

# West Virginia Developmental Disabilities Council

## Five Year State Plan

### FFY 2012-2016

October 1, 2011 through September 30, 2016

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.**

### Council Selected Priority Issues and Areas of Emphasis

Based on the Council's service and support needs assessment activities, which included public forums and needs surveys reaching more than seven hundred (700) people, the Council selected five major areas of emphasis to address in the new Five Year State Plan:

- I. **Formal/Informal Community Supports** (Family Support, DD Workforce, and Improving Community Programs)
- II. **Quality Assurance** (Self-Advocacy, Prevention Against Abuse, Accountability in Public Services, and supporting Underserved Groups)
- III. **Employment** (Access to post-high school job training, working with business community, reducing the number of segregated work settings)
- IV. **Education** (Parent training, access to career and technical education programs, positive behavior support, personnel development)
- V. **Health** (Dental care for adults, healthy lifestyles)

## **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.**

## **Five Year Goals that Address Selected Areas of Emphasis**

State Councils have flexibility in determining Plan priorities, however, all Councils are required to establish or strengthen **self-advocacy goals**; a) establish or strengthen a self-advocacy organization led by persons with developmental disabilities; b) support opportunities for individuals with developmental disabilities to **provide leadership training** to other individuals with developmental disabilities; c) and support participation of individuals with developmental disabilities in **cross-disability and culturally diverse leadership coalitions**. Six major goal areas emerged during the planning process and serve as the foundation for the new State Plan:

- 1) **Self-Advocacy**: People with developmental disabilities will gain skills to take advantage of opportunities and receive necessary supports to a) self-direct their services and supports, and b) positively impact the design of and implementation of services for all people with developmental disabilities.
- 2) **Family Support and Training**: Families of sons and/or daughters who have developmental disabilities will know their rights in order to obtain necessary services for their family members through participation in a wide range of targeted training and support.
- 3) **Protection Against Abuse, Assuring Safety, and Rights Protection**: The Council will develop strategies to increase the capacity of the West Virginia service system to reduce the risk of abuse, and incidence of mistreatment, seclusion and restraint of individuals with developmental disabilities.
- 4) **Direct Support Personnel Development and Training**: In collaboration with the State developmental disabilities services authority, related State and local entities, people with developmental disabilities, families, and advocates, develop and implement a state plan for the recruitment, development, training and retention of qualified direct support professionals.
- 5) **Integrated Learning and Work**: Promote an increase in the number of people with developmental disabilities who are actively included in their home schools, and productive in their communities.
- 6) **Accessibility and Accountability in Public Services**: Collaborate with State programs to develop and implement a method to insure timely and appropriate services and supports are provided to people with developmental disabilities in the most integrated setting, and to identify and meet the needs of people with developmental disabilities who are deemed not eligible or adequately served.

**FIVE YEAR STATE PLAN GOALS, STRATEGIES AND ACTIVITIES**

**1. SELF-ADVOCACY**

*People with developmental disabilities will gain skills to take advantage of opportunities and receive necessary supports to a) self-direct their services and supports, and b) positively impact the design of and implementation of services for all people with developmental disabilities.*

**Areas of Emphasis that apply:**

- Quality Assurance
- Education

**Objectives/Implementation Activities and Timelines:**

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<b>1.1</b> Ten (10) independent, self-governing People 1 <sup>st</sup> Chapters will be operational statewide.	Fund and support a developmental disabilities led self-advocacy organization. People First of WV will provide training to individuals on rights and self-determination, and to leaders who seek to establish local chapters.	Years 1-5
<b>1.2</b> Forty five (45) people with developmental disabilities and /or family members will be trained on leadership and participation in public policy development.	Fund and coordinate Partners in Policymaking (PIP) training for adults with developmental disabilities and parents of young children with developmental disabilities. PIP participants learn about current issues, policymaking and the legislative process at the local, State, and federal levels.	Years 1, 3 & 5
<b>1.3</b> Individuals with developmental disabilities will make up 25% membership of a cross-disability advocacy organization by 9/30/16.	Fund and support cross-disability organization focused on educating policymakers and the general public about issues that impact all citizens with disabilities.	Years 1-5
<b>1.4</b> Develop methods to provide accessible and relevant public policy information to people with developmental disabilities.	Conduct surveys and/or collaborate with people with developmental disabilities, families, advocacy groups, and other important stakeholders to obtain information and recommendations for outreach and training to people with developmental disabilities. DD Council website postings, Facebook, email groups, or forums will be explored.	Year 2

Objectives	Implementation Activities	Timeline
<p><b>1.5</b> One hundred (100) people with developmental disabilities will participate in learning experiences focused on projecting a positive personal image and acquiring valued and positive roles.</p>	<p>The Council will coordinate training events and collaborate with self-advocacy and cross-disability organizations to create learning opportunities for people with developmental disabilities that will improve their personal self-image. Topics may include: personal hygiene, age-appropriate dress, self-advocacy, and enhancing their roles in the community.</p>	<p>Year 2</p>
<p><b>1.6</b> 50 youth and teens with developmental disabilities will increase their knowledge of becoming stronger self-advocates, leading self-determined lives, and actively participating in their transition from school to community living.</p>	<p>People First of WV will develop specific goals and objectives focused on youth self-advocacy. Project activities will include development of training modules and educational materials targeted to youth and teens.</p>	<p>Years 1-5</p>

## **2. FAMILY SUPPORT AND TRAINING**

***Goal: Families of persons who have developmental disabilities will know their rights in order to obtain necessary services for their family members through participation in a wide range of targeted training and support.***

**Areas of Emphasis that apply:**

- Informal/Formal Community Supports**
- Quality Assurance**
- Education**
- Health**

### **Objectives/Implementation Activities and Timelines**

Objectives	Implementation Activities	Timeline
<p><b>2.1</b> 300 families of persons with developmental disabilities or persons with developmental disabilities will be supported to attend conferences and other training events annually.</p>	<p>The Council will provide funds to support attendance of people with developmental disabilities and family members of persons with developmental disabilities who wish to attend relevant conferences.</p>	<p>Years 1-5</p>

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<p><b>2.2</b> Approximately 1,000 parents of children with developmental disabilities in public schools will receive the <u>Parent Advocacy Guide to Special Education</u>.</p>	<p>The Council, in collaboration with the West Virginia Advocates and parents of sons or daughters with developmental disabilities receiving special education services, will develop a special education policy guide for parents.</p>	<p>Year 1</p>
<p><b>2.3</b> 150 families will participate in targeted issue training events each year.</p>	<p>The Council will develop and coordinate statewide training events on topics including: guardianship, wills/special needs trusts, and other important topics.</p>	<p>Years 1-5</p>
<p><b>2.4</b> 150 family members of persons with developmental disabilities will be educated on the impact of the Affordable [Health] Care Act for persons with developmental disabilities.</p>	<p>The Council will fund a training project that provides training and/or educational materials about what the ACA means for people with developmental disabilities, such as preventing discrimination based on pre-existing conditions or limits on lifetime benefits. Council will post informational links to website and develop process to distribute training materials.</p>	<p>Year 1</p>
<p><b>2.5</b> Written recommendations will be developed for service providers on improving communication and working relationships with families.</p>	<p>The Council will facilitate the formation of a representative group to develop recommendations for improving developmental disabilities service provider's (and other State entities) operations and procedures for educating and informing families about services, supports, rights and other important information.</p>	<p>Year 2</p>
<p><b>2.6</b> One hundred (100) people with developmental disabilities and families will participate in learning experiences focused on projecting a positive personal image and acquiring valued and positive roles.</p>	<p>The Council will coordinate training events and collaborate with self-advocacy and cross-disability organizations to create learning opportunities for people with developmental disabilities that will improve their personal self-image. Topics may include: personal hygiene, age-appropriate dress, self-advocacy, and enhancing their roles in the community.</p>	<p>Year 2</p>
<p><b>2.7</b> 500 families will receive relevant educational materials, or attend training events sponsored by the DD Network and other allies.</p>	<p>The Council will collaborate with the West Virginia Advocates and WVU Center for Excellence in Disabilities in the development of workshops, seminars, toolkits, and other products or activities essential to families who have sons or daughters with developmental disabilities.</p>	<p>Year 4</p>

**3. PROTECTION AGAINST ABUSE, ASSURING SAFETY, AND RIGHTS PROTECTION**

***Goal: The West Virginia DD Council will develop strategies to increase the capacity of the West Virginia service system to reduce the risk of abuse, and incidence of mistreatment, seclusion and restraint of individuals with developmental disabilities.***

**Areas of Emphasis that apply:**

- Quality Assurance
- Informal/Formal Community Supports
- Education
- Health

**Objectives/Implementation Activities and Timelines**

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<b>3.1</b> 250 personnel from child care, healthcare, behavioral health, and other groups & organizations will receive training on the prevention of child abuse and neglect, including child sexual abuse.	The Council will fund a demonstration project that seeks to improve the health and safety of children with developmental disabilities through training and the quality of interventions carried out by local multi-disciplinary investigative teams.	Year 1
<b>3.2</b> A position paper will be developed concerning the use (or misuse) of restraint, seclusion or other aversive procedures in the public schools.	The Council will collaborate with the West Virginia Advocates, West Virginia Positive Behavior Support Network, Department of Education and others to develop recommendations for new policies and procedures that address student behavior and conduct including the use of restrictive procedures.	Year 1
<b>3.3</b> A training curriculum will be developed aimed at teaching people with developmental disabilities about personal rights and protecting themselves against mistreatment and abuse.	The Council will fund new programs/projects that develop self-protection training curricula for people with developmental disabilities. Products may include workshops, guides or other activities aimed at educating people with developmental disabilities about recognizing and avoiding abuse.	Year 2

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<p><b>3.4</b> 250 Developmental disability service provider, social services, and other personnel will receive training on preventing and interceding in financial exploitation of persons with developmental disabilities.</p>	<p>The Council will collaborate with State government, federal entitlement program (e.g. Social Security), advocates, providers and others to fund or support training initiatives aimed at preventing financial exploitation of persons with developmental disabilities.</p>	<p>Years 2-4</p>
<p><b>3.5</b> A training curriculum, supported by key regulatory and advocacy groups, will be developed that clarifies roles, and responsibilities of human services personnel in reporting and investigating abuse.</p>	<p>The Council will facilitate the creation of a representative advisory group to develop recommendations for training. The group will work to clarify definitions of abuse and neglect, study data collection and record keeping procedures, and make recommendations to improve West Virginia's Central Abuse Registry that tracks offenders.</p>	<p>Year 2</p>
<p><b>3.6</b> A training and awareness project on risks for abuse of person with developmental disabilities will be developed that is suitable to a wide range of professions.</p>	<p>The Council will seek a collaborative project with DD Network partners to develop a training program. Project will develop products and materials for workers in a variety of community settings including emergency responders, healthcare and other professions.</p>	<p>Year 3</p>
<p><b>3.7</b> An anti-bullying training curriculum, focused on the protection of children with DD, will reach over 500 school based stakeholders including teachers, service personnel, students, parents and administrators.</p>	<p>The Council will fund a grant project (Step by Step, Inc.) to develop a handbook for the assessment of risk factors and prevention/intervention needs of students with DD, and conduct training for the public school community. Step by Step will also develop a training manual and users guide for parents on student rights &amp; safeguards, risks and awareness of bullying, and strategies for working with school personnel. Step by Step will draft new school policies designed to prevent bullying for pilot school sites including an elementary, middle and senior high school.</p>	<p>Year 1</p>

#### **4. DIRECT SUPPORT PERSONNEL DEVELOPMENT AND TRAINING**

***Goal: In collaboration with the State developmental disabilities services authority, related State and local entities, people with developmental disabilities, families, and advocates, develop and implement a state plan for the recruitment, development, training and retention of qualified direct support professionals.***

**Areas of Emphasis that apply:**

<b>Informal/Formal Community Supports</b>	<b>Education</b>
<b>Quality Assurance</b>	<b>Health</b>
<b>Employment</b>	

#### **Objectives/Implementation Activities and Timelines**

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<b>4.1</b> An advisory group consisting of State government, provider, advocacy, and other stakeholders will form to develop long term recommendations for strengthening the direct support DD workforce.	The Council will facilitate the creation of an advisory group to plan, research, collect data, and engage in public policy advocacy to create new competency standards and support for the direct support workforce. Group will investigate current training standards for workers in range of direct support roles including behavioral health community support, and employment (job coach) areas.	Year 1
<b>4.2</b> A nationally recognized, competency based core curriculum for the direct support workforce will be developed that is suitable for professional licensure or credentialing.	The Council will fund a demonstration project to develop and implement a direct support credentialing program. The project will develop accessible (e.g. web-based/self-paced), accountable, and values oriented training courses.	Years 3, 4, 5
<b>4.3</b> State funding and regulatory agencies will develop policies that incentivize competency based training for workers.	The Council will consult with representatives from the WV Bureau for Medical Services, APS HealthCare (manages ID/DD Waiver program), and other stakeholders to seek the creation of policies that reward agencies that	Year 5

	choose to adopt new credentialing training or other competency based curriculum.	
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## 5. INTEGRATED LEARNING AND WORK

***Goal: Promote an increase in the number of people with developmental disabilities who are actively included in their home schools and productive in their communities.***

**Areas of Emphasis that apply:**

**Education  
 Employment**

### **Objectives/Implementation Activities and Timelines in Education**

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<b>5.1</b> The WV Department of Education will authorize the creation of a new, permanent credential, the <u>Individualized Occupational Certificate</u> to provide greater access to Career and Technical Educational programs statewide for students with developmental disabilities.	The Council and its grantee will work with the WV Department of Education to assist in development of the new credential and process for identifying eligible students, modifying curricula and making the program accessible to students statewide. Fifteen (15) students with developmental disabilities are expected to enroll and participate in CTE programs in Council funded projects in FY 2012 who would not have been previously eligible.	Year 2
<b>5.2</b> Selected West Virginia colleges and universities will develop and implement new curricula that enhance the quality of teacher training standards.	The Council will collaborate with the WV Higher Education Policy Commission and others to develop recommendations to improve teacher preparation curricula and training. The project is in response to concerns expressed by parents at Council sponsored public forums who recommended new teacher training be developed on inclusive models to support students with severe DD including, transition planning, use of assistive technology, curriculum modification and positive behavior support.	Year 2
<b>5.3</b> A report will be developed with recommendations to	The Council will collaborate with the Department of Education, WV Parent Training and Information Program, West Virginia	Year 3

improve planning and supports for students at important transition points.	Advocates, Parent Educator Resource Centers, parents and students to study current best practice in transition planning from early intervention through high school.	
<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<b>5.4</b> The proportion of students with severe dd who are included in full time regular education settings will increase by 20%.	The Council will collaborate with the DD Network, Department of Education, parents, students and other stakeholders to develop strategies for including more students with developmental disabilities into regular classrooms. The Council will monitor and report on the proportions of students in regular settings.	Year 4
<b>5.5</b> All educators in WV's K-12 schools will receive training on positive behavior support strategies.	The Council will support and or fund training initiatives that promote the use of positive behavior support models, including school-wide PBS projects.	Year 5

**Objectives/Implementation Activities and Timelines in Employment**

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<b>5.1b</b> Ten percent (10%) of people with developmental disabilities who participate in sheltered work and day settings will be supported in accessing community work.	The Council will fund a demonstration project focused on converting segregated work settings to integrated employment models in collaboration with the WV Division of Rehabilitation Services.	Year 1
<b>5.2b</b> 75 staff from ten developmental disabilities service provider agencies, schools, and employment services programs will receive training on contemporary employment models that support valued community work.	The Council will fund a training initiative focused on customized and other innovative employment approaches, accessing funding sources, and developing collaborative relationships. Council will partner with the WV Division of Rehabilitation Services, WV APSE, Department of Education, and others to plan the training.	Year 1

<p><b>5.3b</b> A collaborative policy paper/position paper will be written and provided to key policymakers on effective best practice in employment approaches in WV.</p>	<p>The Council will support and/or facilitate a working group to study and make recommendations to the responsible state entities to create or modify policies, practices and/or standards that support employment first philosophy, that employment is the first and preferred outcome for working-age youth and adults with developmental disabilities.</p>	<p>Year 2</p>
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<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<p><b>5.4b</b> New guidelines and resources will support 25 students with severe developmental disabilities become eligible to attend post-secondary education and training programs.</p>	<p>The Council will partner with the Department of Education, WV Division of Rehabilitation Service, adult basic education programs, vocational/technical schools, skilled trade organizations and others to develop new initiatives that create greater access to employment training after high school.</p>	<p>Year 4</p>

**6. ACCESSIBILITY AND ACCOUNTABILITY IN PUBLIC SERVICES**

***Goal: Collaborate with State programs to develop and implement a method to insure timely and appropriate services and supports are provided to people with developmental disabilities in the most integrated setting, and to identify and meet the needs of people with developmental disabilities who are deemed not eligible or adequately served.***

**Areas of Emphasis that apply:**

All

**Objectives/Implementation Activities and Timelines**

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
<p><b>6.1</b> People with developmental disabilities who direct their own community based supports will be exempt from State Code and WVDHHR rules concerning personnel legally allowed to</p>	<p>The Council and other disability, advocacy and government agency representatives will continue efforts to educate policymakers on ways to increase the level of authority people with developmental disabilities have over their own lives, and reduce Medicaid spending on unnecessary nursing services; specifically calling for changes in current WV State Code to</p>	<p>Year 1</p>

administer certain medications.	allow unlicensed personnel to administer or assist an individual in taking prescribed medications in community settings.	
6.2 A study and report on the needs of un-served and underserved persons with developmental disabilities will be completed.	The Council will fund a study that identifies the health, safety and community support needs of persons with developmental disabilities who do not qualify for, or are not receiving adequate community services and supports.	Year 2

<b>Objectives</b>	<b>Implementation Activities</b>	<b>Timeline</b>
6.3 A study and report on the quality of performance of developmental disabilities service providers will be developed with recommendations shared with providers.	The Council will fund a study of the adequacy of services provided to people with developmental disabilities. The study will examine key issues including: promptness of services, person-centered approaches, supports and services in the most integrated settings, oversight and monitoring.	Year 2
6.4 A framework for cross-agency exchange of data and information about developmental disabilities will be established.	The Council will facilitate an advisory group to develop methods for key public agencies to develop priorities and methods for researching, storing and sharing essential State developmental disability information on a wide range of issues. Data may include enhancing current data collection or creating new methods. Data focus may include: prevalence rates and demographics, housing information, access to employment, education, or healthcare.	Year 2
6.4 A policy statement and position will be written that makes recommendations concerning minimal health and safety assurances that all people with developmental disabilities should receive in West Virginia by either enforcing current State policies and safeguards or creating new policies, or practices.	The Council will educate WV DHHR officials and other relevant policymakers about the results of studies and reports on un-served and underserved persons. Recommendations will include policies that would include individuals without services, and those people with developmental disabilities who are on wait lists, or experience delays in receiving needed supports and services. Report will also detail existing public policies that are not being adequately monitored or enforced.	Year 3
6.5 A study and report on the human and economic	The Council will fund and/or support funding of a study that examines a growing health	Year 2

<p>costs of not providing adequate dental care to adults with developmental disabilities who qualify for Medicaid services will be developed.</p>	<p>crisis in WV, the lack of dental care for adults with disabilities who rely on Medicaid for medical services. The study will examine the cost-benefits of the provision of preventive, prophylactic, and ameliorative dental care for adults with dd.</p>	
<p><b>Objectives</b></p>	<p><b>Implementation Activities</b></p>	<p><b>Timeline</b></p>
<p><b>6.6</b> A training initiative for health care practitioners will be developed to improve the accuracy of information provided to parents of children with developmental disabilities.</p>	<p>The Council will fund and support training and educational projects that assures that community healthcare and other professionals provide families with timely information, and/or counseling about available services when their child is diagnosed with dd. Council will collaborate with the Office of Maternal, Child and Family Health (e.g. WV Birth to Three Program), Bureau for Public Health, and Bureau for Medical Services, community healthcare providers, and other key agencies.</p>	<p>Year 3</p>
<p><b>6.8</b> A policy position paper on the need to shift funding and support from an institutional service model to a community based service model will be developed and presented to policymakers.</p>	<p>The Council, in collaboration with the DD Network. Olmstead Council and other stakeholders will develop written legislative statements and policy priorities annually to educate policymakers.</p>	<p>Years 1-5</p>
<p><b>6.9</b> Twenty percent (20%) more people with developmental disabilities and families who participate in selected Council funded projects will participate on local service provider Boards of Directors, Human Rights Committees or other advisory and oversight oriented groups.</p>	<p>The Council will develop initiatives in partnership with the State self-advocacy organization to develop strategies for people with developmental disabilities to participate on regional service provider monitoring, oversight and other related boards or committees.</p>	<p>Year 5</p>