



CCLN PAVE Service outcomes project (HD229037)

Operational Definition

For

***Supported Employment Services (950, 952)***

## PAVE Service Outcomes Operational Definitions

Supported Employment – conceptual definition, eligibility, type of support provided.

Service name and CA service codes as per rate model	Supported Employment (950, 952)
Conceptual Definition	<p>Supported Employment Services assist adults with intellectual disabilities and/or developmental disabilities with finding and maintaining a job in competitive, customized or self-employment in the community. Employment must be:</p> <ul style="list-style-type: none"> <li>• in an integrated work setting,</li> <li>• paid at or above the State’s minimum wage,</li> <li>• with equivalent wages, benefits, and advancement opportunities as people without disabilities in the same position.</li> </ul> <p>Employment is developed consistent with the strengths and skills, capabilities, interests, preferences, career goals and informed choice of the individual.</p>
Models/ options available under regulations or in the HCBS waivers in California	<p><b>Supported employment - individual.</b> All activities happen at an individual level - job coach-to-consumer ratio of one-to-one.</p> <p><b>Supported employment – group.</b> This is provided at a job coach-to-consumer ratio of not less than one-to-four and not more than one-to-eight with at least three of these consumers being funded by the Regional Center or the Department of Rehabilitation. For consumers receiving group services, ongoing support services are limited to job coaching and shall be provided at the worksite.</p>

Service name and CA service codes as per rate model	Supported Employment (950, 952)
Models/ options available under regulations or in the HCBS waivers in California	<p>Supported employment can also be accessed through <b>Participant-Directed</b> services (code 458) and in this case would be very similar to Supported Employment Individual.</p> <p><b>The Paid Internship Program (PIP)</b> is also a possible option for supported employment and is a particularly important route to long-term Competitive Integrated employment. In an internship, the person's salary has to be at or above minimum wage and equal to the usual wage paid by the employer for the same or similar work if performed by someone without a disability. The intern's salary, job coach support and all employer related costs are funded by the Paid Internship Program rather than paid by the employer.</p> <p><b>Customized Employment</b> is used to refer to an approach to job development where the skills and interests of an individual are assessed and then job developers actively assess and analyze gaps and opportunities with local employers. They demonstrate how the person they are supporting can fill the identified gap or can bring benefit to the company. The job is then customized to the individual and the support needed is identified. This approach is recognized in the "Competitive Integrated Employment: Blueprint for change".</p>

Service name and CA service codes as per rate model	Supported Employment (950, 952)
Eligibility and limitations in California	<p>Who is eligible?</p> <ul style="list-style-type: none"> <li>• Adults with developmental disabilities aged 18 years and over.</li> <li>• All individuals are assumed to be able to benefit from supported employment “unless it can be demonstrated by clear and convincing evidence that the individual is incapable of doing so”</li> <li>• Any living situation</li> </ul> <p>Intensity and duration of support</p> <ul style="list-style-type: none"> <li>• DOR Supported employment services are usually limited to 24 months.</li> <li>• No specific limits on the level and intensity of support if provided by regional centers – the amount and duration of support is determined by a comprehensive assessment of the individual’s employment related strengths and needs and managed through the IPP process.</li> <li>• Job coaches support employees to learn the necessary skills and behaviors to work independently and then job coaching is faded gradually. If someone needs support more than 30% of their working time, this is possible in California but has to be documented in the IPP, approved by the Regional Center and recorded on a specific monthly form sent to DDS.</li> <li>• An internship cannot exceed 1040 hours per year for each individual placed in an internship.</li> <li>• People can participate in more than one paid internship, determined through the IPP process.</li> </ul> <p>Other conditions</p> <ul style="list-style-type: none"> <li>• When a person requests or shows an interest in competitive and integrated employment the first point of call has to be</li> </ul>

Service name and CA service codes as per rate model	Supported Employment (950, 952)
Eligibility and limitations in California	<p>the Department of Rehabilitation (DOR), either directly or with the help of their case manager or service provider. DOR may decide that they are not able to meet the needs of the individual and must provide evidence that this is the case. If this is the case, then the person would connect with their case manager to determine next steps and program options.</p> <ul style="list-style-type: none"> <li>• Before determining that an applicant is unable to benefit from vocational rehabilitation services, the DOR must provide trial work experiences with appropriate supports to explore the individual's abilities, capabilities, and capacity to perform in work situations.</li> <li>• If an individual is accepted for DOR but put on a waiting list, the Regional Center must provide services in the meantime.</li> <li>• If an individual needs support for employment for longer than 24 months, DOR will transfer the individual to DDS for extended services.</li> </ul>
Eligibility and limitations in California	<p>The main activity of supported employment services is to provide job coaching to individuals whilst they are working in CIE. For individuals with more significant disabilities, the job coaching may be in integrated but not competitive employment as a short- term strategy to support them into CIE.</p> <p>The CA HCBS Waiver (2024 update) lists the following as included in Supported Employment services:</p> <ul style="list-style-type: none"> <li>• Training and supervision in addition to the training and supervision the employer normally provides to employees.</li> <li>• Support services to ensure job adjustment and retention, provided on an individual basis in the community, as defined in California Welfare and Institutions Code §4851(q) and Cal. Code Regs. Tit. 17, § 58830:</li> </ul>

Service name and CA service codes as per rate model	Supported Employment (950, 952)
Eligibility and limitations in California	<ul style="list-style-type: none"> <li>• Job development – The process of working with a consumer, based on the individuals interests and abilities to identify potential jobs, meet with the hiring business, and assist the consumer to apply for and compete for the job.</li> <li>• Job analysis - Classifying each of the required duties of a job to identify the support needed by the consumer.</li> <li>• Training in adaptive functional skills</li> <li>• Social skills training</li> <li>• Ongoing support services to ensure job retention - Services that are provided, typically off the job, to assist a consumer with concerns or issues that could affect his or her ability to maintain employment.</li> <li>• Family counseling necessary to support the individual's employment.</li> <li>• Advocacy related to the employment, such as assisting individuals in understanding their [employment] benefits.</li> <li>• Advocacy or intervention to resolve problems affecting the consumer's work adjustment or retention.</li> <li>• Support following a job loss.</li> </ul>
Type of support provided	<p>Department of Rehabilitation (DoR) Regional Centers <i>Through either Vocational Rehabilitation Program or the Habilitation Services Program</i></p> <p>There are additional employment-focused services, funded by DoR, that can work alongside supported employment or help someone to work towards supported employment. These can be</p>

Service name and CA service codes as per rate model	Supported Employment (950, 952)
Type of support provided	<p>particularly useful for people with developmental disabilities. Providers need to be vendorized for these services separately. They include: <b>1) situational assessment</b> (40 hours) 2) <b>work adjustment</b> (up to 3 months); and 3) <b>Personal and Social Adjustment</b>, which can be used to address barriers to employment – e.g. to help people to overcome issues that might be impacting their ability to get and keep employment. For more information see: <a href="https://www.dor.ca.gov/RRD/Consumer/VocationalRehabilitationServices.aspx">https://www.dor.ca.gov/RRD/Consumer/VocationalRehabilitationServices.aspx</a></p> <p><b>Transitional employment<sup>1</sup>.</b> Transitional employment is an authorized supported employment model that also may be used for clients with the most severe disabilities due to mental illness. Transitional employment consists of a series of temporary job placements in integrated competitive work with ongoing support services, including continuing sequential job placements. This model is useful in helping the client accomplish work-related objectives, such as overcoming anxieties related to work; developing work tolerance; evaluating work behaviors related to the vocational objective; testing the feasibility of a specific vocational objective; and providing intermediate non-threatening steps toward permanent placement. The purpose is to enable the client to achieve job stability and transition to extended ongoing services.</p>

<sup>1</sup> <https://www.disabilityrightscalifornia.org/publications/supported-employment-through-dor-eligibility-and-scope-of-services-fact-sheet>

Service name and CA service codes as per rate model	Supported Employment (950, 952)
How to access	The initial request for supported employment can be made to Regional Center (usually through the case manager/service coordinator) and an IPP meeting requested to discuss the options. The Regional Center may then refer the individual to the DOR. Individuals can also apply directly to the local DR office in their community. There is also an online application form on the DOR website.
Other terms/names associated with this service type	None
Vendor requirements	Programs must initially meet the Department of Rehabilitation Program certification standards and be accredited by CARF within four years of providing services following <b>Cal. Code Regs. Title 17 Chapter 3, subchapter 21, Article 2 – specifically § 58810(f)(1)(2).</b>



## Operational Definition

N.B. Characteristics identified in **bold** indicate characteristics that are required of all HCBS services.

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Zero exclusion policy	Any individual who wants work is eligible for help. No one can be excluded on the grounds of level of support needs, protected characteristics, poor work history, difficulties with personal hygiene, or failure to comply with treatment or medication regimes.	<ul style="list-style-type: none"> <li>• No one with a developmental disability would be told that supported employment is not for them.</li> <li>• Information about supported employment would be made available in different formats to respond to varying communication needs. Information would outline the benefits of supported employment, the type of support available as well as how to find out more information.</li> <li>• Issues that may impact on people's success at getting and keeping employment are being worked on – for example, training and support related to personal hygiene, assistive technology to help medication compliance.</li> <li>• In developing jobs, employment specialists will be identifying opportunities that fit with the support needs and experience of the individuals concerned</li> </ul>
<b>Person-centered support</b>	<ul style="list-style-type: none"> <li>• <b>Individual preferences of people served provide the foundation</b> for the job</li> </ul>	<ul style="list-style-type: none"> <li>• Where people already have a work goal identified and/or some work experience, and can communicate their preferences verbally or in writing, supported employment services will assist them to identify their</li> </ul>

<sup>2</sup> These principles are adapted from those drawn together by Ohio Supported Employment Coordinating Center of Excellence (Ohio SE CCOE) Supported Employment: the Evidence-based practice <https://case.edu/socialwork/centerforebp/sites/case.edu.centerforebp/files/2021-03/seposter8.5x11.pdf>

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
<b>Person-centered support (continued)</b>	<p>search. These can include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Personal skills and interests</li> <li>• Preferred type of work</li> <li>• Preferred work environment and location</li> <li>• Number of work hours</li> <li>• Type of job support available and provision of reasonable accommodation</li> <li>• Job coaches work in a way that takes account of the needs, interests, individual/cultural/religious preferences of the person</li> </ul>	<p>skills and interests, preferred type of work, what is important in terms of work environment and location, the number of hours they would like to work, at least initially.</p> <ul style="list-style-type: none"> <li>• Where the above is not the case then, supported employment services will need to take the lead on collating a profile to guide job development for the individual. <ul style="list-style-type: none"> <li>○ This may involve conversations with the individual and their circle of support along with access to their person-centered profile and plan so that SE staff are aware of people’s skills, preferences, goals, support needs, etc.</li> <li>○ If such a profile does not exist, they would spend some time getting to know the individual and finding out about their interests, skills, preferences, fears, needs, etc.</li> <li>○ Where needed, work experience opportunities would be identified to give the individual the opportunities to experience different jobs and work settings so that they can make a more informed choice about employment.</li> </ul> </li> </ul>

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
<p><b>Person-centered support (continued)</b></p>	<p><b>Individual preferences of people served provide the foundation</b></p>	<ul style="list-style-type: none"> <li>• Self-employment should be considered as a valid possibility – interests that can easily give rise to small business include gardening, cleaning, dog walking/pet sitting, window cleaning, cake making/baking for cafes or events, car washing, language translation, you tube vlogger, computer programing, mechanics</li> <li>• If individual preferences, skills, needs etc. are taken into account in job development, then people are likely to be more satisfied with their job, and find it easier to be motivated to go to work.</li> <li>• Job coaches and other SE staff use the language or other form of communication that works best for the individual supported.</li> <li>• <b>Job coaches and other SE staff are warm and respectful in their interactions</b></li> <li>• <b>They treat people as individuals and with dignity.</b></li> <li>• They take a holistic view of the person, understanding that the individual's ability to work may be affected by many other aspects of their lives.</li> <li>• They work and advocate with others on the basis that the person CAN work, given the right support and environment.</li> </ul>

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Rapid job search	The needs and preferences of people served dictate the pace of the job search. The employment specialist makes contact with potential employers in the community and develops relationships with employers and matching employee needs and job interests with employer needs.	<ul style="list-style-type: none"> <li>• Individuals would not be told that they need to do courses and programs to “get ready” to <b>look</b> for work (e.g work readiness or adjustment programs) – these have been found to have limited effectiveness in terms of people getting and keeping jobs in the long term.</li> <li>• Once people’s preferences have been ascertained, employment specialists/job coaches would immediately start to look for opportunities and make connections with potential employers, exploring job match as they do this.</li> <li>• However, this does not mean that training and development programs are not helpful for increasing people’s attractiveness to employers and to give them the skills they need for the job they have shown an interest in.</li> <li>• As mentioned above supporting short term work experience placements or non-competitive but integrated employment opportunities, can help people gain experience of different jobs to both improve their competitiveness in applying for jobs and can help supported employment services identify the support individuals would need in a competitive employment setting.</li> </ul>

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
A competitive job is the goal	The aim is to find a job <b>in the community</b> that anyone can apply for, pays at least minimum wage and provides the same salary, benefits and opportunities for advancement as people without disabilities in the same position.	<ul style="list-style-type: none"> <li>• The aim is that employment would be Competitive and integrated (CIE). That means that it would be: <ul style="list-style-type: none"> <li>• <b>in an integrated setting</b> – this is work in the same work settings as people without disabilities usually work, where individuals with disabilities interact with individuals without disabilities (not including the person or people providing their support) to the same extent that individuals without disabilities in comparable positions interact with other persons.</li> <li>• open to anyone to apply for,</li> <li>• paid at or above the State’s minimum wage,</li> <li>• with equivalent wages, benefits and advancement opportunities as people without disabilities in the same position.</li> </ul> </li> <li>• As noted above, Self-employment is a valid form of CIE.</li> <li>• For individuals with more significant disabilities, employment may be in integrated, but not competitive, employment as a short- term strategy to support them into CIE. For example, the job may have been developed specifically for them using their</li> </ul>

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
A competitive job is the goal continued)	Find a job in the community	skills and not been open to others to apply for. Or they may be working for sub-minimum wage or in voluntary positions to gain experience and inform future employment choices.
Employment support is integrated with other services	Employment support is coordinated with support from other services to maximize the potential for people to maintain employment	<ul style="list-style-type: none"> <li>• Many people receiving supported employment services will also be receiving other forms of support. Employment support and other services would be working together to ensure the best possible outcomes.</li> <li>• An individual's job coach or another SE representative, ideally chosen by the individual, would participate in person-centered planning and IPP meetings to ensure consistency and that needs are met.</li> <li>• SE staff would provide advice to families or direct support workers so that they are aware of what they can do to help the person find, adjust to and maintain employment.</li> <li>• People would be receiving the support they need from other services to help them to keep their job – for example, getting to work on time, maintaining personal hygiene, taking their medications, etc.</li> </ul>

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Time unlimited support	Even once a job is found, supported employment services have a role in supporting an individual to maintain their employment and make the most of opportunities available to them at work.	<ul style="list-style-type: none"> <li>• Job development, job analysis and on-the-job coaching makes up a substantial part of support employment services. The aim is, wherever possible, to fade support from the job coach and replace this with natural supports within the employment setting.</li> <li>• However, there is no limit to the length of time or intensity of support. If needed to maintain CIE, a job coach can work with someone for as long as needed and as intensely as needed.</li> <li>• In addition, supported employment services can provide support in many other ways to help people find and maintain employment and support career development. Supported employment services would also include, as appropriate for each individual and employment setting: <ul style="list-style-type: none"> <li>○ Training in adaptive functional skills</li> <li>○ Social skill and workforce integration training and support</li> <li>○ Understanding and responding to feedback from the employer</li> <li>○ Workplace accommodations/adjustments and assistive technology</li> <li>○ Work-related skills development, e.g., both specific to the job e.g. to improve productivity, ensure safety in the work place and more</li> </ul> </li> </ul>

Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Time unlimited support (continued)	Even once a job is found, supported employment services have a role in supporting an individual to maintain their employment and make the most of opportunities available to them at work.	<p>general such as problem solving, time management.</p> <ul style="list-style-type: none"> <li>○ Money management and income reporting skills and support.</li> <li>○ Development of vocationally appropriate dress and grooming</li> <li>○ Training and support for the person to be able to advocate for themselves, report concerns etc.</li> <li>○ Support to access healthcare, physical therapy, occupational therapy, as needed to ensure the person can carry out their job.</li> <li>○ Advice and advocacy related to career development and advancement</li> <li>○ Support to change jobs</li> <li>○ A range of other ongoing support services -i.e. Services that are provided, typically off the job, to assist an individual with concerns or issues that could affect his or her ability to maintain employment – e.g. interacting on the persons behalf with the Human Resources or Finance departments of the employer.</li> </ul>



Key characteristic/Principle <sup>2</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Personalized benefits planning	Benefits planning and advice ensures that individuals and, where appropriate, the person's Circle of Support, have accurate and up-to-date information about the effect of earned income on benefits.	<ul style="list-style-type: none"> <li>• Supported employment services should also provide:               <ul style="list-style-type: none"> <li>○ advocacy related to the employment, such as assisting individuals in understanding their benefits.</li> <li>○ Counseling with a participant/family and/or authorized representative to ensure support of the participant in managing benefits and or planning for retirement.</li> </ul> </li> </ul>

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CCLN PAVE Service outcomes project (HD229037)

Operational Definition

For

***In-home Respite Service (862)***

## PAVE Service Outcomes Operational Definitions for In-home Respite Services

In-home Respite Services – conceptual definition, eligibility, type of support provided.

Service name and CA service codes as per rate model	In home Respite Services (Codes 862)
Conceptual Definition	<p>In-home respite is intermittent or regularly scheduled support provided to a child or adult with intellectual and/or developmental disabilities in the family home or in an approved community location. In-home respite is designed to temporarily relieve family members or legal guardians from the responsibility of caring for their loved one so that the individual can remain living at home.</p> <p>Respite services can provide care and supervision to individuals in all aspects of their daily lives, including supporting self-care and other aspects of daily living, interaction, socialization and the continuation of daily routines and activities at home and in the community that would ordinarily be performed by the family member.</p>
Models/options available under regulations or in the HCBS waivers in California	<p><b>In-Home Respite Agency</b> – a service provider that recruits or refers qualified caregivers and can hire those referred by families.</p> <p><b>Participant-Directed</b> In-Home respite is under a different service code (465) but should include all the same elements as agency-provided respite services. The only difference is that the individual must use a Financial Management System (FMS) to hire and pay staff. The individual and their family can use a respite agency or can hire a family member, friend or other qualified person to provide respite.</p>

Service name and CA service codes as per rate model	In home Respite Services (Codes 862)
Eligibility and limitations in California	<p>Who is eligible?</p> <ul style="list-style-type: none"> <li>• A child or adult with developmental disabilities whose care and supervision needs exceed that of a person of the same age without developmental disabilities AND whose family member (as defined in <b>Cal. Code Regs. tit. 17 § 54302</b>) is primarily responsible for their care.</li> </ul> <p>Living situation</p> <ul style="list-style-type: none"> <li>• The person must be living in a private residence, with a family member.</li> <li>• In-home respite cannot be provided if someone is living in a licensed facility.</li> <li>• In-home respite cannot be provided if someone is receiving supported living.</li> </ul> <p>Intensity and duration of support</p> <ul style="list-style-type: none"> <li>• No limitation in regulations as to the number of hours that can be provided during a period of respite. Regional centers can authorize Respite for up to a maximum of 120 hours per quarter (40 hours per month) but with exceptions to this maximum being possible with approval from the Regional Center Executive Director.</li> <li>• Can be provided by the hour or by the day/overnight.</li> <li>• No set limit on number of respite periods awarded but the expectation is that it is intermittent and short-term.</li> <li>• It can be regular in frequency, requested on an ad hoc basis or in response to crises – e.g. illness or need for relief by the family member(s) who normally provides support.</li> </ul>

Service name and CA service codes as per rate model	In home Respite Services (Codes 862)
Eligibility and limitations in California Continued.	<p>Other conditions</p> <ul style="list-style-type: none"> <li>• Generic services and natural supports must be maximized before Respite will be funded by the Regional Center.</li> <li>• Can be provided by a relative or legal guardian, respite agency or an individual person as long as they don't live in the same house.</li> <li>• Families can ask for respite because they are tired or ill. They can also ask for respite to allow them to run errands, deal with their own medical needs, do activities with their other children, go to church or simply have some free time or the chance to sleep. Family carers do not have to leave the home when the respite worker is present.</li> <li>• Can be combined with other services – even on the same day – e.g. someone can receive day services and respite services.</li> </ul>
Type of support provided	<p>In-Home Respite services focus on:</p> <ul style="list-style-type: none"> <li>• Assisting the family members to enable a child with developmental disabilities to live at home or an adult with developmental disabilities to live in their preferred living arrangement in the community;</li> <li>• Providing appropriate care and supervision to protect that person's safety in the absence of a family member(s);</li> <li>• Relieving family members from the responsibility of providing care and supervision.</li> </ul>



Service name and CA service codes as per rate model	In home Respite Services (Codes 862)
Type of support provided (Continued)	<p>In home Respite services can provide support for the individual's self-help needs and other activities of daily living, including interaction and socialization. They can also provide support that maintains the usual daily routines of the individual. This can include activities and important events in the community. In essence they can provide any support that would ordinarily be provided by the family member.</p> <p>Respite workers in typically provide "Non-medical care" but can provide care around colostomy, ileostomy, catheter maintenance, and gastrostomy.</p> <p>In-home respite does not include transportation. A separate authorization is required for the transport of individuals by a respite worker during a respite period.</p>
Funding source in California	<ul style="list-style-type: none"> <li>• Regional Center</li> </ul>
How to access	<ul style="list-style-type: none"> <li>• Respite is requested via the Regional Center, usually by the family. It is done through the IPP process – the family will need to tell the person's service coordinator/case manager about the issues that are occurring and what is needed to help you keep their child at home or, for an adult, in the adult's preferred living option.</li> </ul>
Other terms/names associated with this service type	<p>No other terms used in California.</p> <p>Sometimes referred to elsewhere as a "Short Breaks service".</p> <p>Falls under CMS category 09 Caregiver support 09012 Respite in home.</p>

Service name and CA service codes as per rate model	In home Respite Services (Codes 862)
Vendor requirements	Vendor requirements are set out in: Vendor requirements are set out in: <b>Cal. Code Regs. tit. 17, Chapter 3, subchapter 2 – vendorization</b> and <b>tit. 17 Chapter 3, subchapter 5, Article 5 Standards for in-home respite services agencies.</b>

## Operational Definition of In-Home Respite

Elements in **bold** indicate regulatory requirements for Home and Community-based settings<sup>1 2</sup>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Preserves <b>preferred community-based living arrangement</b>	<b>Support</b> <ul style="list-style-type: none"> <li>• <b>Is provided in the person's family home/preferred community living arrangement.</b></li> <li>• <b>Prevents the use of out-of-home respite where at all possible especially in emergency situations.</b></li> <li>• <b>supports access to the greater community.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The focus of in-home respite, is: <ul style="list-style-type: none"> <li>○ on facilitating families to continue to look after their child(ren) in the family home.</li> <li>○ on facilitating adults to continue to live in their preferred living arrangement in the community</li> <li>○ for as long the needs of the individual are being met.</li> </ul> </li> <li>• Individuals should be supported during respite to continue to access the same support as they would ordinarily be provided by their family member.</li> <li>• They would be able to follow the same routines and their usual schedule, especially where this is particularly important to them.</li> <li>• <b>This includes accessing their usual activities, facilities and events in the community.</b></li> </ul>

<sup>1</sup> <https://www.medicaid.gov/sites/default/files/2019-12/requirements-for-home-and-community-settings.pdf>

<sup>2</sup> <https://publications.ici.umn.edu/rctcom/briefs/brief-three-development-of-hcbs-outcome-measures>

<sup>3</sup> These principles and descriptions are drawn and adapted from:

[http://www.advancingstates.org/sites/nasuad/files/hcbs/files/212/10555/NationalRespite\\_Guidelines\\_Final\\_October\\_2011\\_1MB.pdf](http://www.advancingstates.org/sites/nasuad/files/hcbs/files/212/10555/NationalRespite_Guidelines_Final_October_2011_1MB.pdf) Respite Care Professional Core Competencies [https://archrespite.org/wp-content/uploads/2022/09/Respite\\_Care\\_Professional\\_Core\\_Competencies.pdf](https://archrespite.org/wp-content/uploads/2022/09/Respite_Care_Professional_Core_Competencies.pdf)

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
<b>Person and Family-Centered Care</b>	<p>Provides care that is <b>focused on, and respectful of</b> service recipients' and family caregivers' <b>preferences, needs, values, and goals</b> for respite and life more broadly.</p> <p>Is family friendly and easy to access.</p> <p>Provides flexibility of care</p>	<ul style="list-style-type: none"> <li>• Individuals and their families are provided with Information about respite services that is easily accessible to them – easy to find and easy to read and provided in different languages. Eligibility and application process are clear and easy to follow.</li> <li>• Respite is provided flexibly and in response to the needs of families and the person they are supporting.</li> <li>• <b>Families and the individual receiving services should be given choice over who provides their respite services.</b></li> <li>• <b>Support is provided according to the person's individual program plan, individual service plan and person-centered plan, which reflect not only the person's needs but also what is important to them – their preferences and goals.</b></li> <li>• <b>The individual's and, where appropriate, the family's routines and preferences are respected and maintained whenever possible.</b></li> </ul>
<b>Cultural competency</b>	<p>Provides services and supports that are <b>respectful of the cultural preferences, traditions, and language needs of family caregivers, care recipients, and other family members.</b></p>	<ul style="list-style-type: none"> <li>• <b>The spiritual and cultural beliefs and practices of each person are acknowledged and respected.</b> Respite professionals will support these religious or cultural practices if requested by the individual and/or family.</li> </ul>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Communication and relationship building	Builds and maintains trusting relationships with family caregivers and service recipients through <b>active listening and respectful verbal, non-verbal, and written communication</b> that is easily understandable.	<ul style="list-style-type: none"> <li>• Respite professionals communicate using the preferred language of the individual and the family.</li> <li>• Where individuals receiving services use non-verbal communication, Respite Professionals familiarize themselves with the communication methods the person uses and understands and uses the same methods as much as possible when providing support.</li> <li>• <b>Any communication with individuals and families is respectful and easy to understand.</b></li> <li>• Those who provide respite services are reliable and consistent to help build trust with families and individuals receiving services.</li> </ul>
Health and wellness	Supports the <b>physical health</b> , functional ability, spiritual, and social emotional well-being of service recipients based on the preferences of family caregivers and service recipients and in accordance with the respite professional's training and certification, as well as	<ul style="list-style-type: none"> <li>• <b>Individuals have access at any time to a range of healthy food provided</b> in line with their cultural and religious needs and their known preferences.</li> <li>• Individuals are supported <b>to access exercise and other physical activities and therapies they would normally engage in that are important to them.</b></li> <li>• Individuals are supported in their personal care needs to ensure <b>good hygiene and physical well-being.</b></li> <li>• In all of these, <ul style="list-style-type: none"> <li>○ <b>The person's rights of privacy, dignity, respect and freedom from harm are respected</b></li> </ul> </li> </ul>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
<b>Health and wellness (Continued)</b>	local laws and regulations.	<ul style="list-style-type: none"> <li>○ The independence of the individual is supported as much as possible.</li> <li>● Those providing support adhere to universal precautions designed to keep them and the person they support healthy and well.</li> <li>● Respite staff are able to use the medical equipment and technology necessary for ensuring the person is kept safe and well.</li> <li>● Medication administration</li> </ul>
<b>Safety and Emergencies</b>	<b>Helps protect</b> service recipients from illness, injury, <b>abuse, neglect, or other harm;</b> understands how to report incidents; and responds quickly and safely during emergency situations.	<ul style="list-style-type: none"> <li>● <b>Children and adults are able to safely move around and access all areas of their home and community with sufficient support to ensure safety and well-being.</b></li> <li>● <b>Children and adults receiving respite do not experience physical, sexual, and emotional abuse.</b></li> <li>● <b>The individual's individual support profile and individual service plan,</b> along with the emergency plan for the respite period, are followed in the case of incidents and accidents.</li> <li>● Medical help is sought</li> </ul>
<b>Planning Respite Activities</b>	<b>Works with family caregivers and service recipients to explore, define, plan, and engage in appropriate</b>	<ul style="list-style-type: none"> <li>● <b>Families and individuals receiving services are involved in planning what will happen during the period of respite.</b></li> <li>● <b>A plan for the period of respite is agreed and includes activities that:</b> <ul style="list-style-type: none"> <li>○ Minimize boredom,</li> </ul> </li> </ul>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
<b>Planning Respite Activities (Continued)</b>	<b>and meaningful respite activities for service recipients.</b>	<ul style="list-style-type: none"> <li>○ Promote development,</li> <li>○ Support social engagement and community inclusion,</li> <li>○ Whilst ensuring the individual is kept safe.</li> <li>● People have access to a structured schedule that helps to maintain predictability and consistency for the individual. This should be tailored to the person's level of communication and how they best process information. If families already use a structured schedule, the same format should be used by respite professionals.</li> <li>● A plan needs to be in place for emergencies – who to contact, how and when.</li> </ul>
Ethics, Professionalism and ongoing development of support professionals	<p>Works in an ethical and professional manner by maintaining boundaries, ensuring confidentiality, and <b>respecting the privacy, rights, and preferences of family caregivers, service recipients, and other family members.</b></p> <p>Obtains appropriate training based on the unique needs of care</p>	<ul style="list-style-type: none"> <li>● Privacy and confidentiality of both family members and those they support are respected at all times by respite program staff and volunteers. For example: <ul style="list-style-type: none"> <li>○ Only information necessary for the provision and, if needed, evaluation of services is requested.</li> <li>○ All communications between family and <b>the service are kept confidential and necessary data is managed according to HIPPA rules.</b></li> </ul> </li> <li>● Those providing respite services ensure that they treat the <b>individual with dignity and respect and provide personal space and privacy at the same time as keeping people safe and well cared for.</b></li> <li>● Those providing respite services are punctual and reliable.</li> </ul>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Ethics, Professionalism and ongoing development of support professionals	<p>recipients and seeks opportunities for ongoing education and training.</p> <p>Recognizes the importance of selfcare and actively engages in practices that promote their own safety, health, and well-being.</p>	<ul style="list-style-type: none"> <li>• Those providing respite services are up to date on mandatory training, have training specific to the needs of the people they support and access ongoing education and training over time.</li> <li>• Those providing respite take care of themselves.</li> </ul>



## Sources for operational definition of In-Home Respite

### Regulations or Waiver sources

California Code of Regulations Title 17 – Division 2, Chapter 3. Sub-chapter 5 Article 5 <https://www.law.cornell.edu/regulations/california/title-17/division-2/chapter-3/subchapter-5>

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### Other sources

ARCH National Respite Network and Resource Center ABCs of Respite: A consumer Guide for Family Caregivers <https://archrespite.org/library/the-abcs-of-respite/>

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ARCH Network Respite Network and Resource Center Respite Care Professional Core Competencies <https://archrespite.org/library/respite-professional-core-competencies/>

Burns and Associates (2019) DDS VENDOR RATE STUDY AND RATE MODELS <https://www.burnshealthpolicy.com/wp-content/uploads/2019/03/DDS-Vendor-Rate-Study-Report.pdf>

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California Department of Developmental Services website <https://www.dds.ca.gov/general/eligibility/support-services/>  
[https://www.dds.ca.gov/wp-content/uploads/2019/03/RC\\_ServicesDescriptionsEnglish\\_20190304.pdf](https://www.dds.ca.gov/wp-content/uploads/2019/03/RC_ServicesDescriptionsEnglish_20190304.pdf)

Californian Self Determination Program Waiver [https://www.dds.ca.gov/wp-content/uploads/2019/05/SDP\\_Service\\_Definitions.pdf](https://www.dds.ca.gov/wp-content/uploads/2019/05/SDP_Service_Definitions.pdf)

CMS (Jan 2019) Application for a §1915(c) Home and Community-Based Waiver [Version 3.6, January 2019]: Instructions, Technical Guide and Review Criteria [https://wms-mmdl.cms.gov/WMS/help/35/Instructions\\_TechnicalGuide\\_V3.6.pdf](https://wms-mmdl.cms.gov/WMS/help/35/Instructions_TechnicalGuide_V3.6.pdf)

Disability Rights California website <https://rula.disabilityrightsca.org/rula-book/chapter-6-keeping-the-family-together-services-and-supports-for-children/what-does-the-lanternman-act-say-about-services-that-help-children-live-at-home-with-their-families/>

Medicaid Home and Community-Based Services (HCBS) Taxonomy Category and Subcategory Definitions <https://wms-mmdl.cms.gov/WMS/help/TaxonomyCategoryDefinitions.pdf>

North Bay Regional Center website: <https://nbrc.net/client-services/childrens-services/respite-services/>

Rutgers University, Robert Wood Johnson Medical School (2014)  
Providing Respite: Supporting People and Families Across the Lifespan  
[https://njarch.org/wordpress/wp-content/uploads/2020/11/ProvidingRespite-bookletfinal\\_000.pdf](https://njarch.org/wordpress/wp-content/uploads/2020/11/ProvidingRespite-bookletfinal_000.pdf)

#### Regional Center policy documents

Alta California [https://www.altaregional.org/sites/main/files/file-attachments/in-home\\_respite\\_services\\_procedure.pdf?1608679473](https://www.altaregional.org/sites/main/files/file-attachments/in-home_respite_services_procedure.pdf?1608679473)

SCLARC <https://sclarc.org/wp-content/uploads/2020/01/DDS-Approved-In-Home-Respite-Policy-01-15-2019.pdf>

San Andreas <https://www.sanandreasregional.org/app/uploads/2019/12/San-Andreas-Regional-Center-Respite-Policy-Tool-and-Guidelines.pdf>

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San Diego

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East Bay [https://www.rceb.org/sites/main/files/file-attachments/2018\\_respite\\_policy.final\\_approved\\_2.26.18.pdf](https://www.rceb.org/sites/main/files/file-attachments/2018_respite_policy.final_approved_2.26.18.pdf)

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CCLN PAVE Service outcomes project (HD229037)

Operational Definition

For

***Independent Living Services (520)***

## Operational Definition of Service Types: Independent Living Service

Independent Living Services – conceptual definition, eligibility, type of support provided.

Service name and CA service codes as per rate model	Independent Living Services (520)
Conceptual Definition	<p>Independent Living Services (ILS) provide functional skills training and assistance to adults with intellectual and/or developmental disabilities to:</p> <ul style="list-style-type: none"><li>• Become more independent if they are living with others (for example, with family)</li><li>• Achieve living independently in their own home or apartment (on their own or with roommates).</li><li>• Maintain their independent living skills and provide ongoing assistance so that they can stay living independently in their home in the community.</li><li>• Access all available natural supports and generic resources.</li></ul>
Other relevant terminology and definitions or models described in official documentation.	<p>Independent living services are also currently available through participant directed services. The conceptual and operational definitions of ILS will also apply to <b>Participant-directed</b> ILS (457). This option was added to the list of services that could be made available via Participant Directed Services model during COVID pandemic. These are now written into the CA HCBS Waiver. Individuals must use a Financial Management System (FMS) to hire and pay staff. Individuals can hire a family member, friend, or other qualified person to provide ILS.</p>

Service name and CA service codes as per rate model	Independent Living Services (520)
Eligibility and limitations in California	<p>Who is eligible?</p> <ul style="list-style-type: none"> <li>• Adult with developmental disabilities (age 18 and older or once they are no longer receiving services from their local education agency)</li> </ul> <p>Living situation</p> <ul style="list-style-type: none"> <li>• Can be provided to a person living in their own home or the family home.</li> <li>• Cannot be provided to people living in a licensed home <i>except</i> where: <ul style="list-style-type: none"> <li>○ this is to prepare someone to move out to live more independently.</li> <li>○ this is as a short-term solution, as identified in the IPP process, in response to exceptional issues identified in the service provided by the licensed home.</li> </ul> </li> </ul> <p>Intensity and duration of support</p> <ul style="list-style-type: none"> <li>• Number of hours and length of program are assessed and agreed as part of the IPP process. By law, there is no maximum length of time for which an individual can receive ILS, as long as the individual and their Interdisciplinary Team agree that the individual continues to need and to benefit from the service.</li> <li>• Even after the skills initially identified in the IPP have been achieved, people can continue to be provided support to maintain the skills they need to remain living independently. More support can be provided if people's needs change and as new skills are needed to remain living independently, for example as people age or develop a health condition that needs management.</li> </ul>

Service name and CA service codes as per rate model	Independent Living Services (520)
Eligibility and limitations in California (Continued)	<p>Other conditions</p> <ul style="list-style-type: none"> <li>• Generic services (IHSS and Department of Rehabilitation programs) and natural supports must be maximized before Regional Center can provide fundings for ILS.</li> </ul>
Type of support provided	<p>Independent Living Skills regulations state that, ILS will include functional training, as needed, in the following areas:</p> <p>(A) Cooking.</p> <p>(B) Cleaning.</p> <p>(C) Shopping in natural environments.</p> <p>(D) Menu planning.</p> <p>(E) Meal preparation.</p> <p>(F) Money management, including check cashing and purchasing activities.</p> <p>(G) Use of public transportation in natural environments.</p> <p>(H) Personal health and hygiene.</p> <p>(I) Self-advocacy training.</p> <p>(J) Independent recreation and participation in natural environments.</p> <p>(K) Use of medical and dental services, and other community resources.</p> <p>(L) Community resource awareness, such as police, fire, or emergency help.</p> <p>(M) Home and community safety.</p> <p>ILS may provide other supports necessary, beyond those listed in A to M, for a consumer to maintain a self-sustaining, independent living situation in the community.</p>



Service name and CA service codes as per rate model	Independent Living Services (520)
Type of support provided (Continued)	<p>Examples of other support that can be provided by ILS include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• coordinating access to public benefits for the person they serve.</li> <li>• Assessment of functional skills</li> <li>• Support to find a home in the community and/or a roommate.</li> <li>• Support to move home.</li> <li>• Support to accessing counseling services, including psychological and psychotherapeutic.</li> <li>• Access to rehabilitation/assistive technology and the development of sensory or motor skills that impact on functional skills.</li> <li>• Support to hire and train personal assistants or other support professionals.</li> <li>• Support for community participation and inclusion – to interact with people without disabilities who are not paid caregivers.</li> <li>• Support for decision-making</li> <li>• Support to learn how to look after a pet.</li> <li>• Support to learn or accessing parenting skills</li> </ul> <p>As well as learning NEW skills, ILS can provide support for people to MAINTAIN existing skills in all of these areas to ensure living independently in the community can be sustained.</p> <p>ILS is typically provided on a one-to-one basis. However, it is possible for ILS to be provided in small groups 1:2 or 1:3.</p>

Service name and CA service codes as per rate model	Independent Living Services (520)
Type of support provided (Continued)	<p><b>ILS CANNOT:</b></p> <ul style="list-style-type: none"> <li>• include overnight support</li> <li>• include on-call support.</li> <li>• provide personal assistance/direct support with personal care</li> <li>• serve as a transportation service, except in exceptional situations as agreed in the individual's IPP.</li> <li>• provide support in the workplace (but can support people to develop the skills they need to get a job and to get to work (on time, appropriately dressed, etc).</li> <li>• advocate or provide representation for an individual in regards to services such as social security (but can and should assist the person to access the appropriate agency or individual who can advocate for them should this be needed).</li> <li>• be used to teach skills that require a specific certification or curriculum (e.g. drivers education, parent training, etc).</li> </ul>
Funding source in California	<ul style="list-style-type: none"> <li>• Regional Center</li> </ul> <p>Can be combined with public benefits such as Medical, in-home supportive services, housing subsidies, personal assistance. Can also be combined with Supported employment and other employment related benefits.</p>
How to access	<ol style="list-style-type: none"> <li>1. Person (or their chosen representative) expresses an interest in living independently or becoming more independent where they live. They request an IPP meeting.</li> <li>2. Service coordinator/case manager, in conjunction with the individual and their circle of support, considers all potential options for the individual and identifies the most appropriate and cost-effective way to meet the individual's needs.</li> <li>3. If agreed that ILS is best way forward, the Service Coordinator commissions an ILS assessment and proposed Individual Service Plan (ISP) from a potential vendor.</li> </ol>

Service name and CA service codes as per rate model	Independent Living Services (520)
How to access	<p>4. Once they have this assessment, the service coordinator reviews this and a decision about the hours needed to meet the goals and overcome the barriers identified by the assessment and in the ISP is made by the planning team/Circle of Support.</p> <p>5. A Purchase of Service (POS) is then created by the service coordinator and a provider engaged to provide the agreed service.</p>
Other terms/names associated with this service type	<p>Independent Living Skills Services.</p> <p>Independent Living Program.</p> <p>ILS falls under Habilitation - Day Service in the CMS Waiver categories.</p>
Vendor requirements	<p>Vendor requirements are set out in: <b>Cal. Code Regs. tit. 17, Chapter 3, subchapter 2 – vendorization</b> and in <b>Chapter 3 Subchapter 5 Article 2 Standards for all community-based day programs.</b></p>

## Operational Definition of Independent living

Expectations and evidence in **BOLD** are those that would be expected as a Home and Community-Based Service<sup>1</sup>

<sup>2</sup>.

Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
[More] independent	<p>ILS services support individuals to:</p> <ul style="list-style-type: none"> <li>• Live on their own or with people they choose</li> <li>• Gain the self-help skills they need to do as much as possible for themselves at home and in the community.</li> <li>• Gain the skills and support they need to access and make the most of the paid and natural supports available to them.</li> </ul>	<p><b>People would be living, or working towards living, on their own or with people they choose</b> – this might include their spouse or partner or their children, for example. It might include a roommate or two to help cover the cost of housing and bills. The support they are receiving might include (but is not limited to):</p> <ul style="list-style-type: none"> <li>• Support to search and apply for housing, appropriate and adequate for their needs.</li> <li>• Support to understand their rental agreement or other form of contract and what is expected of them.</li> <li>• Support to arrange any adaptations needed to the home</li> <li>• Support to set up utilities and pay bills.</li> <li>• Support to find roommates if applicable.</li> <li>• Support to negotiate “house rules” and build relationships between the individual and the people they live with.</li> </ul>

<sup>1</sup> <https://www.medicaid.gov/sites/default/files/2019-12/requirements-for-home-and-community-settings.pdf>

<sup>2</sup> <https://publications.ici.umn.edu/rctcom/briefs/brief-three-development-of-hcbs-outcome-measures>

Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
<p>[More] independent (Continued)</p>	<p>ILS services support individuals to:</p> <ul style="list-style-type: none"> <li>• Live on their own or with people they choose</li> <li>• Gain the self-help skills they need to do as much as possible for themselves at home and in the community.</li> </ul> <p>Gain the skills and support they need to access and make the most of the paid and natural supports available to them.</p>	<p>People would be receiving training and ongoing support to enable them to do as much as possible for themselves at home and in the community. This would include training and the use of mobility and assistive technology and environmental supports in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Personal health and hygiene</li> <li>• Looking after their belongings, home and garden</li> <li>• Menu planning and meal preparation including cooking</li> <li>• Shopping</li> <li>• Home and community safety – including using public transportation</li> <li>• Managing finances and accessing and understanding benefits</li> <li>• What to do in an emergency</li> <li>• Support to use computer, search engines and other technology.</li> <li>• Support to access educational opportunities and opportunities to build job skills and work experience.</li> </ul>

Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
<p>[More] independent (Continued)</p>	<p>ILS services support individuals to:</p> <ul style="list-style-type: none"> <li>• Live on their own or with people they choose</li> <li>• Gain the self-help skills they need to do as much as possible for themselves at home and in the community.</li> </ul> <p>Gain the skills and support they need to access and make the most of the paid and natural supports available to them.</p>	<p>People may also be receiving support from other services such as personal assistant or in-home support services to help them do the things they cannot physically do so they can remain in their home. ILS services would be <b>providing individuals with the skills and support they need to make the most of both paid and natural supports available to them.</b> This might include:</p> <ul style="list-style-type: none"> <li>• training on how to manage or work with personal assistants, support to train their personal assistants, support to communicate with provider agencies, regional center, case managers etc.</li> <li>• Connecting people and supporting communication with volunteer organizations, family members and others who can provide support for shared interests and activities without the need for formal supports</li> </ul>

Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Goal and commitment driven	<ul style="list-style-type: none"> <li>• Individual has a goal to live independently.</li> <li>• Individuals agree to receive training and work towards the goal.</li> </ul>	<p><b>Individuals have a goal of living independently in their Individual Program Plan (IPP).</b></p> <ul style="list-style-type: none"> <li>• In order to receive ILS services, individuals have to express a desire to independently (i.e. not in licensed homes or with parents), which will be formalized in their IPP.</li> <li>• It is ok for this to be a longer-term goal. In the short to medium term, people can work towards becoming more independent where they currently live.</li> <li>• Individuals agree to participate in training sessions and work with their ILS instructor to make progress towards this goal.</li> </ul>
Choice, control and informed decision-making	<p>ILS services:</p> <ul style="list-style-type: none"> <li>• Enable people to be in control as much as possible; involved in decisions about all aspects of their lives.</li> <li>• Support people to gain the skills to speak out for themselves</li> </ul>	<p><b>People receiving ILS are in control of their own lives</b></p> <ul style="list-style-type: none"> <li>• Individuals are supported to decide about how they spend their time and how they wish to live their lives. When choice over <i>what</i> the person does is not possible, then they are supported to have <i>control</i> over <i>how, when and where</i> things are done.</li> <li>• They are supported to understand both their rights and responsibilities as a member of society.</li> <li>• Individuals are supported in line with their needs and preferences at all times – including when receiving skills training. Finding the way that works best for the individual to learn and generalize skills is a key element of ILS.</li> </ul>

Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Choice, control and informed decision-making (Continued)	<ul style="list-style-type: none"> <li>• Advocate on behalf of individuals in certain situations.</li> </ul>	<p><b>Individuals receiving ILS services will be receiving support to make informed decisions:</b></p> <ul style="list-style-type: none"> <li>• People are learning how to find out information to help them make the decisions they need to make. Where necessary they are receiving support to find the information they need. Decisions might be in any life domain – work, education, living situation, relationships, leisure, etc.</li> <li>• They will have this information presented to them in the language they understand best and using their preferred form of communication.</li> <li>• Support will be provided for decision-making in a way that is unbiased and without prejudice.</li> <li>• Where possible, they will be provided with opportunities and support to have direct experience of options available to them to inform the decisions they need to make.</li> </ul> <p><b>Individuals are supported to advocate for themselves as much as possible.</b></p> <ul style="list-style-type: none"> <li>• Individuals are receiving training and support in self-advocacy and in their communications with those involved in their care and support as well as organizations and agencies in the community.</li> <li>• Where needed, ILS professionals may also be advocating for the individual or will be referring them to the relevant agency – Client rights advocates.</li> </ul>



Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Social inclusion and relationships	<p>ILS services:</p> <ul style="list-style-type: none"> <li>• Provide support in the community (not in a center)</li> <li>• Assist individuals to gain the skills and support they need to independently access and use community facilities and activities</li> <li>• Support people to build and maintain safe and positive relationships</li> <li>• Work with people positively and respectfully.</li> </ul>	<p><b>Community-based – not center-based.</b></p> <ul style="list-style-type: none"> <li>• Individuals would be learning skills in the natural environments in which such skills would be used - this promotes generalization and maintenance.</li> <li>• Individuals would be receiving training and support to find, access and make use of community facilities and activities as independently as possible. This might include: <ul style="list-style-type: none"> <li>○ Medical and dental services</li> <li>○ Shops, banks, post office, and other community facilities</li> <li>○ Sports, leisure and recreation facilities and activities</li> <li>○ Cultural, religious or identity-based activities and events.</li> </ul> </li> <li>• Where needed, individuals would be receiving support and training related to using public transportation, navigating in their community and staying safe while in the community.</li> <li>• Individuals would be receiving training and support (where this is needed) to communicate with those they meet in the community.</li> <li>• Individuals would, if needed, be receiving support and training related to attending social events and meeting new people, building friendships and having intimate and personal relationships.</li> <li>• Individuals who have children, would be receiving training and support as needed, to care for their child(ren).</li> </ul>

Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Social inclusion and relationships	Continued from previous page	<ul style="list-style-type: none"> <li>• Individuals would be supported to find out about and access other services relevant to health, sexual health, family planning, relationship counselling, if needed.</li> <li>• Individuals would be receiving training and support in a way that is positive, respectful and dignified.</li> </ul>
Self-sustaining and tailored	<p>ILS services:</p> <ul style="list-style-type: none"> <li>• aim to provide enough training and support so that individuals can continue safely, healthily and successfully to live independently without substantial outside assistance.</li> <li>• Respond to changing needs of individual as long as they still wish to remain living independently.</li> </ul>	<p><b>Long-term and responsive</b></p> <ul style="list-style-type: none"> <li>• People can receive support for as long as they need in order to get to a point where independent living is sustained – as long as people are making some progress towards their goal.</li> <li>• If people’s needs change, ILS services would be supporting people to access different or more support as required to help them remain living independently.</li> <li>• If people are experiencing deterioration in skills, ILS services would be helping them maintain their ability to live independently as long as possible.</li> </ul> <p><b>Living within resources available</b></p> <ul style="list-style-type: none"> <li>• People would be receiving support to identify and access or build natural supports in the community related to the areas in which they may need some support.</li> <li>• People would be receiving support to access all relevant benefits and funding sources to ensure they can afford to live independently.</li> </ul>

Key characteristic/Principle	Description of principle/characteristic	Expectations and evidence that a service is providing this service type – what should you see?
Self-sustaining and tailored (Continued)	<ul style="list-style-type: none"> <li>Support people to remain as independent as possible over time</li> </ul>	<ul style="list-style-type: none"> <li>People would be receiving support to move house to be nearer a job, to have better access to transport and public services, to improve their health, to reduce their rent etc.</li> <li>People would be receiving training and support to manage their finances, budget their spending, make informed decisions about purchases.</li> </ul> <p><b>Having a good life</b></p> <ul style="list-style-type: none"> <li>People would not just be coping or surviving living on their own – the aim of ILS services is to ensure that people can live their best lives while living independently. To be self-sustaining, an independent living situation needs to ensure that people are safe, healthy, successful and productive.</li> </ul>

## Sources used for operational definition of Independent Living Services

### Regulations or Waiver sources

California Code of Regulations Title 17 – Division 2, Chapter 3. §4688.05, § 54302 & § 56742 <https://www.law.cornell.edu/regulations/california/title-17/division-2/chapter-3>

1915(c) HCBS Waiver: CA.0336.R05.03 - Jan 05, 2024 (as of Jan 10, 2024) <https://www.dds.ca.gov/initiatives/hcbs/>

The Lanterman Act (updated 2023) Section. 4688.05 [https://www.dds.ca.gov/wp-content/uploads/2023/02/Lanterman\\_2023\\_Pub.pdf](https://www.dds.ca.gov/wp-content/uploads/2023/02/Lanterman_2023_Pub.pdf)

### Other sources

Association of Community Living (ACL) website <https://acl.gov/ils-programs>  
<https://acl.gov/programs/aging-and-disability-networks/centers-independent-living>

Burns and Associates (2019) DDS VENDOR RATE STUDY AND RATE MODELS <https://www.burnshealthpolicy.com/wp-content/uploads/2019/03/DDS-Vendor-Rate-Study-Report.pdf>

California Department of Developmental Services website  
<https://www.dds.ca.gov/consumers/independent-living-skills-supported-living-services/> <https://www.dds.ca.gov/general/eligibility/living-arrangements/independent-living-program/> [https://www.dds.ca.gov/wp-content/uploads/2019/03/RC\\_ServicesDescriptionsEnglish\\_20190304.pdf](https://www.dds.ca.gov/wp-content/uploads/2019/03/RC_ServicesDescriptionsEnglish_20190304.pdf)

California Department of Rehabilitation  
<https://www.dor.ca.gov/Home/IndependentLiving>

Disability Rights California website <https://rula.disabilityrightscalifornia.org/rula-book/chapter-6-keeping-the-family-together-services-and-supports-for-children/what-does-the-lanterman-act-say-about-services-that-help-children-live-at-home-with-their-families/>

Gallagher and Co. (2019) A Market RATE Analysis of Direct Support Professional Staff Compensation: The DSP Staff Competitive Wage Matrix. Prepared for CCLN. <https://www.supportedliving.com/resources/Documents/The%20DSP%20Staff%20Competitive%20Wage%20Matrix%20-%20A%20Market%20Rate%20Analysis%20of%20%20DSP%20Staff%20Compensation%20-%20Published%201-24-2019.pdf>

Minnesota Department of Human Services Disability Services Division (2017) Disability Waiver Rate System [https://mn.gov/dhs/assets/2017-01-rates-report\\_tcm1053-273115.pdf](https://mn.gov/dhs/assets/2017-01-rates-report_tcm1053-273115.pdf)

Oregon Department of Human Services website <https://www.oregon.gov/odhs/aging-disability-services/pages/independent-living-services.aspx>

South Carolina Department of Disabilities and Special Needs. (2023) Independent Living Skills (ILS) Program Standards [https://ddsn.sc.gov/sites/ddsn/files/PublicDocuments/Current%20Standards/Independent%20Living%20Skills%20Program%20Standards%20-%20NEW%20\(052423\).pdf](https://ddsn.sc.gov/sites/ddsn/files/PublicDocuments/Current%20Standards/Independent%20Living%20Skills%20Program%20Standards%20-%20NEW%20(052423).pdf) (includes a very good example of an operational definition of Independent Living Skills)

Texas Health and Human Services. Independent Living Services Standards <https://www.hhs.texas.gov/book/export/html/176741>

University of Kansas Training Center on Independent Living <https://rtcil.org/independent-living-definitions>

Villa de Vida website: <https://villadevida.org/blog/2021-04-15-ils> (gives information on Sand Diego RC)

Regional Center websites were also consulted, for example:

ALTA California: [https://www.altaregional.org/sites/main/files/file-attachments/independent\\_living\\_services\\_3-15.pdf?1490046525](https://www.altaregional.org/sites/main/files/file-attachments/independent_living_services_3-15.pdf?1490046525)

East LA:

<https://www.elarc.org/home/showpublisheddocument/12325/636794223723530000>

Westside: <https://westsiderc.org/wp-content/uploads/2021/08/ILS-and-SLS-XP-English-Handout.pdf>

Lanternman:

[https://lanterman.org/uploads/pos/Independent Living Skills \(ILS\) Training and Support - Funding Service Standard - DDS Aproved - July 2017.pdf](https://lanterman.org/uploads/pos/Independent_Living_Skills_(ILS)_Training_and_Support_-_Funding_Service_Standard_-_DDS_Aproved_-_July_2017.pdf)

Harbor: [https://live-harborregional-2019.pantheonsite.io/sites/main/files/file-attachments/servicesforadults\\_web.pdf?1562015410](https://live-harborregional-2019.pantheonsite.io/sites/main/files/file-attachments/servicesforadults_web.pdf?1562015410)

Tri Counties: <https://www.tri-counties.org/independent-living-services/>

San Andreas:

<https://www.sanandreasregional.org/app/uploads/2019/05/Independent-Living-Skills-Training-Policy-Final-June-19-2017.pdf>



CCLN PAVE Service outcomes project (HD229037)

Operational Definition

For

***Supported Living Services (896)***

## Operational Definition of Service Types: Supported Living (896)

Supported Living Service – conceptual definition, eligibility, type of support provided.

Service name and CA service codes as per rate model	Supported Living Service (896)
Conceptual Definition	<p>Supported Living Services (SLS) are provided to adults with intellectual and/or developmental disabilities who are living in a home that they own, rent or lease, with control over their living situation and over who provides their support.</p> <p>Supported living services provide people:</p> <ul style="list-style-type: none"> <li>• With as much support as they need, for as long as they need it, <ul style="list-style-type: none"> <li>○ to have meaningful choice and control in all aspects of their lives,</li> <li>○ to establish and maintain a safe, healthy, stable and independent life,</li> <li>○ at home and in the community.</li> </ul> </li> <li>• With services and support that changes as needs, preferences and goals change.</li> </ul>
Models/options available under regulations or in the HCBS waivers in California	<p><b>Individual</b> supported living – staff provide support to individual(s) living together in one setting (behind one front door). Can be up to 24 hours.</p> <p><b>Shared</b> supported Living – support is provided on an up to 24-hour basis – staff provide support to one or more individuals across multiple units (several front doors e.g. in the same block of apartments where people without disabilities also live).</p> <p><b>Parent coordinated</b> support living (073). Is a different service code but all the elements and definitions would be the same. The only difference is that staffing is organized by a parent and it requires the use of a Financial Management System.</p>



Service name and CA service codes as per rate model	Supported Living Service (896)
Eligibility and limitations in California	<p>Who is eligible?</p> <ul style="list-style-type: none"> <li>• Adult with developmental disabilities (age 18 and over)</li> </ul> <p>Living situation</p> <ul style="list-style-type: none"> <li>• Provided in a home (as defined by Code Regs. Tit. 17, § 58601) the person owns, leases or for which the individual has a rental agreement. Living arrangements must be typical of those in which people without disabilities live.</li> <li>• Cannot be provided in the family home.</li> <li>• No more than 3 people can live together.</li> </ul> <p>Intensity and duration of support</p> <ul style="list-style-type: none"> <li>• Supported Living services can be provided as often and for as long as needed, with no limitations on intensity or frequency of support. Lanterman Act: “Consumers shall not be excluded from supported living arrangements based solely on the nature and severity of their disabilities”.</li> <li>• The amount of support is determined by an assessment of the person’s needs as part of the IPP process and can be for up to 24 hours a day (in person or remote/on call). Based on level of need people may have more than one staff providing support. Support can vary over time depending on an individual’s level of need or current situation.</li> </ul> <p>Cost-containment regulation introduced in 2009 stated that:</p> <ul style="list-style-type: none"> <li>• Generic services and natural supports must be maximized before supported living services can be funded.</li> <li>• having more than one service provider working in a home is not permitted. Those living together receive support from the same agency.</li> <li>• service recipients must choose the most cost-effective provider/vender if more than one provider/vendor is available to meet their needs.</li> </ul>

Service name and CA service codes as per rate model	Supported Living Service (896)
Eligibility and limitations in California (Continued)	<ul style="list-style-type: none"> <li>• Shared Supported Living became an option – however, housing arrangements provided under this model should still meet the definition of community living - an “ordinary house in an ordinary street” – here “ordinary” means a house that is chosen from among the same range of housing options used by people without disabilities. If someone without a developmental disability (or even someone with a disability who is NOT in receipt of Medicaid/Regional Center funding) can’t choose to live in that housing setting or development then it is NOT considered “ordinary”.</li> <li>• Individuals living in a house have to pay their share of the rent, mortgage or lease payment – this includes the people receiving services, housemates and live-in staff. Regional centers will only supplement a service recipient’s rent, mortgage or lease payment: <ul style="list-style-type: none"> <li>○ Via an exception process,</li> <li>○ On a time-limited basis</li> </ul> And <ul style="list-style-type: none"> <li>○ When all available sources of natural and generic supports have been utilized to the fullest extent possible, with evidence of this provided by the individual’s planning team.</li> </ul> </li> </ul>
Type of support provided	A supported living service can support with every type of activities or needs that relate to establishing and maintaining a “safe, healthy, stable and independent life” with choice and control over their living arrangements, support and daily routines. Supported living can include anything that the person requires to meet their unique needs as set out in their individual program plan, including but not limited to medical and health care services (excluding physician services), personal care, behavioral support, advocacy, emergency response and emergency relief for personal care attendants.

Service name and CA service codes as per rate model	Supported Living Service (896)
Type of support provided (continued)	<p>Supported Living Services <b>cannot</b> be used to provide support in employment (although can be used to support an individual to identify and work towards employment related goals and access community resources and facilities that will support the development of skills related to work).</p> <p>The following are a list of specific areas in which Supported Living is frequently listed as providing support to participate in, maintain existing skills and develop new skills related to:</p> <ul style="list-style-type: none"> <li>• activities of daily living (such as personal care and hygiene, planning, preparing and eating meals, maintaining their home)</li> <li>• community life and building relationships, including building a Circle of Support</li> <li>• locating and scheduling medical services,</li> <li>• managing their finances,</li> <li>• finding, selecting. modifying and moving into a home,</li> <li>• locating and selecting those they wish to live with,</li> <li>• acquiring furnishings</li> <li>• recruiting, training and hiring their direct support professionals,</li> <li>• managing their staff (including directing and firing)</li> <li>• acquiring, using and caring for or maintaining assistive technology or assistive animals.</li> <li>• Developing goals, including related to employment.</li> <li>• Self-advocacy</li> </ul>
Funding source in California	<ul style="list-style-type: none"> <li>• Regional Center (once generic services such as In Home Supportive Services (IHSS) and natural supports have been maximized).</li> </ul>

Service name and CA service codes as per rate model	Supported Living Service (896)
How to access	<p>Supported Living services are requested by an individual or a chosen/legal representative.</p> <ul style="list-style-type: none"> <li>• The Individual or their chosen representative expresses a desire to their Circle of Support/IPP team that they would like to access supported living services.</li> <li>• An IPP meeting is requested.</li> <li>• Once it is agreed that the IPP will include Supported Living Services, a Purchase of Service (POS) is issued.</li> <li>• The person and/or their chosen representative will be asked to choose a provider, with help if needed.</li> <li>• A comprehensive assessment will be carried out so the provider can get to know the person's needs, desires, etc. This will be used to draft the Individual Service Plan (ISP).</li> <li>• Once the draft ISP is agreed (usually at another IPP meeting) the SLS provider will help the person to find a home, find roommates if needed or wanted and find direct support professionals (DSP)</li> </ul>
Other terms/names associated with this service type	<p>No other terms used.</p> <p>Falls under "Habilitation - Residential or Home-based" in the CMS Taxonomy and HCBS Waiver guidance.</p>
Vendor requirements	<p>Vendor requirements are set out in: Vendor requirements are set out in: <b>Cal. Code Regs. tit. 17, Chapter 3, subchapter 2 – vendorization</b> and in <b>Chapter 3 subchapter 19 Supported Living Service.</b></p>

## Operational Definition

Elements in **bold** indicate regulatory requirements for Home and Community-based settings and HCBS relevant outcomes <sup>1 2</sup>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing supported living – what should you see?
A home of one's own	<ul style="list-style-type: none"> <li>Individual lives in a home that they own, lease or rent like other members of their community</li> <li>Individual chooses where and with whom they live</li> <li>Individual controls what happens in their home</li> <li>Housing is separate from support and they are secure in their home</li> <li>Individual is safe in their home and neighborhood</li> </ul>	<p><i>What the individual receiving the service would experience</i></p> <ul style="list-style-type: none"> <li><b>The individual is living in an ordinary house in an ordinary street (chosen from among the same range of housing options as used by people without disabilities).</b></li> <li><b>The location of the home makes it easy for the individual to access the facilities and activities available in the local community.</b></li> <li>The individual's name is on the mortgage, lease or rental agreement and               <ul style="list-style-type: none"> <li>The individual can remain in their home even if their needs, services or service agency changes.</li> <li>The individual can move home and not lose supported living services. The services and support the individual receives is NOT tied to the home they live in.</li> </ul> </li> <li><b>The individual expresses, or there is documentation that shows, that they chose where and with whom they live OR that they have made an informed decision to remain in their current home and with their current housemates when the possibility to move arose.</b></li> <li><b>The person has a “key” to their home and is supported, if needed, to use it.</b></li> </ul>

<sup>1</sup> <https://www.medicaid.gov/sites/default/files/2019-12/requirements-for-home-and-community-settings.pdf>

<sup>2</sup> <https://publications.ici.umn.edu/rtcom/briefs/brief-three-development-of-hcbs-outcome-measures>

<sup>3</sup> Principles and descriptions drawn from Bolton and Allen (2000) Guidance for providers on developing supported living: <https://www.dds.ca.gov/wp-content/uploads/2019/02/DevelopingSupportedLivingServices-1.pdf>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing supported living – what should you see?
A home of one's own (continued)	<ul style="list-style-type: none"> <li>• Individual lives in a home that they own, lease or rent like other members of their community</li> <li>• Individual chooses where and with whom they live</li> <li>• Individual controls what happens in their home</li> <li>• Housing is separate from support and they are secure in their home</li> </ul> <p>Individual is safe in their home and neighborhood</p>	<ul style="list-style-type: none"> <li>• The individual is fulfilling the responsibilities of having their own home - paying bills, looking after the home, deciding how to decorate it – with as much support as they need to do so successfully</li> <li>• The individual is answering the door and telephone</li> <li>• <b>If sharing with others, the person has a space they can call their own and enjoy privacy and the ability to lock doors.</b></li> <li>• Individual has choice and control over the home routines – when things are done, how things are done, where things are stored, when family and friends can visit, etc.</li> <li>• <b>The individual can move around and access all areas and activities in their home easily – it is accessible and adapted to their needs.</b></li> <li>• The individual expresses that they are, or show in their behavior that they feel, comfortable and safe in their home and neighborhood.</li> </ul> <p><i>Other evidence/indicators</i></p> <ul style="list-style-type: none"> <li>• Staff and visitors treat the place as the person's home - ringing the bell, knocking doors, asking permission to use the bathroom, make a drink for themselves, etc; they respect people's property and use language that indicates they understand this is the individual's home.</li> <li>• No signs or other artefacts that identify the home in any way as a "service".</li> </ul>
Choice and self-directed	<ul style="list-style-type: none"> <li>• Individual makes their own everyday choices. Individuals</li> </ul>	<p><i>What the individual receiving the service would experience</i></p> <ul style="list-style-type: none"> <li>• <b>The individual would be trying new things, going new places, meeting new people (at a pace that works for them).</b></li> </ul>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing supported living – what should you see?
Choice and self-directed (Continued)	<p>plan for their futures.</p> <ul style="list-style-type: none"> <li>• Individual directs the services they receive and has a choice of agencies and staff. Individual is supported (e.g., technology, communication devices, behavioral support) to communicate their preferences, choices and needs.</li> <li>• Individual is satisfied with the services they receive.</li> <li>• Individual makes their own everyday</li> </ul>	<p><b>Without this people do not have the experience they need to make choices and develop future goals</b></p> <ul style="list-style-type: none"> <li>• <b>The individual would be making a range of day-to-day choices every day – how to spend their time, what to eat and drink, etc. in a way that is adapted to their needs/manageable for them.</b></li> <li>• <b>The individual would be in control about how things happen – e.g. in what order, when, where, with whom – in all areas of their lives, in a way that meets their needs and preferences</b></li> <li>• <b>The individual would be involved in decisions about the bigger things in life – where to live, work, where to go on holidays, how to spend their money, which agency and staff to employ, the type of support and when it is provided.</b></li> <li>• The individual is involved in recruiting new staff and is supported to manage their staff where possible.</li> <li>• <b>The individual would have a dynamic and regularly updated person-centered profile to share their needs, preferences etc with those who support them to reduce the need for “guess work” as much as possible.</b></li> <li>• <b>People would have a Circle of Support (ideally independently facilitated or at least with an independent advocate present) who can support them in making informed decisions.</b></li> <li>• <b>People would be meaningfully involved in the development of their person-centered plan and in meetings about them, as much as they wish to be.</b></li> </ul>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing supported living – what should you see?
	<p>choices. Individuals plan for their futures.</p> <ul style="list-style-type: none"> <li>• Individual directs the services they receive and has a choice of agencies and staff. Individual is supported (e.g., technology, communication devices, behavioral support) to communicate their preferences, choices and needs.</li> <li>• Individual is satisfied with the services they receive.</li> </ul>	<ul style="list-style-type: none"> <li>• If people are not able to express wishes, desires, dreams etc in meetings, we would see their circle support discussing and taking into account the person's preferences, previous experiences, wishes etc.</li> </ul> <p><i>Other evidence/indicators</i></p> <ul style="list-style-type: none"> <li>• Staff would be using the type of communication that works for the individual and the person would have a reliable and accessible way to make choices, express preferences etc.</li> <li>• Those providing support would be respecting the choices and decisions made by the individual and carefully balancing choice and control, rights and responsibilities and duty of care. They would not be imposing their own values or ways of doing things on the people they support.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• The individual has family, friends and neighbors who support them in</li> </ul>	<p><i>What the individual receiving the service would experience</i></p> <ul style="list-style-type: none"> <li>• The individual would have regular contact (as regular as they appear to want and is physically possible for them to</li> </ul>





Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing supported living – what should you see?
	<ul style="list-style-type: none"> <li>Individual uses local community resources and generic services.</li> </ul>	<ul style="list-style-type: none"> <li>We would see or hear about individuals being recognized in these facilities, referred to by name and over time have a sense of belonging.</li> <li>We would or hear about individuals contributing to their community – volunteering, helping at charity events, taking up collection in church, picking up litter....</li> </ul>
Flexible, Tailored Services and Supports	<ul style="list-style-type: none"> <li>Individual Service Plans are developed through a person-centered planning process.</li> <li>Service plans reflect the support that each individual wants and needs and plans change as the individual wants and needs change.</li> <li>Individuals have opportunities to increase their abilities, confidence and quality of life and support to maintain an</li> </ul>	<p><i>What the individual receiving the service would experience</i></p> <ul style="list-style-type: none"> <li><b>People have a detailed person-centered plan or at least a comprehensive person-centered profile documenting what is important to and for the person.</b></li> <li><b>Individuals are trying new things - having new experiences, learning new skills, acquiring new knowledge and succeeding – this is what we all need to increase our competence, confidence and self-esteem and emotional well-being.</b></li> <li>People and families would report that support is provided when and how they need it.</li> </ul> <p><i>Other evidence/indicators</i></p> <ul style="list-style-type: none"> <li>Goals reflect what is important <i>to</i> the person, not just <i>for</i>.</li> <li>Those providing support would be aware of the person's needs, preferences and skills and would be using the right communication methods and the right level and type of support for each individual.</li> <li>Those providing support would be adjusting their support to match where and how the person is today – e.g. taking account of physical and emotional well-being.</li> </ul>

Key characteristic/Principle <sup>3</sup>	Description of principle/characteristic	Expectations and evidence that a service is providing supported living – what should you see?
Flexible, Tailored Services and Supports (continued)	adequate level of health and safety.	<ul style="list-style-type: none"> <li>• Services revolve around and are moulded to the individual rather than the individual being “squashed” into whatever shaped box is available.</li> <li>• No “blanket assumptions” or “diagnostic overshadowing” – support would be truly individualized</li> </ul>

## Sources used for operational definition of Independent Living Services

### Regulations or Waiver sources

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### Other sources

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National Quality forum (2016) Quality in Home and Community-Based Services to Support Community Living: Addressing Gaps in Performance Measurement  
[https://www.qualityforum.org/Publications/2016/09/Quality in Home and Community-Based Services to Support Community Living Addressing Gaps in Performance Measurement.aspx](https://www.qualityforum.org/Publications/2016/09/Quality_in_Home_and_Community-Based_Services_to_Support_Community_Living_Addressing_Gaps_in_Performance_Measurement.aspx)

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