

These questions are designed to assist families of persons with developmental disabilities to determine the level of integration efforts provided by the programs and services they use.

For the purpose of this review, integration means:

- living, learning, working and enjoying leisure time with and among a majority of people who are not disabled,
- physical presence and participation in the community that results in valued roles such as homeowner, tenant or neighbor, student, coworker, customer, associate or friend, and
- providing appropriate supports that match the person's needs, strengths, interests and preferences rather than mere placement in integrated environments.

■ Instructions:

To answer these questions you will need to speak to people affiliated with the organization: administrators, staff, other consumers and families. In some cases, you will need to review written materials and visit the organization's site. The answers can be used to guide changes in the organization's practices and environments that promote opportunities for genuine integration.

Developed for the Minnesota Governor's Planning Council on Developmental Disabilities
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TEST YOUR IQ: INTEGRATION QUOTIENT

FOR ORGANIZATIONS
SERVING PEOPLE
WITH
DEVELOPMENTAL
DISABILITIES

QUESTIONS TO ASK
ABOUT YOUR
ORGANIZATION'S
POLICIES AND PRACTICES

■ Does your organization have a written policy, position, or mission statement affirming the value of community integration for the individuals it serves? _____

■ Has your organization provided in-service training on integration values, principles, and practices in the past year to:

- a. **Board of directors?** _____
- b. **Administrative staff?** _____
- c. **Direct care staff?** _____
- d. **Consumers' families?** _____
- e. **Organization volunteers?** _____

■ Does your organization provide up-to-date information on integration resources such as notices of relevant conferences, workshops, presentations by leading-edge professionals or recent books, journal articles, studies, and reports which feature integration concepts, principles and practices, and other state-of-the-art materials? _____

■ Does your organization provide space on the premises (e.g., a library, resource room, bulletin board, or shelves) to display or circulate notices, articles, or books on integration? _____

■ Does your organization provide tangible incentives (time off, registration fees, promotions, wage increases) to encourage professional development to keep current with new ideas in the field? _____

■ Do each of the individuals you serve have an Individual Plan (Program, Habilitation, Education, or Written Rehabilitation) that addresses these basic human needs:

a. To improve **personal status**, the plan should include activities designed to enhance self-image, abundant opportunities to make choices, and skills to reduce dependence on others for self-care? _____

b. To increase **community stature**, the plan should include activities that lead to wider social acceptance by members of society who are not disabled such as getting a library card and using it, shopping as individuals rather than in groups, or going to regular educational classes with other children or adults who are not disabled? _____

■ Do each of the individuals you serve have at least four socially valued roles such as:

a. **Homeowner, tenant, or roommate** (not facility resident)? _____

b. **Community volunteer or activist** in a typical activity, club, or group for people who are not disabled? _____

c. Recreational or leisure role (e.g., a **participant or spectator** in community sports, a library card owner)? _____

d. A **student** in the local school or in regular adult education or vocational training classes, _____

an **employee** in a business with a majority of coworkers who are not disabled, or a **friend or companion** of at least two people who are not disabled other than family and staff? _____

Environment **Yes No**

■ Do the environments in which the individuals you serve spend most of their time reflect:

a. **Attitudes** that affirm the individual's potential for growth and self-direction regardless of their past performance? _____

b. **Expectations** that are high, demand higher achievements than past experiences would predict, and recognize that the limitations of their environments may have held them back more than their disabilities? _____

c. **Age-appropriate** settings, training materials, and equipment? _____

d. **Community-referenced** skills and behavior training? _____

e. **Functional tasks** and activities that are expected and valued by the community for persons their age? _____

f. **Individualized** approaches that are in a natural proportion to the ratio of persons with disabilities to those who are not disabled in living, learning, working, and social arrangements? _____

