

Title:	Attendant Care and Parents with I/DD		
	Version:	Effective Date:	

Overview:

The purpose of this Worker Guide is to provide Services Coordinators and Personal Agents more information on offering and authorizing in-home supports for people with Intellectual and/or Developmental Disabilities (I/DD) enrolled in services who are also parents of minor children.

Guideline(s) that apply:

Activities of Daily Living (ADL) and instrumental Activities of Daily Living (IADL) supports for parents with I/DD within the current definitions of attendant care and skills training are not substantially different from supports provided to adults who are not parents. **The services must meet the person’s disability-related ADL and IADL needs, be documented in the person’s Individual Support Plan (ISP) and assist the person in making progress toward their desired outcomes if applicable.**

This support is not intended to be used to replace the person’s own role in parenting. This support cannot be used to provide direct support to the child, to provide parenting advice, make parenting decisions, or for childcare with or without the parent present.

Attendant Care: ADL and IADL Supports:

It may be difficult to determine whether a support is meeting a parent’s disability-related need or is solely for the benefit of their child. Below are examples to consider and explore when and how supports may be appropriate for the parent receiving services.

	Appropriate	Not Appropriate
ADL Supports	<p>ADL supports needed for the parent at home, regardless of whether their child is present.</p> <p>Any ADL supports a parent needs in the community, even if the purpose of their activities relate to their child (e.g., mobility or hygiene supports while the person attends a parenting class or Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) appointment).</p> <p>ADL supports someone needs at doctor appointments related to their own care, or pregnancy, postpartum, or pediatric care (e.g., communication, mobility, or hygiene supports).</p>	<p>Any ADL support provided directly to the child (feeding, diapering, etc.).</p> <p>Anything outside the scope of the provider's service agreement or ISP.</p>
IADL Supports	<p>Assistance with expressive and receptive communication with others (including people associated with the child, such as a doctor, teacher, or parenting educator).</p> <p>Making a grocery list that includes options appropriate/preferred by the person's child.</p> <p>Assistance with laundry, including the child's laundry up to a certain age, as appropriate.</p> <p>Light housekeeping, including supporting the parent in cleaning up after a baby or young child.</p>	<p>Any IADL support provided directly to the child, such as helping the child to clean their bedroom.</p> <p>Anything outside the scope of the service agreement.</p>

	<p>Emergency preparedness plans for the parent and any people for whom they are responsible.</p> <p>Basic budgeting for the household Assisting the parent with filling out paperwork related to the child, such as an application for Head Start or WIC.</p>	
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Information and Referral and Attendant Care:

Case management services often include information and referral to activities and resources in the community to help meet the needs and desired outcomes of the person. This can include referrals related to an someone’s goal of parenting their child such as parenting classes, child related community activities, or accessing their local WIC office.

If someone has an assessed need for ADL/IADL support prior to or during these parenting activities, they may receive support from their attendant care provider. To do so, these supports must be assessed as needs and noted in the person’s ISP.

Individual Service Plan (ISP) Example:

The following is an example of how a desired outcome in someone’s Individual Support Plan (ISP) might be written, if they have a personal goal that they need supports with around parenting their child. It outlines the desired outcome and key steps in meeting this goal.

Desired outcomes

Base desired outcomes on what is important to Rachel that she wants support to work toward.

Desired outcome: Rachel learns parenting skills and gets to know other parents in the community, so she can care for her new baby and have friends she can relate to.

What supports this outcome? Attendant Care

Key step/goal	Who is responsible?	Timelines	Where to record progress	Additional implementation strategies expected?
1 Rachel will create a new routine for shopping, housekeeping, sleeping, and other tasks, and adjust it as needed. Rachel needs support to create lists, schedules and other planning tools to help her keep organized and on track with her tasks. She may need reminders through out the day to refer to these tools to start or maintain tasks. Occasionally Rachel may need physical support (such as with making beds and vacuuming) to ensure a task is completed fully.	Rachel, Sylvia (Rachel's mother), Rick (Rachel's partner and Pam (Rachel's DSP).	During Rachel's plan year	Progress notes	

Person receiving services: Rachel Persons Plan effective dates: 9/1/2021 - 08/31/2022 Page 1 of 11 SDS 4118 (02/2021)

	Rachel will also need support with budgeting, locating items in the store within her budget and planning, preparing meals for her family.				
2	Rachel will take parenting classes and access WIC. Rachel will need support to research and identify the class of her choice as well as plan and budget for costs of the class and transportation to and from the class. She will also need help to locate her local WIC office and how to access. Rachel will need ongoing support to understand and complete any paperwork she may need to apply for and maintain her benefits.	Rachel, Sylvia (Rachel's mother), Rick (Rachel's partner and Pam (Rachel's DSP).	During Rachel's plan year	Progress notes	
3	Rachel will attend infant/toddler story time at the library to get to know others in her community. She will need support to identify when this activity occurs and plan how to access. Rachel will need reminders of the library rules and support to communicate with others while attending this activity with her child. Rachel may also need cues or reminders on how to address her child's needs during the activity.	Rachel, Sylvia (Rachel's mother), Rick (Rachel's partner and Pam (Rachel's DSP).	During Rachel's plan year	Progress notes	

- Remove the desired outcome section (above)

+ Add another desired outcome section

Note: the provider (DSP or PSW) will not teach Rachel parenting skills or take care of Rachel's child. Instead, the role of the provider is to offer ADL and IADL supports that help Rachel to increase her skills, live independently and access community resources and as a result, make progress toward her desired outcome.

Service Agreement Example:

The following section gives an example of how a service agreement might be written if someone has a desired outcome around supported parenting in their ISP. As in any service agreement, one that includes services for parents with disabilities must list the specific services that will meet assessed needs and noted in the person's ISP.

Service and proc code: OR526 Attendant care, ADL/IADL		
Rate of pay: \$32.23	Units authorized: 100	Frequency: Monthly
Click to add another code		Click to remove last code
Description of Medicaid tasks authorized		
<i>MUST include the areas from the ISP that the PSW/agency will be performing:</i>		
OR526 Attendant care Desired Outcome: Rachel learns parenting skills and gets to know other parents in the community, so she can care for her new baby and have friends she can relate to.		
<ul style="list-style-type: none">• Provider will offer verbal cues and occasional hands-on assistance for light housekeeping tasks such as dishes, sweeping, wiping surfaces, vacuuming, and organizing clutter.• Provider will provide verbal cues and written instructions so Rachel can do laundry for herself and her daughter on a weekly schedule.• Provider will assist Rachel with creating a daily routine, setting alarms on her cell phone, and keeping up a visual calendar of appointments for herself and the baby.• Provider will provide set-up assistance (writing lists, budgeting, using the WIC app) and cues for grocery shopping.• Provider will support Rachel to plan her route and access public transportation to and from her parenting classes and provide communication assistance when needed during the class.• Provider will offer cues for meal preparation including identifying the ingredients, measurements, and cooking temperature and time. Provider will provide hands-on assistance with chopping ingredients as needed.		

Note: A desired outcome is noted in the SA because Rachel has a desired outcome around her parenting goal. But there doesn't have to be a desired outcome related to parenting for Rachel to receive supports.

Questions:

Can a provider also support with relief care, schoolwork, or babysitting?

Relief care can only be used if the child is eligible and receiving IDD services. A provider cannot be paid to provide babysitting or tutoring services.

What if someone needs hand-over-hand, set up or demonstration support when caring for their child?

This would be allowable if it is an assessed need, and the person is present to receive the support. If these criteria are not met, then it would be considered support provided directly to the child and not allowable. The supports need to be provided with the person, not instead of them.

What about support for people who live in adult foster homes or group homes who have children or are expecting children?

This guide is intended for people receiving in-home services. At this time, parents cannot live with their children in children's foster homes and may only be able to have their children live with them in an adult foster or 24-hour residential home under exceptional circumstances. If a parent lives in a foster or residential setting, a provider may still be able to support them with ADL/iADLs related to parenting such as helping to plan and attend visitations or complete paperwork.

What if there is Child Welfare involvement with someone's child?

A provider can support a parent with Child Welfare requirements, such as planning for and accessing meetings, classes, complete paperwork and communicate, as long as those supports meet an assessed need and are noted in the person's ISP. A provider cannot duplicate services that Child Welfare is providing, and they cannot act solely on the direction of Child Welfare. A provider can be a support and advocate for someone if that person chooses.

What if I observe or someone tells me there may be suspected abuse or neglect?

All providers, including Case Management Entities staff are mandatory reporters for vulnerable populations. Children under the age of 18 (whether they receive IDD services or not) are a vulnerable population. If abuse or neglect is observed or suspected, it must be reported to the Oregon Child Abuse Hotline by calling 1-855-503-SAFE (7233).

What are the rights of parents with disabilities?

People who received services have a right to parent their children in their homes and communities just as other parents have this right. They have the right to make informed decisions about their care and the care of their children and to receive support to make these informed choices. Supporting someone to make informed decisions, and to receive support and resources relevant to their needs and desired outcomes, is included in the choice counseling process.

Resources:

The Association for Successful Parenting:
Information and resources for parents with I/DD and Providers
<https://achancetoparent.net/>

Oregon WIC Program:
Special Supplemental Nutrition Program for Women, Infants and Children:
<https://www.oregon.gov/oha/ph/healthypeoplefamilies/wic/pages/index.aspx>

Temporary Assistance to Needy Families (TANF):
<https://www.oregon.gov/dhs/assistance/CASH/Pages/apply-tanf.aspx>

Child Abuse Information and Resources:
<https://www.oregon.gov/dhs/CHILDREN/CHILD-ABUSE/Pages/index.aspx>

Behavior Rehabilitation Services:
<https://www.oregon.gov/dhs/CHILDREN/PROVIDERS-PARTNERS/BRS/Pages/index.aspx>

211 for additional resources:
<https://www.211info.org/>

Contact(s):