

INCREASING INDEPENDENCE THROUGH SERVICES: TDS

A Presentation by

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WHAT THIS PRESENTATION WILL COVER

- Summary of my background
- Landmarks of becoming independent
- The landscape of job related services and supports
- Regional Center Options
 - Day programs with vocational component
 - Individualized Day Programs
- Department of Rehabilitation Programs
 - Work training, job development, job coaching
- People who don't fit well with these options
- Tailored Day Services
 - Description, strengths and weaknesses
 - Some examples of situations in which TDS has been provided at ICS
 - Two examples of parts of TDS plans
- Summary
- Q+A
- Contact information

ABOUT ME

- Studied psychology at Oberlin College, graduated with B.A. in 1998
- Graduated from Life Chiropractic College West with D.C. in 2005
- Worked at Lifehouse 2006-2013 as Supported Living Manager, and joined the Senior Management Team in 2011
- Became ILS Coordinator at ICS in 2013, Living Skills Director in 2016
- Graduated with an M.A. in marriage and family therapy from Northcentral University in 2019

CURRENTLY...

- Currently am Living Skills Director at Integrated Community Services in San Rafael



Integrated
Community
Services

- Currently am a Registered Associate Marriage and Family Therapist supervised by Bj Brown MFC, license #30551 at Seeds of Awareness in Petaluma



HOW WILL MY CHILD BECOME
INDEPENDENT?

HOW AND WHEN DID YOU BECOME INDEPENDENT?

- Think back...

YOUR FIRST TRIP TO THE MALL
WITHOUT YOUR PARENTS...

YOUR FIRST JOB...

YOUR FIRST ROMANTIC
RELATIONSHIP...

GOING TO COLLEGE...

YOUR FIRST APARTMENT...

YOUR FIRST BILL...

WHAT ARE SOME OF THE KEY FEATURES IN THESE SITUATIONS?

- Being on your own
- Building confidence in steps over many years
- Engaging in activities against your parent's wishes
- Suffering the consequences of your decisions
- Actually having to face real difficulties in a variety of realms

THERE ARE SUPPORTS THAT CAN HELP YOUR
CHILD ACHIEVE SOME OF THESE
MILESTONES IN SOME FORM...

- Life Skills supports
- Prevocational supports
- Vocational supports

YOUR FIRST JOB...

APPROACHING YOUR CHILD'S FUTURE

FAMILY FUNCTIONING OFTEN LACKS INTENTIONALITY

- Most often, we are just trying to make it through the day if it is stressful
- There can be so many factors, we can be pulled in so many directions
- Because families are together everyday, it is difficult to maintain long-term goals
- But in areas like future living arrangements and future employment, it is very helpful to be intentional

AS A PARENT, IT IS IMPORTANT TO COME TO TERMS ABOUT YOUR CHILD'S FUTURE

- Having a realistic sense of your child's abilities
- Having a realistic sense of the gains your child might make in terms of abilities
- Having a realistic sense of what is out there in terms of supported living
- Having a realistic sense of what is out there in terms of eventual employment

MOVING YOUR CHILD TOWARDS INDEPENDENCE MAY REQUIRE A STRONG INTENTION

CHILDREN WHO STRIVE FOR INDEPENDENCE

- Develop a plan to make sure they are as ready as possible
- Try to sustain their motivation while adding in realistic expectations
- Determine what situation they could safely move into
- Give some thoughts to what their vocational strengths and weaknesses are
- Try to think of jobs/volunteer opportunities that would be a good starting place

CHILDREN WHO RESIST INDEPENDENCE

- Develop a plan to get them to interested in independent living skills
- Increase their motivation by discussing the future
- Find a situation that they would be ok or interested in moving into
- Consider areas of interest and what jobs exist in those areas
- Consider what sort of motivation/incentives/circumstances would help increase momentum towards working

KEY THINGS TO CONSIDER WHEN LOOKING AT THE POTENTIAL SUPPORTS

- What type of volunteer or vocational experiences has your child had, if any?
- In what environment, type of job, etc. can you see your child succeeding?
- How close (in terms of months or years) do you think your child is to being able to enter such an environment?
- What type of support or help would allow your child to progress during those months or years needed to prepare?

THE LANDSCAPE FOR JOB RELATED
SERVICES (NOT INCLUDING TDS)

POTENTIAL NON-RESIDENTIAL SERVICES AFTER LEAVING THE DISTRICT

- Regional Center Clients
 - Day programs – some have a vocational component
 - Individualized day program – (includes TDS, to be discussed later)
- Department of Rehabilitation (for individuals with Regional Center or individuals with non-RC qualifying disabilities)
 - Work training (lasts up to 4 months)
 - Job development
 - Job coaching (lasts up to about 3-4 months after getting a job)

HOW TO READ THE FLOW CHARTS



A point of growth or a step forward



A decision point – always will have a “yes” and a “no” after it that lead in different directions

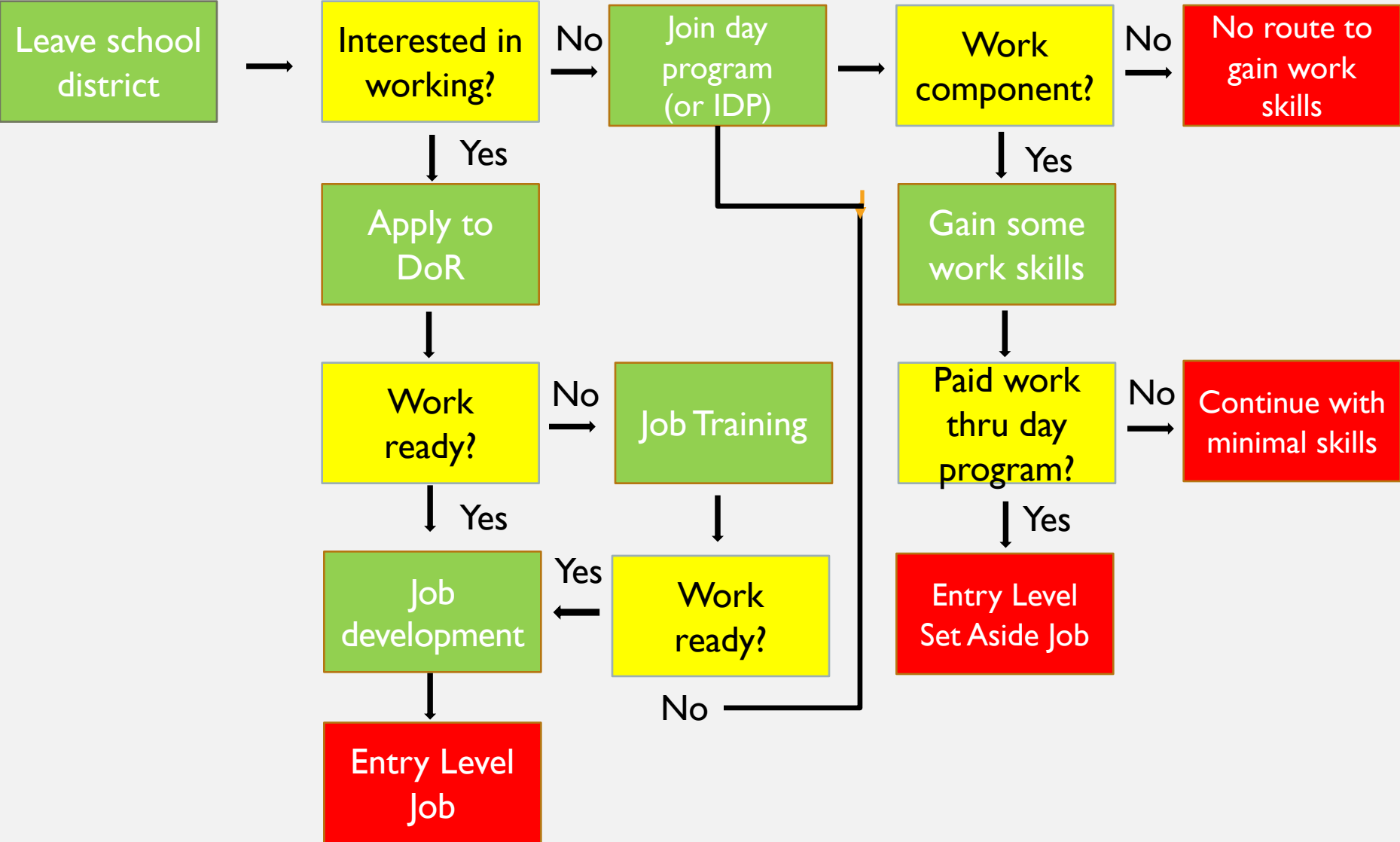


A stopping point – there are not further supports to encourage advancement or growth

ABBREVIATIONS AND AGENCIES IN THE FLOW CHARTS

- Regional Center (RC) – living, residential, vocational, and other supports for individuals with developmental disabilities
- Department of Rehabilitation (DoR) – vocational supports for individuals with any type of disability that has a negative impact on the ability to find or keep employment
- Not noted in the flow charts is that most vendors (agencies) that provide RC or DoR services provide an option that these services can be privately paid for

FLOW CHART FOR REGIONAL CENTER CLIENTS (DOES NOT INCLUDE TDS)



**OPTIONS SUPPORTED BY THE
REGIONAL CENTER**

WHAT ARE DAY PROGRAMS WITH A VOCATIONAL COMPONENT?

- Day programs are ~9am-3pm on weekdays
- Day programs can support work in small groups for 1-2 hours a few days a week at all types of retail sites (rolling silverware at a restaurant, folding clothes at a retail store, being on a cleaning crew)
- Day programs can produce something that is sold or provide a service (dog walking, creating a product)
- Day programs can employ clients to work in their kitchens or perform various duties (janitorial work, clerical work, etc.)
- Day programs sometimes have agreements with some work places to provide workers for longer shifts and more days of work (entry level jobs)

NOT TO EXCEED 30 HOURS PER WEEK

DAY PROGRAM WITH VOCATIONAL COMPONENT

POTENTIAL UPSIDE

- Provides a lot of structure (30+ hours per week, including transportation)
- Provides a lot of potential peer interaction
- Has a range of activities – classes, socialization groups, sometimes art, and vocational
- Shifts can be very short (even under 2 hours)
- Low risk job situations

POTENTIAL DOWNSIDE

- Could be too much structure
- If peers do not seem a good match, the peer interaction will not be a positive
- There can be limited choices in the range of activities
- The job situations may not be strong on the work training component, so skill building could be limited
- Typically the vocational component does not resemble real world experience (not always)

INDIVIDUALIZED DAY PROGRAM

- If no day programs are a match, you can request an Individualized Day Program (IDP)
- This is a 1:1 service, up to 30 hours per week
- Considered a day program replacement
- You cannot be in an IDP a few days a week and at a day program one or more days a week

INDIVIDUALIZED DAY PROGRAM

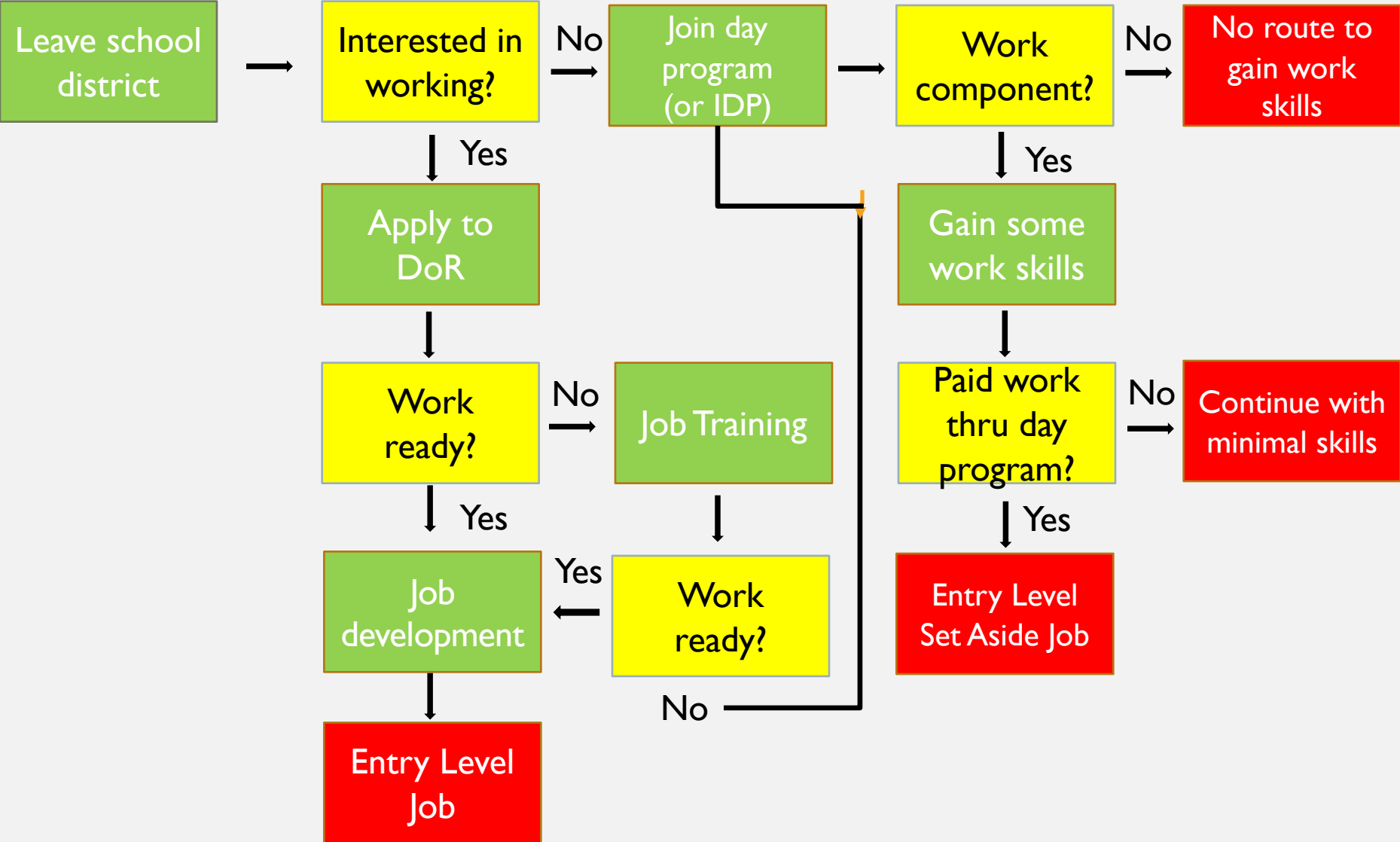
POTENTIAL UPSIDE

- Provides a lot of 1:1 support (30 hours per week)
- If getting along with others is an issue, this can work well
- Wide open in terms of creating a schedule
- Could involve support at a volunteer site or possibly a job
- Vocational component is normally low risk

POTENTIAL DOWNSIDE

- Honestly, this much 1:1 support can actually be unproductive
- Provides no peer interaction
- Often, you need to be very self-directed in creating any kind of a consistent, beneficial program
- Again, the person or their parent will likely need to pursue opportunities for these elements to be included
- Typically the vocational component does not resemble real world experience

FLOW CHART FOR REGIONAL CENTER CLIENTS (DOES NOT INCLUDE TDS)



NON-REGIONAL CENTER SERVICES

THE DEPARTMENT OF REHABILITATION

- Open to anyone who has a disability that would/does interfere with work performance
- Provides a variety of vocational services, including:
 - Work training – could last up to four months
 - Job development – resume writing, finding appropriate jobs, job search, interview support
 - Job Coaching – for three to four months after finding a job

WORK TRAINING AND JOB DEVELOPMENT PROGRAMS WITH DOR

WORK TRAINING

- Usually a trial period of 40 hours (over a month or so) to see if a longer work training makes sense
- Then a training period of 3 months
- Services provide 1:1
- If the person seems employable, a recommendation is made to go into job development

JOB DEVELOPMENT

- Meet with the job developer to discuss potential jobs
- Help preparing a resume
- Interview prep
- Help with the job search and setting up interviews
- Dealing with follow-up, i.e. rejections and job offers

DOR: JOB COACHING

- If hired, a person is eligible for 1:1 job coaching
- Usually, this is for 100% of hours worked for the first month
- This tapers down in the second and third month
- Usually, the person is classified as successfully placed by the fourth month, and services stop
- In the case of a person who is with GGRC, long term coaching, called Habilitation services, can be put in place (usually at 20% of worked hours)
- In the case of no DoR services, ICS provides permanent follow up services, which are a couple of hours a month to check in, and sometimes provide more services if there is a significant issue; ICS is not paid for this

THE DEPARTMENT OF REHABILITATION

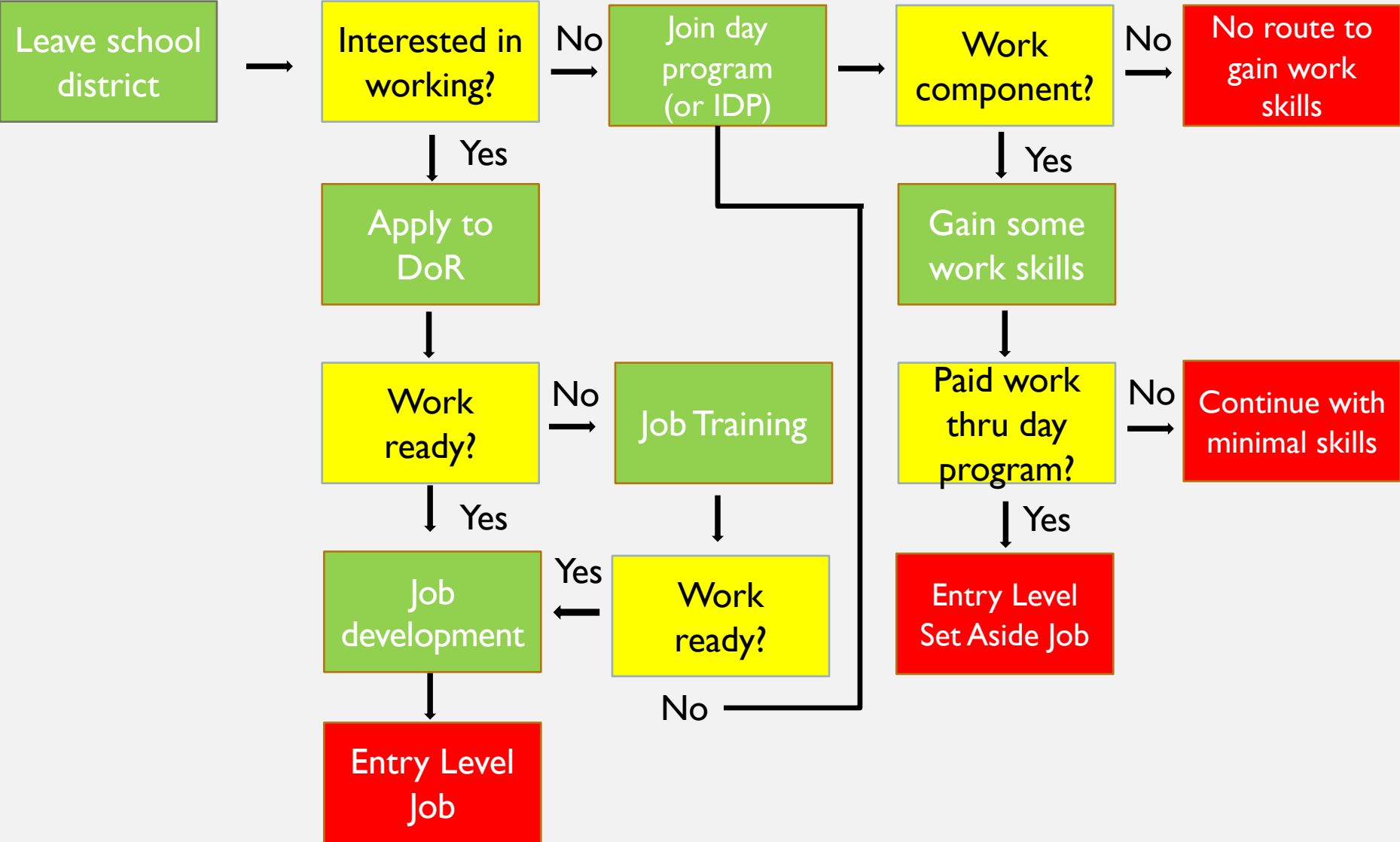
POTENTIAL UPSIDE

- Much easier to qualify for services than RC
- Because the services are time limited, they tend to be more efficiently provided
- Usually, agencies that work with DoR have experience with a very wide range of skill levels, disabilities, and job opportunities

POTENTIAL DOWNSIDE

- DoR tends to be slower and less responsive than RC's
- DoR has less providers of services
- Because the services are time limited, they are really best suited for someone who will be ready to work within 6 months
- Once a single work training has been provided, other work trainings typically are not offered (always worth trying)
- Does not allow for additional training once someone is gainfully employed (so no training is offered for advancement or switching jobs)

FLOW CHART FOR REGIONAL CENTER CLIENTS (DOES NOT INCLUDE TDS)



PROBLEMS WITH THESE OPTIONS

THESE SERVICES HAVE A LOT OF GAPS

- Day programs are not suitable for everyone, and often do not promote growth in terms of job readiness or increased independence
- Individualized day programs rarely are organized or well thought out enough to create strong outcomes
- DoR programs are short-term – the entire process typically is finished in under a year, sometimes in under 6 months
- If someone needs 1-3 years to become work ready, there really is not a strong option that provides consistent forward progress

WHAT WE FOUND

- There is a group of people who need much more support to become ready to have a job
- There is a second group who were able to get an entry level job, but needed much more support to move into a more interesting job (such as a non-entry level job with the same company or a specialized job tailored to their strengths)
- There were also people who did not know if employment would work, and some kind of exploratory process was needed
- Finally, there was a group that was interested in a college type of experience
- None of these groups were adequately served by the options discussed

ANOTHER OPTION:
(T)AILORED (D)AY (S)ERVICES

TAILORED DAY SERVICES (TDS)

- A special form of Individualized Day Program
- Up to 8 hours a week (or 34 hours per month)
- Targeted pre-vocational services to support an individual to:
 - Explore interests and see how they could relate to future work
 - Find volunteer and educational opportunities and provide support in them
 - Identify weak areas (like focus, work appropriate behavior, stamina, etc.) and work to strengthen them
 - Provide supports while taking academic or non-academic courses
 - Develop transportation skills
- Vocational supports
 - Resume, job search, and job selection support
 - Job coaching type support (only 8 hours per week)

TAILORED DAY SERVICES

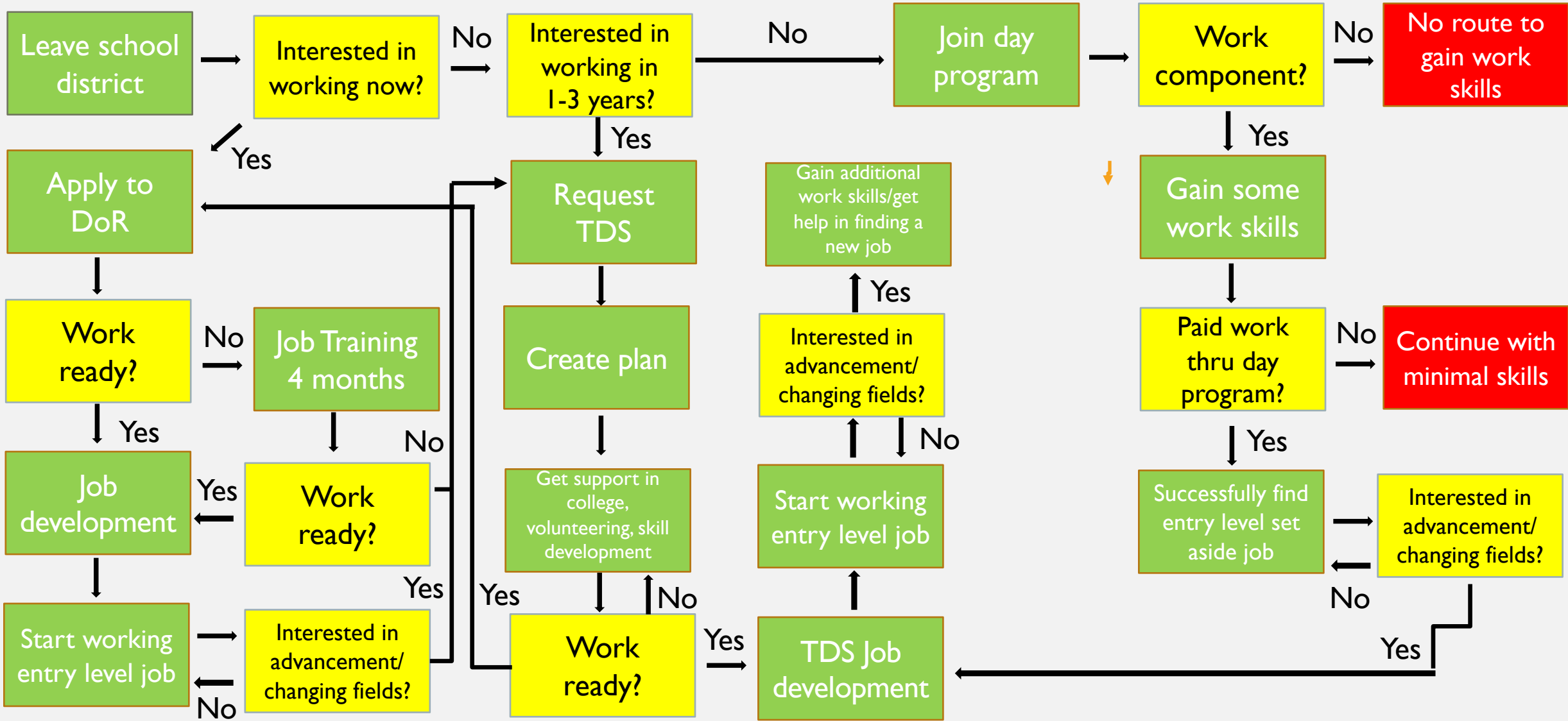
POTENTIAL UPSIDE

- A limited amount of targeted services per week
- Work is usually more efficient and workers are usually more effective
- Can provide support at a local community college, at volunteer sites *in whatever area interests the person most*
- Can be geared towards eventual independent employment in the community
- Can simultaneously be volunteering, while getting support in job development (looking for work)
- Once employed, can continue as on the job support
- Is not a time limited service

POTENTIAL DOWNSIDE

- If a lot of supervised time is required, 8 hours per week is not typically enough
- Provides limited peer interaction (support at a college or volunteer site will have some interaction)
- It is not possible to have TDS hours and any other day program services

FLOW CHART FOR REGIONAL CENTER CLIENTS WITH TDS AS AN OPTION



EXAMPLES OF TDS SERVICES

YOUNG WOMAN INTERESTED IN ATTENDING COSMETOLOGY SCHOOL

- She had gone through our DOR programs, and was successfully working PT for many years in retail
- She moved in to working FT
- She has family support to attend cosmetology school
- With a TDS plan, she is getting help around a study plan, as the most difficult part of this will be passing a state exam
- Because she already was gainfully employed, we do not believe she would have qualified for additional DOR services
- Because she needs probably 2 years of preparation to deal with the exam, TDS is ideal

A YOUNG WOMAN BENEFITTING FROM LONG TERM WORK TRAINING

- We had a young woman in our GEM program, which is a work training gardening program
- She would not have been “work ready” in 3-4 months
- She got used to the environment over more than a year
- We were able to see where she could make a contribution (was in data recording, working on our newsletters)
- She was able to be hired and continued to receive on the job support

YOUNG WOMAN WITH POTENTIAL CLERICAL SKILLS

- Young woman considering what type of work she might have a propensity for
- She did have some difficulty in her people skills
- Family helped her get a job opportunity in a clerical/mailroom environment
- We found a data entry volunteer opportunity
- She got support for about a year through TDS in each of these areas
- We found some data entry work (updating forms, checking that data entry was completed) at a clerical work training site that we had access to which she did for another 6 months
- She was able to build multiple skills
- We learned a great deal about her strengths and weaknesses so that we could better help her in the future, especially around job placement

YOUNG MAN ALREADY WORKING, INTERESTED IN DEVELOPING MICROENTERPRISE

- Young man with good photography skills (i.e. he takes nice photos)
- Idea is to create products to sell based on these photos (placemats, shirts, potentially all types of products)
- May just be a hobby that costs money
- Could turn into a hobby that pays for itself
- Could turn into a minimally profitable business

YOUNG WOMAN INTERESTED IN TAKING COURSE WHILE LOOKING FOR WORK

- We were able to help her pick courses at COM
- We attended classes with her to make sure she understood assignments
- We simultaneously worked with her to determine potential jobs, strengths and weaknesses for almost a year
- We helped her apply to entry level jobs, to help her get work experience
- Overall, we helped provide her with a college experience while also pushing forward on her vocational goals, and this has been over 2 years

EXAMPLE OF A PLAN OF SUPPORT FOR ACADEMIC COURSES

GOAL: I want to succeed in my classes at College of Marin.

OBJECTIVE 2: When courses restart, I will practice setting up a weekly task list for my coursework with 75% accuracy by January 31st, 2021.

PLAN OF INSTRUCTION/PROCEDURE: The TDS Instructor will help client set up a task list on a weekly basis by:

- Reading over the syllabus to find when tests and larger assignments are due
- Creating a long term study plan
- Reading over the weekly assignments
- Creating a weekly study schedule
- Helping her learn methods to estimate how much time and work assignments might take
- Organizing notes
- Keeping up with iPhone calendar, setting due dates for assignments and upcoming exams

EXAMPLE OF A JOB DEVELOPMENT PLAN

GOAL: I want to get a job that I enjoy more than my current job and is more likely to become a career.

OBJECTIVE 1: I will meet with the job developer at least one time weekly with 90% accuracy in order to look for job opportunities.

PLAN OF INSTRUCTION/PROCEDURE: The TDS Instructor will provide the following:

- Help client gain a better understanding of the job market
- Teach and assist client on how to find jobs
- Consider what is the best support structure for client at a potential workplace (paid internship, volunteer, work training, etc.)
- Discuss with potential employers the options
- Teach and assist how to apply for jobs
- Provide interview skills training
- Attend interviews with client
- Provide on-boarding support with new hire paperwork once client finds a new job

IN SUMMARY

- Working is an important step on the road to increased independence
- It is often helpful to be thoughtful and intentional about the process of building job skills, and finding a work environment in which success is possible
- A key thing to consider is what environment will move things forward at a pace that seems to make sense
- Understand the options available, and find one that matches your situation as best as possible
 - When much structure and/or supervision is needed, day programs or an individualized day program is likely the best option
 - When less structure would work, but building work skills seems like a 1-3 year process, a TDS plan should be considered, which can include work training, skills training, training at volunteer sites, academic courses, transportation training, and more...
 - When less structure would work and building work skills would take less than one year, a TDS plan or DoR services are both good options
 - If ready to work in less than 6 months, DoR services may be the best option

Q+A

CONTACT

- For understanding Regional Center Services:

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Integrated
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- For inquiries about therapy with parents of children with disabilities, and therapy for individuals with disabilities:

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Seeds of Awareness

INCLUDE EXAMPLE OF PLAN

- Include microenterprises
- Include that you can do it private pay
- Include making sure people know that day programs was and are still going
- Check over for DoR/GGRC mistakes; other errors
- Include contact slide
- Include Q+A slide