

Area: Geographical part of a CLBC region comprising of a Service Area.

Check-ins: Regularly scheduled times when an individual and their Learning, Inclusion, Friendship, Employment (L.I.F.E.) Service staff connect to determine how the service experience is going for the individual and identify if anything needs to be 'tuned-up' (that is, approach, intended differences, goals, frequency of Direct A or B support). Individuals and their L.I.F.E. Service staff work together to determine the best way and how often a check-in will happen. This is an essential part of individual level service evaluation.

Check-in Strategy: Planned, purposeful, and intentional methods to check-in with the individual that could include planning related to frequency, location, duration of check-ins, as well as the method of communication (in-person, virtual, phone, email, etc.), and people present at check-ins. The check-in strategy will be guided by the wishes of the individual.

Collaborative Discovery: Every individual is supported by the service provider through a personalized discovery process, to learn about the individual, identify outcome goals and the intended difference they want to experience, manage expectations, understand support needs, explore strategies to inform planning and direct service delivery, and confirm the approach to employment. The summary of collaborative discovery should be documented.

Community Inclusion: The opportunity to engage in community-based activities that support socialization, education, recreation, employment, and personal development for the purpose of building and strengthening relationships with others in the local community who are not paid to be with the person. Community inclusion is learning, practicing, and applying skills that promote greater independence and inclusion in their community and being valued for one's uniqueness and abilities like everyone else.

Cultural Safety: An outcome of respectful engagement based on recognition of the power imbalances inherent to service systems, and the work to address these imbalances. A culturally safe environment for Indigenous peoples is one that is physically, socially, emotionally, and spiritually safe without challenge, ignorance, or denial of an individual's identity. Practicing cultural safety requires having knowledge of the colonial, sociopolitical, and historical events that trigger disparities encountered by Indigenous Peoples and perpetuate and maintain ongoing racism and unequal treatment.

Customized Employment: Occurs when the employment service provider works with an individual to understand and leverage their skills and abilities to create or customize the development of a job specific to that individual. The service provider works with a business to identify and define a role in a workplace that didn't exist before or tasks that can be carved from an existing role. The newly created role is mutually beneficial to the individual, the employer, and the business.

Developmental Disability (DD): A broad term used to describe a range of conditions due to an impairment in physical, and/or intellectual functioning. For a condition to be considered a developmental disability, the condition must be present in childhood years before age 18 and expected to be present for life.

Difference Reflection: A regularly scheduled time when the service provider brings together individuals, families, CLBC staff, and service provider staff to reflect on the delivery (i.e., practices) and experience of the service. Sessions can be comprised of mixed or single stakeholder groups. This reflection supports continuous quality improvement and is an essential part of service level evaluation.

Direct A and B Supports: For more information see Support Strategy.

- **Direct A:** In-person support provided by staff to an individual.
- **Direct B:** Research, planning, and coordination conducted by staff on behalf of an individual to inform the development and tune-up of their Direct A support.

Ebb and Flow: For each individual accessing Learning, Inclusion, Friendship, Employment (L.I.F.E.) Service, the amount of service they receive will ebb (decrease) and flow (increase) over time in relation to their goals and intended differences. It is expected that there will typically be a variety of levels of support needs across all the individuals being served at any one time allowing the provider to balance support within the fixed global funding envelope. As the demand for service or the reliance on paid support ebbs (because an individual is more confident in their skills and/or relies on natural support), the service can flow service to someone else. If in the future an individual needs more service again, it will flow to them.

Employment: Paid work that takes place in a community setting, alongside people without disabilities, where cultural values and traditions are respected. Wages, benefits, and working conditions must meet industry standards, BC's [Employment Standards Act](#), and other relevant laws. This includes self-employment but does not include unpaid or volunteer work. Employment is not always stable and may change over time. Employment is one of the cornerstones of the Learning, Inclusion, Friendship, Employment (L.I.F.E.) Service.

Employment First Culture: An understanding that individuals with diverse abilities have valuable contributions to make in the workplace and in their communities. Employment and/or post-secondary education to support employment are considered a natural first step in the transition to adulthood, and individuals are supported to explore or create diverse career paths that are meaningful, inclusive, and progressive.

Employment Standards Act: [Legislation](#) enacted by the B.C. government to protect the rights of all working people, which sets out the minimum standards that employers and employees must meet regarding the conditions of employment. It also outlines the employers' responsibility to their employees, such as meeting minimum wage, meal breaks, sick days, and vacation pay requirements.

Employment Supports: Tools and strategies to support an individual to get and keep a job. Employment supports can include discovery, job development, job carving, job customization and negotiation, on site job training and job retention strategies, accommodations, training for co-workers, and information and ongoing support for the employer. Ideally, employment supports are faded over time to natural supports. Employers and employees are supported for as long as needed for success.

Escalation Pathway: The escalating process is for CLBC regional action when service providers fail to submit Periodic Reports for Employment or L.I.F.E. services. The escalation pathway provides guidance for CLBC regional operations' staff to follow up in writing with clear expectations for service providers to get their reporting submissions up to date. Failure to meet reporting requirements may result in contract termination.

Flexible Funding: A component of a Learning, Inclusion, Friendship, Employment (L.I.F.E.) Service that ensures the support needs of individuals are met when needs change. Additional funding (in the short term or as variable funding) can be added to the contract with approval from the Service Delivery Manager who assesses the Periodic Reports for L.I.F.E. Service and unique factors in each situation, on a case-by-case basis.

Friendship: L.I.F.E. Service supports individuals to develop diverse, healthy friendships. Friendship is a relationship of mutual affection between people. It is a stronger form of interpersonal bond than an acquaintance or an association such as a classmate, neighbour, or co-worker. Friendship is one of the cornerstones of the Learning, Inclusion, Friendship, Employment (L.I.F.E.) Service.

Global Contract Model: The global funding model is a core part of the service design of L.I.F.E. and Employment services. It consists of a fixed amount that is shared across all individuals in the service.

Goal: Measurable accomplishments or results an individual wants to achieve in their life, or the key areas of the L.I.F.E. Service (learning, inclusion, friendship, employment). For example, "get a job at a bakery" or "make a new friend at soccer." In the L.I.F.E. Service, goals are associated with intended difference. Goals can be captured in an individual's Employment or L.I.F.E Service Plan. Service providers may utilize different approaches/tools to help a person identify goals (S.M.A.R.T. goal setting, check-ins, or planning meetings).

Group Difference Reflection: A regularly scheduled time when the service provider brings together individuals, families, CLBC staff, and service provider staff to reflect on the delivery (that is, practices) and experience of the service. Sessions may contain mixed or specific groups. This reflection supports continuous quality improvement and is an essential part of service level evaluation.

Guiding Principles for L.I.F.E. Service: The principles that the L.I.F.E. Service was built on which continue to guide L.I.F.E. Service practice. They include: Count What Counts With Everyone That Counts, Flexibility and Responsiveness, Beyond Collaboration, Plan for a Future, Not Just a Service, and I Know.

9 Guiding Principles of Supported Employment: The principles that apply to the L.I.F.E. and Employment Service include: Choice and Control, Paid Employment, Partnership and Mentoring, Full Inclusion, Job Search, Individualized, Natural Supports, Long-term Support, and Continuous Quality Improvement.

Inclusion: The practice or policy of providing equal access to opportunities and resources in the community for people who might otherwise be excluded or marginalized. This includes actions that allow individuals, teams, and organizations to ensure voices of Indigenous Peoples are included in governance, policy, and program development as well as service delivery. Inclusion is one of the cornerstones of the Learning, Inclusion, Friendship, Employment (L.I.F.E.) Service. L.I.F.E. Service strives to create and nurture opportunities for individuals to be included in their communities.

Individual: A person 19 years of age or older who is eligible for CLBC services, as described in the [Eligibility Policy](#).

Individual Report: A written report extracted from the *L.I.F.E. Periodic Report* and provided to individuals that includes information about their services. The individual report includes a breakdown of hours served through Direct A and Direct B support, goals and intended differences stated and achieved, the number of Check-Ins and Tune-Ups, and employment details. This report also captures the individual's progress toward employment, increased confidence, independence, and the strength of their natural support network.

Informal Supports: Unpaid supports and typically have some type of relationship with the individual. Individuals develop these relationships independently or strategically with paid services, to provide support in daily life and employment.

Initial Planning Meeting: This meeting ensures the individual has been provided a plain language orientation to the service and is in alignment/agreement to participate (consent forms, agreements, etc.). Next steps will include individualized planning to identify goals, dreams, and the differences the individual wants to see in their life.

Intended Difference: A positive difference or impact that an individual is seeking in their life. It focuses on answering the 'why' of the goal, and the 'what difference it will make in their life' when their goal is achieved. Intended differences typically impact multiple Learning, Inclusion, Friendship, Employment cornerstones within the L.I.F.E. Service.

Job Enhancements: Specific, targeted, supports to identify and pursue new goals and/or career advancements within an individual's current job. Job enhancements should be a normative component of employment services.

Job in Jeopardy Support: Support provided specifically for preserving an employee's position with their employer. Usually time-limited or for an unusual event requiring specific support to resolve an issue. May involve additional planning with managers and can be a time where patterns are identified.

Job Maintenance Support: Employment is sustainable, and the individual is working in the role independently and/or with natural support in place. The service provider acts only in a check-in-basis (e.g. as needed or requested) with the employee or employer. Intervention required by employee, employer, or natural support is minimal with the goal to sustain job and/or identify job enhancement opportunities. Maintenance ensures the individual remains connected to services.

Job Preparation: Job preparation support identifies what work the individual will need to complete in order to be ready to start a job search. Job preparation typically precedes the discovery process (see above), and then takes steps to prepare for job exploration. This may include skill development around time management, hygiene, appropriate behaviour at the workplace, learning about relevant [Employment Standards Act](#) legislation and/or personal responsibilities. Job preparation may also include identifying and completing specific training or work experience to build a better resume to meet job requirements.

Job Search and Development: Job search and development support is more complex. The support includes multiple approaches via a posted competitive job posting, exploring connections/relationships to find potential jobs, or exploring community to uncover jobs that currently may not exist. The vocational counsellor works with the employer to develop a new job, customize an existing job, collaborate on developing accommodations/resources to support employee success or developing a business plan to become self-employed.

Learning: The acquisition of knowledge or skills through experience, study or by being taught. Individuals are supported to explore and participate in learning opportunities that support their goals and the intended differences they would like to experience in their lives. Learning is one of the cornerstones of the Learning, Inclusion, Friendship, Employment (L.I.F.E.) Service.

L.I.F.E. Service: A service for anyone CLBC serves who is interested in employment, and who also wants to connect to community to build friendships/relationships and learn new things. The service is personalized for each participant and happens in community at times and places that make sense for the individual. L.I.F.E. service include the things an individual wants to work on with the goal to create more independence, confidence, and a life that is less reliant on paid service.

Natural Supports: Support from individuals, Elders, community resources, co-workers, assistive technology, adaptations (for example, checklists or prompt tools, etc.) and/or relationships rather than being provided through formal or paid forms of support

On the Job Support/Job Coaching: Job coaching usually happens at the beginning of a new job when the individual learns to complete the tasks assigned by the employer or when the individual, employer and service provider are figuring out the working relationship. On the job support can happen when new duties are assigned or the position changes for some reason (for example; a new manager). Generally, these services are job specific supports to assist the employees to learn and complete their job duties (develop soft skills), create independence, and develop natural supports. These services also include supporting the employer/workplace to increase understanding of having a co-worker/employee with diverse abilities. Good job support can minimize jobs in jeopardy situations.

Outcome: The expected/unexpected results of working towards desired goals or differences (employment, inclusion, friendships, learning). To reach a conclusion, consequence, or end result.

Personalized Support Initiative (PSI): One of the two Community Living British Columbia's funding streams that is outlined in the Community Living Authority Act and Regulation. To be eligible for PSI funding, an adult or youth must meet the eligibility criteria outlined in CLBC's *Eligibility Policy*.

Periodic Report for L.I.F.E. Service (PRL): This is a quarterly reporting requirement populated by L.I.F.E. service providers when they collect information from check-ins, tune-ups, and strategy planning with individuals. The report is designed to: identify intended differences and goals, note employment details, learn about capacity and informal networks, increase individuals' confidence and decrease attachment to the service.

Self-Employment: An employment scenario where an individual has started a business, or are working based on a signed contract, such as a contract for an event. The individual gets paid directly and is responsible for meeting the terms of B.C.'s [Employment Standards Act](#), including paying Canada Pension Plan (CPP), Employment Insurance (EI), and income tax.

Service Cornerstones: The L.I.F.E. Service is built on the four connected service areas of Learning, Inclusion, Friendship and Employment. These cornerstones are often blended in the natural development of life activities, rather than individually distinct.

Service Evaluation: Service evaluation has three levels and is foundational to the L.I.F.E. Service and takes place at the individual, program or organizational, and system level.

At the individual level, service is evaluated through the check-in and tune-up process and individual L.I.F.E. Periodic Reports provided to individuals and, with their consent, to their families and/or support networks.

At the program or organizational level, service is evaluated through group difference reflections. L.I.F.E. Periodic Reports are compiled and submitted quarterly to CLBC, and also inform discussion at group difference reflections.

At the system level, CLBC Quality Service Analysts evaluate the L.I.F.E. Service through receipt of quarterly L.I.F.E. Periodic Reports, ongoing discussions with service providers, and on-site monitoring.

Service Experience: The way each individual experiences their services, including but not limited to their involvement and direction in service planning and design, scheduling, staffing, support strategies, activities, service evaluation, and the rhythm of these and other characteristics of service delivery to reach their goals and the differences or impacts they desire.

Service Schedule: The schedule created between the service provider staff and the person accessing service that shows the days, times, and type of support to be delivered to support a participant to reach their goals and experience desired differences. The service schedule can change over time in response to an individual's evolving support needs, and less reliance on paid services.

Social Enterprises: Businesses owned by organizations or individuals selling goods or services for the dual purpose of generating income and creating a social, environmental, and/or cultural value. Social enterprises can be a means of providing learning, skill development, and/or employment opportunities.

Strategies: Actions and/or steps that set out a plan to achieve desired goals/differences. Check-in and Tune-ups, with individuals, can ensure that the strategies are guided by, and are in the best interest of the individual.

Support Network: Friends, family and/or community members, including Elders, who provide personal support, advocacy, and/or help with monitoring services and who have reciprocal relationships with individuals.

Support Strategies: For the purpose of this policy, the ways that service provider staff support individuals to achieve their goals and experience the intended differences in their lives. This strategy focuses on building confidence and independence as well as increasing natural supports. There are two types of support, Direct A and Direct B:

Direct A: In-person support provided by staff to an individual.

Direct B: Research, planning, and coordination conducted by staff on behalf of an individual to inform the development and tune-up of their Direct A support.

Tune-up: A change to the support strategy identified during the 'check-in' that will improve the service experience for the individual. This is an essential part of individual level service evaluation.

Volunteerism: The act of contributing free labour to conduct community service or support an organization. It is the principle of donating time and energy towards a greater cause. Volunteerism can be a very important part of a person's life and vocational journey. Volunteerism can be a stepping-stone to employment by providing opportunities to learn, develop relationships, contribute to community, increase self-confidence. These differences can all play a role in the journey towards paid employment. Volunteering alone is not employment and would be considered a community inclusion activity.

Work Experience: Time limited vocational opportunities for individuals to gain experience in and/or exposure to, the world of work. Work experience can also be agreed upon for a specific job/career of interest, as indicated by the individual. Work experience opportunities can be paid or unpaid and include:

- **Short term work experience placements.** These placements should have agreements that layout clear expectations between the individual, service provider and employer and detail the purpose (opportunities to learn or practice skills), the timeframe (time-limited only), and the goals for the placement. The placements hopefully lead to paid employment within that setting. These placements and agreements must include the individual's consent and can be a part of the Job Preparation process.
- **Internships** may be considered as Work Experience if part of the vocational continuum.
- **Job Shadowing** can be described as Work Experience if used as part of a Job Preparation type of action or intervention.
- **Please note: all unpaid (honourarium, etc.) work experiences must adhere to *BC Employment Standards***