

# **EXTENDED RESOURCE FOR GRANT CRITERIA AND AREAS OF INTEREST**

This document is an extended resource for the criteria included in our Grant Guidelines. It expands upon each area of interest and provides examples of what programs, support services, special projects, assistive and adaptive equipment, and array of initiatives would be considered for grant funding. This resource is not an exhaustive list, just a means to provide additional information and examples for those interested in applying for grant funds through the Human Resources Foundation.

## **COMMUNITY INTEGRATION**

Community integration for individuals with disabilities and autism should occur across the lifespan - from infancy throughout the aging process. The community roles and activities will vary depending on the stage of the individual's life and his/her personal interests. For example, integrating a child or youth into the community may focus on home, school, and recreational activities, whereas integrating an adult into the community may focus on home management, employment, leisure, spiritual, and social activities.

Individuals with disabilities should have the opportunity to be employed, have a place to call home, and be engaged with family and friends as well as their community. They should be involved in planning their day to day, choosing their social and recreational activities, and which employment and educational opportunities they pursue. They should also have the opportunity to decide where and how they live, including the right to live in their own apartment or home.

The approach on how we support and serve individuals with disabilities should prioritize community inclusion. Individual and collective involvement in the community is something integral to the mission of this foundation. Together, we are identifying ways to make true community inclusion a reality for those we support. HRF, along with our sister agency the Human Resources Center (HRC), are working to find innovative ways to make community, social and recreational, volunteer, and employment experiences happen. We hope to build a region in Northeast Pennsylvania that provides an array of opportunities for individuals with disabilities or those on the autism spectrum to live an empowered life, based on individual interests and pursuits.

For those who may have significant disabilities, both cognitively and/or physically, who are not able or looking to pursue community integrated employment, we're here for you too. Together, we will strive to find innovative outings and activities that will provide joy and personal growth, separate from employment.

In order to fully participate in community life, people with intellectual and developmental disabilities (I/DD) must have access to devices, support services, programs and training that enhance independence, mobility, communication, environmental control, and self-determination.

### **Areas of Community Integration and Inclusion:**

Education

Employment

Social and Civic Engagement

Housing

Leisure and Recreation

Volunteer Opportunities

## Peer Support and Self-Determination

### **Examples:**

Adaptive/Communication Aids

Daily Living Skills Training

Personal Emergency Response Systems

Pre-Vocational Services

Tech Coaching to expand technology access, understanding, and confidence

Future Planning Training:

- Supportive or Independent Living
- Financial Management and Responsibility
- Decision-Making Skills
- Finding and Obtaining Employment
- Relationship and Support System Building

Counseling and Therapeutic Resources

Disability Awareness and Bias Training for community members, businesses, and organizations

## **WORKPLACE MENTORSHIP**

Individuals with disabilities often do not have access to the same networking and career-planning channels that are open to people without disabilities. By bringing individuals with disabilities into the workplace, they may explore a potential career path, evaluate personal goals, and participate in training sessions that strengthen their skills and help prepare them for employment.

### **Areas of Workplace Mentorship:**

Career Exploration/Development

Job Training

Workplace Orientation

Emotional Support

Time Management

Developing Peer and Support Networks

Social and Communication Skills

Insight on Social and Coworker Expectations

Physical Development/Health and Wellness

Academic Skills

## **EDUCATION OPPORTUNITIES AND INCLUSIVE LEARNING**

- Lifelong Learning Initiatives
- Mentorship/Internship programs and initiatives
- Programs/Services for college bound students
- Inclusive Classroom Climate and Environment
- Adaptive/Assistive Technology and Equipment
- Inclusive Design - designing for the needs of people with permanent, temporary, situational, or changing disabilities
- Differentiated Instruction - instead of using a one-size-fits-all approach, a teacher uses a variety of methods to teach, tailoring their teaching approach to match their students' learning styles
- Multisensory instruction - provides an opportunity for children to have more than one way to make connections and learn concepts, using more than one sense at a time. Using multiple senses gives children more ways to connect with what they're learning, making it easier to collect

information, make connections between new information and what they already know, understand and work through problems, and use nonverbal problem-solving skills

## **HOME MODIFICATIONS**

- Ramps for Wheelchair Accessibility
- Stair Glides
- Rails or Banisters
- Grab Bars
- Handrails
- Lowered Door Thresholds
- Widened Doors for Wheelchair Access
- Lowered Shelves for Accessibility of Important Items/Appliances
- Additional Lighting/Storage Space
- Home Repair and Maintenance of Devices - any service that allows individuals to live safely and with quality of life in their home environment. Examples include repair to stairs, railings, floors, or paying for routine maintenance and servicing of assistive devices

## **ADAPTIVE AND ASSISTIVE EQUIPMENT**

- Mobility aids such as wheelchairs, scooters, walkers, canes, crutches, prosthetic devices, and orthotic devices
- Cognitive aids including computer or electrical assistive devices that can help with memory, attention, and other critical thinking skills
- Computer software and hardware such as voice recognition programs, screen readers, and screen enlargement applications that assist individuals with mobility and sensory impairments use computers and mobile devices
- Tools such as automatic page turners, book holders, and adapted pencil grips to help learners with disabilities participate in educational activities
- Physical modifications in the built environment, including ramps, grab bars, and wider doorways to enable access to buildings, businesses, and workplaces
- Lightweight, high-performance mobility devices that enable individuals with disabilities to play sports and be physically active
- Adaptive switches and utensils to allow those with limited motor skills to eat, play games, and accomplish other activities
- Devices and features of devices to help perform tasks such as cooking, dressing, and grooming
- Specialized handles and grips, devices that extend reach, lights on telephones and doorbells
- Voice-activated computers or voice-activated telephone dialers

## **SUPPORTIVE LIVING ARRANGEMENTS AND INDEPENDENT LIVING**

\*Please see the above categories of Home Modifications and Adaptive Assistive Equipment

# **SPECIFIC INITIATIVES**

## **SUPPORTING INDIVIDUALS ON THE AUTISM SPECTRUM**

We recognize that each person with autism or autism spectrum disorders (ASD) has unique needs and abilities and that support services should be customized to the individual.

We support programs or services that help each adult become increasingly independent and active in their community. We are looking for organizations who strive to create individualized experiences that combine personal choice and community integration with professional oversight, family involvement and stability, designing services around activities and goals that are important to them.

**Individualized supports for individuals with autism may include:**

- Facilitated social skills groups
- Strengthening communication skills
- Strengthening social skills
- Sensory therapies
- Assisting with specialized/modified diet needs

## **SUPPORTING INDIVIDUALS WITH INTELLECTUAL & DEVELOPMENTAL DISABILITIES**

Providing general support to individuals through the following:

**Home repair and maintenance of devices:**

Any services in this category allow individuals to live safely and with quality of life in their home environment. Examples include repair to stairs, railings, floors, or paying for routine maintenance and servicing of assistive devices including hearing aids, eyeglasses, or wheelchairs.

**Digital technologies:**

Includes computers, and other software and hardware that can be adapted to help adults with a disability function at home or work. Examples include voice-activated computers or voice-activated telephone dialers. A voice-activated computer could assist an individual to remain connected to a social network. Also, newly emerging consumer electronics devices including home networking gear and smartphones can enable easier data sharing, networking, access to health information, and monitoring of health conditions, medications, financial, or other daily essentials.

**Health Technology:**

Can inform the individual as well as communicate important information such as weight, heart rate, blood pressure, and blood sugar levels to health care providers. Health technology can also include new “exergames,” which allow participants to increase their exercise with the results being sent to a health provider for monitoring and alerts.

**Smart home technology:**

Can be used to monitor and help individuals with a disability remain safely at home by, for example, providing an alert that a person has fallen, turning off a stove’s burner that has been left unattended, and allowing the participant to video chat with a family caregiver or health provider who is located at some distance. There are newly emerging technologies that can provide cueing for grooming or toileting, for example, may be beneficial to individuals with cognitive disabilities who would benefit from this level of assistance in carrying out daily activities.

**Individualized supports for adults with intellectual/developmental disabilities may include:**

- Social Skills Training
- Personal Hygiene

Home Management Skills  
Financial Skills  
Occupational Therapy  
Physical Therapy  
Speech Therapy  
Family Supports  
Social, Leisure and Recreational Activities  
Health, Nutrition, Fitness and Wellness Programs  
Activities/Events that Promote Independence and Foster Creativity  
Ability and opportunity to access local resources needed to learn, work, and live in their communities  
Training and Curriculum Building for Support Staff

## **SUPPORTING INDIVIDUALS WITH A MENTAL HEALTH DIAGNOSIS**

Although specialized outpatient and inpatient mental health services are available within most community health and social services, there continues to be significant gaps in services for those with a dual diagnosis of ID/DD and mental health, particularly when these individuals require additional or increased support with crisis intervention and acute care.

### **Individualized supports for adults with mental health diagnosis:**

Emotion Regulation and Healthy Expression  
Anger Management  
Emotion Examination and Assessment  
Communication and Coping skills  
Support Systems Development  
Daily Routine and Structure Development  
Self Esteem and Confidence Development through Adaptive Skills  
Adapted Psychotherapy  
Creative Therapies  
Guided Relaxation  
Skills-Focused Groups  
Sensory Integration  
Volunteering or Vocational Training  
Ability and opportunity to access local resources needed to learn, work, and live in their communities  
Therapeutic activities centered on skill building for stability of behavior in various community settings  
Staff Training for Dual Diagnosis/Body Language and Nonverbal Cue Identification

## **SUPPORTING INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES AS THEY AGE**

There are emerging opportunities for agencies and organizations to support aging individuals with I/DD, their families, and caregivers through comprehensive, integrated care that addresses the needs of the whole person across the lifespan. We must recognize the physical, cognitive, and behavioral changes typical of the aging process, and how these changes may manifest for someone with I/DD.

If you are an organization or agency currently providing support services for aging populations in the I/DD community or are looking to expand your programming to do so and are in need of funding, please consider submitting a grant request for your program, service or special project that supports aging individuals.