

Residential Service Guidelines



Washington State
Department of Social
& Health Services

Developmental Disabilities Administration

Revised April 1, 2013
Originally Published October 1988

Residential Service Guidelines

The Developmental Disabilities Administration (DDA) endeavors to make a positive difference in the lives of people eligible for services, through offering quality supports and services that are: individual/family driven; stable and flexible; satisfying to the person and their family; and able to meet individual needs. Supports and services shall be offered in ways that ensure people have the necessary information to make decisions about their options and provide optimum opportunities for success.

These values guide our work:

- *All persons with developmental disabilities shall be provided every possible opportunity to live in a manner consistent with the general citizenry.*
- *The Administration will promote the development and implementation of new techniques and program approaches to ensure opportunities for positive change and for personal growth and development toward maximum independence.*
- *All services to persons with developmental disabilities should be based on individual need and designed to preserve human dignity, protect civil and human rights and encourage the involvement and responsibility of the individual's family and community.*

The Developmental Disabilities Administration wants people who receive residential services to experience these benefits:

- Health and Safety
- Personal Power and Choice
- Personal Value and Positive Recognition by Self and Others
- A Range of Experiences Which Help People Participate in the Physical and Social life of Their Communities
- Good Relationships with Friends and Relatives
- Competence to Manage Daily Activities and Pursue Personal Goals

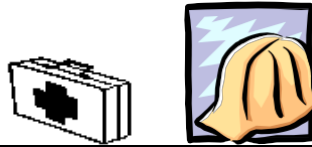
The benefits characterize good quality life for all people and people with developmental disabilities should not be deprived of them because they need specific services to meet their special needs.

Effective residential service providers learn to offer necessary assistance with housing and daily living in ways that increase people's experience of these benefits. Since each person has unique preferences for realizing these benefits and makes unique decisions when facing conflicts among them, this learning process will challenge every program's capacity to offer individualized service. Because current regulations governing

residential services focus on different requirements, implementing these guidelines may require planned changes in the organization of a program's resources.

This document contains a statement of each benefit, a narrative description of the important elements in each benefit, the criteria which will determine the accomplishment of the benefit, and a statement relating to how each criteria will be measured.

Health and Safety



People should live safely in environments common to other citizens with reasonable supports offered to simultaneously protect their health and safety while promoting community inclusion.

Many people with developmental disabilities rely on residential services for assistance in safe and healthy daily living. Some people are vulnerable to exploitation and abuse; some need substantial assistance to promote their health.

Residential services show due regard for health and safety when they:

- Meet or exceed applicable federal, state and local fire, health and safety regulations, policies and procedures
- Carefully consider each person's health status and regularly review the effectiveness of staff efforts to assist the person to maintain good health
- Carefully consider each person's vulnerability to abuse, neglect or exploitation and regularly review the effectiveness of staff efforts to offer appropriate protection
- Recognize the importance of the other benefits - relationships, choice, valued roles, integrative activities and increased competence - to safety and health and develop creative ways to meet health and safety needs while increasing the experience of the other benefits

Benefit: *People shall be safe and have their health needs met.*

Criteria:	Measurement:
1. The program meets all applicable federal, state and local fire, health and safety regulations.	Documentation of compliance.
2. The program has all current and applicable licenses and certifications.	Documentation of licensure/certification.

Criteria:	Measurement:
<p>3. The program maintains written documentation that describes the health status of each participant, including current health needs and health-related services. Health care documentation specifies each individual's level of need for routine help; necessary assistance in using health care providers; support and encouragement to seek information and advice on health problems and take advantage of opportunities to improve one's own health.</p>	<p>Documentation of health status.</p>
<p>4. The program has a written plan which describes the ways in which participant's safety is enhanced.</p>	<p>Documentation of written plan.</p>
<p>5. The program employs means for protecting health and safety which are not unduly restrictive and are as typical to means used by other community members as possible.</p>	<p>Observation of program.</p>
<p>6. The program uses a valid and reliable information system which reports participant benefits described in these guidelines.</p>	<p>Documentation of validity and reliability of reports.</p>



Power and Choice

People should experience power, control and ownership of their personal affairs. Expression of personal power and choice are essential elements in the lives of people. Such expressions help people gain autonomy, become self-governing and pursue their own interests and goals.

People grow and develop by expressing their own unique preferences, by choosing and trying for their own important objectives, regardless of whether or not they succeed in getting them. People also learn by being able to say what they want and figuring out how to obtain other people's cooperation.

Some people with developmental disabilities rely on residential services for support and encouragement to grow and develop, to gain autonomy, become self-governing and pursue their own interests and goals. Residential programs should take positive actions to protect and promote the dignity, privacy, legal rights, autonomy and individuality of each person who receives services.

In order to respond effectively residential programs and their staff must listen carefully to what each individual expresses in terms of desires, plans and preferences. By listening carefully, programs and staff will also be able to discern how each person expresses those choices.

Benefit: *People shall have personal power and choice.*

Criteria:	Measurement:
1. The program's individual planning efforts focus on listening to the person and the person's friends and allies to discover individual goals and preferences.	Documentation of the individual planning process and observation of an individual planning session.
2. The program's physical environments, groupings and schedules are organized to allow people to express preferences and make decisions.	Observation of the physical environments, groupings and schedules.
3. Program staff demonstrates respect for individual choices, encourages the expression of each participant's individuality and personal power and protects each participant's personal and environmental privacy and legal rights. The program ensures staff understand how to carry out these responsibilities and periodically reviews their efforts.	Documentation of staff job descriptions, staff training and periodic staff evaluation; staff report; participant report and observation.

Criteria:	Measurement:
4. The program encourages participants to seek information about their rights and responsibilities and to act on what they learn.	Documentation of program policy regarding participant rights; participant report; observation.
5. The program offers people experiences on which to base choices and opportunities to expand their experiences.	Documentation of experiences and opportunities program is able to offer participants.
6. The program negotiates conflicts between participants and staff rather than imposing solutions on people. The program uses third party mediators when conflict remains unresolved. The program insures that people have outside advocates when important interests are at stake.	Documentation of policy relating to participant/staff conflicts.
7. The program clearly specifies what the person may expect from the program and what the program expects in exchange.	Documentation of information provided, when it was provided, how it was provided and by whom.
8. The program regularly seeks information about people's satisfaction with the services they receive and their ideas for improvement.	Documentation, at least annually, of results of satisfaction surveys or other means of eliciting information on participant satisfaction.
9. The program involves participants in policy development and governance.	Program has a policy describing how participants are involved in policy development and governance; documentation of how people are involved.



Status

Status is valued perception by self and others. Such positive recognition is important to all people and is influenced by factors such as roles, activities, personal appearance and residence.

Some people with developmental disabilities rely on residential services for assistance in participating as a community member, managing daily activities, maintaining personal appearance, managing money, making purchases, creating opportunities to make friends, maintaining personal relationships, pursuing personal interests and locating, furnishing and keeping up their homes. Some people live in homes owned by the program from which they receive support.

The ways a program offers such assistance affect people's status or positive recognition by influencing the way they are seen or perceived by themselves and by others. Programs should offer assistance to participants in ways which promote people's status and credibility. Programs should seek to offer assistance in ways that are appropriate to the age of the person, typical to other members of the community and contribute to the person's feelings of self-worth and positive regard by others.

People should be encouraged to take positive roles in the settings and activities they select. In providing assistance and encouragement programs should pay attention to the culture and ethnic background of participants. The greater the difference in culture and background between staff who are giving assistance and the people receiving support, the more carefully and respectfully staff must listen to the person and the person's allies.

Benefit: *People shall be valued and have positive recognition.*

Criteria:	Measurement:
1. With the participation of persons who receive services the program shall periodically seek to identify options for valued roles and activities which contribute to personal status which the program is able to offer participants. The program shall ensure such options are age-appropriate, typical to other members of the community and recognized as contributing to the value of the person or community. In identifying such options the program shall share with participants the consequences of the choices they make on their social status, opportunities for jobs, making new friends and inclusion in community affairs.	Documentation of options for valued roles and activities to which program is able to offer access. Evidence of participant's contribution to development of options.

Criteria:	Measurement:
<p>2. The program enables (with the help of an advocate, if necessary) each participant to select from the available options a variety of personally meaningful ways to increase status including, but not limited to, contributing to community, social and other activities, improving home or personal space and improving personal appearance.</p>	<p>Information about the choices individuals make for valued roles, activities improving home or personal space and improving appearance; staff report; participant report; observation.</p>
<p>3. Periodically the program shall review with each participant and advocate, if necessary, the participant's satisfaction with the choices each has made about roles, activities, personal appearance and appearance of home or personal space and identify what changes, if any, the person would like to make.</p>	<p>Documentation of the person's satisfaction with those elements which contribute to feelings of worth and positive recognition by others.</p>
<p>4. The program ensures staff understand the value of and the ways to help participants achieve enhanced status. The program periodically reviews the quality and quantity of options provided, the ways staff seek to assist people and the attention paid to differences in cultural and ethnic background.</p>	<p>Documentation of staff training; documentation of periodic self-evaluation.</p>
<p>5. The program ensures that the location, design, furnishings and maintenance of homes owned by the program in which residential services are provided contribute positively to the status of persons who live there.</p>	<p>Observation of residence.</p>

Integration



People should be present and actively participate in the community using the same resources and doing the same activities as other citizens.

Some people with disabilities rely on residential programs for connections to and support for their participation in the everyday life of their community.

Residential programs promote integration when they:

- Assist people to locate their homes in residential areas which are convenient to a range of places to shop, bank, eat, worship, learn, make friends and otherwise participate in community life
- Assist people to use available transportation to get where they need and want to go
- Encourage people to participate in a variety of activities and to try new places and activities outside their homes and service settings
- Encourage people to meet other people, participate with other members of the community (not solely other participants in their program or staff who are paid to be with them) in shared activities and join associations of interest that offer membership

Benefit: *People shall have a range of physically and socially integrated experiences.*

Criteria:	Measurement:
1. With the participation of persons who receive services the program shall periodically seek to identify the variety of activities and places of interest in the community in which people may participate. The program shall ensure such options are activities and places of interest which are available to all members of the community.	Documentation of what activities and places of interest are available in the participant's community.
2. The program enables (with the help of an advocate, if necessary) each participant to select from the available options a variety of personally meaningful activities and places to go.	The program has information about integration activities it helps initiate or facilitates for each person.

Criteria:**Measurement:**

3. The program provides opportunities for persons who receive services to experience a balance between activities in which they participate with staff or persons paid to be with them and other participants in their program and other members of their community.

The program has information about which activities occur solely with other participants in the program and/or paid staff and those activities which include other members of the community.

4. Periodically the program shall review with each participant and advocate, if necessary, the participant's satisfaction with the choices of activities and number of activities each has made and identify what changes, if any, the person would like to make.

Documentation of the person's satisfaction with those activities in which he or she participates.

5. The program ensures staff understands the value of and the ways to help participants get involved in typical community activities. The program periodically reviews the quality and quantity of options provided and encouraged, the ways staff seek to assist people and the attention paid to individual choices.

Documentation of staff training; documentation of periodic self-evaluation.

6. The program assists people to locate residences in typical neighborhoods with access to resources such as markets, banks and shops.

Observation of residence location, architecture and ease of access of community resources.



Relationships

Friends and family offer people essential support and protection. They lend continuity and meaning through life and open the way to new opportunities and experiences.

Many people with developmental disabilities rely on residential services for assistance in maintaining relationships with family and friends. Help may also be needed to meet new people and make new friends.

An effective residential service protects existing relationships and supports new ones. An effective program creates opportunities to assist people to meet and make friends with neighbors, co-workers and other community members.

Residential programs support relationships when they:

- Identify the people who are important to each person with a disability and provide the person with necessary assistance to re-establish or maintain contact with them
- Recognize that family members are very important to some people and work to negotiate any conflicts that arise between the program and family members in ways that protect relationships
- Structure staff roles to promote and celebrate their ability to build bridges to friendship for people with disabilities
- Encourage people to reach out to other people they want to get to know. Some people who have been socially isolated may need guidance and coaching to assist them in making friends
- Encourage people with handicaps to discover what they have in common with people with developmental disabilities
- Welcome the people a person with a disability chooses as friends. Occasionally the person's choice of a friend may conflict with the person's health and safety interests. Respectfully negotiating these situations tests the quality of staff relationships with the people they serve

Benefit: *People shall have a range of relationships with family, friends, peers, and other community members.*

Criteria:**Measurement:**

1. Periodically persons who receive residential services are offered an opportunity and provided with a way (such as a list or pictures) to identify those persons who are significant in their lives and with whom they would like to maintain contact. If necessary, the program ensures that an advocate, friend or family member is available to assist the participant.

Documentation, at least annually, shows the relationships which each participant has identified as significant.

2. The program assists participants in maintaining, expanding or improving their network of relationships by providing opportunities for interaction with a variety of others.

Information about opportunities provided to participants to assist them in maintaining, increasing or improving their relationships; information showing the variety of relationships which each participant enjoys; information about contacts with significant others identified in criteria #1.

3. The program supports building positive relationships by helping participants and staff identify the qualities of friendship which promote good relationships.

Documentation of periodic work with staff and participants which focus on the attributes of friendship and positive relationships.

4. Staff roles are designed to create opportunities for people to make and keep friends, respectfully negotiate conflicts with family and respectfully negotiate people's choices of friends when they appear not to be in their best interests. The program conducts periodic self-evaluation on these efforts.

Documentation of staff job descriptions; documentation of staff training in values of friendships and art of respectfully negotiating conflicts; documentation of periodic self-evaluation.

5. Periodically persons who receive residential services are asked to indicate their satisfaction with the range of relationships which they currently have and whether they would like assistance in enlarging their personal support networks. If necessary, the program ensures that an advocate, friend or family member is available to assist the participant.

Documentation, at least annually, of participant satisfaction with current range of relationships; documentation of assistance by an advocate, friend or family member as necessary.



Competence

Competence is the capacity to do what you need and want to do. There are two ways to be competent. You may be self-reliant and able to do things for yourself or you have the power to identify and obtain the help you need from others.

Some people with developmental disabilities need assistance to do what they need and want to do. Sometimes people will be able to learn the things they need to know to be self-reliant. Sometimes they will need assistance to get the help they need to get things done. Sometimes people will be able to direct their learning or direct the support they need. Sometimes people will need assistance to decide what to learn and how to direct their support system.

Persons who receive residential services should have opportunities to be as self-reliant as possible and to determine the level, type and provider of support that they need. Effective programs ensure that lack of skills or lack of ability to direct supports needed are not barriers to choice, positive status, integration and relationships.

Residential programs build competence when they:

- Offer people functional, age-appropriate opportunities to learn relevant skills in which they have indicated an interest or a need to know
- Help people define skills they would like to learn and assess the feasibility of mastering the skills in a reasonable period of time
- Assist people by doing activities or adapting activities in environments that are important to the person and relevant to the activities
- Provide direct assistance when a person needs it, including back-up help when a person tries to be self-reliant and fails
- Offer people opportunities to use the skills they have, including skills of defining, negotiating and directing the help they need
- Offer people opportunities to learn to define, negotiate and direct the help they need
- Structure staff roles to fit the needs of the people served including being able to teach and give direct assistance

Benefit: *People shall be competent.*

Criteria:	Measurement:
<p>1. The program has a reliable way to be informed of the preferences and interests of persons who receive services, particularly as they relate to areas in which people desire to increase their competence.</p>	<p>Documentation of a reliable method for eliciting participant's preferences and interests.</p>
<p>2. Instructional or direct assistance procedures are designed which foster individual choices and control of daily events rather than compliance with a training curriculum or activity schedule.</p>	<p>Documentation of connection between participant's preferences and interests and the development of skill training objectives.</p>
<p>3. Content, procedures and materials used to support learning are relevant to the age, individual needs and preferences of participants.</p>	<p>Observation of training and direct assistance content, procedures and materials.</p>
<p>4. Learning experiences are focused on the acquisition of skills which are relevant to everyday life, are reinforced by the demands of each participant's day to day life and occur as a natural part of the environment.</p>	<p>Documentation of the relationship between what participants are learning and what is relevant to daily living; observation of learning programs.</p>
<p>5. Time frames in which skills are expected to be learned are established. The program has a reliable way of recording progress. If time lines are not met, the program demonstrates that other methods (such as adaptive devices, alternative strategies or direct assistance) are implemented.</p>	<p>Documentation of skill development time frames and method of recording participant's progress. Documentation of consideration of alternative methods if skill development time frames are not met.</p>
<p>6. The program assists participants to identify needed and desired supports and documents participant's needs as well as the supports which have been obtained.</p>	<p>Documentation that the need for supports of all types has been considered and, at the participant's (or advocate's, if necessary) direction, that these supports have been obtained.</p>
<p>7. Training, experience and expertise of staff relate to needs of the participants and the mission of the program.</p>	<p>Documentation that the program has considered participant's needs in hiring and training staff.</p>
<p>8. Periodically, but at least annually, the program asks participants (with the help of advocates, if necessary) to indicate their satisfaction with what they are learning, the direct assistance they receive and what, if anything, they would like to change about the things they are learning or the direct assistance they receive.</p>	<p>Documentation of each participant's satisfaction with the range of skills learned, adaptations made and direct assistance received.</p>