**Beckwith Residential Support Services (BRSS)**

**The Illinois Model - BRSS Step-Down 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 Step-Down Service Model (Residents are accepted into this service model when they have demonstrated proficiency in their overall disability management while fully supported by BRSS.)**

* This partial support model enables residents to still benefit from the Illinois Model while bridging with outside services that will continue supporting them in the future, enabling the resident to have greater autonomy with their independent living management to facilitate a smoother transition to other living environments, e.g., ADA rooms in University Housing or private certified housing, apartments on campus, etc..
* Residents can be accepted to this level of service for 1-2 semesters. Upon request, extensions can be considered and such requests will be considered on a case-by-case basis.

1. **Personal Assistant Program**

**a. Direct service staff -** PA staff will be independently coordinated by the resident rather than BRSS.

Direct service PA staff’s primary supervisor continues to be the resident.

1. PA staff are recruited and hired by the individual resident. This may consist of morning and evening care and assistance with activities of daily living during the day (toileting).

2. For the spring 2021 semester only, due to COVID-19, residents will be allowed to hire Direct Service staff from the BRSS PA list.

3. To fill remaining open shifts, residents may utilize the Virtual Job Board or other resources.

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

ii. Residents staff are funded privately or they are supported through the Division of Human Services (DHS)

1. Prior to transitioning to this model, residents will apply and obtain approval for services with DHS.

2. Residents are assessed and approved for hours by the DHS office based on their own evaluative and eligibility processes. This process is separate from BRSS and the U of I.

3. Residents will coordinate their staff completing DHS paperwork for payroll and communicate required expectations for submitting hours worked each pay period.

4. Residents will oversee their staff’s proper submission of payroll biweekly and any corrections, if necessary, adhering to DHS protocols.

**b. Indirect PA Services** - Are available from BRSS Floater staff. These services are scheduled and supervised by the BRSS Coordinator of Staffing & Education.

i. Residents will adhere to the established protocols for utilization of the floater. ii. Residents understand that they are not to rely on the floater to provide back-up PA support, that is reserved for a last resort after all other strategies have been attempted.

**B. Transitional Disability Management Program (TDMP)**

a. Participate in educational programming to assist with maximal functional independence and increase your personal responsibility for disability management.

b. Prioritize one goal to be directed on securing appropriate housing accommodation outside of BRSS for the next academic year, if student is not graduating.

c. Enroll in TDMP course for individualized transitional planning and skill development.

Students need to critically think about what factors have or could impact success in living independently.

Students will meet with the BRSS admin at least 2 hours per month to work on skill development.

Complete assigned tasks and actively engage with BRSS Administration to learn agreed upon skills.

d. 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.

i. 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 for the next enrolled semester.

**C. Mentoring Program**

a. As a veteran, BRSS resident can positively contribute to the BRSS community and adhere to the BRSS community standards throughout active and passive interactions.

b. As a veteran, BRSS resident may have the opportunity to support other community members’ transition by sharing your personal knowledge, advice or moral support.

c. If a resident deems it beneficial, they may be able to request support of an alumni mentor to support resident’s transition.

Implemented: 12/21