



SPRING 2014 REQUEST FOR PROPOSALS

Tri-Counties Regional Center (TCRC) is soliciting proposals for the following Purchase of Service (POS):

- Date:** May 5, 2014
- Service Type:** **Adaptive Skills Trainer (605) - Social Skills Training**
- Start-up funding:** Not Applicable
- Reimbursement:** Negotiable up to the applicable median rate
- Location:** Ventura, Santa Barbara, and San Luis Obispo Counties

Service Description:

Social Skills Training is intended to develop foundational skills and also continually expand social skills abilities. Social skills training will be provided to children with developmental disabilities beginning at age twelve (12) up to age twenty-two (22) and will augment the development of appropriate social interaction skills so they may participate in their home and community. For those of employment age, social skills training will also enhance the young adult's ability to obtain and maintain employment. The training program is intended to improve interpersonal skills, social interactions, and social communication.

Social skills instruction will incorporate a detailed curriculum of skill training activities, teaching strategies, social stories and games with objective and measureable outcomes. It is expected to address specific goals and objectives identified by the Individual Program Plan (IPP) team, and prepare the child or young adult to transition to inclusive environments where s/he will be able to practice the skills learned, and continue to build new skills.

Social skills training must include instruction for individuals and a vigorous training curriculum for parents and/or primary caregivers. Social skills programs must include parent training and education so that parents are prepared to provide for ongoing social skills development, including social skills instruction, maintenance of learned skills, and generalization of skills.

Prospective providers must:

- Have prior experience supporting individuals with developmental disabilities such as a diagnosis of Autism and mild to moderate Intellectual Disabilities.
- Hire and retain qualified staff that are trained in accordance with Title 17 and meet the TCRC requirements for provision of this service.

General Requirements:

- Program must meet all applicable Title 17 regulations.
- Social skills training will be provided for up to twelve (12) months in order to target foundational social skills. It is expected that after 12 months the child or young adult will have the foundational skills needed to continue social skill development with the support of their parent or caregiver.
- Direct social skills training must be provided by staff members who possess a minimum of a Bachelor's Degree in Social Services or a related field and have at least two (2) years' experience designing and implementing social skills training and development programs for children with developmental disabilities.
- All Bachelor level staff must be supervised by staff members who possess a minimum of a Master of Arts or Master of Science Degree in a related field (e.g. social services) and have at least two (2) years' experience designing and implementing social skills training and development programs for children with developmental disabilities.
- Each Master's level staff is responsible for conducting the following supervisory activities at the indicated frequency:

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- Conduct at least one (1) on-site supervision session per month with each bachelors-level interventionist. Observations must be recorded according to adherence to the teaching curriculum, group implementation and measurement procedures.
- Once per month, conduct at least one (1) individual meeting with the person served and their primary caregiver during a regularly scheduled session.
- At least once per quarter, conduct a two-hour small group staff supervision meeting with all bachelors level interventionists.
- All staff must speak the language of the people they support.
- Applicants responding to this RFP who are currently vendored providers for TCRC or any other regional center must have services in good standing. Providers with Substantial Inadequacies (SI) or Type A Community Care Licensing (CCL) deficiencies in the past twelve (12) months, and providers who have had numerous SI's, deficiencies and/or other disciplinary actions taken against them historically shall not be considered for this service. Applicants must disclose any past, present, or pending licensure revocation, probation or denials, including, but not limited to CCL, Public Health Licensing, or any other agency providing services to people with disabilities, children, or the elderly.
- Applicants who are current vendors of TCRC will not be considered for this RFP if any TCRC contracts are unsigned or if any monies are owed by the applicant to TCRC.

Service Summary Content Guidelines:

Please include all information requested below and provide in the same order in your document. For additional guidance in writing your Service Summary, please refer to Title 17 regulations and to the TCRC website (www.tri-counties.org) and click on the following links for information on [Universal Service Expectations](#) and the [Person-Centered Thinking Initiative](#).

- a) **Overview of Services.** Provide a brief overview of services and supports that will be provided. Include:
 - Program philosophy and goals.
 - Describe how activities will be selected to facilitate achievement of goals.
 - Describe the proposed curriculum that would be used for this service. Include both skill training and teaching activities with objective and measurable outcomes
 - Describe parent training and education curriculum
 - Include a sample one-month schedule of activities that is clearly based on your proposed curriculum.
- b) **Assessment and Planning Process.** Provide a brief overview of planning process. Include:
 - How supports and services will be determined.
 - How individual goals/objectives will be determined.
 - The methodology for measurement of progress.
- c) **Agency Outcomes.**
 - Describe anticipated outcomes of the proposed service and how achievement of outcomes will be measured.
- d) **Intake and Exit Criteria.**
 - Describe the intake and exit criteria.
- e) **Staff Recruitment and Retention.** Describe your plan to recruit and retain quality staff. Include:
 - Job descriptions, qualifications, and desired characteristics for all staff positions.
 - Retention strategies including any wage, benefit, or other incentives provided to retain staff.
 - Health and criminal background screening procedures.

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f) **Staff Training Plan**

- Describe any initial and ongoing training, especially with data collection and reporting.

g) **Location.**

- Provide the location(s) of where the service will be held and a description of each setting. Specify if each location will be for individual sessions, group sessions or both.

- h) **Continuous Quality Improvement (CQI):** Describe how the service agency will use data, such as agency outcomes, stakeholder satisfaction, or other existing data (e.g. incident reports, medication logs) to identify service problems pursuant to corrective changes such as revised staff training curriculums, staff training procedures (e.g., using competency based teaching methods), agency practices and procedures or other operations (e.g., supervision, medication management, recruiting, etc.). Providers shall describe the feedback loop by which problem procedures will be identified, corrected through revised practices, and further monitored to measure the effectiveness of those changes in agency practice.