

QUALITY RESIDENTIAL AND OTHER SERVICES

FOR ADULTS WITH AUTISM

(An Individual, Family and Providers' Guide)

“Does The Service Provider Offer Quality Services for Adults With Autism?”

Purpose

The attached document, “*Quality Residential and Other Services for Adults with Autism*”, can be used by parents, guardians and service providers as a framework to assess potential services for adults on the Autism Spectrum. More specifically, this guide can be used to determine if an agency, vocational program or residential service provides services that are consistent with values of the family and are designed to meet the needs of adults with autism.

Using this Guide

The guide has been created to highlight the following six critical categorical indicators that reflect “Quality of Care.”

1. Health and Safety
2. Happiness/ Well Being
3. Community/Recreation/Leisure
4. Staff
5. Administration
6. Program



For each of the previously mentioned categories of quality indicators, there are subcategories to consider. For example, when you want to evaluate the quality of care related to the “Health and Safety” of your adult with autism, you are directed to investigate the following sub-categories:

1. Health and Safety

1.1 Health Care

- Medical Care
- Dental Care
- Dispensing Medicine
- Diet
- Physical Activity and Exercise
- Personal Hygiene

1.2 Environmental Issues

- Cleanliness
- Individual Sensory Needs
- Visual Supports
- Physical Accessibility

1.3 Safety

- Emergency Safety Plans
- Consumer Safety Drills
- Visual Supports for Safety
- Staff Trained in Safety Measures

For each of these subcategories there are questions for you that could help in determining if an agency/provider services are appropriate to the needs of your adult with autism. You are encouraged to add some of your own questions to the list. There is a section on the guide for note keeping. Please be aware that providers may not be able to disclose specific details for some of your questions due to laws protecting individuals in their care.

Hopefully, this guide will provide a framework to use in determining the Quality of Care that a residential or service provider might offer for your adult with autism. Providers could also use this guide to evaluate their own services in relationship to Quality Indicators needed to serve individual adults with autism.



Summary and Background

This guide has been developed over a two-year period as part of a project initiated by the Southwest Ohio Regional Autism Advisory Committee (SWORAAC) and the Northwest Ohio Regional Autism Advisory Committee (NWORAAC). The guide was developed by a Steering Committee comprised of representatives from: Southwest Ohio Regional Autism Advisory Committee; Northwest Ohio Regional Autism Advisory Committee; Ohio Center for Autism and Low Incidence (OCALI); Ohio Department of Developmental Disabilities (Interagency Work Group on Autism); Residential Providers and Ohio family members including parents of adults with Autism. Panels of residential and service providers throughout Ohio were asked to review the guide and offer suggestions for improved usage.

In using this guide “*Quality Residential and Other Services for Adults with Autism*”, we would ask that you provide any feedback for improving this tool to the Steering Committee who developed the tool.

Steering Committee

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**Quality Residential and Other Services for Adults with Autism
A Guide for Individuals/Families/Service Providers**

Provider/Agency:		Type of Program:		Date:	
Contact Person:		Phone Number:		Email:	

Topics	Questions	Notes
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1. Health and Safety

Health Care		
Medical Care:		How do you provide medical care?
Dental Care:		How do you provide dental care?
Dispensing medicine:		How do individuals get medications?
Diet:		How do you provide for individual preferences/dietary needs?
Physical Activity & Exercise:		What opportunities are there to exercise/have physical activity?
Personal Hygiene:		How do you assist/support routine daily hygiene?

Environmental		
Cleanliness:		How do you keep the environment clean?
Technology:		How do individuals access technology?
Sensory needs:		How do you modify the environment to meet sensory needs?
Visual supports:		What visual supports for daily living are posted?
Physical accessibility:		What accommodations are available for accessibility?

Safety			
Emergency safety plans:		What are your emergency safety plans?	
Safety drills:		What safety drills are practiced with individuals and how often?	
Visual supports for safety:		Where are visual supports for safety posted?	
Staff trained in safety measures:		How are staff trained in safety?	

2. Happiness/Well Being

Choice			
Opportunity for choice:		How do you provide for individual choice?	
Opportunity for free time:		How do you provide for free time?	

Interactions/Well Being			
Develop friendships:		What opportunities are there to develop friendships/dating/sexual relationships?	
Interactions:		How does staff engage in activities with individuals?	
Smiles/laughter:		What are the indicators of contentment and happiness in the environment?	
Feeling of being valued in personal celebrations (e.g birthday):		How does staff make the individual feel cared for, accepted and respected? How are special events celebrated?	

3: Community/Recreation and Leisure

Community Activities			
Community activities available (e.g religion/ shopping/dining/ volunteering):		How often do you provide for diverse activities for individuals in the community? How often and what type of diverse community activities do you provide?	
Individual preferences:		How do you integrate special interests/talents into activities?	
Opportunities for learning:		How do you use community to support new learning and experiences?	

Support/Transportation

Transportation services provided:		What is used for transportation for community activities?	
Supervision:		What supervision is provided for community activities?	

4: Staff

Hiring

Background checks:		How do you handle background checks of employees; current and new?	
Staff qualities/skills:		What qualities and skills do you value in employees?	
Staff evaluations:		How are staff evaluated? How do families give input?	

Supervision

General staff training:		What is included in your staff orientation? What is included in ongoing training?	
Autism-specific training:		What autism-specific training is given to staff?	
Supervised on the job:		What type and length of training does staff get before working alone?	
Ongoing supervision:		How are staff supervised?	
Staff retention:		What is your staff turnover rate?	

5: Administration

**Policies/Procedures/
Manuals**

Licensure/Accreditation:		What is your agency's licensure/accreditation/certification?	
Agency policy/procedure:		How do I access your policies/procedures?	
Policy on Major Unusual Incidence:		Has your agency had any death, cases of abuse/neglect, serious accidents, or theft in the last five years?	

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<u>Fiscal/Resource Management</u>			
Annual financial records:		How are financial records made public?	
Personal property:		How do you oversee an individual's personal money/possessions?	

6: Program

<u>Self Determination</u>			
Individual preferences:		How do you determine and support what an individual likes to do?	

<u>Program Components</u>			
Behavior support:		How do you provide support for challenging behavior?	
Social skills:		How does your program address/foster social skills?	
Communication:		How does your program address/foster communication?	
Transitions:		How does your program address/support individuals in transitions or change?	
Coordination of community services:		How does your program coordinate with other service providers?	
Individual progress/evaluation:		How does your program measure the progress of the individual?	
Employment:		How do you support work adjustment and opportunities for employment?	
Family input:		How are families included in program planning?	