

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 DSPD Request for Services (RFS) to 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"> ● DSPD Employment Pathway Tool ● PCSP and person-centered planning tools ● Other assessments ● Log Notes ● Daily documentation from the provider ● Quarterly summaries 	<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), or Supported Employment in a group Daily (SED) be more appropriate? ● What is the person’s level of interest or experience with employment? ● Are there general employment skills that the person has communicated a desire to develop? ● What indicates the person 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.
Identify current individual interests, preferences, hobbies, and skills	<ul style="list-style-type: none"> ● DSPD Employment Pathway Tool ● Person-Centered Profile person-centered planning tools or PCSP: <ul style="list-style-type: none"> ○ goals and supports; ○ important TOs and FORs; ○ likes/dislikes; 	<ul style="list-style-type: none"> ● Will EPR help the person reach employment goals outlined in the Employment Pathway Tool, Person-Centered Profile, PCSP, or other person-centered planning tools and assessments? <ul style="list-style-type: none"> ■ If yes, establish the skills to be learned and create a specific employment goal. ■ If the answer is “no”, what replacement activity or service should be discussed?

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	<ul style="list-style-type: none"> ○ hopes/dreams/fears; ○ preferences or routines; ○ accommodations; or ○ personal goals. ● Schedule of Services ● Work Strategy Assessment (WSA) ● Other Assessments ● Quarterly summaries 	<ul style="list-style-type: none"> ● If progress cannot be demonstrated through EPR documentation, then Vocational Rehabilitation (VR) services, another community resource, or a different DSPD service should be requested to match individual goals, activities and interests. ● 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. (For information regarding the difference between EPR and other DSPD services refer to: https://dspd.utah.gov/providers/epr/)</p>	<ul style="list-style-type: none"> ● DSPD Employment Pathway Tool ● Log Notes ● Daily documentation from the provider ● Detailed weekly schedule ● Quarterly summary 	<ul style="list-style-type: none"> ● Description should clearly identify the employment focus for chosen activities and the 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 PCSP. Questions to 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: <ul style="list-style-type: none"> ○ develop prevocational skills; ○ learn more about jobs available in the community; ○ volunteer in various settings; ○ job shadow employees or tour a local business; ○ conduct informational interviews;

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		<ul style="list-style-type: none"> ○ talk with peers or family members about their jobs; ○ take community courses or training; or ○ complete other prevocational activities.
<p>Continuously gather evidence of informed choice</p>	<ul style="list-style-type: none"> ● DSPD Employment Pathway Tool ● Person-Centered Profile ● PCSP- Review of last year’s services ● Documentation in USTEPS of decisions made by individual ● VR Related- <ul style="list-style-type: none"> ○ Letter from VR Counselor ○ Form 58B ○ WSA ● Monthly Log note from visits with the individual - note options and information provided ● Quarterly summaries - outlining individual’s experiences 	<ul style="list-style-type: none"> ● Documentation should clearly show that all elements of informed choice were met or are 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 ● Log notes ● Daily documentation from the provider ● Quarterly summaries 	<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 VR 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, VR services, or another DSPD service that matches goals, activities and interests.