

# APPENDIX F



## **EMPLOYMENT SERVICES**

## **WRITTEN INPUT**

## **Adult Day Services**

### **Comments/Questions after first session:**

#### **Policy:**

Policies of other RCs state that in most cases, day programs operate five days per week for approximately 25-30 hours per week. This is not mentioned in HRC's statement. HRC's policy statement (3<sup>rd</sup> paragraph under Philosophy), on the other hand, mentions clients whose participation in day activities may be limited by a number of factors. Shouldn't there be equal focus on both?

Under Philosophy, first paragraph – it might be beneficial to add skills in the following areas as well: self-advocacy, community integration, social, mobility and behavioral skills. One other RC mentions specifically helping clients develop, maintain or increase their skills in these areas.

#### **Planning For Your Future booklet:**

A parent version could be quite useful especially as their perspectives can potentially differ considerably from that of the client and/or offer insight into possible barriers.

#### **Facing Transition booklet:**

Questions do not address issue of readiness and barriers therein (emotional, behavioral, physical, social, etc.) as clients approach transition. My sense is that this section should either be significantly expanded or eliminated. It just scratches the surface.

**Kathy Seid-Eriksson**

HRC Day Services  
Policy and Procedures – Suggestions and Comments

Policy – change title from “Supported Adult Day Activity” to “Adult Day Services and Supports” to broaden topic

- Policy should include all options - center-based and community-based/individualized options.
  - Priority will be given to services and supports that utilize natural environments for training, empowerment, encourage the development of natural supports, and work toward the ultimate goal of employment.
  - Policy should at a minimum include the following options:
    - Employment training/development – including coordination with Dept of Rehab
      - make reference to Employment First policy for more details
    - Site Based Programs\* (and include the definition/description of each)
      - Activity Centers
      - Adult Development Centers
      - Behavior Management Programs
      - Adult Day Health Care Centers
- \*Most site-based programs will/should include a significant component of community-based services.
- Supported Day Service – customized, more individualized option
    - (See WRC and SCLARC policies for description/details to include for this option)
    - Add to policy the citation of WIC 4688.2 subd. (a) – a requirement for day program providers to include an alternative customized program to focus on a consumer’s individualized needs or interests to develop or maintain employment or volunteer activities in lieu of their current program.
  - Combo-option – combination of some adult day program and some employment/ employment development/support services
- Include in policy document a section describing the process for purchase of above services

Transition Planning

- Combine (to simplify) and revise/update HRC materials including but not limited to the following booklets and videos/DVDs:
  - Booklet: Facing Transition: A Look at Your Adolescent’s Future
  - Booklet: Working with the Schools on Transition
  - Booklet: Planning for your future
  - Handout: Work and Day Activity Services
  - Video: Hand in Hand Early Intervention – Transition
  - Video: Adult Transition
- Be sure to add information regarding “Internships” as a transition/ employment option
- Add content re: employment that addresses not only competitive integrated employment, supported employment, and internships but also customized employment and micro-enterprise.
- Ensure consistency of any transition planning content across any other HRC documents
- Post all documents on HRC website
- Offer quarterly or semi-annually Parent and Family Training classes on Transition planning
- What about training to school districts and SELPAs re: Transition planning?
- Train Client Service Representatives to ensure they are aware of available transition planning materials and resources (e.g., employment specialists, job developers, etc.) for clients/clients’ families and then inform clients/clients’ families about such materials – as well as available training sessions - at annual IEP/IPP meetings.