

Community Living and Support-T2013TF; Group-T2021TF HQ

Community Living and Support is an individualized service that enables the waiver beneficiary to live successfully in his/her own home, the home of his/her family or natural supports and be an active member of his/her community. A paraprofessional assists the person to learn new skills and/or supports the person in activities that are individualized and aligned with the person's preferences. The intended outcome of the service is to increase or maintain the person's life skills or provide the supervision needed to empower the person to live in the home of his/her family or natural supports, maximize his or her self-sufficiency, increase self-determination and enhance the person's opportunity to have full membership in his/her community.

Community Living and Support enables the person to learn new skills, practice and/or improve existing skills. Areas of skill acquisition are: interpersonal, independent living, community living, self-care, and self-determination.

Community Living and Support provides supervision and assistance for the person to complete an activity to his/her level of independence. Areas of support consist of assistance in monitoring a health condition, nutrition or physical condition, incidental supervision, daily living skills, community participation, and interpersonal skills.

Community Living and Support provides technical assistance to unpaid supports who live in the home of the individual to assist the individual to maintain the skills they have learned. This assistance can be requested by the unpaid support or suggested by the Individual Support Planning team and must be a collaborative decision. The technical assistance is incidental to the provision of Community Living and Supports.

Exceptional Needs:

Community Living and Supports Exceptional Needs are used to meet exceptional, short term situations that require services beyond 12 hours per day. The Individual Support Plan documents the exceptional supports needed based on the SIS® or other assessments that explain the nature of the issue and the expected intervention. A plan to transition the individual to sustainable supports is required. The plan may document the use of assistive technology or home modifications to reduce the amount of the support for behavioral and/or safety issues. Medical, behavioral, and support issues require documentation of when the situation is expected to resolve, evaluations/assessments needed to assist in resolving issues, and other service options explored. EPSDT and other appropriate State Plan services must always be utilized before waiver services are provided.

All Requests for Community Living and Supports require prior approval by the PIHP.

- a. Requests for up to 12 hours daily may be authorized for the entire plan year.
- b. Requests for up to 16 hours daily may be authorized for a six-month timeframe, within the plan year.
- c. Requests for more than 16 hours daily are authorized for up to a 90-day period within the plan year. In situations requiring an authorization beyond the initial 90-day period, the PIHP shall approve such authorization based on review of the transition plan that details the transition of the participant from Community Living and Supports to other appropriate services.

The service may be provided in the home or community. The involvement of unpaid supports in the generalization of the service is an important aspect to ensure that achieved goals are practiced and maintained. Services may be allowed in the private home of the provider or staff of an Employer of Record at the discretion and agreement of the support team and when consistent with the ISP goals.

Exclusions

- a. Transportation to and from the school setting is not covered under the waiver, and is the responsibility of the school system.
- b. (This service includes only transportation to/from the person's home or any community location

<p>where the person is receiving services.) Incidental housekeeping and meal preparation for other household members is not covered under the waiver.</p> <p>c. The paraprofessional is responsible for incidental housekeeping and meal preparation only for the beneficiary.</p> <p>d. A beneficiary who receives Community Living and Supports may not receive Residential Supports or Supported Living at the same time.</p> <p>e. This service is not available at the same time of day as Community Networking, Day Supports, Supported Living, Supported Employment or one of the State Plan Medicaid Services that works directly with the person, such as Private Duty Nursing.</p>	
<p>Limits on amount, frequency, or duration</p> <p>The amount of Community Living and Supports is subject to the limitations on the sets of services.</p>	
<p>Service Delivery Method</p>	<p><input checked="" type="checkbox"/> Provider Directed</p> <p><input checked="" type="checkbox"/> Individual/Family Directed</p>
<p>Specify whether the service may be provided by (check all that apply):</p>	<p><input type="checkbox"/> Legally Responsible Person</p> <p><input checked="" type="checkbox"/> Relative</p> <p><input checked="" type="checkbox"/> Legal Guardian</p>
<p>Provider Type</p> <p>Provider Agencies</p>	
<p>License</p> <p>NC G.S. 122 C</p>	
<p>Certification</p> <p>NC G.S. 122</p>	
<p>Other Standard</p> <p>Approved as a provider in the PIHP provider network</p> <p>Agency staff that work with beneficiaries:</p> <ul style="list-style-type: none"> • Are at least 18 years old • If providing transportation, have a valid North Carolina driver's license or other valid driver's license, a safe driving record and an acceptable level of automobile liability insurance • Criminal background check present no health and safety risk to beneficiary • Not listed in the North Carolina Health Care Abuse Registry • Qualified in CPR and First Aid • Qualified in the customized needs of the beneficiary as described in the ISP. • High school diploma or high school equivalency (GED) • Paraprofessionals providing this service must be supervised by a qualified professional. Supervision must be provided according to supervision requirements specified in 10A NCAC 27G.0204 (b) (c) (f) and according to licensure or certification requirements of the appropriate discipline. • Upon enrollment with the PIHP, the organization must have achieved national accreditation with at least one of the designated accrediting agencies. • The organization must be established as a legally constituted entity capable of meeting all of the requirements of PIHP <p>Professional Competency</p> <p>By 11/1/2018, Support Professionals shall have competency in the following areas:</p> <p>a. Communication-The Support Professional builds trust and productive relationships with people he/she supports, co-workers and others through respectful and clear verbal and written communication.</p> <p>b. Person-Centered Practices-The Support Professional uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve</p>	

- their goals.
- c. Evaluation and Observation-The Support Professional closely monitors an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services.
 - d. Crisis Prevention and Intervention-The Support Professional identifies risk and behaviors that can lead to a crisis, and uses effective strategies to prevent or intervene in the crisis in collaboration with others.
 - e. Professionalism and Ethics-The Support Professional works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.
 - f. Health and Wellness-The Support Professional plays a vital role in helping individuals to achieve and maintain good physical and emotional health essential to their well-being.
 - g. Community Inclusion and Networking-The Support Professional helps individuals to be a part of the community through valued roles and relationships, and assists individuals with major transitions that occur in community life.
 - h. Cultural Competency-The Support Professional respects cultural differences, and provides services and supports that fit with an individual's preferences.
 - i. Education, Training and Self-Development-The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

Provider Type

Employee in a self-directed arrangement

Staff that work with an NC Innovations beneficiary are approved by Employer of Record OR recommended by Managing Employer and approved by Agency with Choice and meet the following criteria:

Agency staff that work with beneficiaries:

- a. At least 18 years old
- b. If providing transportation, have a valid North Carolina or other valid driver's license, a safe driving record and an acceptable level of automobile liability insurance
- c. Criminal background checks present no health and safety risk to beneficiary
- d. Not listed in the North Carolina Health Care Abuse Registry
- e. Qualified in CPR and First Aid
- f. Qualified in the customized needs of the beneficiary as described in the ISP
- g. High school diploma or high school equivalency (GED)
- h. Paraprofessionals providing this service must be supervised by a qualified professional. Supervision must be provided according to supervision requirements specified in 10A NCAC 27G.0204 (b) (c) (f) and according to licensure or certification requirements of the appropriate discipline.
- i. State Nursing Board Regulations must be followed for tasks that present health and safety risks to the participant as directed by the PIHP Medical Director or Assistant Medical Director
- j. Agencies with Choice follow the NC State Nursing Board regulations
- k. Has an arrangement with an enrolled crisis services provider to respond to participant crisis situations
- l. Upon enrollment with the PIHP, the Agency with Choice must have achieved national accreditation with at least one of the designated accrediting agencies. The Agency with Choice must be established as a legally constituted entity capable of meeting all of the requirements of the PIHP.

Professional Competency

By 11/1/2018, Support Professionals have competency in the following areas:

- a. Communication- The Support Professional builds trust and productive relationships with people he/she supports, co-workers and others through respectful and clear verbal and written communication.
- b. Person-Centered Practices-The Support Professional uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals.
- c. Evaluation and Observation-The Support Professional closely monitors an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services.
- d. Crisis Prevention and Intervention-The Support Professional identifies risk and behaviors that can lead to a crisis, and uses effective strategies to prevent or intervene in the crisis in collaboration with others.
- e. Professionalism and Ethics-The Support Professional works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.
- f. Health and Wellness-The Support Professional plays a vital role in helping individuals' to achieve and maintain good physical and emotional health essential to their well-being.
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- h. Cultural Competency-The Support Professional respects cultural differences, and provides services and supports that fit with an individual's preferences.
- i. Education, Training and Self-Development-The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.