

**CARF Accreditation Report**  
**for**  
**The Arc of the Ozarks**  
**Three-Year Accreditation**



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## About CARF

CARF is an independent, nonprofit accreditor of health and human services, enhancing the lives of persons served worldwide.

The accreditation process applies CARF's internationally recognized standards during a site survey conducted by peer surveyors. Accreditation, however, is an ongoing process that distinguishes a provider's service delivery and signals to the public that the provider is committed to continuous performance improvement, responsive to feedback, and accountable to the community and its other stakeholders.

CARF accreditation promotes providers' demonstration of value and Quality Across the Lifespan® of millions of persons served through application of rigorous organizational and program standards organized around the ASPIRE to Excellence® continuous quality improvement framework. CARF accreditation has been the recognized benchmark of quality health and human services for more than 50 years.

For more information or to contact CARF, please visit [www.carf.org/contact-us](http://www.carf.org/contact-us).

## **Organization**

The Arc of the Ozarks  
1501 East Pythian Street  
Springfield, MO 65802

## **Organizational Leadership**

Michael Powers, President/CEO  
Tiara Slack, VP of Quality Management

## **Survey Number**

153632

## **Survey Date(s)**

February 16, 2022–February 18, 2022

## **Surveyor(s)**

Staci L. Nevels, MBA, Administrative  
Tamara Trujillo, Program  
Pamela McDowell, Program  
Sara Case, Program

## **Program(s)/Service(s) Surveyed**

Behavioral Consultation Services  
Community Employment Services: Employment Supports  
Community Employment Services: Job Development  
Community Housing  
Community Housing (Autism Spectrum Disorder-Adults)  
Community Integration  
Community Integration (Autism Spectrum Disorder-Adults)  
Services for Children and Youth: Child and Adolescent Services  
Services for Children and Youth: Child and Adolescent Services (Autism Spectrum Disorder-Children and Adolescents)  
Supported Living  
Supported Living (Autism Spectrum Disorder-Adults)  
Transition Services  
*Governance Standards Applied*

## **Previous Survey**

February 13, 2019–February 15, 2019  
Three-Year Accreditation

## **Accreditation Decision**

**Three-Year Accreditation**  
**Expiration: March 31, 2025**

# Executive Summary

This report contains the findings of CARF's site survey of The Arc of the Ozarks conducted February 16, 2022–February 18, 2022. This report includes the following information:

- Documentation of the accreditation decision and the basis for the decision as determined by CARF's consideration of the survey findings.
- Identification of the specific program(s)/service(s) and location(s) to which this accreditation decision applies.
- Identification of the CARF surveyor(s) who conducted the survey and an overview of the CARF survey process and how conformance to the standards was determined.
- Feedback on the organization's strengths and recognition of any areas where the organization demonstrated exemplary conformance to the standards.
- Documentation of the specific sections of the CARF standards that were applied on the survey.
- Recommendations for improvement in any areas where the organization did not meet the minimum requirements to demonstrate full conformance to the standards.
- Any consultative suggestions documented by the surveyor(s) to help the organization improve its program(s)/service(s) and business operations.

## Accreditation Decision

On balance, The Arc of the Ozarks demonstrated substantial conformance to the standards. As an organization, The Arc of the Ozarks is committed to high standards and continuous improvement. The organization's performance measurement and management system interconnects with its business functions and service delivery. The Arc of the Ozarks is committed to providing evidence-based models that are proven to be effective in promoting personal growth and development by incorporating technology into programs that greatly improve the quality of life of the clients served. Clients, caregivers, and guardians are happy with the services provided. Referral sources express high satisfaction with the organization's communication and deliverables. The organization promotes independence as a core value, and the leadership and staff embrace this philosophy and demonstrate a commitment to creating the most independent and inclusive services possible for the clients.

The Arc of the Ozarks appears likely to maintain and/or improve its current method of operation and demonstrates a commitment to ongoing quality improvement.

**The Arc of the Ozarks has earned a Three-Year Accreditation.** The leadership team and staff are complimented and congratulated for this achievement. In order to maintain this accreditation, throughout the term of accreditation, the organization is required to:

- Submit annual reporting documents and other required information to CARF, as detailed in the Accreditation Policies and Procedures section in the standards manual.
- Maintain ongoing conformance to CARF's standards, satisfy all accreditation conditions, and comply with all accreditation policies and procedures, as they are published and made effective by CARF.

# Survey Details

## Survey Participants

The survey of The Arc of the Ozarks was conducted by the following CARF surveyor(s):

- Staci L. Nevels, MBA, Administrative
- Tamara Trujillo, Program
- Pamela McDowell, Program
- Sara Case, Program

CARF considers the involvement of persons served to be vital to the survey process. As part of the accreditation survey for all organizations, CARF surveyors interact with and conduct direct, confidential interviews with consenting current and former persons served in the program(s)/service(s) for which the organization is seeking accreditation. In addition, as applicable and available, interviews may be conducted with family members and/or representatives of the persons served such as guardians, advocates, or members of their support system.

Interviews are also conducted with individuals associated with the organization, as applicable, which may include:

- The organization's leadership, such as board members, executives, owners, and managers.
- Business unit resources, such as finance and human resources.
- Personnel who serve and directly interact with persons served in the program(s)/service(s) for which the organization is seeking accreditation.
- Other stakeholders, such as referral sources, payers, insurers, and fiscal intermediaries.
- Community constituents and governmental representatives.

## Survey Activities

Achieving CARF accreditation involves demonstrating conformance to the applicable CARF standards, evidenced through observable practices, verifiable results over time, and comprehensive supporting documentation. The survey of The Arc of the Ozarks and its program(s)/service(s) consisted of the following activities:

- Confidential interviews and direct interactions, as outlined in the previous section.
- Direct observation of the organization's operations and service delivery practices.
- Observation of the organization's location(s) where services are delivered.
- Review of organizational documents, which may include policies; plans; written procedures; promotional materials; governing documents, such as articles of incorporation and bylaws; financial statements; and other documents necessary to determine conformance to standards.
- Review of documents related to program/service design, delivery, outcomes, and improvement, such as program descriptions, records of services provided, documentation of reviews of program resources and services conducted, and program evaluations.
- Review of records of current and former persons served.

## Program(s)/Service(s) Surveyed

The survey addressed by this report is specific to the following program(s)/service(s):

- Behavioral Consultation Services
- Community Employment Services: Employment Supports
- Community Employment Services: Job Development
- Community Housing
- Community Housing (Autism Spectrum Disorder-Adults)
- Community Integration
- Community Integration (Autism Spectrum Disorder-Adults)
- Services for Children and Youth: Child and Adolescent Services
- Services for Children and Youth: Child and Adolescent Services (Autism Spectrum Disorder-Children and Adolescents)
- Supported Living
- Supported Living (Autism Spectrum Disorder-Adults)
- Transition Services
- *Governance Standards Applied*

A list of the organization's accredited program(s)/service(s) by location is included at the end of this report.

## Representations and Constraints

The accreditation decision and survey findings contained in this report are based on an on-balance consideration of the information obtained by the surveyor(s) during the site survey. Any information that was unavailable, not presented, or outside the scope of the survey was not considered and, had it been considered, may have affected the contents of this report. If at any time CARF subsequently learns or has reason to believe that the organization did not participate in the accreditation process in good faith or that any information presented was not accurate, truthful, or complete, CARF may modify the accreditation decision, up to and including revocation of accreditation.

## Survey Findings

This report provides a summary of the organization's strengths and identifies the sections of the CARF standards that were applied on the survey and the findings in each area. In conjunction with its evaluation of conformance to the specific program/service standards, CARF assessed conformance to its business practice standards, referred to as Section 1. ASPIRE to Excellence, which are designed to support the delivery of the program(s)/service(s) within a sound business operating framework to promote long-term success.

The specific standards applied from each section vary based on a variety of factors, including, but not limited to, the scope(s) of the program(s)/service(s), population(s) served, location(s), methods of service delivery, and survey type. Information about the specific standards applied on each survey is included in the standards manual and other instructions that may be provided by CARF.

## Areas of Strength

CARF found that The Arc of the Ozarks demonstrated the following strengths:

- The organization’s vision is “to empower children, youth, and adults to achieve fulfilling lives, make independent decisions, and participate in the community.” The high degree of excellence is demonstrated by the quality framework of the organization’s business functions and service delivery. This is attributed to the guidance provided by the CEO and executive leadership team, who are committed to changing the narrative by having a seat at the table and knowing legislators on a first name basis. The team’s commitment to enhancing services for clients resulted in a significant pay rate increase for staff and improved staff retention.
- The board of directors represents the essential qualities, skills, and talents of an effective board. The organization is committed to building the board’s governance capacity by offering a thorough orientation that includes, but is not limited to, the strategic direction, financial aspects, and how the board manages its own performance.
- The Arc of the Ozarks has incorporated technology into its programs, which has improved the lives of the clients served. There is increased confidence in clients who live independently or now have alone time with the implementation of assistive technology. The use of assistive technology is based on the needs of the clients, such as cameras for emergency situations, sensors that set off alerts for staff (e.g., when a door opens or shuts), tablets that are used to remotely turn on/off appliances and TVs, and a camera to see who is at the door.
- The Arc of the Ozarks has a robust performance measurement and management system. Each department has key performance indicators, including program growth, productivity, training compliance, and employee retention, to make certain that business functions and service delivery are efficient, effective, and relevant. It is evident that the organization utilizes its performance measurement and management data for continuous quality improvement.
- A referral source interviewed shared a high rate of satisfaction with the organization.
- The Arc of the Ozarks encourages and cultivates an environment where staff members at all levels are given opportunities to develop and expand their skills. The Growth Academy is a leadership development program that provides opportunities for staff members to enhance their skills in the areas of communication, conflict resolution, engagement, and crucial conversations.
- In order for the organization to ensure consistent services, it cross trains staff to support clients at their employment sites. The organization is commended on this effort, as it gives clients the assurance that the organization will be there to support them, no matter what is happening at the staffing level.
- The Arc of the Ozarks is extremely active in its local communities. Some of these activities have included designing and building a fully accessible park, being invited to be a partner at the Life360 building that will offer wraparound services through multiple nonprofit partnerships, and partnering with the schools to educate students/parents on resources that the organization has to offer. Through its continuous presence in the local communities, the organization has been able to develop multiple employment sites for clients that want to work.

- The organization has created multiple programs to help circumvent the staffing shortages caused by the COVID-19 pandemic. Some of these creative efforts include hire-on bonuses, referral bonuses, friendly competitions throughout the organization for employee referrals, and increasing wages (when possible). The organization shows true dedication to staff and clients by ensuring that everyone who works for the organization wants to stay. This creates consistency for services with the clients.
- The food truck is a new line of business for the organization. With this investment, it has created a safe environment for clients to learn work skills and is providing community interaction at local events. The organization even had a wonderful success where a client moved into community employment after learning basic work skills on the food truck. The organization is commended for its risk tolerance to create a new opportunity that is extremely creative and innovative.
- The Summer Work Experience Program is a great program to help students learn work skills. Through a partnership with Vocational Rehabilitation, the organization is able to offer paid work experiences at various employment sites. The organization shows great care and compassion toward the school-aged clients to ensure that they are familiar with community services and have work skills before they graduate high school and enter the adult world.
- The organization is recognized for its great accomplishments with community employment. Clients reported happiness with their jobs and the support received from the job coaches. Each job is personalized to the client's interests with customized hours/days that work for the client.
- Caregivers and guardians are very happy with services provided by The Arc of the Ozarks. Many commented on how well services are provided. They noted that their loved ones would not be working without the help of the organization. More than two stakeholders commented that "the organization is absolutely fantastic."
- The Arc of the Ozarks has developed many unique community partnerships. The initiatives with these partners has resulted in significant changes. One of the partners is HOME Team, which is a nonprofit organization advocating affordable and accessible housing. The Arc of the Ozarks also developed a relationship with the local college and university physical education departments. Students in the physical education department provided a one-to-one activity with clients served. In the fall of 2021, adaptive physical education became a requirement for graduation.
- The Critical Incident Review Committee shares information with the staff in the residential programs. The results of the reviews create a documented crisis cycle for each client served. This information is posted in the home for all staff to review and follow the appropriate interventions. This helps to minimize what otherwise may become an escalating situation.
- The Arc of the Ozarks provides state-of-the-art, progressive, and meaningful services to clients. Its many partnerships make the organization a true resource for individuals/families looking for services. Its innovations and practices make it a transformative leader in the industry.
- The Arc of the Ozarks provides an abundance of training opportunities and resources not only for clients served and their circle of support but also for the staff that support them. Resources on work burnout, compassion fatigue, stress management, self-esteem, etc., help support the staff members to perform at their best, especially during the pandemic.
- The Arc of the Ozarks has talented, enthusiastic, dedicated staff members who go above and beyond in support of the agency's mission and vision. Many staff members work closely with community partners to ensure continuity of services and resources.
- The educational/recreation program provides summer camp and Saturday activities. Working collaboratively with families, school systems, individual education plans, and the community, this program provides multiple recreational and community inclusion activities. The pandemic closures did not curtail efforts to engage clients in creative activities. Drive-through activities and virtual field trips were provided to support clients who could not attend in person.

- Rivendale, an alternative to public education for clients living with autism and other disabilities, provides exceptional and meaningful training opportunities for the clients served. Based on referrals, the program works collaboratively with the school district to provide opportunities for clients to learn skills so that they may participate more appropriately in their day-to-day activities. Behavioral data indicate much success with the program’s efforts. Of note is a chef-led cooking class where clients that graduate get a chef’s coat. Staff members are also part of the experience with the “fill my bucket” initiative. Staff members have an opportunity to praise other staff members by placing a compliment in another staff’s “bucket” at any time.
- Undeterred by a tornado that damaged the building, the Joplin location has been able to rebuild and continue to provide purposeful services for persons living with disabilities. With the support of staff members and community partners, clients receive individualized training and have opportunities to engage in music therapy and the Special Olympics. The program even built a tornado shelter and currently uses it for tornado drills.
- Cornerstone Psychological Services provides therapeutic services based on individual needs through tremendously talented clinicians. The program is ahead of the industry curve by proposing to be a hub to conduct diagnostic assessments for individuals who may be living with autism or other disabilities. Based on data research, The Arc of the Ozarks has determined that the impact on individuals living with undiagnosed disabilities has a significant economic impact on the family and the community. Using best and promising practices and clinical outcomes, the organization believes that this assessment service will have a positive impact for individuals living with disabilities as well as the community.
- The applied behavior analysis program has strong leadership and extremely talented professionals that work collaboratively with organizational team members and community partners to provide services that have a positive impact on the client and the client’s circle of support. The organization’s data-driven efforts guide the team to work efficiently in helping the client, family, and staff that support them.
- Local colleges and universities have worked closely with The Arc of the Ozarks to provide interns, who often request to complete their practicums with the organization. This collaboration has yielded talented and permanent applied behavior analysts that have made a positive impact on the agency.
- Families and guardians spoke highly of The Arc of the Ozarks, stating that, because of the services provided, their family members have become more independent, have become more responsible in their daily lives, have developed friendships with peers, and have developed social networks. Families also stated that the well-trained and responsive staff members helped them create a positive home environment to sustain skill development and positive behavior.
- The Arc of the Ozarks has a dynamic advocacy team that not only serves clients receiving services from the organization but also the greater community. The team presents information and strategies to local businesses, schools, and emergency personnel in order to prepare for and provide a positive experience for persons with autism spectrum disorder (ASD) and their families. Wings for Autism® provides individuals with ASD and their families an opportunity to prepare for an experience at the airport, including boarding the airplane. The advocacy team is on hand when clients/families receives an autism diagnosis and lends its expertise in order to help them develop their own advocacy skills and a greater understanding of self-determination.

## Opportunities for Quality Improvement

The CARF survey process identifies opportunities for continuous improvement, a core concept of “aspiring to excellence.” This section of the report lists the sections of the CARF standards that were applied on the survey, including a description of the business practice area and/or the specific program(s)/service(s) surveyed and a summary of the key areas addressed in that section of the standards.

In this section of the report, a recommendation identifies any standard for which CARF determined that the organization did not meet the minimum requirements to demonstrate full conformance. The Arc of the Ozarks received no recommendations from this survey. This accomplishment is achieved on approximately 3 percent of CARF surveys.

In addition, consultation may be provided for areas of or specific standards where the surveyor(s) documented suggestions that the organization may consider to improve its business or service delivery practices. Note that consultation may be offered for areas of specific standards that do not have any recommendations. Such consultation does not indicate nonconformance to the standards; it is intended to offer ideas that the organization might find helpful in its ongoing quality improvement efforts. The organization is not required to address consultation.

When CARF surveyors visit an organization, their role is that of independent peer reviewers, and their goal is not only to gather and assess information to determine conformance to the standards, but also to engage in relevant and meaningful consultative dialogue. Not all consultation or suggestions discussed during the survey are noted in this report. The organization is encouraged to review any notes made during the survey and consider the consultation or suggestions that were discussed.

During the process of preparing for a CARF accreditation survey, an organization may conduct a detailed self-assessment and engage in deliberations and discussions within the organization as well as with external stakeholders as it considers ways to implement and use the standards to guide its quality improvement efforts. The organization is encouraged to review these discussions and deliberations as it considers ways to implement innovative changes and further advance its business and service delivery practices.

## **Section 1. ASPIRE to Excellence®**

### **1.A. Leadership**

#### **Description**

CARF-accredited organizations identify leadership that embraces the values of accountability and responsibility to the individual organization's stated mission. The leadership demonstrates corporate social responsibility.

#### **Key Areas Addressed**

- Leadership structure and responsibilities
- Person-centered philosophy
- Organizational guidance
- Leadership accessibility
- Cultural competency and diversity
- Corporate responsibility
- Organizational fundraising, if applicable

#### **Recommendations**

There are no recommendations in this area.

### **1.B. Governance (Optional)**

#### **Description**

The governing board should provide effective and ethical governance leadership on behalf of its owners'/stakeholders' interest to ensure that the organization focuses on its purpose and outcomes for persons served, resulting in the organization's long-term success and stability. The board is responsible for ensuring that the

organization is managed effectively, efficiently, and ethically by the organization's executive leadership through defined governance accountability mechanisms. These mechanisms include, but are not limited to, an adopted governance framework defined by written governance policies and demonstrated practices; active and timely review of organizational performance and that of the executive leadership; and the demarcation of duties between the board and executive leadership to ensure that organizational strategies, plans, decisions, and actions are delegated to the resource that would best advance the interests and performance of the organization over the long term and manage the organization's inherent risks. The board has additional responsibilities under the domain of public trust, and as such, it understands its corporate responsibility to the organization's employees, providers, suppliers, and the communities it serves.

### **Key Areas Addressed**

- Ethical, active, and accountable governance
- Board selection, orientation, development, leadership, structure, and performance
- Linkage between governance and executive leadership
- Board meetings and committee work
- Executive leadership development, evaluation, and compensation

### **Recommendations**

There are no recommendations in this area.

## **1.C. Strategic Planning**

### **Description**

CARF-accredited organizations establish a foundation for success through strategic planning focused on taking advantage of strengths and opportunities and addressing weaknesses and threats.

### **Key Areas Addressed**

- Environmental considerations
- Strategic plan development, implementation, and periodic review

### **Recommendations**

There are no recommendations in this area.

## **1.D. Input from Persons Served and Other Stakeholders**

### **Description**

CARF-accredited organizations continually focus on the expectations of the persons served and other stakeholders. The standards in this subsection direct the organization's focus to soliciting, collecting, analyzing, and using input from all stakeholders to create services that meet or exceed the expectations of the persons served, the community, and other stakeholders.

### **Key Areas Addressed**

- Collection of input from persons served, personnel, and other stakeholders
- Integration of input into business practices and planning

### **Recommendations**

There are no recommendations in this area.

## 1.E. Legal Requirements

### Description

CARF-accredited organizations comply with all legal and regulatory requirements.

### Key Areas Addressed

- Compliance with obligations
- Response to legal action
- Confidentiality and security of records

### Recommendations

There are no recommendations in this area.

## 1.F. Financial Planning and Management

### Description

CARF-accredited organizations strive to be financially responsible and solvent, conducting fiscal management in a manner that supports their mission, values, and performance objectives. Fiscal practices adhere to established accounting principles and business practices. Fiscal management covers daily operational cost management and incorporates plans for long-term solvency.

### Key Areas Addressed

- Budgets
- Review of financial results and relevant factors
- Fiscal policies and procedures
- Reviews of bills for services and fee structures, if applicable
- Review/audit of financial statements
- Safeguarding funds of persons served, if applicable

### Recommendations

There are no recommendations in this area.

## 1.G. Risk Management

### Description

CARF-accredited organizations engage in a coordinated set of activities designed to control threats to their people, property, income, goodwill, and ability to accomplish goals.

### Key Areas Addressed

- Risk management plan implementation and periodic review
- Adequate insurance coverage
- Media relations and social media procedures
- Reviews of contract services

### Recommendations

There are no recommendations in this area.

## 1.H. Health and Safety

### Description

CARF-accredited organizations maintain healthy, safe, and clean environments that support quality services and minimize risk of harm to persons served, personnel, and other stakeholders.

### Key Areas Addressed

- Healthy and safe environment
- Competency-based training on health and safety procedures and practices
- Emergency and evacuation procedures
- Access to first aid and emergency information
- Critical incidents
- Infections and communicable diseases
- Health and safety inspections

### Recommendations

There are no recommendations in this area.

## 1.I. Workforce Development and Management

### Description

CARF-accredited organizations demonstrate that they value their human resources and focus on aligning and linking human resources processes, procedures, and initiatives with the strategic objectives of the organization. Organizational effectiveness depends on the organization's ability to develop and manage the knowledge, skills, abilities, and behavioral expectations of its workforce. The organization describes its workforce, which is often composed of a diverse blend of human resources. Effective workforce development and management promote engagement and organizational sustainability and foster an environment that promotes the provision of services that center on enhancing the lives of persons served.

### Key Areas Addressed

- Composition of workforce
- Ongoing workforce planning
- Verification of backgrounds/credentials/fitness for duty
- Workforce engagement and development
- Performance appraisals
- Succession planning

### Recommendations

There are no recommendations in this area.

## 1.J. Technology

### Description

Guided by leadership and a shared vision, CARF-accredited organizations are committed to exploring and, within their resources, acquiring and implementing technology systems and solutions that will support and enhance:

- Business processes and practices.
- Privacy and security of protected information.
- Service delivery.
- Performance management and improvement.
- Satisfaction of persons served, personnel, and other stakeholders.

### Key Areas Addressed

- Ongoing assessment of technology and data use, including input from stakeholders
- Technology and system plan implementation and periodic review
- Technology policies and procedures
- Written procedures for the use of information and communication technologies (ICT) in service delivery, if applicable
- ICT instruction and training, if applicable
- Provision of information related to ICT, if applicable
- Maintenance of ICT equipment, if applicable
- Emergency procedures that address unique aspects of service delivery via ICT, if applicable

### Recommendations

There are no recommendations in this area.

## 1.K. Rights of Persons Served

### Description

CARF-accredited organizations protect and promote the rights of all persons served. This commitment guides the delivery of services and ongoing interactions with the persons served.

### Key Areas Addressed

- Policies that promote rights of persons served
- Communication of rights to persons served
- Formal complaints by persons served

### Recommendations

There are no recommendations in this area.

## 1.L. Accessibility

### Description

CARF-accredited organizations promote accessibility and the removal of barriers for the persons served and other stakeholders.

## **Key Areas Addressed**

- Assessment of accessibility needs and identification of barriers
- Accessibility plan implementation and periodic review
- Requests for reasonable accommodations

## **Recommendations**

There are no recommendations in this area.

# **1.M. Performance Measurement and Management**

## **Description**

CARF-accredited organizations demonstrate a culture of accountability by developing and implementing performance measurement and management plans that produce information an organization can act on to improve results for the persons served, other stakeholders, and the organization itself.

The foundation for successful performance measurement and management includes:

- Leadership accountability and support.
- Mission-driven measurement.
- A focus on results achieved for the persons served.
- Meaningful engagement of stakeholders.
- An understanding of extenuating and influencing factors that may impact performance.
- A workforce that is knowledgeable about and engaged in performance measurement and management.
- An investment in resources to implement performance measurement and management.
- Measurement and management of business functions to sustain and enhance the organization.

## **Key Areas Addressed**

- Leadership accountability for performance measurement and management
- Identification of gaps and opportunities related to performance measurement and management
- Input from stakeholders
- Performance measurement and management plan
- Identification of objectives and performance indicators for service delivery
- Identification of objectives and performance indicators for priority business functions
- Personnel training on performance measurement and management

## **Recommendations**

There are no recommendations in this area.

# **1.N. Performance Improvement**

## **Description**

CARF-accredited organizations demonstrate a culture of performance improvement through their commitment to proactive and ongoing review, analysis, reflection on their results in both service delivery and business functions, and transparency. The results of performance analysis are used to identify and implement data-driven actions to improve the quality of programs and services and to inform decision making. Performance information that is accurate and understandable to the target audience is shared with persons served, personnel, and other stakeholders in accordance with their interests and needs.

### **Key Areas Addressed**

- Analysis of service delivery performance
- Analysis of business function performance
- Identification of areas needing performance improvement
- Implementation of action plans
- Use of performance information to improve program/service quality and make decisions
- Communication of performance information

### **Recommendations**

There are no recommendations in this area.

## **Section 2. Quality Individualized Services and Supports**

### **Description**

For an organization to achieve quality services, the persons served are active participants in the planning, implementation, and ongoing review and revision of the services offered. The organization's commitment to quality and the involvement of the persons served spans the entire time that the persons served are involved with services. The service planning process is individualized, establishing goals and measurable objectives that incorporate the unique strengths, abilities, needs, and preferences of the persons served. Services are responsive to the expectations of persons served and their desired outcomes from services, and are relevant to their maximum participation in the environments of their choice.

### **2.A. Program/Service Structure**

#### **Description**

A fundamental responsibility of the organization is to provide a comprehensive program structure. The staffing is designed to maximize opportunities for the persons served to obtain and participate in the services provided.

#### **Key Areas Addressed**

- Services are person centered and individualized
- Persons are given information about the organization's purposes and ability to address desired outcomes
- Documented scope of services shared with stakeholders
- Service delivery based on accepted field practices
- Communication for effective service delivery
- Entrance/exit/transition criteria

#### **Recommendations**

There are no recommendations in this area.

## **2.B. Individual-Centered Service Planning, Design, and Delivery**

### **Description**

Improvement of the quality of an individual's services/supports requires a focus on the person and/or family served and their identified strengths, abilities, needs, and preferences. The organization's services are designed around the identified needs and desires of the persons served, are responsive to their expectations and desired outcomes from services, and are relevant to their maximum participation in the environments of their choice.

The person served participates in decision making, directing, and planning that affects the person's life. Efforts to include the person served in the direction or delivery of those services/supports are evident.

### **Key Areas Addressed**

- Services are person centered and individualized
- Persons are given information about the organization's purposes and ability to address desired outcomes

### **Recommendations**

There are no recommendations in this area.

## **2.C. Medication Monitoring and Management**

### **Key Areas Addressed**

- Current, complete records of medications used by persons served
- Written procedures for storage and safe handling of medications
- Educational resources and advocacy for persons served in decision making
- Physician review of medication use
- Training and education for persons served regarding medications

### **Recommendations**

There are no recommendations in this area.

## **2.D. Employment Services Principle Standards**

### **Description**

An organization seeking CARF accreditation in the area of employment services provides individualized services and supports to achieve identified employment outcomes. The array of services and supports may include:

- Identification of employment opportunities and resources in the local job market.
- Development of viable work skills that match workforce needs within the geographic area.
- Development of realistic employment goals.
- Establishment of service plans to achieve employment outcomes.
- Identification of resources and supports to achieve and maintain employment.
- Coordination of and referral to employment-related services and supports.

The organization maintains its strategic positioning in the employment sector of the community by designing and continually improving its services based on input from the persons served and from employers in the local job market, and managing results of the organization's outcomes management system. The provision of quality employment services requires a continuous focus on the persons served and the personnel needs of employers in the organization's local job market.

Some examples of the quality results desired by the different stakeholders of these services and supports include:

- Individualized, appropriate accommodations.
- A flexible, interactive process that involves the person.
- Increased independence.
- Increased employment options.
- Timely services and reports.
- Persons served obtain and maintain employment consistent with their preferences, strengths, and needs.
- Person served obtains a job at minimum wage or higher and maintains appropriate benefits.
- Person served maintains the job.

### **Key Areas Addressed**

- Goals of the persons served
- Community resources available
- Personnel needs of local employers
- Economic trends in the local employment sector

### **Recommendations**

There are no recommendations in this area.

## **2.E. Community Services Principle Standards**

### **Description**

An organization seeking CARF accreditation in the area of community services assists the persons and/or families served in obtaining access to the resources and services of their choice. The persons and/or families served are included in their communities to the degree they desire. This may be accomplished by direct service provision or linkages to existing opportunities and natural supports in the community.

The organization obtains information from the persons and/or families served regarding resources and services they want or require that will meet their identified needs, and offers an array of services it arranges for or provides. The organization provides the persons and/or families served with information so that they may make informed choices and decisions.

The services and supports are changed as necessary to meet the identified needs of the persons and/or families served and other stakeholders. Service designs address identified individual, family, socioeconomic, and cultural needs.

Expected results from these services may include:

- Increased or maintained inclusion in meaningful community activities.
- Increased or maintained ability to perform activities of daily living.
- Increased self-direction, self-determination, and self-reliance.
- Increased self-esteem.

### **Key Areas Addressed**

- Access to community resources and services
- Enhanced quality of life
- Community inclusion
- Community participation

## Recommendations

There are no recommendations in this area.

# Section 3. Employment Services

## Description

An organization seeking CARF accreditation in the area of employment services assists the persons served through an individualized person-centered process to obtain access to the services, supports, and resources of their choice to achieve their desired outcomes. This may be accomplished by direct service provision, linkages to existing generic opportunities and natural supports in the community, or any combination of these. The persons served are included in their communities to the degree they desire.

The organization provides the persons served with information so that they may make informed choices and decisions. Although we use the phrase person served, this may also include family served, as appropriate to the service and the individual.

The services and supports are arranged and changed as necessary to meet the identified desires of the persons served. Service designs address identified individual, family, socioeconomic, and cultural preferences.

Depending on the program's scope of services, expected results from these services/supports may include:

- Increased inclusion in community activities.
- Increased self-direction, self-determination, and self-reliance.
- Self-esteem.
- Community citizenship.
- Increased independence.
- Meaningful activities.
- Increased employment options.
- Employment obtained and maintained.
- Competitive employment.
- Employment at or above minimum wage.
- Economic self-sufficiency.
- Employment with benefits.
- Career advancement.

## 3.G. Community Employment Services (CES)

### Description

Community employment services assist persons to obtain successful community employment opportunities that are responsive to their choices and preferences. Through a strengths-based approach the program provides person-directed services/supports to individuals to choose, achieve, and maintain employment in integrated community employment settings.

Work is a fundamental part of adult life. Individually tailored job development, training, and support recognize each person's employability and potential contribution to the labor market. Persons are supported as needed through an individualized person-centered model of services to choose and obtain a successful employment opportunity consistent with their preferences, keep the employment, and find new employment if necessary or for purposes of career advancement.

Such services may be described as individualized competitive employment, individual placements, contracted temporary personnel services, competitive employment, supported employment, transitional employment, mobile work crews, contracted work groups in the community, community-based SourceAmerica® contracts, and other business-based work groups in community-integrated designs. In Canada, employment in the form of bona fide volunteer placements is possible.

Individuals may be paid by community employers or by the organization. Employment is in the community.

The following service categories are available under Community Employment Services (please refer to the program descriptions and applicable standards):

- Job Development (CES:JD)
- Employment Supports (CES:ES)

If an organization provides only Job Development or Employment Supports, then it may be accredited for only that service. If it is providing both Job Development and Employment Supports, then it must seek accreditation for both. If any clarification is needed, please contact your CARF resource specialist. There is no charge for consultation.

Note: In making the determination of what an organization is actually providing in comparison to these service descriptions, these factors are considered: the mission of the services, the program descriptions, brochures and marketing image for these services, and the outcomes of the services.

Depending on the scope of the services provided, some examples of the quality outcomes desired by the different stakeholders of these services include:

- Persons obtain community employment.
- Persons obtain individualized competitive employment.
- Employment matches interests and desires of persons.
- Wages, benefits, and hours of employment achieved as desired.
- Average number of hours worked per week increases.
- Average number of hours worked per week meets the desires of the person served.
- Full-time employment with benefits.
- Transition-age youth move directly from their educational environment into community employment.
- Potential for upward mobility.
- Self-sufficiency.
- Integration.
- Responsive services.
- Safe working conditions.
- Cost-effective for placement achieved.
- Performance level achieved meets requirements of job or position.
- Increase in skills.
- Increase in productivity.
- Increase in hours worked.
- Increase in pay.
- Employment retention.
- Increase in natural supports from coworkers.
- Persons served treated with respect.
- Minimize length of time for supports.
- Type and amount of staff interaction meets needs.
- Employer satisfaction.
- Responsiveness to customers.

**Job Development (CES:JD):** Successful job development concurrently uses assessment information about the strengths and interests of the person seeking employment to target the types of jobs available from potential employers in the local labor market. Typical job development activities include reviewing local employment opportunities and developing potential employers/customers through direct and indirect promotional strategies. Job development may include facilitating a hiring agreement between an employer and a person seeking employment. Some persons seeking employment may want assistance at only a basic, informational level, such as support for a self-directed job search.

**Employment Supports (CES:ES):** Employment support services promote successful training of a person to a new job, job adjustment, retention, and advancement. These services are based on the individual employee with a focus on achieving long-term retention of the person in the job. The level of employment support services is individualized to each employee and the complexity of the job.

Often supports are intensive for the initial orientation and training of an employee with the intent of leading to natural supports and/or reduced external job coaching. However, some persons may not require any employment supports at the job site; others may require intensive initial training with a quick decrease in supports, while some will be most successful when long-term supports are provided.

Supports can include assisting the employee with understanding the job culture, industry practices, and work behaviors expected by the employer. It may also include helping the employer and coworkers to understand the support strategies and accommodations needed by the worker.

Supports are a critical element of the long-term effectiveness of community employment. Support services address issues such as assistance in training a person to complete new tasks, changes in work schedule or work promotion, a decrease in productivity of the person served, adjusting to new supervisors, and managing changes in nonwork environments or other critical life activities that may affect work performance. Routine follow-up with the employer and the employee is crucial to continued job success.

### **Key Areas Addressed**

- Integrated employment choice
- Integrated employment obtainment
- Employment provided in regular business settings
- Integrated employment retention
- Provides career advancement resources

### **Recommendations**

There are no recommendations in this area.

## **Section 4. Community Services**

### **Description**

An organization seeking CARF accreditation in the area of community services assists the persons served through an individualized person-centered process to obtain access to the services, supports, and resources of their choice to achieve their desired outcomes. This may be accomplished by direct service provision, linkages to existing generic opportunities and natural supports in the community, or any combination of these. The persons served are included in their communities to the degree they desire.

The organization provides the persons served with information so that they may make informed choices and decisions. Although we use the phrase person served, this may also include family served, as appropriate to the service and the individual.

The services and supports are arranged and changed as necessary to meet the identified desires of the persons served. Service designs address identified individual, family, socioeconomic, and cultural preferences.

Depending on the program's scope of services, expected results from these services/supports may include:

- Increased inclusion in community activities.
- Increased or maintained ability to perform activities of daily living.
- Increased self-direction, self-determination, and self-reliance.
- Self-esteem.
- Housing opportunities.
- Community citizenship.
- Increased independence.
- Meaningful activities.
- Increased employment options.

## **4.A. Services for Children and Youth (SCY)**

### **Description**

Services for children and youth include prevention, early intervention, preschool programs, early years programs, after-school programs, outreach, and services coordination. Services/supports may be provided in a variety of settings, such as a family's private home; the organization's facility; and community settings such as parks, recreation areas, preschools, or child day care programs not operated by the organization. In all cases, the physical setting, equipment, and environment meet the identified needs of the children and youth served and their families. Families are the primary decision makers and play a critical role, along with team members, in the process of identifying needs and services.

Early intervention services are structured and coordinated to facilitate the achievement of optimal development through the provision of prevention, assessment, education, development, and/or therapeutic services to infants and toddlers with disabilities or who are at risk of developmental delay and their families. Early intervention focuses on helping infants and toddlers learn the basic and brand-new skills that typically develop during the first years of life. Broadly speaking, developmental delay means a child is delayed in some area of development. There are five areas in which development may be affected:

- Cognitive development.
- Physical development.
- Communication development.
- Social or emotional development.
- Adaptive development.

Assessment is conducted to determine each child's unique needs and the early intervention services appropriate to address those needs. Families are the primary decision makers in the planning of early intervention services along with personnel relevant to the services being provided. Family-directed services also help family members understand the specific needs of their child and how to enhance the child's development.

Child and adolescent services focus on the development of skills needed by children/adolescents to succeed in school, their family, and their community. An organization may provide an array of distinct services that fall under the heading of child and adolescent services, with different service delivery models that incorporate different practices. Services are individualized to meet the changing needs of the children/adolescents served. Child and adolescent services empower the child/adolescent to develop skills in decision making, including maximizing their

participation in the service planning process. Involvement of other team members depends on what the child/adolescent needs and the scope of the services provided. Team members could come from several agencies and may include therapists, child development specialists, social workers, educators, medical professionals, and others.

Some examples of the quality outcomes desired by the different stakeholders of services for children and youth include:

- Services individualized to needs and desired outcomes.
- Collection and use of information regarding development and function as relevant to the scope of the services.
- Children/youth acquiring new skills.
- Collaborative approach involving family members in services.
- Transition planning that supports continuity of services and developmental transitions.
- Increased responsibility of children/youth to make decisions.
- Personal safety of youth in the community.

### **Key Areas Addressed**

- Early intervention
- Individualized services based on identified needs and desired outcomes
- Communication with families and other supports/services
- Collaborative service planning
- Healthcare, safety, emotional, and developmental needs of child/youth
- Skill development for decision making
- Planning for successful transitions

### **Recommendations**

There are no recommendations in this area.

## **4.B. Transition Services (TS)**

### **Description**

Transition services are integrated, community-oriented, systematic services for students/transition-age youth and their families provided through a jointly planned approach, involving broad-based community collaboration, linkages, advocacy, and natural supports.

Transition services/supports are planned and coordinated for multiple outcomes for youth leaving school, including post-secondary education, supported education, vocational assessments and targeted training, community employment (including supported employment and volunteer placement), independent or supported living, and community participation. The organization demonstrates early active outreach to and connection and partnership with school districts to address the transition needs of students and their families. The purpose of this collaboration and early planning is focused on ensuring that transition-age youth are not “missed” as they move from one system to another.

Some examples of the quality results desired by the different stakeholders of these services include:

- Community-oriented services.
- Post-secondary education.
- Transition-age youth move directly from their educational environment into community employment.
- Transition-age youth explore alternative community employment situations.
- Access to targeted vocational training or apprenticeships.
- Independent or supported living.
- Community participation.

- Employment.
- Volunteer placement.
- Connections to community resources.
- Appropriate benefits/supports as persons leave school.

### **Key Areas Addressed**

- Integrated services for students and their families
- Jointly planned approach with community collaboration and linkages
- Outcomes such as postsecondary education, vocational training, and integrated employment

### **Recommendations**

There are no recommendations in this area.

## **4.G. Community Integration (COI)**

### **Description**

Community integration is designed to help persons to optimize their personal, social, and vocational competency to live successfully in the community. Persons served are active partners in determining the activities they desire to participate in. Therefore, the settings can be informal to reduce barriers between staff members and persons served. An activity center, a day program, a clubhouse, and a drop-in center are examples of community integration services. Consumer-run programs are also included.

Community integration provides opportunities for the community participation of the persons served. The organization defines the scope of these services and supports based on the identified needs and desires of the persons served. This may include services for persons who without this option are at risk of receiving services full-time in more restrictive environments with intensive levels of supports such as hospitalization or nursing home care. A person may participate in a variety of community life experiences or interactions that may include, but are not limited to:

- Leisure or recreational activities.
- Communication activities.
- Spiritual activities.
- Cultural activities.
- Pre-vocational experiences.
- Vocational pursuits.
- Volunteerism in the community.
- Educational and training activities.
- Development of living skills.
- Health and wellness promotion.
- Orientation, mobility, and destination training.
- Access and utilization of public transportation.
- Interacting with volunteers from the community in program activities.
- Community collaborations and social connections developed by the program (partnerships with community entities such as senior centers, arts councils, etc.).

Some examples of the quality results desired by the different stakeholders of these services include:

- Community participation.
- Increased independence.
- Increased interdependence.
- Greater quality of life.

- Skill development.
- Slowing of decline associated with aging.
- Volunteer placement.
- Movement to employment.
- Center-based socialization activities during the day that enable persons to remain in their community residence.
- Activity alternatives to avoid or reduce time spent in more restrictive environments, such as hospitalization or nursing home care.

### **Key Areas Addressed**

- Opportunities for community participation

### **Recommendations**

There are no recommendations in this area.

## **4.H. Community Housing (CH)**

### **Description**

Community housing addresses the desires, goals, strengths, abilities, needs, health, safety, and life span issues of the persons served, regardless of the home in which they live and/or the scope, duration, and intensity of the services they receive. The residences in which services/supports are provided are typically owned, rented, leased, or operated directly by the organization, or may be owned, rented, or leased by a third party, such as a governmental entity. Providers exercise control over these sites in terms of having direct or indirect responsibility for the physical conditions of the facility.

Community housing is provided in partnership with individuals. These services/supports are designed to assist the persons served to achieve success in and satisfaction with community living. They may be temporary or long-term in nature. The services/supports are focused on home and community integration and engagement in productive activities. Community housing enhances the independence, dignity, personal choice, and privacy of the persons served. For persons in alcohol and other drug programs, these services/supports are focused on providing sober living environments to increase the likelihood of sobriety and abstinence and to decrease the potential for relapse.

Community housing programs may be referred to as group homes, halfway houses, three-quarter way houses, recovery residences, sober housing, domestic violence or homeless shelters, and safe houses. These programs may be located in rural or urban settings and in houses, apartments, townhouses, or other residential settings owned, rented, leased, or operated by the organization. They may include congregate living facilities and clustered homes/apartments in multiple-unit settings. These residences are often physically integrated into the community, and every effort is made to ensure that they approximate other homes in their neighborhoods in terms of size and number of individuals.

Community housing may include either or both of the following:

- Transitional living that provides interim supports and services for persons who are at risk of institutional placement, persons transitioning from institutional settings, or persons who are homeless. Transitional living is typically provided for six to twelve months and can be offered in congregate settings that may be larger than residences typically found in the community.
- Long-term housing that provides stable, supported community living or assists the persons served to obtain and maintain safe, affordable, accessible, and stable housing.

The residences in which community housing services are provided must be identified in the survey application. These sites will be visited during the survey process and identified in the survey report and accreditation decision as a site at which the organization provides a community housing program.

## **Key Areas Addressed**

- Safe, secure, private location
- Support to persons as they explore alternatives
- In-home safety needs
- Access as desired to community activities
- Options to make changes in living arrangements
- System for on-call availability of personnel

## **Recommendations**

There are no recommendations in this area.

## **4.I. Supported Living (SL)**

### **Description**

Supported living addresses the desires, goals, strengths, abilities, needs, health, safety, and life span issues of persons usually living in their own homes (apartments, townhouses, or other residential settings). Supported living services are generally long-term in nature but may change in scope, duration, intensity, or location as the needs and preferences of individuals change over time.

Supported living refers to the support services provided to the person served, not the residence in which these services are provided. A sample of people receiving services/supports in these sites will be visited as part of the interview process. Although the residence will generally be owned, rented, or leased by the person who lives there, the organization may occasionally rent or lease an apartment when the person served is unable to do so. Typically, in this situation the organization would co-sign or in other ways guarantee the lease or rental agreement; however, the person served would be identified as the tenant.

Supported living programs may be referred to as supported living services, independent living, supportive living, semi-independent living, and apartment living; and services/supports may include home health aide and personal care attendant services. Typically there would not be more than two or three persons served living in a residence, no house rules or structure would be applied to the living situation by the organization, and persons served can come and go as they please. Service planning often identifies the number of hours and types of support services provided.

The home or individual apartment of the person served, even when the organization holds the lease or rental agreement on behalf of the person served, is not included in the survey application or identified as a site on the accreditation outcome.

Some examples of the quality results desired by the different stakeholders of these services/supports include:

- Persons served achieving choice of housing, either rent or ownership.
- Persons served choosing whom they will live with, if anyone.
- Minimizing individual risks.
- Persons served have access to the benefits of community living.
- Persons served have autonomy and independence in making life choices.

### **Key Areas Addressed**

- Safe, affordable, accessible housing chosen by the individual
- Supports available based on needs and desires
- In-home safety needs

- Living as desired in the community
- Support personnel available based on needs
- Persons have opportunities to access community activities

### **Recommendations**

There are no recommendations in this area.

## **4.L. Behavioral Consultation Services (BCS)**

### **Description**

The focus of Behavioral Consultation Services is to increase the ability of persons served to express more effective and acceptable behaviors. Behavioral strategies are implemented to teach the persons served better ways to manage environmental and personal stressors so that targeted behaviors are reduced and positive behaviors are learned and maintained. Through redirection of a targeted behavior to a more socially and culturally acceptable behavior, persons served are able to achieve increased participation in mainstream community activities. Behavioral Consultation Services includes services to address targeted behaviors such as eating disorders, disruptive behaviors, or self-injurious behaviors in the home or community.

### **Key Areas Addressed**

- Competencies of personnel
- Team meetings
- Behavioral assessment input
- Individualized behavioral strategies to address targeted behaviors
- Strategies developed with key persons
- Training supports implementation
- Monitoring strategies

### **Recommendations**

There are no recommendations in this area.

## **Section 5. Specific Population Designations/Enhancements**

### **5.D. Adults with Autism Spectrum Disorder (ASD:A)**

#### **Description**

Supports for adults with autism spectrum disorder (ASD:A) enhance accessibility and community membership opportunities for adults with ASD. Education, employment, residential, social, and recreational opportunities; identification from research of successful techniques to apply to service provision including treatment and intervention research; and lifelong planning are means to achieve full inclusion and participation.

Standards for ASD services and supports present a roadmap for successful outcomes in the lives of persons with ASD by encouraging organizational values that focus on individualized, person-centered services for persons to achieve full inclusion and participation as desired in their communities. Services involve families, networks of resources, and education and support communities for older adolescents transitioning to adulthood and adult persons with ASD.

The standards in this section focus on planning for transitions and development of supports as needed for persons with ASD, with the outcomes of employment, further education, community living, and life planning.

Some of the quality results (outcomes) desired by the different stakeholders of ASD services may include:

- Creating and supporting lifelong self-advocacy skills.
- Developing supports and community resources for persons and families.
- Enhancing quality of life by increasing social contacts and support communities.
- Encouraging service provider capacity building by networking with governmental, educational, business/employer, and other community resources.
- Recognizing and sharing reliable evidence-based knowledge, innovations, interventions, and therapies with proven, research-based, and peer-reviewed track records of getting results.
- Planning for transition from school to successful employment and community living supports.
- Individualized, comprehensive life planning that is transferred to other service providers to ensure continuity of service planning and supports.
- Persons served moving toward:
  - Optimal use of natural supports.
  - A social supports network.
  - Self-help.
  - Greater self-sufficiency.
  - Greater ability to make appropriate choices.
  - Greater control of their lives.
  - Increased participation in the community.
  - Employment and/or continued education.

### **Key Areas Addressed**

- Services reflect current ASD research
- Increased community awareness and understanding are promoted
- Personnel receive specific competency-based training
- Connections to community resources are facilitated

### **Recommendations**

There are no recommendations in this area.

## **5.E. Children/Adolescents with Autism Spectrum Disorder (ASD:C)**

### **Description**

Early identification, intervention, treatment planning, and educational strategies for children with autism spectrum disorder (ASD) remain a challenge for families, their physicians, community supports, and educational systems. Early recognition of the condition allows families to receive advice and support to help them adjust to the child's learning and development challenges and to mobilize resources to provide the best early intervention services for the child.

Services for children and adolescents with ASD are designed to provide to the child/adolescent and family a variety of resources that reflect sound research. The family will have access to results-oriented therapies, education, advocacy, and supports for their child's optimal progress and to establish a lifetime of positive learning and behaviors. Services involve families, networks of resources, and education and support communities for adolescents transitioning to adulthood. Individuals served under this designation may range from birth to the age of majority, although sometimes services for adolescents transitioning to adulthood are provided by programs that also serve adults. Ages served would be identified in a program's scope of services.

Organizations with accredited services/supports for children with ASD are a resource for families, community services, and education. With the focus on continuous learning about ASD, the organization can assist parents with:

- Obtaining early intervention screening.
- Obtaining early intervention services.
- Obtaining an evaluation by clinicians experienced in evaluating children with ASD to improve treatment and outcomes.
- Navigating the multiple and complex systems that families need to coordinate, including medical, educational, mental health, disability, and community services.
- Connecting to resources to identify and treat medical or other conditions associated with ASD, as they are needed, to improve independence, family well-being, and adaptive behavior.
- Gaining understanding of the core features of ASD and associated conditions.
- Adjusting and adapting to the challenges of raising a child with ASD.
- Understanding the future opportunities, services, and challenges that lay before them as they raise their child.
- Planning for transition to/from school and life planning.
- Building linkages within segments of school systems and across school systems to facilitate successful transitions between placements.
- Providing outcomes information to schools to enhance individualized education plans and employment transition planning.
- Connecting with mentors and parent-to-parent support groups or contacts.
- Connecting with community organizations and support groups dedicated to people with ASD.
- Becoming an advocate for policy changes, as desired.

### **Key Areas Addressed**

- Services reflect current ASD research
- Community awareness and acceptance of ASD are promoted
- Personnel receive specific competency-based training
- Comprehensive evaluations result in option and referrals for appropriate services
- Services are family centered
- Families are connected to needed resources
- Timely transition planning is facilitated

### **Recommendations**

There are no recommendations in this area.

# Program(s)/Service(s) by Location

## **The Arc of the Ozarks**

1501 East Pythian Street  
Springfield, MO 65802

Behavioral Consultation Services  
Community Employment Services: Employment Supports  
Community Employment Services: Job Development  
Community Integration  
Community Integration (Autism Spectrum Disorder-Adults)  
Services for Children and Youth: Child and Adolescent Services  
Services for Children and Youth: Child and Adolescent Services (Autism Spectrum Disorder-Children and Adolescents)  
Supported Living  
Supported Living (Autism Spectrum Disorder-Adults)  
Transition Services  
*Governance Standards Applied*

## **Beth Court**

3216 Beth Court  
Grain Valley, MO 64029

Behavioral Consultation Services  
Community Housing

## **Cassville Day Program**

Rural Route One, Box 1526-A  
Cassville, MO 65625

Community Integration

## **Crowhaven Apartments**

1112 West Care Avenue  
Nixa, MO 65714

Community Integration  
Supported Living

**Elfindale Office**

1721 West Elfindale Street  
Springfield, MO 65807

Behavioral Consultation Services  
Community Employment Services: Employment Supports  
Community Employment Services: Job Development  
Community Integration  
Community Integration (Autism Spectrum Disorder-Adults)  
Services for Children and Youth: Child and Adolescent Services  
Services for Children and Youth: Child and Adolescent Services (Autism Spectrum Disorder-Children and Adolescents)  
Supported Living  
Supported Living (Autism Spectrum Disorder-Adults)  
Transition Services

**Emma J. Barber Home**

100 South Wall Street  
Mountain Grove, MO 65711

Community Housing  
Supported Living

**Kansas City Office**

19401 East US Highway 40, Suite 110  
Independence, MO 64055

Behavioral Consultation Services  
Community Housing  
Supported Living

**Lombard Home**

3445 East Lombard Street  
Springfield, MO 65809

Community Housing

**Newport Home**

930 West Madison Street  
Springfield, MO 65806

Community Housing

**Sagamont Home**

1912 South Sagamont Avenue  
Springfield, MO 65807

Community Housing (Autism Spectrum Disorder-Adults)

**The Arc of the Ozarks - Joplin Office**

4722 East 32nd Street  
Joplin, MO 64804

Community Employment Services: Employment Supports  
Community Employment Services: Job Development  
Community Integration  
Supported Living  
Transition Services

**The Arc of the Ozarks - Monett Division/Monett Day Program**

1010 Old Airport Road  
Monett, MO 65708

Community Employment Services: Employment Supports  
Community Employment Services: Job Development  
Community Integration  
Supported Living  
Transition Services