Students with Mental Health or Behavioral Challenges: Successful Transition

Kim Clougherty
Carly Sebastian
Stacey Villani (Northeast Arc)
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
20,400 Persons served by DMH

238,000 (as of 2014) Children, adolescents, young adults, and adults with serious emotional disturbances

6,700,000 Massachusetts residents
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**

**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 disinterred.
- 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