

HCBS Settings Rule: Community Inclusion and Integration

The following are examples of what community inclusion and integration should and should not look like.

Scenario #1: Community structured activity

Promotes inclusion and integration:

- a. A small group of individuals go bowling during public bowling time or join a community bowling league. Individuals who can independently buy their game and rent their shoes do so. Staff assists those who need assistance. Individuals find and choose their own balls while staff provide assistance to those that need it. Individuals choose who to bowl with, staff assist only if needed.
- b. An individual expresses they would like to go shopping. A small group of individuals with similar interests choose where they would like to go shopping. Individuals who can independently purchase items of their choice, do so. Staff assists those who need assistance. One individual has a money goal, so staff works with them through their goal. Another individual has a communication goal, so staff works with them through their goal.

Does not promote inclusion and integration:

- a. The program rents out the bowling alley. Staff buys everyone's games and rents their shoes. Staff gets their balls and determines who bowls in which lane.
- b. Program staff asks for bowling lanes apart from other community members bowling and discourages individuals from engaging with others at the bowling alley.

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Scenario #2: Exercise class

Promotes inclusion and integration:

- a. Small groups of individuals who express interest go to an exercise class offered in the local fitness studio. Individuals who can independently make the payment for the class do so. Staff assists those that need assistance. Individuals are able to pick their equipment and where they want to use it. Staff provides assistance, as needed, to help individuals engage in the class and follow the instructor.
- b. There is an exercise class held at the park and open to the community at large. A small group of individuals choose to participate. They are able to choose who they stand next to and staff provide assistance, as needed, to help individuals engage in the class.

Does not promote inclusion and integration:

- a. Program staff teach an exercise class at the facility to the whole group and those who want to participate do so while the rest of the group watches.
- b. An exercise instructor comes to the program facility and teaches exercise at the facility.
- c. The exercise instructor/staff conducts an exercise class at the local park. The class is open only to individuals receiving services.

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Scenario #3: Art Class

Promotes inclusion and integration:

- a. Small groups of individuals who express interest go to an art class offered in the local community center or business. Individuals who can independently make the payment for the class do so. Staff assists those that need assistance. Individuals are able to choose their supplies and where they want to sit in the class. Staff provides assistance, as needed, to help individuals to engage with others in the class and follow the instructor.
- b. An individual expresses they want to paint a nature scene out in the community. Staff asks other individuals if they are interested in doing something similar. A small group of individuals choose their supplies (e.g. paint, chalk, pencils, clay, etc.) and where they want to go in the community (e.g. park, botanical garden, pond, etc.). Staff provides assistance as needed.

Does not promote inclusion and integration:

- a. Individuals indicated they were interested in attending an art class. Program staff set up art supplies at the park for those who want to participate. Staff assist individuals to work on a staff chosen painting project.
- b. The program contacts a local art instructor who offers community art classes. Staff books an entire class offered at their art studio so the only participants in the class are those receiving services.

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Scenario #4: Exploring employment options:

Promotes inclusion and integration:

- a. An individual has reached the period in life where they choose to retire. They have expressed that they still would like to give back to the community in some way. Setting staff work with the individual to determine what type of volunteer opportunities are available in the community that the individual is interested in pursuing and provide assistance, as needed.
- b. Program staff discuss with all individuals famous astronauts and watch a video on NASA training camps. They also discuss the many jobs that exist to support space travel in different businesses. Local businesses that support space travel are described. Small groups of individuals who express interest go to one of the local businesses that support space travel to take a tour and talk to a few people who work there about their jobs. Staff support individuals to ask questions and follow any guidelines for being at the business. If an individual expresses further interest, staff help connect the individual to their support team to determine what the next steps for the individual are towards employment.
- c. An individual worked at a fast food restaurant in the past and now works on a cleaning crew for the program. The individual is unsure about returning to the job, so program staff engage in consistent informed choice activities. Those activities have led to a communicated interest in fitness. Program staff set up informational interviews with a boxing gym, the athletic department at the local community college, a local wholesale athletic equipment business, and other options. Staff also negotiated with a trainer for some individual courses and additional time to observe job tasks outside of training sessions. All of this information is presented to Vocational Rehabilitation during the application process, and a job goal is developed around fitness.

Does not promote inclusion and integration:

- a. As individuals are of retirement age, no volunteer or employment opportunities are explored.
- b. Program staff discuss with all individuals famous astronauts and watch a video on NASA training camps.

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- c. Staff ask individuals in a large group if they are interested in getting a job in the community. No one speaks up and says they are interested, so the program documents that everyone has opted out of exploring community employment.
- d. When an individual voices they are unsure about returning to their job, the program documents that the individual is no longer interested in working.

Scenario #5: Community activity planning

Promotes inclusion and integration:

- a. Program staff discuss the planned activity. They assist the individuals attending the activity to look at alternative transportation available (bus, trax, flex trans, Uber, Lyft, taxi, etc.). Staff assist those who want to use alternative transportation with researching a route or scheduling options available and the cost. Staff assist with scheduling the alternative transportation, if needed, and ensure individuals can pay the cost. The group attends the planned activity using the alternative transportation they planned.
- b. Individuals assist in creating every calendar. If there are community activities that were attended the month prior, individuals decide if they want to carry them over to the next month or if they want to make changes. For example, if swimming at the recreation center was scheduled for every Tuesday, individuals choose if they still want this activity on the calendar, if they still want it at the same frequency, or if they want to revise it to other swimming options, or take it off completely.

Does not promote inclusion and integration:

- a. Program staff choose what transportation will be used for a planned activity without consulting the individuals participating.
- b. There are standing activities on the calendar that staff automatically carry over every month. For example, swimming every Tuesday, library every Thursday, movies every other Friday.

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Scenario #6: Community services

Promotes inclusion and integration:

- a. The setting provides opportunities for individuals to access the services of their choice in the community. Individuals choose which salon they attend, which church they attend, and which doctors they go to for medical services. They also choose where they get their medications filled and which bank they use. Setting staff assists individuals to access these services, as needed.

Does not promote inclusion and integration:

- a. Salon services, religious services, and medical services (visiting doctors) are provided at the setting without an option for individuals to access these services in the community.
- b. Individuals receiving services are required to use the same pharmacy, bank, and doctors as everyone else at the setting.

Contact Information & Resources

Submit any questions to: HCBSSettings@utah.gov

Additional information: <https://medicaid.utah.gov/ltc-2/hcbstransition/>



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