2024 Review Journal

Abstract

The purpose of this review journal is to highlight the data, research, trends, laws, court cases, events, and more that pertain to Intellectual and Developmental Disabilities (IDD), particularly 3DA's two main priorities: Legal Rights and Technology.

Please note: this is our first annual review journal, and we will make this more expansive in the following years.

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Chapter 1: General Data and Trends

Section A: Population and Services

The number of people with developmental disabilities in the United States is the best way to begin when considering the overall outlook of this review journal as well as data surrounding individuals with IDD receiving services and employment, etc.

There are three I/DD Longitudinal Data Collection Projects that are funded by the Administration for Community Living (ACL), a government agency that supports older adults and individuals with disabilities. The three projects are as follows:

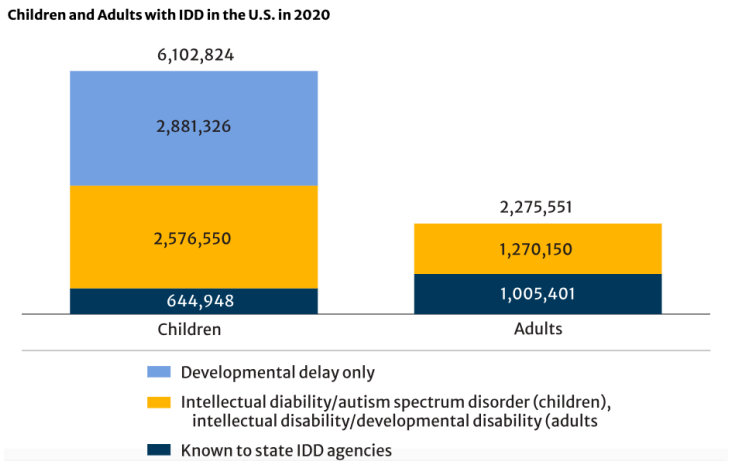
- ➢ Residential Information Systems Project (RISP) - University of Minnesota
- ➢ State of the States in Intellectual and Developmental Disabilities, University of Kansas (or simply “State of the States”) [refer to page x for definition and report]
- ➢ StateData, University of Massachusetts, Boston

Here are the descriptions and findings from the two respective I/DD Longitudinal Data Collection Projects that pertain to Population and services. For State of the States in Intellectual and Developmental Disabilities, go to page 21.

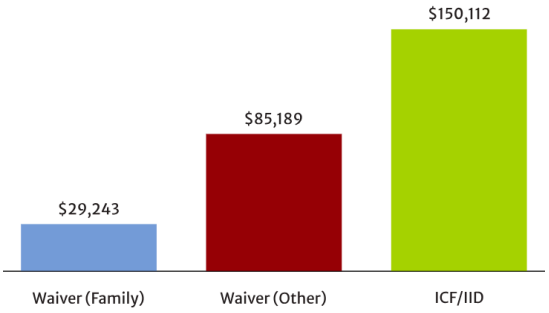
RISP

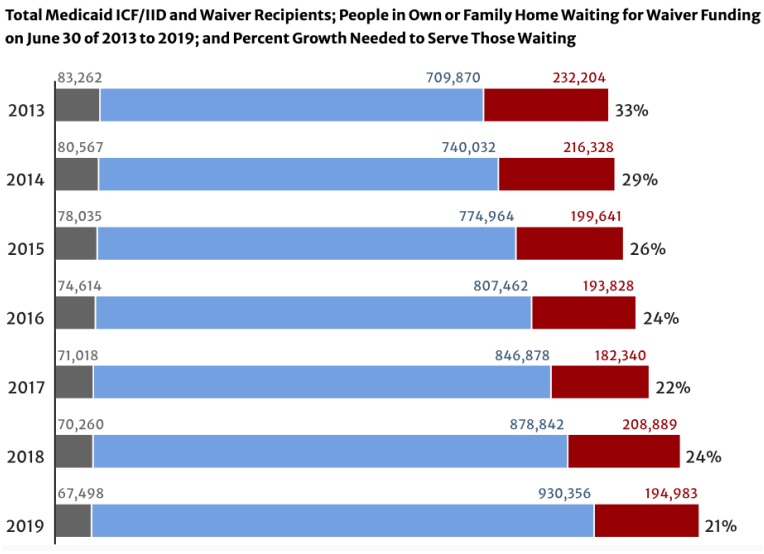
The Residential Information Systems Project (RISP) “collects annual data from state IDD agencies about state and non-state operated services, residential setting types and sizes, Medicaid and other funding authorities, and recipient age. It describes state and

national trends in where LTSS [Long Term Services and Supports] recipients live, examines the impact of Medicaid and other Federal policies on state systems, and informs research, legislation, litigation, and policy [1].” The following data presented were published in 2024, but the data represents previous years.



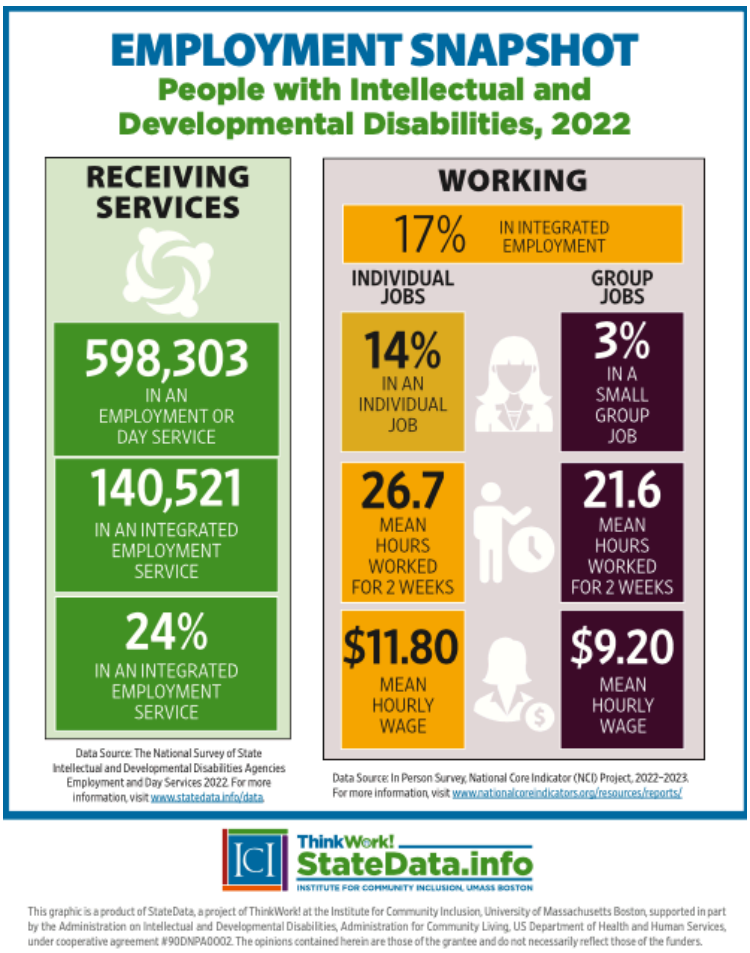
This chart highlights the number of Children and Adults with the following developmental delays or disabilities [2]. It's important to recognize that there's a difference in the amount of people with IDD that is known to state agencies vs. not. When discussing adults with disabilities getting services [for students receiving special education related services, refer to page x] The chart below, *Average Annual per Person Medicaid Expenditures for Adults*, was published in October 2024, but contains data from FY2000. It contains the cost difference for people based on living situation [3]. Continuing into living arrangement, this chart highlights the percentage of adults with IDD living in state-run institutions in 1967 and 2020 [source number]. While 0.7% is a significant improvement, that percentage still includes thousands of individuals with IDD in institutional settings, as that number needs to get to 0 and to promote more independent living and to fully deinstitutionalize those with IDD [4]. In addition to those receiving services, there are many people who await services, sitting on waitlists, as demonstrated in the chart to the left. There is a decline in percentage of those on waitlists between 2013 and 2019, but it did increase again in 2018 before going back down in 2019 [5].





StateData

StateData, a project established in 1988, as they best explain, “this project has described the nature of employment and day services for individuals with intellectual and developmental disabilities (IDD) and has contributed to a comprehensive understanding of the factors that influence employment outcomes at the individual, service-provider, and statepolicy level [6].” Another point is that people with disabilities are more likely to live below the poverty line as well as be unemployed, and that employment often reverses the poverty for those with disabilities. [7]. To further contribute, State Data also concludes “People with any type of disability have less success in the labor market compared to people with no disability” as well as people with disabilities who also receive social security income (SSI) have the lowest employment rate (9.2%) out of any demographic in their data set [7]. Employment is an important part of everyone’s life, including those with IDD, yet there remains a need to strengthen pathways to employment and implementation that can positively increase outcomes [8]. There are increased efforts in getting individuals with disabilities hired, such as the Federal Aviation Administration’s (FAA) Diversity and Inclusion hiring plan, which includes hiring individuals with intellectual disabilities [20].



Section B: Unethical Activities

Further discussing population, we must look into the victimization of individuals with Intellectual and Developmental Disabilities (IDD) as well as failed institutions that are intended to serve them.

There were two autism centers in Minnesota that were raided by the FBI for fraudulently overcharging medicaid for services that weren't being provided. One of the two centers went as far as having their entire "employee" base be nearly 20 family members, none of which had applicable autism certifications or experience [9]. To further add, the overall growth in autism centers in Minnesota has reached over 700% in the last 5 years, and the Department of Human services and FBI have investigated roughly 25 autism centers out of suspicion of fraud [10]. In essence, while many people remain on waitlists to get services that they need, there are fraudulent, either in part or full, that are stealing that funding for unrelated activities.

To contribute further, Leo and LJ Govonni were caught stealing $100 million from the special needs trust fund that they were operating as a nonprofit in Florida, and using the trust fund money to fund their personal business ventures [11]. These stories are important to mention to demonstrate both how the services of individuals with developmental disabilities can be exploited as well as directly exploiting individuals by stealing their money from their trust fund.

In addition, there has been a recent trend continuing in which private equity firms acquire disability service related business. Once acquired, they cut costs, which includes staff and additional things that many individuals with developmental disabilities need to have adequate care. This has been an expressed concern in the safety and health by the Department of Justice and the Federal Trade Commission, for profits at the expense of the health and wellbeing of patients. They are especially interested in the acquisitions of companies considered too small for reporting to them, as well as employee perspectives amid the changes [12]. This dates back numerous years, as there was an extensive report made in 2022 regarding private equity firms owning behavioral related service providers, primarily autism clinics [13]. Furthermore, there is also the concept of diagnostic malpractice, which is becoming more of a trend in autism centers as it has been used in private equity hospitals for mental health conditions [8, 14].

The last issue to add to this section is UnitedHealth is targeting cutting services for autism related services in Arizona, Indiana, Nebraska, New Jersey, Louisiana, Tennessee, and Virginia, which would ultimately leave thousands without services that they need [15]. With individual rights, it's essential that individuals with developmental disabilities have access to the services that they need, as well as opportunities for employment, without malpractice or upright rejection from those that are intended to help them.

Section C: 2024 Election

Voting is a constitutional right that individuals with developmental disabilities, and disabilities more broadly, have the same right to exercise. For the 2024 election, there were an estimated 40.2 million eligible voters that had a disability as well as 72.7 million eligible voters who either have a disability or live in the same household as someone that does, marking an increase of 5.1% of eligible voters with disabilities, in comparison to a 2.5% increase of eligible voters without disabilities [16]. While the estimated number of eligible voters has increased, there remains accessibility problems to address and fix for voters, such as accessible ramps to voting centers or restrictions on voting by mail, among other issues, leading to reported 1 in 7 voters with a disability having difficulty voting [17]. All 50 states need to make sure that they aren't enacting voter laws that create bigger barriers for voters with disabilities and are instead making voting more accessible.

In addition to needing more inclusivity in voting, campaigns themselves need to be more inclusive in including those with disabilities, as people with disabilities make up roughly 25% of our population [18,17]. Accessible campaigns include the following [19]:

- ➢ Having accessible events and information
- ➢ Having an accessible website
- ➢ Campaign staff who understand accessibility and accommodation needs for potential volunteers with disabilities
- ➢ Reaching out to disability groups
- ➢ Making post-election materials and media accessible

Proceeding from inclusivity on the campaign trail, it's also important to study the percentage of campaigns, state and federally, that have a disability related policy agenda, including how to overcome accessibility challenges, special education, etc. While there is no current research project or collection dedicated to the data of political candidates across the country having a disability platform, this may be worth looking into as a language model performed study, as this will help inform the general public about the overall consensus of disability platforms as well as emphasize the importance of having one.

Chapter II: Legal Changes

Section A: Notable Federal Bills

This section will go through some, but not all, of the disability related bills brought forward at the federal level.

S. 1332 - Recognizing the Role of Direct Support Professionals Act

This bill, sponsored by Senator Hasaan, requires the Office of Management and Budget to create a separate category for Direct Support Professionals, from the Standard Occupational Classification [21].

{3-20: Passed Senate [21]}

H.B.7668 - ADA 30 Days to Comply Act

This act proposed “To amend the Americans with Disabilities Act of 1990 to provide for a remediation period before the commencement of a civil action,” essentially giving potential defendants of a lawsuit a grace period to address, accommodate, and remove barriers [22].

{House - 03/13/2024 Referred to the House Committee on the Judiciary [22]}

S.4762 - Autism CARES Act of 2024

This act, short for Autism Collaboration, Accountability, Research, Education, and Support Act, is to reauthorize programs regarding autism research, interventions, diagnoses, etc [23].

{Passed and signed by President Biden on 1-2-25 [23]}

H.Res.1387/S.Res.772

This resolution called for “Recognizing the importance of independent living and economic self-sufficiency for individuals with disabilities made possible by the Americans with Disabilities Act of 1990 and calling for further action to strengthen and expand opportunities for individuals with disabilities to participate in work and community life [24,25].”

{House - 07/25/2024 Referred to the Committee on Education and the Workforce, and in addition to the Committees on Transportation and Infrastructure, the Judiciary, Energy and Commerce, and Financial Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned [24]}

{Senate - 07/25/2024 Referred to the Committee on Health, Education, Labor, and Pensions [25]}

H.R.7989 - ThinkDIFFERENTLY About Disability Employment Act

“This bill requires the Small Business Administration (SBA) to (1) provide assistance to individuals with disabilities who desire to become entrepreneurs or to be self-employed, (2) help individuals with disabilities find employment at small businesses; and (3) assist small businesses with hiring such individuals and with accessibility issues applicable to such individuals [26].”

{Senate - 06/12/2024 Received in the Senate and Read twice and referred to the Committee on Small Business and Entrepreneurship [26]}

H.R.7985/S.5088 - Entrepreneurs with Disabilities Reporting Act of 2024

This bill is sponsored by Representative McGarvey (D-KY-3) in the House and Senator Duckworth (D-IL) in the Senate. In summary, this bill “requires the Small Business Administration to assess and report on the challenges that entrepreneurs with a disability encounter in starting and operating a business, including any recommendations for legislative actions to address those challenges [27,28].”

{Passed the House, Senate - 04/30/2024 Received in the Senate and Read twice and referred to the Committee on Small Business and Entrepreneurship. Senate - 09/18/2024 Read twice and referred to the Committee on Small Business and Entrepreneurship [27,28]}

H.R. 7503 - Health Equity for People with Disabilities Act

This bill was sponsored by Rep. Payne (D-NJ-10). As summarized, “This bill modifies certain grants available to health centers that offer primary health services to medically underserved populations to ensure that members of such populations with disabilities receive accessible health services [29].”

{House - 03/08/2024 Referred to the Subcommittee on Health [29]}

H.R. 7351/S.3747 - Removing Access Barriers to Running for Elected Office for People with Disabilities Act

In the House, this bill is sponsored by Rep. Dean (D-PA-4) and in the Senate, Senator Casey (D-PA). This bill serves “To allow individuals with disabilities to campaign for elected office without losing access to federally supported benefits [30,31].”

{House - 02/14/2024 Referred to the House Committee on Oversight and Accountability [30]. Senate - 02/07/2024 Read twice and referred to the Committee on Finance [31].}

H.Con.Res.101/S.Con.Res.31

This resolution, sponsored by Representative Hayes (D-CT-5) and Senator Blumenthal (D-CT), is intended for “Recognizing the need to improve physical access to many federally funded facilities for all people of the United States, particularly people with disabilities [32].”

{House - 03/29/2024 Referred to the Subcommittee on Health [32] Senate - 03/22/2024 Referred to the Committee on Health, Education, Labor, and Pensions [33]}

H.R.7337 - Federal Employee Short-Term Disability Insurance Act of 2024

The purpose of this bill, sponsored by Delegate Norton (D-DC-At Large), is “To provide a short-term disability insurance program for Federal employees for disabilities that are not work-related, and for other purposes [34].”

{House - 02/13/2024 Referred to the House Committee on Oversight and Accountability [34]}

H.R.10149 - Disability Voting Rights Act

The purpose of this bill is “To amend the Help America Vote Act of 2002 to require States to promote access to voter registration and voting for individuals with disabilities, and for other purposes [35].”

{House - 11/15/2024 Referred to the House Committee on House Administration[35]}

S.4380 - Expanding Disability Access to Higher Education Act
This bill, sponsored by Senator Casey (D-PA), serves “To amend the Higher Education Act of 1965 to promote the matriculation, and increase in the graduation rates, of individuals with disabilities within higher education [36].”

{Senate - 05/21/2024 - Read twice and referred to the Committee on Health, Education, Labor, and Pensions [36]}

S.4553 - Outdoor Americans with Disabilities Act

Senator Lee (R-UT) sponsored this bill, which serves “To ensure access to certain public land, and for other purposes [37].”

{Senate - 06/13/2024 Read twice and referred to the Committee on Energy and Natural Resources [37]}

H.R.7267

This Bill, sponsored by Rep. Tonko (D-NY-20) serves “to amend title XIX of the Social Security Act to provide a temporary higher Federal medical assistance percentage for Federal expenditures under the Medicaid program that are associated with the cost of compliance with certain Federal regulations with respect to services furnished in certain intermediate care facilities or home and community-based services furnished to individuals with intellectual and developmental disabilities [38].”

{House - 02/09/2024 Referred to the Subcommittee on Health [38]}

Section B: Court Cases

This section will highlight court case rulings in cases from 2024 that are significant to those with IDD.

Loper Bright Enterprises v. Raimondo

The only Supreme Court case from 2024 that pertains to IDD is *Loper Bright Enterprises v. Raimondo*, as this ruling states that courts must independently determine if an agency is acting within its statutory authority, potentially threatening to the ADA and IDEA if current regulations are challenged [39,40].

A.J.T. v. Osseo Area Schools

This court case involved A.J.T. and her family fighting to receive accommodations for her seizure condition, as they alleged the school failed to accommodate afternoon specific classes, violating section 504 and the ADA of a Free Appropriate Public Education. However, the District Court and Court of Appeals both ruled in favor of the school [41]. This case was petitioned to the Supreme Court on September 5, 2024, and will have the potential to be heard and impact special education in this country [42].

Luo v. Owen J. Roberts School District

This court case involves an adult student who had learning loss during Covid-19 and was able to repeat a grade to make up for the loss. However, after that year, the school district canceled further IDEA services. The 3rd District Court of Appeals sided with the school that they aren't obligated to serve indefinite IDEA services. The parents petitioned for the Supreme Court on August 16, 2024 to hear this case [41]. This case, if heard by the Supreme Court, will help determine the provision of IDEA services, especially in a post-pandemic setting.

The "Shaken Baby" Case

Robert Roberson, a 58 year old with Autism, was supposed to be executed in Texas on August 17, 2024 over his controversial conviction in 2003 over his daughter allegedly dying due to "shaken baby syndrome," before the Texas Supreme Court called to halt the execution [43,44]. This situation has been controversial and complicated over the original case itself as well as his execution, with "shaken baby syndrome" to be considered "junk science." There have also been complications in his hearing, being a death row inmate as well as his autism and inexperience with virtual calling both adding complexities to his subpoena to the state legislature in this case [43,44].

Florida Teen Sentenced

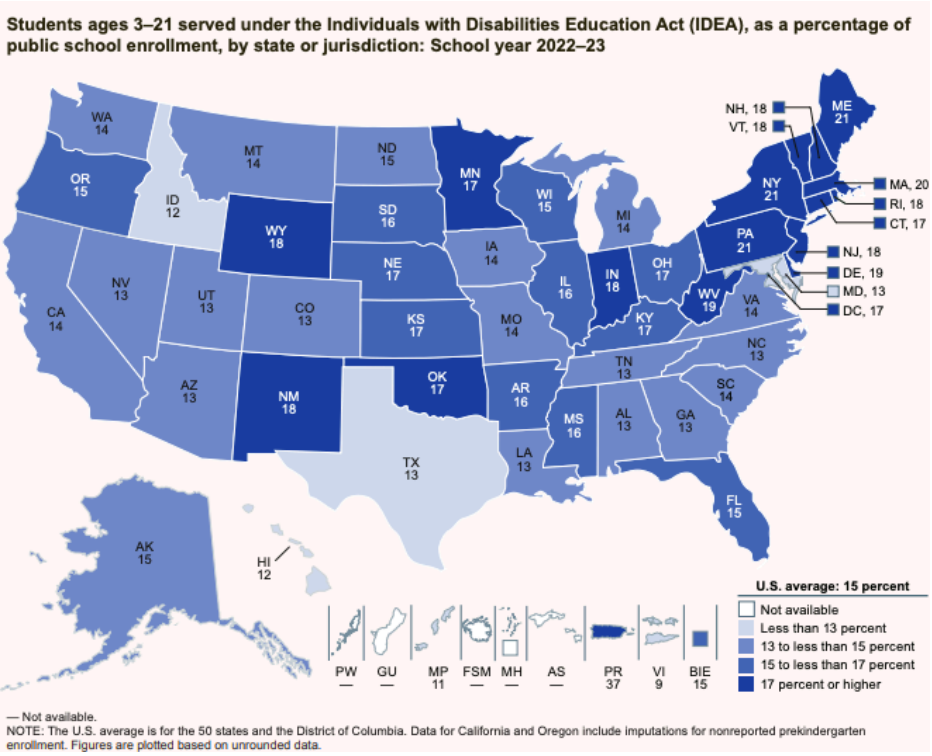
Brendan Depa, a teenager with autism, was sentenced for 5 years in state prison followed by 15 years of probation for assaulting his paraprofessional in the hallway. He was 17 years old when this event occurred [45]. While violence needs to be properly helped with and corrected, the school and group home he was living at failed to commit to his behavioral plan, making Depa's behavior worse at his new school [45].

Chapter III: Special Education

Section A: Student Data

In the US Department of Education's 2024 report, their most recent data from the 2022-2023 academic year shows that there were 7.5 million students served under the Individuals with Disabilities Education Act (IDEA), with the highest percentages of disability types for these students being the following [46]:

- Specific Learning disabilities (32%)
- Speech or language impairment (19%)
- Other health impairments (15%)
- Autism (13%)



In comparison to the data collected from 2012-2013, this is roughly a 1.1 million student increase, a jump from 13-15% of students served under IDEA nationwide. The figure on the left from their report displays which states have the highest and lowest percentage of their students served under IDEA [46].

Section B: Staffing Shortages

The one lingering issue that continues to haunt special education is the shortages of special education teachers and other roles who play a crucial role in the success of the millions of students with services under IDEA. the US Government Accountability Office (GAO) identified the following reported factors for staffing shortages, listed in no particular order [47]:

- ➢ Too few training programs
- ➢ Risk of physical injury
- ➢ High caseloads
- ➢ Low pay
- ➢ Too few new graduates
- ➢ Greater demand
- ➢ Student loans
- ➢ Paperwork keeping staff from the classroom

There are different ways that states are intervening with special education teacher shortages and additional ways of supporting special education. Kansas funded an extra $75 million to schools in the state to further support special education [48]. There are also programs like I-SEAL (Indiana Special Education Assisted Licenser) that allow for an incentivized way of getting special education teacher licensing in the state by giving financial aid as well as streamlined coursework that makes licensure easier to obtain [49].

Section C: The US Department of Education

With the potential of the federal department of education being abolished under President Trump, there has been conflicting speculations on whether or not the abolishment would have a negative effect on students with disabilities. Potential details are crucial, such as if the civil rights office gets moved under the department of Justice and/or if the Special Education Office gets moved to the department of Health and Human Services, with both being within the department of education currently. There is also fear of the lack of regulation and enforcing accessibility laws nationwide without a federal department of education [50]. An added implication of the civil rights office being moved to the department of justice is that it would turn investigations, as the department of education does now, into lawsuits [51]. Furthermore, the federal government would

still have to fund education, as Congress decides how the Individuals with Disabilities in Education Act (IDEA) if funded [51].

While the elimination of the Department of Education would require a vote by Congress, it's still difficult to determine whether or not the department of education will be abolished as well as what the exact implications and effects of it would be. The elimination may not happen, and if it does, it could be a disbursement of resources and responsibilities into other federal agencies, or a potential dramatic overhaul, as many fear.

Chapter IV: Assistive Technology

Assistive technology (AT) is any device, software, or tool that enhances one's life. The term is left intentionally vague to ensure that it includes all of the necessary tools in supporting the lives of many. Assistive technology helps support integration and inclusion. This section highlights the data and trending research and innovations regarding assistive technology.

Section A: Assistive Technology Needs

Globally, roughly 2.5 billion people need assistive technology, a number that is projected to reach 3.5 billion by 2050 [52]. The United States assistive technology market is at $4 Billion as of 2023 and is expected to be around $10B by 2030. This is because with increased patent filings, AI integration, and the overall growing demand for assistive technology [53].

Section B: State Assistive Technology Programs

Each state, the District of Columbia, and five US Territories receive funding from the Administration on Community Living (ACL) in the support of statewide assistive technology programs. Each program is aimed to support assistive technology, including information and training, loans and trials for devices, and more for their state jurisdiction. The programs are funded by formula grants, meaning they are not competitive and typically base amounts granted to each state or territory by population [54].

In 2024, the total number of allocated funding for state assistive technology programs was $31,058,302. Not including US Territories, the funding to the 50 states and District of Columbia was $30,063,745, or an average of $589,485.19 per state. The five highest and lowest funded states are included below [54]:

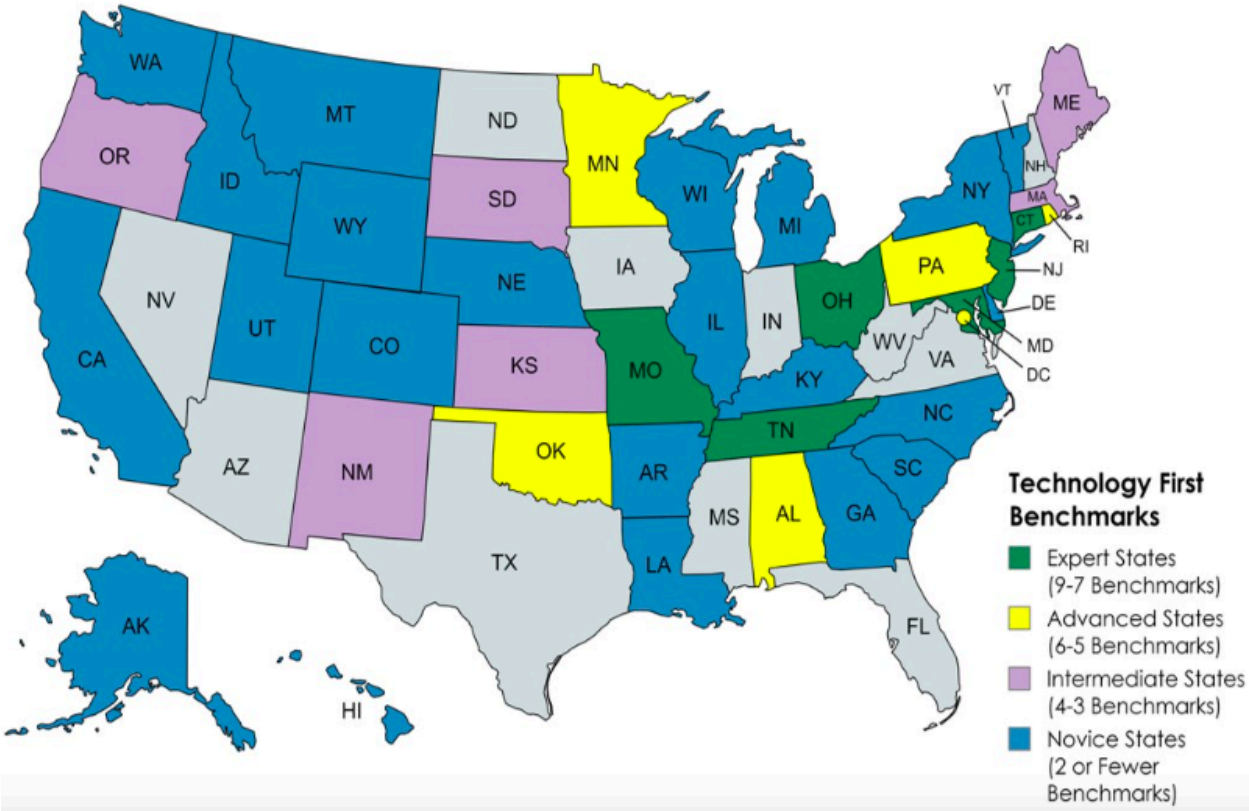
The five highest funded states
- California ($1,355,699)
- Texas ($1,150,129)
- Florida ($904,025)
- New York ($873,503)
- Pennsylvania ($822,834)

The five lowest funded states:
- Wyoming ($410,963)
- North dakota ($420,235)
- Rhode Island ($420,653)
- District of Columbia ($421,569)
- Vermont ($455,104)

Section C: Technology First

Technology First is the state by state initiative and framework that incorporates the concept of considering technology before other options in regards to supporting individuals with developmental disabilities. This initiative stems from the research paper *Statewide Implementation of Evidence-Based Programs* by Fixsen et al in 2013 [55].

Technology First has become especially important amid the staffing shortages in both special education and direct service roles nationwide. The University of Kansas has the State of the States in Intellectual and Developmental Disabilities project, which is one of the three I/DD Longitudinal Data Collection Projects that are funded by the ACL, as mentioned on page 5. Technology First is one of the State of the States' primary research projects. In their most recent research, citing data from 2023, they have a comprehensive graph highlighting each state's benchmarks in Technology First, including initiatives and legislation, as included in the graph below [56].



The State of the States have defined the following points as Technology First Benchmarks [56]:

1. Implementation or advancement of statewide legislation
2. Modernization and harmonization of policies to support technology access
3. Regularly convening a statewide group focused on technology access, services, and programs (ex. Technology First Council)
4. Considerations of technology solutions as a requirement within the Individual Service Plan (ISP) or person-centered service plan
5. Pilot programs for evaluating technology impact for people with I/DD
6. Statewide evaluation of technology needs
7. Statewide data collection plan or protocol for impact evaluation
8. Statewide capacity building for providers and consumers
9. Communications strategy for sharing Technology First enforcement of statewide legislation

It's important to observe that 10 of the states don't have any ongoing Technology First initiatives, with most parts of the country including one of these inactive states, thus it is not necessarily a regional demographic or characteristic. To add, only 6 states are Expert States and 5 states and the District of Columbia are Advanced States by these

benchmarks. This leaves 28 states that are in the Novice State benchmark [56]. We can anticipate that more states will be involved in Technology First and accomplish more benchmarks in the coming years. Last, it is also important to mention that Technology First is 3DA's top policy agenda item in advocacy efforts for 2025.

Section E: AT Provisions

Assistive technology has a beneficiary or consumer of said technologies, regardless of it being low, mid, or high tech. There is a need for more resources and incentives when it comes to assistive technology transfer, "or the process to ensure products reach the intended beneficiaries, serving as a key facilitator or barrier [57]." To further, there is an unmet need for provision of assistive technology, numerous service delivery models, and shortages of trained personnel; all needing to have established guidelines that are more in sync than provisions currently are across the world [58]. Training people to be experts in assistive technologies as well as how assistive technologies reach those who need it in an accessible and effective way is still needed to be researched and discussed. As Diment et al states, "One of the reasons for this is because there is not enough access to the information and to assessment services." [59]. While each state has their own Assistive Technology Program, as detailed in Section B of this chapter, finding additional strategies to inform the public, especially those with AT needs, about these programs will help increase opportunities and positive outcomes, although additional measures are needed, as Technology First can also help with, as detailed in Section C of this chapter.

Section F: Artificial Intelligence

The purpose of assistive technology is to help individuals gain independence and to support community inclusion and integration. Artificial Intelligence (AI) can be used as assistive technology for many. The conversation surrounding AI can be controversial, but it can be life changing for the millions that need it across the country. Speech recognition, predictive text, text to speech, and other functions are some examples of how AI is already used as assistive technology [60]. As Dr. Manickam and Dr. Krishnan states in their work, "AI can also be integrated into existing assistive technologies, making them smarter and more user-friendly" [61]. With the future of AI, it remains crucial to have adequate representation of people with disabilities in the development of AI products, as one study showed roughly 7% felt there was a disability presence in the development of AI products. AI has the opportunity to benefit those with disabilities the most, so their presence in the development and usage of it is important [62].

Robots

At the University of Washington, they have a project, named MobiPrint, a 3D printer that can autonomously measure the room it's in and 3D print various objects and move to place them throughout the room with its AI technology [63]. To add, the Institute on Community Integration (ICI) at the University of Minnesota has been developing an AI companion robot, a type of Socially Assistive robot (SAR), Nao, which had a pilot study done inside of a senior home, which has positive results. In addition, they are also soon going to be testing it in the workforce [64,65]. Robots are a way to promote independence, however, research and development is extremely important before they are fully introduced in our communities.

Virtual and Augmented Reality

Virtual Reality (VR), a generated simulation, can be used to give students with disabilities a customized and individual educational experience that is multisensory, although there are still limitations to VR in an educational setting [66,67]. In addition to VR, Augmented Reality (AR), enhancing the virtual world but still in a real-world setting, has the "ability to create interactive and engaging learning environments" as well as bridging the gap that traditional educational methods may have on students with disabilities [66,68]. In addition to education, AR has also been studied in helping children with autism conduct sleep interventions, since people with autism are more likely to have irregular or poor sleep patterns [69].

Clinical Use of AI

AI can also help in diagnoses, as many are able to examine data in different and improved methods when compared to traditional methods, although there also is a need to have more AI applications evaluated in clinical practice [70,71]. There are also systems being developed in which the stress in individuals with intellectual disabilities (and without) is able to be detected in real time [72].

Ethical Concerns and Implications

As Almufareh et al explain in their research, "Issues like safeguarding data privacy, mitigating algorithmic bias, and bridging the digital divide must be thoughtfully addressed to fully harness AI's potential in empowering individuals with disabilities [70]." In regards to algorithmic biases in AI, researchers at the University of Washington discovered the biases of ChatGPT in choosing applicants based on resumes that don't mention implications of someone having a disability versus those that do imply the

applicant has a disability. This essentially replicates the perspective of the world, but there is room for improvement [73]. In addition, how individuals with disabilities use chatbots such as ChatGPT is an underrepresented area of research in terms of how people with disabilities interact with chatbots in comparison to those without disabilities, although recent research has started in how individuals with disabilities engage with such technologies [74].

Under important consideration, as AI-driven assistive technology is able to “collect, process, and transmit personal and sensitive information, such as voice recordings, biometric data, or health-related data,” it is imperative that the privacy of information from the assistive technology users is protected in full, especially for those with intellectual and developmental disabilities [75].

Sources

[1] “Residential Information Systems Project (RISP).” *Institute on Community Integration*, ici.umn.edu/projects/60.

[2] Begin et al. “RISP Data Bytes: Waitlists for Medicaid HCBS Waiver Funded Long-Term Services and Supports.” *Waitlists for Medicaid HCBS Waiver Funded Long-Term Services and Supports | Institute on Community Integration Publications*, publications.ici.umn.edu/risp/data-bytes/waitlists-for-medicaid-hcbs-waiver-funded-long-term-services-and-supports.

[3] Begin et al. “RISP Data Bytes: Estimated Annual per Person Medicaid Expenditures by Living Arrangement for Adults with I/DD, FY 2020.” *Estimated Annual Per Person Medicaid Expenditures by Living Arrangement for Adults with I/DD, FY 2020 | Institute on Community Integration Publications*, publications.ici.umn.edu/risp/data-bytes/estimated-annual-per-person-medicaid-expenditures-by-living-arrangement-for-adults-with-idd-in-2020.

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