

DRAFT TO BE REVIEWED BEFORE DISTRIBUTION

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

October 20, 2014

Prince Georges County, MD

The Commission for Effective Community Inclusion of Individuals with Intellectual and Developmental Disabilities met on October 20, 2014 in Prince George's County, MD at 10:30 a.m. A quorum was present throughout the meeting.

Members participating:

Cleary, Joseph (Jay)
Cox, Brian
Curtis, Thomas
Embert, Dwayne
Failla, George
Imparato, Andrew
Oliveira, Rae
Pierson, Joanna
Shriver, Timothy
Sparks, Theresa
Wheeler, Erica

Agenda 1. Welcome and Chair's Remarks

Chair Timothy Shriver welcomed the members and thanked them for coming. The Commission unanimously approved the minutes of the September 4, 2014 meeting.

Agenda 2. Update on Training

Jennifer Beskid of the Strategic Support Unit at the Police and Correctional Training Commissions (PCTC) provided an update on the training for entry-level law enforcement. The Police Training Commission adopted the training objectives recommended by the Training Subcommittee of the Commission (see **Appendix A**). As of January 1, 2015, all police academies in Maryland will be required to teach content to the objectives. The Training Subcommittee continues to collaborate with PCTC on a curriculum that meets the objectives and PCTC will conduct a second dry-run in December to finalize that curriculum. PCTC is also planning a Training for Trainers workshop in January and it has received interest from police academies on attending that session. In addition, PCTC is fielding questions about in-service

training on people with intellectual and developmental disabilities and it is providing training content to the academies based on the curriculum in development.

Agenda 3. Policy Discussion

Commission members had a lengthy discussion regarding the Commission's policy recommendations and legislative options. Members concluded they wanted to hear from the disability community about what it would like the Commission to recommend. Members of the Commission planned to reach out to their networks and identify groups to present to the Commission at its November meeting.

In addition, the Commission discussed the content of its recommendations and end-of-year report. Several options were discussed and it was agreed that utilizing the framework followed for the law enforcement sector was a practical approach for addressing other sectors. In addition, the Commission strongly supported including self-advocates in training across departments as an independent recommendation.

Finally, members agreed to provide comments on the draft legislation by no later than October 27, 2014 so that it could be distributed outside the Commission for comment.

Agenda 4. Transition Plan

Commission members agreed to send letters to each of the gubernatorial transition teams in advance of the November 4, 2014 election to brief the candidates on the Commission's work.

Agenda 5. Other Business

There was no other business.

Agenda 6. Upcoming Meetings

The Commission agreed to schedule its next meeting for November 13, 2014 from 1-3pm. Its final meeting of the year will be December 15, 2013.

The meeting adjourned at 12:30p.m.

Appendix A

- 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.