



MSCDD

MISSISSIPPI COUNCIL ON DEVELOPMENTAL DISABILITIES

Promoting a Better Quality of Life for People with Developmental Disabilities

2016 Annual Report
October 1, 2015 – September 30, 2016

www.msccd.org

601-359-6238

Funded by the Administration on Intellectual and Developmental Disabilities

Alternate formats available upon request.

Council Officers and Membership

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

- * Josie Alston
- * Theresa Ayers
- + Melinda Bertucci
- + Laureta Cameron
- + Alma Ellis
- * Jim Gallaspy
- + Debra Harris
- + Lavonda Hart
- + Nick Hartley
- * 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 for family member*

Staff

Charles Hughes, Jr., Executive Director
Christy Ashley, Program Coordinator
Comma McDuffey, Administrative Assistant

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 improved 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' purpose of the last year of this demonstration project was to write and share how Gathering Grounds (Rankin Co. School District) created and offered a series of transition services and supports to better prepare and facilitate students' successful transition from school to post-secondary activities such as employment, community participation, adult living outcomes, and development of

leisure activities. The primary focus and intent was on employment of students with DD. Topics in the manual included the grant process, how the shop was started (facility, vendors, advertisement, etc.), timeline for the first year at Gathering Grounds, school participation, community involvement, pros and cons of various topics (transportation, vendors, money, participation, etc.), success stories, interviews from students involved with GG, interviews from customers, and general tips of starting a similar program.



BOLTS' purpose of the last year of this demonstration project was to write and share how BOLTS (Oxford School District) created and offered a series of transition services and supports to better prepare and facilitate students' successful transition from school to post-secondary activities such as employment, community participation, adult living outcomes, and development of leisure activities. The primary focus and intent was on employment of students with DD. The manual described

each of the program components and activities in detail such as how to set up, enhance, replicate,

and maintain quality transition services for students with DD; provide the information and planning tools to use to assess the needs of their students, the resources available in their local communities, ideas to navigate the challenges many school districts encounter as they take steps to prepare, locate jobs, and maintain competitive employment; and give detailed descriptions on the components of academic studies, 8th Grade Advisement Process, school-based work training, social skills training, peer mentoring, school-based jobs, job development services, job/employment placement, on-the-job support, soft skill awareness and training.

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 increased the effectiveness of employment services for people with developmental disabilities and created a “how to” manual to be used by other agencies/organizations as a guide to implementation.



Farm Entrepreneurship and Independence Initiative recruited and integrate 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 and Yazoo City High School. Warren-Yazoo Mental Health partnered with these schools 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; integrate person-centered planning in the development of skills discovery, training, and development; and offer 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. Ten internship opportunities were 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 developed 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.

The Employment Connection expanded and provided activities to help people with DD with entrepreneurships. Staff mentored for employment by providing assistance with identifying skills, resume preparation, on-line applications, matching skills to job openings, and providing the tools and training they need for employment. They also interviewed applicants for intake and discovery to determine best type of business for individuals who will then be provided with self-employment workshops, financial literacy classes, computer classes, and materials needed to begin a business.



Tiger Farms was a mini grant where students learned the concepts of growing plants and making sales to the public. They also learned how to take direction from a supervisor and learned good work ethics. They were taught about potting plants and maintaining plants along with marketing skills and how to advertise to draw attention. The students improved social skills through working with the public to sell the plants and was given the opportunity to learn the aspects of bookkeeping for sales records.

Tory's Treasures allowed one individual to start her own business. She took pictures and contracted with Cat's Meow to do two-dimensional, wooden replicas of buildings and accessories and sell these products in various locations. She created a piece replicating the Capitol in Jackson, MS and was allowed to put them in the gift shop located in the Capitol.



Entrepreneurship for Economic Self-Sufficiency: 6th- 12th Grade provided training to special education teachers about how to teach their students about financial literacy and shifted the focus of Financial Fitness for Life to Entrepreneurships. 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.

I am WELL Aware increased opportunities for people 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 disabilities and provided sensitivity training on the subjects of disabilities and obesity.

PCIT to Treat Behavioral Problems in Children with Neurodevelopmental Disabilities certified three psychologists in Parent-Child Interaction Therapy (PCIT). This is an effective treatment for children ages 3-7 with developmental disabilities and behavioral problems. It is different from ABA in that it teaches caregivers specific behavior management skills through intensive, real-time coaching that emphasizes a positive parent-child relationship.



Tiger Fit was designed to meet the needs of students with special needs that attended Ripley High School. Goals included providing a time and place for students to exercise through a collaboration effort with Blue Mountain College's Wellness Center twice a week. The project taught the students and parents about healthy habits through a certified nutritionist who did in-class demonstrations once a month. The nutritionist taught about healthy foods and exercise. A professional chef also did classroom demonstrations once a month in preparing a healthy meal further enhancing the choices of healthy living.

Empowering You had three main goals: 1) provide education about effective parenting skills from a behavioral approach, 2) conduct psycho-education about emotions, emotional disorders, conduct problems, and psychological issues, and 3) encourage parents to adopt healthy sleep, nutrition, and exercise habits to enhance their own well-being and promote an optimal environment for their child's success. At the end of the program, parents who participated in the workshops reported seeking additional services to accommodate their children's physical and

mental wellbeing. These services included Psychological Services Center at the University of MS and Integrated Health Services.

Sensory Gym for Children with Special Needs provided the community an opportunity to enhance their understanding of people, mostly children, with sensory needs and how important it is to have sensory play. Several schools brought children with developmental delay to the gym to play. Several birthday parties took place this year for children with sensory needs. Many of the children that utilized the gym for sensory needs had less meltdowns.



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

Creating a Spectrum of Possibilities: Behavioral and Academic Services for Individuals with Developmental Disabilities provided Applied Behavioral Analysis (ABA) and academic services to people with DD through weekly, one-hour intervention sessions for 30 children, adolescents, and/or emerging adults. It also provided service-related training experiences to 13 graduate students and 10 undergraduate students.



Advocacy Jumpstart began the last quarter of FY16 and will continue into FY17. This project will conduct an aggressive campaign for self-advocacy targeting youth and young adults with disabilities from ages 13-34. It will coordinate with individuals and groups throughout Holmes County and the surrounding counties of Attala, Carroll, Humphreys, and Yazoo. They will identify youth with DD who are considered leaders or who display leadership characteristics and train them on how to self-advocate and how to train others. The program will also open leadership channels for people with disabilities in private, public, and non-profit sectors.

Community Transportation made transportation services accessible and provided outreach transit services to people with developmental disabilities in Madison County. Towns and/or cities included in these services are Ridgeland, Madison, Canton, Farmhaven, Sharon, Camden, and Flora.

Other Community Events and Collaborations

State Fall Games for Special Olympics
Operation Prop
Walkin' the Blues Away with NAMI MS
RAM Conference
Tupelo Public School District Recreational Field Trip
2015 APSE Conference
MH/IDD Joint Conference
LIFE of MS's Annual Bridging the Gap
5th Annual Central Conference on Alzheimer's: Pulling Together, Pulling Ahead
Mississippi Wheelcats
Epilepsy Foundation of MS's Excellence in Epilepsy Education Symposium
Central Mississippi Down Syndrome Society's Buddy Walk
1st Annual GPS Conference
Brain Injury Association of MS's Salute to Our Heroes
12th Annual Forum on American Enterprise
Angel's Program
Council for Exceptional Children Conference
28th Annual Arbor Day 5K-1 Mile, ¼ Mile Run, Walk, or Roll Event
Healthworks Event
Mississippi Respite Summit
2016 State Convention of the National Federation of the Blind, Mississippi
Autism 5K, Awareness Walk and Festival
2016 Annual Brain and Spinal Cord Injury Conference
Fueling Change with Disability Rights Mississippi
Camp Bold (Arc of Northwest MS)
The Alvin P. Flannes Summer Camp (Epilepsy Foundation of MS)
Dream Night (Jackson Zoo)
Area III Special Olympic Summer Games
2016 Petal Southern Miss Powwow (USM – Institute for Disability Studies)
2nd Annual Bully's Autism Spectrum Dash (MS State University)
2016 Trauma Informed Conference (MS Department of Mental Health)
Social Skills Camp (Autism Center of North MS)
2016 Journey Skyward Flying Event
10th Annual Southeastern Rett Syndrome Conference
17th Annual Conference on Alzheimer's Disease and
Psychiatric Disorders
2016 Buddy Walk (Central MS Down Syndrome
Society)
6th Annual Conference on Alzheimer's, MS Chapter
Disability Awareness Conference
Gallant Hearts Guide Dog Center



MSU Bulldog Bike Camp



2016

MS disAbility MegaConference



The Mississippi Council on Developmental Disabilities (MSCDD) hosted a Sibshops and Facilitator Training for anyone who was interested in becoming a facilitator of Sibshops. We had 70 people registered with 11 kid sibs (ages 8-13) and 7 adult siblings. Some participants came as far as Oklahoma, Alabama, New York, Texas, and Utah to receive the training. Day 1 consisted of a large group discussion about concerns and opportunities experienced by brothers and sisters of individuals with disabilities. Day 1 also incorporated an adult sibling panel discussion with questions such as where they live, work/school status, talk about their family, how they learned about their sibling's disability, whether or not that disability caused any special problems for them such as with friends or at school, what comes to their mind when they think about their sibling's future, and stories about their sibling they would like to share. Day 2 was a hands-on demonstration of the Sibshop using the kid sibs and adult siblings. Games included knots, lap game, last kid standing, feelings on a rope, group juggling, triangle tag, sightless sculpture, push pin soccer, scrabble, and few others. Participants who completed both days of training were considered a "facilitator" and could host their own Sibshops in their community.

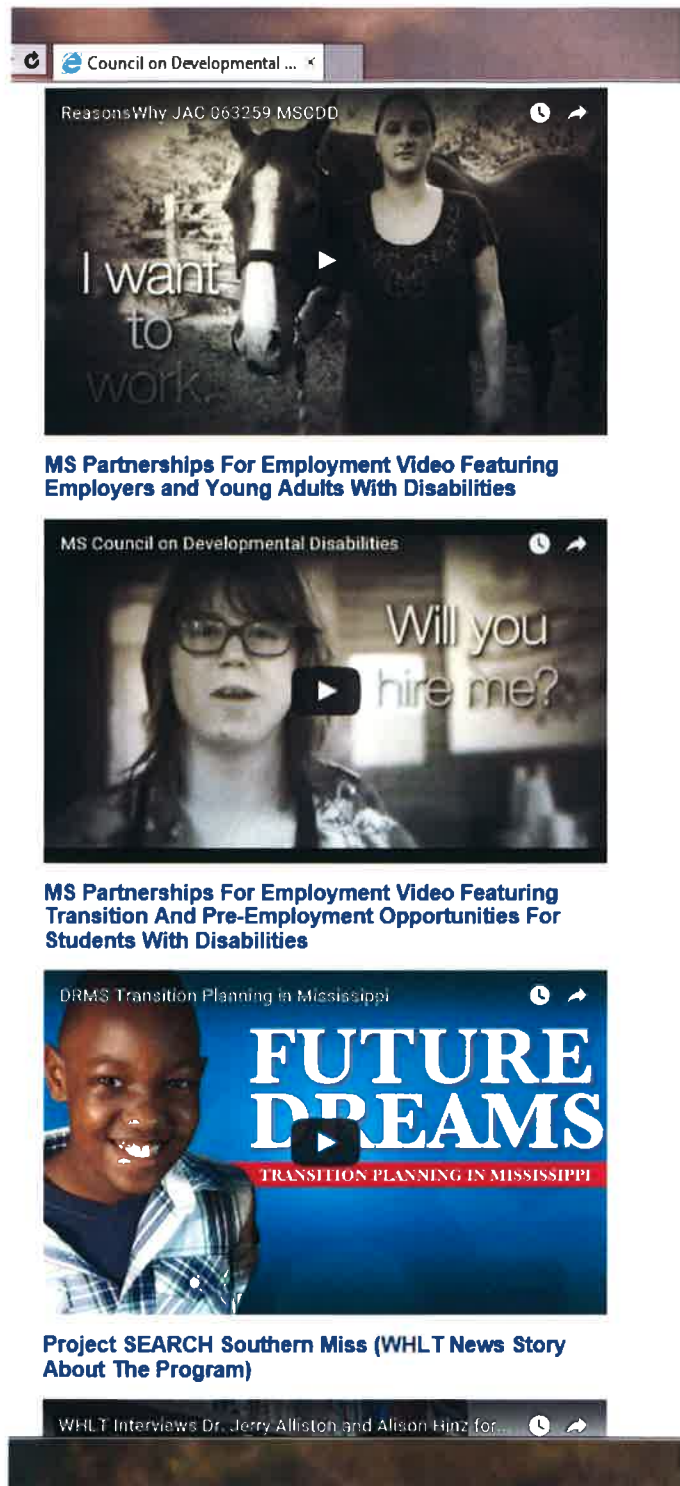


VIDEOS

Several videos were made over the past year of the Mississippi Partnerships for Employment grant funded by the Administration on Intellectual and Developmental Disabilities. [Some projects have been featured on local television news spots and in newspapers.]

The Mississippi Council on Developmental Disabilities was the lead agency for this 5 year systems change in employment grant.

Most videos are located at www.msccd.org/videos and www.mspeidd.org



The screenshot shows a web browser window with the address bar displaying "Council on Developmental ...". Below the browser window are three video thumbnails, each with a play button icon and a title:

- Thumbnail 1:** Title: "ReasonsWhy JAC 063259 MSCDD". Image: A woman standing next to a horse. Text overlay: "I want to work".
- Thumbnail 2:** Title: "MS Council on Developmental Disabilities". Image: A woman with glasses. Text overlay: "Will you hire me?".
- Thumbnail 3:** Title: "DRMS Transition Planning in Mississippi". Image: A smiling young boy. Text overlay: "FUTURE DREAMS" and "TRANSITION PLANNING IN MISSISSIPPI".

Below the third thumbnail is a caption: "Project SEARCH Southern Miss (WHLT News Story About The Program)". At the bottom of the screenshot, a partial video player is visible with the text "WHLT Interviews Dr. Jerry Alliston and Alison Hinz for..." and a play button icon.