County Guide to Achieve Developmental Disability Administration Guiding Values

ACKNOWLEDGEMENTS

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O'Connell, 1990

INTRODUCTION

In 1992, when the County Guidelines were first developed many families made the decision to raise their sons and daughters with developmental disabilities at home rather than request a place for them in state facilities; together with the State's decision to return people living in institutions to their communities, has resulted in many people with disabilities living and working all over Washington. Based on what we have learned in the past, the emphasis is to change from a contracting for "service systems" to finding ways of opening doors, building bridges, making introductions, and supporting relationships. Today these individuals continue to contribute to the economy, diversity, and enrichment of the communities in which they live. Great strides have been made in supporting individuals with developmental disabilities in local neighborhoods and communities.

Formal services can maximize the inclusion of people into the community, by supporting individuals to;

- Explore the talents and gifts they have to offer;
- Develop and maintain their relationships;
- Learn skills they need or want to know;
- Increase opportunities to participate in community activities based on interests and cultural/ethnic connections; and
- Be healthy and safe

However, we need to continue to remind ourselves that our role is to support the inclusion of people into their community, not to replace their community or to be their community.

For these reasons it is important to see the role of the counties which is to promote opportunities to connect to the community as well as broker contracted services. Any supports counties offer must be based on the values that segregation, isolation and poverty are unacceptable.

People with developmental disabilities, their families, friends and allies are teaching us much about the importance and value of listening to and being guided by people who experience the "services," or supports, since they are in the best position to know how it works and feels for them. We are learning that the needs of people with developmental disabilities have little to do with their disability and much to do with where they live, work and play.

The Guiding Values are **The Basic Interdependent Benefit of Quality Living** that form the **Core of this County Guide.**

- **Inclusion**
- **Status and Contribution**
- **Relationships**
- **Power and Choice**
- **Health and Safety**
- **Competence**

The importance of these basic values of community life is not unique to people with developmental disabilities. They are important to all of us in all phases of our lives.

PURPOSE

This guide promotes inclusion of citizens with developmental disabilities into community life. It establishes a framework for partnerships among citizens with developmental disabilities, their families, the State, counties, and local communities. The guide also provides a foundation for the planning each county is required to do as part of its state contract. Finally, the guide provides strategies for using state and local dedicated funds and personal influence to achieve the desired outcomes. This document outlines an approach to providing supports that build on individual interests, gifts and preferences.

This guide further recognize the important and pioneering contribution that people with disabilities and their families make in guiding counties to the community.

County Boards and Coordinators are in a unique position to:

1. Encourage and support the ability of communities to include people with developmental disabilities.
2. Influence the direction of local services by participation in planning and contracting efforts.
3. Help determine the direction of contracted services based on the County Guide and DDA Guiding Values with input from persons with disabilities, families and the community.

Some examples of ways Counties can begin addressing the above is by:

- Advocating for accessible, affordable housing and transportation;
- Advocating and supporting inclusive recreational opportunities;
- Becoming involved with local schools and school districts to advocate for inclusive neighborhood schools;
- Promoting inclusive employment opportunities in the public and private sector;
- Educating and advocating for equitable, affordable and high quality medical services;
- Supporting people with developmental disabilities and their families on committees and in decision making and leadership roles;
- Supporting innovative efforts from self-advocates, families and community members;
- Introducing people who have common interests and providing outreach to diverse communities to build connections; and
- Prioritizing funding for those supports that focus on community connections, contributions and participation.

County developmental disability boards and staff have an advocacy responsibility on behalf of people with developmental disabilities and their families. Board members are in a unique position to share information with other community members. They are also responsible for gathering information and influencing the direction and need for services.

Active county boards and staff shape community services by offering information and providing feedback during local planning and decision making efforts. Most importantly, boards influence

communities to support and welcome people with developmental disabilities. To increase effectiveness, counties should take guidance from people with developmental disabilities and their families to increase active participation in and contribution to their communities.

Included in this document are examples of strategies and quality indicators that may help counties and county service providers in planning toward supporting people to experience the DDA Guiding Values. These values form the philosophical base of this document and are the core of how the service system is defined. Services and accomplishments are best measured against the same goals and values that most community members identify as important in their lives.

STRATEGIES TO ACHIEVING BENEFITS & QUALITY REVIEW

Overview

County boards are in a powerful position to assess and determine the needs of the community. This includes listening to people with developmental disabilities and their allies. County Boards influence the use of County and State funds in ways to promote community participation; involving community members and leaders in developing solutions to promote inclusive opportunities for community members.

How counties support, define and promote opportunities will determine how effective counties will be in achieving the value of inclusion, status, relationships, power and choice, status, health and safety, and competence on behalf of citizens. The following are areas that impact the inclusion of individuals into community life.

Under each of the following areas, there are outcomes/quality indicators, strategies and review questions that county boards may want to ask themselves and others to determine whether the benefits are being experienced. These outcomes/quality indicators and review questions could form the foundation for the evaluation/review process that each county will need to do. This review process is two-fold; the first is a way to determine how service providers are doing in supporting people to experience the benefits described. The second is for counties to have a way to self-assess their effectiveness in contracting, influencing and supporting the benefits on behalf of individuals with developmental disabilities living in the community.

Role of County Board/Staff

Washington's Laws and Administrative Codes (RCW 71A.10 through 71A.22 and RCW 71A.14.50) recognize the authority of counties to appoint a local board to plan for persons with developmental disabilities. The law recommends that boards include individuals with developmental disabilities, family members, representatives of public, private, or voluntary agencies, representatives of local governmental units and citizens knowledgeable about developmental disabilities or interested in services to persons with developmental disabilities in the community.

Planning is at the heart of effective community services. Effective planning provides the tools that county coordinators, staff and contractors need to initiate change. Planning efforts should set program priorities, define tasks so that objectives can be met and facilitate allocation of scarce resources. Within this planning effort, attention needs to be paid to all people with developmental disabilities.

The mission of the board should provide a purpose for improvement of services for people with developmental disabilities. To maintain an atmosphere of constantly improving services, the board should continuously revisit its mission and evaluate policies, programs and actions against that mission to determine overall progress.

Quality Indicators

The following indicators may be used to review the efforts of county boards:

- Clear mission statement that reflect DDA's Guiding Values.
- Board members that represent cultural and ethnic diversity in the community.
- Planning and contracting that promotes the inclusion of people into the community.
- Planning that solicits input from people with developmental disabilities, families and community members.
- Funding priorities that reflect the mission and values.
- Advocacy and coordination with other systems on behalf of people with developmental disabilities.
- Contracts with organizations based on the DDA Guiding Values.
- Evaluation systems based on the DDA Guiding Values.

Strategies

The following are some strategies for community planning:

- Clearly define the mission and basic objectives of the organization and build in opportunities to regularly re-evaluate and renew the mission and objectives.
- Define the activities needed to achieve the stated objectives.
- Identify existing strengths or interests of current board members and match those to key activities.
- Include people with developmental disabilities on the county advisory board.
- Solicit information from people with developmental disabilities and their families. Utilize the energy, contribution and commitment of individuals and family members.
- Keep public officials and community planners aware of board activity and evolving changes in services for people with developmental disabilities.
- Inform prospective board members of what is expected of them in terms of time and responsibility.
- Engage in a planning process that gives organizational direction.
- Establish selection criteria and clearly state the role and responsibilities of board volunteers and staff.
- Ensure board member understands how the board plans and operates.
- Ensure board meetings are open to the public.
- Establish a clear understanding of the difference in roles between the board and paid staff.
- Establish by-laws that clearly state how board volunteers are recruited, appointed, oriented and trained.
- Ensure board representation reflects the diversity of the community.
- Routinely solicit information from community partners; for example DDA/DVR.
- Organize forums that bring people together and build support for families.

- Review of the [ADSA Web Access](#) (AWA) data (wage and outcome data) to evaluate how programs and people are doing.
- Remain current in best practices, at a state and national level.

Quality Review

The following questions are offered as a beginning to an organizational evaluation of overall board effectiveness:

- Is the board made up of effective individuals who can complement one another's talents?
- Is the board large enough to carry all necessary responsibilities but small enough to act as a deliberate group?
- Are roles and responsibilities clearly defined and understood by individual board members and county staff?
- Is there an effective working relationship between the board and county staff?
- Does each board member understand the mission of the organization and how that mission is achieved through its actions?
- Is the local community aware of the board's role and activities?
- Does the board collectively formulate specific goals to guide its work?
- Does the organization seek and use community input during its planning process?
- Is the mission clearly stated and written in a way that the general public understands the purpose of the county board?
- If the board is multi-purpose board, what assurances are there that the interests of people with developmental disabilities are well represented? Are the interest of people with developmental disabilities well represented?
- Is there broad knowledge, experience or interest in the area of developmental disabilities represented on the board, which includes people with developmental disabilities, family members and community partners?
- Is the county developing services based on objective information from the broad community?
- Is the board diverse in its make-up?
- Is the board planning on behalf of people with developmental disabilities?
- Are people with developmental disabilities benefiting from county support?
- Is there cooperation and collaboration between the county and the local community partners?

Role of Employment

Employment can result in improved quality of life, increased options and choices for people with developmental disabilities. Employment is a major vehicle for inclusion into the community. Employment can offer access to other community members, a path out of poverty and independence from service systems.

With appropriate support, people with developmental disabilities can learn to do very complex tasks. People perform better when the skills they need are learned on the job. Community employers are increasingly interested in developing and maintaining a diverse workforce, including people with developmental disabilities.

Employment services must be offered in competitive and integrated settings. These jobs should offer each person the opportunity for up to full-time, stable and rewarding careers with support

based on individual skills, interest and abilities offered in ways that promote choice, interdependence, productivity, financial security, benefits and opportunities for advancement. Washington State is an employment first state and needs to continue the efforts needed to help people with developmental disabilities meet their employment goals. Supported employment has proven to be an effective mechanism for finding and maintaining employment.

Quality Indicators

The following are some of the outcomes counties would want to see people experiencing in employment services:

Employment in organizations that:
- Are typical businesses in the community.
- Offer opportunities for natural supports.
- Offer benefits, including vacation, health insurance, retirement, etc.
- Offer the opportunity for wages that support economic self-sufficiency.
- Have jobs that contain elements of upward mobility, including:
  - Opportunity for advancement.
  - Increased wages.
  - Opportunities for new employment.
- Offer choices for individuals in:
  - The work they do.
  - Who provides the support.
  - Job location.
  - Hours worked.
  - Opportunities for building relationships and support from co-workers.
  - Supports that provide culturally competent services.
  - Opportunities for everyone that wants a job to have a job.

Strategies

This section will provide strategies and quality guides with a focus on meeting the support needs of employers as well as the individual's support needs.

- Establish policy and practice that reflects the perspective that people with developmental disabilities have a right to inclusive community jobs.
- Ask people with developmental disabilities what they want and plan around their interests and goals.
- Offer Person Centered service planning to help identify employment goals.
- Actively seek information and participation from families, employers and community members.
- Develop contracting policies and procedures that encourage community employment and employer involvement.
- Make consistent investments that support the mission based on the County Guide.
- Evaluate procedures that encourage the use of a variety of community resources and funding agencies to support people in their jobs.
- Review processes to determine if contracted services promote the development of supports based on individual need.
- Share information with families, schools and community members.

- Review the policies and procedures of employment support providers to ensure services are provided through an equity and social justice lens.
- Develop a community awareness plan that portrays individuals as valued.
- Evaluate employment data in your community in comparison with the general population.
- Review cost benefit ratio related to supported employment.
- Review a sample of employment plans. Do jobs relate to the individual's employment goals?
- Actively promote school programs to graduate students with work experience, a resume and paid employment.
- Identify the work incentives that are available and use them, i.e.; Social Security, Division of Vocational Rehabilitation, Division of Services for the Blind etc.
- Advocate for increased funding for the legislature for employment supports.

Quality Review

The following questions are offered as a beginning to an overall evaluation of employment services

- Does the employment service offer results that are consistent with the individuals identified employment goal?
- Do services offer inclusive employment opportunities for all individuals with developmental disabilities regardless of level of need?
- Are resources being used in a way that is consistent with the objectives identified in the county plan?
- Does the employment service offer opportunities for up to full-time employment based on the individuals' employment goal?
- Do jobs held by people with developmental disabilities reflect range of jobs held by other community members?
- Does the employment service seek jobs that offer advancement potential, benefits, wage increases and the opportunity to change jobs?
- Are people employed in typical community jobs?
- Does the employment service offer individual choice with regard to job selection, support structure and job location?
- Are employment services based on the strengths, capacities, skills and preferences of the individual?
- Does the employment service seek and encourage employer participation in the process of developing jobs and individualized support strategies?
- Does the employment service seek and encourage co-worker involvement in the process of supporting individuals?
- Do practices promote innovation and the development of natural employment supports?
- Do practices foster and promote collaboration?
- Are a variety of community resources and funding agencies utilized to support people in their jobs?
- Are supports provided in a culturally competent manner?
- Do employers and people with developmental disabilities play a significant role in the decision making process with regard to employment services?
- Does the county have a process of eliciting input and feedback from a broad segment of the community?

Role of Children's Services

Children's services are designed to assist with a child's development by offering support to children, birth to three years of age and their families. These services may include specialized therapy and/or educational services to increase participation in activities typically experienced by all children. Children's services are important to the development of a child with developmental disabilities and should assist in preparing for entrance into the public school system. Quality services assume that children, their families, and others will benefit most from services when they are offered in the family home and in typical community settings.

Early intervention services have proven to be highly successful in supporting families through challenging times and in helping children achieve significant strides in their development. Services are provided in typical settings where children with and without developmental disabilities have opportunities to discover and learn.

Collaboration and community partnerships are essential. People with developmental disabilities and their families, formal systems, and other community citizens, are critical to ensuring that resources are available and tailored to the cultural and diverse needs of children and their families.

Quality Indicators
- The following are some of the outcomes for children and families receiving this service:
- Families lead in planning the support of each child's needs.
- Children are actively participating in community activities with their typically developing peers.
- Child care providers are successfully supporting children with developmental disabilities.
- The county and agencies provide support and training to child care providers.
- Services provided are incorporated into the daily routine of the child and family.
- Families have current information and understanding of the services available for their child and family.

- Services are provided in an equitable way that reduces barriers to participation.
- Families receive support based on their diverse and unique needs. .

Strategies
The following strategies are offered as a guide to defining service expectations:
- Include families in the planning of the children's service needs.
- Develop services that consider individual family interests, values, priorities, concerns, routines, and preferences.
- Provide services that are culturally responsive and demonstrate a value for diversity.
- Develop policies and procedures that promote the use of community resources and services typically available to children.
- Maximize the use of other funding resources
- Inform families of children with developmental disabilities of services available.

- Create opportunities for parent networking, support and training.
- Provide ongoing training to staff working with children and families.
- Actively recruit qualified specialists such as Occupational therapists, speech therapists, special educators, Vision specialists, physical therapists to provide services that meet the needs of children and families.
- Contract for services with qualified specialists, therapists, and private practitioners.
- Provide services in typical community settings.

Quality Reviews

These questions are offered as a starting point to an overall review of service effectiveness:
- Are there effective outreach efforts to identify children for early intervention services?
- How does the service provider get to know the interests, values, priorities, concerns and preferences of the child and family?
- Is the family directing the ongoing decision making process of services for their child?
- Does the service provider have knowledge of community resources and activities which are typically available to children?
- Does the service provider use typical community resources to support families in achieving their goals for their children?
- How do the purchased services promote independence from the program and interdependence within the community?
- Do services support the family in developing connections with community resources
- Are contracting procedures and funding methods flexible enough to allow for individual differences and evolving needs?
- Are all services provided in natural environments/typical community settings?
- Do purchased services promote a smooth transition to community services and schools?
- Is there a coordinated and collaborative effort between organizations concerned with young children?
- Is resource information readily available to families and available in their native languages?
- How well informed are families regarding community resources for their child and family?
- Does the service provider coordinate and collaborate on service delivery for families with other community agencies?
- Are the provider's funding sources flexible and responsive to the identified needs of families

Role of Community Inclusion

The purposes of Community Inclusion services are to:
- Provide the support necessary to participate in activities that are integrated and create opportunities to contribute and develop relationships with people in your community who are not paid staff.
- Find places where a person's interest, culture, talent and gifts can contribute to and be shared with others with similar interests.
- Provide opportunities for people to do things they enjoy as well as new and interesting activities.
- Support participation in typical community clubs, associations and organizations as members and in decision making capacities.

The goal of the service is to support people with developmental disabilities to access, participate and contribute to their local community. As people participate in their communities their presence leads to active involvement and opportunities to connect and to contribute. It is the expectation that services support people in activities, to be present, actively participate, connect with others and to make contributions.

While these services are typically offered to individuals who are not receiving employment services or who are unemployed, it is extremely important to understand that participation in these services **does not** imply that a person is unable to work or that people who work may not need support to be involved in their community.

Quality Indicators

The following are some of the outcomes you would want to see for individuals receiving Community Inclusion services:

- Activities are individualized and based on the person's interests.
- Activities are integrated with other individuals without disabilities in the community.
- Activities are typically experienced by the general public in the local community; accessible by public transit or a reasonable commute from home.
- People with disabilities are making contributions in the community.
- Relationships are reciprocal and with a variety of individuals who are not paid to support the person.
- Opportunities to maintain current friendships and reconnect with people from the past who were friends and acquaintances.
- Opportunities include a wide variety of activities, based on personal preferences and includes new and interesting activities.
- Opportunities for membership/leadership in clubs and associations based on interest and culture.
- People have opportunities to contribute to the community through volunteering.

Strategies

Clearly defined expectations based on the shared values as expressed in the planning process are essential to achieving quality results from purchased services. The following strategies are offered as a guide to defining service expectations:

- Develop policies and processes that encourage creativity and services based on individual interest and support needs.
- Identify and clearly define desired outcomes.
- Seek family and community participation.
- Identify the people who the person with a disability wants included in their life include these people in planning efforts and community participation and contribution.
- Identify activities through planning with the person that focus on the interests, strengths, gifts and capacities of the person.
- Identify reciprocal opportunities where the talents of people with disabilities can be contributed to and shared with others who are not paid staff.
- Partner with community organizations to create inclusive opportunities.
- Ensure that training and technical assistance support is available to organizations.

- Utilize the experience of people with developmental disabilities in teaching others.
- Bring people together to identify alternative ways of obtaining support in order to participate in and contribute to their community.
- Identify and support activities that are integrated with other individuals without disabilities in the community.
- Identify and support activities that are typically experienced by the general public in the local community, accessible by public transit or a reasonable commute from home.
- Work to include and support people with developmental disabilities on community boards committees and associations.

Quality Review

The following questions are offered as a starting point to overall review of service effectiveness:

- How does the County encourage innovations through its contracting procedures?
- Does the County promote the implementation of Community Inclusion services that are individualized rather than group directed?
- Do services promote opportunities for relationships?
- Do have people have more opportunities to meet new people?
- Do people have increased competence?
- Are people recognized for their community contributions?
- Do people have opportunities to do things they enjoy as well as new and interesting things?
- Are people with developmental disabilities included on community boards, committees and associations?
- Do the supports teach the person to use community resources without agency staff?

Role of Community Infrastructure

The team community infrastructure refers to those public services available to all community members. The opportunities to live in a home, have a job, move around the community using public transportation, participate in local recreational activities and celebrate cultural events, are important for all individuals. However, for many individuals with developmental disabilities, access to these basic human rights may be limited. Counties can affect and/or influence the availability of these resources. Partnerships and participation with local entities that control these resources are critical to ensuring presence and participation into local communities for people with developmental disabilities.

Quality Indicators

The following are some of the outcomes you would want to see available for individuals accessing the generic service system:

- Housing that is:
  o Inclusive
  o Safe
  o Affordable
  o Attractive
  o Physically accessible
  o Close to jobs, community resources, transportation

- Transportation that is:
  - Available
  - Timely
  - Accessible
  - Convenient
  - Affordable
  - Safe
  - Inclusive

- Recreation that is:
  - Inclusive
  - Available
  - Affordable
  - Accessible
  - Supportive
  - Fun

- Medical support that is:
  - Available
  - Affordable
  - Accessible
  - Competent
  - Respectful and Culturally Responsive

- Public Education that is:
  - Inclusive and integrated
  - Outcome focused
  - Offers employment opportunities
  - Graduates students with a job
  - Offers training at vocational technical schools, community colleges and universities
  - Focuses on capabilities
  - Collaborative with families
  - Inter-agency collaborative

Strategies

The following are offered as initial strategies for influencing and directing the way local agencies plan for and support individuals with developmental disabilities:

- Learn about community services and organizations and share information about the needs of people with developmental disabilities.

- Work to include and support people with developmental disabilities on community boards committees and associations.

- Work with specific agency decision makers and planners.

- Educate and work with decision makers and those responsible for the development and delivery of local services of the needs of people with developmental disabilities.

- Advocate for the use of language that is dignified and respectful.

Quality Review

The following questions are offered as a starting point for a review of generic community services. In addition to questions related to generic services, county boards should ask themselves the following:

- Is the board influencing the direction of community services?
- Are people with developmental disabilities benefiting from this influence?

Housing
- Is a variety of affordable housing available to people with developmental disabilities?
- Is the housing safe and attractive?
- Do people have a choice in where they live?
- How much of a choice does a person with developmental disabilities have with regard to roommates?
- Are people living in a variety of integrated settings throughout the community?
- Is housing near or accessible to public transportation, jobs, shopping, schools, neighbors and community services?

Transportation
- Do people with developmental disabilities have access to public transportation?
- Do people with developmental disabilities us available public transportation? Is it convenient? Is it affordable?
- How are barriers to public transportation being addressed?
- Is training available for people to learn how to use the transportation system?
- Is training about developmental disabilities available to public transportation employees?

Recreation/Leisure
- Do people with developmental disabilities participate in local events typically attended by others from the community?
- Does participation in local recreation and leisure activities promote community inclusion and the development of relationships?
- How are barriers such as accessibility to recreation and leisure activities being addressed?
- Are recreational activities fun? Are there a variety available?

Medical/Dental Services
- Are quality medical and dental services available within the community for people with developmental disabilities to access?
- How are the barriers to appropriate medical/dental services being addressed?
- Do people with developmental disabilities use available medical/dental services/
- Are medical/dental services delivered with respect?

- Do people with developmental disabilities have access to and participate in community wellness programs?
- Are people accessing community health services, including behavioral health services?

Public Education
- Are local school districts encouraging inclusion?
- Do educational services appear age appropriate?
- Do schools prepare students with developmental disabilities for jobs in the community?
- Do students with developmental disabilities graduate from school with a job?
- Do schools promote employment or post-secondary opportunities for all students with disabilities?
- Are inclusive adult education experiences available through technical schools, community colleges or other institutions?
- Do service providers and school personnel plan together with the family for educational and other post-graduation goals?

Role of Local Communities

Community members, organizations, and associations have much to offer and learn from people with developmental disabilities. While services can provide opportunities for people to be a part of their community, only community members can offer true inclusion through memberships, friendships and other valued roles. County boards and staff can not only help educate but also learn from community groups what it will take to have people with developmental disabilities be more included in local communities. As we become more inclusive, it is critical that relationships be developed between county boards and community members and leaders.

Quality Indicators
The following are some of the outcomes for people experiencing their community:

- Belonging to clubs and organizations based on individual interests and cultural ties.
- Contributing to the betterment of the community through a variety of means such as volunteering, helping a neighbor, voting, serving on boards and committees.
- Having relationships with a variety of people in the community, both long term relationships as well as acquaintances.
- Participating in a variety of inclusive community activities.
- Participation in cultural organizations and events.

Strategies
The following are offered as initial community building strategies for county boards and staff.

- Identify and make contact with community leaders and key community people. These may include business people, public sector leaders, church leaders and neighborhood associations.
- Educate community leaders about the needs, talents, gifts, and interests of people with developmental disabilities. Include people with developmental disabilities and their families in these efforts.

- Solicit input from community leaders and members on how to increase the participation of people with developmental disabilities in communities.
- Work with advocacy organizations to share with community leaders and members their goals and dreams of what community should be for all people.
- Use the media to share stories of contributions that people with developmental disabilities make in their neighborhood and communities.
- Educate county/city officials and candidates on the needs of people with developmental disabilities.
- Join groups working on community issues, such as housing, transportation, and poverty, and bring in perspectives for people with developmental disabilities.
- Develop community groups/organizations around specific issues affecting inclusion of people into communities.
- Connect individuals with developmental disabilities to others in their community.

Quality Review

How will county boards know if community building strategies are actually benefiting individuals with developmental disabilities and the communities the live in? The following are some suggested quality indicators counties might look for to determine whether their efforts were successful:

- Are people with developmental disabilities being included in organizations, associations, clubs and churches?
- Are the issues affecting people with developmental disabilities included on the agenda of organizations, associations, clubs and churches?
- Do people with developmental disabilities have more relationships as a result of these new connections?
- Are stories being told in local media that reflect positive contributions being made by people with developmental disabilities?
- Are community members and leaders participating with county boards in identifying solutions to community challenges, such as inclusion of people, jobs and housing?
- Are people with developmental disabilities participating in local events with community members?
- Are the gifts and talents of people with developmental disabilities being recognized?
- Are community members advocating and supporting people to achieve their dreams and goals?
- Do people have roles of influence in neighborhood groups and associations?
- Do people have opportunities to meet a range and variety of new people?
- Are people participating in activities they have chosen and have an interest in?
- Do planning efforts include input from culturally diverse organizations?
- Are people encouraged to participate in clubs and associations that reflect their cultural background?
- Do people with developmental disabilities participate in events and celebrations associated with their cultural background?
- Are diversity workshops and education offered to service providers and community members?

Conclusion

Citizens of the state of Washington, through these Guidelines and Guidelines of the past, continue to demonstrate an ability to struggle with important questions and to work toward a vision of inclusion on behalf of all its citizens.

The values described in this document of:
- Inclusion
- Status and Contribution
- Relationships
- Power and Choice
- Health and Safety
- Competence

Will require that each of us do the following:
- Strive to build and support relationships.
- Utilize natural supports as much as possible.
- Stress community involvement.
- Support active participation.
- Use non-intrusive, natural interventions
- Be sensitive to individual rights – particularly privacy, personal decision making and personal space.
- Maintain natural routines.
- Be conscious of age appropriateness.
- Recognize the right of the person to make real choices.
- Maintain good health, safety, and medical practices.
- Utilize the power of modeling in your own behavior.
- Be conscious of subtle images, postures, and language which can devalue people.
- Promote status, competencies and personal growth.
- Know the individual well.
- Respect and support the cultural ties an individual may have.
- Keep people who are unemployed and underemployed in mind as decisions are made.

We have much work to do before our vision of total inclusion into community for all people will be realized. These Guidelines represent another step toward that goal and will require partnerships and collaboration on a level never before attempted.

"…this work must not be an extension of the formal system, but be located in the civic sector – the place where people come together as citizens – provides a broader perspective, access to people who are not functioning as paid professionals but as neighbors and citizens, and the fundamental condition of informality."

Community Building in Logan Square, Mary O'Connell, 1990