

Ohio McKinney-Vento Community of Practice

Identifying and Meeting the Needs of Special Population
Students Experiencing Homelessness: A Focus on
Children and Youth with Disabilities

Session 6

5/17/2023

Welcome!

Please say hello in the chat box and share

- Your name & pronouns
- Name of your District
- Your role
- One word description of how you are doing today



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Zoom Logistics



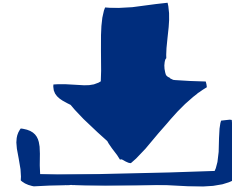
**All participants
can unmute**



**You can share
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**Questions can be
asked
throughout the
training**



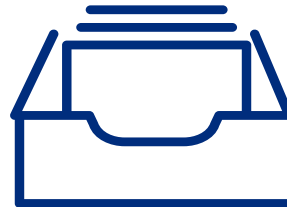
**The powerPoint
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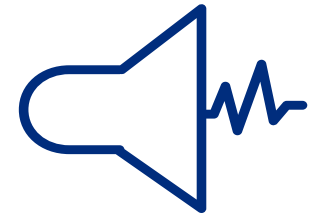
Breakout rooms



**Polls/
quizzes**



**Handouts/
Materials**



**Audio/video
issues**

Agenda

- Welcome & Introductions
- Identification/ Enrollment
- Strategies
- Resources
- Introducing SOAR for children
- Q&A
- Closing

Objectives

Attendees will:

- Learn the identification and enrollment of Children and Youth with Disabilities
- Learn best practices for meeting the needs of Children and Youth with Disabilities experiencing homelessness
- Learn resources to support Children and Youth with Disabilities experiencing homelessness

COHHIO Course to HOME Team



**Amanda Wilson she/her
Youth Housing
Initiative Director**



**Ami Diallo she/her
Youth Housing
Initiative Specialist**



**Evelyn Garon she/her
Youth Housing
Initiative Specialist**

Guest Presenters

Emily Durell (she/her)
Staff Attorney
Ohio Disability Rights Law and Policy
Center, Inc

Candace Talty
SOAR Ohio and HNHF Director
SOAR Ohio State Lead

Student with Disabilities Experiencing Homelessness: Special Concerns



Introduction

- Emily Durell, special education attorney
- edurell@disabilityrightsohio.org
- Check out our resources:
- www.disabilityrightsohio.org

Roadmap

- Identification of students with disabilities
- Services for students with disabilities
- Who is the educational decision maker?
 - Contacting parents
- Transition planning

Identifying Students with Disabilities

- Even if a student's poor academic achievement may be attributable to his or her homelessness, the school still must evaluate for special education
- 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
- Environmental, cultural, or economic disadvantage should be considered as part of the evaluation

Identification - Trauma

- Trauma negatively impacts brain development and hinders learning
- Effects of trauma
 - Impacted concentration and memory
 - Emotional dysregulation
 - Hypervigilance
 - Intrusive flashbacks and traumatic re-experiencing
- The effects of trauma can be supported by an IEP or 504 plan

Identification - Intervention

- If a student is struggling in school, it may be appropriate to put in place interventions and services to support the student
- However, intervention can never be used to delay to deny a special education evaluation
- Intervention data may be used as part of the special education evaluation

Enrolling students with disabilities

- Schools must immediately enroll student with disabilities, even if the student is unable to produce records such as their IEP
- Schools must provide the student with a FAPE (free, appropriate public education) immediately
 - Services comparable to those described in the previous IEP, in consultation with the parents
- Schools can adopt the existing IEP or implement a new IEP

Obtaining paperwork

- When a new McKinney-Vento student with a disability enrolls
 - Immediately contact the last school attended to obtain relevant academic records
 - IDEA required enrolling schools to promptly obtain records, and previous school to promptly respond
- Establish a procedure for obtaining school records expeditiously
- FAPE must be provided immediately even if the paperwork is delayed

Who is the educational decision maker?

- Students 18 and over
 - The student themselves
 - Unless: determined legally incompetent by an Ohio court (assigned a legal guardian)
 - Presumption of competence
- Students under 18
 - Parent or, if there is no legal parent, a surrogate parent

Who is a parent?

- Biological or adoptive parent but **not** a foster parent
- Guardian authorized to act as the child's parent or authorized to make education decisions for the child
 - But **not** the state if the child is a ward of the state
- 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)

Surrogate parent

- Acts in place of natural parents to make decisions about the student's special education
- School assigns if
 - No parent is identified (following the definition on the previous slide)
 - No parent can be located after reasonable efforts by the school district
 - Child is a ward of the state
 - Child is an unaccompanied homeless youth
 - A youth not in physical custody of their parent or guardian and meets the definition of homelessness
- Must complete Ohio Dept. of Education training for surrogate parents

Who cannot be a surrogate parent?

- 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
 - i.e. teacher, children's service worker

For more information, check out:

www.disabilityrightsohio.org/faq-special-education-surrogate-parents

Identifying the parent

- Biological or adoptive parents may obtain education rights even if their child is custody of another entity
- To ensure the correct educational decision maker is identified, request court custody decisions and review with your legal council

Contacting parents

- Use multiple lines of communication (such as email, phone, school apps, text messages)
- Schedule calls in advance
- Be flexible about times you can be contacted
- Let parent know where they can find you in person if needed

Transition planning

- In Ohio, transition planning starts at 14
- Schools have the ability to link students to great resources
 - Vocational support (OOD)
 - OhioRISE
 - County board of developmental disabilities
 - Career technical schools
 - College preparation
 - Other local resources

Vocational support

- Job exploration and training can start when transition starts (age 14 or over)
- For information on Opportunities for Ohioans with Disabilities (OOD) or help resolving disputes with OOD, contact DRO's Client Assistance Program (CAP)

Questions?

- Emily Durell, special education attorney
- edurell@disabilityrightsohio.org
- Check out our resources:
- www.disabilityrightsohio.org
- Contact for Assistance
- 614-466-7264 or 1-800-282-9181 (toll free)
- Or <https://www.disabilityrightsohio.org/intake-form>

Introducing SOAR for Children

Presenter:

Candace Talty

SOAR Ohio and HNHF Director

SOAR Ohio State Lead



Disclaimer

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

The Ohio Dept. Mental Health and Addiction Services

- **Grant Number:** 2100207
Fiscal Year: 2023
Program Title: COHHIO OMHAS Technical Assistance Grant
Service Type: Treatment & Recovery
Project Area: Housing & Homelessness Technical Assistance
Organization: COALITION ON HOMELESSNESS AND HOUSING IN OHIO

ODDC

- *This project was supported, in part by the Ohio Developmental Disabilities Council, under grant number [specific FAIN (federal award number on award letter) in this format: XX01OHSCDD] from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.*

SSA Disclaimer

The information presented in this webinar is accurate and effective as of calendar year 2023

Participation in this presentation does not constitute an endorsement by the Social Security Administration (SSA) or its employees of the organizations and information and products not provided by SSA.

What is SOAR?

SSI/SSDI, Outreach, Access, Recovery

- A model for assisting eligible individuals to apply for Social Security Administration (SSA) disability benefits
- 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
- Sponsored by SAMHSA in collaboration with the Social Security Administration (SSA) since 2005, Child SOAR 2018
- All 50 states and Washington, DC currently participate



What is SOAR?

SSI/SSDI, Outreach, Access, Recovery

- Methodology for completing SSA applications
- Interaction with clients from start to finish of SSI/SSDI application and beyond
- Connecting individuals with other needed necessities
- Move on from homelessness



What is SSI for Children?

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.

SSI (Supplemental Security

Income):

- Provides income & other benefits for low income individuals & children who are disabled or blind
- Provides Medicaid insurance in most states.
- Eligibility Criteria are different for Adults and Children
- Federal benefit rate is \$914/month in

*<https://www.ssa.gov/ssi/text-general-ussi.htm>

SOARWORKS for Children

SAMHSA
Substance Abuse and Mental Health
Services Administration

Supplemental Security Income (SSI) for Children:

What is it, who is it for, and how can **Child Welfare** help?



How can SSI for children help?

- Stabilizing income for children in your system who are experiencing or at-risk of homelessness
- Enhanced health insurance coverage (Medicaid)



Who is eligible?

- Children (birth to turning age 18) with a physical or mental impairment that causes marked or severe functional limitations
- Children and families with low income and resources
- Note: If a child is unmarried, lives with their parents, and their parents do not receive SSI, a portion of the parents' income and resources may be considered



How can I contribute and help a child access resources?

- Identify children who are experiencing or at risk of homelessness who have a serious mental illness, medical impairment, and/or a co-occurring substance use disorder
- Write a letter documenting the child's levels of functioning and supportive services provided
- Identify staff to complete the SOAR Online Course: Child Curriculum and assist children and families with completing the SSI application using the SOAR model
- Collaborate with State and Local SOAR Leads, SSA, and DDS



What resources are available?

- Understanding SSI for Children: <https://www.ssa.gov/ssi/text-child-ussi.htm>
- SOAR Directory: <https://soarworks.prairinc.com/content/contact-us>
- SOAR Online Course: Child Curriculum: The course is a great resource for child welfare agencies that are interested in learning about the Social Security Disability process, assisting children and families with applying for SSI, or being able to identify and successfully refer potential SOAR applicants to SOAR-trained case workers <https://soarworks.prairinc.com/course/soar-child-curriculum>

The SSI/SSDI Outreach, Access, and Recovery (SOAR) Technical Assistance (TA) Center is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) and is a national program designed to increase access to the disability income benefit programs administered by the Social Security Administration (SSA) for eligible adults and children who are experiencing or at risk of homelessness and have a serious mental illness, medical impairment, and/or a co-occurring substance use disorder.

Connect with your state SOAR contacts: <https://soarworks.prairinc.com/directory>

Contact SOAR: soar@praairinc.com | (518) 439-7415 x2 | <http://soarworks.prairinc.com/>

Why SOAR for Children?

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.



Why Does Ohio Need SOAR for Children?

- 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
- Nationally, Children under the age of 18 made up 60% of people experiencing homelessness in families in 2020.
- Unaccompanied homeless youth are more likely to be unsheltered (51%) than all people experiencing homelessness.

<https://www.huduser.gov/portal/datasets/ahar/2020-ahar-part-1-pit-estimates-of-homelessness-in-the-us.html>

Benefits to State and Communities

SSI and Medicaid bring federal dollars into states, localities, and community programs:

- Health providers can recoup cost of uncompensated care.
- States and localities can recoup the cost of public assistance.
- Cash benefits and back payments received by individuals is spent in the local community (*2023: over \$570 million*).

SSI for Children: The Basics

Supplemental Security Income (SSI)

- Benefits for low-income individuals
 - Financial need is a complete picture of income, living arrangement and family resources
- Children who are disabled or blind
- Federal benefit rate is \$914/month in 2023
- Provides Medicaid in most states

**<https://www.ssa.gov/ssi/text-general-ussi.htm>*

SSI Eligibility: Children Only

Mental health or physical condition(s)

- ✓ Diagnosis
- ✓ Documentation
- ✓ Duration



Functional Impairment(s)

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

Listing of Impairments for Children:

<https://www.ssa.gov/disability/professionals/bluebook/ChildrensListings.htm>

Social Security Administration's Sequential Evaluation for Children

Is the child working at SGA?

NO

Does the child have a severe impairment?

YES

Does the impairment(s) meet or medically equal a listing, or functionally equal the listings?

YES

Denial

NO

Denial

YES

Approval

NO

Denial

SSI Eligibility: Adults AND Children

- ✓ A serious mental or physical impairment, or a combination of illnesses
- ✓ The illness/condition has lasted at least 12 months, OR is expected to result in death
- ✓ Mental illnesses impairment **must** have documentation of medical criteria & *marked* limitation in the four areas of mental functioning.

The Four Areas of Functioning Adults and Children

- Understand, remember, or apply information
 - Memory, following instructions, solving problems, etc.
- Interact with others
 - Getting along with others, anger, avoidance, etc.
- Concentrate, persist, or maintain pace
 - Task completion, focusing on details, distractibility at work, etc.
- Adapt or manage oneself
 - Hygiene, responding to change, setting realistic goals, etc.

Activities of Daily Living will be considered throughout all areas!



SSI Eligibility: Children ONLY

For children with mental OR physical conditions:

- ✓ 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.**

Functional Equivalence

For children, SSA also evaluates an *additional* **Six Broad Domains of Functioning** to determine if the child functionally equals the severity level of a listing:

These are
similar to, but
not the same as
the areas of
mental
functioning!



SSA's "whole child" approach: recognizes that many activities require the use of more than one of the abilities described in the first five domains, and that they may also be affected by a problem considered in the sixth domain.

The Six Broad Domains of Functioning for Children

1. **Acquiring & Using information**
Learning and using new information
2. **Attending and Completing tasks**
Focusing and maintaining attention, keeping pace carrying out tasks
3. **Interacting and relating with others**
Initiating and sustaining emotional connection with others, cooperating, complying with rules, responding to criticism, taking care of possessions
4. **Moving about and manipulating objects**
Considering the development of gross/fine motor skills
5. **Caring for themselves**
Personal care including both physical and emotional health, coping with stress
6. **Health and physical wellbeing**
Cumulative physical effects of physical or mental impairments and their associated treatments on the child's functioning

SSA-3820: Child Disability Report

This is the only child disability form that will be completed online (*will complete on paper for the SOAR Online Course practice case*)

- Gathers basic identifying information about the child, information about the child's contacts, and information about the child's parents or guardians
- Lists the child's conditions, education, work history, treating sources, and other information that informs DDS about his or her disability
- <https://www.ssa.gov/childdisabilityreport/>
- <https://www.ssa.gov/forms/>

Be as detailed as you can on this form!



SOCIAL SECURITY ADMINISTRATION Form Approved
OMB No. 0950-0577
Form SSA-3820-BK (03-2017) UF Page 1 of 12

DISABILITY REPORT - CHILD

SECTION 1 - INFORMATION ABOUT THE CHILD

A. CHILD'S NAME (First, Middle Initial, Last) _____

B. CHILD'S SOCIAL SECURITY NUMBER _____

C. YOUR NAME (If agency, provide name of agency and contact person) _____

YOUR MAILING ADDRESS (Number and Street, Apt. No. (if any), P.O. Box, or Rural Route) _____

CITY _____ STATE _____ ZIP CODE _____

YOUR EMAIL ADDRESS (Optional) _____

D. YOUR DAYTIME PHONE NUMBER (If you do not have a phone number where we can reach you, give us a daytime number where we can leave a message for you.)

Area Code _____ Number _____ ☐ Your Number ☐ Message Number ☐ None

E. What is your relationship to the child? _____

F. Can you speak and understand English? ☐ YES ☐ NO

If "NO", what is your preferred language? _____

NOTE: If you cannot speak and understand English, we will provide you an interpreter, free of charge. If you cannot speak and understand English, is there someone we may contact who speaks and understands English and will give you messages? ☐ YES (Enter name, address, phone number, relationship) ☐ NO

NAME _____ RELATIONSHIP TO CHILD _____

ADDRESS _____ (Number, Street, Apt. No. (if any), P.O. Box, or Rural Route)

CITY _____ STATE _____ ZIP _____ DAYTIME PHONE _____ Area Code _____ Number _____

Can you read and understand English? ☐ YES ☐ NO

G. Does the child live with you? ☐ YES ☐ NO If "NO", with whom does the child live?

NAME _____ RELATIONSHIP TO CHILD _____

ADDRESS _____ (Number, Street, Apt. No. (if any), P.O. Box, or Rural Route)

CITY _____ STATE _____ ZIP _____ DAYTIME PHONE _____ Area Code _____ Number _____

Can this person speak and understand English? ☐ YES ☐ NO

If "NO", what is this person's preferred language? _____

Can this person read and understand English? ☐ YES ☐ NO

SOAR for Children: Online Course



SSI/SSDI Outreach, Access, and Recovery (SOAR) Online Course: Child Curriculum

- Course is FREE, web-based, and self-guided
- Standardized training provided across all geographic areas
- 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)
- Receive individualized feedback from experts at the SAMHSA SOAR TA Center on the practice SSI application
- Earn 20 free Continuing Education Units from the National Association of Social Workers (NASW) upon successful completion
- SOAR Leaders can coordinate follow-up training and support

Getting Started: Next Steps

- ✓ Learn more about SOAR: Register for the SOAR Online Course!
- ✓ Identify children and youth counterparts with existing stakeholders & ask them for their contacts in each area
- ✓ Assess current need and capacity
- ✓ Organize a SOAR for Children Orientation
- ✓ Schedule a separate meeting with SSA/DDS to discuss the SOAR process for child SSI claims

SOAR for Children: Navigating the Online Course

- <https://youtu.be/dmmSssFNEYo>

Your SOAR Ohio Team

- State Team Lead and Program Director:
Candace Talty candacetalty@cohhio.org
- Local Lead - SOAR Ohio T&TA Coordinator:
Erica Copley ericacopley@cohhio.org
- SAMHSA SOAR TA Center Liaison:
Dazara Ware dware@prainc.com

COHHIO Course to HOME

Important Reminders!



Request Technical Assistance

Defining Technical Assistance

- The process of providing guidance, tools, resources, and consultation to assist districts achieve goals

Accessing Technical Assistance

- Email us at homelesseducation@cohhio.org
- Call us at 614-280-1984 ext.143
- Access resources at www.cohhio.org/youth

More Information

- Review the [Guide to Technical Assistance](#)



Join the Mailing List

Sign up to Stay in Touch!

Sign up for the COHIO Course to HOME mailing list and stay up to speed.

* Email

Your **email** here 😊

* First Name

* Last Name

Sign Up



[Sign Up](#)

Feedback

We invite you to provide feedback about todays here:
<https://forms.gle/cdaEBnQPPeNW9UzaA>



Contact Information



COHHIO Course to HOME
homelesseducation@cohhio.org



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