

All in for Kids

A CLTS Waiver Program Family Newsletter

All in for Kids: CLTS Waiver Program is a newsletter created to keep you and your family informed about the supports and services available through the CLTS Waiver Program. The newsletter is published by the Wisconsin Department of Health Services.



Step three of Deciding Together: weighing the options

The Children's Long-Term Support (CLTS) Waiver Program uses a team approach called Deciding Together to make decisions. In this approach, you are a key team member and the expert on your family's goals, strengths, and needs. Deciding Together considers your family's experiences when making an Individual Service Plan (ISP), which is the unique plan of supports and services for your family and child.

The All in for Kids: CLTS Waiver Program newsletter will keep supporting you in the Deciding Together process. The January newsletter covered step one: discussing strengths, needs, and goals. February's newsletter talked about the second step: thinking

FOR YOUR INFORMATION

For articles explaining steps one and two of Deciding Together, go to www.dhs.wisconsin.gov/library/akids21.htm and click the links for the January and February newsletters. Future issues of this newsletter will discuss later steps. Details about the full Deciding Together process are at www.dhs.wisconsin.gov/library/p-02246.htm.

creatively about solutions for services and who might help. This issue of the newsletter breaks down step three: weighing the options. This means narrowing down the choices in step two to find the best option for your family and child.

During step three, the team works together to decide which options are likely to work well. Things that the team will consider include:

- Does it meet a goal or outcome for the child? (Think about both short-term and long-term needs.)
- Does it help develop skills? For example, does it help the child learn to play independently or to make a snack or meal?
- Is this option practical for your family? For example, it should work with your life and family schedule.
- Does it fit your family's priorities, values, and culture? For example, if a family priority is spending quality time together, an option that uses a group activity might be best.

Input from you and the child matter in this process. Here are some tips to help you and your family prepare for step three:

- Think about which options you'd prefer and why. When you do this, it helps if you:
 - Prioritize the options. Figure out which options meet the family's and child's biggest needs, such as parents or caregivers needing a planned short-term break or the child getting outside to play with peers.
 - Decide which options you think will help most. Think about which options will help both now and in the future. They are both important!
- Review the supports and services that are available. For a list, go to www.dhs.wisconsin.gov/library/p-02570.htm.

The team meeting will be most successful when you actively participate. Feel free to bring a list of your preferred options and how you think they will help. You can also take notes to help you remember what was discussed. Remember, you are the expert on your family's needs. It helps if you:

- Ask questions such as "When will the service start?" or "Who do I call if I don't understand how the service is being provided?"
- Share information that is important about your family and the child. If something is important to you, it is important to the whole team.
- Tell the rest of the team what you see as the benefits of each option. It is great to share why you think a particular option is the best fit for your family.

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- Bring up your concerns with any of the options. It is helpful to share things like why you are concerned that an option won't meet your family's needs or won't work with your family's schedule.

It is important for the team to work together during this process. Be willing to listen to others' viewpoints and ideas. If there are disagreements, remember the team's common goal: to support the success of the child.

To better understand and be understood:

- Think about what you need and be prepared to share your thoughts.
- Ask questions about what providers can and cannot do.
- Ask the support and service coordinator (SSC) to explain decisions in writing if you have concerns.
- Ask for time to think about the options if needed.

Before the meeting ends, it may be helpful to review which options the team agreed on in your own words. You can also ask the SSC to read their main points and next steps. This will make sure that everyone has the same understanding.

Weighing the options narrows down the team's ideas to prepare for step four: developing the child's plan. Watch for an explanation of step four in the next issue of this newsletter!

Families can help prepare youth for employment

Having a job provides many benefits. It gives people an income, a connection to their community, a chance to socialize, and improves mental and physical health. Families and caregivers can help children build skills that will help in their future employment.

With the right supports and services, people with disabilities can work in competitive integrated employment (CIE). "Competitive integrated employment" means that a person with a disability can get a job in the community that is available to anyone else and pays the same amount. A CIE job can lead to another position when a worker gains skills or earns a promotion. Examples of CIE jobs include:

- Working at a restaurant, earning money for college or gaining the skills needed to move up to a team leader position.
- Working in an office doing data entry or scanning documents. This could lead to future work in quality control, computer programming, or data management.

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- Working at a store stocking shelves, gaining experience toward working as a cashier or department manager.

Building a child's skills for a future job

Children are best prepared for adult life when families have clear expectations of them and are supportive. This is especially true for kids with special needs. Here are some things you can do to help prepare the child for a future job:

- Start when the child is young. Give the child household chores based on their age and development, such as picking up toys, feeding pets, setting the table, or helping prepare a meal.
- If the child masters one chore, give them other chores that use the same skill. For example, sorting laundry and putting away clean dishes both use organizational skills to put similar items in the same place.
- Find chores that help develop the child's physical skills. For example, fine motor control is boosted by tasks like sorting and placing objects (such as putting away silverware or matching and folding socks). Gross motor control can be improved by moving and carrying items (such as taking the trash to the outside bin).
- Find chores that use other skills the child needs to practice. For example, if the child struggles with memory, setting the table gives them a chance to practice remembering where the plate goes, where the silverware is placed, and where the cup belongs.

Your expectations about education, job training, and work play a major part in preparing the child for their future. The more you encourage the child to achieve, the more they will. Think big and cheer them on!

Boosting mental health: ways to help youth overcome mental health stigma

Stigma is the belief that someone being different is a negative or bad thing. Children with mental health needs often experience stigma from their peers or at school or work. Stigma can lead to:

- Lower self-esteem.
- Shame.
- Isolation.
- Limited goals.
- Anxiety.
- Depression.

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Parents and caregivers can help young people manage mental health stigma. You can help by:

- Educating yourself and the child about their mental health disorder, its symptoms, and treatment.
- Talking to a doctor or mental health provider to get information or advice.
- Sharing information about the child and their mental health with the school. Tell school personnel about behaviors they may see.
- Connecting with people and families who live with mental illness. Hearing stories from other families and how they handle situations can help. The SSC can refer you to online, community, or school groups or local programs or advocacy organizations.
- Using resources from organizations and initiatives such as:
 - National Alliance on Mental Illness (NAMI): nami.org
 - Wisconsin Initiative for Stigma Elimination (WISE): wisewisconsin.org

New Youth Mental Health Crisis Plan Card

Visual tools can help in understanding how to handle a mental health crisis. One tool is the Youth Mental Health Crisis Plan Card created by the Wisconsin Office of Children’s Mental Health. The card is an easy way for a youth to let adults around them know how to respond within the first five minutes of a mental health crisis.

 MENTAL HEALTH CRISIS CARD Name: _____ Pronouns: _____ ▶▶ I need support in the next 5 minutes. ◀◀ Here's what I need from you to help me: 1. _____ 2. _____ 3. _____ (over)	My primary support person: _____ Relationship: _____ Phone: _____ Get help for you or a friend:  1.800.273.8255  "HOPELINE" to 741741  "Speak Up, Speak Out" WI   For information:  children.wi.gov
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How to use the card

1. The youth fills out the card with the strategies that help them calm down during a crisis.
2. The youth carries the card with them or keeps a photo of it on their phone.
3. When the youth is in a crisis, they can show the card to adults around them so they know how to best help and support the youth.

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Some examples of calming strategies that can be written on the card are:

- Let me bounce a ball.
- Let me listen to music.
- Bring me to a quiet place.
- Don't talk to me. I need to be quiet.
- Give me a hug.
- Don't touch me. I need space.
- Let me scream into a pillow.

By using the card, the child is empowered to make their own calming strategies. This makes them feel safe and understood. Those around them are able to help by using the best strategies for the child.

The card and more information on how to use it can be found at [children.wi.gov/Pages/CollectiveImpactTeams/YouthMentalHealthCrisisPlanCard.aspx](https://www.children.wi.gov/Pages/CollectiveImpactTeams/YouthMentalHealthCrisisPlanCard.aspx). Families and caregivers can talk to the youth about how this tool may help them.

Helpful resources for families

Updated information about the COVID-19 vaccine in Wisconsin:

www.dhs.wisconsin.gov/covid-19/vaccine.htm

Deciding Together guide:

www.dhs.wisconsin.gov/library/p-02246.htm

Lists of chores for children and information on the link between chores and future employment: www.seekfreaks.com/index.php/2018/02/06/participating-in-chores-at-home-a-facilitator-of-employment-in-youth-with-disabilities/

How to teach chores to a special needs child:

www.friendshipcircle.org/blog/2012/03/07/how-to-teach-chores-to-your-special-needs-child/

NEED HELP?

It is natural for people to have differences of opinion from time to time. People, doing the best they can, may still disagree. Every family has the right to formally appeal a decision about supports and services. To do so, file an appeal with the Division of Hearings and Appeals at doa.wi.gov/Pages/LicensesHearings/DHAWorkandFamilyServicesUnit.aspx. Filing an appeal is not seen as a negative action. It is simply a way to advocate for your family.

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All in for Kids: CLTS Waiver Program is a newsletter published by the Wisconsin Department of Health Services for children and families in the CLTS Waiver Program.

The CLTS Waiver Program makes Medicaid funding available to support children with substantial limitations due to developmental, physical, or severe emotional disabilities who are living at home or in the community. Funding may be used to support a range of services based on an assessment of the child's and family's specific needs and identified goals or outcomes. For more information, visit www.dhs.wisconsin.gov/children/index.htm.

Para leer este boletín en español, visite www.dhs.wisconsin.gov/library/akids.htm.

Xav nyeem tsab ntawv xov xwm no ua Lus Mev, mus xyuas www.dhs.wisconsin.gov/library/akids.htm.

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