which the student turns 20 years of age or meets the requirements for either a Maine High School Diploma or a Maine High School Certificate of Program Completion.

When a student with a disability turns 21 or has completed the requirements for a HS Diploma or Certificate of Program Completion, a student is no longer entitled to services. The burden of receiving services shifts to the young adult. After graduation a young adult must apply for services to see if s/he is **eligible** to receive them.

To be eligible for services a person must first meet MaineCare eligibility requirements based on income and other financial considerations. Second, a person must meet eligibility requirements based on specific categories of diagnosis and criteria for functional and adaptive skills.

Once a person is determined eligible for the waiver, s/he can only receive services if there is a funded opening or slot. Access to services depends on current state waiver funding.

Maine is not required to provide support services to any adult on the basis of prior entitlement to special education or prior eligibility for other support services.

Employment Specialist – An employment specialist provides assistance with assessments, career development, job searching and securing the support necessary for sustaining long-term employment.

Home and Community Based Services (HCBS) -States develop and operate their own HCBS programs based on state needs, priorities, and legislative direction. In Maine, HCBS services are offered through two waiver programs: the Community Support Waiver (Section 29) and the Comprehensive Waiver (Section 21).

Individual Service Plan (ISP) – An ISP is a plan developed specifically for one individual. It determines the support services that are needed to help a person function as independently as possible.

Job Coaching - A Job Coach is a person who provides the support an individual needs to keep a job in the community. An individual may need the Job Coach for a limited time or on a long-term basis.

Job Development – This service is designed to match qualified individuals with prospective employers. It provides training and support to individuals and assists them in finding and retaining competitive employment. Job development services target certain jobs/industries/sites that match an individual's expectations, skills, and abilities. Typically, an employment specialist provides the job development service.

Medicaid – Medicaid is the nation's main public health insurance program for people with low income and/or disabilities. States design and administer their own Medicaid programs within federal requirements, and states and the federal government finance the program jointly.

MaineCare - MaineCare is Maine's Medicaid program**.** MaineCare is the primary source of funding for Home and Community Based Services (HCBS), which help people with intellectual disabilities and autism live in their communities.

Person Centered Planning - The term refers to a number of approaches that assist an individual and his/her family to consider what is important about his/her life, both in the present and future**.**

Office of Aging and Disability Services (OADS) - OADS is a division of the Department of Health and Human Services. The department relies on MaineCare funding to make HCBS services available to eligible consumers. HCBS services are offered through two waiver programs: the Community Support Waiver and the Comprehensive Waiver. These waiver programs are summarized in Section 29 and Section 21 of the MaineCare Benefits Manual.

Section 29 - The Community Support waiver program is often referred to as Section 29 as it is summarized in Section 29 of the MaineCare Benefits Manual.

Supported Employment - This service allows an individual to maintain a regular job in the community with ongoing supports. It is designed for persons who, because of a significant disability, are expected to need supports for as long as they remain employed. The amount of support an individual receives on a daily or weekly basis depends on the individual's particular needs.

Waiver – A waiver provides home and community based services to people who otherwise would need to be cared for in institutional settings such as hospitals. In accepting waiver services one is waiving or forfeiting the right to be served in an institution.

Section 29 Community Support Waiver

Purpose of the Waiver

"*For people with IDD "living in the community" does not necessarily mean that a person has a "life" in* the community"

Thirty years ago, living in the community often meant simply that one was not living in an institution. Today, being part of one's community has evolved to include diverse human experiences from having one's own home, going to work, participating in a range of activities and events, and spending time with family and friends.

Section 29 services are intended to help individuals gain full access to their neighborhoods and communities so they can create the type of life they want for themselves.   Services are meant to be individualized, meaningful and to make a positive difference in each person's life.

Individuals and their families can maximize the Community Support waiver by using it to improve work and independent living skills as well as participation in community life. The most effective services contribute to the development of natural, "unpaid" supports fostered through personal, family, work, and community relationships.

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[1] Larson, S.A., Hallas-Muchow, L., Aiken, F., Hewitt, A., Anderson, L.L., Pettingell, S., Moseley, C., Sowers, M., Fay, M.L., Smith, D., Kardell, Y., & Agosta, J. (2014). *Supporting Individuals with Intellectual or Developmental Disabilities and their Families: Status and Trends Through 2012*. Minneapolis: University of Minnesota, Research and Training Center on Community Living, Institute on Community Integration.

Case Management

In the adult service system, individuals with intellectual disabilities or autism must work with a case manager in order to access services. Individuals can choose their case managers and ask for a new one if they are not happy with the case management services they receive.

What is the role of the Adult Case Manager?

- To determine, coordinate, and arrange waiver services.
- To facilitate, implement and monitor the Person Centered Planning process.
- To ensure all needed services are described in the Person Centered Plan. Services that are not in the plan cannot be ordered.
- To ensure that providers delivering services are accountable for their services.
- To help individuals apply for Social Security benefits, housing and Mainecare
- When needed, to provide direct support such as transporting an individual to an appointment

To avoid any conflict of interest, Case Management Services such as coordinating the Person Centered Planning process, are not delivered by the same agency providing support services.

As case managers play a significant role in the oversight of adult services, it is important for families to find a knowledgeable and responsive case manager. Ideally, a case manager knows the adult service system well but also invests time and energy getting to know the individual being served equally well.

Section 29 and High School

Individuals are offered the Section 29 Waiver on a chronological basis. The timing depends on when the waiver application was made and how many others are applying around the same time. It can be hard to get the timing just right and as a result a young person is often offered the waiver when s/he still has one or two years left of High School.

The following questions may help you decide whether to accept or postpone the Section 29 waiver when your son or daughter is still in High School.

Q. My child is still in school and was offered Section 29. When do we have to decide whether or not to accept Section 29?

A. After you receive a written offer of waiver services you have 60 days to respond. If you accept the waiver you have 6 months to start using services.

If you do not respond to the offer or do not begin using services within 6 months, your child's name is removed from the waitlist. You may reapply at any time for waiver services.

Q. How do I decide whether or not to take the Section 29 waiver if my child is still in school?

A. Talk to your case manager about the pros and cons of this decision. Be certain you understand the services you can receive under Section 29**.** If you consider not accepting Section 29 right away, find out if there is a waitlist for Section 29 or if one is anticipated in the near future**.**

Q. Which Section 29 services can my child use while in High School?

A. While enrolled in High School, your child can access Home Supports, Career Planning and Assistive Technology. Your child cannot access Community Support, Work Support and Employment Specialist services while still enrolled in school.

Q. Can my child receive services under Section 29 and still use Section 28 or Section 65 services?

A. Your child can no longer access Section 28 or Section 65 services when s/he accepts Section 29. To understand which waiver best meets the needs of your child talk to your case manager. Your case manager can help you compare the support you currently receive under children's services with the support you can receive under adult services.

Person Centered Plan

The Person Centered Plan (PCP) is a formal, comprehensive document that describes services to be delivered. Although the PCP is a description of needed services, the primary purpose of the planning process is to develop a vision for the future. The individual to be served, the case manager and other members of the team meet to identify the short and long term goals that need to be met in order to realize that vision.

There are different approaches to person centered planning and families are encouraged to ask their case manager about them. Two of the best-known tools are PATH and MAPS. Websites and publications that offer more information about planning tools can be found under Resources.

Families may wish to use the five valued experiences to help them describe a desirable future for their child.[2]

1. **Community Presence**: How can we increase the presence of the person in local community life?

2. **Community Participation**: How can we expand and deepen the person's relationships?

3. **Encouraging Valued Social Roles**: How can we enhance the reputation the person has and increase the number of valued ways s/he can contribute?

4. **Promoting Choice**: How can we help the person have more control and choice in his/her life?

5. **Supporting Contribution**: How can we assist the person to develop more competencies?

As the team moves from visioning to developing a concrete plan, the team can consider goals and preferences from any or all of the following topics:

- Career planning
- Employment
- Community participation
- Income and savings
- Health care and wellness (including nutrition, physical exercise, behavioral and mental health, and dental care)
- Post secondary or Continuing Education

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[2] Adapted from Implementing Person-Centered Planning by John O'Brien and Connie Lyle O'Brien, Inclusion Press: Toronto, 1998.

- Assistive Technology
- Friendships and other relationships
- Religion and spirituality
- Guardianship
- Communication
- Transportation
- Housing
- Respite Care
- Crisis and Emergency Planning
- Coordination of goals across service areas

Who is on the Planning Team?

The individual and family members or guardians working with their Case Manager determine the composition of the planning team, set the agenda, choose the facilitator and decide when and where to meet.

The planning team might include any or all of the following:

- Person (the individual who needs services) **Required to attend**
- Case Manager **Required to attend**
- Family, guardian, friends
- Correspondent or Scribe
- Agency staff who already work with the individual or are likely to work with him/her in the future.
- Specialists such as a Behavioral Psychologist or a Speech and Language Pathologist
- Disability Rights Advocate

It is strongly recommended that families or guardians take time to review the final plan to be certain it is accurate and comprehensive. While the legal guardian is not required to attend a PCP they are required to sign off on the plan.

Families/guardians and individuals have choices in regards to all their services and their service providers including the choice of a case manager.

Section 29 Community Support Waiver

Covered Services

The Section 29 Community Support waiver covers a broad range of services that can help individuals become engaged and valued members of their community. People who live with their families or on their own can use the waiver. Section 29 covers the following services[3]:

- Employment Support (this includes the new Career Planning Service)
- Community Support
- Home Support
- Assistive Technology
- Respite Care

Families and individuals can choose their services and their providers. If families are unhappy with services they have the option to request new services and providers. While the mix of services can be individualized, the total amount that can be spent on the service package is limited. Services are also funded at different rates, which impacts the funding formula. Case managers work with families to prioritize services and determine their cost to ensure services are covered under the funding cap.

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[3] Section 29 also covers Transportation, Home Adaptations and Work Support-Group. Complete information about waiver services can be found in the MaineCare Benefits Manual at: http://www.maine.gov/sos/cec/rules/10/ch101.htm.

Covered Services - Employment

"All individuals, regardless of disability, can work – and work optimally with opportunity, training and support that builds on each person's strengths and interests."[4]

Why Work?

Work is a fundamental part of life for individuals with or without disabilities.

Having meaningful employment is associated with:

- Financial gain
- Better health
- Increased self-esteem
- Greater independence
- Becoming a valued member of one's community

What Key Employment Services are covered under Section 29 ?

- Career Planning
- Employment Specialist Services
- Work Support – Individual

These services help individuals plan their career, explore work opportunities, receive training, develop and refine skills and sustain employment.

DHHS and the Department of Labor's Vocational Rehabilitation (VR) Program work together to help individuals obtain and maintain competitive employment.

> VR receives government funding to serve students while they are in HS and once they have the Section 29 Waiver but not for any period in between.

What is the Role of Vocational Rehabilitation?

VR's role is to help individuals decide what type of job they want, find a job, and then provide basic training to do the job until an individual feels stable at work. VR services are time-limited. In general VR services end once an individual is employed for at least 90 days in a job agreed upon by the individual and their VR counselor.

VR works with youth in High School to begin setting employment goals. If an

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[4] CMCS Informational Bulletin -Updates to the 1915 (c) waiver instructions and technical Guide regarding employment and employment related services.

individual receives a section 29 waiver towards the end of HS, VR can provide seamless services. If an individual graduates and is on a waitlist for Section 29, VR suspends services until the individual receives the waiver.

After a person receives the Section 29 waiver, VR services include:

- Development of an Employment Plan
- Ordering assessments to determine a person's skills
- Determination of the need for long-term supports
- Determination of the need for specific accommodations or staff training
- Recommendations regarding the level of on going supports
- Employment Specialist and Job Development Services
- Extensive re-training or support if required to re-enter the job force after one has lost a job

What is the Role of DHHS?

DHHS's role is to provide work supports after a person has already started a job.

After a person receives the Section 29 waiver, DHHS services include:

- Employment supports ordered through the PCP process based on recommendations from a VR counselor
- Employment specialist services once a person is stable in a job
- Funding for long-term work supports if needed
- Support to help an individual advance in his career by promoting development of specific work skills
- Re-employment supports if a person loses his/her job

> Individuals enrolled in school and who accept Section 29 services can use Home Supports, Career Planning and Assistive Technology. They cannot access Community Support, Work Support and Employment Specialist services until they graduate.

Career Planning

Career Planning is a direct, time limited service that helps a person identify a career and the work conditions that will best support their employment.

Career Planning Services include:

- Discovering Personal Genius™ process
- Referral for an Assistive Technology Assessment to increase independence in the workplace if needed.

- Referral to Benefits Counseling if needed
- Referral to Vocational Rehabilitation (by week #2) if such a referral has not already been made.

An individual can pursue **Career Planning** before finding employment or while employed. If an individual is already working, **Career Planning** may be used to find another job more consistent with a person's skills and interests or to explore advancement opportunities in his or her chosen career. An individual can access both VR services and Career Planning Services at the same time.

Limitation:

Career Planning is limited to 60 hours annually, to be delivered in a six-month period. No two six-month periods may be provided consecutively.

Employment Specialist Services

Employment Specialist Services help individuals maintain employment. Services include:

- Periodic supervision at a job site to improve productivity, minimize the need for paid supports by promoting natural workplace relationships, ensure the person's safety and promote inclusion.
- Help changing jobs when a person's career goals are not being met.
- Help starting and sustaining a business.

Work Support – Individual

Work Support – Individual is a direct support to improve a person's ability to remain employed. The service begins after a person has received services by VR and the need for on-going support was determined.

Work Support – Individual is offered by a direct support professional also referred to as a Job Coach. At the job site, a Job Coach might offer any of the following supports

- training to meet job expectations
- reducing distractions and improving focus
- time management
- work place safety
- requesting help from a supervisor
- getting along with co-workers and customers
- reducing the need for paid support

Off the job site services may include:

- improving hygiene
- self-care
- dress code
- practicing social skills
- using public or private transportation to get to work.

> Work Support – Individual also can be used to help a person run his or her own business.

Frequently Asked Questions

Q. What is the difference between the Section 29 Career Planning service and other career planning services?

A. The Section 29 Career Planning service uses a trademarked and structured approach (Discovering Your Personal Genius) to identify the ideal employment conditions for an individual. This service is not necessarily "better" but is more customized than other approaches.

Q. Can my child look for a job during the career planning process?

A. Yes, although it's recommended that your child follows the steps outlined under the service. The service is designed to identify the ideal working conditions so that long term employment goals can be reached and employment sustained.

Q. Can my child go through the career planning process again if s/he is not happy with a job?

A. Yes, but at least 6 months need to have passed before the last career planning service ended.

Q. I was told that my child's disability prevents him from working. What can I do?

A. First, ask your case manager to schedule a meeting with your VR counselor to problem solve how to help your child become employed. You can request additional assessments by a professional with training and experience working with individuals with disabilities similar to your child's. The purpose of additional assessments would be to identify your child's strengths and workplace modifications that can support his/her employability. For example an occupational therapist could assess your child in regards to improving her fine motors skills. A behavioral psychologist could develop a plan that supports pro-social behavior. Such assessments should also recommend specific training for employment specialists and job coaches to ensure recommendations are correctly implemented.

If one VR counselor is not helpful, you can ask for a new VR counselor.

You can also file an appeal through C.A.R.E.S. If your appeal is unsuccessful, your case manager can help you apply for work support to be covered under Section 29. If neither VR or DHHS provides work support, you can fie a grievance with the state.

Q. My Case Manager advised me to place my child in day programming first and think about employment in the future. Is this good advice?

A. No. At your child's person centered planning meeting it's recommended that you and your child consider making employment a priority. You can set goals that guide your child on the road to employment. For example, your child can volunteer and be responsible for more chores. If appropriate, start with modest employment goals such as working for a few hours each week. As it can take time to find the right job, it's wise to begin accessing employment support services available under Section 29 as soon as possible.

Q. My child has trouble reading non-verbal social cues and can sometimes offend others or be misinterpreted. How can he get help learning to get along better with his boss and co-workers?

A. You and your child can share information about his social skills at the person centered planning meeting. Subsequently, your child's socials skills – his strengths and weaknesses- should be reviewed with the VR counselor so his on the job needs can be anticipated and addressed before he is placed in a job. You can also ask your VR counselor to order an assessment of your child's language pragmatic skills by a speech and language pathologist.

Q. My child has a hearing impairment. What types of support can she get at work to ensure she can meet her potential at work?

A. The department of Vocational Rehabilitation's Division for the Deaf, Hard of Hearing & Late Deafened can offer your child the necessary supports.

Q. If my child works will she lose her Social Security benefits?

A. Either your VR counselor or career planning provider will refer you to benefit counseling. A benefits counselor can answer questions about protecting Social Security benefits and make a referral to related services.

Q. At school, my child's ability to express himself was aided by access to assistive technology (AT). Can he get similar support under Section 29?

A. Assistive technology is a covered service under Section 29. Having up to date AT assessments conducted by professionals with experience and training to work with

your child's specific disability will help your child receive the AT supports most suited for him/her.

Q. My son has worked in a fast food restaurant for several years. He has never gotten a raise or had an opportunity to advance. Are there any supports under Section 29 to help him move up the career ladder?

A. Section 29 includes Career Planning. Your son can use the career planning service to identify ways to gain new skills to get a more demanding job with his current employer or he can get support looking for a new job that might offer more job growth.

How Families Can Help Their Son or Daughter Find Work

Families and guardians play an important role helping their young adult plan for employment and find a job that is a good fit.

Job Matching

Families know their child better than anyone else and can contribute important insights throughout the job development process. To help an individual find the right job its important to share information about:

- A person's interests and skills
- A person's learning style
- A person's social skills
- Environments that support their success

Anticipate and specify needed accommodations and supports

Families understand the types of support their child needs in order to meet his/her potential. It's important that the correct supports are in place to promote vocational success**.**

Issues to consider**:**

- o Sensory
- o Behavioral
- o Medical
- o Mobility
- o Communication

Be sure assessments are up to date. Assessments such as Speech and Language, Occupational and Assistive Technology assessments should identify goals and strategies that help a person succeed. If an individual has benefitted from a behavior plan, that plan should be shared with the case manager and VR counselor as such plans can be adapted for the workplace.

Networking

Families often have networks of friends and neighbors who can provide opportunities for learning about different types of work, job shadowing, and information about actual job openings. Families can model and encourage their child to network at events and within their communities. There are potential employers everywhere.

Self-advocacy and self-determination

Families can encourage their child to articulate their goals to help them find meaningful employment. It's important to help young adults talk about their strengths and any new skills they wish to acquire.

Both Community Support and Home Support services can be used to build pre-vocational skills and "soft skills" that contribute to an individual's ability to find and keep a job. The sections on Community and Home Support Services describe these skills.

How to choose a Provider of Career Planning Services

Potential questions to ask when choosing a career planner:

1. Are you a certified employment specialist?

2. When did you get certified to provide career planning?

3. How many people have you helped with career planning?

4. Tell me about some of your experiences helping people discover a career that was right for them.

5. How long does it take to develop a career plan?

6. How much time will you spend with me each week?

7. Where will we meet?

8. What types of activities will we do together?

9. What is expected of me during career planning?

10. How will you keep in touch with me?

11. When are you available to help me with career planning?

As providers of career planning services have small caseloads of 4-5 clients at a time, individuals may find they need to wait for the service. Over time, as more employment specialists are trained to offer this service, wait times should become shorter.

How to Choose an Employment Specialist

Interview several employment service providers and ask for consumer and family references. When visiting a service provider, pay attention to how you feel about the staff and office environment. Do you feel welcome, comfortable and respected? Does the program offer a supportive approach to employment assistance?

The following are suggestions for questions you can ask when you meet with an employment specialist. You don't have to ask all of the questions. Select the ones that are most important to you. The answers you get will help you choose the employment specialist who can best help you.[5]

Questions about the Employment Specialist:

1. How much experience do you have working with clients like me?

2. Please explain the different service you offer.

3. What is the difference between an employment specialist and a job developer?

4. How long will it take to help me find a job?

5. How much time will you spend with me each week?

6. How will you stay in touch with me?

Questions about services:

1. How will you help me find a job?

2. How will you learn about my interests?

3. How will you assess what I'm good at and where I need help?

4. How will some of my needs be met? (Ask about any communication, sensory, social or medical needs or concerns.)

5. How will you determine how to match my learning style with the right job?

6. Will I receive training before I start a job?

7. What will be my responsibilities during the job search?

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[5] Institute For Community Inclusion. Finding the Right Employment Service. Appendices/School Days to Pay Days.

8. How can my family and friends help me find a job?

Questions once I am employed:

1. Who provides supervision?

2. Who will train me if I need to learn or improve any skills to do the job ?

3. Will the work supervisor receive any training on how to best support me?

4. How can Assistive Technology improve my job opportunities?

5. Will there be opportunities for growth at my job?

6. How will natural supports at work fostered?

7. How will any problems at work be addressed?

Covered Services – Community Support

Community Support services are provided outside the home by Direct Support Professionals (DSPs). Services promote community access and inclusion and help individuals develop skills that support their health and well-being.

Individuals, their families and teams set personal goals that form the basis for a service plan that is implemented by each community support program. The plan might be referred to as an Individual Service Plan (ISP), Habilitation Plan or other type of plan.

> Community Support Programs are also referred to as Day Programs or Day Habilitation.

Where are Community Support services offered?

Community Support services can be offered in the community or at a facility. They can also start or end at a person's home.

How are support services offered?

Agencies choose where and when to offer services and determine the types of activities to emphasize. Three different program models are described below:

Time Limited Programs with a focus on expanding independent living skills and community connections.

Informally referred to as "launching" programs, they can help individuals enroll in college or continuing education classes, use public transportation, manage their finances, and access area resources. These programs prioritize the development of natural or unpaid supports that complement paid supports. In general these programs are time limited to two years.

Personal Development Programs with a focus on helping individuals expand their interests and build skills through the arts, cooking, recreational activities, and volunteering.

These programs usually take place both in the community and at a fixed program site. Many agencies choose to focus on specific types of programming. For example some focus on outdoor adventures while others emphasize the visual or performing arts.

Services that originate or end at a person's home.

Within the scope of Community Support, there may be some activities that require that services be provided in an individual's home. Typically this involves the start or end of a service. This is allowed as long as it does not duplicate any other services.

How does a person make the best use of community support hours?

Due to the limited hours that community support services are offered (usually not more than 4 hours per day), families may wonder how their son or daughter will remain occupied and adequately supported before or after day programming. During the process of developing community support plans and goals, families may consider the following ways that community support can promote employment, community engagement and greater independence. Skills taught at a community support program can be reinforced in other environments until they are generalized. Individuals can have any of the following activities included in their individual service plan.

Using Community Support Services to Promote Employment

Community Support can help prepare an individual to be employed or to improve their on-the-job skills in an existing job. Experiences and skill building activities can be provided in the community, at a program site, and begin or end at a person's home.

- Joining a job club to learn about what it takes to get and keep a job
- Obtaining a state I.D.
- Volunteering in places where it might be interesting to work or network
- Creating a resume/references/employment portfolio
- Accessing classes at the Career Center
- Accessing classes at a local college or adult education program
- Exploring different types of jobs and setting an employment goal
- Using public transportation (busses and taxis)

Social skills needed for a job whether with fellow employees or supervisors can be modeled and reinforced in a community support program.

- Asking for direction or other help from a supervisor
- Listening and following directions
- Accepting suggestions or constructive criticism
- Understanding and respecting physical and social boundaries
- Respectful communication with peers including those from different racial groups or cultures
- Interacting with clients at a volunteer job
- Learning to handle conflict

Using Community Support Services to promote independent living skills

"Soft" skills that are taught directly or indirectly at a program can help individuals become more independent as well as more employable.

- Good hygiene
- Dressing neatly and appropriately for a task or the weather
- Following directions
- Paying attention to a task
- Time management
- Safety skills (crossing streets, getting help, self-protection)
- Managing savings and to budget
- Doing non-preferred tasks

Using services to build "social capital" and promote community engagement.

What is social capital?

"Social capital is a set of relationships and social ties, with organizations and to individuals, that can expand one's opportunities making choices, increase one's options and lead to a more enriched quality of life."[6]

- Learning what it means to be an adult community member
- Learning about one's own community resources and opportunities to get involved
- Learning how to be involved in community activities, clubs, social events
- Learning how to connect with people in one's neighborhood and community
- Learning what it means to be a good neighbor

Limitations:

An individual may not receive Community Support while enrolled in high school. An individual may not receive Community Support at his or her place of employment.

Frequently Asked Questions

Q. We chose a day habilitation program but were told that my daughter's needs make her too challenging to be accepted. No one told me that a community support program could reject my child. What do we do now?

A. Work with your case manager (CM) to identify a provider who will work with you and your daughter. Your CM will continue to make vendor calls but it is advisable for families and the CM to make direct contact with agencies as agencies do not always reply to vendor calls. Prior assessments that describe successful intervention strategies should be shared with agencies to help them understand how they can serve your child. MaineCare may cover new assessments by a

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[6] Gotto, G., Calkins, C., Jackson, L., Walker H. and Beckman, C. Accessing Social capital: Implications for Persons with Disabilities.

behavioral psychologist, occupational therapist or other professional if assessments are outdated. Consider ways to initially provide additional support for your daughter when she is at a program and make a plan to fade that support if possible.. Families always have the right to file a grievance with the state if they cannot find an agency to provide the Section 29 Services of their choice to their child.

Q. Why can't my child get 1:1 support at his day program if that is what he needs?

A. Community support programs are only required to serve clients using a 1:3 staff to client ratio. Although agencies can choose to serve clients with a lower staff: client ratio such as 1:2 or 1:1, they are not required to and usually cannot afford to under current state funding formulas.

Q. Can my child attend two different community support programs?

A. Yes, but you need to talk to each provider about their policies. Most agencies offer flexible programming that allows a person to attend 2 or even 3 different programs a week while some service providers require daily attendance

How to choose a Provider of Community Support Services

Community Support service providers offer many different types of programs and activities. To help you find the program that best meets your child's needs you may need to visit several programs and ask in-depth questions. The following are suggested questions that you or your child can ask about community support services. Select the questions that are most important to you.

Questions about models of community supports:

1. What is your model for delivering community support services?
2. Are services offered primarily in a facility or in the community?

Application/Enrollment Process:

1. What does the application process entail? How long does it take to get enrolled?
2. Does my child need to spend one or more days shadowing?
3. How do you determine if my child is a good fit?
4. Is there a waitlist to enroll? How long is the wait?
5. May I see a copy of your program policies?

Questions about the consumers going to the program:

1. What is the total number of consumers served?
2. What is the size of the groups?
3. What is the staff: consumer ratio?
4. What is the median age of those attending?
5. Describe your son or daughter and ask if there are other consumers with similar skills.
6. Are there other consumers with a living situation similar to your child's living situation (live with family, in their own home etc.).
7. Do you accept individuals at different functional levels?
8. Do you accept everyone who applies?
9. Do you accept individuals with medical needs?
10. Have you ever asked anyone to leave the program and why?
11. How do you handle problems?

Questions about programming:

1. What are your hours of operation?
2. Is there extended programming before or after regular programming for a fee?
3. What types of programs do you offer?
4. Can consumers choose their activities?
5. How often can consumers change activities?

6. How much time will my child spend in the community and in the facility?
7. Which programs or activities are offered in the community?
8. Do you offer programs that promote greater independence in the community such as banking, using public transportation and learning about area resources?
9. Do you foster skills that help consumers find and remain employed?
10. Do you help consumers develop friendships with their peers?
11. Do you help consumers develop "natural supports" (unpaid) in the community?

Questions about staff:

1. What are staff qualifications?
2. What training is offered to staff?
3. Are staff supervised while working with consumers and if so, how often?
4. What is the rate of staff turnover? What are you doing to retain your best staff?
5. Do you have other specialists such as a BCBA or OT consult in order to improve the behavior or skills of a consumer?
6. Can a family bring in members of their child's team to observe and consult?

Questions about planning and goals:

1. What is the process for setting individual goals?
2. How do you measure whether goals are being met?
3. How do you determine the most effective strategies to help a consumer meet their goals?
4. How will you determine if my child is benefitting from your program?

Questions about quality:

1. How do you evaluate the quality and effectiveness of your programming?
2. What are your indicators of quality programming?
3. Do you survey staff, consumers and families to gather feedback about programming?
4. How do you address concerns by families or consumers?

Questions about a parent or guardian's role:

1. What is a parent's role when a consumer is his or her own guardian?
2. May a parent/guardian visit or observe the program?

Covered Services - Home Support

Home Support is provided in the home by a Direct Support Professional (DSP) to improve and maintain a person's ability to live as independently as possible.

What Home Support services are covered?

- Training and personal assistance with Activities of Daily Living (ADLs)
- Training and personal assistance with Instrumental Activities of Daily Living (IADLs)
- Personal development and well-being

What are ADLs?

These are routine activities that people tend do everyday including eating, bathing, brushing teeth, dressing, toileting, and walking.

What are IADLs?

These are the activities that support an independent life style. These include shopping, cooking, using the telephone or computer, keeping track of finances, managing medications, and safety skills.

What is Personal development and well-being?

These are activities that help a person develop and maintain friendships and other relationships, be physically active, learn how to access community events and resources and participate in spiritual or religious activities.

> Home Support activities that take place in the community or support community inclusion are allowed as long they do not duplicate Community Support services.

How can Home Supports be used to support Employment?

Getting and keeping a job involves many soft skills that can be learned and practiced at home. These include:

- Good hygiene
- Dressing neatly
- Listening and Following Directions
- Paying attention to a task
- Time management and following a schedule
- Budgeting and Managing savings

- Doing chores
- Decision making and prioritizing
- Interpersonal skills
- Using public transportation

> Home support goals should be coordinated with goals developed under other service plans such as Community or Work Support plans.

Home Support - Remote is a service that covers the staff who are monitoring the individual at home. Support must be provided in real time through a range of technological options including electronic sensors, video conferencing, environmental sensor (movement, doors, temperature, smoke, CO, etc.), video cameras, microphones and speakers, as wells as health monitoring equipment.

What is real time?

Real time means the Remote Support provider has staff available 24 hours per day 7 Days per week to deliver direct 1:1 care when needed.

Limitation: Home Support is limited to 18 hours per week.

Frequently Asked Questions

Q. The provider I chose for home support cannot staff all of my child's hours. What do I do?

A. Your case manager (CM) should continue to issue vendor calls to either find a single agency to fill all of your child's hours or to find a second agency to fill remaining hours. (You can get home support from two different agencies if necessary.) It's recommended that you and your CM also contact agencies directly to ask about availability as agencies do not always answer vendor calls.

Q. I was told that if I do not use hours, I could lose those hours as it appears my child needs less support.

A. It is your case manager's responsibility to continually document your child's needs and to keep the regional resource coordinator informed of those needs.

Q. Can a person receive a combination of direct and remote Home Support Services?

A. Yes, but the total cannot exceed 18 hours.

How to Choose a Provider of Home Support

Think about your child's requirements, abilities, and preferences to help you find a provider that will be a good match for your family. For example -If you want your child to get daily exercise you may want to request staff who enjoy being active. If your child is easily over stimulated you may want to find staff who understand how to reduce sensory overload.

When choosing a provider consider asking the following questions:

1. How does the agency approach home support for an adult differently than home support for a child under children's services?

2. Does the agency have the staff to fulfill your child's hours?

3. How does the agency retain its best staff and reduce staff turnover?

4. Describe your family's values and priorities and ask the agency how they can find staff who will be a good fit for your family.

5. Describe your child's specific needs and ask how staff will be trained to meet those needs.

6. How will the agency ensure your child's service plans are coordinated with home support goals?

7. How often will direct support staff receive on-site supervision?

8. What is the process for problem solving?

9. Will you receive updates on your child's progress and if so, how often?

Covered Services - Assistive Technology

Assistive Technology can be a device or a service used to increase, maintain, or improve an individual's functional abilities. Assistive Technology Supports include:

Assessment:
- Assessment of an individual's assistive technology needs.
- Coordination and use of therapies, interventions, or services with assistive technology devices.
- Training or technical assistance for the individual and/or for family members who will help an individual use the assistive technology.
- Training or technical assistance for professionals who will help an individual use the assistive technology.

Equipment or Devices:
- Purchase or lease of assistive technology devices

Transmission (Utility Services):
- Cost of the transmission of data required for use of the Assistive Technology Device via internet or cable utility.

> AT assessors are generally not expert in every kind of technology. You should feel comfortable asking the assessor about his/her training and experience in regards to your child's specific AT need, whether it is home accessibility, personal safety, communication, vision technology, hearing technology, computer access, or mobility. Request an assessor with experience and expertise that matches your child's needs.

Questions about Assistive Technology

Q. Will my child's direct support staff get training in the use of his equipment?

A. Yes. Assistive Technology training for the staff working with your child will be covered, however the training time must fall within the 8 hour time limit on AT services.

Q. My child had an AT assessment done but I don't think it was comprehensive or accurate. Can I get a second assessment?

A. If your allotted hours are not used up (8 hours are allocated), you can ask for another assessment. If the hours are used up, you cannot get a re-assessment paid for under Section 29 until the following year. You can explore if other specialists such as speech and language pathologists, audiologists, occupational and physical therapists can assess a person's AT needs and if MaineCare (or other insurance) will cover their assessments.

Covered Services - Respite Care

Respite care is a short-term service than can be provided in a person's home, a provider's home or other location approved by a respite agency or DHHS.

When this toolkit was released (Winter 2016) Respite Services were not yet being offered. Check with your Case Manager to see if this service is available.

Introduction to Evaluating Services

Why evaluate Section 29 Services?

Expectations for community supports are changing for the better with greater emphasis on competitive employment, diverse housing opportunities and full community inclusion. Tools for determining the effectiveness and quality of different services have not always kept pace with these changes. It is mostly up to individuals and their families to ensure services are yielding the desired results.

For Consumers:

After you have received support services for a while, you want to know that your services are actually working for you. Your services may support you at work, in the community or at home. The agencies that deliver your services should schedule meetings with you twice a year. You can always request additional meetings. If services are working, you can expect to regularly change and update your goals. If your goals are always the same it may mean those are not the best goals or perhaps that you are not meeting your potential.

If you are not happy with the services you are receiving you can ask your case manager to help you find a new service provider. You can even ask for a new case manager if you think your current case manager is not as helpful as you would like.

In the following pages you'll find tools to help you evaluate your Person Centered Plan and your Work, Community and Home supports. Some tools have been developed by other organizations while others are being offered here for the first time.

> The evaluation tools shared here are designed to foster conversations about quality among families, individuals served and the agencies serving them.

Evaluating Person Centered Planning

How do you know if your Person Centered Plan is individualized, comprehensive, and effective? The eight hallmarks of a quality plan with 23 indicators are described here[7].

1. The person's dreams, interests, preferences, strengths, and capacities are explicitly acknowledged, and drive activities, services and supports.

✓ Services and supports are individualized and do not rely solely on preexisting models.	☐ Yes ☐ No
✓ Supports and services have outcomes selected by the person (and those closest to him), which are meaningful and functional.	☐ Yes ☐ No
✓ The person achieves personal goals.	☐ Yes ☐ No

2. The person and people important to him or her are included in lifestyle planning, and have the opportunity to exercise control and make informed decisions.

✓ The person and advocates participate in planning and discussions where decisions are made.	☐ Yes ☐ No
✓ A diverse group of people, invited by the person, assist in planning and decision-making.	☐ Yes ☐ No

3. The person has meaningful choices, with decisions based on his or her experiences.

✓ The person has opportunities to experience alternatives before making choices.	☐ Yes ☐ No
✓ The person makes life-defining choices related to home, work, and relationships.	☐ Yes ☐ No
✓ Opportunities for decision-making are part of the person's everyday routine.	☐ Yes ☐ No
✓ The person decides how to use his or her free time.	☐ Yes ☐ No

4. The person uses, when possible, natural and community supports.

✓ With the person's consent, the support of family members, neighbors, and co-workers is encouraged.	☐ Yes ☐ No
✓ The person makes use of typical community and generic resources whenever possible.	☐ Yes ☐ No

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[7] New York State Office of Developmental Disabilities. Person Centered Planning. Opwdd.ny.gov. Accessed on October 15, 2015.

5. Activities, supports, and services foster skills to achieve personal relationships, community inclusion, dignity, and respect.

✓ The person has a presence in a variety of typical community places. Segregated services and locations are minimized.	☐ Yes ☐ No
✓ The person has friends, and the opportunity to form other natural community relationships.	☐ Yes ☐ No
✓ The person can access community-based housing and work if desired.	☐ Yes ☐ No
✓ The person has the opportunity to be a contributing member of the community.	☐ Yes ☐ No

6. The person's opportunities and experiences are maximized, and flexibility is enhanced within existing regulatory and funding constraints.

✓ Funding of supports and services is responsive to personal needs and desires, not the reverse.	☐ Yes ☐ No
✓ When funding constraints require supports to be prioritized or limited, the person or advocates make the decisions.	☐ Yes ☐ No
✓ The person has appropriate control over available economic resources.	☐ Yes ☐ No

7. Planning is collaborative, recurring, and involves and ongoing commitment to the person.

✓ Planning activities occur periodically and routinely. Lifestyle decisions are revisited.	☐ Yes ☐ No
✓ A group of people who know, value, and are committed to serving the person remain involved.	☐ Yes ☐ No

8. The person is satisfied with his or her activities, supports, and services.

✓ The person expresses satisfaction with his or her relationships, home, and daily routine.	☐ Yes ☐ No
✓ Areas of dissatisfaction result in tangible changes in the person's life situation.	☐ Yes ☐ No

Evaluating Employment Supports

The following questions can help you decide if your employment supports are meeting your needs.

1. Employment Status

✓ Are you working now?	☐ Yes ☐ No
✓ If not, do you want to work?	☐ Yes ☐ No

2. Career Planning

✓ Did you use the Section 29 Career Planning Services?	☐ Yes ☐ No
✓ If yes, did the service help you find a job that is a good fit for you?	☐ Yes ☐ No
If not, please explain why not: 　　☐ There was a long wait for the service and you decided not to wait. 　　☐ You were not told about the service. 　　☐ You had access to the service but chose not to use it. 　　☐ Other. Please explain: _____	

3. Choice and Control at Work

✓ Did you choose your current job?	☐ Yes ☐ No
✓ Do you like your current job?	☐ Yes ☐ No
✓ Were you given a job description and information about job expectations?	☐ Yes ☐ No
✓ Did you receive training before you started your job?	☐ Yes ☐ No
✓ Were any opportunities for improving your skills or learning new skills explained to you?	☐ Yes ☐ No
✓ Were future opportunities for getting promoted explained to you?	☐ Yes ☐ No
✓ Do you know how and when to ask for help from your supervisor?	☐ Yes ☐ No
✓ Do you know whom to contact if you wish to change your employment specialist or work support staff?	☐ Yes ☐ No

4. Reasonable Accommodations

✓ Do you need any on-the-job accommodations to help you succeed at work? Some examples are: 　• Additional staff training 　• Help with Communication 　• Changes to the Environment 　• Support to help you be mobile	☐ Yes ☐ No
✓ If yes, were those accommodations made?	☐ Yes ☐ No

✓ Does your employment specialist understand how best to support you?	☐ Yes ☐ No
✓ Does your job coach understand how best to support you?	☐ Yes ☐ No
✓ Does your supervisor understand how best to support you?	☐ Yes ☐ No

5. Inclusion

✓ Do you feel you are treated the same as other employees?	☐ Yes ☐ No
✓ Do you feel welcome, respected, and included by the people you work with?	☐ Yes ☐ No
✓ Do you have a plan for reducing paid supports at work?	☐ Yes ☐ No

The following is an assessment tool that identifies seven indicators of quality employment support services. **[8]**

> Quality indictors and relevant questions may differ for individuals with different levels of employment support services.

1. Use of Benefits Planning
Potential questions for measuring the quality of benefits planning include:

✓ Did the agency secure services from a certified Community Work Incentives Coordinator (CWIC) to assist the individual and family in understanding the impact of wages on benefits?	☐ Yes ☐ No
✓ Was a written benefits analysis completed?	☐ Yes ☐ No
✓ Did the analysis present the impact of employment on all Federal and other benefits programs in which the individual is currently enrolled?	☐ Yes ☐ No

2. Individualization of the Job Goal
Potential questions for measuring the quality of the individualization of the job goal include:

✓ Were the individual's strengths, abilities, and interests considered when establishing job goal?	☐ Yes ☐ No
✓ Did the individual lead the planning and job assessment process formulating a job plan?	☐ Yes ☐ No
✓ Did the individual choose the job coach/employment specialist providing primary services and supports?	☐ Yes ☐ No
✓ Is the individual satisfied with the job goal identified and support services planned?	☐ Yes ☐ No

3. Quality of Competitive Job
Potential questions for measuring the quality of job outcomes include:

✓ Does the individual with disabilities earn at least minimum wage?	☐ Yes ☐ No
✓ Is he or she working at least 20 hours per week?	☐ Yes ☐ No
✓ Is the employer satisfied with the job performance of the worker with a disability?	☐ Yes ☐ No

4. Consistency of Job Status with Co-Workers
Potential questions for measuring the consistency of job status with co-workers include:

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[8] Brooke, V., Revell, G. Virginia Commonwealth University Region III CRP-RCEP Fact Sheet: Quality Indicators for Competitive Employment Outcomes.

✓ Is the individual employed and paid by a business where work is taking place, not by a service provider?	☐ Yes ☐ No
✓ Are wages earned and benefits received commensurate with those received by others doing similar work?	☐ Yes ☐ No
✓ Are opportunities for advancement consistent w/ those available to co-workers?	☐ Yes ☐ No

5. Employment in an Integrated Job Setting
Potential questions for measuring the quality of employment in integrated settings include:

✓ Is the work site absent of a congregation of workers with disabilities?	☐ Yes ☐ No
✓ Are there co-workers who are not disabled within the work site with whom the individual has regular contact?	☐ Yes ☐ No
✓ Are there social interactions with co-workers at the work site (e.g.: during breaks, lunch, or after-hours gatherings of co-workers)?	☐ Yes ☐ No

6. Quality of Job Site Supports and Fading
Potential questions for measuring the quality of job site supports and fading include:

✓ Do job site support strategies match the learning style of the individual and the culture of the job site?	☐ Yes ☐ No
✓ Is there evidence of a well thought out plan for fading job supports, designed from the first day of employment?	☐ Yes ☐ No
✓ Is the employee with the disability a partner in all aspects of his or her plan for job site support, including the selection of compensatory strategies and the decision to involve co-workers with instructions and support?	☐ Yes ☐ No

7. Presence of Ongoing Support Services for Job Retention and Career Development
Potential questions for measuring the quality of ongoing support services for job retention and career development include:

✓ Is there a written long-term supports plan and is the plan being implemented?	☐ Yes ☐ No
✓ Are contacts made with the individual at least twice monthly to monitor employment stability?	☐ Yes ☐ No
✓ Is there a plan for career advancement?	☐ Yes ☐ No
✓ Do ongoing post-employment support services for the individual include support for changing job settings/re-employment?	☐ Yes ☐ No

Evaluating Community Supports

The following are some quality indicators that can help you assess the benefits of your community support services.

1. Safety

✓ Do you feel physically and emotionally safe at your program?	☐ Yes ☐ No
✓ Do you feel respected by program staff?	☐ Yes ☐ No

2. Choices and control over Services

✓ Did you chose your community support provider?	☐ Yes ☐ No
✓ Did you choose your services and activities?	☐ Yes ☐ No
✓ Do you change activities when you want to?	☐ Yes ☐ No
✓ Do you know how to change service providers if you want to?	☐ Yes ☐ No

3. Goals are individualized and measurable

✓ Did you help develop the goals for your Individual Service Plan?	☐ Yes ☐ No
✓ Did you determine the strategies for reaching your goals?	☐ Yes ☐ No
✓ Are there clear indicators for measuring goal attainment?	☐ Yes ☐ No
✓ Do you have adequate support for reaching your goals?	☐ Yes ☐ No
✓ Do you work with your provider to regularly update goals to reflect your changing needs?	☐ Yes ☐ No

4. Relationships

✓ Do you get support fostering friendships and meaningful relationships with your peers and others?	☐ Yes ☐ No

5. Community Access and Integration

✓ Do you know about different types of community resources and activities?	☐ Yes ☐ No
✓ Do you have opportunities to access resources and events of your choice in the community?	☐ Yes ☐ No
✓ Can you send as much time as you want in the community?	☐ Yes ☐ No
✓ Do you have opportunities to interact with members of your community?	☐ Yes ☐ No
✓ Do you have opportunities to build natural supports in your community?	☐ Yes ☐ No
✓ Do you feel you are a valued member of your community?	☐ Yes ☐ No

The Personal Outcomes Measures

The Personal Outcomes Measures (POMs)[9] look at whether services and supports are having the desired results or outcomes that matter to an individual. POMs are organized into 3 key factors and 21 personal outcome measures. The formal POM tool should be used by a trained professional. However, the indicators can be used informally as a starting place to help individuals and their families determine if services are beneficial.

1. My Self

✓ People are connected to natural supports	☐ Yes ☐ No
✓ People have intimate relationships	☐ Yes ☐ No
✓ People are safe	☐ Yes ☐ No
✓ People have the best possible health	☐ Yes ☐ No
✓ People exercise rights	☐ Yes ☐ No
✓ People are treated fairly	☐ Yes ☐ No
✓ People are free from abuse and neglect	☐ Yes ☐ No
✓ People experience continuity and security	☐ Yes ☐ No
✓ People decide when to share personal information	☐ Yes ☐ No

2. My World

✓ People choose where and with whom they live	☐ Yes ☐ No
✓ People choose where they work	☐ Yes ☐ No
✓ People use their environments (have access to transportation)	☐ Yes ☐ No
✓ People live in integrated environments	☐ Yes ☐ No
✓ People interact with other members of the community	☐ Yes ☐ No
✓ People perform different social roles	☐ Yes ☐ No
✓ People choose services	☐ Yes ☐ No

3. My Dreams

✓ People choose personal goals	☐ Yes ☐ No
✓ People realize personal goals	☐ Yes ☐ No
✓ People participate in the life of the community	☐ Yes ☐ No
✓ People have friends	☐ Yes ☐ No
✓ People are respected	☐ Yes ☐ No

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[9] POMs were developed in 1993 by the Council on Quality and Leadership. More information can be found online at: c-q-l.org.

Resources

Resources Across the Lifespan

The Center for Community Inclusion at the University of Maine has a wide range of resources. These can be accessed at: ccids.umaine.edu

Person Centered Planning

Agran, Martin, et al. *Equity and full participation for individuals with severe disabilities.* (2014).

Allen, William T. *Read My Lips: It's My Choice.* (2000).

Amado, A. N., and M. McBride. *Increasing person-centered thinking: Improving the quality of person-centered planning: A manual for person-centered planning facilitators. Minneapolis, Minnesota, University of Minnesota, Institute on Community Integration* (2001).

Falvey, Mary, et al. *All My Life's a Circle: Using the Tools-Circles, MAPS and PATH.* Inclusion Press. 47 Indian Trail, Toronto, ON M6R 1Z8 Canada, 1997.

O'Brien, John, and Connie Lyle O'Brien. *A little book about person centered planning.* Inclusion Press, 1998.

Sufumaine.org. SUFU Training Video # 1 PCP Meeting Info.

Links to more information: www.inclusion.com/jobrien.html and www.personcenteredplanning.org/

Employment Support

Information about the career planning service and Discovering Personal Genius can be found at: www.griffinhammis.com

Information regarding employment can be found at Institute for Community Inclusion at**:** www.communityinclusion.org

A comprehensive toolkit on employment can be downloaded on the autism speaks website at: autismspeaks.org.

Community Support

Amado, A.N. Friends: *Connecting People with Disabilities and Community Members.* Minneapolis, MN: University of Minnesota, Institute on Community Integration, Research and Training Center on Community Living. (2013)

Pitonyak, David. *The Importance of Belonging*. TASH connections 32.1/2 (2006): 1-3.

Assistive Technology

Mainecite.org

G.E.A.R. Parent Network, Advice for Transitioning Your Adult Child. www.crisisandcounseling.org/news-news/blog/entry/2015/04/advice-for-transitioning-your-adult-child-from-children-s-services-to-adult-services-in-maine. Accessed on 10/15/15.

Quality Residential and Other Services For Adults With Autism, www.ocali.org/project/adults_with_autism_guide. Accessed on 10/1/15

CQL (Council on Quality and Leadership) at c-q-l.org. Personal Outcome Measures. www.c-q-l.org.

Alliance for Direct Support professionals. Frontline Initiative. Vol. 12, No. 1, 2014. Social Capital, the Real Route to Inclusion

The Boggs Center on Developmental Disabilities. Getting the Community Life You Want

Section 29 Community Support Waiver
Toolkit for Families and Consumers

Survey

Please take a few minutes to let us know if this Toolkit was helpful and how we might improve it. You can complete it here and mail it to : xxxxxx or you can go to xxxxx and take the survey on line.

1. Did the Toolkit help you understand Section 29 Services?

- Yes
- No

2. If you answered Yes, which sections were most helpful?

- Covered Services which described the different services
- How to Choose a Service
- Evaluating Services
- Frequently Asked Questions
- All Sections

3. Please indicate which of the following statements are true. Your statements will help us improve the Toolkit.

- I would not change anything about the toolkit
- The toolkit was too long.
- Language in the toolkit was sometimes hard to understand.

Other comments:

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