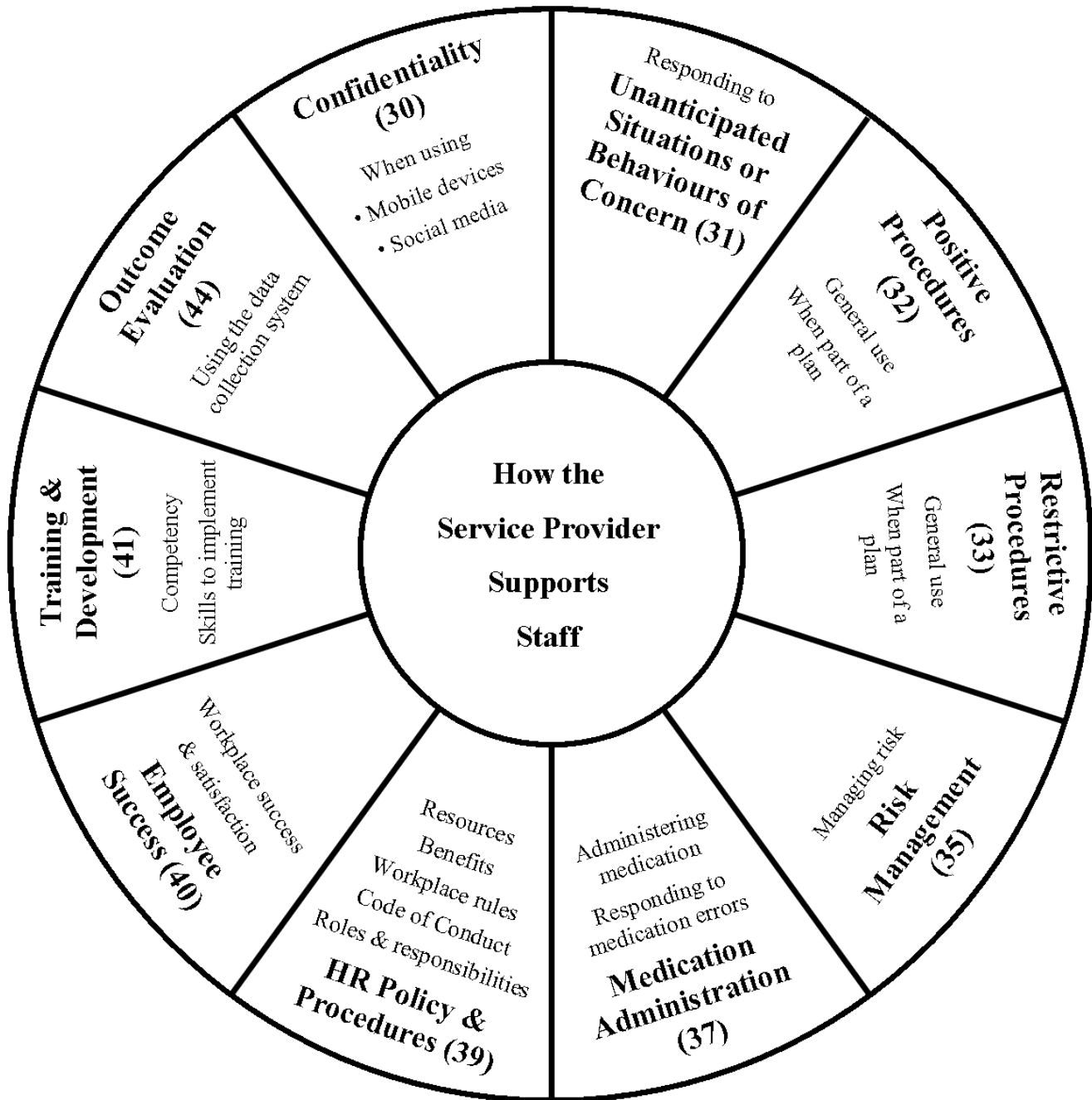
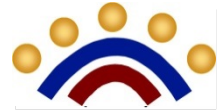


# CET QUALITY OF SERVICE TOPICS FROM ORGANIZATIONAL FRAMEWORK STANDARDS





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## Instructions

ACDS has created this preparation booklet as a tool for service providers to use with staff to help individuals accessing services to prepare for their participation in a Creating Excellence Together (CET) site survey. The information in this tool is based on the CET 2016 Standards.

Each *Quality of Life* standard has one page dedicated to highlighting relevant questions that may be asked during the site survey conversations. By attaching policy and procedure and/or other relevant documents that support or relate to each standard, service providers can use this document to build a complete, organization-specific preparation kit.

## References

Complete information on the CET 2016 Standards, including a full listing of the standards and indicators, is available in the Accreditation Level 1 manual. The manual also includes a section called *Areas to Explore* that provides more in-depth questions under each standard for the benefit of staff and individuals.



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## Standard 13: Homes



Own Space  
Accessible  
Personalized

- ☐ How did you involve the individual in considering housing options?
- ☐ If the individual lives with others, how were decisions made regarding roommates?
- ☐ How do you ensure that the individual can come and go from her home whenever she needs or chooses?
- ☐ How do you involve the individual in decisions about what happens in her home and what the “house rules” are?
- ☐ How do you support discussions with roommates to allow everyone to have a voice?
- ☐ How do you support the individual to decorate her room and the public spaces in her home?
- ☐ Are you familiar with the individual’s traditions, culture and faith?
- ☐ Where are your and/or the service provider’s signage or supplies kept around the home?
- ☐ What makes the home look comfortable and “home-like”?
- ☐ How are supports flexible?
- ☐ How do you ensure the layout and functionality of the individual’s home meets his needs?

### **If the service provider does not provide residential support...**

- ☐ How do you support the individual on residential matters?
- ☐ Explain the process of communication that occurs between the service provider and the individual’s home support.

### **EXAMPLES TO SUPPORT QUESTIONS**

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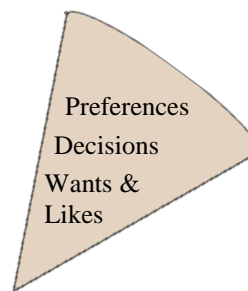
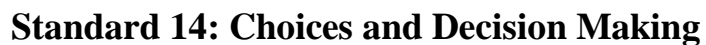
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- ☐ What everyday decisions does the individual make?
- ☐ How do you find out what is important to the individual in these areas?
- ☐ What strategies do you use to help the individual to identify and tell others about her preferences?
- ☐ How do you ensure that you give various options to the individual regarding everyday matters?
- ☐ What examples can you give of choices made by the individual that involved some personal (e.g., physical, emotional) risk?
- ☐ How do you work through this with the individual?
- ☐ How do you ensure that the individual's wants, needs, likes and dislikes are heard?
- ☐ How has the individual had input on personal and/or group decisions and schedules?
- ☐ What is the process if the individual decides not to participate in the chosen activities?
- ☐ How do you support the individual to exercise personal control over her day-to-day spending?
- ☐ What is the process when the individual wants to make a purchase that is outside of her budget?

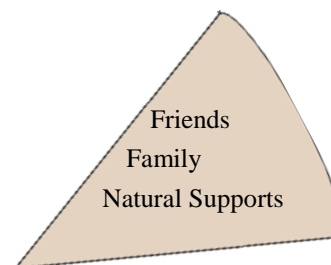
## EXAMPLES TO SUPPORT QUESTIONS

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## Standard 15: Relationships



- ☐ How does the individual let you know when she wants to visit with her family or friends?
- ☐ How do you ensure that the visit is appropriate to the situation (e.g., wanting to have a personal conversation) or setting (e.g., work, home)?
- ☐ Who does the individual have relationships with at this time?
- ☐ How does the individual's plan address the area of relationships and connections?
- ☐ What is an example of how you supported an individual to deal with a harmful relationship?
- ☐ How does the individual express satisfaction with the help she gets to develop "unpaid" friendships and relationships?
- ☐ What, if anything, can be done to improve this process?
- ☐ How do you help the individual develop friendships outside her existing paid support?
- ☐ What barriers (e.g., behavioural needs) might limit the individual's ability to make and keep friends?
- ☐ How do you help the individual to address these barriers?
- ☐ How do you support the individual to recover from the consequences of an unhealthy relationship?
- ☐ Describe a situation where you assisted an individual in overcoming a barrier.

### **EXAMPLES TO SUPPORT QUESTIONS**

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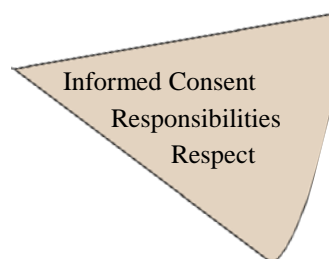
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## Standard 16: Rights



- ☐ What are the individual's legal and human rights and how they are meant to protect her?
- ☐ How do you support the individual to exercise her rights (e.g., to access places, to make lifestyle choices, to have relationships, to follow cultural and religious practices)?
- ☐ Are there any restrictions on the individual's rights?
- ☐ What is the individual's role and involvement in the planning process?
- ☐ How is the individual supported in the planning process to give informed consent?
- ☐ How does the service provider ensure that you are knowledgeable about respect and that you show respect to the individual?
- ☐ What does it mean to treat someone with dignity and respect?
- ☐ How do you encourage the individual to answer questions directed to her?
- ☐ How do you or would you help the individual if she is treated disrespectfully?
- ☐ What information is given to you to help the individual understand how to respect the rights of others?
- ☐ How do you actively support the individual to understand how to respect the rights of others?
- ☐ What is the individual's role and involvement in the planning process?
- ☐ How do you ensure that informed consent occurs on a daily basis?
- ☐ How do you ensure that the individual is able to express her preferences and make decisions regarding personal directives, end of life care and advance care planning?

### **EXAMPLES TO SUPPORT QUESTIONS**

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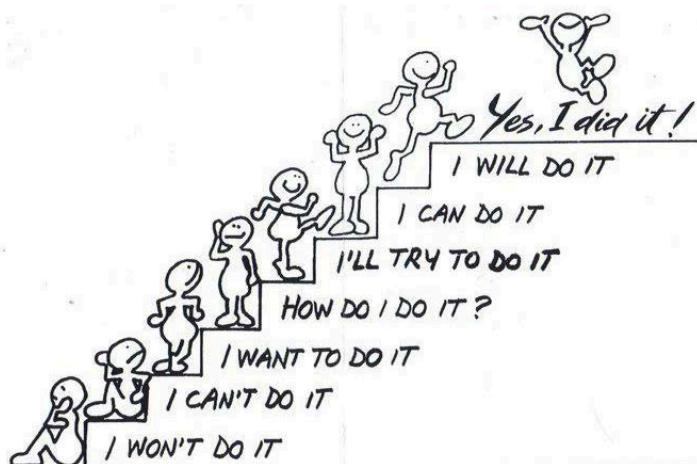
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## Standard 17: Personal Control



Dignity  
Person-Centred  
Independent

- ☐ How do you handle the need to enter the individual's personal and private space
- ☐ What do you do if the individual says he is uncomfortable or embarrassed when receiving personal care?
- ☐ What supports are in place to encourage and help the individual to live as independently as possible?
- ☐ What Assistive Technology (AT) and/or Environmental Intervention (EI) have you helped the individual research that might benefit him to be more independent?
- ☐ How do you support the individual so he will have greater control in his life?
- ☐ What training and/or information have you received to be able to support the individual to use his AT and/or EI?
- ☐ How does this training, information and support help the individual use his AT and/or EI?
- ☐ How do you ensure that the individual's AT and/or EI is maintained and in good working order?
- ☐ How often are AT and/or EI checked for maintenance?
- ☐ What role does the individual play in his person-centred planning process?
- ☐ How do you ensure that the individual is able to express his preferences and make decisions regarding the transitions in his life?
- ☐ How do you ensure that the individual is able to express his preferences and make decisions regarding the transition in his life?
- ☐ What role does the individual play in his transition planning?

### **EXAMPLES TO SUPPORT QUESTIONS**

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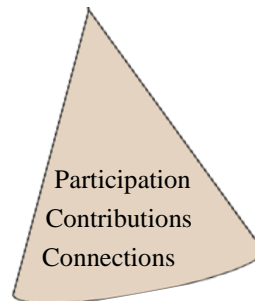
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## Standard 18: Community Inclusion



- ☐ How do you help the individual find and understand information about activities, events, or facilities that are available in the community?
- ☐ How do you help the individual meet and connect with his neighbours and people in her community?
- ☐ What do you do if the individual shows no interest in any community activities?
- ☐ What supports does the individual need to participate in her community?
- ☐ If he is interested, how do you support the individual to become a member of an organized group?
- ☐ How do you determine how the individual feels about contributing to her community?
- ☐ What is she responsible for, or how do you encourage her to give back in her unique way?
- ☐ What barriers do the individual have that may limit her ability to contribute to her community?
- ☐ How do you support the individual to participate in activities or events not sponsored by the service provider?
- ☐ How have you helped the individual to develop natural supports for a specific activity or event and, consequently, been able to reduce support?
- ☐ How are successful connections with natural supports being respected and supported to continue and grow?
- ☐ How do you support the individual to develop positive roles and relationships within the community?
- ☐ What do you do to support the individual to make more connections?
- ☐ How do you support the individual to be safe while she is in the community?
- ☐ Have you ever been in an unsafe situation where you needed to implement safety protocol?
- ☐ What is your role in fading out support to the individual?
- ☐ Give an example of when you faded out support to an individual. What made it successful or unsuccessful?

### **EXAMPLES TO SUPPORT QUESTIONS**

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## Standard 19.1: Employment – Individuals develop vocational skills



- ☐ What process do you use to identify productive or skill development options that match the individual's preferences, interests and abilities?
- ☐ How do you support the individual to ensure that he has valued roles with his activities?
- ☐ How do you connect activity/volunteer options to an individual's interests?
- ☐ How does the information you provide include opportunities for the individual to experience and/or research the activity?
- ☐ How do you support the individual to practise skills he has already learned?
- ☐ How were the individual's preferences identified and taken into account when looking for a volunteer placement or activity?
- ☐ What are the benefits offered at the volunteer placement?
- ☐ How do you help the individual develop and maintain relationships with others in the setting?
- ☐ Does the individual have peers and relationships in a variety of settings? Give examples.
- ☐ If the individual wants to change activities, what support is provided?
- ☐ How do you determine if the individual is satisfied with his activities?
- ☐ Give an example of a work-skill development activity that you have facilitated. How does this contribute to the individual's growth? How does this result in better outcomes for the individual?

### **EXAMPLES TO SUPPORT QUESTIONS**

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## Standard 19.2: Employment – Individuals actively seek competitive employment



- ☐ What is the process to determine the individual's employment preferences?
- ☐ What training, information and/or work experience are you supporting the individual with to help him gain employment?
- ☐ How do you let the individual know about the various options that are available to him for work?
- ☐ How did you support the individual prepare for his job search?
- ☐ What opportunities does the individual have to experience, tour and/or research possible positions?
- ☐ What assessments and/or information are provided to help the individual determine his vocational interests?
- ☐ How do you determine if the individual is satisfied with his job or employment plan?
- ☐ How do you support the individual with developing skills that will help him during the hiring process? How did you identify those skills?
- ☐ What is the evidence that the individual understands what you are teaching him?
- ☐ What training and/or information are available to support the individual's employment plan?
- ☐ How do you support the individual during a job interview?
- ☐ How do you support the individual to deal with disappointment or negative experiences while seeking employment?
- ☐ What information does the service provider provide you around duty to accommodate? How do you determine what accommodations or modifications may be necessary for an individual?
- ☐ How do the individual's natural supports help him achieve better outcomes around employment?
- ☐ How are the individual's employment goals evaluated and/or re-evaluated?
- ☐ How do you support the individual to learn new skills to help him search for work?

### **EXAMPLES TO SUPPORT QUESTIONS**

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### Standard 19.3: Employment – Individuals are competitively employed or self-employed



- ☐ What is the process to determine the individual's employment preferences?
- ☐ How does the service provider support you to help the individual maintain employment?
- ☐ What would you do if the individual wanted to change something about his work?
- ☐ How do you support the individual to deal with frequent changes in training and employment?
- ☐ How do you identify new and/or existing employment related skills that are necessary to sustain or improve existing work?
- ☐ How do you advocate for regular, employer-led performance evaluations?
- ☐ How do you prepare the individual for his evaluation?
- ☐ Does the individual's current job give him a chance to develop new skills?
- ☐ If the individual decides to leave or change jobs, what support is provided?
- ☐ Which colleagues has the individual already developed relationships with?
- ☐ What do you do to support the individual to develop natural supports at work?
- ☐ What mechanisms are in place to ensure the individual's safety while travelling to and from work?
- ☐ If the individual uses personal protective equipment (PPE) at work, what kind of training did he receive to wear or use it? Explain.
- ☐ How do you discuss safety with the individual?
- ☐ How do you determine if the individual is satisfied with his job or employment plan?
- ☐ How do you ensure the individual's employment goals promote his professional growth? His independence?

#### **EXAMPLES TO SUPPORT QUESTIONS**

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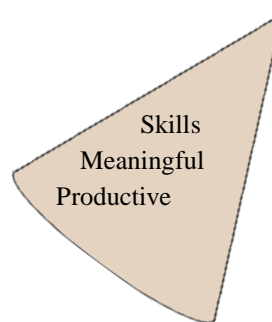
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## Standard 20: Alternatives to Employment



- ☐ Describe why you feel that the individual fits this standard rather than the employment standards.
- ☐ What are some examples of the individual's alternative to employment?
- ☐ How does this information help with choosing quality activities?
- ☐ What process do you use to identify productive or skill development options that match the individual's preferences, interests and skills?
- ☐ How do the activities and their environments give the individual opportunities to maintain skills?
- ☐ How do you support the individual to practise the skills she has already learned?
- ☐ How do you support the individual to ensure that he has valued roles with his activities?
- ☐ How do you connect activity options to an individual's interests?
- ☐ How does the information you provide include opportunities for the individual to experience and/or research the activity?
- ☐ How do you support the individual access specific skill-maintaining activities of his choice?
- ☐ How do you help the individual develop and maintain relationships with others in the setting?
- ☐ Does the individual have peers and relationships in a variety of settings? Give examples.
- ☐ How are the individual's skill-maintaining goals evaluated and/or re-evaluated?
- ☐ How do you determine if the individual is satisfied with his activities?
- ☐ How do you support the individual to ensure that she has valued roles with her activities?

### **EXAMPLES TO SUPPORT QUESTIONS**

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## Standard 21: Leisure



- ☐ What contingency plans exist to ensure that the individual's holidays or leisure events are not cancelled or interrupted by staff schedules, illness and limitations?
- ☐ How do you determine if the individual has achieved the right balance between feeling too busy and not busy enough during her free time?
- ☐ In what ways do you provide information to ensure that the individual can make informed choices about leisure activities?
- ☐ How do you create leisure opportunities unique to each individual?
- ☐ How do you support the individual to explore leisure interests that include other people that she knows?
- ☐ What barriers do the individual have that might prevent her from enjoying or participating in her chosen activity?
- ☐ How do you support the individual's participation with others, with or without disabilities, that enjoy the same activities?
- ☐ What contingency plans exist to ensure that the individual's holidays or leisure events are not cancelled or interrupted by staff schedules, illness and limitations?

### **The individual makes leisure decisions independently**

- ☐ Describe how you support the individual with making informed decisions around which leisure interests to pursue?
- ☐ Where do you get your information from to present to the individual?

### **EXAMPLES TO SUPPORT QUESTIONS**

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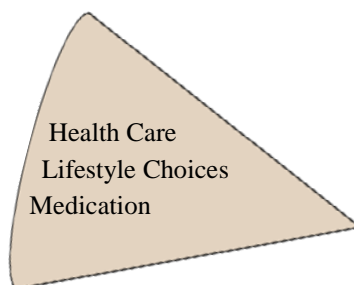
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## Standard 22: Health – Scenario 1: Individuals take care of their physical health



- ☐ What are the individual's specific health needs?
- ☐ Do you have the appropriate training and/or information necessary to meet these particular needs?
- ☐ How do you assess the individual's health concerns?
- ☐ What steps do you take to consider the individual's wishes and well-being in all aspects of his health care?
- ☐ What information do you and the individual receive around about how to live a healthy lifestyle?
- ☐ What external resources (e.g., support groups, training sessions) do you help the individual to access?
- ☐ How do you support the individual to access what he needs to living a healthy lifestyle?
- ☐ Who is responsible for facilitating appointments for the individual?
- ☐ What steps do you take to share information in a way that respects the individual's dignity and choices?
- ☐ What follow-up action is required if a medication error or medication refusal occurs?
- ☐ What training did you receive to administer medications?
- ☐ Describe how you follow planned restrictive procedures that accompany *pro re nata* (PRN – administer as needed) medication that influences behaviour?
- ☐ How do you keep the individuals' guardian aware of the individual's health issues?
- ☐ How do you share information and still adhere to FOIP?

### **EXAMPLES TO SUPPORT QUESTIONS**

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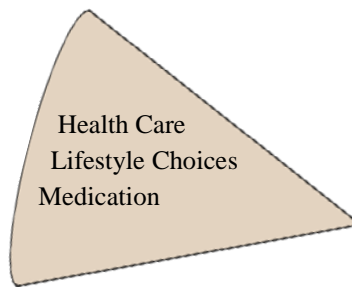
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- ☐ What are the individual's specific mental health needs?
- ☐ Do you have the appropriate training and/or information necessary to meet these particular needs?
- ☐ What training do you have?
- ☐ Give examples of external resources you help the individual to access.
- ☐ Give examples of community health services you help the individual to access.
- ☐ How do you promote good mental health for the individual on a daily basis?
- ☐ What information do you and the individual receive around about how to live a healthy lifestyle?
- ☐ Describe the individual's treatment plan that supports her mental health?
- ☐ What do you do if you notice a change in the individual's mental health?
- ☐ How do you involve her in this process?
- ☐ How do you keep the individual's guardian aware of the individual's mental health issues?
- ☐ How do you share information and still adhere to FOIP?

### EXAMPLES TO SUPPORT QUESTIONS

[illegible]



## Standard 23: Safety



- ☐ How do you assess which areas the individual is capable of providing for her own safety?
- ☐ What training and/or information have you received to provide for the individual's safety?
- ☐ How are safety procedures (e.g., regular documented fire drills, safety inspections, safety meetings) clearly outlined and readily available in the individual's environment?
- ☐ Where else can you look to find information about the service provider's safety procedures?
- ☐ Are you aware of and familiar with the safety equipment in the individual's environment?
- ☐ What is the safety equipment's maintenance schedule?
- ☐ How do you assess whether the individual is capable of understanding safety procedures?
- ☐ What is the process for training or providing information to the individual on safety equipment?
- ☐ What steps do you take to ensure your safety while at work?
- ☐ What is the protocol for reporting a safety issue or incident?
- ☐ What is the timeline for reporting a safety issue or incident?
- ☐ What documentation is needed for reporting a safety issue or incident?
- ☐ Describe any changes or repairs that have been done as a result of a recent safety check.
- ☐ When was a safety assessment conducted for the individual?
- ☐ How was the individual involved in the safety assessment?
- ☐ Are you aware of and familiar with the safety equipment in the individual's environment?
- ☐ What are the safe bathing protocols?
- ☐ What documentation is required?
- ☐ How are water temperature checks conducted?

### **EXAMPLES TO SUPPORT QUESTIONS**

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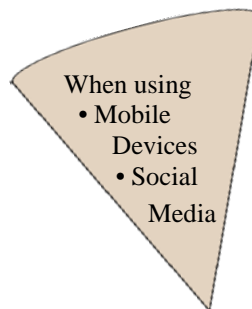
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- ☐ How do you ensure that the individual understands what constitutes abuse and what he can do if it occurs?
- ☐ How is the information provided?
- ☐ What training and/or information have you received about abuse?
- ☐ Are you familiar with the service provider's policies and procedures around abuse? Explain.
- ☐ How do you protect the individual from any ongoing risks of abuse or allegations of abuse?
- ☐ What support would you give the individual following exposure to an abusive situations?
- ☐ How would the incident be reviewed and followed up on?
- ☐ What do you do to ensure that the individual is not mistreated by people he lives or works with, by his staff, or by anyone else?
- ☐ What training and/or information have you received to watch for non-verbal signs of abuse?
- ☐ How are natural supports used in the prevention to abuse?

### EXAMPLES TO SUPPORT QUESTIONS

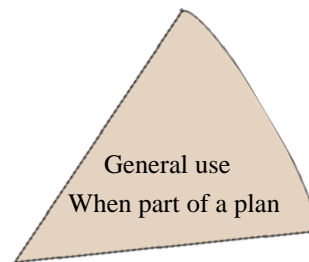
ACDS QUALITY OF SERVICE WORKBOOK FOR CET



- ### EXAMPLES TO SUPPORT QUESTIONS

## ACDS QUALITY OF SERVICE WORKBOOK FOR CET

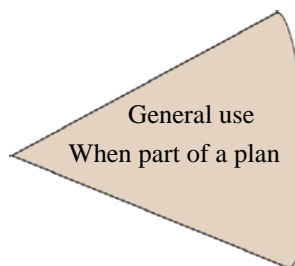




- ☐ What training have you taken on positive procedures?
- ☐ What is the purpose of using positive procedures instead of restrictive procedures?
- ☐ If you work with an individual with a planned positive procedure, how were you oriented to the plan?
- ☐ How does the plan benefit the individual?

### EXAMPLES TO SUPPORT QUESTIONS

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- ☐ What is the purpose of using planned restrictive procedures?
- ☐ What training do you receive about planned restrictive procedures?
- ☐ When are restrictive procedures used?
- ☐ If you work with an individual with a planned restrictive procedure, how were you oriented to the plan?
- ☐ How does the plan benefit the individual?

## EXAMPLES TO SUPPORT QUESTIONS

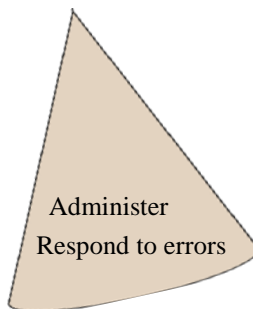
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- ### EXAMPLES TO SUPPORT QUESTIONS

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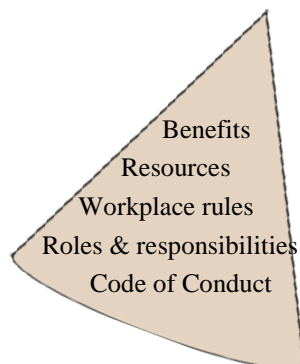




- ☐ Staff know how to administer medication
- ☐ Staff know how to
  - ☐ respond to a medication error or refusal
  - ☐ take the necessary follow-up action

### EXAMPLES TO SUPPORT QUESTIONS

ACDS QUALITY OF SERVICE WORKBOOK FOR CET



- ☐ In what way are you made aware of workplace rules?
- ☐ When and how are you able to access your personnel file?
- ☐ What are some examples of communication mechanisms that currently exist?
- ☐ Are there other or better communication mechanisms that you would like to see?
- ☐ How are made aware of your roles and responsibilities?
- ☐ How are you included and able to give input when roles and responsibilities are being developed, reviewed or revised?
- ☐ What is the service provider's Code of Conduct?
- ☐ Where would you find it?
- ☐ What does the Code of Conduct mean to you?
- ☐ What staff benefits are you entitled to access?
- ☐ What resources are staff entitled to access?

## EXAMPLES TO SUPPORT QUESTIONS

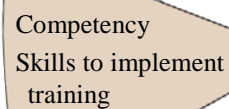
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- ☐ How does the service provider help you to succeed at work?
- ☐ Do you feel the service provider values and respect your contributions at work?
- ☐ When was your last performance review?
- ☐ Was the feedback you received realistic and constructive?

### EXAMPLES TO SUPPORT QUESTIONS

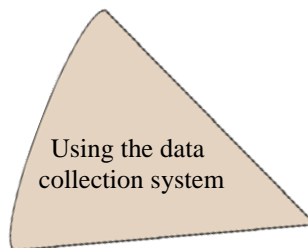
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- ☐ How has the training you have received help you to provide better service?

### EXAMPLES TO SUPPORT QUESTIONS

[illegible]



- ☐ How do you use the organization's data collection system?
- ☐ In what way were you informed about how the organization's outcome evaluation process works?

### EXAMPLES TO SUPPORT QUESTIONS

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