Mission Statement

The mission of the CEDD is to collaborate with people with disabilities, their families, professionals, and others 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

- 275K people served by DDS
- 50%+ are under 18 [40K are 14 - 21 yrs]
- 686K+ Special Education Students [CDE]
- 18.4% SE Student drop outs in 2010-2011
- Less than 2% of Californians with Developmental Disabilities have gainful, sustainable employment [DOL]
Sacramento Stats 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

UC DAVIS MIND INSTITUTE
Alameda Stats for Students with Autism Spectrum Disorders

27k+ Special Education Students
10k+ Students with Learning Disabilities
6,762 Students with Speech/Language Needs
2,900 Students with Autism
1,612 Students with Intellectual Disabilities
Success Defined 2012 is an innovative project designed to develop skills and 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.
“Wellness is a multidimensional state of being describing the existence of positive health in an individual as exemplified by quality of life and a sense of well-being.”

Charles B. Corbin. PhD. of Arizona State University
State Schools Chief Jack O'Connell Honors School Nurses; Notes Budget Crisis Impact on Nurses in California Schools

"Can you imagine one adult taking care of 2,155 children? That's what we ask of our 2,901 school nurses in California who serve the state's 6.3 million students."

- Jack O'Connell

- School Nurses are often students' first line of defense against illness.
- There are 2,901 nurses working in the state's 10,223 schools (2008-09 stats).
- Nurses are responsible for the health, development, and disease control of students.
- Nurses are often the only source of health care for disadvantaged children.
- Nurses meet needs of 678,105 kids with multiple/severe disabilities in public school.
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

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Developmental Disabilities
Build Capacity During High School  
- Work, School, and Family -

- 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
Best Practices Example of a Student-Centered Planning Meeting
<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

<table>
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<th>Traditional IEP</th>
<th>Student-led IEP</th>
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<tbody>
<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.
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)
- Transfer to 4 Year College
- AA Degree
- Vocational Certificate

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UC Davis Mind Institute
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
Summary of Major Provisions

- Age Appropriate Transition Assessment
- Measurable Post-Secondary Goals
- Transition Services including course of study
- Begins no later than 16
- Age of Majority Notification Age 17
- Summary of Performance

Public Law 108-446: Sections 602 & 614
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.
Models of Disability

Medical Model

- Traditional way of looking at disability
- Disability is a problem of the individual
- The only way to fix disability is a cure
- Professionals are the expert
Models of Disability

Social Model

- New way of looking at disability
- Disability is an inaccessible society
- Change in society can lessen problems from disability
- Individuals are the expert
What do you think of when you hear the word Disability?
disability  [dis-uh-bil-i-tee] noun, plural -ties

1. lack of adequate power, strength, or physical or mental ability; incapacity.

2. a physical or mental handicap, esp. one that prevents a person from living a full, normal life or from holding a gainful job.

3. anything that disables or puts one at a disadvantage.
What Does Leadership Mean?
Students Defined Leadership As . . .

<table>
<thead>
<tr>
<th>Role Model</th>
<th>Reliable</th>
<th>Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passionate</td>
<td>Listens to One's Self</td>
<td>Articulate</td>
</tr>
<tr>
<td>Risk Taker</td>
<td>Dependable</td>
<td>Wisdom</td>
</tr>
<tr>
<td>Responsible</td>
<td>Respectful</td>
<td>Can Handle Criticism</td>
</tr>
<tr>
<td>Fair &amp; Equal</td>
<td>Concerned</td>
<td>Motivated</td>
</tr>
</tbody>
</table>
Do You Recognize These People?
Do You Recognize This Leader?
Ed Roberts (1939-1995) was an international leader and educator in the independent living and disability rights movements. He fought throughout his life to enable all persons with disabilities to fully participate in society. Ed was a true pioneer: he was the first student with significant disabilities to attend UC Berkeley. He was a founder of UC's Physically Disabled Students Program, which became the model for Berkeley's Center for Independent Living (CIL) and over 400 independent living centers across the country. He was one of the early directors of CIL. He was the first California State Director of Rehabilitation with a disability; he was awarded a MacArthur fellowship; and he was co-founder and President of the World Institute on Disability.
Some More People with Disabilities

Woodrow Wilson  Gen. Westmoreland  Alexander Graham Bell
Tom Cruise  Wright Brothers  Magic Johnson
Charles Schwab  Leonardo da Vinci  Beethoven
Henry Winkler  George C. Scott  Walt Disney
Harry Belafonte  Winston Churchill  George Bernard Shaw
Danny Glover  Werner von Braun  Robert Kennedy
F. Scott Fitzgerald  Carl Lewis  George Patton
Walt Disney  John F. Kennedy  Suzanne Somers
John Lennon  Cher  Mozart
Robin Williams  Whoopi Goldberg  Dwight Eisenhower
Agatha Christie  Bruce Jenner  Sylvester Stallone
Auguste Rodin  Steve McQueen  Henry Ford
Napoleon Bonaparte  Greg Louganis  Thomas Edison
Jules Verne  Louis Pasteur  Tom Smothers
Albert Einstein  Winston Churchill  Galileo
Nelson Rockefeller  Jackie Stewart  Vincent Van Gogh
CEDD Uses CHIIP Sponsored Resources

www.yodisabledproud.org

“Will I be better off...?”

www.disabilitybenefits101.org

California Youth Leadership Forum

www.calylf.org

www.tknlyouth.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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UCD 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 on line 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/
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.