



TEXAS
Health and Human
Services

**Texas Department of State
Health Services**

Transition to Adulthood Learning Collaborative (TALC)

3rd Quarter Meeting, FY21

May 12, 2021

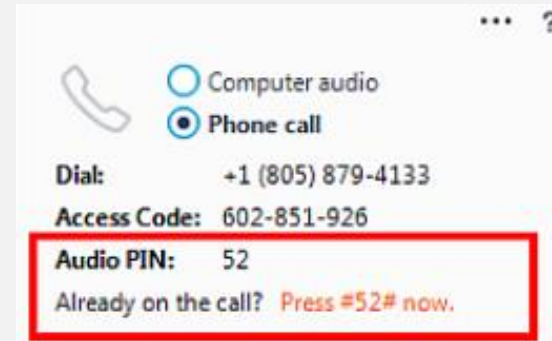


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Housekeeping 1 of 2

- All lines are in listen only mode
 - To speak, click the [RAISE HAND](#) icon and we'll unmute your line
- If your computer does not have a mic, please use the phone for audio (phone is preferred)
 - Dial the [AUDIO PIN](#) to enable audio
- Use the [QUESTION BOX](#) to:
 - Communicate with us
 - Ask the speaker a question
 - Get help with technical difficulties
- Agenda and PDF of slides are in the [HANDOUTS](#) section
- Today's call will be recorded and posted on our website at <https://bit.ly/2Kc1tke>



Housekeeping 2 of 2

To be added to the Transition to Adulthood Learning Collaborative and receive invitations to future meetings, please email

Ivy Goldstein at ivy.goldstein@dshs.texas.gov

Agenda

- Presentation “*Vocational Rehabilitation: What it is and How it Serves People with Disabilities*”
- CAHB/CSHCN Systems Development Group Updates
- Upcoming Events & Webinars
- TALC Member Updates & Events
- Resources & Publications
- Next Meeting Date & Adjourn

Vocational Rehabilitation: What it is and How it Serves People with Disabilities

Jennifer Hines, M.Ed., BCBA, LBA

Board Certified and Licensed Behavior Analyst

State Neurodevelopmental Program Specialist

Autism/ADHS/Learning/Intellectual Disorders

Texas Workforce Commission – Vocational Rehabilitation Division





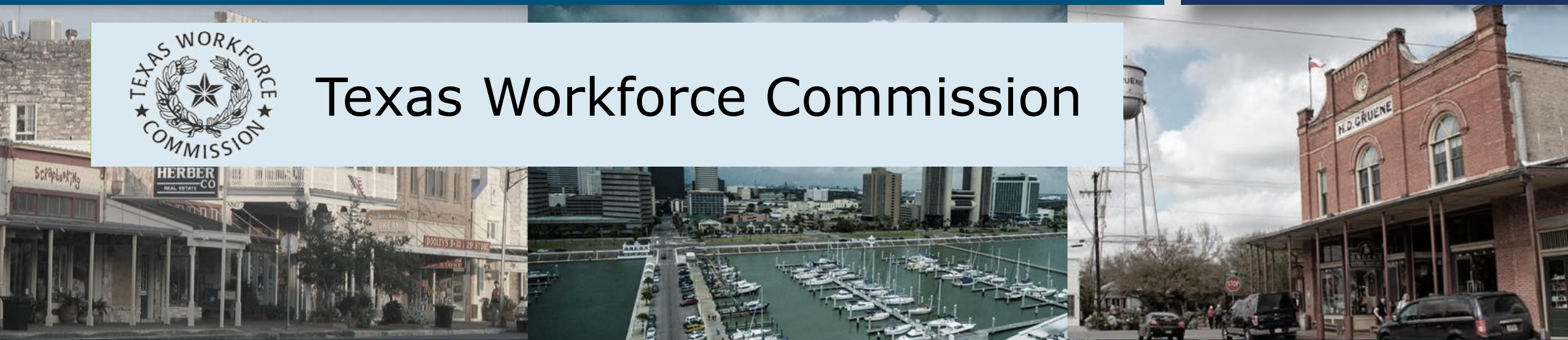
VOCATIONAL REHABILITATION: WHAT IT IS AND HOW IT SERVES PEOPLE WITH DISABILITIES

Presenter: Jennifer Hines

May 12, 2021



Texas Workforce Commission



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Type: 1560 2324

Tell us!



VOCATIONAL REHABILITATION IN TEXAS

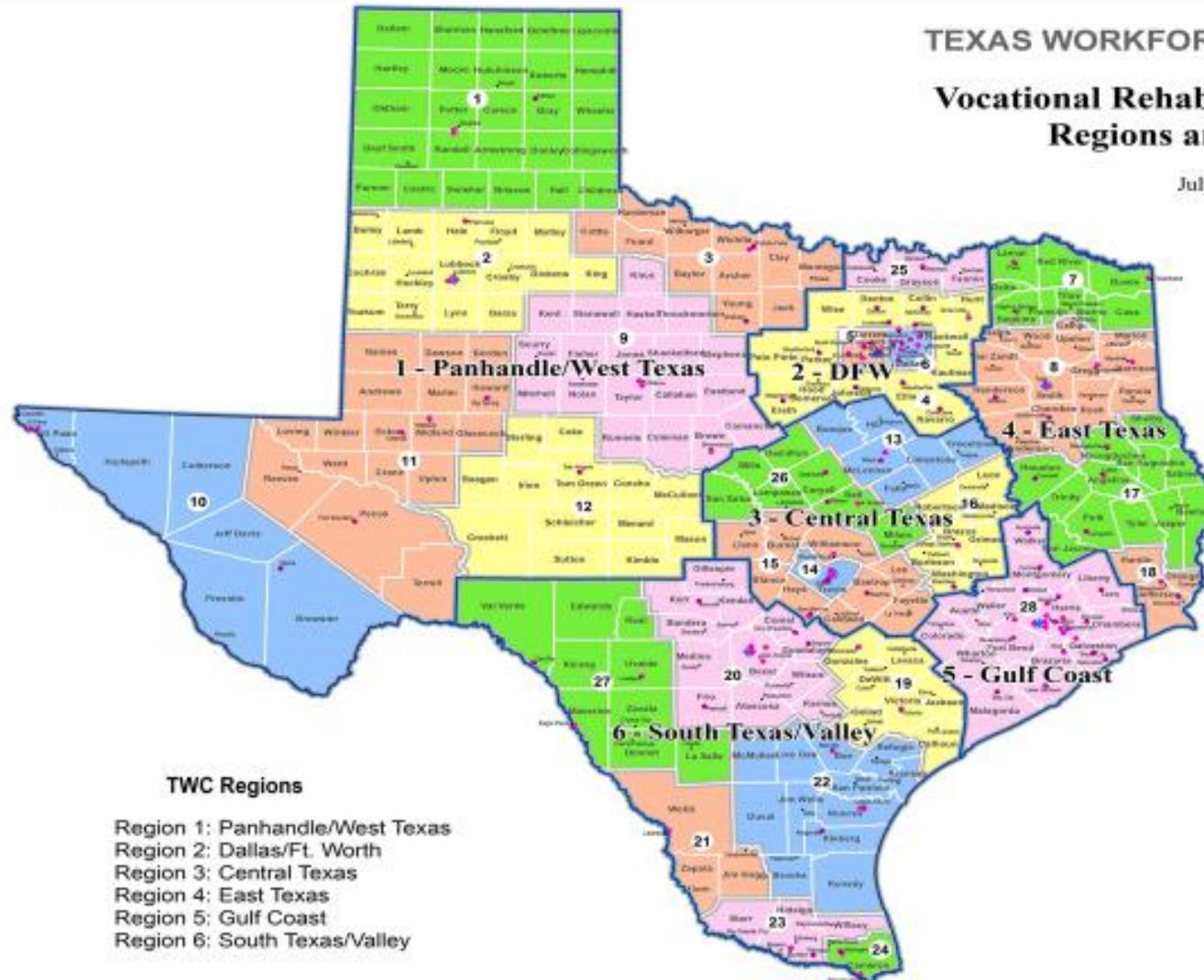
- There are approx. 700 VR Counselors
- Serves approx. 75,000-80,000 consumers per year
- VR has over 120 field offices located across the state



TEXAS WORKFORCE COMMISSION

Vocational Rehabilitation Division Regions and Offices

July 2017



- City
- VR Field Office
- VR Regional Office
- TWC Region
- LWDA (with color)
- County

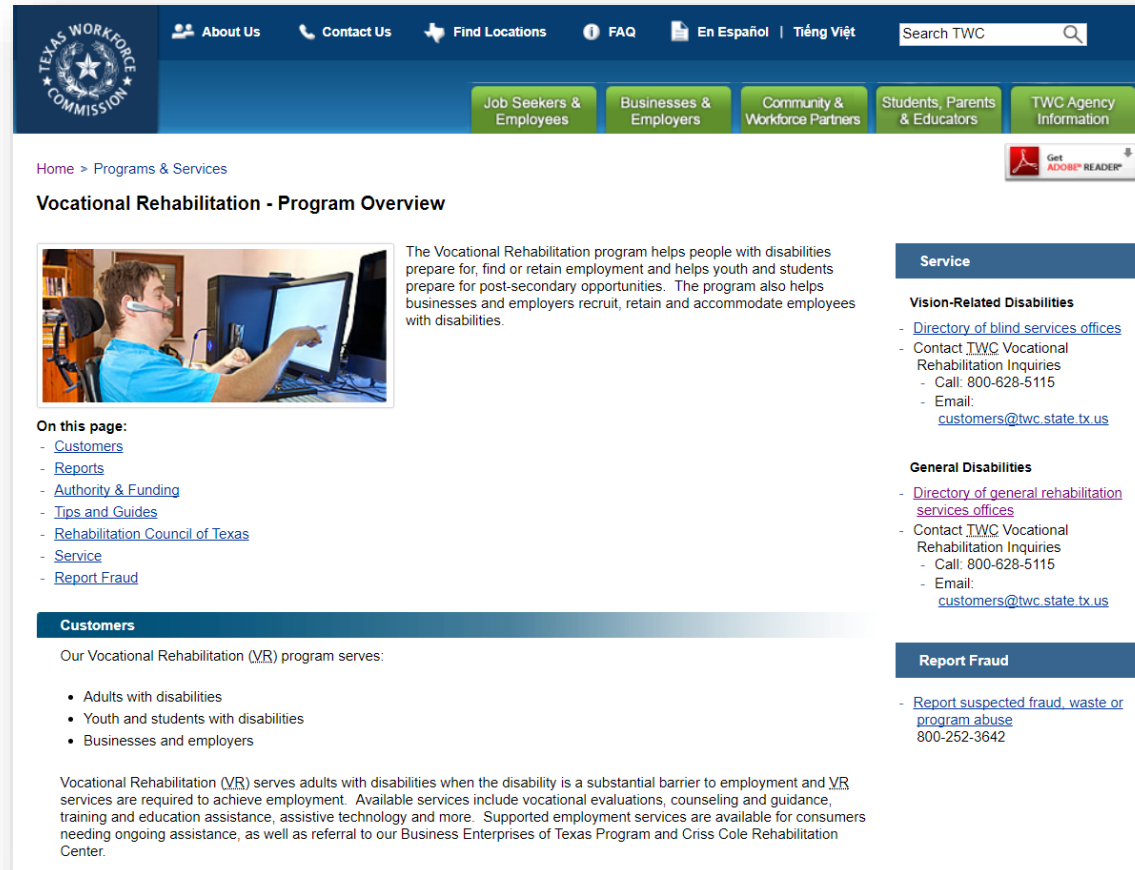
Local Workforce Development Areas

- | | |
|-----------------------|----------------------------|
| 1 Panhandle | 15 Rural Capital |
| 2 South Plains | 16 Brazos Valley |
| 3 North Texas | 17 Deep East Texas |
| 4 North Central Texas | 18 Southeast Texas |
| 5 Tarrant County | 19 Golden Crescent |
| 6 Greater Dallas | 20 Alamo |
| 7 Northeast Texas | 21 South Texas |
| 8 East Texas | 22 Coastal Bend |
| 9 West Central Texas | 23 Lower Rio Grande Valley |
| 10 Borderplex | 24 Cameron County |
| 11 Permian Basin | 25 Texoma |
| 12 Concho Valley | 26 Central Texas |
| 13 Heart of Texas | 27 Middle Rio Grande |
| 14 Capital Area | 28 Gulf Coast |

TWC Regions

- Region 1: Panhandle/West Texas
- Region 2: Dallas/Ft. Worth
- Region 3: Central Texas
- Region 4: East Texas
- Region 5: Gulf Coast
- Region 6: South Texas/Valley


HOW TO FIND A VR OFFICE NEAR YOU



The screenshot shows the Texas Workforce Commission website. The header includes the TWC logo, navigation links (About Us, Contact Us, Find Locations, FAQ, En Español, Tiếng Việt), and a search bar. Below the header are five menu items: Job Seekers & Employees, Businesses & Employers, Community & Workforce Partners, Students, Parents & Educators, and TWC Agency Information. The main content area is titled "Vocational Rehabilitation - Program Overview" and features a photo of a person using a computer. To the right of the photo is a paragraph describing the program. Below the photo is a list of links under "On this page:". On the right side of the page, there are three sections: "Service" with links for Vision-Related Disabilities and General Disabilities, and "Report Fraud" with a link for reporting suspected fraud.

Home > Programs & Services

Vocational Rehabilitation - Program Overview



The Vocational Rehabilitation program helps people with disabilities prepare for, find or retain employment and helps youth and students prepare for post-secondary opportunities. The program also helps businesses and employers recruit, retain and accommodate employees with disabilities.

On this page:

- [Customers](#)
- [Reports](#)
- [Authority & Funding](#)
- [Tips and Guides](#)
- [Rehabilitation Council of Texas](#)
- [Service](#)
- [Report Fraud](#)

Customers

Our Vocational Rehabilitation (VR) program serves:

- Adults with disabilities
- Youth and students with disabilities
- Businesses and employers

Vocational Rehabilitation (VR) serves adults with disabilities when the disability is a substantial barrier to employment and VR services are required to achieve employment. Available services include vocational evaluations, counseling and guidance, training and education assistance, assistive technology and more. Supported employment services are available for consumers needing ongoing assistance, as well as referral to our Business Enterprises of Texas Program and Criss Cole Rehabilitation Center.

Service

Vision-Related Disabilities

- [Directory of blind services offices](#)
- Contact TWC Vocational Rehabilitation Inquiries
 - Call: 800-628-5115
 - Email: customers@twc.state.tx.us

General Disabilities

- [Directory of general rehabilitation services offices](#)
- Contact TWC Vocational Rehabilitation Inquiries
 - Call: 800-628-5115
 - Email: customers@twc.state.tx.us

Report Fraud

- [Report suspected fraud, waste or program abuse](#)
800-252-3642

Directory for VR Offices

For students 14-22,
Check with their High school for
the assigned VR Counselor

PURPOSE OF VOCATIONAL REHABILITATION




- **Remove a barrier** to obtaining and/or maintaining employment for an individual with a disability.

VOCATIONAL REHABILITATION: THE BASICS



- Starts serving at **14 years old**
- **Transition aged students** (14-22 yrs.) are the largest age population
- **Neurodevelopmental disorders** are the largest disability population
- However, **serves many more disabilities:** blind/low vision, deaf/hard of hearing, medical and physical conditions, mental health, traumatic brain and spinal cord injury
- Time **limited** service
- **Eligibility** criteria
- Can be accessed throughout the **individual's lifetime**

VR PROCESS

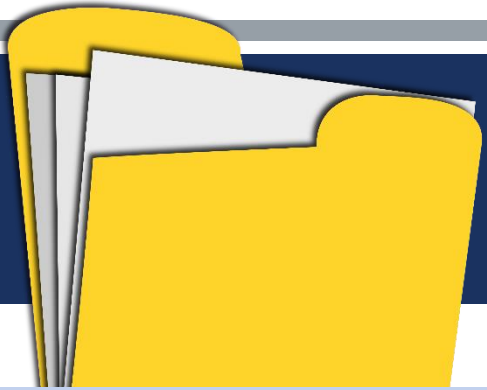
1. Application
 2. Eligibility
 3. Assessing and Planning
 4. Individual Plan of Employment
 5. Services
 6. Employment
- 

VR PROCESS: APPLICATION

- Customers can apply by **calling** their local office
- Their **basic information** will be taken by the VR counselor on duty
- Will be contacted to set up **initial appointment**
- Counselor will advise customer on **what is needed** at this appointment

(ID, financial information, prior evaluations etc..)

Reminder: if you have a **student in High School**, contact the school to find out the VR Counselor assigned to their school.



Contact TWC Vocational
Rehabilitation Inquiries

Call: 512-936-6400

Email: [vr.office.locator@twc.
state.tx.us](mailto:vr.office.locator@twc.state.tx.us)

VR PROCESS: ELIGIBILITY

Determined by the VR Counselor



1. A physical or mental **impairment**
2. The impairment must constitute a substantial **impediment to employment**;
3. The individual **must require VR services** to prepare for, enter, engage in or retain gainful employment consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice and
4. The individual must be **capable of achieving an employment outcome**

VR PROCESS: ASSESSING AND PLANNING

- School records, IEP
- Psychological
- Medical Evaluation
- Vocational Evaluation
- Interviews with pertinent people in customer's life



VR PROCESS: INDIVIDUAL PLAN OF EMPLOYMENT

- **Identifies barriers** present and the plan on how to remove them
- Plan that outlines how to help the customer **achieve their employment goal**
- Will **list services** needed to achieve this



VR PROCESS: SERVICES

Services are the key to **removing the identified barrier/s!**

They are individualistic and might include:

- Career guidance and counseling
- Psychological, vocational or medical evaluations
- Therapy: psychological, behavioral, physical, speech, occupational
- Medical equipment like hearing aid or wheelchair
- Work experiences, internships, summer paid employment
- College or technical training assistance
- Job development and placement services

Program Operations
Program Policy & Support
Assistive and Rehabilitation Technology
Blind & Visual Impairment Services
Business Enterprises of Texas
Business Services
Criss Cole Rehabilitation Center
Deaf & Hard of Hearing Services
Employment Services and Work Readiness
Independent Living Services-OIB
Medical Services
Neurodevelopmental Services
Psychological Services
Quality Assurance and Quality Improvement
SSI/SSDI
Substance Use Disorders
Transition Services for Students and Youth with Disabilities
Veterans with Disabilities
Vocational Rehabilitation Teacher
Language Services Guide
ReHabWorks/TxROCS

FUNDING FOR SERVICES

- Payer of resort (i.e. insurance, medicaid, medicaid waivers, financial aide)
- Some services will look at the customer's **BLR** (Basic Living Requirements) and will require payment participation
- However, some services BLR is not concerned (i.e. diagnostics before eligibility, employment services)

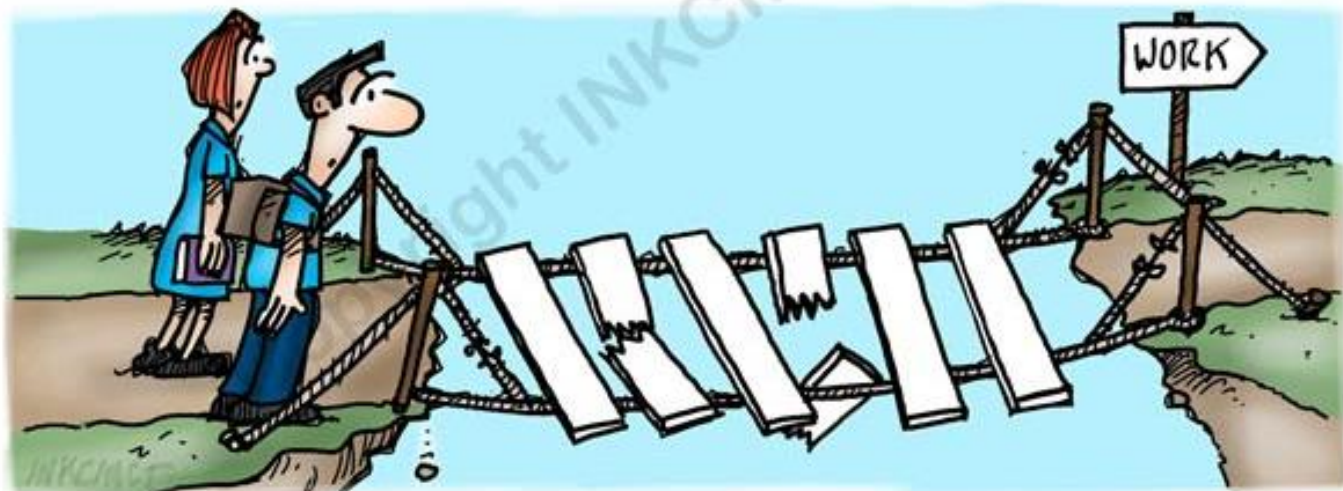


TYPES OF EMPLOYMENT SERVICES

- Vocational adjustment training
- Work experience
- On the job training
- Basic job placement
- Job skills training
- Enhanced job placement
- Supported employment



SCHOOL CROSSING



SCHOOL TO WORK TRANSITION CROSSING

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W.I.O.A: FOCUS IS ON TRANSITION

SERVING THEM YOUNGER

WIOA

WORKFORCE INNOVATION AND OPPORTUNITY ACT:



Federal Law passed in 2014, rules published in 2016. Congress found that many students with disabilities are leaving secondary school without competitive integrated employment or being enrolled in postsecondary education, and there is a need to support such students as they **transition from school to postsecondary life.**

Key Points:

- Rehabilitation Services Administration (RSA) provides guidance and monitors VR programs
- RSA is housed under the Office of Special Education and Rehabilitation Services(OSER)
- WIOA requires all state VR programs spent 15% of their funding on pre-employment services

WHAT WIOA DOES



- Establishes **transition as a priority**
- Provides **Pre-Employment Services** opportunities that had not existed (ex. paid work experiences, internships, summer employment)
- Creates the opportunity to **bridge the gap** between transitioning from school to post secondary options (working with them younger & in the schools)

SERVICES UNDER WIOA FALL IN 1 OF 5 CATEGORIES

1. **Job Exploration Counseling**, which may include Academic Assessments and Vocational Counseling and Guidance.
2. **Work-Based Learning Experiences**, On-the-Job Trainings, Apprenticeships, Internships, Summer Work Experiences, Work-Based Trainings, Job Search Assistance, Job Placement Assistance, On-the-Job Supports and Customized Employment.
3. **Counseling on Post-Secondary Opportunities**, which may include Vocational Counseling and Guidance and Academic Assessments.
4. **Workplace Readiness Training** for the development of social skills and independent living skills. This may include Job Readiness Training and Life Skills Training.
5. **Training on Self-Advocacy**, which may also include Peer Mentoring, Self-Determination Training and Life Skills Training.



TRANSITION- SERVICES FOR STUDENTS

EARLY CAREER EXPLORATION & WORK EXPERIENCE

- **Start early** with exploration, volunteering and paid work experience
- Sets students up for a more **successful transition**
- We all had 1st jobs that we **didn't** exactly love
- Your 1st job is not about loving what you are doing: it is about **learning** how the real world works
- **No one** comes out of college with their “career job”
- Every job, no matter **how small**, opens up more opportunities and will lead you to the one you really want



POTENTIALLY ELIGIBLE

Creation of WIOA allows students to receive services as “Potentially Eligible”:

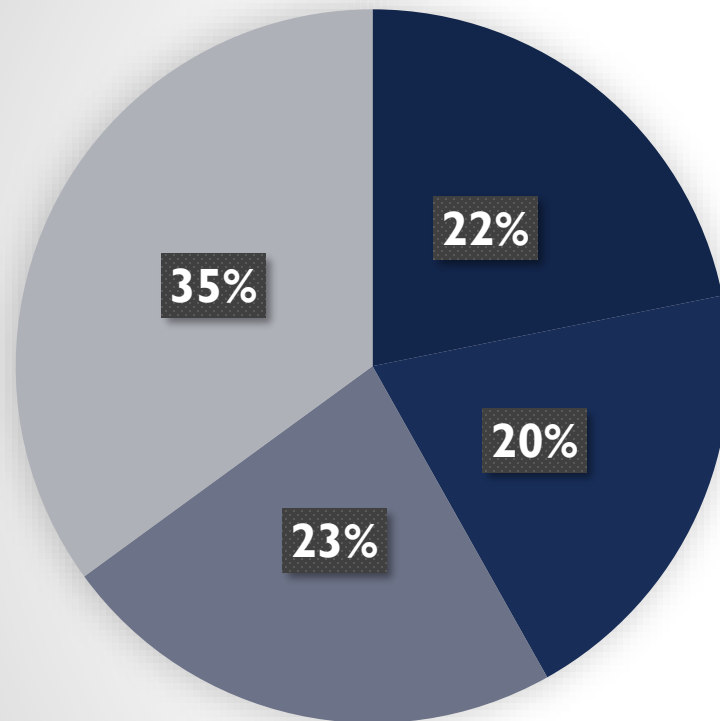
- Not subject to BLR
- Must meet the definition of a Student with a Disability
- Does not have complete the entire application for VR services



The image features a background of a sunset with a world map overlay. In the center, two large puzzle pieces are being assembled by silhouetted figures. The sun is positioned between the two pieces, creating a bright glow. A dark blue banner at the bottom contains the text "SPECIALIZED SERVICES FOR DEV. DISORDERS".

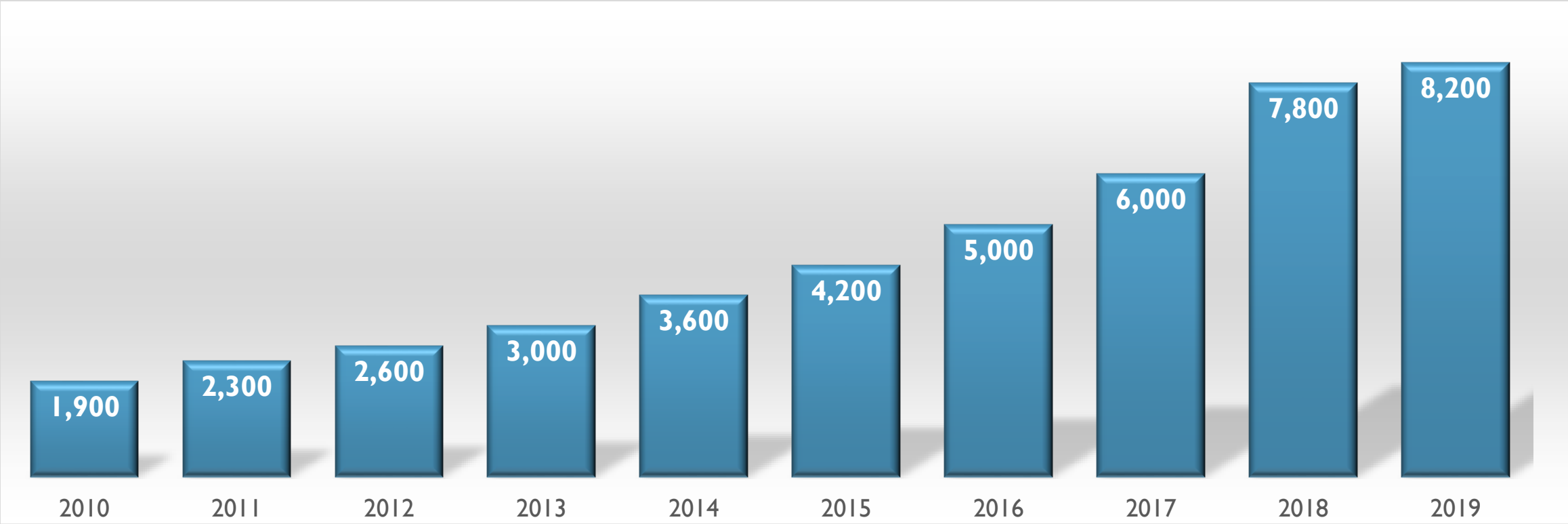
SPECIALIZED SERVICES FOR DEV. DISORDERS

CUSTOMERS WITH A NEURODEVELOPMENTAL DISORDERS



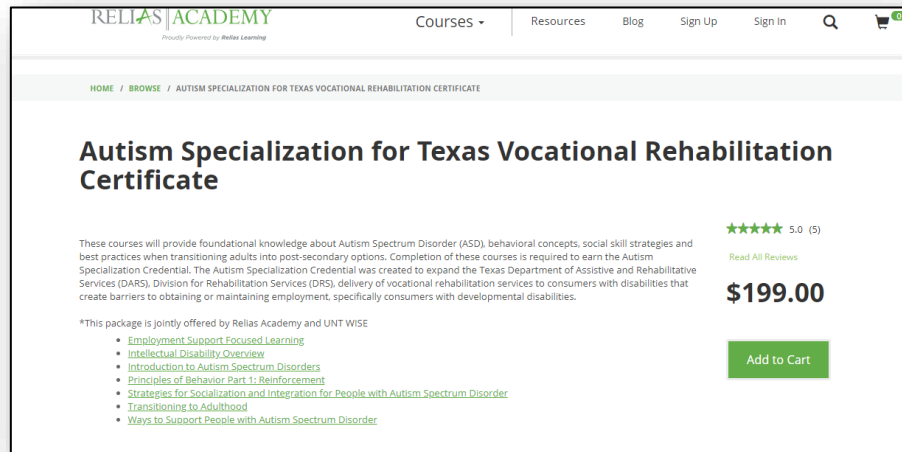
- Intellectual Developmental Disorder
- Autism
- Attention Deficit/Hyperactivity Disorder
- Specific Learning Disorder

CUSTOMER'S WITH AUTISM AND THE GROWTH.....



SPECIALLY TRAINED VR COUNSELORS & EMPLOYMENT SPECIALISTS

- Over 80 state VR Counselors on an intensively trained team.
- Counselors serving the highest caseload are targeted
- Employment Specialists available with the Autism Endorsement earned through University of North Texas



RELIAS ACADEMY
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HOME / BROWSE / AUTISM SPECIALIZATION FOR TEXAS VOCATIONAL REHABILITATION CERTIFICATE

Autism Specialization for Texas Vocational Rehabilitation Certificate

★★★★★ 5.0 (5)
[Read All Reviews](#)

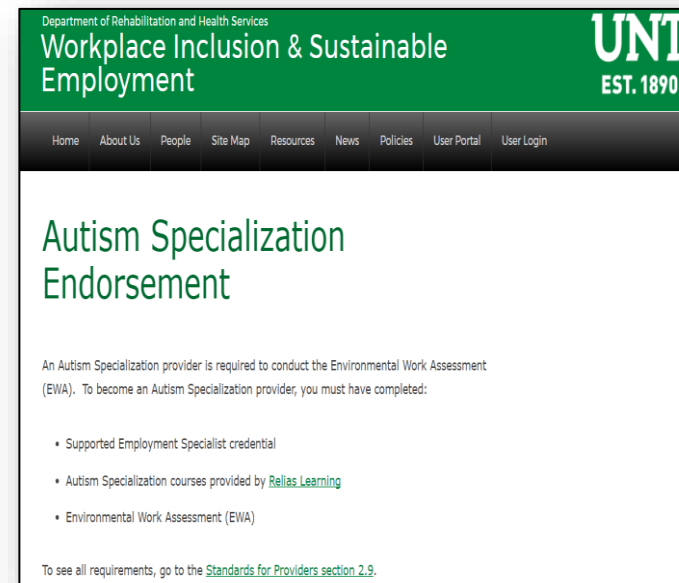
These courses will provide foundational knowledge about Autism Spectrum Disorder (ASD), behavioral concepts, social skill strategies and best practices when transitioning adults into post-secondary options. Completion of these courses is required to earn the Autism Specialization Credential. The Autism Specialization Credential was created to expand the Texas Department of Assistive and Rehabilitative Services (DARS), Division for Rehabilitation Services (DRS), delivery of vocational rehabilitation services to consumers with disabilities that create barriers to obtaining or maintaining employment, specifically consumers with developmental disabilities.

\$199.00

[Add to Cart](#)

*This package is jointly offered by Relias Academy and UNT WISE

- [Employment Support Focused Learning](#)
- [Intellectual Disability Overview](#)
- [Introduction to Autism Spectrum Disorders](#)
- [Principles of Behavior Part 1: Reinforcement](#)
- [Strategies for Socialization and Integration for People with Autism Spectrum Disorder](#)
- [Transitioning to Adulthood](#)
- [Ways to Support People with Autism Spectrum Disorder](#)



Department of Rehabilitation and Health Services

Workplace Inclusion & Sustainable Employment

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Autism Specialization Endorsement

An Autism Specialization provider is required to conduct the Environmental Work Assessment (EWA). To become an Autism Specialization provider, you must have completed:

- Supported Employment Specialist credential
- Autism Specialization courses provided by [Relias Learning](#)
- Environmental Work Assessment (EWA)

To see all requirements, go to the [Standards for Providers section 2.9](#).

INCREASED REIMBURSEMENT FOR EMPLOYMENT SPECIALISTS

- Employment Specialists who earn the Autism Endorsement are eligible for a premium

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HOME / BROWSE / AUTISM SPECIALIZATION FOR TEXAS VOCATIONAL REHABILITATION CERTIFICATE

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SPECIALIZED ASSESSMENTS: LOOKING AT “ENVIRONMENTAL DEMANDS”

Consumer: _____ Case ID: _____ ENVIRONMENT 1

Environmental Work Assessment: Part B
Environment 1 Score Sheet

Consumer Name: John Doe Case ID: 7777777 Site: Home Depot
 Evaluator: _____ Date: _____
 Time Started: _____ Time Ended: _____

Environmental Demands	1	2	3	4	5
Instructions: Mark an X for 1, 2, 3, 4, or 5 for each environmental demand.					
Lighting 1 = indirect natural light, no fluorescents 5 = very bright fluorescents, flashing lights (most people would initially squint or cover their eyes)	x				
Noise 1 = no sounds or very quiet sounds that are predictable 5 = continuous loud sounds or extremely sharp sounds that are unpredictable (most people would want to cover)		x			
Odors 1 = no distinct odors, food, objects, perfume or chemicals. 5 = continuous extreme odors, pleasant or unpleasant (most people would want to cover their nose or get a			x		
Climate 1 = comfortable temperature that never is altered 5 = extreme temperatures or temperatures are never predictable (most people would be uncomfortable, even made		x			
Work Pace 1 = slow, steady pace with no time constraints 5 = constant, fast pace with tight time constraints (most people would feel stress working at this pace)				x	
Social Interaction Required 1 = weekly interaction with the same person, no daily social interaction required 5 = interaction with over 20 different people per hour			x		
Structure & Predictability 1 = predictable schedule, all tasks never change 5 = unpredictable schedule and all tasks can change daily			x		
TOTAL (autocalculated) :	18				

COMPARISON TABLE HELPS YOU ELIMINATE ENVIRONMENT/S

SOCIAL SKILL SCORES

Skills Assessed				
Environment	Strengths (Excellent Score)	Mild Strength (Good score)	Moderate Target (Fair score)	Significant Target (Poor score)
Home Depot	3 out of 40 skills scored in this category	21 out of 40 skills scored in this category	15 out of 40 skills scored in this category	1 out of 40 skills scored in this category
Office Work	7 out of 40 skills scored in this category	18 out of 40 skills scored in this category	14 out of 40 skills scored in this category	1 out of 40 skills scored in this category
HEB	0 out of 40 skills scored in this category	14 out of 40 skills scored in this category	17 out of 40 skills scored in this category	9 out of 40 skills scored in this category

WILL IDENTIFY STRENGTHS AND SPECIFIC SKILLS TO TARGET EVEN IN THEIR “BEST FIT” ENVIRONMENT

Best Fit and Recommendations

Best Fit: Environment 2 (Office Work)

Total skills to target: 15
Total self-assessment differences: 13

Instructions: Review the recommendations for each domain below. Discuss self-assessment differences, strengths, and skills to target.

DOMAIN 1: Basic Social and Communication

Summary: (1) Self-assessment differences (5) Strengths (5) Skills to target

Skills	Self-assessment Differences	Observer Assessment	Strength or Target	Recommendations Skills to Target
1. Arrived appropriately dressed for work setting		Fair	Target	Skill needs to increase at least 1 level before employment.
2. Introduced him or herself to a stranger (that is, manager or peer)		Fair	Target	Skill needs to increase at least 1 level before employment.
3. Immediately looked up when spoken to by a peer or person in charge		Fair	Target	Skill needs to increase at least 1 level before employment.
4. Initiated social niceties such as saying , "Hi" and "Bye" when someone entered and left the room	Fair	Poor	Target	Skill needs to increase at least 1 level before employment.
5. Greeted with "How are you?" or "What did you do this weekend?" was able to appropriately respond		Fair	Target	Skill needs to increase at least 1 level before employment.
6. Made their needs known appropriately to others (that is, needed to use the bathroom or a break)		Good	Strength	
7. When asked a question, give an appropriate response within five seconds		Good	Strength	
8. Expanded on answers to questions beyond yes or no (but do not penalize if they are low or nonverbal)		Good	Strength	
9. Stayed on the topic being discussed		Good	Strength	
10. Could be redirected back to a conversation, if they deviated		Good	Strength	



QUESTION!

What is one of the most common reasons a person **loses a job**?

**INTERVIEWER: "WHAT DO YOU
MAKE AT YOUR CURRENT JOB?"**

**ME: "MOSTLY MISTAKES AND
INAPPROPRIATE COMMENTS."**

CLINICAL INTERVENTION: APPLIED BEHAVIOR ANALYSIS

- Service available for customers with a **neurodevelopmental disorder** who qualify per the VR counselor, but is primarily used for Autism
- Treats maladaptive behavior and **social skill deficits**
- Intervention uses the **focused method specific to employment**

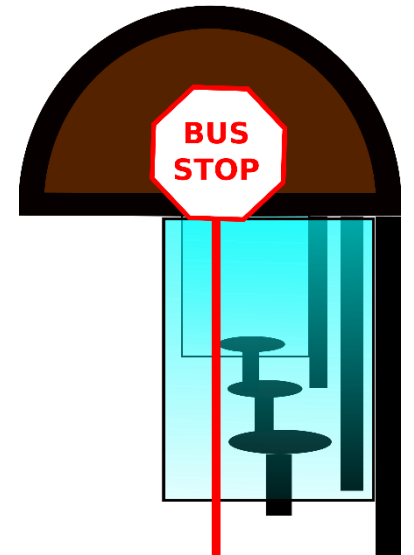


NON CLINICAL INTERVENTION: ASD SUPPORTS

Direct supports can be provided in the **home, community** and on the **job** needed due to the characteristics of Autism

Examples:

- Difficulty with change: learning a new bus route
- Executive functioning: creating structure in the home
- Sensory issues: creating hygiene routine
- Social skills: teach the appropriate amount of emails to send to your professor



NAVIGATING ANY DISAGREEMENTS OR CONFLICTS

- Address directly with VR Counselor
- Can request a counselor change
- Next level would be their Supervisor, then Manager of Unit, then Regional Director
- Ultimately, customers have a right to seek the help of Disability Rights

www.menti.com

Type: 8675 0364

What do you think now?



QUESTIONS



Contact Info:

Jennifer.Hines@



A proud partner of the  American Job Center® network

Texas Workforce Commission

Call (512) 463-8942 or visit www.texasworkforce.org

Equal Opportunity Employer/Program.

Auxiliary aids and services are available upon request to individuals with disabilities.

Deaf, hard-of-hearing, or speech-impaired customers may contact

Relay Texas: 800-735-2989 (TDD) or 711 (Voice)

TWC accepts calls made through any relay service provider.

For questions, compliments or complaints, call 800-628-5115.

The services described, in whole or part, as described below with Federal funds awarded by the U.S. Department of Education: For purposes of the Vocational Rehabilitation program, the Federal Vocational Rehabilitation grant pays 78.7 percent of the total costs of the program. In Federal fiscal year 2020, the Vocational Rehabilitation agency anticipates receiving \$287,666,847 in Federal Vocational Rehabilitation funds. Funds appropriated by the State pay 21.3 percent of the total costs (\$77,856,466) under the Vocational Rehabilitation program.

Child and Adolescent Health Branch (CAHB) Updates



TEXAS
Health and Human
Services

Texas Department of State
Health Services

- Manager and CSHCN Director: Audrey.Young@dshs.texas.gov
- State Adolescent Health Coordinator: Cristell.Perez@dshs.texas.gov
- State Child Health Coordinator: Claire.Niday@dshs.texas.gov
- Program Specialist for Branch: Megan.Holter@dshs.texas.gov
- Administrative Assistant: Rosie.Alier@dshs.texas.gov

- CSHCN Systems Development Group:
 - CSHCN Project Coordinator, Cassandra.Johnson@dshs.texas.gov
 - Family Engagement Specialist, Eric.Childress@dshs.texas.gov
 - State CSHCN Health Coordinator, Ivy.Goldstein@dshs.texas.gov

- Vacancy!
 - CSHCN Contract Coordinator
 - **Closes 5/24/21**
 - Job Posting:
https://jobshrportal.hhsc.state.tx.us/ENG/careerportal/Job_Profile.cfm?szOrderID=483576&szReturnToSearch=1&&szWordsToHighlight=

CSHCN State & National Performance Measures 2021- 2025

- National Performance Measures
 - Children have a medical home that knows them well and helps them find and get all the care they need
 - Youth have the services and supports they need to transition to adult healthcare
- State Performance Measure
 - Children and families have the services and supports they need to be fully included into their communities

CSHCN Systems Development Group New Publication

People First AND Identity First Language

To order copies, complete the
[Resource Order Form](#)

For the PDF (to make your own copies)
email: CSHCNSDG@dshs.texas.gov



The way you speak to and about people with disabilities matters. This handout provides guidelines for using language that is accurate, neutral, and objective.

1. Emphasize abilities, not limitations

Choose language that focuses on what people can do instead of what they can't do: *Person who uses a wheelchair*, not *wheelchair-bound*.

2. In general, refer to the person first and the disability second

People with disabilities are, first and foremost, people. A person is not a disability, condition, or diagnosis. A person **has** a disability, condition, or diagnosis. This is called Person-First Language.

3. But, always respect an individual's language preferences

People have different preferences when referring to their disability. Some people see their disability as an essential part of who they are and prefer to identify their disability first. This is Identity-First Language.

4. Avoid offensive language and condescending euphemisms

Words that seem harmless can be hurtful and insulting to people with disabilities. Do not use language that portrays the person as defective or suggests a lack of something. Instead of using the "R" word, say *person with an intellectual disability*. Avoid euphemisms like *differently-abled* and *handi-capable*.

5. Use language that emphasizes the need for accessibility rather than the presence of a disability

Handicapped is an outdated term used when referring to individuals or environments. Instead, use *accessible parking* and *accessible restrooms*.

6. Remember that disability is not an illness and people with disabilities are not patients

Although a person with a disability may have a chronic illness such as arthritis or diabetes, they may be otherwise healthy. Only refer to someone as a patient if their relationship with a health provider is under discussion.

Adopted from: <https://adata.org/factsheet/ADANN-writing>

The CSHCN Systems Development Group works to improve care for children and youth with special health care needs. We partner with community-based organizations across Texas to provide support for families of CSHCN.

For more information, visit: www.dshs.texas.gov/mch/CSHCN.aspx



Texas Department of State
Health Services

dshs.texas.gov

Upcoming Events



TEXAS
Health and Human
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Texas Department of State
Health Services

Conferences

[2021 Texas Fatherhood Summit: Taking Research to the Field](#)

June 17 - 18, 2021

1 pm – 4 pm CT each day

VIRTUAL and FREE!

[2021 Family Voices Leadership Conference](#)

June 8, 10, and 15

11 am – 4:30 pm Central Time

[Texas Autism Conference 2021: Raising the Bar](#)

June 24 – 26

Early bird pricing through May 31st

[Family Day](#), Saturday, June 26th is FREE

Texas A&M – Project BEST

Project BEST (Basic Employability Skills Training) is set to begin its first pilot of the BEST Curriculum

Project BEST (Basic Employability Skills Training) is set to begin its first pilot of the BEST Curriculum soon. The curriculum is based on employability skills identified as important and necessary in both the academic literature and through community based surveys. Due to COVID-19, both a digital course and a paper based course were created for teachers. A workbook was also developed to support employment skills training for their students.



Information on Project BEST can be found on the CDD website: <https://cdd.tamu.edu/research/project-best/>

Contact: Dr. Jacqueline Turner at jsturner@tamu.edu

Texas A&M – Project LEAP

For applications visit:

<http://bit.ly/TAMULEAP2021>

ATM PROJECT LEAP
TEXAS A&M UNIVERSITY



LEAP Leadership, Employment
and Advocacy Project

LEAPing Toward Independence & Employment

TRAINING DATES

In-Person - June 11-20, 2021
Virtual - July 26-30 & August 2-6, 2021

Texas A&M University - College Station, Texas

The option for the in-person experience will be based on COVID-19 restrictions and recommendations of Texas A & M University

The *Leadership, Employability, and Advocacy Project (LEAP)* will select Thirty (30) youth ages 14-22 (AT EACH EVENT) from qualified applicants across the state of Texas. This exciting educational ten-day training program includes a tour of the State Capitol, a meeting with state-level officials, and one day of mock legislative sessions.

To be selected, participants must meet the following criteria:

1. Be between the ages of 14-22 at the time of the event
2. Entering 8th, 9th, 10th, 11th, or 12th grade during the 2021-2022 school year (students in post-secondary programs such as 18+ are also strongly encouraged to apply)

Applicants must complete and submit an application. Please see below for the application deadlines for each LEAP event (participants may only attend one of the LEAP events)

LEAP I: May 14, 2021 (In-Person)

LEAP II: July 2, 2021 (Virtual)

For applications, visit
<http://bit.ly/TAMULEAP2021>

For more information about Project LEAP, please contact
Dr. Shaunta Singer at shaunta.singer@ag.tamu.edu or
Dr. Cheryl Grenwelge at chgrenwelge@ag.tamu.edu

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TAMU, College Station, TX 77843-4225 • 979.458.8423



Texas A&M – New HOPS Project

Application Deadline Extended to May 31, 2021

HOPS- Horticulture Options in Plant Sciences

The HOPS Project is a two semester training program to provide instruction and support students to gain the needed skills and work readiness experience to successfully transition into competitive integrated employment in the horticulture industry.

The program focuses on:

- Career Exploration
- Work-Based Learning
- Job Readiness
- Self-Advocacy



For eligibility and full program information, visit <https://cdd.tamu.edu/education/hops-program/>

Family Engagement

Texas Parent to Parent (TxP2P)

Family Support Open Calls via Zoom- For families to discuss what is going on and see if the TxP2P community can help with resources and ideas. Or, just hang out to connect with other families.

In English:

Wednesdays at 11 am (CT)

Register [HERE](#)

In Spanish:

Wednesdays at 1 pm (CT)

Register [HERE](#)

To reach the Family Support Program, call (737) 484-9044

SAVE THE DATE! TxP2P Annual Conference- FREE and VIRTUAL

July 16 – 17, 2021

Save the Date! Call for Exhibitors!

July 27 – 29

Texas System of Care & Community Resources and Coordination Groups
Annual Conference

Free and Virtual – see handout

Exhibitor application is [HERE](#)

Application deadline is May 17th

Save the Date!

Baylor College of Medicine & Texas Children's Hospital
Annual Health Care Transition Conference
October 27 -29, 2021
VIRTUAL



**Chronic Illness and Disability Conference:
Transition from Pediatric to Adult-Based Care**



TALC Member Updates & Events



TEXAS
Health and Human
Services

Texas Department of State
Health Services

Register [HERE](#)



Texas Department of State
Health Services



**Social Security Disability and
Supplemental Security Income (SSI) for
Young Adults and Children**

presented by

Andy Hardwick, Public Affairs Specialist,
Social Security Administration

May 20, 2021
3:00 pm–4:30 pm.

Please click on the link to register:

<https://tinyurl.com/v642997>

This Transition Workshop is focused on learning the difference between Social Security and Supplemental Security Income for youth/young adults transitioning into adult life.

UNIVERSITY of
HOUSTON
COLLEGE of EDUCATION

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Resources & Publications



TEXAS
Health and Human
Services

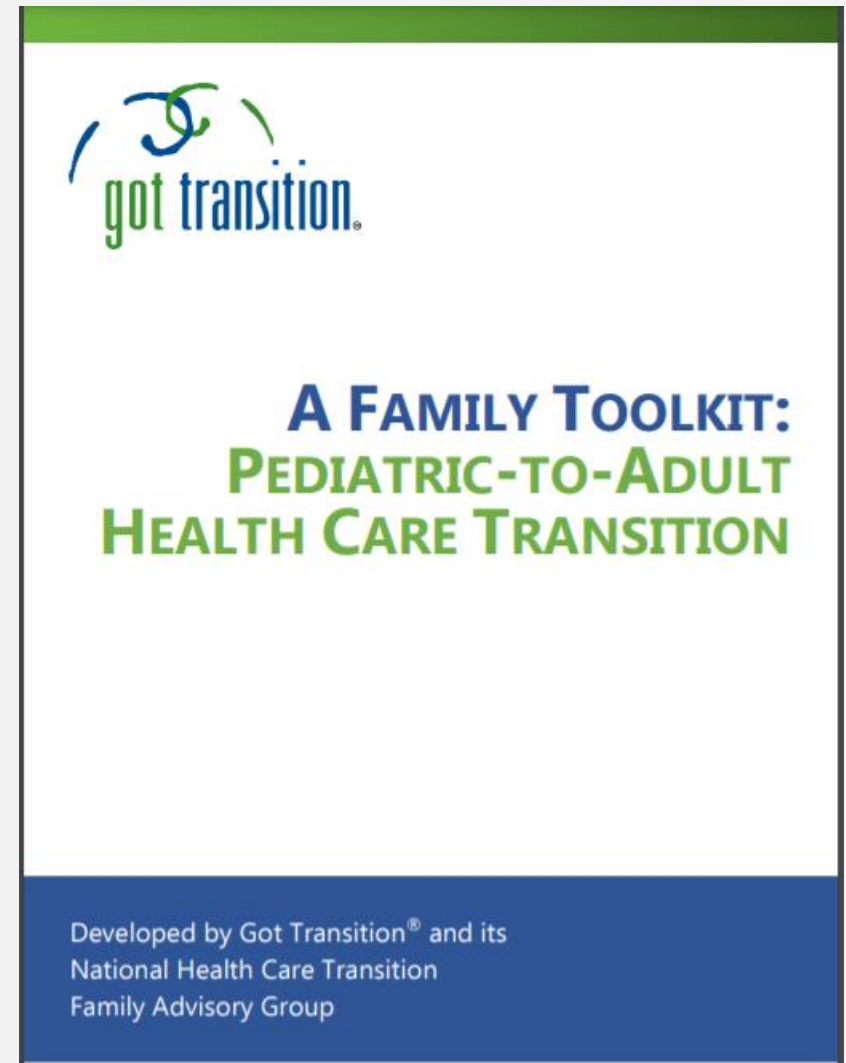
Texas Department of State
Health Services

Got Transition – Family Toolkit

NEW! A FAMILY TOOLKIT: PEDIATRIC-TO-ADULT HEALTH CARE TRANSITION

The [Family Toolkit](#) includes easy-to-use resources for youth and families to help youth assume more independence in taking care of their own health and using health services. Materials include a transition timeline, questions to ask your doctor, what turning 18 means for one's health, and more!

Got Transition's [Webinar on New Toolkit](#)



Got Transition – Online Quiz

NEW! Health Care Transition Quiz for Parents/Caregivers

Got Transition has a Health Care Transition Quiz for parents/caregivers to find out how ready their child is to transition to adult care.

The quiz includes tips and linked resources to support parents/caregivers in becoming advocates for their child. The resources include information on how to add medical information to a smartphone, what legal changes occur at age 18, how to sign up for health insurance, and more. [Take the Quiz!](#)



Got Transition – More New Resources

Infographic, Do You Want to Learn about Transitioning to Adult Health Care?

Find it on this page, <https://www.gottransition.org/youth-and-young-adults/>

Article, The Journal of School Nursing- [Health Care Transition in School-Based Health Centers: A Pilot Study](#)

[Telehealth Toolkit](#) for Joint Visit with Pediatric and Adult Clinicians

[2021 Coding and Payment Tip Sheet](#) - includes new and revised CPT codes, current Medicare fees, updated clinical vignettes, and an insurance carrier letter that can be adapted for use to encourage payer recognition of transition-related codes.

Young Adult Empowerment

[Health Advocacy Summit](#)- **Mission:** To connect and empower young adults with chronic and rare diseases through advocacy events and programs

Bi-Monthly virtual meetings for young adults with chronic and rare diseases. 1st AND 3rd Thursdays, 7 PM CT. Register [HERE](#).



[High-Risk Student Support Network](#)- a collective of undergraduate and graduate students navigating life with disabilities, including chronic/rare diseases. Bi-monthly virtual meetings. 1st and 3rd Sundays, 7 PM CT. Sign up [HERE](#) for updates on meetings & resources.

[2nd International Virtual Summit for young adults with chronic and rare conditions](#). August 7 -8, 2021. Free for young adults with chronic/rare conditions, \$25 all others. Registration is OPEN.

May is Mental Health Awareness Month

Transitions to Adulthood Center for Research ([Transitions ACR](#))

Issue Brief, [Disparities in Vocational Supports for Black Young Adults with Mental Health Conditions.](#)

Issue Brief, [There's More to Young Adult Unemployment Than Mental Health.](#)

New Website, [Emotional Support Animals \(ESA\): The Basics](#)

Addresses these questions:

- Can I bring an ESA with me to college?
- How do I bring an ESA with me to college?
- What else do I need to do before I bring my ESA on campus?



New Publication – Transitions ACR

Transitions to Adulthood Center for Research ([Transitions ACR](#))

Tip Sheet, ['Adulthood' Is Hard: Understanding the College-to-Career Transition and Supporting Young Adults' Emotional Wellbeing](#)

Key Findings

- » **Mental health conditions are not uncommon** during the college-to-career transition. Three (3) out of 10 young adults self-reported a diagnosis of anxiety (college seniors 32%; recent grads 27%) and 2 of 10 young adults self-reported a diagnosis of depression (college seniors 22%; recent grads 23%).
- » **There is anticipatory anxiety** among college seniors regarding the transition to the workforce. The transition to the workforce is often less difficult than imagined.
- » **Young adults are not using on-campus services** such as mental health and career counseling to a large extent. Recent graduates advise seniors to take advantage of all the resources (including post-graduation resources) provided by their colleges to prepare for the transition from college to the workforce.
- » **Finances are a central point of stress** for many young adults during the college-to-career transition. Seventy-one percent (71%) of surveyed college seniors' top priority is finding a job that pays a good salary and 69% of recent graduates reported making enough money as a top challenge.
- » **Most grads don't see a long-term future** with their current employers.
- » **Workplace mentoring and supports are not seen as available** by college grads compared to employers.
- » **Most employers feel they foster working environments that are supportive** of recent graduates with emotional health challenges.

New Report

Morbidity and Mortality Weekly Report, [Health Status and Health Care Use Among Adolescents Identified With and Without Autism in Early Childhood—Four U.S. Sites, 2018-2020](#),

Key findings:

- Adolescents with autism spectrum disorder (ASD) have greater physical difficulties, poorer physical and mental health, and experience greater gaps in health care use **and health care transition planning** compared with adolescents without ASD.
- Greater coordination among healthcare programs and interdisciplinary training for providers could expand access to services and increase provider comfort in treating the unique healthcare needs of adolescents with ASD, and support healthcare planning **as they transition from pediatric to adult health care**.

New Resources

[Texas ABLE[®] Connections](#) – new quarterly newsletter to learn about the Texas Achieving a Better Life Experience (Texas ABLE) Program.

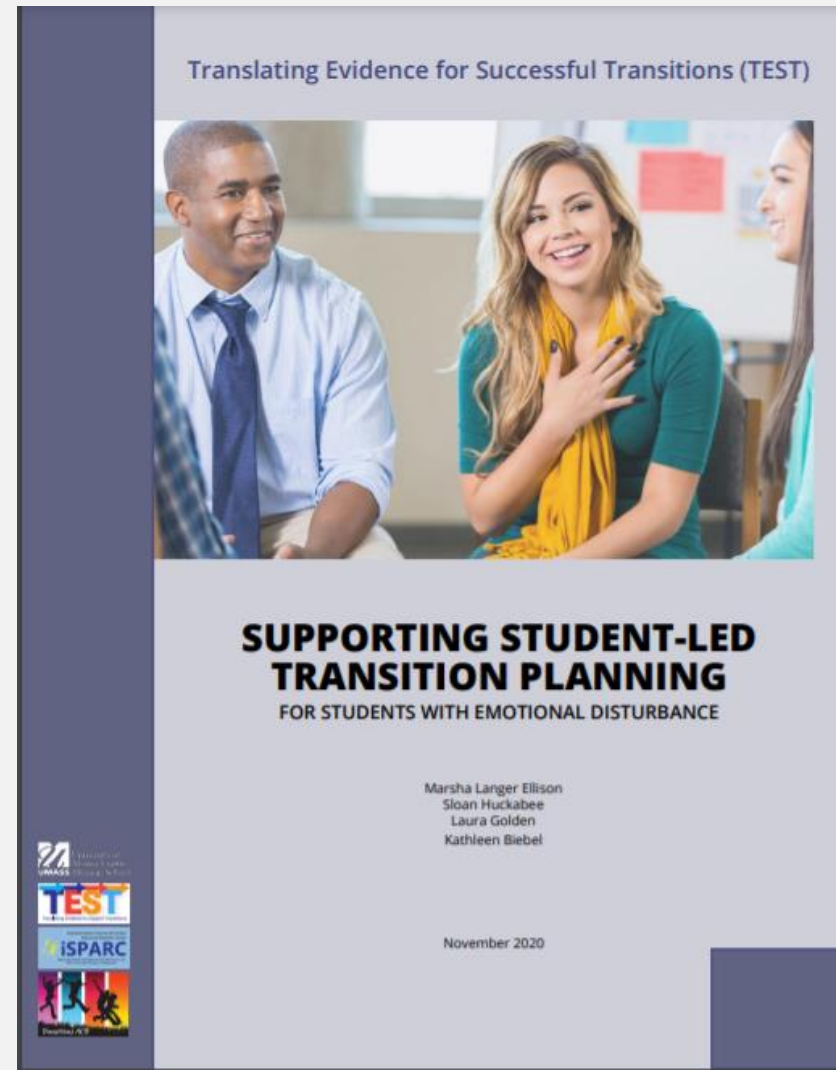
Adolescent Health Initiative, Timely Topic Modules:

- [Trauma-Informed Care with Adolescent Patients](#)
- [Adolescent-Centered Virtual Care](#)

New Publication

Translating Evidence for Successful Transitions (TEST)

[Supporting Student-Led Transition Planning for Students with Emotional Disturbance](#)



Employment

Job Accommodation Network

Training module, [Disclosing a Disability in the Workplace](#)

- Includes two videos and overview of applicable ADA rules
- Provides information and ideas to help in making decisions about disclosure
- Ideas for addressing illegal medicine questions and gaps in employment

Respectability, [People with Disabilities at Work](#)

- A Resource Guide to Achieving Economic Independence and Inclusion through Employment and Entrepreneurship
- Developed by Ollie Cantos, a self-advocate and parent who has held many federal positions

Revised- [Partners in Employment online course](#)

- Focuses on competitive integrated employment
- Discusses accommodations and common barriers to employment
- First hand experiences and successes

Texas Special Ed Funding

Supplementary Special Education Services program

- Announced by Governor Greg Abbott and the Texas Education Agency (TEA)
- **For eligible students.**
- One time funding allocation up to \$1,500 to offset learning disruptions related to COVID-19
- Can cover services such as tutoring, therapy, digital resources
- Nearly 59,000 students statewide are eligible to benefit
- Priority given to families receiving income assistance and/or have documented financial need

See website for more information, including Frequently Asked Questions in [English](#) and [Spanish](#). **Applications close June 30, 2021.**

4 Year College Experience- UNT

University of North Texas (UNT)

UNT ELEVAR - Empower, Learn, Excel, enVision, Advance, Rise

- 4 year inclusive postsecondary education program for students with I/DD
- Vision- To empower young adults with I/DD who want to continue post secondary education to become self-determined, independent, and health adults readied for integrated competitive employment
- Begins Fall 2021 with ~ 5 students (Applications were due 2/1/21)
- Growing to 10 -12 students in 2022-23

For more information, <https://elevar.unt.edu/>

Adult Caregiver & COVID Research Study

Race/Ethnicity Disparities in COVID-19-Related Quality of Life for Caregivers of Adults with Developmental Disabilities

Baylor College of Medicine Transition Medicine is conducting a study to better understand the experiences of family caregivers of adults with IDD and determine if there are racial/ethnic disparities regarding their COVID-19 experiences. Participants will be asked to complete a 15-30 minute Zoom interview or complete an emailed 10-15 minute survey form

You are eligible to participate if:

- You are a family caregiver of an adult (aged 18 or above) with an intellectual or developmental disability who is dependent on you for daily care needs (dressing, bathing, food preparation, safety supervision, and/or medical care).
- Identify as African American/Black, LatinX, or Caucasian/White.
- Speak English or Spanish

For more information, please contact:

- **English:** Larry Laufman llaufman@bcm.edu or phone 713-798-2854
- **Spanish:** Lourdes Pelaez pelaez@bcm.edu or phone 713-798-7862



Supported Decision-Making

Disability Rights Texas (DRTx):

- [New SDM explainer video](#) on the DRTx YouTube Channel.
- [Supported Decision-Making Resource Page](#) has a [sample agreement form](#), an [easy to follow guide](#), a [comprehensive toolkit](#) that lists supports and services, video stories, and more.
- The next legal clinic to help with Supported Decision-Making will be virtual and held on June 12. Follow DRTx on [Facebook](#) or check their [website calendar](#) for registration information.

Archived Webinar

HCT for Children with Medical Complexity

“Successful Completion of Transition to Adult Health Care-Experiences from Complex Care”

The recording can be accessed at <https://youtu.be/EWWeRJVleyM>.

Presentation slides available at [Children’s WI Lessons Learned, Parent Perspective Lessons Learned](#) and [American Family Children’s Hospital Lessons Learned](#).

Texas Health Steps

Updated! 10 Minute Quick Course

[Texas Medicaid Waivers: What Texas Health Steps Providers
Need to Know](#)

New 15 Minute Tutorial

[Medical Home Management:
A Course for Texas Health Steps Providers and Staffs](#)

Worth Repeating

- [Genetics of **Adult** Intellectual Disability Research Study | BCM-HGSC](#)
- Researchers at the Human Genome Sequencing Center at Baylor College of Medicine want to learn about the genes underlying intellectual disability. This knowledge will inform future research to improve diagnosis and discover treatments for intellectual disability.

For more information, www.hgsc.bcm.edu

Next Meeting Dates

Medical Home Learning Collaborative

July 14, 2021 10 am - 11:30 am CT

Transition to Adulthood Learning Collaborative

August 11, 2021, 12 pm – 1:30 pm CT

(dates subject to change)

Thank You!

Please take our post-call survey. We value your feedback!

To be added to the Transition to Adulthood Learning Collaborative and receive invitations to future meetings, please email:

ivy.goldstein@dshs.texas.gov