
COMMUNITY LIVING TORONTO – STUDENT PLACEMENT OPPORTUNITIES

The following information is intended to provide a high-level overview of the individual programs and what students can expect during their placement with Community Living Toronto.

We are looking for students with good communication skills and a willingness to work in an environment that requires flexibility, adaptability and team work.

Students may focus their placement in one area, or choose to experience a number of learning opportunities within the Association. Community Living Toronto is open to accommodating the learning needs of the student.

ADULT DEVELOPMENT PROGRAM (ADP)

- provides training in basic work related and life skills for adults with moderate to severe intellectual disabilities who require extensive support
- focuses on developing community supports and providing recreational/leisure opportunities
- many participants also volunteer with community based programs (e.g., Meals on Wheels, seniors, day care etc.)

Placements at an Adult Development Program will have students interacting with approximately 35 individuals daily. They will have opportunities to be involved in a wide range of planning and activities including: teaching life and health and wellness skills, planning and implementing community-based social, recreational and volunteer activities (both individual and group), observing behaviour techniques, and learning how to communicate with individuals who are verbal and non-verbal with differing levels of ability. As part of the team, students will attend staff meetings.

ADULT PROTECTIVE SERVICES (APS)

- APSWs (Adult Protective Service Workers) advocate for, co-ordinate and monitor the necessary community supports for adults who live independently but are without social or family support
- co-ordinators work on behalf of the Toronto-wide APSW case management system – a partnership of four DSS agencies in Toronto - and may provide urgent response, interim case management and short-term assistance

Students doing their placement with APS can anticipate assisting in the intake and assessment process to familiarize themselves with the goals and processes of case management. After an initial orientation period they will be expected to help in providing case management under the direction of an APSW. They may also provide informal supportive counselling, advocacy and case management for adults with intellectual disabilities living independently in the community. Services include: assisting individuals with navigating the social service system (i.e. health, mental health, community resources, housing, addictions, criminal justice system, and child protection). The focus is on advocacy and is person directed.

BEHAVIOUR SERVICES

- Behaviour Services Consultants work with families and staff to create environments which are more conducive to positive behaviour, and with individuals to develop skills which support harmonious family and community involvement

Under the supervision of a Consultant, students may learn and practice observation skills, collect and assist in interpreting behavioural data, conduct or assist with case assessments and report findings, write professional reports, present or assist with presentations in behavior and other relevant areas, write or assist in writing intervention procedures, and teach or assist in teaching behavior support procedures to those assisting individuals in service. Students may also be asked to conduct research into various topics (e.g., support procedures, diagnoses, research literature, etc.).

EARLY CHILDHOOD SERVICES (AGES 0-12)

- consultation and intensive resource support for children attending early childhood settings
- collaborating with the family and other professionals to plan for services which address the developmental needs of the child, including access to specialized services such as Occupational Therapy and Behaviour Management
- coaching/modeling effective strategies in early childhood settings
- developing, implementing and monitoring individual teaching plans

Within the ECS department a student will be exposed to the Every Child Belongs model of service delivery which is committed to the inclusion of all children in early childhood settings. The student will be able to participate in a number of activities including; observation of children, informal assessments, IPP meetings with parents and other professionals, service coordination duties, and developing and delivering workshops. Other responsibilities may include facilitating the use of consistent strategies across all environments, documentation/report writing and transition/discharge planning.

EMPLOYMENT TRAINING SERVICES (ETS)

- a day program for adults that provides a range of options related to person-directed plans such as: developing work related skills, engaging in social purpose enterprises, participating in social and recreational activities (e.g. art, drama, crafts) and exploring both work and volunteer opportunities in the community
- skill development in the areas of literacy, money management, social skills and community access enhances an individual's self-confidence, independence and ability to participate in community programs

Students are fully oriented to the centre and supervised and supported by a full time senior staff. Students interact with staff and participants and are part of the day-to-day recreational, leisure and learning activities of the centre. Students will have opportunities to attend planning meetings, provide group and 1:1 support, facilitate activities (at the centre and in the community), be introduced to case management and to support individuals with their goals and choices. As part of their evaluation, students present to staff and participants a unique project of their choice that would enhance the experience for individuals at the centre. They can expect to leave with a number of transferable skills including life planning, resourcefulness and team work.

FAMILY SUPPORT

- facilitates the growth and development of an individual with special needs (ages 6 into adulthood) who lives at home, by working with the family to build personal supports, identify and access services and community resources
- family support staff may assist families in recruiting, training and orienting volunteers or in-home support workers

Students will accompany a Family Support Worker on meeting with families who have a child with an intellectual disability and provide informal supportive counselling and case management. They will assist families in accessing services, completing forms, advocacy work and liaising with external services (i.e. school boards, developmental services sector, mental health, health, etc). A student may also be involved with group work; including developing and facilitating ongoing sibling workshops and Spinclusion workshops with students in the school system.

GROUP HOME

- adults and children acquire living skills in a family-like, home environment located within easy access to transportation, local shopping and recreational/leisure facilities
- homes provide high, medium and low residential supports to meet the varied needs of the individuals who live there; some are designed to support individuals who are blind or partially sighted, deaf or hard of hearing, who have mobility problems, are aging, and children with Autism Spectrum Disorder (ASD)

In group home settings, students will have the opportunity to obtain a broad range of experiences. They will work alongside staff to learn how to support a person with an intellectual disability in all areas of life including health and wellness, family and social groups, community integration and life choices. They will learn how to meet an individual's needs based on their personal interests and choices. Students will have opportunities to work in the community assisting individual's at community centres, employment locations, volunteering, theatre shows - the options are endless.

Students require good verbal and written communication skills, basic computer skills, flexibility and goal setting skills. They can expect to leave with a number of transferable skills including: life planning, resourcefulness and team work.

HOME MANAGEMENT

- in-home consultation for families of children with an intellectual disability between the ages of 2 and 21 to help with the challenges of living with children with special needs
- collaborates with the family and other professionals to plan for services
- staff may assist families in recruiting, training and orienting in-home support workers

Working with staff, students will have an opportunity to provide consultation and informal supportive counselling to parent(s) who have a child (ages 6 into adulthood) with an intellectual disability. The focus is on: providing flexible supports that meet the needs of the family, person directed plans, in-home strategies to address behavioural issues, and advocacy and external supports ((i.e. mental health, school system, health care etc.).

SELF ADVOCATES COUNCIL (SAC)

- Ensures that the needs and interests of individuals supported by Community Living Toronto are heard and considered in the governance of the Association and increases understanding of the term self advocacy and related activities
- Provides counsel on issues related to rights, plain language, alternate communication formats etc.
- Provides educational workshops of interest to self advocates

Students work with the Coordinator and the Self Advocates Council to provide ongoing support assist the Council with SAC meetings and those internal committee meetings in which its member participate. This includes providing ongoing support to Council members in external meetings with government, community services and the developmental services sector. There are also research opportunities in this practicum (i.e. ongoing lit reviews, focus groups with Council members and person's receiving services to ensure active participation and a strong voice in program delivery and the future direction of the Council within CL Toronto). A student must possess a strong commitment to social justice, rights, and strong critical thinking skills.

SUPPORTED INDEPENDENT LIVING (SIL)

- staff work closely with individuals who live independently in their own apartments and co-operatives throughout the City to develop skills in the areas of self-care, household management, budgeting and using community resources

In the SIL program, students can experience first-hand how people with an intellectual disability live independently, in their own apartments, in the community and are responsible for making their own choices in all aspects of their lives. Working alongside staff, students will learn how to assist the individuals in developing skills that help them make meaningful choices in areas such as: health and safety (at home and in the community), healthy living, budgeting and community involvement. Students will also learn how to assist individuals in future planning so they will have the opportunity to enjoy a life as valued members of their community.

YOUTH 2 WORK

- supports youth in the transition from school to work or community activities while they are still in school, including gaining employment experience, developing community networks, increasing self-esteem and self-confidence
- youth ages 21-28 who have already left school can also receive career and life planning

Students interested in a placement with the Youth2Work program would have the opportunity to develop skills in the areas of both direct support and community engagement. Students would be assigned to work with a Youth2Work staff and would assist in supporting youth at their work/volunteer placements as well as learning about developing community participation opportunities.