



## Questions and Answers

### **Q. Are self-directed staff required to be vaccinated?**

**A.** No. The Governor has announced a requirement for health-care workers in facilities licensed by the RI Department of Health (RIDOH) to be vaccinated by October 1, 2021. Here is a link to a recent Providence Journal article:

<https://www.providencejournal.com/story/news/local/2021/08/10/ri-require-covid-vaccines-health-care-workers/5549673001/>. Self-directed staff do not work in RIDOH-licensed facilities and are not affected by this requirement.

## Direct Support Professional (DSP) Rate Increase Implementation Completed Ahead of Schedule

The General Assembly allocated funding for a DSP rate increase at the end of June, to be effective as of July 1<sup>st</sup>. In order to implement a rate increase, BHDDH needs to increase the authorizations for all participants and update the rates in the State system for Medicaid billing.

BHDDH immediately began working our software vendor, Therap, to implement the authorization increases to reflect the higher rates for services provided by DSPs. Therap worked closely with the State to update the system as quickly as possible to increase all of the authorizations for about 4,000 participants. This was the first rate increase that has occurred since we began to use Therap for authorizations last year. For this first system-wide change, BHDDH had to develop new requirements and Therap had to customize the software to automate the change in rates.

BHDDH also worked with the State Medicaid computer system vendor, Gainwell, to update the billing rates in the Medicaid billing system, called MMIS.

The effort finished a week ahead of schedule. Now that the process has been developed, any future rate increases should be able to be completed more quickly. We want to thank everyone involved in getting this done as quickly and smoothly as possible.

Self-directed authorizations were updated as part of this effort. However, rate changes could not be automated in the MMIS because individuals who self-direct their services are able to set their own wage rates for their DSPs. Self-directed individuals should work with their Fiscal Intermediary (FI) to increase the wages paid to their DSPs.

## Rhode Island Seeing an Uptick in COVID Cases

Rhode Island, like many states around the country, is seeing an uptick in COVID-19 cases as a result of the Delta variant. The RI Department of Health (RIDOH) reported on August 10<sup>th</sup> that 66 people with COVID-19 were being treated in hospitals, the most since late May.

The number one thing you can do to protect yourself and your family from the Delta variant is to get vaccinated. The COVID-19 vaccines are safe and effective in preventing hospitalizations and deaths.

Additionally, because the Delta variant is more contagious, the Centers for Disease Control and Prevention (CDC) has recommended that both vaccinated and unvaccinated individuals wear masks indoors in areas experiencing high rates of COVID-19 transmission.

Rhode Island is currently experiencing a high rate of COVID-19 transmission as defined by the CDC and, effective at the start of business on Friday, August 13, **everyone entering a state facility, both visitors and employees, regardless of vaccination status, will be required to wear a face covering** unless you have a health condition that prevents you from wearing a mask.

Please note that the [State's COVID-19 Policy](#) has been updated to include this requirement along with other changes made to align with the latest health guidelines pertaining to quarantining, testing, and other measures.

The masking requirement will remain in effect until the State experiences a marked and sustained decline in the transmission of COVID-19.

### IF VACCINATED PEOPLE CAN SPREAD THE VIRUS, SHOULDN'T EVERYONE WEAR A MASK?

- CDC is currently urging everyone in substantial- and high-transmission areas to wear a mask, including people who are fully vaccinated.
- If you are fully vaccinated and in a low-spread area, you can still consider wearing a mask, particularly if you live with someone who is immunocompromised, unvaccinated, or at risk of severe disease.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

CS25826-A 07/30/2021

## **Here's how COVID-19 looks in 2021** **compared to 2020 in Rhode Island**

Excerpts from: [wpri.com](http://wpri.com) (Aug. 3, 2021)

A year ago at this time, Rhode Island averaged about 100 new cases per day. Fast forward to this week and the state is averaging more than 150 new cases per day. Public health experts were hopeful this year would be different. Scientific research and billions of dollars helped create highly effective vaccines. Nearly 60% of Rhode Island's population has been fully vaccinated, offering a new level of protection that didn't exist 12 months ago.

But nearly a year and a half into the pandemic, Rhode Island is facing different — albeit similarly complicated — problems. The highly contagious delta variant is kicking up infections at an alarming rate.

And health experts are concerned that too many people are trying to look beyond the doom and gloom of the past 18 months rather than recognize that the coronavirus remains a threat to public health and a danger to the U.S. economy.

“In some ways, people feel like the pandemic is done and it's behind us here in the U.S.,” Brown University School of Public Health dean Dr. Ashish Jha said. “And yet the surge of infections from the delta variant is just getting going, and is really going to challenge us over the next several months. And most Americans, I think, aren't aware of how much worse things could get.”

In Rhode Island, a Target 12 analysis of year-over-year data shows new infections and the state's positivity rate are higher than this time last year, even as testing is relatively comparable. Health officials attribute this largely to the delta variant, which is much more contagious than the original virus. And federal officials estimate upward of 80% of all new infections are the delta variant.

If there is a silver lining, however, it's that the latest surge of infections in Rhode Island so far hasn't come with a corresponding wave of hospitalizations and deaths.

Health officials are bullish that this is evidence the vaccines are working as designed: older adults and people with underlying health conditions, who are more susceptible to hospitalization and death after contracting the virus, are now vaccinated.

But it also means the virus isn't petering out as many health experts and Rhode Islanders hoped might happen after vaccinations became widely available. And the virus is infecting mostly the unvaccinated, with the Health Department estimating 91% of new cases since Jan. 1 have been among people who haven't received a shot.

The unvaccinated group includes people who have decided against getting a shot so far, along with those who are ineligible: children. Indeed, Health Department data shows weekly infection rates are increasing across all age groups, but rates among children and teenagers are higher than any age group 60 years and older.

At the federal level, the U.S. Centers for Disease Control and Prevention is recommending masks again, as the nation's top health officials say the delta variant is behaving differently than past strains of the virus.

"Information on the delta variant from several states and other countries indicate that in rare occasions some vaccinated people infected with the delta variant after vaccination may be contagious and spread the virus to others," CDC Director Dr. Rochelle Walensky said last week. "This new science is worrisome and unfortunately warrants an update to our recommendations."

Fully vaccinated Americans are now supposed to mask up indoors if they live in areas of the country with "substantial" or "high" coronavirus transmission. With a 7-day average of more than 100 new cases per 100,000 residents as of Monday, Rhode Island classifies as a state with high transmission.

## Wear a mask that protects your household from COVID-19

If you're not fully vaccinated, the Rhode Island Department of Health recommends you wear a mask indoors near anyone you don't live with. **Your mask should fit snugly but comfortably over your nose, mouth, and chin without any gaps.**



### RECOMMENDED

- **Great protection:** N-95, KN-95, or KF-94 mask
- **Good protection:** Medical procedure (paper) mask that fits
- **OK protection:** Cloth mask made of a tightly woven, breathable fabric that's at least two layers thick and fits



### NOT RECOMMENDED

- Face shield alone
- Bandana, scarf, or ski mask
- Mask with valve or vent
- Mask worn the wrong way or that doesn't fit
- Mask that makes it hard to breathe or is only one layer thick

Always wash your hands after handling or touching a used mask. Wash and dry cloth face coverings after use each day. Learn more about how to handle and care for your mask at [covid.ri.gov/masks](https://covid.ri.gov/masks)

Masks should not be worn by children younger than age two, anyone who has trouble breathing, or anyone who is unable to remove the mask without help.

Choose safer activities depending on whether or not you're fully vaccinated.

7/13/2021

[covid.ri.gov/masks](https://covid.ri.gov/masks)



RHODE ISLAND  
DEPARTMENT OF HEALTH

## Recent Reports on COVID-19 and the I/DD Community

The National Association of State Directors of Developmental Disabilities Services (NASDDDS) has released two reports related to COVID and the I/DD community:

- [COVID-19 and People with ID/DD Final Report](#)
- [COVID-19 Data on ID/DD Issue Brief](#)

These reports were prepared for the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, Office of Behavioral Health, Disability, and Aging Policy by NASDDDS and RTI International.



The [Case for Inclusion 2021 Special Report](#) examines the impact of the COVID-19 pandemic on community-based disability services and provides a blueprint for a more sustainable disability services system. The *Case for Inclusion* is presented in partnership between United Cerebral Palsy and the ANCOR Foundation. Designed especially for advocates who believe that people with intellectual and developmental disabilities should have options and resources to live life without limits, the *Case for Inclusion* outlines the challenges and opportunities confronting providers working on the frontlines of community inclusion.

## Housing Clinic

Are you homeless or at risk of homelessness?  
Are you fleeing domestic violence but need housing options?

For more information, reach out to us at **401-808-6889** or join us at one of the following locations to work with housing providers on options.



West Warwick Library  
1043 Main Street  
2nd Tuesday of every month from 1-4pm



Central Falls Town Hall  
580 Broad Street  
3rd Thursday of every month from 4-7pm (Beginning August 19th, 2021)

## Rental Assistance

Contact [Rent Relief RI](#) for emergency rental assistance. Individuals can receive up to 3 months of assistance for rent and/or utilities. This includes households that have found a potential new rental and need help affording the first month and security deposit. If someone needs help filling out the application or legal services, [click here](#) for the list of Rent Relief RI Assistance Partner organizations

If someone you know is experiencing homelessness or on the brink, call the statewide [Coordinated Entry System](#) at (401) 277-4316.

## Webinar: Person-Centered Supports in Popular Culture

Wednesday, August 18, 1:00-2:30PM

Register: [https://zoom.us/webinar/register/WN\\_ncHy1Ez\\_RJ2xBzAAcJUX8Q](https://zoom.us/webinar/register/WN_ncHy1Ez_RJ2xBzAAcJUX8Q)

The stories we tell ourselves in popular culture reflect and, in turn, shape the world in which we live. Our shared stories influence our perceptions of everything, including the support systems used and sometimes created by people with disabilities. Popular culture narratives create a context for both the formal and informal support services and goods that many people learn to expect in their daily lives.

Pop-culture representations also influence our judgment of caregiving practices, decision-making procedures, types and levels of accommodations for people with disabilities, and indeed, the people who make up this population. As a result, the public is exposed to media representing only a very limited perspective on how people with disabilities actually navigate the world.

In this webinar, disabled activists will come together to discuss pop-culture depictions of accommodation and support for people with disabilities. What values have those popular narratives created, nurtured, or destroyed over time? Do more recent depictions reinforce or undermine those older narratives? How is person-centered support illustrated, and how do those illustrations affect our daily lives?

### Think College

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disabilities.

[Who Is Thinking College?](#) Six students with intellectual disability share their experience on how college was not offered as an option to them when they were younger, due to low expectations, and then reveal how they are shattering those low expectations by attending college.



[Rethinking College](#): A 25-minute film produced by Think College that explores the growing movement to include students with intellectual disability in higher education. The page provides a streaming version of the film and related resources to educate people about the benefits of college for people with intellectual disability.

[Student Spotlight!](#) is a publication of interviews with students with intellectual disabilities currently enrolled in college or who recently graduated. Get to know what students think about their life in college.

[Innovation Exchange](#) find resources on topics in inclusive postsecondary education.

[Family Resources](#): find responses to the most frequently asked questions that families have when first exploring and learning about college options.

The [Resource Library](#) includes over 850 selected resources on a wide range of topics related to postsecondary education for people with intellectual disabilities.



## Supported Decision-Making (SDM) Videos and Resources



**In The Spotlight:** Jordan was just hours away from a court hearing that would have awarded his parents guardianship. In this video Jordan shares his supported decision-making story and how he almost lost his rights. Jordan also talks about a new project with the Center of Youth Voice, Youth Choice to train other self-advocates about alternatives to guardianship. [Watch the Video here.](#)

**We All Need Support:** We make decisions from the time we wake up in the morning to the time we go to sleep at night. Many of those decisions are easy: eggs or pancakes? The blue jacket or the red sweater? Other decisions are tougher: where should I live? How should I invest my money? What should I do if my health declines? For decisions like that, many of us seek support, whether from a trusted friend or family member or from a financial advisor, banker, doctor, or therapist. People with disabilities can make all of these decisions - just like us, with support. Watch the Disability Rights Arkansas video explaining [Alternatives to Guardianship: We All Need Support.](#)



**Minnesota SDM Video Series:** The Minnesota Department of Human Services invites you to learn more about supportive decision making. Individuals, regardless of a



disability, have the right to be involved and integrated into their community. Supportive decision making is an approach for reducing the need for restrictive proceedings where an individual's right to make choices is taken away. View the series of 10 short videos on [Introduction and Guide to Supported Decision Making](#)

### Articles and Resources:

- Disability Right RI, [Supported Decision-Making, Alternatives to Guardianship](#)
- Rhode Island Parent Information Network, [Supported Decision-Making](#)
- [Guardianship requests decline as knowledge of alternative legal option grows](#)
- [What 'Free Britney' shares with 'Justice for Jenny'](#)
- [Infographic for Youth, "It's Your Decision!"](#)
- [National Resource Center for Supported Decision-Making](#)
- [Center for Public Representation](#), Supported Decision-Making

Supported Decision-Making does not always result in a perfect decision, but it empowers people with disabilities to exercise the maximum amount of autonomy possible.

## **Social Isolation & Loneliness for People with Disabilities**

**Thursday, September 9, 2021**

**2:00 to 3:00 PM**

**[Register here](#)**

The National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) is hosting an upcoming webinar on social isolation and loneliness. Using the National Survey on Health and Disability, this webinar will discuss trends in social isolation and loneliness among people with disabilities in rural and urban settings. Attendees will hear from speakers as they explore how barriers to social participation can lead to social isolation and loneliness among the community.

Registration will close on **September 3, 2021**.

## **Depression, Anxiety and Loneliness in People with I/DD**

We've been through a lot in the past year and a half, and it has taken a toll on many aspects of our lives including our mental health. Research has shown that long periods of quarantine, social distancing and isolation in situations such as in a pandemic can harm mental well-being and increase depression, anxiety, loneliness, risk of suicide and more.

The Clinical Advisory Team of IntellectAbility has created a reference to help supporters of people with disabilities learn how signs of anxiety, depression, and loneliness might appear in people who use behaviors rather than words as their primary means of communication.

This 2-page, informational pdf is attached at the end of this bulletin for helpful information on the signs and symptoms of depression, anxiety and loneliness in people with I/DD and things you can do to alleviate and provide effective support. Or you can also [download it here](#).



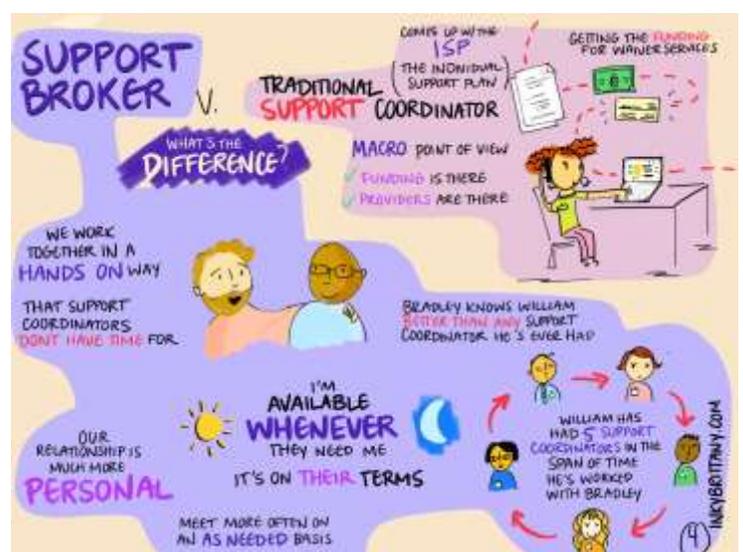
Visit the IntellectAbility [COVID-19 Resources page](#) for more informational pdf downloads and their [Articles page](#) for more helpful information.

*IntellectAbility provides risk resolution tools and training to those who support people with I/DD, helping them replace risk with health and wellness.*

## Self-Direction Virtual Conference Sessions Now Online

[Applied Self Direction](#) held a Virtual Self-Direction Conference Series from May through July 2021. You can access the sessions from the virtual series [here](#). Because of the support of generous sponsors, this series was offered to over 4,100 registrants at no cost. The slides and recordings are available on the Applied Self Direction website, including the following sessions. Information from past conferences are also available.

- [Self-Direction Worldwide: What Can We Learn From Each Other?](#)
- [How Stories Can Influence Change: Making an Impact by Sharing Your Personal Journey with Self-Direction](#)
- [The Administration for Community Living's Priorities for 2021 and Beyond](#)
- [International Advances in Self-Direction: Themes from a Disability Leadership Exchange](#)
- [Authentic Stakeholder Engagement: A Discussion with Colorado's Participant Direction Programs Policy Collaborative](#)
- [From Snap Bracelets to Smart Watches: Paid Family Caregiving Research Over the Years](#)
- [Bridging the Gap Between Academia and Practice: A Conversation with Researchers in Self-Direction](#)
- [Best Practices for Engaging Self-Directed Caregivers with Education & Training](#)
- [Everything You Wanted to Know About Joint Employment But Were Afraid to Ask](#)
- [The Alliance: Growing Self-Direction from the Ground Up](#)
- [Paid Family Caregiving: What Does It Look Like in Practice?](#)
- [Teaching Public Speaking Skills and Creating Opportunities for Self Advocates](#)
- [Facilitating Greater Independence: The Integral Role of Support Brokers](#)



## Paralympics 2021



Tokyo 2020

24 AUG - 05 SEP

2021

The 2020 Summer Paralympics are a major international multi-sport event for athletes with disabilities. Scheduled as the 16th Summer Paralympic Games, they were delayed by COVID and are scheduled to be held in Tokyo, Japan between August 24 and September 5, 2021.

International Paralympic Committee (IPC) President Andrew Parsons has described the Tokyo 2020 Paralympic Games as “the most important in our history” as they will tackle inequalities experienced by people with disabilities that the COVID-19 pandemic has exposed and amplified.

Parsons expressed the Paralympic Games “is the only event in humanity that puts persons with disabilities at the centre stage. It’s the moment we can give the world’s billion people with a disability a voice in a moment where they most need to be heard because they have been left behind during a crisis. I believe the Paralympics are a platform to bring disability to the heart of inclusion discussion. This is why the Games are so important and we should make every effort to celebrate them.”

The Games are expected to have about 4,400 athletes competing in 540 events in 22 sports. They will be broadcast on broadcast on NBC, NBCSN and Olympic Channel.

### **Why is it called Paralympics?**

The word “Paralympic” derives from the Greek preposition “para” (beside or alongside) and the word “Olympic”. It means that Paralympics are the parallel Games to the Olympics and illustrates how the two events exist side-by-side.

### **Who competes in the Paralympics?**

Traditionally, there are athletes who belong to six different disability groups in the Paralympic Movement:

1. Athletes with a partial or total loss of at least one limb.
2. Athletes with non-progressive brain damage, for example cerebral palsy, traumatic brain injury, stroke or similar disabilities affecting muscle control, balance or coordination.
3. Athletes with an intellectual disability.
4. Athletes with spinal cord injuries and other disabilities which require them to compete in a wheelchair.
5. Athletes with vision impairment ranging from partial vision, sufficient to be judged legally blind, to total blindness.
6. Athletes with a physical disability that does not fall strictly under one of the other five categories.

## Contacting DD Staff

See the full Division Contact List attached to this newsletter.

Monday-Friday 8:30-4:00  
for questions or support

**(401) 462-3421**

Para español, llame

**(401) 462-3014**

Send general questions to the  
AskDD email address.

[BHDDH.AskDD@bhddh.ri.gov](mailto:BHDDH.AskDD@bhddh.ri.gov)

Please do not email critical issues.

## Sign Up for Our Email List

If you aren't receiving email updates  
and newsletters from BHDDH, you can  
[sign up here](#) or on our website. Go to

<https://bhddh.ri.gov/developmentaldisabilities/events/newsandupdates/> to sign up or to see  
past quarterly newsletters and issues of DD News.



**SIGN UP FOR THE BHDDH NEWSLETTER**

## **If you are experiencing a mental health crisis, BH Link is here for you**

BH Link's mission is to ensure all Rhode Islanders experiencing mental health and substance use  
crises receive the appropriate services they need as quickly as possible in an environment that  
supports their recovery. Call 911 if there is risk of immediate danger. Visit the BH Link website  
at [www.bhlink.org](http://www.bhlink.org) or for confidential support and to get connected to care:

**CALL (401) 414-LINK (5465) If under 18 CALL: (855) KID(543)-LINK(5465)**

Visit the 24-HOUR/7-DAY TRIAGE CENTER at 975 Waterman Avenue, East Providence, RI

## Stay Informed with Information on COVID-19

### **Rhode Island Department of Health COVID-19 Resources**

Hotline (401) 222-8022 or 211 after hours;

Email [RIDOH.COVID19Questions@health.ri.gov](mailto:RIDOH.COVID19Questions@health.ri.gov)

Website <https://health.ri.gov/covid/>

### **Center for Disease Control COVID-19 Information**

Website [cdc.gov/coronavirus](https://cdc.gov/coronavirus)

Videos <https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html>

*Includes a link to ASL videos*

### **RI Parent Information Network (RIPIN)**

Website <https://ripin.org/covid-19-resources/>

Call Center (401) 270-0101 or email [callcenter@ripin.org](mailto:callcenter@ripin.org)

### **Advocates in Action – for videos and easy to read materials**

Website <https://www.advocatesinaction.org/>

*Website offers BrowseAloud, which will read the website to you*

# Depression, Anxiety and Loneliness in People with IDD

## Information for You and People You Support with IDD

Changes in mood, such as feeling anxious, sad, lonely, or depressed, are a common experience in most people whenever our social interactions and routines are interrupted. However, for people with intellectual and developmental disabilities, symptoms may appear differently or be overshadowed by their diagnosis, especially in people who do not use words to communicate how they may be feeling. When these symptoms are noticed in a person you support, document and notify your supervisor or nurse.

### General Symptoms of Depression/Anxiety

Changes in	What it might look like	
Mood	<p><b>Irritability</b></p> <ul style="list-style-type: none"> <li>• Impatience</li> <li>• Disgust</li> <li>• Sighing</li> </ul> <p><b>Grouchiness</b></p> <ul style="list-style-type: none"> <li>• Rude comments</li> <li>• Abrupt body movements</li> </ul> <p><b>Sadness</b></p> <ul style="list-style-type: none"> <li>• Crying</li> <li>• Flat affect</li> <li>• Isolation</li> <li>• Aggression</li> <li>• Spitting</li> <li>• Yelling</li> <li>• Hitting</li> <li>• Property destruction</li> </ul>	<p><b>Anxiety</b></p> <ul style="list-style-type: none"> <li>• Repetitive questions about safety</li> <li>• Repetitive questions about their own personal health</li> <li>• Wringing hands</li> <li>• Scratching or picking skin</li> <li>• Increased ritualistic behaviors</li> <li>• Complaints of pain without identifiable cause after a thorough evaluation</li> </ul>
Sleep	<p><b>Sleeping less than usual</b></p> <ul style="list-style-type: none"> <li>• Staying up later than usual</li> <li>• Getting up multiple times at night</li> <li>• Being exhausted upon awakening</li> <li>• Early morning awakening</li> <li>• Inability to resume sleep</li> </ul>	<p><b>Sleeping more than usual</b></p> <ul style="list-style-type: none"> <li>• Going to bed earlier than usual</li> <li>• Getting up later than usual</li> <li>• Sleeping during the day</li> </ul>

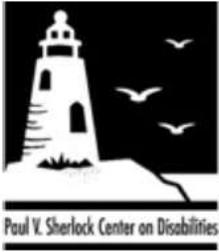
**Changes in****What it might look like**

Appetite	<b>Eating more than usual</b> <ul style="list-style-type: none"> <li>• New food obsessions</li> <li>• Stealing or hoarding food</li> </ul>	<b>Eating less than usual</b> <ul style="list-style-type: none"> <li>• Refusing to eat</li> </ul>
Energy Level	<b>Low energy level</b> <ul style="list-style-type: none"> <li>• Weakness and fatigue</li> <li>• Loss of energy for simple activities</li> </ul>	<b>Abundance of energy</b> <ul style="list-style-type: none"> <li>• Rapid movements</li> <li>• Rapid speech</li> </ul>
Concentration	<b>Flight of ideas</b> <ul style="list-style-type: none"> <li>• Racing thoughts</li> </ul>	<b>Slowness of mental activity</b> <ul style="list-style-type: none"> <li>• Slower speech or communication</li> <li>• Lack of attentiveness</li> </ul>
Self-esteem	<b>Neglect of personal appearance</b> <ul style="list-style-type: none"> <li>• Untidy clothes</li> <li>• Refusing to shower</li> <li>• Uncombed hair</li> </ul>	<b>Self-blame</b> <ul style="list-style-type: none"> <li>• Speaking negatively about themselves</li> <li>• Increased self-injurious behavior</li> </ul>

**If these symptoms are noted, document them and notify your supervisor or nurse. If these symptoms are severe or potentially harmful to the person’s well-being or those around the person, seek consultation immediately.**

**Things you can do when you support someone who is experiencing signs and symptoms of depression or anxiety:**

- Make sure the signs and symptoms are documented and reported to the supervisor or nurse
- Listen to what the person tells you and also note what you observe
- Don’t try to fix them or tell them why they are wrong to feel depressed or anxious
- Be supportive when new routines are put in place
- Take care not to bring your worries or anxieties into your work environment
- Be positive when modeling social distancing
- Recognize positive steps or improvement in the person
- Respectfully acknowledge fears and concerns the person may express
- Remind them they are in a safe environment
- Use technology to assist with socialization when possible



## **Employment and Career Opportunities** **Sherlock Center on Disabilities**

The Sherlock Center on Disabilities at Rhode Island College is pleased to announce the following employment and career opportunities.

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### **Family Support Specialist**

**Closing Date: 8/23/2021**

The Sherlock Center is seeking individuals for two Family Support Specialist positions. The Family Support Specialists work on a variety of Sherlock Center initiatives lending their expertise, knowledge, and experience as family members to enhance the outcomes of our work. The individuals also serve to support individuals with intellectual and developmental disabilities (ID/DD) and their families by providing information and connecting them to resources.

Qualifications include a bachelor's degree and three years of experience providing support to families in which a family member has a disability. In lieu of a higher education degree, the Sherlock Center will consider individuals with ten years of required experience with families. Preferred qualifications include applicants who are parents or family members in which family member(s) have a disability and applicants who are bi-lingual in English/Spanish and/or English/Portuguese.

- [View Job Posting](#)
  - [Apply online via RI College](#)
- 

### **Research Interviewers**

**Closing Date: 8/17/2021**

The Sherlock Center is participating in a research project with The Ohio State University Nisonger Center. [Can You Hear Me Now? Listening to People with Intellectual and Developmental Disabilities in Health Research](#) is a national study to a) accurately estimate the national prevalence of mental health disorders among adults with intellectual disability (ID); b) pilot adapted study measures on mental and physical health and quality of life with adults with ID, and c) gather information from adults with ID on their general health needs and outcomes.

The Sherlock Center is seeking part-time research interviewers to implement this project starting in fall 2021. Responsibilities include completing required trainings to ensure proficiency in implementing study measures (i.e., PDI-AID, WASI-II, ABAS-3, BPI-S, SDSS-ID, CAM, FuNHRQL and PROMIS, other health measures, and demographic survey) and scheduling and completing interviews within the guidance of the project.

Interviewer qualifications include, but are not limited to, a bachelor's degree in psychology, social work or a related social sciences field. Preferred qualifications include experience with adults with disabilities, particularly intellectual disability and previous experience conducting structured or semi-structured interviews and collecting or entering data as part of a research project.

For complete qualifications and details, or to apply for the position, contact Amy Grattan at [agrattan@ric.edu](mailto:agrattan@ric.edu).

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## Interdisciplinary Traineeship Opportunity

Apply online by September 8, 2021

<https://survey.alchemer.com/s3/6443118/traineeship>

### Description:

The Paul V. Sherlock Center on Disabilities at RI College is a University Center of Excellence in Developmental Disabilities (UCEDD) whose mission is to promote membership for all in school, work and the community. The Sherlock Center is offering an interdisciplinary traineeship designed to prepare individuals from varying disciplines to be future leaders in the disability field.

### Requirements:

The traineeship is a one-year commitment. Some trainees may be offered the opportunity to participate for a second year. Trainees will participate in approximately 10 hours of activities per week, consisting of both didactic and field-based experiences. Trainees receive a \$10,000 stipend each year. Requirements include the following:

1. **Core internships:** Trainees will identify critical internships in a trainee chosen field to expand their skills and knowledge linked to their primary field of interest.
2. **Supplemental clinical rotations:** Similar to core internships, trainees will identify experiences in a second interest area related to the disability community
3. **Research/scholarly project:** Trainees are required to collaborate with a Sherlock Center initiative under the supervision of a Sherlock Center personnel.
4. **Conferences/workshops:** Trainees may identify additional professional development/workshops to support trainee learning (if available)
5. **Interdisciplinary seminar:** Trainees are expected to have regular attendance in the seminar, scheduled once a month, to allow discussion on key subjects related to the field of disability studies. The first seminar is planned for October 2021.

### Qualifications:

The Sherlock Center offers an interdisciplinary traineeship designed to prepare individuals from varying academic disciplines and backgrounds to be future leaders in the disability field. Traineeship opportunities are available to upper-level students and professionals in the disciplines of special education, school psychology, social work, early childhood, nursing, rehabilitation counseling, and other related academic areas, as well as individuals with life experience of having a disability and family members.

### To Apply:

Applicants must complete the online application by **Wednesday, September 8, 2021**. Applications will require a resume, a copy of transcripts, and the names and contact information for three references. In addition, applicants must submit a cover letter (no more than 2 pages) detailing

- a) matriculation in a graduate program (if applicable)
- b) life experience with disability or the provision of direct support to individuals who have a disability
- c) example of life experiences or work experiences that demonstrate sensitivity to individuals from diverse cultures, languages, and/or perspectives.
- d) commitment to future employment or other experiences directly connected to people who have a disability.

### For Questions:

Dr. Kerri Tunnicliffe ([ktunnicliffe@ric.edu](mailto:ktunnicliffe@ric.edu)) or Dr. Susan Dell ([sdell@ric.edu](mailto:sdell@ric.edu))

# Supporting Meaningful Employment Training Series

*A Person-Centered Approach to Career Planning, Job Development and Retention*



## In-Person Training

All sessions will be held in person at the Sherlock Center on Disabilities or Creative Works.

See **SME Training Flyer and Schedule** for details. The Sherlock Center follows RI College in-person COVID guidance. In the event of a COVID resurgence, masks may be required and/or training will revert to an online format.

## ACRE Certificate

To earn an ACRE Certificate, learners must attend an orientation session, 12 instructor-led modules, 3 mentor/fieldwork sessions and successfully complete fieldwork assignments. SME Training Schedule is below.

The Sherlock Center offers two paths to earn an ACRE Certificate. The recommended path is to register for the full ACRE series, which allow learners to complete the required modules and fieldwork assignments within 6 months.

**The alternative path** is to build an ACRE Certificate by completing three SME mini-series and required fieldwork assignments within a 24-month period. Complete details are available on the SME Training page of the Sherlock Center website [www.sherlockcenter.org](http://www.sherlockcenter.org).

## Learner Technology Requirements for Online Mentor/Fieldwork Sessions

Learners will participate in instructor-led sessions using Zoom. To participate, learners will need a computer, laptop or tablet with reliable internet access with sufficient bandwidth, and a camera. It is recommended that learners have dedicated time and space when attending sessions.

## Learner Time Commitment

Each training module is 3.5 hours. Learners are also required to participate remotely in an orientation session (1 hour) and three mentor/fieldwork sessions (1 hour each), in addition to satisfactory completion of fieldwork assignments.

*To support course completion, learners are expected to begin fieldwork during the course and meet projected assignment due dates. Learners are encouraged to access 1:1 fieldwork support offered through the Sherlock Center.*

## REGISTRATION

**Register Online:** <http://bit.ly/2Lt4vTP>

Registration and training schedule are also available on the Sherlock Center website [www.sherlockcenter.org](http://www.sherlockcenter.org). Register by **September 1**.

**Fees:** Sessions are offered free of charge to participants working for a RI organization/school, including Self-Directed Supports staff/representatives.

**Requests & Questions:** If you need a reasonable accommodation (e.g. ASL Interpreter, large print), please make your request known when you register. For registration questions, email Elaine Sollecito at [esollecito@ric.edu](mailto:esollecito@ric.edu) or leave a message at 401-456-2764. For training questions email Vicki Ferrara at [vferrara@ric.edu](mailto:vferrara@ric.edu).



## Build an ACRE! SESSION MODULES

**Module 1:** Foundations in Community Employment Services and Supports

**Module 2:** Work Incentives to Support Employment and Retention

**Module 3:** Vocational Assessment I - Getting to Know the Job Seeker

**Module 4:** Vocational Assessment II - Person-Centered Employment Planning - the process

**Module 5:** Vocational Assessment III - Strategies for Community Exploration & Individualized Job Search Planning

**Module 6:** Employment Law, Americans with Disabilities Act (ADA), and Disability Disclosure

**Module 7:** Job Development I - Job Search Practices to Support Meaningful Employment

**Module 8:** Job Development II - Employer Assessment and Individualized Approach to a Job Match

**Module 9:** Job Development III - Employer Relationships and Negotiations

**Module 10:** Job Retention and Coaching I - Foundations in Job Retention Success

**Module 11:** Job Retention and Coaching II - Teaching the Job - Task Analysis and Systematic Instruction

**Module 12:** Job Retention and Coaching III - Fading Support, Quality Services and Career Development

