**Ethan Saylor Alliance Steering Committee**

Teleconference

Wednesday, October 9, 2024

Meeting Minutes

Join Zoom Meeting

<https://us02web.zoom.us/j/89898405087?pwd=b0lkMHJZZENqUUw1aEM2M2FhcStuUT09>

Meeting ID: 898 9840 5087

Passcode: 896339

**Members in attendance:** Erica Wheeler, Patti Saylor, Stephanie Dolamore, Beth Benevides, Trooper Matt Hughes, Carol Beatty

**Guests in attendance:** Shelly McLaughlin (PFA), Drs. Lisa Schoenbrodt and Leah Saal (Loyola), Terri Holley (Each Teach), Don and Lynne Myers, Kirsten Bosak (MDOD)

**Welcome & Introductions,** *Erica Wheeler*

Introduce Trooper Matt Hughes, new member representing the MD State Police

TFC Hughes is assigned to the Salisbury Barracks on MD’s Eastern Shore but was previously assigned to the Northeast Barracks where he met Alex Mann, a young man with autism who has trained law enforcement in PA and MD on how to interact with people with autism. Since then, TFC Hughes has become friends with Alex and connected him with the Saylor Alliance work. Alex will be presenting his training in a future meeting.

**Presentation**, *Drs. Lisa Schoenbrodt and Leah Saal, Loyola University MD*

Progress on the Model I/DD Curriculum

Drs. Schoenbrodt and Saal presented on their development of the revised I/DD model curriculum. They conducted focus groups to get feedback on what people liked/didn’t like about the current curriculum. The focus groups consisted of people with I/DD, people with physical disabilities, law enforcement trainers, and representatives from organizations. They used the information collected to conduct a SWOT analysis, identifying the strengths, weaknesses, opportunities, and threats of the curriculum. See their outline at the end of the meeting minutes. They will be scheduling another round of focus groups to get feedback on the revised curriculum. The contract term ends November 15, 2024.

**Presentation**, *Terri Holley, Each Teach*

Community Impact Grant 2024 recipient

Each Teach aims to advance gainful employment for the marginalized workforce. It works with organizations to offer trauma-informed workforce development for people who have adverse childhood/community/cultural experiences. It uses an evidence-informed approach called Healing Us Together. For the project, Each Teach used this approach to facilitate community conversations between first responders and people with disabilities. It is the responsibility of the participants with disabilities to lead these discussions.

**August 5th Strategic Planning mtg follow up**, *Jennifer Eastman*

Jennifer provided a recap of the strategic planning event that happened in August. We used a Charting the Life Course tool to have a conversation about our vision for the Saylor Alliance. It was determined that the most important need is to recruit new members to the Steering Committee, focusing on people with I/DD. Jennifer also shared that it would be great to have a job coach serve as well who could provide good suggestions for how to support people in training roles. There are some things that will need to be developed to onboard new members and get them familiar with the group’s work and responsibilities.

Jennifer wants to develop a survey for current committee members to get their ideas on how to improve the group. She wants to be more compliant with the Open Meetings Act and is considering moving to two in-person meetings a year. The survey should provide some guidance on what works best for the group and to identify who isn’t at the table currently but should be.

Jennifer met with Bob Wagner to discuss distributing a survey to the academy trainers and to figure out the best time to send it out. Questions to ask are: what curriculum are you using? How can we work together more? What opportunities are available outside of the classroom to facilitate positive interactions? We need more information from Bob on when it is best to send out the survey.

Jennifer wants a final review of the outreach materials that were drafted a while ago so we can get the graphic designer to create them. This is a high priority item.

**December mtg planning**, *All*

We need to change the date for the December meeting. Erica and Jennifer won’t be available. Jennifer will send out a Doodle poll to determine if Friday, Dec. 20th would work for most people. Alex Mann will be presenting his training to the group. If available, Jennifer can provide the results of the membership survey.

**Announcements**

Pathfinders has a mock traffic stop coming up in Howard County and is asking for the information to be sent out.

The MD Disabilities Forum is hosting a voters forum via Zoom with the two MD candidates for the Senate: Larry Hogan and Angela Alsobrooks. Stephanie Dolamore provided the details in the chat and encouraged everyone to send it out to their networks.

Meeting minutes respectfully submitted by: Jennifer Eastman, Staff to the Steering Committee

Data Collection Summary

IDD Model Curriculum Revision Project

1. **Data Collection Process**
   1. Data in the form of recorded focus groups and interviews was collected from 22 unique participants representing 11 different organizations through six focus groups and two individual interviews where participants provided a review/evaluation of the current model curriculum.
   2. Data from the 630 min of focus groups and interviews was transcribed and coded.
   3. Codes were clustered into a SWOT Analysis. A SWOT analysis is a strategic planning technique that helps entities assess the internal and external factors to consider when improving their strategies, materials, or processes. SWOT stands for strengths, weaknesses, opportunities, and threats.
2. **Results of SWOT Analysis of Existing MDOD IDD Model Curriculum Strengths**

* Focus on Ethan’s Story – starts with a MD story.
* Topic continues to be very important in Maryland and nationally.
* Connections to people’s backgrounds with disability.
* Information on De-escalation.
* Alignment to current standards and objectives.
* Focuses on avoiding custody.
* Lots of good information but provided in sometimes illogical or disconnected order.
* Trainers loved the auditory processing game and other opportunities to engage directly with the learners.
* Scenarios with opportunities for feedback from SAEs.

**Weaknesses**

* Needs to more explicitly center the voices of people with disabilities and emphasize working with the person with the disability ﬁrst - if that is the call.
* Information not in Plain Language.
* Information only offered in one language (English)
* Language around different preferencing for addressing people not present (no R word, identity versus person ﬁrst language).
* Not enough ties back to local MD examples, procedures, etc.
* PPT had accessibility problems
* Videos and links did not work or were not accessible.
* Information was too dense on slides.
* Information was counterproductive in some areas (videos showing bad examples).
* Need more opportunities to observe both the behaviors discussed in training (videos) and the strategies practiced (body camera or other footage)
* Not Enough Opportunity for Participants to Engage with Content, Each Other, or Trainers (SAEs)
  + Choice on activities. There is no second curriculum for in-service. This gets used for that too…
* No information or limited information on physical disabilities.
* No/limited information on intersectionality
* No info on person ﬁrst/identity ﬁrst language
* Some information is redundant, but not in a way that reinforces main points
* Resources were not linked or not meaningful (out of date)
* The ADA and Miranda section is not accurate and needs an overhaul. Misses mark on when people are “offending” or “justice involved”
* Not up to date with current new laws and regulations – especially around juveniles.

**Opportunities**

* New Standards
* Center the voices of people with disabilities as “course guides” and trainers
  + Increased opportunity for meaningful participation of people with IDD.
* Opportunities to better scope and sequence the curriculum for intentional spiral (repeating) of important points.
* Opportunity to connect the why with the how.
* Increase learner engagement in curriculum (learner to content, learner to learner, and learner to trainers)
* Case Studies within the curriculum sections in addition to scenarios.
* Revise the lesson plan for more engagement opportunities and local context.
  + Provide lesson Plan script along with script in the PPT for instructors. Include questions with the desired responses. The Lesson plan helps with ﬁdelity.
* Differentiate disability groups so that people don’t think just because someone has CP or is blind, they also have a cognitive disability.
* People with sensory disabilities may not have had them (at the same extent) from birth so they may respond to situations as a person without sensory disabilities. Ex. Looking in the direction of a speaker.
* Focus on developmental appropriateness – i.e. an adult with skill differences which are not in keeping with their age – or a child with skill differences which are not in keeping with their age.
* Update assessment to include performance based measures
* Places to include local body worn camera footage as well as procedures and policies.
* Chief Aziz of Prince George County is president of Maryland Chiefs Association – good contact for body worn camera footage.
* Possible survey of training directors/agencies on how they address this topic.
* Host/provide the model training ﬁles on MDOD website and MPCTC website – as new trainers would look for it on the MPCTC website. Would not know to go to MDOD.
* Maybe put out a call for academies to share other curriculums as well and make them available?
* Discussion of a repository of training curricula and materials on the BENCHMARK (LMS they chose).
* **Train the Trainer on Model Curriculum (for Law Enforcement Trainers and maybe CIT) to increase adoption and use of performance-based objectives**

**Threats**

* Not being adopted at all – use another curriculum or no curriculum.
* Not having funding to adopt Model Curriculum
* Tracking of adoption of Model Curriculum.
* Lack of availability in online/LMS format.
* Not being speciﬁc enough for regional adoption.
* Not having access to body camera footage or other “positive examples.”
* Not having access to behavioral footage (IRB, HIPPA)
* Lack of understanding about how to use performance-based objectives and assessment
* Physical disability standard doesn’t have to be a scenario (can be a case study).
* SAE exclusion based on pay, availability, or transportation.
* **No speciﬁc location for this in the academy curriculum although it requires some background knowledge and previous training objectives to achieve.**

**Curriculum Map Model Curriculum Revision**

**Global Learning Objectives:**

**Law Enforcement Recruits will be able to:**

* Identify **the indicators** that an individual may **have a physical/sensory or cognitive/intellectual disability.**
* Identify the **social and communication differences** which should be considered when engaging with a person with physical/sensory or cognitive/intellectual disability.
* **Identify four STAR techniques to use when engaging with people with physical/sensory or cognitive/intellectual disabilities.**

**Engagement Strategies:**

* + Research Based Discussion Strategies
  + Experiential Activities

**Application/Assessment:**

* + Case Study Physical Disability
  + 4 Scenarios with Performance based Assessment Rubric
    - 3 Existing Scenarios
    - 1 New Scenario (Non-verbal)
  + Exam

**Tentative Outline**

1. **Training Introduction**

a. Purpose/Origin of Training

* 1. **Ethan Saylor/PS Video**
  2. **Mission Video - Safe, Understood, Included**
     1. Create a video framing the mission with testimonials from SAEs and LEOs
  3. **Language We Use** – R Word, Identity First/Person First, Differently Abled
  4. **Global Learning Objectives**

| **TO#** | **EO#** | **Objective** |
| --- | --- | --- |
|  | **09.07.07** | Identify what it means to be safe from the perspective of a person with an I/DD |
|  | **09.08.01** | Identify “person first language” and how it should be used when encountering a person with an I/DD |

1. **Developmental Disabilities in Maryland** – LAW, Deﬁnitions, Categories, Health, Differential Mental Illness, Vulnerability (Trauma Impact, Victimization, Wandering, etc.)

| **TO#** | **EO#** | **Objective** |
| --- | --- | --- |
|  | **09.06.01** | Define “intellectual/developmental disability (I/DD)” |
|  | **09.06.02** | Define “physical disability” |
|  | **09.06.03** | Define “mental illness” |
|  | **09.06.04** | Define “mental health crisis” |

|  | **09.06.07** | Identify search and rescue considerations when a person with a disability  has wandered away from a home or facility |
| --- | --- | --- |
|  | **09.07.02** | Identify what is meant by hidden disabilities |
|  | **09.07.05** | Identify the impact of prior trauma on interactions with a person who has an I/DD |
|  | **09.07.06** | Identify medical and physical vulnerabilities commonly associated with a person with an I/DD |

1. **Physical/Sensory Disabilities** – Social & Communication Differences and Difficulties; STAR – Self/Person, Time, Assist/Accommodate, Resources/Referral/Reporting

| **TO#** | **EO#** | **Objective** |
| --- | --- | --- |
|  | **09.06.05** | Identify differences when encountering with a person with a disability |
|  | **09.07.03** | Identify general behaviors associated with persons with an I/DD |
|  | **09.07.04** | Identify non-verbal distractions, both personal and environmental, that may affect an encounter with a person that has an I/DD |
|  | **09.08.03** | Identify how a person with an I/DD may acknowledge understanding |
|  | **09.09.01** | Identify indicators that a person may have a physical disability. |
|  | **09.09.02** | Identify communication and de-escalation techniques for effectively  interacting with a person who has a physical disability |
|  | **09.09.03** | Identify resources available to assist an officer when responding to an individual with a physical disability |

1. **Cognitive/Intellectual Disabilities** – Social, Communication, & Sensory Differences and Difficulties; STAR – Self/Person, Time, Assist/Accommodate, Resources/Referral/Reporting

| **TO#** | **EO#** | **Objective** |
| --- | --- | --- |
|  | **09.06.05** | Identify differences when encountering with a person with a disability |
|  | **09.07.01** | Identify indicators that a person may have an intellectual/developmental disability |
|  | **09.07.03** | Identify general behaviors associated with persons with an I/DD |
|  | **09.07.04** | Identify non-verbal distractions, both personal and environmental, that may affect an encounter with a person that has an I/DD |
|  | **09.08.02** | Identify communication and de-escalation techniques for effectively interacting with a person who has an I/DD |
|  | **09.08.03** | Identify how a person with an I/DD may acknowledge understanding |
|  | **09.08.04** | Identify resources available to assist an officer when responding to an individual with an I/DD |

1. **Crisis/Emergencies/De-escalation** (Critical Missing, MH Crisis, Accident/Injury etc.)

| **TO#** | **EO#** | **Objective** |
| --- | --- | --- |
|  | **09.08.02** | Identify communication and de-escalation techniques for effectively interacting with a person who has an I/DD |
|  | **09.09.02** | Identify communication and de-escalation techniques for effectively interacting with a person who has a physical disability |

1. **Person with IDD as Witness, Victim, Offender, or Seeking Assistance**

| **TO#** | **EO#** | **Objective** |
| --- | --- | --- |
|  | **09.06.05** | Identify differences when encountering a person with a disability as an  offender, victim, witness, or individual in need of assistance |
|  | **09.06.06** | Identify requirements of the Americans with Disabilities Act for police interacting  with persons with disabilities |

1. **Case Study, Scenarios, & Performance Based Rubric**

| **TO#** | **EO#** | **Objective** |
| --- | --- | --- |
| **09.06** |  | Identify the police role and responsibilities related to persons with disabilities. |
| **09.07** |  | Identify important considerations when interacting with a person who may have an intellectual/developmental disability (I/DD). |
| **09.08** |  | Demonstrate effectively interacting with a person who has an intellectual/developmental disability. |
| **09.09** |  | Given a scenario, identify how to effectively interact with a person who has a physical disability. |

1. **More to Explore: Resources, References, Referrals**

**Each section will have s Evidence-based Engagement or Application Activity Lesson plan will include scripts for instructors.**