Promoting the Mental Well-being of Transition Age Youth with Developmental Disabilities

April 18, 2024

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Our Unique Value: Intersection of Policy & Programs

STATE AND NATIONAL POLICY

The work of the Meadows Institute

SOLUTIONS

Shape mental health policy

Develop, implement, scale, and finance evidence-based solutions in local, state, and national systems

Enact mental health policy

Extract lessons learned and proof points

OUR VALUES

Collaboration and partnership

Data-driven and evidence-based

Innovation

Nonpartisanship

Stewardship
Today’s Presenters

Katie Mitten
Assistant Director for Child and Family Policy

Rohanna Sykes
Assistant Director for School Mental Health

Cassie Pustejovsky
Project Coordinator for Child and Family Wellness
Agenda

- Project Background and Premise
- Year Two Progress
- Community Resource Map Preview
- Next Steps
- Questions
Project Background and Premise
Developmental Disabilities

https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html#ref
Source for graphic - https://womensenews.org/2023/03/did-you-know-developmental-disabilities-month-is-here/
What do we mean when we say "trauma"?

When someone feels intensely threatened by an event they are involved in or witness.

- Bullying
- Community Violence
- Experiencing a Natural Disaster
- Early Childhood Trauma (0-6 years old)
- Medical Trauma
- Physical Abuse
- Refugee Trauma
- Intimate Partner Violence
- Traumatic Grief
- Sexual Abuse
- Sex Trafficking
- Terrorism
- Witnessing Violence or a Serious Accident

- Adapted from National Child Traumatic Stress Network (NCTSN)
Trauma-Informed Care

A program, organization, or system that is trauma-informed:

• **Realizes** the widespread impact of trauma and understands potential paths for recovery;

• **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system;

• **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization**.

https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA_Trauma.pdf
https://www.ncbi.nlm.nih.gov/books/NBK207209/
6 Pillars to Trauma-Informed Care

- Safety
- Trustworthy & Transparency
- Peer Support
- Collaboration & Mutuality
- Empowerment & Choice
- Cultural, Historical, Gender Issues

https://www.traumapolicy.org/topics/trauma-informed-care
Trauma-Informed Care for Transition Age Youth with Developmental Disabilities

**Funder:** Texas Council for Developmental Disabilities

**Year One (2022-2023):** Literature review and key informant interviews to explore the intersection of mental health, trauma, and young people with developmental disabilities (DD).

**Year Two (2023-2024):** Three community convenings in Austin, TX to explore community-level solutions to increase access to appropriate mental health care for young people with DD.

**Central Pillar:** Lived expertise. "Nothing about us, without us".
Research Takeaways from Year One

• People with ID/DD are at higher risk for experiencing trauma.
• People with ID/DD experience mental health concerns.
• People with ID/DD can benefit from traditional or modified mental health treatment.
• The availability of mental health services for people with ID/DD is limited and trauma-informed mental health services are even rarer.
• Transition age youth w/ ID/DD are a particularly vulnerable population (transitioning out of K-12, from peds to adult health care, legal changes, etc.).
• Stakeholders across many systems are eager to strengthen the identification and appropriate treatment of mental health needs for youth with ID/DD.
Shared Commitments

Value Lived Expertise – we welcome and encourage those with lived experience to engage in conversations at whatever level they feel comfortable. We recognize the unique strengths and experiences of each person and value all forms of participation.

Promote Safety – we will help people feel physically and emotionally safe and we will be kind and nonjudgmental in our interactions with one another.

Build Trust – we will be transparent about our goals/intentions; we will be honest. We will respect each other's confidentiality. We ask people to politely point out stereotypes and biases to help the group to move past these biases, while assuming good intent.

Facilitate Collaboration – we value the input of everyone equally and support new connections and relationships.

*Developed with the six principles of trauma-informed care from SAMHSA in mind.*
Thank You to Our Advisory Group Members

- **Caleb Alford**, *The Arc of the Capital Area*, Director of Community Services
- **Anna Beavers**, LCSW-S, *Dell Children’s Developmental Behavioral Pediatrics*, Social Worker
- **Cynda Green**, *Texas Parent to Parent*, Program Director, Transition Coordinator
- **Nidia Heston**, LMSW, CFP-M, *HHSC Office of Mental Health Coordination*, Family Engagement Specialist-Texas System of Care
- **Leah Kelly**, CFP, *Integral Care*, focused on school-based support
- **Sarah Kuykendall**, *Integral Care*, IDD Practice Manager
- **Christine A. Price**, *Austin Community College*, STEPS Program Coordinator
- **Lindsey Ramirez**, LPC, *Austin ISD*, Mental Health Specialist Team Lead, Special Education
- **Elizabeth Tucker**, *EveryChild*, Executive Director
Year Two Progress
Year Two Project Objectives

- Convene diverse stakeholders
- Facilitate meaningful conversations
- Listen and learn
- Coordinate and connect resources and people
- Translate across systems
- Document and analyze
- Spread knowledge
Year Two Project Goals

- Build new relationships with DD experts and those with lived experience.
- Identify local relevant strategies to increase access to mental health services for youth with DD in Austin.
- Promote the use of trauma informed practices in all proposed solutions.
Year Two Project Timeline

- **October 2023**: 1st Convening
- **February 2024**: 2nd Convening
- **April 2024**: 3rd Convening (Kids Living Well Summit session)
- **June – August 2024**: Recap Webinar
  Community Action Guide
First Convening: Examining Assumptions and Clinical Understanding Related to Mental Health Treatment for Youth with DD in Austin

Goals:

• Explore research about trauma, DD, and mental health.
• Share examples of trauma-informed care.
• Learn about ways we can better support the mental health of youth with DD.
• Make new connections.
Participants

• People with Lived Expertise
• Parents
• Austin Community College (ACC) STEPS Program
• Austin ISD, Mental Health Specialist Team
• Austin ISD, Transition & Employment Team
• Coalition of Texans with Disabilities (CTD)
• Del Valle ISD
• Dell Children’s, Developmental Behavioral Pediatrics

• DFPS - Developmental Disability Program Specialist, CPS State Office
• Down Home Ranch
• Elgin ISD
• ESC 13 - Special Education Team
• EveryChild
• Goodwill - Excel Center
• Hays CISD
• Hogg Foundation
• Integral Care
• Leander ISD

• Texas Health and Human Services
• Texas Child Study Center & Dell Medical School
• SAFE Austin, Disability Services
• Texas Council for Community Centers
• Texas Council for Developmental Disabilities (TCDD)
• The Arc of the Capital Area
• UT Austin, Amplify Center
Overshadowing – describes when the trauma responses of children are inaccurately assumed to be caused by their IDD diagnosis.

https://www.sciencedirect.com/topics/psychology/diagnostic-overshadowing
First Convening Key Takeaways

• There is a **service cliff** for transition age youth.
• **Community and social connections** for youth and families are key.
• **Overshadowing** is a very real issue.
• There is an ongoing **need for professional training** for professionals to better support people with DD.
• Limited and restricted **funding is an issue**.
Second Convening: Mental Health Community Support Mapping for Young People with DD

Goals:

• Host an interactive mapping session to identify mental health resources for young people with DD in Austin.

• Participants co-developed a community support map that shows existing areas of support for youth with DD, gaps in available supports, and opportunities for improvement.
When working with youth/young adults with developmental disabilities and mental health concerns what resources do you turn to?

OR go to menti.com

USE CODE 8988 0172
Community Resource Map Preview
Areas of Focus for Mapping

- Screening and identification of mental health conditions
- Assessment/diagnosis and outpatient treatment of mental health conditions
- Mental health supports in schools
- Social connectedness/well-being supports for youth
- Family/caregiver support
- Mental health crisis
- Community education and outreach
<table>
<thead>
<tr>
<th>SYSTEM CATEGORIES</th>
<th>Resource Inventory</th>
<th>General Capacity</th>
<th>Expert Trainers</th>
<th>Strategic Planning Connections</th>
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</thead>
<tbody>
<tr>
<td><strong>Ideal System Components</strong></td>
<td><strong>What must be in place for the desired experience?</strong></td>
<td><strong>How do they promote mental wellbeing?</strong></td>
<td><strong>How can they help individuals?</strong></td>
<td><strong>What are potential gaps in the community?</strong></td>
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<td><strong>What are the potential benefits?</strong></td>
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<td><strong>Access</strong></td>
<td><strong>How do people access services?</strong></td>
<td><strong>How can they benefit from these services?</strong></td>
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<td><strong>Screening &amp; Identification of Mental Health Concerns</strong></td>
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<td><strong>Assessment, Diagnosis &amp; Mental Health Treatment</strong></td>
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<td><strong>Mental Health Supports in Schools &amp; Post-Secondary</strong></td>
<td><strong>How do they support mental health in schools and post-secondary?</strong></td>
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<td><strong>Social Connectedness &amp; Wellbeing</strong></td>
<td><strong>How do they support social connectedness and wellbeing?</strong></td>
<td><strong>How can they benefit from these services?</strong></td>
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<td><strong>How do they support family and caregiver supports?</strong></td>
<td><strong>How can they benefit from these services?</strong></td>
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<td><strong>Mental Health Crisis Supports</strong></td>
<td><strong>How do they support mental health crisis?</strong></td>
<td><strong>How can they benefit from these services?</strong></td>
<td><strong>Who can benefit from these services?</strong></td>
<td><strong>What are the potential risks?</strong></td>
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<tr>
<td><strong>Community Education &amp; Outreach</strong></td>
<td><strong>How do they educate and outreach?</strong></td>
<td><strong>How can they benefit from these services?</strong></td>
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<td><strong>What are the potential risks?</strong></td>
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**Ideal System Components**
- **Primary Care Providers**
  - Supportive relationships (e.g., doctors, nurses)
  - Access to general health care
- **Mental Health Service Providers**
  - Supportive relationships (e.g., psychiatrists, therapists)
  - Access to mental health care
- **Schools**
  - Supportive relationships (e.g., teachers, counselors)
  - Access to school-based mental health services

**Resource Inventory**
- **What must be in place for the desired experience?**
  - Access to services
  - Access to information
- **What are potential gaps in the community?**
  - Lack of access to services
  - Lack of information

**General Capacity**
- **How do people access services?**
  - Through referrals
  - Self-referral
- **How can they benefit from these services?**
  - Improved mental health
  - Better overall well-being

**Expert Trainers**
- **How can they help individuals?**
  - Education and training
  - Support and assistance
- **What are the potential outcomes?**
  - Improved outcomes for individuals
  - Increased awareness in the community

**Strategic Planning Connections**
- **What are the potential benefits?**
  - Improved mental health for individuals
  - Stronger community connections
- **What are the potential challenges?**
  - Funding and resources
  - Stigma and discrimination
Screening and Identification of Mental Health Conditions

Child Psychiatry Access Network (CPAN)

THINK Neurology for Kids

pediatrix - Child Neurology Consultants of Austin
Assessment, Diagnosis, and Outpatient Treatment for Mental Health Conditions

Dell Children’s – Developmental Behavioral Pediatrics

Kaleidoscope

LifeWorks Austin

Foundation Communities' Prosper Health Program - Access to Health Coverage
Mental Health Supports in Schools

Communities in School

Rosedale School GO Project

Greenleaf NCC

UT Austin E4Texas
Social Connectedness and Well-Being

Imagine Art

Austin Clubhouse

Down Home Ranch

J'Miah's Place

Arc of the Capital Area
Family and Caregiver Supports

Autism Society of Texas

Down Syndrome Association of Central Texas

Texas Parent to Parent

SAFE Austin
Mental Health Crisis

Integral Care - Mobile Crisis Outreach Team

Integral Care - P.A.C.E. (Positive Assistive Community Engagement)

Austin Oaks Hospital - Program for Adolescents
Community Education and Outreach

Kids Living Well

Texas Center for Disability Studies - UT School of Social Work
Next Steps
Next Steps

- April/May 2024: Youth Focus Groups
- July 16, 2024: Statewide Webinar
- July 2024: Release Community Action Guide
- August 2024: Launch Year 3 (pending funding)
Community Action Guide Preview - Top Community Solutions

- Train for mental health providers on treatment modalities to use or adapt.
- Train for law enforcement and acute care providers regarding communications modifications including the use of technology.
- Streamline referral process for all transition age youth.
- Build community, create a sense of belonging (e.g. more youth peer groups).
- Promote person-centered care.
- Break down siloes - coordinate service delivery between mental health & ID/DD.
- Share resources through faith-based organizations to build trust with families.
Please share your feedback! the resource map with links!

Email us if you would like

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Thank You!

For more information visit mmhpi.org.