

Students with *Mental Health or Behavioral Challenges*: Successful Transition

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Diagnostic Complexity

Type of Information: subjectivity, reliability and validity

Length of assessment time, observation

Functional Impairment

Chronicity

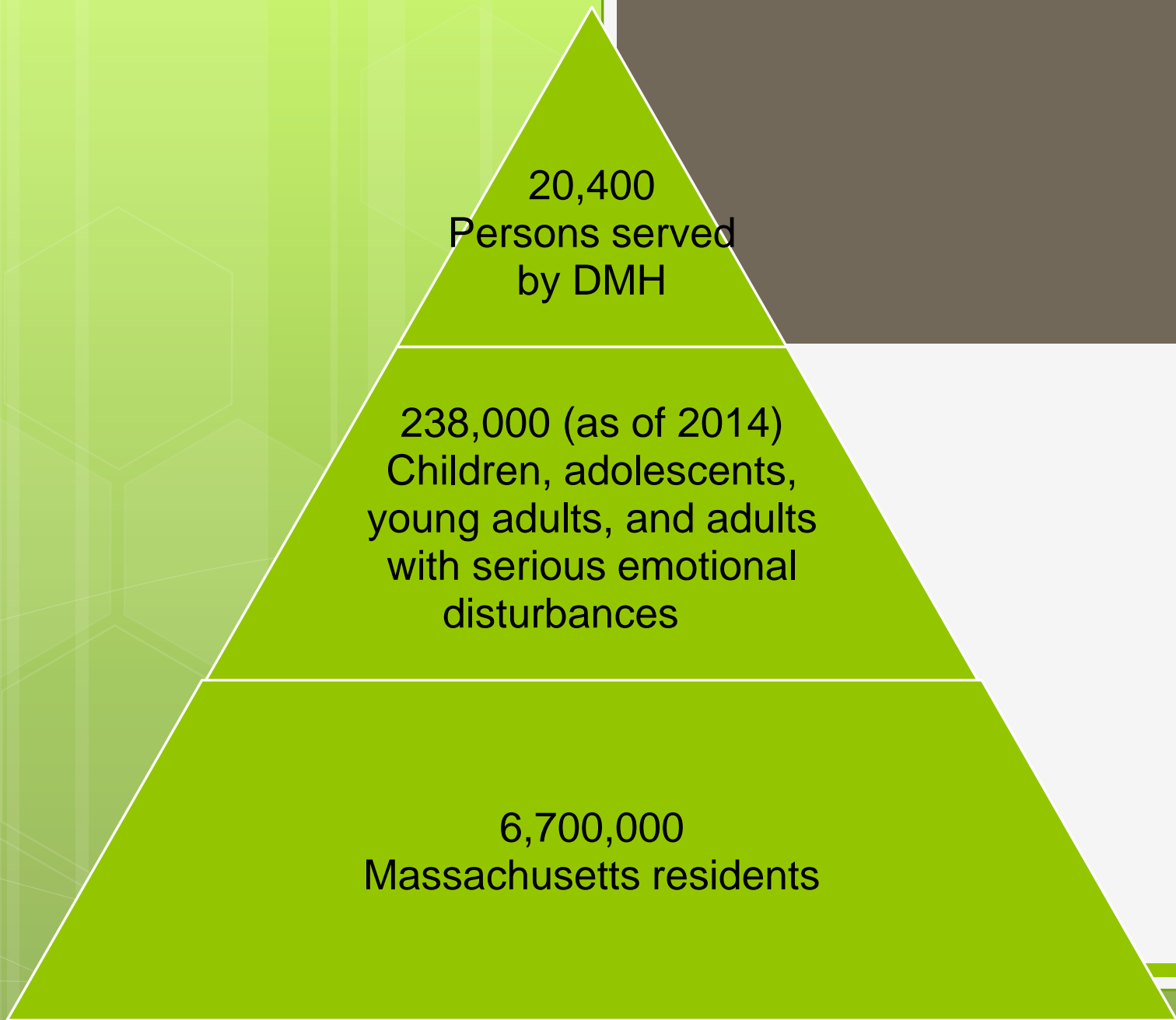
Comorbidity

Community Resources

- families and natural supports
- Outpatient Services
- Acute Care Inpatient, ICBAT, CBAT
- Partial Hospitalization Programs
- School
- CBHI
- DCF, DDS, DYS, MRC
- Other, including local disability agencies

DMH Mission

- Mental Health Authority
- Assures and provides access to services
- Research
- Culturally competent
- Policy development
- Partnerships with other agencies



Criteria: Clinical

- CSAS must be able to substantiate one of several qualifying diagnoses
- Qualifying diagnoses include:
 - Schizophrenia and other psychotic disorders
 - Mood disorders
 - Anxiety Disorders
 - Dissociative Disorders
 - Eating Disorders
 - Borderline Personality Disorder
 - ADHD
- Not all disturbances of mood, affect, or behavior are qualifying

Transition Planning

- 688
- DMH Services

Adding ABA to your transition tool box

- Transition age individuals who may need more specialized clinical intervention due to behavioral Challenges, can utilize Applied Behavior Analysis (ABA) therapy as one method of intervention.
- Individuals with ASD can and often are at higher risk for experiencing co-occurring diagnoses that fall under the Mental Health umbrella.
- ABA has been shown to be very effective at treating some of these co-occurring diagnoses as well as the Autism Diagnosis

What is ABA

- What is it?
 - A science devoted to the understanding and improvement of human behavior.
 - 1:1 Home and community based services
- Who pays for it?
 - Majority funded by insurance
 - Some Schools
 - Some private funding
- Why is it important for Teens with ASD?

What skills are taught

Tangible Skills

- Skills needed for daily living, self-maintenance, and obtaining and sustaining employment (Nollan, et al. 2000).

Intangible Skills

- Skills needed for interpersonal relationships and for maintaining employment (Nollan, et al. 2000).

The Northeast Arc's ABA program

- Serves children, teens and adults with an autism diagnosis
- Services are provided by skilled behavior professionals
- We utilize behavioral principles (ABA) to deliver services within the natural environment
- With our transition age populations services are happening in the community and work/school or recreational activities.
- All goals and strategies are individualized and are designed to support flexibility, generalization and maintenance of skills.

Charlie Brown

17 year old college bound

- 17 year old living at home/college bound
- Young male who resides with family
- Diagnosed with Autism as well as ADHD
- Attends public school
- Receiving ABA therapy for a few years
- Funded through private insurance

Charlie Brown's Goals

- Applying for, being accepted to, and working for a paid employer.
- Enrolling, attending, completing assignments, and passing classes in a college setting
- Getting to and from work, school, and social opportunities.
- Finding and maintaining communication with like minded peers, to share time with.

Linus Van Pelt

20 year old living at home/vocational bound

- 20 year old young man with high to average intelligence diagnosed with ASD
- who attends a specialized school and graduated high school without a diploma and is currently receiving post high school programming.
- This placement became untenable due to him repeatedly leaving campus to return home when he felt challenged or disinterested.
- Because of his truancy he was transfer to another placement.

Linus Van Pelt's Goals

Independent Living Skills

- Meal Prep
- Household chores

Flexibility/Transitions

Community Experience

- Leisure skills
- Resources for independent banking, shopping, etc.

Franklin

21 year old transitioning to supported living
with roommates

- 21 year old male who is transitioning from home to a new home with roommates and disability supports in place
- Diagnosed with ASD and Bipolar Mood Disorder
- Current program focuses on functional living, adaptive and community safety skills

Franklin's Goals

Community travel

- Outlined steps to use UBER

Money skills

- Use ATM with privacy issues not giving out pin, securing money before leaving ATM

Phone skills

- Simple phone conversations relay messages, eave voicemails, add new contacts, listen to voicemails, send and receive texts,

Safety awareness

- Protecting pin, securing personal money, being aware of potential danger,

Simple cooking