

About these Standards

“Inclusion requires active participation in community life and interaction with other community members.”

Russell Carr¹

A community is not just about geographical location; it is either where people live or anywhere they spend their time, such as neighbourhoods or workplaces.

The focus of these standards is about

- the various ways individuals can be involved in and participate in their communities
- whether individuals feel safe and are safe while they are in their communities
- what processes are in place to help individuals feel safe whenever they have doubts
- how staff support individuals to become involved, participate in and be included in their communities (e.g., by maintaining reliable natural supports)
- how staff help individuals get to know and connect meaningfully with community members (e.g., neighbours, friends, team members, staff at community venues)
- how service providers can help individuals to achieve *full community inclusion*

For individuals to have full community inclusion, it is important for them to be supported choose how they want to

- live in, participate in and contribute to the community in the same ways as neighbours, friends and other community members (e.g., community-based recreational and cultural events)
- develop valued roles and relationships within the community
- be included in a **community of practice**
- cultivate and enjoy relationships with others

Full community inclusion enables individuals to

- gain a sense of belonging and connection to others
- interact with others and build new relationships
- learn new roles
- explore and discover new interests and possibilities

Full **community inclusion** is assessed by what individuals say about having a sense of belonging and being able to define the outcomes of their participation in their communities

community of practice

- A group of people who share a concern or passion for something they do
- Facilitates learning for the people who regularly engage in the community
- Is based on the fundamentally social nature of human learning

community inclusion

- Appendix *Relationships and Community Inclusion*

CET Accreditation Level 2 is available for organizations that want to strive for a higher level of excellence. For these standards, Level 2 looks for activities and opportunities for individuals to develop natural supports and valued community roles and relationships.

¹ Carr, R. (2003) *Second century communities: The future of Albertans with developmental disabilities*. A discussion paper prepared for the Persons with Developmental Disabilities Provincial Board.

Standard 6: *Individuals are included and participate in their communities*

Quality of Life Level 1 Indicators

1. The individual is involved in her community with other community members
2. The individual knows people in her community and interacts meaningfully with them
3. The individual contributes to her community
4. The individual participates in community activities that are not organized by the service provider
5. The individual has access to whatever information she needs to be involved in her community to the extent that she desires and is capable of
6. The individual participates in her community in a way that establishes her as a recognized community member
7. The individual knows why she feels safe while in the community

Standard 18: *Individuals are supported to be part of their communities*

Quality of Service Level 1 Indicators

1. Staff understand their role in terms of making contacts ahead of time and building relationships and connections
2. Staff ensure that the individual knows about, accesses and is involved in her community with other community members
3. Staff support the individual to get to know and connect meaningfully with people in her community
4. Staff support the individual to contribute to her community in the way she desires
5. Staff support the individual to participate in community activities that are not organized by the service provider
6. Staff provide the individual information that helps her to be involved in her community to the extent that she desires and is capable of
7. Staff support the individual to participate in her community in a way that establishes her as a recognized community member
8. Staff
 - a. support the individual to be safe while she is in the community
 - b. know what risk management plans or safety plans are in place to ensure the individual's safety
9. Staff understand their role in terms of fading out their support