

**WV Developmental Disabilities Council**  
**Five Year State Plan**  
**FFY 2012-2016**  
*DRAFT May 16, 2011*

The Developmental Disabilities Council is an independent, self-governing State agency established by Executive Order of the Governor in 1972 and is funded by the Federal Administration on Developmental Disabilities. Council membership is by appointment of the Governor and is composed of over sixty percent (60%) persons with developmental disabilities and family members. The Council also includes representatives of State government and other public and private organizations.

**Council Mission**

*The Council's mission is to assure that West Virginia citizens who have developmental disabilities receive the services, supports and opportunities they need to achieve self-determination, independence, integration, and inclusion in their communities.*

**Developing the Plan**

The federal Developmental Disabilities Assistance and Bill of Rights Act (PL 106-402) (DD Act) provides guidance to State Councils in planning, including the requirement that Plans must be based in part on the direct input of people with developmental disabilities and their families. The West Virginia Council coordinated activities during the Spring of 2011 that encouraged people to provide their views on a wide range of issues affecting people with developmental disabilities and their families in the areas of: **Employment, Education, Child Care, Health Care, Transportation, Recreation, Housing, Quality Assurance and Formal/Informal Community Supports.**

Based on the needs assessment activities, which included comments and recommendations from more than seven hundred (700) people, the Council has selected five major areas of emphasis to address in the new Five Year State Plan:

- I. **Formal/Informal Community Supports** (Include: Family Support, DD Workforce, and Improving Community Programs)
- II. **Quality Assurance** (Includes: Self-Advocacy, Prevention Against Abuse, Accountability in Public Services, and supporting Underserved Groups)
- III. **Employment**
- IV. **Education**
- V. **Health**

## **What Does The Council Do?**

Council activities include training and technical assistance, demonstration of innovative programs, outreach, applied research, supporting and educating communities, interagency collaboration, barrier elimination, and development of citizen coalitions. The Council also works to develop public policy recommendations which promote its vision and mission for supporting persons with developmental disabilities.

## **The State DD Network Partners**

The DD Act provides a mandate and guidance to states for planning and collaboration among the DD Councils, protection and advocacy programs, and the Centers for Excellence in Developmental Disabilities. Staff from the West Virginia Advocates and West Virginia University Center for Excellence in Disabilities have collaborated with the Council in the State Plan development process.

## **Developmental Disabilities Definition**

**Developmental disability is defined in the DD Act as:**

- (A) In general, a severe, chronic disability of an individual that –**
- a) is attributable to a mental or physical impairment or combination of mental and physical impairments;**
  - b) is manifested before the individual attains age 22;**
  - c) is likely to continue indefinitely;**
  - d) results in substantial functional limitations in 3 or more of the following areas of major life activity:**
    - (I) Self-Care.**
    - (II) Receptive and expressive language.**
    - (III) Learning.**
    - (IV) Mobility.**
    - (V) Self-direction.**
    - (VI) Capacity for Independent Living.**
    - (VII) Economic self-sufficiency; and**
  - e) Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.**
- (B) Infants and Young Children – An individual from birth to age 9, inclusive, who has a substantial developmental delay or specific congenital or acquired condition, may be**

considered to have a developmental disability without meeting 3 or more criteria described in clauses a) through e) of subparagraphs (A) if the individual, without services and supports, has a high probability of meeting those criteria later in life.

## **I. FORMAL/INFORMAL COMMUNITY SUPPORTS**

**DD Act Five Year Outcomes in Community Supports:** *People with developmental disabilities and their families enjoy the full range of formal and informal community supports, services, and other assistance that improve their quality of life. People with developmental disabilities and their families participate in the design of and have access to individualized services provided by competent and professional programs and personnel.*

### **Family Support**

**Goal 1**      **More families who have members with developmental disabilities will receive the services and support they need.**

#### **Strategies and Activities**

- 1a)      **Provide funds to support attendance by family members and people with developmental disabilities to in-state training events/conferences.**
- 1b)      **Sponsor and coordinate targeted training events, educational materials, and other activities on issues important to families including: guardianship and alternatives to guardianship, public programs and services such as the ID/DD Waiver, rights and entitlements, and other issues.**
- 1c)      **Support or sponsor training and/or policy development that assures that community healthcare and other professionals provide families with accurate and timely information, and/or counseling about services and resources available to them when their child is diagnosed as having a developmental disability.**
- 1d)      **Educate and support people with developmental disabilities and their families on the value of projecting a positive personal image and acquiring positive roles.**
- 1e)      **Study and form recommendations to responsible agencies on how to increase the accessibility of important information to families about services, supports, training events, and opportunities to participate in policy development.**

## **Developmental Disabilities Workforce**

**Goal 2      The recruitment, development, training, and retention of qualified direct support personnel will be improved.**

### **Strategies and Activities**

- 2a)      Collaborate with multiple stakeholders in planning, research, data collection, and public policy advocacy to strengthen the direct support workforce.**
- 2b)      Support and promote direct support credentialing as a strategy for improving the overall quality and stability of the direct support workforce.**
- 2c)      Promote funding policies that incentivize the acquisition of competencies by the direct support workforce to aid people with developmental disabilities to gain independence, valued social roles and integration, productivity, and self determination.**
- 2d)      Support and promote a direct support training and credentialing demonstration project that is values based and competency oriented.**

## **Other Community Workforce**

**Goal 3      More workers in a wide range of community settings and professions will improve the quality of their services, supports and interactions with people with developmental disabilities.**

### **Strategies and Activities**

- 3a)      Sponsor and/or support values based training events and materials targeting professional personnel. Training will include the history of developmental disabilities services and importance of valued roles. Training will be planned that promotes practices that support self-determination, inclusion, independence, productivity, and integration of people with developmental disabilities in their communities.**

- 3b) **Advocate for the adoption/implementation of standardized training for emergency planners and responders to assure safe, responsible, and effective support is provided to persons with developmental disabilities in disaster, emergency medical, behavioral, and/or criminal offense situations.**
- 3d) **Support, develop and promote learner paced, web based training programs on a variety of important topics aimed at educating a range of interested citizens including parents, people with developmental disabilities, and the developmental disabilities workforce.**

### Improving Community Services

**Goal 4      More people with developmental disabilities and their families will participate in the design of and have access to needed community services.**

#### **Strategies and Activities**

- 4a) **Provide on-going policy analysis development updates to people with developmental disabilities, families, staff, and others on the ID/DD Waiver and other relevant public policy programs.**
- 4b) **Educate policymakers about the need for continual shifting from institutional service models to integrated community service models.**
- 4c) **Support and educate families on opportunities for cultivating and maintaining natural community supports, services and resources.**

## **II.      QUALITY ASSURANCE**

**DD Act Five Year Outcomes in Quality Assurance: *Advocacy, capacity building, and systemic change activities assures that people with developmental disabilities will not experience abuse, neglect, sexual or financial exploitation, or violation of their legal or human rights; and will not be subject to the inappropriate use of restraints or seclusion. Quality assurance activities lead to accountability in public services, support of self-advocacy, and identification of the needs of un-served and underserved persons with developmental disabilities.***

## **Self-Advocacy**

**Goal 1** More people with developmental disabilities will develop advocacy skills through leadership training opportunities and participation on local advocacy coalitions.

### **Strategies and Activities**

- 1a) Fund a self-advocacy organization for persons with developmental disabilities.
- 1b) Support and/or sponsor the development of youth focused (teen) self-advocacy.
- 1c) Sponsor and coordinate annual training for persons with developmental disabilities and/or families of young children with developmental disabilities on the legislative process and leadership development. Create related training videos, brochures or other materials.
- 1d) Support and fund a cross-disability organization focused on public policy change and self-advocacy.

### **Protection against Abuse**

**Goal 2** State policy makers and administrators will strengthen protections for people with developmental disabilities.

### **Strategies and Activities**

- 2a) Fund/support programs that demonstrate innovative methods, models and practices that prevent abuse and/or neglect of people with developmental disabilities.
- 2b) Support and promote self-protection training for people with developmental disabilities to reduce the incidence of abuse and mistreatment in all forms.
- 2c) Support and promote training programs that focus on protection against financial exploitation of people with developmental disabilities.

- 2d) **Collaborate with State, protection and advocacy, and relevant public and private agencies to address gaps in service provider personnel training related to reporting and investigating abuse and neglect of people with developmental disabilities.**
- 2e) **Support and promote a range of personnel training across multiple professions concerning the prevention of abuse, neglect, sexual and financial exploitation of persons with developmental disabilities.**

### **Accountability and Assurances in Public Services**

**Goal 3      Developmental disabilities services will be timely, appropriate, and provided in the most integrated setting.**

#### **Strategies and Activities**

- 3a) **Fund and/or support a study and report on the quality of performance of developmental disabilities service providers on critical issues including: promptness of access to services, adherence to key principles and policies guiding service planning, and the involvement of people with developmental disabilities as well as the utilization of funds and resources spent on behalf of people with developmental disabilities.**
- 3b) **Sponsor and/or support efforts to increase the number of people with developmental disabilities and families who are active in systems advocacy by participation on Boards of Directors, Human Rights Committees, and/or other advisory groups that make decisions on services that affect people with developmental disabilities and families.**

### **Un-served and Underserved Groups**

**Goal 4      State policy makers of behavioral health, education, employment and other systems will identify the needs of people with developmental disabilities who are not eligible or adequately served by current State and community programs.**

## **Strategies and Activities**

- 4a) **Support or fund a study to identify the health, safety, and community support needs of persons with developmental disabilities who do not qualify for, or are not receiving, adequate community based services.**
- 4b) **Educate policy makers about the need to establish basic health and safety assurances and safeguards for individuals with developmental disabilities who are on wait lists, or otherwise experience delays in receiving needed services.**

### **III. EMPLOYMENT**

**DD Act Five Year Outcomes in Employment:** *People with developmental disabilities have the skills, access, and supports they need to obtain valued community employment with competitive wages and benefits in their communities consistent with their interests. People with developmental disabilities retain community jobs and advance in the careers of their choice.*

#### **Transition Planning**

**Goal 1**      **People with developmental disabilities will receive adequate job training, planning, and access to community employment options (including customized employment).**

#### **Strategies and Activities**

- 1a) **Advocate for greater access for people with developmental disabilities to community work training and post-secondary education (including adult basic education programs).**
- 1b) **Support or fund projects focused on converting segregated work and day program settings to integrated employment models and services.**

#### **Educating the Business Community**

**Goal 2**      **West Virginia's business community will become knowledgeable of the contributions by workers with developmental disabilities.**

### **Strategies and Activities**

- 2a) **Support and promote education and training for business leaders on disability issues, including legal rights, employer benefits in hiring people with developmental disabilities, and relevant Federal laws.**
- 2b) **Support and advocate for the creation of local business networks and partnerships that work with the disability community to create greater access to valued community employment.**

### **Personnel Training**

**Goal 3** Community based vocational services, advocacy, and developmental disabilities services personnel will be knowledgeable of innovative employment models and approaches.

### **Strategies and Activities**

- 3a) **Collaborate with responsible State agencies to support and promote training initiatives aimed at strengthening skills and competencies of job coaches.**
- 3b) **Collaborate with responsible State agencies to support and promote training on contemporary employment models including self-employment and customized employment to developmental disabilities services personnel, vocational rehabilitation personnel, and State supported employment agencies.**

### **Model Programs and Funding Priorities**

**Goal 4** Integrated, valued community employment opportunities will be available to all persons with developmental disabilities in West Virginia.

### **Strategies and Activities**

- 4a) **Educate policy makers on effective and best practice employment approaches, including discovery, self-employment, and customized employment.**
- 4b) **Advocate for funding priorities that increase community employment opportunities for adults with developmental disabilities.**

- 4c) Advocate for funding policies that incentivize integrated employment for adults with developmental disabilities.

## **IV. EDUCATION**

**DD Act Five Year Outcomes in Education:** *Students with developmental disabilities of all ages have access to quality, inclusive educational opportunities in their neighborhood schools. Students have access to appropriate educational supports and modifications, and are integrated and included in all facets of student life.*

### **Parent Education and Support**

**Goal 1** Parents receive consistent, timely, and accurate information and support concerning their child's education rights and the planning process.

#### **Strategies and Activities**

- 1a) Collaborate with parents and key organizations in the development and dissemination of parent friendly educational materials and resources concerning special education policies and procedures.

### **Supports in Regular Education Settings**

**Goal 2** More students with severe developmental disabilities will be integrated into regular education settings.

#### **Strategies and Activities**

- 2a) Monitor data on the proportions of students with severe developmental disabilities who are included in regular education settings.
- 2b) Collaborate with the West Virginia Department of Education, colleges and universities, and others to promote pre-service and in-service training for teachers and other relevant personnel on the values of inclusive education, adaptations to diverse learning styles, curricula modifications, classroom structure, use of aides, assistive technology and other supports.

## **Career and Technical Education**

**Goal 3** Career and technical education (CTE) programs statewide will modify admission criteria, curricula, methods, and criteria for certification/completion of programs to meet the work training needs of students with developmental disabilities and employers.

### **Strategies and Activities**

- 3a) Fund a best practices demonstration project that provides greater access to CTE programs by students with developmental disabilities by modifying course/program requirements and creating a new, competency based credential for completion of programs.
- 3b) Advocate for and educate policymakers about the need to change Department of Education policies related to CTE programs to increase access and accommodations for students with developmental disabilities.

## **Supports Across School Transitions**

**Goal 4** Transition planning and coordination of services will take place for all students at important transition points in public education programs.

### **Strategies and Activities**

- 4a) Study and assess efforts to strengthen transition planning from early intervention to preschool, elementary to middle, middle to high school, and high school to adult life.
- 4b) Advocate for improved planning and implementation across school transition points.

## **Student Conduct and Safety**

**Goal 5** Students with developmental disabilities learn and acquire skills for self-management of stress, frustration, or other factors that contribute to challenging behavior.

## **Strategies and Activities**

- 5a) **Advocate for the Department of Education to put into place policies and procedures to protect students with developmental disabilities from seclusion and unwarranted restraint, expulsion, and other adverse punishment.**
- 5b) **Promote the use of positive behavior supports to understand and properly structure school environments, routines, etc., that help students acquire self-management skills.**

## **V. HEALTH**

**DD Act Five Year Outcomes in Health:** *People with developmental disabilities are healthy, and benefit from the full range of health services that include: dental, vision, mental health, and prevention services. People with developmental disabilities take an active role in their personal health, nutrition, and fitness needs.*

### **Access to Dental Services**

**Goal 1**      **People with developmental disabilities of all ages will have access to routine, preventive and restorative dental services.**

### **Strategies and Activities**

- 1a) **Support and/or fund a study and report on the human and economic costs of not providing adequate dental care to adults with developmental disabilities who qualify for Medicaid services.**
- 1b) **Educate policy makers on the cost-benefits of the provision of preventive, prophylactic, and ameliorative dental care for adults with developmental disabilities.**

### **Personal Health Management and Healthy Lifestyles**

**Goal 2**      **People with developmental disabilities take an active role in their personal health and nutrition needs.**

## **Strategies and Activities**

- 2a) Collaborate with others to educate people with developmental disabilities and their families about the benefits of, and their responsibilities to establish and maintain a healthy lifestyle. Included are the issues of nutrition, health conditions, personal hygiene, medications and physical exercise.**
- 2b) Educate policy makers about the need to modify the State Code and WV DHHR AMAP (Approved Medication Assistive Personnel) rules to assure reasonable safety while being more responsive and compatible with the person's need for independence, self-management, and productivity.**

## **Health Education**

**Goal 3 People with developmental disabilities, their families, and others will have access to current information regarding public health services and benefits.**

## **Strategies and Activities**

- 3a) Collaborate with others to provide accessible informational materials to people with developmental disabilities and families on the Affordable (Health) Care Act.**