



**SERVICE REVIEW SUMMARY  
SEPTEMBER 11, 2017**

**ATTENDANCE:**

Four (4) parents of four (4) HRC clients were in attendance at the second supported living service review session on August 14, 2017. This does not include the four (4) HRC Board members/advisors who are also parents of HRC clients (one of whom is also an HRC client) who were participating as part of the Board Review Panel. In addition there were one (1) client and three (3) representatives from two (2) supported living agencies in attendance.

**PRESENTATION SUMMARY:**

Patricia Del Monico, HRC Executive Director, facilitated the review session. After introductions were made, she presented a brief analysis of the first Supported Living Review session including a summary of the questions and comments made by those who were present at the first review session.

Ms. Del Monico then shared with the participants several of the templates used by HRC for assessing the level of supports that might be needed for clients entering or residing in supported living settings. She advised the participants that these assessment tools (not including the DDS assessment questionnaire) would be under consideration for revision and suggestions for changes would be welcome.

Ms. Del Monico explained that some years ago HRC had asked people receiving SLS, their family members, HRC staff and service providers what SLS services should be like and, based upon their input, created the HRC Expectations for SLS. She also advised that HRC used a similar process to gather input about what each person involved should do to ensure that SLS is successful and the result was the creation of the SLS Roles. Both of these documents were reviewed with the group and Ms. Del Monico indicated that the SLS review currently underway would provide a good opportunity for HRC to update these documents and that we welcome their suggestions.

Ms. Del Monico introduced Maria Elena Walsh, Assistant Manager of the HRC Resource & Assistive Technology Center. Ms. Walsh brought with her a library cart filled with materials available to clients, parents, service providers and HRC staff on the topic of supported living and related matters. She shared some of the most popular books and videos and encouraged those present to visit the resource center.

After the break, Ms. Del Monico shared some documents that HRC and HRC service providers use to review and report on clients' progress in SLS. One document is specifically for use by service providers and is completed and sent to HRC twice annually. The other is the HRC quarterly report that is completed following the quarterly visit with the client, family, service provider and other individuals invited by the client.

Ms. Del Monico then reviewed several slides containing demographic data concerning HRC clients living in SLS. The demographics included data on clients by age, gender, ethnicity, city of residence and frequency of SLS supports provided. It also included data on per capita expenditures as well as the various service providers serving HRC clients and the numbers of clients each serves.

Before closing the review session Nancy Spiegel, HRC Director of Information and Development, provided a preview of the electronic training tool used by HRC to provide individualized computer-based training on SLS for HRC service coordinators.

#### **HANDOUTS:**

The following documents were handed out to those in attendance:

- Service Review Summary for the August 14 SLS Review Meeting
- HRC ILS Assessment Tool
- DDS SLS Standard Assessment Questionnaire
- HRC Independent SLS Assessment Template
- HRC Expectations for Supported Living
- HRC Roles for Persons Involved in Supported Living
- HRC SLS Progress Report Guidelines
- HRC Quarterly Review Guideline
- Several HRC Resource Center bibliographies on the subject of SLS and related topics

#### **QUESTIONS/COMMENTS:**

Because the participants were few at this review session we were able to accept questions throughout the presentation of materials in a more informal manner. We did capture the areas of key interest as follows:

- There were several questions and comments about the initial assessments prior to a client entering SLS and concern was expressed that some clients will assert that they are more capable than they may actually be. This dynamic will have an impact on such things as their assessed need for IHSS and also SLS supports. There was a clear recommendation that it is essential to ensure assessments include the observations of family members.
- There were also several questions about the role of IHSS workers. It appears it would be helpful for HRC to provide information for clients/families new to SLS concerning IHSS.
- Participants were very interested in all of the handouts especially related to expectations for SLS service providers as well as the roles of all parties related to SLS. There was a recommendation that these materials be provided to all clients/family members in a packet of information prior to transitioning into an SLS living arrangement.
- Participants were also very interested in the newly produced training module designed especially for regional center service coordinators. They suggested that this training module could also be made available to all clients/family members in a training session that would be provided prior to transition into an SLS living arrangement.

Ms. Del Monico advised that the third SLS Review Session is scheduled to take place on the evening of October 9, 2017 from 6:30 to 8:30 in HRC Conference Room A4. During this meeting we will have a brief presentation about SLS rates paid to service providers and then we will have presentations from two different HRC SLS service providers. Both service providers will bring at least one of their SLS clients who will share his or her experiences living in a supported living setting. Ms. Del Monico also advised that the November SLS Review Session will be held on the FIRST Monday evening, November 6 (NOT the SECOND Monday, as originally planned).



**RESUMEN DE REVISIÓN DE SERVICIO  
SEPTIEMBRE 11 DE 2017**

**ASISTENCIA:**

Cuarto (4) padres de cuarto (4) clientes de HRC estuvieron presentes en la segunda sesión de revisión de servicios de vivienda con apoyo el 14 de agosto de 2017. Esto no incluye los cuarto (4) miembros / consejeros de HRC que también son padres de clientes de HRC (uno de los cuales es también un cliente de HRC) que participaron como representantes de dos (2) agencias de vivienda con apoyo.

**RESUMEN DE LA PRESENTACION:**

Patricia Del Monico, Directora Ejecutiva de HRC, facilito la sesión de revisión. Después de las presentaciones, presento un breve análisis de la primera sesión de Revisión de Vivienda con Apoyo, incluyendo un resumen de las preguntas y comentarios hechos por aquellos que estuvieron presentes en la primera sesión de revisión.

La Sra. Del Monico compartió con los participantes varias de las plantillas utilizadas por HRC para evaluar el nivel de apoyo que podría ser necesario para los clientes que ingresan o residen en entornos de vida con apoyo. Ella aconsejo a los participantes que estas herramientas de evaluación (sin incluir el cuestionario de evaluación de DDS) estarían bajo consideración para su revisión y sugerencias para cambios serian bienvenidas.

La Sra. Del Monico explico que hace algunos años HRC había preguntado a las personas que reciben SLS, a sus familiares, al personal de HRC y a los proveedores de servicios de SLS como iban los servicios y que basándose en su opinión, crearon las expectativas de HRC para SLS. También aconsejo que HRCO uso un proceso similar para recopilar información sobre lo que cada persona involucrada debe hacer para asegurar que SLS tenga éxito y el resultado fue la creación de los roles de SLS. Ambos documentos fueron revisados con el grupo y la Sra. Del Monico indico que la revisión del SLS actualmente en curso sería una buena oportunidad para que HRC actualizara estos documentos y que sus sugerencias serian bienvenidas.

La Sra. Del Monico presento a Maria Elena Walsh, Subdirectora del Centro de Recursos y Asistencia de HRC. La Sra. Walsh trajo un carrito de la biblioteca lleno de materiales a disposición de clientes, padres, proveedores de servicios y personal de HRC sobre el tema de vivienda con apoyo y asuntos relacionados. Ella compartió algunos de los libros y videos más populares y animo a los presentes a visitar el centro de recursos.

Después del descanso, la Sra. Del Monico compartió algunos documentos que los proveedores de servicios de HRC utilizan para revisar e informar sobre el progreso de los clientes en SLS. Un documento es específicamente para uso de los proveedores de servicios y se completa y se envía a HRC dos veces al año. El otro es el informe trimestral de HRC que se completa después de la visita trimestral con el cliente, la familia, el proveedor de servicios y otras personas invitadas por el cliente.

La Sra. Del Monico reviso varias diapositivas que contenían datos demográficos sobre los clientes de HRC que viven en SLS. Los datos demográficos incluían datos sobre los clientes por edad, sexo, origen étnico, ciudad de residencia y frecuencia de los apoyos SLS proporcionados. También se incluyeron datos sobre los gastos per cápita, así como los diversos proveedores de servicios que prestan servicios a clientes de HRC y el número de clientes que cada uno sirve.

Antes de clausurar la sesión de revisión, Nancy Spiegel, Directora de Información y Desarrollo de HRC, proporciono una vista previa de la herramienta de capacitación electrónica utilizada por HRC para impartir capacitación individualizada sobre SLS para los coordinadores de servicios de HRC.

#### **DOCUMENTOS:**

Los siguientes documentos fueron entregados a los asistentes:

- Resumen de revisión de servicios para la reunión de revisión de SLS del 14 de agosto
- Herramienta de evaluación ILS de HRC
- DDS SLS Cuestionario Estándar de Evaluación
- Plantilla de Evaluación de SLS independiente de HRC
- Expectativas de HRC para Vivienda con Apoyo
- Funciones de HRC para personas involucradas en la vivienda con apoyo
- Directrices del Informe de Progreso de HRC SLS
- Directriz de Revisión Trimestral de HRC
- Varias bibliografías del Centro de Recursos de HRC sobre el tema de SLS y temas relacionados.

#### **PREGUNTAS/ COMENTARIOS:**

Debido a que los participantes eran pocos en esta sesión de revisión, pudimos aceptar preguntas durante toda la presentación de los materiales de una manera más informal. Hemos capturado las áreas de interés clave de la siguiente manera:

- Hubo varias preguntas y comentarios sobre las evaluaciones iniciales antes de que un cliente ingresara a SLS y se expresó la preocupación de que algunos clientes afirmen que son más capaces de lo que realmente pueden ser. Esta dinámica tendrá un impacto en cosas tales como su necesidad evaluada de IHSS y también los apoyos de SLS. Hubo una clara recomendación de que es esencial asegurar que las evaluaciones incluyan las observaciones de los miembros de la familia.
- También hubo varias preguntas sobre el papel de los trabajadores de IHSS. Parece que sería útil que HRC proporcionara información para los clientes/familias nuevas de SLS con respecto a IHSS.
- Los participantes estaban muy interesados en todos los folletos relacionados especialmente con las expectativas de los proveedores de servicio SLS, así como con los roles de todas las partes relacionadas con SLS. Se recomendó que estos materiales se proporcionaran a todos los clientes/familias en un paquete de información antes de la transición a un acuerdo de vida SLS.
- Los participantes también estuvieron muy interesados en el módulo de capacitación recién producido diseñado especialmente para los coordinadores de servicios de centros regionales. Sugirieron que este módulo de capacitación también podría estar disponible para todos los clientes/miembros de la familia en una sesión de capacitación que se proporcionaría antes de la transición a un acuerdo de vida SLS.

La Sra. Del Monico aviso que la tercera Sesión de Revisión de SLS está programada para tener lugar en la tarde del 9 de octubre de 2017 de 6:30 a 8:30 en la Sala de Conferencias A4 de HRC. Durante esta reunión tendremos una breve presentación sobre las tarifas de SLS pagadas a los proveedores de servicios y luego tendremos presentaciones de dos proveedores diferentes de servicios de HRC SLS. Ambos proveedores de servicios traerán al menos uno de sus clientes que compartirán sus experiencias viviendo en un ambiente de vida apoyada. La Sra. Del Monico también aconsejo que la Sesión de Revisión de SLS de Noviembre se llevara a cabo el PRIMER lunes por la tarde, 6 de noviembre (NO el SEGUNDO Lunes, según los planeado originalmente).

17 CA ADC BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS  
Title 17. Public Health  
Division 2. Health and Welfare Agency -Department of Developmental Services  
Regulations  
Chapter 3. Community Services  
Subchapter 19. Supported Living Service  
Article 7. Rate Negotiation

17 CCR § 58660

**§ 58660. General Requirements.**

(a) Rates for SLS shall be:

(1) Cost effective to the State; and

(2) Agreed upon through contract negotiation between the regional center and the SLS vendor in accordance with Sections 58661 through 58663.

(b) The regional center may negotiate a rate for the direct services referenced in Title 17, Section 54349(a) through (d), and specified in Section 58614(b). The negotiated rate for direct services shall be established using one of the following methods:

(1) The direct service rate includes compensation for all SLS vendor's administration services specified in Section 58614(c). No additional rate shall be negotiated for SLS Vendor Administration (Service Code 894), and the vendor shall receive no additional compensation for administration costs;

(2) The direct service rate excludes all SLS vendor's administration costs for the services specified in Section 58614(c). An additional rate may be negotiated separately for SLS Vendor Administration (Service Code 894), to compensate the vendor for necessary administration costs.

(c) Negotiated rates shall not:

(1) Result in the regional center paying the vendor more for any service than the vendor would charge any other purchaser of the same or essentially similar service; nor

(2) Be subject to approval by the Department.

17 CCR § 58661

**§ 58661. Direct Service Rates.**

(a) Direct Service rates shall be:

(1) Limited to the following service code categories:

(A) Personal Support Service (Service Code 891), pursuant to Title 17, Section 54349(a);

(B) Training and Habilitation Service (Service Code 892), pursuant to Title 17, Section 54349(b);

(C) 24-Hour Emergency Assistance (Service Code 893), pursuant to Title 17, Section 54349(c); and

(D) Supported Living Service (Service Code 896), pursuant to Title 17, Section 54349(d);

(2) Negotiated separately for each service code category enumerated in (a)(1) until July 1, 2000, and based on any one or any combination of the following models that results in the most cost-effective purchase of services by the regional center:

(A) Hourly rates;

(B) Monthly rates;

(C) Flat rates;

(D) Rates based on anticipated average monthly costs;

(E) Rates based on the actual provision of services in a payment period;

(F) Rates applied to services to individual consumers, groups of consumers, or to all the consumers served by the SLS vendor.

(b) Rates may reflect, as appropriate to the applicable method of negotiation specified in Section 58660(b), any combination of the following:

(1) Salaries, wages, and benefits of all SLS staff and consultants to the vendor providing direct service;

(2) Travel and incidental costs designated in the contract as necessary for the provision of direct service; and

(3) Cost of the administration services specified in Section 58614(c), necessary to maintain the SLS vendor's direct service operation.

#### 17 CCR § 58662

### § 58662. SLS Vendor Administration Rates.

(a) A separate SLS vendor administration rate shall be limited to SLS Vendor Administration (Service Code 894), pursuant to Title 17, Section 54349(e).

(b) The SLS vendor administration rate shall be:

(1) Negotiated only with SLS vendors whose direct service rates are negotiated pursuant to Section 58660(b)(2);

(2) A single fixed monthly rate; and

(3) Limited to the SLS vendor's costs of administration, as specified in Section 58614(c), which are required to maintain the SLS vendor's direct service operation.

#### 17 CCR § 58663

### § 58663. Rate Review and Renegotiation.

(a) The regional center and contracting SLS vendor shall review all negotiated rates at the time of contract renewal, and at other times as specified in the contract.

(b) Regional centers shall, for at least three years from the date of the final payment to the SLS vendor in any State fiscal year, retain and make available to the Department upon request the cost data or analytical bases which the regional center relied upon during rate negotiation with the SLS vendor.

# California MENTOR

## Supported Living

Living independently can be one of life's greatest achievements. Like many of us—who have our own networks of support—individuals with intellectual and developmental disabilities may need a helping hand to reach their goals. California MENTOR's Supported Living program assists individuals in living independently and provides opportunities to help them shape the direction of their lives. Individuals can choose to live on their own or with a roommate and learn how to make everyday decisions, such as what to cook for dinner or how to manage money.



We encourage individuals to do as much for themselves as possible, with the knowledge that our staff is there to support them whenever the need arises. Our Supported Living services build on each person's strengths and help them become increasingly independent. We offer hourly support based on each person's needs in areas including:

- Access to transportation
- Shopping
- Cooking
- Cleaning
- Managing money
- Getting involved in the community
- Maintaining health and wellness
- Scheduling appointments

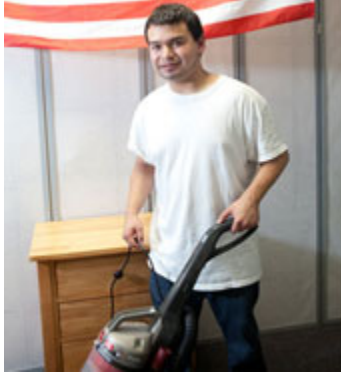
## Promoting Independence and Choice

The ability to choose our friends, where we live, and what we like to do for fun is what makes our lives unique. With our Supported Living Services, we strive to help individuals succeed in an environment that they create. We tailor our services to meet the needs and interests of each person and focus on helping them make important everyday decisions.

In addition to personal growth at home, we want individuals to be comfortable in the community. We offer support to help them make friends, spend time with family members, and participate in community events, such as:

- Concerts
- Dance classes
- Fishing trips
- Casino trips

## Ongoing Support for Independence



Our caring staff is committed to helping each person live more independently. We provide hourly support based on each person's needs, and ongoing encouragement to help individuals be successful living on their own.

We also have registered nurses on call 24 hours a day in the event that medical emergencies arise—providing individuals with complex medical needs a safety net while experiencing life in their own home or apartment.

## Referral Process for Supported Living

Individuals are referred to Supported Living services by their [local Regional Center](#). Contact the [nearest California MENTOR office](#) if you, a friend, or a family member wants to live more independently with help from California MENTOR's Supported Living Services.



# California MENTOR

## WHO WE ARE:

The MENTOR Network is a national network of local health and human services providers in more than 30 states offering an array of quality, community-based services to adults and children with intellectual and developmental disabilities, brain and spinal cord injuries and other catastrophic injuries and illnesses, and to youth with emotional, behavioral and medically complex challenges, as well as their families; and to elders in need of support. Founded in 1980, The Network has made a positive impact in the lives of thousands of children and adults across the country. We create innovative programs and implement systems—from our national continuous quality improvement program to our outcomes measurement tools—that enable us to deliver quality services and supports to the people we serve.

### Who We Serve

Our continuum of home and community-based services make a difference in the lives of many people, including:

- Youth and Families at Risk
- Youth with Intellectual and Developmental Disabilities
- Youth with Brain and Spinal Cord Injuries
- Adults with Intellectual and Developmental Disabilities
- Adults with Brain and Spinal Cord Injuries
- Elders in Need of Support

For youth and families at risk we offer family preservation services designed to help keep families together and therapeutic foster care and foster care for medically complex children when it isn't possible for a biological family to remain intact. We also offer a range of specialized school-based and non-residential programs for young people, including day treatment and our specialized school for young men in the Maryland public schools.

Our continuum for individuals with intellectual and developmental disabilities includes a full range of residential and non-residential services, including our innovative Host Home model where both adults and children with intellectual and developmental disabilities live in warm, caring homes of their choosing with individuals who we call Mentors. For individuals with more intensive needs, we offer a range of community-based residences that are designed to support people with both medically complex conditions and behavioral challenges. The Network also offers a variety of non-residential services designed to support individuals as they live life to the fullest, including day and vocational programs and supported living options for those who wish to live independently or at home with family.

Our specialized services for niche populations—including children and adults with brain and spinal cord injury as well as people with medically intensive conditions—offer a range of options designed to empower individuals to live as independently as possible. From neurorehabilitation to supported living to programs developed expressly for veterans and military service members, The MENTOR Network's specialty rehabilitation services offer options designed to be flexible and responsive to the unique needs of each individual we serve.

The MENTOR Network also provides adult day health programs for elders and other individuals with complex medical and rehabilitative needs. Our culturally-based adult day center locations are staffed by multilingual employees and offer seniors numerous opportunities for socialization, independent living skill-building and personal enrichment activities including art and music.

**WHO WE HIRE:**  
**(Staff Hiring Practices)**

All new staff hired will receive a minimum of sixteen (16) hours of orientation within the first week of employment that will include:

- Basic orientation by Human Resources of California MENTOR
- Philosophy, Policies and Procedures
- Goals of Supported Living Services
- Overview of consumer Rights, Confidentiality, the fair hearing process, Consumer Self Advocacy
- Building and maintaining successful support relationships with individuals served
- Review of IPP and ISP forms
- Procedures for teaching medication administration and storage
- Review of local community resources
- Overview of possible consumer training areas
- Forms and required documentation
- Overview of the California Developmental Disabilities Service System including the role of the Regional Center

Selected staff, including the Program Director, will participate in an initial on-site, multiple day training by our contracted BCBA consultant team who will provide detailed training in the principles of Positive Behavioral Supports for individuals with intellectual and developmental disabilities. Staff will learn how to understand, interpret and implement behavioral support plans that are developed by our behavioral consultant, including documentation needed to evaluate the effectiveness of the plans.

All SLS instructors will receive ongoing training annually. The training will include:

- Disaster preparedness training, Emergency Response and Safety training; “Getting the Edge” from the curriculum developed by the American Red Cross specifically for people with disabilities
- Identify and reporting abuse
- Teaching clients the safest medication administration procedures
- Client Rights and encouraging self-advocacy
- Teaching money management skills and budgeting
- Nutrition and menu planning
- First Aid and CPR
- CPI (every 2 years)
- Supporting individuals with behaviors and mental health needs

All training will be documented and documentation will be maintained by the training department for review upon request.

To ensure the effective deliver of authorized services, California MENTOR provides on-going supervision to the staff. This will include periodic (not less than quarterly) site visits and/or “spot checks” of staff during hours when they are scheduled to work with the individuals.

Additionally, the program director or designee will attend client ISP meetings to oversee the development and implementation of relevant goals and objectives. Further, as described in the Program Evaluations section of this design, California MENTOR conducts periodic Client Satisfaction Surveys to assess the overall satisfaction with the quality and performance of the program and its staff.

## **SLS Direct Staff**

### **SUMMARY**

Provides instruction to individuals served within the Supported Living Program in accordance with an Individual Service Plan. Assists participation for individuals served in traditional daily and weekly activities such as grocery shopping, meal preparation, budgeting or other activities. Serves as an advocate for client's to be fully integrated into community life.

### **ESSENTIAL JOB FUNCTIONS**

To perform this job successfully, an individual must be able to satisfactorily perform each essential function listed below.

- Provides training, assistance and/or supervision to individuals in the areas of activities of daily living, personal care, financial management, community and social integration
- Establishes a therapeutic relationship with the individual receiving services to ensure effective guidance, support and service delivery. Ensures objectives are met in accordance with the Service Plan
- May coordinate, organize and/or assist with household activities such as housekeeping and meal preparation according to regulatory requirements.
- Assists in scheduling appointments including and planning transportation to said appointments.
- Maintains current progress and service notes. Completes and submits required documentation to direct supervisor in accordance with any applicable policies and deadlines.
- Provides direct supervisor with verbal feedback and data relevant to the individual's services, Service Plan or administrative policy
- Attends training and other meetings as required
- Provides emergency coverage and/or care for individuals receiving services. Reports incidents of maltreatment, medical and behavioral concerns.
- Maintains confidentiality, respects human rights and practices universal precautions in accordance with company policy.
- Performs other related duties and activities as required.
- Will complete a minimum of 16 hours of training each year on topics pertinent to the population served.
- Mandatory abuse reporter.

**SUPERVISORY RESPONSIBILITIES** (None Required)

**MINIMUM KNOWLEDGE AND SKILLS REQUIRED BY THE JOB**

The requirements listed below are representative of the knowledge, skill, and/or abilities required to perform the job.

**Education and Experience:**

High school diploma or equivalent required. Six months of experience in human services preferred.

**Certificates, Licenses, and Registrations Required:**

Must be at least 18 years old

Must have current CPR/First Aid certification

Must pass health screening, TB test and criminal background checks

Must have adequate transportation, current driver's license, clean DMV record, car registration, and auto insurance

**Physical Demands and Environmental Conditions:**

Blood Borne Pathogen Category. Job requires performance of duties that involve potential for exposure to blood, body fluids, or tissues. Tasks that do involve exposure are an expectation of employment.

**AMERICAN WITH DISABILITY STATEMENT**

External and internal applicants, as well as position incumbents who become disabled, must be able to perform the essential job functions either unaided or with assistance of a reasonable accommodations to be determined on a case by case basis.

## SLS IN REVIEW

- Number of clients currently being served: 38 traditional SLS + 31 C2C + 10 ILS =79 clients
- SLS-M = 1 client; SLS-4 = 5 clients ; SLS-6 = 1 client; SLS-8= 14 clients; SLS-12 = 12 clients SLS-20= 20 clients; SLS-negotiated= 1 SLS+ 31 C2C clients
- 19 staff members
- Turn-over rate average for this type of program. Staff generally is attracted to this field not only based on their desire to provide service to others; but, also looking for flexible/particular schedules (i.e., students, single parents of young children...). When the clients change their schedules, staff must adjust their schedules to accommodate, which can change the dynamic of their households.
- Harbor Regional Center Resource Center is utilized for C2C and ILS programs specifically and is available for traditional SLS clients as well.
- CA MENTOR 3 central goals: 1) to assist individuals in expanding their knowledge of public resources (including medical, transportation, financial assistance, social, etc.) available to them, in order to live independently and on their own terms. 2) To support individual success in a less restrictive environment by providing supports necessary for them to reintegrate into community life, including assistance with alternative behaviors to reduce undesirable behaviors. 3) To assist individuals in decision making, through an exploration of preferences, opportunities, and informed choice making.  
(Generic Resources- exploring all to reduce SLS supports when possible (IHSS, ACCESS Transportation, connection with family and friend relationships)
- Supervisors/Directors make themselves available for their staff at all times for support. If primary Supervisor is not available, another Supervisor will step in to assist that staff member.
- Unannounced visits are made often, site visits specifically for trainin is scheduled.
- Feedback from Clients is asked for often; but specifically quarterly and then Annually. On an annual bais, surveys are sent out to clients, their families, and their Service Coordinators.
- For traditional SLS, communication with family is not an often occurrence. This is generally because these particular clients do not have family involvement; or they choose to not have their family involved. For C2C and ILS, we find more family involvement, particular because these individuals are a younger group and seem to have a more structured family support system.
- SLS Teams collaborate closely with Harbor Regional Center. Close communication, often daily, ensures that we (MENTOR and HRC) do not miss much in regards to client's needs.
- SLS participats in quarterly meetings/review. Reports are completed on an Annual (client's birthday month) and Semi-Annual (progress report) basis.
- Conflict in important values typically occur surrounding health and safety issues 1) declining support with keeping up hygiene with bathing, brushing teeth 2) declining support with taking medications

- SLS Report guidelines is a great working guide. It is very useful to use it as a guide and ensure to always develop
- “The billing and reimbursement process is great. I appreciate the billing issues that are presented through Barracuda. The staff is friendly and very helpful.” ( ~Utilization Review Coordinator)
- Minimum wage does not prevent staff interest in the position, as people do enjoy working in this field. What does happen is that most need to work more than one job and that impeded on their availability to work with the clients availability wanting/needng to change.





C2C/SLS  
 California MENTOR  
 INDEPENDENT LIVING COACHING PROGRAM  
 INDEPENDENT LIVING SKILLS ASSESSMENT TOOL



**INSTRUCTIONS**

**In order to accurately complete the Independent Living assessment, please involve student, prior caregivers, HRC Counselor, and any other individual with knowledge about the skills of the student.**

Scoring is based on the lowest level of completion. The level of attainment for each student completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Students may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in student knowledge.

**COVER SHEET**

Name of Student:		Date of Birth:		
INDIVIDUALS INVOLVED IN ASSESSMENT		SIGNATURE	DATE OF ASSESSMENT	
CATEGORY		BASIC	INTERMEDIATE	ADVANCED
A	Money Management			
B	Food Management			
C	Personal Appearance & Hygiene			
D	Household Maintenance			
E	Mobility & Transportation			
F	Time Management			
G	Educational Planning & Homework			
H	Safety Awareness			
I	Health & Wellness			
J	Self-Advocacy & Conflict Resolution			
K	Interpersonal Skills & Roommate Relations			
L	Independent Community Recreation Access			
M	Job seeking & Vocational Skills			
N	Leadership			
O	Dating and Sexuality			

**Category A: Money Management****Basic - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Knows the values of coins and currency
- Can make a transaction at a local store and count change
- Has an understanding of the difference between luxuries and necessities
- Can identify one way to save money on purchases
- Knows how to clip and use coupons
- Understands the value of items in own home and community

**Intermediate - Must achieve 6 of 7 to advance to the next level of accomplishment:**

- Can open a checking or savings account
- Can write checks and make withdrawals and deposits
- Knows how to track spending
- Records banking transactions
- Creates budget to last for a minimum of one week
- Can price-compare using unit pricing information
- Can use a calculator to add, subtract, divide and multiply

**Advanced - Must achieve at least 7 to be rated as advanced:**

- Can create monthly budget covering regular expenses for independent living
- Can independently maintain own bank account
- Resists temptations of "something for nothing" advertising and "low weekly payment" credit
- Understands the difference between gross wage and take home pay
- Understands the responsibility of filing tax forms and/or reporting to SSI
- Budgets for unanticipated emergencies, seasonal bills, etc.
- Understands buying on credit, loans, interest, and late payment penalties
- Has regular savings program

**Category B: Food Management****Basic - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Washes hands before eating and preparing food
- Can order off of a menu at a restaurant
- Understands the food pyramid and foods that contribute to a healthy life style
- Stores perishable items under refrigeration
- Uses kitchen appliances effectively and safely (stove, oven, microwave, etc.)
- Can prepare a breakfast, lunch and dinner by using prepared foods or warming leftovers

**Intermediate - Must achieve 6 of 7 to advance to the next level of accomplishment:**

- Makes a weekly menu plan
- Makes a grocery list and purchases items at the store with assistance
- Uses cooking utensils effectively and safely (knives, grater, can opener, potato peeler, etc.)
- Can follow a basic recipe
- Can prepare at least 5 breakfast items independently
- Can pack a lunch to take to school or work independently
- Can prepare at least 10 dinner items independently

**Advanced - Must achieve at least 6 to be rated as advanced:**

- Follows expiration dates and recognizes signs of food spoilage
- Plans and shops for a week's menu and stay within a food budget
- Can set a table properly
- Can grocery shop independently
- Prepares recipes from a cookbook
- Can adjust recipes to feed more or less people than called for in the recipes
- Prepares and eats a balanced diet

**Basic - Must achieve 6 of 7 to advance to the next level of accomplishment:**

- Dresses in a reasonably acceptable fashion for activities
- Wears weather appropriate clothing
- Uses soap, Shampoo, deodorant, shaving cream, and other personal products appropriately
- Showers and bathes regularly
- Regulates own water temperature
- Brushes teeth regularly
- Keeps hair clean and neat

**Intermediate - Must achieve 4 of 5 to advance to the next level of accomplishment:**

- Recognizes when additional care is needed for own hygiene
- Reads clothing labels and determines which clothes are to be dry cleaned, hand, or machine washed
- Sorts and machine-washes clothes using appropriate products and temperatures
- Shaves independently
- Trims and manicures nails independently

**Advanced - Must achieve at least 4 to be rated as advanced:**

- Can iron clothes
- Can sew on a button and make basic clothing repair
- Can hand wash items following the instructions on the label
- Plans and budgets for haircuts
- Recognizes when clothing and shoes need to be replaced and budgets accordingly

**Basic - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Can wash dishes using soap and hot water
- Can change a light bulb
- Can make a bed
- Takes out garbage
- Uses vacuum and cleans out back or canister
- Understands how to safely use cleaning chemicals

**Intermediate - Must achieve 6 of 7 to advance to the next level of accomplishment:**

- Changes own bed linen
- Knows preventative measures to keep sinks and toilets from clogging
- Sweeps and mops floors; washes windows; dusts; cleans toilet, sink, tub, and counters
- Knows appropriate cleaning products to use for different cleaning jobs
- Cleans stove and wipes appliances
- Cleans out refrigerator
- Know how to contact landlord or property manager for maintenance

**Advanced - Must achieve at least 7 to be rated as advanced:**

- Knows how to use plunger
- Can defrost the refrigerator
- Knows how to conserve energy and water
- Independently performs routine house-cleaning to maintain the home in a reasonably clean state
- Uses storage appropriately and lives a fairly uncluttered lifestyle
- Understands how to avoid or get rid of roaches, ants, mice, etc.
- Knows how to reset the circuit breaker or GFI
- Able to perform minor household repairs

**Basic - Must achieve 4 of 6 to advance to the next level of accomplishment:**

- Understands and uses a seatbelt
- Can walk or ride bike in community and avoid hazards; obey street signs, use crosswalks
- Knows where bus stops or Access dens near home and school are
- Knows amount of money required for transportation
- Understands the basic rules of public transportation and can ride familiar routes
- Can schedule Access trips with assistance (if applicable)

**Intermediate-Must achieve all aspects of primary method of transportation to advance to next level:**

- If given instructions, can make public transportation journey involving several transfers
- Able to access all regularly visited locations independently through at least 1 mode of transportation
- Prepares fair or obtains pass for transportation independently
- Has taken driver's education (if desired)
- Aware of consequences of driving without a license and insurance (if applicable)

**Advanced - Must achieve all aspects of primary method of transportation to be rated as advanced:**

- Can arrange routes and transportation to multiple places in the community
- Can give and receive oral directions to locations
- Knows how to do or obtain basic car maintenance (if applicable)
- Can estimate cost of owning and operating a car including insurance (if applicable)
- Has a driver's license (if desired)

**Basic - Must achieve 3 of 4 to advance to the next level of accomplishment:**

- Creates and follows a daily/weekly schedule
- Sets alarms or other devices as reminders for important activities
- Knows who to call if running late or missing an activity
- Asks for help when having difficulty with schedule

**Intermediate - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Maintains a personal calendar
- Understands the difference and prioritizes between commitments and recreational activities
- Makes time to achieve personal goals
- Contacts appropriate individual if running late or missing an activity
- Uses stress management techniques when implementing a busy schedule
- Late to activities or appointments only one time or less each week

**Advanced - Must achieve at least 4 to be rated as advanced:**

- Allots extra time for unforeseen events or delays
- Includes long-term goals in time management schedule
- Uses organizational tools effectively
- Arrives early to appointments whenever possible
- Rarely or never arrives late to scheduled meetings or appointments

<b>Basic - Must achieve 4 of 4 to advance to the next level of accomplishment:</b>
<input type="checkbox"/> Understands and can verbalize educational goals <input type="checkbox"/> Shows homework log to staff daily <input type="checkbox"/> Attends Study Hall and studies with staff for up to an hour with some prompting <input type="checkbox"/> Completes assignments on time
<b>Intermediate - Must achieve 3 of 3 to advance to the next level of accomplishment:</b>
<input type="checkbox"/> Attends Study Hall and studies for an hour with minimal prompting <input type="checkbox"/> Seeks own resources such as the computer or the library <input type="checkbox"/> Asks for assistance on assignments or studying when needed
<b>Advanced - Must achieve all 3 to be rated as advanced:</b>
<input type="checkbox"/> Attends Study Hall and studies independently without prompts for an hour or more <input type="checkbox"/> Works with study groups to maximize understanding of curriculum <input type="checkbox"/> Studies or completes assignments independently at home <input type="checkbox"/> Makes an effort to learn and apply material rather than just complete the assignments
<b>Basic - Must achieve 6 of 7 to advance to the next level of accomplishment:</b>
<input type="checkbox"/> Understands concept of strangers and appropriate boundaries <input type="checkbox"/> Able to be around pools/bodies of water without supervision <input type="checkbox"/> Knows functions of police, ambulance and fire department. Can reach each by phone <input type="checkbox"/> Knows how to evacuate the residence in case of fire <input type="checkbox"/> Locks doors and windows when leaving the house and at night <input type="checkbox"/> Understands that improperly used appliances can cause fire <input type="checkbox"/> Can state name, address, phone number, and relay basic emergency information
<b>Intermediate - Must achieve 4 of 5 to advance to the next level of accomplishment:</b>
<input type="checkbox"/> Knows how to use a fire extinguisher <input type="checkbox"/> Knows how to check smoke alarm and how to replace battery <input type="checkbox"/> Can recognize hazards such as unsafe materials or gas leak - knows who to contact for help <input type="checkbox"/> Properly stores all cleaning or hazardous materials in home <input type="checkbox"/> Can determine when professional medical assistance is needed
<b>Advanced - Must achieve all 3 to be rated as advanced:</b>
<input type="checkbox"/> Has completed First Aid training <input type="checkbox"/> Has completed CPR <input type="checkbox"/> Has an awareness of safety of others around him/her and takes an active role

**Basic - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Can open childproof containers
- Knows not to take someone else's medication
- Can safely remember to take medication with minimal instruction
- Knows to call 9-1-1 for an emergency, and where to find other emergency numbers
- Knows basic first aid for a minor cut, burn, splinter, etc.
- Recognizes symptoms of cold or flu and knows who to contact

**Intermediate - Must achieve 8 of 9 to advance to the next level of accomplishment:**

- Takes all medications without prompts
- Knows which over-the-counter medications to take for specific ailments
- Recognizes when prescriptions need to be filled, and fills own prescriptions with assistance
- Understands the dangers of mixing medications and uses medication properly
- Makes medical and dental appointments with assistance
- Understands the risk of drug and alcohol abuse
- Understands risk of pregnancy and sexually transmitted diseases (including birth control methods)
- Follows doctors' orders independently
- Understands the benefits of physical fitness, healthy eating, and maintaining healthy weight

**Advanced - Must achieve at least 6 to be rated as advanced:**

- Obtains medications and refills prescriptions independently
- Schedules routine and non-routine medical and dental appointments independently
- Is conscious of diet, exercise, good eating habits and other preventative health measures
- Understands medical delivery system and use of own health insurance
- Determines when to use emergency room and when to make an appointment with doctor or clinic
- Recognizes expiration dates and disposes of medications appropriately
- Keeps track of own medical records and immunizations records

**Category / Self-Determination**  
**Basic - Must achieve 4 of 5 to advance to the next level of accomplishment:**

- Knows and understands own rights and responsibilities
- Understands own abilities, needs, strengths, and weaknesses
- Knows what accommodations are needed as well as why they are needed
- Knows how to effectively communicate needs and preferences and does so with some prompting
- Knows professional support network and how to contact them if necessary

**Intermediate - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Recognizes and protects self from exploitation
- Builds personal support network and develops mentoring relationships
- Willing to ask questions when something is unclear and needs clarification
- Effectively communicates needs and preferences independently
- Knows where to get help if unable to resolve interpersonal conflicts alone
- Helps plan own ID Team meetings

**Advanced - Must achieve at least 4 to be rated as advanced:**

- Establishes neutral location for negotiations
- Listens to concerns/complaints of others
- Asserts own needs with appropriate rationale
- Offers more than one solution to a problem and is flexible regarding own preferences
- Independently plans and runs own ID Team meetings

<b>Basic - Must achieve 5 of 6 to advance to the next level of accomplishment:</b>
<input type="checkbox"/> Responds to people during introductions and answers simple questions <input type="checkbox"/> Can identify at least one close friend <input type="checkbox"/> Looks others in the eye and shakes hands if other person offers <input type="checkbox"/> Can make "small talk" <input type="checkbox"/> Can make desires known to roommate <input type="checkbox"/> Listens to desires of roommate
<b>Intermediate - Must achieve 6 of 7 to advance to the next level of accomplishment:</b>
<input type="checkbox"/> Can make introductions, including approaching others to introduce self <input type="checkbox"/> Is aware of and follows appropriate boundaries <input type="checkbox"/> Can explain feelings to others <input type="checkbox"/> Can identify relationships that may be hurtful or dangerous <input type="checkbox"/> Accepts invitations from others to be involved in social activities <input type="checkbox"/> Demonstrates the ability to "no" to peers <input type="checkbox"/> Can describe the relationship between actions and consequences with understanding <input type="checkbox"/> Communicates and compromises with roommate
<b>Advanced - Must achieve at least 3 to be rated as advanced:</b>
<input type="checkbox"/> Organizes and invites peers to social activities <input type="checkbox"/> Can anticipate, with limited input from others, what consequences might be associated with different choices <input type="checkbox"/> Can close a conversation or say "good bye" in a healthy manner <input type="checkbox"/> Goes out of his/her way to be kind or helpful to roommate
<b>Category 2 - Independent Community Recreation Skills</b>
<b>Basic - Must achieve all 4 to advance to the next level of accomplishment:</b>
<input type="checkbox"/> Attends group activities in the community <input type="checkbox"/> Seeks out events that fulfill personal interests <input type="checkbox"/> Establishes friendships in the C2C Program <input type="checkbox"/> Creates a personal directory of free/low cost resources in the community
<b>Advanced - Must achieve all three to be rated as advanced:</b>
<input type="checkbox"/> Attends activities in the community independently <input type="checkbox"/> Becomes active in a club or extra-curricular activity <input type="checkbox"/> Establishes friendships outside the C2C Program

**Category N: Leadership**

**Basic - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Has a reasonable idea of the types of jobs available to him/her
- Knows what the minimum wage is and what his/her job market usually pays
- Knows how to dress for an interview
- Knows how to dress appropriately for work
- Knows how to report to work on time
- Understands how to contact an employer if sick or running late

**Intermediate - Must achieve 5 of 6 to advance to the next level of accomplishment:**

- Can fill out a standard job application form
- Can read the want ads and find appropriate leads
- Can make appointment for a job interview
- Can complete a mock interview giving appropriate answers to potential questions
- Knows how to talk to a supervisor and co-workers
- Understands what types of behaviors will cause a person to get fired

**Advanced - Must achieve at least 6 to be rated as advanced:**

- Has a resume
- Knows the function of and understands that employment agencies can charge fees
- Can follow up an interview with a letter
- Is able to maturely weigh the advantages of one job over another
- Understands legal discrimination and where to seek help if discriminated against illegally
- Understands how to read a pay stub
- Understand benefits such as vacation, personal time, and sick time

**Category N: Leadership**

**Basic - Must achieve 4 of 5 to advance to the next level of accomplishment:**

- Has excellent attendance to school and supported living
- Attends SLS classes and additional activities
- Assists staff and peers with organizing events and activities
- Encourages peers in their goals and creates a positive and uplifting environment
- Discourages gossip or negativity between peers

**Advanced - Must achieve at least 3 to be rated as advanced:**

- Holds leadership role in C2C Steering Committee
- Contributes to C2C Newsletter
- Assists peers with problem solving
- Is a good role model to others in the program



**Category O: Dating and Sexuality**

**Basic - Must achieve 4 of 4 to advance to the next level of accomplishment:**

- Understands and practices proper gender-specific hygiene
- Understands both male and female anatomy
- Can describe how pregnancy occurs
- Uses appropriate boundaries

**Intermediate - Must achieve 5 of 5 to advance to the next level of accomplishment:**

- Can identify at least 3 types of birth control and how they work
- Understands sexual choices and how to express them (abstinence, saying no, where to obtain birth control, etc.)
- Uses social media safely and appropriately
- Understands appropriate and safe dating strategies
- Understands how to stay out of trouble and compromising situations with the opposite sex

**Advanced - Must achieve all 4 to be rated as advanced:**

- Understands the signs, symptoms, and long-term consequences of STDs
- Understands basic prenatal responsibilities
- Understands costs and responsibilities of having a child
- Can identify personal sex and dating standards & values; and has plan to implement into own life

**California MENTOR  
SUPPORTED LIVING SERVICES  
INTAKE/ASSESSMENT TOOL**

Attachment C

**CONSUMER:**

**UCI:**

**DOB:**

**People who are important in this person's life:**

	<i>Name:</i>	<i>Relationship</i>
<b>Family:</b>		
<b>Friends:</b>		
<b>Staff:</b>		
<b>Neighbors:</b>		
<b>Community:</b>		
<b>Others:</b>		

**How does this person communicate with others?**

**Are there things we need to do to help in this area?**

**How do we know when s/he is happy?**

**How do we know when s/he is unhappy?**

<i>When this is happening...</i>	<i>And s/he does this....</i>	<i>We think it means....</i>	<i>We should .....</i>

**Important Supports Required to Successfully Live Independently:**

## HEALTH AND SAFETY SUPPORTS

Attachment C

**Important things to know about this person's health are:**

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**Medications:**

<i>Medication</i>	<i>Dosage</i>	<i>Times of Day Taken</i>	<i>This medication is for:</i>	<i>Comments / Interactions / Things to watch for</i>

**How are these medications monitored? (Who, how often, etc.)**

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**We will support this person to ensure health and safety by doing the following:**

HEALTH	
SAFETY	

**PERSONAL LIKES AND DISLIKES**

Attachment C

	<b>LIKES</b>	<b>DISLIKES</b>
People or things people do:		
Places:		
Activities:		
Activities:		
Things in the Community:		
Events:		
Recreation or Sports:		
Arts and Crafts:		
Music:		
Jobs or Types of Work:		
Volunteering:		
Food and Eating Out:		
Leisure Time:		
Social Activities:		
Environmental:		
Cultural / Religious:		
Other:		

**IDEAS TO TRY THAT MIGHT MAKE SENSE FOR THIS PERSON:**

(Brainstorm as many ideas as make sense from what we know about the person. Put a \* by the ones that are high priority, especially ones suggested directly by the person.)

<b>Volunteer experiences to try:</b>
<b>Educational or skill building activities:</b>
<b>Recreational possibilities:</b>
<b>Opportunities to meet people and make friends or contacts:</b>
<b>Other things that might make sense to try:</b>

## FUNCTIONAL SKILLS ASSESSMENT

Attachment C

Use the following codes to assess functioning levels:

- 8 - **INDEPENDENT** - initiates and follows through to completion without assistance from mentor or staff
- 7 - **ADAPTIVE/ENVIRONMENTAL ASSISTANCE** - e.g., calendar, self-charting or tracking, picture technical assistance, audio/video self-monitoring tapes
- 6 - **VERBAL CUES** - e.g., reminder, initiation cue, step by step
- 5 - **GESTURAL AND VERBAL CUES** - includes point cues, same as above
- 4 - **DEMONSTRATION** - gestural and verbal "sample" of task
- 3 - **HAND OVER HAND** - complete hand guidance or manipulation
- 2 - **PHYSICAL ASSISTANCE** - body guidance or support
- 1 - **UNKNOWN LEVEL** - never tested
- 0 - **REFUSES** - is able to perform task but unwilling
- NA - **NOT APPLICABLE**

SKILL	Code	SKILL	Code
<b>Personal Hygiene</b> Gathers all necessary grooming items for bath or shower		<b>Money Management</b> Able to budget expenses (pay bills, check cashing)	
Showers or bathes independently		Handles purchases independently.	
Shampoos hair		<b>Dressing</b> Able to pick out clothes from closet and drawers	
Shaves		Able to color coordinate	
Handles feminine or male hygiene products		Dresses self	
Manicures nails		Able to snap, zip, button and tie	
Combs or brushes and styles hair		Wears weather appropriate clothing	
Brushes teeth or cares for dentures		Undresses self	
Applies makeup		Puts dirty clothes in appropriate place	
Uses hair dryer		Sorts clothing for wash	
Applies deodorant and other body/face lotions		Uses detergent	
Toilets		Sets washer/dryer dials/buttons	
Washes hands		Dries clothes (transfers clothing from washer to dryer)	
Regulates water temperature		Folds clothing	
Towel dries self/hands		Stores in appropriate places	

SKILL	Code	SKILL	Code
<b>Safety Skills</b> Oriented to different rooms and living space		<b>Safety Skills</b> Able to access all rooms	
Evacuates during fire drills		Able to make basic needs and wants known	
States or provides name, address, phone number upon request		Able to access emergency numbers using a telephone	
Able to relay basic emergency information using the telephone		Able to identify and report all potentially dangerous situations in the home i.e., frayed wiring, electrical plugs near water, oily rags	
Able to remain home alone for up to (minutes or hours)		Is familiar with location of emergency community resources (police station, fire station, hospital)	
Able to cross street		Knowledge of basic first aid	
Utilizes sidewalks and cross walks		Observes traffic and pedestrian signs and lights	
Able to take public transportation		Able to ride in car/vehicle without supervision	
Uses seat belt		Able to regulate water temperature from faucet	
Able to be around pools/bodies of water without supervision		Able to identify and report potentially or dangerous situations while in the community	
<b>Household</b> Makes bed		<b>Meal Prep</b> Able to remain on special diet	
Uses vacuum cleaner		Able to menu plan	
Dusts furniture		Able to locate items in grocery store	
Keeps room neat		Retrieves items off shelves	
Able to use a variety of basic cleaners		Places items on cashier counter	
Removes trash		Pays for items	
Washes dishes		Bags and carries groceries to car	
Loads dishwasher		Empties bags of groceries at home	
Dries dishes		Stores and organizes groceries	
Sweeps floor		<b>Cooking</b> Able to follow simple recipe	
Washes floor		Able to get out necessary items	
Cleans and washes counter tops		Able to prepare simple meal	
Sets table		Able to cut, stir, spread, mix, pour, chop	
Clears off table after meals		Able to time and coordinate food preparation	
Cleans up after task (i.e., cooking)		Operates stove and oven	
		Operates other small appliances	



## **Emily Stark-**

(College-to-Career Graduate; now SLS client with CA Mentor)

Emily, can you share with the group when you first moved from living with your parents to enter C2C PROGRAM?

- **I first moved in to C2C in the summer of 2013. When I graduated high school I was not ready to move out on my own. So I joined another program at El Comino College. But when I was ready to move out I applied for C2C. I wanted to enroll in C2C because my cousins were out of their parents home and going to college and being independent. I thought that it was my time to be an independent woman.**

Emily, what were some of the challenges that you initially had with moving out for the first time (maybe she can share things like wanting to go home each weekend, not being comfortable with riding access....other things that you can think of)?

- **Some of the Challenges that I had when I first moved in were, taking the bus and riding access on my own. I was afraid of getting lost, and getting on the wrong bus.**
- **I also wanted to go home every weekend to spend time with my parents. So I rarely spent time in my own apartment. This wasn't good for growing my independent skills so I gained support with filling my time on the weekends so I was comfortable with staying at my own apartment.**
- **I also needed assistance with handling roommate situations because I had never lived on my own or had a roommate.**

Emily, what are you most proud of yourself for achieving while living independently?

- **I am most proud of all the independent skills I have learned like: grocery shopping on my own, laundry, accessing my community, paying rent on my own, cooking and kitchen safety. I feel proud like I am a new and different person that no one has ever seen.**

Emily, what do you like best about living independently?

- **I like that I am an independent women and being prepared and organized for any situation that I may find myself in.**

Emily, is there anything about your living arrangement that you think could be better?

- **I currently enjoy where I live because I like my roommates, I am getting to know a new area, and I can continue to live independently. We also have an avocado tree that I can share with my family.**

Emily, compare how often you were seen in C2C and now that you have learned these transitional skills, how often do you now see your SLS worker? What does he/she help you do?

- **In C2C I received support every day for a couple hours Monday- Friday and sometimes on weekends. Now that I have moved out and I am with SLS I receive support three days each week for an hour and a half.**

Emily, talk about your roommates (C2C) and now (SLS), what challenges have you had in the past, or great things, and how did C2C help you and now how does SLS help you with roommate relationships.

- **I have had three different roommates during the time that I spent at C2C. I was able to get along great with all of my roommates; however, we needed some assistance from the Independent Coaching Team with: respecting boundaries, communicating with one another, and expecting differences. We had two roommate meetings each month. We would discuss any concerns and resolve them. Sometimes after the roommate meetings we would play a board game or watch a movie together.**
- **I am currently living with two individuals whom I have similar interests with. We like to eat healthy breakfasts together and go shopping. We discuss things like working and job interviews. SLS still supports me with roommate meetings. They help us with dividing household tasks and splitting up household bills.**

Emily, if you need help, do you feel comfortable contacting the SLS agency?

- **Yes, I can always call the office, not only on a roommate problem but for household maintenance issues as well.**

# Life Steps Foundation

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## LSF Southern California Adult Services

As an Affiliate of the LSF Group, our Southern California Adult Services (LSF SoCal) is headquartered in Long Beach, CA, and serves over 300 participants throughout the region. LSF SoCal is fully accredited by CARF international, and retains its own 501(c)(3) non-profit designation.

The goal of the LSF SoCal Affiliate is to help all ages of adults who have disability challenges to maximize their independence, support their independence, support their individual needs and choices, and assist them in maintaining a desired quality of life.

## Services and Programs

Supportive Living Services (SLS) - provides on a one-to-one basis, our Supportive Living Services help individuals who have developmental disabilities to make informed choices about life management, including where to live (people in this project live in their own apartments), lifestyle, leisure activities and self-advocacy. Through training and support, we help our participants reach their goals. In a collaborative effort between the participant and a Life Steps instructor, the participant learns to be autonomous, develops a circle of friends and natural supports, and becomes a positive contributor to his and her community.

Independent Living Services (ILS) - provides an alternative to the limitations of institutional life by offering education and training to people who have physical, emotional and developmental challenges. Participants in this program live with their families or other supportive environment. ILS participants work closely with Life Steps instructors to develop the skills needed to meet everyday challenges.

Parent Program - A key factor in a child's growth and development is the parent-child bond and the interaction between them. Disrupting this bond can lead to poor self-esteem, emotional and intellectual development and, in extreme cases, child abuse, neglect and dissolution of the family. Our parent training teaches developmentally disabled parents how to provide a safe, healthy, nurturing and stimulating environment.

Seaside Learning Center is a very popular center-based program that provides opportunities for social and cognitive learning, community awareness and friendship among people with disabilities. We offer a wide range of activity choices, including day field trips, computer access and training, health and safety classes, nutrition, community gardening, and arts and crafts.

Mobility Services - Our LSF SoCal Affiliate also offers mobility services, in which we train participants how to ride the bus to and from a destination. The service also assesses a participant's ability to complete the training.

Tender Loving Care (TLC) - Our newest program that will accommodate the caregiving needs of elderly individuals. Efforts are underway to accept Medi-Cal, Medicare, and privately insured participants.

### Profile of Our Participants

The vast majority are adults, ages 22 years and older. Most participants have an intellectual disability; others are living with cerebral palsy, epilepsy, autism, or non-diagnosed physical, emotional or mental issues.

Reflecting SoCal's culturally diverse population, our current participant base is comprised of more than nine different ethnicities.

