

# Assessing the Impact: Variations in States' Level of Need Assessments and Access to Care Services in the United States

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# Research Question

- How do variations in states' Level of Need assessments, characterized by the use of different methods, tools, and measures, influence the accessibility and provision of services for individuals in need of care across the United States?

# Background

- Built on Marco's previous research: Which states do not use IQ as a criterion for receiving services, and what do these states use instead of IQ?
- Variations in assessments impact the equitable distribution of care services nationwide (Schles & McCarthy, 2023)
- States with rigorous assessment processes tend to allocate resources more efficiently (Verdugo et al; 2020)

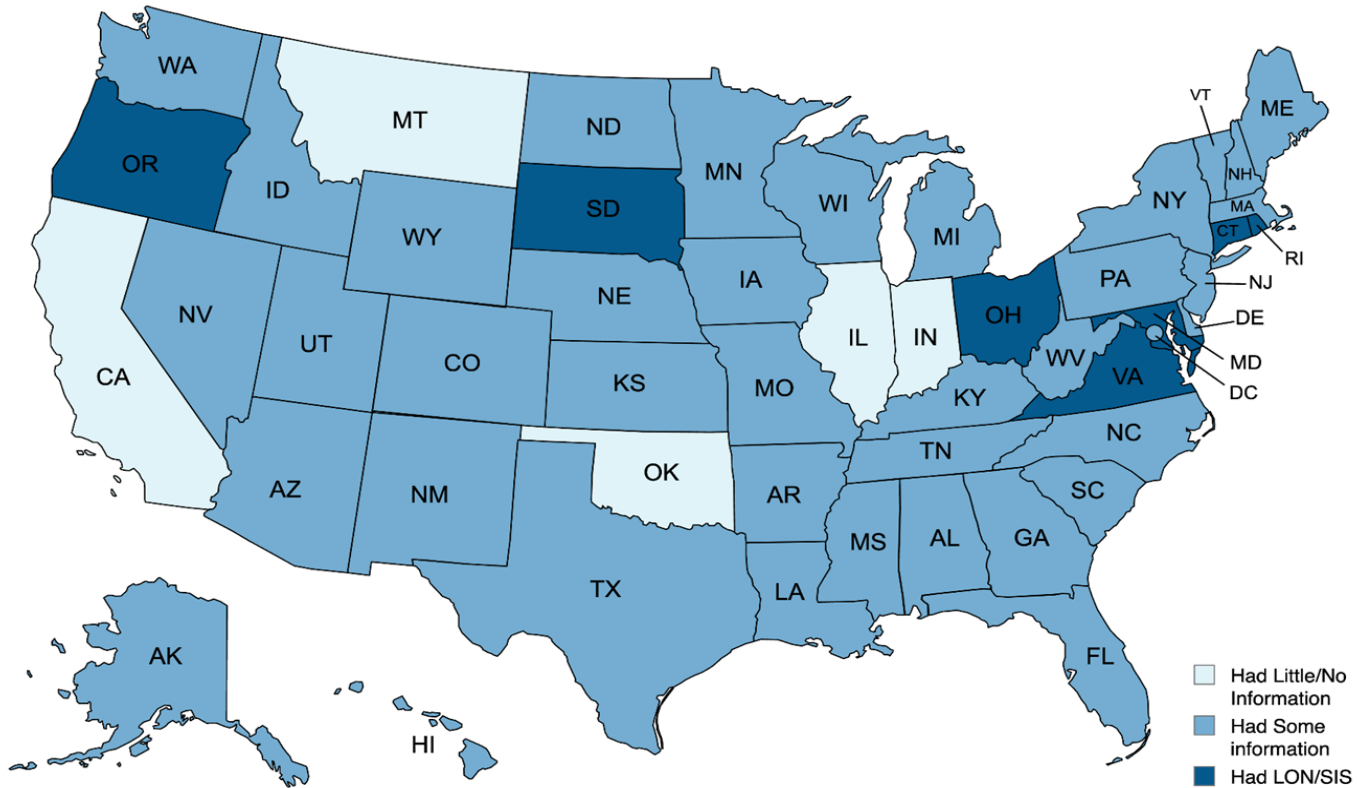
# Methodology

- Online search to investigate Level of Need (LON) assessments for each of the United States
- Classified if we found a LON, other details present, or no valuable information
- Qualitative Analysis of 7 assessments on:
  - Origin of Assessment Tool, List of Categories Assessed, Presence of Strengths-Based Questions/Categories, Other Interesting/Notable Aspects

# Results

- **Had LON/SIS:** OR, VA, SD, RI, OH, MD, CT
- **Had Some Information:** AL, AK, AZ, AR, CO, DE, FL, GA, HI, ID, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MT, NE, NV, NH, NJ, NM, NY, NC, ND, PA, SC, TN, TX, UT, VT, WA, WV, WI, WY
- **Had Little/No Information:** CA, IL, IN, MO, OK

# Results



Created with mapchart.net

# Results

- Further evaluation of states with LON
  - **Origin of Assessment Tool:** All self-made except RI and VA
  - **Categories Assessed:** Assessments commonly covered health, personal care, daily living, education, mental health, safety, communication, transportation, and social activities.
  - **Presence of Strengths-Based Questions/Categories:** Only SD
  - **Other Notable Aspects:** Assessment features varied. CT was comprehensive. OR had personalized question prompting.

# CT Case Study

- Self-made LON
- Lots of LON Categories assessed
  - ex. health, medical, ADL, mental, safety, etc
- No strengths-based questions
- Super comprehensive (100+ questions with sub-questions), has a personal budget section
- Only one with singular IQ score cut-off



# Implications

- Emphasize need for standardization and consistency nationwide
- Improved communication and outreach to make more readily available
- Person-Centered Approaches (strengths)
- Ongoing Training and Professional Development for assessors

# Strengths

- Practical implications
- Current status of websites accessibility
- Data is representative of all 50 states
- Further evaluation of LON that were available
- Clear categorization criteria in methodology

# Limitations

- Reliance on online information - some websites said call
- Subjectivity in Evaluation
- Not generalizable to other countries
- Does not show changes over time

# References

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- Schles, R. A., & McCarthy, T. (2023). Exploring states' variations in prevalence and eligibility criteria for students with visual impairments including blindness. *Remedial and Special Education*, 44(2), 102-112. <https://doi.org/10.1177/07419325221083656>
- Verdugo, M. A., Aguayo, V., Arias, V. B., & García-Domínguez, L. (2020). A systematic review of the assessment of support needs in people with intellectual and developmental disabilities. *International journal of environmental research and public health*, 17(24), 9494. <https://doi.org/10.3390/ijerph17249494>