

**DIVISION OF DEVELOPMENTAL DISABILITIES
PROGRAM DESCRIPTION**

Help Sheet for SECTION III. NARRATIVE INFORMATION -

This document provides information to assist in the development of Section III of the Program Description (PD). Please read carefully, as some elements are required, others are recommended or optional, and some are specifically **not** to appear in the PD.

A. How does the agency propose to meet the needs of the group as a unit and the needs of the individuals within the group? This may be presented as the goals and objectives for the group and the individual emphasis within these objectives.

This section shall describe the overall focus and intent of the program. This may include both general and specific goals, applicable for all individuals. Do **not** include any information that would identify any particular individual.

This section should address, either briefly or in greater detail, each of the following issues:

- Describe the population in a general way, characterize their likely previous placements (if known), and reference any specialized service focus (i.e., behavioral, medical, transitional, youth, elderly, etc.).
- Address the aspects of service provision and goals related to transitioning the individuals from their previous placements.
- Discuss the broader long term goals of the individuals (i.e., initiation or enhancement of community integration, wider community social involvement, greater independence in any of a variety of areas – both personal and public, skill based and emotional, etc.)
- Describe the general training philosophy or paradigm of the agency, if specialized, as it relates to this particular program.
- Discuss some specifics of how the program will benefit the individuals through greater community access and involvement.
- Reference the Interdisciplinary Team (IDT) process and the Service Plan, such as the Individual Habilitation Plan (IHP), as they relate to the establishment of individual goals and objectives.
- Where applicable, describe general environmental modifications or program designs made to serve a specialized population, such as barrier-free/accessible facilities, direct egress from a bedroom, use of wheeled beds for evacuation or onsite nursing care for the medically-involved, restrictions of rights, installation of Plexiglas windows, etc.

Do **not** include the exact address of the program or any other specific details of the appearance or layout of the home that would change if the program were relocated.

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B. In what areas will skill training be provided to individuals? What types of skill training will be provided?

The following are some possible areas in which skill training might be provided, based on the individuals' needs, abilities, expressed interest and their IHP. You may include any that are relevant to this program:

- activities of daily living
- cooking
- laundry
- personal hygiene
- meal planning and preparation
- shopping
- budgeting/money management/banking
- mobility training
- self-medication training
- emergency procedures
- accessing community resources
- travel training

This section must describe the methods/techniques that may be used to develop skills, which may include:

- Modeling
- Prompting
 - Physical (hand-over-hand)
 - Gestures
 - Verbal
- Daily routine/"teachable moments"
- Planned teaching

C. How will the daily activities of the household, such as maintenance of the common living areas, be utilized as training activities and opportunities for the individuals' development?

Such opportunities may include, but are not limited to:

- Chores
- Daily routines
- Using natural order of routines as opportunities for training
- Planned activities/training

D. How will the social and recreational aspects of group living be utilized to address the social functioning, communication skills and other needs of the individuals?

Describe how the process of selecting, planning, and participating in social and recreational occasions and activities, both inside and outside the home, become opportunities to model, expand and refine social, conversational and interpersonal skills. Some possible tools include, but are not limited to: use of calendars to establish and track social and recreational activities and vacations, staff support of individual decisions and selections, development of sports interests as participants or fans, use of leisure time.

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E. What degree of independence will be available to individuals? What strategies will be utilized to enhance the independent functioning of individuals? For Supervised Apartment programs, at a minimum, what will be the availability of on-site supervision, the frequency of staff visits to apartments, overnight coverage, and the location of the staff office?

Discuss possible or likely opportunities for individual independence, including unsupervised time at home or in the community, and the role of the Interdisciplinary Team (IDT) in individually determining such parameters and documented them in the Individual Habilitation Plan (IHP).

Do **not** include staffing patterns or coverage here, (See Section III., H.).

Discuss how the program will encourage and provide training in independent travel within the community and/or use of public transportation, if applicable.

For Supervised Apartment Programs, all questions must be addressed.

F. How will community resources be utilized to meet individuals' needs and increase individuals' integration into the community? How will the Agency arrange/provide for transportation?

Describe how the program will support the individuals' needs through the use of community resources, and expand their experiences through community integration. Some possible opportunities are:

- Employment
- Food shopping, banking, personal needs shopping
- Access to Community Centers, Senior Centers, volunteer programs
- Safety needs
- Social and recreational resources
- Community awareness
- Public Transportation
- Media: Newspapers, fliers, radio, TV

State what type of vehicle will be available for transportation and whether it will be assigned exclusively to this program site. If individuals who utilize wheelchairs are to be served, indicate if the vehicle is wheelchair accessible, with a lift.

G. What, if any, specialized services or interventions will be required? How will the behavioral needs, if any, of the individuals be addressed?

Possible types of specialized services/accommodations:

- Medical services (see below)
- Professional services
- Physical, Occupational, Speech Therapies, etc.
- Specialized Equipment and/or Interventions
- Psychiatric/psychological services
- Behavioral services (see below)

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For specialized medical services provided on site, **include, at a minimum**, the following:

- Define the role of the nurses, including the specific types of treatments to be provided
- Describe the expected nature of interface between nurses and other direct care staff, including training.
- Describe any specialized techniques or adaptive equipment with which direct care staff will need to be familiar or expert.

For behavioral services, **include** the following:

- whether the Agency has their own approved Behavior Management manual, a Memorandum of Understanding (MOU) with the Division, or some other arrangement;
- that behavior intervention plans will be developed and implemented in accordance with that manual/agreement;
- what position (title) within the Agency (or elsewhere, if applicable) will develop support plans, oversee their implementation and train staff. The qualifications for that position are expected to be provided in the job description.

H. How will staff time be utilized? Describe the staff coverage as it relates to the individuals' needs, for example, will staff always be on-site when individuals are present, will overnight coverage be awake or asleep, how will coverage for doctor's appointments, emergencies, etc., be provided? Explain scheduled variations in coverage. If staff are to be utilized beyond the usual activities of supervision and training, describe those activities/functions.

In addition to answering the questions, be sure to include the following in this section:

- Detail the minimum staffing patterns throughout the day and on the overnight, for weekdays and weekends, as reflected on the staff schedule grid. This is a description of the staff schedule in a narrative format, (in words).
- State whether overnight staff are awake or asleep.
- Expected staff duties and responsibilities on each shift
- Site manager responsibilities in overseeing all shifts and on-call availability
- If Managerial or Administrative staff are shared between programs, the allocation of hours to each program must be described.
- Describe supports provided to individuals who do not regularly attend day programs.
- Describe the level of nursing licensure, shift coverage, and for LPNs, the supervision protocol.

All staff titles used **throughout this document** must correspond with the Annex B, the Table of Organization, Job Descriptions and Section IV, the Residential Staff Schedule (grid) and the Position Listing.

I. What training will be provided to staff? What supervision will be provided to staff? Include managerial oversight on weekends, etc. What are the specific skills and competencies required by the staff?

- Training – Requirements for staff’s successful completion of:
 1. New employee orientation, including, but not limited to, training in the emergency evacuation procedure, the Agency’s approved policy and procedure for calling 911 in the event of a life-threatening emergency (Danielle’s Law), and HIPAA.
 2. New Jersey Pre-Service
 3. Specialized training required to meet individuals’ needs: behavioral, medical, dietary, communication, etc.
 4. Use of special equipment, including but not limited to: wheelchairs, lifts, tie-downs, glucometers, adaptive utensils, etc.
 5. Any other specialized training needs identified by the Agency.
- On-Call System (if applicable)
- Structure of Staff Supervision
- Employee Job Performance and Evaluation
- C-PEP only: Technical supports training from the Boggs Center