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Canadian Institute for Inclusion and Citizenship

Transitioning Youth with Disabilities and Employment Project:



TRANSITIONING
YOUTH WITH DISABILITIES
AND EMPLOYMENT

The TYDE Project

Who we are:



Tricia Lins



**TYDE Self-Advocate
Research Consultant**

(and her side-kick, Riley)

Sandra Polushin



**TYDE Research
Coordinator**



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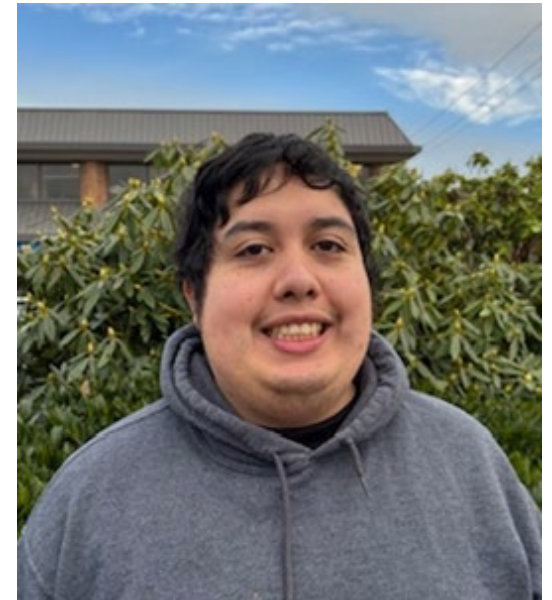
a place of mind
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Predictors of employment outcomes:

- Start Early!
- Experiences of inclusion
- Early work experience
- Enhanced self-determination
- The value and importance of parents' role



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Overarching Learning Outcomes/ Objectives

Youth:

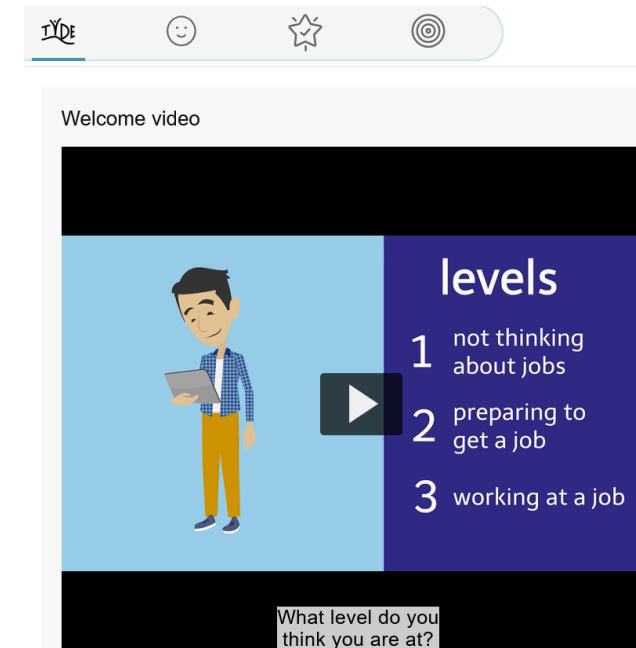
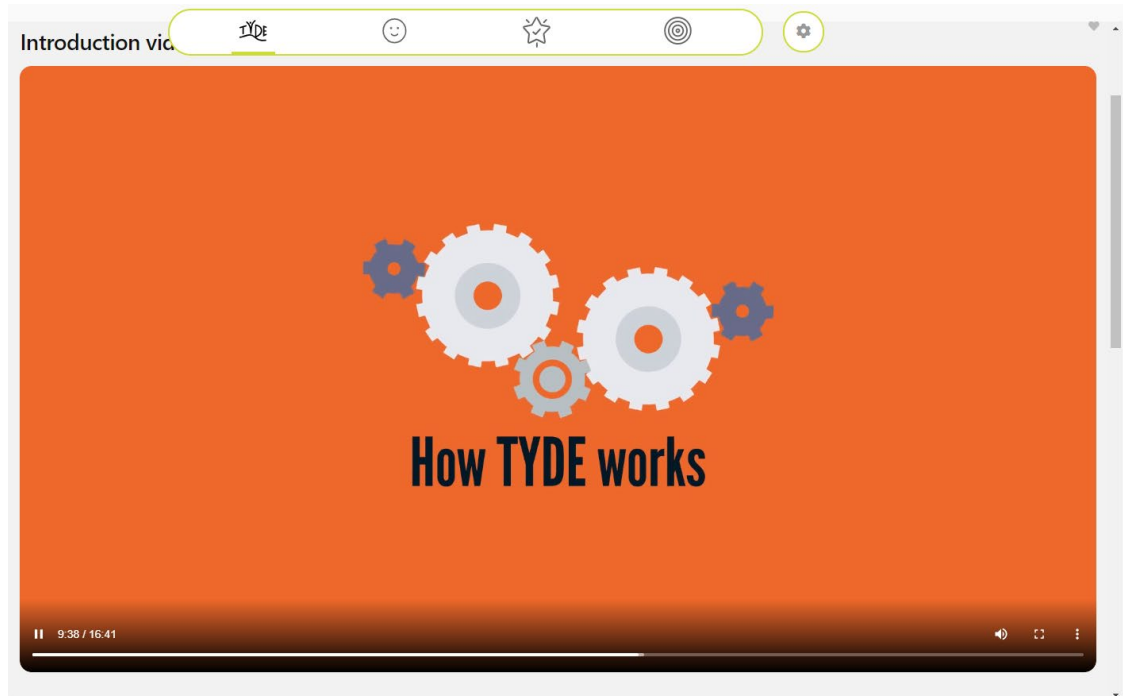
- will create a plan for getting and maintaining meaningful employment.
- develop their capacity to have a say in and make decisions about their lives and future (“**nothing about us without us**”).

Family members/caregivers:

- will develop knowledge and skills to support the youth in creating a plan for transitioning to meaningful employment.



TYDE Structure



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TYDE Building Your Profile


TYDE Program


Unit 2: Your profile

- ☐ Me Time Reflection
- ☐ What's a profile?
- ☐ Parts of the profile
- ☐ Build your profile
- ☐ Practice Activity
- ☐ Partner Activity
- ☐ Resources

Logout



The importance of knowing your preferences, interests, and hobbies 



0:15 / 3:02



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TYDE Profile


Profile

Viewing

TYDE







Profile

Content

Info

☐ My Preferences >

☐ My Choices >

☐ My Interests >

☐ My Hobbies >

☐ My Best Qualities >

☐ My Strengths >

☐ My Skills >

My Preferences

Preferences with chores

When I have responsibilities or chores, I like: (select all that apply)

☒ Having a schedule.

☒ Working in a quiet place.

☐ Working in a busy place.

☒ Doing one job at a time.

☐ Doing lots of things.

Submit

Show previous answers

My Hobbies

Question 1

My favorite hobby is:

I want to answer with...

☒Text

☐Audio

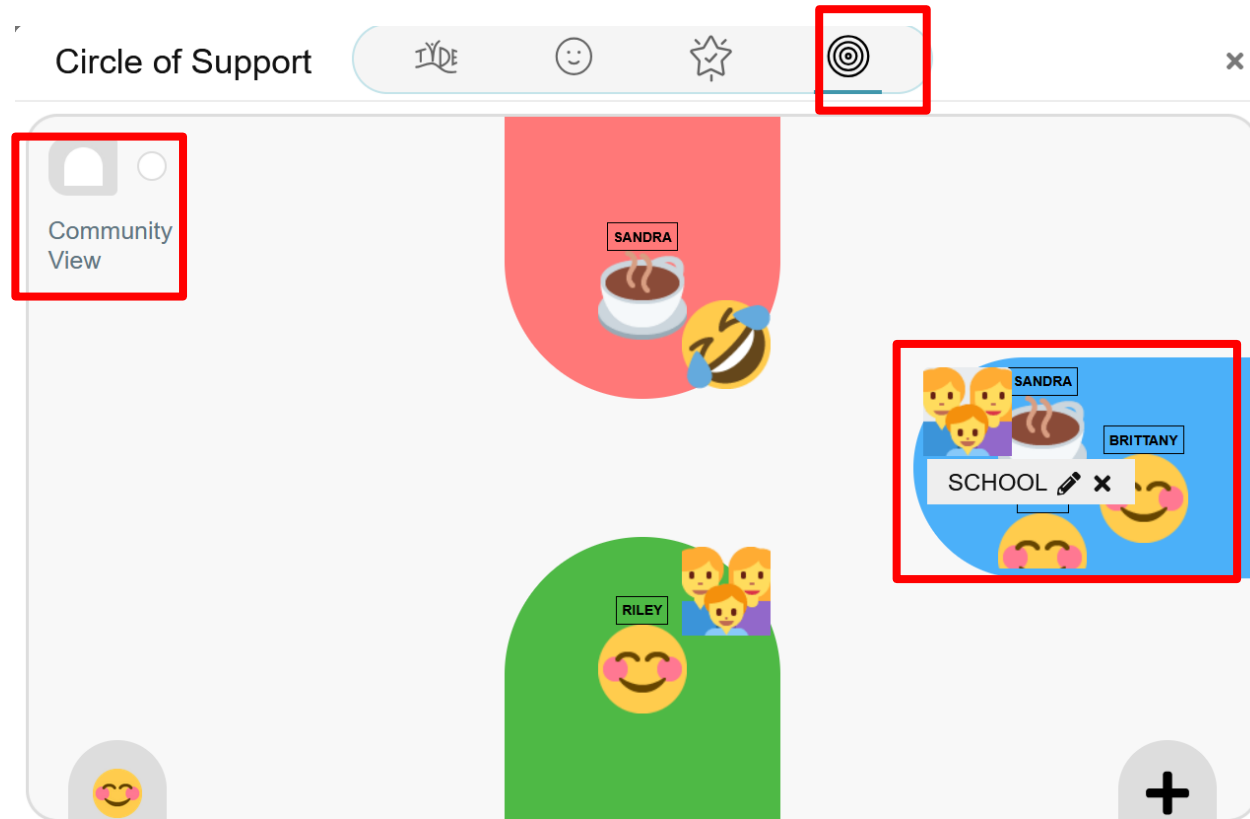
Show previous answers



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TYDE Circle of Support: Communities



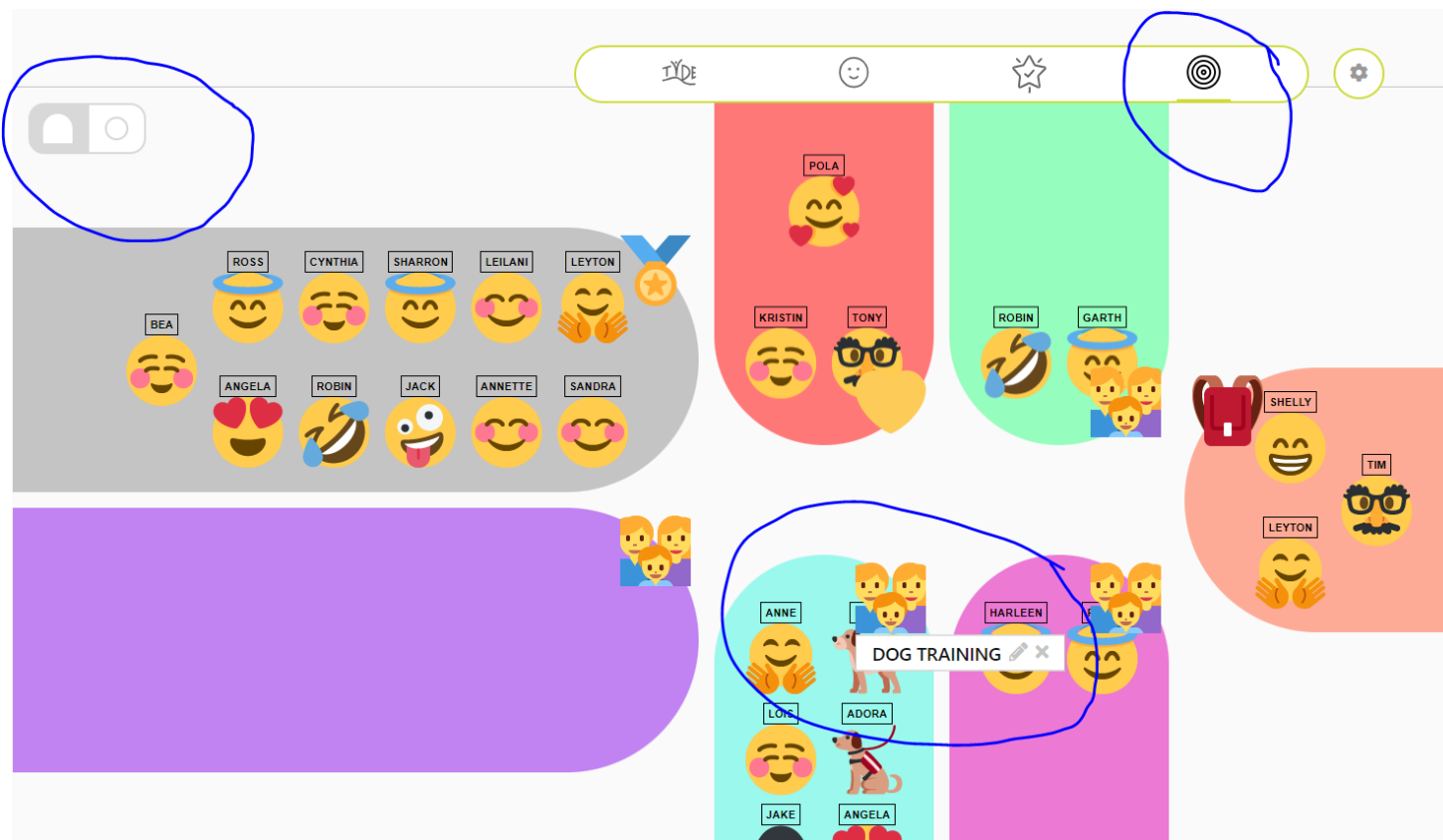
Communities I belong to...and who is in them



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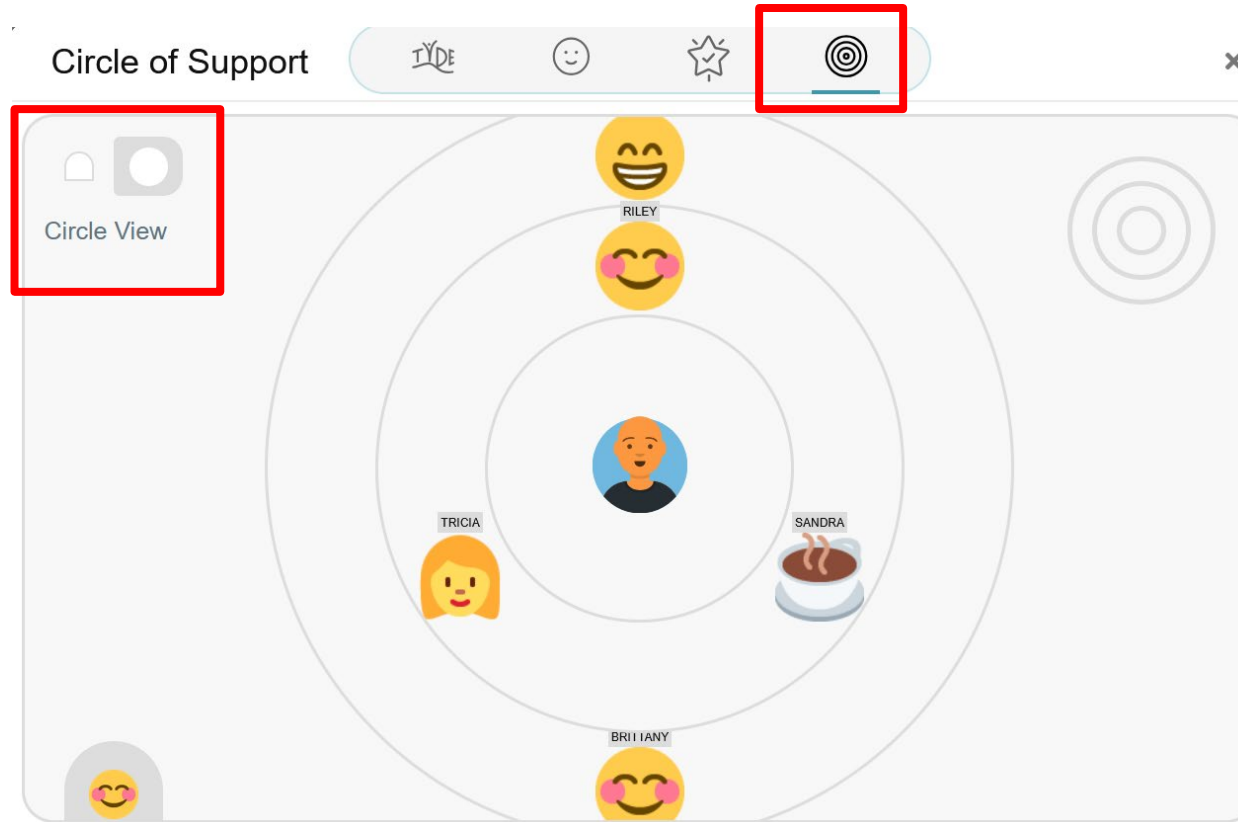
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TYDE Circle of Support: Communities



Rachelle's communities and connections

TYDE Circle of Support: Circle View



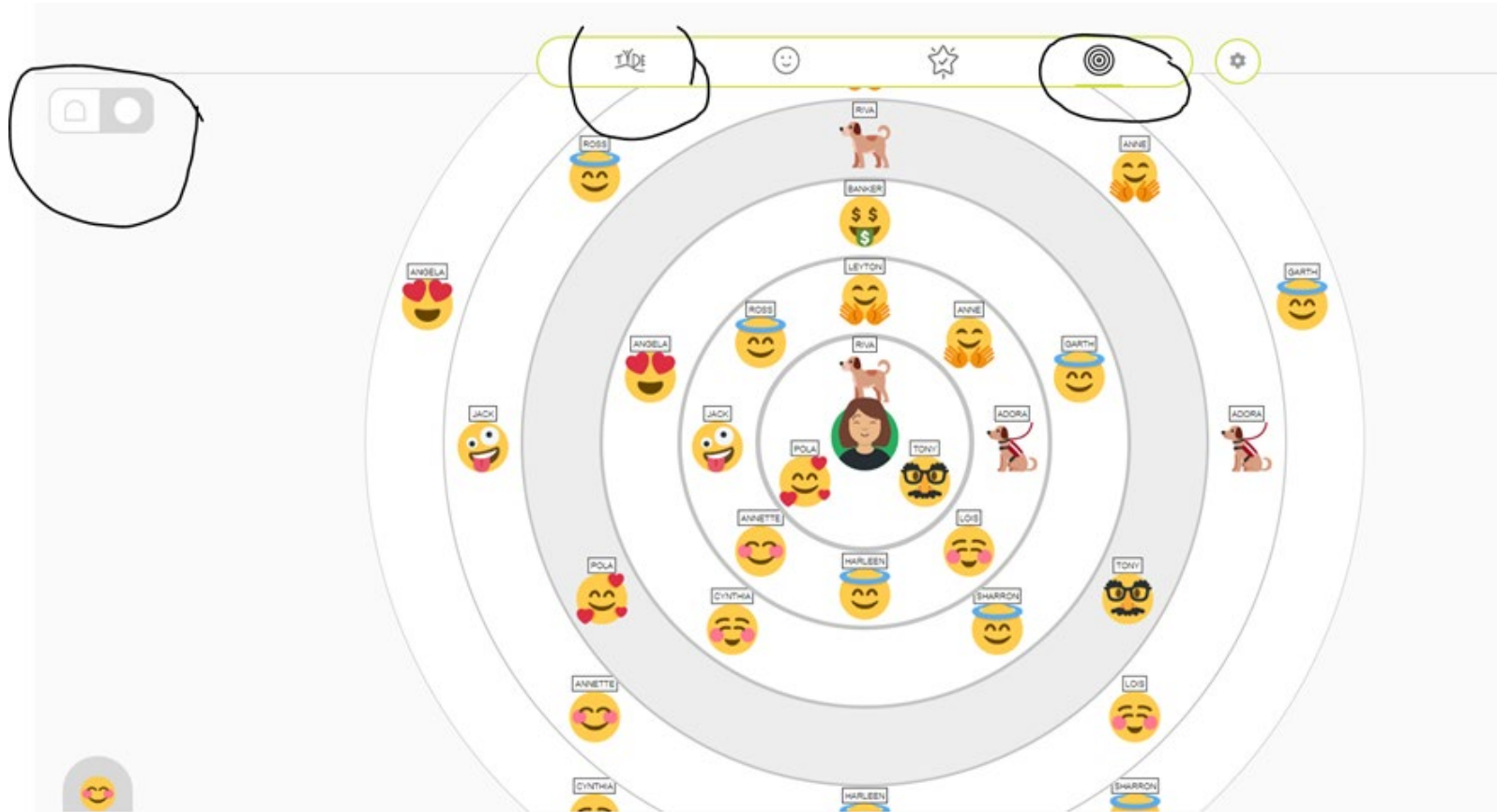
My relationships



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TYDE Circle of Support: Circle View



Rachelle's relationships

TYDE Content Video:

TYDE Program

Introduction to TYDE

Unit 1: Quality of life

Unit 2: Your profile

Unit 3: Planning your path

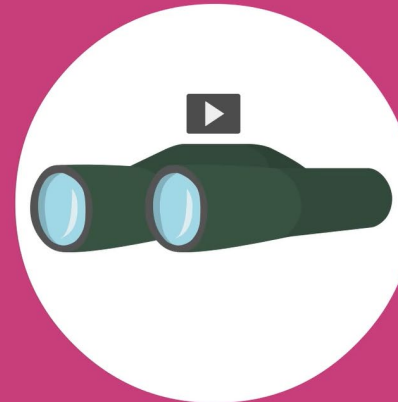
Unit 4: Social Pathways

Unit 5: Getting out there

Unit 6: Keeping a job

Unit 7: Launching your plan

passions and sense
of purpose in life



is part of discovering your passions



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TYDE Goal Setting

Goals

Viewing

TYDE

😊

★

🎯

Goals

Content

Info

☐ Unit 1: Quality of Life >

☐ Unit 2: Your profile >

☐ Unit 3: Planning your path >

☐ Unit 4: Social Pathways >

☐ Unit 5: Getting out there >

☐ Unit 6: Keeping a job >

☐ Unit 7: Launching your plan >

Unit 1: Quality of Life

Goal

Which area do you want to explore or learn more about?

friendships

Change answers



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Videos with Self Advocates

TYDE
Program

Unit 1: Quality of life


- ☐ Creating the life you want
- ☐ Taking an active role
- ☐ Building social networks
- ☐ Practice activity: Circle of Support
- ☐ Getting a job matters
- ☐ Partner Activity
- ☐ Resources

Logout

0:04 / 3:28

TYDE

Learning to create opportunities for yourself



1:54 / 2:10



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Alignment with BC Curriculum

TYDE Program

Unit 1: Quality of life


- ☐ Creating the life you want
- ☐ Taking an active role
- ☐ Building social networks
- ☐ Practice activity: Circle of Support
- ☐ Getting a job matters
- ☐ Partner Activity
- ☐ Resources

Logout

Let's get started!

TYDE

Having good relationships ✓



2:36 / 2:42



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Instructional Videos



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Unit 2: Your profile

- ☐ Me Time Reflection
- ☐ What's a profile?
- ☐ Parts of the profile
- ☐ Build your profile
- ☐ Practice Activity
- ☐ Partner Activity
- ☐ Resources

Logout

Building your profile ✓

Getting started ✓

Instructions: How to create your profile ✓



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Partner Activities (Reflections on learning)



TYDE Program

Unit 3: Planning your path

Content	Info
<input type="radio"/> Me-time! Reflection	>
<input type="radio"/> Introduction	>
<input type="radio"/> Goals & Plans	>
<input type="radio"/> Choices during high school	>
<input type="radio"/> Choices after high school	>
<input type="radio"/> Getting help you want	>
<input type="radio"/> Partner Activity	>
<input type="radio"/> Resources	>

TYDE


Partner Activity

Reflect on what you learned

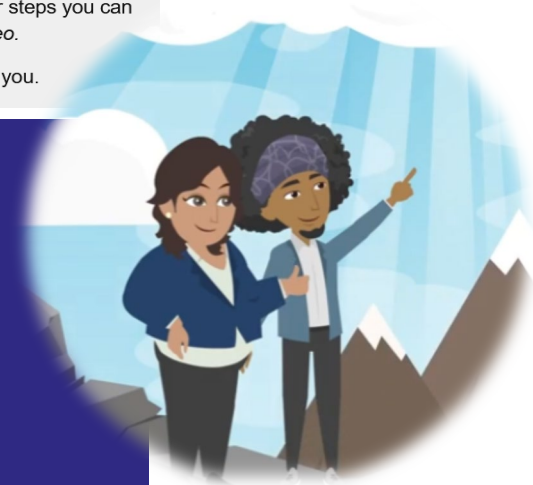
You were introduced to several options that will help you create a path for your future. Take a moment to think about the path you want to take. Investigate your options so you can begin to make a plan that's right for you. Check out the resources at the end of this unit to help you out.

Think about your interests, strengths, and what motivates you. Think about long term goals and smaller steps you can take to get there. *If you need a quick summary of setting goals for yourself, check out the following video.*

When you are ready, answer the following questions to set a goal and make a plan that is of interest to you.



Reflect on what you learned



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Research Components

- Entrance Interview (online Qualtrics approximately 20 minutes)
- TYDE Program – 7 Units completed with a partner
 - Average of 2 hours per unit
 - Partner Activities (approximately 20 minutes per unit)
- Exit Interview (online Qualtrics approximately 20 minutes)
- Follow-up interviews with the youth
- Follow-up interviews/focus groups with the support people



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4 School Districts

- Resource Teachers
- Education Assistants
- Career Connections teacher
- (Parents/Caregivers)



Youth with
intellectual and
developmental
disabilities
preparing for
transition

Ages 14- 23



5 Community Living Organizations

- Community Support workers
- Employment specialists
- Job coaches

“I learned a lot of skills from it [TYDE]. I did learn how to communicate properly with coworkers, and I definitely learned how to keep a job for sure...It definitely did help me focus on what I need to do next because it taught me how to like properly set goals for me and like, properly. I learned what I want to do and prioritize.”

Dual Credit Student



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“It was very impactful for the resource teachers and staff to **actually see** curriculum that’s actually designed with those learners in mind.

But the biggest ‘aha’ being that **everyone** could use this curriculum...THAT to me was a really powerful shift” (School District participant)



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“it caused [staff] to reflect a lot on how much time we spend doing other things versus how much time we spend actually getting to know the youth themselves and giving them the opportunity to get to know themselves.”
(School District participant)



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“Going through the goals is very helpful, especially when you do it at the end of the unit because they start getting ideas through the videos that they've watched.

For the youth that I've supported, it really helped her navigate and see what she actually wanted to do and how to complete that goal.”

(Employment Specialist | Community Living Agency)

I think very highly of TYDE, I think it was very beneficial for many of my youth, and I still reference it in the material even now that I'm more focused on adult services. And I kind of wish there was a young adult version of it for those in the early to mid 20s. I think the discovery tools that TYDE has, I think would be beneficial for everyone, not just youth.

“I think in terms of transition, the one piece that's always missing is and has been for some time is the stories, because they tend to get lost...if the kids do TYDE in their school and then can come out of that with their pre-done Discovery of “who I am” (if trying to access youth services or supports through CLBC, they can say “this is the path that I want you to help me do”, they can say, “Here it is, This is the path that I want you to help me do!...So, I think that's just really, really cool. You know, I think it's awesome

TYDE Delivery Options



- **Small Group and 1:1**
- **Partner options – Educational Assistant; Teacher; Community Living staff (employment specialists, job coaches, community support workers); Parent/Family Member**



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**What would this look like
in your context and with
your students?**

What do you wonder?



TYDE Next Steps for Participation



- **InclusionBC Conference (presentation of findings)**
- **Fall 2025 release of new platform.**
- **Open-source options!**



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Contacts:

Dr. Rachelle Hole

rachelle.hole@ubc.ca

Dr. Leyton Schnellert

leyton.schnellert@ubc.ca



Website: www.mytyde.ca

Twitter: @TYDE_CIIC



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