Possibilities Now!

Developmental Disabilities Division

1250 Punchbowl Street, Room #463
Honolulu, HI 96801 | Phone: 808-586-5842

Introductions

Developmental Disabilities Division

www.health.hawaii.gov/ddd/

Mary Brogan, Director

Mary.Brogan@doh.hawaii.gov

Human Services Research Institute

www.hsri.org

John Agosta, Vice President
jagosta@hsri.org

Brittany Taylor, Policy Analyst
btaylor@hsri.org

Yoshi Kardell, Policy Associate
ykardell@hsri.org

Today's Agenda

- ❑ What We Believe
- ❑ Overview of DDD's Purposes
  - ▪ System Change Process
  - ▪ Project Tasks & Timeline
- ❑ The Approach We Will Take
  - ▪ Focus on the Supports Intensity Scale and Supplemental Questions
  - ▪ Building a Framework for Service Needs
  - ▪ Person-Centered Planning
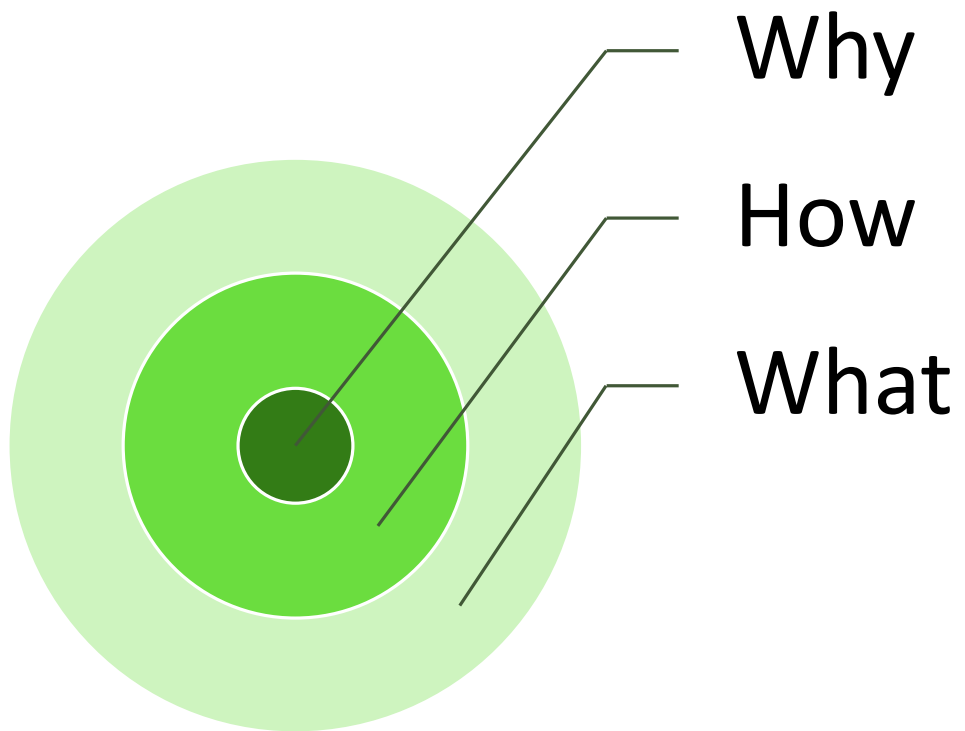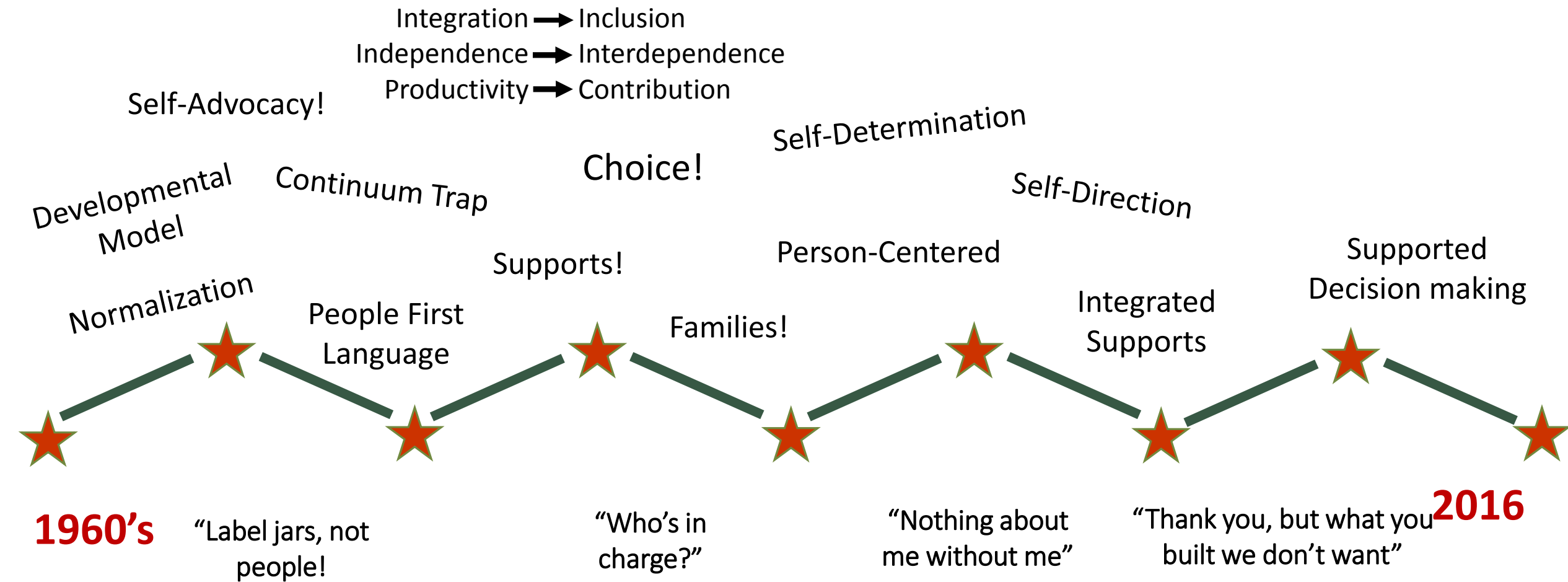- ❑ Concluding Thoughts

What We Believe

One question to ask...

Why are we doing this?

Why

How

What

What do you believe?
And when did you believe it?

Integration → Inclusion
Independence → Interdependence
Productivity → Contribution

Self-Advocacy!

Self-Determination

Choice!

Self-Direction

Developmental Model

Continuum Trap

Person-Centered

Supported Decision making

Supports!

Normalization

People First Language

Families!

Integrated Supports

1960's

"Label jars, not people!

"Who's in charge?"

"Nothing about me without me"

"Thank you, but what you built we don't want"

2016

Developmental Disabilities Division Vision, Mission & Guiding Principles

Vision: Individuals with intellectual and developmental disabilities will have healthy, safe, meaningful, and self-determined lives.

Mission: Foster partnerships and provide quality person-centered and family-focused services and supports that promote self-determination.

Guiding Principles: Individuals with IDD:

- ❑ Are treated with respect and dignity
- ❑ Make their own choices
- ❑ Participate in the community
- ❑ Have opportunities to realize their goals including economic self-sufficiency
- ❑ Achieve positive outcomes through individualized services and natural supports
- ❑ Are empowered to live self-determined lives

Other Related Principles

A person-centered, community-oriented approach to deliver services for people with IDD also emphasizes:

A shared responsibility for the wise use of public dollars to support all in need

The contribution that people with IDD and their families can make to support one another and contribute to their communities

Managing the system in ways that are efficient and fair to everyone
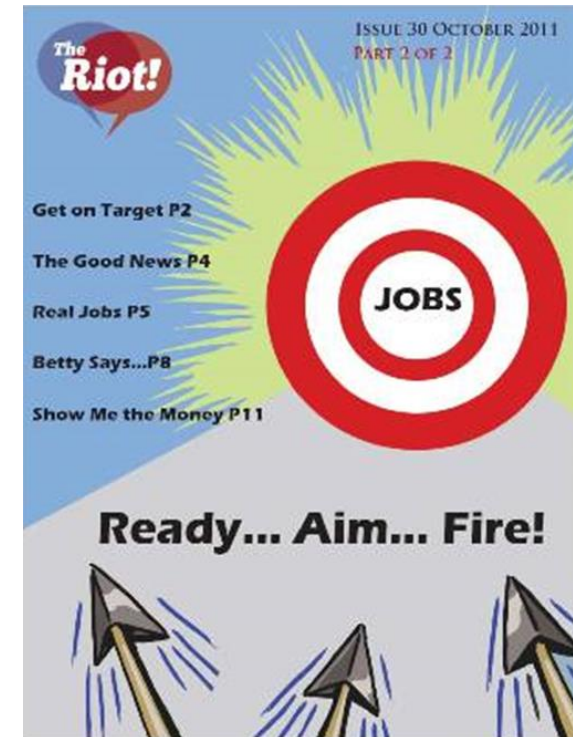
www.theriotrocks.org

Putting it Together

The "BIG Idea"

Individuals with intellectual and developmental disabilities have a full life in their community.

Complementing Themes

Self-direction

Choice

Person-centered

Participation

Integration

Belonging to community

Blending Together Principles Related to Service Delivery & System Management

Services & supports that people with developmental disabilities prefer

→

A Person-centered & sustainable system

←

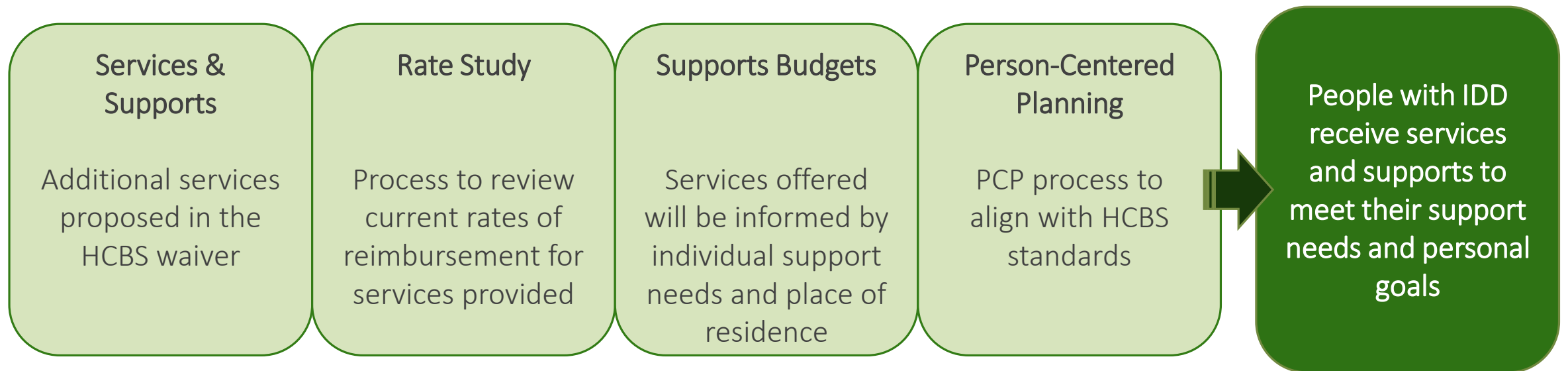Equitable & personalized funding within limited resources

Overview of DDD's Purposes

- Support people living in the community to be in charge of their lives and utilize resources more flexibly.

- Promote increased community inclusion, participation, and contribution.

- Line up resources to match individual needs. People get what they need. No more. No less.

- Pay a fair and ample amount for the services that are delivered.

- Have a system that is transparent for all stakeholders

- Have a system that is sustainable; that is, one that can go on and on with the money we have – and those who need support, get it.
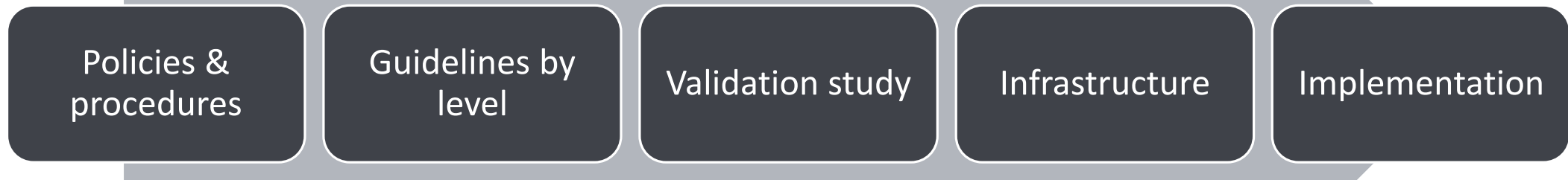
Systems Change Process

Services & Supports	Rate Study	Supports Budgets	Person-Centered Planning	People with IDD receive services and supports to meet their support needs and personal goals
Additional services proposed in the HCBS waiver	Process to review current rates of reimbursement for services provided	Services offered will be informed by individual support needs and place of residence	PCP process to align with HCBS standards	

Project Tasks

- ❑ Identify random sample
- ❑ Analyze expenditure data
- ❑ Analyze SIS assessor reliability
- ❑ Develop policies & procedures
- ❑ Analyze SIS assessments
- ❑ Establish supports needs levels
- ❑ Establish guidelines by level
- ❑ Conduct validation study

- ❑ Integrate SIS assessment information in supports planning
- ❑ Develop supports budget planning tool
- ❑ Make adjustments to infrastructure and service array
- ❑ Communicate with stakeholders
- ❑ Develop implementation plan
- ❑ Technical assistance

Project Timeline

SIS Assessment Timeline

Notify first group of SIS assessments **Early March**	Begin scheduling SIS assessments **Mid March**	Begin first SIS assessments **Early April**	Analyze SIS data **Ongoing**	First group of 637 completed **September**	Estimate cost impacts **October**

Project Activities Timeline

Policies & procedures	Guidelines by level	Validation study	Infrastructure	Implementation

The Approach We Will Take

An assessment is used to view each person's support needs.

The services offered by DD are refreshed to increase their consistency with policy intentions.

Personal Supports Budgets are developed for each person.

Person-centered planning is used to help people use their budget to select the type and amount of services they receive.

Care is taken to address extraordinary needs.

We want to move from a low correlation like THIS...

...to a high correlation like THIS
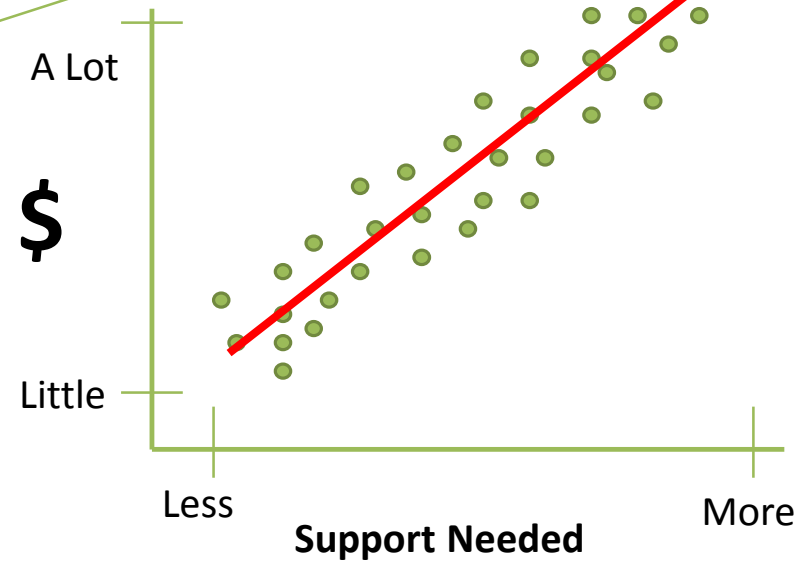
Focus on Assessment Using the Supports Intensity Scale®

Measures general support needs of an individual producing a number of scores.

Includes basic support need areas:

A. Home Living Activities

B. Community Living Activities

C. Lifelong Learning Activities

D. Employment Activities

E. Health and Safety Activities

F. Social Activities

SIS ABE – refers to the sum of the scores for these 3 areas that have been found useful in helping resource allocation

Identifies Medical and Behavior support needs which are significant cost predictors

The assessment interview measures a person's <u>support needs</u>...

What support do you need?

by asking the individual and other people who know the individual well a standard set of questions.

What kinds of questions are asked?

You will be asking about a person's support needs in areas such as:

- ❏ Home Life
- ❏ Community Life
- ❏ Lifelong Learning
- ❏ Work Life
- ❏ Social Life
- ❏ Health & Safety
- ❏ Money Matters
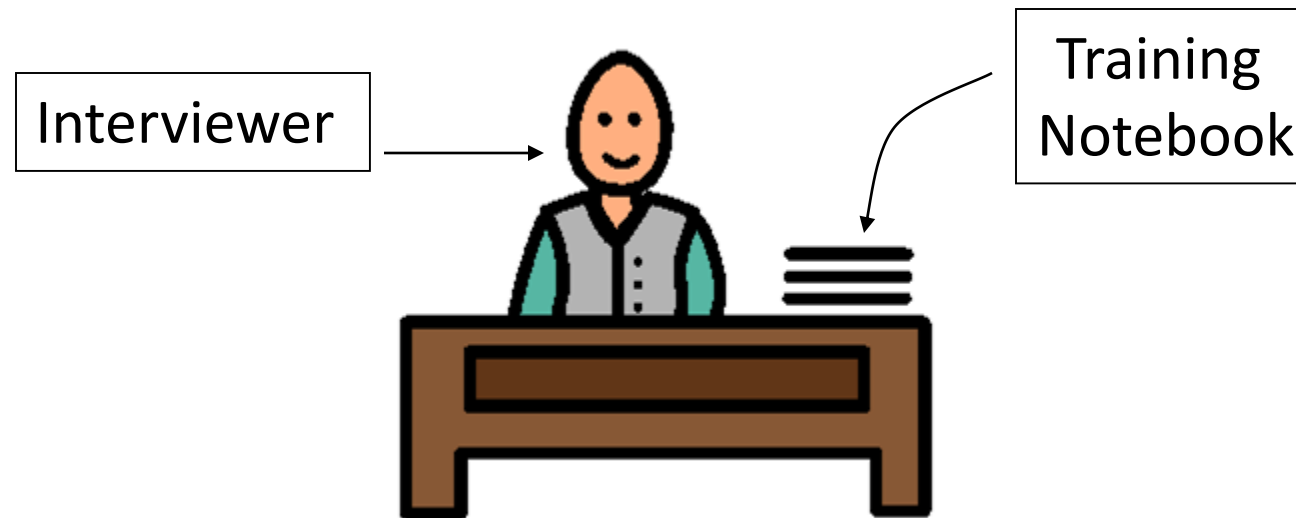- ❏ Self Advocacy
- ❏ Medical support needs
- ❏ Behavioral support need

Everyone is asked the **same questions**, so everyone is treated fairly.

Wherever you live in Hawaii, you will get the same questions.
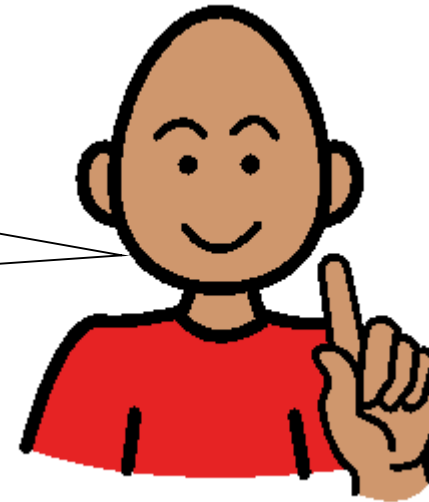
Who is the interviewer?

Interviewers have
the training and experience
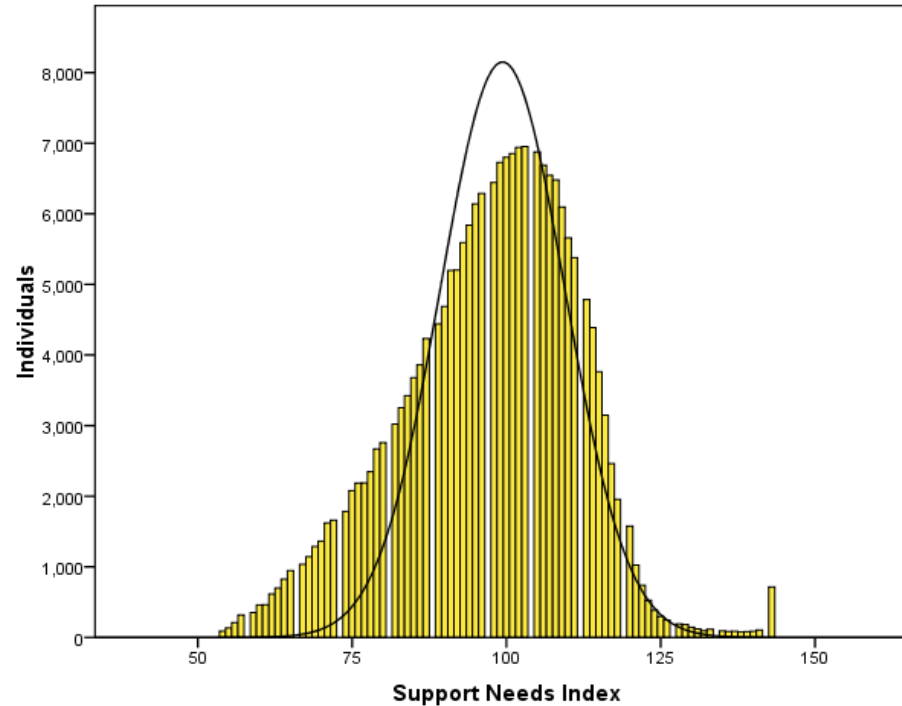needed to conduct the interviews.

Interviewer

Training
Notebook

At the interview…

The interviewer meets with the participant and others chosen by the participant.

Normal Distribution

AAIDD SIS-Online Results in 2013 for the last 3 years with 206,015 individuals from 28 jurisdictions

	Individuals	Min	Max	Average	Standard Deviation
Support Needs Index	206,015	54	143	97.13	14.31
Sum ABE	206,015	8	52	27.89	7.06
Medical Total 3A	206,015	0	32	2.08	3.24
Behavioral Total 3B	206,015	0	26	3.51	4.05

Comparison of Results in Other Jurisdictions

	Number of Individuals	Supports Need Index	Sum of Part A, B, and E	Medical Need Score	Behavioral Need Score
SIS Norm	**1,306**	**100.00**	**30.00**	**3.23**	**4.99**
Manitoba	1,780	93.17	24.73	1.33	3.20
Alberta	5,061	91.77	24.81	1.86	3.73
Tennessee *	5,765	102.67	30.36	1.45	2.87
Virginia **	1,275	102.82	30.16	1.96	2.64
Oregon *	5,119	106.33	31.62	1.99	5.06
New Mexico *	3,218	106.31	31.75	3.13	4.82
Utah	4,114	102.15	30.09	2.22	4.09
Rhode Island	3,007	101.75	29.72	2.02	4.19
Kentucky *	3,476	99.76	28.93	1.92	4.28
Georgia	10,574	99.40	28.62	1.39	2.69
Maine *	2,324	98.71	28.35	2.04	4.64
Louisiana *	4,091	98.23	29.95	3.33	3.10
Colorado	6,849	97.49	27.91	2.99	5.55

* States with partial population for HCBS population **Weighted for entire HCBS population.

Supplemental Questions and Verification

During the SIS assessment additional questions, called Supplemental Questions, are asked. These pertain to medical and behavioral support needs.

Particular responses may indicate that further review of support needs is warranted. If so, additional questions are asked regarding:
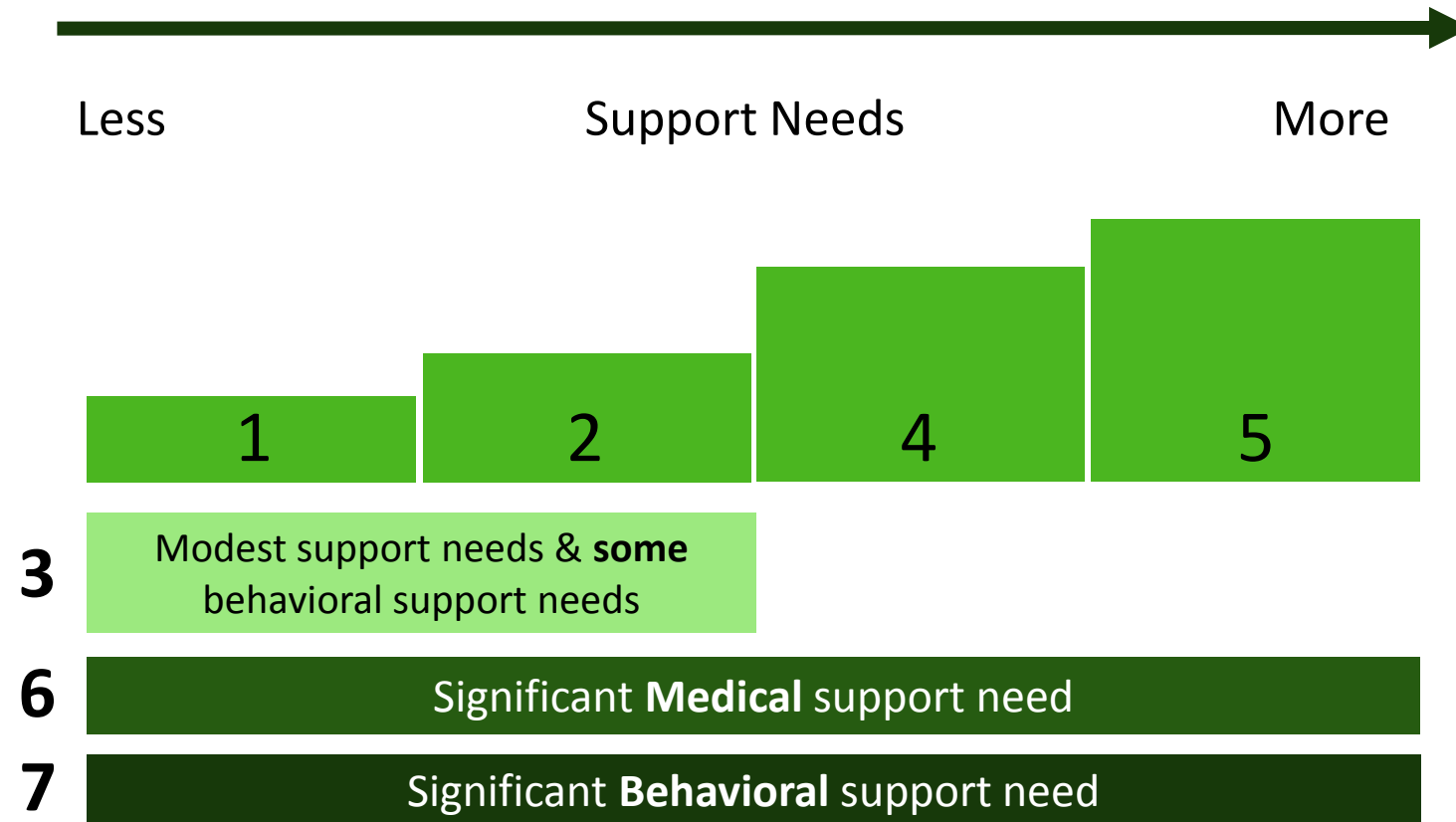
- ❑ Severe medical risk;
- ❑ Severe community safety risk for people with a related legal conviction;
- ❑ Severe community safety risk for people with no related legal conviction
- ❑ Severe risk of harm to self.

Answers to these questions may require a review of individual records review called **verification**.

Verification is a process where DDD staff review individual records to get a better understanding of the individual's particular needs.

Seven Support Levels

Less   Support Needs   More

1   **2**   **4**   **5**

3 Modest support needs & **some** behavioral support needs

6 Significant **Medical** support need
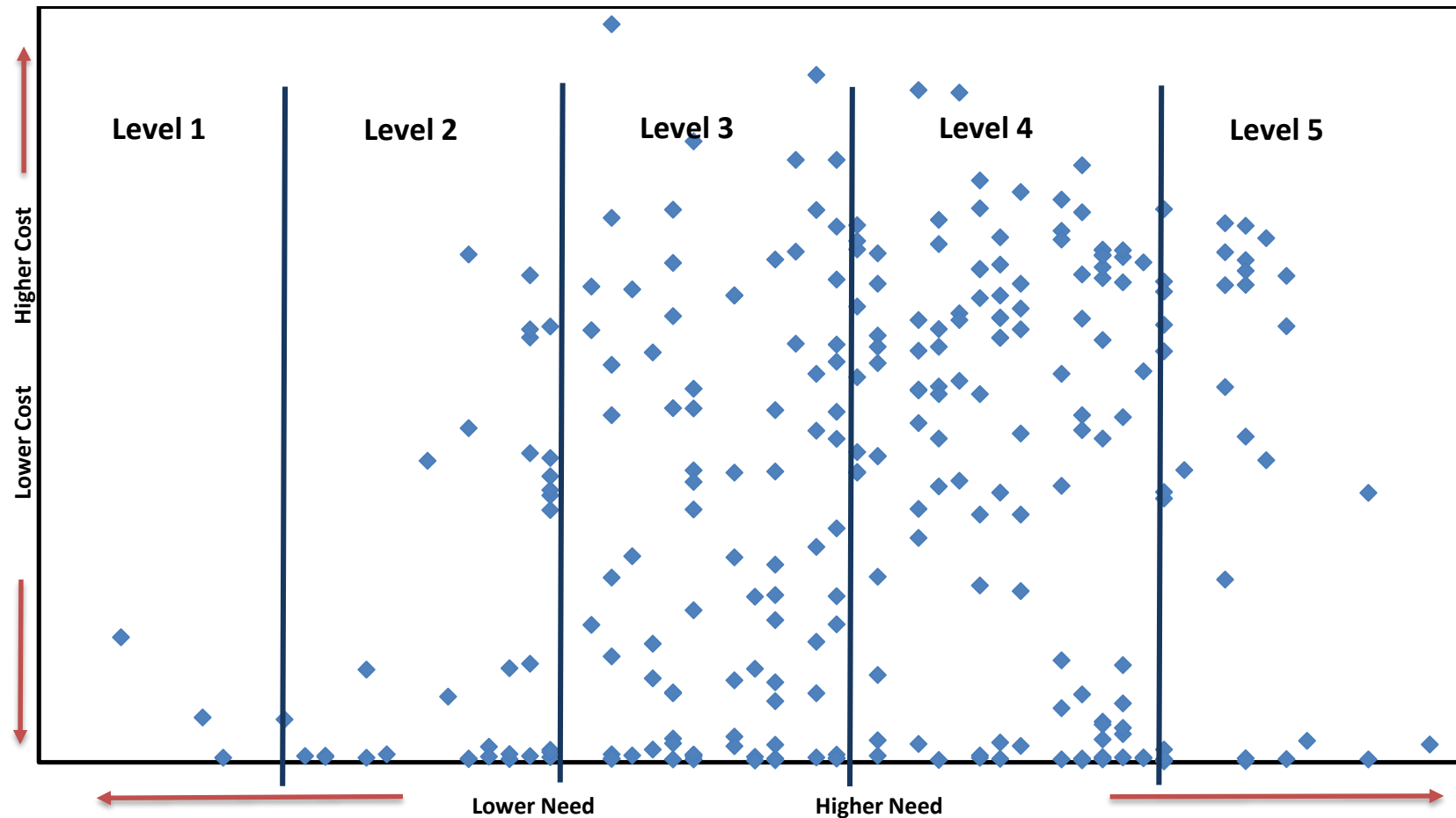
7 Significant **Behavioral** support need

An Overall View – What We Typically See

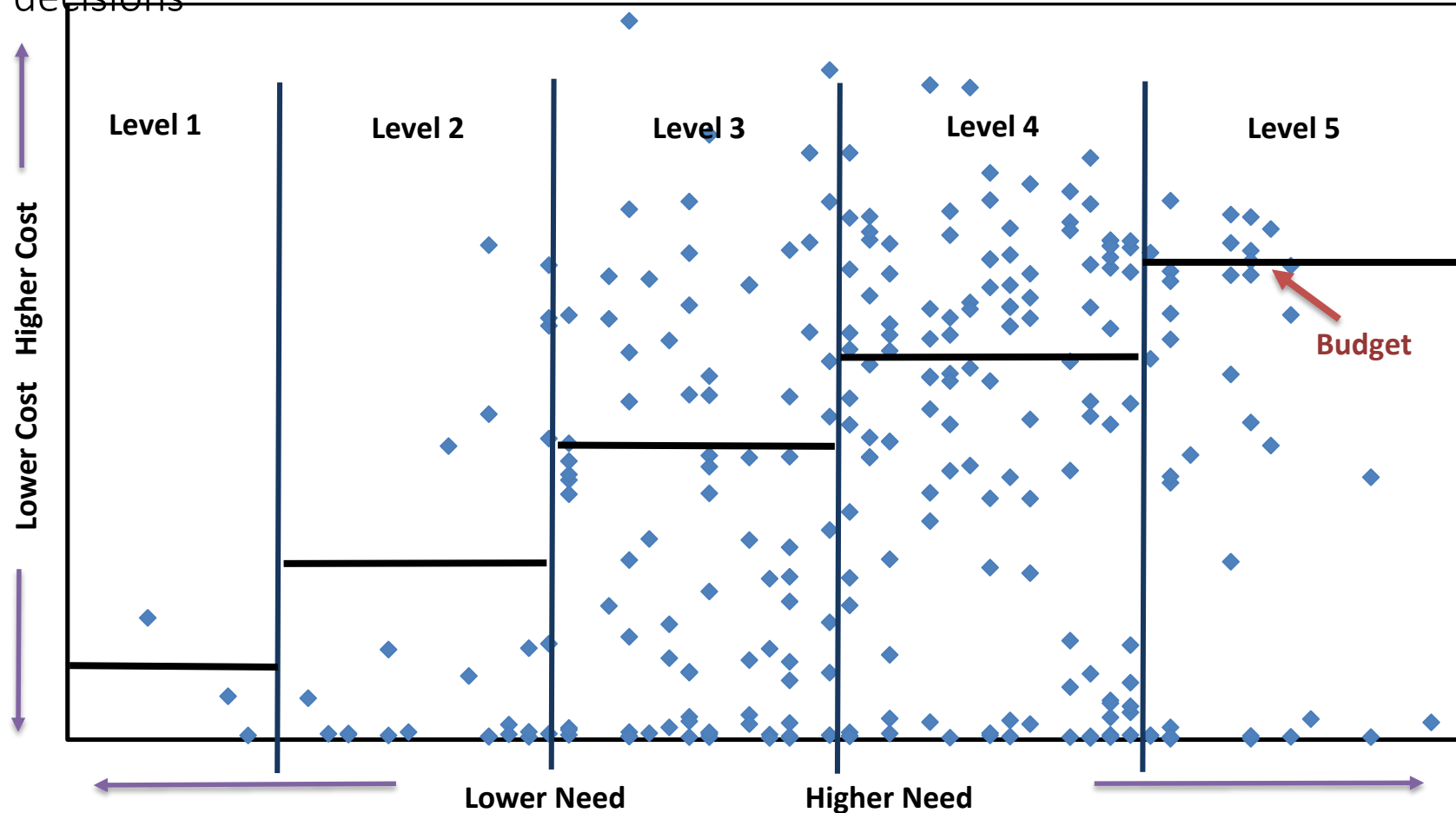Only a modest relationship between needs and supports with significant variability among individuals with similar needs (each diamond represents an individual)
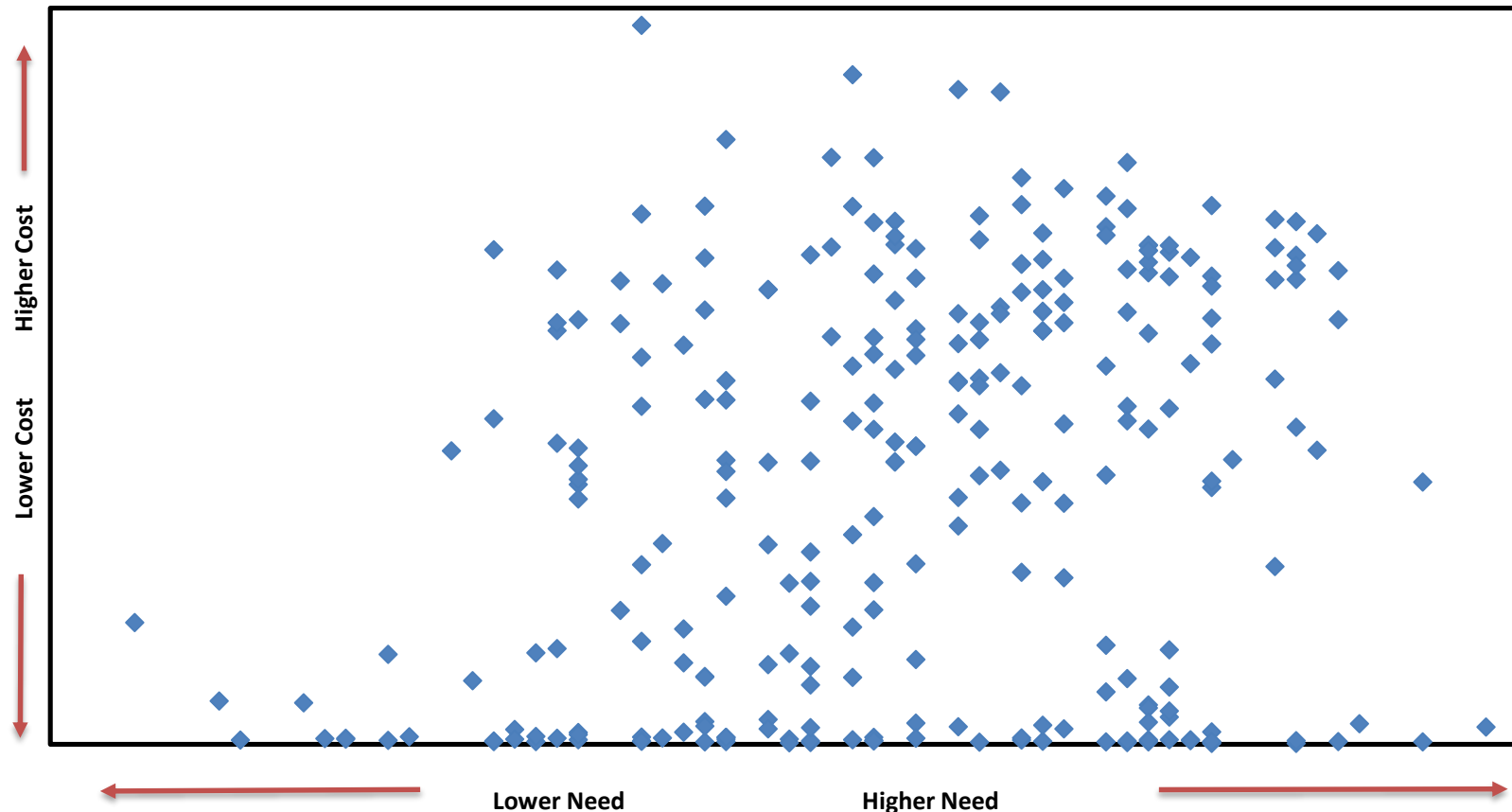
An Overall View – Tying Supports to Needs

First, levels are established to group individuals with similar needs

An Overall View – Tying Supports to Needs

Then, a service package and budget is established for each level based on utilization data and state policy decisions
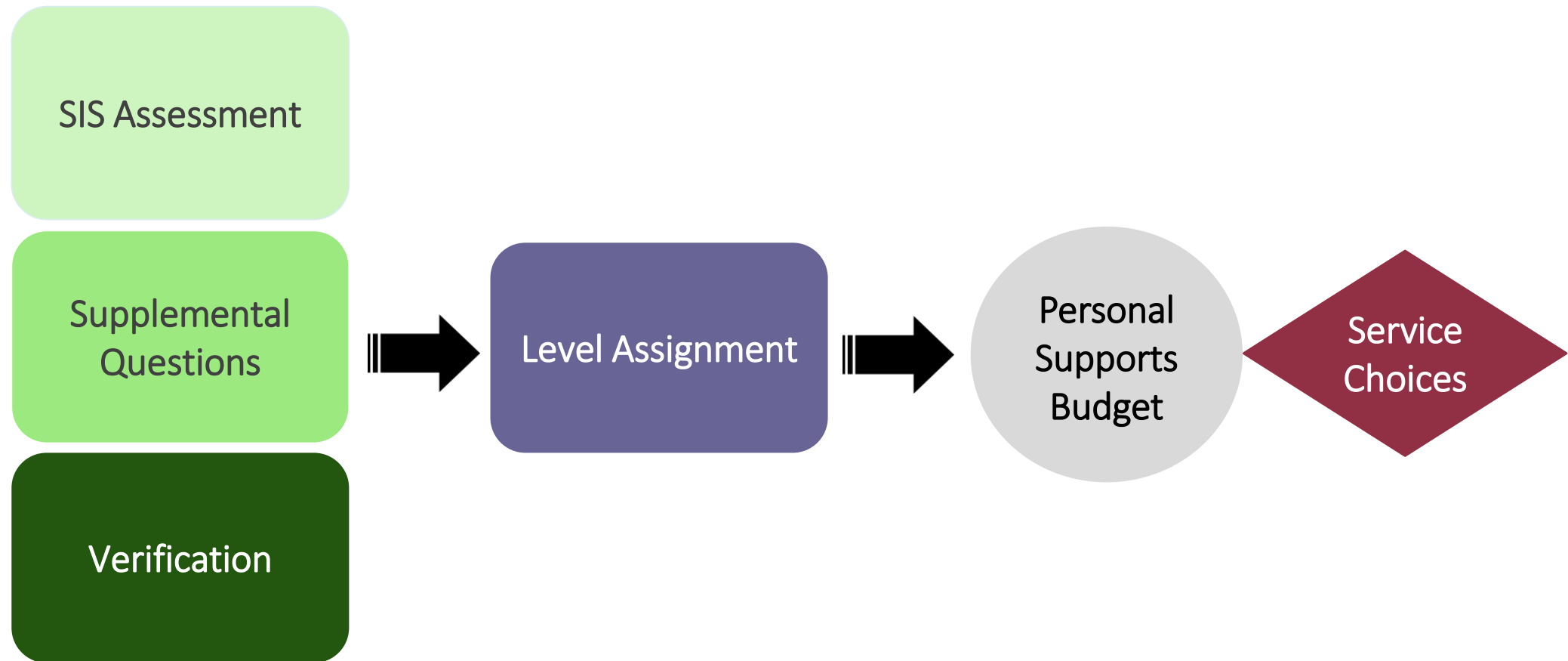
Developing Levels & Budgets

| Sample | Assess & Levels | Residence | Services & Rates | Service Packages | Validate |

1. Identify a random stratified **sample** of service recipients.

2. **Assess** needs using the Supports Intensity Scale® (SIS) & assign individuals to **support levels.**

3. Consider **where** people live.

4. Develop **service array** & reimbursement **rates.**

Developing Levels & Budgets

5. Develop service packages based on common support needs and living situation.

❑ Base budgets include in home, residential, employment, or day services.

❑ Some services are managed outside the base, including professional ornon-recurring supports.

❑ Utilization of services by level is anticipated.

❑ Service packages are priced by level to establish personal supports budgets.

❑ Individuals are not tied to anticipated service packages. Does not limit person-centered choices, but sets a budgetary limit.

6. Validate and revise service packages, as needed.

Personal Supports Budgets

SIS Assessment

Supplemental Questions

Verification

→ Level Assignment → Personal Supports Budget → Service Choices

What about exceptions?

Everyone is unique!

The supports budgeting process may account for most people.

Yet some people will have exceptional needs and must be considered one by one.

An *Exceptions Process* is designed to assure that these individuals have their needs met.

Personal Supports Budgets

Budgets vary according to levels that group people from least to highest support needs.

Each level represents a certain amount of money for base services.

In some cases other services can be added on to get a higher personal budget allocation.

Individuals make choices about the services they need and want.

Processes are implemented to address exceptional needs.
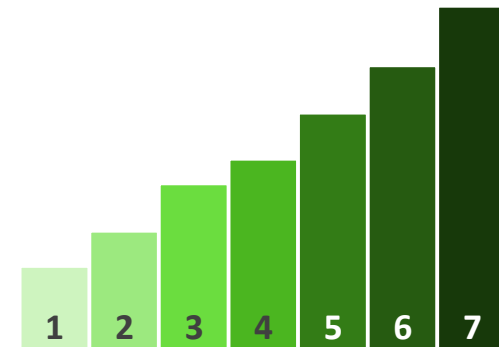
Rates

In home supports

Residential supports, including 24/7 residences and supported living

Day time supports, including "employment first" supports, day centers, community-based non-work

Specialized supports, including those to address complex or unique needs

Other services

RATES

- Fair
- Ample
- Consistent with policy goals

Person-Centered Planning

Person-Centered Planning is Essential

❑ SIS results may be used to guide service planning, but not drive service planning

❑ The SIS interview may push people to talk about topics they might not ordinarily talk about

❑ Valuable personal or learning goals may be outside the bounds of the SIS interview

❑ Additional means will be involved to develop complete and meaningful person-centered plans

Person-Centered Planning

Individuals define their **goals and aspirations**.

SIS assessment results can be used to understand areas of **strength** and areas where the individual needs support.

Individuals (and their families, when applicable) are **made aware** of their supports budget before the planning meeting takes place.

Individuals have some degree of **authority and flexibility to choose** which services to purchase.

Individuals work with their circle of support to decide on the other types of support that they require to achieve their goals (relationships, community based, etc.)

All paid and non-paid supports work in harmony to help the person achieve their defined goals.


PERSONAL STRENGTHS & ASSETS
Life experiences, personal knowledge, personality traits, belongings, social skills, education and training

RELATIONSHIPS
Family, friends, neighbors, co-workers, community members, church members

INTEGRATED SUPPORTS

TECHNOLOGY
iPad/smart phone "apps", remote monitoring, cognitive accessibility, adaptive equipment

COMMUNITY BASED
School, public transportation, businesses, churches, parks & recreation

ELIGIBILITY SPECIFIC
Developmental disability services, special education, Medicaid, food stamps, Section 8 housing, Vocational Rehabilitation

Source: http://supportstofamilies.org/

SIS-A with LifeCourse Domains

Supports Intensity Scale (SIS-A) Items

Support needs are documented in three sections.

1. **Medical and Behavioral Needs:** Documents the support needed to address particular medical and behavioral conditions.

2. **Support Needs:** Documents support needs regarding home living, community living, lifelong learning, employment, health and safety, and social activities.

3. **Protection and Advocacy:** Examines the support needed the individual needs to protect and advocate for him or herself.

Learn more: http://aaidd.org/sis
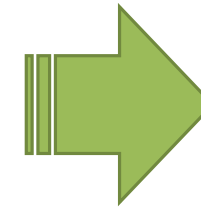
LifeCourse Domains

Daily Life & Employment

Community Living

Social & Spirituality

Healthy Living

Safety & Security

Citizenship & Advocacy

Learn more: http://supportstofamilies.org

To address a person's identified needs, many types of supports could be used.

Personal strengths & assets – When a person is on their own without assistance from others.

Relationship-based supports– Provided by family or friends who are not being paid to provide support

Community-based support – Provided by community serving organizations or businesses, or other public services that are available to all members of a community.

Technology-based support - When the individual is supported by technology instead of staff supports.

Paid (Base Budget) – Home and Community Based Waiver services provided to the individual that make up their base budget

Paid (Add on) – Provided to the individual through Home and Community Based Waiver Services in addition to the base budget

The Way Things Are...

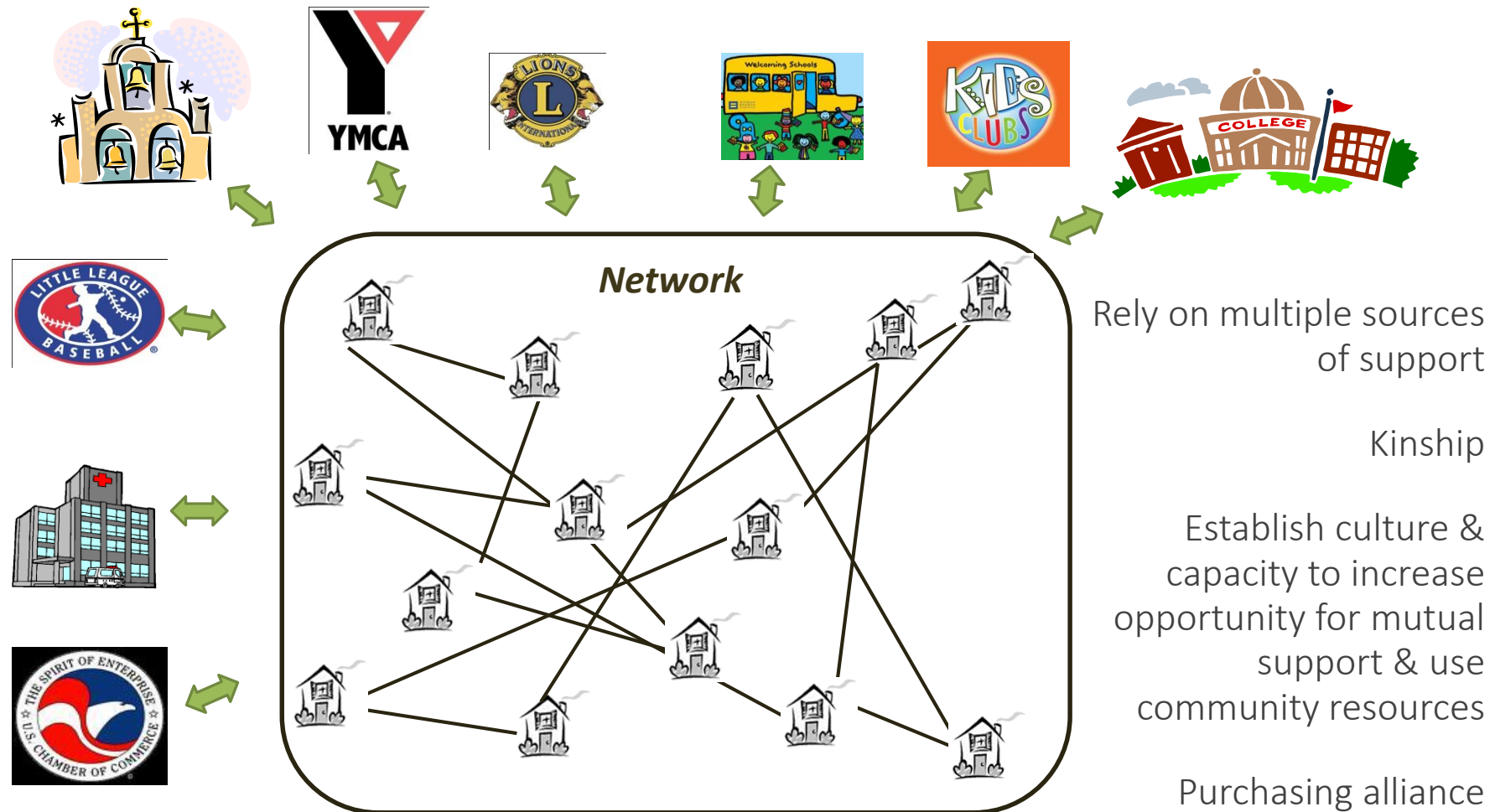## Services are provided to people living in isolated households.
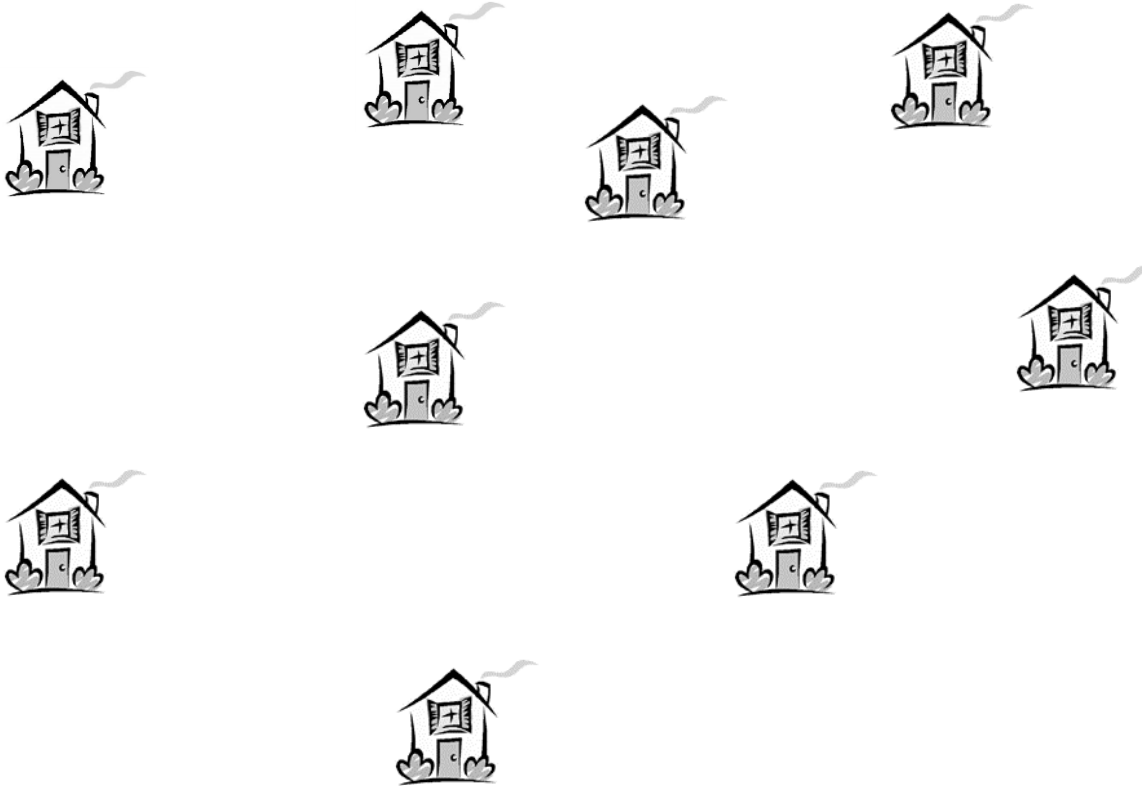
Dependency on services

Isolation

Fail to build culture & capacity to increase opportunity for mutual support & use community resources

The Way Forward…

Public services work together to use community assets with mutual support.

Network

Rely on multiple sources of support

Kinship

Establish culture & capacity to increase opportunity for mutual support & use community resources

Purchasing alliance

Desired Outcomes

WHAT WE BELIEVE

People with disabilities & their families have the right to live, love, work, and pursue their life aspirations just as others do in their community.

- Across the life course
- Many facets of life
- Diversity
- Community participation
- Belonging & valued roles
- Person centered
- Self-directed
- Personal & mutual responsibility
- Family well-being
- Mutual supports
- Community assets
- Wise spending
- "All in"
- Now and in the future

WHAT WE DO

Eligibility and access

Individualized budget

Service array & definitions

Rate schedules

Supports planning & flexibility

Services network & delivery

Supports, not just services

WHAT HAPPENS

Personal and family outcomes related to access, control over life, and impacts on life.

System level outcomes related to the number served per population, system fairness and efficiency, cost per person, and collaborative alliances

Maintain high expectations

❑ Where imagery leads, policy follows and behavior results.

❑ What is your image?

❑ What do you believe.

We believe that people with intellectual and developmental disabilities

have the right to live, love, work, play, and pursue their life aspirations

- just as others do - in their community with the support they need.

Lead On!

Justin Dart

Concluding Thoughts

Questions?