

UNDERSTANDING THE NJCAT AND DDD



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Representing people with disabilities and their families since 1974

APPLYING FOR DDD SERVICES

– DDD Eligibility is Based on a Functional Test

- Mental or physical impairment
- Manifest before the age of 22
- Is likely to continue indefinitely
- Substantial functional limitation in 3 of 7 areas of major life activity
 - Self-care
 - Expressive and Receptive Language
 - Learning
 - Mobility
 - Self-direction
 - Capacity for Independent Living
 - Economic Self-sufficiency





APPLYING FOR DDD SERVICES (Cont.)

- Apply at 18 for eligibility, but cannot receive services until 21.
 - Under 21, PerformCare
- You do NOT need Medicaid to be DDD eligible
- Medicaid Eligible to Receive Services
 - SSI
 - ABD
 - Workability
 - DAC
- After submitting Application and supporting docs, you will need to take the NJCAT



SUMMARY:

THE PROVISION OF ADULT SERVICES

- DDD provides Services to
 - Clinically eligible individuals
 - At least 21 years old **AND** at the end of the educational entitlement
 - Who have Medicaid
- **DDD says Medicaid = Services**



HOW DOES DDD DETERMINE THE LEVEL OF NEED AND SET THE BUDGET?

- The New Jersey Comprehensive Assessment Tool(“NJCAT”)
 - Answers assess level of need and determine the budget
 - When responding to the questions:
 - Think of your child in a world without supports
 - Think of your child’s abilities in comparison to a typically developing peer of the same age
 - If you qualify your answer “... yes but...” then answer no.
 - Think of your child on his or her worst day, not on their best day

EXAMPLES OF COMMON PITFALLS

- Division uses very easy examples
 - Ex./ one-step direction such as “look at me”
 - Think more broadly, can they follow one-stop directions at school or at their job?
 - Other one-step directions:
 - Put your book bag down
 - Go get your shoes
 - Put away your coat
- Do not lock yourself into only the examples provided on the NJCAT

ACTIVITIES OF DAILY LIVING

- ADL's – eating, toileting, showering, adjusting water temp, drying after showering, washing hands/face
- Answers in this section are:
 - ☐ Has Not Done
 - ☐ Lots of Assistance
 - ☐ Mainly Supervision
 - ☐ Independent

ACTIVITIES OF DAILY LIVING (CONT.)

- Showering
- Ex./ Independent
 - They don't need to be reminded, prompted or receive any assistance with showering every day
- Ex./ Mainly supervision
 - if child needs to be reminded or told to take a shower and they do so
- Ex./ Lots of assistance
 - Doing anything beyond reminding or prompting them
 - Have to structure environment, make sure shampoo/soap available, set water temp
 - If they would get in and stand under the water without doing anything else, but for your physical assistance

ACTIVITIES OF DAILY LIVING (CONT.)

- Laundry
- Ex./ Independent
 - Don't need to be told how or when to sort their clothes, not to overstuff washing machine, pour detergent, set wash cycle, move clothes to dryer, set dryer, fold when completed
 - If your child learned how to use your particular washing machine/dryer – can they generalize this skill if it breaks?
 - Not independent if you have settings/tabs marked
- Ex./ Mainly supervision
 - Child needs verbal direction and prompting to ensure clothes are properly sorted, washed, dried and folded
- Ex./ Lots of assistance
 - Child needs hands-on assistance to successfully wash/dry clothes

HOUSEHOLD ACTIVITIES

- Independent Living
- Imagine your child has an apartment, you get them settled (clean, bed's made, food in fridge)
- You don't return for a week, you don't call
- At the end of the week, how would the apartment look?

HOUSEHOLD ACTIVITIES (CONT.)

- Using a Microwave
- Ex./ Independent
 - Can they operate a microwave without any input/marked settings/help from others?
 - If they came to my house, can they use my microwave – generalizing skill?
- Ex./ Mainly Supervision
 - If they can reheat items safely with only verbal directions: open door, place food in, shut door, press this amount of time, make sure food is sufficiently warmed
- Ex./ Lots of assistance
 - You need to open the door for them, put the plate/bowl in and then remove it once finished
 - You need to set the amount of time for the microwave to cook

SELF-DIRECTION: ABILITY TO PLAN AND IMPLEMENT

- About 10 questions
- Questions such as deciding what to do on weekdays/weekends, having company over, leaving the house, going places
- Answers are:
 - Others Decide
 - Both Decide
 - Child Decides
- Instinct is often to answer both decide

SELF-DIRECTION: ABILITY TO PLAN AND IMPLEMENT (CONT.)

- Child decides or Both decide
 - Child has to actually be a part of the implementation and decision-making about activity
 - Child proposes doing some activity (ex./ going to beach), involved with planning details (ex./ when to go out, how to get there, where to order/bring lunch from, etc.)
 - Has to be realistic
 - Ex./ Child says they want to take international trip tomorrow, regardless of schedule, cost, etc. not realistic
 - Look at child's involvement in planning/organizing to complete activity
- Often times answer may actually be Others Decide
 - If you don't prompt your child at all, would they sit at home and watch TV all day?
 - If you give two choices and they choose the first or last option they heard and acquiesced, not really involved in decision-making

SELF-DIRECTION: ABILITY TO PLAN AND IMPLEMENT (CONT.)

- When to spend time with friends or others
- Ex./ Others Decide
 - You call your child's friend's parents to arrange a play date
- Ex./ Both Decide
 - Your child says they want to get together with their friend and go to the park on Saturday at 12pm
 - You call the friend's parents to coordinate them getting together at the park
- Ex./ Child Decides
 - Child calls friend to get together without your involvement

SELF-DIRECTION: ABILITY TO PLAN AND IMPLEMENT (CONT.)

- Whether to go to a beach or park with or without someone else
- Ex./ Others Decide
 - You tell your child on Saturday we are picking up breakfast and going to the beach for the day
- Ex./ Both Decide
 - Your child comes to you and asks if you have time on Saturday to stop for breakfast and then go to the beach for the day
 - You ask where they want to eat and which beach they want to go to, and they tell you they want to go to the local diner and to Belmar
- Ex./ Child Decides
 - Child says they're going to the diner, then the beach for the day

OTHER SAMPLE QUESTIONS

- Understanding Two-Step Directions, such as “Turn your head and look at me” (very simple example, think of others)
- Want to make sure child independently and consistently completes both steps 100% of the time, if not then the answer is “No”
- Other examples:
 - Take off your shoes and hang up your jacket
 - Pour cup into sink and place in dishwasher



OTHER SAMPLE QUESTIONS

- Uses complete sentences when carrying on a conversation
- Does your child carry on a conversation?
 - Give and take, back and forth?
 - Engaging in conversation, same subject matter?
- May be able to use complete sentences but not carry on a conversation with another
 - Break down questions and make sure all components are met

ACUITY AND TIER ASSIGNMENTS

- Acuity means your child has significant behavioral and/or medical needs
- Acuity factors increase the child's budget (remember, budget is based on level of need)
- Tiers: Aa, Ba, Ca, Da, Ea
 - “a” = acuity
- Make sure you answer the behavioral and medical questions as accurately as possible

SUPPORTS PROGRAM

COMMUNITY CARE PROGRAM



DDD Services Include

Day programing

Job skill programs DDD Services Include

Job coaching

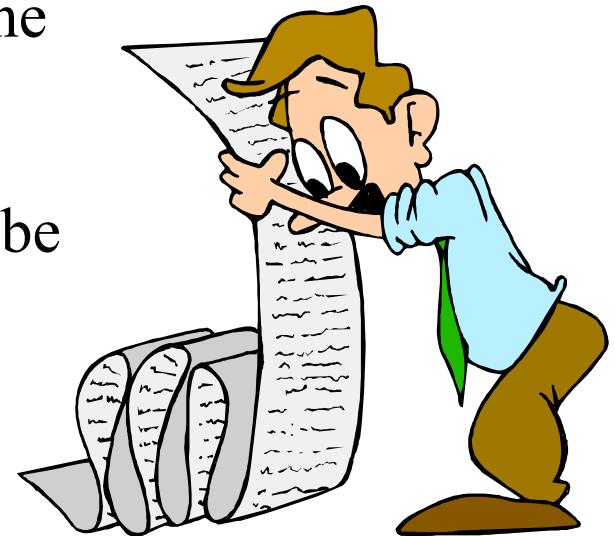
Community and recreational supports

Residential Services



HOW DO YOU APPLY FOR THE CCP?

- Applications for the CCP can only be obtained from the Division
- Applications for the CCP are given to:
 - Individuals who reach the top of the CCP waiting list, or
 - Individuals who are determined to be emergencies



HOW DOES AN INDIVIDUAL GET ON THE COMMUNITY CARE PROGRAM WAITING LIST?

- The Default Rule
 - Youngest Parent turns 55 years old
- Exceptions:
 - Extreme behaviors
 - Intense Medical needs
- Waiting list is approximately 10+ years long.



WHEN IS AN EMERGENCY DETERMINED?

- The Division can determine an emergency exists, if
 - The individual is or will become homeless, or
 - If the individual is in imminent peril



Questions?



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