

Considerations for Residential Placement

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Agenda

- ICG placements
- Selecting an RTC
- What to look for when visiting a facility
- Understanding the treatment program
- Your responsibilities
- Summary

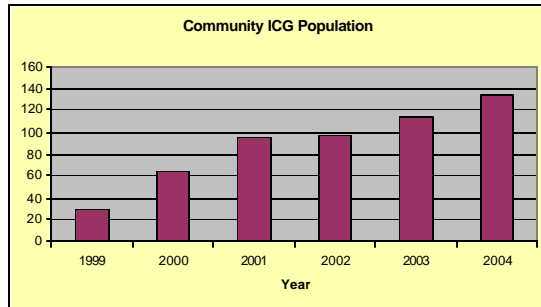
Where are the ICG children?

Residential Treatment Centers	
Allendale, Lake Villa	32
Streamwood (Costigan)	26
Lutherbrook, Addison	26
Orthogenic School, Chicago	23
Camelot, Palatine	18
Oconomowoc, WI	18
Larkin Center, Elgin	16
Willowglen Academy, Milwaukee	16
Rice, Evanston	13
Others	115
Total	303

Where are the ICG children?

Community ICGs by SASS Agency	
DuPage County	28
Kenneth Young, NW Cook	20
Family Services, Elgin	12
Community Care Options, Chicago	11
Ada S. McKinley, Chicago	9
Grand Prairie Services	9
Lake County	6
North Central Behavioral	6
Others	33
Total	134

Growth in Community ICGs



Selecting a facility

- SASS is available to help you locate a residential facility.
- Get the latest facilities list from SASS.
- Assess your child's needs.
- Ask other parents – the Yahoo group is an excellent resource.
- Obtain detailed information from facilities.

General Considerations

- How many ICG kids does the facility serve?
- Are they comfortable dealing with parents?
- Have they treated other kids like mine?
- Is close proximity important to me and my child?

Before visiting

- Obtain and read the program description and all relevant policies and procedures.
- Determine exactly where your child will reside (cottage, unit, etc.).
- Find out who is the accrediting agency? Obtain last review.



During visit

- Visit when residents are there and observe.
- Ask for schedules of activities.
- Meet with regular residential staff in addition to intake staff.
- How is the unit is staffed? How many, ratio to kids, qualifications...
- How will medical, dental, psychiatric, etc. services be provided?



During visit (continued)

- What is the training of the staff? Behavior management, crisis intervention, medical emergencies, etc.
- Interaction between school and residence.
- Assess the physical environment.
- How long to children stay?
- Where do they go?



During visit (continued)

- Ask for seclusion and restraint policies and practices.
- What are the school options?
- How will you and your home district participate in education planning?
- Are residential and school staffings coordinated?
- Do you have a single point of contact? Can you talk directly with residential and school staff?



Treatment for Mental Illness

- ICG children typically need more than behavior modification.
- Are psychotropic medications administered?
- Are there psychiatrists on staff?
- Will the psychiatrist attend the staffings?
- Can you attend the staffings?



Treatment (continued)

- What is the frequency of staffings?
- Can you meet with the psychiatrist?
- Are behavior measurements captured, measured and reported? Timely?
- Can treatment plans be individualized?
- Is family and individual therapy provided?



Transition to Adulthood

- Are there programs in place to prepare older children?
- Do they have group homes?
- Vocational training?
- Part time employment in the community?
- Employment supports?



Parental responsibilities

- Participation in care and treatment.
- Completion and submission of DMH forms.
- Cost of clothing, medical/dental, allowance and transportation.
- Applying to your school district to cover education expenses.
- Applying for SSI.



Participation in Treatment

- Family therapy
- Staffings (Formal treatment planning meetings)
- Residential team meetings
- Psychiatric planning
- DMH Annual Review
- More detailed discussion in the Parents' Handbook



Contact with Your Child

- On-site visits
- Phone
- Home visits – supervised/unsupervised
- Visits shouldn't be rewards but must be balanced with treatment and behavior management



Summary

- This is a major decision in your child's life.
- Many of our children need the structure – don't feel guilty – stay involved in the treatment.
- There are many good facilities but the programs differ.
- You are in charge – not DMH, not the RTC, not SASS, YOU!