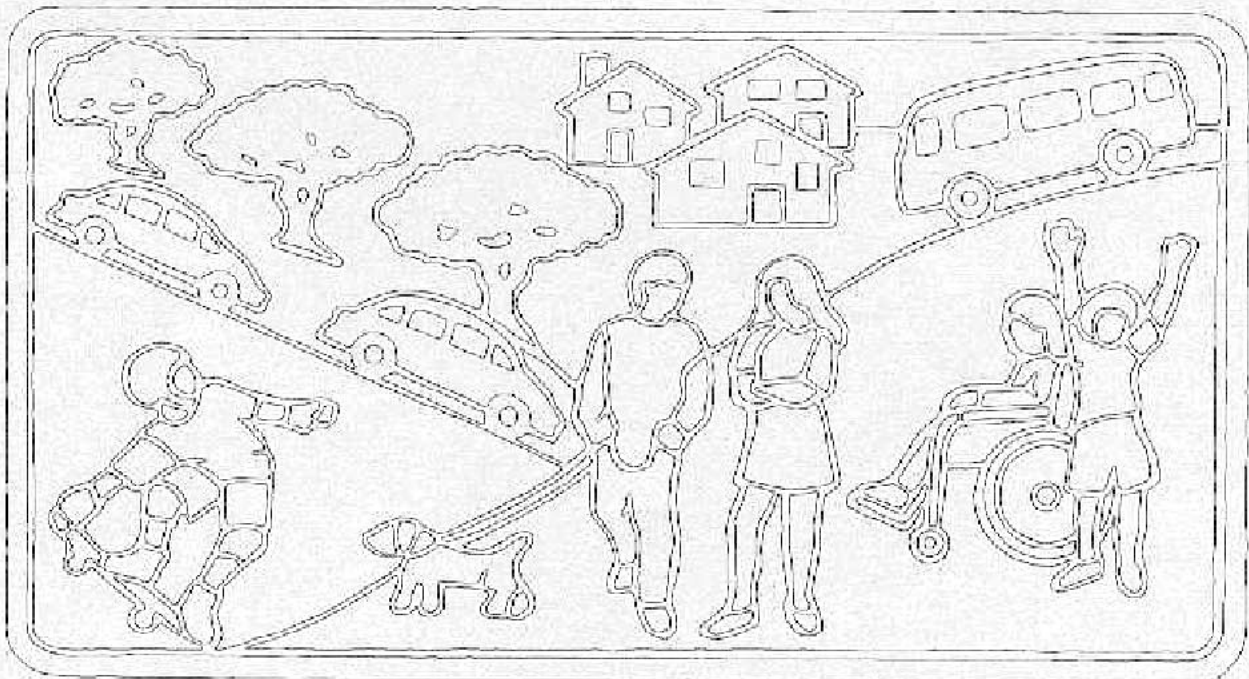


# LOOKING AT SERVICE QUALITY

PROVIDER'S HANDBOOK



# Looking at Service Quality Handbook

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# INTRODUCTION

## LOOKING AT SERVICE QUALITY

The people who commit themselves to provide quality services for people with developmental disabilities are the most valuable resource in developmental services. The Department of Developmental Services dedicates this *Looking at Service Quality Handbook* to you, the service provider.

*Looking at Service Quality* offers you a way to look at your services and to identify opportunities to improve service quality for each individual you support. The handbook is built on individual life quality outcomes which were developed with assistance from people with developmental disabilities, family members, regional center staff, service providers, advocates, professionals and community members. The individual life quality outcomes represent things that people have identified as being important in their everyday lives and to their overall quality of life (or life quality). The outcomes are listed on the following page.

The handbook provides you with information about each life quality outcome and a way to look at service quality based on the outcomes.

# Individual Life Quality Outcomes

## CHOICE

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1. Individuals identify their needs, wants, likes and dislikes.
2. Individuals make major life decisions.
3. Individuals make decisions regarding everyday matters.
4. Individuals have a major role in choosing the providers of their services and supports.
5. Individuals' services and supports change as wants, needs and preferences change.

## RELATIONSHIPS

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6. Individuals have friends and caring relationships.
7. Individuals build community supports which may include family, friends, service providers / professionals and other community members.

## LIFESTYLE

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8. Individuals are part of the mainstream of community life and live, work and play in integrated environments.
9. Individuals' lifestyles reflect their cultural preferences.
10. Individuals are independent and productive.
11. Individuals have stable living arrangements.
12. Individuals are comfortable where they live.
13. Children live in homes with families.

## HEALTH and WELL-BEING

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14. Individuals are safe.
15. Individuals have the best possible health.
16. Individuals know what to do in the event of threats to health, safety and well-being.
17. Individuals have access to needed health care.

## RIGHTS

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18. Individuals exercise rights and responsibilities.
19. Individuals are free from abuse, neglect and exploitation.
20. Individuals are treated with dignity and respect.
21. Individuals receive appropriate generic services and supports.
22. Individuals have advocates and/or access to advocacy services.

## SATISFACTION

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23. Individuals achieve personal goals.
24. Individuals are satisfied with services and supports.
25. Individuals are satisfied with their lives.

# Some Things You Will Want to Know About LOOKING AT SERVICE QUALITY

## **Why a Looking at Service Quality Handbook?**

*Looking at Service Quality* is designed as a guide to help you, the service provider, in increasing the level of excellence of your services and supports. It is a tool which, through self assessment of the services you provide, will assist you in strengthening your relationships with the people you serve and in promoting activities which will enhance the quality of their lives.

Assessment and reassessment of service quality are essential to an understanding of individual life quality and to advancing overall service quality. Quality improvement is a dynamic process which requires continuous attention to the services that are provided and to individual and family satisfaction with those services.

## **What is Contained in the Looking at Services Quality Handbook?**

*Looking at Service Quality* contains information about each outcome, examples of opportunities for service quality enhancement, and a self assessment. The following provides information about each of these areas.

### **About this Outcome**

Information about each of the 25 life quality outcomes includes a description of the outcome and examples of opportunities for service enhancement. For example, *Individuals make major life decisions* and *Individuals make decisions about everyday matters* are two life quality outcomes that are important for all of us. The desire to have personal control over our lives is a value that we all share.

The Lanterman Developmental Disabilities Act (Lanterman Act) underscores the importance of this commonly held value by stating that individuals (and where appropriate, their parents, legal guardian, or conservator) "...should participate in decisions affecting their own lives, including, but not limited to, where and with whom they live, their relationships with people in their community, the way in which they spend their time, including education, employment, and leisure, and the pursuit of their own personal future, and program planning and implementation." As in this example, each of the 25 individual life quality outcomes has a foundation not only in commonly shared values, but also in the Lanterman Act.

## **Examples of Opportunities for Service Quality Enhancement**

*Examples of opportunities for service quality enhancement* are designed to guide you in supporting individuals to achieve life quality and to increase your service quality. For example, when *Individuals make major life decisions* (and everyday decisions), they often need information and support. Service provider activities that support people to make decisions include spending time with a person talking about their needs, wants, likes and dislikes, making available understandable information about possible choices and/or ensuring opportunities for choice-making. You may need to look at the *Examples of Opportunities for Service Quality Enhancement* differently if you serve children. For example, in the area of choice, in looking at *Individuals make major life decisions*, you will want to consider the parents' participation in the choice-making process.

## **Self Assessment**

*Looking at Service Quality* also contains a self assessment tool to enable you to look at services and their effect on individual life quality in the areas of choice, relationships, lifestyle, health and well-being, rights and satisfaction. The individual life quality outcomes provide a foundation for service assessment which focuses on the individual in these areas.

The self assessment includes questions to help you determine whether or not your services and supports provide opportunities for each person to achieve individual life quality. For example, in looking at service quality in the area of choice you might consider such things as "How are choices and preferences a part of each person's daily life?" and "How are choices and preferences built into the services and supports I provide?".

The self assessment also includes your summary of things that stand out as *Strengths of your support service* and *A plan of action* where you determine a need for follow-up in order to decide *What you want to achieve* to make things better for the people you serve.

Specific information on how to complete the self assessment is provided on page 31. You will need to become familiar with the information *About these outcomes* and with the *Examples of opportunities for service quality enhancement* before proceeding to the self assessment.

## Some Things You will Want to Know About the Individual Outcomes

### **What's in this section?**

This section was written to help you learn more about the individual life quality outcomes. It includes each individual outcome; some information about what each one means; and examples of opportunities for service quality enhancement.

## **CHOICE**

### **I. Individuals identify their needs, wants, likes and dislikes.**

#### **About this Outcome**

This outcome recognizes that all people have individual needs, wants, likes and dislikes and can express them in some way (with words, gestures or behaviors) so that the people around them are aware of and understand their preferences and respond to them. The Lanterman Act points out that the Individual Program Plan (IPP) and services and supports are centered on the individual and take into account their needs and preferences. There are many ways to find out about someone's preferences. Some of the information comes from asking the person, family member, friends and people who work with him or her about the things he or she likes to do and can do well. It's also important to find out what prevents the person from doing the things he or she likes to do. Additional supports (such as interpreter services or communication devices) may be necessary to assist the person to communicate his or her preferences. If people can't talk for themselves with or without supports, it's important to spend time with them and to observe how they react to different situations in order to understand their preferences.

#### **Examples of Opportunities for Service Quality Enhancement**

This outcome is accomplished when the wants, needs, likes and dislikes of the people I serve are known by me or by others (or there is an active plan to identify those preferences) through:

- talking with or spending time with each person I serve or talking to others who know him or her well;
- providing additional supports as necessary to assist each person to communicate his or her preferences;
- including each person or people who know him or her best in planning for services and supports; and,
- knowing the goals in each person's IPP.

Individual preferences are reflected in each person's daily life activities.



# CHOICE

## 2. Individuals make major life decisions.

### **About this Outcome**

This outcome is about individuals exercising control over major life decisions. To make sure that people with developmental disabilities have opportunities for decision-making, the Lanterman Act points out that individuals (and where appropriate, their parents, legal guardian, or conservator) should participate in decisions affecting their own lives, including, but not limited to, where and with whom they live, their relationships with people in their community, the way in which they spend their time (including education, employment, leisure), and the pursuit of their own personal future. In addition, they should have the opportunity to actively participate in the development of their Individual Program Plan (IPP) including the planning for and selection of services and supports. Other ways to support people in developing this important skill include providing: (1) options to choose from; (2) understandable information about each option; and, (3) opportunities to directly experience each option. The Lanterman Act also requires that agencies respect the choices made by individuals, or where appropriate, their parents, legal guardians, or conservator.

### **Examples of Opportunities for Service Quality Enhancement**

**I support each person I serve in making major decisions, including:**

- where to live and with whom;
- what kind of a job, education and/or training they have; and,
- how to budget their money.

**When individuals need training and support in making major life decisions or have difficulty communicating those decisions:**

- I provide each person with understandable information about the choices he or she has (e.g., videotapes, talking with peers);
- I provide each person with opportunities to learn about the options (job try outs, field trips);
- I provide each person with opportunities to make major life decisions (e.g., where to live, which job); and,
- I know someone in each person's life who knows him or her well enough to speak for him or her when major life decisions must be made.

## **CHOICE**

### **3. Individuals make decisions about everyday matters.**

#### **About this Outcome**

This outcome is about individuals (and where appropriate, their parents, legal guardian or conservator) making everyday decisions about things like what to wear, what and when to eat, and how to spend free time. The Lanterman Act emphasizes that people shall be provided with opportunities to exercise decision-making skills in all aspects of day-to-day living, including daily living routines, choice of everyday companions, leisure and social activities. People are supported in developing this important skill when given: (1) options to choose from; (2) understandable information about each option; and, (3) opportunities to directly experience each option. The Lanterman Act also requires that agencies respect the choices made by individuals, or where appropriate, their parents, legal guardians, or conservator.

#### **Examples of Opportunities for Service Quality Enhancement**

##### **I support each person I serve in making everyday decisions, including:**

When to get up and when to go to bed; what to wear; when to take care of personal hygiene; what to eat; what to do in free time; who to spend time with; how to use spending money; and, whether or not to exercise.

##### **When individuals need training and support in making everyday decisions or have difficulty communicating those decisions:**

- I provide each person with opportunities to make choices each day. (e.g., a jacket or sweater, cold or hot cereal, going to the movie or shopping at the mall);
- I provide each person with understandable information about everyday choices (e.g., videotapes, talking with peers);
- I provide each person with opportunities to learn about the options (e.g., eating a new food, learning a new game); and,
- I know someone in each person's life who knows him or her well enough to speak for him or her when everyday decisions must be made.

## **CHOICE**

### **4. Individuals have a major role in choosing the providers of their services and supports.**

#### **About this Outcome**

This outcome emphasizes that individuals should have a leadership role in choosing the providers of services and supports. When making choices between service providers, we usually think about when services and supports are available, who delivers them, how well they are provided, how well they will meet our needs and the cost of the service. In choosing service providers, the Lanterman Act directs the regional center to consider the individual's (or parent, conservator, or guardian where appropriate) choice in the selection process. Other factors to be considered include: service quality; success in achieving individual goals; natural community, home and work settings; and, the costs of services and supports of the same quality. Services and supports should not be continued unless the individual is satisfied.

#### **Examples of Opportunities for Service Quality Enhancement**

**In supporting the people I serve in having a major role in choosing the providers of their services and supports, I:**

- Support each person in learning about his or her service options; and,
- Make available understandable information about my services to any individuals, family members, or others involved in a service selection.

## **CHOICE**

### **5. Individual's services and supports change as wants, needs and preferences change.**

#### **About this Outcome**

As we grow and our needs and preferences may change, so may our personal and service relationships. We may develop new friendships, change jobs, learn a new hobby or participate in different social activities based on changing interests, age or health conditions. In order to reflect those natural changes, the Lanterman Act emphasizes that services and supports should be flexible and available to meet an individual's needs throughout his or her lifetime. Changes in services and supports should occur based on the needs or preferences of the individual. However, there are times when things happen which may be beyond the individual's control (e.g., a staff member leaves, an agency closes). In those instances, attention should be given to preparing the individual for change and providing service options from which to choose.

#### **Examples of Opportunities for Service Quality Enhancement**

I support each person I serve by helping to ensure that services and supports change in response to the individual's changing needs and preferences.

**When a person wants or needs a change in services and supports, I support him or her by:**

- adapting services and supports to the individual's changing needs and preferences;
- providing information about alternative service options from which to choose; and,
- assisting the person to prepare for and make the change (e.g., finding a new job, learning a new hobby, participating in new social activities).

## **RELATIONSHIPS**

### **6. Individuals have friends and caring relationships.**

#### **About this Outcome**

This outcome is about individuals choosing and developing friendships and intimate relationships. These relationships are based on shared interests, compatibility, shared work environments or mutual economic interests. Relationships are developed through opportunities to socialize with family members, neighbors, coworkers and fellow community members. The Lanterman Act recognizes that people with developmental disabilities have the right to develop relationships, marry, be part of a family, and to parent if they choose. Support may be needed to achieve this outcome, ranging from transportation, family counseling, or sexuality training.

#### **Examples of Opportunities for Service Quality Enhancement**

**I support each person I serve in having friends and caring relationships by helping them to have:**

- regular contact with friends and family (e.g., providing privacy for telephone calls, helping with transportation for visits);
- opportunities to develop friendships with whomever they choose (encouraging a variety of activities to meet people);
- a choice of whom they spend their time with;
- a place to spend time with their friends at home or elsewhere (and privacy if desired); and,
- supports and services which facilitate the development of friendships (e.g., transportation, scheduling activities) and/or caring relationships (e.g., information and training for adults regarding dating, sexuality, responsible intimacy, marriage).

## **RELATIONSHIPS**

**7. Individuals build community supports which may include family, friends, service providers/professionals and other community members.**

### **About this Outcome**

Everyone has a group of individuals that they count on for friendship, advice and social contact. We all have the experience of developing different types of these supportive relationships at work, at home and in the community. While people with developmental disabilities typically have supports which include family members and service providers/professionals, they often need some help in developing (e.g., getting to places where people participate in social activities) and keeping supportive relationships (help in setting up a phone contact or activity) with friends and other community members. One of the aims of this outcome is to provide opportunities for people with and without disabilities to participate in life activities together. These relationships are to be respected and fostered and regional centers may assist individuals and their families in identifying and building circles of support within their community.

### **Examples of Opportunities for Service Quality Enhancement**

**I support each person I serve in building community supports with family members, friends or community members by:**

- helping with making arrangements or providing transportation as needed;
- facilitating involvement in a variety of community activities;
- helping him or her have a formal or informal support group of nonpaid community members (e.g., friends, neighbors, co-workers, etc.); or,
- providing assistance to develop a support group if needed and wanted.

## **LIFESTYLE**

### **8. Individuals are part of the mainstream of community life and live, work and play in integrated environments.**

#### **About this Outcome**

This outcome is about involvement and participation of people with developmental disabilities in the community. Under the Lanterman Act, people should be provided with opportunities to be integrated into the life of their community in the areas of work, education, recreation, social activities, and community service. People should have the choice to live and participate in the community in the same ways as their neighbors, friends and fellow community members (of the same age). In order to assist the individual to achieve this outcome, services and supports should be provided to the maximum extent possible in natural home, community, work and recreational settings.

#### **Examples of Opportunities for Service Quality Enhancement**

**I support each person I serve to be involved in the life of his or her community by helping individuals to:**

- have access to understandable information about everyday community activities (e.g., newspaper, television);
- have opportunities to choose and participate in everyday community activities (e.g., shopping, banking, eating, learning, meeting friends) with other community members on a regular basis;
- have opportunities to work in typical community jobs with other community members;
- have supports and services which enable them to participate (e.g., job training, transportation, mobility training) in everyday community activities and work with other community members on a regular basis;
- live in homes/neighborhoods similar to those of their peers without disabilities.

## **LIFESTYLE**

### **9. Individuals' lifestyles reflect their cultural preferences.**

#### **About this Outcome**

This outcome focuses on the differences in language, religion, country of origin, ethnicity and race that affect our individual lifestyles. The Lanterman Act recognizes this diversity when it states that the assessment process (which assists in the development of the Individual Program Plan) shall reflect awareness of, and sensitivity to, the lifestyle and cultural background of the consumer and the family. When cultural preferences are indicated, they should be reflected in individualized services and supports.

#### **Examples of Opportunities for Service Quality Enhancement**

**I support the individuals I serve in having a lifestyle which reflects their cultural preferences, by providing them with:**

- opportunities to communicate with others who understand their primary language;
- opportunities to practice religious, cultural or ethnic traditions and holidays;
- understandable information about services and supports in their primary language; and,
- supports and services which reflect language, cultural and ethnic preferences (e.g., primary language of staff, holidays, music, clothing, special foods).



## **LIFESTYLE**

### **10. Individuals are independent and productive.**

#### **About this Outcome**

Independence (e.g., doing things for yourself) and productivity (e.g., social, cultural, spiritual, or fiscal contribution to family, community or society) are often cited in legislation as outcomes. For example, the Lanterman Act emphasizes the importance of achieving independent, productive, and normal lives. This outcome focuses on whether people have the necessary training and/or supports (e.g., adaptive technology, personal attendant) that will enable them to be as independent and productive as possible. Services and supports should be individualized to the person's age, degree of disability and physical health to assist the person in achieving their maximum potential.

#### **Examples of Opportunities for Service Quality Enhancement**

**For each person I serve to achieve independence and productivity, I assist him or her to have:**

- adaptive technology, assistive devices (e.g., wheelchair, environmental controls), personal attendants as needed;
- a method of communication (e.g., speech synthesizer, computer, adapted telephone);
- the opportunity to complete the activities of everyday life (e.g., eating, dressing, personal care, exercise, getting around, social and recreational activities) with as little support as is needed;
- the opportunity to be productive (e.g., paid work, volunteer work) with as little support as is needed; and,
- the opportunity to learn skills (e.g., personal care, getting around, job training) which lead to greater independence and productivity.

## **LIFESTYLE**

### **11. Individuals have stable living arrangements.**

#### **About this Outcome**

This outcome is about a person's living arrangement. In writing the Lanterman Act, the Legislature concluded that services and supports for people with developmental disabilities should: (1) promote stable and healthy living environment for each individual; (2) be available for people based on their needs and choices, regardless of their age or degree of disability. Emergency and crisis services should be provided as necessary in order to make sure that people can remain in the living arrangement of their choice. When a change in living arrangement is needed or cannot be avoided, careful planning needs to occur to ensure the best possible transition to the individual's new living arrangement.

#### **Examples of Opportunities for Service Quality Enhancement**

**I provide an environment in which each person I serve:**

- experiences a sense of security that they can continue to live in their present home if they choose; and,
- has the emergency and crisis intervention services as needed in order to remain in the home of their choice.

## LIFESTYLE

### 12. Individuals are comfortable where they live.

#### **About this Outcome**

In addition to typical appearances of comfort, the special needs of the individual and privacy must be considered. The Lanterman Act also indicates that people have a right to have things of their own that are personal and private. Comfort means different things to different people. Consideration should be given to personal needs and preferences in décor, room arrangement and use of living space.

#### **Examples of Opportunities for Service Quality Enhancement**

**I provide an environment for everyone I serve that is comfortable and includes:**

- a key to his or her home (adults);
- access to living space (e.g., kitchen, living room, yard) as desired;
- his or her own bedroom or one that is shared with someone that he or she chooses;
- privacy (e.g., curtains & shades, for personal care, visiting with friends and relatives);
- a secure place to keep personal effects (e.g., mementos, pictures) and records;
- personal things around that express his or her individuality;
- furniture and décor that suits his or her taste and activity to the extent possible;
- the special equipment (e.g., wheelchair modifications, sheepskin wraps for arms and legs, etc.) it takes to get around a home; and,
- a place that looks as good or better than others in the neighborhood.

## **LIFESTYLE**

### **13. Children live in homes with families.**

#### **About this Outcome**

This outcome reflects on of the values of our society, that children (anyone under the age of 18) have the opportunity to grow up in a family setting. The Lanterman Act reinforces this value by stating that the regional center shall give highest preference to those services and supports which would allow minors with developmental disabilities to live with their families.

#### **Examples of Opportunities for Service Quality Enhancement**

**When a child lives in my home with my family, I provide:**

- the supports and services which allow him or her to stay with a family on a long-term basis.

## **HEALTH and WELL-BEING**

### **14. Individuals are safe.**

#### **About this Outcome**

The Lanterman Act recognizes the value of safety by stressing that people have a right to be free from harm and to live in a healthy environment. The Lanterman Act also acknowledges the individual's right to be free from hazardous procedures. The individual's safety has to be a prime concern for service providers, and for those involved in relationships with the individual. However, a concern for safety has to be balanced with sensitivity to the individual's right to make decisions and to try new experiences. This balance is achieved when appropriate services and supports are in place that provide opportunity and practice for people to learn safety skills, but do not expose the person to danger or harm. If the individual cannot provide for his/her own safety, the necessary services and supports should be planned to meet this objective.

#### **Examples of Opportunities for Service Quality Enhancement**

**In order to assure that each person I serve has a feeling of safety and security at my service location (e.g., home, office), I provide:**

- opportunities and practice for learning safety skills as needed, that do not expose him or her to danger or harm;
- a fire extinguisher and a smoke alarm;
- special furniture and equipment as needed;
- for good repair inside and outside; and,
- for training in community safety and among strangers.

**I also work with others to assure:**

- a safe work or school environment (e.g., equipment, safety skill development).

## **HEALTH and WELL-BEING**

### **15. Individuals have the best possible health.**

#### **About this Outcome**

In addition to shelter and comfort, health is considered to be a valued outcome. The Lanterman Act recognizes this by identifying an individual's right to receive prompt medical care and treatment and promoting a healthy living environment. Health includes general physical, mental and dental well-being. As with other outcomes, individuals should receive information and training in methods to increase or maintain their own health (e.g., being responsible for their own medication, eating nutritious meals, etc.) and be provided with opportunities to demonstrate their skills in these areas. If people cannot take the full responsibility for their own health, services and supports must be planned to meet this objective.

#### **Examples of Opportunities for Service Quality Enhancement**

**I provide information, training and services that promote each person I serve to achieve the best possible health by supporting him or her to:**

- eat a healthy diet on a regular basis;
- get regular exercise;
- take prescribed medicine for special health conditions that they have;
- monitor special health conditions and follow any prescribed medical regimens;
- maintain a safe weight range for their height;
- complete personal care (e.g., bathing, dental hygiene) on a regular basis;
- practice safe sex;
- do not use to excess addictive substances (e.g., alcohol, tobacco, drugs);  
and
- do not place themselves in dangerous or high-risk situations.

## **HEALTH and WELL-BEING**

### **16. Individuals know what to do in the event of threats to health, safety and well-being.**

#### **About this Outcome**

This outcome focuses on the responsibility of individuals for their own well-being and includes such things as environmental risks (e.g., earthquakes), physical risks (e.g., falling, being alone at night in an unsafe neighborhood), and financial risks (e.g., running out of money before the end of the month). Everyone encounters a variety of possible dangers and risks in the course of everyday living, and needs the knowledge and skills necessary to respond appropriately to those situations. The opportunity for prompt medical care and treatment can be increased when individuals recognize and report problems associated with their health, safety and well-being. This includes, among other things, identifying the source of the threat, whether or not help is needed and, if needed, who can help. When individuals cannot identify or report threats to their health, safety and well-being, services and supports should be planned to meet this objective (e.g., individualized training, education and/or advocacy). Emergency back-up plans should also be in place as needed.

#### **Examples of Opportunities for Service Quality Enhancement**

**For each person I serve in the event of threats to health, safety and well-being, I know he or she:**

- recognizes the source of the possible danger or risk (e.g., health, environment, person);
- knows what to do to end a possible danger or risk or take the appropriate precautions (e.g., call for help, go to the doctor) to prevent one;
- knows where to report possible danger or risk (e.g., service providers, family, 911);
- knows how to seek help (e.g., hospital, police, counselor); and
- has support from others in dealing with possible dangers or risk.

**For each person I serve who needs support in the event of threats to health, safety and well-being, I assure that he or she:**

- has training and support in identifying the source;
- has training and support in seeking help; or,
- has a personal advocate (e.g., friend, parent, caregiver, service coordinator) who has frequent contact and can identify and report any such threats if the individual cannot do so.

## **HEALTH and WELL-BEING**

### **17. Individuals have access to needed health care.**

#### **About this Outcome**

Access to health care is essential for maintaining good health and receiving prompt medical care and treatment. Access means that: (1) health care professionals are available for specific health conditions and/or to monitor ongoing health; (2) health care is provided in a way which is accessible to people with developmental disabilities (e.g., supports, interpreters); and, (3) transportation to the site of the health care is available as needed. In general, health care professionals include: physicians; dentists; mental health practitioners; and others recognized as health care professionals, such as physical therapists, dietitians, speech therapists, etc.

#### **Examples of Opportunities for Service Quality Enhancement**

**I ensure that each person I serve has access to health care professionals and services including:**

- a physician who knows them and is familiar with and able to work with special needs;
- physician/dentist/other health professionals for routine health care needs;
- a dentist who knows them;
- emergency medical services as needed;
- mental health services as needed;
- other recognized health care professionals as needed;
- a way to get to health care services as needed; and,
- supports to assist in understanding and making health care decisions.



## **RIGHTS**

### **18. Individuals exercise rights and responsibilities.**

#### **About this Outcome**

The Lanterman Act provides that people with developmental disabilities have the same legal rights guaranteed all other individuals by the Constitution and laws of the United States and the State of California. In addition, the Lanterman Act states that people with developmental disabilities have a right to: treatment and habilitation; dignity, privacy, and humane care; prompt medical care and treatment; religious freedom; social interaction; physical exercise; and, freedom from harm and hazardous procedures. Also, people have the right to make choices in their own lives, such as: where to live; who to live with; who to have relationships with; education and employment; leisure; and, planning for the future. Rights fall into several categories, such as personal (e.g., privacy rights), educational (e.g., a free and appropriate education), citizen (e.g., voting), and access (e.g., public transportation). Along with all of these rights are responsibilities, such as respecting the privacy rights of others, being an informed voter, etc. In addition, training, opportunities and supports to exercise rights are important aspects of achieving this outcome.

#### **Examples of Opportunities for Service Quality Enhancement**

**In order to support the people I serve in the exercise of their rights and responsibilities, I ensure that they:**

- know their rights and responsibilities;
- have frequent opportunities to use them (e.g., freedom of choice, vote);
- have training and support on rights and responsibilities as needed (e.g., not breaking the laws of the community, state and nation);
- know how to make a complaint (e.g., grievance procedures, fair hearings, ombudsman, etc.); and,
- have someone to assist them (e.g., guardian, conservator, advocate) if they do not know or understand their rights and responsibilities or how to make a complaint.

## **RIGHTS**

### **19. Individuals are free from abuse, neglect and exploitation.**

#### **About this Outcome**

Abuse, neglect and exploitation are each forms of mistreatment which may affect the person physically (bodily harm), emotionally (mental health status) or financially (theft or loss of funds). One of the basic rights of people with developmental disabilities stated in the Lanterman Act is a right to be free from harm, including unnecessary physical restraint, isolation, excessive medication, abuse, or neglect. These rights extend to the person's living, working and community environments. Training and support in self-advocacy (as needed) are important aspects of this outcome.

#### **Examples of Opportunities for Service Quality Enhancement**

**In order to support the people I serve to be free from abuse, neglect and exploitation, I ensure that they have:**

- a healthy, physical appearance (appear to be free from physical, nutritional or mental abuse);
- no symptoms of abuse, neglect, exploitation or over-medication;
- a bank account or safe place to keep their money and access to it as desired;
- training and support about how to prevent and report (as needed) abuse, neglect, or exploitation;
- a way to communicate that they feel safe from harm or that they have been abused, neglected, or exploited to someone in their life who can recognize harm from abuse, neglect, or exploitation and takes immediate an appropriate action; and,
- a family member, friend, and/or service coordinator who has frequent contact and can identify and report problems.

## **RIGHTS**

### **20. Individuals are treated with dignity and respect.**

#### **About this Outcome**

This outcome incorporates a basic right. The Lanterman Act refers to dignity and humane care in the basic list of rights of people with developmental disabilities. In practice, dignity and respect are measured by looking at how individuals are treated by others, including those who provide services and supports. These rights extend to the person's living, working and community environments.

#### **Examples of Opportunities for Service Quality Enhancement**

- I have generally positive interactions with the people I serve.
- I ensure my staff, if any, have generally positive interactions with the people we serve.
- I think of the people I serve as individuals with unique gifts and talents.
- I support the people I serve in being treated with dignity and respect by others (friends, relatives, coworkers, other service providers).

## **RIGHTS**

### **21. Individuals receive appropriate generic services and supports.**

#### **About this Outcome**

This outcome focuses on the services and supports a person receives from publicly-funded agencies having a legal obligation to serve the general public. These are known as generic services and they are typically available to people whether they have a disability or not (for example, MediCal and public services such as community colleges, public parks, libraries, senior centers). Generic services also include public benefits, such as Social Security and In Home Supportive Services, which are available to people with disabilities. This outcome looks at the degree to which individuals receive information about generic services, whether the services are provided when requested, and advocacy efforts needed when services are not provided.

#### **Examples of Opportunities for Service Quality Enhancement**

**I assist the people I serve in accessing and receiving generic services and supports including:**

- Social Security, Medicare/Medicaid/MediCal, and IHSS benefits (if eligible);
- public elementary and secondary education;
- adult learning programs such as adult education or a community college;
- local community resources (e.g., public parks, library, senior center, transportation services);
- state and federally-funded services (e.g., mental health, rehabilitation, employment training, housing subsidies, IHSS); and,
- low-income (if eligible) programs (e.g., utility and phone payment plans, food banks).

**I assure individuals have training and advocacy to assist them in utilizing generic services as needed.**

## **RIGHTS**

### **22. Individuals have advocates and/or access to advocacy services.**

#### **About this Outcome**

This outcome is available to any individual or family member. This outcome is especially important for people who lack close family and friends and/or have difficulty expressing themselves or need support in understanding their rights and how to exercise them. The Lanterman Act emphasizes that one of the responsibilities of the regional center is advocacy for, and protection of, the civil, legal, and service rights of persons with developmental disabilities. The Act also emphasizes that regional centers provide information about federal, state and local generic services as well as advocacy for those services on behalf of individuals. Finally, the regional center may purchase advocacy assistance, which may include self-advocacy training, facilitation, and peer advocacy when needed or desired.

#### **Examples of Opportunities for Service Quality Enhancement**

**I assist the people I serve to have advocates and/or access to advocacy services, including:**

- a family member, friend, and/or service coordinator who will advocate for them when they cannot or do not advocate for themselves;
- understandable information about advocacy services (e.g., Area Board, Protection and Advocacy, Regional Center Clients' Rights Advocate);
- advocacy from the regional center when generic services are not provided;
- training and support in self-advocacy, as needed and desired; and,
- persons to accompany and/or represent them in IPP meetings or other important discussions or activities.

## **SATISFACTION**

### **23. Individuals achieve personal goals.**

#### **About this Outcome**

Everyone has dreams and desires about things that they need or want to achieve in their life. When an individual decides what they want to achieve, they set a personal goal. Personal goals range from every day activities (e.g., getting regular exercise, learning to use the bus) to major goals (changing jobs, going back to school, moving into own apartment or different living arrangement). Individuals either achieve their goals or are taking steps to achieve them and are satisfied with their progress.

#### **Examples of Opportunities for Service Quality Enhancement**

**I support each person I serve in achieving his or her goals, for example:**

Around the home (e.g., using the microwave, taping a favorite T.V. show), in self care (e.g., using a toothbrush, taking a shower); self improvement (e.g., exercise, weight control); saving for something (e.g., clothes, furniture, vacation); learning new skills at work (e.g., shelving products as a stock clerk, raking leaves on a landscape crew); finding or changing a job; moving into one's own apartment; getting more involved in local community activities; or, making new friend.

**When individuals achieve personal goals they typically:**

- feel good about what they have accomplished or their progress toward their goal;
- express pride in their achievement.

## **SATISFACTION**

### **24. Individuals are satisfied with services and supports.**

#### **About this Outcome**

Service satisfaction is an important outcome. Lanterman Act recognizes that no service or support specified in the Individual Program Plan and provided by any agency or individual shall continue unless the individual (or where appropriate, his or her parents, legal guardian, or conservator) is satisfied and reasonable progress has been made towards meeting objectives. Services and supports include generic services (community services available to everyone), services purchased by the regional center (through a service provider), and regional center service coordination.

#### **Examples of Opportunities for Service Quality Enhancement**

**I work to assure satisfaction with my services and supports by asking each person I serve and his or her family members, as appropriate, what they believe is working well and what things could be better. When someone I serve, a family member or personal advocate expresses dissatisfaction I work to improve the situation.**

**Individuals who are satisfied with services and supports, typically:**

- express their satisfaction when asked;
- want to continue with their current services and supports and/or their service coordinator;
- show their satisfaction in some way when they cannot communicate it;
- have a personal advocate who expresses satisfaction if they cannot express or show it themselves.

## **SATISFACTION**

### **25. Individuals are satisfied with their lives.**

#### **About this Outcome**

For many of us the question that means the most in terms of life quality is: Are we satisfied with our lives? A person's satisfaction with their life reflects a general sense of well-being involving a range of life experiences in the areas of choice and decision-making, relationships, participation in the life of their community, health and safety, and home, work and leisure. This outcome is about individual perception of personal life quality.

#### **Examples of Opportunities for Service Quality Enhancement**

**I support each person I serve in achieving life satisfaction by asking him or her or his or her family members, as appropriate, about life satisfaction and what could make things better and working with them to increase their satisfaction with their lives.**

#### **Individuals who are satisfied with their lives, typically:**

- express their satisfaction when asked;
- express a positive outlook on life;
- show their satisfaction in other ways when they cannot communicate it;
- have a personal advocate who expresses satisfaction if they cannot express or show it; and,
- seek to maintain what they have.



# Some Things You Will Want to Know to Complete the *LOOKING AT SERVICE QUALITY* Self Assessment

## **How do I complete the Self Assessment?**

The self assessment includes a series of questions or *Things to consider when looking at your services*. As you ask yourself and others these questions, you will find it helpful to take notes (in the space provided) on what you learn.

If your answer to a specific question is “yes”, or you can provide the requested information, you will want to note this under *Things you know about your services*. If the answer to any of the questions is “no”, or you are unable to provide the requested information, you will want to make a note under *Things that need follow-up*.

When responding to the questions, think about each person you serve. You’ll want to ask each person, their family and friends how you’re doing and what could be better. The self assessment will be most useful and informative for you when the thoughts and feelings of the individuals you serve (as well as their family members and others who know and care about them) are sought out and included.

You may choose to spend time with each individual to talk about the outcomes or use the outcomes as a focus for group discussion about the quality of services and supports you provide.

You may want to complete the assessment on your own or with the help of other service providers and interested individuals. It will be helpful to have the benefit of several different perspectives when assessing your services.

## **What do I do with the Information?**

When you have gathered the information from the self assessment, you will want to review what you have learned and summarize it.

After reviewing *Things you know about your services*, you will summarize information about the things that stand out as major *Strengths of you support service*. It is important that you know and understand the strengths of your services and are able to tell others about them.

For those *Things that need follow-up*, you will want to develop *A plan of action*. You will first want to think about what you would like to see changed in order to decide *What you want to achieve*. The next step is to develop a plan of action which includes a description of *What action needs to be taken, By when and Who can help* in achieving your goal(s).

The action plan might include such follow-up activities as spending more time with an individual to learn more about his or her wants, needs and preferences; requesting technical assistance from the regional center; planning to obtain personal or staff training; obtaining additional information about community resources; and/or developing a peer support group to talk more about the life quality outcomes and how to improve the quality of your service. When making action plans, you will find that it is helpful to get ideas from and check out your ideas with the people you serve, family members, friends and other service providers.

The plan of action also provides for a follow-up *Review date* to determine *What happened* and *what additional action needs to happen*, if any. You will want to set a date to look at whether or not the action plan worked or didn't work to achieve your goal, what additional actions need to happen, if any, and who else needs to be involved.

It is important to check-in with the people you serve to make sure you know what they think about actions taken, and, if the actions didn't succeed, to get ideas about other things to do. As the individuals you serve have greater opportunities to make choices, exercise their rights and make decisions about their everyday lives, they will be better able to express their satisfaction with service quality and with their lives and to work in partnership with you in designing quality services.

Looking at Service Quality

# **Self Assessment**

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Person Completing Self Assessment

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Date of Self Assessment

## CHOICE

1. Individuals identify their needs, wants, likes and dislikes.
2. Individuals make major life decisions.
3. Individuals make decisions regarding everyday matters.
4. Individuals have a major role in choosing the providers of their services and supports.
5. Individual's services and supports change as wants, needs and preferences change.

<b>Things You Know About Your Services</b>	<b>Things to Consider When Looking At Your Services</b>
<b>Things That Need Follow-Up</b>	<p>Do I know the hopes and dreams of each person I serve? What are they?</p> <p>What are each person's likes, dislikes, choices, preferences, and needs? How are these choices and preferences a part of each person's daily life?</p> <p>If individuals cannot communicate is there someone who speaks for that person?</p> <p>Do you know the goals in each Person's Individual Program Plan?</p> <p>Does each person have opportunities for making everyday (for example, when to get up and go to bed, what food to eat) and major life decisions (for example, where to live, work, how to spend money)? What kinds of decisions does he/she make?</p> <p>How are individual choice and preferences built into the services and supports I provide? Are training and support in decision-making provided for people as needed?</p> <p>If any of the people I serve (or a representative) asked for a change in services and supports, were supports in making the change provided?</p>

## RELATIONSHIPS

- 6. Individuals have friends and caring relationships.
- 7. Individuals build community supports which may include family, friends, service providers/professionals and other community members.

<b>Things You Know About Your Services</b>	<b>Things to Consider When Looking At Your Services</b>
	<p>Does each person I serve have opportunities for making contact with family, friends and community members on a regular basis?</p> <p>Does each person have a chance to meet new friends?</p> <p>Does each person have a choice of who to spend time with and where?</p> <p>Do people have the support needed for making contacts with family, friends and community members on a regular basis?</p> <p>Does each person have the services and supports to develop friendships and/or caring relationships?</p>
<b>Things That Need Follow-Up</b>	<p>Does each person have a formal or informal support group?</p>

## LIFESTYLE

8. Individuals are part of the mainstream of community life and live, work and play in integrated environments.
9. Individuals' lifestyles reflect their cultural preferences.
10. Individuals are independent and productive.
11. Individuals have stable living arrangements.
12. Individuals are comfortable where they live.
13. Children live in homes with families.

<b>Things You Know About Your Services</b>	<b>Things to Consider When Looking At Your Services</b>
	<p>Does each person I serve have a method of communication?</p> <p>Does each person have someone to talk to in their primary language?</p> <p>Does each person have needed adaptive devices?</p> <p>Does each person have opportunities for learning things that lead to greater independence?</p> <p>Does each person have opportunities for completing everyday life activities on his or her own or with support?</p> <p>Do I know the religious or cultural preferences of each person? How do the services and supports I provide honor their preferences?</p>
<b>Things That Need Follow-Up</b>	<p>What kinds of things does each person do in the community? Does he/she get to do the things that he/she would like to do? Why not? How can I help them do these things?</p> <p>In what ways does each person participate in everyday community activities with other community members?</p> <p>Do I believe each person feels that he/she can live here as long as he/she wants?</p>

## HEALTH and WELL-BEING

- 14. Individuals are safe.
- 15. Individuals have the best possible health.
- 16. Individuals know what to do in the event of threats to health, safety and well-being.
- 17. Individuals have access to needed health care.

Things You Know About Your Services	Things to Consider When Looking At Your Services
	<p>How do I provide accessibility for each person?</p> <p>What safety features do I provide?</p> <p>Does each person have opportunities to exercise?</p> <p>Is each person healthy most of the time?</p> <p>Are individual health concerns adequately addressed? Are there needed health services that are not available?</p> <p>Do I know about any medications prescribed for the people I serve?</p>
<p><b>Things That Need Follow-Up</b></p>	<p>Do the people I serve who need information about drug or alcohol abuse receive it?</p> <p>Do the people I serve who need information about safe sex receive it?</p> <p>Does each person know what to do in the case of an emergency? Who can help him/her if there is an emergency? How can I provide training and support about what to do in an emergency?</p> <p>Does each person have a regular doctor? Dentist?</p> <p>Does each person have a way to pay for health services?</p>

## RIGHTS

18. Individuals exercise rights and responsibilities.
19. Individuals are free from abuse, neglect and exploitation.
20. Individuals are treated with dignity and respect.
21. Individuals receive appropriate generic services and supports.
22. Individuals have advocates and/or access to advocacy services.

Things You Know About Your Services	Things to Consider When Looking At Your Services
	<p>Does each person know his/her rights and responsibilities? Does each person have needed training or support in learning about rights and responsibilities?</p> <p>Do I feel that each person is safe from abuse, neglect or exploitation where he/she lives? Works? With friends?</p> <p>Does each person speak up for himself/herself? Does he/she receive training or support in speaking up for himself/herself?</p> <p>Does each person have training or support on what to do if he/she is harmed by someone else? Does each person have a personal advocate? Does each person I serve receive needed help in advocating?</p>
<p><b>Things That Need Follow-Up</b></p>	<p>Does each person receive training and support about what to do if he/she is harmed/hurt by someone else?</p> <p>How is each person treated by those who live with him/her? At work? In the community? By other people who provide services and support?</p> <p>Does everyone receive Social Security and/or Medicaid/MediCal benefits? If not, why? Does everyone receive the same local generic services available to others? What are they?</p>



## **SATISFACTION**

- 23. Individuals achieve personal goals.
- 24. Individuals are satisfied with services and supports.
- 25. Individuals are satisfied with their lives.

<b>Things You Know About Your Services</b>	<b>Things to Consider When Looking At Your Services</b>
	<p>What are some things that each person has done in the last year that he/she is proud of?</p> <p>Have the people I serve reached any personal goals in the last year? If not, what would help most?</p> <p>Do I have any ways of knowing that the people I serve are satisfied with the services and supports I provide? Am I satisfied with them? What could be better?</p> <p>Is each person happy with his/her life right now? If not, what changes would make things better?</p>
<b>Things That Need Follow-Up</b>	

**Strengths of Your Support Service**  
*Things You Know About Your Services*

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Looking back at your notes for *Things You Know About Your Services*, What stands out as the major strengths of your service? Write about these strengths below. These strengths are important for you and others to know and will be helpful to refer to when you talk or write about your services.



**Strengths** of Your Support Service  
*Things You Know About Your Services*



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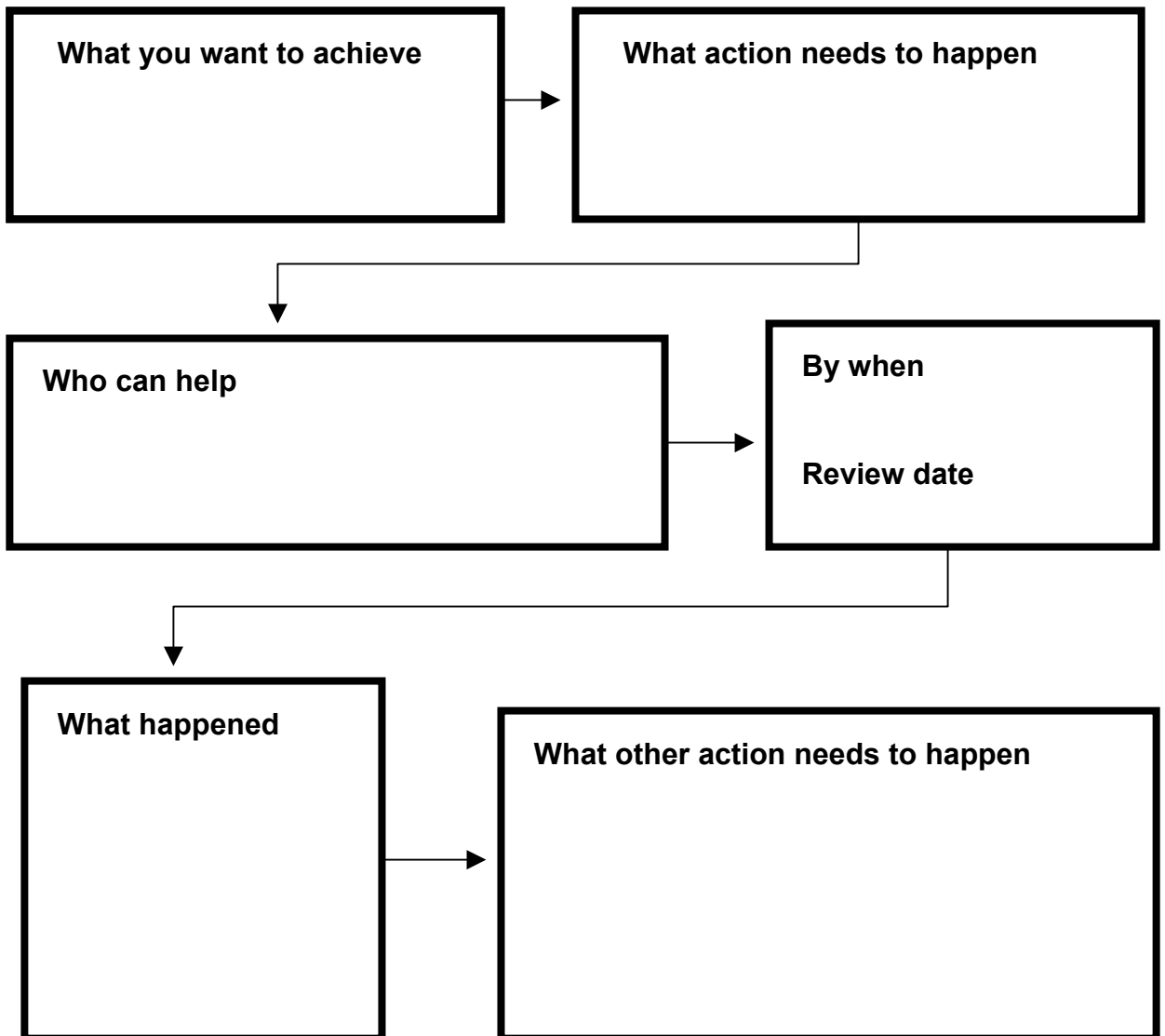
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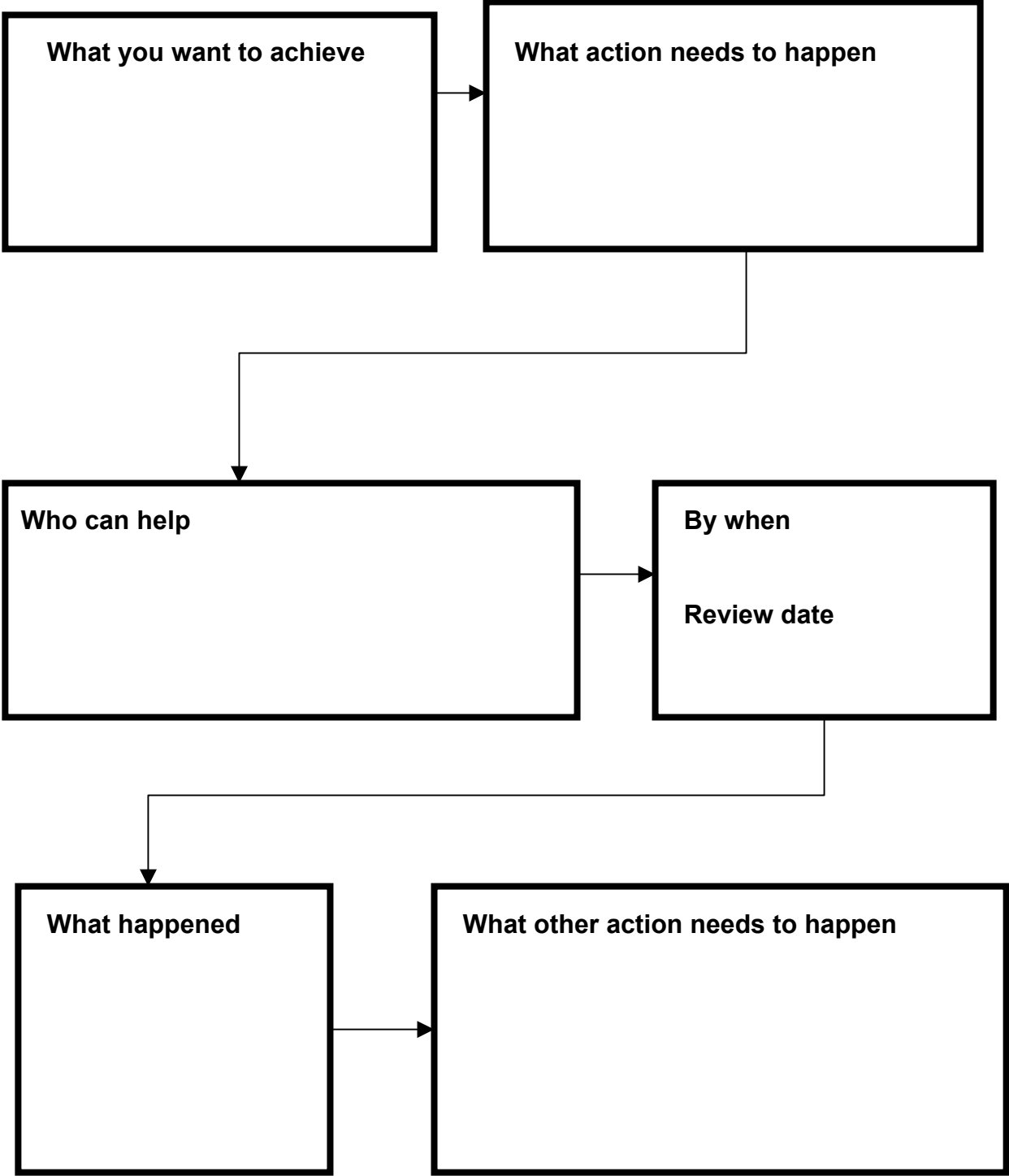
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## A Plan of Action for *Things that need Follow-Up*

Looking back at your notes for *Things That Need Follow-Up*, decide what stands out as things that you can work on to make your services better for the people you support. Using a separate sheet for each thing you want to work on, write down the improvement you would like to see under the heading *What you want to achieve*. Then decide *What action needs to happen*, *By when*, and *Who can help* in order to achieve your service quality enhancement goal, and set a *Review date*. When you review the effects of your actions, note *What happened* and *What other action needs to happen* (if any).



**A Plan of Action for**  
*Things that need Follow-Up*





*Looking at Service Quality*  
**Handbook**  
*for Providers of Services and Supports*

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