

Senior and Disabilities Services Setting Qualities Checklist and Exploratory Questions for Home and Community-Based Services Settings

Setting name	
Setting address	
Services provided at setting	
Reviewer	Date
Notes:	
Qualities required for all home and community-based services setting	
<input type="checkbox"/> Not located in building/on grounds with institutional characteristics	
<ul style="list-style-type: none"> • Is the setting in a publicly or privately operated facility that provides inpatient institutional treatment? • Is the setting located in a building on the grounds of, or adjacent to, a public institution? 	
<input type="checkbox"/> Does not isolate recipients from broader community of individuals not receiving HCBS?	
<ul style="list-style-type: none"> • Does the setting provide multiple types of services/activities on-site with consequent decrease in opportunities for recipient participation in broader community? • Does the setting isolate recipients because of its nature, e.g., disability-specific farm community, gated/secured community for people with disabilities, residential school? • Is the setting located in the community among private residences rather than in a business area? • Does the setting operate in a manner that congregates recipients so that they live/receive services in an area separate from non-recipients? • Does the setting use interventions/restrictions like those that might be used in institutional settings, or are deemed unacceptable in HCBS settings, e.g., seclusion, chemical restraints, locked doors? 	
<input type="checkbox"/> Provides opportunities and support for employment in competitive, integrated settings	
<ul style="list-style-type: none"> • Do any recipients work in integrated community settings? • Does the setting offer, to recipients who would like to work, information and support to ensure they are able to pursue that option? • Does the setting support recipients that do work, e.g., planning services around the work schedule, prompting recipients when it is time to go to work, assuring transportation is available? 	
<input type="checkbox"/> Provides opportunities to participate in and receive services in community	
<ul style="list-style-type: none"> • Does the setting provide, or assist recipients to obtain, information on activities/services in the community? • Are recipients able to come and go at any time, e.g., for appointments, shopping, church, entertainment, dining out? • Is the setting located near a bus stop? • Are bus schedules posted in a convenient location? • Are taxis or accessible vans available to transport recipients? • Are transportation services schedules/telephone numbers posted/available? • Does the setting facilitate/train recipients in the use of public transportation? • Are recipients able to talk about activities occurring outside the setting, how they accessed those activities, and who assisted in facilitating that access? 	

<input type="checkbox"/> Provides opportunities for control of personal resources
<ul style="list-style-type: none"> • Do recipients have bank accounts or other means to control their money? • Does the setting facilitate/support recipients to access accounts/funds as they choose? • If recipients work, is it clear to them that they are not required to sign over paychecks to the provider?
<input type="checkbox"/> Needs/preferences considered when settings options offered
<ul style="list-style-type: none"> • Does the setting reflect the needs and preferences of each recipient? • Do recipients express satisfaction regarding the setting?
<input type="checkbox"/> Offers choice of receiving services in non-disability specific settings
<ul style="list-style-type: none"> • If recipients choose to change providers, are they given the option of receiving services in non-disability specific settings?
<input type="checkbox"/> Process for protecting recipients' rights to privacy, dignity, and respect
<ul style="list-style-type: none"> • Is health information kept private, e.g., schedules/information regarding meds, diet, PT/OT are not posted in open area for all to view? • Do staff refrain from discussing recipient health information within hearing distance of others who do not have a need to know? • Do recipients have/have access to telephones or other electronic devices to use for personal communication in private and at any time? • Are communal telephones/computers located so that privacy in communication is ensured? • Do staff/recipients knock and receive permission to enter prior to entering a sleeping/living unit or bathroom? • Does the setting provide assistance with grooming/hygiene as needed? • Are recipients dressed in clothes that fit, are clean, are to their liking, and are appropriate for the time of day/season/weather? • Do staff converse with recipients while providing assistance and during the course of daily activities? • Do staff address recipients as individuals in the manner in which they would like to be addressed as opposed to addressing them with generic terms such as "hon" or "sweetie"? • Do staff talk about a recipient in his/her presence as though the recipient was not present or within hearing distance? • Are there cameras monitoring the setting?
<input type="checkbox"/> Process for protecting recipients from coercion and restraint
<ul style="list-style-type: none"> • Are recipients compelled to be absent from a setting for the convenience of the provider? • Are recipients required, against their wishes, to be present in a setting in order to benefit the provider financially? • Do recipients feel they can discuss concerns without fearing consequences? • Are recipients informed regarding how to file a complaint? • Is complaint filing information posted and understandable by recipients? • Can complaint filing be done anonymously? • Are staff trained in the use of restrictive interventions?
<input type="checkbox"/> Provides opportunities/support for recipient initiative, autonomy, and independence
<ul style="list-style-type: none"> • Do recipients have opportunities to participate regularly in meaningful non-work activities in community settings of their choice and for the period of time preferred? • Does the setting make clear to recipients that they are not required to adhere to a set schedule? • Do staff ask recipients about their needs and preferences? • Are recipients assisted in a manner that leaves them feeling empowered to make choices and decisions? • Are the choices and decisions supported/accommodated rather than ignored or denied?

<input type="checkbox"/> Optimizes opportunities for recipients to make choices regarding daily activities
<ul style="list-style-type: none"> • Does the setting support recipients in choosing their daily activities and in setting and controlling their own schedules? • Do recipients' schedules vary from others in the same setting? • Does the setting provide television/radio, access to the internet, movies, and other leisure activities that are of interest to recipients and that can be used at their convenience?
<input type="checkbox"/> Optimizes opportunities for recipients to make choices regarding the physical environment
<ul style="list-style-type: none"> • Are there barriers to movement preventing entrance to or exit from certain areas in the setting? • Are recipients limited to a specific area for activities or able to move about to various areas? • Are recipients able to move inside and outside the setting as they choose as opposed to being "parked" in one spot for the convenience of the provider? • Are there requirements or a curfew regarding return to the setting if a recipient leaves? • Are recipients assisted to access amenities (e.g., pool or gym) that are used by non-recipients? • Are recipients restricted to meeting visitors in an area designated for that purpose?
<input type="checkbox"/> Optimizes opportunities for recipients to choose with whom to interact
<ul style="list-style-type: none"> • Does the setting require recipients to occupy assigned seating for activities or meals? • Does the setting limit conversations/interactions among recipients? • Does the setting provide an area for recipients who wish, on occasion, to not participate in activities or to be alone?
<input type="checkbox"/> Facilitates choice regarding services/supports and agency staff who provide them
<ul style="list-style-type: none"> • Do recipients know how and to whom to make a request for services? • Are recipients aware of the fact that they can choose to receive services from other providers/staff? • Are recipients able to identify other providers who could provide the same services? • Does the setting assist recipients to change providers or to obtain other requested services? • Do recipients express satisfaction with the services received? • If a recipient is dissatisfied with/would prefer not to interact with an individual staff member, is he/she supported in the choice to receive services from a different staff person?
Additional qualities required for provider-owned or controlled residential settings
<input type="checkbox"/> Offers choice of non-disability specific setting and private unit
<ul style="list-style-type: none"> • Is the setting limited to use by people with disabilities? • Was the setting chosen from among options that included non-disability specific settings? • Are recipients offered the choice of a private room/unit where they are available for non-recipients?
<input type="checkbox"/> Residential options based on recipient resources for room and board
<ul style="list-style-type: none"> • Were the residential services offered realistic in view of the recipient resources for payment of room and board? • If residential services were limited because of resources, was the matter discussed with the recipient?
<input type="checkbox"/> Legally enforceable agreement specifying responsibilities and protections from eviction
<ul style="list-style-type: none"> • Does the agreement specify the responsibilities of the recipient and the provider with respect to the setting? • Does the agreement specify the circumstances under which it can be terminated? • Does the agreement address the steps a recipient can follow to request a review/appeal a termination of services? • Does the recipient understand the terms of the agreement?

Sleeping or living unit doors lockable by recipient

- Can the doors to the unit be locked?
- Can bathroom doors be locked?
- Do recipients have keys to their doors?

Sleeping or living unit key availability limited to appropriate staff

- Is there a master key or are there copies of unit keys available for use if needed?
- Is use of the master key/unit keys limited to appropriate staff?
- Are the master key/unit keys used to enter units only in limited circumstances agreed upon with the recipient?
- Is there a policy regarding the circumstances when the master key/unit keys may be used by staff and which staff may use those keys?

Choice of roommates if sleeping or living units shared

- Are recipients given a choice regarding roommates?
- Do recipients speak about their roommates in a positive manner?
- Do recipients express a wish to remain in a room/unit with their roommates?
- Are couples able to choose whether to share a room?
- Do recipients know that they can (and how to) request a change in roommates?

Lease/rental agreement addresses how recipients may furnish/decorate sleeping/living units

- Do recipients know that they may furnish and decorate their units as they please within the terms spelled out in the agreement?
- Are recipients' personal items (e.g., pictures, books, memorabilia) evident and arranged as they wish?
- Do furniture, linens, and other household items reflect personal choices?
- Do recipients' units reflect varying interests and tastes rather than having a standardized appearance?
- Is furniture arranged as recipients wish for comfort?
- Are shared rooms configured so that privacy is protected when assistance is provided to recipients?

Supports recipient freedom to control schedules and activities

- Does the setting make clear to recipients that they are not required to adhere to a set schedule for waking, bathing, eating, exercising, or activities?
- Is there staff sufficient to allow for scheduling variations?
- Do recipients' schedules vary from others in the same setting?
- Does the setting allow for the recipient to be alone and not participate in activities?
- Do recipients have access to typical home areas such as cooking and dining areas, laundry, and living and entertainment areas?
- Are meals served according to a set menu at scheduled times in a specified location?
- Can recipients request alternatives to a meal?
- Can recipients request meals at times other than when scheduled?
- Can recipients eat meals in locations other than the dining area, e.g., in an entertainment area or in private in a sleeping/living unit?

Food available to recipients at all times

- If a recipient misses a regularly scheduled meal, are provisions made for a nutritionally-equivalent meal to be available at a time convenient to the recipient?
- Are there appliances for safe food storage and cooking/heating in recipients' sleeping/living units or in a common area accessible by recipients?
- Are snacks available anytime?

Allows visitors of recipient's choosing at any time

- Are there limitations on visiting hours or the number of visitors allowed at one time?
- If visiting hours are addressed in the lease/rental agreement, is the recipient made aware of limitations before moving into the residential setting?
- Is furniture in living areas arranged to support small group conversations?

Physically accessible for each recipient

- Are there features that could limit mobility, e.g., raised doorways, narrow halls, shag carpets?
- Are there physical adaptations that counter any limiting features, e.g., ramps, stair lifts, or elevators?
- Are supports to facilitate mobility provided where likely to be needed, e.g., grab bars, shower seats, or hand rails?
- Are appliances accessible, e.g., microwave reachable without difficulty, front-loading washer/dryer useable for those with mobility devices?
- Are tables and chairs at convention height for recipients to access comfortably?
- Is furniture placed so as not to obstruct pathways for those with mobility devices?
- Are there gates, locked doors, or other barriers preventing access/exit from areas in the setting?

Protocol for modification of residential setting conditions

- Does the setting have a process/policy addressing modification of residential setting requirements when needed for recipients?
- Does the process/policy include the following?
 - Identification of a specific and individualize assessed need
 - Documentation of positive interventions and supports before modification
 - Documentation of less intrusive methods that did not work before modification
 - Description of the condition that resulted in the need for modification
 - Collection and review of data to measure effectiveness of the modification
 - Specification of timeframes for review of the modification to determine whether it is no longer needed or should be continued or terminated
 - Informed consent of the recipient
 - Assurance modification will not cause harm to the recipient