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# **Forensic Commitment of People with IDD to SSLCs**

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# Agenda

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- Overview of SSLCs
- Treatment Provided to Individuals with Commitments to SSLCs
- Overview of Forensic Services Offered at the SSLCs
- Discussion of the Competency Restoration Program at the SSLCs
- Example Case



# SSLCs

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Texas Health and Human Services operates SSLCs.

The SSLCs provide campus-based direct services and supports to people with intellectual and developmental disabilities at 13 locations — Abilene, Austin, Brenham, Corpus Christi, Denton, El Paso, Lubbock, Lufkin, Mexia, Richmond, Rio Grande, San Angelo, and San Antonio.

They serve people with intellectual and developmental disabilities who are medically fragile, have behavioral challenges, or have mental health issues.



# SSLCs in Texas



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- Abilene SSLC
- Austin SSLC
- Brenham SSLC
- Corpus Christi SSLC
- Denton SSLC
- El Paso SSLC
- Lubbock SSLC
- Lufkin SSLC
- **Mexia SSLC (Forensic, male)**
- Richmond SSLC
- Rio Grande SSLC
- **San Angelo SSLC (Forensic, female)**
- San Antonio SSLC

# Services Provided by SSLCs

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Residential services in an SSLC are intended to serve:

- Individuals with a severe or profound intellectual disability (ID).
- Individuals with an ID who are medically fragile or who have significant behavioral needs.
- Individuals committed by the courts due to high behavioral needs.



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# Treatment in SSLCs



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- Positive Behavior Support
- Psychiatric Treatment
- Medical Treatment
- Habilitation Services
- Skills Acquisition
- Vocational Training/Education
- Counseling
- Community Reintegration



# Community Reintegration and Continuity of Care

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## Transition Support:

- Community Outings and Home Visits
- Family Involvement
- Step Down Housing-Group Homes
- Transition to Other SSLCs, Not Designated as Forensic
- Continuity of Care with the Local Intellectual Developmental Disability Authority (LIDDA)
- Follow up by the Admissions and Placement Department



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# Forensic Commitments

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- **Code of Criminal Procedure, Chapter 46B.103:** Extended commitment of an adult found to be incompetent to stand trial as a result of ID, when an individual is unlikely to restore to competency in the foreseeable future.
- **Code of Criminal Procedure, Chapter 46C:** Individuals who have been found not guilty by reason of insanity and have been diagnosed with ID.
- **Family Code, Chapter 55:** Commitment of a minor who has been found unfit to proceed with charges as a result of ID and who meets civil commitment criteria.
- **Code of Criminal Procedure, Chapter 46B.073:** Commitment of an adult found to be incompetent to stand trial as a result of ID for competency restoration not to exceed 120 days for a felony or 60 days for a misdemeanor.
- **Family Code, Chapter 55:** Commitment of a minor who has been found unfit to proceed with charges as a result of ID for restoration of fitness not to exceed 90 days.



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# Forensic Services at SSLCs

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- Competency Restoration
- High-Risk Determinations
- Forensic Assessments
- Individual and Group Counseling Designed to Address Offense Behaviors
- Community Reintegration Working with the Court and the LIDDA



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# Competency Restoration



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- The Code of Criminal Procedure, Article 46B.001(3) defines competency restoration as a “treatment or education process for restoring a person's ability to consult with the person's attorney with a reasonable degree of rational understanding, including a rational and factual understanding of the court proceedings and charges against the individual.”
- The Family Code Article 55.01 (7) defines Restoration classes" as curriculum-based educational sessions a child attends to assist in restoring the child's fitness to proceed, including the child's capacity to understand the proceedings in juvenile court and to assist in the child's own defense.

Services include:

- Holistic Treatment Provided to All SSLC Residents
- Legal education

# Competency Restoration Curriculum

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- *The Slater Method : An Educational Tool to Restore Competence to Stand Trial in Intellectually Disabled Defendants* developed by Eleanor Slater Hospital, Cranston, Rhode Island
- Pre and Post Tests
- Supplemental Materials
- Mock Trial Video
- Relaxation Techniques



## Returning Your Client to Court: *The Slater Method an Educational Tool to Restore Competence to Stand Trial in Intellectually Disabled Defendants*

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- Workbook that includes five modules
- Each module includes two Phases: Phase I – Knowledge-Based Training and Phase II – Understanding - Based Training
- Guide for trainers to interact with individuals with ID
- Glossary of Legal Terms





# Training Modules

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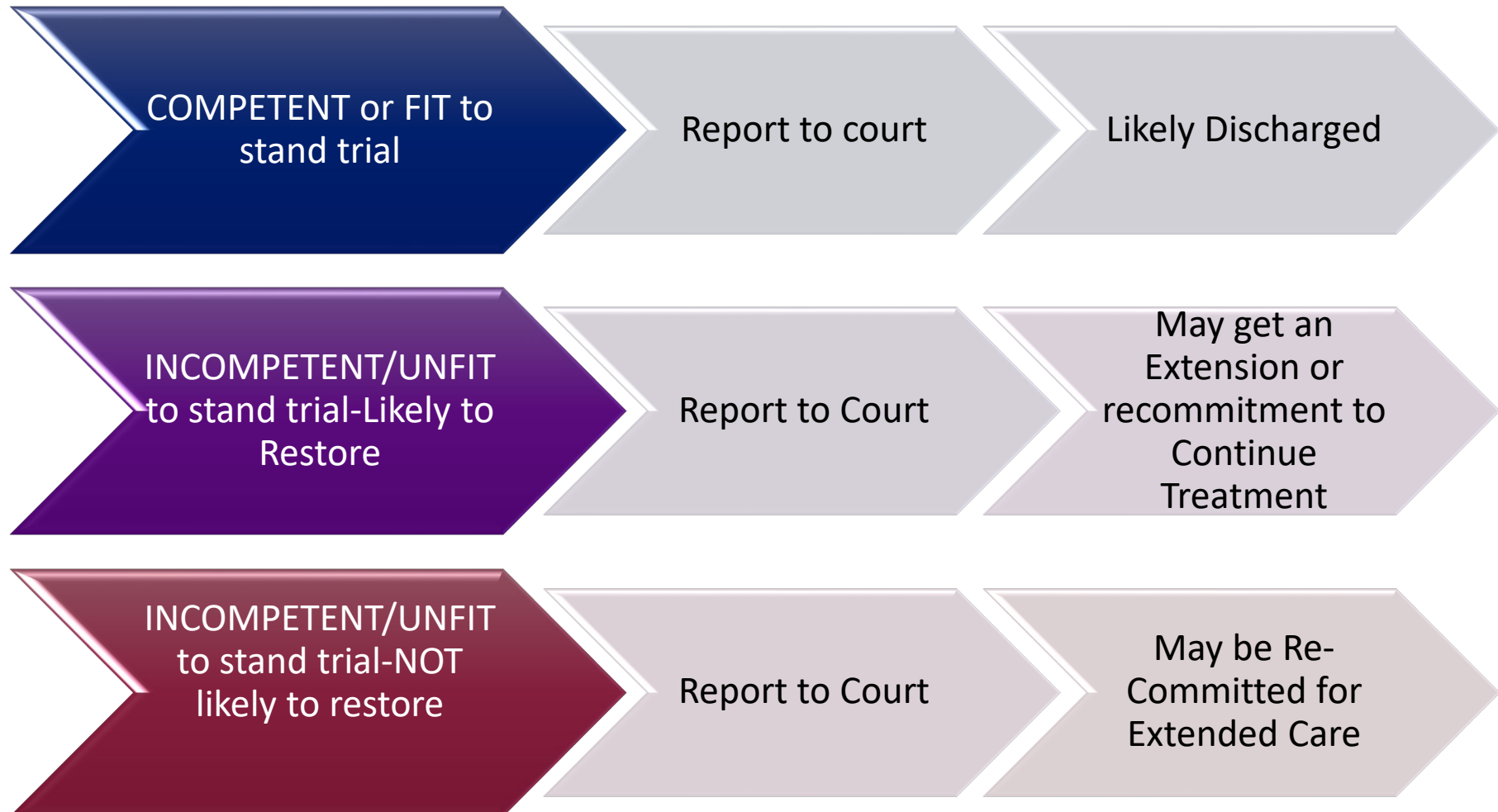
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- Module 1: Purpose of Training: Review of Charges, Pleas, and Potential Consequences
- Module 2: Review of Courtroom Personnel
- Module 3: Review of Courtroom Proceedings, Trial, and Plea Bargaining
- Module 4: Working with your Attorney and Assisting in your Defense
- Module 5: Tolerating Stress of Proceedings

# 46B/Chapter 55 Commitment Outcomes

## Trial Competency Evaluation Outcomes:



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# Case Study

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# Youth Committed for Restoration

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## Profile

- 15-year-old male
- Admitted to the SSLC for up to 90 days for restoration after being found unfit to proceed for a pending charge of assault-bodily injury of a public servant
- Diagnoses: ID, Mild, Autism Spectrum Disorder, and Disruptive Mood Dysregulation Disorder
- Placed in his family's home on bond prior to his admission to the SSLC

## Admissions, Assessments, and Evaluations

- Evaluated by the psychiatric provider and medication regimen continued from the community
- Received medical and habilitation evaluations
  - Had a seizure disorder and was referred to a neurologist for treatment



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# Case Study, Cont.

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## Assessments and Evaluations, Cont.

- Issues with fine motor skills and occupational therapy treatment plan developed to learn to write legibly, brush his teeth, button his clothes, and tie his shoes
- Skills acquisition plan coordinator worked to develop his skills in counting money, purchasing items, and folding clothes
- Behavioral Health Specialist developed a Positive Behavior Support Plan (PBSP) with target behaviors of aggression toward others, unauthorized departure of area, and inappropriate verbal behavior identified
- Replacement behaviors were tolerating a delayed response and asking for a break

## Commitment Period

- Cooperative with taking medications, but resistant to attending school
- Staff worked to establish a reward system for attending school, and his attendance improved



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# Case Study, Cont.

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## Commitment Period, Cont.

- Resistant to participating in competency restoration training
  - Would continuously flick the lights on and off when the trainer attempted to cover the material with him
  - Trainer realized that he liked to read and provided him with some flash cards, which he studied with staff
  - Reward system was also used for attending and participating in the sessions, and his participation improved



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# Case Study, Cont.

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## Commitment Period, Cont.

- Once he had adjusted to his new environment, he received a Determination of Intellectual Disability evaluation through psychology. His IQ score was 61, and his adaptive behavior score was 45.
- Determined that he qualified for services as an individual with an ID through Health and Human Services.
- After completion of the competency training modules, received a fitness to proceed evaluation by a licensed psychologist and found unfit to proceed and unlikely to be restored with additional training.
- Reports sent to the court and the judge scheduled a hearing
  - Recommended that he remain at the SSLC for treatment and care on an extended commitment



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# Case Study, Cont.

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## Extended Commitment Period

- Defense attorney and parents agreed that the SSLC was the least restrictive environment to best serve his needs, and he was given an extended commitment
- Once his extended commitment began, he attended anger management group with his peers and learned some coping skills to manage his anger and aggression
- Continued to improve in behavior and mental health over the next year, and his interdisciplinary team (IDT) recommended that he transition back into the community to his family home
- Packet was submitted to the committing court, and the judge approved his transition



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# Case Study, Cont.

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## Transition to Community

- Working with the LIDDA in committing county, the IDT from the SSLC coordinated services for behavioral health, psychiatric treatment, medical care, special education within the school, and ongoing occupational therapy services
- Transitioned back into his family home
- Had a few issues at first due to changing home and school environments, but the IDT from the SSLC worked with the LIDDA to put some supports in place
  - Behavioral health specialist from the LIDDA made some adjustments to his PBSP and worked with the family to maintain healthy boundaries
  - School worked with the behavioral health specialist to develop a reward system like the one used at the SSLC to motivate him to attend and participate in school



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## Case Study, Cont.

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- At the end of the first year after transition to community, it was determined he had made a successful transition and no longer needed oversight from the SSLC
- Recently graduated from high school and is working in a sheltered workshop in his community.
- Now lives in a group home near his family and visits them often



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# Thank you!

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