

EPR Guidance: Requesting or Continuing EPR

This document identifies simple process steps and suggestions when the Person-Centered Support Team (PCST) is working together to determine if EPR is appropriate. EPR services require a Request for Services (RFS) be completed for approval.

The document includes:

- action steps or “PCST” tasks;
- where evidence to support a decision could be found or “Type of Documentation”; and
- a set of questions or statements to consider associated with each task or “Recommendations”

PCST Task	Type of Documentation	DSPD Recommendations
Review documentation to decide whether to begin EPR	<ul style="list-style-type: none"> ● PCSP, person-centered planning tools, and assessment tools ● Daily documentation from the provider ● Quarterly summaries ● Log notes 	<ul style="list-style-type: none"> ● What prompted the PCST to consider EPR? <ul style="list-style-type: none"> ○ Would another employment service, such as Supported Employment Individual (SEI), be more appropriate? ● What indicates that the individual might need additional prevocational skill development before starting an entry level CIE job? <ul style="list-style-type: none"> ○ Team should identify specific prevocational skills, and an anticipated timeframe to develop each skill as justification for EPR ● What is the individual’s interest or experience with employment? ● Are there general employment skills that the individual has communicated a desire to develop?
Identify current individual interests, preferences, hobbies, and skills	<ul style="list-style-type: none"> ● Person-Centered Profile, person-centered planning tools or PCSP: <ul style="list-style-type: none"> ○ goals and supports; ○ important TOs and FORs; ○ likes/dislikes; ○ hopes/dreams/fears; ○ preferences or routines; 	<ul style="list-style-type: none"> ● Will EPR help the person reach employment goals outlined in the Person-Centered Profile, PCSP, person-centered planning tools, or other assessments? <ul style="list-style-type: none"> ○ If yes, establish the skills to be learned and create a specific employment goal or objective. ○ If the answer is “no”, what replacement activity or service should be discussed? ● If progress cannot be demonstrated through EPR documentation, then

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	<p>and accommodations; or personal goals</p> <ul style="list-style-type: none"> ● Schedule of Services ● Work Strategy Assessment or other VR Assessments ● DSPD Assessments ● Quarterly summaries 	<p>Vocational Rehabilitation (VR) services, another community resource, or a different DSPD service should be requested to match individual goals, activities and interests.</p> <ul style="list-style-type: none"> ● Schedule of Services <ul style="list-style-type: none"> ○ Schedule of Services should reflect a detailed approach for how the service will be implemented weekly. Variations on that plan are expected throughout the plan year and should be updated in log notes and quarterly summaries.
<p>Provide a description of service activities and their purpose- see DSG/EPR Comparison for more information</p>	<ul style="list-style-type: none"> ● Daily documentation from the provider ● Log Note ● Detailed weekly schedule ● Quarterly summary 	<ul style="list-style-type: none"> ● Description should clearly identify: employment focus for chosen activities; and process used to support an individual to make an informed decision. ● Ensure identified activities connect with interests, preferences, goals, or skill development outlined in the plan. Consider: <ul style="list-style-type: none"> ○ Do planned activities match the EPR service description? ○ Would another community activity or service be more appropriate at this time? ○ What steps are support teams taking to create a pathway to progress from listed activities to an identified CIE position? ○ How can support teams prepare to continue employment supports when the individual’s EPR end date arrives? ● If EPR is the correct service choice, documentation should include evidence of a desire to: develop employment skills; learn more about jobs available in the community; volunteer in various settings; job shadow employees or tour a local business; conduct an informational interview; talk with peers or family members about their jobs; take community courses or training; or complete other pre-vocational activities.

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<p>Continuously gather evidence of Informed Choice</p>	<ul style="list-style-type: none"> ● Vocational Rehabilitation- <ul style="list-style-type: none"> ○ Letter from VR Counselor ○ Form 58B ○ Work Strategy Assessment (WSA) ● Monthly Log note from visits with the individual - note options and information provided ● Quarterly summaries - outlining individual's experiences ● Person-Centered Profile ● PCSP- Review of last year's services ● Documentation in USTEPS of decisions made by individual 	<ul style="list-style-type: none"> ● Documentation should clearly show that all elements of informed choice were met or in-progress. <ul style="list-style-type: none"> ○ Does information show informed choice (information, options and experiences) was offered to the individual within a plan year? ● Documentation of an individual decision should define: <ul style="list-style-type: none"> ○ Who made the decision? ○ Was the decision independent and self-determined as much as possible? ○ Who was consulted as an expert or support for the decision? ○ What are the planned next steps?
<p>Review documentation to decide whether to continue or move on from EPR</p>	<ul style="list-style-type: none"> ● PCSP ● Daily documentation from the provider ● Quarterly summaries ● Log notes 	<ul style="list-style-type: none"> ● Is progress on the employment goal completed, continuing or stalled? <ul style="list-style-type: none"> ○ If response is "completed," an alternative service is recommended such as: accessing SEI, or seeking support from Voc Rehab to pursue CIE. ○ If progress is "continuing" what adjustments can be made to goals, or other areas of the PCSP? If choosing not to pursue CIE, document an alternative plan for how the individual will spend their day. ○ If progress is "stalled," consider a different community resource, activity, class, Voc Rehab services, or another DSPD service that matches goals, activities and interests.