**Beckwith Residential Support Services (BRSS)**

**The Illinois Model - BRSS Full Support Service Model The residential, educational and transitional objectives of BRSS are:**

1. To accommodate the residential needs of students with physical disabilities who require the services of Personal Assistants to successfully perform activities of daily living (ADLs); and
2. To promote personal empowerment and independence on the part of students with disabilities and, whenever possible, to facilitate their transition into living environments of their choice.

BRSS’s strategy for achieving these objectives became known as “**The Illinois Model”**, which encompasses three distinct programs to residents living on the 1st floor east wing of Nugent Hall. These programs are the Personal Assistant Program, Transitional Disability Management Program, and Mentoring Programs.

BRSS is not typically recommended for returning residents who are not invested in working towards greater independence or are only interested in a space because of financial support or easier access to floater staff.

BRSS residents will be supported based upon their acceptance into one of two Service Models - “Fully Supported” or “Step-Down. In addition to their room and board, residents living in the BRSS wing of Nugent Hall will pay a BRSS fee commensurate with the level of PA support received daily (5/7 hours) and their service model. This fee subsidizes the implementation of these programs.

**BRSS Full Support Service Model (1st year residents and returning students still in the process of developing their proficiency with their overall disability management):**

1. **Personal Assistant Program** - BRSS has designated two categories to describe their Personal Assistant (PA) services: Direct and Indirect services.
	1. **Direct PA services** -Individualized services that each student requires daily such as morning and evening assistance (e.g., showering, dressing, bowel and bladder care).
		1. Provided by PA staff chosen by the resident that were either vetted by BRSS or private hires.
		2. Scheduled, trained, and supervised by each resident.
		3. Limited to a maximum of five/seven (5/7) hours per day for each resident, per assessed need from the BRSS professional administration*.*
	2. **Indirect PA services** -Provided by PA staff, referred to as “Floaters,” to all residents during shifts running from midnight to 4am, 4am to 8am, 8am to 12pm, 12pm to 4pm, 4pm to 8pm, and 8pm to midnight.
		1. Unplanned, emergent, or ad hoc service needs that a student experiences throughout the day and evening hours that do not exceed 15 minutes (e.g., putting on outdoor garments, assisting in setting up homework and/or books, being repositioned in bed during the night, helping with unscheduled bladder/bowel care needs, etc.)

**c) Supervision Responsibilities of PA Staff**

i. The Coordinator of Staffing and Education is responsible for recruiting, screening, hiring and providing general training to prospective personal assistant (PA) staff. After applicants have completed this process they are placed on a list, which is shared with residents.

ii. The Coordinator of Staffing & Education is responsible for the oversight of the training and vetting of all BRSS PA staff. Beginning spring 2021, additional training will be focused on COVID-19 safety precautions and PPE use.

iii. The resident is the direct supervisor for any PA providing Direct Service.

1. Each resident is responsible for contacting, interviewing, hiring, training and scheduling their own PAs from the list provided.

2. Residents are required to coordinate proper staffing for their identified shifts and back-up shifts with their staff.

3. Residents are required to oversee their staff’s proper submission of payroll biweekly per the policies and procedures of BRSS.

iv. After the first year of receiving direct access to vetted BRSS PAs, residents will learn how to recruit, hire, train and supervise at least one of their own staff independent of the BRSS PA list, (private hire).

1. Residents learn how to utilize the University’s Virtual Job Board, or other recruitment methods to develop the knowledge and skills needed to recruit, hire and train staff when they ultimately leave the program and/or university.

2. These private hires are required to have the necessary background check as those staff hired through the BRSS hiring process.

v. Residents will adhere to the established protocols for utilization of the floater.

**B. Transitional Disability Management Program (TDMP)** -The TDMP is a formal educational program designed to improve the disability management knowledge and skills of the residents supported by Beckwith. Effective disability management results in students achieving increased levels of independence in every aspect of their lives. It involves them taking responsibility for themselves and acquiring the knowledge to find the resources they need and to make productive life choices. Effective disability management skills further provide the student with confidence to successfully make the transition to the life they envision beyond college.

 a) The Visiting Disability Advisor is responsible for managing the TDMP, in order that residents might achieve their highest level of independence and successfully transition to careers and self-sufficiency after college. Residents are required to register for CHLH 199 (1st year); CHLH 393 (2nd - 3rd year); CHLH 494 (4th or > years) for (1 CH) each semester to pursue their TDMP.

i. BRSS residents will initially meet bi-weekly with the Visiting Disability Advisor to discuss their overall goals, meetings can be more frequent, if desired.

ii. During each semester residents will work with the Visiting Disability Advisor and other BRSS/DRES Professional Staff (1:1, small groups or through participation in focused workshops) to address their specific TDMP areas of interest for scheduled meetings. iii. Goals and objectives are reevaluated at the beginning of each semester and their individualized plans are modified as warranted.

* + 1. Students are not judged based on success or failure in attaining goals, but on effort to work towards their goals.

b) Residents who receive a passing grade in the course are **given priority**for residency should there be a waiting list to receive Beckwith Residential Support Services the following academic year.

**c) For those not involved in the TDMP process, there is no guarantee of a room assignment for the upcoming academic year.**

The resident **may be** placed on a waiting list.

After all new and returning residents involved in the TDMP have been assigned a room the resident may be afforded residency on the first floor of Nugent Hall.

iii. Residents choosing **not to** register in their TDMP course, or who are not passing the course will be required to complete a remediation plan with the Visiting Disability Advisor by midterm of the given semester.

iv. Should remediation not result in improvements by the end of the semester, the resident may be at risk for not receiving IL VR support/funding for BRSS the next enrolled semester.

**C. Mentoring Programs** -The Associate Director and Visiting Disability Advisor are responsible for coordinating the Mentoring Programs which utilize peers to provide support to residents at different transitional periods of their university life.

At present, four distinct mentoring programs are coordinated through BRSS, a High School Mentoring Program, a New Student Mentoring Program, an Alumni Mentoring Program, and Parent Mentoring Program. Based on identified needs, mentors can be identified to assist in a resident’s development towards increased independence.

Implemented: 12/21