CENTER FOR EXCELLENCE in Developmental Disabilities

UCDAVIS M.I.N.D. Institute
The mission of the CEDD is to collaborate with individuals with developmental disabilities and their families to improve quality of life and community inclusion.

The CEDD accomplishes this mission through advocacy, community partnerships, interdisciplinary training, and the translation of research into practical applications.
California Statistics for People with Developmental Disabilities

- 250K+ people served by DDS
- 50%+ are under 18 [40K are 14 - 21 yrs]
- 678K+ Special Education Students [CDE]
- 91k+ students dropped out in 2010-2011
- Less than 2% of Californians with Developmental Disabilities have gainful, sustainable employment [DOL]
Area Statistics for Students with Autism Spectrum Disorders

- 2001 - Fewer than 500 students with autism reported in Sac Schools.
- 2011 - 2,275 students with autism in Sac Schools - one per 105 pupils.
- 2011 rate of kids with autism in Elk Grove Unified -- one per 85 students.
- And, in Folsom-Cordova Unified -- one per 74 students.

preese@sacbee.com
Sept 2011

CENTER FOR EXCELLENCE IN
Developmental Disabilities
Success Defined 2012
A Student-Centered Transition Planning Project

Success Defined is an innovative project designed to develop skills, resources, and planning strategies for transition-age youth, families, and teachers. Committed teams work in partnership with the student to define their unique vision of a meaningful life and develop the action steps needed to achieve success.

Inclusion is NOT a program. It is the way in which we live.

- Flexible Design for Learning Abilities & Styles
- Informed Decision-Making Strategies & Outcomes
- College, Careers, and Community
- Leadership and Self-Advocacy Skills Development
- Resource Development & Natural Supports
- Family Empowerment Project, Building Capacity
- Project Facilitators are Transition Professionals

For More Information Contact
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Building an Inclusive Life

Inclusion Vision

- What is important to your student & family
- Use person-centered planning to discover a plan
- Inspires commitment - Student-led IEP process
- Increased community participation
- Increased collaboration with school & agencies
- Drives supports and community service
Tools for Creating a Vision of Inclusion

**INCLUSION VISION**
- Future driven
- Family directed plan
- Respectful
- Natural supports
- Inclusive Community Life
- Family guided services

**STUDENT MISSION**
- Student Focused
- Goals & Dreams
- Purposeful & Inspiring
- School, Work, Living
- Supports & Services Defined
- Action Steps and Planning

*Think • Plan • Do*
Build Capacity - Work, School, and Family - During High School

• Facilitate and encourage Student-led Education Plans

• Develop a Transition Team and *Participate*. Include Mentors!

• De-mystify Assistive Technology - Request Student Assessment

• Learn Your Resources & Advocate for What You Need:
  – Volunteer, Internships, and Work Experience while in High School
  – Interview Supported Employment, One-Stop Centers, DOR, EDD
  – Visit College Campuses, Plan for Pell Grants/BOGG Waivers, funding
  – Explore Community Living and Housing Plan Options
<table>
<thead>
<tr>
<th>Traditional IEP</th>
<th>Student-led IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student might be unaware of purpose for meeting, the IEP and its contents, or his/her exceptionality category</td>
<td>Student is aware of purpose for IEP meeting, contributes to the content of the IEP document, and understands his/her exceptionality</td>
</tr>
<tr>
<td>Adult team members generally determine content of IEP</td>
<td>Student helps determine content of IEP, and how it will be discussed at the meeting</td>
</tr>
<tr>
<td>Student might not participate in discussion or decision-making</td>
<td>Student is often the discussion leader and presents information in a variety of ways</td>
</tr>
<tr>
<td>Meeting might be negative - emphasis on student deficits or “can’t dos”</td>
<td>Meeting emphasizes capabilities, student interests and plans for the future – it’s FUN!</td>
</tr>
</tbody>
</table>
## Traditional IEP versus Student-led IEP

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<th>Student-led IEP</th>
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<tr>
<td>IEP contains jargon &amp; “legal-ese” not understood by student or parent</td>
<td>Wording of IEP document is user-friendly for all participants</td>
</tr>
<tr>
<td>Meetings might not be well attended by students, general education teachers, parents</td>
<td>Meetings have improved attendance as teachers and parents respond to invitations from student</td>
</tr>
<tr>
<td>General education teachers might not understand/implement accommodations</td>
<td>Educators more likely to accommodate students in the classroom, including learning styles</td>
</tr>
<tr>
<td>IEP might not reflect the student’s interests or concerns, rather the adults’</td>
<td>IEP reflects intent to increase student voice in educational decisions, producing a dynamic document reflective of student’s personality</td>
</tr>
<tr>
<td>Meeting often has “us” against “them” feeling</td>
<td>Meeting becomes a cooperative experience of working together to assist the student</td>
</tr>
</tbody>
</table>
THINK College - Education and Opportunity
- College helps all people
- People who go to college more often go to work
- People who attend college make more money
- College is a Rewarding Experience!

Employment and Careers
- Real jobs for real people
- Leadership development
- Inclusive volunteer experience
- Community mentors & partners

Achieving Lives of Quality and Purpose
- Self-determination, advocacy, decision-making
- Community living, participation, membership
- Natural support system: family, friends, others
Competitive Integrated Employment

- Most People have the ability & desire to engage in meaningful work. And yet...  
- Majority are unemployed or underemployed.  
- Lack informed choices about work and careers.  
- Lack resources to seek, find, be successful at work.  
- Segregated legacy options remain.  
- Few have opportunity to earn money, acquire benefits, advance careers, or plan retirement.

CENTER FOR EXCELLENCE IN Developmental Disabilities

UC DAVIS MIND INSTITUTE
Supports and Services for Transition-Age Youth (16 – 22 Years)

- Regional Centers
- Dept of Rehab., OJT, Intern., LEAP
- Disabled Student Programs and Services (Colleges)
- Workability @ Community College
- Equal Opportunity Programs and Services
- Advocacy and Support
- Family, Friends, FRCs, Support Life, UCEDD, Area Board
- Students 16 – 22 Years

- E.D.D. (internships, job placements)
- Career Centers/One Stop
- Vendored: Day Programs, Supported Employment
- Vendored: Indep. Liiving
- LEA/School Districts
- LEA-Workability (HS, Adult Transition)
Available Pathways with a High School Diploma

- Military
- Work
- 4 Year College
- Community College
Available Pathways with Certificate of Completion

- Certificate of Completion
- Work: Internship, Supported Employment
- LEA Transition Program
- Community College (placement test required)
- Adult School/GED
- Vocational Certificate Program (Private)
- AA Degree
- Transfer to 4 Year College
- Vocational Certificate

Center for Excellence in Developmental Disabilities
Measurable Postsecondary Goals

- **Appropriate** measurable postsecondary goals
  - Appropriate is based on the child’s chronological age rather than developmental age
- Refers to goals a child hopes to achieve after leaving secondary school
- Postsecondary goal is **not the process** of moving toward a desired outcome.
- Post secondary goal is related to training, education, employment, independent living skills

IDEIA 2004: Part B: Section 614 (d)(1)(A)(aa)
Example of Measurable Postsecondary Goal

“Upon completion of high school, Jodi will enroll in courses at Skyline Community College.”

– Participation in postsecondary education is the focus of goal
– Enrollment at a community college can be observed
– Expectation of behavior is explicit (enrollment or not in a community college)
– It occurs after graduation
Ntl Secondary Transition Tech Assist Center (NSTTAC)

www.nsttac.org/about_us/about_us.aspx

Student-Focused Planning - Includes IEP development, student planning participation, planning strategies.

Student Development - Includes life skills instruction, career and vocational curricula, structured work experience, assessment, and support services.

Family Involvement - Includes family training, family involvement, and family empowerment.

Program Structure - Includes program philosophy, policy and evaluation, strategic planning, resource allocation, and human resource development.
CEDD Uses CHIIP Sponsored Resources

www.chiip.org

Talent Knows No Limits
A California public education resource for the employment of people with disabilities
www.talentknowsnolimits.info

www.yodisabledproud.org

www.calylf.org

www.disabilitybenefits101.org
Person-Centered Planning Tools for Individuals & Families

California Department of Developmental Services
http://www.dds.ca.gov/ConsumerCorner

Advocacy, Leadership & Employment

Healthcare Advocacy
End of Life Planning

Person-Centered Emergency Preparedness

Family-Driven Planning

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CENTER FOR EXCELLENCE IN
Developmental Disabilities

UC Davis Mind Institute
Featuring world-renowned leaders in a variety of scientific and health fields discussing the latest groundbreaking research and developments in the study of Autism, Fragile X Syndrome, ADHD, Tourette Syndrome and other disorders, the MIND Institute boasts one of the most impressive collections of neurodevelopmental disorder educational videos on the Internet. Currently, the MIND Institute has available online nearly 200 archived lectures from the past five years from its monthly Distinguished Lecturer Series, annual Summer Institute on Neurodevelopmental Disorders, Minds Behind the MIND lecture series, as well as numerous other special conferences and guest lecturers. The MIND Institute has also started to produce original educational video content (in partnership with CEDD) - in both English and Spanish - based on research conducted here.

Check us out at: [www.ucdmc.ucdavis.edu/mindinstitute/](http://www.ucdmc.ucdavis.edu/mindinstitute/)
Organize - We Need Each Other

If you give me a fish, you have fed me for a day. If you teach me to fish, then you have fed me until the river is contaminated or the shoreline seized for development. But if you teach me to organize, then whatever the challenge I can join together with my peers and we will fashion our own solution.