



Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities

FINAL REPORT

Governor's Office of Crime Control and Prevention,

Christopher Shank, Executive Director

DECEMBER 3, 2015



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Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Christopher B. Shank
Executive Director

December 3, 2015

The Honorable Larry Hogan, Jr.
Governor, State of Maryland
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller, Jr.
President of the Senate
State House, H-107
Annapolis, Maryland 21401

The Honorable Michael E. Busch
Speaker of the House of Delegates
State House, H-101
Annapolis, Maryland 21401

Governor Hogan, President Miller and Speaker Busch:

As required under Executive Order 01.01.2013.04, please accept the enclosed report as fulfillment of the Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities requirement to submit an annual report.

The report outlines the important strides made in 2015 toward a Maryland more inclusive of individuals with intellectual and developmental disabilities, specifically endeavors to better equip law enforcement and integrate self-advocates into training and education efforts. The report also discusses the establishment of the Ethan Saylor Alliance for Self-Advocates as Educators, established as a program within the Department of Disabilities by Chapter 387 of 2015. The Alliance continues the important work of amplifying the voices of those with intellectual and developmental disabilities.

Thank you for your leadership and dedication to this important issue.

Sincerely,

Christopher Shank
Executive Director
Governor's Office of Crime Control & Prevention

**Annual Report of the Governor's Commission for Effective Community Inclusion of
Individuals with Intellectual and Developmental Disabilities**

Executive Order 01.01.2013.04

MSAR #9960

December 3, 2015

Submitted by:

Christopher B. Shank, Executive Director
Governor's Office of Crime Control and Prevention

I. Introduction

Executive Order 01.01.2013.04, establishing the Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities (the Commission) requires the submission of an annual report on December 3 of each year. This report will review the Commission's activities since its 2014 annual report.

II. The Commission's Charge

Executive Order 01.01.2013.04 charges the Commission to: (1) Develop and issue recommendations about the types of policies, guidelines, or best practices that Maryland should adopt regarding law enforcement officials, paramedics, and other first responders' responses to situations involving individuals with intellectual and developmental disabilities; (2) Develop and issue recommendations about the types of statewide training standards that Maryland should adopt to educate individuals in positions of authority, particularly those in public sector positions such as law enforcement officials, paramedics, and other first responders, about the best approaches for safely managing situations involving individuals with intellectual and developmental disabilities; (3) Develop a coordinated, collaborative and comprehensive strategy for State and local officials, disabilities advocates, and other interested parties to ensure enhanced responses to situations involving individuals with intellectual and developmental disabilities; and (4) consider other related matters as the Commission deems necessary. (See Appendix A.)

III. First Year Highlights

At the outset of the Commission's work, it developed a Vision Statement to guide its thinking. The Vision Statement, which represents the Commission's aspiration that Maryland becomes a leader on community inclusion of individuals with intellectual and developmental disabilities, is as follows:

The goals of justice, equality, and dignity remain unfulfilled for people with intellectual and developmental disabilities. The mission of the Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities is to bring to life accurate, effective and comprehensive attitudes, policies and supports that will guide first responders in their work with and care for individuals with intellectual and developmental disabilities. We hope to build on the goals of the Americans with Disabilities Act and its accomplishments by creating a more compassionate, knowledgeable and understanding society that respects the life-saving work of our public servants along-side the valuable contributions of our citizens with intellectual and developmental disabilities. We seek to reduce stigma, increase safety, and inspire relationships of acceptance and support for all Marylanders.

The Commission's initial meeting was in October of 2013. It held 12 meetings of the full Commission and established three subcommittees—Training; Policy; and Community

Engagement. One of its first tasks was to determine the current status of training provided to police officers in Maryland on how to interact with individuals with intellectual and developmental disabilities. It found that while there was some training offered in certain jurisdictions, it was not comprehensive or consistent statewide. Often, the training was focused on Autism Spectrum Disorder, in order to meet the one year mandate for Autism Awareness Training that expired December 31, 2013 (COMAR 12.04.01.12 .12 A. 7). The Commission felt that a more encompassing training was required. In October 2014, the Maryland Police and Correctional Training Commissions adopted the recommended training objectives for all new entry law enforcement.

In February 2014, the Commission embarked on a four stop listening tour in Maryland to hear from residents about their concerns regarding inclusion across the State. The Commission heard not only about the need for comprehensive and consistent training for law enforcement statewide, but also the need for training in other sectors, including education, hospitals, transportation, residential services and supports, and business. Based on its research and the feedback from across the State, the Commission concluded that people with intellectual and developmental disabilities wanted to feel safe, understood and included in their communities.

The Training Subcommittee of the Commission is comprised of members from law enforcement and the disability community. In addition to developing and recommending to the Maryland Police and Correctional Training Commissions training objectives for all new entry law enforcement, the Subcommittee worked closely with on a curriculum that would meet the adopted objectives. The Police and Correctional Training Commissions conducted two dry runs of the curriculum for police recruits and members of the disability community. Feedback from the attendees was incorporated into the training program. The Police and Correctional Training Commissions has conducted two “Train the Trainers” sessions and the curriculum is now available to each training academy. The curriculum includes videos, scenarios, role plays and information on the range of intellectual and developmental disabilities necessary for officers to maximize the likelihood of a safe outcome for everyone involved.

In its 2014 annual report, the Commission made four specific recommendations: 1) Establishing the Center for Self-Advocate Educators; 2) Law Enforcement and First Responders – Actions and Framework; 3) Expanding Inclusion; and 4) Evaluation and Monitoring of Training Programs.

IV. 2015 Accomplishments:

In 2015, the full Commission met on February 19, 2015, and March 31, 2015, in Annapolis. Additionally, the Commission’s Subcommittees continued to meet to develop and implement their specific goals.

Training:

The training curriculum developed by staff at the Police and Correctional Training Commissions in collaboration with Commission members was offered officially to entry-level cadets in

January 2015 after it had been piloted in August and December 2014. The training incorporates the objectives that the Commission recommended in its 2014 Annual Report and which the Police and Correctional Training Commissions adopted for all entry-level cadet training at its October 2014 meeting which took effect in January 2015. The content covers common characteristics associated with people with intellectual and developmental disabilities, effective means of interaction, and appropriate procedures to follow. The training lasts eight hours and utilizes role playing exercises, activities, group discussions and videos. Most importantly, it allows for the involvement of both a disability professional and a self-advocate alongside law enforcement trainers.

In October 2015 during a Police and Correctional Training Commissions meeting, the Commission's training subcommittee proposed a condensed version of the entry-level cadet training (from eight to four hours) to be provided to veteran law enforcement and included the following four categories:

Characteristics: Identify the indicators that a person may have intellectual or development disabilities, including general behaviors, hidden disabilities, etc.

Communication: Identify communication and de-escalation techniques required to safely and effectively interact with a person with intellectual or development disabilities.

Vulnerabilities: Identify the physical, emotional, and procedural vulnerabilities of people with intellectual or development disabilities when interacting with law enforcement as a victim, witness or suspect.

Resources: Identify community resources for law enforcement officers interacting with people with intellectual and developmental disabilities and identify opportunities to make connections within the community that can lead to positive relationships between law enforcement and people with intellectual or development disabilities.

It was recommended that this four hour curriculum be provided to veteran law enforcement throughout 2016 and 2017 and that, following this one-time in-service training, the training be offered every three years and must be at least 2 hours in duration. The Police and Correctional Training Commissions approved these recommendations which are effective January 2016.

The initial in-service intellectual and developmental disabilities training is designed to mirror the information that has been provided to cadets during academy training since January 2015. The hope is to bring consistent information to all law enforcement officers. All trainings proposed by the Training Subcommittee include the recommendations for in-person, scenario based trainings delivered by training teams that include law enforcement, disability specialists and self-advocates.

The Training Subcommittee also proposed in-service training for future years, beginning in 2020 and occurring on a three-year cycle. The recommendations focus future in-service training on the specific needs of particular jurisdictions with regard to intellectual and developmental disabilities. There continues to be discussion on the future plan.

The collaborative efforts of self-advocates, law enforcement and other stakeholders has resulted in a comprehensive intellectual and developmental disabilities training program for law enforcement that includes cadets as well as veteran officers.

All trainings proposed by the Training Subcommittee include the recommendations for in-person, scenario based trainings delivered by training teams that include law enforcement, disability specialists and self-advocates.

Self-Advocates as Educators

The Commission believes that it is the relationship that develops from the person to person interaction that will make the difference during any type of encounter. The Commission heard from various disability groups about state-wide capacity to source, train and coordinate self-advocates for law enforcement and other trainings. It became clear that there needed to be additional mechanisms to ensure that self-advocates could be a meaningful part of trainings. Therefore, in its 2014 annual report, the Commission recommended the establishment of a center for self-advocates as educators as an independent unit of State government.

Chapter 387 of 2015 (Senate Bill 853) passed the General Assembly in April 2015, was signed by Governor Hogan and became effective July 1, 2015. It established the Ethan Saylor Alliance for Self-Advocates as Educators (the Alliance) within the Department of Disabilities. The purpose of the Alliance is to advance the community inclusion of individuals with intellectual disabilities and developmental disabilities by preparing and supporting self-advocates to play a central role in educating persons about effective interactions with individuals with intellectual and developmental disabilities. It is coordinated by a Steering Committee, staffed by the Department of Disabilities, and is comprised of representatives from state agencies and community organizations appointed by the Secretary of the Department of Disabilities.

The Alliance will build on the work of the Commission by connecting law enforcement trainers with self-advocate educators or entities that use self-advocate educators, identifying resources needed to prepare and support self-advocates, identifying and facilitating the development of self-advocates to serve as trainers, and promoting collaborative efforts that support community inclusion.

The Alliance is guided by a Steering Committee, comprised of the following: the Secretary of the Department of Disabilities; the Superintendent of the State Police; the Director of the Police and Correctional Training Commission ; and the Deputy Secretary for Developmental Disabilities within the Department of Health and Mental Hygiene. In addition, as required in statute, the Secretary appointed the following individuals: a representative of People on the Go Maryland; a representative of the Maryland Developmental Disabilities Council; two representatives of community based organizations that support people with intellectual and developmental disabilities; and four members of the public with knowledge of intellectual and developmental disabilities including at least two self-advocates and a family member of an individual with intellectual and developmental disabilities. Many of the current members of the Steering Committee previously served as members of the Commission—an action taken to assure continuity of efforts already initiated by the Commission.

The Committee has met twice in person and once via conference call. The first meeting was held on August 5, 2015 and provided an update of the Commission's work and progress as well as laid the groundwork for future endeavors.

Following the first meeting, the committee conducted an informal assessment to determine what, if any, efforts have been taken to include self-advocates in trainings. It was revealed that there are trainings occurring now in many parts of the State through partnerships between The Arc of Maryland, the local Arcs, and local self-advocacy groups using The Arc US Disability Response Teams model.

- The Arc of Baltimore and the Arc of Carroll County are working with the Police and to implement the eight hour model curriculum that it developed.
- Abilities Network does training about epilepsy with self-advocates for law enforcement throughout the state.
- The Arc Frederick does training and has a relationship with the Frederick City Police, the Thurmont Police, the Frederick County Fire Department and EMS Services, and the Victims Advocates.
- The Maryland State Police have a ride-along program that it does with Special Olympics.
- Pathfinders for Autism conducts in-service trainings, but with a parent not a self-advocate.
- "People On the Go" in Southern Maryland has developed a video it provided to law enforcement

The Committee also coordinated with the Police and Correctional Training Commissions to circulate a survey to training directors inquiring as to what is currently being conducted throughout the state which included the following questions:

- Have you conducted any trainings on interacting with individuals with intellectual or developmental disabilities since January 2015?
- How many provided three or more trainings?
- How many trainings included self-advocates?
- How many trainings included a parent or disability professional?

Results of the survey were revealed during the second meeting held on September 9, 2015. Out of 18 training directors, 10 responded:

- As of August 1, 2015, 70% of trainers had conducted the training.
- 40% of respondents reported conducting three or more.
- 66% of trainings involved a self-advocate.
- 100% of trainings involved either a disability professional or parent.

The Committee also discussed roles and responsibilities of the self-advocate and disability

professional. A draft job description of a self-advocate or “disability trainer/advocate” was presented for review and feedback. Goals for the Alliance were identified and discussed by Committee members.

V. Conclusion

The Commission has made great progress in developing entry level and in-service law enforcement trainings. The Maryland Police and Correctional Commissions have approved the training objects which should allow law enforcement to better deal with the intellectual and developmental disabilities community. The trainings will include self-advocates as educators.

In addition to its focus on law enforcement and other first responders, the Commission initiated exploration of additional sectors across Maryland State government to ascertain the current landscape regarding understanding and effectively communicating with people with intellectual and developmental disabilities. To that end, several Commission members held meetings with individuals across Maryland State government, including with the Maryland State Department of Education, Maryland Transit Authority, the Developmental Disabilities Administration and court personnel. In addition, the Commission conducted two surveys of developmental disability providers regarding programs for community inclusion and law enforcement training. Lastly, Commission members met with business leaders in the State about efforts to employ individuals with intellectual and developmental disabilities.

The Commission also developed and coordinated sponsorship for the legislation which created the Ethan Saylor Alliance for Self-Advocates as Educators located in the Department of Disabilities. As this group progresses, they will build on many of the goals of the Commission.

COMMISSION MEMBERSHIP

Timothy P. Shriver*
Chair Special Olympics International

Alisa A. Macht, Executive Officer
Commission for Individuals with Intellectual
and Developmental Disabilities

Colonel William M. Pallozzi, Superintendent,
Maryland State Police

Officer Scott A Davis
Montgomery County Police Department

Lt Dwayne Embert
Queen Anne's County Sheriff's Office

Hon. Anne Colt Leitess
State's Attorney for Anne Arundel County

Sam Abed, Secretary
Department of Juvenile Services
Represented by Joseph (Jay) Cleary

Stephen T. Moyer, Secretary
Department of Public Safety and Correctional Services
Represented by Dr. James Holwager

Carol Beatty, Secretary
Maryland Department of Disabilities

Van T. Mitchell, Secretary
Department of Health and Mental Hygiene
Represented by Dr. Lisa Hovermale

Maryland Institute for Emergency Medical Services
Represented by Rae Oliveria

Christopher B. Shank, Executive Director
Governor's Office of Crime Control and Prevention
Represented by James Hedrick

J. Michael Zeigler, Executive Director
Police and Correctional Training Commissions

Brian T. Cox
Maryland Developmental Disabilities Council

Thomas Curtis
Maryland Department of Disabilities

Andrew J. Imparato
Association of University Centers on Disabilities

Joanna L. Pierson
The Arc of Frederick County

Theresa R. Sparks
Maryland Disability Law Center

Sara Hart Weir
National Down Syndrome Society

Erica Wheeler
Emeritus Assisted Living

The Hon. Michael E. Busch
Maryland House of Delegates
Represented by Delegate Pete Hammen

*Resigned August 24, 2015



APPENDIX A

The State of Maryland
Executive Department

EXECUTIVE ORDER
01.01.2013.04

Governor's Commission for Effective Community Inclusion of Individuals with
Intellectual and Developmental Disabilities

- WHEREAS, Over 90,000 Marylanders are individuals with intellectual and developmental disabilities;
- WHEREAS, Individuals with intellectual and developmental disabilities, like all Marylanders, have the right to full, meaningful, and equal participation in all aspects of community life;
- WHEREAS, Although individuals with intellectual and developmental disabilities may have cognitive challenges, they have skills, capabilities, and experiences that, when supported and encouraged, enable them to make meaningful contributions to their families and communities; however, these abilities are often unrecognized, underestimated, or misunderstood by others;
- WHEREAS, Robert Ethan Saylor was a 26-year-old Marylander who happened to have an intellectual disability, namely Down syndrome;
- WHEREAS, Mr. Saylor died on January 12, 2013, in Frederick County in his local community's movie theater;
- WHEREAS, Many officials in positions of authority, including law enforcement officials, paramedics, and other first responders, receive limited training about responding to situations involving individuals with intellectual and developmental disabilities;
- WHEREAS, Maryland would benefit from statewide policies, guidelines, and best practices on standards for law enforcement officials, paramedics, and other first responders' responses to situations involving individuals with intellectual and developmental disabilities:

WHEREAS, Maryland would benefit from statewide training standards that educate individuals in positions of authority, particularly those in public sector positions such as law enforcement officials, paramedics, and other first responders, about the best approaches for safely managing situations involving individuals with intellectual and developmental disabilities;

WHEREAS, Maryland would benefit from the development of a coordinated, collaborative, and comprehensive strategy to ensure enhanced responses to situations involving individuals with intellectual and developmental disabilities;

WHEREAS, The United Nations recognizes December 3rd as the International Day of People With Disabilities to promote an understanding of people with disabilities and encourage support for their dignity, rights, and well-being; and

WHEREAS, A Governor's Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities would address issues concerning statewide policies, guidelines, or best practices; statewide training standards; a comprehensive strategy; and other related matters to improve the lives of all Marylanders, including those with intellectual and developmental disabilities.

NOW THEREFORE, I, MARTIN O'MALLEY, GOVERNOR OF THE STATE OF MARYLAND, BY VIRTUE OF THE AUTHORITY VESTED IN ME BY THE CONSTITUTION AND LAWS OF MARYLAND, HEREBY PROCLAIM THE FOLLOWING EXECUTIVE ORDER, EFFECTIVE IMMEDIATELY:

A. There is a Maryland Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities.

B. Membership. The Commission consists of the following voting members:

(1) One member appointed by the President of the Senate;

(2) One member appointed by the Speaker of the House of Delegates;

(3) The Secretary of the Department of Disabilities, or the Secretary's designee;

(4) The Superintendent of the Maryland State Police, or the Superintendent's designee;

(5) The Secretary of the Department of Health and Mental Hygiene, or the Secretary's designee;

(6) The Executive Director of the Maryland Institute for Emergency Medical Services Systems, or the Executive Director's designee;

(7) The Secretary of the Department of Juvenile Services, or the Secretary's designee;

(8) The Secretary of the Department of Public Safety and Correctional Services, or the Secretary's designee;

(9) The Executive Director of the Governor's Office of Crime Control and Prevention, or the Executive Director's designee;

(10) The Executive Director of the Police and Correctional Training Commissions, or the Executive Director's designee;

(11) One representative from a State's Attorney's office;

(12) One representative from a city or county police department;

(13) One representative from a sheriff's department;

(14) One representative of a Maryland organization that advocates for individuals with intellectual and developmental disabilities;

(15) One representative of a national organization that advocates for individuals with intellectual and developmental disabilities;

(16) One individual, a self-advocate, with an intellectual or developmental disability; and

(17) Up to five members, no more than three of whom shall be full-time State employees, as appointed by the Governor.

C. The members identified in Sections B(11) through (17) shall be appointed by the Governor and shall serve at the pleasure of the Governor.

D. Members appointed by the Governor may serve up to two consecutive, three-year terms.

E. The Governor shall designate the Chair from among the members.

F. In the event of a vacancy on the Commission, the Governor shall appoint a successor to fill the remainder of the term.

G. Procedures.

(1) Members of the Commission may not receive any compensation for their services but may be reimbursed for reasonable expenses incurred in the performance of their duties, in accordance with the Standard State Travel Regulations, and as provided in the State budget.

(2) The majority of voting members of the Commission shall constitute a quorum for the transaction of any business.

(3) The Commission may adopt such other procedures as may be necessary to ensure the orderly transaction of business, including the creation of committees or task forces.

(4) The Chair may, with the consent of the Commission, designate additional individuals, including interested citizens, elected officials, educators, or specialists with relevant expertise, to serve on any committee or task force.

(5) The Commission may consult with State agencies to obtain such technical assistance and advice as it deems necessary to complete its duties. All Executive Department agencies shall cooperate with and assist the Commission in carrying out its responsibilities.

(6) The Commission shall meet at least four times per year.

H. Purposes. The Commission shall have the following objectives:

(1) Develop and issue recommendations about the types of policies, guidelines, or best practices that Maryland should adopt regarding law enforcement officials, paramedics, and other first responders' responses to situations involving individuals with intellectual and developmental disabilities;

(2) Develop and issue recommendations about the types of statewide training standards that Maryland should adopt to educate individuals in positions of authority, particularly those in public sector positions such as law enforcement officials, paramedics, and other first responders, about the best approaches for safely managing situations involving individuals with intellectual and developmental disabilities. If appropriate, the recommendations should include the method by which the standards would be implemented;

(3) Develop a coordinated, collaborative, and comprehensive strategy for State and local officials, disability advocates, and other interested parties to ensure enhanced responses to situations involving individuals with intellectual and developmental disabilities;

(4) In developing the strategy in paragraph (3), consider all available types of assistance that would be helpful, including the expansion of Crisis Intervention Teams and Mobile Crisis Teams; and

(5) To consider other related matters as the Commission deems necessary.

I. Reports and Recommendations.

(1) The Commission shall issue an initial report addressing the purposes listed in Section H.

(2) The Commission may provide recommendations in the initial report as appropriate.

(3) The initial report on the work of the Commission shall be submitted to the Governor, the President of the Senate, and the Speaker of the House of Delegates, on January 9, 2014.

(4) The Commission shall issue an annual report addressing the purposes listed in Section H to the Governor, the President of the Senate, and the Speaker of the House of Delegates, on December 3rd of each year starting in 2014, and it may issue additional reports and recommendations as appropriate.

Given Under my Hand and the Great Seal of the State of Maryland, in the City of Annapolis, this 17th day of September, 2013.



A handwritten signature in black ink, reading "Martin O'Malley".

Martin O'Malley
Governor

ATTEST:

A handwritten signature in black ink, reading "John P. McDonough".

John P. McDonough
Secretary of State