

**CENTER FOR EXCELLENCE**

in **Developmental  
Disabilities**

**UCDAVIS**  

---

**MIND INSTITUTE**



# 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.

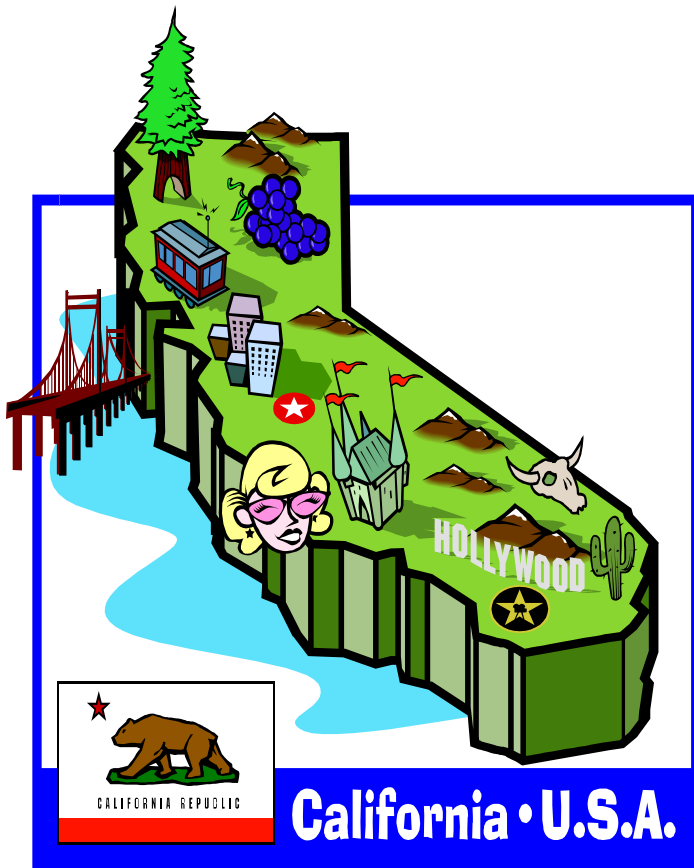
The CEDD accomplishes this mission through advocacy, community partnerships, interdisciplinary training, and the translation of research into practical applications.

**CENTER FOR EXCELLENCE IN**

**Developmental Disabilities**

**UCDAVIS**  
**MIND INSTITUTE**

# 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]

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE



# 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](mailto:preese@sacbee.com)

Sept 2011

<http://www.sacbee.com/2011/09/02/3880667/autism-rates-quadruple-in-local.html>

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
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

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

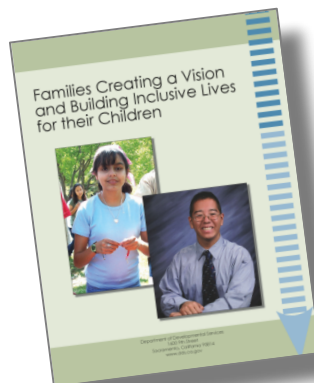
## Success Defined 2012 A Student-Centered Transition Planning Project

*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.*



The SCIS Group™

## Tools for Creating a Vision of Inclusion

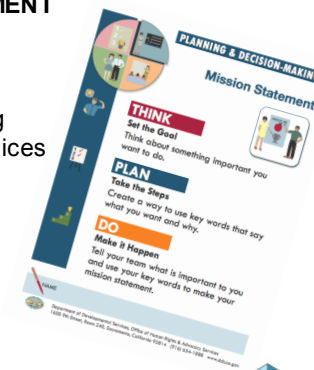


### STUDENT MISSION STATEMENT

- Goals and dreams
- Purposeful and inspiring
- Student developed
- Inclusive community living
- Defined supports and services
- Planned action and steps

### FAMILY VISION

- Future driven planning
- Family directed
- Respectful
- Defined natural supports
- Community life explored
- Family guided services



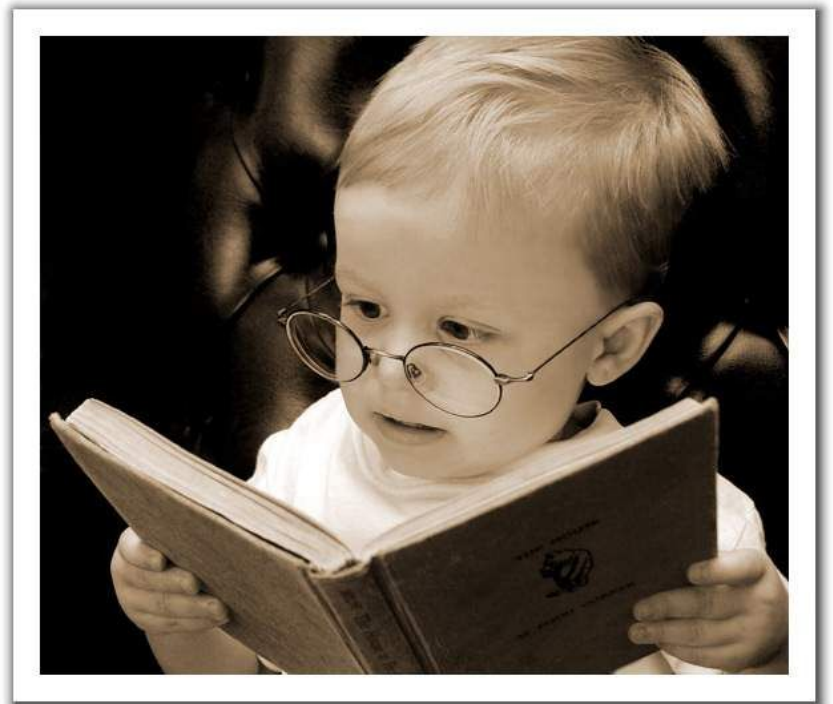
## Inclusion Is Not A Program, It Is The Way We Live

- Student Driven Mission Statement
- Family Defined Vision Statement
- Flexible Design for Learning Abilities & Styles
- Informed Decision-Making Strategies & Outcomes
- Leadership and Advocacy Skills Development
- Project Facilitators are Transition Professionals
- Resource Development & Natural Supports
- Relationships Developed with Community Mentors
- Family Empowerment Project, Building Capacity
- Use of No Tech, Low Tech, High Tech Formats

**NOW ACCEPTING  
APPLICATIONS  
FOR  
NOVEMBER 17th!**



Sharon Galloway, Project Coordinator  
Center for Excellence in Developmental Disabilities  
UC Davis MIND Institute  
2825 50th Street • Sacramento, CA 95817  
916•703•0227 office 916-703-0243 fax  
Sharon.Galloway@ucdmc.ucdavis.edu

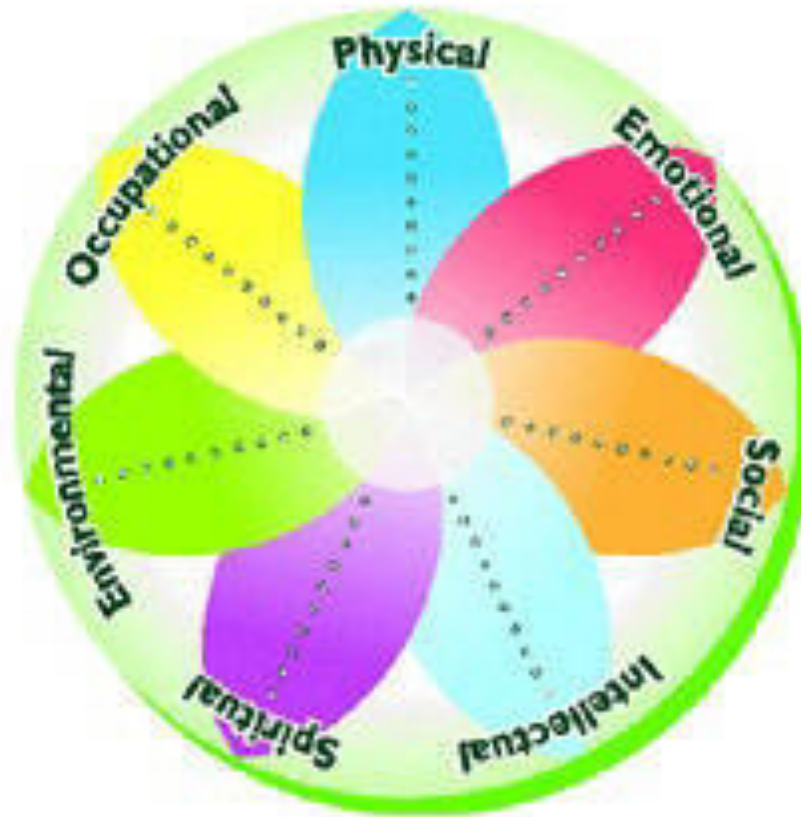


CENTER FOR EXCELLENCE IN  
Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

**“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



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE





CALIFORNIA DEPARTMENT OF EDUCATION

# NEWS RELEASE

**JACK O'CONNELL**

State Superintendent  
of Public Instruction

Release: #10-49

May 11, 2010

## 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."

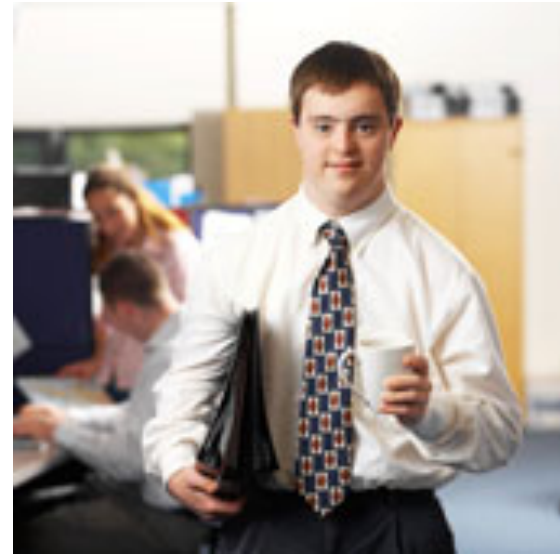
- Jack O'Connell

- 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.

CENTER FOR EXCELLENCE IN

# Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

## Building an Inclusive Life

# Inclusion Vision

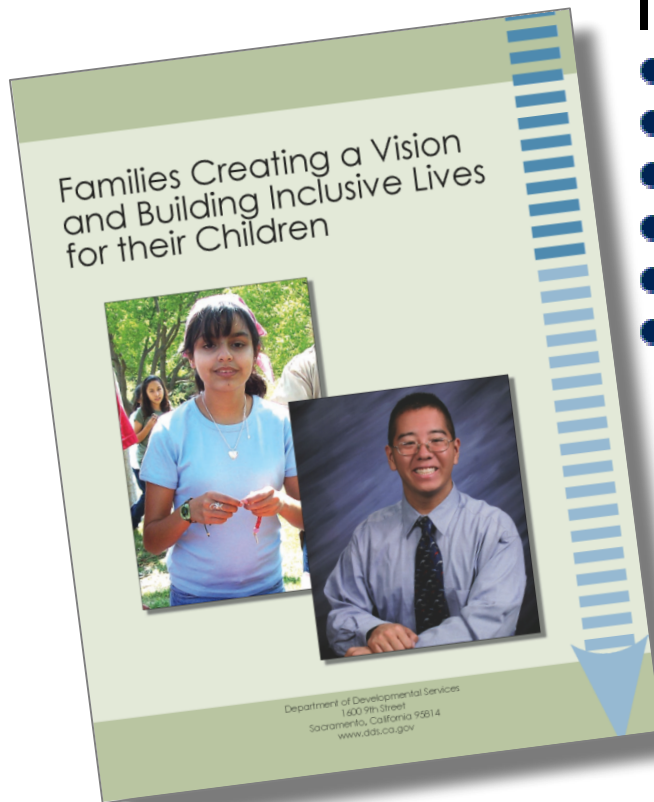
- What is important to your student & family
- Use person-centered planning to *discover* a plan
- Inspires commitment - Student-led IEP process
- Increased community participation
- Increased collaboration with school & agencies
- Drives supports and community service

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# 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*

**PLANNING & DECISION-MAKING**

**Mission Statement**




**THINK**  
**Set the Goal**  
Think about something important you want to do.

**PLAN**  
**Take the Steps**  
Create a way to use key words that say what you want and why.

**DO**  
**Make it Happen**  
Tell your team what is important to you and use your key words to make your mission statement.

NAME \_\_\_\_\_

 Department of Developmental Services, Office of Human Rights & Advocacy Services  
1600 9th Street, Room 240, Sacramento, California 95814 (916) 654-1888 www.dds.ca.gov

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UC DAVIS**  
MIND INSTITUTE



# **Build Capacity During High School - Work, School, and Family -**

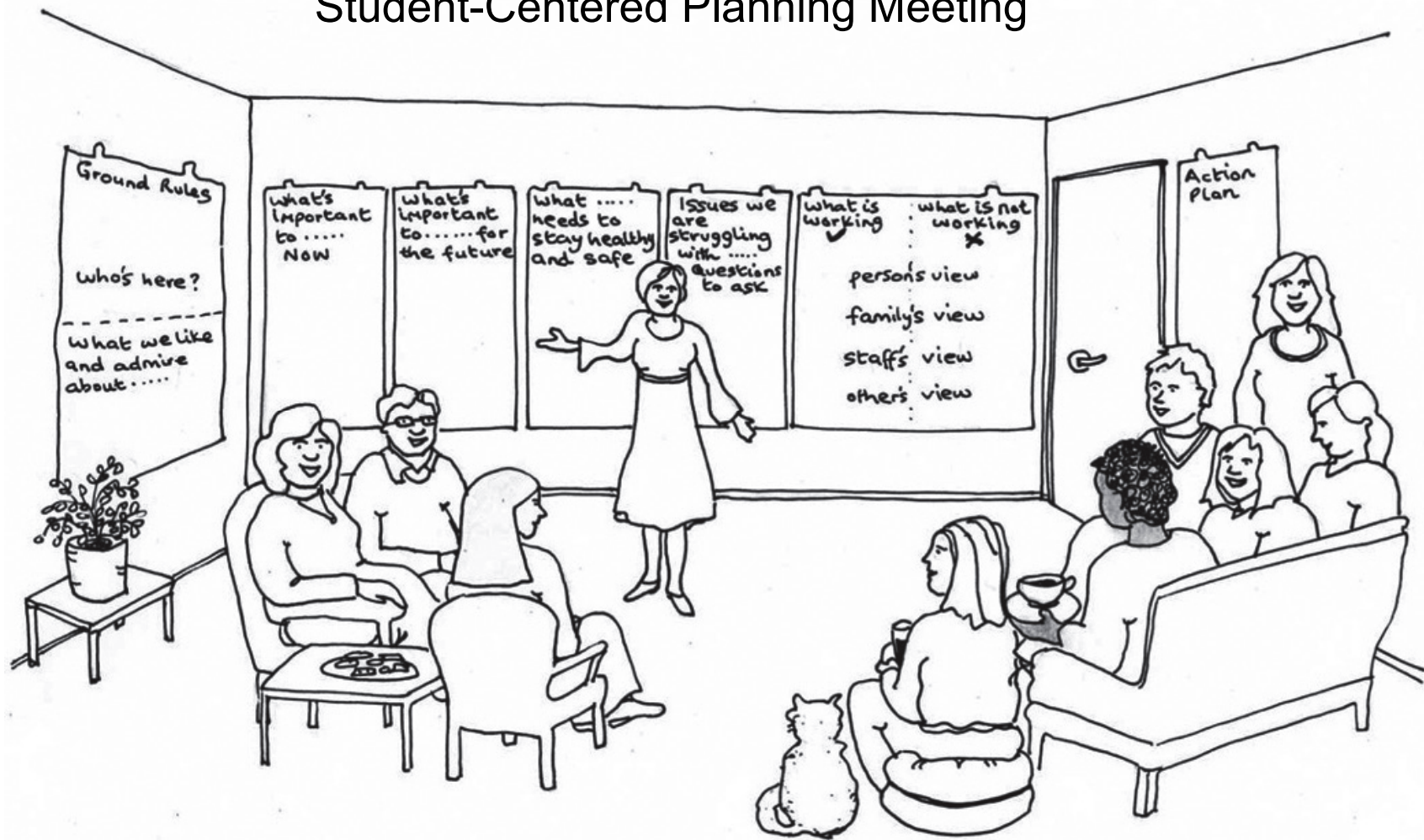
- **Facilitate and encourage Student-led Education Plans**
- **Develop a Transition Team and *Participate*. Include Mentors!**
- **De-mystify Assistive Technology - Request Student Assessment**
- **Learn Your Resources & Advocate for What You Need:**
  - **Volunteer, Internships, and Work Experience 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**

**CENTER FOR EXCELLENCE IN**

**Developmental Disabilities**

**UCDAVIS**  
**MIND INSTITUTE**

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



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UC DAVIS**  
MIND INSTITUTE

# Traditional IEP versus Student-led IEP

Student might be unaware of purpose for meeting, the IEP and its contents, or his/her exceptionality category

Adult team members generally determine content of IEP

Student might not participate in discussion or decision-making

Meeting might be negative - emphasis on student deficits or “can’t dos”

➤ Student is aware of purpose for IEP meeting, contributes to the content of the IEP document, and understands his/her exceptionality

➤ Student helps determine content of IEP, and how it will be discussed at the meeting

➤ Student is often the discussion leader and presents information in a variety of ways

➤ Meeting emphasizes capabilities, student interests and plans for the future – it’s FUN!

# Traditional IEP versus Student-led IEP

IEP contains jargon & “legal-ese”- not understood by student or parent



Wording of IEP document is user-friendly for all participants

Meetings might not be well attended by students, general education teachers, parents



Meetings have improved attendance as teachers and parents respond to invitations from student

General education teachers might not understand/implement accommodations



Educators more likely to accommodate students in the classroom, including learning styles

IEP might not reflect the student’s interests or concerns, rather the adults’



IEP reflects intent to increase student voice in educational decisions, producing a dynamic document reflective of student’s personality

Meeting often has “us” against “them” feeling



Meeting becomes a cooperative experience of working together to assist the student



## 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

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# 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.

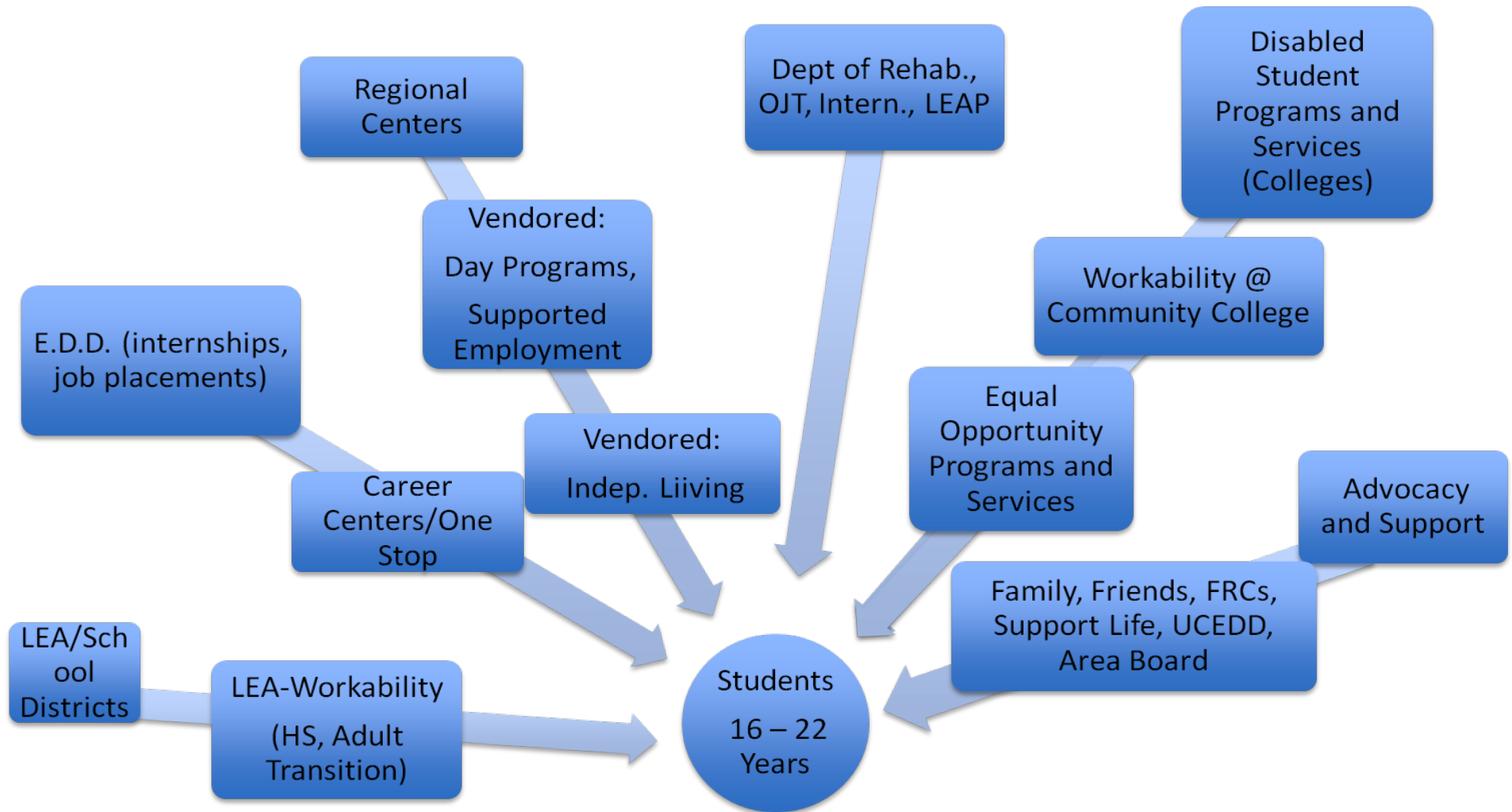
CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE



# Supports and Services for Transition-Age Youth (16 – 22 Years)

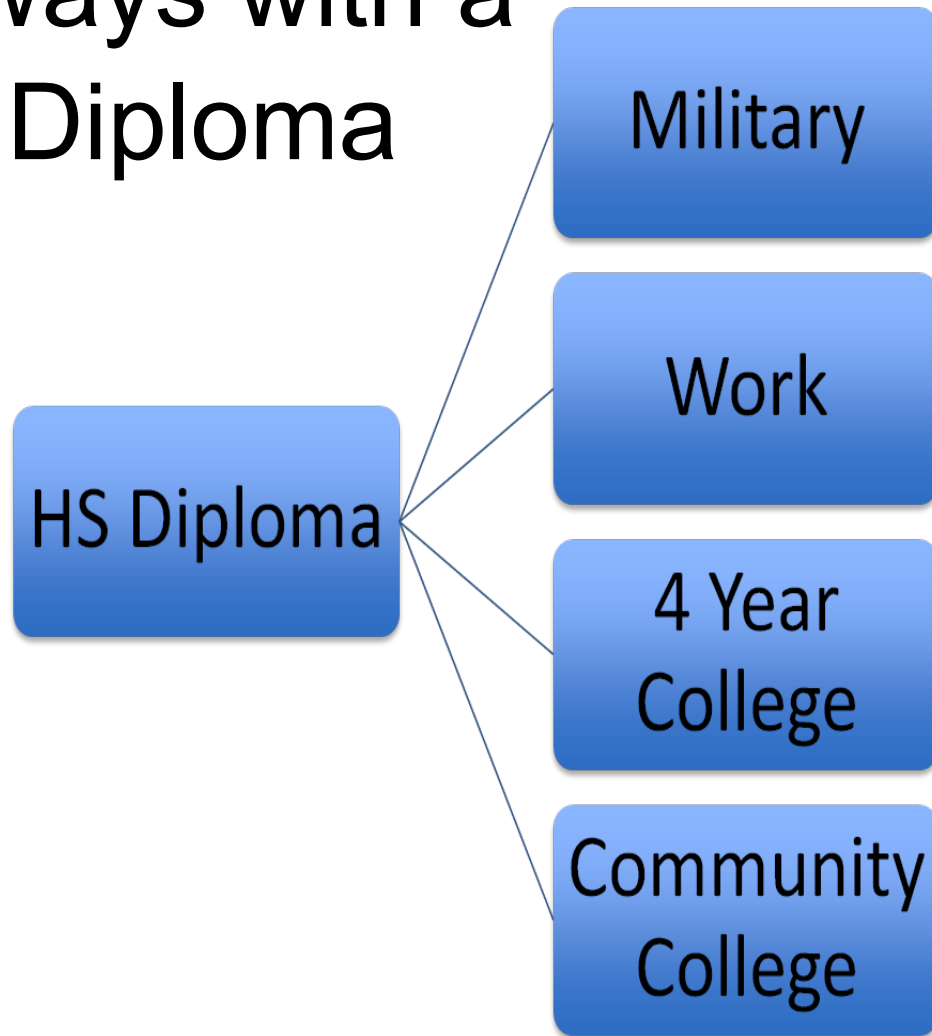


CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UC DAVIS**  
MIND INSTITUTE

# Available Pathways with a High School Diploma



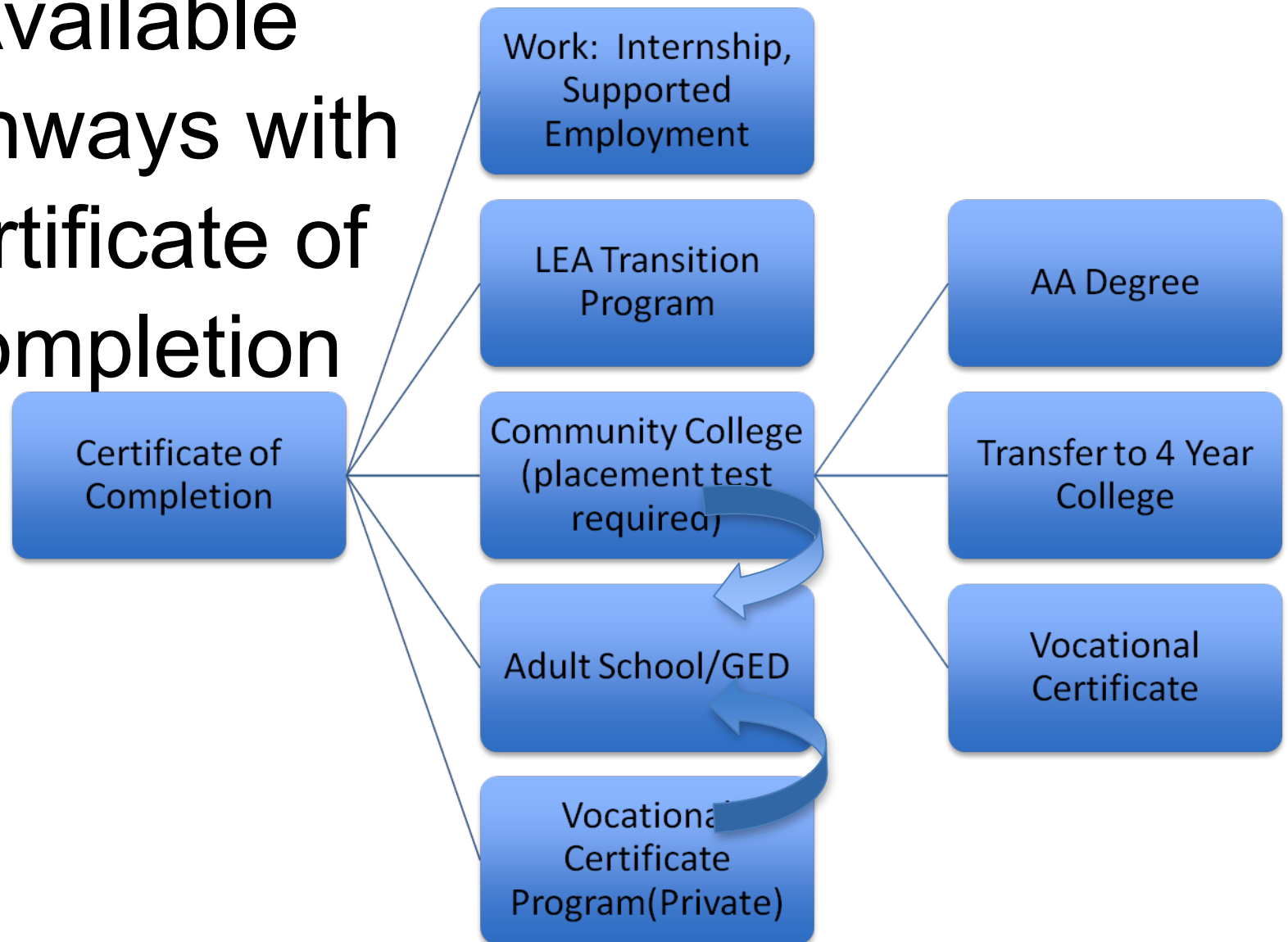
CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE



# Available Pathways with Certificate of Completion



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**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)

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# 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**

**CENTER FOR EXCELLENCE IN**

**Developmental Disabilities**

**UCDAVIS**  
**MIND INSTITUTE**

## **Ntl Secondary Transition Tech Assist Center (NSTTAC)**

**[www.nsttac.org/about us/about us.aspx](http://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.

CENTER FOR EXCELLENCE IN

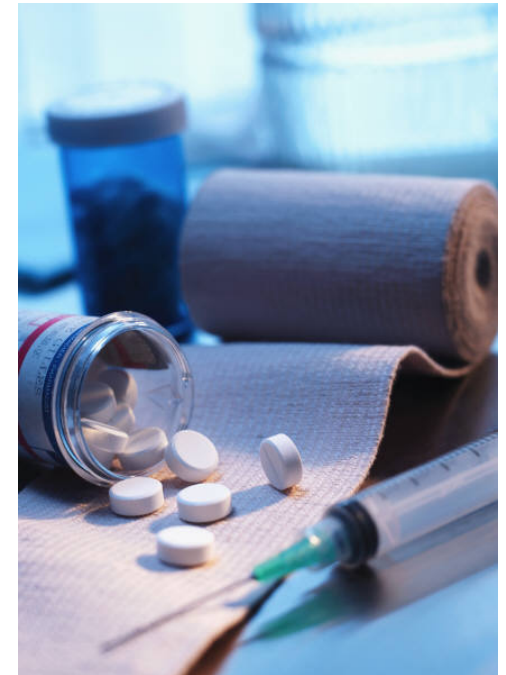
Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# 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



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# 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



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

What do you think of when you hear the  
word Disability?

**CENTER FOR EXCELLENCE IN**

**Developmental Disabilities**

**UCDAVIS**  
**MIND INSTITUTE**



# **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.

Dictionary.com

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# What Does *Leadership* Mean?

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# Students Defined Leadership As . . .

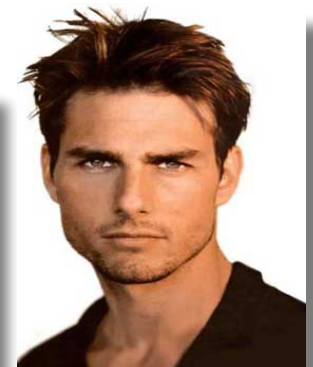
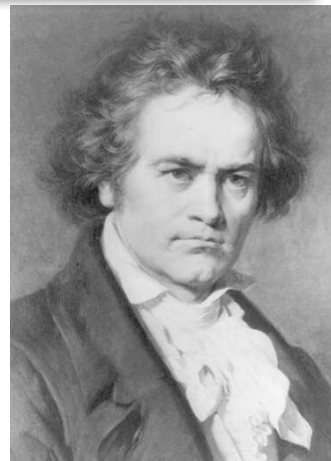
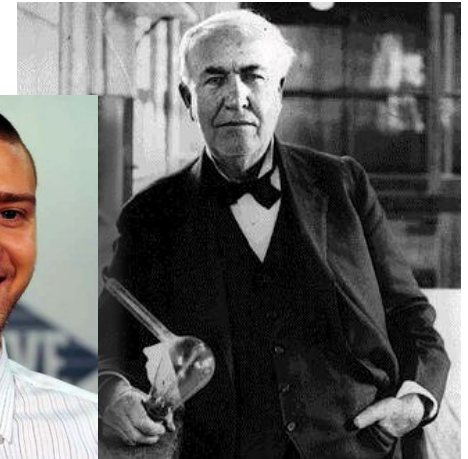
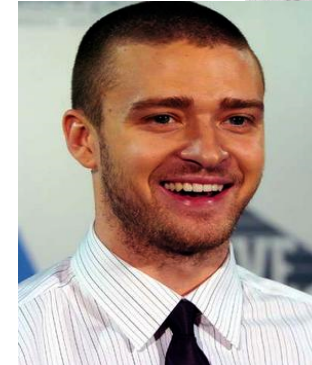
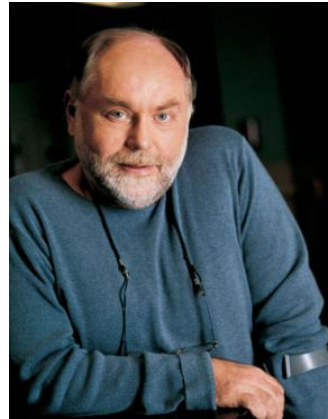
Role Model	Reliable	Patient
Passionate	Listens to One's Self	Articulate
Risk Taker	Dependable	Wisdom
Responsible	Respectful	Can Handle Criticism
Fair & Equal	Concerned	Motivated

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UCDAVIS**  
MIND INSTITUTE

# Do You Recognize These People?



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UC DAVIS**  
MIND INSTITUTE

Do You Recognize This Leader?





# Ed Roberts

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

Tom Cruise

Charles Schwab

Henry Winkler

Harry Belafonte

Danny Glover

F. Scott Fitzgerald

Walt Disney

John Lennon

Robin Williams

Agatha Christie

Auguste Rodin

Napoleon Bonaparte

Jules Verne

Albert Einstein

Nelson Rockefeller

Gen. Westmoreland

Wright Brothers

Leonardo da Vinci

George C. Scott

Winston Churchill

Werner von Braun

Carl Lewis

John F. Kennedy

Cher

Whoopi Goldberg

Bruce Jenner

Steve McQueen

Greg Louganis

Louis Pasteur

Winston Churchill

Jackie Stewart

Alexander Graham Bell

Magic Johnson

Beethoven

Walt Disney

George Bernard Shaw

Robert Kennedy

George Patton

Suzanne Somers

Mozart

Dwight Eisenhower

Sylvester Stallone

Henry Ford

Thomas Edison

Tom Smothers

Galileo

Vincent Van Gogh



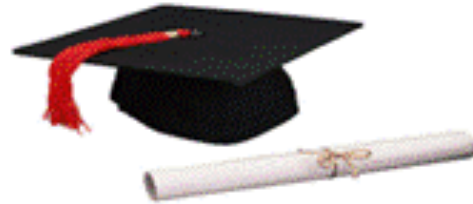
# CEDD Uses CHIP Sponsored Resources

[disABLEDperson.com/grads](http://disABLEDperson.com/grads)

An online recruitment community for college students with disabilities



[www.yodisabledproud.org](http://www.yodisabledproud.org)



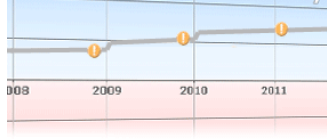
disABLEDperson Inc. a 501 (c) 3 Public Charity  
760-420-1269, Grads@disabledperson.com



[www.tknlyouth.org](http://www.tknlyouth.org)

"Will I be better off...?"

You'll Have More Money



In this scenario, it is available cash over the next 10 years. Your income may change to month. Looking at the in 'More About Your' help you plan ahead.



Plan ahead with our Benefits Planning Calculators.

[www.disabilitybenefits101.org](http://www.disabilitybenefits101.org)



[www.chiip.org](http://www.chiip.org)



California Youth Leadership Forum  
[www.calylf.org](http://www.calylf.org)

CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UC DAVIS**  
MIND INSTITUTE





# Person-Centered Planning Tools for Individuals & Families

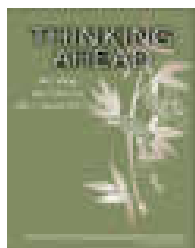


California Department of Developmental Services

<http://www.dds.ca.gov/ConsumerCorner>



## Advocacy, Leadership & Employment



Healthcare Advocacy  
End of Life Planning



Family-Driven  
Planning

Person-Centered  
Emergency  
Preparedness

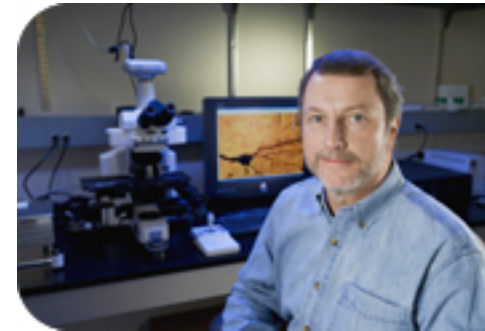


**Mark Starford, Director**  
**Board Resource Center, Inc.**  
**Post Office Box 6014477**  
**Sacramento, CA 95860**  
**916-574-1023 • Office/Fax**  
[mark@brcenter.org](mailto:mark@brcenter.org)

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 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.

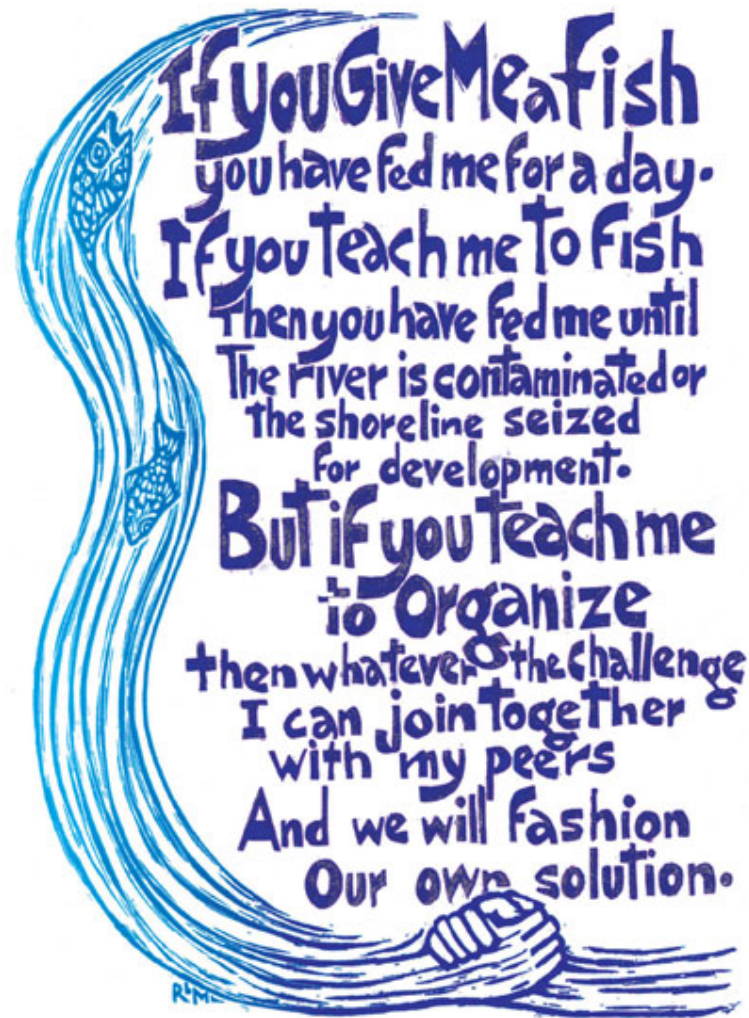
Check us out at: [www.ucdmc.ucdavis.edu/mindinstitute/](http://www.ucdmc.ucdavis.edu/mindinstitute/)

**CENTER FOR EXCELLENCE IN**

**Developmental Disabilities**

**UCDAVIS**  
**MIND INSTITUTE**

# Organize - We Need Each Other



CENTER FOR EXCELLENCE IN

Developmental Disabilities

**UC DAVIS**  
MIND INSTITUTE