

Maine

Adult and Elderly Services

Residential Services

Adult Foster Care / Shared Living

This model is an alternative to facility based residential settings, group homes, nursing homes or staffed residences. In this model, the individual in need of residential support moves in with a home care provider. The home care provider is thoroughly trained and closely supervised by LifeShare. On some occasions, the home care provider may also be a family member. Individuals that receive support within this model are encouraged to increase their independent living skills with the support of the home care provider. Relationship building within the home is of the utmost importance. In this model, individuals are able to participate in social events with friends, travel, go to movies, and explore new and exciting opportunities or other interests. Because this program is developed and maintained uniquely for each individual based on their unique needs, the creative possibilities are endless!

The AFC / SLA model is ideal because:

- ~ There is no stigma attached to the individual's home (as there is for a group home or nursing home).
- ~ The individual has more choice and control in his/her life leading to a feeling of safety and security.
- ~ The setting is more normalized (no shift-staff coming in and out).
- ~ The home is truly in the community (not segregated). With the help of the provider, the individual can access the community on his/her own terms.
- ~ This model is less expensive than group homes, and more effective at connecting the people to the community, leading to the individual's becoming more independent and self-reliant.

Day Support

Community Based Day Programs

LifeShare's innovative approach to programming provides the most creative community based day programs in the State. LifeShare believes in full community involvement and we work hard to provide the tools that people need to be successful in their communities. We create individualized schedules of activities for each person based on their abilities and interests. With support from our LifeCoaches, people have the opportunity to learn about community resources, partake in specialized classes and volunteer regularly. From paid employment to pottery, the list of meaningful activities is endless! LifeShare develops day programs as a means for the individuals we support to increase independence, fulfill goals and enrich their lives through meaningful activities every day.

At LifeShare programs are developed around the needs and interests of the individuals we support. We take pride in the creative approach we use to develop programs. LifeShare offers programs in 1:1, 1:2, and 1:3 staff to person ratio, depending on the need and funding. Each person will participate in a community based day program that is tailored to

them and their goals. This consistent schedule of activities might include participating in peer activities, academic and vocational studies, volunteering and/or paid employment. It is important to understand that this is the individual's program and he or she is an integral part of the team, making the choices of what to do with their time. We support each person in everything they do and help them to facilitate their success within their community based programs.

Clinical Services

Behavioral Support

Behavioral Consultation Services

LifeShare provides home and community based behavior consultation services to assist individuals in learning positive and adaptive coping skills to reduce the occurrence of challenging behaviors. Services include development of functional behavior assessments, behavior analysis service plans and monitoring/training of foster care providers. We provide support to families, providers, agency staff and school districts.

Other Services

Respite

Respite Services

Respite is offered to families in need of additional support. All respite providers are required to undergo background screenings as well as meet all training requirements needed to be a licensed or certified provider. LifeShare requires a respite checklist to be completed prior to the individual receiving respite services. The checklist includes extensive information on the care of the individual receiving respite.

Quality Assurance

Quality Assurance

Our QA department ensures that visits are made to our homes on a monthly basis to review documentation, medication administration records, and the home environment and provides support to the individual and foster care provider(s). We review all incident reports and progress made towards individual treatment plan goals. A quarterly report is compiled and reviewed with our management team on how to improve quality as part of our agency self-assessment.

Fiscal Intermediary Support

Fiscal Intermediary Services

In cases where an individual may have a very limited amount of funding, LifeShare may act as a fiscal intermediary. LifeShare's role in this situation is purely administrative. LifeShare will offer any services that the family may need to purchase, such as payroll services, Human Resources, Workman's Comp, etc. This takes LifeShare out of the "service delivery" role, giving this responsibility to the family. The family will be required to fulfill all state regulations including required paperwork and training.

Advocacy Services

Advocacy Services

LifeShare is available for consultation with regard to local and national advocacy services. If an individual is in need of support while going through legal proceedings, residential transitions or any situation that may call for extra support and advice, LifeShare representatives are available for consultation.

Training, Recruitment and Licensing

Training

The Mandt System ®

The Mandt System training courses are based upon the philosophy that all people have a right to be treated with dignity and respect, relationships should be based on principles in which people are allowed to participate in decisions about their lives. We recognize and consider people's behavior, even negative as a form of communication. Mandt is taught in three sessions:

- Mandt Part I: The first three chapters known as Relational Skills form the basis for relational skills needed to be effective in de-escalating, resolving, preventing conflict, aggression and violence.
- Mandt Part II: The second section of the training, called Conceptual Skills, presents a collection of special topics that are related to working with people in crisis and can enhance and strengthen programs which serve aggressive and violent people.
- Mandt Part III: The last section of the training, titled Technical Skills consists of the physical skills, maneuvers, and techniques that may be used if an immediate threat of harm is present a failure to respond would in fact lead to greater injury or death.

Core Module Training

The training was developed by the New Hampshire Developmental Services to give the Direct Support Professional a basic awareness of concepts are critical to the provision of personal services.

- An Overview of Developmental Disabilities
- A Quality Life in the Community
- Understanding and Supporting Effective Behavior
- Helping People Learn Useful Skills
- Everyday Health and Safety
- Support Through Empowerment

American Red Cross Certification

Provided by the LifeShare Trainer through contracts with each state.

- Adult/Child/Infant CPR
- Adult/Child AED
- First-Aid

Visions

- The purpose of Visions is to educate our staff and providers of the history of LifeShare (our roots).
- Our Mission; why we do what we do
- Our Values; our belief system on how we believe everyone should be treated that we come in contact with and our responsibilities of ensuring those we support enjoy these same beliefs.

LifeShare's LifeSpecific Training

This is a two-part training that provides LifeCoaches and Providers with a complete outline of each individual that they will be supporting

- Part I: Staff/provider is given the opportunity to review the clinical record of the person they will be supporting. The staff will meet with their Director/Clinical team to discuss how the training they received applies and can be utilized with their supported individual.
- Part II: A mentoring process which requires that all newly hired LifeCoaches to be paired with a seasoned LifeCoach who will act as a mentor during the process. New LifeCoaches will learn about daily routine, activities, etc, and will not have sole responsibility for the individual until the mentoring process is complete.

BloodBorne Pathogens

- This course provides training, guidelines, and procedures designed to prevent or minimize occupational exposure to Bloodborne Pathogens and other potentially infectious agents
- Ensures compliance with the Bloodborne Pathogens Standards using Universal Precautions & Infection Control
- Provide steps to take in breaking the Infection Cycle

Health Information Portability and Accountability Act (HIPAA)

- General knowledge for all staff and providers concerning what HIPAA is, how it effects the protection of individual personal information (privacy) and their role in ensuring that this is done.

Home Visit/Behavior Support

- 1:1 home visit with providers and parents concerning issues they are facing in interacting with their child or adult providing both information and insight in how they should react to the behavior being expressed.

Behavior... what is it?

- Provides an overview of the topic of behavior and behavior support.
- It was designed to teach staff/providers/guardians how to implement behavior support plans, not how to write them.
- It is taught to help people with little or no background in psychology to understand the topic.

Crisis Cycle

- A crisis is the point at which people are reacting to the things around them, to their feeling of frustration, anxiety and tension. Knowing where they are on the crisis cycle and how to react at each point on the cycle will enable the staff/provider or parent to become effective in de-escalating a situation. This class helps people develop the skills needed to effectively and safely de-escalate a situation.

SODAS (Situation, Options, Disadvantage, Advantage, Solution)

- The SODAS model for conflict resolution is a simple model designed to help people work together cooperatively to achieve a win-win resolution to the conflict. This class teaches both individuals and staff/guardians/providers how to work alongside their supported individual in helping them to develop a plan in resolving a conflict in their life.

Visual/Gestural Communication (VGC)

- Visual Gestural Communication is useful to many people who need an alternative technique for expressing and understanding the wants and needs of other people in their environment. It is not a language like English, American Sign Language or French etc. . . .
- In the class we help you to think visually and conceptually, and to use Visual Gestural Communication to communicate more effectively with people who have limited formal language.

Body Mechanics

- The course is a general outline of facts around back injuries, types of injuries, contributing factors and some effective proactive preventive measures.

Common Health Conditions

- This training is available to staff/providers/guardians to give an overview of common health conditions that may be faced by those that we support. The importance is being able to recognize symptoms and report these to the individual's health care team so he or she can receive treatments early, before there are life threatening consequences.

Boundaries

- The class teaches is available to individuals we serve, staff and providers. It outlines what boundaries do, and the effects of having good or bad boundaries on relationships and social skills.

Overview of Diabetes I & II

- General knowledge to staff/providers and guardians of the difference to each type, medical needs of each and what effects to watch for in order to ensure the health of individuals to whom we provide services.

Safety for the Professional Visitor

- The course is meant for staff that, as part of their job may have to provide services at various times of the day or night. The purpose is to give hints of safety, things to look and watch for, proper dress and appearance. The class outlines the importance of knowing when and when not to enter someone's home; when to know that it is unsafe and the steps to take.

The Effects of Psychotropic Medications on Children

- This presentation is a general overview of the effects of psychotropic medications on children and the effects of overuse and misdiagnosis. The intent of this training is to ensure that providers/guardians are knowledgeable in their rights to information to make informed choices when psychotropic medications are recommended.

Defining Disabilities

- A general overview for staff/providers and guardians on what is defined as a developmental disability and terminology used in defining the diagnosis. Each state has a variation of this usually the difference only being the age of manifestation.

Effective Documentation

- Effective documentation by staff and providers is paramount in documenting the accomplishments of individuals to whom we provide services, and is the instrument in which we prove that we have provided contracted services. In addition, staff and providers must know how to properly document critical incidents to reflect factually how something occurred.

Inhalant Abuse

- This course is meant for staff/providers/guardians of children/adults and is meant to provide general knowledge of what Inhalant Abuse is, and the effects and products used in the abuse. It gives ideas of symptoms of abuse of inhalants, and common use items found in the home.

Keeping Boundaries Staff/Volunteers

- A general overview of the importance of keeping boundaries for the professional visitor whom may have 1:1 contact support with a child or adult. It is meant to increase the awareness of the possible or perceived intentions that may arise in different situations.

Self Injurious Behavior (SIB)

- This course gives insight to staff/providers/guardians into the different types of SIB's, the causes, signs to watch for, and measures to take to reduce or prevent this behavior.

Reporting Abuse and Neglect

- A review for staff, providers and volunteers on recognizing and reporting of actual or suspected neglect, abuse, or exploitation of an individual we support.

The Language and Ideas of Best Practice

- This course is an overview of Best Practices which are the practices that reflect the best ideas we have today regarding how to support people with developmental disabilities.

Assessment of Suicidal Risk

- This course is a general overview for the new clinician to the field giving the demographic view of Suicide Victims, statistics and reasons. This course is taught by a minimum of a Master Level Clinician.

Traumatic (TBI) or Acquired (ABI) Brain Injury

- This course is a very close look at what a TBI or ABI Injury is, and the effect each one has on the brain. The course will help staff/providers and guardians have a better understanding on the nature of the injury and the challenges faced by the individual in expressing thoughts, memory and completion of tasks.

Bullying Among Children & Youth

- The course is designed for primarily staff/providers and guardians of children to understand “Bullying”, and the different types. It will give an overview of what is known about the nature and prevalence of bullying;
- Why we should be concerned about bullying;
- How are schools addressing bullying;
- What works and doesn’t work in bullying prevention and intervention;
- An overview of HRSA’s National Bullying Prevention Campaign.

Foster and Adoptive Caregiver Essentials (FACES) Orientation

- This course is used by both our Foster Care Providers in NH and FL. This course is part I of a 21 hour course needed to be licensed to do Foster Care in both States.
- The course covers the history of child welfare and the Child Welfare System of each state.
- Process and implications of the foster care program.
- Risk factors including familial, environmental, economic and cultural that contribute to child abuse and neglect.
- Recognize the roles and expectations of foster and adoptive parenting.
- Describe the foster/adoptive program that is appropriate for their family.
- Identify ways to assist children and families.

Real Life for Real People

This workshop will discuss the human service system's approach to providing services to people in need of support. We will outline the system's need for a paradigm shift, going from a protective approach to an empowerment model, giving service recipients choice and control in their lives. We will focus on the elimination of institutionalization, the use of restraints and overstaffed programs as a way of moving people into a *real life* model of support. Examples of true stories of people who have moved from highly staffed settings such as 2:1 awake overnight staffed residences to living on their own in the community with minimal in home support will be provided. We will outline the approach we take in these cases, and the process through which the individual goes while experiencing a real life approach.

In Home Visit / Consultation with Providers / Families

- Helps families and providers understand the meaning /communication presented when "Behavior" is being demonstrated by individual.
- Helps family and providers develop strategies in reducing verbal/physical aggression by understanding and providing alternatives to the use of aggression.
- Helps families develop communication styles based upon the individual they support
- Provides coordination with LifeShare Clinical Services to determine eligibility to receive individualized support.

DSP Curriculum Training

The entire curriculum requires 45 classroom hours and covers the following 14 modules:

- Overview
- Rights
- Confidentiality
- Guardianship
- Choice
- Being Part of a Community
- Planning
- Documentation
- Communication
- Behavior
- Sexuality
- Teaching
- Health
- Safety

A test is required at the end of each module, and participants must successfully complete all modules for certificate. BHSI awards certificates of completion for both the APL and the DSP curriculum. It also maintains a database of Certified DSP staff and DSP certified Instructors.

Alzheimer's Care Excellence Curriculum

The Alzheimer's Association of New Hampshire and Vermont, Alzheimer's Care Excellence Curriculum is a training that educates staff to enhance the quality of life for those with Dementia.

The Curriculum consist of seven modules: Module 1 Understanding Dementia, Module 2 Alzheimer's Disease, Module 3 Communication, Module 4 Activities of Daily Living (ADL's) and the Environment, Module 6 Adding Fun, and Module 7 Family Partnerships.

The objective of this training is to:

- Define dementia and the behavioral changes symptomatic of a progressive illness
- Describe ways to enhance communication with individuals with dementia
- Discuss behavioral interventions for managing persons with dementia
- Cite Specific activities for use in working with persons with dementia
- Identify the family dynamics involved in care of people with dementia
- Utilize the educational resources available through the Alzheimer's Association, other community resources, and Internet resources
- Identify, plan, and design education programs to meet the staff development needs of individual health care facilities
- Identify architectural design barriers, as well as strengths that are site specific as the relate to the development of a "dementia care friendly" environment