

# When The Bus STOPS Coming!



Keep in mind that students will be moving from  
“ENTITLED” programs to “ELIGIBILITY”  
programs.

# **Services Provided by Loudoun County**

## **Department of Mental Health Substance Abuse**

### **Developmental Services (MHSADS)**

#### **Developmental Services**

- Support Coordination
- Consumer Directed Service Facilitation
- Day Support Services
- Employment Services
- Early Intervention Services
- In-Home Support Services
- Residential Services

#### **Mental Health Services**

Case Management  
Community Support  
Emergency Services  
Employment Services  
Friendship House  
Outpatient Services & Centers  
Substance Use Disorder Services

# **The Need for 1:1 Support?**

- **Adult services may not always be able to duplicate 1:1 support;**
- **May create limited options for providers of services;**
- **Suggestion: work with the IEP team to reduce the need for 1:1 support when feasible.**



# **The Importance of Keeping Records!**

- **Before leaving school, gather a record of all relevant reports (transcripts, evaluations);**
- **Keep records of work experience and request letters of recommendations from prior employers;**
- **Keep accurate notes of all telephone conversations with agency staff;**
- **Record each conversation and keep conversations with one agency together in a file;**
- **Have file folders handy to keep brochures or handouts you are given;**
- **Always keep a copy of any letters you write to an agency;**
- **Periodically go through your records to refresh your memory and address pending issues.**

# Transition Planning Questions

Who is the Student?

- Interests? Preferences? Aptitudes and Abilities

Where do they want to go?

- More education and training, employment and community living (vocational skills)

How will they be supported?

- Should be based upon the individual and diverse needs of each student.

**Multi-year plan, working with IEP Team to decide what specific transition services will help the student to be most successful!**

# **Supported Employment** **(ISE or GSE)**

- **Focuses on paid employment**
- **Helps the individual find and apply for a job**
- **Supports the individuals with building the skills needed to complete job task**
- **Assist with maintaining the job**
- **Help to set up transportation**
- **Ongoing Monitoring**
- **Various Service Providers**



# Day Support



- **Focuses on unpaid day activities**
- **Work on building daily living skills**
- **Participate in preferred activities**
- **Build vocational skills**
- **Volunteer opportunities**
- **Community Engagement**
- **Social interaction**



# **Medicaid Waiver**

**Enables states to waive the usual requirements that individuals must reside in an institution in order to receive Medicaid funding for services. In this way, Medicaid funds certain community-based alternatives to institutional care.**

**If your son/daughter has a developmental disability and requires on going support, they need to be screened for DD wavier**

## **Current Waivers available in Virginia**

**Developmental Disability (DD) Wavier**

**Commonwealth Coordinated Care (CCC)+ Wavier**

# The Social Network

- **Having something to do and someone to do it with**
- **Loss of school activities can be hard to replicate**
- **TV can become a time consuming friend**
- **You will need to seek out community and social activities**



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# **Adult Life Skills**



## **Social Personal Skill**

Being able to greet and interact with others

## **Community Living Skills**

Being able to use public transportation, shop, set and follow appointments

## **Recreation and Leisure Skills**

Being able choose and participate in a preferred activity, identify a hobby

# Community Living



- **Personally owned home or living with family;**
- **Vendor owned home or apartment;**
- **Group home**
- **State Rental Assistance Program (SRAP)**

# Sources of income/funding

- **Wages**
- **SSI/SSDI**
- **State/local funding**
- **Family contributions**
- **Food Stamps/SNAP**
- **Medicaid/Medicaid waiver (some waiting lists)**
- **Personal care attendant programs**
- **Wills/Trusts/Estate planning**
- **Consider saving money for future services, like vocational/employment training**



# Family

**Don't expect  
siblings to be  
the parents**



# What About Making Decisions?

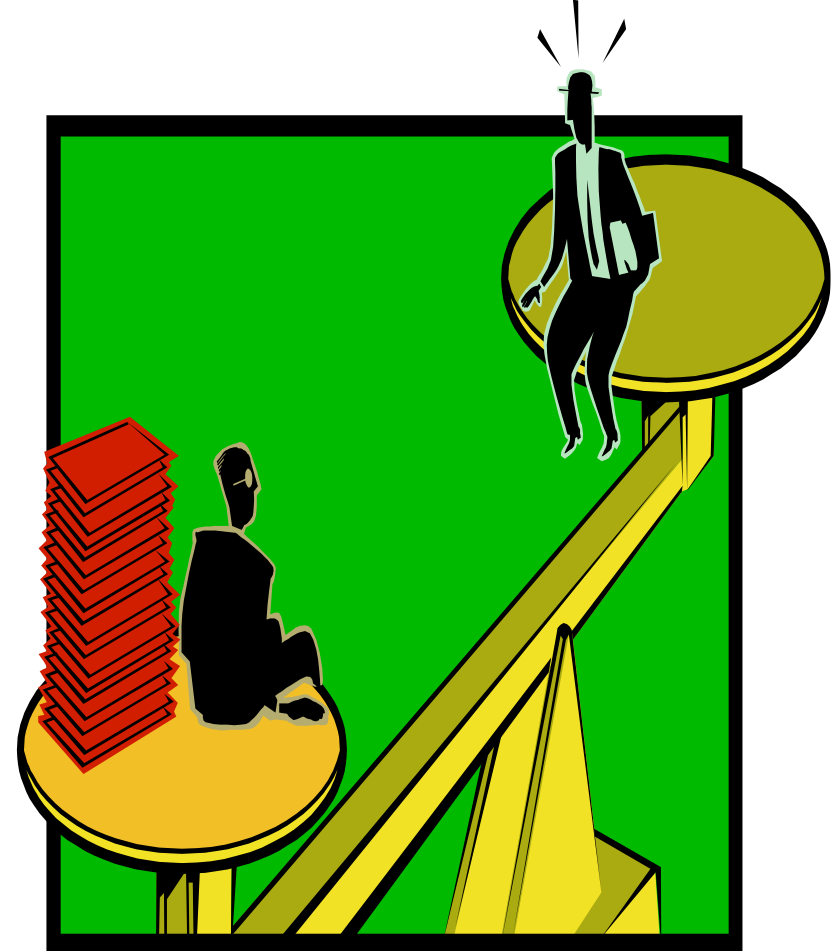
## What is Guardianship?

- Legal power to care for another person and manage their affairs
- Legal determination not medical
- At age 18, have all the legal rights & responsibilities of any adult
- Court makes decisions based on the person's ABILITY to handle personal decisions not on having a disability such as an intellectual disability



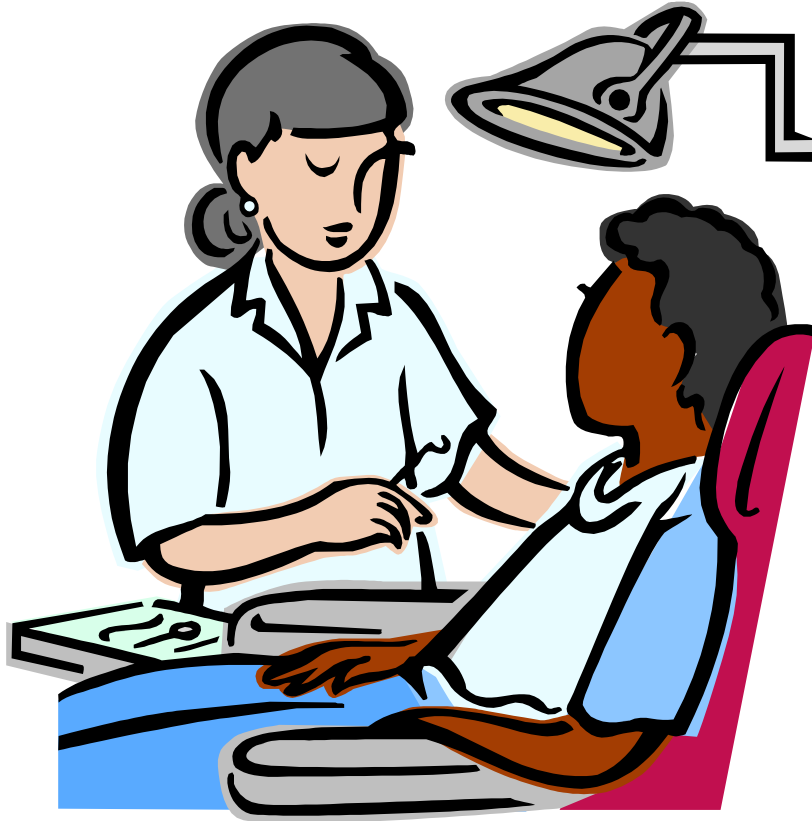
# What About Power of Attorney?

Written document signed by a person giving another individual the power to act in conducting the person's business. This would include signing papers, checks, title documents, contracts, handling bank accounts and other activities in the name of the person granting the power.





# Medical Insurance

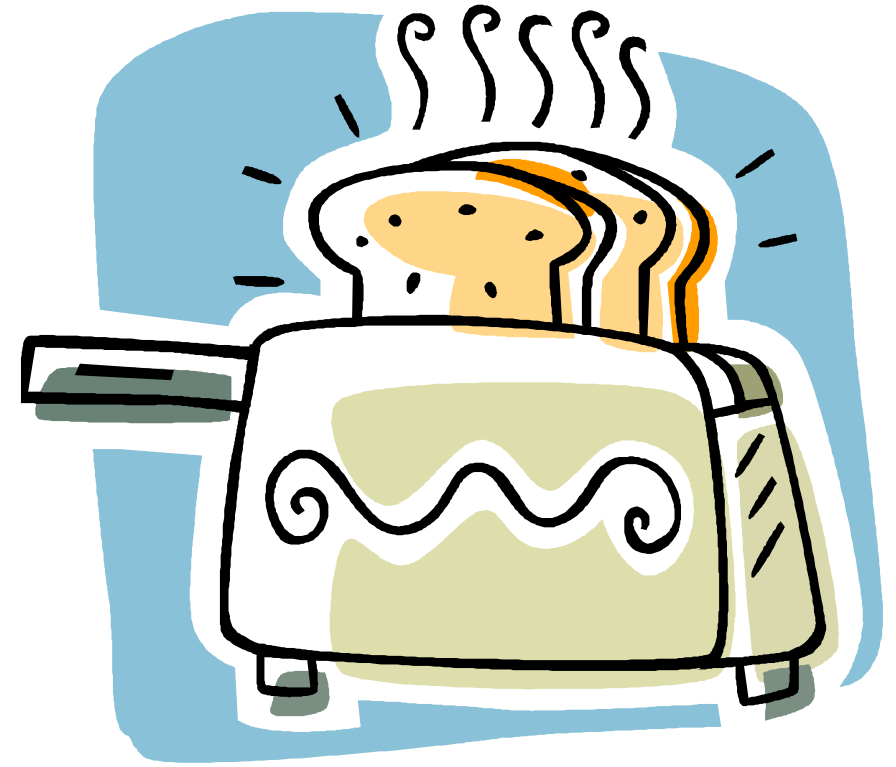


- Family policy until a certain age
- Employer health benefits
- Medicaid
- Secondary insurance carrier

# Personal Care/Domestic Skills

## Can he/she:

- Prepare breakfast, lunch, dinner, snack or pack a lunch
- Clean their own room or do laundry
- Complete personal hygiene routine
- Understands the importance of a neat clean appearance



# **Outcomes Leading to a Better Transition**



## **Received work experiences**

- As evidenced by percent of school day in work experiences
- Only 57% reported having work experiences

## **Received youth involvement**

- As evidenced by their involvement in transition planning
- Only 58% reported involving youth

## **Had family involvement**

- As evidenced by family involvement in transition planning
- 68% of families reported being involved

## **Had life skills instruction**

- As evidenced by student receiving life skills or social skills instruction
- 72% reported receiving this

## **Enjoyed interagency involvement**

- As evidenced by an adult service agency representative at the transition planning.
- Only 43% reported having this involvement

# Have a Crisis Plan

- Have a plan in place
- Follow plan
- Respond in a calm manner
- Contact local hospitals and authorities as needed.



# Disclosure to Law Enforcement

- The decision to disclose your (or your child's diagnosis) to law enforcement and first responders will always be yours to make
- First responders report that they make their best decisions when they have the best information
- When contacting law enforcement and/or emergency services, you can request someone trained in Crisis Intervention



# **How Do I Know When It's Time To Get Help?**

- Aggression or self-injury becomes a significant risk to the individual, family or staff
- Elopement, wandering or other unsafe behavior is not contained



# Crisis Resources



# **Regional Educational Assessment Crisis Response and Habilitation (REACH)**

**Region II (Northern VA):**

***Crisis Line:***  
***(855) 897-8278***





# Project Lifesaver



## What We Can Do for You...

- ▶ Identify individuals who are at risk of wandering-before they leave home.
- ▶ Deputies will meet with individuals and their caregivers to assist them in determining if they are a potential client.
- ▶ They will assist you in obtaining the equipment or services needed.
- ▶ Monthly follow-up by a team of deputies will ensure information is current and equipment is working.
- ▶ This will assist deputies in the search effort should the client become lost.
- ▶ All information regarding the client and family is confidential and is only used for emergency situations.
- ▶ Access is restricted to rescue, fire, and sheriff's office personnel.

### Contacts:

#### **Project Lifesaver Coordinator**

Senior Deputy Matt DeVaney

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