Resource Packet for Children

with Intellectual or Developmental Disabilities

<u>Information includes:</u>

Overview of Children's Services

Virtual Support & Information Groups

Understanding Respite Care

Understanding Personal Care for Children

Special Education Resources

Preparing for School Meetings

10 Tips for Advocating for your Child

DDA Home and Community Based Waivers

Find more information in The Arc of King County's Resource Guide at www.arcofkingcounty.org
and Informing Families Building Trust website: www.informingfamilies.org



OVERVIEW OF CHILDREN'S SERVICES

For children with intellectual & developmental disabilities

This document will familiarize you with some of the main considerations, public benefits, and resources that are relevant for children age 0-18 with intellectual or developmental disabilities (I/DD) in King County. If you want to learn more, have questions, or would like to talk about your situation please contact The Arc of King County.

Education

Recreation

Care

Developmental Disabilities Administration

Medical

Therapies

Financial

Future Planning

Family Needs

Information, Resources, & Advocacy

For Questions, contact The Arc of King County
Phone: 206.829.7053 Email: ask@arcofkingcounty.org
TTY: 1.877.666.2348

EDUCATION

Early Intervention Services (aka Birth-to-Three Services) are available for children under age three who have delays in their development. Part C of the Individuals with Disabilities Education Act (IDEA) is the federal law that guides how Birth-to-Three services are provided. The IDEA permits Family Cost Participation (FCP) for some Birth-to-Three services. The FCP includes the use of a family's public or private insurance. Under some circumstances, FCP may also include family fees. For more information see the Family Cost Participation Brochure (https://del.wa.gov/sites/default/files/public/PublicationDocs/early-support/Family_Cost_brochure.pdf). Services begin with a developmental evaluation. Anyone can initiate or request an evaluation; a medical referral is not needed. Based on the results, Birth-to-Three specialists and parents develop an Individual Family Service Plan (IFSP) which is used to help enhance your child's development. The IFSP might include therapies such as physical therapy, occupational therapy, or speech therapy. The IFSP might also include special education instruction, infant mental health services, and more. The Birth-to-Three team works closely with the family as full partners to support the child's development. Each family is assigned a Family Resource Coordinator (FRC) who manages the services and helps connect the family to other community resources. Services may occur in the family home, at a child care center, or other community settings. For more information about Birth-to-Three services including where to start, service providers, etc. visit the King County Developmental Disabilities webpage.

Early Intervention Services end on the child's third birthday. At least three months before your child's third birthday, a transition planning meeting will be held: You will meet with a school district representative as part of the meeting. They will explain what will happen to determine if your child qualifies for preschool special education services. If your child qualifies for preschool special education services, **as determined by the school district**, services will be provided through an Individualized Education Program (IEP) A meeting with a school district representative will not be scheduled if you do not wish to receive preschool special education services. Your FRC will explain the process and your options as this transition approaches.

Head Start, **Early Health Start** (EHS), and **Early Childhood Education & Assistance Program** (ECEAP) are education programs for children with and without special needs up to age four. These programs serve children from low income families or who have developmental or environmental risk factors that could interfere with school success. The purpose of these programs is to help prepare children for Kindergarten (aka "Kindergarten Readiness"). For more information about these programs or to find a program near you, visit the Washington State Department of Early Learning (DEL) webpage. A child can receive BOTH Head Start and Early Intervention services at the same time.

Developmental Preschool, Local school districts offer free preschool to some children with special needs. Certified special education teachers, speech therapists, and other staff will help your child learn skills that will help them enter kindergarten ready to succeed. If you aren't sure whether your child will qualify for a developmental preschool program, your local school district can provide a screening at no cost to you. Contact your neighborhood school to learn about the services in your area. Families can also pay for a private preschool.

Special Education services are provided by public schools to students age 3-21 who have significant learning difficulties, physical disabilities, or behavioral challenges. Special Education includes specially designed instruction

(SDI) which is intended to provide additional support for students in order to access the same education as their peers. Students must be determined eligible for special education services through an evaluation process. Once eligible, the school team, student, and parents collaborate to develop an Individualized Education Plan (IEP) which describes the specific services and supports the school will provide so that the student can access a free appropriate public education (FAPE) in the least restrictive environment (LRE). Special Education services are governed by the Individuals with Disabilities Education Act (IDEA), a federal law that describes the required process, roles and responsibilities, and student and parent rights. See The Arc of King County's Special Education Resource List for local, state-wide, and federal resources to help families understand the special education system and advocate for their child.

When a child is receiving Early Intervention Services, as they approach age three the Family Resource Coordinator (FRC) will work with the family to determine if the child will be eligible for Special Education when they turn three. If the child is eligible, the FRC and school district will work with the family during the transition from the Early Intervention system to the Special Education system.

If a child is three years or older and did not receive Early Intervention Services and the child is not yet in school, the family can request an evaluation for Special Education services through their school district's "Child Find" program. Do an on-line search for the Child Find contact information for your school district, or contact The Arc of King County.

For children already in school who do not receive special education services, the family can request an evaluation any time. They should submit a written request for a Special Education Evaluation to their school principal, school psychologist, and classroom teacher explaining exactly why an evaluation is requested. The school is required to provide a response to the request in writing.

504 Plans are an alternative to an IEP and are provided to students who do not require specialized instruction. 504 Plans are a result of Section 504 of the Rehabilitation Act of 1973, a civil rights statute mandating all federally funded programs provide reasonable accommodations to individuals with disabilities to participate with their non-disabled peers. In the school system, 504 Plans describe individualized accommodations that will allow the student to participate in the general education school curriculum. 504 Plans do not provide specially designed instruction for students and offer less support than IEPs.

High School Graduation Requirements recently changed. Now, the student will receive the same diploma as their peers whether they receive special education services or not. Here are the general high school graduation requirements in Washington State. Note that each school district determines graduation requirements that must abide by state rules but could be ever more extensive.

- Student must earn certain course requirements (24 credit framework) during high school years, includes:
    - 4 English
    - 3 Math
    - 3 Science
    - 3 Social studies
    - 1 Career and technical education
    - 2 Health fitness

  - 3 Electives
  - Note: These are state requirements and individual School Districts may have more strict requirements
- There are many different pathways to graduation which could include any number of the following:
  - Having and updating a plan for high school and post-high school starting in 7th or 8th grade identifying educational goals for their next 4 years of high school. This also includes identifying skills or interests for higher education and/or career
  - Earning at least level 3 the WA State Smarter Balance assessments in math and English language arts (ELA) to determine the student's readiness for college and/or career
  - Using a combination of these options to meet math and ELA requirements:
    - Earning 3 or higher on Advanced Placement (AP, International Baccalaureate (IB), or Cambridge assessments in both math and ELA, or earning at C+ in the course
    - Passing a transition course in both math or ELA that students can transfer the credit in college
    - Earning minimum score on SAT or ACT set by the State Board of Education (SBE) in both math and ELA
    - Earning Duel credits – at least 1 in ELA and math at high school in duel credit courses (eg: Running Start)
    - Earning standard score on military exam ASVAB by meeting minimum eligibility criteria to serve in a branch of the armed services
    - Completing Transition Course or Program, or completing Career and Technical Education (CTE) courses
- For students with IEPs, the IEP team decides when requirements are met or if they have to modify the requirements for the student.

RECREATION

All children need engaging activities that promote their development, provide opportunities for friendships, and challenge them to learn new skills. Recreational activities can include organized sports, after-school programs, summer camps, or interest groups (e.g. art club, ballet, girl scouts /boy scouts, etc.). Recreation can also include play dates, trips to the park or store, or engaging activities at home. No matter what the activity is, the most important thing is whether your child and your family enjoy it.

Organized recreation activities tend to fall into one of two categories:

Inclusive Programs are activities where children with and without disabilities participate together. Children with I/DD should have the opportunity to participate in the same activities as any other child, unless the quality of the program does not meet the child's need or they do not enjoy themselves. Inclusive programs include activities like before and after-school care, sports teams, interest groups, summer camps, etc. We encourage families to involve their child in the same activities as their siblings, neighbors, and local community as much as possible. If you are concerned that participation might be challenging, we encourage parents to speak to the program coordinator to discuss your concerns and brainstorm ways the program can accommodate/support your child's success. It helps to focus on your child's strengths and to approach the conversation with a willingness to collaborate with the program to ensure success.

Specialized Programs aka Adaptive Programs are activities specifically for children with special needs. Often these programs have a greater staff-to-child ratio and some additional training to support the unique needs of their participants. Specialized programs are often offered through community centers or Parks and Recreation programs. There are other various organizations that offer specialized programs throughout the county as well. Visit The Arc of King County's on-line Resource Guide for a list of specialized programs in your area. Also, visit our on-line Community Calendar for events for people with disabilities and their families in the community. Seattle Children's Hospital Center for Children with Special Needs publishes an annual Summer Camp Guide for children with different forms of disabilities and medical needs.

Informal activities could include things at home or in the community and can be as creative as your mind allows. Here are some examples of activities:

At home:

- Practice cooking – anything from baking cookies, making a sandwich, popping popcorn, etc.
- Arts and crafts
- Imaginary play – set up jumps and pretend to be horses in a horse show
- Couch + blankets + pillows = living room fort
- Bike riding. You can try out various styles of Adaptive Bikes at Outdoors for All.
- Make up songs and have your own concert (or karaoke!)
- Dance Party!
- Write letters to your favorite celebrity
- Play dates
- Tea parties
- Board games and card games
- Blocks, Legos, or even PVC pipe building projects
- Sensory play – water, Play Doh, whipped cream, sand, Jello…
- Backyard swing sets are always fun

In the Community:

- Go to the playground. Visit our on-line Resource Guide for a list of accessible playgrounds in King County.
- Catch a movie. Check out these upcoming "Sensory Friendly" movie locations and times.
- Check out the Seattle Sensory Garden.
- Take a dip at your local swimming pool.
- Try rock-climbing at one of the indoor rock climbing gyms.
- Build sand castles at the beach.
- Enjoy our local nature trails… you could even go camping!
- Paint your own pottery
- Zoo! Aquarium! Science Center! – Many local organizations offer sensory-friendly events tailored to the unique needs of children with special needs. Check out our community calendar for upcoming events.

- Who doesn't love bowling?!?
- Berry picking
- Just take a stroll through the mall, grocery store, or local shopping center

Kids are kids, regardless of abilities. Every kid learns and grows through fun and play. Struggling to find new or creative ideas? Vroom is an on-line resource for parents with fun and easy activities that parents can integrate into their regular daily schedule to promote brain development.

CARE

Child Care - Sometimes finding childcare for a youth with special needs can be challenging. We first suggest that families utilize the same child care for all their children, with and without disabilities. This could include a pre-school or day-care program, after school program, Boys and Girls Club, community center, etc. If your child needs additional support to be successful in the child care program, we suggest that parents approach the program coordinator to brainstorm strategies that both the program and the family can do to ensure success.

Children with disabilities are protected from discrimination by the Americans with Disabilities Act (ADA). In terms of child care, this means that providers must consider reasonable accommodations and auxiliary aids and services in order to include a child with special needs in their program. There are some limitations to this rule, and we recommend that families and providers work together to find mutual solutions. For more details regarding the ADA and childcare, see here.

Child Care Resources maintains a list of accredited in-home and center-based child care providers. They also offer training for child care providers to improve their skills to accommodate children with autism and other special needs. Connect with Child Care Resources (1-800-446-1114) to locate providers near you with the interest and skills to include children with special needs into their program. When calling, ask to be connected to the specialist staff who focuses on resources for children with special needs.

Families utilizing the DSHS Child Care Subsidy Program who have a child with special needs can utilized the Special Needs Child Care Subsidy Rate which could help pay for additional support in the child care program.

Respite Care is different than child care. Respite care allows the parent or primary caregiver to take a break from caregiving duties for a short amount of time. By utilizing respite care, the parent is better able to manage the challenges of raising a child with special needs. Respite care is NOT childcare or babysitting which means it cannot be used to supervise the child while the parent(s) is working. Respite care can only be used during times when the parent would otherwise be directly caring for the child (e.g. evenings, weekends, school breaks). Often, recreational activities serve as respite care as well. Respite care could include any of the following:

- Extracurricular activities like after-school-care, sports, or interest groups
- One-on-one support from a family member, friend, or paid provider
- Overnight or weekend care at someone's house or a camp
- Summer camp (either day-camp or overnight-camp) and school break camps

Lifespan Respite Washington maintains a list of respite care providers. They also offer Respite Vouchers for unpaid family caregivers. This means, if you care for or support a child with a chronic condition and receive no reimbursement from the state to provide such care, you could be eligible to receive the Respite Voucher. Vouchers are available based on funding and need. Contact Lifespan Respite (425-740-3788) to learn more about the vouchers and how to access them.

Various community organizations offer special events to provide a few hours of respite for parents. See The Arc's Community Calendar for upcoming events.

Families of children with I/DD may be able to access respite care paid by the state through the Developmental Disabilities Administration (DDA). See below for more details about DDA. To qualify for state-funded respite care, the child with I/DD must have already applied to and been accepted into DDA, and the family must have explicitly asked for respite care. DDA conducts an assessment to determine how much respite care the family is eligible for (eligibility is need based, not income based). Once an assessment is complete, DDA could award the family with a "Medicaid Waiver", which means DDA has agreed to pay a certain amount for specific services/activities in the community, including respite care services. The family then has to find a DDA contracted "provider" which can be any of the following:

- A one-on-one provider contracted by DDA to provide respite care. This person could be a family member or friend over age 18 who is legal to work in the United States and can pass a background check. The family could also use an agency to find a respite care provider. Check out our online resource guide for such agencies.
- Community-based programs such as sports teams, interest groups, etc. The program must have a Respite Contract with DDA in order to be reimbursed by the state for their services. Contact your DDA Case Manager for a list of programs near you, or check out our online resource guide.
- Overnight, weekend, or multiple days of respite care can also be available. There are different camp programs and respite care organizations that provide round-the-clock care for a pre-determined length of time. Talk to your DDA Case Manager for a list of programs.
- "Emergency Respite" refers to situations in which the young person with special needs is at risk of being removed from the home, often due to challenging behaviors. In these situations, families must speak with their DDA Case Manager to explore the possibility of the child receiving care outside of the family home for up to one month to help stabilize the situation.

Personal Care - If your child requires significantly more help compared to kids the same age with Activities of Daily Living (ADLs) such as dressing, hygiene, eating, mobility, etc. AND the child is eligible for Medicaid, they can receive Personal Care (PC) services. Personal care is a publicly funded program managed by DDA that requires an annual assessment. See The Arc's resource titled Understanding Personal Care for Children for details about eligibility, services, and the assessment process. Based on the assessment, DDA agrees to pay for a certain number of hours per month for personal care services. The family then finds a "provider" contracted by DDA to deliver the services. This person could be a family member or friend over age 18 who is legal to work in the United States and can pass a background check. The family could also use an agency to find a personal care provider. Check out our online resource guide for such agencies. When the individual with a disability is under age 18, the parents CANNOT become the paid "provider". However, if the individual is 18 or older, the parents can be paid to deliver care.

Like respite care, personal care is NOT child care or babysitting. The purpose of personal care is to help the child with identified ADLs. Personal care can be provided in the family home or in the community (including childcare settings). Parents do NOT need to be present when personal care is being provided.

DEVELOPMENTAL DISABILITY ADMINISTRATION

What is the Developmental Disabilities Administration (DDA)?
DDA (previously known as DDD) is the state level administration within the Department of Social and Health Services (DSHS) specifically for people who meet its criteria of developmental disability.

Why should I connect with DDA?

- To access services such as Personal Care (PC), respite care, behavioral support, adaptive equipment, home modifications, and more.
- Even if you don't need services now, it is best to enroll as early as possible. DDA provides life-long support and services that many individuals rely on in adulthood. This way you will have quicker access to assistance should you need it. Eligibility determinations takes several months.
- If your child received Early Intervention Services, they were automatically enrolled in DDA. However, EVERY child is exited from DDA at age 4 and must re-enroll.

How do I know if I am enrolled in DDA?

- Call 206.568.5700 with the name and birth date of the person who has a disability.
- If you are not enrolled, then ask DDA to mail you an application, or download one from DDA's Eligibility webpage. Contact The Arc of King County for questions or support with the application process.

What DDA services are available?
DDA services are always changing. Contact The Arc of King County for information on current services and eligibility requirements. DDA has many services and each one has its own eligibility requirements which might include family or individual income, citizenship status, and level of support needs. People often hear about DDA "Waivers". "Waivers" are a specific bundle of different services based on the individual's need. Waivers can be confusing and sometimes difficult to access. Contact The Arc for more specific information.

How do I navigate the DDA system?

- If you are enrolled and are not getting services, you are on the 'No Paid Services' caseload. Call 1.800.974.4428 to request specific services.
- If you have questions about the services you are getting, or want to know more about services available you can visit the DDA website, contact your case manager, or contact The Arc of King County.

What if I'm not eligible for DDA?

At times, people are eligible for DDA, but they did not provide the correct documentation to qualify. Contact The Arc of King County if you have been denied DDA eligibility or you are not sure if you might be eligible. The Arc can provide information about the appeal process if needed, or non-DDA resources should you be denied.

More information about DDA: www.dshs.wa.gov/dda

What is King County Developmental Disabilities Division (KCDDD)?

People frequently confuse DDA and KCDDD. DDA is the state-level agency, KCDDD is the county level division that provides specific services to those who are already eligible/enrolled in DDA. KCDDD oversees all of the Early Intervention services in King County, the Behavior Support Team (BeST) through NAVOS, employment services, and more. Generally speaking, families of children age 0-18 may never interact directly with KCDDD, although some of the services they utilize might be funded or have oversight from KCDDD.

MEDICAL

Health Insurance is complex. Certain doctors, therapies, and prescriptions may or may not be covered, depending on the insurance provider and plan. However, many things may be covered by health insurance that families are unaware of including developmental evaluations, doctors and medical specialists, and therapies.
The Statewide Health Insurance Benefits Advisors (SHIBA) can help families understand their options and rights regarding health insurance. Washington Autism Alliance & Advocacy (WAAA) can help families of children with autism and other disabilities advocate with their health insurance companies to ensure coverage for necessary treatment and therapy. Connect with The Arc of King County for information on doctors, specialists, and places to access things like developmental assessments, autism diagnoses, etc.

The Family Health Hotline at 1-800-322-2588 and parenthelp123.org provides the most up-to-date information about state-sponsored health insurance, food programs, family support, and a wide variety of other resources. Call Center staff can help families understand and apply for a variety of food and health resources in Washington State. Bilingual staff speak Spanish, and other languages are served using an interpreter line. Available Monday-Thursday 8:00-5:30 and Friday 8:00-5:00 or visit online at parenthelp123.org.

Certain public benefits depend on the child's medical coverage. Services through DDA such as personal care and respite care rely on Medicaid eligibility. There are very specific eligibility requirements for Medicaid including family income and the individual's citizenship status. Please don't hesitate to contact The Arc of King County to discuss your situation. For children under age 18, Medicaid eligibility occurs in one of two ways:

- Family income is below a specific threshold (in this case the child might also qualify for SSI – see below for more information)
- The child is determined to be "Categorically Needy" based on their disability and the DDA assessment

Once a person is determined eligible for Medicaid, they must select a "provider" or company to deliver the actual health insurance benefits. Look here for information on the various providers.

THERAPIES

There are many different types of therapies as well as methodology for the delivery of the therapy. It is helpful to talk to your therapists, doctor, Early Intervention Provider, school team, and other parents to get a sense of the different types and styles of therapies. Below is a list of common therapies that children with I/DD may receive. Sometimes children will receive these therapies as part of their Early Intervention and/or Special Education program. Children can also receive these therapies privately using their medical insurance or private pay.

Speech Therapy helps the child develop and refine their communication skills. This includes how the child understands other people's communication ("receptive" communication) and how they communicate to others ("expressive" communication). Speech Therapy may involve use of alternative communication methods such as sign language or assistive technology, also known as AAC (e.g. iPads or other computerized devices).

Physical Therapy (PT) helps the child develop and improve their major muscles and whole-body activities (aka Gross Motor Skills) such as range of motion, strength, endurance, balance, coordination, etc.

Occupational Therapy (OT) helps the child develop their "Fine Motor Skills" such as using a fork, handwriting, and typing. OT can also help with activities of daily living such as tying shoes and using buttons and zippers. OT may also address sensory processing challenges.

Behavior Support – ABA Therapy is an evidence-based teaching strategy commonly used to teach children with autism and similar disabilities different skills including academic, daily living, communication, and appropriate behavior and coping skills.

Social Skills – Children with I/DD often struggle to make friends due to challenges with their ability to communicate and interact with others. Many of the above therapies will integrate social skills development to support the child's success in making friends and interacting with their family, teachers, and community. There are also specialized social skills groups; contact The Arc of King County for groups near you.

$ FINANCIAL

Social Security Administration (SSA) Cash Benefits

Social Security benefits require a certain level of citizenship status. For questions about this, please contact The Arc of King County.

Supplemental Security Income (SSI)

SSI is a cash benefit for people with disabilities who also have a low income. Children under the age of 18 can qualify for SSI if their family income is below a specific threshold based on family size, family assets, and the child has a documented disability. See here for SSI eligibility criteria. Apply online or in person.

Once the person with a disability reaches age 18, SSI eligibility will be based on their own income and assets.

Social Security Disability Income (SSDI)

If a parent has retired, passed away, or become disabled, their child with I/DD may be eligible for SSDI. That person will get benefits based on their parent's work history. Also known as Child Disability Benefits (CDB) or Social Security Disabled Adult Child (SSDAC). Apply online or in person.

How do I apply for benefits?

Begin the application process online. After SSA has reviewed this information they will contact you for more information. You can also call 1-800-772-1213 (TTY 1-800-325-0778) from 7 a.m. to 7 p.m., Monday through Friday to set up an appointment. Applications are regularly denied, even though the applicant is actually eligible for services. If this happens follow the appeal process rather than applying again. If you are successful with your appeal you will receive back pay from the date of application. Contact The Arc of King County for questions about the application and/or appeal process.

FUTURE PLANNING

Future Planning refers to planning ahead for your child and your entire family. When a child has special needs, it is even more important to be prepared to ensure there is a system of support for your child across their lifetime. Common things to consider when future planning:

Special Needs Trusts allow an individual with a disability to save money without jeopardizing their life-long public benefits such as Medicaid, SSI, and DDA Waivers. Special Needs Trusts can be established at any time of the individual's life and there are different types of trusts depending on the situation and need. Most Special Needs Trusts are set up through an attorney. The Arc of King County maintains a list of local disability attorneys who can assist with the process. For people who have applied and been found eligible for the Developmental Disabilities Administration (DDA), the Developmental Disabilities Life Opportunities Trust (DDLOT) aka Endowment Trust is a low-cost option that does not require an attorney to set up. For additional information about Special Needs Trusts, see The Arc of King County's resource document or contact us with questions.

Wills – Often, parents and extended family members want to leave an inheritance to their loved one with a disability. It is important to consider whether this inheritance will jeopardize the individual's access to life-long public benefits such as Medicaid, SSI, and DDA Waivers. We recommend that a family consult with a disability attorney when establishing a will to ensure the inheritance is directed in a way that will not negatively impact the individual with a disability. Often, people will direct their inheritance into a Special Needs Trust to avoid any issues.

Guardianship – For all children under the age of 18, their parents are considered legal guardian with the right to make all legal, medical, and financial decisions regarding the child. Parents may choose to name a friend or family member as guardian, should they no longer be able to fulfill the role. This must occur in a will and requires support from an attorney. In some cases, it is necessary to get medical guardianship when the child is under 18. Children over the age of 13 have the right to privacy on topics related to mental health, sexual activity, pregnancy and substance abuse. Medical guardianship is an option for children with disabilities between the ages of 14 and 18 who need help making safe, informed choices. Contact The Arc of King County to discuss your specific situation.

When an individual turns 18 they are considered a legal adult with the right to make their own decisions, regardless of disability. Some adults are unable to make safe choices in their own best interest and require additional support to ensure their financial and personal wellbeing. This could be accomplished through shared decision making, establishment of a Power of Attorney, or identifying a legal guardian. See here for information about guardianship and alternatives to guardianship for adults with disabilities or contact The Arc of King County with questions.

FAMILY NEEDS

When a child has a disability, all members of the family may have their own questions, concerns, and challenges. Families commonly struggle to balance the needs of each family member, as they often focus on the child with a disability. Below are some ideas and resources for different family members.

Parents often have many questions and concerns when they have a child with disabilities. Connecting with other parents who share similar experiences is often the most valuable resource for a family. The Arc of King County's Parent to Parent program is a great way for parents to connect with other parents. There are also many great support groups, including online support, play groups, special needs PTAs, etc. where parents can connect with each other.

Just for Dads – Moms and dads often experience their child's disability differently and also see their role within the child's life differently. While moms may be drawn to "support groups" and opportunities to connect emotionally with other moms, dads sometimes prefer information, resources, and a road-map to help support the child. The Arc of King County's Parent to Parent program offers many ways that parents can connect with other parents, including activities specifically for dads. The Washington State Fathers Network is also a great resource for dads including meet up groups, a Father's Day camp out, and more. The Arc and the Fathers' Network co-facilitate a Dads Only Facebook Group.

Siblings have a longer relationship with an individual with a disability than anyone else. They also have a very unique experience growing up with a sibling who has special needs. Some brothers and sisters take on the role of a protector while others feel frustration that their needs always seem to come second to their sibling. "Sibshops" are a great resource for siblings to connect with other kids who have similar families as well as process their emotions about their family situation in a safe and productive way.

Extended Family such as aunts, uncles, and grandparents often want to support their loved one with a disability but are unsure how. Sometimes the extended family can come off as overly opinionated or unsupportive as a result. Extended family members are a very important natural support system and collaborating together to ensure all members of the family get attention and care can relieve stress for parents. The Arc of King County offers activities to encourage extended family members to provide meaningful support.

INFORMATION, RESOURCES, AND ADVOCACY

Making connections with individuals, families, and organizations who understand your child and family situation are critical. These connections will help you learn about resources and services, as well as provide useful ideas and support to help you, your child, and your entire family be successful throughout life. Here are some programs within The Arc of King County. Other groups and organizations can be found on The Arc of King County's online resource guide.

The Arc of King County's Programs:

Information & Family Support - *We listen. We empower. We connect.*

We listen to individual and family stories without judgement. Our team understands the unique challenges and joys found within the intellectual and developmental disability (I/DD) community and is available to listen to concerns and suggest resources or support.

We empower individuals and families by providing tips and tools to locate, access, and navigate the various I/DD resources and services in King County. We also empower individuals and families by showing them that they are not alone in their journey.

We connect individuals and families with resources as well as with each other to develop a network of support.

Parent to Parent Program

Our Parent to Parent (P2P) program is the most valuable resource for families. P2P is based on the philosophy that parents of children with disabilities can be helped by other parents who have traveled the road before them. We understand the emotions, myths, and realities of parenting a child with a disability. We are willing to listen and share our own experiences. We provide many opportunities for parents to connect with other parents through on-line groups, in-person meet ups, family activities, and workshops. P2P also offers a Helping Parent program in which we link parents with a trained "mentor" parent who shares similar life experiences and has volunteered to provide a listening ear, ideas, and support to others. In addition to helping connect parents with each other, our P2P program is the hub of information regarding local resources and support in King County.

Advocacy Programs at The Arc of King County

Your voice matters. Through our advocacy programs we help individuals with developmental disabilities and their families connect with policy makers and use their voice, experiences and expertise to inform and improve resources and services. Inclusion and equity fuel our work.

King County Parent & Family Coalition is led by and for parents and family members (e.g. siblings, grandparents, etc.) of people with intellectual and developmental disabilities.

Community Change Champions is led by and for people with intellectual and developmental disabilities. Our motto: *Our Rights Are Civil Rights: We are the Movement.* We promote the civil rights of people with intellectual and developmental disabilities by empowering activists to be fully included in their communities.

For Questions, contact The Arc of King County
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TTY: 1.877.666.2348

VIRTUAL SUPPORT & INFORMATION GROUPS

Connect with other families like yours at your own time and pace! Share resources, ask questions, celebrate successes, and vent frustrations. All groups are closed and private, closely moderated by The Arc, and created exclusively for people with disabilities and their parents and loved ones in King County. For questions or concerns, contact Rachel Nemhauser, Parent to Parent Program Coordinator at The Arc of King County: 206-829-7046, RNemhauser@arcofkingcounty.org

Facebook Groups (search FB by group name or URL, click green "join group" button to join)

Parent to Parent: King County	https://www.facebook.com/groups/p2pkingcounty
P2P: Dads of Special Kids	www.facebook.com/groups/735809933225647
P2P: African American Families	www.facebook.com/groups/P2PAfricanAmericanFamilies
P2P: Spanish Speaking Families	www.facebook.com/groups/SpanishSpeakingFamilies
People with Disabilities in King County	https://www.facebook.com/groups/231893968163665/
P2P: Aging Parents of Sons and Daughters with Disabilities	https://www.facebook.com/groups/P2Pagingparents/
P2P King County Grandparents of Children with IDD	**https://www.facebook.com/groups/p2pgrandparents**

Google Groups

Arc of King County Parent to Parent: A virtual support group for parents and caregivers in King County raising sons and daughters with intellectual and developmental disabilities. We provide emotional support over shared experiences in a civil, nurturing, supportive and safe space for all parents. To join, please go to **https://groups.google.com/d/forum/arc-of-king-county-parent-to-parent**

P2P: Into Adulthood: A virtual support group for parents and caregivers in King County raising teens and young adults with intellectual and developmental disabilities. We provide emotional support over shared experiences in a civil, nurturing, supportive and safe space for all parents. Topics include housing, recreation, safety, resources and more. To join, please go to **https://groups.google.com/d/forum/p2p-into-adulthood**

People with Disabilities in King County: This group is focused on providing emotional support over shared experiences, and it is very important to us that our group remains a civil, nurturing, supportive and safe space for people with disabilities. We provide support and friendship to each other. As a support group, we are not focused on any type of treatment or therapy. To join, please go to https://groups.google.com/g/people-with-disabilities-in-king-county

Updated 6/30/2023

UNDERSTANDING RESPITE CARE

What is RESPITE?

Respite is a break for parents and primary caregivers so they may get relief from the responsibilities of providing care to their loved one with a disability. During this period of respite, the person with a disability receives care from another trained provider while the primary caregiver can rest and rejuvenate. This intermittent relief is a necessary component of caregiving; it helps prevent burn out and maintain stability by allowing the caregiver and the care recipient to get a break from one another. Most importantly, respite helps people with disabilities avoid out-of-home placement when their caregivers become overwhelmed.

There are two primary forms of respite: community-based respite and out-of-home respite.

COMMUNITY-BASED Respite

Community-based Respite can be for a few hours at a time, it can be overnight, or it can take place over a period of several days. It can be provided by a 1:1 caregiver in your home and in your community. Respite can also take place in the community in group settings through organizations that provide services to people with disabilities, like after-school care, summer camps, adult day centers, specialized classes, or weekend activities. The terms "respite" and "personal care" are sometimes used interchangeably, however they are two distinctly different services. See The Arc of King County documents "Understanding Personal Care for Children" or "Personal Care for Adults" for information about "Personal Care.

ACCESSING FUNDING for Community-Based Respite

You can get respite services if you or your loved one is a client of the Developmental Disabilities Administration (DDA). To access community based respite you must have a DDA Home and Community Based Services (HCBS) waiver.

Respite is offered through the Individual and Family Services waiver, the Basic Plus waiver, the Core waiver, and the CIIBS waiver. You can learn more about these different waivers from the Informing Families Building Trust website by clicking here. The Individual and Family Services waiver (commonly referred to as IFS) is the most accessible waiver to DDA clients—if you are in DDA and want to apply for IFS, call DDA's Service Request Line at 800-974-4428. This is a message line and you leave the full name and birth date of the DDA client, your contact information and what specific services you need. An example of a specific service could be "I need respite because I am the sole caregiver and need a break."

DDA will perform an assessment, regardless of the waiver or services they may offer you. The assessment determines the amount of funds based awarded to the person based on their need; these funds may be used for respite and/or other services. Those receiving the IFS waiver could receive $1200, $1800, $2400, or $3600; the funds are to be used over the course of a year. The other waivers offered by DDA may provide more funding for respite services.

If you want to use DDA respite funds, you must receive the actual respite service from an individual or an organization that is contracted with DDA, like the YMCA or your local Parks and Recreation department. Essentially, DDA pays for the service, but you decide where you want to spend the money. You can find some of these organizations on The Arc of King County's online resource guide, or you can contact your DDA Case Manager. It is important to note that respite is NOT childcare, rather it is an opportunity for the caregiver to rest and recharge.

FINDING A Community-Based RESPITE PROVIDER

Once you or your loved one has a DDA waiver that offers respite, you'll need to find a care provider. If you are looking for a 1:1 respite provider, you can ask your DDA Case Manager for a list of providers or you can refer to the Washington Home Care Referral Agency, who can give you a list of individual providers you may contact for availability. If you or your loved one have a friend, family member, or community member who is not the primary caregiver, and they would like to be paid to provide respite care, they may contract with DDA as an "Individual Provider". The respite provider must be authorized to work in the United States, pass a criminal background check, and they must not be a parent or spouse of the person with a disability. You can learn more about becoming an individual provider through the Informing Families Building Trust article by clicking here.

If you are looking for organizations that are contracted with DDA to offer respite in a group setting, you can ask your DDA Case Manager for a list of organizations or you can check out The Arc of King County's online resource guide.

OUT OF HOME Respite through DDA

Out of home respite is overnight respite that generally lasts a period of several days, and is intended for situations in which the caregiver will be unable to provide for the individual with a disability. This could be for many reasons, including a planned occurrence like a vacation or family event, or because they are currently overwhelmed with caregiving and need a longer relief period then their waiver offers.

Overnight Planned Respite is for DDA clients aged 18+. This is for folks who live with a caregiver (paid or unpaid) who requires temporary relief from their caregiving responsibilities due to a foreseen event. This is **not** a service for emergencies. This service is often used when caregivers have an event, vacation, planned surgery, or another occasion in which they cannot bring their loved one with a disability. This respite is offered in a community setting, and can be up to 14 days per year. In King County (and the rest of DDA Region 2), DDA offers a similar respite program called Dedicated Planned Respite, for folks under the age of 18. You do not need a DDA waiver for either of these services.

Enhanced Respite is for DDA clients aged 8-18. This is a service for youth who are at immediate risk of out of home placement due to challenging behaviors. This form of respite can last up to 30 days. Placement is based upon availability, so your loved one may be placed in a residential home in a community setting anywhere in Washington state, and this service has a wait time that can be several months long. This is for families and caregivers who are overwhelmed with their duties to the point that they may no longer be able to care for the person with a disability in their own home.

Unplanned (Emergency) Respite is for DDA clients aged 16+. This is intended for unexpected crises and urgent emergencies such as out-of-town funeral, caregiver medical emergency, etc. The individual with a disability can have a short term stay at a Residential Habilitative Center (often called an RHC) for up to 30 days. This is considered a short-term solution and can be used for unexpected caregiver crisis.

ACCESSING Out of Home RESPITE

You do not need a waiver to access overnight respite services, but you must still be in the DDA system. To access emergency respite, enhanced respite, or planned respite, contact your DDA Case Manager or DDA's Service Request line at: 800-974-4428, and request an application. This is a message line, where you will leave the DDA client's full name and birth date, and you will get a call back. This is not an immediate service and should not be treated as an emergency line.

ADDITIONAL NOTES on Unplanned & Emergency Respite

The Case Manager will conduct an in-home assessment to determine the likelihood for out-of-home placement; if the person with a disability is approved for unplanned or emergency respite services, the caregiver will work with DDA to create an individualized support plan (ISP) that will lay out the individual's care needs for on-going support.

When requesting overnight respite services, it is important to make it clear to DDA that your family is in need, and that without respite the person with a disability may no longer able to continue living at home. DDA will want to see what strategies for coping and behavior management your family has used to show that you need this support. After you request this service DDA will conduct an in-home assessment to determine your family's needs regarding respite.

NON DDA Respite

If you or your loved one does not qualify for DDA services, there are other ways to access community-based respite:

Lifespan Respite provides "respite vouchers" to Washington families. To qualify for this program the caregiver must provide 40 hours of unpaid care each week, they may not be receiving respite services paid by another organization, and they must be otherwise unable to afford respite. Caregivers may use these vouchers at a pre-approved community-based setting.

Gift of Time, a program of Washington Autism Alliance and Advocacy has a biannual half-day respite program for kids aged 5-10 called Gift of Time. This program is free, and it requires an application that must be submitted several weeks before the event.

The Department of Health (DOH) offers respite funds for youth under 18 with special heath care needs that are not eligible for DDA or other respite programs. To qualify for these respite funds, the family must be low-income as evidenced by being eligible for Medicaid. These DOH funds can cover respite at some day camps and overnight camps, but not with an individual provider or agency in the home. You can ask about these respite camps at your local health department.

Lastly, you can private pay for a respite provider, either to an individual or to a community agency. You can find a list of agencies that provide respite on The Arc of King County's Resource Guide, and you can find individuals to provide respite on caregiving website like www.care.com, the Home Care Referral Agency,

NEED MORE INFORMATION?

For additional information or to discuss your situation contact our Information and Resource team at: (206) 829-7053 or ask@arcofkingcounty.org. To connect with a Spanish-speaking member of our team please call (206) 829-7030 or email: preguntas@arcofkingcounty.org

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Developed by The Arc of King County Information and Family Support. Last updated July 24, 2017.

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King County

Understanding Personal Care for Children

This memo is for parents who have a child (birth to 18 years) with developmental disabilities (DD), who is eligible for Personal Care (PC).

**parent means the natural, step or adoptive parents, and does not apply to legal guardians or primary non-parent custodial caregivers who do not have the same legal responsibilities for caregiving.*

Background Information

In September 2004, the Aging and Disability Services Administration began using a new tool to assess the need for assistance with personal care tasks for children. This is a computer generated tool called, "The Comprehensive Assessment Reporting Evaluation" or "CARE".

What does the Children's Assessment Tool Formula assess?

The CARE tool assesses the support needed by a child who cannot complete personal care tasks by themselves. These personal care tasks are called "Activities of Daily Living" (ADL's). Hours are determined based upon the following:

- "unmet" needs, meaning support is needed beyond what is naturally available to the child.
- "extraordinary" needs, meaning needs beyond that of what a typically developing child, of the same age, would require

What does the Children's Assessment Tool Formula assess?

Activities of Daily Living (ADL's) for children include bathing, bed mobility, body care, changing bandages or dressing wounds, eating, getting dressed, moving around a room and living environment, moving around outside of a living environment, toileting, transferring, personal hygine and medication management. Note that questions will be asked about all of these activities and scored based on the following levels of support:

- Total: The child cannot do any of the task themselves
- Extensive: the child needs weight-bearing help, or you fully performed of the ADL
- Limited: Your child needs physical help, but is involved in doing the ADL
- Supervision; Your child needs, monitoring, Standby, encouragement or cueing to complete the ADL
- Independent: Your child can complete the ADL without help or supervision

What are Personal Care Services?

Personal Care, is a Medicaid service provided through a program called "Community First Choice" (CFC). CFC provides personal care services to address the unmet need for support for certain "Activities of Daily Living". Individuals must meet functional and financial eligibility criteria.

This means that a person with a disability who is eligible for the program can use government funds to hire someone to help them with tasks related to their everyday activiites, like eating, bathing and toileting that they cannot do for themselves because of their disability.

Prepared by The Arc of King County's Cathy Murahashi. Last updated 7/16/2019.

Who qualifies for Personal Care (PC)?

1. Children must be Medicaid Eligible. Medicaid is an income based program. That means the child either receives Supplemental Security Income (SSI), through Social Security Administration, or the child receives Apple Healthcare. Personal Care is also available to individuals on a Developmental Disability Administration (DDA) Medicaid waiver program. This includes the Individual and Family Services, Basic Plus, Core and Children's Intensive In-Home Behavior Support (CIIBS) Waivers. If the child is on a DDA waiver, only the child's income is considered, not the parents'. For SSI and Apple Healthcare, parent's income is used to determine the child's eligibility (before 18).

How are hours determined?

The Children's Assessment looks at the ADL's, your child needed help with over *the last seven days before the assessment*. The assessment utilizes an algorithm to calculate the number of hours per month the government will pay for Personal Care services. Hours are based on the level of performance (what can the child do for themselves) and needs for support that occur *three or more times in the last seven day period*. The administration takes into consideration "informal supports" available to the family and reduces hours accordingly. Informal supports include family, friends, neigbors or other unpaid caregivers.

Things the algorithm takes into consideration include:
- Communication
- Memory
- Decision Making
- Complex Medical Conditions
- Moods and Behaviors
- Activities of Daily Living

Can my child receive PC if they are not a client of DDA?

Yes, any child who has Medicaid / Apple Health Care and has an assessed unmet need for Personal Care may receive it.

Who performs the Assessment?

Case managers from DDA provide the assessment for ALL children, whether they are DDA eligible or not. Contact your case manager if you think your child might qualify. If you do not have a DDA case manager or your child is not a DDA client, contact your local DDA office, and ask for the "Specialized Caseload".

Assessments can take up to 3 hours to complete, due to the number of questions asked and depending on the level of support your child needs. Assessments are usually done in the family home.

What are "Informal Supports"?

Informal supports are "a person or resource that is available to provide assistance without home and community program funding". The person or resource providing the informal support must be age 18 or older. Examples of informal supports include, but are not limited to: unpaid family members, friends, neighbors, school, child-care, after school activities, adult day health, and church or community programs.

How does Informal Support impact my child's assessment?

The Children's Assessment Tool Formula also asks how much informal support is available to a family. Total hours can be reduced because the support needs could be considered "a met need" or a "partially met need". You may be asked to assist the case manager in filling out an "assistance available" schedule that shows the times that your child is in school, receiving child care or other activities, and the times that the parent(s) and/or other informal supports are available to care for the child.

Things Personal Care will not cover.

Child Care: Child care is considered care provided to a child while a primary caregiver is out of the home, for work or other activities. PC may not be used specifically for "childcare" or "babysitting", however, parents are NOT required to be present at home during the provision of care. Parents are responsible to provide childcare for their children, since PC cannot be used in lieu of child care. If a child is over the age of 12 and attends daycare, PC can be used in the daycare setting, ONLY for the additional personal care assistance that allows the child to participate in the daycare program. Parents are still responsible for the typical childare expenses incurred. Help with Personal Care assistance within the daycare will need to be document in the child's assessment. Children under the age of 12 that have document extraordinary personal care needs that prevent them from attending a child care setting must have it documented in their assessment.

Respite: Respite is supervision and care provided to an individual with disability, so the parent or caregiver can have a break. PC is not respite. (Respite is a separate service assessed by a case manager).

School Hours: PC cannot be used during the hours the child is in school. Children are expected to be in school, and the school is responsible for the needs of th child during these hours.

Behavior Support: PC cannot be used in place of behavior support.

Supervision: PC hours cannot be used for general supervision that is not related to a personal care task or Activity of Daily Living. For example, supervising your child while they are playing outdoors, would not be covered.

What about summer time?

During summers and other school breaks, your child may qualify for additional PC hours. Submit a written request to your DDA case manager at least 6 weeks before the school break requesting an "Exception to Rule" (ETR) for a temporary increase in hours over the school break. In the request, you will have to explain how many PC hours the child needs.

What assumptions does the Children's Assessment Tool Formula make?

Hours for PC are based upon the support needed by a person who cannot complete personal care tasks by themselves. Hours are determined based upon the "unmet" extraordinary needs due to the disability of the child.

The parent is the primary care provider for the child, and is obligated to provide care for their child with disabilities, as they would for their typically developing child. Parents are considered fully responsible to provide or arrange provision for many activities/supports until the child turns 18. These activities/supports include transportation, housework, laundry, shopping, meal preparation, wood supply, finances, pet care, foot care needs, skin care needs, telephone use and medication management. These are considered "met" needs because parents must provide it to the child. After age 18., some of these activities may be considered "partially met", "unmet", or "met". When your child reaches 18, contact your DDA case manager to ask if they should schedule an interim assessment.

Other activities measure the difference between what is expected in typical development compared to the support needs of the child with a disability. For example, a parent is responsible for changing the diapers of a 1-2 year old child (i.e. the activity is "met"). However, because typically developing children age 15 do not need help changing diapers, if a 15 year old child needed help with that task, it would be considered "unmet" or "partially met". Please see the "Age guidelines for personal care" chart at the end of this document for more information. The younger the child, the more tasks that parents are expected to perform which reduces the amount of available paid hours.

The Personal Care algorithm assumes that parents will provide three quarters of the support required for Activities of Daily Living, including extraordianary needs of the child.

Are there any exceptions?

Extraordinary circumstances may be considered for an "Exception to Rule" (ETR). Examples of possible extraordinary circumstances are: an adolescent who needs a 2-person lift, a child who needs supervision or interventions because of significant behaviors that impact the parent's or provider's ability to assist with completion of personal care tasks, or the parent is caring for more than one individual with a disability in the family. To receive an ETR, families will need to demonstrate that the child's needs or the family's circumstances are extraordinary. Families may be asked to assist the case manager in filling out an "assistance available" form before the ETR can be submitted. ETR's will need to be re-submitted on an annual basis. ETR's are reviewed at the Regional level, and then sent to the Developmental Disabilities Administration central office in Lacey for evaluation by a committee. The case manager has the autority to apply for an ETR but may not always agree to request one.

How can I prepare for The Children's Assessment?

1. Have pertinent information on your child typed up or written down, with a paper copy available for the Case Manager. This will speed up the time of the assessment. Spend some time before the assessment thinking about the following points. You may want to talk with other family members, friends or care providers to make sure you have a complete ipcture before the Case Manger arrives.

- Name, address, phone number of child.
- Contacts: family members, friends, siblings, grandparents. Role they play in child's life, e.g. guardian, babysitter, etc.
- Name, address, phone of child's Personal Care provider*. (*If your child already receives PC services.)
- List of doctors. Name, address, phone number. Include primary Dr., specialists, and dentist.
- List of therapies. Name, address, phone number. List how often your child attends therapies.
- List of all medications. Name, dose, reason. Include vitamins and Over the Counter drugs. State if medication is a prescription and Dr. name.

- List all diagnoses, e.g. intellectual disability, autism, specific cardiac problems, seizure disorder. It is wise to schedule your child's yearly checkup just prior to the assessment. Ask the doctor to give you a copy of his latest chart notes. Some of the diagnoses such as "aphasia" need a written diagnosis from the physician.
- List cognitive & psychological issues, e.g., depression, impaired judgment, obsessive behavior.
- List doctor and dentist appointments in last year. Report emergency room and hospital visits for the last 6 months.
- Make a list of everything YOU have done for your child in the last 7 days. (Even list things like tying shoes, zipping jackets, advising them what to wear based on weather, applying lotion, clipping toenails, etc.) *Think of everything.*

2. If this is at least the second computerized assessment, review your last completed document and make any changes in your child's needs or additional diagnosis and give it to your case manager. This should speed up the process.

If your family has special circumstances, particularly around the abilities of one of the parental, caregivers such as health, mental health or other issues that may prevent them from participating in the care of the child, it is important to *share this information with your case manager.* These things will be kept confidential. If you do not share this information, the need will be always assumed to be "met".

TIP: If you document your child's information electronically (i.e. in Word), keep it handy on your computer so you can make necessary changes throughout the year, or just prior to your assessment. It will make it easiser the next time around!

Are there any other suggestions?

- Think about your child's disabilities before the assessment visit. When the Case Manager asks you to discuss what actually occurred during the look-back period, ask them to specifically explain what they mean by terms they use, for example, limited, extensive or total. The Case Manager can give you definitions of these terms. They need to know what level of help your child actually received during the look-back period (usually the last 7 days before the assessment visit).

- During the assessment process, you may feel that your answers do not clearly show the complexity of your child's needs. Take careful notes in these categories. If you feel that the final assessed hours do not accurately reflect the personal care needs for your child, you will then be able to refer to specific areas of concern by using your notes.

- If your child loses hours from a previous assessment, or the assessment does not reflect an accurate number of hours to accommodate your child's unmet need for personal care, it is important to review the assessment for accuracy. You may let them know that you are concerned that the assessment shows less of a need. Remember, Medicaid Personal Care hours will never be able to pay for all of your child's personal care needs.

Sit beside the Case Manager where you can see the computer screen. Carefully listen and think. It is a good idea to ask them to push F1 on the computer. At any time during the assessment, F1 can display an explanation.

What happens if I don't agree with the outcomes of the assessment?

If you do not agree with the assessment, discuss yoru concerns with your case manager, and their supervisor if needed. If you are unable to come to a resolution, your next step is to ask for a "fair hearing" or "administrative hearing". This is essentially an appeal of the assessment. If there is a reduction in hours from a previous assessment, you will be notified in writing. This notification document is called a "Planned Action Notice" (PAN). Read this document carefully. If you appeal within the right time frame, y ou will be able to keep your hours until a decision is made at the hearing. Keep in mind if you lose your appeal, you will have to pay back up to 60 days of the back payment.

TIP: As parents, we tend to think of our child's abilities. In this instance, STOP and THINK about your child's disabilities. This is a deficit-based evaluation like an Individualized Education Plan (IEP) in school.
TIP: Because of the way the computer codes the assessment, it is very important for you as the parent to think about EVERY LITTLE THING you have done in the last 7-30 days for your child and discuss it during the assessment. Little things, including: fastening any item of clothing, orthotics, shoes; whiping face; lending an arm or hand while standing; walking; tucking into bed; health, safety or personal care reminders, etc. Break down each task step-by-step and tell them in detail!

My child has Personal Care Hours! Now what?

Once your child's hours have been determined, you have hire a Personal Care Provider. There are two ways to hire a provider:

1. Through a Home Care Agency
2. By hiring an Individual Provider (IP)

A Home Care Agency is an organization that facilitates finding a caregiver for you or your loved one's individual personal care needs. DDA will send over the assessed personal care hours and the agency will work with you to create a schedule. Many families chose to work with an agency, so they do not need to go through the added burden of searching for a caregiver and hiring and firing processes. The downside is that you will not personally know the caregiver, which means it may take awhile for a relationship to form.

An Individual Provider (IP) is someone you hire to provide services. You can hire anyone you'd like, and they can become contracted after having a background check and required training. Most people have the best success finding someone from their personal networks (family, friends or neighbor). You can also have the person you hire sign up with a home care agency, if they prefer. An advantage to utilizing an IP over a Home Care Agency, is that you will know the person providing care to your loved one. Unfortunately, however, if the IP leaves or quits, the responsibility falls on the family to find someone new.

Ask your case manager for a list of homecare agencies and for information about contracting to become a personal care provider.

Can I be my child's Personal Care provider?

No. Parents cannot be the provider for children under the age of 18. Once the child turns 18, parents can become their child's Personal Care provider.

For questions or further resources, please contact The Arc of King County Information and Family Suport Team at 206-829-7053 or Ask@arcofkingcounty.org .

Prepared by The Arc of King County's Cathy Murahashi. Last updated 7/16/2019.

SPECIAL EDUCATION RESOURCES

The following resources can provide information and support as well as dispute resolution options regarding questions, concerns, and conflict with Special Education in K-12 Public Schools in King County.

Information and General Support

RESOURCE	DESCRIPTION
The Arc of King County **Information & Family Support Team** 206-829-7053 ask@arcofkingcounty.org	The Arc of King County can help families understand the special education process, parent and student rights, and basic strategies when working with schools. The Arc also offers occasional workshops on special education topics throughout the year as well as many opportunities for families to connect with and learn from one another. Occasionally and given enough notice, Parent to Parent staff may be able to identify a parent volunteer who can attend a school meeting in order to support a parent or family.
Washington State Governor's Office of the Education Ombuds (OEO) www.oeo.wa.gov 866-297-2597	Facilitates resolution of individual complaints regarding issues or concerns that impact any student in Washington's public school system. Provides public information, consultation, and referrals regarding Washington State public education system. Trains families, educators, and community-based professionals about the public education system, conflict resolution, and effective parent engagement.
Washington PAVE www.washingtonpave.org 800-572-7368	PAVE is a parent-driven organization that works with families using trained parent volunteers to problem-solve special education related problems and concerns. While their main office is located in Tacoma, they provide peer services statewide. PAVE specializes in support for military parents and provides support for IEP meetings upon request.
Office of the Superintendent of Public Instruction (OSPI) **Special Education Parent Liaison** http://www.k12.wa.us/SpecialEd/Families/Assistance.aspx 360-725-6075	The OSPI Special Education Parent Liaison is available as a resource to parents in non-legal special education matters to answer questions, provide information and referral, and assist parents to understand complaint processes and district procedures. The Special Education Parent Liaison does not advocate on behalf of any one party.
Washington Autism Alliance & Advocacy (WAAA) www.washingtonautismadvocacy.org 425-836-6513	Located in Redmond and specializing in Autism, WAAA offers support on special education issues including information, training, and possible legal consultation.
Open Doors for Multicultural Families www.multiculturalfamilies.org 253-216-4479 info@multiculturalfamilies.org	Located in south King County, Open Doors offers information, training, and support to families with loved ones with intellectual and developmental disabilities about special education for many languages and cultural groups. Open Doors also offers homeless prevention, early intervention, and other disability-related services.

Wrights Law www.wrightslaw.com	Extensive parent-friendly information about special education law and advocacy nation-wide. Resourceful newsletter available.
US Department of Education: IDEA website http://idea.ed.gov/	The federal government's website about the Individuals with Disabilities Education Act (IDEA) that dictates special education law. Has extensive information about each area addressed in IDEA.

Support for IEP Meetings

RESOURCE	DESCRIPTION
Sound Options Mediation www.somtg.com 1-800-692-2540	Provides IEP Meeting Facilitation. http://somtg.com/documents/IEPMeetingFacilitation.pdf
Washington State Governor's Office of the Education Ombuds (OEO) www.oeo.wa.gov 866-297-2597	OEO can serve as a neutral third party between families and public schools and may attend IEP meetings on occasion.
Washington PAVE www.washingtonpave.org 800-572-7368	PAVE utilizes trained parent volunteers to problem-solve with families around special education related problems and concerns. Parent volunteers may be available to support families for IEP meetings upon request.

Dispute Resolution Options

Washington State Governor's Office of the Education Ombuds (OEO)
www.oeo.wa.gov
866-297-2597

Facilitates resolution of individual complaints regarding issues or concerns that impact any student in Washington's public-school system. Services are free.

Sound Options Mediation
www.somtg.com
1-800-692-2540

Funded by OSPI to provide free mediation services to parents and schools by mutual agreement to collaboratively resolve special education conflicts. Here are some helpful downloads regarding mediation services in special education: http://somtg.com/downloads/

OSPI Citizen's Complaint
http://www.k12.wa.us/SpecialEd/DisputeResolution/CitizenComplaint.aspx

A citizen complaint is a written statement to OSPI alleging that a federal or state special education rule or law has been violated by a school district, another public agency serving special education students, an educational service district, or the state. OSPI can only investigate allegations that occurred within the **past calendar year** (from the date that OSPI received the complaint).

Special Education Due Process Hearings

http://www.k12.wa.us/SpecialEd/DisputeResolution/DueProcess.aspx

A due process hearing is a formal, legal proceeding conducted by an administrative law judge (ALJ). A written request for a due process hearing is made by a parent or district relating to issues about the identification, evaluation, educational placement, or provision of Free Appropriate Public Education to a student. Requests must be made within—and allege violations that occurred not more than—**two years** before the date you knew or should have known about the allegation.

OSPI maintains a list of free and low cost legal assistance for Special Education Due Process Hearings. See link on this page for current list: http://www.k12.wa.us/SpecialEd/DisputeResolution/default.aspx

Office of Civil Rights Complaint (OCR)

http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

OCR enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the Department of Education (ED).

Anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability or age, or who believes that a public elementary or secondary school, or state or local education agency has violated the *Boy Scouts of America Equal Access Act*, may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

A complaint must be filed within **180 calendar days** of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause shown under certain circumstances. You can initiate a complaint by a phone call.
Phone: 206-607-1600

Home School Resources

Any student, regardless of disability, has an option to homeschool. Some school districts have home school support programs, but not all. Contact your school district to learn about the rules and regulations for homeschooling, as well as support programs they may offer.

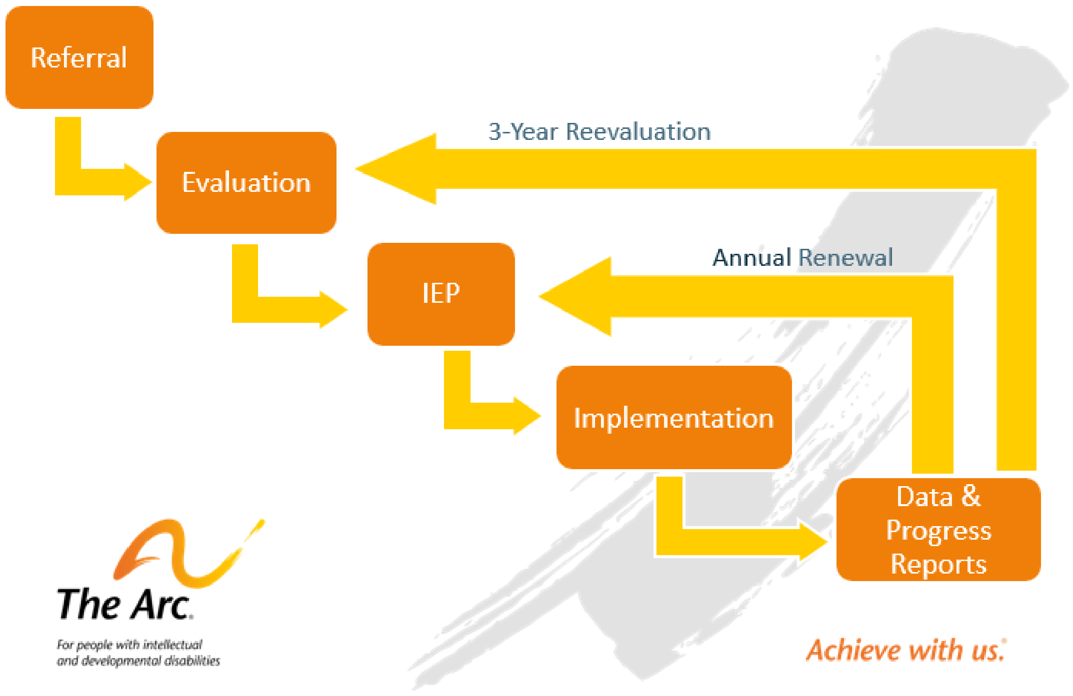
Students with an IEP can access certain IEP services through the school, even when they choose to home school. For example, if the student is eligible for Occupational Therapy through their IEP, they can continue to get that therapy from school while homeschooling. The family must negotiate this with their IEP team.

For more information and resources: http://washhomeschool.org/special-needs/

High School Graduation Requirements in Washington State

- The student meets all requirements for high school graduation including earning all required credits, passing mandatory state assessments, etc. as described in the IEP. Depending on the accommodations and modifications identified in the IEP, but the student will receive the same diploma as their peers.
- Here are the general high school graduation requirements in Washington State:
    - Must earn certain course requirements (24 credit framework)
    - Determine readiness by:
        - Must have a plan for high school and post-high school
        - Must pass the WA State Smarter Balance assessments in math and English language arts (ELA)
        - Must AP or IB Cambridge “college level” course assessments in both math and ELA
        - Must earn college credits in both math and ELA
        - Must earn certain cut score on SAT or ACT
        - Must complete a career and technical education sequence of courses
        - Must earn cut score on military exam ASVAB
        - Must complete transition course in ELA and/or math, not college level, but to help prepare you for entry college level work
        - Must earn a combination of math or ELA options
    - For special education students, IEP team decides when requirements are met.

The IEP Process



When your are concerned about your child's IEP or their success in school it is helpful to identify the part of the IEP process in which the breakdown occurred:

Evaluation **IEP** **Implementation**

Evaluation

ASK YOURSELF:
Did the current evaluation include the area of concern? Is the student eligible for special education services in that area? What is missing?

IEP

ASK YOURSELF:
Are the Present Levels of Performance accurate? Is the annual measurable goal appropriate? What accommodations or modifications are in place? Are there enough service "minutes" ? Is the "placement" appropriate?

Implementation

ASK YOURSELF:
Is the school implementing ALL of the IEP? Do the daily strategies need to be changed? Does the teacher need support? Is the data showing progress?

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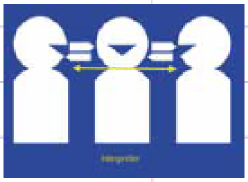
PREPARING FOR SCHOOL MEETINGS

1. Determine type of meeting and its purpose.

Examples of Meeting Types:
Reevaluation determination, IEP renewal, Parent-Teacher Conference, Student-Led Conference, etc.



2. Ask for interpreter (if needed) and/or a pre-meeting with relevant school personnel to prepare.

3. Find out who is attending the meeting and their role.

If all relevant people are not able to attend the meeting, you can excuse them or ask to reschedule. Don't feel bad if you want to reschedule.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0110-1205-2803-2151

4. Find someone to go with you such as a family member, friend, or advocate. This person DOES NOT need to be an expert in special education.

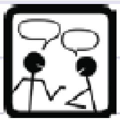
Discuss what support you need at the meeting; agree on a game-plan. Support might include taking notes, asking questions, being another set of eyes/ears, or just being present.

Tell the school that s/he will be joining you.

5. Get a draft of all documentation ahead of time.

(e.g. evaluation, IEP, etc.)
Read everything and make a list of questions or concerns.

6. Identify the top 3-5 topics, questions, or concerns you want to discuss at the meeting. Remember, all questions are good questions!



Think of possible solutions to your concerns.

Discuss with the friend/family member going to the meeting with you.

7. Send your topics (and possible solutions) to the school a few days before the meeting.

Ask them to include your list in the agenda

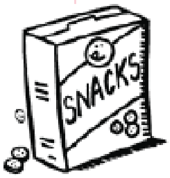
Request the agenda be shared with you before the meeting.

8. Organize all your school documents in a binder or other filing device that is easy to carry.

Bring it to the meeting.

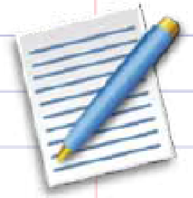
9. If possible, visit the school ahead of time, to see your child in the school environment. Children often behave differently at school compared to home.

BRING TO SCHOOL MEETINGS



1. Bring a snack to share; food often relaxes people.

2. Bring a picture or info sheet about your child; remind the team your child is a human being.



3. Bring a pen and notebook.

4. Bring all your notes, questions, drafts, binder or organizer with old documents.

5. Bring a friend, family member, or advocate. This person does not have to be an expert in special education.

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DURING SCHOOL MEETINGS

REMEMBER
- You are an EQUAL member of the team
- You know your child the best

1. Identify a note taker

Make sure this person sends a summary of the meeting to all members afterwards.

2. Don't excuse team members from meeting until you get the information you need from them.

3. Focus on one speaker

Don't allow side conversations

4. ASK QUESTIONS! All questions are good questions.

Remember: School staff think about this stuff all day, it's easy to forget that families do not.

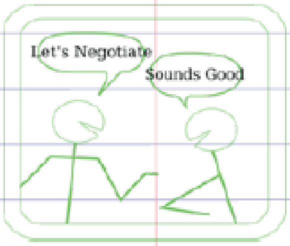
5. Ask for examples. Especially when you don't understand something.

Examples could include work samples and data.

6. Make sure your questions are answered.

*See seperate sheet "*Strategies to Help Get Your Questions Answered*"

7. Keep an open mind and be kind; try not to become defensive or make assumptions.



8. Negotiate

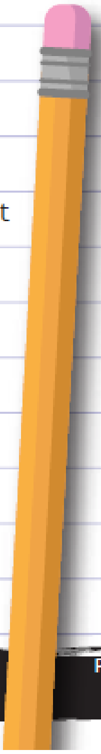
"No" doesn't have to be the final answer.

9. Be clear about the next steps the timeline for follow up.

Remember, decisions are made as a TEAM, not just parents and not just school.

IDENTIFY WHO WILL DO WHAT AND WHEN

10. Say "Thank You"



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AFTER SCHOOL MEETINGS

1. Send an email or letter that includes:

"Thank You"

Summary of the conversation including decisions, difference of opinion, and next steps.

Save a copy for your records.

2. Implement the next steps and timeline agreed upon; remind individuals or team as needed.

3. Continue regular activities that build positive relationships with the school.

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Strategies to Help Get Your Questions Answered

1. UNDERSTAND the discussion

Professionals are used to talking in complex terms and often forget families don't know all the terminology and acronyms. Whenever you are uncertain about ANYTHING it is okay to say:

"Can you explain what you mean when you say _______?"

OR

"Wait, I didn't quite understand that;
let's talk more about this before we move on."

2. Understand WHY

Make sure you understand the reason you were given a specific answer. For example, you may have been told "no" because you were ineligible for a program.

"Can you explain why this is your answer?"

3. CLARIFY contradictions

When you are told something that doesn't make sense to you or it contradicts the information you have:

"Oh, that's different than what I've heard before, can you explain more about what you mean?"

OR

Repeat back what you think you were just told,
"Just to make sure I understand correctly, are you telling me that….."
When they give an answer: **"Ok, let me write that down so I don't forget."**

OR

"Can you show me where this rule is written so I can make sure I understand?"

IF NEEDED:

Discuss your situation with an advocacy organization.

4. EXPECT an answer

When the profession says "I will have to look into it", "I don't know", or is unable to answer your request

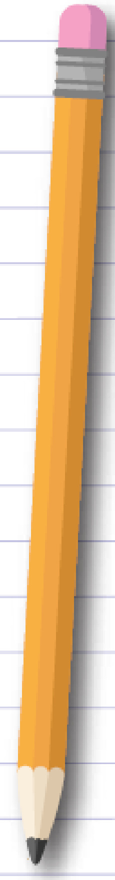
"When should I expect to hear from you?"

Then: Write down the information you are waiting for, person responsible to get back to you, and the date you expect to hear from them. If you do not get a response, ask again (in writing).

OR

"If you can't help/answer my question, who can?"

5. DON'T TAKE "NO" for an answer



If you've asked for the same thing three times and still get "No" or no answer without a reasonable explanation of why:

Talk to the next person in charge such as the supervisor or program director.

OR

"If I can't get _______, is there something else that might help us?

OR

"If I can't get _______ here, WHERE can I get it?"

STILL NO SOLUTION, THEN:

Discuss your situation with an advocacy organization.

6. Get ALL THE INFORMATION

It's always good to ask:

"Is there anything else I should know?"

7. DOCUMENT - Get it in writing

When a decision is made to add or change a service:

"Can you please email (or mail) me the details so I don't forget?"

8. FOLLOW UP

At the end of every meeting ask:

"Who should I talk to if I have any questions?"

Make sure to write down their name and contact information.

Special Education

Ten Tips for Advocating for Your Child

Rachel Nemhauser
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(206) 829-7046

Today we will cover (as time allows):

- The legal basics
- Important definitions
- Modifications Vs. Accommodations
- Evaluations and the IEP Process
- Data, goal writing and PLPs
- Inclusion and placement decisions
- Challenging behaviors
- High School transition
- Options for conflict resolutions
- Working with the IEP team
- Time for questions

1) Understand the legal basics.

Section 504

- Part of the Rehabilitation Act of 1973, which is American legislation that guarantees certain rights to people with disabilities
- Prohibits discrimination based upon disability
- Anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Individuals with Disabilities Education Act (IDEA)

- Originally enacted by Congress in 1990 to ensure that children with disabilities receive a **Free Appropriate Public Education**, just like other children.
- Has been updated many times, and as recently as 2014
- Ensures special education and related services to all eligible children

⚠ Your child has a right to be at school and is entitled to make substantial progress while there. Challenging and aggressive behavior, complex medical needs, or unique learning requirements do not diminish those rights in any way.

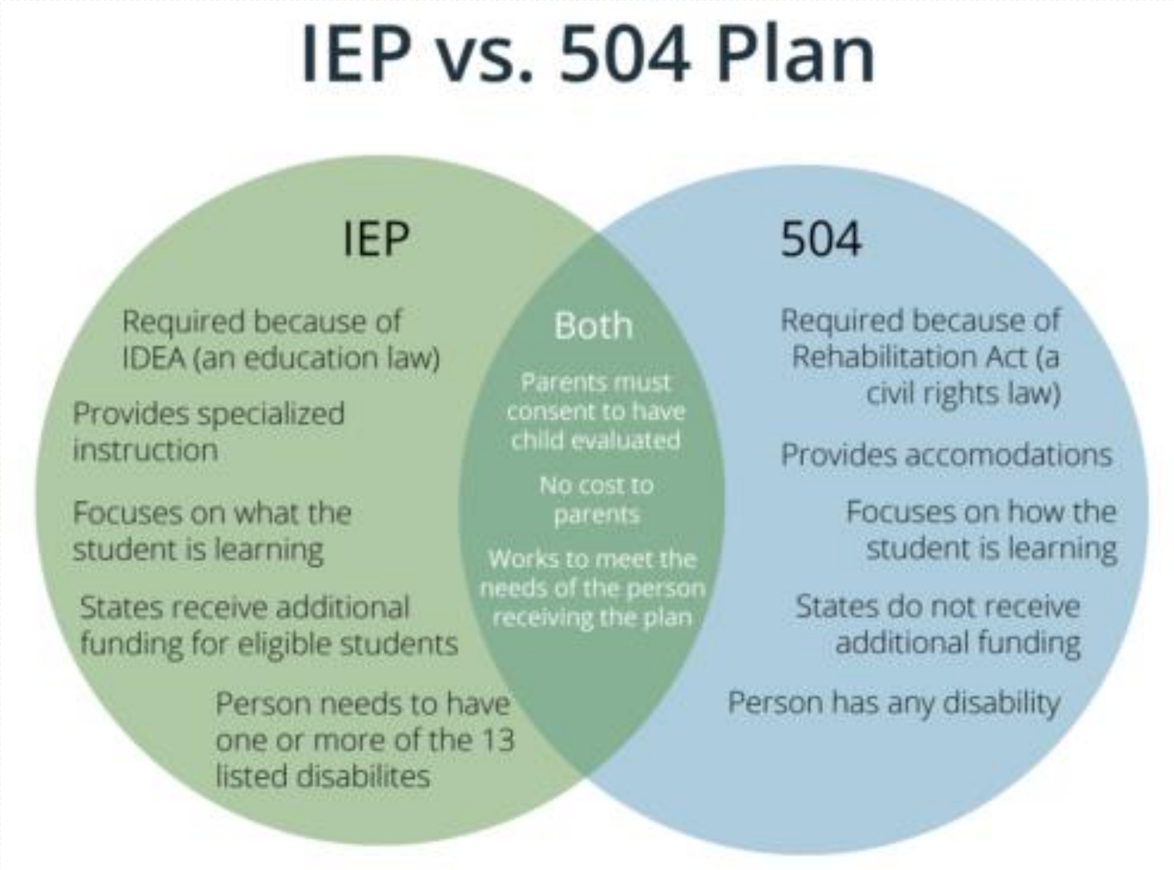
2) Know the important definitions.

- **Special Education:** Specially designed instruction (SDI) to meet the unique needs of a child with a disability who qualifies through assessment for special services. The services are provided at no cost to the family and can be provided in many different settings.

- **Adverse Educational Impact:** describes the **effects** of the disability on the student's involvement and progress in the general curriculum. Must be demonstrated for a student to qualify for special education

- **Individual Education Plan (IEP):** A legal document that describes the education services that a student who is qualified for special education will receive. Specific to each student and tailored to his/her individual needs. Will include present levels of performance, goals in all qualified areas, a service matrix, and any accommodations the student needs to access their learning.

- **504 Plan:** For a student who doesn't qualify for special education but still requires reasonable accommodations to access learning. For a student who has an IEP, accommodations are included within that document. A 504 plan will not include goals or a service matrix.



3) Be clear on the differences between accommodations and modifications.

Accommodations change HOW the student learns or shares their knowledge

Examples

- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- Dictate answers to scribe who writes/types
- Capture responses on an audio recorder
- Take a test in a small group setting
- Take more time to complete a project
- Use an alarm to help with time management

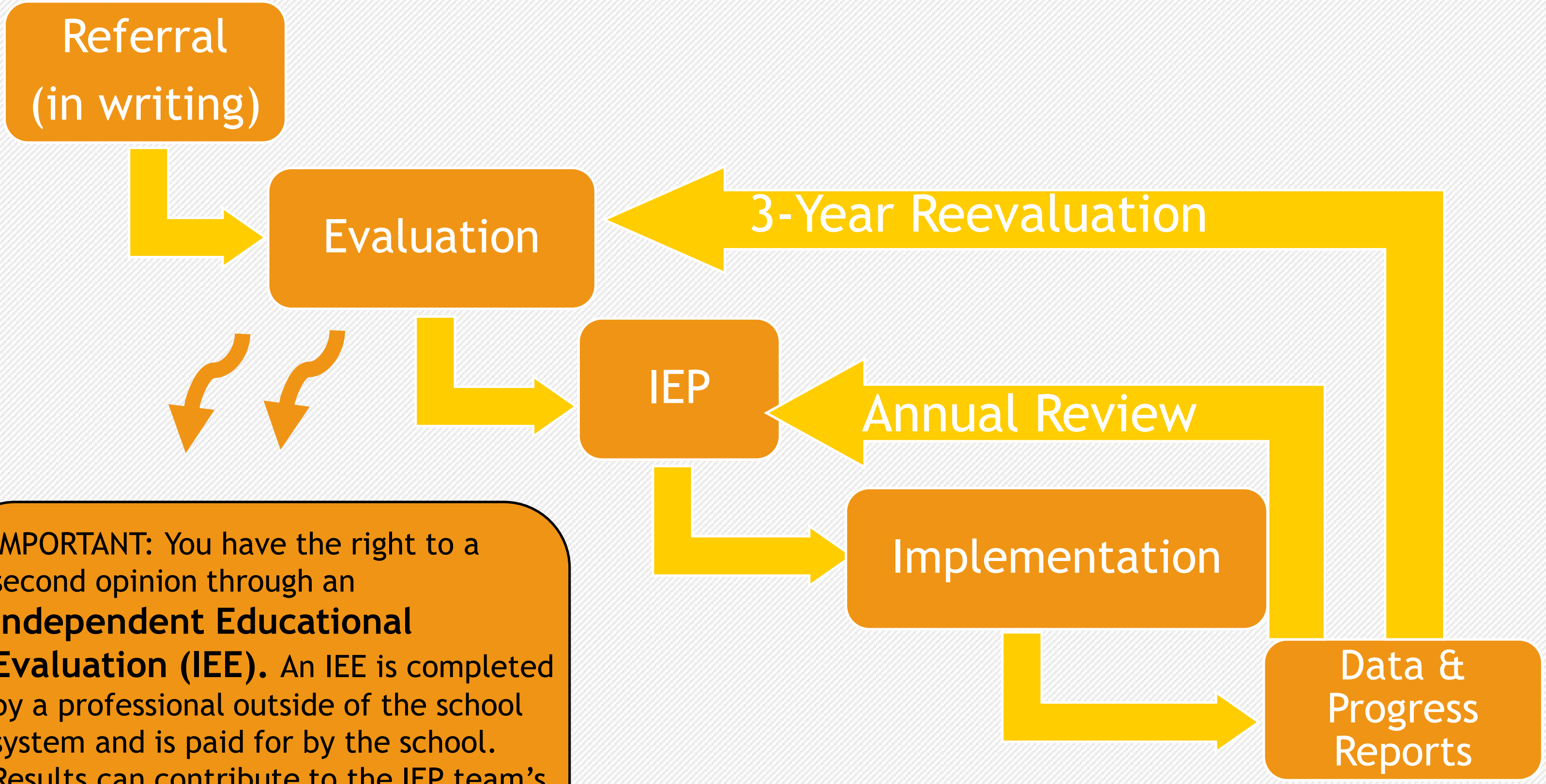
Modifications change WHAT is being taught or learned.

Examples

- Complete fewer homework problems
- Write shorter papers
- Answer fewer/different test questions
- Create alternate projects or assignments
- Learn different material
- Get graded or assessed using a different standard than other students
- Be excused from some projects

**Note that modifications may take a student off the standard graduation track. It is important to discuss with the IEP team how adding modifications may change the type of diploma your student receives.

3) Understand evaluations and the IEP process.



Referral

(in writing)

Evaluation

3-Year Reevaluation

IEP

Annual Review

Implementation

Data & Progress Reports

IMPORTANT: You have the right to a second opinion through an **Independent Educational Evaluation (IEE).** An IEE is completed by a professional outside of the school system and is paid for by the school. Results can contribute to the IEP team's dicision but the team is not required to follow its recommendations.

Evaluations….

…are usually completed by School Psychologist with input from others, including parents, teachers (general and special-education) and OT, PT, SLP therapists

…must show "adverse educational impact" in order to be eligible for special education and related services.

…determine "eligibility" category and services. You must be eligible in an area to have IEP goals in that area.

…may be done a maximum of once per year and a minimum of once every three years. Parents can request a re-evaluation at any time if they are seeking new and updated information about their student.

5) Learn to speak the language of data.

- Assessment data should be used to assist the IEP team in problem solving, goal setting and creating Specially Designed Instruction.
- Any changes in the IEP should be informed with the use of data.
- Parents should expect to receive **quarterly progress reports** throughout the year that provide data and report progress on all goals included in the IEP.
- All goals included in the IEP should be SMART goals, so that progress can be easily and accurately measured and tracked. SMART goals are Specific, Measurable, Attainable, Realistic and Time-bound.
- Data on current goals should be collected frequently and be available to parents upon request. The IEP can include frequency of data collection if needed.

Present Levels of Performance

All IEPs and IEP meetings should begin by examining your student's Present Levels of Performance. It is based on all the information and assessment data previously collected via the evaluation process. It should include:

- the child's strengths and weaknesses
- what helps the child learn
- what limits or interferes with the child's learning
- objective data from current evaluations of the child
- how the child's disability affects his or her ability to be involved and progress in the general curriculum

Knowing a student's PLP is *critical* to creating relevant goals and effective accommodations.

6) Know how and when to discuss placement.

Inclusive education is a legally supported, evidence-based best practice that shows improved outcomes for ALL students.

- Self-contained programs are required by law to be available as a “continuum of care” in each district and are meant to be used when general education has been unsuccessful.
- IDEA requires students to be placed in the least restrictive environment (LRE), and to the maximum extent appropriate, school districts must educate students with I/DD in the regular classroom with typical peers, unless the IEP requires another arrangement.
- Educational needs drive IEP goals and IEP goals drive placement.

Five ways NOT to determine placement:

1. Prior to the IEP team agreeing on an appropriate IEP.
2. By diagnosis, labels or IEP category.
3. By academic performance, “severity” of disability, or level of support needed .
4. Lack of resources, administrative ease or difficulty in scheduling.
5. “We’ve always done it this way”.

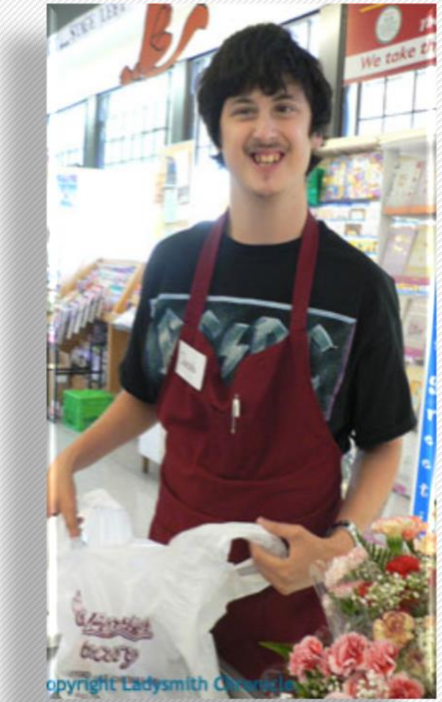
7) Be a behavior detective.

- **Behavior is communication**. Consider a Functional Behavior Assessment (FBA) to learn more about the behaviors interfering with your student's learning.
- Once an FBA has been completed, a Behavior Intervention Plan (BIP) or Positive Behavior Support Plan (BPSP) may be created, and behavior goals may be added to the IEP. The BIP/BPSP should describe systematic strategies to address undesirable behaviors and promote desired behaviors, as well as agreed upon responses to undesired behaviors.
- Students with disabilities are not allowed to be suspended because of behavior that is a result of their disability. Closely track how often your child is being sent home early or suspended and contact the IEP team with any concerns.

⚠ Remember, schools are required to teach our children, regardless of challenging behaviors, and to keep all children safe while doing so. Being sent home or forced to learn in isolation due to challenging behaviors is not acceptable. If this happens, an IEP meeting and a revision/creation of a behavior plan may be in order.

8) Start thinking about Transition EARLY.

"A truly successful transition process is the result of comprehensive team planning that is driven by the dreams, desires and abilities of youth. A transition plan provides the basic structure for preparing an individual to live, work and play in the community, as fully and independently as possible." - PACER Center Inc. (2001)



- The IEP must address transition services requirements beginning when the child turns 16, or younger if determined appropriate by the IEP Team, and must be updated annually thereafter.
- The IEP must include

    (1) appropriate measurable postsecondary goals related to training, education, employment, and, where appropriate, independent living skills

    (2) the transition services (including courses of study) needed to assist the student in reaching those goals.
- Transition is a good time to consider Person Centered Planning to center your student's strengths and goals in the decision making. **Make sure goals align with High School and Beyond plans.**

9) Know your options for conflict resolution.

- **Request Facilitation**: Facilitation is a voluntary process for parents and districts to meet to discuss their concerns with the help of a trained, neutral facilitator. There is no cost for the facilitation services.
- **Request Mediation:** Mediation is a voluntary process for parents and districts to meet to discuss their concerns with the help of a trained, neutral mediator (Sound Options). There is no cost to the parties. Neither party is required to participate in mediation.
- **File a Citizen Complaint:** Any citizen can file a complaint if something ON the IEP is not provided. OSPI can investigate allegations that occurred within the past year.
- **Request a Due Process Hearing**: If you need something in the IEP that the school is refusing to include. In a hearing, parents and districts appear before an independent administrative law judge. The parties present information and documents about the issues so the judge can reach a decision.
- **File an Office of Civil Rights (OCR) Complaint** – A formal, free complaint regarding discrimination including repeated patterns of exclusion for reasons related to disability (exclusion from field trips, disciplinary exclusion due to disability, repeated late bus arrival/pickup, exclusion from extracurricular activities and clubs, etc).

School Communication Requirements

The school team has **25 days** to decide whether to evaluate after a referral is made.

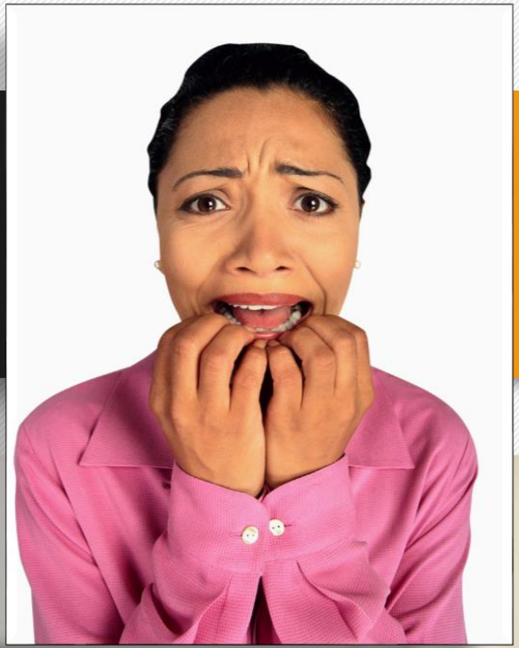
They have **35 days** to complete the evaluation after parents provide written consent.

They have **30 days** after eligibility is determined for an IEP meeting to be held.

Notice of Refusal - explains what the district believes the parent is asking for and why the district is refusing to provide it

Prior Written Notice - Ensures that any service being proposed for reduction or elimination, or any change to the IEP program, occurs with sufficient parent notification so that parents can challenge the decision and/or exercise “stay put” which ensures the student can receive existing services while the dispute is being worked out.

10) Be thoughtful when working with the IEP team.



Discussion

- Balancing relationships vs. advocacy
- Communication style
- Can we be friends?
- *Should* we be friends?
- Fathers Unique Concerns

Additional Resources

- **Wrights Law** (www.wrightslaw.com) Extensive parent-friendly information about special education law and advocacy nation-wide.
- **US Department of Education IDEA website** (http://idea.ed.gov/) The federal government's website about the IDEA Act that dictates special ed law. Has extensive information about each area addressed in IDEA.
- **Office of the Superintendent of Public Instruction (OSPI) Special Ed Parent Liaison** (http://www.k12.wa.us/specialed/families/assistance.aspx) Available as a resource to parents in non-legal special education matters to answer questions, provide info/referral, and assist parents to understand the complaint process. Does not advocate on behalf on any one party.
- **WA State Governor's Office of the Education Ombuds (OEO)** (www.oeo.wa.gov) OEO can serve as a neutral third party between families in public schools and may attend IEP meetings on occasion
- **Arc of King County IEP Parent Partner Program (www.arcofkingcounty.org),** provides phone consultation, and can occasionally connect trained and experienced IEP Parent Partners with parents and guardians needing support to navigate the special education system

Contact Information

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Additional materials and support provided by Stacy Dym, Robin Tatsuda, Brit Exworthy, Jennifer Weichert and Taina Karru-Olsen.

DDA Home and Community Based Waivers

The Developmental Disabilities Administration (DDA) offers services under five Medicaid-funded waivers – *Individual and Family Services (IFS), Basic Plus, Children's Intensive In-home Behavioral Support (CIIBS), Core,* and *Community Protection* - each with services to meet needs of participants. Individuals may request to be enrolled on a waiver or to be enrolled on a different waiver at any time. Waiver enrollment is limited to funding and capacity.

Individual and Family Services (IFS): This waiver supports individuals living with a family member in the community. The intent of the IFS waiver is to partner with families and provide a choice of services to meet the individual's needs. Individuals are eligible if they live with family and are 3 years or older and meet eligibility criteria.

Service Levels	Yearly Limit
• $1,200 per year • $1,800 per year • $2,400 per year • $3,600 per year	May not exceed the maximum service level amount determined in the assessment.

Services Available in the IFS Waiver	Yearly Limit
Aggregate Services: • Community Engagement • Respite • Environmental Adaptations • Vehicle Modifications • Peer Mentoring • Assistive Technology • Person Centered Planning Facilitation • Supported Parenting • Wellness Education • Transportation (to waiver services) • Therapeutic Equipment and Supplies • Therapies* • Specialized Medical Equipment* • Specialized Clothing* • Positive Behavior Support and Consultation* • Staff/Family Consultation & Training+ • Skilled Nursing*	**These services must be first accessed through Medicaid Apple Health.* *+ If the person is under age 21 this service is available through Medicaid Apple Health if you use an ABA provider. For those over 21 it is accessed through DDA.*
Behavioral Health Stabilization Services: • Positive Behavior Support and Consultation* • Specialized Psychiatric Services* • Risk Assessment	Limits determined by DDA **These services must be accessed first through Medicaid Apple Health. They are not counted toward the IFS funding allocation, but the IFS allocation must be exhausted first.*

Basic Plus: This waiver supports individuals who require services to meet their needs in the community. The Basic Plus waiver offers a variety of services when they are not available through any other resources (private insurance, Medicaid Apple Health, school, etc.).

Basic Plus Waiver Services	Yearly Limit
Aggregate Services: • Community Guide • Environmental Adaptions • Wellness Education • Transportation (to waiver services) • Chemical Extermination of Bed Bugs (not in family home) • Staff/Family Consultation and Training+ • Positive Behavior Support and Consultation* • Therapies* • Specialized medical equipment and supplies* • Skilled Nursing* • Specialized psychiatric services*	$6,192 per year of any combination of services with prior authorization. **These services must first be accessed through Medicaid Apple Health.* *+ If the person is under age 21 this service is available through Medicaid Apple Health if you use an ABA provider. For those over 21 it is accessed through DDA.*
Employment/Day Program Services: • Supported Employment • Individual technical assistance • Community Inclusion • Prevocational Services (no new enrollment)	Limits determined by the DDA assessment
Respite Care	Limits determined by the DDA assessment
Behavioral Health Stabilization Services: • Positive Behavior Support and Consultation+ • Specialized Psychiatric Services* • Crisis Diversion Bed Services • Risk Assessment	Limits determined by DDA **These services must first be accessed through Medicaid Apple Health and after aggregate services have been exhausted.*
Emergency Assistance	$6,000 per year (pre-authorization required)

Children's Intensive In-Home Behavior Support: This waiver supports youth at risk of out-of-home placement due to challenging behaviors. The CIIBS model involves wraparound planning and family-centered positive behavior support. The CIIBS waiver serves children aged *8 to 20.* The success of the CIIBS waiver relies on the shared responsibility of the individual's parent and offers services to effectively support the youth to prevent out-of-home placement.

CIIBS Waiver Services	Yearly Limit
Services include: • Assistive Technology • Specialized Clothing • Therapeutic Equipment and Supplies • Vehicle Modification • All the Aggregate Services in the Basic Plus waiver*, except for Community Guide and Chemical Extermination of Bed Bugs.	Total average cost of service, including personal care and respite, is $4,000 per month per client. **Some service definitions differ in this waiver*.
Respite Care	Limits determined by the DDA assessment; service costs included in the $4000/month average
Risk Assessment	Limits are determined by DDA

Core: This waiver offers residential options to support individuals who are at immediate risk of out-of-home placement. Individuals have an identified health and welfare need for residential services that cannot be met by the Individual and Family Services, CIIBS or Basic Plus Waivers.

Core Waiver Services	Yearly Limit
Residential habilitation services, (through Supported Living, State Operated Living Alternative, Companion Home, a Group training home or Group home), Community Transition and all of the Basic Plus services except: **Emergency Assistance**	Limited to the average cost of an Intermediate Care Facility/Intellectual Disability for any combination of services. Respite limits are determined by the DDA Assessment. Limits for Behavioral Health Stabilization Services are determined by DDA.

Community Protection: This waiver offers residential supports for individuals who meet the DDA criteria for the "Community Protection Program." Individuals have been assessed to require 24-hour, on-site staff supervision to ensure the safety of others.

Community Protection Waiver Services	Yearly Limit
All Core waiver services except: • Respite • Community Guide • Community Inclusion	Limited to the average cost of an Intermediate Care Facility/Intellectual Disability for any combination of services. Residential services are offered only by certified Community Protection Residential Service providers.

Suggestions Lonnie Keesee, DDA 2-21-18
Updated by Cathy Murahashi on 2/27/2018