

Community Based Resources for Individuals with IDD

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Disclaimer

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Local Intellectual and Developmental Disability Authority Services

IDD According to Texas



- IDD = Intellectual and Developmental Disabilities
- Three categories of IDD in Texas
 1. Intellectual Disability (IQ 69 or below prior to age 18)
 2. Autism Spectrum Disorder
 3. Related Condition
- A diagnoses in any one of these categories qualifies a Texan for IDD services through their LIDDA

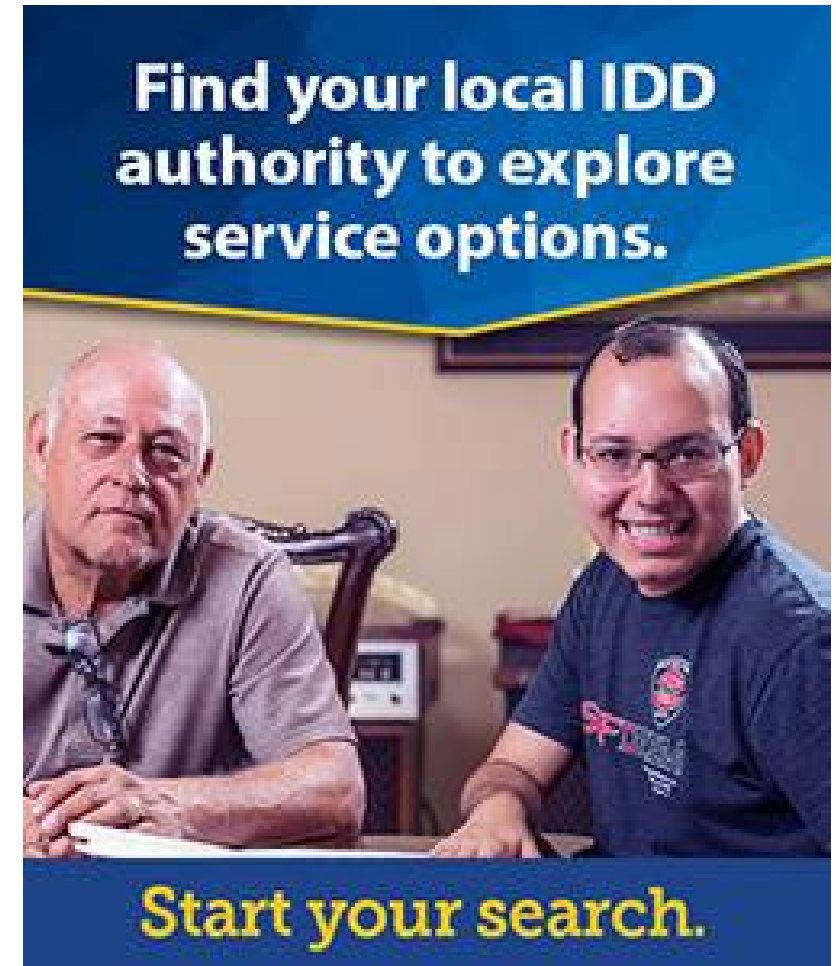
Intellectual Disability & Mental Illness

Intellectual Disability \neq Mental Illness

- Intellectual disability and mental illness **are NOT** the same condition, although they can occur in the same person.
- Unlike mental illness, an intellectual disability is
 - always associated with limited intellectual capacity,
 - occurs before age 18, and
 - a permanent condition.
- Mental illness is not associated with a particular level of intelligence, it may occur in a person at any age, and it is often temporary and treatable.
- Individuals with IDD develop a co-occurring mental illness at an incident rate of 30% - 40% higher than the general public; yet only 10% receive appropriate mental healthcare.

LIDDA Overview

- 38 Local Intellectual and Developmental Disability Authorities (LIDDA) in Texas
- Local Intellectual and Developmental Disability Authorities Directory
 - <https://apps.hhs.texas.gov/contact/la.cfm>



Local Community Centers & 'The Safety Net'



IDD + Psychiatric Care

Increase availability of local beds

IDD + Forensic Involvement

Increase community diversions via safety net services

LIDDA Services

- Intake/Access
- Determination of Eligibility
- Service Coordination
- Respite
- Community Supports
- Day Habilitation
- Supported Employment
- Employment Assistance
- Nursing
- Behavior Support Services
- Specialized Therapies
- Vocational Training

*Not all State Generated Revenue funded services described in this section are available in all areas of the state

Additional Services and Programs

- Continuity of Care
 - Access point for long term services (ICF/IID, State Hospital, and State Supported Living Centers)
- Crisis Services
 - IDD Crisis Intervention Specialist
 - Crisis Respite
 - Outpatient Biopsychosocial Approach for IDD Services (OBI) *



Consultation Support

- Transition Support Team
 - Aids in successful transitions and prevented transitions to and from institutional placement



LIDDA Service Coordination

- General Revenue (GR)
- Community First Choice (CFC)
- Home & Community-based Service (HCS)
- Enhanced Community Coordination (ECC)
- Texas Home Living (TxHmL)
- PASRR (Pre-Admission Screening Resident Review)



Medicaid Waivers for Minors Only



- Medically Dependent Children Program (MDCP): provides services to children and adults who are 20 and younger who are medically fragile as an alternative to receiving services in a nursing facility.
- Youth Empowerment Services (YES): provides home and community-based services to children under the age of 19 who otherwise would need psychiatric inpatient care or whose parents would turn to state custody for care.

* Individual must meet eligibility requirements as determined by the State.

Additional Medicaid Waivers for Adults Only



- STAR+PLUS Home and Community-Based Services (HCBS STAR+PLUS): provides services to adults over the age of 21 to keep them in their community as an alternate to being in a nursing facility.



* Individual must meet eligibility requirements as determined by the State.

Medicaid Waivers for People of All Ages



- Community Living and Support Services (CLASS): provides home- and community-based services to people with related conditions as a cost-effective alternative to placement in an intermediate care facility for individuals with an intellectual disability or a related condition.
- Deaf/Blind/Multiple Disabilities Waiver (DBMD): provides children and adults who are deaf-blind with multiple disabilities services as a cost-effective alternative to institutional placement. The program focuses on increasing opportunities for consumers to communicate and interact with their environment.
- Home and Community-based Services (HCS): provides services to children and adults with an intellectual disability (ID) or a related condition who are living with their family, in their own home or in other community settings, such as small group homes.
- Texas Home Living (TxHmL): provides services to children and adults with an intellectual disability (ID) or a related condition who live in their own home or their family's home.

* Individual must meet eligibility requirements as determined by the State.

Waiver Summary



Texas Long-Term Service and Supports (LTSS) Waiver Programs

	<u>State of Texas Access Reform (STAR)+PLUS Home and Community Based Services (HCBS)</u>	Youth Empowerment Services (Yes)	<u>STAR Kids Medically Dependent Children Program (MDCP)¹</u>	<u>Community Living Assistance and Support Services (CLASS)</u>	<u>Deaf Blind with Multiple Disabilities (DBMD)</u>	<u>Home and Community-based Services (HCS)</u>	<u>Texas Home Living (TxHmL)</u>
Waives off	Nursing facility (NF)	Institutions for Mental Diseases (IMD)	NF	Intermediate care facility for individuals with an intellectual disability or related conditions (ICF/IID)	ICF/IID	ICF/IID	ICF/IID
Year initiated	1998	2009	1984	1991	1995	1985	2004
Ages served	Age 21 and older	Age 3-18	Age 0 – 20	All ages	All ages	All ages	All ages

<https://www.hhs.texas.gov/sites/default/files/documents/doin-g-business-with-hhs/providers/resources/ltss-waivers.pdf>

Are You INTERESTED?

Skip the line...

Promoting
Independence
Crisis Diversion
Nursing Facility
Diversion
CPS AOC

INTEREST LIST: MEDICAID WAIVER

*as of April 2025

	Home & Community- based Services (HCS)	Texas Home Living Waiver (TXHML)	Community Living Assistance and Support Services (CLASS)	Medically Dependent Children's Program (MDCP)	Deaf Blind Multiple Disabilities (DBMD)
Total on Interest List in TEXAS	125,564	113,926	93,765	6,736	2,094
Average Time on Interest List	16-17 years	14-15 years	16-17 years	1-2 years	4-5 years
FY24/25 Biennial Slots STATEWIDE 88th Session	1,144	305	213	164	8
FY26/27 Biennial Slots STATEWIDE 89th Session	0	0	0	0	0

Community Living Options

Own Home/Family Home

- No Medicaid Waiver required
 - May include CLASS, TxHmL, DBMD, STAR+PLUS, or HCS



Home and Community-based (HCS) Group Homes

General Information

- 24-hour residential assistance
- Up to 4 residents with IDD
- Service coordination is provided by the LIDDA
- IQ limit
- Slot based on:
 - Medicaid Waiver Interest List
 - Crisis Diversion
 - Nursing Facility Diversion

Services Provided

- Comprehensive and individualized primary and specialty medical care
- Nursing services
- Dental services
- Specialized therapies
- Behavior support
- Adaptive aids
- Minor home modifications
- Respite
- Daytime programming
- Supported employment
- Supported home living
- Residential assistance

Community Intermediate Care Facility (ICF) Group Homes

General Information

- 24-hour residential services
- 6-8 residents with IDD in a home
- Case management is provided by the ICF Provider
- No IQ limit if combined with an IDD diagnosis and moderate to extreme deficits in adaptive behavior
- No wait or interest list

Services Provided

- Primary and specialty medical care
- Nursing services
- Dental services
- Specialized therapies (OT, PT, ST)
- Behavioral treatment
- Day habilitation
- Skills training
- Vocational and employment services
- Adaptive aids
- Specialized diets
- Planned activities such as shopping, dining out, going to movies and other recreational and leisure activities in their local communities

Harris County IDD Jail Data 2011-2024

Based on data matching JIMS jail booking records with The Harris Center's IDD treatment records over the last 14 years (2011-2024), Harris County jail has averaged 526 bookings per year to people with IDD treatment histories (361 unduplicated individuals per year). Data indicates a significant number could potentially be eligible for deflection/diversion.

Unique IDD Individuals with Harris Center Treatment History Booked into Harris County Jail per Year * Severity							
Year	Severity						Total
	Mild	Moderate	Other	Profound	Severe	Unspecified IDD	
2011	209	47	0	1	4	129	390
2012	226	46	0	1	4	122	399
2013	248	48	1	0	2	124	423
2014	250	42	1	0	5	122	420
2015	234	40	1	1	2	124	402
2016	231	32	0	1	5	143	412
2017	199	38	0	0	4	135	376
2018	250	36	0	1	4	139	430
2019	208	35	0	1	6	117	367
2020	117	22	1	0	3	92	235
2021	132	22	2	0	4	101	261
2022	166	23	1	1	3	125	319
2023	166	34	3	0	2	136	341
2024	154	26	0	0	2	100	282
Total	2790	491	10	7	50	1709	5057

25 Most frequent Charges (2011-Present) to Individuals with IDD Treatment Histories at The Harris Center Booked into Harris County Jail

	Frequency	Percent of Total
TRESPASS PROP/BLDG-NO FORB ENT	675	5.4
CRIMINAL TRESPASS	503	4.1
MOTION TO REVOKE PAROLE	495	4.0
ASSAULT-BODILY INJURY	421	3.4
POSS CS PG 1 <1G	376	3.0
MUNICIPAL CHARGES ONLY	370	3.0
ASSAULT-FAMILY MEMBER	352	2.8
TRESPASS PROP/BLDG-NO DEPART	322	2.6
NO DRIVER'S LICENSE	291	2.3
FAILURE MAINTAIN FINANCIAL RES	231	1.8
EVADING ARREST/DETENTION	228	1.8
POSS MARIJ 0-2 OZ	218	1.7
AGG ASSAULT W/DEADLY WEAPON	186	1.5
AGG ASSAULT-FAMILY MEMBER	185	1.5
BURGLARY OF HABITATION	179	1.4
AGG ROBBERY-DEADLY WPN	172	1.4
TERRORISTIC THREAT	170	1.4
CRIM MISCH >=100 <\$750	163	1.3
UNAUTH USE OF VEHICLE	149	1.2
THEFT <\$2,500 2/MORE PREV CONV	146	1.2
EVADING ARREST/DETENTION W/VEH	132	1.1
Not Described	129	1.0
THEFT - \$50-\$500	122	1.0
THEFT >=\$100<\$750	120	1.0
INDECENT EXPOSURE	113	0.9
BURGLARY OF VEHICLE	110	0.9



Early Identification

Implementation of a screening tool to identify those who may have an IDD diagnosis

Positive screen triggers a referral to IDD Eligibility to complete a Determination of Intellectual Disability (DID) Evaluation (or find any existing DID from another LIDDA)

Screening tool developed by The Harris Center's IDD division to be used by a layperson



Early Identification: Learning Needs Screening Tool (IDD)

LEARNING NEEDS SCREENING

INTERVIEWER NAME: _____

INTERVIEW DATE: _____

STUDENT NAME: _____

DATE OF BIRTH: _____ IDENTIFICATION NUMBER: _____

GENDER: ☐ Male ☐ Female

HOW MANY YEARS OF SCHOOLING HAVE YOU HAD? _____

BEFORE PROCEEDING TO THE QUESTIONS, READ THIS STATEMENT TO THE INDIVIDUAL:

The following questions are about your school and life experiences. It is important to find out how it was for you when you were in school/ training and if there is anything that would get in the way of your learning and understanding.

Section A	
1. Did you have any problems learning in middle school or junior high school?	<input type="radio"/> Yes <input type="radio"/> No
2. Do any family members have learning problems?	<input type="radio"/> Yes <input type="radio"/> No
3. Do you have difficulty working with numbers in columns?	<input type="radio"/> Yes <input type="radio"/> No
4. Do you have trouble judging distances?	<input type="radio"/> Yes <input type="radio"/> No
5. Do you have problems working from a test booklet to an answer sheet?	<input type="radio"/> Yes <input type="radio"/> No
<i>Count the number of "Yes's" for Section A</i>	
	X 1 =

Section B	
6. Do you have difficulty or experience problems mixing arithmetic signs (+/x)?	<input type="radio"/> Yes <input type="radio"/> No
7. Did you have any problems learning in elementary school?	<input type="radio"/> Yes <input type="radio"/> No
<i>Count the number of "Yes's" for Section B</i>	
	X 2 =

Section C	
8. Do you have difficulty remembering how to spell simple words you know?	<input type="radio"/> Yes <input type="radio"/> No
9. Do you have difficulty filling out forms?	<input type="radio"/> Yes <input type="radio"/> No
10. Did you (do you) experience difficulty memorizing numbers?	<input type="radio"/> Yes <input type="radio"/> No
<i>Count the number of "Yes's" for Section C</i>	
	X 3 =

Section D	
11. Do you have trouble adding and subtracting small numbers in your head?	<input type="radio"/> Yes <input type="radio"/> No
12. Do you have difficulty or experience problems taking notes?	<input type="radio"/> Yes <input type="radio"/> No
13. Were you ever in a special program or given extra help in school?	<input type="radio"/> Yes <input type="radio"/> No
<i>Count the number of "Yes's" for Section D</i>	
	X 4 =
TOTAL (YES MULTIPLIED BY FACTOR INDICATED FOR SECTIONS A, B, C, D)	

NOTES:

LEARNING NEEDS SCREENING DIRECTIONS

- Answer each question in each section (A, B, C, D).
- Record the observer's responses, checking "Yes" or "No."
- Count the number of "Yes" answers in each section.
- Multiply the number of "Yes" responses in each section by the number shown in the section subtotal. For example, multiply the number of "Yes's" obtained in Section C by 3.
- Record the number obtained for each section after the "=" sign in the section subtotal.
- To obtain a Total, add the subtotals from sections A, B, C and D.
If the Total from sections A, B, C and D is 12 or more, refer for further assessment.

Early Identification: Learning Needs Screening Tool (ASD)

BEHAVIORAL NEEDS SCREENING

The following observations are tailored to the common symptoms and behaviors associated with Autism Spectrum Disorders.

Section A	
1. Do you observe or know of extreme anxiety?	<input type="radio"/> Yes <input type="radio"/> No
2. Do you observe unusual speaking patterns?	<input type="radio"/> Yes <input type="radio"/> No
3. Do you observe repeating of phrases or words while speaking?	<input type="radio"/> Yes <input type="radio"/> No
4. Do you observe or know of lack of interest in social interaction/cooperative play?	<input type="radio"/> Yes <input type="radio"/> No
5. Do you observe a "staring off into space" behavior?	<input type="radio"/> Yes <input type="radio"/> No
Count the number of "Yes's" for Section A	
	X 1 =

Section B	
6. Do you observe smiling or laughing out of context?	<input type="radio"/> Yes <input type="radio"/> No
7. Do you observe an obsession with lining up small objects?	<input type="radio"/> Yes <input type="radio"/> No
Count the number of "Yes's" for Section B	
	X 2 =

Section C	
8. Do you observe difficulty changing subjects when talking?	<input type="radio"/> Yes <input type="radio"/> No
9. Do you observe unusual difficulty with physical boundaries?	<input type="radio"/> Yes <input type="radio"/> No
10. Did you observe difficulty with tone (talking too loudly or too softly)?	<input type="radio"/> Yes <input type="radio"/> No
Count the number of "Yes's" for Section C	
	X 3 =

Section D	
11. Do you observe unusual reactions to light, sounds, tastes, smell?	<input type="radio"/> Yes <input type="radio"/> No
12. Do you observe odd or repetitive body movements (rocking/spinning)?	<input type="radio"/> Yes <input type="radio"/> No
13. Do you observe a lack of eye-contact during conversations?	<input type="radio"/> Yes <input type="radio"/> No

Count the number of "Yes's" for Section D	X 4 =
TOTAL (YES MULTIPLIED BY FACTOR INDICATED FOR SECTIONS A, B, C, D)	_____

BEHAVIORAL NEEDS SCREENING DIRECTIONS

1. Ask the individual each question in each section (A, B, C, D) and question #14.
2. Record the student/customer's responses, checking "Yes" or "No."
3. Count the number of "Yes" answers in each section.
4. Multiply the number of "Yes" responses in each section by the number shown in the section subtotal. For example, multiply the number of "Yes's" obtained in Section C by 3.
5. Record the number obtained for each section after the "=" sign in the section subtotal.
6. To obtain a Total, add the subtotals from sections A, B, C and D.
If the Total from sections A, B, C and D is 12 or more, refer for further assessment.

Referrals needed/made: _____

State Supported Living Center Timeline



Less Restrictive Setting

- Alternative Options to SSLC
 - Out of Home Placement
 - ICF, HCS, or Host Home
 - Behavior Supports
- Probation
- Conditional Dismissal



Community Creative Solutions

- Crisis Intervention Specialist Support
- CIT/Mental Health Deputy Support
- Community First Choice (CFC)
- Skills Training
- Anger Management Classes
- Meaningful Engagement
- Injectable Medication
- Counseling
- *Know what services your LIDDA offers



Judge Ed Emmett Mental Health Diversion Center

- This voluntary program serves as a one-stop shop for law enforcement to divert (from jail) persons with mental illness who have been picked up for low-level, non-violent offenses, like trespassing
- The service array includes:
 - Triage, assessment, 24-48 hour observation, and short-term crisis respite beds.
 - Peer engagement and psychosocial-rehabilitation.
 - Integrated care and individual treatment plans to assist with stabilization.
 - Comprehensive discharge planning and post-release case management
 - Post-discharge access to wraparound services, such as substance abuse treatment and housing, developed through partnerships.
- Aftercare, Post-Release Services:
 - Intensive Community Based Case Management
 - Psychiatry and medication management
 - Psychosocial programming
 - Respite beds
 - Crisis Housing Supports and Permanent Supportive Housing
 - Detox/Residential Substance Use Disorder Services
 - Peer support



Tarrant County Mental Health Jail Diversion Center



The goal is to provide an alternative to arrest for law enforcement who encounter citizens engaging in illegal behavior resulting from or related to mental health crisis

How Does It Work?

- An officer encounters a person suspected of a non-violent criminal trespass, who appears to be having a mental health episode.
- The officer may choose to take the person to the Tarrant County Diversion Center instead of jail.
- No charges will be filed, and the person will not be required to stay. Officers will not have booking responsibilities and will be able to quickly return to patrol.
- Those who choose to stay may remain and receive treatment for immediate needs by MHMR staff.
- Diversion Center staff will work to provide those departing the facility with contacts, resources and aftercare ideally a “warm handoff” to a clinic and follow-up care for up to one year in the community.

Benefits for participants include:

- JPS Connections
- Benefits
- Primary Medical Care
- Long term housing
- Long term psychiatric care
- Case management
- Peer services
- Substance Use Treatment



Final Points on How to Help The People You Serve

- Propose a create solution for the state
- Provide documentation of IDD diagnosis (if available)
 - DID
 - Psychological testing
 - IEP/504
 - Consult with your LIDDA and/or Transition Support Team



Thank You for Your Participation!

QUESTIONS?

Contact

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