



Community Living Quality Indicators

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Agency:
Quality Assurance Team:
Date:

Home of One's Own	Possible questions, considerations, explanations about this section:
<p>1. Person lives in a home they rent or own. Person controls what happens there.</p>	<ul style="list-style-type: none"> • Does the person have their name on the rental agreement or mortgage?(Ask to see the lease) • Is the agency on the lease or subsidizing the rent? If subsidizing, is it Regional Center approved? (If subsidized is it in the IPP as approved?) • Have their own key to the place? Controls who can come in? (Ask the person. Ask if they like and choose who comes into their home.) • Decide how things are decorated; who uses what space? (Who does the space look like? Are there pictures, decorations?) • Did the person choose the place to live? (Ask the person) • Chose whether to have housemates or not? Chose which housemates to live with? (Ask the person) • Does the person and their Circle feel like it's this person's own place (not the agency's place or a group living situation)? (Ask the Circle)
<p>2. Person can stay in own home even if needs or providers change.</p>	<ul style="list-style-type: none"> • If the person wanted to change providers would it effect where the person lives? • Does the provider have any control over the property that would affect the person's ability to easily change providers? (ownership, fiscal control or responsibility) (Ask to see the lease.)
<p>3. It's a "good" place to live (safe, affordable, good location, etc.)</p>	<ul style="list-style-type: none"> • Is it in a safe neighborhood? Is the home safe? • Has anything bad happened to the person there? • Is it relatively affordable? • Is it close to things that the person likes to do? Accessible to public transportation? • Does the place itself make sense in terms of the person's preferences, needs and wants? • Does the person wish they could move? Does the Circle or the service coordinator wish they could move? Why? • Does the structure meet the person's needs (accessible, space, layout, etc)

<p>4. Provider has been effective in assisting the person to have a good place to live.</p>	<ul style="list-style-type: none"> • Did the provider help the person to have several choices of places to live? • Was the provider effective in helping them to find affordable housing or subsidies to assist with rent? Can the person afford it? • Did the provider involve the Circle and others in the search for the place? • Has the provider been responsive to the person’s wishes involving where the person would live? • Did the provider impose any restrictions about where the person would live or make any major decisions about the living arrangement separate from the focus person?
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Choice and Self-Directed

<p>5. Person has a good means of communication that is used by the people around them.</p>	<ul style="list-style-type: none"> • Is the person able to express their wants and needs? How? • Does this means of communication work for the person? • Does everybody around them use the preferred choice of communication? • Is there a need to find a better way for the person to communicate? • If the person is non-verbal, does the provider and the Circle have a way for determining how the person’s needs and preferences direct their supports? <ol style="list-style-type: none"> 1. What is documented? 2. Is there a plan, instructions, training?
<p>6. Person directs or controls every day life decisions and activities.</p>	<ul style="list-style-type: none"> • Does the person choose (or their preferences direct): <ol style="list-style-type: none"> 1. What to do each day? Who to do it with? When to do things? 2. What to eat? When to sleep? 3. How to spend their money? 4. Who they live with? Were all options presented to this person? (Live in attendant, roommate who pays rent, etc) <ol style="list-style-type: none"> a. How do you know? • Does the provider have any “rules” that govern what happens in the person’s place? • Does the person have rules? Are they respected?

<p>7. Person has the support needed to pursue personal goals for the future.</p>	<ul style="list-style-type: none"> • Has the provider given the person an opportunity to plan out long term or big goals about what they want to do in life? • Is there a written plan about how to pursue these goals (if the person wishes to pursue them?) • Does the person have life goals that the provider doesn't know about? • Is the provider developing and implementing support for the person's life goals as well as the day to day support needs? • Is there a process for exploring ideas and interests to determine goals? <ol style="list-style-type: none"> 1. Ask to see it
<p>8. Person controls who provides their support (both staff hired and choice of agencies.)</p>	<ul style="list-style-type: none"> • Did the person choose the agency that they use? • Does the person play a significant role in choosing who works with him or her? • For people who are non-verbal, does the provider have a method for finding out what the person wants in regard to who works with them? Is it documented? • Is the person involved in the training of the people who spend time with them? Is it documented?
<p>9. Provider is effective in assisting the person to direct own life and manage risks.</p>	<ul style="list-style-type: none"> • Does the provider demonstrate respect for the person and their personal and cultural preferences in their life? How? • Does the provider have a method for looking at and resolving conflicts and risks with decision making in the person's life? How is it done? • What is the provider's role in decision making in the person's life? How do they exert influence over the person?

Relationships

<p>10. Person has a good network of friends, family, neighbors, community people.</p>	<ul style="list-style-type: none"> • Does the person have friends to do things with and have fun with (that are not paid to be in his or her life)? Who are they? • Does the person have as much contact with his or her family as they wish? • Does the person have people to call on when they need help? • Who celebrates with them? • Who does this person know in the community? Who is it?
<p>11. Person has a dependable Circle of support that works together as a team to assist the person to have</p>	<ul style="list-style-type: none"> • Does the person have people other than paid staff of the agency who help them sometimes? Who? • Does the provider assist in helping the Circle or network of support to work together? How? • Do the people in the person's life ever get together (Circle meetings, celebrations, etc.)? How do you know? • Does the provider use the Circle of support to help solve problems that come up (in accordance with the

a good life.	focus person's wishes)? How?
12. Provider has been effective in assisting the person to pursue relationships that enrich his/her life.	<ul style="list-style-type: none"> • Does the provider actively assist the person to extend their Circle of support and relationships? How? • Does the provider know what the person wants in terms of relationships with others? What is it? • Does the provider's relationship with the person ever get in the way of relationships with others? How does the provider plan to resolve this issue?
13. Person has been able to access all available and applicable community and generic services.	<ul style="list-style-type: none"> • Which generic resources does the person use (IHSS, section 8 housing assistance, SSI/SSA, etc.)? Documentation? • What kind of community services does the person utilize? • Does the provider have a directory or information about community resources? Can the provider show it? • Has the provider provided advocacy with generic agencies to assist the person to get more generic services (i.e., appealing IHSS decisions, getting them on HUD lists, etc.)? How?

Flexible, tailored services and supports

14. Person has a good written plan of services and supports that is based on his/her own wants, needs and preferences, and changes as those change	<ul style="list-style-type: none"> • Is there a current written support plan? Look at it. • Does it reflect the person's wishes, personal goals, cultural/ethnic preferences? How? • Is it based on supporting the person to be who they want to be or on trying to change or control the person? (Are there objectives or goals on it that are not the idea of the person?) • How was it developed? Does the provider have a good method for learning who people are and what they want to do with their lives? If yes, how? • When the person's needs or wants changed, did the plan change? How quickly? • What kind of control does the person have over what the support looks like?
15. Person is as safe and healthy as possible.	<ul style="list-style-type: none"> • Does the provider make sure the person has the medical, dental and mental health care that they need to be as healthy as possible? • Is the provider a good advocate with the health care system for or with the person; are they knowledgeable about accessing medical resources? • Is the provider effective in having the person take as much responsibility as possible for their own health and safety? • Has the provider established relationships with health care personnel to call on for home health care training and support when needed? • How does the provider provide support in areas where the person cannot do it for themselves? • How are the supports documented? • Has anything bad happened to the person in the last year? Do you think the provider should have handled

	<p>it differently (either in preventing it from happening or in handling it after it happened?)</p> <ul style="list-style-type: none"> • How are staff trained to provide supports to the person to keep them as healthy as possible? Do staff understand the need for the support and how to deliver it properly? • Does the provider have a good emergency response service? Does the person know how to use it? Do staff know how to use it? • Do you feel that the person is as safe as you'd like them to be?
<p>16. Provider is effective in assisting the person to plan and implement support needs.</p>	<ul style="list-style-type: none"> • Does the provider have a way of checking on the person to make sure that support plans are being carried out? What is it? • Does the provider document progress on the goals of the plan? How? • Is the provider creative and thoughtful about how they set up support for the person (using different approaches for different people and situations) or does everyone they serve have a similar support plan? Look at several support plans. • Has the provider let the person down in a significant way in the last year? • Does the person or their Circle feel like they have to do things that they think the provider should be doing? • Does the provider regularly check with the person to see if their support needs have changed? • Are staff trained and prepared for their responsibilities with the person? Is it documented? • Does the provider access all generic resources and community resources available when providing support? • Does the provider consider that not all supports have to be paid? How is it considered? • How does the provider educate the person on their rights and responsibilities and all supports that are available?

Community Membership

<p>17. Person participates in community life (belongs to community groups, clubs, religious groups, etc.)</p>	<ul style="list-style-type: none"> • What clubs, community groups, religious organizations does the person belong to and/or regularly participate in? • What people in the community does the person regularly interact with? • Does the person have any ways to contribute to the community (volunteer work, community activism, etc.)?
<p>18. Provider is effective in assisting the person to be a valued member of the community (in accordance with the person's wishes.)</p>	<ul style="list-style-type: none"> • How does the provider assist the person to connect with people in the community? • How does the provider help to resolve conflicts with others? • Is the provider knowledgeable about how to help people connect with their community (knows clubs, organizations, etc.; is creative in finding ways that they can help people they support to use personal interests as ways to meet and get acquainted with other people?) • Is the provider aware of the person's level of loneliness or isolation? Does the provider actively work to reduce it? How?

<p>19. Person has opportunities to increase abilities, confidence and quality of life.</p>	<ul style="list-style-type: none"> • Does the person have opportunities to learn new things, take classes, have new experiences? • Does the provider make an effort to expand the person's world of experience? • Is the provider aware of the person's quality of life and do they initiate a process for making changes if the quality falls below an acceptable level? • How does the provider assess a person's quality of life? What process is in place? • Is the provider effective in assisting the person to increase their status in life?
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Overall Satisfaction

<p>20. Overall, everyone is happy with the living arrangement and the supports and service received from the provider.</p>	<ul style="list-style-type: none"> • Has the provider done most of the things the person or their Circle thought they should do? • Have there been conflicts with the provider that the person or their Circle or others involved could not resolve? • Does the person or others involved with them feel that they have ever let the person down? • Would the people involved recommend this provider to someone looking for supported living services? • Would the person or their Circle change anything about the living arrangement? • Is everybody satisfied with the level of support and assistance the person receives? • Does the provider seem to understand the principles and philosophy of supported living? How are the principles and philosophy communicated to staff and the person? Is it documented? • Is there a grievance/complaint procedure? How is the person and staff trained on it?
<p>21. Person's expectations: Main things I want my SLS agency to do for me:</p>	<p>The reviewer should get the person (or their Circle if the person is not able to speak for themselves) to identify the three main things they want from the SLS provider. They can be specific things (like "get my refrigerator fixed" or general things like "treat me nice.") Then ask the person and their Circle and the service coordinator to rate how well they are doing on those things.</p> <p>Questions to ask to elicit questions: What's the most important thing that you want your agency to do for you? What do you wish they would do for you? If you were the boss of this agency, what would you tell people to do for you?</p>

Agency Responsibility

<p>Fiscal: 22: Effective and Efficient use of Regional Center monies.</p>	<ul style="list-style-type: none"> • Is there documentation of monies received? • Is there a plan to show effective use of dollars to support the person? • Have generic and natural resources been used to their fullest extent? How does the provider show this? • Is the organization's structure an effective and efficient use of the dollars received? Does it promote stability for the people they support? • Are staff properly screened before beginning employment?

<p>Quality Assurance</p> <p>23. Plan for internal, ongoing quality assurance.</p>	<ul style="list-style-type: none"> • Does the provider have a plan for quality assurance? Is it documented? • Who is involved in determining the quality of services? • Are there regular checks on people? How? When? • Is there a process for reporting concerns? • Is there documentation on follow up of identified concerns? • How often is quality assurance looked at?
<p>Emergency Planning:</p> <p>24. Plan for agency response to disaster</p>	<ul style="list-style-type: none"> • Is there a written plan? • How is it communicated to all stakeholders? • Can the staff communicate the plan? • Are there individual plans to support the uniqueness of each individual? • Does the plan utilize community resources already in place? • Does the plan include a component for preparedness? • Does the plan include a component for support after the emergency?
<p>25. There is a Special Incident Report Management System</p>	<ul style="list-style-type: none"> • How are investigations conducted? • What is the process for responding to concerns found in an investigation? • Is the agency tracking trends, causes and responses?
<p>26. Policies, Procedures, and Practice</p>	<ul style="list-style-type: none"> • Are there written policies and procedures? • How are they communicated to staff? • Does daily practice differ from the written policies and procedures? How? • How does the agency communicate its mission, vision and values? Are they implemented throughout the policies and procedures? • Do staff and people receiving support have input into policies and procedures? How? • Does the agency share information with all in a way it can be understood by all? (Large Print, Braille, different languages, Simplified versions, etc) • How does the agency know that people receiving support have the support to exercise their rights? • Is there education to people who receive support about abuse, prevention and response? • Is there a training policy? Does it include staff as well as person supported training? Who does the training? Who develops the training? Does the training include all mandated Title 17 training? • Is there a system for scheduling staff?
<p>27. Staff</p>	<ul style="list-style-type: none"> • Is there a plan for supporting staff to do the best job they can? • What systems are in place to support staff morale? • Do policies and procedures reflect an environment of respecting staff? • Do staff have a way to communicate ideas, suggestions for change and concerns? Does the agency have a process for responding? • Can staff communicate the mission, vision and values of the organization?

	<ul style="list-style-type: none">• Are staff properly trained on all aspects of their job before starting to work? Is it documented?• Is the agency following all labor laws and using the wage orders that best represent the services they are providing?
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