

# INvision

## Indiana Division of Disability & Rehabilitative Services Newsletter

### HOPE NOTES

## A message from Director Kylee Hope

*Seize all opportunities, create greater outcomes for your child*



Research indicates that early identification and intervention in children with developmental delays produces greater outcomes into adulthood. These early experiences play a vital role in how young brains develop, which can affect cognitive functioning, social and emotional development and physical abilities. I challenge you to think of early intervention as more than just physical, occupational, speech and developmental therapy. Think of how you, as parents and caregivers, can increase your child's independence and self-determination in your everyday lives. Here are some ideas to get you started:

- Allow children to make choices such as what shirt to wear or what snack to eat. By doing so you will increase their self-advocacy skills and help them learn that their voice matters. Children can make these choices in a variety of ways depending on their communication skills. Eye gaze, pointing, picture cards and verbal responses are all ways for them to express their wants and give them natural opportunities to practice communication.
- Giving them responsibilities, no matter how small, encourages feelings of positive self-worth and confidence. Putting toys away, throwing away their own trash, or helping mom with the dishes are all great learning experiences. Even if your child requires hand-over-hand assistance, these experiences and lessons are valuable.
- Engaging in social interactions may be difficult at times for children with developmental disabilities. Encouraging an exchange of greetings, reminding to say "please" and "thank you," and being aware of others around you are ways to create a foundation of social skills that can be built upon as your child matures.
- Helping your child find constructive ways to express their feelings fosters healthy emotional development. This can be done through communication, art, drama, music or exercise just to name a few.

We as parents all have a responsibility to our children to help them grow and develop into the best versions of themselves. As a parent of a child with a disability that responsibility may feel overwhelming at times. By seizing all the opportunities, big or small, it may reduce your anxieties and create greater outcomes for your child as they grow into an adult.

*Kylee B. Hope*

NOVEMBER 2018  
ISSUE 4, VOLUME 1

### STORIES IN THIS NEWSLETTER

- **Bureau Bits:** Updates from your First Steps, Bureau of Developmental Disabilities and Vocational Rehabilitation teams
- **Featured Story:** The First Steps Family Assessment Tool guides the discussion between you and your service coordinator to determine your child and your family's needs
- **Making the LifeCourse Work for You:** *Charting the LifeCourse: Focusing on Early Childhood* is a short, four-page guide for parents of children ages birth to five
- **News You Can Use:** Brighter Futures Indiana offers information to empower families in their search for the highest quality learning experiences for their children
- **Events You Don't Want to Miss:** The quarterly Building Bridges events create direct avenues for individuals and families to share their feedback

## First Steps Early Intervention Program

First Steps is excited to share information on Help Me Grow – Indiana. Indiana has introduced this model in Lake, La Porte, St. Joseph, Elkhart, Grant, Madison, Delaware, Marion and Scott counties. This toll-free number connects families and providers to local community resources and child development information. In addition, care coordinators through Help Me Grow – Indiana are trained to give a developmental screening tool, called the Ages and Stages Questionnaires. The care coordinators will then follow up with families and their providers to ensure that they were able to receive the services and that the services are meeting their needs. If you have concerns about your child’s development, want information on child development or are looking for community resources, you may call 2-1-1 or the MOM’s Helpline at 1-844-624-6667.



## Bureau of Developmental Disabilities Services (BDDS)

Effective Aug. 1, 2018, the amendments to the Community Habilitation and Integration Waiver and the Family Supports Waiver were approved by the Centers for Medicare and Medicaid Services. Changes include:

- Case management service definition was specifically designed to more closely align with person centered expectations and practices. Rate increases for case management services on the Family Supports Waiver, allowance for targeted case management reimbursements and ability for case managers to receive reimbursement for finalized person-centered individual support plan were included.
- Limits authorization of services of Intensive Behavioral Intervention, Occupational Therapy, Physical Therapy, Group and Individual Psychological Therapy, and Speech Therapy to individuals age 21 and over. This is due to these services being available for individuals under age 21 on the Medicaid State Health Plan under the Early Periodic Screening Diagnosis and Treatment benefit.
- The nursing requirements for structured family caregiving were aligned to match requirements for wellness.
- The restrictions limiting individuals from accessing extended services and prevocational services were lifted.
- The 10-hour community habilitation limit for instances where the individual’s residential provider is also the community habilitation provider was lifted.
- Language was modified in the extended services definition which addressed allowable travel as part of the service for the extended services provider.
- Individual choice in accessing residential habilitation hourly or daily who are designated Algos 3, 4 or 5 who share staffing.

## Vocational Rehabilitation Services

Indiana Vocational Rehabilitation’s next comprehensive statewide needs assessment, which is required to be conducted every three years, is due in 2019. This is a joint effort of VR and the Commission on Rehabilitation Services.

In development of the comprehensive needs assessment, VR is requesting your feedback on the need for services or gaps in services for individuals with disabilities, including those with the most significant disabilities and those who are unserved or

underserved. VR is also seeking input on pre-employment transition service needs of students with disabilities, and needs of employers in recruiting and hiring job seekers with disabilities.

Once the survey is ready, an announcement will be made via the DDRS public announcements, VR Facebook and VR Twitter pages, so keep watching! We look forward to reading your responses and thank you in advance for your assistance.



# First Steps Family Assessment

*Supporting families through family-centered practices*

First Steps understands that it truly takes a village to provide all the necessary supports for our Indiana families. A child’s delay in developmental milestones may be the reason that a family enters our program but many times we recognize that there are other life stressors that a family may be experiencing. We recognize that while we provide early intervention in the natural environment, it is true that we are often not equipped to meet all of the needs of the family. In response to this, First Steps has developed a Family Assessment Tool to help capture other needs families may have, improve child and family outcomes and begin to build family partnerships. The First Steps Family Assessment Tool guides the discussion between you and your service coordinator to determine your child and your family’s needs. Would your family benefit from financial assistance such as Medicaid, Supplemental Security Income or the Child Care and Development Fund vouchers from the Department of Family Resources? Perhaps state child care assistance would be important to your family. Other families might need help finding respite care.

When a service coordinator makes the initial visit with a family, they use the Family Assessment Tool to guide their discussion to help develop the child outcomes that are most important to foster success within the family. For example, the following questions are part one of the discussion:

- Does your child’s delay impact getting up, nap and bedtime?
- Does your child’s delay impact diapering and getting dressed?
- Does your child’s delay impact meal time and feeding?
- Does your child’s delay impact time around the house, indoors and outdoors?
- Does your child’s delay impact bath time?
- Does your child’s delay impact travel and being out in public?
- Does your child’s delay impact interacting with others (family, friends, peers)?

For the assessment to be meaningful it is important to know your level of satisfaction with how the delay is affecting some, all, or none of the areas discussed. Are you concerned about any of these daily routines or are you satisfied with how they work at home? Do you need outside supports to help achieve success?

The goal is that these discussions will help you to articulate what is most important to you. Along with your service coordinator and therapy team you will determine outcomes you wish to address with your child during their First Steps sessions in their home or at daycare. But are there other obstacles making daily life more difficult for you overall?

This is where the second part of the Family Assessment Tool helps you and your team to identify and connect with partnerships to support your entire family. It can be difficult to focus on therapy sessions for your child when financial, medical or childcare problems are occurring. When other areas of concern are identified, the First Steps providers can help connect you to other supports.

FSSA embraces the principles of the LifeCourse framework and encourages the use of any of the several tools available. One tool that would be helpful for you and your team to use during these conversations is the Integrated Supports Star. Using the Star will help you to identify current and possible supports to achieve your vision of a good life. The Family Assessment works along the same guiding principles of the LifeCourse framework, where the focus is on the individual and family’s needs, strengths and desires.

The form is titled 'INDIANA FIRST STEPS FAMILY ASSESSMENT-2017'. It includes fields for ID#, Child Name, DOB, and SC. The 'FAMILY STRENGTHS' section asks about resources and support types. The 'FAMILY CONCERNS' section includes checkboxes for Childcare, Family needs and supports, Family Education, Financial/benefits, and Other. The 'LIFE EVENTS' section has a table with columns for YES, NO, Family wants Resources, and Comments/Resources Provided. The 'SUMMARY' section asks for routines marked as 'Possible IFSP Outcome' and lists 'Possible IFSP Outcomes'. It also includes 'Time In', 'Time Out', 'Total Minutes', and 'Date' fields.

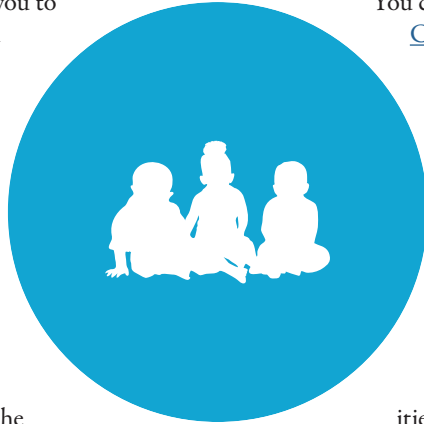
LIFE DOMAINS AND STAGES

# Making the LifeCourse Work for You

## Charting the LifeCourse: Focusing on Early Childhood

Charting the LifeCourse: Focusing on Early Childhood is a short, four-page guide for parents of children ages birth to five. This guide can help you to think about the common experiences, concerns and questions for each life domain during this stage. Life domains are the different, but connected, aspects of life, like where we live, who we spend time with and what we do every day. By looking at the present and considering the future, you and your child will move toward the vision for a good life.

There are four-page guides for every stage



of life: Focusing on Early Childhood, Focusing on School Age, Focus on Transition, Focusing on Adulthood and Focus on Aging.

You can find them at the LifeCourse Resources website.

The Charting the LifeCourse™ framework was originally developed by and for families by the staff and stakeholders of Missouri Family to Family, which is housed within Missouri's University Center for Excellence in Developmental Disabilities Education, Research and Services (UCEDD) at the

University of Missouri-Kansas City Institute for Human Development.



**Daily Life and Employment:** What a person does as part of everyday life – school, employment, volunteering, communication, routines and life skills.



**Community Living:** Where and how someone lives—housing and living options, community access, transportation, home adaptation and modification.



**Safety and Security:** Staying safe and secure—finances, emergencies, well-being, decision making supports, legal rights and issues.



**Healthy Living:** Managing and accessing health care and staying well—medical, mental health, behavior, developmental, wellness and nutrition.



**Social and Spirituality:** Building friendships and relationships, leisure activities, personal networks and faith community.



**Citizenship and Advocacy:** Building valued roles, making choices, setting goals, assuming responsibility and driving how one's own life is lived.

For more information on the LifeCourse framework and principles, visit: [www.lifecoursetools.com](http://www.lifecoursetools.com).

NEWS YOU CAN USE

## Brighter Futures Indiana

*Resources to support you as your child's first and best teacher*

Brighter Futures Indiana offers information to empower families in their search for the highest quality learning experiences for their children. On [the website](#) you can explore resources, learn developmental milestones, find child care, and get ideas of activities to do with your child that will enhance their development. These resources are here to support you in your journey as your child's first and best teacher.





## Division of Disability and Rehabilitative Services

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You can sign up to receive this newsletter by [clicking here](#).

You can receive other updates from DDRS by visiting [here](#).

The Division of Disability and Rehabilitative Services is a program of the Indiana Family & Social Services Administration. If you have questions about DDRS programs and services, [visit us online](#).

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## EVENTS YOU DON'T WANT TO MISS



# Quarterly Building Bridges Events

*These sessions create avenues for individuals and families to share their feedback*

Don't miss the upcoming quarterly Building Bridges events! These meetings are an opportunity for families and self-advocates to meet and speak with the Bureau of Developmental Disabilities Services state staff. These sessions are an important part of the Bureau's efforts to create direct avenues for individuals and families to share their feedback. These meetings are solely

for families and individuals with disabilities to provide a forum for constructive and valuable conversations on successes or concerns, as well as suggestions or input regarding BDDS programs and services. All meetings are held from 6–8 p.m. local time.

**Jan. 10, 2019**  
Bloomington Gov't. Center,  
Hooker Conference Room,  
401 N. Morton Street,  
Bloomington, Ind.

**Jan. 14, 2019**  
Tyson Public Library,  
325 W. Tyson Street,  
Versailles, Ind.

**Jan. 22, 2019**  
Knox County Public Library  
Fortnightly Club House,  
421 N. Sixth Street,  
Vincennes, Ind.

# Intellectual & Developmental Disabilities Task Force

*Over the last year, the task force prepared a plan for community-based services*



On October 17, 2018, the last meeting of the Intellectual and Developmental Disabilities Task Force was held in Columbia City. Over the last year, the task force traveled around the state gathering input and preparing a comprehensive plan for implementation of community-based services provided to people with intellectual and developmental disabilities. You can find [meeting](#)

recordings and minutes online. Once completed, the comprehensive plan will be made available on the [Division of Disability and Rehabilitative Services home page](#).

On behalf of the Division of Disability and Rehabilitative Services, we would like to take this time to thank all the parents, family members and individuals who took the time to share your story and provide input, whether it was in person or in writing. Your stories were an invaluable contribution to the process.