

EIDBI advisory group

Meeting minutes

May 11, 2018

Waiver Reimagine presentation

- Colin Stemper made a presentation on the [Waiver Reimagine project](#) and how people can provide input.
- He took comments after the presentation and Meghan Lindblom took notes.

Equivalent graduate coursework

Feedback

- The requirement to have 2,000 hours of experience makes it challenging to find qualified people.
- The pay is so low that people don't stay in the field for a year, so it's unrealistic to expect one year of supervision (2,000 hours of experience) before being qualified.
- Requiring a college education does not necessarily equate to high-quality staff.
- Experience working directly with people with autism is valuable and being a people person who can be creative and think outside the box should count, too.
- There should be options for different combinations of formal education and experience to demonstrate competency.
- PCA and paraprofessional experience should count toward hours.
- Allow other less-clinical experiences to count toward hours (for example, work in a group home or school, etc.). If experience happened in a school setting, it doesn't count toward the required 2,000 hours. Can't this be changed so this experience counts?
- Allow experience hours to count as equivalent credits (40 hours = 1 credit)
- A competency exam could be an option for people who do not meet requirements, but have the experience and knowledge.
- Provide incentives for certain services (OT or working with older children) and experiences working with kids with autism to provide students with ASD experience.
- Provide incentives for the professionals (psychologists, licensed marriage and family therapists, applied behavior analyst therapists, etc.) to use students and allow them to gain hours of relevant experience. Professionals are afraid to use students because they are responsible for them. The problem is that students' behavior can be different outside schools.
- Build practicums into more professional education tracks where they don't exist.
- Market for social skills staff.
- Make qualifications more like a flexible point system of education and experience that qualifies a person, as long as a person meets minimum education requirements and minimum experience requirements. For example, say you need 100 points for a certification, where a minimum of 35 points must be education and 35 points must be experience, and the other 30 points can be any combination of relevant education or experience.

Reviewed feedback received on medical evaluation and provider shortage

Comments

- Some expressed concern that without a medical exam, you would miss medical conditions. Could there be a checklist that other professionals could use? Professionals could direct someone to a physician if the person exhibits symptoms that appear on the list?
- Response: No medical doctor would ever say that would be acceptable.
- Response: Can peers do an initial screening followed by a medical evaluation?
- Why do TEFRA families get screen notices for medical exams that TEFRA doesn't pay for when the family has primary insurance? This is confusing and inaccurate.

Person and agency rights form

- Feedback may be emailed to ASD.DHS@state.mn.us
- There will also be a public comment period for feedback soon.

Updates

- Parents' meeting in Maplewood was well attended. Approximately 45 families attended the general morning session and 25 families attended the employment and transition session in the afternoon.
- Overview of other outreach efforts, conference learnings and future activities
- Attendance reminder
- Please send an email before the advisory meeting if you are unable to attend.

Closing

Next advisory group meeting: 10 a.m. to noon, Friday, July 13, at Department of Human Services, 444 Lafayette Building, Room 3148, 444 Lafayette Road, St. Paul, MN 55155. Attendees will need to stop at the front desk to get a visitor badge.