



MD Community of Practice for Supporting Families Webinar Series

Webinar # 33 – August 17, 2022

Transition

Hosted by the Developmental Disabilities Administration

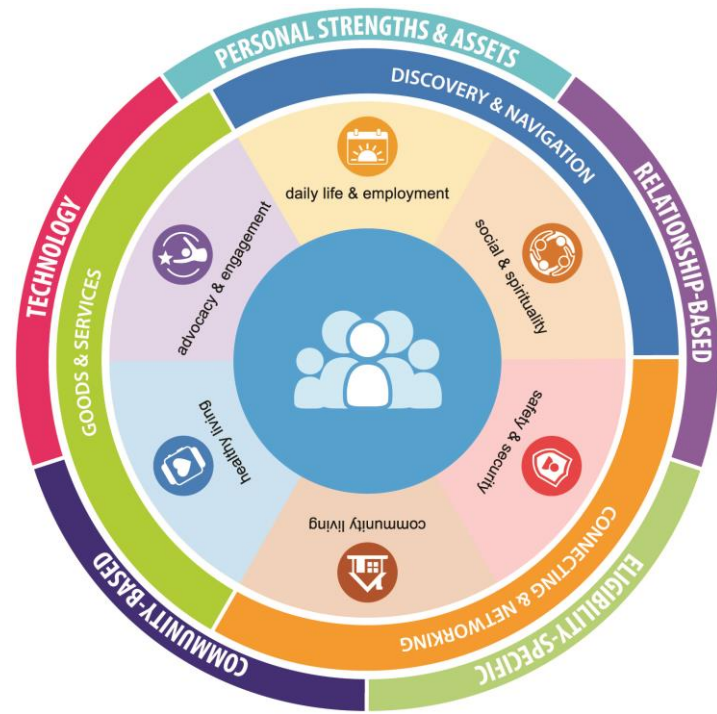


Facilitated by Mary Anne Kane-Breschi

Director of Family Supports

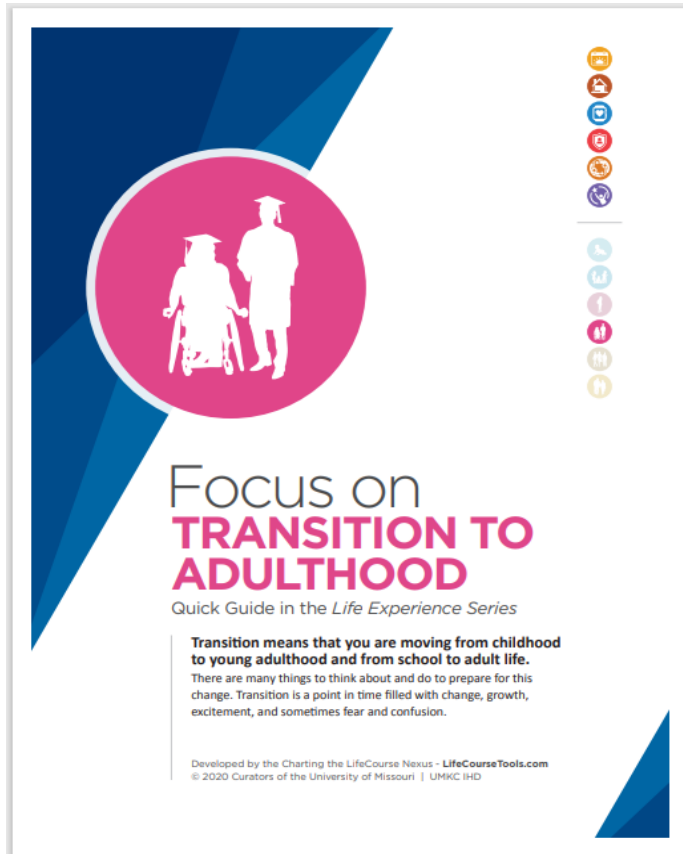


CHARTING the LifeCourse



<https://www.lifecoursetools.com/>

Transition Booklet & Exploring Life Possibilities



EXPLORING LIFE POSSIBILITIES | DEVELOPMENTAL DISABILITY SPECIFIC

There are many possibilities for people to create the life that reflects their own interests, strengths and preferences. This tool gives examples of different options and supports for a person with a disability. The top row is organized by Life Domains, the middle row highlights Current and New Possibilities happening around the country and the bottom row lists Traditional Possibilities that have existed for many years or might not be offered anymore. This resource is designed to help you learn about existing possibilities or create new ones as you navigate and plan your good life.

	Daily Life & Employment	Community Living	Healthy Living	Safety & Security	Social & Spirituality	Advocacy & Engagement	Supports to Families	Integrated Supports
Innovative Life Options	New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven't been thought of yet or tried.							
	<ul style="list-style-type: none"> • Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Job coaches • Volunteering • Inclusive college programs • Online classes or training 	<ul style="list-style-type: none"> • Co-ops • Adapted living space • Environmental technology • Shared living/ host family • Companion living • Public transportation • Home ownership • Independent Living Center 	<ul style="list-style-type: none"> • Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implements therapy • Tele-Medicine • Personal fitness devices or apps 	<ul style="list-style-type: none"> • Supported decision making • Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal contract/agency agreement • Personal safety devices • Remote monitoring • Special Needs Trust • Abuse/neglect hotlines 	<ul style="list-style-type: none"> • Friendships • Dating/ relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Line passes • Social groups • Video chat or calls 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Self-Determination • Visiting your legislator • Self-Advocacy groups • Advocacy training • Legislative advocacy events 	<ul style="list-style-type: none"> • Social Media • Technology • Blogs • Family & friends • Parent-to-parent/Peer Support • Face-to-face support groups • Online Support Groups • Sib-shops • Sibling networks 	<ul style="list-style-type: none"> • Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/ Doorbell or home security camera • Able Accounts
Traditional Life Options	<ul style="list-style-type: none"> • Sheltered workshops • Day habilitation • Work Crews or Enclaves 	<ul style="list-style-type: none"> • Institutions • Intermediate Care Facility (ICF) • Group Homes • Independent Supported Living (ISL) 	<ul style="list-style-type: none"> • Center-based therapies (PT,OT, Speech, etc) • Specialized or institutional medical care 	<ul style="list-style-type: none"> • Full or limited-guardianship • 24 hour paid staff and supervision 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities 	<ul style="list-style-type: none"> • Paid advocate or having someone else advocate on your behalf 	<ul style="list-style-type: none"> • Institution or center based support group • Intensive all-day parent training • Disability specific groups 	<ul style="list-style-type: none"> • Systems supports only • Provider and agency staff

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<https://www.lifecoursetools.com/lifecourse-library/exploring-the-life-stages/>



Person Centered Planning Portfolio

INTEGRATED SUPPORTS STAR

Personal Strengths & Assets

Technology

Relationships

Community Based

Eligibility Specific

www.LIFECOURSETOOLS.com

LIFECOURSE PORTFOLIO | PLANNING

NAME: _____ DATE: _____

WHAT PEOPLE LIKE AND ADMIRE ABOUT ME:

WHAT'S IMPORTANT TO ME:

HOW TO BEST SUPPORT ME:

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LIFE TRAJECTORY | PLANNING

Past Life Experiences
List good life experiences and events that have supported your vision for a good life

Moving Forward
List current or future life experiences or goals that will continue to support your good life vision

Vision for What I Want
List what you want your "GOOD LIFE" to look like

What I Don't Want
List the things you don't want or what is NOT a "good life"

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<https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>



Special Guests

Janet Furman, Director of Children's Services
Developmental Disability Administration

Danny Sabo, Eligibility Coordinator
Developmental Disability Administration
Eastern Shore Regional Office

Kiarra' M. Bragg, MSW, Transitioning Youth Program Supervisor
Total Care Services, Inc.



Transitioning from School to Adult Life

Developmental Disabilities Administration (DDA)

Transitioning Youth (TY) Overview

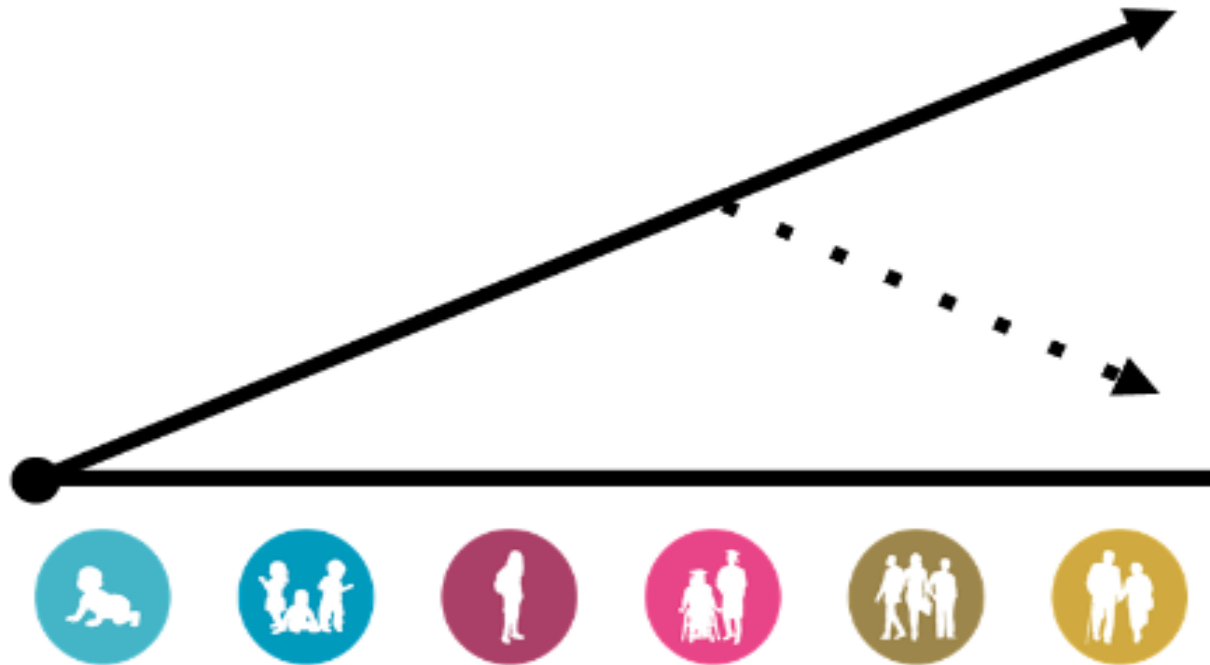
Governor's Transitioning Youth Initiative (GTI)

Coordination and partnership between youth, families, schools, agencies, and case managers are essential to support the Governor's Transitioning Youth Initiative. This can include:

- Coordinating with local school systems and Department of Rehabilitation Services (DORS) in identifying students with developmental disabilities who will be graduating and who appear to be eligible for GTI
- Providing outreach and information to families and students about applying to the DDA for services
- Completing eligibility screening for DDA services while the student is still in school
- Facilitating transition to adult services or other types of DDA services. This may include referral to community services by providing information to students, families and schools about the adult service system
- Assisting eligible individuals in accessing the most appropriate vocational supports and commit funding for those services.



DDA's Vision for TY



Want

Person Centered, Family Friendly, Employment First, community membership, flexibility, quality, seamless transition, and more...

Don't Want

Unemployment, isolation, poverty, segregation, restriction, lack of choice, low expectations, eligibility-supports-only lives...

Entitlement vs. Eligibility

- In Maryland, a student with a disability who is receiving special education services is entitled to a free appropriate public education (FAPE) through the school year in which the student turns 21 years of age (Individuals with Disabilities Education Act (IDEA), 2004) or has met the requirements for a Maryland High School Diploma or a Maryland High School Certificate of Program Completion
- Once a student exits school, they must meet the eligibility criteria and funding availability to attend post-secondary education and/or receive services from adult service agencies
- The DDA services are provided based upon “eligibility” for services and the availability of funding



Timeline for TY

Age 14-16

Apply for DDA services (if not on the waiting list)

Apply for DORS services

Upon approval of eligibility- CCS will assist with transitioning

Age 18

Apply for SSI (if you have not) and MA – required for DDA funding

Consider a benefits counselor –DORS

Open an ABLE account if desired

2 Years before exiting school system

Learn about available services and providers

1 Year prior

CCS assists you with the waiver application and to select a provider



Timeline for TY (continued)

July - December of final school year

- Begin developing Person- Centered Plan
- Select a provider
- Prepare waiver application

January - March of final school year

- Complete Person-Centered Plan

April - May of final school year

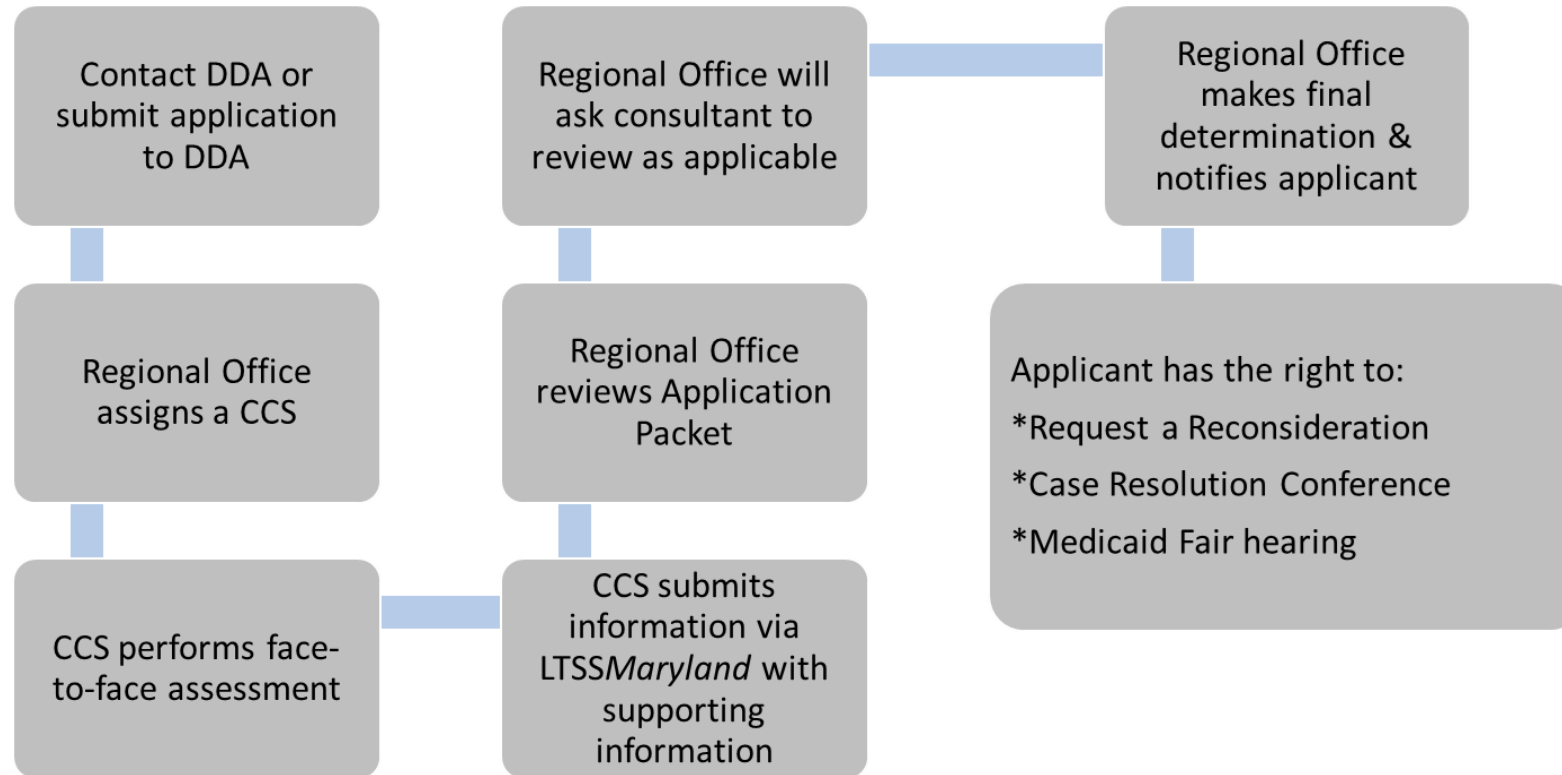
- Waiver applications may be submitted

July 1

- Earliest start date for services



DDA Application Process



DDA Eligibility Application: <https://dda.health.Maryland.gov/Pages/Apply%20for%20Services.aspx>

Eligibility Criteria

A developmental disability means a severe, chronic disability of an individual that:

- Is attributable to a physical or mental impairment, other than the sole diagnosis of mental illness, or to a combination of mental and physical impairments
- Is manifested before the individual becomes 22 years old
- Is likely to continue indefinitely
- Results in an inability to live independently without external support or continuing or regular assistance
- Reflects the need for a combination and sequence of special interdisciplinary, or generic care, treatment or other services that are individually planned and coordinated for the individual



DDA Priority Categories

There are 3 priority categories. These categories are in the order of priority in which applicants receive services.

1. Crisis Resolution:

- This means you are currently in a crisis or emergency situation (for example - abuse, neglect, homeless).

2. Crisis Prevention:

- This means you are or will be in health or safety crisis within the next year. Have a caregiver 65 or older.

3. Current Request:

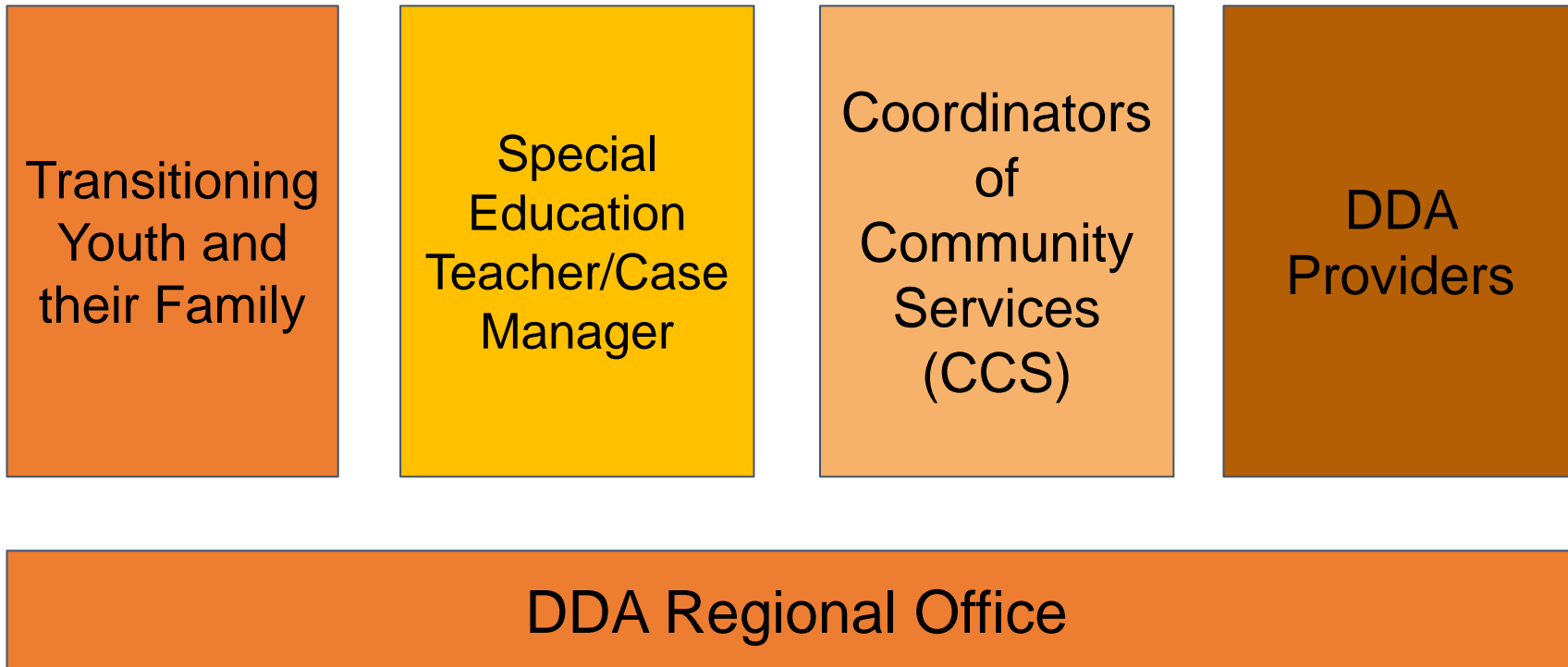
- This means you need or want services though health and safety are not the immediate needs.

***Future Need** – for individuals who receive other waiver services (i.e., *Autism waiver*)-status updated when individual turns 18 years old

* Priority categories can change depending on situation



TY Support Roles



Shared Roles

- Sharing community, local, State, and federal information, resources, and programs
- Sharing information about post-secondary education and/or receive services from adult service agencies like DORS and DDA
- Assisting with referrals and applications including DORS, DDA, and Medicaid Waiver application processes
- Providing current information on the TY process
- Answer questions from youth and families
- Coordinate and communicate with each other to include annual plan meetings, quarterly monitoring and updates, and other meetings as needed

Roles: TY and Family

- Share your vision for your life
- Discuss adult service options
- Meet with your CCS and your team
- Participate in developing your Person-Centered Plan
- Follow up with any requests
- Ask questions about anything you do not understand

TY/Family Vision for Future



Want

Choice, job, friends, further education, volunteering, sense of purpose and belonging, safety, fun, money..

Don't Want

Loneliness, frustration, no money, fear...

Roles: Special Education Teacher/ Case Manager

- Develop, implement and monitor the IEP, including the Transition Plan
- Link students and families with **Adult Service Agencies** and other resources, support and services



Roles: Coordinators of Community Services

- Assess a person's wants and needs post school
- Coordinate and connect people to adult services
 - Traditional or Self-Directed
 - Assist to identify potential providers
 - Complete paperwork for waiver enrollment
- Develop a person-centered plan (PCP)
 - Monitor implementation of PCP and satisfaction with services
 - Coordinate annual review and PCP update
- Advocate for the person and assist self-advocacy efforts to ensure he/she remains at the center of the transition into adult services
- Assist with locating and implementing generic resources in the community
- Provide regular updates to DDA Regional office staff



Roles: DDA Providers

- Partner with team
- Discuss service options with TY and family
- Communicate with TY, family, and CCS

Roles: DDA Regional Office

- Review and approve PCP
- Review and process waiver application
- Track status of TY to ensure movement
- Offer technical assistance to CCS as needed

DDA Traditional Service Model vs. Self-Directed Service Model

What are traditional services?

- Services are provided by various DDA certified or licensed community agencies.
- The provider assumes all responsibilities as the “employer of record”.
- Participants and their families select the providers for approved services

What are [self-directed services](#)?

- Individuals are in control of their budget which is a fixed dollar amount for the purchase of services and supports available under the waiver
- Individuals select and arrange for the services and supports in their person-centered plan
- Individuals are accountable for using their budget to more effectively meet their needs and more efficiently use public dollars
- Individuals are the employer of record, and they can hire, train, and fire employees

What are the DDA Waivers?

The Developmental Disabilities Administration administers the following Medicaid Waiver programs

Family Supports Waiver

- Children birth to 21 years
- Various Support Services

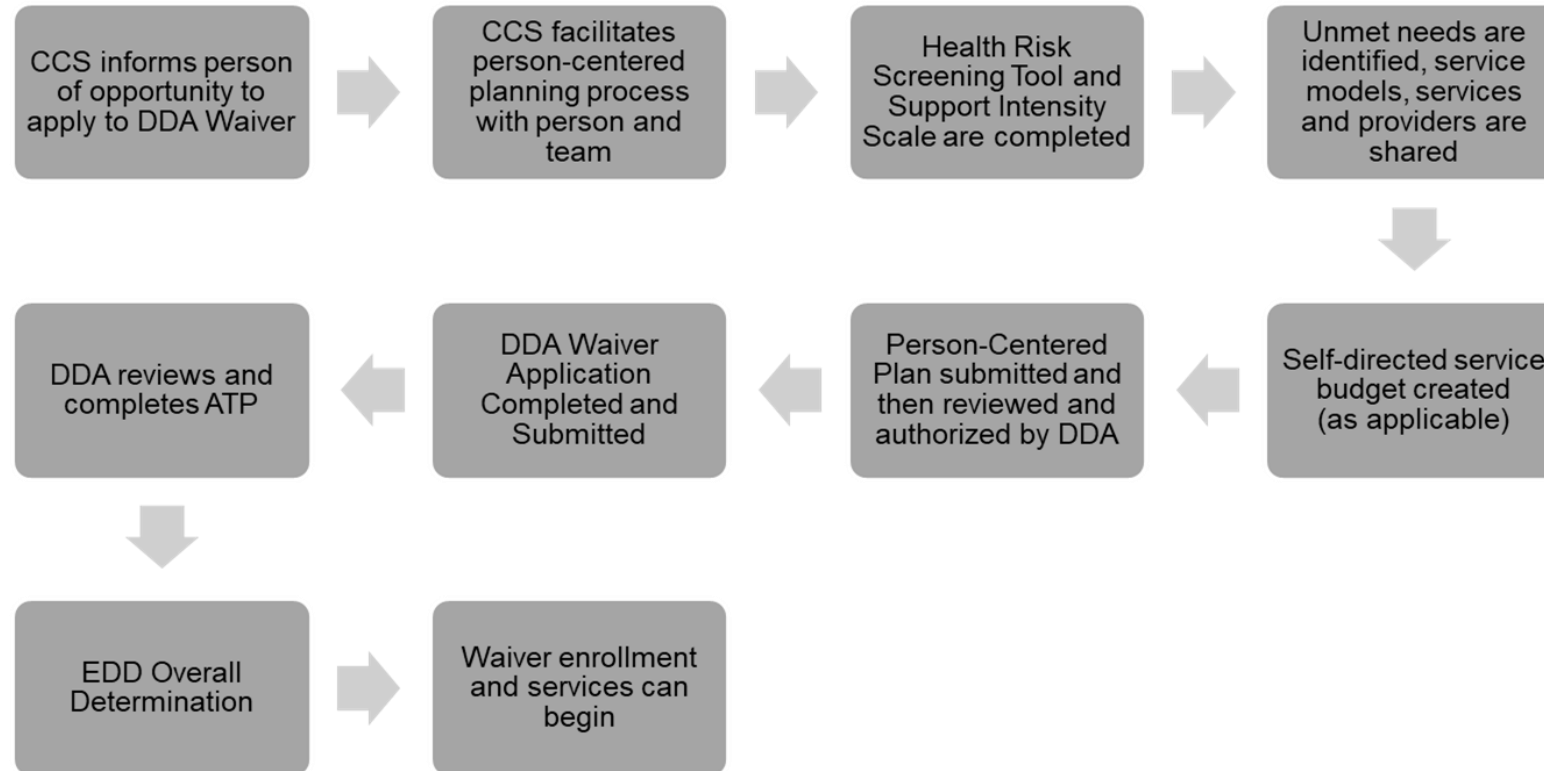
Community Supports Waiver

- Adults -18 years and older
- Meaningful Day and Support Services

Community Pathways Waiver

- Adults -18 years and older
- Meaningful Day, Support, and Residential Services

DDA Process to Service Start



Service Options for TY Funding

- Meaningful Day Services
 - Day Habilitation
 - Community Development Services (CDS)
 - Employment Services
- Support Services

DDA Meaningful Day Services (Day)

- Day Habilitation
 - Day services are intended to increase independence and develop and maintain motor skills, communication skills, and personal hygiene skills related to specific habilitation goals that lead to opportunities for integrated employment
- Community Development Services
 - CDS are activities, special assistance, support and education to help individuals whose age, disability or circumstances currently limits their ability to be employed and/or participate in activities in their community. They assist in developing the skills and social supports necessary to gain, retain, or advance in employment; volunteering; travel training; self-advocacy.
- Career Exploration
 - Time-limited services to help participants learn skills to work toward competitive integrated employment

Employment Services

- Supported Employment – transitioning to Employment Services
 - A variety of supports to help a person identify career and employment interests, as well as to find and keep a competitive integrated job
- Employment Discovery, Job Development
 - Time limited services to identify and develop customized employment options for people working toward competitive integrated employment
- On-going supports (job coaching)
- Follow-along supports
- Self-Employment Development
- Co-worker supports (time limited natural support on the job)

DDA Support Services

Support Services	FSW	CSW	CP
Assisted Technology and Services	X	X	X
Behavioral Support Services	X	X	X
<i>Behavioral Assessment</i>	X	X	X
<i>Behavioral Plan</i>	X	X	X
<i>Behavioral Consultation</i>	X	X	X
<i>Brief Support Implementation Services</i>	X	X	X
Environmental Assessment	X	X	X
Environmental Modifications	X	X	X
Family and Peer Mentoring Supports	X	X	X
Family Caregiver Training and Empowerment Services	X	X	X
Individual and Family Directed Goods and Services (Self-Direction Only)	X	X	X
<i>Goods and Services (up to \$5000)</i>	X	X	X
<i>Staff Recruitment and Advertisement (up to \$500)</i>	X	X	X
Housing Support Services	X	X	X

Support Services	FSW	CSW	CP
Live-In Caregiver Supports			X
Nursing Support Services (i.e., nurse consultation, nurse health case management, and delegation services)	X	X	X
Participant Education, Training and Advocacy Supports	X	X	X
Personal Supports	X	X	X
Remote Support Services			X
Respite Care Services	X	X	X
<i>Daily Rate</i>	X	X	X
<i>Hourly Rate</i>	X	X	X
<i>Camp</i>	X	X	X
Support Broker Services	X	X	X
Transition Services			X
Transportation	X	X	X
Vehicle Modifications	X	X	X



- [Transitioning Youth Fact Sheet](#)
- [Maryland Able Accounts](#)
- [Self-Directed Services Handbook](#)
- [Self-Direction Resource Page](#)
- [Person Centered Plan](#)
- [Charting the LifeCourse Options](#)
- [Charting the LifeCourse Integrated Star](#)
- [Maryland's Transition Resource Guide](#)



- [Autism SSI and SSDI Fact Sheet](#)
- [Applying for SSI](#)
- [Maryland Technology Assistance Program \(MDTAP\)](#)
- [Navigating MVA Services](#)
- [Understanding the DDA Determination Process](#)
- [The Arc's Center for Future Planning](#)
- [Navigating Secondary Transition Services during COVID-19](#)

Resources-DDA Key TY Terms

“Authorization to Participate” (ATP) is a form in LTSS that is completed by DDA regional office staff to indicate that all the required waiver paperwork has been submitted and authorized. Once signed off by the regional office the form is sent to EDD.

“Self-Determination” is a process that assists the person in designing and exercising control over their own life. There are 5 principles of self-determination: FREEDOM · AUTHORITY · SUPPORT · RESPONSIBILITY · CONFIRMATION.

“Self-Advocacy” is the action of representing oneself or one's views or interests

“Eligibility Determination Division” (EDD) is a division of the Maryland Medicaid Administration that reviews waiver packets for financial eligibility and makes the final determination of waiver approval.

Resources Key TY Terms (continued)

“Person-Centered Plan” or “PCP” means a written plan that is developed by a planning process driven by the individual with a developmental disability in order to:

- Identify the goals and preferences of the individual with a developmental disability;
- Identify services to support the individual in pursuing the individual’s personally defined outcomes in the most integrated community setting;
- Direct the delivery of services that reflect the individual’s personal preferences and choice; and
- Identify the individual’s specific needs that must be addressed to ensure the individual’s health and welfare.

“LTSSMaryland” means an electronic information system, developed and supported by the Maryland Department of Health, used by DDA, the CCS, and DDA Providers to create, review, and maintain records regarding an individual’s eligibility status for DDA-funded services, the participant’s person-centered plan, and services and funding authorized by the DDA.

Resources-DDA Key TY Terms (continued)

“**Health Risk Screening Tool**” or “HRST” means a web-based screening instrument developed to screen for health risks associated with a wide variety of disabilities including developmental disabilities, which specifically affect systems of the body and the person’s ability to engage in functional activities.

“[Support Intensity Scale](#)” or “SIS” (registered to the American Association on Intellectual and Developmental Disabilities) means an assessment tool of an applicant’s or participant’s needs to support their independence in personal, work-related, and social activities. It focuses on the participant’s current level of support needs instead of focusing on skills or abilities they may not currently demonstrate. The Coordinator of Community Services uses each completed SIS® as a planning guide in the development of the participant’s person-centered plan.

Resources-DDA Key TY Terms (continued)

“**Matrix Score**” is the result of the Individual Indicator Rating Scale (IIRS). The Assessment results and level of need matrix scores are used to determine the individual’s level of services and are based solely upon documentation that is submitted as part of the IIRS referral packet.

“[Detailed Service Authorization Tool](#)”(DSAT) means the DDA mandatory tool completed by the DDA provider(s), selected by the participant, to propose service types, amount, and duration to support the participants outcome.



Additional TY Resources

Technology, Community Based and Eligibility Specific



TY Resources

Technology

MD Technology Assistance Program

<http://mdod.maryland.gov/mdtap/Pages/MDTAP-Home.aspx>

Connect Using

- ZOOM Call/Web Conferencing
- Google Hangouts
- Messenger
- Portal
- Facebook

APSE Remote Supports - <https://apse.org/wp-content/uploads/2020/04/Remote-Supports-FAQ.pdf>

Griffin Hammis Associates Resources on Transition, Technology, and Customized Employment

<https://www.griffinhammis.com/resources/past-webinars/>

Community Based

Charting the LifeCourse (CtLC) Learning Tools

<https://www.lifecoursetools.com/learning-materials/>

MD Public Libraries (check out online learning through local libraries)

- Online Library

Contact Local Businesses through your Local Chamber of Commerce

- https://mdchamber.org/resources_trashed/maryland-chamber-federation-2/

MDOD Job Seeker Fact Sheet Library

- <http://mdod.maryland.gov/employment/Pages/jsfactsheets.aspx>

Maryland ABLE Accounts

<https://mdtransitions.org/maryland-able-accounts/>

MD ONESTOP <https://onestop.md.gov/>

Think College Family Resources

<https://thinkcollege.net/family-resources>

Eligibility Specific

- MD Developmental Disabilities Administration (DDA) <https://dda.health.maryland.gov/Pages/TY.aspx>
- Appendix K https://dda.health.maryland.gov/Pages/DDA_Appendix_K.aspx
- MD Division of Rehabilitation Services (DORS) dors.Maryland.gov
- MD Department of Disabilities <http://mdod.maryland.gov/>
- Social Security Administration <https://www.ssa.gov/>
- National Collaborative on Workforce + Disability <http://www.ncwd-youth.info/>
- School to Work <https://dda.health.maryland.gov/Pages/Developments/2015/School%20to%20Work1.pdf>
- Parent's Place Maryland https://www.ppm.org/resource_category/transition
- Ticket to Work <https://www.ticket2workmd.org/>
- MD Benefits Counseling <https://www.mdbenefitscounseling.org/>



DDA Regional Offices

Regional Office	Counties Served	Phone
Central Nicholas Burton, Director	Baltimore City, Anne Arundel, Baltimore, Harford and Howard Counties	410.234.8200 TDD: 1.877.874.2494
Eastern Kim Gscheidle, Director	Caroline, Cecil, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico, and Worcester Counties	410.572.5920 TDD: 1.800.735.2258
Southern Onesta Duke, Director	Calvert, Charles, Montgomery, Prince George's and St. Mary's Counties	301.362.5100 TDD: 1.888.207.2479
Western Cathy Marshall, Director	Allegany, Carroll, Frederick, Garrett and Washington Counties	1.301.791.4670 TDD: 1.888.791.0193



Regional Transitioning Youth Leads & Eligibility Coordinators

Regional Office	Transition Youth Lead	Eligibility Coordinators
Central Maryland Regional Office (CMRO)	Beryl Parker beryl.parker@maryland.gov	Kevin Williams kevin.williams3@maryland.gov
Eastern Shore Regional Office (ESRO)	Daniel Sabo daniel.sabo@maryland.gov	Daniel Sabo daniel.sabo@maryland.gov
Southern Maryland Regional Office (SMRO)	Nicole Sheppard nicole.sheppard@maryland.gov	Kendall Cazer kendall.cazer@maryland.gov
Western Maryland Regional Office (WMRO)	Megan Little megan.little@maryland.gov	Grace Mac Donnell grace.macdonnell@maryland.gov



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Thank You for Joining Us!

Stay tuned for our next webinar in September!



Contact Info

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