



*Washington State*  
Department of Social  
& Health Services

*Transforming lives*

# Collaborating to Support the Well-being and Mental Health of Students with Intellectual and Developmental Disabilities

Presented by Rose Spidell and Meghan Hopkins



## Warm up question

Think of a **time in your life** or an **activity** you've participated in or **group** you were or are part of, where you felt **accepted as yourself** and felt that you **belonged**.

Notice how that **felt** in your body and your emotions. Notice what **thoughts** you have about yourself related to that moment.





## Developmental Disabilities Administration

Washington state's lead agency for long-term care supports for individuals with intellectual and developmental disabilities.

Find DDA online at: [dshs.wa.gov/dda/](https://dshs.wa.gov/dda/)

### *Mission*

Transforming lives by providing support and fostering partnerships that empower people to live the lives they want.

### *Vision*

Support individuals by continually improving and individualizing supports, building support plans based on needs, and engaging individuals and families.

### *Values*

Respect, Person-Centered Planning, Partnerships, Community Participation.

### *Guiding Values*

Inclusion, Status and Contribution, Relationships, Power and Choice, Health and Safety, Competence.





## DDA's Guiding Values

### Inclusion

Status and contribution

Relationships

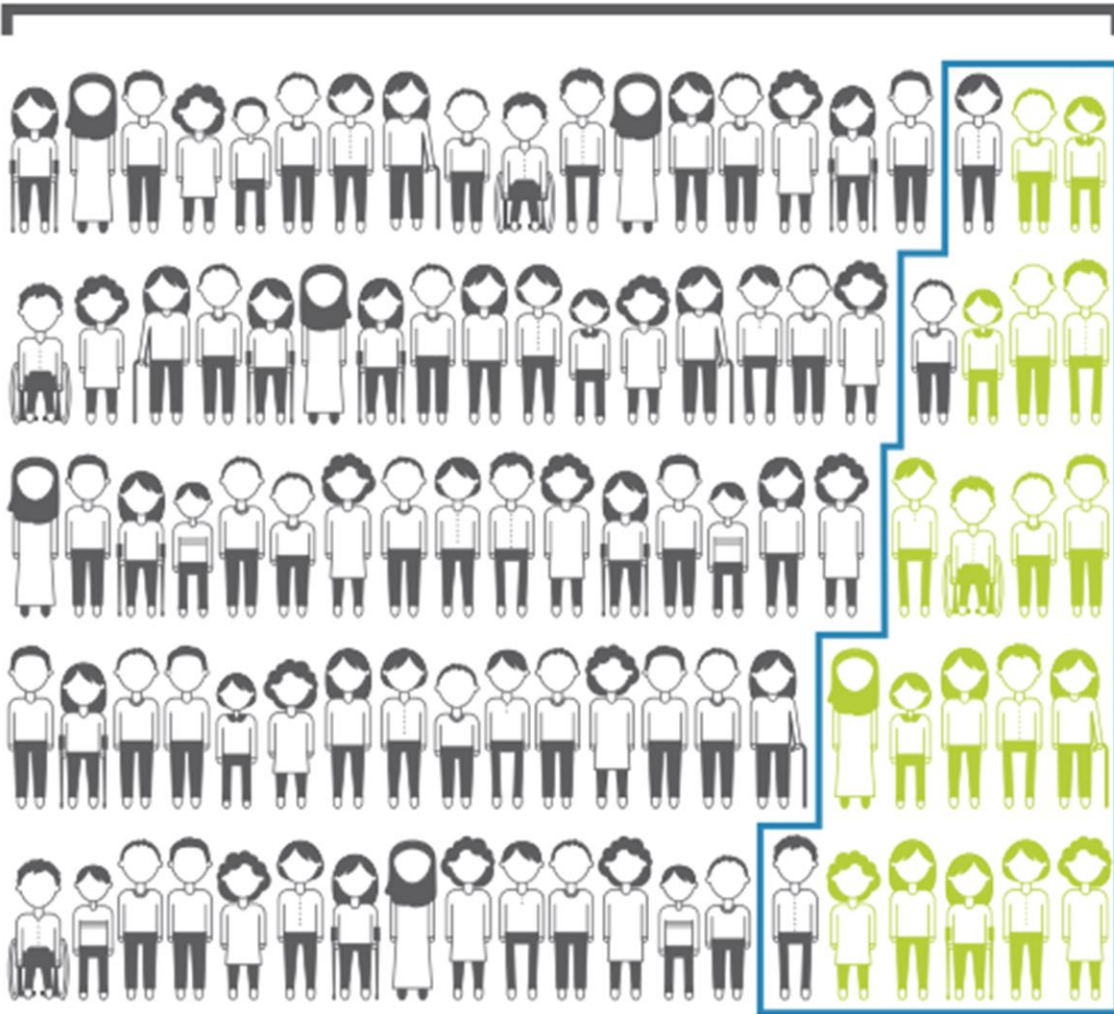
Power and choice

Health and safety

Competence



# People with IDD in the United States



7.39 million people in the United States had intellectual or developmental disabilities in 2019

22% 1.58 million people with IDD were known to or served by state IDD agencies

19% 1.40 million people with IDD received long-term supports or services through state IDD agencies

Data from the [Residential Information Systems Project](#)

# In Washington state

In 2023, more than 54,000 individuals with IDD were connected and receiving services through DDA, including more than 15,000 who are school-aged.

DDA clients live in every county. Most live with family in the community.

[DDA's 2023 Caseload and Cost Report](#)

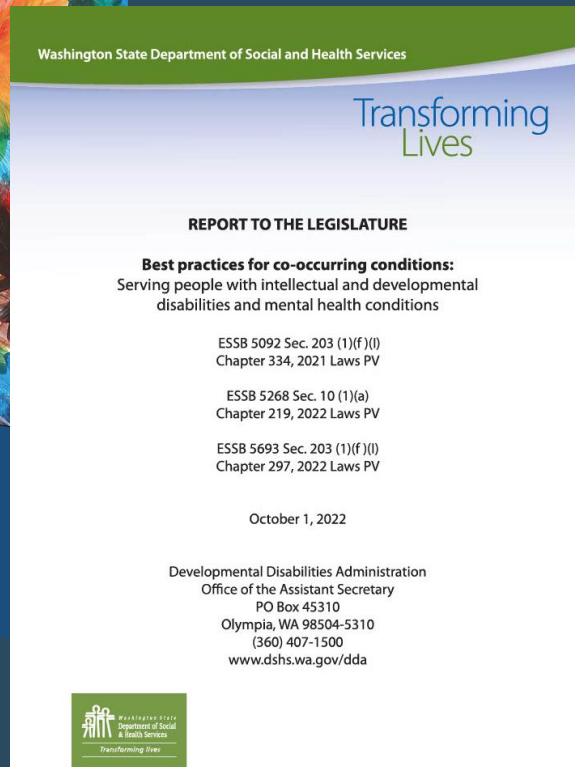




# Prevalence of dual diagnoses



**The Guidebook:**  
Meeting the mental health  
needs of people with  
intellectual disabilities



*Artist: Eddie Remington*

“People with ID are at least two – three times more likely to experience a mental health disorder than the general population.”



## Mental Health and Well-being



# Inclusion as a path toward well-being

How might we...?

What if we could...?

What would it take to...?



Photo credit: Nathan Dumlao via Unsplash Images



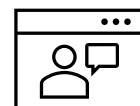
## University of Washington

[Inclusive Teaching](#) and the [Haring Center for Inclusive Education](#)



## Inclusion Stories

[Podcast](#) Chapter 5 features 2 WA State schools



## Five Moore Minutes

[Inclusive education:](#) [It's not more work, it's different work.](#)



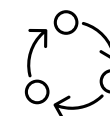
## Roots of Inclusion

[Amplifying the voices of youth and families](#)



## TIES Center

[Inclusive schools](#) and [Instructional Practices Videos](#)



## MTSS for All

[Including students with the most significant cognitive disabilities](#)

# Inclusion: What is it?



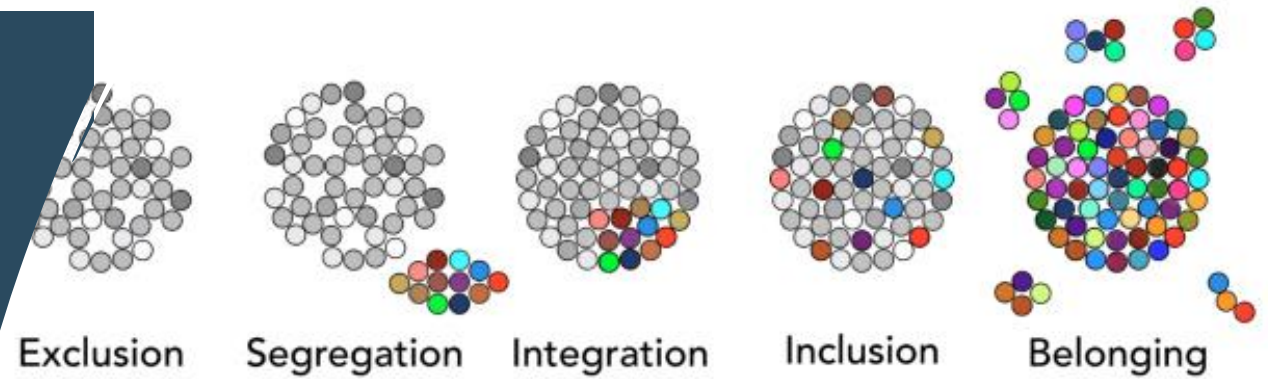
Meet Dr. Shelley Moore, an early episode of 5 Moore Minutes

[The Evolution of Inclusion: The past and future of education](#)



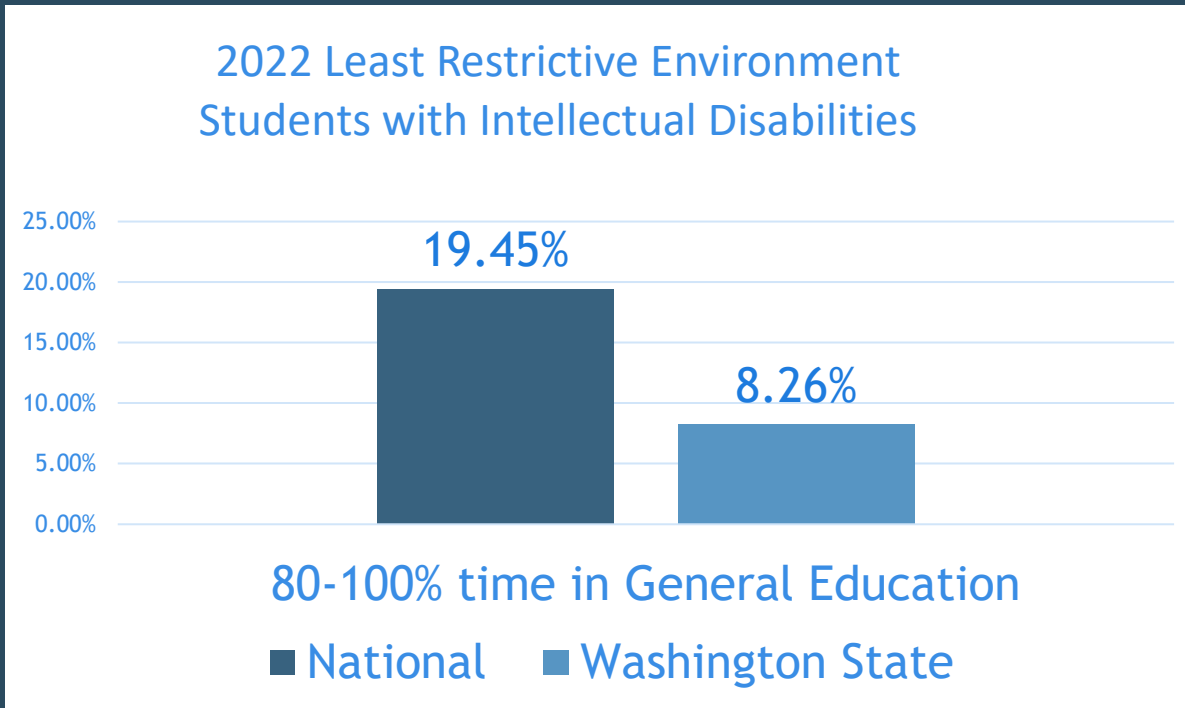
# Inclusion and belonging

Reflecting on our practices:  
Ten ways schools can foster  
belonging among students  
with and without disabilities  
([promotingprogress.org](http://promotingprogress.org))



# Inclusion in Washington state

## Recent Data



## Future Goals



The [Inclusionary Practices Technical Assistance Network](#) has identified a focus on the outcomes and the inclusion of students with IDD and for Black students with disabilities.





# From too hard to possible

“We don’t need a handful of people doing inclusive education perfectly. We need millions of people doing inclusive education imperfectly. Will you start, even if it’s imperfect?”

- Tim Villegas

Inclusion Stories: [Chapter 5: An Experiment in Hope](#)

# MTSS for All

“To realize an **MTSS framework** that meets the needs of **all students** in a school, including those with the most significant cognitive disabilities, the framework has to include **aligned** general education and special education delivery systems where supplemental special education supports **simplify**, **magnify**, and possibly **modify** what is taught in general education.”

Thurlow, M. L., Ghere, G., Lazarus, S. S., & Liu, K. K. (2020, January). [MTSS for all: Including students with the most significant cognitive disabilities](#). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes/TIES Center.



# MTSS Framework: Details for an academic system inclusive of all students

Tiers	For all students/School-wide focus	Aligned supplementary strategies for students with the most significant cognitive disabilities
Academic		
Tier 1 – Standards-based curriculum and instruction	<ul style="list-style-type: none"><li>• Priority learning targets identified and taught</li><li>• Effective teaching practices in place</li><li>• Universal Design for Learning implemented</li></ul>	<ul style="list-style-type: none"><li>• Focus on the high priority learning targets</li><li>• Differentiate how students express what they learn</li><li>• Integrate concepts and vocabulary with Augmentative Communication system</li></ul>
Tier 2 – Targeted instruction	<ul style="list-style-type: none"><li>• Use of flexible grouping in class focused on priority learning targets</li><li>• School-wide supports</li></ul>	<ul style="list-style-type: none"><li>• Pre-teach to build prior knowledge</li><li>• Reteach to reinforce priority learning</li></ul>
Tier 3 – Individualized instruction	<ul style="list-style-type: none"><li>• Intensive instruction to eliminate/minimize gaps</li></ul>	<ul style="list-style-type: none"><li>• Focus on skill gaps related to priority learning targets and additional academic IEP goals (i.e., reading skills)</li></ul>

# MTSS Framework: Details for a behavioral/social emotional system inclusive of all students

Tiers	For all students/School-wide focus	Aligned supplementary strategies for students with the most significant cognitive disabilities
Behavior and Social Emotional Growth		
Tier 1 – School-based positive behavior and supports	<ul style="list-style-type: none"><li>• School and classroom positive expectations, behaviors and routines are articulated, displayed and specifically taught</li><li>• Positive school culture developed and supported</li><li>• School-family partnerships developed</li></ul>	<ul style="list-style-type: none"><li>• Simpler language of same content used, visuals added, steps chunked into smaller steps</li><li>• Self-regulation skill building taught</li><li>• Concepts and vocabulary for the school-wide system integrated with Augmentative Communication system</li></ul>
Tier 2 – Targeted instruction	<ul style="list-style-type: none"><li>• Supports for social skill development and self-regulation increased</li><li>• School-wide services and supports available</li></ul>	<ul style="list-style-type: none"><li>• Pre-teach</li><li>• Reteach</li><li>• Provide sensory breaks and tools</li></ul>
Tier 3 – Individualized instruction	<ul style="list-style-type: none"><li>• Functional behavior assessment completed</li><li>• Wrap-around supports added</li></ul>	<ul style="list-style-type: none"><li>• Behavior Intervention Plan developed as part of IEP</li></ul>

# Collaboration is key

- Collaboration between school, home and community.
- Collaboration across school teams.
- Collaboration with state agency services and resources.
- Collaboration with family support organizations.

*Who would you call on to collaborate with?*





# Collaboration with DDA

“Consistency across settings supported growth in both settings.”

- Nichole Smith, DDA Region 1  
Youth Behavioral Health Specialist

## **DDA Case resource managers**

- Participate in IEP meetings
- Support the coordination of resources across settings

## **Services for families in the community**

- Specialized habilitation
- Staff and family consultation
- Respite
- Environmental adaptations
- Adaptive equipment
- Assistive technology



## Resources: DDA eligibility

- [DDA eligibility website](#)
- [Eligible Conditions Specific to Age and Type of Evidence](#)
- [DDA Eligibility and Services Guide](#)
- [Informing Families website: How to Apply \(and Why!\) Video](#)

# Resources: DDA programs and services

- [Developmental Disabilities Administration services & programs](#)
- [Community First Choice service options](#)
- [Home & Community Based Waiver Services Brochure](#)

## DDA Information in Multiple Languages

- [Service and Information Request | DSHS \(wa.gov\)](#) (links to information in 8 additional languages);
- [DDA Eligibility and Services Guide](#) (available in English & 8 additional languages)
- [Why Apply to the Developmental Disabilities Administration Combined Translations 2019 \(wa.gov\)](#)







## Resources: Mental health



- [Kids Mental Health Washington](#)
- [NADD](#) – a national association for people with intellectual and developmental disabilities and co-occurring mental health conditions
- [Learning Community Supports Interagency Planning for Youth with Co-occurring Intellectual/Developmental Disabilities and Mental Health Disorders](#)
- [ECHO I/DD](#)

# Work in progress

## Statewide survey on co-occurring IDD and mental-behavioral health

Conducted by Washington State Developmental Disabilities Council and the National Leadership Consortium on Developmental Disabilities

**Open through August 9, 2024**

Seeking:

- Adults living in Washington state with a developmental disability and mental or behavioral health support needs.
- Caregivers of people living in Washington state with developmental disabilities and mental or behavioral health support needs.

Learn more about the study (in English and Spanish) and find links to participate in the survey.

[WADDCMoreAboutTheStudy.pdf](#)  
[\(natleadership.org\)](#)

# Thank you!

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