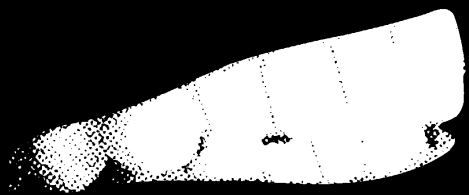


READ MY LIPS

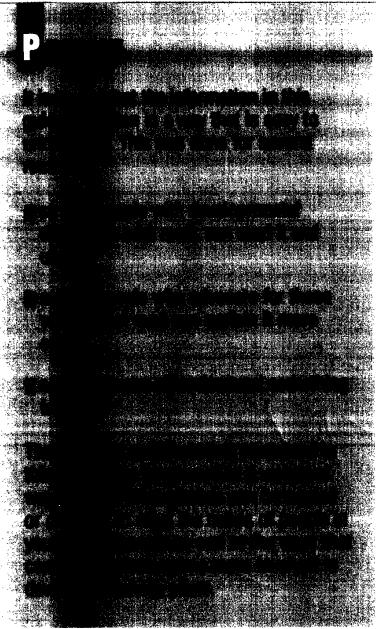


IT'S

CHOICE

MINNESOTA—GOVERNOR'S PLANNING COUNCIL ON DEVELOPMENTAL DISABILITIES

P



Reprinted, January 1993



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by
William T. Allen, Ph.D.

Originally developed for the Association of
Regional Center Agencies Integrated
Service Systems Project

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Sharing information. This is a chance for the consumer and those who work with him or her to talk about strengths and needs at home, at work and in the community. This is a time to review the Individual Program Planning Guide or the Home Interview, etc. In addition, the consumer may have made an audio tape of his or her ideas about the future.

Making plans. This is the time to develop plans for the next year which will help the consumer be more independent and productive at home, at work and in the community. Everyone must agree on them and the consumer has the last word.

Other Considerations. It is hoped that you decide to use many of these checklists and activities in your work. There are a few additional ideas to remember when adapting them to the needs of people with developmental disabilities in your area:

Language differences. You might want to have the materials translated into different languages.

Ethnic-cultural differences. You might want to consider where to hold the home interview, planning conference, etc. based on personal preference.

Procedural differences. Agencies have different procedures regarding planning and evaluating services, etc. These materials can be cut and pasted to work around those differences.

**CONSUMER-
BASED NEEDS
ASSESSMENT**

"My parents always had a dream for my brothers and sisters for when they grew up, but nobody had a dream for me, so I never had a dream for myself. You can never have a good life if nobody ever has a dream for you, unless you learn to have a dream for yourself."

Connie Martinez

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Asking people what they need is one way to help start thinking about what they want for themselves now and in the future. This section includes two samples of how to include people with developmental disabilities in assessing need for services:

Developed for PACE
Training Institute by
William T. Allen, Ph.D.

The Home Interview was written so that people with developmental disabilities can become more involved in developing their own training goals for where they live and work. Community-based training programs should be encouraged to use it or a similar tool.

Complete the Home Interview at the time of the annual review with the consumer, parent or residential and work service providers, and other interested persons.

At the end of the Home Interview, review the general kinds of service plan objectives you will be writing and ask for a summary from other service providers as well. Most important, ask the consumer if these are the kinds of things that he or she wants to work on.

Once each year, your residential and work service providers will sit down with you to fill out the attached home interview form. The information helps us to understand what people can do and what they want to learn to do. All of the interview forms are written in the first person, so that they can be filled out by the consumer or a parent or friend if help is needed.

The following pages contain:

The Home Interview Coversheet which is filled out before meeting with you.

A Personal Update which asks some questions about where you live, medical information, etc.

A Neighborhood Survey which asks some questions about the streets, friends and places that you visit in the community.

Likes and Dislikes which looks at the activities and foods that you like and dislike and things which might keep you from community activities.

HOME INTERVIEW

Ideas on how to use it

ASK, OBSERVE, ASK OTHERS

First, try asking people who can read or understand words or sign to complete the Home Interview on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the Home Interview.

Third, ask others who know the person well (like a friend or relative or service provider) to help complete the Home Interview.

A **Strengths and Needs Survey** which lists the things that you can do or need help with at home, in the community, in recreation/leisure activities and at work.

A **Summary Sheet** where we can sum up what we talk about.

A **Feedback Form** which you can fill out and send back to us after the home interview.

A copy of the home interview will be sent to you before we meet, so you may start to think about your answers. It's yours to keep and to write notes on.

After the home interview is completed, training objectives will be written into your individual service plan with your approval. These objectives will help guide the people where you live and work about the things you need help on and want to learn. Thank you for letting us come into your home for this interview. As you can see, the information is very important to everyone.

HOME INTERVIEW: AN EXAMPLE OF HOW IT WORKS

Here is an example of how a Home Interview could be used to set up a training plan:

John is twenty-eight years old and lives with three other people in a community residence. After completing a Home Interview, some of the things that we found out about John are that he:

- lives on a busy street with signals and crosswalks;
- visits a friend who lives several blocks away when he can get someone to drive him;
- goes to the mall, movies, fast food restaurants, and the library on a weekly basis;
- likes most foods, music, card games, outdoor sports and yardwork;
- gets along with his house mates;
- has no problems when traveling in the car, eating in restaurants, or on outings in the community;
- is good at completing easy household chores and taking care of his own personal needs;
- needs help in crossing the street, identifying himself to others, ordering food in a restaurant.

With this important information, John and the staff who work with him at home and at work were able to set up a training plan which included the following goals:

John will be able to identify himself to others.

John will be able to order a basic meal in a restaurant.

John will work on the landscape crew.

These are things which will help him live more independently and which can be worked on both at home and at work. This is an example of how the Home Interview can work for everyone.

HOME INTERVIEW COVERSHEET

This should be filled out before the interview. Don't forget to send the Home Interview to the consumer & service providers before your appointment.

Consumer: _____ Date of Birth: _____

Address: _____

Parent/Residential Telephone: (home) _____
Service Provider: _____ (work) _____

Directions to Place of Interview:

INTERVIEW SCHEDULE

Date: _____ Time: _____ Interviewer: _____

Place of Interview: _____

Present: _____

Things to bring along with you:

- The Home Interview packet;
- An extra blank copy to leave at home;
- Last year's Home Interview packet (if applicable);
- Other documents that will help complete the interview;
- A self-addressed, stamped envelope for returning the feedback sheet.

PERSONAL UPDATE

LIVING ARRANGEMENT

How long have you lived in this home? _____

Is this your _____ own home _____ parents' home _____ a community residence
other: _____

Do you _____ have your own room _____ share a room with someone

How many others live in the home? _____

How do you get along with others in the home? _____ very well _____ okay _____ not so well

If 'not so well', how come?: _____

Do you have relatives who live in this area? yes no

If yes, who? _____ How often do you visit? _____

MEDICAL INFORMATION

Are you currently using any prescription medications? yes no

If yes, please name the drug and when taken: _____

When was your last physical? _____ Who is your physician? _____

Did any problems show up on the physical? yes no

If yes, please describe: _____

Who is your dentist? _____

Any other health concerns? _____

OTHER INFORMATION

Are you currently receiving: _____ SSI _____ SSDI _____ Other: _____

If you are, who is the payee? _____

Do you have a guardian or conservator? yes no

If yes, who? _____

Other Notes:

HOME INTERVIEW LIKES AND DISLIKES

To help us in planning, it's important to get an idea of what you like to do/can do and what you do not like to do/need help to do.

FOODS (Snacks, treats, special diet?)

What kinds of food do you like? _____

What kinds of food do you dislike? _____

ACTIVITIES (Hobbies, sports, outings, places or events?)

What kinds of things do you like? _____

What kinds of things do you dislike? _____

CONCERNS

Are there times when you have problems that would keep you from community activities? (For example, toileting accidents, hitting others, taking things, loud screaming, wandering off, etc.)

Around the house? yes no

If yes, what? _____

HOME INTERVIEW NEIGHBORHOOD INVENTORY

This 'map' of the neighborhood will help develop a picture of where people live, work and play. It should be filled out first.

STREETS

What are the streets in your neighborhood that you use a lot? How do you use them?

| Street Name | Walk/Car/Bus? | | | If you walk, are there Signals/Crosswalks? | |
|-------------|---------------|-----|-----|--|-----|
| | W | C | B | S | C |
| _____ | ___ | ___ | ___ | ___ | ___ |
| _____ | ___ | ___ | ___ | ___ | ___ |
| _____ | ___ | ___ | ___ | ___ | ___ |
| _____ | ___ | ___ | ___ | ___ | ___ |

FAMILY & FRIENDS

Where are the homes of family and friends that you visit? How do you get there? How often do you visit?

| How far away? | | Walk/Car/Bus? | | | How often? | | | |
|---------------|-----------|---------------|-----|-----|------------|--------|---------|-------|
| 1-5 blocks | 5+ blocks | W | C | B | Daily | Weekly | Monthly | Other |
| ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |

HOME INTERVIEW STRENGTHS & TRAINING NEEDS

This is an opportunity to talk about the things that you like to do or can do and to think about the things that will help you be more independent in the community.

COMMUNITY STRENGTHS

Here are some examples of places where people go in the community:

- | | | |
|----------------------|---------------------|-------------------|
| grocery store | department store | shopping mall |
| laundromat | repair shop | convenience store |
| fast food restaurant | sit down restaurant | ice cream parlor |
| doctor's office | dentist's office | beauty shop |
| barber shop | health club | YMCA/YWCA |
| track | concert | swimming pool |
| recreational park | sporting event | bowling alley |
| skating rink | pool hall | tennis court |
| video store | library | movie theater |
| club | ball park | basketball court |

Where do you go and what do you do there?

Place:

Example:
Grocery Store

Activities:

Example(s):
Shop from a list, uses head pointer to select item,
wait in line

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

RECREATION & LEISURE STRENGTHS

Here are some examples of things that people do for fun:

- | | | |
|---------------|-----------------|----------------|
| frisbee | ball games | t.v. |
| skateboard | bike | skating |
| swimming | exercise bike | jogging |
| aerobics | computer games | electric games |
| board games | cards | coins |
| records | tapes | books |
| sewing | assemble models | knitting |
| visit friends | dancing | radio |

What do you do for fun?

Example: Listen to music tapes.

Activity:

Where do you do it?

Example: Library

Place:

RECREATION & LEISURE TRAINING NEEDS

What you would like to learn to do for fun?

Example: Play the tape recorder.

What gets in the way?

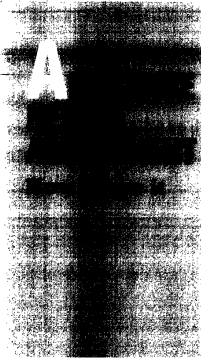
Example: I don't understand the buttons.

HOW WAS THE HOME INTERVIEW?

When your home interview is finished, please take a few moments to answer the questions below and then send the answers in the self-addressed, stamped envelope attached to the Home Interview packet. We will use your feedback to help make the home interview better.

| | YES | NO |
|--|--------------------------|--------------------------|
| 1. Was the interview held at a convenient time for you? If no, what time would be better: _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Was everyone at the home interview who needed to be there? If no, who else should have been there? _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the purpose of the home interview clear to you? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you know what will happen with the information? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Did all of your questions get answered? If no, what other questions do you have? _____ _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. What were the best things about the interview? _____ _____ | | |
| 7. What could have been better? _____ _____ | | |

Don't forget to mail this back to us. Thanks!



method for including people with developmental disabilities in gathering needs assessment information for the area where you live.

If you hold annual town meetings, make sure that you include consumers. One way to help is to provide all of the information 6-8 weeks before the meeting. This lets people work on it in smaller groups where they live or work. It also offers a better chance that people will participate in the town meeting and not just attend.

Another way is to assist consumers in holding a needs assessment workshop. Using an adapted version of the nominal group process (this works with professionals as well), consumers have a chance to talk about where they have been, where they are going and how they will get there.

ADAPTED NOMINAL GROUP PROCESS ANALYSIS

1. Getting people together

- * You can hold an area-wide workshop and invite everyone; or
- o Ask people to send representatives from their area; or
- * Hold smaller workshops where people live and work.

2. Materials

- * A place to hold the workshop.
- * Flip-chart paper, marking pens and tape.
- * A tape recorder or video-tape (optional).
- * Accessible bathrooms

3. The workshop

- * Introductions
- * A workshop leader
 - a. This always works best when a consumer leads the workshop.
 - b. Recorders (writers) are usually support staff.
- * The rules
 - a. Anyone can say anything
 - b. Try to talk about what everyone else is talking about
 - c. Don't talk while someone else is talking
- * Activity #1—Where We Have Been (optional)

During this time, people get a chance to talk about the past, like —

 - where they used to live and work
 - what was good about the past
 - what could have been better

All thoughts are written on the flip-chart paper in summary statements, like —
lived with parents
like going to school
didn't make any money

Activity #2—Where We Are During This Time, people get a chance to talk about the present, like —

where they live and work
what is good about the present
what could be better

All thoughts are written on the flip-chart paper in summary statements, like —

live in a house with my friends
like going to work
don't make enough money

Activity #3—Where We Are Going

During this time, people get a chance to talk about the future, like —

where they want to live and work
what things will make life better

All thoughts are written on the flip-chart paper in summary statements, like —

live on my own
a new job
make more money

Activity #4—How to Get There (Optional)

During this time, people

break into small groups and look at the statements they have made about where they are going (they have been grouped into areas, like transportation, living, working, etc.) Now, it's time to think of some ways to get there. Each group lists —

what is the biggest problem?

e.g. not enough buses
what are some examples?

e.g. you can't get downtown on the weekend, some don't have lifts, the bus drivers aren't nice

what could we work on first?

e.g. more buses on the weekend

how will we do it?

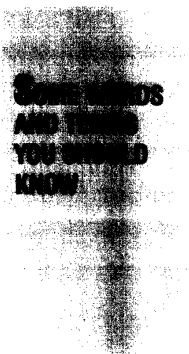
e.g. write a letter to the bus company and ask for a meeting

4. Time

This depends on whether or not you use all of the activities. If you just use activities #2 & #3, you should count on 2 hours and if you use all four activities, you should allow 4-5 hours.

5. A sample

The following pages provide a sample of a completed summary report.



Future: One to five years from today.

Goal: This tells the general direction a person is going in, like "living in an apartment or working for money."

Individual Program Plan: This is a written plan which tells a person's strengths and needs. It also lists goals and objectives for things that a person wants to learn now and in the future.

Need: This tells what a person wants to learn or do, like "use the bus, or count money or order food in a restaurant."

Now: Six months to one year from today.

Objective: This tells how and when a goal will be reached, like "learn to clean clothes in a washer and dryer by June of 1989."

Strength: This tells what a person can do, like "make the bed or buy things at the store or read."

If there are other words or terms that you want to ask someone about, just write them down:

| Word or Term | What it Means |
|--------------|---------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

SOME THINGS TO THINK ABOUT

1. The Individual Program Plan must list things that will help improve someone's skills or solve their problems in a certain way and in a certain amount of time - like "John will make a purchase of a snack item or soda in a store all by himself by the end of the year."
2. People learn things best in the places where they happen - like shaving in the bathroom or making a bed in the bedroom.
3. People learn things best when they use the real item - like using real money when learning how to count.
4. People learn things best when they do them at the time they are usually done - like brushing teeth after a meal or before going to bed.
5. People learn best from people - like learning how to work in places where other people work.
6. People learn best when the things that they learn are useful - like using the telephone or how to write a check.
7. It is important to think about things to learn that will help you become more independent where you live and work right now and where you will live and work in the future.

THINGS ABOUT YOU

HOME

Where do you live now?
 in the city in the country

Where do you want to live?
 in the city in the country

How do you live now?
 with other people on my own

How do you want to live?
 with other people on my own

What kinds of help do you need?
 none help with cooking help with chores help with eating
 help with getting dressed

WORK

What kind of work do you do now? _____

What kinds of work do you want to do? _____

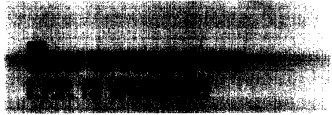
COMMUNITY

What kinds of places do you go to after work or school and on the weekends?

How will they get to and from work or school? _____

RECREATION

What kinds of things do you do for fun? _____



Here are some things to do before the meeting:

- ☛ Review what you have written in this workbook.
- ☛ Review your I.P.P. from last year.
- ☛ Write down any questions you want to ask.
- ☛ Ask who else will attend the meeting and make sure that no one else is left out.
- ☛ If you want help from someone else during the meeting, then ask for an advocate.

Here are some things to do at the meeting:

- ☛ Show people this workbook and talk about the things you want help on right now.
- ☛ Be positive.
- ☛ Ask questions.
- ☛ Take notes or bring a tape-recorder.
- ☛ Remind people that it's their job to help get the things you need to be more independent at home, at work and in the community.
- ☛ Ask for a fair hearing if you do not agree with the things that are written in your Individual Program Plan.

About every six months, you should look at your Individual Program Plan to see if things are going the way they were written. You should ask yourself the following questions:

| | YES | NO |
|--|--------------------------|--------------------------|
| 1. Are you learning to do things on your own? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are you learning to work and live with people who are not disabled? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are you working where you want to? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are you living where you want to? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you get to see your friends? | <input type="checkbox"/> | <input type="checkbox"/> |

Are there things that could be better?

If there are a lot of "no" answers to these questions or if things could be going better, then you should talk with your social worker about ways to make things right.

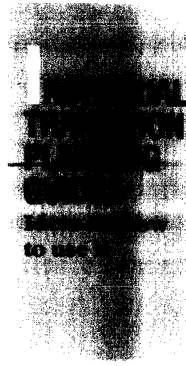
The I.T.P. guide was written so that people with developmental disabilities and their parents can become more involved in writing their own transition plans.

Find out about the transition plan process in the local school district and get involved.

This planning guide will be useful even if there is no formal process. Information developed in this workbook can be written into the I.E.P. if there is no Individual Transition Plan.

An audio tape of the consumer or parent's ideas for the I.T.P. could be made for those who are nervous about speaking to a group.

Include time to review the guide during the I.T.P. meeting.



**ASK,
OBSERVE,
ASK OTHERS**

First, try asking people who can read or understand words or sign to complete the transition activities on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the transition activities.

Third, ask others who know the person well (like a friend or relative or service provider) to help complete the transition activities.

7



Original versions developed
for: Sonoma County
Transitions Project Area IV
Developmental Disabilities
Board
by William T. Allen



The Transition Planning Guide (TPG) is designed to help students and their families in planning for the future. It should be used to help you get ready for your transition plan meeting.

The language of this guide is meant to encourage:

people with disabilities to fill it out on their own;

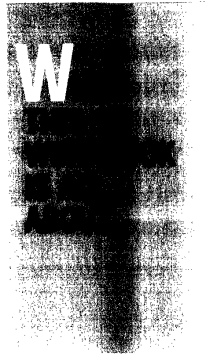
families and advocates to explain it to people with disabilities who cannot fill it out on their own.

Each activity is an important step in preparing for the Individual Transition Plan (ITP) meeting. Families, advocates and students should work together when filling it out. It will help:

- identify personal strengths and interests
- identify goals for the future.

WHAT IS AN INDIVIDUAL TRANSITION PLAN?

The **Individual Transition Plan** is a written plan which outlines what a student will need to live, work and enjoy life as an adult. It should be written at least four years before someone is leaving school. The I.T.P. is written with the help of the student, parent, teacher, case manager and adult service provider. It spells out what everyone needs to do in order to provide the training and services needed for a smooth 'transition' from school. It is a bridge between the Individual Education Plan and other plans — like the Individual Program Plan.



Now it's time to start thinking about what things should be written into your transition plan. The best way to do this is to think about what will help you most to live and work where you want to and to enjoy your free time.

Your family, teacher or social worker can help you with this, but you need to look at the list below and place an "X" next to the 3 things that you want to talk about the most at your transition meeting. If you want to talk about more things, then just say so at the meeting.

EMPLOYMENT & EDUCATION:

A place to work & train after graduation

What kinds of jobs would you like?

— Would you like to work on your own or with others?

Are there training services that would help you after high school, such as the community college or adult education?

How will you get to and from work or school?

Things you might want more information about (please check as many as you want).

- supported employment
- community colleges

- competitive employment
- rehabilitation facilities
- community education and training

— What kinds of help do you need from others?

LIVING ARRANGEMENTS:

A place to live

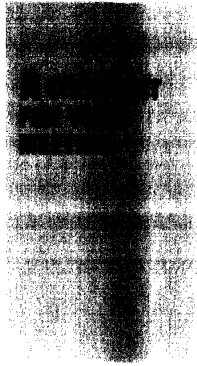
— Where do you want to live (in the city, in the country)?

— How do you want to live (with other people, on your own)?

— Things you might want more information about (please check as many as you want)

- family care home
- foster care
- semi-independent
- independent
- intermediate care facility

— What kinds of help do you need (none or do you need help with cooking and cleaning) from others?



HOW TO TELL IF THE PLANNING MEETING WENT WELL

When your transition plan meeting is over, fill out this worksheet.

- | | YES | NO |
|---|--|--|
| 1. Were all of the people that you wanted at the meeting? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did everyone look at the things that you wrote in this workbook? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you and your family, advocates, friends help decide what was written on the Individual Transition Plan? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did you get information about the kinds of services you might need after graduation? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Did you talk about all of the things on – Your interests, likes and dislikes Thinking about the future | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 6. Did you get to ask questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Did all of your questions get answered? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Are there transition goals for everything you marked on A Checklist for Your Meeting? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Are there dates for completing your transition goals? | <input type="checkbox"/> | <input type="checkbox"/> |

10. What were the best things about the meeting?

11. What could have been better?

If there are a lot of "no" answers to these questions, then you should ask to have another transition planning meeting.

HOW TO TELL IF THE TRANSITION PLAN IS WORKING

About every six months, you should look at your Individual Transition Plan to see if things are going the way they were written.

You should ask, if you have not graduated:

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Am I learning to be more independent? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Am I learning to work and live with people who are not disabled? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does some of my training take place in the community? | <input type="checkbox"/> | <input type="checkbox"/> |

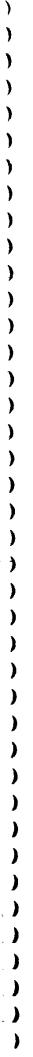
You should ask, if you have graduated:

- | | | |
|----------------------------------|--------------------------|--------------------------|
| 1. Am I working where I want to? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Am I living where I want to? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I get to see my friends? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do I need any special help? | <input type="checkbox"/> | <input type="checkbox"/> |

Are there things that could be better?

If there are a lot of "no" answers to these questions or if things could be going better, then you should ask to have another transition planning meeting.

7



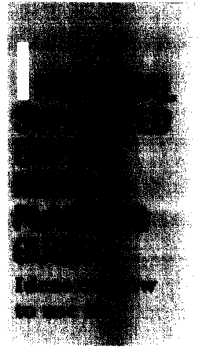
The ISEP guide was written so that people with developmental disabilities and their advocates or parents can become more involved in writing their own supported employment plan. Here are some ideas to think about in using it:

Provide it to the person 4-6 weeks before the supported employment planning meeting.

It could be placed on a tape for those who cannot read.

An audio tape of the consumer or parent ideas for the ISEP could be made for those who are nervous about speaking to a group.

Include time to review the guide during the planning meeting.



**ASK,
OBSERVE,
ASK OTHERS**

First, try asking people who can read or understand words or sign to complete the supported employment planning activities on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the supported employment planning activities.

Third, ask others who know the person well (like a friend or relative or service provider) to help complete the supported employment planning activities.

SOME WORDS & TERMS YOU SHOULD KNOW

Follow-along: This is what happens after a person is placed on a job. If you need something to help you keep your job, there will be someone who can help you. This is called follow-along.

Individual Habilitation Plan: This is a written plan which tells a person's goals for work and the kind of training it will take to reach those goals.

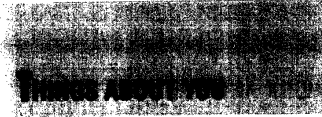
Individual Program Plan: This is a written plan which tells what a person needs to be more independent.

Job-coach: This is the person who will help you get used to your new job. That means helping you learn how to do the job in the way that is best for you.

Placement: When a person starts to work at a new job. It happens by matching what the employer needs with what you have to offer as a worker. There are individual placements and placements with others like work crews or work stations.

Other terms or words I want to know:

| Word or Term | What it Means |
|--------------|---------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Where do you live now?

- at home
- on my own
- supervised residence
- with a roommate
- other: _____

How much a month? _____

What do you do for fun?

Where do you want to live in the future?

- at home
- on my own
- supervised residence
- with a roommate
- other: _____

How do you get around in the community?

What kinds of work do you do now?

What kind of work do you want to do in the future?

What type of benefits do you receive - like SSI or Medicaid?

A CHECKLIST FOR FUTURE WORK NEEDS

Here is a list of things which will help you start thinking about the kind of job you might like to find.

What kinds of jobs are there in your community?

Do you want to work:

- on your own (individual placement); or
 with others (enclave or work crew)

How long can you work?

- 4-6 hours
 7-8 hours

Do you have any problems with walking?

- Yes No

Do you get to work on time?

- Yes No

Do you have medical insurance?

- Yes No

How do you get to and from a job?

- van parent
 take bus walk
 taxi ride bike

Are there times when you could not work?

- evenings
 weekends
 other: _____

Will you need help in:

- finding a job
 learning the job
 keeping the job

Do you have any problems with lifting?

- Yes No

Do you have any special physical needs?

- Yes No

If yes, what are they: _____

Do you get along with others?

- Yes No

Do you get social security benefits?

- Yes No

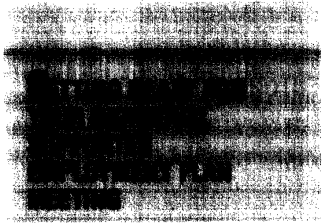
If yes, how much per month? _____

Do you need any special training?

- money management
 sex education
 cooking
 cleaning clothes
 other: _____

What kinds of things do you do for fun at home, in the neighborhood, community?

You may not know the answers to all of these questions right now, but you need to think about them. These are also the kinds of questions you need to ask the people who help you write your individual supported employment plan.



Here are some things to do before the meeting:

- Review what you have written in this workbook.
- Remember to write down any questions you want to ask.
- Ask who else will attend the meeting and make sure that no one is left out.
- If you want help from someone else during the meeting, then ask for it.

Here are some things to do at the meeting:

- Show people this workbook and talk about the kinds of work you want to do and the kinds of support that will help you keep your job.
- Be positive.
- Ask questions.
- Take notes or bring a tape-recorder.
- Remind people that it's their job to help you get the kind of work that will be best for you.

• Ask for another meeting if you do not agree with the things that are written in your Individual Supported Employment Plan.

A CHECKLIST FOR YOUR MEETING

Here is a list of things you need to talk about when you meet to write out your supported employment plan. Just check them off as you talk about them:

WORK PLACES.

- What kinds of jobs are there for you?
- Will you work on your own (individual placement) or with others (work crew or work station)?

THE KINDS OF HELP THAT YOU NEED.

- Help in finding a job, learning the job, keeping the job.

WORK STRENGTHS AND NEEDS.

- How long can you work (2 hours, 8 hours)?

- How hard can you work (lifting, walking)?
- Any special physical needs?

OTHER WORK STRENGTHS AND NEEDS.

- Do you get to work on time?
- Get along with others?

MONEY

- What about insurance, benefits, taxes, SSI/SSDI?

SPECIAL WORK NEEDS.

- Draft registration, social security number, driver's license, bus pass?

HOME AND WORK.

- How will you get to and from your job?
- Is your work schedule right for you and the people you live with?
- Are you moving soon?

OTHER TRAINING YOU MIGHT NEED.

- Taking the bus, taking care of money, cooking, cleaning?
- Sex education?

DOING THINGS WITH OTHER PEOPLE.

- Will there be chances for you to have fun with people at work, with family or with friends?

ANYTHING ELSE THAT YOU WANT TO TALK ABOUT.

YOUR WORKER'S HANDBOOK

There are things that you should know about where you work. If you fill out the list below, it will help you remember these things:

ABOUT THE JOB.

Name of the place where you work: _____

Address: _____ Phone: _____

What is your job: _____

Name of your supervisor: _____

What time do you start work? _____

What time are your coffee breaks? _____

When is lunch time? _____

What time is work over? _____

WORK RULES.

Is it okay to smoke? Yes No

Other special rules? _____

YOUR PAY.

How much do you get paid? _____

Do you get paid by the hour item day week?

When do you get paid? _____

YOUR BENEFITS.

Do you get paid holidays? Yes No

If yes, when are they? _____

Do you get vacation days? Yes No

If yes, how many days per month? _____

Do you get paid sick leave? Yes No

If yes, how many days per month? _____

Is there medical insurance? Yes No

If yes, who pays for it? _____

Is there paid dental insurance Yes No

If yes, who pays for it? _____

OTHER THINGS YOU SHOULD KNOW.

What do you do if you get hurt? _____

What do you do if there is a fire? _____

Who do you go to if you have a problem? _____

What does it take to get a raise? _____

What does it take to get fired? _____

What is the 'grievance procedure'? _____

**METHODS OF
CONSUMER-
BASED
EVALUATION**

C

In most service systems, it's the consumer that decides what does and does not work. Looking at a variety of services or products and deciding which one suits you best is another freedom of choice that we often take for granted. People with developmental disabilities should also have this freedom, for example:

- Choosing where to live;
- Choosing a job;
- Choosing service providers;
- Choosing a social worker;
- Evaluating where they live, work or go to school;
- Evaluating the staff who work with them.

Originally developed for Area
IV Developmental Disabilities
Board, 1983
Revised for LIFEPLAN, 1987
Adapted from the Site Visit
Checklist (North Bay
Regional Center, 1981)
by William T. Allen

The Housing Checklist was written so that people with developmental disabilities can become more involved in looking at the places where they live and finding out what they like and what could be better. It can also be used by consumers and parents who are thinking about places to live in the future.

Encourage people to look at the place where they live and complete the checklist on their own or with the help of an advocate or friend.

Give it to consumers and parents who are thinking about living options for the first time.

An audio tape of the checklist could be made for those who do not read.

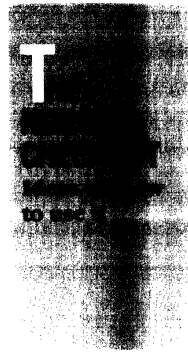
Include time to review the checklist during the annual service planning meeting.

HOW TO USE THIS CHECKLIST (For people who live in the house)

Here is a way to look at the house where you live or the house where you might want to live. It will tell you things that are good about a house and things that could be better.

The best way to use this checklist to look at the house where you live would be:

1. Hold a meeting to tell other people who live in the house what you want to do and see if they will help you.
2. Tell the staff who work at the house what you want to do and ask when they can help you with the checklist.
3. Look at each number, read the words and then ask, "Is this the house where I live?"
4. Check "yes" or "no".
5. Ask someone to write notes about what you find out in the box next to the words.
6. When you are all done, share the good things with other people and staff.
7. If there are things that could be better, ask staff and others if they will help change them.



ASK, OBSERVE, ASK OTHERS

First, try asking people who can read or understand words or sign to complete the checklist on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the checklist.

Third, ask others who know the person well (like a friend or relative or service provider) to help complete the checklist.

C

HOW TO USE THIS CHECKLIST
(For people who want to live in a house)

The best way to use this checklist to look at a house where you want to live would be:

1. Make sure you get a chance to visit the house and look around.
2. Ask someone who lives or works at the house if they can help you with the checklist.
3. Look at each number, read the words and then ask "Is this the house where I want to live?"
4. Check "yes" or "no".
5. Ask someone to write notes about what you find out in the box next to the words.
6. When you are all done, share the good things with other people and staff.
7. If there are things that could be better, ask staff and others if they will help change them.
8. Think about all of these things before you decide if you want to live in the house or not.

HERE IS WHAT TWO NUMBERS FROM THE CHECKLIST MIGHT LOOK LIKE WHEN YOU ARE DONE:

1. The house is near other houses where people live.

YES NO

What we know about the house

There are houses all around this house. Some have families with children, others have one or two people living in them.

19. There are things to do at the house for fun and exercise.

YES NO

Everyday after dinner we walk around the block. On weekends we go to the movies or to baseball games or swimming.

What we know about the house

1. The house is near other houses where people live.

YES NO

2. The house is close to stores, banks, places to eat and so on.

YES NO

3. The house is clean inside and outside.

YES NO

4. There is room to move around in the house without bumping into other people.

YES NO

5. There is a way to get heat into each bedroom.

YES NO

6. The bedrooms have a place to keep things, like a closet and chest of drawers.

YES NO

7. The beds are nice to sleep on and are big enough for each person.

YES NO

67

C

15. You can have friends and family come to the house and you can talk to them privately.

YES NO

16. Staff are nice to your friends and family when they visit you.

YES NO

17. Everyone has a written plan of training and activities.

YES NO

18. There is training that goes on each day to help you work on your written plan.

YES NO

19. There are things to do at the house for fun and exercise.

YES NO

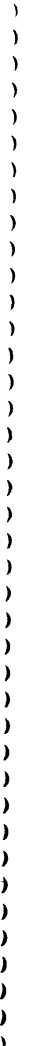
20. People can do things on their own like cook and wash clothes.

YES NO

21. People go to the doctor and the dentist when they need to go.

YES NO

7



The Workplace Checklist was written so that people with developmental disabilities can become more involved in looking at the places where they work and finding out what they like and what could be better. It can also be used by consumers and parents who are thinking about places to work in the future.

Encourage people to look at the place where they work and complete the checklist on their own or with the help of an advocate or friend.

Use parts of the checklist to interview consumers during program evaluations.

Give it to consumers and families who are thinking about work programs for the first time.

An audio tape of the checklist could be made for those who do not read.

Include time to review the checklist during the annual I.P.P. meeting.

HOW TO USE THIS CHECKLIST

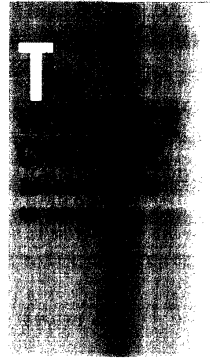
Here is a way to look at a training or employment service where you work or might want to work. It will tell you things that are good about a work program and things that could be better.

The best way to use this checklist is:

1. Look at each item, and check **yes or no**.
2. Write down notes about what you found out.
3. Think about all the things that you like about the work service.
4. If there are things that could be better, ask staff if they will help change them.

If you are thinking about a place where you might work:

5. Look at these notes and the notes you have on other work options and then see which one is best for you.
6. If you don't like what you see, then you might need to keep looking.



ASK, OBSERVE, ASK OTHERS

First, try asking people who can read or understand words or sign to complete the checklist on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the checklist.

Third, ask others who know the person well (like a friend or relative or service provider) to help complete the checklist.

HERE IS WHAT TWO NUMBERS FROM THE CHECKLIST MIGHT LOOK LIKE WHEN YOU ARE DONE:

2. The training service uses stores, banks and other places, to teach things — like how to use money.

YES NO

13. People get paid for what they do.

YES NO

1. The training service is near places — like stores and banks.

YES NO

2. The training service uses stores, banks and other places to teach things — like how to use money.

YES NO

3. When you are learning things, you are in small groups — like 2 or 3 people.

YES NO

4. Training will help people be more independent or get a job in the community.

YES NO

What we learned about the training service

People learn to purchase items at the store. They also use the bank and the library.

People get paid the minimum wage.

What we learned about the training service

5. The training service teaches things that adults need to know — like using the bus or how to use money.

YES NO

6. There are chances to be around people who do not have disabilities, other than staff.

YES NO

7. Staff talk to people at the training service like they talk to other adults.

YES NO

What we learned about the employment service

8. Jobs are located at community businesses.

YES NO

9. There is training for people when they first get a job.

YES NO

10. There is training for people if they need extra help after they get the job, like changes in job duties.

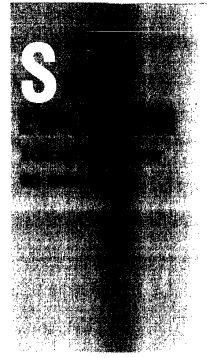
YES NO

The Staff Evaluation was written so that people with developmental disabilities can become more involved in evaluating the people who work with them.

Encourage residential and training or work providers to use it.

Consider using it as a way to ask consumers to look at how you are doing as their case manager.

An audio tape of the checklist could be made for those who do not read.



**ASK,
OBSERVE,
ASK OTHERS**

First, try asking people who can read or understand words or sign to complete the evaluation on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the evaluation.

Third, ask others who know the person well (like a friend or relative or service provider) to help complete the evaluation.

The IPP Checklist was written so that people with developmental disabilities can become more involved in asking for changes in their service plans when they are needed.

Provide it to all consumers.

Provide a self-addressed, stamped envelope, if needed.

An audio tape of the checklist could be made for those who do not read.

IPP CHECKLIST

My name is _____
and I want to talk to you about:

- Work or School
- Home
- Learning some new things
- Moving
- Problems with friend or family
- Learning about sex and family planning
- Getting a ride to go to places in the community
- Help with money
- My health
- Other things

Date received: _____

Action: _____

ASK, OBSERVE, ASK OTHERS

First, try asking people who can read or understand words or sign to complete the checklist on their own or with help.

Second, observe people who do not read or understand words or sign very well and act as their advocate (or choose someone else) in completing the checklist.

Third, ask others who know the person well (like a friend or relative or service provider) to help complete the checklist.

*Adapted from work by
Katrice Jaco, Becoming
Independent, Santa Rosa, CA

QUALITY OF LIFE SURVEY*

Name of Consumer: _____ Date: _____

I. YOUR JOB.

1. What do you do at work? _____

2. Who decided you should get this job? _____

3. What do you like about your work? _____

4. Do you want to work somewhere else? _____

If yes, where? _____

If yes, what stops you from changing your job? _____

II. YOUR HOME

1. Where do you live? _____

2. Who decided you should live there? _____

*Adapted from Quality of Life Index: A Consumer Questionnaire by Mary Biggs and Marylou Scavarda, September 1986 in QUALITY INDICATORS IN SUPPORTED EMPLOYMENT PROGRAMS: A Review System.

V. YOUR MONEY

1. Where does your money come from? _____

2. Do you cash your own check(s)? _____

3. What do you like to spend your money on? _____

4. Who decides how you spend your money? _____

5. Would you rather spend your money on something else? _____

If yes, how? _____

6. What stops you? _____

OTHER WAYS

There are other ways to include people with developmental disabilities in the evaluation of the programs they use. One way is to provide training for consumers to participate on evaluation teams. This has already happened successfully in some states. The key is to use information that is written in easy-to-understand language and to offer support and training.

For people who have fewer skills, there are additional ways to encourage participation:

- provide a support service assistant to help read and record notes;

- use a tape recorder;

- ask consumers to complete one part of the evaluation, e.g. questions which have to do with rights, etc.

The following pages provide some examples of evaluation information written in easy-to-understand language.

(Full text is available from
Area IV Board on
Developmental Disabilities,
1700 Second St., Suite 384,
Napa, CA 94558 (707)
252-6644.)

EVALUATION INSTRUMENT:

A Normalization and Development Instrument (1978)

Original Version
Rights 8.2 **The agency receives feedback from individuals served.**

This can be done by regular group sessions which are designed to obtain suggestions from individuals as well as surveys, questionnaires, suggestion box, and meetings with individuals and their families to obtain comments. Give **partial** credit if the means used are informal and on an ad hoc basis, or if only one method is utilized. Give credit for **yes** if two of more means are used on a regular basis.

- yes
- partial
- noncompliance
- not known
- not applicable

Understandable Version
Rights 8.2 **People who go to the program are asked what they think about it.**

People who work at the program ask people what they think about it by meeting with them. They also write down people's ideas about what is good and what could be better. If they listen, but don't write anything down, then mark **sometimes**.

- yes
- sometimes
- never
- don't know
- does not apply here

EVALUATION INSTRUMENT

Proposed Residential Quality Assurance Standards, State of California Department of Developmental Services

Original Version
Rights 2.1

A statement of resident rights is posted where it is easily accessible to residents and visitors. The statement includes a description of procedures to be followed and whom to contact if the person has questions or complaints regarding rights.

Understandable Version
Rights 2.1

There should be a list of rights where people can see it every day. It should say who people can call for help about their rights.

Other evaluation instruments which are available and have successfully used consumer participation include:

Residential Evaluation Project
Area III Board on Developmental Disabilities
2400 Glendale Lane, Suite A
Sacramento, CA 95825

A Guide to Program Quality Review
of Day Programs
State of Connecticut
Department of Mental Retardation
Available from Linda H. Rammler
286 Barbara Road
Middletown, CT 06457

(The full text of these standards in understandable language is available from Sonoma County Citizens Advocacy, P.O. Box 4449, Santa Rosa, CA 95402 (707) 578-6070.)

Another way to increase participation in the service system is to provide consumers with information that is easy to understand. People with developmental disabilities and their friends and advocates should have access to the same information that is available to all others. Access means understanding written materials:

so that people with developmental disabilities who read, can read it and use it;

so that people who advocate for those who cannot read, can explain it more easily;

so that we can all understand something together.

It's really not difficult to do. Writing in an understandable way is writing in a more conversational style. It's how you would talk to someone who you know and respect. The following pages contain some examples.

CONSUMER RIGHTS STATEMENT

Rights are the things that the law says you should get, like the training that you need to live and work like everyone else. You have many rights when you work here:

You have the right to be by yourself when you want to be.

You have the right to be treated well by the staff.

You have the right to a safe place to work, where you won't get hurt.

People do not have the right to say or do bad things to you or keep you from eating or take your money.

You have the right to know the rules about working here.

You need to know what to do when you don't like something.

You have the right to speak up for yourself.

You have the right to ask for an advocate, or someone to speak up for you.

You can ask that a report about how you are doing be given to you, your family or your advocate.

You have the right to have your questions or concerns answered as soon as possible.

You have the right to have a place to keep your things.

You have the right to use a telephone for private calls.

None of your rights can be taken away without a chance for you to tell your side of the story.

You have a right to get the training you need to live and work more independently.

You have the right to see a doctor when you need to and without waiting a long time.

Staff cannot do things that might physically hurt you.

ADAPTING BY-LAWS

By-Laws of the Area IV Board on
Developmental Disabilities

Original Version
Section 10.03 **All votes must be
cast in person, not by proxy.**

Easy to Understand Version
Section 10.03 **You have to go to
board meetings, if you want to
vote on things.**

Original Version
Section 2.01 **Area IV Board is
established by, and shall operate
always in accordance with the
provisions of, the Lanterman
Developmental Disabilities
Services Act, hereinafter
referred to as the Lanterman Act,
as passed by, and as may be
amended by, the Legislature of
the State of California.**

Easy to Understand Version
Section 2.01 **The area board will
follow the law that is called the
Lanterman Act.**

NOVEMBER, 1987 AN ELECTION WORKSHEET FOR PEOPLE WITH DISABILITIES IN CALIFORNIA

People with disabilities and their
families make up about 14% of
those who live in California. This
can mean a lot of votes for those
who are running for offices in
November. So, it's important that
everyone votes.

As you think about how to vote,
here are some questions to ask
yourself about the people who want
your vote:

What will he/she do to help get
more people with disabilities into
jobs?

How will he/she support parents
who choose to keep their
children with disabilities at
home?

What will he/she do to make
homes for people with
disabilities safe and good?

WHAT TO DO IF I DON'T LIKE SOMETHING: A GRIEVANCE PROCEDURE FOR CONSUMERS

If something happens to you in the place where you live or work and you think it takes away one of your rights, then you can start a grievance.

What are your rights? Rights are the things that laws say you should get, like the training that you need to live and work like everyone else.

What is a grievance? It is what happens if you think that the program is taking away one of your rights. A grievance gives you a chance to tell your side of the story and to try to get things changed.

What do you do?

- 1. Tell someone who works with you about the problem. They will help you write it down on a piece of paper.
2. This staff person will try to help you with your problem and tell you an answer to it in words and writing within 7 days.
3. If you don't like the answer, then you can take the problem to the Director of the program. The Program Director will then try to help you with your problem and tell you an answer to it in words and writing within 7 days.
5. If you don't like that answer, you can take the problem to your social worker.

**PROMOTING
SELF-
ADVOCACY**

Raymond Loomis

All of the information presented in the previous sections is focused on helping people with developmental disabilities become more involved in the decisions which affect their lives. While we can advocate for others through the best of intentions in a consumer-oriented service system, the most important method of advocacy is self-advocacy. Self-advocacy is people speaking up for their own rights in their own individual ways.

Self-charting. For example, a picture symbol calendar for self-care and chores.

Jack will complete all of his self-care at home without staff reminders.

Assertiveness training. For example, an assertiveness training class at the community college.

John will complete the assertiveness training class with assistance and transportation as needed.

Self-advocacy training. For example, joining a local People First chapter.

Margaret will attend monthly People First meetings with assistance and transportation as needed.

Annual planning meetings. For example, making sure that the consumer is present and allowing for time to make sure that he or she understands what is happening.

Jack will complete the IPP Planning Guide with assistance before the next annual meeting.

"We are people first, and our handicaps are second. We wish people would recognize this and not give us a tag like handicapped or retarded."

People First of Nebraska

There are many materials which are now available to help train people in self-advocacy. They include:

Assertiveness: By Laura Crawford and Mary Hart-Furman. From People First of Washington, P.O. Box 381, Tacoma, WA 98401. \$1.00

A curriculum for teaching the differences between non-assertive, assertive and aggressive behavior. Includes graphics for non-readers and skits for practicing the behaviors.

Evaluation-Every Person's Right. By Barbara Noone Gibbons and Jacqueline Osborne. From Kansas University Affiliated Facility, 348 Haworth, Lawrence, Kansas 66045. \$2.50

Uses easy to understand language and pictures to explain what evaluation is, and one's right and need to evaluate services.

The Self-Advocacy Workbook. By Nancy E. S. Gardner. From Kansas University Affiliated Facility, 348 Haworth, Lawrence, Kansas 66045. \$13.00

Covers many aspects of starting and running a self-advocacy group along with stories, questions and answers and checklists.

The People First Handbook. From People First of Washington, P.O. Box 381, Tacoma, WA 98401. \$10.00

Describes the philosophy of People First and how to start a chapter, e.g. choosing officers, handling money, etc.

How to Work with the System and Win. By Barbara Noone Gibbons and Jacqueline Osborne. From Kansas University Affiliated Facility, 348 Haworth, Lawrence, Kansas 66045. \$2.50

This booklet offers illustrated steps on how to get across your point, for example, how to be assertive.

Advisor's Guide for Self-Advocacy. By J. Jeff Woodyard. From Kansas University Affiliated Facility, 348 Haworth, Lawrence, Kansas 66045. \$4.00

This booklet was written to help advisors start self-advocacy groups and provides practical step-by-step information.

Board and Care. A rental film from Pyramid Films, P.O. Box 1048, Santa Monica, CA 90406-1048.

A movie about a woman who is forced to move away from her friends. It explores the issues of who should decide what is best for people.

People First. A rental film from James Stanfield & Associates, P.O. Box 1983, Santa Monica, Ca 90406.

A documentary about the second People First convention in Oregon in 1975. Presents information from consumers about what People First is all about and what it means to people.

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