

2015 Annual Report

October 1, 2014 – September 30, 2015



MISSISSIPPI COUNCIL
ON
DEVELOPMENTAL DISABILITIES

Promoting a Better Quality of Life for People with Developmental Disabilities



www.msccd.org

601-359-6238

Funded by the Administration on Intellectual and Developmental Disabilities

Alternate formats are available upon request. Additional information about programs or funding can be requested by calling the MSCDD office.

Mission

To improve the quality of life for Mississippians with developmental disabilities

About the Council

Governor-appointed membership promoting...

- ❖ Advocacy, systems change, and capacity building
- ❖ Innovative demonstration and mini-grant project funding
- ❖ Interagency collaboration and coordination
- ❖ Community outreach, training, and support
- ❖ Policymaker and public information



Council Officers & Membership

- * Annette Rinehart, Chair
- * Mary Allsup, Vice-Chair
- * Shirley Miller, NACDD Delegate
- * Charlotte Myers, Monitoring & Evaluation Chair

- * Josie Alston
- * Theresa Ayers
- + Melinda Bertucci
- + Laureta Cameron
- + Alma Ellis
- * Jim Gallaspy
- + Debra Harris
- + Lavonda Hart
- + Nick Hartley
- * Quess Hood
- * Vicki Killingsworth
- * Shanickey Kirkwood
- + Ashley Lacoste
- + Ann Maclaine
- * Mary Moore
- * Glenn Sanford
- * Dr. Jane Taylor
- + Dr. Armerita Tell
- * Dr. Alma Turner
- * Ruby Wadford

- + **Agency Representative**
- * **Person with a disability or family member**

Staff

Charles Hughes, Jr., Executive Director
Christy Ashley, Program Coordinator
Debbie Jordan, Administrative Assistant



Annette Rinehart received recognition for her service as Chair for four years.



Dan Mcgaughy (with Emmagene) was recognized for his many years of service to the Council.

Areas of Emphasis and Mississippi Partnerships for Employment Grants

These projects are funded by Mississippi Partnerships for Employment of Youth and Young Adults with IDD (MSPE). MSPE is funded by the U.S. Administration on Intellectual and Developmental Disabilities, Project of National Significance.



The Mississippi Partnerships for Employment (MSPE) through the Administration on Intellectual and Developmental Disabilities was designed for

systems change efforts to address the needs of youth and young adults with intellectual and developmental disabilities who want employment. The grant was managed by the network agencies of the MS Council on Developmental Disabilities, Disability Rights Mississippi, and The University of Southern MS Institute for Disability Studies. The overarching goal was to build capacity across existing state systems for sustainable systems change that improves outcomes for youth and young adults with DD/ID seeking competitive employment in integrated settings. Objectives included: 1) develop and implement policies that support competitive employment outcomes for youth and young adults with IDD, 2) develop innovative strategies to remove systemic barriers to competitive employment in integrated systems, 3) identify and implement strategies and best practices that improve employment outcomes for youth and young adults, 4) enhance statewide collaborations that can facilitate the transition process from secondary and post-secondary schools or other pre-vocational training settings to competitive employment, and 5) develop and implement evaluation measures to ensure the effectiveness and efficiency of the project in meeting its goal and objectives.



Gathering Grounds was a community-based business (coffee/art shop) that taught students transitional work skills in an inclusive, safe environment. Students operated the coffee shop featuring original student artwork. The goal was to provide the extensive job skills training needed in the areas of employability and social skills to reach each student's goal of competitive, paid employment.

Building Opportunities for Learning and Transition Success (BOLTS) was intended to increase competitive employment outcomes and/or transition service for youth and young adults with intellectual/developmental disabilities who attend the Oxford School District. It was accomplished through the development of on-campus work training opportunities, development of job/career videos or pod casts through digital media, development of a *Preparing for Life Transition Planning Guide*, providing transition training opportunities, expanding the current array of transition services, and providing hands-on training for future teachers.





Customized Employment: Linking Job Seekers with Employers targeted three sheltered workshops to begin the process of Customized Employment to link job seekers to community employers. It sought to improve the current reimbursement system used by the Home and Community-Based Waiver and worked with the Mississippi Department of Rehabilitation Services to contract with sheltered workshops to provide Customized Employment.

The following projects are funded by Mississippi Council on Developmental Disabilities (MSCDD). MSCDD is funded by the Administration on Intellectual and Developmental Disabilities.

Overcoming the Wall by Building a Solid Foundation for Increasing Community

Employment for Individuals with IDD educated decision-makers of the value and benefits persons with intellectual and developmental disabilities can offer employers through outreach, awareness, and competency exposure. The focus was on community businesses, school systems, church administrators, and federal contractors. Through this exposure, it is anticipated to increase the effectiveness of employment services for individuals with developmental disabilities.



Farm Entrepreneurship and Independence Initiative



recruited and integrated high school students with disabilities to a youth leadership program which provided on-the-job training in farming and payment for work performed. The program was inclusive as the students were assigned to work with two additional students without disabilities. The initiative taught students concepts of farming including planting, growing, and harvesting crops as well as cleaning, packaging, and distributing products.

Student Transition to Work Program provided employment preparation and engagement of students with developmental disabilities who attend Yazoo County High School. Warren-Yazoo Mental Health partnered with Yazoo County High School and the MS Department of Rehabilitation Services to implement a comprehensive transition model that provided individualized supports and services for the preparation and engagement of employment activities; integrated person-centered planning in the development of skills discovery, training, and development; and offered opportunities for job discovery, coaching, and integrated work experiences and career skills that lead to gainful employment.





Project SEARCH USM targeted 10 young adults ages 18 and older with developmental disabilities. The program consisted of daily employment preparatory skills training and working internships. At least three internship opportunities would be provided during the program. The program used person-centered planning for all participants in the development of employment-focused goals and internships

based upon future employment interests. In addition to training and internships, participants had inclusive mentoring experiences with USM students and attended a bi-weekly support group focused on the transition to adulthood. Upon completion of the training program, participants engaged in community-based employment interviews and pursued integrated employment.



Competitive Employment Access Through Technology and Community Partnerships worked towards building an online application process for those who need an alternate route to the standard online application. Attention to the online process was brought by media coverage and advertising arranged in cooperation with local businesses. The media attention served as

positive pressure for businesses to engage with local ID/DD service providers and as a tool for public awareness and education.

Advancing Transition provided hand-on experiences to students within the New Albany School District in the area of transition and work experiences. Students had job experience at Salvation Army and the local Food Pantry. They were given an opportunity to demonstrate an awareness of comparative shopping concepts such as applicable to personal money management through trips to various department stores.



Financial Literacy for Economic Self-Sufficiency: 6th- 12th Grade provided training to special education teachers to teach their students about financial literacy. The program supported advocacy and capacity building for the education and early intervention of students with developmental disabilities that need assistance in addressing their substantial functional limitations in learning, capacity for independent living and economic self-sufficiency.

Parent and Teacher Trainings provided training once a month beginning in March through September on new information on best practices and information learned at the Association of Behavioral Analyst International Autism Conference. The trainings were for parents and teachers in North MS.

Advocacy Team MS re-establish the Mississippi Self-Advocacy Team as an advisory council and provided self-advocacy training. Self-advocates provided training in the south, central, and north Mississippi areas. Twenty-seven secondary schools and three colleges/universities received self-advocacy training.



Excellence in Educating Students with Autism focused on the professional development of the staff at the Autism Center. Every year the Board Certified Behavior Analysts at the Autism Center are required to attend an annual conference to increase their knowledge in the field of Applied Behavior Analysis (ABA) with the most current research and methodology. The annual conference is one of the only ways that Behavior Analysts can receive the number of continuing education units required to maintain certification and have exposure to the latest developments in the field of ABA. They attended to discover the latest evidence-based practices that can be implemented in the clinic and surrounding school districts. The Behavior Analysts also developed workshops to provide professional development trainings for educators in the state of Mississippi. Six Behavior Analysts were trained to improve their therapeutic methods and increase their knowledge. They provided parent trainings on how to increase positive social interactions and verbal behavior skills. A workshop was created for educators to address increasing verbal behavior within the classroom setting.

Project PRISM was designed to provide tutoring services for children diagnosed with autism and/or other developmental disabilities. The program is implemented through one-hour tutoring sessions one to two times a week, depending on the student's need, for approximately 12-15 students. Students with developmental delays have difficulty acquiring and retaining new skills in a classroom setting. Often during a break from school, these children can lose skills and regress. The program provided one-on-one instruction that increased the likelihood that skills would be maintained and new skills would be learned. The major goal of the tutoring program was to increase acquisition and retention of reading and math skills for children with developmental disabilities.



Providing Telehealth Services in Rural MS Areas to Children with DD empowered the community health care providers to increase the scope of their services in caring for children with special health care needs in the community including proactive healthcare education and access to developmental specialists through telemedicine. This initiative increased access to developmental disability specialty services in these areas via telemedicine by providing a connection between partners for healthcare delivery and wellness education.



I am WELL Aware increased opportunities for individuals with developmental disabilities to live a healthy lifestyle by making health and wellness a priority and teaching them how to make healthier choices food wise and the importance of exercise. The program allowed children and adults with developmental disabilities to have exposure to intervention programs aimed at promoting physical activity, health, and wellness. Some activities included learning to make healthy choices, using health equipment, understanding the importance of healthy decisions for long term benefits, understanding the importance of good hygiene, cooking healthy, creating and reading cookbooks, and measuring ingredients.



Holmes Health and Nutrition Program enhanced and supported opportunities for high school students in rural communities with developmental disabilities to participate in community functions as active members of society and to reduce instances of obesity among high school students with disabilities. The program promoted health and wellness by teaching nutrition and weight management to rural high school students with disabilities. Training inclusively involved students with and without intellectual or physical disabilities and provided sensitivity training on the subjects of disabilities and obesity.



Health, Fitness, and Leisure Education served adolescents and adults with DD to independently monitor and promote their personal health and fitness-related goals using person-centered recreation. Expected outcomes included improved fitness, increased participation in inclusive recreation, and the capacity to assess and monitor personal measures of health, fitness, and leisure activity.



Rolling Recreation motivated individuals with disabilities in becoming healthier by providing access to accessible recreation opportunities and enhancing their overall lifestyle. Through wheelchair basketball, tennis, softball, and fishing activities, at least 165 individuals had an opportunity to socialize, compete, and engage in a social life.

Project STICK was a recreational program for individuals with developmental disabilities for children and adults. Activities included adventure therapy workshops, rope courses, kayaking, and indoor rock climbing along with play day at an accessible playground and support groups for individuals and their caregivers.



PRISM Social Skills Pilot Program was designed to provide social skills training for children diagnosed with autism and/or other developmental disabilities. This program offered 2-hour social skills sessions once a week for 8 weeks at no charge to the parents. Autism Spectrum Disorder often results in underdeveloped social skills required to interact successfully with others. This program used the Teach Town, HELP, and Teaching Theory of Mind programs to foster more appropriate social skills. Not only did the acquisition of these skills help with immediate social situations involving peer relations, but it also helped build the skills needed for individuals with ASD to actively participate in recreational, leisure, and community activities. The program provided these individuals the tools to live more independently, which improves their quality of life while at the same time decreasing the burden of funding placed on the community for caring for these individuals. The program provided group instruction that taught the participants how to build lasting friendships. The major goals of the social skills program portion of Project PRISM were to increase the participants' ability to develop and maintain friendships and participate in community activities.

