

Developmental Programs Intake

Bucks County Dept. of Mental Health/Developmental Programs

December 10, 2018

Disclaimer

- The following information has been compiled for use at the December 10, 2018 Multi-Systems Training. The information contained herein has been tailored specifically for this stated use.

Office of Developmental Programs (ODP)

- The mission of the ODP is to support Pennsylvanians with developmental disabilities to achieve greater:
 - Independence
 - Choice
 - Opportunity for a meaningful, fulfilling life

Changing Philosophy

- Recognition of the shortcomings of paid supports
- Shift away from addressing deficits to building capacities
 - Community based support networks
 - Meaningful outcome-focused planning
 - Non-traditional models of service and support
- Supporting the needs of families
 - Families as the “providers” of the future
- Meaningful participation in community life
- LifeCourse Framework

Changing Philosophy

- The traditional focus of Supports Coordinators:
 - Locating, coordinating, and monitoring **paid** supports
- Increasingly, the role is becoming:
 - Assisting individuals and families
 - Building relationships
 - Networks of support that
 - Healthy families successfully engage in community life
- Families should register as early as possible.

Changing Philosophy

- Meaningful planning and engagement over time
 - Individual level
 - Systems level
- Change in philosophy a work in progress
- Entry into support system still largely governed by eligibility criteria

Changing Philosophy

- Bucks County's intake process has been modified
- More heavily focused on incorporating LifeCourse principals
 - LifeCourse Trajectory
 - Exploring Life Possibilities
 - Three buckets of support

Qualifying Diagnoses/Available Funding

- Intellectual Disability
 - Base-funding (State only funding)
 - TSM (Case Management)
 - HCBS Medical Assistance Waiver
- Autism
 - TSM (Case Management)
 - HCBS Medical Assistance Waiver

Educational Classification vs. Program Eligibility

- Program Eligibility vs. Educational Classification
- Educational Classification
 - Entitlements based on condition
 - Impact upon education
- Program Eligibility
 - Standard for program participation
 - Not an entitlement
 - Qualifying program diagnosis
 - Degree of impairment
 - Available resources
- Difference can confuse and frustrate parents

Eligibility Criteria

- Intellectual Disability (ID)
- Significant impairments in intellectual functioning
 - Examples: WISC-V; WAIS-IV, CTONI, SB-V
 - 2 SD below the mean (i.e. FSIQ=70 or below)
- Two or more areas of significant impairment in adaptive functioning
 - Vineland or ABAS-II/ABAS-III
 - 2 SD or greater below the mean (i.e. GAC or ABC of 70 or below)
- Valid assessment results
- Diagnosis of Intellectual Disability
- Onset during developmental period (< to age of 22)

Eligibility Criteria

- Autism Spectrum Disorder (ASD)
- Diagnosis of Autism Spectrum Disorder
 - Informed by diagnostic assessment, or
 - Clinical evaluation references DSM-V diagnostic criteria
- Three of more areas of significant impairment in adaptive functioning
 - Vineland or ABAS-II/ABAS-III
 - 2 SD or greater below the mean (i.e. GAC or ABC of 70 or below)
- Valid assessment results
- Onset during developmental period (< to age of 22)

Word of Caution

- Eligibility cannot be reduced to simple numbers.
- Test results must be evaluated in the light of the entire record

Transition Related Collaboration/Considerations

- Need to understand eligibility criteria for the ID/A system
- Supports Coordinators participation in IEP meetings is essential
- Aligning IEPs post-secondary goals with post-graduation supports
- Can't overemphasize need to develop:
 - Independent living skills
 - Vocational related soft skills
 - Safety/alone time skills
- 24/7 supervision is exception in ID/A support system

Contact Info

- Please feel free to contact me, in the event that have a concern related to a student's DP intake process:

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