

## 5. PDD Services, Supports and Funding

The PDD program provides funding for a number of supports and services for adults with developmental disabilities. The program requires an application, assessment of eligibility, and, if an individual is found to be eligible, a process of individualized service planning.

*The system that is in place in Alberta right now is very pro client and family and it is one of the best, if not the best, systems for people with developmental disabilities in the world...I am very proud of what we have here*  
*A parent*

### **Application**

Obtaining PDD service requires each individual/family to complete an application form. Community Support Coordinators are the key people who can assist in applying for and setting up services and funding.

### **Eligibility**

PDD eligibility is based on three key criteria. A person must:

- Be 18 years of age or older;
- Have a disability, which is assessed as a “developmental disability”, using Ministry Eligibility criteria; and,
- Live in Alberta as a Canadian citizen or a permanent resident as defined in the *Immigration Act*.

Persons with multiple disabilities, which include a developmental disability, may be eligible for PDD Program-funded supports. Individuals designated as ordinarily resident on reserve status Indians are eligible for federal funding, which is allocated to individual bands for distribution.

The following three criteria are used to make the determination of *developmental disability* for PDD Program purposes:

- Significant limitation in intellectual capacity;
- Onset prior to age 18; and,
- Significant limitation in adaptive skills in two or more of the following adaptive skill areas – *communication, home living, community use, health and safety, leisure, self-care, social skills, self-direction, functional academics, work*

A Community Supports Coordinator can provide more information about PDD Program eligibility.

### **Types of Services and Supports available through PDD**

PDD services can be provided in four areas

#### *Community Living Supports*

These are home living supports provided in a wide range of settings to assist individuals to live as independently as they choose. People should have the opportunity to create a home of their own that mirrors their lifestyle and identity. People live in homes they choose (lease, rent or own) with or without others as they choose and in places where they are able to exert ordinary measures of personal control.

#### *Employment Supports*

These supports assist individuals to gain and/or maintain employment.

#### *Community Access Supports*

These supports promote an individual’s participation in community activities in areas such as: education recreation community association community resources participation in the volunteer sector and their personal development.

### *Specialized Supports*

These supports provide other unique supports such as: behavioural supports, professional services, start-up community living allowance, transportation, assessments and other specialized supports.

### **Individual Service Agreement**

If an individual is determined to be eligible for PDD services, the specific services that the person is to receive are identified in an *Individual Service Agreement*.

This service agreement will contain the following key elements:

- Specification of services to be provided;
- Key expected outcomes from the services agreed to
- Funding levels
- Individual, family/guardian responsibilities;
- Service provider roles and responsibilities (if applicable);
- Billing and payment information,
- Requirements for accountability

Developing the agreement requires *individual service planning*. To emphasize focus on each individual's unique circumstances, PDD has set out several key principles to guide this planning:

#### *Foundation Principle*

Individuals, with the assistance of their families and friends, are the primary source for identifying what is best for them and what kinds of support they require.

#### *Supplementary Principles*

Recognizing that many individuals with developmental disabilities require the assistance of paid supports to live, work and

participate in the community, supplementary principles have been identified to guide supports funded by the PDD Program.

- Supports assist individuals to be fully included and live meaningful lives in the community.
- Supports are adequate, flexible and individualized, while being responsive to individual and family changes, as well as community dynamics.
- Supports assist individuals to maintain and build their connections and relationships with family, friends and other community members and should not define all aspects of the individual's life.
- Supports recognize the potential of individuals and provide them with opportunities for continuing growth, personal development and life-long learning.
- Supports respond to the direction determined by individuals, their families and guardians, and are careful to follow their lead, rather than taking control.

### **Individual Service Planning**

*Individual Service Planning* is a process leading up to the establishment of an individual service agreement. This planning process is generally focused on day to day supports or services that an individual needs. The planning process considers:

#### **I. Where the individual might live – their home**

There are many options to consider when determining where an individual will live. The needs and choices of the individual should guide all decisions:

Some of the questions that may be asked are:

- What degree of support does your child need to live in their chosen home?
- Are there are particular needs that your child has that might be important to know about in determining where the person lives?
- Does your child want or need to share their house with someone else? Who might that be?
- Who will do laundry, cleaning, and other housekeeping
- Who will shop and cook
- How will your child bathe, and attend to other personal requirements

Some of the options for where a person might live include:

- Remaining at home
- Living independently
- Living with a friend or relative
- Living with a roommate
- Living in a Room and Board situation
- Living in an approved home or group home

*If I were asked to name the chief benefit of owning a house, I should say that a house shelters daydreaming, the house protects the dreamer; the house allows one to dream in peace*  
Gaston Bachelard

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See the **Housing** Fact Sheet for more info

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## 2. Further Learning, Employment, or Day Time activities

*.I'm attending school only until it becomes available on my I Pod*

This focuses on addressing the person's desired career, post secondary education, or employment choices. This can also consider volunteer, or other day-time activities.

The importance of these will vary from person to person based on that person's values, goals, interests, and choices.

Some of the questions that may be asked are:

- What support might your child need to learn more?
- What support might your child need to prepare for employment
- What support might your child need to maintain employment
- What training or further learning may be needed?

Some of the options available are:

- Employment (competitive or supported)
- Specific job training, On The Job training
- Post Secondary Education (TVP, IPSE)
- Personal Development, Job search skills

*The great thing about work is that it rarely goes away by itself...you can just leave it alone and tomorrow, there it is, still waiting for ya*  
SG

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See the **Employment** Fact Sheet for more info

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### 3. Recreational, Social, and Spiritual activity and involvement

Recreational and social activities are an important part of everyone's life. They can provide individuals with opportunities for exercise, developing and enhancing relationships, a sense of belonging, and, of course, fun.

For many people, spiritual and faith activities are also an essential part of their lives that should also be considered in the Person Centered planning process.

*The foundations of a person are not in matter but  
in spirit  
Ralph Waldo Emerson*

Some of the questions that may be asked are:

- What needs to be done to maintain or enhance your child's connections with family or friends?
- Who else has a significant positive role in your child's life?
- Does your child need assistance regarding social, emotional, or sexual behavior? What kind of contact does your child have with others in the community?
- Does your child follow a particular faith and if so what supports are needed to help him or her to pursue this?
- What is needed to help your child in doing what they most like to do outside of work?
- What's needed to foster your child's talents, or interest in hobbies or other activities?
- What types of supports might your child need to participate in leisure and recreational activities?

### Other specialized supports

This can include consideration of any unique specialized supports or services that your child may require.

### Other Support areas

During individual service planning several others areas that may be important for your child can be considered. However, PDD would not, however, normally provide supports in these other areas.

#### *Health*

While most PDD service providers do not provide direct health care services, such as would be available at a hospital, support staff may have an important role in helping the individual lead a healthy lifestyle. Some of the questions that may be asked include:

- Does your child have any specific or unique health or medical requirements that need to be considered in further service planning or action?
- Does your child have any specific health requirements that need to be considered as other activities or involvement is considered?

#### *Income/Funding*

Some individuals may be eligible for AISH which is intended to provide for each individuals basic needs, including a variety of health care and medical benefits. Other individuals may obtain income through work. Some of the questions that may come up in service planning may include:

- Does your child have income to assist in paying rent and other monthly bills?
- Who will be involved in assisting your child in managing their financial affairs?

- Are other family members or friends to be involved in your child’s financial matters?
- What other resources might be available to assist your child to participate in community events and activities?

*It's good to have money and the things that money can buy, but it's good, too, to check up once in a while and make sure you haven't lost the things that money can't buy*  
*George Horace Latimer*

#### Transportation

- Can your child move around in the community independently?
- If not, what types of supports will be needed to assist him or her in participating in work, household, or leisure activities or in maintaining important relationships?

*How can I participate if I can't get there*

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See the [Other Services Fact Sheet](#) for more info

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#### Guardianship/Trusteeship

- Is your child to be their own guardian?
- Is your child to be their own trustee for financial matters?
- What supports might be needed for your child to maintain connections with their guardian and/or trustee
- What other information about guardianship is needed for the family to make decisions about both guardianship and trusteeship?

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See the [Guardianship and Trusteeship Fact Sheets](#) for more info

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More information about Guardianship and Trusteeship is included in section 7 of this Guide.

Developing an individual service plan – based on the important things identified in the person centered plan, supplemented by the individual’s needs for daily living - is an important step in ensuring that individuals with developmental disabilities get the right supports to live their lives.

It is important to note that Initial planning is not likely to effectively anticipate all of the challenges or opportunities that might arise as services begin and are delivered or as your child ages. As your child’s life progresses, there may be ongoing changes and adjustments required in the services and supports they need. These are an important part of the lifelong process associated with supporting and individual with a developmental disability.

#### Funding for Supports and Services

Funding to support individuals with developmental disabilities can come from a number of sources including:

An individual’s employment earnings

- Personal/Family Resources
- Assured Income for the Severely Handicapped (AISH)
- Disability Related Employment Supports (DRES) or other resources for training
- PDD

Employment earnings, AISH, family contributions or other income can be used by the individual for requirements such as rent, food, clothing, recreation or other personal needs or desires.

Funding from PDD can pay for staff needed to assist your child's in daily life or in the achievement of that individual's desired goals. Funding from PDD cannot be used for personal expenses such as rent, food, clothing or other personal requirements.

### **Funding for PDD Services**

Funding available through the PDD is based on the determination of whether your child is eligible and then on his or her unique service plan and agreement.

*Why is there always so much month left at the end of the money?  
John Barrymore*

### **PDD Funding Principles**

The following seven principles guide the funding of supports in the PDD Program:

- *Individualization*: Individuals will have access to services and supports that meet their individual needs.
- *Choice*: Individuals will be able to choose and change service providers throughout the province.
- *Equitability/Portability*: Individuals will be able to move from one location to another within the province and continue to receive comparable funding, services and supports.
- *Flexibility*: Services, supports and funding can be readily adapted to meet changing needs.
- *Effectiveness*: The services and supports purchased will meet the identified needs and focus on outcomes within available resources.
- *Efficiency*: Individuals are able to access funding, services and supports in a timely and responsive manner.

- *Accountability*: Individuals and service providers will be held accountable for the expenditure of public funds attained through PDD Program Community Boards.

Funding from PDD is aimed at ensuring staff are available to provide the support each individual needs.

Obtaining staffing supports and ensuring payment for them can occur in two ways:

### **Family Managed Services**

You can choose to directly manage services and administer funds needed to provide supports to their son or daughter. Families choosing this option recruit their own staff, monitor service quality, receive funding directly from PDD, and then arrange payments for services. Choosing this approach means that you would be an employer and be responsible for payroll, mandatory deductions and adherence to labor relations standards.

*My son is happier when he has say in choosing the staff that support him*

In this type of arrangement you can make a number of private arrangements that you feel will satisfactorily meet the needs and desires of your child.

Determining whether this type of service arrangement is right for you is something that you must determine. Community Support Coordinators can provide further information about this option.

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See the [Family Managed Supports Fact Sheet](#) for more info

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More information about Family Managed Supports is also available from a community supports coordinator or through the online guide available at [www.pdd.org/central](http://www.pdd.org/central)

### Using a PDD Service Provider

Many families choose to have supports and services provided by a *private* or *not-for-profit* agency. Many of these agencies have a long history of providing support and services to adults with developmental disabilities and in working with parents and guardians. Some agencies may already be well known to families as many agencies may have been involved in providing children's services.

Service providers can be involved in:

- Direct day to day support for individuals in their homes
- Employment or other day activity support
- Transportation services
- Relief and respite
- Recreational, Leisure, and Social activities
- Community inclusion
- Further Person Centered and service planning
- Advocacy
- Other special needs

Many agencies began through the efforts of parents who created the organization to assist in supporting their children in their community.

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See the [Community Service Providers Fact Sheet for more info](#)

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Service providers are initially approved through PDD and must be certified every three years under the *Creating Excellence Together* standards.

### *Creating Excellence Together (CET)*

Creating Excellence Together is the set of 46 Core Standards developed for agencies serving persons with developmental disabilities. They are grouped into three main sections:

*Quality of Life Standards;*  
*Quality of Service Standards;* and  
*Organizational Framework Standards.*

The standards are based on four ethical principles:

*Respect for the Dignity of Persons;*  
*Responsible Caring;*  
*Integrity in Relationships;* and  
*Social Responsibility.*

Each of the principles has implications for standards of service for the people served, and for professionals and other individuals and organizations.

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See the [Creating Excellence Together Fact Sheet for more info](#)

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All service providers have their services reviewed by a CET Survey Team once every three years. They must meet the required standards to receive CET Certification. This is intended to help provide assurance that the agency operates in accordance with accepted philosophical and day to day operational patterns.

Service providers receive funds from PDD based on the type and extent of services they provide. Payments to Service providers are made through contract agreements established between the Service Provider and the PDD Central Region Community Board.

More information about Service Providers, including a listing of the organizations operating in Central Alberta is available from a Community Supports Coordinator or through the PDD Central website at [www.pdd.org/central/serviceproviders](http://www.pdd.org/central/serviceproviders). Info is also available through the Alberta Council of Disability Services at [www.communitydisabilityservicesalberta.com](http://www.communitydisabilityservicesalberta.com)

### **Selecting a Service Provider**

Once a person's needs and desires are considered, selecting a service provider may require that you take steps to familiarize yourself with the capacities of the service providers in your area. Some of the things you can do to help you gain an understanding of the service provider include:

- Meeting with the service program director
- Visiting the service agency and residences
- Talking with individuals who are currently receiving services or their parents
- Asking the agency for references
- Talking to agency staff
- Asking about agency policies
- Asking about staff qualifications, staffing levels, and approach to providing service

Choosing any particular service provider is a choice that is up to the individual, guardian and family.

### **Working with Service Providers**

Service providers can work closely with your child, you, and the Community Support Coordinator during the service planning stage and in providing the services identified through that planning process.

Service providers can be a key partner in Transition, Person Centered and Individual Service Planning.

Service providers can also participate in evaluation processes to ensure that the services being provided achieve the outcomes that are intended.

### **What Type of Service and Funding Arrangement (Family Managed or Service Provider) is Best?**

The overall goal of both options is to ensure that an individual with a developmental disability is supported to participate as fully as possible in their community.

Families who receive funding directly to purchase services have more administrative responsibility. This puts additional control with the family but requires that the family spend some time in looking after the various administrative tasks. For some families this is easily accomplished. For others, it may be too demanding.

Families who opt for services to be provided through a service provider have much of the overall administrative responsibility left with the agency. This may allow families to devote more time to maintaining direct involvement with their child.

During the overall Person Centered, Transition and Service Planning processes, the resources supports needed to assist that individual in living in their community, will be identified and time will be spent looking at the how best to provide the funding. And, if changes are later requested, staff can adjust either the funding levels, based on changes in the individual's circumstances or other factors, or the mechanism, based on the family's desires.

Determining which option to use is a choice that can be made by each family based on what they believe will be best for them.

### **What if what I want isn't available?**

In some cases, a person's particular Person Centered Plan may call for something that a particular resource or agency may not have previously provided.

Increasingly, service providers are aware of the need to try to tailor what they do to best meet each individual's needs. This presents an ongoing challenge for service providers and success is most likely if there is an ongoing partnership and clear honest interactions between the individual, family and service provider.

If you are in doubt the best rule of thumb is to ask for whatever support you think is needed. A request for something new or a request for something 'out of the ordinary' creates opportunities that may not previously have been considered.

Families should be aware however that any requests usually involve obtaining staffing – *something that is currently (Fall 2007) a significant issue for many service providers across Alberta.* Service providers may require some time to respond to desired changes or to actually develop the desired type of support.

Individuals and families are able to choose which service provider will be used to provide the specific supports, resources, and services identified through the transition, Person Centered and service planning process. Once support or service arrangements are made, actions can then occur to actually provide the various supports and services the individual requires.

### **Appeals**

Where agreement about needs, services, or funding is in dispute, individuals and guardians have access to appeal processes that can help to bring the matter under dispute to some form of resolution.

PDD has a formal appeal process that can be used if you disagree with a PDD decision.

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See the [Appeals Fact Sheet](#) for more info

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Each Service Provider has a separate appeal process for decisions that they make.

The AISH program also has a formal appeal processes that can be used to have a decision reviewed. Appeals related to the AISH program are heard by a Citizens Appeal Panel which operates independently under the Appeal and Advisory Secretariat.

More information about the PDD Appeal process is available from a Community Supports Coordinator or from the PDD Central website at [www.pdd.org/central/appeal](http://www.pdd.org/central/appeal)