

## Comparison: Day Supports vs. EPR

This document was created to assist service providers and Support Coordinators in understanding the differences between the Day Supports and EPR service codes in order to ensure individuals receive services under the service code that is best for them. Please use professional judgement and as much as possible to match the purpose of the activity to the service being used.

	<b>Day Supports (DSG,DSP, DSI)</b>	<b>Employment Preparation Services (EPR)</b>
<b>Community Access</b>	<ul style="list-style-type: none"> <li>● When out in the community, individuals work on their independent living or social skills. They may also enjoy community activities for purposes of social or leisure. e.g. Individuals go out to a museum Individuals receiving services under day supports may work on cash handling, social interactions, or just enjoy being at the museum exploring the exhibits. These individuals may engage in informed choice activities regarding employment such as observing the employees or talking about employment in general.</li> <li>● Day support providers should be providing most of their activities in the community, as desired and documented in the Person-Centered Support Plan (PCSP) for each individual they serve.</li> </ul>	<ul style="list-style-type: none"> <li>● When out in the community, individuals work on general pre-vocational skills based on their interests or explore possible job options. Community activities under EPR should be focused on employment. e.g. Individuals go to a museum. Individuals receiving services under EPR may engage in formal activities related to employment such as participating in a job tour, speaking to the manager or employees about the work they do, or developing other focused skills related to employment in a CIE environment. Some overlap with social or leisure activities are expected just as they would be for any coworkers such as going out to lunch to celebrate someone’s birthday.</li> <li>● EPR must be provided in the community (outside of the site-based setting) at least 20% of the time. 20% of the time is calculated on a monthly basis.             <ul style="list-style-type: none"> <li>○ Please refer to the Scope of Work for information on providing EPR in the community more or less than 20% of the time.</li> </ul> </li> </ul>
<b>Skill Building</b>	<ul style="list-style-type: none"> <li>● Skill building includes strengthening the individual’s independent living, self-determination and self-advocacy skills and experiences; and increasing</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building includes developing and teaching general employment skills that support the Person’s underlying habilitative goals related to Competitive Integrated Employment (CIE) according to the Person’s</li> </ul>

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	<p>problem solving skills to maximize the individual’s ability to participate in activities independently or with natural supports.</p>	<p>assessed strengths, needs, and interests. These general employment skills include:</p> <ul style="list-style-type: none"> <li>○ The ability to communicate effectively with supervisors, co-workers, and customers;</li> <li>○ Generally accepted community workplace conduct and dress;</li> <li>○ The ability to follow directions and attend to tasks;</li> <li>○ Workplace problem solving skills and strategies;</li> <li>○ Stamina, memory, and interpersonal relations;</li> <li>○ General workplace safety and mobility training; and</li> <li>○ Other similar general employment skills.</li> </ul>
<b>Goal Focus</b>	<ul style="list-style-type: none"> <li>● The individual’s goals focus on developing and maintaining a meaningful social life that offers opportunities for personal growth, independence, and natural supports.</li> </ul>	<ul style="list-style-type: none"> <li>● The individual’s goals are pre-vocational and focused on employment. The goals address the individual obtaining the individualized job skills necessary in a CIE environment.</li> </ul>
<b>Staff Training</b>	<ul style="list-style-type: none"> <li>● General Staff Training Requirements as outlined in the Scope of Work.</li> </ul>	<ul style="list-style-type: none"> <li>● Prior to providing EPR, at least one EPR supervisory staff in the setting must have completed the Association of Community Rehabilitation Educators (ACRE) training or Utah State University’s Workplace Supports training.</li> <li>● All EPR supervisory staff must complete either of the above trainings within one year of starting to provide EPR. After the first year of providing EPR, the Provider must ensure that any new EPR Supervisory Staff completes either of the above trainings within 90 days of employment.</li> <li>● Must have staff with either of the above training on site if the supervisor is over multiple sites to support when the supervisor is not present.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>● Follow “specific service limitations”</li> </ul>	<p>Providers <b>cannot:</b></p>

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<p><b>Limitations</b></p>	<p>outlined in each service code description located in the <i>Scope of Work</i>.</p> <ul style="list-style-type: none"> <li>Providers cannot support a person with prevocational or employment skill building activities as part of day services, including paid employment for people receiving services.</li> </ul>	<ul style="list-style-type: none"> <li>Provide EPR services for longer than 24 consecutive months (unless prior authorization is received from the DSPD RFS Committee).</li> <li>Provide services that are primarily directed at teaching specific skills to perform a particular job task.</li> <li>Bill DSPD for supervisory activities rendered as a normal part of a business setting; or for EPR services available under, or funded by, the USOR under the Rehabilitation Act of 1973 or the IDEA.</li> <li>Provide services that are not in compliance with the HCBS Settings Rule if the individual is being served under the Community Transitions Waiver.</li> </ul>
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