

The logo for Uccare features a dark blue icon on the left, composed of four stylized, curved shapes arranged in a 2x2 grid. To the right of the icon, the word "Uccare" is written in a white, rounded, sans-serif font. A small registered trademark symbol (®) is located at the end of the word.

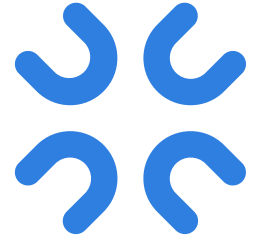
Uccare®



Welcome to *Supporting Youth with Disabilities Transition to Adulthood*

December 8, 2021

Welcome



- Today's speakers:
 - Peter Scal, MD, MPH, Associate Professor, Department of Pediatrics, University of Minnesota
 - Fraser
 - Heidi Burch, Program Manager for Career Planning & Employment
 - Jessica Enneking, MA, LMFT
 - Ruth Swartwood, PhD, LP
 - Andrea Grossman, Program Coordinator for Dakota County Social Services
- Speakers will address questions at the end of today's presentations
- Thank you for joining us!

Stepping Up to support Health Care Transition in Minnesota

Peter Scal, MD MPH

University of Minnesota

December 8, 2021

Faces of Health Care Transition

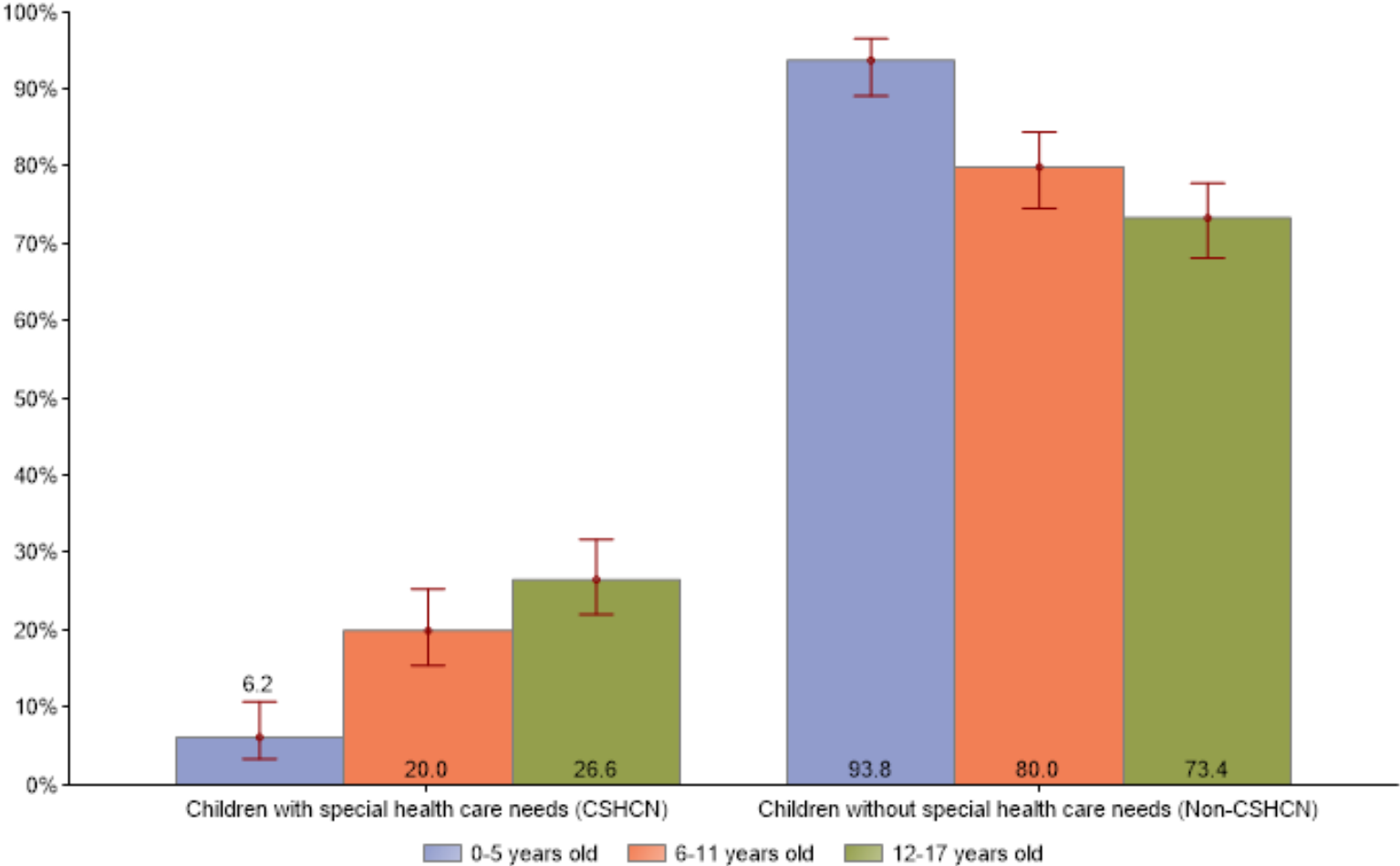
- Ayesha
- The “Smiths” (Parents)
- Doctors “P” & “I”

1 in 4 Adolescents in Minnesota have a SHCN

NOM 17.1: Percent of children with special health care needs (CSHCN)

Children ages 0-17 years

Minnesota



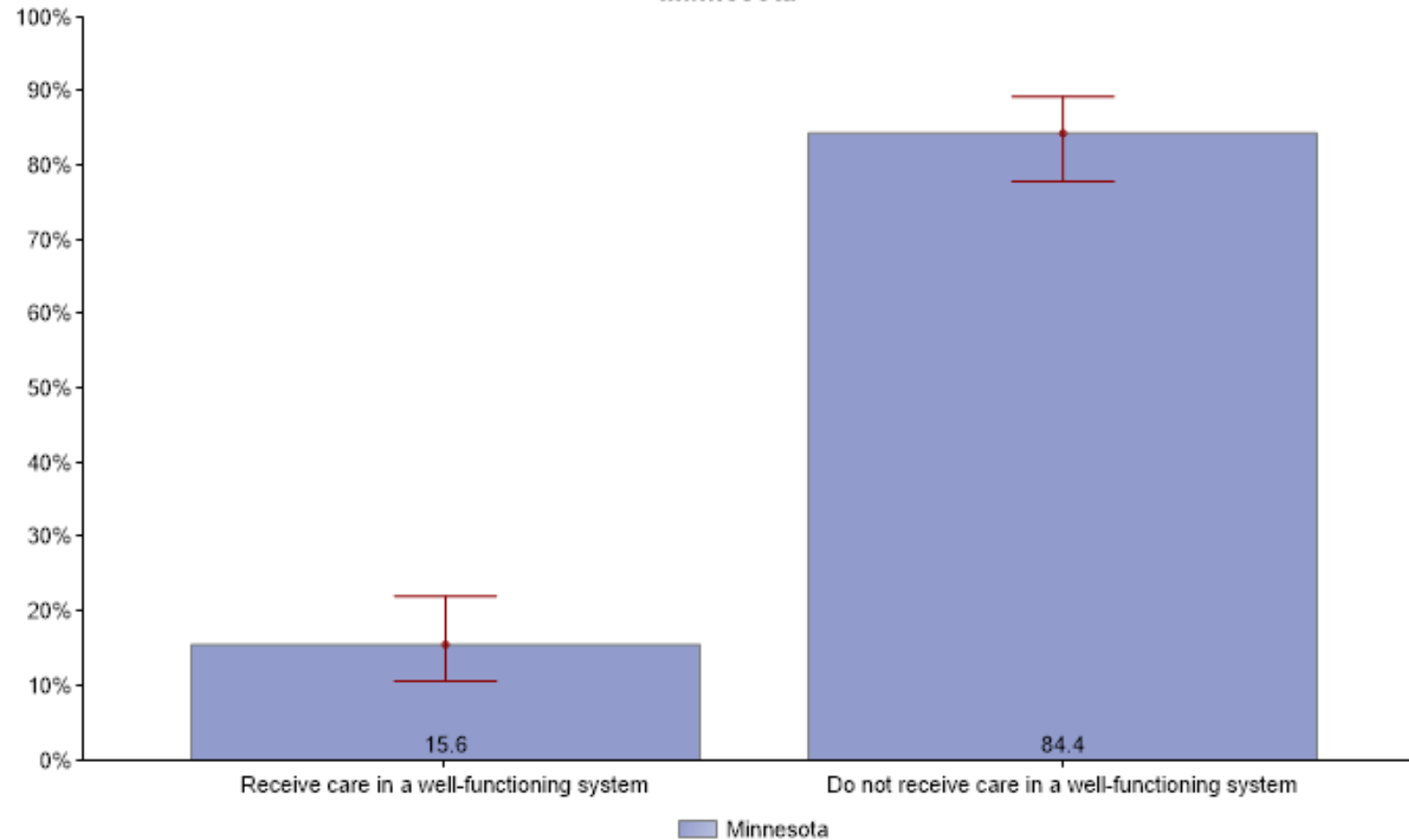
Citation: Child and Adolescent Health Measurement Initiative. 2019-2020 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Retrieved [mm/dd/yy] from [www.childhealthdata.org]

Few of Minnesota's CSHCN get care in a well functioning system

NOM 17.2: Percent of children with special health care needs who receive care in a well-functioning system

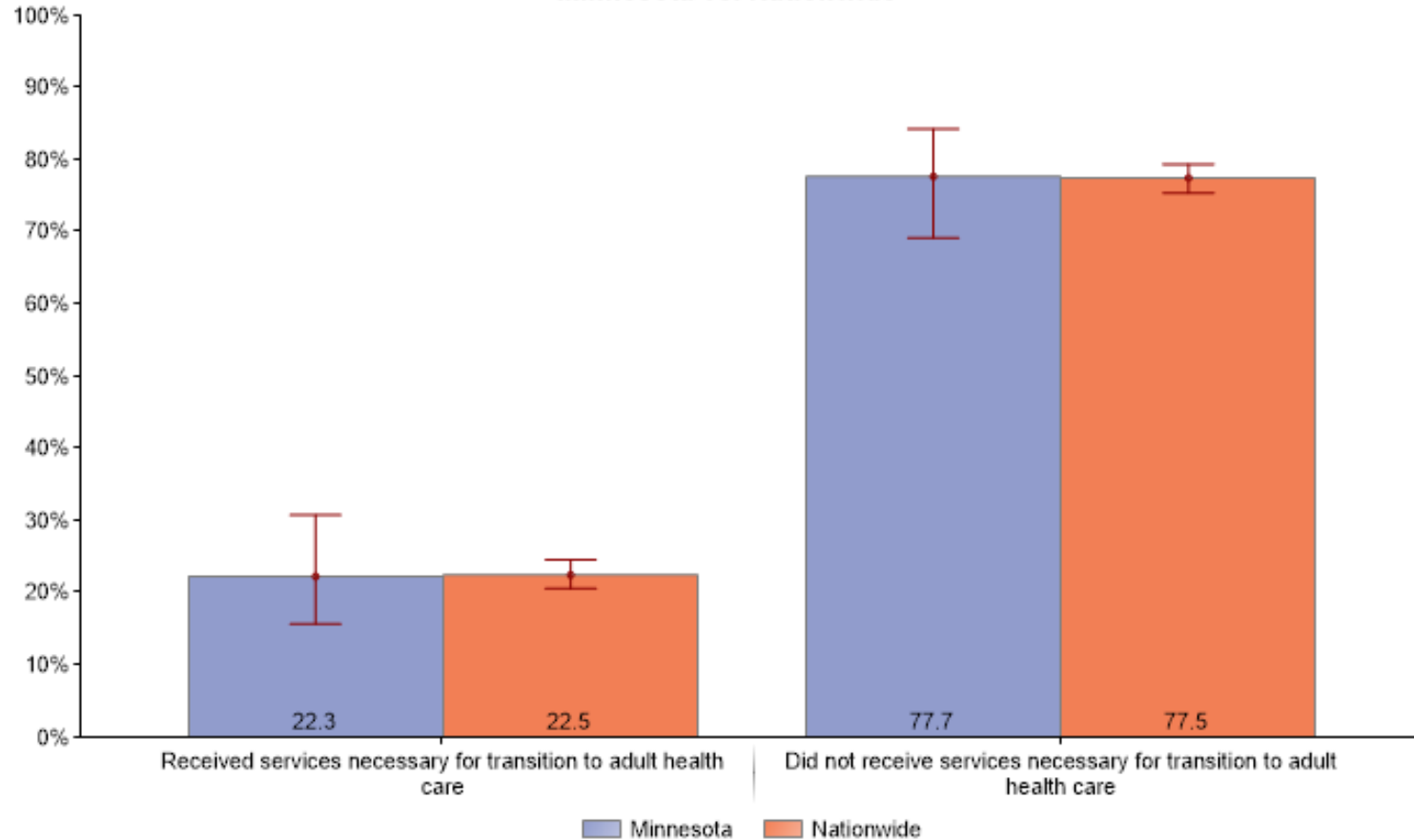
Children with special health care needs ages 0-17 years

Minnesota



1 of 4 ASHCN in Minnesota get basic transition counseling

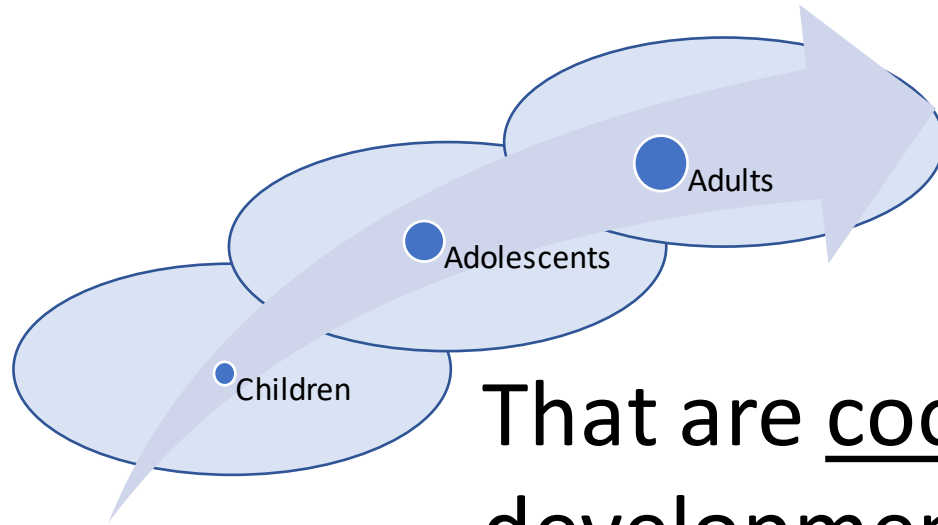
NPM 12: Percent of adolescents with special health care needs who received services necessary to make transitions to adult health care
Children with special health care needs ages 12-17 years
Minnesota vs. Nationwide



Citation: Child and Adolescent Health Measurement Initiative. 2019-2020 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Retrieved [mm/dd/yy] from [www.childhealthdata.org]

The ideal system of health care transition would include

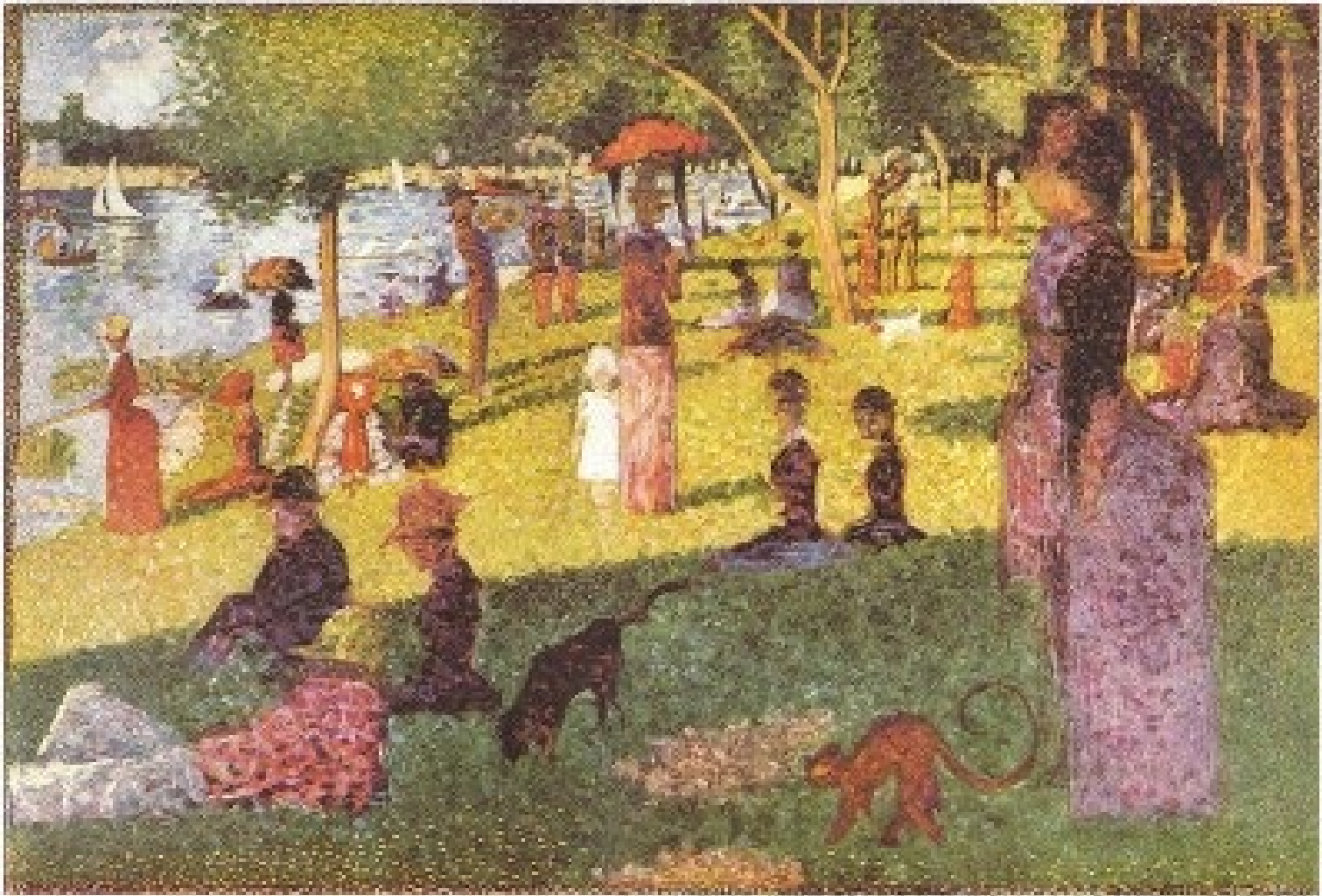
- Policies
- Programs
- Services



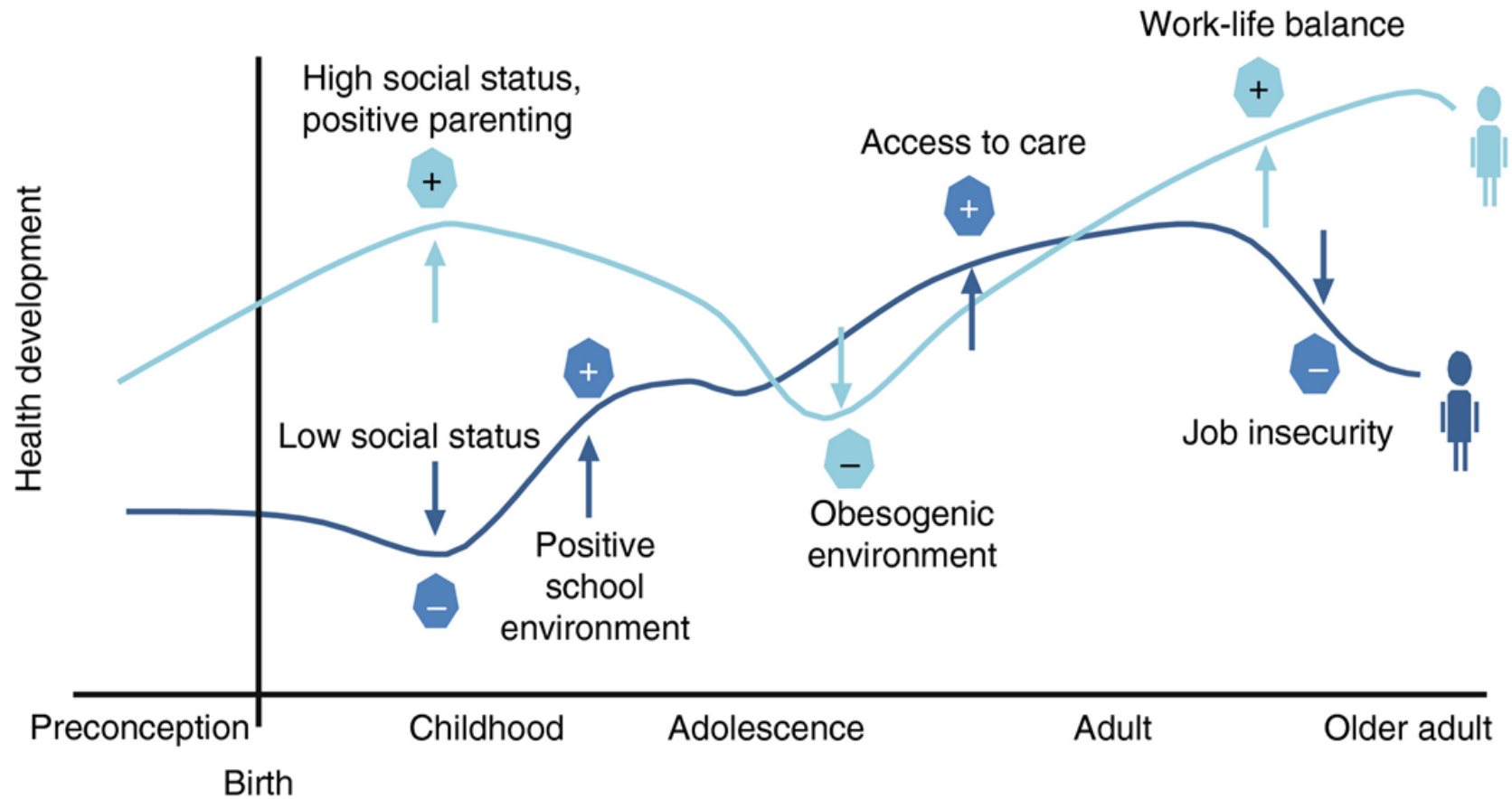
That are coordinated, anticipatory,
developmentally responsive,
community based and person/
family centered

to meet the rapidly changing needs of youth
during their transition to adulthood

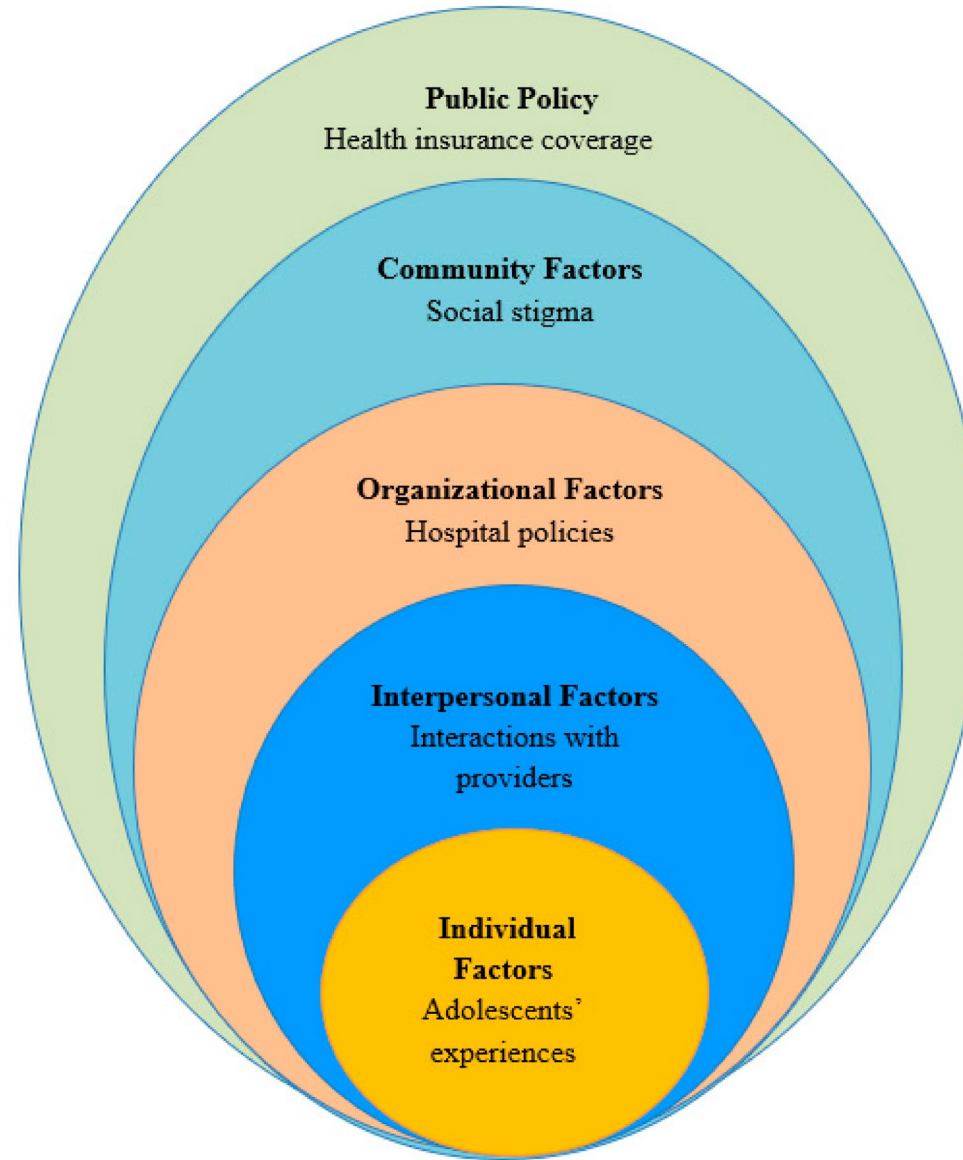
Seeing the big picture

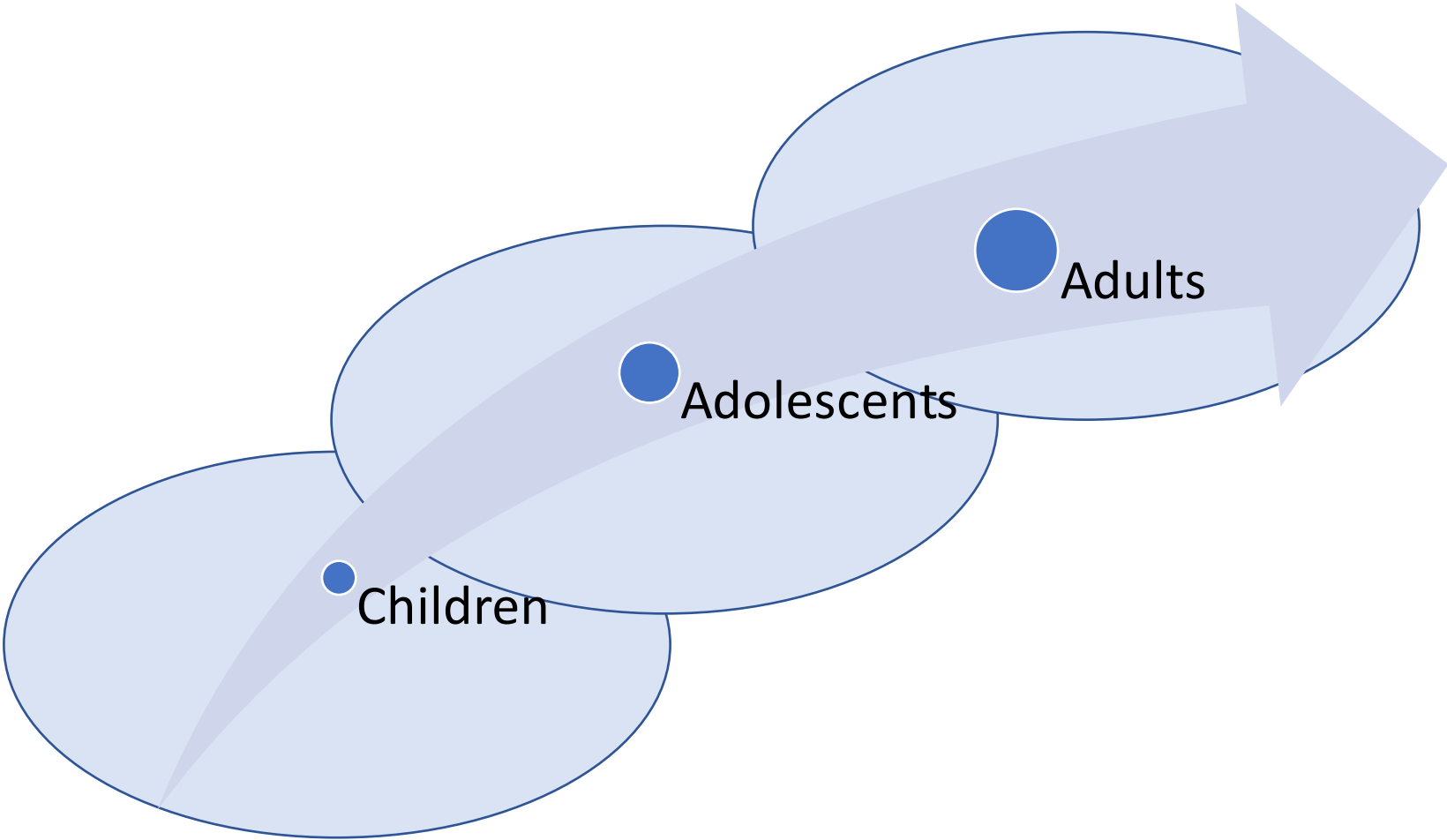


Life-course perspective



Social-
Ecological
Perspective –
opportunities
to improve our
approach to
health care
transition





Children

Adolescents

Adults



SYSTEM DIFFERENCES BETWEEN PEDIATRIC AND ADULT HEALTH CARE

System Characteristics	Pediatric	Adult
Orientation to Care	Growth and development	Maintenance of well-being with aging
Practice Approach	Family-centered; shared decision-making with parents	Patient-centered; shared decision-making with young adult
Primary Care Practice Patient Population	Majority of patients do not have chronic conditions	Majority of patients have chronic conditions
Specialty Clinic Affiliation/Location	Most pediatric specialty clinics located in children's hospitals	Most adult specialty practices located in private office-based settings
Multidisciplinary Staffing	Most pediatric specialty clinics are co-located with other specialists and can offer ancillary therapies	Most adult specialty clinics are not co-located with other specialists and need to refer out to other specialists

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<https://www.gottransition.org/resource/?system-differences-between-pediatric-and-adult-health-care>

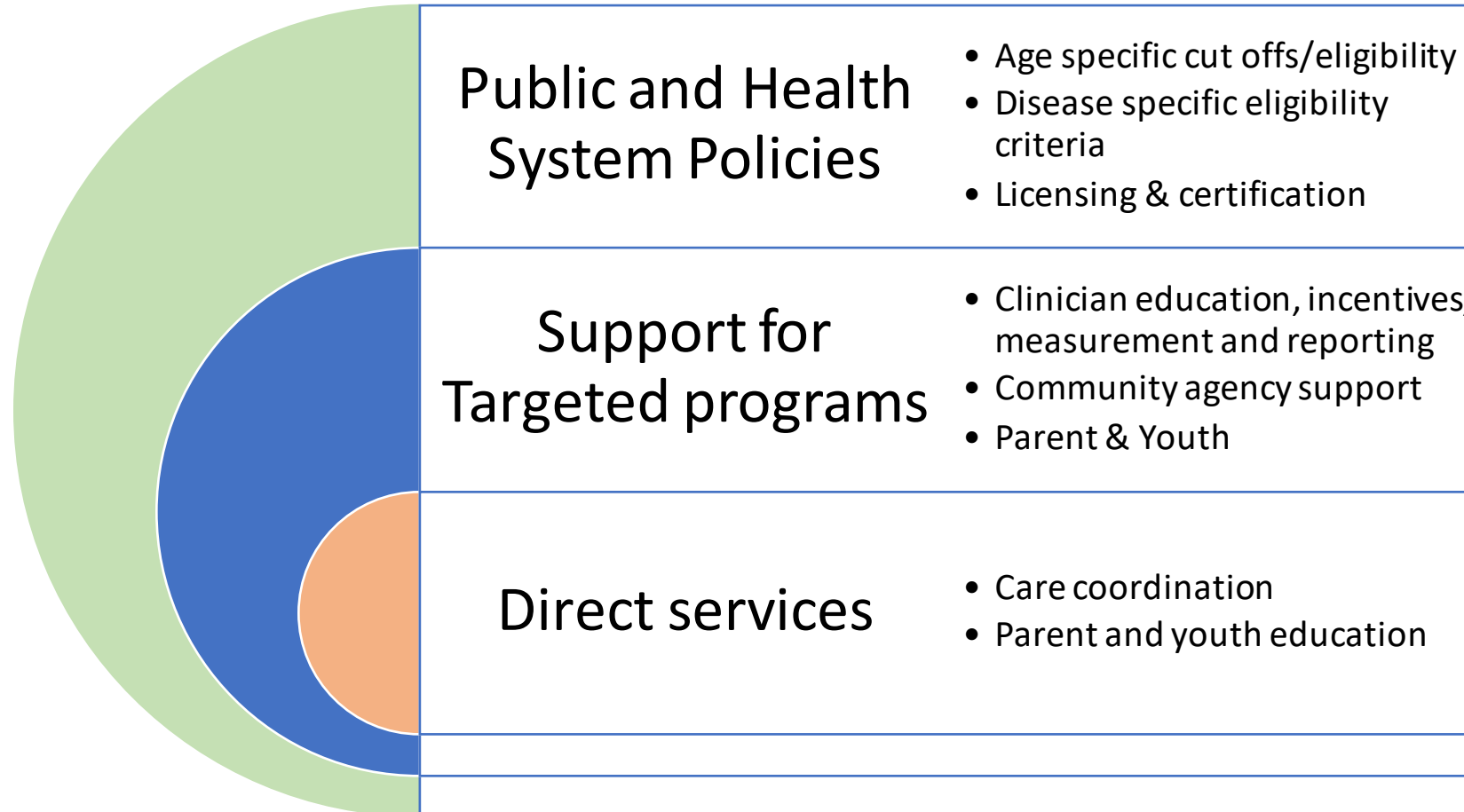
Hasn't anyone figured this out already?



- Current review shows:
 - Thousands of articles
 - Little evidence for effective interventions in HCT
 - Leaves us with many expert opinions and consensus guidelines
 - 6 Key Elements Got Transition website

Therefore: it is up to us to draw on our experience with other situations to build a more effective approach

Where do we begin?





People we serve

Adults

Medical Assistance (MA)

Medical Assistance estate recovery

Some laws require agencies to recover costs the MA program



Clinical Report—Supporting the Health Transition From Adolescence to Adulthood: Medical Home



abstract

Optimal health care is achieved when each person, at every age, receives medically and developmentally appropriate care. The goal of a planned health care transition is to maximize lifelong functioning and well-being for all youth, including those who have special health care needs and those who do not. This process includes ensuring that high-quality, developmentally appropriate health care services are available in an uninterrupted manner as the person moves from adolescence to adulthood. A well-timed transition from child- to adult-oriented health care is specific to each person and ideally occurs between the ages of 18 and 21 years. Coordination of patient, family, and provider responsibilities enables youth to optimize their ability to assume adult roles and activities. This clinical report represents ex-

AMERICAN ACADEMY OF FAMILY PHYSICIAN PHYSICIANS, TRANSITION GROUP

KEY WORDS
health care transition, with special health care quality improvement

ABBREVIATIONS
AAP—American Academy of Pediatrics
MCHB—Maternal and Child Health Bureau
CCM—chronic conditions
EHR—electronic health records

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New Statewide System to Support Student Learning Recovery

COMPASS, which stands for Collaborative Minnesota Partnerships to Advance Student Success, is a new statewide system designed to provide professional development and support to schools in the areas of literacy, math and school climate and mental health

Learn more on the [COMPASS webpage](#).



www.familyvoicesofminnesota.org



Home Contact Us About Us Learn About One in Five
 Paying for Needed Services Parent to Parent Links to Helpful Information
 Advocating for Your Child in the Health Care System
 Health Care Transition Toolkit Health Reform

Welcome, Bienvenido, Chào mừng, Zoo siab txais tos!

Family Voices of MN is a network of families whose children, youth and young adults have special health care needs and disabilities, working to provide information and support to other families.

koop.jpg

sicklecellmn.org


PACER CENTER
 CHAMPIONS FOR CHILDREN WITH DISABILITIES

About PACER Learning Center Resources & Workshops Students & Young Adults Events Newsletters Get Involved

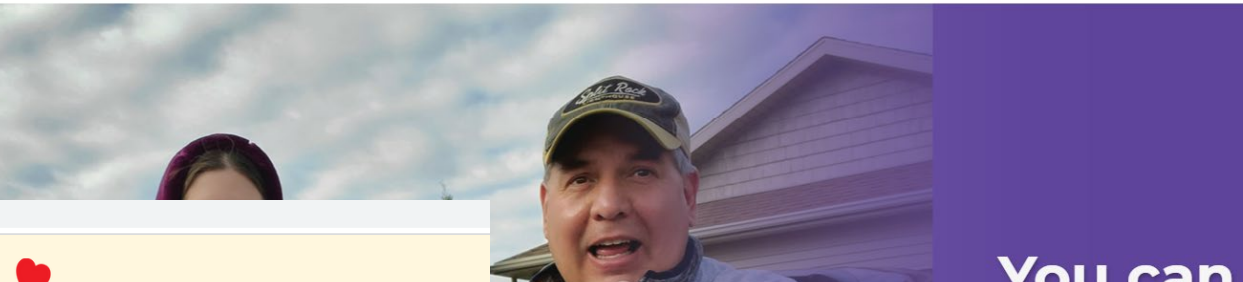
PACER's National Parent Center on Transition and Employment provides quality information on transition for youth with disabilities in a format



epilepsyfoundationmn.org



About EFMN About Epilepsy Support & Training Connect With Others Make A Difference





Sickle Cell Foundation OF MINNESOTA

Facebook Instagram Twitter Pinterest Google+ YouTube

Share Follow @SickleCell

HOME ABOUT SCD EVENTS GET INVOLVED CONTACT US



MDA

Support people like Ethan

Ethan lives with Duchenne muscular dystrophy. This holiday, you're helping kids and adults with more than 40 neuromuscular diseases. MDA is the leading source for neuromuscular disease research, federal government, and research funding. The Muscular Dystrophy Association is directly linked to treatments that are transforming lives.

COVID-19 Resources for Warriors and caregivers

Click here

↑ **HEEADSSS up for transition!**

Standard HEEADSSS'

Considerations for youth with chronic conditions

HEEADSSS is a psychosocial assessment mnemonic commonly used by clinicians when working with adolescents in order to naturally guide an interview from safe and simple to more complex and personal topics. While ordinarily considered as a tool for healthy adolescents, a HEEADSSS interview can be especially helpful for adolescents and young adults with chronic conditions. Psychosocial risks and needs are just as common in these youth as in their healthy peers, yet are often overlooked. As a complete psychosocial assessment, the HEEADSSS interview helps the provider identify protective factors and characteristics of

HEALTH Adolescents with chronic conditions will expect to be asked about their condition and their health. Consider asking, "How is your health? How do you keep yourself healthy? What could you change to improve your health?" etc

HOME

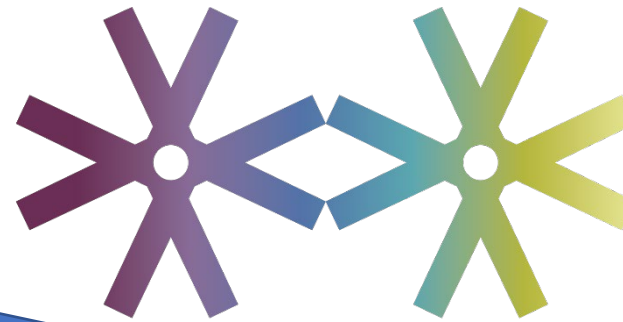
Where do you live? Who lives at home with you?

- Moving is common – off to college, out of home; this might add stress, and not to mention, affect health insurance coverage or health care access
- To what extent are family and/or housemates aware of or involved with the chronic condition

EDUCATION/EMPLOYMENT

What are your favorite subjects at school?
...What are your future education/employment plans/goals? Are you working? Are there adults at school you feel you could

- Assess whether condition has an impact on education and/or employment plans
- Realize young adults are often uninsured; assess future health insurance plans along



YOUTH EPILEPSY SUCCESSFUL
SELF-MANAGEMENT

this is
MY PATH
A research study
exploring healthcare
access for young people

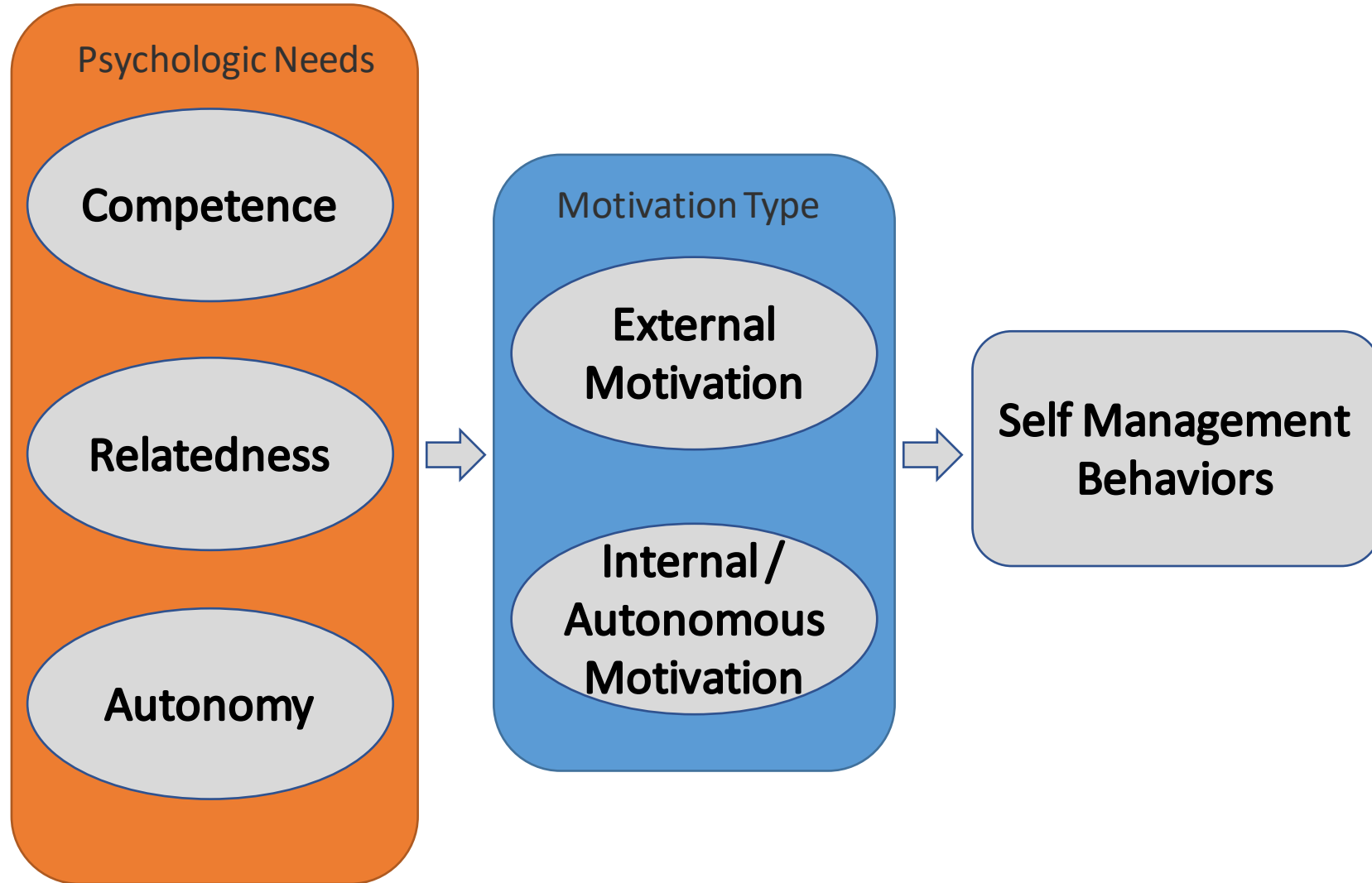
**RheumTo
GROW.org**
GROWING UP WITH ARTHRITIS



"If you want to help me make
my seizures less of a bother in
my life, then I'm in....."

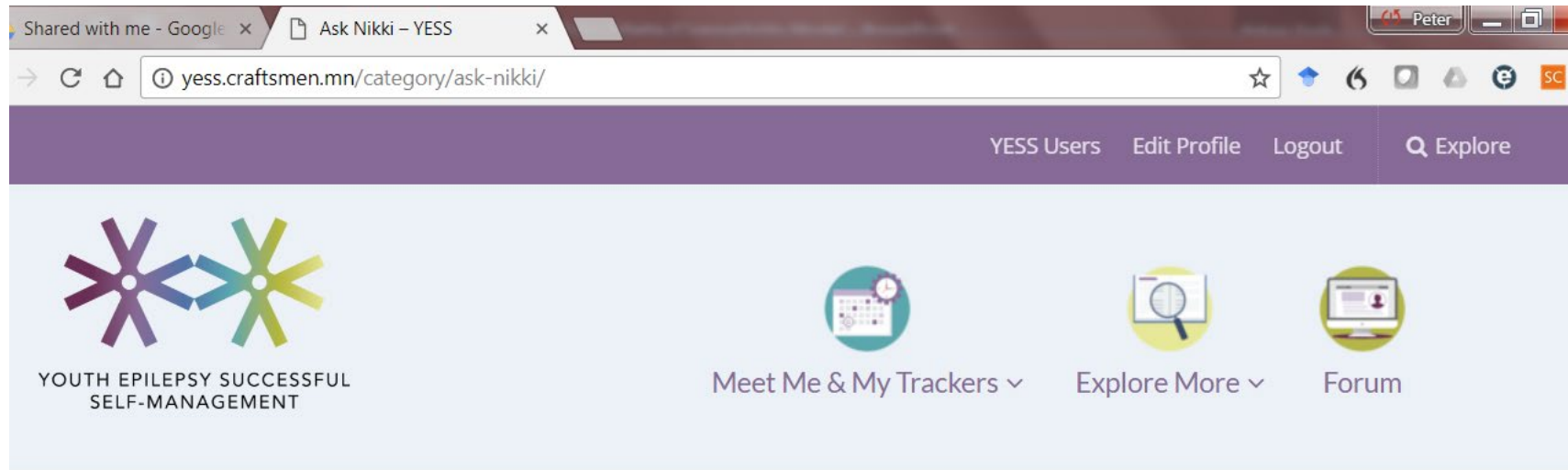
-Youth Advisory Board Member

Using Self Determination Theory to Promote Adolescent Self-Management and Health Care Transition



YESS!

Youth, Epilepsy and Successful Self-management



The screenshot shows a web browser window with two tabs: "Shared with me - Google" and "Ask Nikki - YESS". The address bar displays the URL "yess.craftsmen.mn/category/ask-nikki/". The website header is purple and contains the text "YESS Users", "Edit Profile", "Logout", and "Explore" with a search icon. Below the header is a light blue banner featuring the YESS logo (three stylized starburst shapes in purple, blue, and green) and the text "YOUTH EPILEPSY SUCCESSFUL SELF-MANAGEMENT". To the right of the logo are three circular icons with corresponding text: a calendar icon for "Meet Me & My Trackers", a magnifying glass icon for "Explore More", and a computer monitor icon for "Forum".

Ask Nikki



Maybe one day we'll get a letter like this

- “My 22 year old multiply disabled technology dependent daughter transitioned successfully from a pediatric practice last year. This was an emotional and traumatic change for me, her mother. I was grateful to be referred to Dr. X. She had a pediatric and internal medicine background she made the proper referrals ... and counseled us ...

-I am impressed with the time spent with us at appointments and the fact that she answers all of my questions, and some I never even thought to ask! I now refer other parents in the transition process to Dr. X in hopes that they may also experience a successful transition in their primary health care provider.”



Thank You

Deep Thought

by Tiffany Vargas
age 14

2015 Grand Prize for
Teen Portrait Competition
National Portrait Gallery
Smithsonian Institution

Emerging into Adulthood: Strategies and Supports for Clients with Autism

**Presentation for UCare
December 8th, 2021**

Heidi Burch, Program Manager for Career Planning & Employment

Jessica Enneking, MA, LMFT

Ruth Swartwood, PhD, LP

Fraser Agenda

- Overview of autistic emergent adults
- Introduction to domains associated with transitioning into adulthood
- Summary of feedback from families and individuals in this life stage
- Diagnosis, Therapy, and Supports
- Talking to families and individuals about autism and adulthood
- Resources and further reading

Fraser Objectives

1. Define Autism using both a medical and a social model of disability
2. Overview transition for the Neurodiverse population
3. Why transition support is essential: Outcomes
4. Identify transition support factors that improve outcomes for individuals
5. Learn community referral sources and techniques for supporting neurodiverse youth with transition between pediatric service models and adult service models

About Fraser

Fraser is Minnesota's largest and most experienced provider of autism and early childhood mental health services. Fraser serves children and adults through healthcare, housing, education and employment

7 Clinics in the Twin Cities Metro Area

Group homes, Independent Living, Supervised Living

Outpatient Therapy

Intensive Therapy (Day Treatment and ABA)

Psychological Evaluations

Case Management

Career and Life coaching

Overview

“IF THE SYSTEM IS SO CONFUSING WE CAN’T UNDERSTAND IT, HOW DO WE EXPECT YOUTH AND YOUNG ADULTS TO FIGURE IT OUT?”

-HENNEPIN COUNTY RESIDENT (QUILLAN ET AL., 2018)

Emerging Adults: Navigating the Transition

“The transition from adolescence to adulthood has been shown to be a time of amplified risk for individuals with autism spectrum disorders [...] Results indicated significant declines in the level of independence and engagement in vocational/educational activities over the study period.” (Taylor, Center, & Mailick, 2014)

Between the ages of 18 and 21, individuals with ASD lose:

- Valuable social services
- A chance to interact with peers
- A routine, expectations, and a schedule
- Traction with regarding to finding meaningful and sustainable employment
- Eligibility for pediatric health care services (OT, ST, PT, certain types of therapy)

And what’s worse, these are relatively uncharted waters:

- “...About the transition out of pediatric care, we really know next to nothing,”

-Julie Lounds Taylor, Assistant Professor of Pediatrics and of Special Education, Vanderbilt University

Autism Spectrum Disorder

Social Communication and Interaction

- Differences in social-emotional reciprocity
- Differences in nonverbal communicative behaviors used for social interaction
- Differences in developing, maintaining, and understanding relationships
- **All three differences are required**

Repetitive and Restricted Behaviors, Interests, or Movements

- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behaviors
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment
- **Two out of Four are required**

Developmental History

- Symptoms occur early in a child's developmental period (ASD is a neurodevelopmental disorder)
- Sometimes these symptoms are not apparent until social demands exceed limited capacities

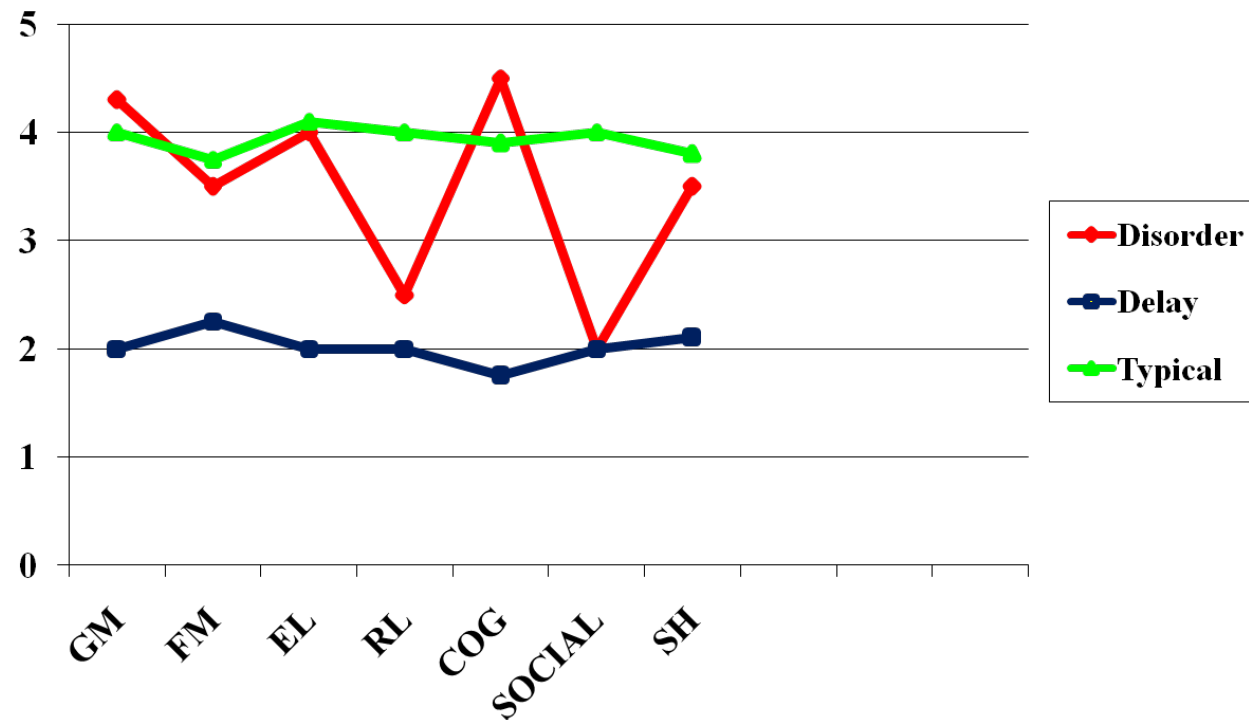
A note about language:
First Person (Person with Autism)
Person First (Autistic Person)

With or Without Language Delay

With or Without Intellectual Impairment

Level 1: Requiring Support
Level 2: Requiring Substantial Support
Level 3: Requiring Very Substantial Support

Developmental Profiles



What the “Spectrum” means

Actually bunch of little spectrums, reflecting *skill scatter*

<-----Motor----->

<-----Cognition----->

<-----Speech and Language----->

<-----Socialization----->

<-----Adaptive/Self-Help----->

<-----Executive Functions----->

<-----Splinter Skills----->

Outcomes for Adults with ASD

50,000 New Adults with ASD every year
(Shattuck, 2012)

Career and Employment

- 60% of adults with ASD do not transition into employment or higher education (NAIR, 2015)
- Supported employment increases successful work outcomes and quality of life (Osborne & Reed, 2009)

Mental Health and Wellbeing

- Among adults with disabilities, adults with autism are the most socially disconnected (NAIR, 2015)
- High rate of service disengagement as young adults age
- Targeted therapy improves communication and social satisfaction

Physical Health

- Many youth aren't prepared to navigate the adult medical system and don't have supports in place to help (Newacheck et al., 2009)
- Research has identified strategies that can alleviate this stress for individual with ASD

Financial

- The need for multidisciplinary behavioral and pediatric services does not end at 18 or 21, but funding often does
- Families and adults must navigate the cost of healthcare and supplemental therapies



Mental Health

Autistic Clients*:

- Have higher rates of co-occurring conditions
 - Mood
 - Neurodevelopmental
 - Serious and Complex
- Are more likely to experience abuse from caregivers
- Are three times as likely to attempt suicide, compared to the general population
- Have higher rates of gender expansiveness and more fluid sexual orientations
- Are less successful than general population in obtaining employment, completing higher education, and creating a supportive social network

Effective, quality mental health interventions are **essential** for autistic clients in this stage of life

*Kloves, 2021

Fraser Housing Options

Fraser's Independent Living:

- One-bedroom apartments for adults with developmental disabilities or related conditions.
- Each tenant receives a rent subsidy from HUD and pays 30% of their adjusted gross income in rent to Fraser.
- Many adults living in the apartments receive formal services, often from a provider other than Fraser.

Fraser's Supportive Living:

- Adult is on the lease and pays their own rent; Fraser has staff apartment and provides intermittent support as needed.
- Designed to meet the needs of adults with developmental disability waiver funding who want to live more independently in the community and require less support than a typical group home but are not yet ready to live independently.
- Supportive Living services funded through the DD waiver and CADI waiver are provided daily except for M-F from 9am – 2pm.

Fraser's Supervised Living:

- Traditionally referred to as Group Homes
- Funded through county and waiver funds
- 4 clients per home; each has their own bedroom

Fraser Housing Questions/Referrals:

- Contact Fraser Housing Intake: 612-767-5180 or communitysupports@fraser.org



Housing Options: Many and Varied

Additional Community Housing Options

- Housing options vary across providers

Additional Considerations

- Funding Sources for Housing
- Roommates
- Transportation
- Independent Living Skills Necessary to be Successful

For More Information:

- [HB101 Minnesota – Home](#)
- [Housing Access Services and Housing Stabilization Services - The Arc Minnesota](#)

Career, Education, and Employment

- Education (post-secondary) - self-advocacy
- Employment First E1MN – partnership between state agencies (MDE, DHS and DEED)
- Competitive Integrated Employment – job with a community employer making competitive wages
- Vocational rehabilitation- state agency that helps individuals prepare for, find and keep a job
- Transition services – begin with school district
- Skills development focused on interests
- Benefits analysis: SSI, SSDI, income-based MA, Able accounts, MA-EPD
- Transportation considerations

What helps

The Right Diagnosis

- Updating autism diagnoses around 18 years old
 - Assessing for co-occurring diagnoses
 - Assessing for cognitive and adaptive functioning
 - Documentation for a variety of purposes:
 - SSI, housing applications, waiver applications, college/employment accommodations
- Girls and women
 - Less traditional symptoms
 - Histories of misdiagnosis
 - Masking and camouflaging

The Right Therapies

- Individual Therapy
- Group Therapies
 - Topical
 - Process and Self-reflection
- Family Therapy
- Day Treatment
- Adult Rehabilitative Mental Health Services (ARMHS)
- Rehabilitative Therapies: Speech, Occupational, Physical, and Feeding
 - Benefits
 - Challenges

The Right Supports

- Professional Supports
 - Career and Education
 - Career Planning Services
 - College and Employment Accommodations
 - Vocational Rehabilitation
 - Sensory Processing Planning and Supports
 - Creating the right environment
 - Communication and advocacy about environmental needs
 - Advocacy
 - Pacer, Autism Women's Network (AWN), etc.
 - Articulate and express needs, concerns, and plans
- County Supports
 - ILS
 - Waivers
 - PCAs

The Right Plan

- Transition to Adulthood Plan through On-TRAC at Fraser
 - Achievable goals
 - Accessible resources
 - Appropriate timelines
 - Ongoing support
- Creating Treatment Teams
 - Who's on the team?
 - Are they communicating?
 - Can the client access their team when needed?
 - Are releases of information signed?

Joy and Quality of Life

- What does a life well-lived look like for **this** individual?
- Avoid encouraging neurotypical life scripts
- Encourage individuals to identify values, interests, and skills
 - What is important to me?
 - What do I like to do?
 - What am I good at?
 - Can I fill my days with some tasks that tick all three of these boxes?
- Recreation is a skill
 - May need support with starting, keeping, and understanding strategies for finding joy or pleasure
 - E.g.: “I like animals! I want to work with animals, but I can’t handle the smell of animal excrement. How do I spend time with animals and enjoy them?”
 - Occupational therapy: can support with olfactory tolerance
 - Career Planning: can support with identifying paid or volunteer opportunities

Feedback

"It's helpful to have people to talk about "this type of stuff" due to not receiving this type of support from (my) family."

"I like how (I was) asked about strengths and weaknesses."

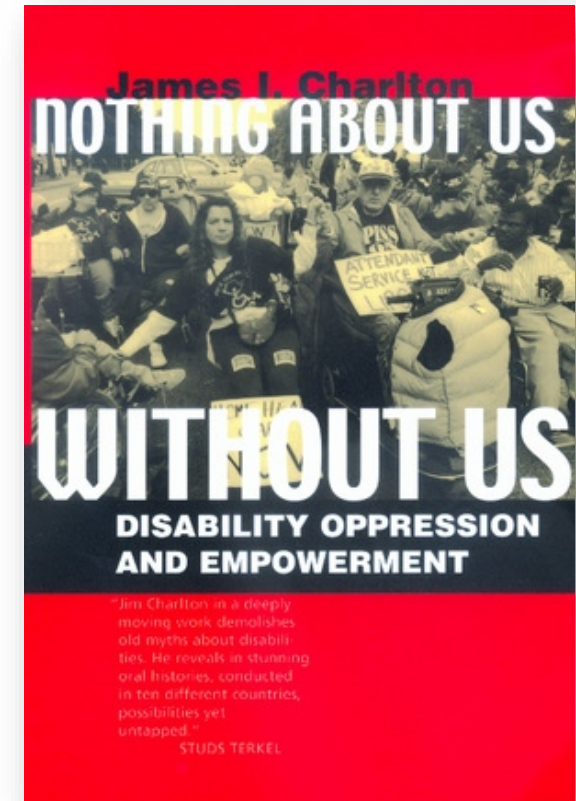
"I'm floored at the amount of support On TRAC has provided"

"It has been useful to the extent of vocalizing my ideas out loud to someone else."

"It helps so much to have you checking in on us."

Talking to Clients and Families

- What to **change** versus what to **accommodate**?
- Our goal is not to make autism go away
- What may cause ASD and what does not
- Strongly encouraging family therapy, or parent guidance, to process and understand ASD
- Talking with rather than talking to
 - “Nothing about me without me”



Resources and Referrals from Fraser

- [Postsecondary Education - National Parent Center on Transition and Employment](#)
- [Center for Excellence in Supported Decision Making](#)
- [DB101 - Getting Experience for Employment](#)
- [State of MN Vocational Rehab Directory](#)
- [HB101 Minnesota - Home](#)
- [Arc Guide to MNChoices Assessment - The Arc Minnesota](#)
- [DB101 Minnesota - Medical Assistance for Employed Persons with Disabilities \(MA-EPD\): The Basics](#)
- [Pro Bono Outreach | FPA of Minnesota \(fpamn.org\)](#)
- [Sex Ed | Organization for Autism Research \(researchautism.org\)](#)
- [The Youthhood - Where teens prepare for life after high school](#)
- [Metropolitan Center for Independent Living \(MCIL\) - Removing Barriers, Promoting Choices \(mcil-mn.org\)](#)

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Living Your Best Life

“Know me for my abilities, not my disability.” Robert M. Hensel

Objectives for Supporting Young Adults with Disabilities

1

Provide examples of how to support a healthy life for young adults with disabilities.

2

Provide useful contextual information for creating an inclusive community.

3

Encourage collaboration and growth.

4

Provide helpful resources and tips.

- *Presentations are intended for educational purposes only and do not replace independent professional judgment. Statements of fact and opinions expressed are those of the participants individually and, unless expressly stated to the contrary, are not the opinion or position of the Dakota County CTIC, members of the collaborative or Dakota County Social Services and these entities do not endorse or approve, and assumes no responsibility for, the content, accuracy or completeness of the information presented.*

DISCLAIMER

Dakota County Community Transition Interagency Committee (CTIC)

Mission: To promote effective transition services through community collaboration for youth that will prepare them for adult life.

- Housing
- Employment
- Transportation
- Physical and Emotional Wellbeing and Safety
- Recreation/Leisure
- Post Secondary Education



Americans with Disabilities Act (ADA)

The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities:

- Intellectual
- Hearing impairments (including deafness)
- Speech or language impairments
- Visual impairments (including blindness)
- Orthopedic impairments
- Autism
- Traumatic Brain Injury (TBI)
- Other health impairments or special learning disabilities

Federal and State Laws/Guidelines

Minnesota Olmstead Plan

- Provide opportunities to live, work and be served in an integrated setting.

Workforce Innovation and Opportunity Act (WIOA)

- A federal law authorizing funding for workforce development activities.

Person-Centered, Informed Choice and Transition Protocol

- Specifies The Department of Human Services' (DHS) expectations regarding person-centered practices with lead agencies, which includes counties, tribes and **health plans.**

Positive Supports Rule: *The purpose of the rule is to improve the quality of life for people, including children, who receive DHS-licensed services. It requires service providers to use person-centered principles and positive support strategies for people to whom the rule applies.*

Transitional Planning



Prior to 9th grade, the Individualized Education Plan (IEP) of a student with a disability focuses educational and functional needs.

➤ **16+ IEP includes planning to transition from high school to postsecondary life:**

- Employment
- Postsecondary education and training
- Independent living (when appropriate)-including recreation and leisure, community participation, and home living

➤ **Public school transition ends:**

- Graduation with a high school diploma
- **Aging out of special education system (MN-July 1 after 21 years old)**
- Dropping out

Turning 18

1. **Age of Majority**-Legal age established under state law in which an individual is no longer considered a minor.
2. **Supported Decision Making Agreement**-Document to help someone make their own decisions.
3. **Power of Attorney (POA)**-Document allows someone to appoint a person to manager their property, financial, or medical affairs if they become unable.
4. **Guardianship**-The legal court process that takes away certain rights.
 - Petitioners must prove why less restrictive options are not enough to support someone.
 - Time limited Guardianship-People with disabilities who are 30 years old or younger must have time limited guardianships of no more than 72 months.
 - Power limited Guardianship-Individual can pick and choose the powers of guardianship needed.
5. **Conservatorship**-Legal process removes a person's ability to manage their money and estate.

Turning 18-Other Considerations

- **Self Advocacy-**[Disability Hub MN](#) can help direct young adults to self-advocacy education
- **Transportation-**[Metro Transit](#)
- **Relationships and Healthy Sexuality-**[Lutheran Social Service of Minnesota](#); [Mad Hatter Wellness](#)
- [Traitify](#)-A visual Personality Assessment tool
- **Social activities:**
 - **Activities-**[Valley Friendship Club](#)
 - **Community Education-**[River Valley Project Explore](#)
 - [Special Olympics Fit 5](#); [Lions United Fitness Center](#)
 - [Achieving Dreams](#)-Earn funding for organized activities

Postsecondary Planning Examples

- [The ADA, Section 504 & Postsecondary Education](#)-IEP stops after high school.
- [MICC](#)-Independent living skills, social and emotional learning, career skills and employment, and healthy living.
- [Bethel BUILD Program](#)-Educational experience for students with intellectual disabilities.
- [Vocational Rehabilitation Services \(VRS\)](#)-Services start in high school to start planning for life following graduation.
- [Day Support Services \(DSS\)](#)-Individualized services offering community -based training and support.



Disability Supports for Young Adults-A guide to help Dakota County young adults identify employment, post-secondary, alternative options, and community resources.

- Created by Dakota County CTIC members (including input from UCare)
- Education, employment, transportation and other helpful resources to support post high school students with disabilities

Success Story-Employment Support

A provider was working with a client who was let go once her employer realized that she could not read, which she disclosed in the interview prior to the job offering.

- **How did CTIC help?**
 - **STAR** presented at CTIC and provided a demo of technology assistance.
 - They were able to secure a device to help her read.
 - Client and worker did not previously know about STAR.
 - Client never knew there was equipment to support her reading.
 - She initially cried and stated, “This could change my life.”

Success Story-Partnerships

[River Valley Project Explore \(Project Explore\)](#) -Partnered with the library to fund [Cow Tipping Press](#).

- Project Explore connected with UCare and learned that individuals with disabilities who have [UCare Connect Special Needs BasicCare program \(SNBC\)](#) can receive funding toward their Community Ed activities.
- As a result, Project Explore:
 - Went from knowing 2 people with SNBC to 38 eligible individuals
 - Learned the benefits SNBC offers through Community Ed.
 - Can inform SNBC recipients that they can receive \$15 off all activities through their programming



Examples of Resources in Dakota County

[Dakota County Children's Mental Health Brochure](#)

[Dakota County Disability Supports for Young Adults](#)

[Mental Health Resource Directory for Children and Youth in Dakota County](#)

[Vitals Aware Services](#)

[Fast-Tracker](#)-Statewide Mental Health Resources

[Fast-Tracker](#)-Link to Substance Use Disorder Resource

Crisis Text Line: Text 'MN' to 741741


Person-Centered Planning

*Person-centered planning is about finding out what's important **to** and **for** a person with a disability and making sure they get to make decisions about their education, their job, or where they live.

- What is important **to** each individual person?
 - Keep things the same
 - Visiting new places
 - Privacy
 - Learning new things
- What is important **for** each individual person?
 - Safety
 - Saving money
 - Health



Person Centered Planning Should:



**What are you
good at?**

**What are your
goals?**

Include Motivational Interviewing (MI)-An evidence-based approach to behavior change.

- Start with listening
- Ask open-ended questions
- Respect choices
- Be affirming
- Utilize reflective listening
- Summarize

Resources to Help with Person Centered Planning

- [Disability Hub MN](#)

- Inquire about [Charting the LifeCourse.](#)
 - Problem solving
 - Develop goals
 - Designed for individuals and families



- State partners working with Minnesota Olmstead Plan goals
 - [Department of Human Services \(DHS\)](#)
 - [Department of Employment and Economic Development \(DEED\)](#)
 - [Department of Education \(MDE\)](#)
 - [Department of Administration \(ADM\)](#)

County Services

- **MNChoices Assessment**-Assists individuals who need long-term services and support.
 - Waiver funding to assist individuals in staying in their home
 - Grants can help pay for support services
 - Case management can help oversee services and connect to resources
- **State Medical Review Team (SMRT)**-Determines eligibility for Medical Assistance (MA) due to disability.



Integrated Care



Create or join a multiagency team

Create a shared community plan

Include family and other support

Network and share knowledge

CTIC is Collaborative

- Identifies current services, programs, and funding sources
- Facilitates the development of multi-agency teams
- Exchanges information and knowledge from learned experience
- Hosts events to support and network:
 - Reality Store
 - South of the River Resource Fair for People with Disabilities



Why and How?

Why?

Institute for Educational Leadership (IEL) 2020 Youth Transition Report

MN 2018 data shows:

- Approximately 26.8% of young adults with disabilities enroll in college compared to 43.8% without a disability.
- 38.5% of young adults with disabilities are employed compared to 54% without disabilities.

How?

- Provide proactive and independent skill activities at a younger age.
- Work with the family to set up independent opportunities within the home.
- Social activities and hobbies are important.
- Texting is acceptable communication.



Get Involved and Show Support

- Schedule tours for care coordinators
- Schedule guest presenters for unit meetings
- Join local committees/CTIC
- Create community events
- Host advisory groups that are driven by young adults with disabilities
- Pay them stipend for their opinion and help with planning
- Create community conversation opportunities



Local CTIC List



Support and Tips



- Fidgets-When working with youth, always have fidget options
 - It is best if you can offer for the youth to keep the fidget
- Adult coloring books
- Weighted blankets
- Have copies of support guides with you or bookmarked
- Use or offer assisted technology and support for day-day life.
 - [A System of Technology Assisting Life \(STAR\)](#)
 - [Simon Technology Center \(PACER\)](#)
 - [SafeinHome](#)

Resources

[211 United Way](#)-24/7 MN resources and Information.

[ABLE Accounts](#)-Tax-advantaged savings for individuals with disabilities (onset before 26 years).

[Autism Society of MN \(AuSM\)](#)- Advocacy, education, support, collaboration, and community building

[Como Park Zoo & Conservatory](#)- Sensory friendly activities.

[Dakota County Library](#)-Check local libraries for accessibility services.

[Dakota County Community Transition Interagency Committee \(CTIC\)](#)-Promoting transition services through community collaboration.

[Disability Benefits 101](#)-Benefits planning tool.

[E1MN](#)-Partnership to advance [Employment First](#) outcomes for youth and adults with disabilities.

Resources



[Fraser](#)-Largest provider of autism and early childhood mental health.

[Hidden Disabilities Sunflower Program-MSP Airport](#)-Sunflower printed lanyards that identify a disability that may not be readily apparent.

[Joshin](#)-Connects families and care providers through a tailored experience.

[Lutheran Social Services](#)-Variety of community services.

[Minnesota Center for Independent Living \(MCIL\)](#)-Support to help individuals with disabilities live their most independent lives.

[MN Dept. of Human Services Program Overviews](#)

[National Alliance on Mental Illness \(nami\)](#)- Provides education, support and advocacy to individuals with mental illness, their families, professionals and the community.

[Navigating MSP Programs](#)-Monthly practice runs at the MSP Airport to ease anxiety of flying.

Resources

Open Door Pantry –Food support in the community, including pop-up sites.

PACER Center-Provides resources, education and support for children, youth and young adults with disabilities and their families.

Rumi-Disability roommate matching service.

The Arc MN-Protects and supports the human rights of individuals with intellectual and developmental disabilities.

Think College-National resources for students with intellectual disabilities and their families to explore post-high school opportunities.



Last Minute Thoughts...

Don't assume someone else is providing the information.

Clients with disabilities may or may not be open for adult services.

Services are typically voluntary.

Adults with disabilities who meet financial eligibility can qualify for various care waivers to help fund some of their supply and care needs (ex. Adult briefs, lift chair).

There are benefits to reaching out to the County.

Always Remember Safety and Mandated Reporting

Staff safety

- Can check **MN Trial Court Public Access (MPA)** to see if anyone in the home has a criminal record (when doing home visits).

Understand mandated reporter laws and requirements

- Vulnerable Minors and Adults
- **Mandated Reporter** –DHS Information and video training
- Can work with local Social Services Department to see if they offer training

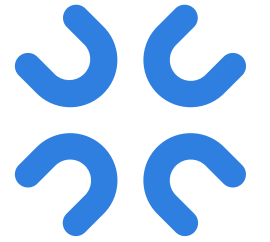
Questions?

Andrea Grossman

Andrea.Grossman@co.Dakota.mn.us

952.891.7328





Time for questions

Dr. Scal

1. What role will families of special needs youths need to embrace with the national caregiver shortage?
2. Since patients in this group are often unable to express their needs to others, what are some ways to make their plan of care patient centered to meet their specific needs?
3. Do you have tips and information on engagement strategies
4. Can you touch on Velo-Cardio-Facial Syndrome (VCFS) psychiatric disorders, the age that symptoms begin to present, and resources/supports available for adolescents/teens.
5. How can we offer support to families/children during this important developmental time in life?

Andrea Grossman:

1. What trends are you seeing in housing in the current employment climate?
2. Other than Medicaid-funded waiver programs, what alternate funding options exist for supporting young adults gain independent living skills? Or are there statewide agencies/programs that offer this support at no cost to individuals/families, regardless of income?
3. Is Vocational Rehab still available to assist with securing a job/job skills?
4. Please share places & helpful websites for independent living skills services.
5. Will you talk more about the programs you've developed, and is there information that will be passed on after this event so that we can access these community supports?
6. Does Dakota County have any partnerships with community agencies to assist clients with transportation needs?

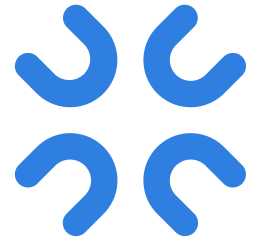
Fraser

1. What is the employment prospective for higher functioning autistic youths?
2. Do you still have the toddler program for PDD/autism and the accompanying parent classes? I have a child who went through Fraser starting as a toddler and the parent time with psychologists, social workers, support staff was invaluable.
3. Lack of community resources in rural areas is often a problem. Has telehealth for mental health/ psychotherapy been tried or found effective for patients with autism?
4. How to access these services in rural areas of MN? Are services only available to metro or near metro individuals?
5. Does Fraser only deal with autism or other mental health as well? If so, which?
6. What/where are some community resources for adults who are part of the neurodiverse population? It has been extremely difficult to find supports for adults.

Questions for all

1. How do you help someone who has severe anxiety issues, RAD, ODD, OCD, and ADHD become more independent and responsible in remembering meds and what is needed to know for appts? How do you go about setting up services once a teen is 18 years old and supposed to be moving on into the working world and being independent. At what point are they considered disabled?
2. What importance is placed on support of parents to navigate having a child with a disability. Fraser did a wonderful job in the late 90's. Is there a way for "experienced" parents to help those with initial diagnosis? I have helped a number of people by chance and would like to be a resource.
3. Interested in finding out more about rural/outstate employment options and supports for these individuals.
4. Do you recommend having guardianship in place when a child transitions into adulthood, and if so, what are the steps a person can take?

Thanks for attending!



- Email will follow with CEU certificate, survey and presentation
- Watch for future CEU programs in 2022
- Questions about UCare Special needs plans?



Call us

Speak to a UCare licensed agent today, call 1-800-707-1711



Email us

snpsales@ucare.org



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