

Adult Autism Waiver Service Definitions

This document describes the services available through the AAW. Please see “Appendix C: Participant Services” in the waiver at www.autisminpa.org for the full text of the service definitions in the approved waiver.

Assistive Technology: This service pays for items used to help a participant be more independent in their daily life. It includes helping a participant, as well as his or her representative and informal care network, choose, learn how to use, and care for the item. It also includes fitting the chosen item, if needed. An item purchased, rented, or otherwise provided to the participant is to be used only for the benefit of the participant.

- This service includes repairs and batteries if they are needed each year and extended warranties.
- Items that cost \$500 or more must be recommended by an independent evaluation. Independent evaluations can be provided as part of Assistive Technology services.
- If the item is available through the Medical Assistance State Plan, the participant must have reached the limits in the State Plan before receiving the item through the AAW.
- There is a \$10,000 lifetime limit for Assistive Technology services.

Some examples of Assistive Technology are talking calculators, audio books, special cooking and eating tools, special computer keyboards, and equipment that creates speech.

Career Planning: This service helps the participant identify a career direction and come up with a plan for getting a job at or above the minimum wage; and get a job in competitive employment (which means a job that is also done by people without disabilities.) This service can also be used to assist a participant with self-employment.

Career Planning has two parts: Vocational Assessment and Job Finding

- Vocational Assessment is used to develop a plan (called a Vocational Profile) to identify a career direction that meets the participant’s goals, needs and abilities and will result in a job that is also done by people without disabilities that pays minimum wage or more or self-employment. The Vocational Profile includes what the participant needs to do or learn to get the job the participant wants.
- The Vocational Assessment includes:
 - ◊ Discovery, or figuring out the participant’s likes, interests, skills and abilities. The participant is asked what kind of work place he or she would like, how he or she could get to work, and what support he or she might have or need to do the job the participant wants. It also includes reviewing the participant’s work history.

- ◇ Talking to natural supports (such as family, friends or neighbors) who can provide information about the participant.
 - ◇ Helping the participant participate in job-related programs such as Ticket to Work, including Ticket Outcome and Milestone payments, and work incentives programs that might make it easier to get a job.
 - ◇ Benefits counseling, including explaining to the participant how working will affect his or her ability to keep his or her benefits, including Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), or the Supplemental Nutrition Assistance Program (SNAP).
 - ◇ Determining the kinds of jobs that match the participant's skills, abilities, and interests.
 - ◇ Short job tryouts to allow the participant to see if he or she has the ability and is interested in a job.
- Job Finding helps the participant find a job that is also done by people without disabilities that pays minimum wage or more. The job should match the participant's needs and be a job the participant wants. It should also meet the employer's needs. Job Finding can be provided to the participant or it can be provided the participant is not present. Job Finding includes:
 - ◇ Looking for jobs that fit the participant's Vocational Profile.
 - ◇ Working with the participant's natural supports to find contacts and possible jobs.
 - ◇ Searching for a job.
 - ◇ Supporting the participant if the participant chooses to start his or her own business, including finding potential business opportunities, helping the participant make a business plan, and looking for ongoing supports to run the business.
 - ◇ Identifying and developing customized jobs such as working with an employer to create a job that does not exist yet or doing part of an existing job for an employer.
 - ◇ Setting up informational interviews with potential employers.
 - ◇ Helping the participant find and schedule job interviews.
 - ◇ Helping the participant negotiate reasonable accommodations and supports from the employer to help the participant do a job.

Vocational Assessment and Job Finding must be approved for the participant every 90 days and can be provided to the participant for up to 1 year every time it is added to the participant's ISP. Vocational Assessment may be authorized whenever the participant's situation or career goals change. Job Finding may be authorized if a job ends or the participant wants to change jobs.

Participants must be referred to the Office of Vocational Rehabilitation (OVR) before they can receive AAW Career Planning services unless the participant was evaluated by OVR before and was not eligible for OVR services or received OVR services and OVR closed the case.

An example of Career Planning services is testing the participant for different job skills. This service may also include looking at the participant's interests or experience that might help the participant do a job. It could also include helping the participant apply for a job with an employer who has already been contacted by the Job Finding provider.

Community Transition Services: This service helps participants move from an institution to a home in the community by helping to pay for some items and services. The participant must have lived in the institution for at least 90 days in a row. Institutions include State Hospitals, State Centers, nursing facilities and psychiatric hospitals.

- Community Transition Services can be used for one time only expenses, such as moving costs, security deposits, set-up fees or deposits for utilities, or to buy basic furnishings.
- Community Transition Services are only available to participants who pay their living expenses on their own. (For example, the participant may rent an apartment with a roommate and use this service, but may not use this service if he or she will be living in a Residential Habilitation home.)
- Community Transition Services does not include rent, food, or regular utility charges.
- Community Transition Services are limited to \$4,000 in a participant's lifetime.

An example of Community Transition Services is paying a security deposit or paying for dishes and glassware for a participant moving from a State Center to an apartment of his or her own in the community.

Day Habilitation: This service helps participants become more independent. It can be used to help a participant gain daily living skills (dressing, eating, and using the toilet) and instrumental activities of daily living skills (communication, cooking, money and time management). This service can only be provided in licensed adult training facilities and during outings that are part of Day Habilitation services.

- The goal of Day Habilitation services is to improve the participant's ability to do things on his or her own. As the participant becomes more independent, the amount of time in Day Habilitation may go down and time spent using other services, such as Community Support, may go up.
- This service is normally provided for 6 hours or less per day, 5 days a week on a regular basis.
- A participant may get a total of 50 hours per week of Community Support, Day Habilitation, Supported Employment (when provided directly to the participant) and Transitional Work Services. A participant who needs more than 50 hours a week may ask for more hours and BAS will determine if there is a need for additional hours.
- A participant cannot get Day Habilitation services at the same time that Supported Employment (when provided directly to the participant), Transitional Work Services, quarter hour Respite, or Community Support is provided.

An example of a goal for Day Habilitation services is helping a participant learn skills so that he or she can do activities related to his or her hobbies, watch sports, or exercise. Another example is helping a participant improve his or her basic self-care skills.

Family Support: This service provides support for a participant’s family and informal network (such as friends or neighbors) to help develop and maintain healthy relationships among all members of the participant’s family, informal network and with the participant. The Family Support service helps the participant meet the goals in the participant’s ISP. This service assists the participant’s family and informal care network with learning skills that they can use to help the participant learn, keep or improve skills that will help the participant live independently.

- The major purpose of this service is to teach the participant’s family and members of his or her informal network coping skills by building on their strengths.
- The participant does not need to be there when this service is provided.
- This service is limited to 40 hours per year.

An example of Family Support is teaching family member’s ways to help the participant calm down when he or she is upset and explaining how autism may make it difficult for the participant to understand why others may be getting upset.

Home Modifications: These are physical changes made to the home where the participant lives. The home may be owned or rented by the participant’s parents or relatives. If the participant is getting Residential Habilitation services in a Family Living home licensed under Chapter 6500, Home Modification services can be used to pay for physical changes to the host family’s home if it is privately owned or rented. The changes must be needed for the participant to remain safe and/or live with more independence.

- Home Modifications services will pay for:
 - ◇ Alarms and motion detectors on doors, windows, or fences.
 - ◇ Brackets for appliances.
 - ◇ Locks.
 - ◇ Changes that need to be made to a home that helps with a participant’s special sensitivity to sound, light, or other environmental conditions.
 - ◇ Outdoor gates and fences.
 - ◇ Installing a shatterproof or break resistant material to replace glass window panes.
 - ◇ Moving electrical switches and sockets lower or higher.
 - ◇ Making needed changes to a home for a participant with physical limitations, such as installing ramps or grab bars, widening doorways, or changing bathrooms.

- Home Modifications services include the cost to install, repair, and maintain the changes and the cost of warranties for the changes. It also includes when required by a rental agreement, the cost of returning the property to its original condition.
- Home Modification services cannot be used to pay for:
 - ◊ Home modifications that are for the benefit of the public at large, staff, significant others, or family members.
 - ◊ General maintenance of the home.
 - ◊ Adaptations that add to the total square footage of the home.
 - ◊ Building a new room.
 - ◊ Building a new home.
 - ◊ Durable medical equipment.
 - ◊ Modifications in a home that is owned, rented or leased by a provider agency.

Home Modification services that cost over \$1,000 must be recommended by an independent evaluation by an Occupational Therapist; a Speech, Hearing, and Language Therapist; a Behavioral Specialist; or another professional as approved in the ISP. This service does not include the cost of the independent evaluation.

Home Modification services are limited to \$20,000 per participant over 10-back-to-back years in the same home. A new \$20,000 limit starts when the participant moves to a new home or when the 10-year period ends. A participant who needs more Home Modification services may ask for more services and BAS will determine if there is a need for additional Home Modification services.

An example of Home Modifications services is changing the lighting in a home to help a participant who is sensitive to light.

Nutritional Consultation: This service helps participants who have food allergies, food sensitivities, or serious nutritional deficiencies.

- This service can help participants and their informal network plan a diet and meals. It can also include learning how to make healthy food choices.
- The Nutritionist can work with the Behavioral Specialist to help the participant learn how to eat healthy.
- Nutritional Consultation services can be provided by telephone after an in person evaluation has been done if the participant lives more than 30 miles away from the provider.
- This service does not include buying food.

An example of Nutritional Consultation services is helping plan meals. Another example is providing advice on how to help a participant eat a larger variety of foods.

Residential Habilitation: This service is for participants who need help all or most of the time, including at night, and other services cannot meet the participant’s health and safety needs. The purpose of this service is to teach participants skills they need to be able to live with less help so that they would no longer need Residential Habilitation services. Participants receiving Residential Habilitation live in licensed Community Homes owned or leased by the provider or licensed Family Living Homes which are usually owned by a host family. Participants who do not need help all or most of the time should use other waiver services to learn skills that help them live independently.

- Residential Habilitation services will pay for:
 - ◊ Help with Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs). ADLs and IADLs may include bathing, dressing, eating, housework, managing money, and cooking. The goal of Residential Habilitation services is to improve the participant’s ability to do ADLs and IADL on his or her own.
 - ◊ Helping the participant learn communication skills and teaching the participant how to make decisions and how to ask for help when needed. Residential Habilitation helps a participant learn skills needed to successfully live in the community.
 - ◊ Transportation to and from community activities.
 - ◊ If a participant receives Specialized Skill Development services, using the Behavioral Support Plan, the Crisis Intervention Plan and the Skill Building Plan.
- Residential Habilitation services will not pay for room and board. The participant must pay the cost of his or her housing and food (known as room and board). Participants who get Supplemental Security Income (SSI) must pay 72% of their SSI payment to the Residential Habilitation provider for room and board for the days the participant receives Residential Habilitation services. The provider and participant must both sign a Room and Board Contract.

There are two different licensed settings where Residential Habilitation services are provided:

- **Community Home:** A home that is licensed by DHS and is owned by a provider agency. This is sometimes called a “group home.” Community homes may not have more than four people living there, even if the other people living in the home get services from a different program than the AAW program. The provider agency uses staff in the home to provide services to the participant to help the participant become more independent.

If a participant is receiving Residential Habilitation services in a Community Home where the participant is the only person receiving services in that home, the participant may not also receive Community Support on the same day the participant is receiving Residential Habilitation services. That participant should receive support from the Residential Habilitation provider to participate in activities in the community, such as volunteering, shopping, attending events, voting, being part of community groups and anything else that the participant wants to do in the community. On days that the participant is away from the Community Home and not receiving Residential Habilitation services, such as when visiting family over the weekend, the participant may get Community Support services.

- **Family Living Home:** A home that is owned or leased by a family who lives there and has opened up their home to a participant to share their life and receive supports. The home is licensed. This living arrangement is called “lifesharing.” Family Living allows a participant to become a part of the host family, develop relationships with family members and participate in the community with the family as well as on his or her own. The Family Living Home provider agency is responsible for the services the participant receives and pays the host family for services. No more than two individuals can get Residential Habilitation services at the same time in a Family Living Home.

Before Residential Habilitation services are provided, the SC and ISP team must explain to BAS why the participant needs this service and get approval from BAS.

Respite: This service gives a participant’s caregiver a short break. It is for unexpected circumstances when the caregiver is not available at a time when the caregiver would usually be available to support the participant. This service is not for events that happen regularly. It may be used to give the caregiver a break, such as a long weekend away or vacation. Respite services may also be used by a participant who gets Residential Habilitation services in a Family Living Home.

- Respite includes help for activities such as bathing, dressing, eating, doing housework, managing money, and cooking.
- During respite the provider follows the participant’s regular schedule as much as possible.
- Respite is not available to people who get Residential Habilitation services in a Community Home.
- If Respite is provided out of the participant’s home, it includes meals provided by the provider.
- This service may be provided in or out of the participant’s home. It may be for part of a day, an entire day or over several days.
- A participant can receive up to 30 times the day unit rate for respite in a licensed facility per year.
- Respite may not be provided at the same time that Supported Employment (when provided directly to the participant), Transitional Work Services, Day Habilitation, or Community Support is provided.

An example of a time where Respite services can be used is when a caregiver has jury duty and must be out of the house for a few hours when the caregiver would usually be home.

Specialized Skill Development: This service is used to teach participants skills to help with challenges participants may have. The challenges may be because the participant has trouble understanding what other people are saying or because the participant has trouble with people understanding what the participant is saying. It may be because the participant is very sensitive to sounds, lights or other things around him or her. The challenges may be because of other reasons. The Specialized Skill Development service includes the development of individual plans by experts in behavioral supports and independent living skills development to help the participant learn skills. Specialized Skill Development

includes three levels of support: Behavioral Specialist Services, Systematic Skill Building and Community Supports.

1. Behavioral Specialist Services (BSS) is used to provide support to participants with behaviors that are a problem for them. This may include disruptive or destructive behaviors, which make it hard to be active in the community or live at home. BSS includes the development of a **Behavioral Support Plan (BSP)**.

- A Behavioral Specialist provides BSS.
- The Behavioral Specialist first conducts a Functional Behavior Assessment (FBA) to understand the participant's behavior concerns and the causes of the behaviors. The Behavioral Specialist then does an analysis of the results of the FBA and develops the BSP.
- People with autism learn skills faster and better when they are helped in the same way by different people and in different places. For that reason, the BSP tells everyone who is in regular contact with the participant what they should do to help the participant learn skills. After the plans are created, the Behavioral Specialist and SC meet with the participant and the people who support him or her to explain the BSP and to answer questions about the BSP.
- BSS includes training family members and providers so that they understand the BSP and can help the participant learn the skills the participant needs. BSS can also include training other people with regular contact with the participant (like friends and neighbors) how to teach the participant the skills he or she needs to be more independent and to reach his or her goals.
- The Behavioral Specialist works with the SC to make sure that all of the participant's waiver services follow the BSP. The Behavioral Specialist may ask providers to collect data to see if the BSP is working well or needs to be changed.
- The Behavioral Specialist also develops a Crisis Intervention Plan (CIP). The CIP explains what can be done to help the participant avoid a crisis. It also explains how to help the participant if there is a crisis.
- If the participant needs behavioral support before the plans are developed, the SC may submit a request to BAS for ongoing support to be provided during plan development.
- The BSS agency must have someone available 24 hours/day, 7 days/week to help if a participant has a crisis.
- The Behavioral Specialist will check to see how well the BSP and CIP are working. If the BSP and CIP are not working well and need to be changed, the Behavioral Specialist will discuss the need for changes with the participant.

2. Systematic Skill Building helps the participant learn skills that increase independence and participation in his or her community. These skills are not behavioral in focus. They include skills like cooking, using public transportation or keeping one's home neat.

- The Systematic Skill Building Specialist looks at the participant's abilities and learning style. The Skill Building Specialist then develops a **Skill Building Plan (SBP)**. The SBP will explain how the participant can learn the skills that the participant needs to learn to increase his or

her independence and participation in the community. The SBP will use Applied Behavior Analysis techniques to teach skills.

- After the SBP is developed, the Skill Building Specialist and SC meet with the participant and the people who support him or her to explain the SBP and answer questions about the plan.
- People with autism learn skills faster and better when they are helped in the same way by different people and in different places. For that reason, the SBP tells everyone who is in regular contact with the participant what they should do to help the participant learn skills. Systematic Skill Building includes training family members and providers so that they understand the SBP and can help the participant learn the skills the participant needs. Systematic Skill Building can also include training other people with regular contact with the participant (like friends and neighbors) how to use the SBP to help the participant learn the skills he or she needs to be more independent and to reach his or her goals.
- The Skill Building Specialist will check to see how well the SBP is working. If the SBP is not working well and needs to be changed, the Skill Building Specialist will discuss the need for changes with the participant.

3. Community Support helps a participant gain, keep, and improve skills needed to live in the community. The goal of this service is for the participant to need less direct help.

- Community Support services include helping a participant improve the skills he or she needs to be active in the community. This includes helping the participant meet people, attend social events and develop social relationships. The participant may also use this service to help him or her get to know his or her neighborhood and community where he or she lives, take part in community activities and be involved in hobbies. He or she may go shopping, volunteer or attend events.
- Community Support services can be used to assist a participant with self-care activities that are usually done at home such as bathing, dressing, eating, housework, managing money, or cooking.
- Community Support cannot be used just for transportation.
- Community Support staff implement the BSP and SBP and collect and record the data necessary in order to evaluate progress and the need for revisions to the plans.
- Community Support can take place in a participant's private home or in places in the community such as libraries or stores.
- Community Support has three staffing levels. The staffing level depends on the participant needs and circumstances. There may be one staff supporting one participant, one staff supporting two participants, or one staff supporting three participants. For example, if three participants who have the same provider are attending the same concert and one staff person can support all three of them at the same time, one staff person will attend the concert. This allows for small groups to participate in activities without having more staff than they need.
- A participant can get a total of 50 hours per week of Community Support, Day Habilitation, Supported Employment (when provided directly to the participant), and Transitional Work Services. A participant who needs more than 50 hours a week may ask for more hours and BAS will determine if there is a need for the additional hours.

- A participant cannot get Community Support services at the same time that Supported Employment (when provided directly to the participant), Transitional Work Services, quarter hour Respite, or Day Habilitation is provided.

Some examples of Community Support services are helping the participant use public transportation, make new friends, and handle money. Community Support services can also be used to help the participant with personal hygiene, cooking, grocery shopping, or following a daily schedule.

Supported Employment: This service is for participants who need support to keep a job. Participants who get this service must have competitive, integrated employment. That means a job paying minimum wage at a job site that includes people without disabilities doing the same or similar work. The Supported Employment service may also be used to support a participant who is self-employed. Supported Employment can be provided directly to the participant or for the benefit of the participant when the participant is not present. It may include personal assistance (such as help using the rest room) as part of the service as long as that is a minor part of the support the participant receives from this service.

Supported Employment has two parts: Intensive Job Coaching and Extended Employment Supports

1. Intensive Job Coaching provides on-the-job training and support to help participants learn how to do a new job for an employer or for a self-employment situation, when the participant is new to the job or the job duties have changed and the participant needs more support.

- Intensive Job Coaching includes:
 - ◇ Onsite job training and skills development.
 - ◇ Assisting the participant with development of natural supports in the workplace.
 - ◇ Coordinating with employers, coworkers (including developing co-worker supports) and customers, as necessary, when the participant is there or when the participant is not there.
 - ◇ Training the participant how to use public transportation to and from the place of employment.

This service is for participants who need on-the-job support for more than 20% of their work week when the service begins. (For example, if a participant works 20 hours a week, Intensive Job Coaching would be used to provide support for more than 4 hours per week and up to 20 hours per week.) During the time that Intensive Job Coaching services are provided it is expected that the need for support will go down as the participant learns the job and the participant's supervisor and co-workers become familiar with the participant. After Intensive Job Coaching services are no longer needed, Extended Employment Supports can be used instead, if needed.

Intensive Job Coaching at the same job site must be authorized again if it is needed for more than 6 months. This service may only be authorized twice, for a total of 18 back-to-back months for the same job. A participant who needs Intensive Job Coaching at the same employment site for more than 18 back-to-back months can ask for more time by asking for an exception.

Intensive Job Coaching services may be authorized again for the same workplace if the participant's circumstances change, including a change in job duties.

- 2. Extended Employment Supports** are ongoing supports available for as long as needed for 20% or less of the work week. (For example, if a participant works 20 hours a week, Extended Employment Supports could be used to provide support for fewer than 4 hours per week.) This service helps participants keep their jobs. It includes:
- ◇ Reminding the participant of good workplace practices.
 - ◇ Reinforcing skills learned prior to employment or during the period of Intensive Job Coaching.
 - ◇ Coordinating with employers or employees and coworkers (including maintaining coworker supports), when the participant is there or when the participant is not there.

Extended Employment Supports may be approved for up to a total of 240 hours per year.

A participant may get a total of 50 hours per week of Community Support, Day Habilitation, Supported Employment (when provided directly to the participant), and Transitional Work Services. A participant who needs more than 50 hours a week may ask for more hours by asking for an exception.

A participant cannot get Supported Employment services (when provided directly to the participant) at the same time that Day Habilitation, Transitional Work Services, quarter hour Respite, or Community Support is provided.

An example of Supported Employment services is when a staff person goes with the participant to work until the participant has learned the routine of the work place. Supported Employment services may be used to help the participant meet his or her co-workers. It can also be used to help the supervisor and co-workers get to know the participant and understand how to help the participant develop work skills specific to the job. Supported Employment services can also be used to teach the participant how to problem solve while at work.

Supports Coordination: This service helps the participant find services, including services that are not provided through the waiver. This service also includes coordinating the participant's services and making sure that the services are provided the way the participant's ISP says that they will be provided. The Supports Coordinator (SC) will also help the participant and the ISP team understand the waiver services and helps the participant choose providers. The SC also helps participants understand their rights and responsibilities as participants in the AAW.

Supports Coordination includes four major areas of activity:

- 1. Conducting assessments:** Before developing a participant's first ISP and every year before meeting with the ISP team to review the ISP, the SC will ask the participant and the participant's family members to complete three assessments. These are: the Scales of Independent Behavior-Revised (SIB-R); the Parental Stress Scale (PSS) (if the participant lives with a caregiver); and the Quality of Life Questionnaire (QOL.Q).
- 2. Developing and updating the ISP:** The SC, the participant and the ISP team develop the ISP using "person-centered planning." Each year the SC meets with the participant and the ISP team to check whether the ISP should be changed. The SC can also meet with the participant and the ISP team sooner if a participant's needs have changed or a participant requests an ISP team meeting. SCs make any needed changes to the ISP and send the changes to BAS to be approved.
- 3. Monitoring:** The SC must visit or call the participant or someone close to the participant who sees the participant often at least once a month. The SC also must visit the participant either at home or outside of the participant's home while the participant is getting services, at least once every three months. During the visits or calls, the SC checks to see that the participant is healthy, not having any major problems, and getting the services in his or her ISP the way the ISP says they will be provided. The SC checks that the service providers are doing what they are supposed to be doing. The SC also checks that the participant is making progress towards his or her goals.
- 4. Coordination of non-waiver services:** The SC also helps the participant get services that are not provided by the AAW. For example, the SC may help find a doctor or housing. The SC may help the participant apply for job training or job finding through the Office of Vocational Rehabilitation (OVR). The SC may help the participant get other services offered by the participant's community (town or county).

An example of Supports Coordination services is assisting the participant with setting new goals and choosing services that will help the participant reach those goals.

Temporary Supplemental Services: This service provides extra staff for a short time when there is a concern about a participant's health and welfare. This service is for circumstances such as unexpected life events which may make it more likely that a participant will have a crisis event. An example is a recent loss of a family member.

This service may also be used to support a participant after a recent crisis event that resulted in a need for a short term increase in support. Staff supports the family, the participant's informal support network and other providers' staff.

- BAS decides if Temporary Supplemental Services are needed based on information from the SC, the Behavioral Specialist (if the participant gets that service) and the rest of the ISP team. BAS reviews the need for Temporary Supplemental Services at least once a week.
- Temporary Supplemental Services are limited to 540 hours in a 12-month period.

An example of Temporary Supplemental Service is providing extra support to the team after the participant is discharged from a hospital stay or after a behavioral crisis.

Therapies: These services are provided by healthcare professionals. The need for the service must be evaluated at least annually as part of the ISP process. This evaluation must include determining if the participant continues to require the current level of services and if the service continues to help the participant.

- Therapies provided through the AAW include:
 - ◊ *Speech/Language Therapy* - This service is provided by a licensed speech therapist or certified audiologist. It needs to be recommended by a certified or certification-eligible audiologist or a licensed speech therapist.
 - ◊ *Counseling* - This service is provided by a licensed psychologist or licensed psychiatrist. It may also be provided by a licensed social worker, licensed marriage and family therapist or licensed professional counselor. It is provided directly to the participant.
- The participant must have reached the limits included in the Medical Assistance State Plan before getting therapy services through the AAW.

An example is a Speech/Language therapist helping a participant to find a communication system that will help the participant communicate his or her wants and needs.

Transitional Work Services: This service gives the participant the chance to work with other people with disabilities. This service helps participants transition to integrated, competitive employment which is a job paying minimum wage or more than minimum wage at a job site that includes people without disabilities doing the same or similar work. The Transitional Work Services provider pays the participant for his or her work.

- Transitional work services include:
 - ◊ *Mobile work force* - This uses teams of workers who do their work away from the place which employs the team. This includes work such as maintenance, lawn care, janitorial services, and other similar tasks. The provider contracts with an organization or business to provide the job.
 - ◊ *Work station in industry* - This involves individual or group training of participants at an industry site. Training is done by the waiver provider or by a representative of the industry. Training is slowly ended as the participant develops the skills needed to do the job and meet production standards.

- ◇ *Affirmative industry* - This is a business where disabled and non-disabled individuals work together on the same job tasks.
- ◇ *Enclave* - Enclave is a business model where disabled individuals are hired by a business/ industry to perform specific tasks while working alongside non-disabled workers.

A participant may get a total of 50 hours per week of Community Support, Day Habilitation, Supported Employment (when provided directly to the participant), and Transitional Work Services. A participant who needs more than 50 hours a week may ask for more hours by asking for an exception.

A participant cannot get Transitional Work Services at the same time that Supported Employment (when provided directly to the participant), Day Habilitation services, quarter hour Respite, or Community Support is provided.

Transitional Work services may be provided without a referral to OVR unless the participant is under the age of 24 and is paid at subminimum wage. When a participant is under the age of 24, Transitional Work Services may only be authorized as a new service in the ISP when documentation has been obtained that OVR has closed the participant's case or that the participant has been determined ineligible for OVR services.

An example of Transitional Work Services is participating in a mobile work force team to learn job skills that could be used to help get a job in the future. Job skills learned can include the importance of being on time, how to take direction from a supervisor and specific skills like yard maintenance.

Vehicle Modifications: Vehicle Modifications are changes to an automobile or van. The vehicle must be the participant's main form of transportation. The changes must be needed for the health, welfare and safety of the participant and must be for the purpose of helping the participant live more fully in the community.

- Vehicle Modifications are limited to the following:
 - ◇ Vehicular lifts.
 - ◇ Interior changes to seats, head and leg rests, and belts.
 - ◇ Customized devices necessary for the participant to be transported safely in the community, including driver control devices.
 - ◇ Changes needed to help with a participant's special sensitivity to sound, light or other environmental conditions.
 - ◇ Raising the roof or lowering the floor so that a wheelchair will fit in the automobile or van.
- Vehicle Modification services do not include the following:
 - ◇ Changes to the vehicle that are not of direct medical or remedial help to the participant.
 - ◇ Regularly scheduled upkeep of a vehicle, except upkeep and maintenance of changes that were made as part of Vehicle Modification services.

- ◇ Changes to a vehicle owned or rented by a provider.
- ◇ Vehicle Modifications cannot be used to buy or lease vehicles for participants.
- Vehicle changes costing over \$500 must be recommended by an independent evaluation of the participant's needs. Depending on the type of modification, the evaluation may be conducted by an occupational therapist, a physical therapist, a behavioral specialist, or another professional as approved in the ISP.
- Three estimates of cost from providers are required. The estimates are given to BAS for consideration.
- Vehicle Modification services are limited to \$10,000 per participant over 5 years.

An example of a Vehicle Modification is adding a lift to a van to accommodate a participant in a wheelchair.