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## Welcome to Persons with Developmental Disabilities South Alberta Community Board

**Persons with Developmental Disabilities (PDD)** is funded by the Alberta government within the Ministry of Seniors and Community Supports. PDD is dedicated to ensuring individuals with developmental disabilities live and work as valued and respected members of the community.

**South Alberta Community Board** is one of six government appointed regional boards across Alberta. The regional boards give communities more say in the way persons with developmental disabilities are supported within the regions.

The Boards were created under the PDD Governance Act proclaimed in June 1997. The Act outlines the guiding principles of PDD, the roles of the Boards and the Provincial Appeal Process. A copy of the Persons with Developmental Disabilities Community Governance Act, Protection for Persons in Care Act, Freedom of Information and Protection of Privacy Act and Dependent Adults Act can be reviewed online at [www.pddsouth.org](http://www.pddsouth.org).

**PDD South Alberta Community Board members** are volunteers who are appointed by the Minister of Seniors and Community Supports. Board members are from communities throughout the Region and may include parents and friends of people with developmental disabilities. The Board meets monthly in different locations across the Region. Board members enjoy listening and talking to people who live and work in our Region and you are welcome to participate in any Board meeting to discuss topics and to share your stories.

If you want to make a presentation to the Board, call (403) 381-5777 to arrange a time. The Board also meets with community groups for input and advice. Minutes of the Board meetings, dates and locations can be found online on the PDD website at [www.pddsouth.org](http://www.pddsouth.org).



## **PDD South Alberta Board Mission**

PDD helps people in Alberta to respect and include adults with developmental disabilities.

## **PDD South Alberta Board Vision**

PDD wants people with developmental disabilities to have lives like other people in Alberta.

They have the same rights and responsibilities as other people.  
They have jobs.  
They have friends.  
They have homes in the community.  
They take part in their community.  
They pick the kind of help they want.  
Staff help people with developmental disabilities to make their dreams come true.



## **PDD SOUTH ALBERTA COMMUNITY BOARD MEMBERS**

Lorne Abells, Chair, Lethbridge

Sandy Annis, Lethbridge

Sylvain Bellefeuille, Vice-Chair, Medicine Hat

Jo-lee Godfrey, Duchess

Henry Heinen, Picture Butte

Tom Hopkins, Lethbridge

Joy Lawson, Lethbridge

Terry Olsen, Magrath

Leo VandenHeuvel, Lethbridge

## **BOARD MEETING SCHEDULE**

September 19, 2007 Lethbridge

October 17, 2007 Medicine Hat

November 21, 2007 Lethbridge

December 19, 2007 Lethbridge

**Phone 381-5777 to confirm date, time and location if you wish to attend.**

## WHAT IS A DEVELOPMENTAL DISABILITY? (ELIGIBILITY)

**PDD** defines a developmental disability as:

*A state of functioning that begins in childhood (i.e. before age 18) and is characterized by significant limitations in both intellectual capacity and adaptive skills.*

**To be eligible for PDD supports, you are:**

1. 18 years of age or older;
2. Living in Alberta;
3. A person with a developmental disability, which we define as:

Being significantly below average intellectual capacity and;  
Having limitations in two or more of the following adaptive skill areas:

Communications	Self-direction
Self-care	Health and safety
Home living	Functional academics
Social skills	Work and leisure
Community use	

Points to Remember:

1. Equal weight is given to intellectual and adaptive skill considerations, with significant limitations in both areas being required to make a determination of developmental disability.
2. Both areas of assessment recognize that strengths and weaknesses co-exist in each person, and it is the cumulative effect that determines overall functioning.
3. Professional judgment is always required in making a determination of developmental disability.
4. Onset is prior to age 18.

## **PROCESS FOR DETERMINING ELIGIBILITY FOR PDD SUPPORTS**

1. Call to set up an appointment with a Community Connections Facilitator.
2. At the appointment you will learn about PDD, and we will learn about you.
3. Discuss opportunities and available community resources.

If long distance, phone Service Alberta toll-free at 310-0000; then dial the number:

Medicine Hat: Dana Carew (529-3795)

Lethbridge (if over 18): Wendy Coleman (381-5504)

Lethbridge (if under 18 and receiving supports from Southwest Alberta Child and Family Services Authority): Dianne Garrick (381-5500)

4. Eligibility for PDD supports is approved or denied.
  - You will receive a letter stating whether you are eligible for PDD supports or not.
5. Dispute Resolution
  - You have the right to have any decision reviewed and a Regional Dispute Resolution process is available.
6. If approved, explore community options and make some choices.
  - Your Community Connections Facilitator will discuss community options with you.

## **PDD SOUTH'S APPROACH TO FUNDING**

### **Funding Criteria**

- Completed with Individual and Guardian
- Reflects the individual's choices/interests
- Addresses the supports being requested
- Agreed to and signed off by the individual/guardian
- Speaks to the role of staff within each of the criteria
- Funding criteria needs to be addressed for all new people and all new dollar requests (IF or Block).
- All planning related to funding should reflect the funding criteria.
- Supports are no more, no less than what is required to promote opportunities for people to live the most inclusive life.
- Identified supports balance personal risk and personal growth.

### **What are the supports being offered, and how will they promote, maintain, and/or increase full participation in all of their activities?**

- What is being requested (home, work, community)? Provide a snapshot of this conversation.
- Independence: Awareness of a person's ability to act with less control or direction from others.
- Independence does not mean that PDD expects all people to work, live and participate in the community without paid supports.
- How will "full participation" reflect the creation of a meaningful role?

Expected Outcome:

## **PDD'S APPROACH TO FUNDING (continued)**

### **How are individuals made aware of community resources that will assist them or that they may want to participate in?**

- What has the individual told you they are interested in and how will you explore this with them?
- What other services may they benefit from and how will you introduce this? i.e. clubs, organizations, events and professional services.
- How are individuals encouraged to express roles they may like to have within the community?
- How could roles be encouraged within the person's current activities? ie.movement from attending to full participation

Expected Outcome:

### **How are individuals supported to choose resources and access them?**

- How will staff support the person to get involved / participate in the areas that interest them?
- The key words being "involved" and "participating", not just attending and observing.
- How will supports assist the individual to make meaningful and informed choices?
- How will staff support the person in the creation of a new role for themselves?

Expected Outcome:

### **How do supports build on the individual's abilities and interests?**

- Comment on the following:
- Person identifying their abilities.
- Person discovering and acquiring new abilities.
- Building on abilities and interests by using encouragement etc.
- How do staff help encourage the building of abilities into meaningful roles within the community?

Expected Outcome:

## **PDD'S APPROACH TO FUNDING (continued)**

### **How do supports assist the individual in maintaining and building new relationships with family, friends, and other community members?**

- How will staff learn about the significant relationships in the person's life?
- What can staff do to support the person to maintain those relationships and the roles they hold within family?
- How will staff learn about the new friends and relationships that a person wishes to have? Ways to possibly achieve this.
- How are family's wishes / requests implemented?

Expected Outcome:

## **MONITORING QUALITY OF SUPPORTS**

In the South Region, monitoring of the quality of supports is done on three levels by:

### *The Individual, family/guardian*

- They monitor the quality of the day-to-day supports provided by the service provider.
- They monitor the specifics around when, how and what is outlined in the Individual Service Agreement between the individual being supported, family/guardian and the service provider.

### *PDD South Contract Coordinators*

- They are responsible for monitoring the quality of services and supports provided by the service provider.
- Contract Coordinators, on an annual basis, connect with a sample of individuals being supported by a service provider, their family/guardians, staff and the management staff to talk about progress around the outcomes (refer to Funding Criteria).

### *Alberta Council of Disability Services (ACDS)*

CET (Creating Excellence Together) Surveys

**Note: For more information, refer to [PDD South Accountability Framework](#).**

## **PDD SOUTH ACCOUNTABILITY FRAMEWORK**

### CONTEXT

One of PDD's main functions is to *assure* that public funding is being utilized for the intended purposes and achieving what it was intended to achieve. To this end, PDD assumes an evaluation and monitoring role. PDD believes that the individual and their family and/or guardian are the best people to monitor individual quality of life and whether the supports being received are in fact what is being requested and needed. Thus, PDD's role becomes assuring there are safeguards and processes in place within agencies and even the community, which reflect and respect individuals and families' wishes and aspirations.

PDD South's assurance function is guided by four principles:

- The best monitors of individual's quality of life are individuals themselves, families/guardians and or friends.
- PDD South subscribes to the continuous quality improvement approach whereby the evaluative and monitoring efforts undertaken by PDD staff are aimed at improving supports, processes and services for all adults with developmental disabilities.
- With the use of PDD funds, there are the expectations that the outcomes are linked to community inclusion, independence and relationships.
- From a system's perspective, the primary relationship is between the individual with a developmental disability, family/guardian and who is providing the support. This means the service provider is accountable to the individual, family/guardian in terms of day-to-day supports, and is accountable to PDD for the aggregate view of all individuals with developmental disabilities.

## **PDD SOUTH ACCOUNTABILITY FRAMEWORK (continued)**

### METHODOLOGY

PDD South has four FTE's assigned to its Contract Coordinator area. The major focus of this area is to assure that the delivery of PDD funded supports are reflective of PDD's vision and mission. This is primarily achieved through systematic monitoring activities. The South region has implemented a comprehensive and standardized approach to monitoring.

The following Monitoring Framework is designed to act as a guide to staff in the Contract Coordinator role. Persons with Developmental Disabilities South, hopes to achieve an outcome from this framework, which will guide future directions with approved service providers, individuals and guardians. Through an interactive process with individuals, guardians, and staff, information and observations will be collected through the use of conversations, documentation and file reviews. Partnering relationships will be strengthened through the completion of an Annual Report by the PDD staff, which will outline both, areas of success, as well as areas, which require further focus and supports. Persons with Developmental Disabilities South will then assist agencies in exploring these areas, which require some focus through a collaborative approach to work planning. PDD will also encourage agencies and individuals to celebrate their successes and achievements.

The Monitoring Framework is designed to work in partnership with the Creating Excellence Together Standards set out by ACDS. The role of the PDD staff will provide consistent support and feedback to the global agency and staff body.

After the introduction of the monitoring framework to each service provider funded by PDD South, each Contract Coordinator will commence with a process, which features these elements:

## **PDD SOUTH ACCOUNTABILITY FRAMEWORK (continued)**

- Random conversations with individuals being supported, their families/ guardians, agency staff including those in senior positions.
- Random reviews of individual files, following notification of the individual/ guardian
- Observations of interactions, outcomes
- Compilation of an Annual Report reflecting an aggregate of the monitoring framework data
- Development of an Annual Work plan
- Development of the Schedule A

The annual report will be shared with the executive director/owner of the agency as well as the management team and CEO of PDD South.

### **PROCESS**

The process of the regional program accountability approach is intended to be highly interactive and focused on the macro level of how service providers/ agencies support people with developmental disabilities.

A call is made to the Individual/Guardian by the Contract Coordinator to notify them of the file review prior to commencement of the review.

## **PDD SOUTH ACCOUNTABILITY FRAMEWORK (continued)**

### AREAS OF FOCUS

#### ***File Reviews:***

Review current amount of supports in place.

Update page 1&2 of the I.F Agreement if applicable, as well as the consent to the release information. *(Addresses, Guardianship data)*

Individual Service Agreements *(on file, current, signed by individual/guardian)*

Individual Service Plan/Proposal *(on file, current, signed by individual/guardian, reflects PDD South's Funding Proposal Framework)*

Documentation reflecting skills and abilities and work toward individuals goals

Documentation showing contact with family/guardian on regular basis

#### ***Conversations with Individuals: (In their home if possible)***

What do you typically do in a day?

Do you like that?

What are you good at?

Does your staff know what you are really good at?

What does your staff help you with?

How did your staff get to know you?

How did you tell staff about the things you would like to do?

What would you do if you were not happy with things?

Has your staff ever talked to you about "rights"?

What kind of things do you do with family? Does staff help you with this?

What kind of things do you do with friends? Does staff help you with this?

What kind of things do you do with community? Does staff help you with this?

Are things the way you would like them to be?

## **PDD SOUTH ACCOUNTABILITY FRAMEWORK (continued)**

### ***Conversations with Families/Guardians:***

- Do you have regular contact with the agency?
- Do you have regular annual meetings to review the service plan?
- What kinds of things would the agency talk to you about? (Abuse Prevention)
- Can you talk about your involvement with developing a service agreement between you and the agency?
- Do you find that the supports help to encourage independence/build on skills?
- Does the individual have the opportunity to make lots of choices about how they spend their days/participate in new activities?
- How would you respond to the agency if you were not getting what you wanted?
- Did you have a role to play in how things look day to day for your individual (lead role)?
- Do you believe the individual has enough involvement in the community?
- Do you believe the individual has and is making new relationships/friends?
- How does the agency keep you up to date on Provincial Initiatives, Policies, Abuse Protocol, etc?
- Are things the way you would like them to be?

### ***Conversations with Executive Directors/Senior Staff:***

- What is your role with the person?
- What amount of supports is the person receiving?
- How do you know the needs of the person are being met?
- How does the planning reflect growth and independence?
- How do you engage in conversations with this individual/family?
- How do you help families see the capabilities and interests of the person?
- How do you get the family involved to take a lead role in planning?
- How do you try to be creative when planning with the person and their family?
- How do you encourage staff to explore opportunities for this person in the community?

## **PDD SOUTH ACCOUNTABILITY FRAMEWORK (continued)**

What types of training do you offer staff? (mandatory and staff development)  
How do you keep staff and families up to date on Provincial Initiatives, Policies, Client Rights, and Abuse Prevention? How do you document that?  
How is supervision and support offered to staff?  
How do you encourage staff to explore opportunities for people in the community?  
How do you get the family involved to take a lead role in day to day activities?  
How do you get the family involved to take a lead role in planning?  
How do you engage families in conversations?  
How do you try to be creative when planning with individuals/families?

### ***Conversations with Staff:***

Specifically, what is your involvement with the person day to day?  
How did you get to know the person and their strengths, abilities and interests?  
How do you build on these strengths, abilities and interests?  
How do you know the supports are making a difference in this person's life?  
How do you support people to be out in the community?  
How do you ensure that the person is moving toward further independence where possible?  
How do you support the person to get connected, be involved and participate in their community?  
How do you celebrate success with the person?  
How would you describe the relationship between you and the guardian/family?  
How do you support the person to maintain and build new relationships/friendships?  
What types of support do you receive from the agency?  
What types of supports do you receive when dealing with difficulties on the job?  
What type of mandatory training have you participated in? (Abuse Protocol)  
What types of staff development have you had the opportunity to participate in?  
What kinds of conversations have you had regarding abuse prevention? (agency and individuals)  
How does your agency keep you up to date on provincial initiatives, policies, etc?

## FUNDING OPTIONS

There are two primary options for you to receive funding:

### **Direct Funding** **Service Funding**

Here's a brief overview of the options:

#### **Direct Funding**

In this arrangement, PDD would provide funding directly to you. To receive funding directly, PDD will ask you to enter into a Funds Administrator Agreement. This is a type of contract. Once the agreement is made with you, you can then choose to:

- Receive a cheque directly and then hire and pay your own staff;
- Receive a cheque directly and then pay an approved service provider for the staffing they provide to you.

If you choose to hire and pay your own staff, you will be considered as an employer and subject to all the associated federal, provincial, and municipal regulations and requirements.

Some of the areas you will need to be responsible for include:

- Signing a Funds Administrator Agreement with PDD;
- Recruiting and hiring of staff;
- Becoming knowledgeable regarding Employment Standards;
- Keeping payroll and accounting records;
- Meeting modified CET Standards and the requirements of the Abuse Protocol.

Payments under this arrangement are provided based on an approved invoice submitted at the end of each month. For more information on the Direct Funding approach, contact PDD South.

## **FUNDING OPTIONS (continued)**

There are many other details related to the Direct Funding option. You can also get help and support to become a Funds Administrator by talking with other families who have chosen this option. To learn more about its flexibility and benefits, talk with a Community Connections Facilitator to connect with other families.

### **Service Funding**

In this arrangement, PDD provides funding directly to a community service provider, based on a Service Provider Agreement. The Agreement can be of two types:

*Individual Funding*

*Contract Funding*

*Individual Funding* provides a specific amount of money for a specific individual and is paid based on an approved invoice.

*Contract Funding* provides an amount of money based on the number of people supported and their individual support requirements.

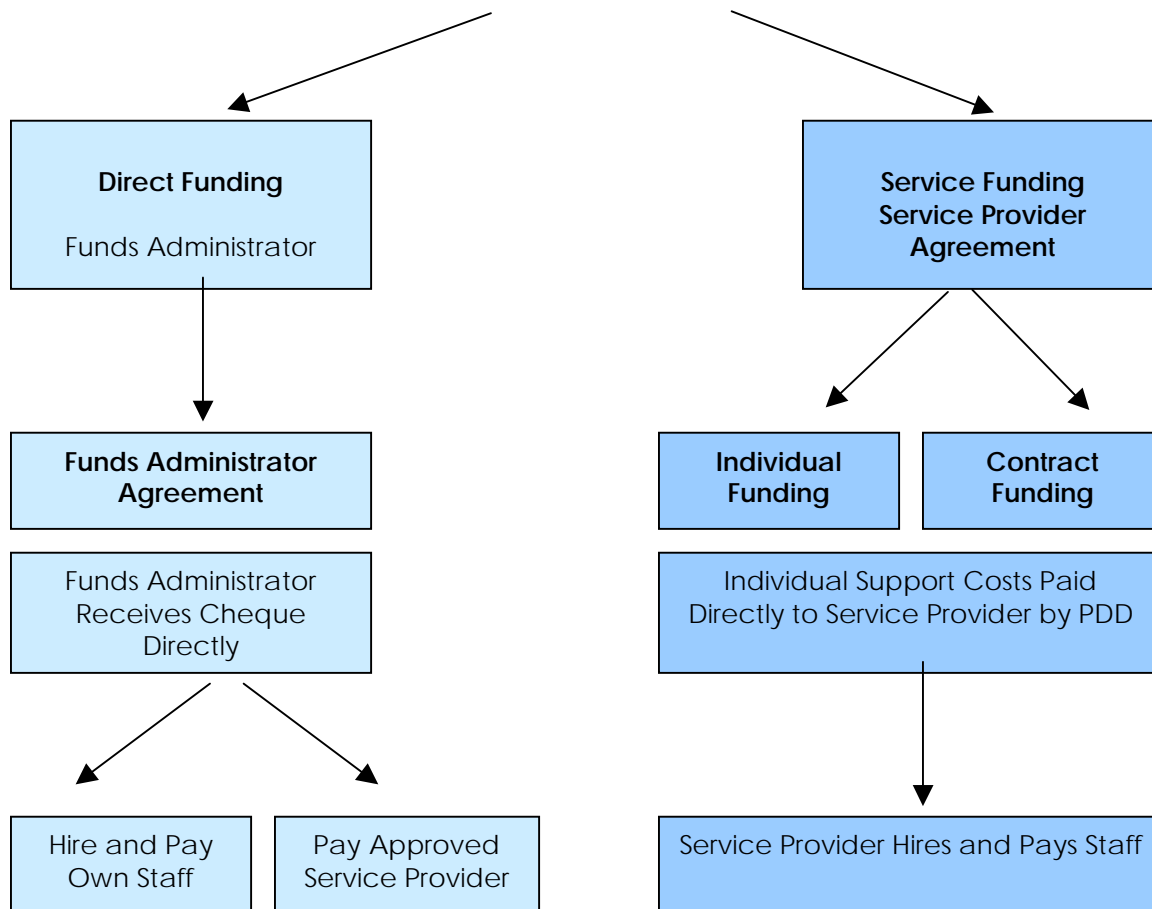
Under a contracted **Service Funding** arrangement, Community Service Providers receive quarterly payments and use the funds to provide the individualized supports agreed to for each person. Families opting for the **Service Funding** option have no direct involvement in paying staff, banking, accounting, or other aspects associated with being an employer. Families do, however, continue to have involvement in determining desired outcomes and in ensuring that they are receiving what best supports their son or daughter.

All service providers who receive PDD funding to provide supports or services must be evaluated through the ACDS **Creating Excellence Together (CET) Standards** at least once every three years and maintain certification.

## FUNDING OPTIONS (continued)

Here's a chart showing the outline of the key options for funding.

### Individual/Family Funding Options



### You can change your funding option.

If you choose to be a Funds Administrator, but later determine that you want to change (or vice versa), PDD South can assist you in making this change in a way that works effectively for you, the person being supported, and the people who are providing support.

You can also choose any combination of the funding options that you think would best support you.

## FUNDING OPTIONS (continued)

### Which PDD Funding Option is Best?

The nature of the funding arrangements is flexible and you can choose which approach makes the most sense for you. For some people, having the opportunity to hire staff directly is important. Other people are comfortable with entrusting this responsibility to a service provider.

PDD South can talk with you about the various funding options and which type you and your guardian and family prefer. You may also be able to learn more about each type by talking to other parents and guardians in your area.

Here, however, is a brief summary of some of the things to think about for each funding option.

Direct Funding (Funds Administrator Agreement)	Service Funding (Service Provider Agreement)
You can be an employer.	Service Provider is the employer.
You need to keep detailed records.	Service Provider keeps detailed records.
Offers you choice of who provides support to son or daughter.	Staff providing support recruited by service providers.
You have a clear view of what is being purchased.	Provides individuals and parents with freedom from detailed responsibility.
Provides individuals and parents with direct control.	Service Provider is responsible for meeting CET Standards.
You can still establish arrangements with Service Providers for specific services.	Most questions would be addressed by Service Provider staff.
With Direct Funding, PDD staff will have a specific conversation with you about the requirements of this option.	

## TRANSITIONAL PLANNING

### What to do before your child turns 18 years old

Transitional planning is the process of preparing for a move from one phase of life to another. At 18 years old, your child or someone you care for is considered a legal adult and may no longer be eligible for services intended for children.

Try and **involve** the individual or significant others in the planning. Their dreams and aspirations may be quite different than yours. Success will not be as easily achieved if we live by someone else's goals and dreams.

When **planning** consider how the individual will be included in the community. Involve those around you, your neighbours and people in the community. This will build on relationships and connections that will contribute to the success in planning for their future.

**Here are some questions to ask yourself and the individual you are planning for:**

1. What are their dreams and goals for the future? What will those dreams and goals look like in five years?
2. How long should they stay in school? What will they do after school?
3. Does the individual want to continue to live with you?
4. If they would like to move out of your home, do they want to live with peers, or within a family situation? How much support do they need to manage living away from home?
5. What kind of community involvements, such as recreational, social, cultural and faith activities would they like to participate in?
6. What kind of guardianship, trusteeship and estate planning do you need so that he/she can live an inclusive life in the community?

## TRANSITIONAL PLANNING (continued)

**Before the age of 18 here are some steps you should take to make sure the transition to adult services is smooth.**

### Transitional Planning Checklist

- √ **Start Early – starting** at age 16 gives you time to prepare and answer some of the questions on the previous page.
- √ **Keep Lists** – write down everything that you've done or may need to do.
- √ **Know the individual you are planning for** – develop an awareness of resources and workshops that will help define the individual's dreams, goals, life possibilities, and preferences.
- √ **Get all their documents in order** – Birth Certificate, Photo ID, Social Insurance Number (SIN), Bank Account, assessments, doctors reports, etc.
- √ **Update all dental and medical services** - ensure that they have had recent medical and dental appointment and that you have the paperwork including prescriptions, tests, etc.
- √ **Learn about all the service providers** – get to know what they provide, how they can help and how they will relate to you and the individual you are planning with. (A list of service providers is provided.)
- √ **Share the decision-making process with other family members** – help others to learn about the important role they can play in the planning and monitoring process.
- √ **Apply for AISH (Assured Income for the Severely Handicapped).**  
(A Resource Phone List is provided).
- √ **Explore Guardianship** – (A Resource Phone List is provided).
- √ **Explore Trusteeship** – determine if someone will need to look after the individual's financial affairs when they become an adult and who that will be?

## WHAT'S INVOLVED IN "PLANNING"?

When PDD uses the word "**planning**", we are talking about what your day to day life will look like, what kinds of things will you do, where will you do them, and who will you do them with.

If you are under 18 years of age, you could work with your family/guardian and circle of friends to look at options and choices and to decide what your future will look like. This is called Transition Planning (see Transition Planning outline).

If you are over the age of 18 it is important to choose community supports that you think will **best support you** in the things you need help with, and will also encourage you to do things on your own, that you do well.

There are many things to think about when you are looking for community supports to work with. Refer to the upcoming **questions to ask when looking for a service provider**.

For more information on different ways to plan and for assistance in planning, you can contact:

- Southern Alberta Individualized Planning Association (phone 320-1515, [judy.coe@saipa.info](mailto:judy.coe@saipa.info), [www.saipa.info](http://www.saipa.info))
- Lethbridge Association for Community Living (phone 327-2911, [dave.lawson@lethbridgeacl.org](mailto:dave.lawson@lethbridgeacl.org), [www.lethbridgeacl.org](http://www.lethbridgeacl.org))
- Rehoboth Christian Association (phone 345-5199, [alex.hann@rehoboth.ab.ca](mailto:alex.hann@rehoboth.ab.ca), [www.rehoboth.ab.ca](http://www.rehoboth.ab.ca))

## **QUESTIONS TO ASK WHEN LOOKING FOR A SERVICE PROVIDER**

### **General Information**

- What information is available about your organization . . . brochures, website, newsletters, annual reports, etc.)? Can I have copies of the written materials?
- How many people do you serve? How many employees are there?
- Where is your office located?
- What kinds of services do you offer?
- Is there an area that you specialized in?
- Do you have any family members I can speak with?

### **Services/Supports**

- How is individual planning done? Who is involved? When is the plan reviewed?
- What is the focus of your planning?
- How does your organization assist people with disabilities to develop and build friendships?
- How does your organization help someone find a place to live?
- Describe a typical day for a person you support.
- What kinds of volunteer community work are people involved with?
- What type of paid jobs do people have?
- What kind of clubs, community organizations do people belong to?
- How can your organization help someone who lives in their own home?
- How do you educate people about their human rights?
- How long will it take for services to begin?
- Does my family member have to contribute to the cost of services?
- How will you keep me informed about how my family member's personal needs money is spent?

## **QUESTIONS TO ASK WHEN LOOKING FOR A SERVICE PROVIDER (continued)**

### **Family Support**

- How do you provide opportunity for family to decide who will work with their family member?
- Can I come by or visit at any time?
- Will you communicate with me in my language...are interpreters available?  
How do you provide information to families?
- Do you have any materials specifically for families?
- Do you offer any training or educational opportunities for families?
- Do you have in-home supports available?

### **Organizational Planning**

- Are people you serve involved in planning for the future for your organization?
- Are people with disabilities on your Board of Directors? How many?
- Are family members on your Board of Directors? How many?
- What are the primary goals of the organization?
- Do you have a Mission and Vision Statement?
- What major challenges are your organization facing?
- Can I have a copy of the organizational plan?
- Do you have an annual planning session? Are families invited or is there an opportunity to provide input?

### **Concerns/Other Issues**

- Who do I call if I have a concern relating to the services my family member is receiving?
- Do you have a process for addressing complaints of family members?
- Who can my family member talk to if he/she has a concern?
- What is your grievance process?
- Can I have a copy of the grievance form that my family member would use to file a grievance?
- Who is responsible to help my family member understand how to make a complaint or file a grievance?
- How many grievances have people filed in the last year?
- Who is involved in resolving grievances?
- Is there an emergency number for me to call after normal work hours if a serious issue comes up?

## COMMUNITY LIVING AND RESIDENTIAL SUPPORTS

The PDD South Alberta Board believes that residential supports are the cornerstone of living and participating in the community. As such, how we support people in this area is fundamental to the values and philosophy, which direct the funding of residential services and supports.

### The Goal:

- People should be able to live in homes they choose (lease, rent or owned), with or without people they choose, and in a place where they can exert appropriate measures of personal control.\*
- People should be supported in maintaining valued relationships with friends and family, and in developing desired new relationships in the neighborhood and the community.
- People should have support to involve themselves in activities and to fulfill valued roles in the community.

\*While the costs associated with living in the community may require the sharing of accommodations, expenses and support staff, etc. this is a choice that individuals/ or their guardians will make based on, among other things, their financial resources.

### Living in the Community

Achieving the goal of community living means that residential services and supports should be provided so as to reflect the following indicators of home living:

**COMMUNITY INCLUSION:** People who control their own housing have greater choice in living near people and places that support their participation in the community.

## COMMUNITY LIVING AND RESIDENTIAL SUPPORTS (continued)

**FREEDOM:** People who live in homes they control make their own rules. The basic right to privacy desired by all human beings is more easily met in one's own home. The place where one can "be oneself" is more easily achieved in one's own home.

**RESPECT:** A home of one's own is a typical and important achievement of any adult. It gives the owner or leaseholder a valued social role. Obtaining a home of one's own is a natural part of the community inclusion framework.

**RESPONSIBILITY:** A home of one's own makes an individual responsible for a number of economic and domestic activities. Responding to these responsibilities helps people grow in social competence, both in actual terms and as they are perceived by others in their community.

**LOCATION:** People who choose their own homes can live where it's most convenient to their jobs, families, friends, stores, or transportation. Living close to places they enjoy allows more frequent participation with less dependence on others.

**INFORMED CHOICE:** Most people don't want to live with others whom they have had no voice in selecting. Yet this is typical for persons with developmental disabilities. Controlling one's home includes controlling not only where but also with whom one lives.

**SELF-DETERMINATION:** People should have a right to control as much of their lives as possible. Few areas are more basic and unambiguous in self-determination than selecting the housing one wants within one's resource limits.

**PERMANENCY:** The risk is reduced that other people will decide one must move from one's own home. People who live in their own homes are free to choose new service providers or even to reject service providers without also losing their homes.

## COMMUNITY LIVING AND RESIDENTIAL SUPPORTS (continued)

### Expectations of Community Service Providers:

The PDD South Alberta Board will fund residential supports based on a contract agreement with community service providers, which includes among others, indicators of individual control and self-determination:

What Home Should Mean For A Person Who Receives Residential Supports:

- A haven, safe, secure, stable, familiar, permanent
- An expression of who you are, relationships
- Welcoming, place of comfort, accepting, supportive
- Pride of belonging/ownership, responsibilities
- Connected to the community, part of the neighborhood
- A place to celebrate family events and holidays
- Memories

The person or legal guardian will:

- Decide on the kind of home, what part of town, the neighborhood they wish to live in.
- Have their own key
- Mail is in their name
- Purchase their furniture and appliances as required
- Decide who to invite into their home
- Are involved in the choice of roommates
- Participate in the selection of support staff
- Signs the lease or mortgage
- Decides on pets in the home
- What food will be purchased
- When meals will occur

## **EMPLOYMENT SUPPORTS TO PERSONS WITH DEVELOPMENTAL DISABILITIES**

### **PERSONS WITH DEVELOPMENTAL DISABILITIES (PDD) BELIEVES:**

- In people with developmental disabilities living, working and participating in the community;
- That people with developmental disabilities can do many things and can make meaningful contributions to the community;
- That those people paid to help people with developmental disabilities need to step back at times and let the person with a developmental disability act on his/her own;
- That PDD and agencies need to look for ways to show the community how to support people with developmental disabilities.
- That PDD and agencies need to show the community how people with developmental disabilities are important members of the community.

The PDD South Alberta Community Board believes that work not only provides people with money, but it also increases self-esteem and self-confidence. Work is one way to make a meaningful contribution to the community. Many people with developmental disabilities can work and can help with Alberta's problem of there not being enough people to do all the different jobs. This is why PDD South believes that

**PEOPLE WITH DEVELOPMENTAL DISABILITIES SHOULD HAVE  
CHOICES IN EXPLORING THEIR WORK AND CAREER  
OPPORTUNITIES.**

## **EMPLOYMENT SUPPORTS (continued)**

PDD provides money to agencies to help adults with developmental disabilities prepare for work, to find a job and to keep a job. It is important that agencies across the South Region have certain things in place which help adults with developmental disabilities to work. These are expectations that have to be in place in order for PDD to continue to pay for supports which help people with developmental disabilities to work.

### EXPECTATIONS

PDD expects that agencies will do these four things:

1. Adults with a developmental disability have a career plan. This plan is about the future and looks at what one needs to do to achieve future goals. It is about looking at all the possibilities and not just looking at what one knows about.
2. PDD pays for agencies to help people to get ready for work, to find work and to work in a job. These jobs are in the community.
3. Staff involved in helping people with developmental disabilities get jobs can be called “community builders”. Staff training needs to be organized. Community building is about finding out what the community has to offer and working with people in the community so that people with developmental disabilities live, work and participate in the community.
4. Agencies who support people with developmental disabilities with work need to meet and talk about how they can work together. As well, they need to share success stories about adults with developmental disabilities who are working in the community.

### PROJECTS

1. The type of planning needs to change. Instead of talking and writing about the day to day things that people have to do, plans need to talk about the individual’s dreams and build on the person’s strengths and abilities. It needs to look at what the general community can do to help meet the person’s dreams. This kind of planning needs to start before the person turns 18 years.

## EMPLOYMENT SUPPORTS (continued)

PDD will ask at least three service providers to try the change in planning.

As well, PDD will also try planning with young people with developmental disabilities while they are still in the school. Terms of reference will be developed by January 1, 2004 for both of these different ways to plan.

2. PDD will ask at least two agencies to write a report on how staff help people to connect with the community and how staff help people do things on their own or with the help of their coworkers. This report will be shared with others.
3. Agencies who help people with developmental disabilities get ready for work, find and keep a job, will be asked to be a part of a regional group. This group will meet regularly to share information, and to help organize training for staff by connecting with the Joint Planning Education Committee.

This group will also meet and work with community organizations such as the Chamber of Commerce and Rotary Clubs to talk about hiring people with developmental disabilities to work in local businesses. This group will also try to organize meetings about helping people with developmental disabilities working in the community.

## WHO ELSE CAN HELP?

### Lethbridge Area

#### PDD South Alberta Community Board

PDD Reception	381-5777
Service Alberta Call Centre (weekdays only)	310-0000

#### Income Security Programs

Alberta Assured Income for the Severely Handicapped (AISH)	381-5186
Alberta Works—Income Support	381-5751

#### Guardianship / Trusteeship

The Office of the Public Guardian	381-5648
The Office of the Public Trustee (Calgary)	297-6541

#### Resources for People with Disabilities

Alberta Mental Health	381-5260
Brain Injury Society	320-7402
Canadian Mental Health Assoc.	329-4775
Community Links	328-5465
Family Supports for Children with Disabilities	382-4275
Human Resources & Employment	380-2272
Lethbridge Association for Community Living	327-2911
Lethbridge Community College – Disability Counselor	329-7268
Lethbridge Housing Authority	329-0556
South Region Self Advocacy Network (SRSAN)	320-1515
University of Lethbridge – Disability Counselor	329-2111

#### Transportation

City of Lethbridge Transit	320-3885
Lethbridge Handi-Bus	329-6464

## WHO ELSE CAN HELP (continued)?

### Medicine Hat / Brooks Area

#### PDD South Alberta Community Board

PDD Reception 529-3144

#### Income Security Programs

Alberta Assured Income for the Severely  
Handicapped (AISH) 529-3550  
Brooks 362-1278  
Alberta Works—Income Support 529-3683  
Brooks 362-1278

#### Guardianship / Trusteeship

The Office of the Public Guardian 528-5245/529-3743  
The Office of the Public Trustee(Calgary)297-6541

#### Resources for People with Disabilities

Brain Injury Relearning Services 528-2661  
Building Employment Strategies Together  
(B.E.S.T.) 526-5742  
Canadian Mental Health Assoc. 504-1811  
Community Employment Services 527-3400  
Human Resources & Employment 529-3778  
Brooks 362-1278  
Social Housing Agency 527-4507  
Brooks 362-5472

#### Transportation

Medicine Hat Special Transit 529-8214  
Brooks Handi-Bus 362-6190

## COMMUNITY SUPPORTS

**Service providers in the South Alberta region funded by PDD are:**

**Bow Island, AB:**

Alfred Egan Home (403)545-3220

**Brooks, AB:**

Brooks Services for Persons with Disabilities (403)362-6661

**Cardston, AB:**

Cardston & District Assoc. for the Handicapped (403)653-3766

**Coaldale, AB:**

Rehoboth, A Christian Association for the  
Mentally Handicapped of Alberta (403)345-5199

**Coleman, AB:**

Crowsnest Community Support Society (403)563-5265

**Fort MacLeod, AB:**

Chinook Regional Health Authority, Special  
Development Unit (403)553-4482

**Lethbridge, AB:**

Bluefox Association (403)320-1880

Chinook Health (403)382-6085

Greystoke Homes and Support Services (403)320-0911

Health Care Homes (403)329-0488

Inclusive Post-Secondary Education Project  
(Lethbridge Community College) (403)320-3347

Independent Counselling Enterprises Inc. (403)394-7611

L'Arche Association of Lethbridge (403)328-3735

Lethbridge Family Services (403)327-5724

New Beginnings Association (403)328-6530

Peak Vocational Services (403)329-1262

Quest Residential and Support Services (403)381-9515

Regional Behaviour Support Services (403)329-9594

Rehabilitation Society of S.W. Alberta (403)329-3911

Solutions Community Inclusion Program Inc. (403)328-7565

Southern Alberta Community Living Assoc. (403)329-1525

Southern Alberta Individualized Planning Assoc. (403)320-1515

TLC Health Care Services (403)381-8899

## **COMMUNITY SUPPORTS (continued)**

**Service providers in the South Alberta region funded by PDD are:**

**Magrath, AB:**

Southern Alberta Society for the Handicapped (403)758-3334

**Medicine Hat, AB:**

Clients Ongoing Rehabilitation and Equality (CORE)

Association (403)527-3302

Next Step Residential Services Ltd. (403)527-4999

Palliser Health Region (403)528-5633

Rehabilitation and Employment for Developing

Independence (REDI) Enterprises Society (403)526-5742

**Nanton, AB:**

Independent Counselling Enterprises (403)646-1199

**Pincher Creek, AB:**

Quest Residential and Support Services (403)627-2500

**Stirling, AB:**

Sterling Handicapped Opportunity Program (403)756-3057

**Taber, AB:**

Taber Special Needs Society (403)223-4941

**Vulcan, AB:**

Wheat Country Special Needs Society (403)485-2186