Support Coordination: Breaking Down Barriers on The Journey to Employment
Youth with disabilities

98% Expecting to have a job

Youth with disabilities

Employed four years after high school

57%

Currently, 22 TCMs covering 36 counties have met ribbon status.

Source: https://dmh.mo.gov/dd/progs/taking-charge.html
Core Belief: All people and their families have the right to live, love, work, play and pursue their life aspirations in their community.
Services and Supports are Evolving

Everyone exists within the context of family and community

Traditional Disability Services

Integrated Services and Supports within context of person, family and community

*Source: Carter, Austin, & Trainer (2012); Carter et al. (2010)
Life Stages

Expectations, Conversations, and Imagination
Trajectory

Supporting Positive Life Experiences

Preventing Negative Life Events

VISION
Early Childhood Scenario:

Garrett is a 10 year old boy attending public school in a small community. He lives with his parents and older brother. Garrett was diagnosed with Autism at an early age and has difficulty communicating. Garrett’s parents are strong advocates for him and have the same expectations for Garrett as they do their older son. His parents want him to one day go to college, have a career, and live on his own. At this time Garrett is not able to dress himself or complete any hygiene tasks. Garrett has chores at home to learn responsibility and is working with his dad to learn how to get dressed and bathe.

Garrett’s family is very active and connected in their community. They have a tutor for Garrett and encourage him to participate in after-school and community activities. There have been barriers to his success at school. The school does not have the same expectations for Garrett as his family. The family has reached out to local resources for assistance obtaining the adaptations and accommodations that Garrett needs to be successful at school. Some of the concerns at school were around Garrett’s schedule. He was being pulled out of class for special education during the middle of his day which was interfering with his core subjects. He was not getting the assistance needed to improve his communication as the school felt he would never be able to speak. This also puts him behind socially and makes him feel different from his peers.
Vision

- Speak/Communicate
- Integrated in School
- Develop Real Friendships
- Focus on education/academics for the goal of college and a career
- Living on his own/completing daily tasks
- For him to feel confident

Past/Current
- Parents with high expectations
- Parents reaching out to outside resources
- Family involvement in community and after-school activities
- Chores and responsibilities

What Needs to Happen
- Increase responsibilities and chores at home (dressing, bathing, etc.)
- Focus on core subjects
- Use technology for communication
- Creative teaching
- Summer activities and programs
- Peer mentors at school

What We Don’t Want
- Fall behind and miss out on opportunities
- Be pushed through the system
- Lack of ability to communicate
- Segregated from his peers
- For Garrett to feel different
- No friendships
- Miss out on fun things during school

Lack of support and low expectations from teachers and staff
- No flexibility with schedule
- Lack of adaptations or knowledge of possible adaptations
- Continued segregation at school
- Lack of communication with the school
- Lack of resources
- Low expectations

Garrett: Age 10

Parents reaching out to outside resources
- Fall behind and miss out on opportunities
- Be pushed through the system
- Lack of ability to communicate
- Segregated from his peers
- For Garrett to feel different
- No friendships
- Miss out on fun things during school
Let’s Review...
Achieving Outcomes for Connected Life Domains

Daily Life and Employment
(school/education, employment, volunteering, routines, life skills)

Community Living
(housing, living options, home adaptations and modifications, community access, transportation)

Social and Spirituality
(friends, relationships, leisure activities, personal networks, faith community)

Healthy Living
(medical, behavioral, nutrition, wellness, affordable care)

Safety and Security
(emergencies, well-being, legal rights & issues, guardianship options & alternatives)

Citizenship and Advocacy
(valued roles, making choices, setting goals, responsibility, leadership, peer support)

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<table>
<thead>
<tr>
<th>LCF Component</th>
<th>My Vision for My Future</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Drew wants to make goals at the school and put them in the IEP. Drew has a goal of becoming a partner at the elementary school. He is also working on developing a social program.</td>
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</tr>
<tr>
<td>Community</td>
<td>Drew feels family is very important, he would like to continue living with them after high school.</td>
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</tr>
<tr>
<td>Social</td>
<td>Drew wants to hang out with his dad and his girlfriend at places of interest during the year, going to events like sporting events, school athletic events, etc.</td>
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</tr>
<tr>
<td>Health</td>
<td>Drew needs to work on his speech and his grades at school and make sure to focus on his work.</td>
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</tr>
<tr>
<td>Safety &amp; Security</td>
<td>Drew will have a new family and will need to be taught the importance of being a good partner and making decisions.</td>
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</tr>
<tr>
<td>Living &amp; Money</td>
<td>Drew will work on learning how to do everyday tasks and how to make a budget.</td>
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</tr>
<tr>
<td>Support &amp; Family</td>
<td>Drew will work on building relationships and working on his speech. He will also work on developing a social program.</td>
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</tr>
<tr>
<td>Options &amp; Other</td>
<td>Drew will work on developing a social program with his family and friends.</td>
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</tr>
</tbody>
</table>
Transition Age Scenario:

Garrett is now a senior in high school. Due to Garrett’s communication barriers and lack of communication between the family and school it is unclear what his true interests and abilities are. Garrett did not obtain his communication device till his sophomore year. Up until that point he had no clear way of communicating his interests, wants, or needs beyond basic things expressed through gestures. His parents want him to be able express his needs and opinions. It’s important for Garrett to stay healthy through exercise.

Before Garrett will be able to live on his own, which is what his family hopes for one day, Garrett needs to learn to stay home alone safely. He needs to continue to enhance and develop skills he will need to take care of himself and his home. Garrett will need support staying connected with these friends and developing new friendships. Much like his peers Garrett’s family wants him to have a meaningful day. They prefer that he works or volunteers so he is a valued member of his community.

Garrett’s family wants someone to be on their side, listen to their concerns, and educate them on resources available. Garrett is eligible for a Medicaid waiver; his family feels it’s important to be able to have some control over those services.
Vision

Garrett will have a meaningful, happy, healthy, safe life.
- Work or volunteer; full meaningful day
- Communicate his needs; be involved in his community; have a valued role
- Maintain friendships; find activities of interest that he can do independently
- Live at home until he has the skills to live on his own
- Find exercise programs he will enjoy and participate in
- Stay home alone safely
- Receive assistance as needed with training and connection to resources
- Our needs to be listened to
- Opportunities to develop his own opinions
- Supports when and where needed

What We Don’t Want

- Segregation or isolation

Garrett: Transition Age

• Increase responsibilities and chores at home (dressing, bathing, etc.)
• Focus on core subjects
• Use technology for communication
• Creative teaching
• Summer activities and programs
• Peer mentors at school
• Parents with high expectations
• Parents reaching out to outside resources
• Family involvement in community and afterschool activities

• Lack of support and low expectations from teachers and staff
• No flexibility with schedule
• Lack of adaptations or knowledge of possible adaptations
• Not getting communication device till sophomore year
• Lack of communication between school and family
Supporting Individuals and Their Families

**Discovery & Navigation**
- Information and Training Supports
  - Information on disability
  - Information about options and possibilities for employment, community living, relationships, recreation
  - Knowledge about best practices and values
  - Skills to navigate and access services
  - Ability to advocate for services and policy change

**Connecting & Networking**
- Emotional Supports
  - Parent-to-Parent Support
  - Self-Advocacy Organizations
  - Family Organizations
  - Sib-shops
  - Support Groups
  - Professional Counseling
  - Non-disability community support

**Goods & Services**
- Instrumental Supports
  - Self/Family-Directed services
  - Transportation
  - Respite/Childcare
  - Adaptive equipment
  - Home modifications
  - Financial assistance
  - Cash Subsidies
  - Short/Long term planning
  - Caregiver Supports and training
Integrated Supports

- Personal Strengths and Assets
- Relationships
- Community Based
- Eligibility Specific
- Technology
Garrett is now 33 years old. He worked as a dishwasher for nine years. Garrett enjoyed his job. He liked the repetitive tasks, consistency, and routine. He also loved working on a college campus where he could socialize with others around his age. Throughout this time Garrett lived at home with his parents. He utilized public transportation to get to and from work however due to the distance from his home to work the cost of transportation reached a point that it was no longer feasible for him to do this. Garrett was forced to quit his job. This left Garrett secluded spending his entire day at home whereas before he was spending time with friends after work. Garrett wants to move into an apartment closer to his friends and employment opportunities. Garrett has some connections in the community he wants to move to but these are limited to the YMCA where he exercises. Garrett’s current community is a population of 1200 and the community he wants to move to is a much larger population of 17,000. Garrett’s family will live 30 minutes away and have other obligations during week days. His family has fears for his safety such as his ability to identify dangerous situations, respond to emergencies, being taken advantage of by others, and consistently completing household management. Garrett has learned home management skills but doesn’t always consistently apply them. Garrett utilizes his communication device however community members aren’t always accepting of this and often ignore him. Garrett uses Bluetooth speakers to make his communication device louder in needed settings. Garrett has a Medicaid waiver with minimal supports in place.
**Current**
- Phone
- Timeclock
- Bluetooth Speakers
- Communication Device

**Needed**
- Google Maps
- Alarm Clock
- Cell Phone/Apps
- Safety Equipment
- Remote Monitoring

**Current**
- Work history
- Ritualistic
- Motivated
- Well-known
- Social

**Needed**
- Confidence
- Safety Skills
- Driver’s License
- Resume

**Current**
- Parents
- Coworkers
- Friends
- Family

**Needed**
- New Friendships
- Workout buddy
- Neighbors
- Networking

**Current**
- Community Events
- Neighborhood Watch
- Volunteer Clubs

**Needed**
- Increase Waiver Services
- Housing Assistance
- Food Stamps
- Voc Rehab
- SSI

**Current**
- Medicaid
- Medicaid Waiver

**Current**
- YMCA
- Public Transportation
Let’s Review...
Tools In Action...
YOU HAVE THE CAPACITY TO INFLUENCE OTHERS AND START A MOVEMENT THAT MAKES LIFE BETTER FOR EVERYONE

~ Joe Mechlnski
Contact Information

www.countyconnectionstcm.com

573-735-4282

Coley Haycraft
chaycraft@countyconnectionstcm.com

Kim Buckman
kbuckman@countyconnectionstcm.com

Jill Shoemate
jshoemate@countyconnectionstcm.com

Molly Eckman
meckman@countyconnectionstcm.com