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Agency influence on best practices with adults with developmental disabilities

Kristine Annette Harwood

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AGENCY INFLUENCE ON BEST PRACTICES
WITH ADULTS WITH DEVELOPMENTAL DISABILITIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Rehabilitation Counseling

by
Kristine Annette Harwood
June 2000
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Joseph Turpin, First Reader

Camille Mayers, Second Reader

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ABSTRACT

This study considers "best practices" for agencies that are funded by Inland Empire Regional Center (IRC) for work with adult individuals with developmental disabilities. IRC provided a list of agencies or vendors, which are supported by their program for work with individuals that have developmental disabilities. The goal is to provide a resource manual to IRC and these agencies to help in the development of "best practices," (Turpin, J., Browning, B., Harwood, K., Kennedy, G., Blatnick, M., June 2000). This was developed as a contractual agreement between California State University, San Bernardino (CSUSB) Foundation and IRC. Since we were not researching any of the negative aspects of programs, most of the IRC agencies were very open and had many positive aspects of their agencies to share. The chapters include: Adaptive Technology and Social Security Work Incentives; Staff Experience and Mentoring Concepts; Community Supports; Communication and Challenging Behaviors; as well as, Transportation and Mobility. The researchers utilized a Likert Instrument (Appendix A) that had been tested in a pilot study (Browning, B., 1999). In addition, letters were mailed to each IRC supported program (with IRC's approval) requesting to have the CSUSB Graduate Students in Rehabilitation Counseling observe their program. They were asked to cooperate in completing the "Community
Based Cover Sheet," that provided the employment history of the staff being observed and that of other staff members.
ACKNOWLEDGMENTS

To my daughters, Wendy and Jennifer Harwood, for their understanding in allowing me some long quiet hours to work on this project during all of my schooling. Special thanks to Ginny Casey, my mother, not only for reading every word and making substantial contributions to every chapter; but in never ceasing to believe the value of the effort. To both my parents, Ginny and Bill Casey, for assisting me with my child care needs while attending school and working on my project.

Thanks for Joseph Turpin, Ph.D. for support and encouragement in my educational process and editing my project. He provided me with ideas and tracking down scores of research articles. I wish to thank Camille Mayers, Ph.D., for her editorial recommendations.

Finally, I wish to thank the agencies that shared their programs with me. Although the names of the agencies are mentioned throughout this project, all clients’ names have been changed to protect their identity.
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INTRODUCTION

What are considered "best practices" for agencies that are funded by Inland Empire Regional Center (IRC) in California, when working with adult individuals with developmental disabilities? This study focused on positive situations or activities that enhance the individual with disabilities weekday program(s). IRC provided a list of agencies or vendors, which support their program of working with individuals with developmental disabilities. The goal is to provide a resource manual to IRC and these agencies to help in the development of "best practices." Since we were not researching any of the down sides of programs, most of the IRC agencies were very open and shared many positive aspects regarding their agencies.

There is very little supporting documentation available within the literature for "best practices" with developmental disabilities. Therefore, it required this researcher to consider agencies that work with other populations of individuals with disabilities and what those agencies considered best practices. Whenever possible, this provided examples of actual observations from the agencies that volunteered to participate in this study.
ADAPTIVE TECHNOLOGY AND SOCIAL SECURITY WORK INCENTIVE

CHAPTER ONE

Adaptive Technology

Adaptive Aids and Technology is on an upward growth curve. This is due to significant legislation to help support the funding of such adaptive equipment to allow all individuals with disabilities to benefit within the work, home, and community environments (Hess, A., Minton, E., Shank, L., Wagner-Williams, C.A., and Ward, I.M., 1997). This provides a brief overview of the most recent laws passed to assist individuals with disabilities within the Federal Government. This legislation encourages cooperation between Federal Government (including Military, Social Security Administration), State Agencies, and the private sector, in sharing information. It provides funding to help enhance technology, ("low" and "high technology"), to better serve those with disabilities. "One of the most common applications of assistive technology in the work place is putting desks on blocks to allow roll-under space for wheelchairs," (Hess, et al., 1997, p. 1) this is considered low technology." The other perspective, "high-tech" refers to "sophisticated gadgetry" (Hess, et al., 1997, p. 1). "The adaptive technology laws started with the 1985 amendments to the Rehabilitation Act which included rehabilitation engineering in it's provisions," (Hess, et al., 1997, p. 1). Listed below are the programs mentioned by Hess, et al.,
(1997) to help assist with disabilities in work, home and community setting.

- Social Security's Plan for Achieving Self-Support (PASS), 1986
- Technology Related Assistance for Individuals with Disabilities Act (TRAID), 1988
- Americans with Disabilities Act (ADA), 1990
- Individuals with Disabilities Education Act (IDEA), 1975
- The Job Accommodations Network (JAN)
- Social Security, Impairment-Related Work Expenses (IRWE)
- Voice-Recognition Technology (VRT)
- New York Equipment Loan Fund
- Maine Adaptive Equipment Loan Program
- Nevada Assistive Technology Loan Fund
- Bank of Boston, established the Kurzweil Personal Reader Loan Program
- Technology Related Assistance Information Network (Ohio TRAIN), a low-interest loan program

Social Security Work Incentives

Agencies working with individuals with disabilities need to tap into these programs to help service individuals and allow them to become independent and successful in their
lives. Social Security recently revised (September 1999) their "Red Book on Work Incentives," which include some additional benefits to individuals on Supplemental Security Income Program (SSI) and Social Security Disability Insurance (SSDI). Those not mentioned above are in the "Red Book on Work Incentives" and the page is listed after the program. However, some of the individuals who are developmentally disabled may not qualify for the following SSDI benefits, they are listed as a resource.

- Subsidies and Special Conditions, SSI/SSDI, p. 26
- Unincurred Business Expenses (Self-Employment Only), SSI/SSDI, p. 27
- Unsuccessful Work Attempts, SSI/SSDI, p. 27
- Continued Payment Under a Vocational Rehabilitation Program, SSI/SSDI, p. 28
- Trial Work Period (TWP), SSDI, p. 29
- Extended Period of Eligibility for Reinstatement of Benefits (EPE), SSDI, p. 30
- Continuation of Medicare Coverage, SSDI, p. 32
- Medicare for People with Disabilities Who Work, SSDI, p. 34
- Earned Income Exclusion, SSI, p. 36
- Student Earned Income Exclusion, SSI, p. 37
- Plan for Achieving Self-Support, SSI, p. 38
• Property Essential to Self Support, SSI, p. 40
• Special SSI Payments for People Who Work - Section 1619(a), SSI, p. 40
• Continued Medicaid Eligibility - Section 1619(b), SSI, p. 41
• Special Benefits for People Eligible Under Section 1619(a) or (b) Who Enter a Medical Treatment Facility, SSI, p. 42
• Reinstating Eligibility Without a New Application, SSI, p. 43
• Blind Work Expenses (BWE), SSI, p. 45
• Medicaid Protection for Working People With Disabilities, SSI, p. 49
• Help with Medicare Part A Premiums, SSI, p. 50

Success Stories

Often times IRC clients require supported employment in order to effectively complete job tasks. This can include volunteer work, enclaves, or group placement with individual’s working for sub-minimum wage. A supervisor from the agency ensures that the individual(s) are completing the job tasks as necessary. For example, Cole Vocational, in Riverside, CA had two examples of group placements for sub-minimum wages. The first observed was an automotive recycling center. The Cole employee works three days per week with two individuals, they break down car parts and
place them in the proper storage. A job coach provides guidance as necessary. The second observed was a group of three at the Red Lobster Restaurant. The group works five-days per week from about 8:30 am until 12:00 noon. Their activities include setting up the commercial dishwashing machine, which was torn apart by the night crew for sanitation cleaning; assembly of utensils and napkins for all customers which includes inspection of utensils for cleanliness, wrapping utensils with napkin and ring; cleaning of the glass windows and wiping down chairs. In both cases, the individuals are working for sub-minimum wages as previously mentioned. Cole provides the liability insurance in case there are accidents or injuries to the individuals. For example, if an individual breaks a window, then Cole would replace the window with their insurance coverage. It’s a win-win situation for the employer and the individual.

Westview, an agency in Temecula, CA has a participant, which I will call “Sarah.” She has cerebral palsy and her communication skills are limited to a communication board. She has use of her left foot. Sarah was strapped into her wheelchair so that she would not slip out. The chair will lock into place to provide her with support. In cleaning chairs, a staff member sprays the chair with a cleaning solution; Sarah wears a cleaning cloth made like a sock around her shoe. The staff positions themselves in front of
the chair to be cleaned to prevent it from moving and/or falling. Sarah then elevated her left foot with the cleaning sock on and wiped off and cleaned the whole chair. After about 10 chairs, she had to readjust herself as she began to slip down. She also cleaned a portion of the outside windows with staff only spraying the window and moving her wheelchair into place and holding it in the locked position to avoid her falling. Sarah will complete adjusting herself independently. The researcher was informed that when Sarah first began attending Westview, she had minimal strength, but by performing these tasks she has improved her strength. They have also developed a painting sock for Sarah by gluing a sponge to a sock, which she will dip into paint. With a large sheet of paper she is able to paint and develop the artistic side of herself. The costs of these items were minimal, less than $20 for both. This researcher was also informed that they developed a pointer for Sarah to use with her communication board. The staff placed a hole in the front of a bike helmet to allow a stick to be inserted. Sarah wears the helmet and points to her communication board in order to spell words. Her spelling is so advanced that it is quicker for her to spell out words than to use whole phrases.

At Easter Seals in Riverside, CA an individual this researcher will call, "Jim," utilized a high-tech device with his communication board. He only had use of his left
The wheelchair had an adaptive on/off switch, which Jim could press when his communication board would scroll to a phrase, statement, or question he wanted to make.

A non-verbal young teen received a laptop computer with a program called "Write: OutLoud," which made the computer into a talking board (Hess, et al., 1997). He was able to promote himself out of special education into the regular education with this service. Many individuals with Cerebral Palsy and limited verbal or non-verbal skills will utilize communication boards. The individuals have been provided with these boards while in their training at school from elementary to high school. However, upon departing for the educational training program they are required to leave the communication boards behind. It was recommended by Easter Seals staff that IRC work with the individuals before departing from their educational program (about one year in advance) and develop a new communication board for the individual to keep with them throughout their life. At the present time, as the individual graduates from the educational program they are without a communication board for about one year, which impedes their progress.

JAN grant program relates that an individual who was a photographer lost the use of one hand (Hess, et al., 1997, p. 4). He was unable to use a tripod to set up his camera; therefore, with a waist pod used like a flag carrier, he
mounted the camera on single rod (cost of $50). This allowed him to continue working in his profession.
Staff Experience and Training

Pre-service education and/or in-service training of staff afford the individual(s) with disabilities access to better practices. For the purpose of this report "pre-service" means before working with Adults with Developmental Disabilities. "Pre-service education" therefore, addresses the amount of education each staff member completed before working with Adults with Developmental Disabilities. "In-service training" includes education or training provided by the employer or IRC, which is directly related to working with this population of individuals with developmental disabilities. The training is to help staff learn improved skills when working with the individuals with disabilities in their work setting. "Experience" includes at least one year of experience working with clients with severe developmental disabilities. The directors of each participating program received by mail Appendix B and C to introduce them to the study with a survey (Appendix D) to complete related to operational staff.

When dealing with individuals with severe disabilities, training is essential and education can benefit all parties involved. According to Hess, et al. (1997, p. 100), the
following can assist when providing services to individuals with disabilities.

Employers thought that rehabilitation personnel held the key to successful placements, for they were the ones who could 1) provide follow-up, 2) understand the needs of supervisors, 3) understand job requirements, 4) make a good job match, 5) test and know the applicant’s abilities, 6) show up quickly when needed, 8) match skills with job needs, 9) learn the full scope of jobs, and 10) identify applicants for many positions.

It is the agency’s responsibility to ensure that the individuals are placed within their interest, abilities and make recommendations for accommodations. Some individuals will want to earn money and others do not want the pressure or the responsibilities that go along with receiving a paycheck. Those that have training in job placement services make sure it is a good match for the individuals. The job coaches need to recommend reasonable accommodations to allow the individual to succeed within their employment or volunteer placement.

Hess, et al., (1997, p. 102) provided their favorite 13 Training Tips:

1) Select participants to attend conferences and specialized training sessions strategically, to get more bang for your buck.
2) Consciously set aside space in your office for a training library.

3) Give reading assignments to staff and take time to discuss "learnings" [sic] during staff meetings.

4) If your agency isn't large enough to support a training manager position, support talented staff that has good trainer skills in other ways.

5) If you can afford it, go outside of the traditional rehabilitation type member organizations and join other associations like The American Society for Training and Development.

6) Consider going back to basics in your training approaches. Tried and true methods like case studies and role plays are making a huge comeback in Corporate America.

7) Form a training consortium in your area either among a cross section of community partners (e.g. residential, adult services, VR, school-to-work transition, case management/clinical) or among regional providers.

8) Involve mid- and upper-level managers in all training.

9) Open your in service days to the people you serve, too.

10) Make good use of generic resources and augment them with materials or exercises.
11) Read up on adult learning theory and make your training as participatory as possible.

12) Always give learners the opportunity to evaluate a training session.

13) Never plan an in service or session without first identifying a list of learning objectives.

One Corporate Agency, (Mentor, Inc.), owns Cole, First Step, and Quest Unlimited. The funds available to the agency will affect these above-mentioned areas. These agencies or entities have been able to combine their efforts in placing an educational training program for their staff. The Directors and Assistance Directors were required to attend the thirteen sessions of training, which deal with many aspects that will affect the staff in dealing with their work environment, including behavioral issues, communications for individuals, work situations, etc. The job coaches are encouraged to participate in the training that is expected to take one year. They are provided with two practice tests for each chapter during training and must complete a competency test on each chapter. All job coaches can participate and for each session they pass, the job coach receives a $50.00 incentive. The book is called Competency Based Positive Behavioral Training Curriculum, Revised June 1998, by Meslissa Sweitzer, Ph.D. and Maryam Abedi, Ph.D. They are the consultants for Mentor, Inc. and have developed this in-service program. The
chapters are relevant to the issues, which the staff deals with on a daily basis. There are ten chapters or areas of study which include:

I. Working with Individuals with Developmental Disabilities: An Overview

II. Philosophy and Values Driving CVS/FS/UQ Services and Supports

III. Why We do What We Do, Understanding Behavior

IV. Data Collection, Documenting Behavior Change

V. Changing the Environment to Facilitate Behavior Change

VI. The Power of Positive Reinforcement

VII. Differential Reinforcement Techniques

VIII. Teaching Strategies

IX. Adapting Activities to Fit Each Person’s Unique Needs

X. What to Do When a Behavior Occurs: Practical Strategies

Mentoring Concepts

There has been an increase in utilizing apprenticeship programs in America over the past year. Apprenticeship programs are regulated under the 1937 National Apprenticeship Law.

A good description of a formal apprentice is the list of standards set forth for apprenticeship programs by federal law:
• Minimum age of 16 (there is no maximum age);
• A work schedule that allows the individual to receive training;
• Classroom instruction in related subjects;
• Pay that increases as the apprentice gains skills;
• Regular evaluations;
• Recognition in some form by the program's successful completion; and
• "Fair and equal access to the program for all qualified individuals. Discrimination, in any form is strictly prohibited," (Smith, 1996)

Apprenticeship programs rely strongly upon the "one-to-one mentoring from a master to a pupil," (Hess, et al., 1997, p. 7), which is ideal for a mentoring concept. Within the IRC type programs, it could be used for a job coach to train or perhaps for clients to learn a craft. Closely related to apprenticeships are internships. They can provide on-the-job work experience and do not require the same pay as full pay or benefits. This allows an individual to build up their work experience and resume within the field they hope to obtain. "Internships are supposed to expose students to the real world of employment or a particular line of work, and unfortunately that world is not always nice," (Hess, et al., 1997, p. 9). These practices of apprenticeships and internships will allow a person to make
an informed decision about their desire to work within a particular field before really entering the workforce.

Success Stories

Easter Seals in Riverside, CA has enacted a group-mentoring program, which benefits both a new job coach and the individuals of Easter Seals. When a new employee begins working for Easter Seals they are paired with a seasoned job coach and their group for one month. This allows them to observe what is expected of them and to learn Easter Seals policies. At the same time, it allows the newer job coach to phase into working with the clients. These individuals are used to the long-term job coach and have less fear in dealing with a new staff member.

Mentor, Inc., which is in many states across the USA, has developed their whole program around having mentors within agencies to provide support for individuals with developmental disabilities. By developing a newsletter, NetworkNews and web site "http://www.TheMentorNetwork.com," Mentor enhances employees and customers in providing new ideas and better service. Making connections within the work site is also critical to the individual’s success. This researcher attended a WorkForce Investment Act meeting and learned that through mentoring that it will not only provide assistance to the protégé, but it also helps improve morale with the regular employees and attendance. The employee is less likely to call in ill if they know that a protégé is
expected to work with them at their work site. "Community Enterprises Corp. in Northampton, Massachusetts offers...cash to make one of the company's current employees the job coach. The stipend, $25 a week for six months, goes to a reliable person chosen by the employer--a peer with supervisory capacity--to spend a little extra time working with new employee," (Hess, et al., 1997, p. 65).

Larger corporations/agencies seem to have more funds, which can provide training for their employees. Hess, et al., (1997, p. 27) appeared to come up with a good summary of why this is possible, "the bottom line for American industry is making money, and training programs must appeal to the bottom line. That not only means the subject matter must fit the business' mission, but also the presentation must be worth what the company spends in time and money to put employees through the training." Larger corporations can hire trainers that can develop an effective training program, or bring outside trainers for specialized subject matters.
Community Supports

Community Support can have multiple levels of meaning. It could relate to those agencies that the IRC funded programs have developed for their clients in paid or volunteer work. Cole has developed partnerships with Red Lobster in Riverside, CA for several clients to work in a paid group placement. They are performing work that is essential and that benefits each customer that eats at the Red Lobster, by inspecting the utensils and wrapping them with a napkin.

Easter Seals has developed two great partnerships for their individuals. One is with Riverside Transit Agency (RTA) in Riverside, CA, which will be described in more detail under the Transportation section. The second is with University of California, Riverside, Community Digital Initiative, and Center for Virtual Research. This program has allowed individuals to learn how to use the computer and the Internet by joining as corporate members. They are provided with an instructor and have developed adaptive technology, where necessary, for individuals.

These are not the only types of alliance that can be formed. Cole in Temecula, CA has partnered with Western Eagle Foundation (WEF), also in Temecula, CA. Founded in 1990 by Robert M. Sieja and Kathleen R. Kruger, the services
provided include a warehouse food bank, thrift shop, and training opportunity for individuals (Western Eagle Foundation, 2000). Cole has an enclave of three volunteers at WEF several days each week. In return, the clients receive a free lunch hosted by WEF each day they volunteer and a discount on items purchased at WEF. In the near future WEF plans to open a ranch to those individuals they provide assistance to and they are looking to focus on providing services to individuals in wheelchairs at the ranch.

Success Stories

The BOT-Basic Occupational Training program in San Jacinto, CA has made arrangements with various employers in the community for their individuals to have volunteer employment. Because the individuals within BOT are mainly placed there due to behavioral issues, they do not want to place added responsibilities on the individual by having paid positions. They focus on volunteer placements to help the individual develop confidence, but when an individual is having a difficult day due to their behavioral issues they are not required to attend their volunteer work. If they were working for pay, then the expectation would be for the person to attend work on good or bad days. If they cannot attend a paid position, then they will lose their job. BOT has made such arrangements with the schools, Meals on Wheels, etc. for volunteer positions. Volunteering benefits both the client and the community in providing increased
awareness of each other's needs. It also helps provide increased self-esteem for the individual and helps them develop a work history.

The Young-Adult Employment Supports Project (YES) is part of a non-profit research and training center called Matrix Research Institute (MRI) located in Philadelphia, PA. This article provides an overview of the program including the mission statement, description of the program, community connections, what makes the program work, and a short testimonial. The abstract indicates they provide services to young persons (ages 17-22) with serious emotional disorders throughout Philadelphia who are exiting special education settings. Focusing within the strengths area include the individual attention to individuals throughout all phases from planning and assessment, training and job placement, job coaching, support and sustaining employment, and the agency's commitment of collaboration with community resources including employers, training programs, family members, educators, Vocational Rehabilitation, and Mental Health Services. This article is presented within a brochure format, which was developed by the University of Minnesota. It appears the style was to help develop marketing techniques for recruitment in all the above mentioned community resources including the potential individual. Unfortunately, YES does not provide any statistical documentation, and/or any information regarding their
Another program developed by the University of Minnesota is called CHOICE (Career Help at Overbrook for Individuals Who Choose Employment). Both of these programs are School-To-Work Outreach Projects including Exemplary Model, practices and strategies. The CHOICES program is targeted at students between the age of 16-21 who are either blind or visually impaired; to help provide summer work to sharpen the students employment skills. Oftentimes students have multiple disabilities that may include mental retardation, cognitive and physical disabilities and hearing impairments. Overbrook is also located within the Philadelphia metropolitan area. CHOICE and YES are formatted within the same brochure context. However, the CHOICE brochure also provides further details outlining the staffing needs of the program. The CHOICE Program provides the number of staff and duties associated with the positions. The staffing includes one full time Program Coordinator, one part-time Employment Program Coordinator, 20-35 part-time Employment Training Specialists (depending on the number of students enrolled), and three clerical typists. The strengths of CHOICE Program lie in the teaching of staff for job development; collaboration within the community working with employers, Department of Rehabilitation Services; one-on-one job coaching for each
individual to acclimate the student within the position; and sensitivity awareness training to help educate employers about visual disabilities. Like the YES program the article does not provide any statistical documentation indicating the number of clients served.

Project SCORE (Students Creating Optimal Resources for Employment) reviewed Springfield Technical Community College in Springfield, Massachusetts. The SCORE project was targeted towards best practices students with disabilities to increase job opportunities and enhancing career prospects. There were three groups evaluated with one as a control group where no services were provided. Out of the 150 students polled within the three groups 60 responded. Project SCORE added significantly to their project by providing the statistical results of the number of individuals served and services provided with outcome results. SCORE determined a significant increase of competitive employment when student received individualized services. Such services as, individualized programs and objectives, counseling focusing on strengths and skills, contact with employers and recruitment for non-profit and government agencies. They feature one-to-one meetings with students; presentation of faculty when placed on department agendas; open houses to introduce technology of adaptive computing labs. They also have collaboration with other agencies and existing college services; provide the resumes
of the students to Project Advisory Team members; and
development of an evaluation instrument in the early months
of the project were included in their completed survey. Like
the YES Project there is no documentation of the agency
practices such as the number of staff working the Project
SCORE and/or a generalized description of their duties.

Richard J. Coelho was invited to present views related
to Aging, Disability and Nation's Productivity in the 1991
Switzer Monograph. Coelho's project entitled "Aging,
Habilitation, and Persons with Developmental Disabilities,"
focused on the changes within society for all individuals.
By the year 2010 Coelho reports that one out of every four
people will be over the age of 55 years old. This includes
individuals with and without disabilities. Coelho encourages
employers, government agencies and especially rehabilitation
programs to utilize existing services for the aged including
the developmentally disabled population. For example, rather
than adult day care for the developmentally disabled
population, we should consider drop-in community retirement
centers. Coelho notes that if considering adult day care
centers for the developmentally disabled aged population, we
must allow for reduced activity levels and flexible
scheduling of days and/or hours. Further education is
encouraged for rehabilitation specialist in gerontology and
developmental disabilities. Also the aged developmental
disabled population should have the same opportunities with
respect to volunteer work, part time employment, "full retirement with carefully planned opportunities for new experiences, personal growth, and learning should also be available," according to Coelho, through community education programs.

According to Jeff McNair and Heather Kathleen Smith, with the rising cost of programs it is important to turn towards natural support programs within the community. McNair, "proposed evaluating networks supporting individuals with disabilities in the community on the basis of a variety of criteria" (1997, p. 237). Churches offer individuals with disabilities an opportunity to integrate into the community. This brings a sense of belonging and normalization of experiences. Local churches are increasing their integrating individuals with developmental disabilities. In the past 60 years there was a 40% participation rate for individuals with developmental disabilities into the mainstream. In 1997 the rate has increased to 82%. By interviewing the people with developmental disabilities and involving them within their local church, in short, providing the services necessary for that person, it allows a benefit both to the church and the individual.

Cynthia Rudolph, K. Charlie Lakin, Joan M. Oslund, and Wayne Larson provided research within the Mental Retardation Journal regarding community behavioral support and crisis response programs designed to help the needs of individuals
with developmental disabilities and to avoid resorting to institutional placements. Oftentimes people have both behavioral problem(s) and psychiatric disability. The community established linkages between behavioral and psychiatric programs to ensure the person’s best outcome. They take a preventative approach with early identification to allow programs to work with the community service providers. The state of Minnesota passed legislation called "Special Services Program," to focus on the goals of reducing hospitalization time, or restricted housing situations. Two basic services include outreach within the individuals home, work, school, or community; and short-term crisis placement services for 90-days or less allowing the individual to move in for that period of time with a staff ratio of 2:4. Behavioral issues included physical aggression (71%), verbal aggression (50%), property destruction (26%), self-injurious behavior (21%), non-compliance (13%), elopement (12%), theft (10%), other (10%), and sexual aggression (3%). Referrals a made through case management for individuals at risk of losing community support and/or anticipated hospitalizations due to individuals behavioral activity. "Outreach services include functional analysis, technical assistance, care-provider training," (Rudolph, et al., 1997, p.187). Both programs have proven to be cost effective in their services if the individuals were not provided with conventional intervention.
Norman Jacobs (1998) provided information regarding community-based rehabilitation for individuals with disabilities, generally orthopedic and orthotic. Jacobs built upon community services already in place, and integrated these within the individuals own community, when possible, then formed the organization (WHO) World Health Organization. WHO was comprised of a three-tiered referral system, including the person's basic home or community level, intermediate support level and specialized services level. Whenever possible rehabilitation will occur within the persons own community (70%); however, 30% must be referred outside their own community when the community does not have the specialized needs to meet that individual.

The role of the community rehabilitation worker ... includes:

- acting as a link ....
- referring persons with disabilities to the intermediate support level or the specialized services level;
- assisting the rehabilitation of the disabled person and adaptation of the environment;
- providing or arranging the simple maintenance and repairs to prosthetic and orthotic devices.
• Providing information to intermediate support level with regarding to disabilities found, numbers and acceptance and use of devices;


M. Miles enhanced the resources of the WHO program with research of 14 years' work in Pakistan. The Community-based rehabilitation programs came under criticism due to lack of resources within the community centers. The program was said to be providing families with rehabilitation processes to benefit the individuals with disabilities, but not having the equipment or ability to formulate the concepts into understandable matters for the family members. Miles provides a history and table of rehabilitation model. Typically what occurred was not provided to all the community and/or lost over the years. Now with modern technical findings, rehabilitation can occur with poor countries benefiting from shared knowledge, maintaining their own community and/or countries resources. Generally the same was found with other third world countries, such as in Philippines. The community lacked the resources to provide services for the general population. Often the population lacks the financial resources to support community based programs.
Hess, et al., (1997, p. 17) summed up community connections the best, "Interaction with the community involves two aspects. One concerns inclusion in community activities for people with disabilities, activities that generate not only exposure and awareness (for individuals as well as for the general public), but employment contacts, educational opportunities and best of all, true friendships."

Involving the family or support persons of the individual is critical to their success. If the family does not uphold the program(s), then the client might not be as successful. Hess, et al., (1997, p. 39) list some specific ideas to help the family:

- become an information and referral source to other families;
- contact your local independent living center;
- develop a family newsletter;
- encourage family members to subscribe and distribute copies of Exceptional Parent magazine;
- provide stipends to family members in order to attend training seminars;
- survey family members related to their training needs;
- work with family members to instill a work ethic;
- join state and national family organizations;
• invite statewide family associations and people with disabilities to provide training;
• make your library available to family members.
• volunteer at the agency of interest to learn the internal workings of staff and policy.
• Randomly [sic] visit service agencies to observe activities and daily work routines.

Ensuring that the client has the final say in whom is involved in the development of which direction their lives should take is critical. Easter Seals has an individual that attends their Adult Day Center, and the individual’s father is his attendant during the program. Because the individual is not able to access a power wheelchair, he does need an attendant to help with his mobility issues. The father does not provide any services to any others, only that of his son’s. This allows the staff to help with the needs of those other individuals by freeing up some of their time that would have been spent on this individual if an attendant were not provided.

Volunteer sites can be established by contacting city, county, state and federal agencies, as well as local churches. Through the Inland Regional Center programs some observed and/or discussed volunteer projects included the following: Adopt-A-Street cleaning; Food Bank; Library cleaning (both public and Inland Regional Center Libraries);
Meals-on-Wheels; Churches with cleaning programs; Public Gardens; and, Thrift Shops with sorting and stocking items.
COMMUNICATION AND CHALLENGING BEHAVIORS

CHAPTER FOUR

Communication

Imagine having an idea in your mind, wanting to share that thought with others, but no way of expressing those ideas so that others could understand your communications. That is what many individuals that are sponsored by Regional Center experience daily. The trick is to understand the individual’s form of communication. If the person is non-verbal is it possible to use a communication board? If so, does it need to be simple pictures, or can they spell out information? Can they point to the object or do they need to use eye movement to indicate what they are communicating? While observing First Step in San Bernardino, CA, Rose, a job coach, related her experience of dealing with communications. Her son was a client of Regional Center until he passed away, and now she has turned that experience into an opportunity for herself in helping others. Rose indicated her son, as well as many of the clients she works with are very intelligent, but they are non-verbal. One must anticipate what the person wants, needs and how they are trying to communicate. Rose stated, "I actually learned so much from him [her son]" (personal communication, May 16, 2000).

It is paramount to provide the opportunity for a non-verbal person the use of a communication tool(s) to
enhance their independence. While attending school many of these individuals are provided with communication devices. When they are exiting the school programs (high school or continuation school) they are then required to return the device back to the school district. This leaves the individual stranded in their ability to communicate with others until Regional Center can fund a new communication board or device for the person. It would be ideal for Regional Center to work with the individual at least six-months to one year before they separate from the school system in order to develop a new communication device for that person. This would insure there would be no gap in their communication skills and they would not backslide in their learning process. For adaptive technology communications, please refer to Chapter One in "Adaptive Technology and Social Security Incentives."

**Challenging Behaviors**

Hess, et al., (1997, p. 11) stated, "The behavior, whether prompted by an environmental or physiological condition, often arises out of a person's inability to communicate effectively." It is the responsibility of all individuals providing services or support [including family and friends] to that person to help with what the individual is trying to communicate.

Service providers should learn to view behaviors as serving a purpose, or an alternative way an individual
is communicating a need or a way of achieving a desired outcome. By teaching an individual communicative behavior, or using words rather than actions to communicate a need, service providers are opening a door for individuals to learn a substitute way to communicate which does not entail a problem behavior, (Hess, et al., 1997, p. 11).

Success Stories

The BOT Program in San Jacinto, CA specialized in dealing with individuals learning how to best communicate. The key to their program is to identify the trigger device, which caused the client to behave in a socially unacceptable way. Just as Hess, et al., (1997) have expressed in their article, "Challenging Behaviors," the idea is to get to know the individual, likes and dislikes, environments in which they can thrive. They will review the individual history from Inland Regional Center to detect any patterns, interview family, friends, staff that have worked with the individual previously, or currently within a group home setting. Hess, et al., (1997) consider this approach as "person-centered planning."

One individual, I will call Sam, from BOT had difficulty with loud noises and large groups. Therefore, BOT was able to build a special area where he would not be totally isolated, but away from the bulk of the group. BOT set up a living room atmosphere for Sam with a stereo; bed
for his rest time, and pictures he liked on the wall. When many of the other individuals were in their individual classes or rooms, then they would encourage Sam to come out when there were only a few individuals and the noise level was down. His problem was discovered after reading Sam's history indicating that he was from a large family and had an abusive father who worked nights. Due to his father's schedule the family had to be quiet during the day so that he could get his sleep. If the family woke the father with noise they would be beaten. This caused Sam's trouble with loud noises and groups. Rather than trying to fit Sam into the current group environmental setting, the counselors are drawing him out into a large area, where occasional noises will occur. This allows Sam to feel safe from negative repercussions. He can work his way into a larger group at his own pace and comfort level.

BOT has also learned that essential to training children is the pattern of consistency. In order to substitute a positive behavior over a negative behavior, the pattern must remain consistent; otherwise the individual becomes confused and will revert back to their regular patterns. Usually they have developed these forms of behavior over a period of time, possibly over their lifetime. It cannot be expected to have one demonstration of what would be a more acceptable behavior and expect the individual to adopt that new style. Habits are difficult to
change and it will take continual training and direction, plus re-direction to help the person develop new and positive behavior.


To choose a communication form that is more efficient than the problem behavior, (1) assess the purpose of the person’s behavior; (2) choose equivalent forms of communicate behavior; (3) teach the new communicative behavior to the individual; (4) teach multiple communicative methods/styles if the behavior is multi-faceted; and (5) review and monitor the success of the new communicative behavior.

Hess, et al. (1997, p. 13) also states, The key phrase here is "counter-act the instigators." With these, the facilitator can promote adaptive behavior and make appropriate proactive changes that could improve the challenging behavior.

Among the proactive strategies developed by the Specialized Training Program at the University of Oregon:

- Change the lifestyle, such as daily activities and stipulations of the person in his or her residence, occupation, and social networks;
• Modify the environment, anything from muting a work bell to getting the person away from crowds or clutter;
• Institute physiology treatment, where it is a change in diet, a new exercise regiment, or treating chronic problems;
• Teach new alternative skills, such as an activity or behavior to relieve or remove the stressors that cause the behavior problem;
• Use positive reinforcement through the person’s environment or network of people (or animals) that can provide ongoing support and help the person cope with stressors.

Follow-up assessment of the person and his or her environment ensures long-term behavior modification, especially in the event of changes in the individual’s circumstances or the agency’s personnel.

Success Stories

While visiting First Step, San Bernardino, CA we find that they offer their client’s aromatherapy. With the lights out, a soothing tape or CD playing and aromatherapy within the room, the individual(s) have the opportunity to learn and use multiple senses. The job coach talked the clients through a relaxation exercise by inviting them to imagine a rainbow and all the colors involved within the rainbow; and
moving the stressors out of the individual's body and out of their lives. Using some deep breathing exercises, the individual(s) can learn to have an alternative mode of relaxation during a stressful time. They also utilized the sense of touch with a large beach ball under one individual's legs while on a wheelchair. Sitting for long periods of time can exhaust anyone, by raising the legs provides rest from the chair-like position and is healthy for the individual. This class is offered repeatedly to many of the individuals and thereby allows them to get into an adult activity that offers an alternative way to relax; taking a proactive approach in dealing with stressors within the individuals life.

One challenging factor in getting a person to perform a task at certain times occurs when they do not know how to tell time by clocks. Once such example was provided by Hess, et al., (1997, p. 60), where John was working in a hospital cafeteria. At 1:30pm exactly he was expected to remove all the pans from the lunch area, after watching the activities of the cafeteria for several days, the job coach noticed that at exactly 1:30pm the cashier closed her area. That was then the clue for John to begin cleaning up and performing his task, which worked for him.

Hess, et al., (1997, pps. 91-92) related another story about behavioral problems with Gil, age 49. He would stuff toilet paper into the toilets. At first they were afraid to
try community job placement because of the possible vandalism issues. They also noted that Gil was always blurting out "'horse' and 'cow-cow.'" The agency took advantage of placing Gil in a ranch setting. Before this placement Gil would take small steps with his head held low. But out on the ranch he walked with confidence and his head held high. There were not many people around so calling out "horse" and "cow-cow" in this setting was natural. They tried to work out a PASS plan for Gil to own part of an Arabian Horse, but the plan was never implemented. However, the story is still a success story learning what would work for Gil.

The key factor is learning what the individual is trying to communicate. Hess, et al., (1997, p. 92), learned of an individual working at a sewing shop. She would sneak spools of thread into her purse on a regular basis. They wrote a PASS plan for her to purchase 40 spools of thread to keep in her room, "... she no longer stole from her employer, and she used the thread to make purses with colorful patterns and cleverly-placed pockets." She now sells her purses to a high-end retail under her own designer label.
TRANSPORTATION AND MOBILITY

CHAPTER FIVE

Transportation and Mobility

Allowing individuals with disabilities to have the most independent access to their environment is critical when dealing with mobility and transportation. This includes, but not limited by their ability to walk, use manual or power wheelchairs, access to streets, buildings, public places such as parks, etc. Before the Americans with Disabilities Act of 1990 (ADA), individuals with disabilities did not have the same or similar access to locations. Now that the ADA has been in place for ten years, there appears to be some major efforts to allow individuals with or without disabilities the same or similar access. For example, a person in a wheelchair in the past may have been required to use the back entrance to enter into a building. Now many businesses have implemented access whenever possible to the main entrance.

Skill building in mobility is generally a priority for most IRC sponsored agencies. Helping the individual to learn to be the most independent is a key to most of the programs. This includes understanding when using public sidewalks, crossing streets, using public transportation and private transportation modes. Hess, et al., (1997, p. 106) have summaries some battles experienced by individuals with disabilities.
For people with disabilities, the battle is waged on a multitude of fronts. The following list cites singular problems that must be regarded as a whole.

- Many city buses and trains are not equipped to board wheelchairs. This is gradually changing as federal regulations take hold and new equipment comes on line, but it remains a barrier to people getting jobs today.

- Community transit systems that vary their schedules and routes for people with disabilities, as required by law, meet a backlash of resistance from other riders and cost-conscious politicians (Howard, 1994).

- Many people with cognitive disabilities have difficulty learning bus schedules or knowing when and where to get on and off the bus.

- Alternative transit systems--generically called paratransit--have notorious reputations for running late or forgetting to pick people up. They can be an inconvenience for people who must give advance notice (generally 24 hours), precluding spontaneous outings or reacting to unexpected urgent needs. Long waiting lists also frustrate potential job seekers.
Paratransit also perpetuate the debilitating stereotypes and separation of people with disabilities. But if the vehicle doesn't have a rental car or hotel logo on the side, people associate the vans with paratransit, something only people with disabilities use.

Many paratransit systems do not run after hours, restricting access to second-shift jobs and community activities. Regular bus services also cut back routes and frequency on "non-peak" hours, inconveniencing patrons whose sole transportation is the bus.

Modifications to cars and vans are available, and rebates from major auto manufacturers help pay for them, but this doesn't help a large number of people with developmental disabilities or whose disabilities significantly hinder motor skills and visual acumen prohibiting them from driving.

Relying on family or friends to provide transportation can drain family resources, often doesn't allow the individual with a disability to gain self-sufficiency and independence, and could become an inconvenience when the driver is unexpectedly unable to provide transportation.
• Organizations providing transportation for individuals have to find funding for the vehicle and driver (or convert yellow school buses) and accommodate a wide variety of schedules. This method, which virtually guarantees service, at least, does not promote community inclusion.

Hess, et al., (1997, p. 107) have developed some possible solutions to the complex issues of transportation.

Some creative solutions for individuals:

• Combining housing and community/employment locales, by helping people find housing in close proximity to their jobs and activities so they can walk or bicycle.

• Include providing transportation in the job description of a personal assistant.

• Take advantage of car pooling opportunities at the person’s place of work or work out with the employer some creative financing means of providing transportation that other employees can also access.

• Write a Social Security Plan for Achieving Self-Support (PASS) that includes the purchase of a vehicle, even if the person can’t drive.

• Set up special arrangements with a local cab company.
Some tactics toward solutions for the community:

- Get on regional transportation boards and become vocal and active in influencing policies that affect people with disabilities.
- Partner with other organizations that have transportation needs to create your own transit system; once established, go public.
- Create your own taxi company if there isn’t one, using profits from public fares to subsidize the [disabled] person’s fares. (Better yet, back an entrepreneur with disability....)
- Through government funds for public transportation are dwindling, other types of grants can be used to pursue transportation linked to such issues as drug-free communities, child care, programs for elderly people, and community development corporations.

While attending a WorkForce Investment Act meeting for Youth Services, it was recommended that rural areas contact churches that have vehicles to assist with transportation issues for their members. These vehicles are often used in the evening or weekends, thereby developing a contract with the churches to provide transportation to their local community during the week. The church obtains recognition as
Success Stories

In Cleveland and Akron, a three-year grant was established by the Ohio Developmental Disabilities Planning Council to study the problem and develop solutions: "It discovered that several agencies in the county were operating similar services using a total of 34 vans. 'We were duplicating services like mad,'....The transit now has 17 vans on the road, which ran 47,000 trips in 1995. The current fleet covers more territory and makes more trips than did the 34 vans run by individual agencies back in 1990," (Hess, et al., 1997, p. 107). They now also provide services to the general public at full-fare and thereby offsets the cost of the program.

The Portage Area Adult Day Care program in Portage County, Ohio learned that "If you bring money to the table, you get guaranteed services." By contracting with the public transportation agencies and making the disabled a priority has increased their ability to provide services to their clients. Flathead Reservation in western Montana established a program for those needing transportation for vocational services. They provided three wheelchair accessible vans that would provide point-to-point services. "The only catch to qualified ridership: the service was only

Nevada State Legislation AB528 of 1999 has allowed a pilot program to begin where Medicaid partially paid for the funding of a paratransit for regular subscriptions and rides to those on a regular schedule route, according to The Challenger, p.1-2. They are also working on specialized routes, and scheduling to allow the maximum use of riders and reducing the waiting list for access to their program. The Department of Transportation, in trying to enforce the ADA, has implemented some rules. In addition, they are also looking at making changes to the services within communities to remove barriers to those individuals with disabilities, to ensure they are treated with dignity and respect and allow similar access to their community as that of individuals without disabilities.

Some of the agencies that are sponsored by Inland Regional Center provided transportation to their customers, while others do not. For example, Westview in Temecula, CA has not only provided transportation to clients that are able to ambulate independently, but they have purchased a mini-bus with wheelchair access for those individuals that move about in a wheelchair. With another approach, Easter Seals in Riverside, CA has elected not to provide any transportation themselves. However, once the customers get to the center, which is centrally located near bus routes,
they will use the public transportation system for access to community activities. In addition, Easter Seals has contracted with the Riverside Transit Agency (RTA) for use of three paratransits each day if needed. Because most of their customers have the ADA status with the RTA then can use the paratransit. The director has agreed to fax their schedule to the RTA office for the upcoming month. Then if there is no need for three outings, the RTA knows that they will have access to their paratransit for the general public.

Because Easter Seals is centrally located in a major urban community there are many community activities available within walking distance. Consumers were observed commuting to the Caesar Chavez Park where they planned to use the computer lab sponsored by the University of Riverside, CA. Watching two job coaches and five individuals travel down the boulevard was interesting in how they handled the problems of traffic. There are many driveways with access to fast-food restaurants, as well as two major signals to cross. Approaching each driveway the job coaches ensured that there were no cars trying to pass and to instill safety tips to the clients. They encouraged each person to look both ways as they moved past the driveways. It took about thirty minutes for their stroll. As a person arrives at traffic signals in Riverside, CA a bird sound provides the visually impaired with either a "chirp" or
"coo-coo" to indicate which way is safe to cross the street. Easter Seals used this educational tool for their consumers as they were crossing the street. They all reached the lab safe and sound.
CONCLUSION

There is help out in the community for individuals with developmental disabilities. Helping agencies need to know the resources available in their own community. They need to be aware of possible ideas or concepts available in other areas and be able to tap into them to enhance their program(s). Being cognizant of these programs will ensure that the ultimate goal of independence is realized by as many participants at agencies as possible.

More emphasis currently is placed on helping individuals with disabilities in becoming self-sufficient. It is important to keep up with new ideas and putting these ideas into action. An individual with a disability can be an excellent worker or volunteer. However, each individual has a need for meaningful work to complete their life and build their self-esteem.

It is beneficial to each agency to have a "Resource Person" who could provide staff with available programs or encouragement when instituting new program. The "Resource Person" can also go to community meetings and discuss how employers can enhance their company with employment or volunteer opportunities for IRC customers. Twice a month the agencies in this study conduct in-service training programs for their employees. Some agencies use the resource library that IRC has developed with videos, books and adaptive technology. Greater access to the resource library should be
created for agencies and individuals at a distance from IRC offices.

Having celebrities, such as Christopher Reeves and Michael J. Fox and some professional ball players discuss their disabilities has given a great deal of news coverage to individuals with disabilities. This brings more funds into research for disabilities. Progress is being made and agencies should keep abreast of new ways to help the individuals they work with in developing programs. This will lead to greater independence and richer lives for individuals with disabilities.
# APPENDIX A

## Best Practices Survey

Name of Activity: ___________________________ Staff/Client Ratio: __________

Client Served: ___________________________ Length of Time: ___________________________

1. The Staff encourages competency in individuals.
   - Agree  | Slightly Agree  | Neutral  | Slightly Disagree  | Disagree
   - 1  | 2  | 3  | 4  | 5  | NA

   Comments: ___________________________

2. The activity in which the individual(s) participated was age appropriate.
   - Agree  | Slightly Agree  | Neutral  | Slightly Disagree  | Disagree
   - 1  | 2  | 3  | 4  | 5  | NA

   Comments: ___________________________

3. The day service staff encourages individual(s) through flexibility to be autonomous.
   - Agree  | Slightly Agree  | Neutral  | Slightly Disagree  | Disagree
   - 1  | 2  | 3  | 4  | 5  | NA

   Comments: ___________________________

4. The staff promotes the expression of the individual's uniqueness through this activity.
   - Agree  | Slightly Agree  | Neutral  | Slightly Disagree  | Disagree
   - 1  | 2  | 3  | 4  | 5  | NA

   Comments: ___________________________

5. The activity encourages participation on the part of the individuals.
   - Agree  | Slightly Agree  | Neutral  | Slightly Disagree  | Disagree
   - 1  | 2  | 3  | 4  | 5  | NA

   Comments: ___________________________
6. Each individual is given appropriate attention as needed by the staff.

1  2  3  4  5  NA
agree  slightly neutral slightly disagree disagree

Comments: ________________________________

7. The activity encourages physical participation on the part of the individual.

1  2  3  4  5  NA
agree  slightly neutral slightly disagree disagree

Comments: ________________________________

8. The activity ensures the general well being of the individuals.

1  2  3  4  5  NA
agree  slightly neutral slightly disagree disagree

Comments: ________________________________

9. The staff uses behavior modification (and other techniques) in appropriate management of individual's needs.

1  2  3  4  5  NA
agree  slightly neutral slightly disagree disagree

Comments: ________________________________

10. The activity fosters creativity within the individuals.

1  2  3  4  5  NA
agree  slightly neutral slightly disagree disagree

Comments: ________________________________

11. The activity/staff allows the individuals to have flexibility for their project.

1  2  3  4  5  NA
agree  slightly neutral slightly disagree disagree

Comments: ________________________________
12. The staff explains the activity in a way which encourages the greatest comprehension on the part of the individual.

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Comments:

13. The activity promotes the social integration of the individual.

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Comments:

14. The individual to staff ratio is sufficient for the activity.

(Example: 1/3).

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Comments:

15. The staff documents individual's behaviors and changes the environment as appropriate.

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Comments:

16. The staff works at using positive reinforcement and encouragement with individuals.

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Comments:

17. The staff ensures that all individuals are treated with equal dignity and respect.

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Comments:
18. The confidentiality of the individual is respected.

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<th>neutral</th>
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<th>disagree</th>
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Comments: 

19. The individual’s holistic nature is encouraged through this activity.

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<th>agree</th>
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<th>disagree</th>
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Comments: 

Evaluator __________________________
3.1.00
Dear Program Director:

The Regional Center is funding a study of the “Best Practices in Day Services” and the project team would like to enlist your cooperation in making this study as successful as possible. In that regard, we would like for you to consider your day program critically and if you feel that there are activities that are highly successful for the consumer, we would like to have you volunteer them for consideration as a “best practice” activity. This letter is to urge your participation. The study team looks forward to working with each agency that volunteers. The study team will consider up to four activities from a day program.

Dr. Joseph Turpin, Professor and Coordinator of the Education and Rehabilitation Counseling Programs at California State University, San Bernardino is the Project Director. He is assisted by three Graduate Students in Rehabilitation Counseling. Ms. Kristy Harwood, Ms. Bridgette Browning, and Ms. Gloria Kennedy. Once the activities have been identified, one of the Graduate Assistants will be contacting you regarding the time and location of the activity to be observed.

What is needed from you by November 10 is a letter indicating your desire to participate; this letter should be sent to Dr. Turpin at California State University. When he receives that letter he will make sure you are contacted and a visitation to your program is arranged. Each student will carry student identification so they can be identified and you will know in advance the name of the graduate student that will be observing your activity. The graduate students have been trained in the use of the tool, which is designed to identify best practices relating to serving the individual in the program.

If you have any questions, please feel free to contact Vicki Manning at (909) 890-3473.

Sincerely,

Verlin Woolley, Director
Inland Regional Center

Joseph Turpin
Project Director Best Practices
College of Education
California State University - San Bernardino
5500 University Parkway
San Bernardino, CA 92407

54
April 10, 2000

Ms. Sharon Stull  
FIRST STEP San Bernardino  
165 Hospitality Lane, Ste. 32  
San Bernardino, CA 92408

Dear Ms. Sharon Stull:

Please complete the enclosed survey which depict the staff that are working in the activities that you feel are your best practices. Please complete both sides of the form. If you have additional staff, please feel free to make copies of the form to allow a fair representation of all staff members involved. Graduate students, Gloria Kennedy or Kristy Harwood, will be picking up the survey’s as they come to visit you over the next few weeks. If you need any clarification of this form, they will be happy to answer any of your questions.

Sincerely,

Joseph Turpin, Ph.D., CRC  
Professor, Rehabilitation Counseling Program  
Director, Best Practices Study
COMMUNITY BASED COVER SHEET
LIST STAFF MEMBERS THAT ARE DIRECTLY INVOLVED IN
BEST PRACTICES ACTIVITY

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<tr>
<th>STAFF RELATED INFORMATION WORKING CLIENT ACTIVITY (check all that apply)</th>
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<td>LENGTH OF EMPLOYMENT:</td>
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<td>Staff members name:</td>
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<tr>
<td>Less than 1 year</td>
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<td>1 year to &lt; 3 years</td>
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<td>3 years to &lt; 5 years</td>
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<td>5 years to &lt; 10 years</td>
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<td>10 years or more</td>
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| HIGHEST EDUCATION LEVEL:                        |
| H.S. Diploma/GED                               |           |
| Less than AA Degree                            |           |
| AA or AS Degree                               |           |
| BA or BS Degree                               |           |
| MA or MS Degree                               |           |

| IN-SERVICE TRAINING PROVIDED:               |
| Start of employment:                        |
| --- | --- | --- | --- |
| 1 - 3 days                                  |           |           |           |
| 4 - 5 days                                  |           |           |           |
| 6+ days                                     |           |           |           |
| # of Training’s per year:                   |
| --- | --- | --- | --- |
| 1 – 3                                       |           |           |           |
| 4 – 6                                       |           |           |           |
| 7+                                           |           |           |           |

COMMENTS: _____________________________________________________________

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| AGENCY NAME: |  
| --- | --- |
| OTHER STAFF AGENCY INFORMATION NOT WORKING ON ACTIVITY (check all that apply) |  
| LENGTH OF EMPLOYMENT: | Director | Assistant Director | Staff #5 | Staff #6 |  
| Staff names & position: |  |  |  |  |  
| Less than 1 year |  |  |  |  |  
| 1 year to < 3 years |  |  |  |  |  
| 3 years to < 5 years |  |  |  |  |  
| 5 years to < 10 years |  |  |  |  |  
| 10 years or more |  |  |  |  |  
| HIGHEST EDUCATION LEVEL: |  |  |  |  |  
| H.S. Diploma/GED |  |  |  |  |  
| Less than AA Degree |  |  |  |  |  
| AA or AS Degree |  |  |  |  |  
| BA or BS Degree |  |  |  |  |  
| MA or MS Degree |  |  |  |  |  
| IN-SERVICE TRAINING PROVIDED: |  |  |  |  |  
| Start of employment: | 1 - 3 days | 4 - 5 days | 6+ days |  |  
| # of Training’s per year: | 1 - 3 | 4 - 6 | 7+ |  |  
| TOTAL NUMBER OF EMPLOYEES AT PRESENT TIME: |  |  |  |  |  
| TOTAL NUMBER OF EMPLOYEES WITHIN LAST 12-MONTHS: |  |  |  |  |  
| REASON FOR LEAVING EMPLOYMENT (please write in the number of employees that have depart employment with your agency under the classifications of Resigned, Terminated, Personal & Problem Related, or Other. We are only interested in the past 12-months; what their education level was and how much in-service training was provided.) |  |  |  |  |  
| NUMBER OF STAFF LEAVING: | RESIGNED | TERMINATED | PERSONAL & PROBLEM RELATED | OTHER |  
| In past 0 - < 6 months |  |  |  |  |  
| 6 months to 1 year |  |  |  |  |  
| H.S. Diploma/GED |  |  |  |  |  
| Less than AA Degree |  |  |  |  |  
| AA or AS Degree |  |  |  |  |  
| BA or BS Degree |  |  |  |  |  
| MA or MS Degree |  |  |  |  |  
| IN-SERVICE TRAINING PROVIDED: |  |  |  |  |  
| Start of employment: | 1 - 3 days | 4 - 5 days | 6+ days |  |  
| # of Training’s per year: | 1 - 3 | 4 - 6 | 7+ |  |  

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REFERENCES


Turpin, J., Browning, B.A., Harwood, K., Kennedy, G., Blatnick, M (June 2000). *Best practices study day services*. Unpublished manuscript, California State University at San Bernardino.