



TRANSITION PROGRAM FOR YOUNG ADULTS (TPYA) Service Description

PURPOSE:

The purpose of Transition Program for Young Adults (TPYA) is designed to provide recently graduated adults with the skills necessary to maintain long-term community employment while strengthening life skills in order to be as independent as possible in the community.

OBJECTIVES/GOALS:

Curriculum and goals for TPYA are built around the following four social competencies:

- **Analytical Competency** – *“Learning to know”*: problem solving, critical thinking, decision making, and understanding consequences to actions and behaviors
- **Personal Competency** – *“Learning to be”* – survival skills, managing stress, feelings, self-awareness, self-expression, personal advocacy
- **Social Competency** – *“Learning to live together”* – interpersonal communication, negotiation, assertiveness, teamwork, empathy, and trust
- **Vocational and Physical Competency** - *“Learning to do”* – able to achieve task-oriented objectives

The goals of this service are to assist each participant to achieve their full potential in the following:

- **Employment Readiness** – the development of necessary pre-vocational skills and vocational skills through work exploration, on the job training, and work experience
- **Community Integration** – developing awareness of the surrounding community while learning how to access the community safely
- **Social Skills and Activities of Daily Living** – building relationships and interpersonal communication, strengthening daily living skills, developing recreation and leisure
- **Personal Advocacy** – learning how to advocate for oneself in an appropriate and effective manner
- **Educational Enrichment** – reinforcing and enriching the academic skills developed in school
- **Family and Caregiver Relations**- provides support to families and/or caregivers in order to help encourage participant independence and skill development

Individualized objectives/goals are developed with each participant and other members of their planning team. The outcomes of each objective is assessed and measured on a weekly/quarterly basis.

BASIC SERVICES:

- **HOURS & LOCATION** – Operation hours are Monday thru Friday, 9:00 a.m. – 3:30 p.m. with activities primarily taking place in the community as well as at our 875 Stanton Road facility. Individual program schedules may vary according to needs.
- **STAFFING** – Approved program design requires 1 staff person for every 3 participants.
- **ACTIVITIES** – The TPYA activities utilize a variety of methods to teach each area of skill development including, but are not limited to: on site and off site instruction, experiential learning, role playing, small and large group discussions, demonstrations, vocational training and question and answer sessions.
- **SUPPORTS** – Each participant has a case responsible person appointed to assist with service coordination. Community Gatepath™ works closely with care provider to ensure health and well-being. In addition, participant receives services from Adult Education teachers.

ENTRY CRITERIA / ESSENTIAL REQUIREMENTS:

1. Expresses personal interest in attending and participating in program services.
2. Able to participate in activities with a 1:3 ratio setting (1 staff to 3 participants)
3. Attends program services a minimum of 80% of scheduled days.
4. Meets the basic grooming and dress expectations of the program.
5. Attends to basic self-care needs, e.g. toileting, feeding, etc.
6. Be between the ages of 18 to 25 years.
7. Be eligible for Regional Center services.
8. Have legal documentation to work in the U.S.
9. Upon entry, must have medical evaluation and TB test performed within one (1) year of entry. After intake, we request a medical evaluation be done no later than every three (3) years, to ensure services meet the changing health needs of each individual.
10. Have no convictions of a criminal offense (felony or serious misdemeanor)

EXIT CRITERIA:

1. No longer meets entry criteria.
2. Transfer into another service based on need or preferred choice of activities.
3. Demonstrates behaviors that require a need for more intensive interventions &/or that would negatively affect the health and safety of other participants and staff (e.g. physically aggressive/assaultive behaviors) despite utilizing various behavioral improvement techniques.