

EASTERN LOS ANGELES REGIONAL CENTER

CONSUMER HANDBOOK



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The Eastern Los Angeles Regional Center Consumer Handbook is available, on request, in large print format and 3 hole punched for insertion in a binder. Spanish and Chinese language versions are also available. ELARC will make available other alternate formats in the future

INTRODUCTION

The regional center system that serves people with developmental disabilities in California has grown from the first two centers in 1966 to a network of 21 agencies covering every area of the state. Each center is a private, nonprofit corporation, funded by a contract with the State Department of Developmental Services. Each has a Board of Directors that includes consumers, parents, professionals, and other concerned community members.

This guide will introduce you to the Eastern Los Angeles Regional Center (ELARC) and the services we offer, as well as provide general information that we hope you will find useful. But please feel free to ask us if you have questions not addressed here.

From time to time we will send notices about special events or important issues, including invitations to meetings, workshops, information sessions, and training opportunities. We will publicize information about events, meetings, and trainings through the ELARC website (www.elarc.org) as well as by direct contact with your service coordinator. We hope you will participate in as many activities you can. This participation will help you learn about new developments, meet other consumers, parents, and families who have concerns similar to yours, and make informed choices about those services and programs that will work best for you and your family.

Everyone on the Eastern Los Angeles Regional Center staff is dedicated to providing support and assistance to consumers, and to developing a working partnership with families. Everything we do points to one mission: to help persons with developmental disabilities achieve the greatest possible enrichment and fulfillment in their lives.

Welcome to the Eastern Los Angeles Regional Center.

Gloria Wong,
Executive Director

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THE LANTERMAN DEVELOPMENTAL DISABILITIES SERVICES ACT

The State of California accepts responsibility for persons' developmental disabilities and has an obligation to them which it must discharge. Affecting hundreds of thousands of children and adults directly, and having an important impact on the lives of their families, neighbors and whole communities, developmental disabilities present social, medical, economic, and legal challenges.

The Lanterman Developmental Disabilities Services Act (Lanterman Act) is the portion of California law that sets out the rights and responsibilities of persons with developmental disabilities. It also creates the agencies, including regional centers, responsible for planning and coordinating services and supports for people with developmental disabilities and their families.

The Lanterman Act establishes an entitlement to services and supports for persons with developmental disabilities, those at risk of developing a developmental disability, and their families. This entitlement ensures that individuals with developmental disabilities and their families have the right to receive services and supports which will: enable them to make decisions and choices about how, and with whom, they want to live their lives, promote their achievement of the highest self-sufficiency possible, and uphold their right to lead productive, independent, and satisfying lives as part of the communities in which they live. In addition to the entitlement to services and supports, the Lanterman Act creates the regional center, which serves as the central coordinating agency in a community network.

WHAT DOES THE LANTERMAN ACT DO?

The Lanterman Act explicitly:

- Accepts California's responsibility for and obligations to its citizens who have developmental disabilities.
- Provides for the establishment of an array of services and supports to meet the needs and choices of each person who has a developmental disability throughout their life.
- Sets forth the values of the system which include choice, inclusion, independence, respect, maintaining children in the family home, and support for persons with developmental disabilities to become valued members of their home community.
- Establishes the individual and families of children with developmental disabilities as the primary focus of the system.
- Guarantees the civil and service rights of persons with developmental disabilities.
- Establishes a network of non-profit community-based regional centers to provide assessments and diagnosis, information and referral, lifelong individual planning and service coordination, purchase of necessary services included in the individual program plan (IPP), assistance in finding and using community and other resources, early intervention services for at-risk infants

and their families, genetic counseling, residential placement and monitoring, training and educational opportunities for individuals and families, community education about developmental disabilities, advocacy, and coordination of services and supports.

- Defines the composition of volunteer Boards of Directors of regional centers as including individuals with developmental disabilities, parents, and others with specific qualifications.
- Defines developmental disability as a disability that:
 - Occurs before the age of 18, and
 - Continues or can be expected to continue indefinitely, and
 - Constitutes a substantial disability, and
 - Includes intellectual disability, cerebral palsy, epilepsy, and autism spectrum disorder, and “disabling conditions found to be closely related to intellectual disability or to require treatment similar to that required for intellectually disabled individuals,” and
 - Is not solely physical in nature.
- Provides that infants and toddlers (ages 0-3 years) who are at risk of having a developmental disability or who have a developmental delay may also qualify for services.
- Provides that individuals who are at risk of having a child with a developmental disability may be eligible for referral for genetic diagnosis, counseling, and other preventive services.
- Establishes the Individual Program Plan (IPP), or the Individualized Family Service Plan (IFSP) for children 0-3, as the operating mechanism to identify, plan and provide services and supports.
- Establishes an appeal process for consumers and families to use in the event they are not satisfied with a decision made by a regional center.
- Defines the roles and responsibilities of partners in the service delivery system including the Department of Developmental Services (DDS), Disability Rights California, and the State Council on Developmental Disabilities.
- Defines the responsibilities of service coordinators.
- Requires regional centers to provide services in the most cost efficient way possible and to use all other resources, including generic resources, before using any regional center funds.
- Includes provisions related to rates and monitoring of service providers.
- Establishes a performance contracting process between regional centers and the Department of Developmental Services (DDS).

WHAT ARE MY RIGHTS UNDER THE LANTERMAN ACT?

The Lanterman Act creates a number of rights for people with developmental disabilities. Those rights include, but are not limited to:

- Treatment and habilitation services and supports to help you achieve the most independent, productive and “normal” life possible.
- Services that protect your liberty and are provided in the least restrictive (most integrated) way.
- Dignity, privacy, and humane care.

- Treatment, services, and supports in natural community settings to the greatest extent possible.
- Participation in an appropriate program of publicly supported education regardless of the degree of disability.
- Prompt medical care and treatment.
- Freedom of religion and conscience; freedom to practice your religion.
- Social interaction and participation in community activities.
- Physical exercise and recreation.
- Freedom from harm, including unnecessary physical restraints, isolation, excessive medication, abuse, or neglect.
- Freedom from hazardous procedures.
- Choices in your own life, including where and with whom you want to live, your relationships with people in the community, how you spend your time (including education, employment, and leisure), the pursuit of your personal future, and the planning and implementation of a plan that fits your needs and desires.
- The opportunity to make decisions and to have information you understand to help you make choices.

These general rights are in addition to the rights everyone in California has under the law.

EASTERN LOS ANGELES REGIONAL CENTER

Mission Statement

Eastern Los Angeles Regional Center is committed to serving individuals with developmental disabilities and their families by promoting partnerships which empower them to achieve meaningful and fulfilling lifestyles in their communities.

Core Values

We believe...

...Persons with developmental disabilities have the right to grow and develop. We provide opportunities for life long learning.

...In the rights of self-determination for persons with developmental disabilities. We are committed to creating opportunities for every consumer to make choices and decisions in their lives.

...Every individual should have the opportunity to be a part of their community. We create opportunities for consumers which fulfill their need for integrated life experiences.

...Health, safety, security and stability are important in the lives of all individuals. We are committed to assuring that these values, along with individual preferences, are considered when contemplating and supporting life decisions.

...Persons with developmental disabilities have the right to receive quality services. We are committed to finding new approaches which enhance service quality.

...In a dynamic partnership with our communities.

...In the search for innovative approaches to the coordination of services. We are committed to seeking creative methods to serve our consumers.

Adopted by ELARC Board of Directors on January 13, 1998

EASTERN LOS ANGELES REGIONAL CENTER'S
HOURS OF OPERATION

The ELARC Reception Desk is open:

Monday – Thursday 7:30 a.m. – 5:00 p.m.
Friday 7:30 a.m. – 4:00 p.m.

Individual staff working hours may vary within these hours.

The ELARC offices are closed in observation of the following holidays:

JANUARY

New Year's Day
Martin Luther King, Jr.'s Birthday

FEBRUARY

President's Day

MARCH

Cesar Chavez Day

MAY

Memorial Day

JULY

Independence Day

SEPTEMBER

Labor Day
Admission Day

OCTOBER

Columbus Day

NOVEMBER

Veteran's Day
Thanksgiving Day
Day After Thanksgiving

DECEMBER

Christmas Eve
Christmas Day
New Year's Eve

Holiday closure dates are subject to change.

GETTING SERVICES

Eligibility

An individual is eligible for regional center services if he or she has a developmental disability, which has been determined substantially disabling. Children from birth to age three who are experiencing, or are at risk for a developmental delay / disability are also eligible, as are individuals who are at high risk parenting a child with a developmental disability.

What is a developmental disability?

A developmental disability is defined as disability that occurs before the age of 18, is substantially disabling for an individual, and is expected to continue indefinitely. A substantial handicap means a condition which results in major impairment of cognitive and/or social functioning, and represents a condition of sufficient impairment to require interdisciplinary planning and coordination of special or generic services to assist the individual in achieving maximum potential.

Developmental disabilities include intellectual disability, cerebral palsy, epilepsy, and autism spectrum disorder. Also included are disabling conditions closely related to intellectual disability or requiring similar treatment.

This definition of developmental disability does not include other handicapping conditions that are solely physical, learning, or psychiatric in nature. The following conditions are defined as developmental disabilities:

Intellectual Disability (formerly known as Mental Retardation)

Intellectual Disability is characterized by significantly sub-average general intellectual functioning (i.e., an IQ of approximately 70 or below) with onset before age 18 and with concurrent deficits or impairments in adaptive functioning related to everyday tasks such as: functional academic skills, communication, social/interpersonal skills, self-care, use of community resources, work, leisure, health, and safety. Intellectual Disability is a condition, not a disease, nor is it a mental illness.

Cerebral Palsy

Cerebral Palsy is a condition caused by damage to the brain usually occurring before, during, or shortly following birth. "Cerebral" refers to the brain; "palsy" refers to a disorder of movement or posture. The resulting impairment can range from mild to severe. Some characteristics are: awkward or involuntary movements, poor balance, irregular walk, poor motor coordination, and speech disturbances. Education, therapy, and applied technology can help persons with cerebral palsy lead productive lives.

Autism Spectrum Disorder

Autism Spectrum Disorder is a developmental disorder that affects multiple aspects of the individual's functioning. The disorder is characterized by qualitative impairments in social interaction (for example, withdrawal and failure to engage in

interaction with peers or adults), qualitative impairments in communication, and restricted stereotyped patterns of behavior, interest, and activities (for example, rocking, hand flapping, and lining up toys), a heightened sensitivity to change in one's environment, or a limited repertoire of activities. The number of characteristics present and their severity vary greatly. Onset of this disorder is prior to 36 months of age. There are diagnostic criteria for this disorder which specify the minimum number of items necessary in order to make the diagnosis.

Epilepsy

Epilepsy is a physical condition occurring in the brain that can cause a variety of nervous system episodes involving muscle contractions and other disturbances of bodily functions known as seizures.

Other Conditions Related to Intellectual Disability

This category includes other conditions closely related to intellectual disability or requiring treatment similar to that required for individuals with intellectual disability, but does not include other handicapping conditions that are solely physical in nature. Examples might include Neurofibromatosis, Tuberous Sclerosis and Prader-Willi Syndrome.

HOW TO APPLY FOR REGIONAL CENTER SERVICES

Persons with developmental disabilities, persons at risk for a developmental disability/delay, or persons at risk of parenting a child with a developmental disability may apply for services directly. Referrals may be made for individuals between 0-3 years of age. For individuals who are 3 and older, any referring parties will be instructed to have the parent contact ELARC directly in order to apply for services. You can apply for regional center services by telephone or by written request. You will be directed to the Intake Coordinator who will conduct a basic screening to determine if further assessment and diagnostic services are appropriate.

Intake & Assessment

Through the intake and assessment process, registration, evaluation, and eligibility determination are provided for individuals three years of age or older who are applying for regional center services. The process is comprised of four sections: intake, assessment clinic, assessment period, and eligibility determination.

Intake

The intake period is the first 15 working days between the initial contact from the applicant/family/legally responsible person, to the face-to-face contact with ELARC, known as the Assessment Clinic appointment. The initial contact is most frequently made by a telephone call to the Assessment & Special Services Division, but can also be made by written communication, or personal contact. General information regarding the intake and assessment process and regional centers' services is given to the applicant/family/legally responsible person. Information regarding the applicant and the potential developmental disability is obtained for the Intake Form by one of the division office assistants. If it is determined that assessment is indicated, an appointment is given for the Assessment Clinic and an application packet is sent to the applicant/family/legally responsible person for review and completion. The Assessment Coordinator will assist the applicant/family/legally responsible person to complete the packet at the time of the clinic appointment, if necessary.

Assessment Clinic

Assessment Clinic is held on Tuesday and Thursday for the purpose of the initial interview with the applicant/family/legally responsible person. The Assessment Coordinator explains the assessment process, timelines, and what the applicant/family/legally responsible person can expect during the assessment period. In addition, information about the eligibility determination process, regional centers' services, and community services is provided. The psychosocial assessment is administered by the Assessment Coordinator and any records provided by the applicant/family/legally responsible person are reviewed. The psychosocial assessment covers birth and developmental history, including family constellation and functioning, and the applicant's abilities in the following areas: cognitive, motor, communication, social, emotional, educational/vocational, and self-care/independent living skills, as reported by the applicant/family/legally

responsible person, and as observed during the interview. In addition, the current health status of the applicant is reviewed and any barriers to service are noted. The Client Development Evaluation Report (CDER) is completed along with medical questionnaires. Based upon the interview and psychosocial information obtained, recommendations are made for evaluations and diagnostic services to determine if the applicant is eligible for regional center services. A psychological evaluation may be provided on the clinic appointment day.

Assessment Period

The Assessment Period is the 120 days between the Intake Period and the formal eligibility determination. During the assessment period, additional evaluations may be recommended in order to determine an applicant's eligibility, such as medical or neurological evaluations, as determined by the assessment team. Historical information is gathered including school records, medical, psychological and /or psychiatric records, and any other information deemed necessary to determine eligibility. If an individual receives care from a neurologist for seizure disorder or cerebral palsy, records will be requested from the physician in order to substantiate the conditions and the severity. The Assessment Period allows the applicant/family/responsible person(s) to present any additional information not included at the time of the assessment clinic interview.

Eligibility Determination

Once the necessary reports and documentation have been received, the Interdisciplinary Assessment Team conducts a review to determine each applicant's eligibility. The Assessment Coordinator then presents each case by reviewing information covered in the psychosocial assessment including birth and developmental history, background and historical information, achievements reported in the four domain areas, and individual situations or issues reported which may need to be taken into consideration in order to make a determination of an individual's eligibility. Current psychological test results and medical information are reviewed and discussed and recommendations are given. The Interdisciplinary Assessment Team also makes recommendations based upon the applicant's/family's/legally responsible person's request as well as the diagnostic and evaluative reports and records regarding school/vocational programs, and intervention and support services which may best meet the applicant's needs.

If the applicant is determined eligible, these Interdisciplinary Assessment Team recommendations become the basis for the initial Individual Program Plan (IPP) objectives, to be developed by an assigned service coordinator.

If the applicant is determined ineligible, these Interdisciplinary Assessment Team recommendations are included in the ineligibility letter sent to the applicant/family/responsible person. These recommendations will help guide other referrals and agencies which may better suit the needs of the individual.

FAMILY COST PARTICIPATION PROGRAM

In 2004, the state of California passed a law (The Family Cost Participation Program) that requires parents to share the cost of certain services purchased for their children by regional centers. The law does not apply to all families and it applies to only a few services. In addition, it is not intended to be so burdensome to families that it would result in foregoing needed services for their children.

ANNUAL FAMILY PROGRAM FEE

As of 2011, parents whose adjusted gross family income is at or above 400% of the federal poverty level (FPL), and who are receiving qualifying services through a regional center for their children ages 0-18, will be assessed an Annual Family Program Fee (AFPF). There is one AFPF assessed yearly per family regardless of the number of children in the household receiving services. Families receiving services through the Medi-Cal program are exempt from the AFPF. Families of children receiving only respite, day care, or camping services from the regional center and who are assessed a cost for participation under the Family Cost Participation Program will not be charged a fee.

Assessment of the AFPF will take place at the time of development or scheduled review of the consumer's Individual Program Plan (IPP) or Individualized Family Services Plan (IFSP). Parents will complete an AFPF registration form through the regional center at the time of the fee assessment. Any questions regarding income requirements should be discussed with the regional center. Parents assessed an AFPF will be required to remit payment of their fee to the California Department of Developmental Services in an envelope provided to them by the regional center.

Regional centers may grant an exemption to the assessment of an AFPF under certain circumstances.

WHAT IS THE EARLY START PROGRAM?

Families whose infants or toddlers have a developmental delay or disability or an established risk condition with a high probability of resulting in a delay may be eligible to receive an "Early Start" in California. The Early Start Program is California's response to federal legislation ensuring that early intervention services to infants and toddlers with disabilities and their families are provided in a coordinated, family-centered, community-based system of services. The following information will be in effect as of January 1, 2015:

Who is eligible to be served in the Early Start Program?

Infants and toddlers from birth to 3 years of age (36 months) may be eligible for early intervention services if they, through documented evaluation and assessment, meet one of the criteria listed below:

- Have a developmental delay in either cognitive, communication, social or emotional, adaptive, or physical and motor development, including vision and hearing, and are under 24 months of age at the time of referral, with a 33% delay in one or more areas of development or are 24 months of age or older at the time of referral, with a 50% delay in one area of development or a 33% delay in two or more areas of development; or
- Have an established risk condition of known etiology, with a high probability of resulting in delayed development.

Once ELARC receives a referral for the Early Start Program, the case is assigned to an intake coordinator. The intake coordinator schedules appropriate assessments and evaluations. The assessments, evaluations, and any other reports, including medical records, are reviewed by an interdisciplinary eligibility team to determine if a child is eligible for the Early Start Program and to make program recommendations.

What happens if my child is eligible for the Early Start Program?

Each eligible child is assigned a service coordinator. The service coordinator is responsible for meeting with the family to develop an Individualized Family Service Plan (IFSP). The IFSP documents a child's unique strengths and needs and the family's concerns, priorities, and resources. The IFSP process should include outcomes the family would like their child to achieve, the services necessary to support the child's development, and the possible funding sources for those services.

What Early Intervention Services Are Available?

Based on the child's assessed developmental needs and the family's concerns and priorities as determined by each child's IFSP team, early intervention services may include:

- Assistive technology.
- Audiology.
- Family training, counseling, and home visits.
- Health services.

- Medical services for diagnostic/evaluation purposes only.
- Nursing services.
- Nutrition services.
- Occupational therapy.
- Physical therapy.
- Psychological services.
- Service coordination (case management).
- Social work services.
- Special instruction.
- Speech and language services.
- Transportation and related costs.
- Vision services.

Who Provides Services?

Early intervention services that are needed for each eligible infant or toddler are purchased or arranged by a regional center or a local education agency. Services are to be provided in the child's natural environment to the maximum extent appropriate including the home and community settings in which children without disabilities participate. Family Resource Centers provide family support services.

How Much Does It Cost?

There is no cost for evaluation, assessment, and service coordination. Public or private insurance is accessed for medically necessary therapy services including speech, physical, and occupational therapies. Services that are not covered by insurance will be purchased or provided by regional centers or local education agencies. An Annual Family Program Fee (AFPF) may be assessed in some circumstances.

What Happens If My Child Is Not Eligible for the Early Start Program?

If the child is not eligible for Early Start services, the regional center will determine if a referral to Prevention Resource & Referral Services (PRRS) is appropriate based on the child's risk factors. Regional centers will facilitate each family's access to local Family Resource Centers' PRRS with parental consent. Children who are eligible for PRRS include the following:

- Infants or toddlers who have been identified by ELARC as having two or more risk factors for developmental disabilities following Early Start intake and evaluation; or
- Toddlers between the ages of 24-35 months that have been identified by ELARC as having a developmental delay in one domain (33% through 49%) at the time of initial referral. ELARC considers the following developmental delays: communication, cognitive, social/emotional, self-help/adaptive, and physical; or
- Infants or toddlers whose parent has a developmental disability.

PRRC services are provided through Family Resource Centers (FRCs) and include:

- Information.
- Resources.
- Referrals.

- Targeted outreach.

FRC will partner with parents and families to ensure parents remain an integral part of PRRS for each child. It is always a good idea to discuss questions or concerns with the child's medical provider.

How Much Does the Prevention Program Cost?

The Prevention Program is funded by the State of California Department of Developmental Services. There is no cost to the family to have their child participate in the program.

YOUR PRIMARY PARTNER AT THE REGIONAL CENTER

Once your eligibility for services is determined, you and your parent will be assigned a service coordinator who will be your primary contact and partner at the regional center. A service coordinator is a professional in the area of developmental disabilities and is knowledgeable about resources, supports, and services that you or your parent might want or need. Your service coordinator helps develop a person-centered Individual Program Plan (IPP) and works to make sure that you get the services you are entitled to from other agencies. Your service coordinator will generally be the person you have the most contact with at your regional center. Your service coordinator will be part of a team of staff who are familiar with the services available in your neighborhood and community. If you are the parent of a child from birth to three years of age, you will be assigned a service coordinator from the Early Intervention Unit as part of the Early Start program.

Once you have been assigned a service coordinator we will try to keep you with that partner. However, sometimes a change is unavoidable. If this occurs, the supervisor of the unit will ensure that you continue to receive the same level of service until a reassignment is made. On the other hand, your relationship with your service coordinator is such an important one, no person can continue as your service coordinator unless you agree. If you ask for a different service coordinator, the regional center must assign a new one.

Your Service Coordinator's Responsibilities

As your primary partner and contact at the regional center, your service coordinator is responsible for helping you establish the goals that you as an individual would like to meet. Service coordinators are also responsible for helping you identify, locate, and coordinate the support, information, and services to achieve those goals. This is what we refer to as service coordination.

Your service coordinator will:

- Listen to your concerns.
- Respect your opinions and preferences.
- Advocate for you with various other agencies such as the local school district, Social Security, Medi-Cal, and the Department of Rehabilitation.
- Respond when you have emergencies and crises (for life-threatening emergencies, call 911 immediately, not your service coordinator).
- Provide assistance regarding any reported problem, complaints, or alleged abuses.
- Offer you training and educational opportunities.
- Refer you to peer support groups.
- Refer you to the Family Resource Center (FRC) for current information on developmental disabilities.
- Connect you to people who can help you with your questions and concerns.
- Help you identify or develop natural supports in your community.
- Inform you of public and community resources and services.
- Help you acquire supports and services from ELARC vendors.

- Help you identify and develop a circle of support that includes the important people in your life who can meet and communicate regularly to offer support and assistance with planning and decision-making.
- Attend meetings with you or your family member, such as Individual Educational Plan (IEP) meetings at your school.
- Work with you and your circle of support to develop a useful and effective Individual Family Service Plan (IFSP)/Individual Program Plan (IPP) that lists the specific outcomes you or your family member are trying to achieve, and the services and supports required in meeting those outcomes.
- Assist you in periodically reviewing the progress you are making toward your desired outcomes and discussing any needed changes in your plans.
- Assist you in reviewing the quality and effectiveness of the supports and services you receive.

How to Contact Your Service Coordinator

When you or your family member is determined eligible for regional center services, you will receive a letter notifying you of the name of your assigned service coordinator. Within a short time your service coordinator will contact you to set up an initial meeting. This meeting can take place in your home or at the regional center. After this initial meeting, you'll be able to contact your service coordinator by telephone. Our service coordinators are often working with you and out in the community, and we have a telephone voice message system so that you can leave a message if they are out of the office. They check their messages regularly, and will return your call within 24 hours. If you receive their voice mail message and need to speak to someone immediately, just press "0" for the operator and someone will help you. Another way to contact your service coordinator is by e-mail. They can give you their direct e-mail address if you have internet access. If you don't know or can't remember your service coordinator's name, you may call the regional center receptionist at 626.299.4700 and the main operator will assist you.

IMPORTANT INFORMATION TO REMEMBER

My Service Coordinator is: _____

Phone Number: _____

E-mail Address: _____

His/Her Supervisor is: _____

Phone Number: _____

E-mail Address: _____

Chief of Consumer Services is: _____

Phone Number: _____

E-mail Address: _____

HOW WILL I KNOW WHAT SERVICES WILL BE PROVIDED?

The Individual Program Plan (IPP)

After eligibility is determined, your service coordinator will meet with you within 60 days to develop an individual plan. For individuals older than three years, the plan is called an Individual Program Plan (IPP). Your family members, friends, and anyone else you choose can work with you as a team to help you create your plan. This individualized plan is the foundation of your supports and services from the regional center. It becomes a promise from us that your strengths will be recognized, that your hopes and dreams will be encouraged, and that we will work with you and do our best to meet your needs in a way that respects your individual beliefs and values.

The Individual Family Service Plan (IFSP)

For children from birth to three years of age, the plan is called an Individual Family Service Plan (IFSP). The first IFSP is completed within 45 days of the family's initial contact with the regional center.

How the IFSP/IPP is Created

The purpose of the IFSP/IPP is to create a plan that shows how you and the regional center are going to work toward achieving the outcomes that you or your family member have for yourself. Your planning team will use a process called person-centered planning to assist you in creating your IFSP/IPP. This process focuses on you. It focuses on your strengths, capabilities, every day activities, and ways that you may lead a productive and satisfying life. Your service coordinator and other members of your planning team can help you and your family identify what your strengths, capabilities, and needs are.

It is very important that you participate actively in the IPP process and that the planning that is done reflects your wishes, hopes, dreams, and goals. Adults should expect to be in charge of decisions that affect their lives, regardless of their living arrangement or the level of support they need. If you need accommodations, technology, or self-advocacy skills to participate in your IPP planning process, be sure to let your service coordinator or a friend or family member know. Service coordinators, families, providers, friends and others in contact with the individual should also be attuned to the supports a person with a disability may need to direct their planning themselves.

To begin with, you and your planning team will meet in a place of your choice, and ask questions, such as:

- What is going well?
- What are the areas where you could use some help?
- What is important to you?
- What goals and outcomes do you want to achieve now and in the future?
- What will you need to achieve those goals and outcomes?
- How will we know if the plan is working well for you?

After you and your team members answer these questions, you will set goals and determine the services and supports that will be needed to reach them. Some of the goals may be short-term, and some may be long term. The team will share in the work, and together you will decide the best way to help you reach your goals. The IFSP/IPP will list the type and amount of services and supports you will need in order to achieve your objectives, and who is responsible for providing them. The services and supports in your individualized plan come from a wide variety of sources, and are based on what you need to reach your goals.

Some services and supports are available at no cost in your home community, or through other public agencies. Where no appropriate community resources exist and no other funds are available, services may also be funded by the regional center, or by your family.

Whenever possible, services are provided in natural settings, such as your own home, a neighborhood school, or local community agency. Our goal is always to help each individual develop to his or her greatest potential and to participate in their community with their friends and neighbors.

The individual plan is different for each person, and reflects what is important to you. It is a working document that is never really finished. It will be reviewed at least once a year to see how things are going, and to see if there are changes to be made. If there are changes needed within the year, then a new plan is developed and reviewed yearly.

IFSP/IPP Reviews

Your IFSP/IPP will be reviewed at least every two years. In some cases, and when needed or requested, reviews will be held more often. Your service coordinator will contact you or your family member to discuss if the IFSP/IPP and the services and supports you are receiving are meeting your needs and making a positive difference in your life.

For children who are receiving Early Intervention services via the Early Start program (birth to three years), parents are contacted every six months for a periodic review of the Individual Family Service Plan (IFSP).

For individuals three years and older who live with their families, the individual or his/her family are contacted at least once a year to review existing services.

For individuals three years and older who live in community care, independent living, or supported living situations, the service coordinator meets with the individual quarterly. This meeting usually includes the community care, independent living, or supported living service provider.

Your service coordinator will contact you or your family member to schedule a convenient time for your review, discussion, or meeting. You should be prepared to discuss whether you feel that the services you are receiving are supporting your

choices, helping you reach your desired outcomes, and making a difference in your life. If the regional center is purchasing services for you or your family member, continued funding for services depends upon maintenance or positive progress toward achieving the objectives and goals stated in your IFSP/IPP.

If a significant change occurs for you or your family member which impacts your goals and objectives, or the types of services and supports you need, you may contact your service coordinator at any time during the year to discuss your IFSP/IPP, make changes to your plan, or, if necessary, hold another meeting with your planning team.

For children receiving Early Intervention services via the Early Start program (birth to three years), the IFSP planning team will meet every year to review and change the current IFSP or complete a new IFSP.

According to the Lanterman Act, for individuals three years of age and older, the IPP planning team will meet at least every three years to review and change the current IPP or complete a new IPP. Our practice at ELARC is to meet with the individual annually or every two years after the initial IPP. A meeting could also take place after a request has been initiated by the individual/family/authorized representative or when there is a need to reconvene an IPP meeting. The meeting should be held within 30 days of the request. If the individual has significant medical, behavioral, or other significant issues, the regional center may ask that the planning team meet on a more frequent basis to ensure that changing services and support needs are met.

How You Receive Supports and Services

After you or your family members have created an individualized plan, the next step in the process is to list the type and amount of services and supports needed to achieve the goals and objectives.

The regional center can purchase services and supports listed in your IFSP/IPP that are not available through other sources. The Lanterman Act states that individuals with developmental disabilities are entitled to receive the services and supports that are required to achieve the desired outcomes they have listed in their IFSP/IPP. It is the responsibility of the regional center to assist individuals in identifying, finding, and accessing the required services.

Regional centers are required by law to provide services in the most cost-effective way possible. They must use all available resources, including generic resources, before using any regional center funds.

A generic resource is a service provided by a generic agency, which has a legal responsibility to provide services to the general public, and receives public funds for providing those services. Some generic agencies you might be referred to are the local school district, county social services department, California Children's

Services, Medi-Cal, Social Security Administration, Department of Rehabilitation, and others.

Other resources may include natural supports. Natural support refers to the support and assistance that naturally come from the associations and relationships developed in natural environments, such as family and community. Some examples of natural supports are: extended family, friends, the neighborhood school, the local child care center, parent support groups, activities sponsored by Boy and Girl Scouts, YMCA/YWCA, and activities sponsored through religious organizations, city and county parks, and recreational facilities. Your service coordinator and the regional center are responsible for assisting you and you family member to investigate all available natural and generic resources before the regional center purchases a service.

When the goals and objectives in your IFSP/IPP cannot be achieved through natural supports or generic services, your service coordinator will request authorization for funding from the regional center for the services and supports you need.

What the Regional Center Purchases

The regional center may purchase many types of supports and services for persons with developmental disabilities. Depending on what is in the IPP, these may include, but are not limited to:

- Adult day service options.
- Adult diaper/supplies for incontinence.
- Assistive technology.
- Behavior management services.
- Community living in licensed facilities.
- Counseling services.
- Early intervention programs.
- Genetic counseling and diagnostic testing.
- Inclusion support.
- Independent living training and support.
- Mobility training.
- Nursing services.
- Parenting skills training.
- Respite care.
- Social/recreational support.
- Specialized medical and dental care.
- Supported living.
- Supported employment services.
- Therapies – speech, physical and occupational.
- Transportation services.

Regional Center's Guidelines for Purchasing Services

Your service coordinator will discuss the guidelines for the particular services you are considering, and assist you in determining if there are other funding sources available as required by law. If other sources of funding for the services and

supports identified in your individual plan are not available, the regional center will provide funding. In most instances your service coordinator will be able to approve regional center funding for the services at the time of your request. In some instances, the service coordinator will not be able to approve regional center funding at the time of the request. In those instances, a follow-up meeting of the planning team will be held within 15 days, or later at the request of the consumer, parents, or authorized representative, or when agreed to by the planning team. (Lanterman, 4646(f)).

Fair Hearing Process

If you have a disagreement regarding your services at the time of your IPP or any time that you request services, you may choose to hold a meeting in order to try and resolve the disagreement. The meeting must be held within 15 days of the initial meeting or service request. If, after that meeting, an agreement is not reached, you have the right to file a request for a fair hearing. Your service coordinator will provide you with a Written Notice of Fair Hearing that includes a Fair Hearing request form along with your appeal rights and instructions about the Fair Hearing process.

Complaint Process (WIC 4731)

If you feel that either the regional center or a service provider has denied your rights, you should contact your service coordinator. The law provides for a process to have your complaint investigated and resolved. Your complaint should be forwarded to the Executive Director of the regional center. The Director or their designee has 20 working days to submit a written proposed resolution to you. If you are dissatisfied with the action proposed by the regional center, you may refer the complaint to the Director of the Department of Developmental Services (DDS) within 15 working days of receipt of the proposed resolution. The Director of DDS has 45 days to investigate and send a written administrative decision.

WHO CAN HELP ME?

Clients' Rights Advocate

Any person with a disability, family member, or interested person may ask the Clients' Rights Advocate (CRA) about the rights of a person with a developmental disability. The CRA will answer your question or refer you to another resource.

The CRA for ELARC can be reached at 626.576.4407. The address is 1000 S. Fremont Ave., Alhambra, CA 91802.

Your Clients' Right Advocate:

- Can consult with and help people who have developmental disabilities and their families get services.
- Can directly represent people with developmental disabilities in administrative hearings.
- Can provide training about rights to consumers, their families, regional center service providers, and interested community groups.

- Can investigate complaint about the denial of any right to which a consumer is entitled, if the complaint involves a regional center or service provider.
- Can assure compliance with the law involving a denial of right in a facility.

Disability Rights California

Disability Rights California (DRC) is a nonprofit agency that works in partnership with people with disabilities to protect, advocate for, and advance their human, legal, and service rights. Disability Rights California can be reached at 800.776.5746.

State Council on Developmental Disabilities, Los Angeles Office

Formerly known as Area Board 10, the State Council on Developmental Disabilities, Los Angeles Office exists to advocate for persons with development disabilities in Los Angeles County by ensuring that legal, civil, and service rights are guaranteed. The State Council on Developmental Disabilities, Los Angeles Office can be reached at 818.543.4631.

Consumer Advocate

The regional center employs a consumer advocate who is an individual with developmental disabilities. The ELARC Consumer Advocate is available as a source of support and assistance to adult consumers. The Consumer Advocate is responsible for the management of the ELARC peer training program under the guidance of the Consumer Advisory Committee. Training and information sessions for adult consumers include but are not limited to self-advocacy, rights, employment, and personal relationships. The Consumer Advocate can be reached at 626.299.4854.

When You Have Problems

ELARC provides regular training programs for staff, and we have high standards for case management. However, despite all our efforts, you may believe your service coordinator is not doing the best job possible. If you discuss your concerns with him or her and still feel dissatisfied, your next step should be to contact the unit supervisor. You can ask your service coordinator for his or her name, or ask the switchboard operator to connect you with the appropriate supervisor.

When You Have Emergencies

In the event of a life-threatening emergency, dial 911 for immediate assistance. For other urgent or emergency situations, contact your service coordinator for assistance. If you are unable to reach your service coordinator for assistance, ask for the Service Coordinator for the Day (the person assigned to give assistance in emergencies), the officer of the week, or the supervisor. After the office has closed for the day, or on holidays and weekends, call the regular ELARC number at 626.299.4700 to reach our 24-hour answering service that will take your message and connect you with an on call supervisor. We ask that you use this 24-hour service only for true emergencies (that are not of a 911 nature) that you are unable to handle by yourself. Otherwise, please wait until the next business day.

Your Role in Quality

We also rely on your participation to assist us in Quality Assurance efforts. Your comments and suggestions about the quality of the services you receive are very important to us. We encourage you to visit any services or programs that you or your family members are attending and to make observations. Attending meetings and asking questions is another way to stay informed.

If you have concerns about the quality of services or observe something that seems unusual, share your concerns with the service provider. You should also share your concerns with your service coordinator as soon as possible. , and if there is an emergency you can reach the regional center 24-hours a day by calling our regular number 626.299.4700.

If you have a complaint about the quality of services you are receiving, your primary contact person is your service coordinator. The regional center has made a commitment to be available and responsive to our community. We ask that you give us an opportunity to address your concerns or correct the problem by talking to us directly.

GETTING THE MOST OUT OF SERVICES

Your Responsibilities

It is vital to the partnership to maintain open communication with your service coordinator. Whenever you have a question, concern, or something to report, your service coordinator will be your source of support. We want you to be an active and involved member of the regional center and the community.

Ways to maintain open communication:

- Attend and participate in meetings regarding you or your family member.
- Communicate your needs and concerns to your service coordinator at the meetings you attend.
- Ask questions when information is not clear.
- Contact your service coordinator when problems or concerns arise.
- Tell your service coordinator when you or your family members are either pleased or dissatisfied with services you are receiving.

Ways to be informed and provide input:

- Share your experiences by participating in or starting a support group.
- Participate in training and workshops offered by ELARC.
- Actively use the Family Resource Center.
- Subscribe to our newsletter at info@elarc.org and visit our website at www.elarc.org.
- Complete and return all regional center surveys and questionnaires.
- Attend ELARC public meetings and forums.
- Become a member of the ELARC Board of Directors, and/or one of the board committees.

PERFORMANCE CONTRACT

Eastern Los Angeles Regional Center continues to address the needs of our community and strive towards effective service planning through the ongoing development and implementation of the Performance Contract. The Performance Contract is the result of an early 1990s amendment to the Lanterman Act through Senate Bill 1383. This bill was passed with the intent to have the law reflect consumer/family interests in a clearer manner. The Performance Contract was introduced as a way for Regional Centers to come to an agreement with their local communities about future planning. It is intended to provide meaningful results for the individuals served by ELARC.

The contract is made up of several different outcome areas including health, living options, employment, social recreational opportunities, and quality of services. Performance Contract measurements and examination of its financial claims assure that funding for each regional center is used appropriately. The Performance Contract involves outcome areas that reflect ELARC's commitment to public policies regarding services to individuals with disabilities. Consumers and community stakeholders are encouraged to be involved in the Performance Contract Process by participating in the annual public meeting or sending ideas and comments via e-mail, mail, or telephone. Specific information regarding the dates, times, and locations for public meetings is available at www.elarc.org.

SELF DETERMINATION

Please visit the Department of Developmental Services (DDS) Self Determination webpage for the most updated information regarding Self Determination. You may also email SDP@dds.ca.gov to request the latest updates via email from DDS on the Self Determination Program

On October 9, 2013, Governor Brown signed Senate Bill 468 into law, amending the Lanterman Act and mandating Regional Centers to implement a Self Determination Program. Per the law, the California Department of Developmental Services (DDS) has applied for approval of federal funding for this new Self Determination Program as of December 31, 2014. ELARC is awaiting direction from DDS regarding implementation of this new program.

The ELARC Self Determination Pilot Project, 1998 - present

ELARC currently manages a closed Self Determination Project that was originally mandated in 1998. It is separate from the program mandated in Senate Bill 468.

The Lanterman Act was amended twice to reflect an extension, but no expansion, of the pilot program. In July of 2005, the Lanterman Act was amended, stating, "Notwithstanding any provision of law, an individual receiving services and supports under the self determination projects established pursuant to Section 4685.5 may elect to continue to receive self determination services within his or her current scope and existing parameters. Participation in a self determination project pursuant to section 4685.5 may only be terminated upon a participant's voluntary election and qualifications to receive services under another delivery system." (WIC 4685.7). At that point, DDS advised the pilot Regional Centers that the Self Determination pilot projects were not longer pilots and would not run as a separate closed program. Individuals participating in the program would be able to continue participation but there would no longer be placement into the program from traditional services. Should an individual leave the program, no vacancy is created. The program is closed to growth and the existing waiting list established in 1999 is no longer in effect.

OTHER SOURCES OF INFORMATION

The Department of Developmental Services (DDS)

The Department of Developmental Services (DDS) is the department in the California Health and Welfare Agency which has the responsibility of providing statewide policy direction and leadership to ensure that persons with developmental disabilities have the opportunity to lead more independent, productive, and satisfying lives as envisioned by the Lanterman Developmental Disabilities Services Act.

The State of California, through DDS, contracts with regional centers to provide the service coordination necessary to obtain the services and supports best suited to each individual with developmental disability.

State Council on Developmental Disabilities

The State Council on Developmental Disabilities (SCDD) is a federally mandated and funded organization in charge of promoting the development of an individual and family-centered, comprehensive systems of services, and supports for individuals with developmental disabilities. Its goals are to enable individuals to achieve independence, productivity, integration, and inclusion into the community.

Family Resource Center (FRC)

The FRC welcomes family and friends, advocates, caregivers, educators, students and the entire community. The FRC is staffed by a group of experienced parents who themselves have children with disabilities as well as individuals who have disabilities. Staff members have a unique combination of special skills and are multi-lingual (English, Spanish, and Chinese). Peer support for individuals with developmental disabilities and their families, referrals to community and social services, recreational activities, and information via a multimedia specialized library are provided. The library's items may be used at no cost (on-site or checked out) and include:

- Books.
- Magazines and Journals.
- Research Articles.
- Brochures.
- Information on educational, social, and recreational services.

LIST OF TERMS

Advocacy - Helping to represent the interests of another as if they were one's own. People who do this are known as advocates.

Association of Regional Center Agencies (ARCA) - The state association for California's 21 regional centers. ARCA serves as a representative for regional centers regarding statewide policy and contractual and fiscal issues, providing a forum for information exchange and education.

Assessment - Observations and testing of children in order to identify the child's strengths and needs, develop an appropriate educational program, and monitor progress.

At Risk - A term used with children who have, or could have, problems with their development that may affect later learning.

Annual Family Program Fee (AFPF) – A fee assessed yearly for families whose adjusted gross family income is at or above 400% of the federal poverty level, and who are receiving qualifying services through a regional center for their children ages 0-18.

Autism - The most common definition is those persons who, before the age of three years old, develop severe disorders of communication and social behavior.

Case Management - Locating and coordinating support, information and service choices for a consumer and the family to feel secure, knowledgeable, responsible, and empowered. Also known as service coordination.

Client Development Evaluation Report (CDER) – An assessment instrument administered to each client at intake and at progress reviews to determine developmental and functional levels and progress.

Cerebral Palsy (CP) - Problems with muscle control and coordination as a result of trauma to parts of the brain at birth or during early life. "Cerebral" refers to the brain and "Palsy" to paralysis.

Clients' Rights Advocate - A designated individual whose role is to assist individuals with special developmental needs to exercise all rights guaranteed by law.

Community Advisory Committee (CAC) – An advisory board made up of parents, professionals, and community members from the Special Education Local Plan Area (SELPA) and the Los Angeles County Office of Education that works to advise school boards, the SELPA, and parents about special education programs.

Consumer Advocate - An individual with developmental disabilities who is employed by the regional center to assist in quality assurance efforts, support and advocate for consumers, and provide peer training.

Consumer - A person who is eligible for regional center services.

Department of Developmental Services (DDS) - Administers direct service to children and adults in state developmental centers, provides programs to persons with developmental disabilities who live in the community through contracts with regional centers, and sets policy, determines rates, and advocates for people through its various divisions.

Developmental Disability - California defines a person with a developmental disability as anyone who has acquired intellectual disability, autism spectrum disorder, epilepsy, or cerebral palsy before age 18 and is likely to need special services throughout life.

Developmental Delay (DD) - A significant difference between an infant's or toddler's current level of functioning and the expected level of functioning and development for his/her chronological age in one or more of the following developmental areas: Cognitive, Motor and Physical, Communication, Social or Emotional, and Adaptive.

Due Process Public Schools - The procedure used to make sure that parents and educators make fair decisions about the identification, assessment, and placement of children with disabilities.

Early Intervention - A multi-disciplinary program to provide services to developmentally at-risk and delayed infants (birth to three years of age), usually involving medical, educational, and psychosocial professionals. Infant intervention programs also provide emotional support, guidance, and information to parents.

Empowerment - To gain the knowledge, information, and skills necessary to take responsibility for one's own decisions and choices, empowering an individual to have as much control as possible over his/her life and future.

Entitlement - Persons with developmental disabilities and their families have the right to receive services and supports which will enable them to: make decisions and choices about how, and with whom, they want to live their lives, achieve the highest self-sufficiency possible, and lead productive, independent, and satisfying lives as part of the community in which they live.

Epilepsy - A condition occurring in the brain which can cause a variety of nervous system episodes involving muscle contractions and other disturbances of bodily functions known as seizures.

Established Risk – An established risk condition exists when an infant or toddler is diagnosed with a condition which has a high probability of resulting in developmental delay, although that delay might not be evident at the time of diagnosis.

Fair Hearing - A procedure used by individuals who wish to question the decision of an agency regarding the type or amount of service they receive.

Family Resource Center (FRC) – The Family Resource Center (FRC) provides support, information, education, resources, and training for individuals with disabilities and their families, as well as the professionals and community members who work with them, in the eastern region of Los Angeles County.

Free Appropriate Public Education (FAPE) - One of the key requirements of the Individuals with Disabilities Education Act which requires that an education program be provided for all school-aged children without cost to families.

Generic Agency - Any agency which has a legal responsibility to serve all members of the general public and which is receiving public funds for providing such services.

Generic Services or Supports - Service organizations, commercial businesses, non-profit organizations and various agencies in the community whose services and products are available to members of the general public. Examples of Generic Services or Supports may include medical services through Medi-Cal, educational services through public school districts, vocational and job placement services through the Department of Rehabilitation, or disability benefits through Social Security.

Goal – A general statement of purpose that defines the end result of a program’s impact upon an individual. A goal also describes the behaviors or skills the consumer is to acquire usually within a three to five year period.

Individuals with Disabilities Education Act (IDEA) - A law that ensures services to children with disabilities throughout the nation. Governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

Inclusion - The use of and participation by individuals with disabilities and their families in the same community resources.

Individual Educational Plan (IEP) - Required by public Law 94-142, this plan is developed for school-age individuals by a team of people including parents, teachers and psychologists. The IEP describes the direction a student with special needs will be going in the future, including annual goals and short-term objectives and how he/she will get there.

Individual Program Plan (IPP) - A written plan developed jointly by the consumer, family members, representatives of the regional center and others, which identifies the consumer's/family's needs and preferences, and adopts a cost-effective strategy for meeting them. This plan may also be called a Person Centered Plan.

Individualized Family Service Plan (IFSP) - A written plan that outlines special services, goals, and objectives for a family of a child from birth to three years of age. The IFSP is developed by the regional center service coordinator and the family.

Individual Program Plan (IPP) - A planning document that is developed for each consumer which specifies the desired outcomes he/she is trying to achieve. Also specifies the steps and actions that will be taken to reach a desired outcome, and lists any needed supports and services.

Intake and Assessment - A process used by regional centers to determine whether or not individuals require assessment and, if assessment is provided, whether individuals are eligible for services and what services are recommended.

Intellectual Disability (ID) - Intellectual Disability has the essential feature of significantly sub-average intellectual functioning that is accompanied by significant limitations in adaptive functioning in at least two of the following skill areas: communication, self-care, home living, social/interpersonal skills, work, leisure, health and safety. The onset must occur prior to 18 years of age.

Interdisciplinary Team (IDT) - A group of people (parents, teachers, psychologists, social workers, and others) who are involved with a consumer in helping him/her get the services he/she needs by developing the JEP, IPP or TFSP.

Lanterman Developmental Disabilities Act of 1976 (Lanterman Act) - This California state law provides basic service rights to persons with developmental disabilities. It puts in place the Department of Developmental Services (DDS), Regional Centers, and the State Council on Developmental Disabilities to establish needed services and monitor their delivery.

Least Restrictive Environment - A mandate established by federal and state laws and the courts that states that all people, regardless of disability, have the right to be serviced in ways and in places that allow a person to be as independent as possible with the least amount of supervision necessary.

Mainstreaming - Placement of students with disabilities in typical classrooms under the direction of regular education teachers with support from special education teachers and/or designated instruction and services.

Medi-Cal - A state and federal program which pays for medical care for people with low income.

Mediation- An informal meeting that is held when parent and school district personnel cannot agree on a child's educational program; this step comes before a due process hearing.

Natural Environment - Places and social contexts commonly used by individuals, including the home or one's community.

Natural Supports - Personal associations and relationships developed in the community that enhance or maintain the quality and security of life for people.

Person-Centered Planning- The way in which the planning team works together to help you determine where you want to go (goals), how you want to get there (objectives), and what kinds of support you need to reach your goals. Person-centered planning means focusing on your strengths, capabilities, and needs, and helping you to have an independent, productive, and satisfying life.

Disability Rights California - A private nonprofit corporation designated by the governor of California under federal law for the protection and advocacy of the rights of persons with developmental disabilities.

Purchase of Service (POS) Funds - Funds identified in the Budget Act of the regional center system for the purpose of purchasing services provided by vendors for consumers.

Quality Assurance (QA) - A set of requirements that cover the major areas of client care and existence, including: programming focus and hours, client rights, community integration, health, the physical plant and safety, client records, staff training, and qualifications and administration.

Regional Center - A diagnostic and service coordination center for persons with developmental disabilities and their families which is established by a private nonprofit community agency/corporation acting as a contracting agency with the State of California. Twenty-one centers throughout California provide people with residential, day, transportation, social, independent living, respite, medical, psychological and other services.

Self-Advocacy - Your ability to stand up for your rights, make choices, take responsibility for your life, and make decisions that affect you.

Self Determination – A service model that is based on empowering individuals with developmental disabilities to gain control over the selection of services or supports that meet their specific needs.

Service Catchment Area - Geographical area within which a regional center provides services specified in its contract with the Department of Developmental Services.

Service Coordinator - Person assigned as the primary contact and partner at the regional center once eligibility has been determined. A service coordinator is a professional in the area of developmental disabilities and is knowledgeable about resources, supports, and services.

Service Coordination - Locating and coordinating support, information, and service choices for a consumer and the family to feel secure, knowledgeable, responsible, and empowered. Also known as Case Management.

State Council on Developmental Disabilities, Los Angeles Office (formerly known as Area Board 10) – Both federal law and the Lanterman Act require each state to have a State Council on Developmental Disabilities. It is a volunteer board which recruits members including citizens with developmental disabilities, parents, government representatives, and other interested individuals. The council's mission is to provide area-wide planning for developmental disabilities, advocacy, individual educational presentations, and monitoring of services.

Vendor - Many direct services to consumers are purchased by the regional center and provided by community agencies, programs, and professionals known as vendors. They are also known as service providers.

I acknowledge that I have received the ELARC Consumer Handbook and that it has been reviewed with me by my service coordinator.

Signature

Date

Service Coordinator Signature

Date

Consumer Copy

I acknowledge that I have received the ELARC Consumer Handbook and that it has been reviewed with me by my service coordinator.

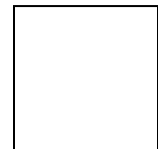
Signature

Date

Service Coordinator

Date

Consumer Case Record Copy



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