

Environmental Factors and Plan

18. Children and Adolescents Behavioral Health Services

Narrative Question:

MHBG funds are intended to support programs and activities for children with SED, and SABG funds are available for prevention, treatment, and recovery services for youth and young adults. Each year, an estimated 20 percent of children in the U.S. have a diagnosable mental health condition and one in 10 suffers from a serious mental disorder that contributes to substantial impairment in their functioning at home, at school, or in the community.⁹⁰ Most mental health disorders have their roots in childhood, with about 50 percent of affected adults manifesting such disorders by age 14, and 75 percent by age 24.⁹¹ For youth between the ages of 10 and 24, suicide is the third leading cause of death.⁹²

It is also important to note that 11 percent of high school students have a diagnosable substance use disorder involving nicotine, alcohol, or illicit drugs, and nine out of 10 adults who meet clinical criteria for a substance use disorder started smoking, drinking, or using illicit drugs before the age of 18. Of people who started using before the age of 18, one in four will develop an addiction compared to one in twenty-five who started using substances after age 21.⁹³ Mental and substance use disorders in children and adolescents are complex, typically involving multiple challenges. These children and youth are frequently involved in more than one specialized system, including mental health, substance abuse, primary health, education, childcare, child welfare, or juvenile justice. This multi-system involvement often results in fragmented and inadequate care, leaving families overwhelmed and children's needs unmet. For youth and young adults who are transitioning into adult responsibilities, negotiating between the child- and adult-serving systems becomes even harder. To address the need for additional coordination, SAMHSA is encouraging states to designate a liaison for children to assist schools in assuring identified children are connected with available mental health and/or substance abuse screening, treatment and recovery support services.

Since 1993, SAMHSA has funded the Children's Mental Health Initiative (CMHI) to build the system of care approach in states and communities around the country. This has been an ongoing program with more than 160 grants awarded to states and communities, and every state has received at least one CMHI grant. In 2011, SAMHSA awarded System of Care Expansion grants to 24 states to bring this approach to scale in states. In terms of adolescent substance abuse, in 2007, SAMHSA awarded State Substance Abuse Coordinator grants to 16 states to begin to build a state infrastructure for substance abuse treatment and recovery-oriented systems of care for youth with substance use disorders. This work has continued with a focus on financing and workforce development to support a recovery-oriented system of care that incorporates established evidence-based treatment for youth with substance use disorders.

For the past 25 years, the system of care approach has been the major framework for improving delivery systems, services, and outcomes for children, youth, and young adults with mental and/or substance use disorders and co-occurring disorders and their families. This approach is comprised of a spectrum of effective, community-based services and supports that are organized into a coordinated network. This approach helps build meaningful partnerships across systems and addresses cultural and linguistic needs while improving the child's, youth's and young adult's functioning in their home, school, and community. The system of care approach provides individualized services, is family driven and youth guided, and builds on the strengths of the child, youth or young adult and their family and promotes recovery and resilience. Services are delivered in the least restrictive environment possible, and using evidence-based practices while providing effective cross-system collaboration, including integrated management of service delivery and costs.⁹⁴

According to data from the [National Evaluation of the Children's Mental Health Initiative](#) (2011), systems of care⁹⁵:

- reach many children and youth typically underserved by the mental health system;
- improve emotional and behavioral outcomes for children and youth;
- enhance family outcomes, such as decreased caregiver stress;
- decrease suicidal ideation and gestures;
- expand the availability of effective supports and services; and
- save money by reducing costs in high cost services such as residential settings, inpatient hospitals, and juvenile justice settings.

SAMHSA expects that states will build on the well-documented, effective system of care approach to serving children and youth with serious behavioral health needs. Given the multi- system involvement of these children and youth, the system of care approach provides the infrastructure to improve care coordination and outcomes, manage costs, and better invest resources. The array of services and supports in the system of care approach includes non-residential services, like wraparound service planning, intensive care management, outpatient therapy, intensive home-based services, substance abuse intensive outpatient services, continuing care, and mobile crisis response; supportive services, like peer youth support, family peer support, respite services, mental health consultation, and supported education and employment; and residential services, like therapeutic foster care, crisis stabilization services, and inpatient medical detoxification.

Please consider the following items as a guide when preparing the description of the state's system:

1. How will the state establish and monitor a system of care approach to support the recovery and resilience of children and youth with serious mental and substance use disorders?
2. What guidelines have and/or will the state establish for individualized care planning for children/youth with serious mental, substance

use, and co-occurring disorders?

3. How has the state established collaboration with other child- and youth-serving agencies in the state to address behavioral health needs (e.g., child welfare, juvenile justice, education, etc.)?
4. How will the state provide training in evidence-based mental and substance abuse prevention, treatment and recovery services for children/adolescents and their families?
5. How will the state monitor and track service utilization, costs and outcomes for children and youth with mental, substance use and co-occurring disorders?
6. Has the state identified a liaison for children to assist schools in assuring identified children are connected with available mental health and/or substance abuse treatment and recovery support services? If so, what is that position (with contact information) and has it been communicated to the state's lead agency of education?
7. What age is considered to be the cut-off in the state for receiving behavioral health services in the child/adolescent system? Describe the process for transitioning children/adolescents receiving services to the adult behavioral health system, including transition plans in place for youth in foster care.

Please indicate areas of technical assistance needed related to this section.

⁹⁰ Centers for Disease Control and Prevention, (2013). Mental Health Surveillance among Children - United States, 2005-2011. MMWR 62(2).

⁹¹ Kessler, R.C., Berglund, P., Demler, O., Jin, R., Merikangas, K.R., & Walters, E.E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. Archives of General Psychiatry, 62(6), 593-602.

⁹² Centers for Disease Control and Prevention. (2010). National Center for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS) [online]. (2010). Available from www.cdc.gov/injury/wisqars/index.html.

⁹³ The National Center on Addiction and Substance Abuse at Columbia University. (June, 2011). Adolescent Substance Abuse: America's #1 Public Health Problem.

⁹⁴ Department of Mental Health Services. (2011) The Comprehensive Community Mental Health Services for Children and Their Families Program: Evaluation Findings. Annual Report to Congress. Available from <http://store.samhsa.gov/product/Comprehensive-Community-Mental-Health-Services-for-Children-and-Their-Families-Program-Evaluation-Findings/PEP12-CMHI2010>.

⁹⁵ Department of Health and Human Services. (2013). Coverage of Behavioral Health Services for Children, Youth, and Young Adults with Significant Mental Health Conditions: Joint CMS and SAMHSA Informational Bulletin. Available from <http://medicaid.gov/Federal-Policy-Guidance/Downloads/CIB-05-07-2013.pdf>.

Please use the box below to indicate areas of technical assistance needed related to this section:

Footnotes:

Transition Planning: A Guidebook for Young Adults and Family





Introduction
 Why Transition?
 How to use this workbook



Health Care Transition
 Health Care Financing
 Adult Providers
 Health Care Skills



Educational Transition
 Transition and Special Education
 Beyond High School
 Employment Assistance



Adult Living
 Independent Living Skills
 Housing
 Managing Money
 Guardianship and alternatives



Bringing it all Together
 Transition Plan of Care



Community Agencies: Navigating the Maze



Introduction

Why Transition?

When you hear the word transition, many things may come to your mind. You will make many transitions in your life. This workbook will look specifically at the transition into adulthood. There are a lot of things to consider for anyone, but for someone with special health care needs there may be some extra steps to take. This includes, finding the right providers for you as an adult, finding new health insurance once you've aged off a family plan, and making the steps to the most independent life possible. This workbook will be the beginning steps in the planning process for this transition and may help you organize this daunting task!

How to Use This Workbook...

This workbook is divided into different sections. Each section describes an area that you might want to start planning for as an adult. Some sections might be more useful to you than others. This is your workbook so move around and use the information and tips that are the most helpful to you. Each section will have background information on the topic. Each section will also offer tips, tools, and strategies to help you in your planning. There will also be room in the back for you to make notes.

While this workbook can be used on your own, it might be helpful for you to discuss certain areas with professionals such as doctors, nurses, and social workers that may help coordinate your care. It is a great tool to begin communication on the topic of transition.



Health Care Transition

Health Care Financing

How you are going to pay for your care as you get older is a very important thing to think about. Sometimes your health insurance changes as you get older. You should know if or when that change happens. You should know what you may do if it does change. Some things to consider:

If you are currently on your Family's Health Plan:

- How long are you eligible to be covered under this plan as you get older?
- Can you stay on the family health plan if you are student? What are the requirements?
- Can you stay on a family plan as a disabled adult?
- What will you do when you are no longer eligible to be covered under a family plan?

If you are currently on a Government-Funded Program:

- How long are you eligible for this program? (Don't assume anything, often times there are different guidelines for people over 18.)
- Will you still be eligible for this program as you get older?
- What will you do when you are no longer eligible for this program?

Adult Providers

As you get older you should have a conversation with your doctors to find out how long they will continue to see you. Some doctors, such as pediatricians, will stop seeing patients when they reach a certain age. You want to be prepared for this change. Ask your current doctors if they will see you as an adult. If they will not see you as an adult they may be able to



Health Care Transition

help you find a new doctor. It is best to have a plan for this transition between providers. Here are a few questions to ask your doctors:

- At what age will you stop seeing me?
- How will you refer me to a new doctor?
- Do you know of any doctors you could refer me to?
- Will you help me put together a portable medical summary?
- Will you communicate with my new doctor during this transition time?

Health Care Skills

As you become more independent as an adult you might need to learn some new skills, especially health care skills, if you have special health care needs. These include things that may have been taken care of for you in the past. These can include getting prescriptions refilled, making doctor's appointments, or setting an alarm to remind you to take medications. Use the health care skills checklist to find out what you may need to learn or what you already know.



Parent Tips

- Let your child meet privately with providers at appointments.
- Start planning health care transition early.
- Research the options available on your family health plan.



Youth Tips

- Meet privately with your provider at appointments.
- Take more control of you health care activities.

Health Care Skills Checklist (Check items you can do)

- I can describe my chronic illness or disability
- I am responsible for taking my own medications
- I know how to call the doctor's office to make an appointment
- I know about my medical insurance coverage
- I prepare questions to ask my doctors, nurses, and therapists



Educational Transition

Transition and Special Education

If you receive special education services in school you will also start transition planning at school. You will probably even have a special transition IEP. IEP stands for Individualized Education Program. You will only have one of these if you receive special education. If you do not receive special education, but still need some assistance when you are done with high school skip to "Beyond High School".

What will a transition IEP include?

The Transition IEP should focus on any supports you may have to help you carry out a course of study. It should also include any needs for post-school activities such as work experiences, college or trade schools, daily living skills, and many other things for post high school living. Emphasis should be on life planning. The IEP should be an ongoing planning process. In order for transition planning to be successful it should be meaningful to your vision and goals.

Beyond High School

You should think about your future after high school. If you have special health care needs there may be some extra steps you need to take. The most important thing to your future is staying healthy. You can't work or go to school if you are not healthy. That is why it is important to remember your health care as you think about your future plans. If you are attending school away from home you should consider how you will continue to receive the care that you need. Some family health insurance plans will let you stay on the plan as long as you are a full time student. You should know these rules ahead of time. Sit down with your family to talk about these issues.



Educational Transition

If you are heading off to college

- Identify local providers in the area where you will be living
- Contact the schools disability office for needed accommodations
- Prepare a portable medical summary in case of an emergency.
- Understand how your health insurance works and what doctors you are allowed to see.

Employment Assistance

Finding a job is not always easy. That is why it is important to plan for employment and get training through school. In high school you may have opportunities like job shadowing or volunteering. In college you might have an internship to help you get ready for work. All of these activities can help you prepare for finding employment as you get older. For those with special health needs you might need some extra support to get ready for work. If you receive special education and have a transition IEP, make sure you let them know what special supports you need.

In Michigan you may also be eligible for employment assistance through agencies such as Michigan Rehab Services or Michigan Works!. You can find contact information for these agencies in the last section of this workbook titled "Community Agencies".



Parent Tips

- Let your child lead any meetings you might have about education and employment
- Encourage your child to pursue volunteer opportunities



Youth Tips

- Don't be afraid to ask for the supports you need in school and at work
- Take advantage of volunteer opportunities and part-time employment



Adult Living

Independent Living Skills

Whether you plan to live by yourself, with your family, or with roommates when you get older you will need to learn some things that will make you more independent. Some of these things include:

Daily Living Skills: These skills include cooking, cleaning, self care, and household safety. Most likely you already know some or most of these skills through chores or helping out around the house.

Decision Making: Many decisions must be made by adults on a daily basis. Some decisions are more serious than others. Begin to plan for what decisions you will make on your own or what decisions you might want to rely on a trusted person to help you make.

Transportation: Getting from one place to another is an important part of daily life. Whether you are living by yourself or with family you should begin to plan for your transportation needs. That may include learning to drive and getting a drivers license. It may also include learning how to ride the bus or calling a friend for a ride. It's also important to plan ahead if you have a wheelchair or other assistive devices.

Housing

As you begin to plan for your transition to adult life one of the most important things, and sometimes exciting, is the prospect of where you will live. Some people may remain at home with their family. Other people may want to live on their own or with roommates in an apartment or even someday own their own home. This is a decision you will have to make. Here are some things to think about:



Adult Living

- Identify interests and options for future living arrangements, including supports if needed.
- Investigate assistive technology tools that can increase independent living and community involvement
- Pursue and use local transportation options available outside of your family

Managing Money

Paying bills and managing money are important skills that adults need to learn. You should learn money management skills such as balancing a checkbook, or paying utility bills. While you are learning these skills you also want to consider how you plan to earn an income. For many people income will come from employment. For others income may come from Social Security benefits. Consider the following:

- Determine your need for financial support
- Investigate money management and identify necessary skills
- Apply for any financial support programs that may be needed

Guardianship and Alternatives:

At age 18, you become your own guardian. Some people are unable to do this because of their disability. If so, you and your family may face some choices. Questions for you and your family to ask are:

- What are my main concerns for my future? Are they financial, medical, or emotional concerns?
- What decisions will I be able to make on my own?
- What decisions will I need assistance making?



Adult Living

Think about what you would like to secure for your future. Below is a list of choices you and your family may consider if you need this kind of help. The list does not include all options. Other choices may be best for your family.

- ❑ **Full Guardianship** provides full decision making rights to an appointed guardian.
- ❑ **Partial Guardianship** provides rights in certain areas of decision making to an appointed guardian.
- ❑ **Durable Power of Attorney** allows health care decisions by an appointed guardian. Power of Attorney can cover other decisions too.
- ❑ **A Patient Advocate** acts for the individual receiving care. Most hospitals and providers have information on this choice. The appointed individual might be a family member or friend.
- ❑ In a **Conservatorship** an appointed individual manages a person's finances.
- ❑ A **Representative Payee** manages the finances of a person with SSI or SSDI benefits. Applications and help are available at local Social Security Administration offices.

Many of these actions must be done through the court system. Start exploring them when you turn 17. There may be legal and court fees for each. Seek qualified legal counsel if needed.



Bringing it all Together

Transition Plan of Care

Once you have thought about all or some of the areas discussed in the previous sections it is a good idea to start putting a plan in place. A Transition Plan of Care will help to keep things organized. It might also help you remember different things you need to do to get ready for the transition to adulthood. A Transition Plan of Care can be on paper or it can be done on a computer. However you want to keep it is fine. If someone is helping you put a plan together be sure to tell them how you would like to keep it.

What should a Transition Plan of Care include?

A Transition Plan of Care may look different for everyone. It will typically include goals that you have for yourself as you get older. For each goal you might find activities listed that need to be completed in order to reach your goals. For each activity you can create a list of who will be responsible to do these things. The person responsible can be you, your parent, family member, nurse or care manager you're working with. Whoever is helping you put the plan together might have different ways of doing it. Be sure you are comfortable with everything that is included in your plan.



Youth Tips

- Now is the time to speak up! Make sure you are heard and your personal goals are included.

Who can help me put a Transition Plan of Care together?

A transition plan of care can be put together with your help by someone at your doctor's office, or any other person/program that is helping you get ready for the transition to adult life.



Community Agencies: Navigating the Maze

This workbook has looked at health care, education, and independent living. Putting all these different topics together in a plan of care can help keep you organized. When you need assistance to reach some of your future goals you might find yourself working with different organizations and agencies, even programs at the state and federal level. So who do you go to? And what do you ask for? This section should give you some guidance on navigating your way to find help. It is also a place to keep notes and find contact information for some helpful resources.

Making the Call...

Don't know what to ask when you call? Consider this first. What information/support do you really want from this agency? Be sure you are specific and only ask about services they provide. Once you clear that up use this very simple script:

Sample Script for calling community agencies:

"Hello my name is _____. I have questions about _____. Can you please connect me with someone who can help?"



If you will be contacting many community agencies here is a tip. Keep a notebook with dates, names of who you spoke with, the action to be taken and expected date of completion.



Use the notes section to keep contact information handy.



Community Agencies: Navigating the Maze

Who to Call...

AIDS 24-Hour Hotline	800-342-2437	ARC Michigan	800-292-7851
American Cancer Society	800-ACS-2345	Autism Society of Michigan	800-223-6722
Center for Self-Determination	734-722-7092	CAUSE (Citizens Alliance to Uphold Special Education)	800-221-9105
Cystic Fibrosis Foundation	800-968-7169	Children's Special Health Care Services	800-359-3722
Department of Human Services (DHS)	517-373-2035	Diabetes Foundation	800-223-1138
DHS Adult Abuse Hotline	800-996-6228	Epilepsy Center of Michigan	800-377-6226
DHS Child Abuse Hotline	800-942-4357	Family Support Network of Michigan	800-359-3722
DHS Emergency Shelter Hotline	800-ASHELTER	Family Voices	888-835-5669
DHS Home Heating Hotline (Energy Assistance)	800-292-5650	Learning Disability Association of Michigan	888-597-7809
DHS Homeless Hotline	800-274-3583	Make-A-Wish Foundation of Michigan	800-622-WISH
DHS Medicaid Help Line	800-642-3195	March of Dimes	888-663-4637
DHS Parent Help Line	800-942-4357	Michigan Assistive Technology Resource (MATR)	800-274-7426
DHS Runaway Assistance Hotline	800-292-4517	Michigan Dental Association	800-255-7543
DHS Tuition Incentive Program			
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Easter Seals – Michigan	800-243-2847	Michigan Developmental Disabilities Council	517-334-6123
Michigan Association For Deaf, Hearing and Speech Services.	800-75-SEALS	Michigan Respite Programs	989-466-4164
Michigan Association of Centers for Independent Living.....	800-YOUR-EAR	Michigan Self-Help Clearinghouse	800-777-5556
	517-339-0539	Michigan Tel-Help (United Way Community Services)	800-552-1182



Community Agencies: Navigating the Maze

Michigan Protection and Advocacy	800-292-5896	National Mental Health Association	800-969-6642
Michigan Rehabilitation Services	800-605-6722	National Organization for Rare Disorders	800-999-6673
Michigan Works! Association	517-371-1100	Parents of the Visually Impaired	313-272-3900
Muscular Dystrophy Association	734-416-7076	Spina Bifida Association	800-621-3141
Partnership for Prescription Assistance	888-477-2669	The Family Center	800-359-3722
Poison Control	800-764-7661		
Social Security Administration	800-772-1213		
Special Olympics Michigan	800-644-6404		
United Cerebral Palsy Association of Michigan	800-828-2714		