



# DDD NJ COMPREHENSIVE ASSESSMENT TOOL (NJ CAT): WHAT YOU NEED TO KNOW

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VICE PRESIDENT

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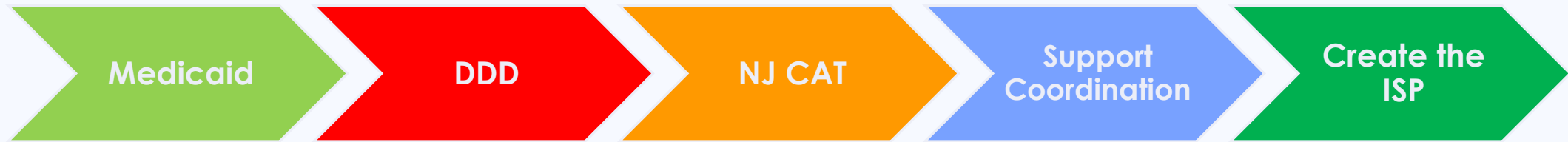
# The Arc of Bergen & Passaic Counties: Achieve With Us

The Arc of Bergen and Passaic Counties is a private not for profit 501 (c) 3 organization for individuals with disabilities and their families. The Arc was the first organization for individuals with disabilities in NJ and has been serving the Bergen and Passaic Communities for over 75 years.

We provide services for individuals with disabilities throughout their lifespan – from birth to senior years



# ROADMAP TO ADULT SERVICES



Ensure eligibility for Medicaid

Apply for DDD

Initiate NJ CAT with DDD Community Services Office Intake Unit

Submit Support Coordination Agency (SCA) Selection Form

With your SCA, create the Individual Support Plan to use your budget dollars to choose your services

# DDD ELIGIBILITY

The person must meet the functional criteria for having a developmental disability – a chronic physical and/or intellectual disability that began before the age of 22 & is life long in nature

This developmental disability is expected to limit the person in at least 3 areas of activity:

- ✓ Self Care
- ✓ Expressive & Receptive Language
- ✓ Learning
- ✓ Mobility
- ✓ Self Direction
- ✓ Capacity for Independent Living
- ✓ Economic Self Sufficiency

# THE NEW JERSEY COMPREHENSIVE ASSESSMENT TOOL – NJ CAT

Mandatory assessment tool that evaluates support needs in three main areas:

1. Self-care
2. Behavioral
3. Medical

This tool establishes an individual's tier → Every tier has a corresponding budget amount that funds needed services → From here you pick services within your budget

# TIERS REFLECT THE LEVEL OF SUPPORT NEEDED

A - person needs least amounts of supports and therefore has a smaller budget

B

C – Those who will one day need residential services end up here or higher

D

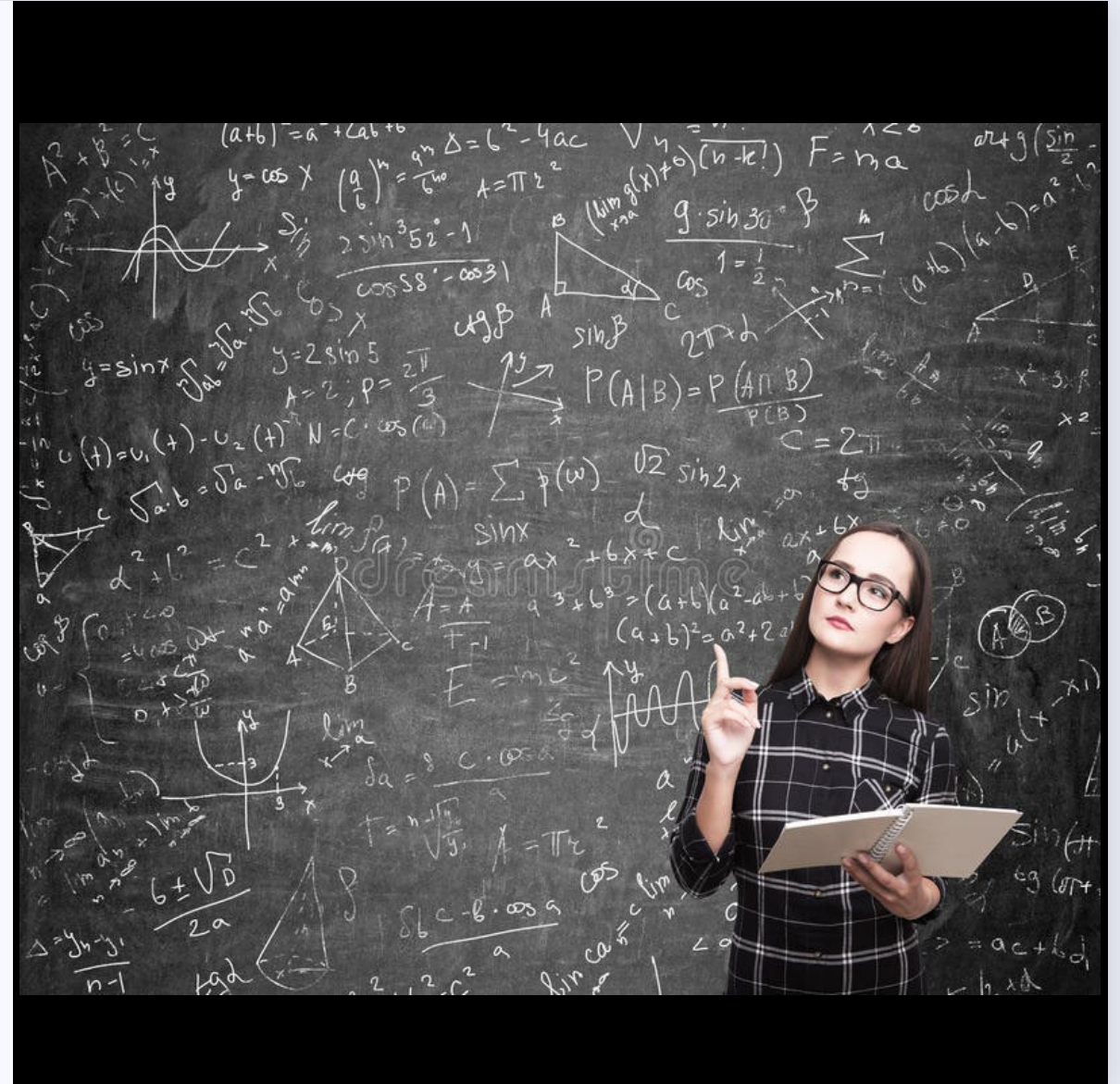
E – person needs most supports and therefore has the largest budget

## TIERS GO FROM LEAST TO MOST SUPPORTS NEEDED

Any of the base tiers can include an acuity factor for individuals assessed with a significant clinical medical or behavioral support need, identified by a small “a” (e.g., “Aa”)

# HOW DO THEY DETERMINE THE SCORE?

This is the magic question. The formula that they use is top secret but essentially all questions are answered and assigned a point value that then equals a tier (A, B, C,D) and if the person has medical, behavioral, or both acuities



# LET'S GET IN THE RIGHT MINDSET

What would happen if I left this person alone in their home for a week? What would they be able to do? What would they not do?

Think of this person's abilities as compared to a typically developing peer the same age

Think of how your child would respond to a brand new aide or person they don't know

Think of how your child would respond to a new situation even in a familiar environment



## MINDSET CONTINUED

Break down the question to make sure all components are met

If there is a BUT (ex: Yes they can do it, but ....) then it's a NO

If a behavior happens in one environment but not another (ex: hits at home, not at school) then it's a YES

This is a deficit based system ... we must think of the person on their worst day

**You must answer all questions honestly**

# COMMON PITFALL

The Division will often use very easy examples → Does the person follow one step directions, such as “look at me”

- Can this person actually follow one step directions at school, home, camp, and/or when in the care of others?
  - Put away your bookbag
  - Grab that folder over there
  - Get dressed for school
  - Get ready to go home

# MAIN SECTIONS OF THE NJ CAT

- ✓ Personal Details
- ✓ Sensory/Motor
- ✓ Cognitive Abilities
- ✓ Communication
- ✓ Social Interaction
- ✓ Self Direction
- ✓ Self Care
- ✓ Independent Living Skills
- ✓ Special Behaviors
- ✓ Health/Medical
- ✓ School Experience
- ✓ Employment (Current & Future)
- ✓ Caregiver Characteristics



## PERSONAL DETAILS/SENSORY MOTOR

Answer all questions accurately – make sure to expand on mental health issues if present and how they also impact your child's ability to function when answering all questions

Sensory/Motor are straightforward questions about your child's physical abilities

- Ex: In the past month, level of ability to do – picking up small objects, such as a Cheerio
- possible answers: Not Able, Needed Help, Could do Independently

# COGNITIVE ABILITIES

Think about their functional ability to use these skills. If you said “bring me the yellow shirt” could they? Or would they just grab any shirt out of the drawer?

Counts to 10 without help means they actually can use and know these numbers, not just memorized the order. If you said, please get me 2 dinner plates, could they count that? Simple addition and subtraction should be using numbers 1-10 but do have to be easily memorized ones like  $2 + 2 = 4$

# COMMUNICATION

Example question - Uses complete sentences when carries on a conversation

- Your child may use complete sentences
- Can they actually have a conversation? Give and take? Back and forth? On a topic not of their choosing?
- They may be able to speak in complete sentences but not carry on a conversation

Break down the questions to make sure all components are met – if they can do a piece of it but not all of it, it's a NO

# SOCIAL INTERACTION

Again a lot of these questions are easier to answer if you try to think about the perspective of a person meeting your child to support them. You know your child very well and often know what they are thinking and feeling but this is not the case for a new aide or teacher

- Ex: can you tell from their facial expression how they are feeling?

# SELF DIRECTION

Our answers here are – others decide, both decide, or the individual decides

Looks at lots of different activities:

- when to spend time with friends
- whether to go to activities like the movies, museums, library alone or with others
- When to have someone over to their home
- What to do on weekends and week days



# SELF CARE & INDEPENDENT LIVING SKILLS

Answers to pick from:

Has Not Done - has had no opportunity or is not able

Lots of Assistance – requires lots of hands of help to do it

Mainly Supervision – requires mainly verbal prompts to do

Independent – starts and finishes without prompts or help, if you weren't there they could do this task entirely on their own, 100% of the time with desired outcome



# Activities of Daily Living

This section looks at self-care tasks such as eating, toileting, showering, washing hands, blowing nose, etc.

Shower Routine			
1	 take clothes off	6	 rinse hair
2	 Turn shower on	7	 pump body soap
3	 wet hair	8	 wash body
4	 put shampoo in hand	9	 rinse body
5	 scrub shampoo in hair	10	 turn shower off wrap body in towel



## Activities of Independent Living

All the skills you need to live independently –  
cooking, cleaning, laundry, making the bed



Remember – think about what would happen  
if your child had none of the supports you give  
or have adjusted the environment to have in  
place

# BEHAVIORAL & MEDICAL SECTIONS

These help determine Acuity – it is important to be accurate and remember the time frames that the questions give

# BEHAVIORAL SECTION

Remember it's important to think about if these behaviors happened in the last 6 months.

You may notice that there special behaviors that are not listed here. You can only answer the questions asked BUT I do usually ask in meeting to provide notes on behaviors not assessed (ex: suicidality, issues with urine but not fecal smearing, etc.)

If we say the have behaviors dangers to self or others it will then prompt a question asking for frequency – we want give answer as to best of our knowledge over 6 months or since behavior has started

- Once a day or more
- Several times per week
- Once a week
- Once a month
- Less than once a month

# MEDICAL

Most conditions are listed and are fairly clear cut. List a condition under the section it makes sense. Ex: someone might have Chronic Obstructive Pulmonary Disease (COPD) which is not listed as an example under Respiratory or Breathing Conditions but this is where it should be entered

Make sure the chart is reviewed and any condition that does not have a home get answered as “Other Condition”

Think of any specialists, treatments, etc. that have been used in last 3 months

Review adaptive equipment used in the last 3 months

# ACUITY

Indicates that the individual has high/specialized clinical support needs based on medical/behavioral concerns

Requires that the service provider have professional medical/behavioral staff (nursing, behaviorist, etc.) available as needed when the individual is receiving DDD funded services

The rate is the same if they have one type of acuity or both types





Supports Program			
Tier	Employment/Day	Ind/Family Supports	Total
A	\$20,564	\$7,442	\$28,006
Aa	\$28,628	\$7,442	\$36,070
B	\$26,208	\$14,883	\$41,091
Ba	\$36,519	\$14,883	\$51,402
C	\$32,429	\$14,883	\$47,312
Ca	\$45,159	\$14,883	\$60,042
D	\$48,096	\$22,324	\$70,420
Da	\$66,932	\$22,324	\$89,256
E	\$63,821	\$22,324	\$86,145
Ea	\$88,820	\$22,324	\$111,144

Community Care Program				
Tier	Employment/Day	Ind/Family Supports	Individual Supports	Total
A	\$20,564	\$7,442	\$ 36,792	\$ 64,798
Aa	\$28,628	\$7,442	\$ 67,847	\$ 103,917
B	\$26,208	\$14,883	\$ 73,584	\$ 114,675
Ba	\$36,519	\$14,883	\$ 135,693	\$ 187,095
C	\$32,429	\$14,883	\$ 122,640	\$ 169,952
Ca	\$45,159	\$14,883	\$ 226,154	\$ 286,196
D	\$48,096	\$22,324	\$ 171,696	\$ 242,116
Da	\$66,932	\$22,324	\$ 316,616	\$ 405,872
E	\$63,821	\$22,324	\$ 220,752	\$ 306,897
Ea	\$88,820	\$22,324	\$ 407,078	\$ 518,222

# How the Tiers translate into Rates



# SHOULD MY CHILD BE THERE FOR THE NJ CAT ASSESSMENT?

Assessment can take place in person or  
virtually with a trained specialist from DDD



# TIER AND THE COMMUNITY CARE PROGRAM (CCP)

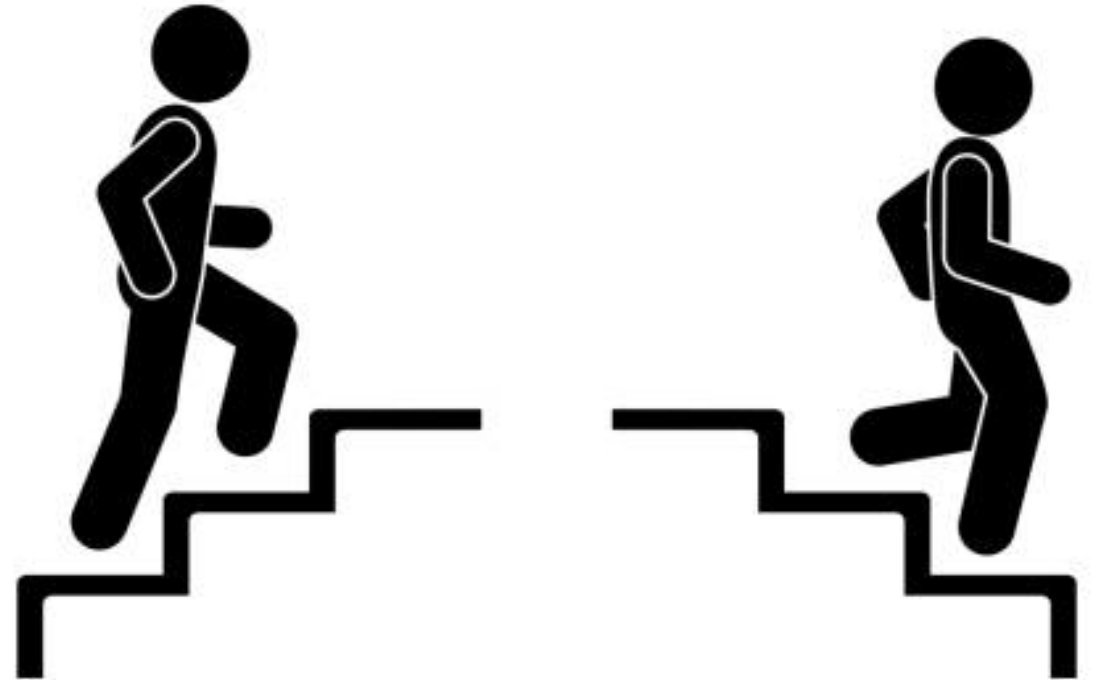
For if and when you are interested in a residential placement for your child, the CCP is necessary to access that Individual Supports budget

A, B, and some C will not meet CCP clinical eligibility

Remember –to be on the CCP we are saying that if it not for CCP enrollment, the individual would have to receive services in a State run institution (like a nursing home)



# REASSESSMENT & APPEALS



# WHEN CAN I GET A NJ CAT REASSESSMENT?

Individuals and their guardians may request a re-tier at ANY time provided they feel that they have enough changes to their NJ CAT responses to do so. The process is:

- ✓ Request a copy of most recently completed NJ CAT from Support Coordinator
- ✓ Review and make changes to the NJ CAT (should be done at team meeting prior to deciding we will make an official request – WHOLE team should be there!)
- ✓ Support Coordination will help you complete & submit the Request for Reassessment Form, NJ CAT with changes, and any other supporting documentation to the Division
- ✓ Within 3 business days the Division will get back to you with who the Division staff assigned to the reassessment is
- ✓ The Division staff will reach out in 5 business days to schedule the meeting



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Call 201-343-0322 and ask to  
speak to the Family Support  
Department