

**COMMISSION FOR EFFECTIVE COMMUNITY INCLUSION OF  
INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES**

December 3, 2014

The Honorable Martin O'Malley  
Governor of Maryland  
100 State Circle  
Annapolis MD 21401

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

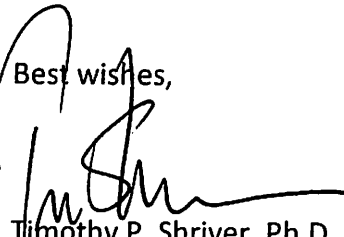
The Honorable Michael Erin Busch  
Speaker of the House of Delegates  
State House, H-101  
Annapolis MD 21401

Dear Governor O'Malley, President Miller, and Speaker Busch:

On behalf of the members of the Maryland Commission for Effective Inclusion of Individuals with Intellectual and Developmental Disability, I am pleased to submit to each of you the Commission's annual report as required under Executive Order 01.01.2013.04.

The reports sets forth the Commission's recommendations for a more inclusive Maryland not only by increasing training for first responders and others, but also by empowering self-advocates to be trainers and educators across State government. The Commission strongly believes that it is by learning from self-advocates and building relationships of trust and mutual respect that inclusion will be achieved.

Thank you for the opportunity to Chair this important Commission. It has been a privilege to work with the other dedicated Commission members to put Maryland at the forefront of inclusion nationwide.

Best wishes,  
  
Timothy P. Shriver, Ph.D.  
Chairman

**ANNUAL REPORT OF THE  
COMMISSION FOR EFFECTIVE COMMUNITY INCLUSION OF  
INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES**

EXECUTIVE ORDER  
01.01.2013.04

MSAR# 9960

December 3, 2014

Submitted by:

**The Commission for Effective Inclusion of  
Individuals with Intellectual and Developmental Disabilities**

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## **I. INTRODUCTION**

Executive Order, 01.01.2013.04, establishing the Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities requires that the Commission submit a report on December 3 of each year. This report will review the Commission's activities since its initial report on January 9, 2014 and make recommendations for Executive Branch action and legislation.

This report includes recommendations in the following key areas:

- The imperative for a State Technical Assistance and Training Center to prepare self-advocate educators
- The importance of establishing relationships between public service providers and people with intellectual and developmental disabilities
- The process for improved Law Enforcement Training
- The benefits of a multi-sector approach
- The merits of ongoing monitoring and evaluation.

The Commission believes that the work is urgent and several key recommendations have either been implemented or are in process. The Commission has operated virtually without a budget and is cognizant of limited public resources. Yet, it believes that some recommendations cannot wait and the resources must be allocated in the upcoming legislative session. Many other states, as well as the Federal government, are watching Maryland to see what steps it will take toward a more compassionate and inclusive State. Now is the time for Maryland to act and become a national leader in the community inclusion revolution.

## **II. COMMISSION'S CHARGE**

In September 2013, Governor O'Malley established, by Executive Order, the Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities in part as a response to the tragic death of Maryland resident Ethan Saylor. This Commission has several purposes including: 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)

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 become 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.

Key to the Commission's vision is that individuals with intellectual and developmental disabilities want to feel safe, understood and included in all aspects of society. Included means more than being present, included means being accepted and having equal treatment and access to services in their communities.

The Commission believes that inclusion happens when there is understanding so that everyone is valued. Achieving these goals requires a new way of doing business and of approaching how government trains its workforce.

Therefore, the Commission pursued a multi-sector approach and looked beyond law enforcement and first responders to additional sectors such as: hospitals, transportation, courts, education, residential services and supports, and business.

The recommendations set forth in this report, if adopted and embraced, will put Maryland on the cutting edge of the inclusion revolution for individuals with intellectual and developmental disabilities and make Maryland a leader in ensuring justice, equality and dignity for all of its citizens.

### **III. LIFE FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES**

With the approaching 40 year anniversary of the Individuals with Disabilities Education Act and the 25<sup>th</sup> Anniversary of the Americans with Disabilities Act, much has changed for people with intellectual and developmental disabilities in the Maryland and the United States.

Unfortunately, we also know that the voices of many individuals with intellectual and developmental disabilities are not heard and that some are left feeling isolated and unfilled in their lives.

While people with intellectual and developmental differences are increasingly living longer lives independently and in communities, they are also living with discrimination that is often unnoticed and unaddressed.

Looking at only a few areas in the lives of people with intellectual and developmental disabilities such as employment, health, and bullying, the numbers paint a bleak picture. .

a. Employment.

Nationally, 34% of people with intellectual disabilities are employed (Special Olympics, Inc.) and in Maryland, that number drops to 26% (Maryland Disability and Employment Status Report 2008-2011, Jacob France Institute at the University of Baltimore).

According to Special Olympics data, of employed people with intellectual disabilities nationwide, 53% are employed competitively (i.e., work alongside people without disabilities at a market-driven wage); 38% in a sheltered workshop (work centers specifically for people with disabilities), and 9% in other settings (e.g., are self-employed).

b. Health Status:

One study of individuals with intellectual disabilities showed that for those individuals participating in U.S. Special Olympics programs, 74.9% are obese or overweight (Special Olympics, Inc.).

c. Bullying and abuse:

McLaughlin, C., Byers, R., & Vaughn, R. P. (2010), reported that students in special education programs are over-represented both as bullying victims and bullies in the United States.

Another U.S. study submitted that children with disabilities are twice as likely to be bullies and victims, as compared their typically developing classmates (Rose, C. A., Monda-Amaya, L. E., & Espelage, D. L. (2011).

In a recent survey of people with disabilities, including physical, intellectual, developmental and mental health, more than 70% of respondents reported they had been victims of abuse (Baladerian, N., Colema, T., and Stream, J. (2013).

#### **IV. COMMISSION ACTIONS**

It is within this context, the Commission began its work. Since its inception, the Commission held 12 meetings of the full Commission and established three sub-committees for: Training; Policy; and Community Engagement. It heard directly from the public in a four-stop listening tour across Maryland where self-advocates, family members, disability professionals and law enforcement provided information and feedback.

The Commission reviewed current training programs used by Maryland law enforcement and other first responders, as well as training programs from across the country. It developed recommendations with regard to entry-level law enforcement training objectives and met with members of the disability community to discuss and refine the objectives.

The Commission was pleased when the Police Training Commission adopted the recommended training objectives for all new entry law enforcement at its October 2014 meeting (see Appendix B).

Commission members are collaborating with staff at the Police and Correctional Training Commissions to develop elements of a training curriculum for a Police Entry Level Training Program that supports the objectives. The curriculum was presented at a trial run in August and will be re-tested in December before it is officially offered to police training academies in January of 2015.

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.

## **V. RECOMMENDATIONS**

Based on the work completed by the Commission to date, it makes the following recommendations for what steps should be taken to ensure the full and meaningful inclusion of individuals with intellectual and developmental disabilities across the State. The recommendations are the result of deliberations through the Commission process and may, but do not necessarily, reflect the view of all Commission members or the agency or organization that each represents.

It is the Commission's view that while training is important, it is only a part of what will create real and sustained inclusion of people with intellectual and developmental disabilities in communities. Creating meaningful connections between people is what will outlast any training program. Law enforcement in Maryland is a leader in establishing relationships with people with intellectual and developmental disabilities through *Champions on Patrol*, a program that teams Maryland State Police with adults and children with intellectual and developmental disability to patrol together. It offers the opportunity for people with intellectual and developmental disabilities to learn about police work but it also increases and strengthens the understanding and connection between people with intellectual and developmental disabilities

and law enforcement. This type of program is one example of the type of activity the Commission recommends that other sectors develop.

The Commission recommends a comprehensive strategy to ensure enhanced responses to situations involving individuals with intellectual and developmental disabilities across Maryland that includes the following: 1) the inclusion of self-advocate educators in trainings across sectors; 2) the review and development of state-of-the-art training programs; and 3) the development of community and relationship building efforts. The final recommendation regarding ongoing monitoring and evaluation is also critical to ensure that each component is meeting its intended goal.

### **1. Establishing the Center for Self-Advocate Educators**

True inclusion of people with intellectual and developmental disabilities, whereby people with intellectual and developmental disabilities feel welcomed and accepted throughout their communities, starts with self-advocates having a clear, active and central role in educating the professionals in various departments throughout Maryland government who interact with people with intellectual and developmental disabilities. Self-advocates have their own voices to share and their own lessons to teach.

Therefore, the Commission recommends that there be legislation to establish a new center to support the coordination and preparation of self-advocates who can become active educators in training programs in various sectors across the state. The Commission recommends that the new center be an independent unit of State government housed at university with a governing board that includes stakeholders from within and outside the government. The Commission recommends further that the governing board develop an implementation plan, provide oversight, and establish the budget.

The Commission recommends that the Center be named in honor of Ethan Saylor and that the functions of the Center include but not be limited to:

- Work with existing disability organizations to identify individuals with intellectual and developmental disabilities who would like to be trainers and have a certain set of core skills;
- Arrange for people with intellectual and developmental disabilities to participate in existing training programs on people with intellectual and developmental disabilities in State government;
- Provide the necessary training and support for people with intellectual and developmental disabilities to meaningfully participate as trainers;
- Provide coordinating support services for self-advocates, including transportation, support staff, payment of expenses and compensation for training activities;

- Identify best practices from across Maryland State agencies, other states, organizations and universities for training on how to interact with individuals with intellectual and developmental disabilities

Attached as Appendix C is sample legislation that provides for the creation of the center.

## **2. Law Enforcement and First Responders – Actions and Framework**

Based on the expertise and input from law enforcement, law enforcement trainers, and disability groups, the Commission made specific recommendations regarding the content of training objectives for entry-level law enforcement. The Police Training Commission adopted these training objectives for entry-level law enforcement at its meeting on October 8, 2014.

Commission members are also contributing to a training curriculum for entry-level law enforcement that the Police and Correctional Training Commissions is currently developing. The Commission believes that critical to its success is the willingness of all members to work together, valuing each other's perspectives and contributions in a collegial environment.

The recommended steps constitute a model for other sectors the Commission has explored during the last year (and listed in Section 3 below), to follow in order to achieve strong training programs in those sectors. Consistent with the above recommendation establishing the Ethan Saylor Center for Self-Advocates as Educators, the Commission recommends legislation requiring the inclusion of self-advocates in the police training for both entry-level and in-service law enforcement as set forth in sample legislation at Appendix C. The Commission further recommends:

- Review of existing training for law enforcement, pre-service and in-service, throughout Maryland (completed)
- Research and review of law enforcement training programs across the U.S. (completed)
- Development of entry-level training objectives with input from stakeholders including self-advocates, family members, disability professionals, and law enforcement (completed)
- Adoption of Police Entry-Level Training Program Objectives by Police Training Commission (completed)
- Development of state-of-the-art Police Entry-Level Training Program Curriculum to be used by all academies\* (in progress). (\*Equivalent training may be submitted to the Police Training Commission for approval; however, PTC will collaborate the Maryland Department of Disabilities to determine whether other curricula meet all of the objectives adopted by the Police Training Commission).
- Delivery of training in-person (although it is possible to include virtual training supports such as apps or web sites).
- Development of state-of-the-art law enforcement in-service training programs to be included in the cycle of continuing education requirements for all law enforcement personnel in the State



- Inclusion of self-advocates as trainers for both pre-service and in-service training programs, in-person, whenever possible
- Expanding opportunities for building stronger relationships of trust and inclusion between the law enforcement community and people with I/DD to include activities such as ride-alongs, open houses, community policing and other strategies
- Monitoring, evaluation and revision, as necessary, of the curriculum to ensure measurable outcomes and for continued state-of-the-art content and techniques (see recommendation 4 below)
- Collection of data on the number and type of police encounters with individuals with intellectual and developmental disabilities throughout Maryland to inform the ongoing curriculum development

### **3. Expanding Inclusion**

During the last year, the Commission focused on six sectors in addition to law enforcement and first responders as follows: Education, Residential Services and Supports, Courts, Transportation, Hospital and Business. Based on the process used for law enforcement, the Commission recommends applying the framework to the other six sectors. Appendix D sets forth a general framework to be applied across sectors. In addition, the Commission recommends that any training include, at a minimum, the training standards set forth in Appendix E.

In addition to applying the framework review for training in each of the sectors, the Commission recommends that each sector develop sector-appropriate strategies and opportunities for relationship building between professionals in the sector and people with intellectual and developmental disabilities. Further, the Commission recommends that each of the sectors coordinate with the Maryland Department of Disabilities to assure quality and consistency. The Commission recommends that the training review, development of new or updated training programs (if needed), and community outreach strategies should be submitted in a report to the Governor no later than December 15, 2015. The Department of Disabilities will also continue to partner with primary State Agencies to develop the needed training in other sectors

Below, the Commission highlights the significance of each sector to people with intellectual and developmental disabilities and recommends additional actions to improve community inclusion particular to that sector.

#### **a. Law Enforcement and First Responders**

Closely-related law enforcement agencies, such as corrections officers, parole and probation officers, criminal investigators, and law enforcement officers at DHMH facilities, encounter individuals with intellectual and developmental disabilities throughout the criminal justice process. Therefore, the Commission recommends that these professionals be trained and equipped to understand people with intellectual and

developmental disabilities and develop outreach strategies to build relationships of mutual understanding.

#### **b. Education**

In keeping with MSDE's leadership role in promoting fully inclusive schools, the Commission recommends:

- that all Maryland Public Schools launch efforts to promote the ideals of social inclusion through new efforts to mobilize students to lead campaigns to reduce bullying and isolation and promote a unified school climate and culture. These efforts should include but not be limited to: inclusive leadership groups formed for the purpose of promoting a more unified school; campaigns to educate peers about the dangers and negative effects of stigma, bullying, and social isolation; expanded unified social activities such as Best Buddies; and expanded inclusive sports programs such as Special Olympics Unified Sports Teams and Leagues.
- that as part of the transition process for all students with disabilities, local school systems are encouraged to provide information about how to interact with law enforcement and other first responders.

#### **Residential Services and Supports**

Providers of residential services and supports are Maryland's frontline in working with people with intellectual and developmental disabilities. They are in a unique position to build relationships of trust and inclusion between people with intellectual and developmental disabilities and law enforcement, first responders and the community. In its survey, the Commission heard that community interaction is sometimes not promoted because there is a perceived fear and lack of understanding by the community about people with intellectual and developmental disabilities. Providing the community with opportunities to understand people with intellectual and developmental disabilities is an important aspect of breaking down barriers and promoting inclusion. Recognizing that there are cost implications to requiring providers of residential services and support to increase inclusion activities, the Commission recommends that the Developmental Disabilities Administration work with the residential services and supports providers to:

- Develop strategies for people with intellectual and developmental disabilities to interact with the community such as: 1) identifying volunteer opportunities for people with intellectual and developmental disabilities in the community (at local libraries, schools, police stations, fire stations etc.); 2) inviting law enforcement, first responders, local hospital staff, and others to open houses or other programs at their houses or centers; and 3) establishing programs that encourage the community to get to know people with intellectual and developmental disabilities. For example one residential home conducts cooking classes for the community that people with intellectual and developmental disabilities host, another provider encourages people with intellectual and developmental disabilities to volunteer

for the local meals on wheels program and another participates in local parks and recreation activities.

- Give people with intellectual and developmental disabilities the skills and understanding of how to interact with law enforcement and other first responders. Include opportunities for people with intellectual and developmental disabilities to meet first responders and build relationships to foster understanding and trust. Train direct care support staff on how to interact with law enforcement and other first responders in the event they have been dispatched to a residential home or community setting. It is recommend that this training is delivered by law enforcement personnel and training personnel from the service providers.

#### **d. Courts**

Judges, including administrative law judges, prosecutors, defense attorneys and Legal Service Providers interact with people with intellectual and developmental disabilities throughout the judicial system and have a distinct relationship with people with intellectual and developmental disabilities. This relationship is often dependent on trust and acceptance under stressful circumstances. Therefore, it is critical that these professionals have the tools and strategies to effectively communicate and interact with individuals with intellectual and developmental disabilities. They must create strategies to ensure the maximum chance for people with intellectual and developmental disabilities to be included, understood and respected.

#### **e. Transportation**

The transportation sector provides a major connection for people with intellectual and developmental disabilities to interact with their communities. Public Transportation enables people to get to jobs, see family and friends, and live independent lives. Therefore, in order to ensure that transportation works for those with intellectual and developmental disabilities, the public transportation sector must not only be physically accessible but also understand people with intellectual and developmental disabilities. The Commission recommends that the Maryland Transit Administration, the Washington Metropolitan Area Transit Authority, and local and regional transit agencies throughout Maryland develop strategies and activities to ensure that any transit personnel who work with the public, including bus drivers and station attendants, have training and skills to understand people with intellectual and developmental disabilities.

#### **f. Hospitals**

During its listening tour, the Commission heard about challenges faced by families of individuals with intellectual or developmental disabilities in hospitals, primarily in emergency departments. Hospitals have an obligation to provide their staffs with the skills to meet the needs of people with intellectual and developmental disabilities to ensure that they are not only treated with respect and dignity but also to facilitate the best medical care possible. The Commission recommends that each hospital in Maryland develop outreach strategies that engender confidence by the community that the needs of

people with intellectual and developmental disabilities will be understood and appropriately provided for by the institution.

**g. Business**

People with intellectual and developmental disabilities are living more independent lives in our communities. They represent an increasing number of customers at local businesses, as well as potential employees. While the Commission heard from businesses in Maryland that have extensive training programs for employees with intellectual and developmental disabilities there also needs to be a focus on customer service for people with intellectual disabilities who are consumers. Working with organizations such as the Chamber of Commerce and Business Leadership Networks throughout the State and region, businesses should develop outreach strategies to engage people with intellectual and developmental disabilities as customers and employees to promote understanding of and respect for people with intellectual and developmental disabilities.

**4. Evaluation and Monitoring of Training Programs**

The Commission believes that any new training programs established to improve the effectiveness of how individuals interact with people with intellectual and developmental disabilities must have strong evaluation and review components so that the State is confident that such training efforts are achieving the outlined objectives. Therefore, the Commission recommends that any new training programs developed by agencies and departments, including the Police and Training Correctional Commissions, include an ongoing evaluation component. Such evaluation should begin at the time any training is implemented. The Commission further recommends that any evaluation of such training programs involve self-advocates and other disability professionals who bring a critical perspective to the interpretation of evaluation results and recommendations for future action. The results of evaluations should be used by the relevant agencies to continuously improve and refine the training programs. In addition, the Commission recommends that evaluation data be available to the public on a regular (and if practicable “real-time” basis) and include information such as, the number of persons trained, any changes in outcome relative to a particular agency, and recommendations for future training efforts including changes to curriculum, materials, or evaluation efforts. The Commission recommend that the State allocate the necessary resources to monitor and evaluate implementation of any training program or curricula developed to improve the training of State employees on how they interact with people with intellectual and developmental disabilities. When developing plans for training and community building, sectors should also include a monitoring, evaluation and reporting plan.

**VI. CONCLUSION**

The Commission wishes to thank Governor O’Malley for entrusting it with the important and wide-ranging task of examining the effective community inclusion of individuals with intellectual and developmental disabilities. It would also like to thank the many self-advocates, parents, family-members, disability and other professionals in Maryland and across the country, who provided testimony, sent documents, letters, and e-mails and gave of their time and

expertise to support the Commission's work. The Commission appreciates the assistance of the Governor's Office of Crime Control and Prevention for providing support and logistics, including arranging numerous meeting locations many at departments and agencies across the State. Finally, the Commission extends its gratitude to Patti Saylor, the mother of Ethan Saylor. Ms. Saylor's commitment to ensuring that Maryland's government sectors, including law enforcement and first responders, have the training needed to respect and include all of its citizens is inspirational. The Commission hopes the memory of Ethan Saylor will be honored through the implementation of the recommended reforms. Ultimately, the Commission looks forward to the day when all individuals with intellectual and developmental disabilities are fully accepted and valued for their contributions to communities here in Maryland and across the United States.



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 17<sup>th</sup> day of September, 2013.



Martin O'Malley  
Governor

ATTEST:

  
John P. McDonough  
Secretary of State

**APPENDIX B**  
**TRAINING OBJECTIVES**  
**ADOPTED BY THE POLICE TRAINING COMMISSION**  
**OCTOBER 8, 2014**

- 09.14        Identify the procedures that an officer should/may employ when encountering an individual with an intellectual/developmental disability.**
- 09.14.01    Identify the difference in procedures used when encountering a person with an I/DD as an offender, victim, witness, or individual in need of assistance and how these roles may overlap.
- 09.14.02    Identify the need to exercise ethical leadership when encountering an individual with an I/DD.
- 09.15.       Identify the indicators that a person may have an intellectual/developmental disability.**
- 09.15.01    Identify why it is important for officers to be aware of people with an I/DD, the prevalence of I/DDs and the need to reduce stigma.
- 09.15.02    Identify what is meant by hidden disabilities.
- 09.15.03    Describe general behaviors associated with persons with an I/DD.
- 09.15.04    Identify non-verbal distractions, both personal and environmental, that may affect an encounter with a person that has an I/DD.
- 09.15.05    Identify the difference between a person with an intellectual/developmental disability and a person with a mental illness.
- 09.16.       Identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an intellectual/developmental disability.**
- 09.16.01    Explain the impact of prior trauma on interactions with a person who has an I/DD. (i.e.Trauma Informed Care)
- 09.16.02    Describe what it means to be safe from the perspective of people with an I/DD, the officer, and community.
- 09.16.3     Identify procedures used to ensure a safe outcome for individuals with an I/DD, officers, and communities.

- 09.16.04 Describe the impact of an officer's attitude and actions toward people with an I/DD on the public.
- 09.16.05 Identify the officers ability to use discretion when encountering a person with an I/DD to resolve an incident with respect and understanding.
- 09.16.06 Identify the medical and physical vulnerabilities commonly associated with a person with an I/DD and the impact on a safe outcome.
- 09.16.07 Describe the importance of using community resources to assist the officer.
  
- 09.17 Demonstrate communication techniques required to effectively interact with a person who has an intellectual/developmental disability.**
- 09.17.01 Describe "person first language" and how it should be used when encountering a person with an I/DD.
- 09.17.02 Identify conflict resolution and de-escalation techniques that will lead to effective communications with a person who has an I/DD.
- 09.17.03 Identify interaction techniques to employ with a person with an I/DD.
- 09.17.04 Identify how a person with an I/DD will be understood from the perspective of the person, officer, and community.
- 09.17.05 Identify how a person with an I/DD may acknowledge understanding and explain how that understanding may be different for the person and the officer
  
- 09.18. Explain the resources available to assist an officer encountering a person with an intellectual/developmental disability.**
- 09.18.01 Describe inclusion and how it can be achieved by people with an I/DD.
- 09.18.02 Identify resources available to assist an officer when responding to an individual with an I/DD including parents, siblings, support staff, and community resources.
- 09.18.03 Describe the importance of developing relationships with people who have an I/DD and effectively using community resources to achieve inclusion.
  
- 09.19 Describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability.**

## **APPENDIX C**

### **SAMPLE LEGISLATION**

#### **1. ESTABLISHING A CENTER FOR SELF-ADVOCATES**

AN ACT concerning

Human Services – Ethan Saylor Maryland Center for Self-Advocates as Educators

FOR the purpose of establishing the Ethan Saylor Maryland Center for Self-Advocates as Educators as an independent unit of State government; establishing the location and staffing of the Center; authorizing the Center to establish satellite offices in certain locations; specifying the function and duties of the Center; establishing the Governing Board of the Ethan Saylor Maryland Center for Self-Advocates as Educators; providing for the membership of the Governing Board; providing for the appointment and terms for certain members of the Governing Board; providing for the duties of the Governing Board; requiring the Governor to provide a certain amount in the annual State budget to carry out certain provisions of law and support the operation of the Center; requiring the Governing Board to distribute a certain percentage of any grant received by the Center in a certain manner; requiring the Governing Board to make a certain report to the Governor and the General Assembly on or before a certain date each year; defining certain terms; and generally relating to the establishment of the Ethan Saylor Maryland Center for Self-Advocates as Educators. BY adding to

Article – Human Services

Section 7–501 through 7–505 to be under the new subtitle

“Subtitle 5. Ethan Saylor Maryland Center for Self-Advocates as Educators”

Annotated Code of Maryland

(20XX Replacement Volume and 20XX Supplement)

**SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,**

That the Laws of Maryland read as follows:

**ARTICLE – HUMAN SERVICES**

**SUBTITLE 5. ETHAN SAYLOR MARYLAND CENTER FOR SELF-ADVOCATES AS EDUCATORS.**

7–501.

(A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) “CENTER” MEANS THE ETHAN SAYLOR MARYLAND CENTER FOR SELF-ADVOCATES AS EDUCATORS

(C) “GOVERNING BOARD” MEANS THE GOVERNING BOARD OF THE ETHAN SAYLOR MARYLAND CENTER FOR SELF-ADVOCATES AS EDUCATORS.

(D) "SELF-ADVOCATE" MEANS A PERSON WITH AN INTELLECTUAL OR DEVELOPMENTAL DISABILITY WITHIN THE MEANING OF THE DEVELOPMENTAL DISABILITIES ACT XX USC XXX

7-502.

(A) THERE IS AN ETHAN SAYLOR MARYLAND CENTER FOR SELF-ADVOCATES AS EDUCATORS.

(B) THE CENTER IS AN INDEPENDENT UNIT WITHIN STATE GOVERNMENT.

(C) THE CENTER SHALL BE BASED AT A UNIVERSITY IN MARYLAND

(D) THE HEAD OF THE CENTER IS THE EXECUTIVE DIRECTOR, WHO SHALL BE APPOINTED BY THE GOVERNING BOARD.

(E) THE CENTER MAY EMPLOY THE ADDITIONAL STAFF NECESSARY TO CARRY OUT THE CENTER'S FUNCTIONS AS PROVIDED IN THE STATE BUDGET.

(F) THE CENTER MAY ESTABLISH A SATELLITE OFFICE AT AN INSTITUTION OF HIGHER EDUCATION LOCATED IN EACH OF THE FOLLOWING REGIONS:

(1) THE EASTERN SHORE; AND

(2) WESTERN MARYLAND;

(G) THE CENTER SHALL PERFORM THE FOLLOWING FUNCTIONS AND DUTIES:

(1) COLLABORATE WITH DISABILITY ORGANIZATIONS, MARYLAND DEPARTMENT OF DISABILITIES,, COMMUNITY ORGANIZATIONS, PARENTS, AND OTHER STAKEHOLDERS TO PROVIDE A COMPREHENSIVE, COORDINATED APPROACH TO IDENTIFYING INDIVIDUALS TO PARTICIPATE AS SELF ADVOCATE EDUCATORS AND PROVIDE THE NECESSARY TRAINING AND SUPPORT OF SUCH INDIVIDUALS;

(2) IN PARTNERSHIP WITH STAKEHOLDERS:

(I) DISSEMINATE INFORMATION ON BEST PRACTICES, PROGRAMS, AND RESOURCES;

(II) PROVIDE TECHNICAL ASSISTANCE AND TRAINING

(III) COLLABORATE ON COLLECTION, ANALYSIS, AND INTEGRATION OF STATEWIDE DATA; AND

(IV) PROMOTE INTERAGENCY EFFORTS THAT SUPPORT INCLUSIVE COMMUNITIES FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES BY, AMONG OTHER THINGS, IDENTIFYING OPPORTUNITIES FOR SELF-ADVOCATES TO PARTICIPATE IN TRAINING PROGRAMS ABOUT PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES THROUGHOUT STATE GOVERNMENT;

(3) ESTABLISH AN INCLUSIVE INFORMATION AND BEST PRACTICES CLEARINGHOUSE OF UP-TO-DATE, RESEARCH-BASED, AND DATA-DRIVEN INFORMATION ON EFFECTIVE STRATEGIES FOR CREATING AND MAINTAINING INCLUSIVE COMMUNITIES;

(4) IDENTIFY INCLUSIVE TRAINING BEST PRACTICES;

(5) INITIATE COLLABORATIVE PARTNERSHIPS AND FACILITATE COORDINATION AMONG VARIOUS STATE AGENCIES INCLUDING BUT NOT LIMITED TO LAW ENFORCEMENT AGENCIES, MARYLAND STATE DEPARTMENT OF EDUCATION, DEVELOPMENTAL DISABILITIES ADMINISTRATION, MARYLAND TRANSPORTATION AGENCIES, STATES' ATTORNEYS, JUDICIAL TRAINING INSTITUTE, PUBLIC DEFENDERS SERVICE, , AND COMMUNITY ORGANIZATIONS TO LEVERAGE EXISTING RESOURCES TO DELIVER INCLUSIVE TRAINING AND BUILD RELATIONSHIPS THROUGHOUT THE STATE;

(6) PROVIDE TECHNICAL ASSISTANCE AND CONSULTATION TO VARIOUS STATE AGENCIES ON BEST PRACTICES FOR COMMUNITY INCLUSION;

(7) DEVELOP A WEB SITE CONTAINING A SEARCHABLE DATABASE OF DEFINITIVE RESEARCH, BOOKS, VIDEOS, WHITE PAPERS, SPEAKERS, WEB SITES, AND OTHER COMMUNITY INCLUSION RESOURCES;

(8) RESEARCH AND RECOMMEND THE USE OF COMMON ASSESSMENT TOOLS TO BE USED TO IDENTIFY SPECIFIC SECTOR NEEDS

(9) INNOVATIONS TO MAXIMIZE THE USE OF HUMAN RESOURCES TO MONITOR ACTIVITY AND INFLUENCE POSITIVE RELATIONSHIP BUILDING;

(10) MAINTAIN AND MAXIMIZE RELATIONSHIPS WITH PROFESSIONALS THROUGHOUT THE STATE WHO INTERACT WITH INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES INCLUDING EMERGENCY RESPONDERS, LAW ENFORCEMENT PERSONNEL, PARENTS, AND OTHER STAKEHOLDERS TO ENSURE COMMUNITY INCLUSION INCLUDING:

(I) CONSOLIDATE RESOURCES AMONG STAKEHOLDERS TO MAXIMIZE SUPPORT AND SECURE NECESSARY INDIVIDUALS TO SERVE AS EDUCATORS;

(II) CONDUCT COLLABORATIVE TRAINING AND PREPARATION EXERCISES;

(III) IDENTIFY IMPROVEMENTS AND ENSURE NONDUPLICATION OF EFFORT IN COMMUNITY INCLUSION;

(11) UTILIZE AND UPDATE AN EXISTING CLEARINGHOUSE OF RESOURCES THAT ARE AVAILABLE TO SUPPORT COMMUNITY INCLUSION

(12) ASSIST THE DEPARTMENT OF DISABILITIES AND THE GOVERNING BOARD TO PREPARE A REPORT EVERY TWO YEARS

(I) THAT REFLECTS THE TRAINING ACTIVITIES CARRIED OUT BY SELF-ADVOCATES AND

(II) TRAINING EFFORTS TO MEET IDENTIFIED NEED FOR EDUCATORS; AND

(14) FOSTER COORDINATION AMONG ALL ENTITIES RESPONSIBLE FOR ENSURING THE EFFECTIVE COMMUNITY INCLUSION OF INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.

7-503.

(A) THERE IS A GOVERNING BOARD OF THE CENTER.



(B) THE GOVERNING BOARD SHALL INCLUDE THE FOLLOWING MEMBERS:

(1) THE STATE SUPERINTENDENT OF SCHOOLS, OR THE STATE SUPERINTENDENT'S DESIGNEE;

(2) THE SUPERINTENDENT OF STATE POLICE, OR THE SUPERINTENDENT'S DESIGNEE;

(3) THE ATTORNEY GENERAL, OR THE ATTORNEY GENERAL'S DESIGNEE;

(4) THE SECRETARY OF THE DEPARTMENT OF DISABILITIES, OR THE SECRETARY'S DESIGNEE;

(5) THE EXECUTIVE DIRECTOR OF THE POLICE AND CORRECTIONAL TRAINING COMMISSIONS

(6) THE SECRETARY OF THE DEPARTMENT OF TRANSPORTATION OR THE SECRETARY'S DESIGNEE

(7) THE EXECUTIVE DIRECTOR OF THE JUDICIAL TRAINING INSTITUTE

(8) THE PUBLIC DEFENDER OF MARYLAND OR SUCH INDIVIDUAL'S DESIGNEE (9) THE EXECUTIVE DIRECTOR OF THE MARYLAND INSTITUTE FOR EMERGENCY MEDICAL SERVICE SYSTEMS OR SUCH INDIVIDUAL'S DESIGNEE

(10) THE DEPUTY SECRETARY OF THE DEVELOPMENTAL DISABILITIES ADMINISTRATION, AND

(11) SIX MEMBERS OF THE PUBLIC, INCLUDING AT LEAST TWO SELF ADVOCATES, A PARENT OF A PERSON WITH AN INTELLECTUAL OR DEVELOPMENTAL DISABILITY, AND A REPRESENTATIVE OF THE BUSINESS COMMUNITY, EACH APPOINTED BY THE GOVERNOR WITH THE ADVICE AND CONSENT OF THE SENATE.

(C) THE GOVERNOR SHALL APPOINT A CHAIR OF THE GOVERNING BOARD FROM AMONG ITS MEMBERS.

(D) A MEMBER APPOINTED BY THE GOVERNOR:

(1) SERVES AT THE PLEASURE OF THE GOVERNOR;

(2) SERVES FOR A TERM OF 3 YEARS AND UNTIL A SUCCESSOR IS APPOINTED AND QUALIFIES; AND

(3) MAY BE REAPPOINTED BUT MAY NOT SERVE MORE THAN TWO CONSECUTIVE TERMS.

(E) A MEMBER OF THE GOVERNING BOARD:

(1) MAY NOT RECEIVE COMPENSATION AS A MEMBER OF THE GOVERNING BOARD; BUT

(2) IS ENTITLED TO REIMBURSEMENT FOR EXPENSES UNDER THE STANDARD STATE TRAVEL REGULATIONS, AS PROVIDED IN THE STATE BUDGET.

(F) THE GOVERNING BOARD SHALL:

- (1) DEVELOP AN IMPLEMENTATION PLAN TO PHASE IN THE ESTABLISHMENT AND OPERATION OF THE CENTER;
- (2) PROVIDE GENERAL OVERSIGHT AND DIRECTION TO THE CENTER; AND
- (3) APPROVE THE ANNUAL BUDGET FOR THE CENTER.

7-504.

(A) THE GOVERNOR SHALL PROVIDE \$2,000,000 IN THE ANNUAL STATE BUDGET TO CARRY OUT THE PROVISIONS OF THIS SUBTITLE.

(B) THE SUBJECT TO SUBSECTION (C) OF THIS SECTION, THE OPERATION OF THE CENTER SHALL BE SUPPORTED BY FUNDS:

- (1) AS PROVIDED BY THE GOVERNOR IN THE ANNUAL STATE BUDGET;
- (2) GRANTS OR OTHER ASSISTANCE FROM STATE AND LOCAL GOVERNMENT
- (3) FEDERAL GRANTS; AND
- (4) ANY OTHER GRANTS OR CONTRIBUTIONS FROM PUBLIC OR PRIVATE ENTITIES RECEIVED BY THE CENTER.

(C) THE GOVERNING BOARD SHALL DISTRIBUTE 10% OF EACH GRANT RECEIVED BY THE CENTER AS FOLLOWS:

- (1) IF THE GRANT IS DESIGNATED FOR THE CENTER, IN EQUAL AMOUNTS TO THE UNIVERSITY OF MARYLAND BALTIMORE COUNTY AND, IF SATELLITE OFFICES ARE ESTABLISHED UNDER § 7-502(F) OF THIS SUBTITLE, THE INSTITUTIONS OF HIGHER EDUCATION WHERE SATELLITE OFFICES ARE LOCATED;
- (2) IF THE GRANT IS DESIGNATED FOR THE CENTER OFFICE AT THE UNIVERSITY OF MARYLAND BALTIMORE COUNTY OR FOR A SATELLITE OFFICE, TO THE INSTITUTION OF HIGHER EDUCATION WHERE THE DESIGNATED OFFICE IS LOCATED; OR
- (3) IF THE GRANT IS DESIGNATED FOR A COMBINATION OF CENTER OFFICES, TO THE INSTITUTIONS OF HIGHER EDUCATION WHERE THE DESIGNATED OFFICES ARE LOCATED.

7-505.

(A) THE GOVERNING BOARD SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 15 OF EACH YEAR.

(B) THE REPORT SHALL INCLUDE:

- (1) A LIST OF ALL THE ACTIVITIES OF THE CENTER; AND
- (2) AN UPDATE ON THE CURRENT STATUS AND EFFECTIVENESS OF THE CENTER.

SECTION 2. AND BE IT FURTHER ENACTED, THAT THIS ACT SHALL TAKE EFFECT JULY 1, 2015.

**SAMPLE LEGISLATION 2.**

**REQUIRING SELF-ADVOCATES TO BE INCLUDED AS TRAINERS FOR ENTRY-  
LEVEL LAW ENFORCEMENT TRAINING**

PUBLIC SAFETY

TITLE 3. LAW ENFORCEMENT

SUBTITLE 5. MISCELLANEOUS PROVISIONS

MD. PUBLIC SAFETY CODE ANN. § 3-510 (2014)

§ 3-510. EFFECTIVE COMMUNITY INCLUSION OF INDIVIDUALS WITH  
INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

(A) ADOPTION. -- ON OR BEFORE DECEMBER 3, 2015, EACH LAW ENFORCEMENT AGENCY IN THE STATE SHALL ADOPT WRITTEN POLICIES RELATING TO TRAINING TO SUPPORT THE EFFECTIVE COMMUNITY INCLUSION OF INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.

(B) FILING WITH DEPARTMENT OF STATE POLICE. -- ON OR BEFORE JANUARY 1, 2016, EACH LAW ENFORCEMENT AGENCY IN THE STATE SHALL FILE A COPY OF THE WRITTEN POLICY RELATING TO EFFECTIVE COMMUNITY INCLUSION WITH THE DEPARTMENT OF STATE POLICE.

(C) COMPILING AND PUBLIC INSPECTION. --

(1) ON OR BEFORE FEBRUARY 1, 2016, THE DEPARTMENT OF STATE POLICE SHALL COMPILE THE WRITTEN POLICY RELATING TO EFFECTIVE COMMUNITY INCLUSION OF EACH LAW ENFORCEMENT AGENCY IN THE STATE.

(2) THE DEPARTMENT OF STATE POLICE SHALL ALLOW PUBLIC INSPECTION OF EACH POLICY COMPILED.

(D) DEADLINES FOR ADOPTION AND COMPILATION OF CURRICULUM;  
INSPECTION. --

(1) ON OR BEFORE MAY 1, 2016, EACH LAW ENFORCEMENT AGENCY IN THE STATE SHALL:

1. ADOPT THE POLICE TRAINING COMMISSION'S EFFECTIVE COMMUNITY INCLUSION TRAINING OBJECTIVES AND CURRICULLUM; OR

2. IN THE EVENT THAT A LAW ENFORCEMENT AGENCY OPTS TO USE AN ALTERNATIVE CURRICULUM, SUBMIT THAT CURRICLUM TO

A. THE MARYLAND POLICE AND CORRECTIONAL TRAINING COMMISSIONS FOR REVIEW AND APPROVAL AND

B. THE SECRETARY OF THE MARYLAND DEPARTMENT ON DISABILITIES FOR REVIEW AND CONSULTATION WITH SELECTED STAKEHOLDERS; AND

3. DEVELOP A PLAN FOR INCLUSION OF INDIVIDUALS WITH INTELLECTUAL OR DEVELOPMENTAL DISABILITIES AS IN-PERSON TRAINERS FOR THE INCLUSION TRAINING CURRICULUM

(II) FILE A COPY OF THE WRITTEN CURRICULUM TO BE USED WITH THE DEPARTMENT OF STATE POLICE.

(2) ON OR BEFORE JULY 1, 2016, THE DEPARTMENT OF STATE POLICE SHALL COMPILE THE WRITTEN CURRICULA RELATING TO EFFECTIVE COMMUNITY INCLUSION AND THE PLANS FOR INCLUSION OF INDIVIDUALS WITH INTELLECTUAL OR DEVELOPMENTAL DISABILITIES AS IN-PERSON TRAINERS BY EACH LAW ENFORCEMENT AGENCY IN THE STATE. ANY MODIFICATIONS TO SUCH PLANS SHALL BE SUBMITTED BY EACH LAW ENFORCEMENT AGENCY IN THE STATE TO THE POLICE TRAINING COMMISSION SIXTY DAYS PRIOR TO ANY USE OF SUCH PLAN.

(3) THE DEPARTMENT OF STATE POLICE SHALL ALLOW PUBLIC INSPECTION OF EACH POLICY COMPILED UNDER THIS SUBSECTION.

## **APPENDIX D**

### **FRAMEWORK FOR SECTOR REVIEW**

The Commission recommends that the six sectors outlined in Section V. 3. of the report follow the same process the Commission used when determining the needs in the law enforcement sector.

1. Review existing pre-service and in-service training programs to ensure that such programs address the training objectives in Appendix E and any other training objectives specific to the sector. Include stakeholder such as self-advocates, family members, disability professionals, and professionals in each sector
2. Research training across the U.S. in a particular sector to determine state-of-the-art curricula.
3. If gaps in training are identified, develop training objectives with input from stakeholders. If the sector believes, after its review, that no further training is required, then the sector shall report such findings along with any support of such conclusions to the Governor.
4. Adopt (if required) new training objectives.
5. Develop new, or update existing, pre-service and in-service training programs, with input from stakeholders.
6. Generate a plan for the inclusion of Self-advocates as trainers for pre-service and in-service training programs in any new or existing training programs.
7. Create opportunities for building stronger relationships of trust and inclusion and include such opportunities in the plan.
8. Provide a mechanism for ongoing monitoring and evaluation of the curriculum for relevancy and state-of-the-art content and techniques as set forth in Section \_ of the report.

## **APPENDIX E**

### **RECOMMENDED STATEWIDE TRAINING STANDARDS**

Topics for training will vary by the role of each department. There are, however, some common objectives that cut across sectors and therefore the Commission recommends that each of the following topics be part of any comprehensive training program about understanding and including individuals with intellectual and developmental disabilities:

1. People first language.
2. “Hidden disabilities.”
3. Characteristics that a person with intellectual or developmental disabilities may demonstrate.
4. Understanding the impact of prior traumas on how a person with an intellectual or developmental disability may respond.
5. Understanding how people with intellectual and developmental disabilities may communicate and process information.
6. Effective communication and responses during interactions with a person with an intellectual or developmental disability.
7. Understanding the difference between intellectual and developmental disabilities and mental illness.

**APPENDIX F**  
**COMMISSION MEMBERSHIP**

Timothy P. Shriver  
Chair  
Special Olympics International

Colonel Marcus L. Brown, 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

Gary D. Maynard, Secretary  
Department of Public Safety and Correctional Services  
Represented by Dr. James Holwager

George P. Failla, Jr., Acting Secretary  
Catherine A. Raggio, Secretary until 4/30/2014)  
Maryland Department of Disabilities

Joshua M. Sharfstein, Secretary  
Department of Health and Mental Hygiene  
Represented by Dr. Lisa Hovermale

Maryland Institute for Emergency Medical Services  
Represented by Rae Oliveria

Tammy Brown, Executive Director  
Governor's Office of Crime Control and Prevention  
Represented by James Hedrick

Charles Rapp, 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

The Hon. Senate Thomas V. Mike Miller, Jr., President  
Maryland Senate  
Appointee



