



# Recommendations from Community Conversations

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JANUARY 24, 2023

# Rate of Participation in Education and/or Employment

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According to a 2017 Canadian Disability study, more than 75% of youth aged 15-24 with a disability were not in school and were not engaged in any sort of employment (Rapport du Vérificateur général du Québec à l'Assemblée nationale 2020, p. 71).

This statistic may be surprising to some but not unexpected; when NDI are leaving secondary school at 3-4 times the rate of students who are neurotypical, when 40% of NDI leave school without a diploma or other qualification and when 66% of working-aged NDI are not in the labour force (2012), one can only expect a lack of engagement to emerge.

# Different Starting Points...and Different Trajectories

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The journey out of high school varies broadly for NDI and there are different starting points for individuals leaving the youth-oriented sector.

At one end, there are students graduating from regular high schools at the age of 16 who may be receiving only minimal accommodations; at the other end are students leaving specialized schools at the age of 21 who have followed a modified curriculum and have received major accommodations to address their needs.

In between those two possibilities are individuals who are graduating from either regular or specialized high schools, but who will need additional supports to complete their education and/or obtain employment. This additional support may be provided by the school systems (e.g., CEGEP, Giant Steps, Adult Education), rehabilitation centres (Centre Miriam, MAB Mackay), or community organizations.

# Recommendations: Transition Process

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- Benchmark social worker/social work technician caseloads against other CIUSSSs; hire more social workers/social work technicians to work towards decreasing wait times and allow for more ‘accompaniment’ on this journey.
- Develop a Transition Program and centre the needs of those with DI-TSA-DP *and their families*; focus on accompaniment by social workers/social work technicians on their journey out of high school and transitioning to adulthood.
- Create a series of training modules for onboarding new social workers/social work technicians into a community of practice; these modules should alert social workers and social work technicians to the unique needs of NDIF and their families during transition into adulthood. A potential partnership to consider in housing these training modules is ECHO-Quebec (TACC).

# Recommendations: Transition Process

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- Develop a model for potential pathways that NDIF can follow after leaving high school and make this visible to families. This could be achieved by partnering with AIDE (Autism and Intellectual Disability Research Exchange Network see [www.aidecanada.ca](http://www.aidecanada.ca)), and/or L'Accompagnateur, and/or developing a page specific to transition on the CIUSSS's website.
- Develop a trajectory of care plan that addresses finances, future (continuing education, employment opportunities, housing needs), friends, family, fun, and function.
- Make information regarding how the future (continuing education, employment opportunities, housing needs), friends, family, fun, and function can be addressed during the transition into adulthood.
- Establish an intersectoral governance (Education and CIUSSS) mechanism so that the TÉVA-CIUSSS relationship is strengthened and strategic oversight is provided for quality improvement initiatives and best practices

# Recommendations: Educational and Employment Opportunities

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- Develop a common set of outcome indicators of ‘living a life of quality’ for NDIF. These outcomes should be based on impacts rather than indicators, such as the number of clients served.
- Develop a separate Table de Concertation, including community organizations and other private and public sector groups, that are providing continuing education and employment services to map out what they do, how they are unique/different, and potential opportunities for collaboration.
  - Ensure the table de concertation develops a strategic plan for increasing inclusive work opportunities for NDI, including building relationships with businesses and other community partners that can provide opportunities, creating a plan for sensitising neurotypical employees and creating a sustainable supply of job coaches to provide support.
- Collaborate with leaders in service provision throughout the community
- Job coaches are needed to accompany and support work integration; work with the English Montreal School Board (EMSB) and/or collège d’enseignement général et professionnel (CÉGEP) to develop a job coach training program.
- Advocate for micro-credentialing, or short-term, flexible programs and certifications, and funding for health care providers and allies, including job coaches, community recreational leaders, social work technicians, and special care counsellors.

# Recommendations: Local and Provincial

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- Advocate for more support for social enterprises and inclusive employment opportunities
- Advocate for having more input into PSOC funding directed to organizations within the area.
- Advocate to alter the functioning of the social solidarity payment system, transforming payments into benefits while making the threshold for clawbacks more generous than \$200 per month. This way, individuals can feel more financially secure and live a life of quality.
- Conduct a focused needs assessment of those with DP and those of those with DI-TSA-DP.
- Develop a local, inter-sectoral government and non-government advisory board to the Rehabilitation Directorate of the CIUSSS.
- Transformation of an existing CIUSSS 2nd line post into a manager of a first line service for the DI-TSA-DP clientele (or find additional funding). The mandate of this manager will be the development of relationships with community organizations, in order to expand their involvement in the provision of services in CIUSSS IP, where the assessment of need so indicates.



# Other Points

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1. Alink program and development of residential autonomy
2. Building capacity at JGH to receive services
3. Involve parents
4. SSHRC project to develop tools
5. Aide Canada (<https://aidecanada.ca/fr/accueil>)
6. L'Accompagnateur (<https://laccompagnateur.org/>);
7. L'Appui (<https://www.lappui.org/fr/>)
8. Transition Hub (<https://www.transitionhub.ca/>)
9. 6F's (<https://www.canchild.ca/en/research-in-practice/f-words-in-childhood-disability/f-words-tools>)