# DOR Student Services Self-Advocacy Training Service

PROCEDURE CODES:

P5-CRP Self-Advocacy Training, Individual

P5-CRPg Self-Advocacy Training, Group

P5CRPg-ASG Self-Advocacy Training, Group, Add Student

## Definition:

Self-Advocacy Training teaches students the skills neededin educational, workplace, and community settings to effectively communicate, convey, negotiate, or assert their own interests and/or desires. These skills will enable students to advocate for any support service, including auxiliary aids, services, and accommodations that may be necessary for training or employment. Self-Advocacy Training also helps the student to build leadership skills, gain confidence in professional environments, and understand what is needed to succeed in the workplace.

Self-Advocacy Training is time limited and individualized to match the student’s specific training needs.  Services are typically completed within 90 days, unless additional service time is required to ensure the student has demonstrated proficiency in all identified areas. Services may be provided in-person, virtually, or remotely on an individual basis, in groups, or in a classroom setting based on an approved program model.

1. **Self-Advocacy Training may include, but is not limited to, the following activities:**
* Understanding the right to work
* Learning about rights and responsibilities at work.
* Learning about accommodations, services or supports and how to request them.
* Understanding areas of strength and improvement.
* Understanding disability documentation such as an Individual Education Plan, 504 plan, and Individual Program Plan.
* Identifying accommodations and services in an educational program.
* Practicing communicating thoughts, needs, and concerns.
* Participating in mentoring opportunities with educational staff (e.g., principals, nurses, teachers, or office staff).
* Engaging in peer mentoring with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings.
* Participating in youth leadership activities offered in educational or community settings.

## Staffing Qualifications:

CRP staff providing services to DOR students must meet qualifications as defined in job descriptions by the CRP. CRP staff must have the desire to work with individuals with disabilities, including youth with disabilities and their families; have knowledge and understanding of the intent of Pre-Employment Transition Services; be able to engage, work with, and communicate with students; be able to assess and monitor service progress; have strong communication skills; and be able to document service outcomes and write clear concise progress reports.

## Referral:

Self-Advocacy Training is available for authorization to students in the Potentially Eligible or Vocational Rehabilitation case type.

DOR staff will send referral information that includes the background needed to address the student’s individualized service needs.

1. The referral will include, at a minimum:
* Authorization for provision of Intake and service hours.
* DR260 Consent to Release Information.
* Reasonable accommodation needs.
* Overall goals and specific areas of focus for Self-Advocacy Training.
* Other applicable information (e.g., evaluation information, applicable medical information, Individual Plan for Employment, Individual Education Program, 504 Plan and/or Individual Program Plan).

## Intake:

The Intake may be completed in one or more sessions with the student and DOR staff, if available. The student may elect to include others in the Intake meeting/s and ISP development, including but not limited to family members and guardians, other involved adults, and school representatives.

### Individual Services

After referral, the CRP will conduct an Intake with the student using a person-centered approach, resulting in the development of an Individual Service Plan (ISP) per authorized student service, which provides the overall direction of the service(s). The ISP includes goals and objectives, timelines, expectations, and details planned for utilization of the service hours.

### Group Services

After referral, the CRP will conduct an Intake with the student using a person-centered approach, resulting in the development of one Individual Service Plan (ISP), which provides the overall direction of all service(s) provided in a group setting. The ISP includes goals and objectives, timelines, expectations, and details planned for utilization of the service hours.

**Group Intake is completed per student, not per service offered in a group setting and therefore is only paid once per student to a provider.** A student participating in group services will have one Individual Service Plan that will incorporate all student services that are provided in the group setting.

The Group Intake rate is the same for additional students added to a group larger than fifteen (15) students.

1. The ISP will include:
* Training needs to be addressed.
* Planned training events/activities.
* Measurable outcomes
* Service schedule and timeline for completion
* Student’s responsibilities
* Staff responsible
1. In the event that the student does not attend a confirmed Intake meeting, a Deferment Report may be submitted, if the following criteria are met:
* The CRP must call, email, or text the student to confirm the intake meeting at least 48 hours prior.
* If the student is not able to be reached, the CRP will contact the counselor.
* The CRP will call, email, or text the student again at least 24 hours prior to the scheduled meeting.
* If the student is not confirmed at the 24-hour mark, the meeting will be cancelled. The CRP must inform the DOR of the cancellation. A report is not required, and payment is not made to the provider for this activity.
* If the student confirms the meeting within the timeframe described above, and does not show up for the Initial meeting, the CRP submits a Deferment Report.
* Upon receipt of the Deferment Report, the DOR will determine if an additional Intake meeting should be scheduled.

## Service Hours:

Based upon the ISP goals and objectives, an individualized service schedule will be developed, in consultation with the student, and family where appropriate.

Self-Advocacy Training services take place in hourly increments and may occur after school, in the evening, or on the weekend in community integrated settings.

### Individual:

Individual Self-Advocacy Training services may be authorized for up to 25 hours per authorization. Services can be reauthorized as many times as the student needs to meet the goals and objectives of the service as long as the student still meets the definition of a student with a disability.

### Group:

Group Self-Advocacy Training services may be authorized for up to 25 hours per authorization, per student, per service. Group services are capped at 25 hours per service per authorization. With adequate justification and District Administrator approval, a maximum of 40 hours per service per authorization per student can be authorized.

## Reporting Requirements:

Upon completion of the Intake activities, the CRP will provide the ISP to the student and the referring DOR Counselor.

Monthly or at the completion of Self-Advocacy Training activities, the CRP will complete a written report summarizing the service activities, progress, outcomes, adjustment of goals, and recommendations of next steps. The report will be reviewed with the student, others identified by the student, and will be submitted to the referring DOR counselor.

If providing services in a group, all reports must contain the name of the group in which students are participating to link the students receiving services together to the appropriate group.

## Performance Indicators:

1. The following are indicators of quality services:
* The SWD is satisfied with the service.
* Individual Service Plans are relevant and updated as needed.
* The CRP’s submitted report(s) included required elements with sufficient detail to fully inform the DOR QRP/QRP/SVRC.
* Reports and supporting documentation are submitted within the required timeframes.

## Standard Authorization:

Authorizations for Self-Advocacy Training are typically for a 90-day duration for up to 25 service hours per authorization. Authorizations include an Intake fee (or Deferment fee) and the hours for service delivery.

### Individual

Individual Self-Advocacy Training services may be authorized hourly for individualized training services based upon a projected hours required to complete the activity. Hourly services are based on an approved program model and reflected in the approval certificate as issued by DOR’s CRD unit.

### Group

Group Self-Advocacy Training services may be authorized up to 25 hours per student, per service in a group setting at the group hourly rate. Intake fee to be authorized one time per student per group and is not authorized per service. Group services may only be authorized based on an approved program model and reflected in the approval certificate as issued by DOR’s Community Resources Development (CRD) unit.

Group services are capped at 25 hours per service per authorization. With adequate justification and District Administrator approval, a maximum of 40 hours per service per authorization may be authorized.

## Payment:

Services are paid based on the current Uniform Fee Structure for DOR CRP Providers or per a cooperative or case service contract.

The following payment requirements are for fees-for-service.

Payment is provided monthly or at the conclusion of services, whichever occurs first. A written report must accompany the invoice and is sent to the authorizing authority for payment approval.

### Individual:

For individual Self-Advocacy Training services, payment is hourly for documented direct student contact and billed, as authorized, either monthly and/or at the conclusion of services

### Group:

For group Self-Advocacy Training services, payment is hourly for documented direct student participation and billed as authorized, either monthly and or at the conclusion of services. A written progress report or final report must accompany the invoice and is sent to the authorizing authority for payment approval. All reports must contain the name of the group in which students are participating to link the students receiving services together to the appropriate group.

Group training may be appropriate if students have similar needs and can benefit from training in a group setting.

## Certification/Accreditation:

DOR Certification and/or accreditation by CARF must be maintained in the appropriate category. Failure to maintain/retain certification or accreditation will result in termination of services. CARF accreditation is not required for this service. Only DOR certification is required.