



Kenora Association for Community Living

A Meaningful and Satisfying Life

Service Delivery Principles

1. Respect of an individual requires recognition of his or her humanity before his or her handicap.
2. Everyone is deserving of respect as an individual.

Corollary Principles:

2(a). Principle of Individualization

The individual must be the focus in the planning, development and delivery of human services and supports. Each person has the basic human right and the freedom to have his/her capabilities, interests and needs used as the basis for planning, development and delivery of services and work, play and worship in their community or neighbourhood.

2(b). Principle of Individual Case Management and Individual Support Planning

Individual case management and Individual Support Plans must be prepared in such a way as to ensure that the individual concerned has opportunities to live a meaningful and satisfying lifestyle and to interact as an equal in their community with opportunities for personal growth through education and training.

2(c). Principle of Self-Determination and Control

Every individual has the right to be as fully in control of their life as possible. To the degree that individual have the ability to choose between alternatives they are responsible for their actions.

2(d). Principle of Promotion of Client Autonomy and Rights

A human service agency should extend and support appropriate autonomy for its clients to enable them to exercise their rights and autonomy responsibly and adaptively.

3. All persons have the right to participate in all aspects of living, learning, working and playing in the community.

Corollary Principles:

3(a). Principle of Family and Community Involvement

Ensuring the right of all persons with special needs to participate in all aspects of living, learning, working and playing is a shared responsibility among parents, siblings, friends and the association (including its paid staff and volunteers). All must be encouraged to be actively involved in the life of such persons.

3(b). Principle of building personal and enduring relationships

Every person should have the necessary support to help him/her become involved in personal and enduring relationships with non-paid persons who love, respect and care for the person.

3(c). Principle of Partial Participation

Where a person cannot participate fully in all aspects of living, playing and working in the community because of a handicap he or she can and should be encouraged to participate as fully as possible.

Partial participation in chronological age appropriate environments and activities are educationally more advantageous than exclusion from such environments and activities.

Handicapped individuals, regardless of their degree of dependence or levels of functioning, should be permitted to participate in as wide range of environments and activities as possible.

The kinds and degrees of participation should be increased through direct and systematic instruction and reasonable adaptations.

The kinds and degrees of participation in various environments and activities should result in an individual being perceived by others as a valuable, contributing, striving and productive member of society.

Systematic, coordinated and longitudinal efforts must be initiated at as young an age as possible in order to prepare for partial participation in as many environments and activities with non-handicapped chronological age peers and other persons.

3(d). Principle of the Dignity of Risk

Respect for the individual requires that the individual has opportunities to succeed with the inherent risks of failure.

4. The manner and context within which support service is offered should affirm normal patterns of living, learning, working and playing in the community including normal needs, processes, relationships and rhythms of life.

Corollary Principles:

4(a). Principle of Relevant and Prioritized Dreams, Desires and Aspirations

In addressing support services the association must clearly and consciously identify, (a) what dreams, desires or aspirations clients have, (b) which of those dreams, desires or aspirations are most pressing and deserve highest priority, and, (c) which are within the mandate of the association.

4(b). Principle of Challenging Expectations and Intensive Use of Time

In order to promote clients' competencies the association should provide programs and supports that are developmentally challenging, and that move clients along a continuum of developments as far as possible for each individual.

4(c). Principle of Integration

Every person should have as much support as is appropriate, to help him/her become involved in day to day activities in the community.

4(d). The Least Restrictive Alternative

In all decisions affecting the placement, care, education and training of an individual, in choosing among alternatives that adequately serve the client, the least restrictive or least intrusive alternative should be chosen.

4(e). Principle of Social Role Valorization

The use of familiar valued techniques, tools, and methods ensure that people with intellectual disabilities live in conditions that are socially valued.

4(f). Conservative Corollary to Principle of Social Role Valorization

The more vulnerable a person is to being devalued by society, the more important it is to reduce/prevent such vulnerabilities, and to balance off such vulnerabilities by building up the person's positively valued characteristics.

4(g). Principle of Positive Image-related Requirements of Physical Setting

Because there is such a strong association of a human service with the physical service in which it is located it is of the utmost importance that the physical setting project a positive image. Characteristics of a physical setting which carry messages about the social status, roles, and competencies of its users include:

The harmony of the service setting and service program with the neighbourhood in which it is located.

The aesthetic appearance of the building (including state of repair and maintenance).

The congruence of the setting's appearance with the appearance of settings that house/conduct analogous programs for valued persons.

The age image projected by the setting's appearance.

The setting's proximity to other sites with their images.

The history of the setting.

4(h). Principle of Positive Image-Related Service-Structured Grouping Relationships among People

Positive image-related service-structured grouping relationships reflect upon the clients' image and must be consciously selected. These include:

1. The nearness of one human service program to another.
2. The number of clients grouped together in one program, setting or neighbourhood.
3. The composition of within-service client groupings and sub-groupings.
4. The nature of the clients' social involvements with members of the public, or with clients of other human services.
5. Identities of service workers and the degree of "match" between the identities of the staff, the nature of the program and the needs of the program.

4(i). Principle of Enhancing Program Activities and Timing

To enhance the clients' social image, programs, activities, and related time use patterns that are valued by the culture must be utilized and clients encouraged to practice activities and observe schedules that reflect positively upon them.

4(j). Principle of Positive Language, Symbols and Imagery

To enhance the clients' social image, attention must be addressed to matters that reflect on the clients including:

1. Personal appearance of clients.
2. Clients' personal possessions.
3. The language used to and about the clients.
4. The name of the Association and its buildings.