

Living Well In My Community

Part 1:

A Guide to Home and Community Based Service Standards and Person- Centered Practices



How to use Living Well In My Community

Feel free to download this guide to use and share with others. Living Well In My Community was created to help people with disabilities and service providers better understand the rights and roles for living well in the community. Part 1 explains what the Home and Community-Based Services Rule is and how it can help people with disabilities to live in the community like other people without disabilities.

In Part 2, resources from Charting the Life Course can be used to create a vision of a good life in the community. Part 3 describes each characteristic of quality home and community-based services with some reflective questions to assess progress and areas for continued development. Examples of some person-centered approaches are introduced to help individuals with disabilities and providers move in the direction of a person's vision of a good life. The person-centered approaches described in Living Well In My Community will also be helpful to providers in meeting the home and community-based settings requirements. Part 4 has useful tips for working with a planning team to support a vision of a good life through person-centered planning, as well as an array of resources for more information.

HCBS Peer Partners Project Grant

The workbook is funded by a grant from the California Department of Developmental Services. UCP WORK, Inc. is the lead agency, representing a regional project reflecting efforts of multiple providers that support individuals and families in the Tri-Counties Regional Center catchment area. This includes UCP-LA and Villa

Esperanza in Ventura County, UCP WORK, Inc., CPES/Novelles, and Devereux in Santa Barbara and San Luis Obispo Counties. An ad hoc subcommittee of the TCRC Vendor Advisory Committee, comprised of service providers, regional center staff, and representation from the State Council on Developmental Disabilities (SCDD), implemented a survey of regional service providers. Upon reviewing results, the survey revealed a gap in getting HCBS information as well as Person-Centered Thinking resources to providers in outlying areas operating a small business which serve individuals and families.

The impetus for the efforts of the grant project is in aiding providers to understand how to meet the new HCBS Waiver Community Standards. The greater goal of the standards and this grant project is to support persons with developmental disabilities to have better lives, not just better paper. We endeavor to give the people we support more control over their services, receiving what is important to them: services supporting their own vision for the future and what is important for to be healthy, safe valued, members of their community.

Acknowledgments

Thank you to the many contributors who helped in creating this guide

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Living Well In My Community

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What is HCBS?

What are home and community-based services (HCBS)?

HCBS stands for Home and Community-Based Services. Home and community-based services include different kinds of long-term services and supports that help people with disabilities and older adults live everyday lives in their communities.

Some examples of long-term services and supports are:

- Adult day services.
- Job coaches.
- Personal care services to help with day to day activities like eating, bathing, and getting dressed.

Medicaid is a program of the United States federal government that helps people get health care if they don't have a lot of money. Lots of people with disabilities use Medicaid. In California, the Medicaid program is called MediCal.

Medicaid pays for long-term services and supports. Some service providers get money from Medicaid to deliver long term services and supports.

When people get long term services and supports in their community, it is called home and community-based services (HCBS). Home and community-based settings are places where individuals with disabilities live and spend their days; for example, licensed residential settings and day programs. When Medicaid pays for home and community-based services, it helps people with disabilities live in their communities. It helps people with disabilities live the same kind of lives as everyone else.

What is the Home and Community-Based Services Waiver?

Medicaid used to not pay for home and community-based services. People could only get services in institutions. In California some institutions are called developmental centers.

In the 1980's the U.S. government wrote a "waiver" to change the law. The Home and Community Based Services Waiver changed the law to let Medicaid pay for services at home or in the community, not only in institutions or developmental centers.

What is the HCBS Rule? Why is it needed?

Medicaid started paying for home and community-based services. But, nobody decided what would be different about services provided at home or in the community rather than in an institution.

The HCBS Rule was created to explain what home and community-based services should look like, and what they shouldn't look like. It makes sure Medicaid doesn't give HCBS money to programs and services that are really more like institutions.

The HCBS Rule helps people with disabilities live in their communities. It helps them get the kind of services they need. And it helps make sure home and community-based services really are HCBS and not like an institution.

The HCBS Rule also says that all services in every state must follow the new rules by March 2022. After March 2022, the federal government will not pay service providers that do not meet the new rules.

Living Well In My Community, and information provided by HCBS Peer Partners, the regional center, and the Department of

Developmental Services can help individuals with disabilities and service providers understand the new rules and make changes to give people more choice and control in their lives, and also meet the 2022 deadline.

What does the HCBS Rule mean for people?

The purpose of the HCBS Rule is to help people who receive regional center services live full lives in their communities. It helps people with disabilities live the same kind of lives as everyone else.

For people who receive home and community-based services:

The HCBS Rule says that people with disabilities have different options to choose from when making decisions about services and service providers. The HCBS Rule says people with disabilities have the right to:

- Live in the community along with people without disabilities.
- Have a person-centered plan.
- Have freedom.
- Have respect and privacy.
- Not be restrained or secluded.

For service providers

Some service providers may already meet the home and community-based services requirements. Others may find they need to modify policies and program designs, where and how services are delivered, and provide training to assure that staff members understand the expectations of the rules.

The HCBS Rules says that providers have responsibilities for:

- Ensuring that people with intellectual/developmental disabilities are provided the protections that are afforded to all California tenants, commonly known as “Tenant’s Rights”

- Ensuring that people are treated with respect and are afforded privacy.
- Supporting people in creating schedules that meet their needs and promote the lives they want to live.
- Ensuring the people have opportunities to have visitors.
- Ensuring that a person's home is accessible to them throughout the day.

Remember, this is a partnership. Everyone wants to have good experiences in their community. People with disabilities, planning team members, service providers, family members, and regional center partners can work together to help everyone have good experiences. Use the person-centered practices described in this guide to make meaningful choices and changes. This will help to ensure that people live well in their community and providers continue to receive federal funding for offering high quality home and community-based services.

What does the HCBS Rule say about home and community-based services?

The HCBS Rule says that home and community-based services must be provided in the community. That means people with intellectual/developmental disabilities have the right to live in the community just like people without disabilities.

Home and Community-Based Settings Requirements Compliance Toolkit

<https://www.medicare.gov/medicaid/home-community-based-services/guidance/home-community-based-settings-requirements-compliance-toolkit/index.html>

What are the qualities of home and community-based settings?

The requirements in the HCBS Rule describe characteristics of quality of home and community-based services. They explain how home and community-based services are supposed to be different than an institution or developmental center.

Quality Requirements of Home and Community Based Services

Quality Requirement #1: Being part of the community

This means that the setting supports someone with a disability to have the same chances to be an active and included member of their neighborhood and community as someone without disabilities. People should have opportunities to:

- find competitive employment working alongside people without disabilities.
- participate in local activities.
- access services in the community just like people without disabilities.

Quality Requirement #2: Choosing where and how I live

This means that the setting supports a person with a disability to choose where and how they live from among options that include settings where people without disabilities live and spend their day. For residential settings, this includes

- having an option for a private room when available.

Quality Requirement #3: Having privacy, dignity and respect

This means a provider setting must support individual rights including privacy, dignity and respect, and freedom from coercion or restraint. Some of the individual rights that a person with a disability has include:

- being able to lock doors to one's room or home.
- using the phone when desired.
- coming and going as one pleases.
- having time alone to have privacy.

Quality Requirement #4: Independence

Independence means that people with disabilities are in charge of making decisions about their life and what they want to do. The provider setting enables people to

- decide how people spend their day.
- set a personal schedule.
- choose where to go.
- control personal resources and individual budget.

Quality Requirement #5: Choosing supports and who provides them

The provider setting supports people to choose their services and who provides them. Choice means that a person can choose what services and supports they need. The person can choose who provides those services and where they are provided. Like most things in life, choices are based on individual needs and preferences as well as the options and resources that are available.

Provider owned or controlled residential services must also meet the following conditions

Residential Condition #1: Tenants' Rights

This means that a person with a disability has the same rights and protections from eviction as other tenants.

Residential Condition #2: Respect and privacy

If people are living in a home owned or controlled by a service provider:

1. They can lock their door.
2. They can choose their roommate.
3. They can decorate where they live within the terms of a lease or other agreement.

Residential Condition #3: Creating personal schedules

The setting enables people to have the freedom and support to control their own schedules and activities and have access to food at any time.

Residential Condition #4: Having visitors

People can have visitors of their choosing at any time.

Residential Condition #5: Accessibility at home

The setting is physically accessible to the individual.

How can person-centered thinking, planning, and practices help?

Person-centered thinking is a set of values, skills and tools that can be used to get to know someone and discover what they find important and what they want out of life. It ensures that we focus on what matters to the people we support and their family, and that we pay attention to their staff as well.

Person-centered planning is an ongoing process to help people with or without disabilities to plan for their future. In person-centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future.

Through a person-centered planning process, people who know and care about the person often begin to look at the person in a different way. Person-centered planning helps a person gain control over their own life. Person-centered planning can increase opportunities for participating in the community. Person-centered planning helps others recognize a person's gifts, capacities, desires, interests, and dreams. The planning team works together to create action steps to turn a person's dreams into reality.

Person-centered practices are ways of planning, providing, and organizing services by listening to what people want and helping them live in their communities based on their choices. Service providers can strengthen their

policies and procedures to make it possible for person-centered thinking and planning to flourish.

Medicaid will cover home and community-based services (HCBS) only when a person-centered service plan (service plan) is created that addresses the person's long-term care needs as an alternative to institutionalization. Person-centered thinking skills introduced throughout Living Well In My Community, illustrate examples of people with disabilities having more positive choice and control in their lives. The skills offer multiple ways to learn what is important to the person to be happy, content and fulfilled, and what is important for the person to remain healthy, safe and valued by others.

Person -centered thinking skills help service providers learn how a person with a disability wants to be supported to live a life they choose for themselves. Providers will learn new ways to:

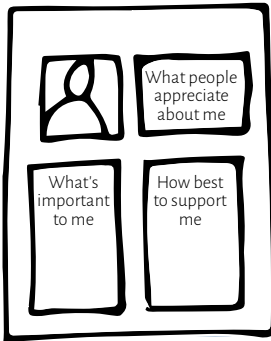
- Support people in ways that make sense to each individual.
- Help people build relationships and make meaningful connections in their community.
- Practice supported decision making.
- Listen to how people communicate their preferences using words and behavior.
- Discover people's gifts, skills, and capacities and think about where those gifts can make valued contribution in the community.
- Provide experiences that support people to become more actively involved in their communities.
- Evaluate risk based on what is important to and important for a person.
- Build a culture of continuous learning in support of a person's vision of a good life.

Person-centered thinking skill

What it does

How this person-centered thinking skill helps

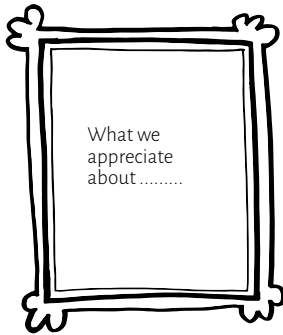
One-page profile (sorting important to/for)



- Separates what is important TO someone (what makes the person happy, content and increases wellbeing), from what is important FOR them (the help or support they need to stay healthy, safe and well) while working towards a balance between the two.

- Identifies what must be present, or absent, in the person's life to ensure they are supported in ways that make sense to them, while staying healthy and safe. A quick summary of who the person is and how to support them for all staff and others.
- The basis for making changes using a one-page profile with working/not working.

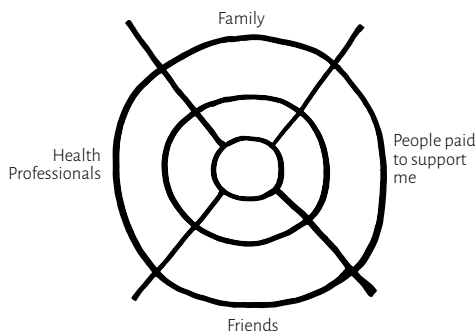
Appreciations



- Identifies the qualities that people value and admire about the person.
- Helps supporters to see what makes the person unique.

- Acknowledges and appreciates a person's gifts and qualities.
- Ensures we see people for who they are and counters the frequent focus on what is wrong.
- Identifies those who have a personal connection with the person and those who really know what is important to them.
- Part of a one-page profile.

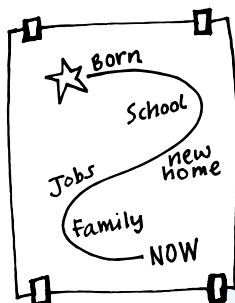
Relationship map



- Identifies who the important people are in a person's life.

- Shows who is most important to the person.
- Sees if there are any important issues around relationships.
- Helps identify who to talk to when gathering information.
- Identifies relationships that can be strengthened or supported.

Life story/history



- Our histories make us who we are - with history comes regard.
- Gives people the opportunity to understand and appreciate the person in the context of their own story.

- Shows us how best to support the person in the context of their past life which may represent current reality.
- Can be used to frame meaningful conversations.
- Helps supporters empathize with the person and see their role as ensuring a good quality of life for them.

Person-centered thinking skill

What it does

How this person-centered thinking skill helps



Communication charts

At this time	When this happens	We think it means	We need to do this
We want to tell	To do this we	Helped/ supported by	

- A quick snapshot of how someone communicates. Important whenever what the person does, communicates more clearly than what they say.

- Helps us focus on people's communication whether they use words to speak or not.
- Provides clear information about how to respond to the way the person communicates.



Working/not working

 Working?	 Not working?
person	
family	
staff	

- Analyzes an issue or situation across different perspectives.
- Provides a picture of how things are right now, and how this compares with the way people want to live and be supported.
- Enables us to reflect on what is actually happening in someone's life and to change what needs to be changed.

- Clarifies what to build on (maintain or enhance) and what to change.
- Helps in looking at how; any part of a person's life is working, people providing paid support are doing in their work, any effort, activity or project is working.
- Helps with negotiation where there are disagreements.
- Use to create actions from a one-page profile.

Good days and bad days

 Good day?	 Bad day?
--	---

- Explores in detail what makes a good day for a person (i.e. what needs to be present in their daily life) and what makes a bad day (i.e. what needs to be absent).

- Helps the person have more good days and less bad days.
- Helps us learn about what is important to someone and how they want to be supported.
- Offers another way to gather information for a person's Communication chart, Relationship circle, and Matching support.

Person-centered thinking skill

What it does

How this person-centered thinking skill helps

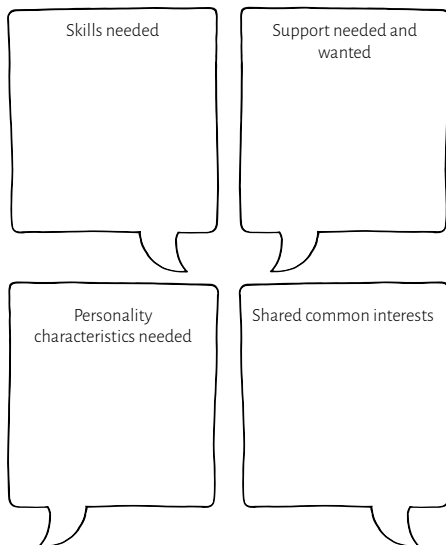
Learning log

Date	What did the person do?	Who was there?	What did you learn about what worked well?	What did you learn about what didn't work?

- Directs people to look for ongoing learning through recording specific activities and experiences to best support someone.

- Provides a way for people to record ongoing learning (focused on what worked well and what didn't work well) for any event or activity.
- Tells us what is important to and for individuals and families.
- Can replace traditional notes or records to help us see the importance of moving away from focusing on getting tasks done, to truly supporting people to have a good life based on our continual listening and learning.
- Can be used to focus on someone's whole life or specific areas of their life, e.g. someone's health, how people like to spend their time.

Matching staff



- Provides a structure to look at what skills, supports, people characteristics and shared interests make for good matches. This is key to supporting someone well.

- Encourages the person, and those around them, to think about what kind of paid support they want and need when recruiting team members.
- Ensures the person likes the people who are supporting them, making it more likely they will have a good quality of life.
- Good matches can reduce the likelihood of poor treatment, abuse and neglect.
- Promotes staff retention.

Person-centered thinking skill

What it does

How this person-centered thinking skill helps

4 plus 1 questions

1. What have we tried?

2. What have we learned?

3. What are we pleased about?

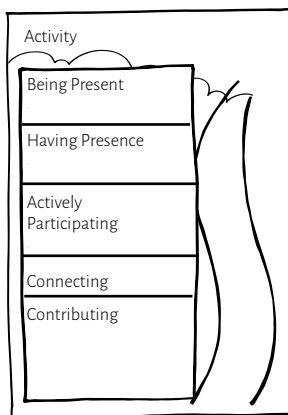
4. What are we concerned about?

5. Given what we know now, what next?

- Helps people focus on what they are learning from their efforts.
- Gathers valuable information for future actions and planning
- Given this learning, what needs to happen next?

- Gives a structured way for everyone to be listened to and describe what they have learned.
- Useful in review meetings and individual work with families.
- To review actions from plans and plan further actions.

Presence to contribution



- Encourages creative thinking about activities and how we can use them as opportunities for participation and contribution.
- Identifies activities that the person is already, or wishes to be, involved in.

- Promotes being included, leading life to the full, doing interesting things and making a contribution as a full member of the community.

Decision Making Agreement

Important decisions in my life...	How must I be involved?	Who makes the final decision?

What would it take for me to have more control of my life?

- Helps us to think about decision making and increasing the number and significance of decisions people make.

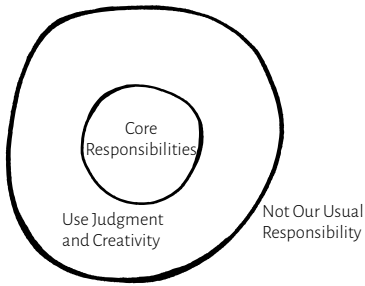
- Enables people to be in control and to make decisions.
- Can inform best interest decision making and advanced decision making.

Person-centered thinking skill

What it does

How this person-centered thinking skill helps

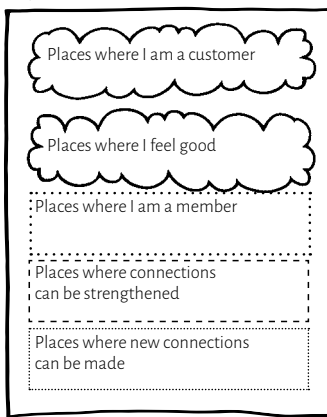
Donut sort



- Clarifies the roles and responsibilities of the different professionals and agencies supporting people and their families based on what is important to and for the person receiving services.

- Helps staff to be clear about what they must do and where they can be creative when supporting people to live at home.

My places



- Helps to identify the places that matter in a person's life.
- Promotes inclusion and belonging by helping a person be seen as a valuable member of a community or group.

- Increases understanding and helps identify places that are worth paying more attention to; it also helps develop the community map and perfect week.

Perfect Week

	Mornings	Afternoons	Evenings
Mon			
Tues			
Wed			
Thu			
Fri			
Sat			
Sun			

- Provides a detailed description of how a person wants to live, not an unrealistic dream. It includes the important places, interests and people that matter to a person.

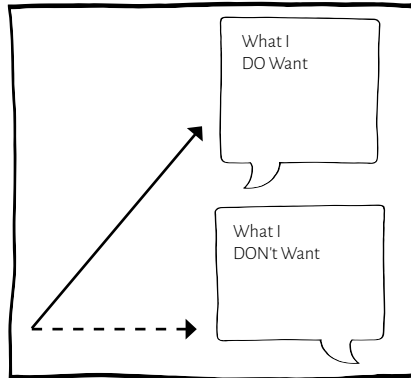
- Align Perfect Week with Matching Support to work out the best people to support the person to deliver the perfect week.
- Helps you look at best ways to support by thinking about family, friends, community initiatives, assistive technology and paid support.
- Serves as an evaluation tool for teams to see how well they are delivering personalized support and achieving the right outcomes for the person.

Person-centered thinking skill

What it does

How this person-centered thinking skill helps

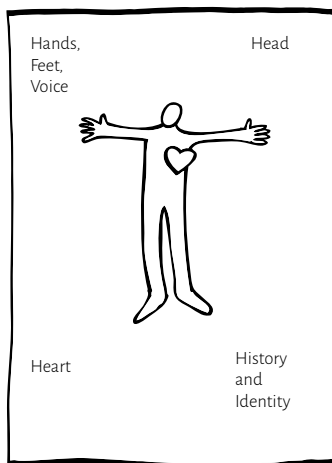
LifeCourse Trajectory (visioning tool)



- Creates a vision of the future a person DOES want as well as the future the person DOES NOT want.
- Learn more about Charting the LifeCourse at lifecoursetools.com

- Helps a person and their family to think about the future
- Encourages people to reflect on past experiences and decisions that may have helped or hindered progress toward the life the person DOES want
- Looks at different domains of living and various stages in life to reflect on age-appropriate activities and resources.

Gifts and capacities



- Explores gifts and capacities and what a person has to contribute.
- Informs us as to what is important To and For a person
- Contributes to the positive reputation of a person.
- Provides insight on future possibilities for connections and belonging.

- Encourages us to think about situations where the person can best make a contribution and be seen as a valuable member of their community.

**Things I
want to
remember**

