

Idaho Children’s Developmental Services Eligibility

Infant Toddler Program (ITP)	Developmental Disability: DDA and DD Family Support Eligibility	Intensive Behavioral Intervention (IBI)	Children’s Service Coordination (CSC)	ICF/MR Level of Care - Used for Katie Beckett, ICF/MR, and DD/ISSH Waivers	Dept of Education Special Education Services
Birth through Age Two	All ages	Birth through the month of the 21 st birthday	Birth through the month of the 21 st birthday	Dependent on age requirements for service delivery area	Age 3 through 21
<p>Criteria must be met for A, B, <u>or</u> C, as defined in the “Idaho Infant Toddler Implementation eManual” .</p> <p>http://infonetdhw/Portals/Manuals/FACS/ITP_eManual/ITP_Eligibility_Criteria.pdf</p> <p>A. Developmental Delay</p> <ol style="list-style-type: none"> 30% below age norm or exhibits a 6 month delay, whichever is less, adjusted for prematurity up to 24 months <u>OR</u> Demonstrates at least 2 standard deviations below the norm in 1 functional area <u>OR</u> Demonstrates at least 1.5 standard deviation below the mean in 2 or more of the following functional areas: <ul style="list-style-type: none"> cognitive, physical (gross or fine motor), communication (expressive or receptive), social/emotional, <u>or</u> adaptive <p><u>OR</u></p> <p>B.1. Established Condition: Criteria must be met for a confirmed sensory impairment that meets a, b, or c:</p> <ol style="list-style-type: none"> Deaf-blind Hearing Impaired: i. Hard of hearing, ii. Deaf, iii. Hearing loss, iv. Hearing Impairment, v. Chronic Otitis Media, chronic allergies, and/or eardrum perforations, <u>or</u> Visually impaired <p><u>or</u></p>	<p>Criteria must be met for A, B, <u>and</u> C:</p> <p>A. Disability appears before the age of 22</p> <p><u>AND</u></p> <p>B. Is attributable to an impairment, such as mental retardation, cerebral palsy, epilepsy, autism, or other condition found to be closely related to or similar to one of these impairments that requires similar treatment or services, or is attributable to dyslexia resulting from such impairments,</p> <p><u>AND</u></p> <p>C. Results in *substantial functional limitations in <u>3 or more</u> of these areas:</p> <ol style="list-style-type: none"> Self-care Receptive and 	<p>Criteria must be met for A, B, <u>and</u> C:</p> <p>A. Developmental Disabilities eligibility</p> <p><u>AND</u></p> <p>B. Self-injurious, aggressive or severely maladaptive behavior as evidenced by a General Maladaptive Index score of minus twenty-two (-22) or below on the Scales of Independent Behavior - Revised (SIB-R) or other behavioral assessment indicators identified by the Department;</p> <p><u>AND</u></p> <p>C. A severe deficit, defined as equivalent to fifty percent (50%) or less of chronological age, in at least 1 of the following areas:</p>	<p>Criteria must be met for 1, 2, <u>and</u> 3 <u>or</u> 4.</p> <p>A. Age: between birth through month in which the 21st birthday occurs.</p> <p><u>AND</u></p> <p>B. Diagnosis: documented evidence of one of the following:</p> <ol style="list-style-type: none"> Developmental delay or disability: A physical or mental condition which has a high probability of resulting in a developmental delay or disability, or meet the IC § 66-402 definition of developmental disability, as evidenced by documentation from physician or practitioner of healing arts of developmental delay or disability per IDAPA. <p><u>OR</u></p> <ol style="list-style-type: none"> Special health care needs requiring medical and multidisciplinary habilitation or rehabilitation services to prevent or minimize a disability (requires medical and multidisciplinary habilitation or rehabilitation including physical, mental or emotional limitations as a result of birth defects, illnesses, or injury). <p><u>OR</u></p> <ol style="list-style-type: none"> Severe Emotional Disturbance (SED) DSM-IV-TR Axis I Diagnosis requiring sustained treatment interventions with expected duration of at least 1 year and causes the child’s functioning to be impaired in thought, perception, affect, or behavior, which results in a serious disability. A serious disability is ‘moderate impairment’ in at least 2 subscales on CAFAS/PECFAS, 1 of the 2 in Self-Harmful Behavior, Moods/Emotions, or Thinking. 	<p>Criteria must be met for Developmental A, B <u>and</u> C</p> <p>A. Developmental Disabilities eligibility</p> <p><u>AND</u></p> <p>B.1. Functional</p> <ol style="list-style-type: none"> Ages 16 or older: Age equivalency composite score of 8 years, 0 mo. or less, as measured by the SIB-R. Children under 16: Age equivalency composite score of less than 50% of their chronological age using any appropriate full scale adaptive measure. <p><u>OR</u></p> <p>B.2. Behavioral</p> <ol style="list-style-type: none"> Adults or children with SIB-R General Maladaptive Index (GMI) of -22 or less. Persons with SIB-R GMI of -11, if they seriously endanger the safety of themselves or others, the behavior is directly related to the developmental disability, and they require active treatment to control or decrease the behavior. <p><u>OR</u></p> <p>B.3. Functional/Behavioral</p> <ol style="list-style-type: none"> Age 16 or older: An age equivalency composite score between 8 years and 8 years-6 months, in combination with a score of -17 to -22 on the SIB-R GMI. 	<p>The following list is taken from the 2007 Idaho Special Education Manual. For specific special education eligibility, contact the Department of Education.</p> <ul style="list-style-type: none"> A. Autism B. Cognitive Impairment C. Deaf-Blindness D. Deafness E. Developmental Delay F. Emotional Disturbance G. Health Impairment H. Hearing Impairment I. Learning Disability J. Multiple Disabilities K. Orthopedic Impairment L. Speech or Language Impairment: Language M. Speech or Language Impairment: Speech <ol style="list-style-type: none"> Articulation/Phonology Disorder Fluency Disorder Voice Disorder N. Traumatic Brain Injury O. Visual Impairment Including Blindness <p><i>Note:</i> More children are eligible for Special Education services than are eligible for the other</p>

*Substantial Limitation = two standard deviations or more below the mean

**Severe Deficit = 50% or less of chronological age

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<p>B.2. Physical impairment (orthopedic) or B.3. Neurological-Physiological Impairments (Developmental Disabilities) or B.4. Interactive Disorders or B.5. Other Health Impairments or B.6. Medically Fragile Infant or B.7. Prematurity PLUS Significant Environmental Risk</p> <p>OR C. Informed Clinical Opinion – Eligibility by Informed Clinical Opinion is determined by a multidisciplinary team using qualitative and quantitative information when current developmental status and the potential need for early intervention are difficult to measure.</p> <p><i>Note:</i> Eligibility for Infant Toddler services does not necessarily indicate eligibility for Developmental Therapy or Intensive Behavioral Intervention (IBI). Infants and toddlers ages birth through two must meet the additional eligibility requirements for those services as described elsewhere in this table. Policies established by Idaho Code, Title 16, Chapter 1 define the eligibility criteria for Developmental Delay and Established Conditions for children and families seeking services under the Infant Toddler Program.</p>	<p>expressive language 3. Learning 4. Mobility 5. Self-direction 6. Capacity for independent living 7. Economic self-sufficiency</p> <p>AND D. Reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of life-long or extended duration and individually planned and coordinated.</p>	<p>i. Verbal and nonverbal communication as evidenced by the SIB-R Social Interaction & Communication Skills cluster score; ii. Social interaction as evidenced by the SIB-R Social Interaction subscale score; <u>or</u> iii. Leisure and play skills as evidenced by the SIB-R Home/Community Orientation subscale score.</p>	<p>A substance abuse disorder, conduct disorder, or developmental disability, alone, does not constitute an SED, although one or more of these conditions may co-exist with SED.</p> <p>If a CAFAS or PECFAS is used to establish functional eligibility, the assessment has been conducted by someone certified by DHW to conduct those assessments.</p> <p>AND C. Need Assistance: One or more of the following problems must exist associated to the child's condition:</p> <ul style="list-style-type: none"> ◆ The condition has resulted in a level of functioning below normal age level in one or more life areas such as school, family, or community; or ◆ Child is at risk of placement in a more restrictive environment or child is returning from out-of-home placement as a result of the condition; or ◆ There is danger to health or safety of child or parent is unable to meet needs of the child; or ◆ Further complications may occur as the result of the condition without provision of SC; or ◆ The child requires multiple service providers and treatment. <p>OR D. Eligible for Infant Toddler Program</p>	<p>2. Under 16: An age equivalency composite score between 50% and 53% of their chronological age in combination with a -17 to -22 on the SIB-R GMI.</p> <p>OR B.4. Medical Adults and Children: Medical condition that significantly affects the individual’s functional level/capabilities using the “Supplemental Medical Screen for ICF/MR Level of Care Determinations”.</p> <p>AND C. The person must require a range of professional services and the supports and resources of a comprehensive and specially designed program which is consistently and aggressively implemented in order to make progress or maintain current functional level (may use Active Treatment Checklists for children or adults in making this decision).</p>	<p>service delivery areas listed in this table. Eligibility for Special Education services does not necessarily indicate eligibility for one or more DHW Children’s Developmental Services. Children who receive Developmental Therapy (DT) or Intensive Behavioral Intervention (IBI) from their schools also must meet the additional eligibility requirements for those services as described elsewhere in this table.</p>
<p>See the “Idaho Infant Toddler Implementation eManual” or contact the IDHW Infant Toddler Program’s Regional Early Intervention Specialist or Supervisor for more information.</p>	<p>IC 66-402(5) at http://www3.state.id.us/cgi-bin/newidst?sctid=660040002.k Developmental disabilities eligibility is also described in IDAPA 16.03.10.501, http://adm.idaho.gov/adminrules/rules/idapa16/0310.pdf</p>	<p>See Section 800.02 of the Rules Governing DDAs IDAPA 16.04.11 at http://adm.idaho.gov/adminrules/rules/idapa16/0411.pdf</p>	<p>See Section 726, Service Coordination-Eligibility-Individuals Up to the Age of Twenty-One, in the rules governing Medicaid Enhanced Plan Benefits, IDAPA 16.03.10 at http://adm.idaho.gov/adminrules/rules/idapa16/0310.pdf</p>	<p>See Section 584, ICF/MR-Criteria for Determining Eligibility in the rules governing Medicaid Enhanced Plan Benefits, IDAPA 16.03.10 http://adm.idaho.gov/adminrules/rules/idapa16/0309.pdf</p>	<p>2007 Idaho Special Education Manual http://www.sde.state.id.us/SpecialEd/manual/sped.asp</p>

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