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Regional Centers and How Service Starts!

Presented by
Association of Regional Center Agencies

March 10, 2022
Family Perspective

AN UNPLANNED JOURNEY
Family Perspective - The Intake Process

• Making the call to an unfamiliar agency
  - Where am I calling?/What is this place?/What do they do?
    ✓ Why did their pediatrician refer?
    ✓ Mistrust
• Intake process can be overwhelming
  - Numerous phone calls/appointments/different people
• Eligibility notification
  - Now what? Not sure what to expect
Family Perspective - New Family

• How does it feel to be told your child has special needs?
  - Emotional Impact
    - Concerned/worried/overwhelmed
    - Guilt
    - Grief
  - Feeling of Isolation
    - feel alone/only one with a child with special needs
  • Important to feel welcomed/not alone/part of a community
Family Perspective- Learning about the disability

• Important to have resources available to learn about diagnosis
  - Knowledge is everything
  - Multi-media resources: books/videos/training different modalities to meet parent needs
Family Perspective - Peer to Peer Support

- Peer to Peer support
  - Seasoned parent
  - Walked in their shoes
  - Similar experience
  - Hopeful, it’s going to be ok
Every interaction we have is an opportunity to make a positive impact on others.
Priority

- Engagement
- Person Centered
- Effective Listening and Communication
- Cultural Sensitivity
- Confidentiality
- Transparent
- Linking to other resources
- Empowerment
Engagement

- Sets the foundation for the relationship between the regional center and the individual applying for services.
- Important to have a positive first impression and the individual feels they are being listened to and will receive the support they need.
- Maintaining engagement throughout the process and keeping our individual apprised if there are any concerns that may impact the intake process.
Person Centered

- Everyone is unique and their situation is different. Individualized approach to focus on the individual concerns, strengths, ability, and natural supports.
- Supportive and Respectful
Effective Listening and Communication

- Communicate in the preferred language/method of communicating.
- Cultural sensitivity and mitigate implicit bias
Confidentiality

• Ensure all information obtained during the course of the intake process is strictly confidential and can only be disclosed with the individual written consent
Transparent

Information

Timeline and what to expect
Linking to Resources

Provide information about other resources
Empowerment
Regional Center Referral Process

- **Referral Sources**
  - Parents, pediatricians, DCFS, day care, etc.
  - Phone, Mail, On-line application or email application, phone

- **What information is needed**
  - Regional Centers must have signed consent to evaluate/assess
  - Contact information for the parents/caregivers/referral source
  - IF applicable, documentation of concerns
The Eligibility Process

**Developmental Areas of Focus**
- Cognitive
- Adaptive Skills
- Communication
- Social Emotional delay
- Physical and motor delay

**Eligible Conditions**
- Established Risk
- High Risk/At Risk
- Developmental Delay
What Happens After the Assessment

- Eligibility is determined
  - Eligible vs. not eligible
  - Assignment of a Service Coordinator

- Individual Family Service Plan (IFSP)
  - What is an IFSP?
  - Who is on the IFSP Team
  - IFSP Frequency

- Service Coordinator Responsibilities
Services Funded by the Regional Center

- Speech Therapy
- Physical Therapy
- Behavior Services
- Occupational Therapy
- Center Based Programs
- Deductible, Co-pays, Co-insurance assistance
- Payer of last resort—IDEA §303.510
Transition from Early Start Services

Transition Meeting
- Should occur no later than 33 months/2.9 yr. old
- Who’s involved in the transition meeting
  - Family, Regional Center, School District

What happens at this meeting
- Transition IFSP Meeting
- Discuss transition to Special Education
- Discuss & develop a transition plan
- Discuss Pre-schools and other Community Based Programs
- Discussion to prepare the child/family for changes in service delivery
- Discussion of services funded through private insurance

Regional Center Eligibility after age 3
- Lanterman Eligibility/Provisional Eligibility
LANTERMAN ACT INTAKE PROCESS

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Director of Clinical Services
Valley Mountain Regional Center (VMRC)
March 10, 2022
LANTERMAN ACT ELIGIBILITY CRITERIA

QUALIFYING CONDITION:

- Intellectual Disability (ID)
- Autism
- Cerebral Palsy
- Epilepsy
- A condition similar to ID or a condition requiring treatment similar to ID

AND

- Onset prior to age 18
- Expected to continue indefinitely
- Constitutes substantial disability for the individual. Substantial disability meaning significant functional limitation in at least 3 areas:
  - Communication
  - Self-Care
  - Learning
  - Mobility
  - Self-Direction
  - Economic Self-Sufficiency
  - Capacity for Independent living

The law excludes conditions that are solely attributed to:
- Psychiatric condition
- Learning Disability
- Physical Condition


Section 4512 of California Welfare and Institutions Code (WIC)
LANTERMAN ACT
PROVISIONAL ELIGIBILITY

• All of the following must be met:
  • Child is three or four years of age
  • The disability is not solely physical in nature
  • The child has significant functional limitations in at least two of the following areas of major life activity:
    • Self-care
    • Receptive and expressive language
    • Learning
    • Mobility
    • Self-direction

LANTERMAN INTAKE PROCESS

Referral – call the regional center. Self-referral is okay

Evaluation – Assessment process

Eligibility determination – 120 days to determine eligibility

Services – Lanterman Services has to start as soon as possible.
THANK YOU!
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