

## **Lifelong Learning**

### **I. Program Description**

#### **A. Program Overview**

Lifelong Learning is the ongoing and self-motivated pursuit of knowledge for personal and/or professional growth. Lifelong Learning supports individuals with disabilities in reaching their personal goals. The service is designed to maximize a person's independence and support the participants' pursuit of personal growth and self determination, in such areas as: social skills enhancement, life skills enrichment, work skills development, academic empowerment, recreation and self exploration.

Services are provided to participants in either a classroom setting or through participation in or exploration of their community. Persons with intensive instructional and personal assistance needs may receive individualized services for all or part of their day. The amount of one-to-one supports available may be limited due to funding restrictions. Group supports may be offered at ratios of one to four, or one to six, depending on the location and the service.

Communication, social interaction, choice, exploration and independence are emphasized throughout all activities. The following are examples of the types of options that typically are offered in Lifelong Learning:

- Community Exploration – support provided to enhance social inclusion, active citizenship and identity development. Utilizing community resources such as the YMCA, public library, museums, and retail stores.
- Volunteerism – support provided to enable individuals to volunteer in local, not for profit organizations, such as: delivering meals on wheels, picking up, delivering, and sorting food for food banks, art projects and landscaping.
- Experiential and Interactive Classroom Instruction – a variety of subjects are provided to foster social and communication skills, including but not limited to, art, music, fitness, current events, culinary arts, recreation/leisure, social skills, functional academics and employability training.
- Partners in Education – drawing upon the talents and expertise of local university faculty and students, as well as, community educators to enhance learning.

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- Personal Care – training and support provided to foster independence with hygiene needs, maintaining appropriate personal appearance, meals, and a healthy lifestyle.

### **B. Goals**

Lifelong Learning encourages and assists people to enhance their quality of life by making personal choices and building relationships within the community. Specific goals are:

1. Enhanced skills in utilizing community resources
2. Increased opportunities for developing relationships with others
3. Varied experiences to foster informed decision making
4. Increased ability to perform tasks, jobs, personal care needs, and to advocate for needs and desires.

## **II. Program Participation**

### **A. Populations Served and Eligibility**

Stone Belt offers Lifelong Learning services to adults with intellectual or development disabilities. Services may begin as early as 16 years of age, if the individual's support team determines that adult services would be most appropriate. It is more typical that a person begin adult services at age 21 or 22, as they transition from high school. Individuals may be served well into their older age years as their health and abilities permit.

It is Stone Belt's policy to provide services to all eligible persons without regard to race, color, national origin, sexual orientation, disability, or age.

In order to participate in Lifelong Learning services, applicants must meet the following criteria:

- a. Free from contagious disease (such as, Tuberculosis). Admission will not be denied to people with communicable diseases, including HIV or Hepatitis B, unless the State Department of Health makes the decision on a case-by-case basis.
- b. Services are not contraindicated by any medical condition.
- c. Must be able to benefit from the program/services.
- d. May not exhibit conduct/behavior that is dangerous to self or others that is not manageable through behavior intervention techniques, environmental adjustments, or other therapies.
- e. Transportation arrangements, as applicable, must be made prior to service provision.
- f. Able to attend at least three hours of programming per day, on at least two days per week, or one full day.

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- g. Eligible for funding through Medicaid, Medicaid Waiver, SSBG, or has the ability to pay privately.

If the desired program option is not able to take additional participants, a waiting list will be established and maintained by the Lifelong Learning Director.

### B. Referral Sources

Referrals for Lifelong Learning services may come from case managers, state agencies, schools, and family members, medical or clinical professionals. Medicaid Waiver, or other State funding is most typical, but private pay options are also available

### C. Admission

The process for admission for a person not currently receiving services from Stone Belt is as follows:

- a. The person and his/her interdisciplinary team determine that this program is desired.
- b. The person or his/her representative will contact a member of the Admissions Team, Lifelong Learning Director or designee.
- c. The Director/Designee will consult with agency support staff (Admission Team) to determine whether the requested services are compatible with the individual's needs, as well as, to determine if the financial resources are in place to support the requested services.
- d. Most often, a tour of the service location will be helpful to determine the optimal service option.
- e. The Stone Belt Admission Team will review the documentation, and the Lifelong Learning Director will determine if the individual is appropriate for the requested services.
- f. The CEO will make the final admission determination.

### D. Individual Program Planning

All persons enrolled in Stone Belt programs have an Individual Program Plan (IPP). Goals and objectives are developed with each individual and his/her interdisciplinary team. Each participant has a service coordinator who is responsible for writing and coordinating the plan that is developed. For persons who participate in Lifelong Learning, specific goals and objectives to be implemented in the program will be identified. The person's Lifelong Learning Coordinator will be responsible for ensuring the Lifelong Learning plan is appropriately implemented and will report the progress to the individual's support team. Progress on the plan will be reviewed at least quarterly with the consumer and other members of the

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team. The plan, which includes goals and objectives from all the programs in which the consumer participates, is revised at least annually through an individual support team meeting.

### **E. Program Components**

Individual Habilitation Facility – services are provided in a facility setting, with one staff providing supports to one participant, for intensive instruction/training and/or personal assistance needs.

Individual Habilitation Community – services are provided in a community setting, with one staff providing supports to one participant to facilitate community integration and exploration, with intensive training and/or personal assistance needs.

Group Habilitation Facility – services are provided in a facility setting, with one staff providing instruction/supports to either six (Bloomington, Bedford) or four (Columbus) participants.

Group Habilitation Community – services are provided in a community setting with one staff providing training/supports to four participants.

### **E. Service Delivery**

1. Lifelong Learning services are provided for as long as they are appropriate, desired and necessary.
2. Lifelong Learning services are offered Monday through Friday from either 8:00 a.m. or 9:00 a.m., to either 3:00 p.m. or 4:00 p.m., depending on the location.
3. Lifelong Learning services are provided as needed and desired during hours of operation, by the individual and their support team, based on available funding.
4. Lifelong Learning services are typically funded through Medicaid, Medicaid Waiver or other State funds, although private pay options are also available.
5. People are discharged from Lifelong Learning according to the agency discharge procedures. Discharge criteria specific to Lifelong Learning are as follows:
  - a. All ISP goals are met and there are no other identified training needs
  - b. Program admission criteria are no longer met.
  - c. Individual's support team, and/or the program director, determines the program is no longer appropriate.

## **III. Intra/Inter-agency relationships**

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Lifelong Learning services are coordinated with other Stone Belt programs and other service providers to ensure consistent supports and necessary communication. One service coordinator for Lifelong Learning is assigned to manage each person's supports and to advocate for their needs. Many participants receive residential services from Stone Belt's residential programs or receive residential services from other providers. It is critical that good communication occurs between day and home staff on a day to day basis, or as needed. This communication may happen electronically, via phone contacts or in a written format. Pertinent information may include: activities a consumer participated in; health related needs; behavioral support needs; successes and celebrations. It is important to be sensitive with this communication, as well as, ensure confidentiality in reporting this information. The Lifelong Learning Coordinator participates as a member of the individual's support team, as needed.

### **IV. Personnel**

#### **A. Lifelong Learning Coordinator**

The Lifelong Learning Coordinator supervises a team of Direct Support Professionals and Instructors who provide person-centered services to an assigned group of individuals, as well as, service coordination and advocacy to the individuals assigned to them. The Coordinator communicates and interacts with all significant people in the lives of those they support, to ensure appropriate program involvement.

The Coordinator schedules direct service assignments and supervises the provision of support and instruction in the classroom/facility, as well as, community participation.

#### **B. Direct Support Professional**

This position is a member of a team that delivers person-centered supports and services to an assigned group of individuals. Services may be delivered in a classroom/facility setting or through community participation. Both group and individual supports are possible.

#### **C. Instructor**

This is a support position that develops and provides instruction to participants in Lifelong Learning. Persons in this position will procure and/or develop instructional materials, activities and lesson plans for their own use and for use by Direct Support Professionals who may also be responsible for implementing instruction.

### **V. Program Evaluation**

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In order to identify the results of services and the effects of the program on the persons served, quality indicators of Lifelong Learning are taken as part in the agency's Outcome Measurement System. The data collected in the system is reported quarterly, and reviewed by the Lifelong Learning Director to evaluate the program's progress on quality initiatives and outcomes for individuals served. The information will be used to improve the quality of life for person's served in Lifelong Learning services.