

Day Services PCR HCBS Indicators

1.13.16

Identifier	Domain	Weight	QA/QI	Indicator	Suggested questions for Reviewers
CQ.1	1	5	QA	Do the staff and the organization promote an environment that respects the person and treats them in a dignified manner?	Ask the person how they prefer to be addressed. Do they have a nickname or a shortened name? Do different people refer to them using different names? Is that ok with them? Does anyone refer to them using a name they do not like? Have they told the person or told anyone else they don't like it? Have you observed people referring to the person by a name other than the name they told you they preferred to be called by? When questioned, what reason was given?
CQ.2	1	3	QA	Is the person's right to privacy acknowledged and practiced?	1 Do you require assistance with personal care? Do staff assist you in a way that does not embarrass you? 2 & 3 Have you ever been embarrassed by something someone said about you, while at the day program? Did you tell anyone about it? If, yes, what did they do? Is personal information on display where others can see it? Is information being shared with people that are not legally authorized to receive it i.e. a family member who is not the legal guardian? Are there people receiving information about you that you don't want to receive information? Staff-how do you decide who gets information about the person and what information is shared?
CQ.1 3	4	3	QA	Does the provider create an environment in which self-advocacy and choice is encouraged, supported and taught?	1). Do the person and staff know what is meant by advocacy? Have you ever seen the person advocate for themselves? What role did you play in the process? Does the person participate in any advocacy groups? How did the provider support the person to explore participation in advocacy groups? Do you know of any local advocacy groups? Who dictates the person's daily schedule? How is the schedule created and by whom?

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CQ.1 4	4	3	QA	Do the goals/objectives the person is working on match their priorities regarding their hopes, dreams and values?	Talk to the person about their hopes and dreams. If the person is not able to share their thoughts, talk to a family member and/or a staff person that knows them well. Review the PCTs. Do they represent a reflection of the person beyond their clinical and support needs? Do the "what is important to/for statements" contain things similar to what they would be if you were completing it for yourself or a loved one? If not, why not? What was the process for completing the PCTs? Who gave input? Note to reviewer: If the goals match what is on the PCTs, but the PCTs do not represent what you have learned about the person, then the indicator may be not met.
H.CQ. R	9			Does the person have access needs and/or functional needs which may require supports and/or modifications to the environment?	The program is fully accessible to meet the needs of the people attending the program, including all common areas and supports as needed, such as grab bars and ramps.
H.CQ. R.1	9	0	QI	If the person has access needs and/or functional needs which may require supports and/or modifications to the environment, have they been provided, resulting in free access to common areas?	Is there any common area of the building that the person can't access? For the person and staff- are their modifications that could be made to the building which would make it easier for the person? Were those modifications made? If not, why not?
T.CQ. 16.DS	9	0	QI	Using an individual schedule, is the person engaged in productive, outcome oriented activities which focus on their needs and desires and offer an opportunity for growth?	1). Who develops the schedule? What resources are used to develop the schedule? Are things planned based on interests and not assigned groups? Are new things being introduced into the schedule? If yes, how often? If no, why not? How are new activities selected? If someone is not interested in a specific activity, how is that recorded and is an alternative offered? Are the supports available to pursue interests outside of the group setting? 2). Do the staff know what is important to the person? How do the staff know? Do staff support the person in doing things that are important to them? Are there things the person is working on that are of no interest to them? If yes, who did you tell and what was done about it?

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H.CQ. 50.DS	9	0	QI	Does the person engage in meaningful, non-work activities in the community?	What types of things do you do when out? Review a day in the life of... and interview staff. Select activities on the schedule and ask staff what outcomes are associated with them. Do the outcomes and frequency tie back to what is important to and for the person? How often does the person go out? If the person does not go out often, have the reasons been evaluated and a plan generated to increase community presence if desired? Note to reviewer: This indicator is measuring two things. 1). Is the person spending time away from the day program building and 2) Is time spent in the community reflective of outcomes which have been identified as being important to and for the person? If the answer to one or both question is no, then the indicator will be considered not met.
H.CQ. 51	9	0	QI	Is the person using community resources such as parks, recreational centers and community health clinics?	Review the schedule. What types of places does the person visit? Are these the same places people with similar interest and age would visit? Has community mapping been done to identify community places which match the interest of the person? If yes, have places been visited? If not visited, why not? Does the person know about and is able to participate in activities that are important to them? Are community options the first to be explored when services are needed? Note to reviewer: The use of a waiver service or a non-inclusive source should be the choice of last resort. Whenever possible, people should be receiving services outside of their home and day program building. This may include medical follow up, fitness, nutrition classes, etc.
T.CQ. 3	9	0	QI	Is the person and/or their representative aware of actions they can take if they feel they have been treated unfairly, have concerns or are displeased with the services being provided?	Interview staff. What is the providers process for making an anonymous complaint? Does their answer match the providers written process? Does the person know the process? Is the person comfortable sharing or do they fear retaliation? How was the information provided? If the person is unable to understand the information, was it provided to an appropriate advocate?
H.CQ. 44	9	0	QI	Are there strategies in place to assist the person in developing transportation skills?	Is the person accessing public transportation to travel places during program hours? If not, why not? Are the reasons not, based on a situational assessment and not just on opinion or judgment? If they are based on opinion, judgment or bias, then this indicator might be not met.

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H.CQ. 40.DS	9	0	QI	Is the person able to access their money when they want to, and without advanced notice?	This indicator will most often be marked NA for day service settings. It would only be applicable if the provider is "touching" people's money. If money comes in and is held for the person, can the person decide they want it back to use as they wish?
H.CQ. 46	9	0	QI	Does the person have access to use a phone or computer privately, with or without support, based on the person's preferences?	Is there a computer or phone here that you can use? Could you show me where they are located? Do you have to ask permission to use them? Are you able to use them whenever you want? If you can't use them whenever you want, when are they available? Are they located in an area that offers privacy? What is the providers policy on phone and computer usage? Note to reviewer: If the person has no interest in using a computer or a phone, this indicator could be marked NA.
H.DS. 5	9	0	QI	Does the person have a secure place to store their belongings during the day?	Where do you put your stuff? Who has access to the space? Do you bring things that are valuable to you that you don't want others to access? Does the system the provider has in place make you feel that your things are safe and secure? How do you access the secure area? Are you dependent upon staff unlocking the area for you?
H.CQ. 47.DS	9	0	QI	Is there flexibility in the schedule, which supports the person in choosing when and where they eat their meals?	Who decides when you eat? Is there a schedule for having lunch? What happens if you get hungry before lunch time or aren't hungry at lunch time? Can you choose to eat earlier or later? Where do you eat lunch? Do you like having lunch there? Would you prefer to eat somewhere else? If yes, have you told anybody? What was the outcome?
H.CQ. 48.DS	9	0	QI	Unless the person has documented health conditions, which would prohibit snacking, are snacks available and accessible at any time for the person?	Would the person like to have a snack at the day program? If yes, do they have a way to obtain a snack (bring from home or purchase one) If they do not have a way to obtain a snack, has this been addressed? The day provider does not have to provide snacks for people. If the person brings snacks separate from their lunch, can they consume them at a time of their choice? If the person has money and wants a snack, can they get a snack at a time of their choosing? The need to purchase the snack at a store should not be a barrier to this indicator being met.
H.CQ. 41	9	0	QI	Does the person have access to things that interest them and can the person use them or participate when they would like to do so?	Is the person and staff able to identify the things the person likes to do that are important to or interest them? Is the person and the staff able to identify what they need for each of the activities? Are those things available?

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H.CQ. 43	9	0	QI	If the person has a desire to work, are they supported to pursue work in the community?	For day hab and day hab 1:1 this indicator is being used to measure if the provider is offering exploratory opportunities for work and job interests. Does the person have a desire to work? If not, are activities occurring which might help the person explore how their interests could become a job? How was the decision made to pursue work? Are people here helping you to pursue your work interests? How is that being done?
H.DS. 41	9	0	QI	Is the person provided privacy to attend to their personal needs?	If the person is independent with their personal needs: Is the person able to use the bathroom without staff coming in? Has there ever been an instance when they were using the bathroom and staff came in without permission? Interview staff to learn what their practice is as it relates to entering a bathroom. Under what circumstances might they have the need to enter a bathroom? Is there a protocol in place for how to enter a bathroom (ie, knock first)?