

Beyond Bingo:

Using Day Services to Build
Meaningful Lives and
Pathways to Employment

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Associate

February 23, 2026



TransCen

**MEANINGFUL
WORK**



**COMMUNITY
INCLUSION**

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

This is about PEOPLE,
not programs

Build Inclusive Lives and a Network of Supports

Traditional Day Program Services

Long Term Service and Support Needs

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-8:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
8:30-7 AM							
7-7:30 AM							
7:30-8 AM	Waiver Self-Directed PCA						
8-8:30 AM							
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM	Parents are weekend support						
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM							
4:30-5 PM							
5-5:30 PM							
5:30-6 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.						
6:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Support used:

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

Courtesy of LifeCourse™

Normalized/Inclusive supports

CHARTING the life course

Integrated STAR Activities

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		Spend
6:30-7 AM	I-pad while	I-pad while	I-pad while	I-pad while	I-pad		Night with
7-7:30 AM	Mom walks	Mom walks	Mom walks	Mom walks	Mom walks		Matt
7:30-8 AM							
8-8:30 AM		Volunteer		Volunteer	Workout		
8:30-9 AM		Fire Station		Fire Station	@ Gym		
9-9:30 AM	Go for walk	8-Noon	Buy food	8-Noon	Get ready		
9:30-10 AM			& take to		& go to IHD		
10-10:30 AM	Workout		Good Sam		Volunteer		Church @
10:30-11 AM	@ Gym		Center		At IHD		St Ann's
11-11:30 AM	Watch TV		Watch TV		with PCA		
11:30-12 PM			Lunch with				
12-12:30 PM	Lunch with	Lunch with	PCA help	Lunch with	lunch @		
12:30-1 PM	PCA help	Firemen @	Workout	PCA help	Crown Cntr		
1-1:30 PM	Library	El Maguary	@ Gym	Wal-Mart			
1:30-2 PM		Watch TV		With PCA			
2-2:30 PM	Watch TV	& chill until	Sonic drink	Watch TV	Get ready		
2:30-3 PM	& chill	football	Chill time	& chill	for game		
3-3:30 PM	Football	Football	Football	Football	ESHS		
3:30-4 PM	Practice	Practice	Practice	Practice	Tigers		
4-4:30 PM					Football		
4:30-5 PM					Game		
5-5:30 PM						Dinner with	
5:30-6 PM		Go visit				Matt (twin)	
6-6:30 PM		Twins, Chad	McDonalds				Watch
6:30-7 PM		& Erica in				Music	PayPerView
7-7:30 PM		lawson				Concert	with
7:30-8 PM	I-pad when	I-pad while	Northland	I-pad while		with Matt	Firemen
8-8:30 PM	Mom walks	Mom walks	Therapeutic	Mom walks			friends
8:30-9 PM			Horseback				
9-9:30 PM			Riding				
9:30-10 PM							
10 PM-6 AM						Spend night with Matt at his apartment	

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

February 2015

Reframing Day Services

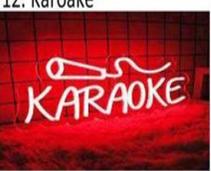
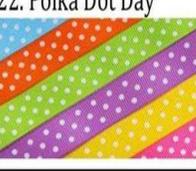
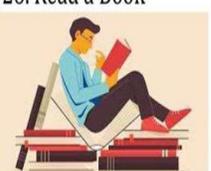


- Services vs. programs
- Hourly rates: Enables braiding and fading of services/supports
- Accesses public resources; Community-based training
- Person-centered services that:
 - Build skills and confidence in community settings
 - Develop friendships, professional connections and create a vast network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

Building Meaningful Lives

Learning to listen, not lead

JANUARY

Mon	Tue	Wed	Thursday	Friday
				2. Closed 
5. Make Fake Snow 	6. Show and Tell 	7. Pizza Making 	8. Paper Lanterns 	9. Bingo 
12. Karaoke 	January 13th is Not a Sick Day 	14. Spa Day 	15. Martin Luther King Jr Craft 	16. Movie Day 
19. Imagination Day 	20. Hand Print Craft 	21. Advocacy Meeting ADVOCACY 	22. Polka Dot Day 	23. Dance Off 
26. Read a Book 	27. Relay Race 	28. Toss Games + Board Games 	29. Snow Flakes 	30. Birthday Day! SH, LB, JM, SR, AT, IS, JF 

Building Meaningful Lives takes more than a “calendar of events”

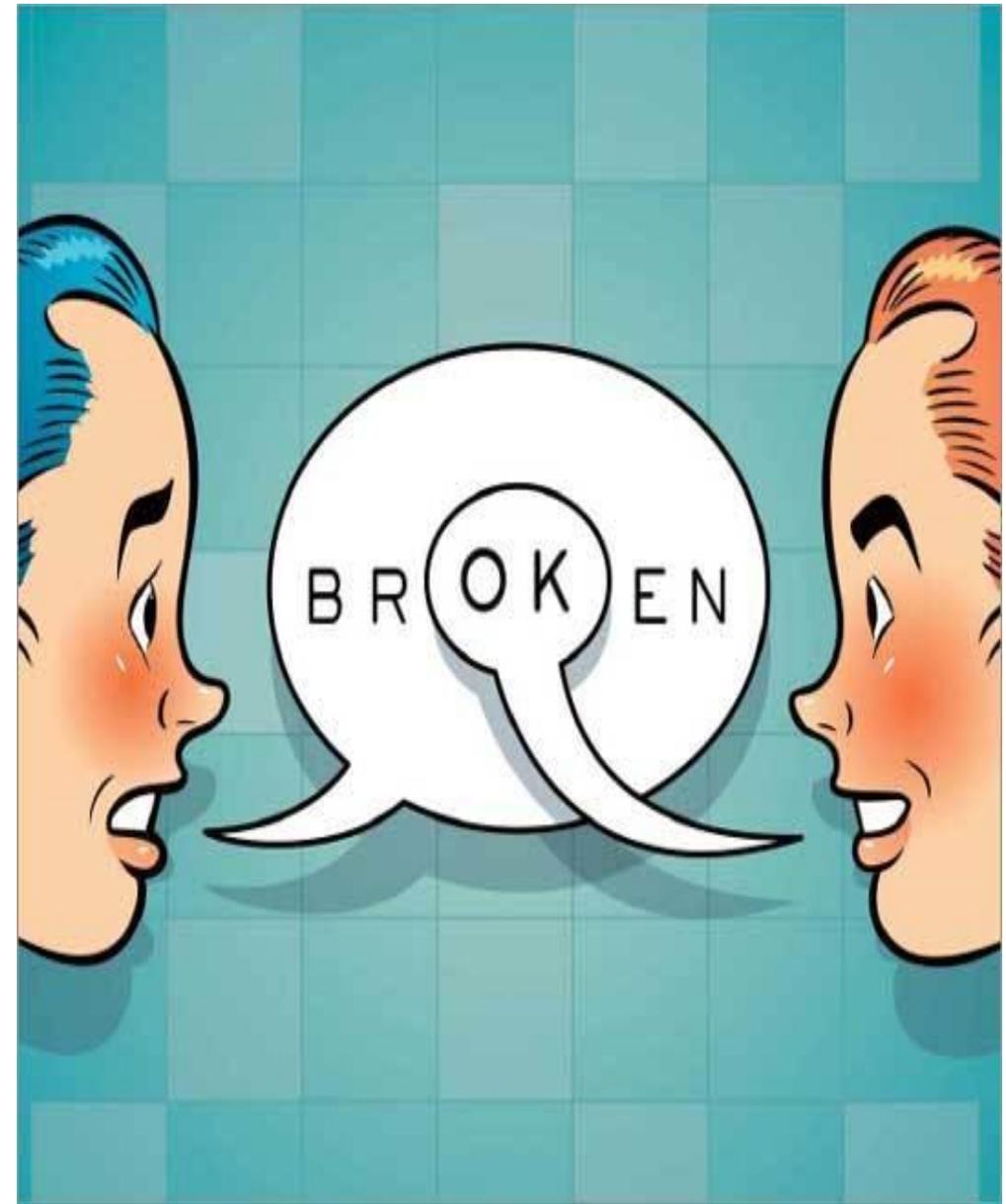
What Makes Life “Meaningful”?

A word cloud centered around the question 'What Makes Life Meaningful?'. The words are arranged in a roughly circular pattern. The largest words are 'family', 'purpose', 'choices', 'love', 'friends', and 'employment'. Other words include 'valued', 'health', 'independence', 'relationships', 'spirituality', 'connections', 'freedom', 'faith', and 'pets'. The colors range from dark blue to green.

family purpose
choices
love
relationships spirituality health independence
friends
connections freedom
employment faith pets

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?



Person-centered Services: Learning to Listen, not Lead

Where can we learn the most about a person?



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


Positive Personal Profile

Name: _____ Date: _____

Dreams and Goals: What do you really want to learn or do? What is your dream job? What do you hope your life looks like in 3 to 5 years?	Interests: What activities are you enthusiastic about? Do you have hobbies? What are your passions?
Talents, skills and knowledge: What are you good at? What are your natural gifts?	Learning Styles: How do you learn best? Tell me about a thing you have learned successfully
Values: What is important to you? What are your passions? What guides your life?	Positive Personality Traits: What do people compliment you on? What makes you a good friend?
Environmental Preferences: Do you prefer to work alone? With people? Outdoors or indoors? In a silent place or noisy?	Dislikes: What types of jobs would you hate? What kinds of things do you not like doing? Any "deal-breakers" or things that make you mad?
Work Experiences: Talk about your previous places you worked. What did you learn there?	Support system: Who do you go to for help? Who do you look to for advice?
Specific Challenges: Are certain things troublesome or hard for you? What might impact your success in the community or at work?	Solutions and Accommodations: How do you deal with or overcome these difficulties?
Career Ideas, Community connections and Possibilities to Explore:	

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



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

Being An Adult:

Pros

I can eat 28 easter eggs and nobody can stop me.

Cons

I can eat 28 easter eggs and nobody stopped me.

But, being an adult also takes some skill.

What do people NEED to learn?



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

Client: Stephen		Staff: Bob		Date: 10/23/2022		
 TransCen Life Skills Assessment		Level of Independence				
		1 Never	2 Rarely	3 Sometimes	4 Usually	5 Always
Home, Health and Safety		Total assistance & instruction	Direct prompting & instruction	Minimal prompts, little instruction	Spot check, occasional reminders	Independently
Does chores (takes out garbage, walks/feeds pets, Laundry)			2			
Able to buy own groceries			2			
Can prepare a meal safely			2			
Keeps room/home neat (puts things away, cleans up after)					4	
Makes healthy food choices			2			
Exercises regularly			2			
Maintains good hygiene (toileting, showering, cleanliness)					4	
Appears clean and appropriate in public					4	
Prepares for the day effectively				3		
Has a functional sense of time (uses a calendar/clock)						5
Aware of weekly schedule						5
Can communicate name, phone number & address						5
Understands fire safety				3		
Community						
Is punctual and maintains consistent attendance			2			
Crosses the street safely						5
Aware of safety in public and with strangers					4	
Travels using public transportation						5
Problem solves effectively if lost			2			
Carries ID card, Clipper Card and emergency info						5
Carries and uses cell phone appropriately					4	
Can complete a transaction at a store (use dollar up)				3		
Responsibly monitors spending/budget money			2			
Social/Recreational						
Interpersonal skills (greet others, eye contact, etc.)				3		
Has hobbies & interests					4	
Engages in appropriate conversations				3		
Exhibits age appropriate behavior				3		
Knows and adheres to pleasant manners					4	
Has a positive attitude; friendly, likeable disposition					4	
Has friends and cares about/shows interest in others				3		
Makes plans outside of program				3		
Social Competency						
Accepts feedback and instruction				3		
Communicates wants and needs				3		
Self-regulates (behavior)				3		
Asks for help when needed			2			
Controls temper / manages frustration			2			
Flexible when unexpected changes occur			2			
Average Level of Independence			3.3			

A New Day for Day Services

We are “dream-makers”, not “care-takers”

Goals and services are based on:

- What the person **wants** to learn
- What the person **needs** to learn


Positive Personal Profile

Name: _____ Date: _____

Dreams and Goals: What do you really want to learn or do? What is your dream job? What do you hope your life looks like in 3 to 5 years?

Interests: What activities are you enthusiastic about? Do you have hobbies? What are your passions?

Talents, Skills and Knowledge: What are you good at? What are your natural gifts?

Learning Styles: How do you learn best? Tell me about a thing you have learned successfully

Values: What is important to you? What are your passions? What guides your life?

Positive Personal on? What makes

Environmental Preferences: Do you prefer to work alone? With people? Outdoors or indoors? In a silent place or noisy?

Dislikes: What by things do you not that make you m

Work Experiences: Talk about your previous places you worked. What did you learn there?

Support System: look to for advice

Specific Challenges: Are certain things troublesome or hard for you? What might impact your success in the community or at work?

Solutions and A overcome these

Career Ideas, Community Connections and Possibilities to Explore:

Client: Stephen Staff: Bob Date: 10/23/2022

TransCen Life Skills Assessment	Level of Independence				
	1 Never	2 Rarely	3 Sometimes	4 Usually	5 Always
Home, Health and Safety	Total assistance & instruction	Direct prompting & instruction	Minimal prompts, little instruction	Spot check, occasional reminders	Independently
Does chores (takes out garbage, walks/feeds pets, Laundry)		2			
Able to buy own groceries		2			
Can prepare a meal safely		2			
Keeps room/home neat (puts things away, clears up after)				4	
Makes healthy food choices		2			
Exercises regularly		2			
Maintains good hygiene (toileting, showering, cleanliness)				4	
Appears clean and appropriate in public				4	
Prepares for the day effectively			3		
Has a functional sense of time (uses a calendar/clock)					5
Aware of weekly schedule					5
Can communicate name, phone number & address					5
Understands fire safety		3			
Community					
Is punctual and maintains consistent attendance		2			
Crosses the street safely					5
Aware of safety in public and with strangers				4	
Travels using public transportation					5
Problem solves effectively if lost		2			
Carries ID card, Clipper Card and emergency info				4	5
Carries and uses cell phone appropriately				4	
Can complete a transaction at a store (see dollar up)			3		
Responsibly monitors spending/budget money		2			
Social/Recreational					
Interpersonal skills (greet, others, eye contact, etc.)			3		
Has hobbies & interests				4	
Engages in appropriate conversations			3		
Exhibits age appropriate behavior			3		
Knows and adheres to pleasant manners				4	
Has a positive attitude; friendly, likeable disposition				4	
Has friends and cares about/shows interest in others			3		
Makes plans outside of program			3		
Social Competency					
Accepts feedback and instruction			3		
Communicates wants and needs			3		
Self-regulates (behavior)			3		
Asks for help when needed		2			
Controls temper / manages frustration		2			
Flexible when unexpected changes occur		2			
Average Level of Independence		3.3			

Individualized Schedules:

based on personal goals, not a calendar of events

WORKLink
Staff Schedule for Community Support Team January 20th - 26th, 2022

	Allison	Jefferson	Paul	Danita	Robert
M	Anna Raymond Carolyn Simon Jennifer 9:00 Meet Group 24 Hour Fitness Zumba and workout buddies 9:00-11:00 24 Fitness/Lunch	Danny Jonathan Garth Jacky 9:00 Meet Group at Coffee Bean and Tea Leaf 9:00-11:00 EMBARCADERO YMCA 11:00-12:30 Travel to Ferry Bldg/Meet Paul & Walter	Walter Jeffrey Andrew Emily Jason 8:30 Pick up Walter at Colma BART 9:00 Meet Group at Peet's 9:00-11:00 KALW 12:00 Meet Jefferson at Ferry Bldg		KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Anna, Givi, Emily, Andrew Safeway Basic Cooking	Garth Raymond John Simon Walter 1:00 - 3:00 Sports: Basketball @Dolores Park 4:30 Drop off Walter at Colma BART	Jonathan Leps Carolyn 1:00- 3:00 SF Aids Foundation	Givi & Andrew Travel Train to Safeway	
T	Raymond Walter, Jacky 8:30 Pick up Walter at Colma BART 9:00-11:00 Muttrville	Givi, Jonathan Garth 9:00 Meet group at Peets 9:00-11:00 EMBARCADERO YMCA- Swimming 11:30-12:15 Travel to POH/Eat Lunch	Danny Jason Jeff Lisa Andrew Stephen 9:00 Meet In Front The Office 9:30-11:00 American Heart Assoc. 11:30-12:30 Lunch Meet Allison	Tim, Ryan, Jane, Bill Financial Literacy Workshop/SFPL Budgeting Paychecks 9:00-11:30	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Lisa Raymond Andrew 11:30-12:00 Lunch meet Paul 1:00 - 3:00 Family House 3:45- Team Meeting	Tim Carolyn Jane Delmy Bill 12:00-3:00 Project Open Hand 3:45- Team Meeting	James Leps Walter Jason Jonathan 1:00-3:00 Save the Redwoods 3:30 Drop off Walter at Colma BART 3:45-Team Meeting	John, Danny Spot check YMCA OCS Team Meeting 3:45 - 5:00	
W	Raymond Anna Jane Carolyn 9:00 - 11:00 - 24 hours Fitness 12:00-12:30 Lunch@Metreon meet Jeff & Agnes	Danny Agnes Andrea Bill 9:00 Meet group at Starbucks at Mission Rock 9:00-11:00 Family House 11:00-12:30 Lunch at Westfield	Givi Walter Leps Jeff Jonathan 8:30 Meet Walter at Colma BART 9:30 Meet Group at Coffee Bean & Tea Leaf 9:30-11:30 SF Paris/Rec- Green house	Training	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Tim Delmy Jason 1:00-3:00 OCSF Computer Class John, Carolyn, Agnes 1:00-3:00 Art Class 3:30- Meet Debbie to drop Agnes	Givi Simon, Andrew 1:00-3:00 SF Bike Coalition 3:00PM Off	Walter 11:30-12:30 Lunch 12:30-3:30 Walter at Bi-Rite 4:00-5:00 Drop Walter at Colma BART		
TH	Raymond Carolyn Andrew Jason Jonathan 9:00-11:30 SF Aids Foundation 12:00 Meet Jeff/Walter at Mall	Jacky Emily Anna Walter Jennifer Bill 8:30 Pick up Walter 9:00-11:00 Project Open Hand 11:30-1:00 Lunch @ Mall	Andrea Danny Stephen Jeff Leps Lisa 9:00 Meet Group at Starbucks 3 rd street 9:30-11:00 Red Cross	Develop Volunteer sites, Schedules,	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Delmy Carolyn Simon, Stephen Walter 1:00-3:00 Drop off Walter	Raymond Andrew Walter 1:00-3:00 St Anthony's Old Navy Donations	John, Jonathan, Garth 1:00-3:00 Let's Get Lost	Danny Spot Check:Bollywood/YMCA	
F	Ray Carolyn Andrew 9:00 Meet Group at Project Open Hand 9:00-11:00 POH	Jason Stephen Tim Agnes Jane 9:00 Meet Group At Peet's, Travel To Tim's 9:00-3:00 Safeway/Cooking Group	Garth Danny Delmy Jonathan Leps 8:00-9:00 Meet Group at Starbucks 9 th Avenue 9:00-12:00 LEAP volunteer site	Jeff Spot Check: Jewish Contemp. Museum	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud

WORKLink
Weekly Schedule
Jane Doe
January 20th-26th 2022

Day	Time	Activity	Staff
Monday	11:00-3:00	Work at Bi-Rite Market	Mark
Tuesday	9:00-11:30	Budgeting & Financial Literacy/SFPL	Danita
	11:30 - 3:00	Lunch @POH, POH Kitchen	Jefferson
Wednesday	9:00-11:30	24hr Fitness	Allison
	1:00-4:00	Work at Bi-Rite Market	Mark
Thursday	11:00-3:00	Work at Bi-Rite Market	Mark
	3:30?	Coffee with Stephen?	
Friday	9:00-3:00	Cooking Group@ Tim's House	Jefferson
Saturday	11:00-3:00	Work at Bi-Rite Market	
Sunday		Get nails done with Jennifer? Call her.	
Suggestion			

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



This is about
building skills and
confidence,

**NOT "Outings"
or "Field Trips"**

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*

WORKLink
Money Counting Data Sheet

Name: _____ Goal: Improve Money handling skills
 Instructor: _____ Objective: Learn to pay for simple purchases using "dollar-over" method

Date: _____

TA (and subtasks):

Assessment/Basic Skills									
C	Count "items" accurately to what number?								
C	Write numbers to what number?								
U	Identifies/sort money by value (\$1, \$5, \$10's) and understands worth- more vs. less								
U	Understands decimal point, "Change" (100 pennies is \$1, decimal point= pennies vs. dollars)								
	Counts simple combinations of bills (i.e. a \$10+ 2-\$1's, 3-\$5's+ a \$1, ...)								
	Complex money counting: Sorts bills, Skip Counts: 5's, 10's, 20's, starting with biggest bills								
Dollar-over Payment Method									
1.	Identifies total price of purchase (cash register, receipts, bills)								
2.	Identifies dollar amount needed (before decimal vs. cents- after decimal)								
3.	Counts out a correct combination of bills for dollar amount								
4.	Adds \$1 more - "to cover the .53 cents"								
		% Correct							

Reporting Key:
 + = Independent
 R+ = Reinforcement
 M = Model
 DV = Direct Verbal Prompt
 IDV = Indirect Verbal Prompt
 P = Physical Prompt
 G = Gestural Prompt

Notes:

Exploration and Discovery

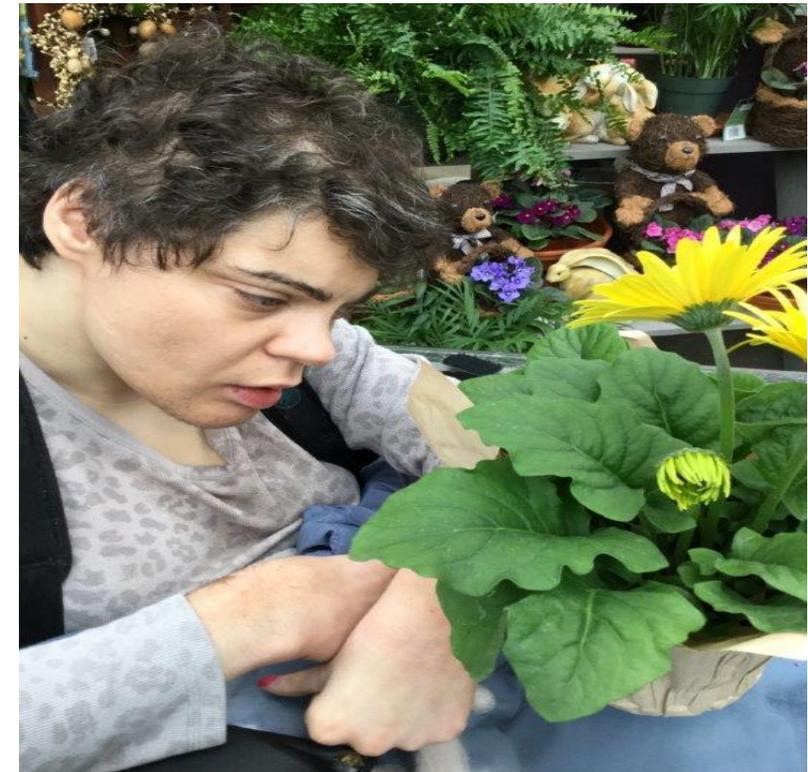


- Get them out and about
- Try new things: Let's give this a go!
- Help them to build a profile of themselves:
 - Likes/dislikes
 - Strengths and interests

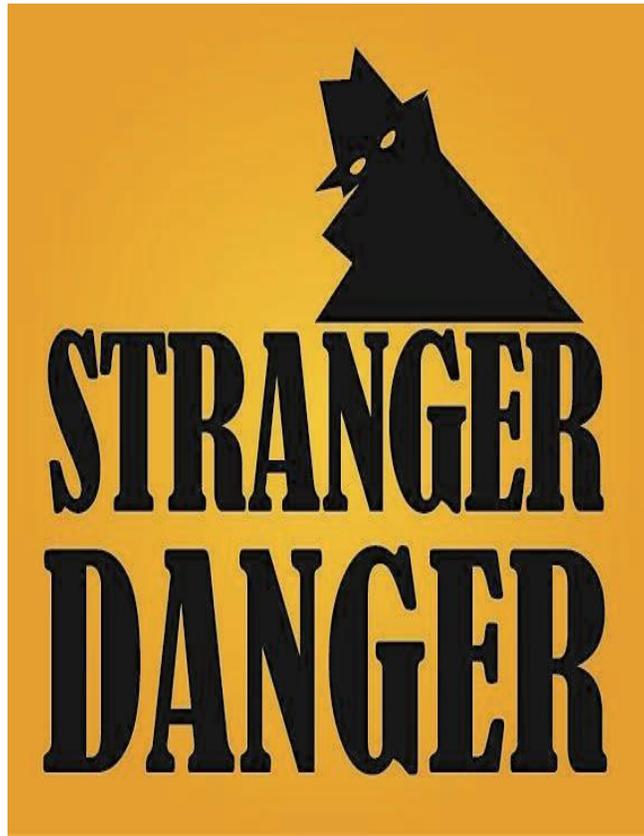
Increasing Independence and Self-Reliance



Range of Motion, Stamina and Endurance



Teaching Community Safety



Work Ethic, Attitude, and Initiative

Michael's Chore List

- Check the Trash: Take it out if full
- Walk the dog
- Unload the dishwasher
- Water the plants in the back yard
- Sort your laundry- bring downstairs
-
- Brush Teeth/Set alarm for 7:00 am
In bed by 10:00 on work nights

- 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

Social Competencies and Manners

I had a great day!

- I was nice and polite with my friends and family
- "I talked it out". If things were bothering me, I talked to people in calm, respectful way
- I was happy and smiled. I did not get mad about "small things"

JANUARY 2020

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8			
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Number of Great Days this month: 22/31
 Number of not so good days: 6/31
 Number of "dark" days: 3/31

Social Interactions: Data Sheet

Name: _____ Date: 2/4/2020 Instructor: S. Murphy

Observation	 STOP	 LISTEN	 Respond
1	DV	1DV	DV
2	1DV	+	+
3	1DV/G	+	+
4	+	+	+
5	+	+	1DV

Notes:

- 1) Eddie asking for help w/ box
- 2) Kim "Hi"
- 3) Frank "Excuse me..."
- 4) Jim "Hey - How was your weekend?"
- 5) Kim "Can you bring a rock for 3?"

Total: 9/15 / 60 %

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

Money and Budgeting Skills

workLINK Money Counting Data Sheet

Name: _____ Goal: Improve Money handling skills
 Instructor: _____ Objective: Learn to pay for simple purchases

Date: [] [] [] [] [] []

TASK (and subtasks):

Assessment/Basic Skills

Can count "items" accurately to what number?

Can write numbers to what number?

Identifies/sort money by value (\$1, \$5, \$10's) and Understands worth- more vs. less
 Understands decimal point, "Change" (100 pennies is \$1, decimal point= pennies vs. dollars)
 Counts simple combinations of bills (i.e. 3 \$10's, 4-\$5's+ 1 \$10, ...)
 Can count by five's (using fingers if needed: \$5 thumb, \$10 thumb & forefinger, \$20 fore finger- pinky)

Dollar-over Payment Method

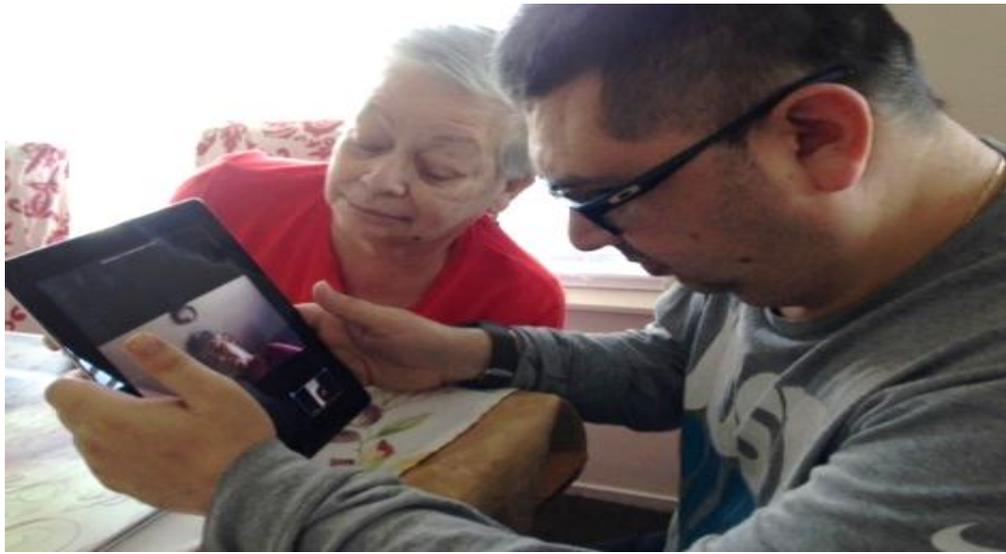
- Identifies total price of purchase (cash register, receipts, bills)
- Identifies dollar amount needed (before decimal vs. cents- after decimal)
- Counts out a correct combination of bills for dollar amount
- Adds \$1 more - "to cover the .53 cents"

% Correct

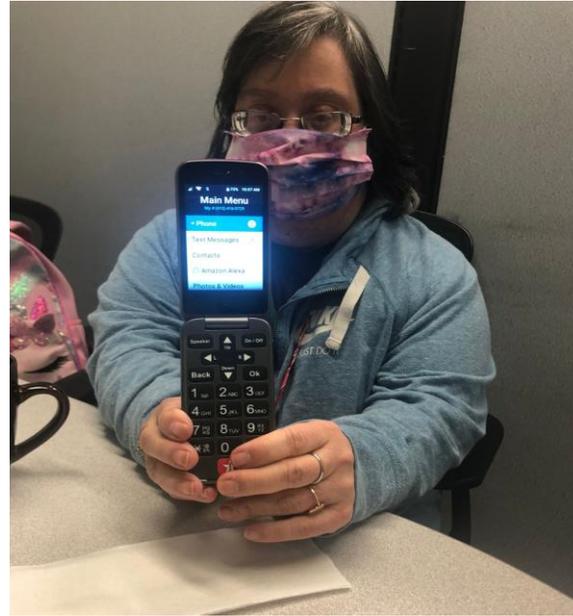
Reporting Key:
 + = Independent
 R+ = Reinforcement
 M = Model
 DV = Direct Verbal Prompt
 IDV = Indirect Verbal Prompt
 P = Physical Prompt
 G = Gestural Prompt

Notes:





“Technology” is a required skill in today’s world



Telling Time and Time Management

WORKLink
Time Card

Name: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date								
Clock In	__ : __	__ : __	__ : __	__ : __	__ : __	__ : __		
Clock Out	__ : __	__ : __	__ : __	__ : __	__ : __	__ : __		
Total	__ Hours	__ Hours	__ Hours	__ Hours	__ Hours	__ Hours		



WORKLink
Weekly Schedule

Jane Doe
January 20th-26th 2022

Day	Time	Activity	Staff
Monday	11:00-3:00	Work at Bi-Rite Market	Mark
Tuesday	9:00-11:30	Budgeting & Financial Literacy/SFPL	Danita
	11:30 – 3:00	Lunch @POH, POH Kitchen	Jefferson
Wednesday	9:00-11:30	24hr Fitness	Allison
	1:00-4:00	Work at Bi-Rite Market	Mark
Thursday	11:00-3:00	Work at Bi-Rite Market	Mark
	3:30?	Coffee with Stephen?	
Friday	9:00-3:00	Cooking Group@ Tim's House	Jefferson
Saturday	11:00-3:00	Work at Bi-Rite Market	
Sunday Suggestion		Get nails done with Jennifer? Call her.	

Cooking, Working out, ...

WORKLink Cooking Group Data Sheet

Name:	Date:											NOTES:
 Washes hands/maintains good hygiene												
 Finds items in grocery store, counts money												
 Identify appropriate cookware												
 Use measuring utensils												
 Uses can opener												
 Washes fruits and vegetables												
 Uses oven safely, sets dials, turns off when finished.												



GET FIT
Work Out Card

Name: _____ Date: _____

Weight: _____

CARDIO

Goal: 30 minutes circle which you did:

Treadmill Bicycle Elliptical

Speed: _____

Number of minutes today: _____

WEIGHT MACHINES

# of Rep's*	1	2
Leg Lifts:		
Squats:		
Weight:		
Pecks:		
Weight:		
Triceps bar:		
Weight:		
Pull-up Bar:		
Weight:		
Abdominals: (hang and curl)		

*a "Rep" is 5 times.



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



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

Client: Stephen Staff: Bob Date: 10/25/2022

TransCen Life Skills Assessment	Level of Independence				
	1 Never	2 Rarely	3 Sometimes	4 Usually	5 Always
Home, Health and Safety	Total assistance & instruction	Direct prompting & instruction	Minimal prompts, little instruction	Spot check, occasional reminders	Independently
Does chores (takes out garbage, walks/feeds pets, Laundry)		2			
Able to buy own groceries		2			
Can prepare a meal safely		2			
Keeps room/home neat (puts things away, cleans up after)				4	
Makes healthy food choices		2			
Exercises regularly		2			
Maintains good hygiene (toileting, showering, cleanliness)				4	
Appears clean and appropriate in public				4	
Prepares for the day effectively			3		
Has a functional sense of time (uses a calendar/clock)					5
Aware of weekly schedule					5
Can communicate name, phone number & address					5
Understands fire safety			2		
Community					
Is punctual and maintains consistent attendance		2			
Crosses the street safely					5
Aware of safety in public and with strangers				4	
Travels using public transportation					5
Problem solves effectively if lost		2			
Carries ID card, Clipper Card and emergency info					5
Carries and uses cell phone appropriately				4	
Can complete a transaction at a store (use dollar up)					
Responsibly monitors spending/budget money		2			
Social/Recreational					
Interpersonal skills (greet others, eye contact, etc.)					
Has hobbies & interests				4	
Engages in appropriate conversations			3		
Exhibits age appropriate behavior			3		
Knows and adheres to pleasant manners				4	
Has a positive attitude: friendly, likeable disposition				4	
Has friends and cares about/shows interest in others			3		
Makes plans outside of program			3		
Social Competency					
Accepts feedback and instruction			3		
Communicates wants and needs			3		
Self-regulates (behavior)			3		
Asks for help when needed		2			
Controls temper / manages frustration		2			
Flexible when unexpected changes occur		2			
Average Level of Independence			3.3		

Creating Connections

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

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



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

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](#)



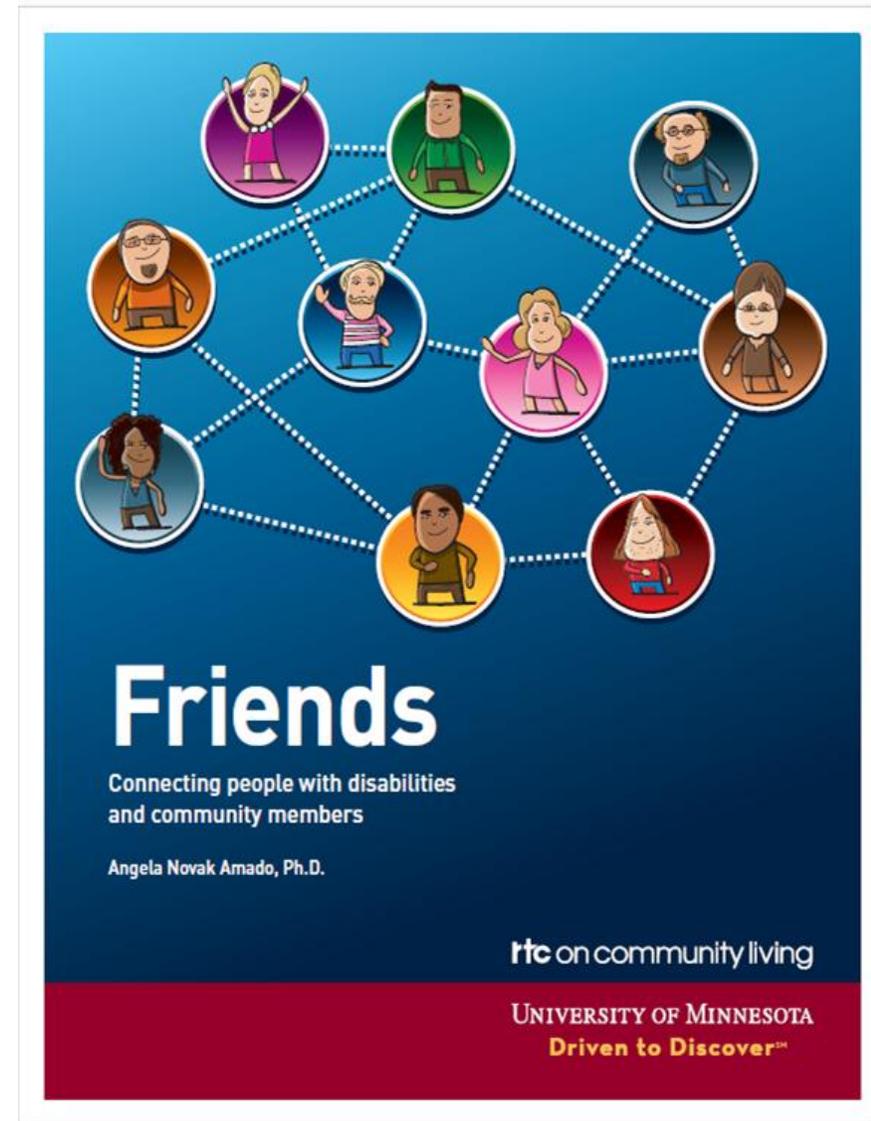
Teach People to “Reach out/Hang out”

- 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



A Great Resource for building *Community*

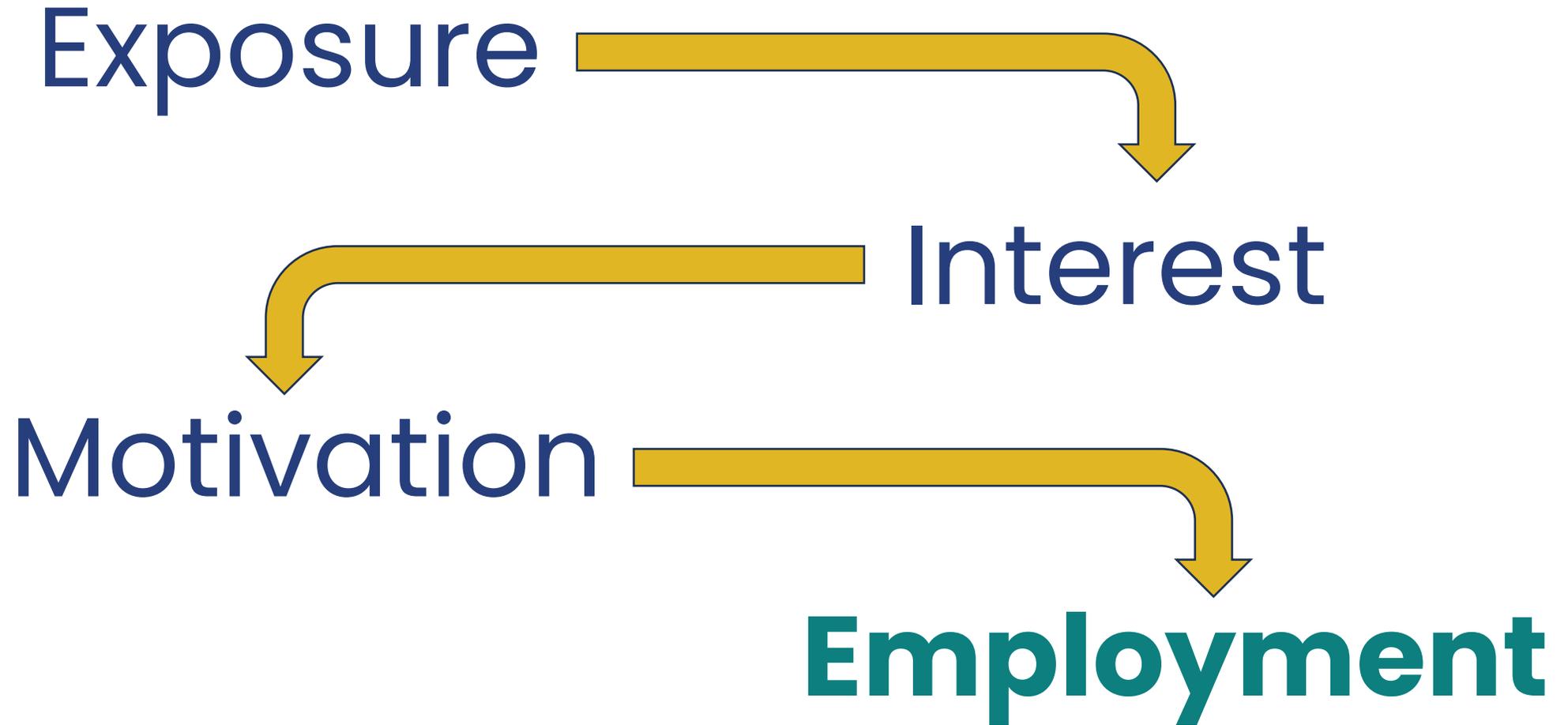
Angela Novak Amado, PhD
RTC on Community Living
University of Minnesota



Community Day Services

A pathway to employment

WORK? *No thank you.*



Encouraging the idea of Employment

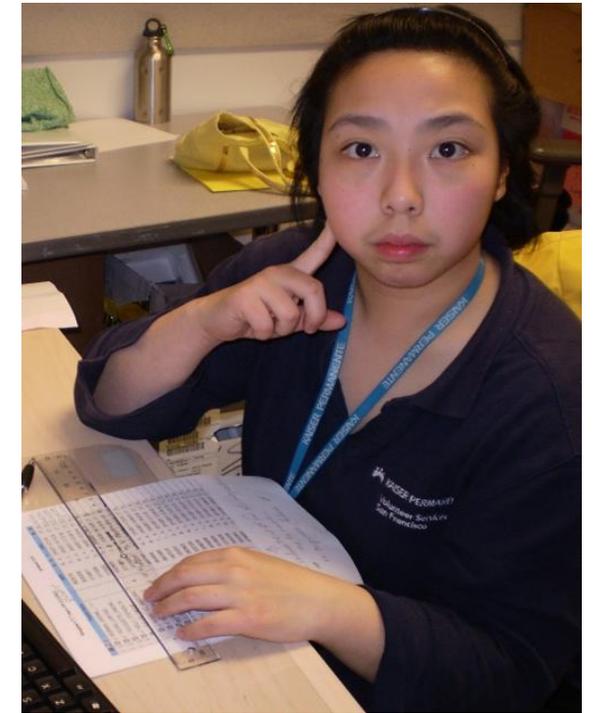
- Start with passions & interests:
Positive Personal Profile
- Vocational training/classes
- Explorer's Club: Jobsite tours; Job shadowing
- Volunteering, internships and community service
- Celebrate "workers"
 - *Wall of Fame*
 - "New employee" Lunch-n-Learns



Volunteering and internships

“This is not just about bagging rice”

It’s about learning employment skills and “giving back”



Treat it like a job


WORKLink

Name: _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date								
Clock In	__ : __	__ : __	__ : __	__ : __	__ : __	__ : __		
Clock Out	__ : __	__ : __	__ : __	__ : __	__ : __	__ : __	=====	=====
Total	__ Hours	__ Hours	__ Hours	__ Hours	__ Hours	__ Hours		

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”

Meet Stephen:

“Work? No thank you.”





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

Reframing Stephen

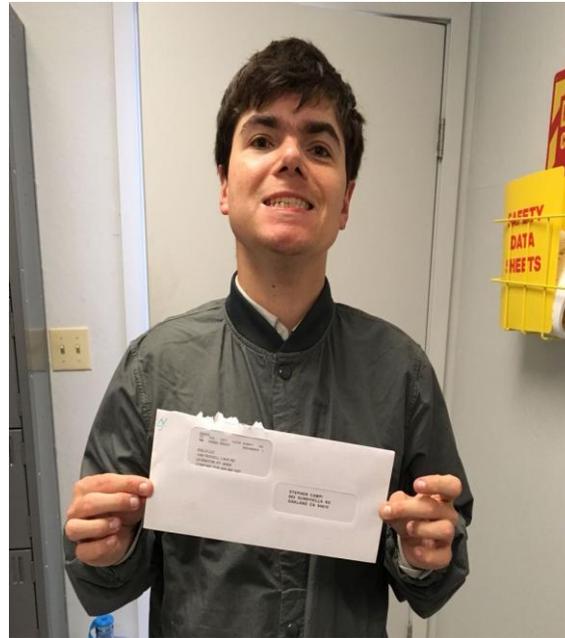


What we discovered:

- 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**

Stephen at Galls



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?



Contact information

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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!



**MEANINGFUL
WORK**



**COMMUNITY
INCLUSION**