

## **Section 9**

### **Criteria, Guidelines and Procedures for Accessing Dane County Services**

In this section you will find some of the most commonly used forms and procedures for obtaining services for adults with developmental disabilities. These forms and procedures are used primarily by the Intake Unit to establish services and rates for adults with developmental disabilities. In addition, you will find the County's policies related to obtaining additional services or support dollars for people with disabilities and the County's policy regarding transition services for high school graduates.



**Dane County  
Department of Human Services  
Division of Adult Community Services**

Director – Lynn Green  
Division Administrator - Fran Genter

KATHLEEN FALK  
DANE COUNTY EXECUTIVE

**Services for Adults with  
Developmental Disabilities in Dane County**

ELIGIBILITY CRITERIA:

1. Age 18 or older
2. Resident of Dane County- “physical presence with intent to remain”.
3. Documented Developmental Disability(s) which includes:
  - a. Mental Retardation
  - b. Cerebral Palsy
  - c. Epilepsy
  - d. Autism
  - e. Brain Injury
  - f. Prader-Willi Syndrome
  - g. Other neurological condition “closely related to mental retardation or requiring treatment similar to that required for mental retardation”.
4. Disability is a “substantial handicap” to the person in his or her daily functioning. This is determined by an assessment of the person’s functional abilities.

REFERRAL PROCESS:

1. Telephone call to Joe Purcell or Bill Huisheere of the Adult Community Services Division/Developmental Disabilities Intake Unit at **(608) 242-6440**.
2. Completion of “Request for Services” form. Forward the completed form along with written information documenting the disability to the Developmental Disabilities Intake Unit.

3. Additional information may be requested from the person, his or her family and/or guardian or other service providers.
4. An interview with the person, family or others to clarify written information and answer questions about services.
5. The person and/or the guardian will be notified of the eligibility decision and, if eligible, the person's name will be placed on the appropriate waiting list.

There are lengthy waiting lists for all programs. Unless the person is in a crisis/emergency situation or has been court-ordered to receive services, there may be a lengthy wait for services.

#### SERVICES INCLUDE:

1. Residential:
  - a. Supported living – in one's own apartment or home, with live-in, live-near or come-in support.
  - b. Adult Family Homes.
  - c. Supportive Home Care – attendant/chore services for people with physical disabilities who are able to direct their own cares.
2. Vocational/Day:
  - a. Supported employment.
  - b. Sheltered workshop.
  - c. Day services.
3. County Case Management/ Support Broker:  
Planning and coordination of services; management of special funding sources.

#### OTHER SERVICES TO SUPPORT PEOPLE IN THEIR LIVING SITUATION:

1. Respite Care – provides a break for caregivers who care for an adult with disabilities living in their home.
2. Independent Living Skills Training – in-home or community-based occupational therapy.
3. SSI-E – A state-funded supplement to the Federal SSI benefits for adults with exceptional needs, which is used to purchase additional services.



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**SERVICES FOR ADULTS WITH DEVELOPMENTAL DISABILITIES IN DANE COUNTY**

PHILOSOPHY

Services for adults with developmental disabilities have been developed to promote full consumer participation in the community. Service provision is intended to provide access to the same opportunities and responsibilities that other people the same age are experiencing. Needs and preferences about where to live and work are respected in planning and providing service.

FUNDING OF SERVICES

A combination of county, state, and federal funding pays for services. Dane County's Intake Unit determines how money will be allocated to each consumer. For most of the individuals with developmental disabilities currently receiving the services, the county contracts with private agencies or individuals for support services, such as residential and vocational services. Increasingly, consumers of services and their families and guardians are choosing to control how their money is spent as well as who provides the services.

INTAKE AND REFERRAL

In order to be referred to any county-funded service for persons with developmental disabilities, the person must be found eligible for the service system. Each person will receive an assessment for eligibility by the Intake Unit. After eligibility is determined, the person will most likely be placed on a waiting list. Referrals to services are made through the Intake Unit, and questions regarding one's status on the waiting list should be addressed to the Intake Unit.

## **TYPES OF SUPPORTS MOST PEOPLE CHOOSE**

### SUPPORTED LIVING

Supported living describes a means by which people live successfully in their own apartments and homes. Most living situations are homes or apartments rented or owned by the consumer. Supports can be purchased on an individualized basis, and can include staff living in the home with the person(s) needing support, living nearby, or coming into the home on an as-needed basis. Consumers often live with another adult with a disability. If there is a contracted agency, the agency is responsible for hiring, training and monitoring staff. Some people prefer to hire their own staff. The staff people are generally expected to provide learning opportunities in the home and in the community, in accordance with consumer requests.

In addition to supported apartments and homes, some people live in Adult Family Homes with a family that is certified by the county. The family is expected to provide situations for the consumer to participate in the community as well as to learn skills and to share in the maintenance of home life.

### DAYTIME SUPPORTS

Most people receiving daytime supports are served through supported employment. Consumers' employment is determined by their interests and skills, and by the ability to locate appropriate employment opportunities in the community. The support provided is also individualized to the needs of the consumer. Most consumers get to their jobs using public transportation.

Some people work in sheltered workshops or participate in other types of day programs. In these programs, agencies subcontract with area businesses for work; the consumers in the workshops are paid a piece rate based on their productivity. Some programs are very "work-oriented" while others also provide daily living skills training and recreational activities.

There are some small programs assisting people in developing and strengthening their connections to the community. The retirement program assists people in making the transition from work to retirement by developing community alternatives to work that allow a person to continue to feel part of the community. This program is only for those who are at least 55 years old. The YMCA has several programs that assist people in accessing their programs as well as developing other social connections. In addition, consumers and their representatives can choose to use their budgets on alternative support services and programs.

### SUPPORT AND SERVICE COORDINATION

Support and services coordination describes activities that assist consumers with comprehensive service planning and coordination, monitoring of ongoing services, and management of special funding resources. Consumers entering the Developmental Disabilities service system and those managing their own budgets utilize a support broker to provide support and service coordination as well as assistance with their budgets. Consumers can choose their own support brokers.

## **Advocating for a Consumer's Needs and/or Supports**

When a consumer's needs and/or supports are changing due to any number of factors, Support Brokers are encouraged to attend either a Tuesday morning Intake meeting or a Friday morning SDS meeting, to discuss the situation with the staff of the Dane County Adult Community Services- Developmental Disabilities Unit. If you are unsure which meeting pertains to the issue you would like to discuss, be sure to ask the Intake staff or Monica Bear when you call to set up an appointment.

### **Tuesday Morning Intake Meetings**

Intake meetings generally occur on the first and third Tuesdays of each month from 9:00 am to noon in room 357 at 1202 Northport Drive. People in attendance are the Dane County Developmental Disabilities management team, intake staff, and scheduled guests.

- Discussion revolves around new referrals, roommate matches (including roommates who potentially are interested in splitting up, as well as, brainstorming to either help resolve the issues or suggest possible new roommate matches), crisis situations, issues related to support and service coordination, and residential or vocational issues.

Support brokers can contact Intake staff (242-6440) to schedule a time to attend an Intake meeting in order to discuss roommate matches or vocational or residential issues.

### **Friday Morning Self Directed Services (SDS) Meetings**

SDS meetings generally occur on the first and third Fridays of each month from 9:00 am to noon in room 357 at 1202 Northport Drive. The meetings are a gathering of the Dane County Developmental Disabilities management team and SDS coordinator to problem solve, raise concerns and discuss issues related to self directed services.

When can brokers attend?

- When you are struggling with how to structure or access support for a person you work with and would like to brainstorm with a large group.
- When you wish to discuss a "system issue" which is impacting a person you support

When must brokers attend?

- When a person's proposed support costs exceed their rate.
- When a broker helps a person design and implement a new plan using co-employment
- When a person's life changes significantly, requiring a major modification in supports (such as a health crisis that results in a change from come-in to live-in assistance)

To get on the agenda for a Friday morning SDS meeting, call Eric Miller at 242-6447 or E-mail Eric at [miller.eric@co.dane.wi.us](mailto:miller.eric@co.dane.wi.us)



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**Developmental Disability Programs**

**Criteria for Providing Support to Individuals in Crisis or in Need of Continuity**

**CURRENTLY RECEIVING SERVICES**

*\*For people who are currently receiving services, increased funding might be provided in the following situations:*

- Inability of primary caretaker (physical incapacitation, etc.) to continue providing necessary support and where no other caregiver is available.
- Substantiated reports of abuse or neglect requiring short-term or long-term interventions.
- Impending risk for abuse or neglect (substantiated threats or based on situational assessment).
- Consumer presents high medical needs that cannot be fully addressed by caregivers.
- Consumer presents significant behavioral challenges, putting self or caregivers at risk.

**REQUESTING A NEW SERVICE**

*\*For people who are requesting a new service, increased funding might be provided in the following situations:*

1. Death of the primary caregiver, where no other caregiver is available.
2. Substantiated reports of abuse or neglect requiring short-term or long-term interventions.
3. Inability of primary caretaker (physical incapacitation, etc.) to continue providing necessary support and where no other caregiver is available.
4. Where a caregiver is available but the caregiver would experience significant disruption in his or her life and/or would lose his/her employment in order to provide the necessary support.
5. Consumer is terminally ill, where death is imminent.
6. Impending risk for abuse or neglect (substantiated threats or based on situational assessment).
7. Consumer presents high medical needs that cannot be fully addressed by family or caregivers.
8. Consumer presents significant behavioral challenges, putting family members or caregivers at risk.
9. Risk for out-of-home placement (children) or risk of institutionalization (children & adults).
10. Potential reunification with family from out-of home placement (children in foster care or child-caring institutions).
11. Court ordered placements.

*(continued on next page)*

## **CONTINUATION OF SERVICES**

***\*For people who are requesting a continuation of services, the following situations may constitute a need for continuity:***

- A. Children transitioning from County-funded children's services (Foster Care, mandated Case Management, Respite, Children Come First) to Adult Developmental Disability Services.
- B. Young adults who currently receive developmental disability residential services and who require daytime support upon leaving high school.
- C. The closing or downsizing of institutions where Dane County residents will be displaced and where no other alternatives are available.
- D. Individuals currently receiving services who have an increased support need due to medical (infirmaries of aging, etc.), psychological (onset of Alzheimer's, etc.), or challenging behavioral issues and who, without additional support, would be at risk of physical harm, institutionalization, or involvement in the legal system.
- E. Children transitioning from other funded services (school systems, graduates in supported employment, Division of Vocational Rehabilitation, etc.)
- F. Adults and children with acquired brain injuries where the County is required to commit to providing long-term community care prior to intake into an inpatient rehabilitation program.
- G. Adults who have left the County, while receiving services and return within 6 months.

## **What are the criteria for approving different models of support?**

- Consumer presents high medical needs that cannot be fully addressed in current support arrangement.
- Consumer presents significant behavioral challenges that cannot be fully addressed in current support arrangement.
- Consumer is requesting a change in model of support, where no immediate danger is ascertained  
*If model of support is to be changed, it must be cost-neutral.*

**\*In all cases, the provision of support is dependent upon the availability of funds.**



## Individual Budget Increase Request Form

**PROCEDURE:** to advocate for a budget increase for an individual you support, please complete page one of this form prior to attending the meeting and provide copies for review at your pre-scheduled SDS meeting. In addition be prepared to answer questions 2-10 at the meeting.

Consumer Name:		DOB		Date of Request	
Roommate Name		Providers/Support Agency			
Waiver Program		Case Manager/Support Broker:		Assigned Dane Co. Manager	

**SUMMARY**

**1a. Why is a budget increase needed for this consumer?**

**1b. Proposed Budget:**

**2. What kinds of alternative supports have been explored, i.e. MAPC, Sound Response, sharing staff, PASS/IRWE, Personal Resources?**

**3. Compared to one year ago, what has changed for this person that is now causing a request for more money?**

**4. How will the proposed budget address the concerns? Is this a short-term or long-term problem?**

**a. What is the plan to eliminate the need for an EER?**

**5. Is the person's issue specifically related to his/her developmental disability?**

*(continued on next page)*

<b>6. If the issues are not related to the person's developmental disability, how would his or her issues typically be addressed in our community? AFH? Nursing home? Legal system involvement?</b>	

<b>7.</b>	<b>If you are requesting funding for one-time costs, please describe alternative resources you have explored.</b>

<b>8.</b>	<b>What will happen if your request for funding is denied?</b>

**NOTE: If your request is for an increase in staff coverage, a description of the current and proposed staffing may be requested. You may want to use a residential/vocational rate worksheet as a guide (This worksheet is available from DD Intake at 242-6440**

<b>9. If you are asking for an increase in residential funding, please answer the following questions:</b>	
<b>a.</b>	<b>What options for housemates have been explored?</b>
<b>b.</b>	<b>Can existing funds or supports be reallocated?</b>
<b>c.</b>	<b>What other agencies have been considered/contacted?</b>

<b>d.</b>	<b>What appropriate service providers outside of the DD system have been considered/contacted?</b>

<b>10. If you are asking for an increase in vocational funding:</b>	
<b>a.</b>	<b>Have other work options been considered?</b>
<b>b.</b>	<b>Can existing funds or supports be reallocated?</b>
<b>c.</b>	<b>Can supports be shared? Are natural supports an option?</b>

## RESIDENTIAL SUPPORT WORKSHEET

Consumer: \_\_\_\_\_ Person completing form: \_\_\_\_\_

1) In the chart below, indicate times of the day when a person needs residential staff support. This is defined as staff who are awake and present in the home and attending to the needs of the person.

**For example:** Bob S. has live-in support and no awake overnight. His support is typically M-F 6-8am and 3-10pm. On weekends his support is from 8am-10pm.

Sat-Sun	Mon-Fri
8am-10pm	6-8am 3-10pm

Sun	Mon	Tues	Weds	Thurs	Fri	Sat

2) All times are assumed to be at a 2-1 consumer/staff ratio unless listed here. Please describe when a 1-1 ratio is needed and why:

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3) Does the person require awake overnight staff? \_\_\_\_\_ If “yes”, why?

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4) Is the individual a candidate for Sound Response? \_\_\_\_\_ If “no”, why not?

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5) Describe other considerations that would be important to know when setting a rate, such as significant medical, behavioral, or personal care needs:

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Feel free to use the back if needed.

Return to: Dane County DD Intake Unit, 1202 Northport Drive, Madison, WI 53704  
Or fax to 242-6531. If you have questions, contact Bill or Joe at 242-6440

VOCATIONAL SUPPORT WORKSHEET

Date: \_\_\_\_\_

Consumer: \_\_\_\_\_ Person Completing Form/Agency: \_\_\_\_\_

- 1) In Chart 1 (“Current Employment and Support”), indicate times of the day and days per week that a person is currently employed. Identify the times when the consumer currently receives vocational staff support. (This is defined as staff who are present at a job site when a consumer is in need of support or providing transportation for a consumer to/from a job site.)

**For example:** Barb S. has a job coach working with her and another consumer at Shopko in the mornings on M-F. She then has drop-by support that totals ½ hour a week of staff time in the afternoons at Meriter Hospital on Tuesday and Thursday.

	Mon	Tues
AM	8am-noon at Shopko	8am-noon at Shopko
<b>Consumer:Staff Ratio</b>	2:1	2:1
<b>Staff Time allocated to Consumer</b>	2.0 staff hours	2.0 Staff hours
PM		1-2p at Meriter
<b>Consumer: Staff Ratio</b>		Spot Check
<b>Staff Time allocated to Consumer</b>		.25 Staff hours

- 2) Total Current Direct Staff Hours/Week (from Chart 1): \_\_\_\_\_
- 3) Using Chart 2 (“Projected Employment and Support at Graduation”), document the employment and support the consumer is likely to have at graduation. Follow the same pattern as in Chart 1.

Total Projected Direct Staff Hours/Week (from Chart 2): \_\_\_\_\_

- 4) If applicable, please describe why a 1:1 consumer to staff support ratio is needed:

5) Describe other considerations that would be important to know when setting a rate, such as significant medical, behavioral, or personal care needs, family circumstances, etc.:

6) How will this individual travel to/from work?

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If there are additional transportation costs (e.g. in rural areas), what is the estimate of the additional cost for this service? \_\_\_\_\_

Feel free to use the back if needed.

MAIL TO: Dane County DD Intake Unit, 1202 Northport Drive, Madison WI 53704

FAX TO: 242-6531 • E-MAIL: [huisheere@co.dane.wi.us](mailto:huisheere@co.dane.wi.us) or [purcell@co.dane.wi.us](mailto:purcell@co.dane.wi.us)

QUESTIONS? Call Bill or Joe at 242-6440

**Chart 2: Projected Employment and Support at Graduation**

Consumer's Name: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM</b>					
<b>Consumer:Staff Ratio</b>					
<b>Staff Time Allocated to Consumer</b>					
<b>PM</b>					
<b>Consumer:Staff Ratio</b>					
<b>Staff Time Allocated to Consumer</b>					

**Chart 2: Projected Employment and Support at Graduation**

Consumer's Name: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM</b>					
<b>Consumer:Staff Ratio</b>					
<b>Staff Time Allocated to Consumer</b>					
<b>PM</b>					
<b>Consumer:Staff Ratio</b>					
<b>Staff Time Allocated to Consumer</b>					

# Guidelines for Housemate Splits and Matches

Updated 1.31.2008

In order to streamline the process by which people meet and connect with potential housemates, support brokers and residential support providers may utilize either of the following methods:

## HOUSEMATE SPLITS

### Defined as *current housemates*

- (a) *who wish to find new housemates, and*
- (b) *in finding new housemates, each person's rate does not increase (is cost-neutral).*

(\* Brokers and agencies make all of the connections.)

1. When cost-neutral housemate splits are initially being discussed, please notify Sue Prodell and the assigned manager.
2. When housemates are splitting up, both people must have new housemates before any moves occur (in order to avoid creating additional openings in the system.)
3. In order to find new housemates, support brokers and residential providers are encouraged to contact each other directly.
4. Agencies have various protocols regarding how to meet and connect with potential housemates. To maintain communication, support brokers will contact the agencies involved and keep the contact people informed of the process.
5. Sue Prodell will maintain a database, called the Housemate List, that has information about people who are looking for new housemates (cost-neutral situations). She will email it to residential providers and support brokers twice per month.
6. To place people on the Housemate List, please call or email Sue and she will send you a Residential Profile to complete and return.
7. **People on this list must have residential funding** or be prioritized for residential services (i.e., they cannot be on the residential services waiting list, unless they have been prioritized.)
8. When people choose new housemates from this list, please let Sue know so she can update the list.

## HOUSEMATE MATCHES

### Defined as *current housemates*

- (a) *who wish to find new housemates, and*
- (b) *in finding new housemates, rates increase, OR assistance with referrals is preferred.*

(\* Sue Prodell assists with the referral process.)

1. If the proposed split may cost more than the rate, it must be discussed and approved at an SDS meeting (1<sup>st</sup> and 3<sup>rd</sup> Friday mornings). Please contact Eric Miller to schedule (242-6447).
2. Support brokers will need to complete and submit a Residential Profile form for anyone who needs referrals for a new housemate. Res Profiles are available from Sue.
3. Sue Prodell will help make referrals regarding potential housemates. If support brokers want to attend an Intake meeting (1<sup>st</sup> and 3<sup>rd</sup> Tuesday mornings) to discuss referrals, please contact Intake staff to schedule (242-6440).
4. Sue will email maintain and send out a Housemate List (see #5, left column).
5. **Within two weeks**, support brokers will need to let Sue know the following:
  - (a) whether or not the housemate match will be further explored,
  - (b) and if so, when the potential housemates will initially meet each other.
6. To maintain communication, support brokers will follow up with residential providers and keep the contact people informed of the process.
7. **Within four weeks**, support brokers need to inform Sue if the potential housemate match will continue to be explored, or if new referrals are needed.
8. If the housemate match is still being explored, please notify Sue when the two people decide to live together or not. Sue will provide more referrals as available.

Sue Prodell can be reached at [prodell@co.dane.wi.us](mailto:prodell@co.dane.wi.us) or 242-6283.

## RESIDENTIAL PROFILE

HM = housemate

<b>Today's date:</b>	
<b>Person's name:</b>	
<b>Year of birth:</b>	
<b>Gender:</b>	
<b>Residential agency:</b>	
<b>Prefer to change agencies?</b>	
<b>Preferred gender of HM?</b>	
<b>Support Broker's name:</b>	
<b>Support Broker's email/phone:</b>	
<b>Name(s) of possible HM?</b>	
<b>Have Sound Response?</b>	
<b>Need accessible housing?</b>	
<b>Person's ZIP code:</b>	
<b>Preferred location? (E, W, S or N Madison, or specific name of suburb):</b>	
<b>Prefer to stay at current residence?</b>	
<b>Amount of residential support (if come-in or live-near, describe staffing pattern):</b>	
<p>Brief paragraph describing the person's</p> <ul style="list-style-type: none"> <li>• <b>interests</b></li> <li>• <b>communication style</b></li> <li>• <b>health or behavior concerns (if any)</b></li> <li>• <b>amount of self-supervision</b></li> <li>• <b>preferences re: a HM</b></li> <li>• <b>timeframe</b></li> <li>• <b>non-negotiables</b></li> <li>• <b>any other information you'd like to add</b></li> </ul>	



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DANE COUNTY EXECUTIVE

## **Dane County Department of Human Services Division of Adult Community Services**

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**PHONE: (608) 242-6200 FAX: (608) 242-6256**

### **SDS Guidelines for Household Size 10-17-07**

Many brokers and providers have asked for clarification regarding the number of people with disabilities who can share a home and how this impacts their SDS budget and CIP funding. In 2007 Dane County commissioned a survey of people with developmental disabilities and their guardians. They expressed a strong preference for people to live alone or with 1-2 housemates. Tight fiscal times and the subsequent shrinking of people's individual budgets are resulting in people making compromises around the number of housemates they live with. At the same time some people with specialized support needs such as dementia or Prader-Willi have requested to live with groups of individuals who have the same disability or support needs. For people considering additional housemates or agencies contemplating the development of new homes we offer the following guidelines:

- Over 78% survey respondents with disabilities opposed living with more than three people. Consequently, the DD system will not fund the development of any new Community Based Residential Facilities (CBRFs). A CBRF is a licensed facility shared by 5-8 people.
- People may choose to live in an existing CBRF. For example, some individuals with aging issues have chosen to reside in group homes specifically designed to meet their geriatric needs. Likewise, some individuals with Prader-Willi have chosen to live in group homes designed to treat and support their specific disability. This requires County Manager approval and a separate Purchase of Service contract for each person served.
- The county relies on a state memo to interpret which 3-4 person living situations require certification or licensure. This memo states 3-4 people with developmental disabilities may choose to live together in an unlicensed setting if they meet the following conditions:
  - The living unit must be the primary residence of the people residing there

- The residents either own the dwelling unit or lease (or rent) the dwelling unit directly from the building owner
  - The residents must independently arrange for their own services and have the freedom of choice of service providers
  - The service providers may not have any direct or indirect authority or control of the building or dwelling unit
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- When an individual does not meet the memo's conditions yet desires to live with 2-3 other individual's, the situation must become a licensed Adult Family Home (AFH). **New, licensed AFH proposals created for current SDS participants require review and approval of county managers.** Brokers need to attend a Friday SDS meeting to obtain this approval. Dane County Residential Program Specialist, Sue Werner is the designated resource person to answer AFH questions.
  - New proposals for licensed AFHs must provide a clear rationale for why licensing is necessary, why an individual wishes to live in a licensed setting and how they will benefit from the licensed setting.
  - No waiver participants can live in a home with over 8 people, as the waiver does not fund these situations.
  - AFHs and CBRFs are funded under county contract and are not considered part of an individual's SDS rate.



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**Developmental Disability Programs**

**Dane County Transition Policy regarding High School Graduates with Developmental Disabilities**

In response to extremely long waiting lists for vocational services, the Dane County Board has established a policy affecting young adults with developmental disabilities attending school districts in Dane County. Previously, schools were spending energy and resources training young people in jobs, only to find that when the individual left the school system at age 21 there were no follow-up services available. The person was usually placed on Dane County's vocational waiting list. The result was that these productive workers lost skills, jobs and income as they sat at home, often for many years, waiting for services.

The Dane County Board decided that it is sound fiscal and ethical policy to continue the on-the-job training and support after the person turns 21 years old, when the schools were no longer responsible for students with developmental disabilities. However in order to be fair to the waiting list, the policy emphasizes continuity of service as opposed to new or increased service. This means that students for whom taxpayer funds have provided job training and placement will receive the needed support to maintain that job schedule when the student has completed school services.

The following conditions need to be met in order for a student to receive county-funded community vocational services at age 21:

- 1) The student remains within the school system throughout the year that the individual turns 21 years old
- 2) The student is working in paid employment at the time of transition.

Funding for vocational supports from Dane County will continue for as long as needed. It is expected that other funding sources will be utilized if available, specifically DVR and Medicaid waiver programs.

This policy is contingent on the availability of Dane County funds.

This policy is a tremendous advantage for the young people with developmental disabilities who are leaving the school systems; the alternative could be years of waiting for county funding for vocational services. In order to make this policy work for students, the county, school systems and families need to work together to provide a solid and meaningful transition.

## **TRANSITION COORDINATOR**

Progressive Community Services (PCS) employs this position.

The Transition Coordinator works with high school graduates not already receiving case management with developmental disabilities in Dane County who are eligible for services.

The graduates are determined in September of the school year the clients graduate. The Transition Coordinator will work with this caseload from September of the year they graduate (“Senior Year”) until the summer of the year they graduate (1 year).

The Transition Coordinator establishes support plans with the clients and their families while working closely with the school systems and Dane County. He/she also helps clients with interviewing and choosing appropriate providers in the community.

The Transition Coordinator completes all CIP and county paperwork necessary prior to the client graduating. The summer after the clients graduate, the Transition Coordinator will transition the clients to the Support Broker of the clients’ choice.

This process repeats every September.

## **SYSTEMS TRANSITION COORDINATOR**

Progressive Community Services (PCS) employs this position.

The Systems Transition Coordinator supports Madison Metropolitan High School in developing long term paired job sites for high school students ages 17-20 years old who have developmental disabilities and are eligible for Dane County services.

A Parent Transition Group is facilitated and maintained by the Systems Transition Coordinator throughout Dane County. The Parent Transition Group includes parents of students with disabilities aged 17-20 years old as well as teachers working with these students.

# Transition

**Transition** is the process that prepares students for life after high school. It occurs most intensely in the three years before students exit school, but generally begins a number of years before.

**Transition Planning** should begin when the student is 14 years old. The plan is reviewed, modified as needed and annual goals are set. Transition Planning should:

1. Assess current and anticipated levels of independence
2. Provide opportunities for learning and demonstrating independence
3. Provide a specific curriculum that will further develop independence.

The ideal transition into the adult work world occurs when the family, student, school personnel, supported employment agency or other type of anticipated employment support, and employer have similar expectations regarding the outcome of the transition. During the last year, frequent communication among all parties is crucial.

## Expected Outcomes of Transition

- There should be a good **assessment** available.

The assessment will include knowledge of past work experiences, the interests, strengths, and preferences of the student, medical and physical needs, and an accurate estimate of the amount and type of support that will be needed on the job. Specific support needs should be addressed thoroughly.

- Students should expect that they will graduate in a **stable job**.

When it is anticipated that the student will be entering supported employment upon leaving school, the school expected to strengthen its efforts in job exploration, placement and training. A job that is developed based on the assessment and past work experience is the most promising job. The longer the student has been working at the job, the greater likelihood there is going to be a successful transition.

- **Employer expectations and student expectations** of the job should be clear.

Employers should know how much support the student will be receiving and be satisfied that there is sufficient support. The student should understand the job duties and expectations and enjoy the work. Pay schedules should be clear.

- **The job supports are set up in advance.**

Job supports can occur in a variety of ways: use of a supported employment agency, direct payment to the employer to support the worker, or use of a free-lance employment specialist. However, job supports are accomplished, they should be planned well in

advance, and should match the individual, the employer and the job situation. Whoever will be providing the work assistance must be aware of the specific job support needs. Documentation of the job, such as job descriptions and task analysis, must be shared, as well as other aspects of the workplace, such as type of clothing worn, where lunch is eaten, how supervision occurs, who the coworkers are. It is expected that school and post-school support personnel will overlap in order for the transition to be smooth.

- The student's **day activities should easily transfer** into the adult world.

The student's day during the last year of school should look like it will after the student has exited school. Transportation on a school bus should transfer to the city bus or another workable service. Alternatives need to be developed for therapies that occur in school. If recreation activities occur during the workday, they should not be substituting for work, but are well thought-out options based on the individual student's needs and preferences.

- The ideal transition happens when all involved share **the student's vision of his/her future** after school. The development of a job that promotes pride, develops confidence, and displays the student's abilities will naturally create a smooth transition. The commitment by the student and all who support the student to open communication and concrete planning will lead to post-school success.

## **Suggested Practices When Transitioning Individuals**

Service providers should meet with vocational teachers to discuss what services will be provided. The purpose of this discussion should be to examine the student's day service needs and determine to what extent these will transfer as they exist. Clarifications as to what will and what will not continue, needs to be made. Roles of all involved professionals need to be clarified, and ways found to assure that each of the student's needs during and after the transition are met.

Keep written documentation of all meetings, as well as about things that have happened in the past, which may be instructive in future situations.

Vocational history, and other relevant school records, should be provided to agencies so that job successes and failures, behavioral history, medical information, academic records, etc, can guide in planning future career moves.

Job sequences, task analysis and/or plans for the job site should be shared with the receiving agency.

Sub-minimum Wage paperwork should be passed on to agency for use during the renewal process.

Transportation needs should be anticipated and training provided or arranged for.

Meetings including the parents, student, agency staff, broker, and school staff, during the transition process, are very important. These discussions would include such topics as agency policies (e.g. -vacation days, handling illnesses, the student's budget and handling of money, etc.) and an overview of the agency and its operation and mission.

Regular meetings/circles of support are useful, and establishing them in that last year at school will set a good precedent for later on.

Recreation during the workday is discouraged unless an agency has agreed to pick it up.

Projections for pairings of future grads within an agency's sites should be encouraged and promoted at SEPC meetings.

Students should exit the schools with a current resume.

## **Checklist for Students**

Develop, review, and revise career goals and expectations regarding employment support.

Interview potential vocational service providers – February and March.

Select vocational provider by April 1<sup>st</sup>. Sign agreements.

Continue to develop job skills and independence on the job.

Complete transportation training.

Make application for para-transit services, YMCA memberships, etc. as needed for work and supported recreation.

## **Checklist for Brokers**

Develop expectations regarding employment support with consumer and finalize vocational profile.

Facilitate interviews with vocational providers in February and March. Include DVR counselor if appropriate.

Sign agreement with a vocational provider by April 1<sup>st</sup>.

Develop Individual Employment Plan with DVR and vocational provider.

Facilitate sharing of all pertinent information regarding consumer between the school and the agency.

Monitor student/provider relationship and provider services relative to employment expectations of the consumer.

## **Checklist for Schools**

Referral made to DVR – fall of final year.

Provide records to vocational provider upon receiving a release to do so.

Increase job stability and independence in a “supportable” job, taking into account the hours, transportation, fading, etc.

Assist students with applications for para-transit, YMCA membership, etc.

Provide or arrange for mobility training.

Finalize a transition plan to phase out school support and to train provider staff.

## **Checklist for Vocational Provider**

Be available to students for interviews in February and March. Sign service agreements by April 1<sup>st</sup>.

Develop understanding of student’s career plans and goals. Develop strategies to address student’s employment support expectations.

Complete SE assessment (funded by DVR) prior to graduation.

Develop a “Plan for Support” including attention to medical/behavioral issues, transportation, staffing, etc.

Learn support techniques from school staff.

Evaluate effectiveness of support and make changes as needed.

## **Transition Resource Guide for Dane County Grads**

### **Resources / general information**

- Unless the grads have case management through Family Support and Resource Center (FSRC), or have support through United Cerebral Palsy-Adult Services Assessment Planning (UCP-ASAP), or already have a support broker (this is unusual) all grads work with the county transition coordinator, Kurt Svensson from PCS. Since Kurt already knows the grads it's a good idea to set up a meeting after you've been hired. Kurt will give you his file on the person at that time.
- Grads that had case management through FSRC, tend to have higher support needs and have often been supported by FSRC for many years, but will lose it when they hire you. Because they already have case management, Kurt does not help them with the transition. When someone who has FSRC or UCP-ASAP hires you, set up a meeting with the case manager and the grad and make sure to get important documents from the file. It can be helpful to make a separate appointment with the FSRC case manager to go through the file at their office and copy whatever is needed.
- Grads who have FSRC case management also receive respite reimbursement through FSRC. This will continue after they hire you, and it's important to acknowledge this on the PCP, ISP, and IFP. (When the grad receives residential funding, respite will stop.) There are a set number of hours FSRC pays for respite, and it is not possible to increase these hours, however, it is fine for families to supplement this amount with personal money. If you have any questions about respite, call Patti Becker at 237-7630.
- Most families and grads are overwhelmed, confused, and even sad about all these changes. Many of them are losing support providers they have known for many years. This is a great time to show your commitment and offer a shoulder to lean on. It's important to take time to make sure they really understand your role, and let them know no question is "stupid". I've found that I've developed some of my most sincere and meaningful relationships with people and families I've helped with this transition. Additionally, families might express frustration with Dane County's long waiting list for Residential services. To learn more about the waiting list for residential services, speak to your supervisor or the developmental disability Intake office.
- Remember, terms like SDS, Voc., DVR, MA, SSI, Rate, CIP, etc, are commonplace to us, but families and grads often have no idea what they mean and sometimes are embarrassed to ask. Never assume someone knows what acronyms mean!

### **Vocational information**

#### **Background:**

In the past, people with disabilities graduated from high school only to find themselves on long waiting lists and would often end up spending years living at home, unemployed and isolated. In response to this, DVR (Department of Vocational Rehabilitation), Dane County High Schools, and the Dane County DD system made a commitment to provide high school students in our system with vocational services upon graduation. While there is no guarantee this arrangement will continue indefinitely, it will continue in 2006. In recent years, this has been a particularly vulnerable service in our system.

#### **The School's role:**

Before graduating and entering the adult system, it is the school's responsibility to help the student gain employment. The school will also work with the vocational agency in the months leading to graduation to ensure a smooth transition. By the time a Support Broker is hired, the student has typically worked with the vocational agency for about a month. If a person who hires you does not have a job or a vocational agency, talk to Doug Hunt at Dane County. This is unusual but does happen.

### Working with DVR:

The Department of Vocational Rehabilitation (DVR) is a federally funded agency that provides employment services to many people in our community.

During his or her last year in school, students are assigned a DVR counselor who will follow him or her for 6-18 months and provide funding for job coaching (and sometimes job development if needed). Most grads will receive 6 months funding, although certain situations will warrant more.

Support Brokers might set up and/or attend DVR meetings (about every three months). In other cases, the grad's family will do this. Talk to the family and grad about what they prefer. When the DVR counselor decides to close the case, it is customary to have a final meeting.

DVR payments go straight to the vocational agency; you do not have to complete any paperwork. The agency must send reports to DVR every month in order to get the money. Agencies know this, and only in rare situations will you have to communicate with DVR or the agency about funding.

When DVR funding stops (usually in Dec. following graduation) make sure the agency and you are on the same page with vouchers, etc. In some cases, the amount DVR pays in 6 months (3,600) is more than the person's rate for the whole year. In cases like this, the agency will not receive any money from the county until the next year.

### You've been hired by a grad...now what?

- Meet with the person. Find out who the team will consist of (usually the person, family members, and a vocational agency contact person). Start building your file.
- Try to keep the consumer connected with people who were a part of his or her life prior to transitioning into adult services.
- Make sure all vouchers / IFPs / ISPs are completed and turned in. In most cases, you will not complete these. Kurt, the FSRC case manager, UCP-ASAP worker, or sometimes Joe Purcell or Bill Huisheere at the county will complete these.
- Make sure you know who is on CIP, whose CIP eligibility is pending, and who does not have CIP. If someone has not applied for CIP yet, talk to your supervisor. Usually Kurt, the FSRC case manager, or UCP-ASAP worker does this prior to graduation.
- Set up a meeting with the person who hired you and each of the current team members: transition coordinator, FSRC case manager, or UCP-ASAP worker, DVR counselor, and vocational agency contact person.
- Throughout the year, be aware of DVR funding and how it offsets a person's SDS budget. Update vouchers and IFPs as necessary as DVR funding changes or ends.

Written by Courtney Wilson, Support Broker for Teamwork Associates  
March 2006



KATHLEEN FALK  
DANE COUNTY EXECUTIVE

## Dane County Department of Human Services Division of Adult Community Services

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Director – Lynn Green  
Division Administrator - Fran Genter

### Guidelines regarding Transportation Outside Para-transit Service Boundaries

Given the limited funding available to consumers in the adult service system and the high cost of transportation in areas not served by Madison Metro Para-transit, it is the practice of Dane County Adult Community Services to investigate alternatives to County funded transportation whenever feasible. These alternatives may include:

- Requesting parents, other family members, or friends/neighbors/coworkers to assist with rides. This would include rides to work or home from work or both, if possible.
- Using a Social Security Work Incentive such as an Impairment Related Work Expense (IRWE) to help pay for rides.
- Investigating ride share arrangements such as state van pools to commute to/from work.
- Walking or riding a bike to and from a job

The actual amount of support a person requires at a job site is the determining factor in setting a vocational rate and does not include the expenses involved with transporting someone to and from a job site. Requesting a vocational agency to provide transportation services is an option to be used if other alternatives cannot be found, however since transportation costs are not included in the initial rate the actual amount of job support is likely to be less.

9.18.06

# Restrictive Measures - Quick Start

**Definition of Restraint\***: The State of Wisconsin Department of Health and Human Services has a two-prong definition of restraint. **BOTH** must be true for something to be considered a **restraint**. A **restraint** is any device, garment or physical hold that:

1. Restricts the voluntary movement of a person's body or access to any part of the body, **AND**
2. Cannot be easily removed by the individual

Teams should make every effort to eliminate or minimize the need for restraints.

## **IF A RESTRAINT MUST BE USED, THE BROKER WILL:**

**1**

**Complete a formal application, requesting authorization to use restraints.**

- Use either of these two state forms available at <http://dhfs.wisconsin.gov/forms/>
  - **OQA-2607**, *Request for Use of Restraints, Isolation or Protective Equipment* **OR**
  - **OQA-2608**, *Request for Use of Medical Restraints*

**2**

**Schedule an appointment to present your request to the Dane County Restrictive Measures Review Committee.**

- Call Monica Bear at **242-6438** or e-mail [bear@co.dane.wi.us](mailto:bear@co.dane.wi.us)

**3**

**Wait to be notified of State approval of the request.**

Once approved by Dane County's Restrictive Measures Review Committee, Dane County will forward the request to the State's Restraint Lead for review. County approval is required **prior** to state review.

**4**

**Have Restrictive Measures authorization reviewed and approved annually.**

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\* as defined in *WI Guidelines and Requirements for Supporting People With Challenging Behaviors*, August 2007

# **When Medical Equipment and Devices Do Not Function As Restraints\***

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Medical equipment and adaptive devices are often used in a manner that does not meet the state's definition of a restraint. Whenever individuals require medical equipment or adaptive devices, brokers must ensure they are the least restrictive possible.

When medical equipment and adaptive devices do not function as restraints,

## **BROKERS, IN CONJUNCTION WITH A PERSON'S TEAM SHOULD:**

- 1** Determine that the medical equipment or adaptive device is safe, least restrictive and most appropriate for the individual. Teams should consult with the appropriate professionals such a physician, occupational or physical therapist as needed.
  
- 2** Develop a written protocol for use and monitoring of the medical equipment or adaptive device. All team members should have knowledge of the written plan. The plan should be available to share in the event of a county, state or federal program audit.
  
- 3** Ensure everyone receives training in the application, maintenance and on-going monitoring of the medical equipment or adaptive device.
  
- 4** Reassess the individual's protocol at least annually to determine the continued appropriateness and need.

**For more information regarding Restrictive Measures, contact:**

Monica Bear  
1202 Northport Dr  
Madison, WI 53704  
(608) 242-6438  
[bear@co.dane.wi.us](mailto:bear@co.dane.wi.us)

\* As defined in *WI Guidelines and Requirements for Supporting People With Challenging Behaviors*, August 2007