



Topic: Ohio McKinney-Vento Community of Practice Notes
Session 6 – Identifying and Meeting the Needs of Special Population Students Experiencing Homelessness: A Focus on Children and Youth with Disabilities
Date: 05/17/2023
Time: 1:00 pm – 2:00 pm EST

Materials

Presentation Slides: <https://cohhio.org/wp-content/uploads/2023/05/OH-MKV-Session-Six.pdf>

Recording: <https://youtu.be/PFHtl42rga4>

Feedback Survey: <https://forms.gle/cdaEBnQPPeNW9UzaA>

1. Objectives
 - a. Attendees will:
 - i. Understand the identification and enrollment procedures of Children and Youth with Disabilities
 - ii. Learn best practices for meeting the needs of Children and Youth with Disabilities experiencing homelessness
 - iii. Learn resources to support Children and Youth with Disabilities experiencing homelessness
2. Welcome and Introductions
 - a. Guest Speakers
 - i. Emily Durrell, Special Education Attorney, Disability Rights Ohio
 1. edurell@disabilityrightsohio.org
 2. Contact for Assistance: 614-466-7264 or 1-800-282-9181 (toll free)
 3. <https://www.disabilityrightsohio.org/intake-form>
 - ii. Candace Talty, SOAR Ohio and HNHF Director, COHHIO
 1. candacetalty@cohhio.org
 2. <https://soarworks.samhsa.gov/>
3. Identification
 - a. Identifying Students with Disabilities
 - i. Even if a student's poor academic achievement may be attributable to his or her homelessness, the school still must evaluate for special education.
 - ii. Only by evaluating the student will the school be able to properly determine whether the student has a disability requiring special education and related services.
 - iii. Environmental, cultural, or economic disadvantages should be considered as part of the evaluation.
 - b. Trauma
 - i. Trauma negatively impacts brain development and hinders learning.
 - ii. Effects of trauma
 1. Impacted concentration and memory
 2. Emotional dysregulation

- 3. Hypervigilance
 - 4. Intrusive flashbacks and traumatic re-experiencing
 - iii. The effects of trauma can be supported by an IEP or 504 plan.
 - c. Intervention
 - i. If a student is struggling in school, it may be appropriate to put in place interventions and services to support the student.
 - ii. However, intervention can never be used to delay denying a special education evaluation.
 - iii. Intervention data may be used as part of the special education evaluation.
4. Enrollment
- a. Enrolling students with disabilities
 - i. Schools must immediately enroll students with disabilities, even if the student is unable to produce records such as their IEP
 - ii. Schools must provide the student with a FAPE (free, appropriate public education) immediately.
 - 1. Services comparable to those described in the previous IEP, in consultation with the parents.
 - iii. Schools can adopt the existing IEP or implement a new IEP.
 - b. Obtaining paperwork
 - i. When a new McKinney-Vento student with a disability enrolls
 - 1. Immediately contact the last school attended to obtain relevant academic records.
 - 2. IDEA requires enrolling schools to promptly obtain records, and previous schools to promptly respond.
 - ii. Establish a procedure for obtaining school records expeditiously.
 - iii. FAPE must be provided immediately even if the paperwork is delayed.
 - c. Who is the educational decision maker?
 - i. Students 18 and over:
 - 1. The student themselves
 - 2. Unless: determined legally incompetent by an Ohio court (assigned a legal guardian)
 - 3. Presumption of competence
 - ii. Students under 18
 - 1. Parent or, if there is no legal parent, a surrogate parent
 - d. Who is a parent?
 - i. Biological or adoptive parent but **not** a foster parent
 - ii. Guardian authorized to act as the child's parent or authorized to make education decisions for the child
 - 1. But **not** the state if the child is a ward of the state
 - iii. Person acting in place of a parent (such as a grand-parent or step-parent with whom the child lives, or a person legally responsible for the child's welfare)
 - e. Surrogate parent
 - i. Acts in place of natural parents to make decisions about the student's special education.
 - ii. School assigns if:
 - 1. No parent is identified (following the definition on the previous slide)

- 2. No parent can be located after reasonable efforts by the school district
 - 3. Child is a ward of the state
 - 4. Child is an unaccompanied homeless youth
 - iii. Must complete Ohio Dept. of Education training for surrogate parents
 - f. Who cannot be a surrogate parent?
 - i. Someone who is an employee of any state, local, or any other public agency that is involved in the education or care of the child
 - 1. i.e. teacher, children's service worker
5. Working with Parents
 - a. Identifying the parent
 - i. Biological or adoptive parents may obtain education rights even if their child is in custody of another entity.
 - ii. To ensure the correct educational decision maker is identified, request court custody decisions and review with your legal council.
 - b. Contacting parents
 - i. Use multiple lines of communication (such as email, phone, school apps, text messages)
 - ii. Schedule calls in advance
 - iii. Be flexible about times you can be contacted
 - iv. Let parents know where they can find you in person if needed
6. Transition Planning
 - a. In Ohio, transition planning starts at 14
 - b. Schools have the ability to link students to great resources:
 - i. Vocational support (OOD)
 - 1. Job exploration and training can start when transition starts (age 14 or over)
 - 2. For information on Opportunities for Ohioans with Disabilities (OOD) or help resolving disputes with OOD, contact DRO's Client Assistance Program (CAP)
 - ii. OhioRISE
 - iii. County board of developmental disabilities
 - iv. Career technical schools
 - v. College preparation
 - vi. Other local resources
7. Introducing SOAR for Children
 - a. Sponsors
 - i. The Ohio Department of Mental Health and Addiction Services
 - ii. Ohio Developmental Disabilities Council
 - b. What is SOAR? (SSI/SSDI, Outreach, Access, Recovery)
 - i. A model for assisting eligible individuals to apply for Social Security Administration (SSA) disability benefits
 - ii. For individuals who are experiencing or at risk of homelessness and have a serious mental illness, co-occurring substance use disorder, or other physical disabilities
 - iii. Sponsored by SAMHSA in collaboration with the Social Security Administration (SSA) since 2005, Child SOAR 2018
 - iv. All 50 states and Washington, DC, currently participate
 - v. Methodology for completing SSA applications

- vi. Interaction with clients from start to finish of SSI/SSDI application and beyond
- vii. Connecting individuals with other needed necessities
- viii. Move on from homelessness
- c. What is SSI for children?
 - i. Developmental disabilities, serious mental illness, trauma, and medical issues can impact a child's ability to function. The path to recovery can be extraordinarily challenging when a family is constantly struggling to meet basic needs. Accessing income and healthcare benefits for children with disabilities through SSI is often a crucial first step on the road to recovery.
 - ii. SSI (Supplemental Security Income):
 - 1. Provides income & other benefits for low-income individuals & children who are disabled or blind
 - 2. Provides Medicaid insurance in most states.
 - 3. Eligibility Criteria are different for Adults and Children
 - 4. Federal benefit rate is \$914/month in 2023
- d. Why SOAR for Children?
 - i. Children and youth experiencing homelessness have higher rates of disability and experience higher rates of mental health problems, developmental delays, and poor cognitive outcomes than their stably housed peers.
- e. Why does Ohio need SOAR for Children?
 - i. On a single night in January 2020: of the 3,577 total homeless people counted in the Ohio Balance of State Continuum of Care (BosCOC), over 1,900 individuals were under the age of 18
 - ii. Nationally, Children under the age of 18 made up 60% of people experiencing homelessness in families in 2020.
 - iii. Unaccompanied homeless youth are more likely to be unsheltered (51%) than all people experiencing homelessness.
- f. Benefits to State and Communities
 - i. SSI and Medicaid bring federal dollars into states, localities, and community programs:
 - 1. Health providers can recoup cost of uncompensated care.
 - 2. States and localities can recoup the cost of public assistance.
 - 3. Cash benefits and back payments received by individuals is spent in the local community (2023: over \$570 million).
- 8. SSI for Children: The Basics
 - a. Supplemental Security Income (SSI)
 - i. Benefits for low-income individuals
 - 1. Financial need is a complete picture of income, living arrangements, and family resources
 - ii. Children who are disabled or blind
 - iii. Federal benefit rate is \$914/month in 2023
 - iv. Provides Medicaid in most states
 - b. SSI eligibility: children only
 - i. Mental health or physical conditions(s)
 - 1. Diagnosis
 - 2. Documentation

3. Duration
 - ii. Functional impairments
 1. SSA will determine how the child's functional abilities compare to the functional abilities of a child of the same age who does not have physical or mental impairments.
 2. List of impairments for children:
<https://www.ssa.gov/disability/professionals/bluebook/ChildhoodListings.htm>
- c. SSI eligibility: adults and children
 - i. A serious mental or physical impairment or a combination of illnesses
 - ii. The illness/condition has lasted at least 12 months OR is expected to result in death
 - iii. Mental illnesses impairment **must** have documentation of medical criteria & *marked limitations* in the four areas of mental functioning.
 - iv. The four areas of functioning adults and children:
 1. Understand, remember, or apply information
 - a. Memory, following instructions, solving problems, etc.
 2. Interact with others
 - a. Getting along with others, anger, avoidance, etc.
 3. Concentrate, persist, or maintain pace
 - a. Task completion, focusing on details, distractibility at work, etc.
 4. Adapt or manage oneself
 - a. Hygiene, responding to change, setting realistic goals, etc.
- d. SSI eligibility: children only
 - i. For children with mental or physical conditions:
 1. The child struggles to do things on a daily basis that other children without impairments typically are able to do within **six broad domains of functioning:**
 - a. Acquiring and using information
 - b. Attending and completing tasks
 - c. Interacting and relating with others
 - d. Moving about and manipulating objects
 - e. Caring for themselves
 - f. Health and physical well-being

9. SOAR for Children: Online Course
 - a. Course is FREE, web-based, and self-guided
 - b. Standardized training is provided across all geographic areas
 - c. Complete a full, practice SSI application for a fictional child, including a Medical Summary Report (which will prepare you for the SSA-3820 Child Function Report)
 - d. Receive individualized feedback from experts at the SAMHSA SOAR TA Center on the practice SSI application
 - e. Earn 20 free Continuing Education Units from the National Association of Social Workers (NASW) upon successful completion
 - f. SOAR Leaders can coordinate follow-up training and support
10. Getting Started

- a. Learn more about SOAR: Register for the SOAR Online Course!
 - b. Identify children and youth counterparts with existing stakeholders & ask them for their contacts in each area
 - c. Assess current needs and capacity
 - d. Organize a SOAR for Children Orientation
 - e. Schedule a separate meeting with SSA/DDS to discuss the SOAR process for child SSI claims
11. Next Steps
- a. Reminders
 - i. Visit the COHHIO Course to HOME webpage [here](#)
 - ii. Request technical assistance by emailing homelesseducation@cohhio.org
 - iii. Join our mailing list [here](#)
 - b. Next Session
 - i. August 9th, 2023, at 1 PM