



**SURVEY OUTCOME**  
**Three-Year Accreditation**

**CARF**  
**Survey Report**  
**for**

**Licking County Board**  
**of Mental Retardation**  
**and Developmental**  
**Disabilities**

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## Organization

Licking County Board of Mental Retardation and  
Developmental Disabilities (LCBMRDD)  
65 West Church Street  
Newark, OH 43055

## Organizational Leadership

Nancy G. Neely, Superintendent

## Survey Dates

November 17-19, 2008

## Survey Team

Todd F. Seifert, M.S., B.A., Administrative Surveyor

Jerry Motter, Program Surveyor

Kathleen M. Linnehan, Program Surveyor

## Programs/Services Surveyed

Community Services: Child and Youth Services

Community Services: Community Integration

Community Services: Community Services Coordination

Employment Services: Community Employment Services: Job Development

Employment Services: Community Employment Services: Job Supports

Employment Services: Community Employment Services: Job-Site Training

Employment Services: Employment Transition Services

Employment Services: Organizational Employment Services

## Previous Survey

January 18-20, 2006

Three-Year Accreditation



## Survey Outcome

Three-Year Accreditation

Expiration: December 2011

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# SURVEY SUMMARY

**Licking County Board of Mental Retardation and Developmental Disabilities (LCBMRDD) has strengths in many areas.**

- The superintendent, along with the board of directors, has started the process of succession planning in anticipation of the current superintendent retiring at some point in the future.
- The leadership has developed board practices such as a board application and self-assessment that will help ensure productive board members, both now and in the future.
- The organization has gone to great lengths to ensure that written procedures are available for staff to ensure consistency throughout the organization.
- The organization goes to great lengths to solicit input from individuals served, staff, and stakeholders in general. It is clear the organization uses this information to guide decisions that will enhance services throughout the organization.
- The organization is recognized for its successful marketing and advertising efforts toward a replacement levy to increase funding in 2007.
- The organization does an outstanding job of documenting the goal and strategy to achieve the goal for each desired outcome in the strategic plan.
- The organization has a comprehensive hiring process that is well documented.
- The organization is recognized for the last fifteen months without a single lost time claim under workers' compensation.
- The organization has an active safety committee that ensures that safety remains a priority throughout the organization.
- The organization has a comprehensive technology plan that addresses its current needs and includes systems to ensure future success in this area.
- The organization has a creative and committed community employment services staff whose persistence results in long-term successful placements.
- The organization enjoys a mutually beneficial relationship with many Licking County employers. This relationship has taken years to build and provides the job development staff many more opportunities.
- The persons served by the Community Employment Services staff enjoy a wide variety of work opportunities in a wide variety of industries.
- The organization's Adult Services staff provides persons served with opportunities to learn to work more productively by utilizing effective job set-up practices; the use of jigs and other devices to increase speed; and a clean, well-organized work environment that simulates a competitive workplace.
- The organization has developed a strong relationship with the local school district. The organization has proactively addressed the needs of children to be better integrated into the school system by working with them to transition all children in the early childhood program into the school program.

- Families expressed clear satisfaction with services and supports provided by the organization. Families were also pleased with the expectations for their involvement in the planning process and in providing supports for their children, as well as with the training and valuable feedback provided by staff. Communication was also considered to be excellent, especially when addressing the medical needs of the child. Family members were also encouraged to make connections with other families as a method of developing a support network and enhancing the family's quality of life.
- Through service coordination, the organization has developed a system of outreach services that teaches family members therapeutic approaches to help the child to continue his or her development at home. This is achieved through the identified therapists making home visits to encourage the family to carry out activities that promote development in motor skills, physical fitness, safety, and self-care as well as social, intellectual, emotional, and cognitive development. All parents reported rapid and sustained growth once they began receiving training and implementing the recommended activities.
- Through the implementation of a variety of assessment tools and approaches, children were continuously assessed in most areas and emerging issues were addressed to enable the child to move forward in his or her development.

**In the following areas Licking County Board of Mental Retardation and Developmental Disabilities demonstrates exemplary conformance to the standards.**

- Although the organization has a history of providing summer youth transition services through a Workforce Investment Act (WIA) funded program, it has recently begun a multi-agency collaboration to provide year-round transition services to youths who had not received services previously. This is an innovative program that provides youths with multiple work-site experiences as an assessment and orientation to the demands of the workplace. LCBMRDD is commended for its vision and commitment to develop services for this underserved population.
- LCBMRDD's Community Employment Services are commended for the substantive efforts they have made to ensure that persons placed into community employment are truly integrated into the mainstream workforce. With countless examples witnessed through site visits of coworkers acting as facilitators and decreased trainers' presence at the job site, the organization has worked very closely with area employers, first to educate them as to the benefits of hiring persons with disabilities and then help them adopt persons hired into the company's workplace culture. Many examples were witnessed of the organization's persons served being included in company events and activities. In addition, the organization is commended for the wide variety of employment options it develops within the business community through its active participation in business and service organizations. LCBMRDD is truly a leader in developing nontraditional jobs with community-based employers and industries and promoting integration of persons served within those jobs.
- The organization uses multiple methods and strategies for assessments related to services for children and youths. Assessments are informal and formal and include the use of videotaping for feedback regarding the family's/caretaker's competence when engaging in trained techniques during routine daily activities, especially play. Fun play activities that are based on the child's developmental age and respectful of the child's individuality are used as an assessment mechanism. The organization utilizes informal assessment based on observation from multiple sources: teachers, educational aides, therapists, and family members during regularly scheduled

activities such as music, art, dance, and bath time. Formal assessments such as the Adaptive Behavior Scale (ABS) and medical and therapy (speech-language pathology, occupational therapy, and physical therapy) evaluations are used as well as a variety of checklists that allow the parent/caregiver to provide input on the child's performance in multiple areas of development. The frequent assessment practice translates to the child making substantial continuous improvement in his or her development, including improved socialization through his or her relationships with parents and peers. The organization developed and built specialized equipment to better assess and treat motor development of the child. The equipment is located in the school setting and available at another setting where scheduled therapy is provided to those individuals who reside in more rural locations.

- The organization has provided intensive training opportunities to program personnel and service providers using the program The P.L.A.Y. Project<sup>®</sup>. Adopting and implementing this program also involves training for the parent/caregiver. Training through The P.L.A.Y. Project is ongoing for organizational personnel. Training techniques are passed onto the parent/caregiver through consultation from the organization's staff and therapists. Through the use of videotaping, parents/caregivers are provided feedback to continuously improve their techniques when engaging in one-to-one intensive therapeutic play with the child. The techniques used are effective, fun, and useful in day-to-day routine interactions the child may encounter. This method supports the child and family in all aspects of growth, allowing the child to develop healthy relationships not only with the family, but also with peers in multiple settings. In addition, training received empowers the parent/caregiver to have a better understanding of milestones/barriers to look for and to be able to address the child's needs more effectively with clinicians.
- The organization provides outreach through early intervention specialists and therapists (speech-language pathologists, physical therapists, and occupational therapists) for identified needs to provide intensive one-to-one training in all areas of development to parents and family caregivers, including training in motor skills, physical, social, speech and language, emotional, and cognitive development. Service coordinators follow up on training implementation within the home as well as parents'/caregivers' comfort level in providing the training based on the learned methods/strategies. Any issues that come up during the service coordinator visit are communicated to the early intervention specialist and/or therapists to ensure that follow-up occurs and any misunderstandings are corrected to ensure that training activities are performed correctly to maximize benefits to the child. It is the coordination of the early intervention specialist, therapists, and service coordinators that makes this activity exemplary. The organization goes beyond the minimal standard of compliance by ensuring that not only is the training provided and implemented by the caregiver, but is also provided in a manner that has a positive effect on the child's development.
- LCBMRDD's Adult Services are also commended for their efforts to ensure that persons supported in community activities or employment are truly integrated with optimal use of natural supports. With employment placements, the organization has worked very closely with area employers, first to educate them as to the benefits of hiring persons with disabilities and then help them adopt persons hired into the company's workplace culture and include them in company events and activities. LCBMRDD is truly a leader in promoting community integration and utilizing natural supports.

**Licking County Board of Mental Retardation and Developmental Disabilities should seek improvement in the areas identified by the recommendations in the report. Consultation given does not indicate nonconformance to standards but is offered as a suggestion for further quality improvement.**

On balance, LCBMRDD is in substantial conformance to the CARF standards. It is clear the organization uses the standards to monitor and improve its service delivery. The board of directors, administration, and staff members demonstrate a strong commitment to the mission and philosophy of the organization and to the continued provision of quality services.

Licking County Board of Mental Retardation and Developmental Disabilities has earned a Three-Year Accreditation. The organization is encouraged to continue its efforts, in cooperation with other community services and organizations, to provide quality services to persons with disabilities in the community.

## **SECTION 1. ASPIRE TO EXCELLENCE<sup>®</sup>**

### **A. Leadership**

#### **Principle Statement**

CARF-accredited organizations identify leadership that embraces the values of accountability and responsibility to the individual organization's stated mission. The leadership demonstrates corporate social responsibility.

#### **Key Areas Addressed**

- Leadership structure
- Leadership guidance
- Commitment to diversity
- Corporate responsibility
- Corporate compliance

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#### **Recommendations**

##### **A.4.b.**

It is recommended that the organization develop written procedures to deal with violations of ethical codes for both staff and board members.

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## C. Strategic Integrated Planning

### Principle Statement

CARF-accredited organizations establish a foundation for success through strategic planning focused on taking advantage of strengths and opportunities and addressing weaknesses and threats.

### Key Areas Addressed

- Strategic planning considers stakeholder expectation and environmental impacts
  - Written strategic plan sets goals
  - Plan is implemented, shared, and kept relevant
- 

### Recommendations

There are no recommendations in this area.

### Consultation

- The organization is encouraged to review the goals in the strategic plan to determine if some of the goals would be more appropriate in the information and management report. The organization could then develop and implement long-range goals that are more far reaching than what the current goals indicate.
  - Although there is great continuity between the organization's strategic plan and what the organization refers to as its outcomes management report, there appears to be a great deal of redundancy in the reports. The organization is encouraged to create a distinction between the two reports that will be defined by both the nature and length of goals depending on the plan.
- 

## D. Input from Persons Served and Other Stakeholders

### Principle Statement

CARF-accredited organizations continually focus on the expectations of the persons served and other stakeholders. The standards in this subsection direct the organization's focus to soliciting, collecting, analyzing, and using input from all stakeholders to create services that meet or exceed the expectations of the persons served, the community, and other stakeholders.

## **Key Areas Addressed**

- Ongoing collection of information from a variety of sources
  - Analysis and integration into business practices
  - Leadership response to information collected
- 

## **Recommendations**

There are no recommendations in this area.

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## **E. Legal Requirements**

### **Principle Statement**

CARF-accredited organizations comply with all the legal and regulatory requirements of federal, state, provincial, county, and city entities.

### **Key Areas Addressed**

- Compliance with all legal/regulatory requirements
- 

## **Recommendations**

### **E.2.a. through E.2.d.**

It is recommended that the organization implement written procedures to guide personnel in responding to subpoenas, search warrants, investigations, and other legal action.

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## **F. Financial Planning and Management**

### **Principle Statement**

CARF-accredited organizations strive to be financially responsible and solvent, conducting fiscal management in a manner that supports their mission, values, and annual performance objectives. Fiscal practices adhere to established accounting principles and business practices. Fiscal management covers daily operational cost management and incorporates plans for long-term solvency.

### **Key Areas Addressed**

- Budget(s) prepared, shared, and reflective of strategic planning
- Financial results reported/compared to budgeted performance
- Organization review

- Fiscal policies and procedures
  - Review of service billing records and fee structure
  - Financial review/audit
  - Safeguarding funds of persons served
- 

### **Recommendations**

There are no recommendations in this area.

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## **G. Risk Management**

### **Principle Statement**

CARF-accredited organizations engage in a coordinated set of activities designed to control threats to its people, property, income, goodwill, and ability to accomplish goals.

### **Key Areas Addressed**

- Written risk management plan
  - Adequate insurance coverage
- 

### **Recommendations**

There are no recommendations in this area.

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## **H. Health and Safety**

### **Principle Statement**

CARF-accredited organizations maintain healthy, safe, and clean environments that support quality services and minimize risk of harm to persons served, personnel, and other stakeholders.

### **Key Areas Addressed**

- Inspections
- Emergency procedures
- Access to emergency first-aid

- Competency of personnel in safety procedures
  - Reporting/reviewing critical incidents
  - Infection control
- 

### **Recommendations**

There are no recommendations in this area.

### **Consultation**

- To its credit, the organization has numerous community-based employment sites. Although site visits to most reveal excellent safety practices, the employment services staff is encouraged to work more closely with the community recycling center to minimize the hazards of flying glass and/or objects falling on the heads of workers. Placing a tarp over the glass recycling bin could eliminate the shattered glass from flying onto the work area. Some adaptations will be necessary to ensure that customers who are dropping off their cardboard are not inadvertently hitting the workers underneath.
- 

## **I. Human Resources**

### **Principle Statement**

CARF-accredited organizations demonstrate that they value their human resources. It should be evident that personnel are involved and engaged in the success of the organization and the persons they serve.

### **Key Areas Addressed**

- Adequate staffing
  - Verification of background/credentials
  - Recruitment/retention efforts
  - Personnel skills/characteristics
  - Annual review of job description/performance
  - Policies regarding students/volunteers, if applicable
- 

### **Recommendations**

#### **I.6.b.(1) through I.6.b.(3)**

It is recommended that the organization develop procedures related to students and volunteers it utilizes that identify duties, scope of responsibility, and supervision.

## Consultation

- The organization is encouraged to review the current hiring process in an attempt to expedite the process. The need for a second interview could be minimized by including all the staff from both interviews into one, or the organization could consider holding the two separate interviews on the same day.
- 

## J. Technology

### Principle Statement

CARF-accredited organizations plan for the use of technology to support and advance effective and efficient service and business practices.

### Key Areas Addressed

- Written technology and system plan
- 

### Recommendations

There are no recommendations in this area.

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## K. Rights of Persons Served

### Principle Statement

CARF-accredited organizations protect and promote the rights of the persons served. This commitment guides the delivery of services and ongoing interactions with the persons served.

### Key Areas Addressed

- Communication of rights
  - Policies that promote rights
- 

### Recommendations

There are no recommendations in this area.

### Consultation

- The Adult Services handbook provides the persons served with good information concerning their rights and responsibilities. Although the organization implements related policies, the handbook does not specifically convey information assuring the persons that they will not be

exploited, financially or otherwise, or inform them of the fact that they will not suffer any retaliation if they use the grievance procedure. Therefore, it is suggested that the organization add information to the handbook regarding LCBMRDD's policies on these rights.

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## **L. Accessibility**

### **Principle Statement**

CARF-accredited organizations promote accessibility and the removal of barriers for the persons served and other stakeholders.

### **Key Areas Addressed**

- Written accessibility plan(s)
  - Status report regarding removal of identified barriers
  - Requests for reasonable accommodations
- 

### **Recommendations**

There are no recommendations in this area.

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## **M. Information Measurement and Management**

### **Principle Statement**

CARF-accredited organizations are committed to continually improving their organizations and service delivery to the persons served. Data are collected, and information is used to manage and improve service delivery.

### **Key Areas Addressed**

- Information collection, use, and management
  - Setting and measuring performance indicators
- 

### **Recommendations**

There are no recommendations in this area.

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## **N. Performance Improvement**

### **Principle Statement**

The dynamic nature of continuous improvement in a CARF-accredited organization sets it apart from other organizations providing similar services. CARF-accredited organizations share and provide the persons served and other interested stakeholders with ongoing information about their actual performance as a business entity and their ability to achieve optimal outcomes for the persons served through their programs and services.

### **Key Areas Addressed**

- Proactive performance improvement
  - Performance information shared with all stakeholders
- 

### **Recommendations**

There are no recommendations in this area.

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## **SECTION 2. QUALITY INDIVIDUALIZED SERVICES AND SUPPORTS**

### **A. Individual-Centered Service Planning, Design, and Delivery**

#### **Principle Statement**

Improvement of the quality of an individual's services requires a focus on the person and/or family served and their identified strengths, abilities, needs, and preferences. The organization's services are designed around the identified needs and desires of the persons served, are responsive to their expectations, and are relevant to their maximum participation in the environments of their choice.

The person served participates in decision making, directing, and planning that affects his or her life. Efforts to include the person served in the direction or delivery of those services are evident. The service environment reflects identified cultural needs, practices, and diversity. The person served is given information about the purposes of the organization.

#### **Key Areas Addressed**

- Services are person-centered and individualized
- Persons are given information about the organization's purposes and ability to address desired outcomes

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## **Recommendations**

### **A.11.c.**

### **A.11.d.**

The individual service plan format does not provide an area to identify health and safety risks associated with the activities of the person served either at the facility or in the community, and there was no other evidence that health and safety needs were formally assessed or addressed. It is recommended that the organization ensure that health and safety risks are identified and addressed in each individual service plan as needed.

### **A.12.a. through A.12.e.**

The organization is also urged to ensure that the person and/or family served and/or the person's or family's legal representatives are involved in assessment and identification of potential risks to the health and safety of the person served, decisions to accept risks, as well as identification of what actions will be taken to minimize the risks and who will be responsible for those actions. This information could be documented in each individual's service plan.

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## **B. Records of the Persons Served**

### **Principle Statement**

The organization maintains complete records and treats all information related to persons served as confidential.

### **Key Areas Addressed**

- Complete, confidential records are maintained
- 

### **Recommendations**

There are no recommendations in this area.

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## **C. Medication Monitoring and Management**

### **Principle Statement**

These standards apply only to programs that are responsible for monitoring and/or managing medications for the persons served.

### **Key Areas Addressed**

- Current, complete records of medications used by persons served
  - Written procedures for storage and safe handling of medications
  - Educational resources and advocacy for persons served in decision making
  - Physician review of medication use
  - Training and education for persons served regarding medications
- 

### **Recommendations**

There are no recommendations in this area.

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## **D. Employment Services Principle Standards**

### **Principle Statement**

The standards in this subsection assert basic principles that should be demonstrated by any organization seeking accreditation in the area of employment services.

### **Key Areas Addressed**

- Goals of the persons served
  - Personnel needs of local employers
  - Community resources available
  - Economic trends in the local employment sector
- 

### **Recommendations**

There are no recommendations in this area.

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## **F. Community Services Principle Standards**

### **Principle Statement**

The standards in this subsection assert basic principles that should be demonstrated by any organization seeking accreditation in the area of community services.

## Key Areas Addressed

- Access to community resources and services
- 

## Recommendations

There are no recommendations in this area.

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# SECTION 3. EMPLOYMENT SERVICES

## Principle Statement

An organization seeking CARF accreditation in the area of employment services provides individualized services to achieve identified employment outcomes. The array of services in this section may include:

- Identification of employment opportunities and resources in the local job market.
- Development of realistic employment goals.
- Establishment of service plans to achieve employment outcomes.
- Identification of resources to achieve and maintain employment.
- Coordination of and referral to employment-related services.

The organization maintains its leadership role in the employment sector of the community by designing and continually improving its services based on input from the persons served and from employers in the local job market, and managing results of the organization's outcomes management system. The provision of quality employment services requires a continuous focus on the persons served and the personnel needs of employers in the organization's local job market.

## B. Employment Transition Services

### Principle Statement

Employment transition services are designed within an employment outcome-oriented process that promotes movement from school to successful post-school employment related activities, including post-secondary education or training, vocational training, employment (including supported employment and volunteer placement), and continuing and adult education. Employment transition services are integrated, systematic services for the student and his/her family provided through a jointly planned approach, involving broad-based community collaboration, linkages, advocacy, and natural supports. Individual self-direction and community resources are arranged and used to meet the needs of the person served and his or her family as appropriate.

Employment transition services may include providing instruction; developing job-seeking skills; coordinating with community transition services; facilitating employment experiences; and developing employment, benefits planning and other post-school objectives. Transition services for the student include, when appropriate, coordinating the interagency responsibilities or any needed linkages. Outcomes are collected and the information is used to help educational and skills training programs to improve their curriculum or training sites and to enhance the use of collaborative partnerships to meet the needs of the person served, employers, and the community. Accreditation in this service category is available for schools and community-based organizations.

Some examples of quality outcomes desired by the different stakeholders of these services include:

- Student served enters into post-secondary training or apprenticeship
- Student served enters into post-secondary education
- Student served attains academic levels and job skills needed for employment
- Student served obtains employment
- Student served obtains volunteer placement, if desired
- Benefits planning is achieved for the student and for the family
- Student achieves economic self-sufficiency through employment and/or a combination of employment and benefits
- Student maintains economic self-sufficiency

### **Key Areas Addressed**

- Integrated, employment-oriented services for students and their families
- Outcomes such as postsecondary education, vocational training, and integrated employment
- Jointly planned approach with community collaboration and linkages

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### **Recommendations**

There are no recommendations in this area.

### **Exemplary Conformance**

#### **B.1.**

Although the organization has a history of providing summer youth transition services through a WIA funded program, it has recently begun a multi-agency collaboration to provide year-round transition services to youths who had not received services previously. This is an innovative program that provides youths with multiple work-site experiences as an assessment and orientation to the demands of the workplace. LCBMRDD is commended for its vision and commitment to develop services for this underserved population.

## **G. Organizational Employment Services**

### **Principle Statement**

Organizational employment services are designed to provide paid work to the persons served in locations owned, leased, rented, or managed by the service provider. A critical component and value of organizational employment services is to use the capacity of its employment and training service design to create opportunities for persons to achieve desired employment outcomes in their community of choice.

Business designs are flexible and may include a variety of enterprises and business designs, including employment centers, affirmative enterprises, and organization-owned businesses such as retail stores, restaurants, shops, franchises, etc.

### **Key Areas Addressed**

- Paid work provided by organization
  - Employment goals of persons served
  - Legal guidelines adherence
- 

### **Recommendations**

There are no recommendations in this area.

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## **H. Community Employment Services**

### **Principle Statement**

#### **Job Development**

Successful job development concurrently uses assessment information about the person seeking employment to target the types of jobs available from potential employers in the local labor market. Typical job development activities include reviewing local employment opportunities and developing potential employers/customers through direct and indirect promotional strategies.

#### **Job-Site Training**

Job-site training services vary according to the needs of the new employee and the complexity of the job. Training can include assisting the employee with performance on the new job task and helping the person to understand the job culture and industry practices and work behaviors expected by the employer. It may also include training the employer and coworkers to understand the training methods and accommodations needed by the worker.

#### **Job Supports**

Ongoing job support services are activities that are employment-related and needed to promote job adjustment and retention. These services are based on the individual needs of the new employee.

## Key Areas Addressed

- Integrated employment choice
  - Integrated employment obtainment
  - Integrated employment retention
- 

## Recommendations

There are no recommendations in this area.

## Exemplary Conformance

### H.9.

LCBMRDD's Community Employment Services are commended for the substantive efforts they have made to ensure that persons placed into community employment are truly integrated into the mainstream workforce. With countless examples witnessed through site visits of coworkers acting as facilitators and decreased trainers' presence at the job site, the organization has worked very closely with area employers, first to educate them as to the benefits of hiring persons with disabilities and then help them adopt persons hired into the company's workplace culture. Many examples were witnessed of the organization's persons served being included in company events and activities. In addition, the organization is commended for the wide variety of employment options it develops within the business community through its active participation in business and service organizations. LCBMRDD is truly a leader in developing nontraditional jobs with community-based employers and industries and promoting integration of persons served within those jobs.

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# SECTION 4. COMMUNITY SERVICES

## Principle Statement

An organization seeking CARF accreditation in the area of community services assists the persons and/or families served in obtaining access to the resources and services of their choice. The persons and/or families served are included in their communities to the degree they desire. This may be accomplished by direct service provision or linkages to existing generic opportunities and natural supports in the community.

The organization obtains information from the persons and/or families served regarding resources and services they want or require that will meet their identified needs, and offers an array of services it arranges for or provides. The organization provides the persons and/or families served with information so that they may make informed choices and decisions.

The services and supports are changed as necessary to meet the identified needs of the persons and/or families served and other stakeholders. Service designs address identified individual, family, socioeconomic, and cultural needs.

Expected results from these services may include:

- Increased inclusion in community activities.
- Increased or maintained ability to perform activities of daily living.
- Increased self-direction, self-determination, self-reliance, and self-esteem.

## **B. Community Services Coordination**

### **Principle Statement**

Community services coordination programs provide goal-oriented and individualized supports focusing on improved self-sufficiency for the persons served through assessment, planning, linkage, advocacy, coordination, and monitoring activities. Successful services coordination results in community opportunities and increased independence for the persons served. Programs may provide occasional supportive counseling and crisis intervention services, when allowed by regulatory or funding authorities.

Community services coordination may be provided by an organization as part of its individual service planning and delivery, by a department or division within the organization that works with individuals who are internal and/or external to the organization, or by an organization with the sole purpose of providing community services coordination. Such programs are typically provided by qualified services coordinators or by case management teams.

Organizations performing services coordination as a routine function of other services or programs are not required to apply these standards unless they are specifically seeking accreditation for this program.

### **Key Areas Addressed**

- Community opportunities provided
- Goal-oriented and systematic process of advocacy
- Coordination of services
- Formation of linkage with community resources and services

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### **Recommendations**

There are no recommendations in this area.

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## C. Child and Youth Services

### Principle Statement

Child and youth services provide one or more services, such as prenatal counseling, service coordination, early intervention, prevention, preschool programs, and after-school programs. These services may be provided in any of a variety of settings, such as a family's private home, the organization's facility, and community settings such as parks, recreation areas, preschools, or child day care programs not operated by the organization.

In all cases, the physical settings, equipment, and environments meet the identified needs of the children and youth served and their families. Families are the primary decision makers in the process of identifying needs and services.

### Key Areas Addressed

- Individualized services based on identified needs and desired outcomes
  - Healthcare, safety, emotional, and developmental needs of child/youth
- 

### Recommendations

#### C.1.c.

Assessments did not consistently address culture and ethnicity. It is recommended that the assessment process consistently include information on the culture/ethnicity of each child served.

#### C.2.c.

Although some assessments appropriately addressed culture for the individual, this was not consistently found. It is recommended that the organization ensure that its assessments are appropriate with respect to each child's or youth's culture.

#### C.4.h.

Religion and spiritual needs were not addressed in the assessment or service planning processes. It is recommended that identified religious and spiritual needs for each child and youth be addressed. The assessment, identification, and efforts to address needs could be documented in each child's or youth's service plan.

#### C.17.d.

There was little evidence that the organization consistently assists parents to optimize resources in connecting with the family culture. It is recommended that the organization expand its efforts in this area by identifying and addressing resources that assist the family to connect with its culture.

### Exemplary Conformance

#### C.1.f.(1)

#### C.1.i.

#### C.1.k.

#### C.1.l.

The organization uses multiple methods and strategies for assessment. Assessments are informal and formal and include the use of videotaping for feedback regarding the family's/caretaker's competence when engaging in trained techniques during routine daily activities, especially play.

Fun play activities that are based on the child's developmental age and respectful of the child's individuality are used as an assessment mechanism. The organization utilizes informal assessment based on observation from multiple sources: teachers, educational aides, therapists, and family members during regularly scheduled activities such as music, art, dance, and bath time. Formal assessments such as the ABS and medical and therapy (speech-language pathology, occupational therapy, and physical therapy) evaluations are used as well as a variety of checklists that allow the parent/caregiver to provide input on the child's performance in multiple areas of development. The frequent assessment practice translates to the child making substantial continuous improvement in his or her development, including improved socialization through his or her relationships with parents and peers. The organization developed and built specialized equipment to better assess and treat motor development of the child. The equipment is located in the school setting and available at another setting where scheduled therapy is provided to those individuals who reside in more rural locations.

**C.7.a.**

The organization has provided intensive training opportunities to program personnel and service providers using the program The P.L.A.Y. Project. Adopting and implementing this program also involves training of the parent/caregiver. Training through The P.L.A.Y. Project is ongoing for organization personnel. Training techniques are passed onto the parent/caregiver through consultation from the organization's staff and therapists. Through the use of videotaping, parents/caregivers are provided feedback to continuously improve their techniques when engaging in one-to-one intensive therapeutic play with the child. The techniques used are effective, fun, and useful in day-to-day routine interactions the child may encounter. This method supports the child and family in all aspects of growth, allowing the child to develop healthy relationships not only with the family, but also with peers in multiple settings. In addition, training received empowers the parent/caregiver to have a better understanding of milestones/barriers to look for and to be able to address the child's needs more effectively with clinicians.

**C.8.a.**

**C.8.b.**

**C.8.d.**

**C.8.f.**

**C.8.h.**

**C.8.i.**

The organization provides outreach through early intervention specialists and therapists (speech-language pathologists, physical therapists, and occupational therapists) for identified needs to provide intensive one-to-one training in all areas of development to parents and family caregivers, including training in motor skills, physical, social, speech and language, emotional, and cognitive development. Service coordinators follow up on training implementation within the home as well as parents'/caregivers' comfort level in providing the training based on the learned methods/strategies. Any issues that come up during the service coordinator visit are communicated to the early intervention specialist and/or therapists to ensure that follow-up occurs and any misunderstandings are corrected to ensure that training activities are performed correctly to maximize benefits to the child. It is the coordination of the early intervention specialist, therapists, and service coordinators

that makes this activity exemplary. The organization goes beyond the minimal standard of compliance by ensuring that not only is the training provided and implemented by the caregiver, but is also provided in a manner that has a positive effect on the child's development.

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## **E. Community Integration**

### **Principle Statement**

Community integration is designed to help persons to optimize their personal, social, and vocational competency to live successfully in the community. Persons served are active partners in determining the activities they desire to participate in. Therefore, the settings can be informal to reduce barriers between staff members and persons served. An activity center, a day program, a clubhouse, and a drop-in center are examples of community integration services. Consumer-run programs are also included.

Community integration provides opportunities for the community participation of the persons served. The organization defines the scope of these services based on the identified needs and desires of the persons served. This may include services for persons who without this option are at risk of receiving services full time in more restrictive environments with intensive levels of supports such as hospitalization or nursing home care. A person may participate in a variety of community life experiences or interactions that may include, but are not limited to:

- Leisure or recreational activities.
- Communication activities.
- Spiritual activities.
- Cultural activities.
- Vocational pursuits.
- Development of work attitudes.
- Employment activities.
- Volunteerism.
- Educational and training activities.
- Development of living skills.
- Health and wellness promotion.
- Orientation, mobility, and destination training.

- Access and utilization of public transportation.
- Interacting with volunteers from the community in program activities.
- Community collaborations and social connections developed by the program (partnerships with community entities such as senior centers, arts councils, etc.)

### **Key Areas Addressed**

- Opportunities for community participation
- 

### **Recommendations**

There are no recommendations in this area.

### **Exemplary Conformance**

#### **E.1.a.(1)**

LCBMRDD's Adult Services are commended for their substantive efforts to ensure that persons placed into community activities or employment are truly integrated with optimal use of natural supports. With countless examples witnessed through site visits, the organization has worked very closely with area employers, first to educate them as to the benefits of hiring persons with disabilities and then help them adopt persons hired into the company's workplace culture and include them in company events and activities. LCBMRDD is truly a leader in promoting community integration and utilizing natural supports.

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# PROGRAMS/SERVICES BY LOCATION

## **Licking County Board of Mental Retardation and Developmental Disabilities**

65 West Church Street  
Newark, OH 43055

Administrative Location Only

### **Adult Services**

600 Industrial Parkway  
Heath, OH 43056

Community Services: Community Integration

Employment Services: Community Employment Services: Job Development

Employment Services: Community Employment Services: Job Supports

Employment Services: Community Employment Services: Job-Site Training

Employment Services: Employment Transition Services

Employment Services: Organizational Employment Services

### **Eleanor S. Weiant Center**

116 North 22nd Street  
Newark, OH 43055

Community Services: Child and Youth Services

Community Services: Community Services Coordination

### **Service Coordination**

565 Industrial Parkway  
Heath, OH 43056

Community Services: Community Services Coordination

### **Ann Davino Center**

12202 Morse Road SW  
Pataskala, OH 43062

Community Services: Child and Youth Services