Beyond Bingo:
Using Day Services to Build Meaningful Lives and Pathways to Employment

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MEANINGFUL
WORK
+
COMMUNITY
INCLUSION

1

The US spends $80.6 billion dollars a year on residential, day and employment services for people with IDD and ASD. Despite our efforts, they remain impoverished and lonely.

Total Public Spending for IDD Supports and Services

77% of people with ID/ASD are unemployed.
U.S. Bureau of Labor Statistics, Economic News Release, Persons with a Disability: Labor Force Characteristics Summary

65%–79% Adults with ID/ASD report experiencing significant loneliness or social isolation.
University of Minnesota, Institute on Community Integration, Impact: Feature Issue on Loneliness and People with Intellectual, Developmental, and Other Disabilities

What is holding people back?
What are we doing wrong?

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We must 're-frame' how we support and serve people with disabilities

This is about PEOPLE, not programs

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Build Inclusive Lives and a Network of Supports

Traditional Day Program Services

Normalized/Inclusive supports

Support used:
- Personal Strengths (independent)
- Community-based, Public resources
- Disability Specific Services
- Relationships (families, friends and neighbors)
- Technology

Courtesy of LifeCourse™

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Reframing Day Services

- Services vs. programs
- Hourly rates: Enables braiding and fading of services/supports
- Accesses public resources; Community-based training
- Person-centered services that:
  - Build skills and confidence in community settings
  - Develop friendships, professional connections and create a vast network of support
  - Encourage the idea of work

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Building Meaningful Lives

Learning to listen, not lead

6

Building Meaningful Lives takes more than a "calendar of events"

7

What Makes Life "Meaningful"?

family purpose choices love friends employment

8

Starts with Reframing how we see People with Disabilities

- Our focus has been on *Disability*, what is wrong or broken; what needs fixing
- To make significant connections, we need to look at a person's passions and strengths
- What is meaningful **for** them?

9

Person-centered Services:
Learning to Listen, not Lead

Where can we learn the most about a person?

10
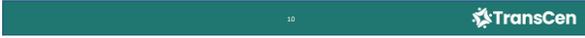
10

Positive Personal Profile

- Focuses on strengths, values and passions.
- An encouraging, empowering document
- Reframes how we see the people we support and how they see themselves
- Simple one-page form
- A living document, updated annually and never done

11

11

What do people WANT to learn or do? And with who?

12

12

4

Doing things we like and being in control of our lives is great!

Being An Adult:

Pros	Cons
I can eat 28 easter eggs and nobody can stop me.	I can eat 28 easter eggs and nobody stopped me.

But, being an adult also takes some skill.

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What do people NEED to learn?

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Life Skills Assessment

- What do persons "need" to know to be successful adults in today's world?
- Looks at critical "Life Domains"
- Assess support needs and potential risks
- Used to identify meaningful goals and track progress

15

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5

A New Day for Day Services

We are "dream-makers", not "care-takers"

16

Goals and services are based on:

- What the person **wants** to learn

- What the person **needs** to learn

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Individualized Schedules:

based on personal goals, not a calendar of events

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Community-Based Training

Building Skills and Connecting People to the World–and Others

- Real people, real tools, Public Resources, "teachable moments"
- HOME BASE: focus on individual's neighborhood; home directly to sites
- What skills do they want to learn? Where do these happen in the world?
- Repetition/multiple visits: build skills, make friends, gain confidence

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19

This is about building skills and confidence,

NOT "Outings" or "Field Trips"

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Purposeful, Outcome-Oriented Training

- Teaching critical skills and building personal connections
- Systematic Instruction: *I do; we do; You do*
- Collect data/measure progress: *Quantitative* vs. *Qualitative*
- *Expectation is support will fade as skill and confidence grow*

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Exploration and Discovery

- Get them out and about
- Try new things: Let's give this a go!
- Help them to build a profile of themselves:
  - Likes/dislikes
  - Strengths and interests

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Increasing Independence and Self-Reliance

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Range of Motion, Stamina and Endurance

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Teaching Community Safety

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Work Ethic, Attitude, and Initiative

- The "Helper" vs. the one being helped
- Responsibility: People rely on me
- Professionalism: Inside voice, good hygiene, fist bump, "Are you busy?"
- Teach initiative: "I'm done- what's next?"
- Work Ethic: "Let's get the job done."
- Teamwork: "Can I help you with that?" "Let's do this together."
- Checklists & Chore lists

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Social Competencies and Manners

- Communicating needs
- Making choices
- Consideration of others and kindness
- Self-regulation
- Responsibility & Flexibility
- Expressing opinions
- Listening to others

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27

Money **and Budgeting Skills**

28

"Technology" is a <u>required</u> skill in today's world

29

Telling Time and Time Management

30

Cooking, Working out, …

31

As confidence and skills grow, Services should change and fade

In the last 15 years:

- Work hours increased 86% (15 hours/week to 28 hours)
- Non-work support services decreased 53% (17hrs/week to 8 hours/week)
  - Learning to plan outings with friends and how to throw a Super Bowl party
  - Moved into an apartment last year and has a boyfriend, makes a mean spinach lasagna and bakes cookies for her friends

32

When Should Services Fade?

When we see 4's and 5's on our *Life Skills Assessment*.

A gradual process:
Not a dump and run

33

Creating Connections

This is not about being in the community.
It is about building community.

34

Inclusion vs. Integration

- Inclusion is not just physical proximity to others. It is being accepted, respected, valued - and missed
- This takes more than buying a coffee at Starbucks- or going to Walmart
- Requires routine opportunities to engage with others in goal- oriented ways
- Must "give back": Work; Volunteer; Contribute

Ten Dimensions of Belonging

Loved Present
Needed Invited
Befriended **BELONGING** Welcomed
Heard Known
Supported Accepted

Image: Erick W. Carter;
Baylor Center on Developmental Disabilities

35

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Building Community

- Who is this person? Interests? Passions? Values?
- What defines your community? What opportunities does your community offer? How can you help?
- My social and professional network. Who needs to be in it?
- My neighbors, my neighborhood

Building Community with Beth Mont

36

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Teach People to "Reach out/Hang out"

- How to be a good friend
- Zoom, Facebook and Instagram
- Cooking group at "my house"
- "Date nights" or Dinner parties
- PlayStation Saturdays or Football Sundays
- SF Hike
- Bowling/basketball leagues
- Bring a friend to work/community events

37

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37

A Great Resource for building *Community*

Angela Novak Amado, PhD
RTC on Community Living
University of Minnesota

Friends
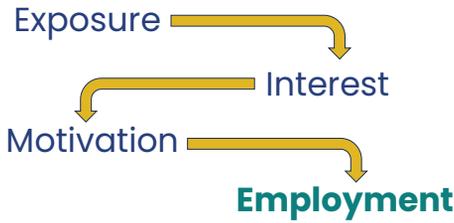Connecting people with disabilities and community members

Angela Novak Amado, Ph.D.

rtc on community living

UNIVERSITY OF MINNESOTA
Driven to Discover®

38

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Community Day Services

A pathway to employment

39

WORK? *No thank you.*

Exposure

Interest

Motivation

Employment

40

Encouraging the idea of Employment

- Start with passions & interests: *Positive Personal Profile*
- Vocational training/classes
- Explorer's Club: Jobsite tours; Job shadowing
- Volunteering, internships and community service
- Celebrate **"workers"**
  - *Wall of Fame*
  - "New **employee**" Lunch-n-Learns

41

Volunteering and internships

"This is not just about bagging rice"
It's about learning employment skills and "giving back"

42

Treat it like a job

Timecard for Volunteer sites

- Consistent schedule, same time each week, same group, same instructor
- Punch in/punch out
- High expectations
- Teach ""responsibility" and other "Employability Skills"

43

43

Meet Stephen:
"Work? No thank you."

44

44

Stephen's Pathway:

1) Chore list
2) Volunteering
- Building skills, stamina, speed and self-confidence
- Discovery identify strengths and interests
3) Internship at Kaiser Permanente
- Pathology
- Parking Enforcement
- Checking in Ambulances at Medical Office Building
4) Customized Employment

45

45

Reframing Stephen

What we discovered:

- Adventuresome, likes maps, finding places using GPS
- Follows the rules
- Collects patches: Police, fire, transit, community services
- VERY organized, loves to put things in order
- Hard worker (only when motivated)
- Emails friends, loves the internet
- Loves "disasters", monitors a police scanner

**Time to braid in the
Employment Services team**

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Stephen at Galls

47

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What are your "take-aways" from Today ?

- How does your agency promote community inclusion and employment today?
- What might be your next step?
- Any Questions? Thoughts? comments?

Big Ideas

48

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48

Contact information

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49

49

About TransCen

TransCen, Inc. is a national organization offering web-based and in-person training for state agencies, school districts, provider organizations, and others interested in meaningful work and community inclusion for individuals with disabilities.

Learn more about our work:
www.transcen.org

Contact us at inquiries@transcen.org for more information!

50

50