

Day Supports Individual-T2021; Group-T2021HQ; Developmental Day-T2027

Day Supports is a group, facility-based service that provides assistance to the individual with acquisition, retention, or improvement in socialization and daily living skills and is one option for a meaningful day.

“Facility-Based” means that individuals who receive this service are often in a licensed Day Supports provider facility that serves individuals with Intellectual and Developmental Disabilities. Individuals who receive Day Supports only have to attend the Day Supports Facility once per week and therefore are often in the community with individuals without intellectual and developmental disabilities. Developmental Day is provided in day care settings with children who do not function with an intellectual or developmental disability.

For individuals who are aging, Day Supports can provide a structured day program of service and support with nursing supervision in an Adult Day Care Program. Additionally, Adult Day Health services similar to adult day care programs in that they provide an organized program of services during the day in a community group setting to support the personal independence of older adults and promote their social, physical, and emotional well-being.

Day Supports emphasizes inclusion and independence with a focus on enabling the individual to attain or maintain his/her maximum self-sufficiency, increase self-determination and enhance the person’s opportunity to have a meaningful day. To ensure informed choice among a variety of options for a meaningful day, individuals new to the service and 16 years of age and older, will receive education on available options during the planning meeting. Education must include exposure to the same day activities as others in the community and the structure of Day Supports must provide the opportunity to discover his or her skills, interests, and talents in his or her community. Grouping of individuals must be appropriate to the age and preferences of the person.

For school-aged or younger children, Developmental Day is a service which provides individual habilitative programming in a licensed child care center. It is designed to meet the developmental needs of the child in an inclusive setting to promote skill acquisition in areas such as self-help, fine and gross motor skills, language and communication, cognitive and social skills in order to facilitate their functioning in a less restrictive environment. For individuals who are eligible for educational services under the Individuals with Disability Educational Act, Day Supports will be the payer of last resort for Developmental Day.

Day Supports may include prevocational activities. The following criteria differentiate between prevocational and vocational services:

- a. Prevocational services are provided to individuals who are not expected to join the general work force or participate in transitional sheltered workshops within one year of service initiation.
- b. Prevocational services include activities that are not directed at teaching job-specific tasks but at underlying skills that may support the individual to increase his/her ability to be able to pursue employment (e.g. attention span, attendance, and task completion.)

Individual Day Supports are available to meet specific and well documented needs of the person. These circumstances may include the provision of individual supports due to behavioral or psychiatric destabilization, medical concerns/necessity, or other infrequent and exceptional circumstances. Individual Day Supports related to medical / behavioral / physical support needs shall require supporting medical or behavioral records and accompanying documentation in the ISP supporting the need for individual services as the most appropriate option.

Day Supports are furnished in a non-residential setting, separate from the home or residential setting where the individual resides. Individuals may receive Day Supports outside the facility as long as the outcomes are consistent with the goals described in the Individual Support Plan.

Transportation to/from the individual's home, the day supports facility and travel within the community is included in the payment rate. Transportation to and from the licensed day program is the responsibility of the Day Supports provider. It is expected that individuals physically attend the Day Supports facility once per week unless approved by the LME/MCO. This minimum requirement does not apply to individuals who attend Adult Basic Education classes.

Transportation to/from school settings is not included for individuals who are eligible for educational services under the Individuals With Disability Educational Act. This includes transportation to/from the individual's home or any community location where the individual may be receiving services before or after school.

NC Innovations Day Supports Group can be provided in a group setting that includes State-funded Day Supports / Activity as long as the NC Innovations definition is met and the staff meet the qualifications of NC Innovations Day Supports Group.

Day Supports is billed in 1 hour unit increments. An individual must receive Day supports 15 minutes before the 1 hour unit may be billed.

Exclusions

This service may not duplicate services, nor shall they be furnished or billed at the same time of day as services, provided under Community Networking, In-Home Intensive Supports, Community Living and Supports, Supported Living, In-Home Skill Building, Residential Supports, Supported Employment and/or one of the State Plan Medicaid Services that works directly with the beneficiary.

Limits on amount, frequency, or duration

The amount of Day Supports is subject to the Limits on Sets of services.

Service Delivery Method	<input checked="" type="checkbox"/> Provider Directed <input type="checkbox"/> Individual/Family Directed
--------------------------------	--

Specify whether the service may be provided by (check all that apply):	<input type="checkbox"/> Legally Responsible Person <input type="checkbox"/> Relative <input type="checkbox"/> Legal Guardian
---	--

Provider Type

Provider Agencies

License

NC G.S. 122 C

Certification

NC G.S. 122 C

Other Standard

Approved as a provider in the PIHP provider network

Agency staff that work with beneficiaries:

- a. Are at least 18 years old

- b. If providing transportation, have a valid North Carolina driver's license or other valid driver's license, a safe driving record and an acceptable level of automobile liability insurance
- c. Criminal background check present no health and safety risk to beneficiary
- d. Not listed in the North Carolina Health Care Abuse Registry
- e. Qualified in CPR and First Aid
- f. Qualified in the customized needs of the beneficiary as described in the ISP.
- g. High school diploma or high school equivalency (GED)
- h. Paraprofessionals providing this service must be supervised by a qualified professional. Supervision must be provided according to supervision requirements specified in 10A NCAC 27G.0204 (b) (c) (f) and according to licensure or certification requirements of the appropriate discipline.

Professional Competency

By 11/1/2018, Support Professionals have competency in the following areas:

- a. Communication - The Support Professional builds trust and productive relationships with people he/she supports, co-workers and others through respectful and clear verbal and written communication.
- b. Person-Centered Practices-The Support Professional uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals.
- c. Evaluation and Observation-The Support Professional closely monitors an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services.
- d. Crisis Prevention and Intervention-The Support Professional identifies risk and behaviors that can lead to a crisis, and uses effective strategies to prevent or intervene in the crisis in collaboration with others.
- e. Professionalism and Ethics-The Support Professional works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.
- f. Health and Wellness-The Support Professional plays a vital role in helping individuals' to achieve and maintain good physical and emotional health essential to their well-being.
- g. Community Inclusion and Networking-The Support Professional helps individuals to be a part of the community through valued roles and relationships, and assists individuals with major transitions that occur in community life.
- h. Cultural Competency-The Support Professional respects cultural differences, and provides services and supports that fit with an individual's preferences.
- i. Education, Training and Self-Development-The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

Upon enrollment with the PIHP, the organization must have achieved national accreditation with at least one of the designated accrediting agencies.

The organization must be established as a legally constituted entity capable of meeting all of the requirements of PIHP

Provider Type

Adult Day Health and Day Care Programs approved as a provider in the PIHP provider network

License

Certification
Certified by NC Division of Aging
Other Standard
<p>Agency staff that work with beneficiaries:</p> <ol style="list-style-type: none"> Are at least 18 years old If providing transportation, have a valid North Carolina driver's license or other valid driver's license, a safe driving record and an acceptable level of automobile liability insurance Criminal background check present no health and safety risk to beneficiary Not listed in the North Carolina Health Care Abuse Registry Qualified in CPR and First Aid Qualified in the customized needs of the beneficiary as described in the ISP. High school diploma or high school equivalency (GED) <p>Professional Competency</p> <p>By 11/1/2018, Support Professionals have competency in the following areas:</p> <ol style="list-style-type: none"> Communication - The Support Professional builds trust and productive relationships with people he/she supports, co-workers and others through respectful and clear verbal and written communication. Person-Centered Practices-The Support Professional uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals. Evaluation and Observation-The Support Professional closely monitors an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services. Crisis Prevention and Intervention-The Support Professional identifies risk and behaviors that can lead to a crisis, and uses effective strategies to prevent or intervene in the crisis in collaboration with others. Professionalism and Ethics-The Support Professional works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights. Health and Wellness-The Support Professional plays a vital role in helping individuals' to achieve and maintain good physical and emotional health essential to their well-being. Community Inclusion and Networking-The Support Professional helps individuals to be a part of the community through valued roles and relationships, and assists individuals with major transitions that occur in community life. Cultural Competency-The Support Professional respects cultural differences, and provides services and supports that fit with an individual's preferences. Education, Training and Self-Development-The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.
Provider Type
Licensed Developmental Day Care Programs
License
NC G.S. 122 C
Certification
NC G.S. 122 C
Other Standard
Approved as a provider in the PIHP provider network

Agency staff that work with beneficiaries:

- a. Are at least 18 years old
- b. If providing transportation, have a valid North Carolina or other valid driver's license, a safe driving record and an acceptable level of automobile liability insurance
- c. Criminal background check present no health and safety risk to beneficiary
- d. Staff that work with beneficiaries must be qualified in the customized needs of the beneficiary as described in the ISP.
- e. Not listed in the North Carolina Health Care Abuse Registry
- f. Qualified in CPR and First Aid
- g. High school diploma or high school equivalency (GED)
- h. Paraprofessionals providing this service must be supervised by a qualified professional. Supervision must be provided according to supervision requirements specified in 10A NCAC 27G.0204 (b) (c) (f) and according to licensure or certification requirements of the appropriate discipline.

Professional Competency

By 11/1/2018, Support Professionals have competency in the following areas:

- a. Communication - The Support Professional builds trust and productive relationships with people he/she supports, co-workers and others through respectful and clear verbal and written communication.
- b. Person-Centered Practices-The Support Professional uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals.
- c. Evaluation and Observation-The Support Professional closely monitors an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services.
- d. Crisis Prevention and Intervention-The Support Professional identifies risk and behaviors that can lead to a crisis, and uses effective strategies to prevent or intervene in the crisis in collaboration with others.
- e. Professionalism and Ethics-The Support Professional works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.
- f. Health and Wellness-The Support Professional plays a vital role in helping individuals' to achieve and maintain good physical and emotional health essential to their well-being.
- g. Community Inclusion and Networking-The Support Professional helps individuals to be a part of the community through valued roles and relationships, and assists individuals with major transitions that occur in community life.
- h. Cultural Competency-The Support Professional respects cultural differences, and provides services and supports that fit with an individual's preferences.
- i. Education, Training and Self-Development-The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

Upon enrollment with the PIHP, the organization must have achieved national accreditation with at least one of the designated accrediting agencies.

The organization must be established as a legally constituted entity capable of meeting all of the requirements of PIHP.

Provider Type

Before and After School Day Care Programs Operated by NC Public School System Approved as a provider in the PIHP provider network

License

Certification

Other Standard

Agency staff that work with beneficiaries:

- a. Are at least 18 years old
- b. If providing transportation, have a valid North Carolina driver's license or other valid driver's license, a safe driving record and an acceptable level of automobile liability insurance
- c. Criminal background check present no health and safety risk to beneficiary
- d. Not listed in the North Carolina Health Care Abuse Registry
- e. Qualified in CPR and First Aid
- f. Qualified in the customized needs of the beneficiary as described in the ISP.
- g. High school diploma or high school equivalency (GED)

Professional Competency

By 11/1/2018, Support Professionals have competency in the following areas:

- a. Communication - The Support Professional builds trust and productive relationships with people he/she supports, co-workers and others through respectful and clear verbal and written communication.
- b. Person-Centered Practices-The Support Professional uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals.
- c. Evaluation and Observation-The Support Professional closely monitors an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services.
- d. Crisis Prevention and Intervention-The Support Professional identifies risk and behaviors that can lead to a crisis, and uses effective strategies to prevent or intervene in the crisis in collaboration with others.
- e. Professionalism and Ethics-The Support Professional works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.
- f. Health and Wellness-The Support Professional plays a vital role in helping individuals' to achieve and maintain good physical and emotional health essential to their well-being.
- g. Community Inclusion and Networking-The Support Professional helps individuals to be a part of the community through valued roles and relationships, and assists individuals with major transitions that occur in community life.
- h. Cultural Competency-The Support Professional respects cultural differences, and provides services and supports that fit with an individual's preferences.
- i. Education, Training and Self-Development-The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

Paraprofessionals providing this service must be supervised by a qualified professional. Supervision must be provided according to supervision requirements specified in 10A NCAC 27G.0204 (b) (c) (f) and according to licensure or certification requirements of the appropriate discipline.

Upon enrollment with the PIHP, the organization must have achieved national accreditation with at least one of the designated accrediting agencies.

The organization must be established as a legally constituted entity capable of meeting all of the requirements of the PIHP.