

"Matrix for Living, Working, and Learning Levels for Persons with Disabilities"
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AN INTEGRATIVE PROGRESSION USED TO IDENTIFY CRITICAL NEEDS OF PERSONS WHO ARE DISABLED

Living Index

8. Independent Living
7. Biological family home
6. Foster family home
5. Enclave or Semi-Independent Apartment
4. Supervised Intra-dependent Apartment
3. Supervised Group Living (group home)
2. Residential Treatment Center or Residential Care Center
1. Nursing home (total bed care)

Working Index

9. Competitive Employment
8. Job Share - Sharing competitive job placement re - Sharing competitive employment
7. Enclave with components of job done by each group member
6. Supported Employment - daily job coaching
5. Sheltered workshop - piecemeal work on assembly line
4. Work Activity Center - training and contract work on specific jobs
3. Vocational Training Center - work skills training and work adjustment
2. Day Activity Center - Quality of Life Daily Activities and Training
1. Self-management - Self-care of Daily Living Activities in Home

Learning Index

8. Continuing Education - Lifespan educational opportunities
- "7. Basic Adult Education - GED, academic opportunities, special skills training"
- "6. Vocational Training and Followup - re-training for new jobs, training for long term work"
5. Functional Academics - On-site educational opportunities to use functional reading and math
4. Organizational Skills - Activities of Daily Living Training
3. Self-Help Training and Specific Skills Training
2. Basic Skills and Concepts of Living/Working
1. Sensori-motor Skills and Sensory Integration Training

"The goal of this progression is to move a person who is disabled from levels of dependence to some level of independence. This is viewed as a lifelong progression, not an age-based set of activities. These factors must be considered within the context of the community in which the person operates and within the premise that each person has a right to live and work, regardless of degree or complexity of disability. While activities must be age-appropriate, this matrix does not assume age-equivalent behaviors as the standard for intervention. Persons with disabilities must learn to live and work. The system of services must learn to provide opportunities for this to happen over the lifespan."