

DD Waiver Services with Skill Builders

SERVICES	ALLOWABLE ACTIVITIES	SKILL BUILDER CONSIDERATION
<p>Community Coaching</p> <p>Service description: Community coaching is a service designed for individuals who need one-to-one support in a variety of community settings in order to build a specific skill or set of skills to address particular barriers that prevent individuals from participating in activities of community engagement. In addition to skill building, this service includes routine and safety supports. Community coaching service shall be covered in the FIS, CL, and BI waivers.</p>	<p>Allowable Activities</p> <ol style="list-style-type: none"> 1. One-on-one skill building and coaching to facilitate participation in community activities and opportunities such as: <ol style="list-style-type: none"> a. Activities and public events in the community; b. Community education, activities, and events; and c. Use of public transportation if available and accessible. 2. Skill building and support in positive behavior, relationship building, and social skills. 3. Routine supports with the individual's self-management, eating, and personal care needs in the community. 4. Assuring the individual's safety through one-to-one supervision in a variety of community settings. 5. Monitoring the individual's health and physical condition and providing supports with medication and other medical needs. 6. Providing routine supports and safety supports with transportation to and from community locations and resources. 	<ul style="list-style-type: none"> • Focus on building a specific skill or set of skills to address particular barriers that prevent individuals from participating in activities of community engagement. • Focus on increasing the person’s participation in community. • Focus on positive behavior, relationship building, and social skills. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Kwame uses the local transit system in order to visit his girlfriend.</p> <p style="text-align: center;">Key Steps and Services: Purchase tickets (Community Coaching) Plan route(Community Coaching) Arrange visits and times (Residential) Travel for visits (Community Coaching)</p> <p>Step 2: Activity Formula <u>Person’s name</u> <u>verb</u> <u>what/when/where</u> Kwame purchases bus tickets.</p>

		<p>Step 3: Choose a specific skill to develop such as purchasing tickets.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the “I no longer want or need supports when...” statement. <u>Name</u> <u>countable achievement</u> <u>how often</u> and <u>how long</u>.</p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Kwame buys 1 GLTC bus ticket weekly for 3 months.</p>
<p>Community Engagement</p> <p>Service description: Community engagement service means a service that supports and fosters an individual's abilities to acquire, retain or improve skills necessary to build positive social behavior, interpersonal competence, greater independence, employability, and personal choices necessary to access typical activities and functions of community life such as those chosen by the general population. The community engagement</p>	<p>Allowable Activities</p> <p>a. Skill building, education, support, and monitoring that assists the individual with the acquisition and retention of skills in the following areas: (i) participation in activities and public events in the community, (ii) participation in community educational activities and events, (iii) development of interests and activities that encourage therapeutic use of leisure time, (iv) participation in volunteer experiences, (v) maintenance of contact with family and friends, and (vi) development of independence in activities of daily living.</p>	<ul style="list-style-type: none"> • Skill building focuses on the person’s abilities to acquire, retain or improve skills necessary to build positive social behavior, interpersonal competence, greater independence, employability, and personal choices. • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Ama participates in community activities in order to increase her social skills or Ama volunteers in her community in order to make new friends.</p>

<p>service may include community education or training and volunteer activities.</p>	<p>b. Skill building and education in self-direction designed to enable the individual to achieve one or more of the following outcomes, particularly through community collaborations and social connections developed by the provider (e.g., partnerships with community entities such as senior centers, arts councils): (i) development of self-advocacy skills; (ii) exercise of civil rights; (iii) acquisition of skills that promote the ability to exercise self-control and responsibility over services and supports received or needed; (iv) acquisition of skills that enable the individual to become more independent, integrated, or productive in the community; (v) development of communication skills and abilities; (vi) furtherance of spiritual practices as desired by the individual; (vii) participation in cultural activities as desired by the individual; (viii) development of skills that enhance career planning goals in the community; (ix) development of living skills; (x) promotion of health and wellness, including administration of medication; (xi) development of orientation to the community and mobility in the community; (xii) access</p>	<p>Key Steps and Services: Explore and connect with local community programs/events and activities (Residential) Arrange transportation (Residential, community engagement) Travel to volunteer (Residential, Community Engagement)</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Ama volunteers at the Lynchburg Humane Society. Ama greets people while volunteering.</p> <p>Step 3: Choose a specific skill to develop such as feeding animals.</p> <p>Step 3a: Choose a specific skill to develop such as greeting people.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the "I no longer want or need supports when..." statement. <u>Name countable achievement how often and how long.</u></p> <p>Step 5: Add the Skill-Building to support activity to Part V: 1. I no longer want or need supports when Ama provides food and water to 2 animals at the Lynchburg Humane Society weekly for 3 months.</p>
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	<p>to and utilization of public transportation so as to develop the ability to achieve the desired destination; or (xiii) interaction with volunteers from the community in program activities.</p> <p>c. Providing routine supports and safety supports with transportation to and from community locations and resources.</p>	<p>2. I no longer want or need supports when Ama says “hello” and her “name” to 2 people while volunteering at Daily Bread independently each week for 3 months.</p>
<p>Group Day Service</p> <p>Service description: Group day service means a service provided to help the individual acquire, retain, or improve skills of self-help, socialization, community integration, career planning, and adaptation via opportunities for peer interactions, community integration, and enhancement of social networks. This service typically shall be offered in a nonresidential setting. Group day service shall be covered in the FIS, CL, and BI waivers.</p>	<p>Allowable activities</p> <p>1a. Developing problem-solving abilities; sensory, gross, and fine motor control abilities; and communication and personal care skills;</p> <p>b. Developing self, social, and environmental awareness skills;</p> <p>c. Developing skills as needed in (i) positive behavior, (ii) using community resources, (iii) community safety and positive peer interactions, (iv) volunteering and participating in educational programs in integrated settings, and (v) forming community connections or relationships;</p> <p>d. Supporting older adults in participating in meaningful retirement activities in their communities (i.e., clubs and hobbies);</p>	<ul style="list-style-type: none"> • Skill-building shall be a component of this service unless the individual has a documented progressive condition, in which case group day service may focus on maintaining skills and functioning and preventing or slowing regression rather than acquiring new skills or improving existing skills. • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan:</p> <ol style="list-style-type: none"> 1. Mary helps others in order to feel good or 2. Mary creates artworks in order to increase her fine and gross motor skills.

	<p>e. Skill-building and providing routine supports related to ADLs and IADLs.</p> <p>f. Monitoring the individual's health and physical condition and providing supports with medication and other medical needs.</p> <p>g. Providing safety supports in a variety of community settings;</p> <p>h. Career planning and resume developing based on career goals, personal interests, and community experiences; and</p> <p>i. Providing routine supports and safety supports with transportation to and from community locations and resources.</p> <p>2. Group day service shall be coordinated with the therapeutic consultation plan, as applicable.</p>	<p>Key Steps and Services:</p> <p>Brainstorm artwork ideas (Residential, Group Day)</p> <p>Provide materials to use (Residential, Group Day)</p> <p>Travel to distribute artworks to friends/family/others (Group Day, Community Engagement)</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Mary makes cards for patients in a preferred local hospital/nursing/retirement home.</p> <p>Step 3: Choose a specific skill to develop such as making a card for fine and gross motor skills.</p> <p>.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the "I no longer want or need supports when..." statement. <u>Name countable achievement how often and how long.</u></p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Mary makes at least 1 card for one person in her local hospital or nursing home or retirement home once a week for 3 months.</p>
<p>Center-based Crisis</p> <p>Service description:</p>	<p>Allowable activities</p>	<ul style="list-style-type: none"> • Related to behavior creating the crisis such as self-care or ADLs, independent living skills,

<p>A. Service description. Center-based crisis support service means planned crisis prevention and emergency crisis stabilization services in a crisis therapeutic home using planned and emergency admissions. Planned admissions shall be provided to individuals receiving crisis services and who need temporary, therapeutic interventions outside of their home setting to maintain stability. Emergency admissions shall be provided to individuals who are experiencing an identified behavioral health need or behavior challenge that is preventing them from reaching stability within their home settings. Center-based crisis support service shall be covered in the FIS, CL, and BI waivers.</p>	<p>Allowable activities shall include as appropriate for the individual as documented in the plan for supports:</p> <ul style="list-style-type: none"> a. A variety of types of face-to-face assessments (e.g., psychiatric, neuropsychiatric, psychological, behavioral) and stabilization techniques; b. Medication management and monitoring; c. Behavior assessment and positive behavior support; d. Intensive care coordination with other agencies or providers to maintain the individual's community placement; e. Training for family members/caregivers and providers in positive behavior supports; f. Skill building related to the behavior creating the crisis such as self-care or ADLs, independent living skills, self-esteem, appropriate self-expression, coping skills, and medication compliance; and 	<p>self-esteem, appropriate self-expression, coping skills, and medication compliance;</p> <ul style="list-style-type: none"> • Support ensuring the person’s safety and that of others. • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan:</p> <p>Tom participates in his morning routine in order to increase self-care.</p> <p style="text-align: center;">Key Steps and Services:</p> <p>Obtain Grooming supplies (In-Home) Complete shower (In-Home, Center-based Crisis) Grooming routine (In-Home, Center-based Crisis) Select weather appropriate clothing (In-Home, Center-based Crisis)</p> <p>Step 2: Activity Formula <u>Person’s name verb what/when/where</u> Tom participates in his shower</p> <p>Step 3: Choose a specific skill to develop such as gathering shower items.</p>
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	<p>g. Supervising the individual in crisis to ensure his safety and that of other persons in the environment.</p>	<p>Step 4: Use this Skill Building Measure Formula to develop the “I no longer want or need supports when...” statement.</p> <p><u>Name</u> <u>countable achievement</u> <u>how often</u> and <u>how long</u>.</p> <p>Step 5: Add the Skill-Building to support activity to Part V: Tom independently gathers two items (towel, wash cloth, shampoo, etc.) to complete his shower daily for 3 months.</p>
<p>Community-based Crisis</p> <p>Service description: Community-based crisis support service means planned crisis prevention and emergency crisis stabilization services provided to individuals experiencing crisis events that put them at risk for homelessness, incarceration, or hospitalization or that creates danger to self or others. This service shall provide supports to individuals in their homes and other community settings. This service provides temporary intensive services and supports that avert</p>	<p>Allowable activities</p> <p>-Shall be provided in either the individual's home or in community settings, or both. Crisis staff shall work directly with the individual and with his current support provider or his family/caregiver, or both. This service includes supports during the provision of any other waiver service and may be billed concurrently (i.e., same dates and times).</p> <p>- This service is provided using, for example, coaching, teaching, modeling, role-playing, problem solving, or direct assistance. Allowable activities shall include, as may be appropriate for the individual as documented in his plan for supports:</p>	<ul style="list-style-type: none"> • Skill building related to the behavior creating the crisis such as self-care or ADLs, independent living skills, self-esteem, appropriate self-expression, coping skills, and medication compliance; • Support to ensure the person’s safety and that of others. • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Ibrahim manages his emotions in order to reduce his risk of psychiatric hospitalization/ or reduce his risk of getting involve with the law or risk of incarceration.</p>

<p>emergency psychiatric hospitalization or institutional placement or prevent other out-of-home placement. This service shall be designed to stabilize the individual and strengthen the current living situation so that the individual can be maintained during and beyond the crisis period. Community-based crisis support service shall be covered in the FIS, CL, and BI waivers.</p>	<p>a. Psychiatric, neuropsychiatric psychological, and behavioral assessments and stabilization techniques; b. Medication management and monitoring; c. Behavior assessment and positive behavior support; d. Intensive care coordination with agencies or providers to maintain the individual's community placement; e. Family/caregiver training in positive behavioral supports to maintain the individual in the community; f. Skill building related to the behavior creating the crisis such as self-care or ADLs, independent living skills, self-esteem, appropriate self-expression, coping skills, and medication compliance; and g. Supervision to ensure the individual's safety and the safety of others in the environment.</p>	<p>Key Steps and Services: Connect with a therapist (Support Coordinator) Attend therapy assessment/evaluation (Residential, Community- based Crisis) Attend follow up scheduled appointment (Residential) Practice learned coping skills (Residential, Community – based Support)</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Ibrahim practices coping skills when frustrated.</p> <p>Step 3: Choose a specific skill to develop such as deep breathing exercise.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the “I no longer want or need supports when...” statement. <u>Name countable achievement how often and how long.</u></p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Ibrahim practices deep breathing exercise daily with 2 verbal reminders from staff when frustrated for 3 months.</p>
<p>Crisis Support services</p>	<p>Allowable Activities</p>	<ul style="list-style-type: none"> (may include skill building for prevention; required for stabilization and intervention)

<p>Service description: Crisis support service is designed for individuals experiencing circumstances such as (i) marked reduction in psychiatric, adaptive, or behavioral functioning; (ii) an increase in emotional distress; (iii) needing continuous intervention to maintain stability; or (iv) causing harm to themselves or others. Crisis support service means intensive supports by trained and, where applicable, licensed staff in crisis prevention, crisis intervention, and crisis stabilization for an individual who is experiencing an episodic behavioral or psychiatric event in the community that has the potential to jeopardize the current community living situation. This service is designed to prevent the individual from experiencing an episodic crisis that has the potential to jeopardize his current community living situation, to intervene in such a crisis, or to stabilize the</p>	<p>1. Crisis prevention services, which provide assessment of an individual's medical, cognitive, and behavioral status as well as predictors of self-injurious, disruptive, or destructive behaviors, with initiation of positive behavior supports to resolve and prevent future occurrence of crisis situations. Crisis prevention services shall also include training for family/caregivers to avert further crises and to maintain the individual's typical routine to the maximum extent possible. Crisis prevention services shall also encompass supporting the family and individual through team meetings, revising the behavior plan or guidelines, and other activities as changes to the behavior support plan are implemented and residual concerns from the crisis situation are addressed.</p> <p>2. Crisis intervention services, which shall be used during a crisis to prevent further escalation of the situation and to maintain the immediate personal safety of those involved. Crisis intervention services shall be a short-term service providing highly structured intervention that can</p>	<ul style="list-style-type: none"> • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Stephanie adheres to her medical and mental health professionals' recommendations in order to remain healthy and safe or in order to vacation in Disney Florida.</p> <p style="text-align: center;">Key Steps and Services: Attend medical and mental health appointments as scheduled (Crisis Support Service, Supportive In-Home Service). Obtain medications from pharmacy (Crisis Support Service, Supportive In-Home Service). Takes medications as directed (Crisis Support Service, Supportive In-Home Service, Community Engagement). Follow all protocols (Crisis Support Service, Supportive In-Home Service, Community Engagement)</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Stephanie takes her medications as directed.</p> <p>Step 3: Choose a specific skill to develop such as taking all medications.</p>
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<p>individual after the crisis. This service shall prevent escalation of a crisis, maintain safety, stabilize the individual, and strengthen the current living situation so that the individual can be supported in the community beyond the crisis period. Crisis support service shall be covered in the FIS, CL, and BI waivers.</p>	<p>include, for example, temporary changes to the person's residence, changes to the person's daily routine, and emergency referral to other care providers. Crisis intervention staff shall model verbal de-escalation techniques including active listening, reflective listening, validation, and suggestions for immediate changes to the situation.</p> <p>3. Crisis stabilization, which entails gaining a full understanding of the factors that contributed to the crisis once the immediate threat has resolved and there is no longer an immediate threat to the health and safety of the individual or others. Crisis stabilization services shall be geared toward gaining a full understanding of all of the factors that precipitated the crisis and may have maintained it until trained staff from outside the immediate situation arrived. These services result in the development of new plans that may include environmental modifications, interventions to enhance communication skills, or changes to the individual's daily routine or structure. Crisis stabilization staff shall</p>	<p>Step 4: Use this Skill Building Measure Formula to develop the “I no longer want or need supports when...” statement. <u>Name</u> <u>countable achievement</u> <u>how often</u> and <u>how long</u>.</p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Stephanie independently takes her prescribed medications daily as directed by her prescribing physicians for 3 months.</p>
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	<p>train family/caregivers and other persons significant to the individual in techniques and interventions to avert future crises.</p>	
<p>Group Home Residential</p> <p>Service description: Group home residential service shall consist of skill-building, routine supports, general supports, and safety supports that are provided to enable an individual to acquire, retain, or improve skills necessary to successfully live in the community. This service shall be provided to individuals who are living in (i) a group home or (ii) the home of an adult foster care provider.</p>	<p>Allowable Activities</p> <p>1a. Skill-building and providing routine supports related to ADLs and IADLs; b. Skill-building and providing routine supports and safety supports related to the use of community resources, such as transportation, shopping, restaurant dining, and participating in social and recreational activities; c. Supporting the individual in replacing challenging behaviors with positive, accepted behavior for home and community environments; d. Monitoring the individual's health and physical condition and providing supports with medication and other medical needs; e. Providing routine supports and safety supports with transportation to and from community locations and resources; f. Providing general supports, as needed; and g. Providing safety supports to ensure the individual's health and safety.</p> <p>2. Group home residential service shall include a skill-building component</p>	<ul style="list-style-type: none"> • Skill building activity will focus on helping the person to acquire, retain, or improve skills necessary to successfully live in the community. • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan:</p> <p>Jane communicates her needs and wants in order to be understood or in order to connect with new friends in her community.</p> <p style="text-align: center;">Key Steps and Services:</p> <p>Link with SLP (Support Coordinator), Obtain AT recommended by SLP (Support Coordinator), Work with SLP to implement device into Jane's daily routine (Group Home, Community Engagement, Skilled Nursing), Provide opportunities for choices and decision making throughout the day (Group Home, Community Engagement).</p>

	<p>along with the provision of supports as may be needed by the individuals who are participating.</p>	<p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Jane expresses herself using her communication book.</p> <p>Step 3: Choose a specific skill to develop such as Communicating her needs and wants.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the "I no longer want or need supports when..." statement. <u>Name countable achievement how often</u> and <u>how long.</u></p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Jane can independently use her communication book to communicate with others, 3x daily for 3 months.</p>
<p>Independent Living Supports</p> <p>Service description: Independent living support service means a service provided to adults 18 years of age and older that offers targeted skill building and supports necessary for individuals to secure and maintain their own home in the community. An individual</p>	<p>Allowable Activities</p> <ol style="list-style-type: none"> 1. Skill building and supports necessary to promote the individual's stability in the individual's own home and community in the absence of a primary caregiver living in the residence; 2. Skill-building and supports to promote the individual's community participation and inclusion in meaningful activities; 	<ul style="list-style-type: none"> • Focusing on securing and maintaining housing/home in the community. • See allowable activities for the service. <p>Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p>Outcome from the Shared Plan: Mary utilizes her community resources in order to maintain housing.</p>

<p>receiving this service typically lives alone or with roommates in the individual's own home or apartment. The supports may be provided in the individual's residence or in other community settings. Independent living support service shall be covered in the BI waiver.</p>	<p>3. Skill-building and supports to increase the individual's socialization skills and maintain relationships; 4. Skill-building and supports to improve and maintain the individual's health, safety, and fitness, as necessary; 5. Skill-building and supports to promote the individual's decision-making and self-determination; 6. Skill-building and supports to improve and maintain, as needed, the individual's skills with ADLs and IADLs; 7. Routine supports with transportation to and from community locations and resources; and 8. General supports, as needed.</p>	<p>Key Steps and Services: Connect with professional payee (SC, ILS) Connect with other community resources (food banks, church, goodwill, etc. (ILS, CE) Participating in community resources (ILS, CE) Arrange transportation to utilize resources (ILS, CE) Travel to access identified and chosen resources (ILS, CE)</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Mary utilizes community resources to supplement her resources.</p> <p>Step 3: Choose a specific skill to develop such as Using community resources.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the "I no longer want or need supports when..." statement. <u>Name countable achievement how often and how long.</u></p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Mary independently obtains food items from her local foodbank weekly for 3 months to supplement her resources.</p>
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<p>In-Home Supports</p> <p>Service description: In-home support service means a residential service that takes place in the individual's home, family home, or community settings that typically supplement the primary care provided by the individual, family, or other unpaid caregiver and is designed to ensure the health, safety, and welfare of the individual. The individual shall be living in his own home or his family home. This service shall include a skill building (formerly called training) component, along with the provision of supports that enable an individual to acquire, retain, or improve the self-help, socialization, and adaptive skills required for successfully living in his community. In-home support service shall be covered in the FIS and CL waivers.</p>	<p>Allowable Activities</p> <ol style="list-style-type: none"> 1. Skill-building and routine supports related to ADLs and IADLs; 2. Skill-building, routine supports, and safety supports related to the use of community resources, such as transportation, shopping, dining at restaurants, and participating in social and recreational activities; 3. Supporting the individual in replacing challenging behaviors with positive, accepted behaviors for home and community environments; 4. Monitoring the individual's health and physical condition and providing routine and safety supports with medication or other medical needs; 5. Providing supports with transportation to and from community sites and resources; and 6. Providing general supports as needed. 	<ul style="list-style-type: none"> • Skill Building focuses on helping a person to acquire, retain, or improve the self-help, socialization, and adaptive skills required for successfully living in the community. • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Mercy adheres to her budget in order to save money to visit her family in Maryland.</p> <p style="text-align: center;">Key Steps and Services: Develop a shopping list (In-Home) Identify (departmental) stores to shop (In-Home) Arrange transportation and travel to stores (In-Home, Community Coaching) Shopping using a list (In-Home, Community Coaching) Paying for items (In-Home, Community Coaching)</p> <p>Step 2: Activity Formula <u>Person's name</u> <u>verb</u> <u>what/when/where</u> Mercy uses her shopping list to shop.</p>
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<p>Sponsored Residential</p> <p>Service description: Sponsored residential service means a residential service that consists of skill-building, routine supports, general supports, and safety supports that are provided in the homes of families or persons (sponsors) providing supports under the supervision of a DBHDS-licensed provider that enable an individual to acquire, retain, or improve the self-help, socialization, and adaptive skills</p>	<p>Allowable activities</p> <p>a. Skill-building and routine supports related to ADLs and IADLs;</p> <p>b. Skill-building and routine and safety supports related to the use of community resources, such as transportation, shopping, restaurant dining, and participating in social and recreational activities. The cost of participation in the actual social or recreational activity shall not be reimbursed;</p> <p>c. Supporting the individual in replacing challenging behaviors with</p>	<ul style="list-style-type: none"> • Assisting an individual to acquire, retain, or improve the self-help, socialization, and adaptive skills necessary to reside successfully in home and community settings. • See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Aisha uses her community resources to connect with family, friends and others in order to increase her independence.</p>

<p>necessary to reside successfully in home and community settings. This service shall include skills development with the provision of supports, as needed. Sponsored residential service shall be covered in the CL waiver.</p>	<p>positive, accepted behaviors for home and community environments;</p> <p>d. Monitoring and supporting the individual's health and physical condition and providing supports with medication management and other medical needs;</p> <p>e. Providing routine supports and safety supports with transportation to and from community locations and resources;</p> <p>f. Providing general supports, as needed; and</p> <p>g. Providing safety supports to ensure the individual's health and safety.</p>	<p>Key Steps and Services: Visit friends and family (Residential, Community Engagement) Arrange transportation and visit (Residential) Use public transportation (Community Engagement) Visit places of interest (Residential, Community Engagement).</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Aisha orders her meals while in the restaurant.</p> <p>Step 3: Choose a specific skill to develop such as ordering food.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the "I no longer want or need supports when..." statement. <u>Name countable achievement how often and how long.</u></p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Aisha orders her food and water/soda from the restaurant menu while eating out with friends/family/peers at a preferred restaurant at least monthly for 3 months.</p>
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<p>Supported Employment (Individual & Group)</p> <p>Service description: Group and individual supported employment service may be performed for a single individual (as in individual supported employment (ISE)) or in small groups (as in group supported employment) of individuals (two to eight individuals). This service shall consist of ongoing supports provided by a job coach that enable individuals to be employed in an integrated work setting and may include assisting the individual, either as a sole individual or in small groups, to locate a job or develop a job on behalf of the individual, as well as activities needed by the individual to sustain paid work. Group and individual supported employment service shall be covered in the FIS, CL, and BI waivers.</p>	<p>Allowable activities for both individual and group supported employment service include the following job development tasks, supports, and training. For DMAS reimbursement to occur, the individual shall be present, unless otherwise noted, when these activities occur:</p> <ol style="list-style-type: none"> Vocational or job-related discovery or assessment; Person-centered employment planning that results in employment related outcomes; Individualized job development, with or without the individual present, that produces an appropriate job match for the individual and the employer to include job analysis or determining job tasks, or both. This element shall be limited to individual supported employment service only and shall not be permitted for group supported employment service. Negotiation with prospective employers, with or without the individual present; On-the-job training in work skills required to perform the job; Ongoing evaluation, supervision, and monitoring of the individual's performance on the job, which does 	<ul style="list-style-type: none"> Individual’s need for employment-related skill-building. See allowable activities for the service. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Simone maintains a job in order to ensure stable income.</p> <p style="text-align: center;">Key Steps and Services: Attend work as scheduled (Supported Employment) Communicate appropriately with supervisor and co-workers (Supported Employment) Role play to perform job task (Supported Employment)</p> <p>Step 2: Activity Formula <u>Person’s name verb what/when/where</u> Simone hangs clothing on hangers.</p> <p>Step 3: Choose a specific skill to develop such as putting clothes on hangers.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the “I no longer want or need supports when...” statement. <u>Name countable achievement how often and how long.</u></p>
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<p>1. Group and individual supported employment service shall be provided in work settings where persons without disabilities are employed.</p> <p>2. Group and individual supported employment service shall be available to individuals for whom competitive integrated employment at or above the minimum wage is unlikely without ongoing supports and who because of their disabilities need ongoing support to perform in a work setting.</p> <p>3. Group and individual supported employment service shall be provided in one of two models: individual or group.</p>	<p>not include supervisory activities rendered as a normal part of the business setting;</p> <p>g. Ongoing support necessary to ensure job retention, with or without the individual present;</p> <p>h. Supports to ensure the individual's health and safety;</p> <p>i. Development of work-related skills essential to obtaining and retaining employment, such as the effective use of community resources, break or lunch areas, and transportation systems; and</p> <p>j. Staff provision of transportation between the individual's place of residence and the workplace when other forms of transportation are unavailable or inaccessible. The job coach shall be present with the individual during the provision of transportation.</p>	<p>Step 5: Add the Skill-Building to support activity to Part V:</p> <p>I no longer want or need supports when Simone can hang 5 dresses, 5 pants and 5 blouses 2x each week for three months.</p>
<p>Supported Living Residential</p> <p>Service description: Supported living residential service shall take place in a residential setting operated by a DBHDS-licensed provider of supervised living residential</p>	<p>Allowable Activities</p> <p>1. Skill-building and routine supports related to ADLs and IADLs;</p> <p>2. Skill-building and routine and safety supports related to the use of community resources such as transportation, shopping, restaurant</p>	<ul style="list-style-type: none"> • Skill building focuses on helping a person to acquire, retain, or improve the self-help, socialization, and adaptive skills necessary to reside successfully in home and community-based settings. • See allowable activities for the service.

<p>service or supportive in-home service and consists of skill-building, routine and general supports, and safety supports that enable an individual to acquire, retain, or improve the self-help, socialization, and adaptive skills necessary to reside successfully in home and community-based settings. Supported living residential service shall be covered in the FIS and CL waivers.</p>	<p>dining, and participating in social and recreational activities. The cost of participation in the actual social or recreational activity shall not be reimbursed;</p> <p>3. Supporting the individual in replacing challenging behaviors with positive, accepted behaviors for home and community-based environments;</p> <p>4. Monitoring and supporting the individual's health and physical conditions and providing supports with medication or other medical needs;</p> <p>5. Providing routine supports and safety supports with transportation to and from community locations and resources;</p> <p>6. Providing general supports as needed; and</p> <p>7. Providing safety supports to ensure the individual's health and safety.</p>	<p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Isaiah uses resources in the community in order to connect with new people.</p> <p style="text-align: center;">Key Steps and Services: Locate activities and events (SLR, CE) Attend activities/events in the community (SLR, CE) Participate in activities/events/refrain from hugging people unfamiliar to him while in the community (SLR, CE)</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Isaiah refrains from hugging people unfamiliar to him while in the community.</p> <p>Step 3: Choose a specific skill to develop such as greeting unfamiliar people without hugging.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the "I no longer want or need supports when..." statement. <u>Name countable achievement how often and how long.</u></p> <p>Step 5: Add the Skill-Building to support activity to Part V:</p>
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<p>Workplace Assistance</p> <p>Service description: Workplace assistance service means supports provided to an individual who has completed job development and completed or nearly completed job placement training (i.e., individual supported employment) but requires more than the typical job coach services, as in 12VAC30-122-400, to maintain stabilization in his employment. This service is supplementary to individual supported employment service. Workplace assistance service shall be covered in the FIS and CL waivers.</p>	<p>Allowable Activities</p> <p>a. Habilitative supports related to nonwork skills needed for the individual to maintain employment such as appropriate behavior, health maintenance, time management, or other skills without which the individual's continued employment would be endangered;</p> <p>b. Habilitative supports needed to make and strengthen community connections;</p> <p>c. Routine supports with personal care needs; however, this cannot be the sole use of workplace assistance service; and</p> <p>d. Safety supports needed to ensure the individual's health and safety.</p>	<ul style="list-style-type: none"> • Skill building must not be about learning the elements of the job, but about whatever is needed for job retention: attention to task, keeping hands to self, not stealing, etc.) • See allowable activities. <p style="text-align: center;">Example:</p> <p>Step 1: Review the Outcome and Key Steps from the Shared plan.</p> <p style="text-align: center;">Outcome from the Shared Plan: Miguel maintains a job in order to earn money to purchase gifts for his girlfriends.</p> <p style="text-align: center;">Key Steps and Services: Dress appropriately (In-Home Support, Workpl. Assis) Arranges transportation (In-Home, Workpl. Assis. Community Engagement) Completes work tasks (In-Home, Workpl. Assis) Communicate needs and wants to staff and others (In-Home, Workpl. Assis. Community Engagement)</p> <p>Step 2: Activity Formula <u>Person's name verb what/when/where</u> Miguel transitions from one task to another.</p>

		<p>Step 3: Choose a specific skill to develop such as Transitioning between job tasks.</p> <p>Step 4: Use this Skill Building Measure Formula to develop the “I no longer want or need supports when...” statement. <u>Name</u> <u>countable achievement</u> <u>how often</u> and <u>how long</u>.</p> <p>Step 5: Add the Skill-Building to support activity to Part V: I no longer want or need supports when Miguel independently transitions from sweeping to wiping tables at his job 3x weekly for 3 months.</p>
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